

Frequencies Learners Czech Republic - SEEL Survey

Statistics

	N		Mean	Median	Std. Deviation	Variance	Minimum	Maximum
	Valid	Missing						
Importance -	151	0	76,00	76,00	43,734	1912,667	1	151
Country	151	0	1,00	1,00	,000	,000	1	1
Code	151	0						
Gender - I am	151	0	6,74	2,00	21,899	479,580	1	99
Age	144	7	16,99	16,00	5,578	31,119	13	55
Opinion about eLearning - eLearning is important	141	10	2,77	3,00	,859	,738	1	4
Opinion about eLearning - eLearning has to be supported by teachers.	140	11	2,74	3,00	,851	,725	1	4
Opinion about eLearning - eLearning should be encouraged by teachers.	140	11	2,95	3,00	,851	,724	1	4
Opinion about eLearning - eLearning has to be provided at schools.	140	11	2,89	3,00	,890	,793	1	4
Opinion about eLearning - eLearning should be fostered by political decision makers	140	11	2,44	2,00	,931	,867	1	4
Opinion about eLearning - eLearning is becoming more important in the future.	140	11	2,86	3,00	,867	,751	1	4
Opinion about eLearning - eLearning has to be provided online without additional courses or lectures.	140	11	2,64	3,00	,960	,922	1	4
Opinion about eLearning - eLearning should be provided in a blended learning scenario (face-to-face courses with additional online units)	140	11	2,61	3,00	,895	,801	1	4
Opinion about eLearning - My school encourages instructors to use eLearning.	141	10	2,53	2,00	,938	,879	1	4
Do you already have experiences with eLearning?	151	0	11,80	2,00	30,123	907,400	1	99
Importance - Networking / communication infrastructure	140	11	1,87	2,00	,880	,775	1	4
Importance - Smart classrooms / classroom modifications	140	11	1,77	2,00	,808	,652	1	4
Importance - Computer-based instructional tools	140	11	2,16	2,00	,934	,872	1	4
Importance - Web-based instructional tools	140	11	2,20	2,00	1,005	1,010	1	4
Importance - Hardware support in the classroom	139	12	1,83	2,00	,970	,941	1	4

Statistics

	N		Mean	Median	Std. Deviation	Variance	Minimum	Maximum
	Valid	Missing						
Importance - Web-based instructional tools	139	12	2,16	2,00	,927	,859	1	4
Importance - Audio Equipment	140	11	1,73	2,00	,855	,732	1	4
Importance - Video Equipment	140	11	1,79	2,00	,925	,856	1	4
Importance - PC Room (for teachers and learners)	140	11	2,24	2,00	,913	,833	1	4
Importance - Learning platform	0	151						
Importance - Online community tools	137	14	2,41	2,00	,974	,949	1	4
Importance - Online teaching and learning material	138	13	2,07	2,00	,968	,937	1	4
Importance - Online tests	139	12	2,07	2,00	1,005	1,009	1	4
Importance - In-class support / mentoring	140	11	2,33	2,00	,985	,970	1	4
Importance - Online tests	140	11	2,03	2,00	,981	,963	1	4
Importance - eLearning trainings for the learners	139	12	2,12	2,00	,944	,891	1	4
Importance - Teacher Trainings - eLearning trainings for the teachers	140	11	2,22	2,00	,982	,965	1	4
Do you have the following equipment at your school? - Networking / communication infrastructure	118	33	2,03	2,00	,886	,785	1	4
Do you have the following equipment at your school? - Smart classrooms / classroom modifications	118	33	2,14	2,00	,860	,740	1	4
Do you have the following equipment at your school? - Computer-based instructional tools	117	34	2,17	2,00	,823	,677	1	4
Do you have the following equipment at your school? - Web-based instructional tools	118	33	2,26	2,00	,871	,759	1	4
Do you have the following equipment at your school? - Hardware support in the classroom	118	33	2,20	2,00	,822	,676	1	4
Do you have the following equipment at your school? - Audio Equipment	118	33	2,00	2,00	,906	,821	1	4
Do you have the following equipment at your school? - Video Equipment	118	33	1,99	2,00	,910	,829	1	4

Statistics

	N		Mean	Median	Std. Deviation	Variance	Minimum	Maximum
	Valid	Missing						
Do you have the following equipment at your school? - PC Room (for teachers and learners)	118	33	1,99	2,00	,892	,795	1	4
Do you have the following equipment at your school? - Learning platform	118	33	2,31	2,00	,893	,798	1	4
Do you have the following equipment at your school? - Online community tools	118	33	2,47	3,00	,931	,867	1	4
Do you have the following equipment at your school? - Online teaching and learning material	118	33	2,31	2,00	,929	,863	1	4
Do you have the following equipment at your school? - Curriculum adaption for eLearning	118	33	2,42	3,00	,964	,929	1	4
Do you have the following equipment at your school? - Online tests	118	33	2,30	2,00	,981	,963	1	4
Do you have the following equipment at your school? - In-class support / mentoring	118	33	2,48	3,00	,931	,867	1	4
Do you have the following equipment at your school? - eLearning trainings for the learners	118	33	2,50	3,00	,922	,850	1	4
Do you have the following equipment at your school? - Teacher Trainings - eLearning trainings for the teachers	116	35	2,50	3,00	,991	,983	1	4
The use of sounds in teaching scenarios is... - important - unimportant	133	18	2,34	2,00	1,319	1,741	1	6
The use of sounds in teaching scenarios is... - helpful - not helpful	132	19	2,36	2,00	1,161	1,348	1	6
The use of sounds in teaching scenarios is... - easy - difficult	132	19	2,67	3,00	1,189	1,415	1	6
The use of sounds in teaching scenarios is... - motivating - not motivating	129	22	2,57	3,00	1,334	1,779	1	6
The use of sounds in teaching scenarios is... - stimulating - boring	132	19	2,67	3,00	1,264	1,598	1	6
The use of sounds in teaching scenarios is... - activating - not activating	133	18	2,65	3,00	1,315	1,730	1	6
The use of sounds in teaching scenarios is... - time-consuming - not time-consuming	132	19	3,77	4,00	1,347	1,815	1	6

Statistics

	N		Mean	Median	Std. Deviation	Variance	Minimum	Maximum
	Valid	Missing						
The use of sounds in teaching scenarios is... - inspiring - uninspiring	132	19	2,63	3,00	1,168	1,365	1	5
The use of sounds in teaching scenarios is... - relaxing - not relaxing	132	19	2,59	2,50	1,229	1,511	1	6
The use of sounds in teaching scenarios is... - communicative - not communicative	132	19	2,85	3,00	1,401	1,962	1	6
Comments - The use of sounds in teaching scenarios should integrate narrative audios.	132	19	1,81	2,00	,848	,720	1	4
Comments - The use of sounds in teaching scenarios should integrate music.	132	19	2,07	2,00	,858	,736	1	4
Comments - The use of sounds in teaching scenarios should integrate audio signals.	132	19	2,17	2,00	,918	,842	1	4
Comments - The use of sounds in teaching scenarios is currently running well	132	19	2,42	2,00	1,027	1,055	1	4
Comments - The use of sounds in teaching scenarios will increase in the future.	132	19	1,98	2,00	,847	,717	1	4
To what extent can sounds improve the development of... my knowledge	132	19	2,08	2,00	,844	,712	1	4
To what extent can sounds improve the development of... my education	132	19	2,24	2,00	,802	,643	1	4
To what extent can sounds improve the development of... my self-confidence	132	19	2,33	2,00	,826	,682	1	4
To what extent can sounds improve the development of... my social competencies	132	19	2,32	2,00	,902	,814	1	4
To what extent can sounds improve the development of... my reflective competencies	132	19	2,28	2,00	,823	,677	1	4
To what extent can sounds improve the development of... my media competencies	132	19	2,18	2,00	,854	,730	1	4
To what extent can sounds improve the development of... other aspects	111	40	2,63	3,00	1,111	1,235	1	4

Statistics

	N		Mean	Median	Std. Deviation	Variance	Minimum	Maximum
	Valid	Missing						
Development other Aspects	151	0						
What is the importance of sounds in eLearning regarding... my knoweledge	133	18	2,09	2,00	,933	,871	1	4
What is the importance of sounds in eLearning regarding... my education	133	18	2,18	2,00	,860	,740	1	4
What is the importance of sounds in eLearning regarding... my self-confidence	133	18	2,28	2,00	,865	,748	1	4
What is the importance of sounds in eLearning regarding... my social competencies	133	18	2,32	2,00	,899	,809	1	4
What is the importance of sounds in eLearning regarding... my reflective competencies	132	19	2,28	2,00	,868	,753	1	4
What is the importance of sounds in eLearning regarding... my media competencies	132	19	2,32	2,00	,983	,967	1	4
What is the importance of sounds in eLearning regarding... other aspects	110	41	2,62	3,00	1,109	1,229	1	4
Importance other aspects	151	0						

Frequency Table

Importance -

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	1	,7	,7	,7
2	1	,7	,7	1,3
3	1	,7	,7	2,0
4	1	,7	,7	2,6
5	1	,7	,7	3,3
6	1	,7	,7	4,0
7	1	,7	,7	4,6
8	1	,7	,7	5,3
9	1	,7	,7	6,0
10	1	,7	,7	6,6
11	1	,7	,7	7,3
12	1	,7	,7	7,9
13	1	,7	,7	8,6
14	1	,7	,7	9,3
15	1	,7	,7	9,9
16	1	,7	,7	10,6
17	1	,7	,7	11,3
18	1	,7	,7	11,9
19	1	,7	,7	12,6
20	1	,7	,7	13,2
21	1	,7	,7	13,9
22	1	,7	,7	14,6
23	1	,7	,7	15,2
24	1	,7	,7	15,9
25	1	,7	,7	16,6
26	1	,7	,7	17,2
27	1	,7	,7	17,9
28	1	,7	,7	18,5
29	1	,7	,7	19,2
30	1	,7	,7	19,9
31	1	,7	,7	20,5
32	1	,7	,7	21,2
33	1	,7	,7	21,9
34	1	,7	,7	22,5
35	1	,7	,7	23,2
36	1	,7	,7	23,8
37	1	,7	,7	24,5
38	1	,7	,7	25,2
39	1	,7	,7	25,8
40	1	,7	,7	26,5
41	1	,7	,7	27,2
42	1	,7	,7	27,8

Importance -

	Frequency	Percent	Valid Percent	Cumulative Percent
43	1	,7	,7	28,5
44	1	,7	,7	29,1
45	1	,7	,7	29,8
46	1	,7	,7	30,5
47	1	,7	,7	31,1
48	1	,7	,7	31,8
49	1	,7	,7	32,5
50	1	,7	,7	33,1
51	1	,7	,7	33,8
52	1	,7	,7	34,4
53	1	,7	,7	35,1
54	1	,7	,7	35,8
55	1	,7	,7	36,4
56	1	,7	,7	37,1
57	1	,7	,7	37,7
58	1	,7	,7	38,4
59	1	,7	,7	39,1
60	1	,7	,7	39,7
61	1	,7	,7	40,4
62	1	,7	,7	41,1
63	1	,7	,7	41,7
64	1	,7	,7	42,4
65	1	,7	,7	43,0
66	1	,7	,7	43,7
67	1	,7	,7	44,4
68	1	,7	,7	45,0
69	1	,7	,7	45,7
70	1	,7	,7	46,4
71	1	,7	,7	47,0
72	1	,7	,7	47,7
73	1	,7	,7	48,3
74	1	,7	,7	49,0
75	1	,7	,7	49,7
76	1	,7	,7	50,3
77	1	,7	,7	51,0
78	1	,7	,7	51,7
79	1	,7	,7	52,3
80	1	,7	,7	53,0
81	1	,7	,7	53,6
82	1	,7	,7	54,3
83	1	,7	,7	55,0
84	1	,7	,7	55,6

Importance -

	Frequency	Percent	Valid Percent	Cumulative Percent
85	1	,7	,7	56,3
86	1	,7	,7	57,0
87	1	,7	,7	57,6
88	1	,7	,7	58,3
89	1	,7	,7	58,9
90	1	,7	,7	59,6
91	1	,7	,7	60,3
92	1	,7	,7	60,9
93	1	,7	,7	61,6
94	1	,7	,7	62,3
95	1	,7	,7	62,9
96	1	,7	,7	63,6
97	1	,7	,7	64,2
98	1	,7	,7	64,9
99	1	,7	,7	65,6
100	1	,7	,7	66,2
101	1	,7	,7	66,9
102	1	,7	,7	67,5
103	1	,7	,7	68,2
104	1	,7	,7	68,9
105	1	,7	,7	69,5
106	1	,7	,7	70,2
107	1	,7	,7	70,9
108	1	,7	,7	71,5
109	1	,7	,7	72,2
110	1	,7	,7	72,8
111	1	,7	,7	73,5
112	1	,7	,7	74,2
113	1	,7	,7	74,8
114	1	,7	,7	75,5
115	1	,7	,7	76,2
116	1	,7	,7	76,8
117	1	,7	,7	77,5
118	1	,7	,7	78,1
119	1	,7	,7	78,8
120	1	,7	,7	79,5
121	1	,7	,7	80,1
122	1	,7	,7	80,8
123	1	,7	,7	81,5
124	1	,7	,7	82,1
125	1	,7	,7	82,8
126	1	,7	,7	83,4

Importance -

	Frequency	Percent	Valid Percent	Cumulative Percent
127	1	,7	,7	84,1
128	1	,7	,7	84,8
129	1	,7	,7	85,4
130	1	,7	,7	86,1
131	1	,7	,7	86,8
132	1	,7	,7	87,4
133	1	,7	,7	88,1
134	1	,7	,7	88,7
135	1	,7	,7	89,4
136	1	,7	,7	90,1
137	1	,7	,7	90,7
138	1	,7	,7	91,4
139	1	,7	,7	92,1
140	1	,7	,7	92,7
141	1	,7	,7	93,4
142	1	,7	,7	94,0
143	1	,7	,7	94,7
144	1	,7	,7	95,4
145	1	,7	,7	96,0
146	1	,7	,7	96,7
147	1	,7	,7	97,4
148	1	,7	,7	98,0
149	1	,7	,7	98,7
150	1	,7	,7	99,3
151	1	,7	,7	100,0
Total	151	100,0	100,0	

Country

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Czech Republic	151	100,0	100,0	100,0

Code

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	15LLXV	1	,7	,7	,7
	16LP5H	1	,7	,7	1,3
	1FLJ3Q	1	,7	,7	2,0
	1SL3TV	1	,7	,7	2,6
	1UL6TV	1	,7	,7	3,3
	26L3CF	1	,7	,7	4,0
	2FL61T	1	,7	,7	4,6
	2JLHUA	1	,7	,7	5,3
	2JLL6T	1	,7	,7	6,0
	37L5Y5	1	,7	,7	6,6
	39LEMC	1	,7	,7	7,3
	3CLWY2	1	,7	,7	7,9
	3DLR3M	1	,7	,7	8,6
	3NL9PT	1	,7	,7	9,3
	3QLJC6	1	,7	,7	9,9
	4LLX1H	1	,7	,7	10,6
	4NL7XP	1	,7	,7	11,3
	4SLVWC	1	,7	,7	11,9
	4ULPD9	1	,7	,7	12,6
	57LD6Z	1	,7	,7	13,2
	5BLGEX	1	,7	,7	13,9
	5HLM2	1	,7	,7	14,6
	5KLF48	1	,7	,7	15,2
	5MLE5M	1	,7	,7	15,9
	5NLPU4	1	,7	,7	16,6
	5NLVE2	1	,7	,7	17,2
	5UL7F3	1	,7	,7	17,9
	62L99Z	1	,7	,7	18,5
	65LVZN	1	,7	,7	19,2
	68L8NY	1	,7	,7	19,9
	6CLKR9	1	,7	,7	20,5
	6LLBK5	1	,7	,7	21,2
	6TLZ7R	1	,7	,7	21,9
	72L6DW	1	,7	,7	22,5
	72LF2A	1	,7	,7	23,2
	7DL4T2	1	,7	,7	23,8
	7KLJQR	1	,7	,7	24,5
	7TLN1C	1	,7	,7	25,2
	8ALVKY	1	,7	,7	25,8
	8BLBU9	1	,7	,7	26,5
	8CL7M6	1	,7	,7	27,2
	8EL5UT	1	,7	,7	27,8

Code

	Frequency	Percent	Valid Percent	Cumulative Percent
8PL8HK	1	,7	,7	28,5
8WLHKT	1	,7	,7	29,1
9DLCXC	1	,7	,7	29,8
9DLX86	1	,7	,7	30,5
9HLPD1	1	,7	,7	31,1
9UL83X	1	,7	,7	31,8
9VL7WP	1	,7	,7	32,5
9YLUFK	1	,7	,7	33,1
AJLK9N	1	,7	,7	33,8
AK1EQW	1	,7	,7	34,4
AMLSK3	1	,7	,7	35,1
AQLUEM	1	,7	,7	35,8
ASLV7Y	1	,7	,7	36,4
BBLJQM	1	,7	,7	37,1
BDLDTE	1	,7	,7	37,7
BJLSFB	1	,7	,7	38,4
BZL9EC	1	,7	,7	39,1
C4LJPV	1	,7	,7	39,7
C6L3S7	1	,7	,7	40,4
C7LC17	1	,7	,7	41,1
CFLP3Y	1	,7	,7	41,7
CLLPQP	1	,7	,7	42,4
D1LWJ7	1	,7	,7	43,0
DJL3D6	1	,7	,7	43,7
DTLSQG	1	,7	,7	44,4
DWLEJM	1	,7	,7	45,0
DZ1714	1	,7	,7	45,7
E1LHA5	1	,7	,7	46,4
EPLUD3	1	,7	,7	47,0
ETLEGE	1	,7	,7	47,7
EVLRZT	1	,7	,7	48,3
EZL1MR	1	,7	,7	49,0
F8LTQA	1	,7	,7	49,7
FELHWX	1	,7	,7	50,3
FML31F	1	,7	,7	51,0
FPLY2J	1	,7	,7	51,7
FTLNKW	1	,7	,7	52,3
FULEUB	1	,7	,7	53,0
G5LWF8	1	,7	,7	53,6
GFL98Q	1	,7	,7	54,3
GYL5Y3	1	,7	,7	55,0
GZLFZK	1	,7	,7	55,6

Code

	Frequency	Percent	Valid Percent	Cumulative Percent
HEL1TR	1	,7	,7	56,3
HGL8D6	1	,7	,7	57,0
HXLS22	1	,7	,7	57,6
JQLSDK	1	,7	,7	58,3
JXL67P	1	,7	,7	58,9
K2LHSR	1	,7	,7	59,6
K4LPQN	1	,7	,7	60,3
K8LLX3	1	,7	,7	60,9
KBLQ2S	1	,7	,7	61,6
KFLW41	1	,7	,7	62,3
KNLG3Y	1	,7	,7	62,9
KPLKVC	1	,7	,7	63,6
KQLYQT	1	,7	,7	64,2
KSLSZC	1	,7	,7	64,9
KVLQDH	1	,7	,7	65,6
KY1JRR	1	,7	,7	66,2
LDL4JJ	1	,7	,7	66,9
LJL9J6	1	,7	,7	67,5
LLLDNG	1	,7	,7	68,2
LLLL2C	1	,7	,7	68,9
LZL55F	1	,7	,7	69,5
MFL3DF	1	,7	,7	70,2
N3LWYQ	1	,7	,7	70,9
NLLQAJ	1	,7	,7	71,5
NRL2AW	1	,7	,7	72,2
PHLKMM	1	,7	,7	72,8
PPL6N5	1	,7	,7	73,5
Q1LLYH	1	,7	,7	74,2
Q4LYA2	1	,7	,7	74,8
QAL8Y2	1	,7	,7	75,5
QRLFJA	1	,7	,7	76,2
R1L2VX	1	,7	,7	76,8
R5L4WD	1	,7	,7	77,5
RALG4V	1	,7	,7	78,1
RC1TDZ	1	,7	,7	78,8
RVL9DQ	1	,7	,7	79,5
S4LXQB	1	,7	,7	80,1
S7LH1S	1	,7	,7	80,8
SMLD2M	1	,7	,7	81,5
T3LH2G	1	,7	,7	82,1
TJLV69	1	,7	,7	82,8
TLLLXJ	1	,7	,7	83,4

Code

	Frequency	Percent	Valid Percent	Cumulative Percent
U2LHU6	1	,7	,7	84,1
U2LR3B	1	,7	,7	84,8
U6L2H8	1	,7	,7	85,4
U9L7MC	1	,7	,7	86,1
U9LLY1	1	,7	,7	86,8
V8LJ13	1	,7	,7	87,4
VULEJK	1	,7	,7	88,1
W1LNSK	1	,7	,7	88,7
W4L3AK	1	,7	,7	89,4
WFLD7J	1	,7	,7	90,1
WJL2G8	1	,7	,7	90,7
WKLLJ8	1	,7	,7	91,4
WULWYG	1	,7	,7	92,1
WZL3UB	1	,7	,7	92,7
X5L8QP	1	,7	,7	93,4
X9LV44	1	,7	,7	94,0
XELH16	1	,7	,7	94,7
XKL8DC	1	,7	,7	95,4
XRLGZA	1	,7	,7	96,0
YTLKJZ	1	,7	,7	96,7
YXLTVF	1	,7	,7	97,4
Z1LE3R	1	,7	,7	98,0
ZHL2DV	1	,7	,7	98,7
ZTLU8J	1	,7	,7	99,3
ZXLW57	1	,7	,7	100,0
Total	151	100,0	100,0	

Gender - I am

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid female	60	39,7	39,7	39,7
male	83	55,0	55,0	94,7
99	8	5,3	5,3	100,0
Total	151	100,0	100,0	

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	13	1	,7	,7	,7
	14	6	4,0	4,2	4,9
	15	59	39,1	41,0	45,8
	16	37	24,5	25,7	71,5
	17	5	3,3	3,5	75,0
	18	13	8,6	9,0	84,0
	19	18	11,9	12,5	96,5
	20	1	,7	,7	97,2
	35	1	,7	,7	97,9
	50	1	,7	,7	98,6
	51	1	,7	,7	99,3
	55	1	,7	,7	100,0
	Total	144	95,4	100,0	
Missing	999	7	4,6		
Total		151	100,0		

Opinion about eLearning - eLearning is important

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	9	6,0	6,4	6,4
	agree	45	29,8	31,9	38,3
	disagree	57	37,7	40,4	78,7
	strongly disagree	30	19,9	21,3	100,0
	Total	141	93,4	100,0	
Missing	9	10	6,6		
Total		151	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	9	6,0	6,4	6,4
	agree	46	30,5	32,9	39,3
	disagree	57	37,7	40,7	80,0
	strongly disagree	28	18,5	20,0	100,0
	Total	140	92,7	100,0	
Missing	9	11	7,3		
Total		151	100,0		

Opinion about eLearning - eLearning should be encouraged by teachers.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	5	3,3	3,6	3,6
	agree	39	25,8	27,9	31,4
	disagree	54	35,8	38,6	70,0
	strongly disagree	42	27,8	30,0	100,0
	Total	140	92,7	100,0	
Missing	9	11	7,3		
Total		151	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	9	6,0	6,4	6,4
	agree	37	24,5	26,4	32,9
	disagree	55	36,4	39,3	72,1
	strongly disagree	39	25,8	27,9	100,0
	Total	140	92,7	100,0	
Missing	9	11	7,3		
Total		151	100,0		

Opinion about eLearning - eLearning should be fostered by political decision makers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	23	15,2	16,4	16,4
	agree	52	34,4	37,1	53,6
	disagree	45	29,8	32,1	85,7
	strongly disagree	20	13,2	14,3	100,0
	Total	140	92,7	100,0	
Missing	9	11	7,3		
Total		151	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	12	7,9	8,6	8,6
	agree	27	17,9	19,3	27,9
	disagree	69	45,7	49,3	77,1
	strongly disagree	32	21,2	22,9	100,0
	Total	140	92,7	100,0	
Missing	9	11	7,3		
Total		151	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	18	11,9	12,9	12,9
	agree	44	29,1	31,4	44,3
	disagree	48	31,8	34,3	78,6
	strongly disagree	30	19,9	21,4	100,0
	Total	140	92,7	100,0	
Missing	9	11	7,3		
Total		151	100,0		

Opinion about eLearning - eLearning should be provided in a blended learning scenario (face-to-face courses with additional online units)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	14	9,3	10,0	10,0
	agree	52	34,4	37,1	47,1
	disagree	49	32,5	35,0	82,1
	strongly disagree	25	16,6	17,9	100,0
	Total	140	92,7	100,0	
Missing	9	11	7,3		
Total		151	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	19	12,6	13,5	13,5
	agree	53	35,1	37,6	51,1
	disagree	44	29,1	31,2	82,3
	strongly disagree	25	16,6	17,7	100,0
	Total	141	93,4	100,0	
Missing	9	10	6,6		
Total		151	100,0		

Do you already have experiences with eLearning?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	72	47,7	47,7	47,7
	No	63	41,7	41,7	89,4
	99	16	10,6	10,6	100,0
Total		151	100,0	100,0	

Importance - Networking / communication infrastructure

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	57	37,7	40,7	40,7
	less important	51	33,8	36,4	77,1
	rarely important	25	16,6	17,9	95,0
	unimportant	7	4,6	5,0	100,0
	Total	140	92,7	100,0	
Missing	9	11	7,3		
Total		151	100,0		

Importance - Smart classrooms / classroom modifications

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	62	41,1	44,3	44,3
	less important	51	33,8	36,4	80,7
	rarely important	24	15,9	17,1	97,9
	unimportant	3	2,0	2,1	100,0
	Total	140	92,7	100,0	
Missing	9	11	7,3		
Total		151	100,0		

Importance - Computer-based instructional tools

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	38	25,2	27,1	27,1
	less important	54	35,8	38,6	65,7
	rarely important	35	23,2	25,0	90,7
	unimportant	13	8,6	9,3	100,0
	Total	140	92,7	100,0	
Missing	9	11	7,3		
Total		151	100,0		

Importance - Web-based instructional tools

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	42	27,8	30,0	30,0
	less important	45	29,8	32,1	62,1
	rarely important	36	23,8	25,7	87,9
	unimportant	17	11,3	12,1	100,0
	Total	140	92,7	100,0	
Missing	9	11	7,3		
Total		151	100,0		

Importance - Hardware support in the classroom

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	67	44,4	48,2	48,2
	less important	41	27,2	29,5	77,7
	rarely important	19	12,6	13,7	91,4
	unimportant	12	7,9	8,6	100,0
	Total	139	92,1	100,0	
Missing	9	12	7,9		
Total		151	100,0		

Importance - Web-based instructional tools

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	38	25,2	27,3	27,3
	less important	53	35,1	38,1	65,5
	rarely important	36	23,8	25,9	91,4
	unimportant	12	7,9	8,6	100,0
	Total	139	92,1	100,0	
Missing	9	12	7,9		
Total		151	100,0		

Importance - Audio Equipment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	68	45,0	48,6	48,6
	less important	49	32,5	35,0	83,6
	rarely important	16	10,6	11,4	95,0
	unimportant	7	4,6	5,0	100,0
	Total	140	92,7	100,0	
Missing	9	11	7,3		
Total		151	100,0		

Importance - Video Equipment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	68	45,0	48,6	48,6
	less important	42	27,8	30,0	78,6
	rarely important	21	13,9	15,0	93,6
	unimportant	9	6,0	6,4	100,0
	Total	140	92,7	100,0	
Missing	9	11	7,3		
Total		151	100,0		

Importance - PC Room (for teachers and learners)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	31	20,5	22,1	22,1
	less important	58	38,4	41,4	63,6
	rarely important	37	24,5	26,4	90,0
	unimportant	14	9,3	10,0	100,0
	Total	140	92,7	100,0	
Missing	9	11	7,3		
Total		151	100,0		

Importance - Learning platform

		Frequency	Percent
Missing	9	151	100,0

Importance - Online community tools

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	28	18,5	20,4	20,4
	less important	45	29,8	32,8	53,3
	rarely important	44	29,1	32,1	85,4
	unimportant	20	13,2	14,6	100,0
	Total	137	90,7	100,0	
Missing	9	14	9,3		
Total		151	100,0		

Importance - Online teaching and learning material

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	49	32,5	35,5	35,5
	less important	42	27,8	30,4	65,9
	rarely important	36	23,8	26,1	92,0
	unimportant	11	7,3	8,0	100,0
	Total	138	91,4	100,0	
Missing	9	13	8,6		
Total		151	100,0		

Importance - Online tests

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	50	33,1	36,0	36,0
	less important	44	29,1	31,7	67,6
	rarely important	30	19,9	21,6	89,2
	unimportant	15	9,9	10,8	100,0
	Total	139	92,1	100,0	
Missing	9	12	7,9		
Total		151	100,0		

Importance - In-class support / mentoring

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	33	21,9	23,6	23,6
	less important	47	31,1	33,6	57,1
	rarely important	41	27,2	29,3	86,4
	unimportant	19	12,6	13,6	100,0
	Total	140	92,7	100,0	
Missing	9	11	7,3		
Total		151	100,0		

Importance - Online tests

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	52	34,4	37,1	37,1
	less important	45	29,8	32,1	69,3
	rarely important	30	19,9	21,4	90,7
	unimportant	13	8,6	9,3	100,0
	Total	140	92,7	100,0	
Missing	9	11	7,3		
Total		151	100,0		

Importance - eLearning trainings for the learners

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	41	27,2	29,5	29,5
	less important	53	35,1	38,1	67,6
	rarely important	32	21,2	23,0	90,6
	unimportant	13	8,6	9,4	100,0
	Total	139	92,1	100,0	
Missing	9	12	7,9		
Total		151	100,0		

Importance - Teacher Trainings - eLearning trainings for the teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	37	24,5	26,4	26,4
	less important	53	35,1	37,9	64,3
	rarely important	32	21,2	22,9	87,1
	unimportant	18	11,9	12,9	100,0
	Total	140	92,7	100,0	
Missing	9	11	7,3		
Total		151	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Is already existing	38	25,2	32,2	32,2
	Under construction	44	29,1	37,3	69,5
	Is planned	30	19,9	25,4	94,9
	Does not exist	6	4,0	5,1	100,0
	Total	118	78,1	100,0	
Missing	9	33	21,9		
Total		151	100,0		

Do you have the following equipment at your school? - Smart classrooms / classroom modifications

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Is already existing	30	19,9	25,4	25,4
	Under construction	47	31,1	39,8	65,3
	Is planned	35	23,2	29,7	94,9
	Does not exist	6	4,0	5,1	100,0
	Total	118	78,1	100,0	
Missing	9	33	21,9		
Total		151	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Is already existing	26	17,2	22,2	22,2
	Under construction	50	33,1	42,7	65,0
	Is planned	36	23,8	30,8	95,7
	Does not exist	5	3,3	4,3	100,0
	Total	117	77,5	100,0	
Missing	9	34	22,5		
Total		151	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Is already existing	26	17,2	22,0	22,0
	Under construction	42	27,8	35,6	57,6
	Is planned	43	28,5	36,4	94,1
	Does not exist	7	4,6	5,9	100,0
	Total	118	78,1	100,0	
Missing	9	33	21,9		
Total		151	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Is already existing	25	16,6	21,2	21,2
	Under construction	49	32,5	41,5	62,7
	Is planned	39	25,8	33,1	95,8
	Does not exist	5	3,3	4,2	100,0
	Total	118	78,1	100,0	
Missing	9	33	21,9		
Total		151	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Is already existing	42	27,8	35,6	35,6
	Under construction	40	26,5	33,9	69,5
	Is planned	30	19,9	25,4	94,9
	Does not exist	6	4,0	5,1	100,0
	Total	118	78,1	100,0	
Missing	9	33	21,9		
Total		151	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Is already existing	42	27,8	35,6	35,6
	Under construction	42	27,8	35,6	71,2
	Is planned	27	17,9	22,9	94,1
	Does not exist	7	4,6	5,9	100,0
	Total	118	78,1	100,0	
Missing	9	33	21,9		
Total		151	100,0		

