

RESULTS OF THE APEEEL2 SURVEY ON DISTANCE LEARNING – EUROPEAN SCHOOL LUXEMBOURG 2 - June 2020

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Introduction

Objective

The June 2020 APEEEL2 survey on distance learning was aimed at helping the school to better evaluate distance learning practices and techniques implemented in our school, as well as fostering harmonization between sections and school subjects. In this regard, the following report stands as an opportunity for parents:

- To better prepare for the possibility of restarting distance learning in the next school year.
- To send feedback on distance learning recommendations and minimum requirements issued by the Office of the Secretary General.
- To provide parents with a broader experience on distance learning, as implemented so far within our school.

The APEEEL2 survey was not designed, nor intended, to refer to any specific or individual situation; it aimed to report in an objective manner on the aggregated results based on parents' responses.

Timeframe

Preparation

- 18/05/2020 - APEEEL2 Management Committee started collecting questions for the survey.
- 24/05/2020 - Introduction of the first draft of the survey to our School Management.
- 11/06/2020 - Approval of the questionnaire.

Data Collection

- 12/06/2020 - Start of data collection. Parents were informed by SMS message.
- 15/06/2020 - Notification sent to parents via APEEEL2 network of class representatives.
- 17/06/2020 - 2nd SMS message sent to parents
- 19/06/2020 - Closing of data collection.

Analysis

- 25/06/2020 - APEEEL2 Survey Working Group presented the draft results report to the APEEEL2 Management Committee.
- 01/07/2020 - **A summary** of the critical points was presented to our School Management and the teachers' representatives. Some of their comments were added to the report.
- 03/07/2020 - The Report was published on our APEEEL2 website.

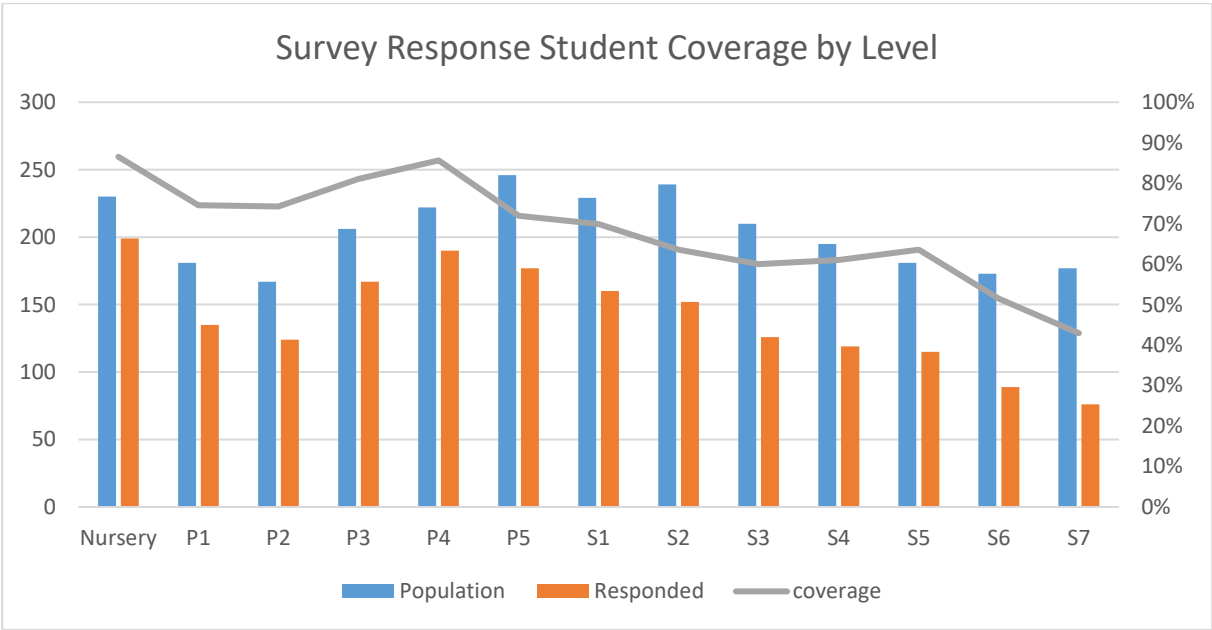
The analysis of the textual responses is still ongoing.

Methodology

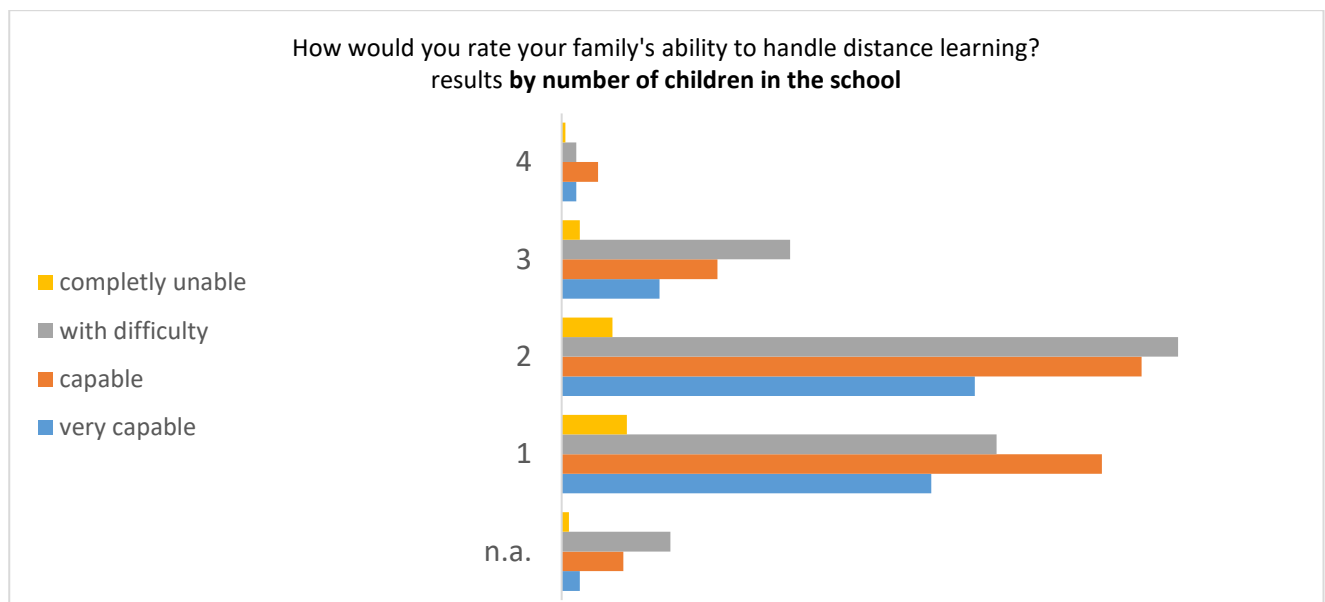
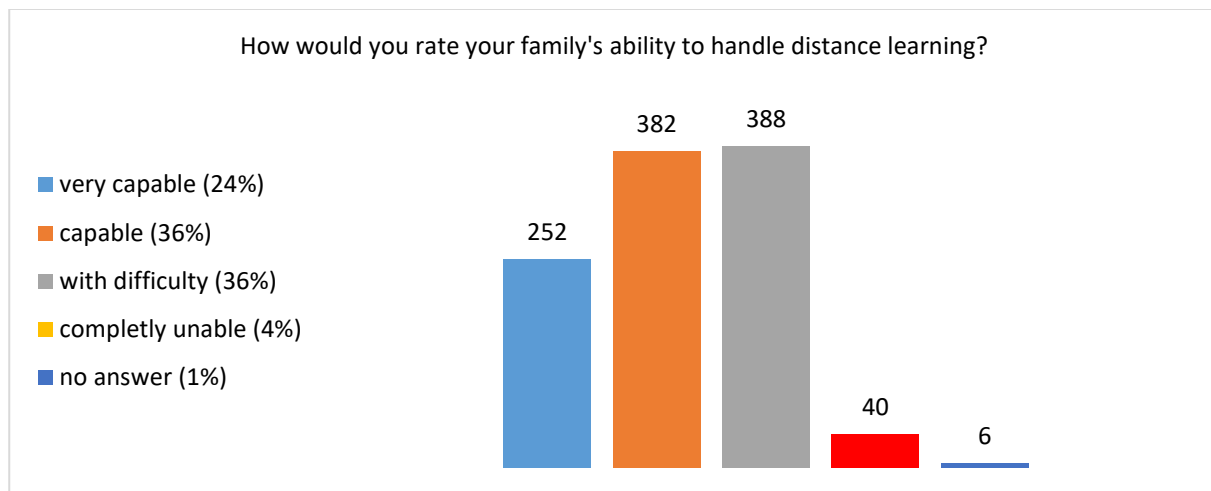
- Parents received a link (url) to access the survey via the EU Survey platform.
- In the survey form, all data collection was anonymous and without any means of identifying a teacher or a specific class.

Summary

APEEEL2 is pleased to report a great turnout for this survey on distance learning, as a total of **1 068 parents** completed the questionnaire. We would like to take this opportunity to thank very much all the participants for this amazing achievement. We will use the results detailed below, to help our school improving distance learning and deciding how to proceed for the next school year. We will soon publish the full results for all parents to read. There are interesting findings in many issues, such as 2nd language lessons, the evaluation of learning at home, and the return to school after the summer.



General Questions



Analysis and Comments:

- Although 60% of families replied they managed well, 40% of them experienced difficulties.
- 40 families reported that they were not able to handle distance learning. The school has to find a solution to monitor these families and ensure no child is left behind.

542 parents, half of the total of participants, answered the question: “**I have a serious problem with this part of distance learning:**” Approximately 95% of the complaints fall into the following categories:



A few examples:

No or too few live lessons, lack of explanations (128).

„Far to little teams sessions - way to much to do for the parents”

„Often a lack of sufficient explanations. Teachers should be trained to teach online.”

„Too many courses lost due to teachers' absence, lessons not interactive”

„Le désintérêt de la maîtresse, qui consacre tout juste 15 minutes par semaine sur Teams à ses élèves. Il est extrêmement important pour les enfants de maintenir un lien fort avec l'école et les camarades de classe. Là, ma fille se sent plutôt abandonnée...”

Parents' work conflicts with distance learning support (118).

Both parents working full time, the support of the distance learning is very difficult task.

„Both parents need to work and it's difficult to support the children for the distance learning”

„Distance learning is not a problem per se. The difficulty is that it is not compatible with a full-time job.”

„Having 4 children from maternell, primary to secondary and a lot my own work it makes our daily routine imbarable. One can handle this for shorter period, but not for so long.”

„L'enseignement a distance n'est pas possible quand les parents travaillent et provoque des retards d'apprentissage importants chez les enfants”

Teacher not prepared to do distance teaching, dedication questioned (83).

