

Vytautas Magnus University Teacher Survey Results

2022 – 2023 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 2023.

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.

199 teachers participated in the survey (217 teachers in 2022; 344 teachers in 2021).

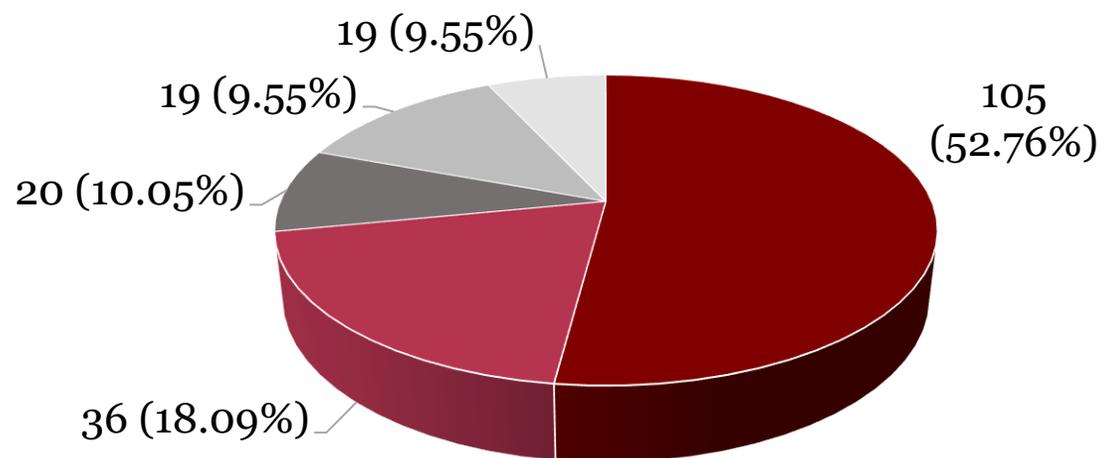
Respondents in faculties, academies



Faculty, academy	Number of respondents	Percentage of respondents
1. Education Academy.	34	17,08%
2. Agriculture Academy Faculty of Bioeconomy Development.	20	10.05%
3. Faculty of Humanities.	19	9.54%
4. Institute of Foreign Language.	18	9,04%
5. Faculty of Natural Sciences.	13	6,54%
6. Agriculture Academy Faculty of Engineering.	12	6.03%
7. Music Academy.	12	6.03%
8. Agriculture Academy Faculty of Agronomy.	10	5.03%
9. Faculty of Social Sciences.	9	4.52%
10. Faculty of Economics and Management.	8	4.03%
11. Faculty of Political Science and Diplomacy.	7	3.51%
12. Faculty of Informatics.	7	3.51%
13. Faculty of Law.	5	2.51%
14. Faculty of Catholic Theology.	4	2.02%
15. Agriculture Academy Faculty of Forest Sciences and Ecology.	4	2.02%
16. Faculty of Arts.	4	2.02%
17. Not provided.	13	6.54%
Totally:	199	100%

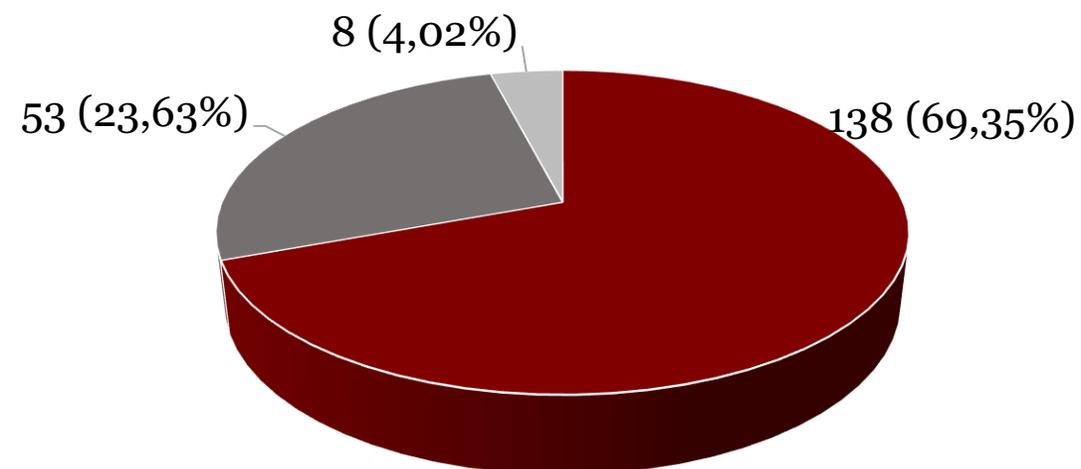
Characteristics of respondents

Respondents' teaching experience



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

Distribution by gender



- Woman
- Man
- I do not want to specify

Application of study methods

Respondents indicated the most common methods in the contact work.

