

Frequencies Learners Romania - SEEL Survey

Statistics

	N		Mean	Median	Std. Deviation	Variance	Minimum	Maximum
	Valid	Missing						
Importance -	294	0	298,50	298,50	85,015	7227,500	152	445
Country	294	0	2,00	2,00	,000	,000	2	2
Code	294	0						
Gender - I am	294	0	3,11	1,00	12,644	159,861	1	99
Age	288	6	16,66	16,00	8,383	70,275	14	130
Opinion about eLearning - eLearning is important	289	5	3,35	3,00	,707	,500	1	4
Opinion about eLearning - eLearning has to be supported by teachers.	287	7	3,51	4,00	,714	,510	1	4
Opinion about eLearning - eLearning should be encouraged by teachers.	285	9	3,33	3,00	,626	,392	1	4
Opinion about eLearning - eLearning has to be provided at schools.	281	13	3,43	4,00	,678	,460	1	4
Opinion about eLearning - eLearning should be fostered by political decision makers	277	17	3,33	3,00	,674	,455	1	4
Opinion about eLearning - eLearning is becoming more important in the future.	282	12	3,41	4,00	,712	,507	1	4
Opinion about eLearning - eLearning has to be provided online without additional courses or lectures.	282	12	3,23	3,00	,788	,621	1	4
Opinion about eLearning - eLearning should be provided in a blended learning scenario (face-to-face courses with additional online units)	283	11	3,43	4,00	,718	,515	1	4
Opinion about eLearning - My school encourages instructors to use eLearning.	283	11	3,40	3,00	,663	,440	1	4
Do you already have experiences with eLearning?	294	0	18,23	1,00	37,067	1373,987	1	99
Importance - Networking / communication infrastructure	286	8	3,18	3,00	,692	,479	1	4
Importance - Smart classrooms / classroom modifications	281	13	3,29	3,00	,691	,477	1	4
Importance - Computer-based instructional tools	283	11	3,22	3,00	,630	,397	1	4
Importance - Web-based instructional tools	283	11	3,31	3,00	,616	,379	1	4
Importance - Hardware support in the classroom	284	10	3,26	3,00	,601	,361	1	4
Importance - Web-based instructional tools	282	12	3,27	3,00	,648	,420	1	4

Statistics

	N		Mean	Median	Std. Deviation	Variance	Minimum	Maximum
	Valid	Missing						
Importance - Audio Equipment	282	12	3,27	3,00	,631	,398	1	4
Importance - Video Equipment	283	11	3,33	3,00	,648	,420	1	4
Importance - PC Room (for teachers and learners)	283	11	3,24	3,00	,624	,389	1	4
Importance - Learning platform	0	294						
Importance - Online community tools	284	10	3,30	3,00	,649	,421	1	4
Importance - Online teaching and learning material	282	12	3,25	3,00	,640	,410	1	4
Importance - Online tests	284	10	3,26	3,00	,644	,414	1	4
Importance - In-class support / mentoring	284	10	3,22	3,00	,680	,463	1	4
Importance - Online tests	284	10	3,27	3,00	,625	,391	1	4
Importance - eLearning trainings for the learners	283	11	3,25	3,00	,650	,423	1	4
Importance - Teacher Trainings - eLearning trainings for the teachers	283	11	3,29	3,00	,642	,412	1	4
Do you have the following equipment at your school? - Networking / communication infrastructure	0	294						
Do you have the following equipment at your school? - Smart classrooms / classroom modifications	0	294						
Do you have the following equipment at your school? - Computer-based instructional tools	0	294						
Do you have the following equipment at your school? - Web-based instructional tools	0	294						
Do you have the following equipment at your school? - Hardware support in the classroom	0	294						
Do you have the following equipment at your school? - Audio Equipment	0	294						
Do you have the following equipment at your school? - Video Equipment	0	294						
Do you have the following equipment at your school? - PC Room (for teachers and learners)	0	294						

Statistics

	N		Mean	Median	Std. Deviation	Variance	Minimum	Maximum
	Valid	Missing						
Do you have the following equipment at your school? - Learning platform	0	294						
Do you have the following equipment at your school? - Online community tools	0	294						
Do you have the following equipment at your school? - Online teaching and learning material	0	294						
Do you have the following equipment at your school? - Curriculum adaption for eLearning	0	294						
Do you have the following equipment at your school? - Online tests	0	294						
Do you have the following equipment at your school? - In-class support / mentoring	0	294						
Do you have the following equipment at your school? - eLearning trainings for the learners	0	294						
Do you have the following equipment at your school? - Teacher Trainings - eLearning trainings for the teachers	0	294						
The use of sounds in teaching scenarios is... - important - unimportant	278	16	1,62	1,00	1,127	1,269	1	6
The use of sounds in teaching scenarios is... - helpful - not helpful	269	25	1,83	2,00	1,101	1,212	1	6
The use of sounds in teaching scenarios is... - easy - difficult	263	31	1,79	1,00	1,185	1,405	1	6
The use of sounds in teaching scenarios is... - motivating - not motivating	262	32	1,90	2,00	1,177	1,385	1	6
The use of sounds in teaching scenarios is... - stimulating - boring	262	32	1,82	1,00	1,124	1,264	1	6
The use of sounds in teaching scenarios is... - activating - not activating	264	30	1,97	2,00	1,206	1,455	1	6
The use of sounds in teaching scenarios is... - time-consuming - not time-consuming	276	18	4,11	5,00	2,068	4,275	1	6
The use of sounds in teaching scenarios is... - inspiring - uninspiring	272	22	1,89	2,00	1,210	1,464	1	6

Statistics

	N		Mean	Median	Std. Deviation	Variance	Minimum	Maximum
	Valid	Missing						
The use of sounds in teaching scenarios is... - relaxing - not relaxing	264	30	1,79	1,00	1,293	1,671	1	6
The use of sounds in teaching scenarios is... - communicative - not communicative	261	33	1,74	1,00	1,175	1,380	1	6
Comments - The use of sounds in teaching scenarios should integrate narrative audios.	279	15	1,50	1,00	,694	,481	1	4
Comments - The use of sounds in teaching scenarios should integrate music.	273	21	1,66	2,00	,735	,540	1	4
Comments - The use of sounds in teaching scenarios should integrate audio signals.	273	21	1,62	1,00	,753	,567	1	4
Comments - The use of sounds in teaching scenarios is currently running well	274	20	1,70	2,00	,845	,714	1	4
Comments - The use of sounds in teaching scenarios will increase in the future.	272	22	1,60	1,00	,766	,587	1	4
To what extent can sounds improve the development of... my knowledge	278	16	1,57	1,00	,664	,441	1	4
To what extent can sounds improve the development of... my education	271	23	1,68	2,00	,697	,485	1	4
To what extent can sounds improve the development of... my self-confidence	273	21	1,69	2,00	,728	,530	1	4
To what extent can sounds improve the development of... my social competencies	272	22	1,74	2,00	,794	,631	1	4
To what extent can sounds improve the development of... my reflective competencies	273	21	1,66	2,00	,731	,534	1	4
To what extent can sounds improve the development of... my media competencies	274	20	1,72	2,00	,787	,619	1	4
To what extent can sounds improve the development of... other aspects	265	29	1,63	2,00	,716	,513	1	4
Development other Aspects	294	0						
What is the importance of sounds in eLearning regarding... my knowledge	279	15	1,53	1,00	,672	,452	1	4

Statistics

	N		Mean	Median	Std. Deviation	Variance	Minimum	Maximum
	Valid	Missing						
What is the importance of sounds in eLearning regarding... my education	271	23	1,66	2,00	,706	,498	1	4
What is the importance of sounds in eLearning regarding... my self-confidence	272	22	1,65	2,00	,688	,473	1	4
What is the importance of sounds in eLearning regarding... my social competencies	273	21	1,76	2,00	,840	,706	1	4
What is the importance of sounds in eLearning regarding... my reflective competencies	272	22	1,59	1,00	,686	,471	1	4
What is the importance of sounds in eLearning regarding... my media competencies	274	20	1,68	2,00	,736	,541	1	4
What is the importance of sounds in eLearning regarding... other aspects	255	39	1,61	2,00	,672	,452	1	4
Importance other aspects	294	0						

Frequency Table

Importance -

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 152	1	,3	,3	,3
153	1	,3	,3	,7
154	1	,3	,3	1,0
155	1	,3	,3	1,4
156	1	,3	,3	1,7
157	1	,3	,3	2,0
158	1	,3	,3	2,4
159	1	,3	,3	2,7
160	1	,3	,3	3,1
161	1	,3	,3	3,4
162	1	,3	,3	3,7
163	1	,3	,3	4,1
164	1	,3	,3	4,4
165	1	,3	,3	4,8
166	1	,3	,3	5,1
167	1	,3	,3	5,4
168	1	,3	,3	5,8
169	1	,3	,3	6,1
170	1	,3	,3	6,5
171	1	,3	,3	6,8

Importance -

	Frequency	Percent	Valid Percent	Cumulative Percent
172	1	,3	,3	7,1
173	1	,3	,3	7,5
174	1	,3	,3	7,8
175	1	,3	,3	8,2
176	1	,3	,3	8,5
177	1	,3	,3	8,8
178	1	,3	,3	9,2
179	1	,3	,3	9,5
180	1	,3	,3	9,9
181	1	,3	,3	10,2
182	1	,3	,3	10,5
183	1	,3	,3	10,9
184	1	,3	,3	11,2
185	1	,3	,3	11,6
186	1	,3	,3	11,9
187	1	,3	,3	12,2
188	1	,3	,3	12,6
189	1	,3	,3	12,9
190	1	,3	,3	13,3
191	1	,3	,3	13,6
192	1	,3	,3	13,9
193	1	,3	,3	14,3
194	1	,3	,3	14,6
195	1	,3	,3	15,0
196	1	,3	,3	15,3
197	1	,3	,3	15,6
198	1	,3	,3	16,0
199	1	,3	,3	16,3
200	1	,3	,3	16,7
201	1	,3	,3	17,0
202	1	,3	,3	17,3
203	1	,3	,3	17,7
204	1	,3	,3	18,0
205	1	,3	,3	18,4
206	1	,3	,3	18,7
207	1	,3	,3	19,0
208	1	,3	,3	19,4
209	1	,3	,3	19,7
210	1	,3	,3	20,1
211	1	,3	,3	20,4
212	1	,3	,3	20,7
213	1	,3	,3	21,1

Importance -

	Frequency	Percent	Valid Percent	Cumulative Percent
214	1	,3	,3	21,4
215	1	,3	,3	21,8
216	1	,3	,3	22,1
217	1	,3	,3	22,4
218	1	,3	,3	22,8
219	1	,3	,3	23,1
220	1	,3	,3	23,5
221	1	,3	,3	23,8
222	1	,3	,3	24,1
223	1	,3	,3	24,5
224	1	,3	,3	24,8
225	1	,3	,3	25,2
226	1	,3	,3	25,5
227	1	,3	,3	25,9
228	1	,3	,3	26,2
229	1	,3	,3	26,5
230	1	,3	,3	26,9
231	1	,3	,3	27,2
232	1	,3	,3	27,6
233	1	,3	,3	27,9
234	1	,3	,3	28,2
235	1	,3	,3	28,6
236	1	,3	,3	28,9
237	1	,3	,3	29,3
238	1	,3	,3	29,6
239	1	,3	,3	29,9
240	1	,3	,3	30,3
241	1	,3	,3	30,6
242	1	,3	,3	31,0
243	1	,3	,3	31,3
244	1	,3	,3	31,6
245	1	,3	,3	32,0
246	1	,3	,3	32,3
247	1	,3	,3	32,7
248	1	,3	,3	33,0
249	1	,3	,3	33,3
250	1	,3	,3	33,7
251	1	,3	,3	34,0
252	1	,3	,3	34,4
253	1	,3	,3	34,7
254	1	,3	,3	35,0
255	1	,3	,3	35,4

Importance -

	Frequency	Percent	Valid Percent	Cumulative Percent
256	1	,3	,3	35,7
257	1	,3	,3	36,1
258	1	,3	,3	36,4
259	1	,3	,3	36,7
260	1	,3	,3	37,1
261	1	,3	,3	37,4
262	1	,3	,3	37,8
263	1	,3	,3	38,1
264	1	,3	,3	38,4
265	1	,3	,3	38,8
266	1	,3	,3	39,1
267	1	,3	,3	39,5
268	1	,3	,3	39,8
269	1	,3	,3	40,1
270	1	,3	,3	40,5
271	1	,3	,3	40,8
272	1	,3	,3	41,2
273	1	,3	,3	41,5
274	1	,3	,3	41,8
275	1	,3	,3	42,2
276	1	,3	,3	42,5
277	1	,3	,3	42,9
278	1	,3	,3	43,2
279	1	,3	,3	43,5
280	1	,3	,3	43,9
281	1	,3	,3	44,2
282	1	,3	,3	44,6
283	1	,3	,3	44,9
284	1	,3	,3	45,2
285	1	,3	,3	45,6
286	1	,3	,3	45,9
287	1	,3	,3	46,3
288	1	,3	,3	46,6
289	1	,3	,3	46,9
290	1	,3	,3	47,3
291	1	,3	,3	47,6
292	1	,3	,3	48,0
293	1	,3	,3	48,3
294	1	,3	,3	48,6
295	1	,3	,3	49,0
296	1	,3	,3	49,3
297	1	,3	,3	49,7

Importance -

	Frequency	Percent	Valid Percent	Cumulative Percent
298	1	,3	,3	50,0
299	1	,3	,3	50,3
300	1	,3	,3	50,7
301	1	,3	,3	51,0
302	1	,3	,3	51,4
303	1	,3	,3	51,7
304	1	,3	,3	52,0
305	1	,3	,3	52,4
306	1	,3	,3	52,7
307	1	,3	,3	53,1
308	1	,3	,3	53,4
309	1	,3	,3	53,7
310	1	,3	,3	54,1
311	1	,3	,3	54,4
312	1	,3	,3	54,8
313	1	,3	,3	55,1
314	1	,3	,3	55,4
315	1	,3	,3	55,8
316	1	,3	,3	56,1
317	1	,3	,3	56,5
318	1	,3	,3	56,8
319	1	,3	,3	57,1
320	1	,3	,3	57,5
321	1	,3	,3	57,8
322	1	,3	,3	58,2
323	1	,3	,3	58,5
324	1	,3	,3	58,8
325	1	,3	,3	59,2
326	1	,3	,3	59,5
327	1	,3	,3	59,9
328	1	,3	,3	60,2
329	1	,3	,3	60,5
330	1	,3	,3	60,9
331	1	,3	,3	61,2
332	1	,3	,3	61,6
333	1	,3	,3	61,9
334	1	,3	,3	62,2
335	1	,3	,3	62,6
336	1	,3	,3	62,9
337	1	,3	,3	63,3
338	1	,3	,3	63,6
339	1	,3	,3	63,9

Importance -

	Frequency	Percent	Valid Percent	Cumulative Percent
340	1	,3	,3	64,3
341	1	,3	,3	64,6
342	1	,3	,3	65,0
343	1	,3	,3	65,3
344	1	,3	,3	65,6
345	1	,3	,3	66,0
346	1	,3	,3	66,3
347	1	,3	,3	66,7
348	1	,3	,3	67,0
349	1	,3	,3	67,3
350	1	,3	,3	67,7
351	1	,3	,3	68,0
352	1	,3	,3	68,4
353	1	,3	,3	68,7
354	1	,3	,3	69,0
355	1	,3	,3	69,4
356	1	,3	,3	69,7
357	1	,3	,3	70,1
358	1	,3	,3	70,4
359	1	,3	,3	70,7
360	1	,3	,3	71,1
361	1	,3	,3	71,4
362	1	,3	,3	71,8
363	1	,3	,3	72,1
364	1	,3	,3	72,4
365	1	,3	,3	72,8
366	1	,3	,3	73,1
367	1	,3	,3	73,5
368	1	,3	,3	73,8
369	1	,3	,3	74,1
370	1	,3	,3	74,5
371	1	,3	,3	74,8
372	1	,3	,3	75,2
373	1	,3	,3	75,5
374	1	,3	,3	75,9
375	1	,3	,3	76,2
376	1	,3	,3	76,5
377	1	,3	,3	76,9
378	1	,3	,3	77,2
379	1	,3	,3	77,6
380	1	,3	,3	77,9
381	1	,3	,3	78,2

Importance -

	Frequency	Percent	Valid Percent	Cumulative Percent
382	1	,3	,3	78,6
383	1	,3	,3	78,9
384	1	,3	,3	79,3
385	1	,3	,3	79,6
386	1	,3	,3	79,9
387	1	,3	,3	80,3
388	1	,3	,3	80,6
389	1	,3	,3	81,0
390	1	,3	,3	81,3
391	1	,3	,3	81,6
392	1	,3	,3	82,0
393	1	,3	,3	82,3
394	1	,3	,3	82,7
395	1	,3	,3	83,0
396	1	,3	,3	83,3
397	1	,3	,3	83,7
398	1	,3	,3	84,0
399	1	,3	,3	84,4
400	1	,3	,3	84,7
401	1	,3	,3	85,0
402	1	,3	,3	85,4
403	1	,3	,3	85,7
404	1	,3	,3	86,1
405	1	,3	,3	86,4
406	1	,3	,3	86,7
407	1	,3	,3	87,1
408	1	,3	,3	87,4
409	1	,3	,3	87,8
410	1	,3	,3	88,1
411	1	,3	,3	88,4
412	1	,3	,3	88,8
413	1	,3	,3	89,1
414	1	,3	,3	89,5
415	1	,3	,3	89,8
416	1	,3	,3	90,1
417	1	,3	,3	90,5
418	1	,3	,3	90,8
419	1	,3	,3	91,2
420	1	,3	,3	91,5
421	1	,3	,3	91,8
422	1	,3	,3	92,2
423	1	,3	,3	92,5

Importance -

	Frequency	Percent	Valid Percent	Cumulative Percent
424	1	,3	,3	92,9
425	1	,3	,3	93,2
426	1	,3	,3	93,5
427	1	,3	,3	93,9
428	1	,3	,3	94,2
429	1	,3	,3	94,6
430	1	,3	,3	94,9
431	1	,3	,3	95,2
432	1	,3	,3	95,6
433	1	,3	,3	95,9
434	1	,3	,3	96,3
435	1	,3	,3	96,6
436	1	,3	,3	96,9
437	1	,3	,3	97,3
438	1	,3	,3	97,6
439	1	,3	,3	98,0
440	1	,3	,3	98,3
441	1	,3	,3	98,6
442	1	,3	,3	99,0
443	1	,3	,3	99,3
444	1	,3	,3	99,7
445	1	,3	,3	100,0
Total	294	100,0	100,0	

Country

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Romania	294	100,0	100,0	100,0

Code

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	17LDWW	1	,3	,3	,3
	18L1T3	1	,3	,3	,7
	19LAMT	1	,3	,3	1,0
	1HL6LD	1	,3	,3	1,4
	1HLDUJ	1	,3	,3	1,7
	1JLWZ3	1	,3	,3	2,0
	1MLBP2	1	,3	,3	2,4
	1PLF7R	1	,3	,3	2,7
	1RLW6J	1	,3	,3	3,1
	1SL5YU	1	,3	,3	3,4
	1SLYJW	1	,3	,3	3,7
	1XLR3Z	1	,3	,3	4,1
	1YLGCL	1	,3	,3	4,4
	21LVLY	1	,3	,3	4,8
	23LQEJ	1	,3	,3	5,1
	2WLBW8	1	,3	,3	5,4
	2XL2AA	1	,3	,3	5,8
	2YLHCJ	1	,3	,3	6,1
	32L86K	1	,3	,3	6,5
	33LMED	1	,3	,3	6,8
	34LDSE	1	,3	,3	7,1
	3TL5RS	1	,3	,3	7,5
	3ULFYA	1	,3	,3	7,8
	3ZLUUV	1	,3	,3	8,2
	45L4UY	1	,3	,3	8,5
	49L8HS	1	,3	,3	8,8
	4QLJED	1	,3	,3	9,2
	4VLN47	1	,3	,3	9,5
	51L6S7	1	,3	,3	9,9
	52L2P5	1	,3	,3	10,2
	5PLD7M	1	,3	,3	10,5
	5ULHBF	1	,3	,3	10,9
	5ULM8S	1	,3	,3	11,2
	61LEZT	1	,3	,3	11,6
	67LVD9	1	,3	,3	11,9
	6ALH4V	1	,3	,3	12,2
	6ELETZ	1	,3	,3	12,6
	6ELU6H	1	,3	,3	12,9
	6KLQWW	1	,3	,3	13,3
	6MLQ4M	1	,3	,3	13,6
	6NL1QH	1	,3	,3	13,9
	6SLWYD	1	,3	,3	14,3

Code

	Frequency	Percent	Valid Percent	Cumulative Percent
73LY8U	1	,3	,3	14,6
79LJH5	1	,3	,3	15,0
7ALNY2	1	,3	,3	15,3
7ALVTL	1	,3	,3	15,6
7BLGLS	1	,3	,3	16,0
7BLNU2	1	,3	,3	16,3
7CL58M	1	,3	,3	16,7
7NLQFZ	1	,3	,3	17,0
7SL2JQ	1	,3	,3	17,3
7SLJFT	1	,3	,3	17,7
7VLAKQ	1	,3	,3	18,0
7VLXU4	1	,3	,3	18,4
87L4L1	1	,3	,3	18,7
8ALPD3	1	,3	,3	19,0
8FLP3K	1	,3	,3	19,4
8QLB1K	1	,3	,3	19,7
8TLTLX	1	,3	,3	20,1
8VLXRY	1	,3	,3	20,4
92L7MZ	1	,3	,3	20,7
96LLBN	1	,3	,3	21,1
9GLMEW	1	,3	,3	21,4
9HLW5N	1	,3	,3	21,8
9KLC TE	1	,3	,3	22,1
9SLLEG	1	,3	,3	22,4
9YLQY6	1	,3	,3	22,8
A1LC3D	1	,3	,3	23,1
A2LBHC	1	,3	,3	23,5
A8L3LR	1	,3	,3	23,8
A9LL8Z	1	,3	,3	24,1
AALZLR	1	,3	,3	24,5
ABLREK	1	,3	,3	24,8
AGLQLQ	1	,3	,3	25,2
AHLRGF	1	,3	,3	25,5
AKLQ4W	1	,3	,3	25,9
AML24Y	1	,3	,3	26,2
ANLYLL	1	,3	,3	26,5
B9L83F	1	,3	,3	26,9
B9LCU6	1	,3	,3	27,2
B9LJ57	1	,3	,3	27,6
BGLPSU	1	,3	,3	27,9
BJLXZH	1	,3	,3	28,2
BNLH6J	1	,3	,3	28,6

Code

	Frequency	Percent	Valid Percent	Cumulative Percent
BQL5ME	1	,3	,3	28,9
BQLNRD	1	,3	,3	29,3
BQLUHT	1	,3	,3	29,6
BSL8XG	1	,3	,3	29,9
BSLT7M	1	,3	,3	30,3
BUL5DH	1	,3	,3	30,6
BYL25A	1	,3	,3	31,0
C1LQAT	1	,3	,3	31,3
C3LPQM	1	,3	,3	31,6
C9LGCD	1	,3	,3	32,0
CFLL8Z	1	,3	,3	32,3
CJLGBE	1	,3	,3	32,7
CLL1SL	1	,3	,3	33,0
CSLYKF	1	,3	,3	33,3
CYLE2Z	1	,3	,3	33,7
D1LUHL	1	,3	,3	34,0
D2LXGT	1	,3	,3	34,4
D6LATH	1	,3	,3	34,7
D7LXLQ	1	,3	,3	35,0
D9LDQD	1	,3	,3	35,4
DBLVZ8	1	,3	,3	35,7
DEL4SV	1	,3	,3	36,1
DLLHRQ	1	,3	,3	36,4
DULC1A	1	,3	,3	36,7
DWLHY8	1	,3	,3	37,1
E5LKRX	1	,3	,3	37,4
E6L3R7	1	,3	,3	37,8
EDLKJV	1	,3	,3	38,1
EELVV7	1	,3	,3	38,4
EGLS6Q	1	,3	,3	38,8
EKLMW1	1	,3	,3	39,1
EML34W	1	,3	,3	39,5
ETL825	1	,3	,3	39,8
F1LN7K	1	,3	,3	40,1
F8L68N	1	,3	,3	40,5
FDL9Y9	1	,3	,3	40,8
FMLCL7	1	,3	,3	41,2
FYLWTK	1	,3	,3	41,5
G6LDHR	1	,3	,3	41,8
GALMU2	1	,3	,3	42,2
GJLC8Y	1	,3	,3	42,5
GJLPT3	1	,3	,3	42,9

Code

	Frequency	Percent	Valid Percent	Cumulative Percent
GKLHA4	1	,3	,3	43,2
GNLSDX	1	,3	,3	43,5
GNLWWT	1	,3	,3	43,9
GXLFVF	1	,3	,3	44,2
GYLAJL	1	,3	,3	44,6
H9LFUX	1	,3	,3	44,9
HAL22W	1	,3	,3	45,2
HBL16X	1	,3	,3	45,6
HDLV43	1	,3	,3	45,9
HLL1ZD	1	,3	,3	46,3
HPLLY7	1	,3	,3	46,6
HSL95U	1	,3	,3	46,9
HTLM63	1	,3	,3	47,3
HUL1TT	1	,3	,3	47,6
HZLR4U	1	,3	,3	48,0
J4LS5T	1	,3	,3	48,3
J6LQ9D	1	,3	,3	48,6
J8L4DE	1	,3	,3	49,0
JPLUL4	1	,3	,3	49,3
JQL71W	1	,3	,3	49,7
JSLS44	1	,3	,3	50,0
JYLPT7	1	,3	,3	50,3
JYLRT6	1	,3	,3	50,7
K2L446	1	,3	,3	51,0
KALLZ3	1	,3	,3	51,4
KDL6M3	1	,3	,3	51,7
KJLSRL	1	,3	,3	52,0
KPLHN9	1	,3	,3	52,4
KRL2LG	1	,3	,3	52,7
KRL2TW	1	,3	,3	53,1
KSLLZB	1	,3	,3	53,4
KULECD	1	,3	,3	53,7
KWL9CF	1	,3	,3	54,1
L3L264	1	,3	,3	54,4
L3L5E5	1	,3	,3	54,8
L3LGB9	1	,3	,3	55,1
L3LLSK	1	,3	,3	55,4
L4LX1R	1	,3	,3	55,8
L5L4XA	1	,3	,3	56,1
L5L56D	1	,3	,3	56,5
L6L7U3	1	,3	,3	56,8
L9LG5M	1	,3	,3	57,1

Code

	Frequency	Percent	Valid Percent	Cumulative Percent
LBLZ3T	1	,3	,3	57,5
LDLT6Y	1	,3	,3	57,8
LFLCQJ	1	,3	,3	58,2
LHLMX7	1	,3	,3	58,5
LKLBV4	1	,3	,3	58,8
LLLSDN	1	,3	,3	59,2
LNL7JA	1	,3	,3	59,5
LTLCNU	1	,3	,3	59,9
LULJTW	1	,3	,3	60,2
LVLY6G	1	,3	,3	60,5
LWLLU1	1	,3	,3	60,9
LWLZKK	1	,3	,3	61,2
LYLDF2	1	,3	,3	61,6
LZLUDV	1	,3	,3	61,9
M4LLKH	1	,3	,3	62,2
M5LM3X	1	,3	,3	62,6
M8LZFR	1	,3	,3	62,9
MALGTS	1	,3	,3	63,3
MFLYVW	1	,3	,3	63,6
MULM55	1	,3	,3	63,9
MVL79L	1	,3	,3	64,3
MXLR2B	1	,3	,3	64,6
N3LGCZ	1	,3	,3	65,0
N5LSCE	1	,3	,3	65,3
NALUBL	1	,3	,3	65,6
NMLBRT	1	,3	,3	66,0
NRL5MJ	1	,3	,3	66,3
NWLL5R	1	,3	,3	66,7
NYLCR5	1	,3	,3	67,0
P1L4AN	1	,3	,3	67,3
P1LDSC	1	,3	,3	67,7
P2LJTL	1	,3	,3	68,0
P4LAJR	1	,3	,3	68,4
P6LZG2	1	,3	,3	68,7
PAL8LN	1	,3	,3	69,0
PBLPMQ	1	,3	,3	69,4
PELVXE	1	,3	,3	69,7
PFL7YA	1	,3	,3	70,1
PGLGAD	1	,3	,3	70,4
PMLR9A	1	,3	,3	70,7
PPLA2B	1	,3	,3	71,1
PULS4N	1	,3	,3	71,4

Code

	Frequency	Percent	Valid Percent	Cumulative Percent
PXLSQF	1	,3	,3	71,8
Q8L5BB	1	,3	,3	72,1
QFL4HC	1	,3	,3	72,4
QFLW6N	1	,3	,3	72,8
QQLZJS	1	,3	,3	73,1
QRLU5U	1	,3	,3	73,5
QULUN6	1	,3	,3	73,8
QVL1GW	1	,3	,3	74,1
QXL2MM	1	,3	,3	74,5
QYLPPU	1	,3	,3	74,8
R5L7CM	1	,3	,3	75,2
R6L1EX	1	,3	,3	75,5
R6L3MJ	1	,3	,3	75,9
R8LVSP	1	,3	,3	76,2
RELY9B	1	,3	,3	76,5
RNLRM5	1	,3	,3	76,9
RUL8UM	1	,3	,3	77,2
RZLGG5	1	,3	,3	77,6
S9LEUQ	1	,3	,3	77,9
SEL3H5	1	,3	,3	78,2
SSLN7R	1	,3	,3	78,6
SXLT5M	1	,3	,3	78,9
SYLJNB	1	,3	,3	79,3
T4L36X	1	,3	,3	79,6
T4LC7K	1	,3	,3	79,9
T7LQAB	1	,3	,3	80,3
TJL4BF	1	,3	,3	80,6
TMLXHA	1	,3	,3	81,0
TVL7P7	1	,3	,3	81,3
TXLL3A	1	,3	,3	81,6
U1LFRV	1	,3	,3	82,0
U8LJQ7	1	,3	,3	82,3
UELMWN	1	,3	,3	82,7
UJLRHV	1	,3	,3	83,0
UNLBCG	1	,3	,3	83,3
UPLBPJ	1	,3	,3	83,7
URLM16	1	,3	,3	84,0
UULDYG	1	,3	,3	84,4
UXLTWB	1	,3	,3	84,7
VBLYG6	1	,3	,3	85,0
VDL7NV	1	,3	,3	85,4
VEL4B8	1	,3	,3	85,7

