Playing with Protons Goes Digital

Needs Analysis Survey

Introductory Note
This is a short (X min) survey addressed to primary and secondary school teachers to collect their feedback on the experiences, challenges, and opportunities in their teaching practice as the world adapts to the "new normal" caused by the COVID-19 pandemic. The survey is part of a needs analysis conducted by the EU funded Erasmus+ project *Playing with Protons Goes Digital*. The project aims at advancing the utilisation of new technologies that facilitate an engaging, open, and digitally resilient science classroom. Within the project the emphasis is on building teacher digital competences by providing teachers and educators with an integrated toolkit that would enable them to co-design online creative STEAM* resources that "speak" to the digital habits, needs, and interests of their students. Thank you for your answers and precious time! *The acronym STEAM stands for the cross-curriculum study of Science, Technology, Engineering, Arts, and Mathematics

Commentato [KN(aA1]: Maybe give an indication on how long it will take to comnplete

Disclaimer
The personal data that may be collected by filling out this form (name, email,) is carried out by the consortium of the *Playing with Protons Goes Digital* project in order to build a stakeholder community. By filling out this form, you consent to have your data used in the project and you acknowledge you have been provided the appropriate information. Your data will only be used in the context of the *Playing with Protons Goes Digital* project, and will not be shared with any other third party. It will be kept for a maximum of five years after the end of the project and in accordance with the project's obligations to the EC. All data processing will be in accordance with the GDPR and national applicable law. You are not obliged to provide us with any data, but if you do decide to do so, we have marked the fields which are mandatory for us to have a useful entry. You have the right to withdraw your participation and consent for the processing of your personal data at any time, also after filling out and submitting the form, if you happen to change your mind. In addition, you have other rights, like the right to access, the right to rectification (update or correct data), the right to erasure, the right to restriction of processing and the right to data portability. To exercise your rights, you may contact us at [*add partner's email per country*]. If you are still unhappy after that, you have the right to submit a complaint with a supervisory authority. If you simply have a question about this processing or about the *Playing with Protons Goes Digital* project, please also contact us at [*add partner's email per country*].

Commentato [KN(aA2]: It is not clear what "the personal data … is carried out" means. Maybe you mean "is processed"?

Questions
Section 1: General Information
1. Country

2.	School [dropdown menu with choices filled out by the partners according to the education system in each of the four countries]
3.	Job title (e.g., teacher, principal)
4.	What subjects do you teach?
5.	What ages do you teach?

Section 2: Distance Science Teaching during COVID-19
In this section we would like to hear your and your students' experiences during your school's lockdown as a result of the COVID-19 pandemic.

1.	How would you describe your overall experience with online distance teaching during your school's lockdown? What were the critical challenges that you and your students faced during that time?
2.	Besides the use of a standard videoconferencing system provided by your school for teaching online, did you use any other digital tools, online resources, etc. that facilitated your work? If yes, can you please name them and describe their use?
3.	Teaching science in school often includes hands-on experiments, simulations but also play-based activities such as educational card games, art, etc. in the classroom/school lab/outdoors. In the absence of physical face-to-face teaching during school lockdown, did you use in your online distance teaching any digital tools to substitute for what you were normally doing in school? If yes, can you please describe them and also state the extent to which you and your students were satisfied with them?
4.	Teaching science sometimes also includes out-of-school activities such as educational fieldtrips to museums, research institutes, science centres, science festivals, etc. In the absence of these opportunities during school lockdown, did you use any online environments to substitute for out-of-school activities? If yes, can you please describe them and also state the extent to which you and your students were satisfied with them?
5.	If you were asked to advise your educational authorities, what would you say teachers and schools need most in order to continue provide their students with high-quality in-school but also out-of-school learning activities that respond successfully to the challenges of COVID-19?

Section 3: Science curriculum during COVID-19
In this section, we would like to hear your views on certain aspects of the structure and organisation of the science curriculum that may work more or less well in the face of major disruptive events such as the COVID-19 pandemic.

1.	Can you provide us with a summary of the learning objectives of the science curriculum in your school/country?
2.	Did you experience any difficulties in meeting these learning objectives during school lockdown? If yes, can you please describe those difficulties?
3.	What recommendations would you make to your school and/or educational authorities in order to align best the science curriculum with the likely need for switching from traditional to online teaching?

4.	How would you imagine the ideal school experience for your students under the "new normal" caused by COVID-19?

Section 4: Teacher Needs during COVID-19
In this section, we would like to learn about whether and in what ways your needs as a teacher have changed as a result of COVID-19.

5.	Have your needs changed as a result of COVID-19? If yes, can you please describe your new needs?
6.	What kind of support (e.g., online resources, digital tools, training, etc.) would you consider important in order to meet those needs?
7.	Would you see educational value in a freely available digital toolkit with exciting STEAM activities inspired by cutting-edge science at world-renowned laboratories (such as CERN) that can support both traditional and remote teaching?
8.	If you would like to be kept updated with upcoming events and workshops organised by *Playing with Protons Goes Digital* in [add country] please feel free to add your name and email address below. [optional]

[Add disclaimer below]

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Commentato [KN(aA3]: I think this question should be broken in two:
1) Would you see educational value in a freely available digital toolkit with exciting STEAM activities that can support both traditional and remote teaching?
2) Would having digital activities inspired by cutting-edge science at world-renowned laboratories (such as CERN) provide additional value?

Commentato [KN(aA4]: Amend as per suggestions above.