EVALUATION TOOLKIT: TRAINEES ONLINE PRE-SURVEY

SECTION I. GENERAL INFORMATION

1. Where are you from?

[Drop down menu including all world countries]

2. In which country do you live?

[Drop down menu with all European countries]

3. In which year were you born?

[Drop down menu including years between 1997-1935]

4. Are you female or male?

- ☐ Female
- ☐ Male

5. What is your highest academic qualification?

- ☐ High School
- ☐ Bachelor or equivalent
- ☐ Master or equivalent
- ☐ Doctoral or equivalent

6. Do you currently work at school or in the training field? If yes, please, specify for how long?

- ☐ School
  ☐ no experience ☐ less than 6 months ☐ 6 months or more ☐ 1 year or more
  ☐ 3 years or more ☐ 5 years or more ☐ 10 years or more

- ☐ Training field
  ☐ no experience ☐ less than 6 months ☐ 6 months or more ☐ 1 year or more

□ 3 years or more □ 5 years or more □ 10 years or more

7. Are you interested in Media Education?

- ☐ Not at all
- ☐ A little
- ☐ Quite interested
- ☐ Really interested

8. Have you had previous experiences or training on Media Education?

- ☐ Yes
- ☐ No

9. How would you self-evaluate your level of media literacy?

- ☐ Very low
- ☐ Low
- ☐ Medium
- ☐ High

10. Which training are you attending ?

[Drop down menu including all training]

SECTION II. EXPECTATIONS & OBSTACLES

11. How did you get involved in the course?

- ☐ It was part of the academic program
- ☐ It was proposed by the school
- ☐ It was proposed by a training organization
- ☐ I heard from a colleague
- ☐ I heard from the web, newspaper, radio…
- ☐ Other [please, specify]

12. What are your main expectations about the course?

- ☐ To improve my capacity to teach media education
- ☐ To improve my media literacy competences
- ☐ To improve my capacity to learn online
- ☐ To get in contact with other teachers or future teachers around Europe
- ☐ To access new resources to teach media literacy
- ☐ I don't have specific expectations
- ☐ Other [please, specify]

13. What could be the main obstacles to your involvement in the training activities?

- ☐ Lack of equipment
- ☐ Lack of technical skills
- ☐ Lack of time
- ☐ Work load
- ☐ Lack of technical support from trainers
- ☐ Lack of social support from trainers
- ☐ Lack of pedagogical support from trainers
- ☐ Low institutional support
- ☐ Low collaboration with peers
- ☐ Low sense of belonging during the online experiences
- ☐ I cannot see at the moment any specific obstacle
- ☐ Other [please, specify]

14. What competences do you expect to develop through this training activity?

- ☐ Technical skills
- ☐ Media analysis competences
- ☐ Media production competences
- ☐ Pedagogical competences
- ☐ Other [please, specify]

SECTION III. PREVIOUS BLENDED LEARNING EXPERIENCES

15. Did you already get involved in blended learning (i.e., a mix of face to face and online learning activities)?

☐ Yes

☐ No

    15.1 If yes, in which context(s) and how long?

☐ Adult education
□ less than 6 months □ 6 months or more □ 1 year or more □ 3 years or more

☐ Professional development (e.g., in-service teacher training)
□ less than 6 months □ 6 months or more □ 1 year or more □ 3 years or more

☐ Teacher education (e.g., future teacher training at the university)
□ less than 6 months □ 6 months or more □ 1 year or more □ 3 years or more

☐ Vocational education
□ less than 6 months □ 6 months or more □ 1 year or more □ 3 years or more

☐ Higher education
□ less than 6 months □ 6 months or more □ 1 year or more □ 3 years or more

☐ Other [please, specify]
□ less than 6 months □ 6 months or more □ 1 year or more □ 3 years or more

16. How do you expect to work with the online platform?

☐ Access to resources
□ not at all □ low □ medium □ high

☐ Individual online exercices
□ not at all □ low □ medium □ high

☐ Interaction with trainers
□ not at all □ low □ medium □ high

☐ Interaction with peers
□ not at all □ low □ medium □ high

□ Collaboration with peers
    □ not at all □ low □ medium □ high

□ Sharing of resources with peers
    □ not at all □ low □ medium □ high

□ Exchange of experiences with peers
    □ not at all □ low □ medium □ high