

## Frequencies SEEL Teacher Survey N=133

### Statistics

	N		Mean	Median	Std. Deviation	Variance	Minimum	Maximum
	Valid	Missing						
Importance -	133	0	66,95	67,00	38,462	1479,346	1	131
Country	133	0	1,47	1,00	,501	,251	1	2
Code	133	0						
Gender - I am	117	16	1,21	1,00	,412	,169	1	2
Age	118	15	42,80	43,00	10,499	110,232	23	64
Function in your institution- I am regular teacher	125	8	,58	1,00	,496	,246	0	1
Function in your institution- I am headmaster	125	8	,02	,00	,154	,024	0	1
Function in your institution- I am responsible for a group of teachers	125	8	,02	,00	,154	,024	0	1
Function in your institution- I am responsible for EU-Projects	125	8	,00	,00	,000	,000	0	0
Function in your institution- I am responsible for information technology	125	8	,01	,00	,089	,008	0	1
Function in your institution- I am responsible for the timetables	125	8	,01	,00	,089	,008	0	1
Function in your institution- teacher in the field of mathematics	125	8	,06	,00	,246	,060	0	1
Function in your institution- I am language teacher	125	8	,20	,00	,402	,161	0	1
Function in your institution- I am teachers in the field of economics	125	8	,06	,00	,246	,060	0	1
Function in your institution- I am teachers in the field of history	125	8	,02	,00	,154	,024	0	1
Function in your institution- I am music teacher	126	7	,04	,00	,196	,038	0	1
Opinion about eLearning - eLearning is important as a part of an educational process	113	20	1,50	1,00	,721	,520	1	3
Opinion about eLearning - eLearning has to be supported by teachers.	113	20	1,50	1,00	,709	,502	1	3
Opinion about eLearning - eLearning should be encouraged by teachers.	112	21	1,50	1,00	,710	,505	1	3
Opinion about eLearning - eLearning has to be provided at schools.	113	20	1,59	1,00	,820	,672	1	4

**Statistics**

	N		Mean	Median	Std. Deviation	Variance	Minimum	Maximum
	Valid	Missing						
Opinion about eLearning - eLearning should be fostered by politicians.	113	20	1,87	1,00	1,065	1,134	1	4
Opinion about eLearning - eLearning is becoming more important in the future.	112	21	1,33	1,00	,576	,331	1	3
Opinion about eLearning - eLearning has to be provided online without additional courses or lectures.	112	21	3,05	3,00	,899	,808	1	4
Opinion about eLearning - eLearning should be provided in a combination of face-to-face courses and and online course.	113	20	1,68	1,00	,869	,755	1	4
Opinion about eLearning - My school encourages teachers to use eLearning.	113	20	1,84	1,00	1,074	1,153	1	4
How should eLearning be designed (base - former experiences)? - Learning objectives should be given.	112	21	1,09	1,00	,286	,082	1	2
How should eLearning be designed (base - former experiences)? - Information about the workload should be provided.	112	21	1,70	1,00	1,030	1,060	1	4
How should eLearning be designed (base - former experiences)? - References to further materials should be included.	112	21	1,65	1,00	,908	,824	1	4
How should eLearning be designed (base - former experiences)? - The struture of the learning material should be clear.	112	21	1,39	1,00	,787	,619	1	4
How should eLearning be designed (base - former experiences)? - The learning material has to be accurate.	112	21	1,01	1,00	,094	,009	1	2
How should eLearning be designed (base - former experiences)? - The learning material has to be interesting / motivating.	112	21	1,10	1,00	,299	,089	1	2
How should eLearning be designed (base - former experiences)? - eLearning has to contain assessments.	112	21	1,49	1,00	,771	,595	1	4

**Statistics**

	N		Mean	Median	Std. Deviation	Variance	Minimum	Maximum
	Valid	Missing						
How should eLearning be designed (base - former experiences)? - eLearning has to contain feedback.	112	21	1,21	1,00	,473	,224	1	3
How should eLearning be designed (base - former experiences)? - eLearning should include team work.	112	21	2,22	2,00	1,299	1,688	1	4
How should eLearning be designed (base - former experiences)? - Synchronous communication (chat, telephone, skype etc.) should to be a part of eLearning.	112	21	1,85	2,00	,988	,977	1	4
How should eLearning be designed (base - former experiences)? - Asynchronous communication (email, dicussion boards etc.) should to be a part of eLearning.	112	21	1,71	1,00	,963	,927	1	4
How should eLearning be designed (base - former experiences)? - eLearning should encourage communication.	112	21	1,77	1,00	1,048	1,099	1	4
How should eLearning be designed (base - former experiences)? - eLearning should include internet links to additional content.	112	21	1,43	1,00	,654	,427	1	4
Usefulness - How useful are e-learning tools?	109	24	1,43	1,00	,614	,377	1	3
Usefulness - How useful are free online didactical material (open educational resources)?	109	24	1,58	1,00	,657	,431	1	3
Importance - Networking / communication infrastructure	114	19	1,36	1,00	,626	,392	1	4
Importance - Smart classrooms / classroom modifications	114	19	1,52	1,00	,707	,500	1	3
Importance - Computer-based instructional tools	113	20	1,87	1,00	1,031	1,063	1	4
Importance - Web-based instructional tools	114	19	1,86	1,00	1,021	1,042	1	4
Importance - Hardware support in the classroom	114	19	1,17	1,00	,496	,246	1	4
Importance - Web-based instructional tools	114	19	1,87	1,00	1,018	1,036	1	4
Importance - Audio Equipment	114	19	1,37	1,00	,642	,412	1	4
Importance - Video Equipment	114	19	1,38	1,00	,657	,432	1	4

**Statistics**

	N		Mean	Median	Std. Deviation	Variance	Minimum	Maximum
	Valid	Missing						
Importance - Learning platform	114	19	1,35	1,00	,764	,584	1	4
Importance - PC Room (for teachers and learners)	0	133						
Importance - Online community tools	114	19	1,71	1,00	,966	,933	1	4
Importance - Online teaching and learning material	114	19	1,37	1,00	,732	,536	1	4
Importance - Online tests	112	21	1,36	1,00	,613	,376	1	4
Importance - In-class support / mentoring	113	20	1,64	1,00	,955	,912	1	4
Importance - Online tests	114	19	1,36	1,00	,653	,427	1	4
Importance - eLearning trainings for the learners	114	19	1,27	1,00	,599	,359	1	4
Importance - Teacher Trainings - eLearning trainings for the teachers	114	19	1,94	1,00	1,131	1,279	1	4
Do you have the following elements at your school? - Networking / communication infrastructure	112	21	1,78	2,00	,791	,625	1	4
Do you have the following elements at your school? - Smart calssrooms / classroom modifications	111	22	2,91	3,00	1,066	1,137	1	4
Do you have the following elements at your school? - Computer-based instructional tools	112	21	1,86	2,00	1,030	1,060	1	4
Do you have the following elements at your school? - Web-based instructional tools	112	21	1,88	2,00	1,023	1,047	1	4
Do you have the following elements at your school? - Hardware support in the classroom	112	21	1,68	2,00	,661	,436	1	4
Do you have the following elements at your school? - Web-based instructional tools	111	22	1,90	2,00	1,018	1,036	1	4
Do you have the following elements at your school? - Audio Equipment	112	21	1,72	2,00	,796	,634	1	4
Do you have the following elements at your school? - Video Equipment	112	21	1,55	1,00	,613	,375	1	3
Do you have the following elements at your school? - Computer Room	112	21	1,30	1,00	,462	,213	1	2
Do you have the following elements at your school? - Learning platform	112	21	2,47	2,00	1,147	1,315	1	4
Do you have the following elements at your school? - Online community tools	112	21	2,78	2,00	1,137	1,292	1	4

**Statistics**

	N		Mean	Median	Std. Deviation	Variance	Minimum	Maximum
	Valid	Missing						
Do you have the following elements at your school? - Online teaching and learning material	112	21	2,46	2,00	1,146	1,313	1	4
Do you have the following elements at your school? - Curriculum adaption for eLearning	112	21	2,54	2,00	1,154	1,331	1	4
Do you have the following elements at your school? - Online tests	112	21	2,52	2,00	1,139	1,297	1	4
Do you have the following elements at your school? - In-class support / mentoring	112	21	2,48	2,00	1,048	1,099	1	4
Do you have the following elements at your school? - eLearning trainings for the learners	112	21	2,49	2,00	1,155	1,333	1	4
Do you have the following elements at your school? - Teacher Trainings - eLearning trainings for the teachers	111	22	2,82	2,00	1,063	1,131	1	4
The use of sounds in teaching scenarios is... - important - unimportant	112	21	1,79	1,00	1,086	1,179	1	5
The use of sounds in teaching scenarios is... - helpful - not helpful	112	21	1,69	1,00	,921	,847	1	5
The use of sounds in teaching scenarios is... - easy - difficult	112	21	2,51	2,00	1,548	2,396	1	5
The use of sounds in teaching scenarios is... - motivating - not motivating	111	22	1,93	2,00	1,085	1,177	1	5
The use of sounds in teaching scenarios is... - stimulating - boring	112	21	1,75	1,00	1,009	1,018	1	5
The use of sounds in teaching scenarios is... - activating - not activating	111	22	1,77	1,00	,990	,981	1	5
The use of sounds in teaching scenarios is... - time-consuming - not time-consuming	112	21	3,79	4,00	1,533	2,350	1	6
The use of sounds in teaching scenarios is... - inspiring - uninspiring	111	22	1,75	1,00	1,004	1,009	1	5
The use of sounds in teaching scenarios is... - relaxing - not relaxing	111	22	1,44	1,00	,735	,540	1	4
The use of sounds in teaching scenarios is... - communicative - not communicative	111	22	2,80	2,00	1,995	3,979	1	6

**Statistics**

	N		Mean	Median	Std. Deviation	Variance	Minimum	Maximum
	Valid	Missing						
Comments - The use of sounds in teaching scenarios should integrate narrative audios.	112	21	1,43	1,00	,596	,355	1	4
Comments - The use of sounds in teaching scenarios should integrate music.	112	21	1,30	1,00	,551	,303	1	4
Comments - The use of sounds in teaching scenarios should integrate audio signals.	112	21	1,74	1,00	,888	,788	1	4
Comments - The use of sounds in teaching scenarios is currently running well	112	21	1,62	1,00	,701	,491	1	3
Comments - The use of sounds in teaching scenarios will increase in the future.	112	21	1,44	1,00	,655	,428	1	3
To what extent can sounds improve the development of... my knoweledge	113	20	2,30	2,00	1,034	1,069	1	4
To what extent can sounds improve the development of... my education	113	20	2,34	2,00	1,091	1,189	1	4
To what extent can sounds improve the development of... my self-confidence	113	20	2,42	2,00	1,193	1,424	1	4
To what extent can sounds improve the development of... my social competencies	113	20	2,33	2,00	1,145	1,311	1	4
To what extent can sounds improve the development of... my reflective competencies	113	20	2,42	2,00	1,140	1,300	1	4
To what extent can sounds improve the development of... my media competencies	113	20	1,84	2,00	,892	,796	1	4
To what extent can sounds improve the development of... other aspects	58	75	1,50	1,00	,600	,360	1	4
Development other aspects	133	0						
What is the importance of sounds in eLearning regarding... my knoweledge	113	20	2,24	2,00	1,080	1,166	1	4
What is the importance of sounds in eLearning regarding... my education	113	20	2,27	2,00	1,112	1,237	1	4

**Statistics**

	N		Mean	Median	Std. Deviation	Variance	Minimum	Maximum
	Valid	Missing						
What is the importance of sounds in eLearning regarding... my self-confidence	113	20	2,35	2,00	1,133	1,284	1	4
What is the importance of sounds in eLearning regarding... my social competencies	113	20	2,26	2,00	1,092	1,192	1	4
What is the importance of sounds in eLearning regarding... my reflective competencies	112	21	2,35	2,00	1,121	1,256	1	4
What is the importance of sounds in eLearning regarding... my media competencies	113	20	1,81	2,00	,811	,658	1	4
What is the importance of sounds in eLearning regarding... other aspects	56	77	1,50	1,00	,572	,327	1	3
Importance other aspects	133	0						
Challenges: Where do you need help or support concerning sounds in eLearning? - identification of adequate sounds	116	17	,21	,00	,407	,166	0	1
Challenges: Where do you need help or support concerning sounds in eLearning? - development and recording of sounds	116	17	,30	,00	,461	,213	0	1
Challenges: Where do you need help or support concerning sounds in eLearning? - creating narration / podcasts	116	17	,33	,00	,471	,222	0	1
Challenges: Where do you need help or support concerning sounds in eLearning? - creating music	116	17	,29	,00	,457	,209	0	1
Challenges: Where do you need help or support concerning sounds in eLearning? - creating sound signals	116	17	,17	,00	,379	,144	0	1
Challenges: Where do you need help or support concerning sounds in eLearning? - creating didactical scenarios with sound integration	116	17	,45	,00	,499	,249	0	1
Challenges: Where do you need help or support concerning sounds in eLearning? - technical aspects	116	17	,49	,00	,502	,252	0	1

**Statistics**

	N		Mean	Median	Std. Deviation	Variance	Minimum	Maximum
	Valid	Missing						
Other Challenges. Please write in which other aspects you like to get support:	133	0						
Write down which opportunities you have to use of sounds in eLearning.	133	0						
Country = 2 (FILTER)	133	0	,47	,00	,501	,251	0	1

**Frequency Table**

**Importance -**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	1	,8	,8	,8
2	1	,8	,8	1,5
3	1	,8	,8	2,3
4	1	,8	,8	3,0
5	1	,8	,8	3,8
6	1	,8	,8	4,5
7	1	,8	,8	5,3
8	1	,8	,8	6,0
9	1	,8	,8	6,8
10	1	,8	,8	7,5
11	1	,8	,8	8,3
12	1	,8	,8	9,0
13	1	,8	,8	9,8
14	1	,8	,8	10,5
15	1	,8	,8	11,3
16	1	,8	,8	12,0
17	1	,8	,8	12,8
18	1	,8	,8	13,5
19	1	,8	,8	14,3
20	1	,8	,8	15,0
21	1	,8	,8	15,8
22	1	,8	,8	16,5
23	1	,8	,8	17,3
24	1	,8	,8	18,0
25	1	,8	,8	18,8
26	1	,8	,8	19,5
27	1	,8	,8	20,3
28	1	,8	,8	21,1
29	1	,8	,8	21,8
30	1	,8	,8	22,6



Importance -

	Frequency	Percent	Valid Percent	Cumulative Percent
31	1	,8	,8	23,3
32	1	,8	,8	24,1
33	1	,8	,8	24,8
34	1	,8	,8	25,6
35	1	,8	,8	26,3
36	1	,8	,8	27,1
37	1	,8	,8	27,8
38	1	,8	,8	28,6
39	1	,8	,8	29,3
40	1	,8	,8	30,1
41	1	,8	,8	30,8
42	1	,8	,8	31,6
43	1	,8	,8	32,3
44	1	,8	,8	33,1
45	1	,8	,8	33,8
46	1	,8	,8	34,6
47	1	,8	,8	35,3
48	1	,8	,8	36,1
49	1	,8	,8	36,8
50	1	,8	,8	37,6
51	1	,8	,8	38,3
52	1	,8	,8	39,1
53	1	,8	,8	39,8
54	1	,8	,8	40,6
55	1	,8	,8	41,4
56	1	,8	,8	42,1
57	1	,8	,8	42,9
58	1	,8	,8	43,6
59	1	,8	,8	44,4
60	1	,8	,8	45,1
61	1	,8	,8	45,9
62	1	,8	,8	46,6
63	1	,8	,8	47,4
64	1	,8	,8	48,1
65	1	,8	,8	48,9
66	1	,8	,8	49,6
67	1	,8	,8	50,4
68	1	,8	,8	51,1
69	1	,8	,8	51,9
70	1	,8	,8	52,6
71	1	,8	,8	53,4
72	1	,8	,8	54,1

Importance -

	Frequency	Percent	Valid Percent	Cumulative Percent
73	1	,8	,8	54,9
74	1	,8	,8	55,6
75	1	,8	,8	56,4
76	1	,8	,8	57,1
77	1	,8	,8	57,9
78	1	,8	,8	58,6
79	1	,8	,8	59,4
80	1	,8	,8	60,2
81	1	,8	,8	60,9
82	1	,8	,8	61,7
83	1	,8	,8	62,4
84	1	,8	,8	63,2
85	1	,8	,8	63,9
86	1	,8	,8	64,7
87	1	,8	,8	65,4
88	1	,8	,8	66,2
89	1	,8	,8	66,9
90	1	,8	,8	67,7
91	1	,8	,8	68,4
92	1	,8	,8	69,2
93	1	,8	,8	69,9
94	1	,8	,8	70,7
95	1	,8	,8	71,4
96	1	,8	,8	72,2
97	1	,8	,8	72,9
98	1	,8	,8	73,7
99	1	,8	,8	74,4
100	1	,8	,8	75,2
101	1	,8	,8	75,9
102	1	,8	,8	76,7
103	1	,8	,8	77,4
104	1	,8	,8	78,2
105	1	,8	,8	78,9
106	1	,8	,8	79,7
107	1	,8	,8	80,5
108	1	,8	,8	81,2
109	1	,8	,8	82,0
110	1	,8	,8	82,7
111	1	,8	,8	83,5
112	1	,8	,8	84,2
113	1	,8	,8	85,0
114	1	,8	,8	85,7

**Importance -**

	Frequency	Percent	Valid Percent	Cumulative Percent
115	1	,8	,8	86,5
116	1	,8	,8	87,2
117	1	,8	,8	88,0
118	1	,8	,8	88,7
119	1	,8	,8	89,5
120	1	,8	,8	90,2
121	1	,8	,8	91,0
122	1	,8	,8	91,7
123	1	,8	,8	92,5
124	1	,8	,8	93,2
125	1	,8	,8	94,0
126	1	,8	,8	94,7
127	1	,8	,8	95,5
128	1	,8	,8	96,2
129	2	1,5	1,5	97,7
130	2	1,5	1,5	99,2
131	1	,8	,8	100,0
Total	133	100,0	100,0	

**Country**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Czech	71	53,4	53,4	53,4
Romanian	62	46,6	46,6	100,0
Total	133	100,0	100,0	

## Code

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	141RAU	1	,8	,8	,8
	15TRXJ	1	,8	,8	1,5
	191UGV	1	,8	,8	2,3
	19TL7Z	1	,8	,8	3,0
	1BTCJR	1	,8	,8	3,8
	1PTJVY	1	,8	,8	4,5
	1ZTHDU	1	,8	,8	5,3
	211W9L	1	,8	,8	6,0
	24T1ZQ	1	,8	,8	6,8
	25TFC2	1	,8	,8	7,5
	2AT4JF	1	,8	,8	8,3
	2HTWP1	1	,8	,8	9,0
	36TKK5	1	,8	,8	9,8
	3GTDTV	1	,8	,8	10,5
	3HTLW3	1	,8	,8	11,3
	3HTQ2L	1	,8	,8	12,0
	3STKAB	1	,8	,8	12,8
	3WTXNS	1	,8	,8	13,5
	3ZTAMY	1	,8	,8	14,3
	43TMWP	1	,8	,8	15,0
	4M123X	1	,8	,8	15,8
	4QT3VR	1	,8	,8	16,5
	4XTREY	1	,8	,8	17,3
	4ZT17C	1	,8	,8	18,0
	5614PM	1	,8	,8	18,8
	59T5FU	1	,8	,8	19,5
	5LT559	1	,8	,8	20,3
	5QTZH1	1	,8	,8	21,1
	5RT2TH	1	,8	,8	21,8
	5WTXAA	1	,8	,8	22,6
	651VN6	1	,8	,8	23,3
	6DTDSJ	1	,8	,8	24,1
	6LT6M2	1	,8	,8	24,8
	6MT2TF	1	,8	,8	25,6
	6UTRQ2	1	,8	,8	26,3
	6XTM96	1	,8	,8	27,1
	6YTNGD	1	,8	,8	27,8
	77TUFW	1	,8	,8	28,6
	7RT1PV	1	,8	,8	29,3
	81TH6L	1	,8	,8	30,1
	87TJRG	1	,8	,8	30,8
	88T48J	1	,8	,8	31,6

## Code

	Frequency	Percent	Valid Percent	Cumulative Percent
8LTUG5	1	,8	,8	32,3
8RTWSD	1	,8	,8	33,1
9BHTV	1	,8	,8	33,8
9FTM5J	1	,8	,8	34,6
9HT9WC	1	,8	,8	35,3
9Q1S61	1	,8	,8	36,1
9RTXN4	1	,8	,8	36,8
9WT1UH	1	,8	,8	37,6
A8TNL4	1	,8	,8	38,3
BNT9YD	1	,8	,8	39,1
BYTHZC	1	,8	,8	39,8
C4TFSW	1	,8	,8	40,6
CQTW58	1	,8	,8	41,4
CVT5V5	1	,8	,8	42,1
D1TN76	1	,8	,8	42,9
DR1MWQ	1	,8	,8	43,6
DVT8W9	1	,8	,8	44,4
E2TMHL	1	,8	,8	45,1
E5TU85	1	,8	,8	45,9
E9T92J	1	,8	,8	46,6
FLT1BR	1	,8	,8	47,4
FLT5V5	1	,8	,8	48,1
FR1HXR	1	,8	,8	48,9
GHTHHJ	1	,8	,8	49,6
GLTDM3	1	,8	,8	50,4
H3T1RN	1	,8	,8	51,1
HCTV1A	1	,8	,8	51,9
HHT22P	1	,8	,8	52,6
HQT882	1	,8	,8	53,4
J5TF6W	1	,8	,8	54,1
J6TS9F	1	,8	,8	54,9
JGTW26	1	,8	,8	55,6
JVT4AB	1	,8	,8	56,4
KATZJX	1	,8	,8	57,1
KBT8VX	1	,8	,8	57,9
KJTDQM	1	,8	,8	58,6
LGTLL8	1	,8	,8	59,4
LGTUTQ	1	,8	,8	60,2
LKTNFL	1	,8	,8	60,9
ME1ELG	1	,8	,8	61,7
MHTK9V	1	,8	,8	62,4
MJTAUX	1	,8	,8	63,2

## Code

	Frequency	Percent	Valid Percent	Cumulative Percent
NRTNZX	1	,8	,8	63,9
NXTWEF	1	,8	,8	64,7
P6TV22	1	,8	,8	65,4
P9T8NB	1	,8	,8	66,2
PMT7B2	1	,8	,8	66,9
PPTM1J	1	,8	,8	67,7
PTTWJR	1	,8	,8	68,4
PZTW1R	1	,8	,8	69,2
Q6T1M7	1	,8	,8	69,9
QM1QXV	1	,8	,8	70,7
QNTMF7	1	,8	,8	71,4
QPTSQ2	1	,8	,8	72,2
QQTX3Y	1	,8	,8	72,9
QUTHUB	1	,8	,8	73,7
R1TW38	1	,8	,8	74,4
R4TLVJ	1	,8	,8	75,2
RFTF1F	1	,8	,8	75,9
RTT4UE	1	,8	,8	76,7
RXTVLS	1	,8	,8	77,4
RYTUHN	1	,8	,8	78,2
SATM5G	1	,8	,8	78,9
SATY1A	1	,8	,8	79,7
SVTUD1	1	,8	,8	80,5
SYT7NK	1	,8	,8	81,2
U1T5BL	1	,8	,8	82,0
U2TVFC	1	,8	,8	82,7
U7TSUR	1	,8	,8	83,5
UQT9LG	1	,8	,8	84,2
UYT8BL	1	,8	,8	85,0
VKT4ES	1	,8	,8	85,7
VMTSNL	1	,8	,8	86,5
W41QHX	1	,8	,8	87,2
W7TM5A	1	,8	,8	88,0
WGTKUE	1	,8	,8	88,7
WJ1Q1M	1	,8	,8	89,5
WUTSF7	1	,8	,8	90,2
WYZ8J	1	,8	,8	91,0
X1TJAL	1	,8	,8	91,7
XCTLH4	1	,8	,8	92,5
XWTDV9	1	,8	,8	93,2
Y2TFPZ	1	,8	,8	94,0
Y8TSJZ	1	,8	,8	94,7

**Code**

	Frequency	Percent	Valid Percent	Cumulative Percent
YFTBB8	1	,8	,8	95,5
YGTGPP	1	,8	,8	96,2
YMTLQK	1	,8	,8	97,0
YRTVV4	1	,8	,8	97,7
YSTTA3	1	,8	,8	98,5
Z9TK65	1	,8	,8	99,2
ZRTMUB	1	,8	,8	100,0
Total	133	100,0	100,0	

**Gender - I am**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	female	92	69,2	78,6	78,6
	male	25	18,8	21,4	100,0
	Total	117	88,0	100,0	
Missing	99	16	12,0		
Total		133	100,0		

**Age**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	23	1	,8	,8	,8
	24	1	,8	,8	1,7
	25	1	,8	,8	2,5
	26	1	,8	,8	3,4
	27	5	3,8	4,2	7,6
	28	5	3,8	4,2	11,9
	29	3	2,3	2,5	14,4
	30	5	3,8	4,2	18,6
	31	3	2,3	2,5	21,2
	32	3	2,3	2,5	23,7
	35	7	5,3	5,9	29,7
	37	2	1,5	1,7	31,4
	38	1	,8	,8	32,2
	39	6	4,5	5,1	37,3
	40	6	4,5	5,1	42,4
	41	5	3,8	4,2	46,6
	42	3	2,3	2,5	49,2
	43	2	1,5	1,7	50,8
	44	5	3,8	4,2	55,1
	45	5	3,8	4,2	59,3
47	6	4,5	5,1	64,4	

**Age**

	Frequency	Percent	Valid Percent	Cumulative Percent
48	2	1,5	1,7	66,1
49	5	3,8	4,2	70,3
50	5	3,8	4,2	74,6
51	4	3,0	3,4	78,0
52	2	1,5	1,7	79,7
53	2	1,5	1,7	81,4
54	3	2,3	2,5	83,9
55	4	3,0	3,4	87,3
57	3	2,3	2,5	89,8
58	3	2,3	2,5	92,4
59	3	2,3	2,5	94,9
60	3	2,3	2,5	97,5
61	1	,8	,8	98,3
62	1	,8	,8	99,2
64	1	,8	,8	100,0
Total	118	88,7	100,0	
Missing	999	15	11,3	
Total	133	100,0		

**Function in your institution- I am regular teacher**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid no	53	39,8	42,4	42,4
yes	72	54,1	57,6	100,0
Total	125	94,0	100,0	
Missing 9	8	6,0		
Total	133	100,0		

**Function in your institution- I am headmaster**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid no	122	91,7	97,6	97,6
yes	3	2,3	2,4	100,0
Total	125	94,0	100,0	
Missing 9	8	6,0		
Total	133	100,0		



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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	122	91,7	97,6	97,6
	yes	3	2,3	2,4	100,0
	Total	125	94,0	100,0	
Missing	9	8	6,0		
Total		133	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	125	94,0	100,0	100,0
	yes	0	0,0	0,0	
Missing	9	8	6,0		
Total		133	100,0		

**Function in your institution- I am responsible for information technology**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	124	93,2	99,2	99,2
	yes	1	,8	,8	100,0
	Total	125	94,0	100,0	
Missing	9	8	6,0		
Total		133	100,0		

**Function in your institution- I am responsible for the timetables**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	124	93,2	99,2	99,2
	yes	1	,8	,8	100,0
	Total	125	94,0	100,0	
Missing	9	8	6,0		
Total		133	100,0		

**Function in your institution- teacher in the field of mathematics**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	117	88,0	93,6	93,6
	yes	8	6,0	6,4	100,0
	Total	125	94,0	100,0	
Missing	9	8	6,0		
Total		133	100,0		

**Function in your institution- I am language teacher**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	100	75,2	80,0	80,0
	yes	25	18,8	20,0	100,0
	Total	125	94,0	100,0	
Missing	9	8	6,0		
Total		133	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	117	88,0	93,6	93,6
	yes	8	6,0	6,4	100,0
	Total	125	94,0	100,0	
Missing	9	8	6,0		
Total		133	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	122	91,7	97,6	97,6
	yes	3	2,3	2,4	100,0
	Total	125	94,0	100,0	
Missing	9	8	6,0		
Total		133	100,0		

**Function in your institution- I am music teacher**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	121	91,0	96,0	96,0
	yes	5	3,8	4,0	100,0
	Total	126	94,7	100,0	
Missing	9	7	5,3		
Total		133	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	71	53,4	62,8	62,8
	agree	27	20,3	23,9	86,7
	disagree	15	11,3	13,3	100,0
	Total	113	85,0	100,0	
Missing	9	20	15,0		
Total		133	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	71	53,4	62,8	62,8
	agree	28	21,1	24,8	87,6
	disagree	14	10,5	12,4	100,0
	Total	113	85,0	100,0	
Missing	9	20	15,0		
Total		133	100,0		

**Opinion about eLearning - eLearning should be encouraged by teachers.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	70	52,6	62,5	62,5
	agree	28	21,1	25,0	87,5
	disagree	14	10,5	12,5	100,0
	Total	112	84,2	100,0	
Missing	9	21	15,8		
Total		133	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	68	51,1	60,2	60,2
	agree	25	18,8	22,1	82,3
	disagree	18	13,5	15,9	98,2
	strongly disagree	2	1,5	1,8	100,0
	Total	113	85,0	100,0	
Missing	9	20	15,0		
Total		133	100,0		

**Opinion about eLearning - eLearning should be fostered by politicians.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	59	44,4	52,2	52,2
	agree	23	17,3	20,4	72,6
	disagree	18	13,5	15,9	88,5
	strongly disagree	13	9,8	11,5	100,0
	Total	113	85,0	100,0	
Missing	9	20	15,0		
Total		133	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	81	60,9	72,3	72,3
	agree	25	18,8	22,3	94,6
	disagree	6	4,5	5,4	100,0
	Total	112	84,2	100,0	
Missing	9	21	15,8		
Total		133	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	8,3	9,8	9,8
	agree	9	6,8	8,0	17,9
	disagree	55	41,4	49,1	67,0
	strongly disagree	37	27,8	33,0	100,0
	Total	112	84,2	100,0	
Missing	9	21	15,8		
Total		133	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	63	47,4	55,8	55,8
	agree	26	19,5	23,0	78,8
	disagree	21	15,8	18,6	97,3
	strongly disagree	3	2,3	2,7	100,0
	Total	113	85,0	100,0	
Missing	9	20	15,0		
Total		133	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	64	48,1	56,6	56,6
	agree	14	10,5	12,4	69,0
	disagree	24	18,0	21,2	90,3
	strongly disagree	11	8,3	9,7	100,0
	Total	113	85,0	100,0	
Missing	9	20	15,0		
Total		133	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	102	76,7	91,1	91,1
	less important	10	7,5	8,9	100,0
	Total	112	84,2	100,0	
Missing	9	21	15,8		
Total		133	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	71	53,4	63,4	63,4
	less important	14	10,5	12,5	75,9
	rarely important	17	12,8	15,2	91,1
	unimportant	10	7,5	8,9	100,0
	Total	112	84,2	100,0	
Missing	9	21	15,8		
Total		133	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	65	48,9	58,0	58,0
	less important	28	21,1	25,0	83,0
	rarely important	12	9,0	10,7	93,8
	unimportant	7	5,3	6,3	100,0
	Total	112	84,2	100,0	
Missing	9	21	15,8		
Total		133	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	85	63,9	75,9	75,9
	less important	14	10,5	12,5	88,4
	rarely important	9	6,8	8,0	96,4
	unimportant	4	3,0	3,6	100,0
	Total	112	84,2	100,0	
Missing	9	21	15,8		
Total		133	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	111	83,5	99,1	99,1
	less important	1	,8	,9	100,0
	Total	112	84,2	100,0	
Missing	9	21	15,8		
Total		133	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	101	75,9	90,2	90,2
	less important	11	8,3	9,8	100,0
	Total	112	84,2	100,0	
Missing	9	21	15,8		
Total		133	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	75	56,4	67,0	67,0
	less important	20	15,0	17,9	84,8
	rarely important	16	12,0	14,3	99,1
	unimportant	1	,8	,9	100,0
	Total	112	84,2	100,0	
Missing	9	21	15,8		
Total		133	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	91	68,4	81,3	81,3
	less important	18	13,5	16,1	97,3
	rarely important	3	2,3	2,7	100,0
	Total	112	84,2	100,0	
Missing	9	21	15,8		
Total		133	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	54	40,6	48,2	48,2
	less important	9	6,8	8,0	56,3
	rarely important	19	14,3	17,0	73,2
	unimportant	30	22,6	26,8	100,0
	Total	112	84,2	100,0	
Missing	9	21	15,8		
Total		133	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	55	41,4	49,1	49,1
	less important	28	21,1	25,0	74,1
	rarely important	20	15,0	17,9	92,0
	unimportant	9	6,8	8,0	100,0
	Total	112	84,2	100,0	
Missing	9	21	15,8		
Total		133	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	64	48,1	57,1	57,1
	less important	24	18,0	21,4	78,6
	rarely important	16	12,0	14,3	92,9
	unimportant	8	6,0	7,1	100,0
	Total	112	84,2	100,0	
Missing	9	21	15,8		
Total		133	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	66	49,6	58,9	58,9
	less important	17	12,8	15,2	74,1
	rarely important	18	13,5	16,1	90,2
	unimportant	11	8,3	9,8	100,0
	Total	112	84,2	100,0	
Missing	9	21	15,8		
Total		133	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	71	53,4	63,4	63,4
	less important	37	27,8	33,0	96,4
	rarely important	1	,8	,9	97,3
	unimportant	3	2,3	2,7	100,0
	Total	112	84,2	100,0	
Missing	9	21	15,8		
Total		133	100,0		



**Usefulness - How useful are e-learning tools?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very useful	69	51,9	63,3	63,3
	useful	33	24,8	30,3	93,6
	rarely useful	7	5,3	6,4	100,0
	Total	109	82,0	100,0	
Missing	9	24	18,0		
Total		133	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very useful	56	42,1	51,4	51,4
	useful	43	32,3	39,4	90,8
	rarely useful	10	7,5	9,2	100,0
	Total	109	82,0	100,0	
Missing	9	24	18,0		
Total		133	100,0		

**Importance - Networking / communication infrastructure**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	81	60,9	71,1	71,1
	less important	26	19,5	22,8	93,9
	rarely important	6	4,5	5,3	99,1
	unimportant	1	,8	,9	100,0
	Total	114	85,7	100,0	
Missing	9	19	14,3		
Total		133	100,0		

**Importance - Smart classrooms / classroom modifications**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	69	51,9	60,5	60,5
	less important	31	23,3	27,2	87,7
	rarely important	14	10,5	12,3	100,0
	Total	114	85,7	100,0	
Missing	9	19	14,3		
Total		133	100,0		

**Importance - Computer-based instructional tools**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	60	45,1	53,1	53,1
	less important	16	12,0	14,2	67,3
	rarely important	29	21,8	25,7	92,9
	unimportant	8	6,0	7,1	100,0
	Total	113	85,0	100,0	
Missing	9	20	15,0		
Total		133	100,0		

**Importance - Web-based instructional tools**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	60	45,1	52,6	52,6
	less important	18	13,5	15,8	68,4
	rarely important	28	21,1	24,6	93,0
	unimportant	8	6,0	7,0	100,0
	Total	114	85,7	100,0	
Missing	9	19	14,3		
Total		133	100,0		

**Importance - Hardware support in the classroom**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	100	75,2	87,7	87,7
	less important	10	7,5	8,8	96,5
	rarely important	3	2,3	2,6	99,1
	unimportant	1	,8	,9	100,0
	Total	114	85,7	100,0	
Missing	9	19	14,3		
Total		133	100,0		

**Importance - Web-based instructional tools**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	59	44,4	51,8	51,8
	less important	19	14,3	16,7	68,4
	rarely important	28	21,1	24,6	93,0
	unimportant	8	6,0	7,0	100,0
	Total	114	85,7	100,0	
Missing	9	19	14,3		
Total		133	100,0		

**Importance - Audio Equipment**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	80	60,2	70,2	70,2
	less important	28	21,1	24,6	94,7
	rarely important	4	3,0	3,5	98,2
	unimportant	2	1,5	1,8	100,0
	Total	114	85,7	100,0	
Missing	9	19	14,3		
Total		133	100,0		

**Importance - Video Equipment**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	80	60,2	70,2	70,2
	less important	27	20,3	23,7	93,9
	rarely important	5	3,8	4,4	98,2
	unimportant	2	1,5	1,8	100,0
	Total	114	85,7	100,0	
Missing	9	19	14,3		
Total		133	100,0		

**Importance - Learning platform**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	91	68,4	79,8	79,8
	less important	9	6,8	7,9	87,7
	rarely important	11	8,3	9,6	97,4
	unimportant	3	2,3	2,6	100,0
	Total	114	85,7	100,0	
Missing	9	19	14,3		
Total		133	100,0		

**Importance - PC Room (for teachers and learners)**

		Frequency	Percent
Missing	9	133	100,0

**Importance - Online community tools**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	65	48,9	57,0	57,0
	less important	26	19,5	22,8	79,8
	rarely important	14	10,5	12,3	92,1
	unimportant	9	6,8	7,9	100,0
	Total	114	85,7	100,0	
Missing	9	19	14,3		
Total		133	100,0		

**Importance - Online teaching and learning material**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	85	63,9	74,6	74,6
	less important	20	15,0	17,5	92,1
	rarely important	5	3,8	4,4	96,5
	unimportant	4	3,0	3,5	100,0
	Total	114	85,7	100,0	
Missing	9	19	14,3		
Total		133	100,0		

**Importance - Online tests**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	78	58,6	69,6	69,6
	less important	30	22,6	26,8	96,4
	rarely important	2	1,5	1,8	98,2
	unimportant	2	1,5	1,8	100,0
	Total	112	84,2	100,0	
Missing	9	21	15,8		
Total		133	100,0		

**Importance - In-class support / mentoring**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	70	52,6	61,9	61,9
	less important	23	17,3	20,4	82,3
	rarely important	11	8,3	9,7	92,0
	unimportant	9	6,8	8,0	100,0
	Total	113	85,0	100,0	
Missing	9	20	15,0		
Total		133	100,0		

**Importance - Online tests**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	81	60,9	71,1	71,1
	less important	28	21,1	24,6	95,6
	rarely important	2	1,5	1,8	97,4
	unimportant	3	2,3	2,6	100,0
	Total	114	85,7	100,0	
Missing	9	19	14,3		
Total		133	100,0		

**Importance - eLearning trainings for the learners**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	90	67,7	78,9	78,9
	less important	19	14,3	16,7	95,6
	rarely important	3	2,3	2,6	98,2
	unimportant	2	1,5	1,8	100,0
	Total	114	85,7	100,0	
Missing	9	19	14,3		
Total		133	100,0		

**Importance - Teacher Trainings - eLearning trainings for the teachers**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	60	45,1	52,6	52,6
	less important	17	12,8	14,9	67,5
	rarely important	21	15,8	18,4	86,0
	unimportant	16	12,0	14,0	100,0
	Total	114	85,7	100,0	
Missing	9	19	14,3		
Total		133	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Is already existing	44	33,1	39,3	39,3
	Under construction	55	41,4	49,1	88,4
	Is planned	7	5,3	6,3	94,6
	Does not exist	6	4,5	5,4	100,0
	Total	112	84,2	100,0	
Missing	9	21	15,8		
Total		133	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Is already existing	9	6,8	8,1	8,1
	Under construction	41	30,8	36,9	45,0
	Is planned	12	9,0	10,8	55,9
	Does not exist	49	36,8	44,1	100,0
	Total	111	83,5	100,0	
Missing	9	22	16,5		
Total		133	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Is already existing	52	39,1	46,4	46,4
	Under construction	40	30,1	35,7	82,1
	Is planned	4	3,0	3,6	85,7
	Does not exist	16	12,0	14,3	100,0
	Total	112	84,2	100,0	
Missing	9	21	15,8		
Total		133	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Is already existing	50	37,6	44,6	44,6
	Under construction	42	31,6	37,5	82,1
	Is planned	4	3,0	3,6	85,7
	Does not exist	16	12,0	14,3	100,0
	Total	112	84,2	100,0	
Missing	9	21	15,8		
Total		133	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Is already existing	46	34,6	41,1	41,1
	Under construction	58	43,6	51,8	92,9
	Is planned	6	4,5	5,4	98,2
	Does not exist	2	1,5	1,8	100,0
	Total	112	84,2	100,0	
Missing	9	21	15,8		
Total		133	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Is already existing	47	35,3	42,3	42,3
	Under construction	44	33,1	39,6	82,0
	Is planned	4	3,0	3,6	85,6
	Does not exist	16	12,0	14,4	100,0
	Total	111	83,5	100,0	
Missing	9	22	16,5		
Total		133	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Is already existing	49	36,8	43,8	43,8
	Under construction	51	38,3	45,5	89,3
	Is planned	6	4,5	5,4	94,6
	Does not exist	6	4,5	5,4	100,0
	Total	112	84,2	100,0	
Missing	9	21	15,8		
Total		133	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Is already existing	57	42,9	50,9	50,9
	Under construction	48	36,1	42,9	93,8
	Is planned	7	5,3	6,3	100,0
	Total	112	84,2	100,0	
Missing	9	21	15,8		
Total		133	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Is already existing	78	58,6	69,6	69,6
	Under construction	34	25,6	30,4	100,0
	Total	112	84,2	100,0	
Missing	9	21	15,8		
Total		133	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Is already existing	24	18,0	21,4	21,4
	Under construction	46	34,6	41,1	62,5
	Is planned	7	5,3	6,3	68,8
	Does not exist	35	26,3	31,3	100,0
	Total	112	84,2	100,0	
Missing	9	21	15,8		
Total		133	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Is already existing	15	11,3	13,4	13,4
	Under construction	42	31,6	37,5	50,9
	Is planned	8	6,0	7,1	58,0
	Does not exist	47	35,3	42,0	100,0
	Total	112	84,2	100,0	
Missing	9	21	15,8		
Total		133	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Is already existing	24	18,0	21,4	21,4
	Under construction	48	36,1	42,9	64,3
	Is planned	5	3,8	4,5	68,8
	Does not exist	35	26,3	31,3	100,0
	Total	112	84,2	100,0	
Missing	9	21	15,8		
Total		133	100,0		



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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Is already existing	22	16,5	19,6	19,6
	Under construction	45	33,8	40,2	59,8
	Is planned	7	5,3	6,3	66,1
	Does not exist	38	28,6	33,9	100,0
	Total	112	84,2	100,0	
Missing	9	21	15,8		
Total		133	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Is already existing	22	16,5	19,6	19,6
	Under construction	46	34,6	41,1	60,7
	Is planned	8	6,0	7,1	67,9
	Does not exist	36	27,1	32,1	100,0
	Total	112	84,2	100,0	
Missing	9	21	15,8		
Total		133	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Is already existing	18	13,5	16,1	16,1
	Under construction	51	38,3	45,5	61,6
	Is planned	14	10,5	12,5	74,1
	Does not exist	29	21,8	25,9	100,0
	Total	112	84,2	100,0	
Missing	9	21	15,8		
Total		133	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Is already existing	24	18,0	21,4	21,4
	Under construction	45	33,8	40,2	61,6
	Is planned	7	5,3	6,3	67,9
	Does not exist	36	27,1	32,1	100,0
	Total	112	84,2	100,0	
Missing	9	21	15,8		
Total		133	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Is already existing	9	6,8	8,1	8,1
	Under construction	47	35,3	42,3	50,5
	Is planned	10	7,5	9,0	59,5
	Does not exist	45	33,8	40,5	100,0
	Total	111	83,5	100,0	
Missing	9	22	16,5		
Total		133	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	63	47,4	56,3	56,3
	2	23	17,3	20,5	76,8
	3	17	12,8	15,2	92,0
	4	5	3,8	4,5	96,4
	5	4	3,0	3,6	100,0
	Total	112	84,2	100,0	
Missing	9	21	15,8		
Total		133	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	helpful	63	47,4	56,3	56,3
	2	27	20,3	24,1	80,4
	3	17	12,8	15,2	95,5
	4	4	3,0	3,6	99,1
	5	1	,8	,9	100,0
	Total	112	84,2	100,0	
Missing	9	21	15,8		
Total		133	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	easy	51	38,3	45,5	45,5
	2	6	4,5	5,4	50,9
	3	17	12,8	15,2	66,1
	4	23	17,3	20,5	86,6
	5	15	11,3	13,4	100,0
	Total	112	84,2	100,0	
Missing	9	21	15,8		
Total		133	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	motivating	55	41,4	49,5	49,5
	2	21	15,8	18,9	68,5
	3	25	18,8	22,5	91,0
	4	8	6,0	7,2	98,2
	5	2	1,5	1,8	100,0
	Total	111	83,5	100,0	
Missing	9	22	16,5		
Total		133	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	stimulating	63	47,4	56,3	56,3
	2	24	18,0	21,4	77,7
	3	16	12,0	14,3	92,0
	4	8	6,0	7,1	99,1
	5	1	,8	,9	100,0
	Total	112	84,2	100,0	
Missing	9	21	15,8		
Total		133	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	activating	62	46,6	55,9	55,9
	2	20	15,0	18,0	73,9
	3	23	17,3	20,7	94,6
	4	5	3,8	4,5	99,1
	5	1	,8	,9	100,0
	Total	111	83,5	100,0	
Missing	9	22	16,5		
Total		133	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	time-consuming	4	3,0	3,6	3,6
	2	28	21,1	25,0	28,6
	3	22	16,5	19,6	48,2
	4	7	5,3	6,3	54,5
	5	36	27,1	32,1	86,6
	not time-consuming	15	11,3	13,4	100,0
	Total	112	84,2	100,0	
Missing	9	21	15,8		
Total		133	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	inspiring	63	47,4	56,8	56,8
	2	21	15,8	18,9	75,7
	3	21	15,8	18,9	94,6
	4	4	3,0	3,6	98,2
	5	2	1,5	1,8	100,0
	Total	111	83,5	100,0	
Missing	9	22	16,5		
Total		133	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	relaxing	76	57,1	68,5	68,5
	2	23	17,3	20,7	89,2
	3	10	7,5	9,0	98,2
	4	2	1,5	1,8	100,0
	Total	111	83,5	100,0	
Missing	9	22	16,5		
Total		133	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	communicative	54	40,6	48,6	48,6
	2	7	5,3	6,3	55,0
	3	5	3,8	4,5	59,5
	4	12	9,0	10,8	70,3
	5	18	13,5	16,2	86,5
	not communicative	15	11,3	13,5	100,0
	Total	111	83,5	100,0	
Missing	9	22	16,5		
Total		133	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	69	51,9	61,6	61,6
	agree	39	29,3	34,8	96,4
	disagree	3	2,3	2,7	99,1
	strongly disagree	1	,8	,9	100,0
	Total	112	84,2	100,0	
Missing	9	21	15,8		
Total		133	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	82	61,7	73,2	73,2
	agree	27	20,3	24,1	97,3
	disagree	2	1,5	1,8	99,1
	strongly disagree	1	,8	,9	100,0
	Total	112	84,2	100,0	
Missing	9	21	15,8		
Total		133	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	58	43,6	51,8	51,8
	agree	29	21,8	25,9	77,7
	disagree	21	15,8	18,8	96,4
	strongly disagree	4	3,0	3,6	100,0
	Total	112	84,2	100,0	
Missing	9	21	15,8		
Total		133	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	57	42,9	50,9	50,9
	agree	41	30,8	36,6	87,5
	disagree	14	10,5	12,5	100,0
	Total	112	84,2	100,0	
Missing	9	21	15,8		
Total		133	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	73	54,9	65,2	65,2
	agree	29	21,8	25,9	91,1
	disagree	10	7,5	8,9	100,0
	Total	112	84,2	100,0	
Missing	9	21	15,8		
Total		133	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very high extent	29	21,8	25,7	25,7
	high extent	40	30,1	35,4	61,1
	low extent	25	18,8	22,1	83,2
	very low extent	19	14,3	16,8	100,0
	Total	113	85,0	100,0	
Missing	9	20	15,0		
Total		133	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very high extent	31	23,3	27,4	27,4
	high extent	36	27,1	31,9	59,3
	low extent	23	17,3	20,4	79,6
	very low extent	23	17,3	20,4	100,0
	Total	113	85,0	100,0	
Missing	9	20	15,0		
Total		133	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very high extent	35	26,3	31,0	31,0
	high extent	27	20,3	23,9	54,9
	low extent	20	15,0	17,7	72,6
	very low extent	31	23,3	27,4	100,0
	Total	113	85,0	100,0	
Missing	9	20	15,0		
Total		133	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very high extent	33	24,8	29,2	29,2
	high extent	38	28,6	33,6	62,8
	low extent	14	10,5	12,4	75,2
	very low extent	28	21,1	24,8	100,0
	Total	113	85,0	100,0	
Missing	9	20	15,0		
Total		133	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very high extent	30	22,6	26,5	26,5
	high extent	34	25,6	30,1	56,6
	low extent	20	15,0	17,7	74,3
	very low extent	29	21,8	25,7	100,0
	Total	113	85,0	100,0	
Missing	9	20	15,0		
Total		133	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very high extent	48	36,1	42,5	42,5
	high extent	42	31,6	37,2	79,6
	low extent	16	12,0	14,2	93,8
	very low extent	7	5,3	6,2	100,0
	Total	113	85,0	100,0	
Missing	9	20	15,0		
Total		133	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very high extent	31	23,3	53,4	53,4
	high extent	26	19,5	44,8	98,3
	very low extent	1	,8	1,7	100,0
	Total	58	43,6	100,0	
Missing	9	75	56,4		
Total		133	100,0		



**Development other aspects**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	131	98,5	98,5	98,5
mÄ½ch poÄ Ä-taÄ o	1	,8	,8	99,2
PROFESIONALE	1	,8	,8	100,0
Total	133	100,0	100,0	

