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Erasmus+ Program – Small scale Partnership

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Results of the survey about LearningApps platform

Vendor description. *LearningApps* is like a creative playground for teachers, offering them the tools to design captivating learning experiences that truly resonate with their students. It's a web platform that's all about customization and fun, providing an array of templates and tools to build everything from quizzes to interactive games. Teachers can add their own flair with text, images, audio, and videos, tailoring activities to match their teaching style and curriculum needs. By making learning interactive and engaging, *LearningApps* sparks curiosity and keeps students excited to participate, ultimately making the learning journey more memorable and impactful.

One of the key features of *LearningApps* is its ease of use across different age groups. Educators do not need to have advanced technical skills to create engaging and interactive learning activities. The platform provides intuitive tools and templates that allow teachers to quickly design and publish activities for their students. Therefore, it already offers a diverse array of categories, including physics, biology, languages, and many others, catering to a wide range of educational interests and subjects.

Another significant feature is its **support for multiple languages**, such as Lithuanian and Romanian, enabling a wider audience to access educational content in their native tongues. This fosters inclusivity and enhances learning experiences by catering to diverse linguistic backgrounds.

The review draws its insights from a comprehensive questionnaire administered to primary school educators engaged in project AIDO, in conjunction with partners from Lithuania and Romania. Within this collaborative effort, these educators rigorously tested various digital tools and applications. A total of 29 respondents, comprising 18 teachers from Lithuania and 11 from Romania, actively participated in the survey, thereby contributing valuable perspectives and feedback on the efficacy and usability of the educational resources assessed.

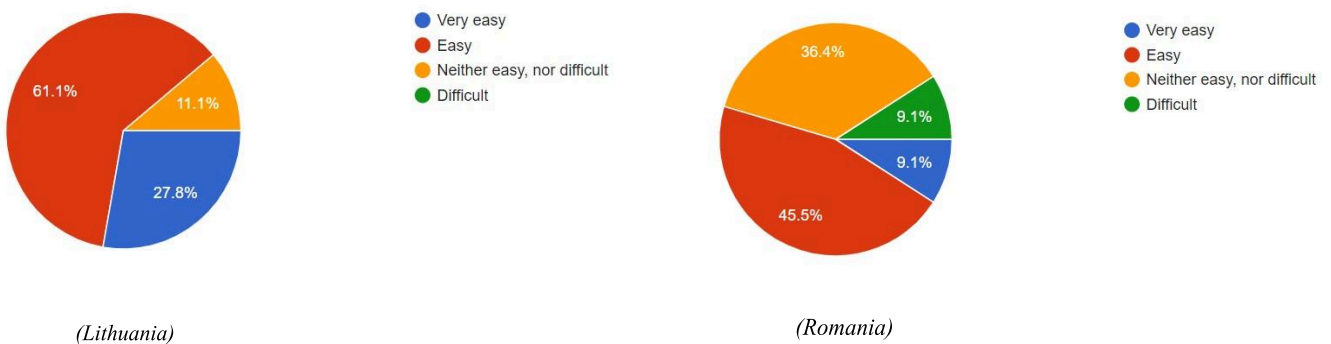
Questionnaire Survey: The primary aim of the survey was to evaluate the utilization of the *LearningApps* in educational activities among primary school teachers in our partner countries, Romania and Lithuania. Additionally, we sought to gather feedback on various aspects of the app, including its accessibility, navigational ease, content quality, content creation capabilities, and the recommended user level.

Respondents included primary school educators from Elena Văcărescu Middle School (Romania), Saulės Gojus Kindergarten and School (Lithuania), and Varpelis Kindergarten and School (Lithuania).

