



Distance Learning Survey

MARCH 30

**Lycée Français International
Dubai**



First report on Distance Learning

Conditions and objectives of survey

Distance learning is implemented at the Lycée Français International since Sunday March 22. Prepared over the past two weeks, thanks to the mobilization of the teaching team, it is based mainly on three tools to communicate content to students : class blogs in cycles 1 and 2, Google Classroom in CM1/CM2, and Pronote in secondary. The videoconferencing software Zoom was gradually used, too.

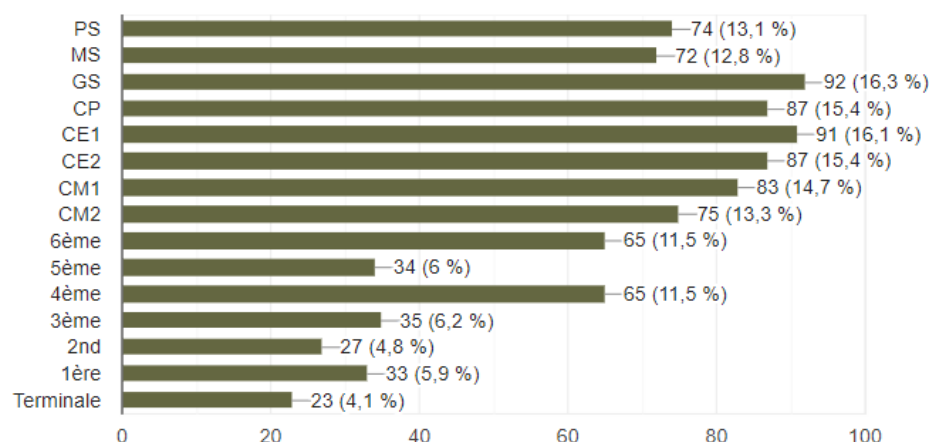
After the first week of distance learning, an anonymous survey was launched among students (from CM1 to terminale) and parents (from PS to terminale) – from Sunday March 29 to Monday March 30, morning.

***A quick feedback to adjust our current tools
in case this lasts***

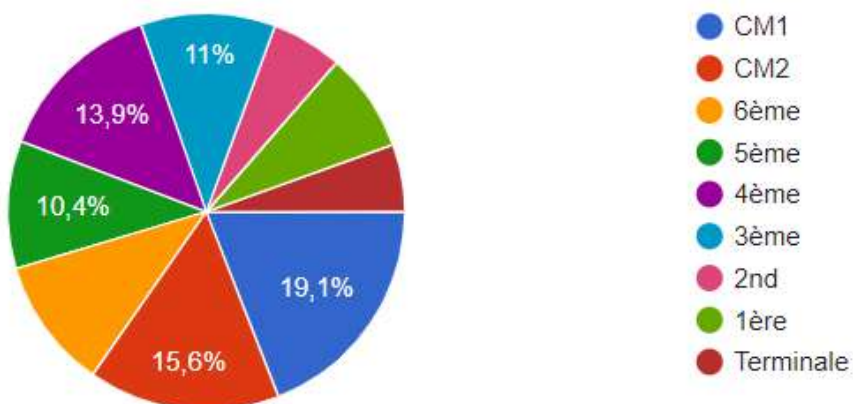
The objective was not to aim to be exhaustive, but to allow a very quick assessment of the experience of distance learning by families, parents, and students. This assessment will allow us to adjust the current system as of April 5th.

Only the answers to the first questions of the survey are presented here. Parents and students were then asked more specifically about their difficulties. They provided free format responses. We will need more time to exploit the result.

Which grade is your child enrolled in ? (in case of siblings, multiple choices are available)



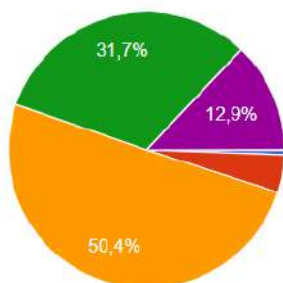
What is your class level ?



564 parents replied, thus 42% of families, as well as 346 students from CM1 to terminale, thus 1/3 of enrolled students. The distribution of responses reflects, fairly well, the distribution of students at school.

However, we should bear in mind that most of the parents' responses give us a view of the elementary while most of the responses of students that of the secondary.

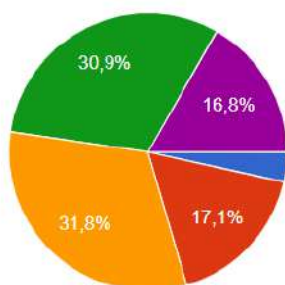
What do you think of the amount of work asked from your child?



- Quantité de travail très insuffisante / Very insufficient amount of work
- Quantité de travail insuffisante / Insufficient amount of work
- Quantité de travail adaptée / Adapted amount of work
- Quantité de travail trop importante / A lot of work
- Quantité de travail vraiment trop importante / Too much work



Do you work more during distance learning, or when you are face-to-face with your teacher at school ?



- Je travaille beaucoup moins à la maison
- Je travaille moins à la maison
- Je travaille autant à la maison qu'à l'école
- Je travaille plus à la maison
- Je travaille beaucoup plus à la maison

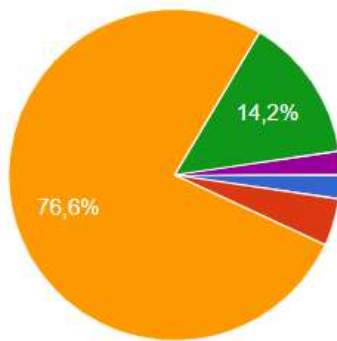


Less than 5% of parents find that the workload is insufficient, while almost 45% find it to be too much.

