



Co-funded by the
Erasmus+ Programme
of the European Union

Post questionnaire – educators/teachers

About ViduKids in your class

Tell us what you think about after you tried the ViduKids ideas with children

About the children

Tell us a little about the children you work with, please.

With how many children did you work? _____

What is your gender? male female others

How old are the children? in years _____

How many are 4 years old? _____

How many are 5 years old? _____

How many are 6 years old? _____

Other _____



Co-funded by the
Erasmus+ Programme
of the European Union

About using ViduKids in kindergarten, preschool or primary school

Tell us about your experience with using ViduKids with children, please.

How much time took your ViduKids project? _____

- (1) one day
- (2) less than a week
- (3) about one week
- (4) about two weeks
- (5) about three weeks
- (6) about a month
- (7) more than a month

Which video task have you tried out with children? _____

How have the children worked? Tick whether none, some or all children did this.

	none	some	Approx. half	almost all	all
The children explored materials and devices.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
The children made their own video following instructions	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
The children created their own video by using their fantasy.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
The children are still watching their videos by themselves.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
The children took initiative to make new videos by themselves after the project finished.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>

Did children produce a storyboard/draw about the video?

- (1) yes (2) no

If yes, which story/draw was produced _____



Co-funded by the
Erasmus+ Programme
of the European Union

Which Mathematics content have you used?

- (1) Mathematics: space
- (2) Mathematics: shapes
- (3) Mathematics: patterns
- (4) Mathematics: numbers
- (5) Mathematics: measuring
- (6) Mathematics: reasoning
- (7) Mathematics: ____
- (8) other: _____

How have you worked with one shot video?

How have you worked with the stop motion video?

How have you worked with the creative explorations video?

How did you compare the proposed activities with what you usually do?

Which adaptations and changes had to be introduced?

How do you think the children perceived doing a ViduKids activity?

For each of the following statements, please indicate how true the statement is

	not at all true	not true	somewhat true	true	very true
It was the children's choice to participate.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(4) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>
Children work very hard on this activity.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(4) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>
The child becomes familiar with video production.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(4) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>
The children felt like they were doing what they wanted during the activity	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(4) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>
Children felt close to the educator while developing their ideas and the video.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(4) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>
The children put a lot of effort to develop the activity.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(4) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>
The child engages intuitively in learning mathematics.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(4) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>
The child associates mathematics with video production.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(4) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>
The children enjoyed doing the activity very much.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(4) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>
Children showed amazing skills by doing the activity.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(4) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>
Children trusted their peers while developing the activity.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(4) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>
Children were relaxed to do the video.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(4) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>



Reflection & future plans. How do you perceived the ViduKids activity?

What did the children learn when doing the activity?

Were there unexpected lessons? If yes, describe them

Which competences did children develop when doing the activity?

- Mathematics
- Team work
- Creativity
- Critical thinking
- Comprehension
- Problem solving
- Cooperation
- Concentration/Attention
- Innovation
- Decision making
- Autonomy
- Responsibility
- Other
- Which? _____

For each of the following statements, please indicate how true it is for you.
1= totally disagree to 5= totally agree

	1	2	3	4	5
It was interesting.					
Promoted children's curiosity					
Promoted children's engagement					
Motivated for Mathematics learning					
It was innovative.					
It was appropriate for the children's age and developmental level.					
The activity is useful to develop curricular guidelines/syllabus.					
I feel confident in the use of digital technologies in education.					
It allowed me to become aware of new strategies and resources to introduce children on technological devices.					



It allowed me to learn about new strategies and resources to introduce children to Mathematics.					
It allowed me to learn about new strategies and resources to work with children on their personal skills.					
I like to include different approaches in my pedagogical work.					
I use visual ideas in my pedagogical work.					
I can produce a video autonomously.					
I intend to use photos and videos in activities with children with pedagogical intentionality.					
I intend to implement activities involving photos and videos produced by the children themselves with pedagogical intentionality.					
I intend to implement activities involving photos and videos produced by the children themselves to explore Mathematics.					
It promoted interest to develop more activities with other video techniques.					
It promoted interest in order to be suggested to other teachers/educators.					
I consider the possibility of developing more activities if there is training.					
I plan to continue to develop this type of activities.					
I consider the possibility to implement this type of activities to develop curricular guidelines.					
I believe that these activities will have a positive effect on children's learning.					
I intend to use visual ideas in my pedagogical work.					
I feel confident to produce a video autonomously.					
I intend to use photos and videos in activities with children, with pedagogical intentionality.					
I intend to implement activities involving photos and videos produced by the children themselves, with pedagogical intentionality.					
I intend to implement activities involving photos and videos produced by the children themselves to explore mathematics.					
The activity is useful for developing digital technology/video skills					
The production of videos by children is useful for their development.					
The activity is useful for developing mathematical competences.					
Doing this activity promoted children motivation to learn Mathematics.					
Mathematics can be better understood using a video.					
I believe that these activities will allow innovating my pedagogical practices.					
The use of videos increases children's interest in Mathematics.					
Video production makes learning concepts more concrete.					
Video production makes learning Mathematics more playful.					
Video production integrates Mathematics into the children's ways of looking at the environment.					
Doing this activity promoted children learning about video resources.					



Co-funded by the
Erasmus+ Programme
of the European Union

Which are the strong points of the ViduKids approach?

Do you have any recommendation what we should change?

How often do you consider implementing this type of activity?

Once a week Once a month Once a term Once a year

Other: _____

Do you consider participating in a training session for sharing suggestions and developing new resources and strategies for the implementation of this type of activities autonomously?

Yes No Perhaps

Do you need support for part of the project team for the implementation of the activities?

Yes No Perhaps

If yes, please indicate what kind of support you think you would need

Do you consider the possibility of implementing this type of activity in partnership with other elements of your community, such as other teachers, technicians or parents?

Yes No Perhaps

If yes, how would you plan to do it?

Will you recommend this project and ideas to others?

Yes No Perhaps

Thank you very much that you answered our questions.