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Distance learning: student progress and wellbeing

Effects of distance learning on 3 ASO/ TSO pupils during COVID-19

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WORD OF THANKS

After several years of studying the course 'Bachelor of Education: Secondary Education', we have now come to our bachelor's thesis, our final project which we will complete our studies with. Because the four of us studied the common teaching subject English and because of the current topical value, we chose to dedicate our bachelor's thesis to the effects of distance learning on the wellbeing and learning progress of the subject English.

However, we were not able to complete this bachelor's thesis on our own, but we had the assistance and support of many people whom we are very grateful to and would like to thank through this way.

First and most importantly, we would like to thank our two promoters, Melissa de Bruyker and Katelijne Delvoye, for their enormous support, good guidance, and regular follow-up throughout the academic year in which this bachelor's thesis was created.

We would also like to thank all the respondents who have provided a great contribution to our research on distance learning. Thank you to the 14 teachers, 10 student counsellors and 251 pupils, from different schools, who took the time and effort to fill in these questionnaires. Based on these survey results, we developed a product which was tested by 17 pupils and teachers, whom we also like to thank. Without your feedback, we could not have made the final adjustments to finish this product.

We would also like to thank Tiffany Adyns for acting as an extra in one of the videos that we made for our final product. Our gratitude goes to all the people who made an effort to review our bachelor's thesis, test the product, do language checks and provide useful feedback and tips to finalise our final product.

Last but not least, we would like to thank our parents who supported us throughout our bachelor's studies, gave us encouragement and also helped with the bachelor's thesis where necessary. Without their help, we would not be where we are right now.

1 INTRODUCTION

Distance learning is a term that has popped up almost every day for the past two school years. It is a new and unusual teaching method that schools were forced to use because of the raging pandemic. Secondary education went from following all classes in school where pupils were able to see their friends and teachers, to being obliged to stay at home and follow all classes by themselves in a much less interactive way. Distance learning remained in force for a period of three and a half months in the second semester of 2020 and it was a big learning experience for pupils, teachers, schools, and educational institutions. But how did everyone experience those months? That is what we are going to research in this paper.

We chose this research topic because we, as pupils in higher education, had to follow lectures through distance learning too. We had some good and some bad experiences with this teaching method and we believe that there is a lot to reflect on. Some lecturers tried their best to make distance learning as pleasurable for every party, but were all the formats as effective? That is why we want to research how distance learning effected the learning progress and wellbeing of 3rd year ASO/TSO pupils.

We will be focussing on two aspects: learning progress and wellbeing. When it comes to learning progress, we believe that a lot of pupils struggled to keep up with all of their classes. Talking about wellbeing, we can gather from literature study and a lot of news reports that pupils really struggled with their mental health because they missed the social context that going to school gave them. In the bibliography, you can find the sources we used for this. We also wanted to research this target group because we believe that the third year of secondary school is challenging on both an academic and psychological level.

Our paper consists of three main chapters. In the first chapter we talk about our research proposal. In this research proposal, we talk about how our topic came to be and what techniques for exploration we used to further explore it. After critically analysing our research topic and formulating our objectives, we formulated our research question and sub-questions. In the second chapter, we do an extensive research to find an answer to this research question. Our research consists of two parts: a data research in practice and a literature study. In the data research in practice, we have assembled three surveys: for pupils, for teachers and for student counsellors. The surveys give us a clear vision on how the three parties experienced distance learning. The second part, the literature study, gives us the answer to a few more questions that stayed unanswered after our data research in practice. You can find the sources we used for this literature study in the bibliography. In our third chapter, we compare the results of the several surveys to each other. Do the three parties have the same vision on distance learning or not?

Based on our research, we have also made a product which helps pupils and teachers to navigate distance learning better in the future. Our product consists of a website on which they can find tips and tricks to improve the learning progress and wellbeing of pupils. Our website is targeted towards both pupils and teachers. We have created two separate sections, wellbeing and learning progress, for both of them with specialised content. We decided to include the teachers in our product because we believe that teachers play a big part in the learning progress and wellbeing of the pupils. Providing a product that is only targeted towards pupils is not enough to help them succeed because without teachers who know how to efficiently teach during distance learning, the problem remains. Not only teachers but also the pupil's parents can look at the website. That way, they can assist their children who might not be able to study independently. The link to the website is: https://faidl.weebly.com.

At the end of our bachelor's thesis, we added attachments in which you can find our surveys, survey questions and results. Because a lot of people responded, giving us a lot of research results, we had to select a series of answers that contributes to our research.

2 RESEARCH PROPOSAL

2.1 Choice of subject

March 18, the day the Belgian Government ordered a nationwide lockdown because of the outbreak of COVID-19. To stop the deadly virus, the Government revealed several measures. One of them was the shutdown of schools, nurseries, and colleges. Because the shutdown of schools went on for several months, secondary education started to encourage distance learning. It was difficult for pupils to adapt to this new learning style because they, and the schools as well, had never done this before. We cannot expect every pupil, in secondary- or in higher education to have the same level of discipline and independent behaviour. Pupils from high school count on the supervision and support of their tutors because they are learning, and their independence is still under development. (Universiteit van Amsterdam, 2020)

Because we are college students ourselves, we also experienced the difficulties of distance learning and the effects on the progress within our courses and on our mental health. Also, as future teachers, we find it very important to give the pupils as much support as they need during unexpected difficult times like these. Pupils need us more than ever during these challenging times of which the duration is still unknown to us all. We need to take into account that not every pupil has an ideal home situation, the facilities to study in peace, a good internet connection, is mentally stable, has people to talk to about his/her feelings, etc. It is our goal to take every individual into account and we hope, with this mindset, to motivate every pupil and keep track of every one's trajectory.

This topic was our first choice because we are familiar with this specific situation due to the pandemic which broke out during the previous academic year and is still present today. We want to investigate the effects of distance learning on the learning process of pupils as well as on their wellbeing. The target group of our investigation will be pupils of the second stage, and more specifically the 3rd year in general/technical education. We chose to focus on the 3rd year because this is a crucial moment for pupils to develop themselves. It is an age where lots of them start hitting puberty, want to get more freedom and become more independent from others. For the majority of youngsters, getting more freedom also means they like to spend more time with their friends. Due to the COVID-19 outbreak, that freedom was taken away for several months. We want to take a closer look into the effects this outbreak had on our target group concerning wellbeing and progress within the English courses.

2.2 Techniques for exploration

2.2.1 Data collection in practice

Due to the outbreak of COVID-19 and the nationwide lockdown in Belgium, pupils went to school through distance learning. We did an investigation to check what the effects of distance learning were on the pupils' wellbeing and progress for the subject English. We made three different types of surveys: one for pupils, one for English teachers and one for student counsellors. Our main target audience are the pupils that are now in their fourth year ASO/TSO, but we asked them about the previous academic year, their third year. We also questioned some teachers and student counsellors because they are a contributing factor. We did two kinds of research. The first one is a descriptive

investigation in which our goal was to describe how distance learning affected the wellbeing and learning progress of pupils in the 3rd year ASO/TSO. The second research is a comparative study in which we compared the results of our surveys that we conducted for the descriptive investigation. (van der Donck & van Lanen, 2018)

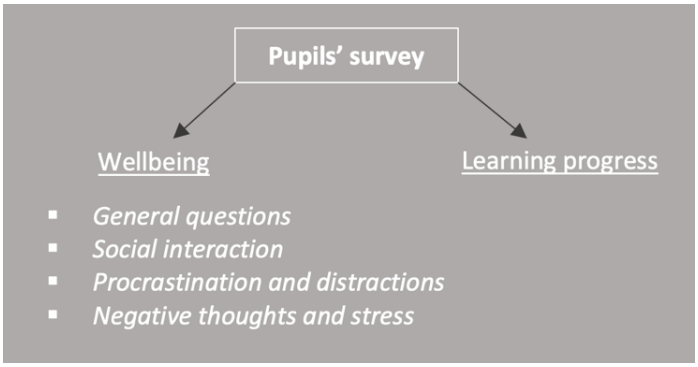
Below, you can find our research questions that we had set for our investigation:

Research question	What influence does the presence of COVID-19 have on the wellbeing and progress of English pupils in the 3rd year ASO/TSO?
Sub-questions: wellbeing	▪ How was the wellbeing of the pupils affected due to COVID-19? ▪ How can we keep track of the pupils' wellbeing during distance learning? ▪ How can we improve pupils' wellbeing during distance learning?
Sub-questions: progress	▪ What is the state of the pupils' progress at the end of June 2020 due to COVID-19? ▪ How can we keep track of the pupils' progress during distance learning? ▪ How can we improve pupils' progress during distance learning?

2.2.1.1 ASO/TSO pupils of the 3rd year

1. Pupils' survey *(see: attachments number 1 'Pupils' survey with example answers' – page 54)*

This survey was conducted digitally, via social media, between the 4th of January and the 7th of February 2021. A total of 251 pupils of the fourth year ASO/TSO completed the survey. In this questionnaire, we measured the wellbeing and learning progress for the subject English of pupils during distance learning in March 2020. To be able to do so effectively, we divided our survey for pupils in two main topics, which we also divided in smaller parts:



The first topic of our survey is wellbeing with four subtopics. First, we started off by asking some general questions to be able to categorise the pupils. Are they male or female? How old are they? Are they in general of technical education? By asking these questions first, we were able to check whether pupils with a similar background (age, type of education...) gave similar answers or not. 65.7% of the respondents is female, 33.5% is male and 0.8% did not want to say it or identify as something else. The pupils in question are between 14 and 17 years old. Four-fifths of the people surveyed have ASO as form of education and only one-fifth TSO. 36.6% of the pupils follow education in an economy-based direction. 26.8% of pupils follow education in a science-based direction. 14.6% of pupils follow education in a Latin-based direction. 20.3% of pupils follow education in a humanitarian-based direction. Almost 2% of pupils follow education in a mechanics-based direction.

Our second subtopic is social interaction. We chose to ask questions about this topic because we feel that it is very important for pupils' development. We wanted to know whether pupils were still in touch with friends and family, even though they could not see or visit them. And if that was the case, how did they do so? Did they use some kind of platform, did they call, text...? We also gave them some statements to discover to what extent they experienced the downsides of not being able to see their friends and family.

The third subtopic we chose is procrastination and distractions. We wondered whether pupils were more easily distracted while working for school and whether there was an increased tendency to procrastinate. We asked questions about their experience on this topic during distance learning. We were curious to find out whether procrastination and distractions were problems they had to deal with before distance learning and if this became a bigger problem during distance learning. These answers could be added value for us to start thinking about possible solutions.

To finish the part of our survey concerning wellbeing, we asked some questions about negative thoughts and stress. We wanted to investigate whether distance learning had an effect on pupils' mental health. We asked how often they were stressed or had some negative thoughts and if this was more the case during distance learning. We were eager to hear if distance learning specifically, in combination with the lack of social interaction, had a negative effect on pupils' wellbeing. To be able to form an idea of how big this problem is for pupils, we asked them to what extent these negative thoughts really became a problem in their daily life. We also gave them some statements to get further insight in their situation and in the way they experienced the corona measures taken by their school.

The main goal of this part of our survey for pupils was to find out how the wellbeing of pupils was affected due to COVID-19. We were also interested to find out how we can keep track of pupils' wellbeing and how we can improve it whilst keeping track. These are the main questions we would like to get an answer to. We will base our product on these answers to be able to help pupils in need.

After that, we asked some questions about learning progress as well. How was English taught during the lockdown last year in March and April? How was English taught in May and June, after the first lockdown? How did they experience distance learning? To get a complete insight in their opinion about this topic, we asked them to elaborate on their experiences. We also gave them some statements so that they could clearly indicate how much they liked or disliked the different aspects of distance learning.

To finish this last part of our survey for pupils, we asked them if they were given the opportunity to give some feedback about the lessons which they had to follow online and whether they were able to ask for help in case there was a problem. We asked these questions and gave statements to get a complete insight in their experience with distance learning. We were really curious to find out how pupils think distance learning affected their learning progress and if they have any possible ideas about how distance learning can be improved in the future.

The main goal of this second part of our survey for pupils is to find out what the state of the pupils' progress was at the end of June 2020. We also wanted to know how we can keep track of it and how we can improve it during distance learning. We want to take all answers into account to be able to develop a qualitative product that can help as many pupils as possible.

For this survey we used different kinds of methods to be able to analyse the data. We used multiple-choice questions and open questions based on a similar existing survey we found. The survey is a survey from 'Stichting Schoolinfo' where they question pupils on how they experienced distance learning. (Stichting Schoolinfo, z.d.) This questionnaire was a good basis to find example questions. However, we also decided to come up with other questions that contribute to our research. *(see: attachments number 1 'Pupils' survey with example answers' - page 54)*

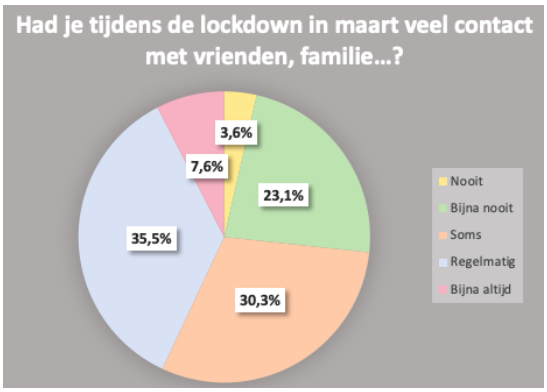
We analysed the multiple-choice questions by categorising them. *(Analysing data on the basis of categories.)* (van der Donck & van Lanen, 2018, p.226) We determined which categories we were going to use before releasing our survey. We chose this method because we knew there were going to be a lot of pupils filling it in. Working with categories helped us to analyse our results more efficiently. There were also several open questions in our survey where pupils could write a personal answer to the questions. This is an example of less structured data. We selected the answers that were relevant to our research question. This made sure that the results on which we will base our conclusion is qualitative. We categorised the remaining answers by using open coding to be able to get to a structured analysis of our research results. (van der Donck & van Lanen, 2018)

Below, we will discuss the most accurate and relevant research results that contribute to our research:

1.1 Wellbeing

1.1.1 Social interaction

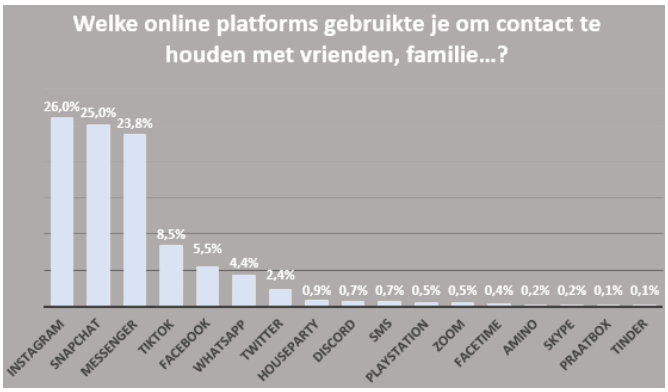
In this part of the survey, we questioned 251 pupils about their social life and interaction during the lockdown in March 2020.



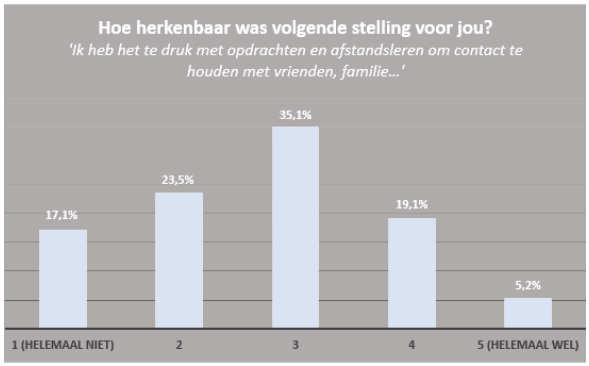
Did you still have a lot of contact with friends, family, etc. during the lockdown in March? If so, which platforms did you use for this purpose?

During the lockdown, only 7.6% of the pupils were always in contact with their friends and family. 65.8% contacted others often or sometimes. The most remarkable number is the one of almost never in contact and no contact with other people, namely a quarter of all the respondents indicated this option.

The three most popular platforms that were used to contact friends, family, and others are Instagram (26%), Snapchat (25%) and Messenger (23.8%). But also, platforms like TikTok, Facebook, WhatsApp and Twitter were used by pupils during the pandemic.

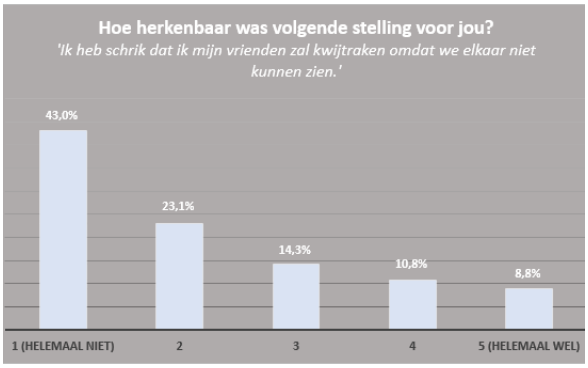


How recognisable were the following statements for you during the lockdown in March?



1. "I am too busy with school assignments and distance learning to keep in touch with friends, family…"

The majority of pupils, namely 40.6%, indicates the statement does not really apply to them. 35.1%, says to have a neutral feeling, and almost one quarter says they do recognise this situation.

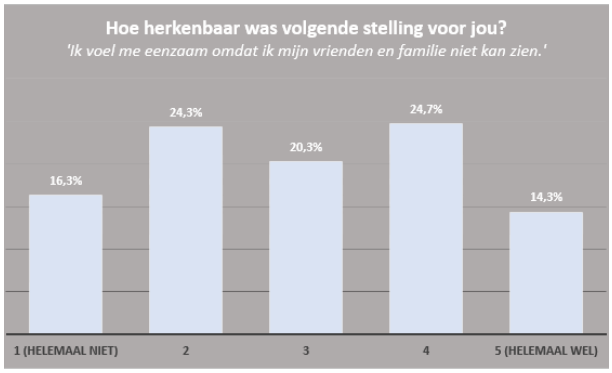


2. "I am afraid I will lose my friends because we cannot see each other."

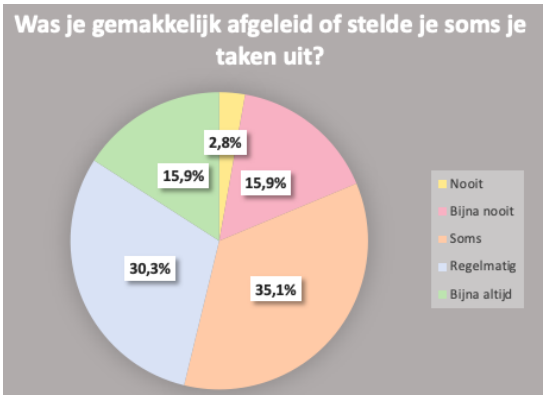
One-fifth of the respondents, which is quite a lot, indicates that they are scared to lose their friends because they cannot see them due to the lockdown. Luckily, most of them say that the statement is not really recognisable for them.

3. "I feel lonely because I cannot see my friends or family."

As we can see in the chart, 39% of the surveyed pupils feel lonely because they cannot see their friends or family. Also, 20.3% of them is neutral. For them, the statement does but also does not apply. 40.3% indicated they do not recognise themselves in this statement.

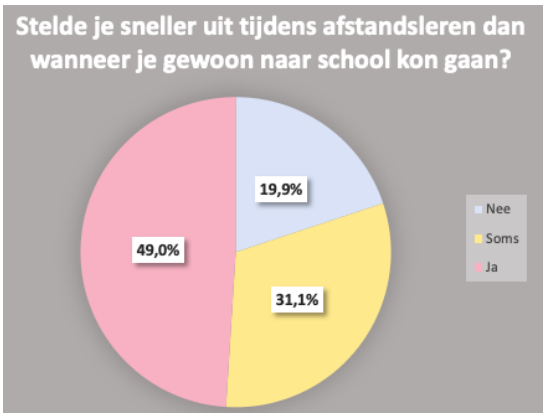


1.1.2 Procrastination/distractions



Were you easily distracted, or did you sometimes procrastinate on tasks?

18.7% of the pupils were not easily distracted and/or did not procrastinate on tasks. 35.1% of the pupils were sometimes distracted and/or procrastinated on tasks. 46.2% of the pupils were frequently to almost always distracted and/or procrastinated on tasks.

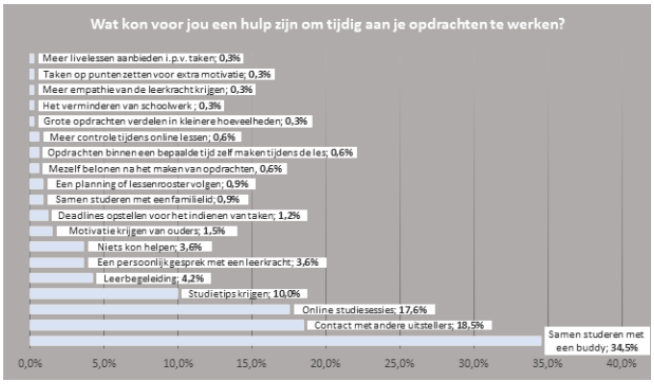


Did you procrastinate faster during distance learning than when you could just go to school?

19.9% of the pupils did not procrastinate faster because of distance learning. 31.1% of the pupils would sometimes procrastinate faster because of distance learning. 49% of the pupils procrastinated faster because of distance learning.

If your answer to the previous questions was 'yes'/'sometimes', what was the reason for this?

The reasons for procrastination that occur the most are no motivation (60.7%), thinking there is time enough to do that later (47.9%) and not being in the mood (46.6%). Some pupils also indicated they want to do something more fun instead (32.5%) or having too much homework (29.5%). Other reasons to procrastinate, were not knowing how to begin the task, lack of concentration, forgetting the task and not having enough time to complete the task.



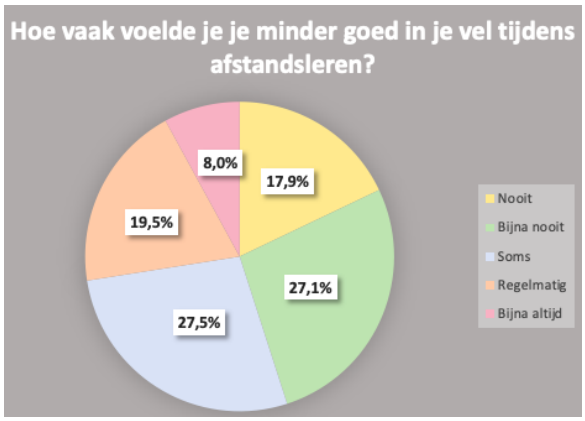
What could help you to work on your assignments in time?

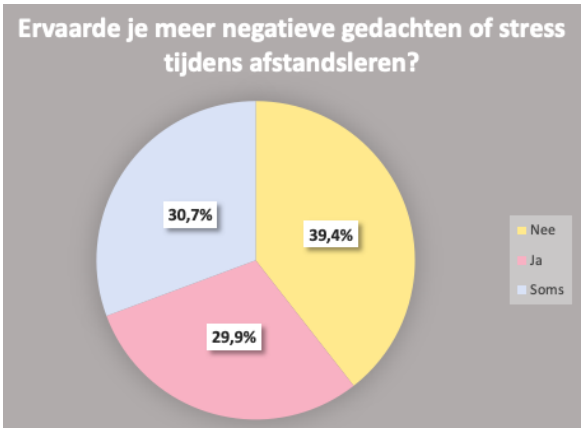
34.5% of the respondents says that studying together with a buddy would help them to work on their assignments in time. Another 17.6% indicates that online study sessions would help. A good idea would be to combine these two options into online study sessions together with a buddy. This way, it satisfies multiple people at once.

1.1.3 Negative thoughts and stress

How often did you feel less comfortable during distance learning?

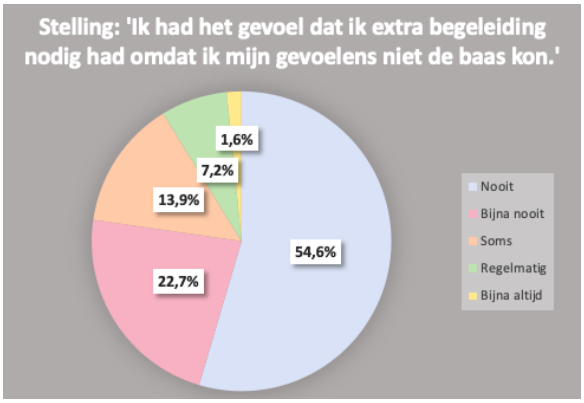
45% of pupils did not feel more uncomfortable during distance learning. 27.5% of pupils felt a bit more uncomfortable during distance learning. 27.5% of pupils frequently felt more uncomfortable during distance learning.





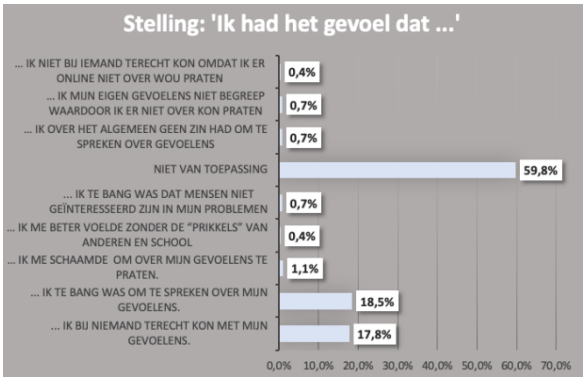
Did you experience more negative thoughts or stress during distance learning?