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

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
important	36	27,1	31,9	31,9
less important	33	24,8	29,2	61,1
rarely important	25	18,8	22,1	83,2
unimportant	19	14,3	16,8	100,0
Total	113	85,0	100,0	
Missing	9	20	15,0	
Total	133	100,0		

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

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
important	36	27,1	31,9	31,9
less important	32	24,1	28,3	60,2
rarely important	23	17,3	20,4	80,5
unimportant	22	16,5	19,5	100,0
Total	113	85,0	100,0	
Missing	9	20	15,0	
Total	133	100,0		

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

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
important	34	25,6	30,1	30,1
less important	30	22,6	26,5	56,6
rarely important	24	18,0	21,2	77,9
unimportant	25	18,8	22,1	100,0
Total	113	85,0	100,0	
Missing	9	20	15,0	
Total	133	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	34	25,6	30,1	30,1
	less important	38	28,6	33,6	63,7
	rarely important	19	14,3	16,8	80,5
	unimportant	22	16,5	19,5	100,0
	Total	113	85,0	100,0	
Missing	9	20	15,0		
Total		133	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	33	24,8	29,5	29,5
	less important	31	23,3	27,7	57,1
	rarely important	24	18,0	21,4	78,6
	unimportant	24	18,0	21,4	100,0
	Total	112	84,2	100,0	
Missing	9	21	15,8		
Total		133	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	47	35,3	41,6	41,6
	less important	44	33,1	38,9	80,5
	rarely important	19	14,3	16,8	97,3
	unimportant	3	2,3	2,7	100,0
	Total	113	85,0	100,0	
Missing	9	20	15,0		
Total		133	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	important	30	22,6	53,6	53,6
	less important	24	18,0	42,9	96,4
	rarely important	2	1,5	3,6	100,0
	Total	56	42,1	100,0	
Missing	9	77	57,9		
Total		133	100,0		

**Importance other aspects**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	132	99,2	99,2	99,2
PROFESIONALE	1	,8	,8	100,0
Total	133	100,0	100,0	

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

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
no	92	69,2	79,3	79,3
yes	24	18,0	20,7	100,0
Total	116	87,2	100,0	
Missing				
9	16	12,0		
System	1	,8		
Total	17	12,8		
Total	133	100,0		

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

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
no	81	60,9	69,8	69,8
yes	35	26,3	30,2	100,0
Total	116	87,2	100,0	
Missing				
9	16	12,0		
System	1	,8		
Total	17	12,8		
Total	133	100,0		

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

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
no	78	58,6	67,2	67,2
yes	38	28,6	32,8	100,0
Total	116	87,2	100,0	
Missing				
9	16	12,0		
System	1	,8		
Total	17	12,8		
Total	133	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	82	61,7	70,7	70,7
	yes	34	25,6	29,3	100,0
	Total	116	87,2	100,0	
Missing	9	16	12,0		
	System	1	,8		
	Total	17	12,8		
Total		133	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	96	72,2	82,8	82,8
	yes	20	15,0	17,2	100,0
	Total	116	87,2	100,0	
Missing	9	16	12,0		
	System	1	,8		
	Total	17	12,8		
Total		133	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	64	48,1	55,2	55,2
	yes	52	39,1	44,8	100,0
	Total	116	87,2	100,0	
Missing	9	16	12,0		
	System	1	,8		
	Total	17	12,8		
Total		133	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	59	44,4	50,9	50,9
	yes	57	42,9	49,1	100,0
	Total	116	87,2	100,0	
Missing	9	16	12,0		
	System	1	,8		
	Total	17	12,8		
Total		133	100,0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		133	100,0	100,0	100,0

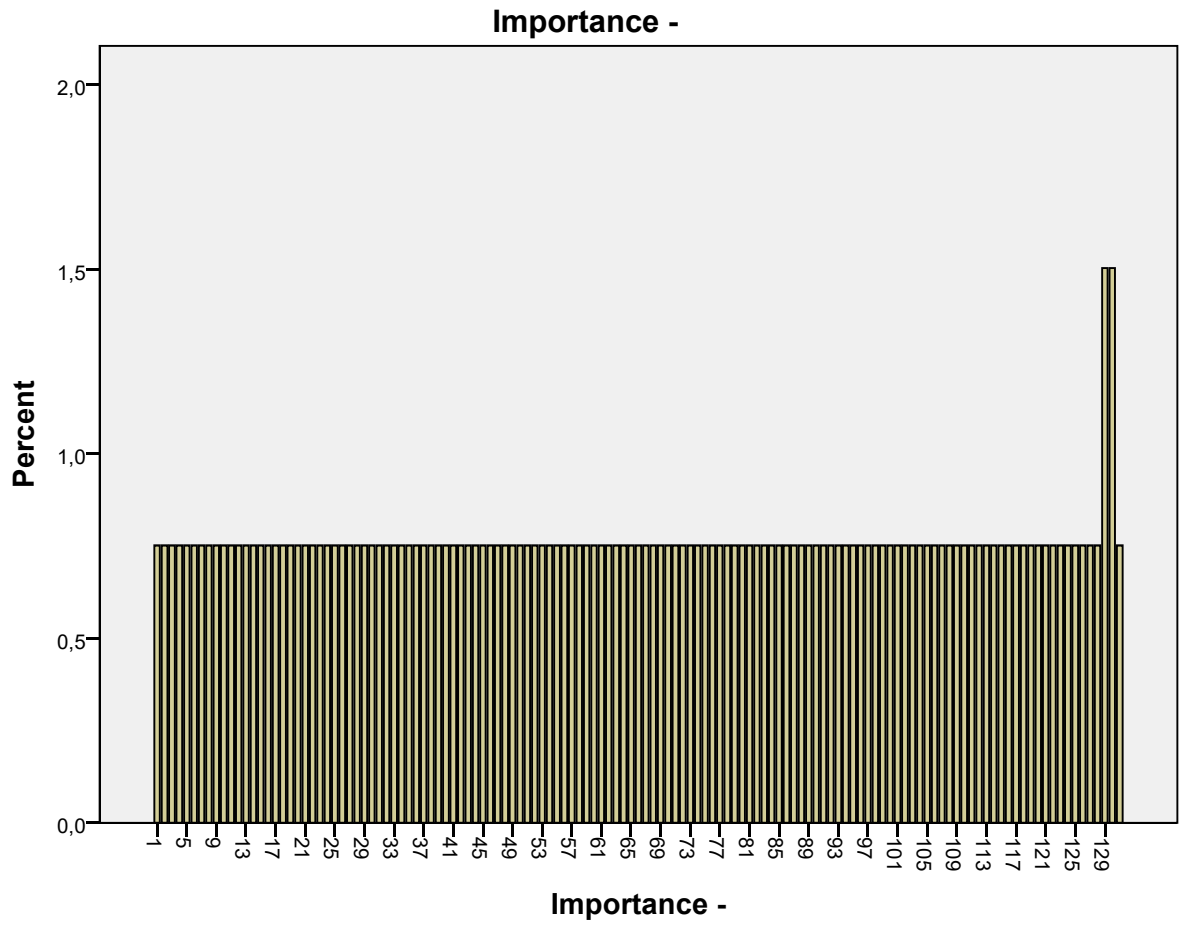
**Write down which opportunities you have to use of sounds in eLearning.**

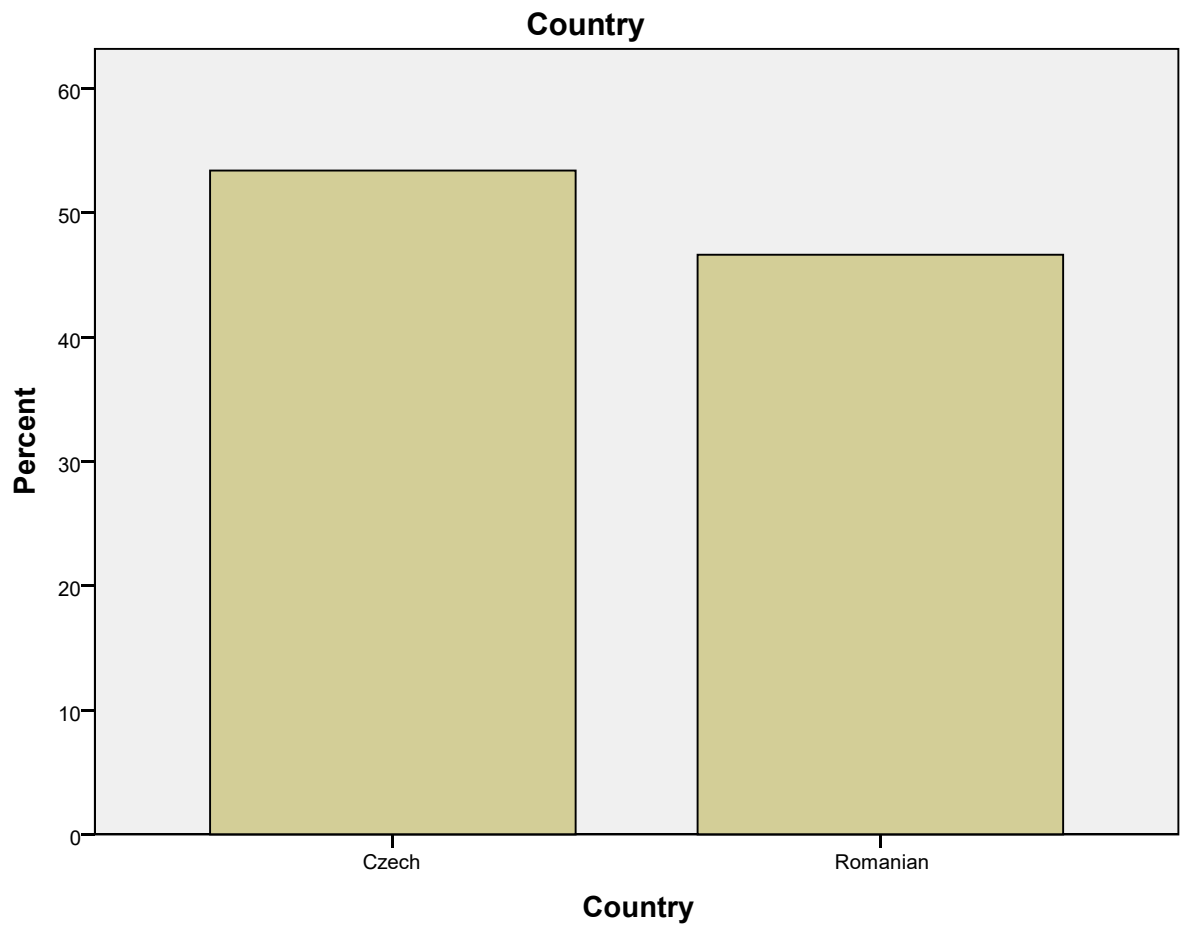
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		133	100,0	100,0	100,0

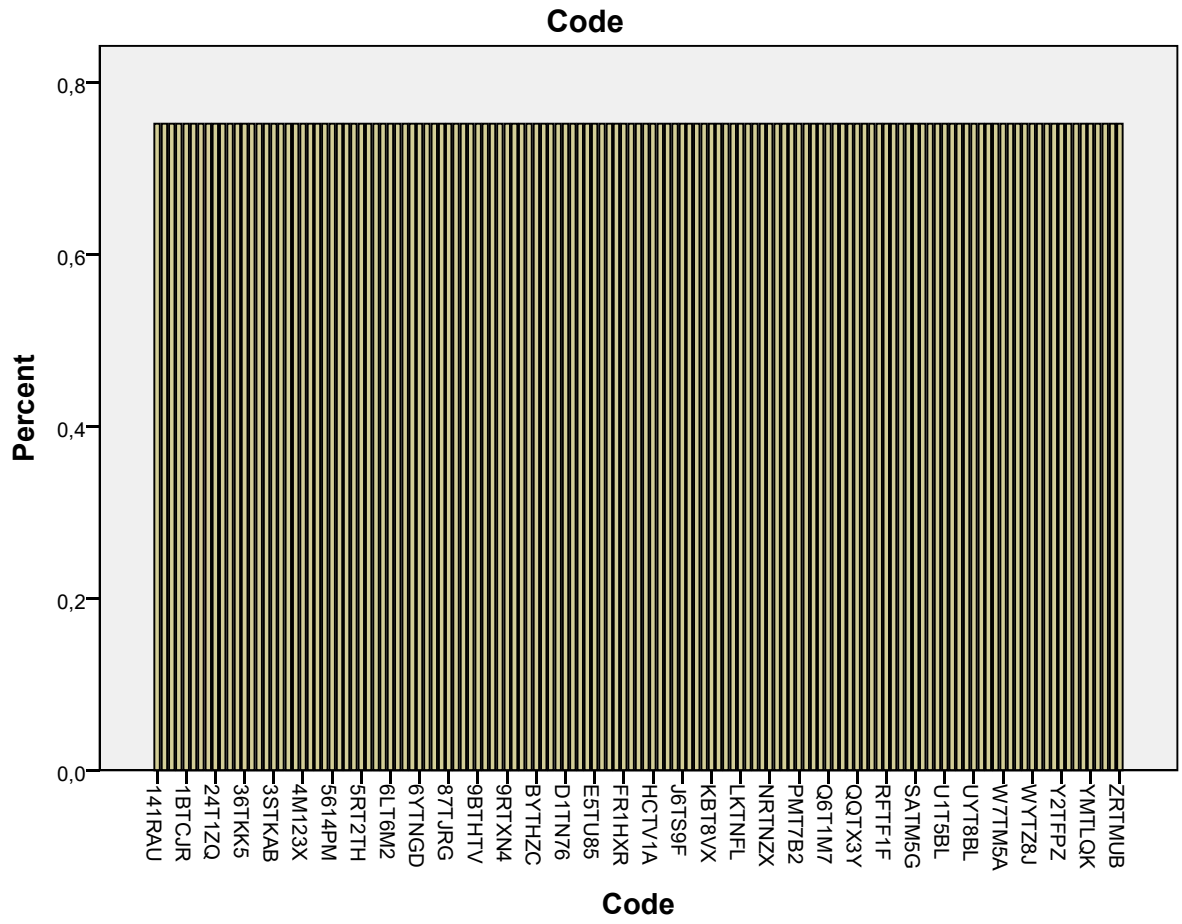
**Country = 2 (FILTER)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	71	53,4	53,4	53,4
	Selected	62	46,6	46,6	100,0
	Total	133	100,0	100,0	

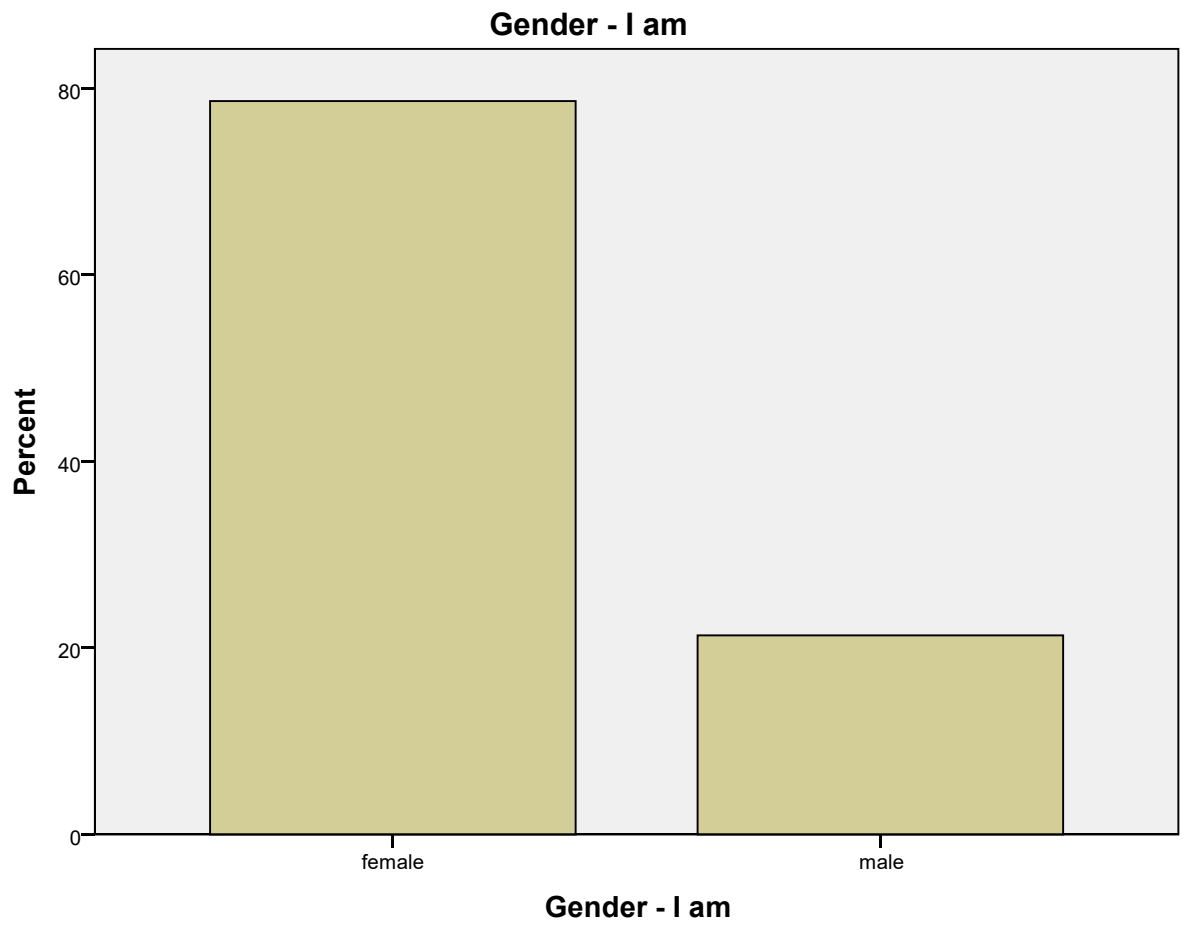
**Bar Chart**

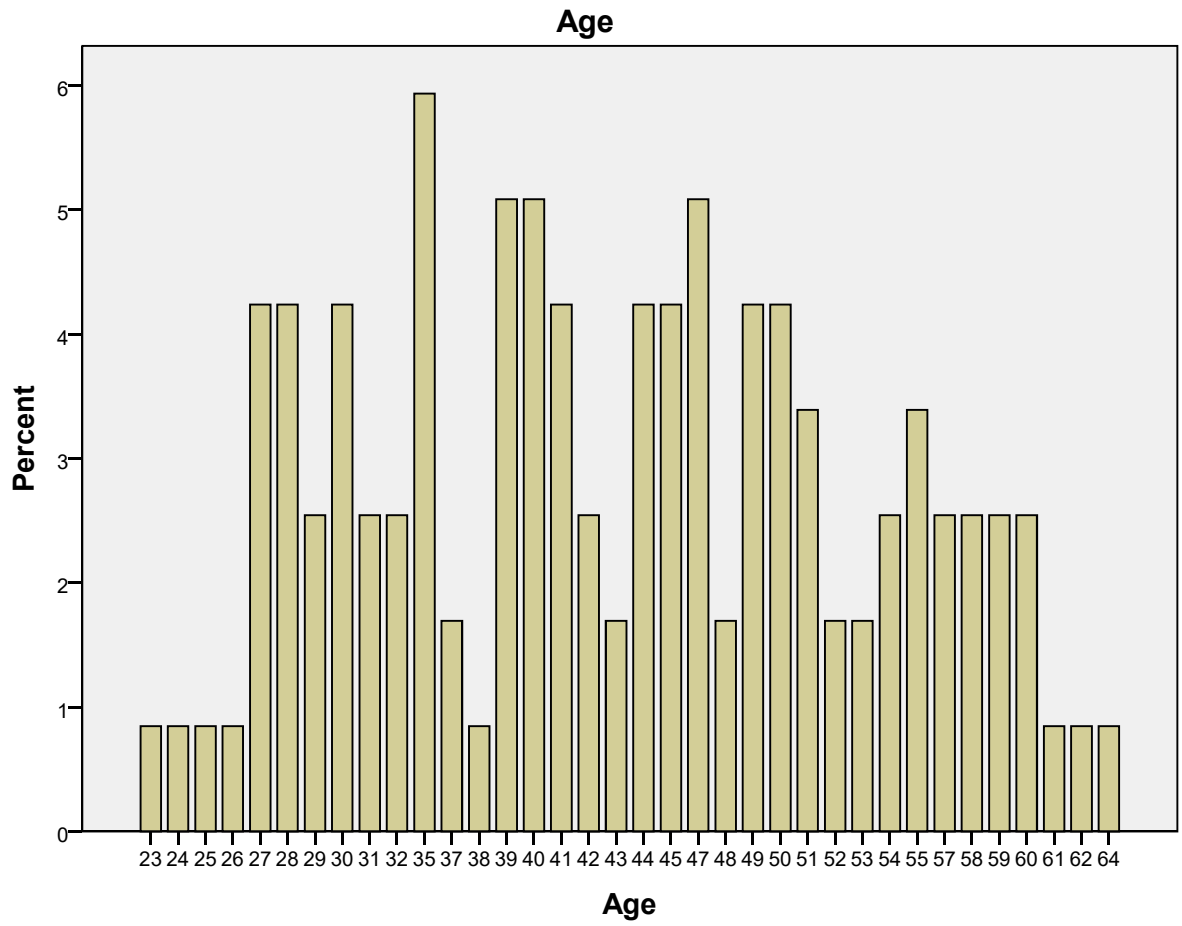


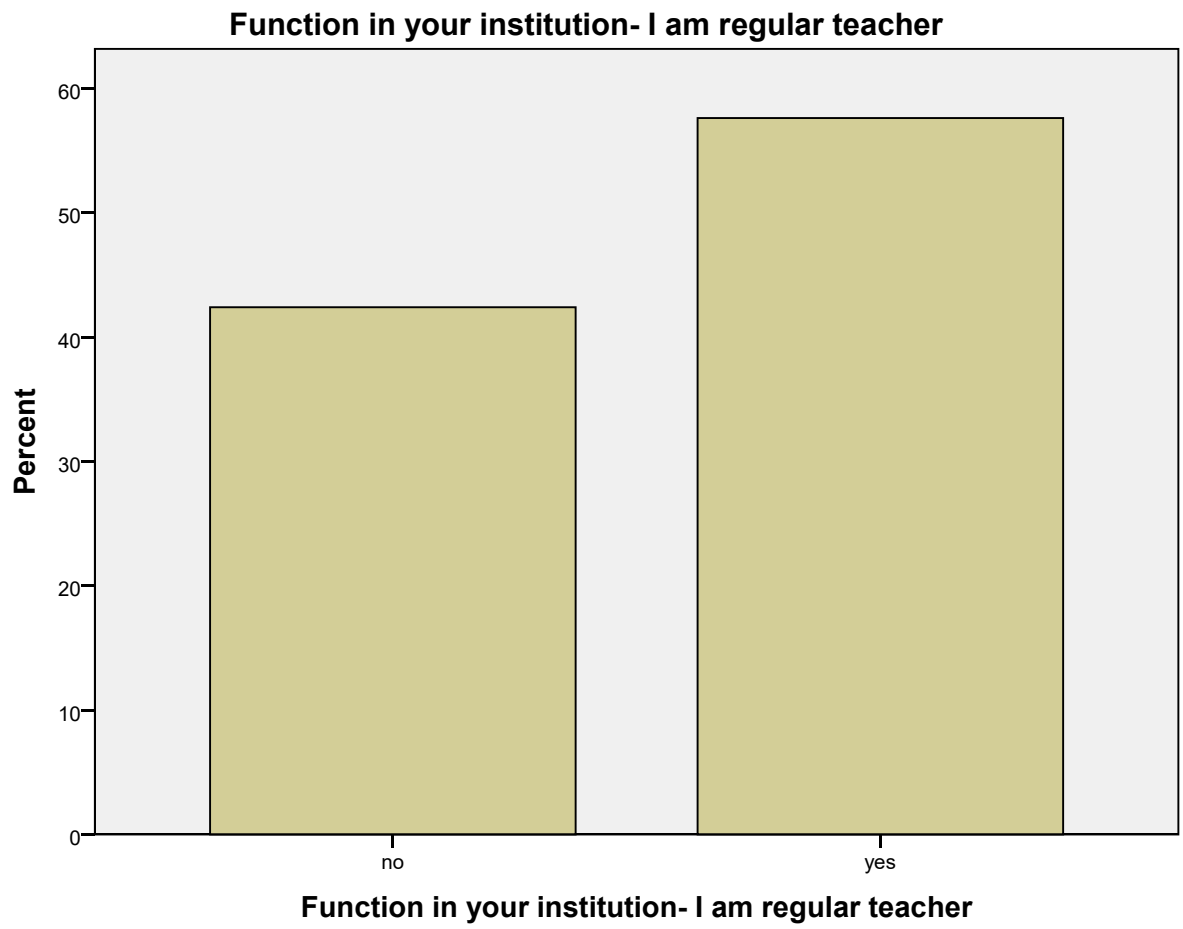




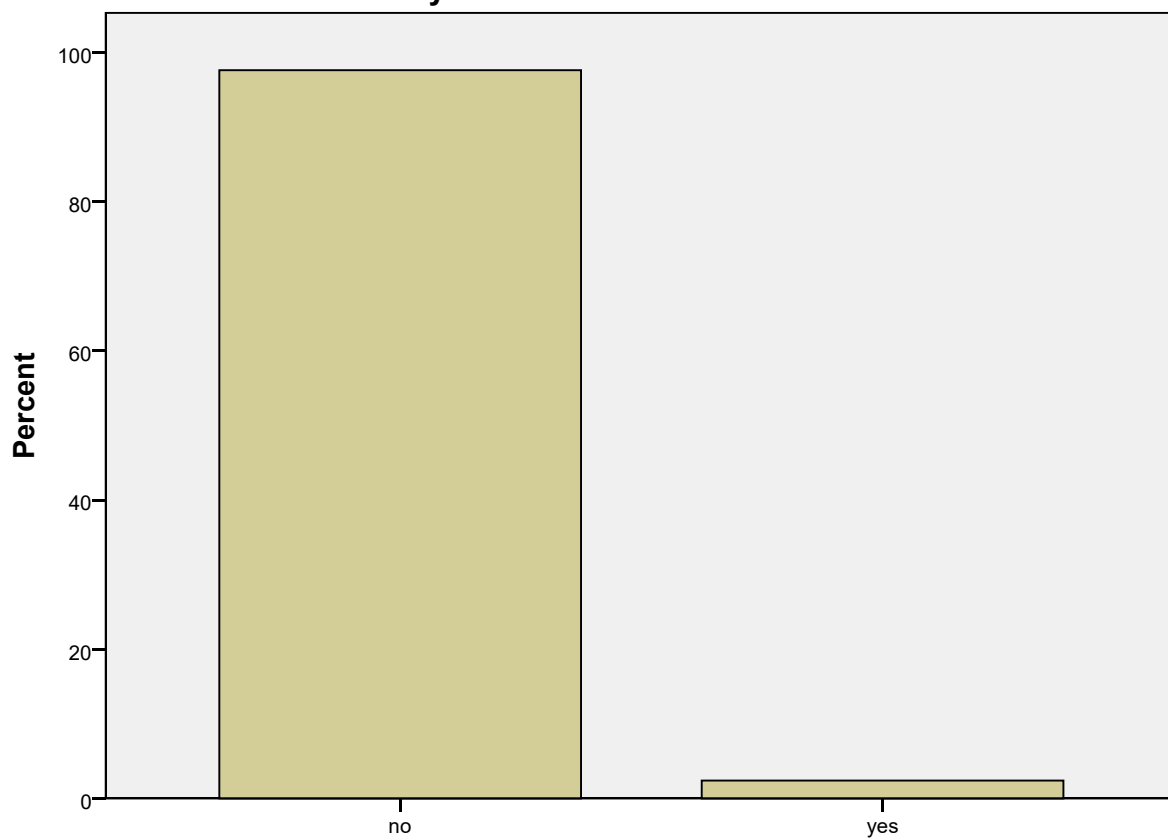






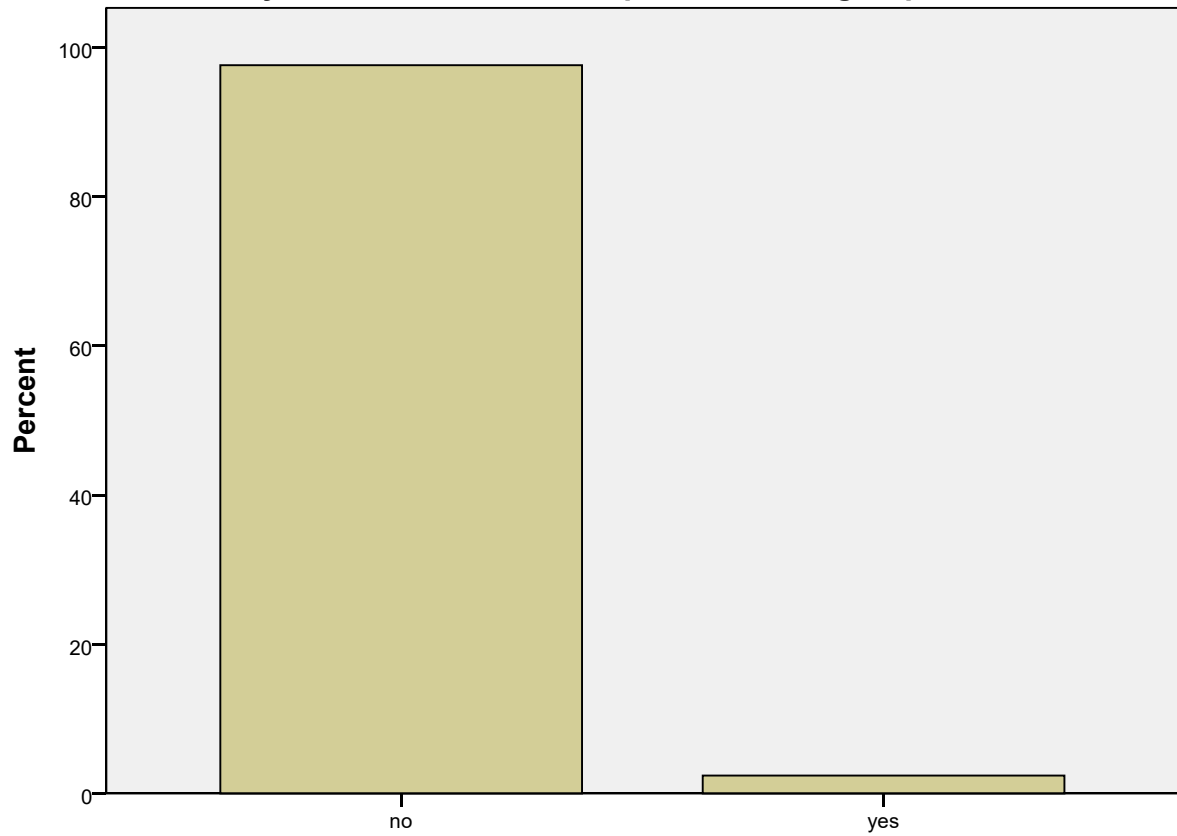


### Function in your institution- I am headmaster



Function in your institution- I am headmaster

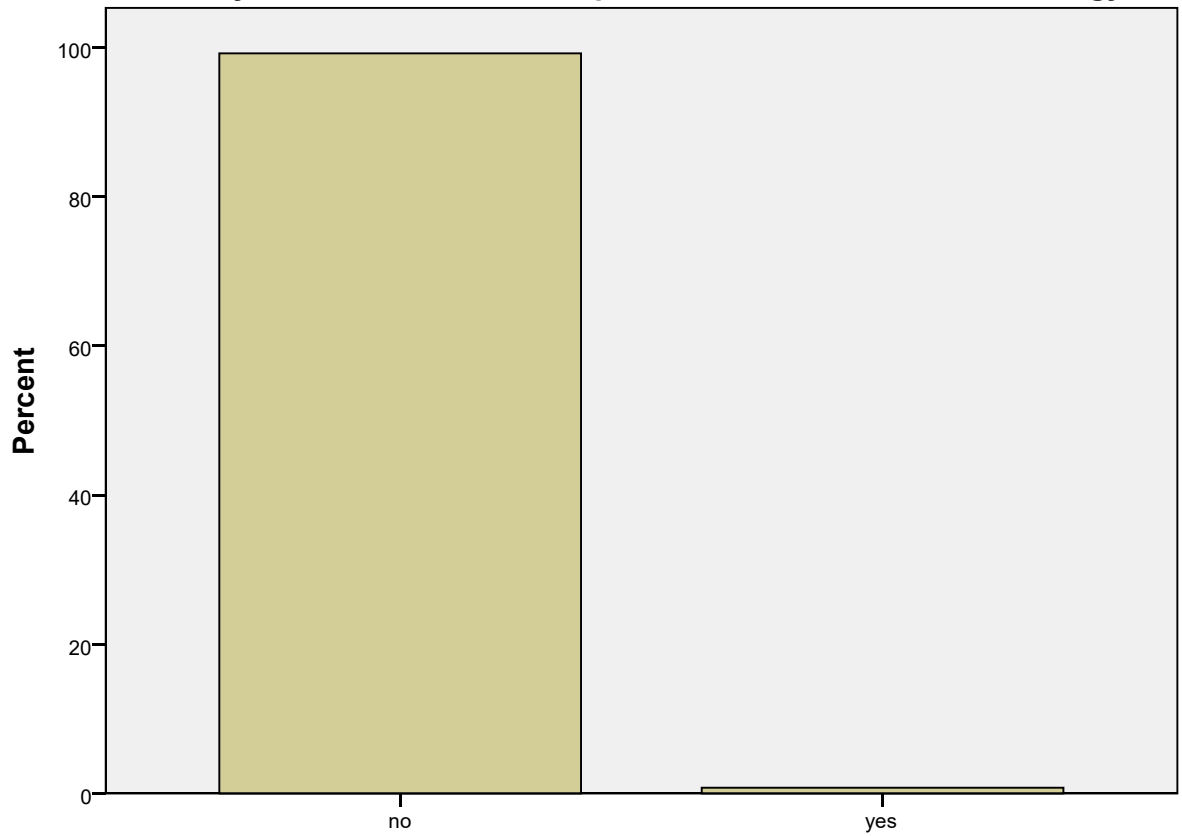
**Function in your institution- I am responsible for a group of teachers**



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

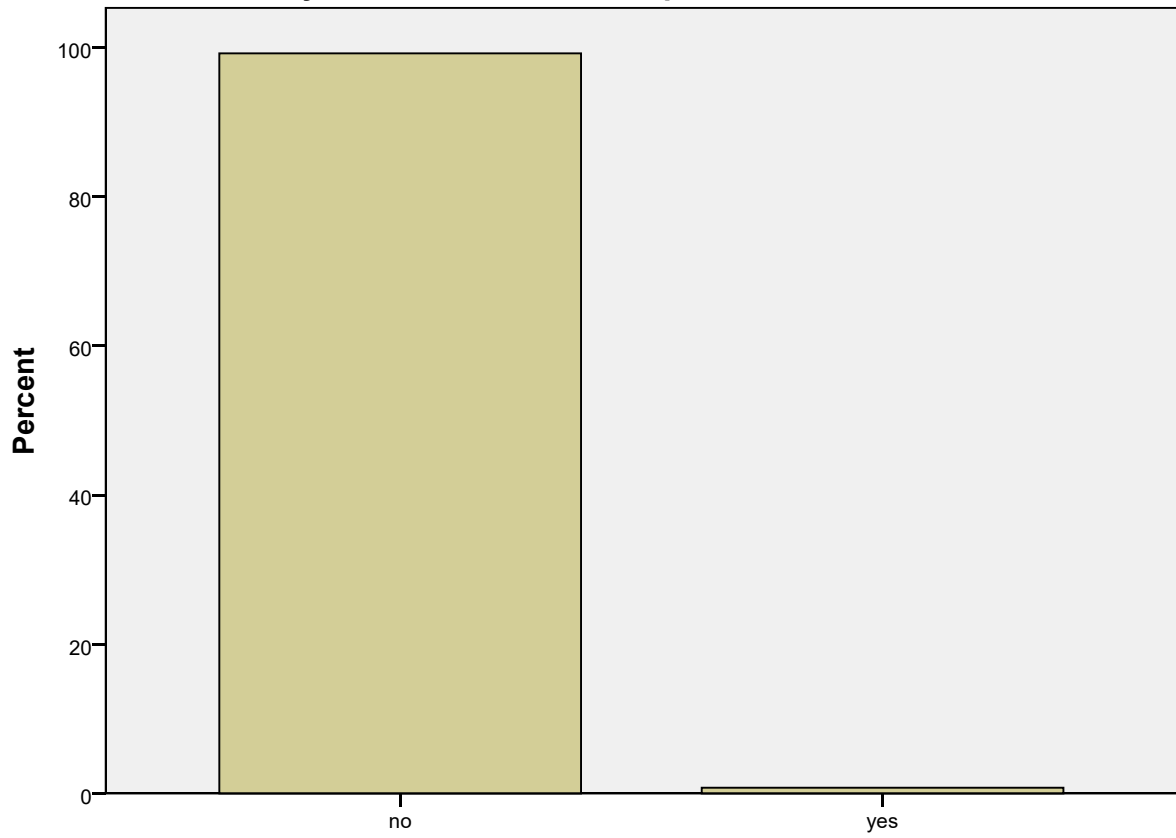


**Function in your institution- I am responsible for information technology**



**Function in your institution- I am responsible for information technology**

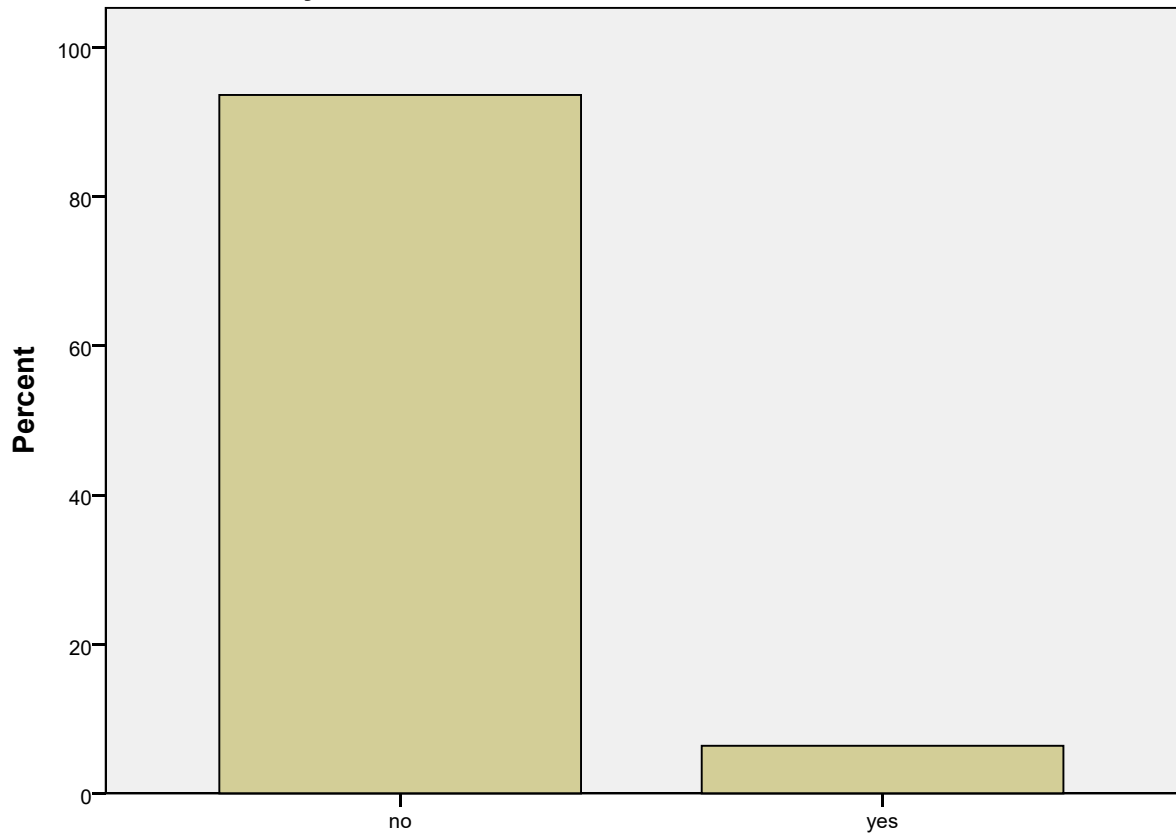
**Function in your institution- I am responsible for the timetables**



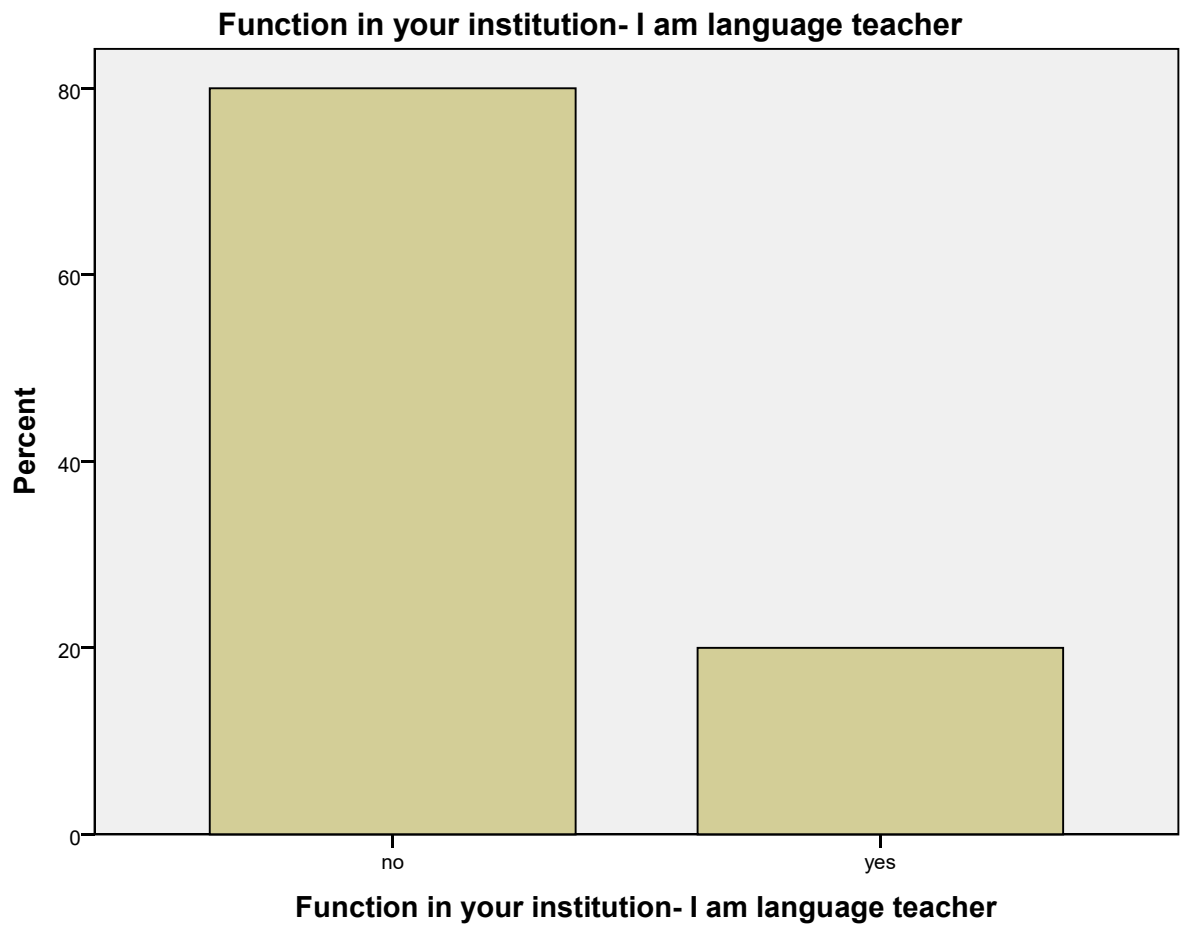
**Function in your institution- I am responsible for the timetables**



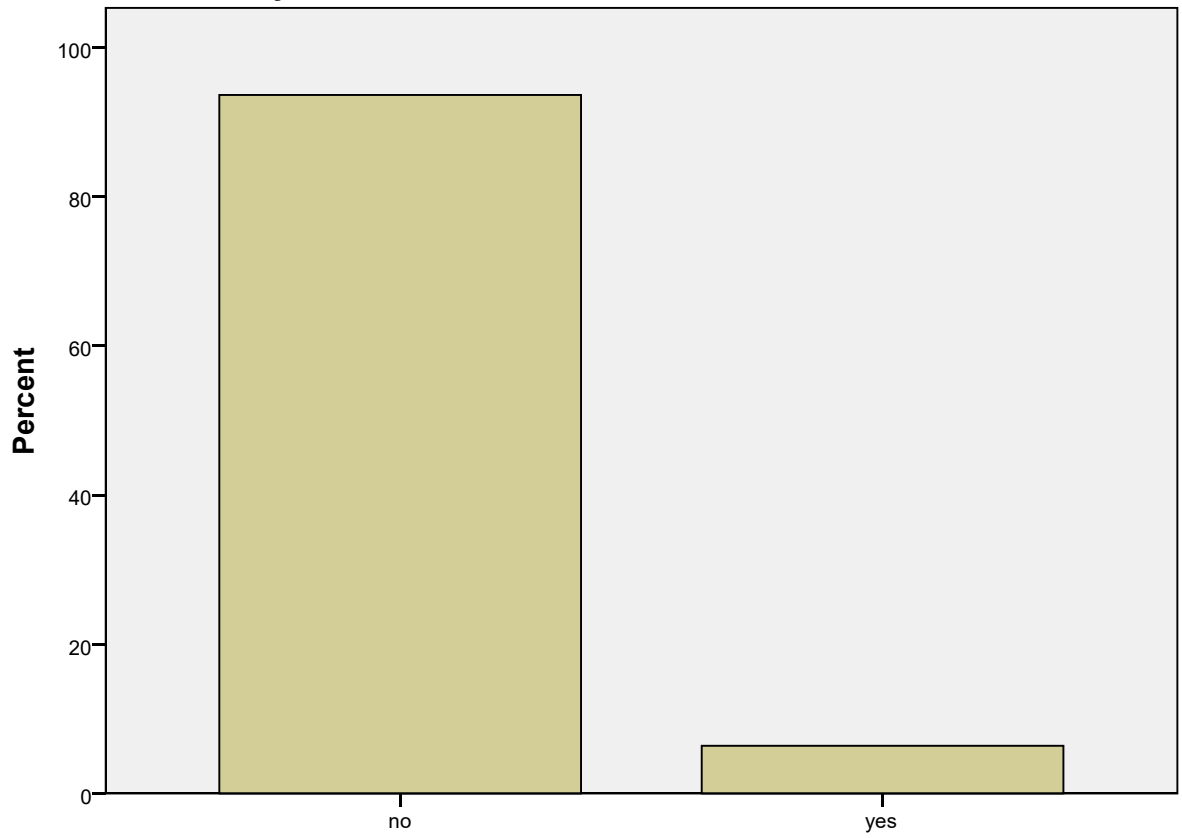
**Function in your institution- teacher in the field of mathematics**