Applied methods	Number of responses and percentage of respondents		
	2023	2022	2021
1. Discussions, debates.	164 (82,41%)	186 (85,71%)	276 (80,23%)
2. Case study.	139 (69,84%)	167 (76,95%)	263 (76,45%)
3. Video review and discussion.	123 (61,80%)	139 (64,05%)	213 (61,91%)
4. Problem-based learning.	106 (53,26%)	123 (56,68%)	188 (54,65%)
5. Project method.	85 (42,71%)	95 (43,77%)	142 (41,27%)
6. Modelling and simulation.	59 (29,64%)	62 (28,57%)	96 (27,9%)
7. Critical review method.	57 (28,64%)	82 (37,78%)	115 (33,43%)
8. Experimentation.	47 (23,61%)	48 (22,11%)	65 (18,89%)

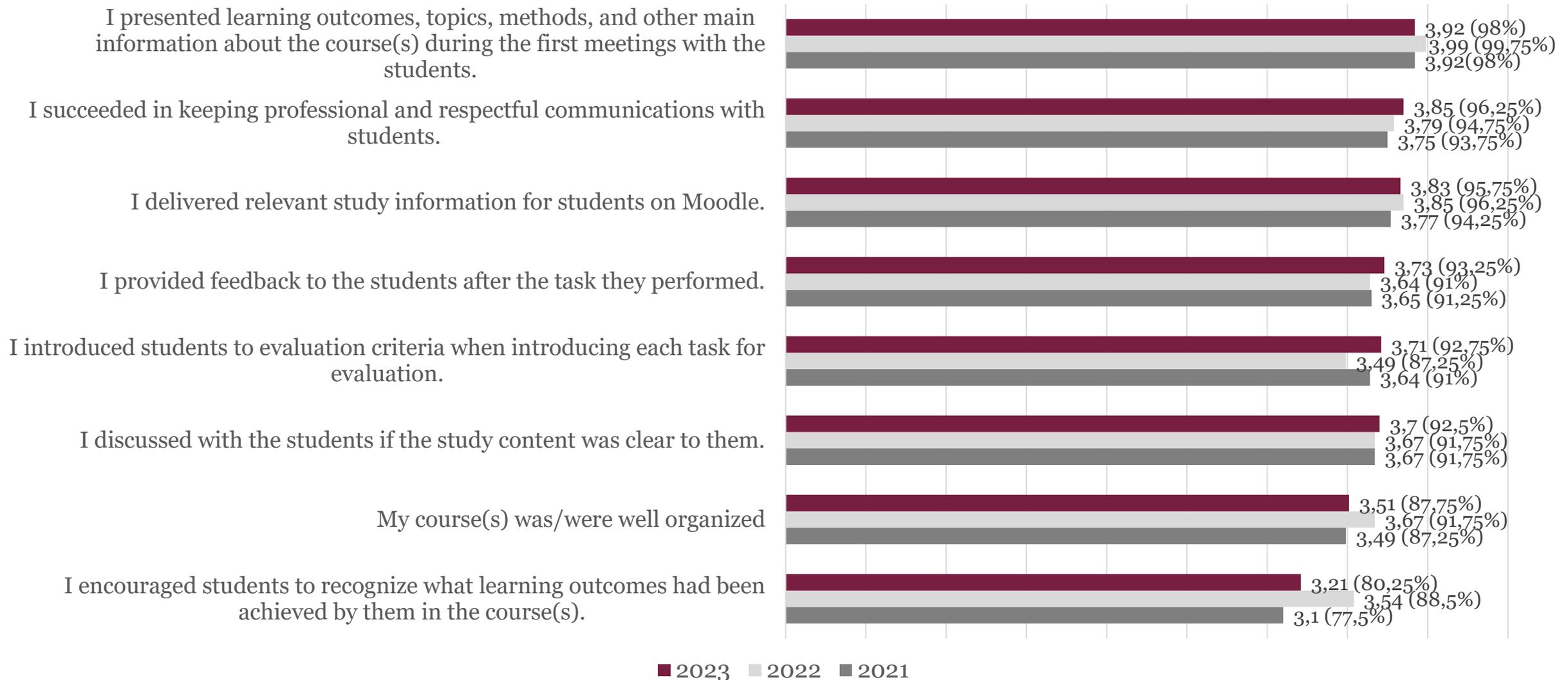
Applied methods	Number of responses and percentage of respondents		
	2023	2022	2021
9. Role playing.	45 (22,61%)	45 (20,73%)	61 (17,73%)
10. Concept maps.	40 (20,1%)	46 (21,19%)	51 (14,82%)
11. Learning diaries.	15 (7,53%)	25 (11,52%)	20 (5,81%)
12. Serious games.	6 (3,01%)	7 (3,22%)	3 (0,87%)
13. I don't use any of the methods specified.	0 (0%)	1 (0,46%)	2 (0,58%)
14. Other inclusive methods (mediation, multilingualism, reflections, experiential learning, expert method, creating video reports, reading a spatial task, analyzing documents, preparing essays, reading scientific articles, photo voice, field research, service learning, other methods).	20 (10,05%)	23 (10,59%)	29 (8,43%)

