



The Teachers' Questionnaire Report

May 26th, 2021

Respondents (N=61)

	Partner Institution	N	%
1	Vidzemes Tehnoloģiju un dizaina tehnikums	8	13.1%
2	Tallinna Lasnamäe Mehaanikakool	13	21.3%
3	Stichting voor Christelijk beroepsonderwijs en volwassen educatie Friesland/Flevoland	12	19.7%
4	Koulutuskuntayhtymä Tavastia	12	19.7%
5	Kouvolan kaupunki, KSAO	16	26.2%

Respondents

- The respondents are mostly (82%) teachers
 - As an exception, the Latvian respondents are mostly professional instructors
- The respondents are mostly pedagogically qualified (72%) or partly qualified (18%)
- Most of the respondents (67%) have not completed additional training on career guidance
 - The two partner institutions in Finland have even lower participation rates compared to the other three institutions
- The respondents represent all work experience as a professional teacher categories
- The respondents are mostly men (90%)



Typical respondent

A pedagogically qualified male teacher who has not completed additional training on career guidance.

For me, the key factors of student guidance are:

		Partner Institution				
	All n (%)	1 n (%)	2 n (%)	3 n (%)	4 n (%)	5 n (%)
encountering the student	35 (57.4)	7 (87.5)	11 (84.6)	7 (58.3)	1 (8.3)	9 (56.3)
supporting students with decisions	41 (67.2)	4 (50.0)	11 (84.6)	7 (58.3)	7 (58.3)	12 (75.0)
mapping strenghts and possibilities	36 (59.0)	2 (25.0)	9 (69.2)	7 (58.3)	6 (50.0)	12 (75.0)
resolving concrete matters	28 (45.9)	4 (50.0)	9 (69.2)	4 (33.3)	4 (33.3)	7 (43.8)
supporting desicion making skills for the future	31 (50.8)	3 (37.5)	9 (69.2)	8 (66.7)	2 (16.7)	9 (56.3)

Note that the percentages are reported on institution-level, e.g. from institution 1, 7 out of the 8 respondents (87.5%) chose "encountering students". The most frequent option is bolded for each institution.



Key factors in student guidance

The most common key factors for student guidance are encountering the student and supporting them in decision-making.

How do you guide students? (1/3)

		Partner Institution					
		All n (%)	1 n (%)	2 n (%)	3 n (%)	4 n (%)	5 n (%)
I guide students individually	in physical environments	54 (88.5)	4 (50.0)	10 (76.9)	12 (100)	12 (100)	16 (100)
	in digital environments	35 (57.4)	5 (62.5)	6 (46.2)	8 (66.7)	5 (41.7)	11 (68.8)
	I don't guide students	1 (1.6)	1 (6.3)	-	-	-	-

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

How do you guide students? (2/3)

		Partner Institution					
		All n (%)	1 n (%)	2 n (%)	3 n (%)	4 n (%)	5 n (%)
I guide students in groups	in physical environments	55 (90.2)	7 (87.5)	11 (84.6)	11 (91.7)	11 (91.7)	15 (93.8)
	in digital environments	40 (65.6)	6 (75.0)	9 (69.2)	8 (66.7)	7 (58.3)	10 (62.5)
	I don't guide students	-	-	-	-	-	-

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

How do you guide students? (3/3)

		Partner Institution					
		All n (%)	1 n (%)	2 n (%)	3 n (%)	4 n (%)	5 n (%)
I guide students at the workplace	in physical environments	35 (57.4)	-	10 (76.9)	9 (75.0)	7 (58.3)	9 (56.3)
	in digital environments	20 (32.8)	2 (25.0)	5 (38.5)	5 (41.7)	3 (25.0)	5 (31.3)
	I don't guide students	10 (16.4)	2 (25.0)	1 (7.7)	2 (16.7)	3 (25.0)	2 (12.5)

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



Form of student guidance

Students are guided most often in a physical environment either individually, in groups, or at the workplace.

How do you participate in the creation of personal study plans for your students? (1/3)

		Partner Institution				
	All n (%)	1 (n)	2 (n)	3 (n)	4 (n)	5 (n)
A personal study plan is not created for students	8 (13.1)	1	3	3	-	1
I do not participate in the creation of the personal study plans for students	13 (21.3)	3	4	2	1	3

How do you participate in the creation of personal study plans for your students? (2/3)

		6Partner Institution					
		All n (%)	1 (n)	2 (n)	3 (n)	4 (n)	5 (n)
I create a personal study plan for the students	by myself	9 (14.8)	4	1	2	1	1
	together with the student	34 (55.7)	2	4	7	10	11
	together with a workplace instructor	9 (14.8)	1	2	2	2	2
	together with the student and a workplace representative	13 (21.3)	-	3	4	3	3

How do you participate in the creation of personal study plans for your students? (3/3)

			Partner Institution				
		All n (%)	1 (n)	2 (n)	3 (n)	4 (n)	5 (n)
I participate in the creation of a personal study plan for the student	with a teacher / guidance counsellor	6 (9.8)	-	1	2	1	2
	with a teacher / guidance counsellor and the student	16 (26.2)	3	2	3	2	6
	with a teacher / guidance counsellor and a workplace representative	6 (9.8)	2	1	2	1	-
	with a teacher / guidance counsellor, a workplace representative and the student	6 (9.8)	-	1	2	2	1



Creation of study plans

If having a role in the creation of personal study plans, the participants most often do it together with the student and/or faculty members. However, half of the respondents report on creating study plans (also) without the student.

