EFESE project

Survey on
"Experience in social security education and distance learning"

The project titled 'European Format for Exchange of Social Security Education' (EFESE) builds on the assumption that social security is a truly European field of expertise that requires an innovative exchange of education. The EFESE project focuses on three main elements of social security education: a) developing a joint course format for virtual exchange b) developing a joint curriculum and c) addressing a broader public.

Purpose of the survey

The purpose of the survey is to offer an accurate picture of the existing experience of the institutions participating in the EFESE-project and their expectations from it. In specific, the survey aims to a) identify the existing expertise of project and satellite partners in the field of social security b) identify the existing experience of project and satellite partners in the use of educational platforms and in the use of virtual long distance teaching methods c) identify the expectations of the partners from the project.

Target audience of the survey

The survey addresses the project partners and satellite partners. *Each partner/institution will answer the questionnaire once.* However, different people from each institution will need to contribute to the questionnaire. Part A of the questionnaire must to be completed by an academic/expert in social security (education) of the partner institution; Part B of the questionnaire must be completed by an IT/support unit officer; Part C of the questionnaire must be completed by the contact person/representative of the partner in the project.

Structure of the survey

The survey is structured in three parts. Part A aims to collect information on social security curricula and to record all existing social security and social security related courses in the partner and the satellite partners. Part B aims to record the experience and the facilities available at partner institutions in relation to learning platforms in education, long distance learning etc. Part C aims to record the expectations of the participating institutions from the EFESE project.

Method of the survey

The survey questionnaire is accessible online. Each partner will receive an invitation to complete the survey within 15 days and must do so online.

Data processing – use of results

The data collected through the survey will be processed and analysed in a report that will highlight the existing experience of partner/satellite institutions in relation to the project and their expectations from it.

For any questions or remarks, please do not hesitate to contact us at:
centre@cecl.gr

Thank you for your contribution!

Questionnaire

Part 0: General information

1. General Information
Name of institution:
URL:
Country:
Contact person:
Contact e-mail (for clarifications or further info):

2. Type of institution
- University
- Research
- Other, please specify

3. Role in the project
- Partner
- Satellite partner

Part A: General information on social security curriculum

Part A of the survey aims to record existing social security and social security related courses in the partner universities and the satellite partners. This part of the questionnaire should be filled in by the project contact persons or other academic staff.

4. Are courses related to social security offered in your University/institution?
- Yes
- No

If no, please review the questions below and fill in information that might be relevant or proceed to Part B.

5. Does your institution offer courses in the following social security themes? Please indicate whether the courses offered are optional or mandatory.

	Yes	No	Optional	Mandatory
Social Security Law				
International Social Security Law				
European Social Security Law`				
Social Security Economics				
Social Security Administration				

Social (security) Policy				
Welfare Law				
Labour Law				
Labour relations				
Health law				
Health economics				
Poverty				
History of Social Security				
Social Security Philosophy				
Other, please specify				

6. Please list the social security courses offered by your university/institution according to the Faculty where they belong
a) Faculty of Law

7. Please list the social security courses offered by your university/institution according to the Faculty where they belong
a) Faculty of Economics

8. Please list the social security courses offered by your university/institution according to the Faculty where they belong
d) Faculty of Social sciences

9. Please list the social security courses offered by your university/institution according to the Faculty where they belong
d) Other, please indicate

10. What is the content of these courses? (please include course name, content, ECTS, available link)? *

* if you prefer, you can compile all information required in the questions 8, 9 and 10 in a word document and send it to centre@cecl.gr (to the attention of Beatrice Giannoglou or Maria Mousmouti)

11. What kind of teaching material is available for these courses?
- Textbooks in national language
- Textbooks in English
- Class notes
- Powerpoint presentations
- Videos
- Class exercises
- Other material, please describe

12. Does your institution offer social security related courses to foreign students/Erasmus students?
- Yes
- No

If yes, please specify which courses are offered.

13. What is the context in which social security related education is offered?
- Module in Undergraduate programme
- Module in Postgraduate programme
- Area of doctoral studies
- Research area
- Summer school
- Life long learning
- Other, please specify ………………………………….

14. What teaching methods are used for social security courses?
- Conventional teaching methods (classroom teaching)
- Adult education methods (group exercises, projects)
- Case studies/case law
- Workshops
- Distance learning / e-learning
- Combinations of the above, please describe

15. In which language/s are the courses offered?
- National language(s) (Please specify)
- Foreign languages (please specify)
- Both
- Other

16. What is the average number of students registered in/attending social security related courses?
- Less than 20
- 20-50
- 50-100
- More than 100

17. How many academics are involved in teaching social security related topics in your institution? Please mention their number per area

Law	Economics	Social sciences	Administration

18. How many researchers are currently carrying out research on social security in your institution?
- None
- 1-5
- 5-20
- 20-50
- Other, please specify

Part B: Information on experience with learning platforms and e-learning

This part of the survey aims to record the experience and the facilities available at partner universities in making use of learning platforms in education. This part of the questionnaire should preferably be filled by an expert from the IT department of the University or department providing the IT support to the University.

A. Learning platforms

19. Does your University make use of learning platforms to support its educational activities?
- Yes
- No

20. If yes, please specify which platform/s are used
- Moodle,
- Blackboard,
- Other

21. Please describe the technical requirements or restrictions as to the usage of
    text materials
    video
    lecture recordings on that platform?

22. Does your university offer a streaming video platform?
- Yes
- No

If yes, which platform?

