PARTNERSHIPS FOR PATHWAYS TO HIGHER EDUCATION AND SCIENCE ENGAGEMENT IN REGIONAL CLUSTERS OF OPEN SCHOOLING

TEMP Transnational Education Mentoring Partnerships

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Report Focus Group - Deses-3 Association

Project Details

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TEACHER SCIENTIST NETWORK LBG (TSN), United Kingdom

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1. Introduction

This report concerns the implementation of the **Focus Group Activity** performed by the **Deses-3 Association** and has been implemented in the framework of the Transnational Education Mentoring Partnerships TEMP Programme under the *Partnerships for pathways to higher education and science engagement in regional clusters of open schooling PHERECLOS* project.

2. Specific objective

The objective of this Focus Group Activity is to identify attitudes, beliefs and practices among **youth workers** in Spain in order to develop a documented report concerning their experiences, practices and innovative educational methodologies.

3. Methodology

As a focus group is a qualitative aspect of research, participants were selected taking into account who can best answer the research questions. A list of possible participants was creating and the most appropriate were chosen. An invitation was sent by email after ensuring contact information. Finally, **five (5) youth workers** were selected to participate in the activity.

The moderator was Stefania Tudorache, the Project Manager of Deses-3 Association who is also a youth worker and has an adequate understanding of the subject in question. She is also a good communicator and she was in charge of keeping notes.

The questionnaire prepared by the TEMP partners (SURVEY TARGET GROUP - TEMP (google.com)) was sent to the participants via email a week before the activity, in order for them to have previous knowledge regarding the topic.

The Focus Group Activity has been conducted on Skype on **Wednesday, March 17, 2021** in Spanish, to facilitate the easiness of expressing complicated ideas and opinions. At the beginning, participants were informed about issues related to data protection and ethical aspects and were asked for permission to record the Focus Group and take screenshots. The participants discussed openly the topic in question. At the beginning of the meeting, participants were explained a summary of the PHERECLOS project, shown the project website

as well as a prepared presentation with the general and specific objectives of our TEMP. After which, the group was engaged in an entertaining Q&A (questions and answers) activity on Google Jamboard. The data collected were analyzed and the moderator reviewed the notes, analyzed and summarized the conclusion of the focus group in a report.

4. Conclusions

After the ideas and opinions shared during the online Focus Group and analyzing the survey which the participants filled, the following results emerged:

1. **Education and Training received throughout the entire trajectory**

   Bachelor degree in the educational field : 3

   Master degree in the educational field : 1

   Phd in the educational field : 0

   Courses on innovation methodologies or resources : 2

2. **Which educational field are you working in?**

   Five (5) youth workers were selected to participate in the activity.

3. **Educational methodologies you have knowledge of:**

   STEM learning : 2

   Placed-based learning: 5

   Personalized learning : 5

   Project based learning : 5

   Real-world learning : 5

   Formative assessment : 2

   Other : 0

4. **Which of the above have you ever used in your classes/courses/training?**

   STEM learning : 2

   Placed-based learning: 4

   Personalized learning : 5

   Project-based learning : 4

Real-world learning	:	4
Formative assessment	:	2
Other	:	0

5. What ICT educational resources do you generally have knowledge of?

Information resources	:	5
Collaboration resources	:	4
Learning resources	:	4

6. Which of the previously selected ones has used this course for teaching?

Information resources	:	4
Collaboration resources	:	3
Learning resources	:	4

7. What is the main reason why you apply any of the above mentioned methodologies - STEM Learning, PBL etc. (if you do)

It's comfortable for teaching/training	:	1
Students learn more	:	3
Students are more motivated	:	4
Other	:	0

8. Reasons why you do not apply the above methodologies (if you don't)

Not having the necessary resources	:	2
Problems organizing the class	:	0
The desired learning objectives would not be met	:	0
The subject taught is incompatible with this type of methodologies	:	0
A shortage of time	:	0
Other	:	0

9. How would you describe an innovative teacher/trainer?

The desire for change	:	1
The capacity to perform relevant research	:	0

Inventiveness	:	3
The ability to implement what planned	:	0
Being a promoter of team and cooperative work	:	1
Other (Flexibility and adaptation according to the level of the students)	:	0

10. Why do you consider it necessary to innovate in class?

Respondents consider innovation in class is essential to meet the needs of today's youth, as well as in reducing the missmatching between the needs and offer of the labour market. For youth workers, this means continuously adapting and innovating their teaching/training methods in order to better reach their target group and engage them in their own learning process. More specifically, here are some answers of the youth workers regarding the necessity of innovating in education:

- Because what was previously valid for the teaching or training process of the student now does not serve for their current life and the labor market but rather adapts to the learning that today's society demands. The consequences of not adapting the way of teaching/training leads to frustration, negativity, lack of work, lack of personal fulfillment, etc. in the student himself and society in general.