Do you have the following equipment at your school? - PC Room (for teachers and learners)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Is already existing	41	27,2	34,7	34,7
	Under construction	43	28,5	36,4	71,2
	Is planned	28	18,5	23,7	94,9
	Does not exist	6	4,0	5,1	100,0
	Total	118	78,1	100,0	
Missing	9	33	21,9		
Total		151	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Is already existing	25	16,6	21,2	21,2
	Under construction	40	26,5	33,9	55,1
	Is planned	44	29,1	37,3	92,4
	Does not exist	9	6,0	7,6	100,0
	Total	118	78,1	100,0	
Missing	9	33	21,9		
Total		151	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Is already existing	23	15,2	19,5	19,5
	Under construction	29	19,2	24,6	44,1
	Is planned	53	35,1	44,9	89,0
	Does not exist	13	8,6	11,0	100,0
	Total	118	78,1	100,0	
Missing	9	33	21,9		
Total		151	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Is already existing	28	18,5	23,7	23,7
	Under construction	36	23,8	30,5	54,2
	Is planned	44	29,1	37,3	91,5
	Does not exist	10	6,6	8,5	100,0
	Total	118	78,1	100,0	
Missing	9	33	21,9		
Total		151	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Is already existing	26	17,2	22,0	22,0
	Under construction	31	20,5	26,3	48,3
	Is planned	47	31,1	39,8	88,1
	Does not exist	14	9,3	11,9	100,0
	Total	118	78,1	100,0	
Missing	9	33	21,9		
Total		151	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Is already existing	29	19,2	24,6	24,6
	Under construction	40	26,5	33,9	58,5
	Is planned	34	22,5	28,8	87,3
	Does not exist	15	9,9	12,7	100,0
	Total	118	78,1	100,0	
Missing	9	33	21,9		
Total		151	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Is already existing	20	13,2	16,9	16,9
	Under construction	37	24,5	31,4	48,3
	Is planned	45	29,8	38,1	86,4
	Does not exist	16	10,6	13,6	100,0
	Total	118	78,1	100,0	
Missing	9	33	21,9		
Total		151	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Is already existing	19	12,6	16,1	16,1
	Under construction	37	24,5	31,4	47,5
	Is planned	46	30,5	39,0	86,4
	Does not exist	16	10,6	13,6	100,0
	Total	118	78,1	100,0	
Missing	9	33	21,9		
Total		151	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Is already existing	24	15,9	20,7	20,7
	Under construction	28	18,5	24,1	44,8
	Is planned	46	30,5	39,7	84,5
	Does not exist	18	11,9	15,5	100,0
	Total	116	76,8	100,0	
Missing	9	35	23,2		
Total		151	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	46	30,5	34,6	34,6
	2	33	21,9	24,8	59,4
	3	30	19,9	22,6	82,0
	4	15	9,9	11,3	93,2
	5	5	3,3	3,8	97,0
	unimportant	4	2,6	3,0	100,0
	Total	133	88,1	100,0	
Missing	9	18	11,9		
Total		151	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	helpful	35	23,2	26,5	26,5
	2	43	28,5	32,6	59,1
	3	33	21,9	25,0	84,1
	4	14	9,3	10,6	94,7
	5	6	4,0	4,5	99,2
	not helpful	1	,7	,8	100,0
	Total	132	87,4	100,0	
Missing	9	19	12,6		
Total		151	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	easy	25	16,6	18,9	18,9
	2	36	23,8	27,3	46,2
	3	39	25,8	29,5	75,8
	4	23	15,2	17,4	93,2
	5	8	5,3	6,1	99,2
	difficult	1	,7	,8	100,0
	Total	132	87,4	100,0	
Missing	9	19	12,6		
Total		151	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	motivating	37	24,5	28,7	28,7
	2	23	15,2	17,8	46,5
	3	42	27,8	32,6	79,1
	4	19	12,6	14,7	93,8
	5	2	1,3	1,6	95,3
	not motivating	6	4,0	4,7	100,0
	Total	129	85,4	100,0	
Missing	9	22	14,6		
Total		151	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	stimulating	29	19,2	22,0	22,0
	2	32	21,2	24,2	46,2
	3	39	25,8	29,5	75,8
	4	19	12,6	14,4	90,2
	5	12	7,9	9,1	99,2
	boring	1	,7	,8	100,0
	Total	132	87,4	100,0	
Missing	9	19	12,6		
Total		151	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	activating	32	21,2	24,1	24,1
	2	31	20,5	23,3	47,4
	3	37	24,5	27,8	75,2
	4	22	14,6	16,5	91,7
	5	7	4,6	5,3	97,0
	not activating	4	2,6	3,0	100,0
	Total	133	88,1	100,0	
Missing	9	18	11,9		
Total		151	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	time-consuming	9	6,0	6,8	6,8
	2	12	7,9	9,1	15,9
	3	34	22,5	25,8	41,7
	4	37	24,5	28,0	69,7
	5	26	17,2	19,7	89,4
	not time-consuming	14	9,3	10,6	100,0
	Total	132	87,4	100,0	
Missing	9	19	12,6		
Total		151	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	inspiring	26	17,2	19,7	19,7
	2	37	24,5	28,0	47,7
	3	37	24,5	28,0	75,8
	4	24	15,9	18,2	93,9
	5	8	5,3	6,1	100,0
	Total	132	87,4	100,0	
Missing	9	19	12,6		
Total		151	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	relaxing	29	19,2	22,0	22,0
	2	37	24,5	28,0	50,0
	3	36	23,8	27,3	77,3
	4	21	13,9	15,9	93,2
	5	7	4,6	5,3	98,5
	not relaxing	2	1,3	1,5	100,0
	Total	132	87,4	100,0	
Missing	9	19	12,6		
Total		151	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	communicative	28	18,5	21,2	21,2
	2	30	19,9	22,7	43,9
	3	31	20,5	23,5	67,4
	4	23	15,2	17,4	84,8
	5	17	11,3	12,9	97,7
	not communicative	3	2,0	2,3	100,0
	Total	132	87,4	100,0	
Missing	9	19	12,6		
Total		151	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	57	37,7	43,2	43,2
	agree	48	31,8	36,4	79,5
	disagree	22	14,6	16,7	96,2
	strongly disagree	5	3,3	3,8	100,0
	Total	132	87,4	100,0	
Missing	9	19	12,6		
Total		151	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	37	24,5	28,0	28,0
	agree	56	37,1	42,4	70,5
	disagree	32	21,2	24,2	94,7
	strongly disagree	7	4,6	5,3	100,0
	Total	132	87,4	100,0	
Missing	9	19	12,6		
Total		151	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	36	23,8	27,3	27,3
	agree	48	31,8	36,4	63,6
	disagree	38	25,2	28,8	92,4
	strongly disagree	10	6,6	7,6	100,0
	Total	132	87,4	100,0	
Missing	9	19	12,6		
Total		151	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	30	19,9	22,7	22,7
	agree	39	25,8	29,5	52,3
	disagree	40	26,5	30,3	82,6
	strongly disagree	23	15,2	17,4	100,0
	Total	132	87,4	100,0	
Missing	9	19	12,6		
Total		151	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	42	27,8	31,8	31,8
	agree	56	37,1	42,4	74,2
	disagree	28	18,5	21,2	95,5
	strongly disagree	6	4,0	4,5	100,0
	Total	132	87,4	100,0	
Missing	9	19	12,6		
Total		151	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very high extent	35	23,2	26,5	26,5
	high extent	59	39,1	44,7	71,2
	low extent	31	20,5	23,5	94,7
	very low extent	7	4,6	5,3	100,0
	Total	132	87,4	100,0	
Missing	9	19	12,6		
Total		151	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very high extent	23	15,2	17,4	17,4
	high extent	61	40,4	46,2	63,6
	low extent	41	27,2	31,1	94,7
	very low extent	7	4,6	5,3	100,0
	Total	132	87,4	100,0	
Missing	9	19	12,6		
Total		151	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very high extent	22	14,6	16,7	16,7
	high extent	52	34,4	39,4	56,1
	low extent	50	33,1	37,9	93,9
	very low extent	8	5,3	6,1	100,0
	Total	132	87,4	100,0	
Missing	9	19	12,6		
Total		151	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very high extent	25	16,6	18,9	18,9
	high extent	54	35,8	40,9	59,8
	low extent	39	25,8	29,5	89,4
	very low extent	14	9,3	10,6	100,0
	Total	132	87,4	100,0	
Missing	9	19	12,6		
Total		151	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very high extent	24	15,9	18,2	18,2
	high extent	54	35,8	40,9	59,1
	low extent	47	31,1	35,6	94,7
	very low extent	7	4,6	5,3	100,0
	Total	132	87,4	100,0	
Missing	9	19	12,6		
Total		151	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very high extent	30	19,9	22,7	22,7
	high extent	56	37,1	42,4	65,2
	low extent	38	25,2	28,8	93,9
	very low extent	8	5,3	6,1	100,0
	Total	132	87,4	100,0	
Missing	9	19	12,6		
Total		151	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very high extent	22	14,6	19,8	19,8
	high extent	30	19,9	27,0	46,8
	low extent	26	17,2	23,4	70,3
	very low extent	33	21,9	29,7	100,0
	Total	111	73,5	100,0	
Missing	9	40	26,5		
Total		151	100,0		

Development other Aspects

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	144	95,4	95,4	95,4
hudba, filmy	1	,7	,7	96,0
interaktivita	1	,7	,7	96,7
mluvenĀ-	1	,7	,7	97,4
pĀ™Ā-zvuky	1	,7	,7	98,0
porozumĀnĀ- cizĀ-	1	,7	,7	98,7
SEBEROZVOJI	1	,7	,7	99,3
VSEHO	1	,7	,7	100,0
Total	151	100,0	100,0	

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

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
important	39	25,8	29,3	29,3
less important	56	37,1	42,1	71,4
rarely important	25	16,6	18,8	90,2
unimportant	13	8,6	9,8	100,0
Total	133	88,1	100,0	
Missing	9	18	11,9	
Total	151	100,0		

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

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
important	29	19,2	21,8	21,8
less important	61	40,4	45,9	67,7
rarely important	33	21,9	24,8	92,5
unimportant	10	6,6	7,5	100,0
Total	133	88,1	100,0	
Missing	9	18	11,9	
Total	151	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	25	16,6	18,8	18,8
	less important	57	37,7	42,9	61,7
	rarely important	40	26,5	30,1	91,7
	unimportant	11	7,3	8,3	100,0
	Total	133	88,1	100,0	
Missing	9	18	11,9		
Total		151	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	27	17,9	20,3	20,3
	less important	49	32,5	36,8	57,1
	rarely important	45	29,8	33,8	91,0
	unimportant	12	7,9	9,0	100,0
	Total	133	88,1	100,0	
Missing	9	18	11,9		
Total		151	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	25	16,6	18,9	18,9
	less important	56	37,1	42,4	61,4
	rarely important	40	26,5	30,3	91,7
	unimportant	11	7,3	8,3	100,0
	Total	132	87,4	100,0	
Missing	9	19	12,6		
Total		151	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	31	20,5	23,5	23,5
	less important	46	30,5	34,8	58,3
	rarely important	37	24,5	28,0	86,4
	unimportant	18	11,9	13,6	100,0
	Total	132	87,4	100,0	
Missing	9	19	12,6		
Total		151	100,0		

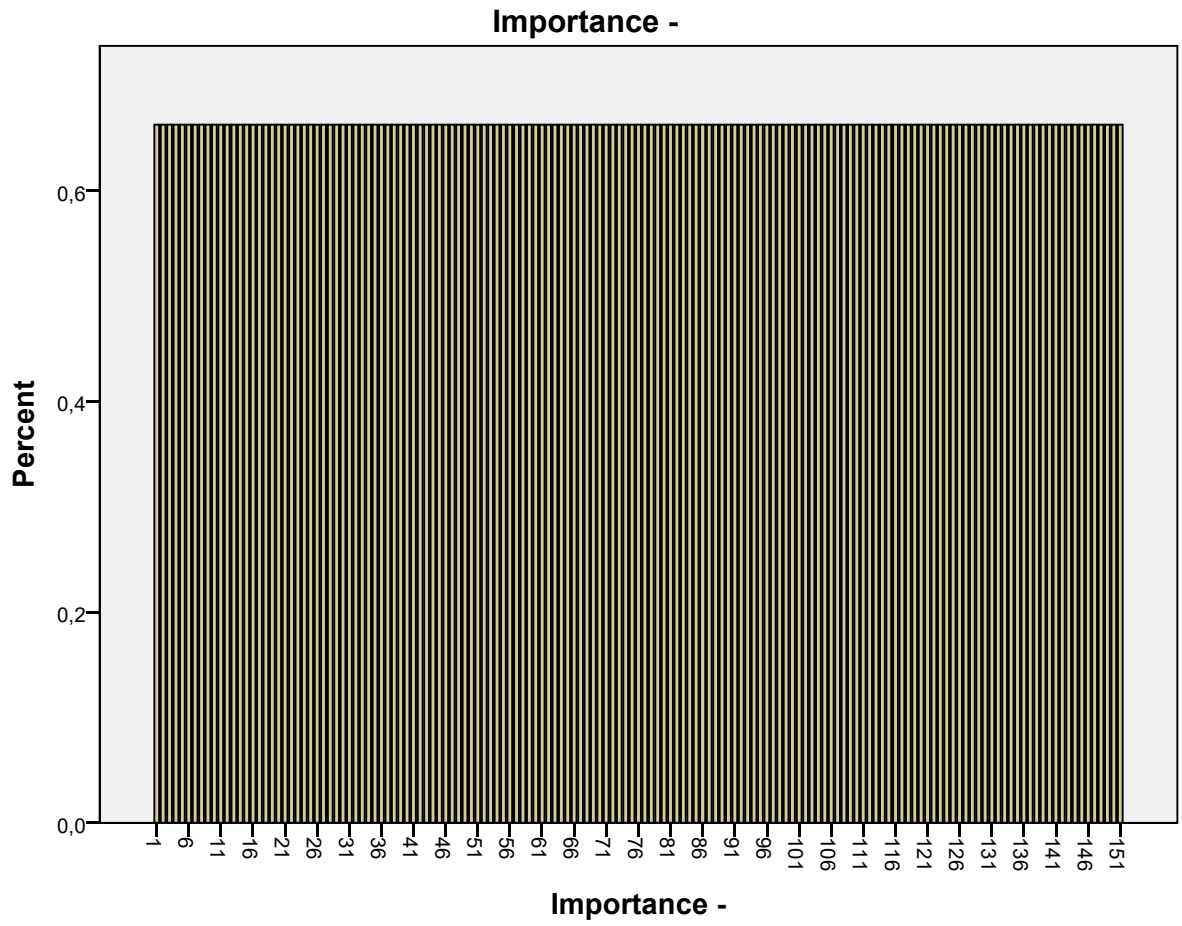
What is the importance of sounds in eLearning regarding... other aspects

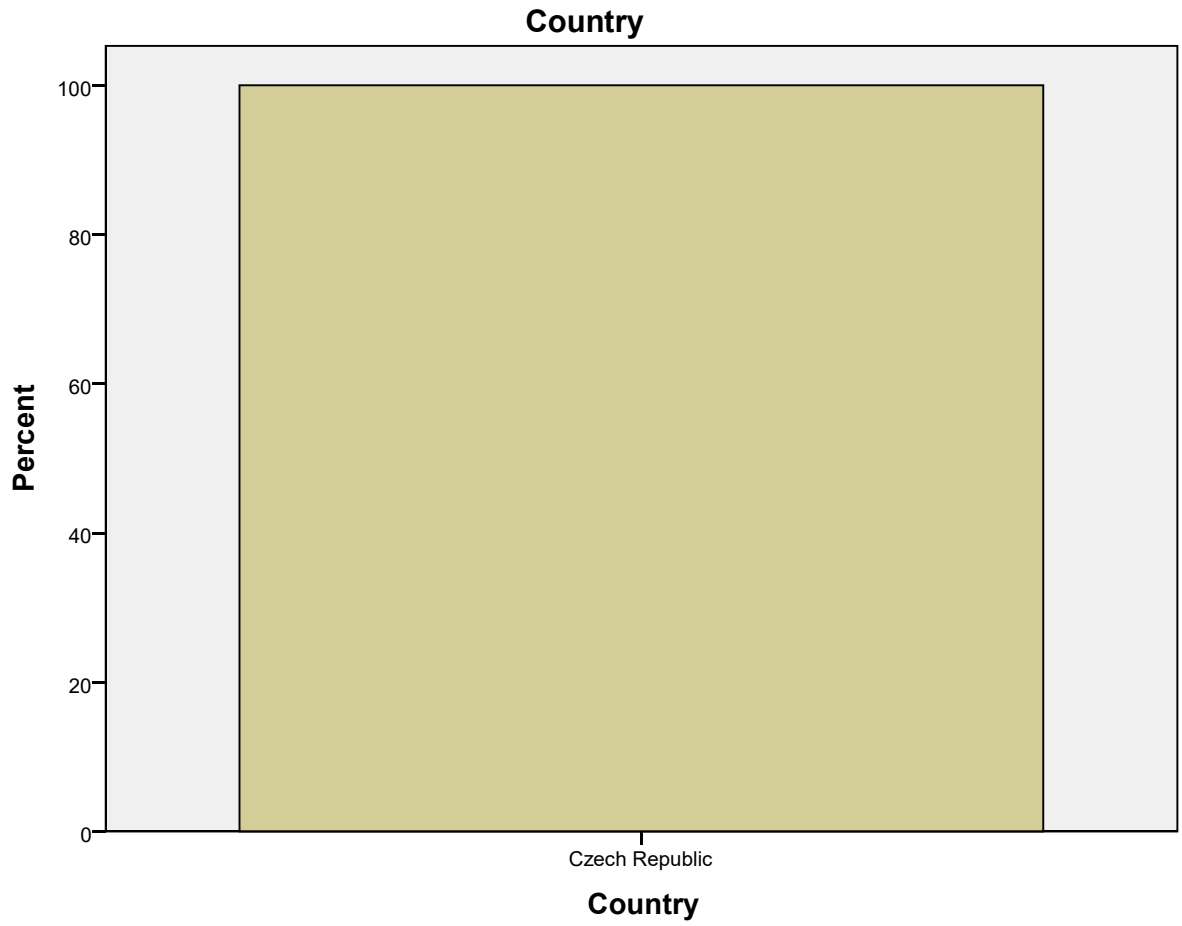
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	23	15,2	20,9	20,9
	less important	27	17,9	24,5	45,5
	rarely important	29	19,2	26,4	71,8
	unimportant	31	20,5	28,2	100,0
	Total	110	72,8	100,0	
Missing	9	41	27,2		
Total		151	100,0		

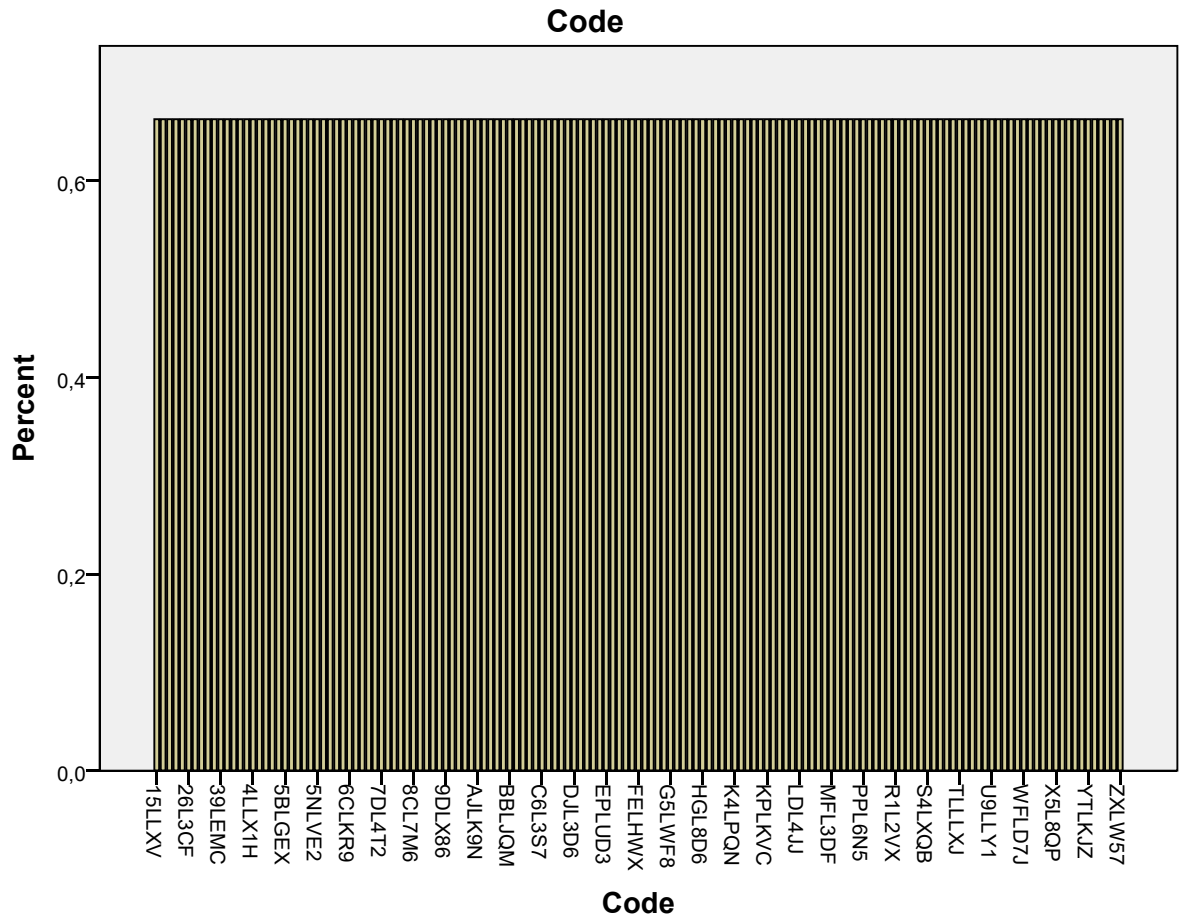
Importance other aspects

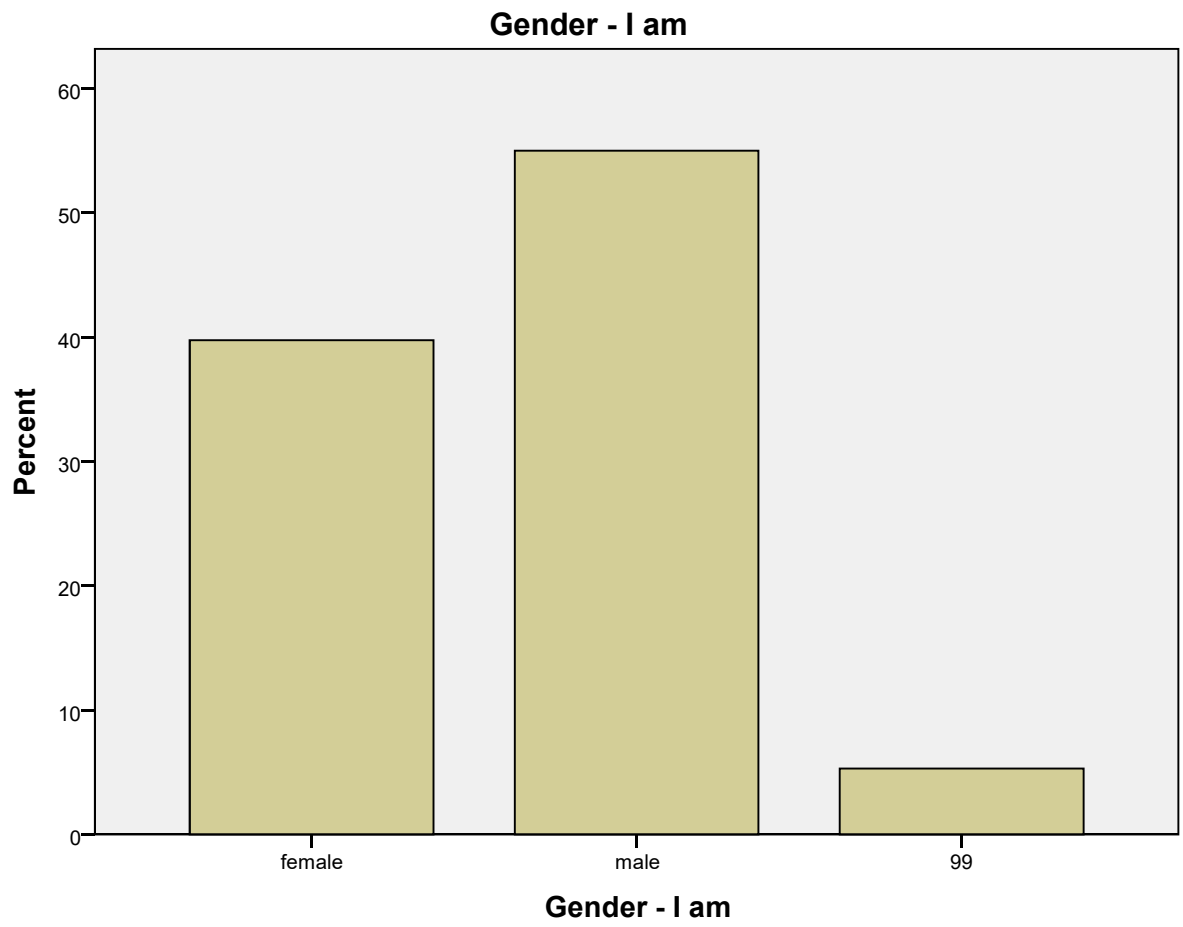
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		148	98,0	98,0	98,0
	NWM	1	,7	,7	98,7
	porozumĀnĀ- cizĀ-	1	,7	,7	99,3
	seberozvoji	1	,7	,7	100,0
	Total	151	100,0	100,0	

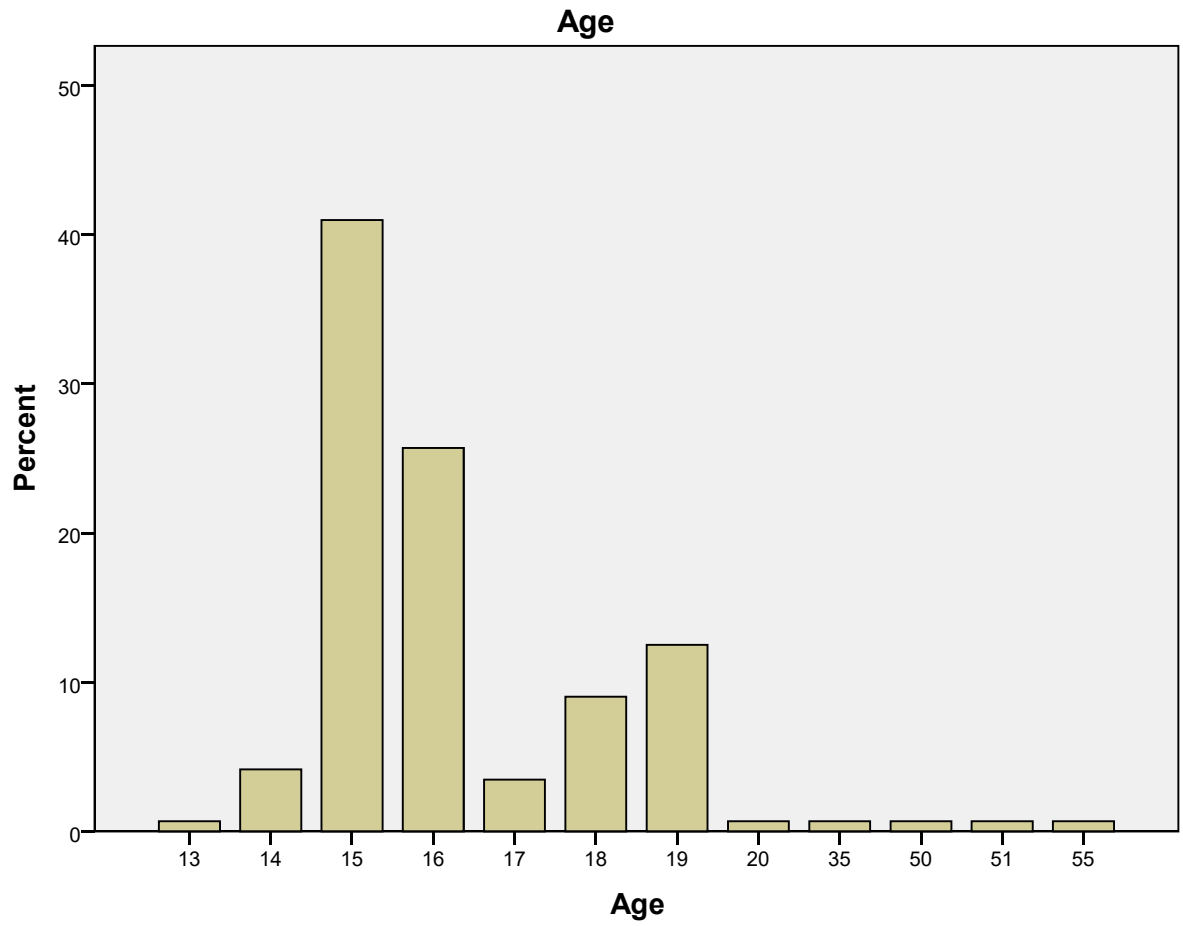
Bar Chart



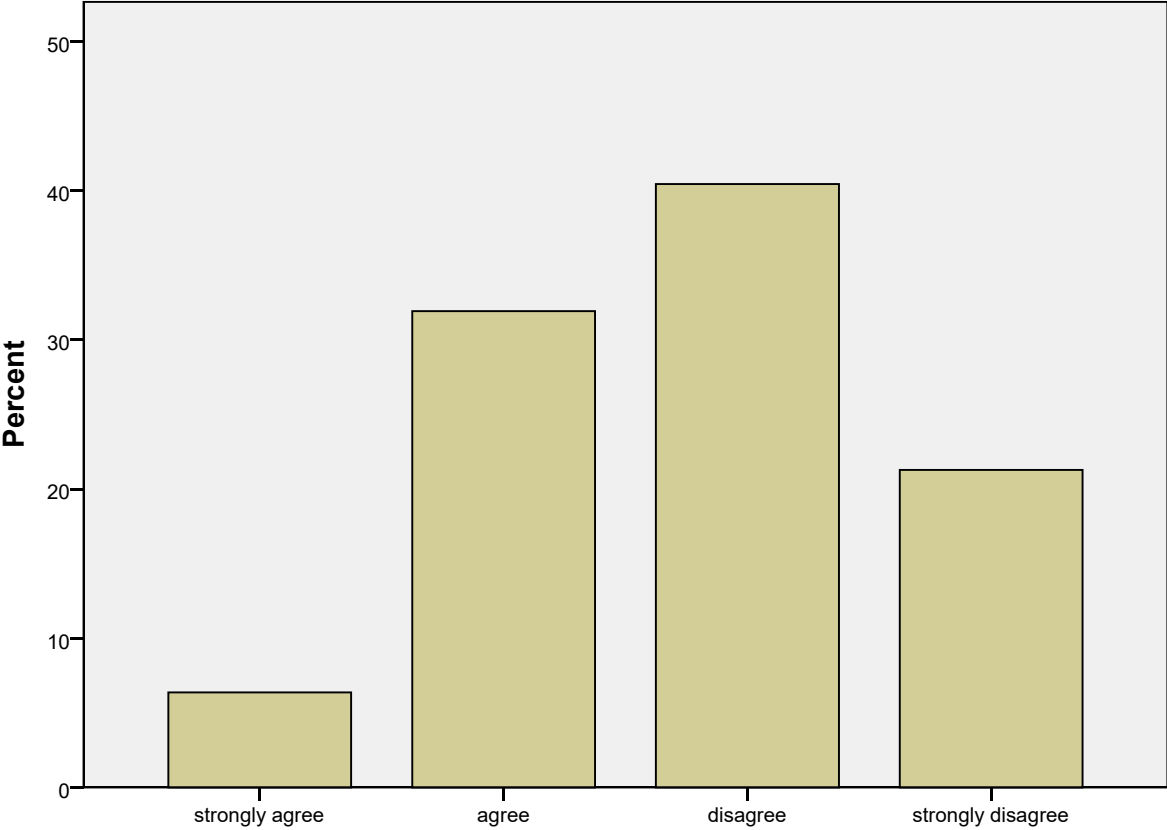






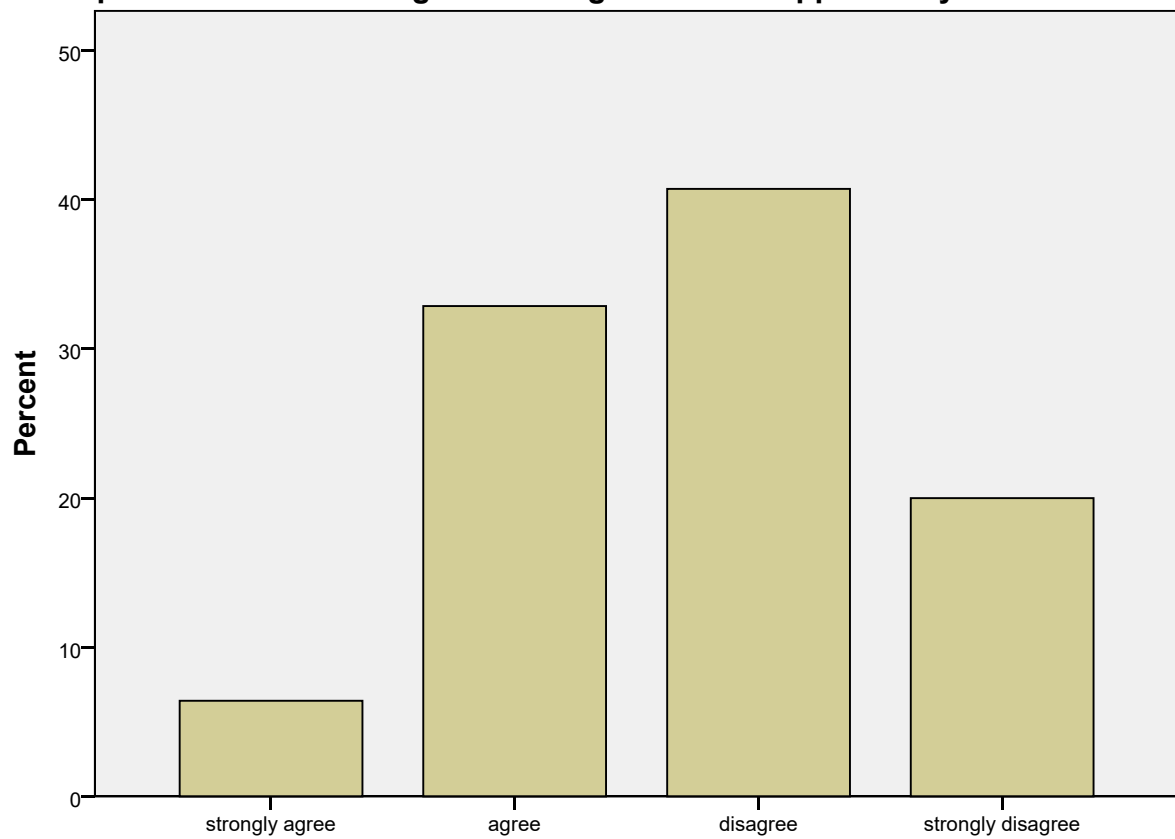


Opinion about eLearning - eLearning is important



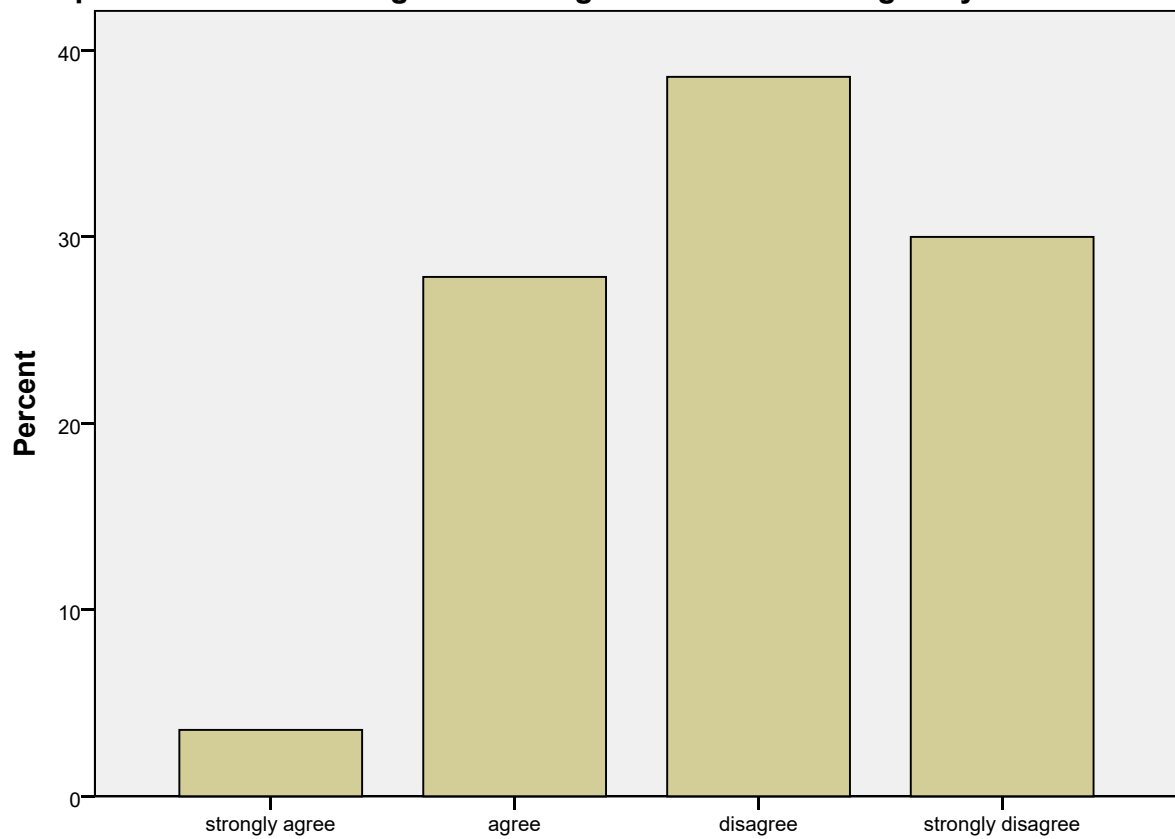
Opinion about eLearning - eLearning is important

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



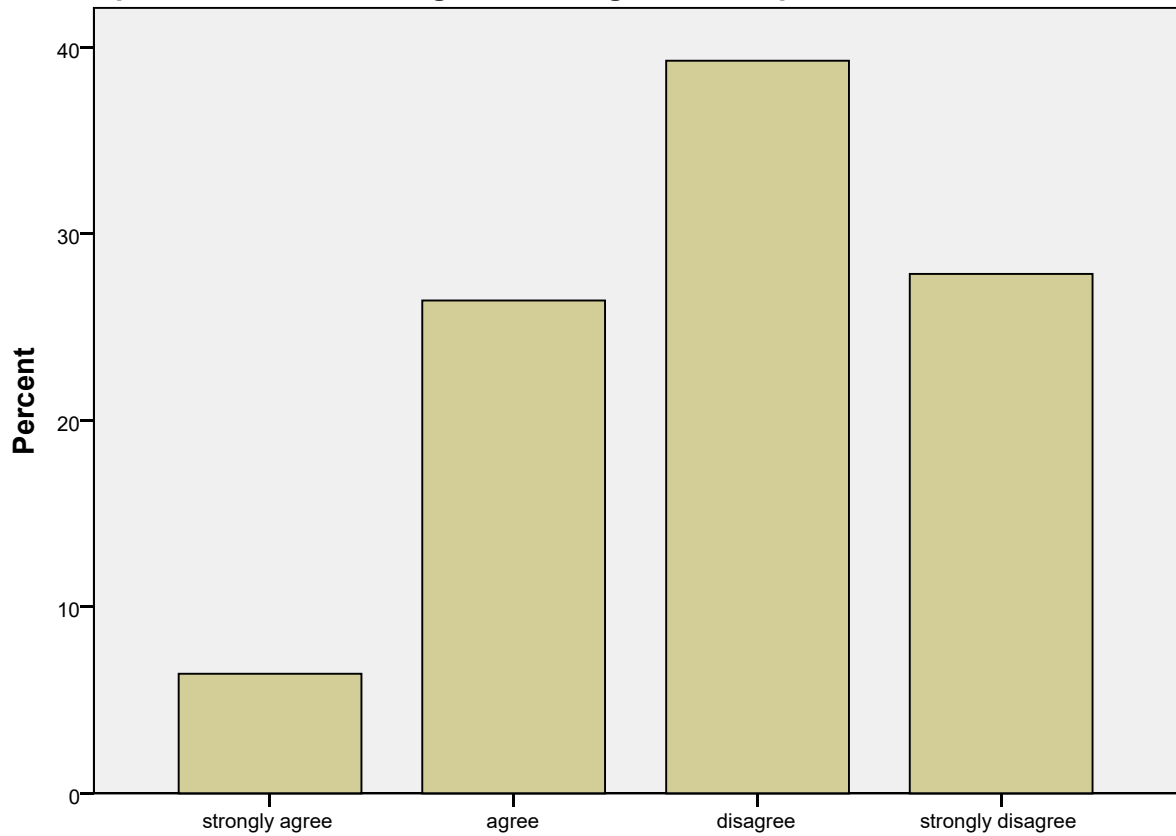
Opinion about eLearning - eLearning has to be supported by teachers.