Code

	Frequency	Percent	Valid Percent	Cumulative Percent
VHL3VS	1	,3	,3	86,1
VHLWLK	1	,3	,3	86,4
VNLF2J	1	,3	,3	86,7
VPLUDJ	1	,3	,3	87,1
VULCYH	1	,3	,3	87,4
VVLCAY	1	,3	,3	87,8
VYLR36	1	,3	,3	88,1
WCL64E	1	,3	,3	88,4
WGL5MZ	1	,3	,3	88,8
WJL25Y	1	,3	,3	89,1
WMLDFE	1	,3	,3	89,5
WSLWCM	1	,3	,3	89,8
X1L9DU	1	,3	,3	90,1
X8LLDD	1	,3	,3	90,5
XBL382	1	,3	,3	90,8
XELFSM	1	,3	,3	91,2
XLLFZ5	1	,3	,3	91,5
XNLT76	1	,3	,3	91,8
XSLW1Q	1	,3	,3	92,2
XTL8PK	1	,3	,3	92,5
XYLQT1	1	,3	,3	92,9
Y2L1CE	1	,3	,3	93,2
Y2LK4M	1	,3	,3	93,5
Y5LYQ1	1	,3	,3	93,9
Y7L43N	1	,3	,3	94,2
Y8LNR3	1	,3	,3	94,6
Y8LUMF	1	,3	,3	94,9
YKLMWY	1	,3	,3	95,2
YSL5U4	1	,3	,3	95,6
YSLKH1	1	,3	,3	95,9
YUL86N	1	,3	,3	96,3
YXLFPF	1	,3	,3	96,6
YZLQ3Q	1	,3	,3	96,9
YZLQ4P	1	,3	,3	97,3
Z4LXGX	1	,3	,3	97,6
Z6LZYQ	1	,3	,3	98,0
Z8LDU6	1	,3	,3	98,3
ZML26N	1	,3	,3	98,6
ZNL5FM	1	,3	,3	99,0
ZRLMZL	1	,3	,3	99,3
ZSL55V	1	,3	,3	99,7
ZUL3BR	1	,3	,3	100,0

Code

	Frequency	Percent	Valid Percent	Cumulative Percent
Total	294	100,0	100,0	

Gender - I am

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid female	158	53,7	53,7	53,7
male	131	44,6	44,6	98,3
99	5	1,7	1,7	100,0
Total	294	100,0	100,0	

Age

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 14	20	6,8	6,9	6,9
15	109	37,1	37,8	44,8
16	55	18,7	19,1	63,9
17	63	21,4	21,9	85,8
18	39	13,3	13,5	99,3
99	1	,3	,3	99,7
130	1	,3	,3	100,0
Total	288	98,0	100,0	
Missing 999	5	1,7		
System	1	,3		
Total	6	2,0		
Total	294	100,0		

Opinion about eLearning - eLearning is important

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	9	3,1	3,1	3,1
agree	12	4,1	4,2	7,3
disagree	136	46,3	47,1	54,3
strongly disagree	132	44,9	45,7	100,0
Total	289	98,3	100,0	
Missing 9	5	1,7		
Total	294	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	7	2,4	2,4	2,4
	agree	16	5,4	5,6	8,0
	disagree	89	30,3	31,0	39,0
	strongly disagree	175	59,5	61,0	100,0
	Total	287	97,6	100,0	
Missing	9	7	2,4		
Total		294	100,0		

Opinion about eLearning - eLearning should be encouraged by teachers.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	4	1,4	1,4	1,4
	agree	12	4,1	4,2	5,6
	disagree	154	52,4	54,0	59,6
	strongly disagree	115	39,1	40,4	100,0
	Total	285	96,9	100,0	
Missing	9	9	3,1		
Total		294	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	6	2,0	2,1	2,1
	agree	12	4,1	4,3	6,4
	disagree	119	40,5	42,3	48,8
	strongly disagree	144	49,0	51,2	100,0
	Total	281	95,6	100,0	
Missing	9	13	4,4		
Total		294	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	7	2,4	2,5	2,5
	agree	11	3,7	4,0	6,5
	disagree	142	48,3	51,3	57,8
	strongly disagree	117	39,8	42,2	100,0
	Total	277	94,2	100,0	
Missing	9	17	5,8		
Total		294	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	6	2,0	2,1	2,1
	agree	19	6,5	6,7	8,9
	disagree	109	37,1	38,7	47,5
	strongly disagree	148	50,3	52,5	100,0
	Total	282	95,9	100,0	
Missing	9	12	4,1		
Total		294	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	11	3,7	3,9	3,9
	agree	29	9,9	10,3	14,2
	disagree	125	42,5	44,3	58,5
	strongly disagree	117	39,8	41,5	100,0
	Total	282	95,9	100,0	
Missing	9	12	4,1		
Total		294	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	7	2,4	2,5	2,5
	agree	17	5,8	6,0	8,5
	disagree	107	36,4	37,8	46,3
	strongly disagree	152	51,7	53,7	100,0
	Total	283	96,3	100,0	
Missing	9	11	3,7		
Total		294	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	4	1,4	1,4	1,4
	agree	16	5,4	5,7	7,1
	disagree	125	42,5	44,2	51,2
	strongly disagree	138	46,9	48,8	100,0
	Total	283	96,3	100,0	
Missing	9	11	3,7		
Total		294	100,0		

Do you already have experiences with eLearning?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	175	59,5	59,5	59,5
No	68	23,1	23,1	82,7
99	51	17,3	17,3	100,0
Total	294	100,0	100,0	

Importance - Networking / communication infrastructure

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid important	10	3,4	3,5	3,5
less important	17	5,8	5,9	9,4
rarely important	170	57,8	59,4	68,9
unimportant	89	30,3	31,1	100,0
Total	286	97,3	100,0	
Missing 9	8	2,7		
Total	294	100,0		

Importance - Smart classrooms / classroom modifications

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid important	8	2,7	2,8	2,8
less important	14	4,8	5,0	7,8
rarely important	148	50,3	52,7	60,5
unimportant	111	37,8	39,5	100,0
Total	281	95,6	100,0	
Missing 9	13	4,4		
Total	294	100,0		

Importance - Computer-based instructional tools

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid important	3	1,0	1,1	1,1
less important	23	7,8	8,1	9,2
rarely important	167	56,8	59,0	68,2
unimportant	90	30,6	31,8	100,0
Total	283	96,3	100,0	
Missing 9	11	3,7		
Total	294	100,0		

Importance - Web-based instructional tools

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	3	1,0	1,1	1,1
	less important	14	4,8	4,9	6,0
	rarely important	157	53,4	55,5	61,5
	unimportant	109	37,1	38,5	100,0
	Total	283	96,3	100,0	
Missing	9	11	3,7		
Total		294	100,0		

Importance - Hardware support in the classroom

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	3	1,0	1,1	1,1
	less important	15	5,1	5,3	6,3
	rarely important	172	58,5	60,6	66,9
	unimportant	94	32,0	33,1	100,0
	Total	284	96,6	100,0	
Missing	9	10	3,4		
Total		294	100,0		

Importance - Web-based instructional tools

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	5	1,7	1,8	1,8
	less important	16	5,4	5,7	7,4
	rarely important	158	53,7	56,0	63,5
	unimportant	103	35,0	36,5	100,0
	Total	282	95,9	100,0	
Missing	9	12	4,1		
Total		294	100,0		

Importance - Audio Equipment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	4	1,4	1,4	1,4
	less important	16	5,4	5,7	7,1
	rarely important	161	54,8	57,1	64,2
	unimportant	101	34,4	35,8	100,0
	Total	282	95,9	100,0	
Missing	9	12	4,1		
Total		294	100,0		

Importance - Video Equipment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	5	1,7	1,8	1,8
	less important	13	4,4	4,6	6,4
	rarely important	149	50,7	52,7	59,0
	unimportant	116	39,5	41,0	100,0
	Total	283	96,3	100,0	
Missing	9	11	3,7		
Total		294	100,0		

Importance - PC Room (for teachers and learners)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	3	1,0	1,1	1,1
	less important	20	6,8	7,1	8,1
	rarely important	166	56,5	58,7	66,8
	unimportant	94	32,0	33,2	100,0
	Total	283	96,3	100,0	
Missing	9	11	3,7		
Total		294	100,0		

Importance - Learning platform

		Frequency	Percent
Missing	9	294	100,0

Importance - Online community tools

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	6	2,0	2,1	2,1
	less important	12	4,1	4,2	6,3
	rarely important	158	53,7	55,6	62,0
	unimportant	108	36,7	38,0	100,0
	Total	284	96,6	100,0	
Missing	9	10	3,4		
Total		294	100,0		

Importance - Online teaching and learning material

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	4	1,4	1,4	1,4
	less important	19	6,5	6,7	8,2
	rarely important	161	54,8	57,1	65,2
	unimportant	98	33,3	34,8	100,0
	Total	282	95,9	100,0	
Missing	9	12	4,1		
Total		294	100,0		

Importance - Online tests

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	5	1,7	1,8	1,8
	less important	16	5,4	5,6	7,4
	rarely important	162	55,1	57,0	64,4
	unimportant	101	34,4	35,6	100,0
	Total	284	96,6	100,0	
Missing	9	10	3,4		
Total		294	100,0		

Importance - In-class support / mentoring

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	6	2,0	2,1	2,1
	less important	23	7,8	8,1	10,2
	rarely important	157	53,4	55,3	65,5
	unimportant	98	33,3	34,5	100,0
	Total	284	96,6	100,0	
Missing	9	10	3,4		
Total		294	100,0		

Importance - Online tests

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	4	1,4	1,4	1,4
	less important	15	5,1	5,3	6,7
	rarely important	164	55,8	57,7	64,4
	unimportant	101	34,4	35,6	100,0
	Total	284	96,6	100,0	
Missing	9	10	3,4		
Total		294	100,0		

Importance - eLearning trainings for the learners

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	5	1,7	1,8	1,8
	less important	18	6,1	6,4	8,1
	rarely important	161	54,8	56,9	65,0
	unimportant	99	33,7	35,0	100,0
	Total	283	96,3	100,0	
Missing	9	11	3,7		
Total		294	100,0		

Importance - Teacher Trainings - eLearning trainings for the teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	6	2,0	2,1	2,1
	less important	11	3,7	3,9	6,0
	rarely important	161	54,8	56,9	62,9
	unimportant	105	35,7	37,1	100,0
	Total	283	96,3	100,0	
Missing	9	11	3,7		
Total		294	100,0		

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

		Frequency	Percent
Missing	9	294	100,0

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

		Frequency	Percent
Missing	9	294	100,0

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

		Frequency	Percent
Missing	9	294	100,0

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

		Frequency	Percent
Missing	9	294	100,0

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

	Frequency	Percent
Missing 9	294	100,0

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

	Frequency	Percent
Missing 9	294	100,0

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

	Frequency	Percent
Missing 9	294	100,0

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

	Frequency	Percent
Missing 9	294	100,0

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

	Frequency	Percent
Missing 9	294	100,0

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

	Frequency	Percent
Missing 9	294	100,0

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

	Frequency	Percent
Missing 9	294	100,0

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

	Frequency	Percent
Missing 9	294	100,0

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

	Frequency	Percent
Missing 9	294	100,0

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

	Frequency	Percent
Missing 9	294	100,0

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

	Frequency	Percent
Missing 9	294	100,0

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

	Frequency	Percent
Missing 9	294	100,0

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	179	60,9	64,4	64,4
	2	67	22,8	24,1	88,5
	3	13	4,4	4,7	93,2
	4	4	1,4	1,4	94,6
	5	8	2,7	2,9	97,5
	unimportant	7	2,4	2,5	100,0
	Total	278	94,6	100,0	
Missing	9	16	5,4		
Total		294	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	helpful	123	41,8	45,7	45,7
	2	109	37,1	40,5	86,2
	3	17	5,8	6,3	92,6
	4	10	3,4	3,7	96,3
	5	1	,3	,4	96,7
	not helpful	9	3,1	3,3	100,0
	Total	269	91,5	100,0	
Missing	9	25	8,5		
Total		294	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	easy	142	48,3	54,0	54,0
	2	80	27,2	30,4	84,4
	3	19	6,5	7,2	91,6
	4	7	2,4	2,7	94,3
	5	7	2,4	2,7	97,0
	difficult	8	2,7	3,0	100,0
	Total	263	89,5	100,0	
Missing	9	31	10,5		
Total		294	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	motivating	122	41,5	46,6	46,6
	2	85	28,9	32,4	79,0
	3	36	12,2	13,7	92,7
	4	7	2,4	2,7	95,4
	5	2	,7	,8	96,2
	not motivating	10	3,4	3,8	100,0
	Total	262	89,1	100,0	
Missing	9	32	10,9		
Total		294	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	stimulating	133	45,2	50,8	50,8
	2	81	27,6	30,9	81,7
	3	25	8,5	9,5	91,2
	4	11	3,7	4,2	95,4
	5	8	2,7	3,1	98,5
	boring	4	1,4	1,5	100,0
	Total	262	89,1	100,0	
Missing	9	32	10,9		
Total		294	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	activating	112	38,1	42,4	42,4
	2	100	34,0	37,9	80,3
	3	24	8,2	9,1	89,4
	4	15	5,1	5,7	95,1
	5	3	1,0	1,1	96,2
	not activating	10	3,4	3,8	100,0
	Total	264	89,8	100,0	
Missing	9	30	10,2		
Total		294	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	time-consuming	57	19,4	20,7	20,7
	2	34	11,6	12,3	33,0
	3	10	3,4	3,6	36,6
	4	15	5,1	5,4	42,0
	5	40	13,6	14,5	56,5
	not time-consuming	120	40,8	43,5	100,0
	Total	276	93,9	100,0	
Missing	9	18	6,1		
Total		294	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	inspiring	128	43,5	47,1	47,1
	2	98	33,3	36,0	83,1
	3	19	6,5	7,0	90,1
	4	12	4,1	4,4	94,5
	5	5	1,7	1,8	96,3
	uninspiring	10	3,4	3,7	100,0
	Total	272	92,5	100,0	
Missing	9	22	7,5		
Total		294	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	relaxing	154	52,4	58,3	58,3
	2	69	23,5	26,1	84,5
	3	13	4,4	4,9	89,4
	4	9	3,1	3,4	92,8
	5	8	2,7	3,0	95,8
	not relaxing	11	3,7	4,2	100,0
	Total	264	89,8	100,0	
Missing	9	30	10,2		
Total		294	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	communicative	146	49,7	55,9	55,9
	2	81	27,6	31,0	87,0
	3	15	5,1	5,7	92,7
	4	5	1,7	1,9	94,6
	5	4	1,4	1,5	96,2
	not communicative	10	3,4	3,8	100,0
	Total	261	88,8	100,0	
Missing	9	33	11,2		
Total		294	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	165	56,1	59,1	59,1
	agree	96	32,7	34,4	93,5
	disagree	11	3,7	3,9	97,5
	strongly disagree	7	2,4	2,5	100,0
	Total	279	94,9	100,0	
Missing	9	15	5,1		
Total		294	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	124	42,2	45,4	45,4
	agree	128	43,5	46,9	92,3
	disagree	10	3,4	3,7	96,0
	strongly disagree	11	3,7	4,0	100,0
	Total	273	92,9	100,0	
Missing	9	21	7,1		
Total		294	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	140	47,6	51,3	51,3
	agree	104	35,4	38,1	89,4
	disagree	21	7,1	7,7	97,1
	strongly disagree	8	2,7	2,9	100,0
	Total	273	92,9	100,0	
Missing	9	21	7,1		
Total		294	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	132	44,9	48,2	48,2
	agree	109	37,1	39,8	88,0
	disagree	15	5,1	5,5	93,4
	strongly disagree	18	6,1	6,6	100,0
	Total	274	93,2	100,0	
Missing	9	20	6,8		

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

	Frequency	Percent	Valid Percent	Cumulative Percent
Total	294	100,0		

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

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	146	49,7	53,7	53,7
agree	97	33,0	35,7	89,3
disagree	20	6,8	7,4	96,7
strongly disagree	9	3,1	3,3	100,0
Total	272	92,5	100,0	
Missing 9	22	7,5		
Total	294	100,0		

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

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid very high extent	142	48,3	51,1	51,1
high extent	119	40,5	42,8	93,9
low extent	12	4,1	4,3	98,2
very low extent	5	1,7	1,8	100,0
Total	278	94,6	100,0	
Missing 9	16	5,4		
Total	294	100,0		

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

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid very high extent	115	39,1	42,4	42,4
high extent	136	46,3	50,2	92,6
low extent	12	4,1	4,4	97,0
very low extent	8	2,7	3,0	100,0
Total	271	92,2	100,0	
Missing 9	23	7,8		
Total	294	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very high extent	121	41,2	44,3	44,3
	high extent	121	41,2	44,3	88,6
	low extent	25	8,5	9,2	97,8
	very low extent	6	2,0	2,2	100,0
	Total	273	92,9	100,0	
Missing	9	21	7,1		
Total		294	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very high extent	116	39,5	42,6	42,6
	high extent	127	43,2	46,7	89,3
	low extent	14	4,8	5,1	94,5
	very low extent	15	5,1	5,5	100,0
	Total	272	92,5	100,0	
Missing	9	22	7,5		
Total		294	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very high extent	129	43,9	47,3	47,3
	high extent	114	38,8	41,8	89,0
	low extent	24	8,2	8,8	97,8
	very low extent	6	2,0	2,2	100,0
	Total	273	92,9	100,0	
Missing	9	21	7,1		
Total		294	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very high extent	119	40,5	43,4	43,4
	high extent	126	42,9	46,0	89,4
	low extent	15	5,1	5,5	94,9
	very low extent	14	4,8	5,1	100,0
	Total	274	93,2	100,0	
Missing	9	20	6,8		

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

	Frequency	Percent	Valid Percent	Cumulative Percent
Total	294	100,0		

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

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid very high extent	128	43,5	48,3	48,3
high extent	112	38,1	42,3	90,6
low extent	19	6,5	7,2	97,7
very low extent	6	2,0	2,3	100,0
Total	265	90,1	100,0	
Missing 9	29	9,9		
Total	294	100,0		

Development other Aspects

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	294	100,0	100,0	100,0

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

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid important	154	52,4	55,2	55,2
less important	109	37,1	39,1	94,3
rarely important	10	3,4	3,6	97,8
unimportant	6	2,0	2,2	100,0
Total	279	94,9	100,0	
Missing 9	15	5,1		
Total	294	100,0		

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

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid important	121	41,2	44,6	44,6
less important	127	43,2	46,9	91,5
rarely important	16	5,4	5,9	97,4
unimportant	7	2,4	2,6	100,0
Total	271	92,2	100,0	
Missing 9	23	7,8		
Total	294	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	125	42,5	46,0	46,0
	less important	122	41,5	44,9	90,8
	rarely important	21	7,1	7,7	98,5
	unimportant	4	1,4	1,5	100,0
	Total	272	92,5	100,0	
Missing	9	22	7,5		
Total		294	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	120	40,8	44,0	44,0
	less important	116	39,5	42,5	86,4
	rarely important	20	6,8	7,3	93,8
	unimportant	17	5,8	6,2	100,0
	Total	273	92,9	100,0	
Missing	9	21	7,1		
Total		294	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	138	46,9	50,7	50,7
	less important	111	37,8	40,8	91,5
	rarely important	19	6,5	7,0	98,5
	unimportant	4	1,4	1,5	100,0
	Total	272	92,5	100,0	
Missing	9	22	7,5		
Total		294	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	124	42,2	45,3	45,3
	less important	122	41,5	44,5	89,8
	rarely important	20	6,8	7,3	97,1
	unimportant	8	2,7	2,9	100,0
	Total	274	93,2	100,0	
Missing	9	20	6,8		
Total		294	100,0		

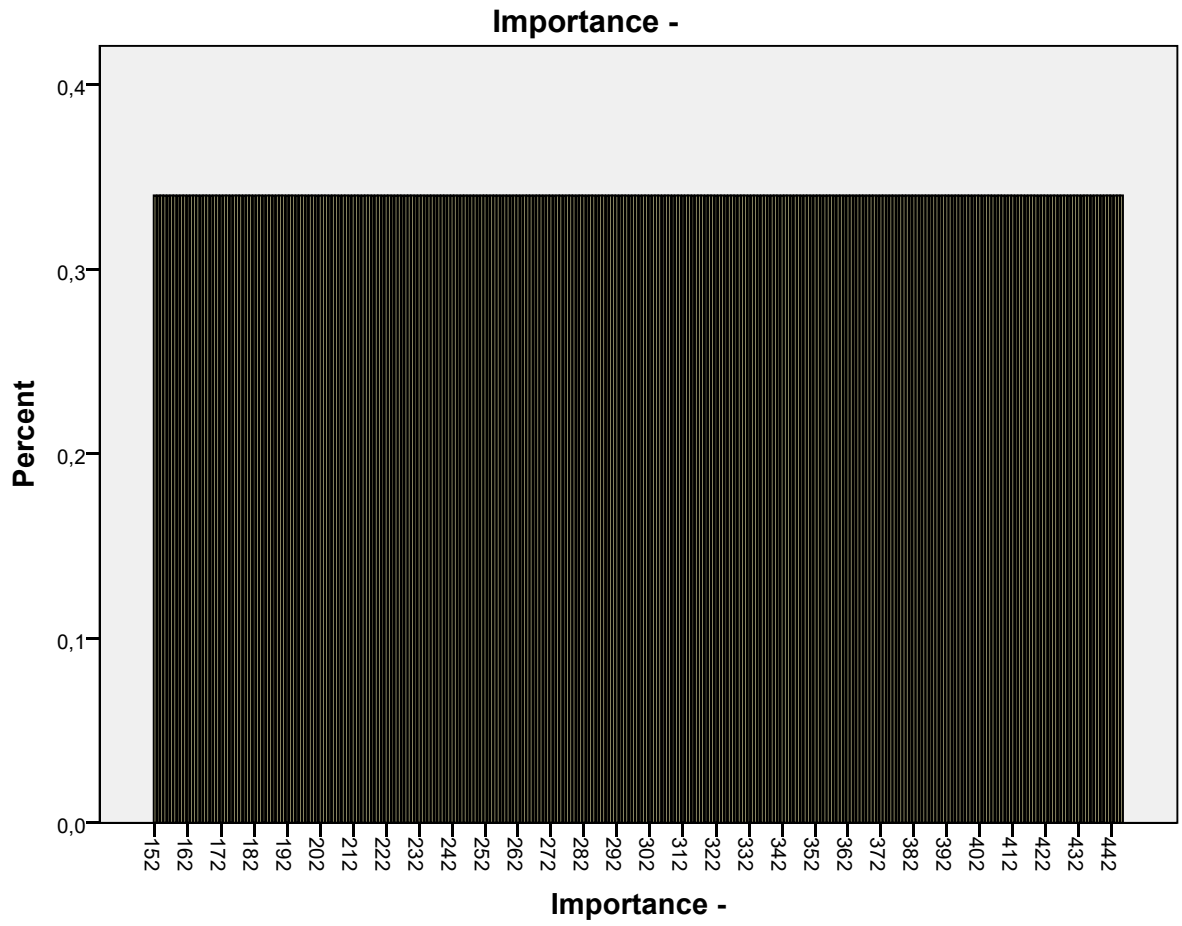
What is the importance of sounds in eLearning regarding... other aspects

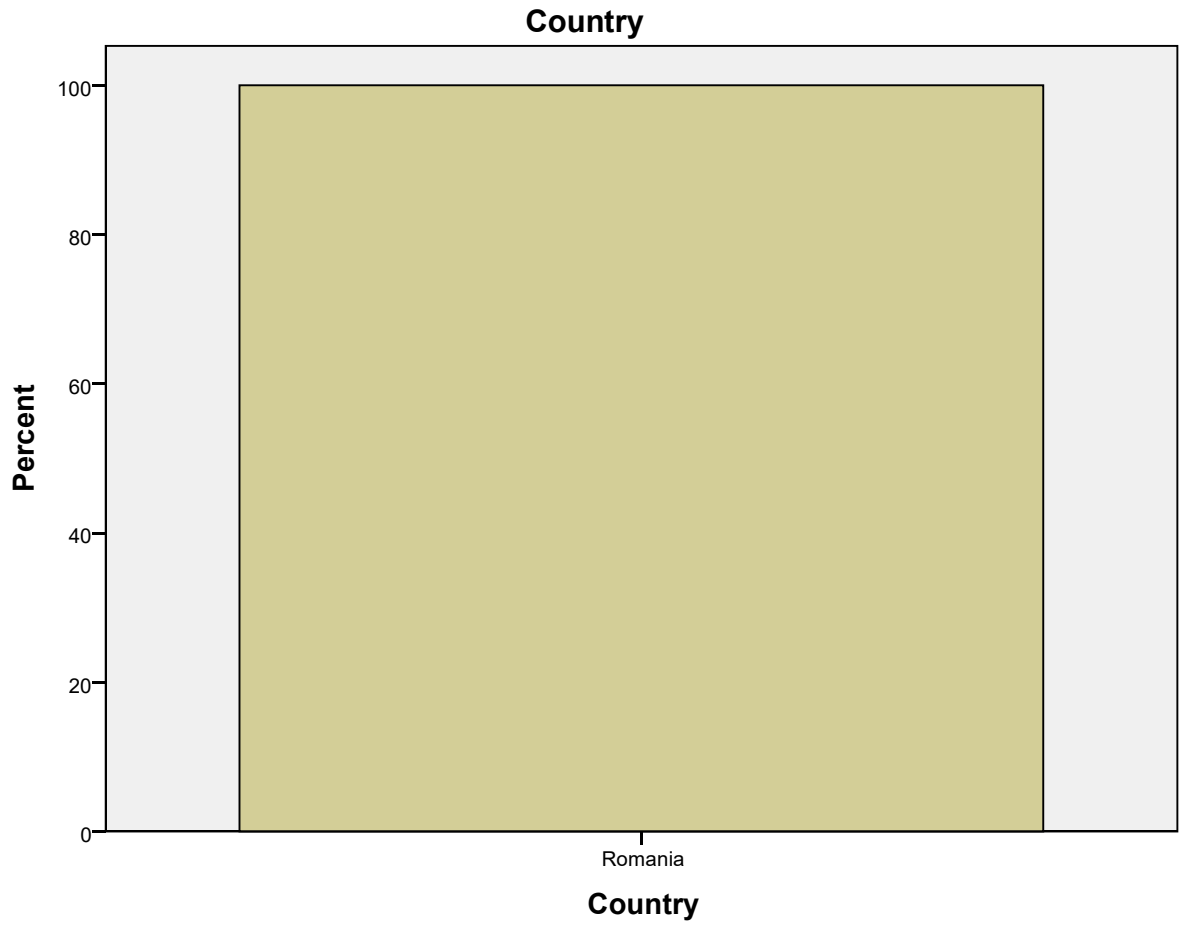
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	123	41,8	48,2	48,2
	less important	113	38,4	44,3	92,5
	rarely important	15	5,1	5,9	98,4
	unimportant	4	1,4	1,6	100,0
	Total	255	86,7	100,0	
Missing	9	39	13,3		
Total		294	100,0		

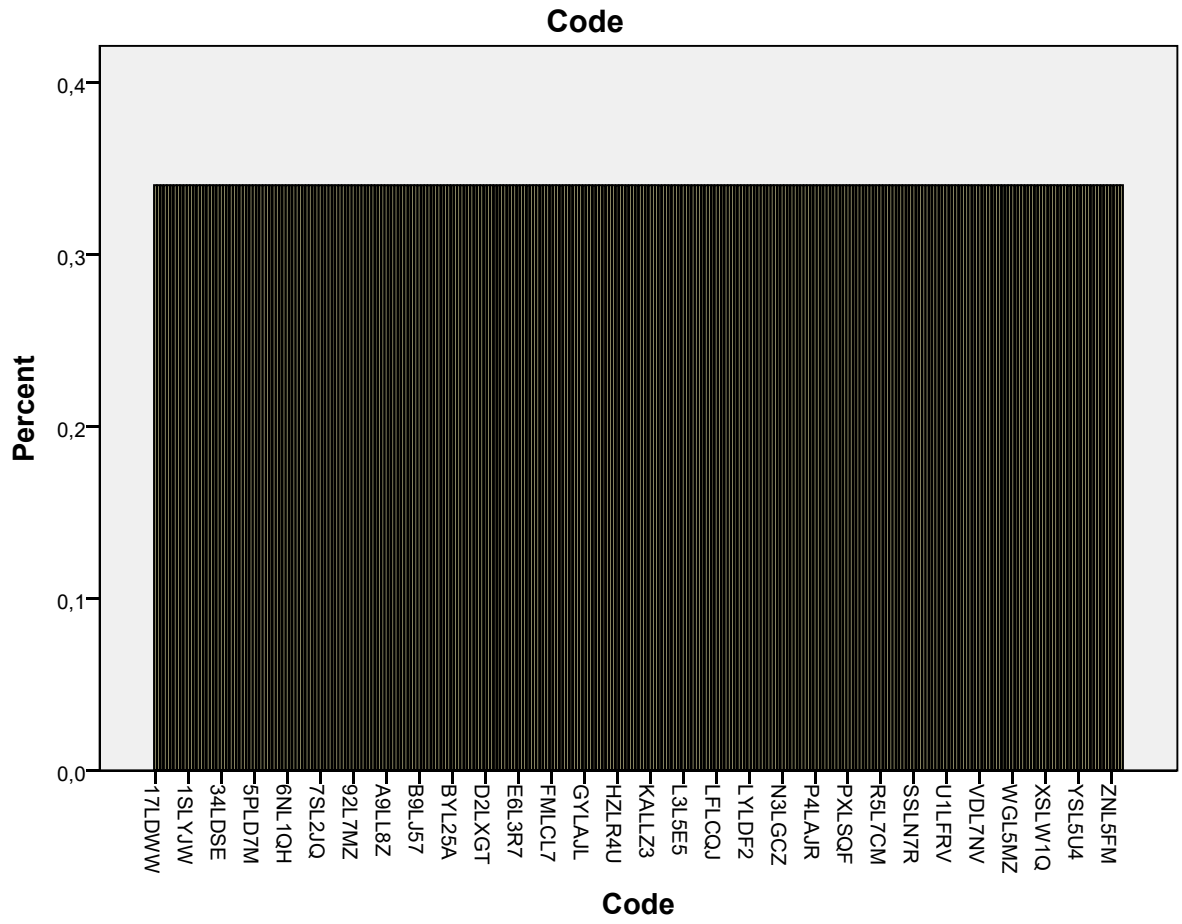
Importance other aspects

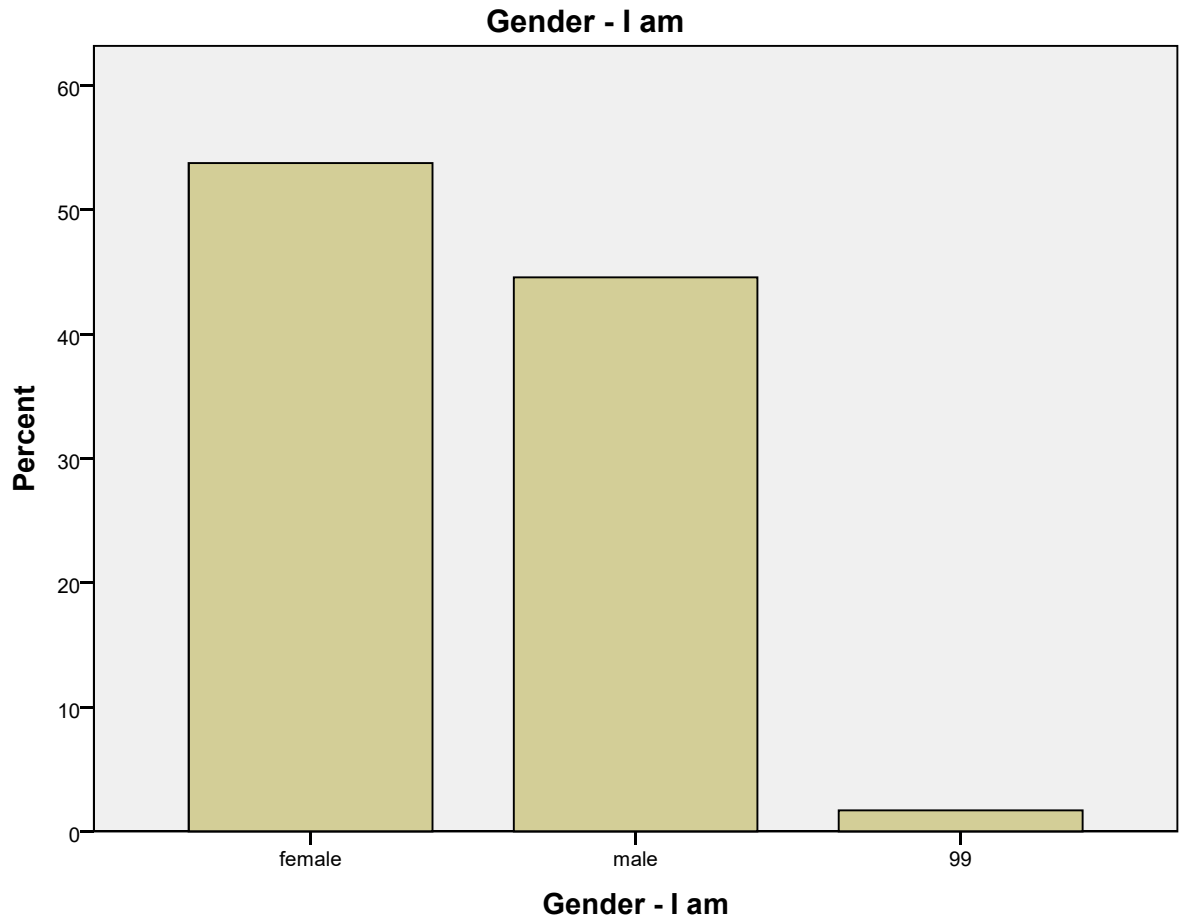
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	294	100,0	100,0	100,0