**Function in your institution- teacher in the field of mathematics**

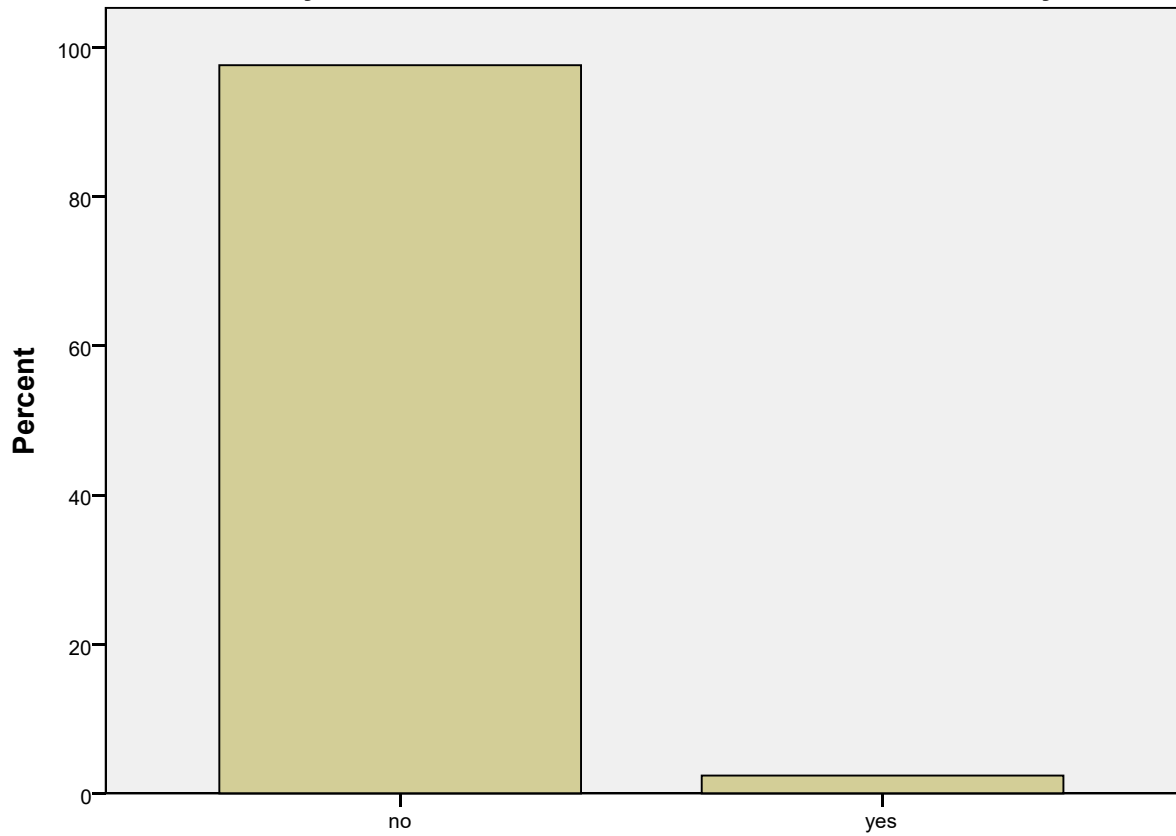


**Function in your institution- I am teachers in the field of economics**



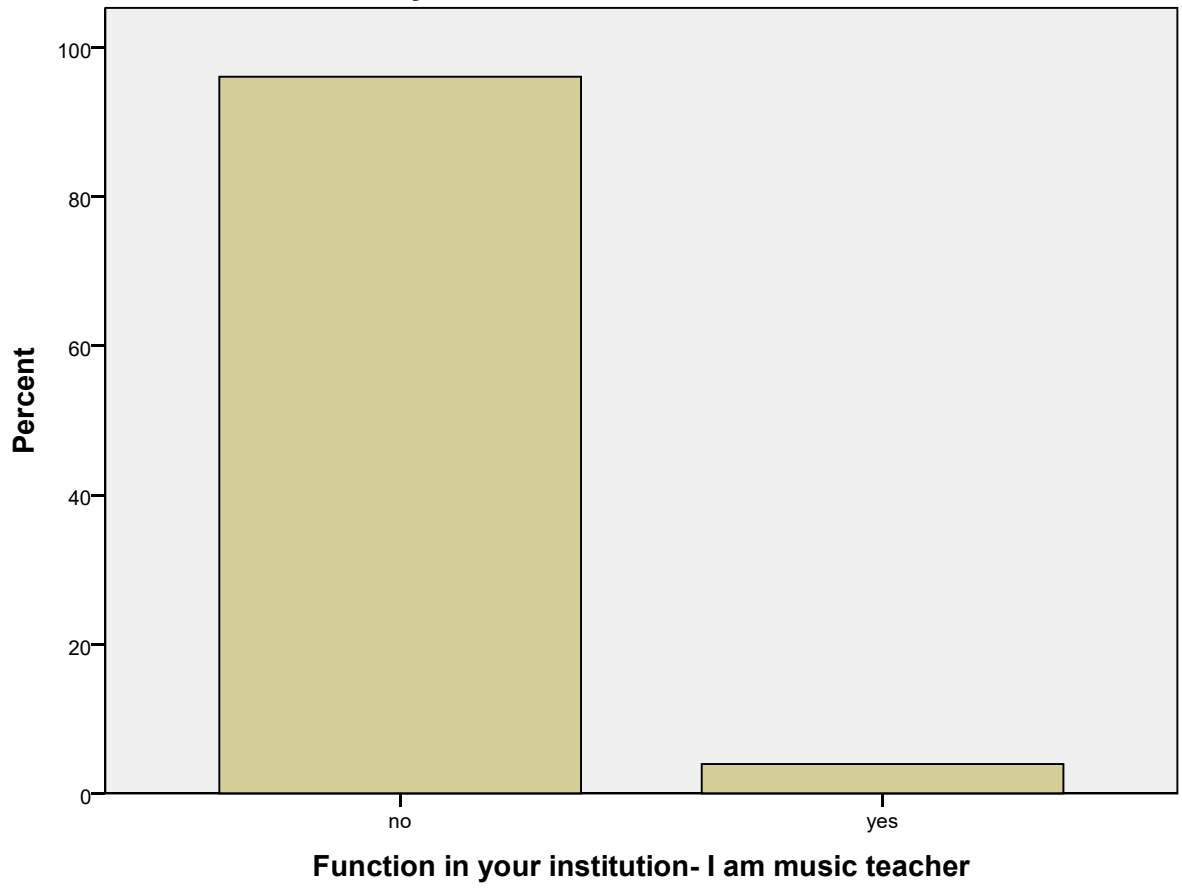
**Function in your institution- I am teachers in the field of economics**

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

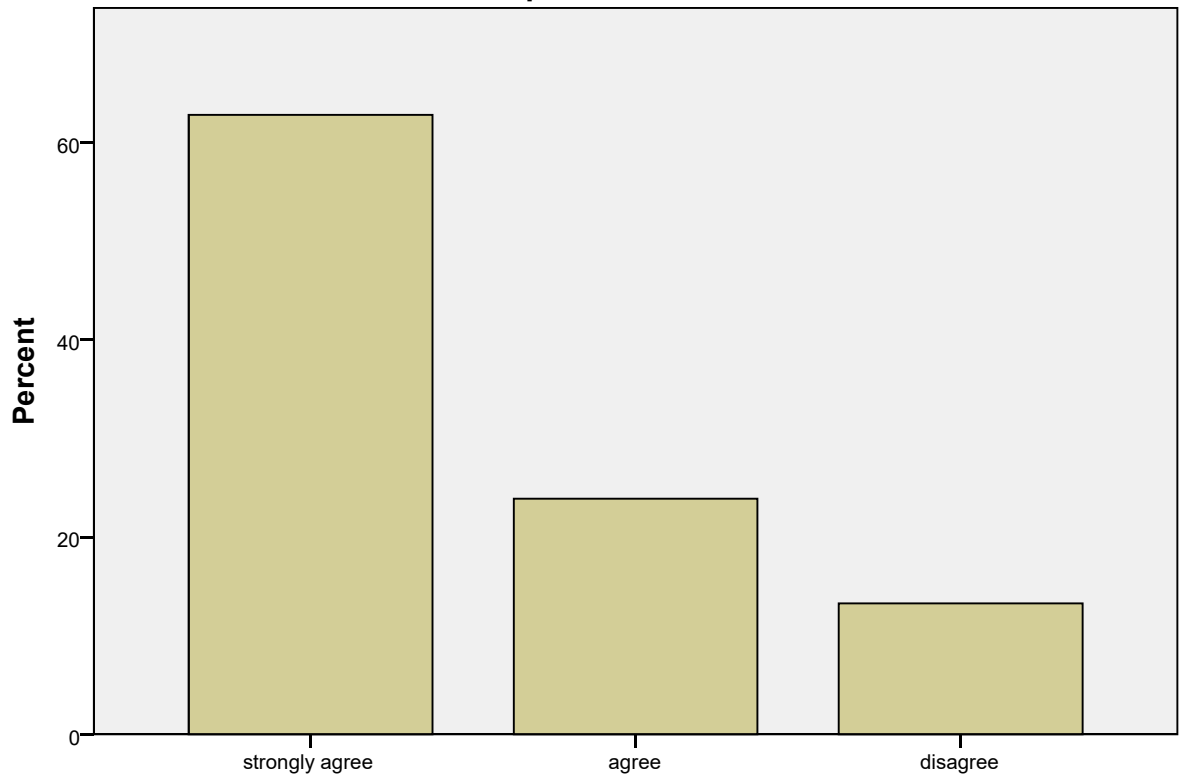


**Function in your institution- I am teachers in the field of history**

### Function in your institution- I am music teacher

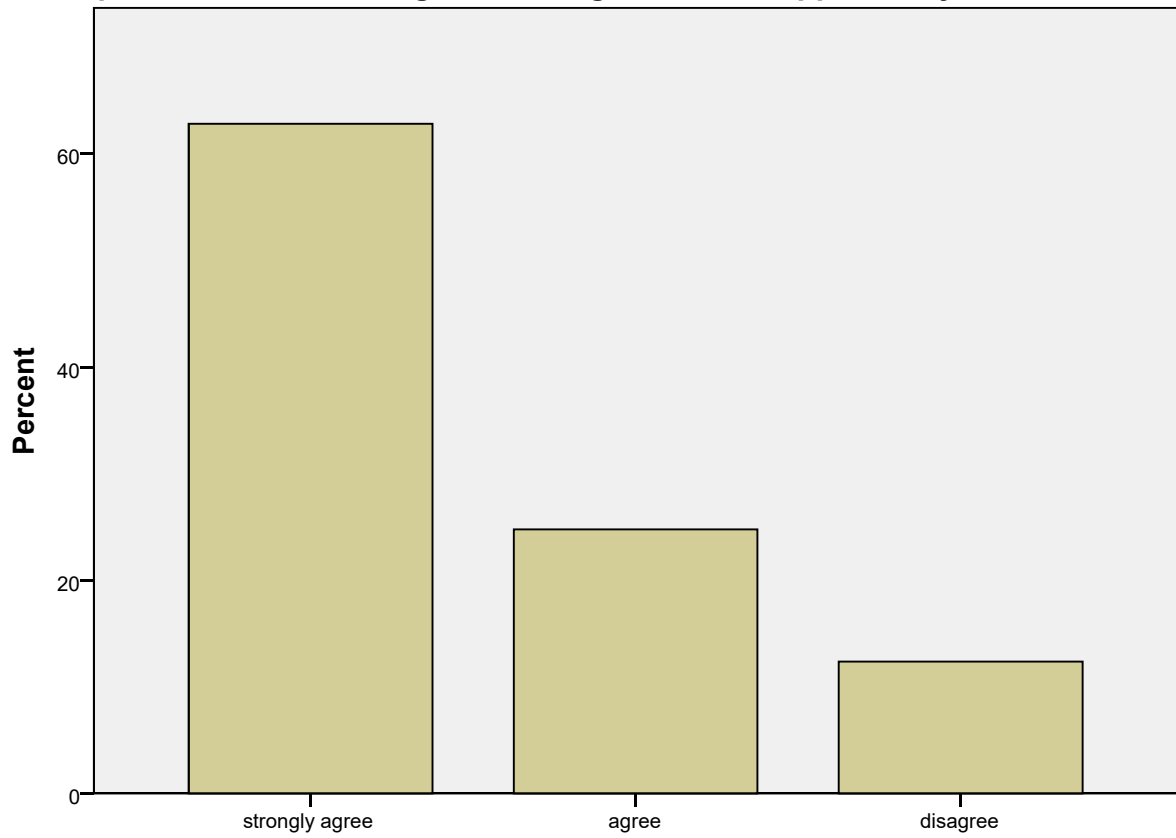


**Opinion about eLearning - eLearning is important as a part of an educational process**



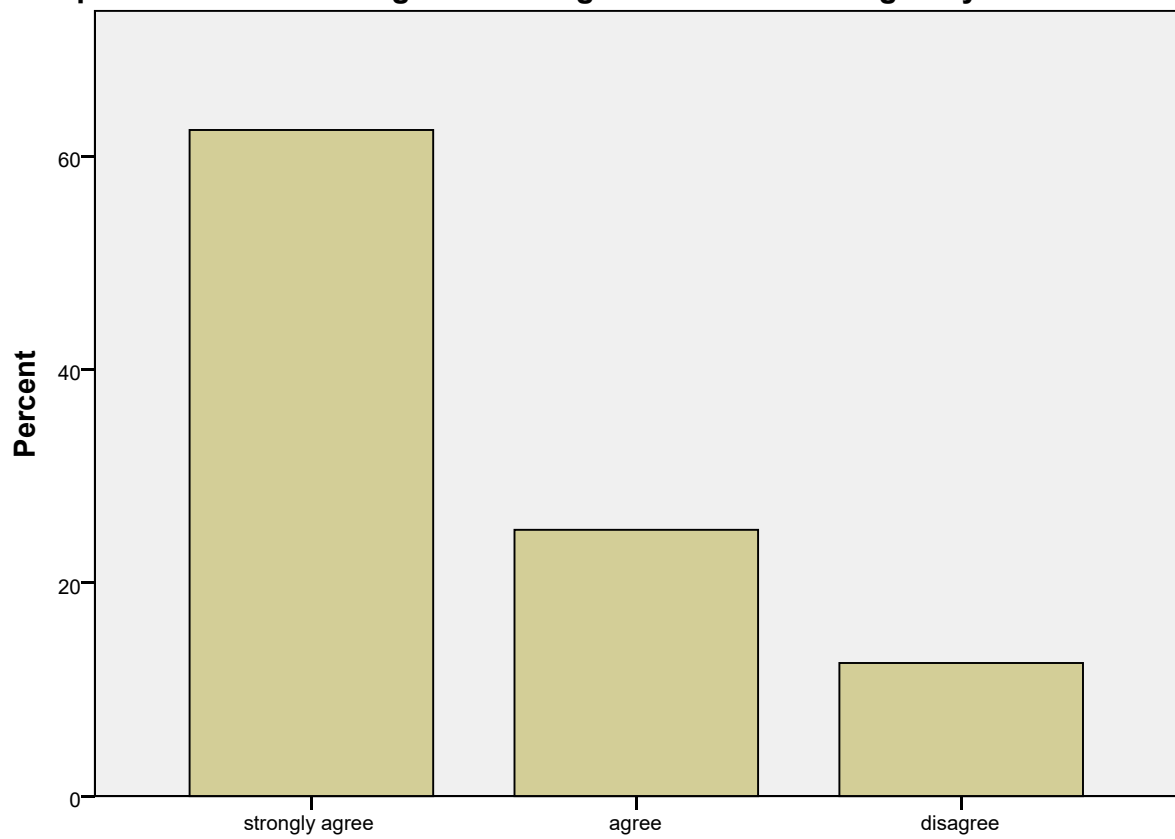
**Opinion about eLearning - eLearning is important as a part of an educational process**

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



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

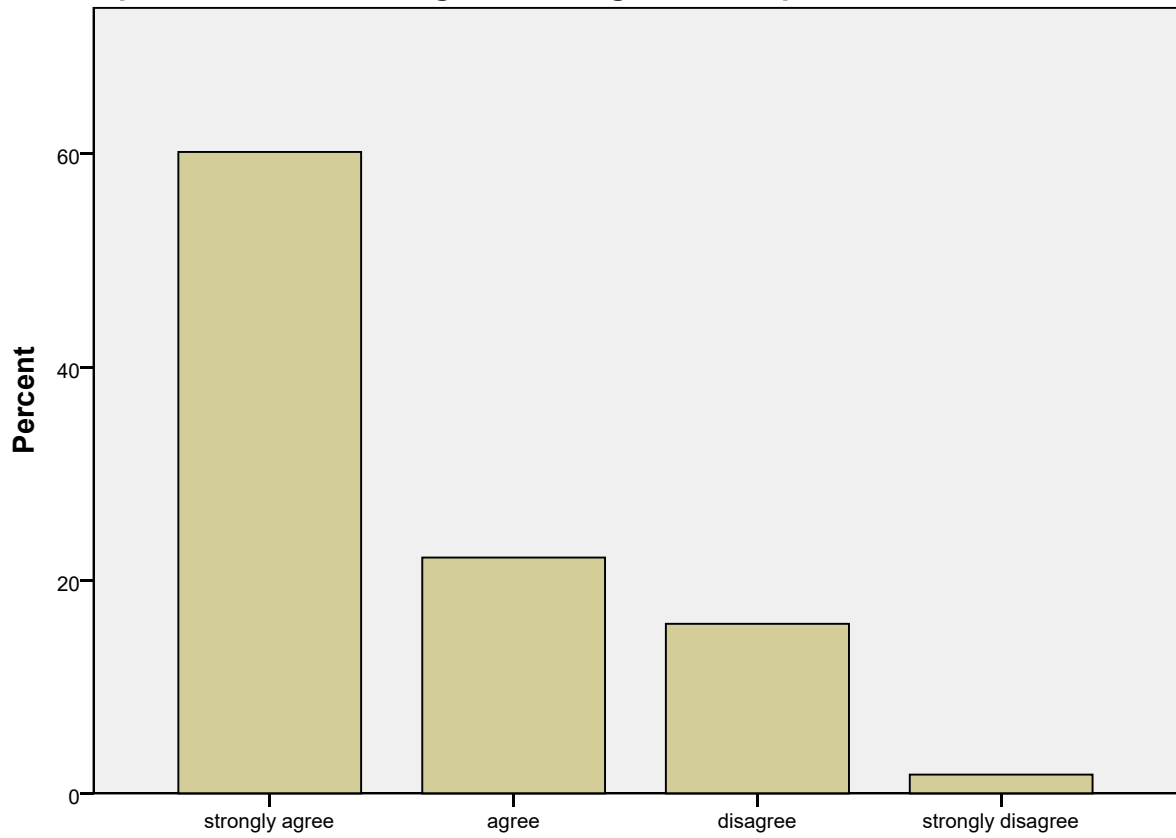
**Opinion about eLearning - eLearning should be encouraged by teachers.**



**Opinion about eLearning - eLearning should be encouraged by teachers.**

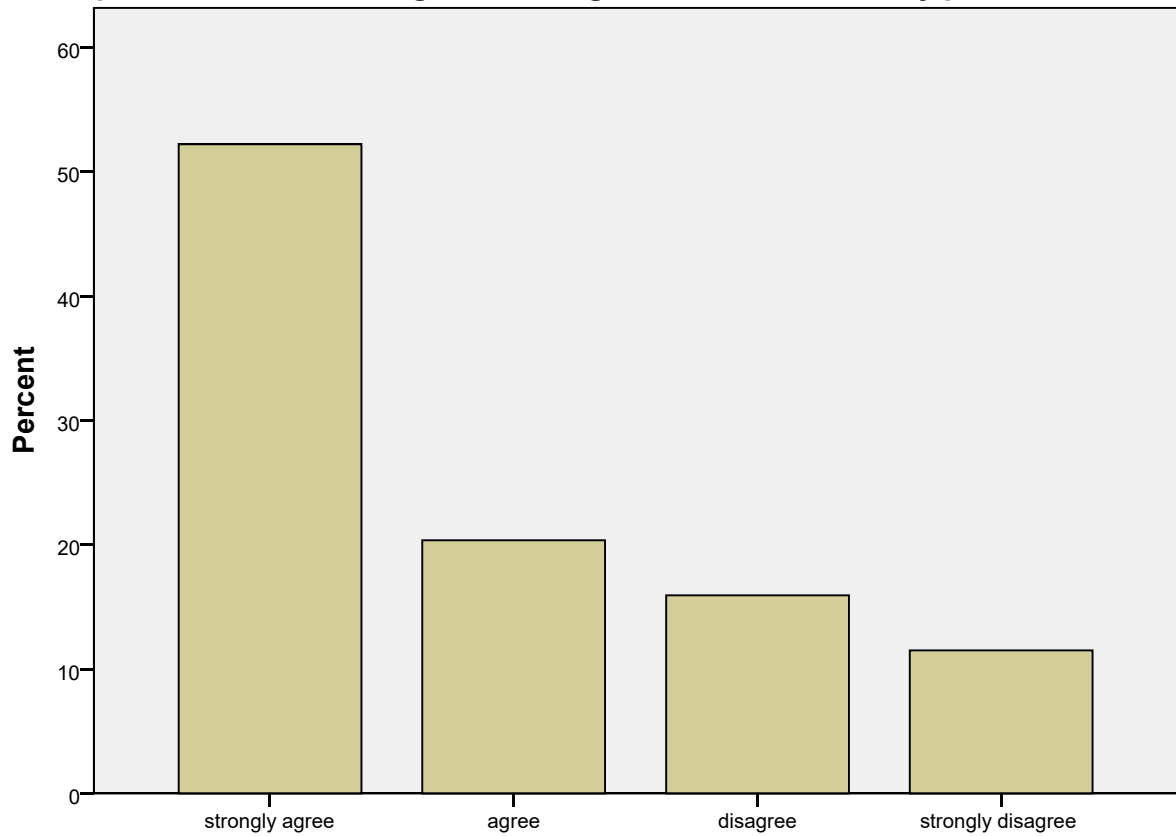


**Opinion about eLearning - eLearning has to be provided at schools.**



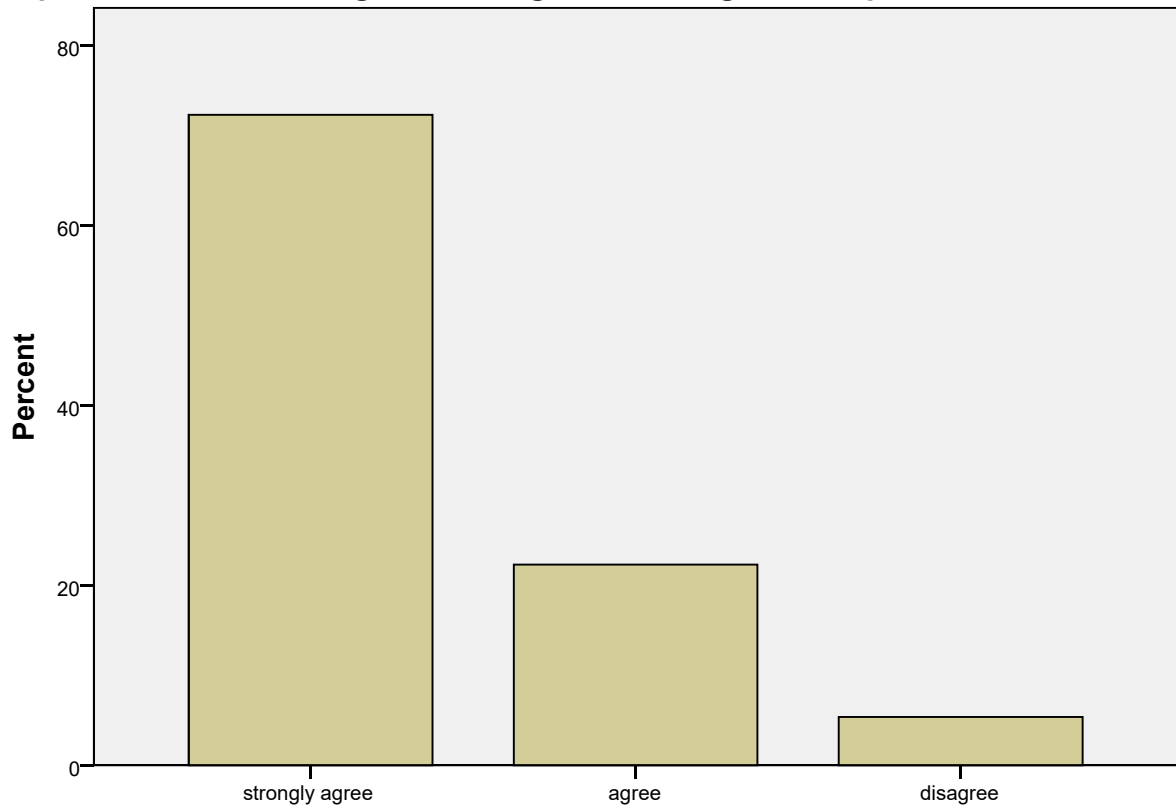
**Opinion about eLearning - eLearning has to be provided at schools.**

**Opinion about eLearning - eLearning should be fostered by politicians.**



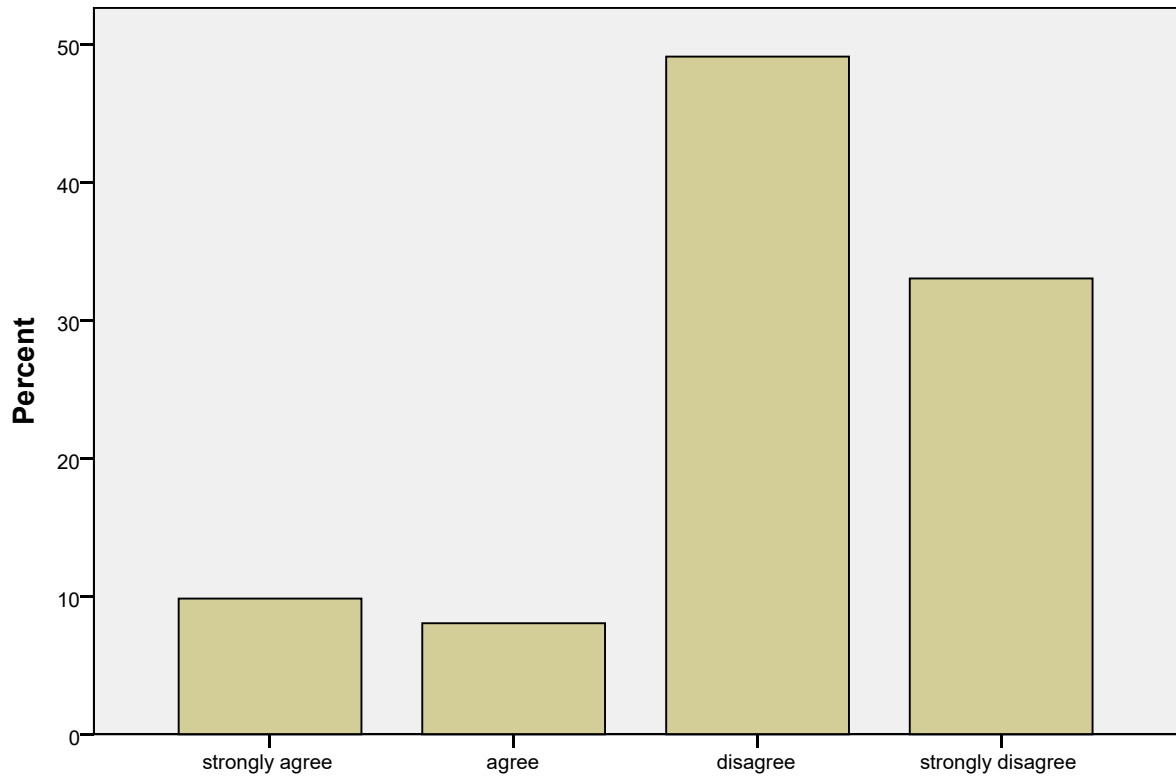
**Opinion about eLearning - eLearning should be fostered by politicians.**

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



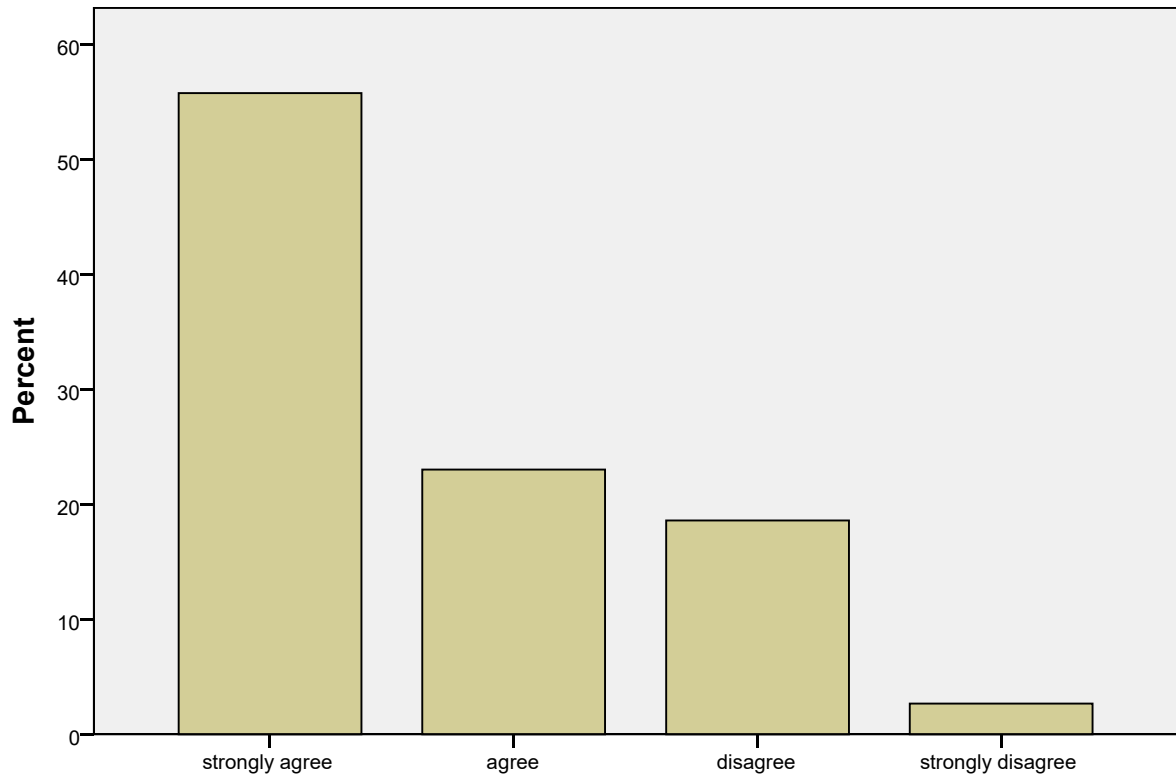
**Opinion about eLearning - eLearning is becoming more important in the future.**

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



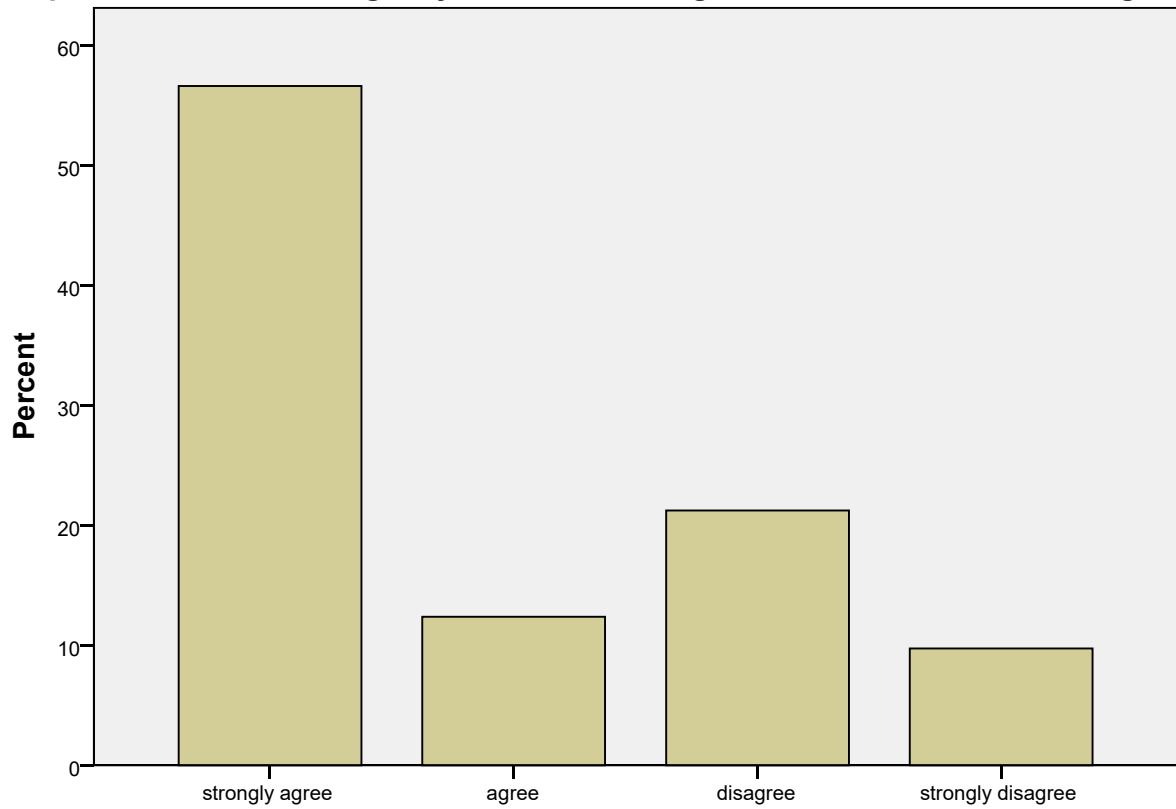
**Opinion about eLearning - eLearning has to be provided online without additional courses or lectures.**

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



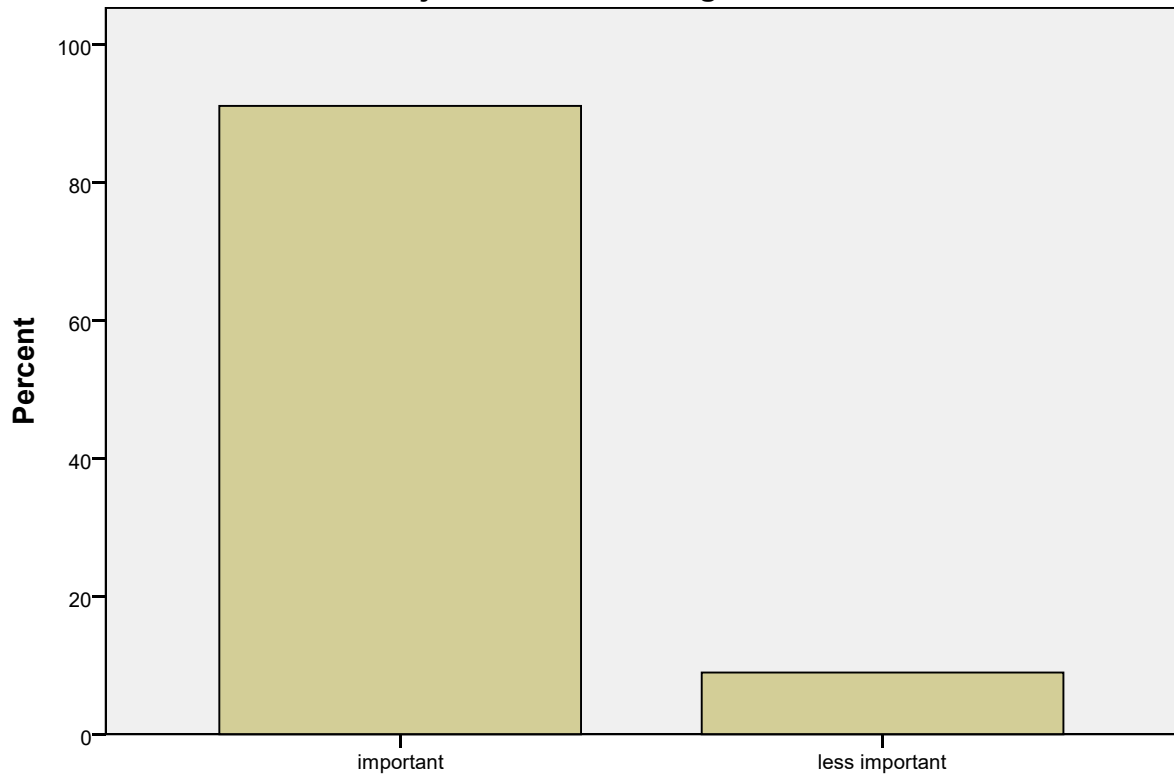
**Opinion about eLearning - eLearning should be provided in a combination of face-to-face courses and and online course.**

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



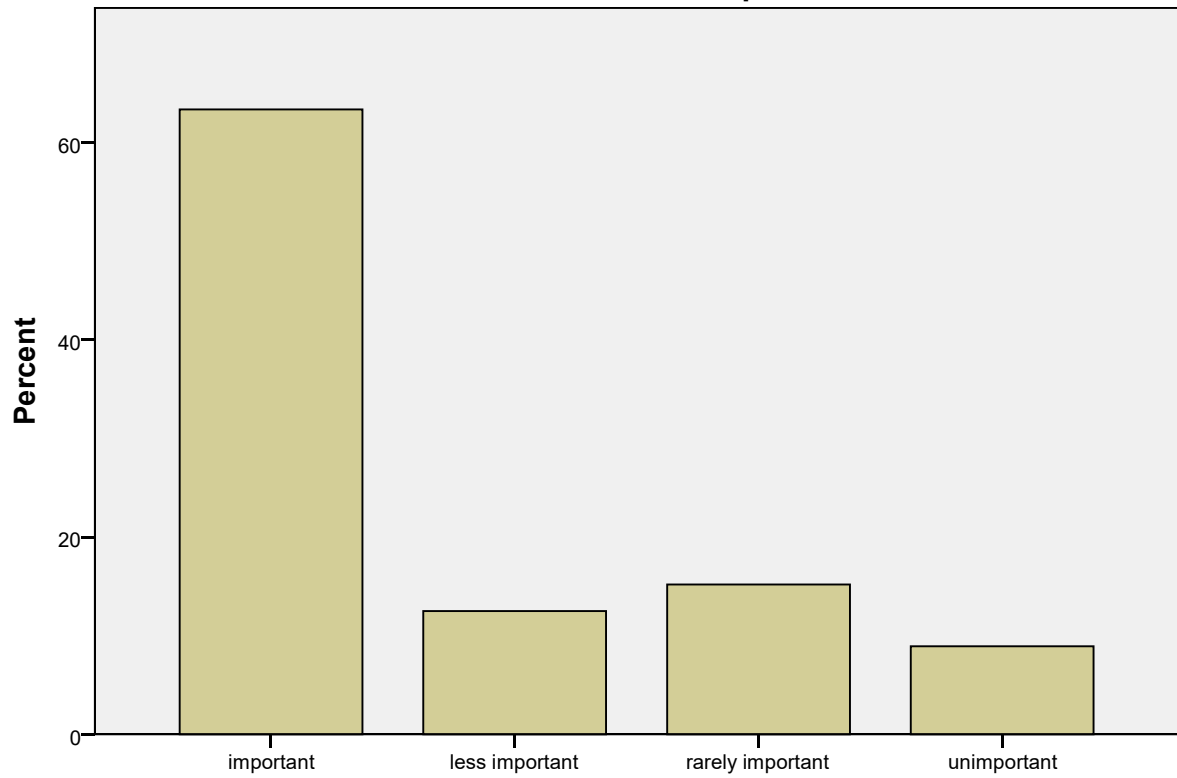
**Opinion about eLearning - My school encourages teachers to use eLearning.**

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



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

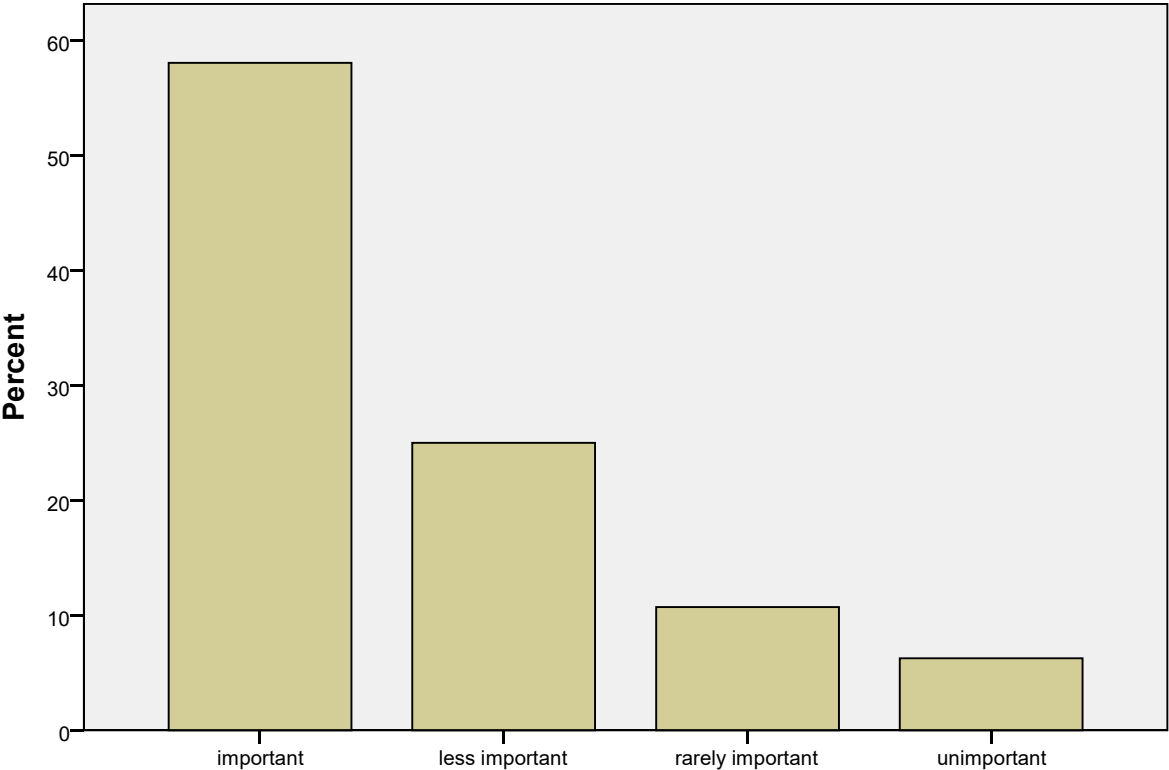
**How should eLearning be designed (base - former experiences)? - Information about the workload should be provided.**



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

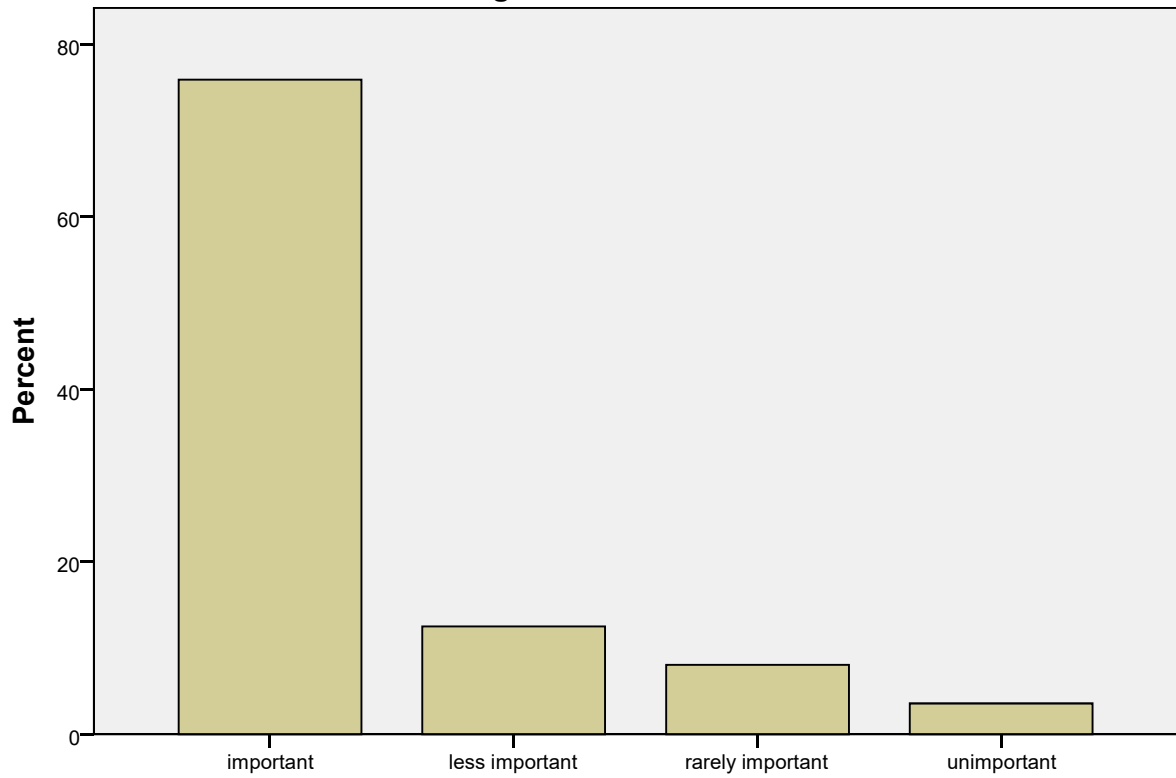


**How should eLearning be designed (base - former experiences)? - References to further materials should be included.**



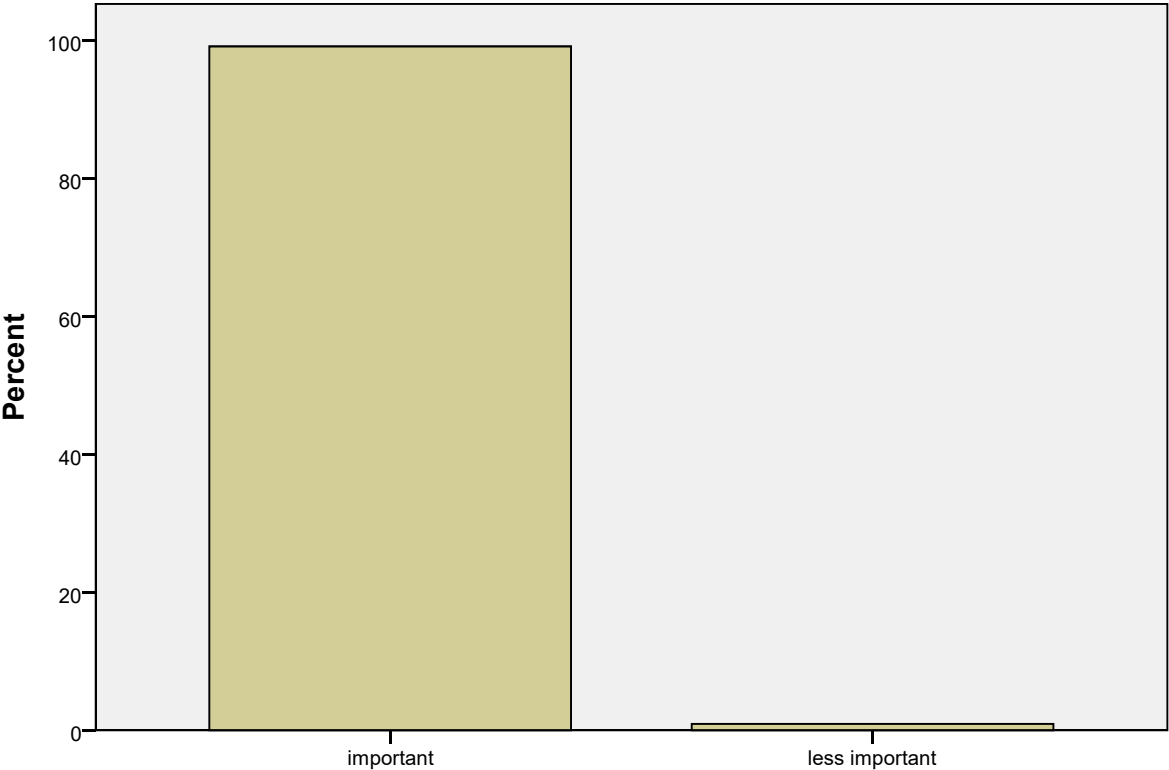
**How should eLearning be designed (base - former experiences)? - References to further materials should be included.**

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



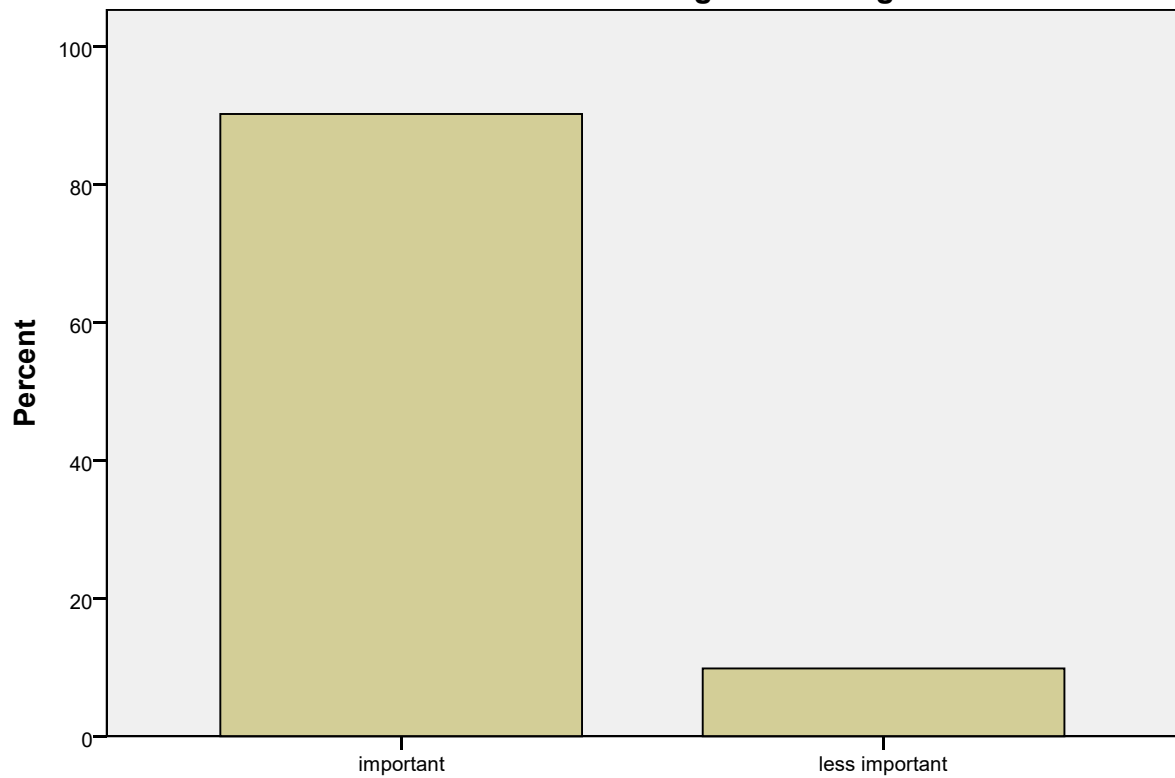
**How should eLearning be designed (base - former experiences)? - The struture of the learning material should be clear.**