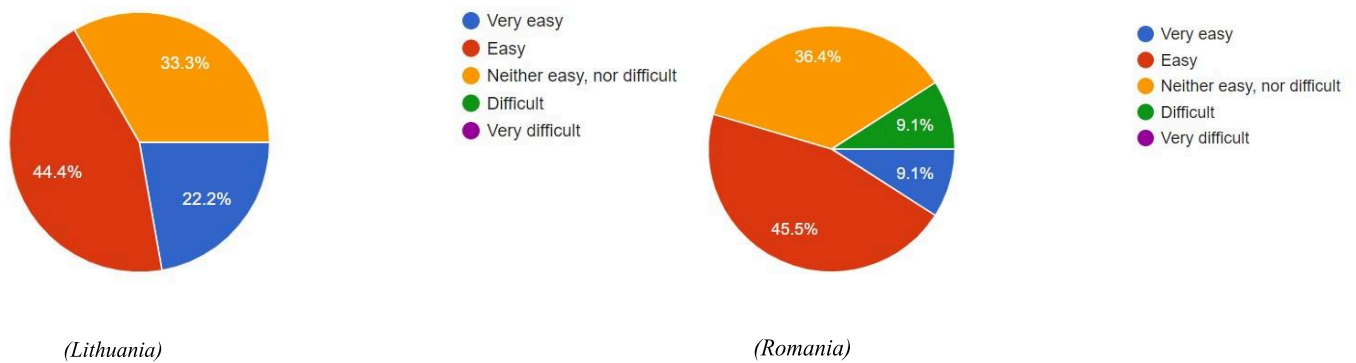
Version of the app. The survey's first inquiry aimed to determine which version of the app respondents tested. Among Lithuania respondents, 83.3% reported using the *limited version*, while 16.7% utilized the *full version*. In Romania, 72.7% of respondents utilized the *limited version*, while 9.1% used the *full version*. Additionally, 18.2% of Romanian respondents specified using other versions.



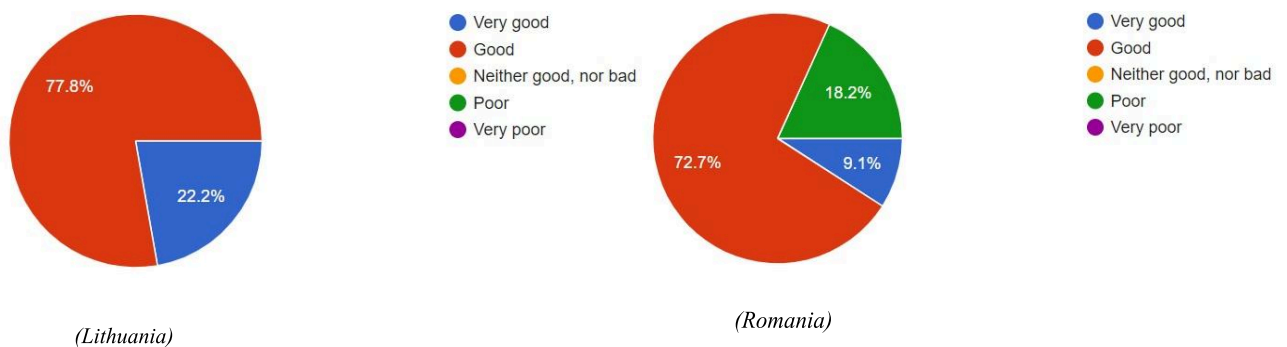
Accessibility. The second question of the survey aimed to gauge the accessibility of *LearningApps*. Among respondents from Lithuania, 27.8% indicated that the accessibility of *LearningApps* was very easy, while 61.1% described it as easy. Conversely, 11.1% mentioned that accessibility fell into the category of neither easy nor difficult. In Romania, 9.1% of respondents found *LearningApps* accessibility to be very easy, while 45.5% reported it as easy. Additionally, 36.4% specified it as neither easy nor difficult, while 9.1% deemed it difficult. Despite the availability of *LearningApps* in languages suitable for both Lithuania and Romania, there are notable differences in the perceived usability between the two countries. While a considerable percentage of respondents from both regions found the platform accessible and easy to use, there were variations in the level of ease reported.