Many parents reported big differences in the distance learning teaching approach. While many teachers have good command on Teams others didn't manage to acquire the necessary skills. The school should spend time training teachers how to do distance learning and support them with clear detailed guidelines.

„Not all teachers manage well distance teaching. This may be due to various causes: unfamiliarity with distance learning techniques, unadaptability of some courses, home schooling problems of teachers, quality of internet or computer not provided by school (?), etc.”

„I think that, in the end, much more could have been done to use online learning via video... In the end, the 1-2 Teams chats a week are far from sufficient, and are often unstructured and not helpful.”

„Le manque d'un programme officiel clair à suivre de la part du professeur. Le manque de support théorique pour apprendre une nouvelle matière. Cette dernière est enseignée par des liens youtube ou par écrit. Il manque la version orale du professeur nécessaire pour garantir le bon apprentissage.”

Too much time spent in front of the screen, no breaks (57).

„Kids too long seated without breaks as they use the breaks to finish assignments and upload documents. They are exhausted end of the day, while a higher amount of interactive or at least direct teaching lessons is missing. Too many videos or written explanations.”

„The children spend way too much time on the computer for school; after following lessons and fulfilling exercises for the classes mostly from 8.45 to 16.30, they spend another 2 hours for homeworks, sometimes even in the weekend. And most of all they do not have enough breaks.”

No feedback on homework, no assessment of the development (40).

„I have a serious issue about not getting the teacher feedback. After 7 weeks of home schooling, none of the homework done was checked or evaluated from the teacher. None of the feedback. Only one half an hour meeting with kids during this period only to ask them how they are coping. Nothing else.”

„It is the part of correcting, explaining again, rehearsing part that is frustrating me and my children. As they cannot address themselves now to me for balancing school topics. Because now parents are all-in-one.”

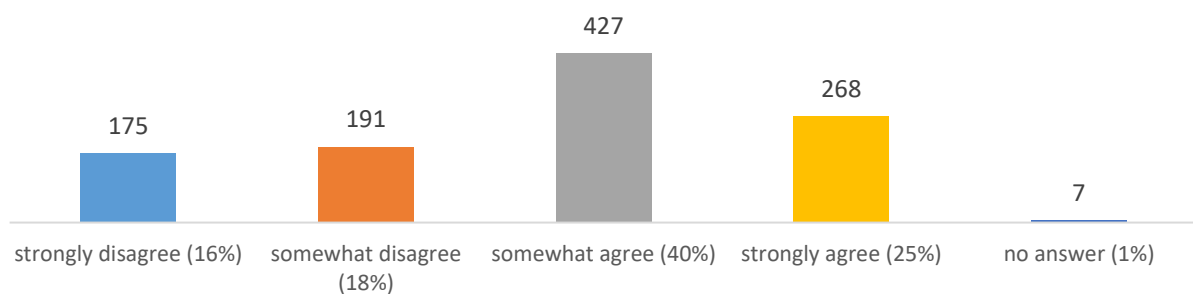
„lack of web based information (SMS for example) about homeworks, tests, general feedback”

Mixed digital tools are confusing weak coordination of assignment (34).

Even after introducing Teams for all classes many teachers stick to using other system. This is especially confusing if the children in different classes have different systems.

„Teacher sent copies every week by email. No interaction with the teacher and the children until a 20 minute teams talk on 14th May with the camera off. A Padlet was created which was full of the children's work-there was not one single comment from the teacher. No feedback on children's work ever”

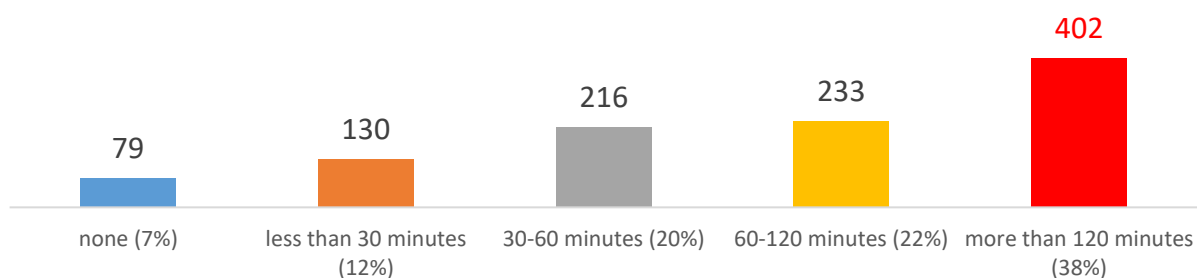
I have received sufficient communication from the school, and in due time, regarding the impact of the coronavirus on the children's education.



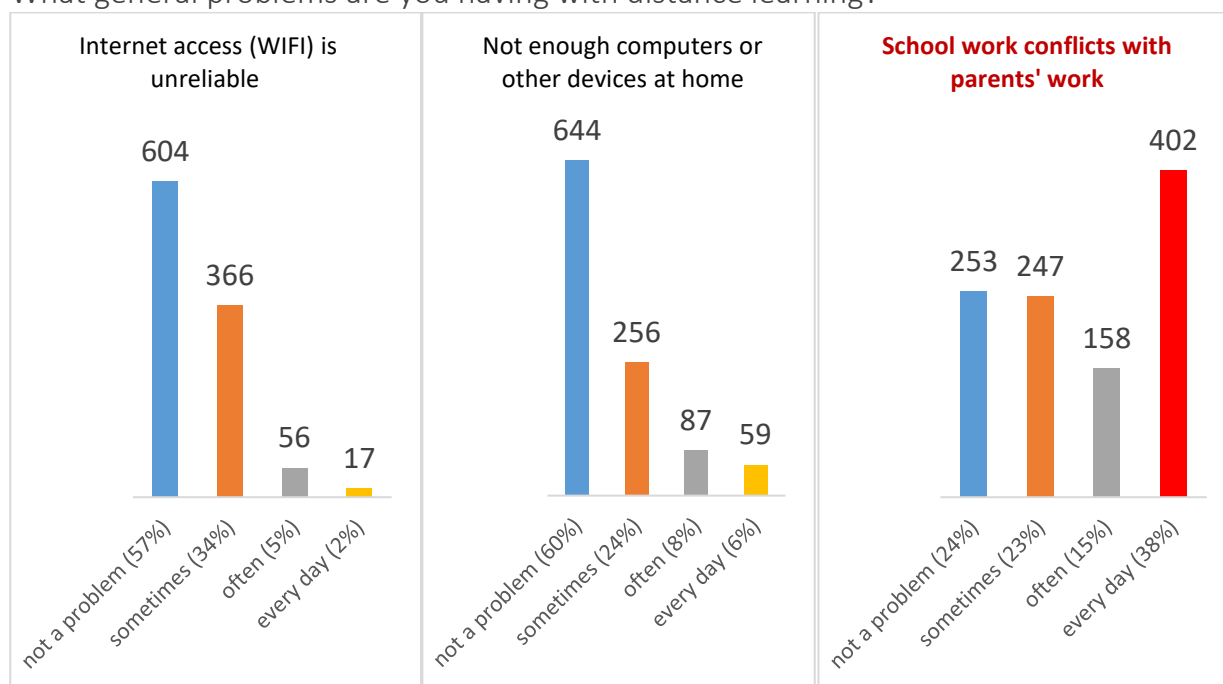
Analysis and Comments:

65% of parent agreed that they were properly informed by the school.

On an average day, how much time do you spend on distance learning (structuring workload, completing assignments, returning work to the teacher)?



What general problems are you having with distance learning?

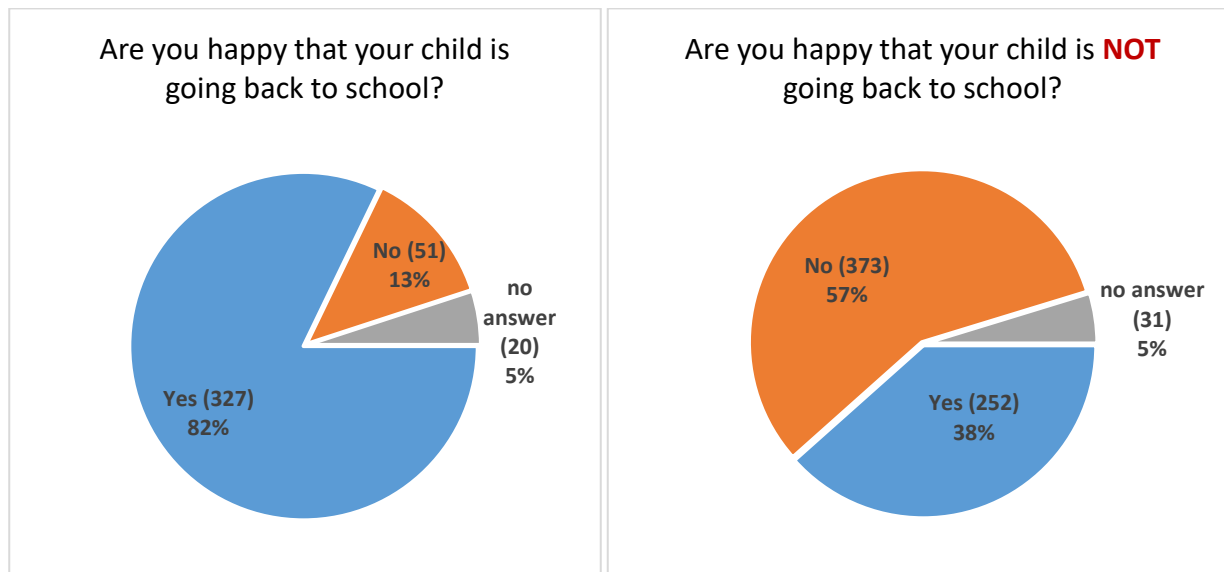


Analysis and Comments:

38% of parents worked more than 2 hours per day to support distance learning for their child/ren.

