



The Students' Questionnaire Report

Juulia Lahdenperä and Siru Myllykoski-Laine
HAMK Edu research unit

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Respondents (N=201)

	Partner Institution	N	%
1	Vidzemes Tehnoloģiju un dizaina tehnikums	33	16.4
2	Tallinna Lasnamäe Mehaanikakool	24	11.9
3	Stichting voor Christelijk beroepsonderwijs en volwassen educatie Friesland/Flevoland	28	13.9
4	Koulutuskuntayhtymä Tavastia	12	6.0
5	Kouvolan kaupunki, KSAO	97	48.3

Respondents

- The respondents are mostly (88.1%) men
 - Almost all the women come from Estonia
- The respondents are most often 15-20 years old
- The respondents represent all categories related to the percentage of completed studies
 - Almost all the students who have less than 25% completed come from KSAO, Finland

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Typical respondent

A 15-20 years old male student from KSAO, Finland.

It is important to me that guidance includes

		Partner Institution				
	All n (%)	1 n (%)	2 n (%)	3 n (%)	4 n (%)	5 n (%)
encountering	76 (37.8)	22 (66.7)	18 (75.0)	14 (50.0)	2 (16.7)	20 (20.6)
supporting with decisions	106 (52.7)	19 (57.6)	13 (54.2)	13 (46.4)	6 (50.0)	55 (56.7)
mapping strenghts and possibilities	96 (47.8)	13 (39.4)	12 (50.0)	14 (50.0)	5 (41.7)	52 (53.6)
resolving concrete matters	83 (41.3)	15 (45.5)	15 (62.5)	12 (42.9)	6 (50.0)	35 (36.1)
supporting desicion making skills for the future	81 (40.3)	18 (54.5)	16 (66.7)	13 (46.4)	3 (25.0)	31 (32.0)

Note that the percentages are reported on institution-level, e.g. from institution 1, 22 out of the 33 respondents (66.7%) chose "encountering". The most frequent option is bolded for each institution.

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Important in guidance

From guidance, the students seek encountering and support in decision-making.

This is similar to the teachers' view.

Teachers support me (1/2)

		Partner Institution				
	All n (%)	1 n (%)	2 n (%)	3 n (%)	4 n (%)	5 n (%)
individually at school	96 (47.8)	19 (57.6)	14 (58.3)	12 (42.9)	5 (41.7)	46 (47.4)
individually in the school's digital learning environments	52 (25.9)	12 (36.4)	10 (41.7)	6 (21.4)	1 (8.3)	23 (23.7)
in a group at school	125 (62.2)	30 (90.9)	17 (70.8)	20 (71.4)	9 (75.0)	59 (60.8)
in a group in the school's digital learning environments	75 (37.3)	17 (51.5)	11 (45.8)	10 (35.7)	2 (16.7)	35 (36.1)

Note that the percentages are reported on institution-level. The most frequent option is bolded for each institution.

Teachers support me (2/2)

		Partner Institution				
	All n (%)	1 n (%)	2 n (%)	3 n (%)	4 n (%)	5 n (%)
individually by visiting me during on-the-job training	26 (12.9)	2 (6.1)	4 (16.7)	7 (25.0)	3 (25.0)	10 (10.3)
by contacting me during on-the-job training using digital tools	20 (10.0)	4 (12.1)	5 (20.8)	4 (14.3)	1 (8.3)	6 (6.2)

Note that the percentages are reported on institution-level. The most frequent option is bolded for each institution.

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Teacher support

Students get support from teachers most often in groups in school.

A personal study plan has been drafted for me

		Partner Institution				
	All n (%)	1 (n)	2 (n)	3 (n)	4 (n)	5 (n)
together with the teacher	82 (40.8)	4	1	5	10	57
together with a workplace instructor	6 (3.0)	3	2	1	-	-
together with both the teacher and a workplace instructor	21 (10.4)	4	7	4	1	4
I do not have a personal study plan	86 (42.8)	22	14	16	1	32



Creation of study plans

A typical student does not have a personal study plan. The situation is slightly better in the two partner institutions in Finland.

