Survey on Learning in the Future

Results of an online survey of parents, educators and students in Hamburg from 29 May to 7 June 2020
Free and Hanseatic City of Hamburg

Authority for School and Vocational Training

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Introduction

The current situation resulting from the COVID 19 pandemic is having a significant impact on schools in Hamburg. For example, regular school operations were suspended immediately after the school holidays starting 16 March 2020. Starting 27 April 2020, the schools were gradually reopened for certain class levels. And since 25 May 2020, all class levels have been offered at least five hours of in-classroom instruction at least once a week. During the suspension of regular school operations, emergency childcare has also been offered at the schools, which can be attended by all students up to the age of 14. Lessons were at the same time created for at-home learning, which consist, among other things, of educators distributing work materials and assignments to their students and helping them to complete their assigned tasks. Nevertheless, this has meant a significant change in the students’ learning process and in the way the educators work. In particular, the support of children and adolescents in the learning process has shifted from the school institution to the individual parents.

Against this background, the Institute for Educational Monitoring and Quality Development (IfBQ), which belongs to the Authority for Schools and Vocational Education and Training, conducted an online survey of parents, educators and students in Hamburg between 29 May 2020 and 7 June 2020. The focus was on capturing the experiences of the different stakeholder groups under the changed schooling situation in order to derive possible consequences for the future. The questionnaires used range from 99 to 123 individual questions, most of which have been standardised and some of which included open-ended questions. The links to the online survey were distributed via the school authority’s newsletter, a letter to all school administrators, an email to all educators and the email list of the Hamburg Chamber of Parents. The survey was also referred to in the press and on the school authority’s social media channels. The survey was visited 28,954 times and completed 20,423 times. The high level of participation is a clear sign of a lively and public interest in the topic.

The central findings of the survey are reported below. In addition to an initial overview of selected results, a random sample is presented. Following a description of the perception of the situation since the period after the March holidays, results for the evaluation of in-classroom teaching as well as for distance education are reported for all stakeholder groups. Finally, the stakeholders’ wishes for the future design of possible digital distance education are presented and the results are summarised. The focus is on a descriptive presentation that is also accessible to the general public.

1 The parent survey was available in German, Arabic, Dari, English and Turkish.
1 Overview of selected results

The period since the March holidays has been stressful for everyone

When parents, educators and students are asked how they feel about the period since the March holidays, most of them describe it as stressful. Over half of all parents say they feel burdened by the current situation. At two thirds, it is most common for parents of children in primary school to find the current situation stressful. They particularly often state that they have to support their child more than normal and that there is an increased number of conflicts between them and their child due to distance education. In addition, it was by far the parents of primary school students who took part in the survey, which indicates an increased interest and need for communication.

Students rate the situation better than adults

Overall, the combination of in-classroom and distance education is rated better by the students than by parents and educators. With regard to the weak overall evaluation, there are hardly any differences amongst the type of schools. Parents of primary school students tend to rate the situation worse than that of students in secondary schools, especially those in Gymnasium. The educators at primary schools give on average better grades for the combination of in-classroom and distance education than those at secondary schools. The majority of the students and educators are also pleased that the school has reopened.

The learning progress in distance education is evaluated similarly to in-classroom learning, but the greatest concern is about district schools

Compared to in-classroom learning, the educators largely evaluate the learning progress of the students in their learning groups in distance education as similar. However, the educators also fear that less progress will be made by many of their students. Overall, over half of all educators and parents state that they are concerned about the progress of their students’ learning – especially at the district schools. The educators also confirm that the learning success of the students is largely determined by the participation of the parents.

Desire for equipping everyone with end devices and common software

According to the educators, very few students have no internet access. In addition, it is most often educators at district schools that state that students do not have the necessary technical equipment to regularly take part in digitally supported distance education. In the open-ended questions, educators across all type of schools forms discussed the need for improved hardware and software equipment for their students and for themselves. Pragmatic functionality and consistent use without outages play a major role here.
Need for support when schooling students with special needs

Amongst those parents who indicated that their child was diagnosed as having special educational needs, the majority of them have rated the support since the end of the March holidays as worse than before the March holidays. A majority of the educators who teach students with special educational needs know how to handle these students in modified in-classroom instruction. However, when the question relates to distance education, less than half know how to handle this group of students.