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



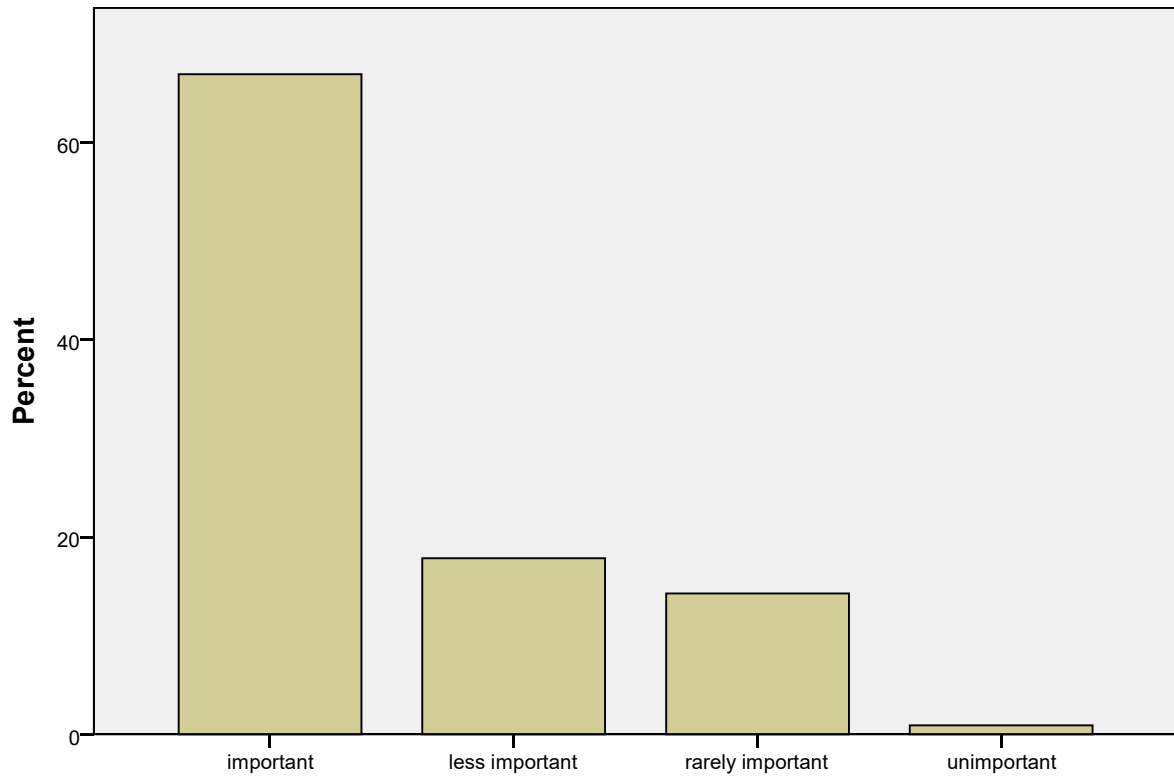
**How should eLearning be designed (base - former experiences)? - The learning material has to be accurate.**

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



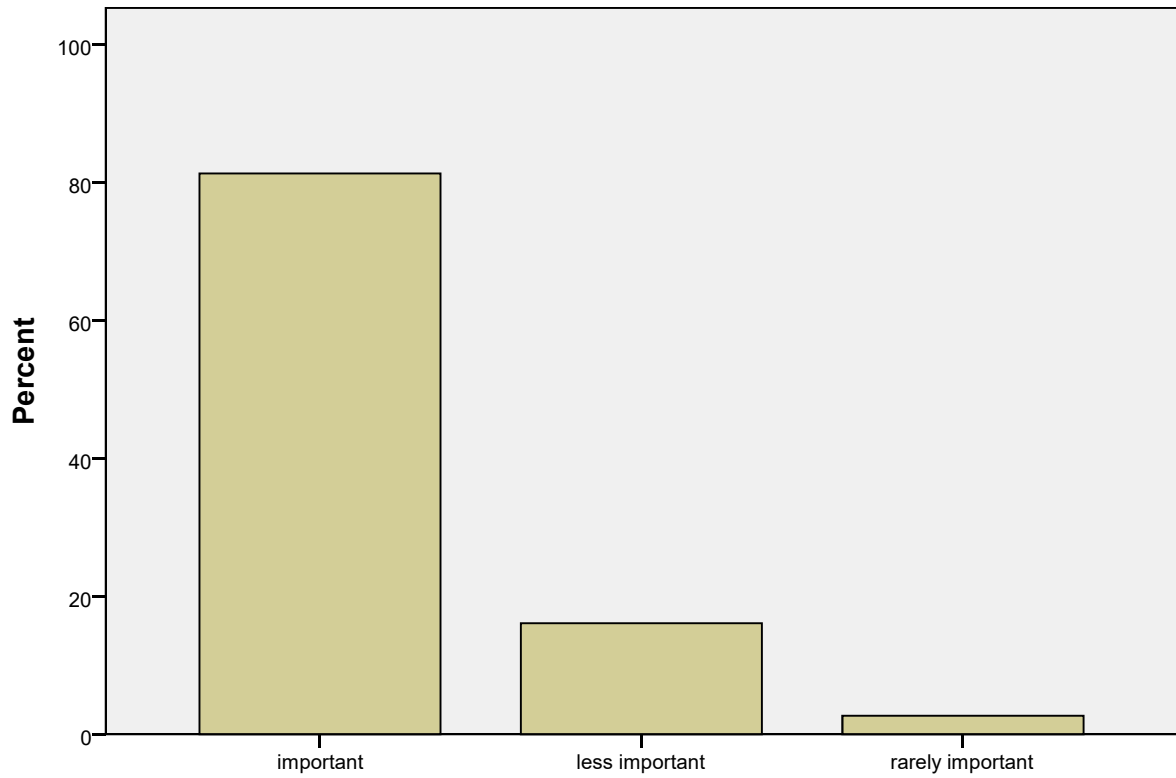
**How should eLearning be designed (base - former experiences)? - The learning material has to be interesting / motivating.**

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



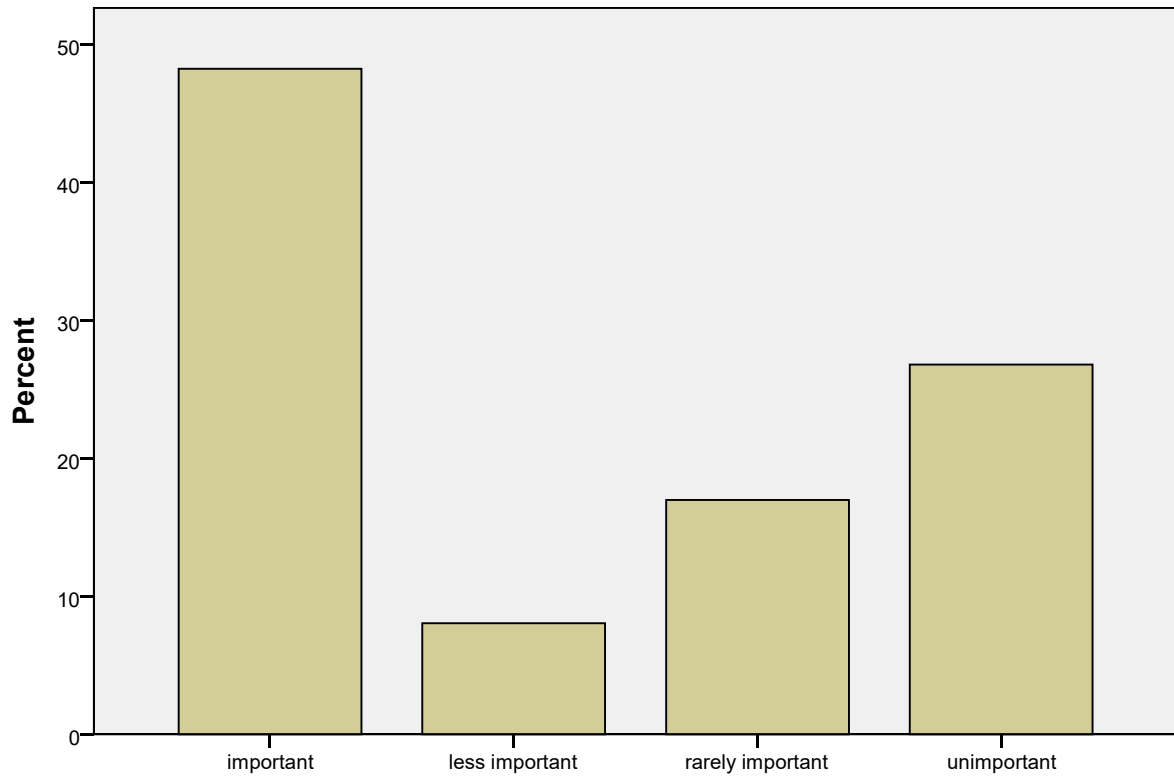
**How should eLearning be designed (base - former experiences)? - eLearning has to contain assessments.**

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



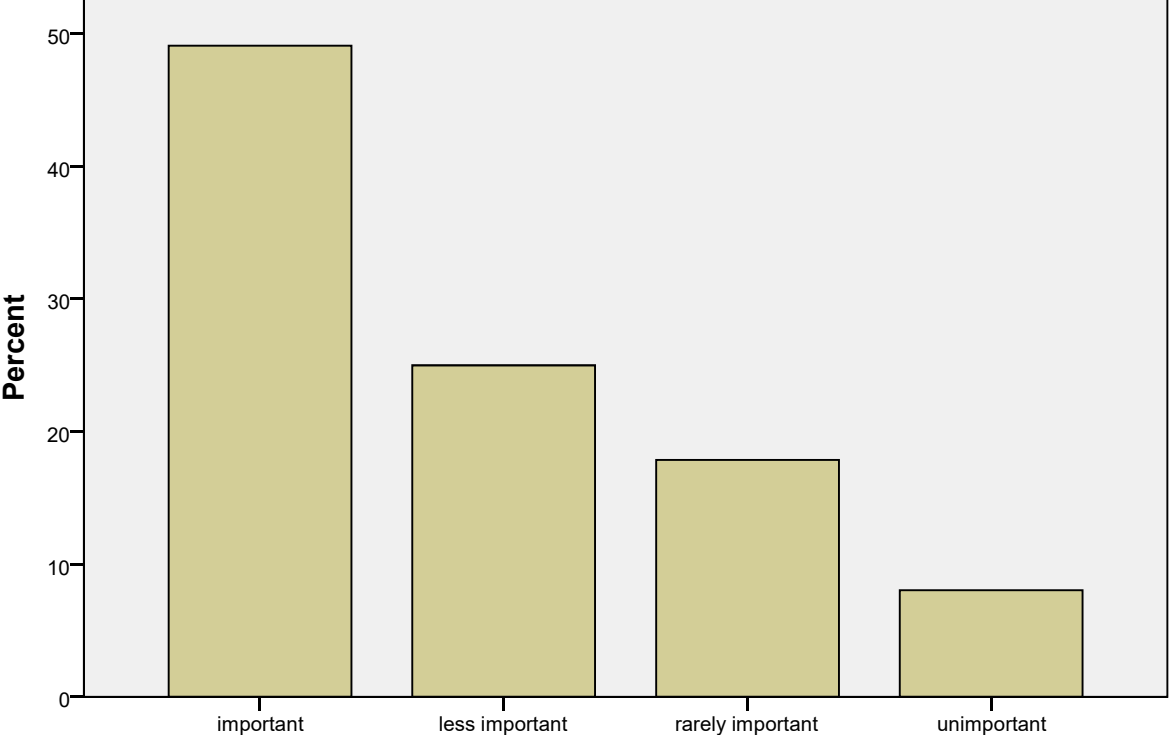
**How should eLearning be designed (base - former experiences)? - eLearning has to contain feedback.**

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



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

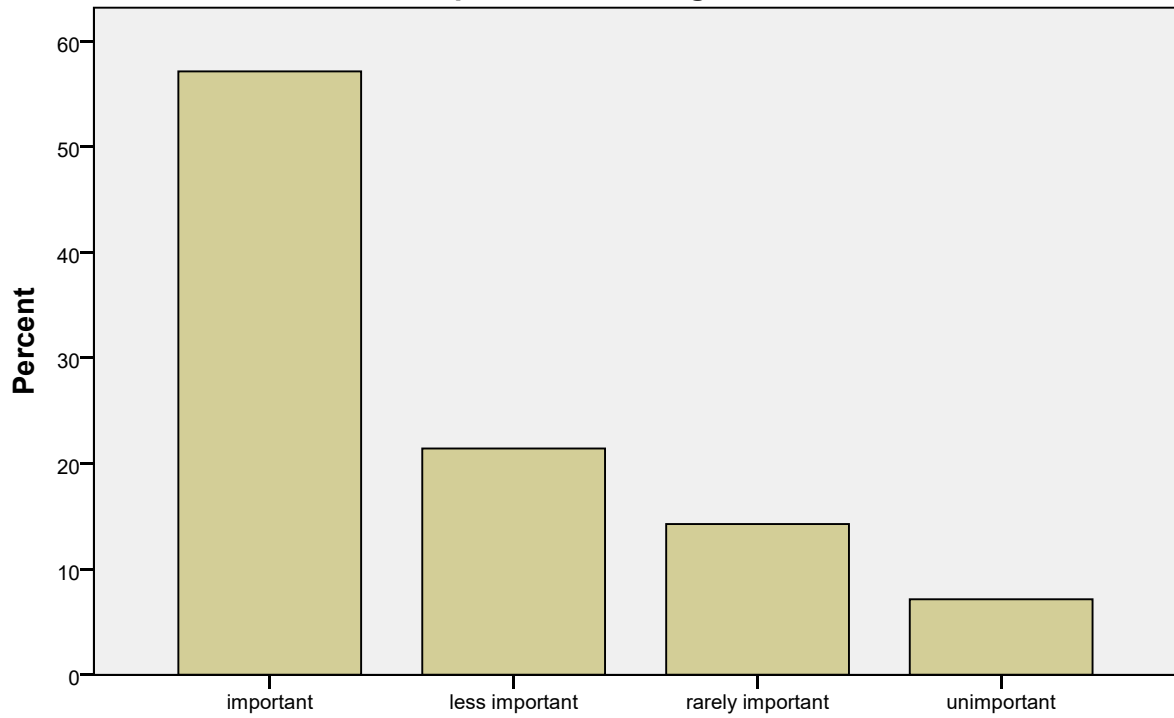
**How should eLearning be designed (base - former experiences)? - Synchronous communication (chat, telephone, skype etc.) should to be a part of eLearning.**



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

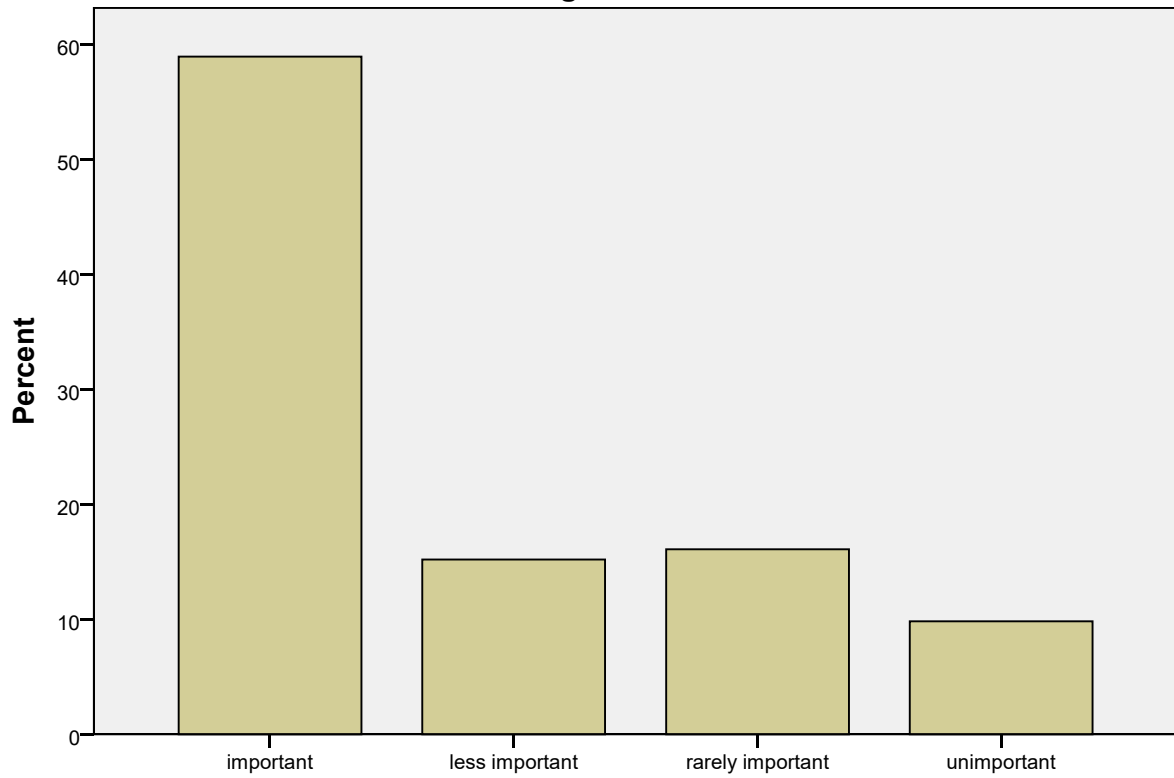


**How should eLearning be designed (base - former experiences)? - Asynchronous communication (email, dicussion boards etc.) should to be a part of eLearning.**



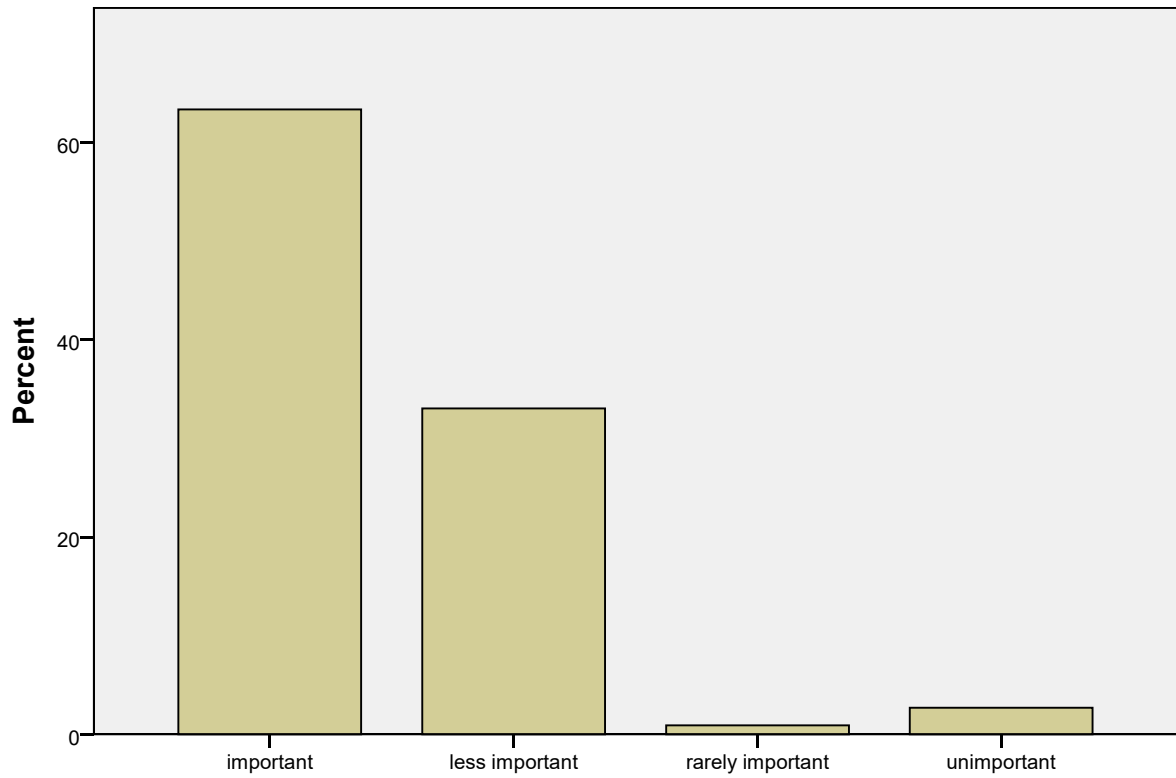
**How should eLearning be designed (base - former experiences)? - Asynchronous communication (email, dicussion boards etc.) should to be a part of eLearning.**

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



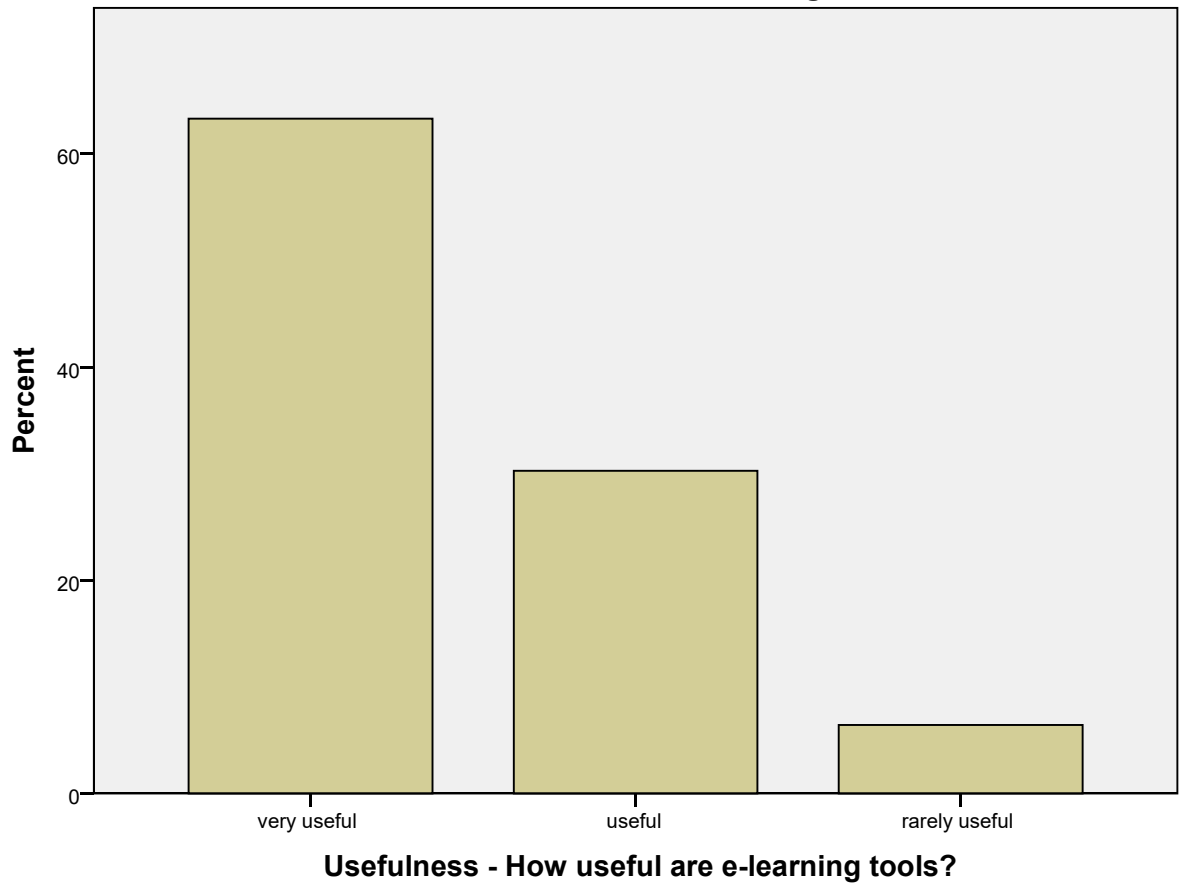
**How should eLearning be designed (base - former experiences)? - eLearning should encourage communication.**

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

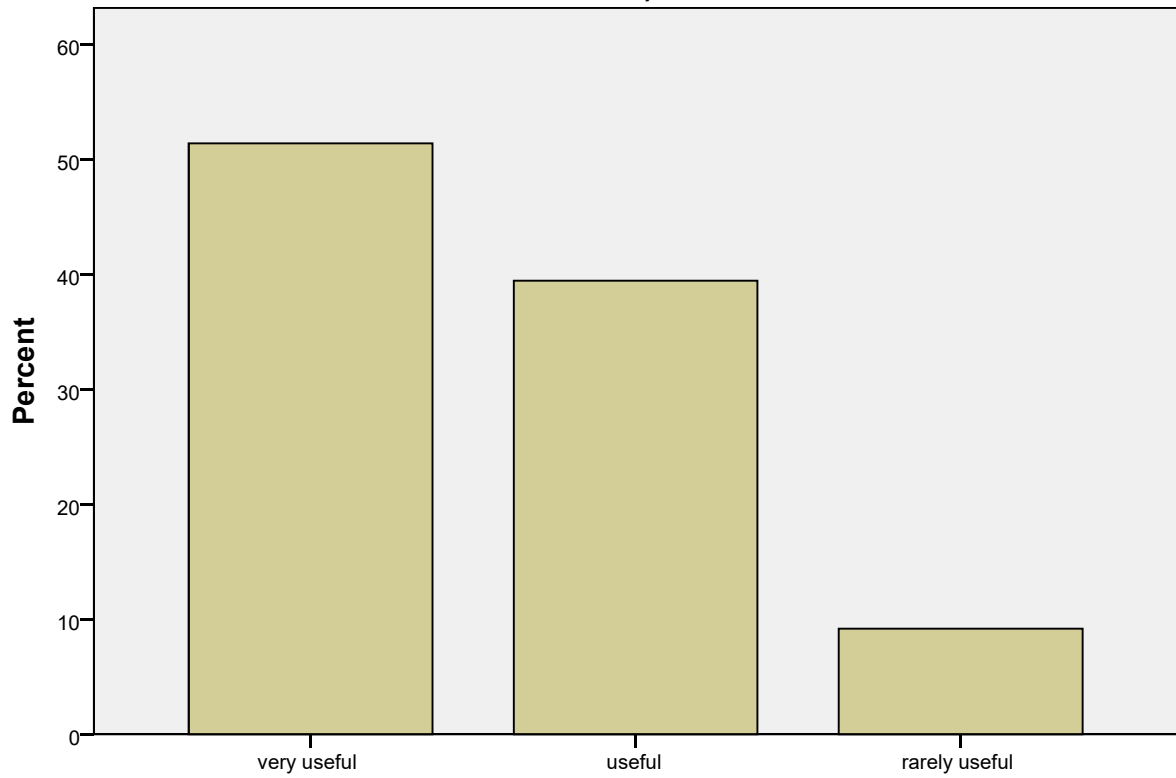


**How should eLearning be designed (base - former experiences)? - eLearning should include internet links to additional content.**

### Usefulness - How useful are e-learning tools?

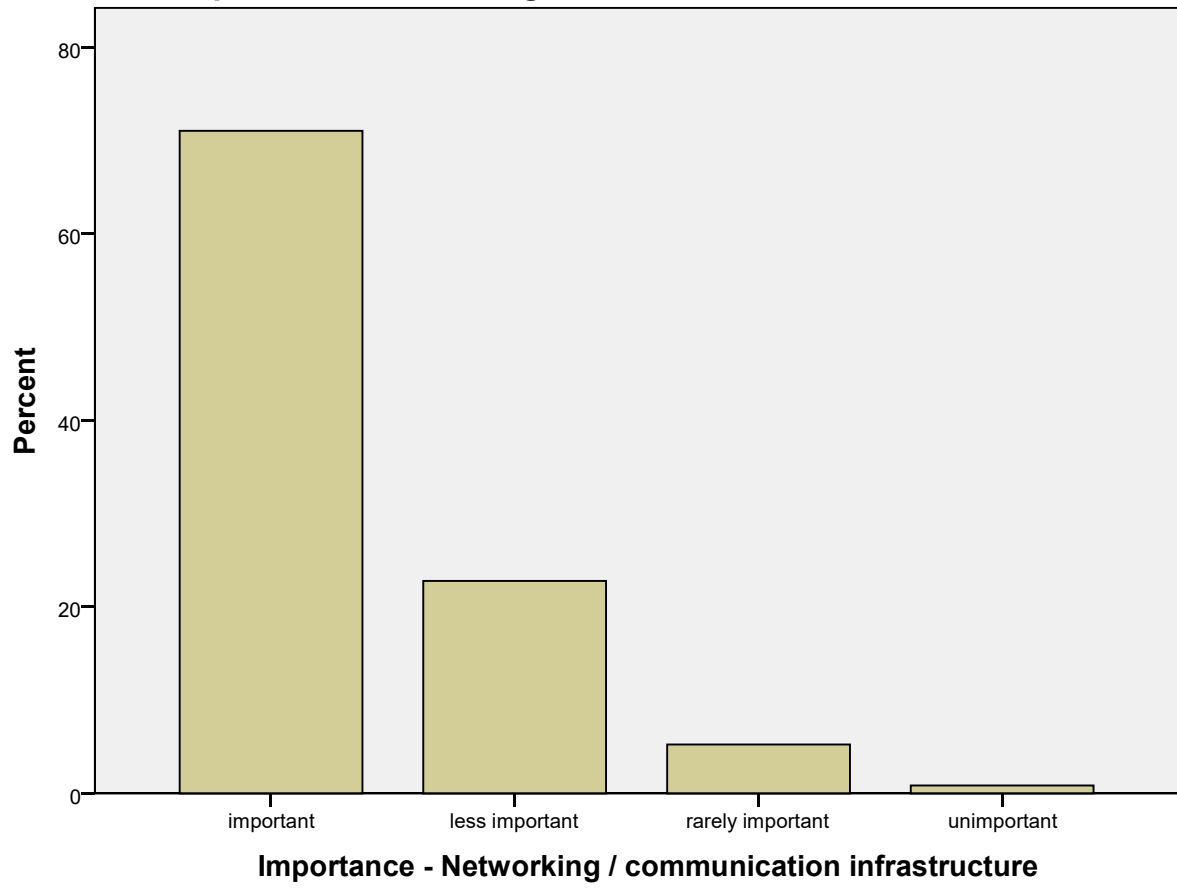


**Usefulness - How useful are free online didactical material (open educational resources)?**

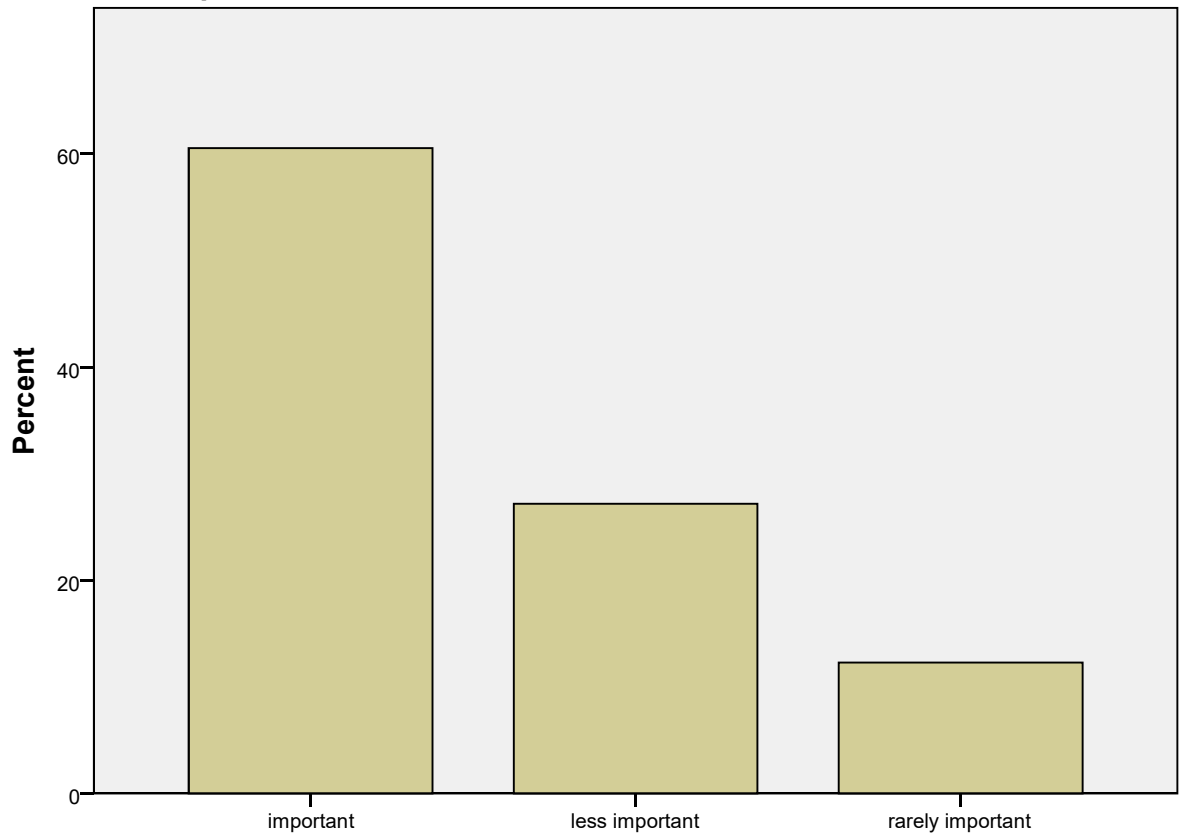


**Usefulness - How useful are free online didactical material (open educational resources)?**

### Importance - Networking / communication infrastructure

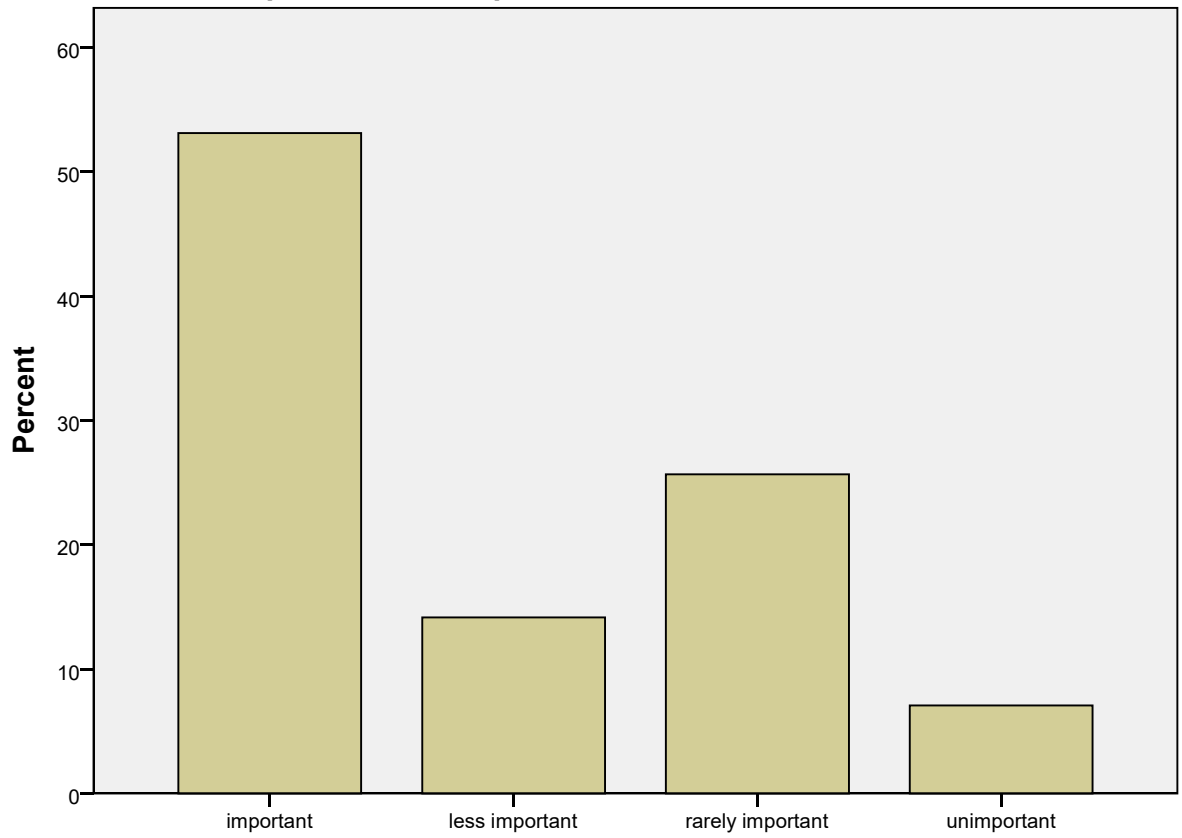


**Importance - Smart classrooms / classroom modifications**



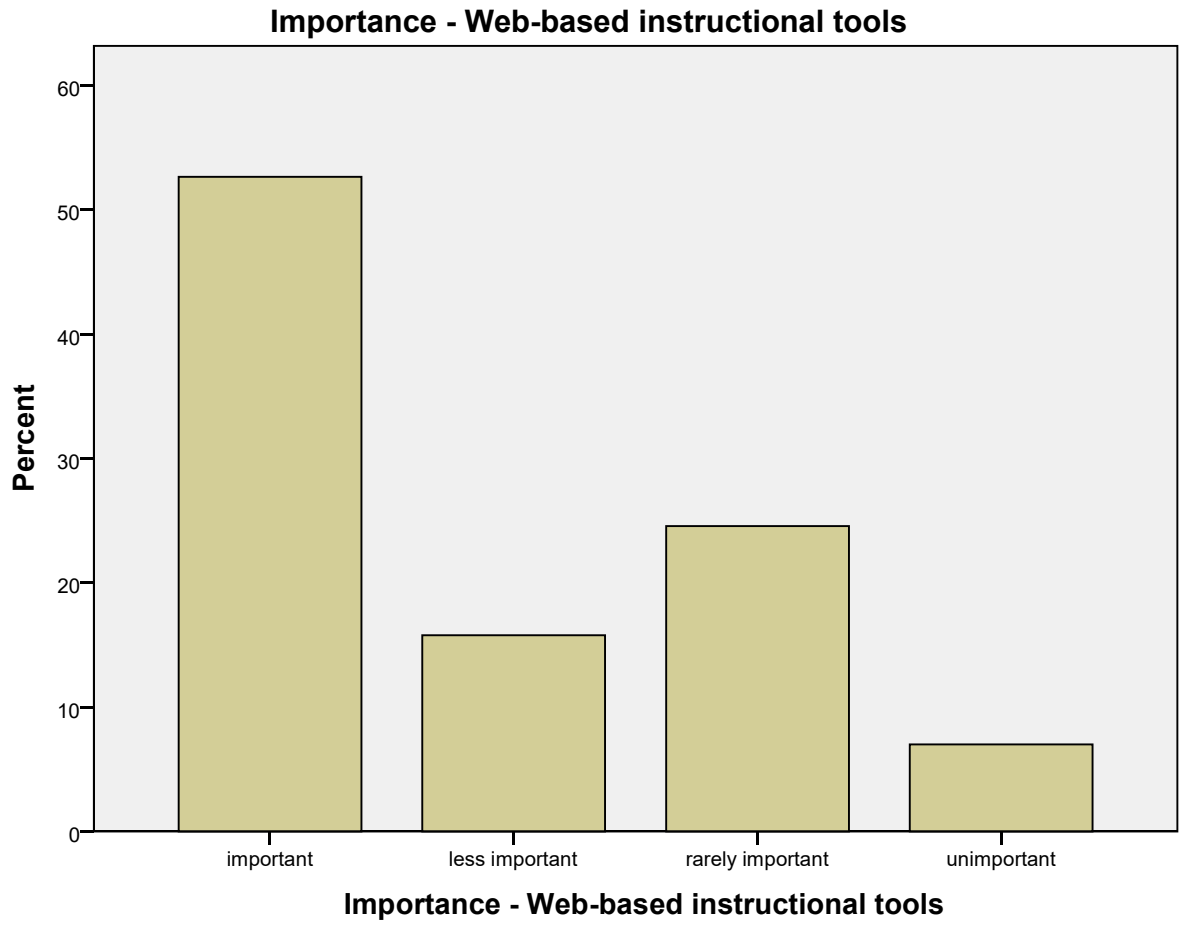
**Importance - Smart classrooms / classroom modifications**

**Importance - Computer-based instructional tools**

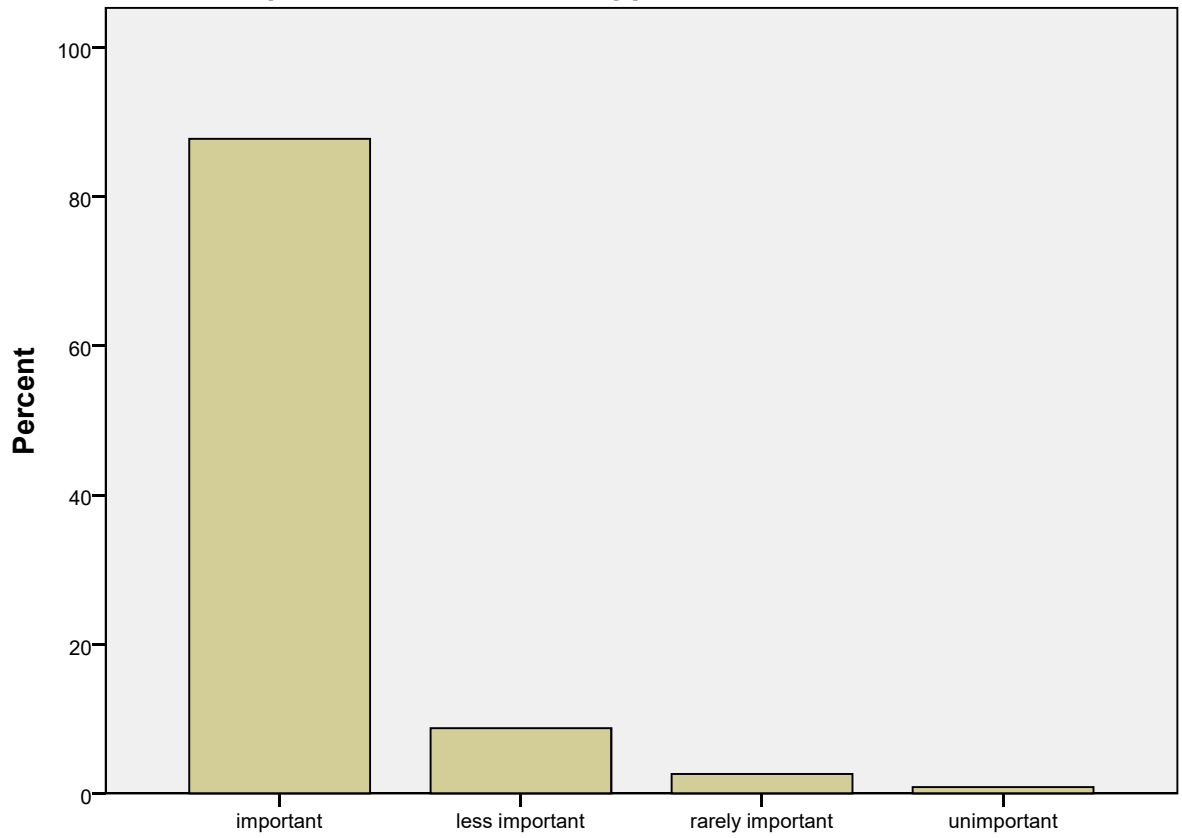


**Importance - Computer-based instructional tools**

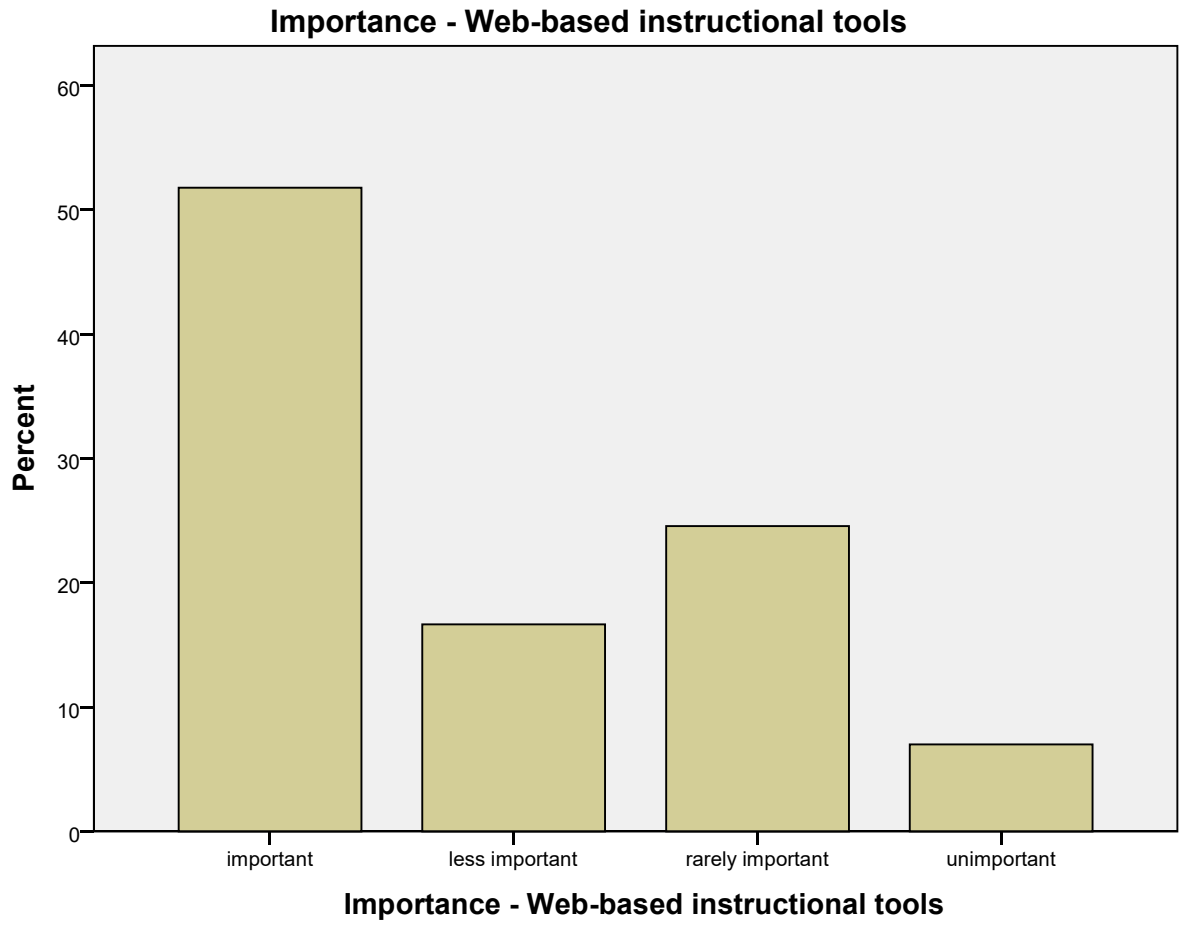


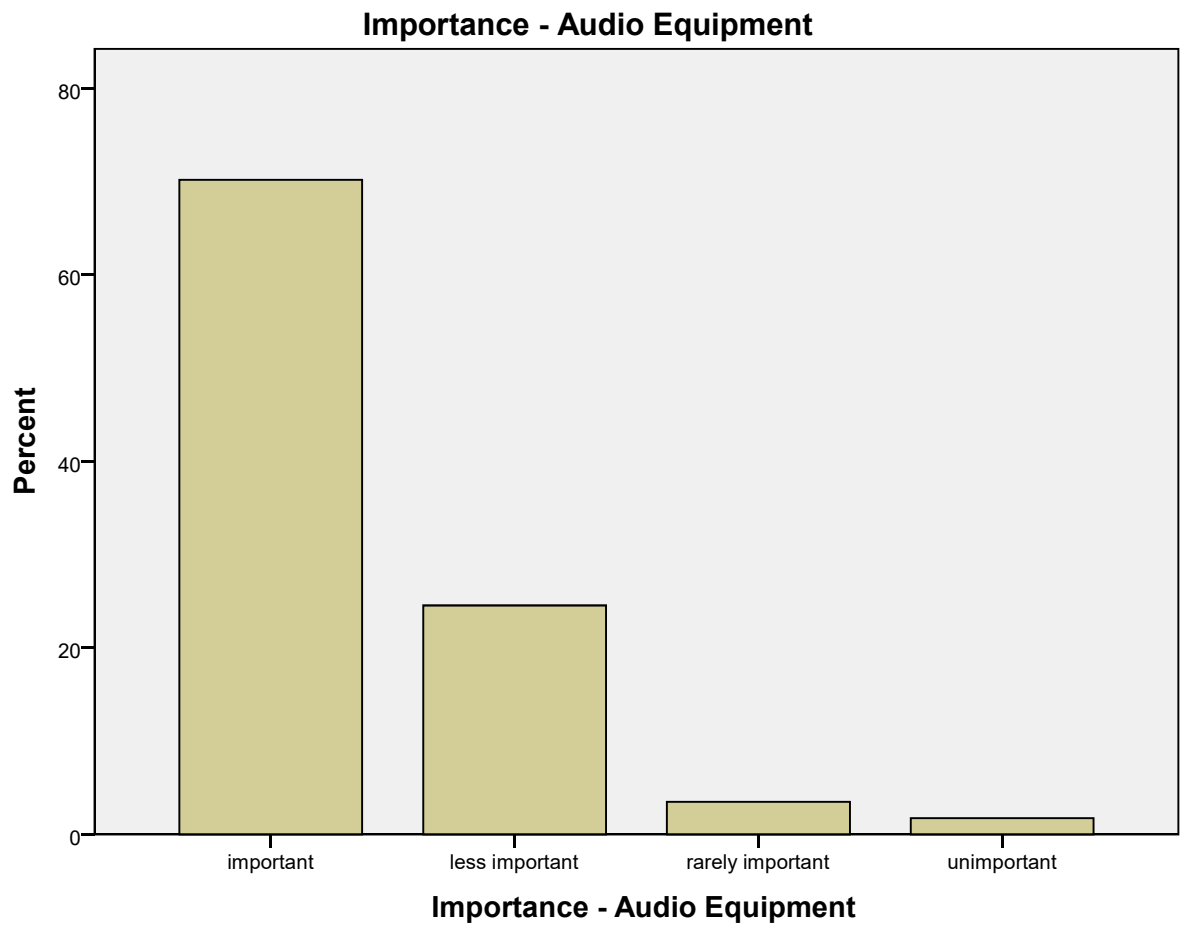


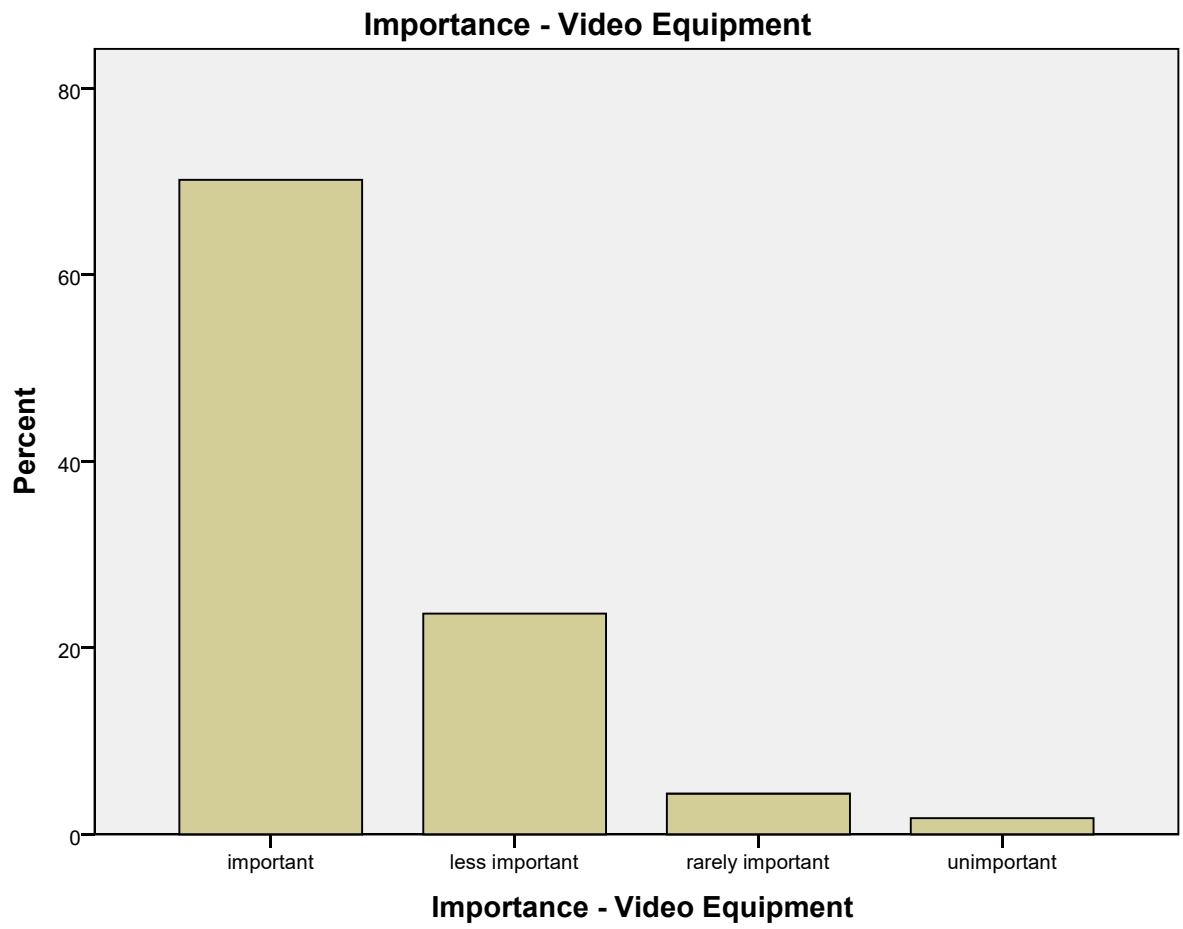
**Importance - Hardware support in the classroom**