39.4% of pupils did not experience more negative thoughts or stress during distance learning. 30.7% of pupils experienced more negative thoughts or stress during distance learning from time to time. 29.9% of pupils experienced more negative thoughts or stress during distance learning.



Statement: "I felt like I needed extra guidance because I could not manage my feelings."

77.3% of pupils had little to no need for extra guidance. 13.9% of pupils had some need for extra guidance. 8.8% had the need for frequent guidance.

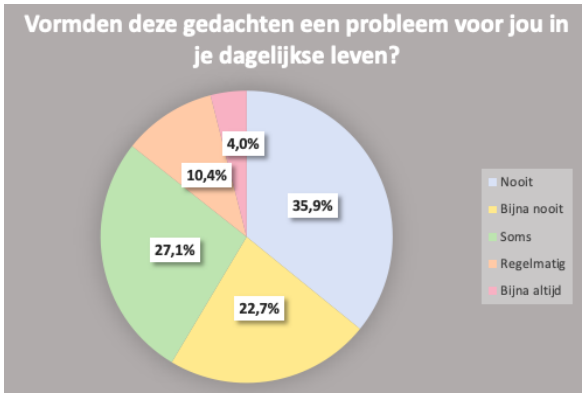


Statement: Could the pupils talk to someone about their feelings?

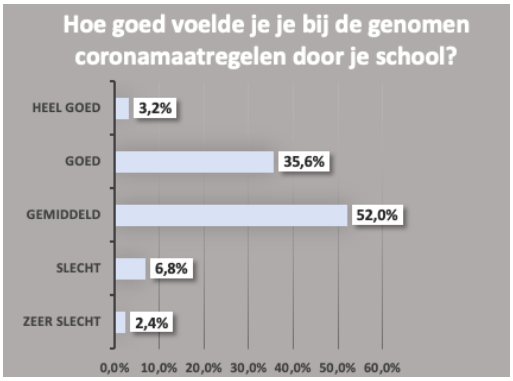
18.5% of pupils were too afraid to talk about their feelings to someone else. 18.2% of pupils felt like they had no one to turn to talk about their feelings. 59.8% of pupils did not experience any problems with talking about their feelings.

Did these thoughts pose a problem for you in your daily life?

58.6% of pupils state that these thoughts posed little to no problems in their daily life. 27.1% of pupils state that these thoughts sometimes posed problems in their daily life. 14.4% of pupils state that these thoughts frequently posed problems in their daily life.



How good did you feel about the corona measures taken by your school?



38% of the pupils were happy with the measures taken by their school. Based on their responses, we can conclude that these pupils were aware of the importance of the measures enforced by the government. They were happy that their school strictly followed the measures and realised that this saved many lives. But some pupils stated that they liked distance learning because it felt like a vacation to them. This thought process may be nefarious to their learning progress.

52% of pupils felt reasonably comfortable with the measures taken by their school. They understood that the measures were necessary and did not have many problems with them at first. But, after a while the pupils started to notice the negative side of the measures. The pupils began to miss their friends. Moreover, they missed a sense of belonging. On top of that, the pupils experienced more and more problems with distance learning. Many pupils say that it was very difficult to sit at a computer for hours at a time. In addition, it was much more difficult to learn the materials via distance learning.

9.2% of the pupils were not happy with the measures taken by their school. These pupils state that their school did not organise distance learning well at all. Many teachers did not put much time into their lessons which made it very difficult for them to understand the subject matter. Moreover, they were given too many tasks without receiving guidance to plan everything properly. The pupils experienced a lot of stress and missed a decent structure and good guidance from their school. On top of that, they missed their friends and were tired of sitting inside for days on end.

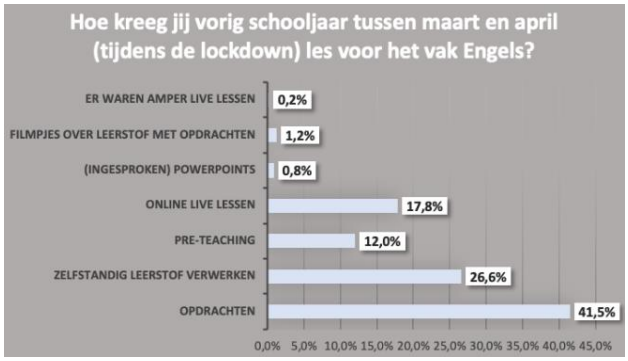
Conclusion pupils' wellbeing

We can conclude that the wellbeing of the pupils of the third year ASO/TSO was affected due to COVID-19 in several ways. When we take a look at the first aspect, social interaction, we see that pupils saw their friends and family less or by using social platforms. This resulted in feeling lonely for almost half of the questioned.

Also, procrastination and distractions increased during distance learning. 50% of the pupils indicated they procrastinated faster because they were not motivated or because they thought they still had time to do their assignments.

The last aspect is negative thoughts and stress. 29.9% of the pupils experienced more negative thoughts and/or stress during distance learning. These also affected the daily life of 14.4% of them; They were having trouble sleeping or were sleeping too much, had a lack of energy, did not eat enough or ate too much, felt madder… Almost two-fifths indicates they were too afraid to talk to someone about how they feel or did not have anyone to talk to. In conclusion, we can state that the mental health of the pupils was affected due to COVID-19.

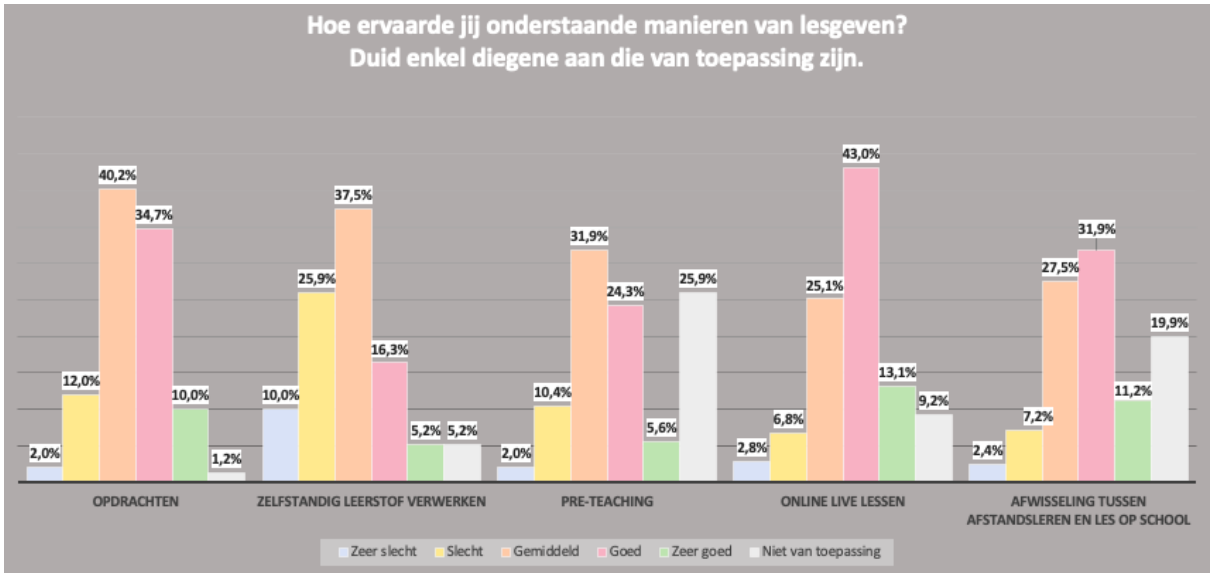
1.2 Learning progress for the subject English



How were you taught English last school year between March and April (during the lockdown)?

41.5% of pupils received assignments. 26.6% of the pupils had to process the subject matter independently. 17.8% of pupils received live lessons. Other methods were pre-teaching, recorded PowerPoints, and explanatory videos with tasks.

How did you experience the following ways of teaching? Only mark those that apply to you.



Assignments	▪ 14% of the pupils had a bad experience when doing the assignments. ▪ 40.2% of the pupils had an okay experience when doing the assignments. ▪ 44.7% of the pupils had a (rather) good experience when doing the assignments.

Teachers who used the format 'assignments' took two approaches. In the first approach, the teacher provided an assignment that had to be submitted by the end of the week. If the pupils had any questions, they had to send an email. In the second approach, the teacher provided an assignment for the pupils to complete when the English lesson was scheduled. By the end of the class, the pupils had to submit it. The teacher was also available during that hour to answer any questions.

54.2% of the pupils who had to learn the course materials through this format had a bad or only an okay experience with this type of format. Those pupils had a few remarks. First, they felt that their teacher was unprepared. This is understandable because a lot of teachers are not used to distance learning, but as a result, the learning material was not explained well enough, and the pupils had to process a lot by themselves. On top of that, a lot of English teachers, just like a lot of teachers from other subjects, chose the first approach. This meant that the pupils had to hand in a lot of

assignments by the end of the week. As previously stated, some pupils are having some troubles with planning and organising. As a result, a lot of pupils state that they often did not know how to start an assignment and procrastinated a lot. This gave them a lot of stress.

The 44.7% of the pupils who did enjoy this type of format, mainly liked the independence they got from having to do the assignments completely by themselves. It is also important to note that the majority of the pupils who had a good experience, pointed out that they are naturally good at planning and also very good at English.

Processing subject matter independently	▪ 35.9% of the pupils had a bad experience when processing the subject matter independently. ▪ 37.5% of the pupils had an okay experience when processing the subject matter independently. ▪ 21.5% of the pupils had a (rather) good experience when processing the subject matter independently.

Teachers who used this format chose to have pupils the process the materials completely independently. This means that they received no explanation and had to do the exercises independently. Afterwards, they sometimes planned live lessons to go over any questions.

73.4% of the pupils who had to learn the course materials through this type of format had a bad or only an okay experience. Most of those pupils state that it was very difficult for them to process the course materials independently. They often found the materials too difficult to understand and wanted more guidance from their teacher. A lot of pupils also found it tough to plan everything. They did not only receive assignments from their English teacher, but also from other teachers. This made it hard for them to make sure that all the assignments/independent studying was finished by the end of the week.

Pre-teaching	▪ 12.4% of the pupils had a bad experience with pre-teaching. ▪ 31.9% of the pupils had an okay experience with pre-teaching. ▪ 29.9% of the pupils had a (rather) good experience with pre-teaching.

Teacher who used ‘pre-teaching’ as a format, chose to make explanatory videos that the pupils had to watch before the live lessons. The pupils often had to do some exercises about the course materials too.

44.3% of the pupils who had to learn the course materials through this type of format had a bad or only an okay experience. However, it is important to note that most pupils indicated the latter option, which means that most of the pupils had at least an ‘okay’ experience with this format. The pupils stated that the videos were handy because they could rewatch it if that was necessary. They also enjoyed the fact that their teacher had put in the effort to make a video. Because of the video, it was easier to understand the course materials. However, some of them did not really see the point of the videos, because the course material was often re-explained during the live lessons. Other pupils did not understand the course material until the teacher re-explained it during the live lessons.

Online live lessons	▪ 9.6% of the pupils had a bad experience with online live lessons. ▪ 25.1% of the pupils had an okay experience with online live lessons. ▪ 56.1% of the pupils had a (rather) good experience with online live lessons.

81.2% of the pupils who had to learn the course materials through 'live lessons' had an okay or a (rather) good experience with this type of format. Only 9.6% had a bad experience.

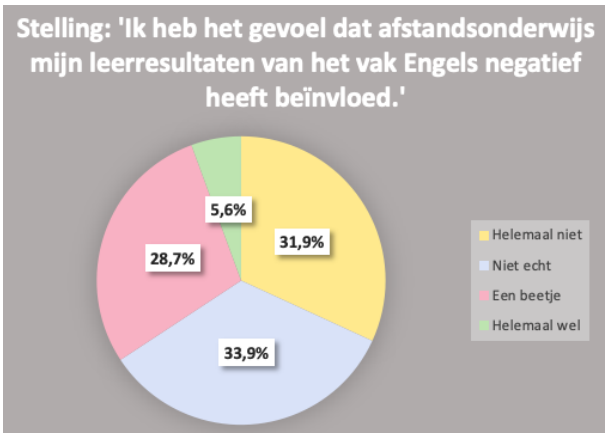
Even though pupils prefer to go to school, they state that this format was the best alternative during the lockdown. The teacher explained the subject matter during the live lesson and the pupils could immediately ask their questions if necessary. They also did the exercises together with the teacher, which made it easier for them to understand. Finally, the pupils liked the fact that they did not have to do the exercises independently. This way they did not have the pressure of having to submit all the assignments by the end of the week.

Alternating between distance learning and lessons in school	▪ 9.6% of the pupils had a bad experience with alternating between distance learning and lessons in school. ▪ 34.7% of the pupils had an okay experience with alternating between distance learning and lessons in school. ▪ 43% of the pupils had a (rather) good experience with alternating between distance learning and lessons in school.

77.7% of the pupils who had to learn the course materials through 'alternating between distance learning and lessons in school', had an okay or (rather) good experience with this format. A lot of those pupils enjoyed seeing their friends back. It was also much easier for them to understand the course materials because the teacher was there to help them. The only thing they did not really like, is that it was sometimes exhausting to alternate between the two. It was not always well-organised, and they had to carry a lot of books around.

How recognisable were the following statements for you?

1. "I have the feeling that distance learning has negatively affected my learning results for the subject English."

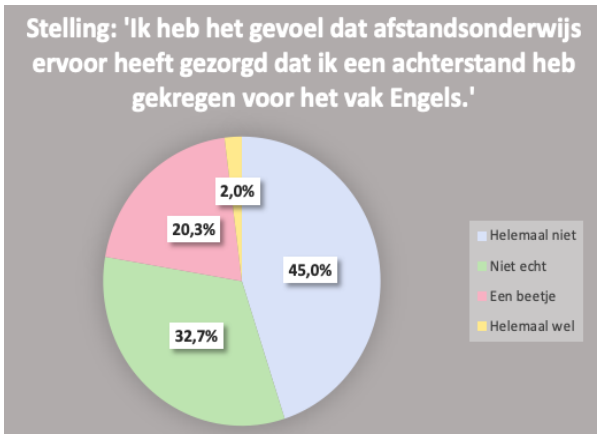


65.8% of the pupils does not or not really have the feeling that distance learning has negatively affected their learning outcomes for English. Some of them even state that it has increased.

28.7% says their results were affected by a little. Most of them mention that they were already struggling a bit with English. Because they had to process the learning materials themselves and could not ask questions directly, it became worse. 5.6% of the respondents indicates that distance learning absolutely affected their

results for the subject English negatively. They say that it was difficult to concentrate at home, to be motivated, and learn new theory without any explanation.

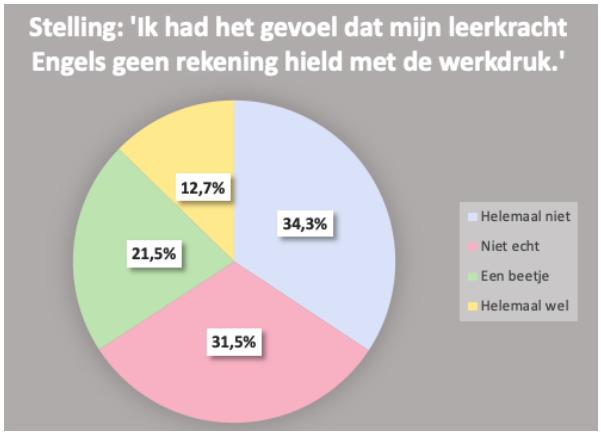
2. "I have the feeling that distance learning has caused me to fall behind for the subject English."



More than three quarters of the pupils (77.7%) does not have the feeling that they fell behind for the subject English because of distance learning. The majority of them mention that English has always been something they are good at or that they kept practicing it at home by watching Netflix or television, listening to music, playing video games, reading English books, etc.

20.3% says online courses did cause a little backlog because they had to learn almost everything themselves or through videos. Something they were really struggling with were the tenses. Another factor is that some of them already had difficulties with English before distance learning, so it did not get any better because of it. 2% of the respondents indicates that distance learning resulted in disadvantages for the subject English.

3. "I had the impression that my English teacher did not take the workload into account."



65.8% of the surveyed pupils did not have the impression that their English teacher did not take the workload into account. They say that their teacher often asked whether they had too much work or not and helped them when necessary. Distance learning was a big change for everyone. Therefore, most of the teachers were very understanding for the pupils' situation and vice versa.

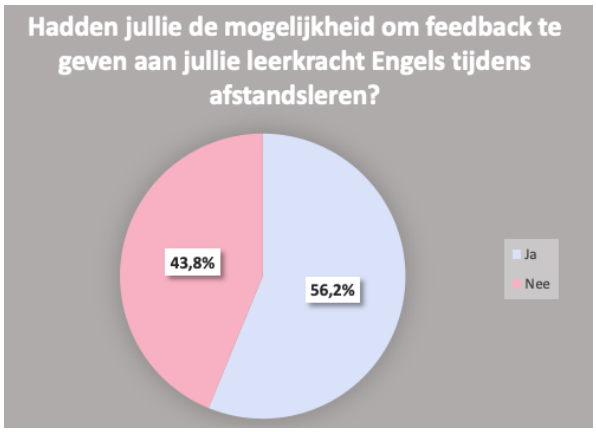
Almost one quarter of the respondents (21.5%) indicates that this statement applies a little because they got a lot of assignments even though the teachers knew they already had a lot of work. Some of them stopped giving tasks when the pupils told them they had too much work, but this did not always help to decrease the workload. It is also mentioned that this was not only the case with the English teachers, but with almost every teacher or subject.

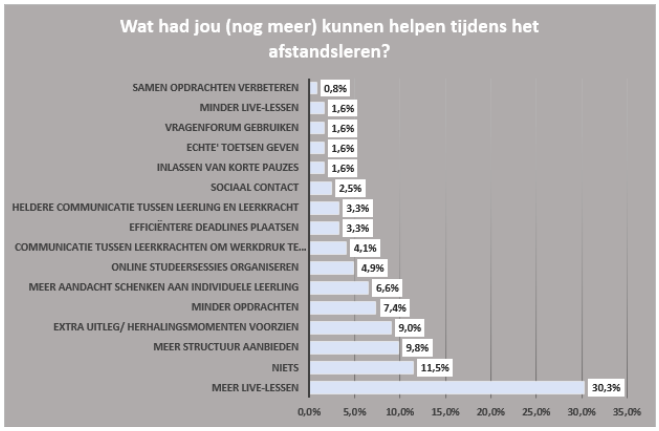
12.7% says their English teacher did not take the workload into account. The teacher thought English was the most important and did not consider the number of tasks of other school subjects. As a consequence, the pupils say they got a lot of assignments, sometimes without any explanation.

4. “I had the feeling my English teacher did not communicate with us about school related matters.”

71% of the questioned pupils says this statement does not apply to them. Their English teacher communicated well about tasks and tests and made everything clear with e-mails or notifications in their online agenda.

Although most pupils do not recognise this situation, 29% does. They received the instructions for online lessons or assignments very last minute, the e-mails were not clear and some of them even had to find out themselves what they had to do.





5. Did you have the opportunity to give your English teacher feedback during distance learning?

56.2% indicates they could give their English teacher feedback about the distance learning and online lessons. 43.8% says they did not have this opportunity.

6. What could have helped you (even more) during distance learning?

30.3% of the pupils indicates that more online live lessons would have helped them during distance learning to understand the subject matter better. Also, more structure (9.8%), more explanation or revision moments (9%) and less assignments (7.4%) would have helped them.

What do the pupils (of the 4th year ASO/TSO) want?

Due to COVID-19, pupils had to go to school through distance learning. As a consequence, some of them were really struggling with their mental health and/or school progress. To see how big the effect of the distance learning was, we surveyed 251 pupils of the fourth year ASO/TSO. In the last question, we asked them what they thought would (have) help(ed) them with their wellbeing, motivation, studying, etc. They could choose between some given options.

In the first place, we see on the chart that 37.3% of the questioned pupils says that nothing of the given possibilities applies to them. Maybe it would have been a good idea to add the option “andere”. Now, we might have lost some valuable information by not adding this.

Secondly, almost a quarter of the pupils indicates that online study sessions would help them with motivation and procrastination. The third item that was selected the most is an interactive social media platform, such as Instagram or Facebook, on which motivating tips and tricks appear. Online learning-to-learn sessions and a platform to talk about distance learning were the two choices that were picked the least, with 9.6% and 11.2%.

Conclusion pupils’ learning progress

A first thing we can conclude, is that a lot of teachers used different formats as an alternative to the lessons at school. According to the pupils, ‘online live lessons’, ‘alternating between school and online lessons’ and ‘assignments’ were good approaches. However, it is important to note that the method ‘assignments’ is only a good approach for pupils who are good at English and are good at planning/independent studying.

Secondly, a notable amount of pupils state that distance learning negatively affected their results. Around 30% of the pupils state that their results were at least slightly affected in a negative way and more than 20% of the pupils say that they have the feeling that they were falling behind on the subject English.

We can also conclude that a lot of pupils feel that the communication between them and their teacher could have been better. Around 30% of the pupils express that their teacher did not take their workload into account. Almost 30% say that it was difficult to communicate with their teacher about school-related matters and more than 40% of the pupils did not have the opportunity to give feedback to their teachers.

At last, we asked the pupils what measures would help them during distance learning. A lot of them state that nothing applies to them. But almost a quarter of the pupils indicate that online study sessions would help them with motivation and procrastination. An interactive social media platform would also help them with motivation.

2. Teachers' survey *(see: attachments number 2 'Teachers' survey with example answers' - page 64)*

This survey was conducted digitally, via social media, between the 20th of January and the 7th of February 2021. A total of 14 teachers, from the 3rd year ASO/TSO, completed the survey. In this questionnaire we measured the wellbeing and learning process of pupils during distance learning for the subject English. The teachers in question are between 23 and 48 years old and have been in education for one to 27 years. 67% of the teachers are active in ASO and none of them had been involved in distance learning before the outbreak of the coronavirus. As a result, each respondent had to adapt their physical classes to engage in distance learning. Because distance learning is not the usual way of teaching, we wondered how confident teachers felt about applying the curriculum in an online environment.

In our questionnaire, we used open questions, multiple-choice questions, and statements based on a similar existing survey we found. The survey is created by four researchers who wanted a better view on distance learning. (Tondeur, Howard, Siddiq & Scherer, z.d.) This questionnaire was a good basis to find example questions. However, just like with the previous survey for pupils, we also decided to come up with other questions that contribute to our research. We were curious to find out whether the teachers had some problems changing to distance learning. Did they find solutions to solve the problems they had to face? Since our product will be based on ways we can help pupils and teachers, we also wanted to know which tools they already used to measure the pupils' progress and how teachers communicate about the practicalities, such as timing, assignments and feedback. This also raised the question whether pupils' grades were affected and if distance learning is to blame. Another aspect that caught our attention is whether teachers had an idea about their pupils' wellbeing. We asked a variety of questions about multiple topics to get a complete image about the experience teachers had with distance learning. Starting from this experience, we would like to design our product to be able to help teachers measure the pupils' progress during distance learning while also keeping track of their wellbeing.

As it was already the case for our pupils' survey, we used multiple-choice and open questions. We analysed the multiple-choice questions by categorising them. *(Analysing data on the basis of categories.)* (van der Donck & van Lanen, 2018, p.226) We chose this method to get a clear view on how teachers thought about distance learning during the first lockdown. We used open questions as well to make sure we gave every teacher the chance to talk about his or her findings. You will notice that for some of the questions in the survey, a continuous text is written and divided into sections. Thematic coding was used for this purpose, with the use of a few central themes. This analysis results in a summary of the data source where the most relevant information was selected from the initial data source. This method was more effective because the original data source was reduced so that the remaining data sources could be better compared. This way of analysing avoids the use of irrelevant information which would have little contribution to our research. (van der Donck & van Lanen, 2018, p.241)

Below, we will discuss the most accurate and relevant research results that contribute to our research:

Which factors of your physical classes did you have to change due to COVID-19 in order to engage in distance learning?

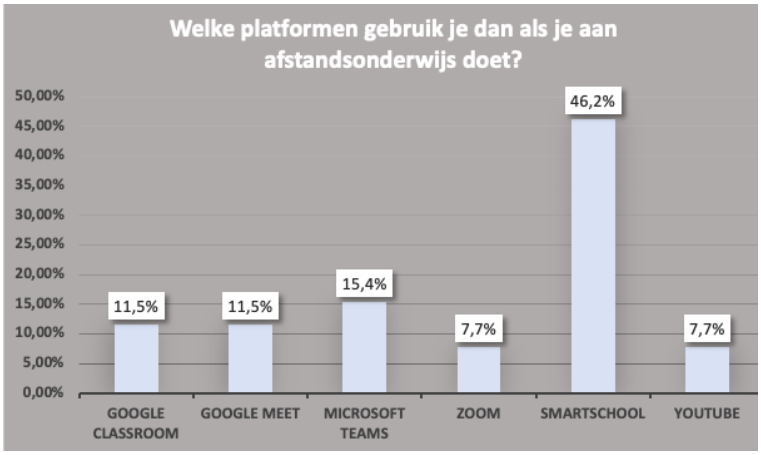
1. The transition from physical lessons to distance learning
Due to the outbreak of COVID-19, pupils were obliged to stay at home which meant that all physical classes were conducted digitally. By the end of the semester, of the school year 2019-2020, there was an alternation between distance learning and physical classes. When part of the class was at home watching a live stream, the other half was at school. Livestreaming was more difficult due to technical limitations. Distance learning mainly covered vocabulary or skills: something pupils can do at home in peace and quiet.

