

Frequencies Teachers Romania - SEEL Survey

Statistics

	N		Mean	Median	Std. Deviation	Variance	Minimum	Maximum
	Valid	Missing						
Importance -	62	0	102,40	102,50	17,885	319,884	72	131
Country	62	0	2,00	2,00	,000	,000	2	2
Code	62	0						
Gender - I am	58	4	1,17	1,00	,381	,145	1	2
Age	58	4	47,33	48,00	8,894	79,101	23	64
Function in your institution- I am regular teacher	61	1	,69	1,00	,467	,218	0	1
Function in your institution- I am headmaster	61	1	,03	,00	,180	,032	0	1
Function in your institution- I am responsible for a group of teachers	61	1	,05	,00	,218	,048	0	1
Function in your institution- I am responsible for EU-Projects	61	1	,00	,00	,000	,000	0	0
Function in your institution- I am responsible for information technology	61	1	,02	,00	,128	,016	0	1
Function in your institution- I am responsible for the timetables	61	1	,02	,00	,128	,016	0	1
Function in your institution- teacher in the field of mathematics	61	1	,07	,00	,250	,062	0	1
Function in your institution- I am language teacher	61	1	,07	,00	,250	,062	0	1
Function in your institution- I am teachers in the field of economics	61	1	,08	,00	,277	,077	0	1
Function in your institution- I am teachers in the field of history	61	1	,03	,00	,180	,032	0	1
Function in your institution- I am music teacher	62	0	,00	,00	,000	,000	0	0
Opinion about eLearning - eLearning is important as a part of an educational process	59	3	1,05	1,00	,222	,049	1	2
Opinion about eLearning - eLearning has to be supported by teachers.	59	3	1,03	1,00	,183	,033	1	2
Opinion about eLearning - eLearning should be encouraged by teachers.	58	4	1,02	1,00	,131	,017	1	2

Statistics

	N		Mean	Median	Std. Deviation	Variance	Minimum	Maximum
	Valid	Missing						
Opinion about eLearning - eLearning has to be provided at schools.	59	3	1,05	1,00	,222	,049	1	2
Opinion about eLearning - eLearning should be fostered by politicians.	59	3	1,05	1,00	,222	,049	1	2
Opinion about eLearning - eLearning is becoming more important in the future.	59	3	1,02	1,00	,130	,017	1	2
Opinion about eLearning - eLearning has to be provided online without additional courses or lectures.	59	3	3,00	3,00	1,017	1,034	1	4
Opinion about eLearning - eLearning should be provided in a combination of face-to-face courses and and online course.	59	3	1,15	1,00	,448	,200	1	3
Opinion about eLearning - My school encourages teachers to use eLearning.	59	3	1,12	1,00	,375	,141	1	3
How should eLearning be designed (base - former experiences)? - Learning objectives should be given.	58	4	1,00	1,00	,000	,000	1	1
How should eLearning be designed (base - former experiences)? - Information about the workload should be provided.	58	4	1,02	1,00	,131	,017	1	2
How should eLearning be designed (base - former experiences)? - References to further materials should be included.	58	4	1,07	1,00	,256	,065	1	2
How should eLearning be designed (base - former experiences)? - The structure of the learning material should be clear.	58	4	1,02	1,00	,131	,017	1	2
How should eLearning be designed (base - former experiences)? - The learning material has to be accurate.	58	4	1,00	1,00	,000	,000	1	1
How should eLearning be designed (base - former experiences)? - The learning material has to be interesting / motivating.	58	4	1,05	1,00	,223	,050	1	2

Statistics

	N		Mean	Median	Std. Deviation	Variance	Minimum	Maximum
	Valid	Missing						
How should eLearning be designed (base - former experiences)? - eLearning has to contain assessments.	58	4	1,03	1,00	,184	,034	1	2
How should eLearning be designed (base - former experiences)? - eLearning has to contain feedback.	58	4	1,02	1,00	,131	,017	1	2
How should eLearning be designed (base - former experiences)? - eLearning should include team work.	58	4	1,07	1,00	,256	,065	1	2
How should eLearning be designed (base - former experiences)? - Synchronous communication (chat, telephone, skype etc.) should to be a part of eLearning.	58	4	1,14	1,00	,348	,121	1	2
How should eLearning be designed (base - former experiences)? - Asynchronous communication (email, dicussion boards etc.) should to be a part of eLearning.	58	4	1,16	1,00	,451	,204	1	3
How should eLearning be designed (base - former experiences)? - eLearning should encourage communication.	58	4	1,02	1,00	,131	,017	1	2
How should eLearning be designed (base - former experiences)? - eLearning should include internet links to additional content.	58	4	1,05	1,00	,223	,050	1	2
Usefulness - How useful are e-learning tools?	56	6	1,16	1,00	,371	,137	1	2
Usefulness - How useful are free online didactical material (open educational resources)?	56	6	1,18	1,00	,386	,149	1	2
Importance - Networking / communication infrastructure	59	3	1,08	1,00	,337	,113	1	3
Importance - Smart classrooms / classroom modifications	59	3	1,10	1,00	,357	,127	1	3
Importance - Computer-based instructional tools	59	3	1,10	1,00	,357	,127	1	3
Importance - Web-based instructional tools	59	3	1,10	1,00	,357	,127	1	3
Importance - Hardware support in the classroom	59	3	1,14	1,00	,434	,188	1	3

Statistics

	N		Mean	Median	Std. Deviation	Variance	Minimum	Maximum
	Valid	Missing						
Importance - Web-based instructional tools	59	3	1,12	1,00	,375	,141	1	3
Importance - Audio Equipment	59	3	1,14	1,00	,472	,223	1	4
Importance - Video Equipment	59	3	1,15	1,00	,519	,269	1	4
Importance - Learning platform	59	3	1,20	1,00	,610	,372	1	4
Importance - PC Room (for teachers and learners)	0	62						
Importance - Online community tools	59	3	1,12	1,00	,375	,141	1	3
Importance - Online teaching and learning material	59	3	1,12	1,00	,375	,141	1	3
Importance - Online tests	59	3	1,14	1,00	,345	,119	1	2
Importance - In-class support / mentoring	59	3	1,12	1,00	,326	,106	1	2
Importance - Online tests	59	3	1,12	1,00	,326	,106	1	2
Importance - eLearning trainings for the learners	59	3	1,14	1,00	,345	,119	1	2
Importance - Teacher Trainings - eLearning trainings for the teachers	59	3	1,08	1,00	,281	,079	1	2
Do you have the following elements at your school? - Networking / communication infrastructure	58	4	1,67	2,00	,473	,224	1	2
Do you have the following elements at your school? - Smart calssrooms / classroom modifications	57	5	2,04	2,00	,626	,392	1	4
Do you have the following elements at your school? - Computer-based instructional tools	58	4	1,72	2,00	,586	,344	1	4
Do you have the following elements at your school? - Web-based instructional tools	58	4	1,76	2,00	,572	,327	1	4
Do you have the following elements at your school? - Hardware support in the classroom	58	4	2,03	2,00	,591	,350	1	4
Do you have the following elements at your school? - Web-based instructional tools	58	4	1,86	2,00	,605	,367	1	4
Do you have the following elements at your school? - Audio Equipment	58	4	1,74	2,00	,515	,265	1	3
Do you have the following elements at your school? - Video Equipment	58	4	1,71	2,00	,530	,281	1	3
Do you have the following elements at your school? - Computer Room	58	4	1,52	2,00	,504	,254	1	2

Statistics

	N		Mean	Median	Std. Deviation	Variance	Minimum	Maximum
	Valid	Missing						
Do you have the following elements at your school? - Learning platform	58	4	2,05	2,00	,605	,366	1	4
Do you have the following elements at your school? - Online community tools	58	4	1,83	2,00	,500	,250	1	3
Do you have the following elements at your school? - Online teaching and learning material	58	4	2,03	2,00	,591	,350	1	4
Do you have the following elements at your school? - Curriculum adaption for eLearning	58	4	2,10	2,00	,640	,410	1	4
Do you have the following elements at your school? - Online tests	58	4	2,09	2,00	,601	,361	1	4
Do you have the following elements at your school? - In-class support / mentoring	58	4	2,05	2,00	,544	,296	1	4
Do you have the following elements at your school? - eLearning trainings for the learners	58	4	2,03	2,00	,591	,350	1	4
Do you have the following elements at your school? - Teacher Trainings - eLearning trainings for the teachers	58	4	2,02	2,00	,577	,333	1	4
The use of sounds in teaching scenarios is... - important - unimportant	58	4	1,09	1,00	,339	,115	1	3
The use of sounds in teaching scenarios is... - helpful - not helpful	58	4	1,12	1,00	,422	,178	1	3
The use of sounds in teaching scenarios is... - easy - difficult	58	4	1,31	1,00	,863	,744	1	5
The use of sounds in teaching scenarios is... - motivating - not motivating	57	5	1,18	1,00	,504	,254	1	3
The use of sounds in teaching scenarios is... - stimulating - boring	58	4	1,16	1,00	,523	,274	1	4
The use of sounds in teaching scenarios is... - activating - not activating	57	5	1,25	1,00	,635	,403	1	4
The use of sounds in teaching scenarios is... - time-consuming - not time-consuming	58	4	4,91	5,00	1,048	1,098	1	6
The use of sounds in teaching scenarios is... - inspiring - uninspiring	58	4	1,14	1,00	,437	,191	1	3
The use of sounds in teaching scenarios is... - relaxing - not relaxing	57	5	1,19	1,00	,611	,373	1	4

Statistics

	N		Mean	Median	Std. Deviation	Variance	Minimum	Maximum
	Valid	Missing						
The use of sounds in teaching scenarios is... - communicative - not communicative	57	5	1,09	1,00	,342	,117	1	3
Comments - The use of sounds in teaching scenarios should integrate narrative audios.	58	4	1,34	1,00	,608	,370	1	4
Comments - The use of sounds in teaching scenarios should integrate music.	58	4	1,29	1,00	,562	,316	1	4
Comments - The use of sounds in teaching scenarios should integrate audio signals.	58	4	1,19	1,00	,438	,191	1	3
Comments - The use of sounds in teaching scenarios is currently running well	58	4	1,19	1,00	,438	,191	1	3
Comments - The use of sounds in teaching scenarios will increase in the future.	58	4	1,14	1,00	,395	,156	1	3
To what extent can sounds improve the development of... my knowledge	59	3	1,56	2,00	,534	,285	1	3
To what extent can sounds improve the development of... my education	59	3	1,53	2,00	,537	,288	1	3
To what extent can sounds improve the development of... my self-confidence	59	3	1,47	1,00	,568	,323	1	3
To what extent can sounds improve the development of... my social competencies	59	3	1,49	1,00	,504	,254	1	2
To what extent can sounds improve the development of... my reflective competencies	59	3	1,53	2,00	,537	,288	1	3
To what extent can sounds improve the development of... my media competencies	59	3	1,44	1,00	,565	,320	1	3
To what extent can sounds improve the development of... other aspects	56	6	1,46	1,00	,503	,253	1	2
Development other aspects	62	0						
What is the importance of sounds in eLearning regarding... my knowledge	59	3	1,51	1,00	,537	,289	1	3

Statistics

	N		Mean	Median	Std. Deviation	Variance	Minimum	Maximum
	Valid	Missing						
What is the importance of sounds in eLearning regarding... my education	59	3	1,51	1,00	,537	,289	1	3
What is the importance of sounds in eLearning regarding... my self-confidence	59	3	1,47	1,00	,537	,288	1	3
What is the importance of sounds in eLearning regarding... my social competencies	59	3	1,49	1,00	,504	,254	1	2
What is the importance of sounds in eLearning regarding... my reflective competencies	58	4	1,52	1,50	,538	,289	1	3
What is the importance of sounds in eLearning regarding... my media competencies	59	3	1,44	1,00	,534	,285	1	3
What is the importance of sounds in eLearning regarding... other aspects	54	8	1,44	1,00	,502	,252	1	2
Importance other aspects	62	0						
Challenges: Where do you need help or support concerning sounds in eLearning? - identification of adequate sounds	60	2	,15	,00	,360	,130	0	1
Challenges: Where do you need help or support concerning sounds in eLearning? - development and recording of sounds	60	2	,15	,00	,360	,130	0	1
Challenges: Where do you need help or support concerning sounds in eLearning? - creating narration / podcasts	60	2	,10	,00	,303	,092	0	1
Challenges: Where do you need help or support concerning sounds in eLearning? - creating music	60	2	,12	,00	,324	,105	0	1
Challenges: Where do you need help or support concerning sounds in eLearning? - creating sound signals	60	2	,02	,00	,129	,017	0	1
Challenges: Where do you need help or support concerning sounds in eLearning? - creating didactical scenarios with sound integration	60	2	,10	,00	,303	,092	0	1

Statistics

	N		Mean	Median	Std. Deviation	Variance	Minimum	Maximum
	Valid	Missing						
Challenges: Where do you need help or support concerning sounds in eLearning? - technical aspects	60	2	,43	,00	,500	,250	0	1
Other Challenges. Please write in which other aspects you like to get support:	62	0						
Write down which opportunities you have to use of sounds in eLearning.	62	0						

Frequency Table

Importance -

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 72	1	1,6	1,6	1,6
73	1	1,6	1,6	3,2
74	1	1,6	1,6	4,8
75	1	1,6	1,6	6,5
76	1	1,6	1,6	8,1
77	1	1,6	1,6	9,7
78	1	1,6	1,6	11,3
79	1	1,6	1,6	12,9
80	1	1,6	1,6	14,5
81	1	1,6	1,6	16,1
82	1	1,6	1,6	17,7
83	1	1,6	1,6	19,4
84	1	1,6	1,6	21,0
85	1	1,6	1,6	22,6
86	1	1,6	1,6	24,2
87	1	1,6	1,6	25,8
88	1	1,6	1,6	27,4
89	1	1,6	1,6	29,0
90	1	1,6	1,6	30,6
91	1	1,6	1,6	32,3
92	1	1,6	1,6	33,9
93	1	1,6	1,6	35,5
94	1	1,6	1,6	37,1
95	1	1,6	1,6	38,7
96	1	1,6	1,6	40,3
97	1	1,6	1,6	41,9
98	1	1,6	1,6	43,5
99	1	1,6	1,6	45,2

Importance -

	Frequency	Percent	Valid Percent	Cumulative Percent
100	1	1,6	1,6	46,8
101	1	1,6	1,6	48,4
102	1	1,6	1,6	50,0
103	1	1,6	1,6	51,6
104	1	1,6	1,6	53,2
105	1	1,6	1,6	54,8
106	1	1,6	1,6	56,5
107	1	1,6	1,6	58,1
108	1	1,6	1,6	59,7
109	1	1,6	1,6	61,3
110	1	1,6	1,6	62,9
111	1	1,6	1,6	64,5
112	1	1,6	1,6	66,1
113	1	1,6	1,6	67,7
114	1	1,6	1,6	69,4
115	1	1,6	1,6	71,0
116	1	1,6	1,6	72,6
117	1	1,6	1,6	74,2
118	1	1,6	1,6	75,8
119	1	1,6	1,6	77,4
120	1	1,6	1,6	79,0
121	1	1,6	1,6	80,6
122	1	1,6	1,6	82,3
123	1	1,6	1,6	83,9
124	1	1,6	1,6	85,5
125	1	1,6	1,6	87,1
126	1	1,6	1,6	88,7
127	1	1,6	1,6	90,3
128	1	1,6	1,6	91,9
129	2	3,2	3,2	95,2
130	2	3,2	3,2	98,4
131	1	1,6	1,6	100,0
Total	62	100,0	100,0	

Country

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Romanian	62	100,0	100,0	100,0

Code

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 15TRXJ	1	1,6	1,6	1,6
1BTCJR	1	1,6	1,6	3,2
1PTJVY	1	1,6	1,6	4,8
2AT4JF	1	1,6	1,6	6,5
2HTWP1	1	1,6	1,6	8,1
36TKK5	1	1,6	1,6	9,7
3GTDTV	1	1,6	1,6	11,3
3HTLW3	1	1,6	1,6	12,9
3HTQ2L	1	1,6	1,6	14,5
3STKAB	1	1,6	1,6	16,1
3ZTAMY	1	1,6	1,6	17,7
43TMWP	1	1,6	1,6	19,4
4QT3VR	1	1,6	1,6	21,0
4XTREY	1	1,6	1,6	22,6
4ZT17C	1	1,6	1,6	24,2
59T5FU	1	1,6	1,6	25,8
5RT2TH	1	1,6	1,6	27,4
6XTM96	1	1,6	1,6	29,0
6YTNGD	1	1,6	1,6	30,6
7RT1PV	1	1,6	1,6	32,3
81TH6L	1	1,6	1,6	33,9
87TJRG	1	1,6	1,6	35,5
8RTWSD	1	1,6	1,6	37,1
9BHTV	1	1,6	1,6	38,7
9HT9WC	1	1,6	1,6	40,3
C4TFSW	1	1,6	1,6	41,9
CQW58	1	1,6	1,6	43,5
CVT5V5	1	1,6	1,6	45,2
DR1MWQ	1	1,6	1,6	46,8
E2TMHL	1	1,6	1,6	48,4
E5TU85	1	1,6	1,6	50,0
FLT1BR	1	1,6	1,6	51,6
FLT5V5	1	1,6	1,6	53,2
GHTHHJ	1	1,6	1,6	54,8
GLTDM3	1	1,6	1,6	56,5
H3T1RN	1	1,6	1,6	58,1
HQT882	1	1,6	1,6	59,7
J6TS9F	1	1,6	1,6	61,3
JVT4AB	1	1,6	1,6	62,9
KATZJX	1	1,6	1,6	64,5
KBT8VX	1	1,6	1,6	66,1
LGTUTQ	1	1,6	1,6	67,7

Code

	Frequency	Percent	Valid Percent	Cumulative Percent
ME1ELG	1	1,6	1,6	69,4
P6TV22	1	1,6	1,6	71,0
P9T8NB	1	1,6	1,6	72,6
PMT7B2	1	1,6	1,6	74,2
Q6T1M7	1	1,6	1,6	75,8
QPTSQ2	1	1,6	1,6	77,4
QQTX3Y	1	1,6	1,6	79,0
RTT4UE	1	1,6	1,6	80,6
SATM5G	1	1,6	1,6	82,3
SATY1A	1	1,6	1,6	83,9
SYT7NK	1	1,6	1,6	85,5
UYT8BL	1	1,6	1,6	87,1
WGTKUE	1	1,6	1,6	88,7
WUTSF7	1	1,6	1,6	90,3
X1TJAL	1	1,6	1,6	91,9
XWTDV9	1	1,6	1,6	93,5
Y8TSJZ	1	1,6	1,6	95,2
YFTBB8	1	1,6	1,6	96,8
YMTLQK	1	1,6	1,6	98,4
ZRTMUB	1	1,6	1,6	100,0
Total	62	100,0	100,0	

Gender - I am

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	female	48	77,4	82,8	82,8
	male	10	16,1	17,2	100,0
	Total	58	93,5	100,0	
Missing	99	4	6,5		
Total		62	100,0		

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	23	1	1,6	1,7	1,7
	30	1	1,6	1,7	3,4
	31	1	1,6	1,7	5,2
	32	1	1,6	1,7	6,9
	35	3	4,8	5,2	12,1
	38	1	1,6	1,7	13,8
	39	2	3,2	3,4	17,2
	40	4	6,5	6,9	24,1
	41	2	3,2	3,4	27,6
	42	1	1,6	1,7	29,3
	44	4	6,5	6,9	36,2
	45	4	6,5	6,9	43,1
	47	3	4,8	5,2	48,3
	48	2	3,2	3,4	51,7
	49	3	4,8	5,2	56,9
	50	5	8,1	8,6	65,5
	51	1	1,6	1,7	67,2
	52	2	3,2	3,4	70,7
	53	1	1,6	1,7	72,4
	54	3	4,8	5,2	77,6
	55	2	3,2	3,4	81,0
	57	1	1,6	1,7	82,8
	58	3	4,8	5,2	87,9
59	3	4,8	5,2	93,1	
60	2	3,2	3,4	96,6	
62	1	1,6	1,7	98,3	
64	1	1,6	1,7	100,0	
	Total	58	93,5	100,0	
Missing	999	4	6,5		
Total		62	100,0		

Function in your institution- I am regular teacher

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	19	30,6	31,1	31,1
	yes	42	67,7	68,9	100,0
	Total	61	98,4	100,0	
Missing	9	1	1,6		
Total		62	100,0		

Function in your institution- I am headmaster

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	59	95,2	96,7	96,7
	yes	2	3,2	3,3	100,0
	Total	61	98,4	100,0	
Missing	9	1	1,6		
Total		62	100,0		

Function in your institution- I am responsible for a group of teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	58	93,5	95,1	95,1
	yes	3	4,8	4,9	100,0
	Total	61	98,4	100,0	
Missing	9	1	1,6		
Total		62	100,0		

Function in your institution- I am responsible for EU-Projects

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	61	98,4	100,0	100,0
Missing	9	1	1,6		
Total		62	100,0		

Function in your institution- I am responsible for information technology

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	60	96,8	98,4	98,4
	yes	1	1,6	1,6	100,0
	Total	61	98,4	100,0	
Missing	9	1	1,6		
Total		62	100,0		

Function in your institution- I am responsible for the timetables

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	60	96,8	98,4	98,4
	yes	1	1,6	1,6	100,0
	Total	61	98,4	100,0	
Missing	9	1	1,6		
Total		62	100,0		

Function in your institution- teacher in the field of mathematics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	57	91,9	93,4	93,4
	yes	4	6,5	6,6	100,0
	Total	61	98,4	100,0	
Missing	9	1	1,6		
Total		62	100,0		

Function in your institution- I am language teacher

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	57	91,9	93,4	93,4
	yes	4	6,5	6,6	100,0
	Total	61	98,4	100,0	
Missing	9	1	1,6		
Total		62	100,0		

Function in your institution- I am teachers in the field of economics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	56	90,3	91,8	91,8
	yes	5	8,1	8,2	100,0
	Total	61	98,4	100,0	
Missing	9	1	1,6		
Total		62	100,0		

Function in your institution- I am teachers in the field of history

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	59	95,2	96,7	96,7
	yes	2	3,2	3,3	100,0
	Total	61	98,4	100,0	
Missing	9	1	1,6		
Total		62	100,0		

Function in your institution- I am music teacher

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	62	100,0	100,0	100,0

Opinion about eLearning - eLearning is important as a part of an educational process

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	56	90,3	94,9	94,9
	agree	3	4,8	5,1	100,0
	Total	59	95,2	100,0	
Missing	9	3	4,8		
Total		62	100,0		

Opinion about eLearning - eLearning has to be supported by teachers.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	57	91,9	96,6	96,6
	agree	2	3,2	3,4	100,0
	Total	59	95,2	100,0	
Missing	9	3	4,8		
Total		62	100,0		

Opinion about eLearning - eLearning should be encouraged by teachers.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	57	91,9	98,3	98,3
	agree	1	1,6	1,7	100,0
	Total	58	93,5	100,0	
Missing	9	4	6,5		
Total		62	100,0		

Opinion about eLearning - eLearning has to be provided at schools.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	56	90,3	94,9	94,9
	agree	3	4,8	5,1	100,0
	Total	59	95,2	100,0	
Missing	9	3	4,8		
Total		62	100,0		

Opinion about eLearning - eLearning should be fostered by politicians.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	56	90,3	94,9	94,9
	agree	3	4,8	5,1	100,0
	Total	59	95,2	100,0	
Missing	9	3	4,8		
Total		62	100,0		

Opinion about eLearning - eLearning is becoming more important in the future.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	58	93,5	98,3	98,3
	agree	1	1,6	1,7	100,0
	Total	59	95,2	100,0	
Missing	9	3	4,8		
Total		62	100,0		

Opinion about eLearning - eLearning has to be provided online without additional courses or lectures.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	9	14,5	15,3	15,3
	agree	3	4,8	5,1	20,3
	disagree	26	41,9	44,1	64,4
	strongly disagree	21	33,9	35,6	100,0
	Total	59	95,2	100,0	
Missing	9	3	4,8		
Total		62	100,0		

Opinion about eLearning - eLearning should be provided in a combination of face-to-face courses and and online course.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	52	83,9	88,1	88,1
	agree	5	8,1	8,5	96,6
	disagree	2	3,2	3,4	100,0
	Total	59	95,2	100,0	
Missing	9	3	4,8		
Total		62	100,0		

Opinion about eLearning - My school encourages teachers to use eLearning.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	53	85,5	89,8	89,8
	agree	5	8,1	8,5	98,3
	disagree	1	1,6	1,7	100,0
	Total	59	95,2	100,0	
Missing	9	3	4,8		
Total		62	100,0		

How should eLearning be designed (base - former experiences)? - Learning objectives should be given.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	58	93,5	100,0	100,0
Missing	9	4	6,5		
Total		62	100,0		

How should eLearning be designed (base - former experiences)? - Information about the workload should be provided.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	57	91,9	98,3	98,3
	less important	1	1,6	1,7	100,0
	Total	58	93,5	100,0	
Missing	9	4	6,5		
Total		62	100,0		

How should eLearning be designed (base - former experiences)? - References to further materials should be included.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	54	87,1	93,1	93,1
	less important	4	6,5	6,9	100,0
	Total	58	93,5	100,0	
Missing	9	4	6,5		
Total		62	100,0		

How should eLearning be designed (base - former experiences)? - The structure of the learning material should be clear.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	57	91,9	98,3	98,3
	less important	1	1,6	1,7	100,0
	Total	58	93,5	100,0	
Missing	9	4	6,5		
Total		62	100,0		

How should eLearning be designed (base - former experiences)? - The learning material has to be accurate.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	58	93,5	100,0	100,0
Missing	9	4	6,5		
Total		62	100,0		

How should eLearning be designed (base - former experiences)? - The learning material has to be interesting / motivating.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	55	88,7	94,8	94,8
	less important	3	4,8	5,2	100,0
	Total	58	93,5	100,0	
Missing	9	4	6,5		
Total		62	100,0		

How should eLearning be designed (base - former experiences)? - eLearning has to contain assessments.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	56	90,3	96,6	96,6
	less important	2	3,2	3,4	100,0
	Total	58	93,5	100,0	
Missing	9	4	6,5		
Total		62	100,0		

How should eLearning be designed (base - former experiences)? - eLearning has to contain feedback.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	57	91,9	98,3	98,3
	less important	1	1,6	1,7	100,0
	Total	58	93,5	100,0	
Missing	9	4	6,5		
Total		62	100,0		

How should eLearning be designed (base - former experiences)? - eLearning should include team work.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	54	87,1	93,1	93,1
	less important	4	6,5	6,9	100,0
	Total	58	93,5	100,0	
Missing	9	4	6,5		
Total		62	100,0		

How should eLearning be designed (base - former experiences)? - Synchronous communication (chat, telephone, skype etc.) should to be a part of eLearning.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	50	80,6	86,2	86,2
	less important	8	12,9	13,8	100,0
	Total	58	93,5	100,0	
Missing	9	4	6,5		
Total		62	100,0		

How should eLearning be designed (base - former experiences)? - Asynchronous communication (email, dicussion boards etc.) should to be a part of eLearning.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	51	82,3	87,9	87,9
	less important	5	8,1	8,6	96,6
	rarely important	2	3,2	3,4	100,0
	Total	58	93,5	100,0	
Missing	9	4	6,5		
Total		62	100,0		

How should eLearning be designed (base - former experiences)? - eLearning should encourage communication.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	57	91,9	98,3	98,3
	less important	1	1,6	1,7	100,0
	Total	58	93,5	100,0	
Missing	9	4	6,5		
Total		62	100,0		

How should eLearning be designed (base - former experiences)? - eLearning should include internet links to additional content.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	55	88,7	94,8	94,8
	less important	3	4,8	5,2	100,0
	Total	58	93,5	100,0	
Missing	9	4	6,5		
Total		62	100,0		

Usefulness - How useful are e-learning tools?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very useful	47	75,8	83,9	83,9
	useful	9	14,5	16,1	100,0
	Total	56	90,3	100,0	
Missing	9	6	9,7		
Total		62	100,0		

Usefulness - How useful are free online didactical material (open educational resources)?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very useful	46	74,2	82,1	82,1
	useful	10	16,1	17,9	100,0
	Total	56	90,3	100,0	
Missing	9	6	9,7		
Total		62	100,0		

Importance - Networking / communication infrastructure

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	55	88,7	93,2	93,2
	less important	3	4,8	5,1	98,3
	rarely important	1	1,6	1,7	100,0
	Total	59	95,2	100,0	
Missing	9	3	4,8		
Total		62	100,0		

Importance - Smart classrooms / classroom modifications

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	54	87,1	91,5	91,5
	less important	4	6,5	6,8	98,3
	rarely important	1	1,6	1,7	100,0
	Total	59	95,2	100,0	
Missing	9	3	4,8		
Total		62	100,0		

Importance - Computer-based instructional tools

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	54	87,1	91,5	91,5
	less important	4	6,5	6,8	98,3
	rarely important	1	1,6	1,7	100,0
	Total	59	95,2	100,0	
Missing	9	3	4,8		
Total		62	100,0		

Importance - Web-based instructional tools

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	54	87,1	91,5	91,5
	less important	4	6,5	6,8	98,3
	rarely important	1	1,6	1,7	100,0
	Total	59	95,2	100,0	
Missing	9	3	4,8		
Total		62	100,0		

Importance - Hardware support in the classroom

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	53	85,5	89,8	89,8
	less important	4	6,5	6,8	96,6
	rarely important	2	3,2	3,4	100,0
	Total	59	95,2	100,0	
Missing	9	3	4,8		
Total		62	100,0		

Importance - Web-based instructional tools

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	53	85,5	89,8	89,8
	less important	5	8,1	8,5	98,3
	rarely important	1	1,6	1,7	100,0
	Total	59	95,2	100,0	
Missing	9	3	4,8		
Total		62	100,0		

Importance - Audio Equipment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	53	85,5	89,8	89,8
	less important	5	8,1	8,5	98,3
	unimportant	1	1,6	1,7	100,0
	Total	59	95,2	100,0	
Missing	9	3	4,8		
Total		62	100,0		

Importance - Video Equipment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	53	85,5	89,8	89,8
	less important	4	6,5	6,8	96,6
	rarely important	1	1,6	1,7	98,3
	unimportant	1	1,6	1,7	100,0
	Total	59	95,2	100,0	
Missing	9	3	4,8		
Total		62	100,0		

Importance - Learning platform

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	52	83,9	88,1	88,1
	less important	3	4,8	5,1	93,2
	rarely important	3	4,8	5,1	98,3
	unimportant	1	1,6	1,7	100,0
Total		59	95,2	100,0	
Missing	9	3	4,8		
Total		62	100,0		

Importance - PC Room (for teachers and learners)

		Frequency	Percent
Missing	9	62	100,0

Importance - Online community tools

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	53	85,5	89,8	89,8
	less important	5	8,1	8,5	98,3
	rarely important	1	1,6	1,7	100,0
	Total	59	95,2	100,0	
Missing	9	3	4,8		
Total		62	100,0		

Importance - Online teaching and learning material

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	53	85,5	89,8	89,8
	less important	5	8,1	8,5	98,3
	rarely important	1	1,6	1,7	100,0
	Total	59	95,2	100,0	
Missing	9	3	4,8		
Total		62	100,0		

Importance - Online tests

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	51	82,3	86,4	86,4
	less important	8	12,9	13,6	100,0
	Total	59	95,2	100,0	
Missing	9	3	4,8		
Total		62	100,0		

Importance - In-class support / mentoring

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	52	83,9	88,1	88,1
	less important	7	11,3	11,9	100,0
	Total	59	95,2	100,0	
Missing	9	3	4,8		
Total		62	100,0		

Importance - Online tests

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	52	83,9	88,1	88,1
	less important	7	11,3	11,9	100,0
	Total	59	95,2	100,0	
Missing	9	3	4,8		
Total		62	100,0		

Importance - eLearning trainings for the learners

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	51	82,3	86,4	86,4
	less important	8	12,9	13,6	100,0
	Total	59	95,2	100,0	
Missing	9	3	4,8		
Total		62	100,0		

Importance - Teacher Trainings - eLearning trainings for the teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	54	87,1	91,5	91,5
	less important	5	8,1	8,5	100,0
	Total	59	95,2	100,0	
Missing	9	3	4,8		
Total		62	100,0		

Do you have the following elements at your school? - Networking / communication infrastructure

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Is already existing	19	30,6	32,8	32,8
	Under construction	39	62,9	67,2	100,0
	Total	58	93,5	100,0	
Missing	9	4	6,5		
Total		62	100,0		

Do you have the following elements at your school? - Smart calssrooms / classroom modifications

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Is already existing	8	12,9	14,0	14,0
	Under construction	41	66,1	71,9	86,0
	Is planned	6	9,7	10,5	96,5
	Does not exist	2	3,2	3,5	100,0
	Total	57	91,9	100,0	
Missing	9	5	8,1		
Total		62	100,0		

Do you have the following elements at your school? - Computer-based instructional tools

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Is already existing	19	30,6	32,8	32,8
	Under construction	37	59,7	63,8	96,6
	Is planned	1	1,6	1,7	98,3
	Does not exist	1	1,6	1,7	100,0
	Total	58	93,5	100,0	
Missing	9	4	6,5		
Total		62	100,0		

Do you have the following elements at your school? - Web-based instructional tools

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Is already existing	17	27,4	29,3	29,3
	Under construction	39	62,9	67,2	96,6
	Is planned	1	1,6	1,7	98,3
	Does not exist	1	1,6	1,7	100,0
	Total	58	93,5	100,0	
Missing	9	4	6,5		
Total		62	100,0		

Do you have the following elements at your school? - Hardware support in the classroom

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Is already existing	7	11,3	12,1	12,1
	Under construction	44	71,0	75,9	87,9
	Is planned	5	8,1	8,6	96,6
	Does not exist	2	3,2	3,4	100,0
	Total	58	93,5	100,0	
Missing	9	4	6,5		
Total		62	100,0		

Do you have the following elements at your school? - Web-based instructional tools

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Is already existing	13	21,0	22,4	22,4
	Under construction	42	67,7	72,4	94,8
	Is planned	1	1,6	1,7	96,6
	Does not exist	2	3,2	3,4	100,0
	Total	58	93,5	100,0	
Missing	9	4	6,5		
Total		62	100,0		

Do you have the following elements at your school? - Audio Equipment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Is already existing	17	27,4	29,3	29,3
	Under construction	39	62,9	67,2	96,6
	Is planned	2	3,2	3,4	100,0
	Total	58	93,5	100,0	
Missing	9	4	6,5		
Total		62	100,0		

Do you have the following elements at your school? - Video Equipment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Is already existing	19	30,6	32,8	32,8
	Under construction	37	59,7	63,8	96,6
	Is planned	2	3,2	3,4	100,0
	Total	58	93,5	100,0	
Missing	9	4	6,5		
Total		62	100,0		

Do you have the following elements at your school? - Computer Room

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Is already existing	28	45,2	48,3	48,3
	Under construction	30	48,4	51,7	100,0
	Total	58	93,5	100,0	
Missing	9	4	6,5		
Total		62	100,0		

Do you have the following elements at your school? - Learning platform

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Is already existing	7	11,3	12,1	12,1
	Under construction	43	69,4	74,1	86,2
	Is planned	6	9,7	10,3	96,6
	Does not exist	2	3,2	3,4	100,0
	Total	58	93,5	100,0	
Missing	9	4	6,5		
Total		62	100,0		

Do you have the following elements at your school? - Online community tools

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Is already existing	13	21,0	22,4	22,4
	Under construction	42	67,7	72,4	94,8
	Is planned	3	4,8	5,2	100,0
	Total	58	93,5	100,0	
Missing	9	4	6,5		
Total		62	100,0		

Do you have the following elements at your school? - Online teaching and learning material

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Is already existing	6	9,7	10,3	10,3
	Under construction	47	75,8	81,0	91,4
	Is planned	2	3,2	3,4	94,8
	Does not exist	3	4,8	5,2	100,0
	Total	58	93,5	100,0	
Missing	9	4	6,5		
Total		62	100,0		

Do you have the following elements at your school? - Curriculum adaption for eLearning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Is already existing	6	9,7	10,3	10,3
	Under construction	43	69,4	74,1	84,5
	Is planned	6	9,7	10,3	94,8
	Does not exist	3	4,8	5,2	100,0
	Total	58	93,5	100,0	
Missing	9	4	6,5		
Total		62	100,0		

Do you have the following elements at your school? - Online tests

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Is already existing	6	9,7	10,3	10,3
	Under construction	43	69,4	74,1	84,5
	Is planned	7	11,3	12,1	96,6
	Does not exist	2	3,2	3,4	100,0
	Total	58	93,5	100,0	
Missing	9	4	6,5		
Total		62	100,0		

Do you have the following elements at your school? - In-class support / mentoring

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Is already existing	6	9,7	10,3	10,3
	Under construction	44	71,0	75,9	86,2
	Is planned	7	11,3	12,1	98,3
	Does not exist	1	1,6	1,7	100,0
	Total	58	93,5	100,0	
Missing	9	4	6,5		
Total		62	100,0		

Do you have the following elements at your school? - eLearning trainings for the learners

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Is already existing	7	11,3	12,1	12,1
	Under construction	44	71,0	75,9	87,9
	Is planned	5	8,1	8,6	96,6
	Does not exist	2	3,2	3,4	100,0
	Total	58	93,5	100,0	
Missing	9	4	6,5		
Total		62	100,0		

Do you have the following elements at your school? - Teacher Trainings - eLearning trainings for the teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Is already existing	7	11,3	12,1	12,1
	Under construction	45	72,6	77,6	89,7
	Is planned	4	6,5	6,9	96,6
	Does not exist	2	3,2	3,4	100,0
	Total	58	93,5	100,0	
Missing	9	4	6,5		
Total		62	100,0		

The use of sounds in teaching scenarios is... - important - unimportant

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	54	87,1	93,1	93,1
	2	3	4,8	5,2	98,3
	3	1	1,6	1,7	100,0
	Total	58	93,5	100,0	
Missing	9	4	6,5		
Total		62	100,0		

The use of sounds in teaching scenarios is... - helpful - not helpful

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	helpful	53	85,5	91,4	91,4
	2	3	4,8	5,2	96,6
	3	2	3,2	3,4	100,0
	Total	58	93,5	100,0	
Missing	9	4	6,5		
Total		62	100,0		

The use of sounds in teaching scenarios is... - easy - difficult

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	easy	50	80,6	86,2	86,2
	2	2	3,2	3,4	89,7
	3	3	4,8	5,2	94,8
	4	2	3,2	3,4	98,3
	5	1	1,6	1,7	100,0
	Total	58	93,5	100,0	
Missing	9	4	6,5		
Total		62	100,0		

The use of sounds in teaching scenarios is... - motivating - not motivating

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	motivating	50	80,6	87,7	87,7
	2	4	6,5	7,0	94,7
	3	3	4,8	5,3	100,0
	Total	57	91,9	100,0	
Missing	9	5	8,1		
Total		62	100,0		

The use of sounds in teaching scenarios is... - stimulating - boring

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	stimulating	52	83,9	89,7	89,7
	2	4	6,5	6,9	96,6
	3	1	1,6	1,7	98,3
	4	1	1,6	1,7	100,0
	Total	58	93,5	100,0	
Missing	9	4	6,5		
Total		62	100,0		

The use of sounds in teaching scenarios is... - activating - not activating

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	activating	48	77,4	84,2	84,2
	2	5	8,1	8,8	93,0
	3	3	4,8	5,3	98,2
	4	1	1,6	1,8	100,0
	Total	57	91,9	100,0	
Missing	9	5	8,1		
Total		62	100,0		

The use of sounds in teaching scenarios is... - time-consuming - not time-consuming

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	time-consuming	1	1,6	1,7	1,7
	2	2	3,2	3,4	5,2
	3	3	4,8	5,2	10,3
	4	3	4,8	5,2	15,5
	5	35	56,5	60,3	75,9
	not time-consuming	14	22,6	24,1	100,0
	Total	58	93,5	100,0	
Missing	9	4	6,5		
Total		62	100,0		

The use of sounds in teaching scenarios is... - inspiring - uninspiring

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	inspiring	52	83,9	89,7	89,7
	2	4	6,5	6,9	96,6
	3	2	3,2	3,4	100,0
	Total	58	93,5	100,0	
Missing	9	4	6,5		
Total		62	100,0		

The use of sounds in teaching scenarios is... - relaxing - not relaxing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	relaxing	51	82,3	89,5	89,5
	2	2	3,2	3,5	93,0
	3	3	4,8	5,3	98,2
	4	1	1,6	1,8	100,0
	Total	57	91,9	100,0	
Missing	9	5	8,1		
Total		62	100,0		

The use of sounds in teaching scenarios is... - communicative - not communicative

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	communicative	53	85,5	93,0	93,0
	2	3	4,8	5,3	98,2
	3	1	1,6	1,8	100,0
	Total	57	91,9	100,0	
Missing	9	5	8,1		
Total		62	100,0		

Comments - The use of sounds in teaching scenarios should integrate narrative audios.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	41	66,1	70,7	70,7
	agree	15	24,2	25,9	96,6
	disagree	1	1,6	1,7	98,3
	strongly disagree	1	1,6	1,7	100,0
	Total	58	93,5	100,0	
Missing	9	4	6,5		
Total		62	100,0		

Comments - The use of sounds in teaching scenarios should integrate music.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	43	69,4	74,1	74,1
	agree	14	22,6	24,1	98,3
	strongly disagree	1	1,6	1,7	100,0
	Total	58	93,5	100,0	
Missing	9	4	6,5		
Total		62	100,0		

Comments - The use of sounds in teaching scenarios should integrate audio signals.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	48	77,4	82,8	82,8
	agree	9	14,5	15,5	98,3
	disagree	1	1,6	1,7	100,0
	Total	58	93,5	100,0	
Missing	9	4	6,5		
Total		62	100,0		

Comments - The use of sounds in teaching scenarios is currently running well

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	48	77,4	82,8	82,8
	agree	9	14,5	15,5	98,3
	disagree	1	1,6	1,7	100,0
	Total	58	93,5	100,0	
Missing	9	4	6,5		
Total		62	100,0		

Comments - The use of sounds in teaching scenarios will increase in the future.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	51	82,3	87,9	87,9
	agree	6	9,7	10,3	98,3
	disagree	1	1,6	1,7	100,0
	Total	58	93,5	100,0	
Missing	9	4	6,5		
Total		62	100,0		

To what extent can sounds improve the development of... my knowledge

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very high extent	27	43,5	45,8	45,8
	high extent	31	50,0	52,5	98,3
	low extent	1	1,6	1,7	100,0
	Total	59	95,2	100,0	
Missing	9	3	4,8		
Total		62	100,0		

To what extent can sounds improve the development of... my education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very high extent	29	46,8	49,2	49,2
	high extent	29	46,8	49,2	98,3
	low extent	1	1,6	1,7	100,0
	Total	59	95,2	100,0	
Missing	9	3	4,8		
Total		62	100,0		

To what extent can sounds improve the development of... my self-confidence

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very high extent	33	53,2	55,9	55,9
	high extent	24	38,7	40,7	96,6
	low extent	2	3,2	3,4	100,0
	Total	59	95,2	100,0	
Missing	9	3	4,8		
Total		62	100,0		

To what extent can sounds improve the development of... my social competencies

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very high extent	30	48,4	50,8	50,8
	high extent	29	46,8	49,2	100,0
	Total	59	95,2	100,0	
Missing	9	3	4,8		
Total		62	100,0		

To what extent can sounds improve the development of... my reflective competencies

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very high extent	29	46,8	49,2	49,2
	high extent	29	46,8	49,2	98,3
	low extent	1	1,6	1,7	100,0
	Total	59	95,2	100,0	
Missing	9	3	4,8		
Total		62	100,0		

To what extent can sounds improve the development of... my media competencies

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very high extent	35	56,5	59,3	59,3
	high extent	22	35,5	37,3	96,6
	low extent	2	3,2	3,4	100,0
	Total	59	95,2	100,0	
Missing	9	3	4,8		
Total		62	100,0		

To what extent can sounds improve the development of... other aspects

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very high extent	30	48,4	53,6	53,6
	high extent	26	41,9	46,4	100,0
	Total	56	90,3	100,0	
Missing	9	6	9,7		
Total		62	100,0		

Development other aspects

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	61	98,4	98,4	98,4
PROFESIONALE	1	1,6	1,6	100,0
Total	62	100,0	100,0	

What is the importance of sounds in eLearning regarding... my knowledge

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
important	30	48,4	50,8	50,8
less important	28	45,2	47,5	98,3
rarely important	1	1,6	1,7	100,0
Total	59	95,2	100,0	
Missing	9	3	4,8	
Total	62	100,0		

What is the importance of sounds in eLearning regarding... my education

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
important	30	48,4	50,8	50,8
less important	28	45,2	47,5	98,3
rarely important	1	1,6	1,7	100,0
Total	59	95,2	100,0	
Missing	9	3	4,8	
Total	62	100,0		

What is the importance of sounds in eLearning regarding... my self-confidence

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
important	32	51,6	54,2	54,2
less important	26	41,9	44,1	98,3
rarely important	1	1,6	1,7	100,0
Total	59	95,2	100,0	
Missing	9	3	4,8	
Total	62	100,0		

What is the importance of sounds in eLearning regarding... my social competencies

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	30	48,4	50,8	50,8
	less important	29	46,8	49,2	100,0
	Total	59	95,2	100,0	
Missing	9	3	4,8		
Total		62	100,0		

What is the importance of sounds in eLearning regarding... my reflective competencies

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	29	46,8	50,0	50,0
	less important	28	45,2	48,3	98,3
	rarely important	1	1,6	1,7	100,0
	Total	58	93,5	100,0	
Missing	9	4	6,5		
Total		62	100,0		

What is the importance of sounds in eLearning regarding... my media competencies

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	34	54,8	57,6	57,6
	less important	24	38,7	40,7	98,3
	rarely important	1	1,6	1,7	100,0
	Total	59	95,2	100,0	
Missing	9	3	4,8		
Total		62	100,0		

What is the importance of sounds in eLearning regarding... other aspects

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	30	48,4	55,6	55,6
	less important	24	38,7	44,4	100,0
	Total	54	87,1	100,0	
Missing	9	8	12,9		
Total		62	100,0		

Importance other aspects

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	61	98,4	98,4	98,4
PROFESIONALE	1	1,6	1,6	100,0
Total	62	100,0	100,0	

Challenges: Where do you need help or support concerning sounds in eLearning? - identification of adequate sounds

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid no	51	82,3	85,0	85,0
yes	9	14,5	15,0	100,0
Total	60	96,8	100,0	
Missing 9	2	3,2		
Total	62	100,0		

Challenges: Where do you need help or support concerning sounds in eLearning? - development and recording of sounds

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid no	51	82,3	85,0	85,0
yes	9	14,5	15,0	100,0
Total	60	96,8	100,0	
Missing 9	2	3,2		
Total	62	100,0		

Challenges: Where do you need help or support concerning sounds in eLearning? - creating narration / podcasts

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid no	54	87,1	90,0	90,0
yes	6	9,7	10,0	100,0
Total	60	96,8	100,0	
Missing 9	2	3,2		
Total	62	100,0		

Challenges: Where do you need help or support concerning sounds in eLearning? - creating music

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	53	85,5	88,3	88,3
	yes	7	11,3	11,7	100,0
	Total	60	96,8	100,0	
Missing	9	2	3,2		
Total		62	100,0		

Challenges: Where do you need help or support concerning sounds in eLearning? - creating sound signals

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	59	95,2	98,3	98,3
	yes	1	1,6	1,7	100,0
	Total	60	96,8	100,0	
Missing	9	2	3,2		
Total		62	100,0		

Challenges: Where do you need help or support concerning sounds in eLearning? - creating didactical scenarios with sound integration

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	54	87,1	90,0	90,0
	yes	6	9,7	10,0	100,0
	Total	60	96,8	100,0	
Missing	9	2	3,2		
Total		62	100,0		

Challenges: Where do you need help or support concerning sounds in eLearning? - technical aspects

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	34	54,8	56,7	56,7
	yes	26	41,9	43,3	100,0
	Total	60	96,8	100,0	
Missing	9	2	3,2		
Total		62	100,0		