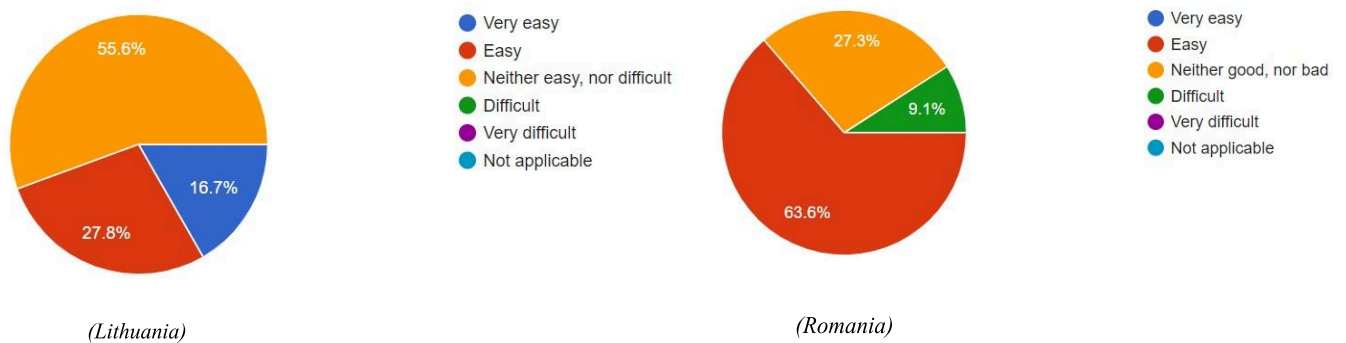
Navigability. In the third question of the survey, the focus shifted towards assessing the navigability of *LearningApps*. Among respondents from Lithuania, 22.2% expressed that the navigability of *LearningApps* was very easy, while 44.4% found it easy to navigate. Similarly, 33.3% regarded it as neither easy nor difficult. In Romania, 9.1% of respondents perceived *LearningApps*' navigability as very easy, with 45.5% describing it as easy. Additionally, 36.4% regarded it as neither easy nor difficult, while 9.1% considered it difficult. These findings offer insights into the perceived navigational ease of *LearningApps*, revealing varying degrees of ease reported by respondents from Lithuania and Romania.



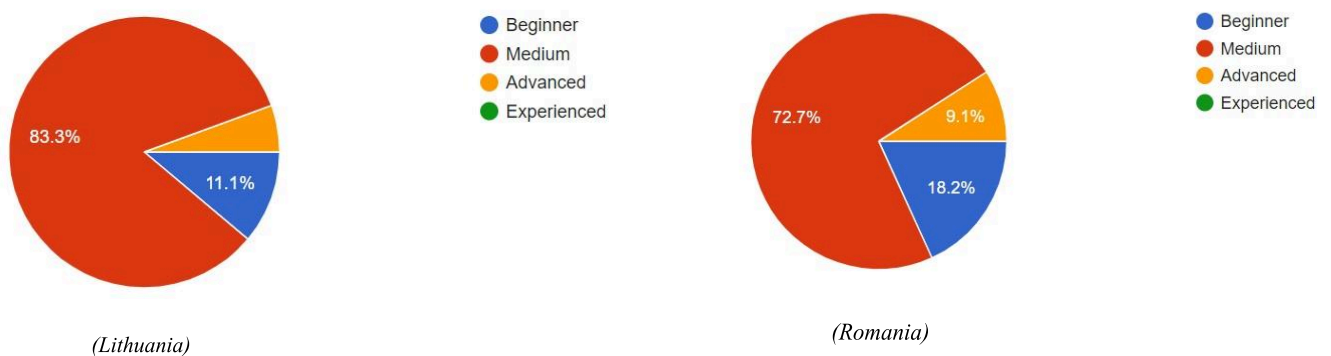
Quality of content. Moving on to the fourth question of the survey, the focus was on assessing the quality of content within *LearningApps*. Among respondents from Lithuania, 22.2% expressed that the quality of content was very good, while 77.8% found it to be good. Similarly, among respondents from Romania, 9.1% perceived the content quality as very good, with 72.7% rating it as good. Interestingly, 18.2% of respondents from Romania specified that they found the quality of content to be poor. These findings offer valuable insights into the perceived quality of content within *LearningApps*, with varying assessments reported by respondents from Lithuania and Romania.



Content creation. Transitioning to the fifth question of the survey, we explored respondents' viewpoints on content creation within *LearningApps*. Among respondents from Lithuania, 16.7% found the content creation process to be very easy, while 27.8% considered it easy. In contrast, 55.6% regarded it as neither easy nor difficult. Regarding respondents from Romania, 63.6% found content creation easy, with 27.3% considering it neither easy nor difficult. However, 9.1% of respondents from Romania found content creation to be difficult. These insights highlight varying perspectives on the ease of content creation within *LearningApps*, underscoring differences in perceptions between respondents from Lithuania and Romania.