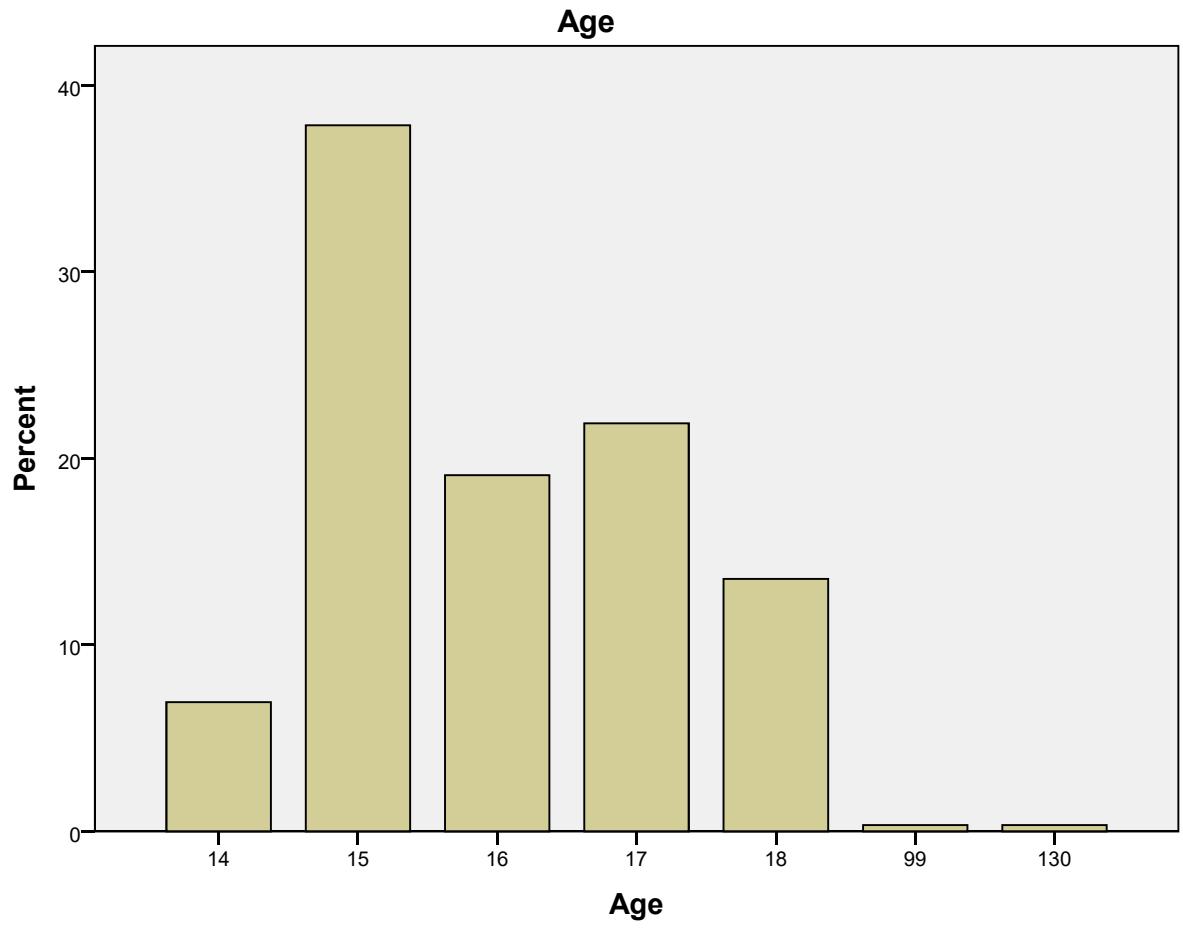
Bar Chart



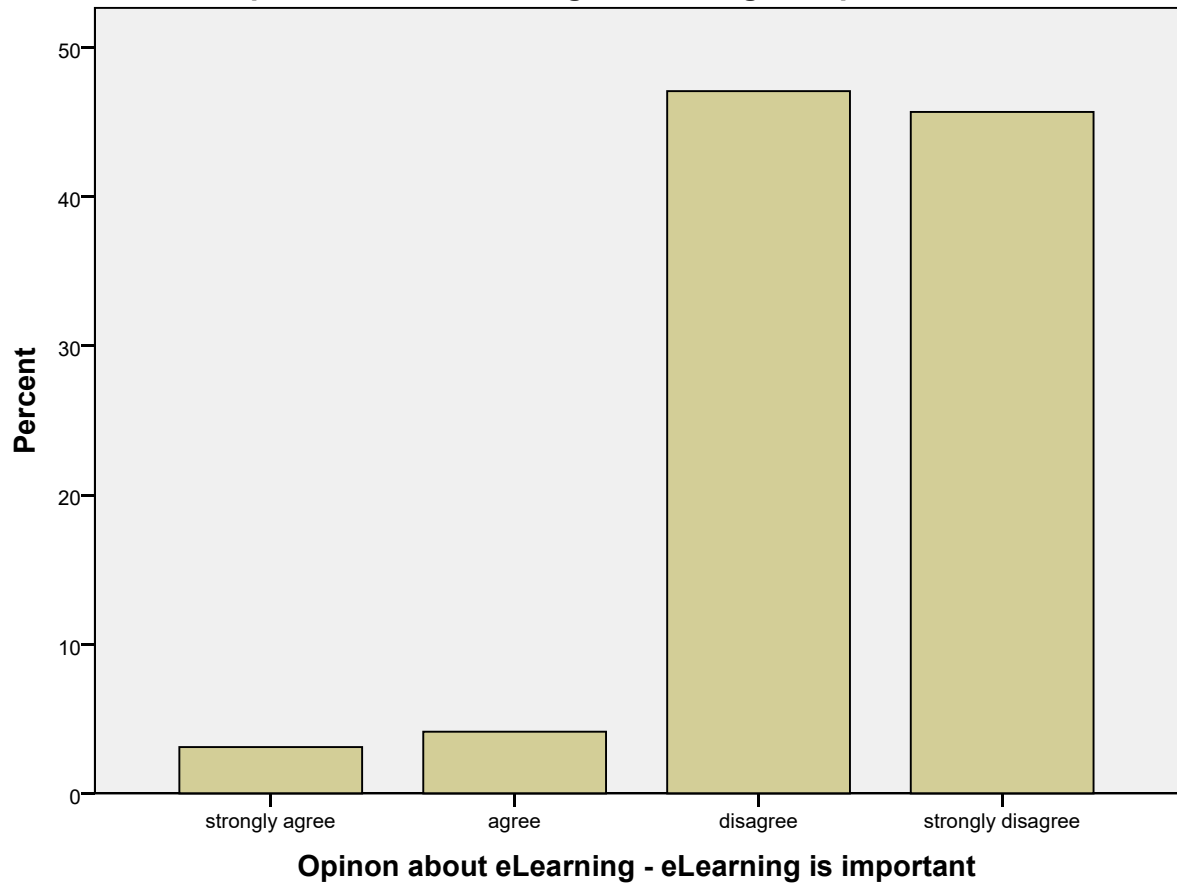




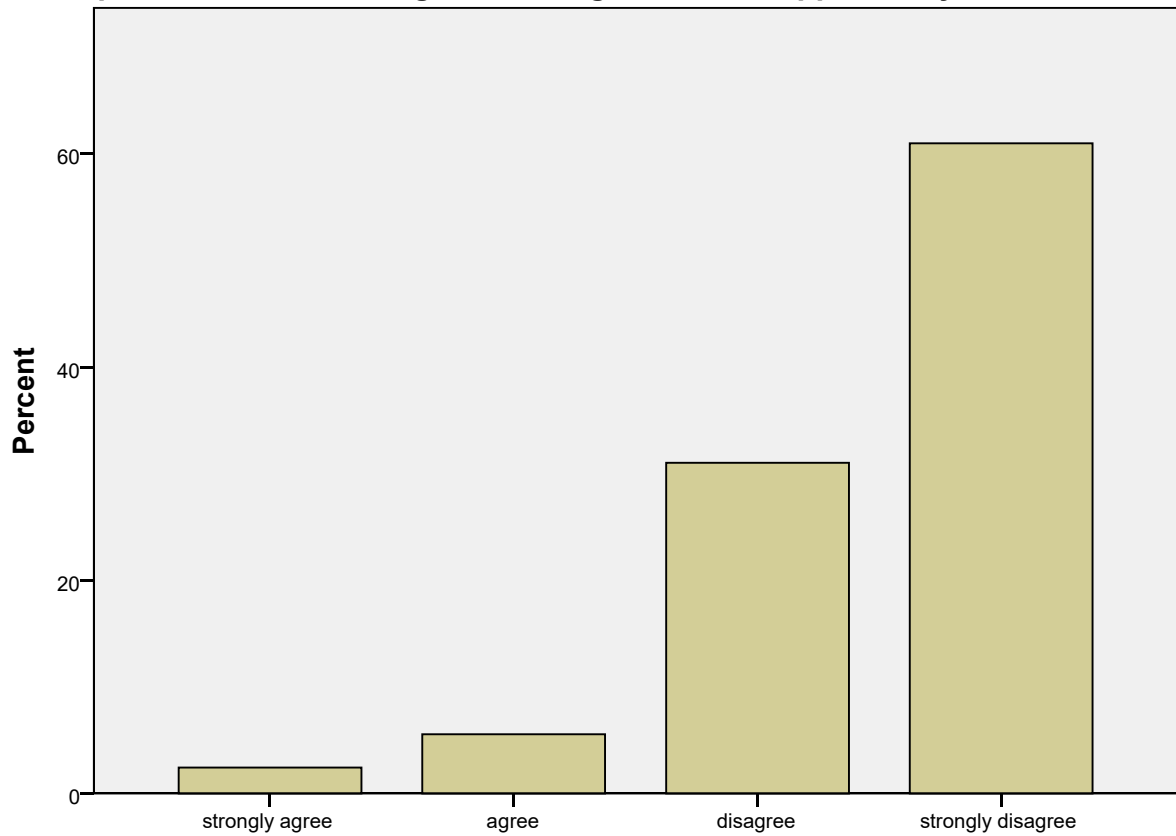




Opinion about eLearning - eLearning is important

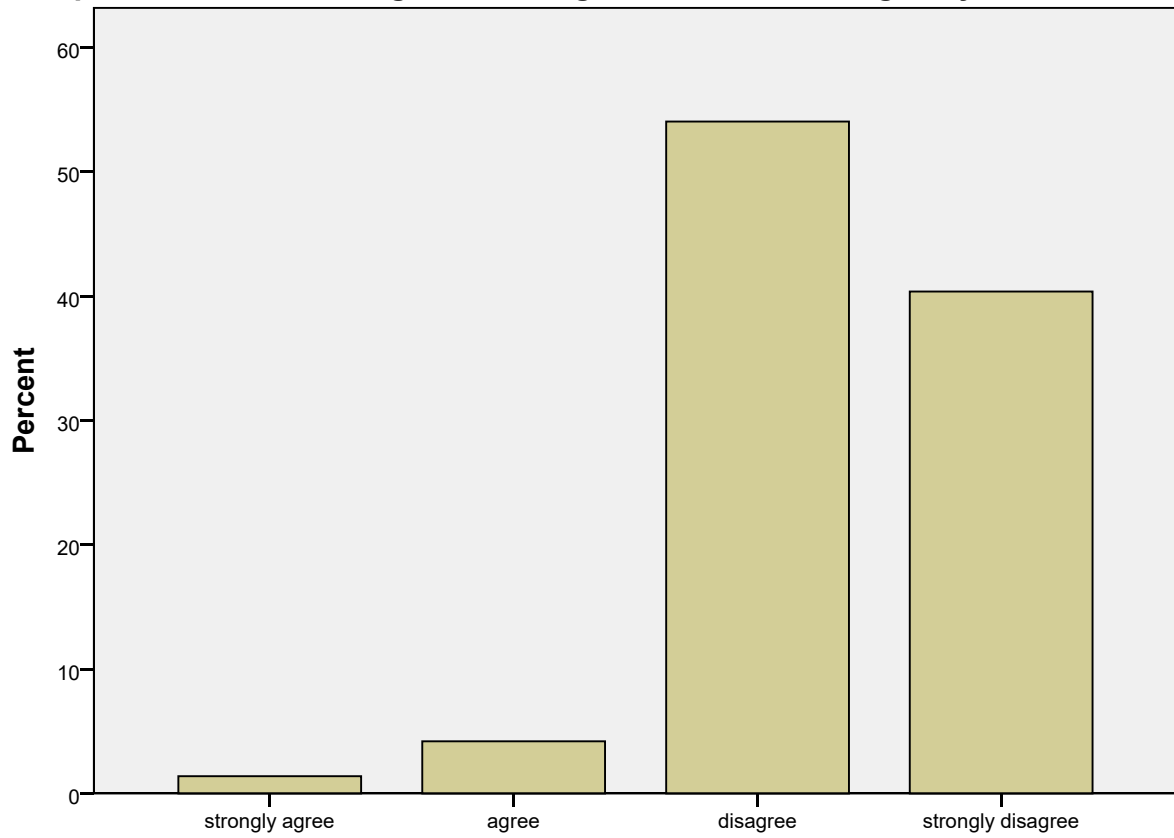


Opinion about eLearning - eLearning has to be supported by teachers.



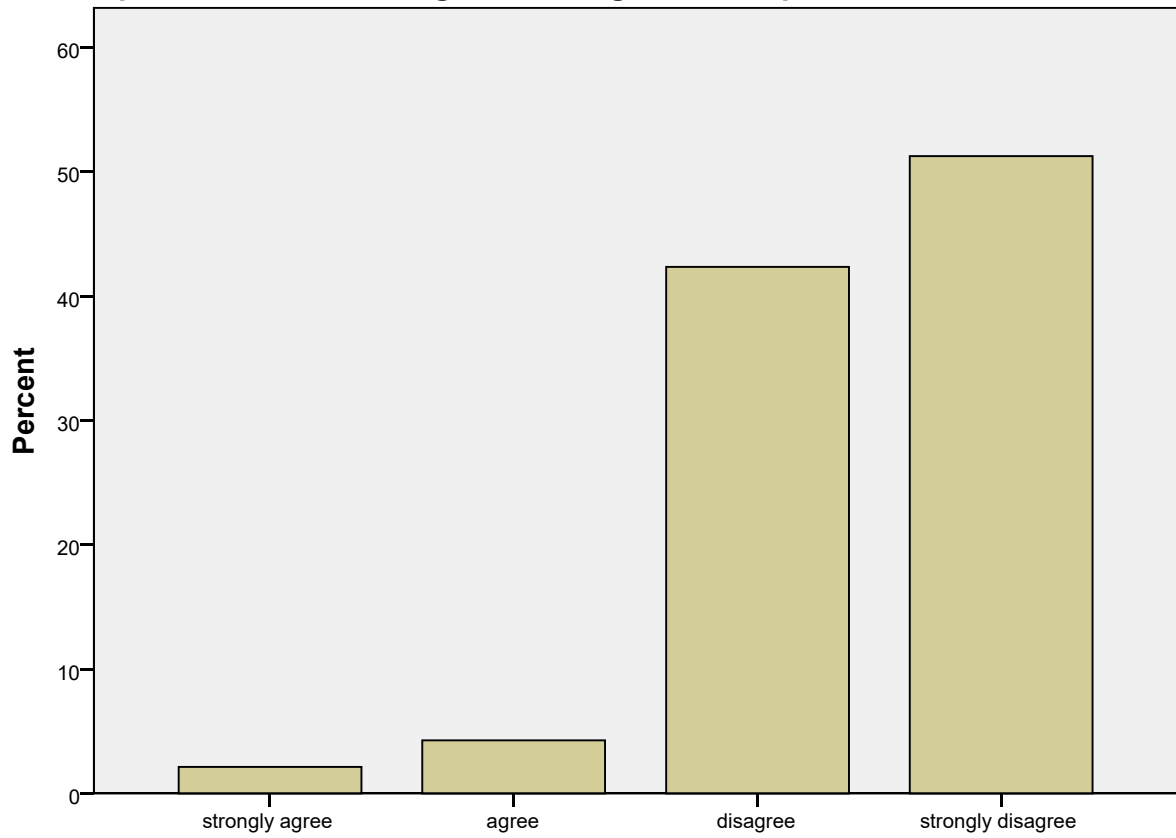
Opinion about eLearning - eLearning has to be supported by teachers.

Opinion about eLearning - eLearning should be encouraged by teachers.



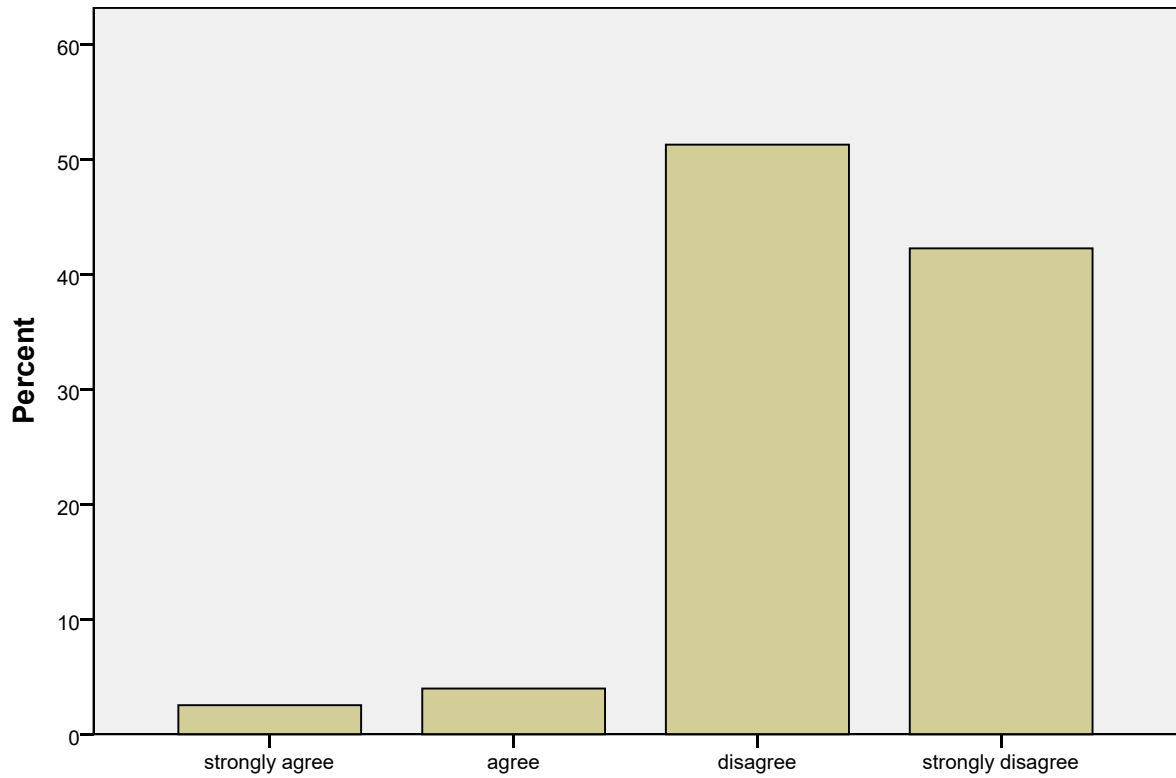
Opinion about eLearning - eLearning should be encouraged by teachers.

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



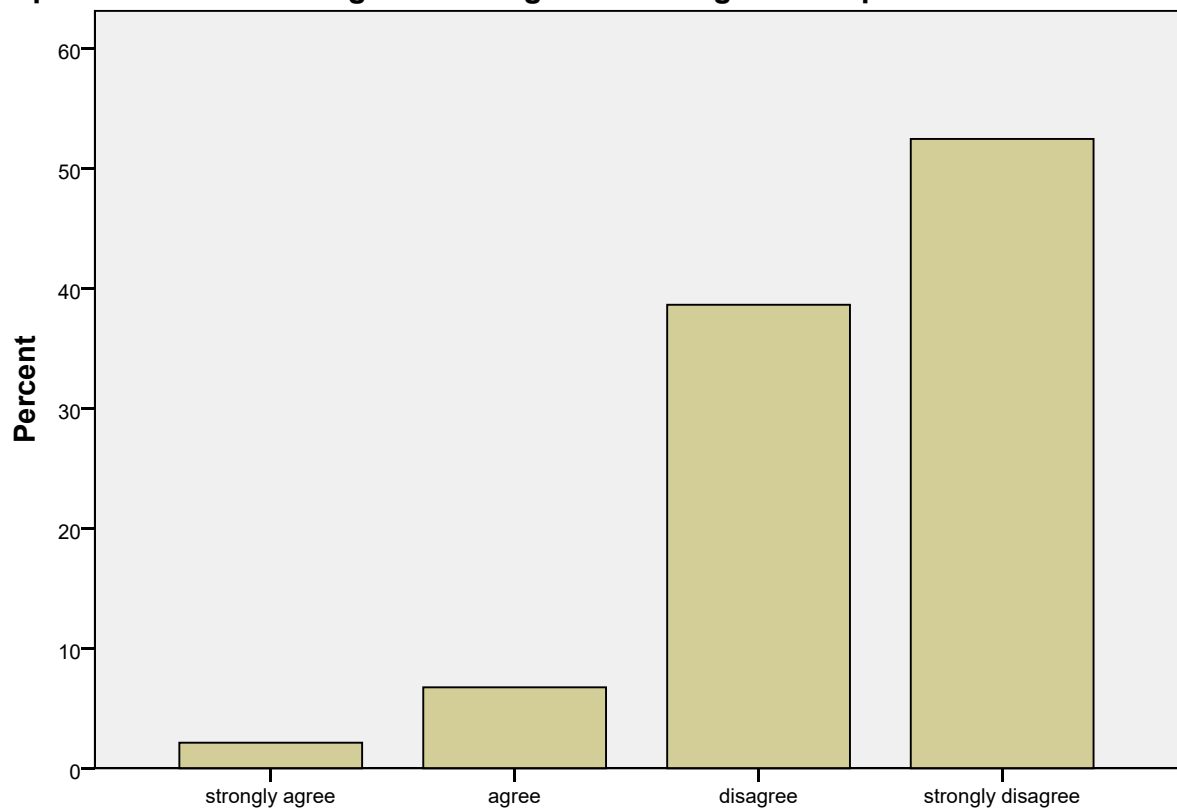
Opinion about eLearning - eLearning has to be provided at schools.

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



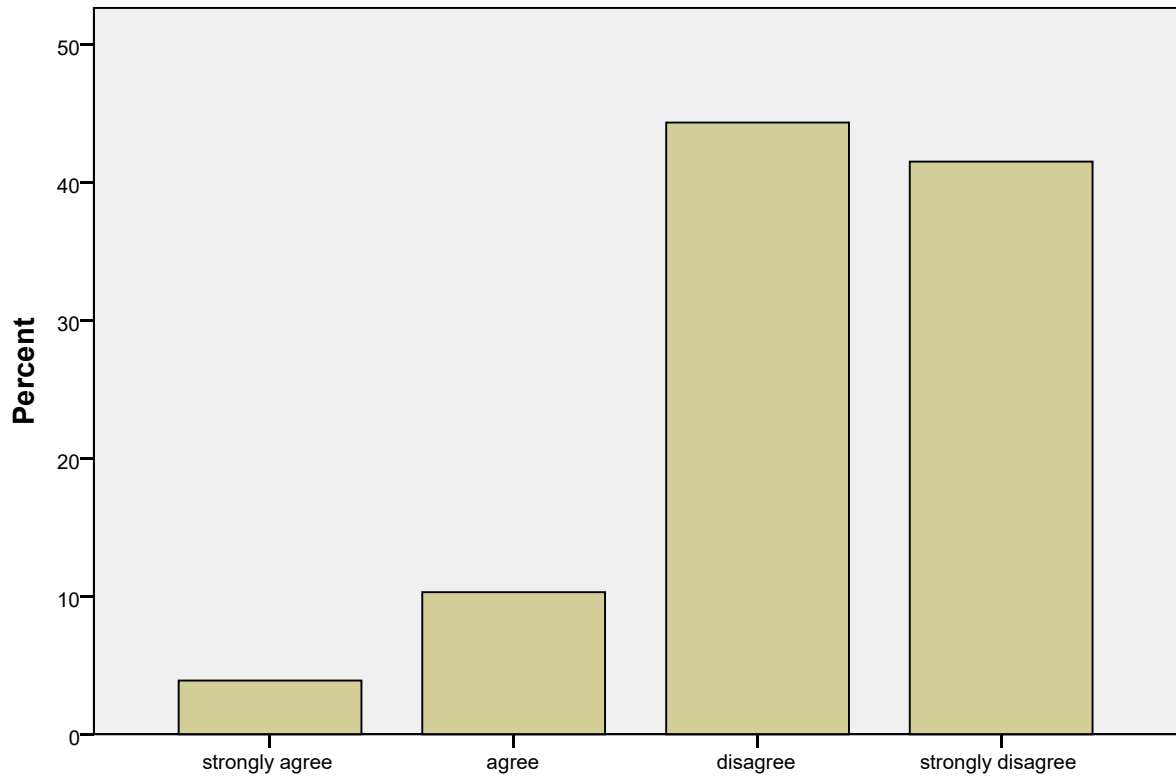
Opinion about eLearning - eLearning should be fostered by political decision makers

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



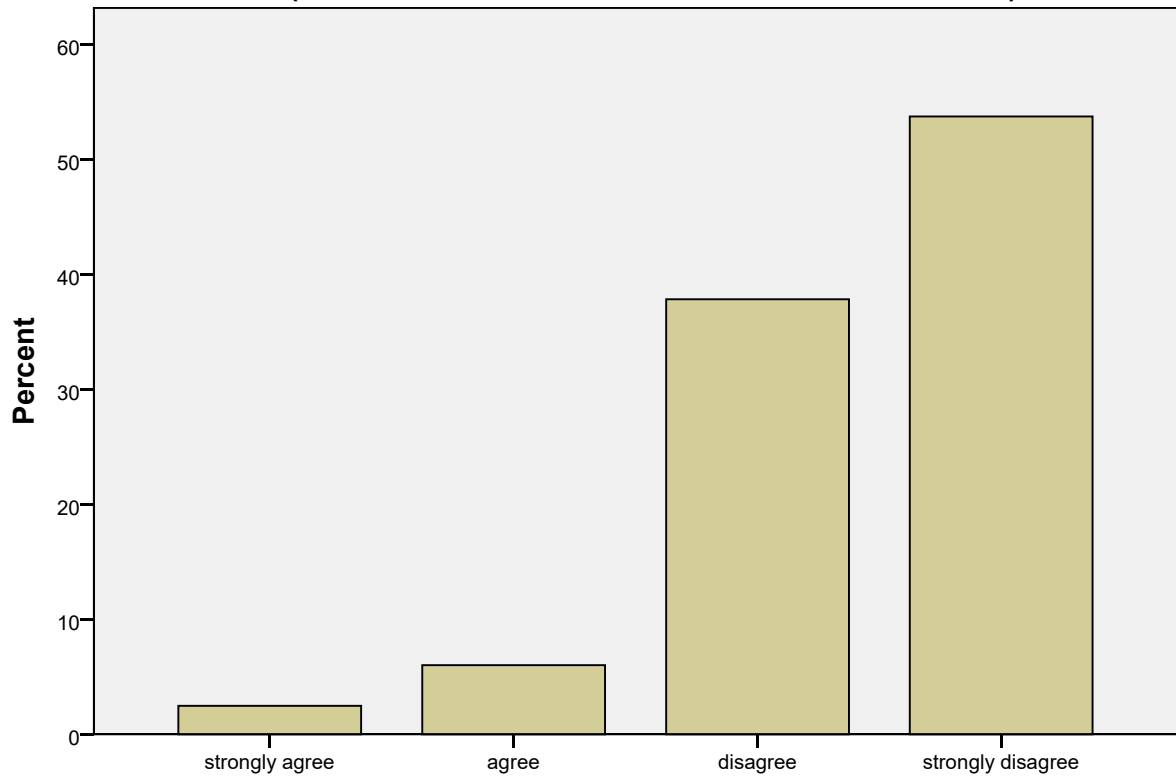
Opinion about eLearning - eLearning is becoming more important in the future.