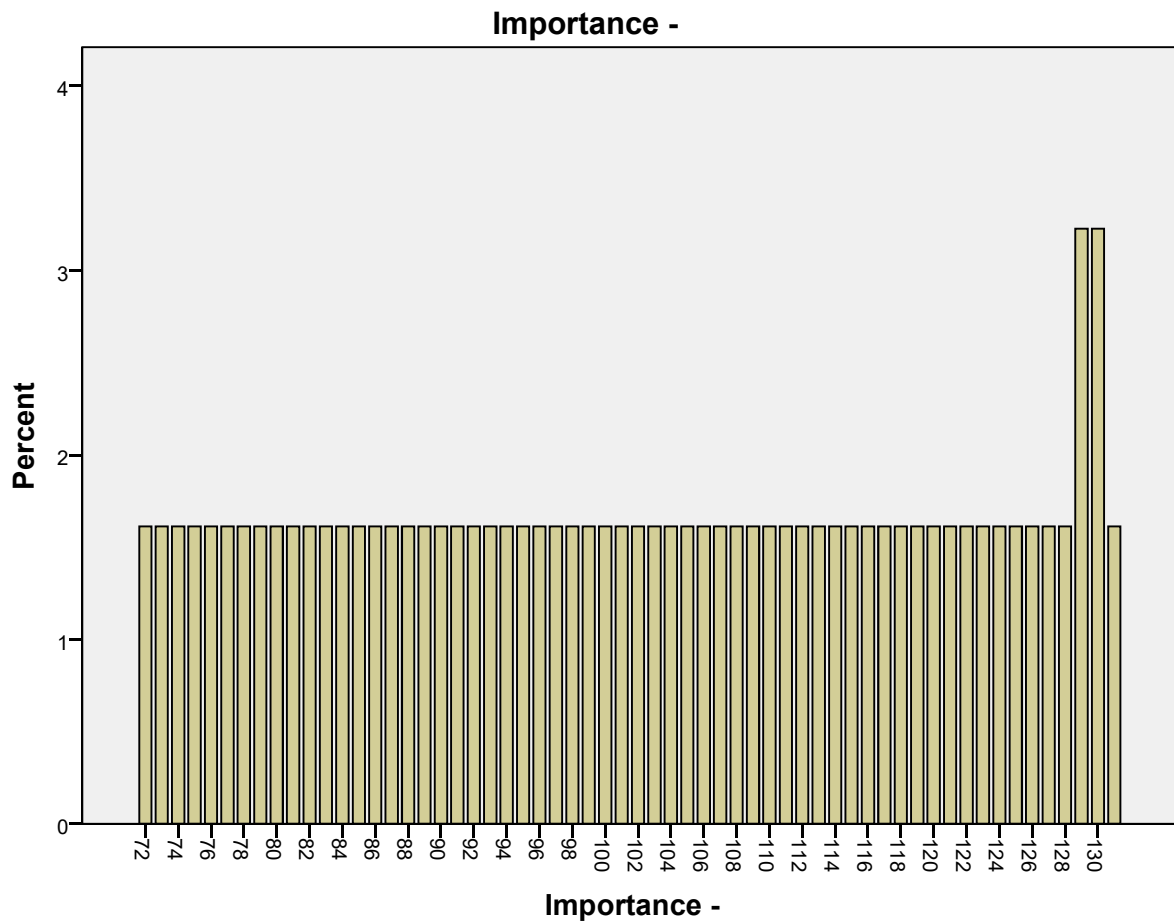
Other Challenges. Please write in which other aspects you like to get support:

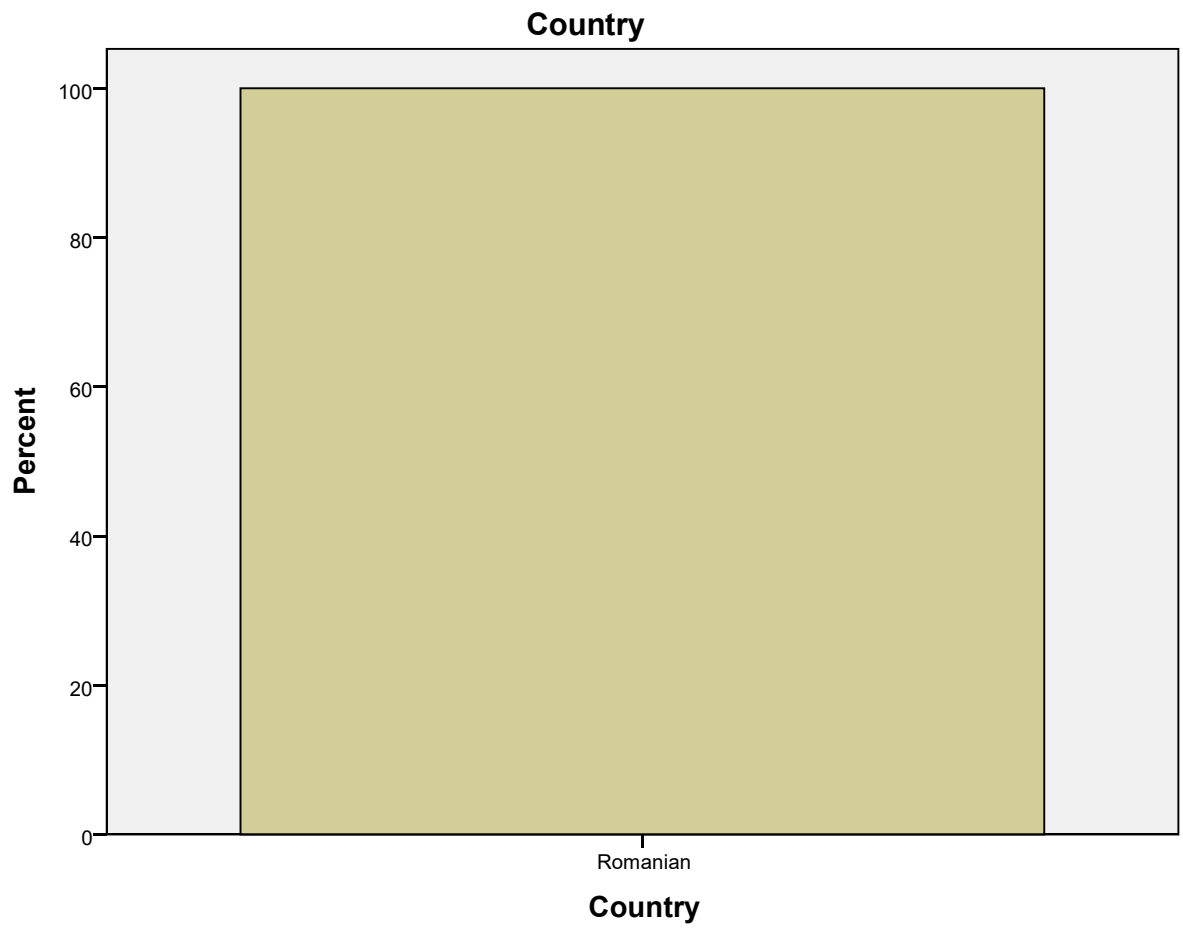
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	62	100,0	100,0	100,0

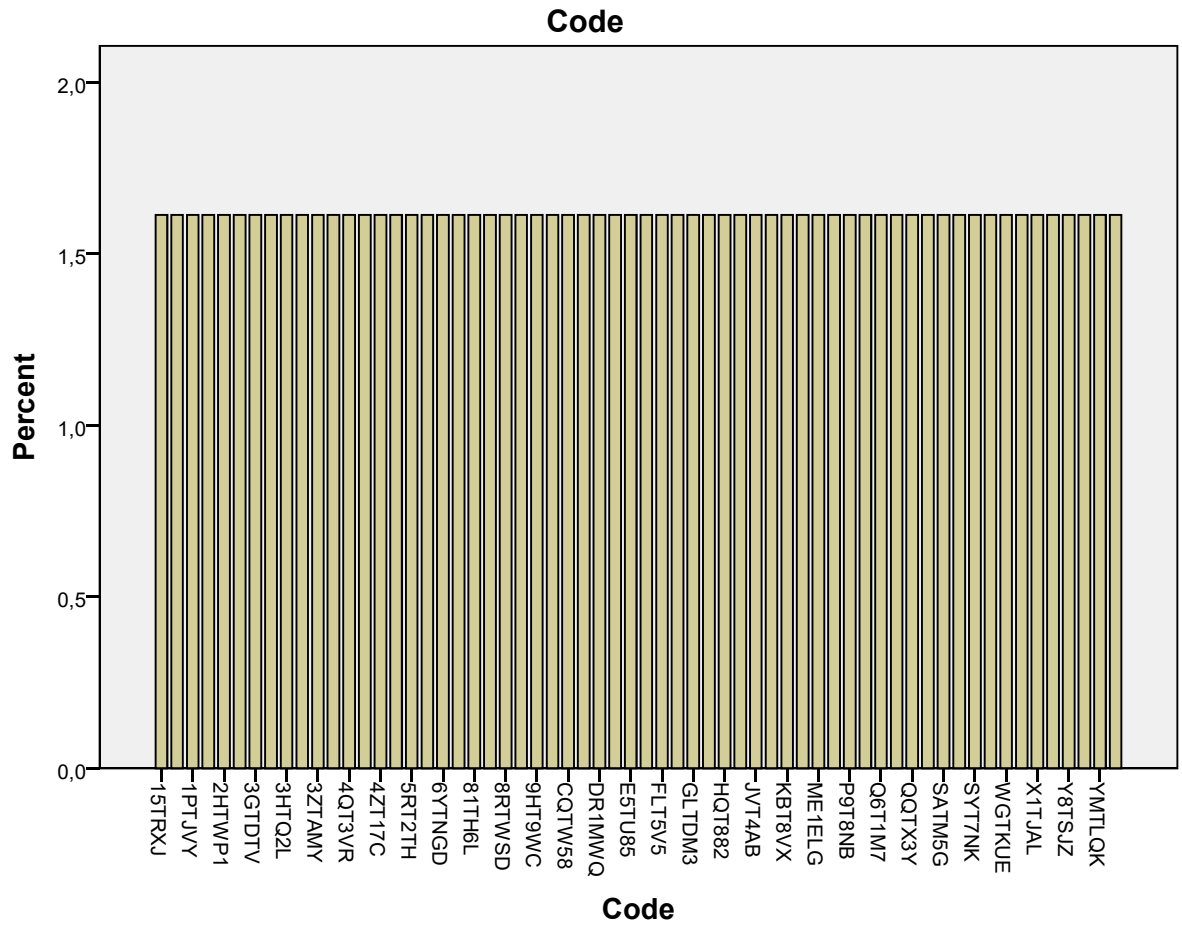
Write down which opportunities you have to use of sounds in eLearning.

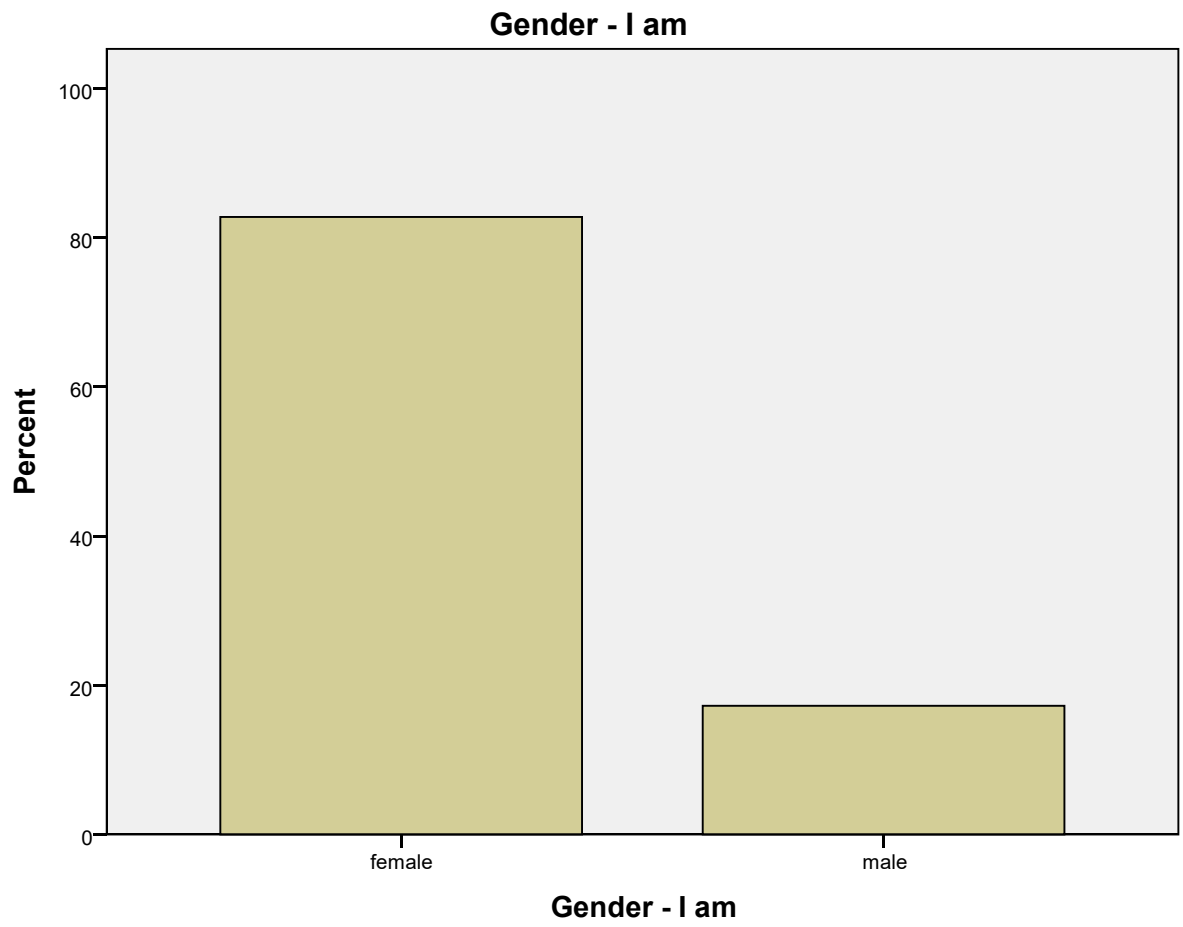
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	62	100,0	100,0	100,0

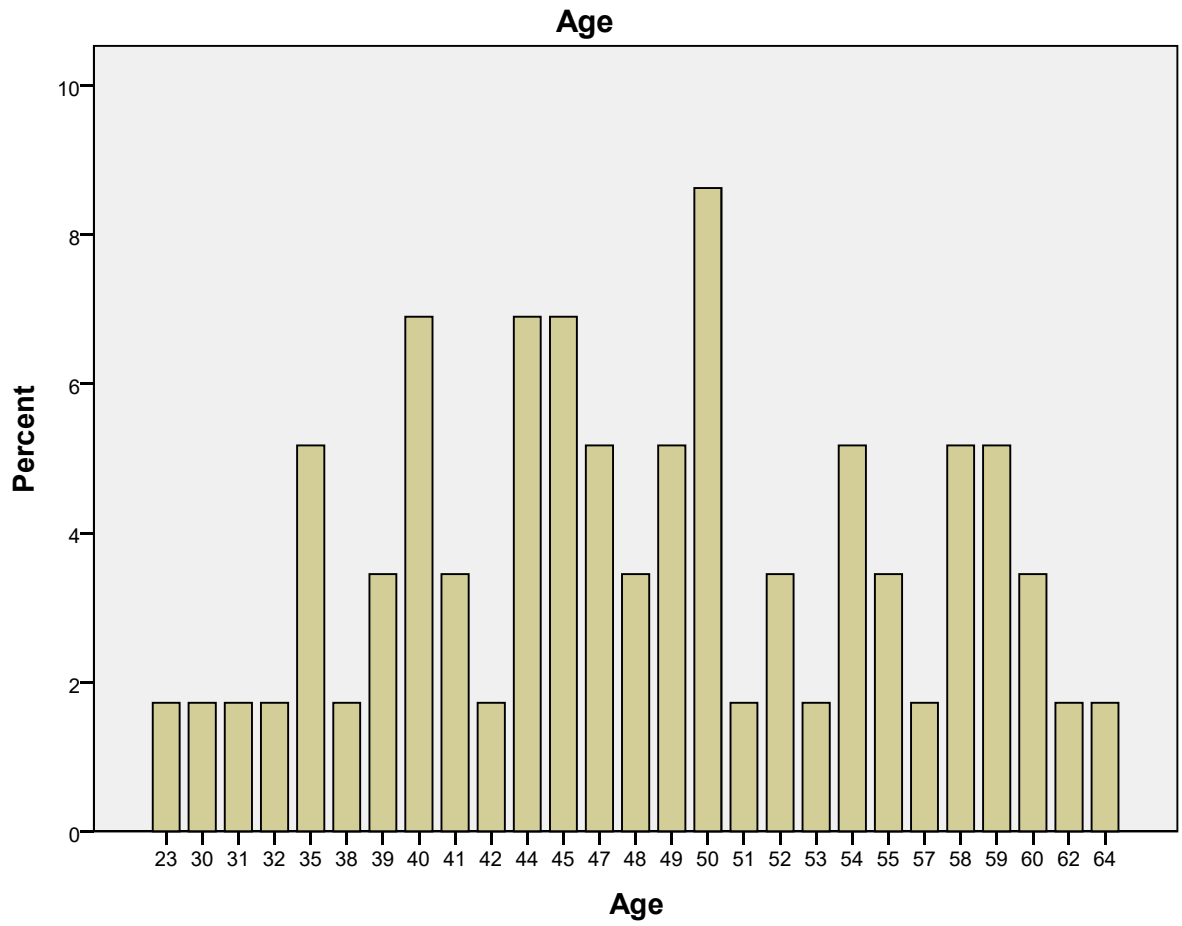
Bar Chart



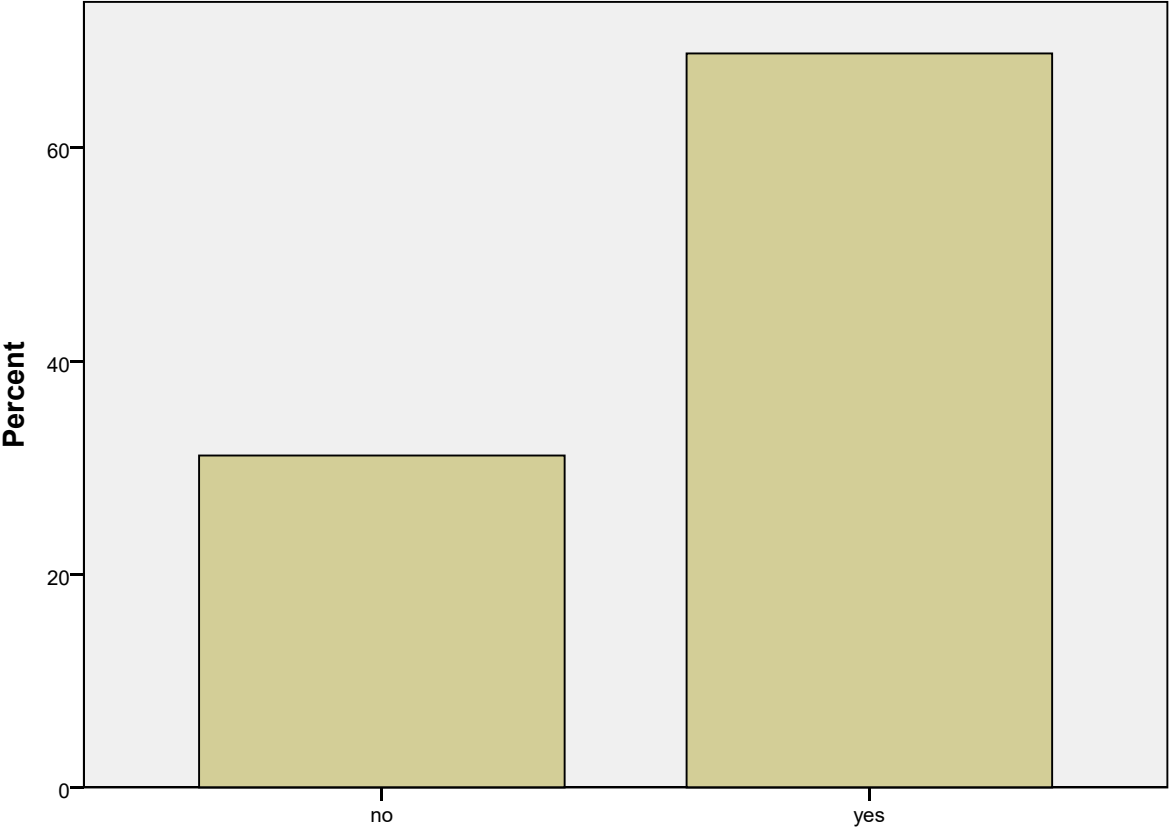




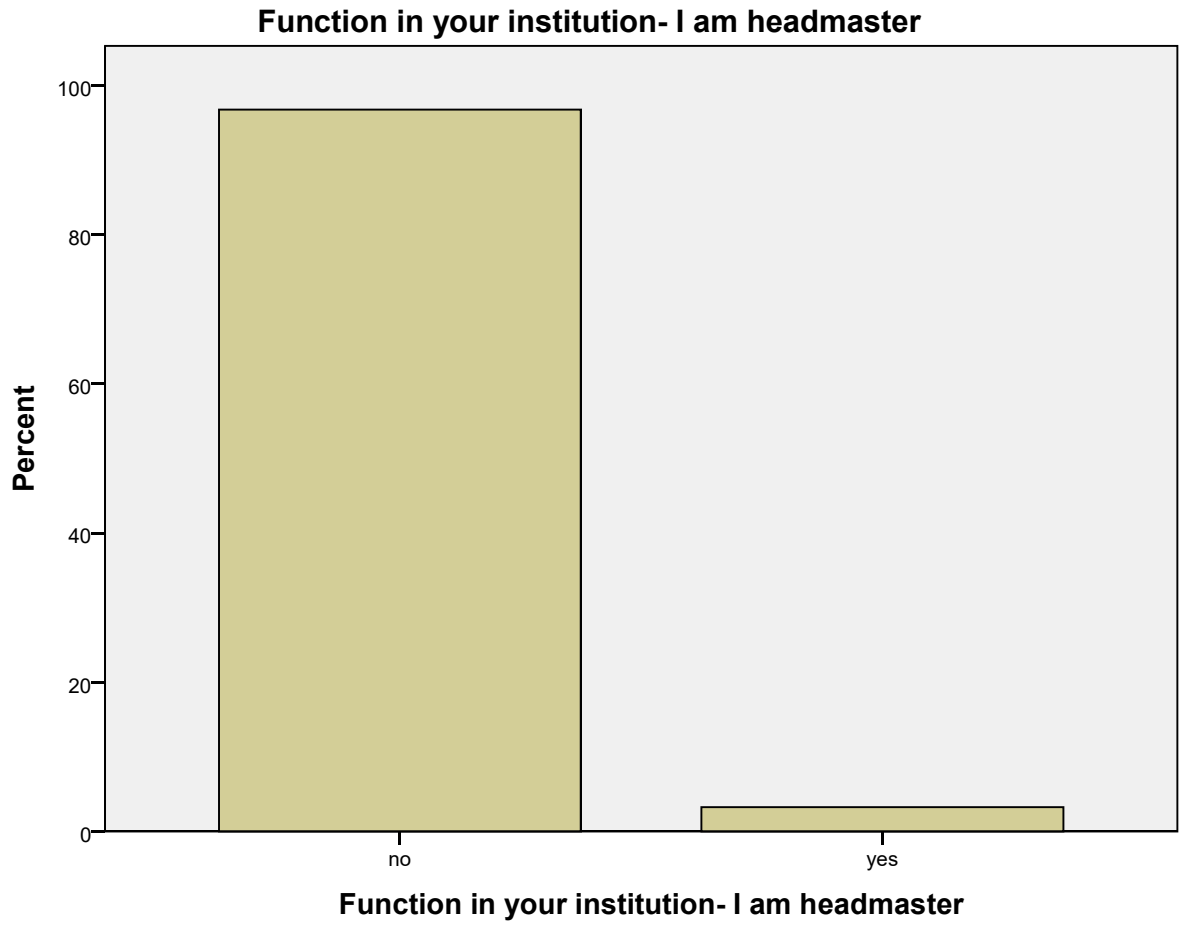




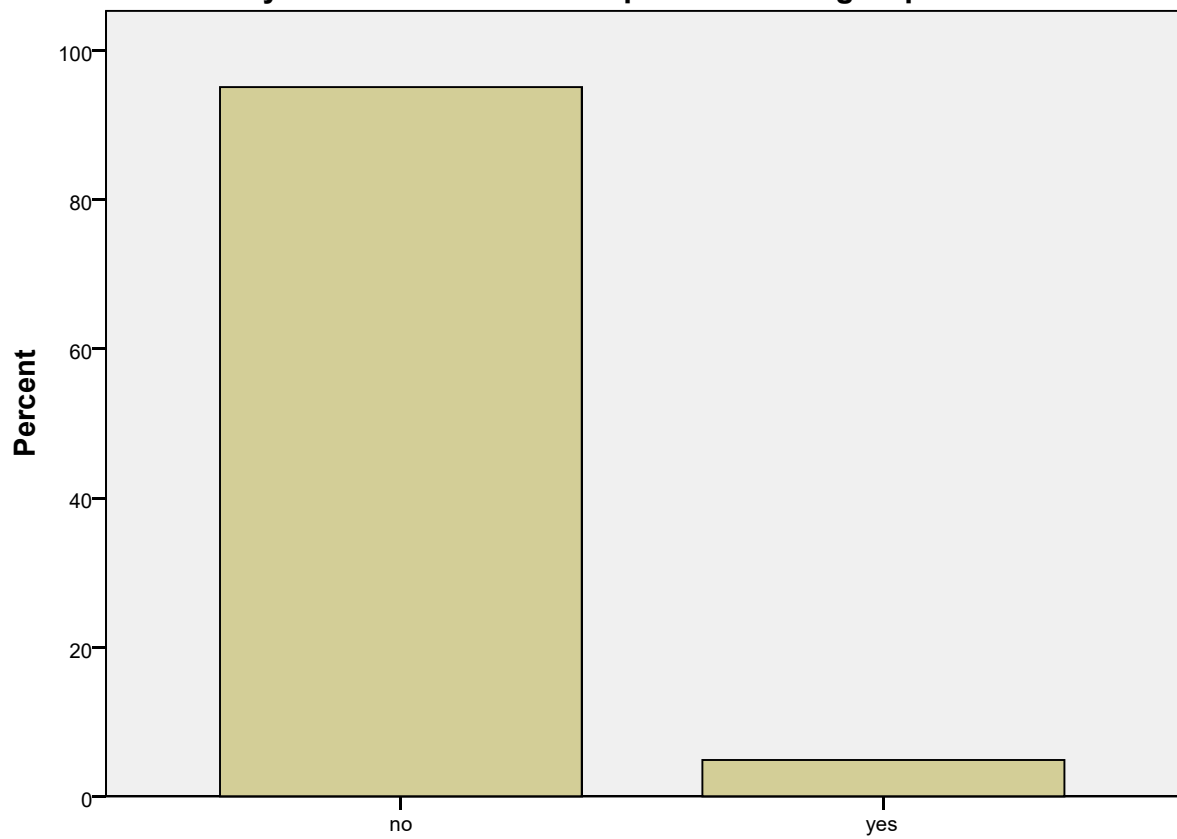
Function in your institution- I am regular teacher



Function in your institution- I am regular teacher



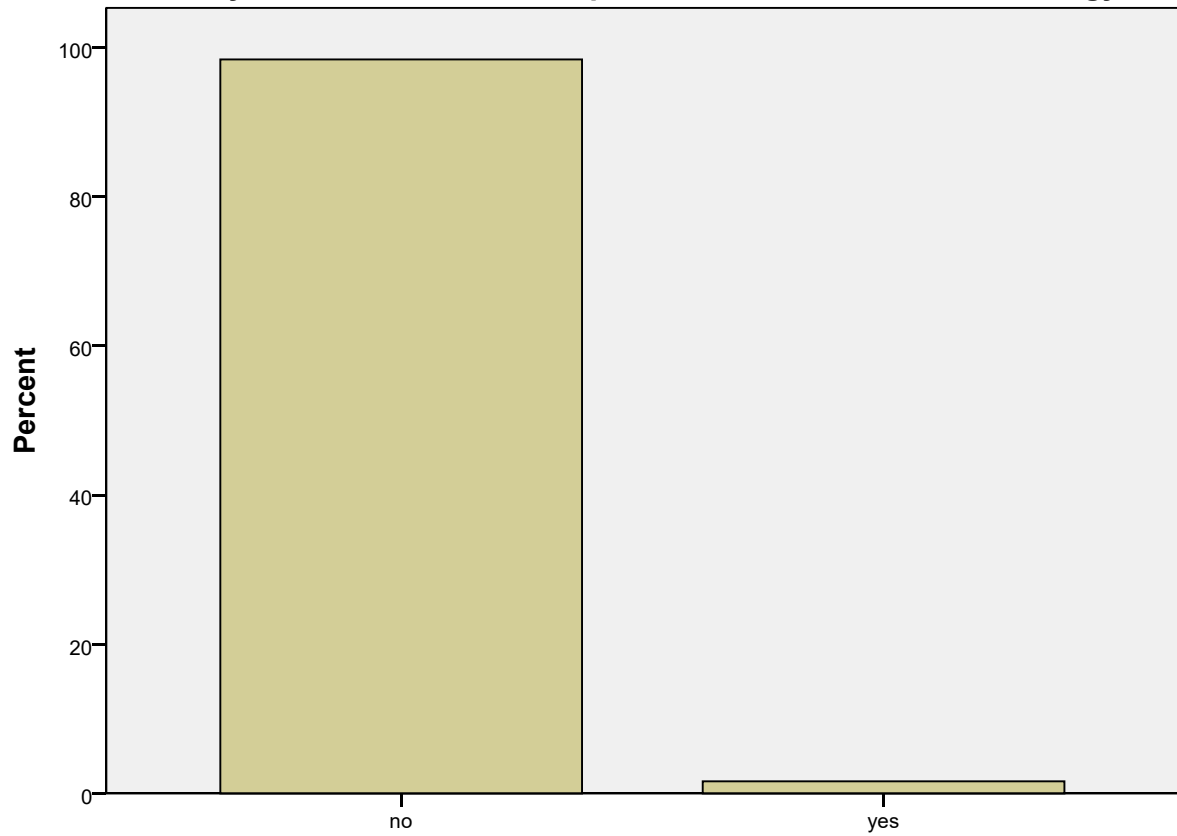
Function in your institution- I am responsible for a group of teachers



Function in your institution- I am responsible for a group of teachers

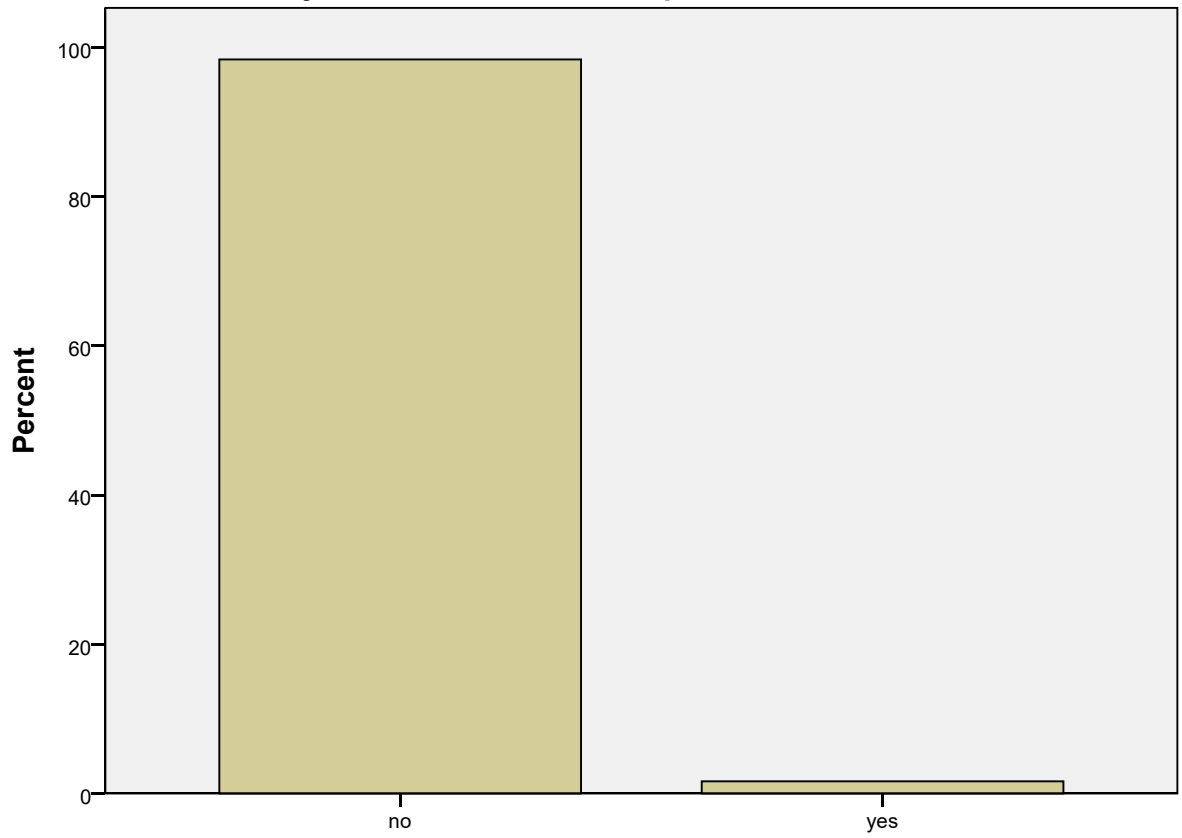


Function in your institution- I am responsible for information technology

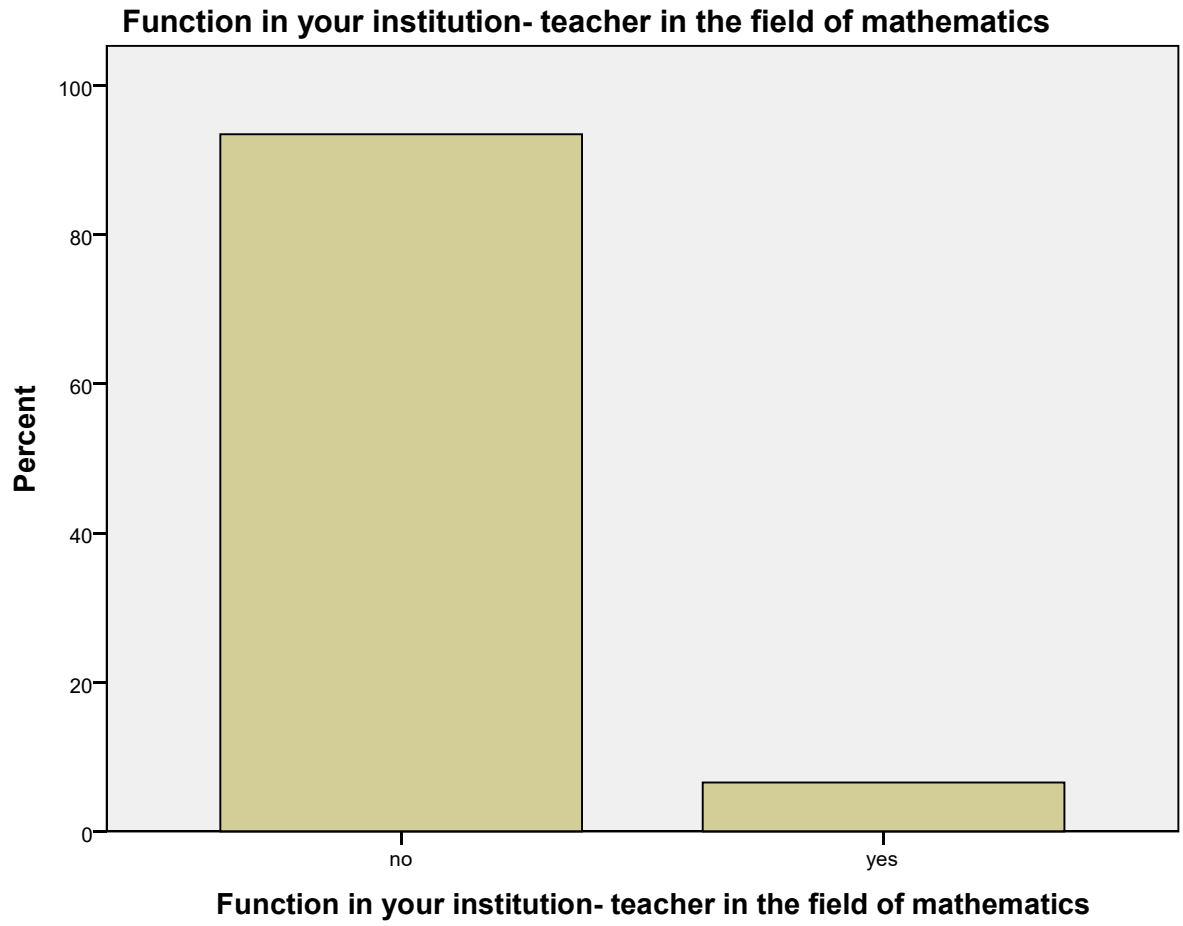


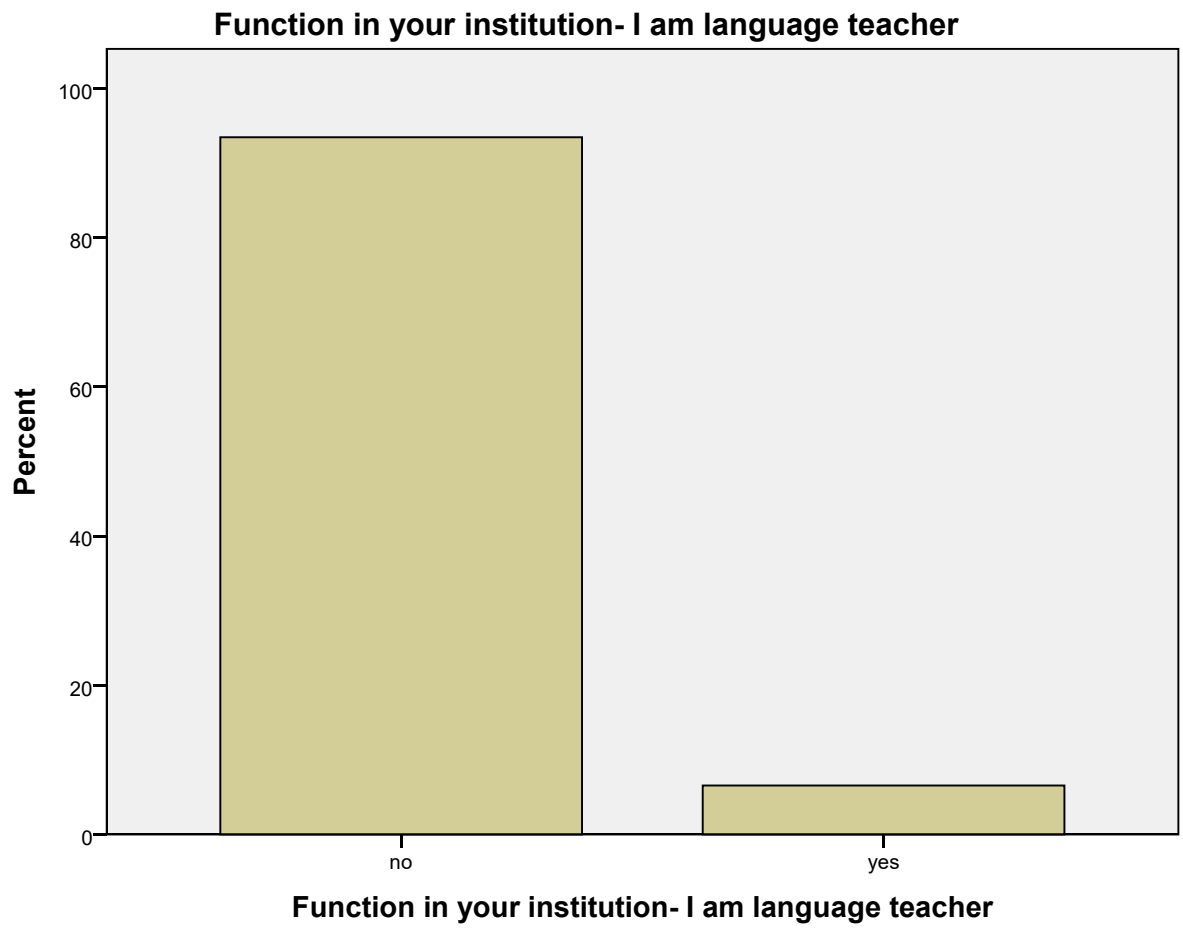
Function in your institution- I am responsible for information technology

Function in your institution- I am responsible for the timetables

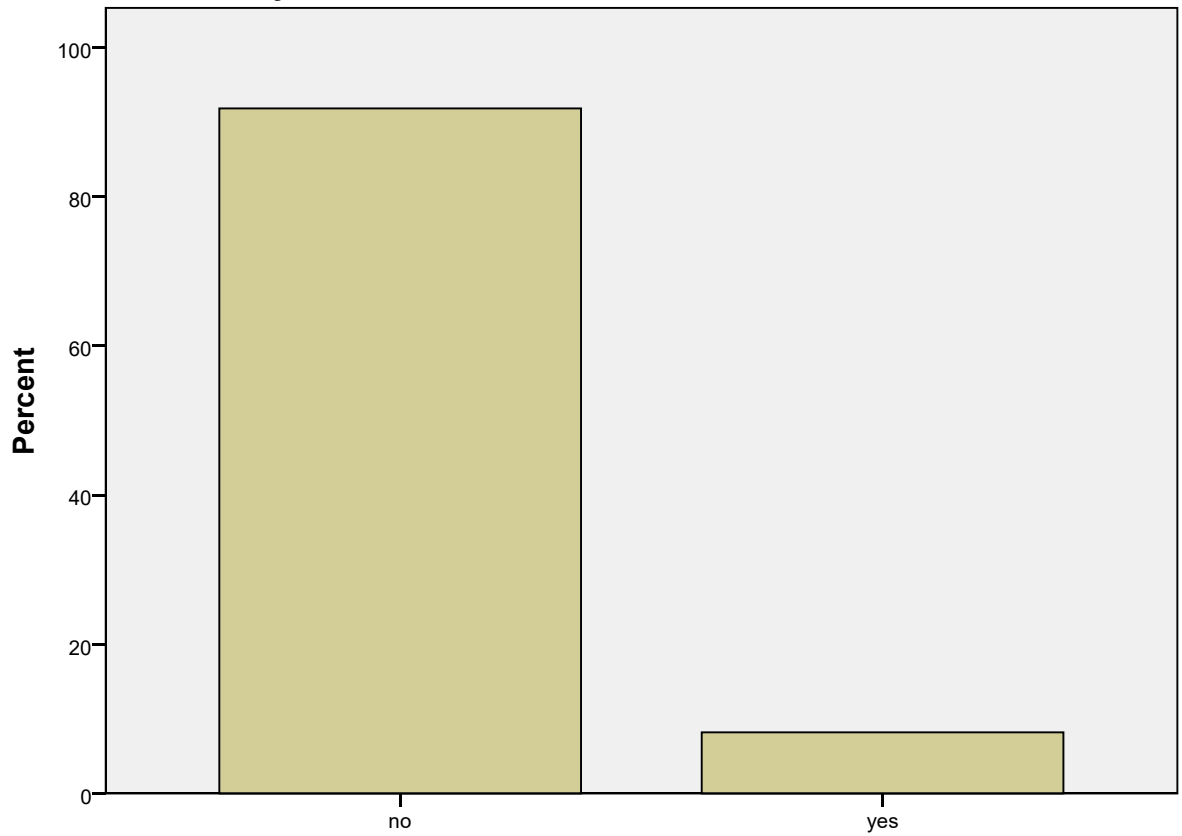


Function in your institution- I am responsible for the timetables



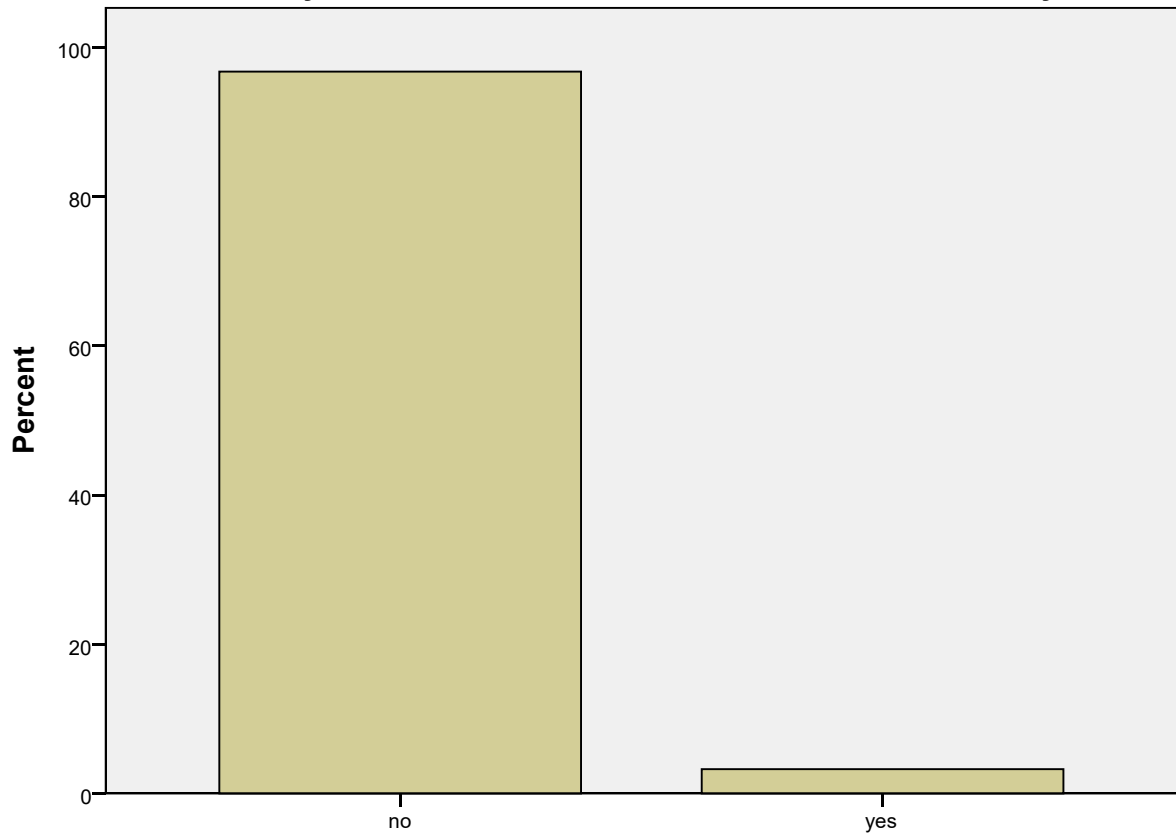


Function in your institution- I am teachers in the field of economics



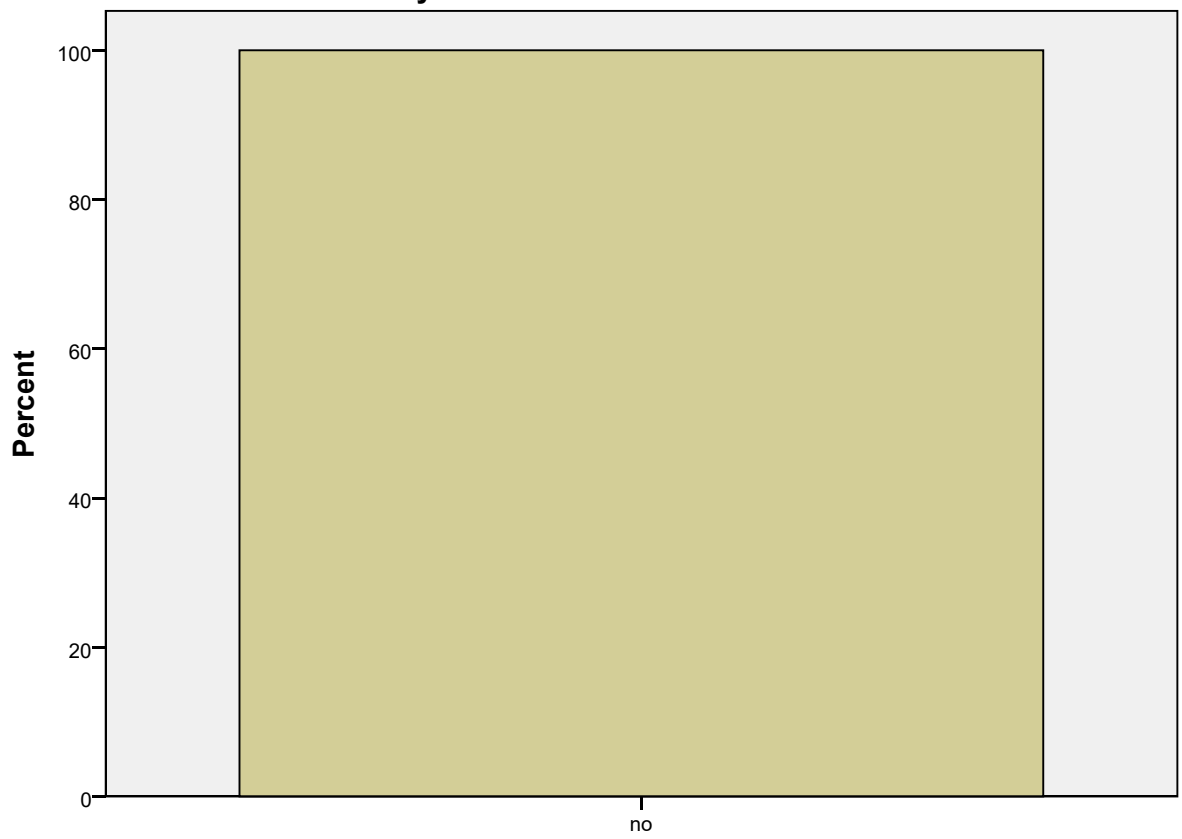
Function in your institution- I am teachers in the field of economics