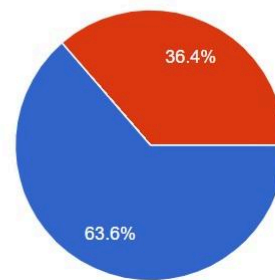
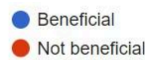
Recommended user level. In the sixth question of the survey, we aimed to determine the recommended user level for *LearningApps*. Among respondents from Lithuania, 11.1% specified the recommended user level as beginner, while 83.3% indicated it as medium. Conversely, among respondents from Romania, 18.2% considered the recommended user level to be beginner, with 72.7% identifying it as medium. Additionally, 5.6% of respondents from Lithuania and 9.1% from Romania specified the recommended user level as advanced.



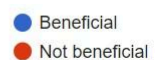
Cost benefit. In assessing the benefits of *LearningApps*, all respondents from Lithuania specified its usefulness. However, among respondents from Romania, while 63.6% considered *LearningApps* beneficial, 36.4% expressed that it was not beneficial.



(Lithuania)



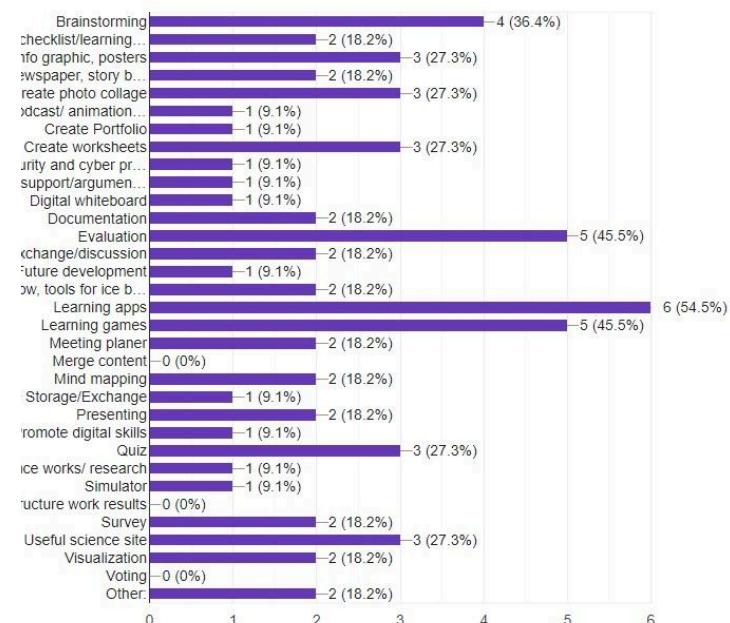
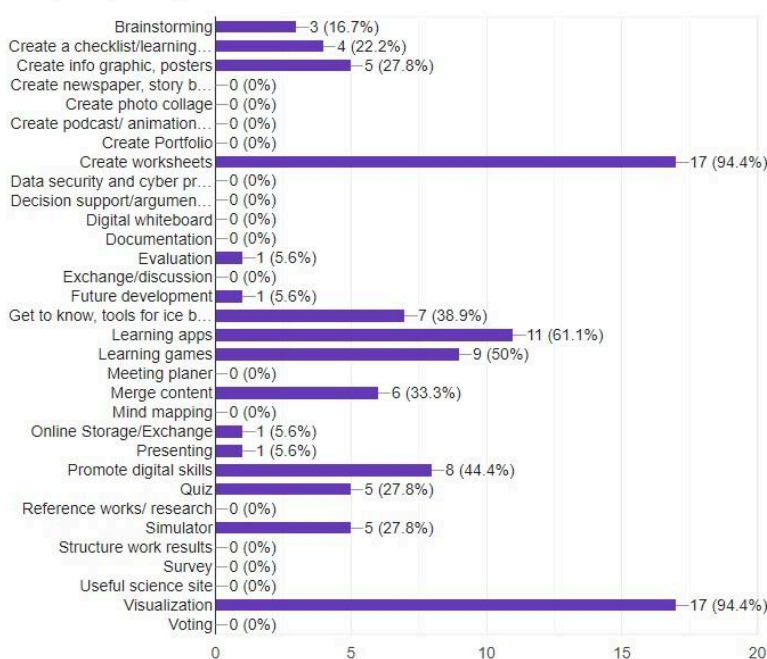
(Romania)