Opinion about eLearning - eLearning should be encouraged by teachers.



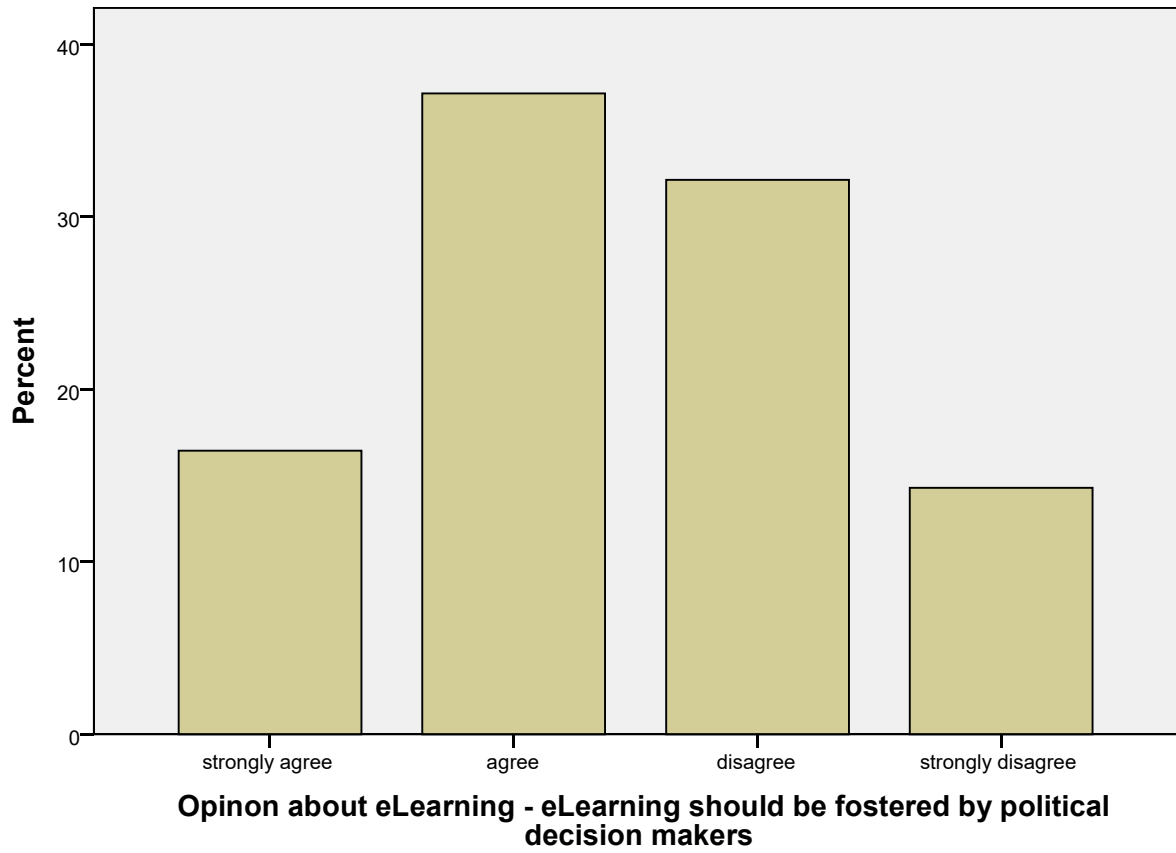
Opinion about eLearning - eLearning should be encouraged by teachers.

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

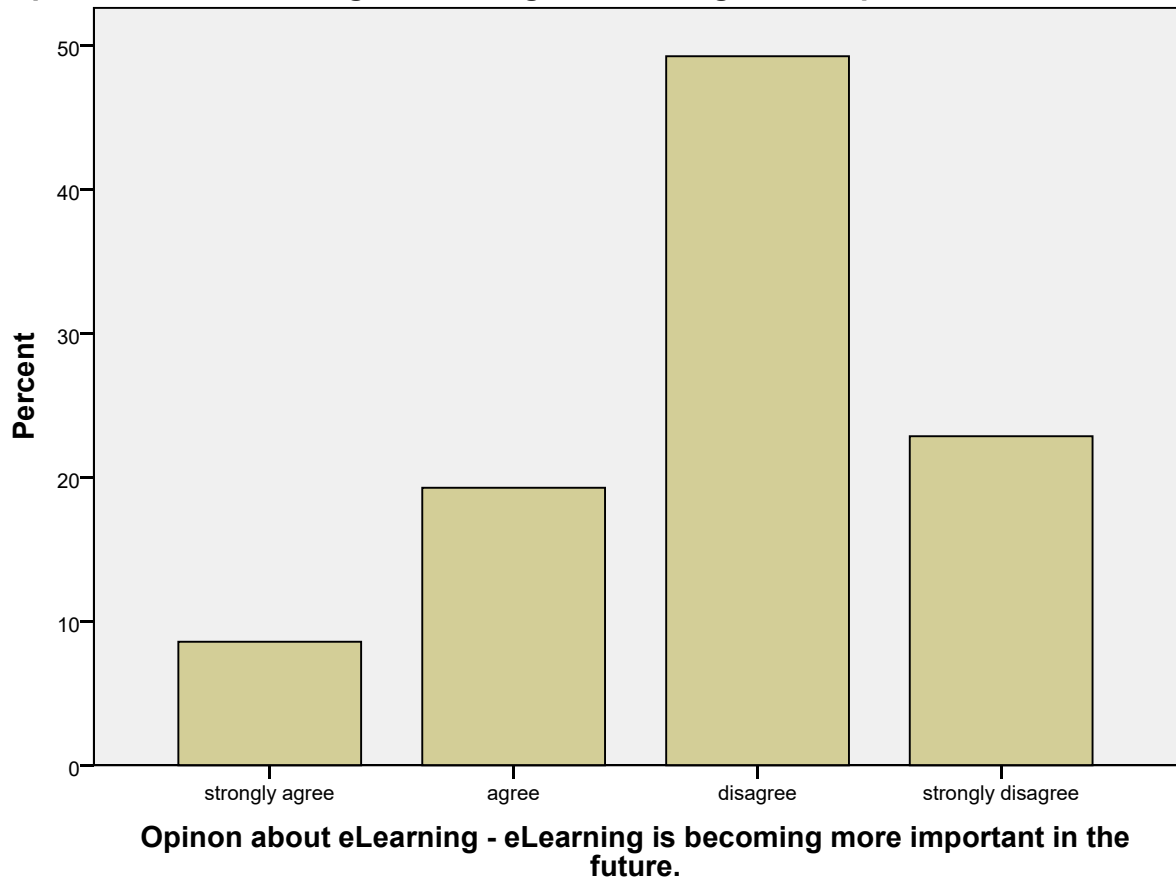


Opinion about eLearning - eLearning has to be provided at schools.

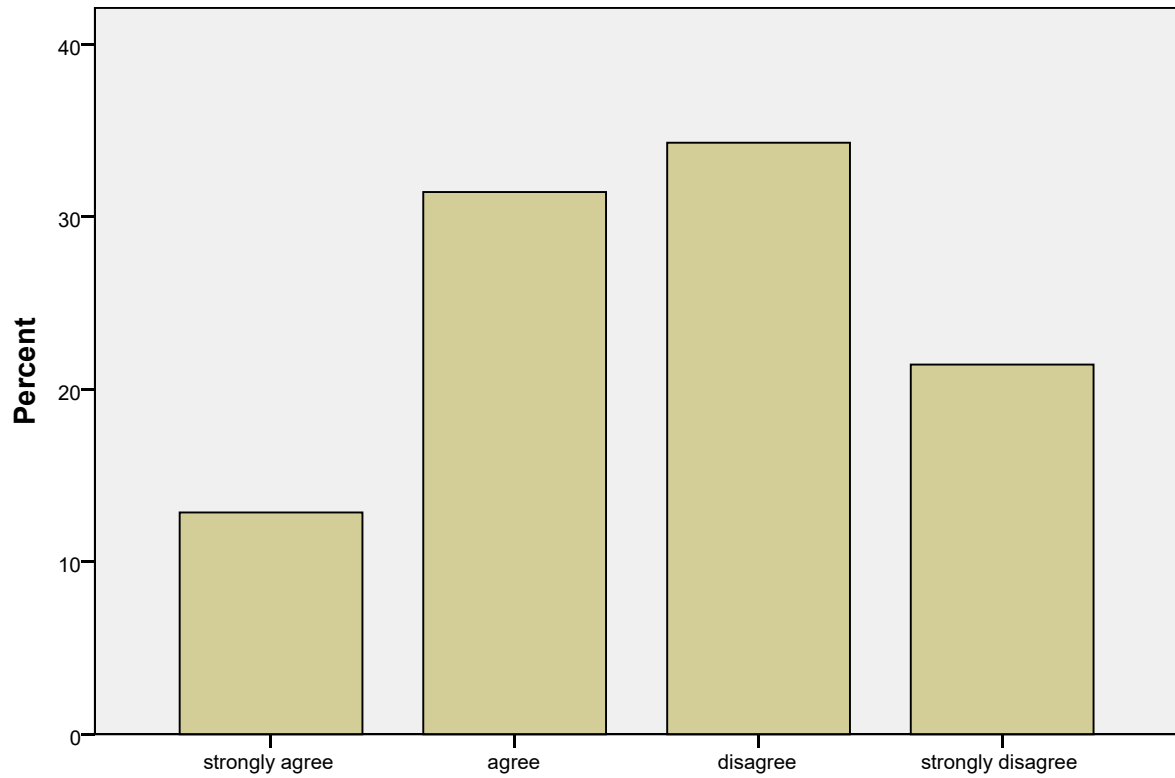
Opinion about eLearning - eLearning should be fostered by political decision makers



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

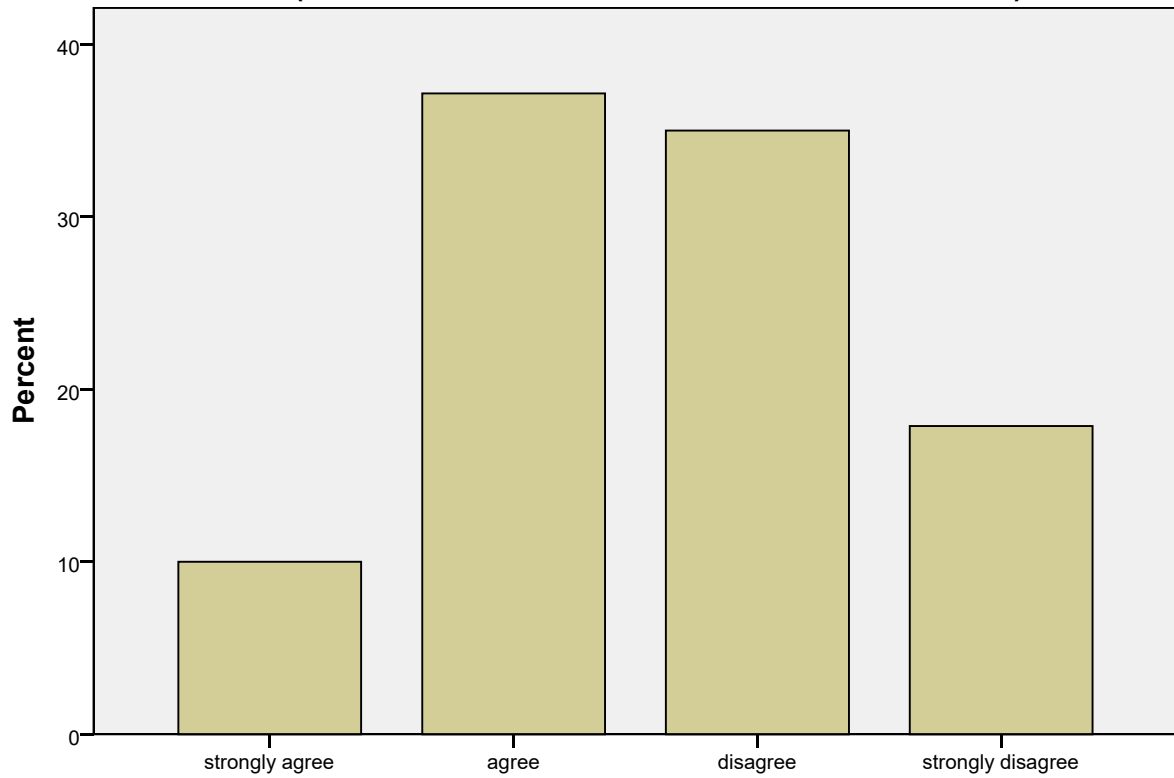


Opinion about eLearning - eLearning has to be provided online without additional courses or lectures.



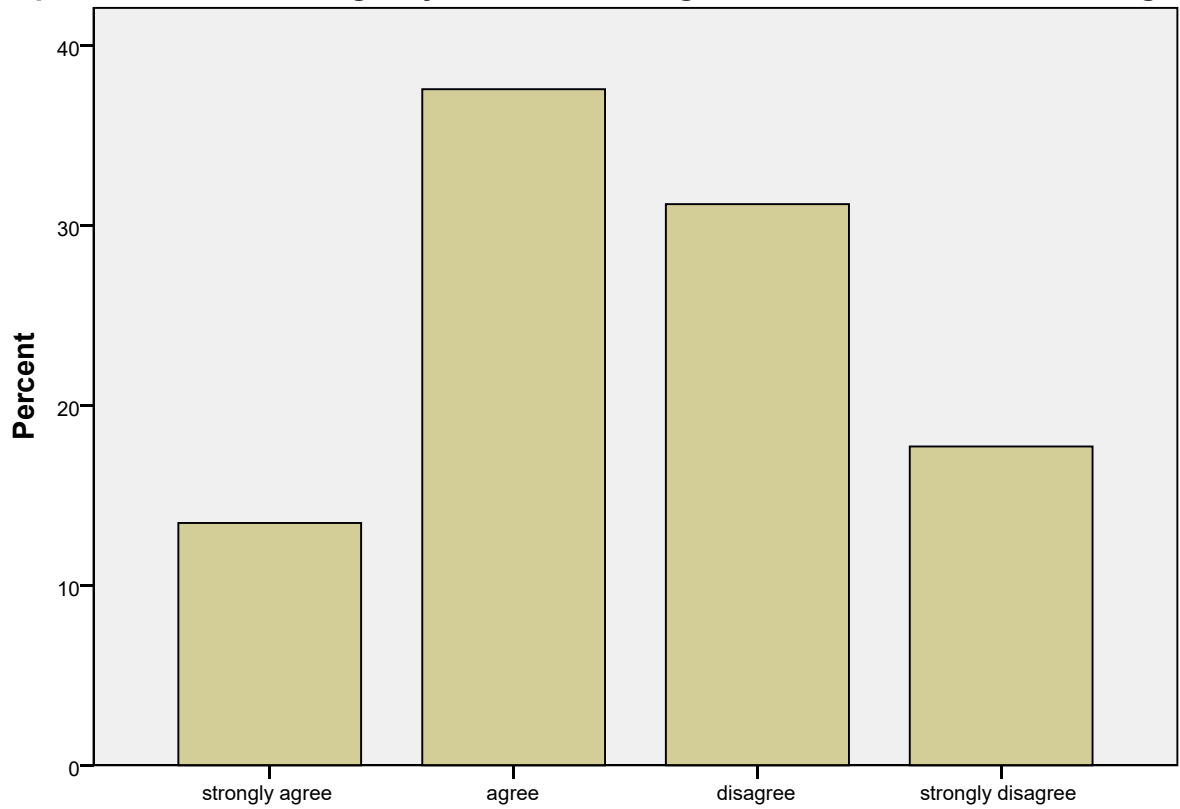
Opinion about eLearning - eLearning has to be provided online without additional courses or lectures.

Opinion about eLearning - eLearning should be provided in a blended learning scenario (face-to-face courses with additional online units)



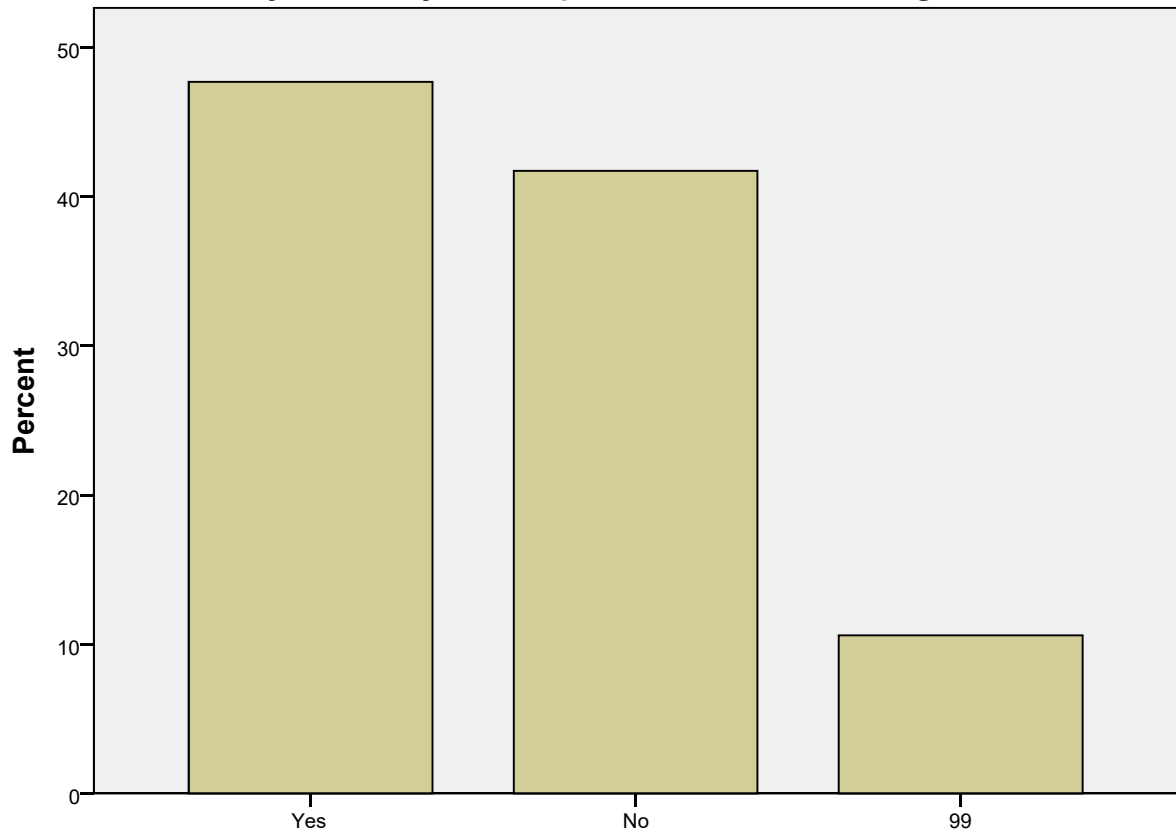
Opinion about eLearning - eLearning should be provided in a blended learning scenario (face-to-face courses with additional online units)

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



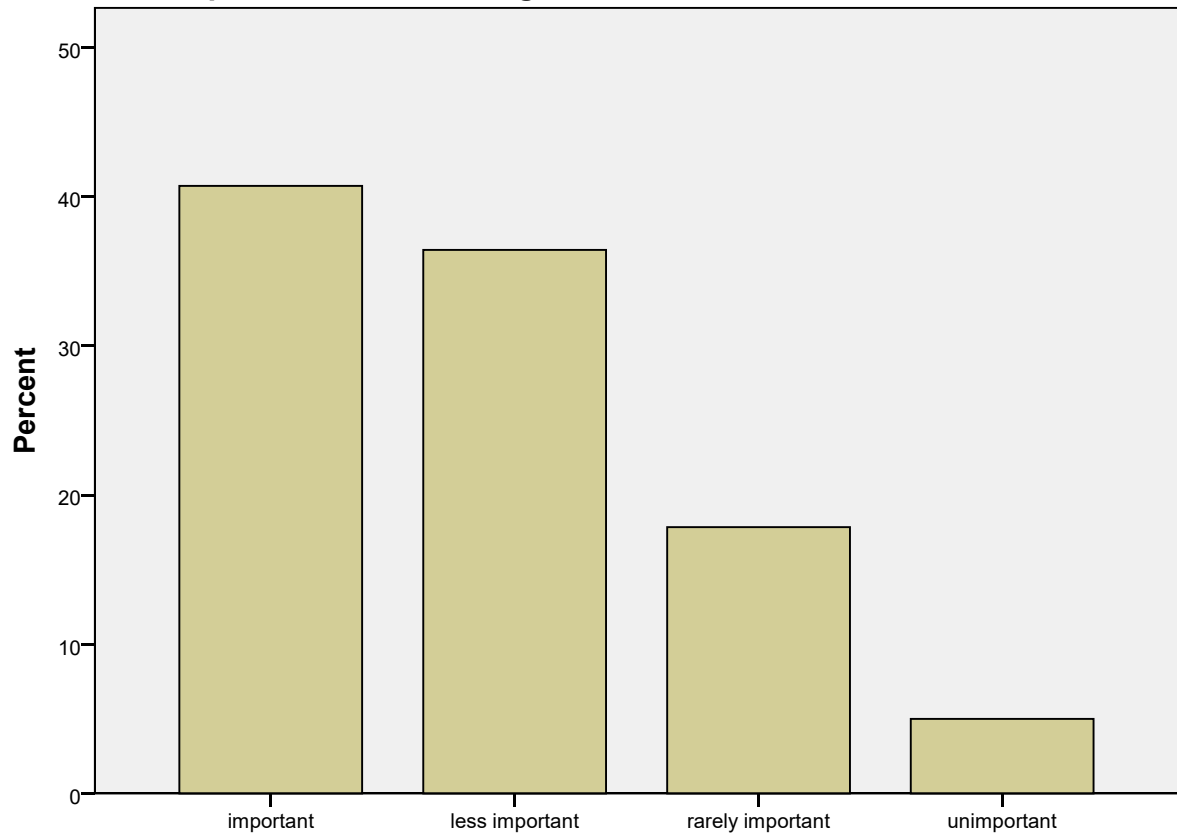
Opinion about eLearning - My school encourages instructors to use eLearning.

Do you already have experiences with eLearning?



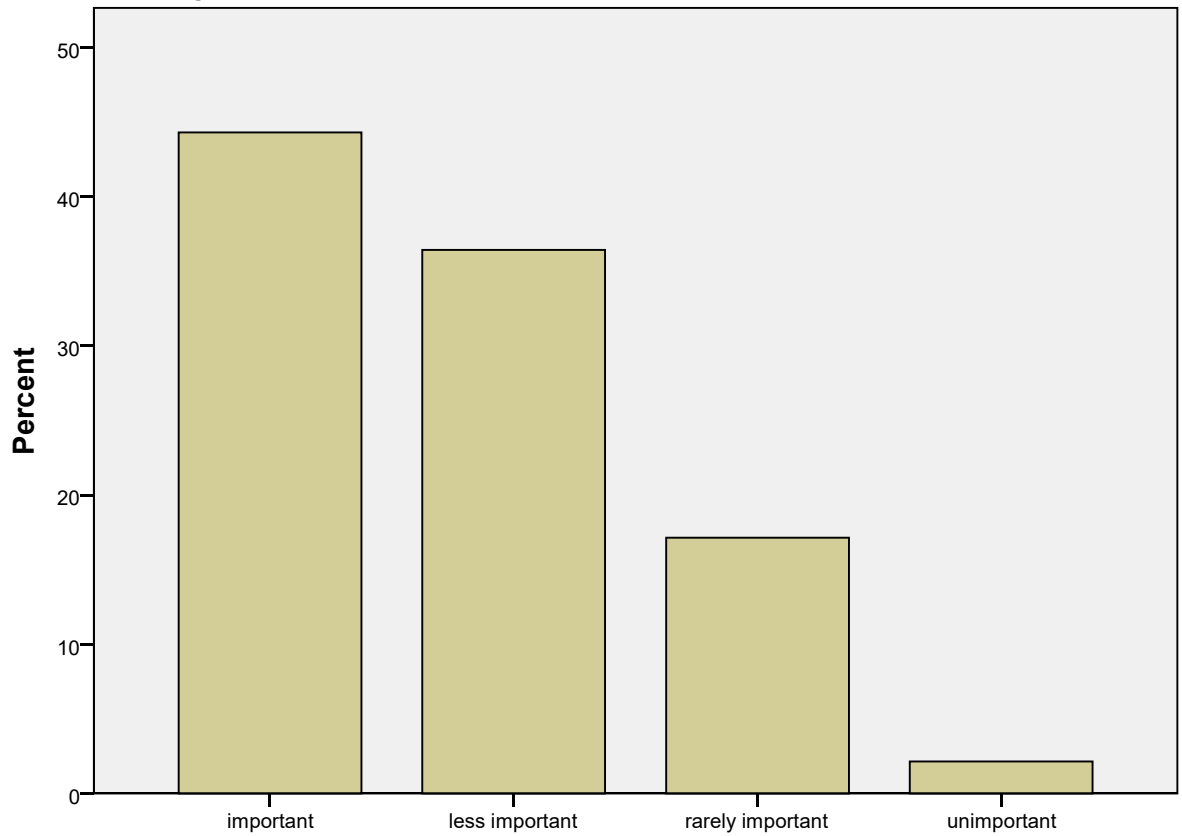
Do you already have experiences with eLearning?

Importance - Networking / communication infrastructure



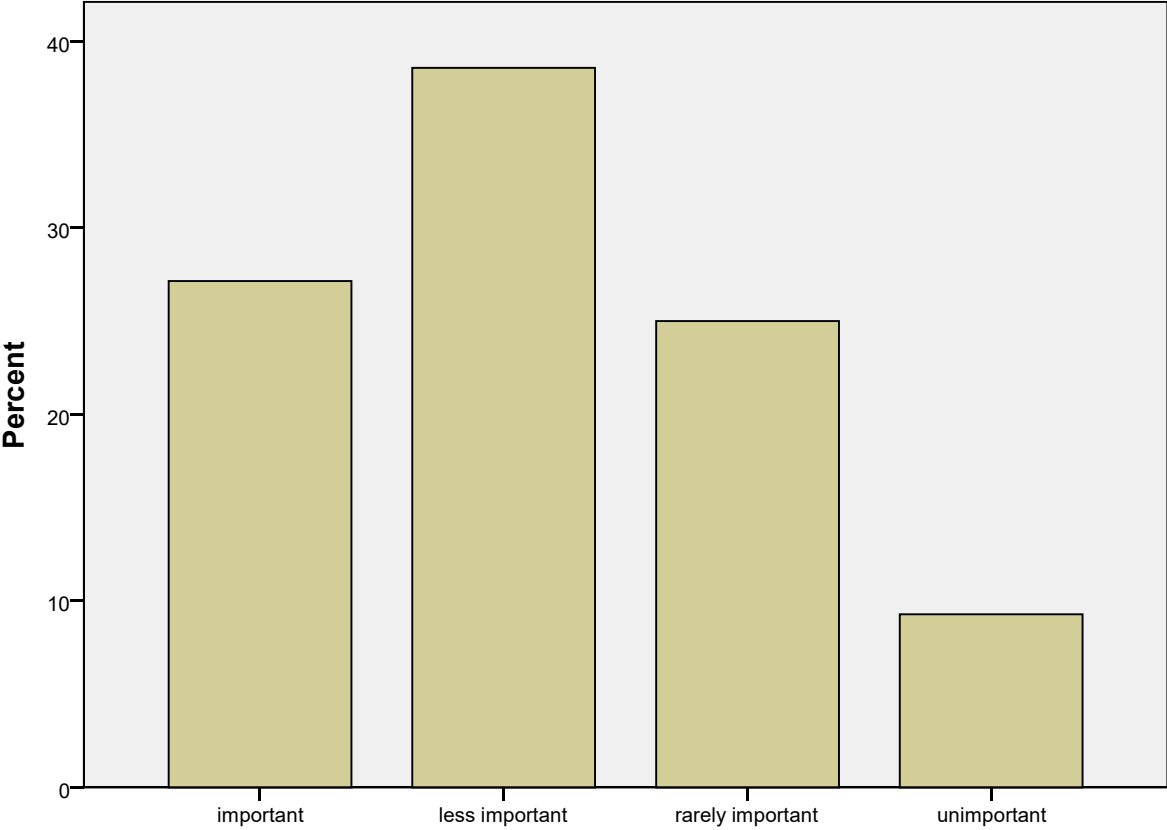
Importance - Networking / communication infrastructure

Importance - Smart classrooms / classroom modifications

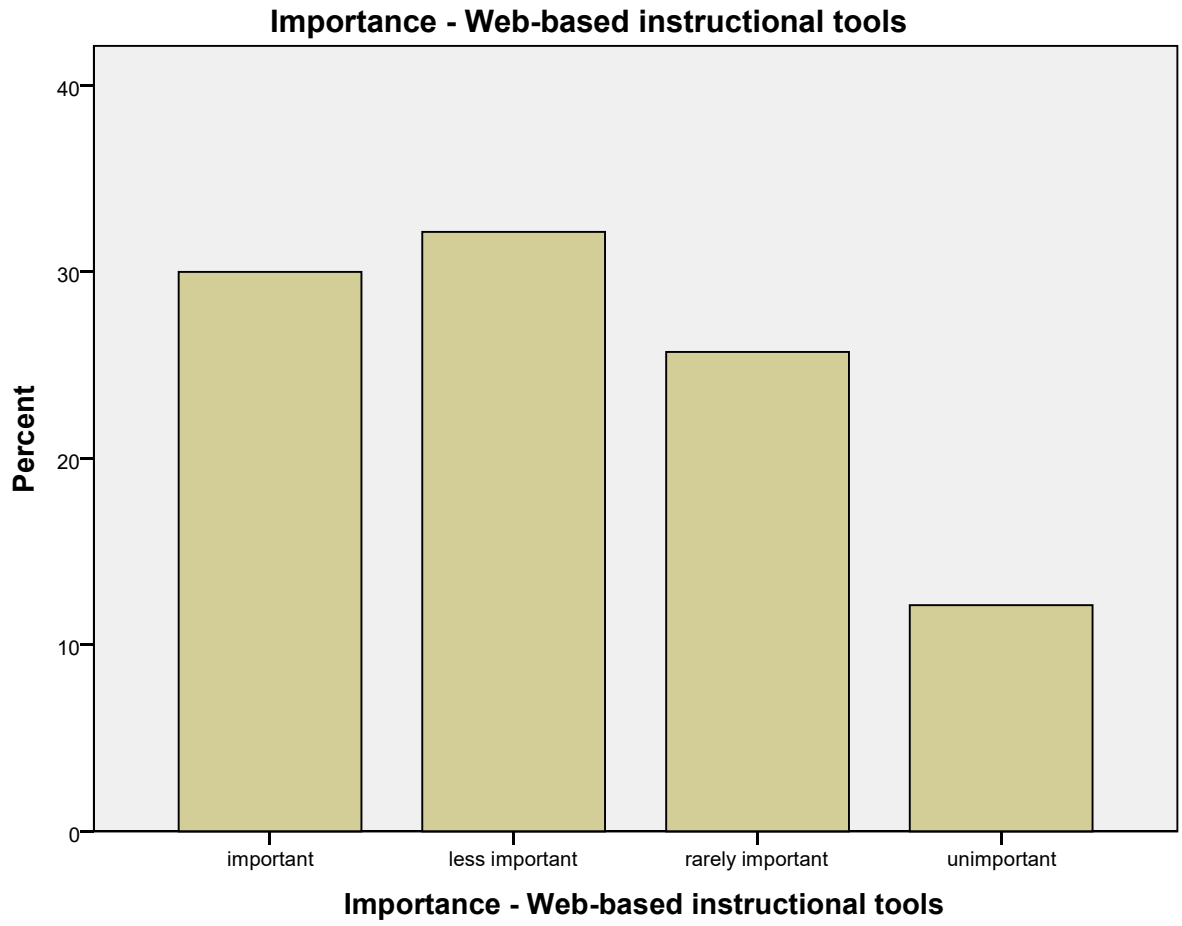


Importance - Smart classrooms / classroom modifications

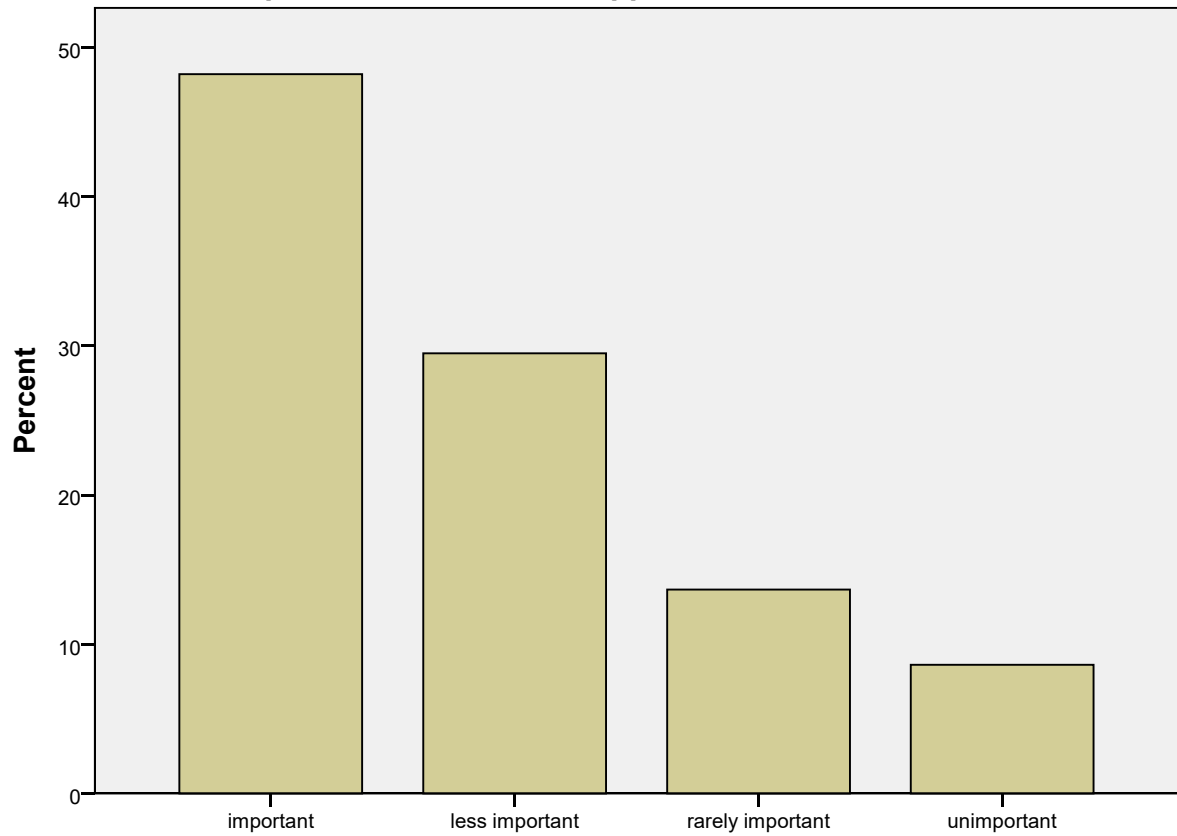
Importance - Computer-based instructional tools