23. Is the streaming platform linked to the learning platform?
- Yes
- No

24. Does your Learning platform have a SCORM player?
- Yes
- No

25. Does the University provide the technical support for the maintenance of this platform?
- Yes
- No

26. If no, is outsourcing for technical support organised?
- Yes
- No

27. Does your university use open platforms (e.g., EdX, CANVAS, etc.) for educational purposes?
- Yes
- No

If yes, please specify which open educational platforms are used.

28. Who provides technical support to the tutors using the open platform?

29. Is it possible to provide access to some courses available on the platform?

30. Is the University bound by restrictions to provide courses on another (open) educational platform (e.g. used by a partner university, used by a network in a common or joined university programme)?
- No
- Yes

If yes, please specify what kind of restrictions

B. Use of audio-visual facilities

31. Is there an overall policy at your institution stimulating the use of on-line education?
- Yes
- No

If yes, can you shortly describe this policy?

32. How does your institution motivate tutors to make online courses?

33. Do any of the social security academics at your university produce videos of their courses?
- Yes
- No

If yes, please provide an example.

34. Does your institution offer training for tutors interested in developing online courses (e.g., tutorials, links, etc.)?
- Yes
- No

35. Is there an audio-visual support unit at your university?
- Yes
- No

If yes, what kind of support does this unit offer? Please elaborate

B.a. Video-conferencing

Videoconferencing refers to the use of telecommunication technologies that allow two or more locations to communicate by simultaneous two-way video and audio transmissions with the aim to allow face-to-face interaction.

36. Are facilities for video conferencing available at your institution?
   - Yes
   - No

37. What kind of infrastructure for video-conferencing is available at your institution? Please specify the equipment and software available.

38. Under which conditions is access given to videoconferencing?
   - For tutors
   - For students

39. Does the University provide technical support to make use of the videoconferencing facilities?
   - Yes
   - No

B.b. Web-conferencing

Web conferencing refers to services that allow conferencing events to be shared with remote locations and are used to disseminate large amounts of data to a group of people with the aim of sharing content.

40. Are facilities for web-conferencing available at your institution?
   - Yes
   - No

41. What kind of web conferencing facilities are available at your university? Please specify the equipment and software available.

42. Under which conditions is access given to videoconferencing?
- For tutors
……………………
- For students
……………………

43. Does the University provide technical support to make use of the web-conferencing facilities?
   - Yes
   - No

B.c. Lecture recording

44. Are lecture recordings a common practice at your university/institution?
   - Yes

- No

45. What kind of infrastructure for lecture recordings is used at your university/institution? Please describe the equipment and software

46. Does the University provide studio facilities (or a quiet room) where you can set up lights, camera, microphone, background for doing recordings for video production?
- Yes
- No

47. Does the University provide access to a video editing room?
- Yes
- No

48. Does the University provide access to an audio studio/room to record narration/voice overs?
- Yes
- No

49. Does the University provide facilities to make graphics or animations (e.g. after effects)?
- Yes
- No
If yes, please provide some examples.

50. Please describe any other facilities for the production of audio-visual learning materials at your university

B.d. Materials for lecture recording

51. Does the University provide access to recording sets (camera, tripod, microphone, light)?
- Yes
- No

52. Which type of cameras does the University have in use ? (Please describe in as much detail as possible)?

53. Which type of microphones does the University provide (please describe in as much detail as possible)?

54. Does the University provide access to an autocue?
- Yes
- No

55. Does the University provide access to editing software on your computer?

- Yes
- No

56. Which editing software do you or does your university use?

57. Which video editing programme is available to the tutors?

58. Are tutors allowed to install video editing software on their computer?
- Yes
- No

59. Are computer facilities provided that are powerful enough for HD video editing (recommended: quad-core processor, 8GB RAM, 500GB hard drive)?
- Yes
- No

Part C: Expectations from the EFESE project

This part of the survey aims to identify the expectations of the project partners from the project and their ideas on how these objectives can be achieved.

60. What innovations/innovative actions would you welcome in social security education?
- New topics
- More exchange of knowledge and practices (comparison)
- More 'common' social security courses with 'European' content
- Interaction between academic and professional world
- Feedback from research
- Other, please specify

61. Which factors call, in your opinion, for an innovation of social security education?
- Social security is a foundation of European society
- The economic and social crisis in Europe
- The interested audience is increasing
- The need to educate young people in core European values
- Other, please specify

62. The EFESE project is standing for the development of a format for on-line education on the basis of which courses can be transferred to partner universities or shared by partner universities in a common (joint) programme, without requiring tutor or student mobility. In your opinion, can this approach of course exchange, support the necessary modernization of social security education?
- Yes
- No

Please explain why

63. In your opinion, would the development of a joint curriculum in social security be a welcome development?
- Yes
- No

Please explain why

64. In your opinion, what form should this joint curriculum take? (multiple responses are possible)
- A joint set of courses which can be shared among partner universities
- The organization of a multiple degree programme between some partner universities
- The organization of a joint programme by some partner universities

- The common development of a course catalogue of social security topics which universities can use for the organization of social security education
- Others

65. In your opinion, what would be the expected result from a joint curriculum?
- More uniform opportunities for students around Europe
- More European understanding of social security
- Emphasis in (social security) research findings
- Emphasis in the modern society's needs
- Other: …………………………………………………

66. Is the 'opening up' of social security education to a broader public a welcome development?
- Yes
- No

Why? Please explain the main reasons for your answer

67. In your opinion, which target groups should be primarily addressed when 'opening up' social security education?

a) All students
b) Students who are not interested in social security
c) Students from all disciplines
d) Researchers
e) Professionals (eg lawyers, economists etc)
f) Social security administrators
g) Policy-makers at national, European and international level
h) Other, please specify

68. How do you expect the EFESE program to contribute to developments in social security education?