2 Description of the random sample

The survey was accessed a total of 28,954 times in the approximately one-week survey period. Only the completed surveys are included in the following evaluations. A total of 20,423 surveys was completed. 13,886 of these were by parents, 3,201 by educators and 3,336 by students.2 Even when the survey was completed overall, this does not mean that all individual questions were answered. Accordingly, the subsequent evaluations of the individual questions are based on different numbers of cases. Most questions were rated on a five-point scale (for example, 1 “strongly disagree”; 2 “tend to disagree”; 3 “partly”; 4 “tend to agree”; 5 “fully agree”). As a rule, the two agreement and disagreement values were combined for evaluation purposes.

A comparison of the samples with the data of the official statistics by type of school (Figure 1) makes it clear that parents of students in primary schools participated disproportionately in the survey. For example, the proportion of parents whose children attend primary school in the survey (48.5 percent) is significantly higher than the proportion of students at primary schools in the school year statistics (35.2 percent). In contrast, parents of students at district schools participated in the survey to a lesser extent. The proportion of parents whose child attends a district school is significantly lower in the survey (15.3 percent) than the proportion of students in district schools (32.5 percent). According to the survey, the proportion of parents whose child attends a Gymnasium (33.1 percent) roughly corresponds to the proportion of students at Gymnasiums according to the school year statistics (29.8 percent). In comparison, the proportion of students attending Gymnasiums (66.5 percent) is significantly higher than the proportion recorded in the school year statistics (29.8 percent), while the proportion of district school students (30.1 percent) is roughly the same as in the official statistics (32.5 percent). Students from primary schools are not among the respondents because they were unable to participate in the survey for data protection reasons (see footnote 2). Students from vocational

2 In addition, 2,445 students said that they are under 14 years old. Participation was not possible for these students due to data protection reasons. For these students, the survey was concluded immediately after the age specification. The following evaluations do not include students under the age of 14. Nevertheless, there seems to be keen interest in a survey amongst this group as well.
schools as well as from special schools and from regional education and counselling centres (ReBBZ) are rarely represented among the respondents. This is different for the educators. The proportion of educators who work at special schools and ReBBZ here (3.5 percent) is roughly at the level of personnel statistics (4.4 percent). In the other type of schools, too, the proportions among the respondents are significantly closer to the data from official statistics than in the random samples of students and parents.
Similarly, the comparison by gender shows differences between the realised samples and the data from official statistics (see Figure 2). While the gender of the children in the parent survey roughly corresponds to the proportion of students in official statistics, the proportion of students in the student survey (62 percent) is significantly higher than the proportion in the school year statistics (49 percent). Mothers (80 percent) took part in the survey far more often than fathers (20 percent). Female educators also participated in the survey more frequently than their male colleagues.
Overall, parents of primary school children as well as Gymnasium students participated disproportionately in the survey. Overall, women are more frequently represented than men among the respondents. There are also indications that participation in the survey in socially stressed schools was lower than in the schools that were less socially stressed.
3 General situation of the respondents

The period since the March holidays has presented all school stakeholders with a novel situations, which has been met with different perceptions, evaluations and sensitivities. In order to capture these subjective classifications, all groups of people were asked in an open-ended question how the period following the March holidays has been until now. The word clouds show what terms respondents associate with the current situation.

*Figure 3: Keywords about the current situation*

Parents

*Figure 4: Word clouds from left*

Source: Online survey BLiZ, frequencies are shown (the larger the word, the more often the answer appeared)

It becomes clear that the respondents in all groups describe the period after the March break up until now as “stressful”. The parents stated this 5,285 times, the educators 1,148 times, and the students 571 times. In addition, the parents describe this time as “challenging” (1,012 times), “strenuous” (931 times), “good” (765 times) and “burdensome” (741 times). The five most common descriptions among educators include “stressful”, “challenging” (334 times), “strenuous” (260 times), “burdensome” (164 times) and “labour-intensive” (142 times). The students also most frequently mention “stressful” and “strenuous” (510 times), but also “good” (458 times), “relaxed” (272 times) and “boring” (244 times).