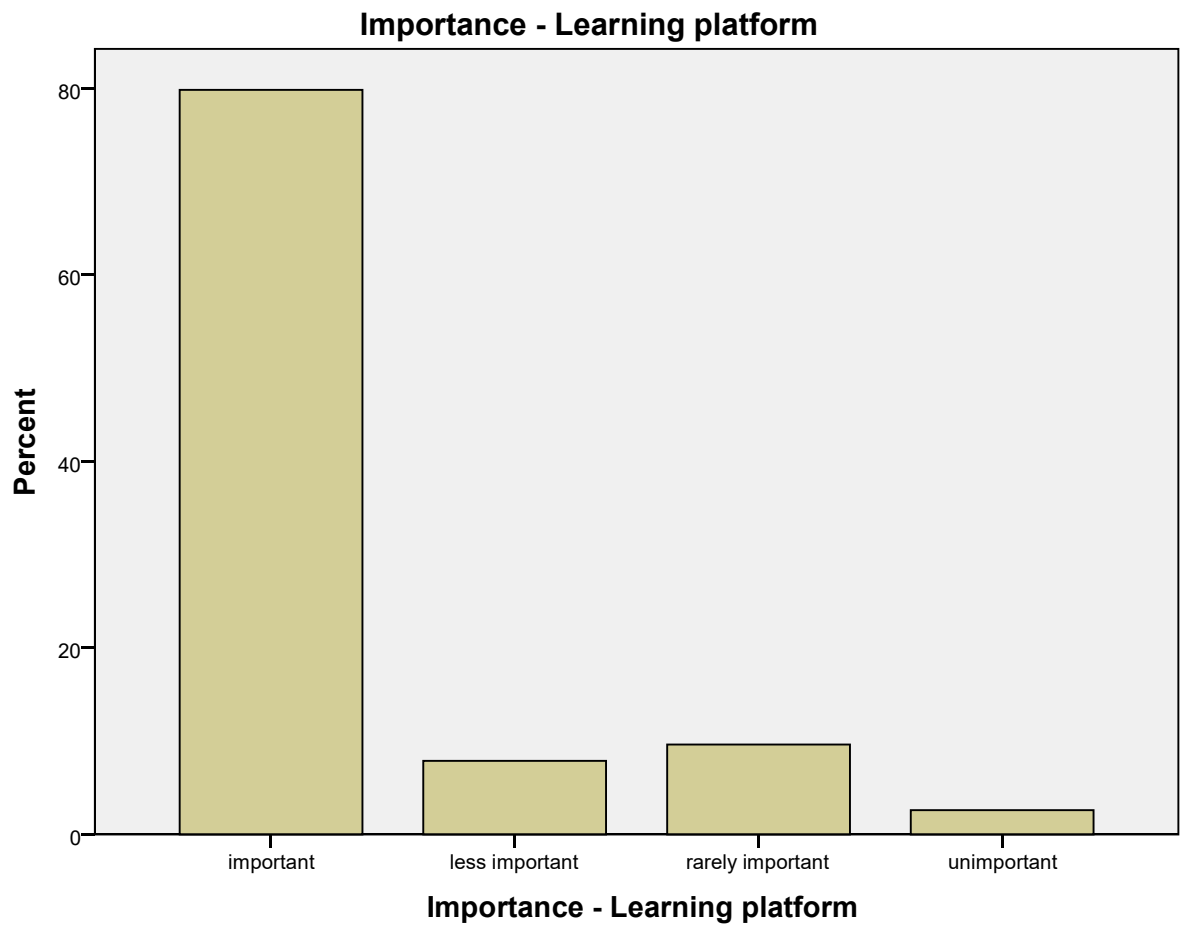


**Importance - Hardware support in the classroom**

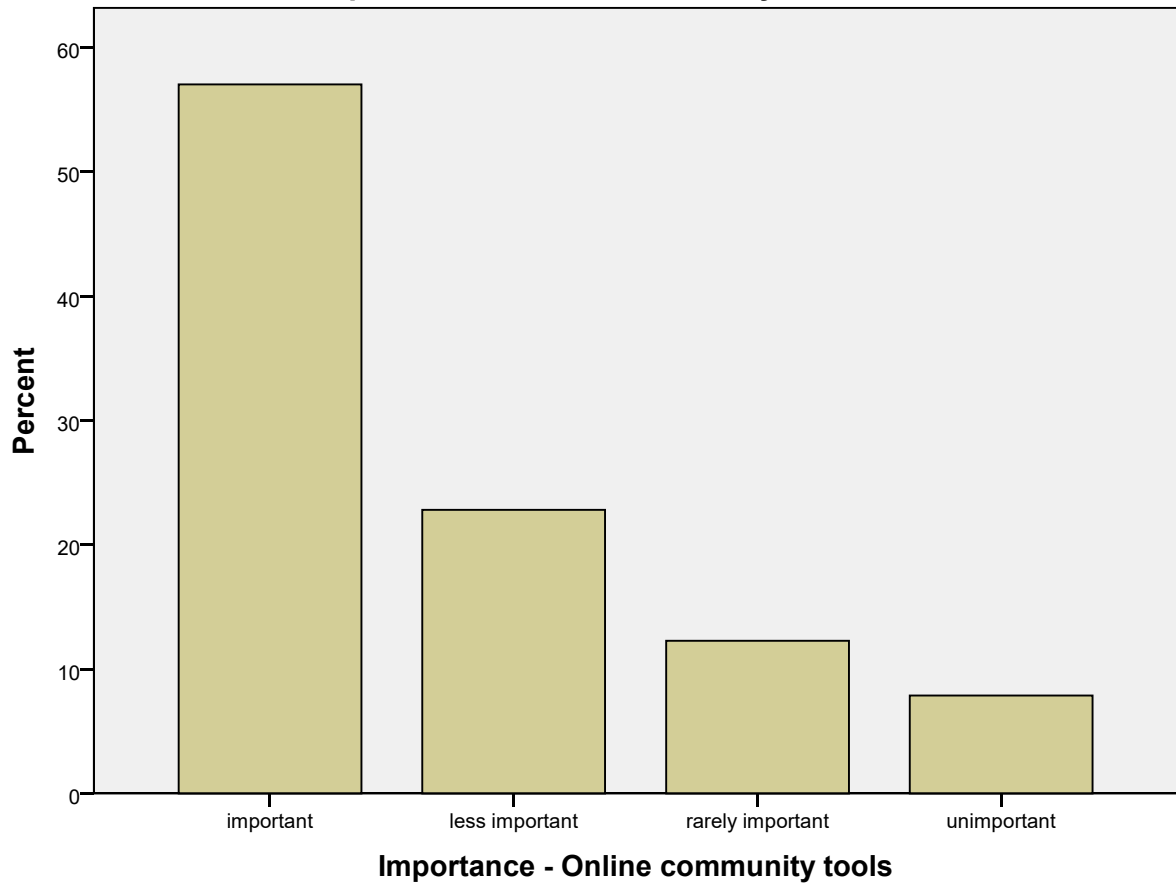




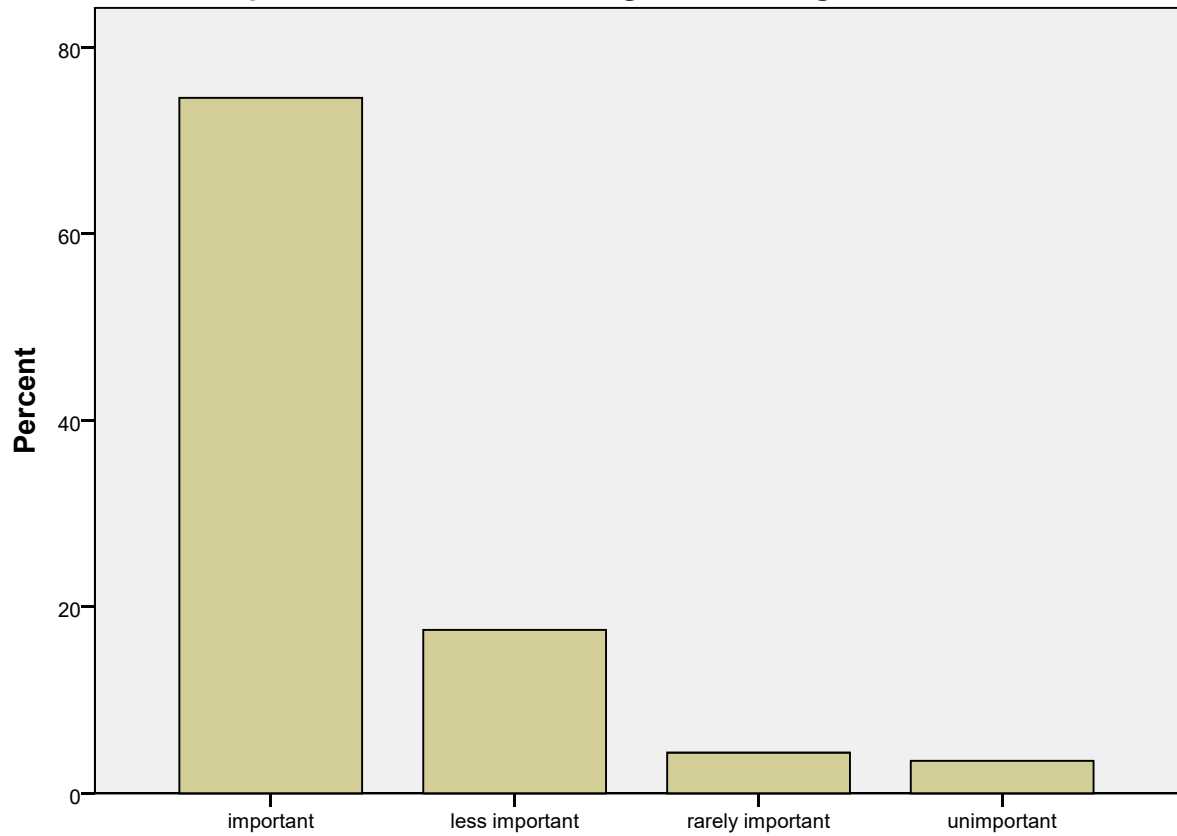




**Importance - Online community tools**



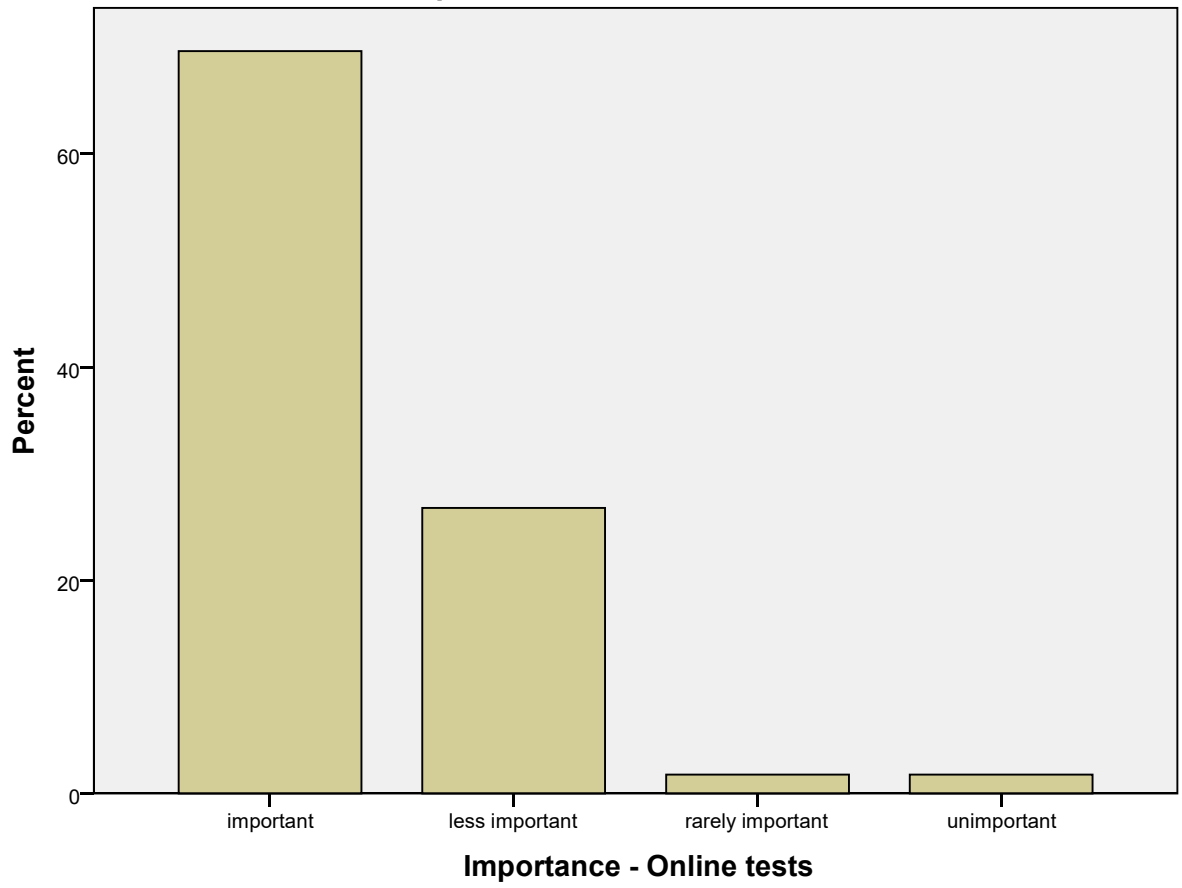
**Importance - Online teaching and learning material**

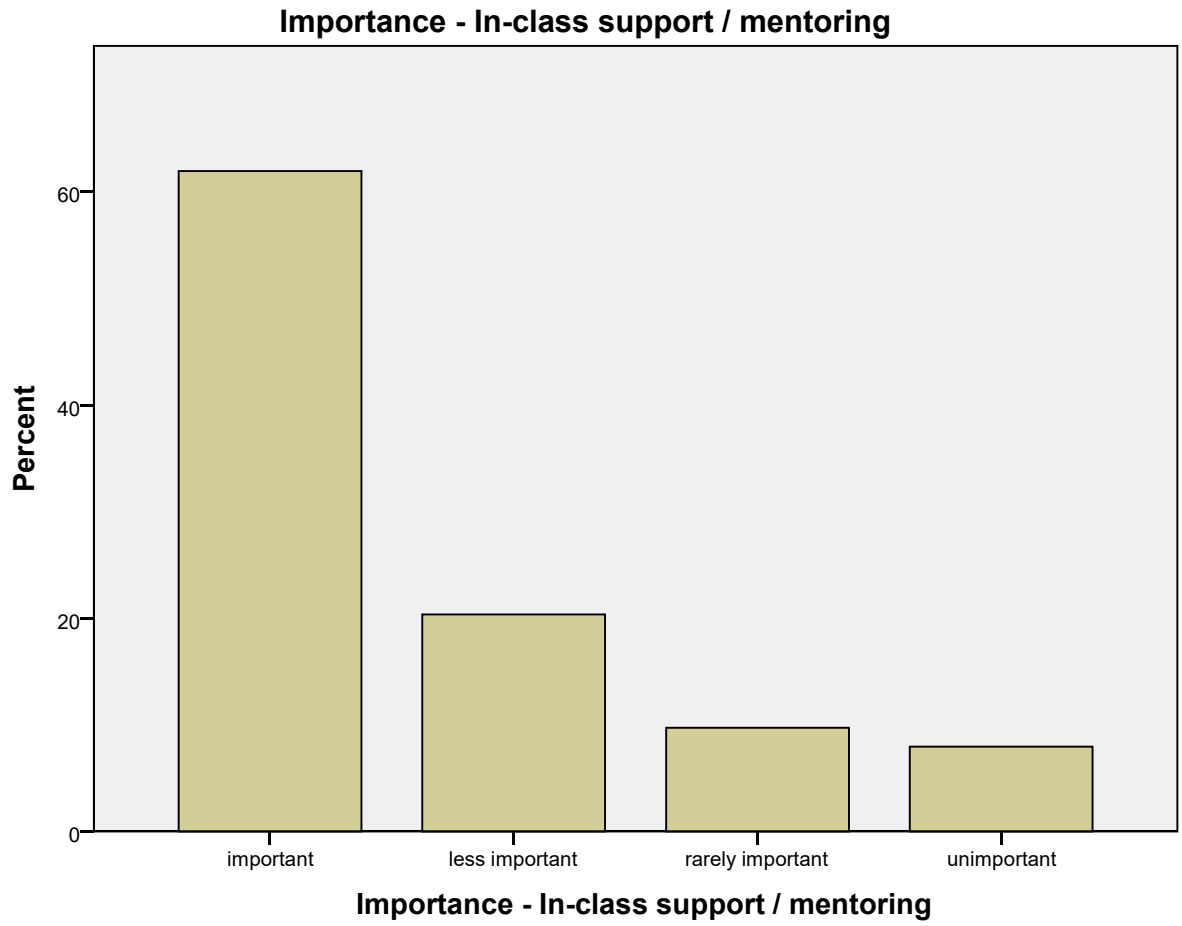


**Importance - Online teaching and learning material**

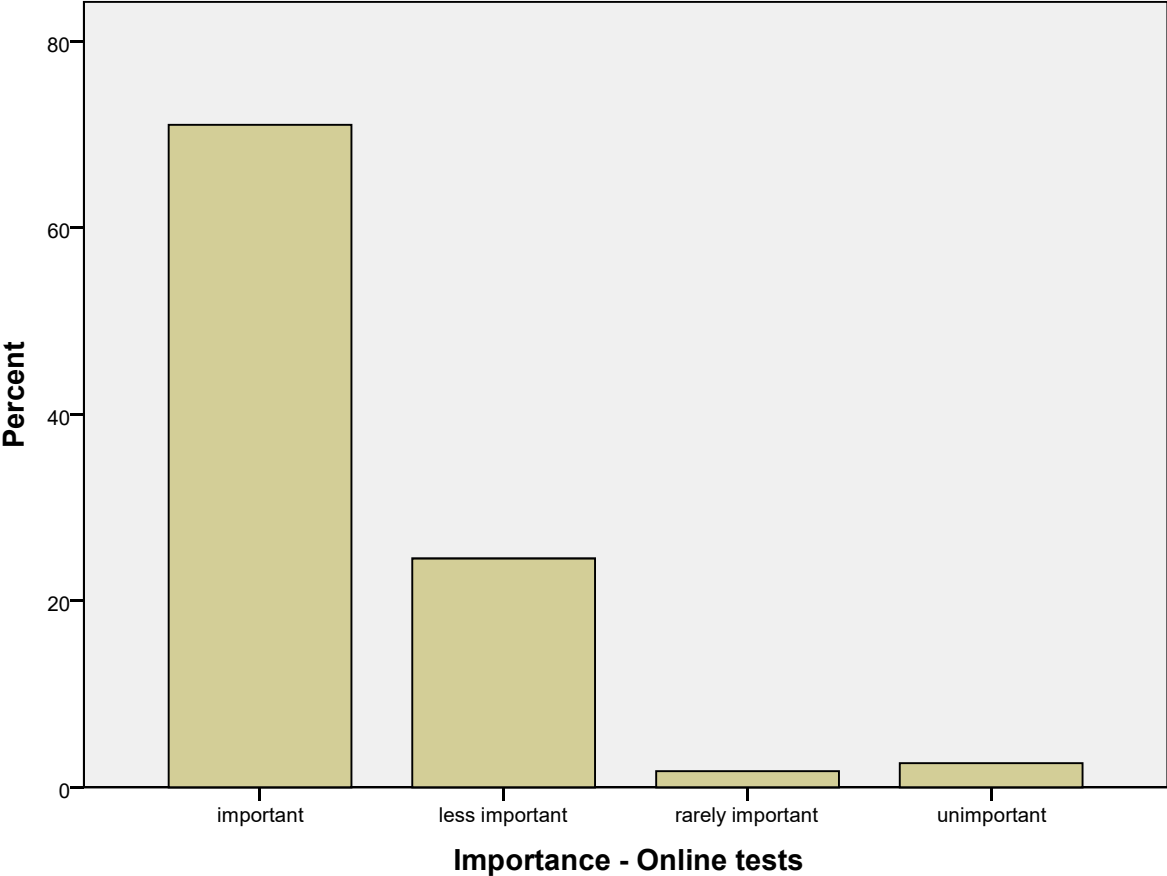


**Importance - Online tests**





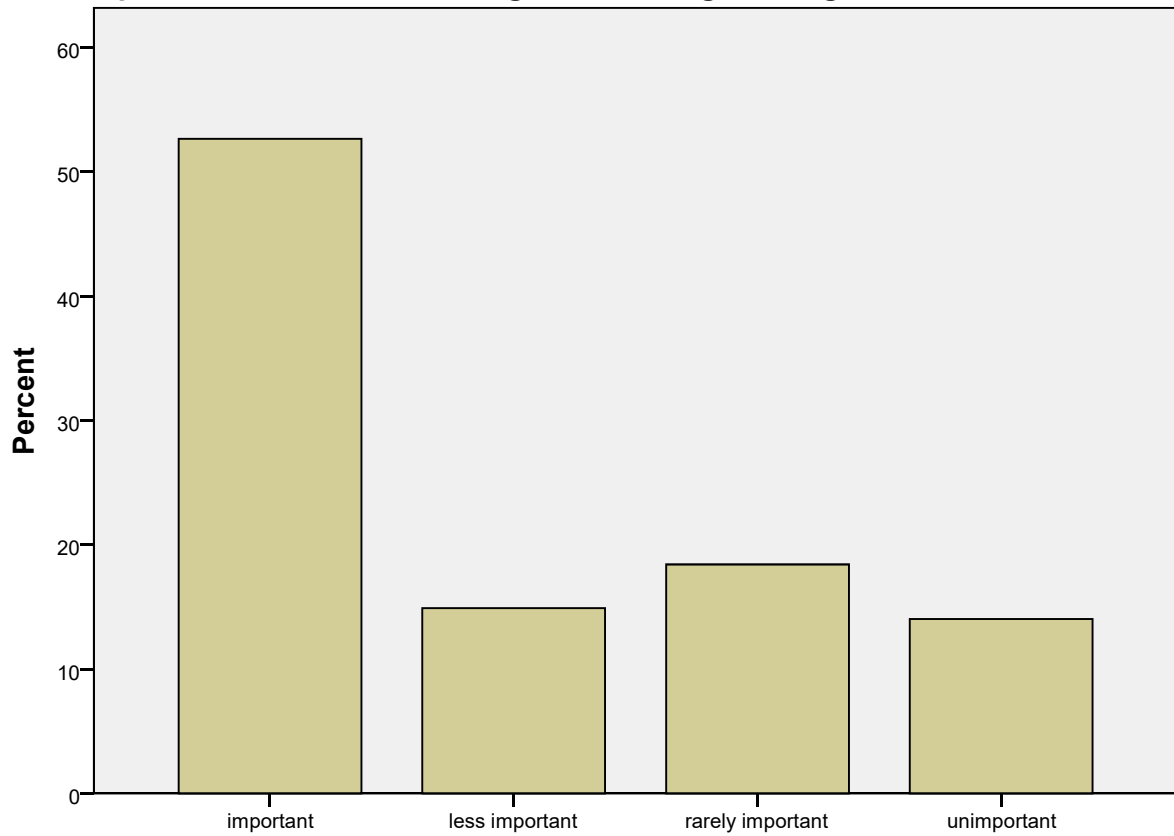
**Importance - Online tests**



**Importance - eLearning trainings for the learners**

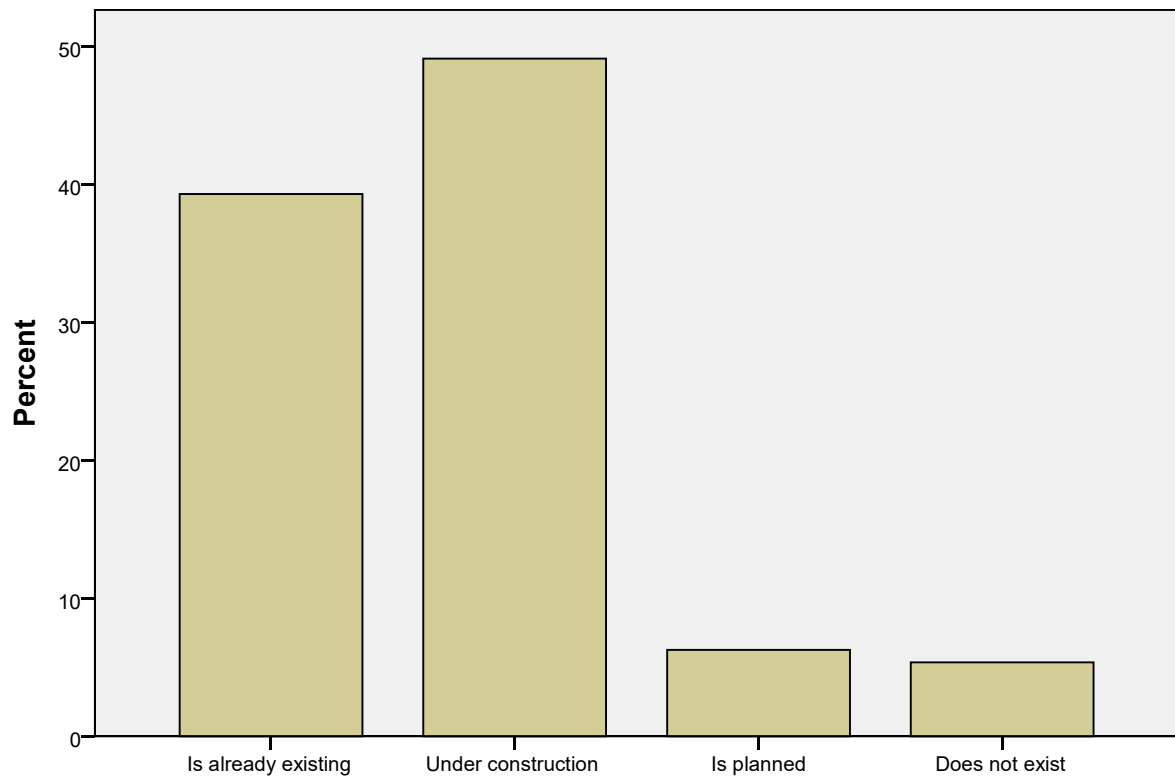


**Importance - Teacher Trainings - eLearning trainings for the teachers**



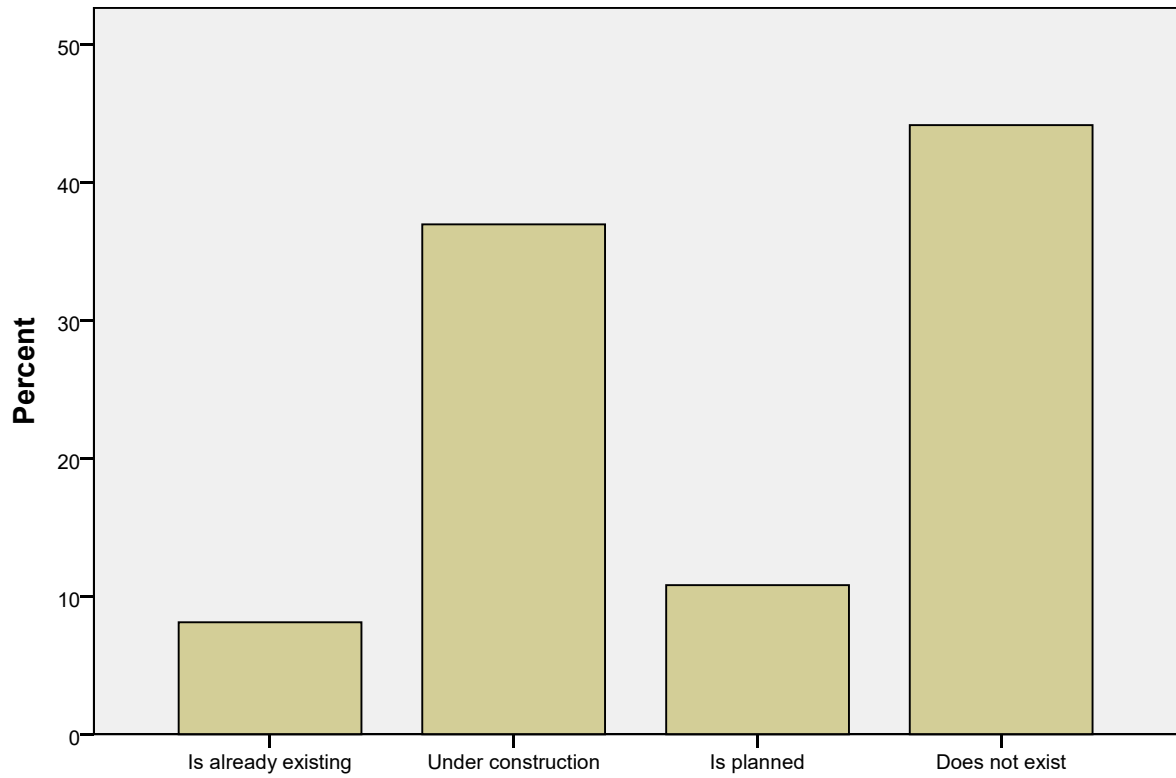
**Importance - Teacher Trainings - eLearning trainings for the teachers**

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



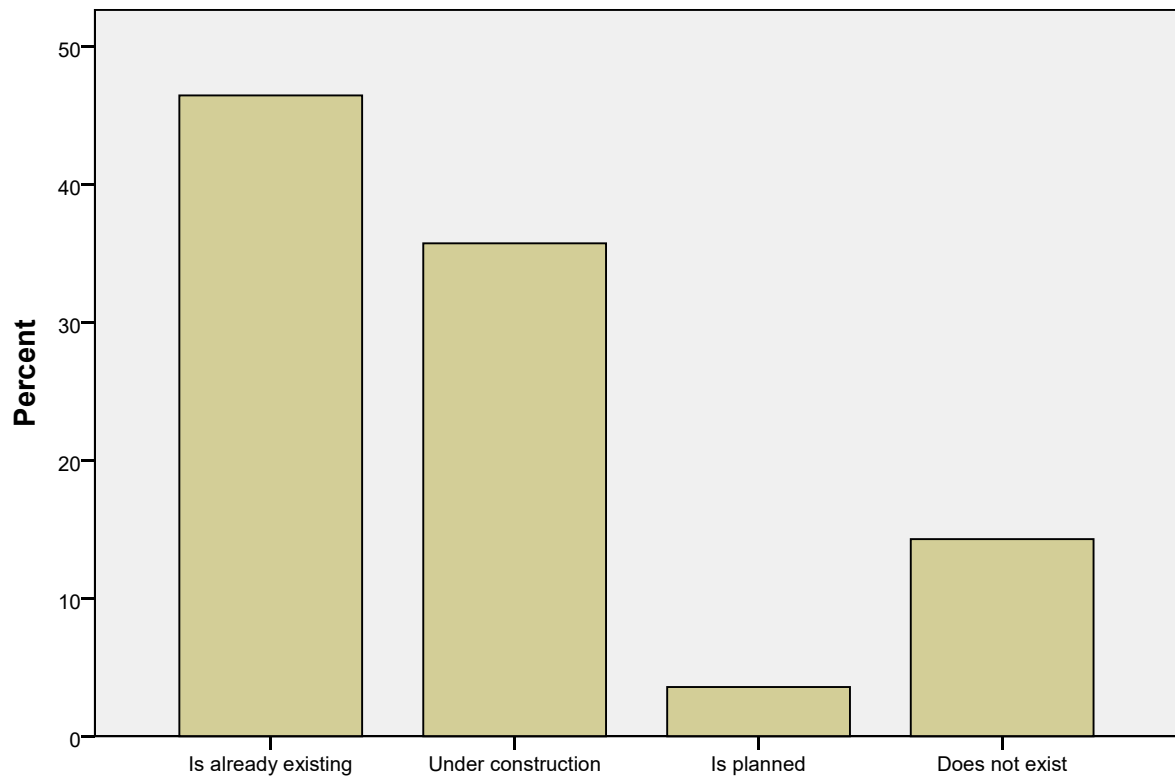
**Do you have the following elements at your school? - Networking / communication infrastructure**

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



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

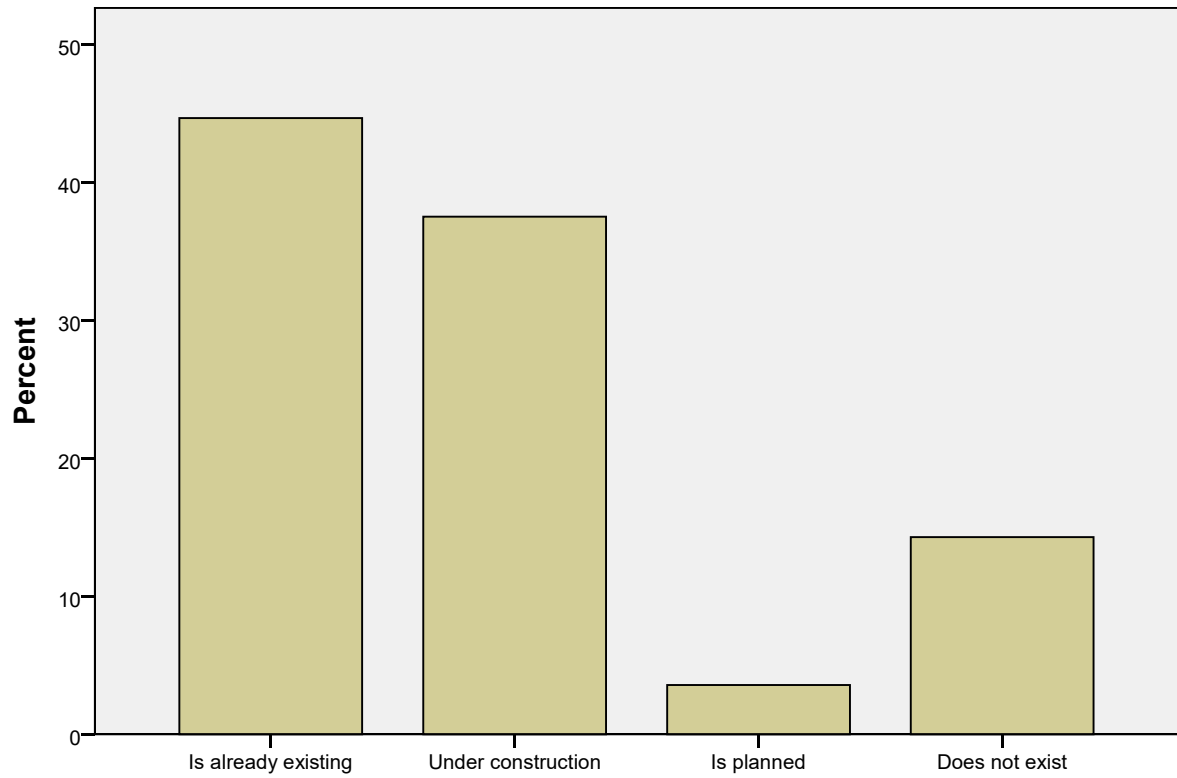
**Do you have the following elements at your school? - Computer-based instructional tools**



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

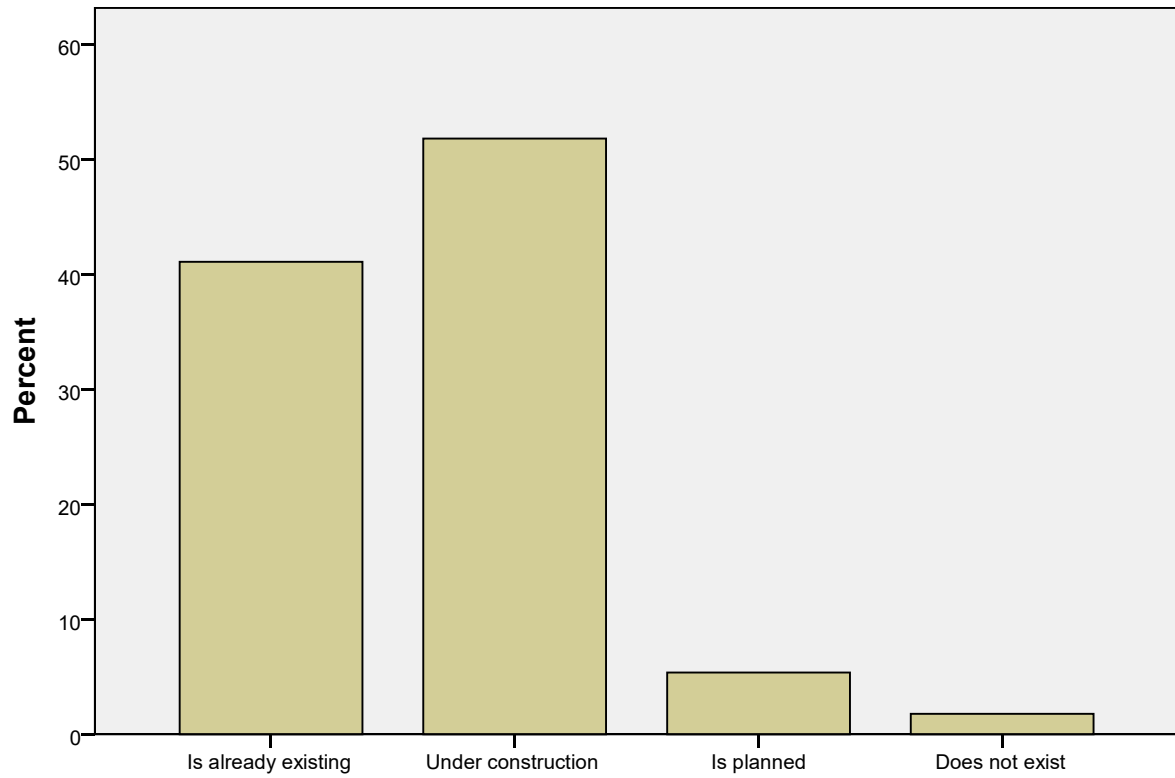


**Do you have the following elements at your school? - Web-based instructional tools**



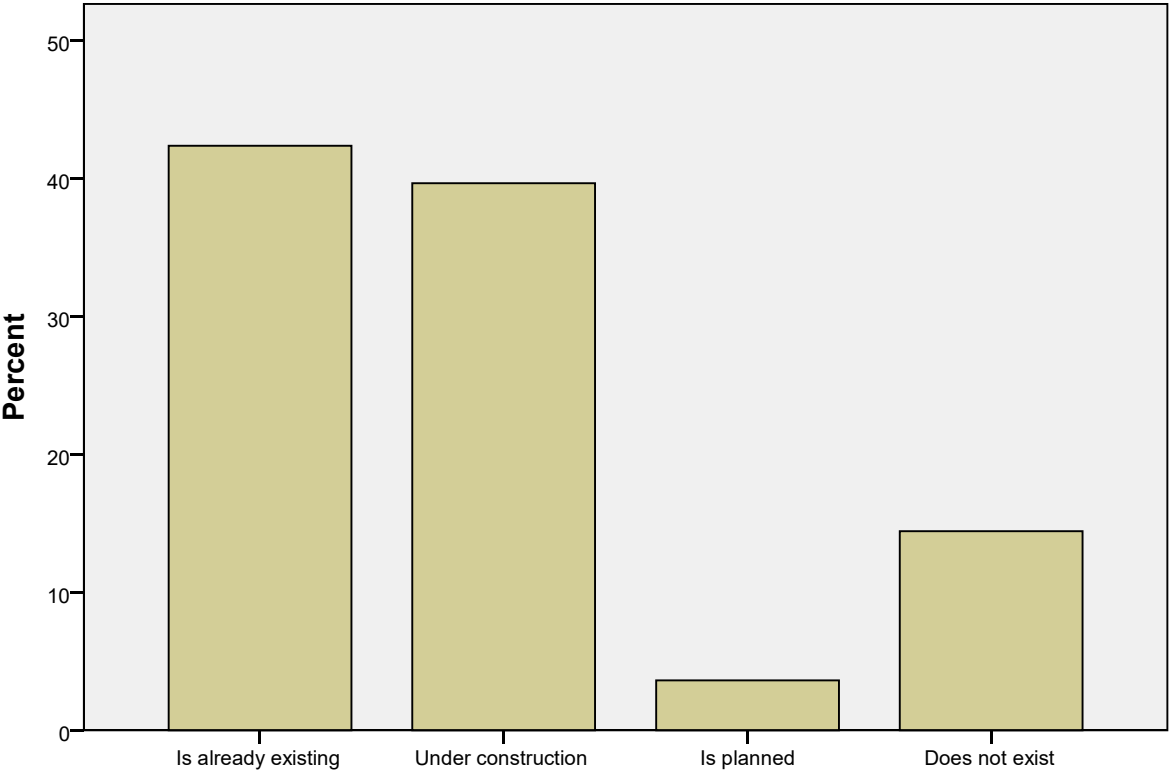
**Do you have the following elements at your school? - Web-based instructional tools**

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



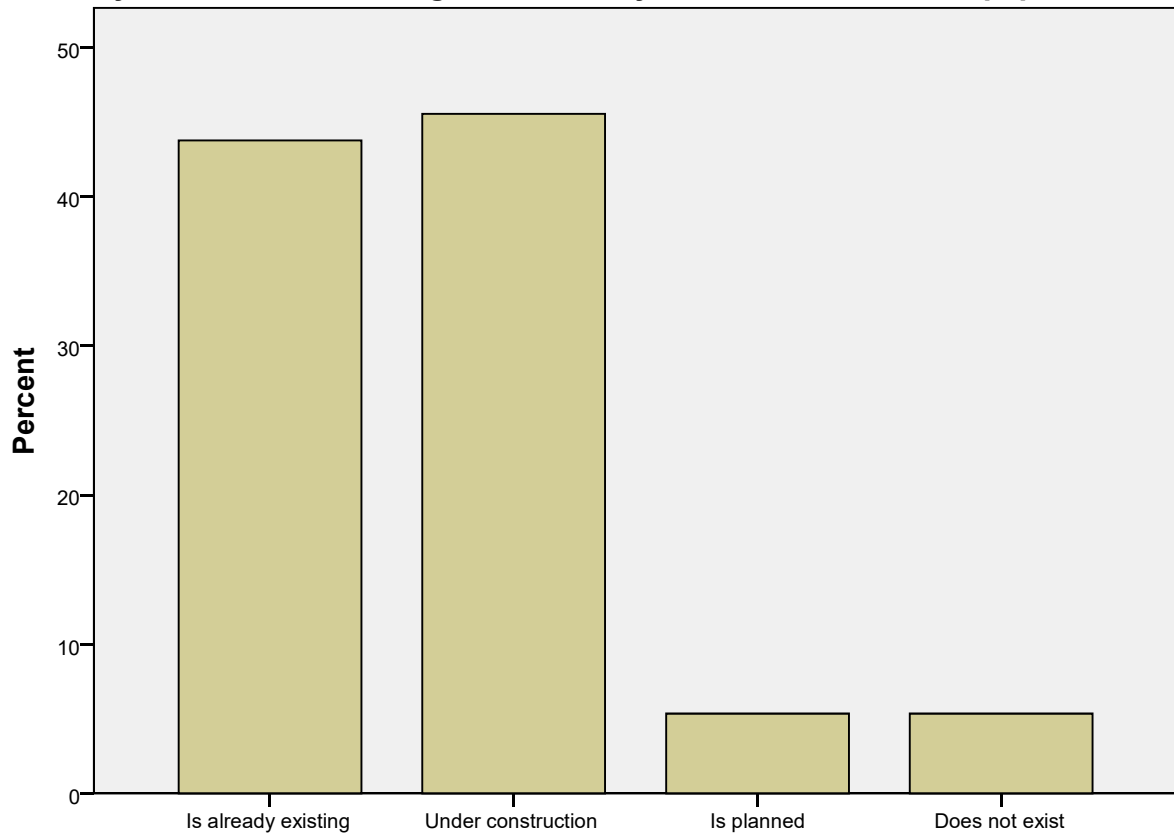
**Do you have the following elements at your school? - Hardware support in the classroom**

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



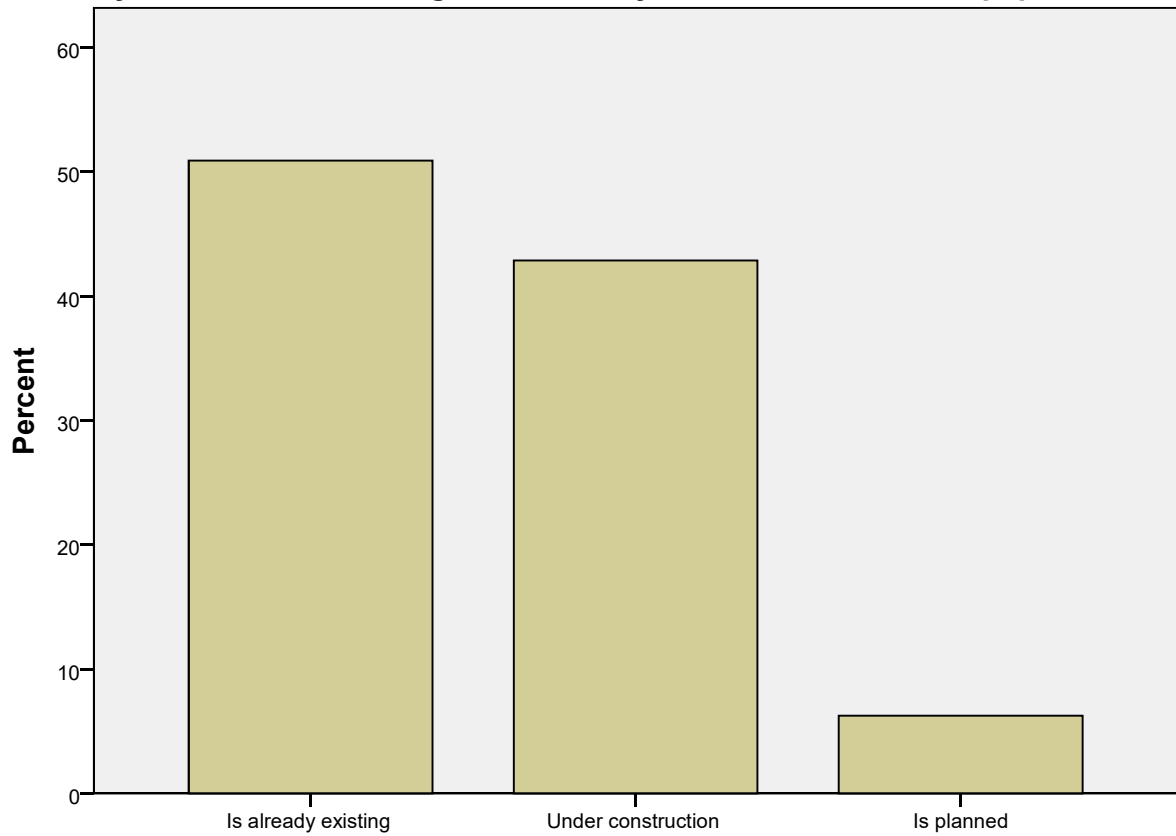
**Do you have the following elements at your school? - Web-based instructional tools**

