



QUALITATIVE ANALYSIS OF QUESTIONNAIRE FOR E-LESSON.

Introduction:

The following study focuses on the qualitative analysis of a questionnaire on an e-lesson entitled «*The effect of the natural environment of Crete on the development of the Minoan Civilization*» which was prepared by the coordinator of the European programme Erasmus +, Maria Fili (English as a Second Language teacher), in April 2016 in the framework of the "UNESCO Heritage" Erasmus + 2014-2016 programme. The e-lesson was presented in May 2016 to students of the C3 class of third grade Junior High School. Following the presentation, the students were asked to complete a questionnaire to assess the e-lesson as a way of learning. The questionnaire responses were twofold: a) yes or no questions and b) prioritizing the attitudes of students in a scale of 1-5, where 1 represents poor and 5 being excellent.

The sample:

The questionnaire was administered to a total of 24 students of the third class of 6th Gymnasium of Heraklion, aged 14 years old. Of these, 14 were boys and the remaining 10 were girls. Among them were two boys and three girls who had participated in the mobilities of the UNESCO HERITAGE project.

Analysis of results:

All students answered that they had never watched an e-lesson before. For all participants it was a new experience that left very good impressions.

When asked if the e-lesson is a good way of learning, all adopted very positive attitudes with 84% moving to 4-5 scale and 16% in 3. They recognize, therefore, the efficiency, vitality and immediacy that characterize this kind of lessons.

Students reported (most, at a rate of 87.5%, moving to 3-4 scale) that they already had some prior knowledge about the subject matter of the e-lesson, as they had been taught about the Minoan civilization in their first grade history lesson. Nobody declared ignorant and no one declared perfect knowledge.

Most believe that their knowledge improved after the e-lesson responding very positively to 84%. The e-lesson secured the opportunity for students to test their prior knowledge and discover new one, in a context that provides them with freedom to self-manage and monitor their own learning and is therefore much more motivating and refreshing than the rigid framework of a school book that presents ready-made knowledge for the student to memorize.

Everyone, without exception, responded that this type of course gave useful feedback. They withdrew prior knowledge which they replenished in a vibrant, playful, yet very well organized and documented way. Additionally, the e-lesson, piqued their interest in further personal pursuit of knowledge.

It is of particular interest that all students declared that they would not change anything about the e-lesson. This prevalent answer reveals how complete, organized and attractive they found the approach of such a specialized historical subject to be. If you consider that the history lesson is usually boring mainly because of the abundance of information and poor connection of events, the great success of the e-lesson, is that it gave a different perspective to the way history is approached. The choice of the xerte program, provided variety, flexibility and appeal to the activities and helped register this new cognitive experience in the minds of the students.

The participants also consider the content of such a course useful for future studies. The e-lesson was considered an opportunity to supplement and enrich their knowledge.

6th Gymnasio of Heraklion
19 Doukos Bofour Street,
Crete, Greece



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In comparing the e-lesson with the traditional course opinions are divided. Most (58%), consider it a more effective way of teaching but there are those (42%) who have reservations in the face of innovation. The latter give the e-lesson a complementary role that would skillfully fill the gaps of traditional teaching.

However, the facts that all students would recommend the e-lesson as an learning activity and that the majority evaluated it it from very good to excellent, reveals that they are well disposed to both the renewal of teaching methods, and the creative use of technology .

Conclusions:

Participating students were excited by the new experience and fully declare their positive attitude towards the e-lesson, as they consider it to be a good teaching and learning practice. They benefited from it as they improved their knowledge of the Minoan civilization and received feedback. They consider it a pleasant and effective way of learning. They perceive it as an innovation in education, as it creates a learning environment different from that of frontal teaching, creating the conditions for personal involvement, mobilization and interaction. Furthermore, it is attested that the use of technology, in which students are fully familiar, can contribute to the pursuit of knowledge and serve as a learning tool.



ANNEX I

The results in detail.

1. Have you ever used an e-lesson before?

Yes No ALL

2. In your opinion, is this a good way of learning? (If so, rate it on the scale from 1- 5 , where is 1 – bad and 5 –excellent.)

1 2 3(4) 4(11) 5(9)

3. How much did you know about this subject before the e-lesson? (Rate it on the scale from 1-5.)

1 2(3) 3 (12) 4 (9) 5

4. How much has your knowledge improved after the e-lesson? (Rate it on the scale from 1-5.)

1 2 3(4) 4(11) 5(9)

5. Do you find giving a feedback useful in this type of lesson?

Yes ALL No

6. Is there anything you would like to change? (If your answer is yes, explain.)

Yes (2) No (22)

explain: The level of the language used was found to be very demanding

7. Is the content of the e-lesson beneficial to your future studies? (Rate it on the scale from 1-5).

1 2(1) 3(5) 4(17) 5(1)

8. Is this type of learning more or less efficient than regular class?

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It is more efficient (14)

It is less efficient (10)

9. Would you recommend this type of learning activity?

Yes ALL

No

10. Overall, how would you rate this e-lesson?

1 2 3(3) 4(11) 5(10)