Accordingly, the parents particularly often state that they perceive the current overall situation as burdensome. 54.3 percent feel heavily burdened. This applies in particular to parents whose children go to primary school (62.3 percent). Around half of the parents whose child is attending a district school find the current overall situation burdensome (50.2 percent), while this is the case for less than half of the parents whose child is attending a Gymnasium (44.7 percent).

The educators, on the other hand, report less frequently that they are currently doing very well (37.3 percent). In relation to their current professional situation, 59.8 percent of educators feel burdened. This shows that they find the design and implementation of distance education to be much more demanding than the implementation of in-classroom learning. 56.0 percent say
that distance education is very stressful, while 22.7 percent say this about in-classroom learning.

*Figure 5: Educators’ evaluation of their professional situation*

![Educators' evaluation of their professional situation](image)

*Source: Online survey BLiZ, mean values are shown; Scale from 1 "totally disagree" to 5 "totally agree"*

In contrast, over half (56.1 percent) of the students tend to agree that they are doing very well. Gymnasium students in particular state that they are happy to be able to learn when they want to (68.4 percent). 55.2 percent of students from district schools also agree. Regarding the situation at home, 65.7 percent of the students stated that they were more satisfied with the mood at home. Even if more than half of the students feel comfortable with the current situation, significantly less wish that things will continue in this way. Around a quarter of the students wish that things would continue in this way indefinitely (22.5 percent).

The students primarily missed their school friends (88.4 percent) and their classmates (62.7 percent). In addition, 43.9 percent of students say they missed classes.
Parents generally feel well-informed about the organisational framework of in-classroom instruction (62.1 percent) and about the particularities of the current school days (64.3 percent). Nonetheless, almost half of them also report that they feel overwhelmed with schooling at home (43.8 percent). At 50.6 percent, this is most commonly reported by parents of primary school children. Home schooling means that parents have to support their children (70.8 percent), especially primary school children (82.2 percent), more than usual in the learning process and that conflicts between parents and their children also occur more frequently (49.4 percent).

Overall, the situation in which in-classroom and distance education is combined is rated the worst by the parents. Parents of primary school students tend to rate the situation worse on a grading scale (4.1) than the parents of students at district schools (3.9) and Gymnasiums (3.7). Educators, on the other hand, give better grades (Primary school: 3.5; District school: 3.7; Gymnasium: 3.6). Students evaluate the current school situation in comparison with the best grades (District school: 3.5; Gymnasium: 3.2).
4 Results for in-classroom learning

Happiness about schools opening is high

Parents and educators rate the student happiness about schools opening again as high: 83.7 percent of parents and 77.8 percent of educators gave this evaluation. In relation to the primary school students in particular, educators state that 93.6 percent of this group are happy that their school has reopened (based on the district school students at 79.3 percent and the Gymnasium students at 78.1 percent). According to their own statements, students are also happy that their school is open again. However, the respective percentages are lower than the external evaluations by adults (54.0 percent). The majority of educators (61.8 percent) are happy that their school has opened again.

The extent to which the school opening and in-classroom lessons provide relief for the household situation is assessed heterogeneously by the parents. Educators rate the relief function of in-classroom instruction higher than the parents themselves. There is widespread agreement among them that in-classroom instruction helps relieve the burden on families (63.8 percent).
Effects of classroom instruction on the learning process

The respondents rate the effect of in-classroom instruction on the students' learning process differently. The majority of parents see a positive influence of in-classroom instruction on their child’s learning development (59.0 percent), but they judge it to be significantly less than the educators. In contrast, 75.1 percent of educators assume that in-classroom instruction has a supporting effect.

Concerns about getting the coronavirus

Concerns about getting infected with the corona virus in the school context are particularly pronounced among educators. Although though they generally feel well informed about the implementation of hygiene measures at their own school (72.1 percent) and the school organisation until the summer holidays (58.6 percent), 43 percent of the educators are concerned about becoming infected at the school. In contrast, only about one fifth of the students have this concern (21.1 percent). Educators (46.7 percent) are also more concerned about the question of whether students may become infected with the coronavirus than the students’ parents are (14.6 percent).

