Vytautas Magnus University Teacher Survey Results

2021 – 2022 academic year

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Išsilavinimas 360°

The purpose and respondents of the survey

Vytautas Magnus University (VMU) teacher survey was organized in May – June of 2021.

The purpose was to identify teachers' experience and opinion on teaching and students' involvement in studies, professional development needs and conditions for teaching at VMU in order to improve the quality of studies.

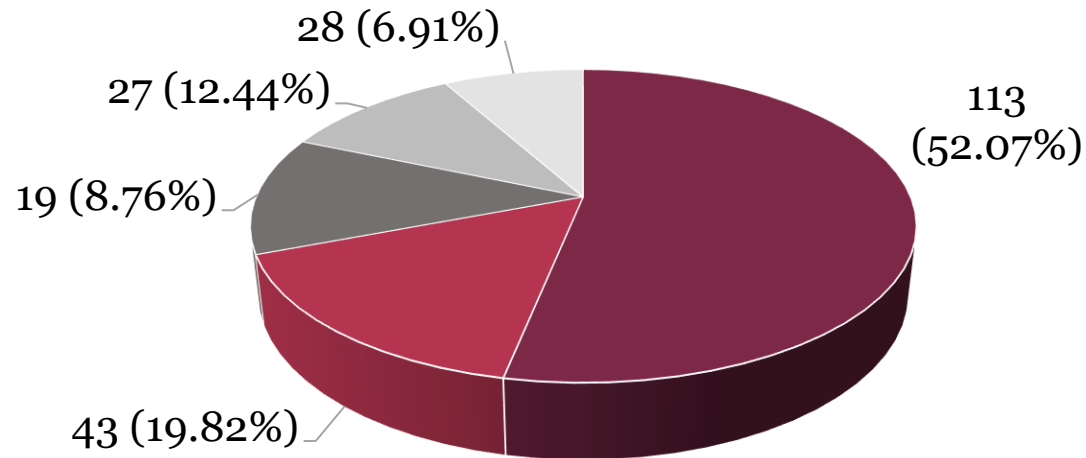217 teachers participated in the survey.

Respondents in faculties/academies

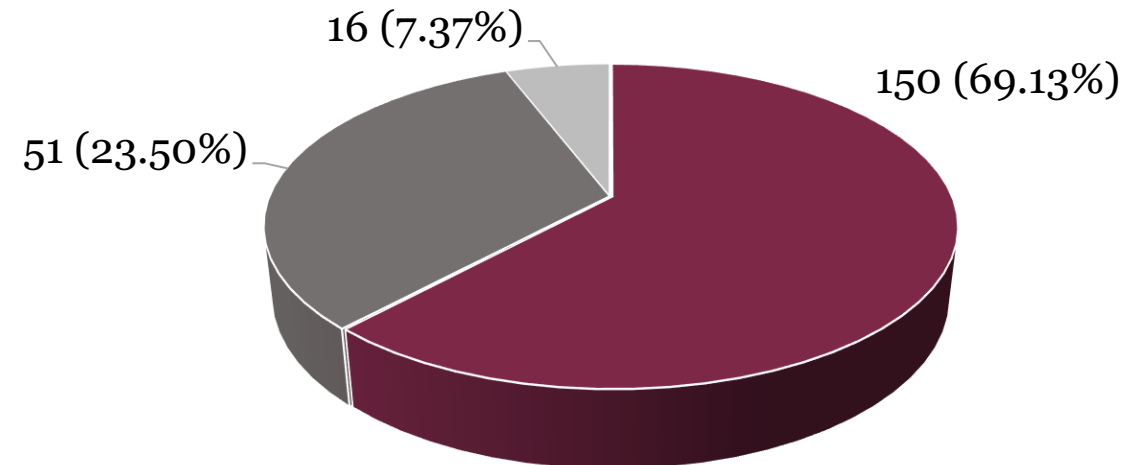| Faculty/ academy	Number of respondents	Percentage of respondents%
1. Education Academy.	35	16.13%
2. Faculty of Social Sciences.	34	15.67%
3. Faculty of Humanities.	20	9.22%
4. Faculty of natural Sciences.	18	8.29%
5. Agriculture Academy Faculty of Engineering.	16	7.37%
6. Agriculture Academy Faculty of Bioeconomy Development.	14	6.45%
7. Institute of Foreign Language.	12	5.53%
8. Faculty of Economics and Management.	11	5.07%
9. Faculty of Informatics.	11	5.07%
10. Faculty of Political Science and Diplomacy.	9	4.15%
11. Agriculture Academy Faculty of Agronomy.	9	4.15%
12. Faculty of Catholic Theology.	6	2.76%
13. Music Akademy.	6	2.76%
14. Faculty of Arts.	6	2.76%
15. Agriculture Academy Faculty of Forest Sciences and Ecology.	5	2.31%
16. Faculty of Law.	5	2.31%
Totally:	217	100%