Teachers' opinion about their work in the study courses

(from „agree“ – 4 to „disagree“ – 1; „I don't know/hard to say“ (o) – eliminated).



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Statement

Average and percentages

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 and percentage of respondents		
	2023	2022	2021
1. Development of digital competencies.	100 (50.25%)	104 (47.92%)	182 (52.9%)
2. Assessment and / or feedback skills.	64 (32.16%)	77 (35.48%)	133 (38.66%)
3. Group and / or teamwork organization skills.	61 (30.65%)	77 (35.48%)	120 (34.88%)
4. Intercultural skills.	48 (24.12%)	38 (17.51%)	77 (22.38%)
5. Skills for planning study activities.	43 (21.6%)	44 (20.27%)	68 (19.76%)
6. Communication skills.	38 (19.09%)	48 (22.11%)	64 (18.6%)
7. I am not sure what skills could be considered for improvement.	30 (15.07%)	25 (11.52%)	33 (9.59%)
8. Other (planning of study activities in very large groups (over 100 students in a group), application of innovative, active learning and student-engaging methods, exchange of good practices, psychological abilities and innovations in language teaching).	9 (4.52%)	20 (9.21%)	26 (7.55%)

Teachers' need for professional development events

EVENT TOPICS REQUIRED

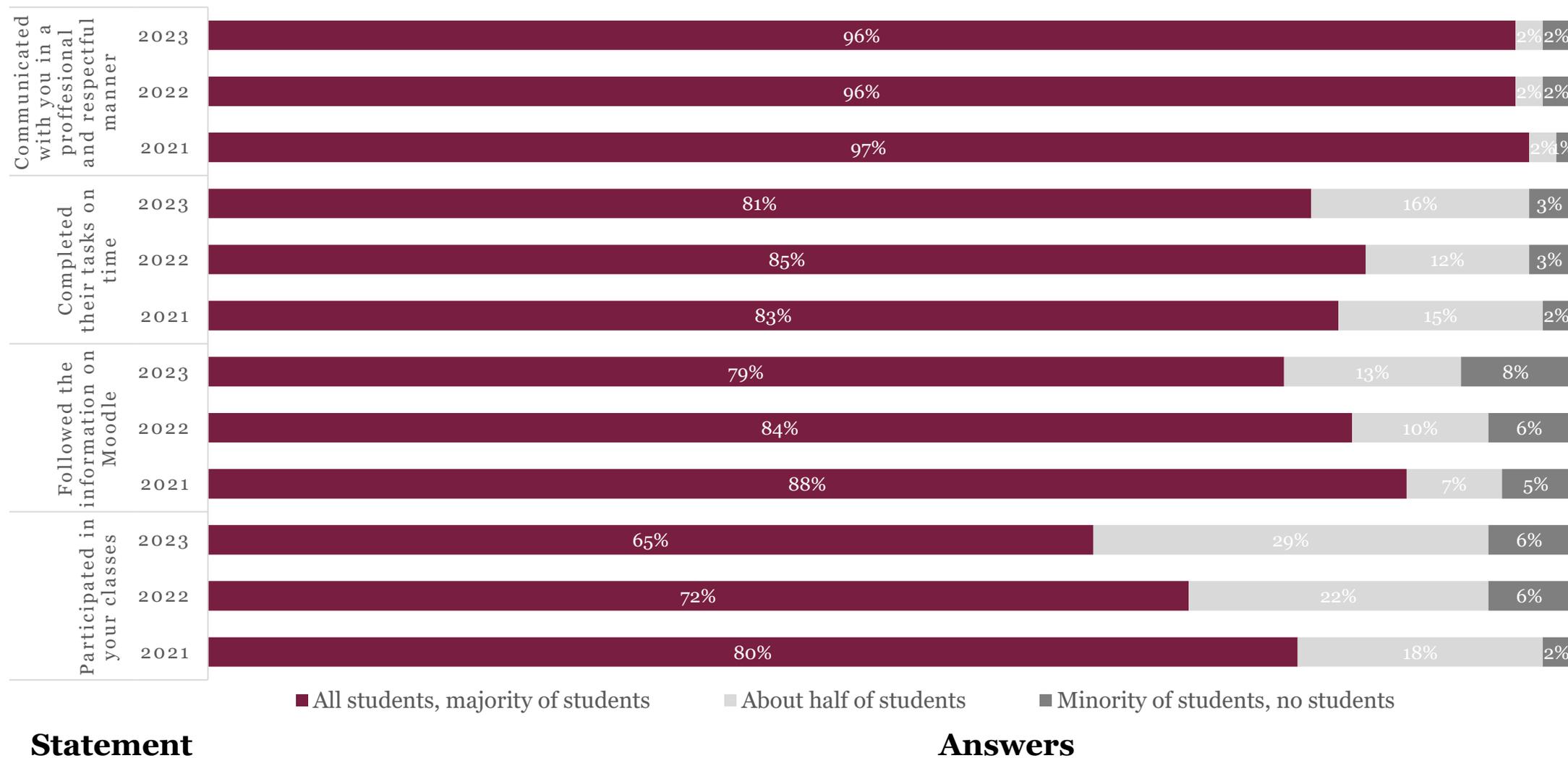
Digital competence development: using artificial intelligence tools in the study process; digitization of the educational process (preparation of study content, organization of classes, student engagement, provision of feedback and evaluation of study achievements, communication and cooperation, working groups in the environment of online studies); statistical data analysis SPSS programme; possibilities and methods of application of *Moodle* tools, preparation of video lectures, using *Teams* functions; presentation of study materials (slides).

Evaluation and feedback: evaluation skills; provision of feedback and its systematic assurance, application of evaluation criteria in lectures.

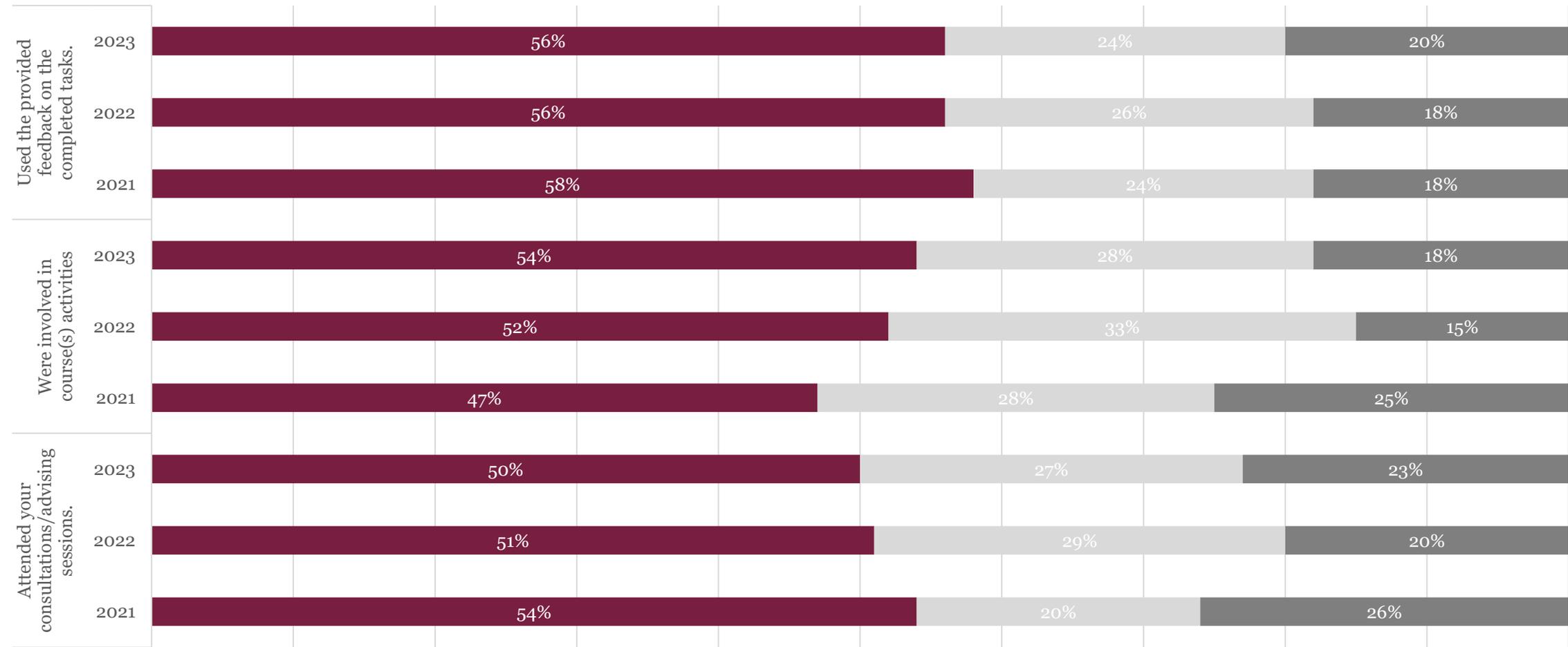
Psychology: psychological characteristics of different generations; emotional intelligence implementation; motivating and engaging students.