Combining in-classroom and distance education

The implementation of combined in-classroom and distance education is connected to changed content and organisational realignment, which is handled differently at different schools. Educators have a positive belief that they have succeeded in combining in-classroom and distance education. 48.2 percent state that they are combining these successfully. 57.5 percent of primary school educators, 44.8 percent of district school educators and 42.2 percent of Gymnasium educators believe this. Parents, on the other hand, evaluate this aspect more critically. Only 32.2 percent of respondents say that distance education and in-classroom learning work well together.
Emergency childcare from the parents’ perspective

The majority of parents do not take advantage of the emergency childcare offered by the schools. If the children take part in emergency childcare, they spend an average of 16.3 hours per week there. In this case, the parents are satisfied with the offering. Overall, about a third of the parents state that they need care for their child (31.1 percent), while again about half say they do not need care (49.3 percent). A major reason for not taking advantage of the emergency childcare offering seems to be the consideration of the wishes of the children. 52.8 percent of parents state that their child does not want to take part in the emergency childcare.

5 Results for distance education

One focus of the survey is on how the different groups of people perceive and experience the modified learning. Evaluations of the requirements and activities as part of distance education are presented in the following.

5.1 Technical equipment

The technical equipment of those involved is particularly important for taking part in distance education. This applies both to the availability of internet access at home and to the availability of technical devices and software.

Internet availability amongst students

Almost all parents say they have internet access at home (99.6 percent). A very small proportion of parents (4.0 percent) say that the internet connection is not sufficient for their child to learn from home. According to educators, on average (median) 4.2 percent of their learning group do not have internet access. According to educators, 22 percent of the students in their learning group are not able to participate in distance education. At home, 16 percent do not have the technology to regularly participate in distance education. Around a tenth (11.1 percent) of all students cannot be reached by the educators (Primary schools: 10.0 percent; District schools: 15.4 percent; Gymnasiums: 7.1 percent).

Equipping of students with devices

If the students are digitally equipped at home, almost all students from the age of 14 use their own smartphone for school purposes (95.5 percent). 62.6 percent of the students have their own laptop; 33.3 percent have their own tablet. Parents of primary school students state that

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3 The corresponding average for the question “How satisfied are you with the emergency childcare offered at the school” on a scale from 1 “not at all satisfied” to 6 “fully satisfied” is 4.1.
their children mainly use their own workbooks and textbooks for learning compared to the use of technical equipment.
Figure 10: Information about student technical equipment for distance education

Source: Online survey BLiZ, proportions are shown
5.2 Most common activities

According to all groups of people, worksheets or schools books as well as learning programs and apps are the most common way of working as part of distance education. Digital versions of textbooks, on the other hand, are rarely used or not used at all, which can either be interpreted as an indication of the lack of such textbooks or the presence of (better) alternative options. Overall, teleconferences are rather rare; about half of all respondents take part in video conferences at least once a week. The majority of parents say that their child can easily take part in video conferences (73.9 percent). Learning with educational programs or apps also works without any problems from the parents’ perspective (75.9 percent). Around 15 percent of parents of primary school students state that it is “not at all” possible to participate in video conferences without any problems. 44.5 percent of the students state that they never learn in working groups as part of distance education.

The majority of the students state that they have an affinity for digital offerings. 54.5 percent say they find it exciting to discover new digital devices and applications. Likewise, 69.6 percent agree that they like using digital devices. It is also striking that over two thirds of the students (83.1 percent) state that they know how to use the internet safely.
Figure 11: Information about distance education activities

Source: Online survey BLiZ, frequencies are shown
5.3 Communication channels and task assignments

Educators state that they communicate with their students primarily via learning platforms, video chats and email. Around 40 percent use messenger services such as WhatsApp or SMS several times a week. Learning platforms (e.g. Iserv or itslearning) are used particularly often at Gymnasiums: Around half of educators state that they communicate with their students this way every day. The evaluations given by the groups with regard to the communication channels differ. For example, comparatively more parents than educators state that they rarely, if ever, communicate with their children via email or messenger service.

Most students use smartphones and messenger services to work together. 48.1 percent of respondents use video chats at least once a week. While learning platforms and emails do not play a major role in the communication amongst the students, they are used more often for assigning tasks. Paper printouts are rarely or never used in secondary schools. Cloud solutions are used even less frequently. According to statements given by around two thirds (62.7 percent) of the students, cloud solutions are never used. The statements provided by the parents largely coincide with those of the students. The majority of primary school students receive paper-based assignments at least once a week (58.4 percent). Online learning platforms play a less important role here than in secondary schools.