Characteristics of respondents

Respondents' teaching experience

28 (6.91%)

27 (12.44%)

19 (8.76%)

113 (52.07%)

43 (19.82%)

- ■ 15 years and more ■ 11-14 years
- ■ 3-6 years ■ 7-10 years
- ■ Less than 3 years

Distribution by gender

16 (7.37%)

51 (23.50%)

150 (69.13%)

- ■ Woman ■ Man ■ I do not want to specify

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Application of study methods

Respondents indicated the most common methods in the contact work in 2021-2022 (in lectures, seminars, laboratory work, etc.).
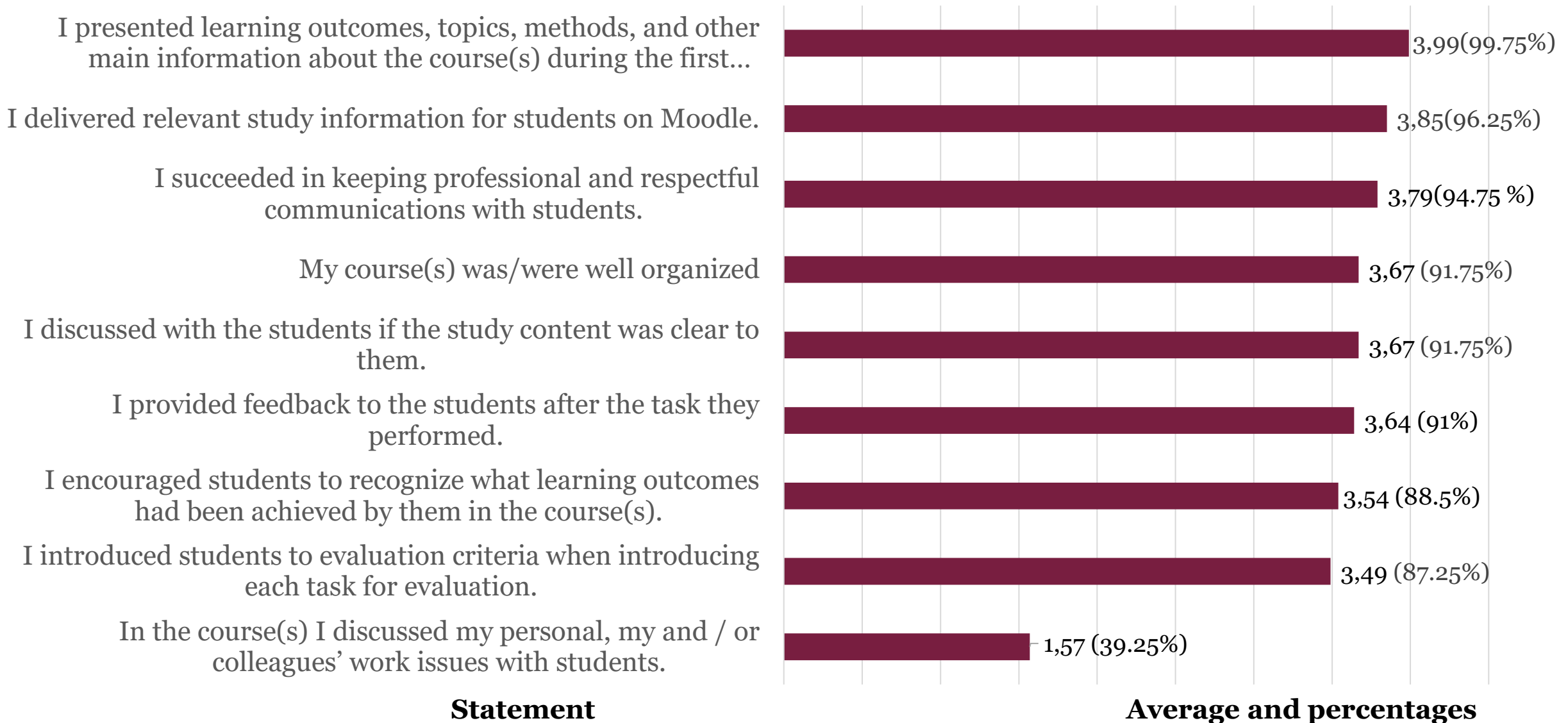
Applied methods	Number and percentage of responses	Applied methods	Number and percentage of responses
1. Discussions, debates.	186 (17.73%)	9. Role playing.	46 (4.39%)
2. Case study.	167 (15.92%)	10. Concept maps.	45 (4.30%)
3. Video review and discussion.	139 (13.25%)	11. Learning diaries.	25 (2.38%)
4. Problem-based learning.	123 (11.73%)	12. Serious games.	7 (0.67%)
5. Project method.	95 (9.06%)	13. I don't use any of the methods specified.	1 (0.1%)
6. Critical review method.	82 (7.82%)	14. Other inclusive methods (tasks in teams, interactive learning, mediation, interlinguality, reflections, practice, experiential learning, expert method, Kahoot, photo-voice, data walking).	23 (2.19%)
7. Modelling and simulation.	62 (5.91%)		
8. Experimentation.	48 (4.58%)		