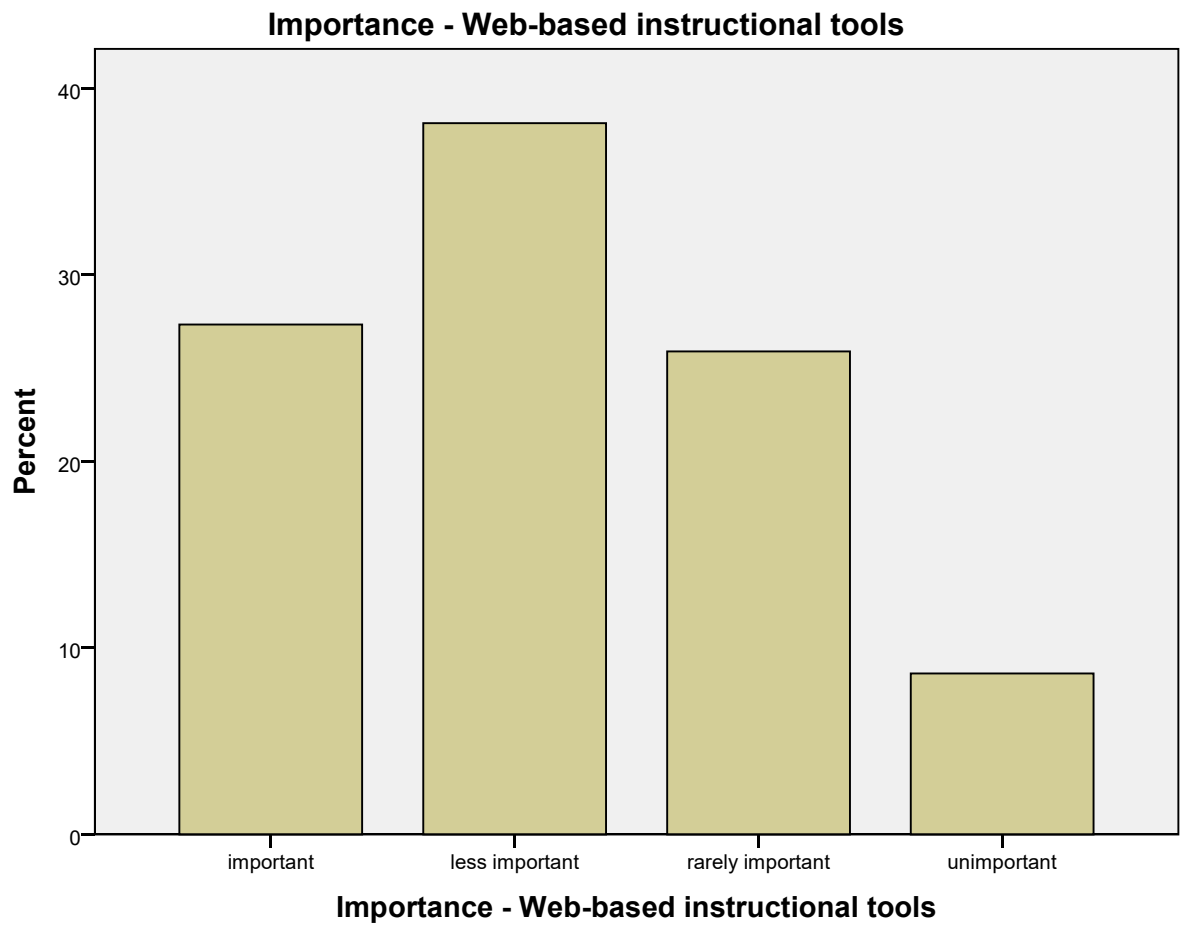
Importance - Computer-based instructional tools



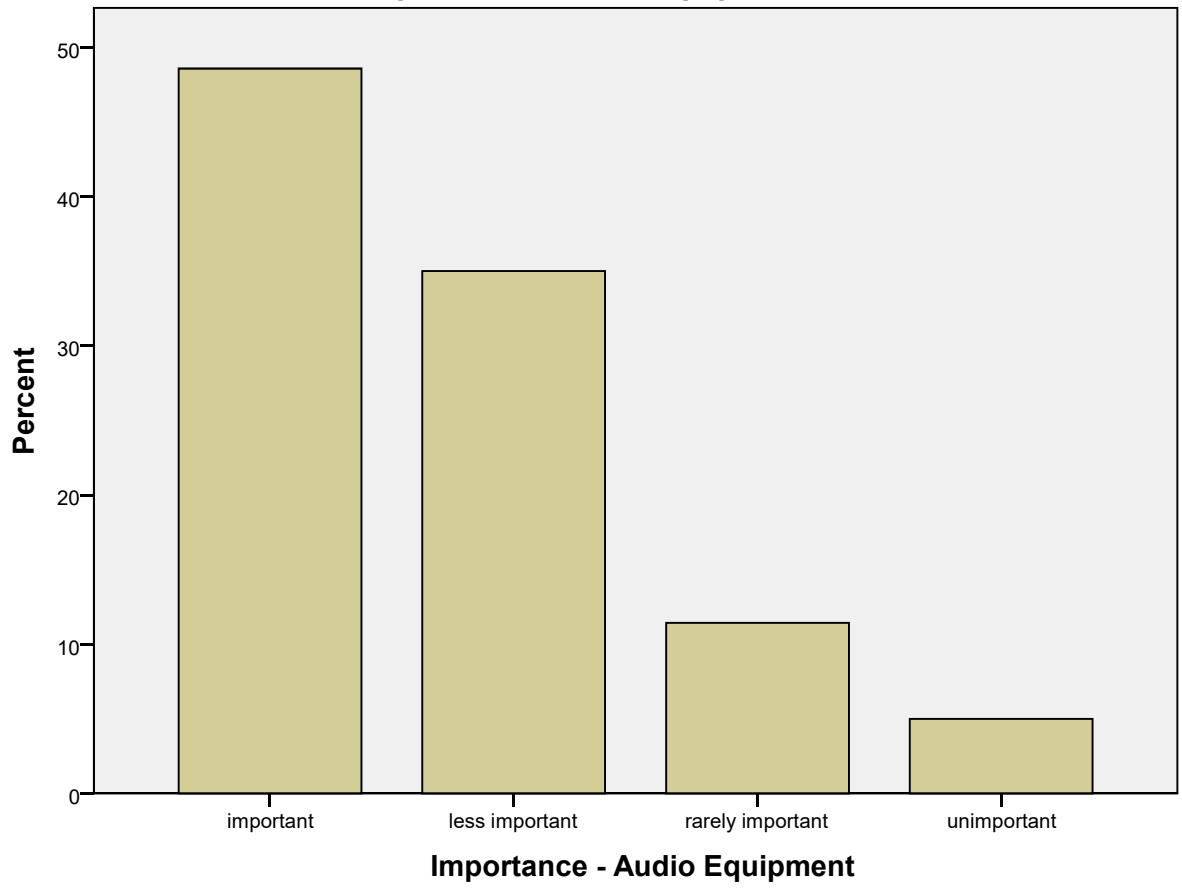
Importance - Hardware support in the classroom



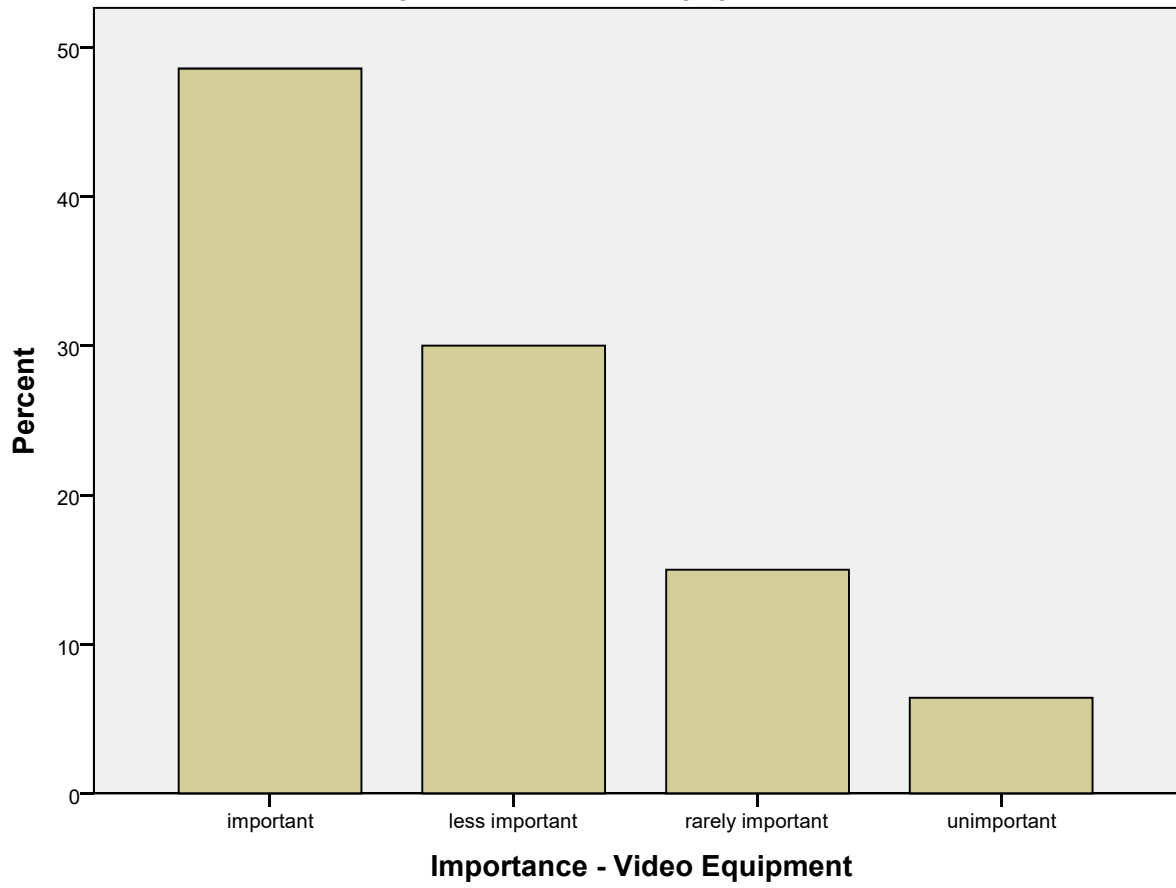
Importance - Hardware support in the classroom



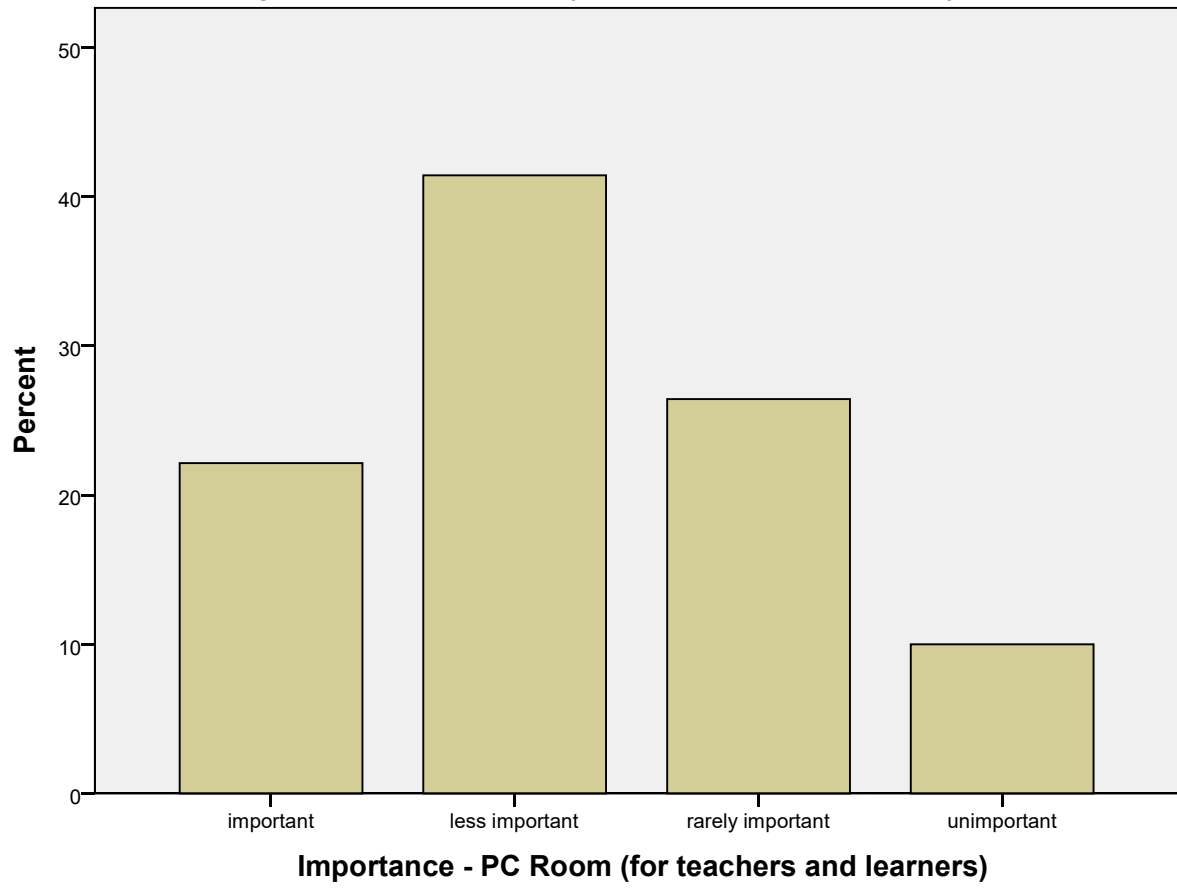
Importance - Audio Equipment



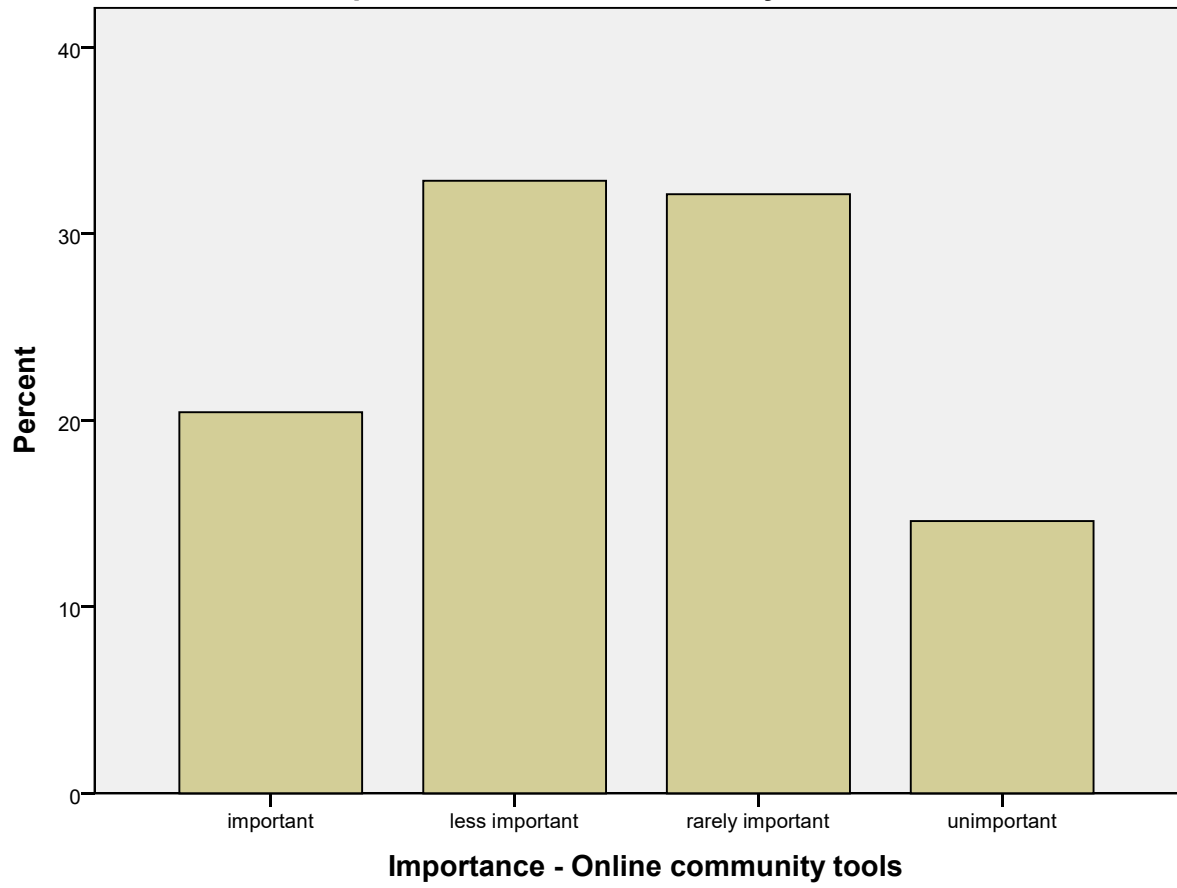
Importance - Video Equipment



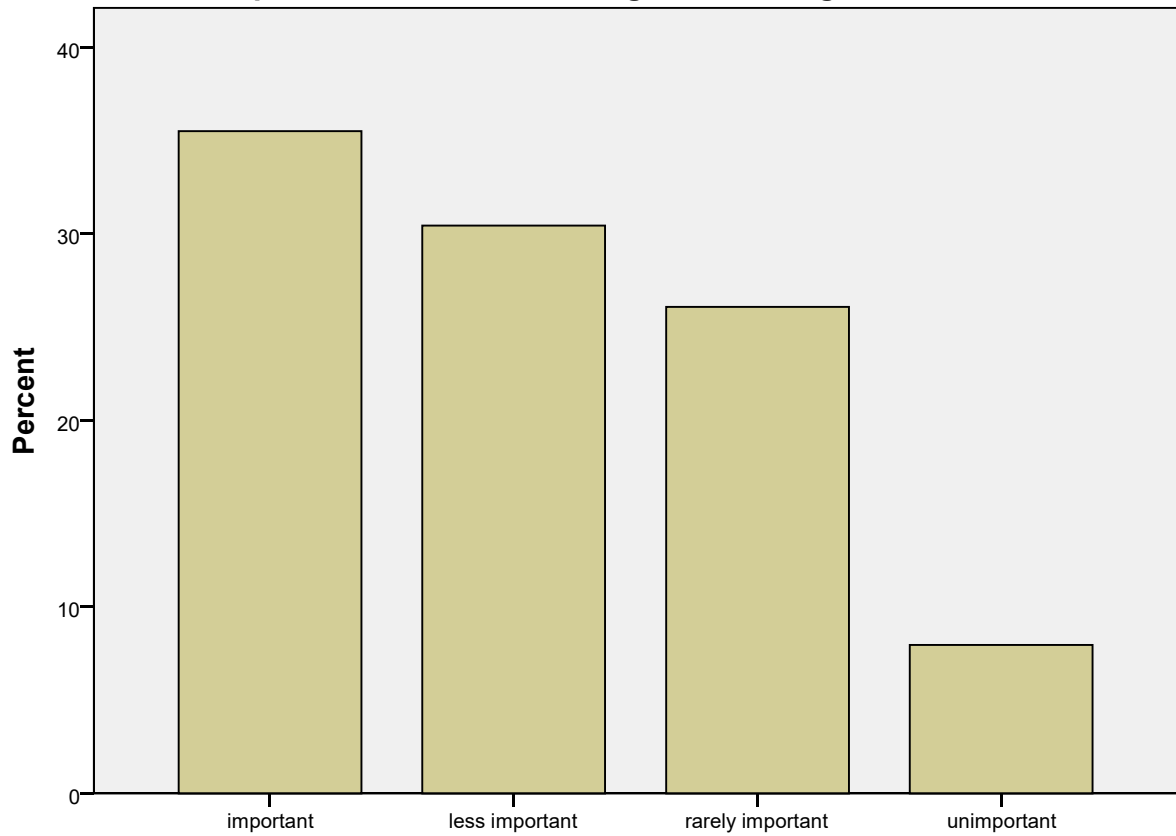
Importance - PC Room (for teachers and learners)



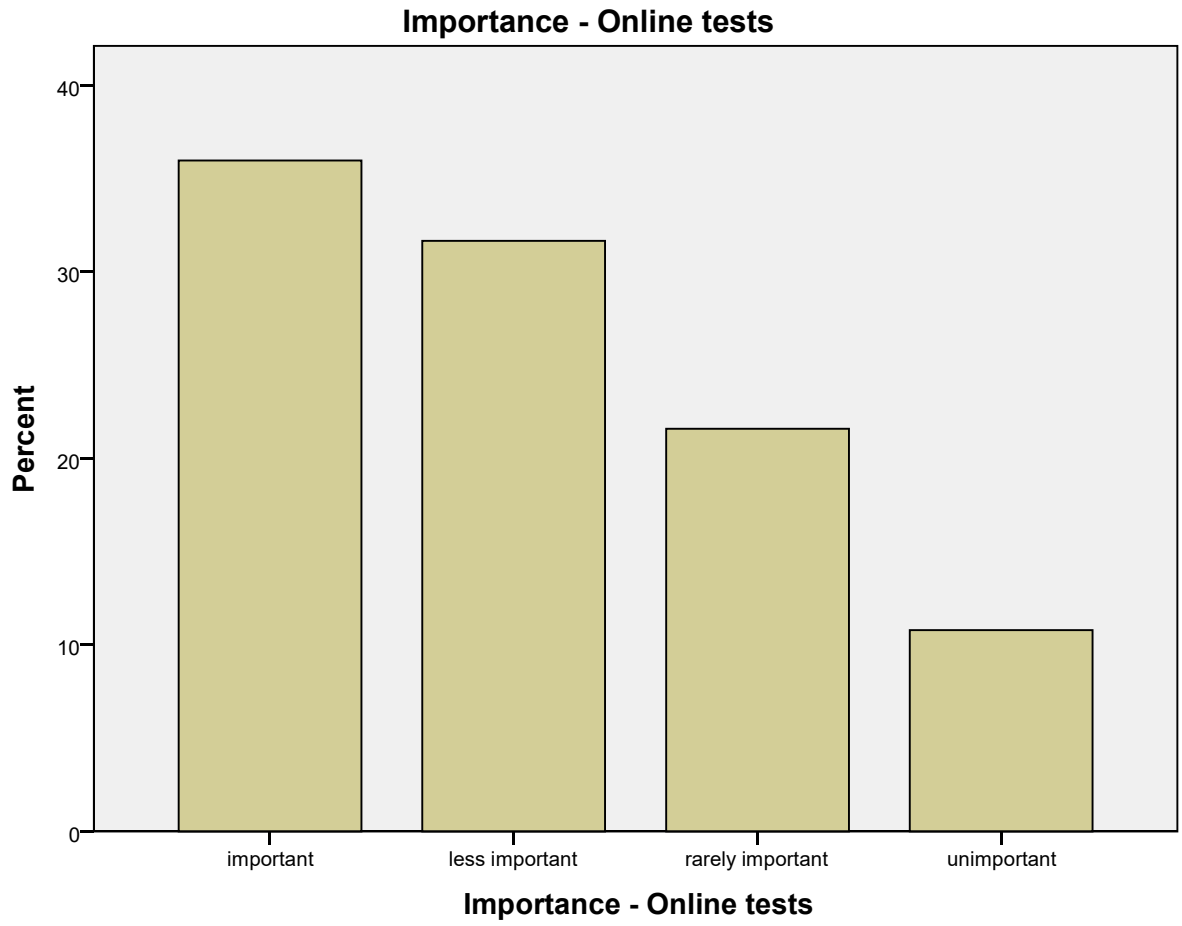
Importance - Online community tools

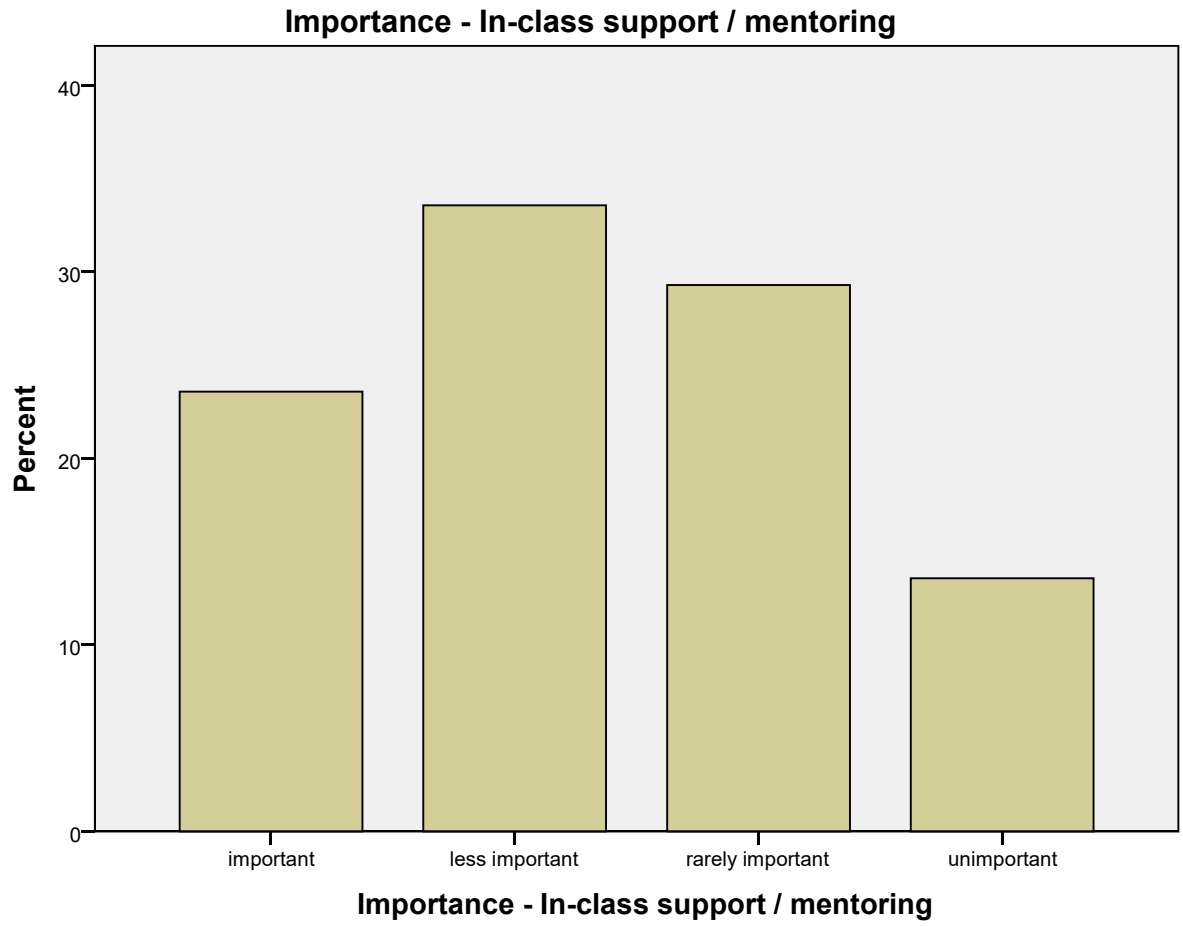


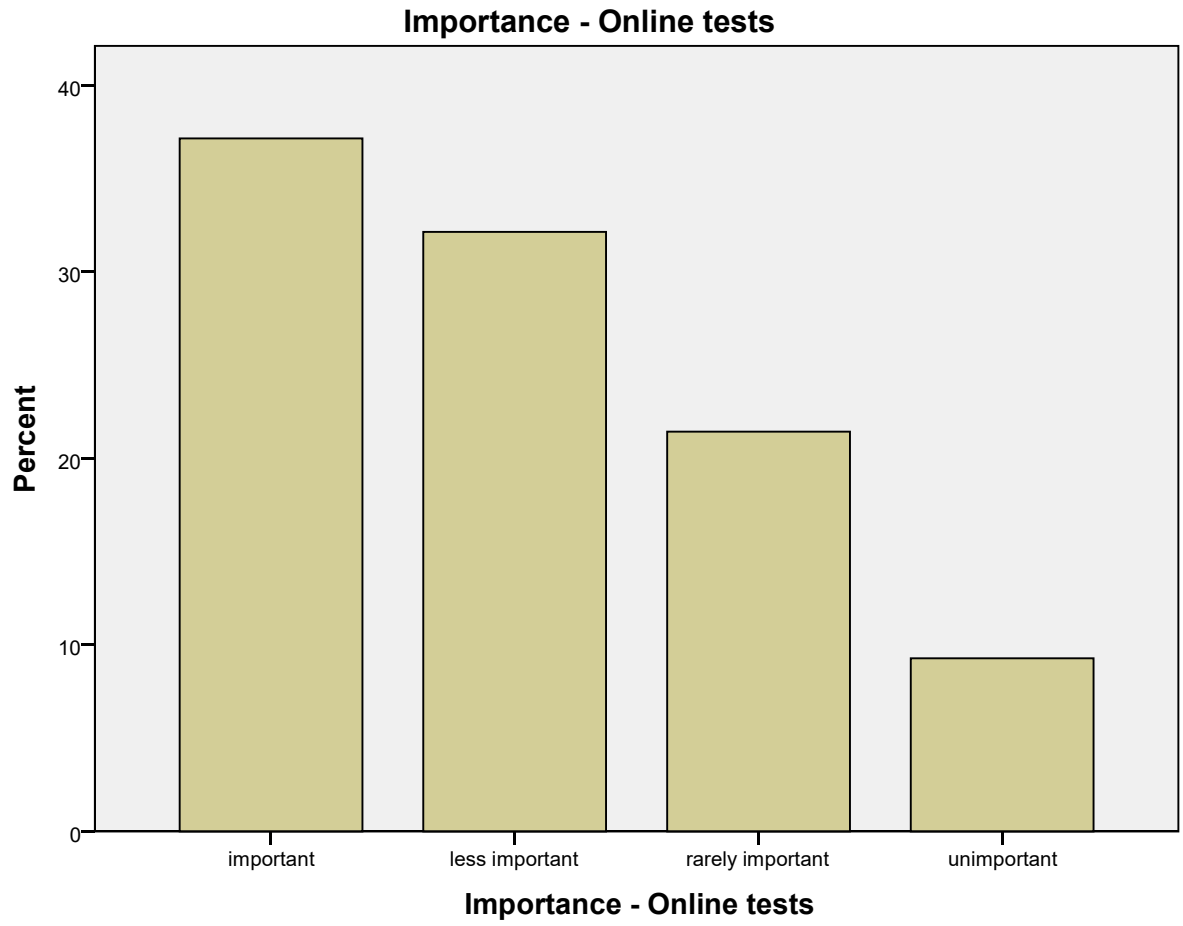
Importance - Online teaching and learning material



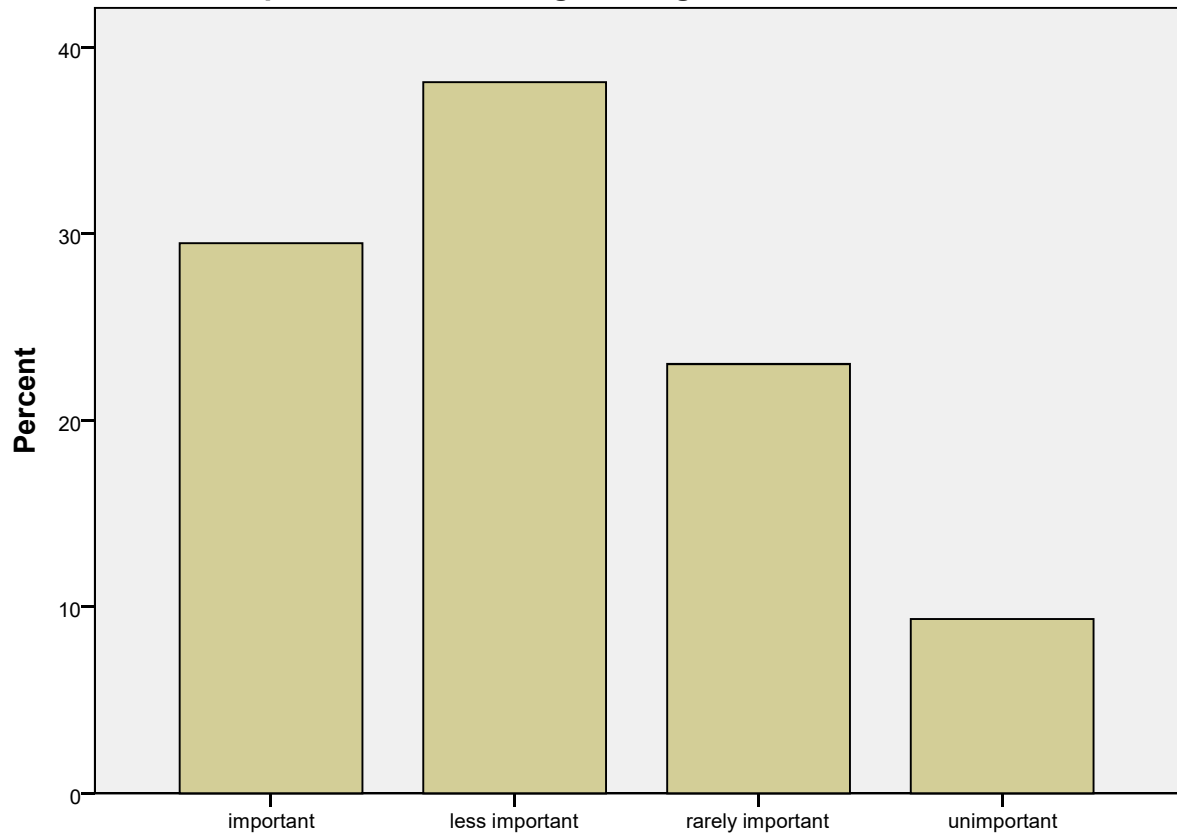
Importance - Online teaching and learning material