Function in your institution- I am teachers in the field of history



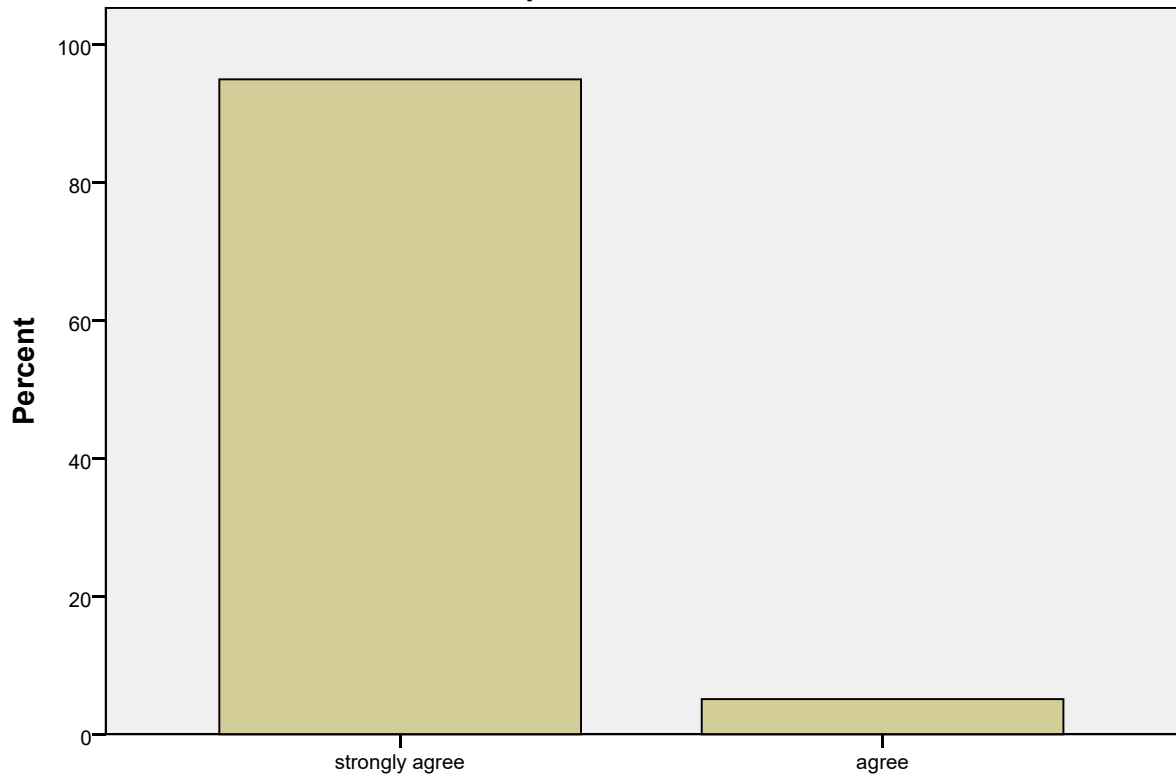
Function in your institution- I am teachers in the field of history

Function in your institution- I am music teacher



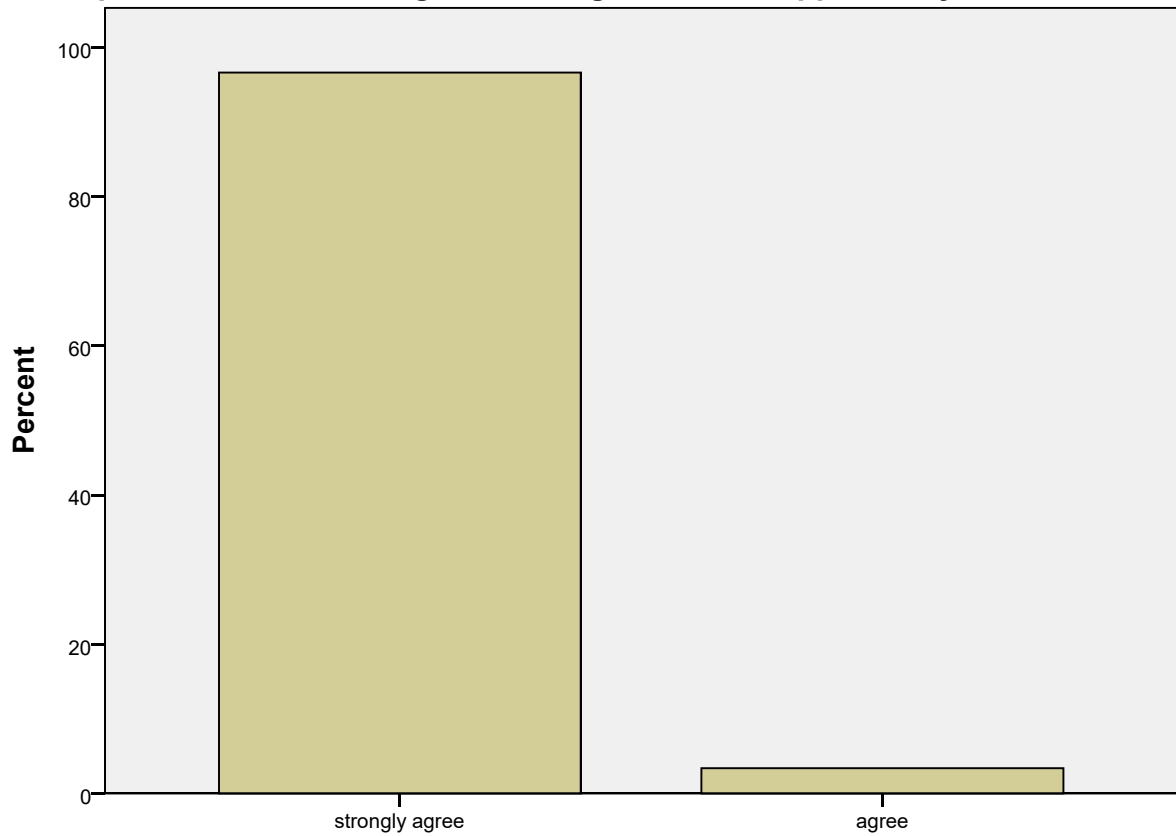
Function in your institution- I am music teacher

Opinion about eLearning - eLearning is important as a part of an educational process



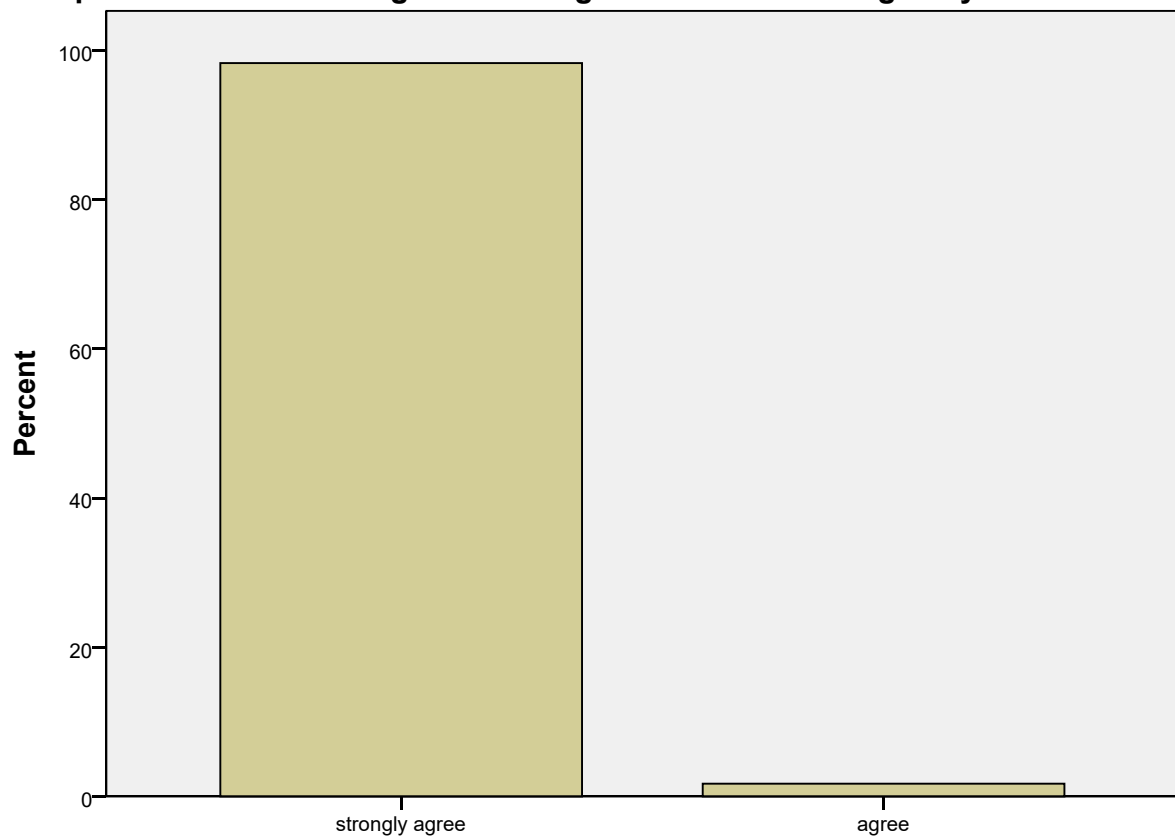
Opinion about eLearning - eLearning is important as a part of an educational process

Opinion about eLearning - eLearning has to be supported by teachers.



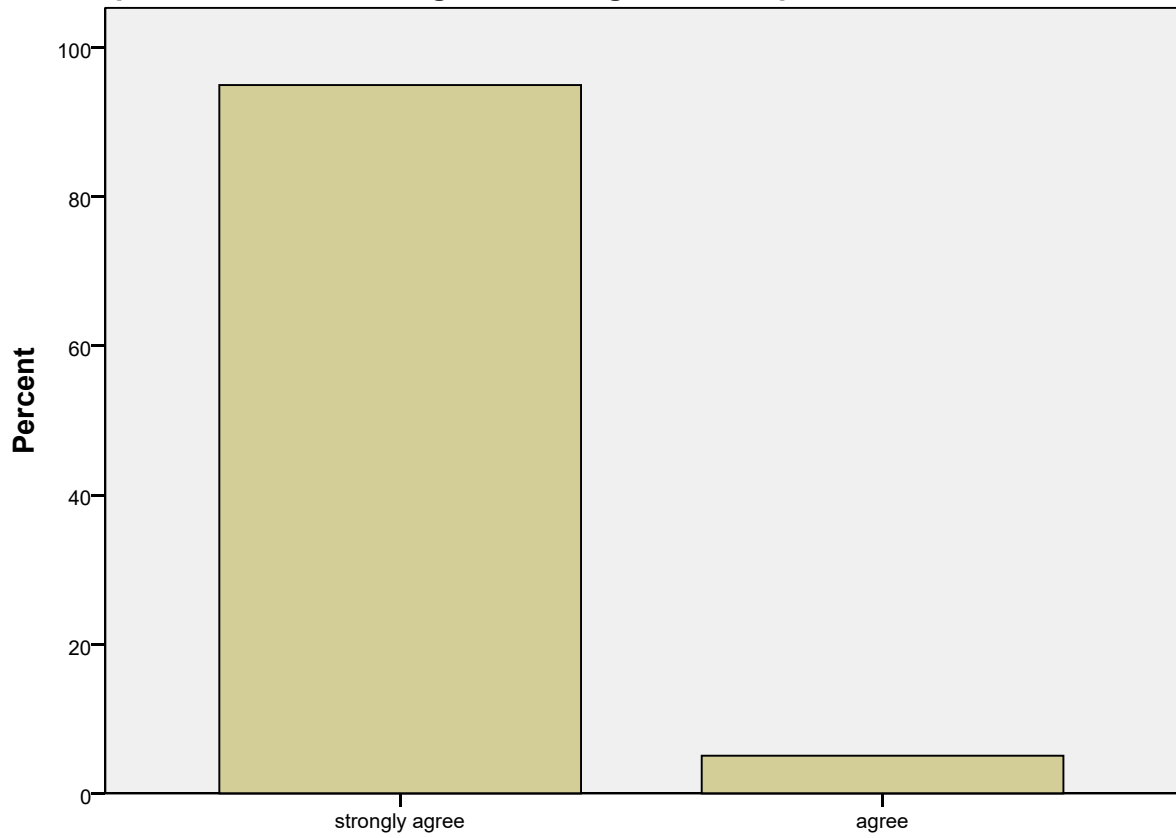
Opinion about eLearning - eLearning has to be supported by teachers.

Opinion about eLearning - eLearning should be encouraged by teachers.



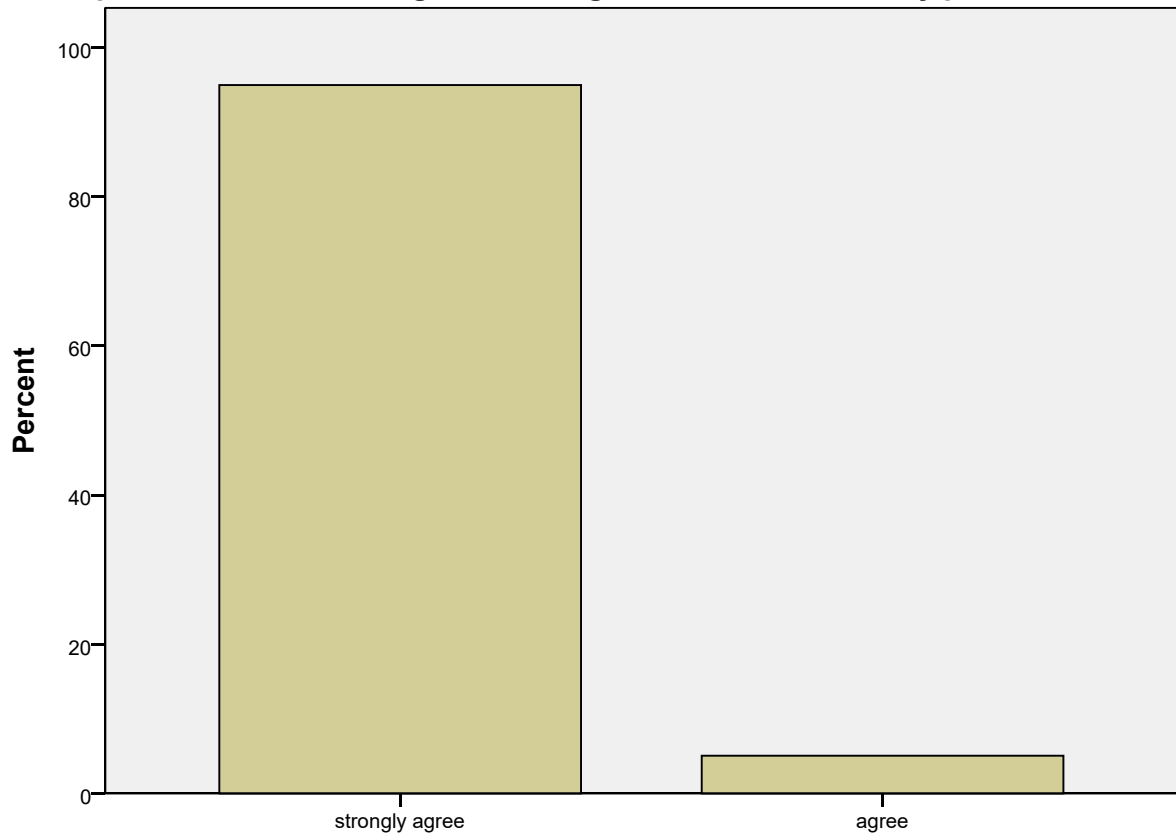
Opinion about eLearning - eLearning should be encouraged by teachers.

Opinion about eLearning - eLearning has to be provided at schools.



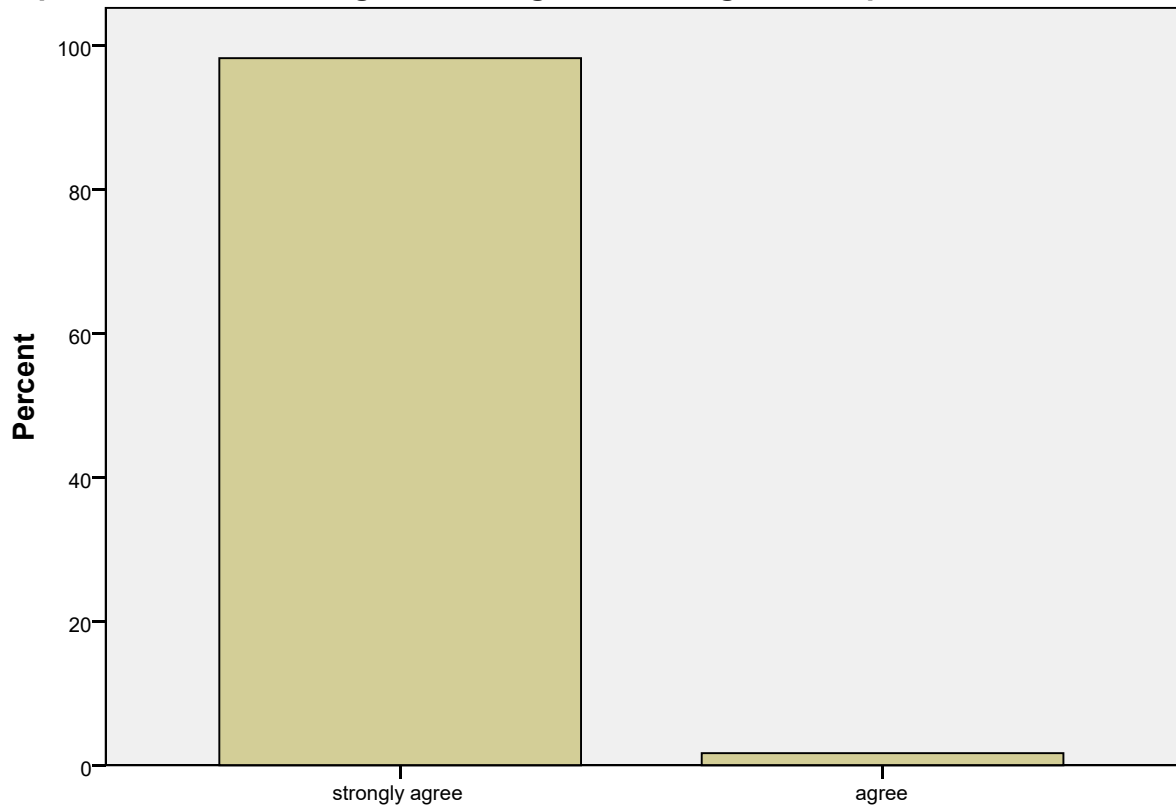
Opinion about eLearning - eLearning has to be provided at schools.

Opinion about eLearning - eLearning should be fostered by politicians.



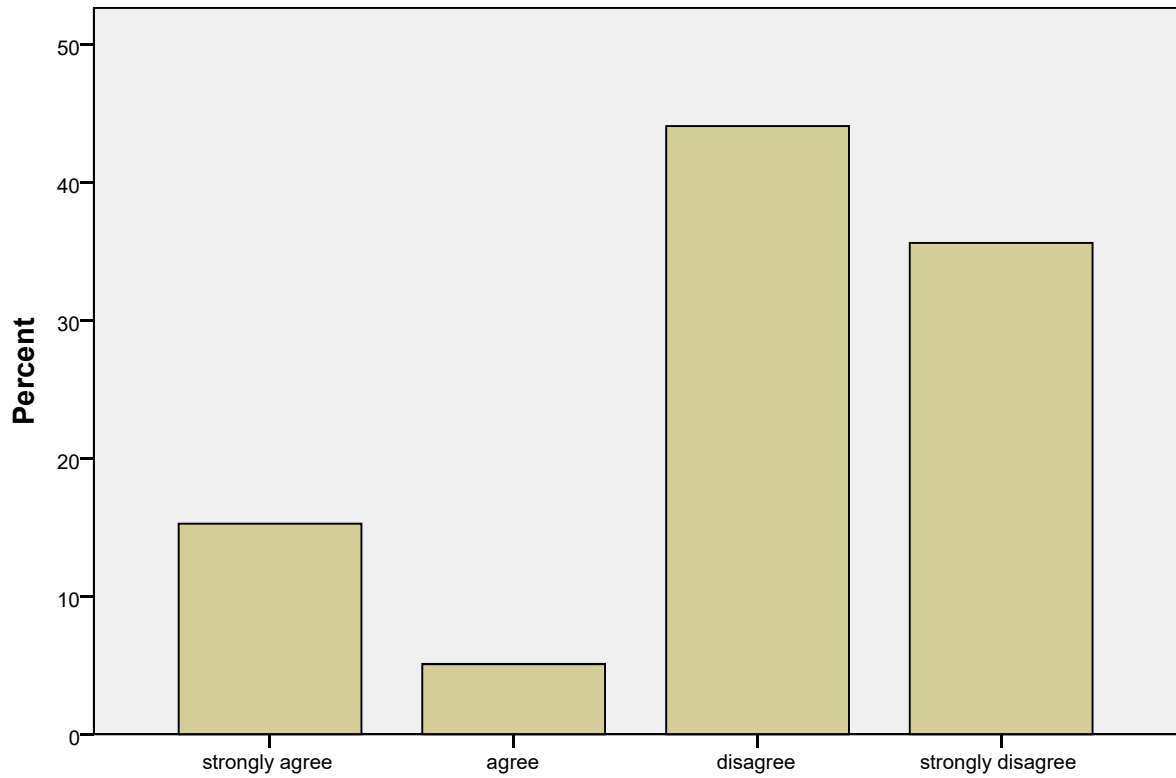
Opinion about eLearning - eLearning should be fostered by politicians.

Opinion about eLearning - eLearning is becoming more important in the future.



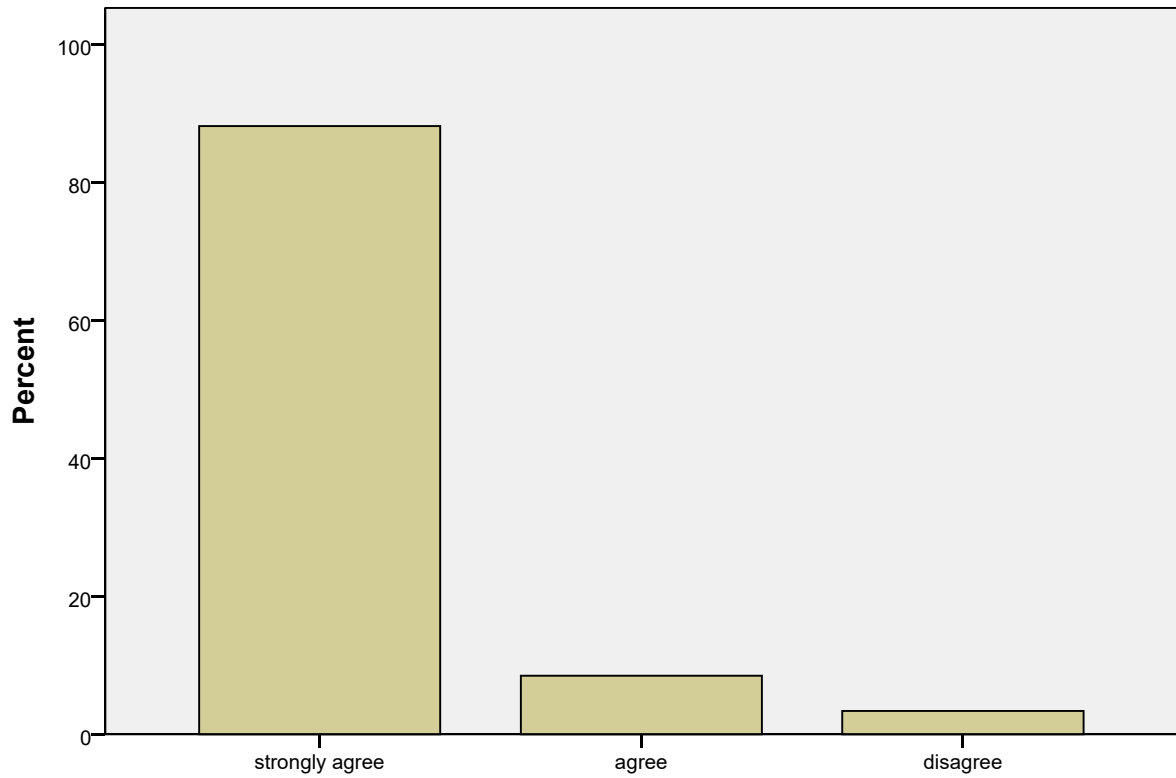
Opinion about eLearning - eLearning is becoming more important in the future.

Opinion about eLearning - eLearning has to be provided online without additional courses or lectures.



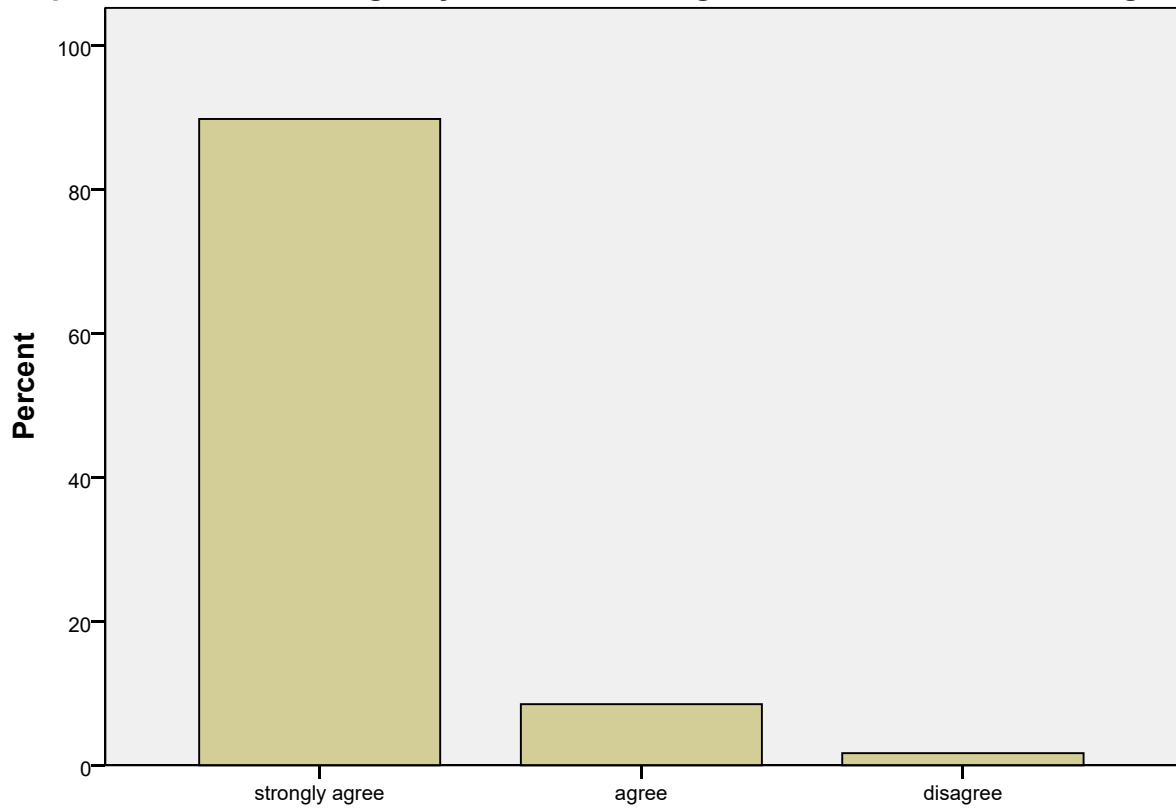
Opinion about eLearning - eLearning has to be provided online without additional courses or lectures.

Opinion about eLearning - eLearning should be provided in a combination of face-to-face courses and and online course.



Opinion about eLearning - eLearning should be provided in a combination of face-to-face courses and and online course.

Opinion about eLearning - My school encourages teachers to use eLearning.



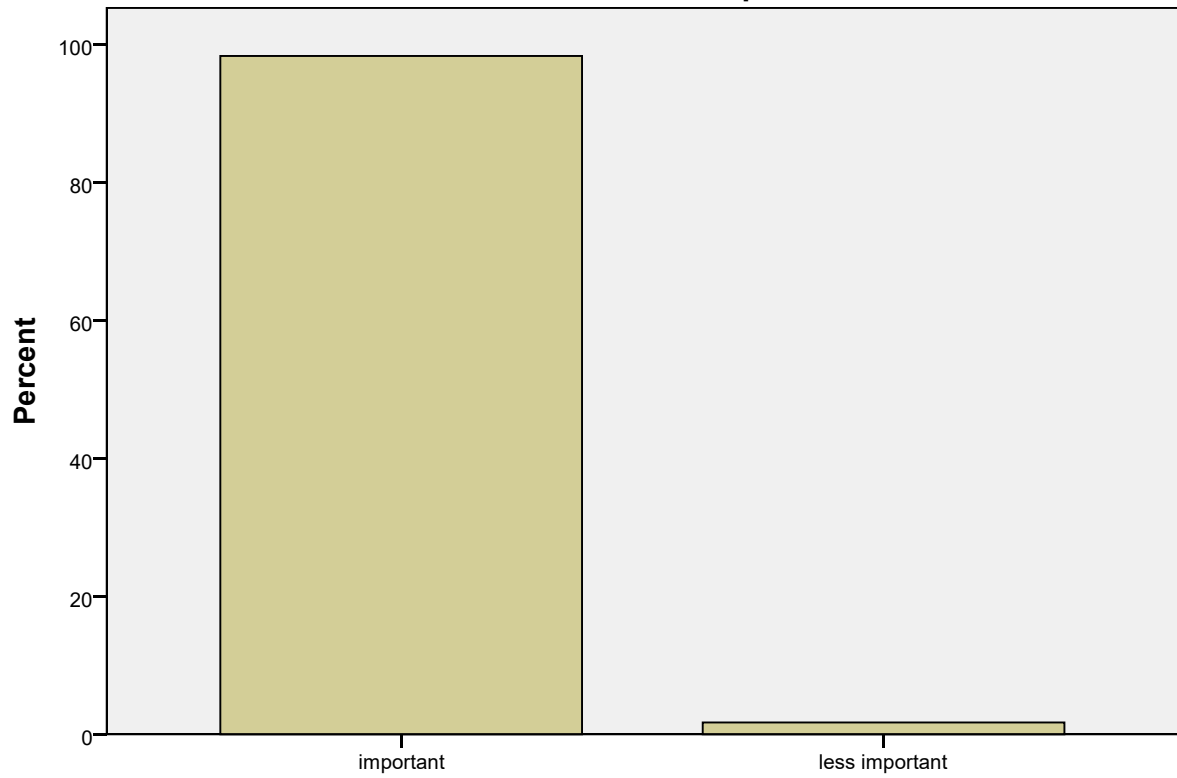
Opinion about eLearning - My school encourages teachers to use eLearning.

How should eLearning be designed (base - former experiences)? - Learning objectives should be given.



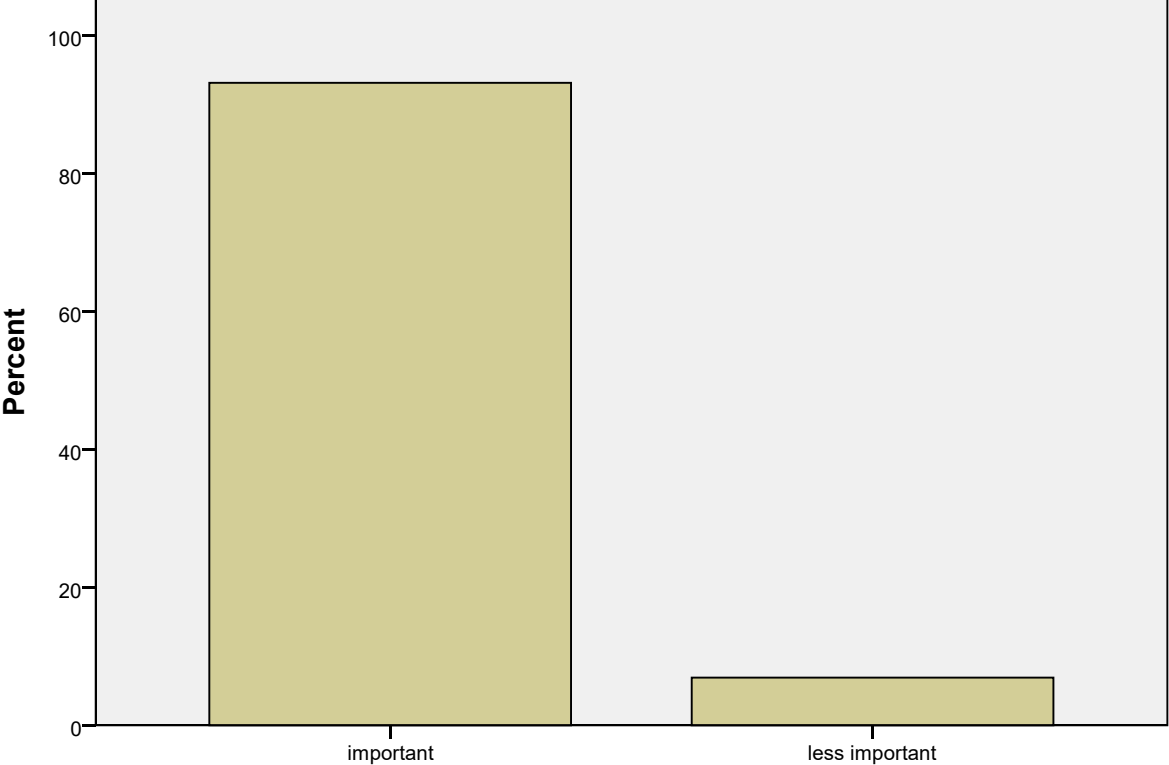
How should eLearning be designed (base - former experiences)? - Learning objectives should be given.

How should eLearning be designed (base - former experiences)? - Information about the workload should be provided.



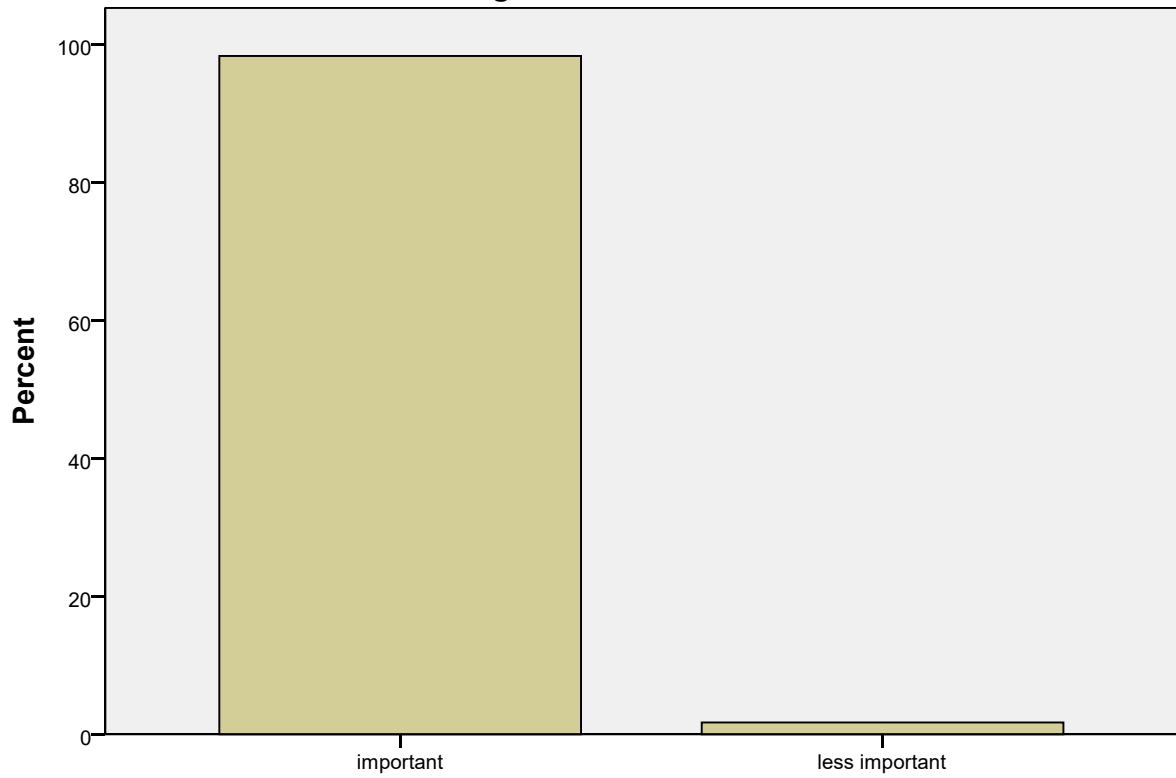
How should eLearning be designed (base - former experiences)? - Information about the workload should be provided.

How should eLearning be designed (base - former experiences)? - References to further materials should be included.



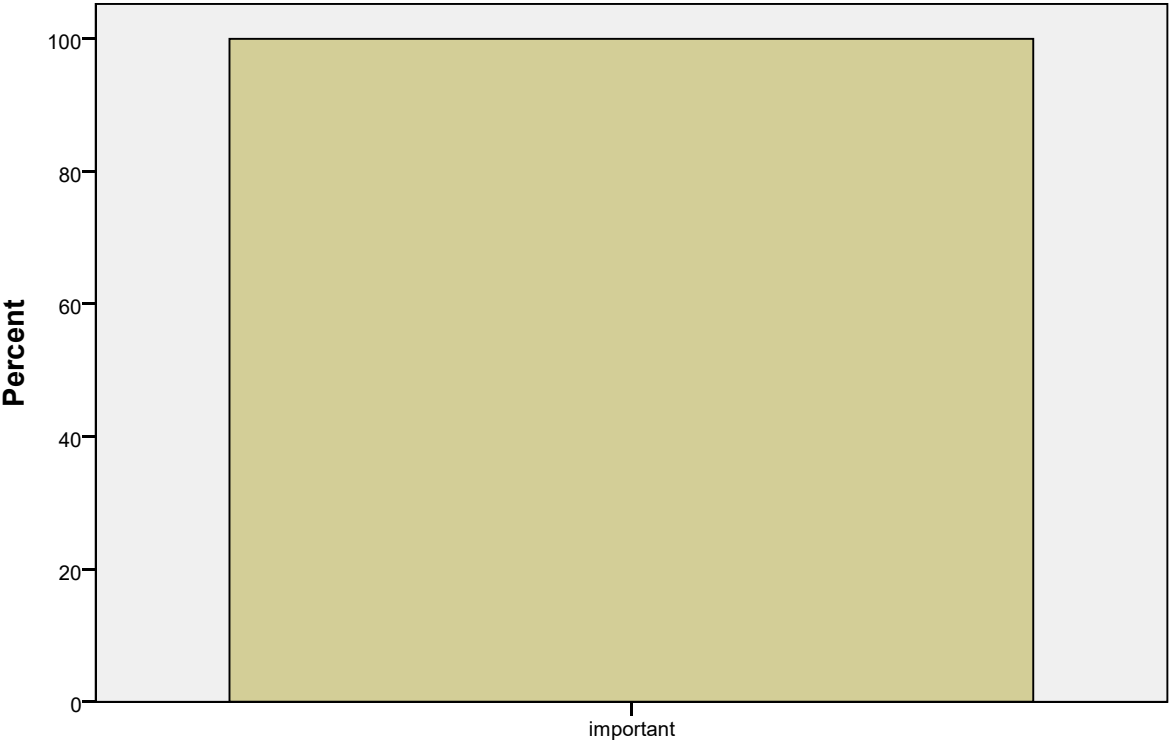
How should eLearning be designed (base - former experiences)? - References to further materials should be included.

How should eLearning be designed (base - former experiences)? - The struture of the learning material should be clear.



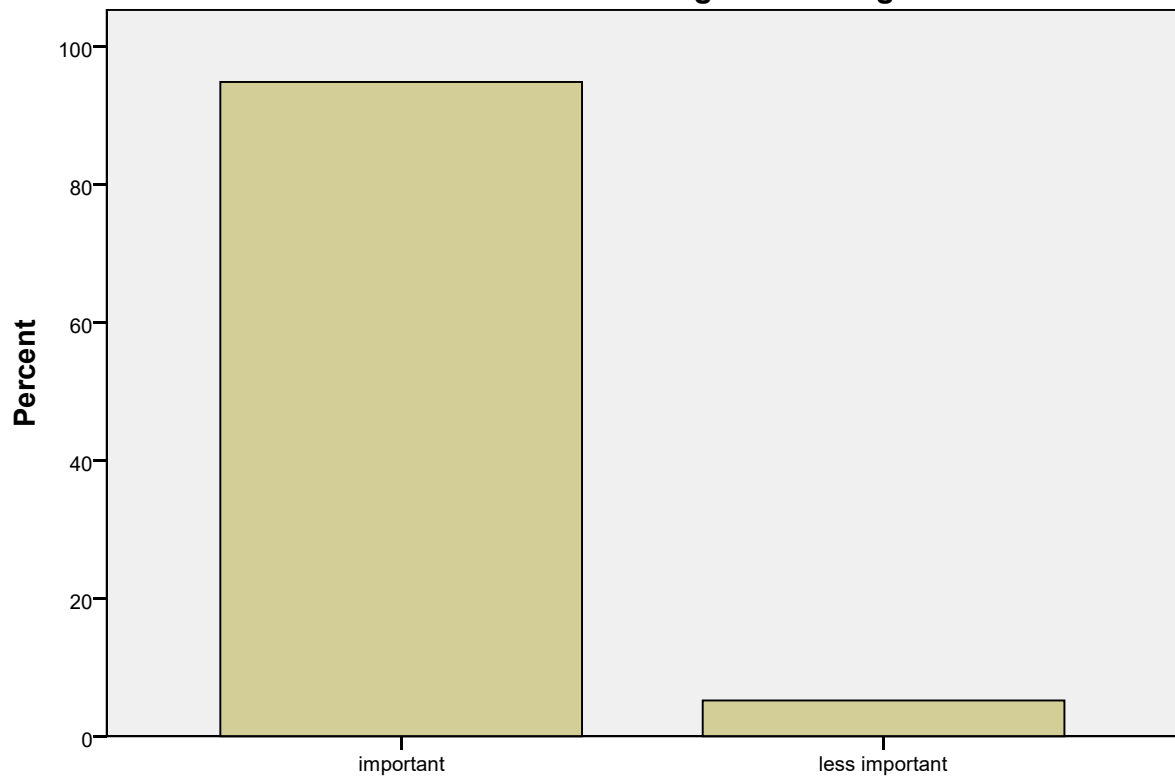
How should eLearning be designed (base - former experiences)? - The struture of the learning material should be clear.

How should eLearning be designed (base - former experiences)? - The learning material has to be accurate.



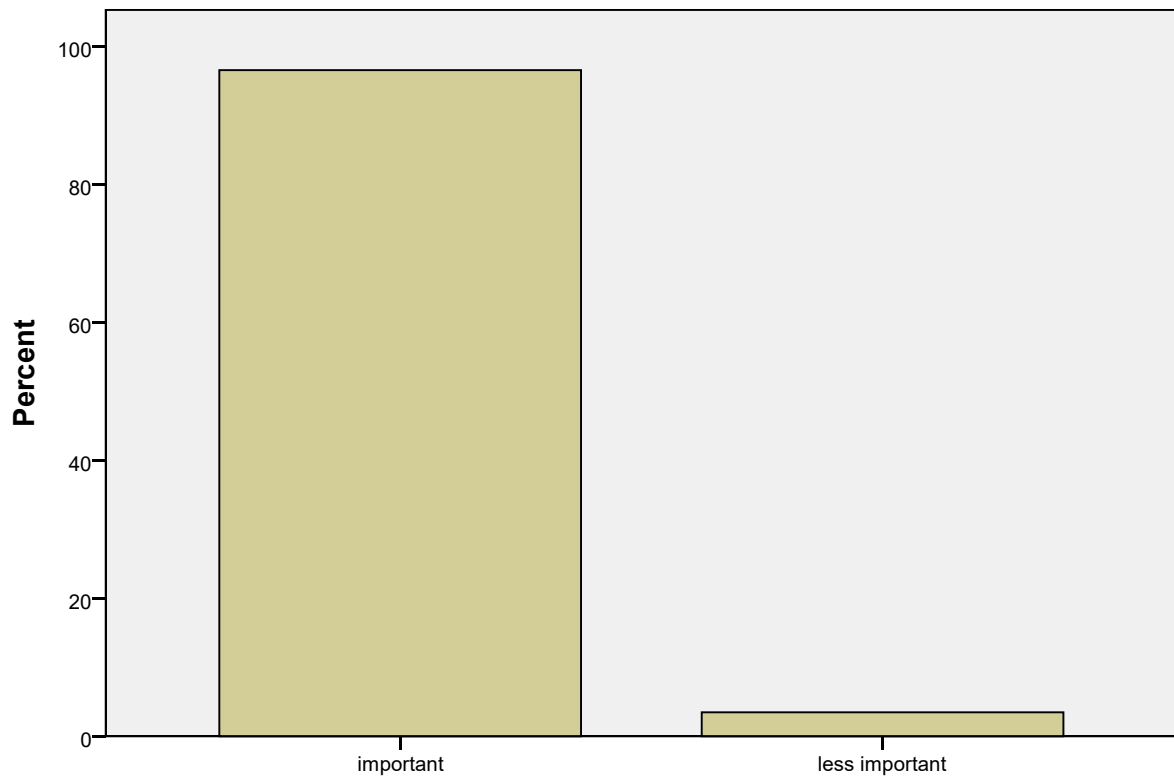
How should eLearning be designed (base - former experiences)? - The learning material has to be accurate.

How should eLearning be designed (base - former experiences)? - The learning material has to be interesting / motivating.



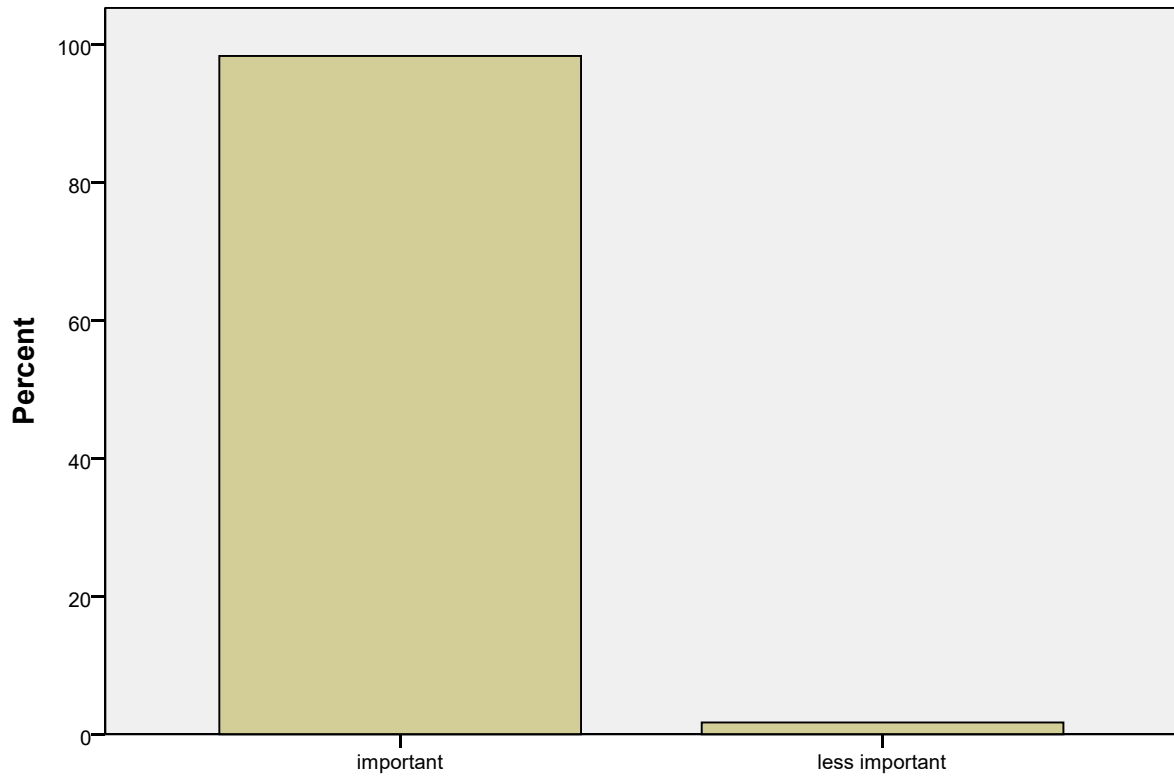
How should eLearning be designed (base - former experiences)? - The learning material has to be interesting / motivating.

How should eLearning be designed (base - former experiences)? - eLearning has to contain assessments.



