



Comenius 2.1: Burnout-Prevention for Teacher



## ICT Evaluation-Report

### Introduction

The European e-bop project was launched to help research in the field of teachers burn-out prevention. Four modules have been designed, the second of which is particularly aimed to improve communication- and cooperation-skills, also using new technologies (chats, video-conference,...). As modern information and communication technologies are a very good tool for building learning communities, they are an important resource. Being able to use them in every day life may enhance self-efficacy, using them in a learning community enhance the collective self-efficacy.

After the second module, the participants as well as the project-team were meant to collaborate between the modules via a FirstClass-server (FC), using different tools like on-line lectures, discussion groups, question-and-answer sessions (hot-line), create team-projects, chat-rooms,... These tools could be used on a national level as well as on an international level, creating a virtual community among all participants, trainers and project-team.

The use of this tool, called FC, didn't reach the expected results and success and some questions remain regarding the use of new technologies and FC in the e-bop project.

To get a clearer picture on the problems with FC and the real expectations of the teachers, a survey has been distributed to 61 users. This report details the results of the survey.

**Note : in the following, new technologies will be referred to as ICT (« Information and Communication Technologies »)**

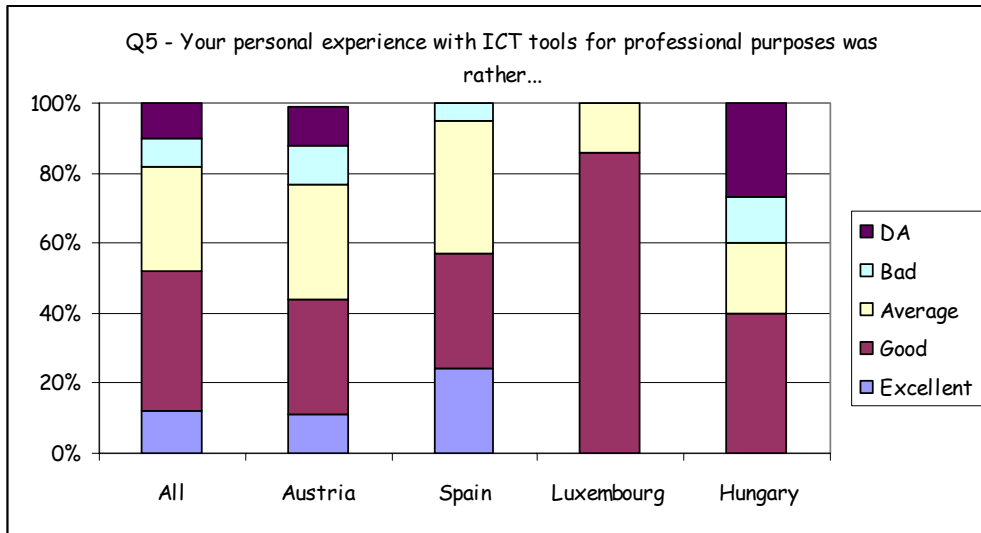
### The panel

The 61 users who participated the survey are :

- 12 members of the project team
- 49 members of the workshops

Four countries were involved : 18 Austrians, 21 Spaniards, 15 Hungarians and 7 users from Luxembourg.

## Global position of the participants towards ICT



A majority of participants (40%) consider the use of ICT in their professional activities as positive. Yet, 30% describe the interest of ICT as « average ». The other participants either find it « excellent » (12%) or « bad » (8%). 10% of the people did not answer the question.

Austrians, Spaniards and Hungarians are the most satisfied with ICT at work (between 33% and 40%).

**Note : The answer for Luxembourg (80% good) cannot be considered representative due to the small number of participants in this country.**

Two other results are quite remarkable :

➔ **24% of the Spaniards describe their experience with ICT as « excellent ».**

This «enthusiasm » will be confirmed later on in this document, more specifically about burn-out problems and communication.

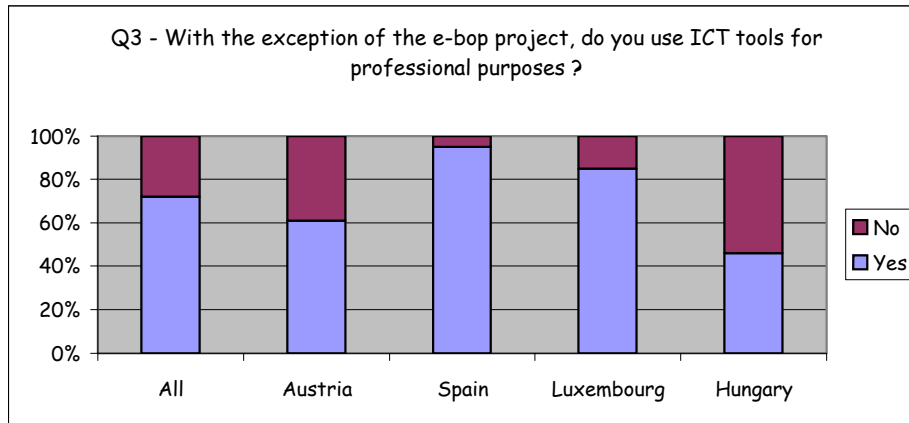
➔ **Hungarians are the less satisfied with the use of ICT, 13% of them mentioning it as a bad experience. Same goes to a lesser extent for Austrians with 11% of dissatisfied people.**

### Main results – Experience with new technologies

➔ 40% of the participants consider it as a good experience

➔ Spaniards are quite enthusiastic towards new technologies, whereas Hungarians and Austrians tend to find it not so useful.

## General use of new technologies

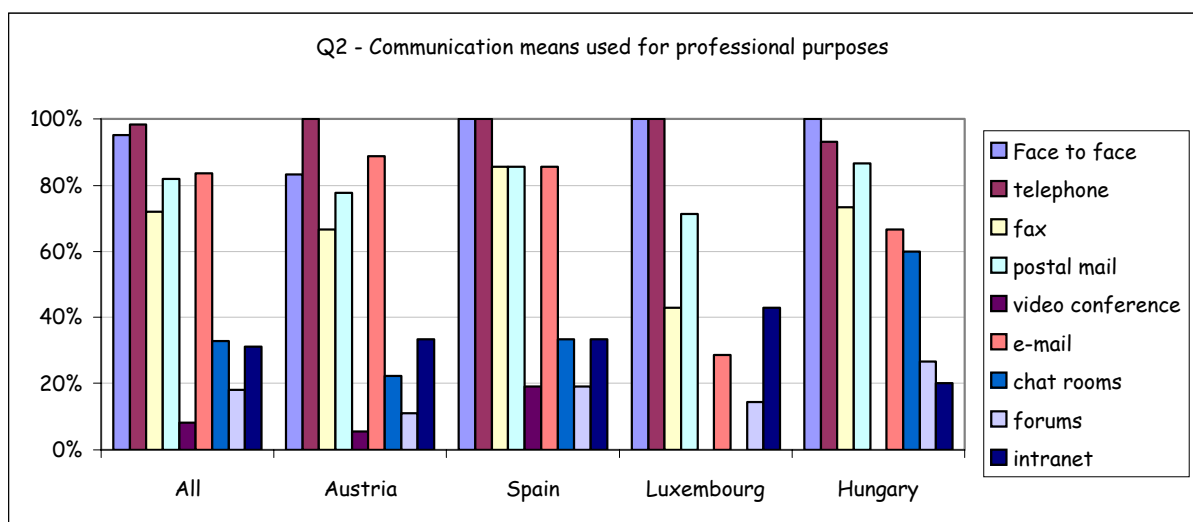


### Main results – Use of ICT outside the e-bop project

→ 72% of the participants to the survey use ICT outside the scope of the e-bop project. This confirms a global interest in new technologies (as mentioned above), and a real need for daily tools.

## Most often used tools in professional activity

The following diagram shows the most often used communication tools among teachers. These results show how well ICT are integrated in participants daily activities.



example read : 95% of participants use telephone « often » or « from time to time » for professional reasons

**Usual communication means (face to face and telephone) are the most widely used for every country. Email and fax are then similarly used across countries.**

**EMail is used by 84% of the participants**, being the most widespread and familiar ICT-tool for the user. Even though users don't use email software at their best, they are familiar with basic functions like getting mails from the mailbox and sending mails.

Here again, Hungarians are less prone to using email, with only 67% of the participants.

Surprisingly enough, Hungarians tend to use fax rather than email (73%). Altogether, 72% of the participants use fax (67% Austrians and 86% Spaniards).

**Postal mail stays close behind email, with a global use of 82%.** Austrians and Spaniards use email more than postal mail, whereas Hungarians and Luxembourgers prefer postal mail over email.

Videoconference, forums, chat and Intranet are seldom used (between 5% and 30% of the answers). Videoconference is the less used (8% globally, 0% in Hungary, but an interesting 19% in Spain). These low results can be explained by the relative complexity of videoconference compared to other communication means, and by the technical constraints it creates (transmission of video over the Internet). Good results of videoconference in Spain can be explained by a better support and training provided to the teachers on this tool in Spain generally.