2. The working methods
Many working methods were not easy to implement via distance learning: group work, corner work, getting pupils to collaborate on dialogues, taking tests... Learning materials were also difficult to convey to pupils as they did not have access to, for example, audio/video materials. By adapting to distance learning, things became a bit more difficult and troublesome which made interaction more challenging.

3. The content of physical lessons
The evaluation moments were mainly during physical lessons. During these limited lessons, grammar and theory were also highlighted. This way, the pupils were given the opportunity to practise this further at home.

4. The interaction
It was tough to make online contacts with other pupils. The communication and visualisation of the lessons was more difficult.

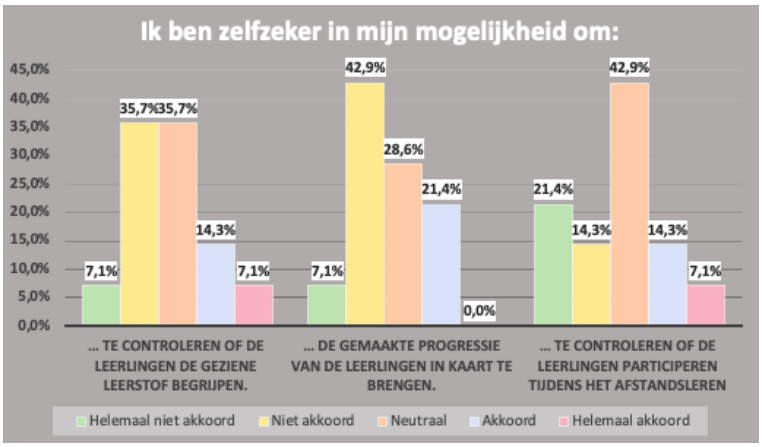
5. The teaching materials
Not all subjects were equally suitable for distance learning. Certain pieces of content were provided in a different order than usual or were dropped. The pupils were prepared for the material by first having the theory explained and then doing independent exercises at home.



What kind of platforms did you use when you were doing distance learning?

46.2% of the teachers used Smartschool as their virtual platform for distance learning. 23% used Google Classroom or Google Meet and 15.4% used Microsoft Teams. The minority (15.4%) used Zoom or YouTube as a digital teaching platform.

On the right you can find some statements where the teachers could choose out of five possibilities.

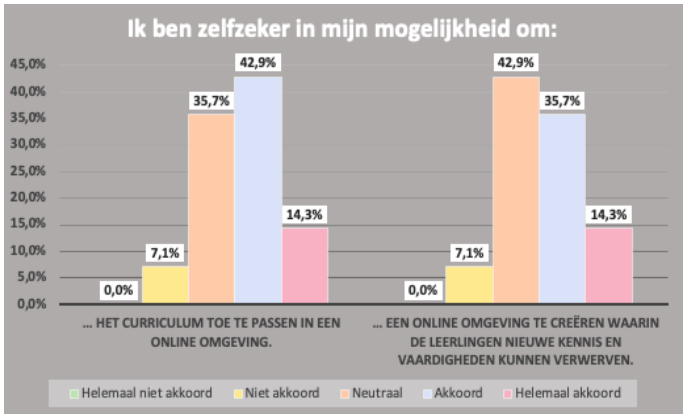


If we start at the left curve, we see that about 20% thinks that they checked the pupils carefully to see if they understood the content that was seen. About 40% indicates that they check pupils insufficiently and 35% has a neutral view on this.

In the second curve, we see that only 20% tracked the progress of their pupils. Almost half of those questioned state that they have not done so. Almost 30% has a neutral opinion about this.

The third curve indicates whether the teachers checked the participation of pupils during distance learning. About 20% is convinced they did while 35% says they did not check adequately. The remaining percentage (42.9%) has a neutral opinion on the matter.

On the left you can find some statements where the teachers could choose out of five possibilities.

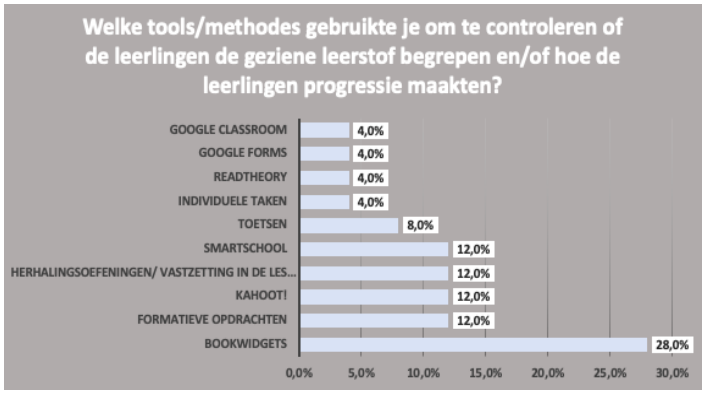


The curve on the left shows us whether teachers applied the curriculum adequately during distance learning.

Nearly 60% state that they did so, in spite of unforeseen circumstances. 35% have a neutral opinion but 7% indicate that they did not apply the curriculum correctly.

The curve on the left shows us whether teachers used the curriculum to make sure their pupils reached the lesson objectives during distance learning. The right-hand curve gives us a better idea of the knowledge and skills that pupils acquired during distance learning. About half of them said that they had created such an environment for the learners. 42% had a neutral opinion on this but 7% admitted that they failed to develop such an environment.

What tools/methods did you use to check whether the pupils understood the seen content and/or how the pupils made progress?

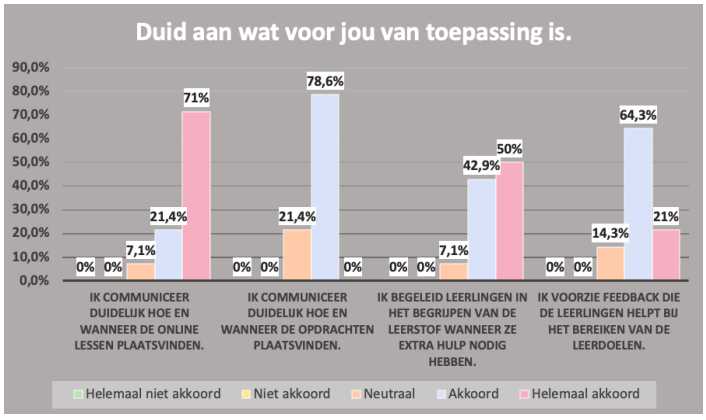


The majority (28%) used BookWidgets to monitor the pupils' learning progress. Using BookWidgets, the teacher had pupils make assignments at home with questions about a video/a piece of the course (e.g., an exercise on the Present Perfect). They then had to make their own summaries about the theoretical video they had seen, which they could use later in a BookWidgets test. Exit tickets were also used, which they could submit during the few contact moments with questions about the course material.

4% used Google Classroom to check their learning progress. Through this method, pupils were required to turn on their camera and audio so that they actively participated in the lessons. They had to answer questions and paraphrase the content matter as they would in a physical lesson. Afterwards, the pupils submitted their exercises via Google Classroom and the teacher had a quick look at them to check what the pupils did not understand very well.

20% chose repetitive exercises/tests during the lesson (both physical and online) where pupils were evaluated. The other 12% chose formative assignments. These assignments were made during physical class moments in the hope that the pupils had read through the theory in advance. This was given at the beginning or at the end of each physical lesson.

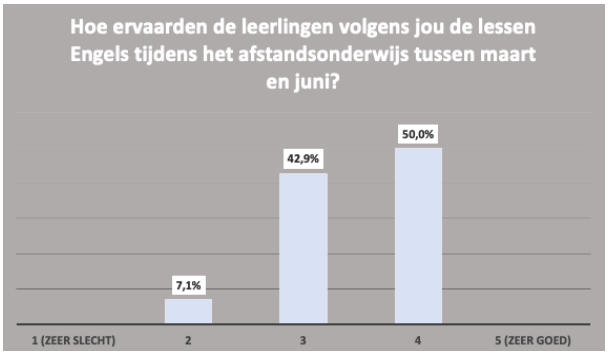
24% went to Kahoot! and Smartschool. Via Smartschool, the pupils could send in pictures of tasks but there was the danger that one could not check whether they had actually processed the exercises independently. As a result, they put a lot of emphasis on writing skills, which is something they were able to evaluate. The remaining 12% went out to individual tasks, tests, read theory and Google Forms.



On the left, you can find some statements where the teachers were able to choose out of five options.

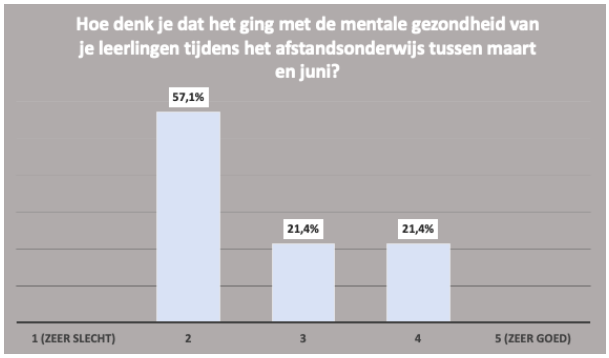
The first thing to notice about these results is that none of the interviewees answered, 'do not agree at all' or 'do not agree'.

If we start with the left curve, we see that more than 90% thinks that he/she communicated clearly about the online teaching moments. The second curve shows that almost 80% said that they communicated clearly about how and when the given assignments would take place. The third curve shows that about 90% of the teachers thinks that they guide the pupils well in understanding the subject matter and giving extra help when needed. The last curve shows us that more than 80% of the teachers provided feedback that would help the pupils achieve the assigned learning goals.



In your opinion, how did the pupils experience the English lessons during distance learning between March and June?

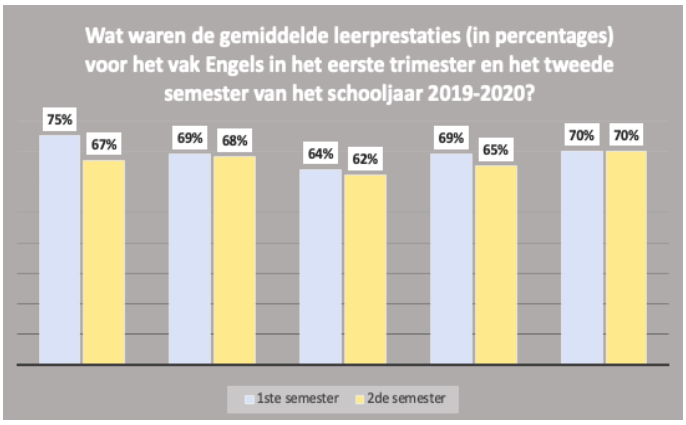
Half of the participants in the survey claim that the pupils had a good experience with distance learning. 42.9% has a neutral opinion on this while 7.1% indicates that the pupils had a bad experience with distance learning.



How do you think the mental health of your pupils was during distance learning between March and June?

About 60% of the respondents said that the mental health of the learners during distance learning was poor. 21.4% has a neutral opinion on this while the remaining 21.4% states that their mental health was good.

What was the average learning performance (in percentages) for the subject English in the first trimester and the second semester of the school year 2019-2020?



In general, we can see that the percentages in the second semester have dropped by a minimum of 1 and a maximum of 8 percent. Of course, this must be taken with a grain of salt because these results were influenced by unforeseen circumstances. For instance, there were some schools that had suspended the exams in the second semester. Other schools worked with fixed colour codes instead of percentages during the pandemic. One teacher also indicated that the results in the second semester were better because only the evaluations that were in their favour were allowed to count. Another teacher reported that this could give us a distorted picture of the reality because no results were allowed to count from March onwards.

If there is a difference, what do you consider to be the causes?

1. Due to unforeseen circumstances

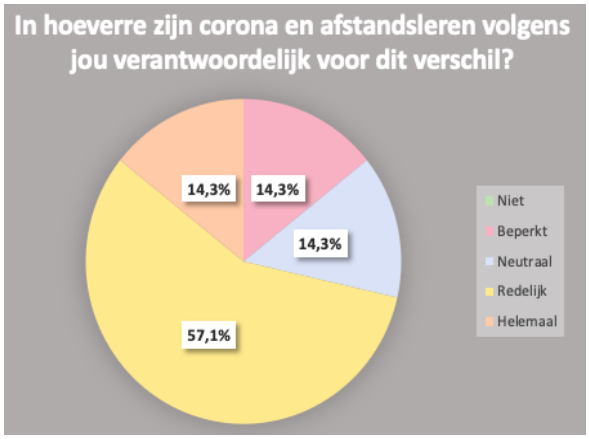
The main reason for this difference is the pandemic and the switch to distance learning. One teacher indicated that during the lockdown, no new materials could be taught to the pupils. That is to say, no lessons were allowed which caused the pupils to fall behind on the subject matter which has had a big impact on what they are learning this year.

2. Because of the given tasks
Pupils had a hard time submitting tasks. They postponed their work more and more, did not submit the given tasks on the agreed deadline or simply refused to do it.

3. Because of the assessments
Most pupils achieved better results in the second semester because there were fewer major tests on the subject matter. Pupils could also be assessed on attitude: being present during the lessons, cooperating enthusiastically, participating actively... Due to the pandemic, some schools decided to work with fixed colour codes instead of percentages. This made it more difficult to check the learning progress of pupils as testing became a challenge. Pupils were also more likely to cheat or collaborate with other classmates when assessment took place.

4. Through the 'learning to learn' aspect
According to the teachers, this aspect was mainly the biggest challenge. The routine and ability to be responsible for their own development was difficult to install for some pupils. They had a great deal of freedom with the online learning possibilities, being relatively limited at that time. The pupils had also created a disconnection from their teachers through distance learning. They asked fewer questions, which caused them to postpone their assignments more. They were given a responsibility, such as submitting tasks, which was not always respected. Pupils need order and structure for their development, which was difficult to teach through distance learning.

Conclusion difference
There were, as mentioned above, many aspects that played a role in this difference. The difference is about the average learning performance (in percentages) for the subject English in the first trimester and the second semester of the school year 2019-2020. Now, this is not true for every pupil. Some teachers found that there was hardly any difference. The motivation that pupils had at school was almost identical online when it came to their studies. Another teacher indicated that this is not a realistic view, because these are the results of the evaluations done in January and February. The pupils did not take any exams in June, which meant that there was no difference in percentage.

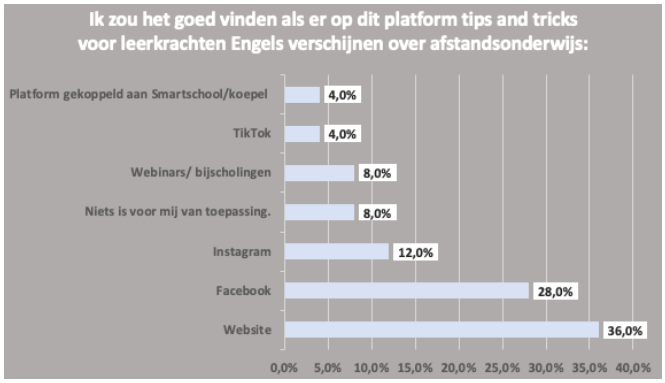


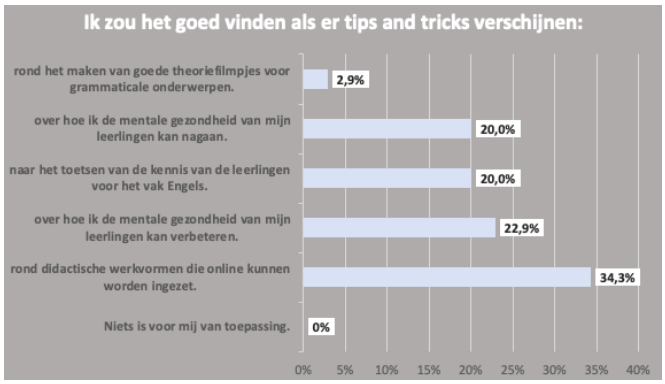
In your opinion, to what extent are corona and distance learning responsible for this difference?

It is remarkable that none of the respondents felt that the pandemic and distance learning had no influence on the pupils' results. About 70% indicates that the pandemic has had a reasonable to full impact on the difference in results. 14.3% stated that COVID-19 and distance learning played a rather limited role in this difference. The remaining 14.3% has a neutral opinion about this.

What do the English teachers (of the 3rd year ASO/TSO) want?

The pupils are having a hard time during distance learning, but we cannot forget the teachers too. They are also struggling because they need to find a good way of teaching online, to motivate the pupils and to measure their progress. Therefore, we also questioned a couple of English teachers about the pupils' wellbeing and progress. In the last two questions, we asked them what would (have) help(ed) them.





First, we asked the teachers which online platform they would like to use for tips and tricks. The most selected option, with 36%, was a website. Facebook was also very popular and got 28% of the votes.

Then we asked them about what they want to get advice and/or tips for. 34.3% of the questioned teachers indicates that they would like tips and tricks about didactic formats they can easily apply online. Another 22.9% says they want to know how to improve their pupils' mental health. Both knowing how to test the progress of their pupils' English and knowing how to check on their wellbeing got 20% of the votes.

We can conclude that both progress and wellbeing are important. Taking this into account, we can combine these two things to provide tips and tricks to encourage them. We will go more in depth about how we worked with this information in the chapter 'product description'.

Conclusion teachers

According to the survey, we can conclude that all the teachers in question were doing distance learning for the first time because of the pandemic. The biggest change for them was the transition from physical lessons to distance learning. It was also a big challenge to combine them both when the pandemic measures were loosened. The most used platform during distance learning was Smartschool, where teachers communicated with their pupils, posted tasks/tests/assignments, etc.

Half of the teachers confirmed that they had created an online learning environment in which the pupils could incorporate new knowledge and skills. By doing so, more than half of the teachers applied the curriculum adequately despite the unforeseen circumstances. However, when the teachers were asked about the learning progress of the pupils, we see that the majority did not check if the pupils understood the content well. The majority also indicated that they did not track their learning progress or participation in online classes. However, when teachers did check this, the majority indicates that they used BookWidgets to see whether the pupils understood the materials and if they made any learning progression.

For the subject English, some percentages, in which we see a minimal difference between the first trimester and the second semester of the school year 2019-2020, have been analysed. Due to unforeseen circumstances, we have to take this difference with a grain of salt because there was a different evaluation, which can give us a wrong impression. Of course, this was not the case for every school. Some teachers indicated that they got the same engagement and results from the pupils during distance learning as they did in physical classes.

When the teachers were asked about the mental health of the pupils, we got a concerning response. Half of the respondents claim that the pupils had a good experience with distance learning. However, 60% said that the mental health of the pupils during distance learning was poor. From this we can assume that a good experience with distance learning cannot guarantee that the mental health of the pupils was good.

We can conclude that the majority of those surveyed (70%) confirmed that corona and distance learning were responsible for the difference in results and affected the mental health of the pupils.

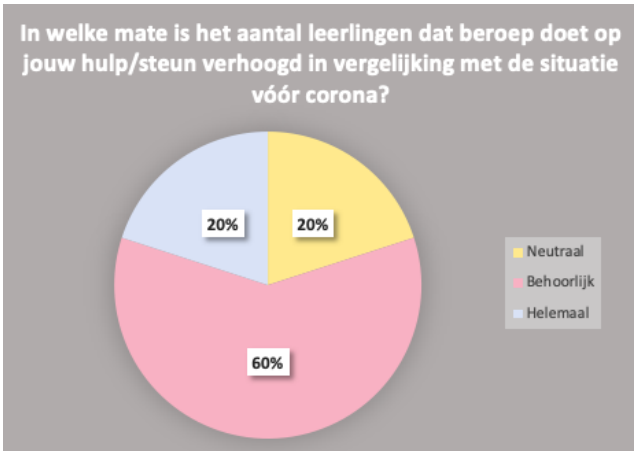
3. Student counsellors' survey *(see: attachments number 3 'Student counsellors' survey with example answers' – page 71)*

This survey was conducted digitally, via social media, between the 20th of January and the 7th of February 2021. A total of 10 student counsellors, responsible for the 3rd year ASO/TSO, completed the survey. In this questionnaire we examined the wellbeing and the learning process of pupils during distance learning for the subject English. The student supervisors in question are ten women between the age of 24 and 46. Conducting this survey gave us a better insight into the experiences of schools with distance learning. In our questionnaire we used open questions and multiple-choice questions. We wanted to know how distance learning, and the lack of social interaction that comes with it, affected pupils. We asked whether the number of pupils asking for help increased during the first lockdown period. We also asked about the reasons pupils go to a student counsellor. We wondered if we could link these reasons with possible effects of the pandemic.

The reason why we asked the following questions is because pupils and teachers are a big part of a student counsellors' job. Are there more teachers asking for support to be able to help their pupils? If this was the case, why? What were the main reasons? Were pupils able to contact student counselling directly? And if this is the case, how are they able to? To finish our survey for student counsellors, we were curious to find out if they already have ideas to increase reachability. These are all questions we asked student counsellors to get a complete image of the impact the pandemic and distance learning had on pupils and teachers and how it affected their job as a student counsellor.

Just like the previous surveys, we used different kinds of methods to be able to analyse the data. We used multiple-choice questions and open questions. We analysed the multiple-choice questions by categorising them. *(Analysing data on the basis of categories.)*(van der Donck & van Lanen, 2018, p.226) We determined which categories we were going to use before releasing our survey. We chose this method because we knew several student counsellors were going to fill it in. Working with categories helped us to analyse our results more efficiently. There were also several open questions in our survey. Student counsellors could write a personal answer to the questions. This is an example of less structured data. We selected the answers that were relevant to our research question. This made sure that the results on which we will base our conclusion is qualitative.

Below, we will discuss the most accurate and relevant research results that contribute to our research:



To what extent has the number of pupils using your help/support increased compared to the situation before corona?

60% of the student counsellors say that quite a few pupils had more need for help/support during the pandemic than before. 20% indicates that this help fully increased during the pandemic while the other 20% indicates that pupils had the same need for this help/support and that COVID-19 did not play a role in this.

What were the most common problems that you had to deal with from pupils?

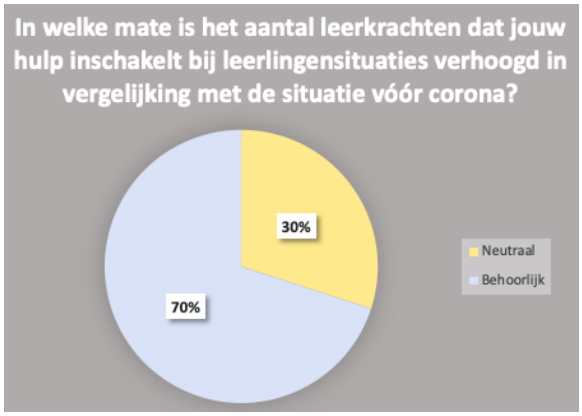
1. Wellbeing of the pupils
Because of the corona crisis, pupils needed socio-emotional talks. These were about loneliness and frustrations. Some pupils also suffered from mental problems such as depression, stress, conflicts with teachers which were very serious, suicide, dark thoughts, cyber-bullying, hospital admissions, etc. Pupils also experienced fear of failure because of this situation: they became increasingly afraid of getting bad marks. It was also remarkable that pupils often talked about their difficult home situations. The most common situations were fights, divorces, illness, boredom, distractions, domestic violence and abuse.

2. Demotivated pupils
Pupils became less motivated to work for school or attend their lessons. As a result, some had the idea of quitting school, which can be a drastic decision.

3. The organisation of distance learning and additional evaluations
The number of materials was difficult to process during distance learning according to some pupils. They also experienced difficulties with online classes where the combination of physical classes and distance learning was too heavy for some. This also led to performance anxiety or unauthorised absence during an online lesson.

4. Study guidance and study choice
There was need for extra help with online tasks and assignments. Pupils need structure and they wanted to draw up a schedule for all their schoolwork. Because of this crisis, many pupils also changed to a different school/study type, e.g., changing from TSO to BSO.

5. Financial difficulties
Pupils with a difficult SES (socioeconomic status) could not easily buy a new laptop, which is necessary for distance learning, or ensure a stable internet connection which can be quite costly.



To what extent has the number of teachers using your help in pupil-situations increased compared to the situation before corona?

70% of the student counsellors indicate that a lot more teachers engaged help than before this pandemic. 30% says that the use of help by teachers was neutral both before and after the outbreak.

What were the most common problems that you had to deal with from teachers, asking your help, regarding their pupils?

1. Wellbeing of the pupils
The wellbeing of pupils was affected. They suffered from psychological problems or showed difficult behaviour in class, as a result of this crisis, which led to difficult class groups.