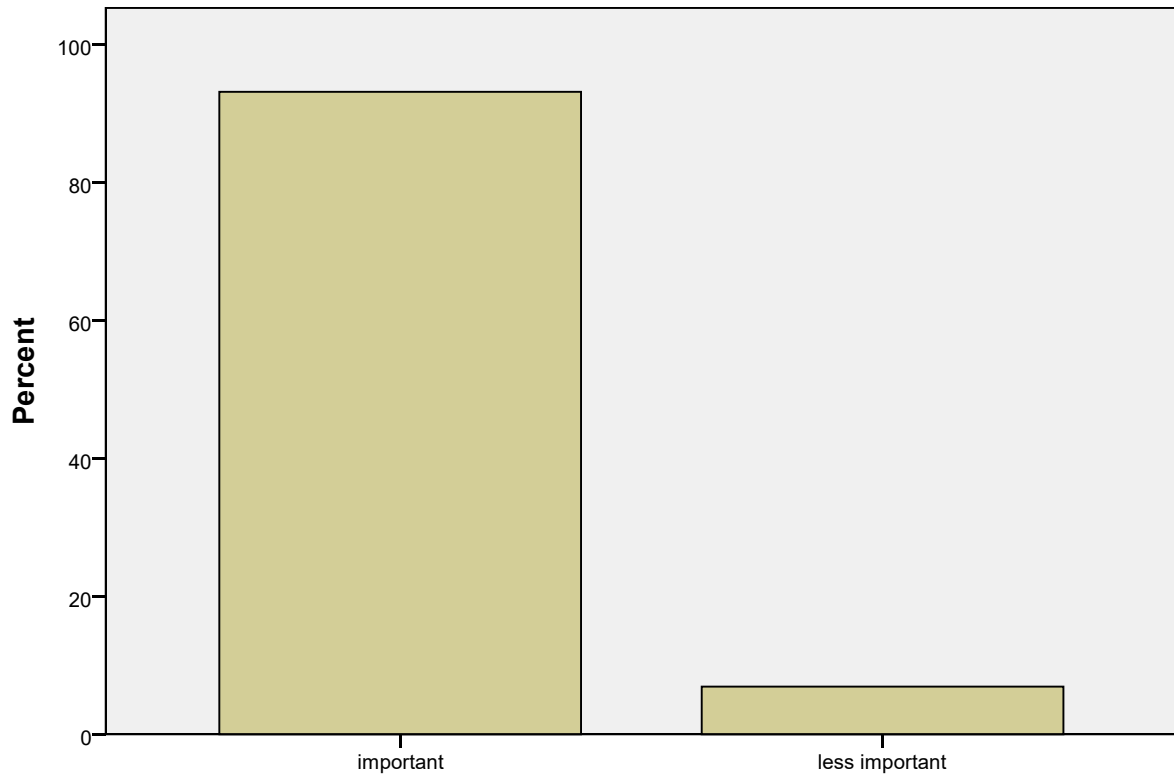
How should eLearning be designed (base - former experiences)? - eLearning has to contain assessments.

How should eLearning be designed (base - former experiences)? - eLearning has to contain feedback.



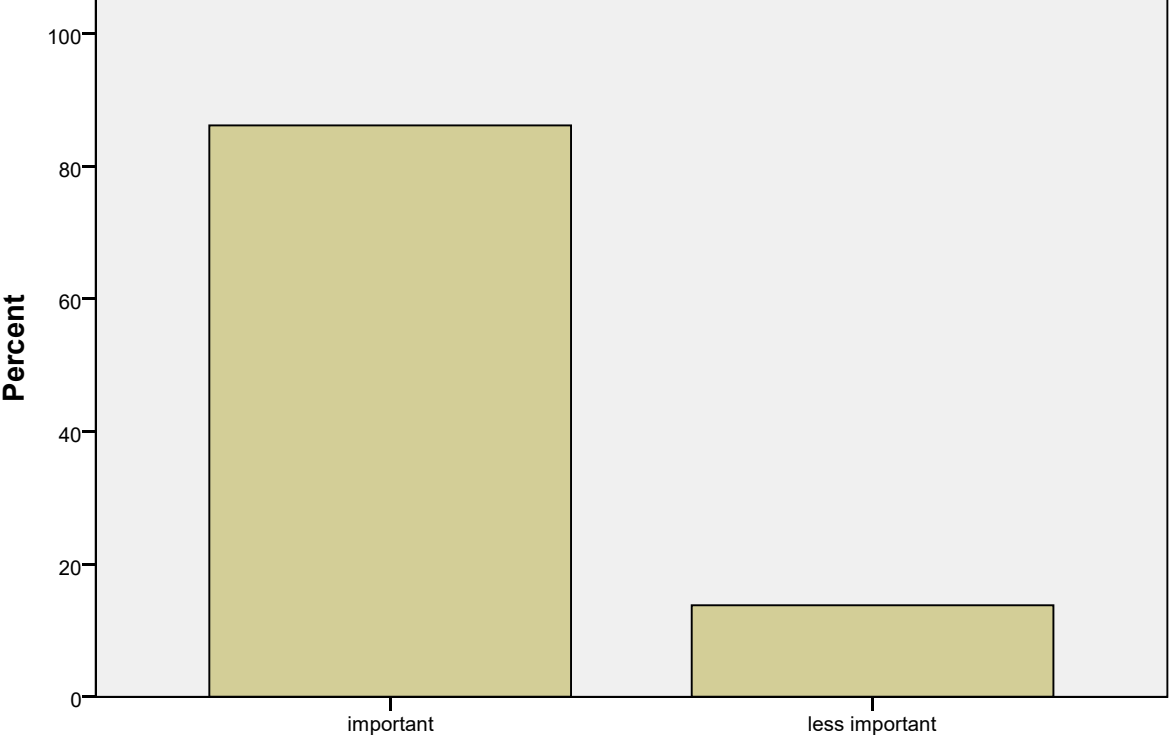
How should eLearning be designed (base - former experiences)? - eLearning has to contain feedback.

How should eLearning be designed (base - former experiences)? - eLearning should include team work.



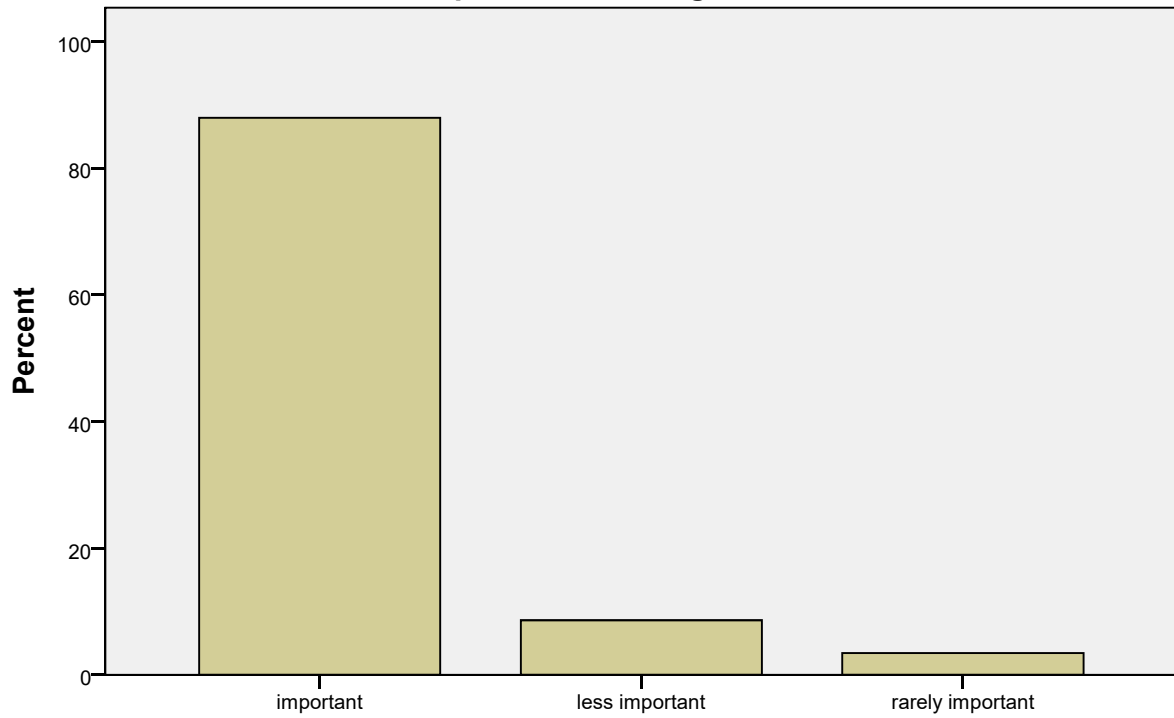
How should eLearning be designed (base - former experiences)? - eLearning should include team work.

How should eLearning be designed (base - former experiences)? - Synchronous communication (chat, telephone, skype etc.) should to be a part of eLearning.



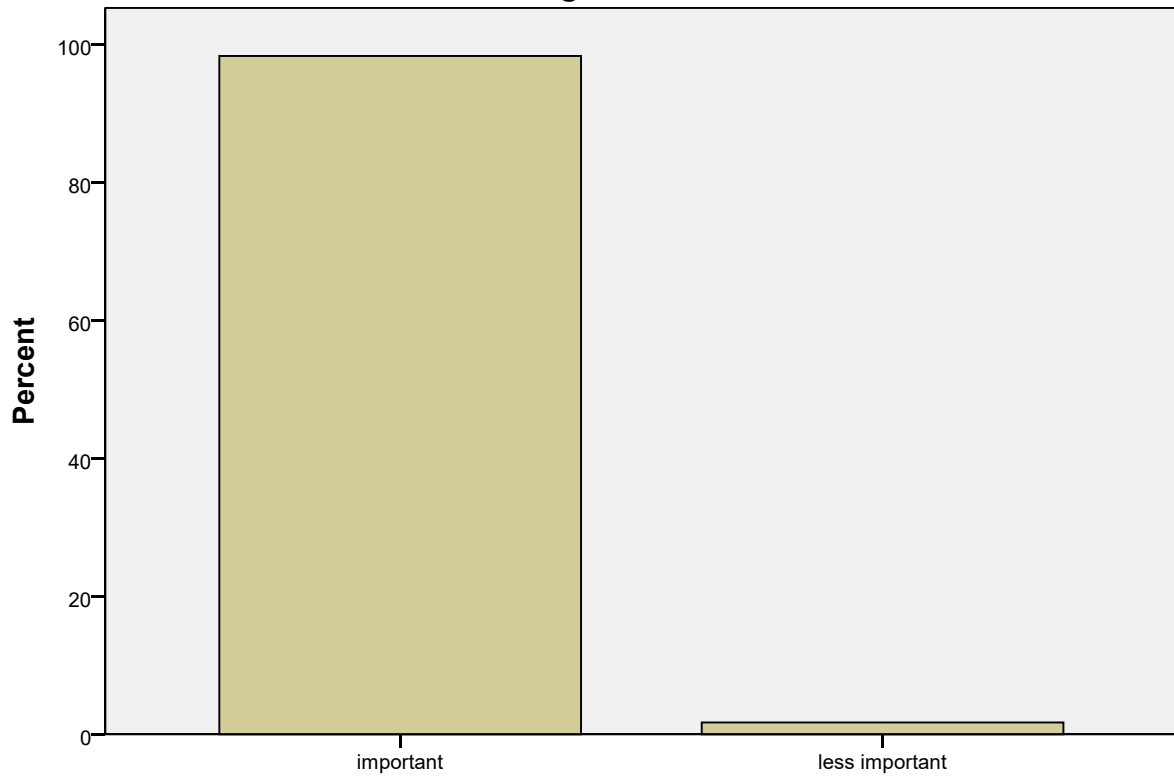
How should eLearning be designed (base - former experiences)? - Synchronous communication (chat, telephone, skype etc.) should to be a part of eLearning.

How should eLearning be designed (base - former experiences)? - Asynchronous communication (email, dicussion boards etc.) should to be a part of eLearning.



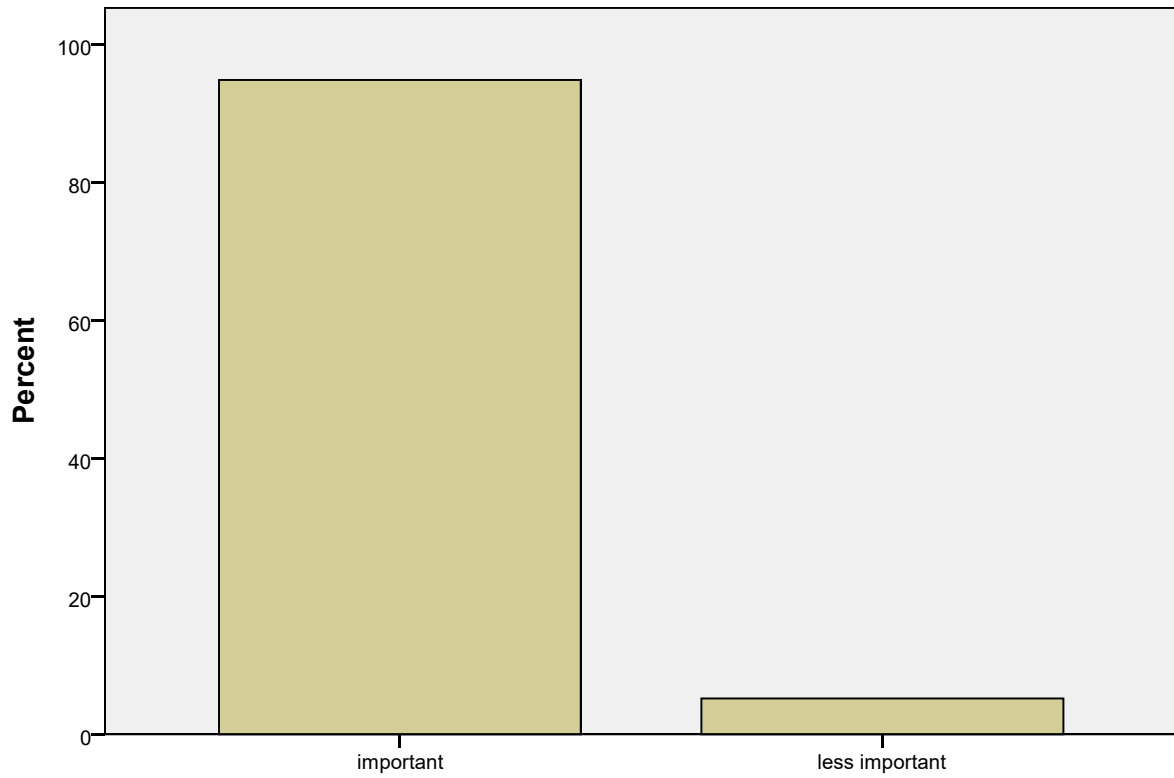
How should eLearning be designed (base - former experiences)? - Asynchronous communication (email, dicussion boards etc.) should to be a part of eLearning.

How should eLearning be designed (base - former experiences)? - eLearning should encourage communication.



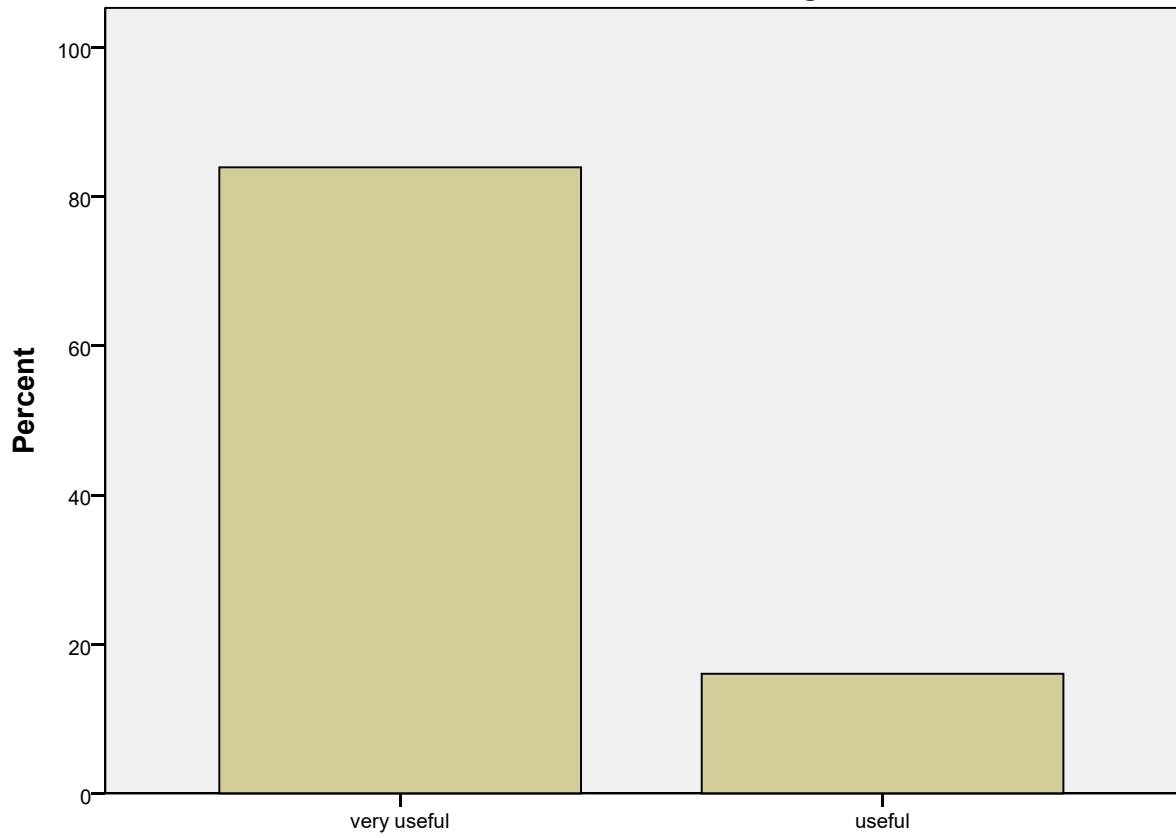
How should eLearning be designed (base - former experiences)? - eLearning should encourage communication.

How should eLearning be designed (base - former experiences)? - eLearning should include internet links to additional content.



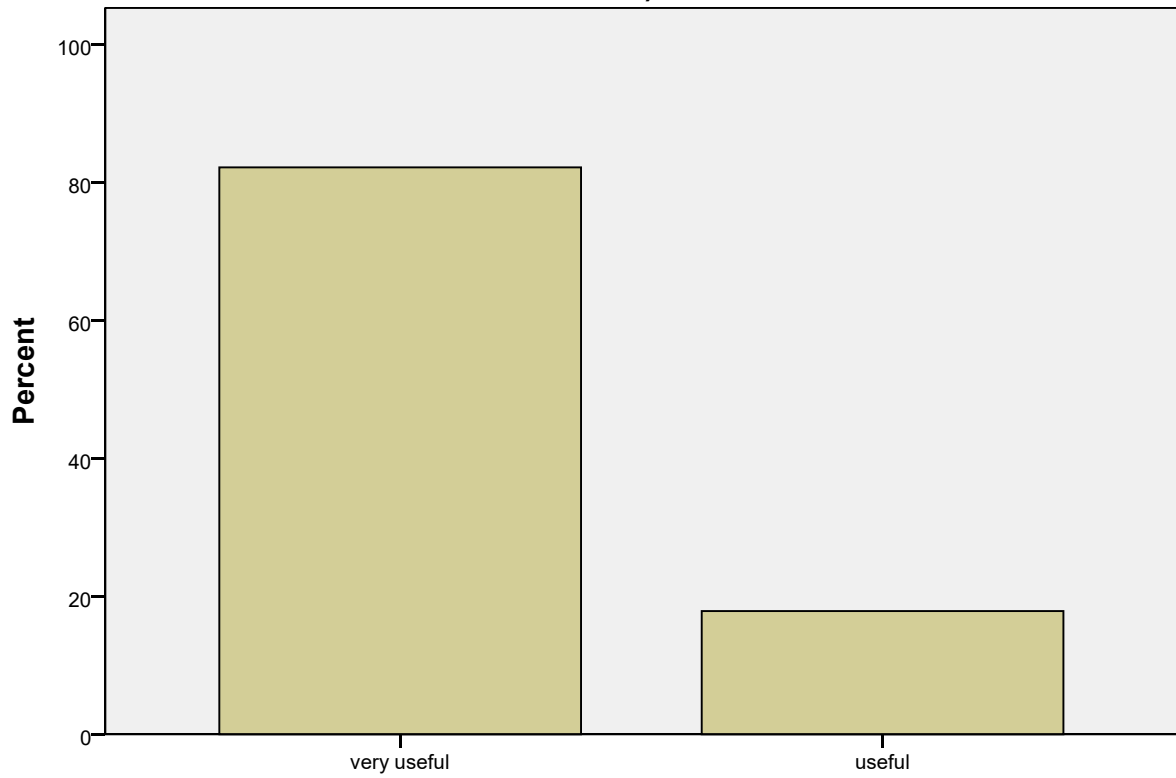
How should eLearning be designed (base - former experiences)? - eLearning should include internet links to additional content.

Usefulness - How useful are e-learning tools?



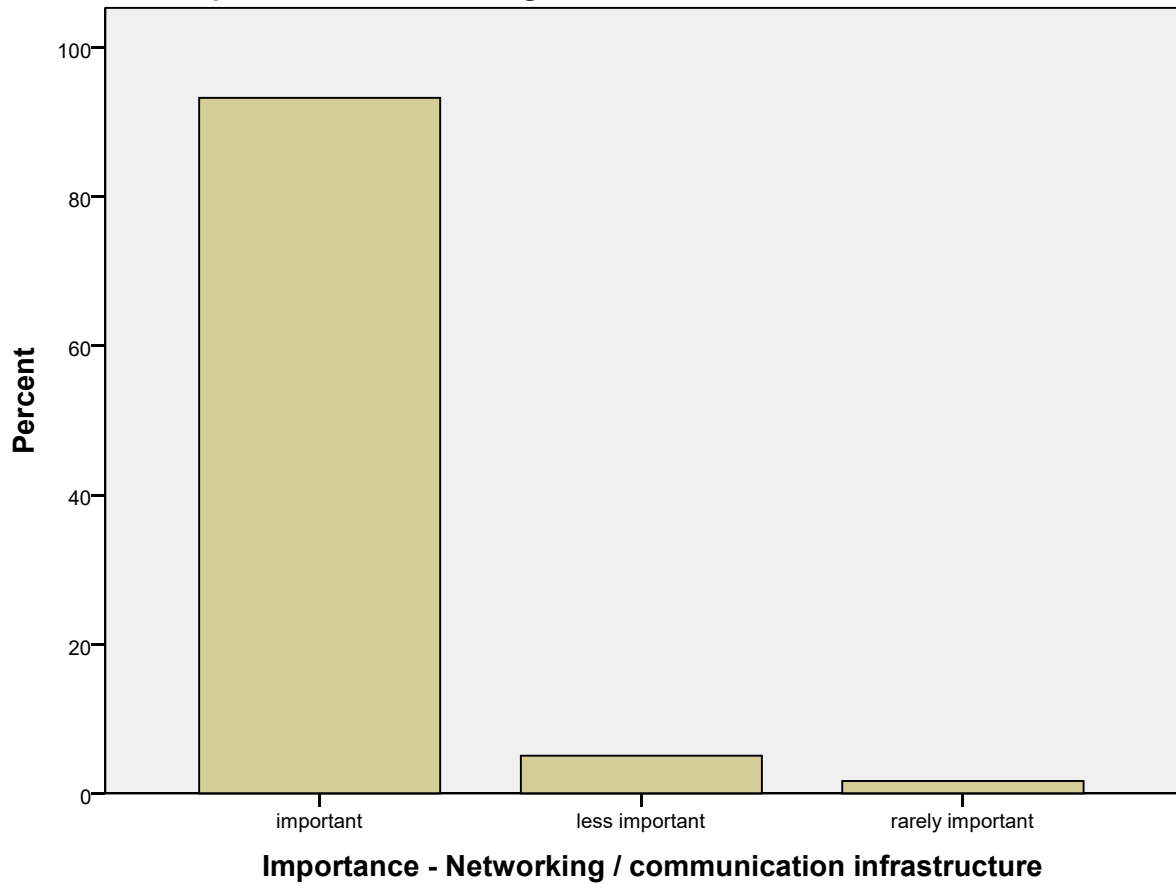
Usefulness - How useful are e-learning tools?

Usefulness - How useful are free online didactical material (open educational resources)?

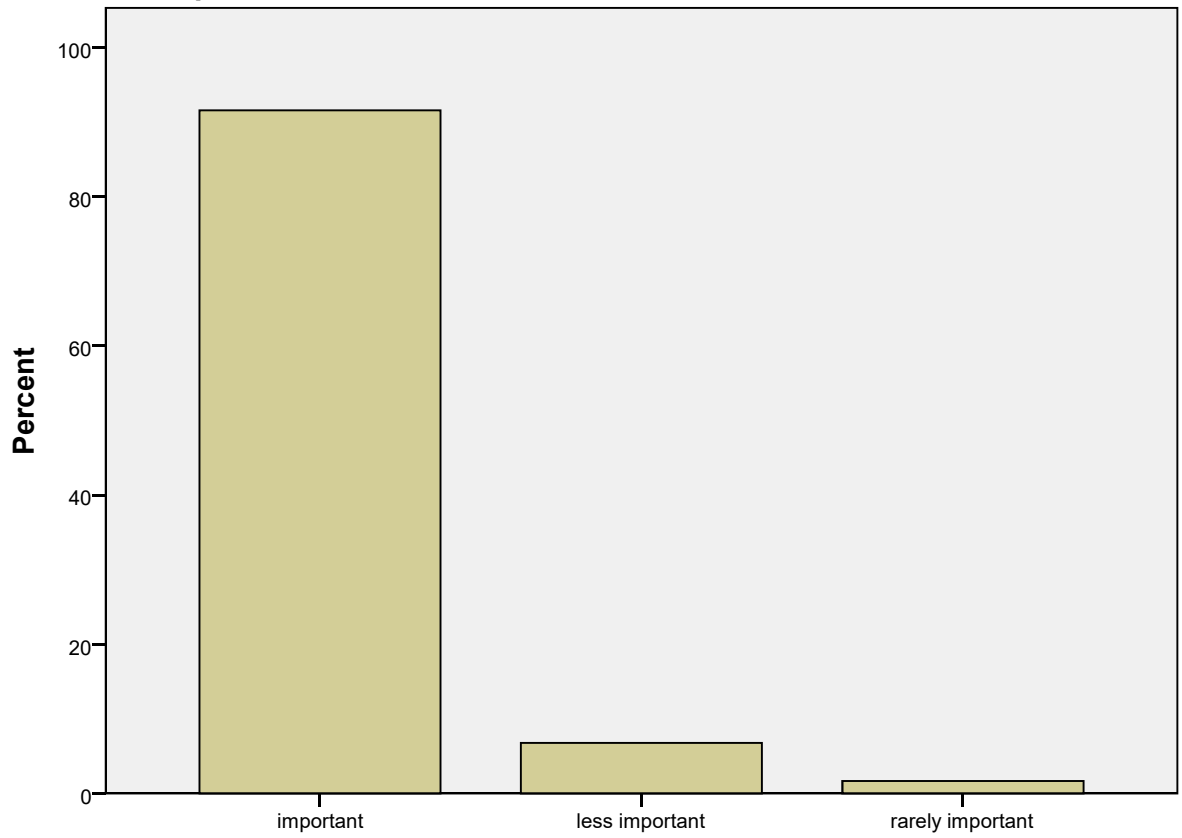


Usefulness - How useful are free online didactical material (open educational resources)?

Importance - Networking / communication infrastructure

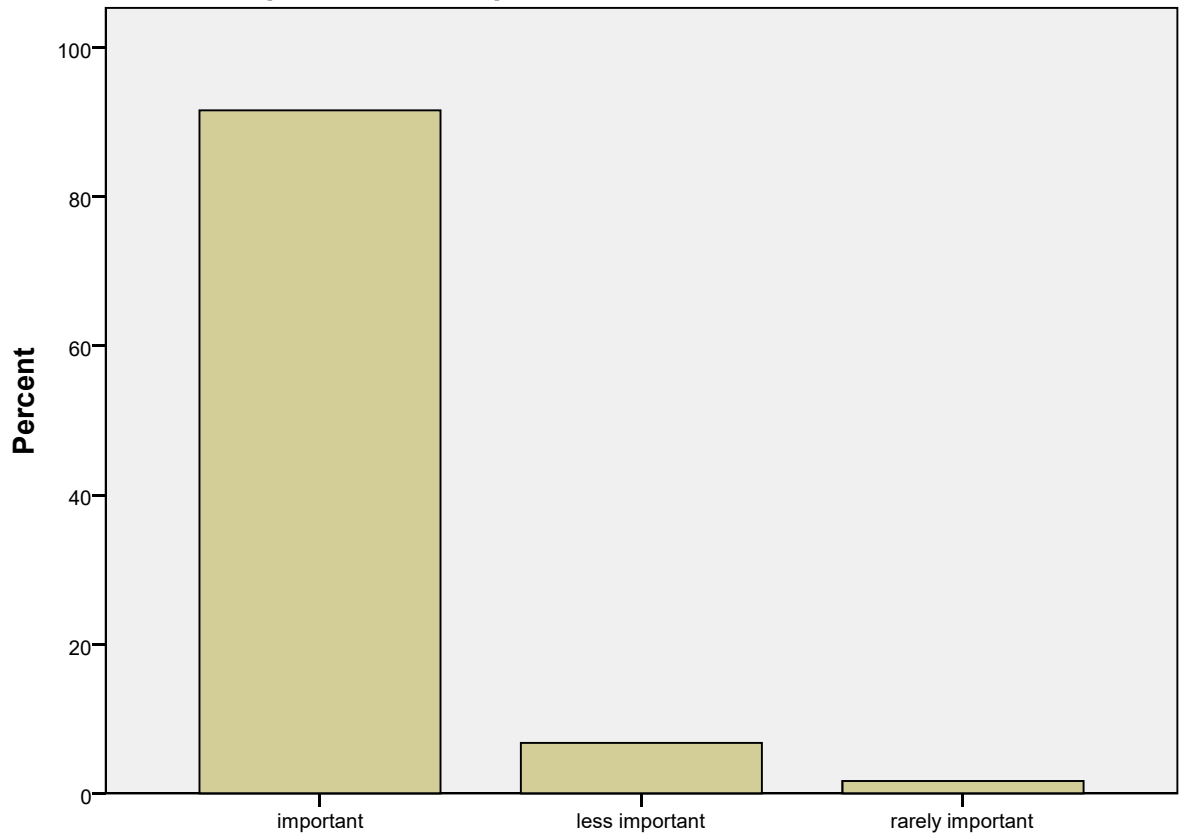


Importance - Smart classrooms / classroom modifications

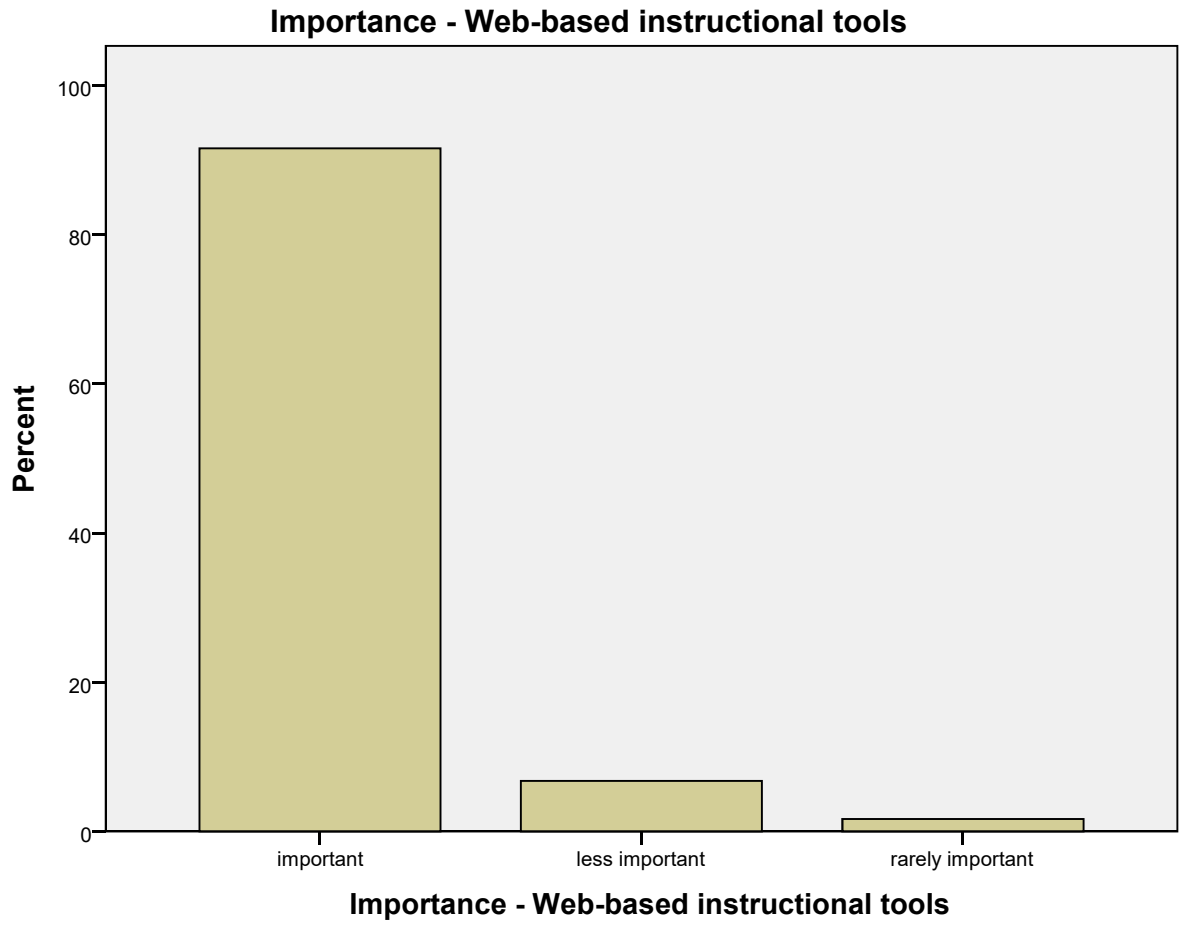


Importance - Smart classrooms / classroom modifications

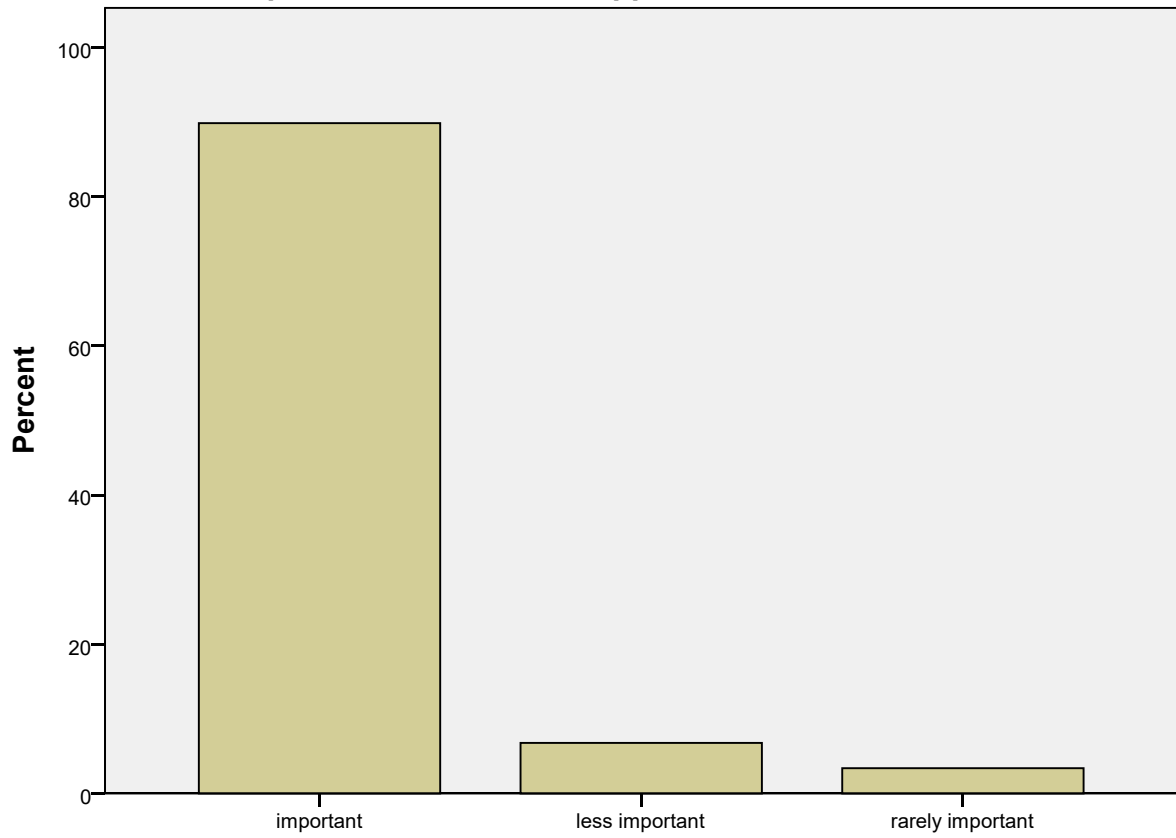
Importance - Computer-based instructional tools



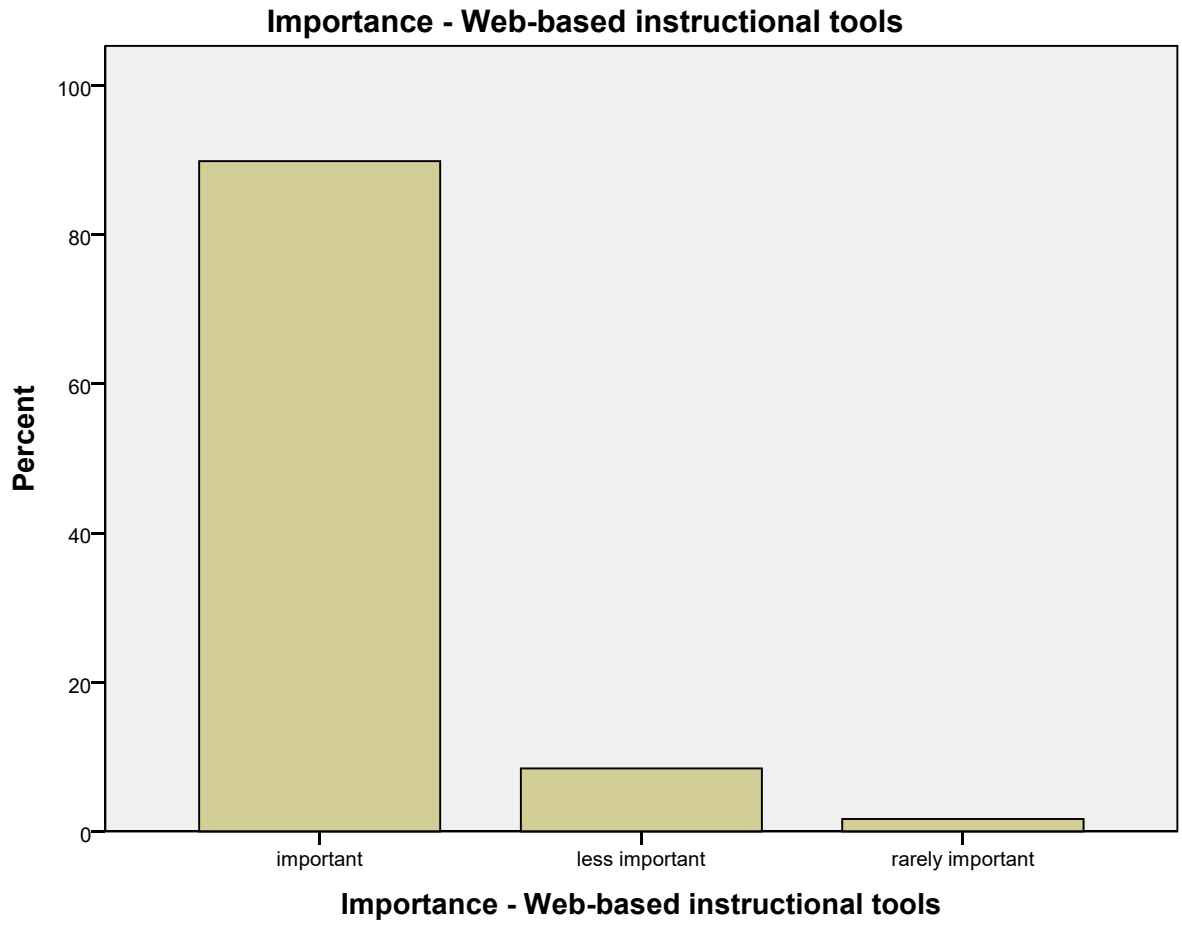
Importance - Computer-based instructional tools



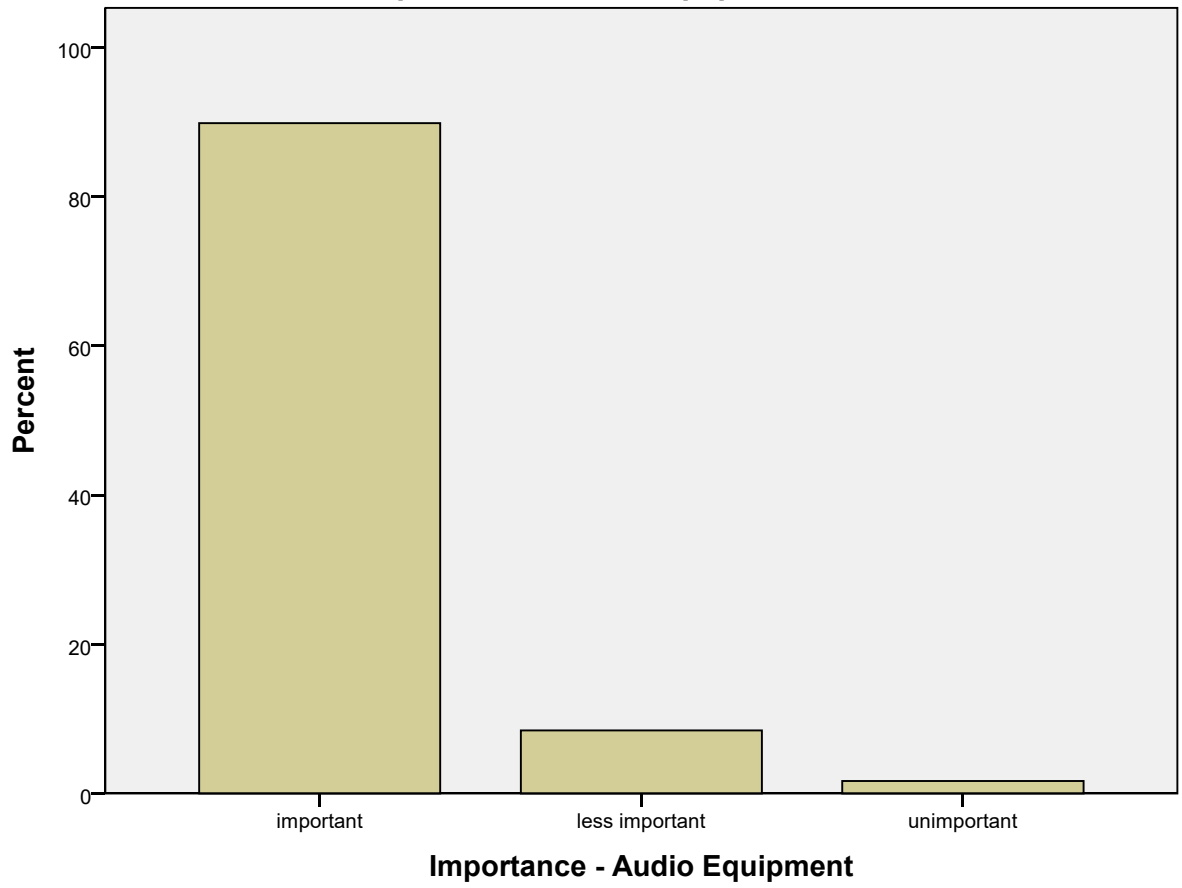
Importance - Hardware support in the classroom

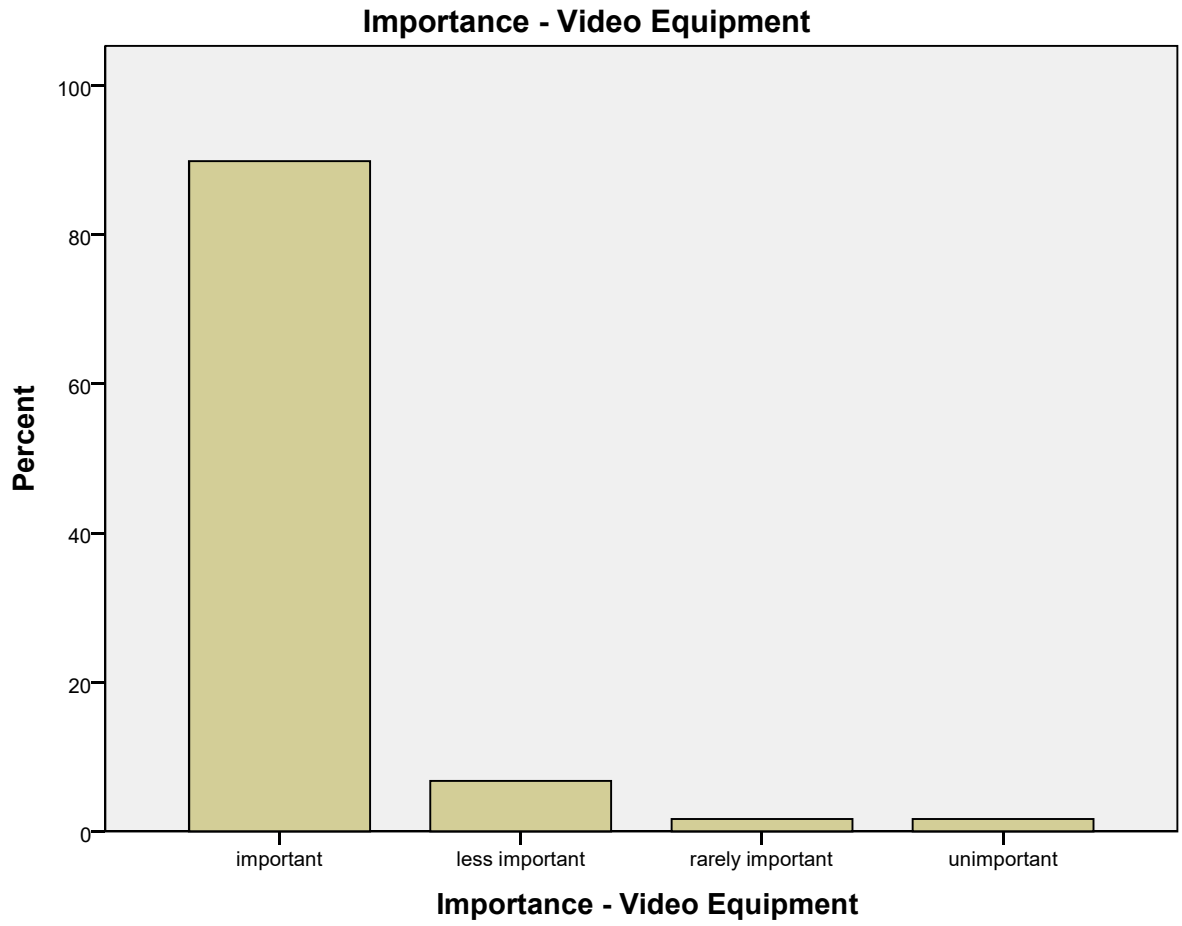


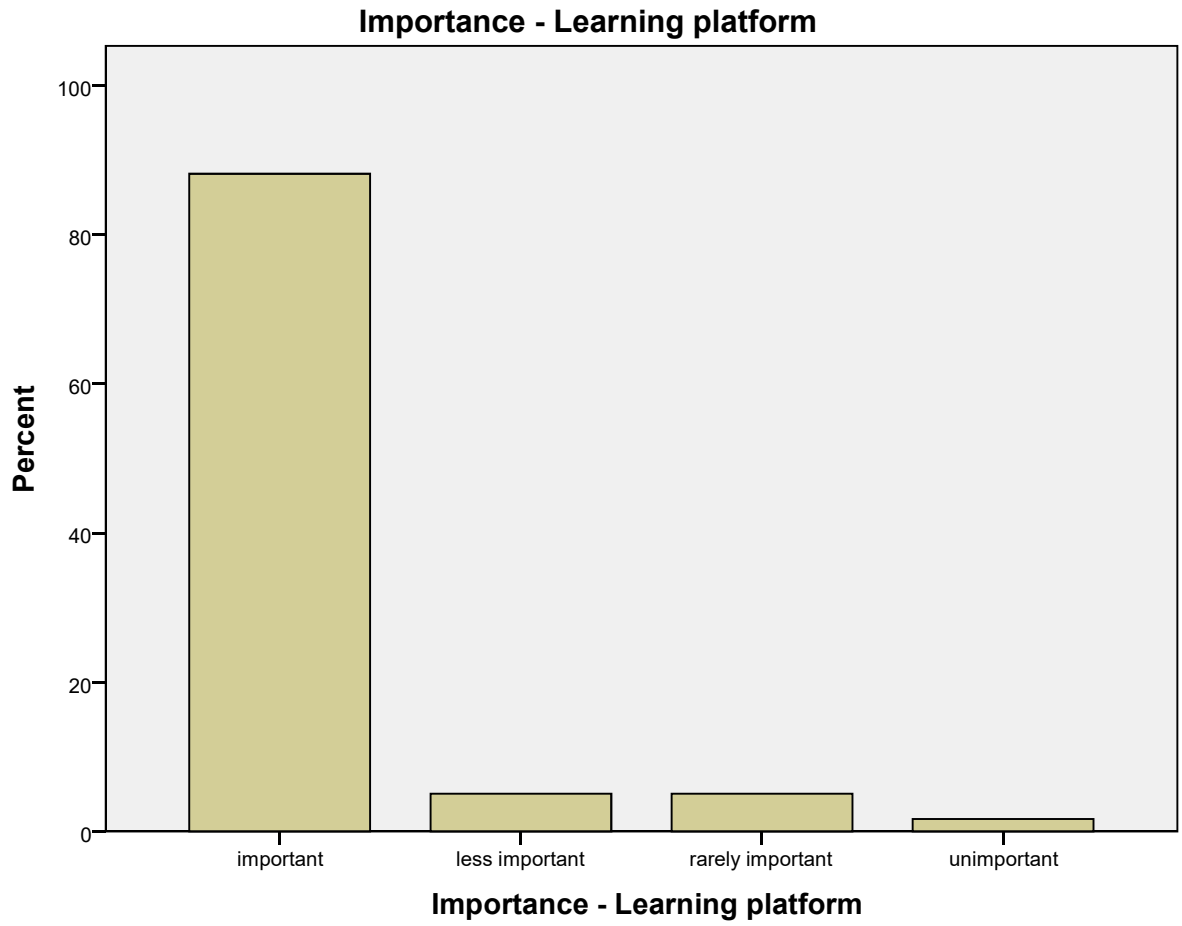
Importance - Hardware support in the classroom