Other suggestions: public speaking, time management; teamwork, work in groups in the environment of online studies; improving a foreign language; communication skills; preparation and certification of courses for online studies; organization of the study process for students with special needs; working with students with emotional/mental disorders; teaching methods for students with special needs; intercultural communication: challenges in working with students from foreign countries.

Teachers' opinion about students' involvement in studies (1)



Teachers' opinion about students' involvement in studies (2)



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

Statement

Answers

Teachers' suggestions for improving students' involvement in studies.



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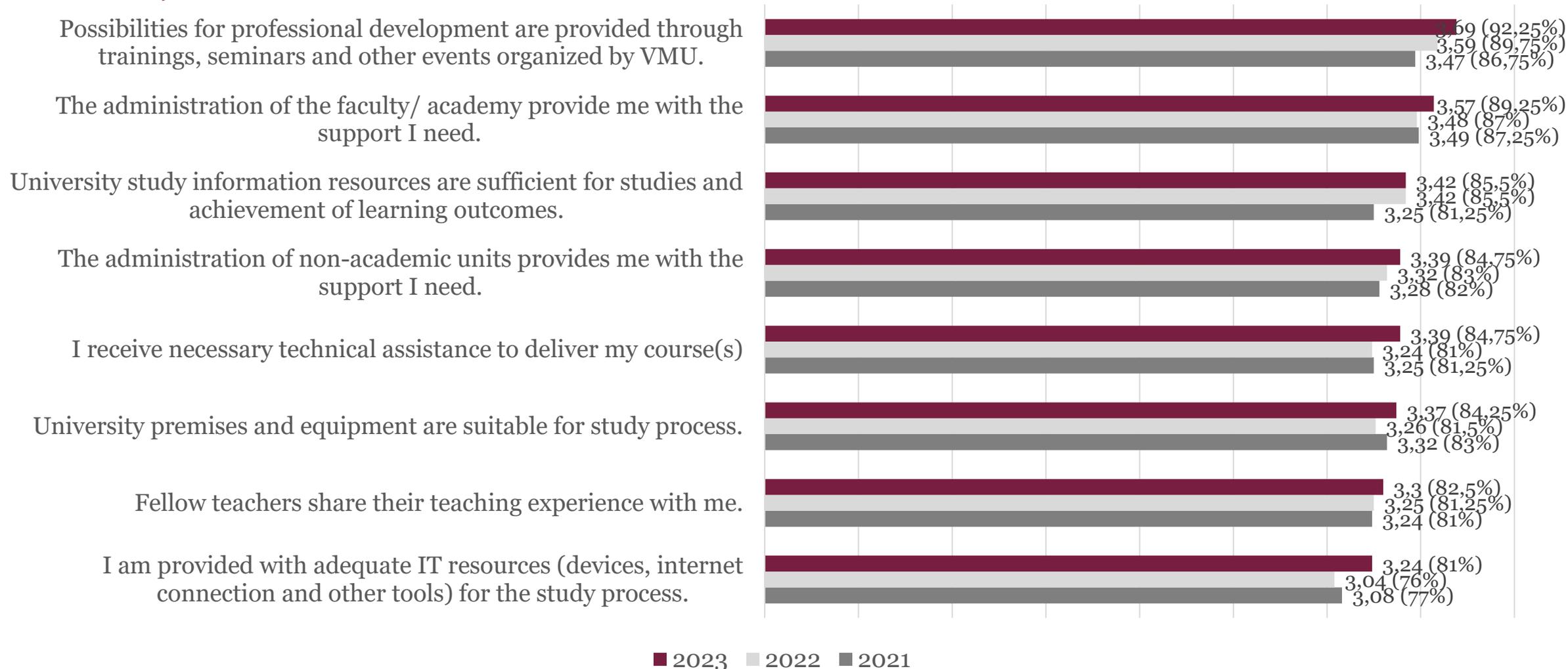
Organization of study classes: improving student attendance in classes, introducing more contact hours and consultations; awarding additional points for active participation in study classes; contact work to be organized in the classroom.