- It is essential to work on the sense of initiative, leadership, teamwork and networking for future optimal labour performances.

- Because it keeps the learners proactive, engaged, motivated and involved in their learning process.

- To create a learning process that is enjoyable, that answers the needs of young people and the modern world, that prepares young people for this fast changing world and equips them with needed competences.

- To maintain the motivation of the students and to create entertaining learning environments.

11. What do you consider is needed to be developed/changed/ improved in your educational field?

Curricula	:	2
Methodologies applied	:	2
Resources	:	1
Approach towards the student	:	3
Other	:	0

12. Why?

Respondents consider that improvements should be made in all four areas of curricula, methodologies applied as well as resources and approaches towards the students.

Curricula – when we talk about curricula in youth work, there is no unified curricula and each association is creating their own, according to the needs of the their target group, however the respondents considered it would be important to create national and/or european curricula in terms of needed skills and competences which are of high value in the labor market, to guarantee that the youngsters receive valuable and appropriated training, matching the needs of the labour market.

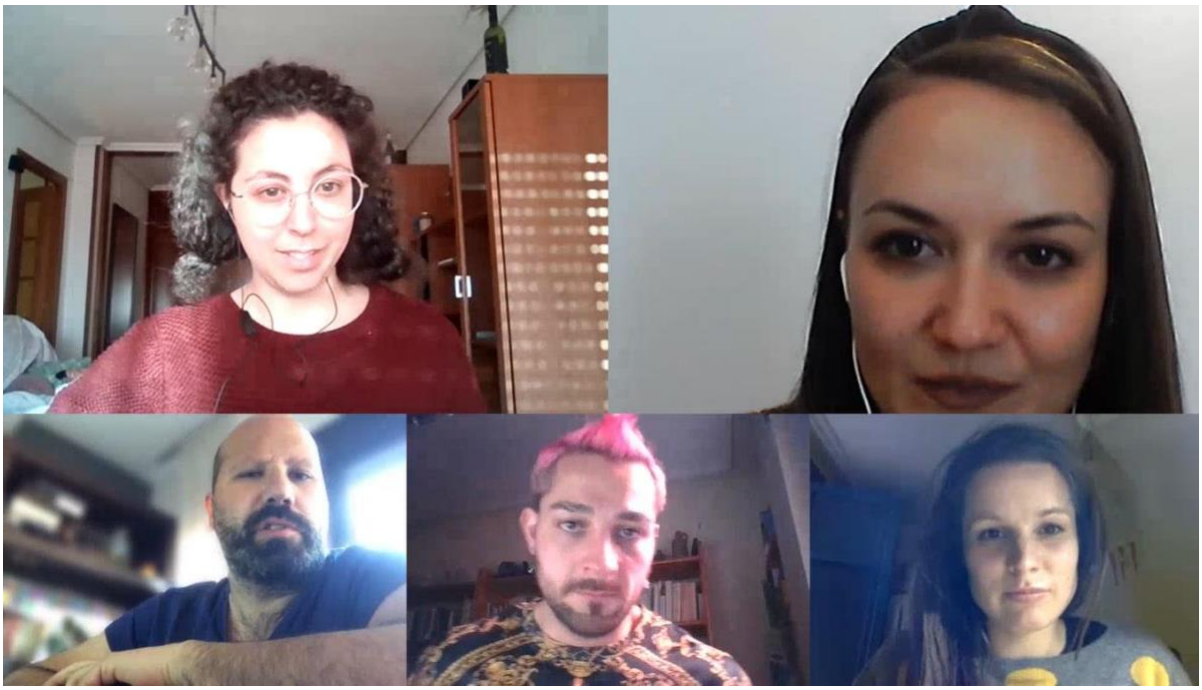
Methodologies applied should be improved because current methodologies, resources and processes are not up to date with respect to the needs of the labor market and the personal needs of youth. Times change and we must adapt teaching and training methodologies to make the learning process more innovative, enjoyable and engage new target groups.