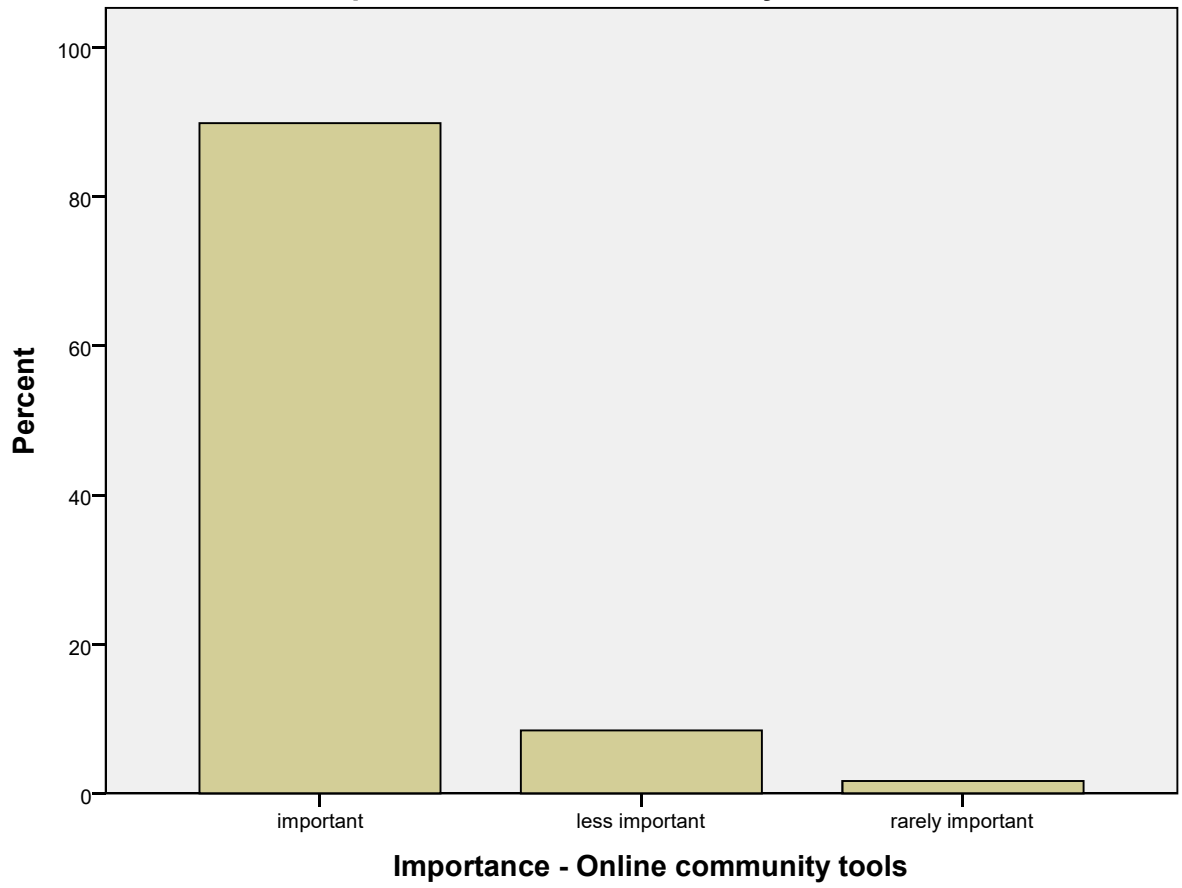
Importance - Audio Equipment



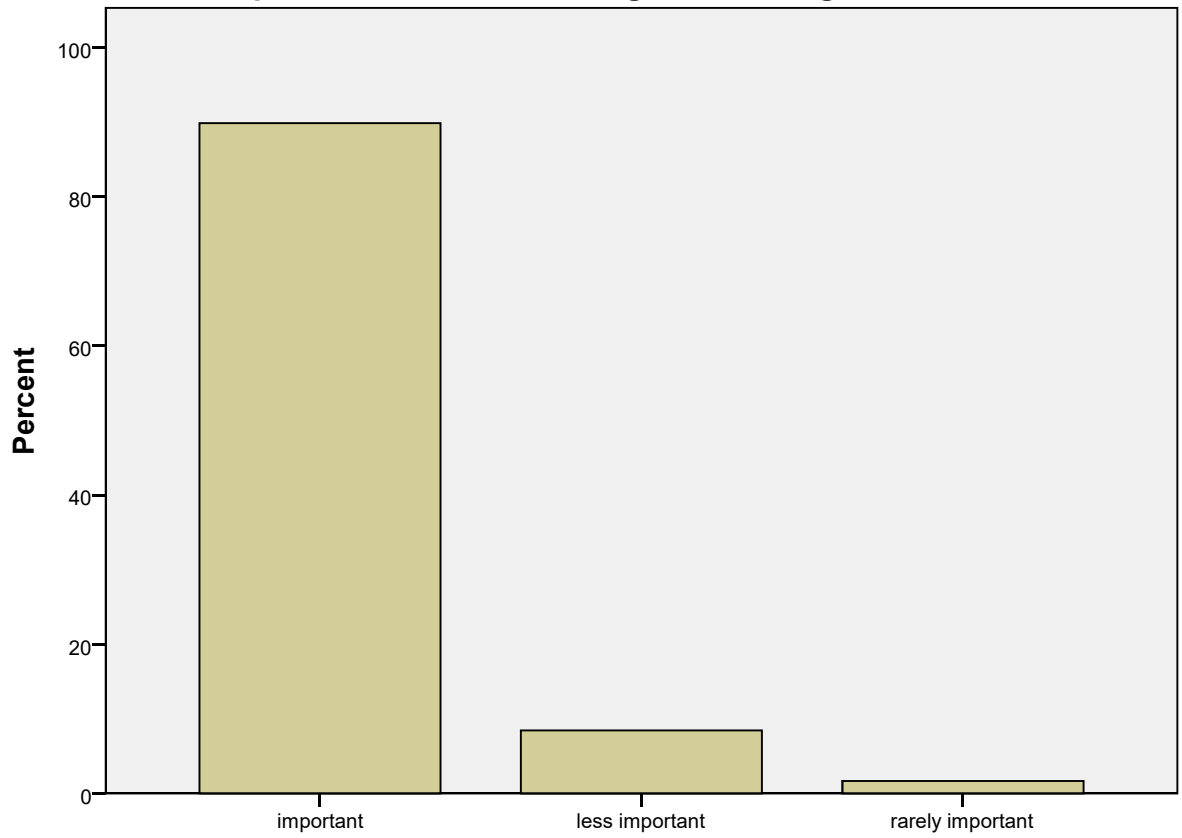




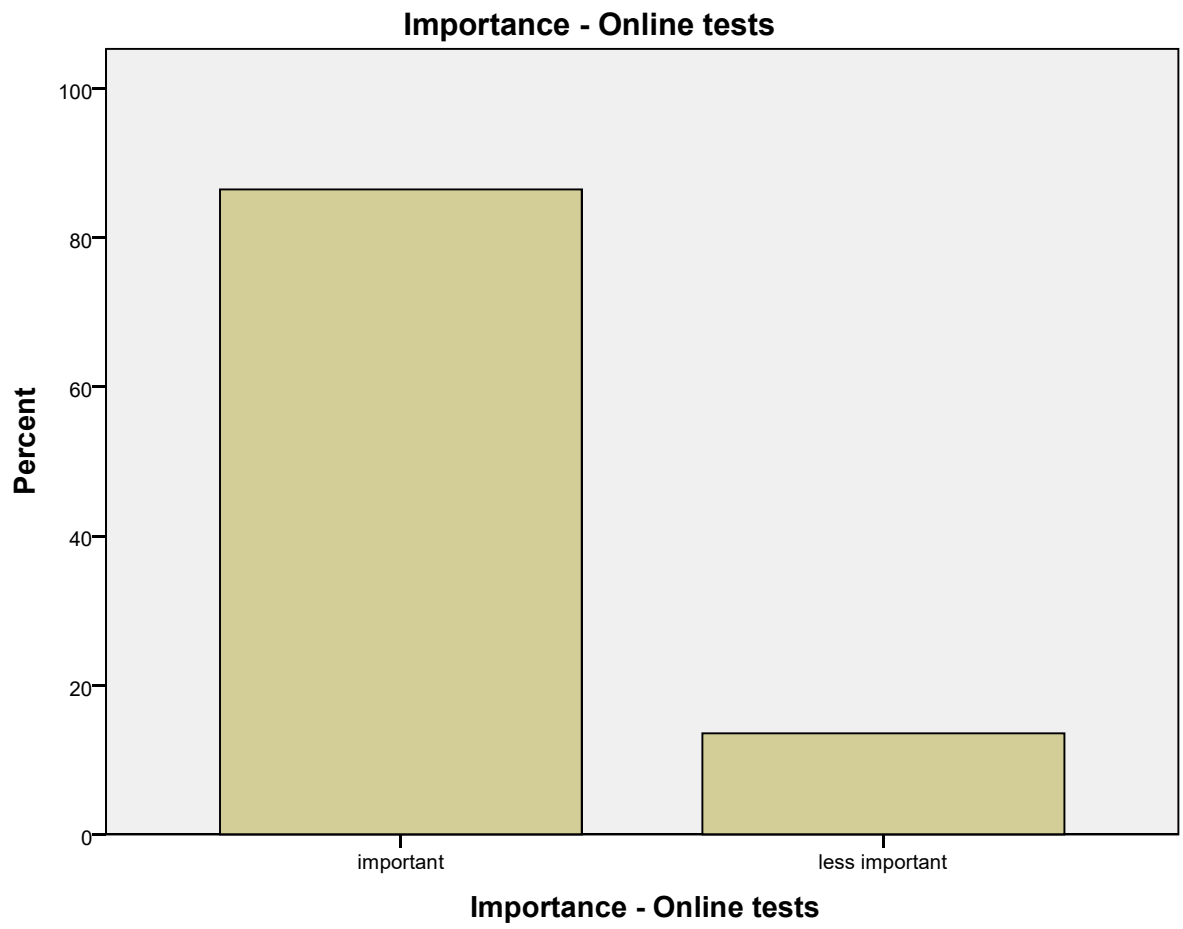
Importance - Online community tools

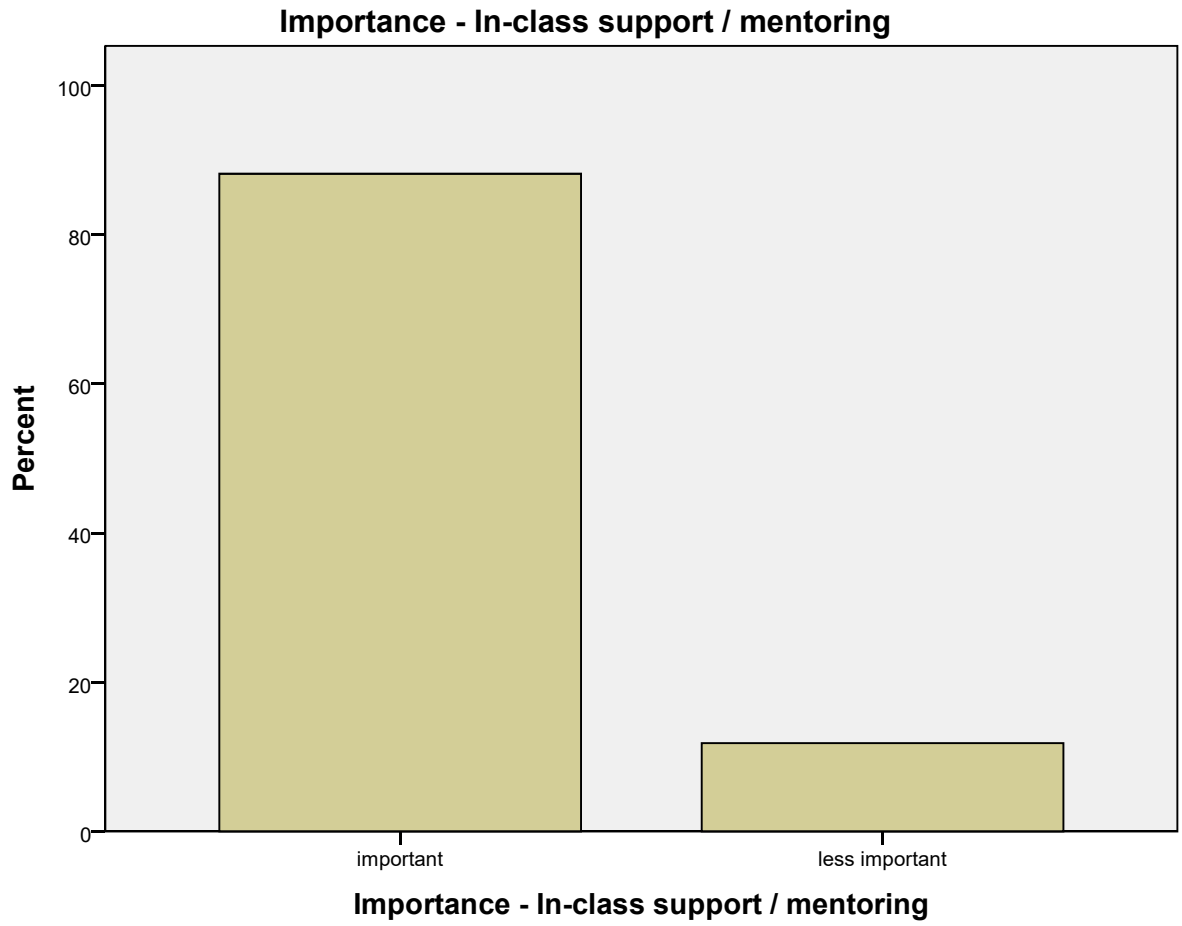


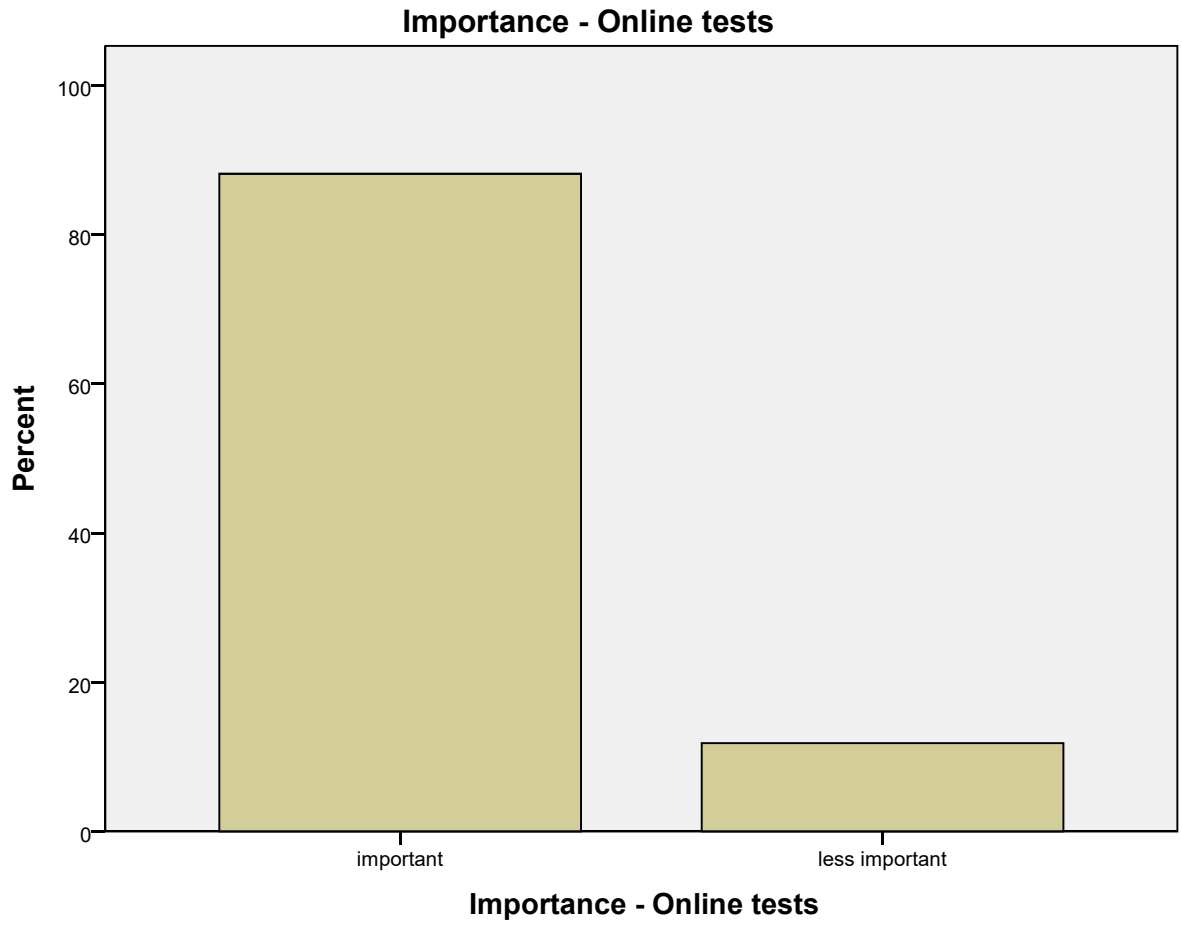
Importance - Online teaching and learning material



Importance - Online teaching and learning material



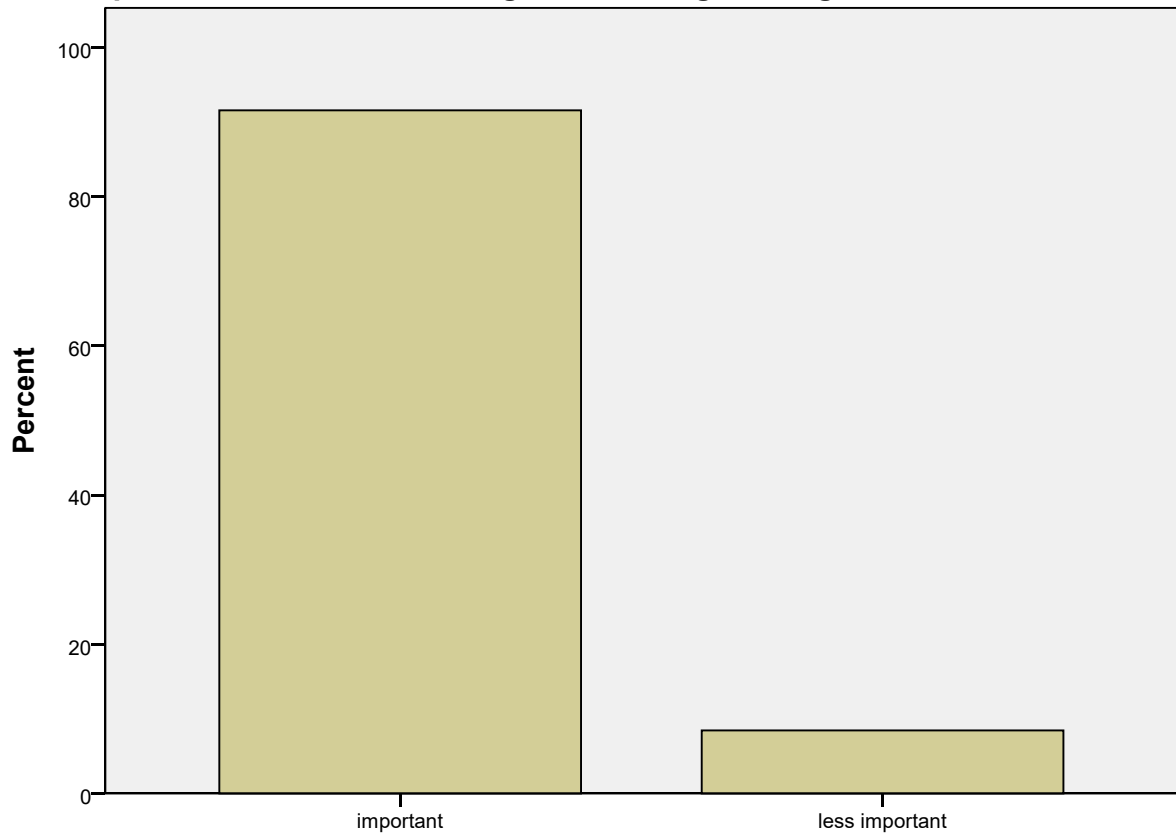




Importance - eLearning trainings for the learners

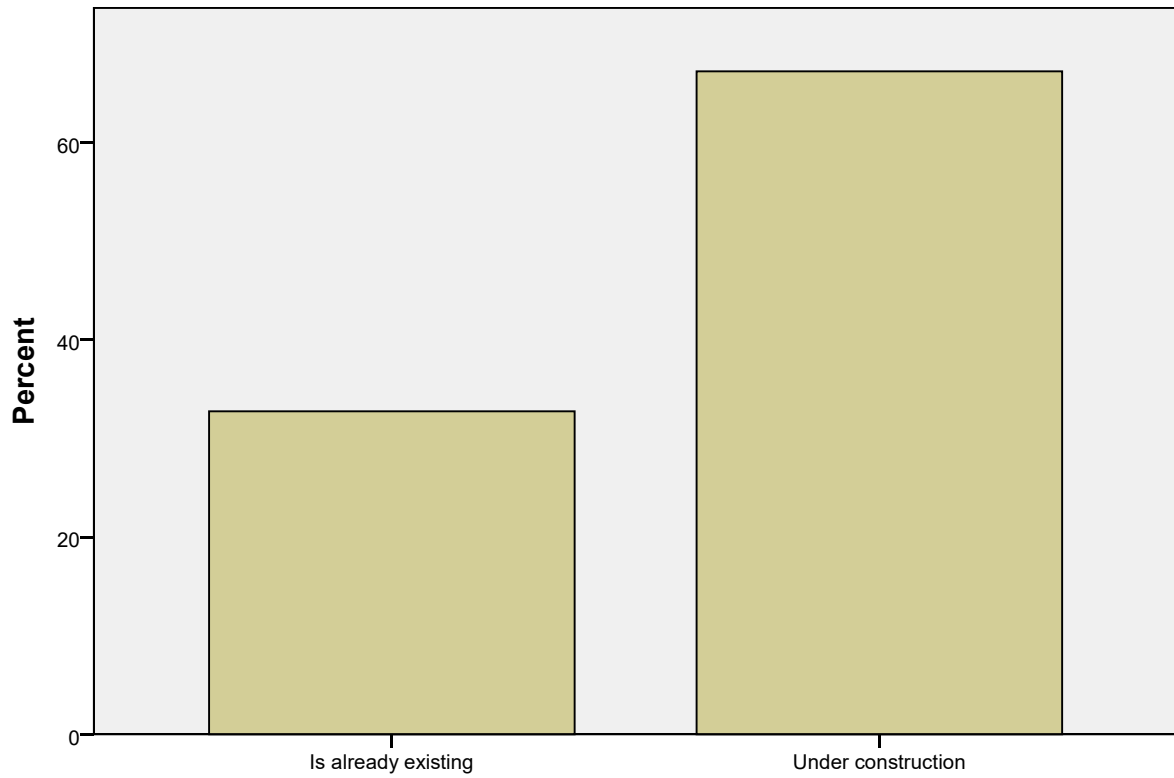


Importance - Teacher Trainings - eLearning trainings for the teachers



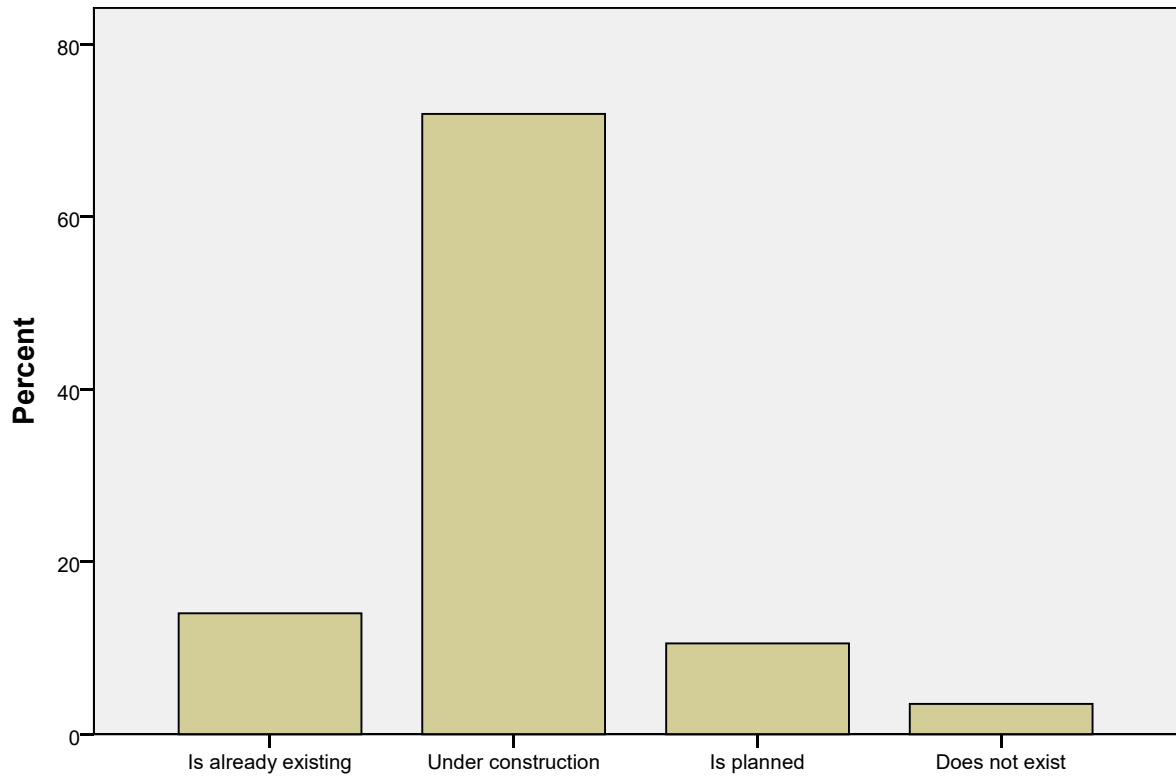
Importance - Teacher Trainings - eLearning trainings for the teachers

Do you have the following elements at your school? - Networking / communication infrastructure



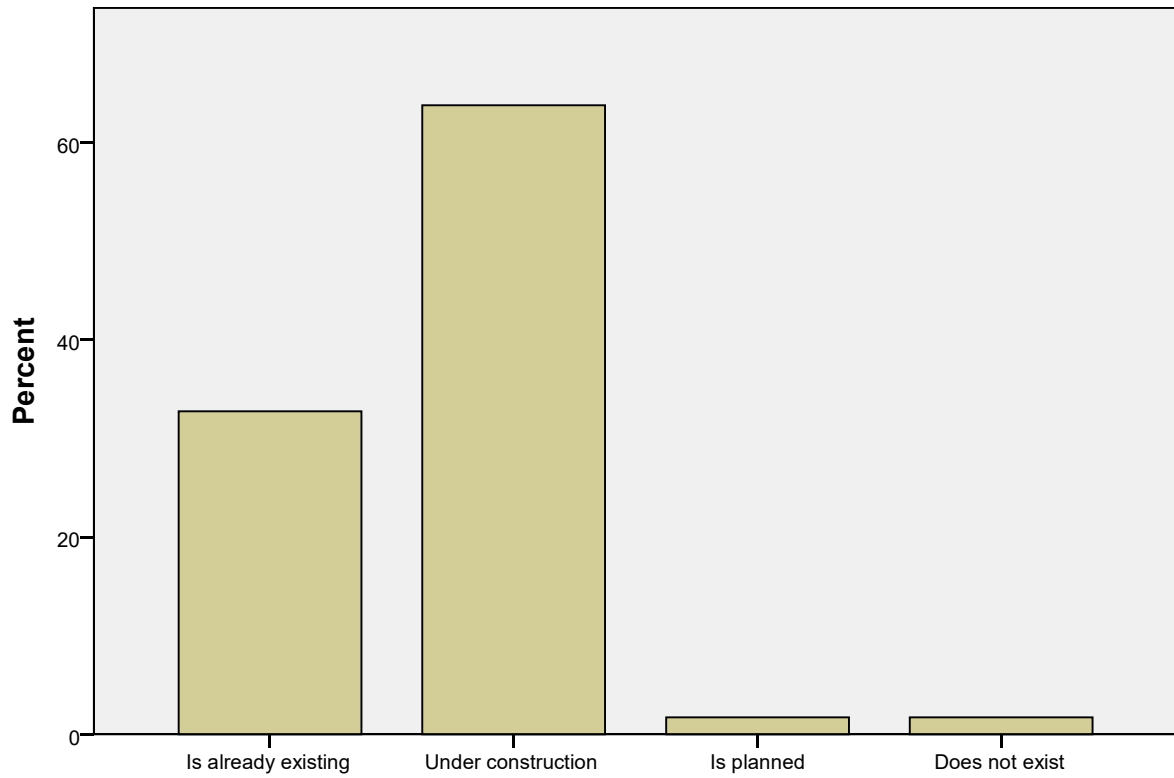
Do you have the following elements at your school? - Networking / communication infrastructure

Do you have the following elements at your school? - Smart calssrooms / classroom modifications



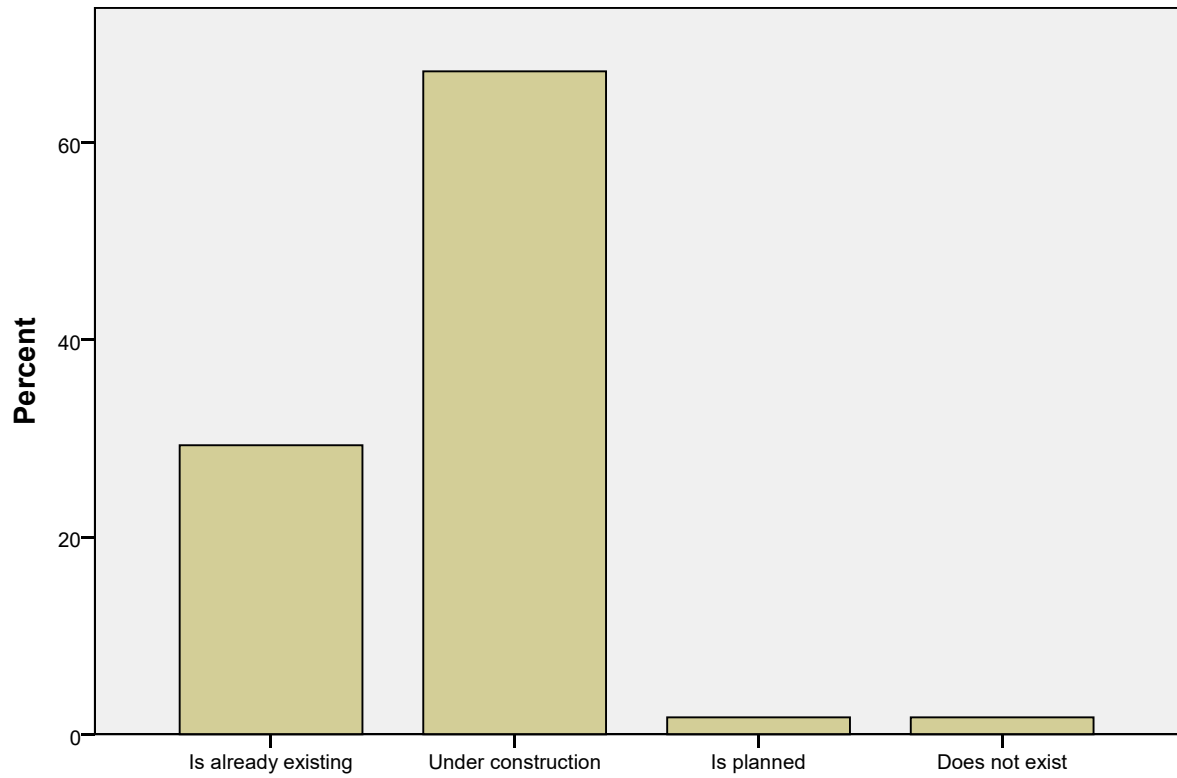
Do you have the following elements at your school? - Smart calssrooms / classroom modifications

Do you have the following elements at your school? - Computer-based instructional tools



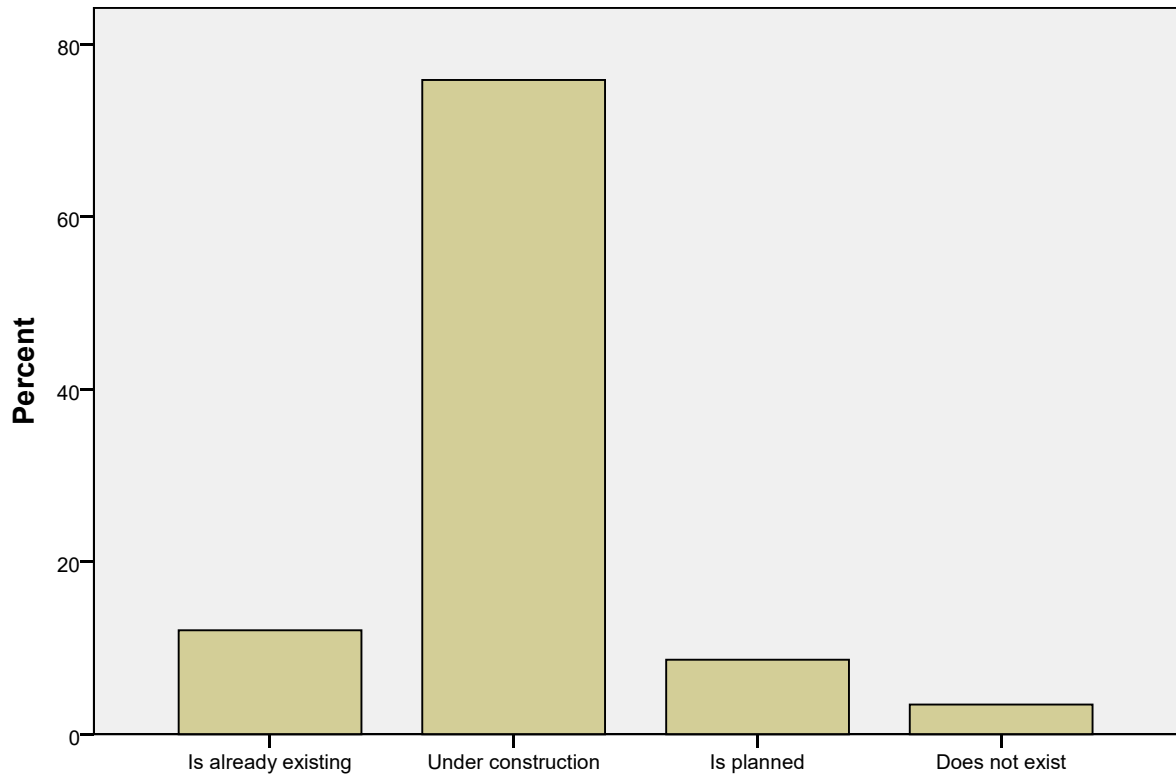
Do you have the following elements at your school? - Computer-based instructional tools

Do you have the following elements at your school? - Web-based instructional tools



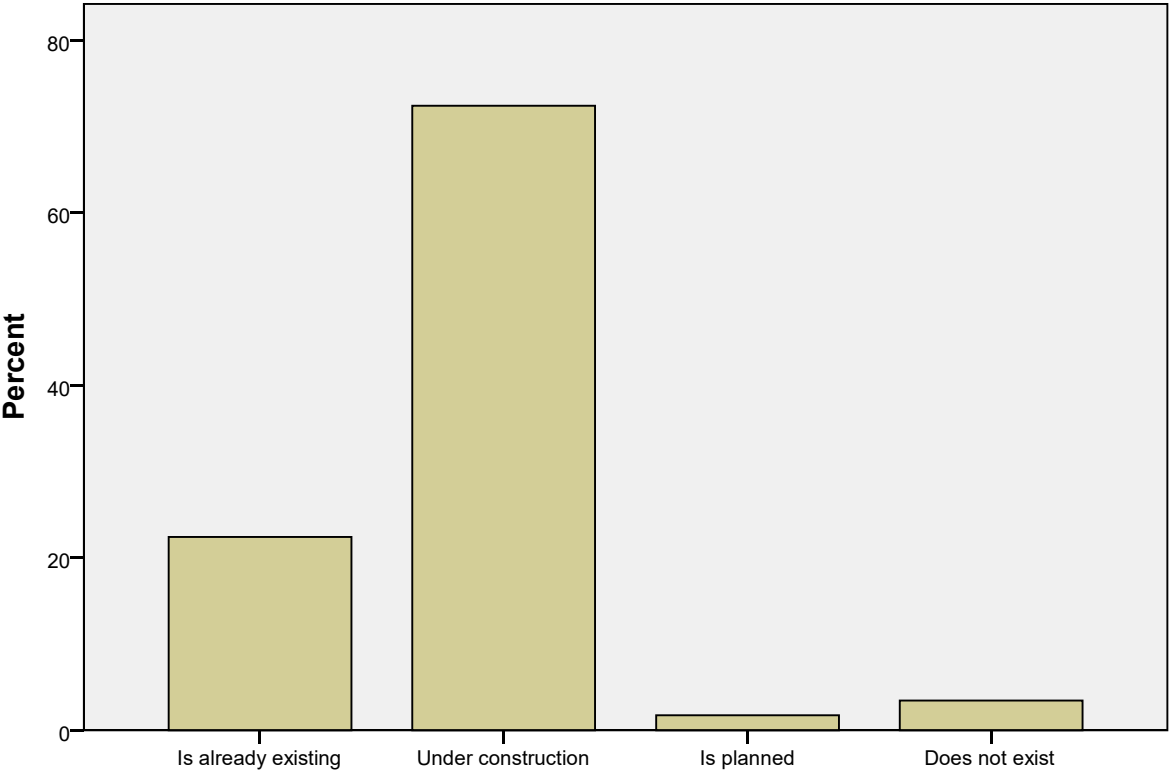
Do you have the following elements at your school? - Web-based instructional tools

Do you have the following elements at your school? - Hardware support in the classroom



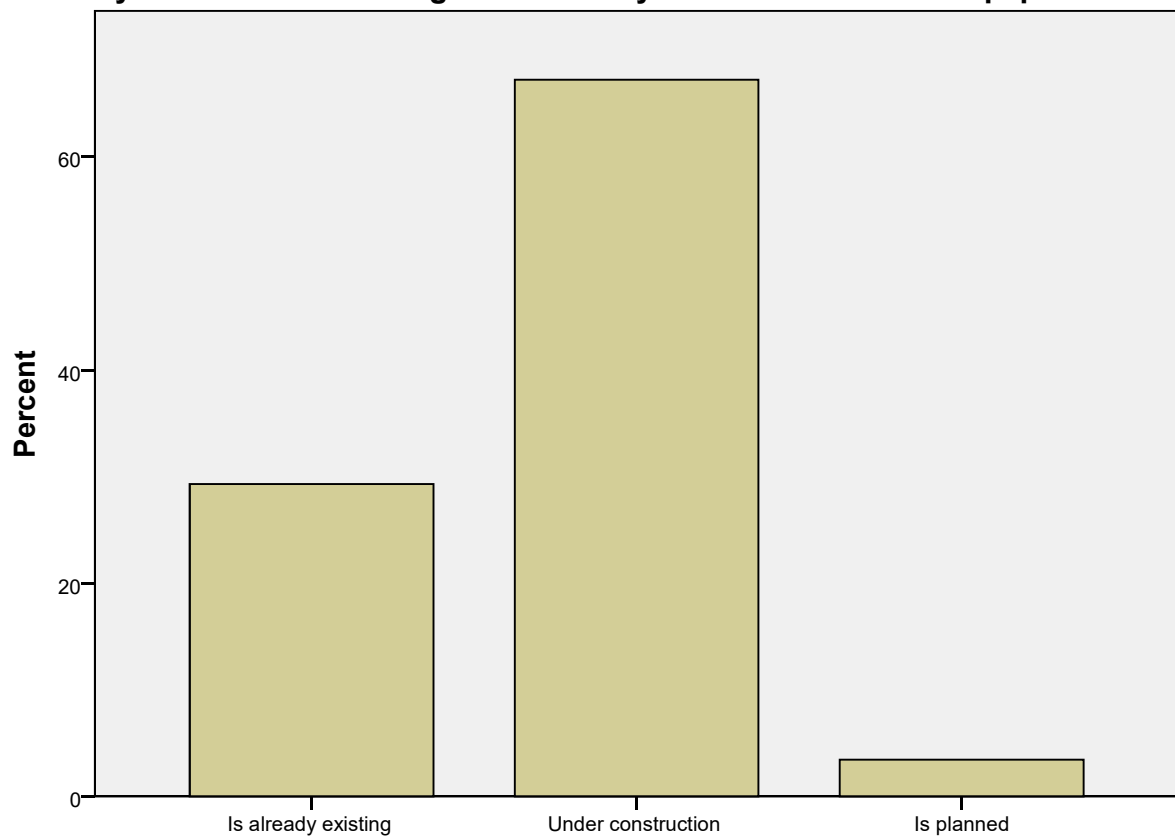
Do you have the following elements at your school? - Hardware support in the classroom

Do you have the following elements at your school? - Web-based instructional tools



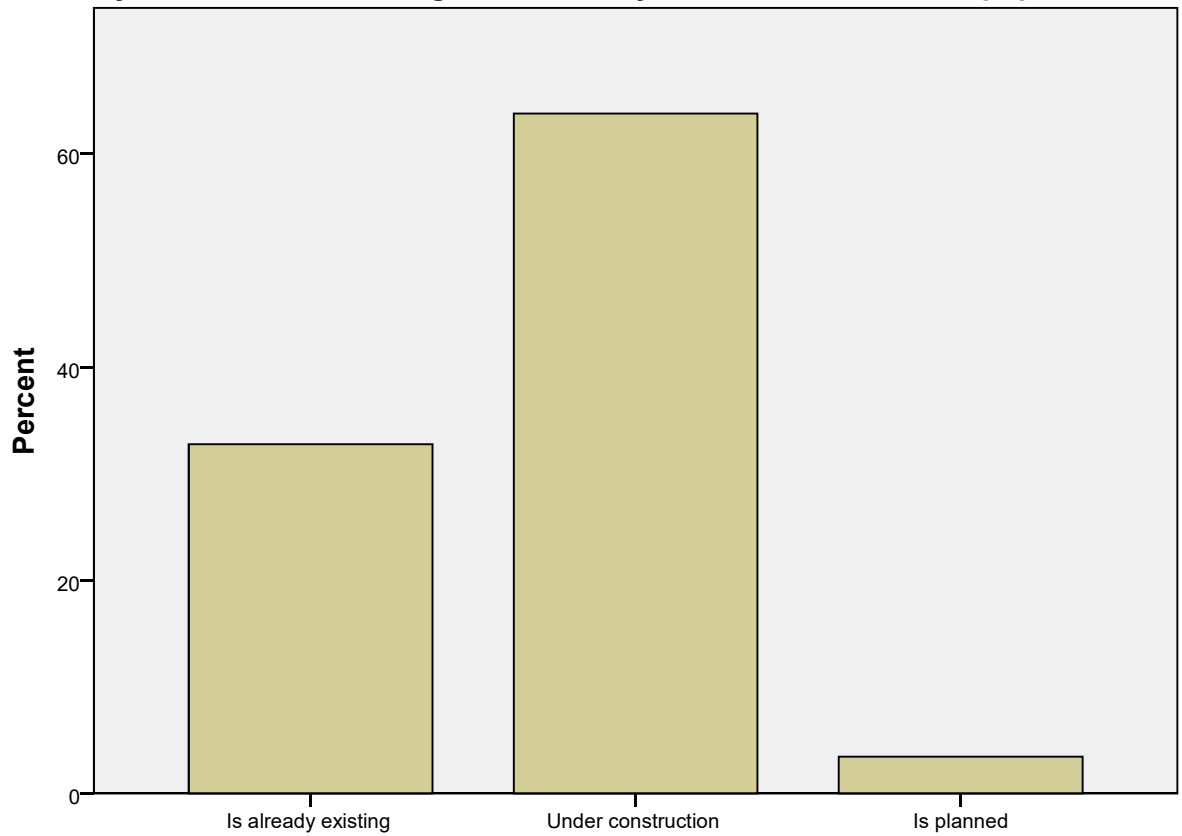
Do you have the following elements at your school? - Web-based instructional tools

Do you have the following elements at your school? - Audio Equipment



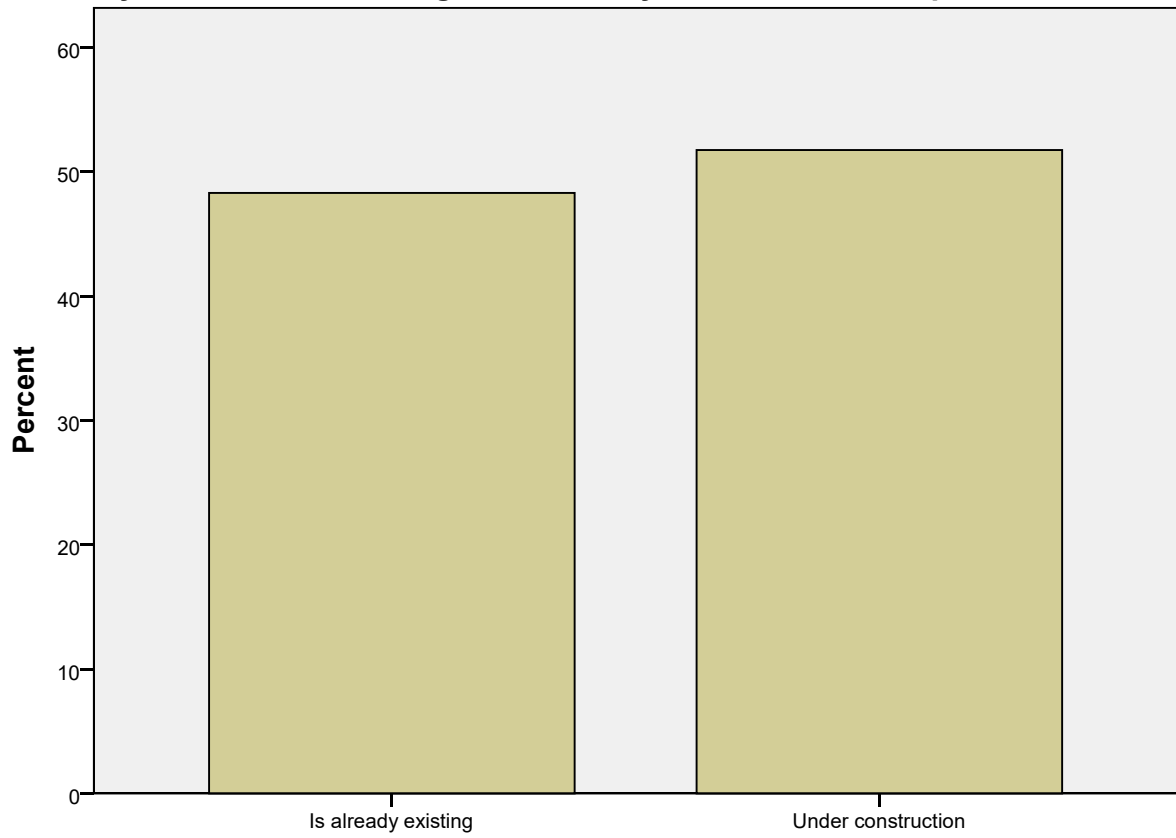
Do you have the following elements at your school? - Audio Equipment