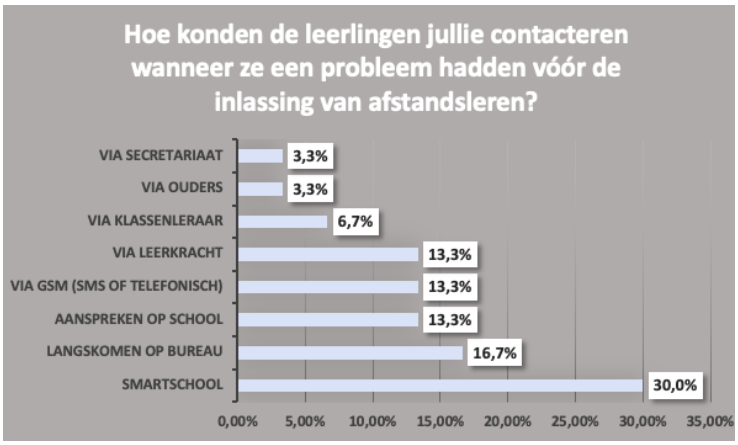
2. Motivation of the pupils
The motivation of pupils diminished tremendously due to distance learning, and they lost their motivation to attend their lessons or work for school.

3. Reachability during distance learning
During the online lessons, pupils took advantage of this opportunity and were unreachable or absent on several occasions. It was more difficult to monitor/reach them from a distance.

4. Concerns
Teachers were concerned about pupils who dropped out abruptly, had problems with their wellbeing or experienced a difficult home situation (no laptop or good internet available at home).

5. Learning progress of pupils
Teachers had questions about the assessment of pupils during distance learning in particular. They also feared that pupils might fall behind in their learning, for example due to multiple absences or failure to complete (online) tasks. They tried to see how to deal with learning and development disorders during the lessons and how to adapt the lesson content/tasks to this new form of education.

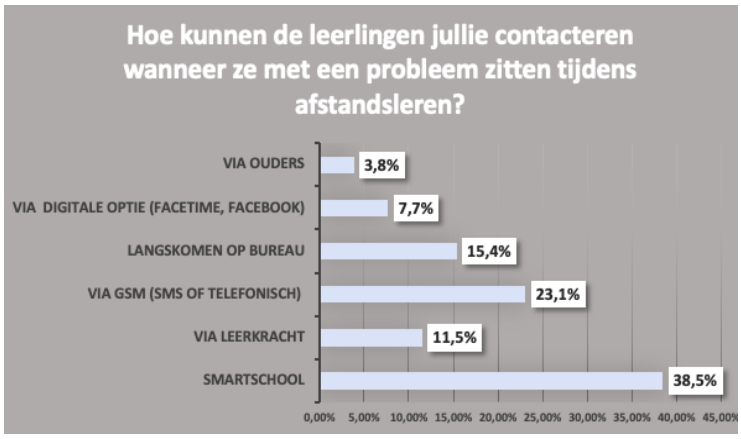
How could pupils contact you if they had a problem before the implementation of distance learning?



The majority (30%) indicates that pupils could contact the student counsellors via Smartschool if they sought help/support. The second most common answer was by dropping by the office for a physical conversation (16.7%). The remaining 39.9% preferred contact via parents, the secretary, the class teacher or via GSM. Pupils could also be contacted by a student counsellor at school during the physical lessons (13.3%).

How can pupils contact you if they have a problem during distance learning?

The majority (38.5%) indicates that pupils can contact the student counsellors via Smartschool if they seek help/support. The second most common answer was via telephonic contact or SMS (23.1%). Also, 15.4% said they could drop by the guidance office. Some student counsellors were available at school every other day by appointment. The remaining 23% said they were contacted via parents, a digital option or a teacher.



In what way would you like to increase the accessibility of pupils at times when you cannot be addressed at school?

Half of those questioned replied that they would like a chat function on Smartschool to increase the accessibility during distance learning, while one quarter would like a variant of WhatsApp for pupils. The other respondents would like to organise physical conversations in a possible way, while of course respecting the hygienic rules.

Conclusion student counsellors

The wellbeing of pupils was certainly affected by the presence of COVID-19. Our student counsellors' survey pointed out that a whole lot more pupils need help to be able to cope with their problems. 60% of the student counsellors say that quite a few pupils had more need for help/support during the pandemic than before. 20% indicates that this help fully increased during the pandemic. Wellbeing and finding motivation seem to be the two main problems for most of the pupils. They feel the need to talk about their feelings. Loneliness, frustrations, and several mental problems are issues pupils really struggle with. These issues also came to the attention of the teachers. A whole lot more teachers ask help from student counsellors to be able to help pupils with the problems that occur. 70% of the student counsellors indicate that a lot more teachers asked for help during the pandemic.

Reachability during distance learning was also one of the big concerns for teachers. The student counsellors already gave a few ideas to increase it to be able to keep track of the pupils' wellbeing during distance learning. Half of those questioned replied that they would like a chat function on Smartschool to increase the accessibility during distance learning, while 1/4 would like a variant of WhatsApp for pupils. The others would like to organise physical conversations while respecting the corona measures. Increasing reachability might be one of the keys to increase the wellbeing of the pupils. It could help them talk about their problems more easily while also counteracting the feeling of loneliness.

2.2.2 Comparison of the perspectives of the three questioned parties

In this conclusion, we will compare the visions of the different parties to each other. Do they share the same opinion on the mental health and learning progress of the pupils? Or do they have a totally opposite vision on the matter? We will also link our literature study with our research.

When it comes to wellbeing, the pupils indicate that the three surveyed aspects (lack of social interaction, anxiety, and procrastination) were certainly affected during distance learning. Almost half of the pupils indicated they felt lonelier. Around the same number of pupils procrastinated more because they were not motivated. At last, around 30% experienced an increased amount of anxiety and/or negative thoughts. It is also interesting to note that the pupils only had an okay or even a rather bad experience with the teaching format of their teacher. It does not matter if the pupils had online live lessons, assignments or had to study the materials individually, there is always a significant number of pupils who did not like the format.

More than half of the teachers share the same opinion on the wellbeing of the pupils. 60% of the respondents state that the mental health of their pupils was poor. However, it is important to note that that according to most of them, most pupils had a good experience with distance learning. This means that in this aspect, the teachers and pupils do not really share the same opinion.

The student counsellors share the same vision on wellbeing as the pupils. 60% of the respondents state that at least a few pupils had more need for help and 20% even state that their help fully increased during lockdown.

When it comes to the learning progress of the pupils, there are also some divided opinions. 30% of the surveyed pupils state that distance learning negatively affected their results. On the contrary, the teachers do not really have a concise answer to this question. A lot of teachers did not really formatively assess their pupils. This means that a lot of them did not regularly check the learning progress of their pupils. And because of the different ways that the schools summatively assessed their pupils, it was also difficult to find out how much learning loss they actually suffered. Though from the literature study we can conclude that their learning progress was in fact negatively affected.

We can conclude that all three parties think that distance learning negatively affected the wellbeing of pupils. However, their view on the learning progress is a bit different. A certain number of pupils think that distance learning affected their results in a negative way. Teachers on the other hand, were not able to give a clear answer to this question because of the different way of assessment. After doing some more research, we found out that the lockdown did in fact have a negative effect on their learning progress.

2.2.3 Literature study

After doing an extensive data research in practice, we did some more literature study to further expand our knowledge. We still did not find the answers to a few more questions we had. First, we wanted to get an overview on what formats the teachers used during distance learning and what they enjoyed the most. We already knew what the pupils enjoyed the most, but what about the teachers? This information is important because we believe that if teachers do not feel confident about their teaching style, then this will negatively affect the learning results of the pupils. Secondly, we wanted more information on how much the learning progress of the pupils was affected. We do not believe that we have gathered clear enough information on this in our analysis. As previously mentioned, teachers could not give us a clear vision on this because they had to evaluate their pupils in a different way than they normally do.

What teaching formats did teachers use and enjoy?

To find the answer to the first question, we consulted the bachelor's thesis "Education is a chess game – teaching online requires more than digitalisation" of Noëmi Nevejans and Tove Thielemans. In their thesis, they researched the different formats teachers have used during distance learning, what formats they would recommend to other teachers, and what they still have difficulties with during distance learning. (Nevejans & Thielemans, 2021)

We already knew from our research that most teachers used Smartschool Live, Microsoft Teams, Google Meet and Google Classroom as a platform to teach their pupils. But what other digital tools did they use to make sure that their lessons were interactive and enjoyable for the pupils to follow? From this literature study, we found out that teachers used the tools BookWidgets, Kahoot!, Quizlet and Educaplay the most. However, there are a lot more tools that the teachers could have implemented in their lessons. We can gather from this information that the variety of tools the teachers have used was rather limited.

In their research, Tove and Noëmi also asked what needs the teachers have to make their future online lessons better. A few teachers asked for a list of recommendations on different tools that can be implemented during an online class. Other answers were: 'a list of tools to make digital lessons more interactive' and 'tools to check if the pupils are still paying attention'. (Nevejans & Thielemans, 2021)

From this research, we can conclude that the teachers feel pretty confident in the platform they used during online lessons. Teachers mainly struggle with finding tools to make their lessons more interactive. They want a list with information on different tools that can be implemented during online lessons and what they can be used for. (Nevejans & Thielemans, 2021)

To what degree was the learning progress of pupils affected?

To find the answer to our second question, we did some research on 'learning loss'. The research on learning loss in secondary schools is rather limited. However, Gemeenschapsonderwijs (GO!) did a research and they found out that there is mainly a problem with learning loss in mathematics and language subjects. Learning-to-learn was also something pupils struggled with during distance learning. Other than that, there are no clear numbers on how much learning loss the pupils from secondary school actually suffered from. (Haeck & Bleus, 2021)

However, researchers at KULeuven were able to compare and investigate the results of a series of standardised tests that were conducted in the sixth year of elementary school. They found out that the pupils suffered from a learning loss up until six months. That is the equivalent of what a pupil typically learns in one half of a school year. (De Witte & Maldonado, 2020) Even though there were no clear numbers for secondary education, the government was aware of problems with learning progress after spring 2020 and took initiatives to minimise the impact of corona on pupils' learning. (Regiegroep Onderwijs Gent 2020)

A conscious experiment with distance learning and what it teaches us

At last, we wanted to find an answer to whether our results align with the results from other literature works. In order to do so, we took a look at the research from Vlaamse Scholierenkoepel (VSK) on blended learning. VSK had conducted surveys between May and September 2020 and had conversations with pupils whose school had to shut down because of the pandemic. In their research they received a lot of information on what the pupils enjoyed and did not enjoy about distance learning. With this information, they were able to come up with advice on how to organise distance learning in the future.

What did the pupils enjoy and not enjoy about distance learning?

When it comes to the advantages, Vlaamse Scholierenkoepel (VSK) found that pupils especially liked the autonomy distance learning gave them. For the first time, pupils experienced more freedom when planning their assignments and felt more independent regarding their learning progress. The autonomy ultimately gave them more motivation to complete all of their tasks. Therefore, it is no surprise because psychological research shows that an increased amount of autonomy leads to an increased amount of motivation. (Struyf & Verbeeck, 2017, p.35) However, autonomy distance learning also came with a lot of disadvantages. According to VSK, it cannot always be seen as something positive. Pupils whose teachers give them excessively long deadlines and too much independence often indicate that there is a lack of structure in the teaching style of their teacher. It is important that teachers find a good balance between giving their pupils space but also providing them with structure.

Another aspect pupils struggled with, was self-reliance. Pupils went from an environment that was well-structured and that took track of their learning progress to an environment where they had to rely on themselves more. On top of that, pupils had a lot of distractions at home, missed the control that others (e.g., teachers or classmates) had over them and that often led to them losing motivation to do their schoolwork. Thus, many pupils had difficulties with coping with this newly acquired autonomy.

A last point pupils had some problems with, was the high workload and lack of support from their teachers. The surveyed pupils reported that they often had to process the learning materials independently or had to do a lot of assignments that were, according to them, not always as useful. This often caused them to lose motivation to complete the given tasks. Furthermore, pupils often took longer to complete an assignment than their teacher had estimated, which contributed to the fact that they felt like their workload was too high. Another aspect the pupils found difficult, was that the pupils felt like they had too little insight into their learning progress. They received marks on their assignments, but they missed feedback on what targets they had already attained and what targets they still had to meet. At last, pupils missed the support from their teacher. Distance learning created some sort of barrier between the pupils and their teacher which made it more difficult for pupils to ask for help when they needed it.

Tips for the future implementation of distance learning

Luckily, lots of feedback gives us the chance to reflect and think about what we can do better next time. The remarks of the pupils gave VSK the opportunity to reflect on what teachers and schools can do better to organise distance learning, should it ever occur again.

When it comes to the pupils' autonomy, it is important to consider the following things. First of all, try to set assignment deadlines well in advance. This gives pupils the time to plan their assignments properly and to work at their own pace. Secondly, it is also important to practice their planning skills. The pupils are often not used to planning things and when they do need to plan something, it is mostly done during class. By helping them, as a teacher, to plan their assignments, they will eventually learn how to autonomously plan all of their schoolwork, leisure activities etc. in a proper manner. Another important aspect to consider, is that teachers should often ask their pupils how they are doing and where they stand in the completion of their tasks. In terms of the learning progress, it is also useful to give small intermediate results (e.g., by formative evaluation), so that the pupils know where they stand in their learning progress. At last, it is important to involve the pupils in setting up, evaluating and adjusting the teaching methods teachers are using during distance learning. This teaching method is new for everyone, and pupils are a valuable source to check on what already works and what can be improved. By using their input, it not only makes sure that their next experience with distance learning becomes better, but it also has a positive influence on their autonomy as they feel that their opinion matters.

When taking a look at self-reliance, it is important that pupils know how to plan. Just like we have mentioned in the previous paragraph, teachers should discuss with their pupils when they should hand in a certain task. In this way, pupils learn how to be self-reliant when it comes to planning. Furthermore, teachers should plan certain times throughout the day/week when pupils can ask questions in an approachable way. Pupils are often afraid to send emails because of how formal it is so it would be nice to look for other platforms to communicate.

Concerning workload and support, teachers should take the workload of their pupils into account. They can do that by taking a look at their schedule whether they already have a lot of tasks to complete or not. It is also important that teachers carefully select which learning materials pupils can study independently and which materials they should teach through online live lessons. When they have to process difficult learning materials that are too difficult, pupils often do not find the motivation to complete their work. Secondly, teachers should monitor the feasibility and workload of their tasks. They often hand out assignments that take pupils longer than one class period to complete. Therefore, it's important to be realistic about how long the assignment would take to complete. A last remark is that teachers should ensure overview and clarity across all subjects. Teachers from all subjects should have a meeting with each other to talk about how pupils should submit tasks, how everyone will organise their online lessons etc. and coordinate with each other. Clarity and good coordination ensure less confusion and less workload for the pupils.

VSK had some other remarks about online teaching in general. Firstly, it is important to use a variety of tools to make sure that the online lessons are interactive. An interactive lesson increases the possibility that the pupils keep paying attention and decreases the possibility that they could lose interest and motivation to stay active during class. It would be nice to experiment with new online formats and let the pupils evaluate them afterwards. A next comment is that pupils like formats and teaching methods which allow them to work at their own pace (e.g., instruction videos). This ties in with the part where we talk about autonomy.

By providing instruction videos, pupils can do their schoolwork whenever they have the time to. A last remark is that there is no consensus on whether pupils prefer online live lessons or instruction videos, the opinions are divided. However, it is clear that pupils do not like to have online live lessons throughout the whole day.

Conclusion

The literature review succeeded in giving us a better understanding of some of the questions we still had. For example, we found out that a lot of teachers were comfortable with their teaching method but could have used additional tools to make their lessons a little more interactive. Moreover, our literature study has shown us that distance learning actually has a negative impact on the pupils' learning progress (*see above: 'To what degree was the learning progress of pupils affected?').* Mathematics and language subjects are particularly affected. At last, the research of VSK gave us a great insight on how pupils experienced distance learning and what can be done to better organise this new teaching method in the future.

3 DESCRIBING THE PROCESS

3.1 Conceptualisation

3.1.1 What are the needs of our target audience?

Based on our preliminary study, we can conclude that the wellbeing and learning progress of third year pupils for the subject English were negatively affected because of distance learning. To help pupils to cope with distance learning better, we have decided to develop a product that could support them. To ensure success, we believe that we must come up with a product not only for the pupils, but also for the teachers. As previously described in the literature study, the success of the pupils hinges on the teacher's teaching style and a lot of teachers indicated in our survey that they are not used to distance learning. This means that the teachers often do not know what the best teaching methods are, how they can properly check the learning progress of their pupils, etc. Therefore, it is important that our product supports teachers as well.

But what are their needs exactly? What do they specifically need help with? Our study showed that pupils mainly have problems with concentration and planning. The pupils found it difficult to concentrate because they often had to sit behind their desks for a long time and because there were a lot of distractions at home. They also found it difficult to plan and manage all of their homework. Lastly, we explicitly asked in our research what they needed the most help with, the pupils gave us the following answers:

- Online study sessions
- An interactive social media platform with study tips
- A platform to talk about the hardships of distance learning
- Online learning-to-learn sessions

When it comes to the teachers, they mainly found it difficult to motivate pupils and make sure that the pupils understood the lesson content. We also asked what they needed the most help with, they answered the following things:

- Tips on how to check the wellbeing of the pupils
- Tips on how to improve the wellbeing of the pupils
- Methods for formative testing
- Didactic formats that you can use online

The study from Vlaamse Scholierenkoepel (VSK) also gave us a lot of insight on what the needs of both pupils and teachers are (*see above: 'What can we do better next time?').* We will take all of their ideas into account when designing our product.

3.1.2 What format are we going to use for our product?

As previously mentioned, we wanted to create a product for both pupils and teachers. We have made this decision because we believe that a good interaction between the two parties is essential to make sure that the learning progress and mental health of the pupils improves.

Creating a platform for two different groups was not easy because we had to make sure that it was easily accessible for both. That is why we decided to ask our target audiences what platform they would prefer.

Then, we were going to make a decision based on their answers. The pupils came up with the idea to build an online platform. The teachers wanted to have either a website, a booklet or a Facebook-/Instagram page.

When we explored their different ideas, we also had a few requirements that we wanted to take into account. For use, the platform had to meet the following demands:

- Is it accessible for everyone?
- Does it meet the needs of both pupils and teachers?
- Is it doable for us to develop the product?
- Can we keep innovating our product?

With these demands and the needs of our target audience in the back of our minds, we started to explore all the possible products.

1. Online platform

The first idea was an online platform on which we would post anything concerning learning progress and wellbeing. However, an online platform is a vague term. What platform do they mean? That is why we have decided to leave this product behind.

2. Facebook-/Instagram page

Another idea was a Facebook-/Instagram page on which we would post regularly. The posts would concern learning tips, tricks to avoid distractions and online live study sessions. Accessibility towards pupils was the biggest upside of this idea. Instagram and Facebook are well-known platforms among the youth so it would not have been a problem to reach them. The platform would also allow us to be very interactive. By asking questions in a Facebook status or in an Instagram story, it would be easy to ask for their input. That would allow us to easily respond to their needs.

However, this format also has its downsides. A first one is that because we are working with two target groups, we thought it would be best to separate their content. It would be inconvenient for the teachers to see content that is targeted towards pupils and vice versa, and a Facebook-/Instagram page does not allow us to separate this. If we wanted to work with a social media platform, then we had to make two separate ones for the two different groups. Another downside is the fact that maybe not everyone has Facebook or Instagram. This format may be accessible for pupils, but is it accessible for everyone? We do not think so. A last remark is the feasibility for us. Creating a Facebook-/Instagram page is a lot of work. This platform would also force us to keep posting regularly for a long time. This is not something we are willing to do.

3. Booklet

After discarding the idea of a social media platform, we decided to take a look at a booklet. In this booklet we would include tips and tricks concerning learning progress and wellbeing of the pupils. One of the major upsides of a booklet is that you do not need an internet connection to get access. This means it would be available for every person, whether they have an internet connection at home or not. This upside was countered by some of the downsides we found. A booklet is not very interactive. It does not have the possibility to work with links, clips, pdf-files... This is something we think is very important because we would like to share documents that could be interesting for them to use. Another downside is that, just like with a Facebook-/Instagram page, we would have to make

two different booklets. One for the pupils and one for the teachers. At last, this product does not allow us to keep innovating. What if we have an extra idea and we would like to share that with our target group? A booklet does not allow us to add extra information, unless you make a new publish.

4. Website

This made us look into the possibility to develop a website. A first thing we noticed, is that accessibility would not be a problem at all. The only thing you need to be able to access our website, is an internet connection. Pupils who do not have this at home could use a computer at school to get access to our materials. What we also like about a website, is that it allows us to have multiple tabs. It would be easy to make a tab for teachers and a tab for pupils. In this way, all the materials are on the same platform, but the content for the two groups is still separated. Thirdly, a website allows us to add links, pdf-files, videos, etc. that they could use. We want our platform to be interactive, so this is an important factor. At last, the website allows us to keep innovating. If we come across a new tool, it would be easy for us to just add it on the website.

We developed our website by basing it on the results of our surveys. Pupils said they would benefit from online study sessions, study tips, a platform to talk about distance learning and online learning-to-learn sessions. Teachers on the other hand said that they would benefit from ideas to check and improve the wellbeing of the pupils. They also wanted to get some more didactic formats they can use online and ways to do formative testing. Our main goal is to help both pupils and teachers as much as we can. We analysed the results of our surveys and realised that the best way to meet our target audience's needs was to develop a website. All these factors made us come to the conclusion that a website is the best possible solution. It meets the needs of our target audience, and it is manageable for us to develop.

3.2 How to publish a website

After we decided that our product would be a website, we started a research on how to publish one. The first thing that we did, was deciding on what platform we were going to use. There are a few platforms that you can use if you want to publish a website, the most popular ones are: Wix.com, Weebly.com and WordPress.com. We decided to work with Weebly.com as we have already worked with this platform before.

3.3 Determining website content

After deciding on the platform, it was time to gather the necessary materials. As we already mentioned before, we wanted to look for materials that are useful for both pupils and teachers. Teachers play a big part in the learning progress and wellbeing of pupils, so it is important that they also know how to handle distance learning in favour of their pupils. We would also like to mention that the materials for the pupils are also accessible for their parents. Pupils are sometimes not capable of taking action by themselves (e.g., planning). That is why parents could also look at our materials to help their children.

Before actually collecting the materials, we started thinking about how we were going to organise our website. We divided our website into two categories: a part for pupils and a part for teachers. By doing this, both can easily access all the materials that are intended for them. We also divided this category into subcategories: one category that focusses on learning progress and one category that focusses on wellbeing.

This means that the part of the pupils would contain tips on how to improve their learning progress and wellbeing while the part of the teachers contains tips on how they can check the learning progress and how they can help motivating the pupils.

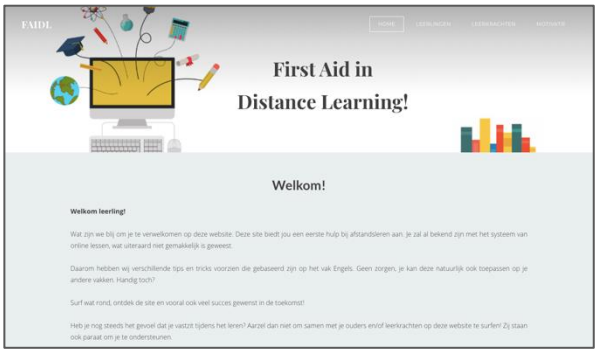
After thinking about the lay-out of our website, we started collecting materials. We divided the work into different categories and each of us did individual research on a certain subcategory. We went through a lot of websites and educational books to be able to gather materials we thought would be useful for our website. We also contacted a student counsellor in a school in Waregem, as well as the counsellor of a school in Ninove. They gave us very useful ideas and tips. We used their advice as well as our own inspiration to gather and develop the materials for our website. At last, we put everything in our website.

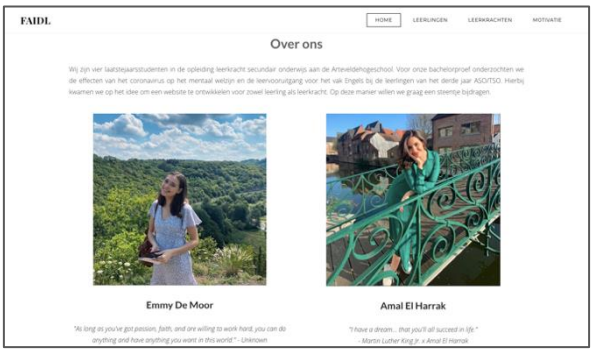
3.4 How do you navigate through FAIDL?

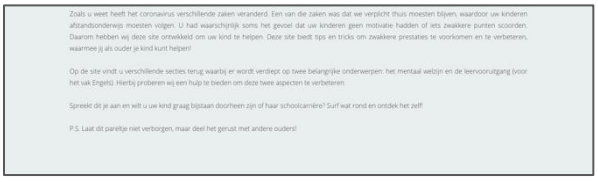
Website link: https://faidl.weebly.com/

We gave our website the name 'First Aid in Distance Learning' as a parody to the Dutch abbreviation 'EHBO' and we tried to make our website physically appealing by giving it a nice lay-out that would speak to both pupils and teachers. We also decided to put our website in Dutch. By doing so, we believe that we can reach a bigger audience. Our target group may be pupils who follow English and English teachers, but lots of tips and tricks might help teachers from other subjects too.

