

EARLY

DISTANCE LEARNING MODEL
REINFORCED WITH ROBOTICS FOR
3-7 YEAR OLDS

Survey report Italy

The project Distance Learning Model Reinforced with Robotics for 3-7 Years Old Children - 2021-1-TR01-KA220-HED-000027617 is co-financed by the Erasmus+ programme for education, training, youth and sport. The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein. Intellectual Outputs are licensed under CC BY SA.



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Introduction

The Survey was administered in Italy by Scuola di Robotica to about 60 preschool and primary teachers and parents, obtaining 33 responses.

The 33 answers were collected between 25/09/2022 and 29/10/2022. Most participants are female, and all of the responses are from teachers or support staff as seen in the next slide.



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Profile – Table 1

The survey in Italy received 33 responses from teachers and support staff. The majority of respondents worked with children aged 3-6, reflecting the interest in coding and educational robotics in this age group. There were no responses from parents/families/carers nor pre-service teachers or board members or administrative of organisation.

Respondent are mostly women, reflecting the Italian gender distribution among teachers.

Variable		ni	fi(%)
Role	Parent / family member / carer of a child or children 0-7 years old	0	0
	Teaching staff of children 0-7 years old	10	30.3
	Support staff of children 0-7 years old	23	69.7
	Board or administration of centers for children 0-7 years old	0	0
	Initial teacher education student	0	0
Country	Italy	33	100
Gender	Male	2	6.1
	Female	31	93.9
	Transgender	0	0
	Non-binary/non-conforming	0	0
	Prefer not to respond	0	0

Lockdown – Table 5 and 6

	ni	fi%
There was no general lock-down	4	12.1
There was one general lock-down	2	6.1
There were two or more different periods of general lock-down	25	75.8
There were only regional lock-downs	1	3

	ni	fi%
There wasn't any long stay at home	1	3.4
Around two weeks	0	0
Around one month	1	3.4
Around one to two months	0	0
More than two months	26	87.7

The majority of respondents experienced two or more different periods of general lockdown during the COVID-19 pandemic in 2020-21. This indicates the significant impact of lockdown measures on education in Italy, also it can be highlighted the extended period of disruption to in-person learning (the option "more that 2 months" was selected by almost 90% of participants).

The difficulties faced during remote learning included activities being too structured or formal for young children, lack of time and resources at home, families being insecure about the topics and digital platforms, and children not being used to interacting through technology.

National strategy – Table 7

	ni	fi%
We had remote learning but no national strategy for Early Childhood Education	18	62.1
There was general guidance for remote learning in Early Childhood Education	8	27.4
There was a national strategy with specific orientations for remote learning in Early Childhood Education	0	0
Distance learning was not required	1	3.4
I don't have the information to answer this question	2	6.9

62.1% of respondents reported that Italy had remote learning but no national strategy for Early Childhood Education during the COVID-19 pandemic in 2020-21. This suggests a lack of coordinated guidelines and support for remote learning in the early childhood education sector.

Perspective – Table 18 and 19

	1 - Little extent		2 - Some extent		3 - Great extent		4 - Very great extent		I don't have information to answer this question	
	ni	fi %	ni	fi %	ni	fi %	ni	fi %	ni	fi %
I feel comfortable participating in distance training.	2	6.1	4	12.1	10	30.3	9	27.3	8	24.2
I believe I can learn through distance education.	1	3	7	21.2	7	21.2	11	33.3	7	21.2
I am enthusiastic about participating in distance education as part of my professional development.	3	9.1	9	27.3	5	15.2	9	27.3	7	21.2
I think that it is helpful to have professional development as distance education.	3	9.1	4	12.1	10	30.3	9	27.3	7	21.2

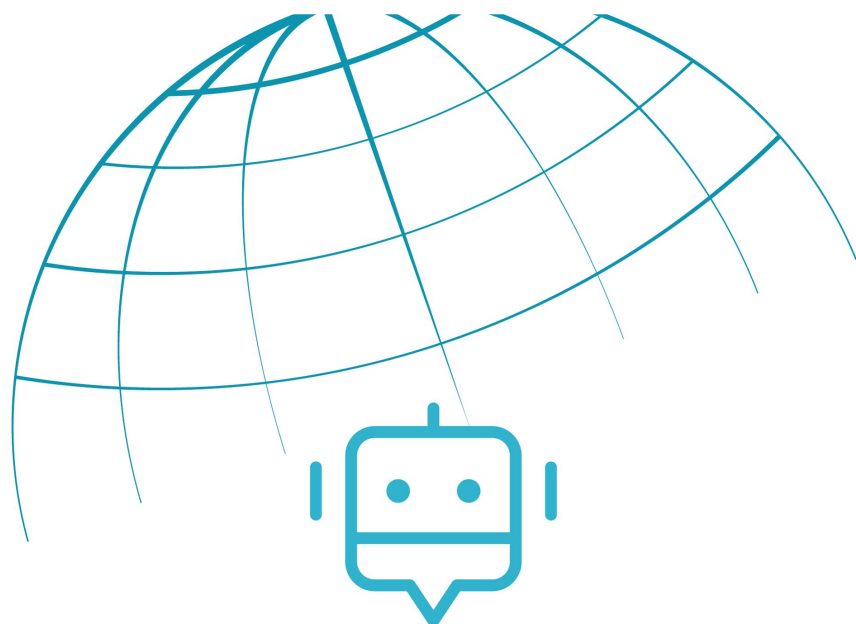
	1 - Little extent		2 - Some extent		3 - Great extent		4 - Very great extent		I don't have information to answer this question	
	ni	fi %	ni	fi %	ni	fi %	ni	fi %	ni	fi %
I believe children in ECE should have experiences with computational thinking.	2	6.1	7	21.2	5	15.2	12	36.4	7	21.2
I am enthusiastic about computational thinking in ECE.	2	6.1	7	21.2	7	21.2	11	33.3	6	18.2
I think that it is helpful to have activities connected to computational thinking in ECE.	2	6.1	6	18.2	7	21.2	12	36.4	6	18.2
I feel comfortable promoting activities for children with computational thinking in ECE.	2	6.1	5	15.2	10	30.3	8	24.2	8	24.2

Perspective – Table 20

	1 - Little extent		2 - Some extent		3 - Great extent		4 - Very great extent		I don't have information to answer this question	
	ni	fi%	ni	fi%	ni	fi%	ni	fi%	ni	fi%
I believe children in ECE should have experiences with educational robotics.	2	6.1	10	30.3	6	18.2	11	22.2	4	12.1
I am enthusiastic about educational robotics in ECE.	2	6.1	12	36.4	6	18.2	9	27.3	4	12.1
I think that it is helpful to have activities connected to computational thinking and robotics in ECE.	2	6.1	10	30.3	7	21.2	10	30.3	4	12.1
I feel comfortable promoting activities for children with educational robotics in ECE.	3	9.1	10	30.3	5	15.2	10	30.3	5	15.2

Future learning – Table 21

	ni	fi%
Computational and algorithmic thinking: features and types	9	27.3
Computational and algorithmic thinking: benefits for children and learning	11	33.3
Educational robotics: benefits for children and learning	12	36.4
Methods and strategies for developing CT	15	45.5
Coding tools that can be used to develop CT in ECE	19	57.6
Physical programming and CT with robotics in ECE	6	18.2
Plugged and unplugged activities about CT and curricular areas for ECE	12	36.4
Education for young children in emergency situations	3	9.1
Distance education for ECE	14	42.4
Educational robotics for inclusion	8	24.2



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