Return to school

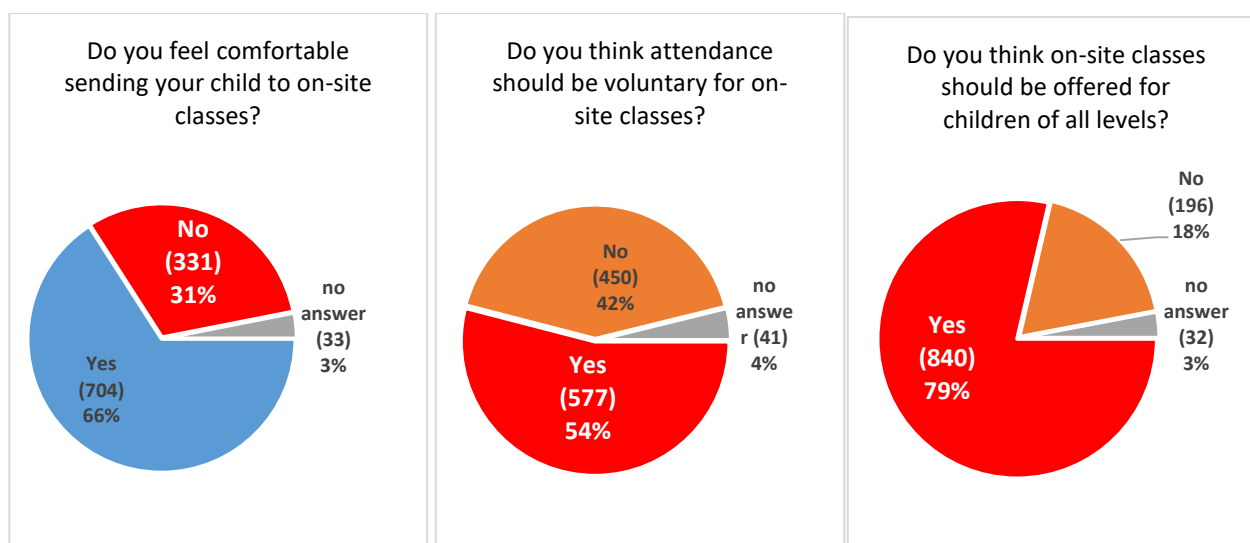
At the time of the survey, P1, P5 (and later P2) pupils had already returned to school for on-site lessons. However, M1, M2, P3, P4 and S1-S7 had not.



Analysis and Comments:

- 82% of P1, P2 and P5 parents were happy for their child/ren to go back to school.
- 38% of M1, M2, P3, P4 and S1-S7 parents answered that they would prefer for their child/ren to continue with distance learning.

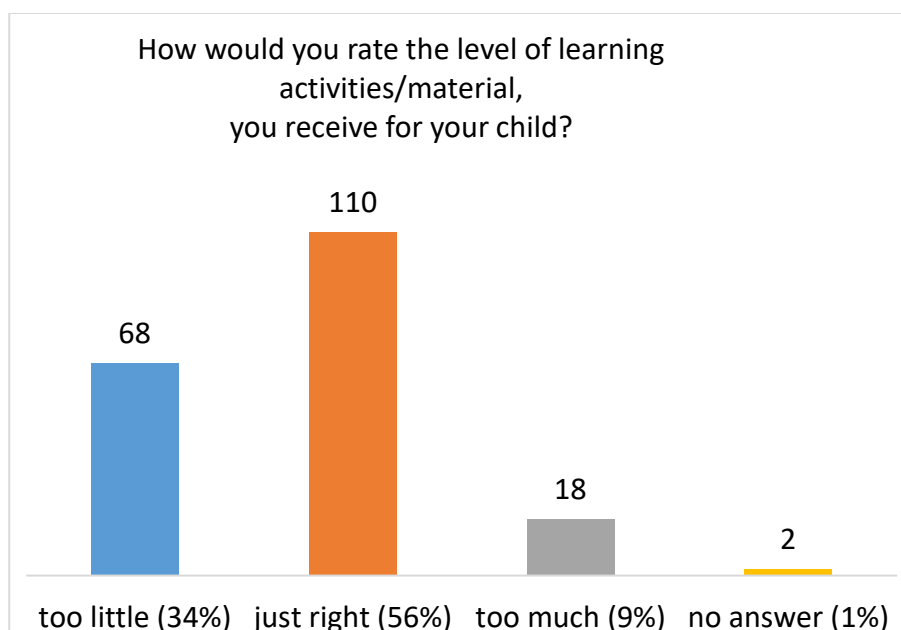
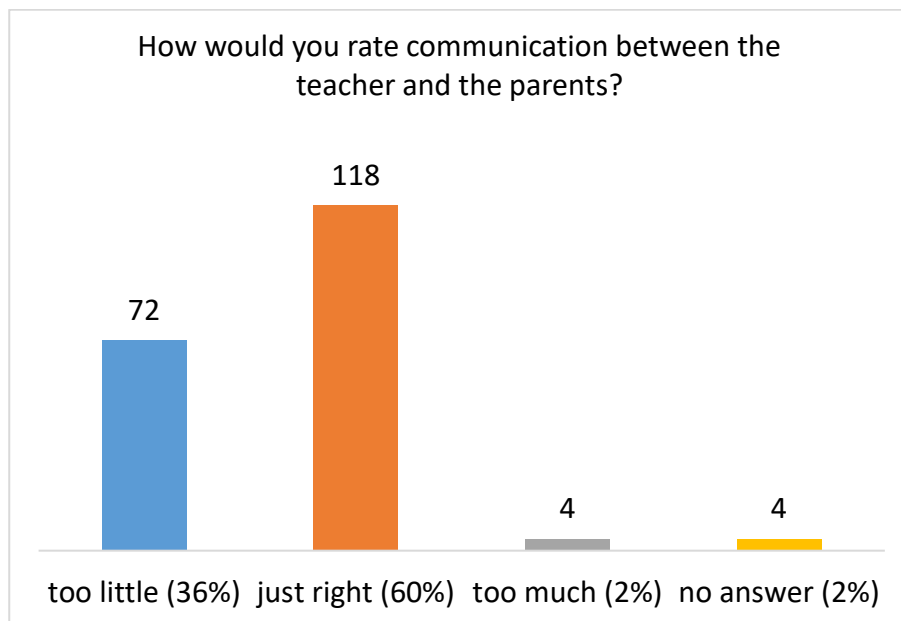
If the pandemic continues into September...



Analysis and Comments:

- 31% of parents are still not reassured that the school is a safe place for on-site teaching.
- 54% of parents believe that attendance should be voluntary. We will ask the school to look further into this issue. However, we do agree that parents going away on holiday cannot be an acceptable excuse for not sending their child/children to school. An on-site teaching approach, allowing for teachers to maintain contact with students staying at home would be welcomed by the parents.
- 79% of parents answered that the school should provide on-site teaching to all levels.

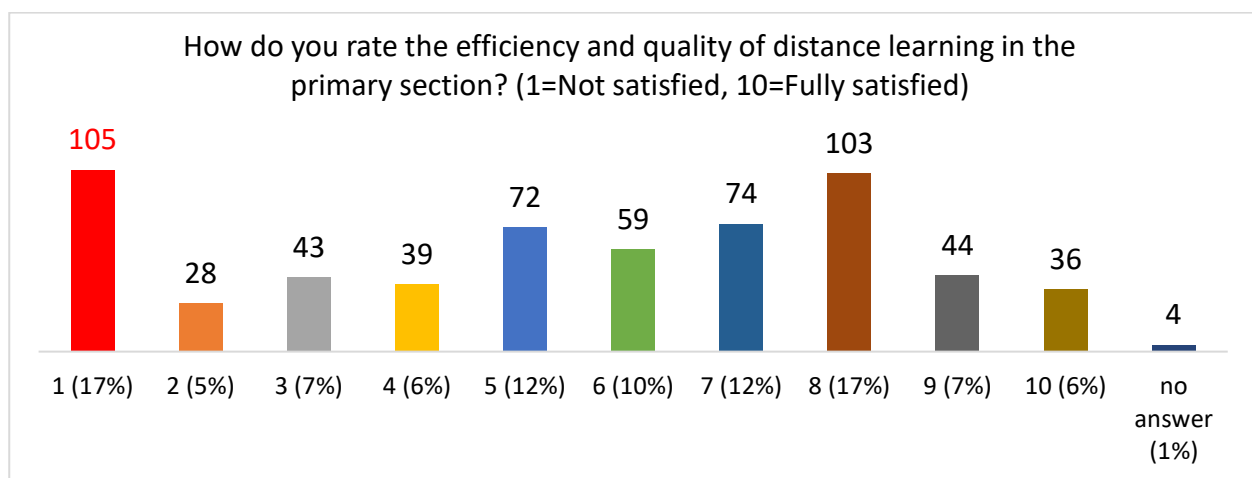
Nursery



Analysis and Comments:

- Nursery has very limited options for distance learning.
- Electronic tools can hardly replace personal contact and social interaction, both being the most important educational elements for this age group.
- However, it is to be noted that 34-36% of parents answered that they would have expected more contact and distant assistance from the school.

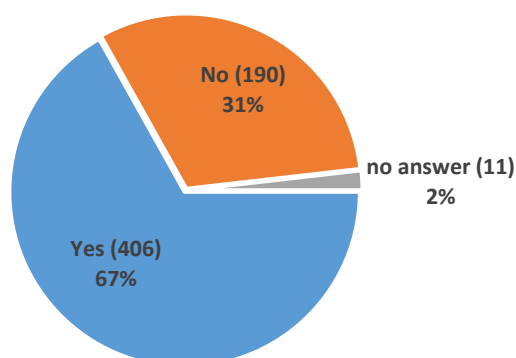
Primary School



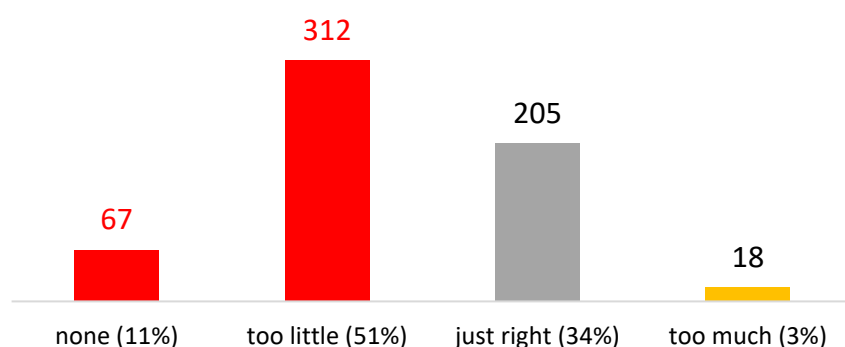
Analysis and Comments:

- Parents are very divided on this question: approximately 30% of them answered that they were satisfied on how distance learning was managed in Primary. But an equal amount said they were disappointed.
- The methodology of this survey did not allow to identify which classes have serious issues. The answers from the parents suggest however that harmonization is required, and that setting minimum requirements for the delivery and quality control of distance learning could ensure high standards for all classes.
- In Primary, distance learning itself is the limitation, as the pedagogical approach is very different. The teaching methods in Primary require physical presence of the teachers. The recent introduction of a tool such as *Teams* will require to adapt methods and teaching programs.

Do you agree that Teams should be used as one of the tools to assess kids' performance during distance learning?