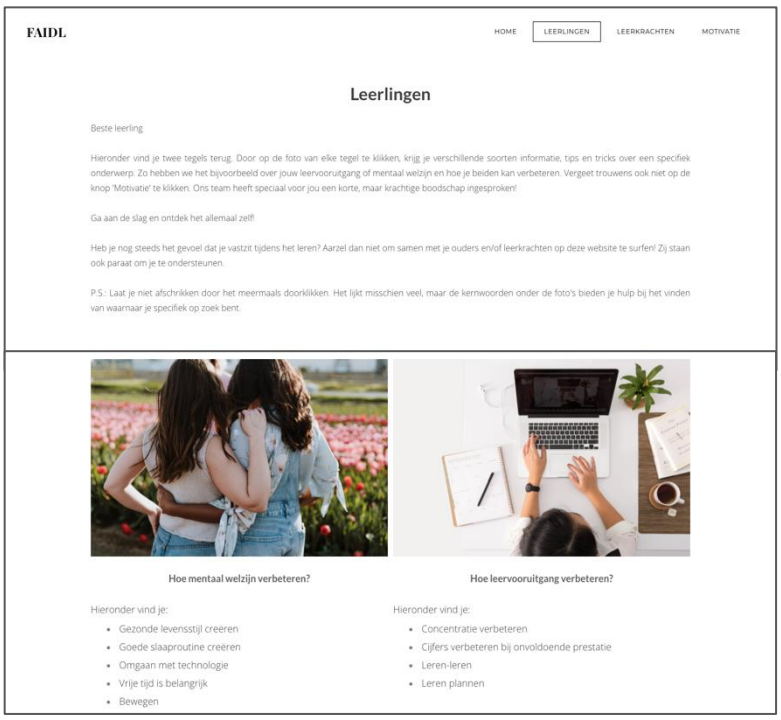
The website has four main tabs: 'Home', 'Leerlingen, 'Leerkrachten' and 'Motivatie'. The tab 'Home' welcomes the visitors. We address the pupils, teachers and parents individually. This makes sure that each of them feels welcome and knows what they can find on our website. We also introduce ourselves, so the visitors know who is behind all of the materials that can be found.



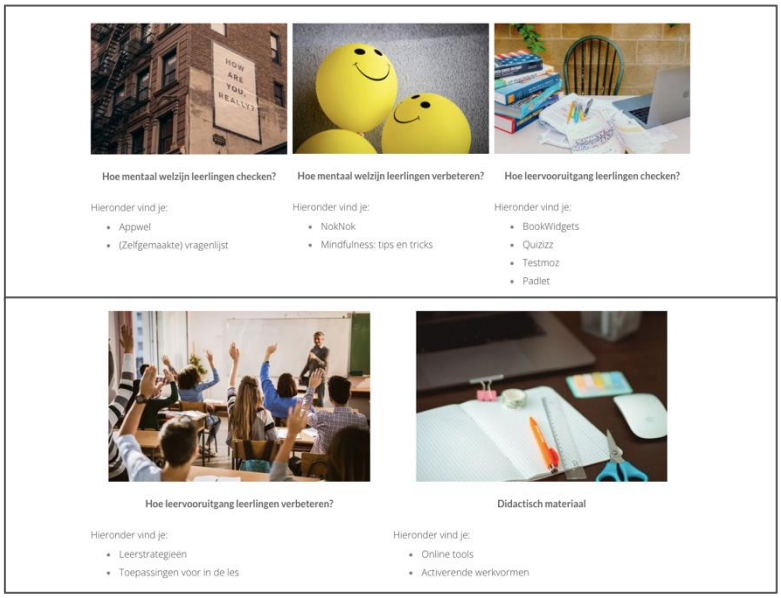




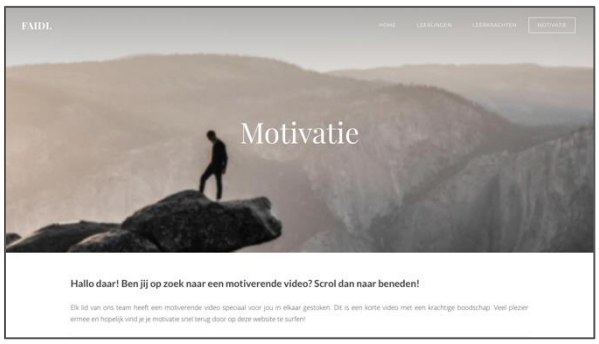
The tab ‘Leerlingen’ consists of two main categories: ‘Hoe mentaal welzijn verbeteren?’ and ‘Hoe leervooruitgang verbeteren?’. The first category helps pupils to improve their wellbeing. We divided this part in several subcategories: ‘gezonde levensstijl creëren’, ‘goede slaaproutine creëren’, ‘omgaan met technologie’, ‘vrije tijd is belangrijk’ and ‘bewegen’. When you click on one of those subcategories, you find lots of information, tips and tricks on the topic. The second category talks about improving learning progress. We also divided this topic into several subcategories: ‘concentratie verbeteren’, ‘cijfers verbeteren bij onvoldoende prestatie, ‘leren-leren and ‘leren plannen. Every tip, trick and piece of information is supported by an explanation on why we think it is helpful for the pupils to apply it. We also added videos with tutorials, pdf-files and website links to help them along the way.

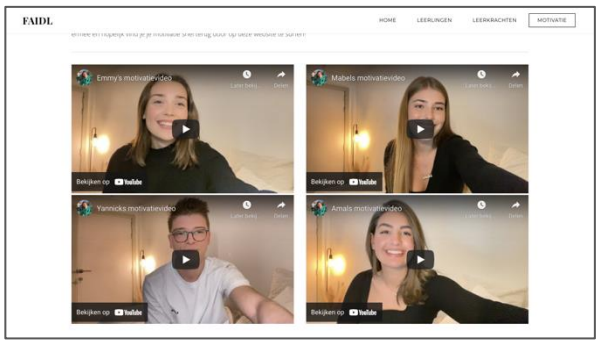


The tab ‘Leerkrachten’ consists of five categories: ‘Hoe mental welzijn leerlingen checken?’, ‘Hoe mentaal welzijn leerlingen verbeteren?’, ‘Hoe leervooruitgang leerlingen checken?’, ‘Hoe leervooruitgang leerlingen verbeteren?’ and ‘Didactisch materiaal’. All of the information that you can find in these sections, are in function of improving the learning progress and wellbeing of the teachers’ pupils. We also decided to make their tab interactive by adding videos, website links, pdf-files, etc.



The last part of our website is a tab about motivation. If pupils struggle with finding motivation, they can click on this tab. All members of our team added a small video in which we introduce ourselves, talk about our own experience with distance learning and try to motivate our target audience to keep going even when times are hard.





3.5 Testing the developed materials *(see: attachments number 4 'Survey feedback website with example answers' – page 75)*

To make sure our website is accessible for our target audience, we made a document on Google Forms. A total of 17 pupils and teachers tried out our website and filled in our feedback form afterwards. We asked them what they liked and disliked. We also wanted to know whether the videos and pdf-files work and if the content is clear and easy to understand. Our team wanted to make sure we gave our target audience every opportunity to add suggestions about possible changes we can make to our website. This is why we added a section in which the people that tried out our website could add extra remarks if they had any.

We were curious to find out what people think about our website. The feedback form would give us a clear indication of the positives as well as the things we can improve.

3.4.1 Feedback from pupils and teachers

Most pupils and teachers were enthusiastic about our website, and we have received a lot of positive feedback. A first thing they liked is the large amount of information they could find on our website. They also enjoyed the fact that the information is divided into a category for pupils and a category for teachers. According to them, this makes our website clear and easy to use. Another good feature is our lay-out. The respondents believe that our website is nice and orderly which makes surfing on our website a good experience. At last, they were a big fan of the motivational videos we have made. They think it is a really nice gesture to give the pupils a boost.

However, the respondents also had a few remarks. Someone remarked that they thought it was not clear enough to click on the images when you want to go to another page. Another person suggested to click on words when you want to go to another page. However, most people who were surveyed did not have a problem with this. We also thought it would be confusing to add the function to click on words when we already have the function to click on images. Another respondent also suggested to put the website in French or another language. We would love to translate our website, but this function is not a free option, so we decided to not go through with it.

3.4.2 Website modifications

We did make some modifications though. A first modification that was suggested and that we have made, was writing a text that is targeted towards the pupils in which we encourage them to ask for help to their parents and teachers when they are experiencing troubles. Some pupils might not have the courage to deal with their struggles by themselves. It is important that the pupils know they are not alone, and that people are there to help them. Another important remark is that someone suggested us to give a bigger variety of tools concerning learning strategies for teachers. We did some more research and were able to add a few tools. At last, we asked them whether they preferred it when a new tab opens when they click on a section or not. Most respondents prefer the first option, so we changed that too.

4 CRITICAL SELF-REFLECTION

After a year of working hard as a team to carry out various investigations and develop products, we have reached the end of our bachelor's thesis. We are very satisfied with the final results but of course not everything went perfectly as planned and we wanted to take a moment to reflect critically on this lengthy process.

We started with an intensive literature study that took us a while to complete. Throughout the writing process of the bachelor's thesis, we always divided the tasks. In the beginning, it was a bit of a search and not everything went smoothly. Due to miscommunication, we sometimes carried out more than we should have or invested too much time in literature that turned out to be hardly related to our own study. This took away valuable time from us. It made us realise that our system of dividing tasks could be improved. To solve the problem, we had a meeting in real life to avoid further miscommunication. The outcome of the meeting was a good division of tasks to keep the machinery going, for example we made a planning in which everyone got individual tasks to carry out. After this study was completed, we carried out an extensive research to find the products that we have developed. We chose to carry out three different surveys: one for pupils, one for teachers and one for student counsellors.

Because of COVID-19, we made sure that the surveys were conducted digitally. We contacted several schools to share these online surveys with their pupils because of the connections we already had through teaching practice, family, and friends. But some of them refused to participate in our research, as they had received an overload of questionnaires. Therefore, we could not focus our research on specific regional schools that we had chosen, but instead had to focus on different schools throughout Flanders to ensure that we had enough results. By sending the surveys to people we know and sharing them via social media, we expanded our reach. Surprisingly, an advantage of this method is that we received different perspectives on the subject matter.

For the survey itself, we opted for multiple choice and open questions. We thought this would be the easiest way to evaluate, but during the analysis, choosing open answers turned out to be not that simple to work with. For example, in the pupils' survey we had 251 respondents. Because of this quantity, there were 251 answers to some of the open questions where we had to make a selection between what was relevant for our research and what was not. The open questions sometimes gave us very broad answers, but at other times also brief, vague answers to which we had to add our own interpretations to. We also got the impression that some of the respondents were not entirely honest or found it difficult to express their feelings/thoughts. Another downside of conducting surveys digitally, was that some pupils felt the need to make a joke out of the pupils' survey. However, it may be important for future research to dig deeper and look behind the silliness of these pupils. Are they motivated at all to participate in lessons? Were they frustrated because of distance learning?

As a result, it seemed easier in retrospect to work with interviews in combination with broad surveys as a research method. This would have been more efficient to define the answers of the respondents and also to give clarification when their answer was too vague. We came to the conclusion that an interview would require more time and work to analyse it. Reviewing recordings would have taken up a lot of time and we would have only been able to interview a small group, whereas now we have a better picture of the situation because of the large number of respondents.

Another difficulty was to get in touch with professionals in the field, such as educators, scholars, professors, etc. They have more knowledge in this topic and could have provided us with a better scientific view and possible solutions to build on. Now, we have mainly relied on existing products, surveys, books, articles etc. A different perspective of a one-to-one contact (via Teams) would have possibly helped us with issues that we may have overlooked.

After our long-term research and a thorough literature review, we have arrived at our final product: an appealing website accessible to pupils and teachers to improve learning progress and wellbeing during distance learning. We hope that this website will also reach the pupils' parents because, if possible, they can support their children when they are surfing through the website. In this way, they can provide support should the need for distance learning rise again.

Unfortunately, we cannot assist everyone on every level and what we have developed is not accessible to everyone. Non-native speaking parents will have difficulties with our website, as it is in Dutch. The site did offer these translation options but that is a paying feature that we did not want to fund in the long run. We chose Weebly because it has lots of free options so the website will remain accessible to everyone, at all times, throughout the years.

Our team went to great lengths to help our target audience in all sizes, for distance learning, but of course we had to keep it realistic. Due to a time limit, we had to set clear goals that were achievable. If we had had more time, we would have liked to go deeper into the subject as it has kept our interest throughout the entire year. We hope that our research can add value to society and that what we have developed can contribute to researchers in the future who specialise in this topic.

5 CONCLUSION

We started our bachelor's thesis by asking ourselves the following question: How can we measure and improve the wellbeing and learning progress of third year pupils ASO/TSO during distance learning? To find an answer, we explored the topic through a preliminary study. First, we did a data research in practice in which we surveyed pupils, teachers, and student counsellors. Then, we did a literature study to find the answer to the questions that remained unanswered after the analysis of the surveys.

When it comes to the wellbeing of the pupils, we questioned our target group on three aspects: negative thoughts, lack of social interaction and procrastination. From our survey, we can conclude that all three were negatively affected because of distance learning and a significant number of pupils had a bad experience with this teaching method. They mainly missed the social context that school gave them. When it comes to their learning progress, a lot of pupils believe that distance learning negatively impacted their results. They mainly struggled with having to process learning materials individually and the lack of structure it gave them. Whether it actually influenced their learning progress remained a bit unclear after our survey because a lot of teachers pointed out they had to assess their pupils in a different way.

However, we also did a literature study to find answers on questions that we still had. First, we wanted to know what formats teachers used the most during distance learning and what formats they enjoyed the most. We found out that lots of teachers used Smartschool Live, Microsoft Teams, Google Meet and Google Classroom as a platform. They also used the tools BookWidgets, Kahoot!, Quizlet and Educaplay to make their lessons more interactive. However, there are lots of tools that teachers have not used yet and should consider using in the future. Secondly, we found out that distance learning did negatively affect the learning progress of the students. This 'learning loss' can be as much as six months. At last, we looked at a literary work in which they talked to students about their experience with distance learning. This gave us a clearer view on how students experienced those months and what could be done to improve this teaching format in the future.

After our preliminary study, we were inspired to help both teachers and pupils handling distance learning better on the two aspects. Our main goal was to help pupils, but we believed that to reach this goal, we had to include the teachers in our product as well. Teachers play a major role in the success of the pupils. When teachers do not feel confident in their teaching style and are not able to properly check on their pupils, then we would never reach our goal. That is why we came up with a website on which both pupils and teachers can find information and various tips and tricks. We provided a wide range of materials to meet as many needs as we could. We conducted all our materials from already existing literature, speaking to student counsellors and our own inspiration. We all went the extra mile to meet the needs of our target audience.

After designing our website, we wanted to make sure it actually met the needs that our target audience gave us. We made one last survey to check whether our website works and if the materials that are on there are both operational and functional. Luckily, this was very much the case. We made some small changes to make it even more user friendly.

We are very proud of the fact that we made this from scratch and that it will actually help a lot of people in the future. We made sure that the materials on our website remain useful, even when distance learning is no longer a part of our educational system. Even if there is only one pupil who feels or studies better after going through our website, it makes it all worthwhile! We will take the knowledge that we picked up along the road and pass it on to anyone who needs it.

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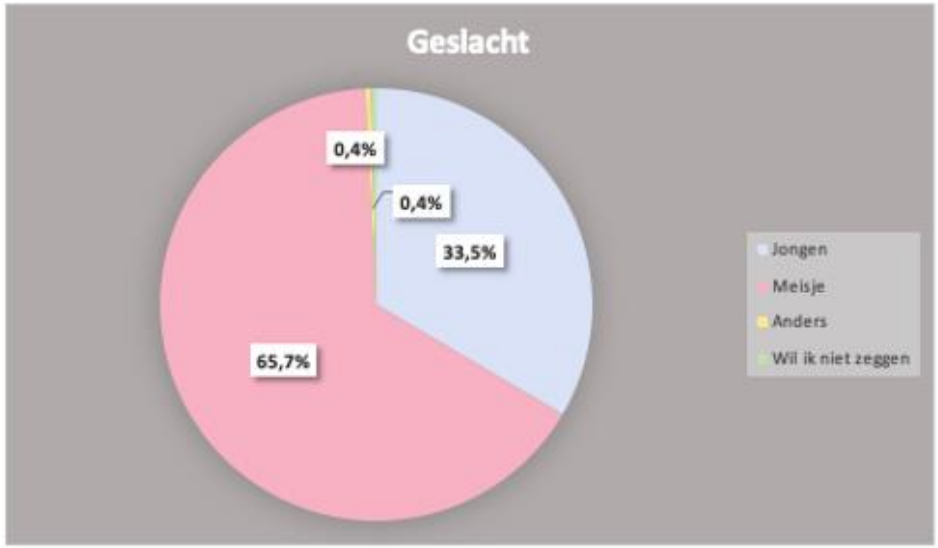
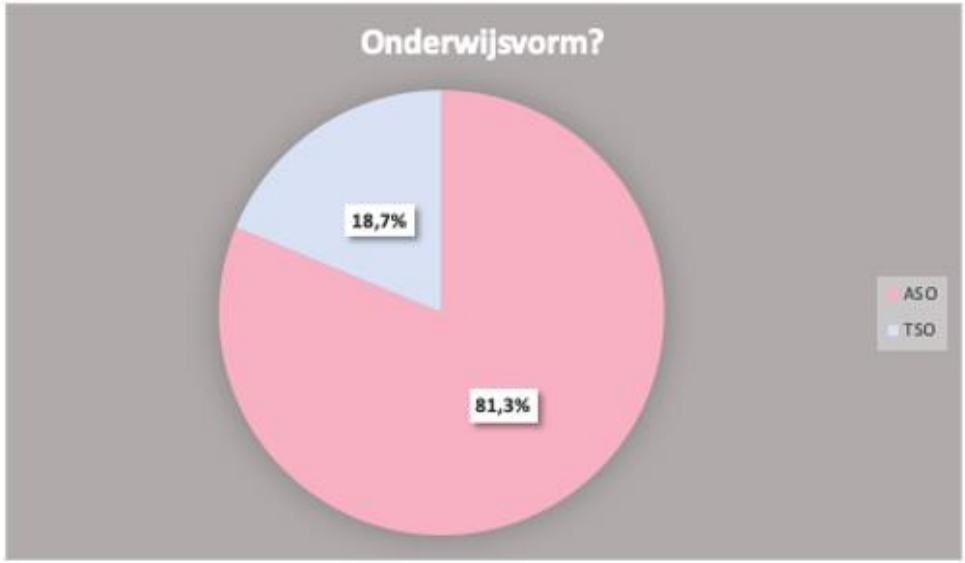
6 ATTACHMENTS

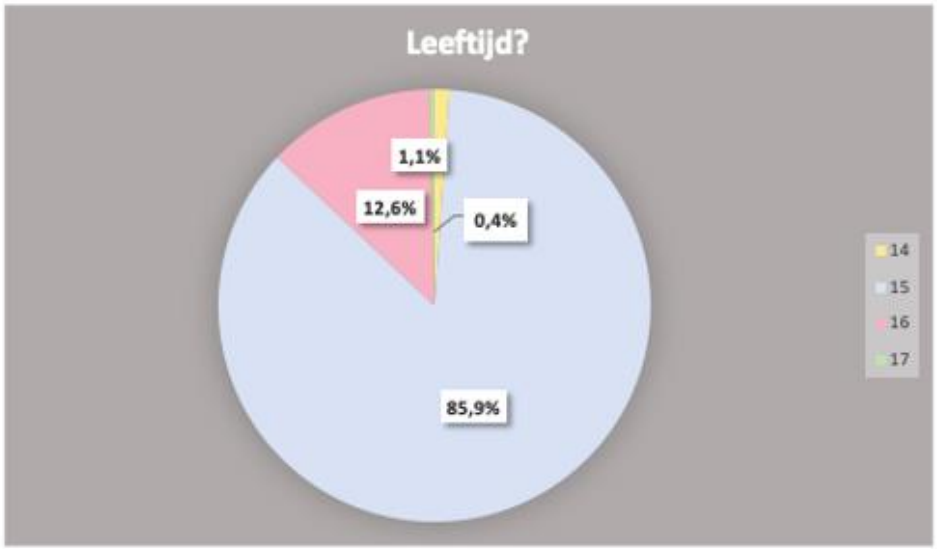
1. Pupils' survey with example answers

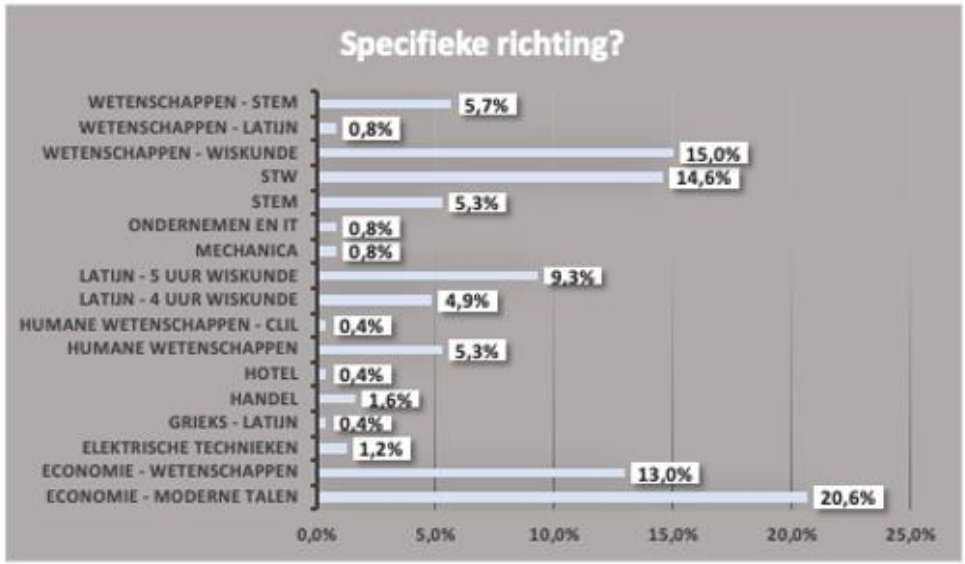
ONDERZOEKSRESULTATEN ENQUÊTE LEERLINGEN (251)