According to most parents, it is clear to the students how their tasks are assigned to them (76.3 percent). In Gymnasiums, 83.4 percent of parents agree with this statement. About half of educators state that they have agreed on fixed working hours with the students. No striking differences between the type of schools can be observed here.
Figure 12: Information about communication in distance education

Source: Online survey BLiZ, frequencies are shown; the values for the students relate to the communication with their classmates
5.4 Supporting the students as they learn

The support by the educators during the learning process is evaluated in various ways by the students: 37.5 percent agree that they are well supported by the educators, about a third feel that they are only partially well supported and more than a quarter do not agree. In addition, around 35 percent of students feel the educators leave them to deal with their problems alone. This tendency is evident both in district schools and in Gymnasiums. Parents see the supervision by the educators in a similar way to the students. In addition, 41.1 percent of parents complain that the educators do not have sufficient personal contact with their child.

The task assignments are (rather) understandable for 45.3 percent of the students. When there is a need to speak to the educator, 54.7 percent of the students state that their educators find the time to do this. Many educators also seem to be open to criticism. For example, more than half of the students state that their teachers are ready to talk to them if they do not like something.
Figure 13: Information provided by the students to support them in learning

Source: Online survey BLiZ, mean values are shown; Scale from 1 “totally disagree” to 5 “totally agree”

5.5 Performance feedback and exams

Overall, this area of distance education shows the greatest differences between the evaluations given by the educators and the students.

Feedback on performance

While around 78 percent of educators state that they give their students regular feedback, almost half of the students say that they do not receive regular feedback. Around half of the educators state that they know how they should evaluate performance in distance education. On the other hand, an approximately equally high proportion of students state that they do not know how their educators evaluate them. 71.9 percent of educators would like a handout that could reduce such ambiguities.
**Perception of the final exams**

Some of the students surveyed (n = 511) took final school exams (ESA, MSA, Abitur) in the 2019/20 school year. There is also data from 414 parents whose children have taken a final exam this school year.

Parents and students rate the preparation time for exams very similarly: Preparations for the exams went smoothly for one third, but did not go smoothly for about 45 percent. For students at district schools, preparing for the exams under the changed conditions seemed to be more of a challenge than at Gymnasiums. Accordingly, the burden during the exam period is also rated higher by district school students than by Gymnasium students. 61.9 percent of students at district schools agree that the exam period was very stressful for them. About half of Gymnasium students agree with this statement (47.2 percent). On the other hand, 41.0 percent of parents with exam-taking Gymnasium students do not agree with this statement.

Students give mixed evaluations on how exams were carried out. About a quarter of the district students state that the exams did not go smoothly (Gymnasium students: 19.1 percent); for 41.1 percent, however, the exams went smoothly (Gymnasium students: 57.3 percent).

**5.6 Learning progress and needs of the students for support**

Over half of the educators say they are concerned about their students’ learning progress. This is particularly true for the educators at district schools (60.2 percent). A similar trend can be seen among the parents surveyed. At the same time, comparatively more parents than educators are not at all concerned (Parents: 10.9 percent; Educators: 3.1 percent). The educators mostly assess the learning progress of the students in their learning group in distance education as similar to what would have been the case in in-classroom learning.

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4 It should be noted that neither the type of final exam nor the age of the examinees is taken into account in the evaluation. Both differ between district schools and Gymnasiums.
The students give mixed evaluations of their own motivation to complete school tasks as part of distance education: 34.3 percent of the students agree that they are motivated, 30.6 percent partly agree and 35.1 percent do not agree. The parents interviewed expressed a little more pessimism: 46.8 percent state that their children find it difficult to motivate themselves. This assessment is somewhat more positive for Gymnasium students. According to their own statements, most students find it easy to work on tasks at home (71.6 percent). The assessments of parents of students from secondary schools are somewhat more subdued here (district school: 59.7 percent of the students and 37.8 percent of the parents; Gymnasium: 77.6 percent of the students and 56.2 percent of the parents). About half of the parents with children at primary schools report working independently on tasks does not work.