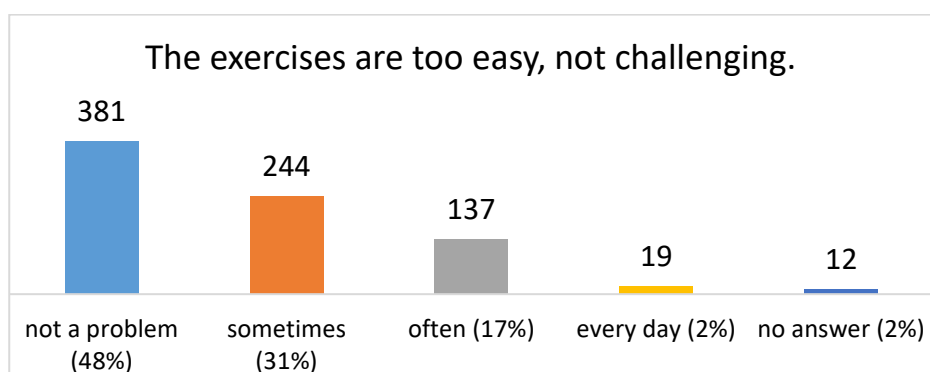
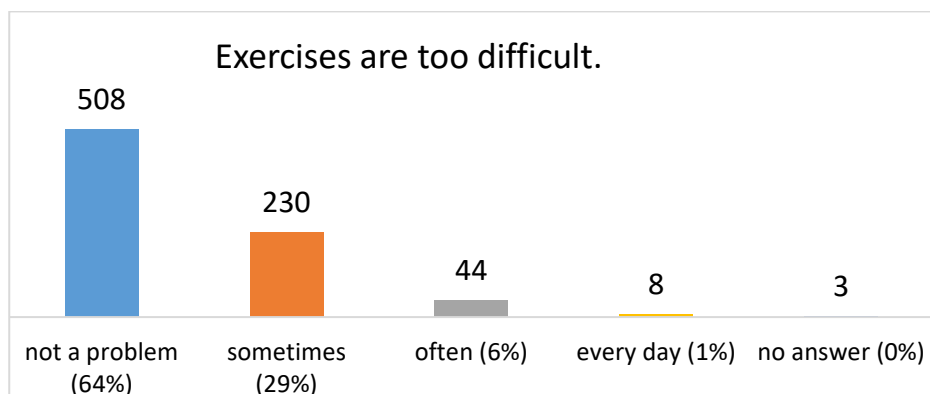
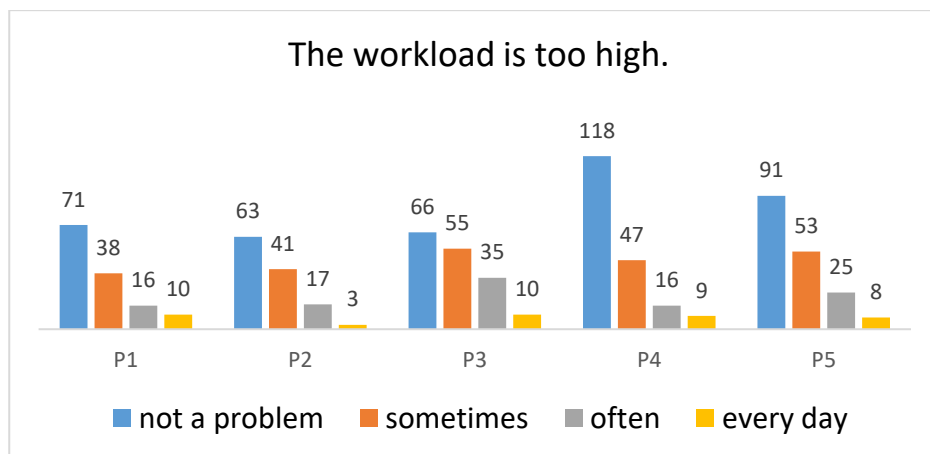
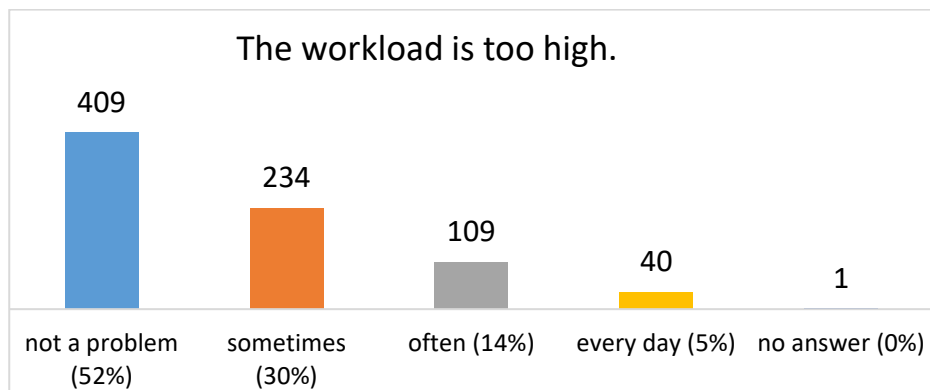
Are you receiving interactive online lessons for the second language (L2)?

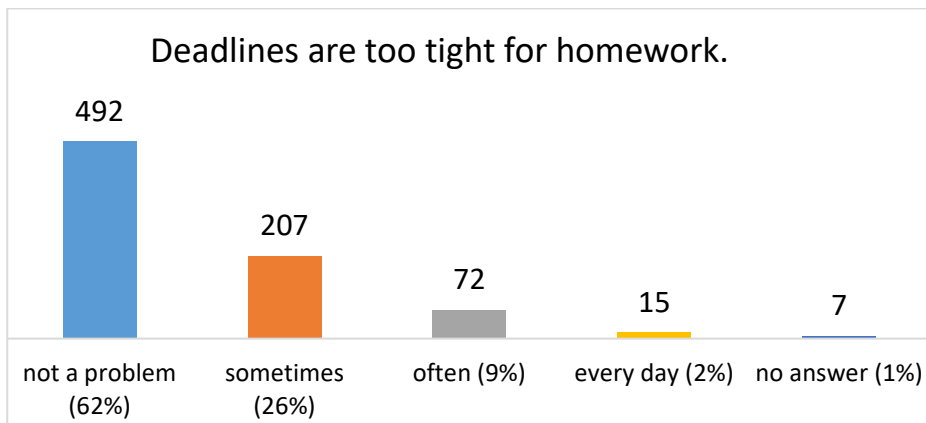


Analysis and Comments:

- 67 parents answered that their child/ren have still not received any L2 online teaching.
- Altogether, 62% of parents are dissatisfied with the number of L2 online lessons.
- The delivery of oral lessons is crucial for primary children, especially for young P1 - P2 pupils and SWALS. The school should setup a minimum requirement for the delivery of online L2 teaching.
- Although not every L2 lesson has been organised online, some teachers have reported bad experiences. In some cases, attendance of online L2 lessons was very low. Other teachers mentioned that they wanted to respect the Primary pupils' screen-time limit recommendations. In other cases, some teachers explained that they could not teach L1 and DDM, as well as deliver 30 minutes online L2 lessons every day.

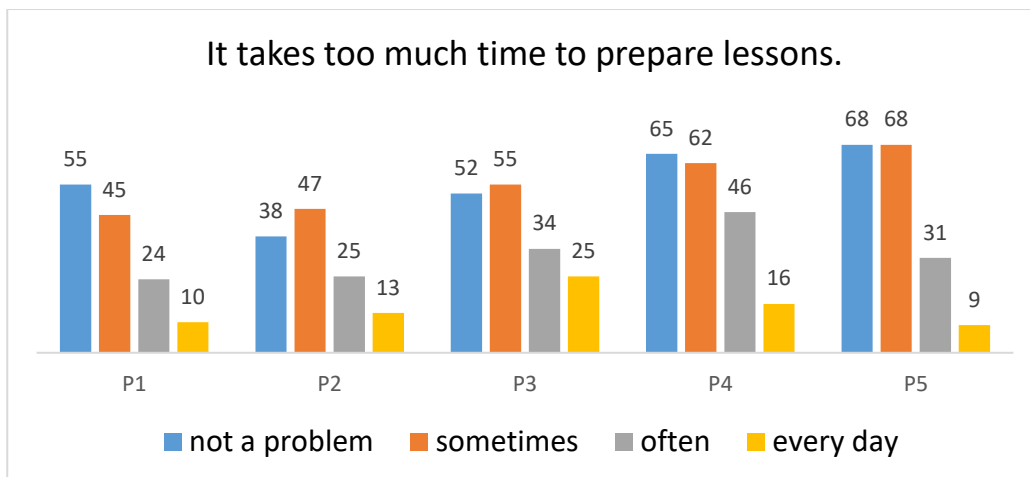
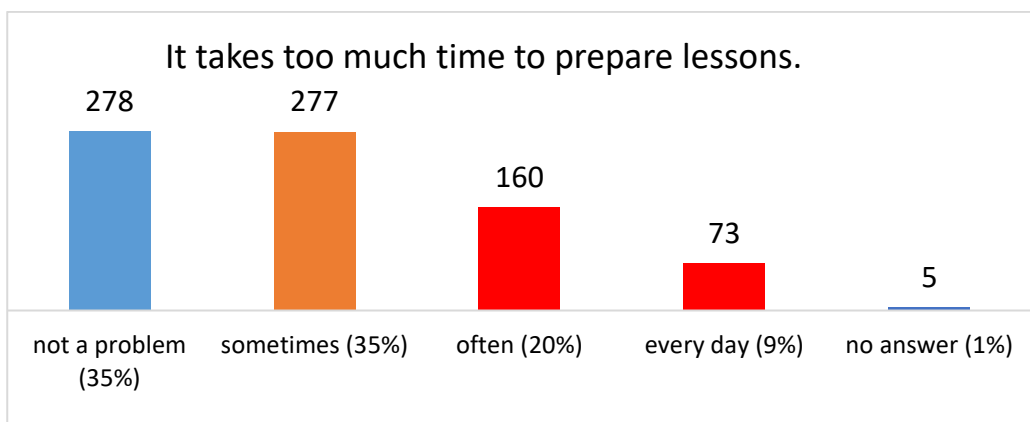
Possible issues with distance learning for primary children





