Deliverable D06

Early evaluation of the NETT survey questionnaire

Work package:	3 (Collect and analyse the training needs)
Due date of deliverable:	
Lead beneficiary:	Unimi
Editors:	B. Apolloni, G. Galliani, C. Zizzo, F. Epifania, L.Crosta, I. Cesareo
Contributing beneficiaries	Archè
Reviewer	B. Apolloni
Status:	V1
Version and date:	March 2013
Changes:	Editorial Changes

Project co-funded by the European Commission within the Enterprise and Industry DG

Dissemination Level:

PU	Public	**X**
PP	Restricted to other programme participants (including the Commission Services)	
RE	Restricted to a group specified by the Consortium (including the Commission Services)	
CO	Confidential, only for members of the Consortium (including the Commission Services)	

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Revision	Date	Author	Organisation	Description

Early evaluation of the NETT survey questionnaire

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Abstract

This short note presents an initial evaluation of the survey emerging from the NET questionnaire. The questionnaire has been submitted to 31 people teaching in different contexts, as for school type, teaching subject and experience. People were well balanced, as for gender, instruction and teaching experience. The analysis we show concerns both the quality of data, and the emergence of some special patterns. This a very preliminary analysis, given the small number of returned forms. We plan to update it with time, along with the enriching of this database.

I. Inquired people description

The people distribution is shown in the six pie charts in Fig. 1 Peopole are: 1) well balanced as for gender, age and school level where they teach; 2) mostly bachelor graduated or higher, and 3) with a long teaching experience, 4) peculiarly, as for the teaching filed, most are involved in humanities, but all remaining fields are well represented.

II. Overall trends and quality of the data

As expectable, the score histogram is strongly biased by the highest values. This is true both for the general questions (up to question15), and for the professional ones as well (questions 17 and 18), see Fig. 2

Focusing to the first category of queries, if we look at the single answers we see an enough variegated spectrum of marks (see Fig. 3). Namely, each bar reports the mean score attributed by people, where some particularly low values will be discussed later. Looking at the mean score per each item of question15 (i.e. grouping the score of the 4 questions heading the columns), as reported in Fig. 4(a) we may perceive some either tiring effect on the part of the interviewed people or their willing of issuing more discriminant judgments, which reflects in a decreasing trend with the questioning progress. This is accompanied by a complementary increase of the standard deviation (see Fig. 4(b)).

As for the more professional questions (17 and 18) the analogous gaps denote more articulated verdicts with a standard deviation decreasing with time (see Fig. 5).

Shifting our perspective on inquired people, Fig. 6(a) show a rather variegate approach to the questionnaire. In particular Fig. 6(b) list the features of those scoring less, in average, the questions (namely average less than 2.9). It emerges that all them are over 45 old, while variously distributed as for the remaining features.