What kind of collaboration do you have with your workplace instructor regarding on-the-job-training? (1/2)

		Partner Institution				
	All n (%)	1 (n)	2 (n)	3 (n)	4 (n)	5 (n)
I discuss my on-the-job training expectations with the workplace instructor	77 (28.3)	13	11	13	5	35
A contract with the workplace will be concluded regarding my on-the-job training	75 (37.3)	8	18	5	8	36
I am involved in setting goals for the on-the-job training	52 (25.9)	9	8	10	2	23

What kind of collaboration do you have with your workplace instructor regarding on-the-job-training? (2/2)

		Partner Institution				
	All n (%)	1 (n)	2 (n)	3 (n)	4 (n)	5 (n)
I plan work tasks for on-the-job training together with the workplace instructor	53 (26.4)	13	7	7	2	24
I participate in evaluating my skills / competences	58 (28.9)	5	8	12	5	28
I participate in the feedback discussion regarding my on-the-job training	47 (23.4)	7	10	7	2	21

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Workplace cooperation

The students often discuss about the expectations and make a contract with the workplace instructor.

Have you received enough guidance from your institution?

		Partner Institution				
	All n (%)	1 (n)	2 (n)	3 (n)	4 (n)	5 (n)
I have not received enough guidance	24 (11.9)	8	2	3	3	8
I don't know / Prefer not to specify	55 (27.4)	16	8	4	3	23
I have received enough guidance	119 (59.2)	7	14	21	6	65

Have you received enough guidance in the school's digital learning environments?

		Partner Institution				
	All n (%)	1 (n)	2 (n)	3 (n)	4 (n)	5 (n)
I have not received enough guidance	28 (13.9)	12	4	4	2	6
I don't know / Prefer not to specify	71 (35.3)	12	8	14	4	30
I have received enough guidance	100 (49.8)	9	12	10	6	59

Have you received enough guidance at work from your teacher?

		Partner Institution				
	All n (%)	1 (n)	2 (n)	3 (n)	4 (n)	5 (n)
I have not received enough guidance	24 (11.9)	6	3	7	3	5
I don't know / Prefer not to specify	81 (40.3)	17	9	7	2	42
I have received enough guidance	90 (44.8)	9	12	14	6	46

Have you received enough guidance at work from your workplace instructor?

		Partner Institution				
	All n (%)	1 (n)	2 (n)	3 (n)	4 (n)	5 (n)
I have not received enough guidance	16 (8.0)	5	1	3	0	6
I don't know / Prefer not to specify	73 (36.3)	19	6	6	3	35
I have received enough guidance	107 (53.2)	8	17	19	9	52



Guidance sufficiency

Students most often report having received enough guidance. However, there are many students who do not wish or know how to answer the question.



How would you like to develop the guidance at your school/institution to meet your needs?

Teachers

- More communication and guidance, also during the work placements, feedback on the work placements
- More encouragement, teachers who care about the students
- Gender equality
- Clear instructions before the work placement

More work placements



How would you like to develop the digital guidance solutions to meet your needs?

More face-to-face and one-to-one and less digital guidance

Use e.g., Teams to show also practical things and details

User-friendlier programmes/apps

Provide students with laptops, teach students to better use computers/digital environments



How would you like to develop the guidance at the workplace to meet your needs?

Workplace instructors

- More communication and guidance in general, more trust on the student, explaining what we are doing, continuous feedback

Teachers

- Offer more explanations before the work placements, visit the workplace more often



Erasmus+



www.hamk.fi/techvet



CONTACT US

Title
ETUNIMI SUKUNIMI
Tel. +358 xxx
xxx.xxx@xxx.xx

Title
ETUNIMI SUKUNIMI
Tel. +84-979709024
xxx.xxx@xxx.xx