Ensuring material resources and working conditions: creating a convenient schedule; improving the supply of laboratories with the necessary devices, replacing old laboratory equipment with newer one, equipping specialized classrooms considering the nature of the course; including virtual training tools and using them to deliver training material to perform virtual practical work or situation simulations.

Application of study methods: increasing students' motivation to study by applying methods that encourage discussion, group work, cooperative learning, and study of real situations; providing more problem concerned tasks corresponding to real situations; using various online learning tools to increase student engagement; encouraging students to provide feedback.

Communication improvement and respect for students: establishing clear rules for communication, participation, assignments, and evaluation submission; increasing interest in the taught subject via mutual communication and respect.

Teachers' opinion about working conditions, related to the study courses (from „agree“ – 4 to „disagree“ – 1; „don't know/hard to say“ (0) – eliminated).



Statement

Average and percentages

Teachers' suggestions for improving teaching quality and working conditions



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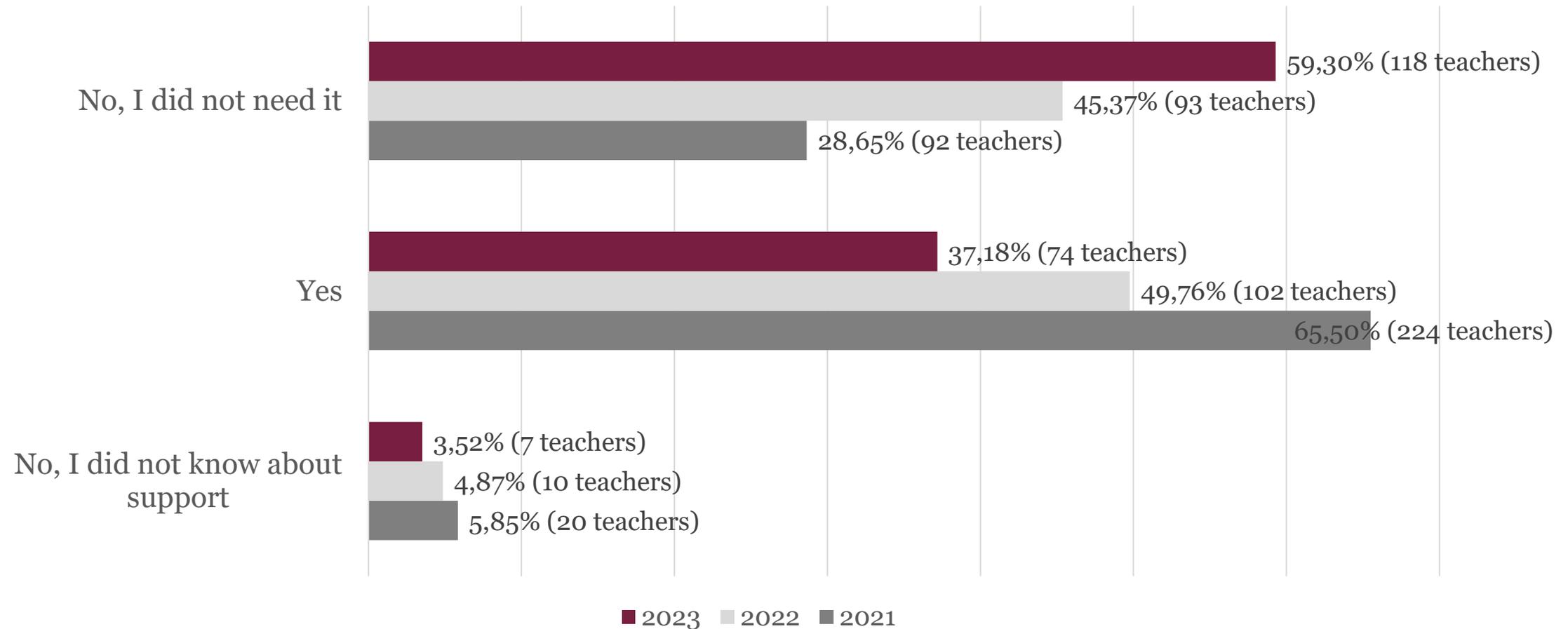
Premises (classrooms, laboratories) and equipment needed for studies: establishing more classrooms with desks, small mobile whiteboards; increasing the number of computer classrooms; ensuring wireless Internet connection in the University's classrooms and other work spaces; adapting classrooms for hybrid learning; upgrading laboratories; equipping teachers' workplaces; providing the necessary equipment for studies (microphones, projectors, instruments, etc.); updating the software; organizing repair work at the period when lectures are not held.