Work in study courses

Teachers were asked to evaluate their work in the study courses:
from „agree" – 4 to „disagree" – 1; „I don't know/hard to say" (0) – eliminated.

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Statement	Average and percentages
I presented learning outcomes, topics, methods, and other main information about the course(s) during the first…	3,99 (99.75%)
I delivered relevant study information for students on Moodle.	3,85 (96.25%)
I succeeded in keeping professional and respectful communications with students.	3,79 (94.75 %)
My course(s) was/were well organized	3,67 (91.75%)
I discussed with the students if the study content was clear to them.	3,67 (91.75%)
I provided feedback to the students after the task they performed.	3,64 (91%)
I encouraged students to recognize what learning outcomes had been achieved by them in the course(s).	3,54 (88.5%)
I introduced students to evaluation criteria when introducing each task for evaluation.	3,49 (87.25%)
In the course(s) I discussed my personal, my and / or colleagues' work issues with students.	1,57 (39.25%)

Skills to be developed

Respondents indicated the skills they would like to focus on improving the quality of teaching (by choosing all the appropriate answers).

Skills to be developed	Number of responses (N=344) and percentage
1. Development of digital competencies.	104 (24.02%)
2. Assessment and / or feedback skills.	77 (17.78%)
3. Group and / or teamwork organization skills.	77 (17.78%)
4. Communication skills.	48 (11.09%)
5. Skills for planning study activities.	44 (10.16%)
6. Intercultural skills.	38 (8.78%)
7. I am not sure what skills could be considered for improvement.	25 (5.77%)
8. Other (innovative, active learning and student-engaging methods, foreign languages, exchange of good practices, psychological abilities).	20 (4.62%)

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Need for professional development events

Respondents were asked to indicate which topics of professional development events would be useful.