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



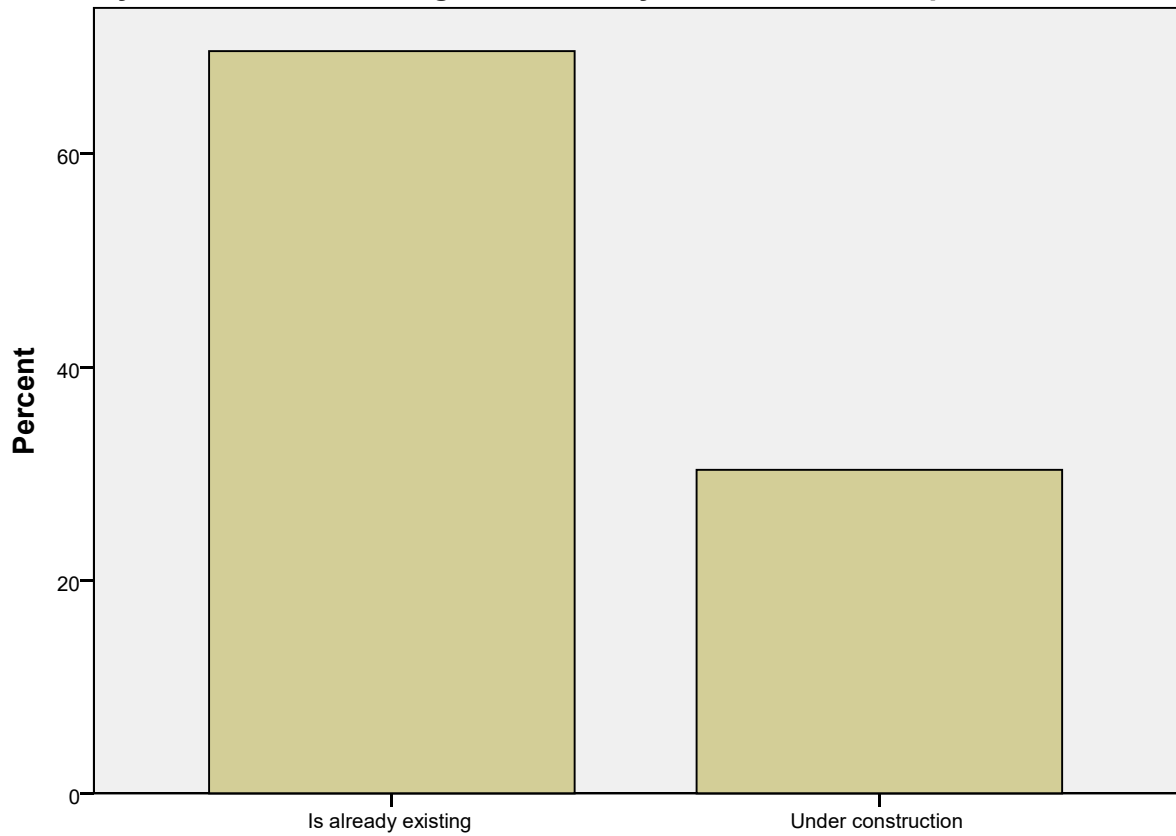
**Do you have the following elements at your school? - Audio Equipment**

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



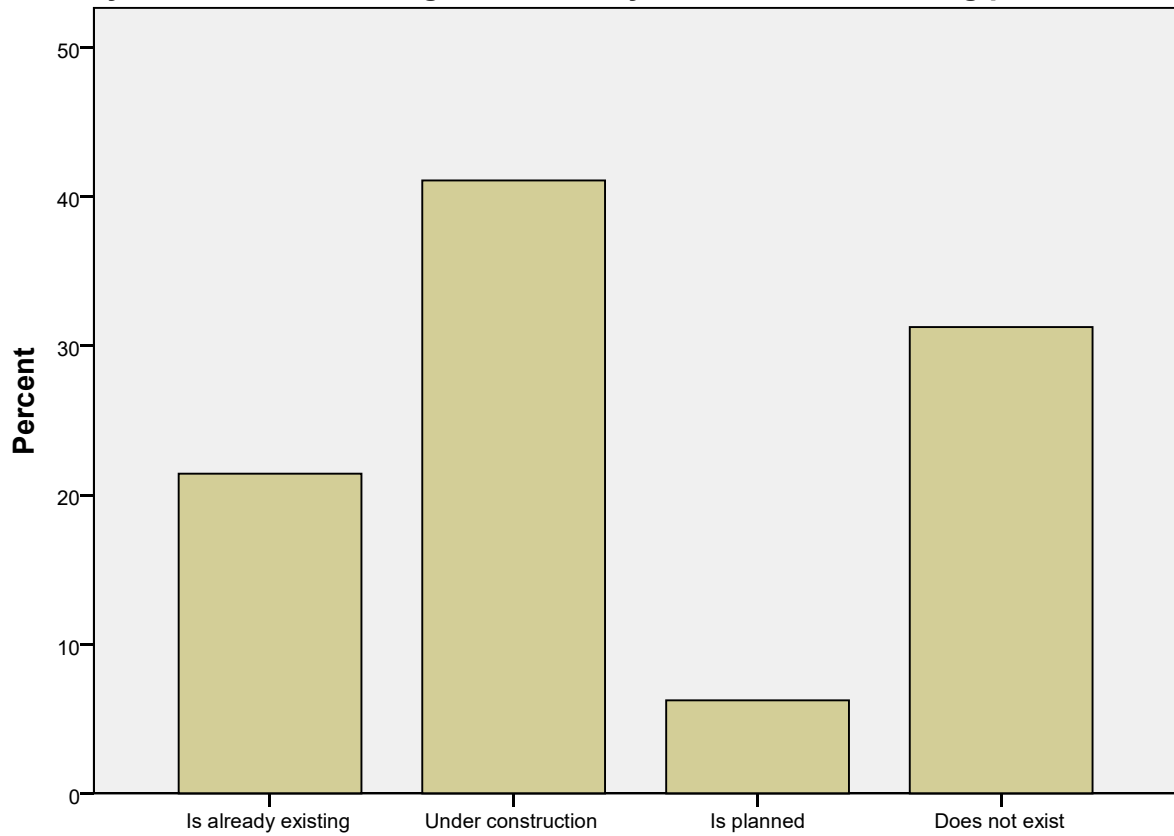
**Do you have the following elements at your school? - Video Equipment**

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



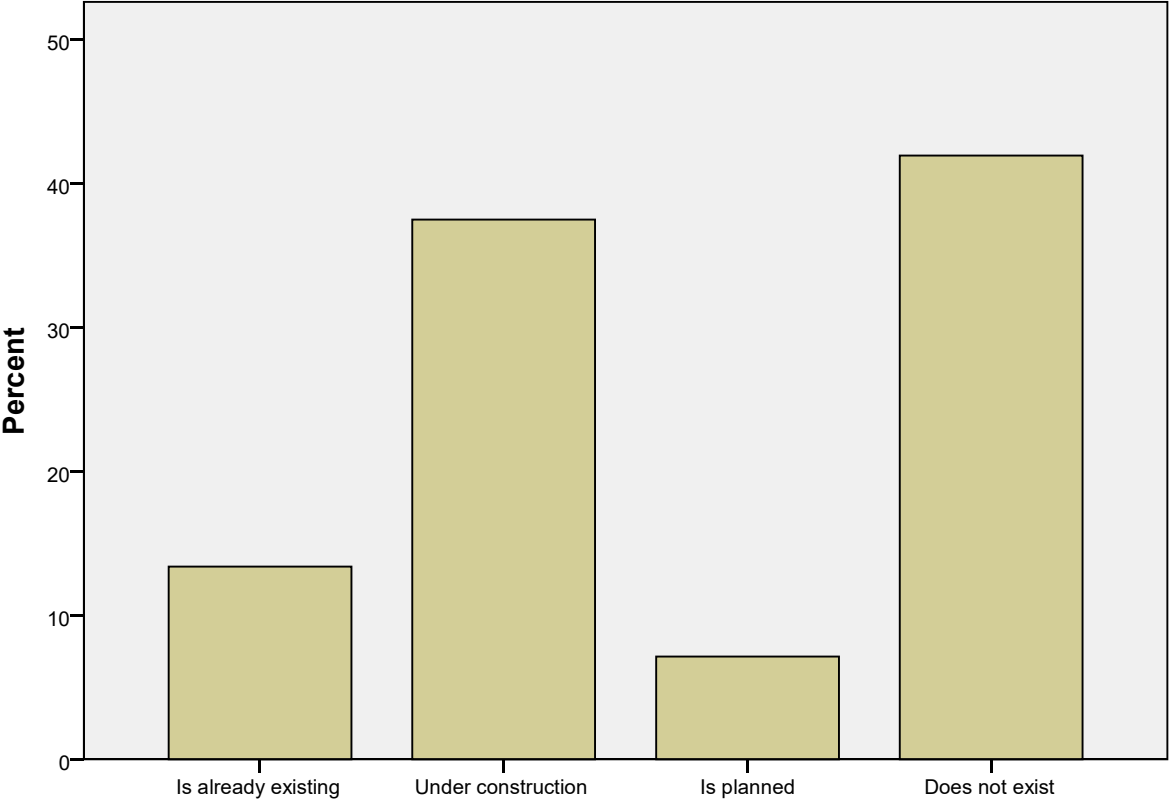
**Do you have the following elements at your school? - Computer Room**

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



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

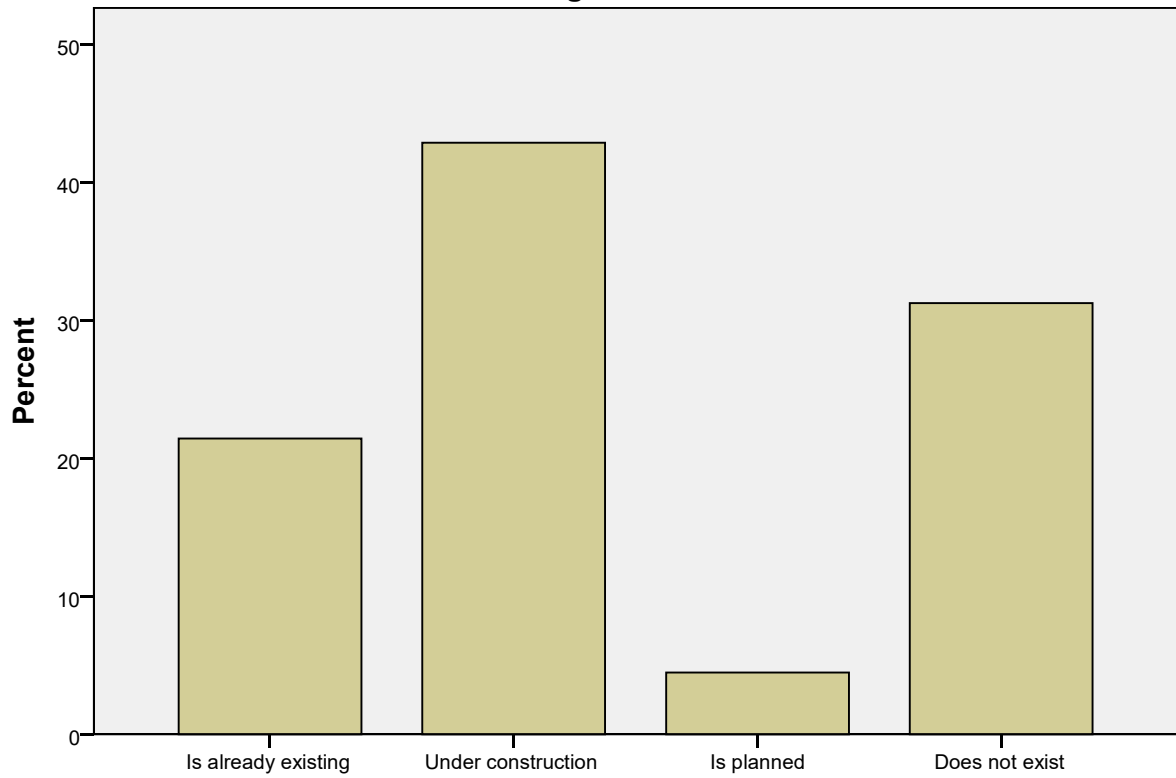
**Do you have the following elements at your school? - Online community tools**



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

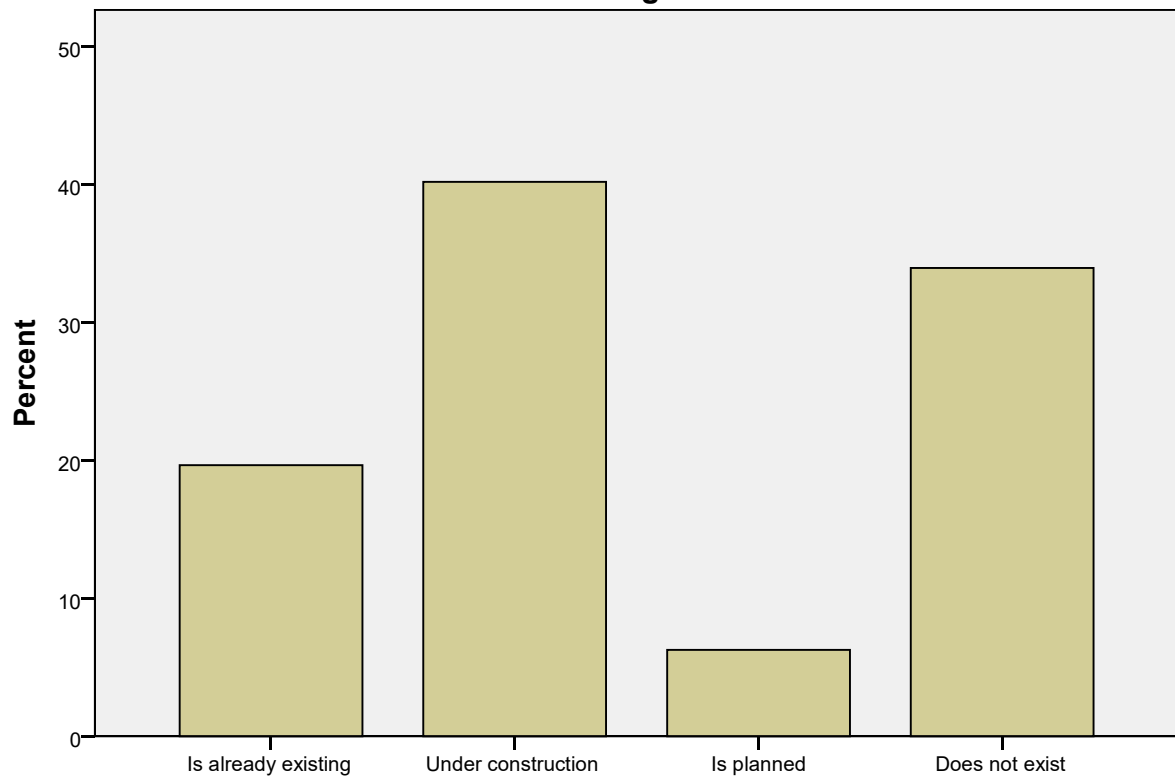


**Do you have the following elements at your school? - Online teaching and learning material**



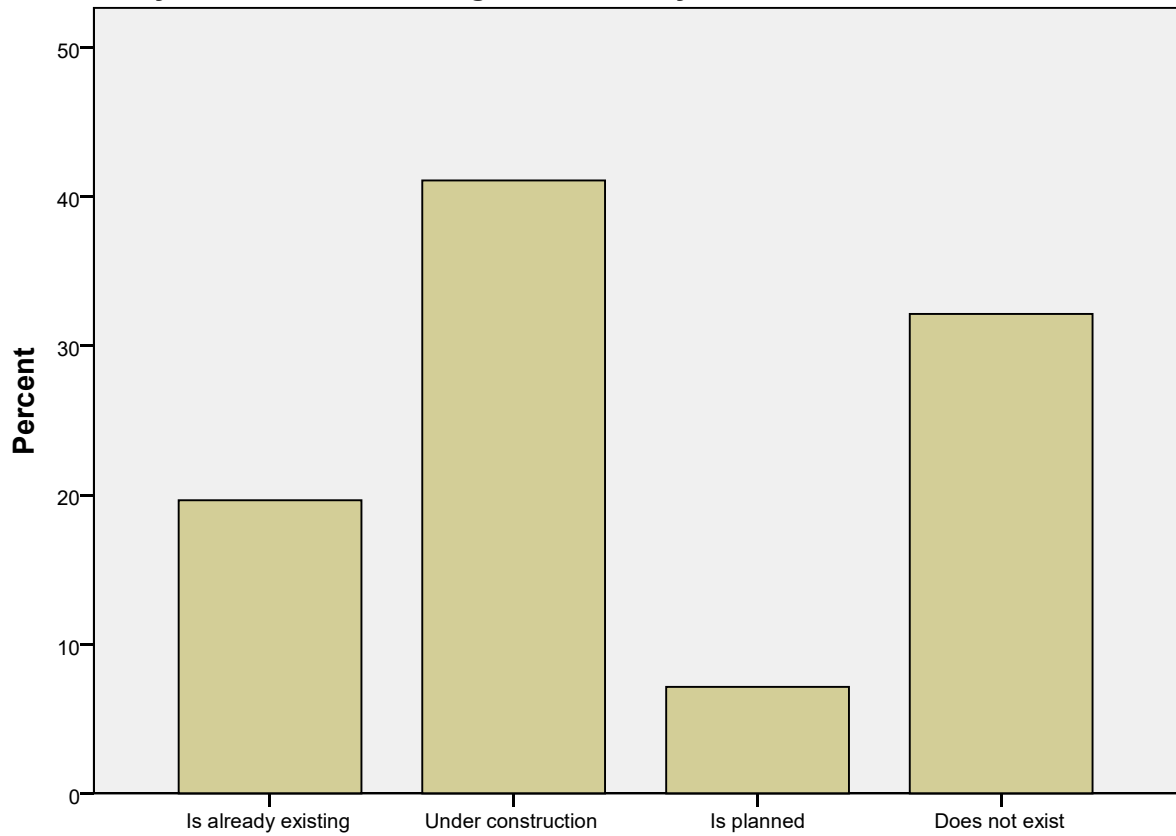
**Do you have the following elements at your school? - Online teaching and learning material**

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



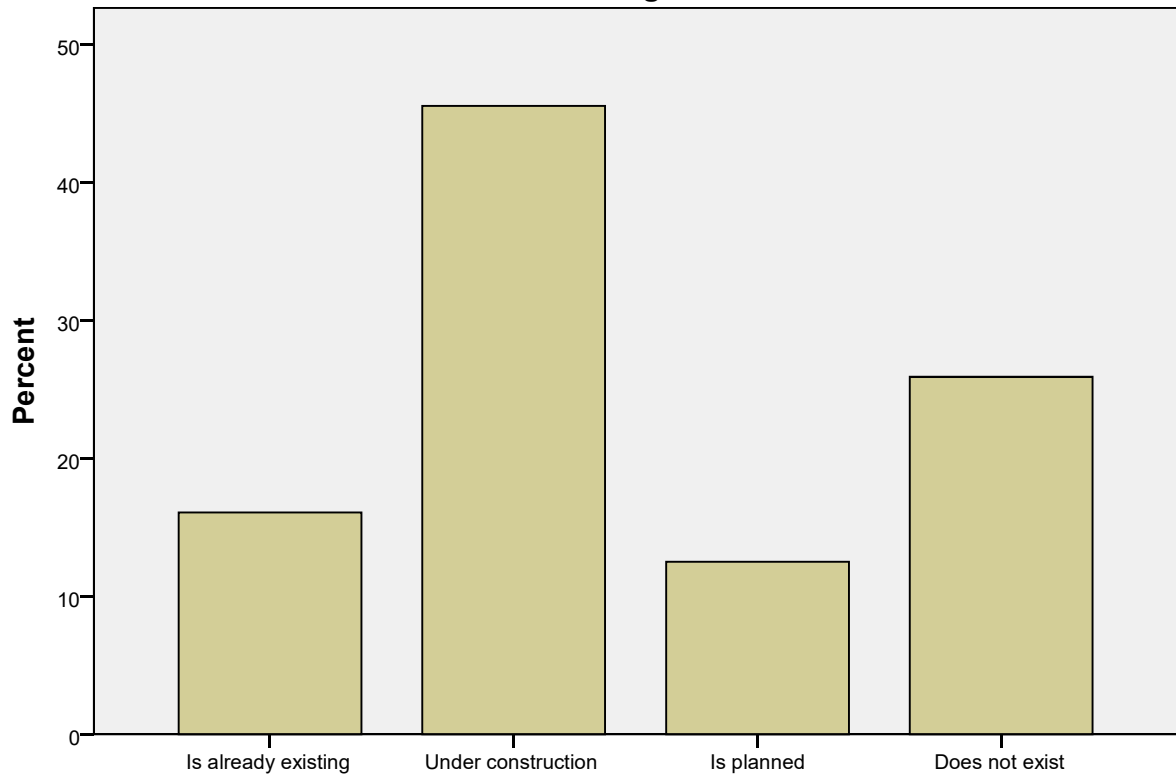
**Do you have the following elements at your school? - Curriculum adaption for eLearning**

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



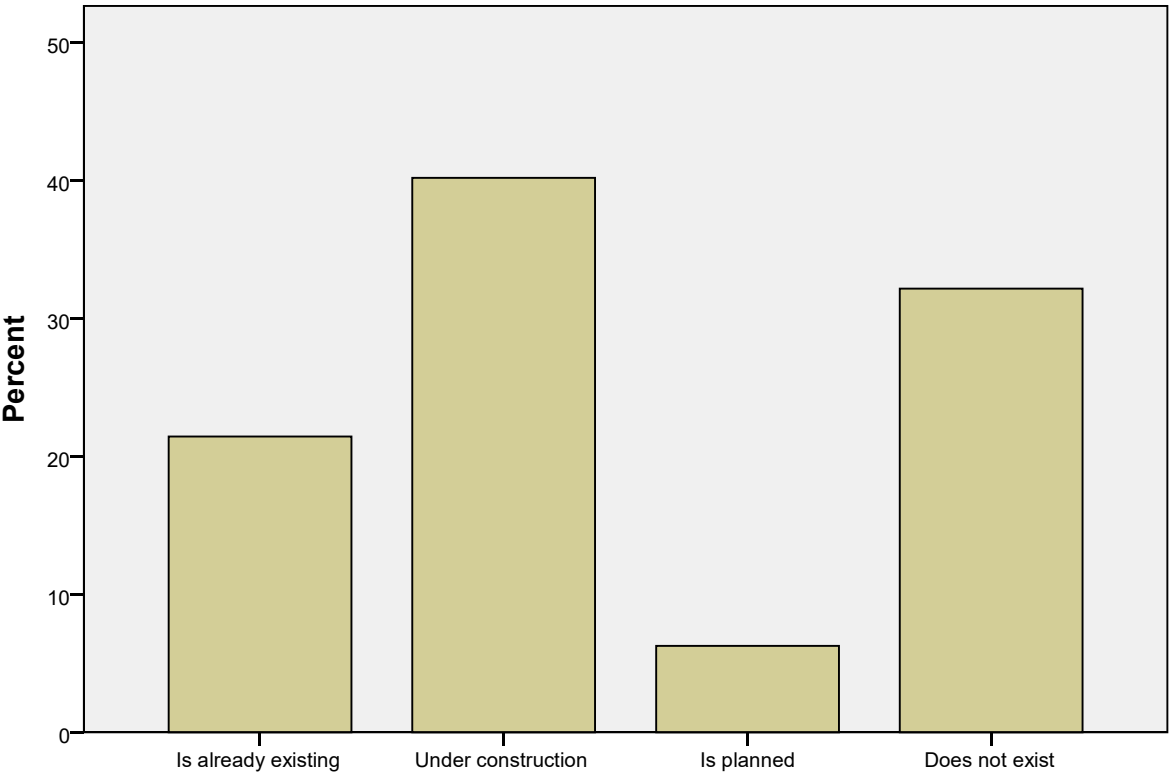
**Do you have the following elements at your school? - Online tests**

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



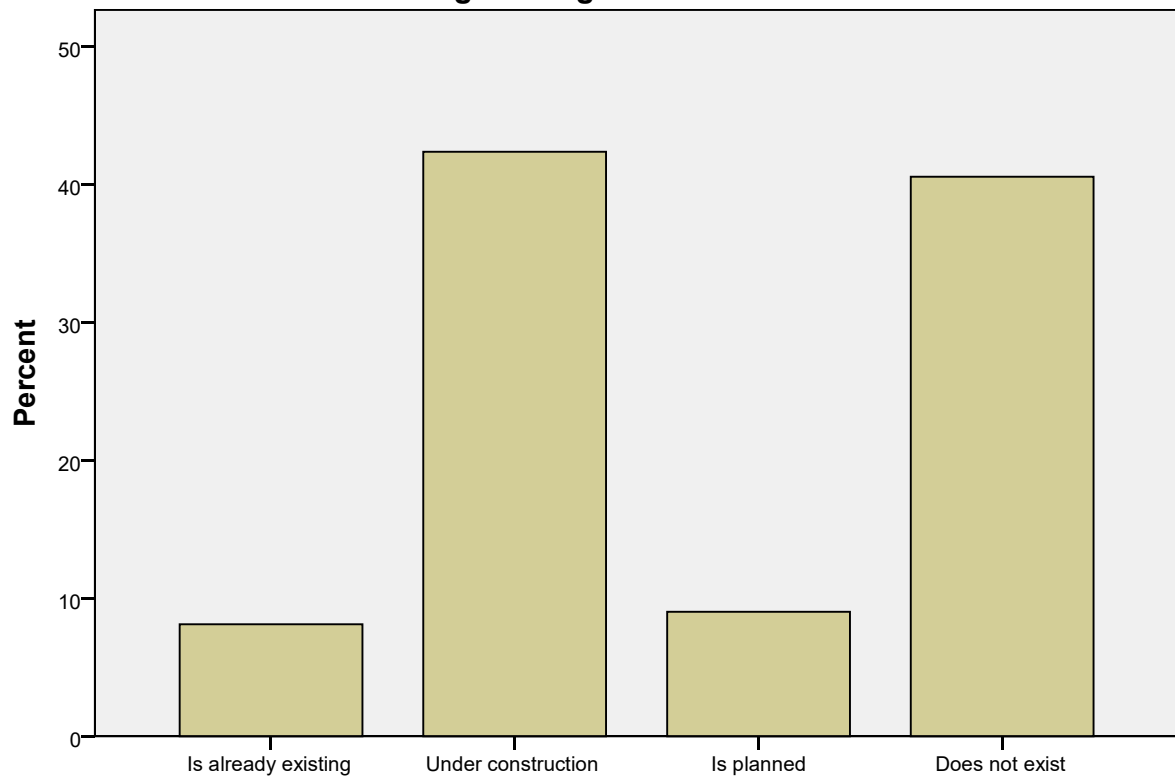
**Do you have the following elements at your school? - In-class support / mentoring**

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



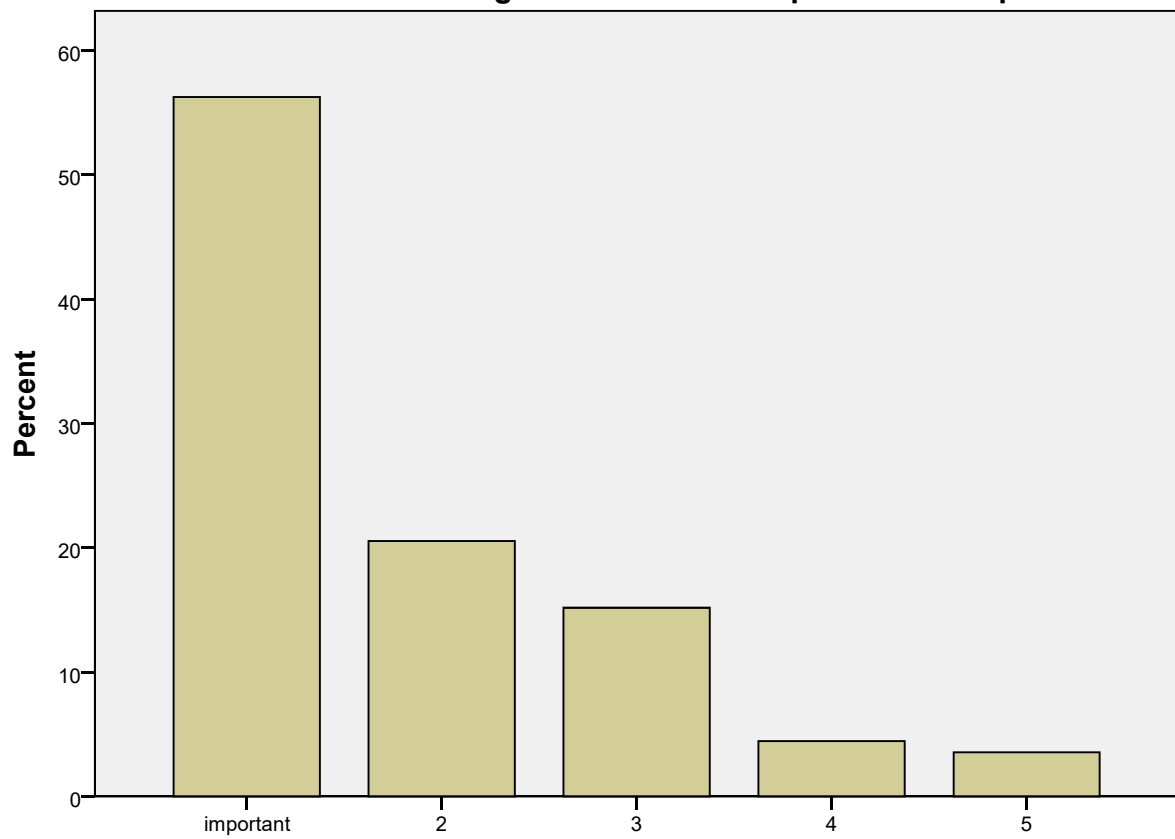
**Do you have the following elements at your school? - eLearning trainings for the learners**

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



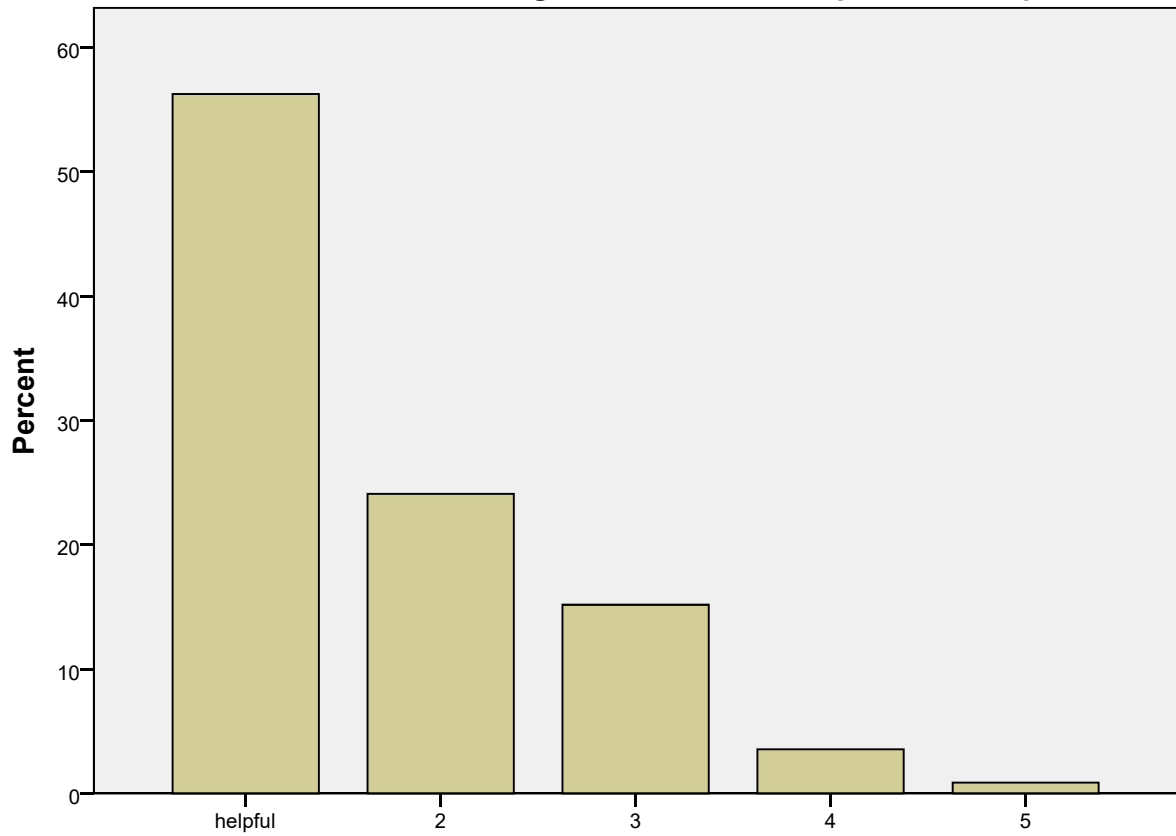
**Do you have the following elements at your school? - Teacher Trainings - eLearning trainings for the teachers**

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



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

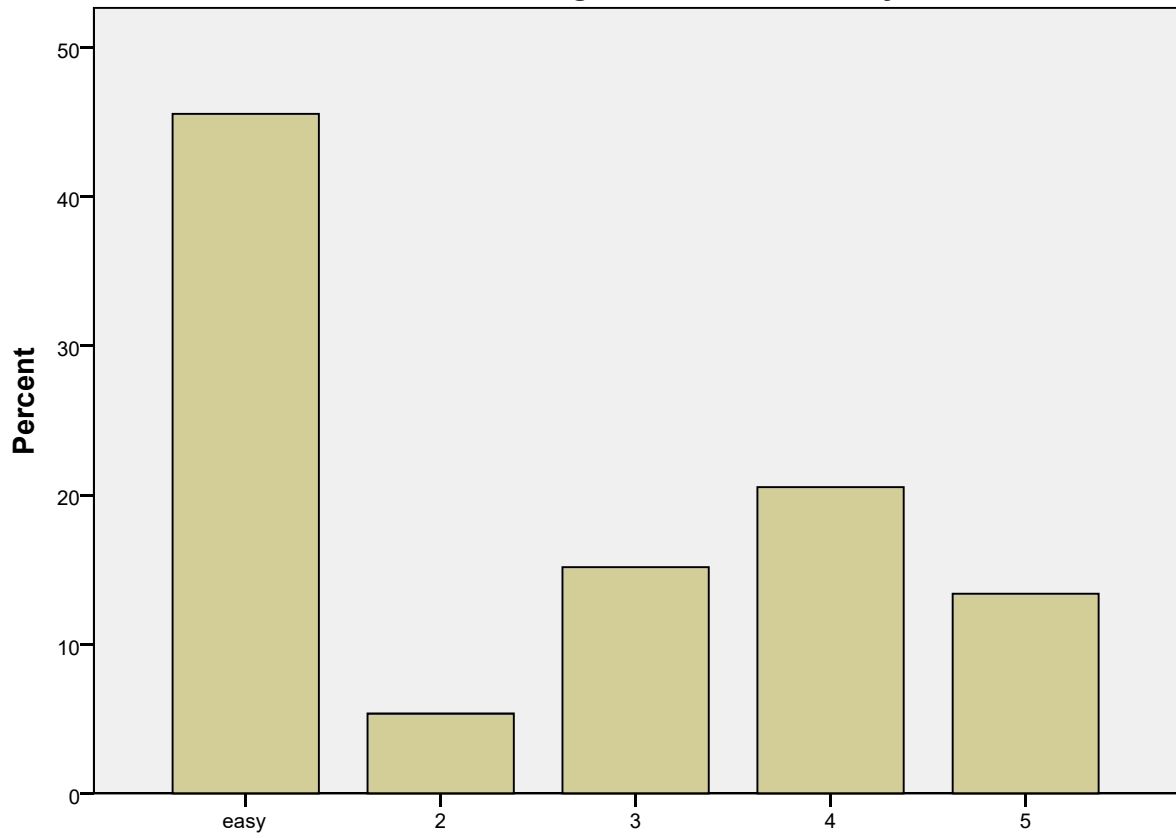
The use of sounds in teaching scenarios is... - helpful - not helpful



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

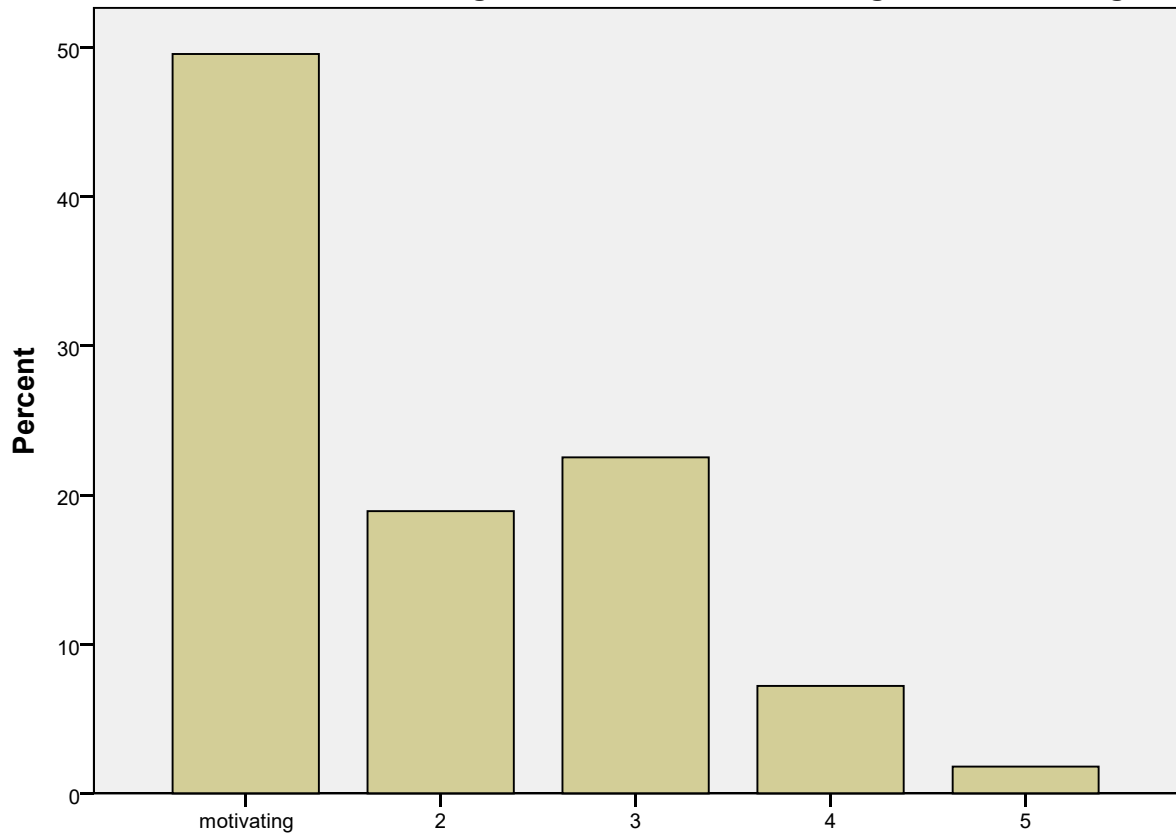


The use of sounds in teaching scenarios is... - easy - difficult



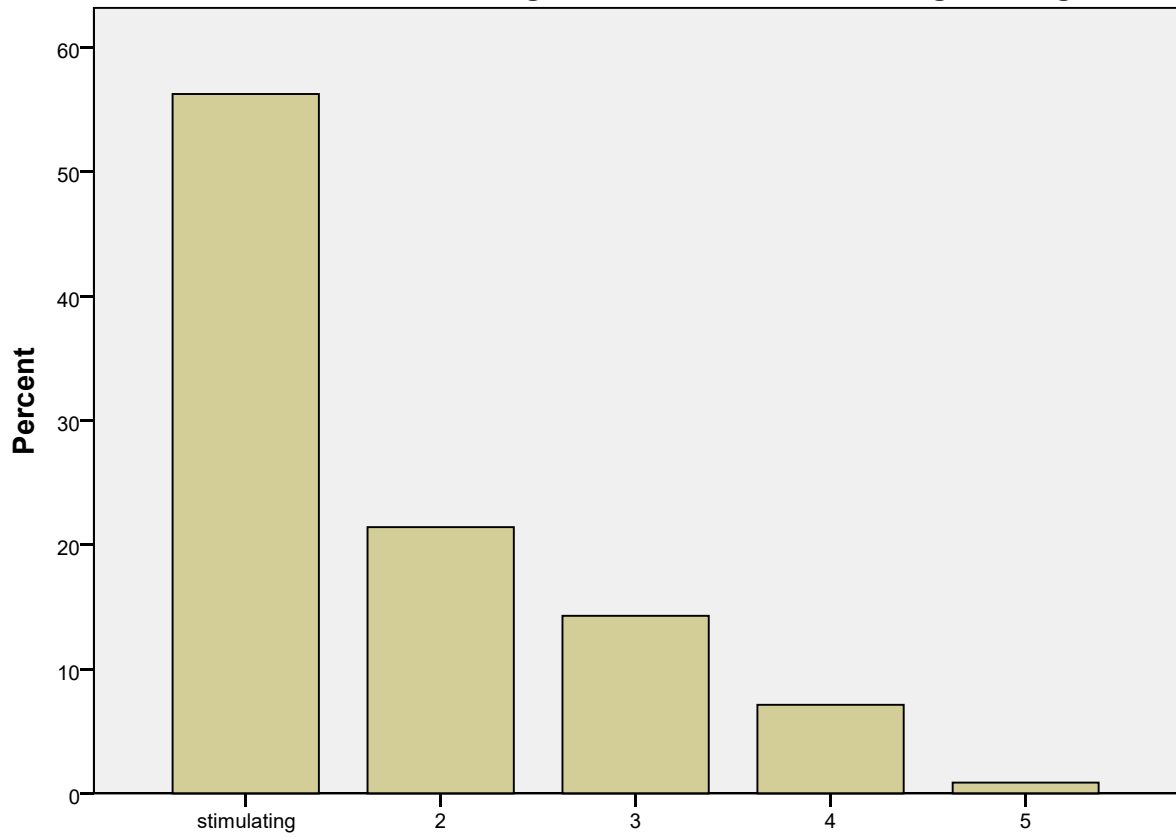
The use of sounds in teaching scenarios is... - easy - difficult

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



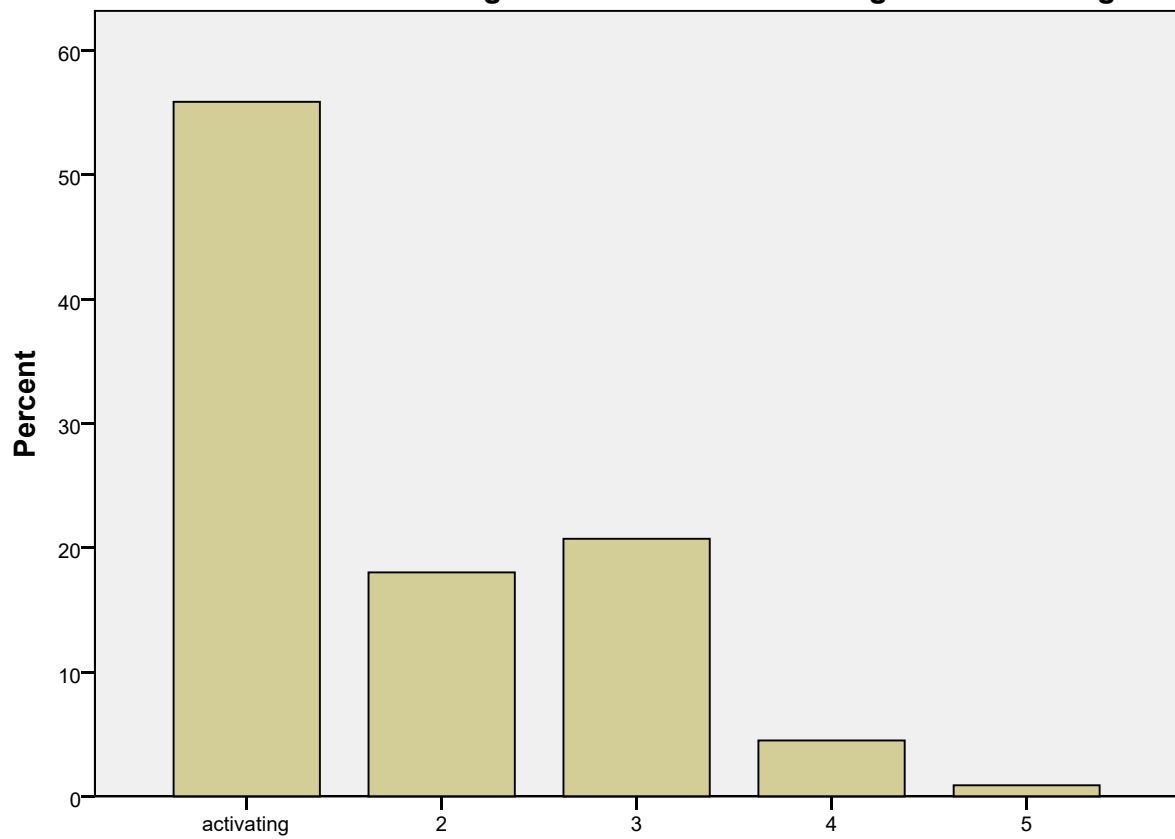
**The use of sounds in teaching scenarios is... - motivating - not motivating**

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



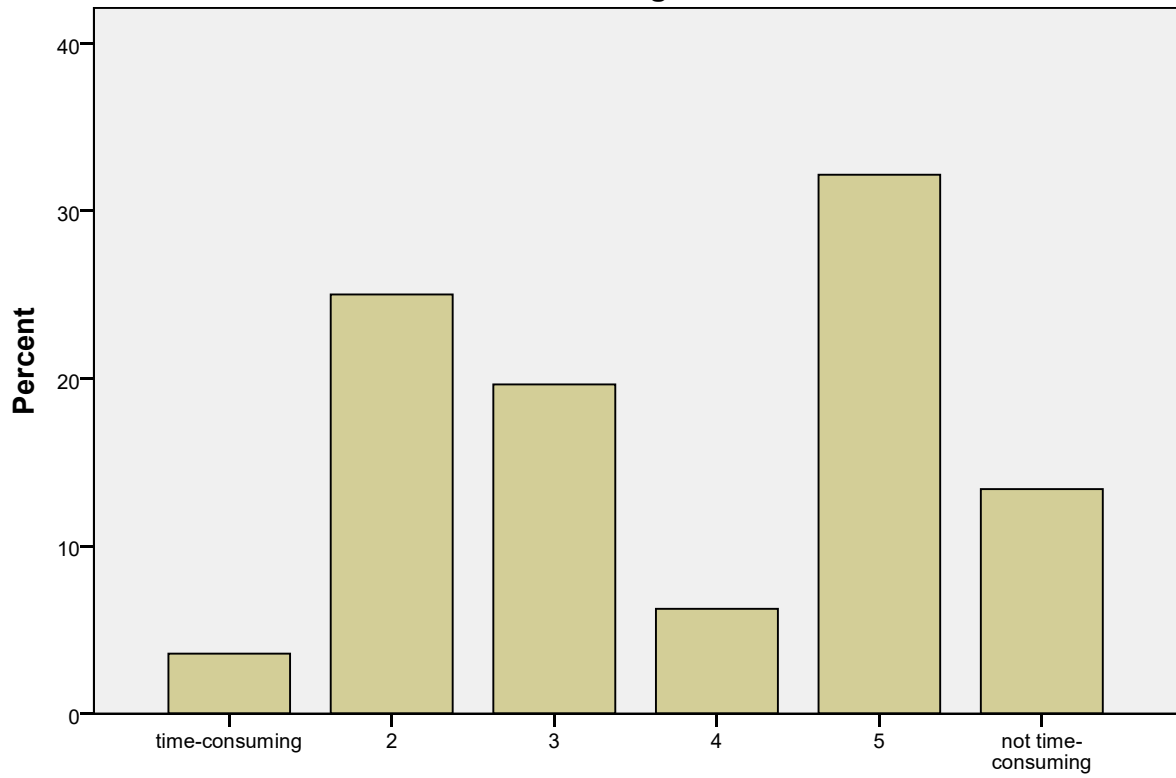
The use of sounds in teaching scenarios is... - stimulating - boring