Forums are not very successful either, with only 18% of answers. Surprisingly, Hungarians tend to use forums more than their European colleagues (27%). Same goes for chat, with 60% of Hungarian participants but only 30% of global participants.

Intranets are used by 30% of the participants. The comparison here is not « fair » since the value and interest of an Intranet is determined by its contents and not only the tool in itself, thus requiring more work to create content and get teachers to use it.

These results show that new technologies are not yet completely considered as « usual » tools for the participants, although FC users seem to be familiar enough with new technologies in general. As a representative example, email is really widespread and considered as a « common » tool, just besides phone.

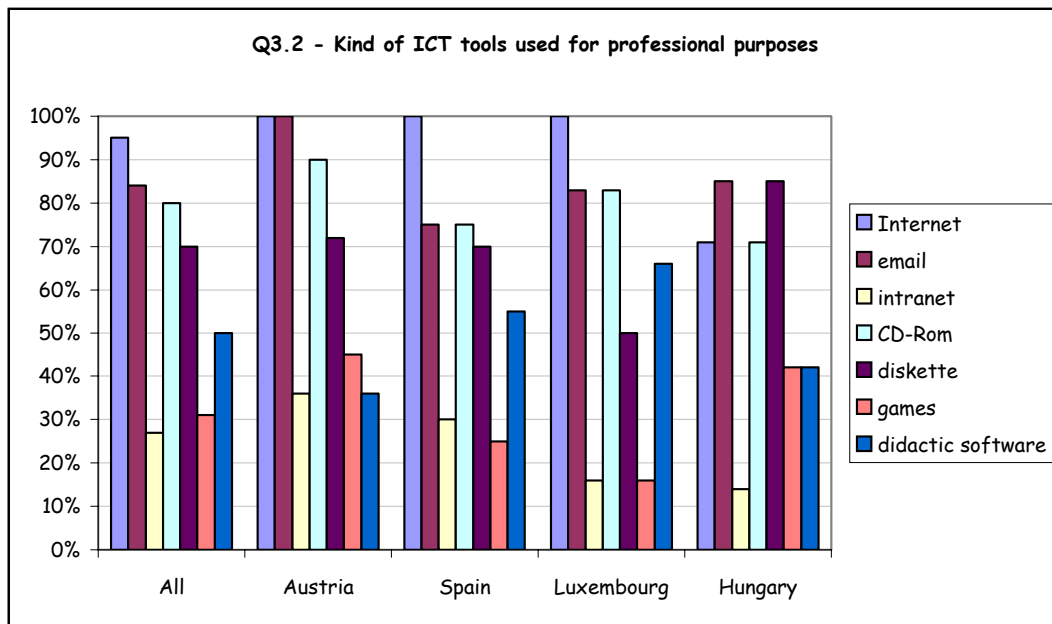
#### **Main results – Professional usage of communication tools**

- ➔ usual communication means (face to face, phone) are the most widespread. New technologies tools (videoconference, chats, forums, intranet) are rarely used (between 5% and 30% of the answers)...
- ➔ E-mail is the most successful « new technology-based » tool with 84% of the answers

## What ICT tools do you use ?

Among participants who declared using ICT outside of the e-bop project (being 44 people, see question Q3), the internet and email are the most used tools : 95% people use the internet and 84% use email.

As a reminder, people who use ICT tools outside of the e-bop project are spread as follows : 11 Austrians, 20 Spaniards, 6 Luxembourgers, 7 Hungarians, being a total 44 people. Percentages on the following diagram are based on these people answers.



CD-ROM and floppy disks (diskettes) come as close followers to Internet and email with respectively 80% and 70% of the answers. These are usual means of exchanging information on a physical medium.

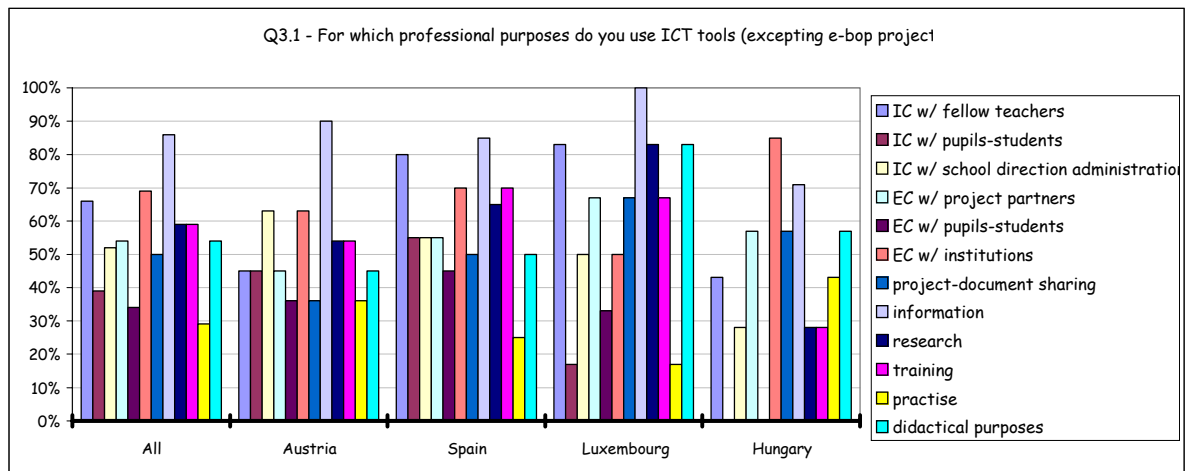
All countries have provided the same results for these 4 most often used technologies. Yet Hungarians are the only participants who didn't mention the Internet as the most often used tool (Language problems?). They seem to prefer email and floppy disk (85%), followed by Internet and CD-Rom (71%). As mentioned further in this document (Q 3.1), Hungarians seem to use email mostly for external communication with the institutions and floppy disk for internal information sharing. Internet is only available to 60% people at work (Q4).

### Main results – ICT tools used outside the e-bop project

- ➔ Internet and e-mail are the favorite tools: 95% of the participants use Internet and 84% use e-mail.
- ➔ « Physical » media are also appreciated, mostly for sharing information: CD-Rom (80% of the participants) and floppy disk (70%).

## For what purpose are ICT used outside the e-bop project ?

The following diagram shows the purpose of using ICT tools, as expressed by the 72% of participants who declared using ICT outside the e-bop project (44 people).



The results exhibits three main goals :

- « keeping oneself informed » (86% of the people)
- communicating with external institutions (69%)
- communicating with other teachers (66%)

ICT tools seem to be required for what they are, i.e. effective tools for exchanging information, ideas, best practices, advices and for experience sharing.

Another purpose of using ICT is research and training (59% of answers to Q3.1), external communication with project partners (54%), pedagogical needs (54%), internal communication with school administration (52%), documents sharing (50%). More innovative uses of ICT like communication with students and pupils outside classroom schedule are not widespread with an average 36%.

In **Spain**, the purpose of using ICT are identical to the global results mentioned above (communication with colleague teachers is a bit stronger with 80% of the answers).

In **Austria**, main goals for using ICT are information research (90%) and communication with institutions (63%). This latter result implies a fair level of ICT knowledge and practice in Austrian institutions.

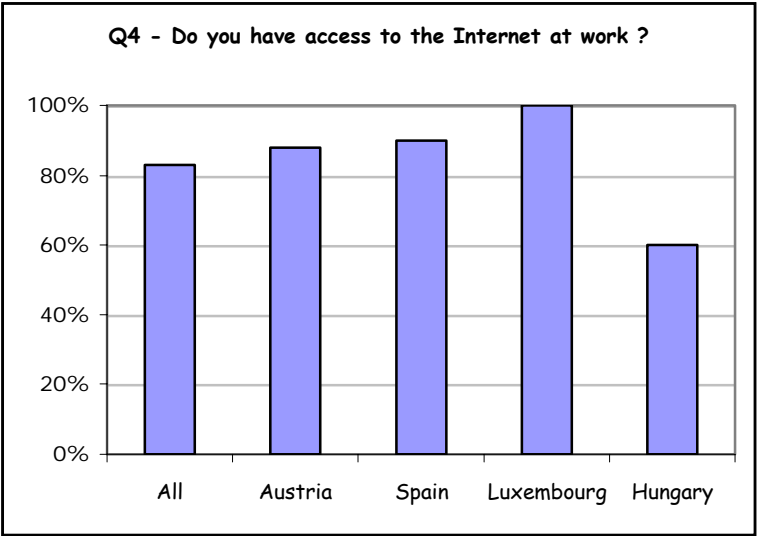
For **Hungarians**, the main reason for using ICT is communicating with external institutions (85%), followed by information research (71%) and communication with project partners, document sharing, and pedagogical needs (all 57%).