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



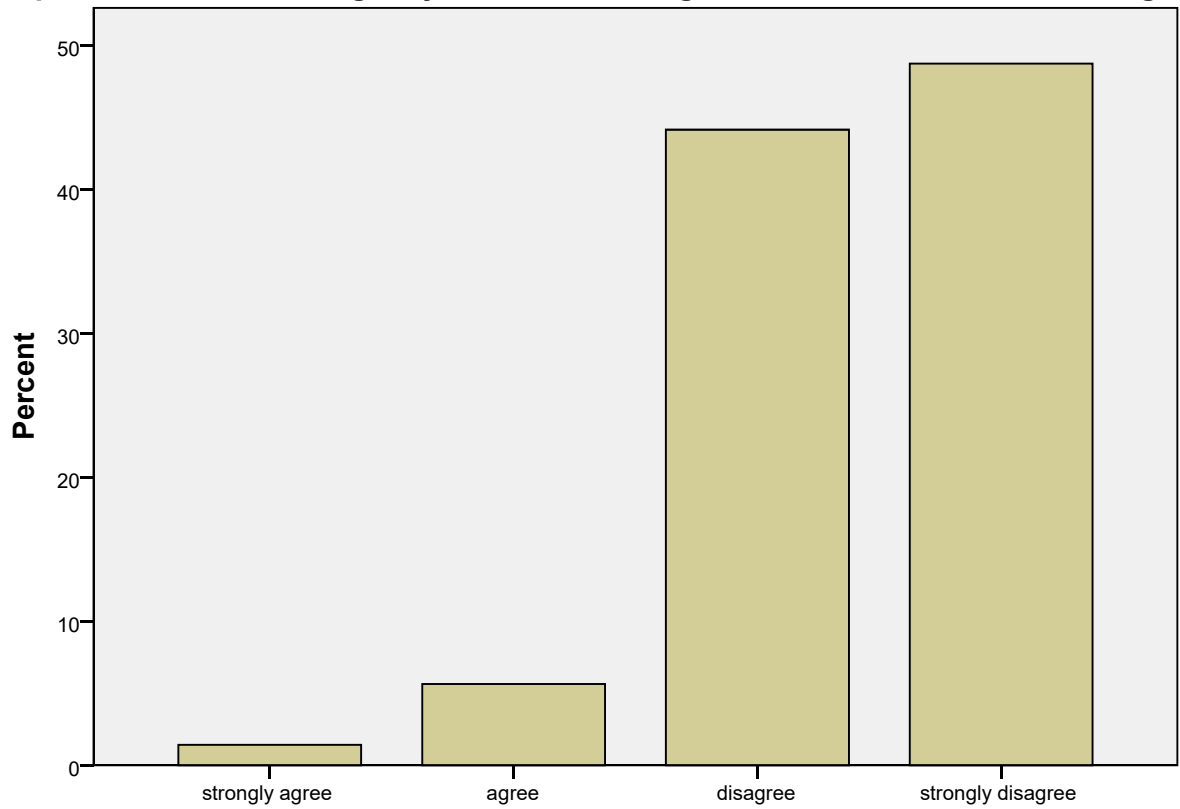
Opinion about eLearning - eLearning has to be provided online without additional courses or lectures.

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



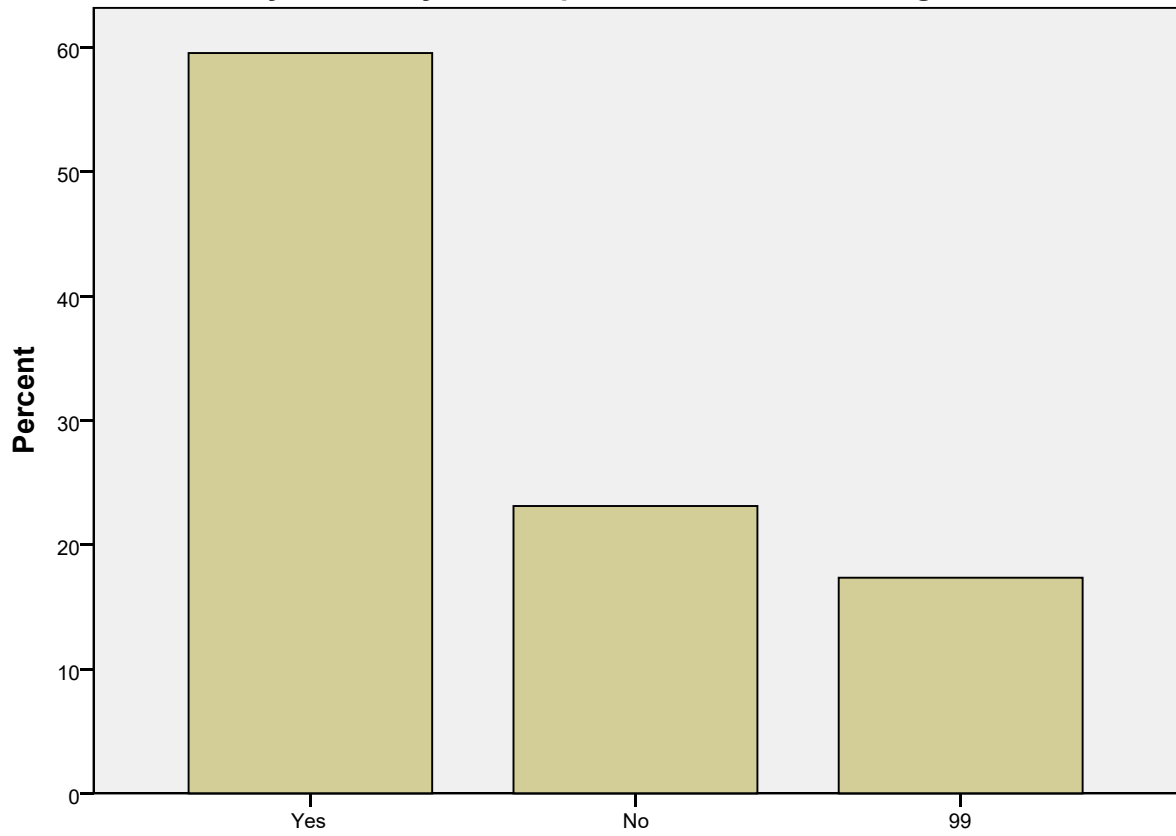
Opinion about eLearning - eLearning should be provided in a blended learning scenario (face-to-face courses with additional online units)

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



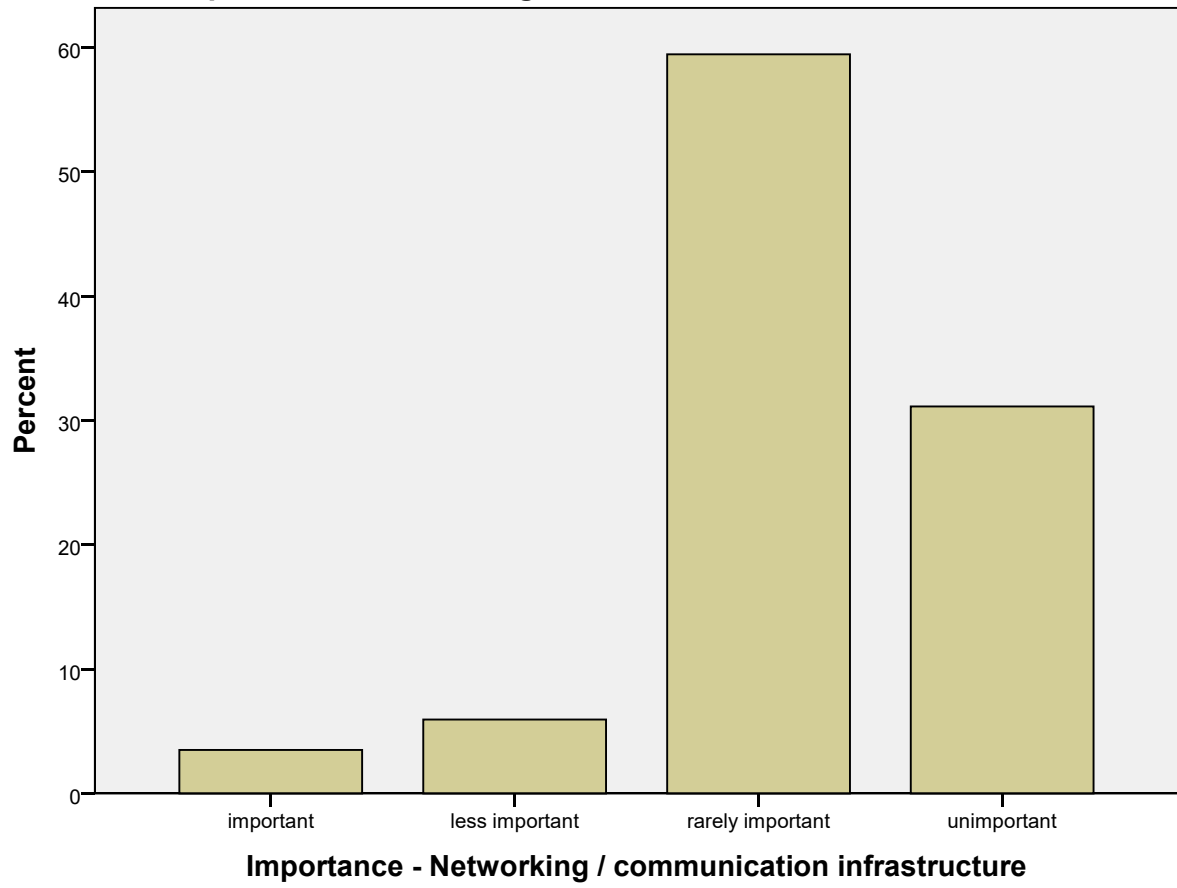
Opinion about eLearning - My school encourages instructors to use eLearning.

Do you already have experiences with eLearning?

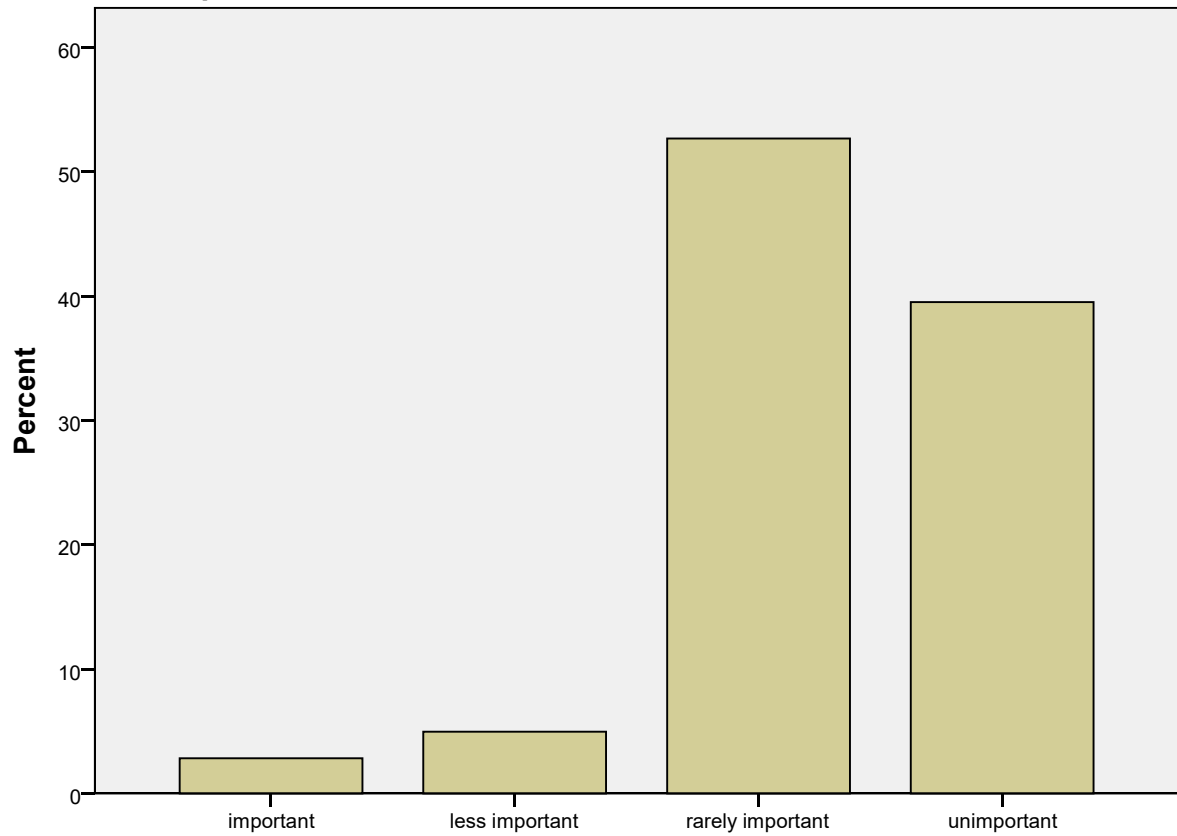


Do you already have experiences with eLearning?

Importance - Networking / communication infrastructure

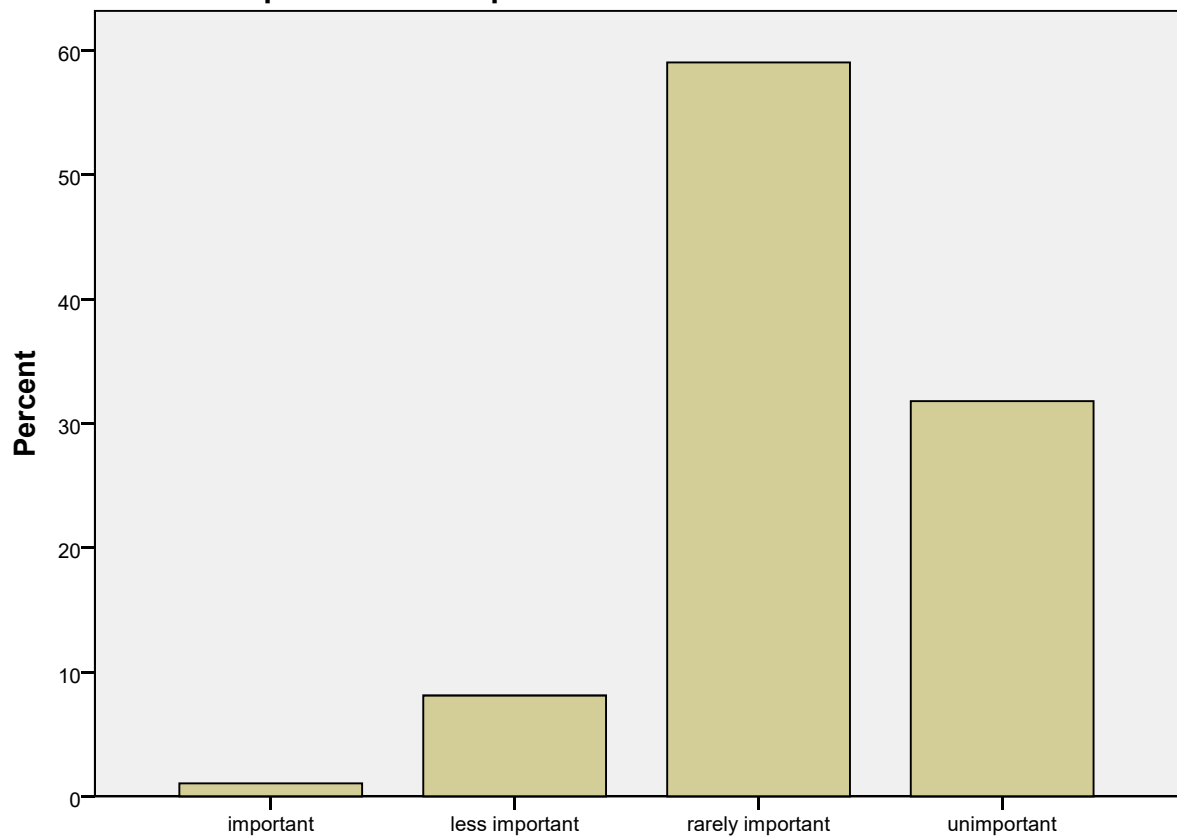


Importance - Smart classrooms / classroom modifications



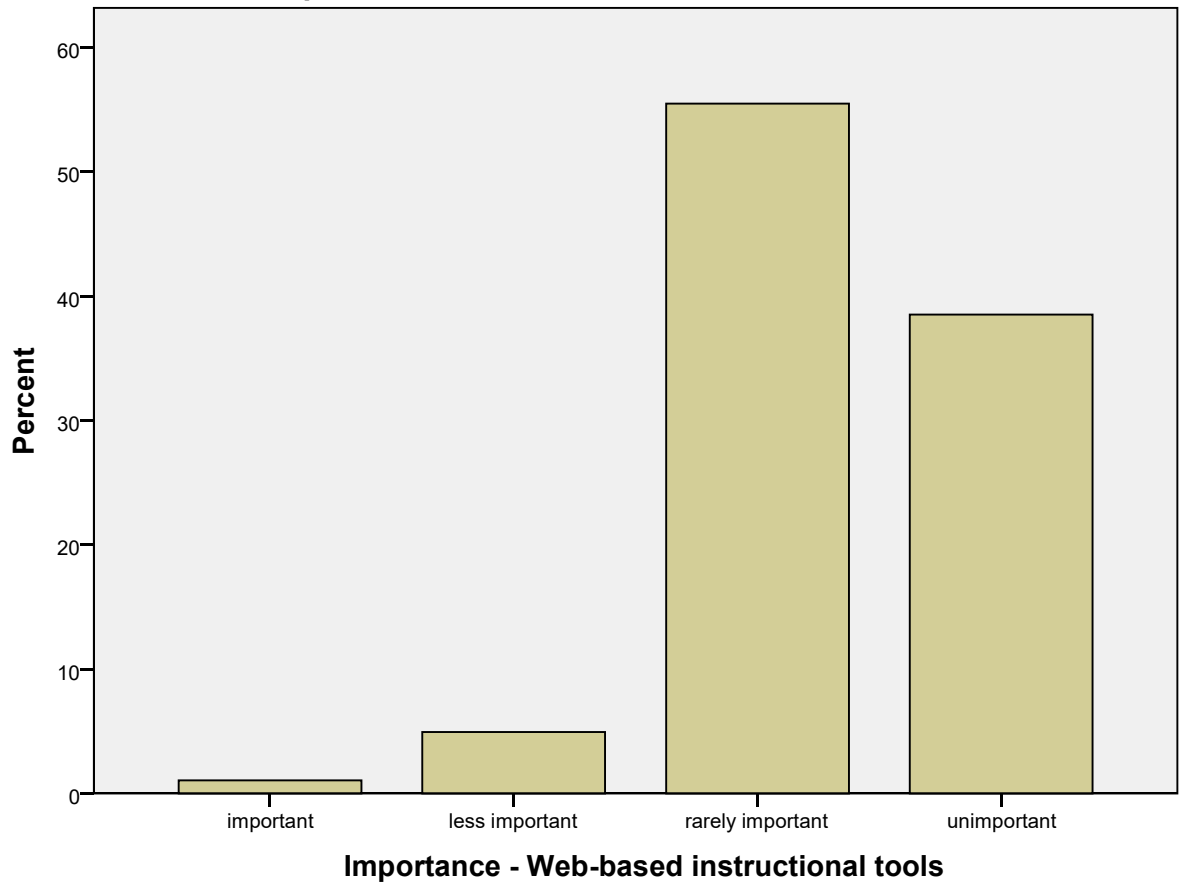
Importance - Smart classrooms / classroom modifications

Importance - Computer-based instructional tools

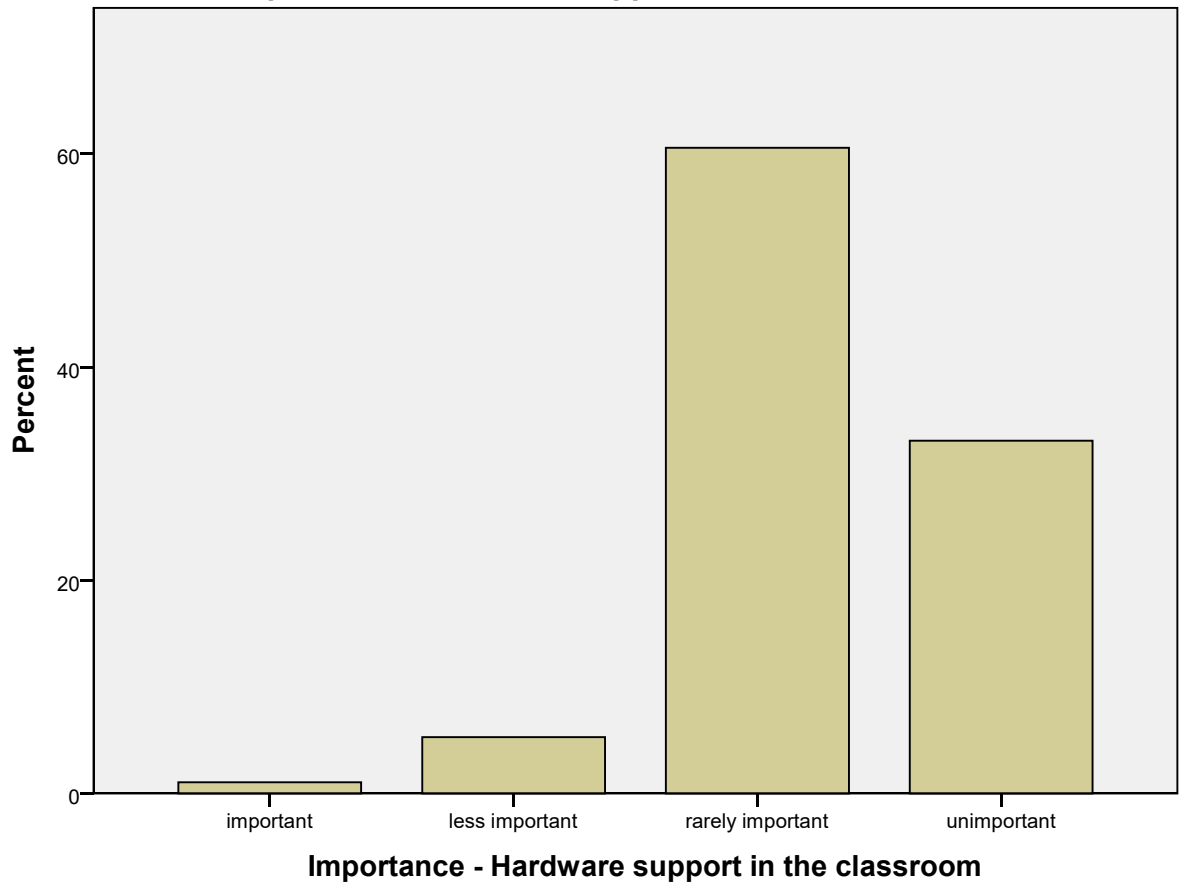


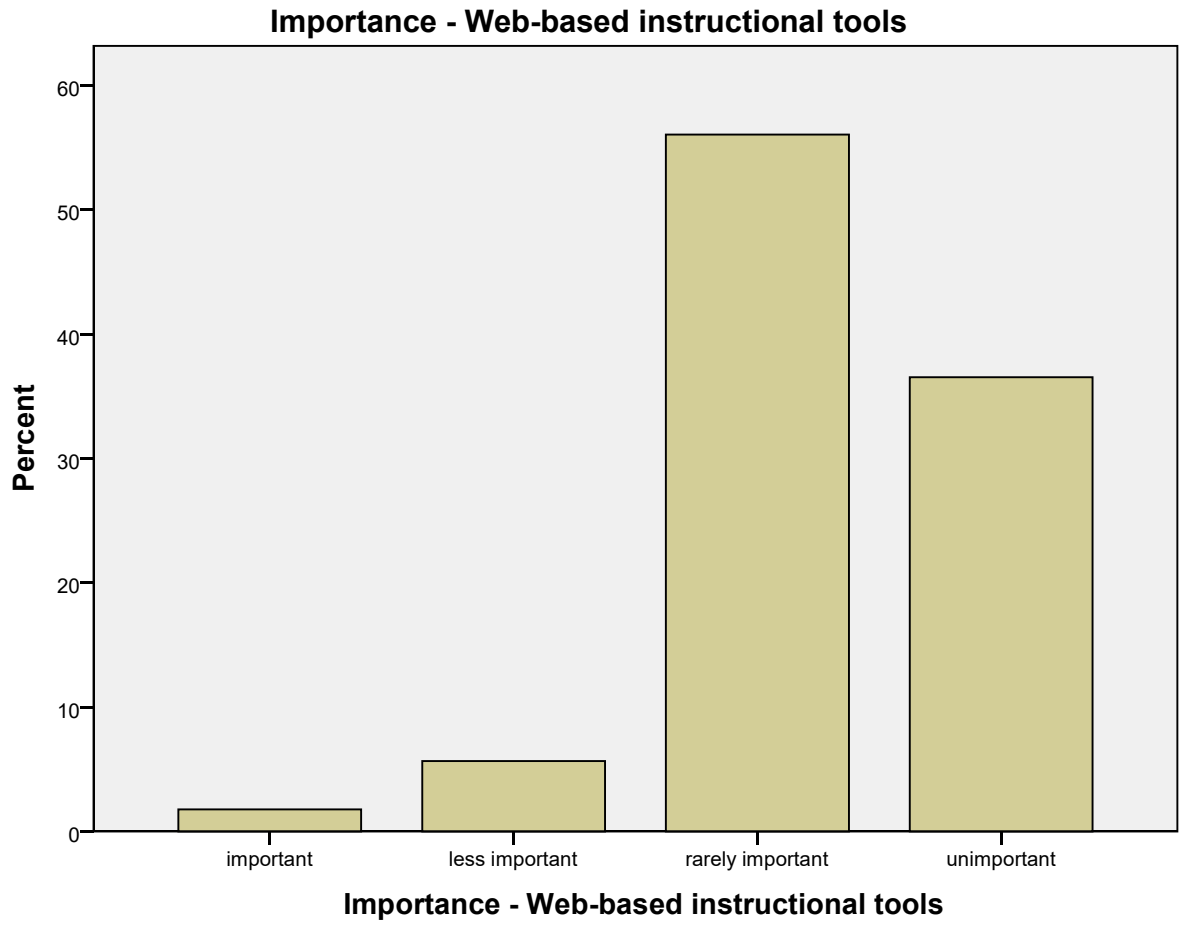
Importance - Computer-based instructional tools