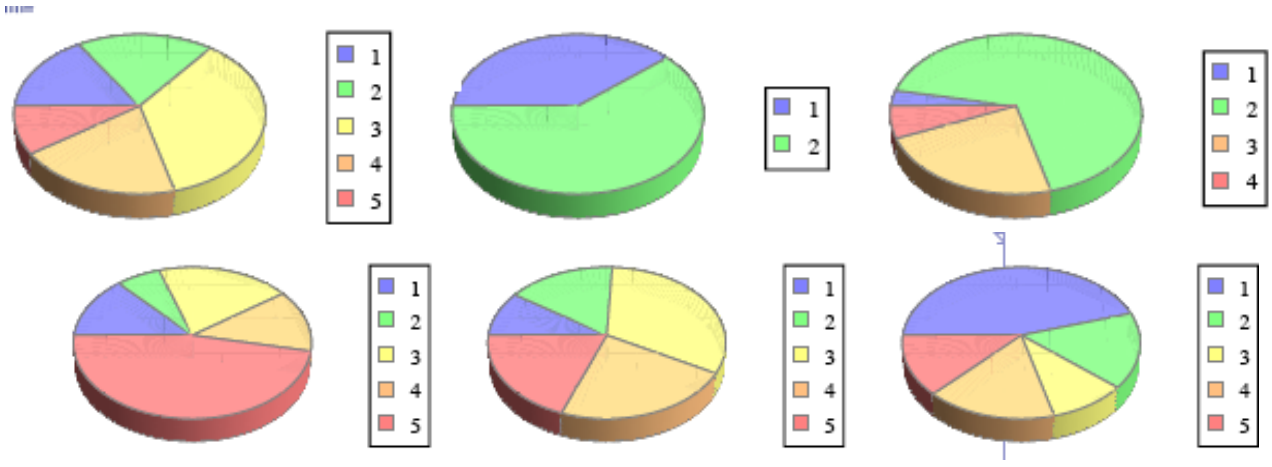


Fig. 1. A synopsis of inquired people. a. quanatized age ((age-25)/10);b. gender:1→ male, 2→ female;c. instruction level; d. teaching experience in years ×4 ;e. school level;f. teaching field:1 → humanities, 2 → technological, 3 → informatics, 4 → others, 5 → entrepreneurship

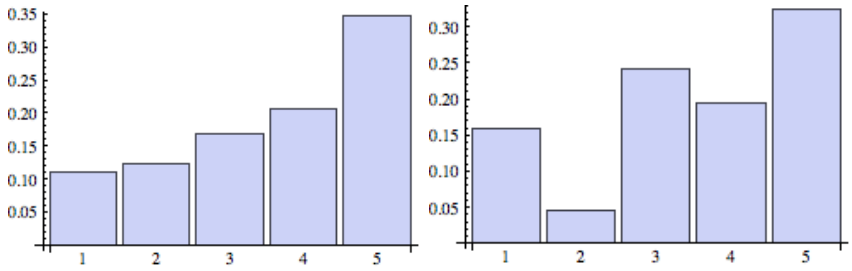


Fig. 2. Histograms of the scores assigned to the general question answers (a) and to those for specifically experienced teachers(b)

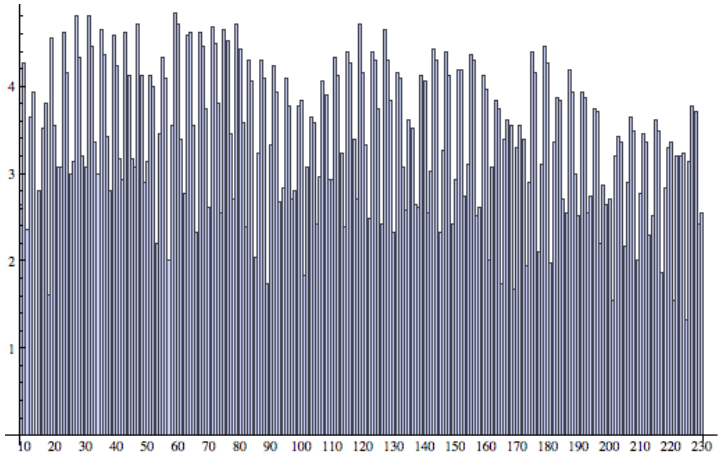


Fig. 3. Histograms of the scores assigned to the single (250) general questions

III. Particular trends

We have 31 persons filling up the first part of the questionnaire and 7 person completing the second part as well. Hence we cannot expect strong features emerging.

In particular, as for the 7 responses, the average mark on items from 233 to 241 (concerning what is really teached) we observe no particularly enthusiastic answers, with a minimum concerning the amount of time dedicated to teaching entrepreneurship and the attention to the business plan. The most scored answer is rather a wish that the teaching activities promote entrepreneurship willing of the students. Answers to question 18 items promote the usage of role games and simulation in general while distrust in the teacher centrality.

As for the most populated answers (question 15), the general trend seems following the importance with which the question lines have been allocated in the form (from the most relevance to the less one). Thus, management issues and instrumental issues (computer and electronic tools) prove less appealing than the the human management aspects (actually the most easy ones, those no requiring rigorous education, probably). Per se, the general voices 42 and 45 are well scored, a less benevolent fate they obtain the single specifications of these voices, with a definitely bad score for the ability to draw picture with computer and reckoning abilities, but also to the capability of managing the day-per-day operations. As it emerges from Fig. 6(b), the most severe verdicts come from aged people, even though the correlation coefficient between mean score per person and its age is only -0.0573227.