EVENT TOPICS REQUIRED
Psychology: psychological characteristics of different generations; stress management and conflict management; student motivation.
Development of digital competences: training for working with separate information technology systems, Moodle tool possibilities and methods of application, video creation.
Methods involving students in their studies: problem-based learning (PBL) and challenge-based learning (CPL), development of creativity, application of the Design Thinking method in lectures.
Assessment and feedback: assessment and/or feedback skills; concept and application of assessment criteria.
Other: public speaking, time management; communication with students and administration; improving a foreign language; working with special needs and foreign students.

Students' involvement in studies

Teachers were asked to evaluate students' work in study courses in 2021-2022.

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Statement	Answers
Used the provided feedback on the completed tasks.	56% / 26% / 18%
Attended your consultations/ advising sessions.	51% / 29% / 20%
Followed the information on Moodle.	84% / 10% / 6%
Communicated with you in a professional and respectful manner.	96% / 2% / 2%
Completed their tasks on time	85% / 12% / 3%
Were involved in course(s) activities (participated actively, discussed, gave their opinion, etc.).	52% / 33% / 15%
Participated in your classes	72% / 22% / 6%

■ All students, majority of students   ▢ About half of students   ■ Minority of students, no students

Statement   **Answers**

Improving students' involvement in studies

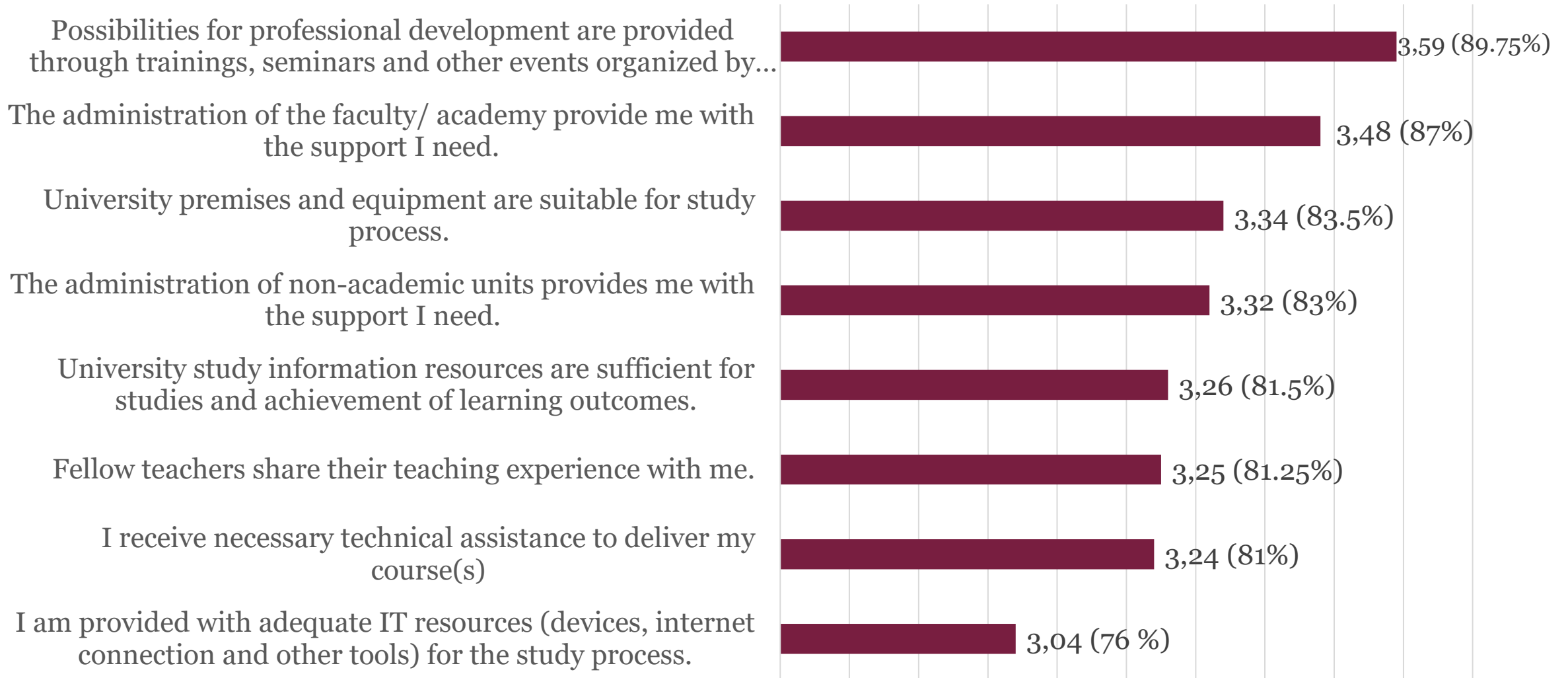Respondents were asked to specify how student involvement in studies could be improved.