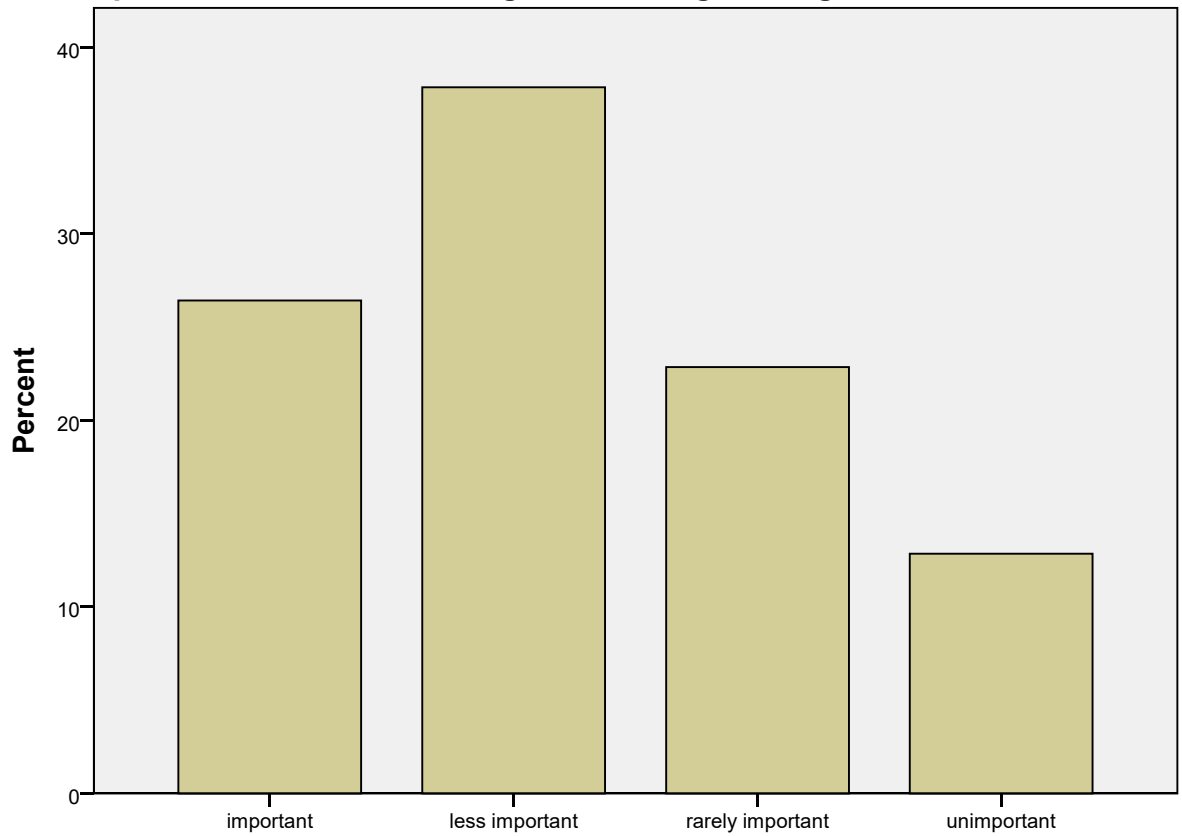


Importance - eLearning trainings for the learners



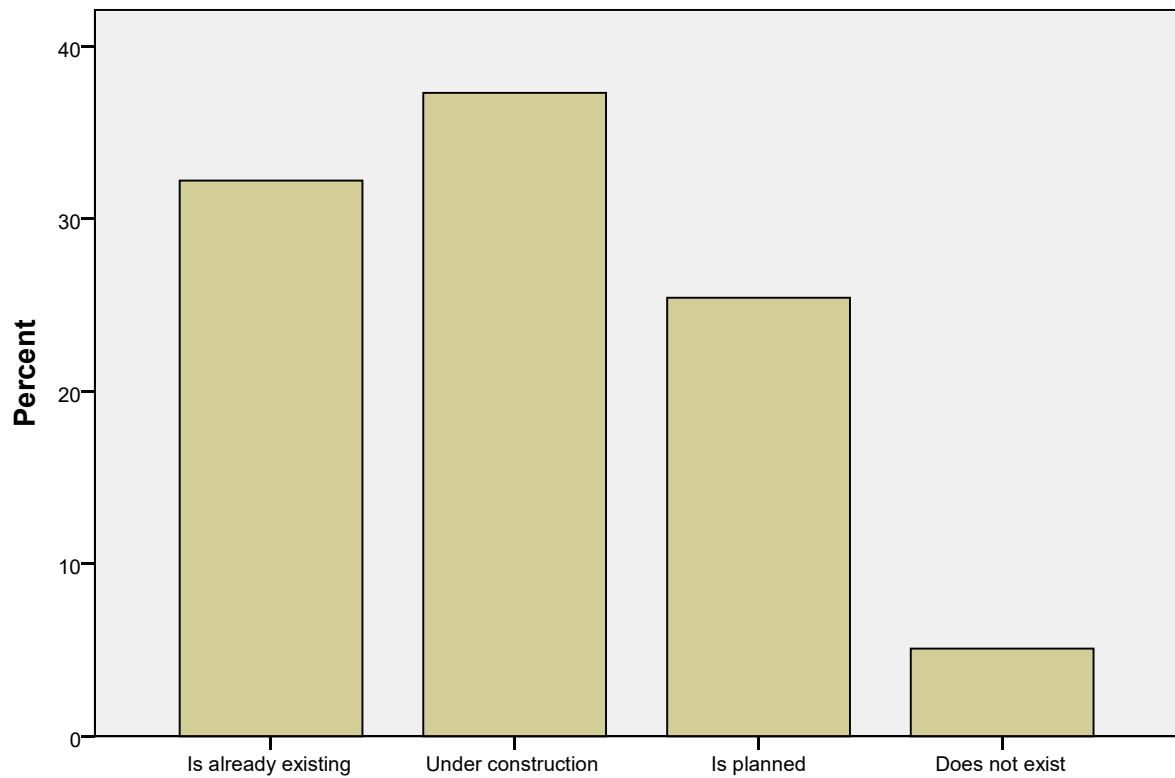
Importance - eLearning trainings for the learners

Importance - Teacher Trainings - eLearning trainings for the teachers



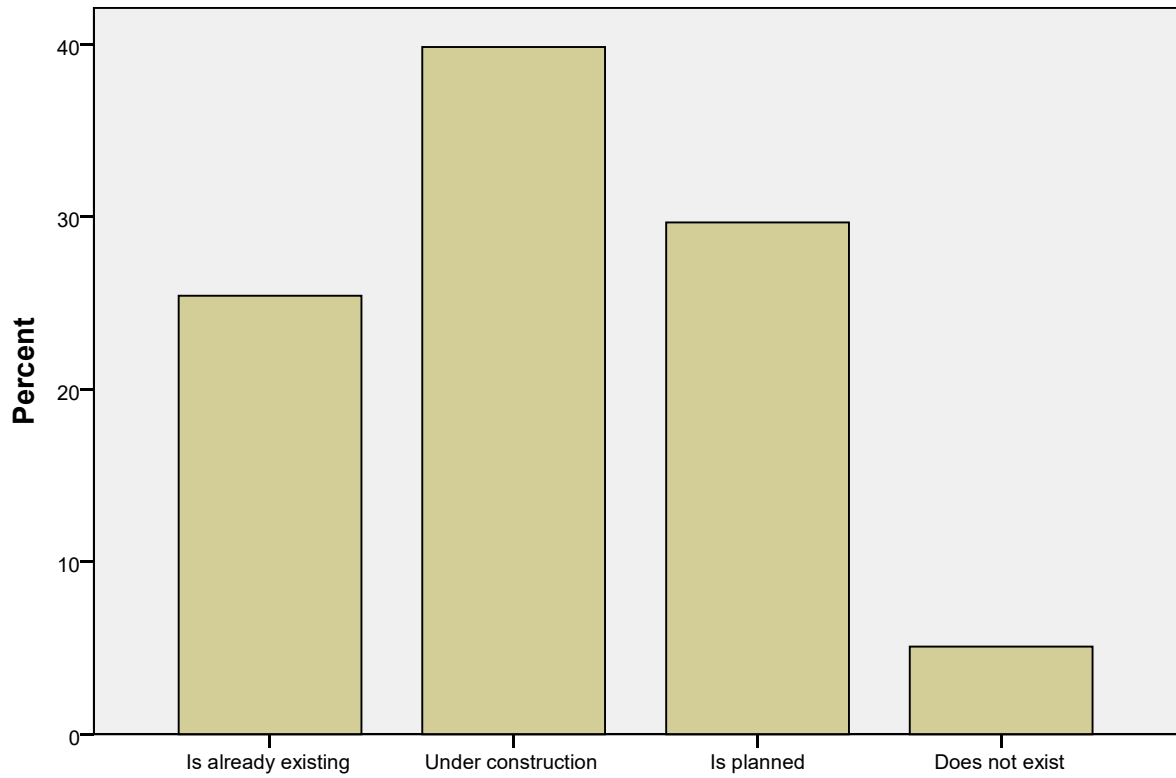
Importance - Teacher Trainings - eLearning trainings for the teachers

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



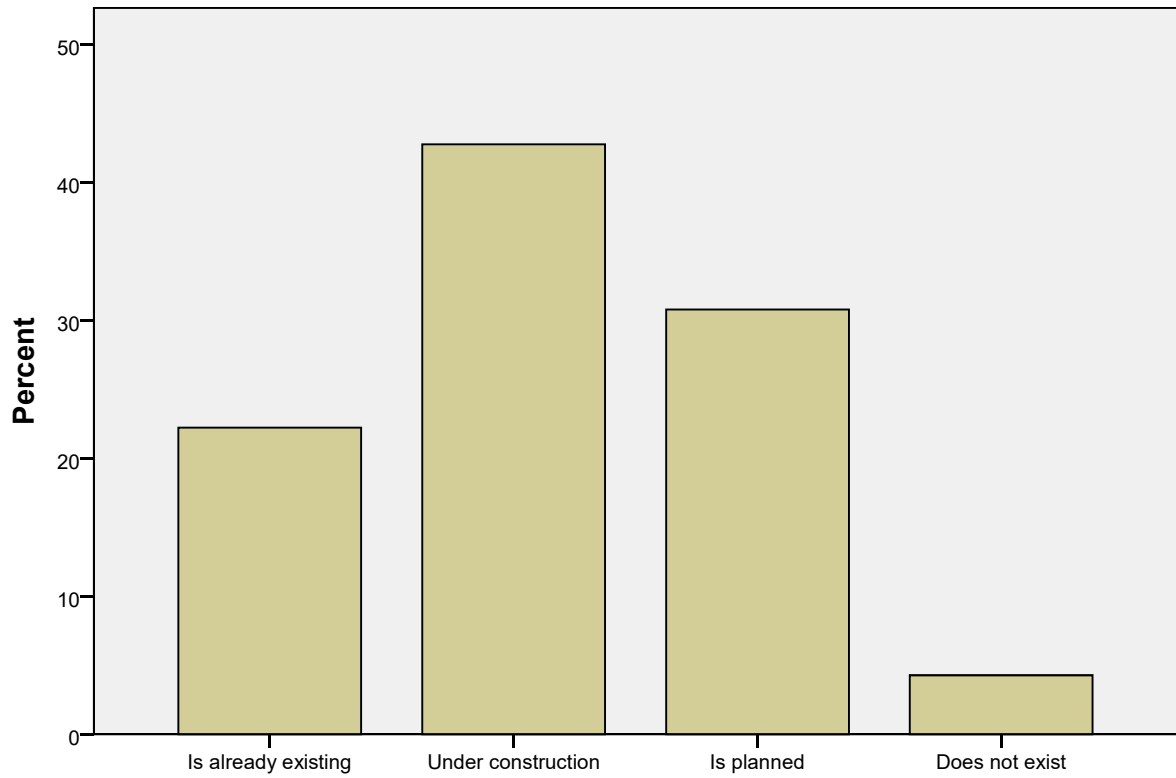
Do you have the following equipment at your school? - Networking / communication infrastructure

**Do you have the following equipment at your school? - Smart classrooms /
classroom modifications**



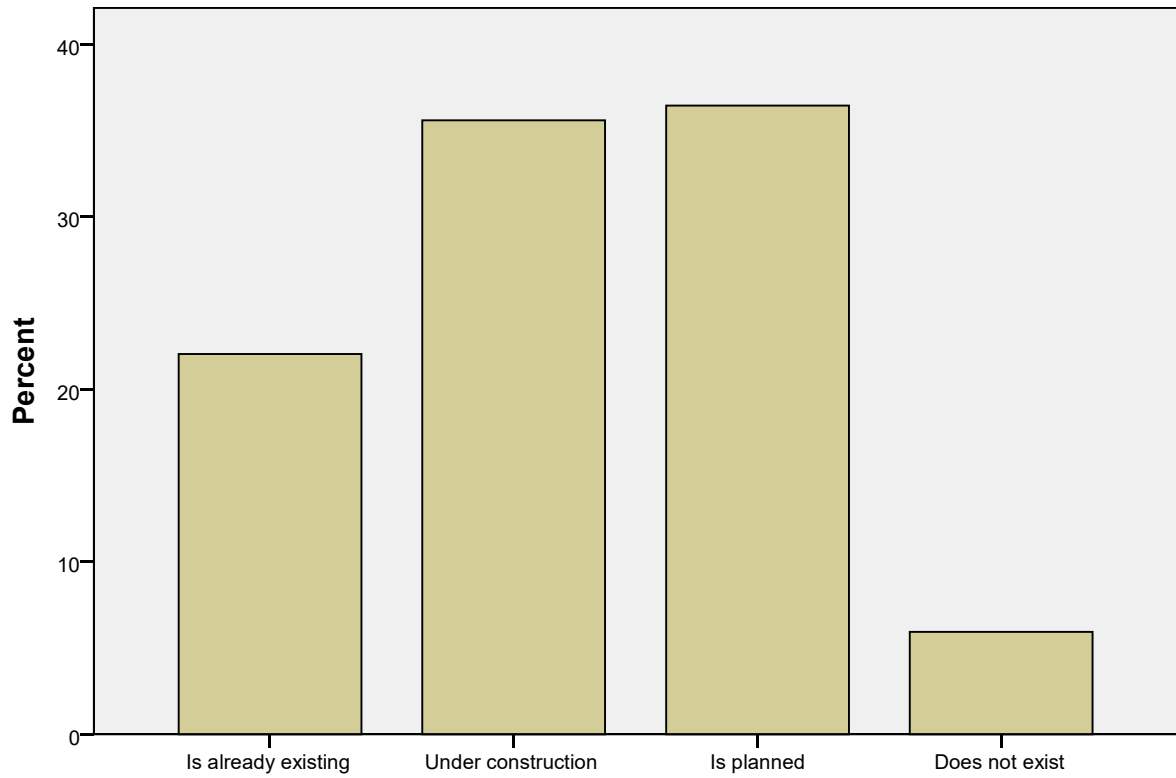
**Do you have the following equipment at your school? - Smart classrooms /
classroom modifications**

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



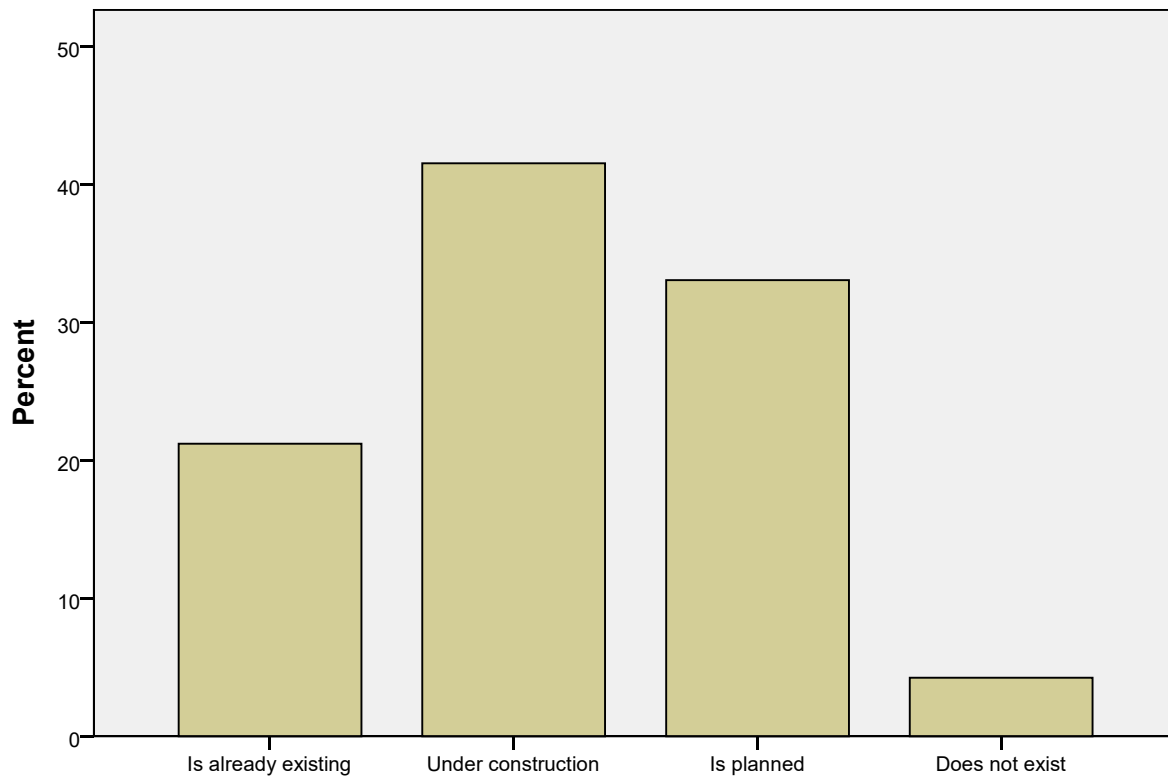
Do you have the following equipment at your school? - Computer-based instructional tools

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



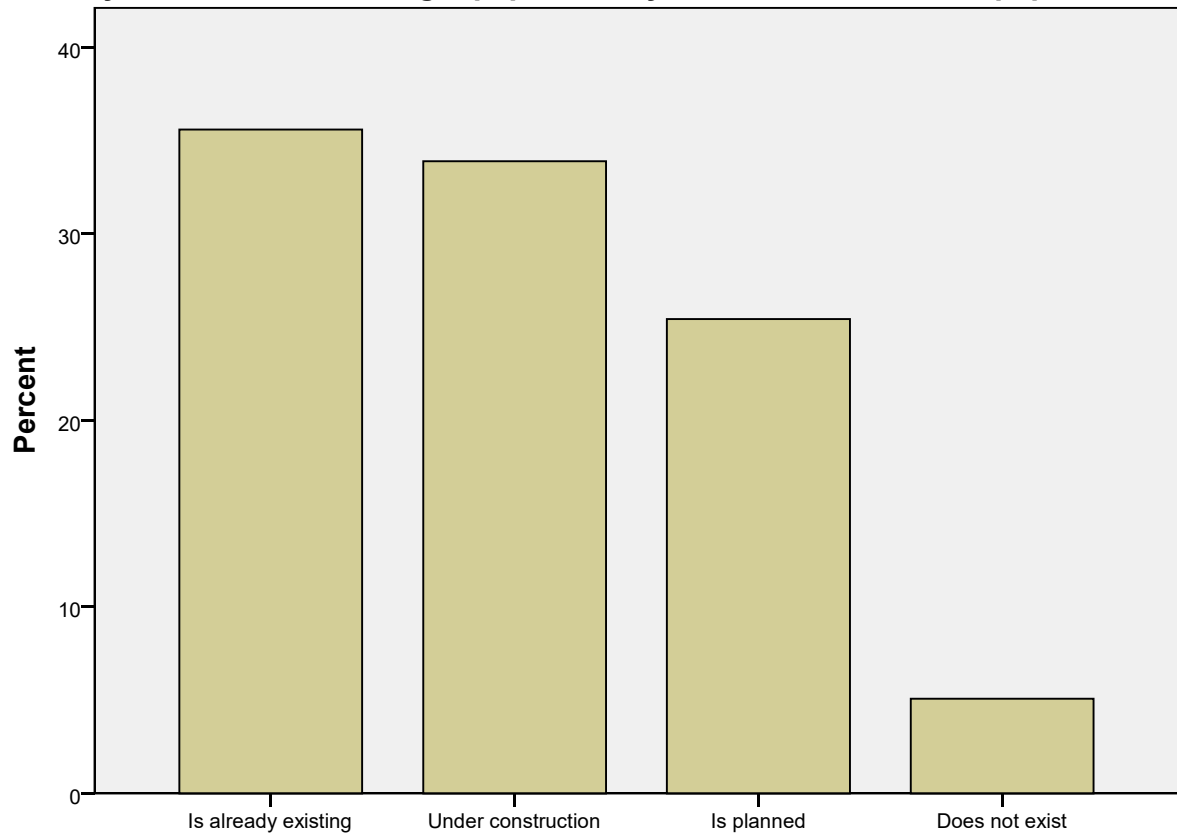
Do you have the following equipment at your school? - Web-based instructional tools

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



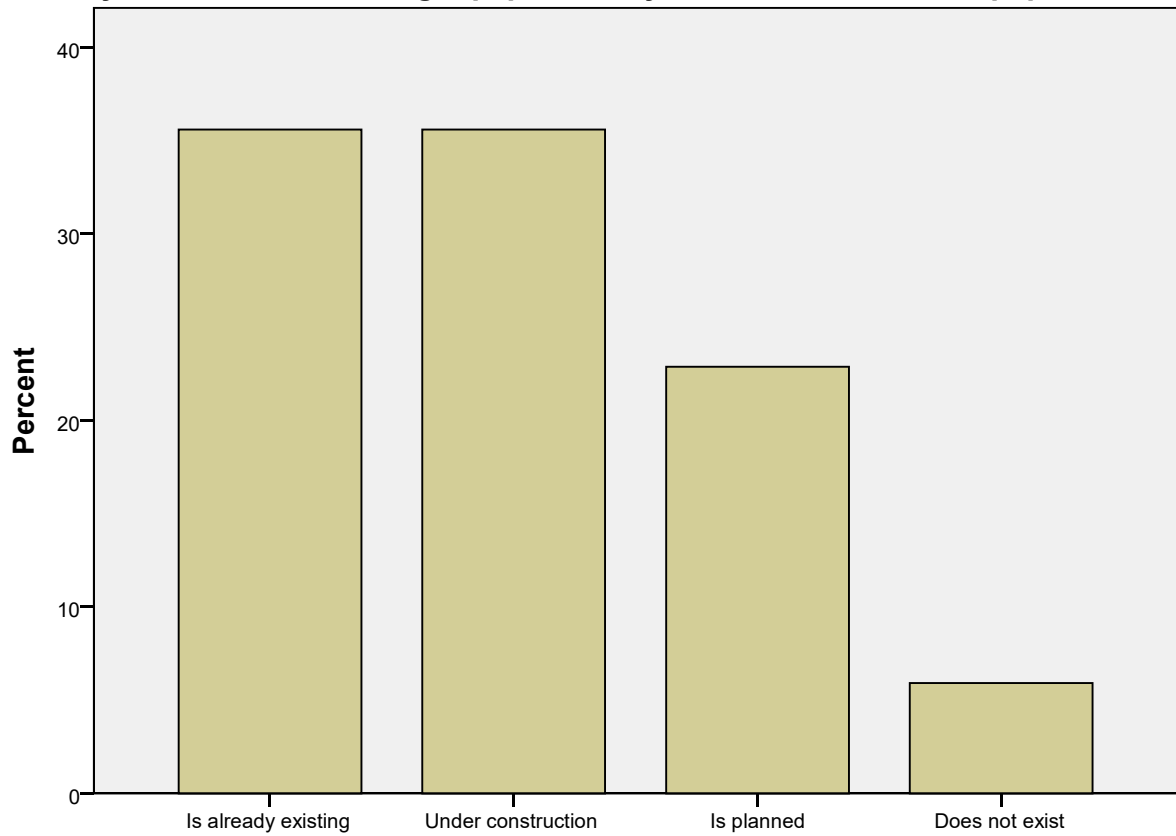
Do you have the following equipment at your school? - Hardware support in the classroom

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



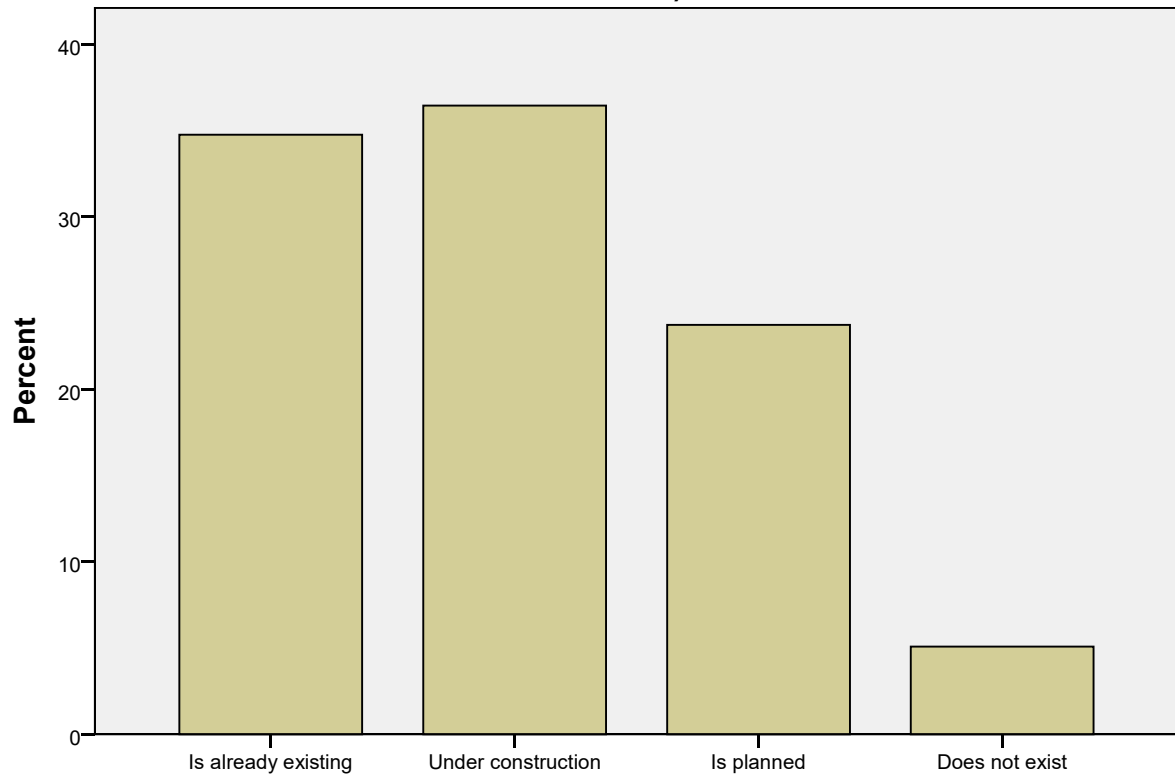
Do you have the following equipment at your school? - Audio Equipment

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



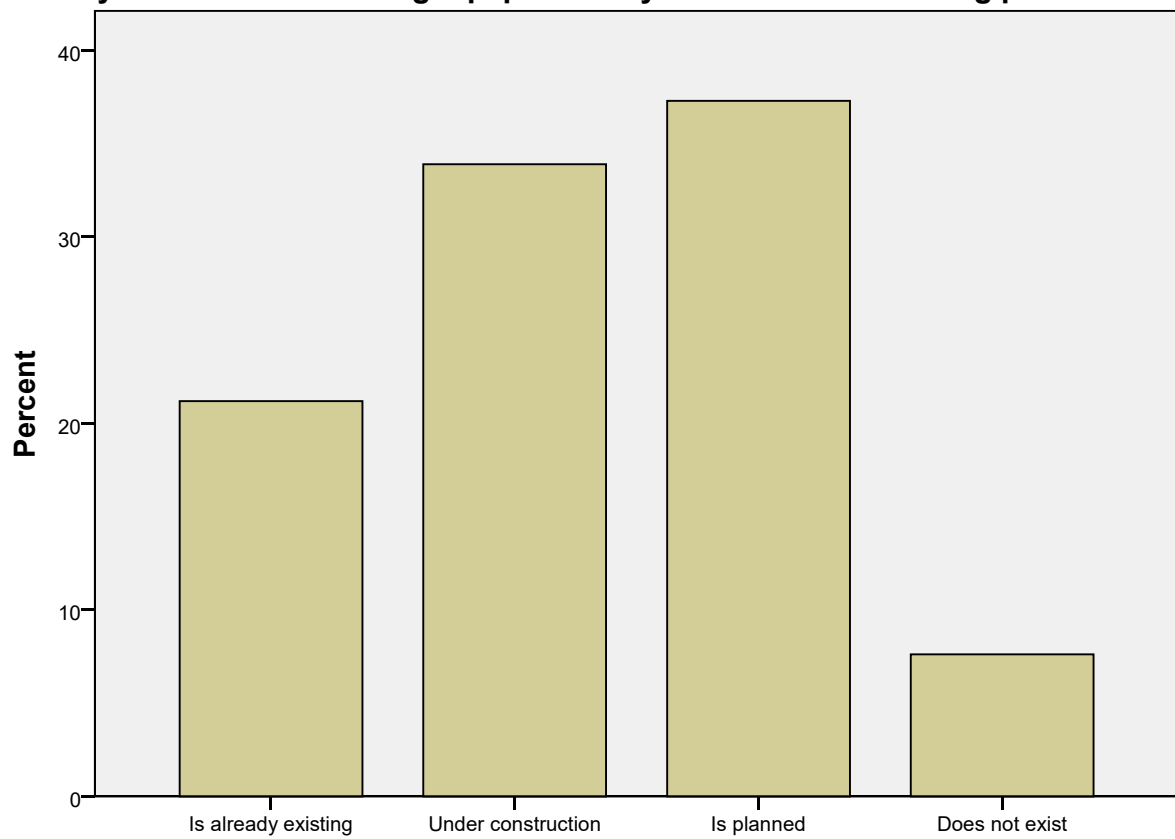
Do you have the following equipment at your school? - Video Equipment

Do you have the following equipment at your school? - PC Room (for teachers and learners)



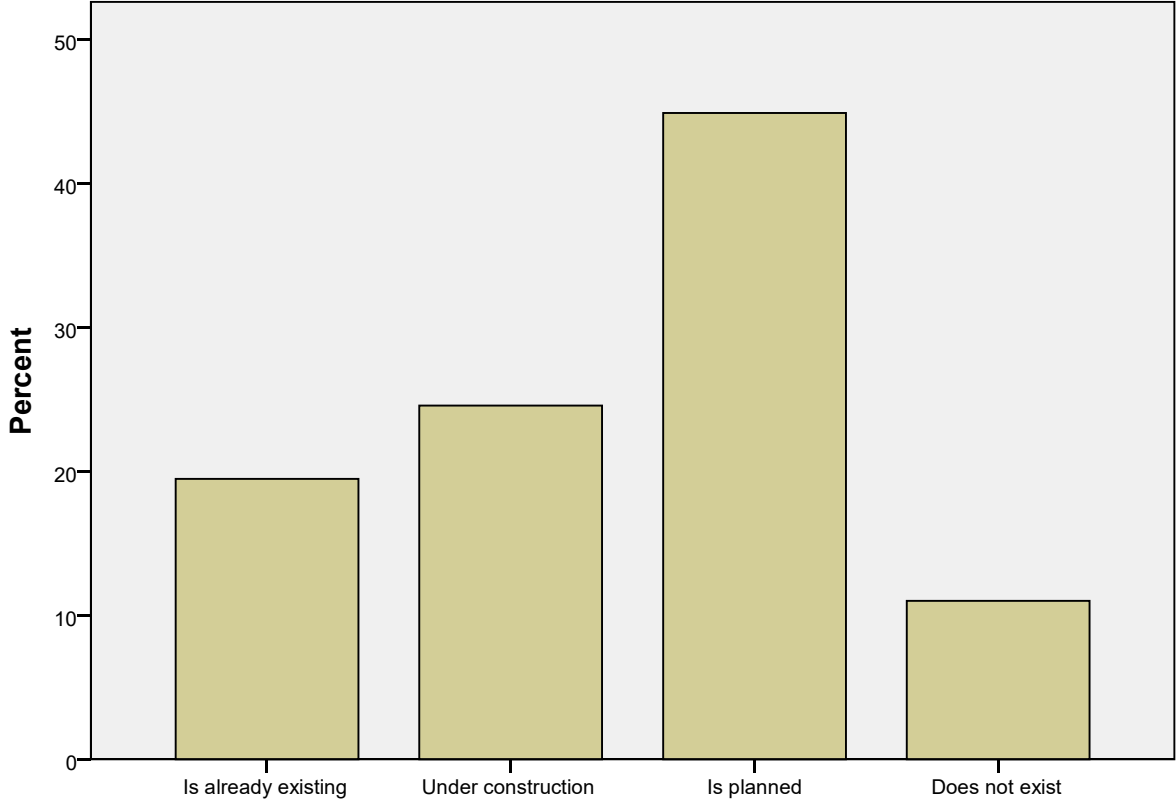
Do you have the following equipment at your school? - PC Room (for teachers and learners)

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



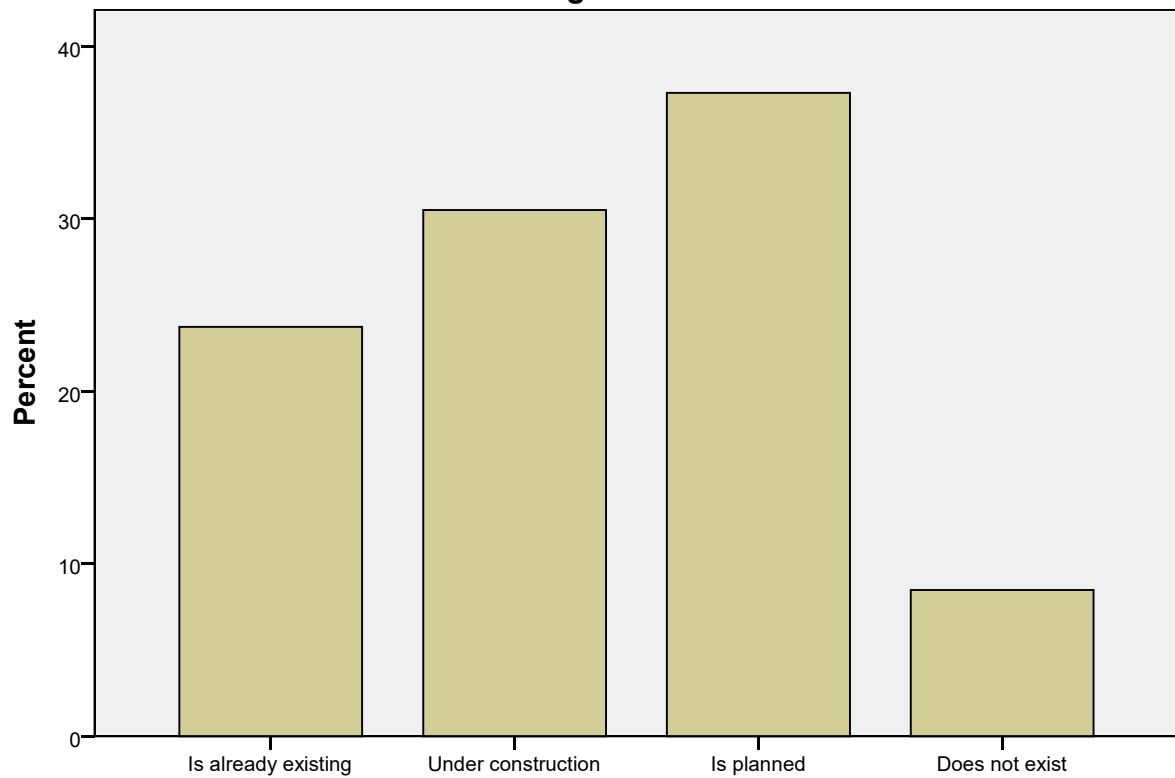
Do you have the following equipment at your school? - Learning platform