20.7% of students say they work less, while 47.2% say they are working more.

Therefore, there is a perception from both parents and students that the workload currently is more than when learning is done face-to-face.

Is the work given by your teachers too easy or too difficult ?

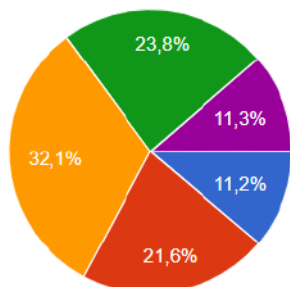


- Trop facile
- Un peu trop facile
- Ni trop facile, ni trop difficile
- Un peu trop difficile
- Trop difficile



The general perception of students is rather neutral when asked to judge the level of difficulty : more than $\frac{3}{4}$ answered that the work required is « neither too easy nor too difficult ». However, among the sharper responses, more students experienced difficulty (16.5%) than ease (6.8%)

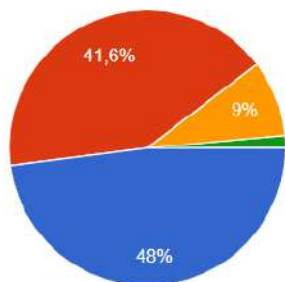
What do you think of the level of solicitation to support your child at home ?



- Pas besoin d'accompagnement, mon enfant travaille en autonomie / No nee...
- Mon enfant a besoin d'un peu d'accompagnement / My child needs...
- Mon enfant a besoin d'accompagnement / My child needs s...
- Mon enfant a besoin de trop d'accompagnement / My child needs...
- Mon enfant a besoin de vraiment trop d'accompagnement / My child needs t...



Do you require your parents' help to do the work sent by your teachers ?



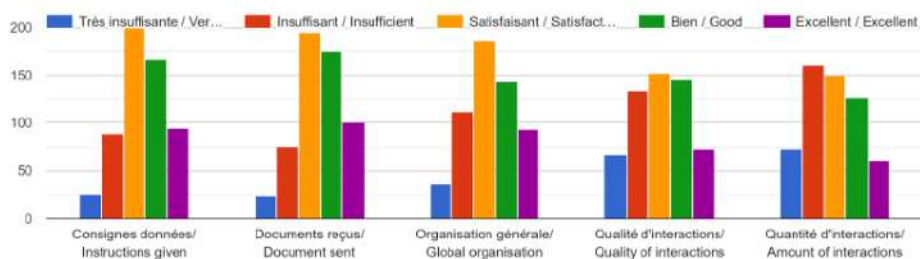
- Je n'ai pas besoin de l'aide de mes parents
- J'ai un peu besoin de l'aide de mes parents
- J'ai souvent besoin de l'aide de mes parents
- J'ai toujours besoin de l'aide de mes parents



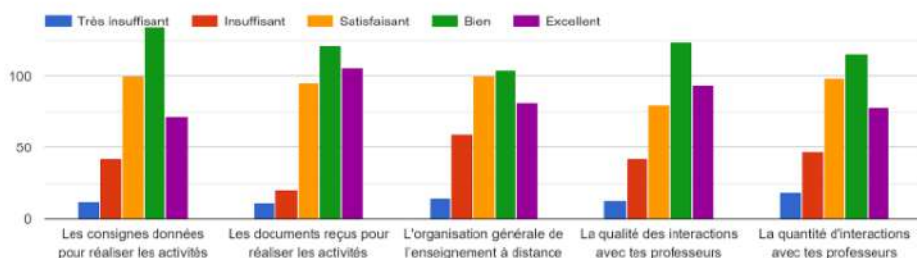
Autonomy is emphasized more by students (48% say they do not require help) than parents (11,2% of them do not need help) : It's an expression of the difference between the secondary (more represented by students' answers) and elementary (more represented by parents' answers), nonetheless there is a difference in perception – the student does not see it as needing help, but rather support from parents that is judged as normal, usual.

However, the mobilization of parents seems very important | ; 67.2% of them assist their children « more than a little ».

What do you think of the proposed activities ?



Please tell us what do you think of the activities offered so far:



The general organization of distance learning is considered satisfactory by three quarters of the parents. This satisfaction is even stronger with regard to the instructions and documents received ; however, it is more limited with regard to interactions, and deemed unsatisfactory by 35% and too few by 40% of parents.

The general perception of students is rather neutral when asked to judge the quality of the distance learning : 80% approximately. are satisfied, whatever is the question.

In summary

The survey first shows a good mobilization of parents and students, many of whom replied. This mobilization is reflected in the support they show toward the school and its teams- we are very grateful to them.

It also shows a generally positive appreciation of the system put in place on March 22, which is essential feedback for teachers and the management team. We are also comforted in the first inflections given to our system : reduce workload, better scripting of lessons, intensification of interactions between the teachers and their students.

The survey included a larger question on the difficulties experienced in each subject or activity. The free format of the answers prevents it from being quickly analyzed and commented on here. However, these answers will help us to further develop our system and adapt it, even better, to the needs of our students and help lessen the constraints faced by parents.

At the end of this presentation, I warmly thank the Lycée Théodore Monod AFLEC d'Abu Dhabi for the design of this survey, our I.T referee Guillaume CAPON, and our communication officer Zeina MOUMNEH for all the help given in a short period of time.

Thank you, of course, to the parents and students for taking the time to answer the survey.

Etienne AGOSTINI
Principal