### Main Results – Purposes of using ICT outside of the e-bop project

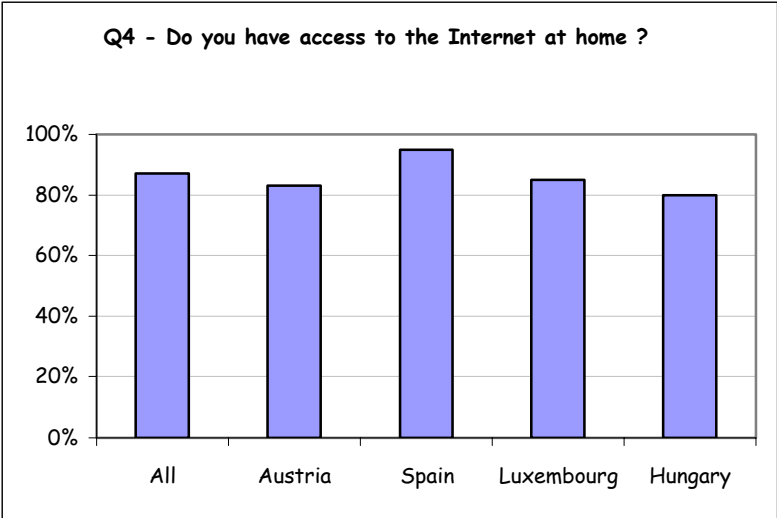
- Keeping oneself informed, communicating with institutions and colleagues are the mains uses of ICT in professional life.
- The set of tools provided by FC seems to cover these uses.

# Accessing ICT tools (including the Internet)

83% of the participants can access the Internet from their office. Yet, the situation is not equal among countries. Luxembourg reaches 100% (but the small size of the Luxembourg panel must be kept in mind). While Austria and Spain keep the lead with a respective 88% and 90%, Hungary stays behind with « only » 60% people having access to the Internet from their office.

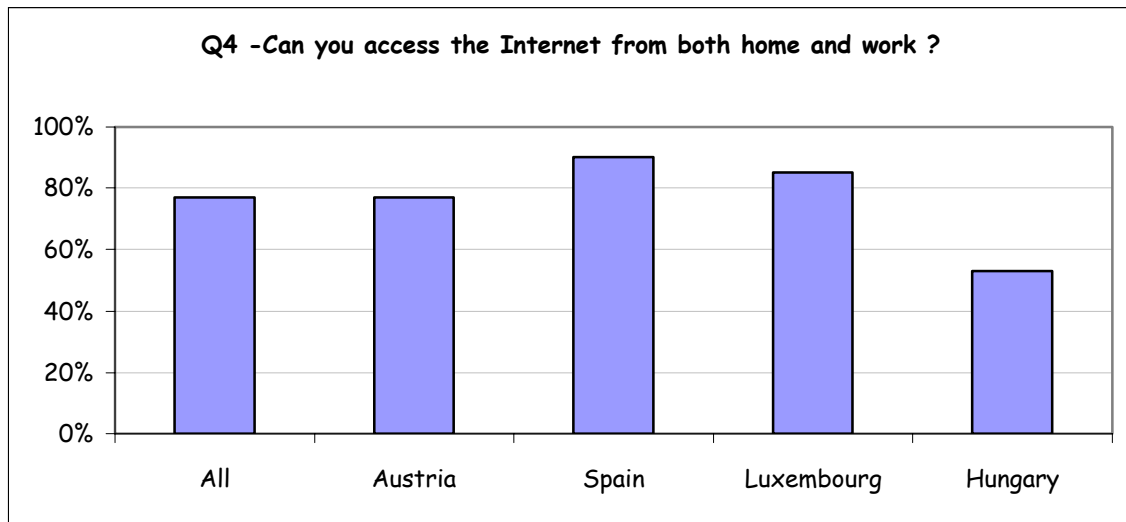


Accessing the Internet from home is more uniformly spread among countries, with 87% of the overall participants being able to surf the Web from private premises. Distribution among countries stands as follows : 83% of the Austrians, 95% of the Spaniards, 85% of Luxembourg people, 80% of the Hungarians.



This widespread access to the Internet allows people to use their private computer for professional goals : 90% of the participants mention using their personal computer also for professional use (100% in Luxembourg, Spain and Austria, but only 58% in Hungary).

As an additional information, it appears that 77% of those questioned can access the Internet from both home and office.

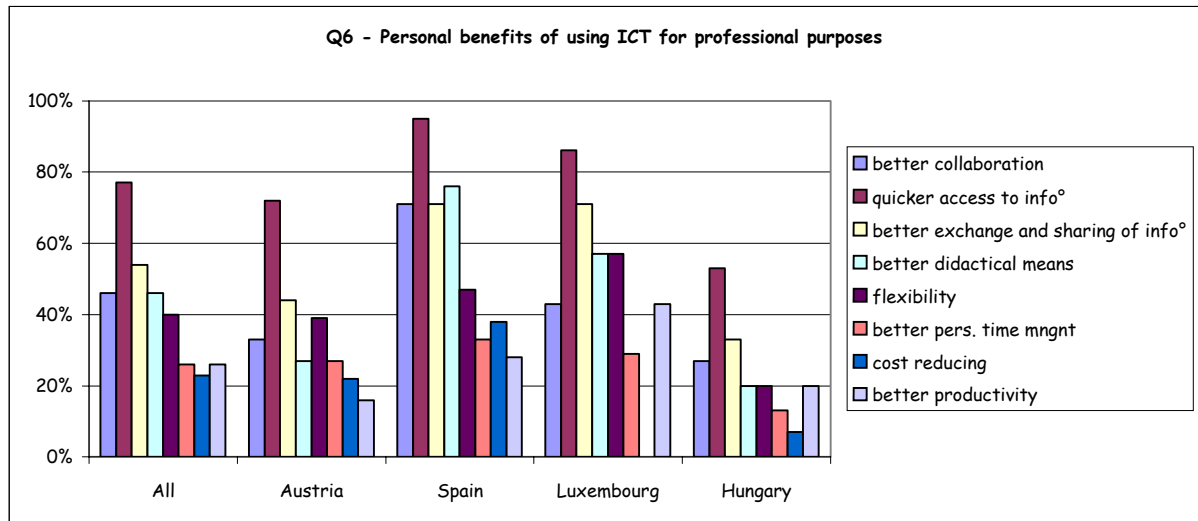


#### **Main results – How ICT tools are used (including the Internet)**

- ➔ The Internet is widely made available at professional premises (83% of the participants).
- ➔ Same goes for home equipment, with 87% of the participants having a private Internet access
- ➔ Finally, having a computer and an Internet access home allows people to use their private computer for professional use (90% of the participants)



## Personal benefits of using ICT for professional purpose



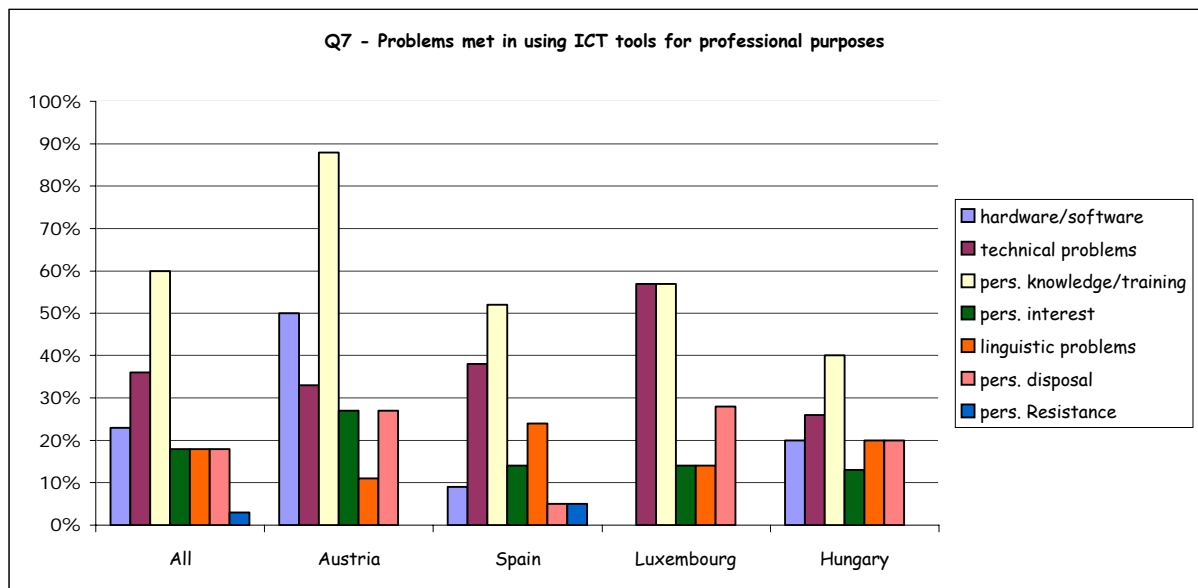
The main benefit seems to be a faster access to information, as mentioned by 77% of the participants. All countries mention this advantage as the most important one (72% Austrians, 94% Spaniards, 53% Hungarians and 86% of Luxembourg people)

Other benefits mentioned by users in all countries are : improved information exchange (54%), improved collaboration (46%), improved access to valuable pedagogical tools (46%).