1. ALGEMENE VRAGEN

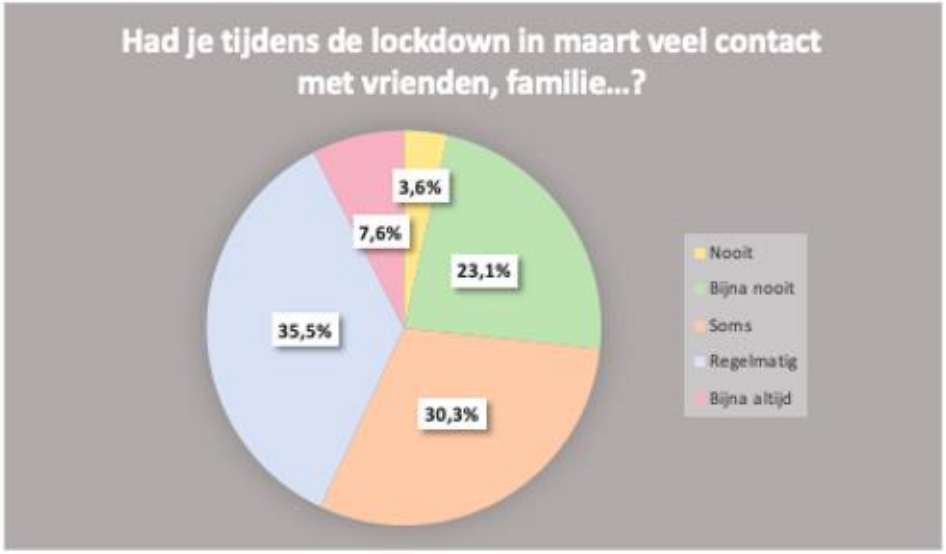


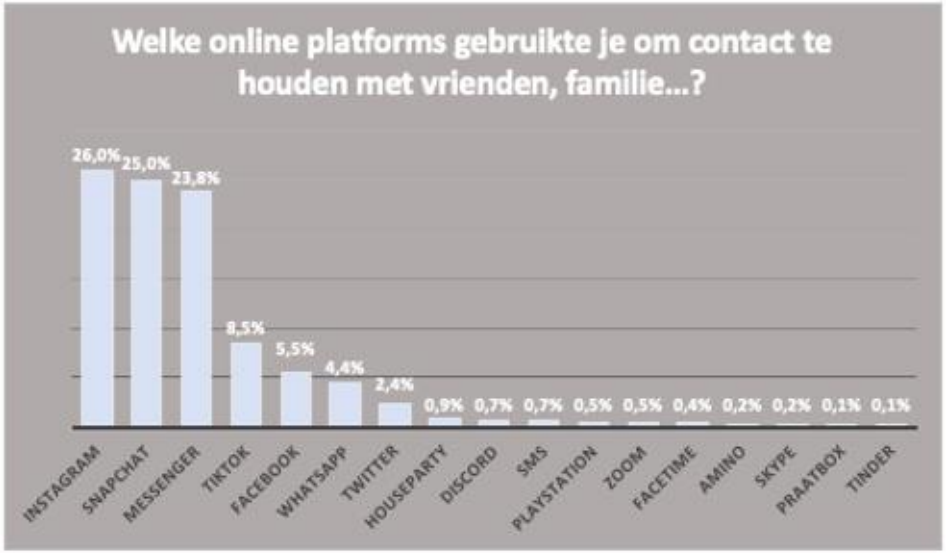


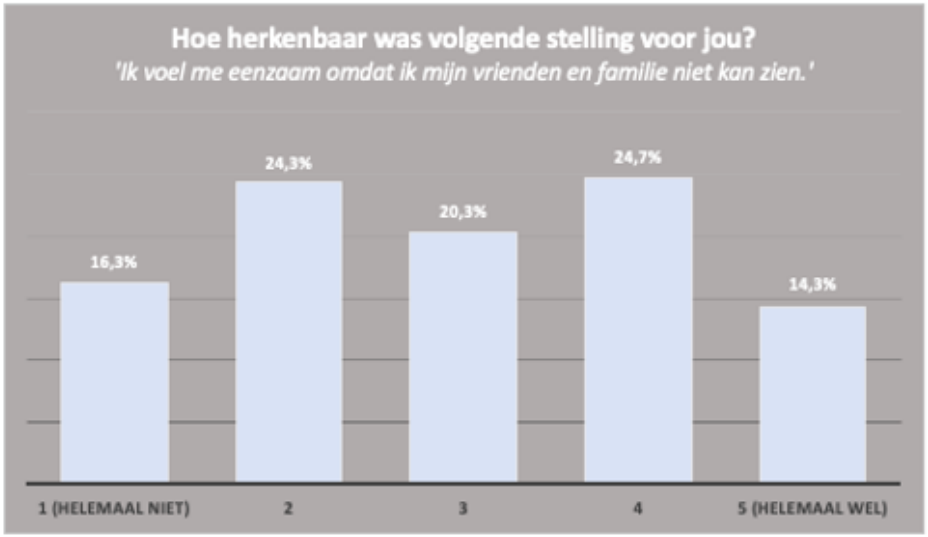




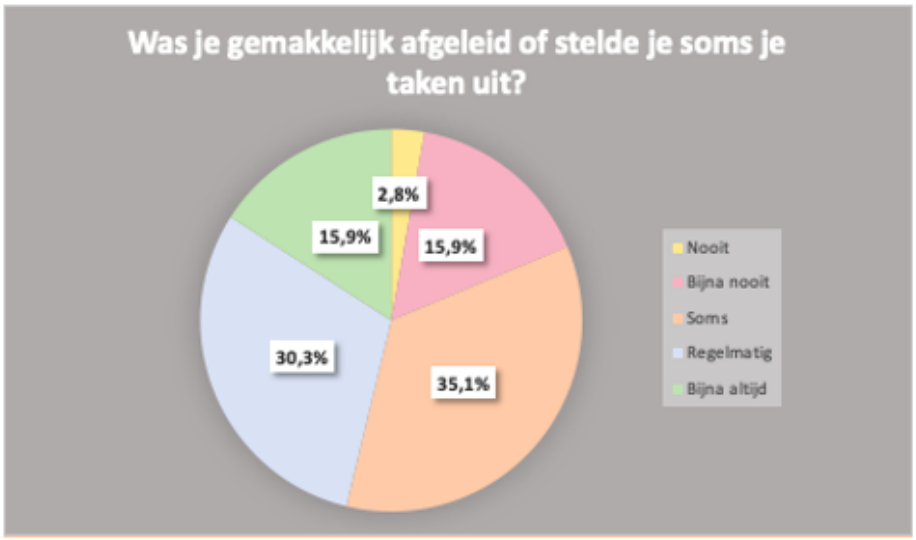
2. SOCIALE INTERACTIE

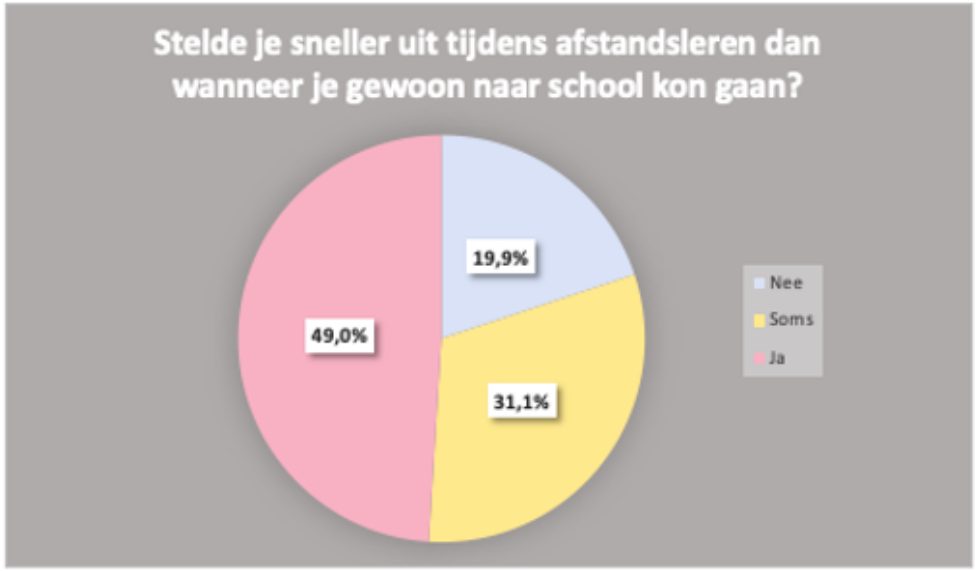


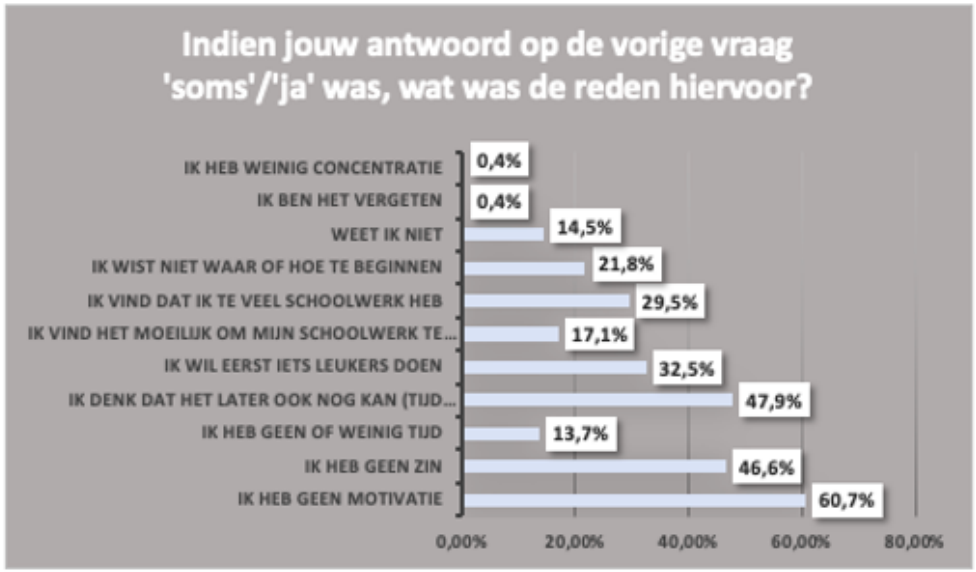


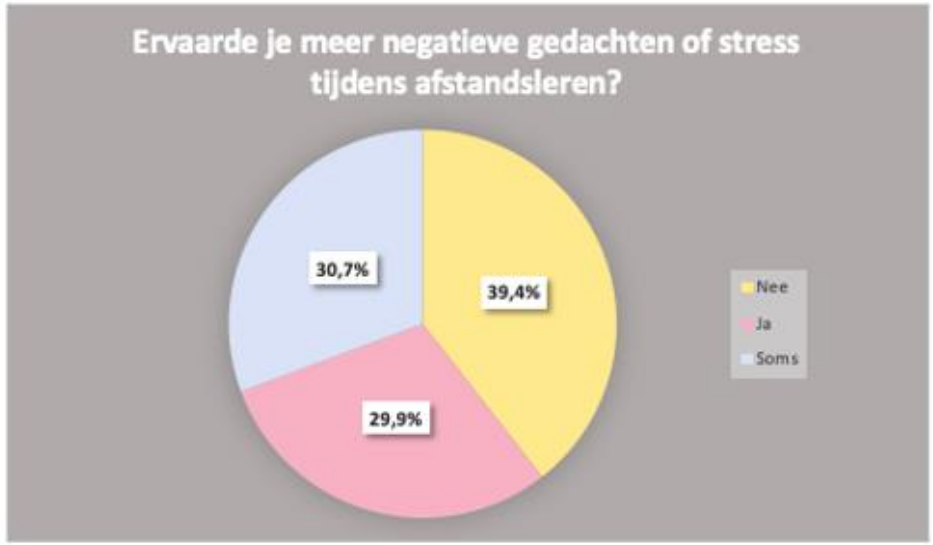


3. VRAGEN OVER UITSTELGEDRAG/AFLEIDINGEN

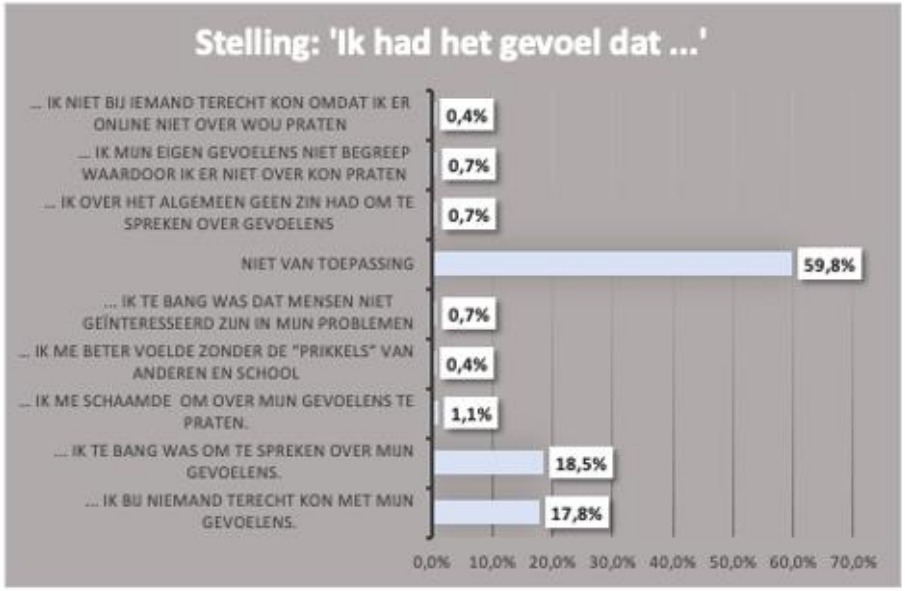


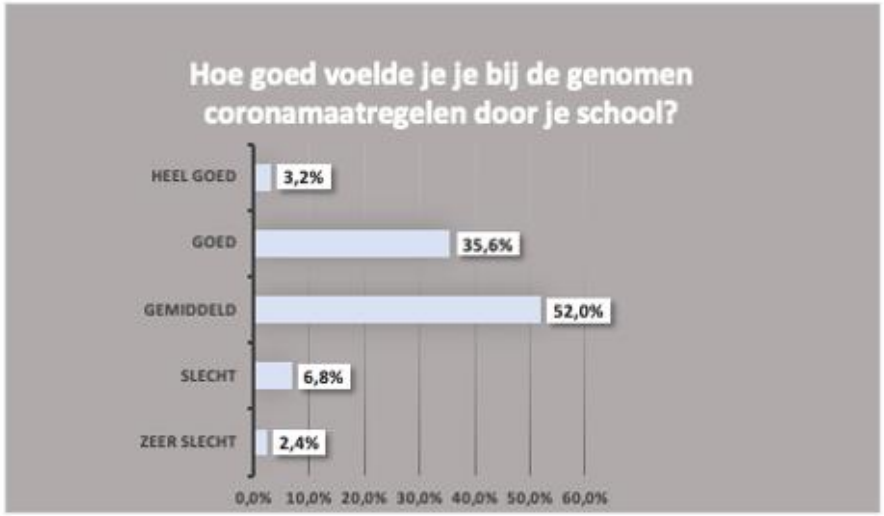






4. VRAGEN OVER NEGATIEVE GEDACHTEN/STRESS





SLECHT:

- We kregen nooit echt online les. We moesten meestal de taken zelfstandig maken. Er was geen structuur, je moest zelf alles alleen plannen. Soms kreeg je een video als hulp, maar meestal was het zelfstandig.
- Door mondmaskers heb ik pijn aan mijn oren, en zo kan ik niet opletten omdat ik dan bezig ben met dat mondmasker

GEMIDDELD:

- Ik begrijp dat ze nodig zijn, maar alles wat school leuk maakte (schoolreizen, lunch met vrienden, klasdag, ...) viel gewoon weg
- Goed, omdat ik graag thuis ben en op mijn eigen tempo taken/leerstof te verwerken. Langs de andere kant ook minder goed omdat het in mijn hoofd vaak choas was door alle verschillende taken in 1 moment

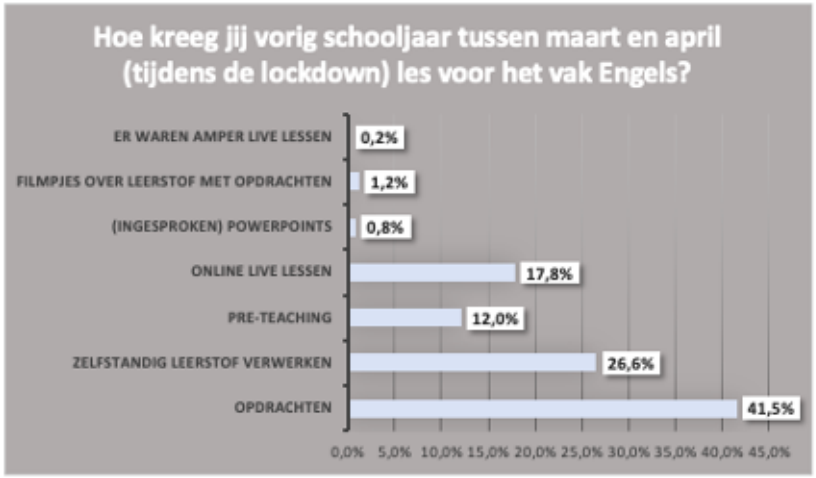
GOED:

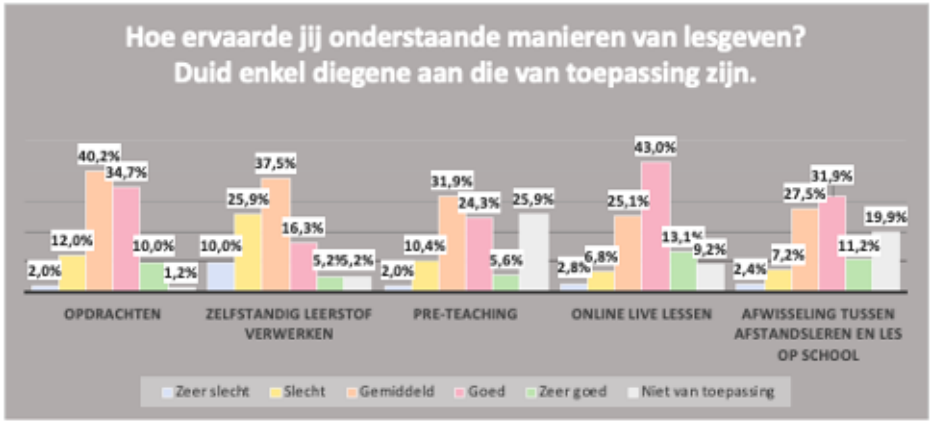
- Alles liep redelijk vlot, leerkrachten waren steeds bereikbaar
- Ze hebben alle reden om deze maatrgelen te nemen, en ik heb er niet ontzettend veel last van

HEEL GOED:

- Ik had het gevoel dat ze heel erg hun best deden om ervoor te zorgen dat alles duidelijk was.
- de school heeft het zeer goed georganiseerd. Natuurlijk waren sommige dingen wat minder maar dat was bij elke school wellicht.

5. VRAGEN OVER JOUW LEERVOORUITGANG





Explain your previous answers about your experiences with these types of teaching and give examples.

OPDRACHTEN:

- De opdrachten thuis maken vind ik veel moeilijker dan op school, want op school vraag je rapper hulp.
- We hadden vooral opdrachten en moesten zelfstandig leerstof verwerken, maar mochten af en toe naar school. Ik had er totaal geen problemen mee.

ZELFSTANDIG LEERSTOF VERWERKEN:

- Het is niet gemakkelijk om zonder uitleg of zonder een goede uitleg iets goed te kunnen.
- De video's zijn heel handig want die kan ik altijd opnieuw bekijken en de oefeningen hermaken als voorbereiding op een toets of examen.

PRE-TEACHING:

- Pre-teaching heeft weinig zin omdat het toch nog opnieuw gegeven wordt op school. Zelfstandig opdrachten maken vind ik wel goed omdat men op eigen tempo kan werken.
- Opdrachten stelde ik gemakkelijk uit, en die gaven mij dan stress. Leerstof zelfstandig verwerken lukte vaak niet waardoor ik er nu nogsteeds amper iets van kan. Bij pre-teaching en online lessen begreep ik de leerstof meestal wel snel. Ik had niet altijd les op school, maar wisselde af, ik vond dit wel goed omdat ik dan wel weer taken moest maken, maar ook heel de dag (op diegene dat ik naar school moest) heel de tijd "livelessen" had.

ONLINE LIVE LESSEN:

- Door online-school en opdrachten krijg ik veel minder motivatie, dus vond ik les op school natuurlijk het beste.
- Live leszen zijn leuker en duidelijker dan zelfstandig opdrachten maken.

LES OP SCHOOL:

- Les op school vond ik het beste, zo hield ik mijn ritme bij en kon ik gemakkelijker vragen stellen
- Ik vind interactie heel belangrijk omdat ik dan uit beleefdheid makkelijker luister en bezig ben met de les, het is een soort van controle

AFWISSELING AFSTANDSLEREN EN LES OP SCHOOL:

- Ik vind afwisseling het beste omdat je dan ook nog naar school gaat en dan zit je niet altijd thuis dus moet je niet alles zelf doen.
- Ik vind de manier van halftijdsonderwijs het best zo kun je toch nog naar school zie je klasgenoten en kun je ook "live" vragen stellen aan de leerkrachten.

How recognisable were the following statements for you?

HELEMAAL NIET:

- Ik heb beter gescoord dan anders, Engels is ook geen probleem voor me
- Ik doe nog steeds even goed mijn best voor Engels en mijn punten zijn goed genoeg.

NIET ECHT:

- Mijn Engelse resultaten zijn niet naar boven gegaan, maar ook niet naar beneden.
- Ik heb niet het gevoel dat ik achterstand ben opgelopen. Het val Engels lukt over het algemeen wel goed zelfs als je bepaalde onderdelen zelfstandig moet verwerken.

EEN BEETJE:

- Ik ben al niet zo goed in Engels en als je geen live les krijgt maar soms YouTube filmpjes over de leerstof moet bekijken maakt het alleen nog maar erger.
- Omdat voor Engels hebben wij geen live-sessie gekregen dus konden we ook niet veel vragen stellen en echt veel taken hebben we ook niet gekregen. Dit kan wel ook deels aan mij liggen want voor sommige onderdelen bij Engels heb ik wel een beetje moeite.

HELEMAAL WEL:

- Ik heb al altijd voor engels goede punten gehaald en nu heb ik alleen maar buizen
- Ik had de motivatie niet om taken te maken en leerstof te verwerken waardoor ik kun achterloop met leerstof.

HELEMAAL NIET:

- Ik heb Engels nooit moeilijk gevonden en de online les heeft dat niet veranderd
- Je hebt meer tijd om films en series te kijken dus kan je daarmee je Engels oefenen.

NIET ECHT:

- Tijdens het afstandsonderwijs waren de live sessies goed waardoor ik dat niet denk
- Ik heb niet echt een gevoel dat ik een achterstand heb, maar ik ben gewoon niet goed in Engels.

EEN BEETJE:

- De eerste lockdown hebben we weinig gezien en niet alles gezien. Dus dit gaf ons misschien wel een achterstand.
- Ik ben nog nooit echt super goed geweest in Engels, maar ik vind wel dat ik een beetje achterstand heb gekregen op de werkwoordstijden aangezien ik de nodige uitleg niet kon vragen.

HELEMAAL WEL:

- Door het afstandsleren hebben we sommige leerstof niet kunnen zien.
- Alle tijden heb ik opnieuw moeten aanleren

HELEMAAL NIET:

- Mijn leerkracht stelde vaak de vraag of het niet te veel werk is.
- Mijn leerkracht Engels had veel begrip en wist dat het voor iedereen een grote aanpassing was.

NIET ECHT:

- Als het een lange opdracht was dan kregen we meer tijd.
- Onze leerkracht Engels zorgt ervoor dat we niet te veel toetsen hebben binnen 1 week door met andere leerkrachten te praten.

EEN BEETJE:

- Hij gaf redelijk lange taken waar je langer aan bezig was dan een lesuur
- Hij gaf veel opdrachten en dacht niet aan ons dat we nog andere vakken hadden.

HELEMAAL WEL:

- Ze gaf niets van uitleg bij opdrachten, er was nooit live les, we stonden er zo goed als alleen voor en als je dan moet uitzoeken hoe je moet beginnen aan een opdracht, vergt dit toch veel tijd.
- Ik had helemaal het gevoel dat alle leerkrachten geen rekening hielden met elkaar, waardoor ik zeer veel stress kreeg.

HELEMAAL NIET:

- Alles was altijd duidelijk waar je alles kan vinden. Ze stuurt ook vaak een mail om nog eens te zeggen wat je moet doen en waar je het kan vinden. In de digitale agenda staat ook nog eens wat je moet doen. Wij moeten ook elke week 3 teksten online lezen en er staat altijd in de digitale agenda dat je dat moet doen zodat je het niet zou vergeten.
- Er was altijd duidelijke communicatie over taken en opdrachten.

NIET ECHT:

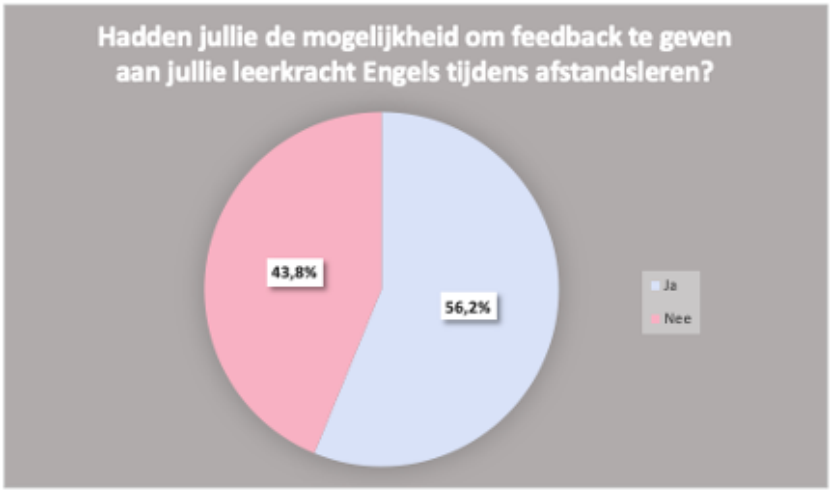
- Soms, waren mails een beetje onoverzichtelijk maar viel over het algemeen wel mee.
- Ze deden hun best om alles duidelijk te maken en we mochten altijd vragen stellen.

EEN BEETJE:

- Sommige opdrachten waren niet duidelijk maar als je uitleg vroeg kreeg je wel duidelijk en uitgebreide uitleg
- Het is soms moeilijk omdat iedere leerkracht de taken en dingen ergens anders zet op smartschool, waardoor het soms moeilijk is om alles te vinden. Het is makkelijker als alles in schoolagenda staat.