Do you have the following elements at your school? - Video Equipment



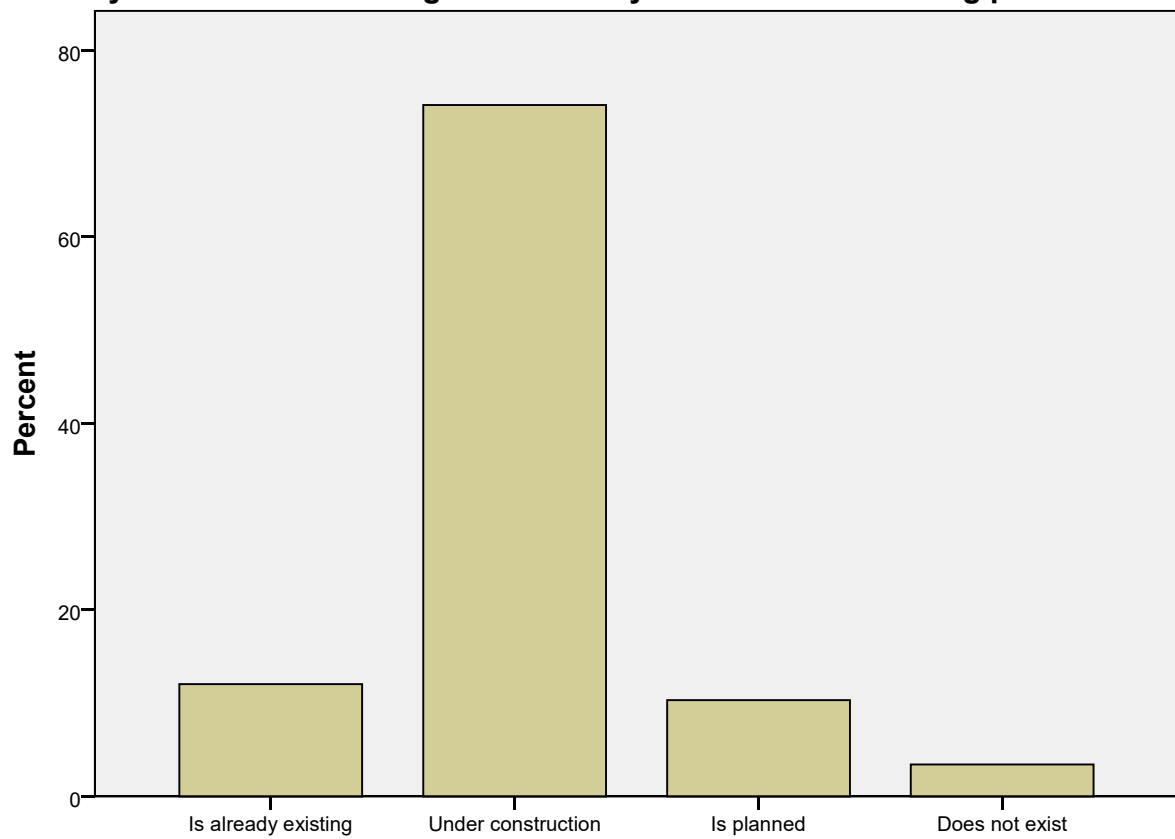
Do you have the following elements at your school? - Video Equipment

Do you have the following elements at your school? - Computer Room



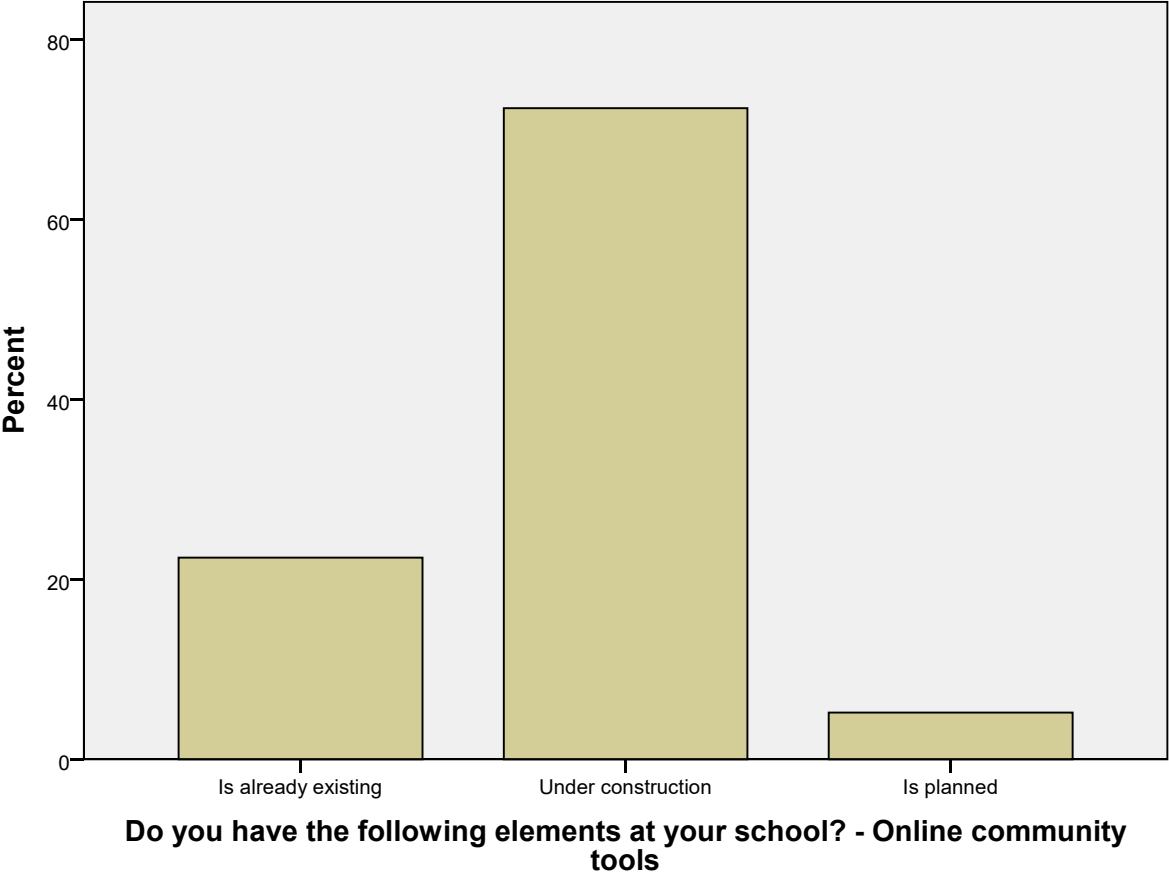
Do you have the following elements at your school? - Computer Room

Do you have the following elements at your school? - Learning platform

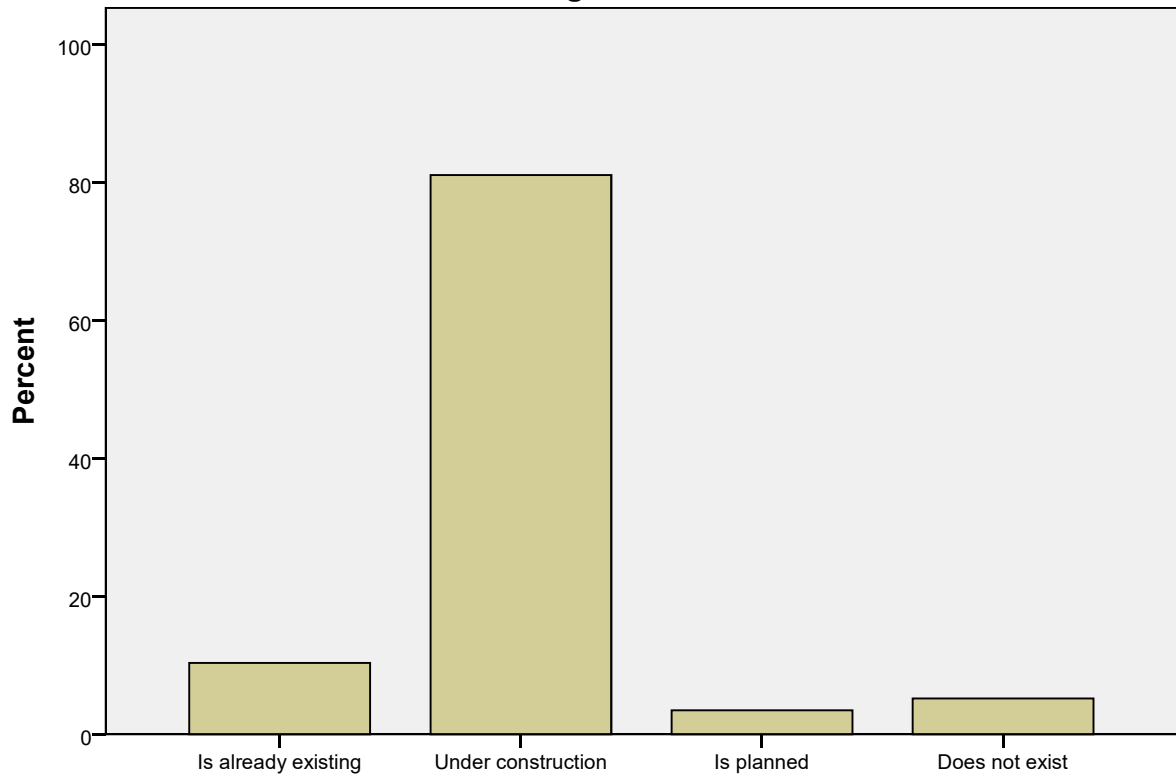


Do you have the following elements at your school? - Learning platform

Do you have the following elements at your school? - Online community tools

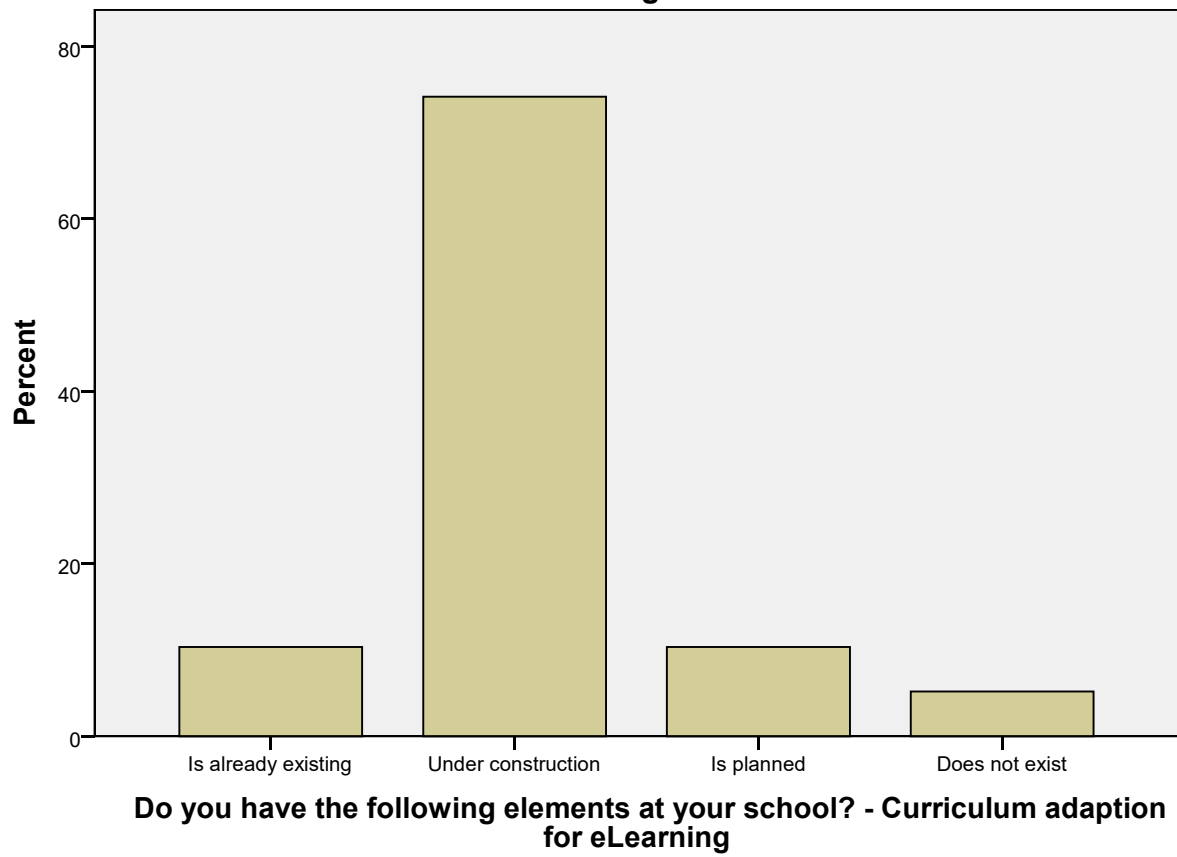


Do you have the following elements at your school? - Online teaching and learning material

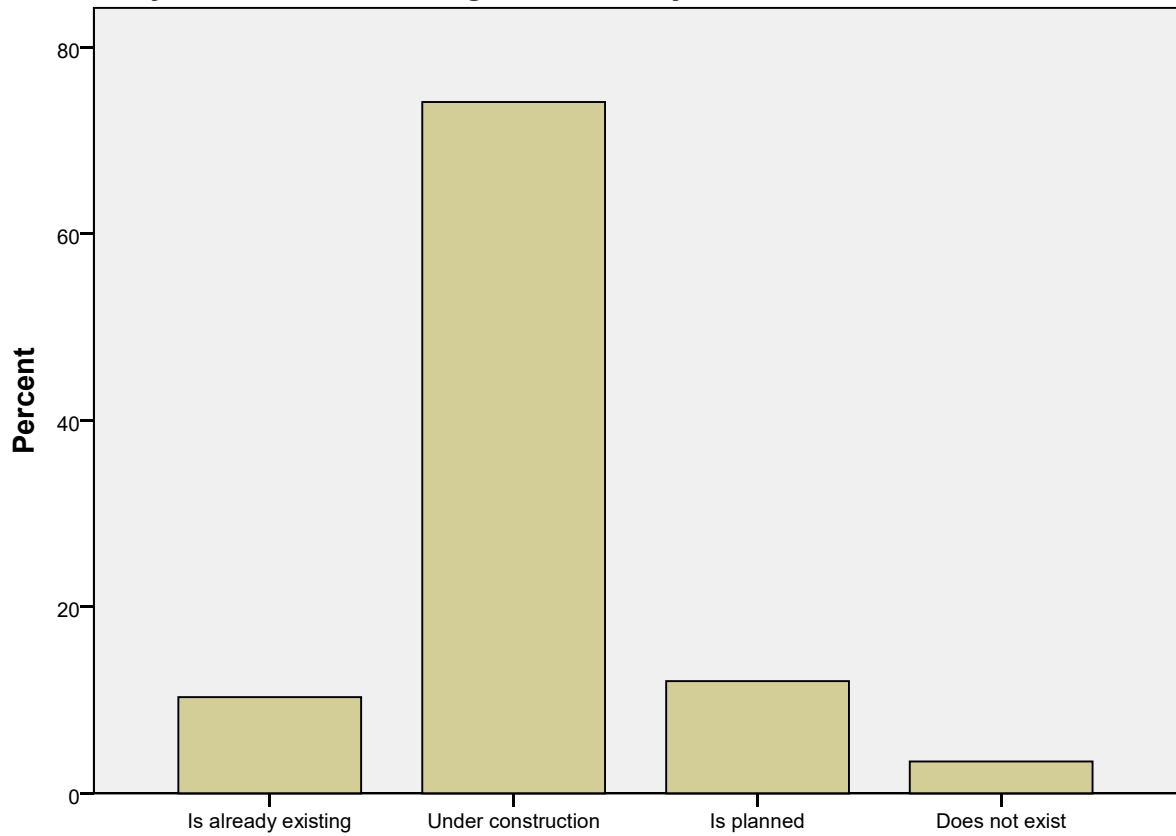


Do you have the following elements at your school? - Online teaching and learning material

Do you have the following elements at your school? - Curriculum adaption for eLearning

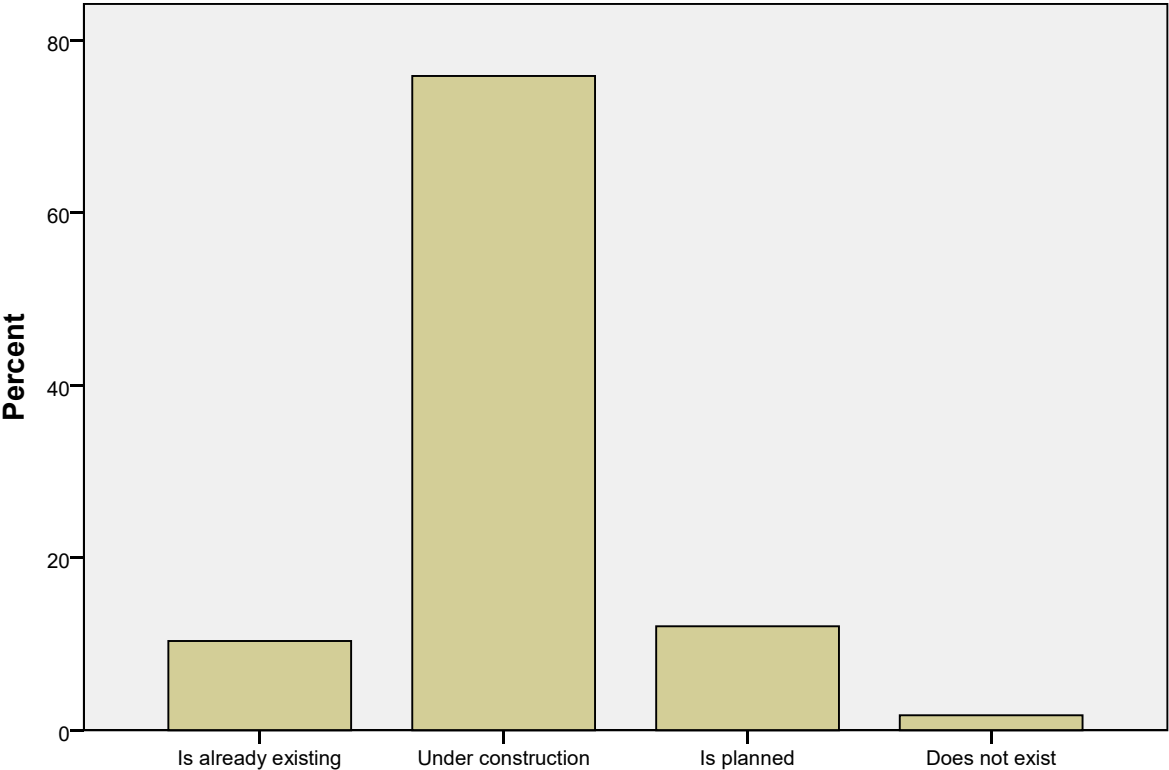


Do you have the following elements at your school? - Online tests



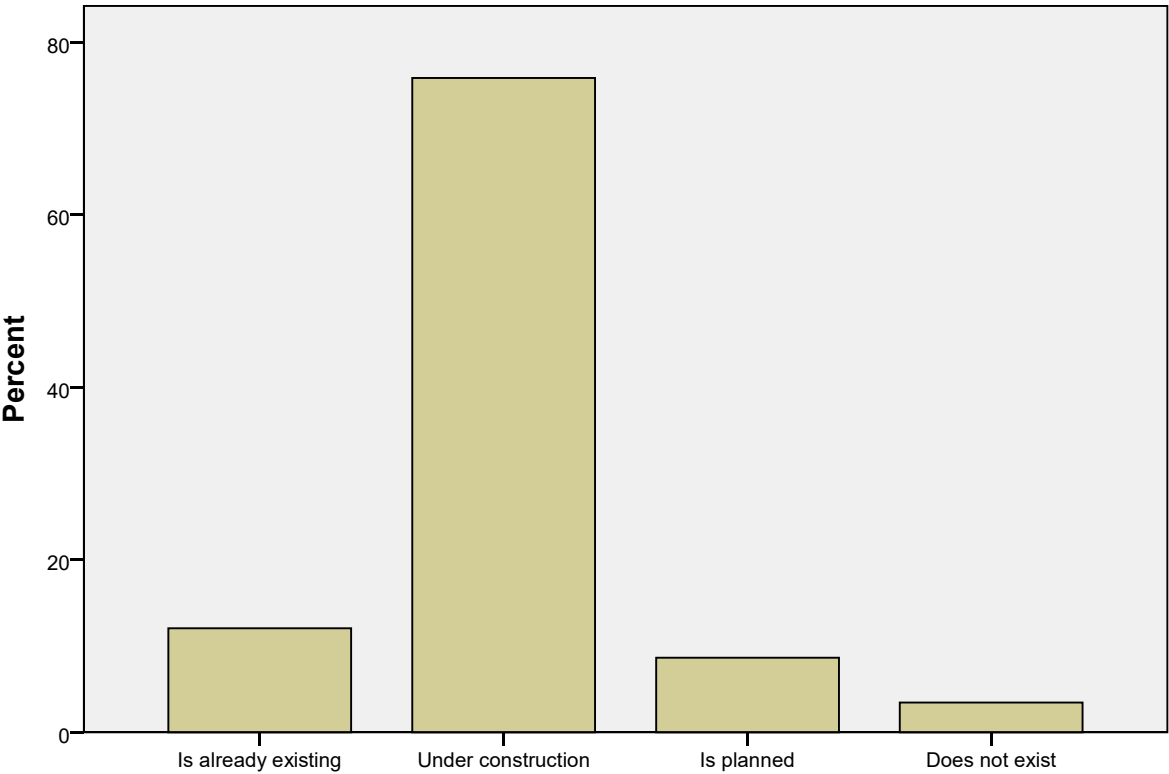
Do you have the following elements at your school? - Online tests

Do you have the following elements at your school? - In-class support / mentoring



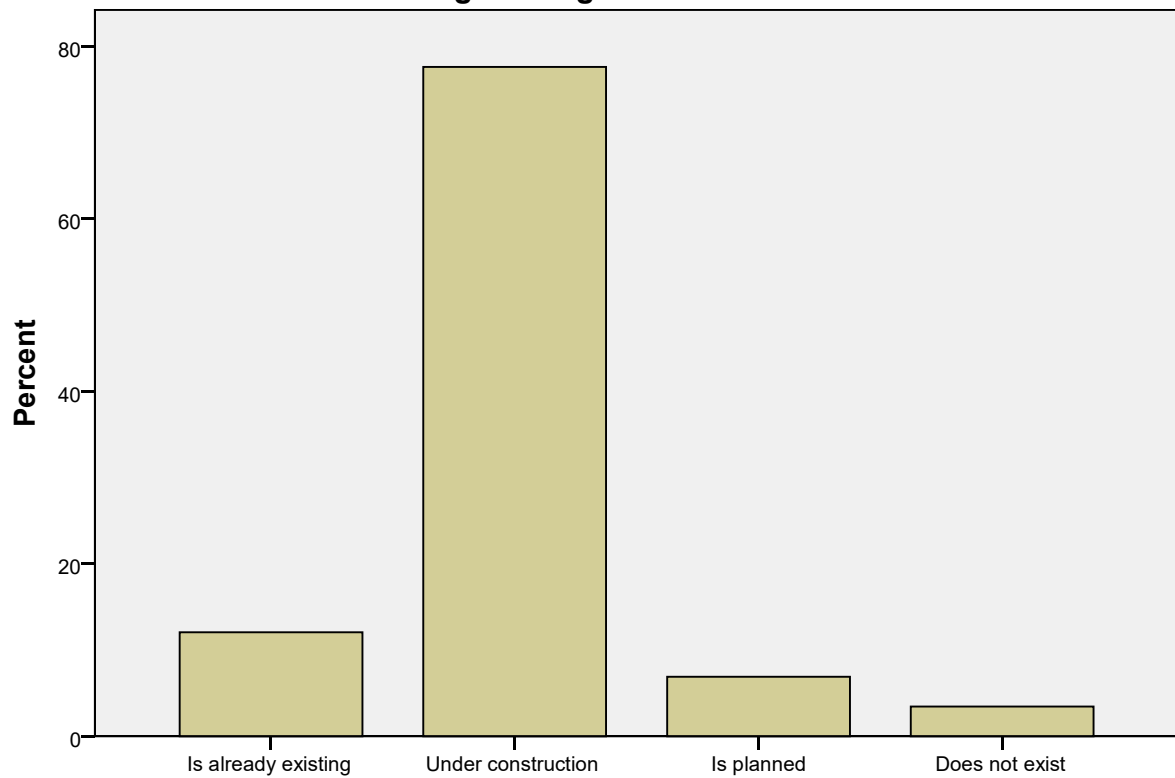
Do you have the following elements at your school? - In-class support / mentoring

Do you have the following elements at your school? - eLearning trainings for the learners



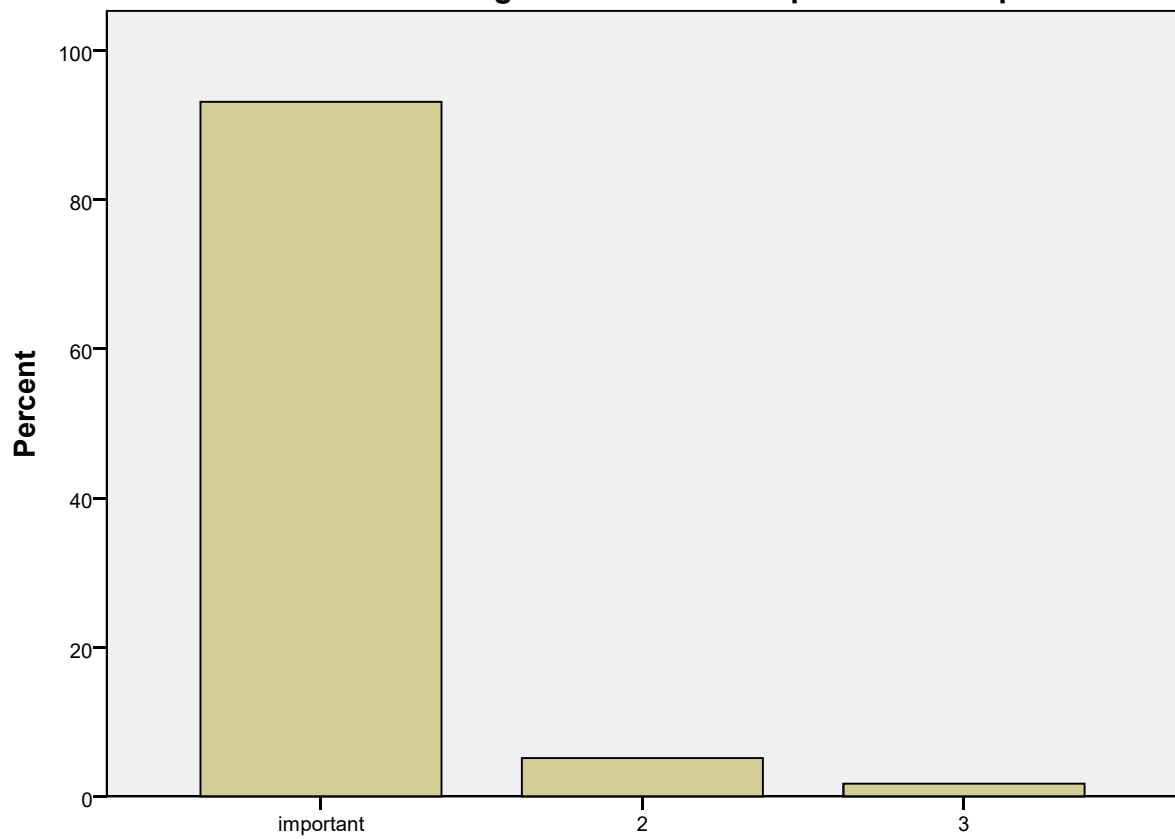
Do you have the following elements at your school? - eLearning trainings for the learners

Do you have the following elements at your school? - Teacher Trainings - eLearning trainings for the teachers



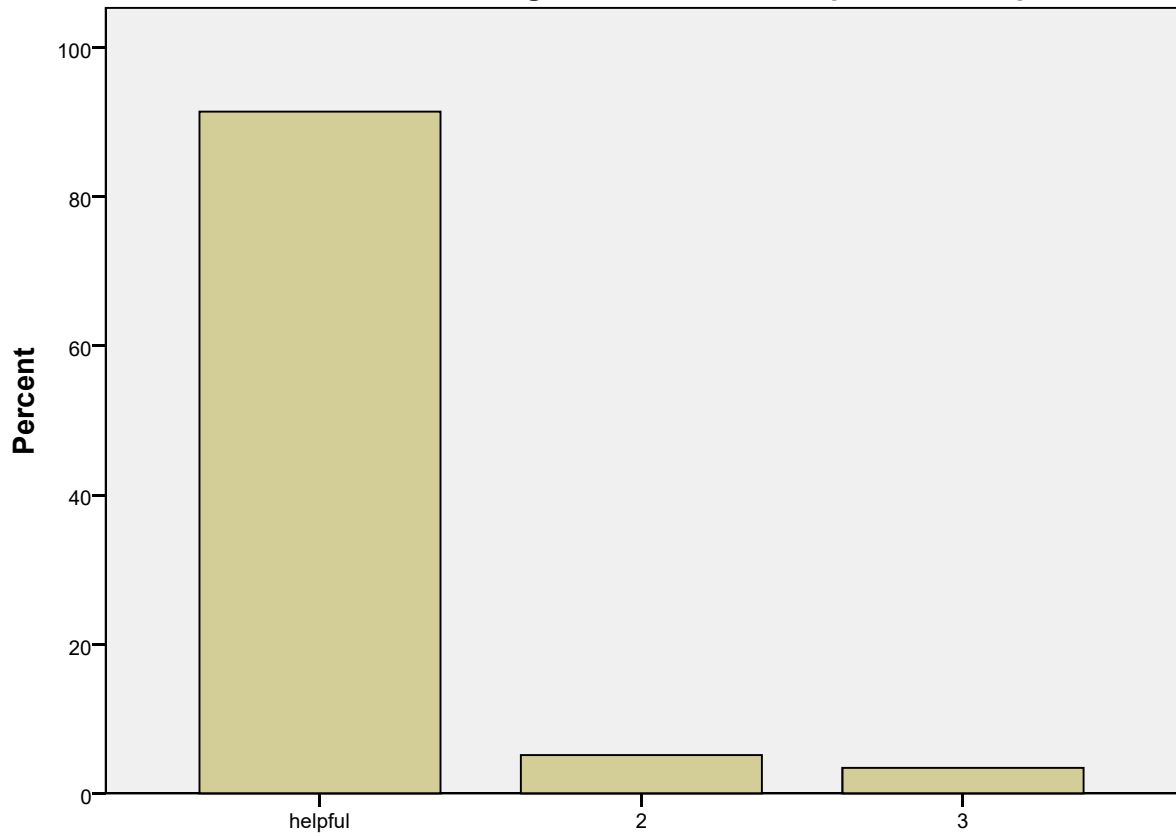
Do you have the following elements at your school? - Teacher Trainings - eLearning trainings for the teachers

The use of sounds in teaching scenarios is... - important - unimportant



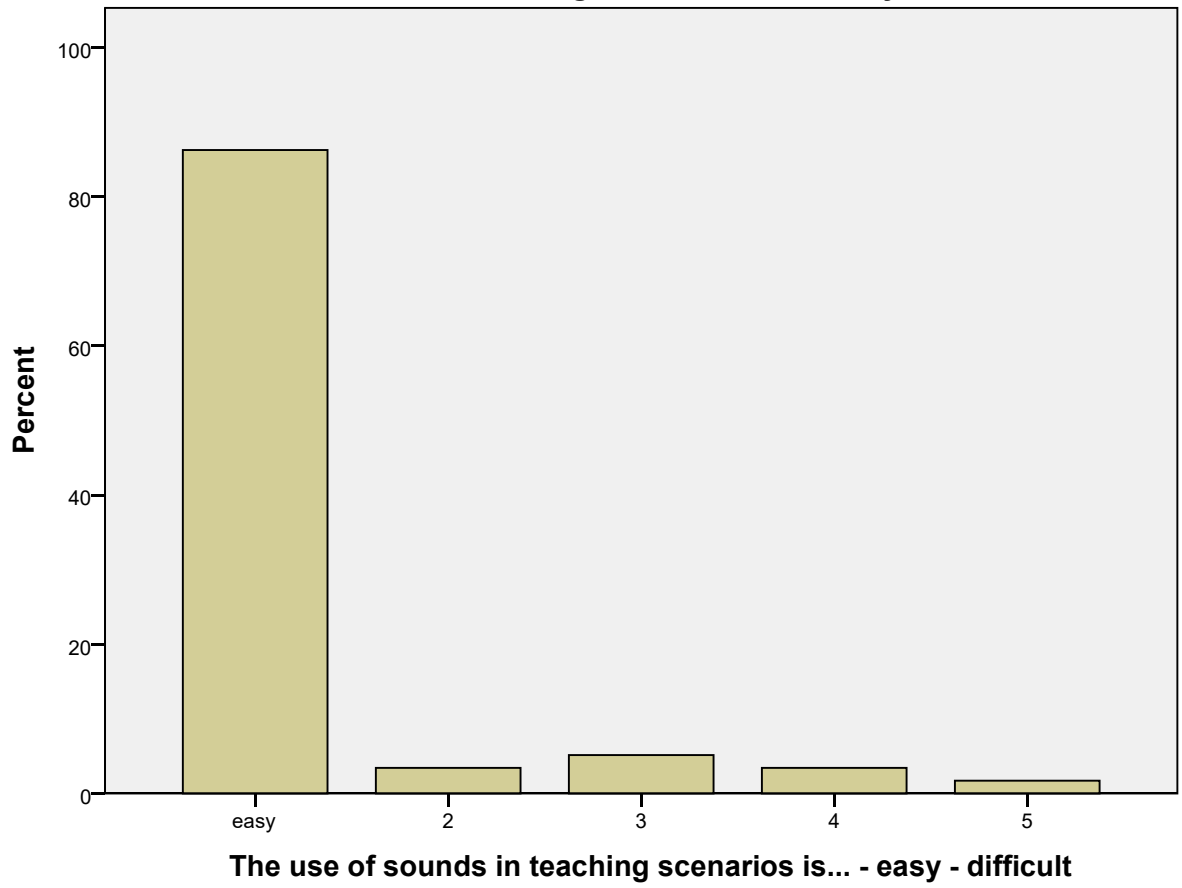
The use of sounds in teaching scenarios is... - important - unimportant

The use of sounds in teaching scenarios is... - helpful - not helpful

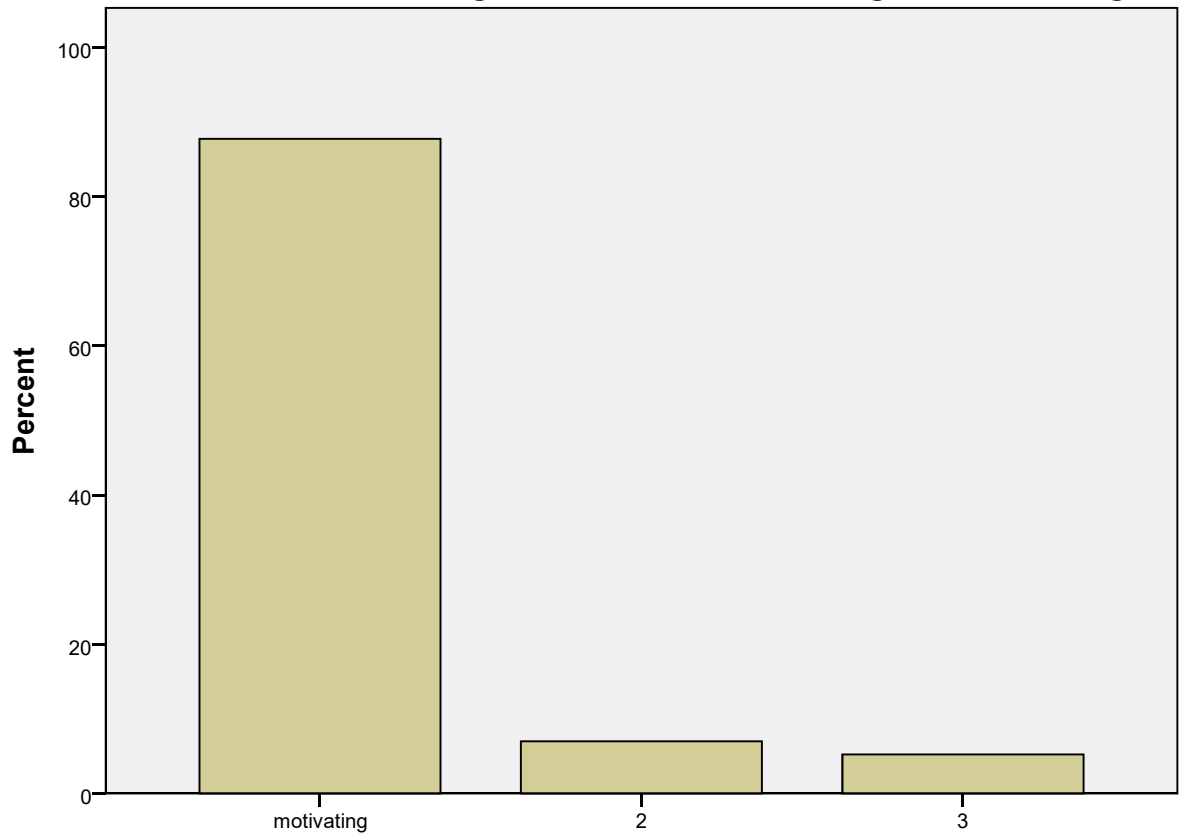


The use of sounds in teaching scenarios is... - helpful - not helpful

The use of sounds in teaching scenarios is... - easy - difficult

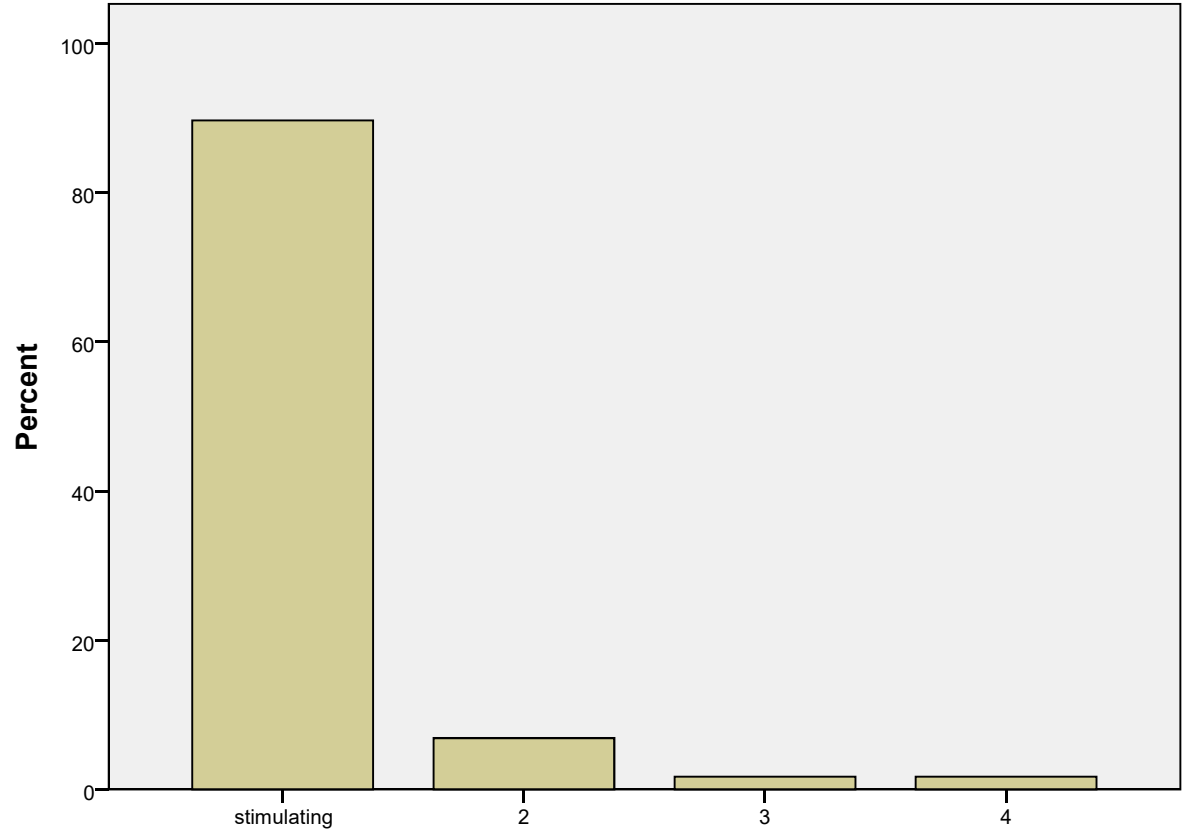


The use of sounds in teaching scenarios is... - motivating - not motivating



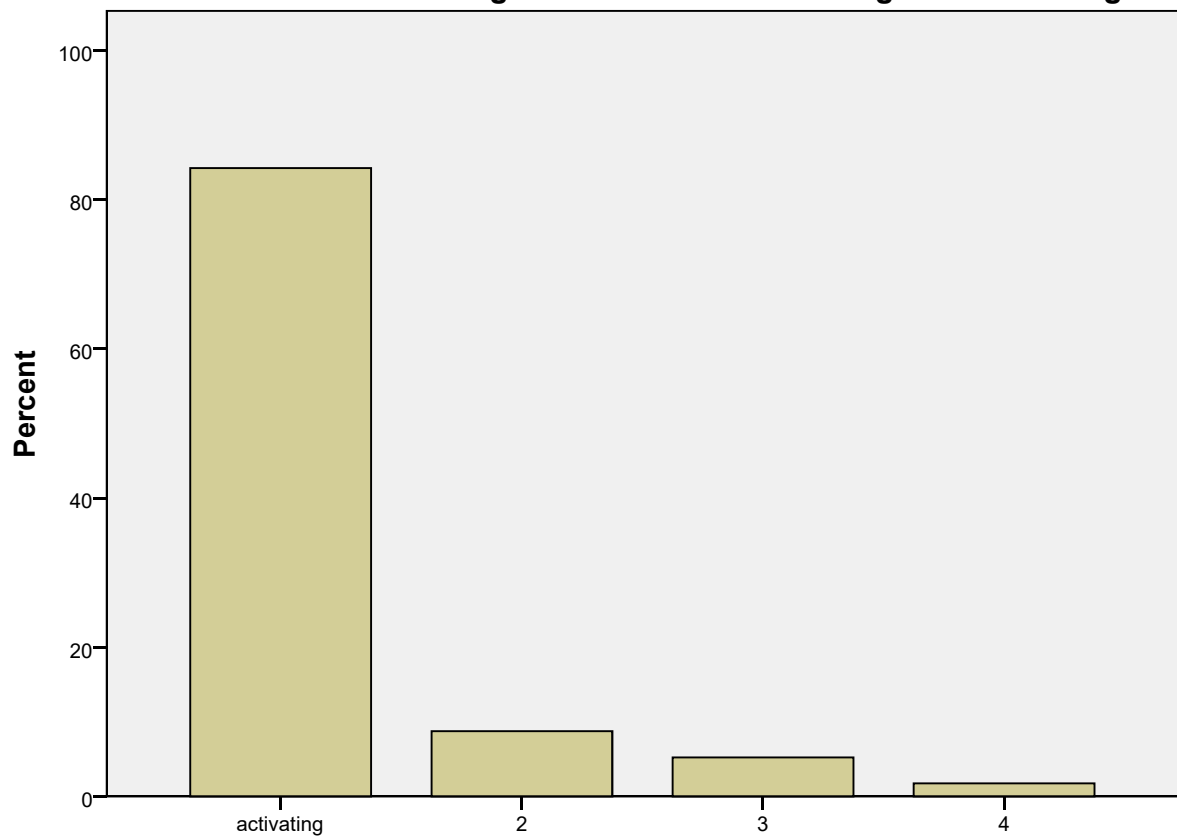
The use of sounds in teaching scenarios is... - motivating - not motivating

The use of sounds in teaching scenarios is... - stimulating - boring



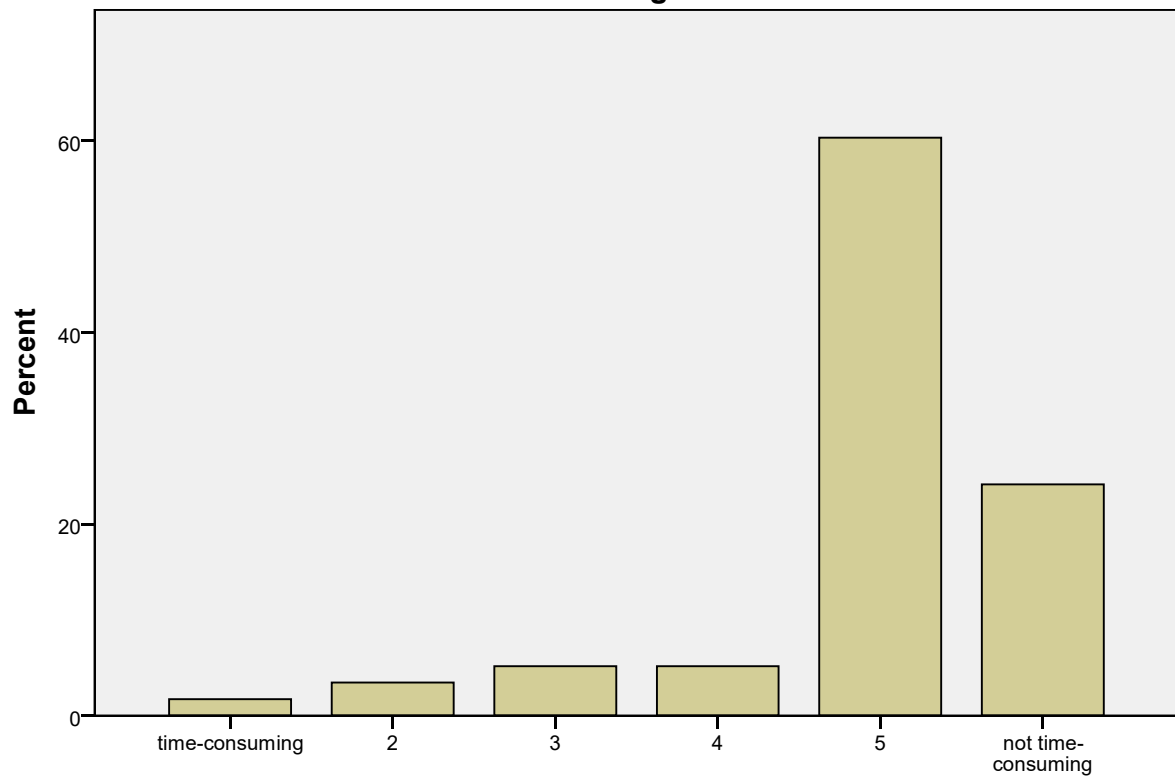
The use of sounds in teaching scenarios is... - stimulating - boring

The use of sounds in teaching scenarios is... - activating - not activating



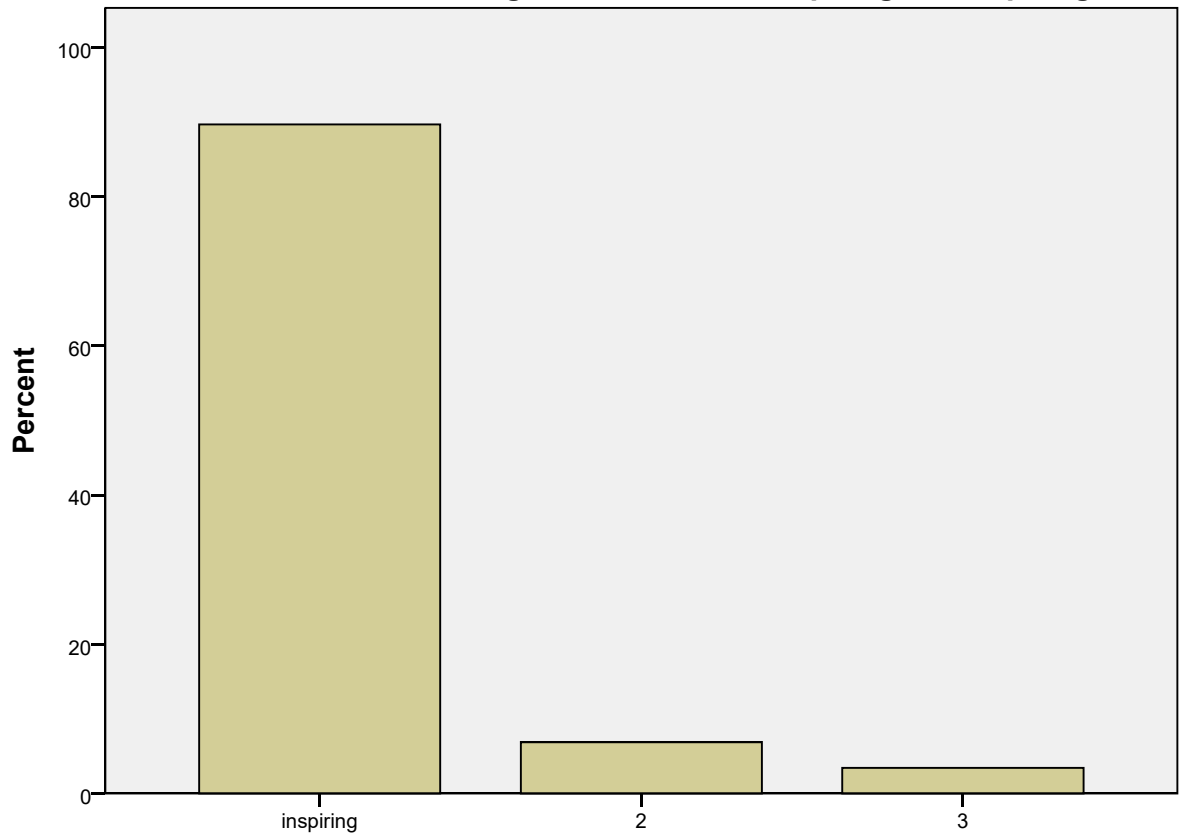
The use of sounds in teaching scenarios is... - activating - not activating

