

QUESTIONNAIRE ON INTERNATIONAL TRADE STAFF TRAINING NEEDS IN THE INFORMATION AND COMMUNICATION TECHNOLOGIES AREA– IBS Leonardo pilot programme–

- College:
- Teaching area/s:
- Date:

1.-	IDENTIFY THE STAFF SKILLS LEVEL IN THE INFORMATION AND COMMUNICATION TECHNOLOGIES LISTED BELOW –ICT-			
1.1.	Software - Word - Access - Excel - Power Point	Basic <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Advanced <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Technical <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
1.2.	Communication Technologies or Internet Communication Systems - Intranet - Internet - Video conferencing - E-mail	Basic <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Advanced <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Technical <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
1.3.	Multimedia systems - CD-ROM - DVD -	Basic <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Advanced <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Technical <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
1.4.	Languages: - English	Basic <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Advanced <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Specific <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
1.5.	Other: Competences - - -	Basic <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Advanced <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Specific <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2.	IDENTIFY THE USE/APPLICATION LEVEL OF THE FOLLOWING INFORMATION AND COMMUNICATION TECHNOLOGIES DURING TEACHING AND LEARNING PROCESSES.			
2.1.	Software - Word - Access - Excel - Power Point	Basic <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Advanced <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Technical <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

2.2.	Communication Technologies or Internet Communication Systems - Intranet - Internet - Video conference - E-mail	Basic <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Advanced <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Technical <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
2.3.	Multimedia systems - CD-ROM - DVD	Basic <input type="checkbox"/> <input type="checkbox"/>	Advanced <input type="checkbox"/> <input type="checkbox"/>	Specific <input type="checkbox"/> <input type="checkbox"/>	
2.4.	Languages: - English	Basic <input type="checkbox"/>	Advanced <input type="checkbox"/>	Specific <input type="checkbox"/>	
2.5.	Other: Competences - - -				
3.	IDENTIFY THE CONTRIBUTION OF Information and Communication Technologies TO TEACHING AND LEARNING PROCESSES				
3.1.	In relation to trainees:				
3.1.1	ICT facilitates the attainment of learning goals	Always <input type="checkbox"/>	Usually <input type="checkbox"/>	Occasionally <input type="checkbox"/>	Never <input type="checkbox"/>
3.1.2	ICT offers the opportunity to improve communication and group-work dynamics among participants	Always <input type="checkbox"/>	Usually <input type="checkbox"/>	Occasionally <input type="checkbox"/>	Never <input type="checkbox"/>
3.1.3	ICT encourages effective communication among students, media, trainers, and the environment	Always <input type="checkbox"/>	Usually <input type="checkbox"/>	Occasionally <input type="checkbox"/>	Never <input type="checkbox"/>
3.1.4		Always <input type="checkbox"/>	Usually <input type="checkbox"/>	Occasionally <input type="checkbox"/>	Never <input type="checkbox"/>
3.1.5	ICT allows for greater analysis, contrast and criticism of any given information More effectively than other mediums	Always <input type="checkbox"/>	Usually <input type="checkbox"/>	Occasionally <input type="checkbox"/>	Never <input type="checkbox"/>
3.1.6	ICT allows the creation of new collaborative learning . environments	Always <input type="checkbox"/>	Usually <input type="checkbox"/>	Occasionally <input type="checkbox"/>	Never <input type="checkbox"/>

3.1.7	ICT makes it possible to create visual environments , which encourages the student to learn.	Always <input type="checkbox"/>	Usually <input type="checkbox"/>	Occasionally <input type="checkbox"/>	Never <input type="checkbox"/>
3.	IDENTIFY THE CONTRIBUTION OF ICT-s TO TEACHING AND LEARNING PROCESSES				
3.2.	In relation to trainers:				
3.2.1	Students´ motivation on the subjects is enhanced	Always <input type="checkbox"/>	Usually <input type="checkbox"/>	Occasionally <input type="checkbox"/>	Never <input type="checkbox"/>
3.2.2	ICT facilitates the preparation and organisation of lessons.	Always <input type="checkbox"/>	Usually <input type="checkbox"/>	Occasionally <input type="checkbox"/>	Never <input type="checkbox"/>
3.2.3	Teaching/ training is . more effective in that the trainer is acting as a facilitator to the learning process	Always <input type="checkbox"/>	Usually <input type="checkbox"/>	Occasionally <input type="checkbox"/>	Never <input type="checkbox"/>
3.2.4	The didactic efficiency of methodologies is improved.	Always <input type="checkbox"/>	Usually <input type="checkbox"/>	Occasionally <input type="checkbox"/>	Never <input type="checkbox"/>
3.2.5	ICT enables teachers to accommodate different levels of learning ability and to accommodate / support them at the same time	Always <input type="checkbox"/>	Usually <input type="checkbox"/>	Occasionally <input type="checkbox"/>	Never <input type="checkbox"/>
3.2.6	An objective presentation of the subjects is provided.	Always <input type="checkbox"/>	Usually <input type="checkbox"/>	Occasionally <input type="checkbox"/>	Never <input type="checkbox"/>
3.2.7	ICT and virtual learning environments can offer the tutor instant access to learning progress through in built monitoring and evaluation mechanism	Always <input type="checkbox"/>	Usually <input type="checkbox"/>	Occasionally <input type="checkbox"/>	Never <input type="checkbox"/>
3.2.8	Other (please, specify) - - -	Always <input type="checkbox"/>	Usually <input type="checkbox"/>	Occasionally <input type="checkbox"/>	Never <input type="checkbox"/>
4.	TO WHAT EXTENT THE STUDENTS´ ACQUISITION OF TARGET SKILLS IN THE FOLLOWING COMPETENCIES CAN BE IMPROVED THROUGH THE APPLICATION OF ICT				
4.1.	Technical competencies – Knowledge, skills and attitudes	No Improvement	A little improvement	significant improvement	Major improvement
4.2.					
4.3.	Methodological competencies - Procedures	No Improvement	A little improvement	significant improvement	Major improvement
4.4.	Social competencies – Behaviour and group interaction	No Improvement	A little improvement	significant improvement	Major improvement

	Participative competencies	No Improvement	A little improvement	significant improvement	Major improvement
5.	IDENTIFY THE DIFFICULTIES / PROBLEMS THAT MAY ARISE WHEN USING ICT-s IN THE TEACHING and LEARNING PROCESSES				
	Indicate on scale 1 to 4 with 4 being a major difficulty or problem. Circle the appropriate number				
5.1.	Continuous training is required to control their use in teaching-learning processes.	1	2	3	4
5.2.	They demand long time / devotion to plan and adapt to teaching-learning processes	1	2	3	4
5.3.	Certain skills and abilities are required for trainers to handle the ICT	1	2	3	4
5.4.	Availability of high quality equipment and technology, which is subject to frequent change, is required	1	2	3	4
5.5.	The role of the teacher / tutor is one of facilitator and supporter of the learning process rather than the imparter of knowledge and information	1	2	3	4
5.6.	New functions which demand more interactivity in the classroom are created	1	2	3	4
5.7.	Other (please, specify) - - -	1	2	3	4
6.	Comments: Point out other aspects not present in the questionnaire that you consider of interest.				

Formateret: Engelsk (Storbritannien)

GOALS:

1. To identify the skill levels in relation to ICT of those staff teaching International Trade
2. To get to know the level of use of ICT applied to teaching-learning processes
3. To find out the value and/or pedagogical use given by teaching staff to ICT