HELEMAAL WEL:

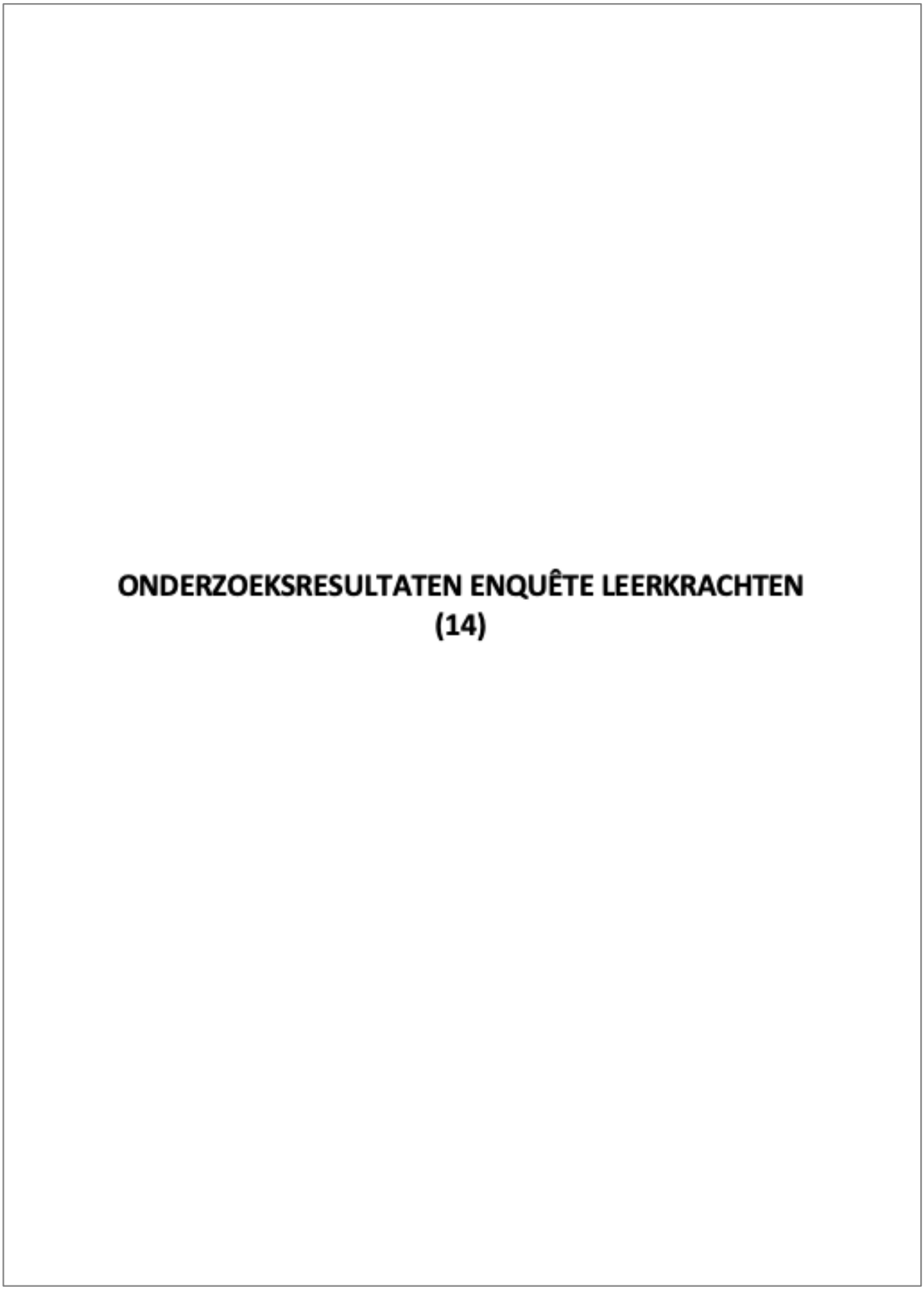
- Soms kreeg ik tot 3 mails op 1 dag over het vak.
- We kregen gewoon 1 taak per week, die vaak erg onduidelijk was, en niets meer.


Hadden jullie de mogelijkheid om feedback te geven aan jullie leerkracht Engels tijdens afstandsleren?
43,8%
56,2%
Ja
Nee

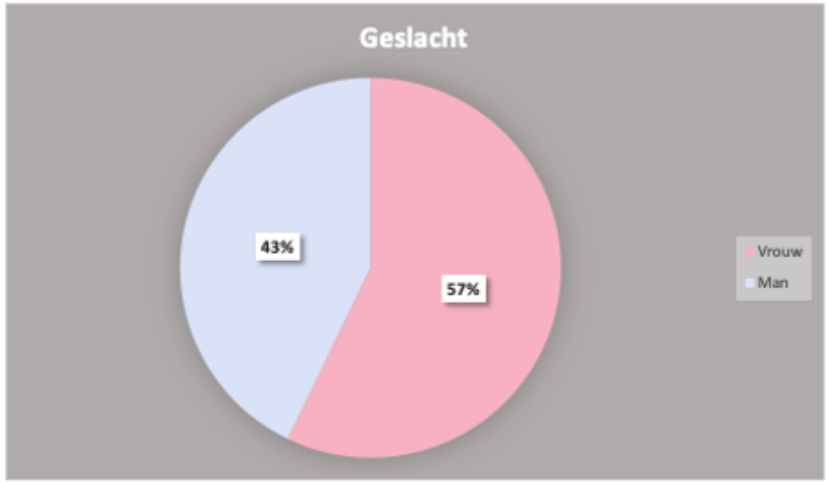
Wat had jou (nog meer) kunnen helpen tijdens het afstandsleren?
SAMEN OPDRACHTEN VERBETEREN 0,8%
MINDER LIVE-LESSEN 1,6%
VRAGENFORUM GEBRUIKEN 1,6%
ECHTE' TOETSEN GEVEN 1,6%
INLASSEN VAN KORTE PAUZES 1,6%
SOCIAAL CONTACT 2,5%
HELDERE COMMUNICATIE TUSSEN LEERLING EN... 3,3%
EFFICIËNTERE DEADLINES PLAATSEN 3,3%
COMMUNICATIE TUSSEN LEERKRACHTEN OM... 4,1%
ONLINE STUDEERSESSIES ORGANISEREN 4,9%
MEER AANDACHT SCHENKEN AAN INDIVIDUELE... 6,6%
MINDER OPDRACHTEN 7,4%
EXTRA UITLEG/ HERHALINGSMOMENTEN VOORZIEN 9,0%
MEER STRUCTUUR AANBIEDEN 9,8%
NIETS 11,5%
MEER LIVE-LESSEN 30,3%
0,0% 5,0% 10,0% 15,0% 20,0% 25,0% 30,0% 35,0%

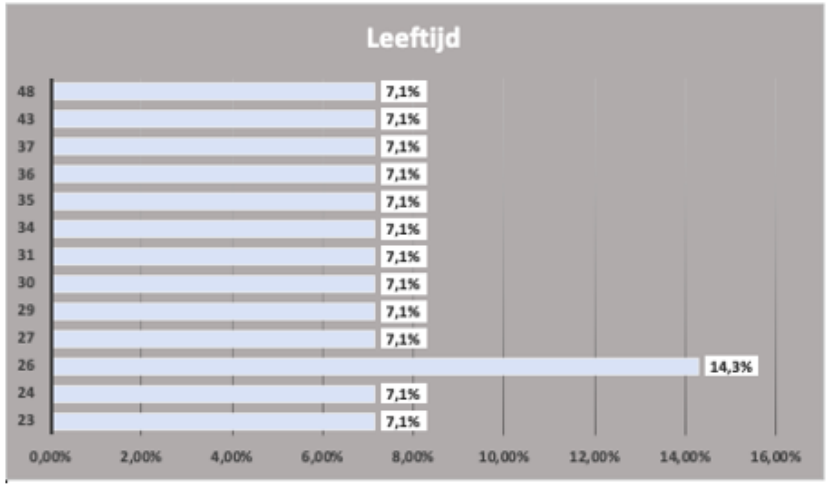
Ik zou het leuk vinden als ...
24,2%
17,7%
9,6%
11,2%
37,3%
er online studiesessies worden georganiseerd (samen online studeren via livestream).
er een interactief socialemediaplatform bestaat waar motiverende studietips op verschijnen.
er online 'leren leren'-sessies gehouden worden waar we leren plannen en organiseren.
er een platform bestaat waar we afstandsleren bespreekbaar kunnen maken.
Niets is van toepassing voor mij.

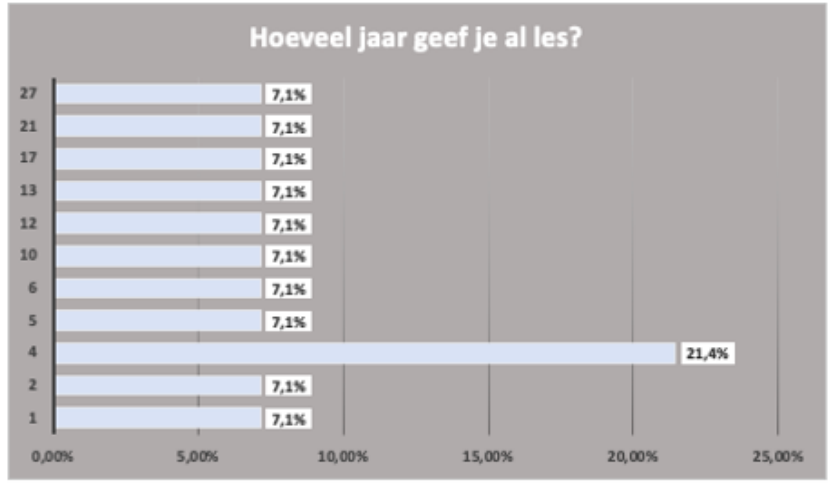
2. Teachers' survey with example answers

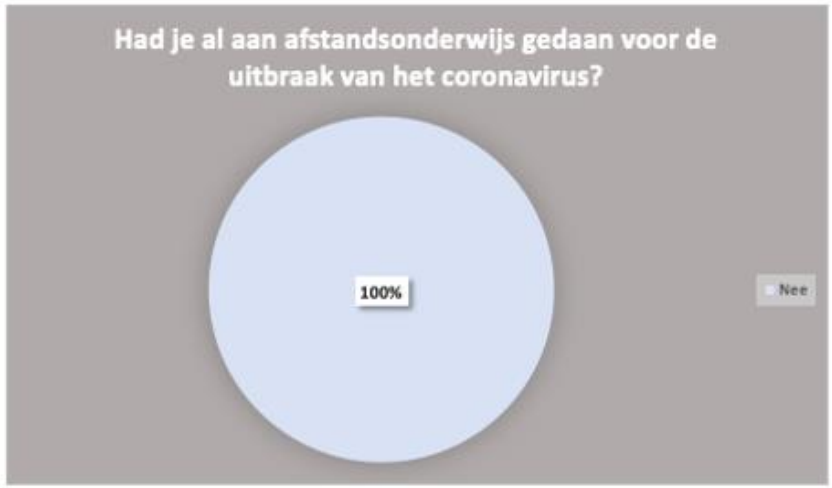

ONDERZOEKSRESULTATEN ENQUÊTE LEERKRACHTEN
(14)

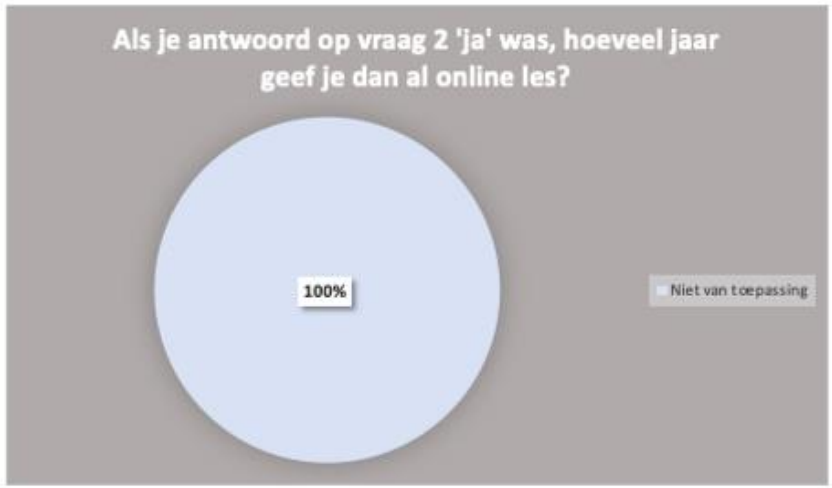
1. ALGEMENE VRAGEN

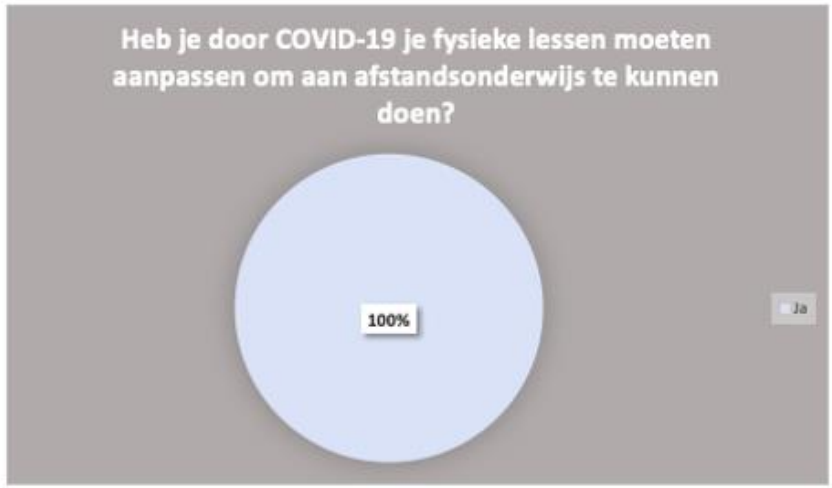


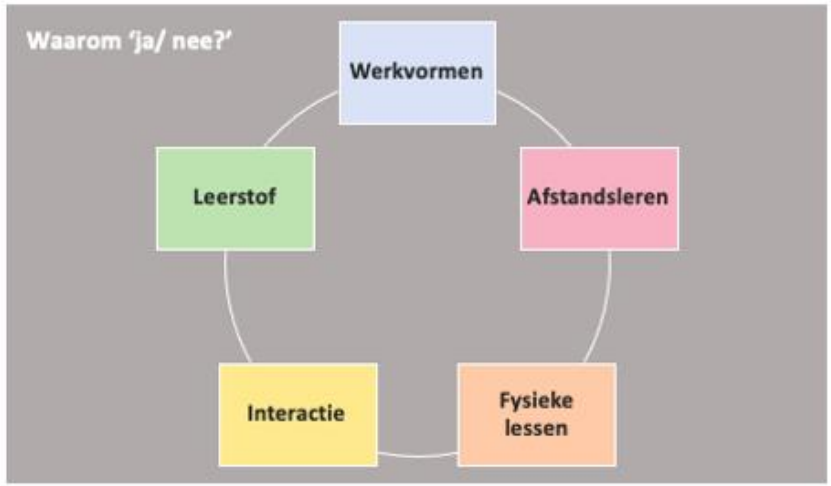












1. Werkvormen:

- Theorie uitleggen/spreekopdrachten, leerlingen laten samenwerken aan dialogen/toetsen maken kon/kan niet meer op de gewone manier.
- Groepswerken waren niet meer mogelijk/ moeilijker, ook de interactie met lln verliep stroever
- Groepswerkend, hoekenwerk,... zijn heel moeilijk uit te voeren online zowel qua organisatie als goede leermotivatie bij de leerlingen.
- Heel wat werkvormen kun je niet toepassen in een online les. De methode kan niet steeds gebruikt worden in een online les. Heel wat materiaal (audio, video) van de uitgeverijen zijn niet beschikbaar voor de leerlingen. Dat materiaal moet je vervangen, aanpassen, ...
- Omdat niet alle werkvormen kunnen via afstandsonderwijs.

2. Afstandsleren:

- De helft van mijn klas zit thuis, terwijl de andere helft in de klas komt. Ik moet dus steeds ook activiteiten voorzien voor de leerlingen thuis. Livestreaming is moeilijk wegens technische beperkingen.
- Ook oefeningen rond lezen, luisteren en schrijven worden vooral tijdens het afstandsonderwijs behandeld.
- Woordenschat of vaardigheden worden eerder thuis behandeld: iets waar ze de tijd voor kunnen nemen thuis.
- Fysieke lessen werden volledig digitaal gegeven.

3. Fysieke lessen:

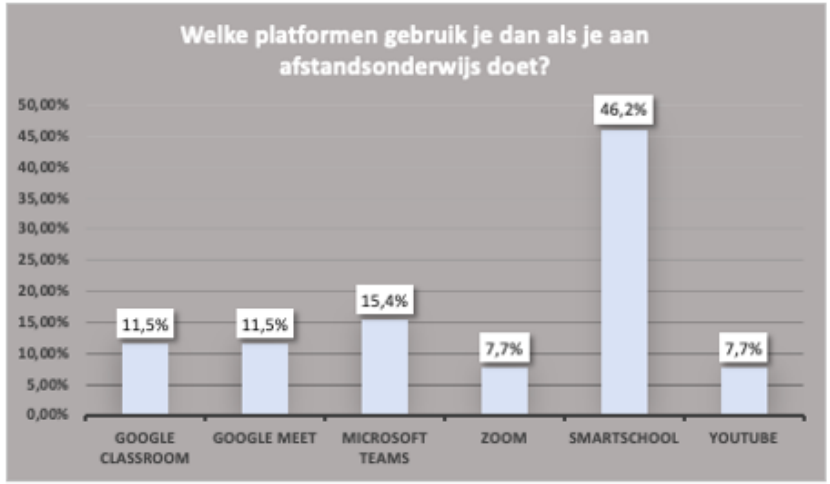
- De evaluatiemomenten vallen voornamelijk tijdens fysieke lessen, ook verkies ik eerder om grammatica te behandelen
- Tijdens de fysieke lessen wordt er nu gefocust op theorie, zodat de leerlingen thuis verder kunnen met de oefeningen

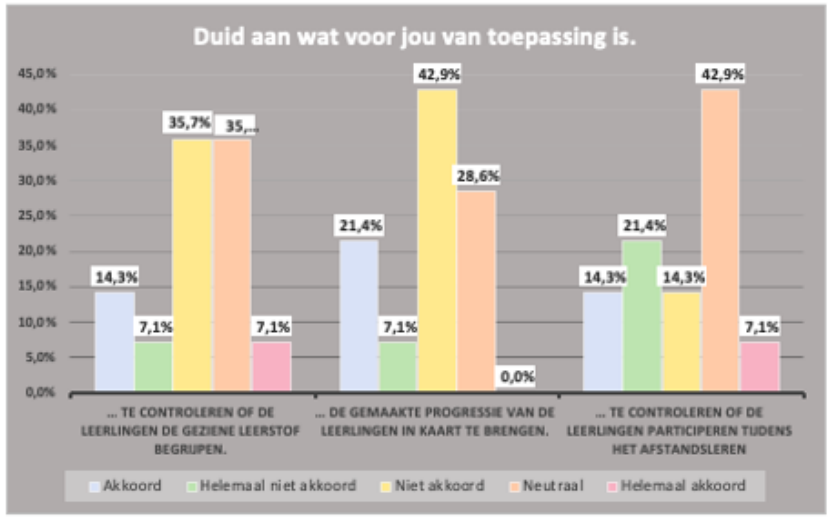
4. Interactie:

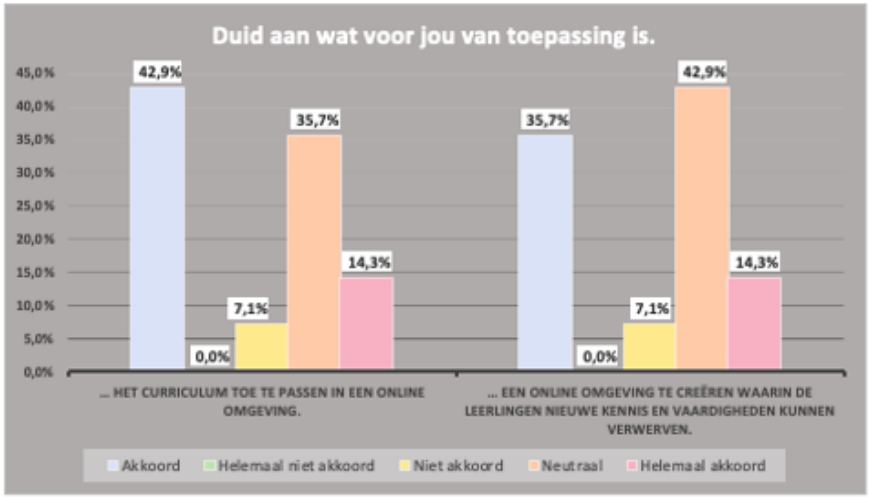
- Groepswerken waren niet meer mogelijk/ moeilijker, ook de interactie met lln verliep stroever
- Omdat de communicatie stroever verloopt via de computer en om het aanschouwelijk te maken

5. Leerstof:

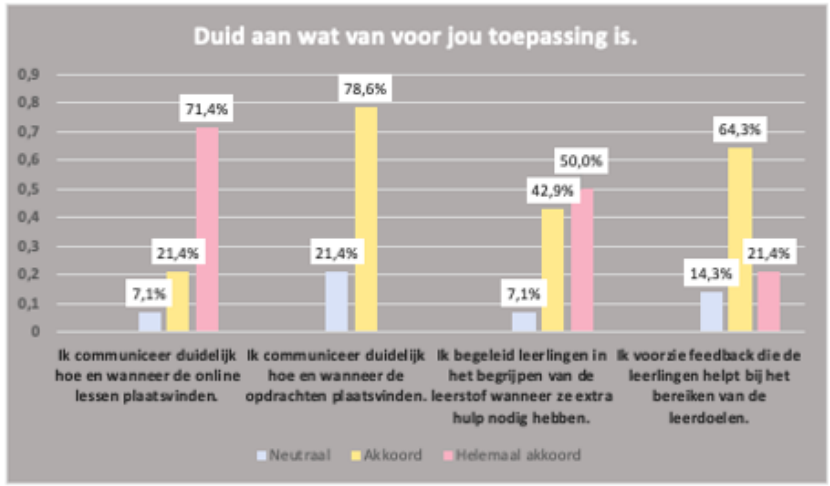
- Niet alle onderwerpen zijn even geschikt voor afstandsonderwijs.
- In zeer geringe mate, vooral qua planning. Soms geef ik een aantal zaken in een andere volgorde dan andere schooljaren, bijvoorbeeld omdat een bepaald stuk moeilijk in afstandsonderwijs gegeven kan worden.
- De leerlingen voorbereiden op de leerstof: theorie uitleggen aan de hand van voorbeelden, nadien oefeningen thuis laten maken.
- Heel wat werkvormen kun je niet toepassen in een online les. De methode kan niet steeds gebruikt worden in een online les. Heel wat materiaal (audio, video) van de uitgeverijen zijn niet beschikbaar voor de leerlingen. Dat materiaal moet je vervangen, aanpassen, ...