Figure 15: Assessments of students’ learning progress

Students receive support when studying at home primarily from friends (74.1 percent), closely followed by the family (71.8 percent). A little more students receive support from their teachers at district schools than at Gymnasiums (64.1 percent at district schools, 59.2 percent at Gymnasiums). 10.6 percent of the students state that they are not supported by anyone – almost two thirds of them are Gymnasium students.

Around half of the educators are concerned about their students’ situation at home. This is particularly true for educators at district schools, 65.7 percent of whom affirm this statement.

Parents were asked to assess their children’s working situation as part of distance education. Around 40 percent say that their child finds schooling more difficult than usual. About 30 percent state that their child feels overwhelmed by the current situation. 37.3 percent state that school tasks are not well coordinated in terms of timing.
Assessment of the influence of parents on the learning process

From the point of view of the educators, the learning success of the students is closely related to the influence of the parents on the learning process. 66.5 percent state that learning success is largely determined by the participation of the parents. According to the educators, in families in which the parents cannot assist with distance education, the students made less progress (74.8 percent). The educators also rate the learning success as higher if they were in contact with the students and their parents at the same time (56.1 percent). Only 3.4 percent of educators agree that excessive participation by parents was detrimental to student progress – 81.8 percent state that this is not the case.

With regard to the assessment of parental influence on learning success, there are clear differences between the educators in different type of schools. At primary schools, 89.3 percent of educators agree that the learning success of the students was largely determined by the participation of the parents. At district schools (57.3 percent) and Gymnasiums (50.9 percent), this percentage is significantly lower. Likewise, 88.9 percent of primary school educators agree that students from families in which the parents were unable to assist with distance education progressed less well. This statement was significantly less accepted by educators from district schools (71.1 percent) and Gymnasiums (61.5 percent). On the other hand, there is agreement among the educators of all type of schools that a high level of participation was not detrimental to the progress of the students.
5.7 Individual support

About half of all educators state that they specifically assign additional tasks if students have problems understanding (46.2 percent). In the majority of cases, tasks of different levels are provided (56.7 percent). Most educators provide high-performing students with tasks that particularly challenge them (64.7 percent). According to these criteria, a higher degree of individualisation can be found at primary schools than at district schools; the corresponding percentage is lower among educators at Gymnasiums. Individual support plans for individual students are used primarily in primary schools. In addition, a large majority of educators at primary schools state that they give specific tips to parents on how to support children who are having learning difficulties (84.0 percent). This proportion is 47.9 percent in district schools and 41.5 percent in Gymnasiums. According to the educators, all type of schools still orient themselves on educational curricula as part of distance education (83.1 percent). The majority of parents are convinced that their children are not being supported according to their individual strengths and weaknesses.

5.8 Special educational needs

6.3 percent of the parents surveyed have a child with special educational needs. The majority of these children need support in learning (35.8 percent), language (20.5 percent) or emotional and social development (19.3 percent). The majority of parents with a child with special educational needs rated the support since the end of the March holidays as worse than before the March holidays (74.9 percent); 17.4 percent state that the support is as good as before.
About half of the educators (46.9 percent) state that they teach at least one student with special educational needs in their learning group. While 80.1 percent of these educators state that they know how to handle such students with special educational needs in in-classroom learning, the approval rate for the same question is halved in relation to distance education (41.2 percent). At district schools, almost a third of the educators affected do not know how to handle this group of students as part of distance education (33.8 percent). In contrast, this knowledge is widespread at special schools and at ReBBZ.

5.9 Students with special support needs

In addition to the students with special educational needs, there are other groups of students who may need special support in the current situation. In the following, more differentiated analyses of the answers of the respondent groups are used to look for indications of the existence of such a group.

Students

First, the students who indicate the greatest problems in terms of well-being and motivation are examined more closely. The response pattern makes it clear that there are students in district schools and Gymnasiums who report motivational problems and at the same time state that they are “not at all” well at the moment. This is especially true of female students.

In the second step, the contact between students and educators is focused on. To this end, the students’ evaluations of questions regarding feedback, accessibility and support from educators are considered. Some students show a response pattern that describes the contact with their educators as poor. This pattern is particularly evident amongst Gymnasium students.