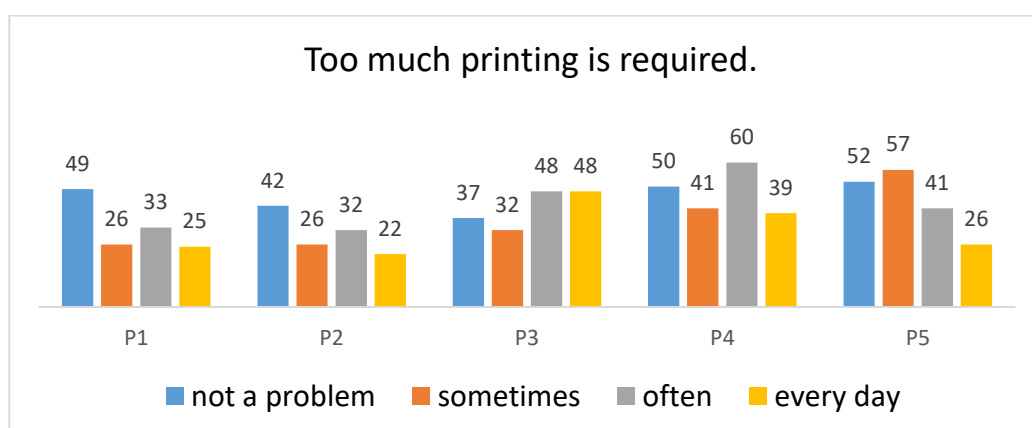
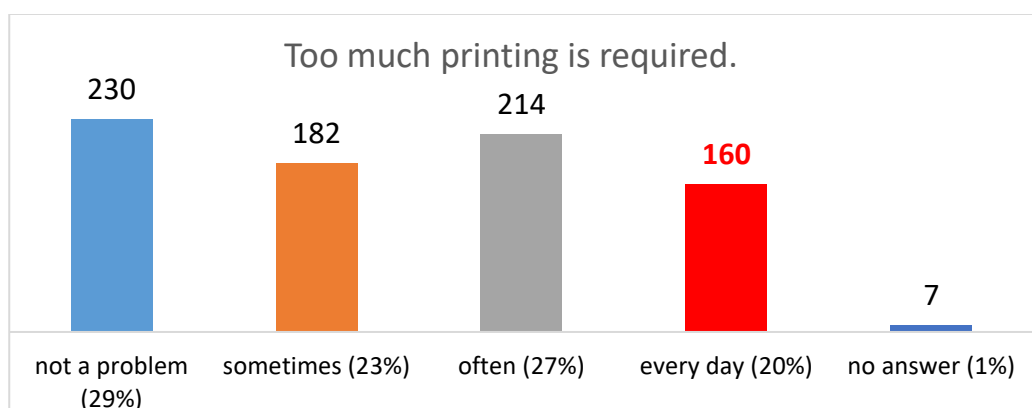
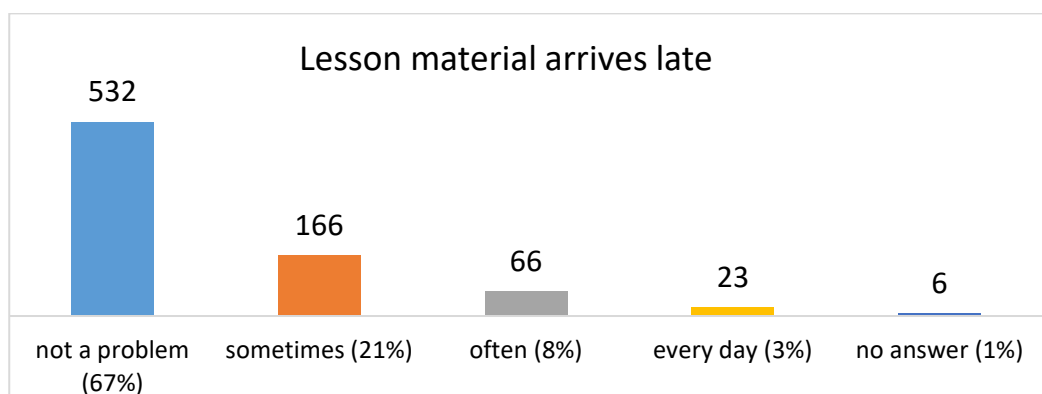
Analysis and Comments:

For the above questions, most parents confirmed that they did not encounter any serious issues.



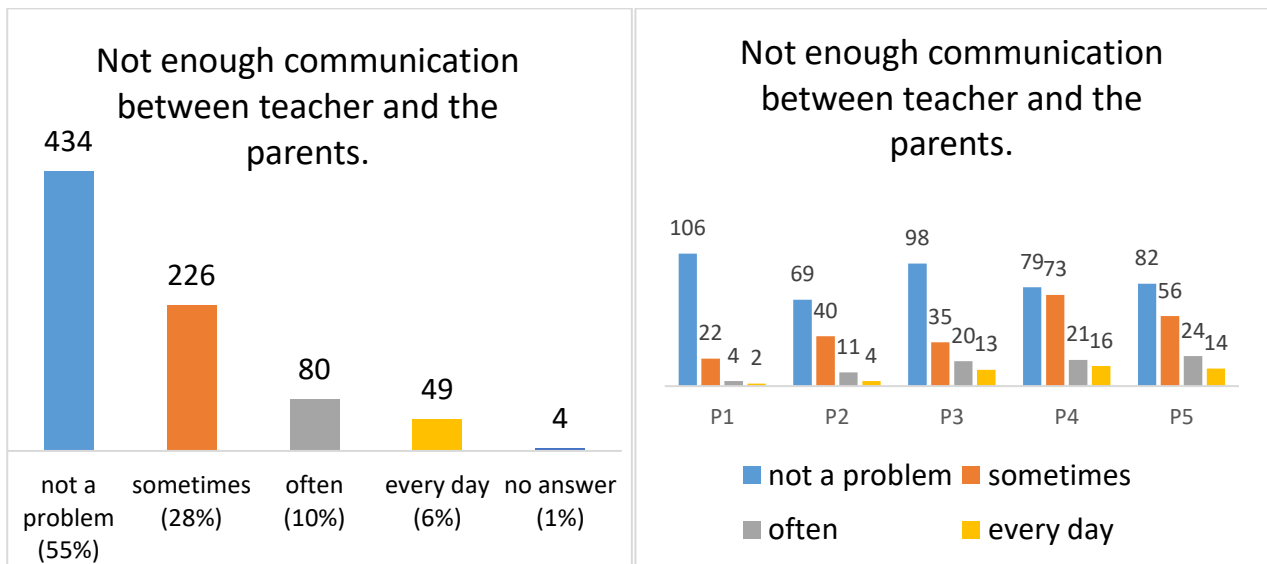
Analysis and Comments:

- Answers are similar to those relating to the amount of time required by parents to support distance learning: 233 parents reported that it took them too much time to support their child/ren's lessons.
- There seems to be a significant problem in P3.



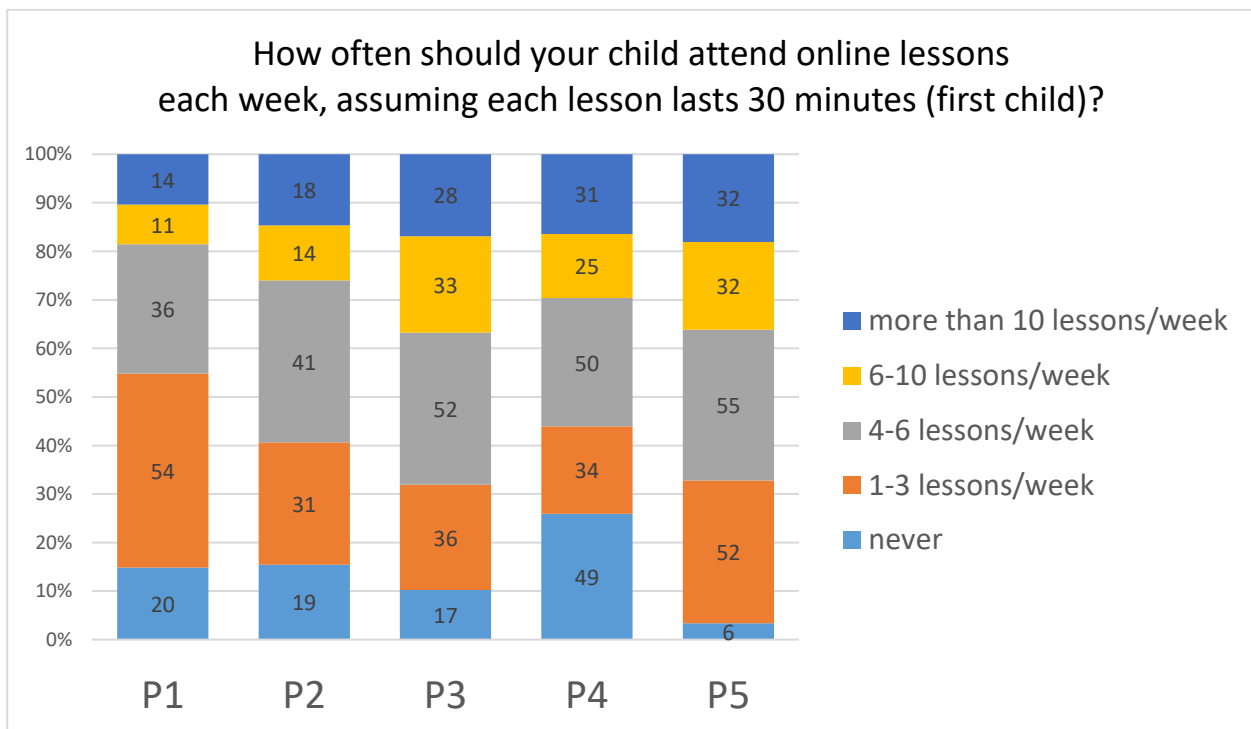
Analysis and Comments:

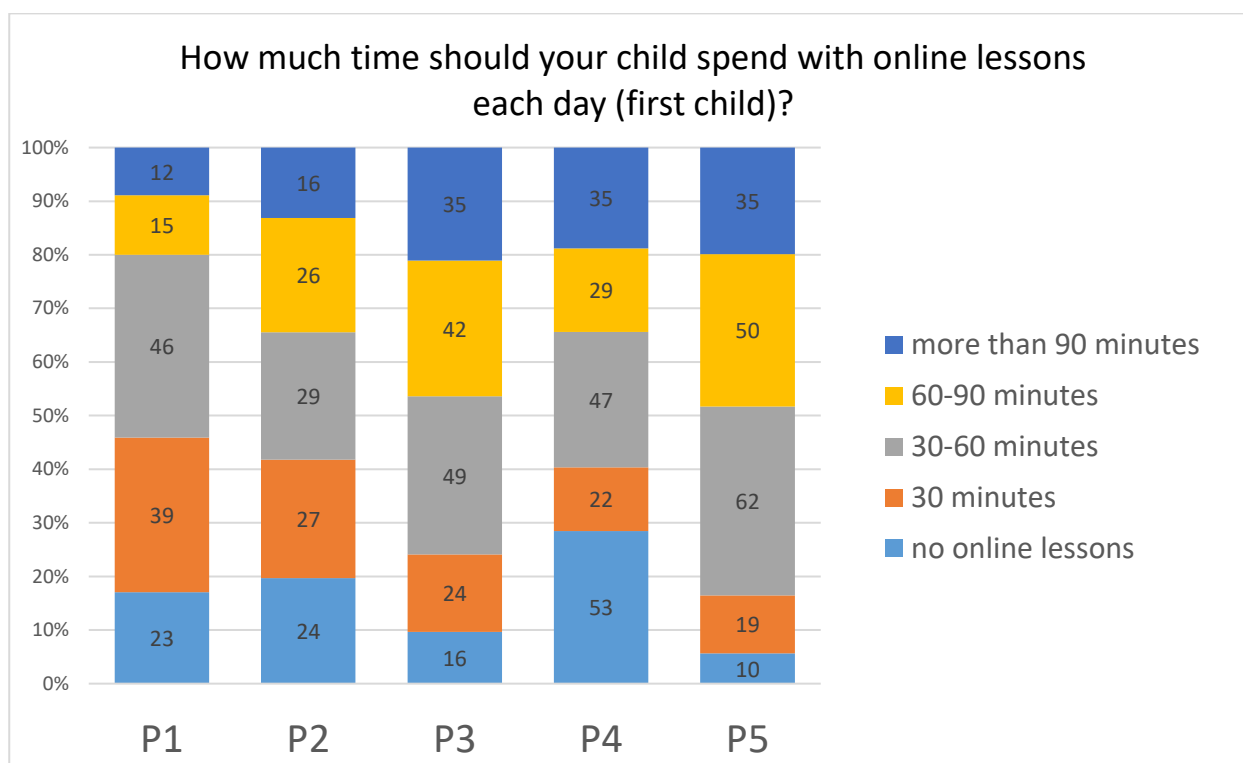
- Many parents agreed that too much printing was required, as they believe teachers should rely more on the schoolbooks for distance teaching.
- One alternative could be that families start using tablets and e-ink devices to avoid unnecessary printing.
- The teachers' representatives explained that, in some cases, printing is advised as an alternative to screen-time. If the teaching material is not available in the books, and children should be spared staring at a computer screen all day, then printing is the only alternative.



Analysis and Comments:

- 83% of parents confirmed that they received enough communication from the teachers.
- As this is a common complaint from parents, we are pleased to see that the teachers maintained good contact with the parents, especially in P1 and P2.

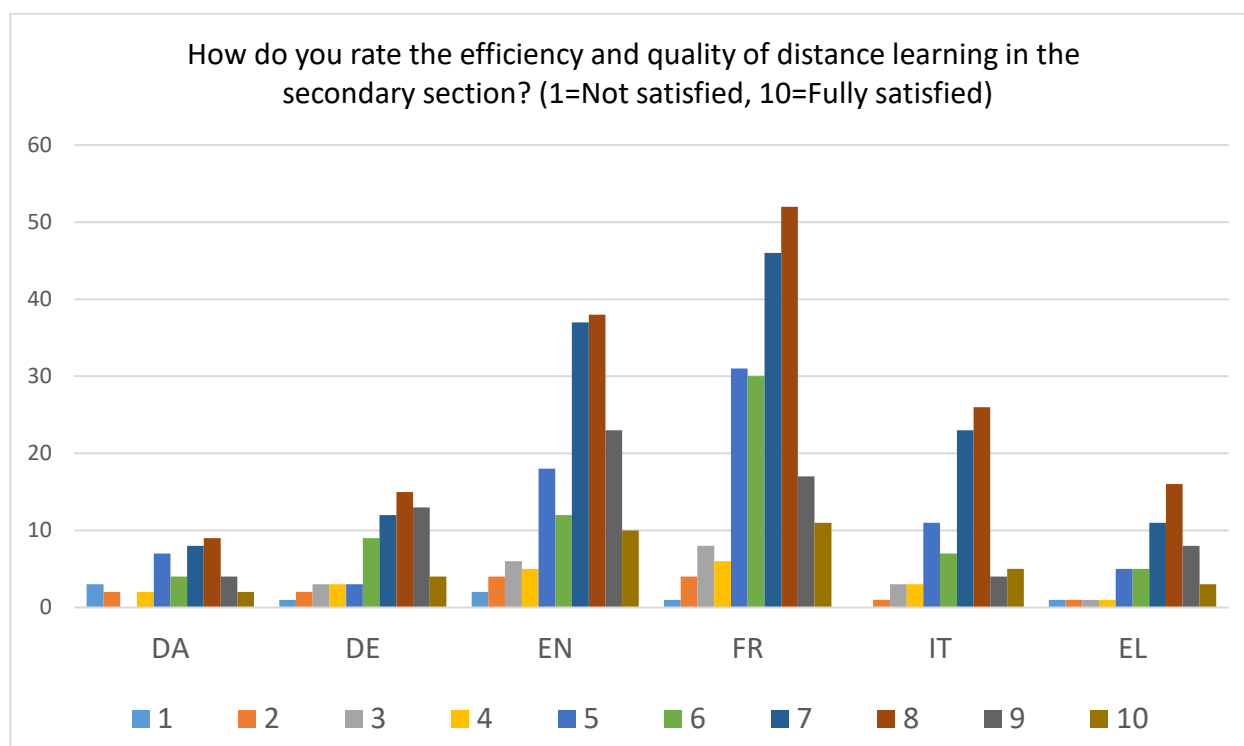
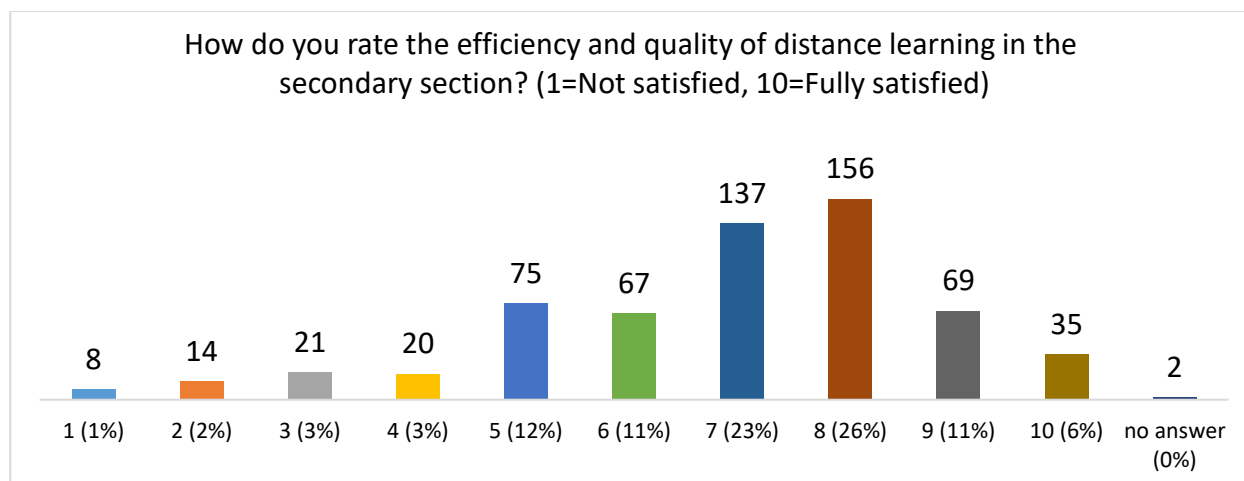




Analysis and Comments:

- We are aware that some teachers did not deliver any online lessons during most of the distance learning period.
- EH, PE, music and arts lessons were stopped all together.
- Other teachers introduced certain limits to adjust the online time to the capabilities to the children, as well as international standards (e.g Unesco recommendation).
- Nevertheless, most of the parents agreed that online lessons are very important.
- About 50% of parents agreed that primary children should have live contact with their teacher every day or more often.

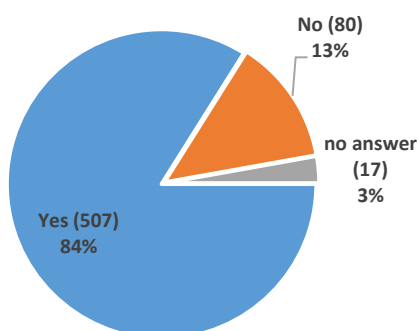
Secondary School



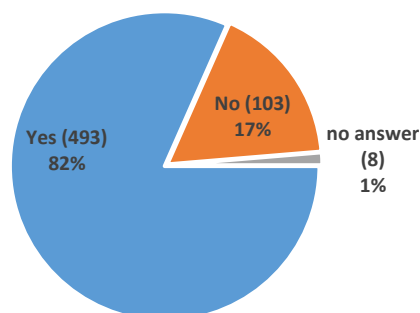
Analysis and Comments:

- Most of the parents were satisfied with the way the school has managed distance learning.
- There was no significant difference between the language sections.
- There were no general issues with distance learning in secondary.

Do you agree that Teams should be used as one of the tools to assess kids' performance during distance learning?



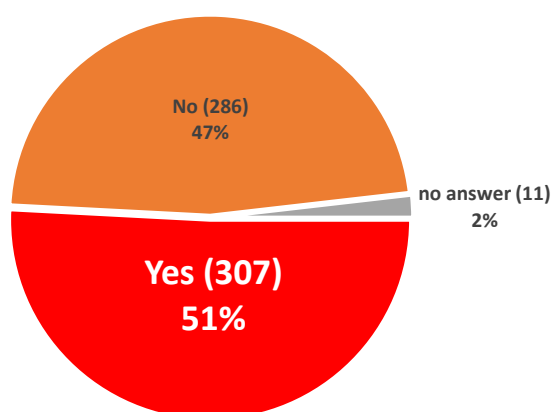
Do you agree that the teacher should spend time checking attendance during online lessons?



Analysis and Comments:

- Parents agreed to use *Teams* as an assessment tool.
- We were surprised that parents agreed that checking the attendance during online lessons was important.
- Even if checking attendance can be a time-consuming process, depending on the teacher, it was thought worth to do so.