Organization of study sessions: returning to contact learning, increasing student motivation, and improving time management skills, improving the attendance of lectures, reducing student number during seminars; introducing a mandatory connection with audio and video when lectures are held remotely.

Application of study methods: applying methods that promote discussion, group work, collaborative learning, and analysis of real situations; providing more problem tasks corresponding to real situations; using a variety of learning tools online to increase student engagement.

Clear communication and ensuring an environment suitable for cooperation: establishing clear rules for communication, participation, submission of tasks/reports; creating a safe learning environment based on trust and recognition of everyone, where everyone dares to ask questions and be sure that they will not be surprised, ridiculed or dissatisfied.

Working conditions, related to the study courses

Teachers were asked to evaluate their working conditions: from „agree" – 4 to „disagree" – 1; „don't know/hard to say" (0) – eliminated.

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Possibilities for professional development are provided through trainings, seminars and other events organized by... — 3,59 (89.75%)

The administration of the faculty/ academy provide me with the support I need. — 3,48 (87%)

University premises and equipment are suitable for study process. — 3,34 (83.5%)

The administration of non-academic units provides me with the support I need. — 3,32 (83%)

University study information resources are sufficient for studies and achievement of learning outcomes. — 3,26 (81.5%)

Fellow teachers share their teaching experience with me. — 3,25 (81.25%)

I receive necessary technical assistance to deliver my course(s) — 3,24 (81%)

I am provided with adequate IT resources (devices, internet connection and other tools) for the study process. — 3,04 (76 %)

Statement

Average and percentages

Improvement of working conditions, related to the study

courses *Respondents were asked to specify how the quality of their teaching and working conditions could be improved.*

Premises (classrooms, laboratories) and Equipment needed for studies: establishing more classrooms with desks, small mobile whiteboards; installing blinds covering the light in the auditoriums; adapting audiences to group work and programme specifics (filming, simulation); ensuring wireless internet connection in the University's auditoriums and other work spaces; adapting audiences for hybrid learning; upgrading laboratories; equipping teachers' workplaces; updating computers in classrooms and teachers' offices; providing the necessary equipment for studies (microphones, projectors, instruments, etc.); updating the software.
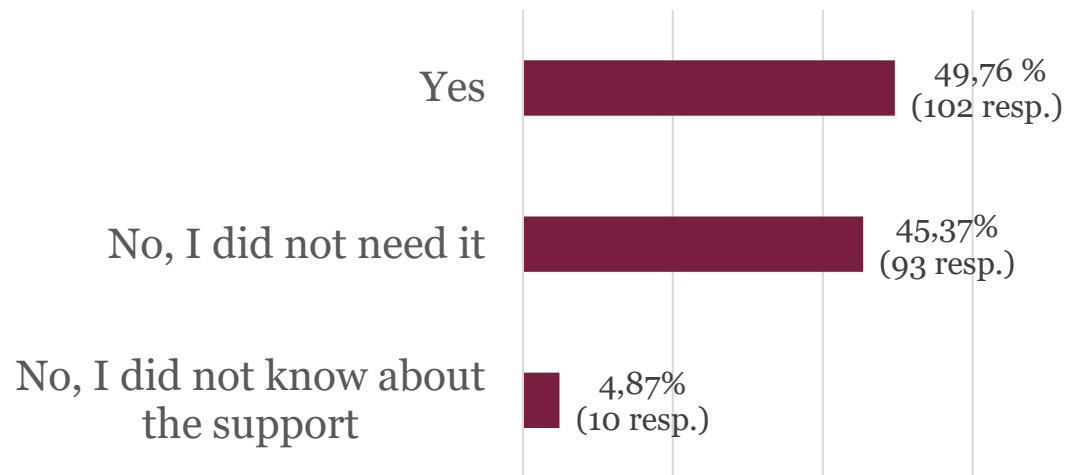
Communication: developing conditions for teachers to share good experience about teaching peculiarities of teaching, innovations, new teaching methods; ensuring more equal cooperation between all VMU academic and non-academic departments, respectful behavior and problem solving between teachers and faculty administration.