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



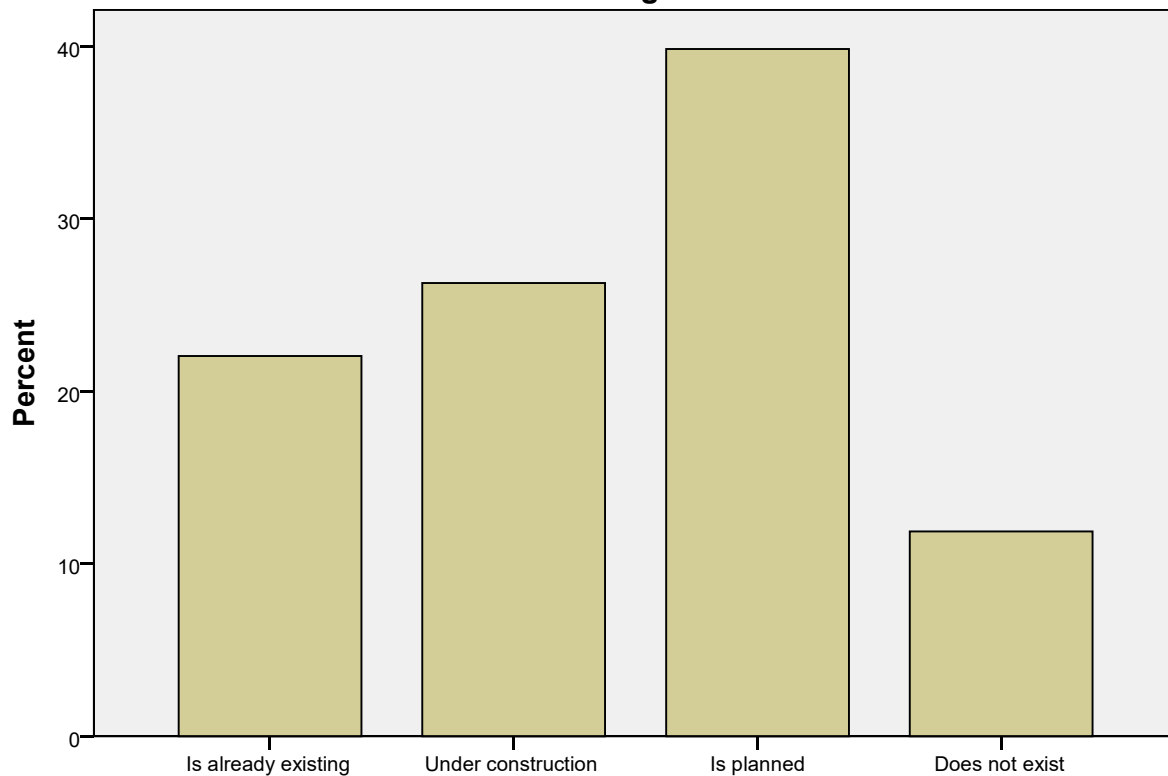
Do you have the following equipment at your school? - Online community tools

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



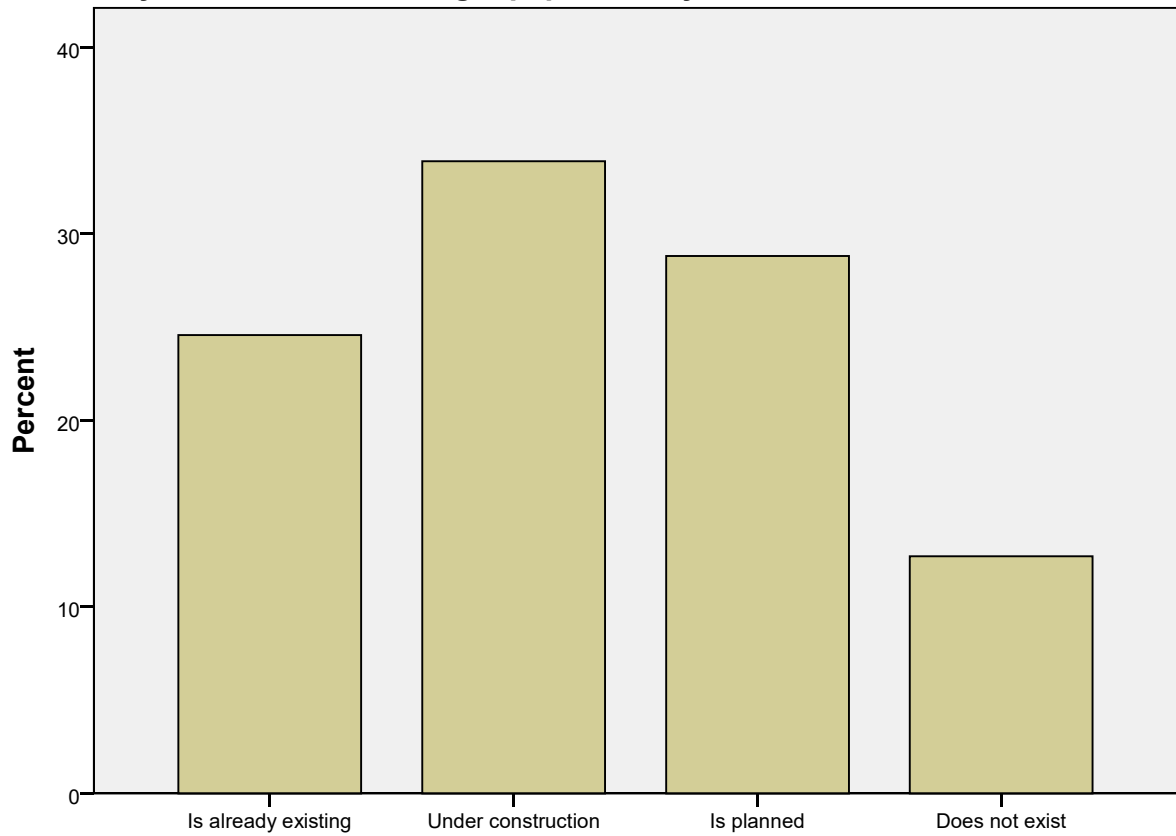
Do you have the following equipment at your school? - Online teaching and learning material

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



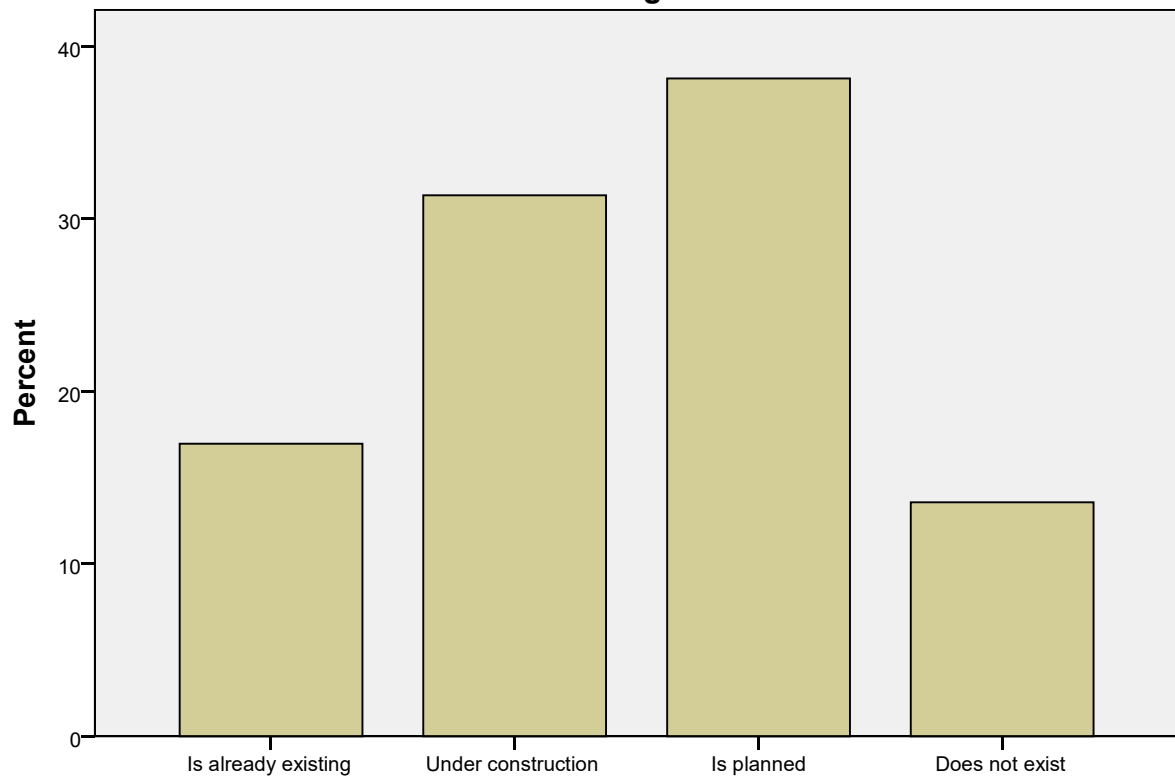
Do you have the following equipment at your school? - Curriculum adaption for eLearning

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



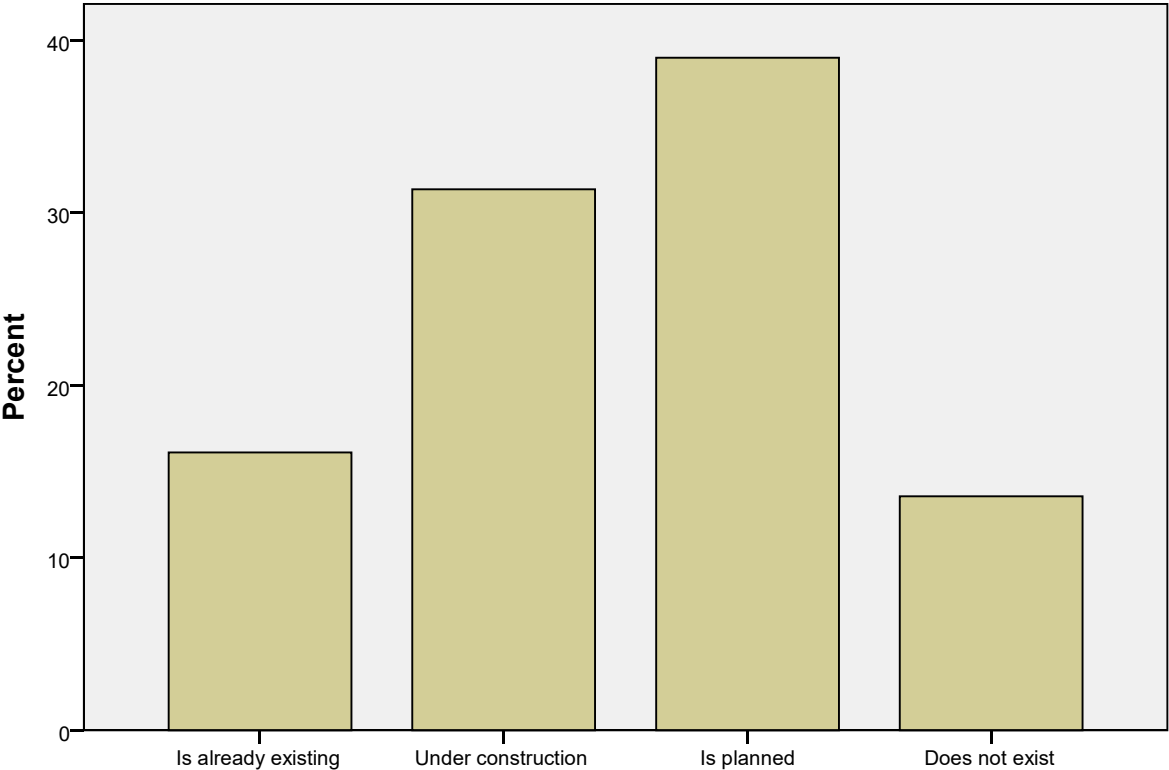
Do you have the following equipment at your school? - Online tests

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



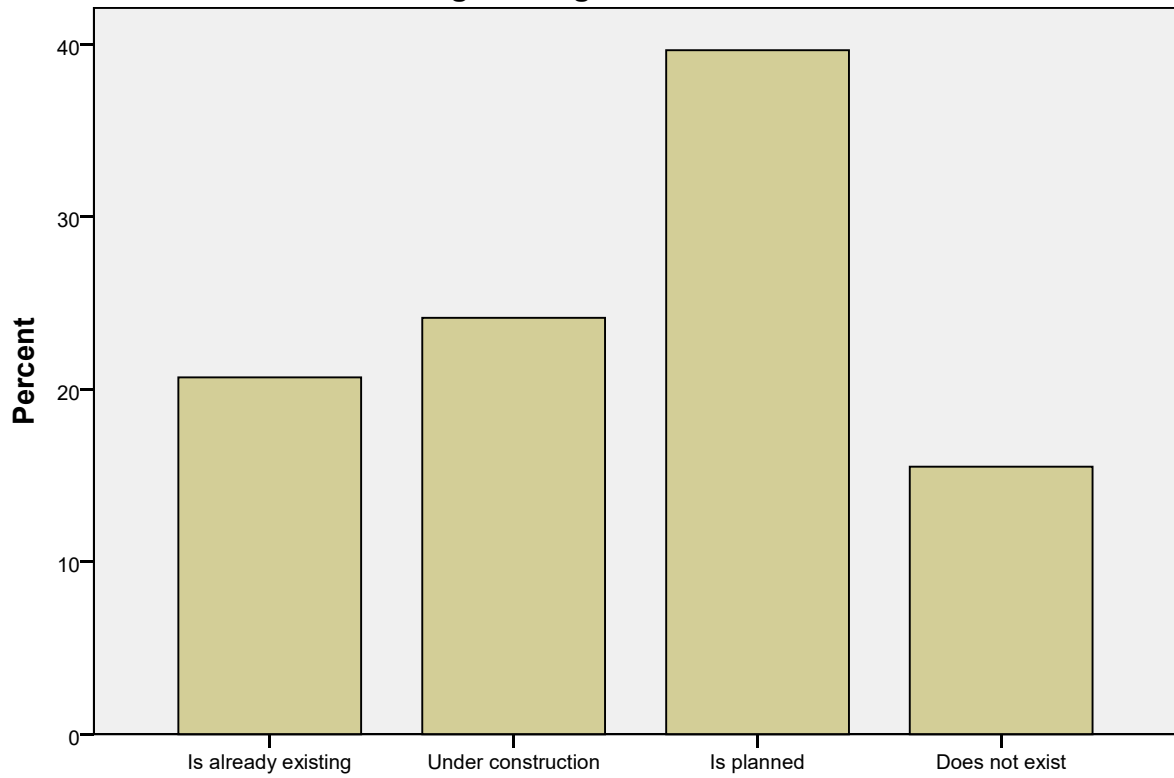
Do you have the following equipment at your school? - In-class support / mentoring

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



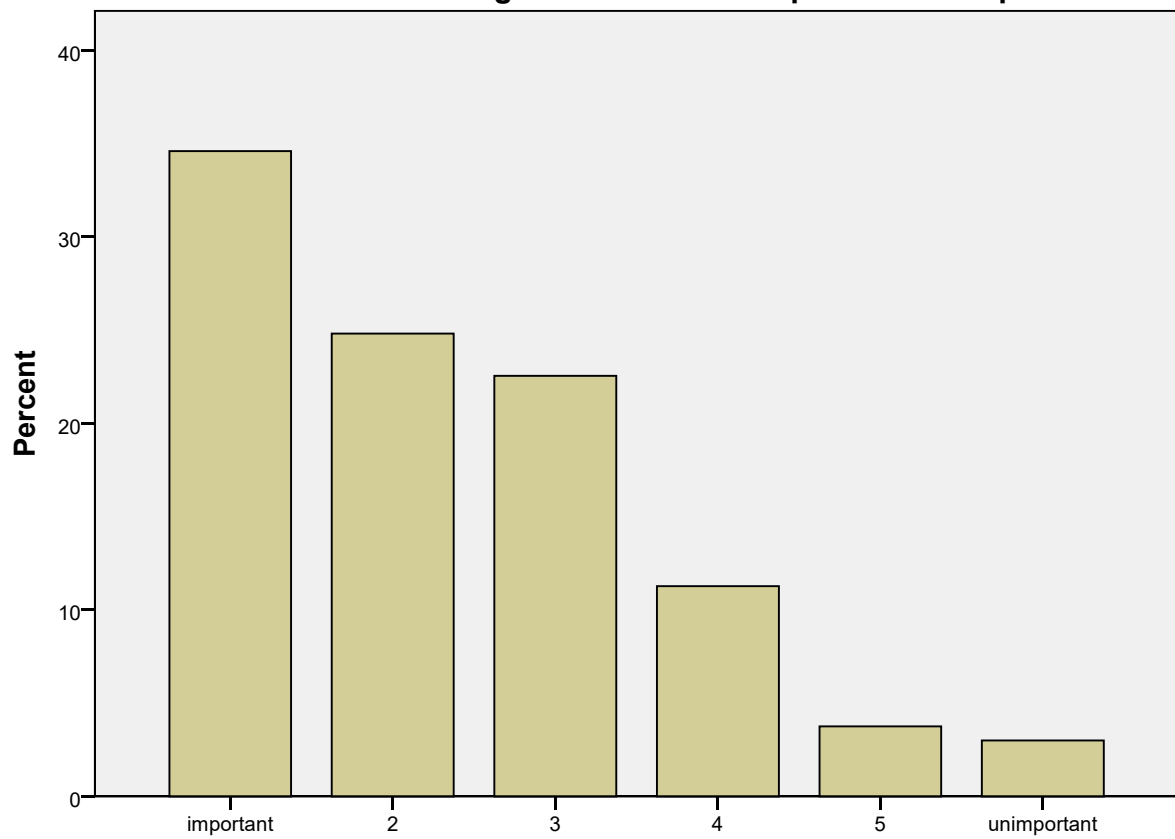
Do you have the following equipment at your school? - eLearning trainings for the learners

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



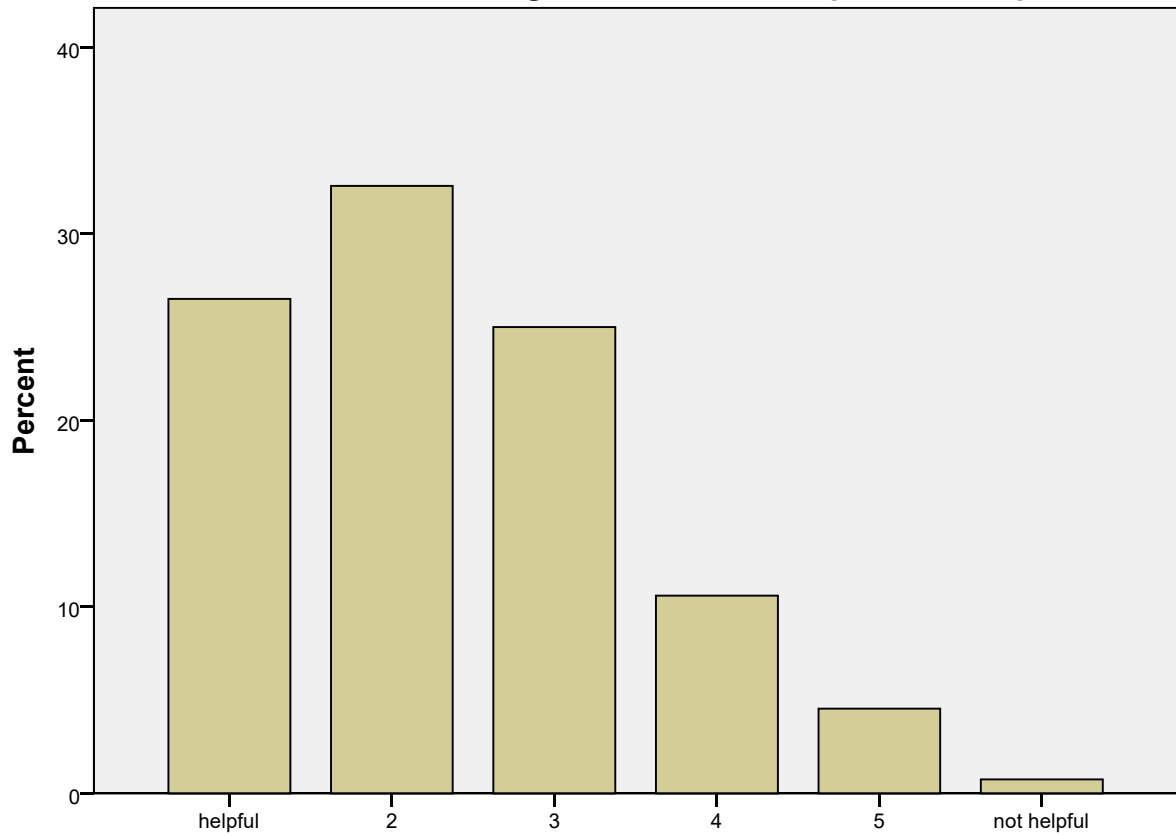
**Do you have the following equipment at your school? - Teacher Trainings -
eLearning trainings for the teachers**

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



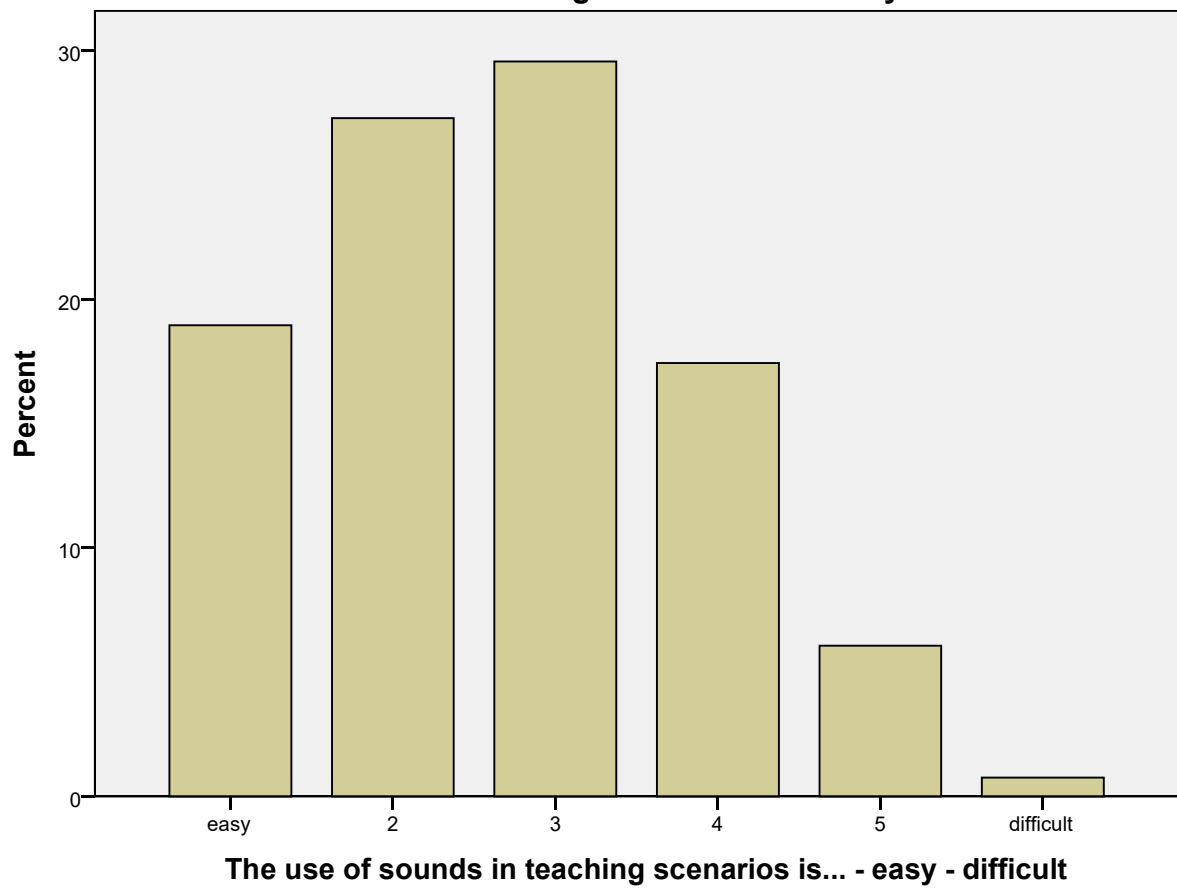
The use of sounds in teaching scenarios is... - important - unimportant

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

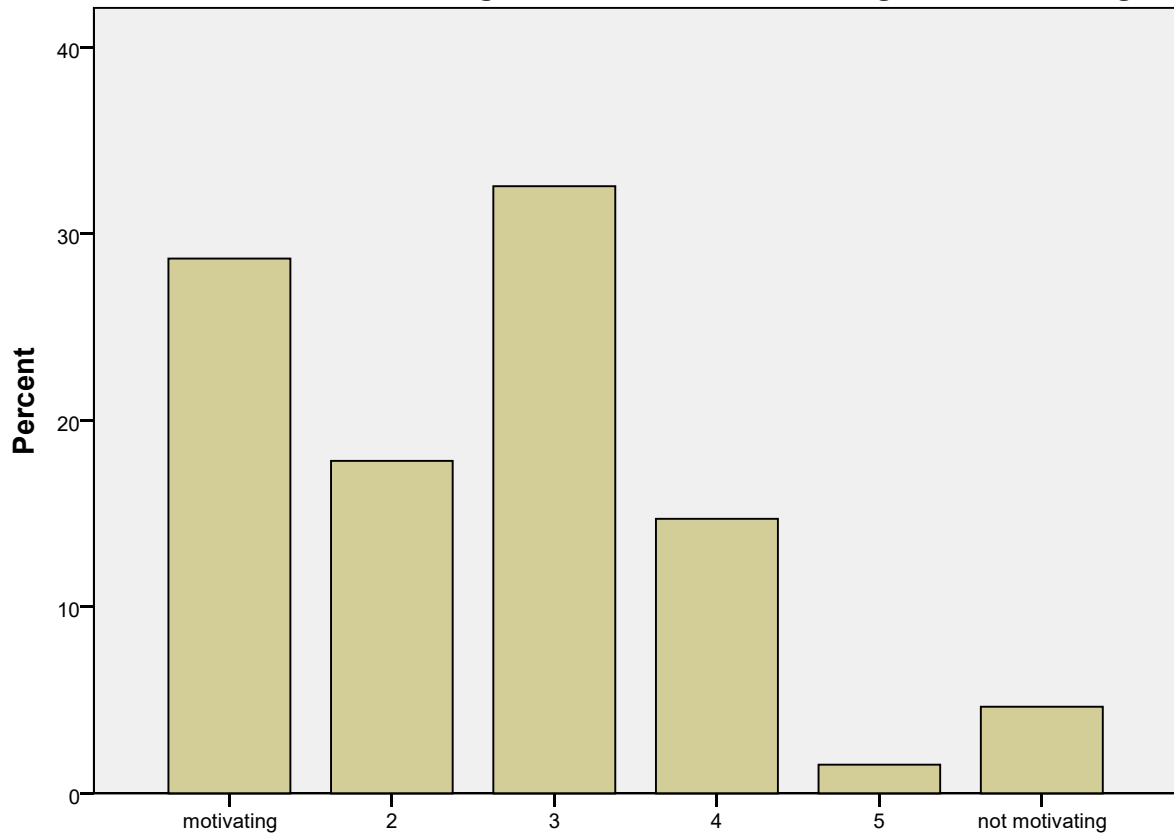


The use of sounds in teaching scenarios is... - helpful - not helpful

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

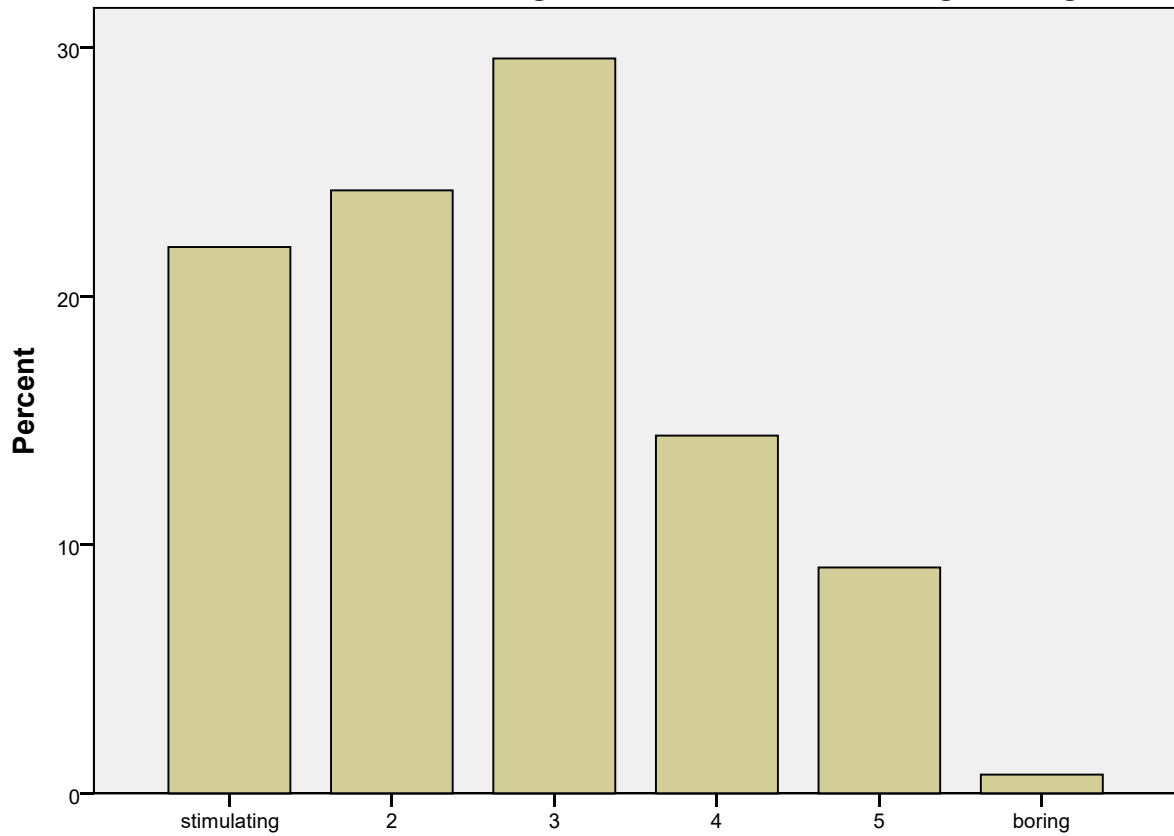


The use of sounds in teaching scenarios is... - motivating - not motivating



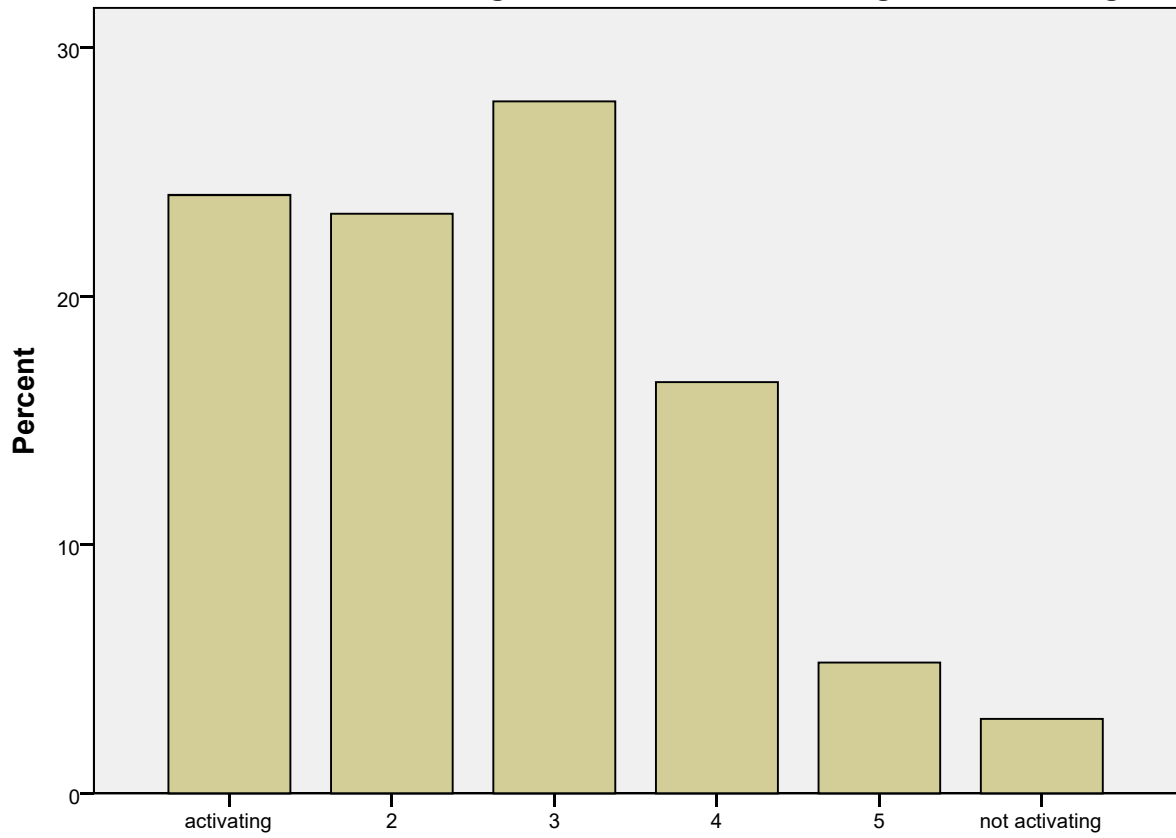
The use of sounds in teaching scenarios is... - motivating - not motivating

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



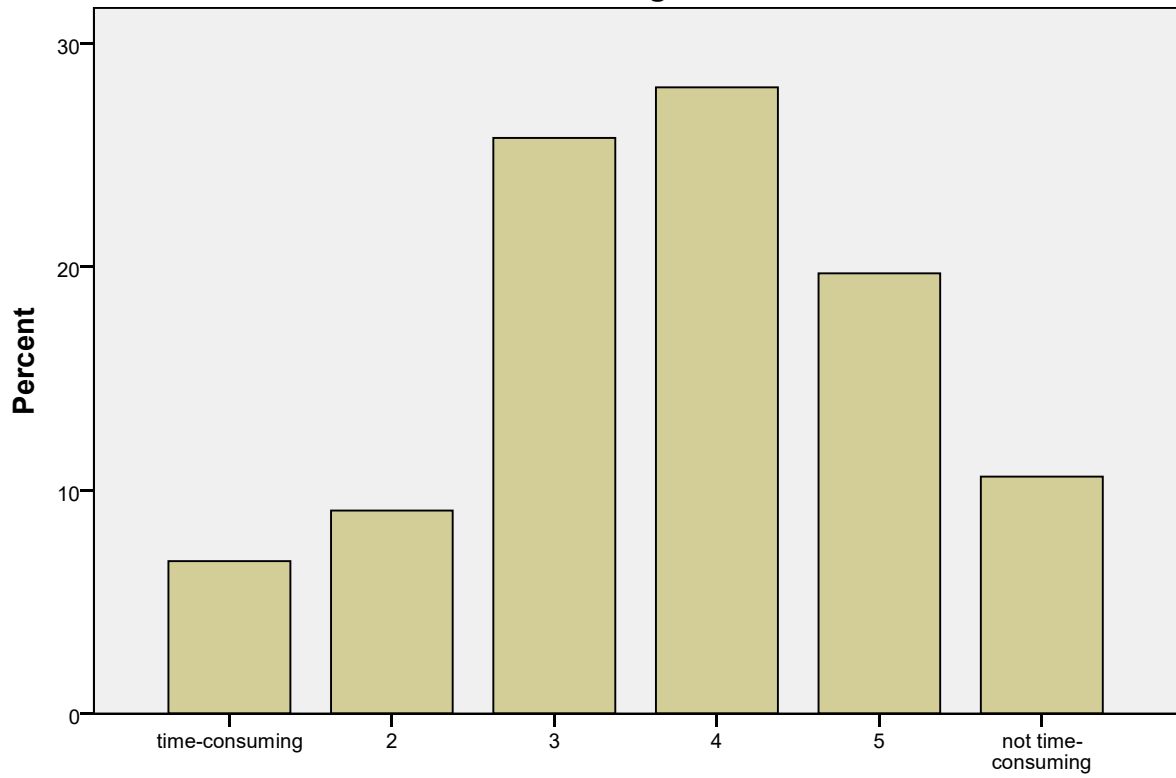
The use of sounds in teaching scenarios is... - stimulating - boring

