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Adult educators’

SURVEY REPORT

2022-05-10

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The mapping survey was filled between the 7th and 22nd March 2022 by 25 respondents from Lithuania, Poland and Italy.

The questionnaire was shared with the adult educators:

- Employed at project partners: Kauno m. savivaldybės Vinco Kudirkos viešoji biblioteka and Robotikos mokykla (Lithuania), Fundacja NOVA (Poland) and Comune di Santarcangelo di Romagna (Italy);
- Employed at local partners (libraries, FabLabs, STEAM centers, community centers, business companies);
- Freelance educators and potential candidates to become part of this project.

The survey consisted of 1 questionnaire in the English language and was delivered via Google Forms. Its results were presented to project partners at an online meeting on 07.04.2022. The information obtained through survey will be a basis for the thematic plan of the project's results – methodological materials for adult educators and learners.

SUMMARY

GENERAL INFORMATION

COUNTRY. Out of 25 respondents, 9 came from Lithuania, 9 from Poland and 7 from Italy. The total number has met the goal set for the mapping, which was minimum 5 and maximum 10 respondents per country.

ORGANISATIONS REPRESENTED. From Lithuania, the majority of the responses are from project partner Kauno miesto savivaldybės Vinco Kudirkos viešoji biblioteka (8 responses). One more response is from a FabLab at National Library of Lithuania (1 response).

Polish respondents come from a variety of organizations. 4 adult educators work at project partner Fundacja NOVA. Other respondents (1 from organization) work at these institutions: Marshal's Office of the Pomeranian Voivodeship, Lux Med Group, City Hall, Aiton Caldwell S.A., Miejski Ośrodek Pomocy Rodzinie w Gdańsku.

The respondents from Italy are also not homogenous in terms of their workplace. 1 respondent came from each of these organizations: Comune di Santarcangelo di Romagna (project partner), Fablab Romagna APS, Biblioteca Antonio Baldini. 2 responses are from ISISS "Einaudi Molari" Santarcangelo di Romagna (RN) Italy (Institute). 2 respondents are not employed at any institution.

GENDER. 60 percent of the respondents are male, 40 percent female.

AGE. The biggest age group represented (48 percent) is 30-39 years. The other big groups are 40-49 year olds (20 percent) and 25-29 year olds (16 percent). This means that the age of the potential 3D workshop facilitators will be similar to the planned age of the target learner group.

LEVEL OF EDUCATION. The majority of the respondents have a very high level of education. Almost half of them (48 percent) have a master's degree. Bachelor degree holders comprise other 36 percent.

FIELD OF EDUCATION. According to this parameter, the respondents fall into three groups. The largest group consists of humanitarian and social sciences (14 respondents) graduates. The fields mentioned are: Social education (2), Educology (2), Social work (2), Librarianship, Information science (1), Studies of informational society (sociology) (1), Administrative law (1), Administration (1), Language and literature (1), History (1), Economics (1), Literature and teaching (1).

The second large group (8 respondents) represents technical/science education: IT (3), Construction (2), Biologist, biophysics (1), Mathematics and Physics (1), and Advertising graphic design and photography (1).

The third group is the smallest (3 respondents). They have both the humanitarian/social and the technical/science education: Molecular biology and Semiotics (Philology) (1), International relationships/ Python developer (1), Archaeology, Ethnology, User Experience Design (1).

LEVEL OF ENGLISH. The future facilitators should have no problems with the methodological material and training in English. The majority have an intermediate level of English (60 percent). The others have at least either an elementary or even an advanced or proficient level of English.

TYPE OF EDUCATOR. The respondents were asked several questions about what type of educators they are. When it comes to part-time or full-time educating, the answers differ. 9 respondents are not full-time educators, 7 are full-time, and the other answers lie in between. 5 respondents work in one institution as educators. Others tend to work in a variety of organizations.
The level of experience of the respondent group varies. There are 4 beginner educators (experience under 5 years) while the rest have more experience.
11 respondents are internal educators, 4 external; the others identified themselves somewhere in between these categories.

SPECIFIC COMPETENCES OF TEACHING. Respondents could select more than one answer. 48 percent teach in the field of Digital, Computers, IT. 32 percent teach Entrepreneurship (creativity, critical thinking and problem solving, taking initiative, collaboration). 28 percent teach Citizenship competence. The other bigger areas mentioned are Cultural awareness and expression (24 percent), Mathematics, science, technology, engineering (20 percent), and Personal, Social development (16 percent).

PLACE OF TEACHING. The respondents teach very often at these institutions: Library - 9 responses, Community center - 4 responses, Private company - 4 responses, Culture house -

2 responses, FabLab - 2 responses, School - 2 responses, Educational center - 1 response, University - 1 response.

TARGET GROUPS OF LEARNERS. The target groups which the respondents work with very often, were represented quite evenly: Children (0-13 y.o.) – 6 respondents, Youth (14-18 y.o.) – 7, Young adults (18-30 y.o.) – 6, Adults (31-60 y.o.) – 7, Seniors (over 60 y.o.) – 6.

NEEDS FOR ADULT EDUCATION SKILLS

PROFESSIONAL DEVELOPMENT. The respondents were asked, as teachers in adult education, thinking of their own professional development needs, how much they need listed skills, competences and knowledge. The top 10 competences listed fall into three major groups: 1) knowledge of different learning and teaching styles, improving didactic and methodological skills; 2) enhancing learners' motivation and tackling learners' discipline and behavior issues, 3) dealing with multicultural/heterogeneous learners' group.

3D SKILLS AND COMPETENCES

FAMILIARITY WITH 3D PRINTING. 60 percent are not familiar with 3D printing. 4 percent are extremely familiar with it. 36 percent of respondents know something about it.

EXPERIENCE IN WORKING WITH 3D PRINTER. The respondents where asked what particular skills and knowledge they have. The answers mentioned were:
Assembly, set-up and upgrade printer
I'm use 3D printer in a Fablab from 2014
I know what is it, but still need practice with programmes.
Only theoretical knowledge of subject.
3D printer working principles
Yes. intermediate
I know, when and how to use it
Basics of 3D modeling on very simple software and preparing simple models for printing.
Not for work

3D MODELLING PROGRAMMES. The respondents were asked what programs they know or have worked with. 11 out of 25 respondents are familiar with the 3D modelling programmes. The answers were:
Autocad (5x)
FreeCAD (3x)
Fusion 360 (2x)
Tinkercad (2x)
Blender (2x)
Sketchup
Paint 3D
SOLIDWORKS
3D builder
Cinema 4D

Some of these programmes are sophisticated 3D software while others are free, online and easy-to-use.

EXPERIENCE IN RUNNING A 3D WORKSHOP. From the answers, it appears that the respondents do not have sound experience in running 3D workshops. Only three respondents answered clearly to what learning activities or tasks they gave to learners during the workshop(s) (*knowledge of 3dprinter, think a thing and realize it; to create buildings; to create things with materials we have*).

THE APPLICATION OF DESIGN THINKING. The respondents were asked if they had heard of this method or even used it in their activities. The responses indicate that Design Thinking is a concept known to some, but not established by practice. 9 out of 25 respondents know about this method and can explain it. However, only 1 person has experience in applying it and it was outside adult education area (during university studies and projects conducted).