Communication and experience sharing: developing conditions for teachers to share good experience about teaching peculiarities, innovations, new teaching methods; ensuring more equal cooperation between all VMU academic and non-academic departments; improving the communication of the administrative staff of the academic departments with the teachers.

Other suggestions: developing the activities of the academic community in Vilnius; implementing the system of support provision to teachers; reducing the teaching load falling on the full-time position and the administrative responsibility; providing more hours for scientific activities; creating a motivational system for teachers; organizing more practical training where one could try to apply the knowledge presented in the training process.

Teachers' opinion about provided support to work at a distance (1)

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



Teachers' opinion about provided support to work at a distance (2)

What kind of assistance was helpful?	Number of responses and percentage of respondents		
	2023	2022	2021
1. Consultations on course preparation in the Moodle environment.	33 (16.58%)	63 (29.03%)	134 (38.95%)
2. Consultations on the video lecturing tools using for online classes.	30 (15.07%)	40 (18.43%)	116 (33.72%)
3. Methodical recommendations and examples in the Moodle environment.	25 (12.56%)	42 (19.35%)	94 (27.32%)
4. Training on organization of distance studies.	22 (11.05%)	38 (17.51%)	81 (23.54%)
5. Consultations regarding assignments and their assessment for distance learning.	19 (9.54%)	36 (16.58%)	82 (23.83%)
6. User manuals in studyonline.lt portal.	14 (7.03%)	28 (12.90%)	59 (17.15%)
7. Consultation on course certification for online classes.	7 (3.51%)	49 (22.58%)	59 (17.15%)
8. Other.	3 (1.5%)	3 (1.38%)	6 (1.74%)

Teachers' identified difficulties in distance studies

(by choosing all appropriate answers).

Indicated difficulties	Number of responses and percentage of respondents		
	2023	2022	2021
1. Involve students in active distance learning activities.	30 (15.07%)	61 (28.11%)	129 (37.5%)
2. To adjust computer settings when opening different programmes.	29 (14.57%)	35 (16.12%)	75 (21.8%)
3. To use the Moodle environment.	15 (7.53%)	10 (4.60%)	20 (5.81%)
4. Organize midterm and final assessment in distance studies.	14 (7.03%)	18 (8.29%)	53 (15.40%)
5. To prepare assessment tasks in distance studies environment.	11 (5.52%)	28 (12.90%)	60 (17.44%)
6. To prepare and certify a study course for distance studies.	11 (5.52%)	21 (9.67%)	37 (10.75%)
7. To use video lecturing tools.	11 (5.52%)	20 (9.21%)	69 (20.05%)
8. Other*.	9 (4.52%)	18 (8.29%)	28 (8.13%)

*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, and others.

Using the Teacher Survey Results (1)

Teachers

- ✓ 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 measures to ensure the quality of studies.

Administration

- ✓ Ensuring clear communication with teachers;
- ✓ Improving the planning of study classes;
- ✓ 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 Survey Results (2)

Study programmes (field) committee

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

THANK YOU FOR COOPERATION

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