Another indicator of an increased need for support lies in the assessment of the situation at home. About a fifth of the students state that they feel alone at home; 14.5 percent cannot study at home undisturbed. Students at Gymnasiums are particularly often represented in both groups.

Educators

Around a fifth of the educators (22.7 percent) say they are worried about their students’ home situation (completely agree). These are primarily educators at district schools (43.9 percent) with learning groups in level 1 secondary schools. If the statements provided by the educators, who are increasingly concerned both about the home situation of their students and their learning progress, are compared with each other, the following picture emerges: In combination,

5 The following answers were considered here: “Overall, I am doing very well right now.” – I do not agree at all; “I am motivated to do the school assignments.” – Does not apply at all.
these two assessments occur most frequently at district schools (49.6 percent) and primary schools (33.4 percent). Although it is a small in number at Gymnasiums, it is highest proportionally in the 5th and 6th and 10th and 11th grades. This could be seen as an indication of greater concern at times when transition decisions are pending.

Educators were asked to indicate the number of students in their study group who are unable to participate in distance education, who do not have the technical equipment at home to regularly take part in distance education, who do not have internet access at home and whom they cannot reach during distance education. Many claim that they are not able to reach a certain proportion of their learning group during distance education. The proportion is the lowest in Gymnasiums at 7.1 percent and highest in district schools at 15.4 percent. For many, the reason for this is probably the students' lack of technical equipment. In Gymnasiums, however, the proportion of students who could not be reached is higher than the proportion of those with insufficient technical equipment. This indicates that students, at least in part, could not be reached for other reasons.

A closer look is also taken at the educators, who state that more than half of their learning group is affected by the above-mentioned points. The fear that many students achieve less progress in their learning in distance education than in in-classroom learning is most frequently expressed by educators at primary and district schools – especially those who teach in the tenth grade. Also at primary and district schools, the educators do not see their students as able to learn as part of distance education. Primary school students, in particular, lack the technical equipment for regular distance education.

Parents

Overall, around 23.5 percent of the parents surveyed with children at primary schools, district schools and Gymnasiums state that they and their families are very burdened by the situation. Most of them are mothers of primary school children.

It is clear from the combination of parents' responses on their children's motivation and being overwhelming that parents see major problems in the current situation, particularly among primary school students. From the parents' point of view, it is especially boys at the end of

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6 “I feel overwhelmed with home schooling” – Tend to agree or completely agree; “I have to leave my child to work on their own more often than I would like to.” – Tend to agree or completely agree; “Because of distance education, there are more conflicts between me and my child.” – Tend to agree or completely agree;

7 “It is difficult for my child to motivate themselves.” – Completely applies; “My child does all the assigned tasks independently.” – Does not apply at all; “My child feels overwhelmed in the current situation.” – Completely applies.
primary school who are not in sufficient contact with their educators, receive insufficient support and receive little to no feedback.

The responses by the educators show that they are most concerned about their students in district schools and primary schools. The parents primarily have male primary school students in mind. On the other hand, the student survey shows that there is a group of students who signal a need for support. They have subjective concerns – possibly also as a result of a high level of self-reflection – and articulated these in the survey. Regardless of the causes, this indicates that the current learning situation is also a special burden for groups that usually meet the school requirements without major difficulties.

5.10 Cooperation amongst teaching staff

Over half of the educators state that there is a high level of mutual support (59.9 percent). On the other hand, there is a mixed picture with regard to a division of labour in the creation of materials for distance education or co-construction work. Over a third of the educators state that the materials for distance education are not created jointly (39.0 percent). More than half of the educators also state that no specialist discussion on the right strategy for school and teaching operations has taken place in the last few weeks (50.4 percent). A good third of educators (33.1 percent) also report that most of the workload amongst the teaching staff falls to people who do not have to look after children at home and do not belong to the risk group.

6 Outlook: Wishes for the future

The majority of educators (87.4 percent) would like a digital learning management system for students to learn outside of in-classroom classes. In addition, there is a widespread desire for quality criteria for the mix of in-classroom and distance education (83.3 percent). Likewise, 71.9 percent of the educators would like a handout for performance feedback during distance education, and 67.3 percent would like a concept for small group support (e.g. language support).