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



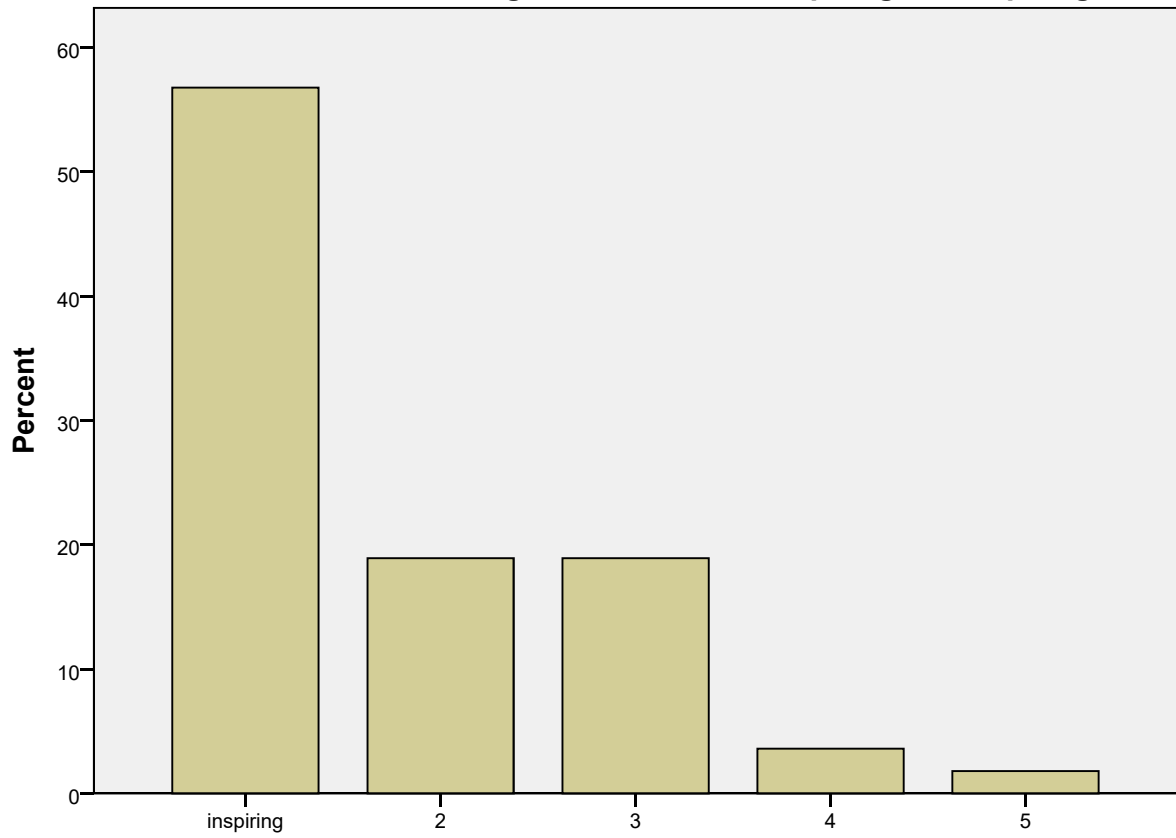
The use of sounds in teaching scenarios is... - activating - not activating

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



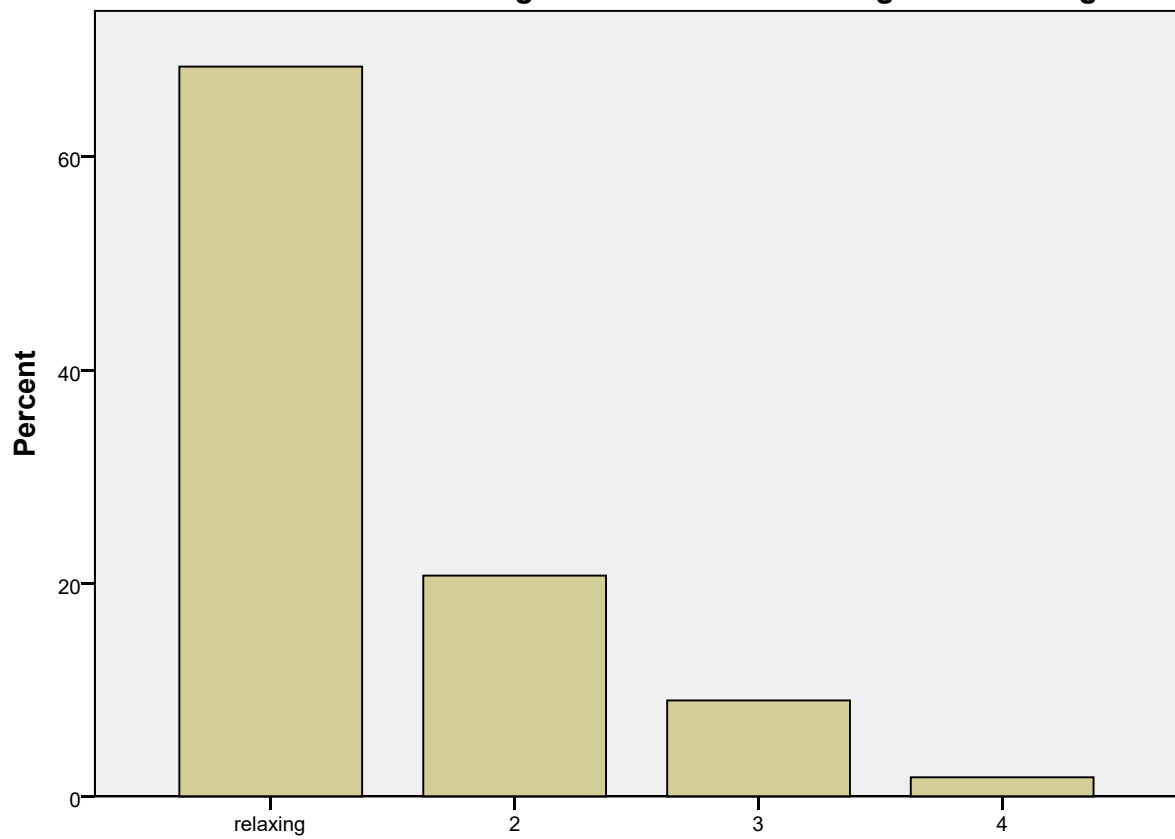
**The use of sounds in teaching scenarios is... - time-consuming - not time-consuming**

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



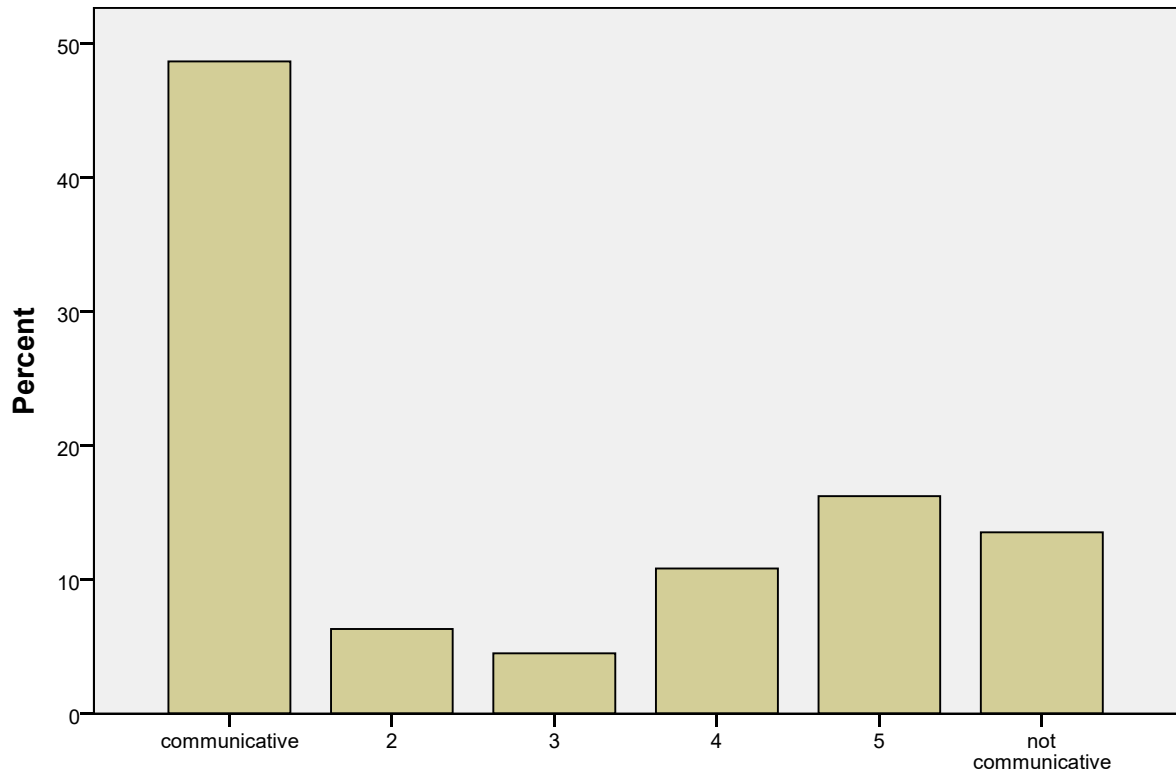
The use of sounds in teaching scenarios is... - inspiring - uninspiring

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



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

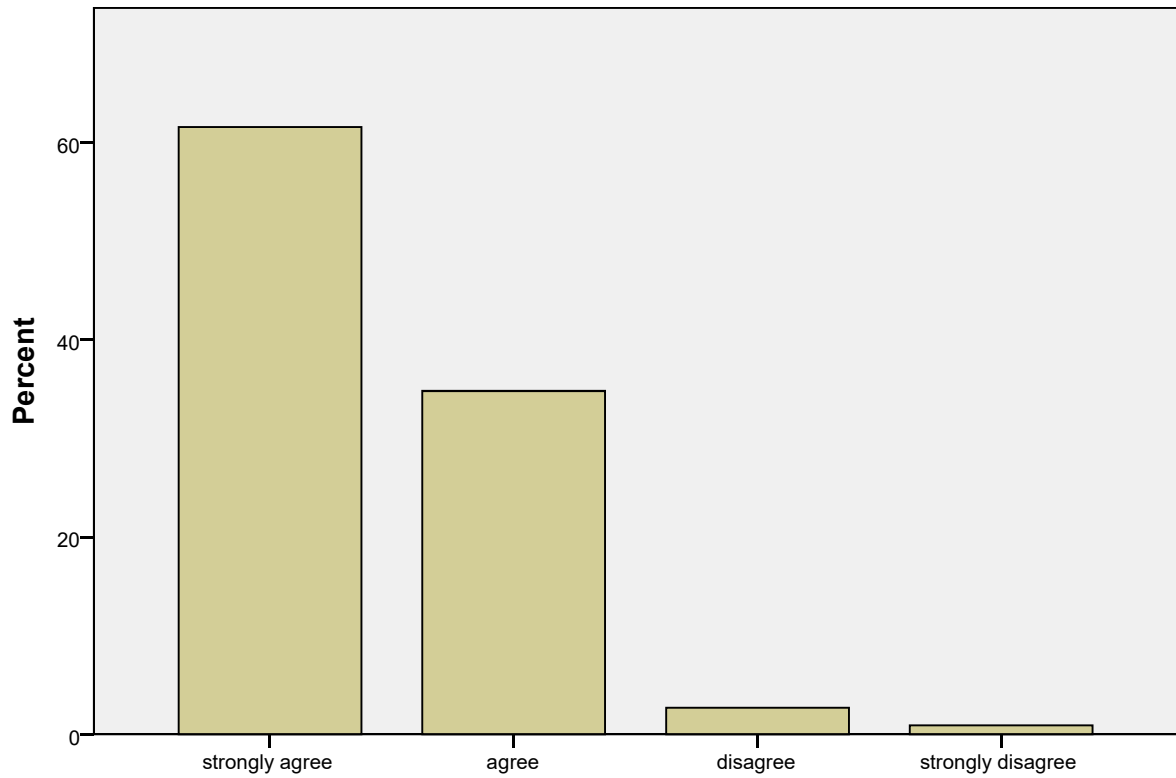
**The use of sounds in teaching scenarios is... - communicative - not communicative**



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

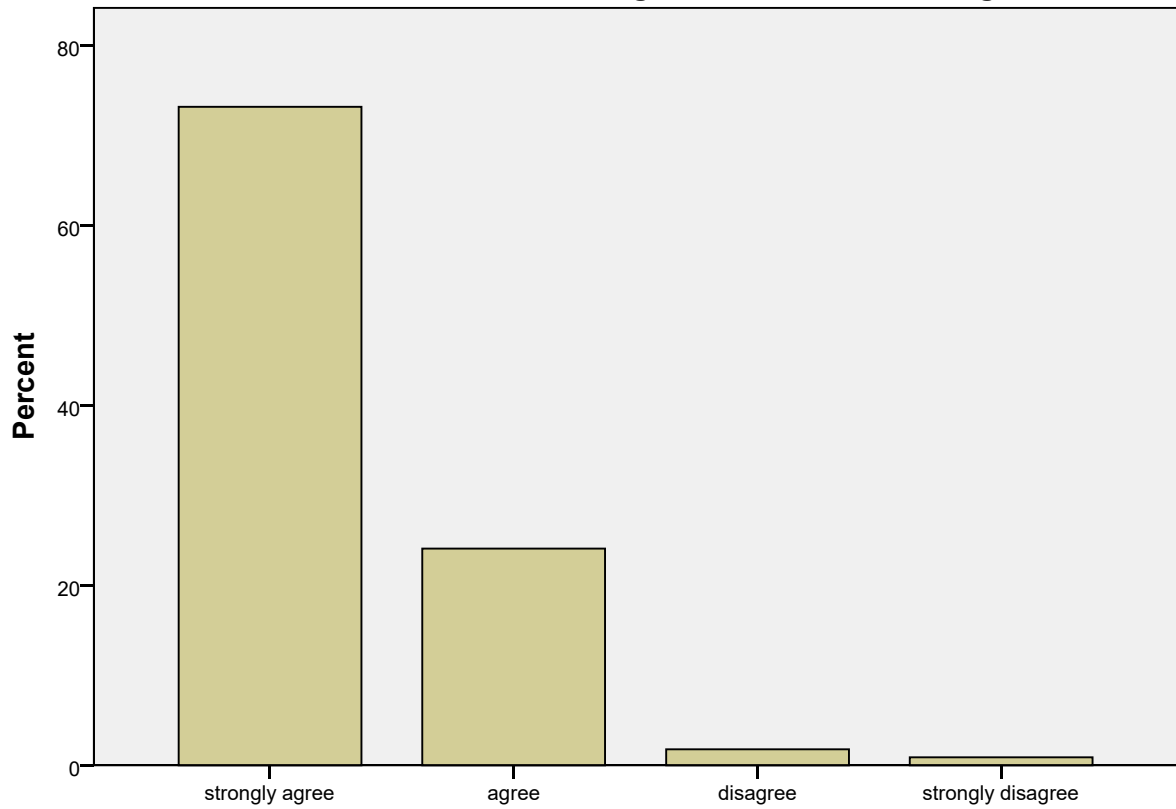


**Comments - The use of sounds in teaching scenarios should integrate narrative audios.**



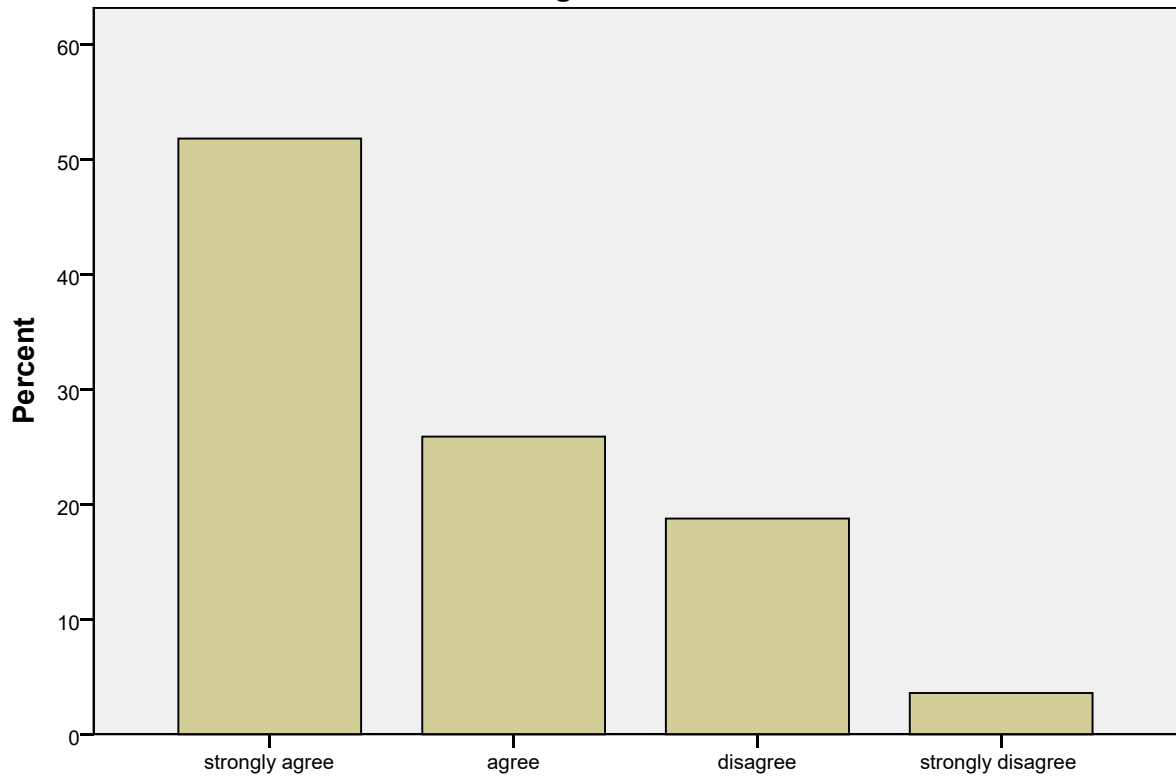
**Comments - The use of sounds in teaching scenarios should integrate narrative audios.**

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



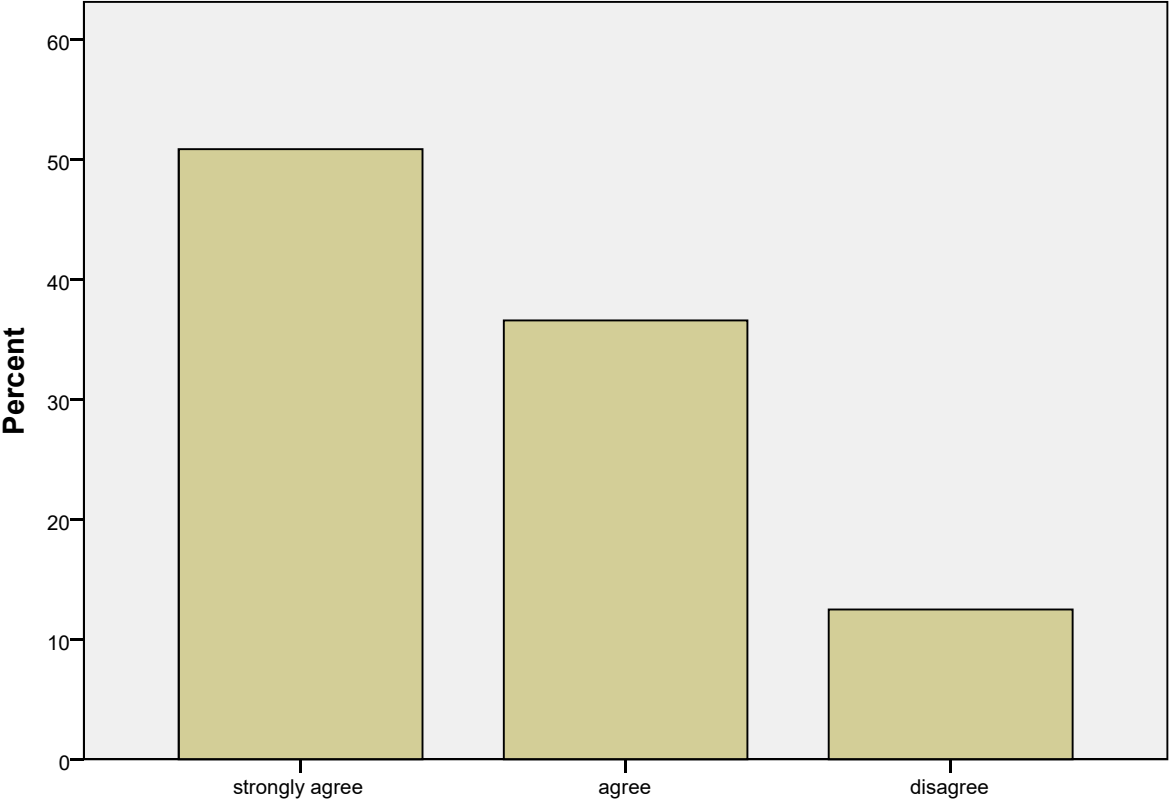
**Comments - The use of sounds in teaching scenarios should integrate music.**

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



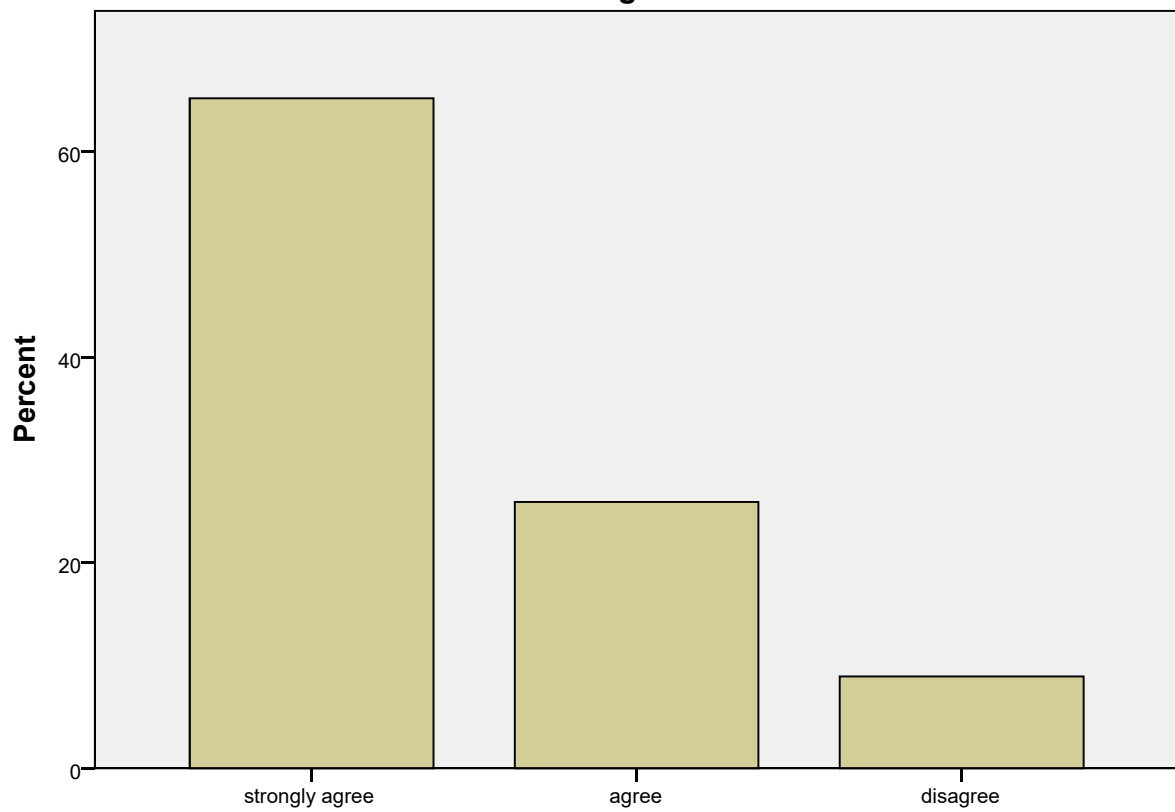
**Comments - The use of sounds in teaching scenarios should integrate audio signals.**

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



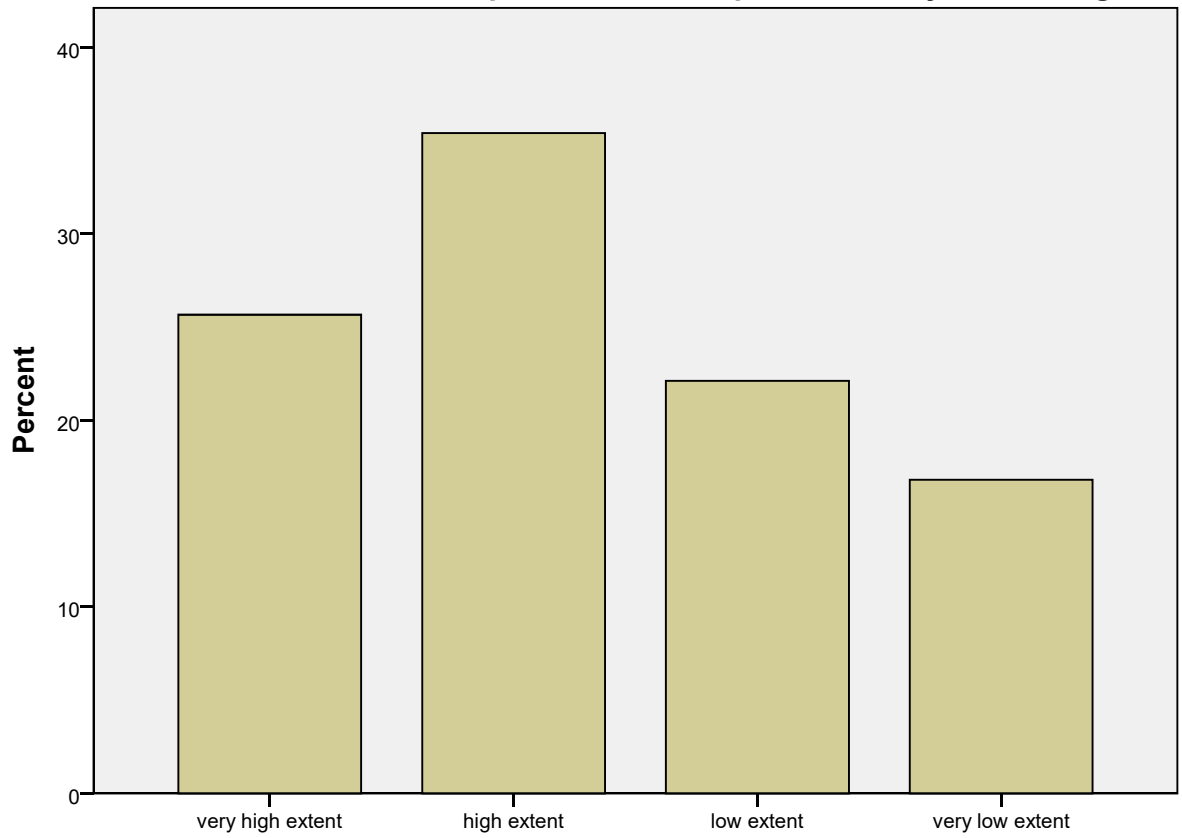
**Comments - The use of sounds in teaching scenarios is currently running well**

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



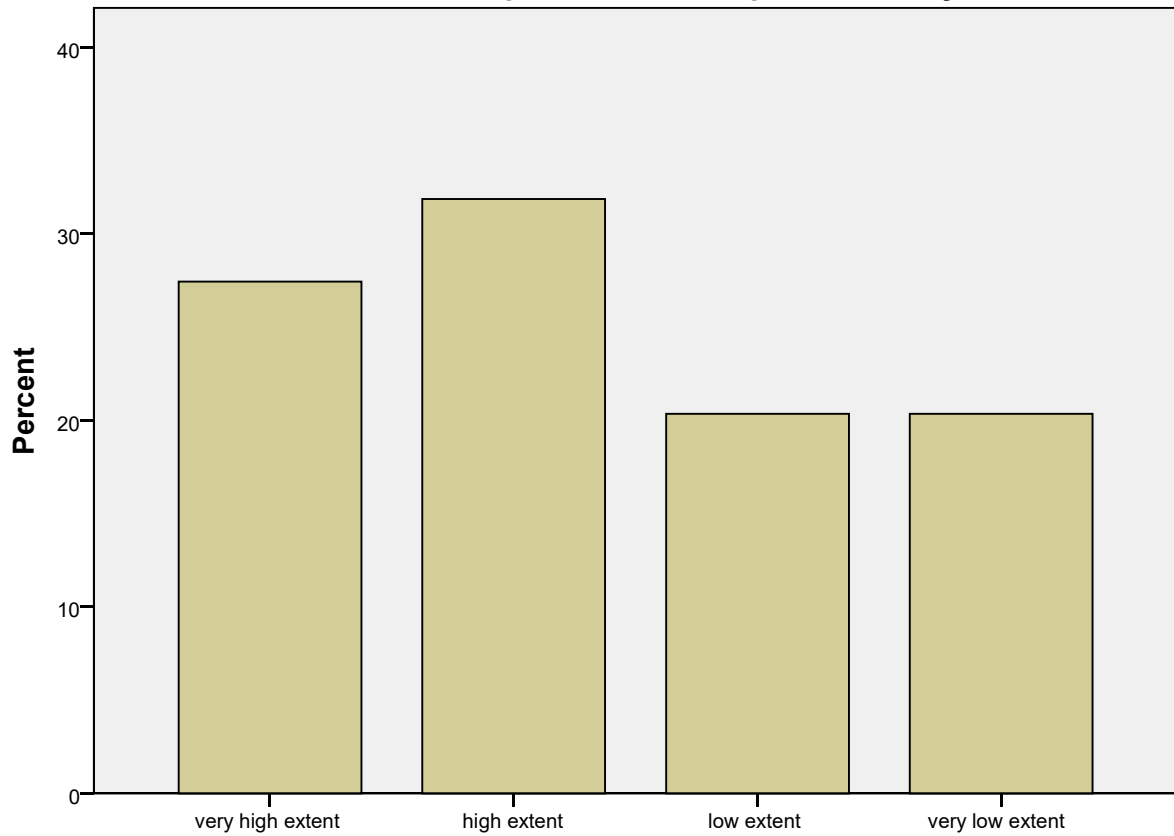
**Comments - The use of sounds in teaching scenarios will increase in the future.**

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



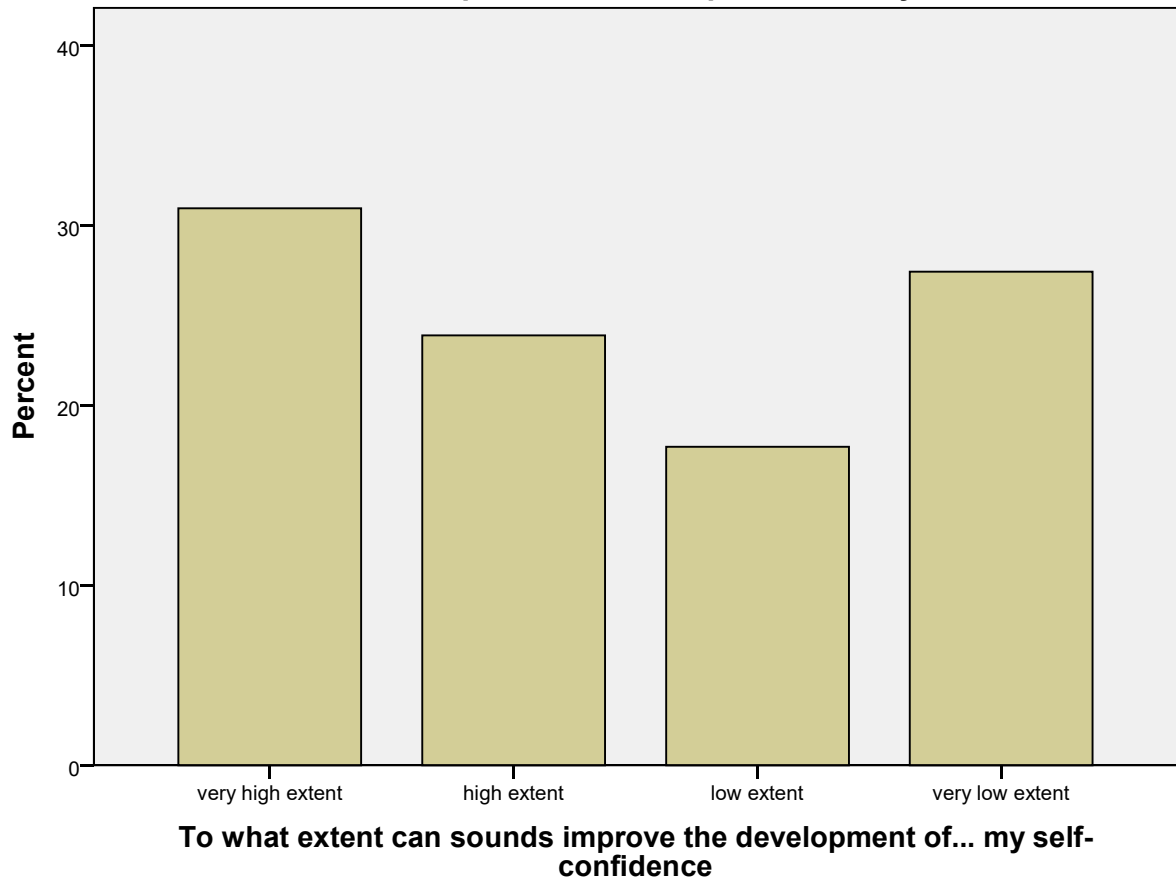
**To what extent can sounds improve the development of... my knowledge**

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



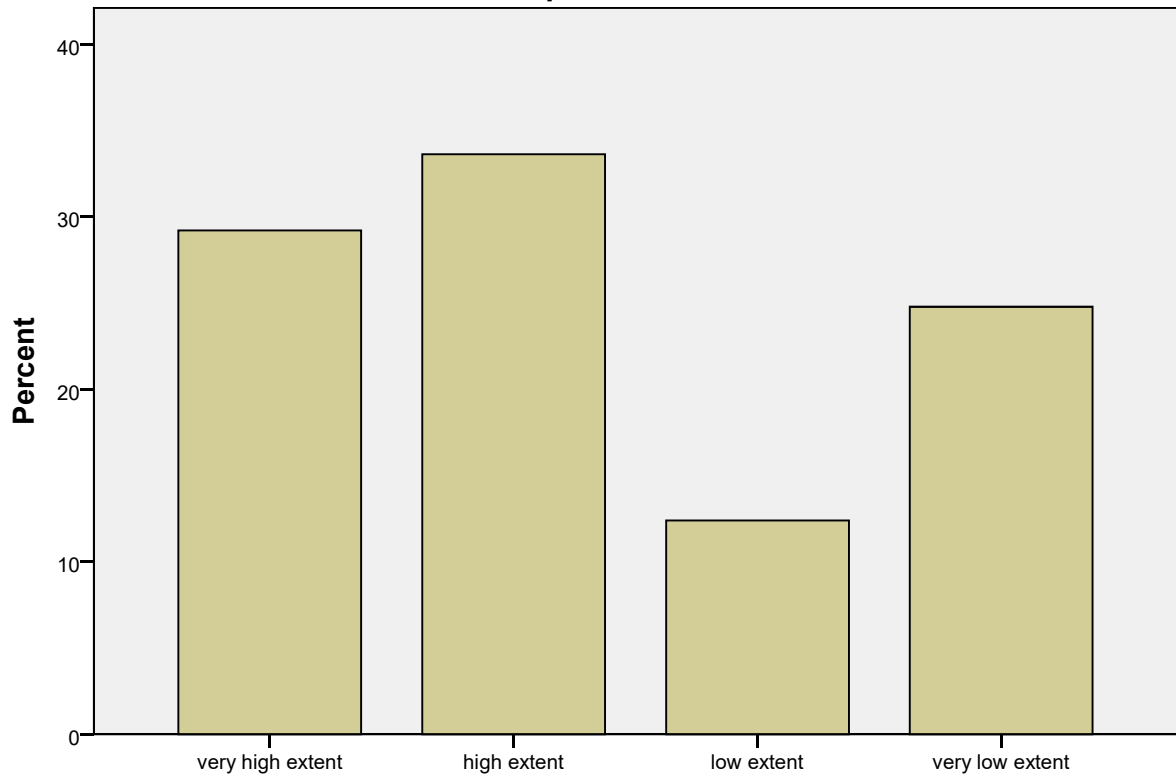
**To what extent can sounds improve the development of... my education**

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



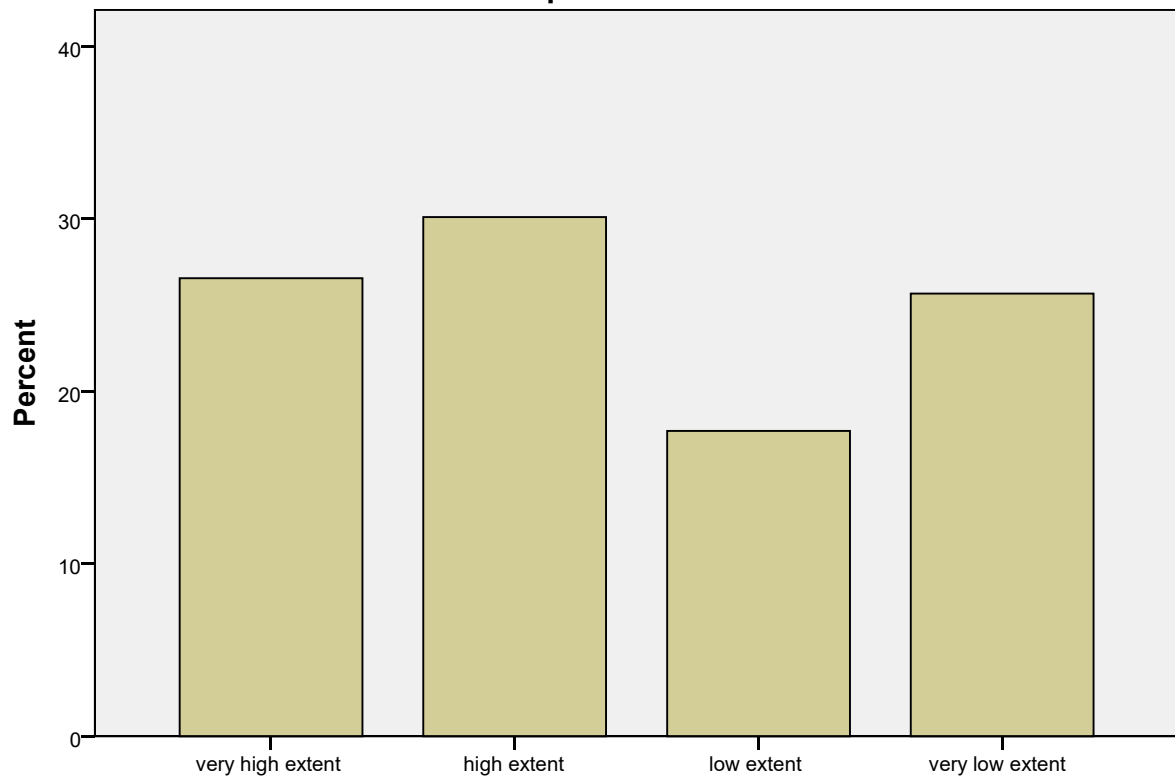


**To what extent can sounds improve the development of... my social competencies**



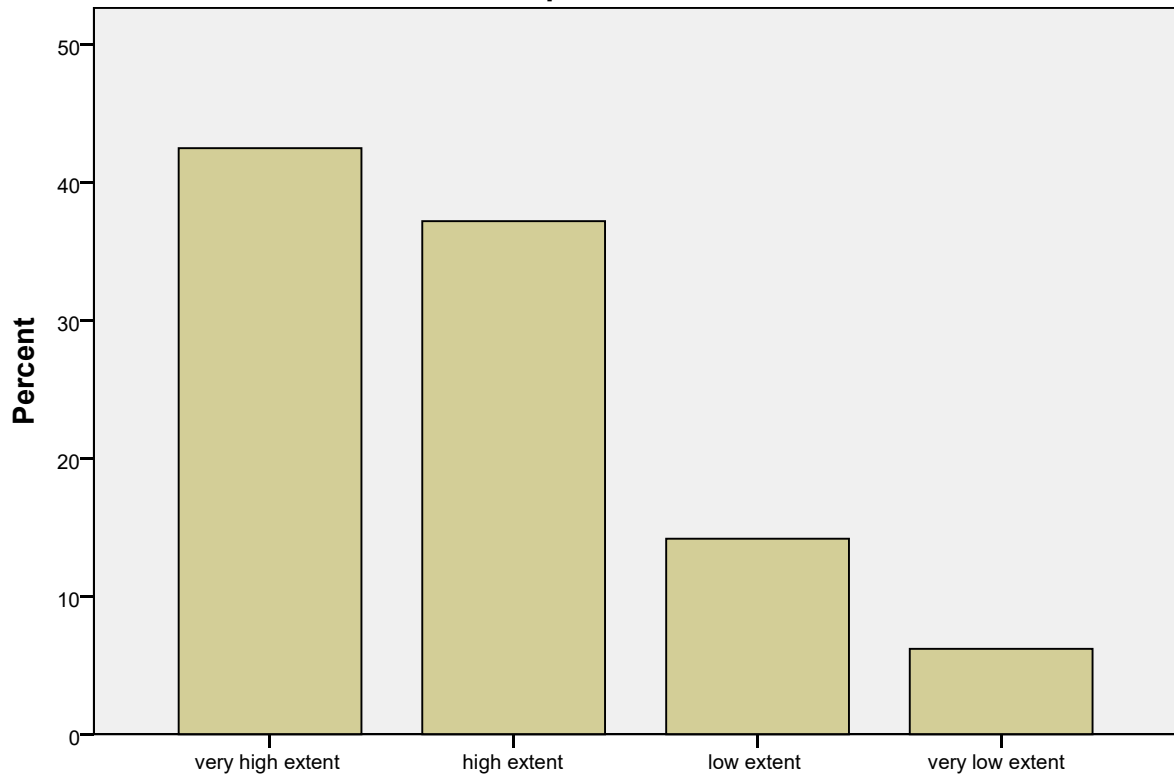
**To what extent can sounds improve the development of... my social competencies**

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



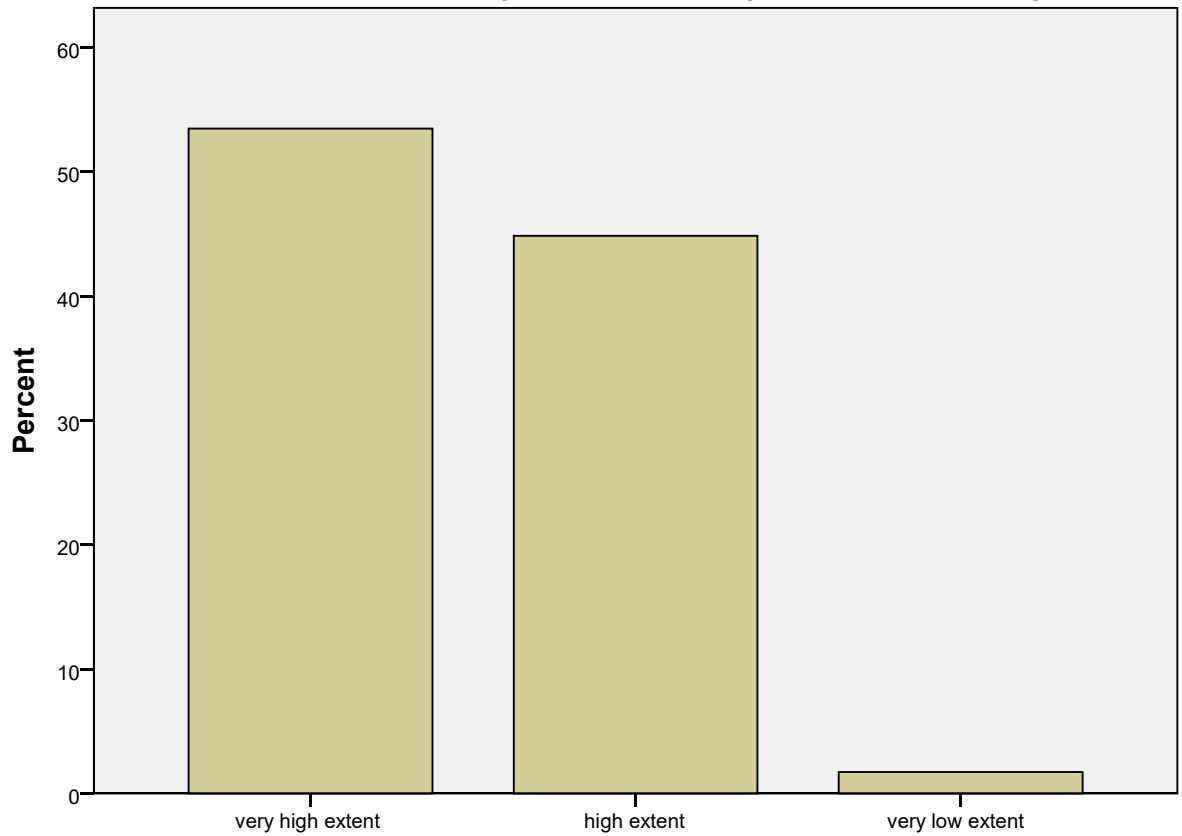
**To what extent can sounds improve the development of... my reflective competencies**

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

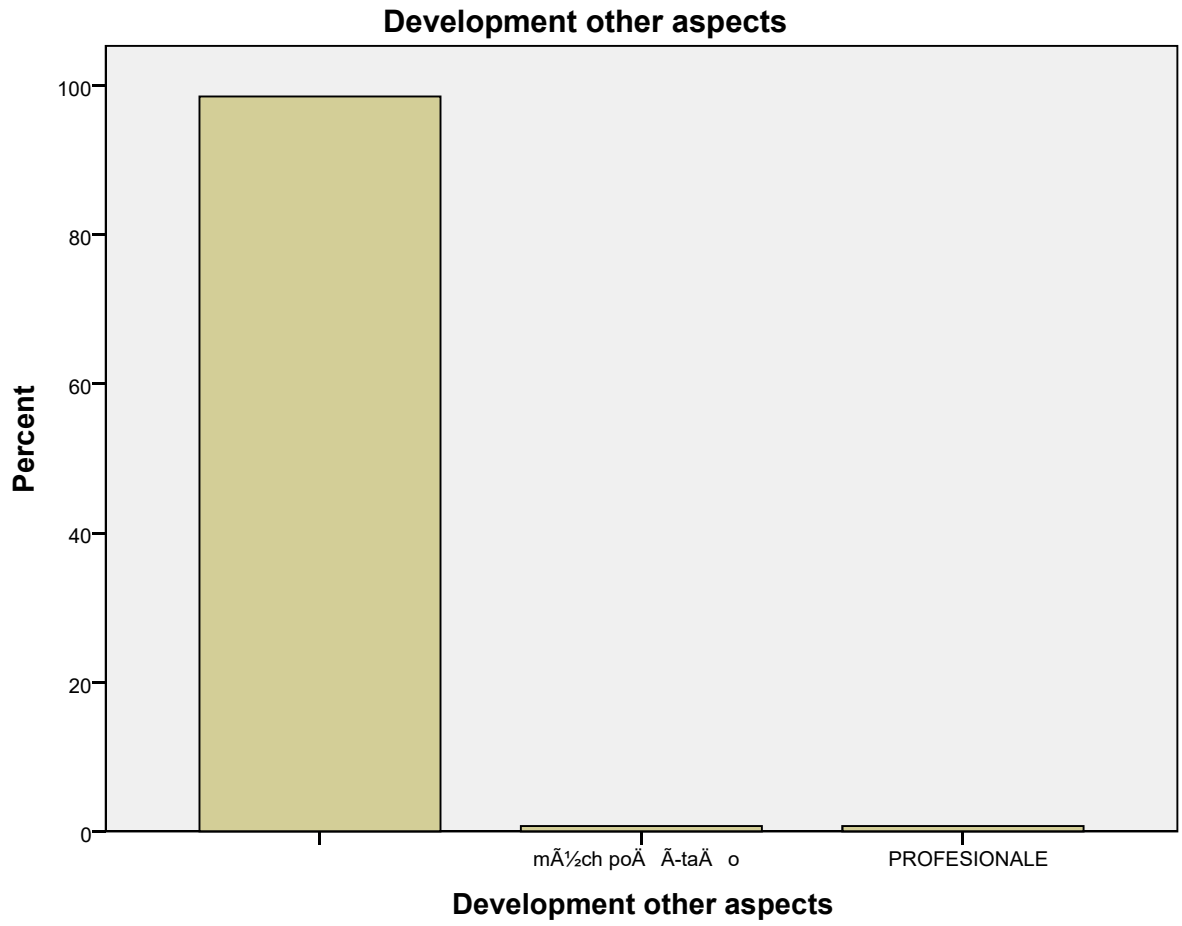


**To what extent can sounds improve the development of... my media competencies**

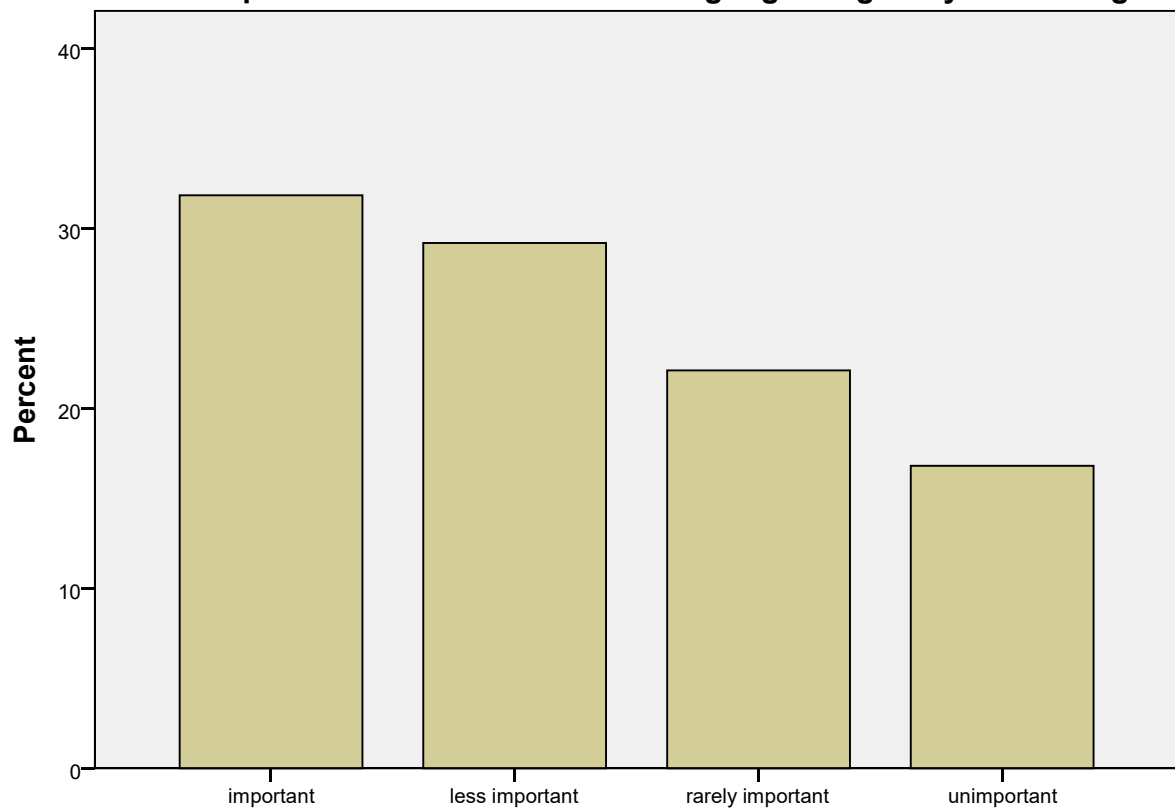
**To what extent can sounds improve the development of... other aspects**