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

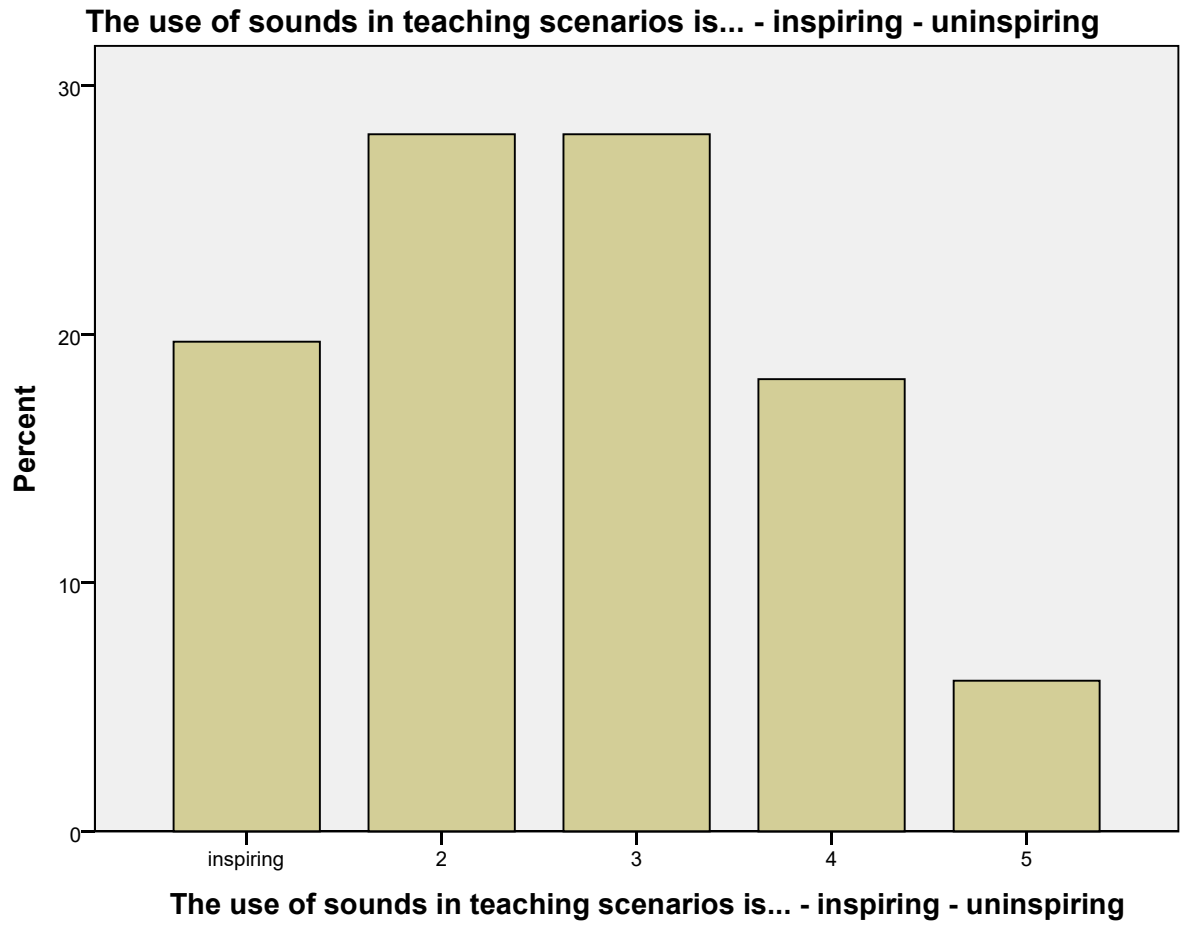


The use of sounds in teaching scenarios is... - activating - not activating

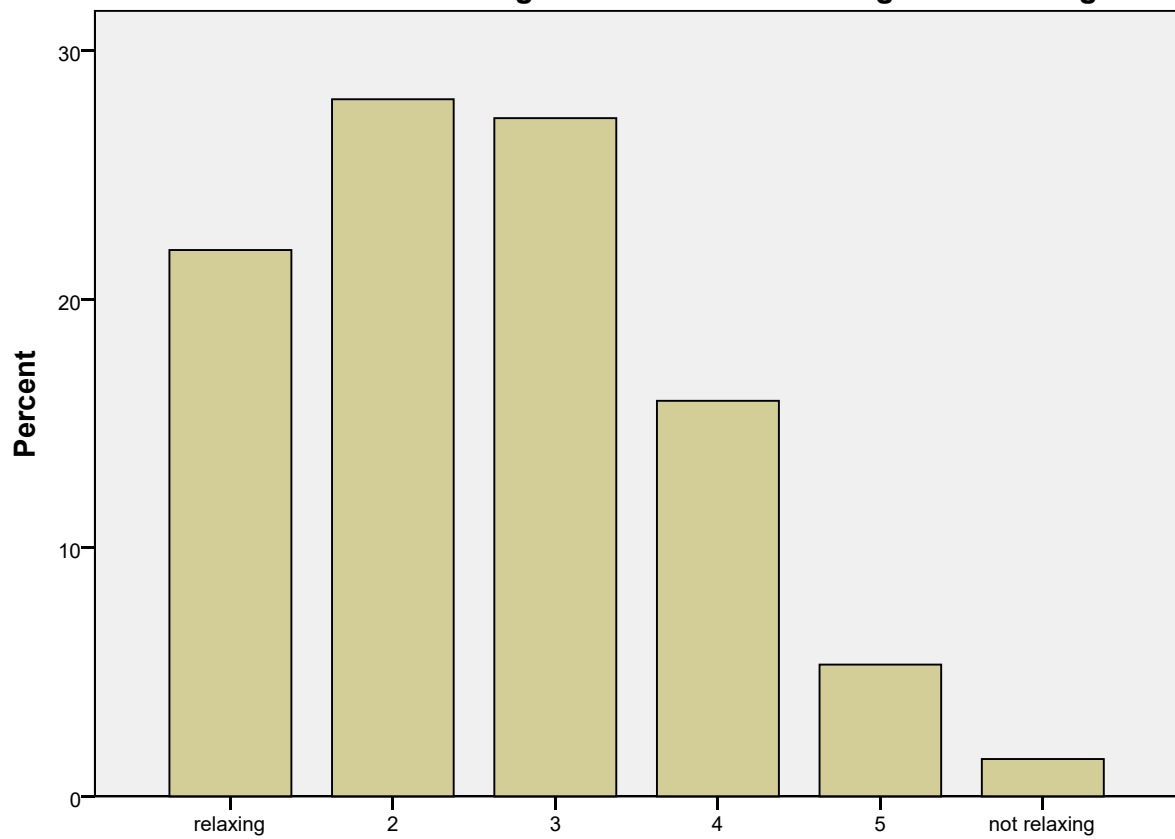
The use of sounds in teaching scenarios is... - time-consuming - not time-consuming



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

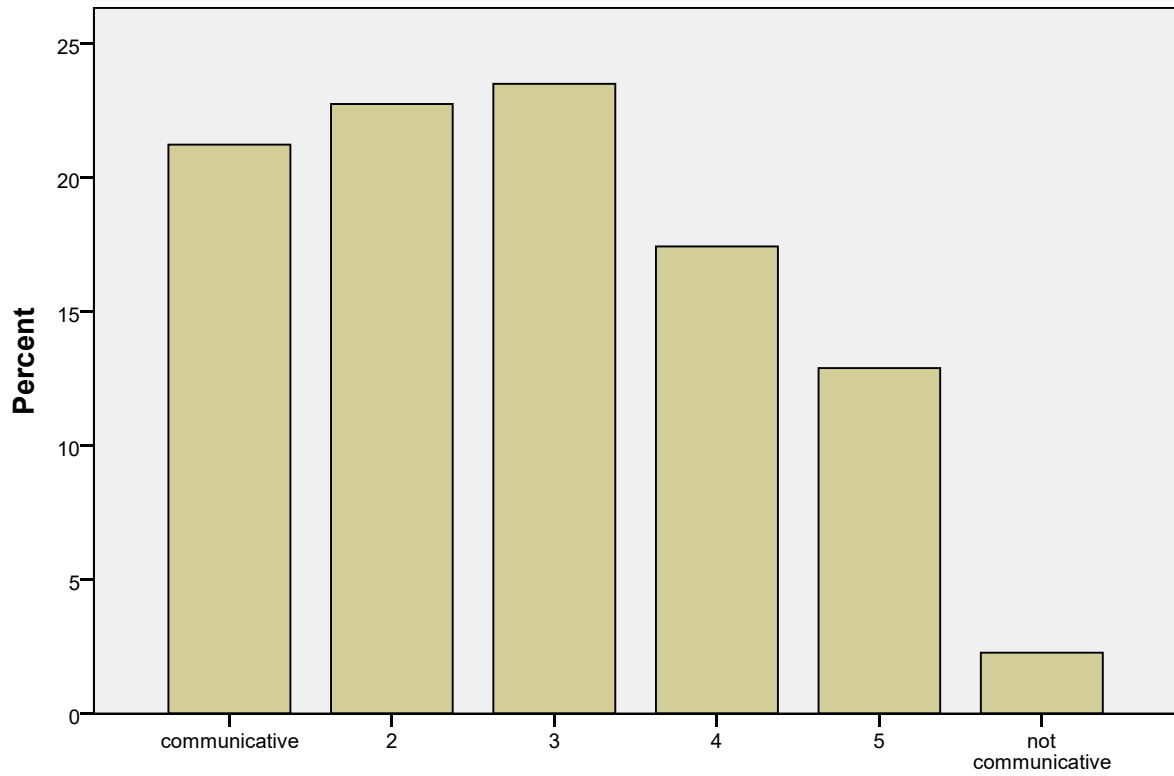


The use of sounds in teaching scenarios is... - relaxing - not relaxing



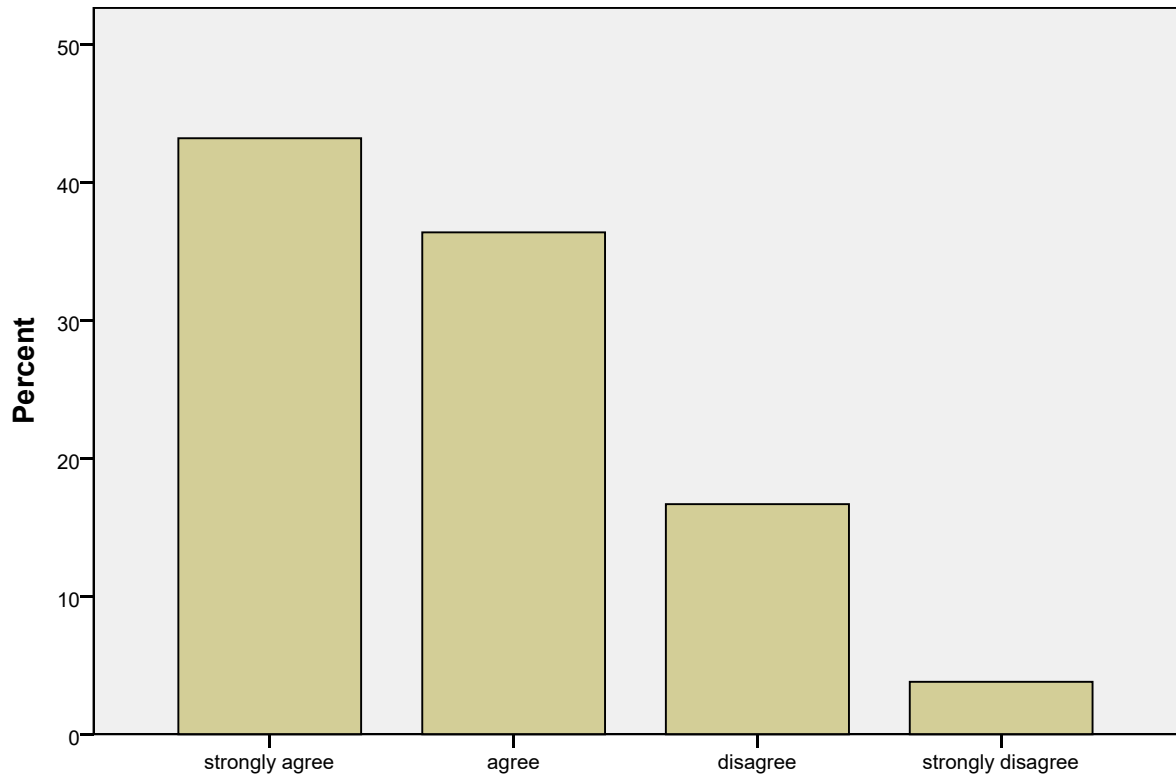
The use of sounds in teaching scenarios is... - relaxing - not relaxing

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



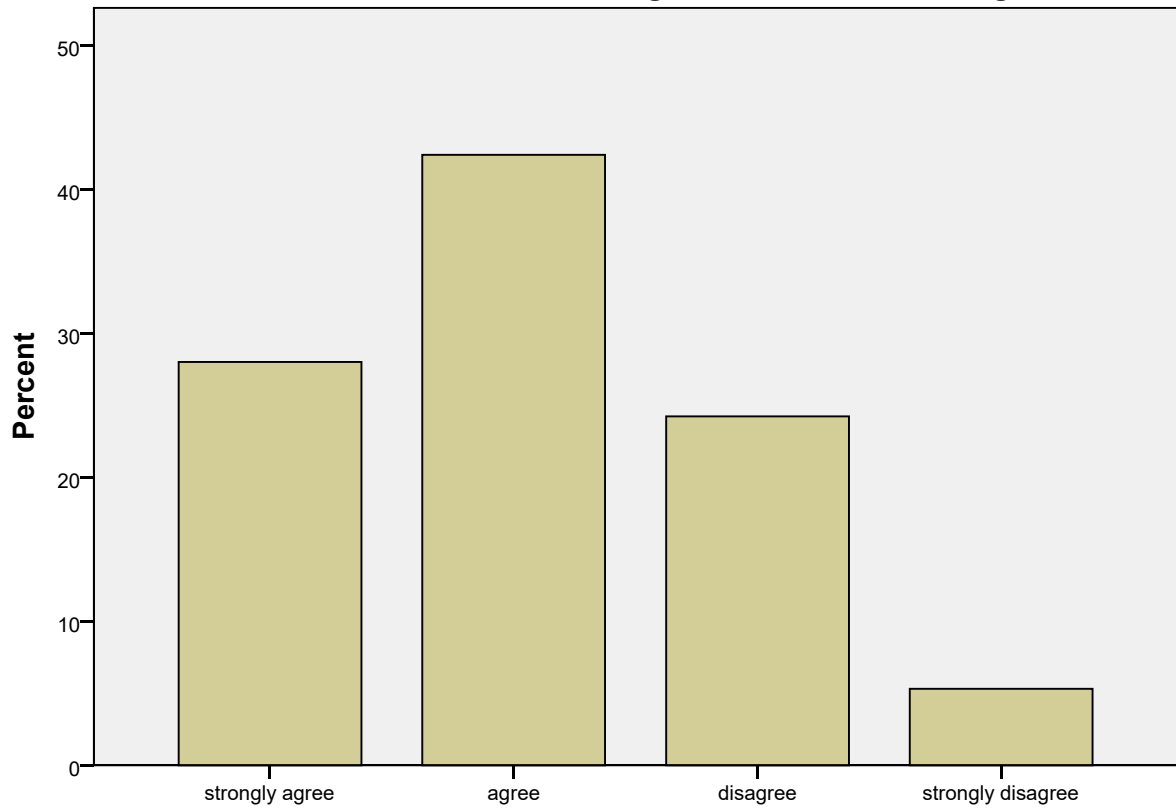
The use of sounds in teaching scenarios is... - communicative - not communicative

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



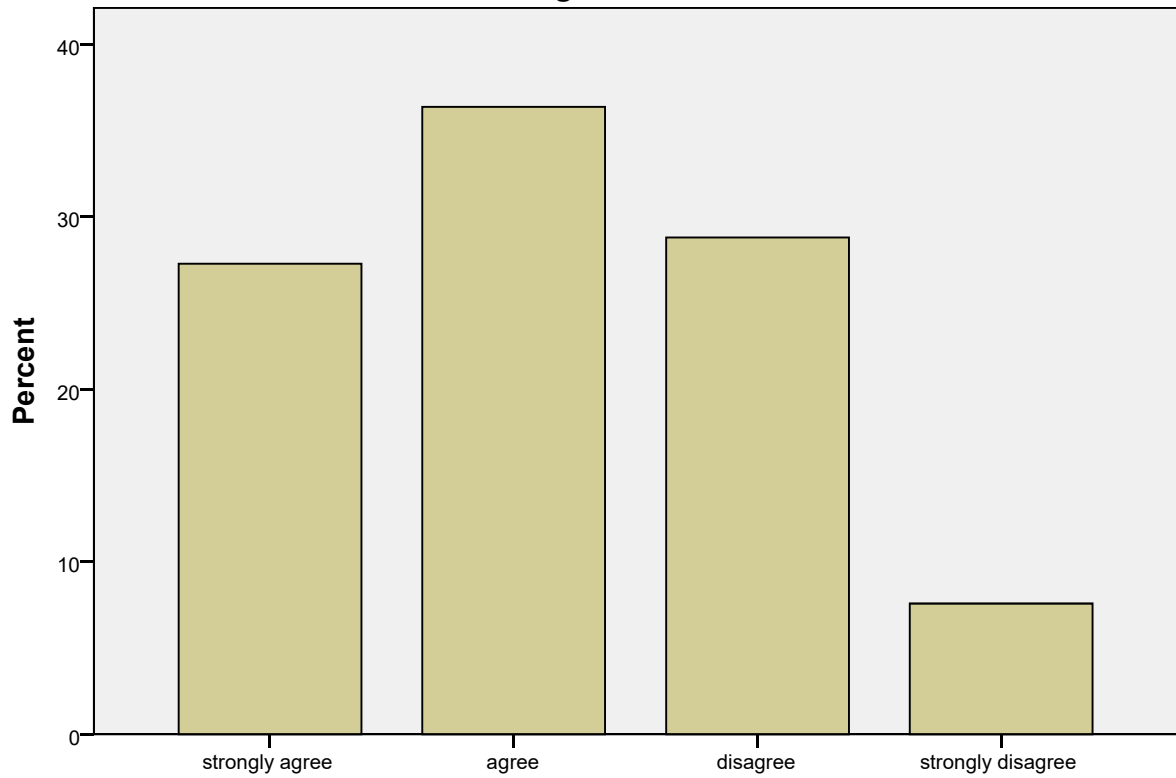
Comments - The use of sounds in teaching scenarios should integrate narrative audios.

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



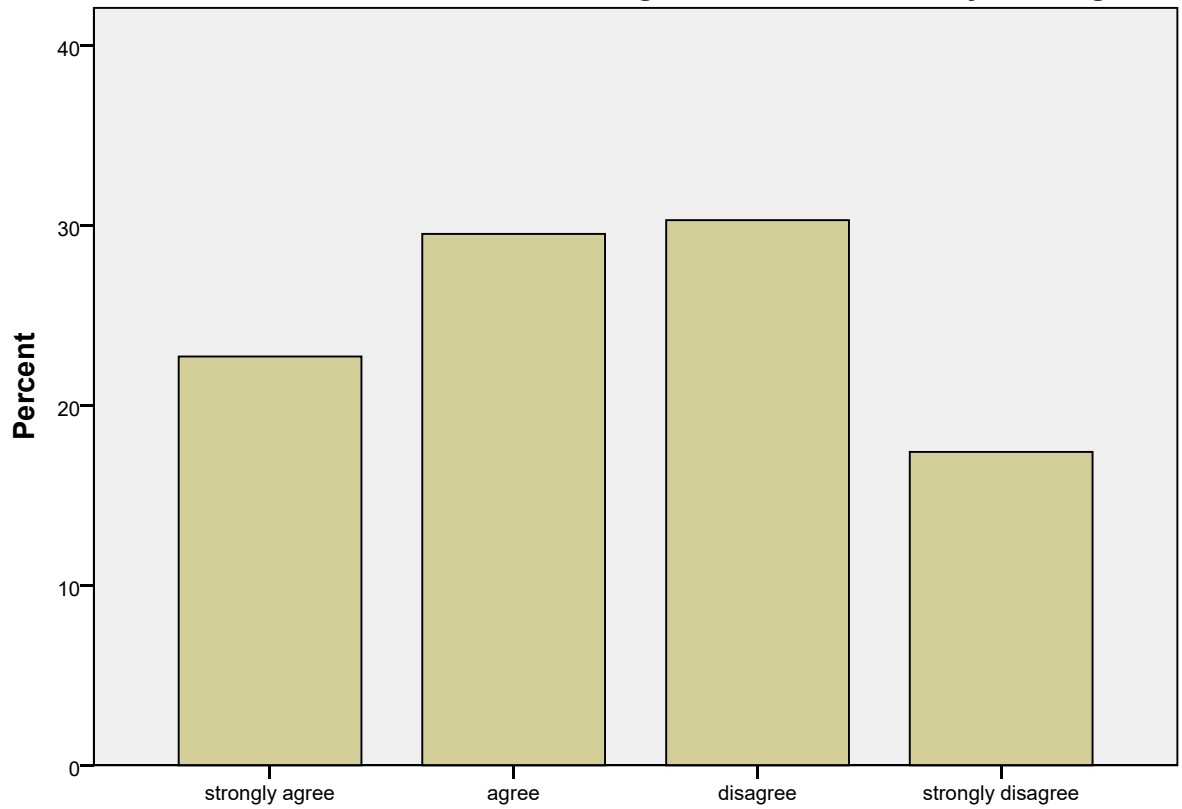
Comments - The use of sounds in teaching scenarios should integrate music.

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



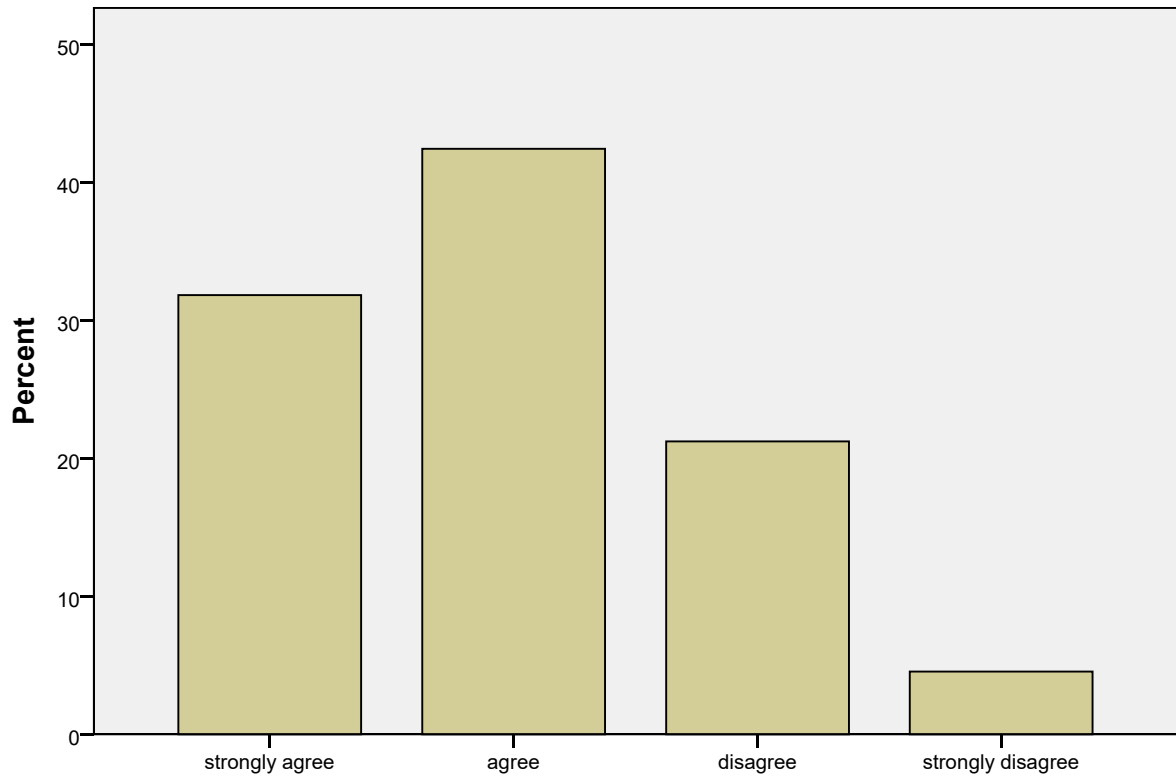
Comments - The use of sounds in teaching scenarios should integrate audio signals.

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



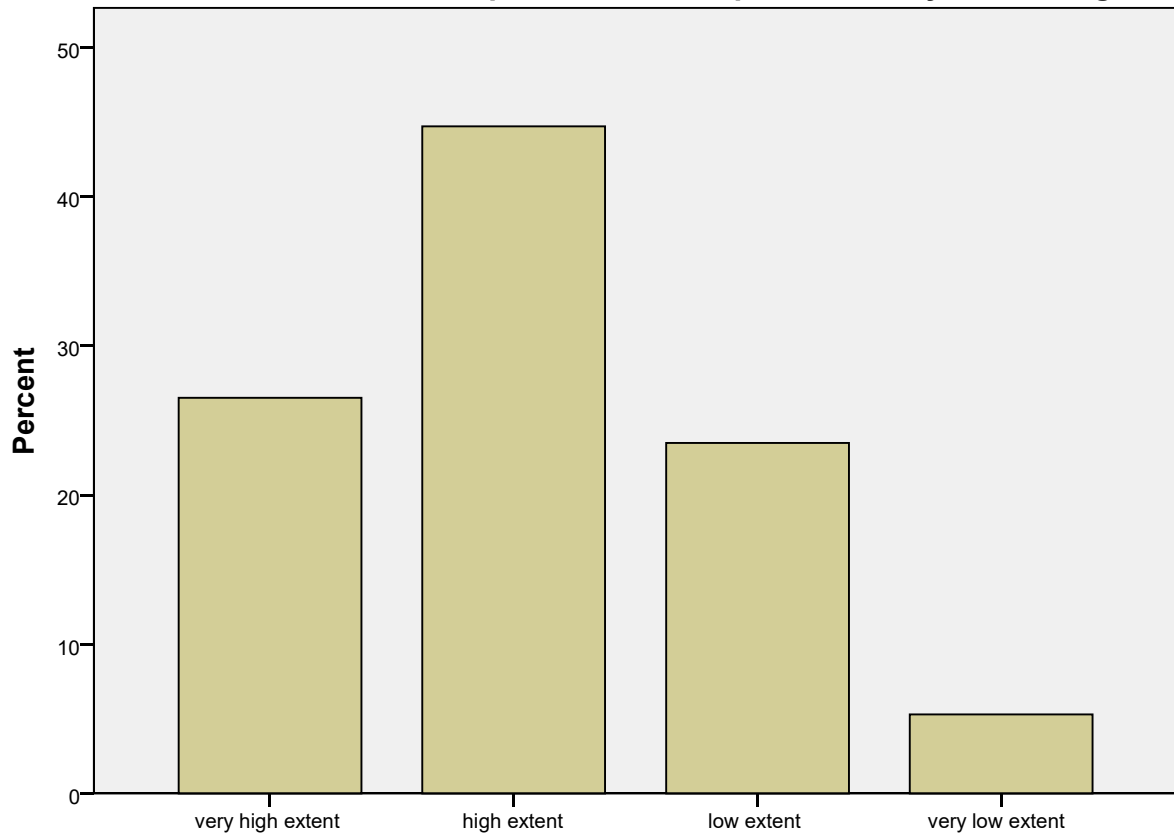
Comments - The use of sounds in teaching scenarios is currently running well

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



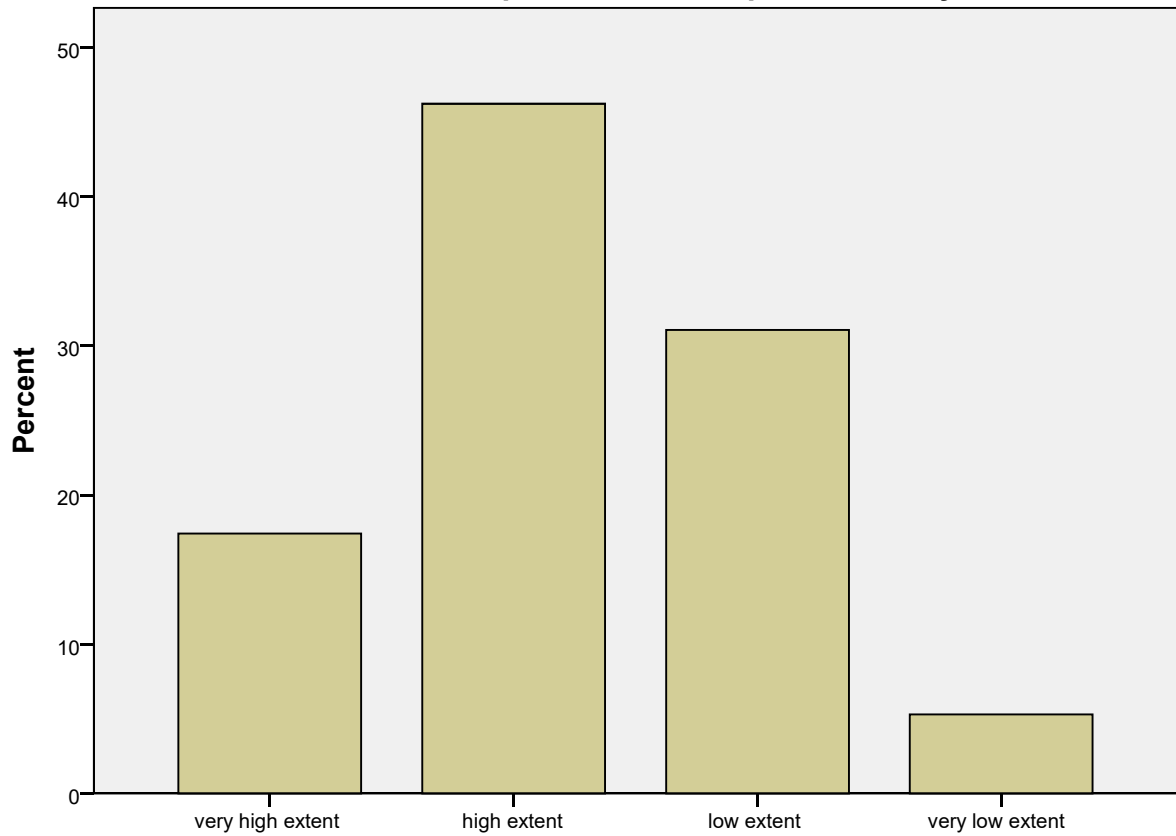
Comments - The use of sounds in teaching scenarios will increase in the future.