The use of sounds in teaching scenarios is... - time-consuming - not time-consuming



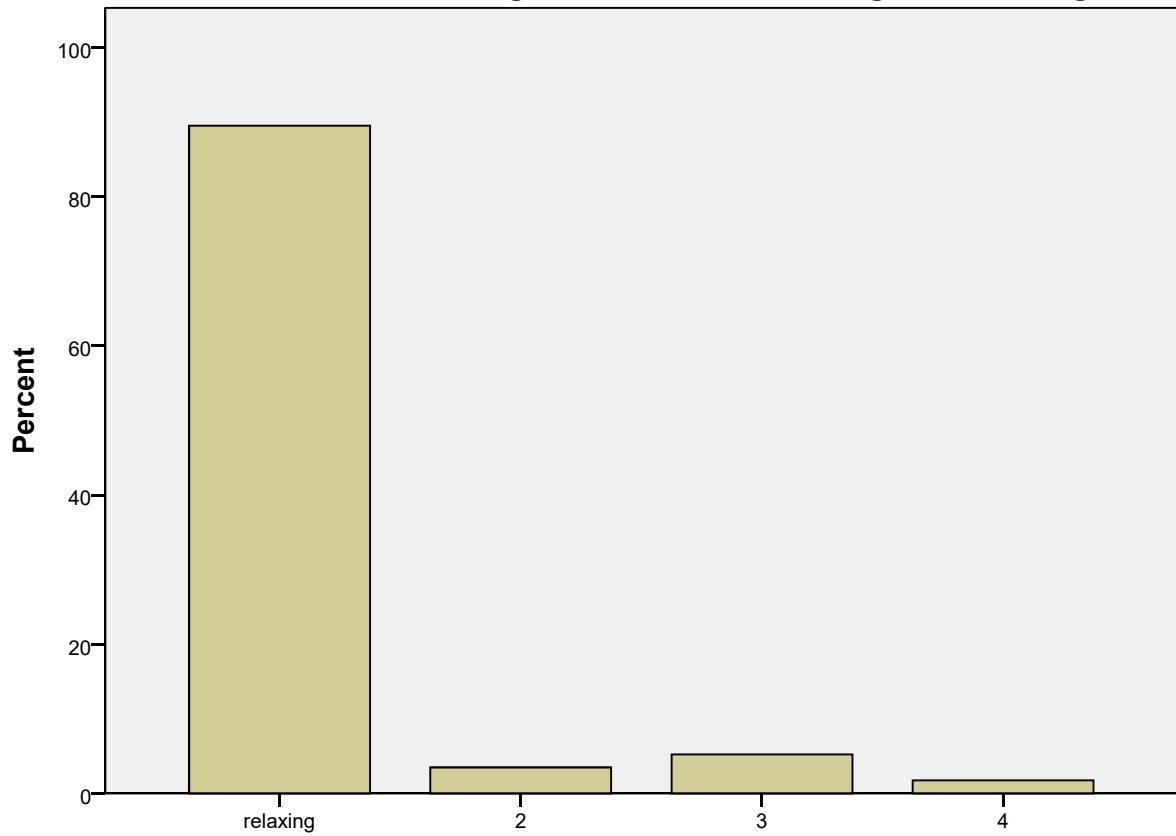
The use of sounds in teaching scenarios is... - time-consuming - not time-consuming

The use of sounds in teaching scenarios is... - inspiring - uninspiring



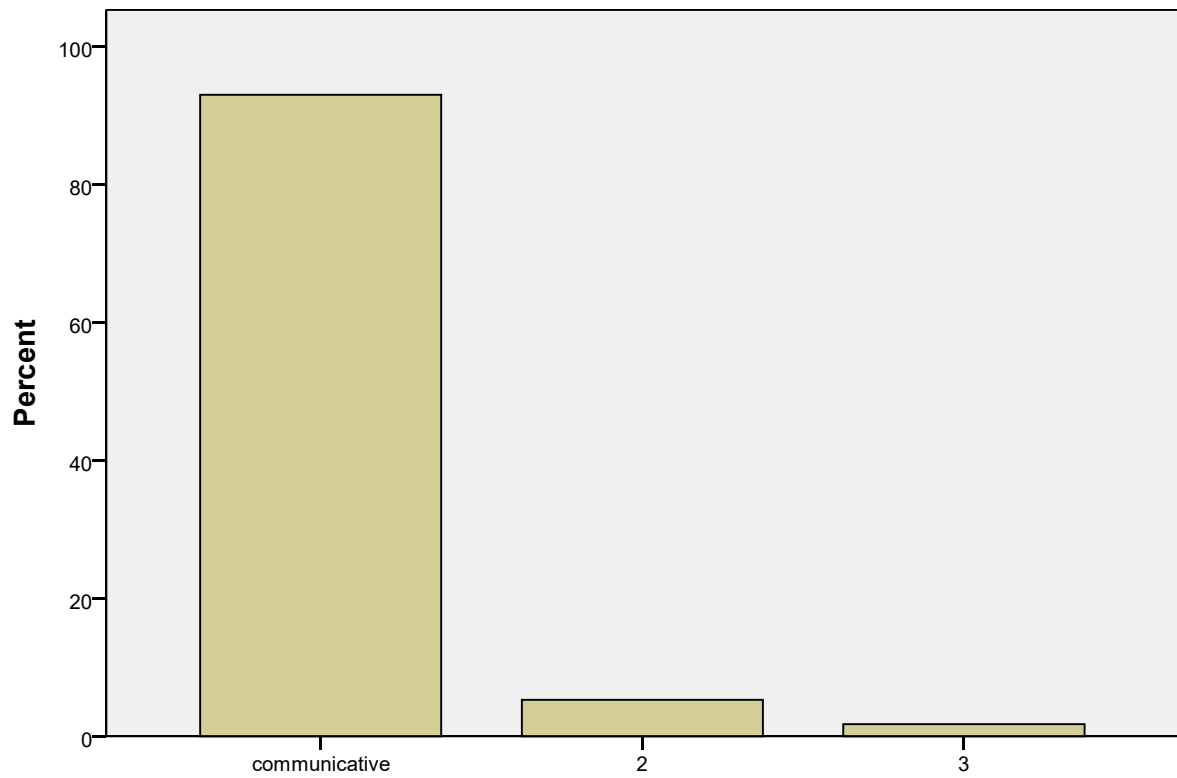
The use of sounds in teaching scenarios is... - inspiring - uninspiring

The use of sounds in teaching scenarios is... - relaxing - not relaxing



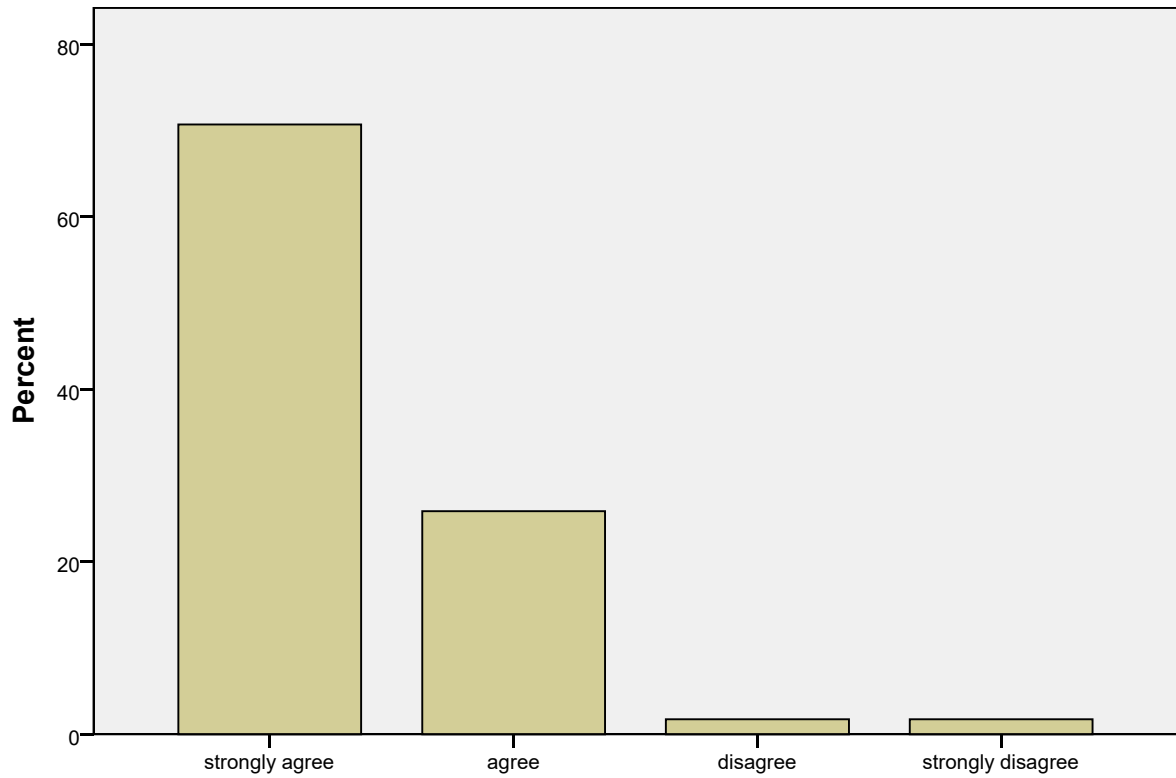
The use of sounds in teaching scenarios is... - relaxing - not relaxing

The use of sounds in teaching scenarios is... - communicative - not communicative



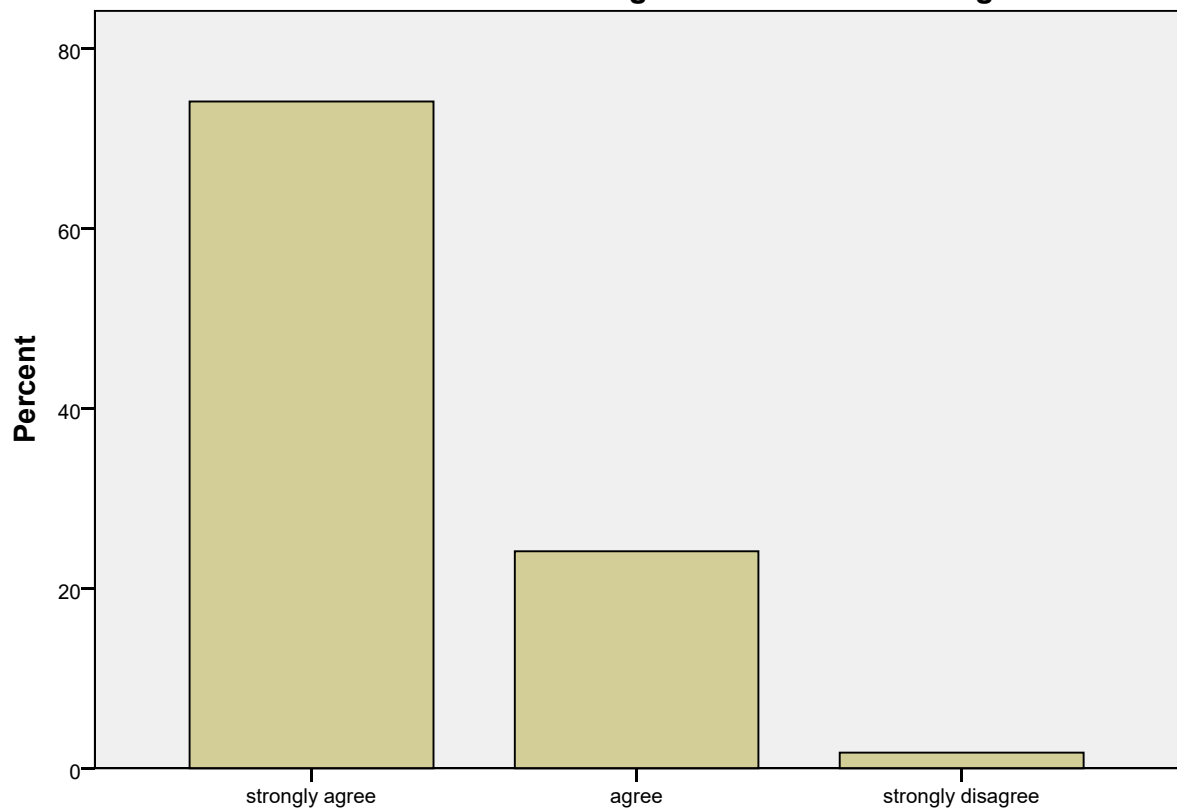
The use of sounds in teaching scenarios is... - communicative - not communicative

Comments - The use of sounds in teaching scenarios should integrate narrative audios.



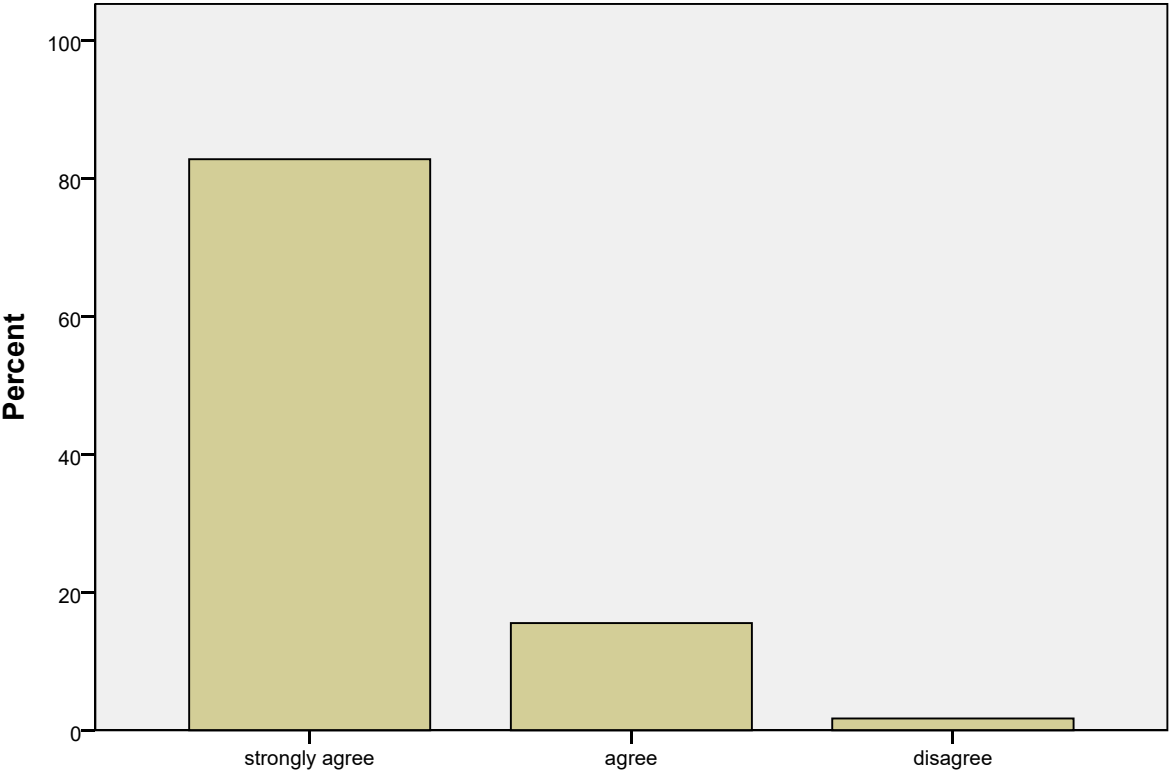
Comments - The use of sounds in teaching scenarios should integrate narrative audios.

Comments - The use of sounds in teaching scenarios should integrate music.



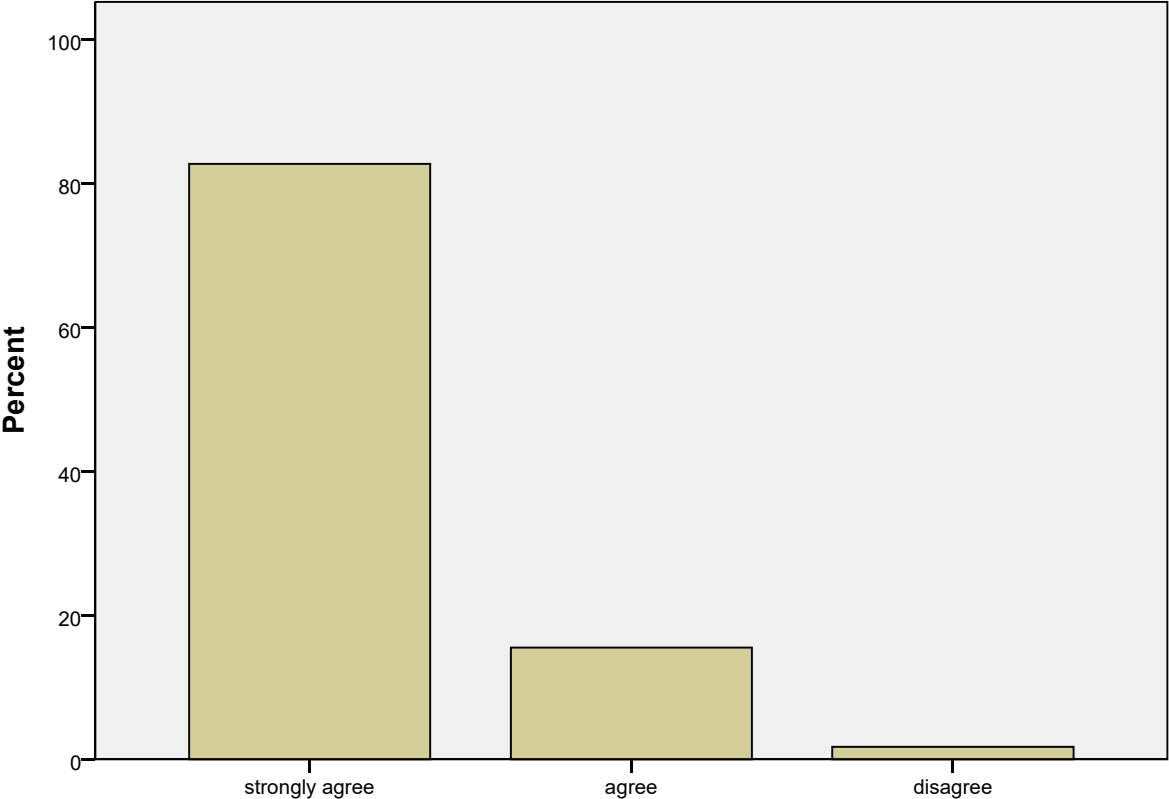
Comments - The use of sounds in teaching scenarios should integrate music.

Comments - The use of sounds in teaching scenarios should integrate audio signals.



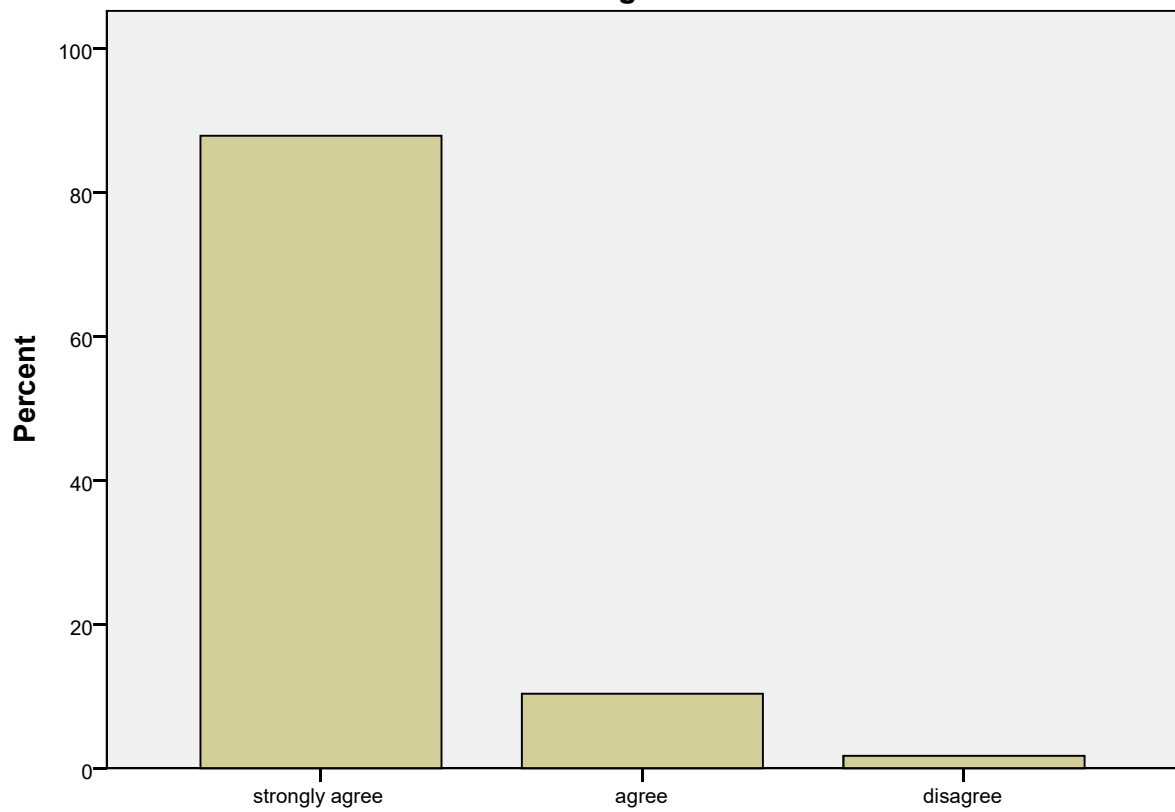
Comments - The use of sounds in teaching scenarios should integrate audio signals.

Comments - The use of sounds in teaching scenarios is currently running well



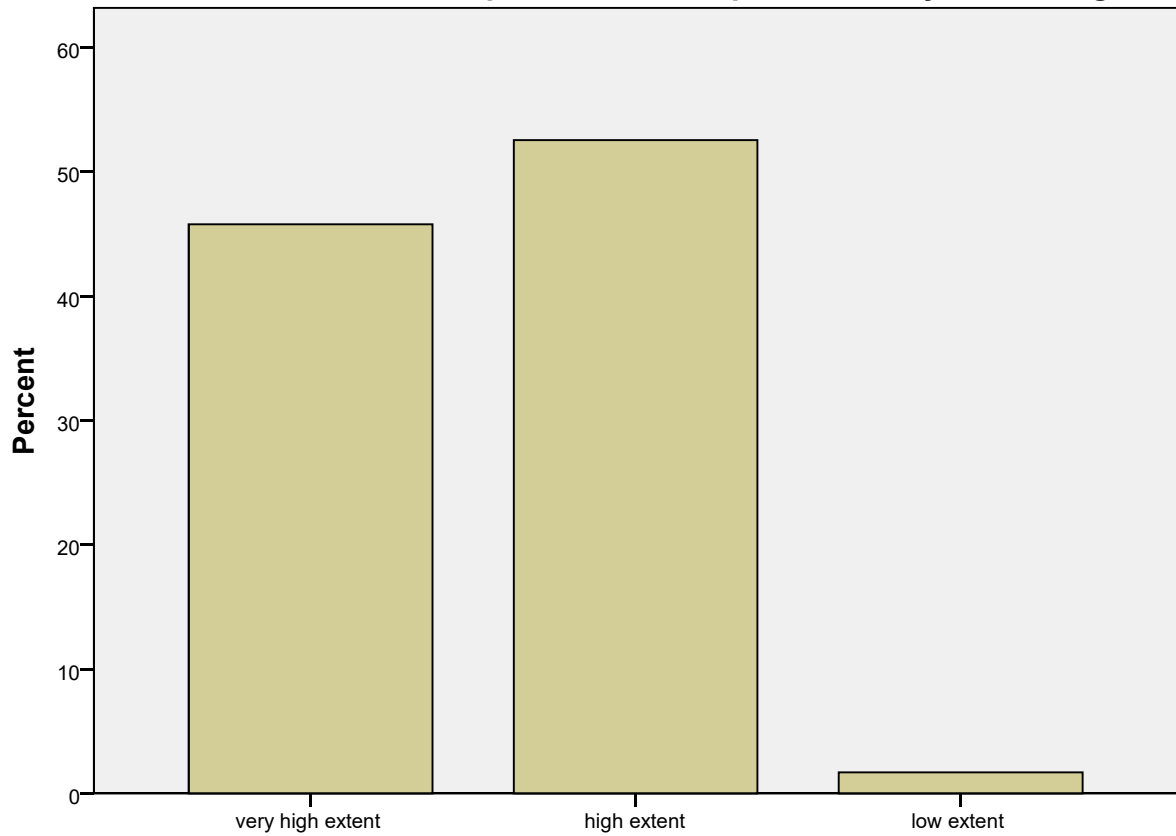
Comments - The use of sounds in teaching scenarios is currently running well

Comments - The use of sounds in teaching scenarios will increase in the future.



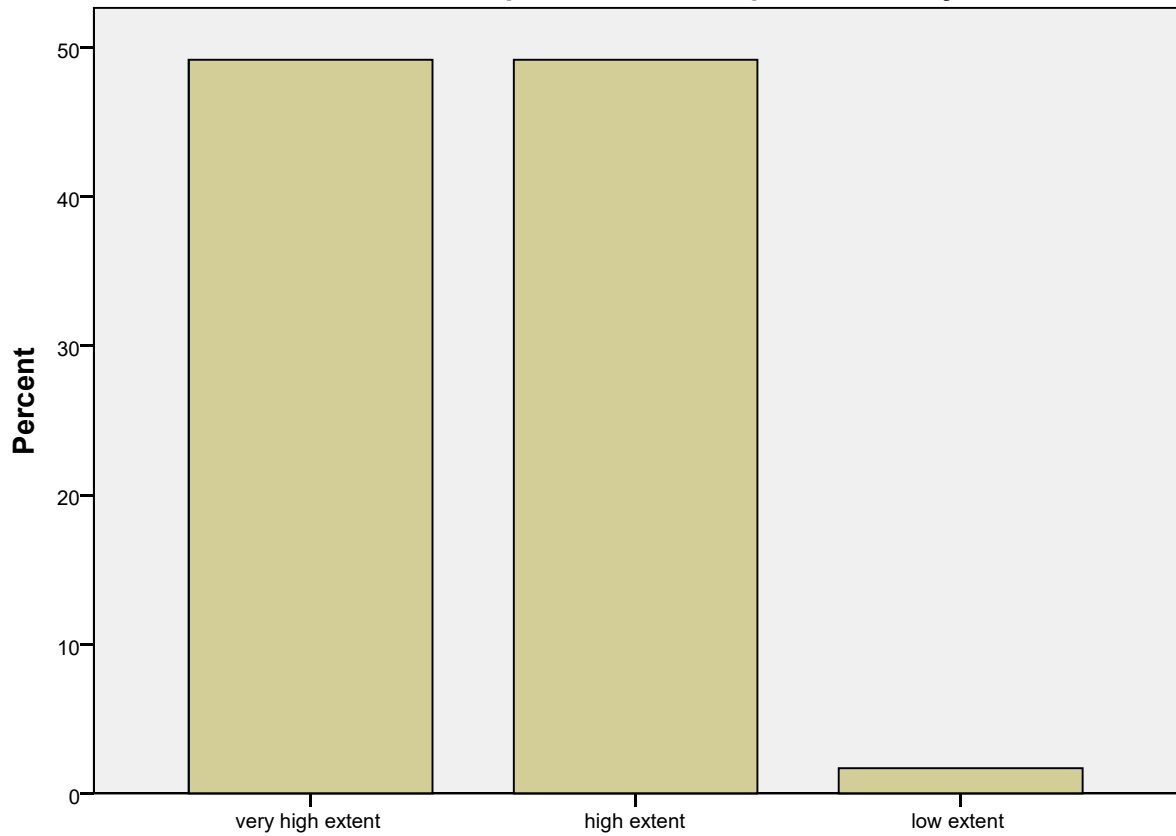
Comments - The use of sounds in teaching scenarios will increase in the future.

To what extent can sounds improve the development of... my knowledge



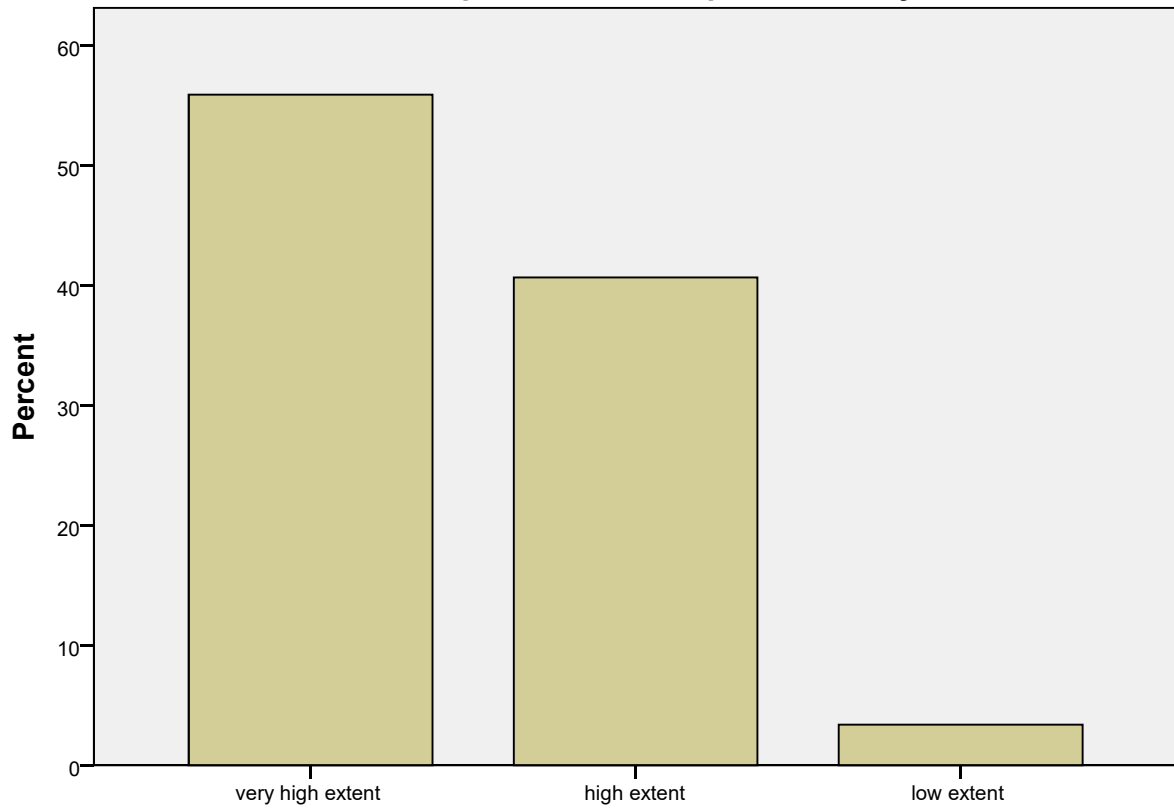
To what extent can sounds improve the development of... my knowledge

To what extent can sounds improve the development of... my education



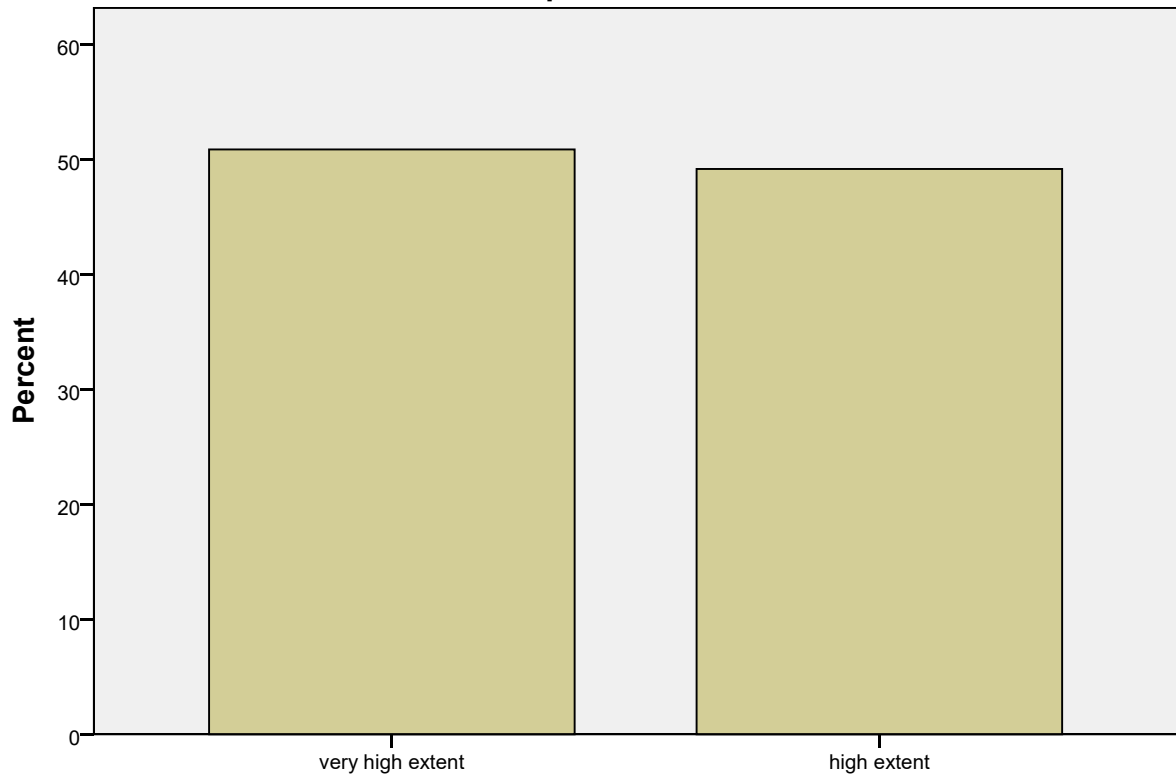
To what extent can sounds improve the development of... my education

To what extent can sounds improve the development of... my self-confidence



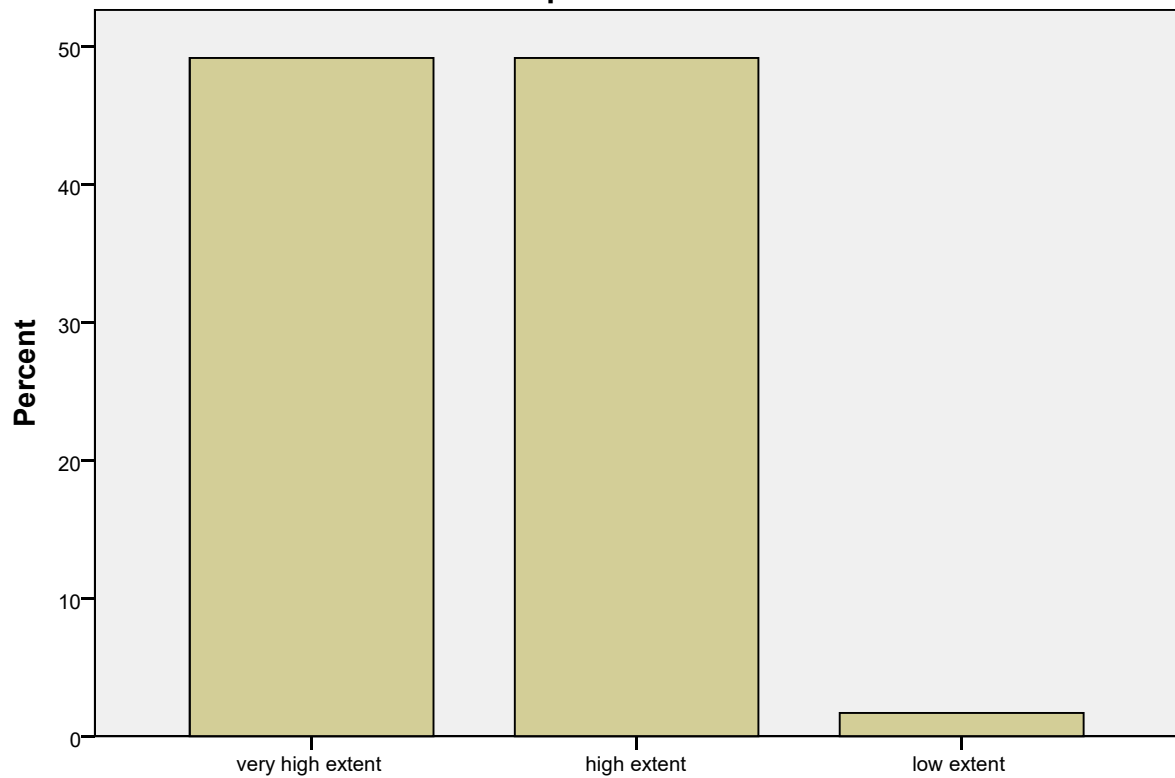
To what extent can sounds improve the development of... my self-confidence

To what extent can sounds improve the development of... my social competencies



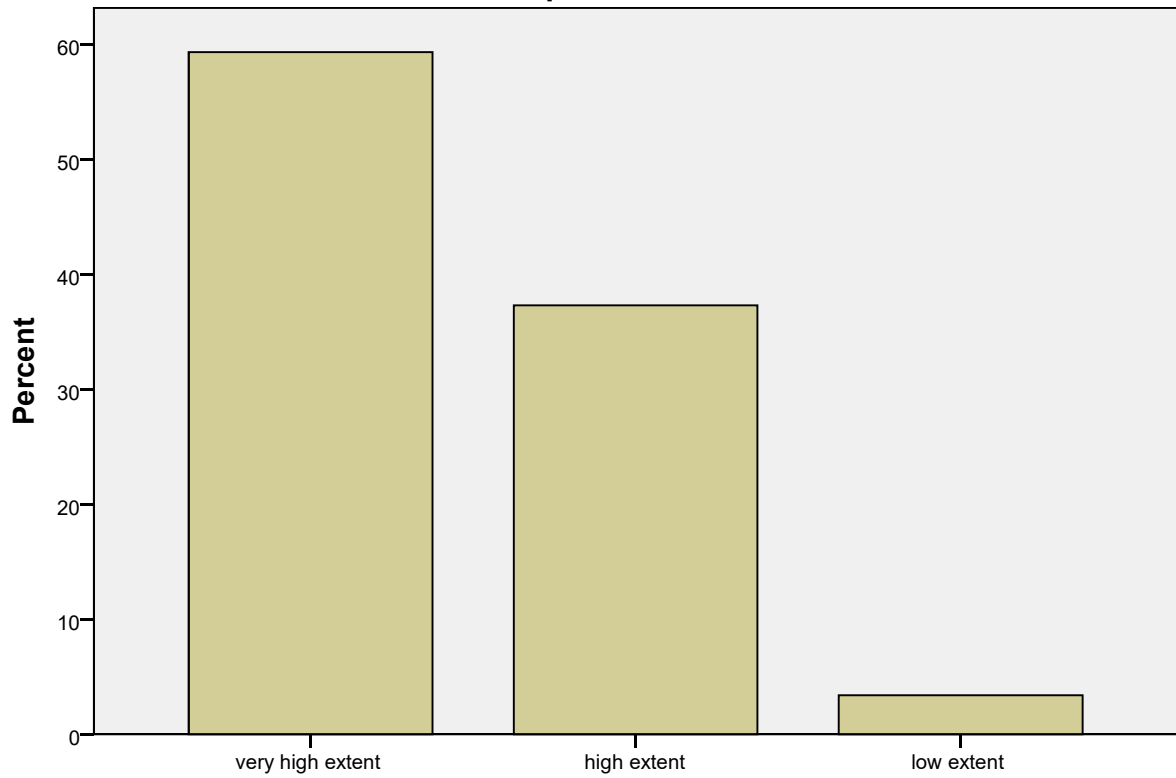
To what extent can sounds improve the development of... my social competencies

To what extent can sounds improve the development of... my reflective competencies



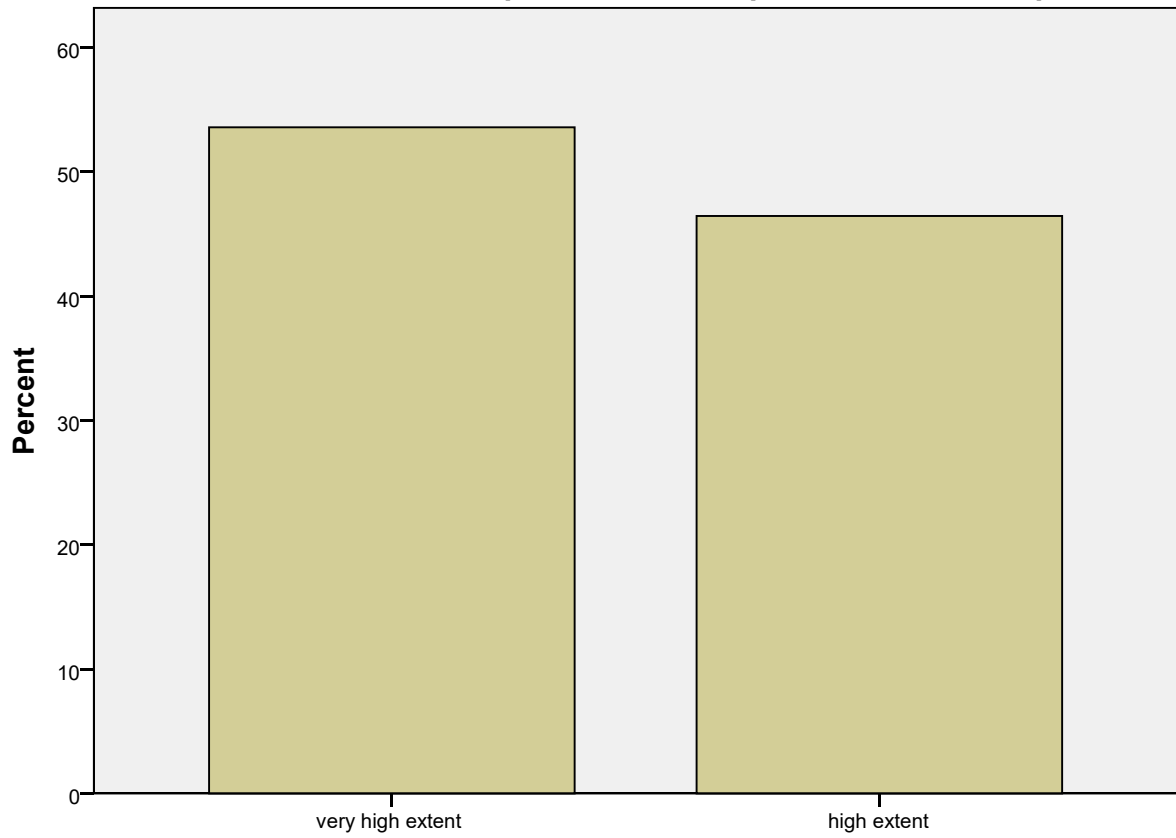
To what extent can sounds improve the development of... my reflective competencies

To what extent can sounds improve the development of... my media competencies

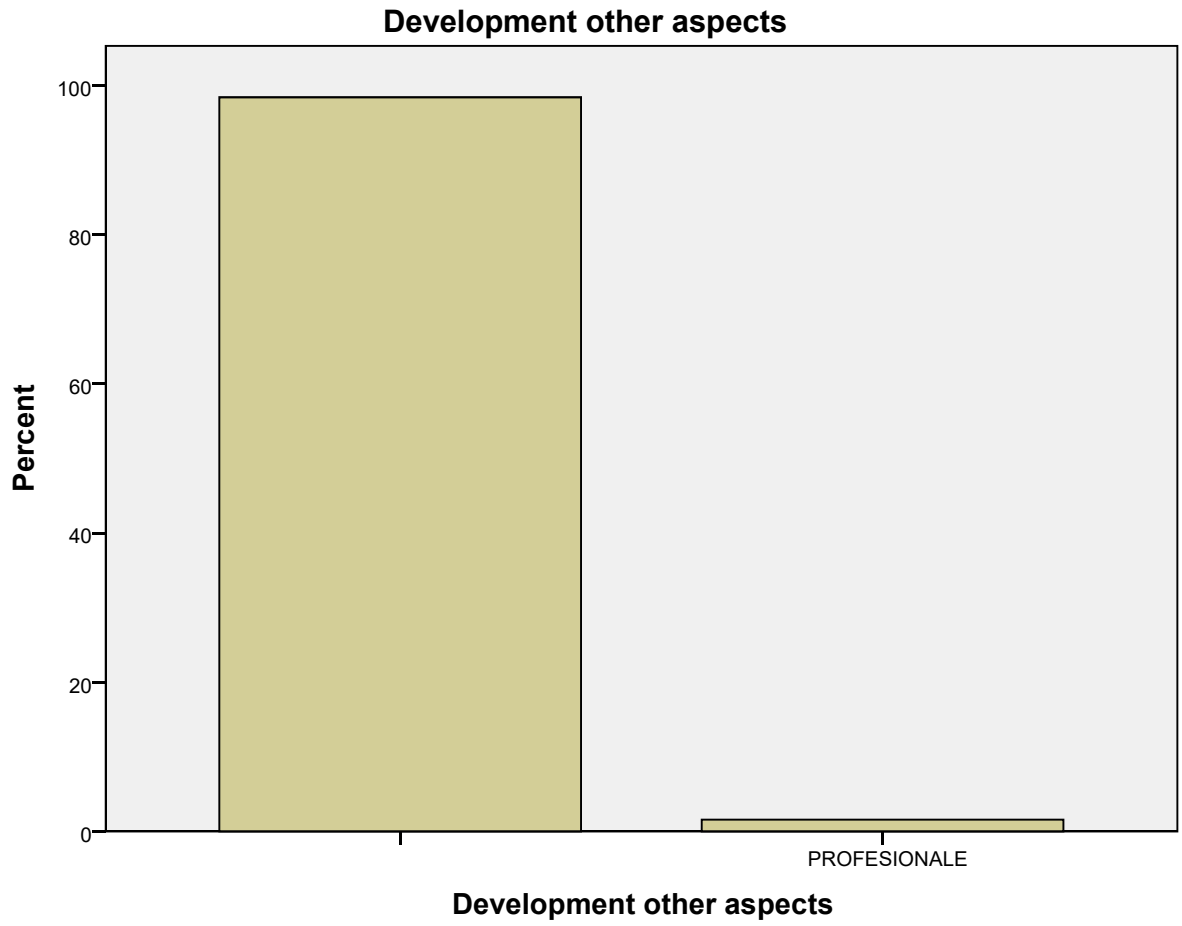


To what extent can sounds improve the development of... my media competencies

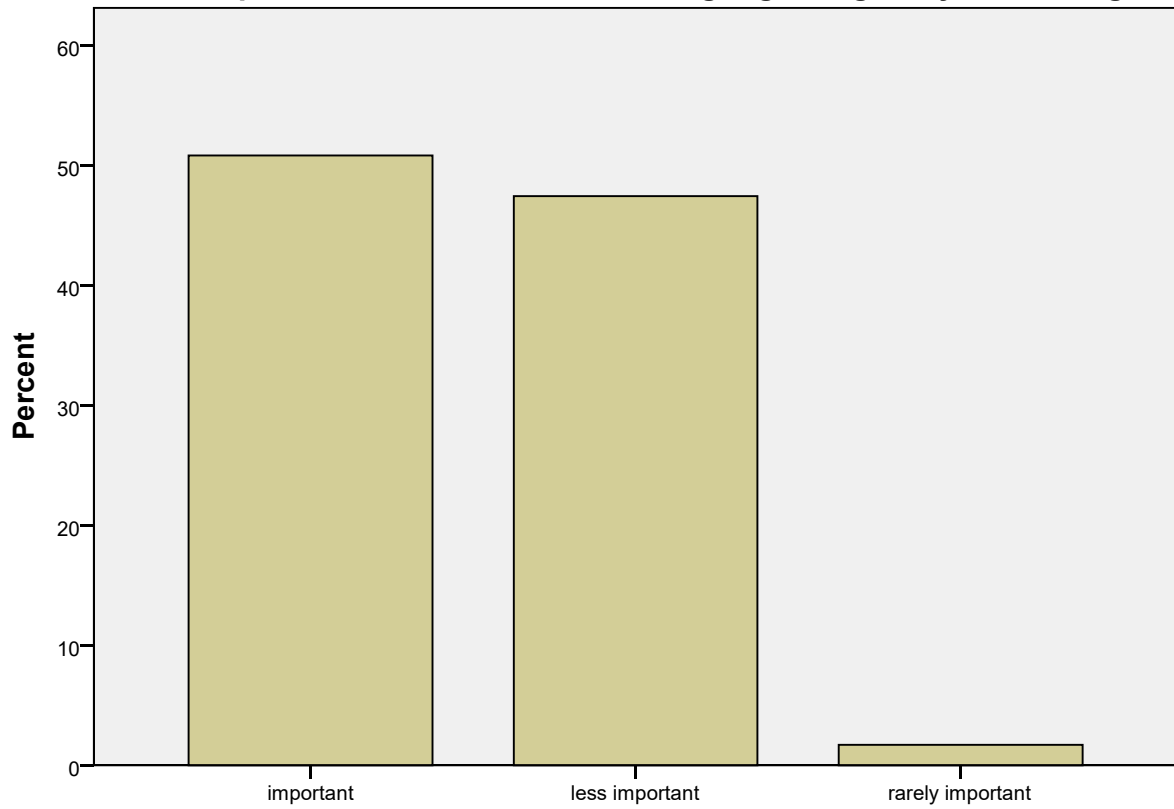
To what extent can sounds improve the development of... other aspects