### Main results – Benefits of using ICT tools

- Two major advantages are mentioned : a faster access to information (77%) and improved exchange of information (54%)
- 45% of those questioned mention a better collaboration and a more efficient access to didactic tools through ICT.
- Other advantages like a better time management, cost reduction or increased productivity are only mentioned by 25% of the participants (probably because they are only obvious on a long term observation).

## Problems encountered when using ICT for professional purpose



The most often mentioned problem does not relate to the technology in itself but rather to a lack of personal knowledge from the users or inadequate training (88% Austrian participants mention this problem as the major one!).

These results clearly show the difficulty of handling new technological tools for people who are not « computer-literate » enough and without a proper training. People in the panel seem to require training sessions for using computer tools. In this context, the evaluation of the results of FC training sessions will be interesting.

Right after training problems come technical problems. 36% of the participants mention problems like viruses, failures of all kind, shortage of hard disk space,...). This global percentage is common to Austria and Spain, whereas it reaches 57% in Luxembourg and only 26% in Hungary.

Inappropriate hardware or software is also considered as a problem, preventing effective use of the provided tools for 23% of the participants. This « feeling » is not shared equally among countries, with for example 50% of Austrians against a mere 10% in Spain.

Other problems reported refer to linguistic problems , shortage of time to investigate tools or even absence of personal interest in technology, all these reasons being mentioned by about 20% of those questioned.

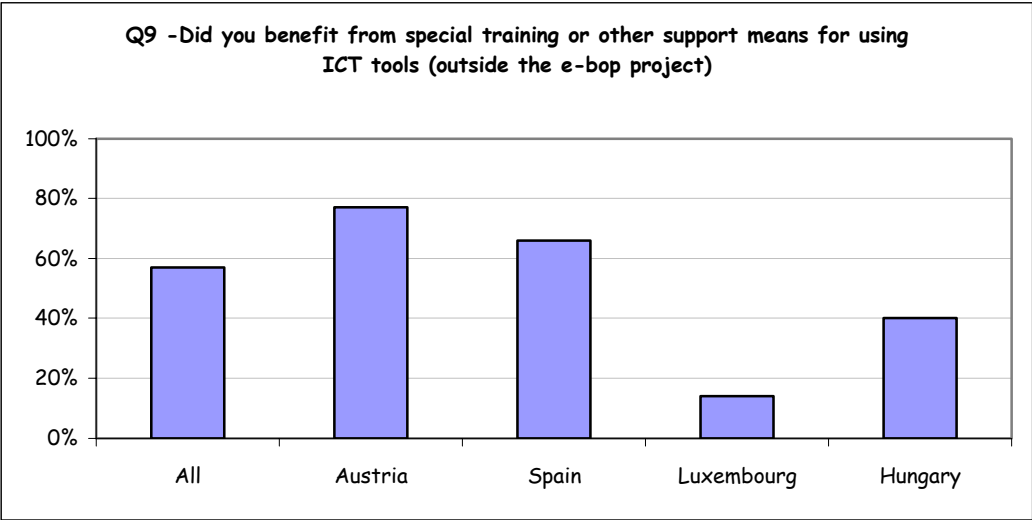
Lack of time for investigating tools is reported as the 3rd main problem in Hungary and Luxembourg, but is not considered as a real problem in Spain.

### Main results – Problems encountered when using ICT tools

- ➔ The most important problem is the lack of « computer » knowledge of the participants themselves
- ➔ Technical problems of all sorts are deemed important by 1/3rd of those questioned.

# ICT training – Number of participants who have already attended ICT training sessions

57% of the participants declare having followed ICT training sessions outside of the e-bop project.



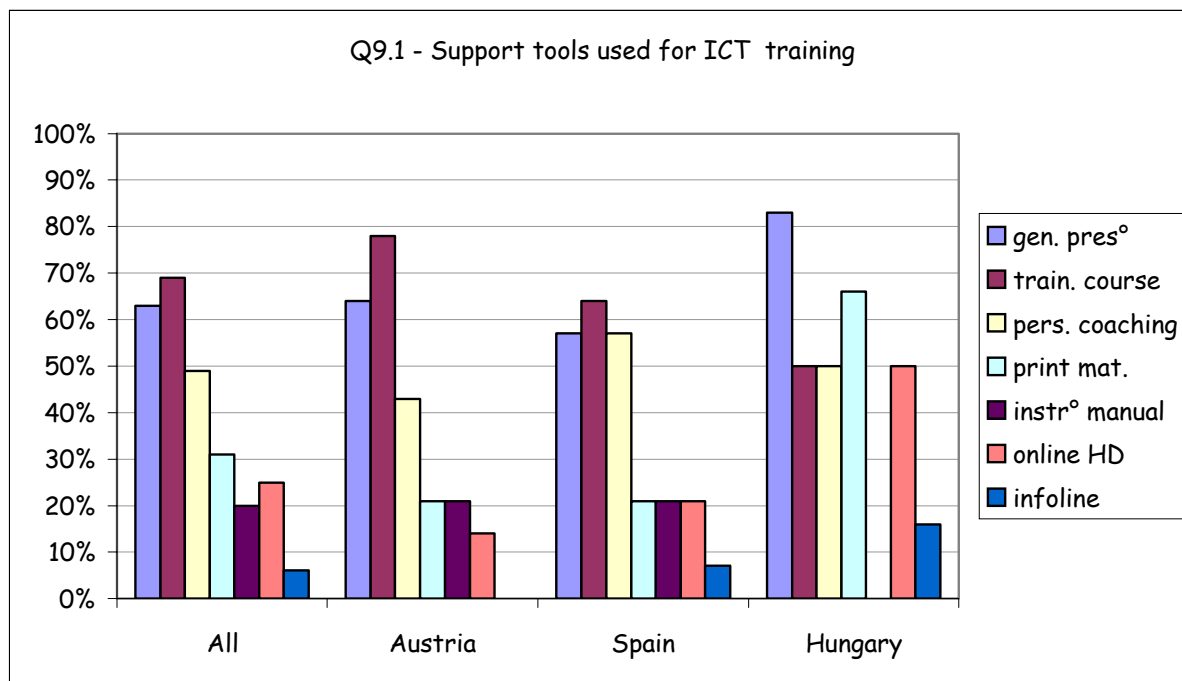
This percentage rises to 77% among Austrians and 66% for Spaniards, but only reaches 14% for Luxembourg and 40% for Hungary.

**Main results – Participants who attended ICT training sessions**

→ Regardless of the e-bop project, 57% of the participants have attended ICT training sessions

## Training method

69% of the participants have been trained for « standard use of their workstation » (on-site training), either for back office applications, Internet and email usage, CD-Rom use and sometimes video.



Next to “on-site” training come “generic presentation” (63% of those questioned) for global information about usual software and equipment. Another kind of training mentioned here is “individual training” (49% people), again for usual software applications.

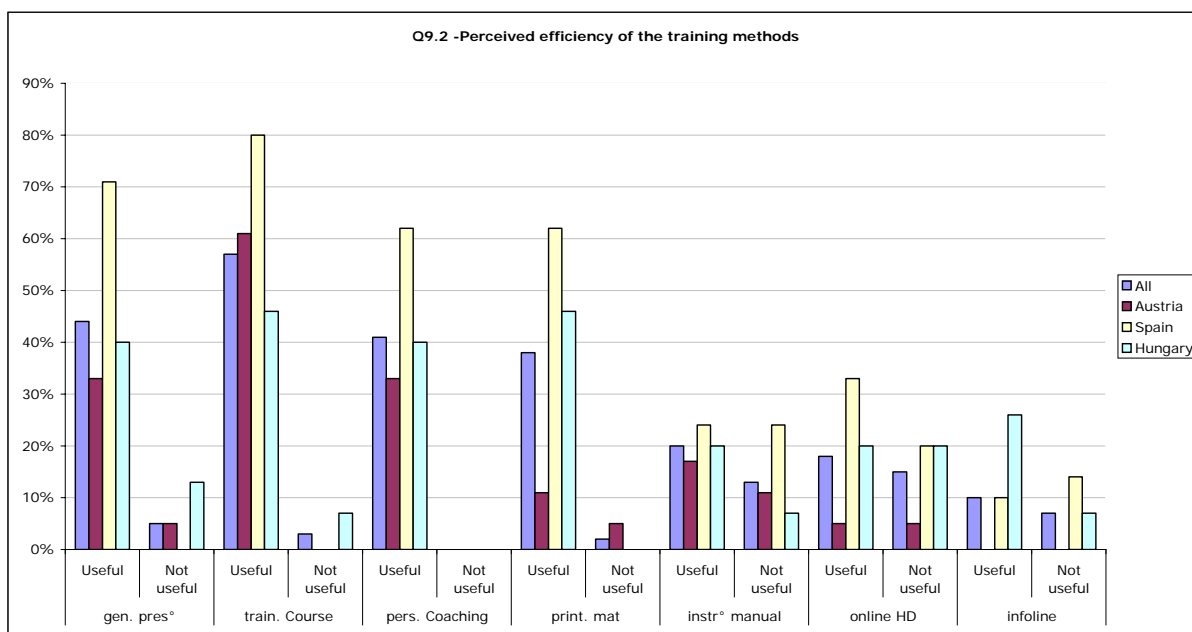
Lastly, printed documentation, user manuals and online helpdesk have helped about 30% of participants. (Hungarians declare a remarkable 50% use of online helpdesk).

