



Blended teaching and learning in VET schools  
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**"Blended teaching and learning in VET schools"**  
**Analysis of the results of the students' survey**  
**IC Piramida Maribor Slovenia**

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## RESULTS OF THE SURVEY FOR STUDENTS

### 1.1 Introduction

The survey was conducted on 27th and 28th September 2021 via the Microsoft Forms web portal as a part of the “Blended teaching and learning in VET schools” project (No.2020-1-LV01-KA226-VET-094501). Students completed the survey during classes. 69 students from the 4th and 5th year of the food and nutrition technician program of EC Piramida Maribor participated in the survey. Among them, 83% were girls and 17% were boys aged 17 to 20 years. The questions referred to the acquisition of knowledge during their vocational education at the secondary-vocational level and vocational-technical level.

### 1.2 Analysis of responses

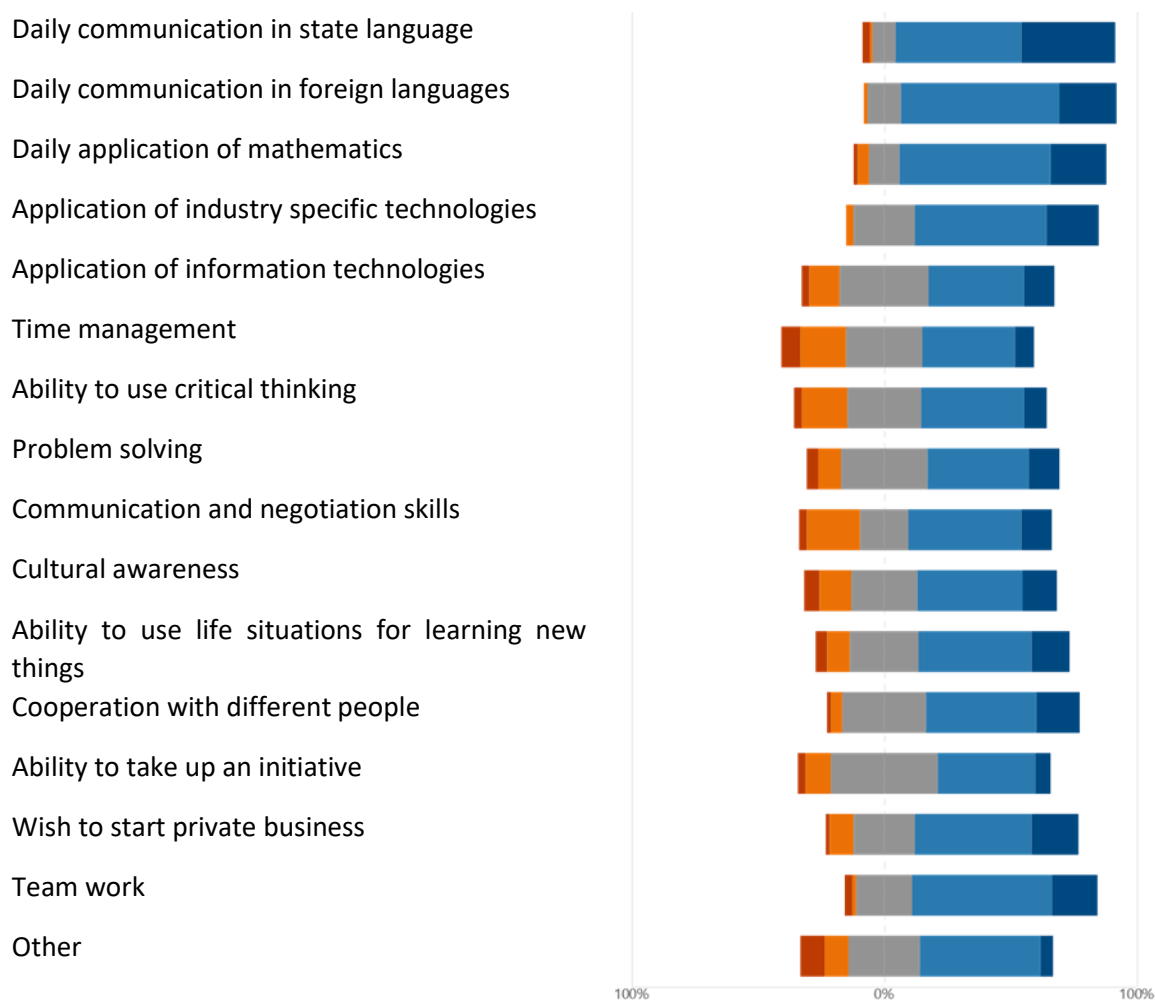
To the question "In your opinion, do the teaching and learning process in education institutions advance the development of the following competencies?", the students marked as it can be seen from the Figure 11. Students were most critical of acquiring the following knowledge / competencies: time management, critical thinking skills, application of information technologies and cultural awareness.