To what extent can sounds improve the development of... other aspects

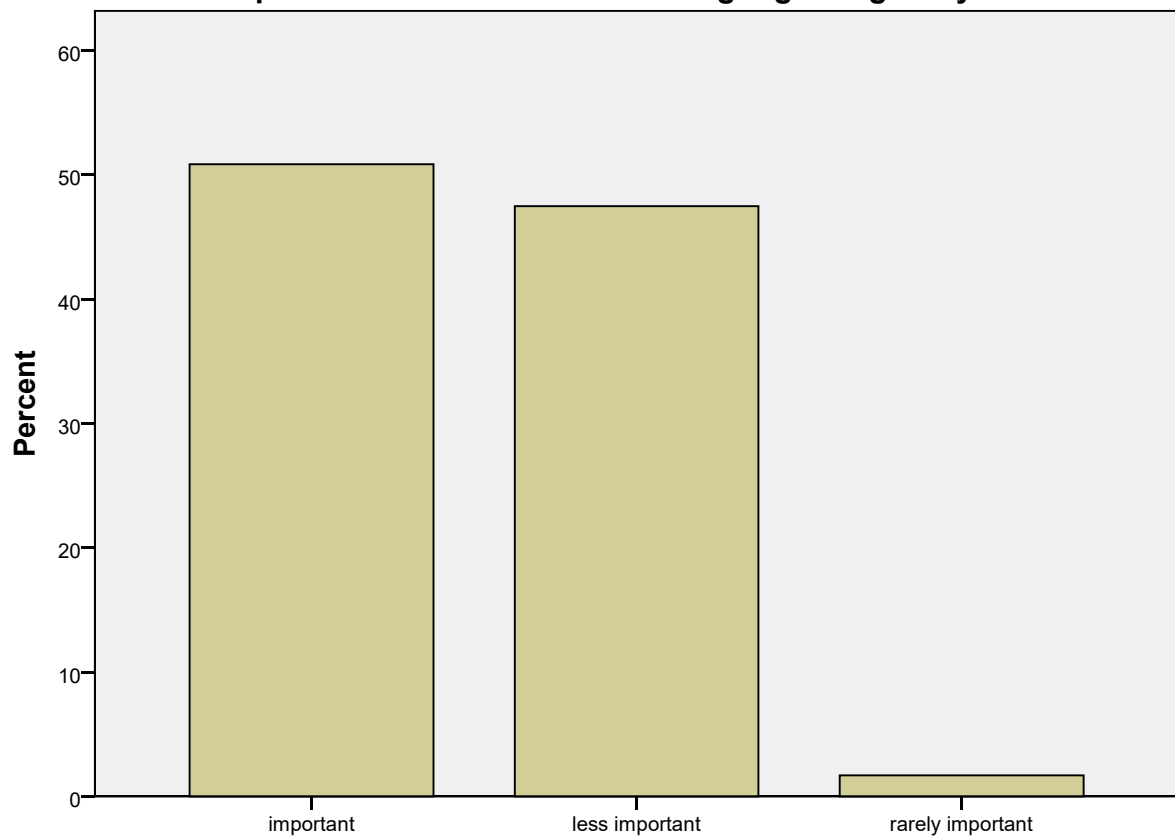


What is the importance of sounds in eLearning regarding... my knoweledge



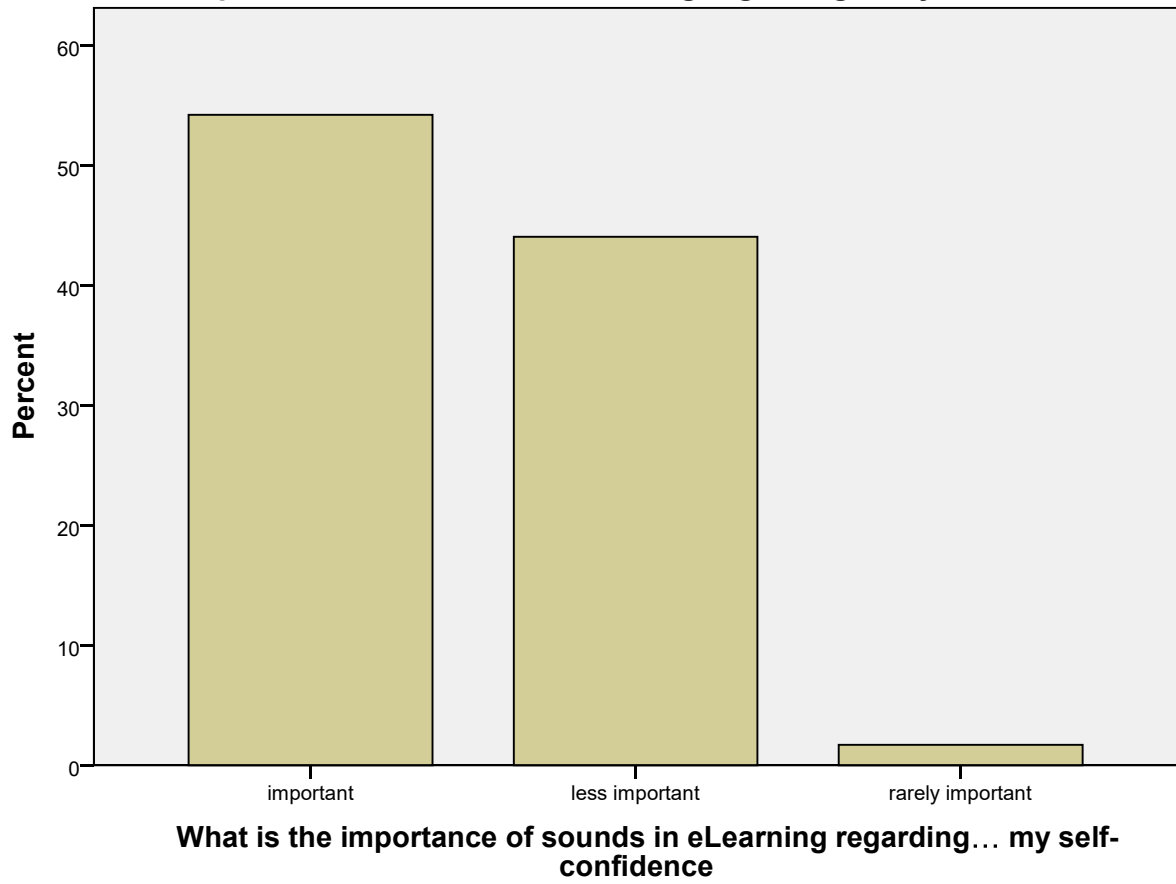
What is the importance of sounds in eLearning regarding... my knoweledge

What is the importance of sounds in eLearning regarding... my education

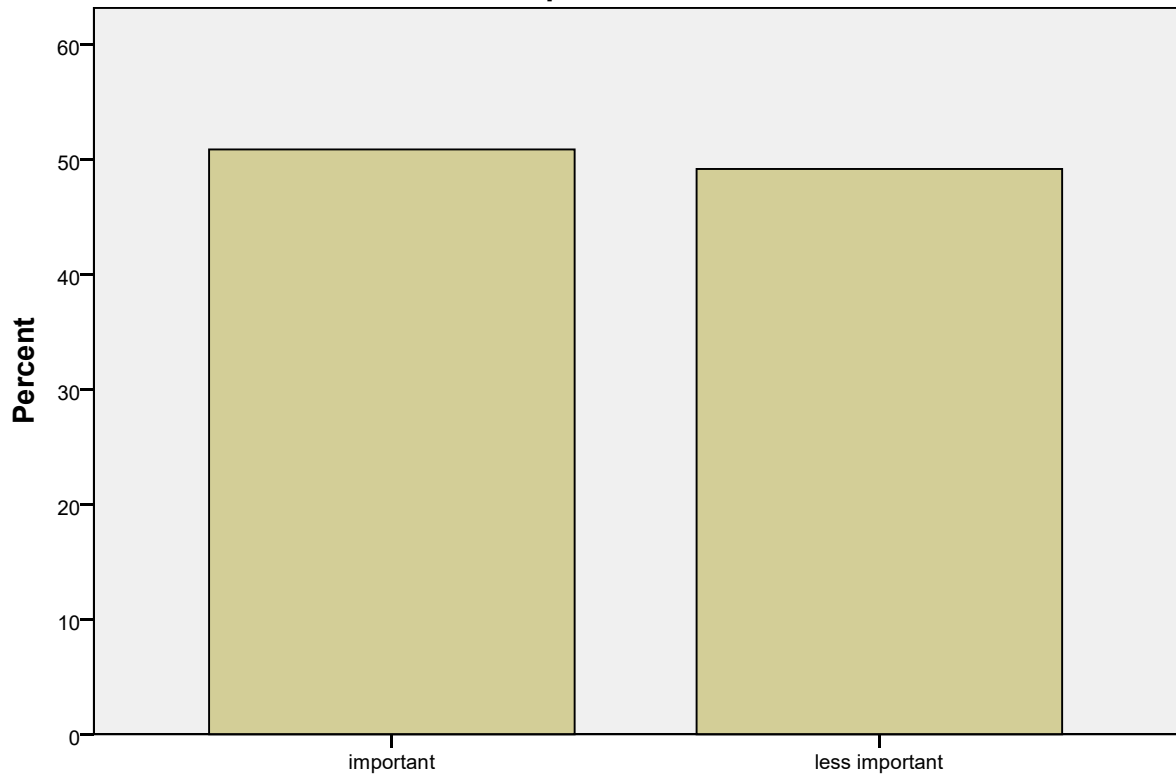


What is the importance of sounds in eLearning regarding... my education

What is the importance of sounds in eLearning regarding... my self-confidence

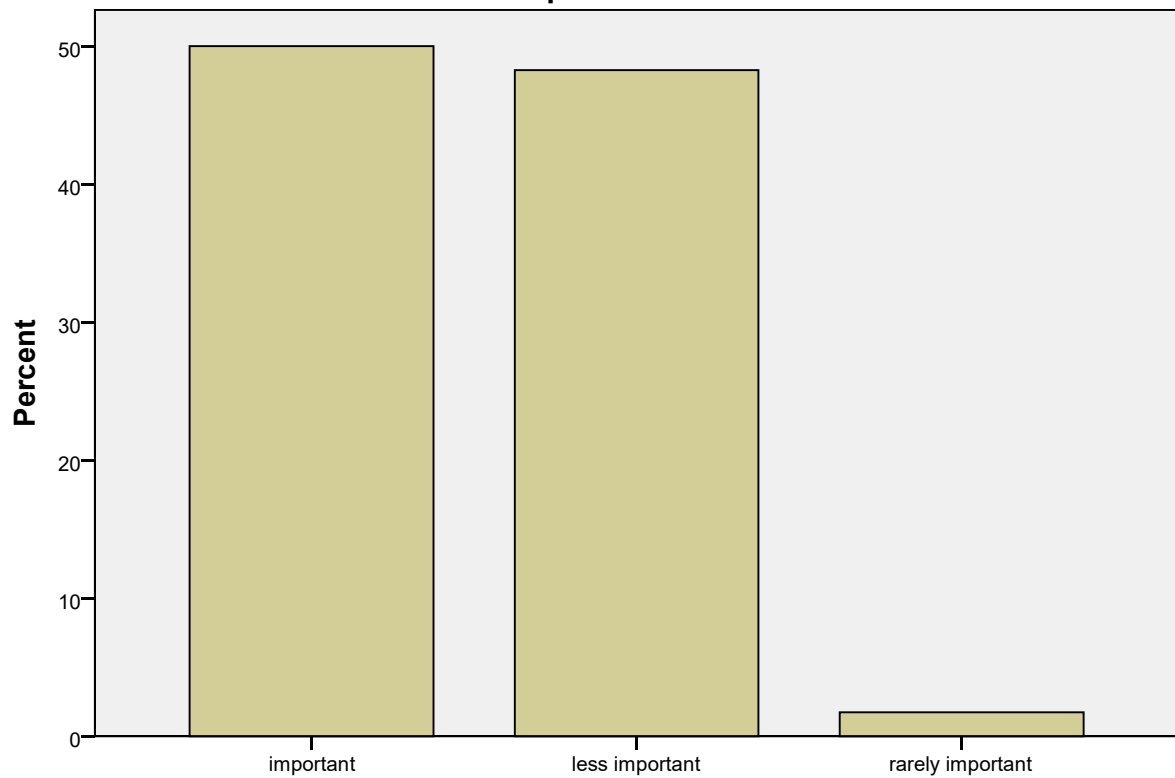


What is the importance of sounds in eLearning regarding... my social competencies



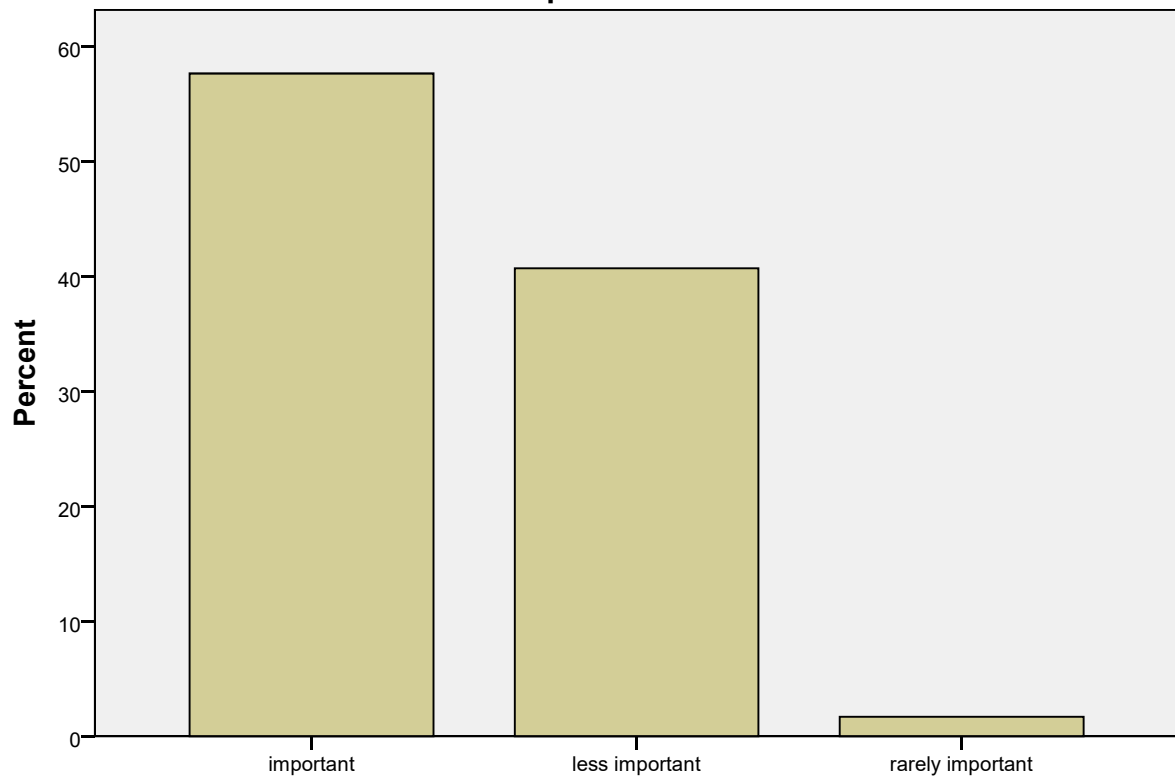
What is the importance of sounds in eLearning regarding... my social competencies

What is the importance of sounds in eLearning regarding... my reflective competencies



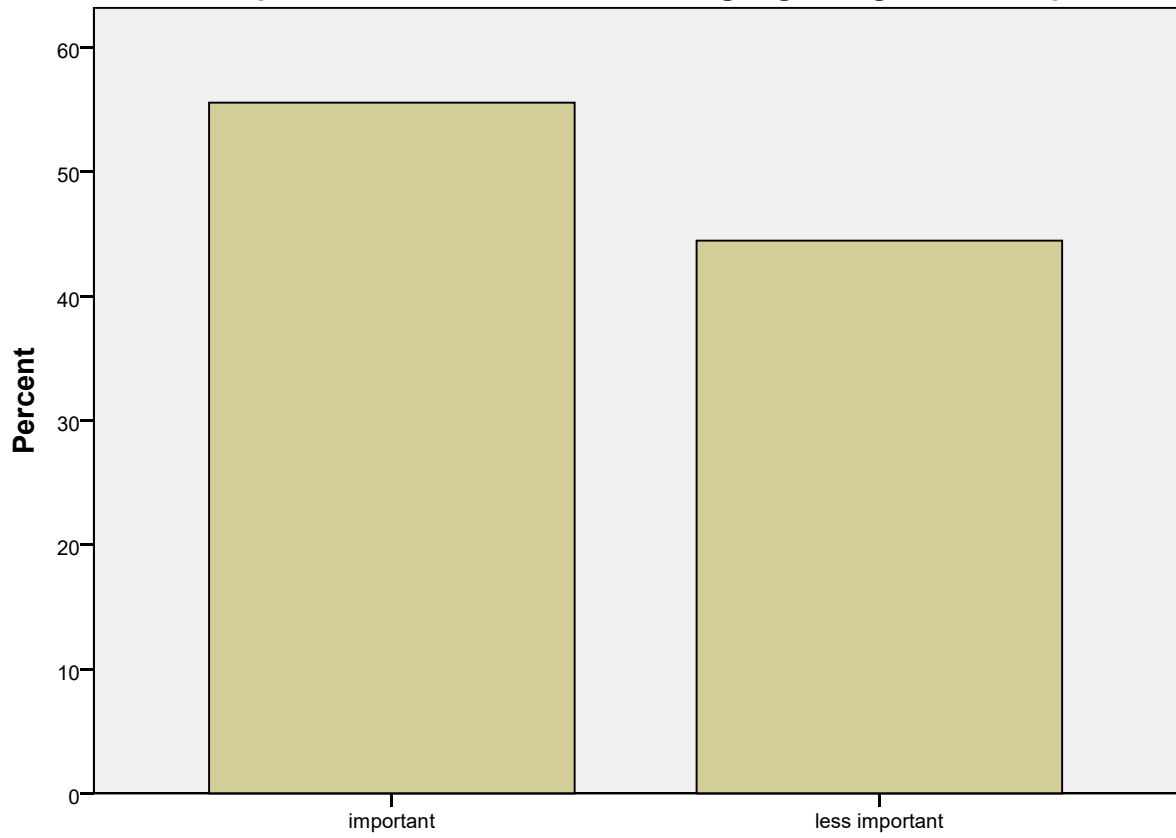
What is the importance of sounds in eLearning regarding... my reflective competencies

What is the importance of sounds in eLearning regarding... my media competencies

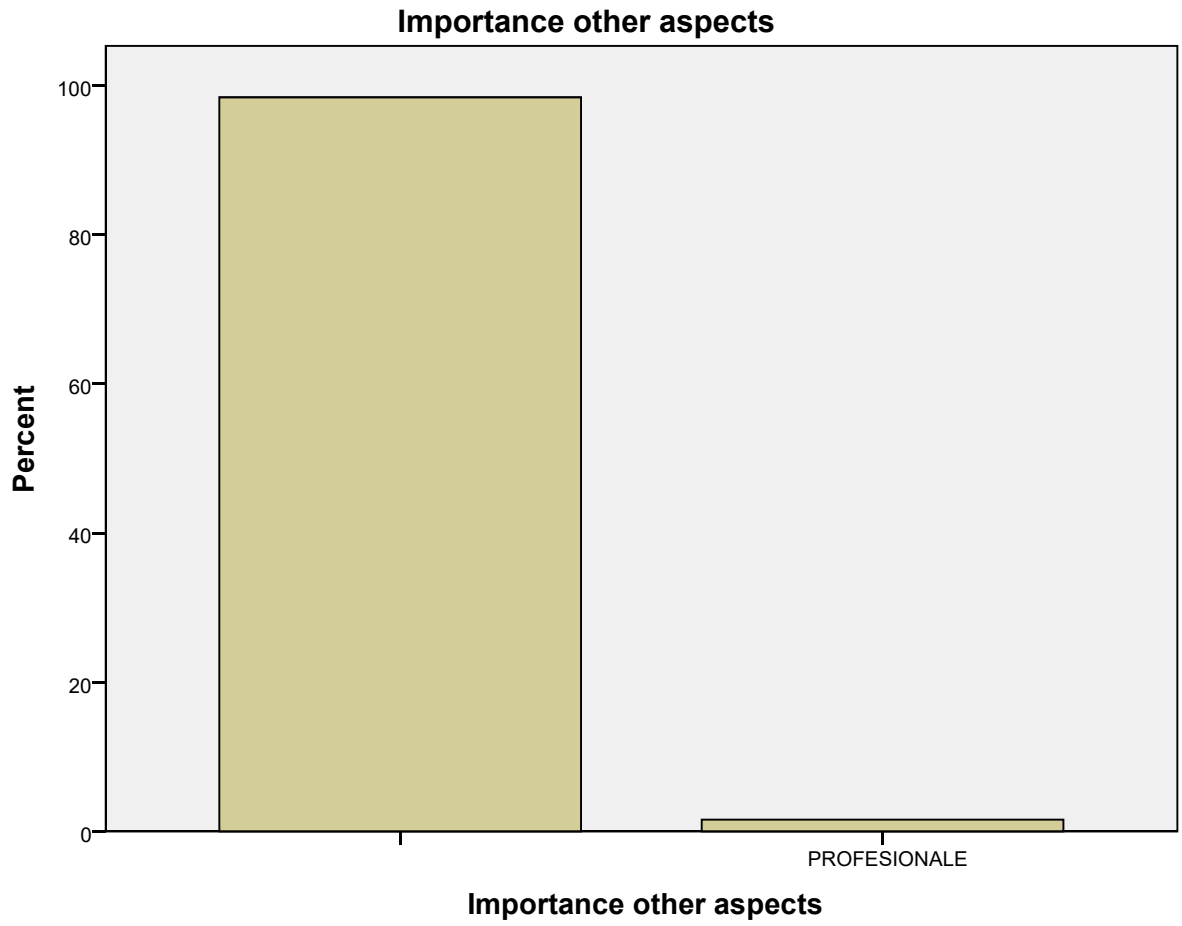


What is the importance of sounds in eLearning regarding... my media competencies

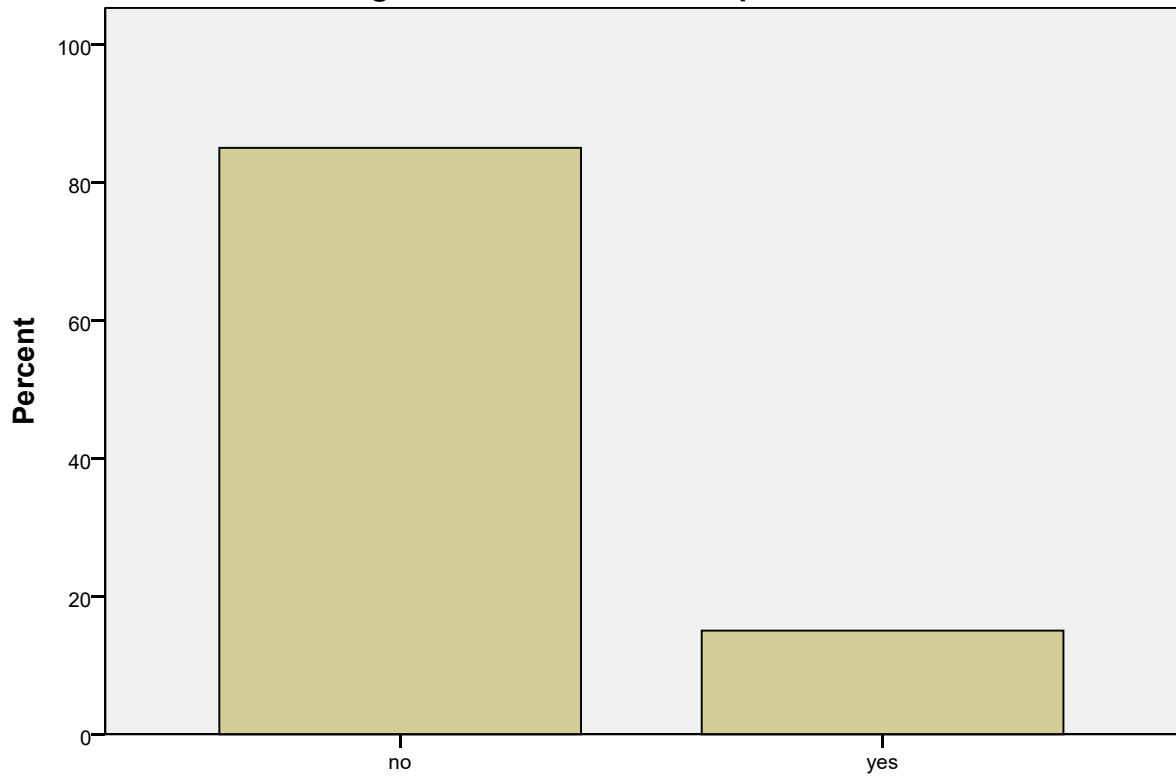
What is the importance of sounds in eLearning regarding... other aspects



What is the importance of sounds in eLearning regarding... other aspects

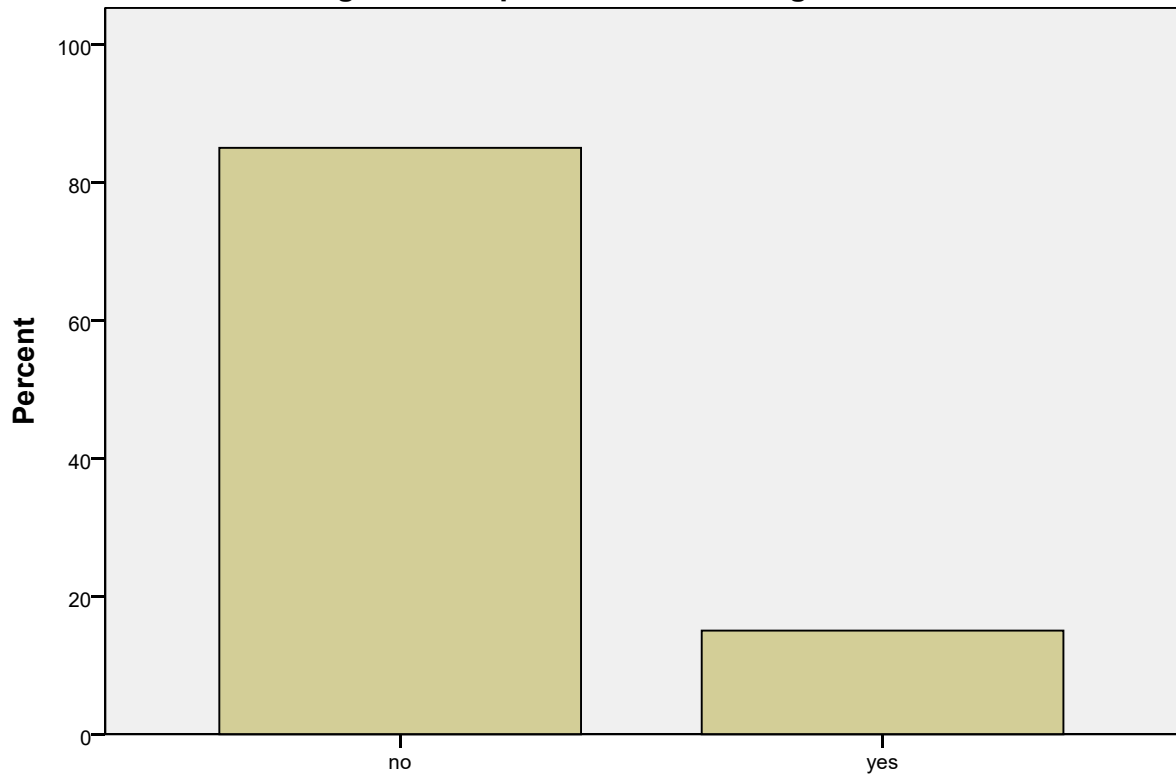


Challenges: Where do you need help or support concerning sounds in eLearning? - identification of adequate sounds



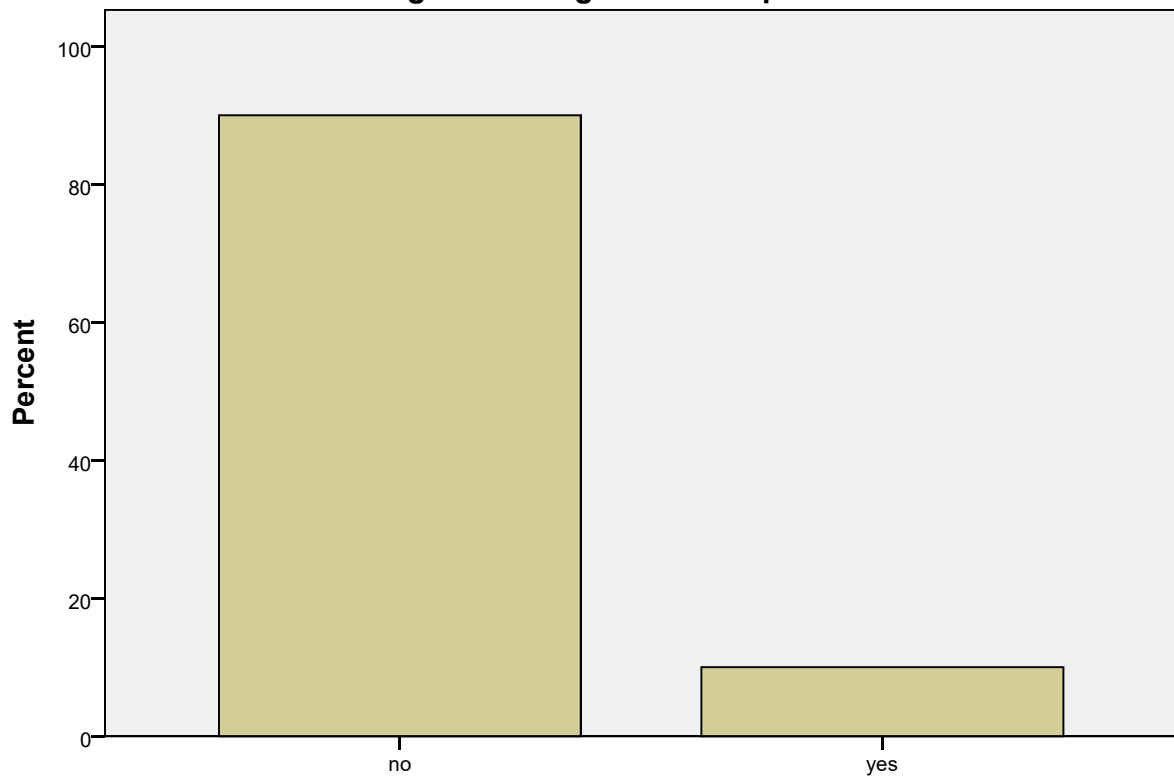
Challenges: Where do you need help or support concerning sounds in eLearning? - identification of adequate sounds

Challenges: Where do you need help or support concerning sounds in eLearning? - development and recording of sounds



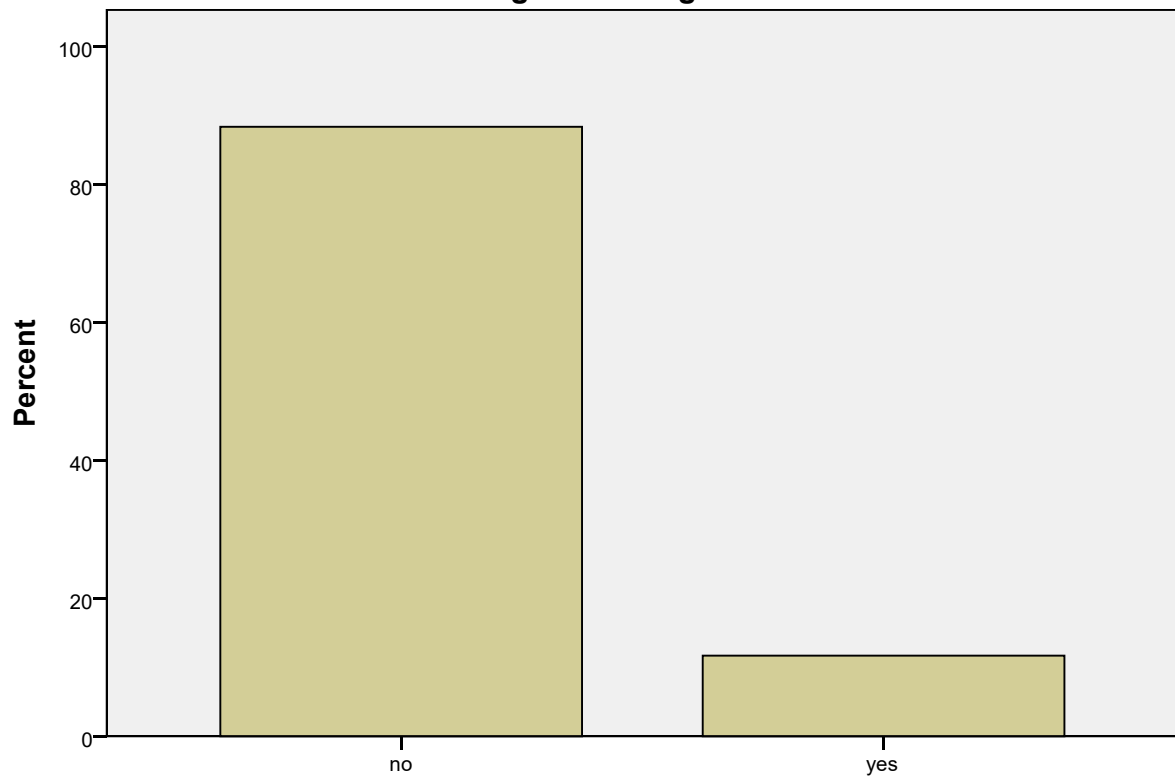
Challenges: Where do you need help or support concerning sounds in eLearning? - development and recording of sounds

Challenges: Where do you need help or support concerning sounds in eLearning? - creating narration / podcasts



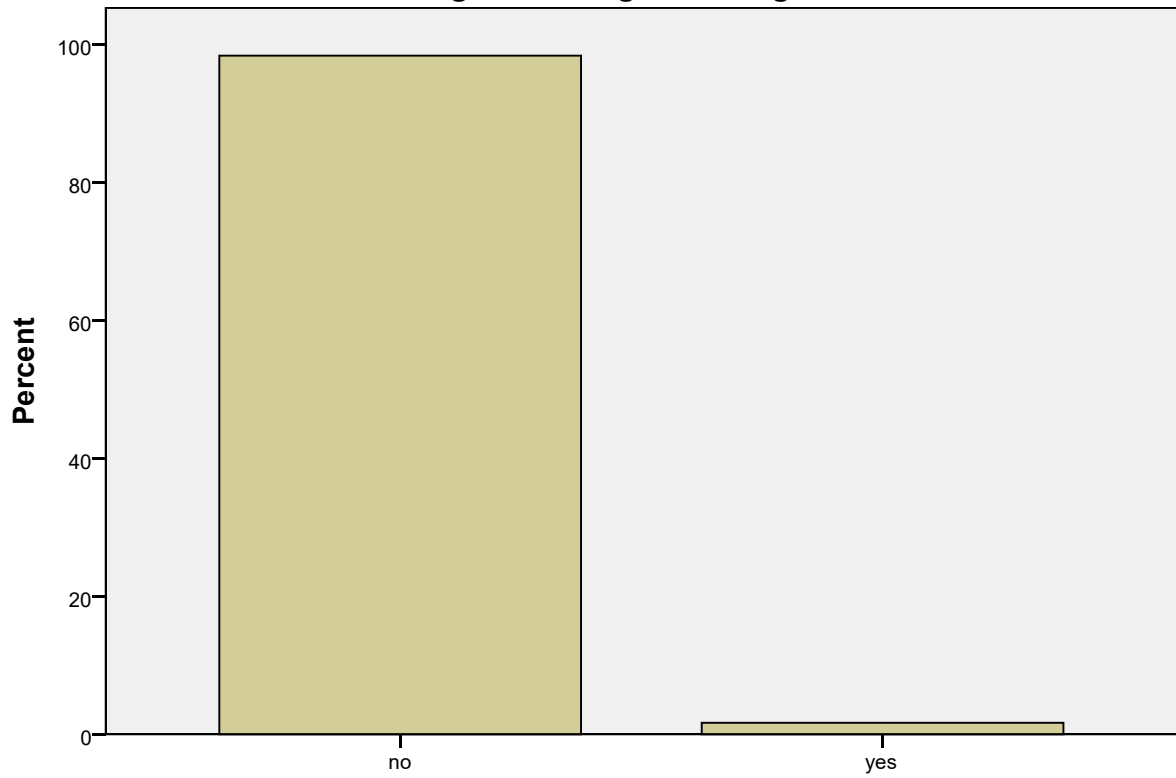
Challenges: Where do you need help or support concerning sounds in eLearning? - creating narration / podcasts

Challenges: Where do you need help or support concerning sounds in eLearning? - creating music



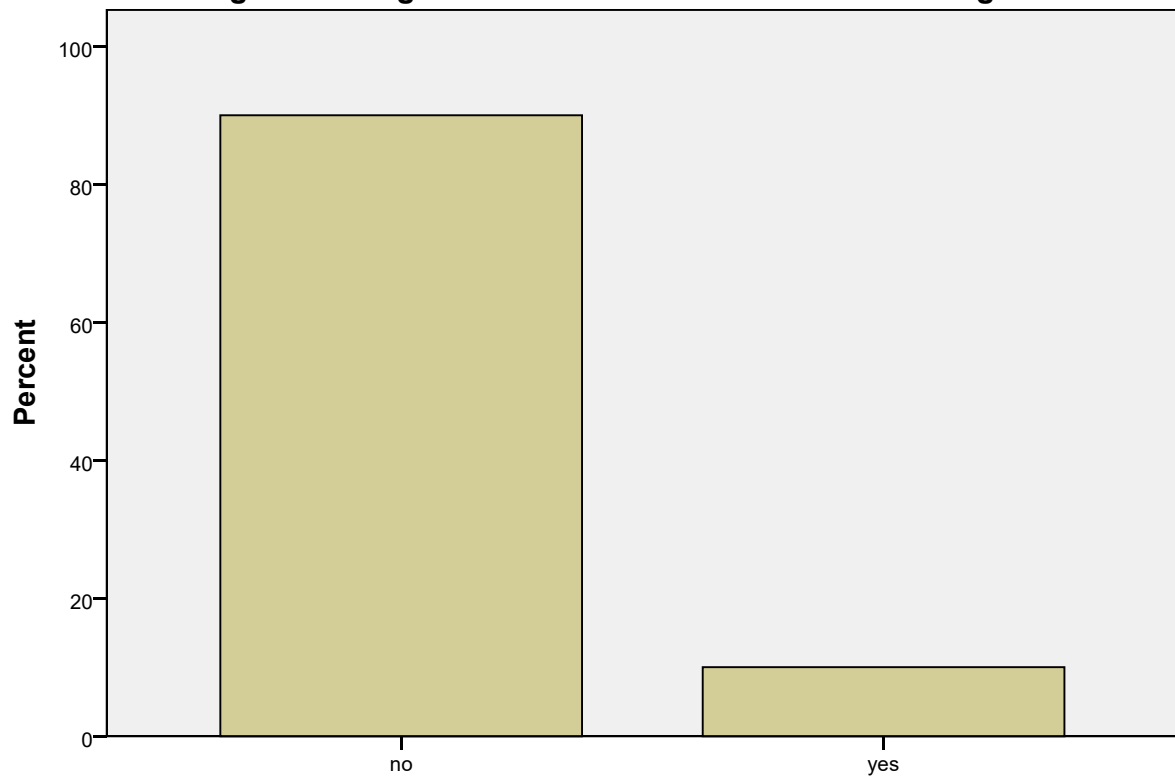
Challenges: Where do you need help or support concerning sounds in eLearning? - creating music

Challenges: Where do you need help or support concerning sounds in eLearning? - creating sound signals



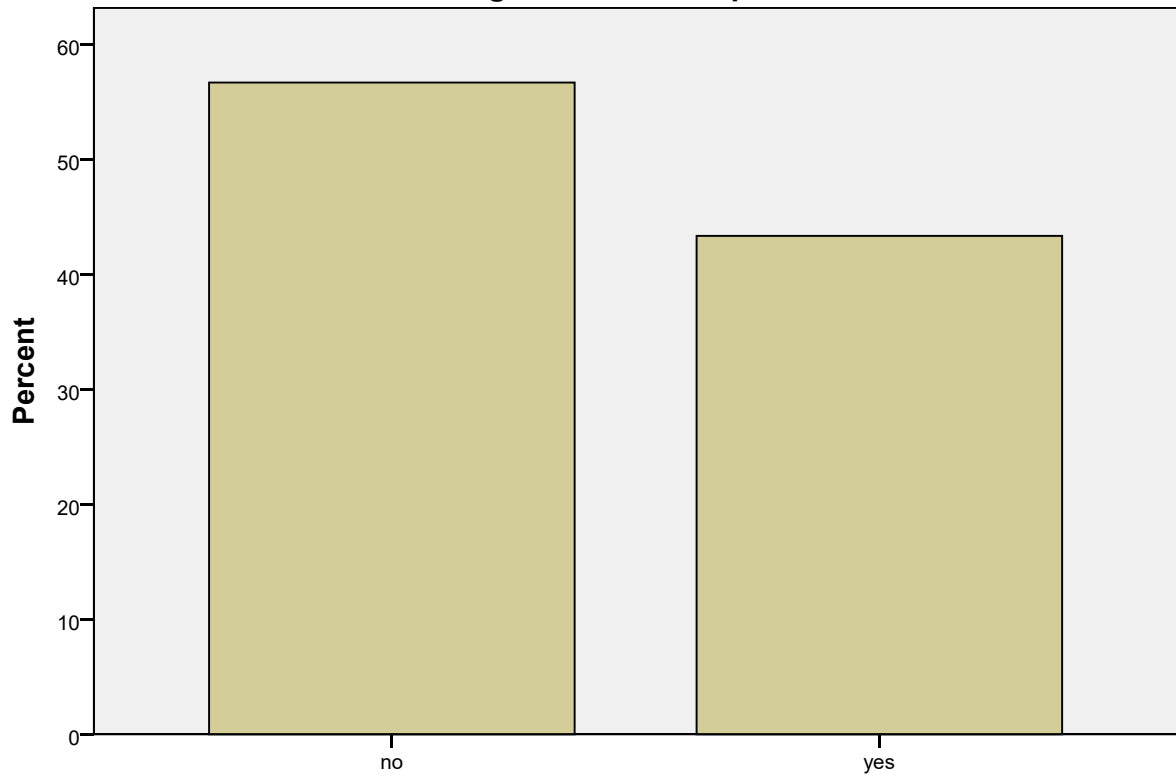
Challenges: Where do you need help or support concerning sounds in eLearning? - creating sound signals

Challenges: Where do you need help or support concerning sounds in eLearning? - creating didactical scenarios with sound integration



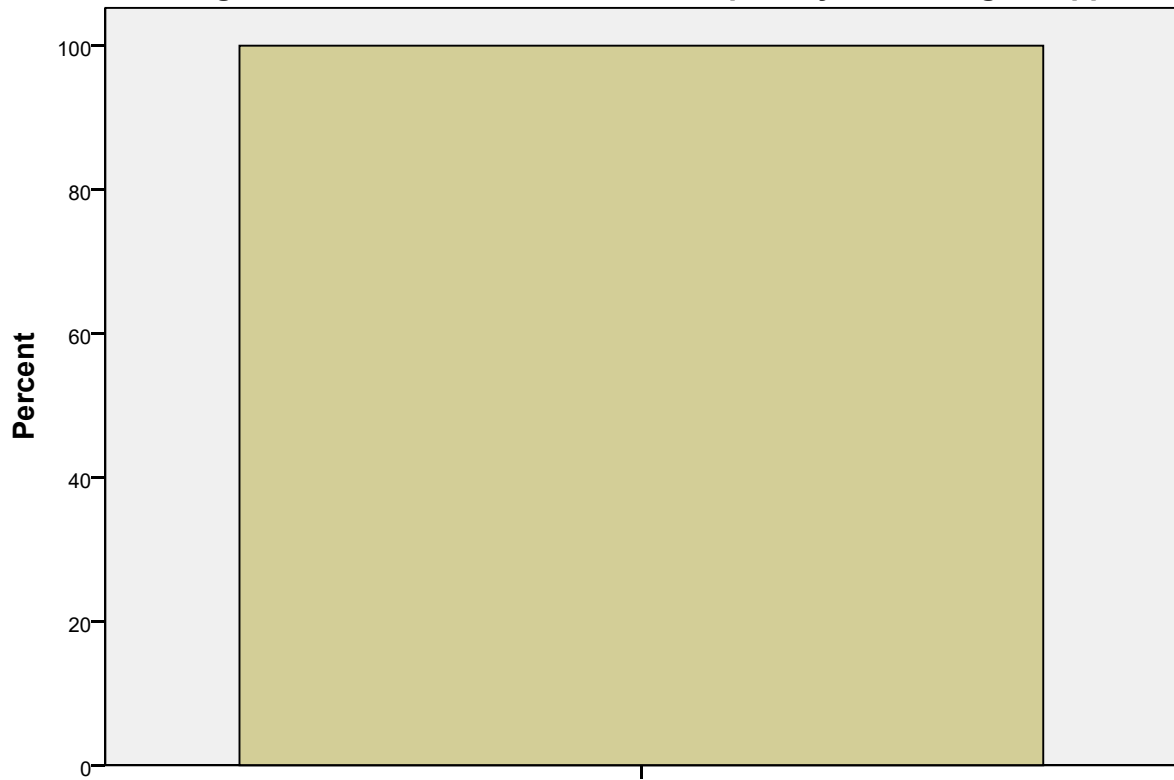
Challenges: Where do you need help or support concerning sounds in eLearning? - creating didactical scenarios with sound integration

Challenges: Where do you need help or support concerning sounds in eLearning? - technical aspects



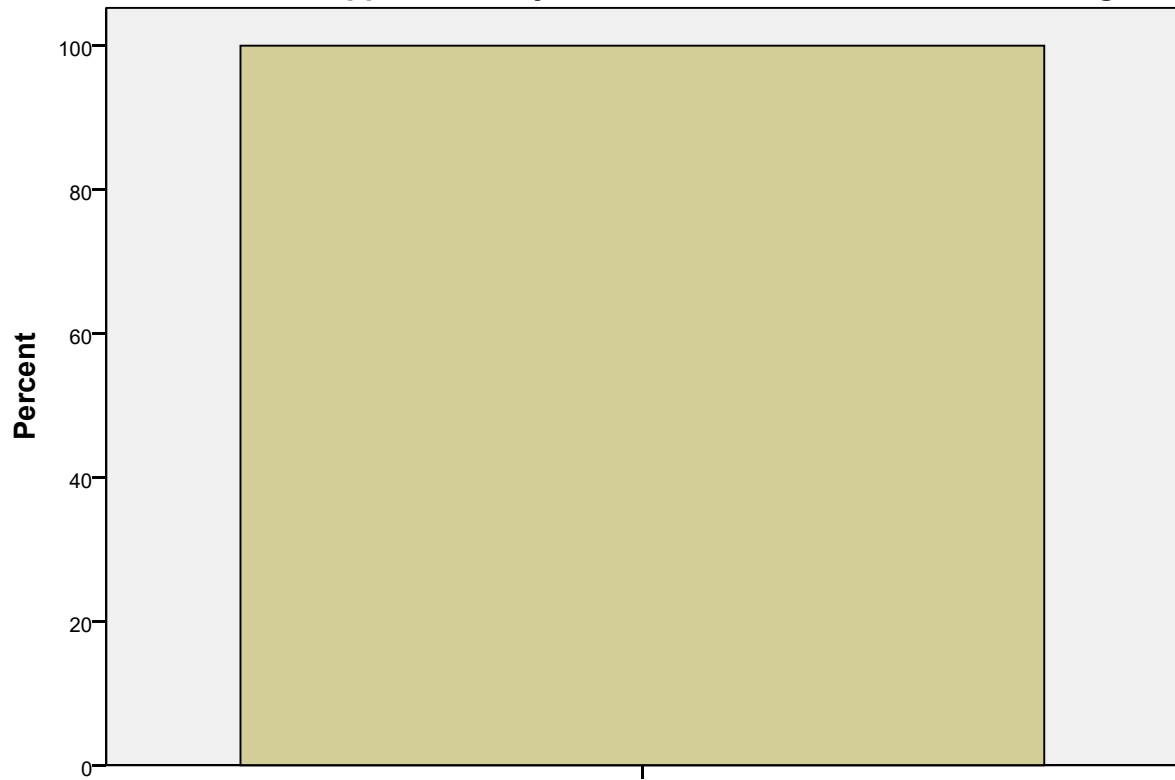
Challenges: Where do you need help or support concerning sounds in eLearning? - technical aspects

Other Challenges. Please write in which other aspects you like to get support:



Other Challenges. Please write in which other aspects you like to get support:

Write down which opportunities you have to use of sounds in eLearning.



Write down which opportunities you have to use of sounds in eLearning.