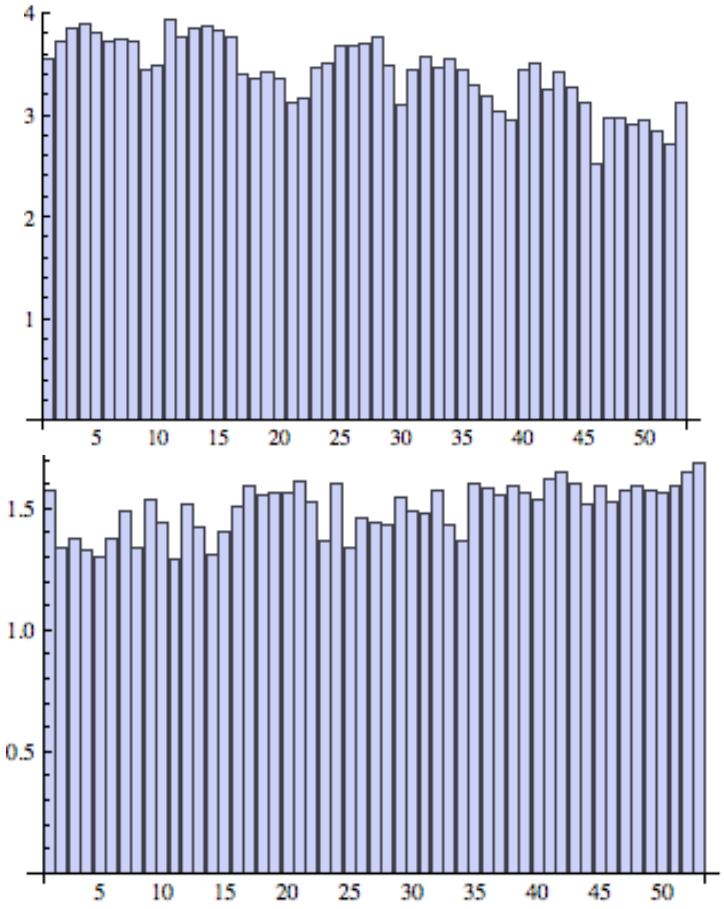


Fig. 4. Average and standard deviation of scores per row items (53) in question 15.

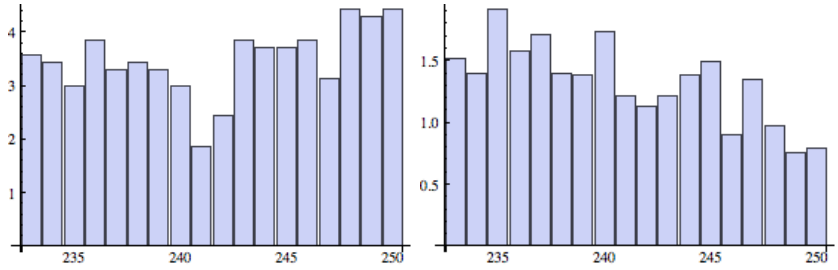
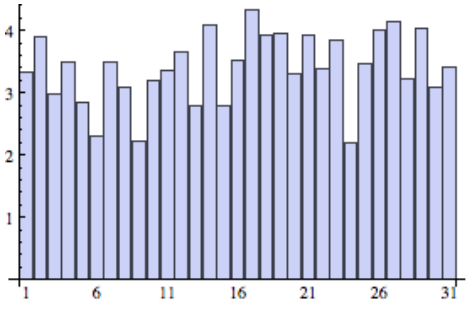


Fig. 5. Average and standard deviation of scores per row items in questions 17 and 18.



age	gender	edlev	exper	sclev	field
69	1	3	3	5	3
52	2	3	5	3	2
47	2	2	5	4	1
45	1	2	4	3	4
62	2	2	5	2	1
52	1	4	5	5	5

Fig. 6. An overview on people filling up the forms. (a) histogram of the mean score for each pepole; (b) features of the 6 less scoring (in average) people.