A large number of educators (1,702) also used the open-ended answer field to express further wishes regarding the organisation of classroom and distance education. The following statement is exemplary in this regard: “We need devices! And the families need internet at home ... and a functioning school system for emails and tasks etc.”. The educators express the need for official devices for themselves and the students (158 mentions of the term “device”). However, it should be noted that this aspect is also mentioned in other ways. In addition to the hardware-related equipment, emphasis is placed on the functionality of a learning management system. In this regard, the currently available solutions do not appear to be satisfactory from the perspective of the educators.
Educators and students have similar wishes in central points for specific functions of a digital system for home learning. Around three quarters of those questioned would like video conferencing tools, other communication functions (e.g. email, chat, forum) and the possibility of making learning material available for download. Educators express the desire to be able to work collectively on documents a little more often (68.3 percent) than students (55.5 percent). Educators also express the wish more often (67.2 percent) to be able to take tests digitally (Students: 40.4 percent). The function of collecting grades and assessing performance, on the other hand, is approved of proportionately more by students (63.9 percent) than educators (58.3 percent). With regard to the requirement of attendance management and the possibility of educational games and quizzes, the assessments between the two groups differ widely.

Further requirements for a digital system for home learning are clear from the open-ended responses of the 416 educators. In addition to the stability of the connection to the system and availability on all devices, the following additional functions are mentioned several times: possibility to create virtual rooms for small groups (including for group work or social pedagogical support), integrated timetable and substitution plan, reminder function (e.g. for upcoming learning success checks), class book function, digital whiteboard, collection of student work results, digital games in a break area and survey opportunities.

485 students also made use of the open-ended response field regarding the functions of a digital system for learning at home. As an example, the students repeatedly stated here that the system should “function as smoothly and easily as possible” and “remind them early on to start their homework”. The functions of getting feedback on tasks from teachers and the opportunity to ask questions about tasks are also mentioned several times.

7 Conclusion

The findings presented are based on an online survey of parents, educators and students in Hamburg between 29 May 2020 and 7 June 2020. The focus was on the experiences of all stakeholder groups in the current school situation. A total of 20,423 people took part in the approximately one-week survey. Parents of students at primary schools are disproportionately represented amongst participants. Amongst the students, it was especially Gymnasium students who participated. The response rate among educators roughly corresponds to the distribution of type of schools from official statistics.

With regard to the general situation of the respondents, it is clear that all stakeholder groups perceive the period from the March holidays to the present as “stressful”. However, the students seem to be able to see some benefits to the current situation and rate it accordingly more positively than the adults. Nevertheless, not only the students, but also the educators,
are happy that schools are open again. Amongst the educators, however, this joy is also accompanied by the fear of being infected with the corona virus.

Most families seem to have the technical equipment for distance education. Most families have an internet connection, and most of the students have at least one smartphone of their own, so that at least communication is ensured. The students also use their smartphone to exchange ideas with their classmates. The educators especially want a digital learning management system to facilitate communication amongst the teaching staff. This could also contribute to the collaborative creation of distance education materials.

At the same time, the respondents report that the most regular activity in distance education involves tasks analogous to doing worksheets. Communication mostly appears to be done with the students by email. Students’ assessment of the learning support provided by the educators is mixed. There is a lack of clarity, particularly with regard to the assessment of learning performance. The educators also report uncertainties in this regard. They are also worried about the students’ learning progress, which they perceive as dependent on parental participation. Nevertheless, the educators also report that they also carry out individual support measures as part of distance education. Students with special educational needs, on the other hand – according to the parents’ assessment – receive less support in the current situation than before the March holidays.

All in all, the online survey of parents, educators and students indicates that the current situation is perceived as stressful. Even if the present descriptive quick evaluation is somewhat superficial with regard to the data and some questions remain unanswered, knowledge can be gained from this for learning in the future. In particular, it is clear that the students have a high affinity for digital options in everyday private and school life. Educators also express their desire for even better digital equipment. If use is made of this general openness to digital learning, it could also make a contribution to relieving the burden on families. This relief not only benefits the parents, but ultimately also benefits the students, whose well-being the educators are concerned about.