

OpenQAsS

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Evaluation of the E6 Event with Teachers in Spain

Universidad de Alcala

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Results of the 3 Events

Questions about the planning and development of the planned software at the Teacher's consultation event.

1st Event

Date (dd-mm-yyyy)	18-01-2016
Number of participants	18 (ES)
Location	Alcalá de Henares (Madrid)
Activity Leading Organisation	European University of Madrid
Participants	School principals <ul style="list-style-type: none"> • School principals • Teachers • Local school authorities

2nd Event

Date (dd-mm-yyyy)	21-01-2016
Number of participants	8 (ES)
Location	Alcalá de Henares (Madrid)
Activity Leading Organisation	Escuela Politécnica University of Alcalá
Participants	School principals <ul style="list-style-type: none"> • Teachers • Local school authorities



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3rd Event

Date (dd-mm-yyyy)	02-02-2016
Number of participants	7 (ES)
Location	Alcalá de Henares (Madrid)
Activity Leading Organisation	Avellaneda High School
Participants	School principals <ul style="list-style-type: none"> • Teachers • Local school authorities



Results:

- A total of 6 **centres** and 32 people participated in **subsequent meetings and workshops**, project concepts and the use of EQUAVET methods for quality in schools with FP were discussed.
- Discussion of needs and capabilities from a **non-functional** prototype.
- Perception of a big number of difficulties in implementing successive quality VET programs and schools:
 - Lack of resources
 - Work overload creating discomfort personnel, and making it difficult to take on new roles.
 - Restrictions on the use of communications and systems imposed by the authorities (e.g. existing software to control the absence of students or schedules to control all school activities).
 - This type of software imposed by the authorities not usually be well seen by teachers as it is often difficult to be used.
- The requested features are varied.

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- The degree of implementation of quality processes is different in each school: some of them having a big number already implemented, some processes in place and ready, while others have almost nothing.
- The proposal to make available a document repository and a learning platform is well received by all participants.
- They want to have an easy communication with all stakeholders in the system as teachers, parents, businesses, etc.
- Easy tools for surveys and evaluation processes and satisfaction are also widely demanded.

Comments

During meetings, we observe that there were a broad spectrum of vocational teachers: they belong to private and public schools. In the different meeting were created a climate of discussion and self-criticism of the educational needs was established that for each of them were necessary solve.

Initially the teachers thought that realism and pragmatism in the implementation of the software application was necessary because several applications had been developed and they considered that their use in many cases was more a limitation than a help.

Therefore, the Spanish teachers confiemed that although the use of software tools can help improve management processes as well as teaching and learning processes, they thought that the use of these tools was not the solution to all problems in teaching.

The Spanish teachers also indicated that they had participated in projects which initially seemed to solve their problems, but in the end these projects came to nothing because the development was lengthened in time, presenting difficulties of maintenance and performance of versions: they ended up discouraging users and forcing them to abandon systems' use.

The most striking example they mentioned occurred recently when the Department of Education Maine State has decided to redeploy MacBook after using iPad as an educational tool for a while.

<http://www.sunjournal.com/news/lewiston-auburn/2016/05/19/state-offering-schools-ipad-trade/1927446>

On the other hand, the Spanish teachers expressed their fear of breaches on the Law on Data Protection (LOPD), because it is considered one of the major constraints in some of the processes: the Spanish teachers want to talk to parents of younger students but not before the younger students should have allowed communication between teacher and parent (if they are above the legal age).

If they do not have authorization this communication could not be established, they also indicated that the teacher must have written evidence of this permission and the teacher must keep a copy of the authorization in the system.

All teachers indicated that the use of email and forums is typical but the use of twitter and other social networks are not carried out, except in some cases where students had a profile with access to Smartphone, technological studies and in the private schools.

Another proposal by the Spanish teachers is improving communication by using specific forums for teachers: in the case of student forums better implemented in the LMS tools.

Regarding planning of learning activities, Spanish teachers proposed the development of a platform for management activities through a document repository which would allow that each teacher can decide which documents are public or not, to which audience, etc. This tool will allow them to share information among the teaching staff, while each teacher can place his/her information in a personal folder.