Importance - Web-based instructional tools

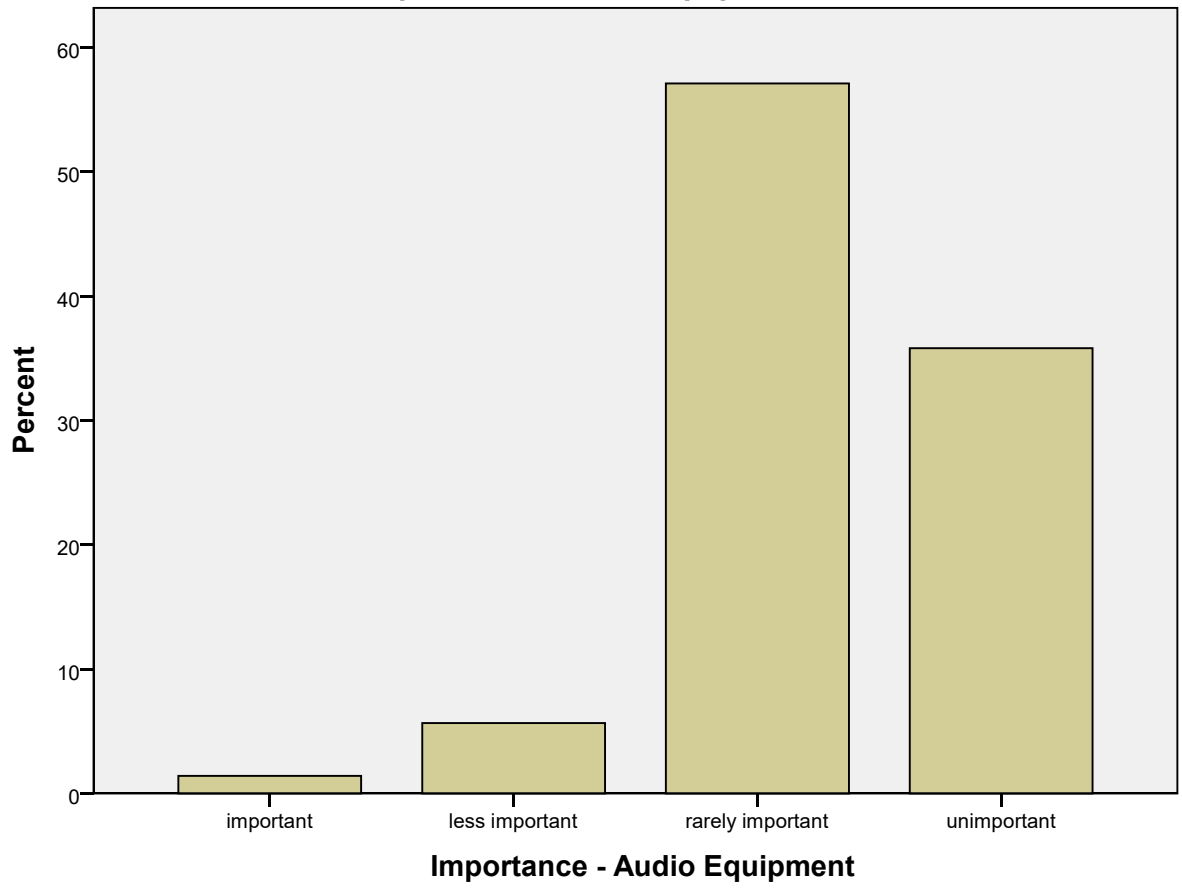


Importance - Hardware support in the classroom

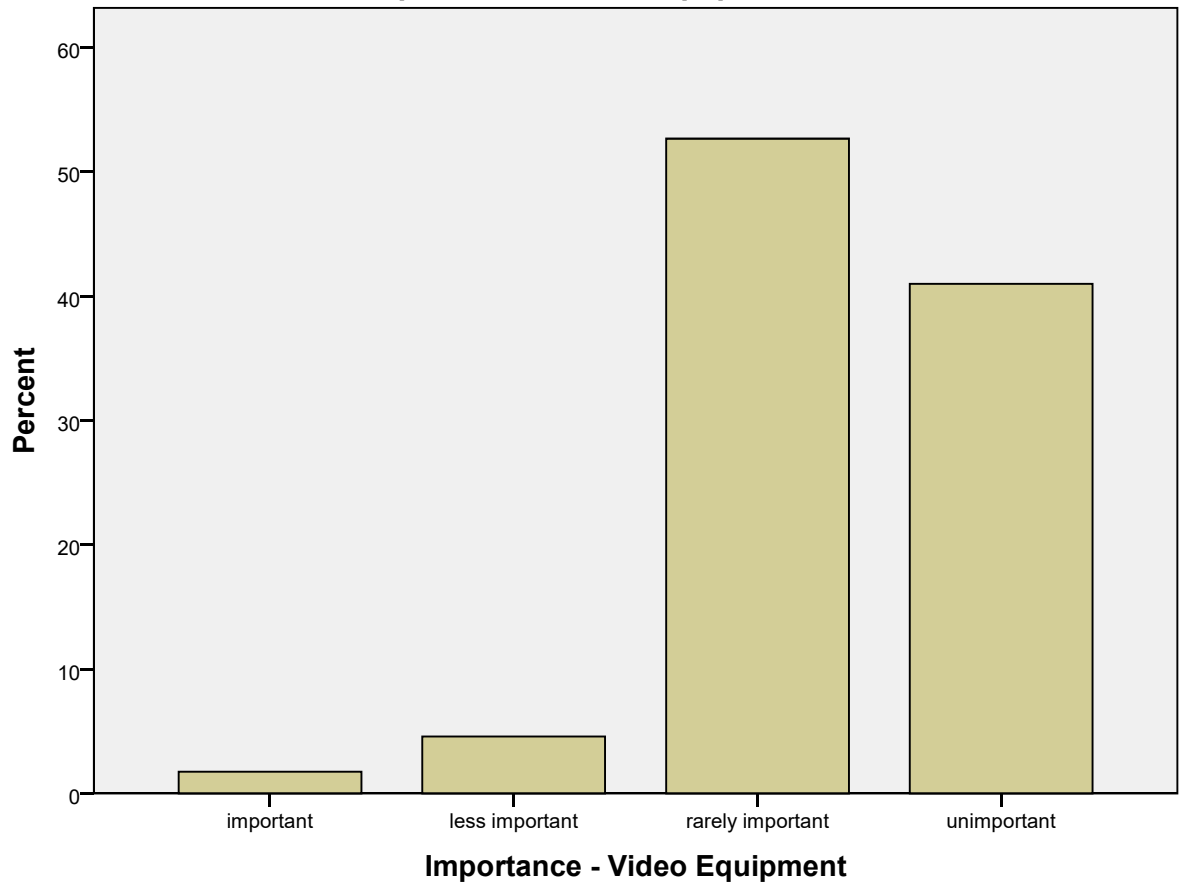




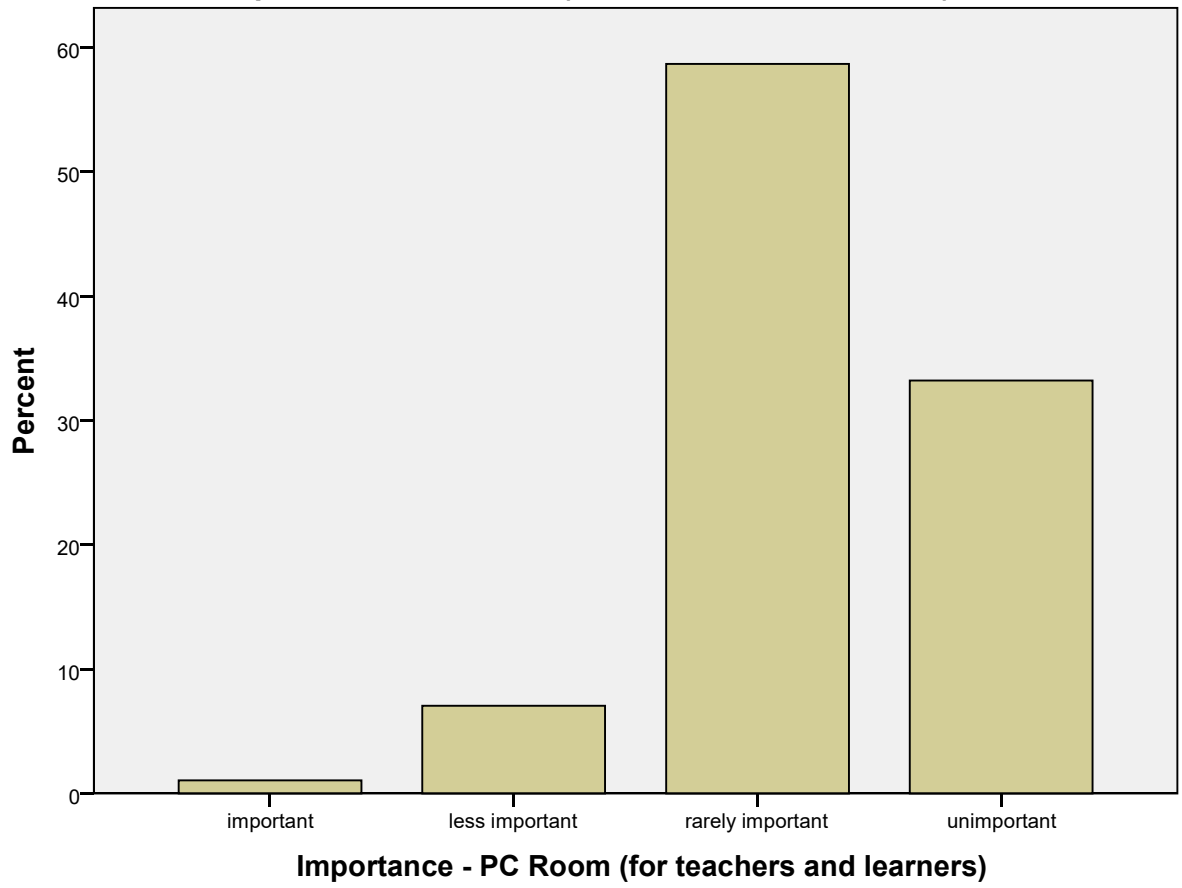
Importance - Audio Equipment



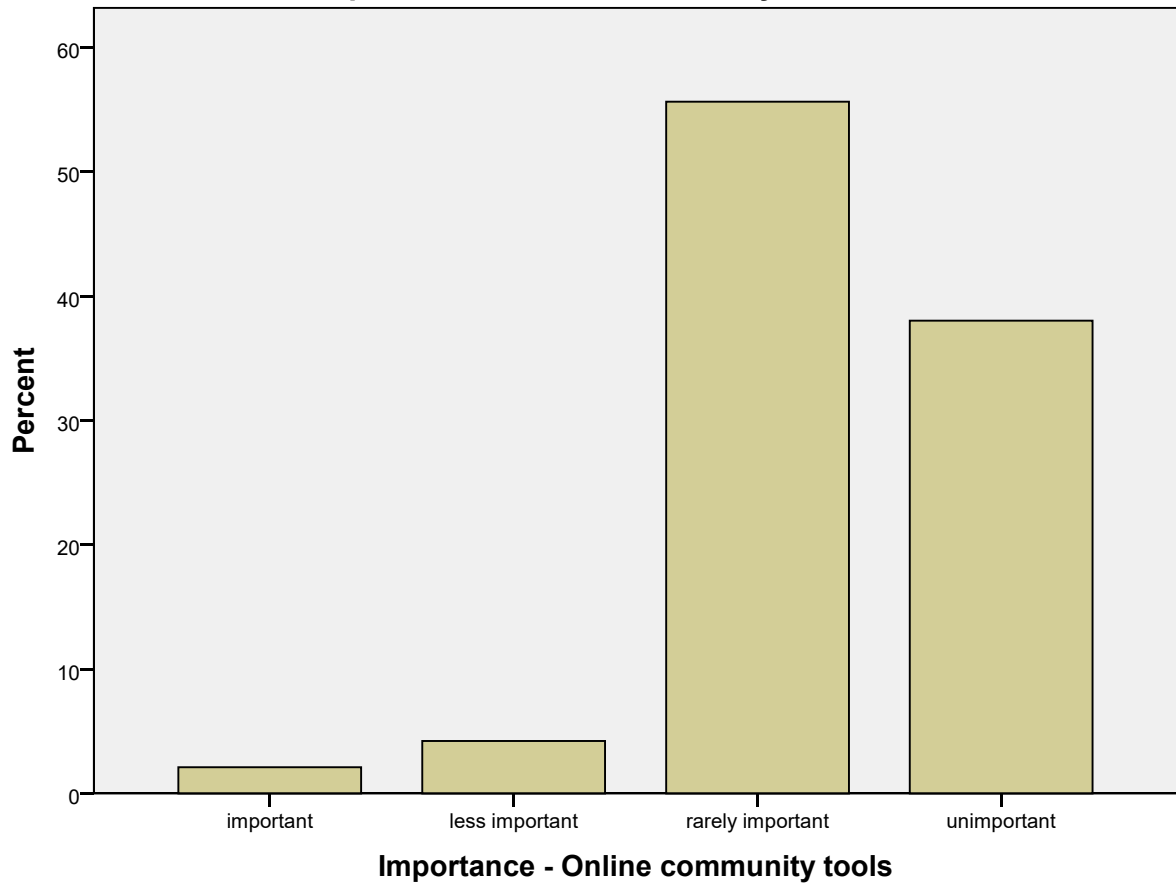
Importance - Video Equipment



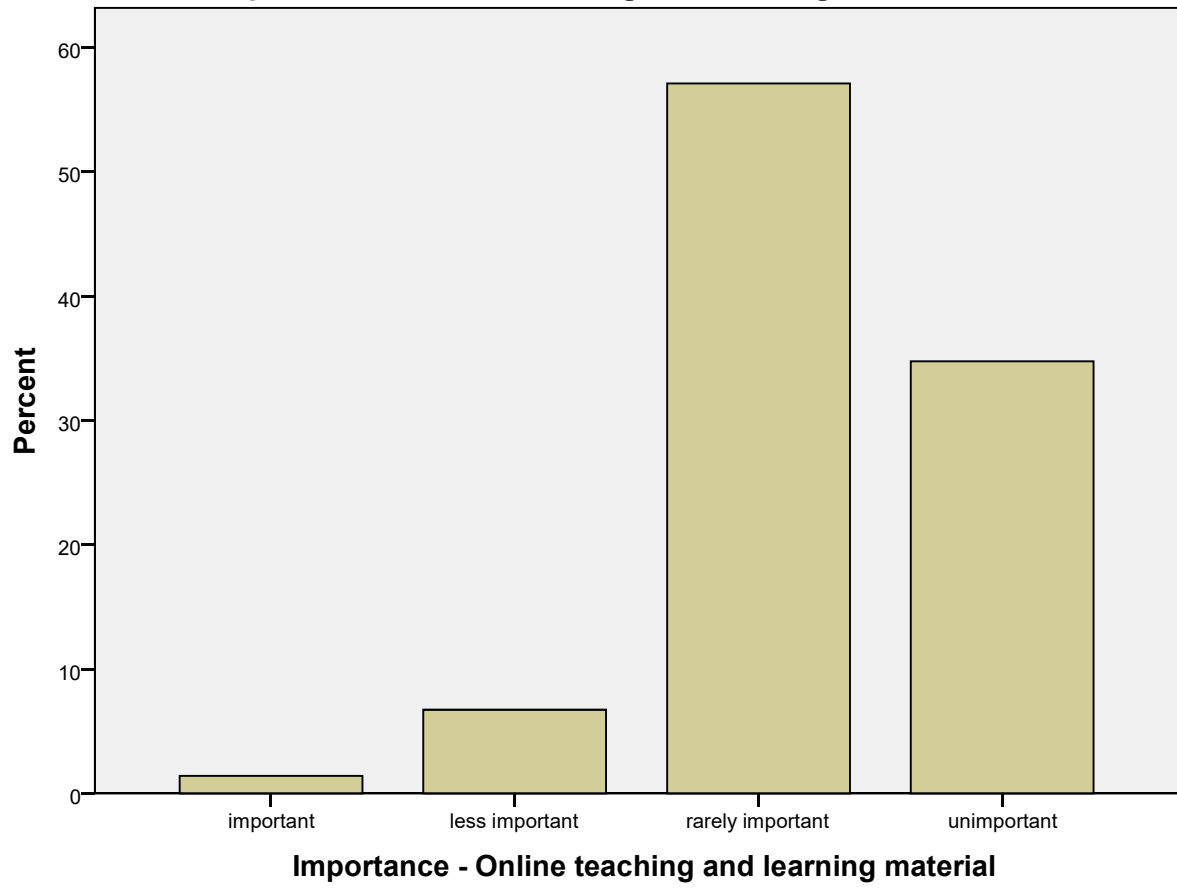
Importance - PC Room (for teachers and learners)