Area of application. In the eighth question of our survey, we delved into the diverse applications of *LearningApps* reported by respondents. Among those from Lithuania, an overwhelming majority of 94.4% utilized *LearningApps* for creating worksheets, indicating its significance in generating tailored learning materials. Additionally, an equal proportion also employed *LearningApps* for visualization purposes, underscoring its versatility in facilitating visual learning experiences.

Conversely, among respondents from Romania, while a notable 54.5% reported using *LearningApps*, it was apparent that its application varied across different educational contexts. Specifically, 45.5% of respondents utilized *LearningApps* for learning games, suggesting its role in fostering interactive and engaging learning environments. Moreover, 36.4% applied *LearningApps* in brainstorming activities, showcasing its potential in promoting collaborative and creative learning approaches.

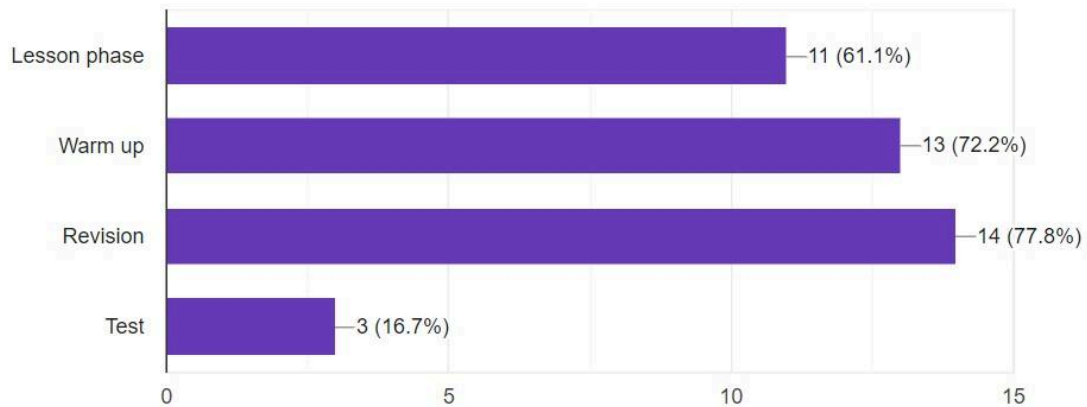
These findings highlight the multifaceted nature of *LearningApps'* utility, demonstrating its adaptability to various educational needs and preferences in both Lithuania and Romania



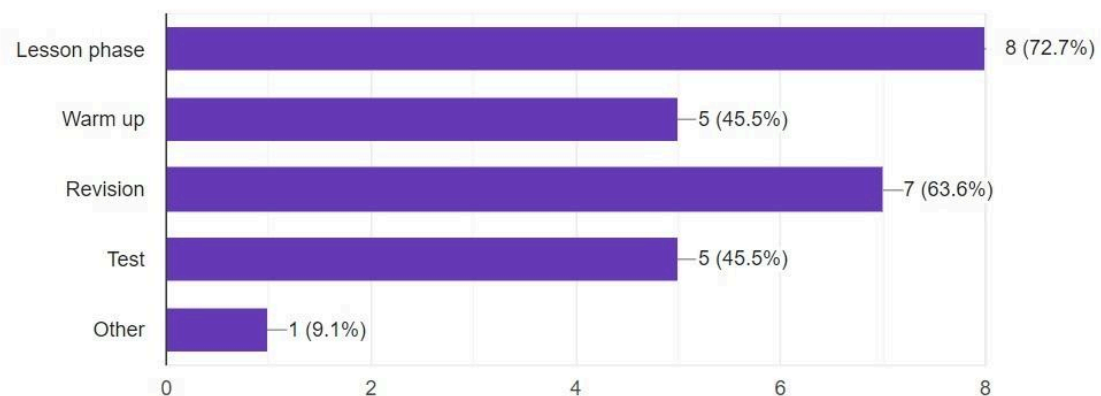
(Romania)