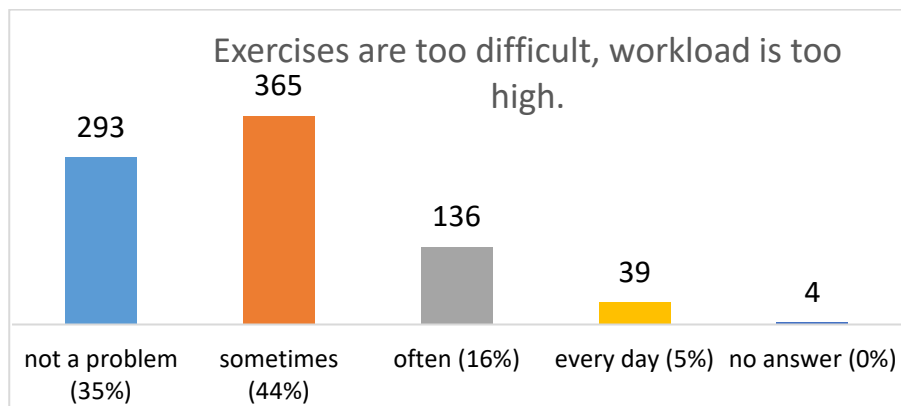
Is your child having trouble learning everything without gaps in one or more subjects during distance learning? Are there certain topics your child doesn't understand but the teacher keeps advancing on the coursework, which causes your child to fall behind



Analysis and Comments:

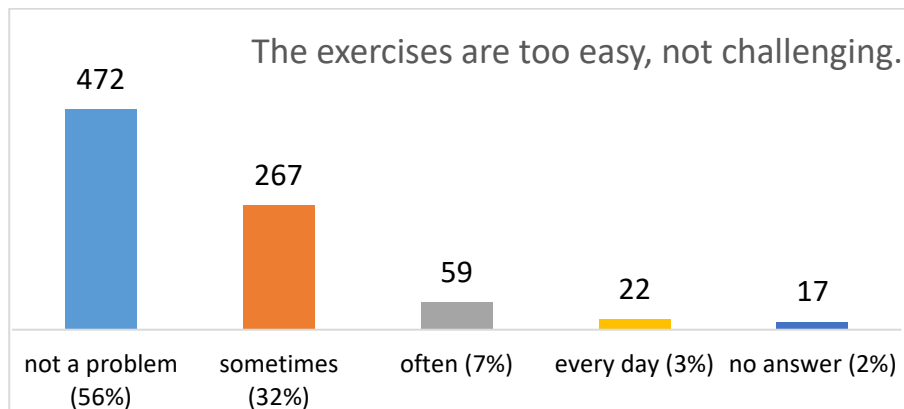
- Half of the parents agreed that their child/ren have knowledge gaps in what they are learning.
- Most of the parents are not aware of the syllabus requirements. Nevertheless, this stands as a good indication for the school to expect knowledge gaps for next year.

Possible issues with distance learning for secondary children



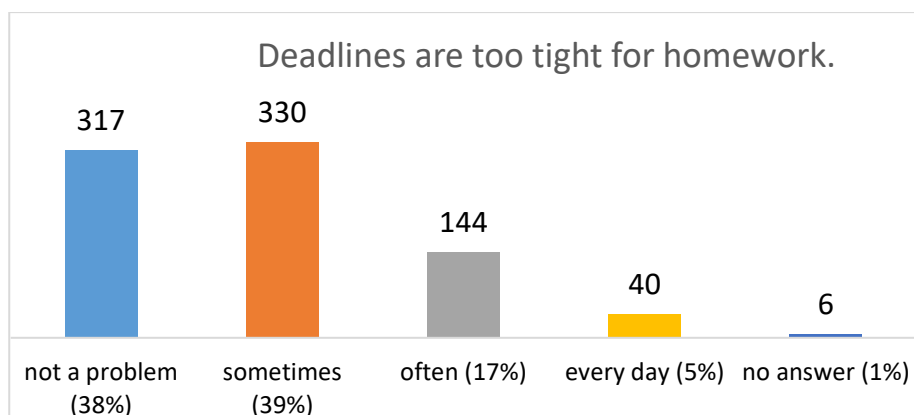
Analysis and Comments:

There was no significant different between age groups or language sections.



Analysis and Comments:

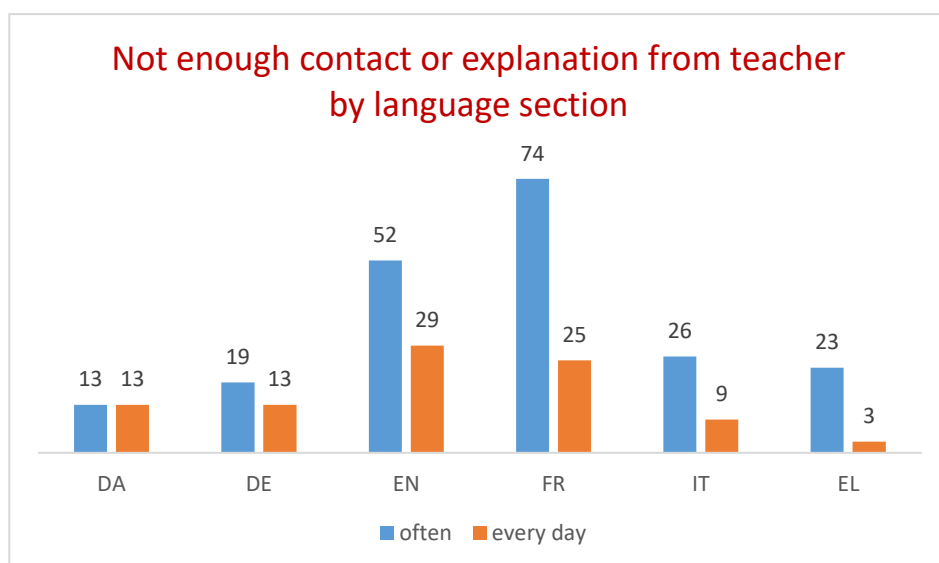
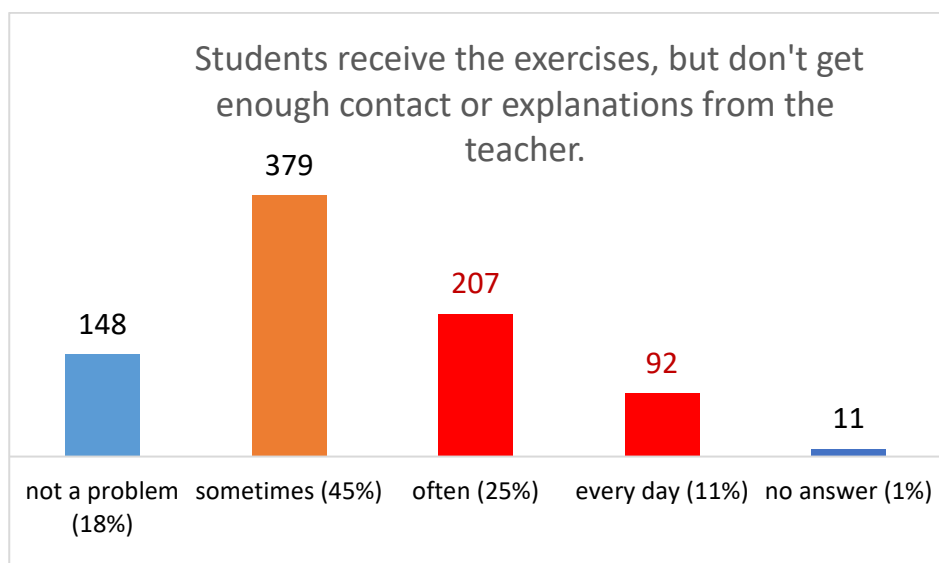
There was no significant different between age groups or language sections.



Analysis and Comments:

- In the EN language section of the survey, the “every day” response is higher at 10%.

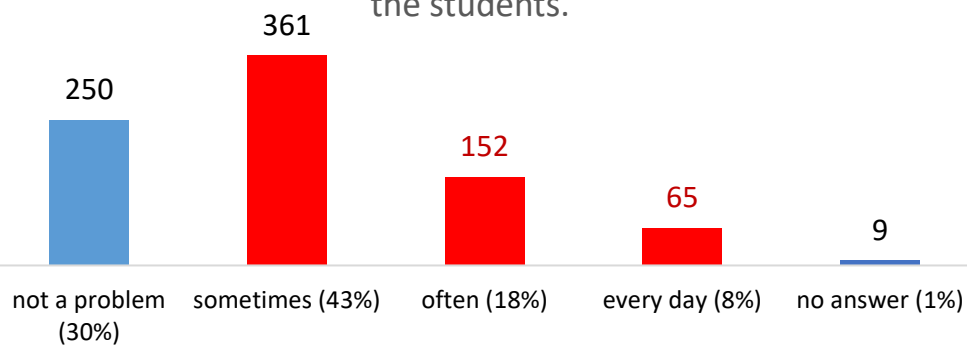
- In S4, the “often” response is slightly higher at 23%.
- Otherwise there was no significant difference between the averages of the age groups or language sections.



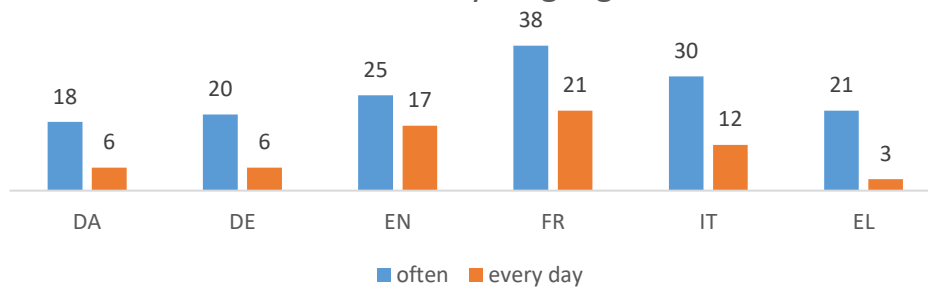
Analysis and Comments:

- In the Danish section, the percentage of the “every day” response is higher. In the Greek section, it is much lower at 4%.
- Otherwise, there was no significant difference between the averages of the age groups and language sections.
- Not receiving explanations from teachers seemed to be a major issue for some classes. The school should have minimum requirements in place and monitor the teaching methods.
- Teachers’ representatives explained that “Lux2 is the only school where distance learning is provided according to the normal timetables, which in some cases is difficult to support.”

The teacher of a specific subject is not available online during the lesson or does not have lesson-related live interactions (video conf or chat) with the students.

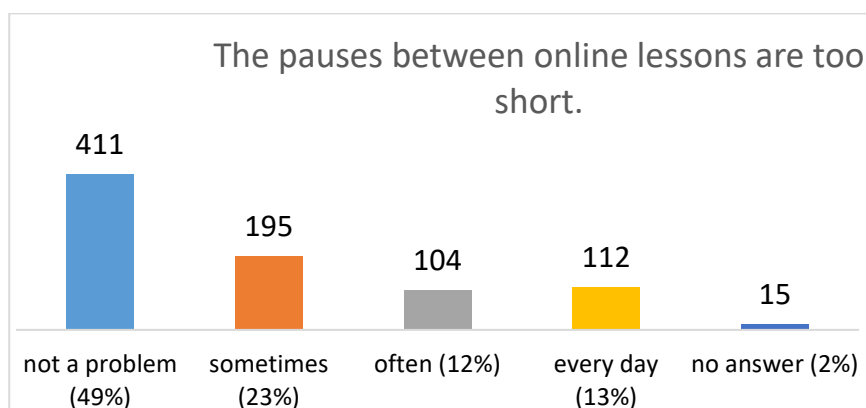


Teacher of a specific subject is not available online during the lesson or does not have lesson-related live interactions by language section



Analysis and Comments:

- This is similar to a previous point: teachers not attending online lessons is a major issue.
- It is very interesting to notice that parents have a different impression, interpretation, or expectation of teachers' online presence. This issue should realistically affect entire classes, but in some language sections only a few parents thought it did happen every day.
- The school should have minimum requirements in place and monitor the teachers' attendance.
- We know that some teachers mark their attendance in SMS, but unfortunately most of them do not. The school should have a system in place where it is fully transparent to students and parents if a teacher is not present for an online lesson.

