

Velvitt Seminar

Audit of staff skills

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Aims of Velvitt

- To develop a methodology for assessing institutional requirements for networked learning and for selecting and implementing appropriate solutions, including the choice of VLE.
- To create staff development and training programmes to support the management and use of virtual and networked learning.
- To increase trans-national collaboration in Vocational ITT and develop capacity to deliver programmes where this takes place.
- To investigate the specific application of VLEs in Vocational ITT, and to revise curricula to maximise benefits to teaching and learning processes.
- To compile and analyse data comparing various VLEs, and to disseminate this with a view to standardising policy in Vocational ITT

Aims of questionnaire

- To gather data about qualifications in using E-learning within vocational teacher trainers
- To provide information on current usage of VLEs, including types of platforms
- To gather base-line data about skills, knowledge and expertise in computing and e-learning
- To provide trans-national comparative data concerning VLE and ICT (Information and Communications Technology) usage

Numbers of respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	UK	12	15.4	15.4	15.4
	Finland	12	15.4	15.4	30.8
	Hungary	22	28.2	28.2	59.0
	Crete	23	29.5	29.5	88.5
	The Netherlands	9	11.5	11.5	100.0
	Total	78	100.0	100.0	

Subject specialisms

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ICT	8	10.3	11.4	11.4
	Maths	4	5.1	5.7	17.1
	Arts	2	2.6	2.9	20.0
	Science	2	2.6	2.9	22.9
	Humanities	24	30.8	34.3	57.1
	Mechanical Engineering/Construction	15	19.2	21.4	78.6
	Electronic and electrical engineering	7	9.0	10.0	88.6
	Business/Accounting	5	6.4	7.1	95.7
	others	3	3.8	4.3	100.0
	Total	70	89.7	100.0	
Missing	System	8	10.3		
Total		78	100.0		

ICT qualification?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	19	24.4	24.7	24.7
	No	58	74.4	75.3	100.0
	Total	77	98.7	100.0	
Missing	System	1	1.3		
Total		78	100.0		

ICT qualification by country

		ICT qualification		Total	
		Yes	No		
Country	UK	Count	3	9	12
		% within Country	25.0%	75.0%	100.0%
		% of Total	3.9%	11.8%	15.8%
	Finland	Count	1	11	12
		% within Country	8.3%	91.7%	100.0%
		% of Total	1.3%	14.5%	15.8%
	Hungary	Count	5	17	22
		% within Country	22.7%	77.3%	100.0%
		% of Total	6.6%	22.4%	28.9%
	Crete	Count	4	19	23
		% within Country	17.4%	82.6%	100.0%
		% of Total	5.3%	25.0%	30.3%
	The Netherlands	Count	2	5	7
		% within Country	28.6%	71.4%	100.0%
		% of Total	2.6%	6.6%	9.2%
Total		Count	15	61	76
		% within Country	19.7%	80.3%	100.0%
		% of Total	19.7%	80.3%	100.0%

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Overall ICT experience

Overall IT experience was calculated by summing the responses to the specific questions about ICT knowledge. The lower the score, the more knowledge and experience

Country	Mean	N	Std. Deviation
UK	23.4167	12	9.99507
Finland	28.8333	12	5.32291
Hungary	27.7619	21	10.11388
Crete	29.7391	23	8.77609
The Netherlands	28.8571	7	6.91444
Total	27.9467	75	8.83313

Experience of using VLEs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very experienced	6	7.7	7.9	7.9
	experienced	7	9.0	9.2	17.1
	Some experience	21	26.9	27.6	44.7
	Limited experience	28	35.9	36.8	81.6
	No Experience	14	17.9	18.4	100.0
	Total	76	97.4	100.0	
Missing	System	2	2.6		
Total		78	100.0		

VLE experience by country

Overall VLE experience was calculated by summing the responses to the specific questions about VLE knowledge. The lower the score, the more knowledge and experience of using VLEs

Country	Mean	N	Std. Deviation
UK	15.3333	12	6.85344
Finland	21.0833	12	4.14418
Hungary	18.9000	20	5.80290
Crete	23.1304	23	3.38854
The Netherlands	23.2500	8	2.18763
Total	20.4400	75	5.48521

Conclusions

- Training needs are not differentiated according to country, but the effects are not dramatic
- Gender, age and years of teaching experience do not significantly effect training needs
- Most participants have some knowledge of VLEs, but more development work is needed
- Training needs are strongly tied to individuals so programmes need to be flexible and customisable