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

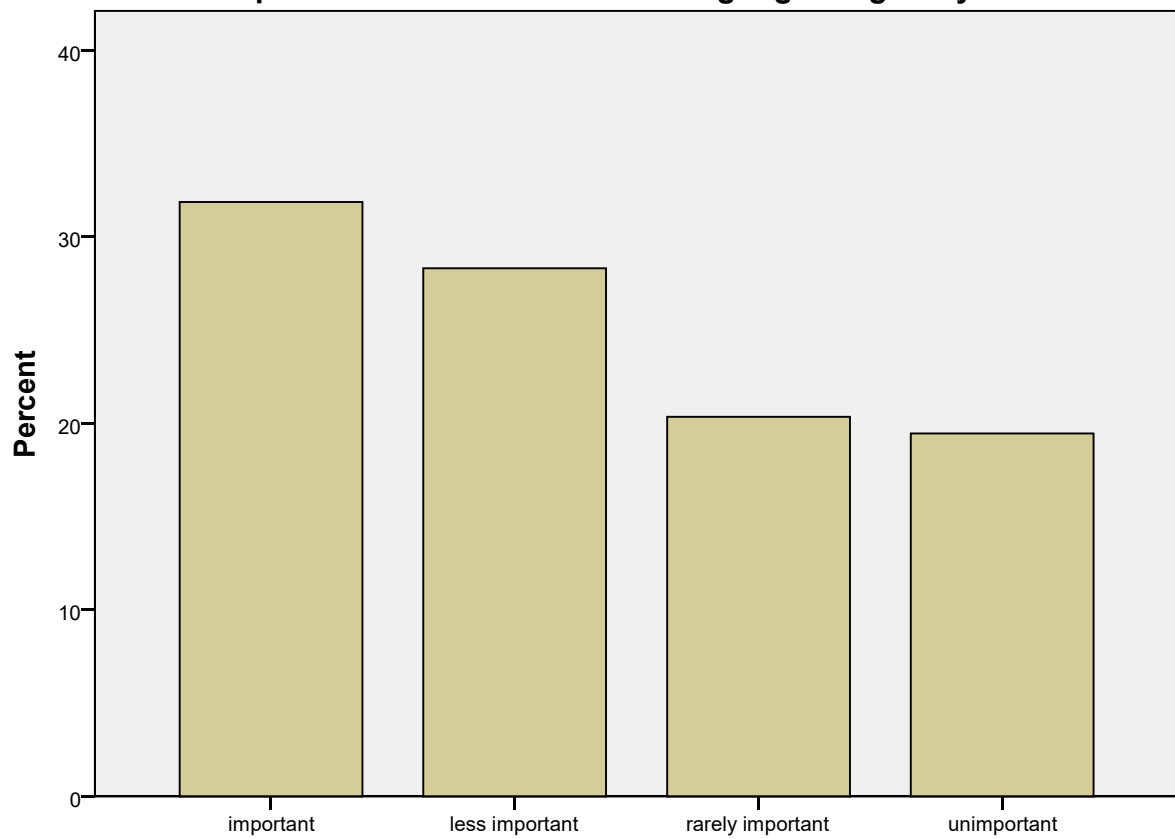


**What is the importance of sounds in eLearning regarding... my knowledge**



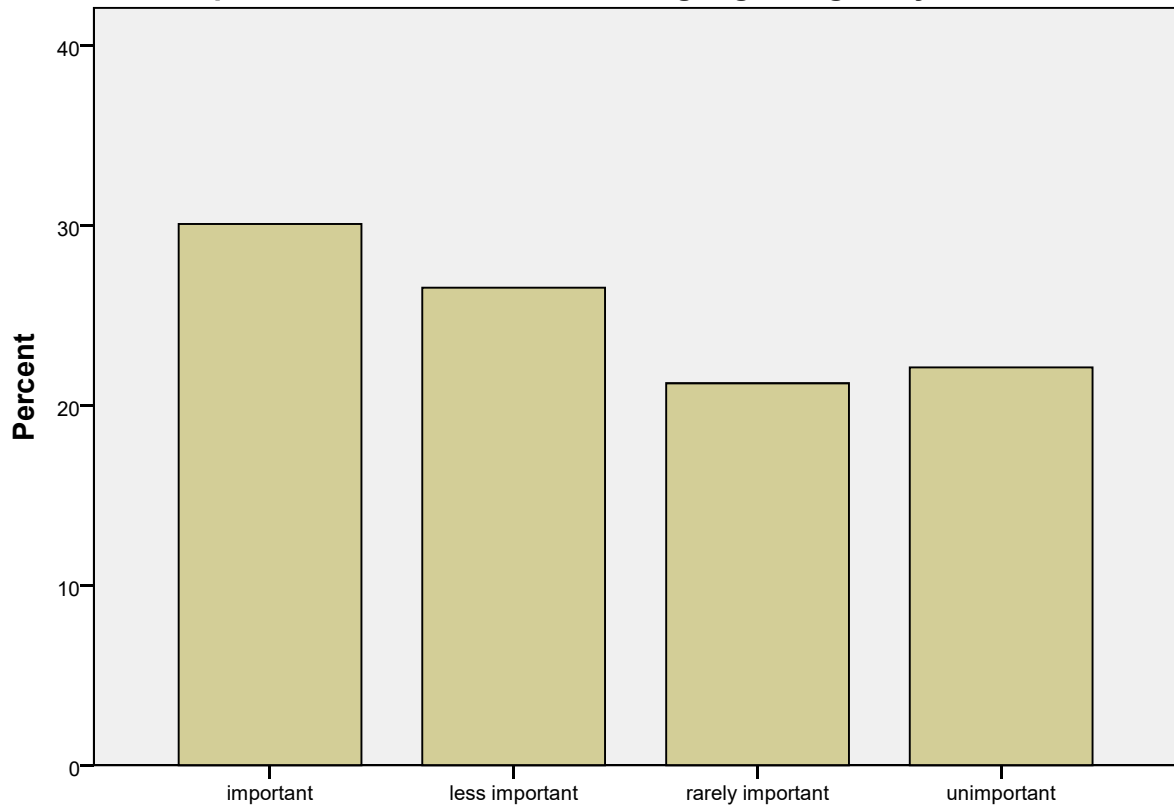
**What is the importance of sounds in eLearning regarding... my knowledge**

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



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

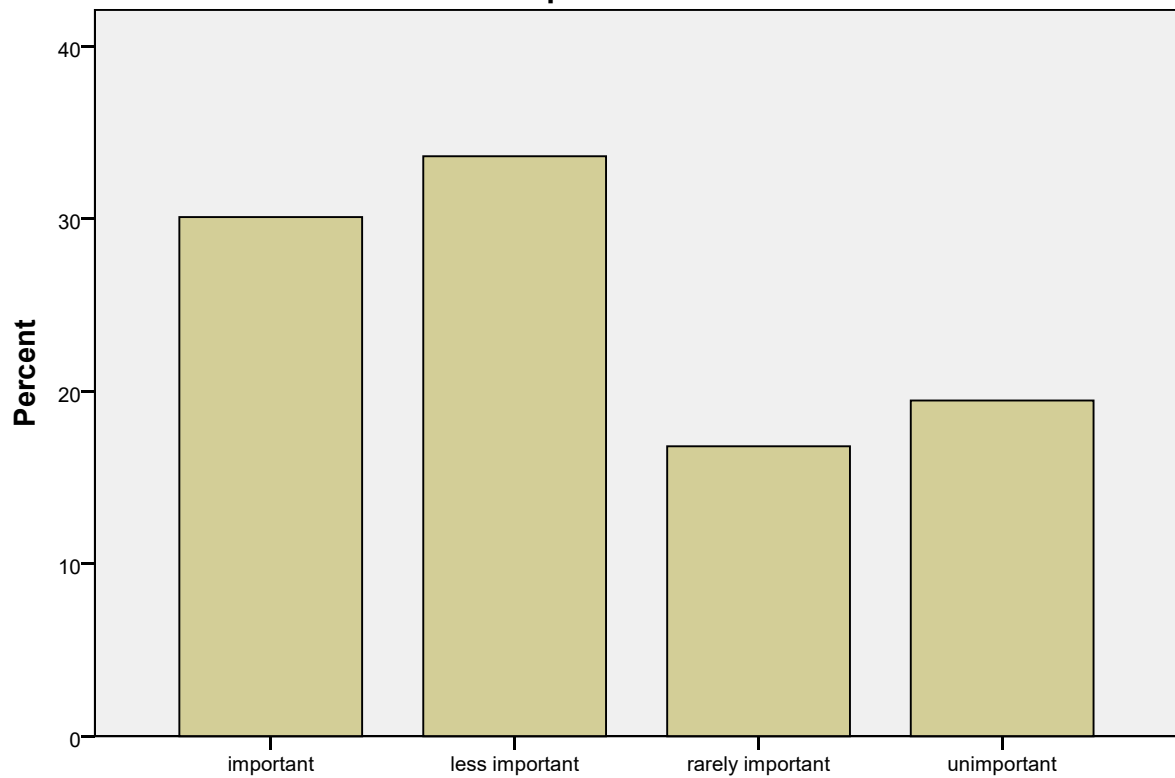
**What is the importance of sounds in eLearning regarding... my self-confidence**



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

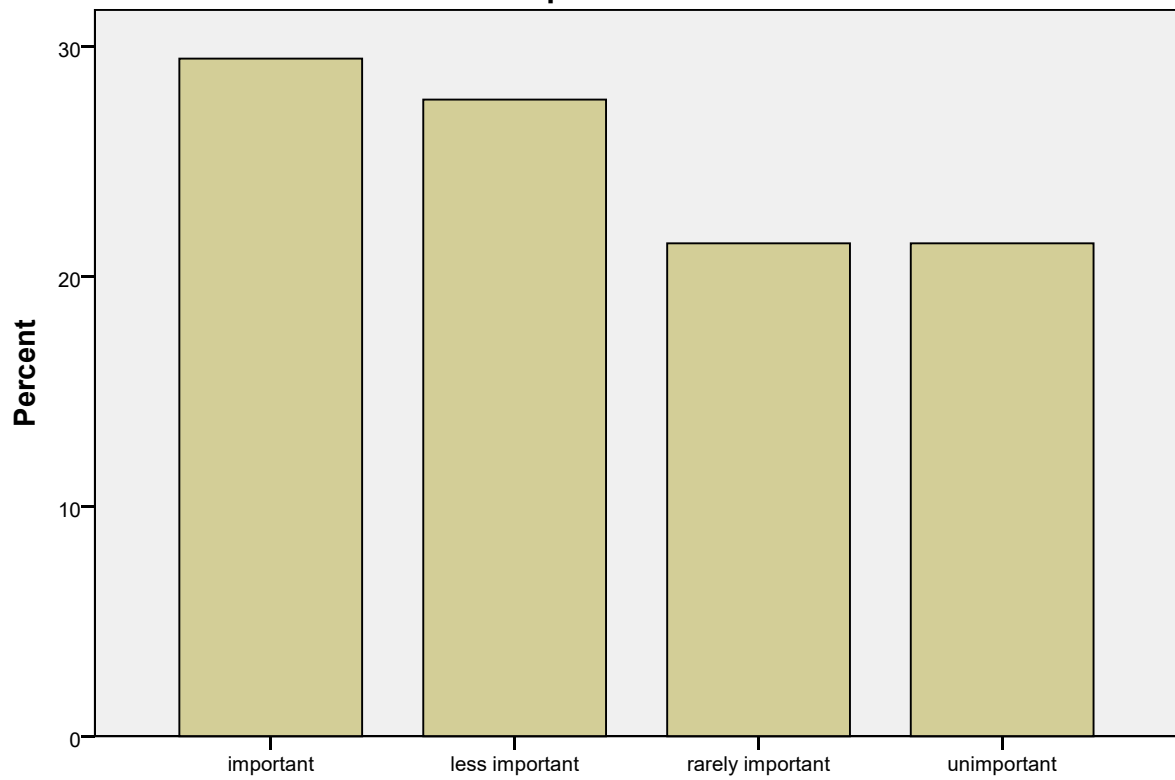


**What is the importance of sounds in eLearning regarding... my social competencies**



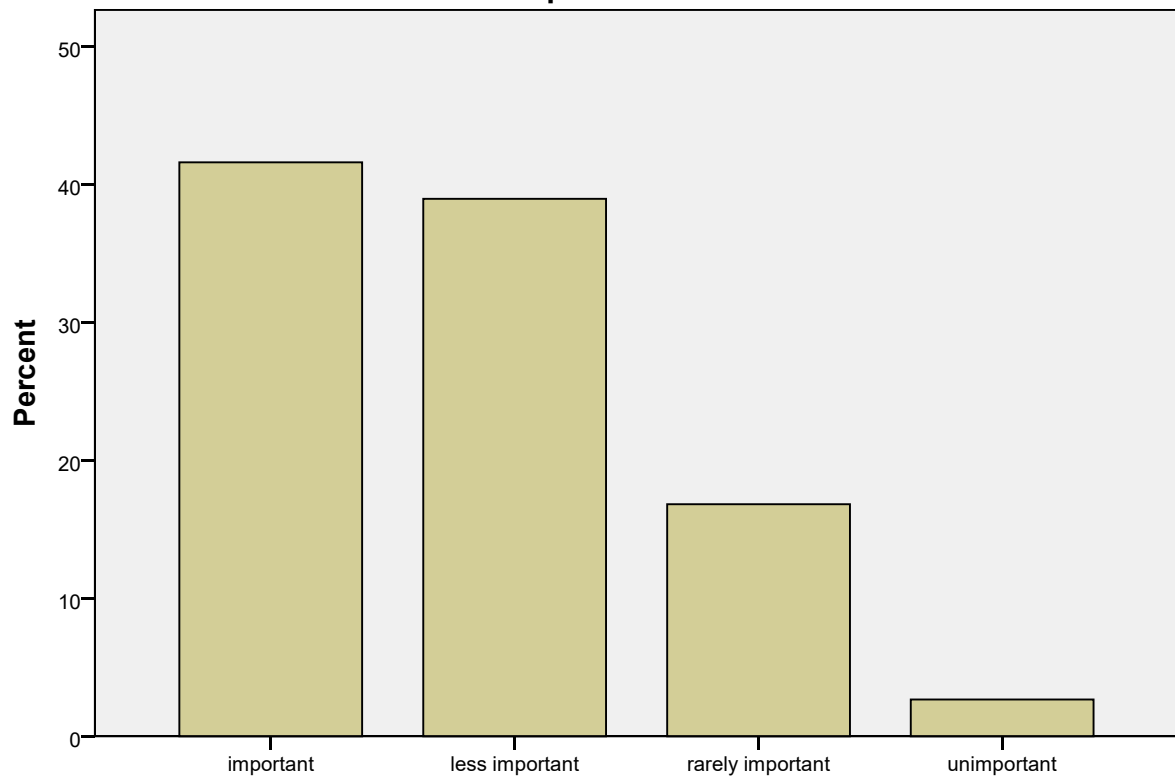
**What is the importance of sounds in eLearning regarding... my social competencies**

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



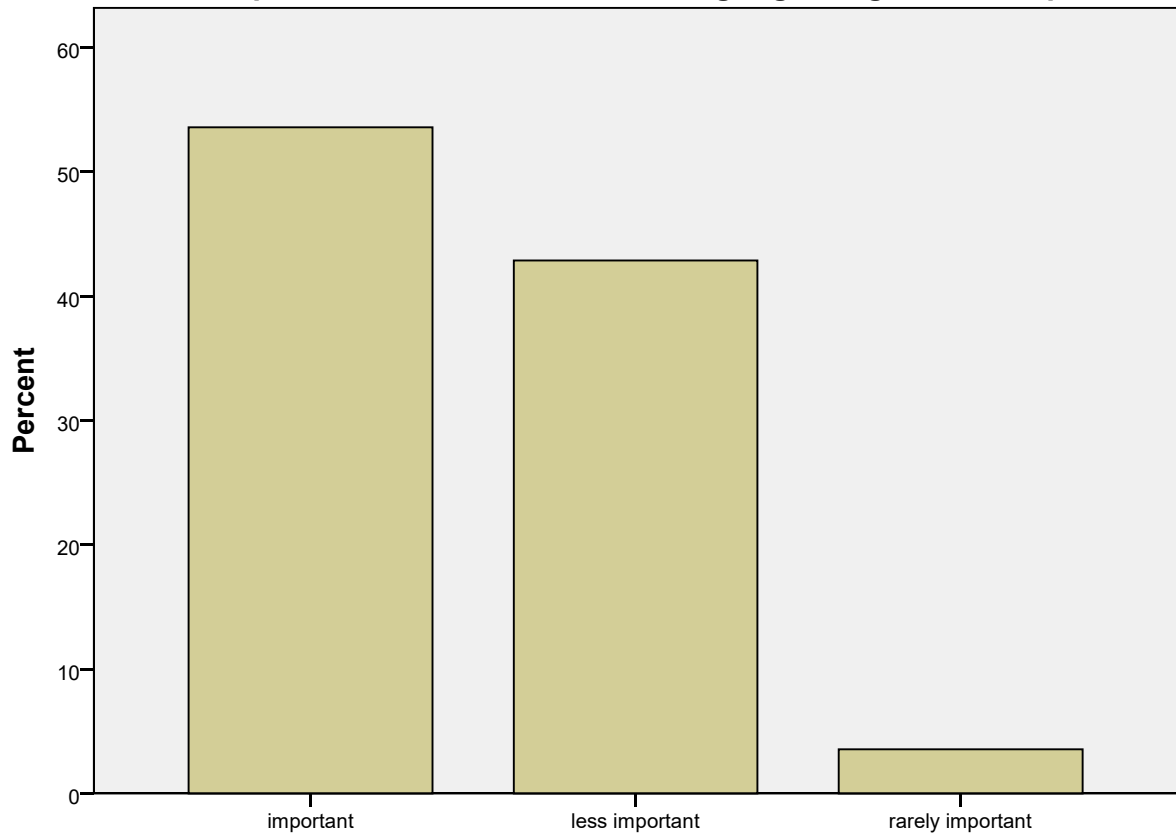
**What is the importance of sounds in eLearning regarding... my reflective competencies**

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

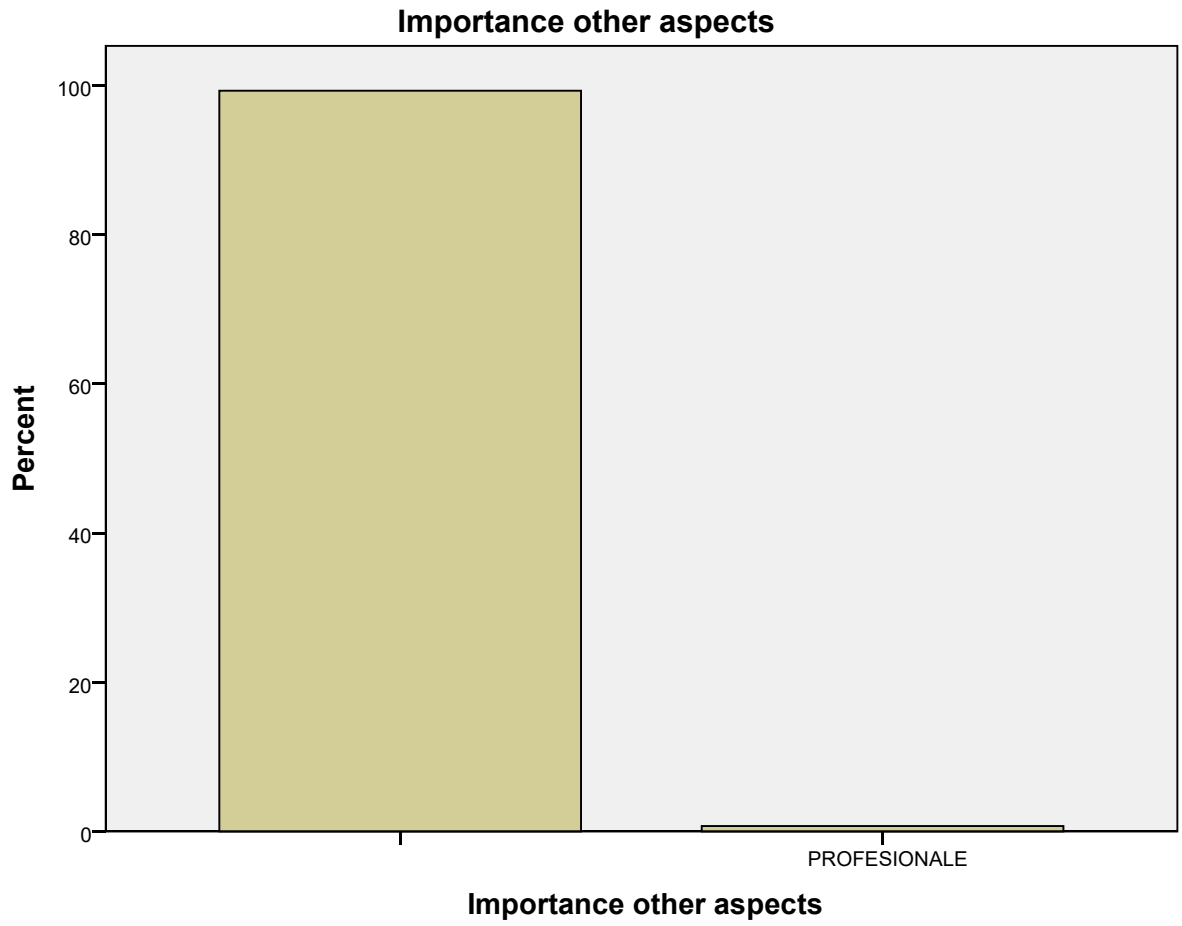


**What is the importance of sounds in eLearning regarding... my media competencies**

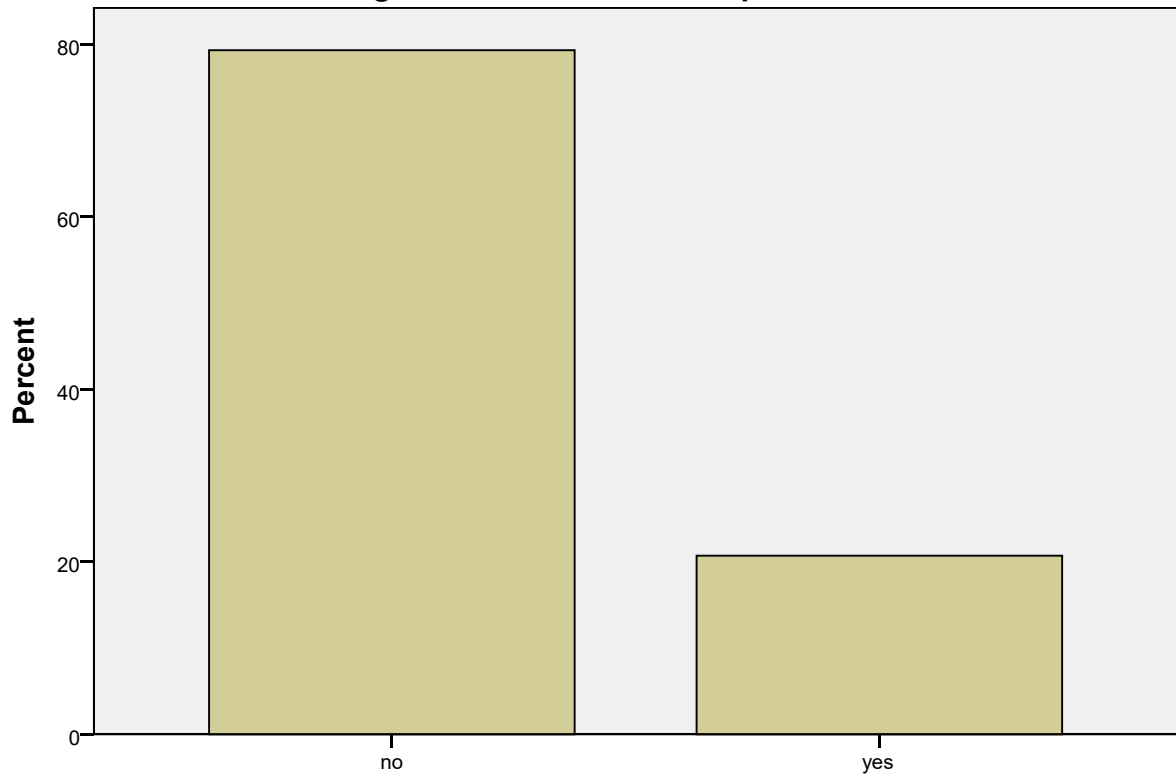
**What is the importance of sounds in eLearning regarding... other aspects**



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

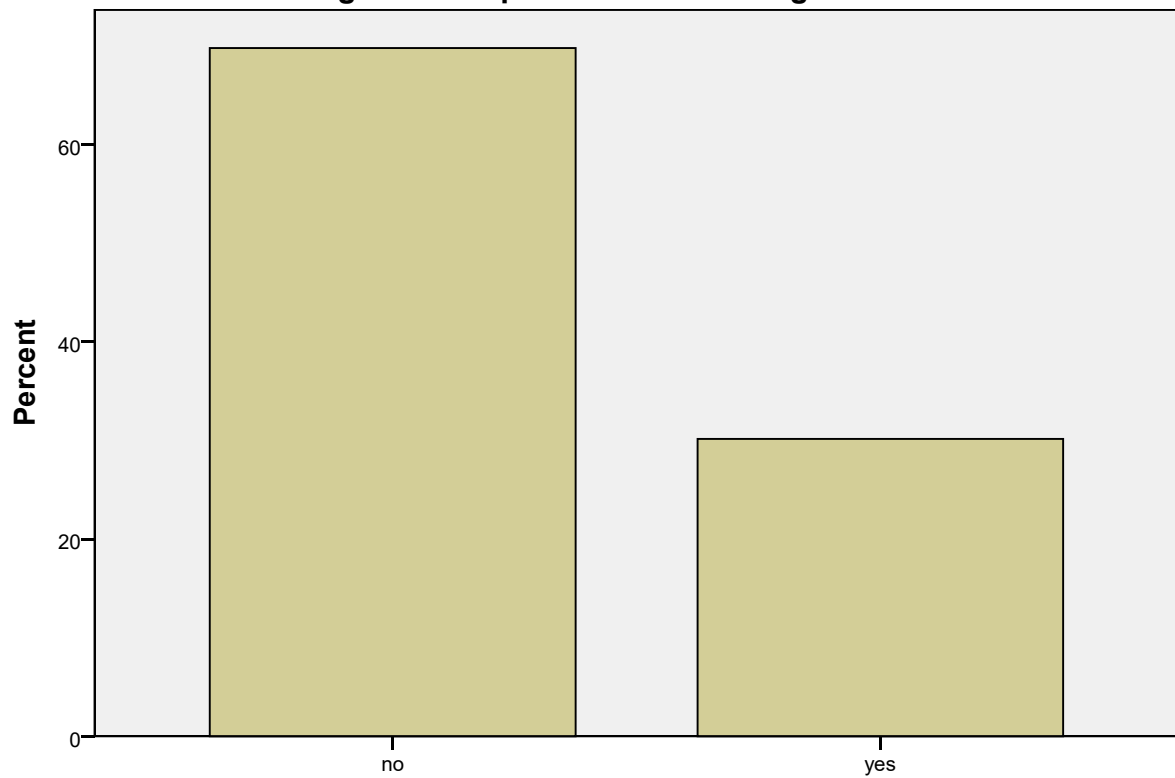


**Challenges: Where do you need help or support concerning sounds in eLearning? - identification of adequate sounds**



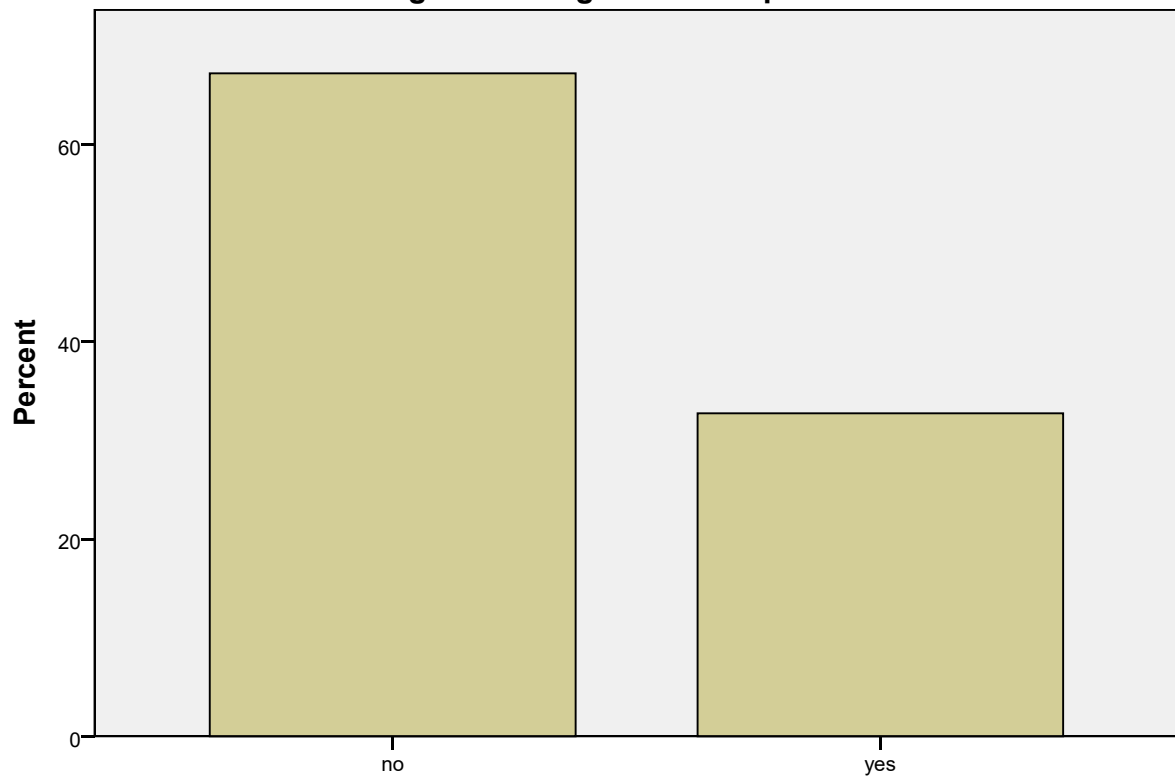
**Challenges: Where do you need help or support concerning sounds in eLearning? - identification of adequate sounds**

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



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

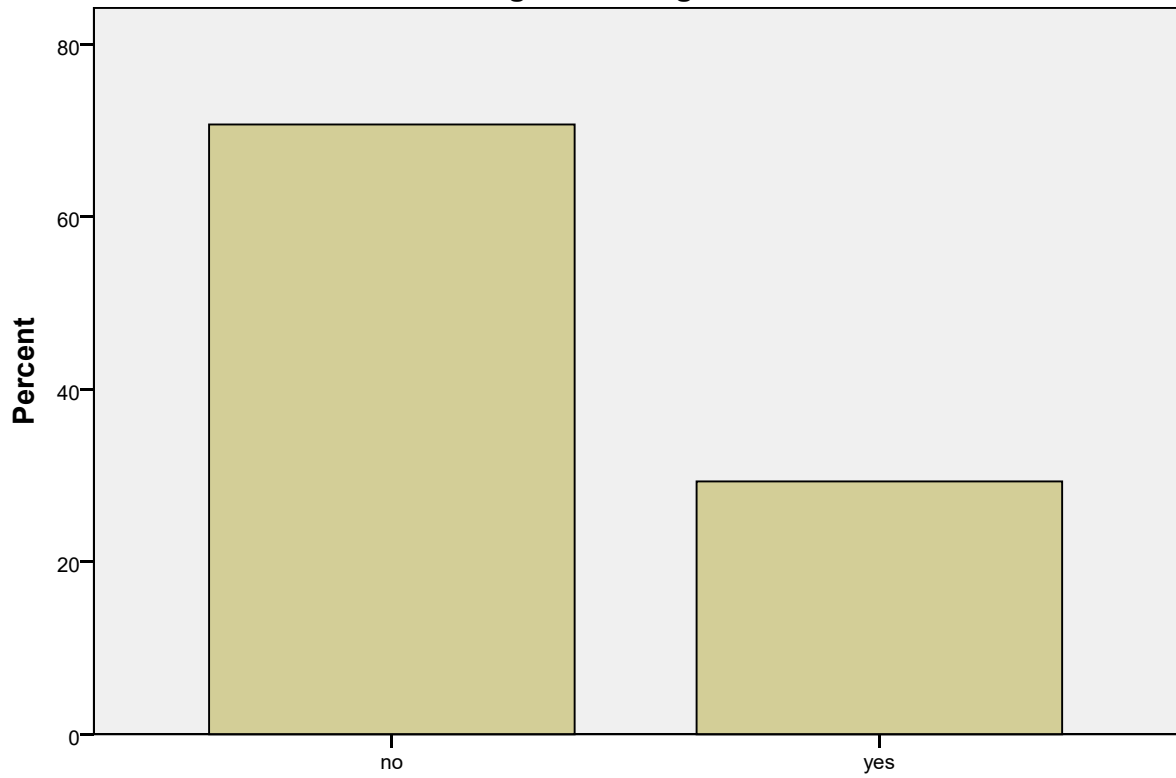
**Challenges: Where do you need help or support concerning sounds in eLearning? - creating narration / podcasts**



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

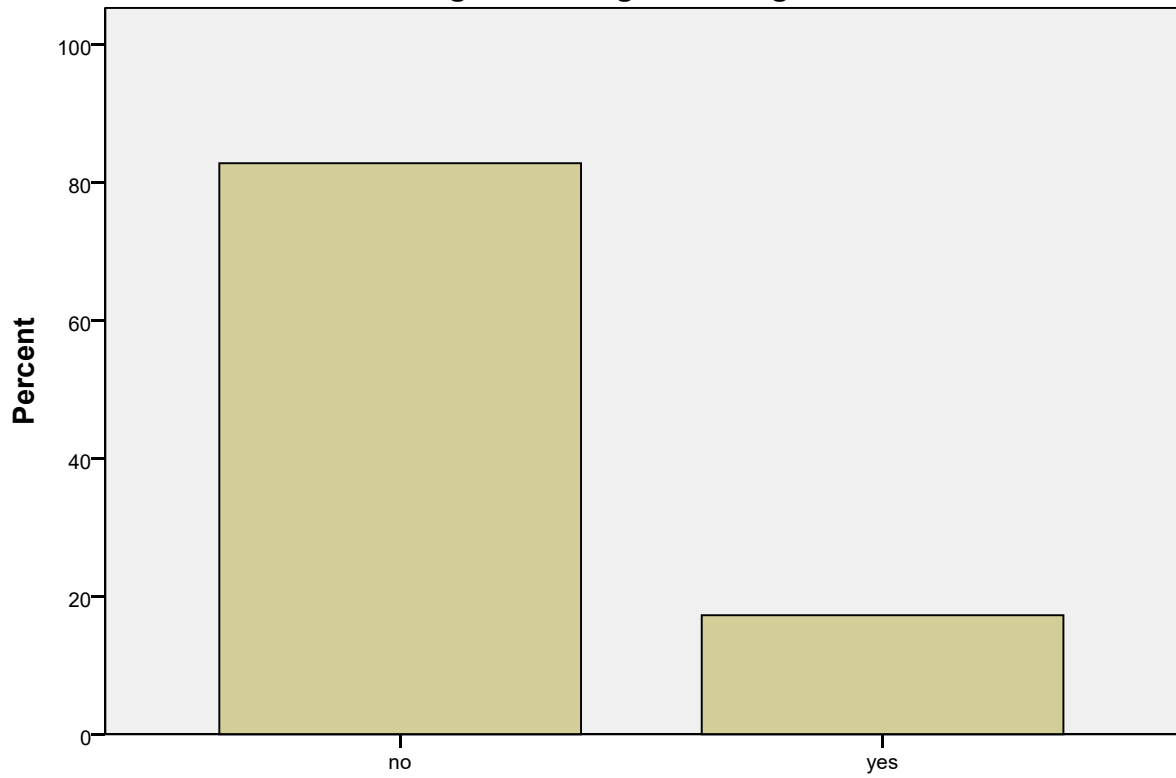


**Challenges: Where do you need help or support concerning sounds in eLearning? - creating music**



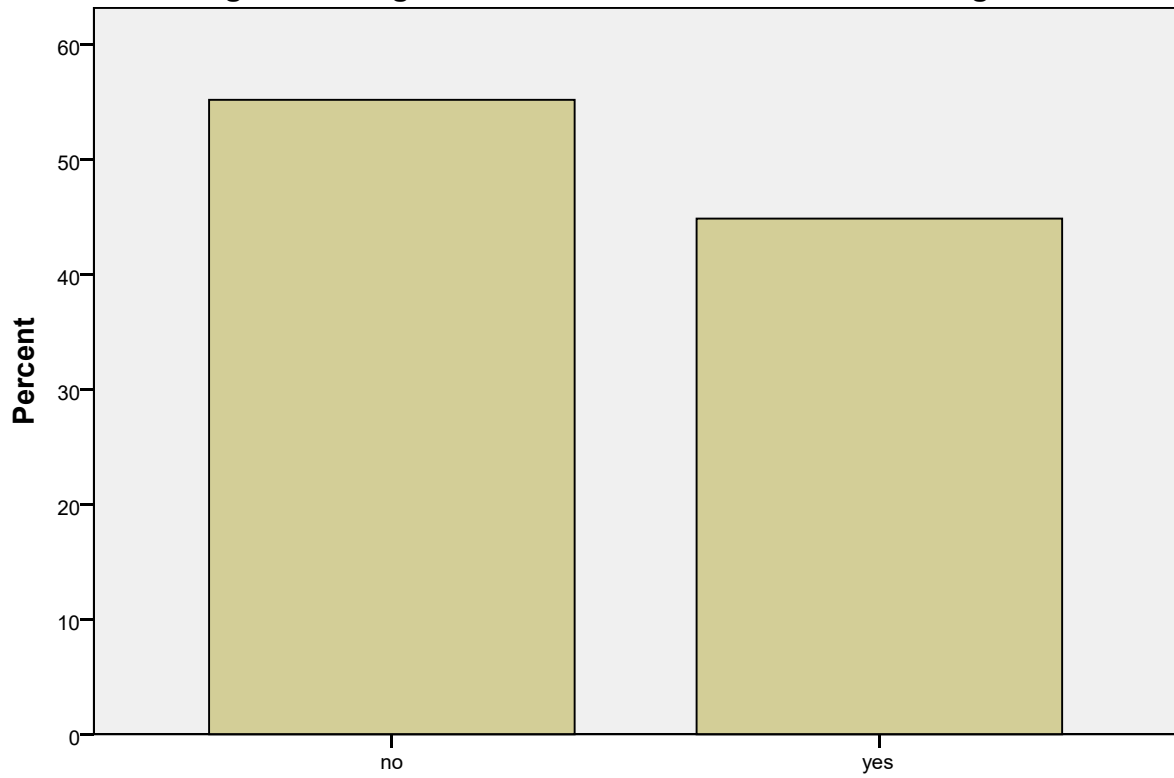
**Challenges: Where do you need help or support concerning sounds in eLearning? - creating music**

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



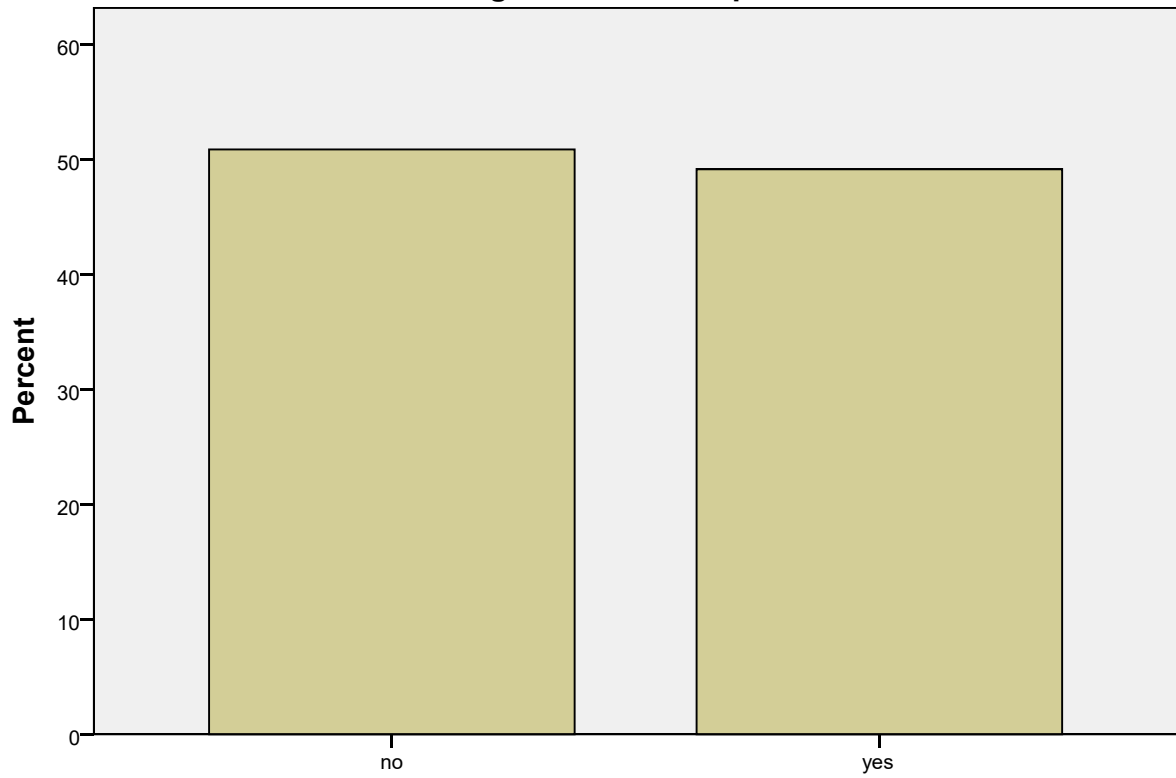
**Challenges: Where do you need help or support concerning sounds in eLearning? - creating sound signals**

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



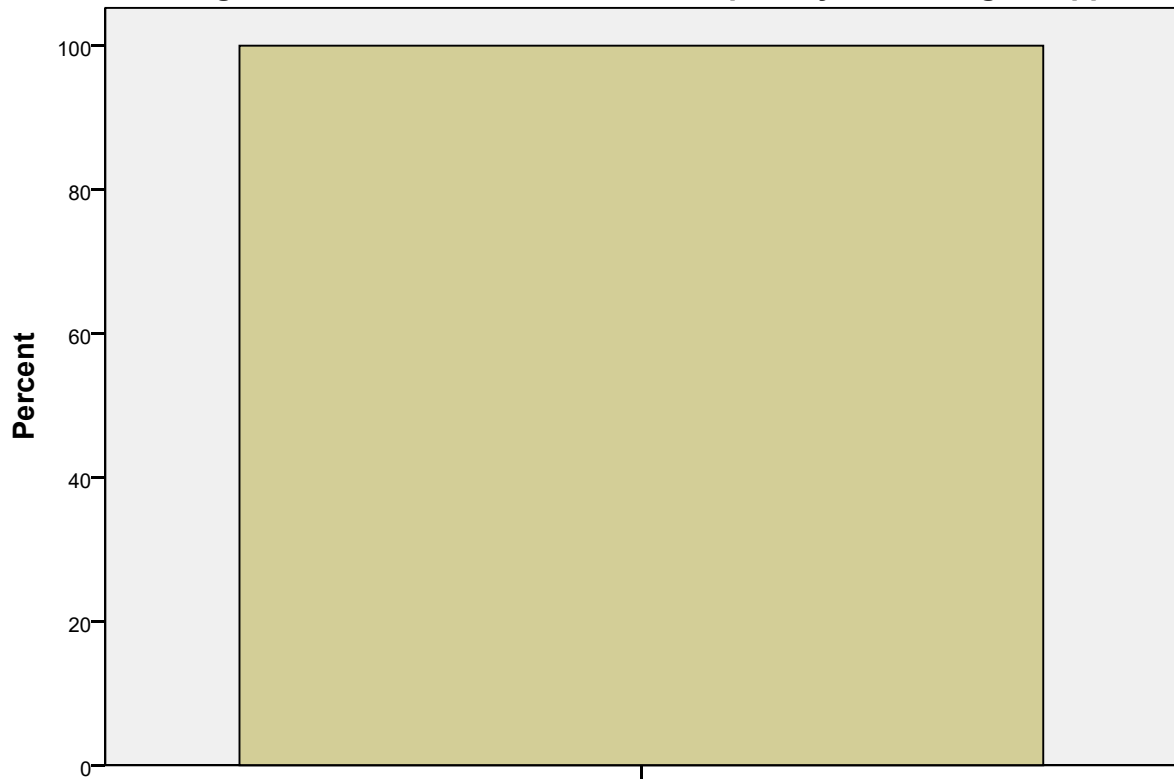
**Challenges: Where do you need help or support concerning sounds in eLearning? - creating didactical scenarios with sound integration**

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



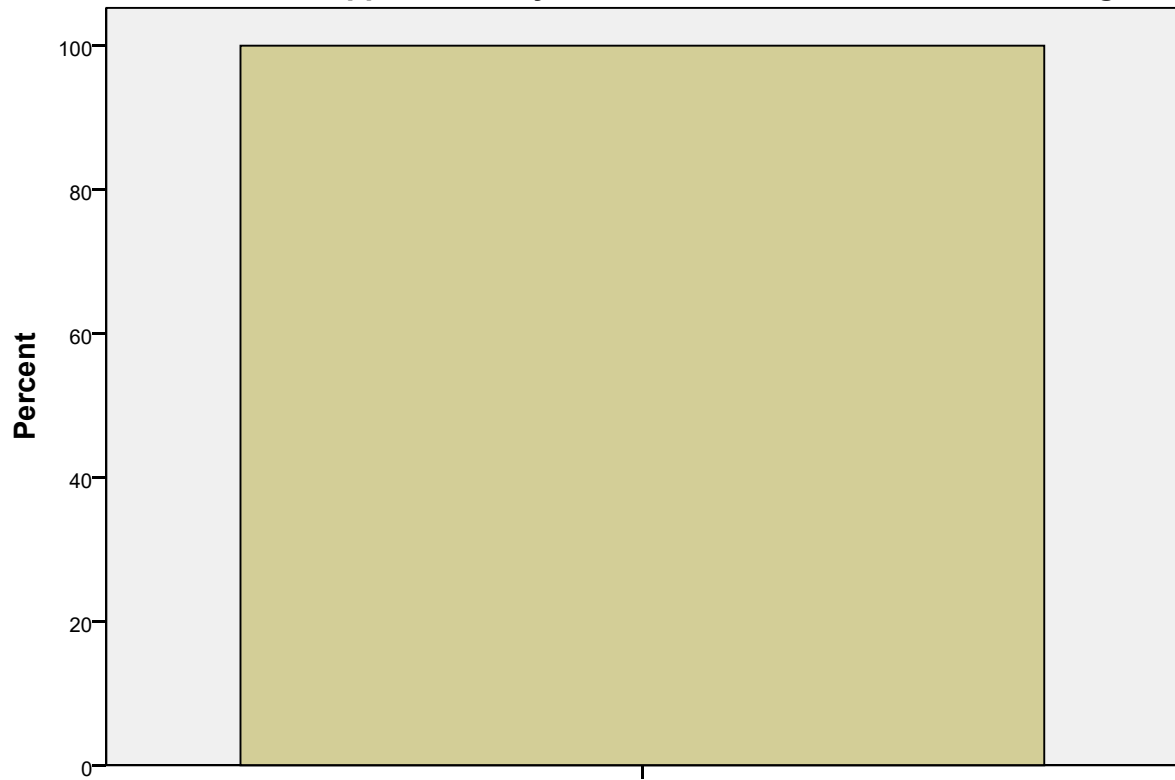
**Challenges: Where do you need help or support concerning sounds in eLearning? - technical aspects**

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



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

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



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