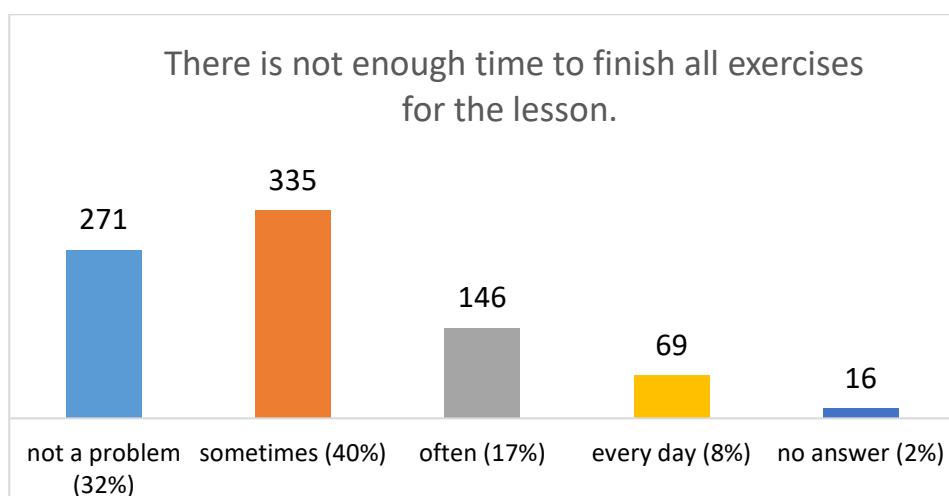


Analysis and Comments:

- We received better feedback from the Italian and the Greek sections.

	DA	DE	EN	FR	IT	EL
not a problem	63%	41%	41%	51%	48%	66%
sometimes	13%	23%	25%	23%	29%	22%
often	10%	17%	15%	11%	13%	7%
every day	15%	16%	16%	15%	7%	4%

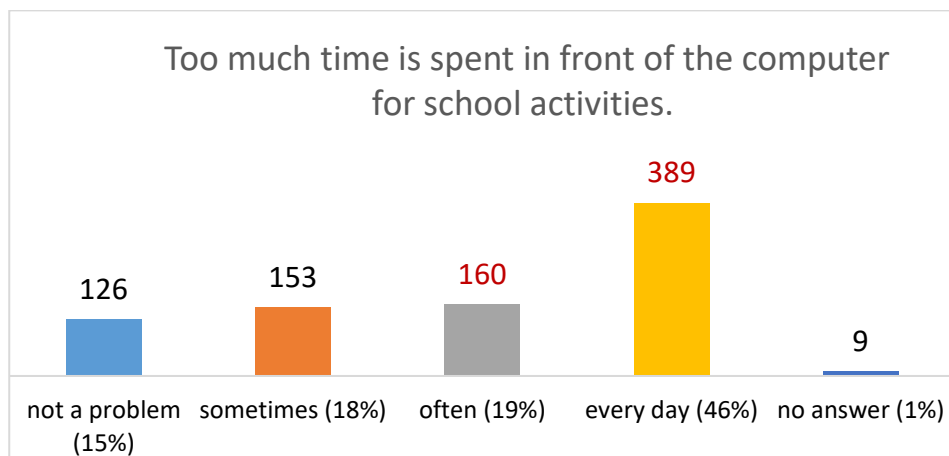
- Many parents complained that not having breaks was a major issue. However, according to the information we received, this affected only certain classes, and it was not a problem in the Italian and Greek sections.



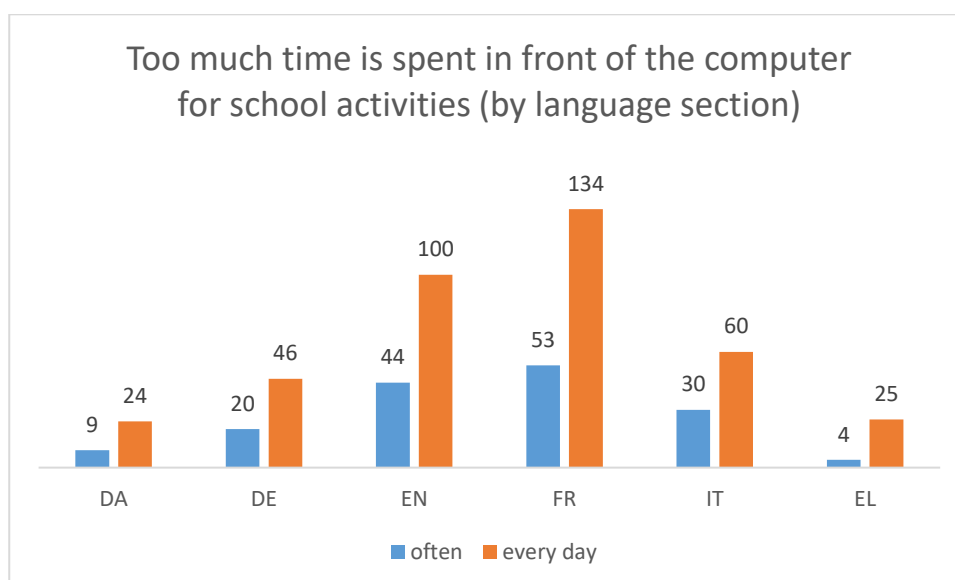
	DA	DE	EN	FR	IT	EL
not a problem	42%	33%	27%	31%	30%	47%
sometimes	35%	38%	38%	41%	42%	47%
often	13%	20%	20%	17%	24%	4%
every day	5%	8%	14%	10%	3%	0%

Analysis and Comments:

Results were better in the Danish, Italian and Greek sections.



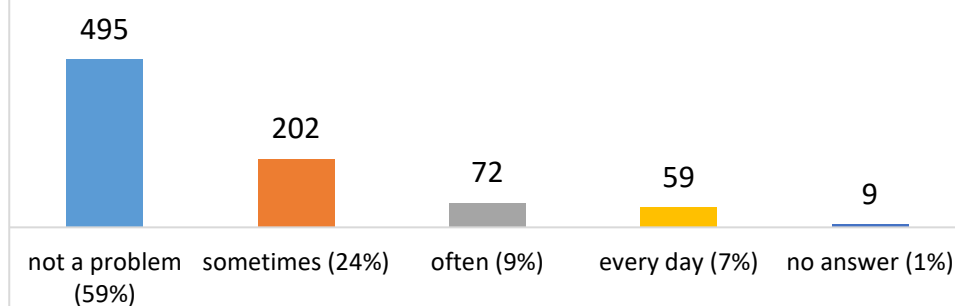
	DA	DE	EN	FR	IT	EL
not a problem	23%	11%	14%	15%	5%	32%
sometimes	24%	15%	15%	18%	17%	27%
often	15%	22%	21%	19%	25%	5%
every day	39%	49%	48%	47%	51%	34%



Analysis and Comments:

- Results were better in the Danish and Greek sections.
- Screen time was a major issue for many families. The current practice that secondary students must sit in front of their computer all day should be reviewed.

Too much printing is required.



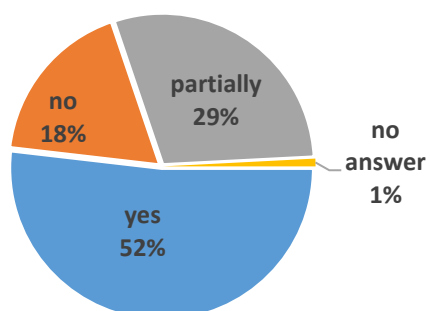
Analysis and Comments:

Results were better in the Danish, Italian and Greek sections.

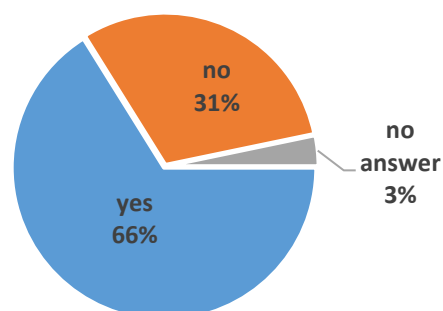
	DA	DE	EN	FR	IT	EL
not a problem	76%	57%	62%	53%	53%	74%
sometimes	18%	23%	20%	27%	35%	14%
often	0%	10%	9%	10%	8%	8%
every day	6%	10%	7%	10%	3%	1%

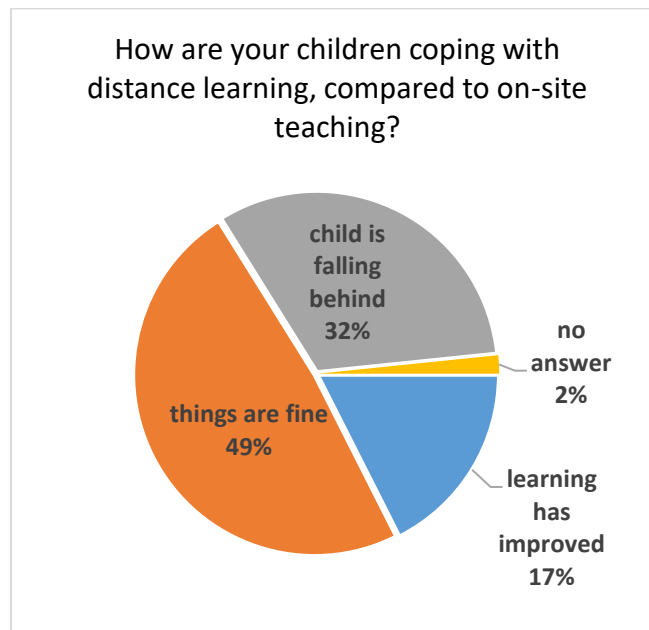
Learning Support

Has the educational support continued during distance learning?



Is your child receiving adequate support during distance learning?





Analysis and Comments:

- While some families have received adequate support and some pupils have fared even better than in on-site school, there is still a staggering high number of pupils, between 1/4 and 1/3 of all pupils in either general, moderate or intensive support, who have not received any support and who are falling behind.
- The school should pro-actively identify this cohort and put a support programme in place in September to intensify the support for these pupils and make sure no one is left behind.
- According to the comments we received, common elements seemed to be that:
 - support started too late.
 - in an uncoordinated manner, with different, sometimes inadequate, or undesired, channels.
 - that success in learning was depending more on how much the parents were able/ready to invest, in terms of time and quality, to support their child/ren themselves.