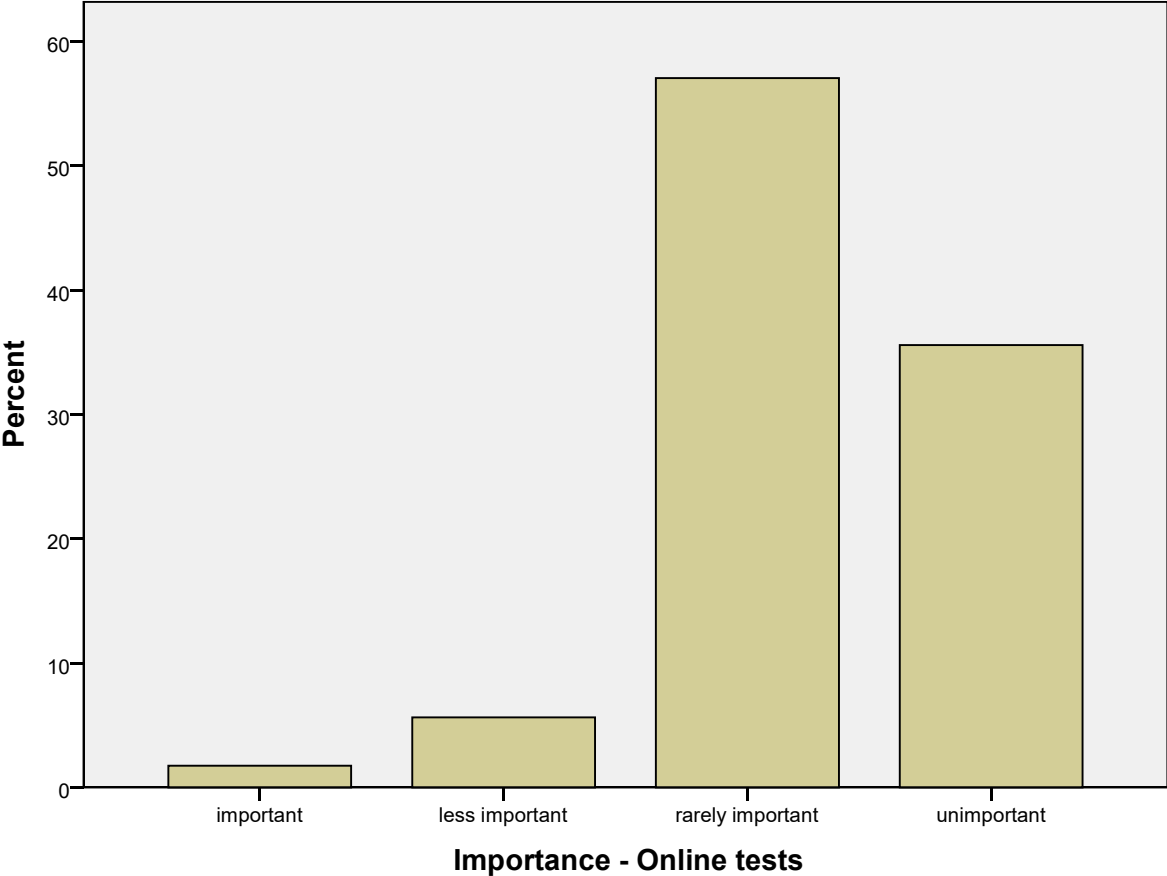
Importance - Online community tools

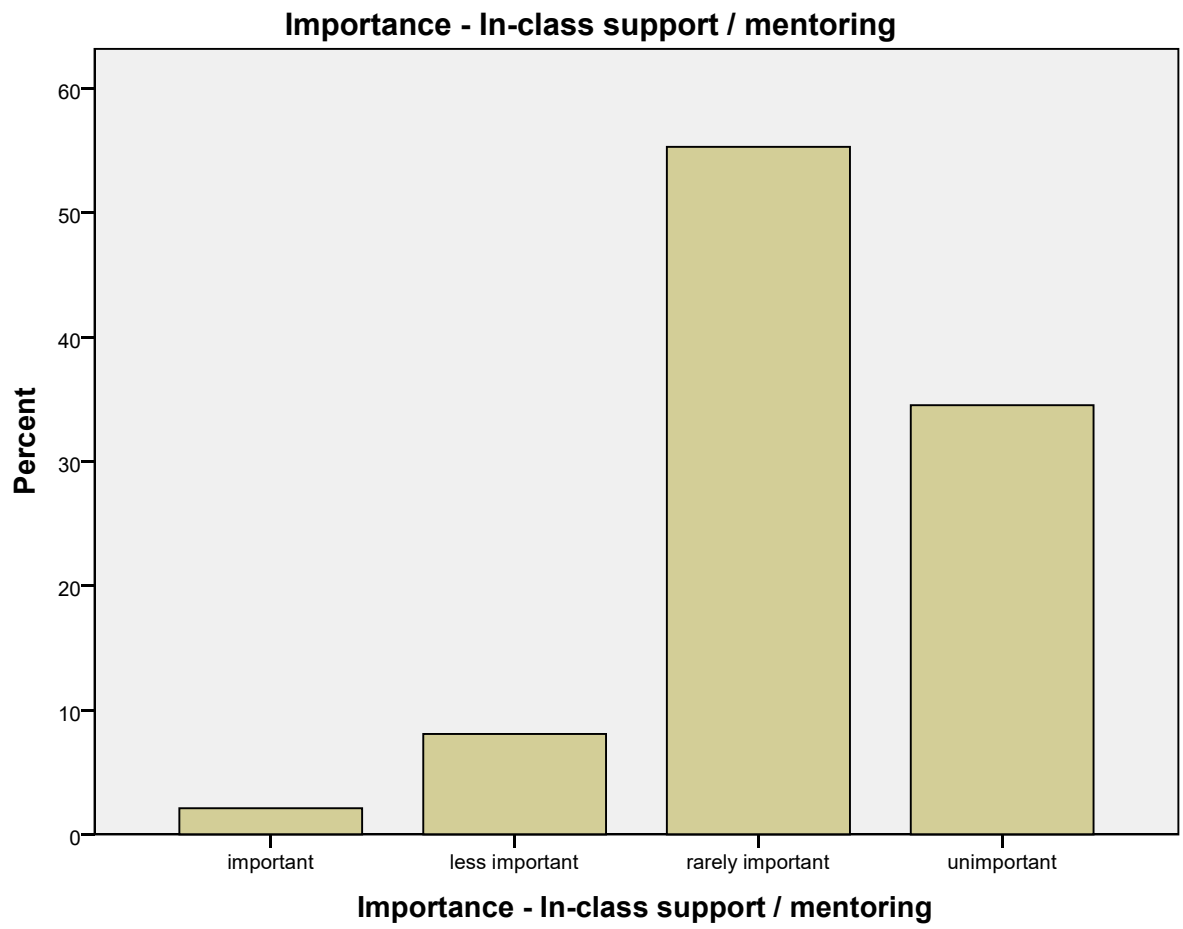


Importance - Online teaching and learning material

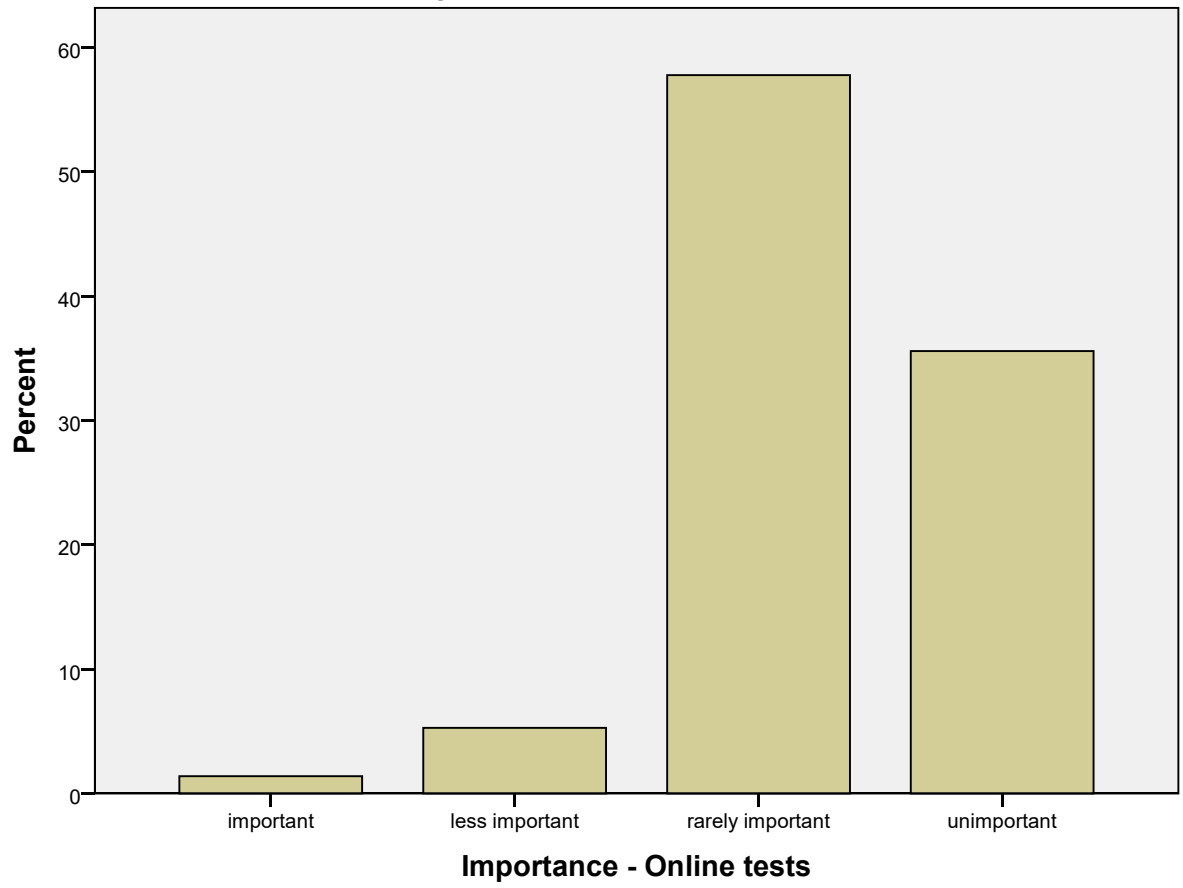


Importance - Online tests

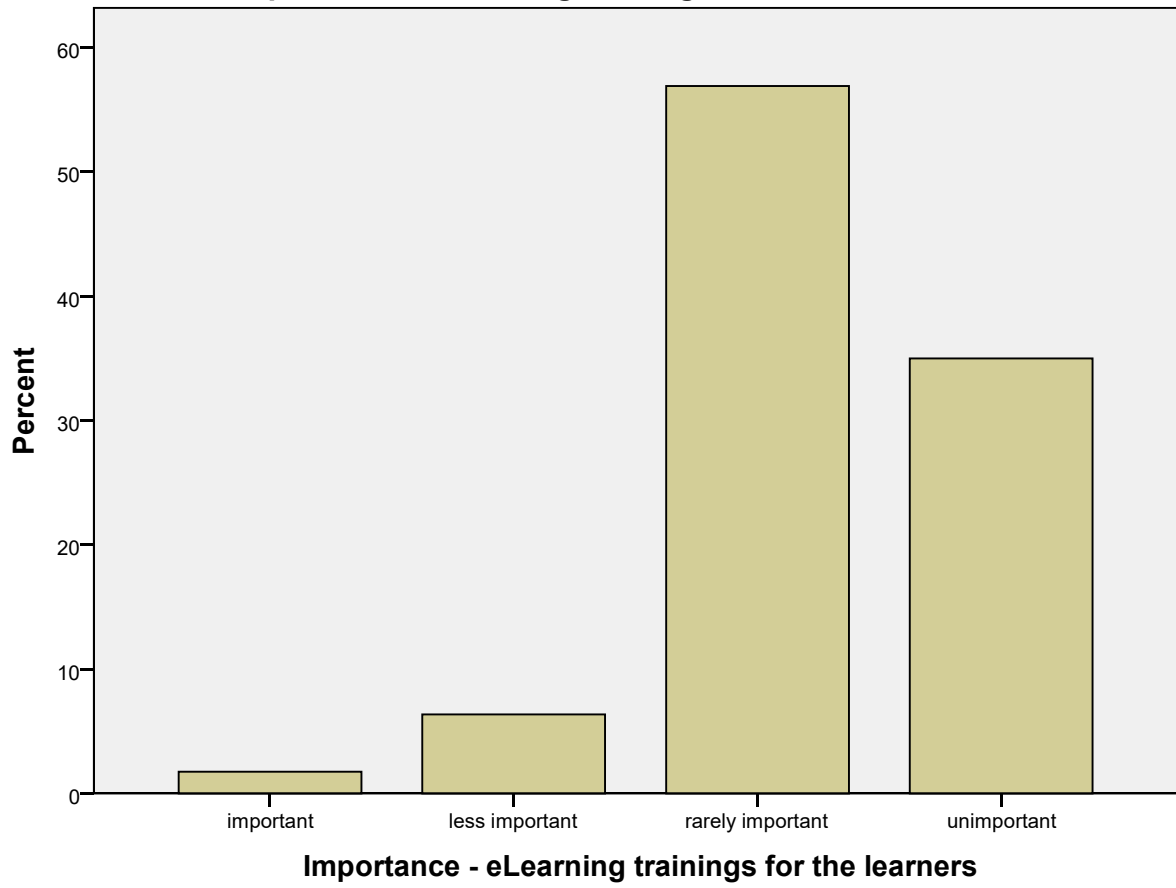




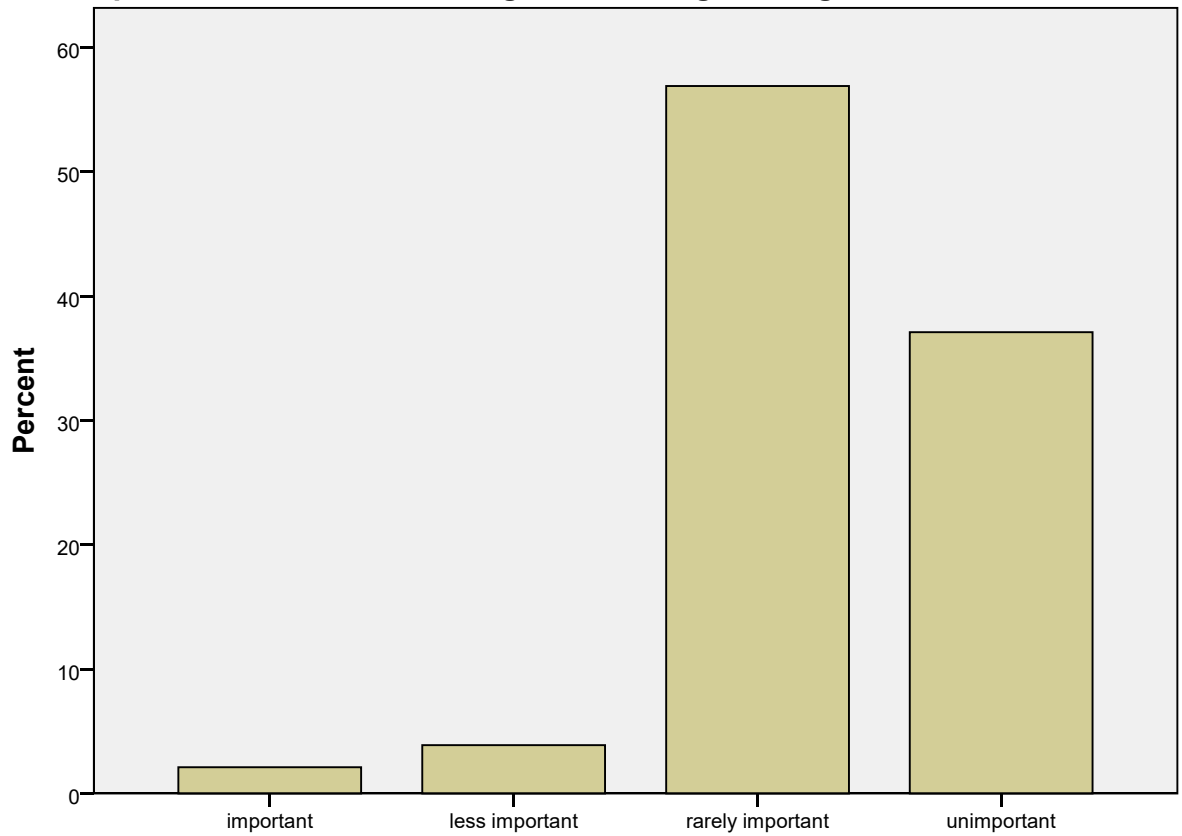
Importance - Online tests



Importance - eLearning trainings for the learners

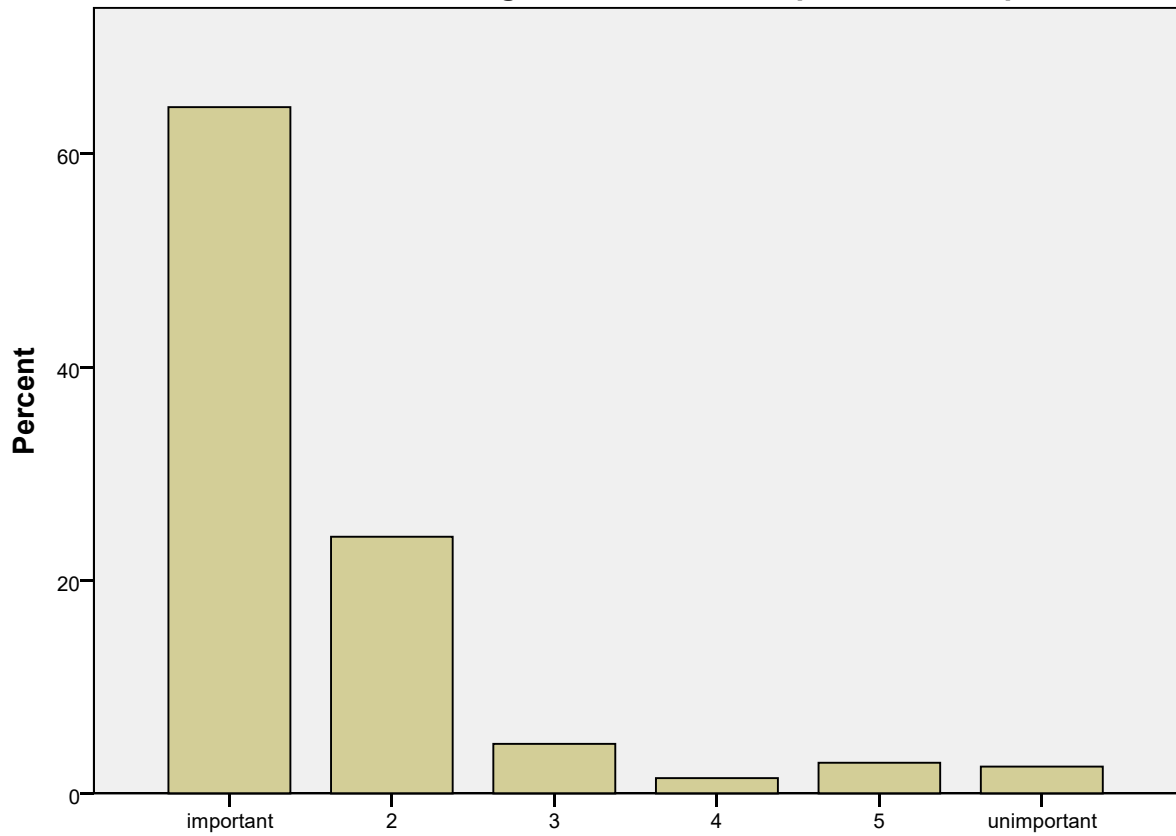


Importance - Teacher Trainings - eLearning trainings for the teachers



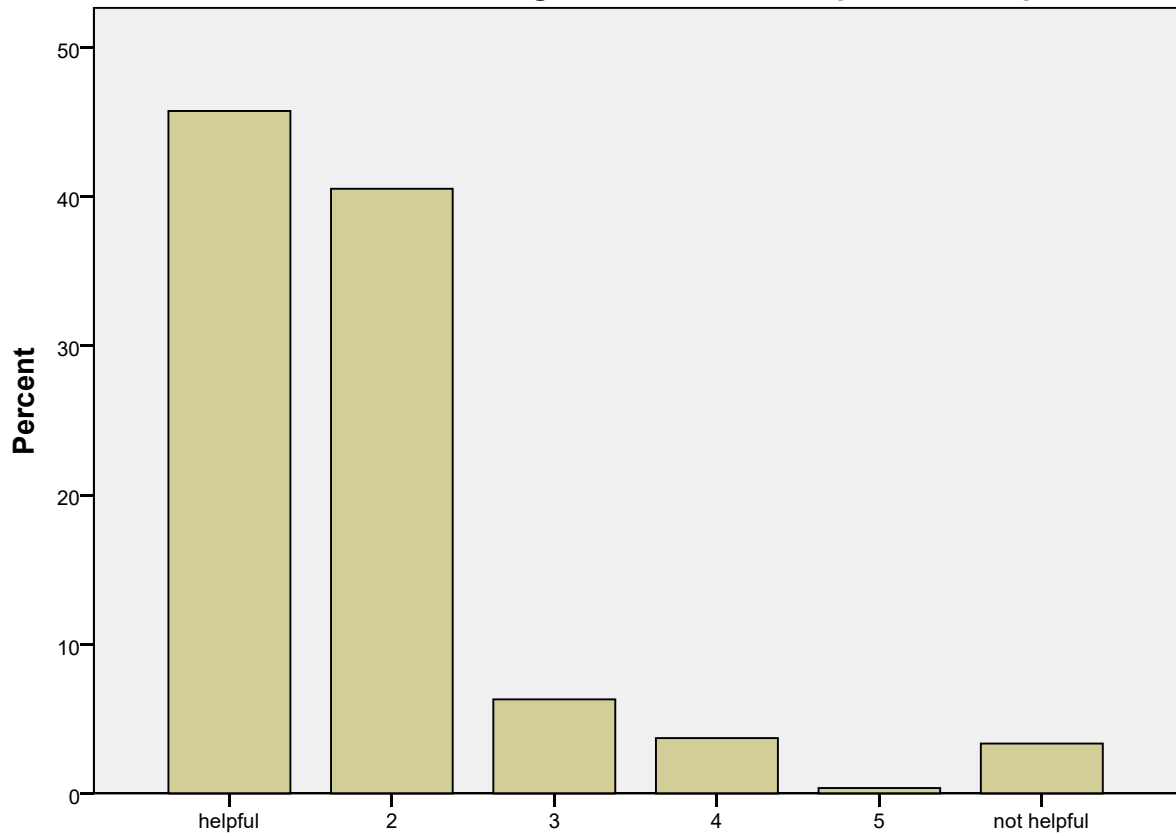
Importance - Teacher Trainings - eLearning trainings for the teachers

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



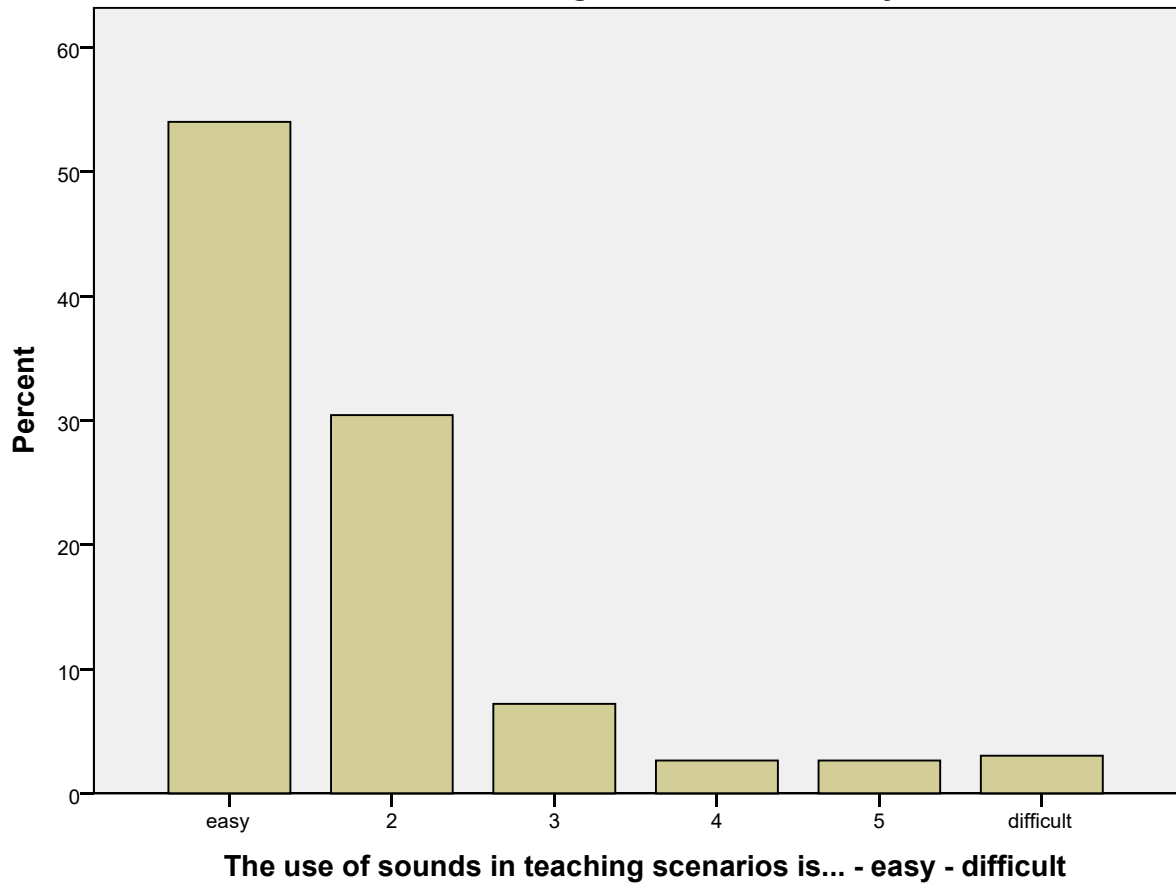
The use of sounds in teaching scenarios is... - important - unimportant

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

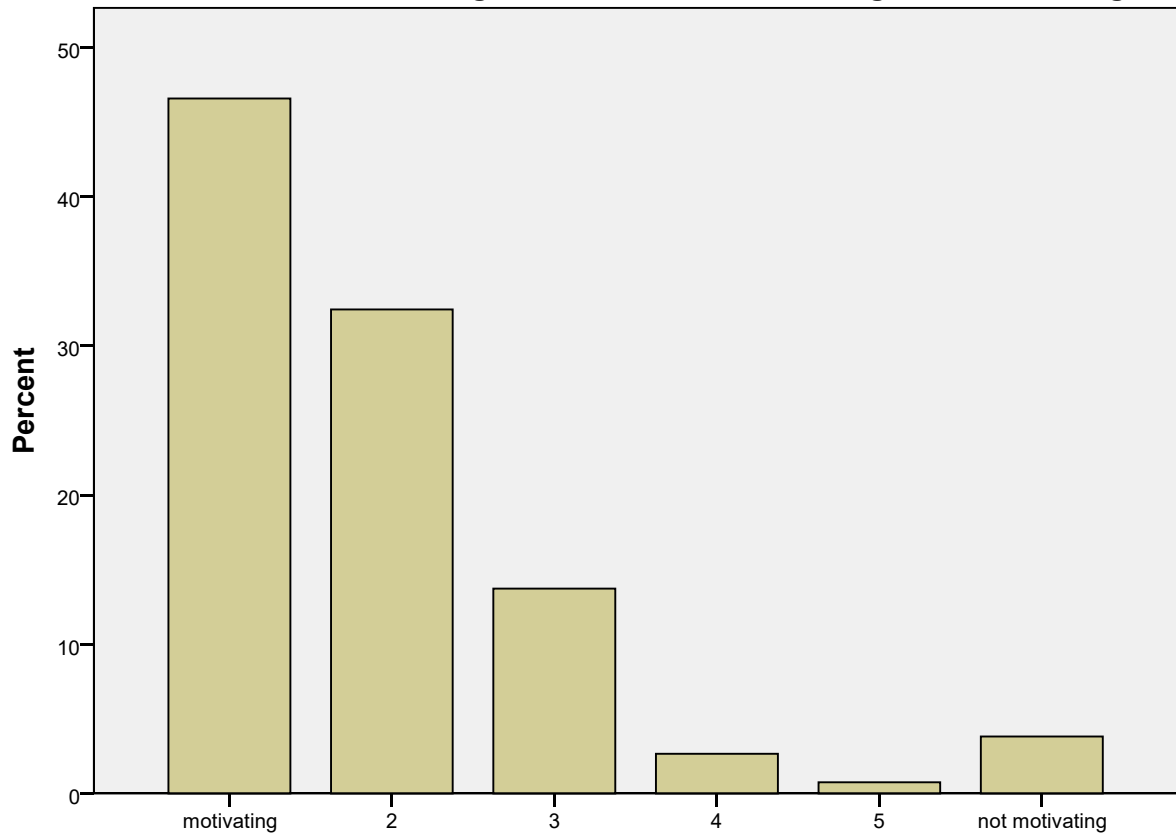


The use of sounds in teaching scenarios is... - helpful - not helpful

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

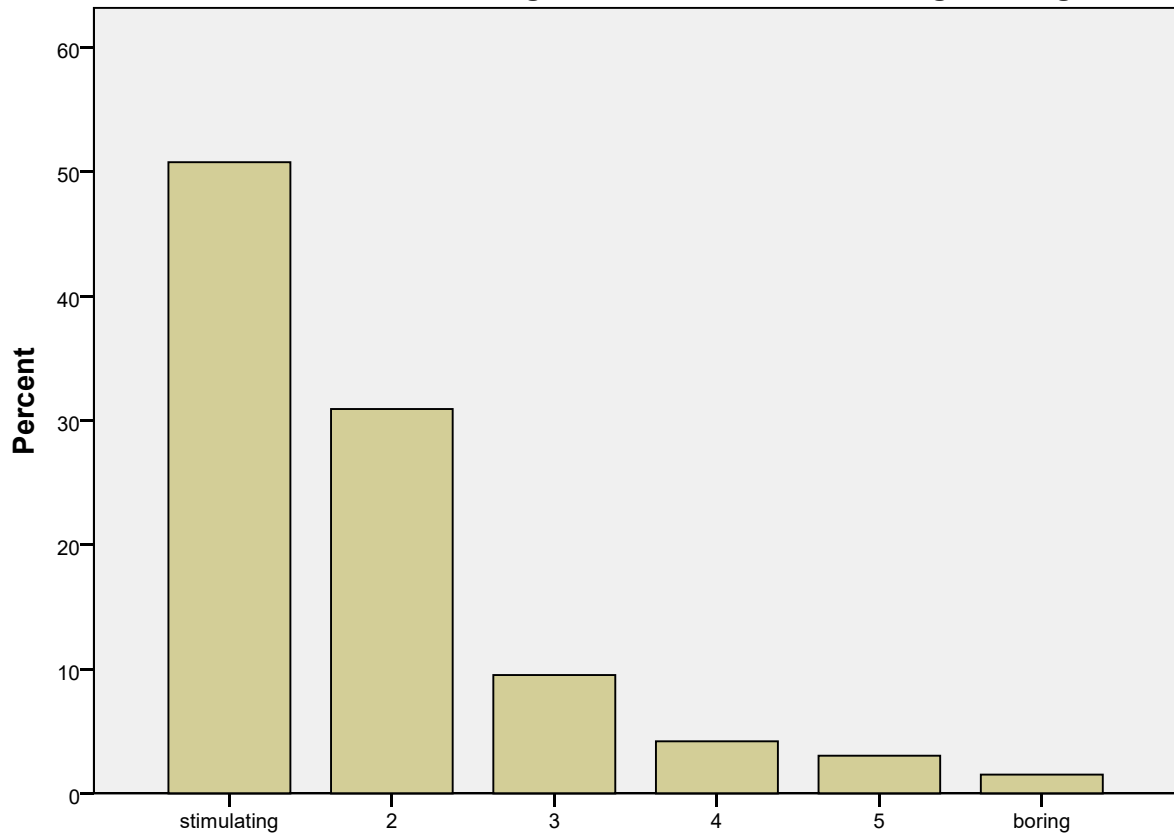


The use of sounds in teaching scenarios is... - motivating - not motivating



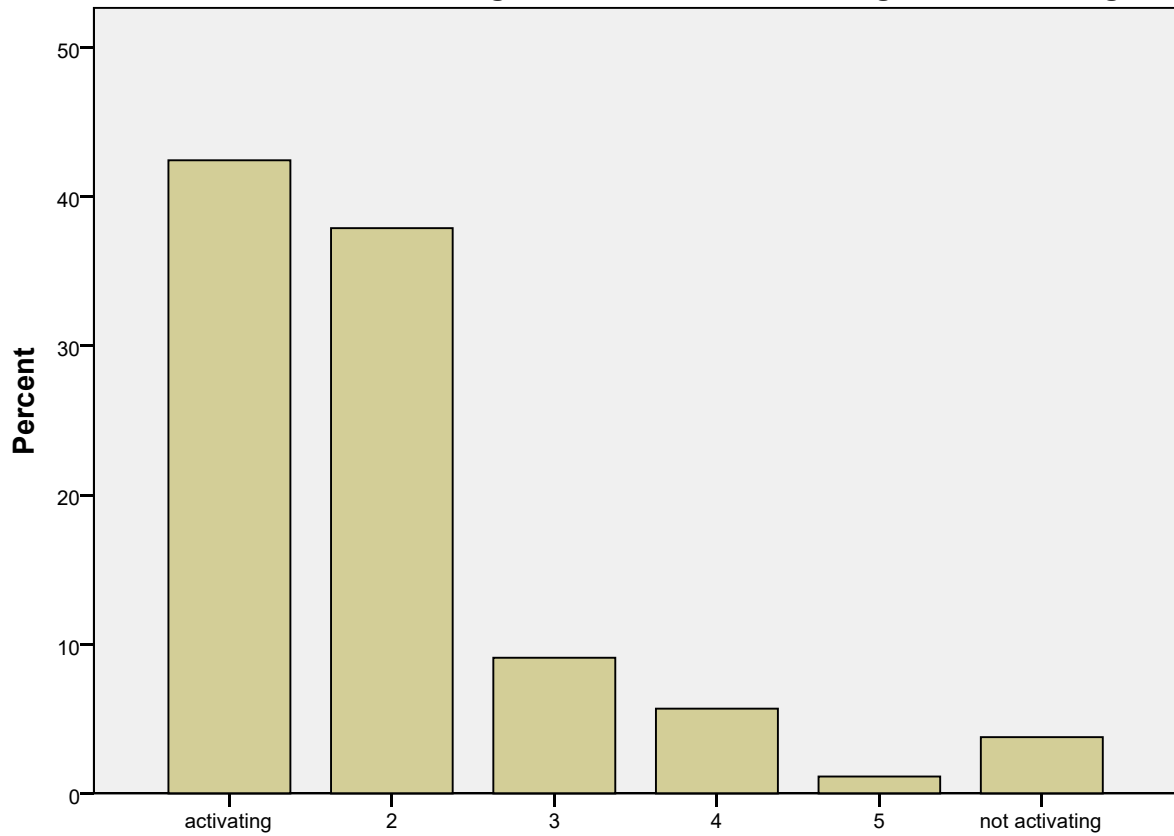
The use of sounds in teaching scenarios is... - motivating - not motivating

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



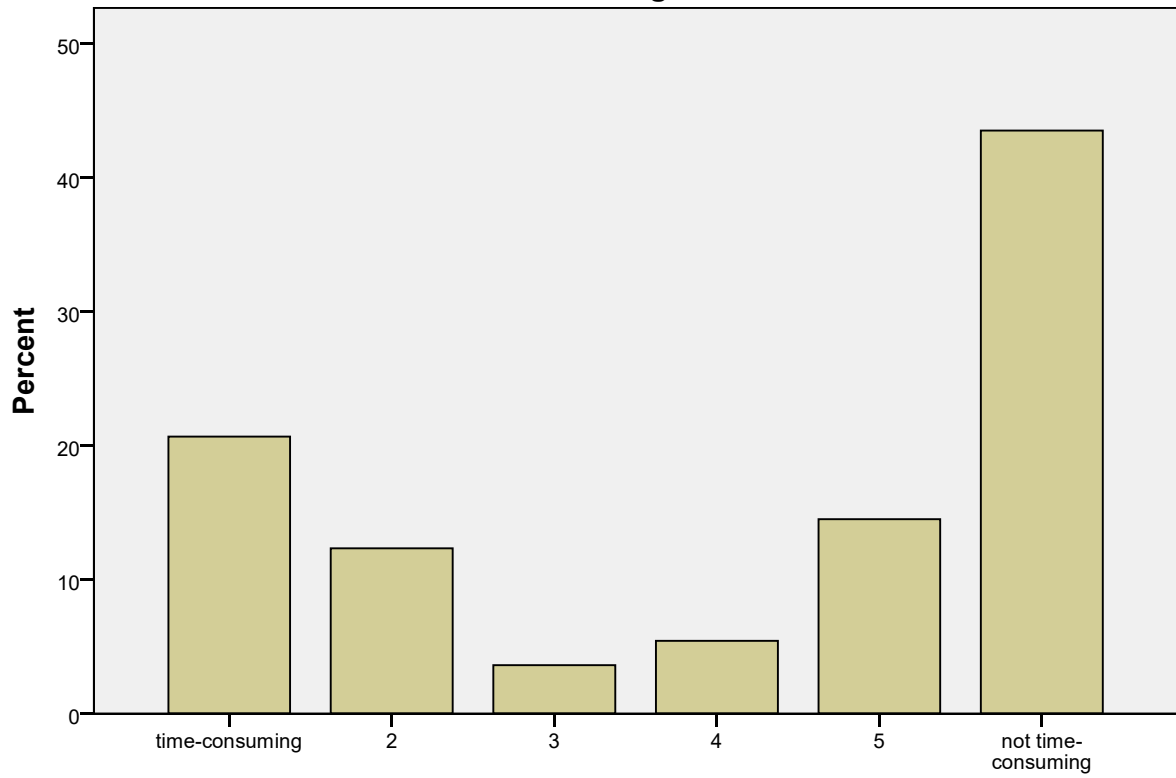
The use of sounds in teaching scenarios is... - stimulating - boring

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



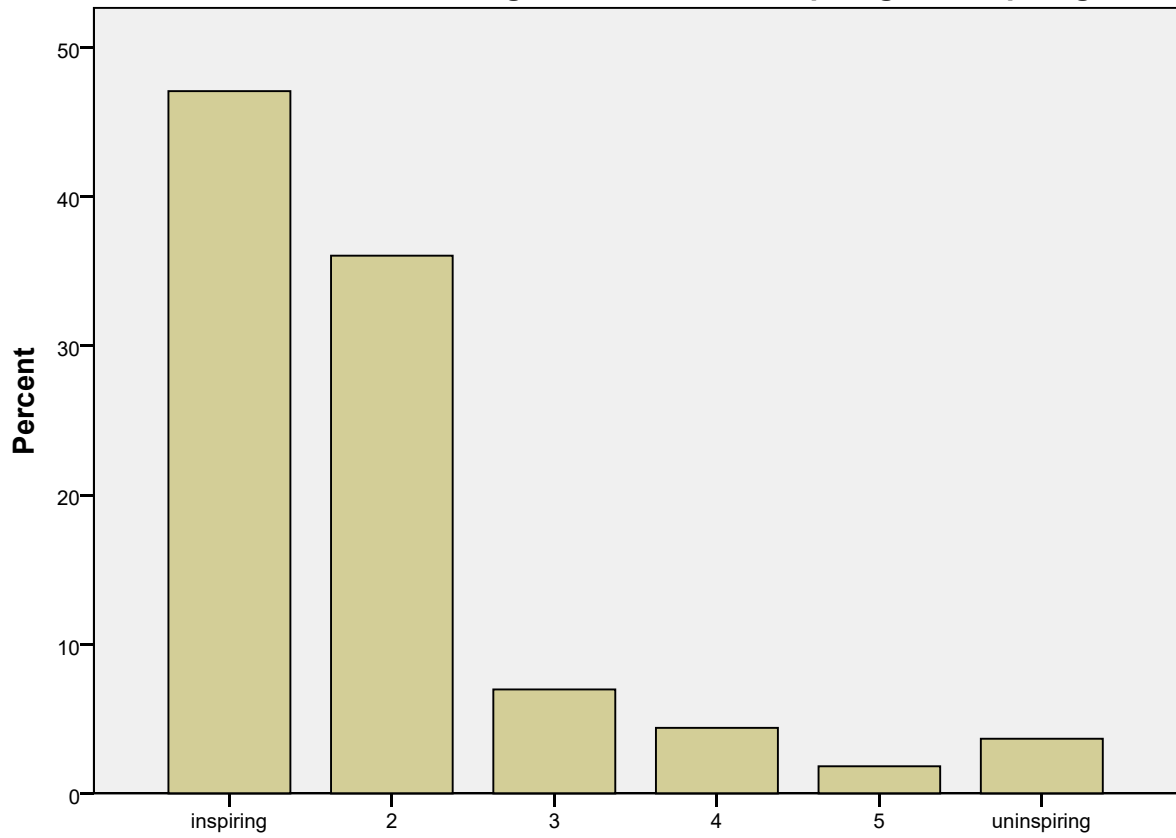
The use of sounds in teaching scenarios is... - activating - not activating

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



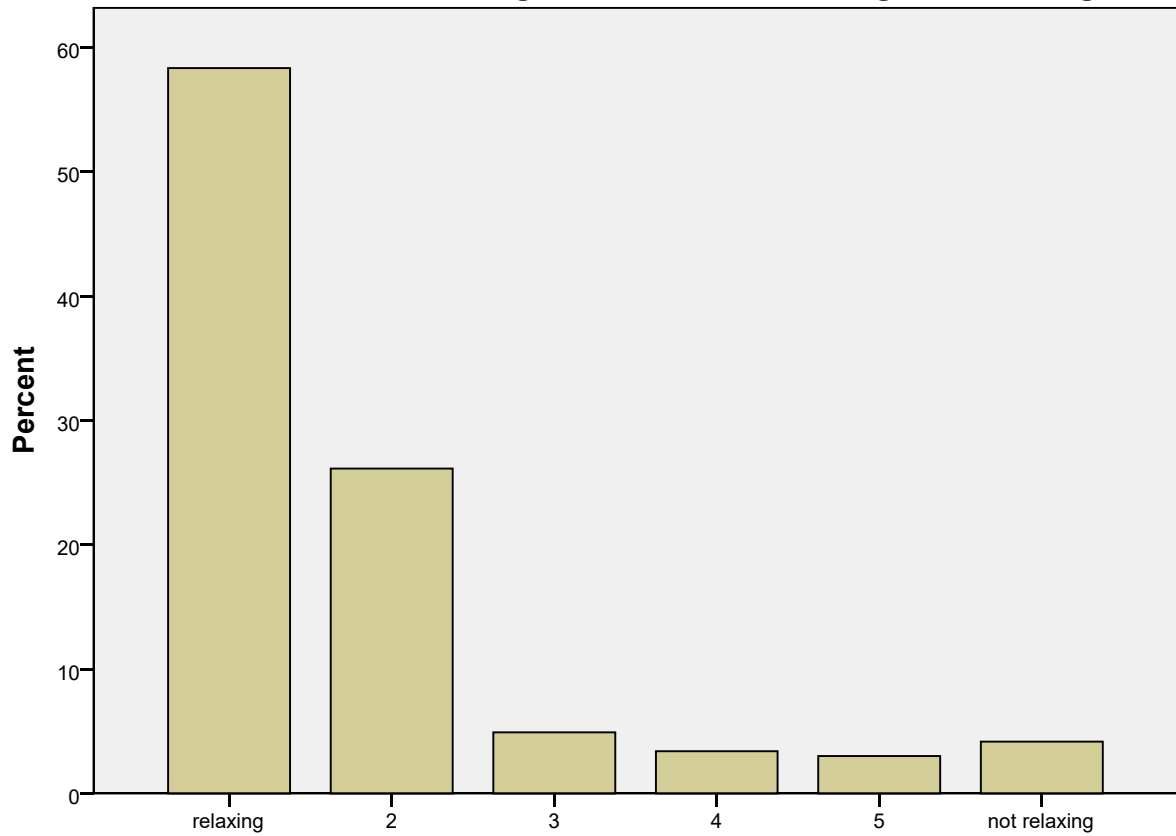
The use of sounds in teaching scenarios is... - time-consuming - not time-consuming

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



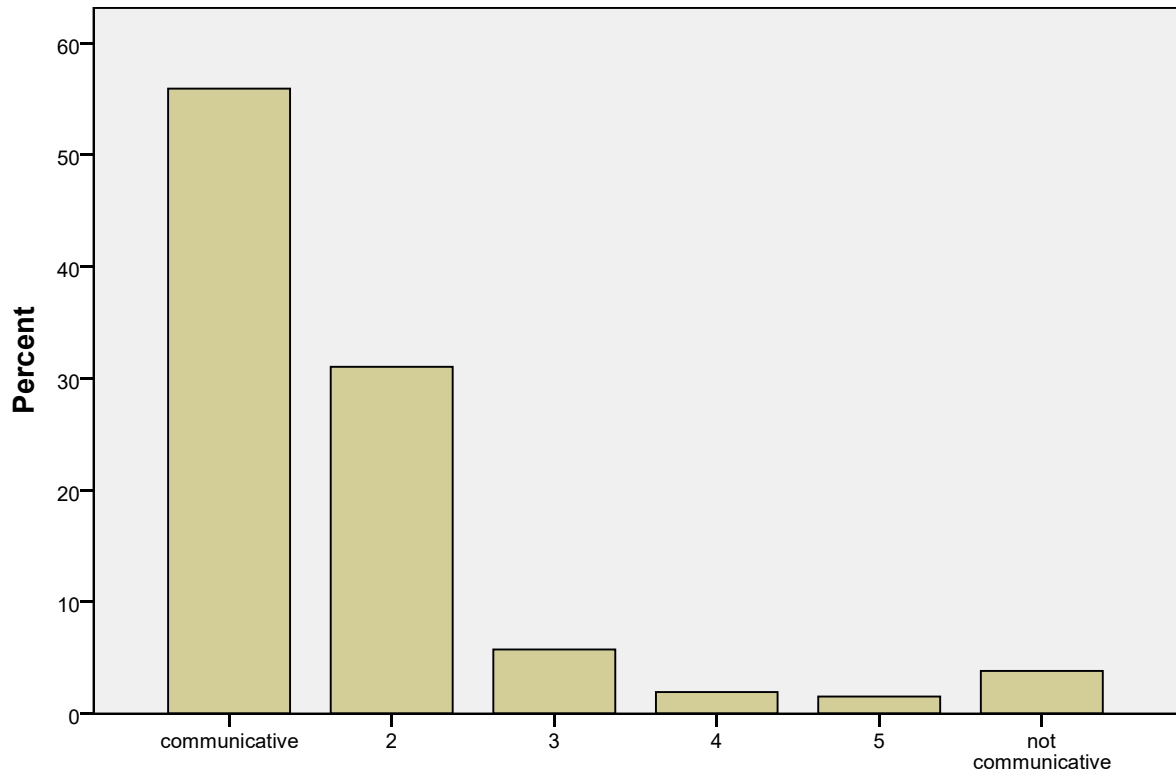
The use of sounds in teaching scenarios is... - inspiring - uninspiring