Other suggestions: organizing more practical training for teachers; implementing a system of providing support to the teacher and improve the psychological atmosphere; reducing the teaching load falling on the full-time position and the administrative responsibility; increasing the number of personnel in laboratory work.

Provided support by VMU to work at a distance

Respondents where asked if they had used the support to work at a distance. If yes, they were requested to indicate what assistance had been helpful (by selecting all appropriate answers).

Did you use the support provided by VMU to work at a distance?

- Yes — 49,76 % (102 resp.)
- No, I did not need it — 45,37% (93 resp.)
- No, I did not know about the support — 4,87% (10 resp.)

What kind of assistance was helpful?	Number of responses (N=344) and percentage
1. Consultations on course preparation in the Moodle environment.	63 (21.8%)
2. Methodical recommendations and examples in the Moodle environment.	42 (14.53%)
3. Consultations on the video lecturing tools using for online classes.	40 (13.84%)
4. Consultation on course certification for online classes.	49 (13.49%)
5. Training on organization of distance studies.	38 (13.15%)
6. Consultations regarding assignments and their assessment for distance learning.	36 (12.46%)
7. User manuals in studyonline.lt portal.	28(9.69%)
8. Other.	3 (1.04%)

Difficulties in distance studies

Respondents indicated difficulties they had encountered in distance studies (by choosing all appropriate answers).

Indicated difficulties	Number of responses (N=344) and percentage
1. Involve students in active distance learning activities.	61 (28.91%)
2. To adjust computer settings when opening different programmes.	35 (16.59%)
3. To prepare assessment tasks in distance studies environment.	28 (13.27%)
4. To prepare and certify a study course for distance studies.	21 (9.95%)
5. To use video lecturing tools.	20 (9.48%)
6. Organize midterm and final assessment in distance studies.	18 (8.53%)
7. Other*.	18 (8.53%)
8. To use the Moodle environment.	10 (4.74%)

*By choosing the answer "Other", the respondents have identified problems with the internet connection, creating Moodle tests, using the Teams platform and the Moodle environment at the same time, lack of time when transferring the subject material to a remote environment and occasional technical problems.

Using the Teacher's Survey Results

Teachers	Administration
✓ Applying more diverse study methods and ensuring a collaborative environment to increase student engagement; ✓ Identifying skills to be developed in order to improve teaching quality and participating in competence development; ✓ Communication with the administration regarding the need for equipment required for studies.	✓ Ensuring clear communication with teachers; ✓Improving the organization of study sessions; ✓Initiating and organizing development of teachers' competences and sharing of good teaching practices; ✓Ensuring provision of premises and necessary equipment for studies.

Using the Teacher's Survey Results

Study programmes (field) committee

✓   Initiating and organizing development of teachers' competences and sharing of good teaching practices;
✓   Developing communication with students of the study programme (direction);
✓   Evaluating teachers' suggestions submitted in the survey and planning the actions to improve study programmes.

THANK YOU FOR COOPERATION

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