The use of a students' repository should be done through the LMS, since all the information is related to the subjects/courses: several teachers believe that these tools do not usually achieve their full potential use. This along with the creation of group communication and documentation and a common manual would report a greater knowledge sharing.

They emphasized as well the need to separate the document repository of the subjects published in the LMS to be consistent with the fact that each year new subjects are generated with the same content or with different one.

Therefore, they must keep a copy of contents and generate a new space for each course every year. In some centers it is not possible to maintain the active subjects of previous years due to the economic cost of the space used.

They also considered important but not essential that the application could show the latest changes in the documents and sent message when new documents are uploaded or changed.

Spanish teachers believe that one of the processes needed for better quality management is communication with parents as under current legislation students should authorize the teacher to communicate with their parents.

This is not problematic in private schools since parents pay their children's studies and they already have procedures for parents to request information on their child's learning process. In public schools, this problem is greater because parents receive information of tutors when students miss school or do not pass exams only at the end of the year. On the other hand tutors must show throughout the process that students have authorized them to communicate with their parents or legal tutors. These legal rules may imply that an application cannot be used in the same way in all countries.

Regarding the discussion and communication with students, delivering tasks and support learning activities, the Spanish teachers believe that the use of LMS platforms would be the best option. The most widely used platform is Moodle although many of them think that users do not know all the possibilities of these type of tools, such as peer assessment, teacher's self-assessments, etc.

Spanish teachers think that training in management and quality assurance is very poor and they need more information on quality. The attitude of teachers to implement systems and quality processes is really good although they often do not know how to do it correctly. Moreover they consider that the generation of quality documentation and a quality manual, internal audits procedures, etc. could represent an increase of work if it is not properly done and not worthing possible benefits.

They also think that a space in the repository should be created with specific quality information and applications and examples of quality. Spanish teachers during events indicated that the publication of the contents on QA and a safe and secure repository would be interesting to have information on cases of good practices and success stories.

Another of the most important aspects that teachers in both private and public schools have requested is training of all the personnel in centres and obviously teachers). They feel they are well prepared for teaching but still needing to improve the process of teaching and learning. They want that teachers attending training outside the center could share knowledge with the others promoting efficiency and generating knowledge transfer.

Unfortunately they think that today this process is only possible in private schools due to incentives for it, e.g. in some schools teachers have to attend a minimum of hours of training per year. Teachers of public schools consider that this practice is impossible because authorities and workload do not organize things to be aligned with this practice although they think that the know-how should generate greater connection among members of teaching staff

Regarding compulsory existing systems provided by authorities to public centres, e.g. attendance control, they indicated that both the region of Madrid and the Castilla la Mancha requires them control of student attendance to class, but they think that integrating existing applications into the proposed prototype would help to improve processes. One of the main constraints that they have observed is the use of corporate image, which is very important in private institutes where any action is limited to the correct use of it.

Spanish teachers think that along with the evaluation of student's satisfaction, teacher's satisfaction, it is also necessary to evaluate the existing working environment in the center as recommended in the ISO 9001 quality standard. In addition, they indicate that the working environment should be assessed in every schools, because many teachers think it essential to know how the working environment significantly influences all processes of the school.

One of the main problems that Spanish teachers in both private and public schools indicated is related to managing internships and practical work in collaborating companies: while in Castilla La Mancha is required a manual process in others as public schools in the community of Madrid is required a data entry in a specific application program which difficulties interconnection within a single system. Besides the management process of practical work in companies requires documentation which has to be hand-signed by both the company and student and involved center. It generates a long delays in the process of approval of the agreement and the start of activity as well as a time/effort consuming process. When students are in working practices in another region, the process is a nightmare.

Spanish teachers of public schools do not see practical use of a process for managing collaborating companies, since they do not have defined or limited where or how far they can organize students internship. In some cases, companies working with a teaching center have changed to others from another city, so centers feel some fear of losing collaborating companies to be 'stolen' by other center. In recent years, the new Dual training scheme has been enhanced, which means that part of the training is provided in the company by the company. Another part is provided in the vocational

institute by the assigned teacher. In these cases the coordination and communication between the center and the company is very important. It allows detection of deviations in the curriculum as well as duplication of knowledge in the courses.