Teacher Survey in a Nutshell

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Teachers and Crowdsourcing

a. Are teachers familiar with the concept of crowdsourcing?

b. Are they including crowdsourcing in their teaching?

c. Are they themselves active in crowdsourcing activities?

d. If yes, what are these activities?

e. What is their attitude towards crowdsourcing in general?

f. What would motivate them to include crowdsourcing into their teaching?
Teacher Survey in a Nutshell

September 2017 (Bolzano)
Activity initiated

January, February 2018
Survey preparation

April, May, June 2018
Assembling the team

March 2018 (Iasi)
Feedback from the network

June 2018 – February 2019
Survey open

April, May, June 2018

December 2018
1129 completed surveys

(Gothenburg)
First results

June 2018 – February 2019

COST Action CA16105
## National Representatives

1. Rina Zviel-Girshin  
2. Ela Gajek  
3. Isabel Durán  
4. Ann Devitt  
5. Elena Volodina  
6. Iztok Kosem  
7. Costanza Navarretta  
8. Svetla Koeva  
9. Christos Rodosthenous  
10. Jirka Hana  
11. Ramunė Kasperavičienė  
12. Therese Lindström  
13. Karēn Fort  
14. Lina Milosevska  
15. Zeta Athanasiou  
16. Ivana Konjik  
17. Johannes Graēn  
18. Magali Paquot  
19. Antonia Svetić  
20. Petra Bago  
21. Jelena Kallas  
22. Kristina Koppel  
23. Tassja Weber  
24. Branislav Bēdi  
25. João da Silva  
26. Claudia Borg  
27. Sarah Grech  
28. Anabela Barreiro  
29. Ilze Auzina  
30. Claudine Kirsch  
31. Ciler Hatipoglu  
32. Lorenzo Zanasi  
33. Corina Forascu  
34. Michaela Mosatova  
35. Nihada Delibegović  
36. Edina Špago
RESULTS
Are teachers familiar with the concept of crowdsourcing?
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- **A definition was provided** on the first page of the survey! *I had to start again after the third page because I didn’t read closely enough the text at the beginning. My understanding has always been that crowdsourcing refers to obtaining funding.*

- Answers throughout the survey indicate that teachers want/need more information on crowdsourcing.

- The low participation rate is the first indicator.

- 245 participants (14%) opted-out from the survey as they believed they do not understand the concept well enough to proceed.
Are teachers including crowdsourcing in their teaching?
Are teachers including crowdsourcing in their teaching?

- 23% replied that they have previously organised crowdsourcing activities for their pupils or students.

- Many of the activities listed by the participants do not fall under the (provided) definition of crowdsourcing. Many equated crowdsourcing with any sort of cooperation - in the digital environment or even outside of it.

- The participants listed several platforms previously unknown to us, such as Kahoot, Powtoon, and Quizlet.
Are teachers themselves active in crowdsourcing activities?
Are teachers themselves active in crowdsourcing activities?

- 40% reported that they have previously contributed to the wider community by crowdsourcing teaching materials.
- Actual crowdsourcing activities as well as file-sharing applications or social media platforms, such as Dropbox, Whatsapp, Facebook, Prezi, Youtube + sharing material in/via workshops, projects, conferences, blogs, university repositories, etc.
What is the attitude towards crowdsourcing in general?
What is the attitude towards crowdsourcing in general?

- Only 4% (39) replied they would not be willing to crowdsource teaching materials for the language(s) they teach. (Yes – 639; 69%. I don’t know – 246; 27%).

- Preferred crowdsourcing tasks are to:
  1. Collaborate with other teachers in the creation of interactive digital learning materials (380; 45% are likely to participate).
  2. Select, edit and share language examples for exercises or tests (342; 40% are likely to participate).
MOTIVATION
a. What would help you to include more crowdsourcing activities in your teaching?

- **ideas** about which specific crowdsourcing activities are suitable for the language(s) I teach (selected 6866 times)

- **tutorials** about crowdsourcing-based teaching techniques (selected 622 times)
b. What technical equipment is available to your students/pupils?

- 62% of the participants reported the availability of computer rooms, 56% reported students can use their own smartphones, and classroom computers were reported in 52% of the answers.

- There are cases where there is no technical equipment.
c. What would motivate you to participate in crowdsourcing?

- acquiring **new skills and knowledge** in the process (selected 638 times),
- **saving time in the long term** on my own class preparation (selected 523 times).
d. Any other comments?

- *I would like university to teach us on crowdsourcing...*
- *I need more information*
- *My key concern is quality control*
- *Sounds like a lot of extra work...*
- *True collaboration and sharing, all parties contributing, is an ideal I have never seen realised - yet. It is always one or two parties that give and the rest take.*
- *Crowdsourcing is a promising approach, although I am still not convinced of the teaching value.*
Proposed next steps

- Rebranding!
- Prepare *promotional and educational* materials (tutorials, courses) that addresses the identified needs.
- Prepare *concrete* scenarios of crowdsourcing for language learning.
- Develop platforms that will *optimise crowdsourcing* activities and results for the teaching community.
- Keep in mind *the reality* of here and now and prepare applicable and useful solutions.
Thank you! :)