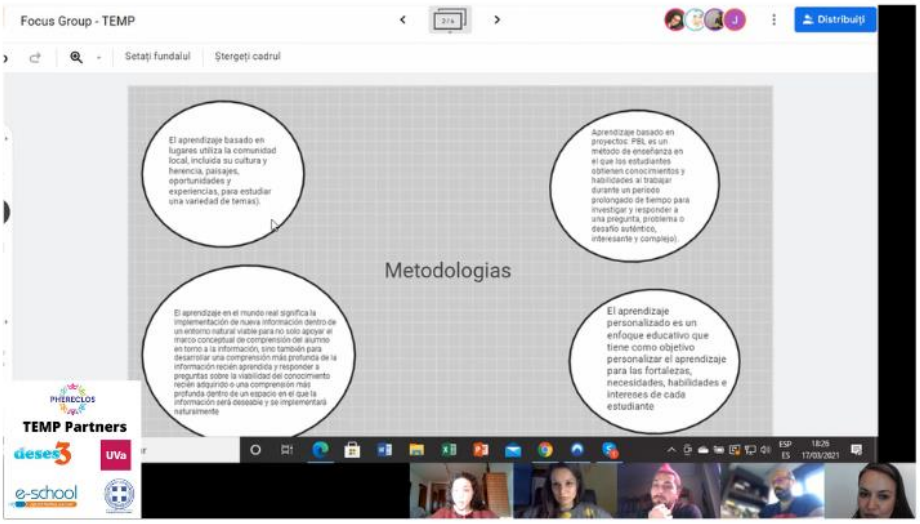
Resources in the youth field are of great importance and youth associations struggle in getting funds in order to be able to offer qualitative educational activities. A Youth worker can have inventiveness and a motivated group of young people, but without resources it could be a little more difficult to exploit the trainer and the trainee's potential.

Approach towards youth should be changed because it is important to treat the young generation as adults, rather than as children and should become aware of their own responsibility regarding their own learning process, in achieving new knowledge, but also in developing new skills and competences. Their own implication and proactivity is a key element in their own development in terms of acquiring new knowledge, skills and competences. The relation between youth worker/facilitator/trainer – youth should be more non formal in order to create a safe space in which everybody can feel free to express their own needs, opinions, ideas etc.

To conclude, respondents consider that improvements in all four areas have the potential to adapt youth education to meet the needs of our fast-changing world in terms of helping youth workers to better meet the needs of their target group to develop their skills and competences required in the labour market.

Below some screenshots of the focus group:




Focus Group - TEMP
Setați fundalul
Ștergeți cadrul
Distribuiți
Metodologias
El aprendizaje basado en lugares utiliza la comunidad local, incluida su cultura y herencia, paisajes, oportunidades y experiencias, para estudiar una variedad de temas).
Aprendizaje basado en proyectos: PBL es un método de enseñanza en el que los estudiantes obtienen conocimientos y habilidades al trabajar durante un período prolongado de tiempo para investigar y responder a una pregunta, problema o desafío auténtico, interesante y complejo).
El aprendizaje en el mundo real significa la implementación de nueva información dentro de un entorno natural viable para no solo apoyar el marco conceptual de comprensión del alumno en torno a la información, sino también para desarrollar una comprensión más profunda de la información recién aprendida y responder a preguntas sobre la viabilidad del conocimiento recién adquirido o una comprensión más profunda dentro de un espacio en el que la información será deseable y se implementará naturalmente
El aprendizaje personalizado es un enfoque educativo que tiene como objetivo personalizar el aprendizaje para las fortalezas, necesidades, habilidades e intereses de cada estudiante
TEMP Partners
deseo3
UVa
e-school

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Setați fundalul
Ștergeți cadrul
Porque pensais que es necesario innovar en terminos de nuevas metodologias y actividades?
Porque necesitamos avanzar a una sociedad mas equilibrada en oportunidades iguales
Porque tenemos que adaptarnos a los jóvenes y su situación, entendiendo que los jóvenes necesitan cubrir nuevas necesidades educativas y formativas
Mejorar o sustituir metodologías que hasta ahora no han funcionado bien, conectando la formación del joven con el mercado laboral
Hacer la formación atractiva y captar la atención de los jóvenes
Emplear el potencial de las nuevas herramientas digitales de las que disponemos
to enjoy the learning process, to find new ways that fits the learning needs, new tendencies,local/global challenges, labour market.
Para mantener a lo jóvenes motivados y involucrados en su propio aprendizaje, para mantenernos a nosotros como educadores siempre motivados a encontrar nuevos recursos para poder enseñar/formar de la mejor forma.
Es esencial que los métodos educativos vayan al paso con los tiempos, los problemas que afectan a la sociedad y las herramientas a su disposición.
Porque hay que acabar con la universidad del aburrimiento !!!