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



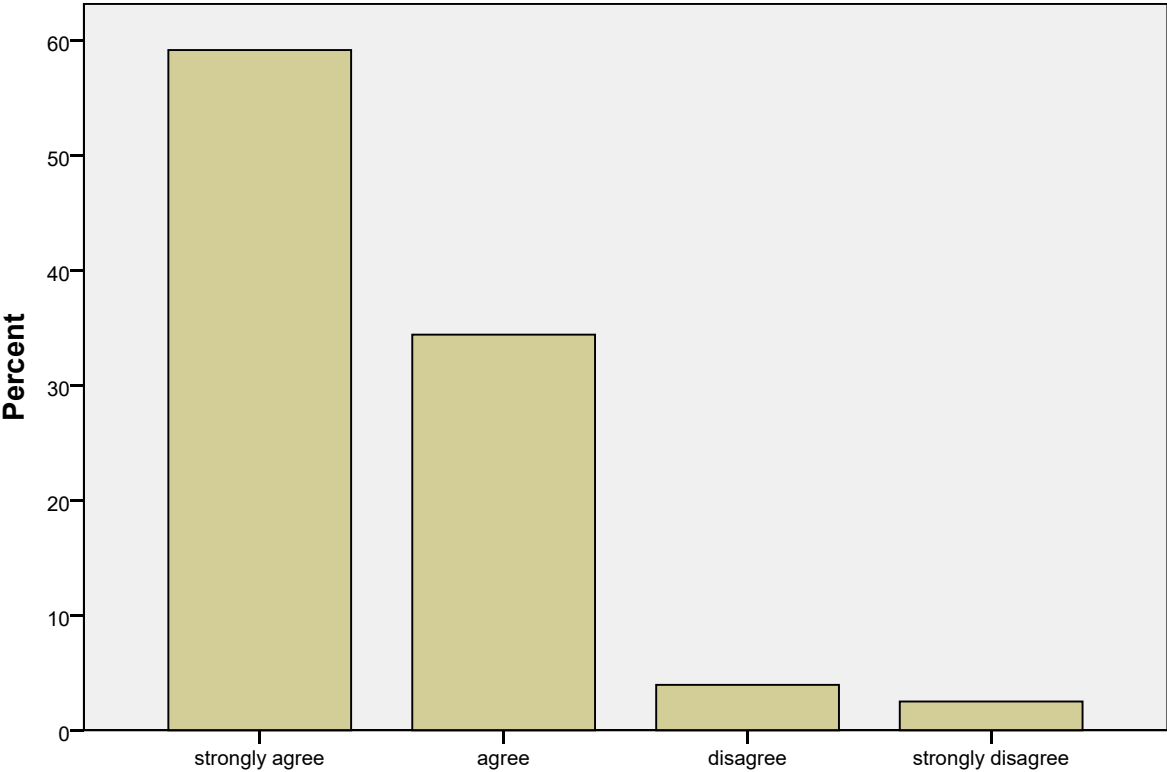
The use of sounds in teaching scenarios is... - relaxing - not relaxing

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



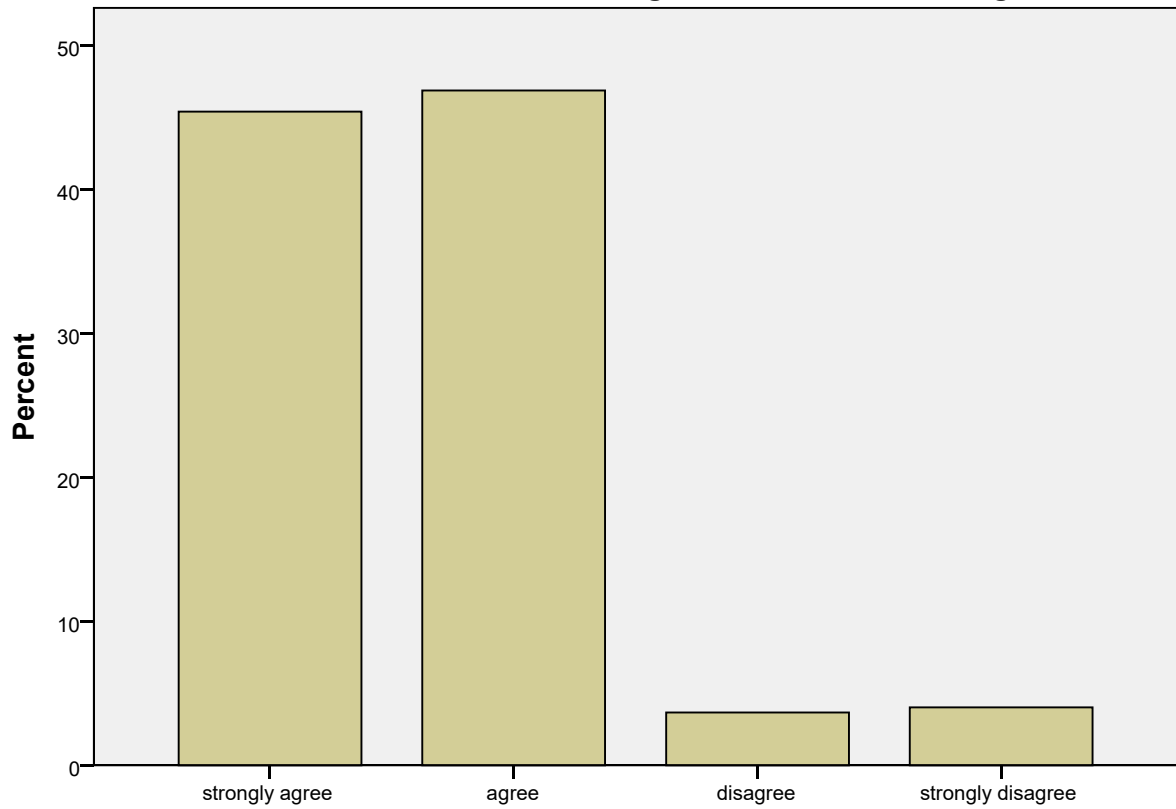
The use of sounds in teaching scenarios is... - communicative - not communicative

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



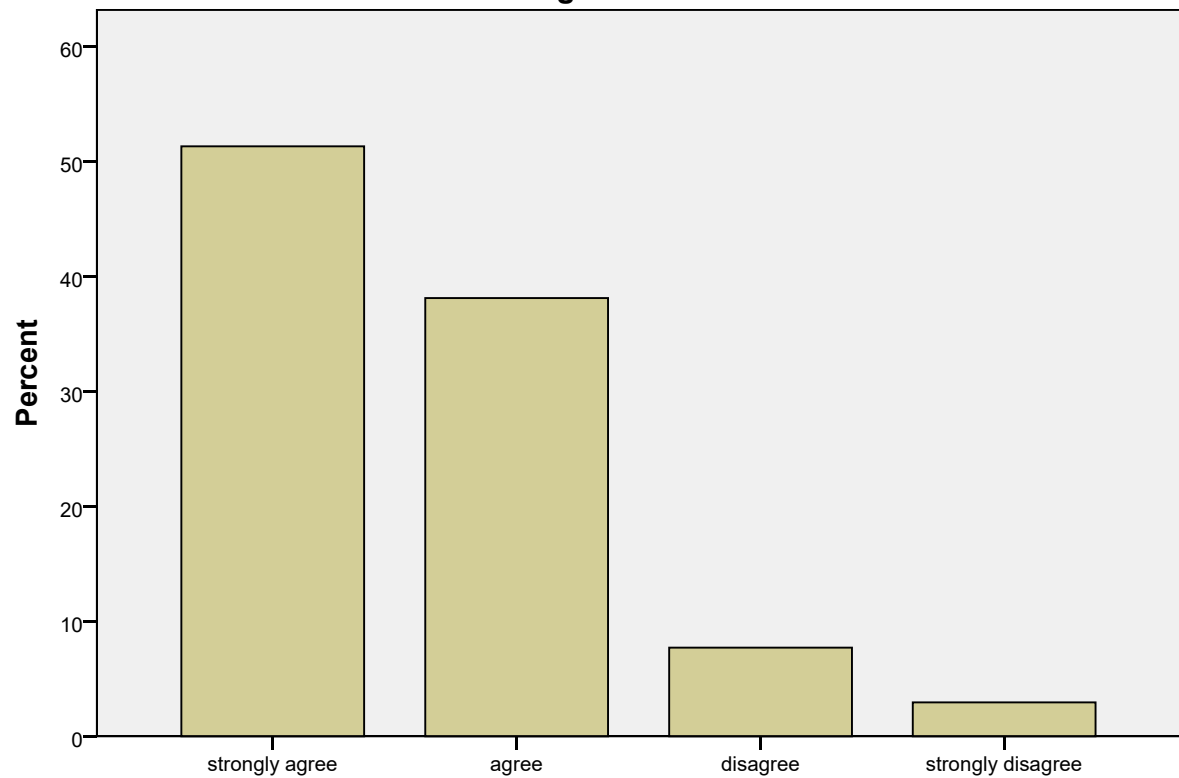
Comments - The use of sounds in teaching scenarios should integrate narrative audios.

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



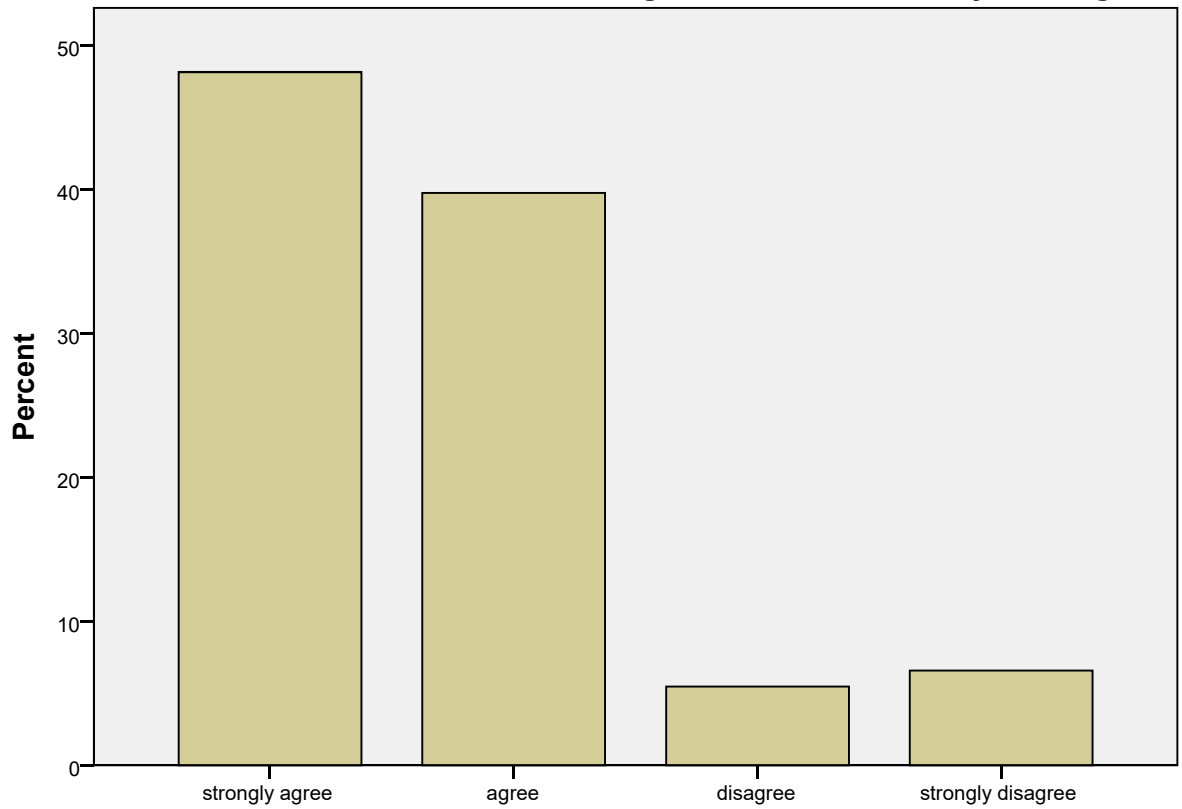
Comments - The use of sounds in teaching scenarios should integrate music.

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



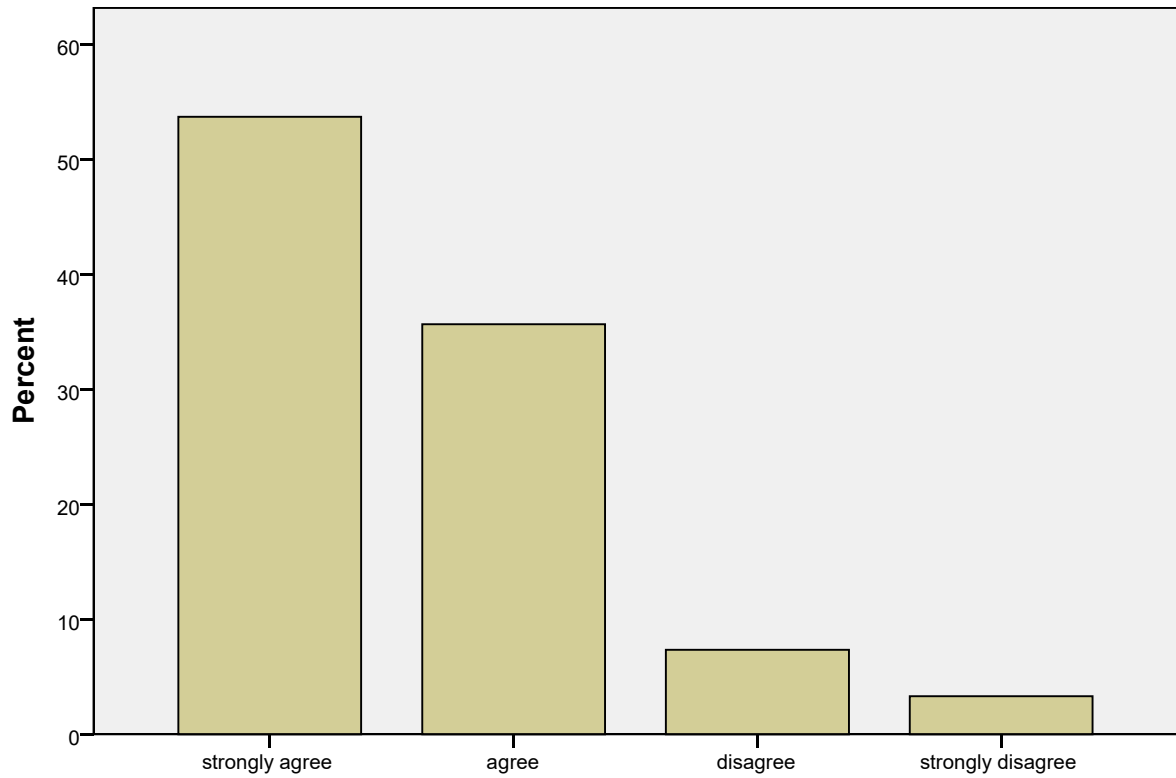
Comments - The use of sounds in teaching scenarios should integrate audio signals.

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



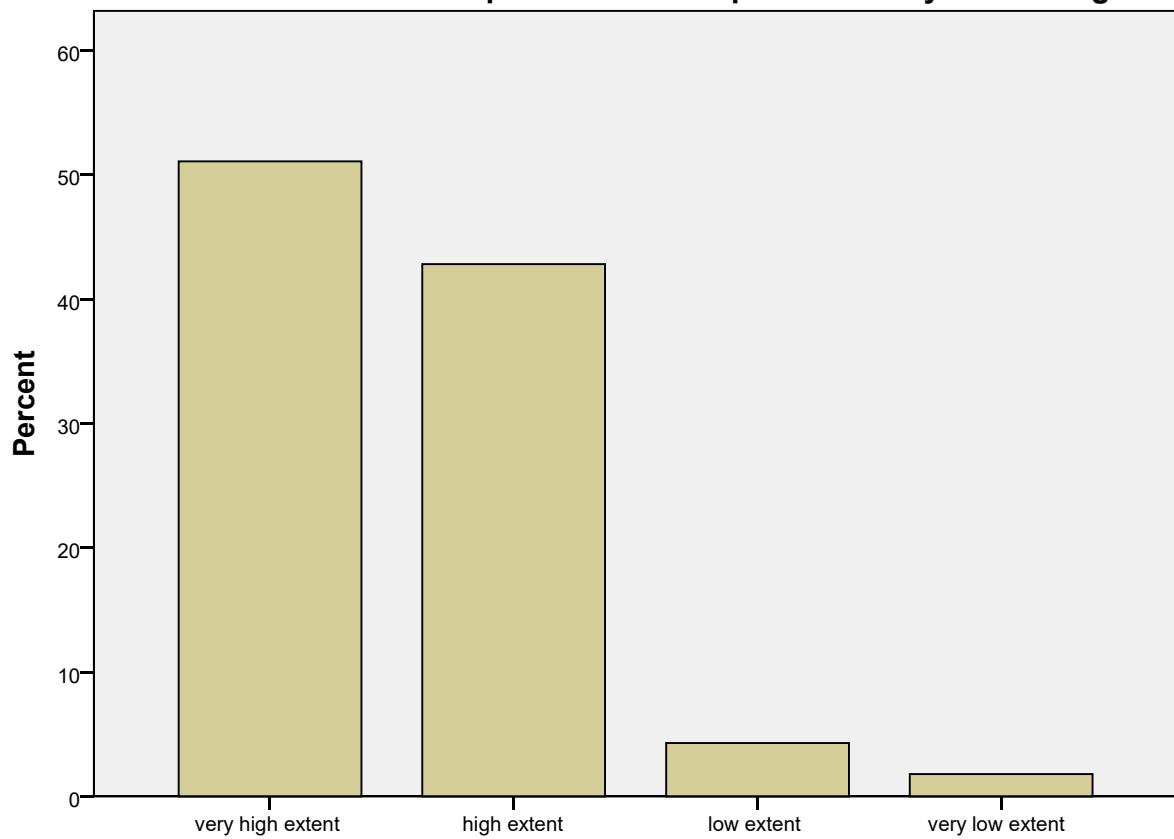
Comments - The use of sounds in teaching scenarios is currently running well

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



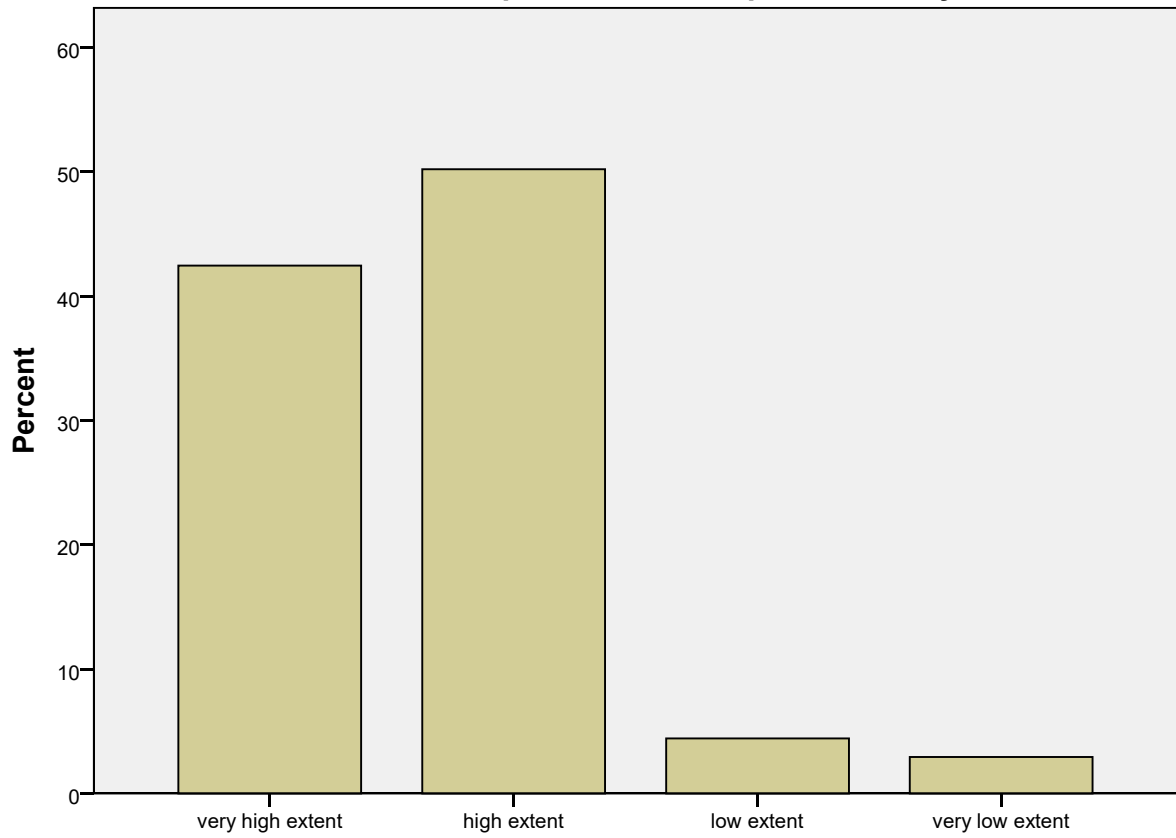
Comments - The use of sounds in teaching scenarios will increase in the future.

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



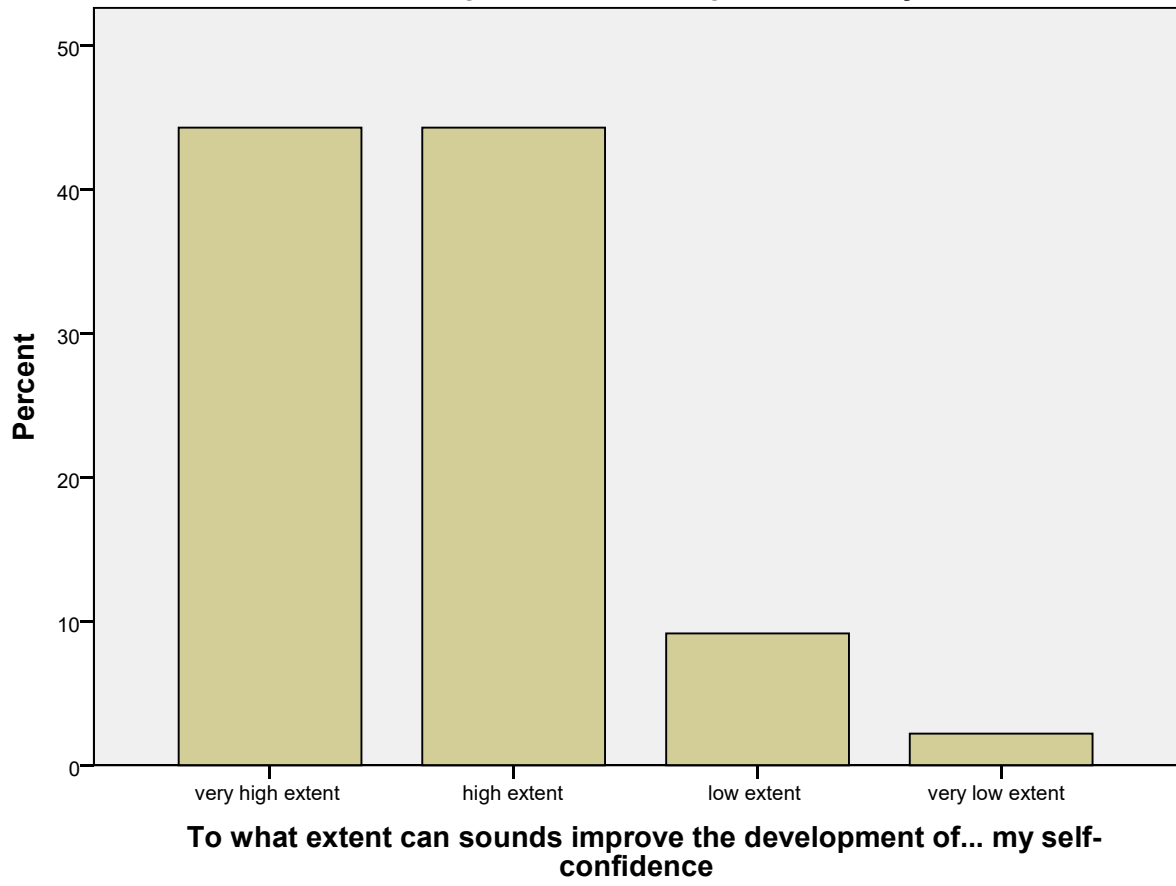
To what extent can sounds improve the development of... my knowledge

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

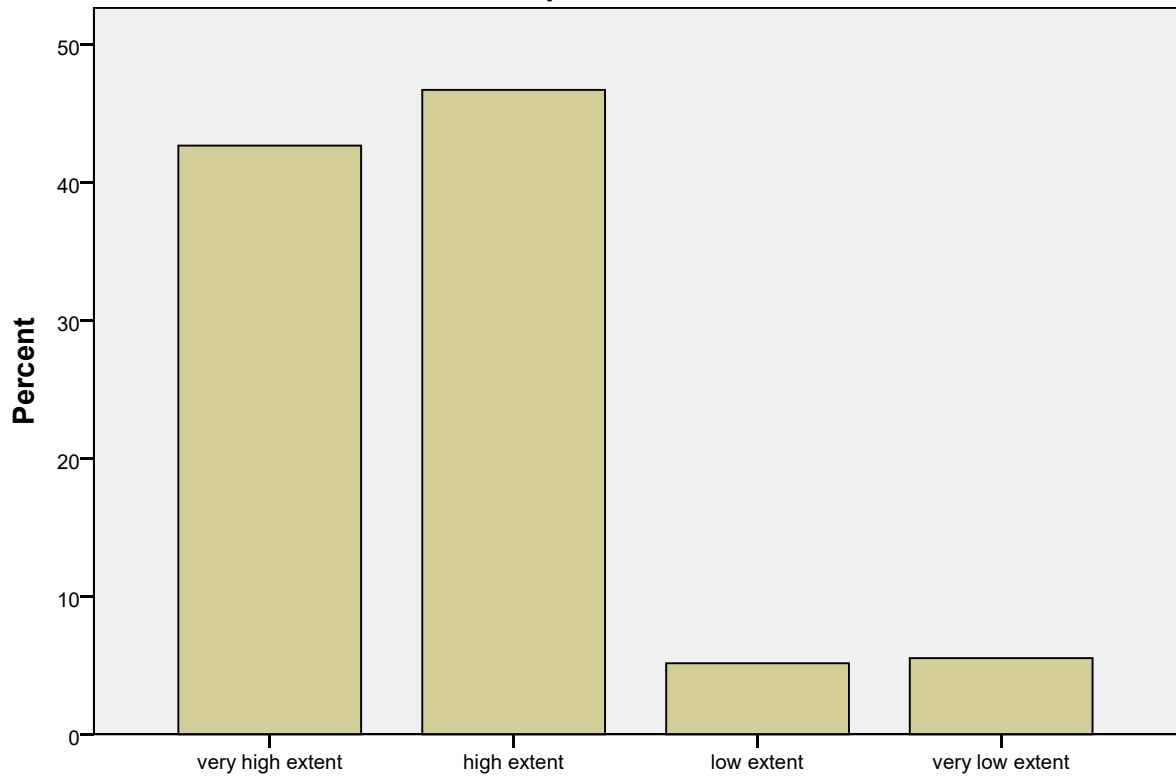


To what extent can sounds improve the development of... my education

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

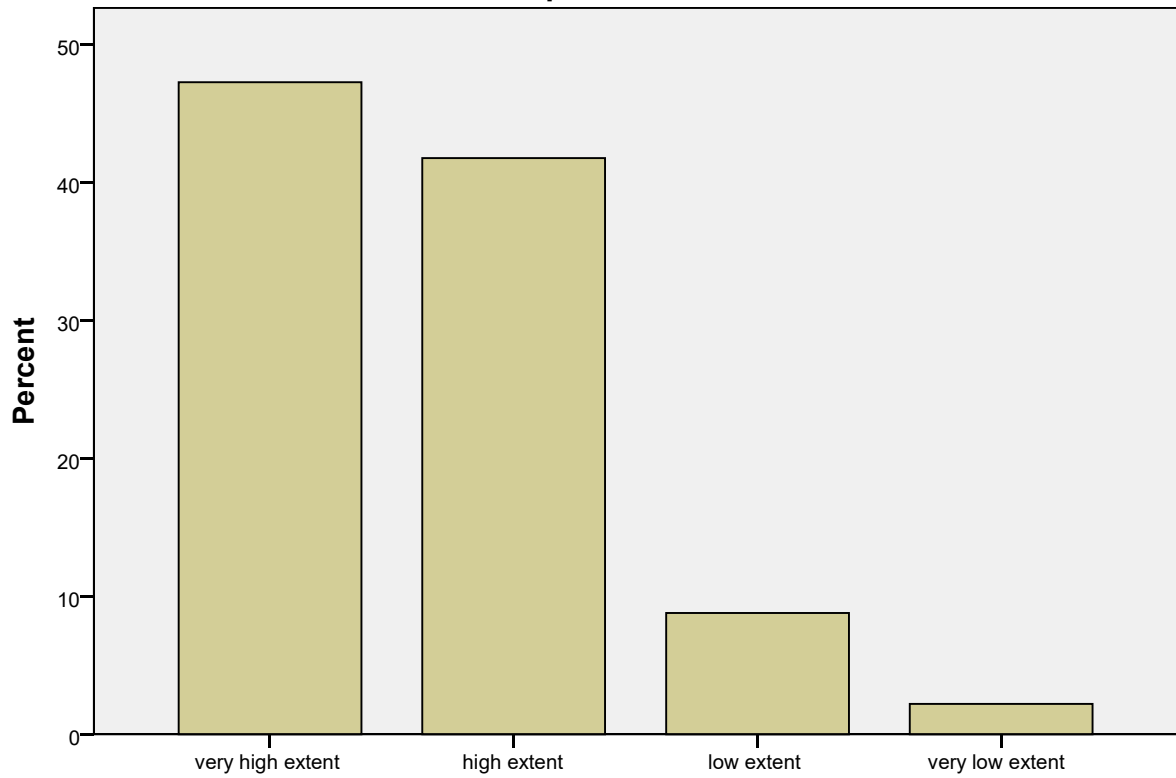


To what extent can sounds improve the development of... my social competencies



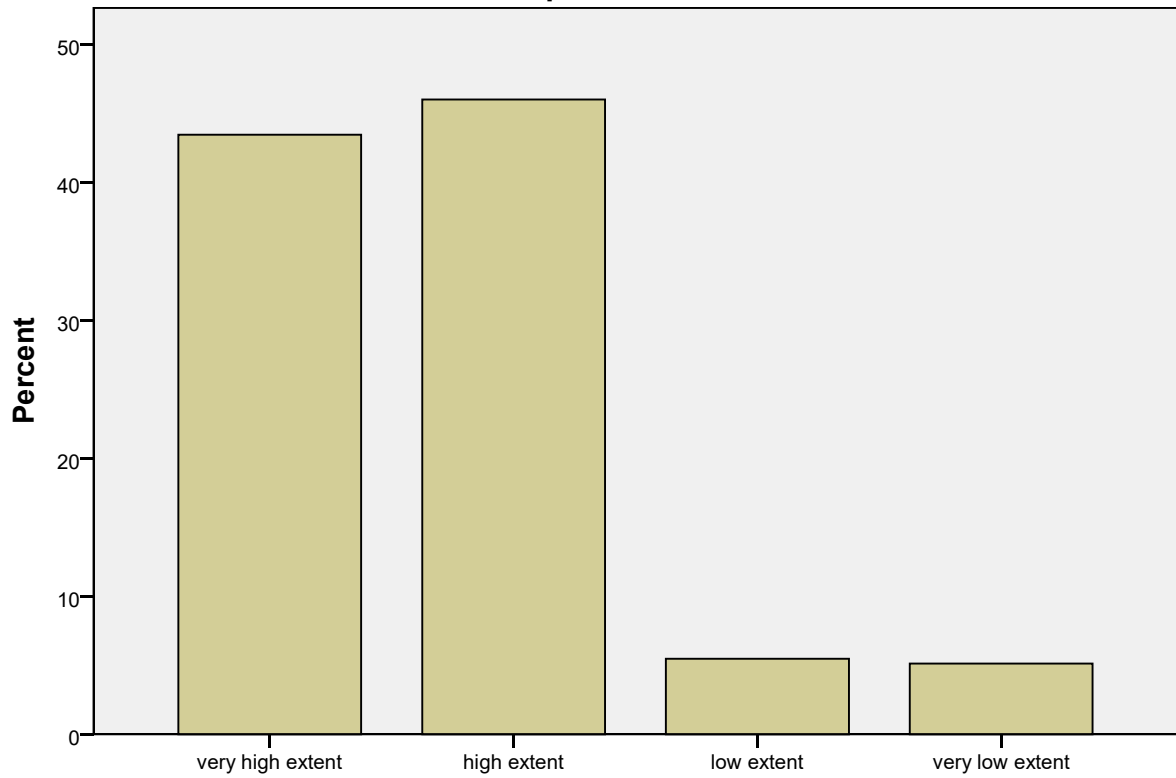
To what extent can sounds improve the development of... my social competencies