According to the students, the knowledge / competencies they acquire to a sufficient extent are the following: communication in their mother language (Slovene), communication in a foreign language, use of the appropriate professional technologies, use of mathematics and group work.

The majority of students (80%) agrees that they acquire sufficient amount of relevant knowledge during schooling. In most cases, they refer to the appropriate number of hours of practical courses, which enable them to acquire the right competences. On the other hand, students who feel that they did not acquire sufficient competences referred to the lack of knowledge acquired during practical lessons (especially due to the Covid 19 epidemic).

For 90% of students, professional subjects with practical work are essential for their profession. Only a small percentage of students (less than 10%) mention foreign language, Slovene and entrepreneurship as the most important subjects.

To the question "In your opinion, do the teaching and learning process in education institutions advance the development of the following competencies?", the students marked the following:



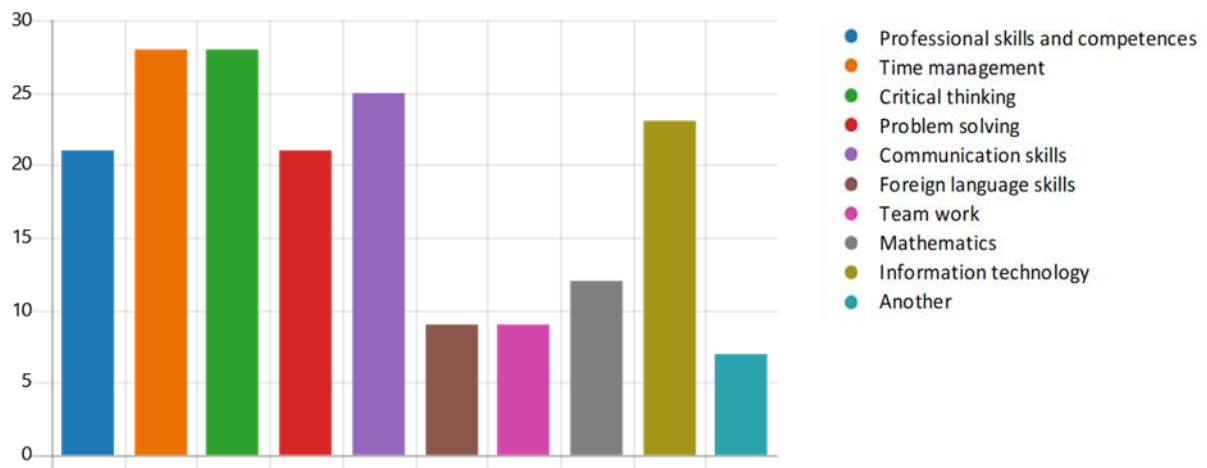
**Figure 11:** Answers to the question " In your opinion, do the teaching and learning process in education institutions advance the development of the following competencies?"

Among the knowledge / competencies that they have not yet acquired, but which they find important for the performance of their profession, students most often marked the following knowledge or competencies (See Figure 12):

- Critical thinking (39% of students);
- Time management (39% of students);
- Communication skills (35% of students);
- ICT information technology (32% of students);

- Professional skills and knowledge (29% of students).

Among the knowledge / competencies that they had not acquired during their schooling in sufficient extent, students least often chose knowledge of a foreign language and working in groups. Students who answered "other" (10% of students) did not state what knowledge / competence they had in mind.



**Figure 12:** Answer to the question: "What professional skills and competencies that you did not learn in the study process yet needed for working in your profession?"

### 1.3 Conclusion

From the answers of students in the survey we may conclude:

- Students are able to critically assess the necessary knowledge / competencies to perform the profession;
- The most deficient knowledge / competencies are the ones that Slovenian curriculums envisage as general goals of certain subjects, i.e. critical thinking, time management and communication skills;
- The vast majority of students are satisfied with the acquired knowledge for performing the profession, mainly thanks to the practical lessons during regular curriculum;
- Consideration should be given to the possibilities of increasing the emphasis on acquiring knowledge / competencies that students have identified important and but not addressed sufficiently.