What type of cooperation with companies do you do regarding on-the-job training for students? (1/4)

		Partner Institution				
	All n (%)	1 (n)	2 (n)	3 (n)	4 (n)	5 (n)
I make on-the-job learning agreements with companies	33 (54.1)	3	6	3	8	13
I participate in the choosing of workplace instructors	7 (11.5)	-	2	5	-	-
I train workplace instructors	11 (18.0)	-	1	2	1	7

What type of cooperation with companies do you do regarding on-the-job training for students? (2/4)

		Partner Institution				
	All n (%)	1 (n)	2 (n)	3 (n)	4 (n)	5 (n)
I investigate what kind of learning opportunities there are at the workplace	20 (32.8)	-	2	1	6	11
I settle the duration, timing and goals for on-the-job training	36 (59.0)	4	7	3	9	13
I plan on-the-job training tasks together with the workplace instructor	15 (24.6)	1	2	4	3	5

What type of cooperation with companies do you do regarding on-the-job training for students? (3/4)

		Partner Institution				
	All n (%)	1 (n)	2 (n)	3 (n)	4 (n)	5 (n)
I plan the student orientation period together with the workplace instructor	16 (26.2)	1	2	5	3	5
I make sure the company is aware of the student's arrival	18 (29.5)	1	3	3	3	8
I make sure the student is oriented and guided throughout the on-the-job training period	21 (34.4)	3	5	5	2	6

What type of cooperation with companies do you do regarding on-the-job training for students? (4/4)

		Partner Institution				
	All n (%)	1 (n)	2 (n)	3 (n)	4 (n)	5 (n)
I evaluate the on-the-job period	34 (55.7)	4	8	5	6	11
I organise a feedback session about the implementation of the on-the-job training with the student and the workplace instructor	33 (54.1)	2	8	6	5	12
I do not collaborate	8 (13.1)	2	1	2	2	1



Company cooperation

The participants typically make agreements with the companies, and settle duration, times and goals for the on-the-job training, which they also evaluate.

How do you support workplace instructors? (1/2)

		Partner Institution				
	All n (%)	1 (n)	2 (n)	3 (n)	4 (n)	5 (n)
in preplanning on-the-job training	20 (32.8)	3	4	3	2	8
in setting goals for on-the-job training	21 (24.4)	2	4	3	5	7
in orienting students to the work environments, equipment and safety	28 (45.9)	2	9	5	7	5
in orientating students to working in a work community	22 (36.1)	1	9	5	4	3

How do you support workplace instructors? (2/2)

		Partner Institution				
	All n (%)	1 (n)	2 (n)	3 (n)	4 (n)	5 (n)
in guiding students while they work	24 (39.3)	5	5	5	4	5
in giving feedback on work tasks and working in a work community	21 (34.4)	3	4	6	3	5
in evaluating the on-the-job training period	32 (52.5)	5	7	4	6	10
in collaborating with other professional education institutions	16 (26.2)	-	4	2	5	5



Workplace instructors

The participants support the workplace instructors most often by orienting the students to the workplace and evaluating the on-the-job training.



How do you think the collaboration between professional education and working life should be developed?

More collaboration in general

- Involving companies in planning and implementing the degree programmes
- Getting rid of bureaucracy, flexibility
- Inviting companies to give guest lessons, lessons about working life

More collaboration regarding the work placements

- Involving companies in setting goals, processes and expectations for the work placement, discussing how to support students to achieve the set goals

Contact person in a company

More teachers with a background in a company



What type of materials would you need to further support your guidance processes?

Teaching materials

- Field-specific materials, materials about new trends in the field, materials in one's own language, digital materials

Pedagogical materials

- Work tasks, examples of guidance processes, pedagogical guidelines for different situations e.g., covid, assessment forms, assessment training

Check-list / manual for teachers related to work placements

Teacher resources

- Time, assistant, trainings



What type of additional training would you need to further support your guidance processes?

Working life training

- Work placements for teachers, expert to collaborate with, participating in seminars/trainings organised by companies

Pedagogical training

- General pedagogical competence, guidance, assessment, how to encounter different students

Training in teacher collaboration

Training in communication skills



Erasmus+



www.hamk.fi/techvet



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