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



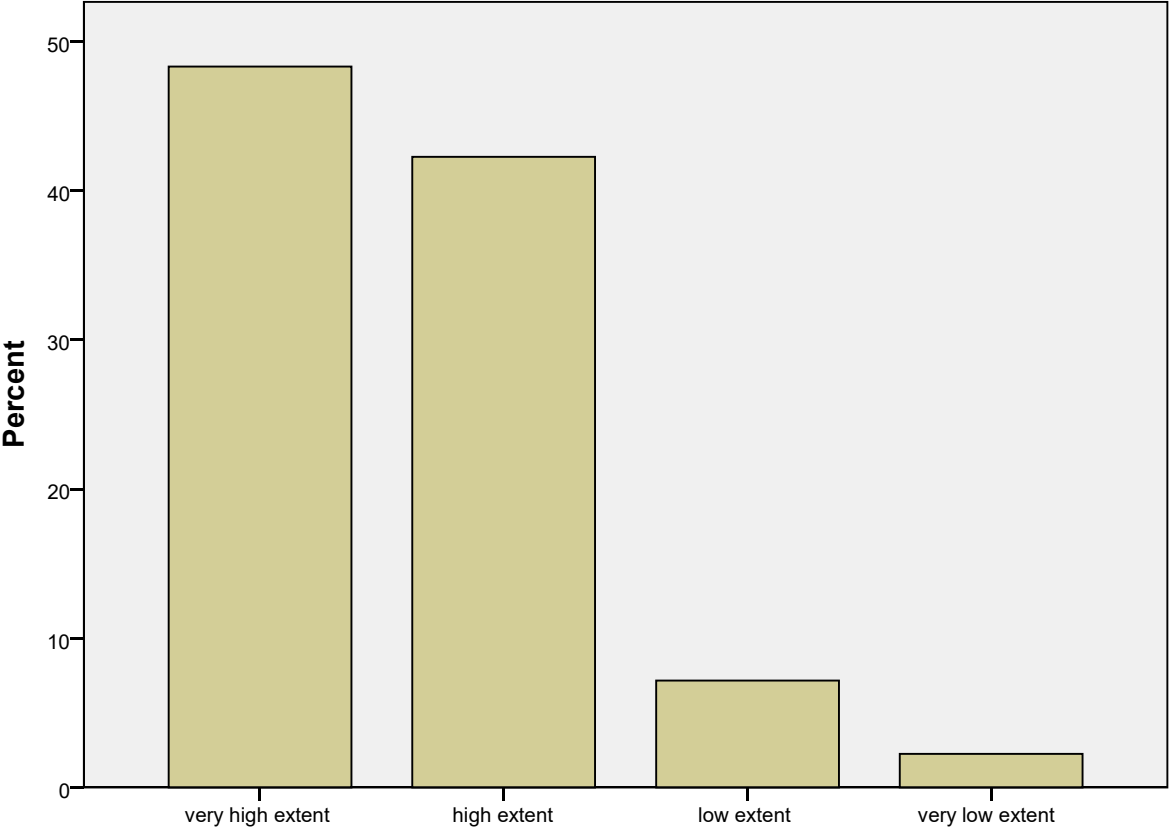
To what extent can sounds improve the development of... my reflective competencies

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

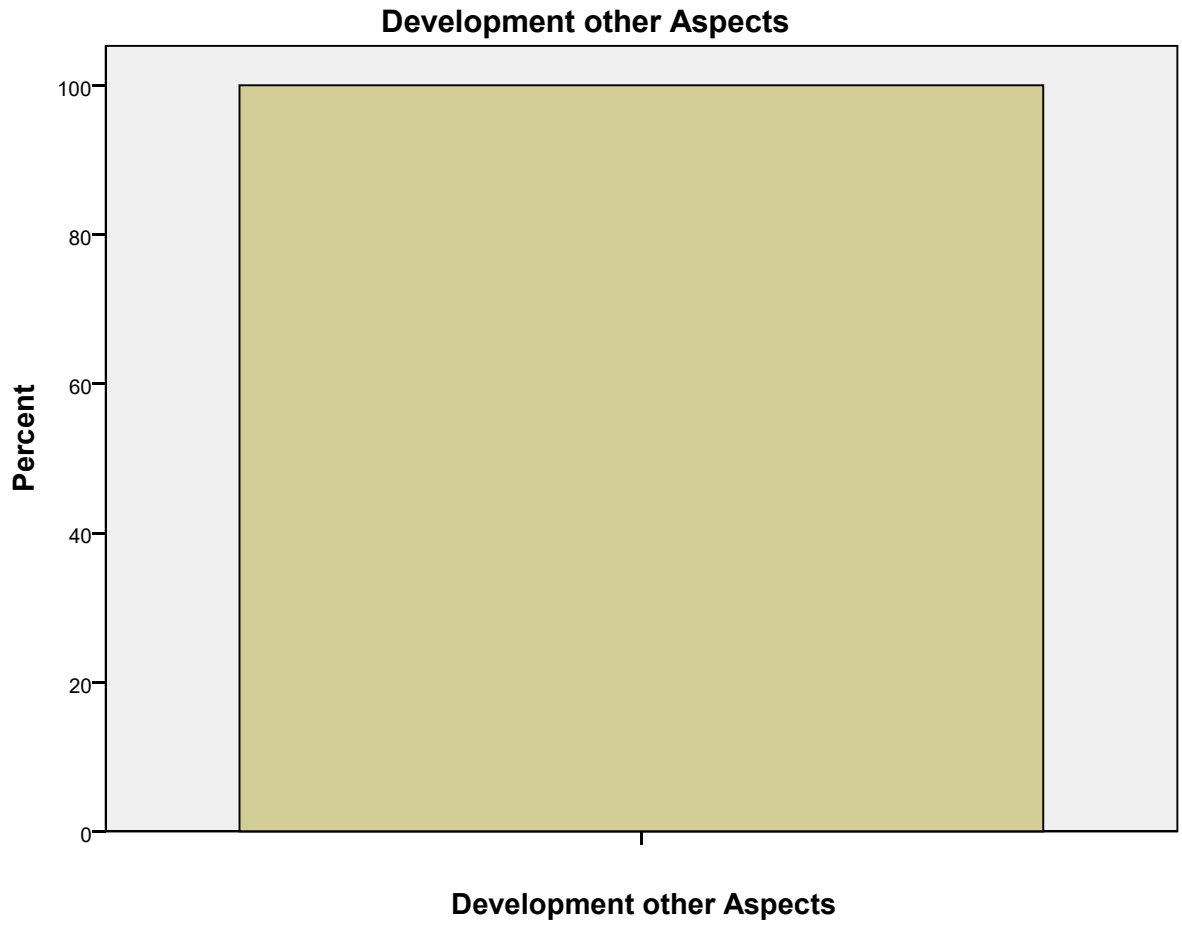


To what extent can sounds improve the development of... my media competencies

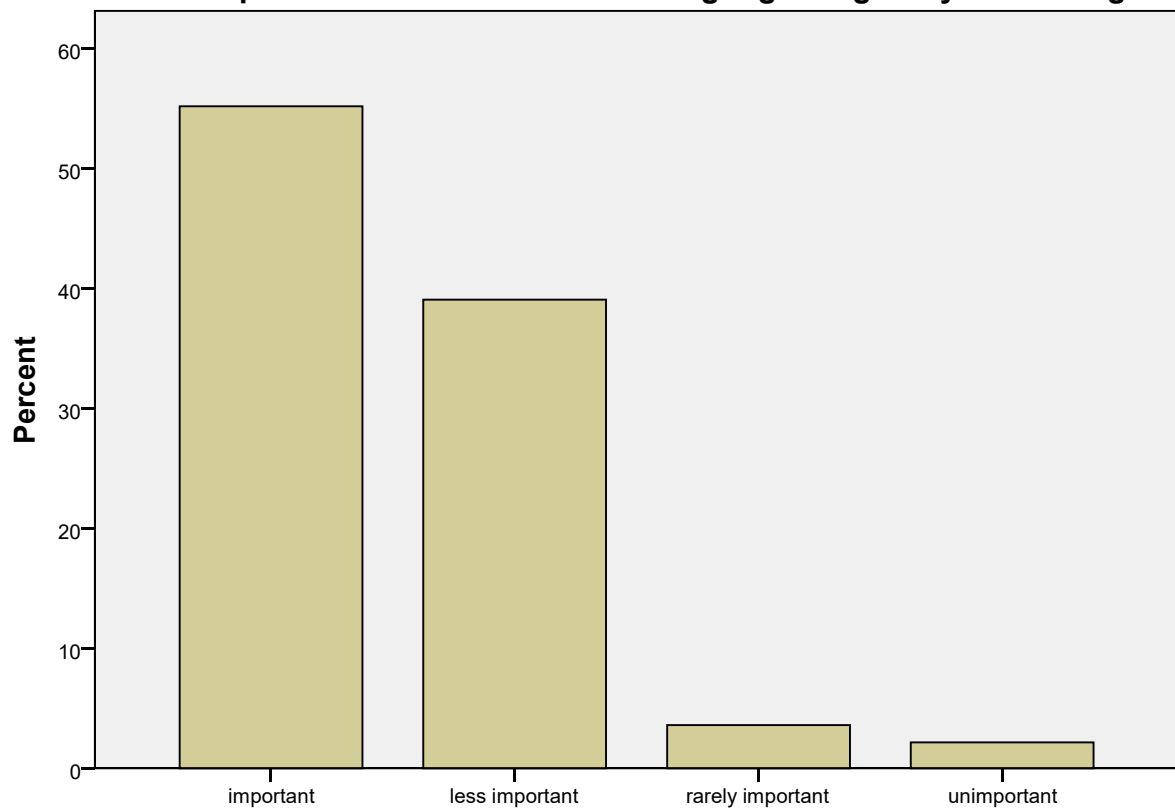
To what extent can sounds improve the development of... other aspects



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

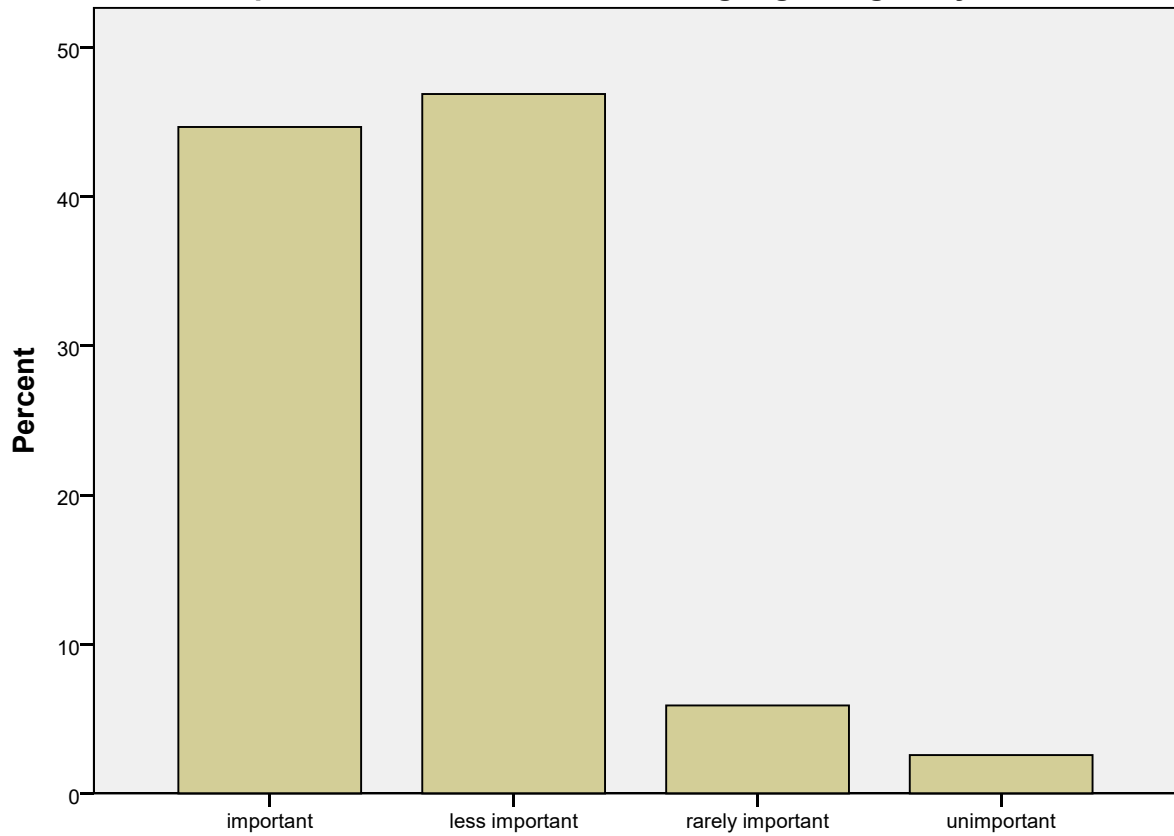


What is the importance of sounds in eLearning regarding... my knowledge



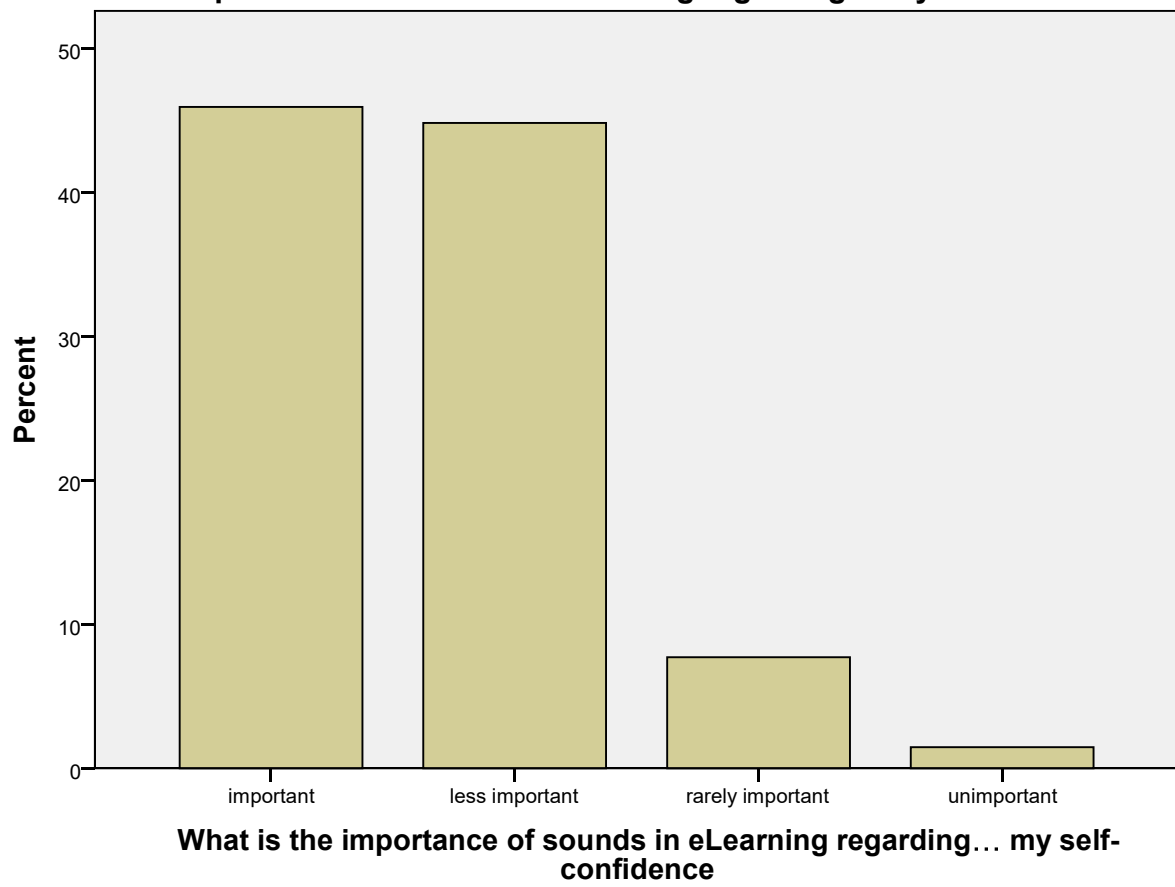
What is the importance of sounds in eLearning regarding... my knowledge

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

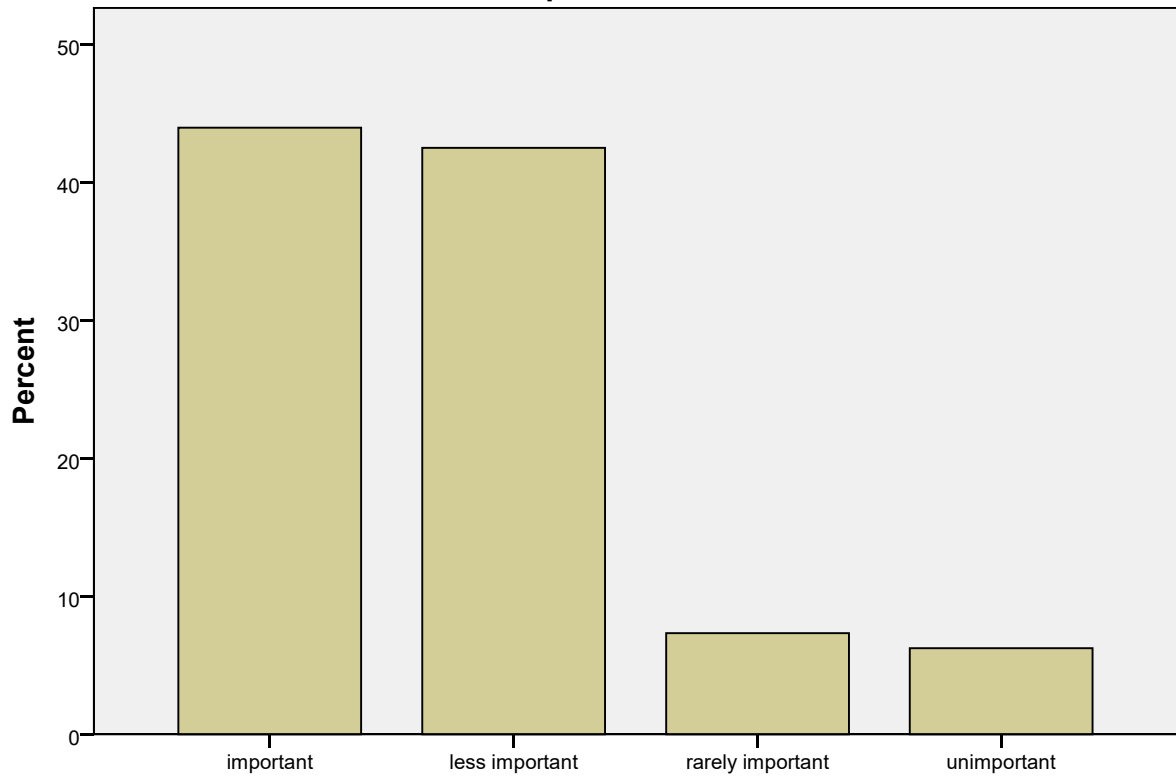


What is the importance of sounds in eLearning regarding... my education

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

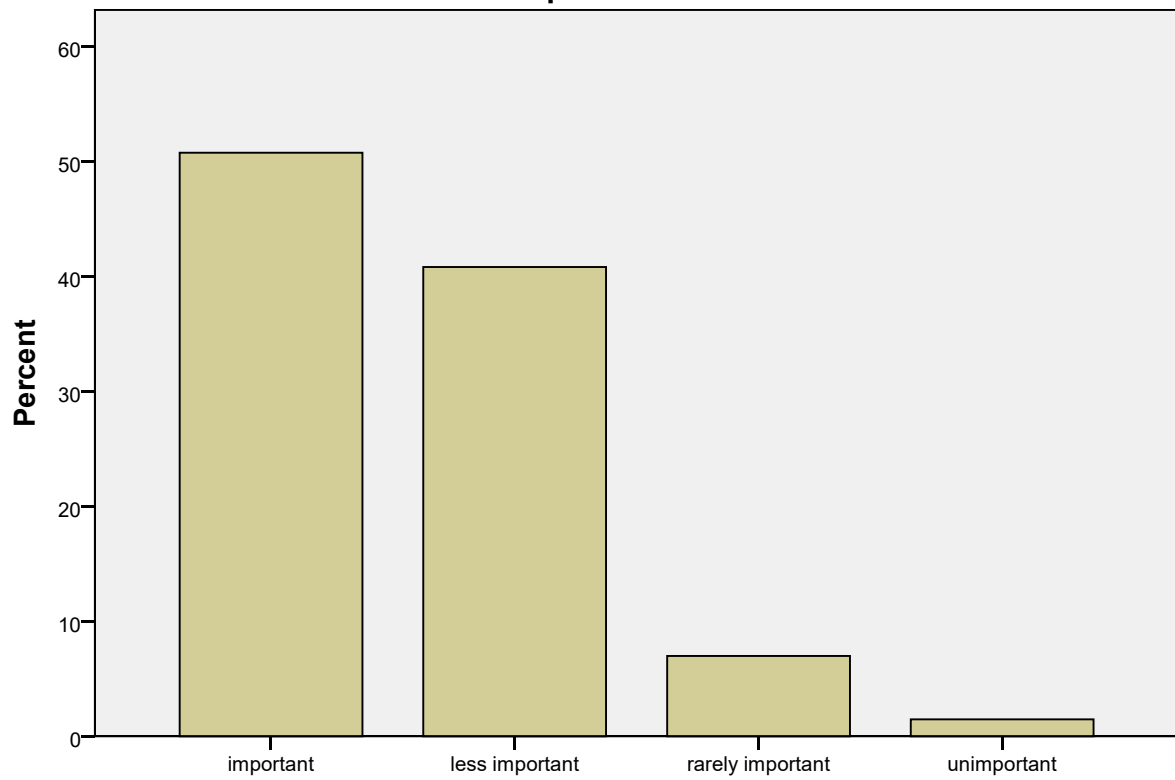


What is the importance of sounds in eLearning regarding... my social competencies



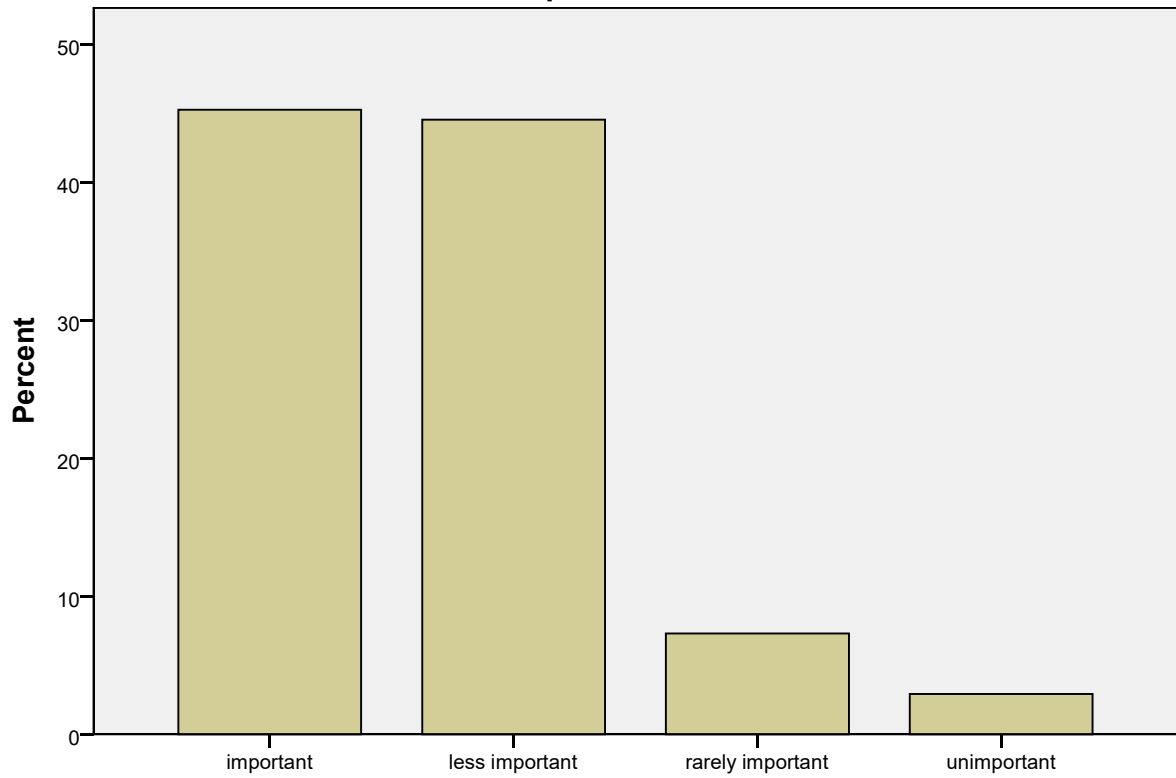
What is the importance of sounds in eLearning regarding... my social competencies

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



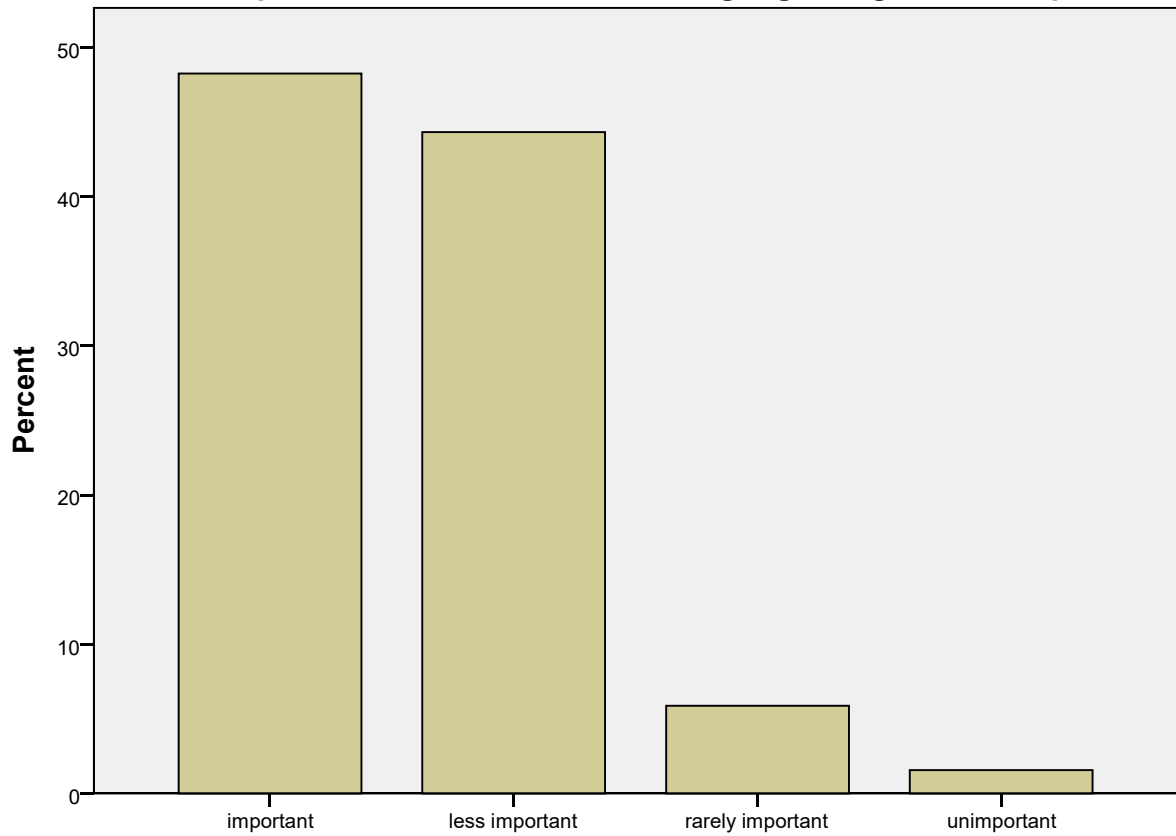
What is the importance of sounds in eLearning regarding... my reflective competencies

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