### Main results – Training sessions

- 3 kinds of training : on-site training, generic presentations and individual training.
- These trainings concern the use of back office tools, email and the Internet.

## Perceived training efficiency

All participants to the initial panel (61 people) have been asked the question of training efficiency, including people who never attended any training. This allows to get results on how training is perceived both before and after training.



*Note : Luxembourg has been withdrawn from this chart since only 1 participant answered the question.*

On-site training is considered the most effective by 57% of the participants, being the only training method to gather more than 50% positive answers. This is related to the « practical aspect » of the training, with real situations, available teacher, time devoted to training, and human-computer interaction.

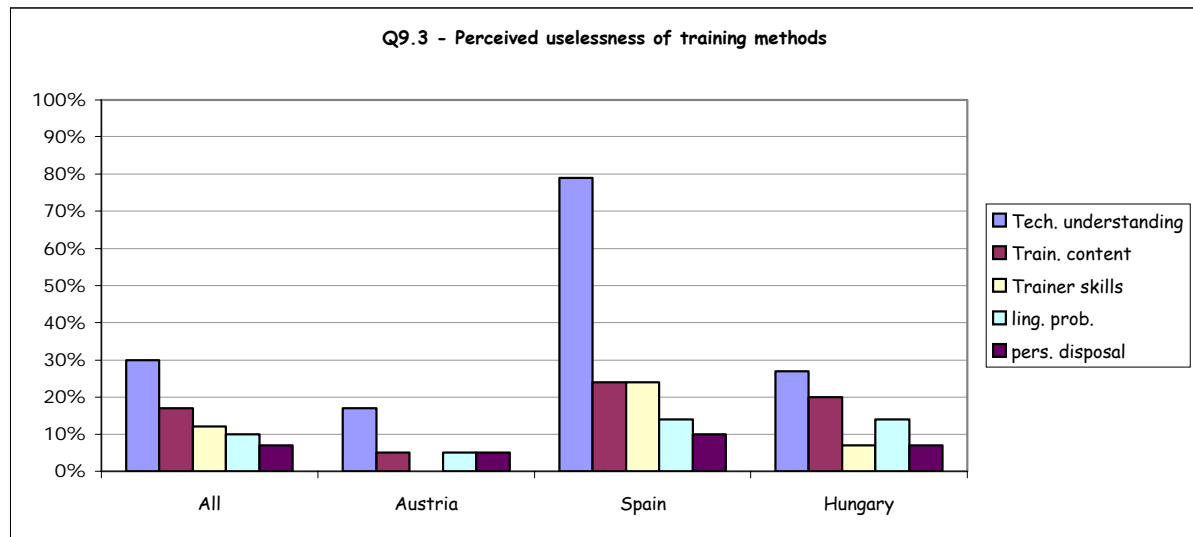
Next come generic presentations, individual training and printed documentation, with 40% of the participants mentioning these as efficient.

Among the types of training considered as « less efficient », user manual, online helpdesk are mentioned as useful by 20% of the participants, and infoline by only 10%.

### Main results – Perceived training efficiency

- ➔ On-site training is estimated the most useful training method (57%)
- ➔ Generic presentations, individual training and printed documentation are efficient for 40% people
- ➔ Spanish people are the most enthusiastic regarding training and tend to consider it efficient, no matter what kind of training.

## Reasons for negative perception of training and feeling of inefficiency



30% people feel that they are lacking technical background when they attend training sessions. This is the most often mentioned reason among people who attended trainings and found them useless, with for example up to 80% Spaniards.

Other reasons mentioned for this perceived « uselessness » of training are :

- the contents of the session themselves (for 17% people)
- poor skills of the teacher (12%)
- linguistic problems (10%)
- available time and personal motivation (7%)
- 

All countries mention these points in the same order.

### Main results – Reasons for perceived uselessness of training

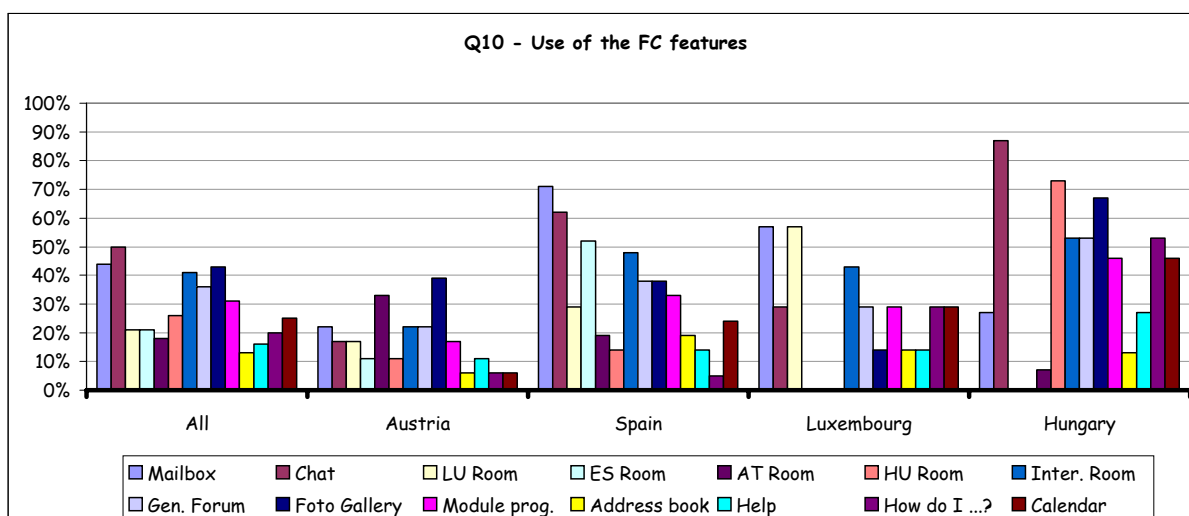
→ 30% of those questioned find they are lacking technical background when they attend training.

## Level of use of FC components

In the scope of the e-bop project, FC provides participants with a set of ICT tools for communicating and exchanging best practices and documentation around the burn-out problem.

The following chart shows which FC tools are used in the different countries of the panel. A major result from this observation is that not a single FC tool is used by more than 50% of the global panel, the most used being the chat tool.

Another interesting result is that individual countries results do not necessarily conform to global results, indicating different « habits » in the use of new technologies among countries.



Following the chat tool, used by 50% of the participants, mailbox, photo gallery and international room are used by a respective 44%, 43% and 41% people. Generic forum and program modules are then used by 36% and 31% people.

Level of use for other tools stands between 15% and 25%. Concerning « country rooms », the relatively poor results are probably related to linguistic questions (as confirmed by the relative success of the international space where common language is English).

Surprisingly weak results of tools like calendar and address book may be explained by a possible inadequacy with real needs of the teachers, which would have to be precised in order to improve these tools to a satisfactory level.

Regarding country-specific results, one can notice that no FC tool is used by more than 50% Austrians, which tend to indicate that FC in its entirety doesn't meet user requirements in this country. Interestingly, 33% of those questioned in Austria use the « Austrian room », making it the second most used FC tool.

Photo gallery is used by 40% Austrian people. Mailbox, international room and generic forum being used by 20% Austrian teachers.

Despite its good results in the global panel, chat is not widely used among Austrian participants, with only 17%.

In Spain, FC seems to globally be more successful than in other countries. Mailbox and chat reach a respective 70% and 62% level of use. « Spanish room » is used by 52% people

Due to the small size of the panel, results from Luxembourg have to be considered with caution. Still, mailbox seems to be the most used tool, along with the national room, both with 57% results.

Finally, Hungarians confirm their preference for the chat tool, with 87% people using chat rooms. Next come the national room (73%), Photo gallery (67%). Interestingly enough, Hungarians are the only participants to often use the « How do I... ? » tool (53%). This may be explained either by Hungarians being the only ones to look for help in using the tools, or by more problems encountered when using the tools, thus needing more assistance.