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



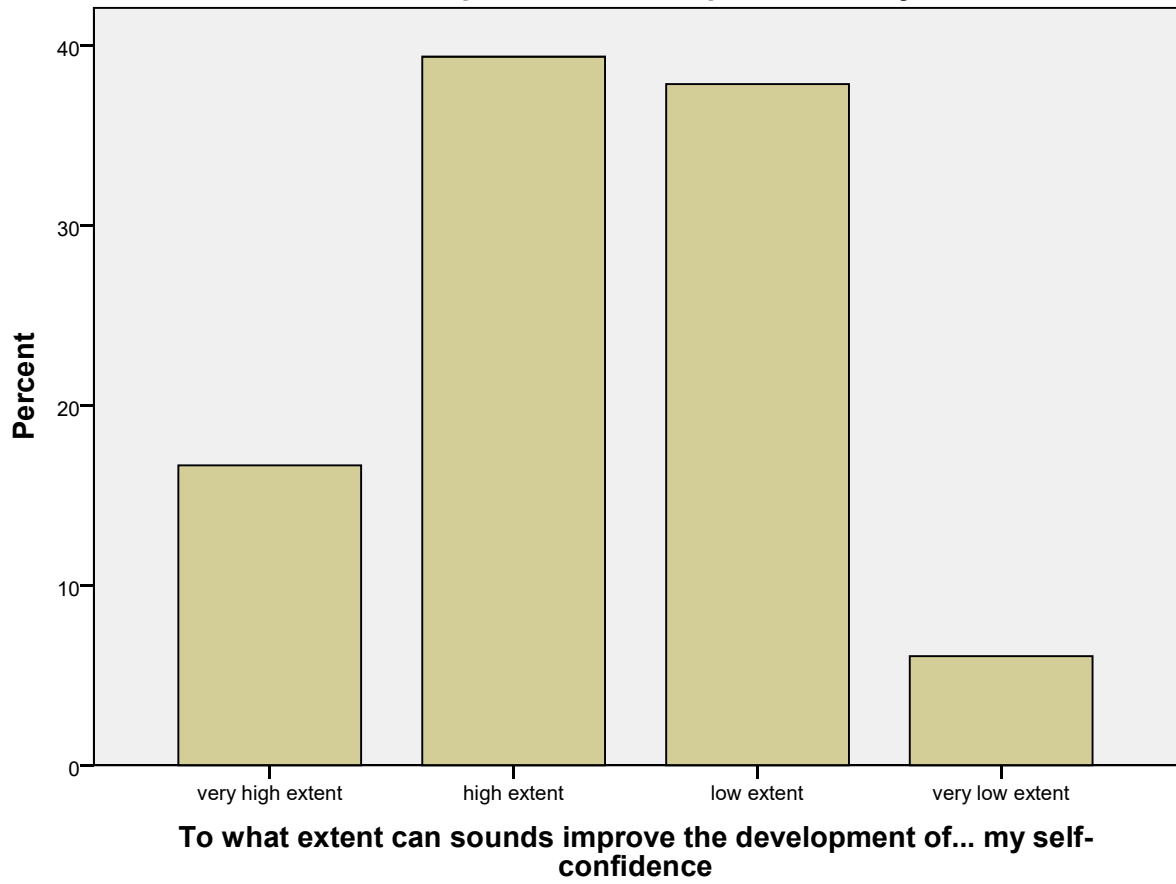
To what extent can sounds improve the development of... my knowledge

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

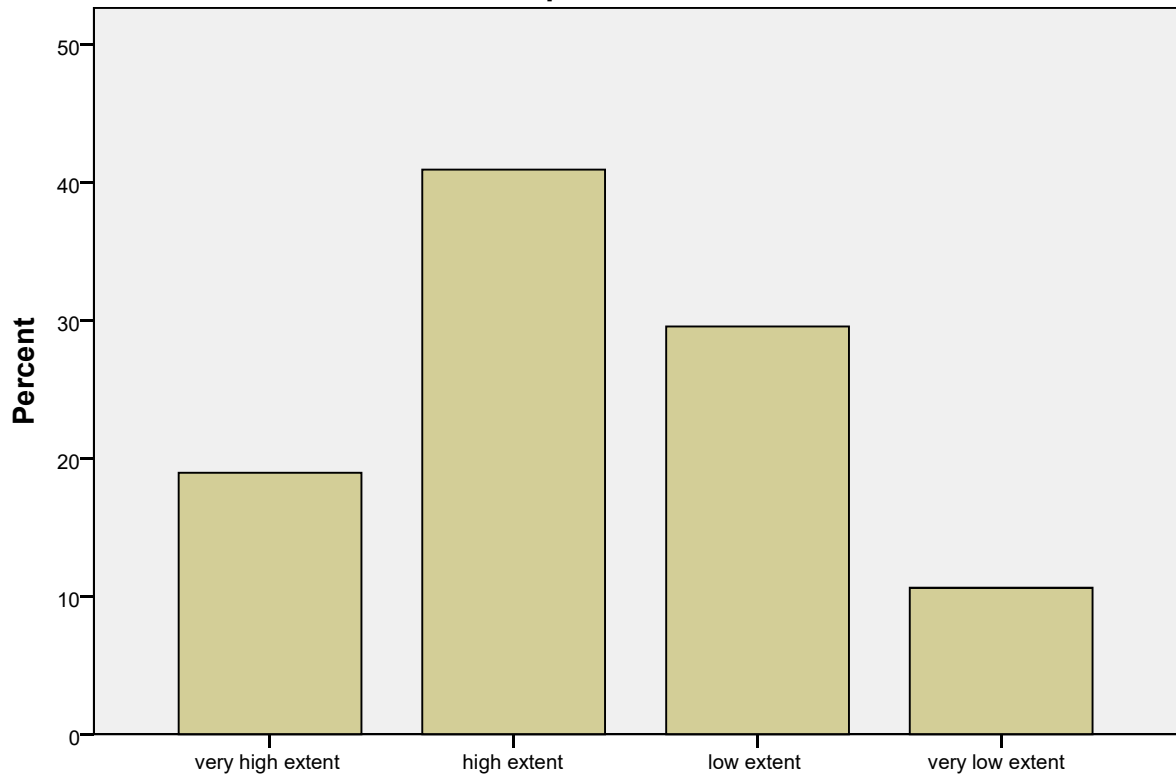


To what extent can sounds improve the development of... my education

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

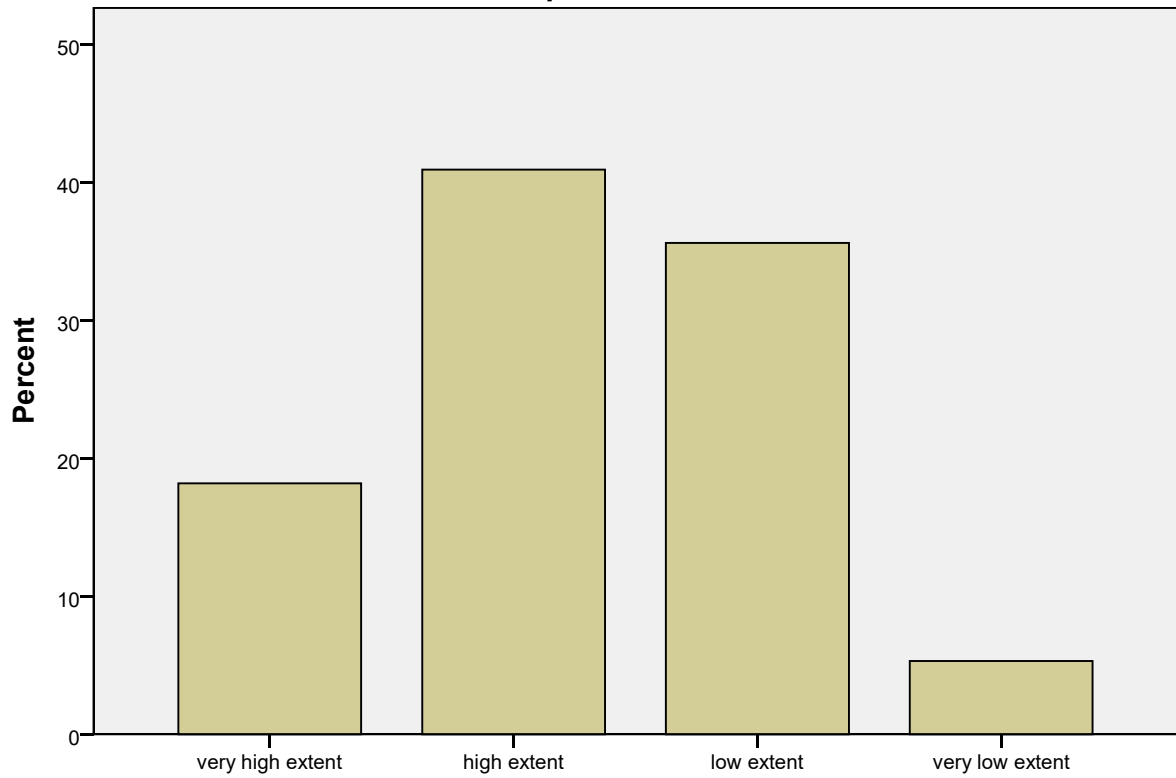


To what extent can sounds improve the development of... my social competencies



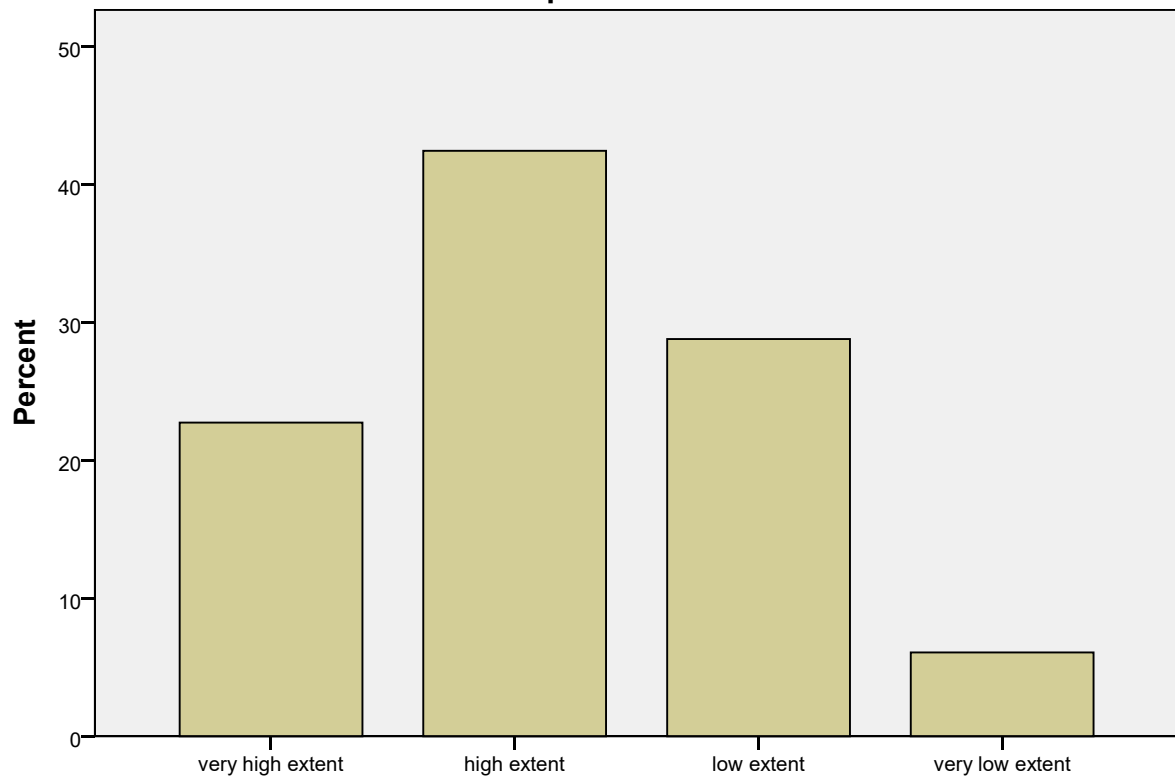
To what extent can sounds improve the development of... my social competencies

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



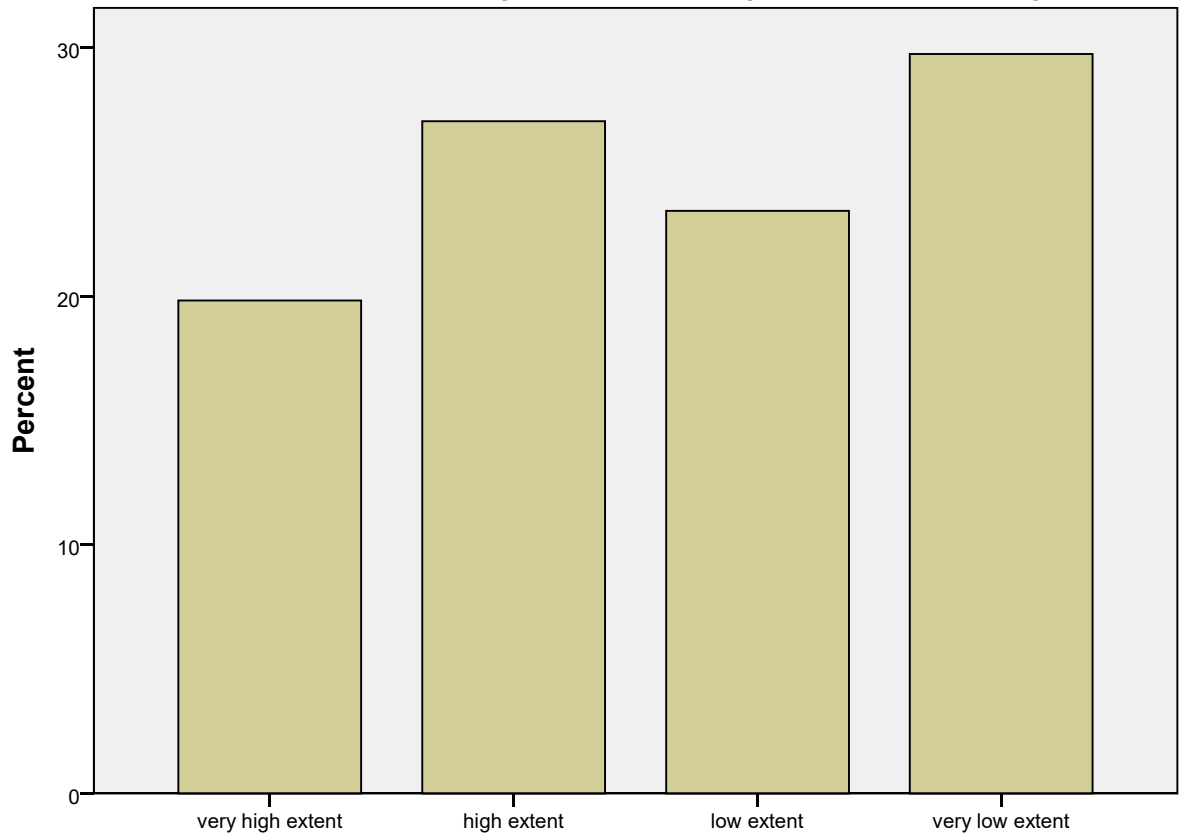
To what extent can sounds improve the development of... my reflective competencies

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



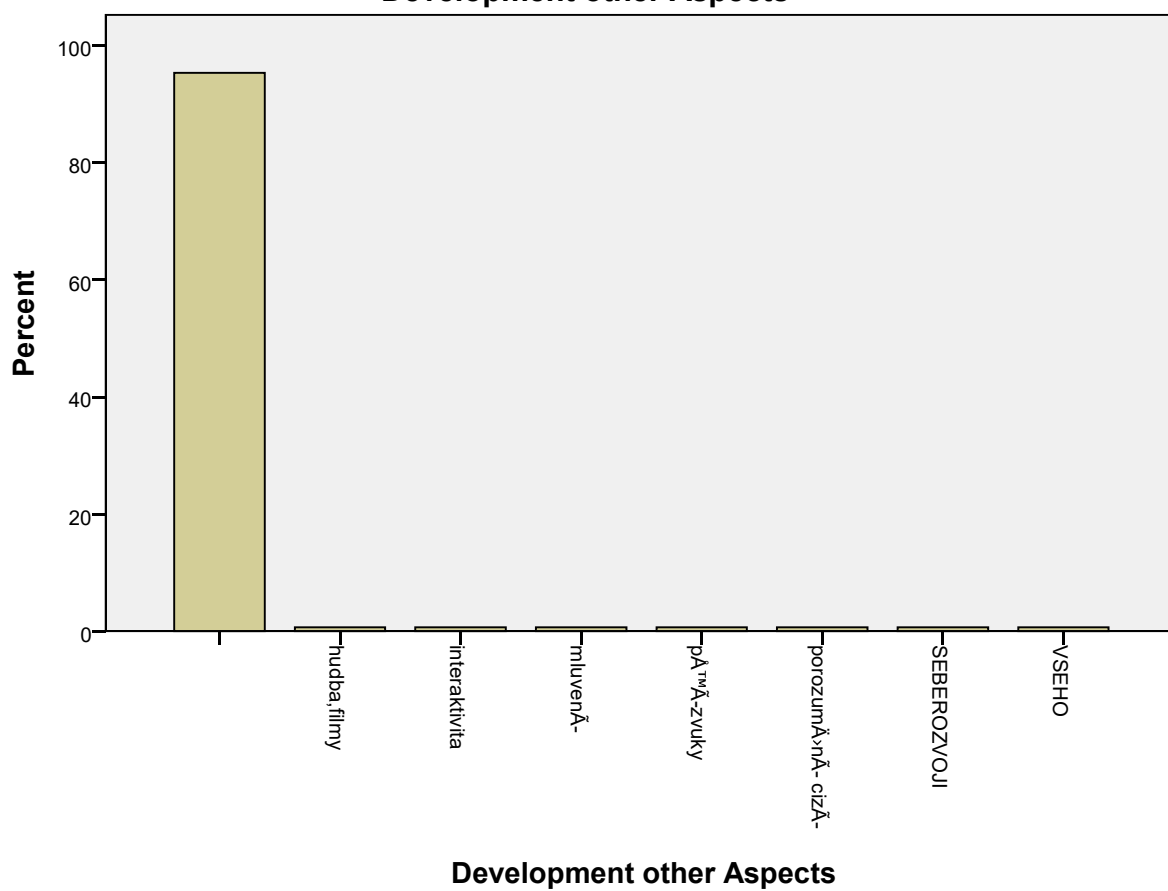
To what extent can sounds improve the development of... my media competencies

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

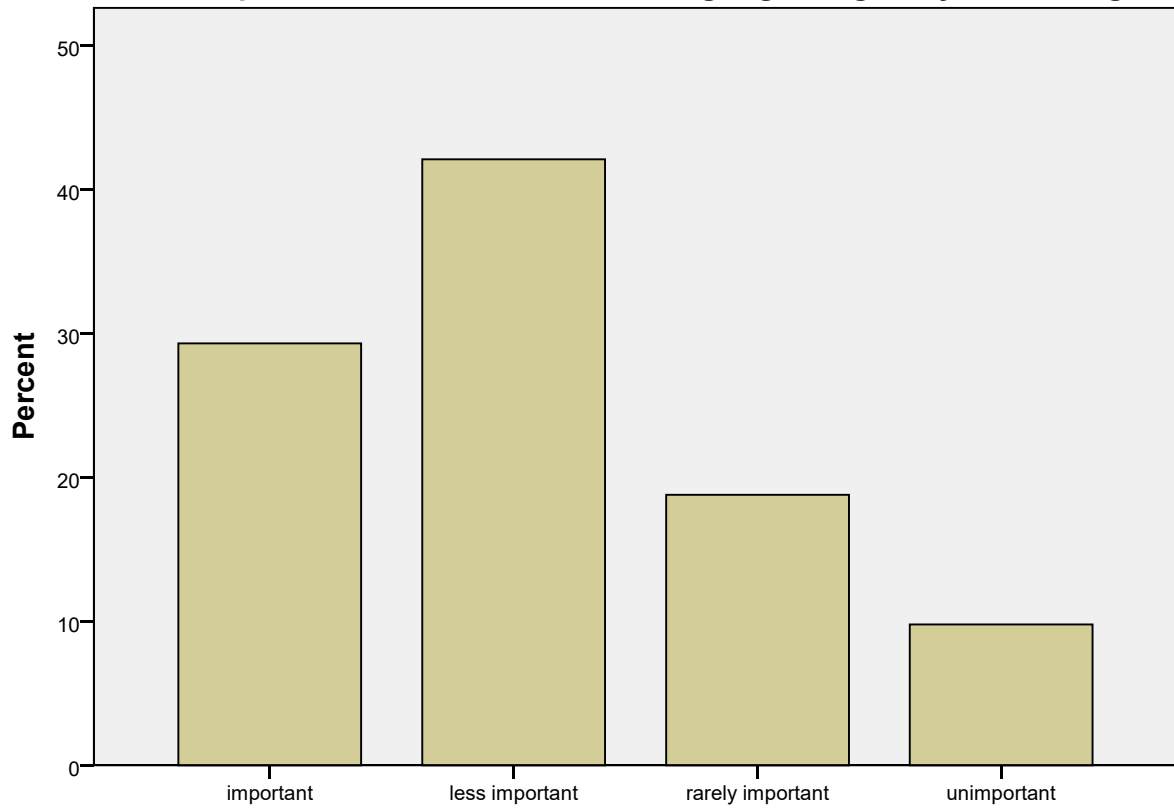


To what extent can sounds improve the development of... other aspects

Development other Aspects

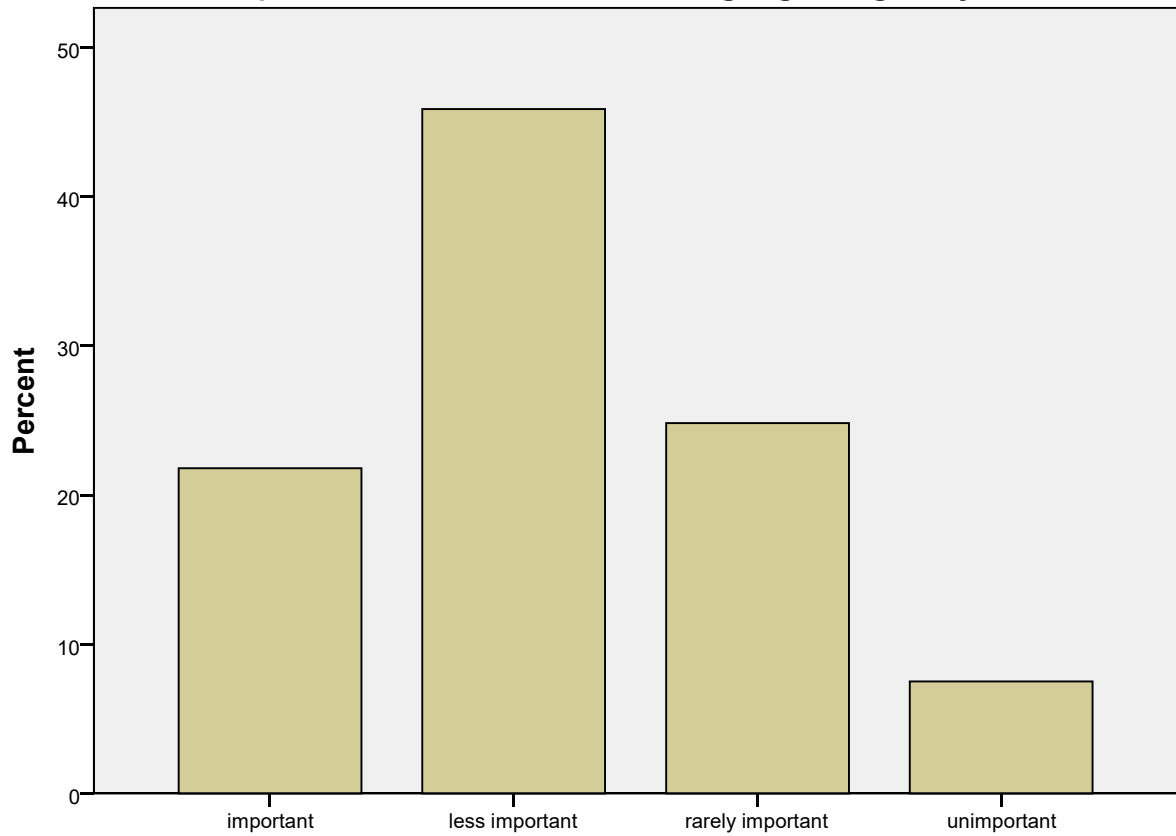


What is the importance of sounds in eLearning regarding... my knoweledge



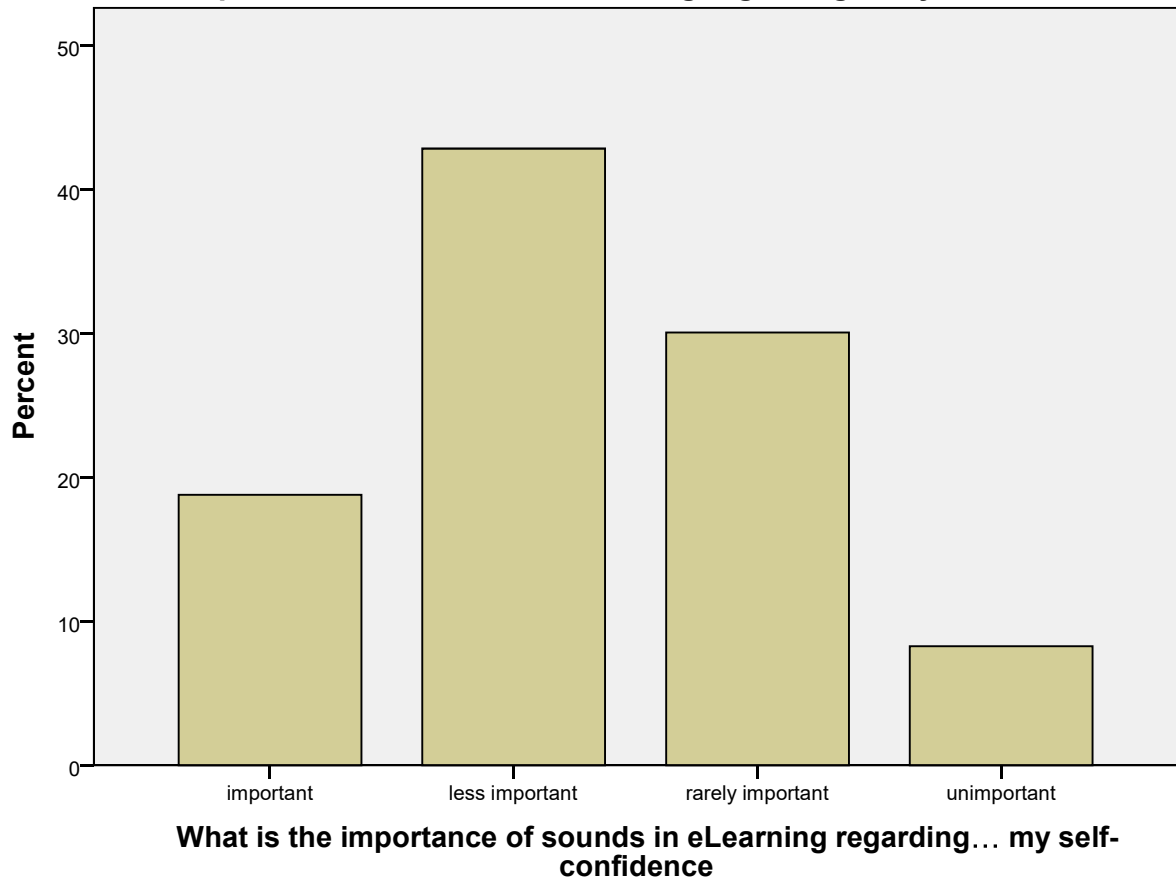
What is the importance of sounds in eLearning regarding... my knoweledge

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

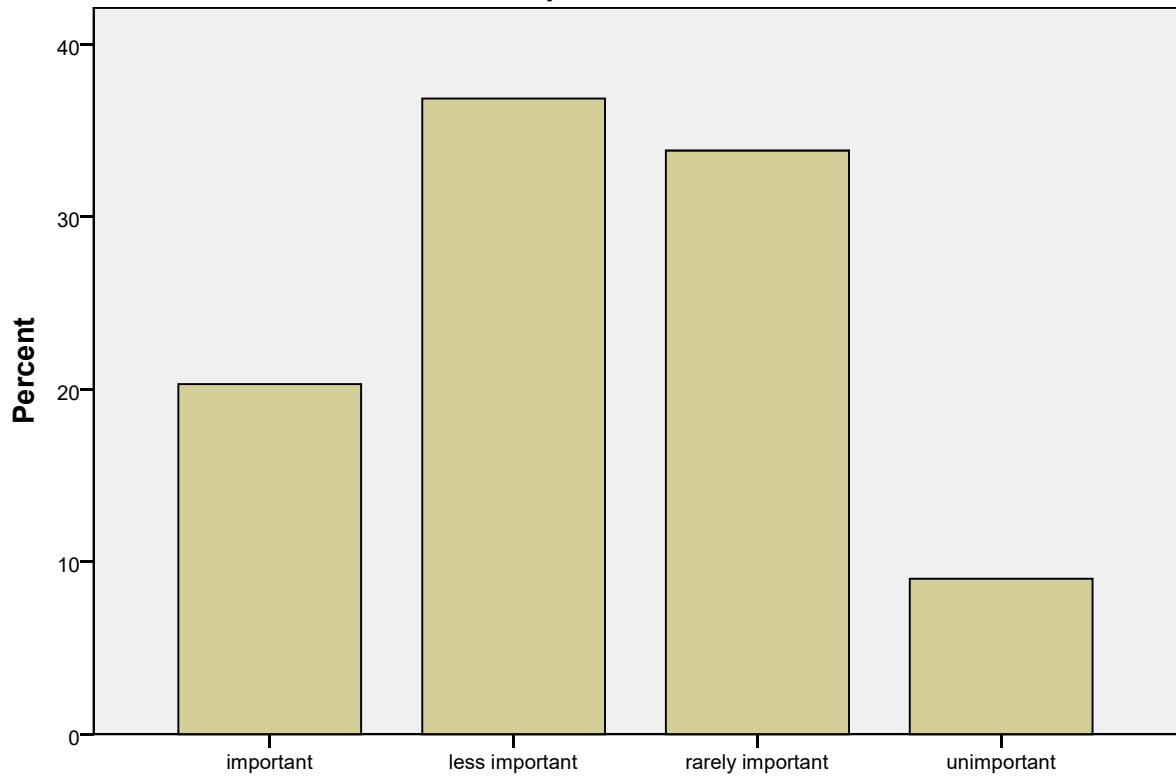


What is the importance of sounds in eLearning regarding... my education

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

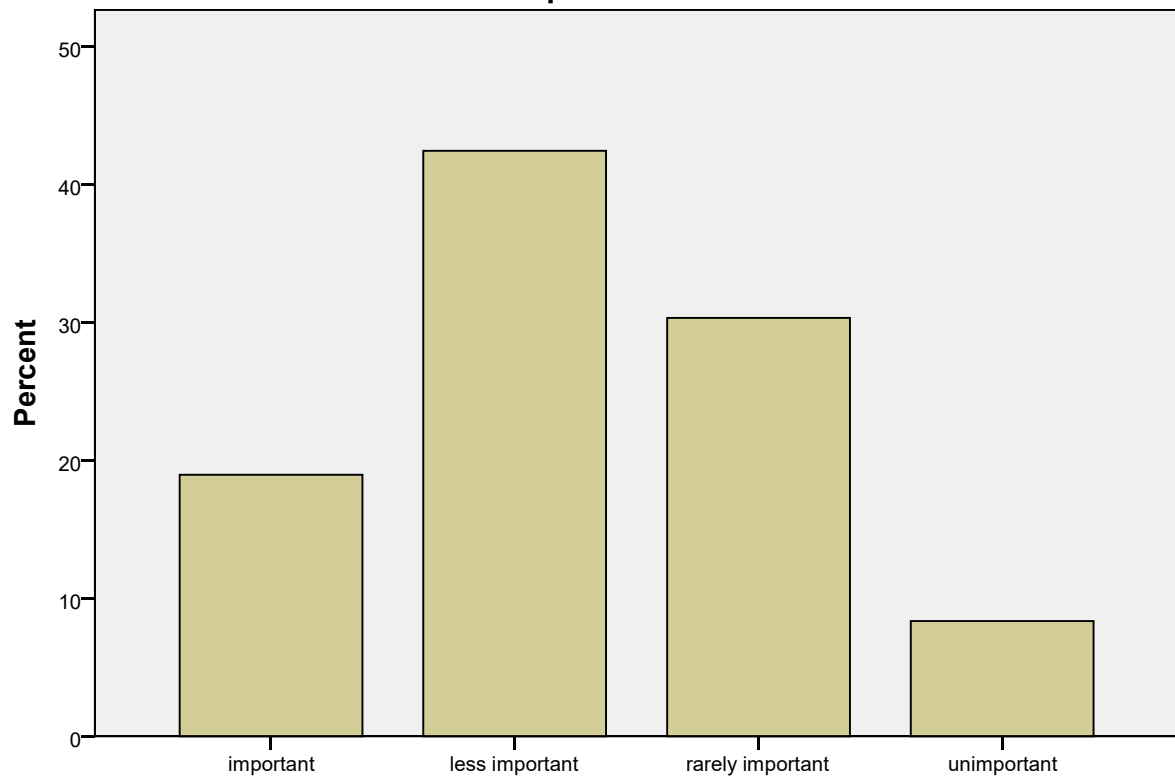


What is the importance of sounds in eLearning regarding... my social competencies



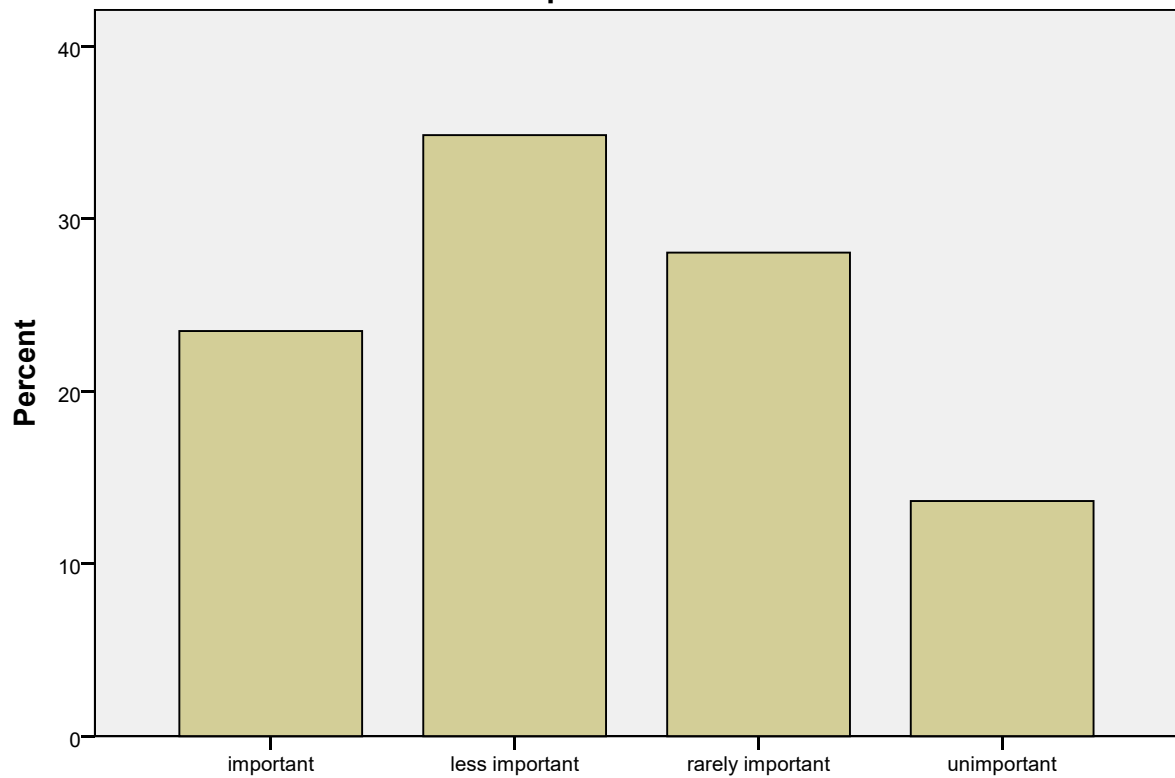
What is the importance of sounds in eLearning regarding... my social competencies

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



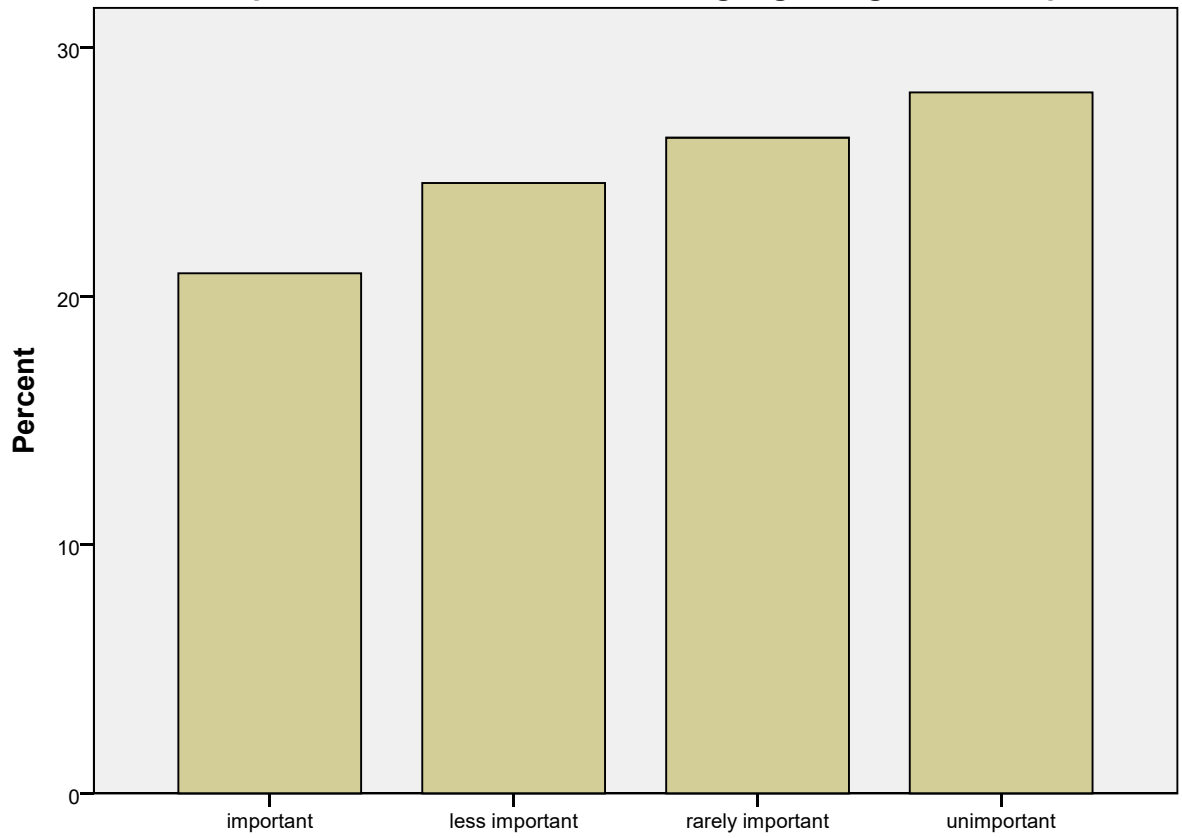
What is the importance of sounds in eLearning regarding... my reflective competencies

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