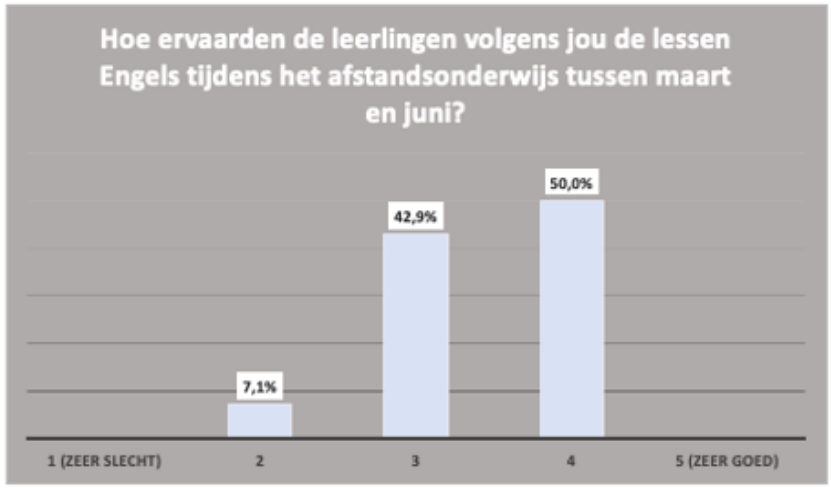


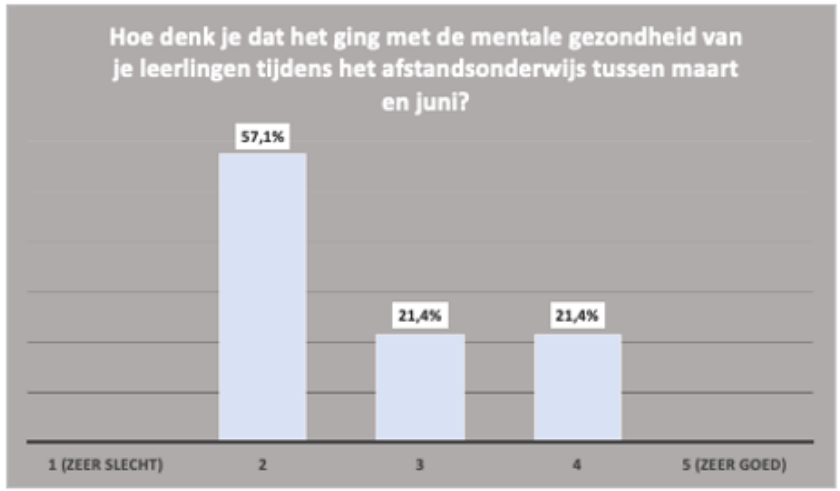


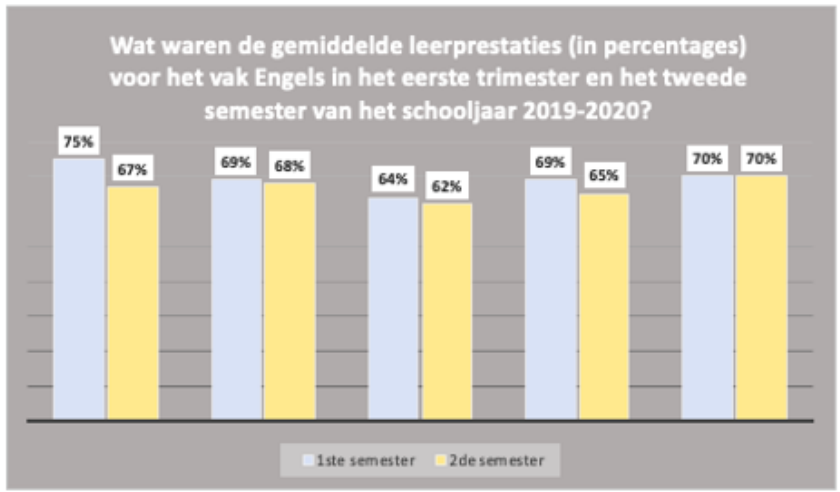

Duid aan wat voor jou van toepassing is.
45,0%
40,0%
35,0%
30,0%
25,0%
20,0%
15,0%
10,0%
5,0%
0,0%
42,9%
0,0%
7,1%
35,7%
14,3%
35,7%
0,0%
7,1%
42,9%
14,3%
... HET CURRICULUM TOE TE PASSEN IN EEN ONLINE OMGEVING.
... EEN ONLINE OMGEVING TE CREËREN WAARIN DE LEERLINGEN NIEUWE KENNIS EN VAARDIGHEDEN KUNNEN VERWERVEN.
Akkoord
Helemaal niet akkoord
Niet akkoord
Neutraal
Helemaal akkoord

Welke tools/methodes gebruikte je om te controleren of de leerlingen de geziene leerstof begrepen en/of hoe de leerlingen progressie maakten?
GOOGLE CLASSROOM
GOOGLE FORMS
READTHEORY
INDIVIDUELE TAKEN
TOETSEN
SMARTSCHOOL
HERHALINGSOEFENINGEN/ VASTZETTING IN DE LES...
KAHOOT!
FORMATIEVE OPDRACHTEN
BOOKWIDGETS
4,0%
4,0%
4,0%
4,0%
8,0%
12,0%
12,0%
12,0%
12,0%
28,0%
0,0%
5,0%
10,0%
15,0%
20,0%
25,0%
30,0%


Duid aan wat van voor jou toepassing is.
0,9
0,8
0,7
0,6
0,5
0,4
0,3
0,2
0,1
0
7,1%
21,4%
71,4%
21,4%
78,6%
7,1%
42,9%
50,0%
14,3%
64,3%
21,4%
Ik communiceer duidelijk hoe en wanneer de online lessen plaatsvinden.
Ik communiceer duidelijk hoe en wanneer de opdrachten plaatsvinden.
Ik begeleid leerlingen in het begrijpen van de leerstof wanneer ze extra hulp nodig hebben.
Ik voorzie feedback die de leerlingen helpt bij het bereiken van de leerdoelen.
Neutraal
Akkoord
Helemaal akkoord


Hoe ervaarden de leerlingen volgens jou de lessen Engels tijdens het afstandsonderwijs tussen maart en juni?
7,1%
42,9%
50,0%
1 (ZEER SLECHT)
2
3
4
5 (ZEER GOED)





1. Onvoorziene omstandigheden:

- Corona en de gekende oorzaken die in een normaal jaar ook voorkomen.
- Vorig jaar mocht tijdens de lockdown geen nieuwe theorie gegeven worden. De leerlingen misten hierdoor wel wat leerstof. Hadden we toen zoals nu livelessen mogen geven en doorgaan met de leerstof hadden we volgens mij minder achterstand gehad en de leerlingen ook een nog zinvollere invulling van hun schoolwerk kunnen geven.

2. Taken:

- Niet op tijd indienen van taken, werk meer uitstellen, taken niet maken of indienen

3. Testen:

- De meeste leerlingen haalden in het tweede semester een beter resultaat omdat er minder grote toetsen over de leerstof werden gemaakt, zij werden ook beoordeeld op hun attitude voor het vak Engels. Er werd gewerkt met kleuren en niet met procenten, omwille van Corona.
- Het is moeilijker om te zien waar ze effectief staan omdat het testen moeilijker gaat.
- Ik ben ook nog zoekende in het geven van toetsen online (zonder dat ze kunnen samenwerken, dat alles duidelijk is).

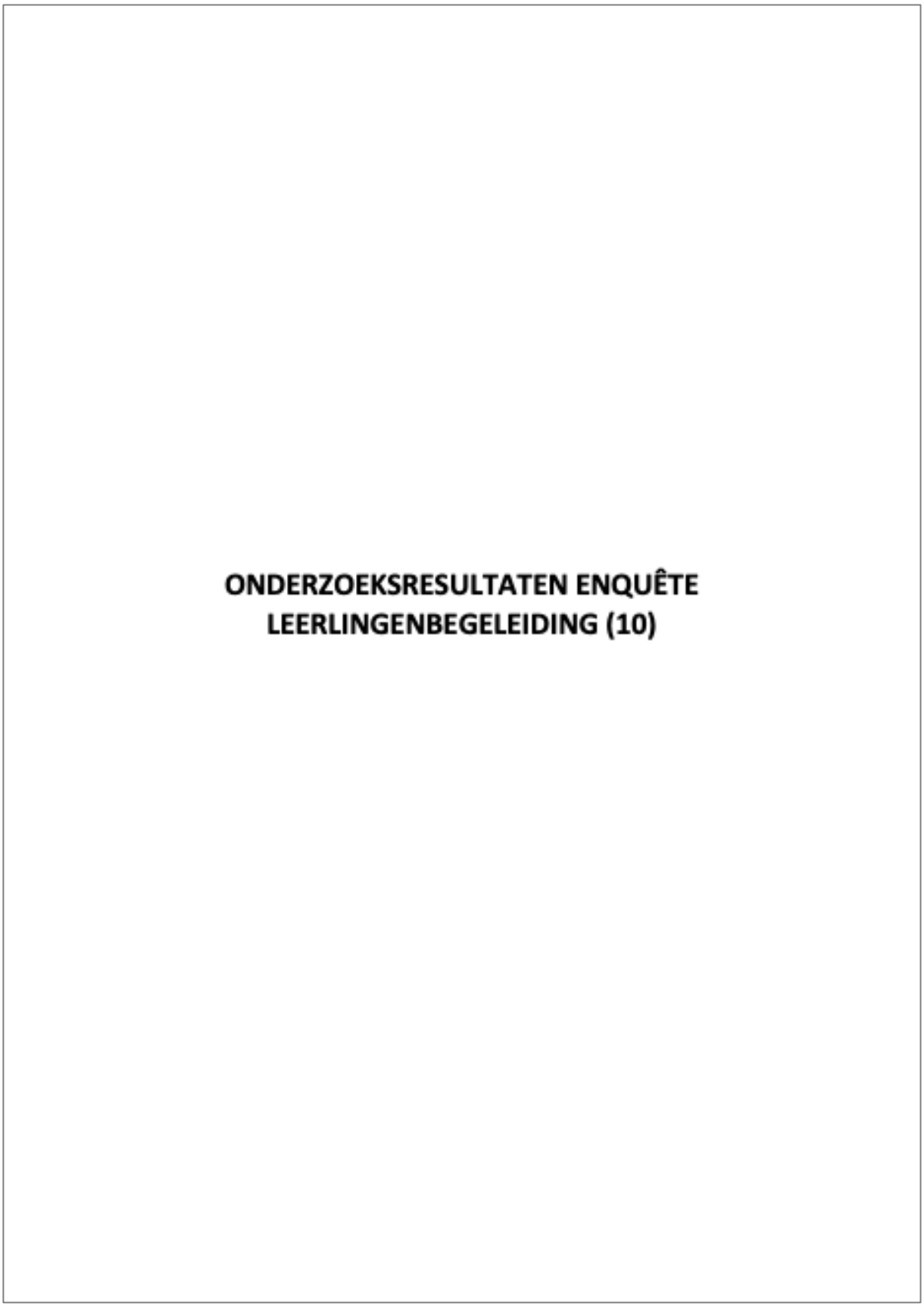
4. Leren leren:

- Het aspect leren leren lijkt me voornamelijk de grootste uitdaging. Die routine en vaardigheid om zelf verantwoordelijk te zijn voor hun groeicurve is moeilijk te installeren bij sommige leerlingen. De vrijheid was te groot, de online lesmogelijkheden op dat moment nog te beperkt. Het opvangen van die vele hiaten dit schooljaar is een énorm (te?) grote uitdaging.
- Door dat de leerlingen minder vragen stellen, stellen ze ook meer uit.
- Leerlingen droegen een grote verantwoordelijkheid met zich mee, zoals het indienen van taken, dat niet altijd gerespecteerd werd.

5. Miniem verschil:

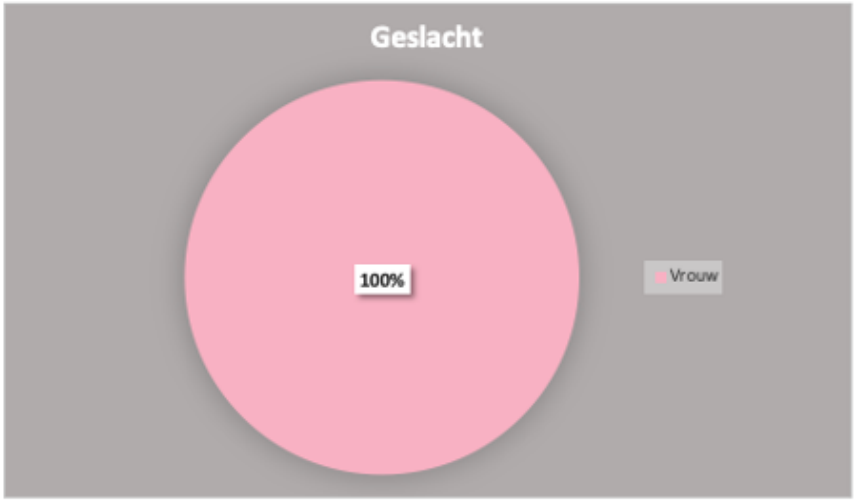
- Nauwelijks verschil, maar geen realistische weergave: dit zijn de resultaten van de evaluaties die in januari en februari afgelegd werden. De leerlingen hebben GEEN examens afgelegd in juni.
- Algemeen weinig verschil. Motivatie op school en online is nagenoeg dezelfde op studievlak.

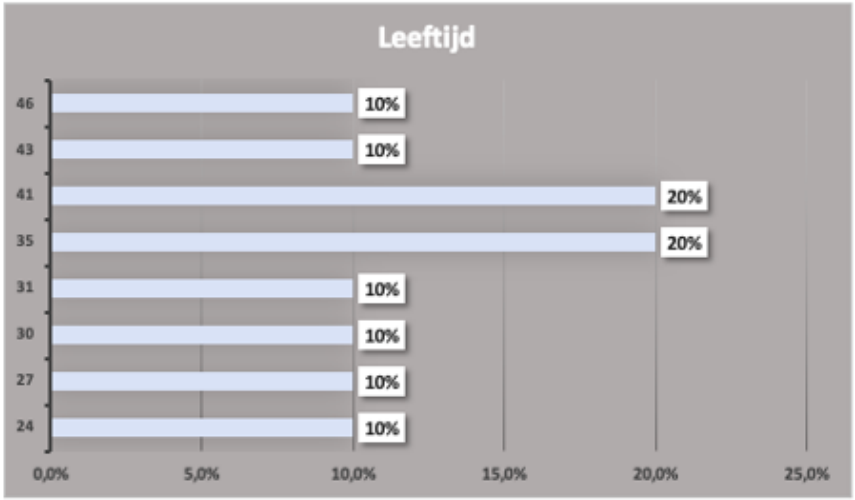
3. Student counsellors' survey with example answers



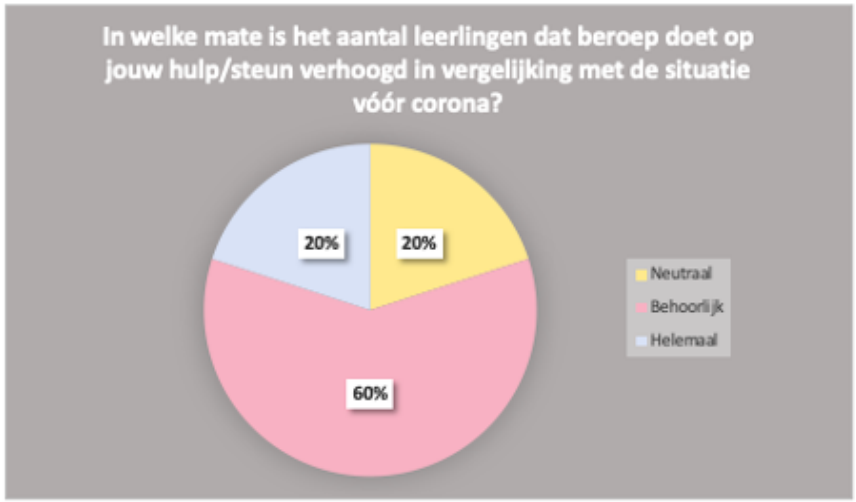
ONDERZOEKSRESULTATEN ENQUÊTE
LEERLINGENBEGELEIDING (10)

1. ALGEMENE VRAGEN





2. SPECIFIEKE VRAGEN



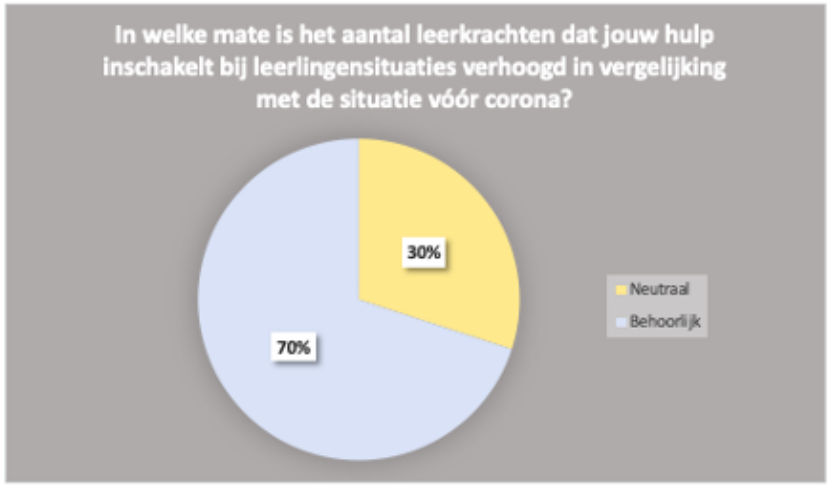
Welbevinden: socio-emotionele gesprekken, eenzaamheid, frustraties, problemen thuis (ruzie, scheiding, ziekte; verveling, afleidingen, geweld en misbruik thuis), mentale problemen, depressies, stress, conflicten met leerkrachten, faalangst (angst voor slechte punten), cyberpesten, ziekte en ziekenhuisopnames, zelfdoding en donkere gedachten

Demotivatie: weinig motivatie om voor school te werken of naar school te gaan, stoppen met school

Organisatie afstandsleren & evaluaties: hoeveelheid leerstof tijdens afstandsonderwijs dat moeilijk te verwerken is, moeilijkheden met online lessen, combinatie tussen fysieke lessen en afstandsonderwijs is te zwaar, angst om slechte punten te halen, ongewettigde afwezigheden

Studiebegeleiding & studiekeuze: hulp nodig bij de online taken en opdrachten + planning schoolwerk, veranderen van school-studierichting-vorm (bv. zakken naar BSO)

Financiële moeilijkheden



Welbevinden: moeilijke klasgroepen (door welbevinden van leerling bijvoorbeeld), psychische problemen of moeilijk gedrag in de klas

Motivatie: motivatie van leerlingen verminderd door afstandsleren, leerlingen hebben weinig motivatie om nog naar school te gaan of voor school te werken

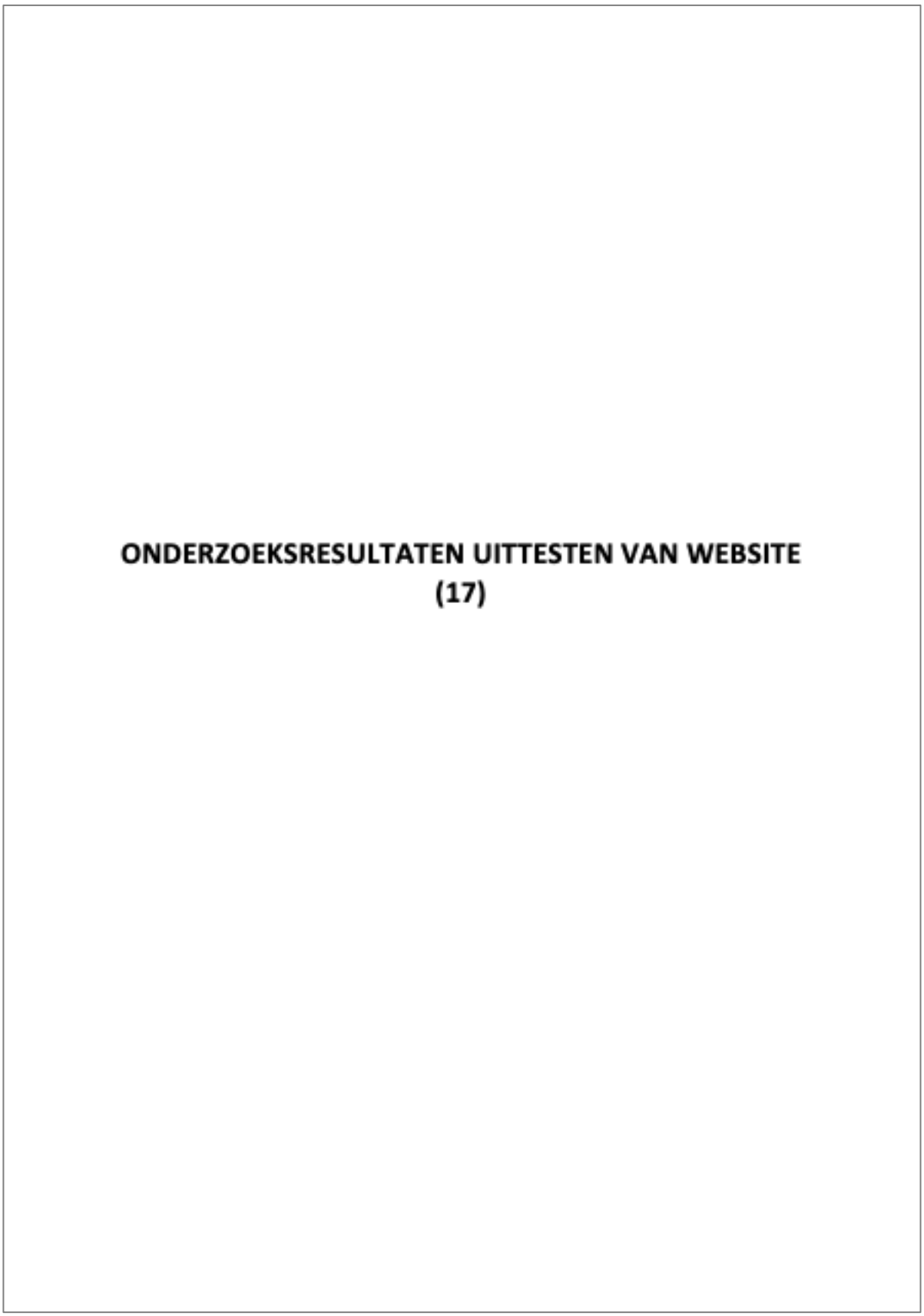
Leervooruitgang: evaluatie van leerlingen tijdens afstandsleren, studiebegeleiding (bevorderen van leervooruitgang), leerachterstand, afwezigheid tijdens online lessen, niet maken van (online) taken, (vrees voor) leerachterstand (zeker bij leer- en ontwikkelingsstoornissen en hoe hiermee om te gaan in de les, lesinhoud en taken

Bezorgdheid: bezorgdheid over leerlingen die afhaken en hun welbevinden, over thuissituatie (geen laptop of goed internet thuis)

Bereikbaarheid tijdens afstandsleren: leerlingen die onbereikbaar zijn tijdens afstandsleren, veelvudige afwezigheden tijdens online lessen

Op welke manier zou je de toegankelijkheid van leerlingen willen verhogen op momenten dat jullie niet op school aangesproken kunnen worden?
25%
25%
50%
Fysieke gesprekken organiseren
Chatfunctie op Smartschool
Variant van WhatsApp voor leerlingen

4. Survey feedback website with example answers



1. Wat vond je goed?

- "De filmpjes waarin de leerlingen zichzelf voorstellen doordat dan de mensen die op de site zitten weten wie het heeft gemaakt. Ook de lay-out vind ik heel mooi en ordelijk."
- "De website is zeer verzorgd en volledig. De inhoud hangt logisch samen en de vormgeving is zeer aanschouwelijk. Er zijn verrassend veel doorklikmogelijkheden, wat de aandacht van de bezoeker van de website blijft prikkelen. De teksten zijn inhoudelijk sterk onderbouwd en to the point!"
- "De site is heel gestructureerd en uitnodigend met de verschillende afbeeldingen. De motivatievideo's zijn ook een heel leuk, persoonlijk en 'helpful' concept!"
- "Ik vond het een toffe, aantrekkelijke lay-out."
- "Zeer mooie website met nuttige informatie!!"

2. Wat vond je minder goed?

- "Je moet wel op veel klikken om alles te bekijken."
- "In het begin niet direct duidelijk dat je op de fotos moet klikken om door te gaan naar nieuwe pagina met verder uitleg over het onderwerp."
- "Misschien een optie om de website in het Frans te kunnen zetten, andere talen..."
- "Het lettertype is te licht."
- Leerstrategieën voor leraren zijn interessant en gebaseerd op literatuur, maar leraren zijn vaak op zoek naar meer, meer concrete tools. Jullie kunnen eventueel argumenteren dat jullie een breed overzicht van de opties bieden, maar dat verdere concretisering mogelijk is. Zoals eerder aangehaald, komen sommigen leerlingen er misschien niet toe om bijv. tools voor leren leren ahv een website effectief te gaan gebruiken. Tip kan zijn om dan hun leerkracht om hulp te vragen.

3. Passen de foto's bij de onderwerpen/secties?

4. Als je 'nee' antwoorde op de vorige vraag: Welke foto's passen niet bij de onderwerpen/secties?

→ /

5. Werken de video's?

→ 100% heeft 'ja' geantwoord.

6. Zijn de video's duidelijk?

→ 100 % heeft 'ja' geantwoord.

7. Als je 'nee' antwoordde op de vorige vraag: Waarom niet?

→ /

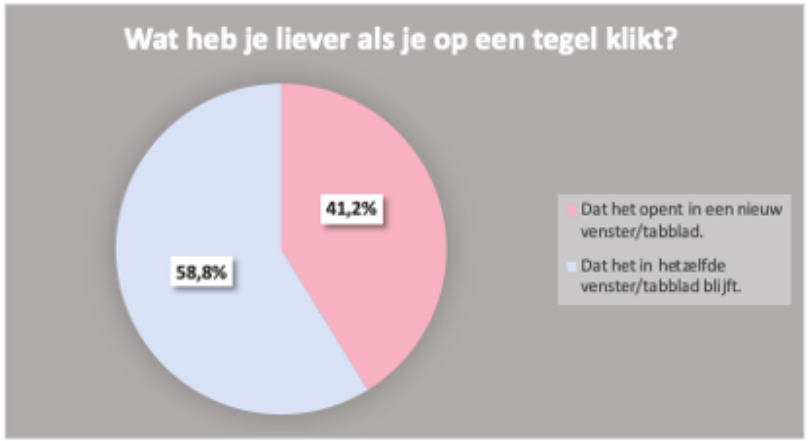
8. Werken alle pdf-bestanden?

→ 100% heeft 'ja' geantwoord.

9. Zijn de pdf-bestanden overzichtelijk voor jou? Zo niet, welke?

- "Ja."
- "Alles was heel overzichtelijk."
- "Duidelijk"
- "Ja, maar eerst wist ik niet goed dat er pdf documenten waren tot wanneer mijn muis erop stond en toen zag ik dat ik erop kon klikken."
- "Ja, allemaal zeer tof en ordelijk."

10. Wat heb je liever als je op een tegel klikt?



11. Heb je nog andere opmerkingen?

- "Mooie site, goed info voor zowel leerlingen als leerkrachten"
- "Heel leuke en aantrekkelijke website! Zeer overzichtelijk en schrikt niet af om de vele tekst te lezen."
- "Heeeel handige en gestructureerde website!"
- "Nee, alles was duidelijk."
- "Jullie hebben er veel tijd en moeite in gestoken. Ik denk dat veel leerkrachten, leerlingen, ouders en anderen heel dankbaar zullen zijn voor jullie prachtige bijdrage aan ons onderwijs. De website is gebruiksvriendelijk voor zowel G.S.M. als computer. Knap werk!"