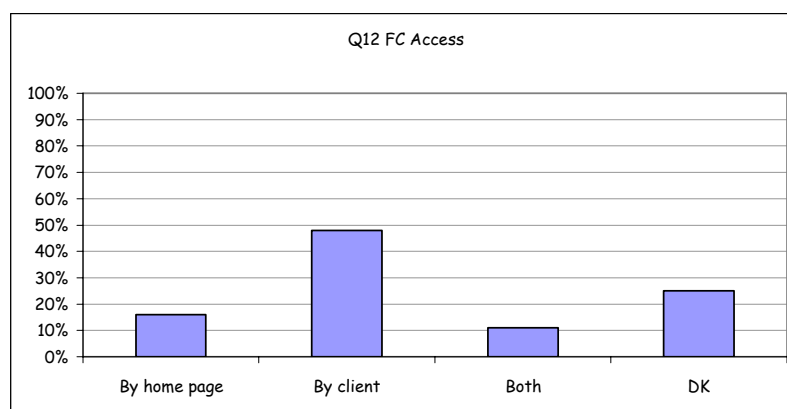
#### Main results – Level of use for FC tools

- No FC tool is used by more than 50% participants (the question being « Which FC tools do you use, often or even rarely »). Adhesion to FC is globally weak.
- Global results are not followed by each country, some panels having different interests in particular tools
- Chat is surprisingly the most used tools in the global panel, which might indicate a need for « live » discussion and advices, on a more « human-like » interaction. Mailbox (44%), photo gallery (43%) and international room (41%) come next.
- Tools that are not directly related to burn-out problem are far less used (calendar, address-book).

## How do people access the FC platform ?

People declare accessing FC as follows :

- 16% through Web interface
- 48% use a client software
- 11% use both Web interface and client software
- 25% don't know how they access FC

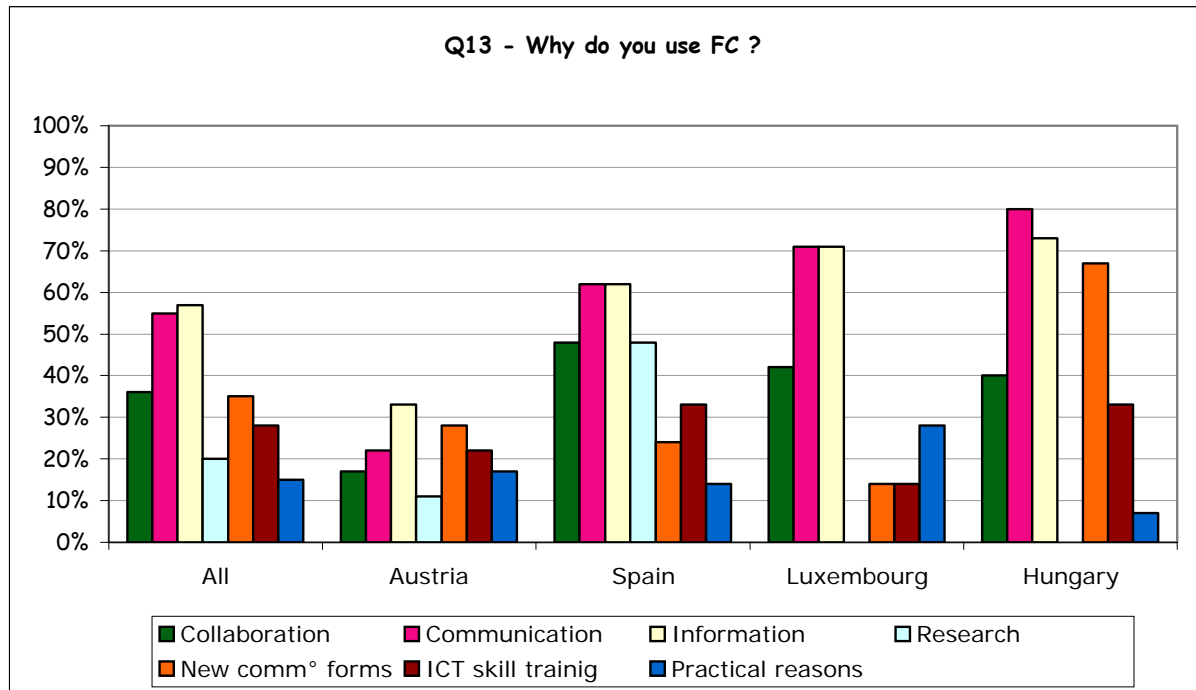


#### Main results – Access to FC

- Surprisingly enough, 25% of the participants don't know how they access FC...



## Why do people use FC – Expected benefits



FC is mostly used for information research (57%), then for communication purposes (55%). Although there is room for improvement regarding the number of users, main goals of FC seem to be reached, i.e. providing teachers with communication and information tools.

FC users also use it as a collaboration tools (36% people). Yet, this is a rather small percentage, considering the importance of collaboration in such a project.

Other objectives of using FC are : taking advantage of new ways of communication (35%), getting familiar with ICT (28%)

On a country level, main interests in IC are the same (information, communication, collaboration) in Spain and Luxembourg. In Austria and Hungary, FC is also considered as a way to get familiar with ICT (28% answers in Austria and 67% in Hungary).

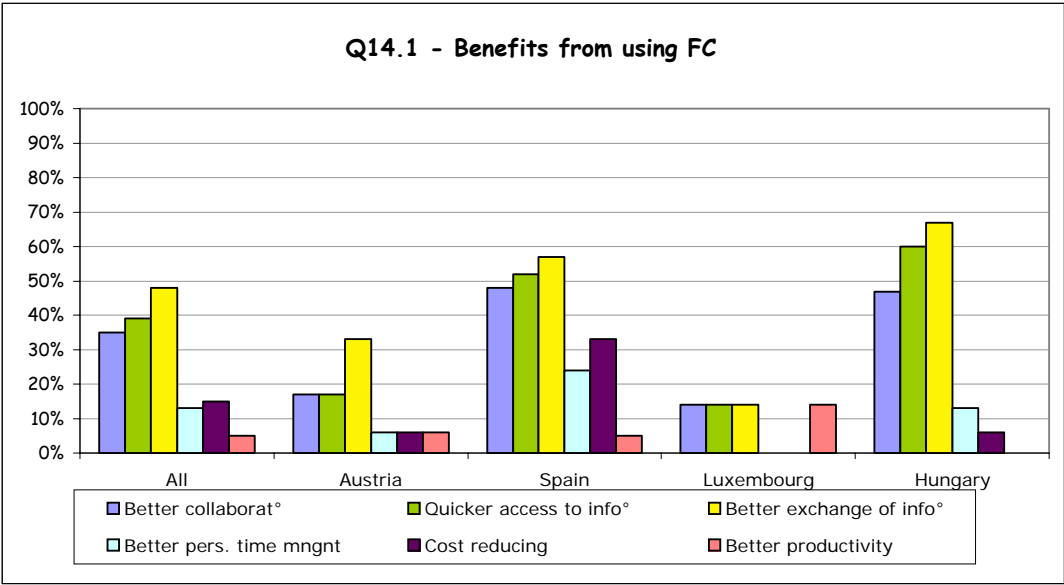
### Main results – Purpose of using FC

→ FC is mostly used in e-bop for information research (57%), communication (55%) and collaboration (36%).

# Concrete benefits perceived when using FC

Global benefits perceived when using FC conform to what was expected by the users.

48% of those questioned mention FC efficiency for information exchange. Although not bad, this result was certainly expected to be better in the e-bop context, where exchange of information and experience between teachers is particularly important.



39% of the global panel mention a better access to information thanks to FC, 35% consider that FC improves collaboration.

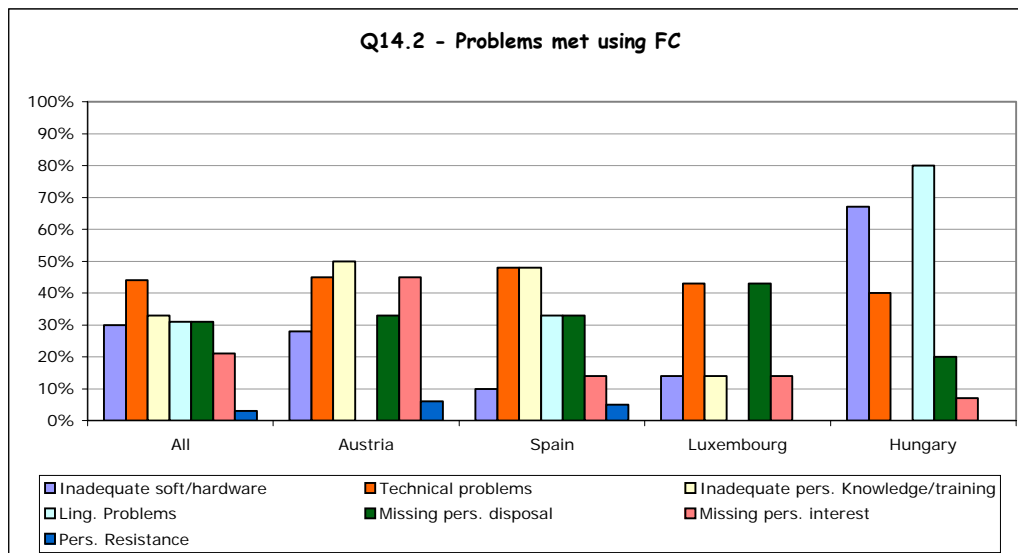
More measurable benefits, such as cost reduction, better time management, or a better productivity are mentioned by 10% people only.