(Lithuania)

Educational use. In terms of educational use, a significant majority of respondents from both Lithuania and Romania employ *LearningApps* for various purposes. In Lithuania, 77.8% use it for revision, while in Romania, 63.6% utilize it for the same purpose. Additionally, in Romania, 72.7% apply *LearningApps* during the lesson phase, compared to 61.1% in Lithuania. Moreover, *LearningApps* serves as a valuable tool for warm-up activities, with 72.2% of Lithuanian respondents and 45.5% of Romanian respondents utilizing it for this purpose. Finally, 45.5% of Romanian respondents use *LearningApps* for tests. These findings highlight the widespread adoption of *LearningApps* in educational settings, showcasing its versatility in supporting various instructional activities and assessment practices across both countries.



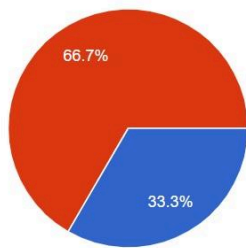
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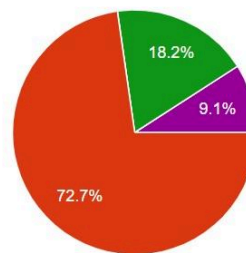
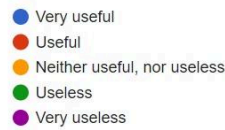
(Romania)

Usefulness. Among respondents from Lithuania, 33.3% specified that *LearningApps* is very useful, while 66.7% deemed it useful. In Romania, 72.7% of respondents found *LearningApps* useful, similar to Lithuania, while 18.2% regarded it as useless and 9.1% considered it very useless. These findings underscore the perceived utility of *LearningApps*, with a majority of respondents from

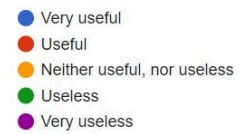
both countries acknowledging its usefulness in educational contexts, despite some variations in opinion regarding its effectiveness.



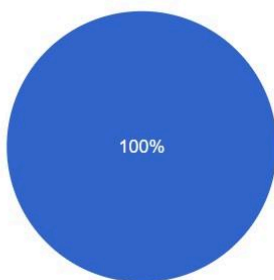
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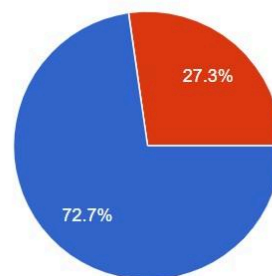
(Romania)



Recommendation. In the final question of the survey, respondents were asked about their likelihood of recommending *LearningApps* to teachers or students. All respondents from Lithuania expressed their willingness to recommend *LearningApps*. In contrast, 72.7% of respondents from Romania indicated that they would recommend *LearningApps* to teachers or students, while 27.3% stated that they would not recommend it. These findings highlight a high level of endorsement for *LearningApps* among respondents from both Lithuania and Romania, with only a minority of respondents from Romania expressing reservations about recommending it.



(Lithuania)



(Romania)



Conclusions. The survey findings shed light on the perceptions and experiences of primary school teachers regarding the utilization of *LearningApps* in educational settings across Lithuania and Romania. Overall, *LearningApps* emerges as a versatile and valuable tool, facilitating interactive learning experiences and supporting a wide range of educational activities. Respondents from both countries reported positive experiences with *LearningApps*, highlighting its effectiveness in creating interactive learning activities, its user-friendly interface, and its usefulness in various educational contexts. While there were differences in the perceived ease of accessibility and navigability between respondents from Lithuania and Romania, the majority of respondents from both countries found *LearningApps* to be accessible and easy to navigate. Moreover, respondents

identified a range of educational applications for *LearningApps*, including revision, lesson phases, warm-up activities, and assessments, indicating its versatility and effectiveness in supporting diverse instructional practices. Additionally, the majority of respondents expressed positive perceptions of the quality of content available on *LearningApps*.

In conclusion, the survey findings highlight *LearningApps* as a valuable resource for primary school educators, offering a range of interactive learning activities and supporting diverse educational needs. The positive feedback from respondents underscores the platform's effectiveness in enhancing teaching and learning experiences, while also providing valuable insights for further development and improvement.