**Main results – Concrete benefits of using FC**

- ➔ 48% of the people mention FC efficiency in information exchange.
- ➔ 39% of those questioned take advantage from a faster access to information
- ➔ 35% find FC improves collaboration.

## Problems encountered when using FC in the e-bop project

This chart sums up the problems most often mentioned by the participants when using FC.- in the e-bop context.



Interestingly, problems reported by FC users here are not the same as those mentioned about ICT in general (see Q7). They seem to be closely related to the platform in itself.

44% of those questioned mention technical matters as the main source of problems when using FC. Then, about 30% people think their problems with FC are due to their personal lack of technical knowledge, to insufficient training, to inadequate software and hardware tools, to a lack of available time to deal with FC or to linguistic considerations. Time in particular seems to be a major restrictive factor regarding a good use if new tools.

One must also notice that about 20% people indicate their absence of motivation as a possible cause for the problems they meet. This is typically the case for Austrians, 45% of which mention this poor motivation towards FC. In Hungary, linguistic problems are the most worrying (80% people), followed by poor technical reliability of hardware and software (67%).

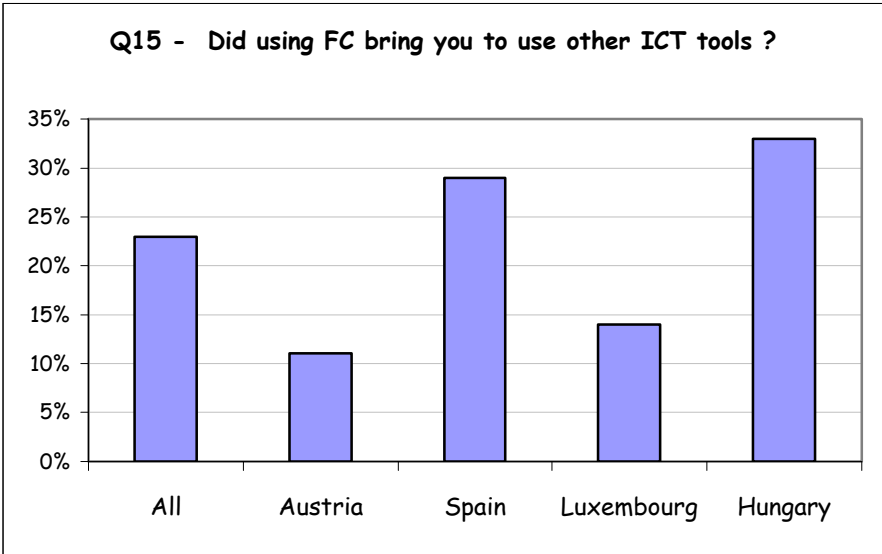
### Main results – Problems encountered when using FC

- Problems encountered are closely related to the platform in itself
- 44% people consider technical aspects as the main source of problems
- Austrians admit their poor motivation for the platform as a reason for problems (45%)
- Hungarians have more linguistic problems than others (80%)

## How does using FC motivate people for using other ICT tools ?

It is interesting to consider how a regular use of FC may or not help people in their approach to other technological tools.

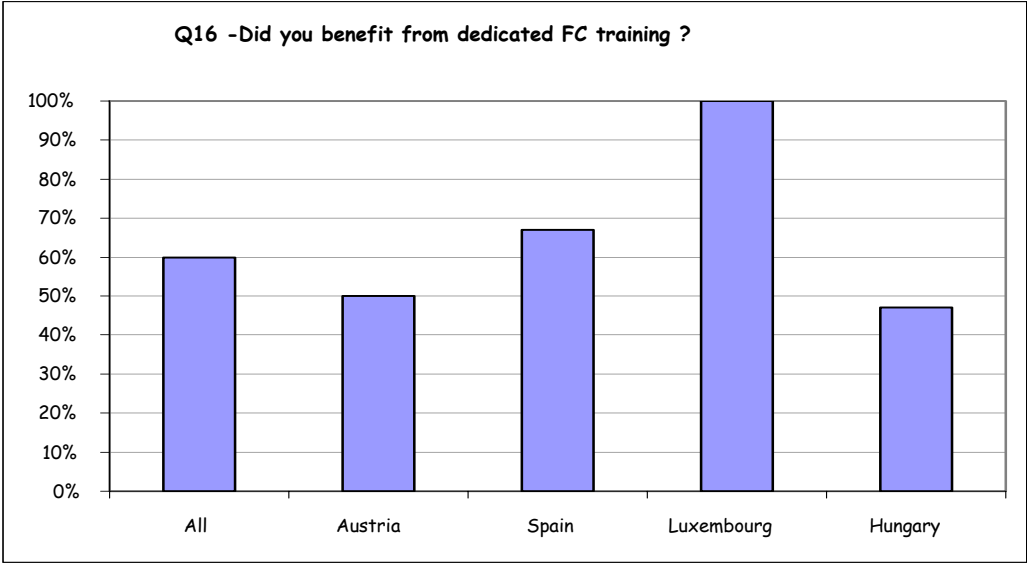
It appears that almost 25% of those questioned have been encouraged to use other ICT tools after having used FC. Spaniards are the most enthusiastic about it, since almost 33% admit FC encourages them to experiment other tools. On the other extreme, Austrians don't feel FC has contributed to helping them discover new technologies or improve their use.



# FC training in the e-bop project- People who attended a FC training session in the scope of the e-bop project

60% of the global panel have attended the offered training to FC ( being 37 people, spread as follows : 9 Austrians, 14 Spaniards, 7 Hungarians, and 7 Luxembourgers).

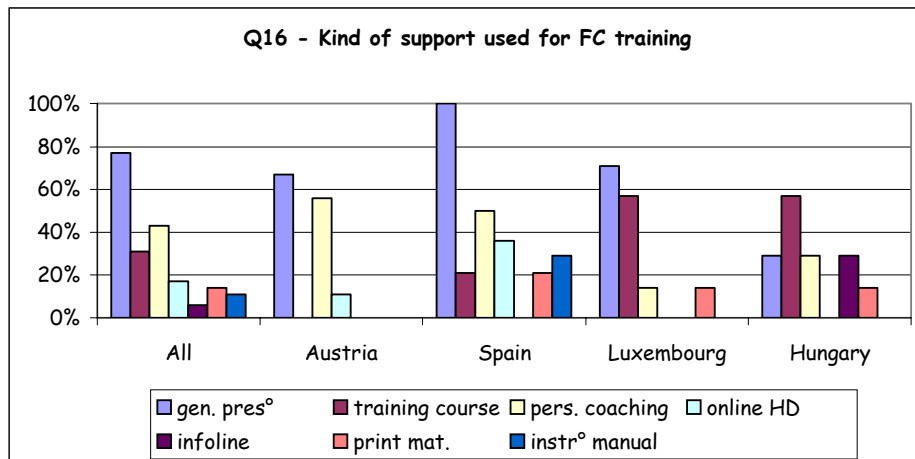
The results of Question 14.2 seem to indicate that these training sessions are not enough or not adequate since a lack of training and/or personal knowledge is reported as a major problem for 30% of the panel.



One must notice that all people from the Luxembourg panel have been trained to FC. For the other countries, the training was optional (Austria) or part of the modules 2 to 4, but not called explicitly "training" (Hungary and Spain).

## FC training in the e-bop project - Method for training

People who have been trained to FC (37 people, see Q16 above), report « generic presentation » as the prevalent training method (80% people have been trained that way).



Personal coaching comes secondly, mentioned by 40% of those questioned. Then comes on-site training for 30% people.

Interestingly, although on-site training was considered useful for ICT in general, it was not used to a great extent in the e-bop/FC context.

Other training mechanisms, such as online helpdesk, printed material or infoline, have scarcely been used, merely as secondary support tools (less than 20% answers).

On an individual country level, it appears that Austrians have only used generic presentation, personal coaching. On-site sessions were made available, but not attended by the participants.

In Spain, generic presentation was prevalent, but a relatively high number of participants also accessed online helpdesk services (36%).

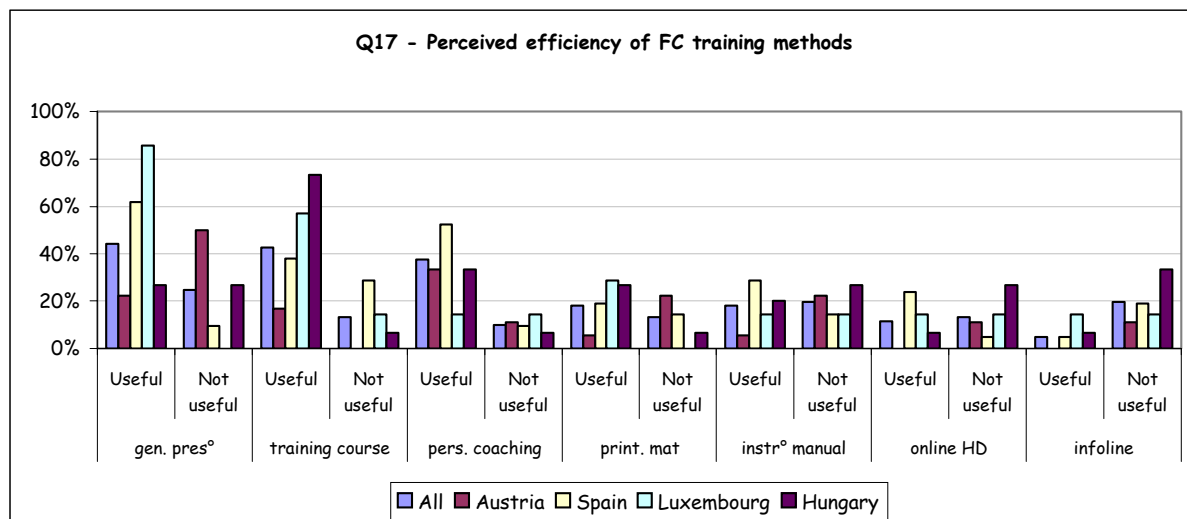
On-site training have been more widely used in Luxembourg and Hungary (57% for both) than in other countries.

### Main results – Kind of FC trainings in the e-bop projects

- 80% of those questioned have attended a generic presentation
- 40% people had a personal coaching
- 30% participants took advantage of on-site training.

## Perceived efficiency of FC training in the e-bop project

Efficiency was evaluated by asking ALL the participants, including those who did not attend training. This allows to obtain both « a priori » and factual opinions.



Contrarily to efficiency measurements about generic ICT training, people tend to precisely point out some « useless » methods of training.

Three FC training methods have been considered « useful » in similar proportions : generic presentation, on-site training and personal coaching, as reported by 40% of those questioned. More than 60% Spaniards consider a generic presentation as an efficient training method, whereas only 25% Austrians and 20% Hungarians seem to think so.

These Austrian results are interesting since generic presentation was the most attended training method, and is considered useless by 50% participants here. This may indicate a need for « reorganizing » generic presentations, at least in Austria.

Hungarians are more fond of « on-site » training, with almost 75% answers. 40% Spaniards also think that on-site training is useful. Austrians are only 20% in this line.

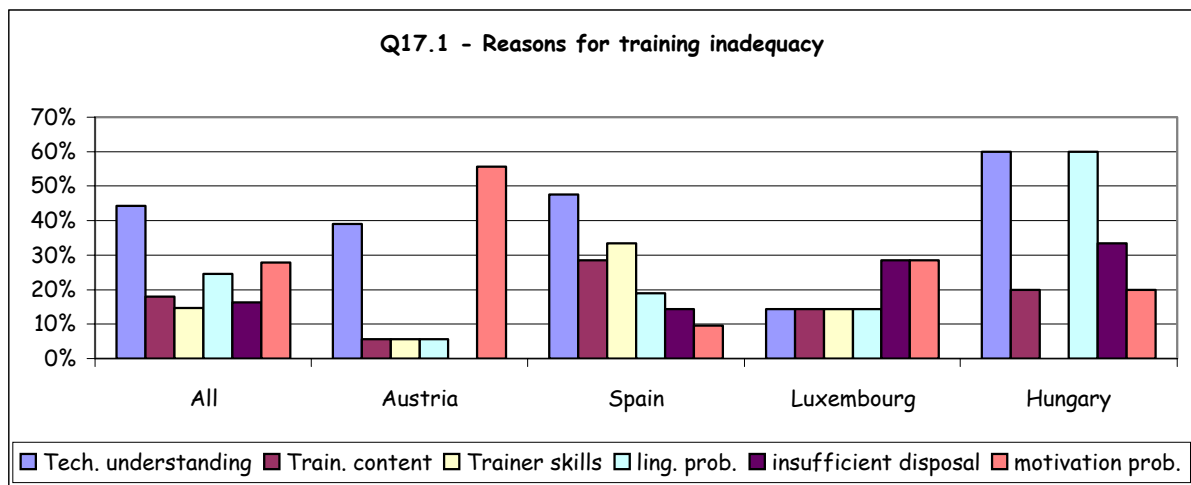
Personal coaching is considered useful by 33% Austrians and 50% Spaniards.

Finally, instruction manuals, online helpdesk and infoline seem to gather a lot of opposition, being the only training methods to be considered more useless than useful. This might be due to the personal investment (and thus motivation) implied (notably for reading instruction manuals), and the « active » role devoted to participants with these tools, whereas generic presentation only require them to listen to the speaker (passive role)...

### Main results – Efficiency of FC training in the e-bop project

- 40% people think that generic presentations, on-site training and personal coaching are the most efficient and useful training methods
- People tend to qualify training methods as useless more « directly » than when evaluating global ICT training processes.

## Reasons pointed out for training methods inefficiency



People tend to blame the inefficiency of training on their own lack of technical background. People felt they didn't have the knowledge required to understand FC and its use in the e-bop project. 44% of those questioned also think that FC is too complex to be understood through a generic presentation (a paradox being it was one of their favorite ways of training...).

Neither the contents of the training nor the teacher competencies are considered as a real factor in training inefficiency (only reported as a cause by 15% people).

Results above show that the linguistic problem was probably not considered with enough care when organizing training strategy, since it appears as the third cause for training inefficiency (25% people mentioning it).

Lack of available timeslots devoted to FC has been reported as a major cause by 15% of the participants.

On a country level, motivation was a problem for 56% Austrians, which is only the case for 10% of the Spaniards. These latter seem to focus more on teacher competencies and on training contents themselves to explain inefficiencies (30% people). Lastly, 60% Hungarians consider linguistic questions as responsible for training inefficiency.

### Main results – Reasons pointed out for training inefficiency

- 44% of those questioned think that their personal lack of technical knowledge is responsible and that FC is too complex to be mastered through generic presentations.
- Poor personal motivation is the cause for almost 33% of the participants (particularly Austrians)
- Linguistic problems are responsible for 25% of the Hungarians.



## Conclusions

The e-bop project has been launched in order to help teachers to prevent burn-out, particularly for improving communication- and cooperation-skills, also in using new technologies. Tools for communication and information used in the scope of the e-bop project are those offered by the FirstClass platform (FC). One problem was that the projectteam-members were not instructed to the FC as originally planned in meeting 3 (internet-problems in Hungary) and the server was not installed right from the beginning, so that ways of collaboration had to be developed otherwise. The impact of this could not be measured by this survey, but might explain some of the results.

As shown in the various results above, FC was not as successful as expected and a few drawbacks have been pointed out by the participants to the survey. This concluding section aims at figuring out if new technologies really bring added value to the prevention of burn-out and if FC is the appropriate tool for this purpose.

Teachers consider burn-out as a personal problem and they feel it goes beyond the professional area. Their position towards ICT in the e-bop project, although not « negative », remains cautious. Thus, 30% « only » of those questioned feel that ICT are the adequate answer to prevent burn-out and spread knowledge about it (Q21). A mere 8% of the participants consider that ICT tools are totally inadequate for burn-out prevention.

The majority think ICT tools are useful, but not the only way of dealing with the problem. They mention « face to face » communication as a more appropriate way for this kind of personal issue, rather than technological and somewhat anonymous solutions.

ICT are here adopted as a way to get more information about burn-out, to exchange professional experiences with other teachers (sometimes in other countries thanks to new technology). 57% of those questioned declare using FC for information and communication.

On a European level, one can notice that 43% of the participants consider that a European project such as e-bop would not be feasible without the help of new technologies. It seems that the usefulness of new technologies is understood by teachers, but in this particular case, the platform in itself is the problem : FC is not well accepted among participants, partly due to its complexity, technical aspects and limited abilities for communication. 18% people think FC is accurate as a burn-out prevention platform, whereas 26% think it is not adequate. 44% people consider technical aspects as the main source of problems in their use of FC.

On one side, there are real expectations for new technologies as a communication support, and on the other side, there is a global disappointment on the « concrete » use of the technological platform provided. Thus, 15% people indicate they would drop ICT.

The interesting point here, in relation with Q14.2, is to know whether FC is rejected because of its characteristics or because of users insufficient technological background and poor training. Almost 33% of the participants have indeed mentioned this « poor knowledge » as a major cause for problems encountered when using FC. This latter hypothesis could be enforced by 17% people mentioning in open questions that more « in depth » training sessions should be organized if the e-bop project was to be launched again. Moreover, it is interesting to remind here that « only » 60% of the participants had attended the offered FC-trainings, which might explain some difficulties met.

One can also mention the fact that « so said » technical problems are sometimes used as an excuse to hide other problems, more related to human behavior and personal motivation (which is admitted by 20% of those questioned).

Finally, one major obstacle to European cooperation on the subject remains the language, with about 30% people indicating linguistic problems when using the platform.