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Report on the teachers'
knowledge, interest and
attitudes on
urban regeneration, sustainability and
innovative methodologies

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Promoting STEAM through participatory urban regeneration

Project partners:



City of Rijeka



CENTAR TEHNIČKE KULTURE RIJEKA



GDAŃSK UNIVERSITY
OF TECHNOLOGY



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Summary

Freeland.....	1
The surveys.....	1
Personal details	3
Urban regeneration and Civic engagement	7
Sustainability and climate change	12
Innovative learning environment and ICT tools	16
Constraints	22
Evaluation of the questionnaire	24

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The FREELAND project “**Promoting STEAM through participatory urban regeneration**” aims at supporting schoolteachers and students in creating an educational environment in which respect for people and the natural and urban environment are at the centre. The participating schools are situated in areas that face challenges of social integration, with cultural minorities, social housing, or socio-economic disadvantages. The schools’ goals are reducing the dropout rate and integrating young people who may have fewer opportunities. Communities’ environments in these neighbourhoods, well-known by the students, become learning spaces, with a special focus on nature’s capacity to withstand the challenges of the urban environment.

FREELAND aims to develop a methodology that involves the activation of educational activities (including sports and cultural activities) based on an informal learning atmosphere, to create a stimulating and pleasant learning environment for STEAM subjects, and a living laboratory to practise civic education and inclusion by taking care of public spaces. Participation in democratic life, common values, and civic engagement is achieved by providing non-formal learning opportunities that involve schools of different grades, families and citizens. Eventually, the project contributes to the formation of a sense of belonging of the local place.

The surveys

At the beginning of the project, FREELAND has involved two direct target groups, students and teachers of the schools participating in the project, in a survey aimed to identify teenagers’ and teachers’ knowledge, interest and attitudes towards urban regeneration, environmental threats, concepts and terminology, and their interest and familiarity in educational methodologies and tools.

The surveys, in the form of questionnaires, were created in October 2024 and assessed internally to verify the clarity of questions and items and the overall coherence of the questions with respect to the aim of the survey.

The questionnaires are anonymous, being impossible to identify the respondent. The first section about the personal details asks to indicate personal details such as age, gender and school type (teaching subjects for the teachers).

Then, the following three sections on Urban regeneration, Climate Change and Sustainability, Innovative Learning Methodologies and tools, are split into three main parts: knowledge and experience, interest and attitudes.

The questionnaires for the teachers, in three languages, are available at the following links:

Questionnaire for the Italian teachers: <https://forms.gle/24KLQH2DsmUvmyd56>

Questionnaire for the Croatian teachers: <https://forms.gle/j96aVVslR5DeJioW8>

Questionnaire for the Polish teachers: <https://forms.gle/wVynEU2ucA4u1h7x5>

The questionnaires were administered between the 9th and the 20th of January 2025 in three countries of the project, at the Scientific Lyceum “N. Copernico” in Prato and Lyceum “M. Hack” in Baronissi in Italy; the Lyceum in Gandsk, Poland and the Gymnasium in Rijeka, Croatia.

Personal details

The teachers' sample was made of 81 Italian teachers, 28 in Croatia and 21 in Poland, teaching at the same schools of the students: Lyceum in Italy and in Poland, Gymnasium in Croatia.

Teaching class

All responding teachers taught in the first class of the school, although the majority declared to teach also other classes (II-IV), especially in Croatia and Poland. In Italy the III and IV class were the classes with less teachers (61% and 53% respectively).

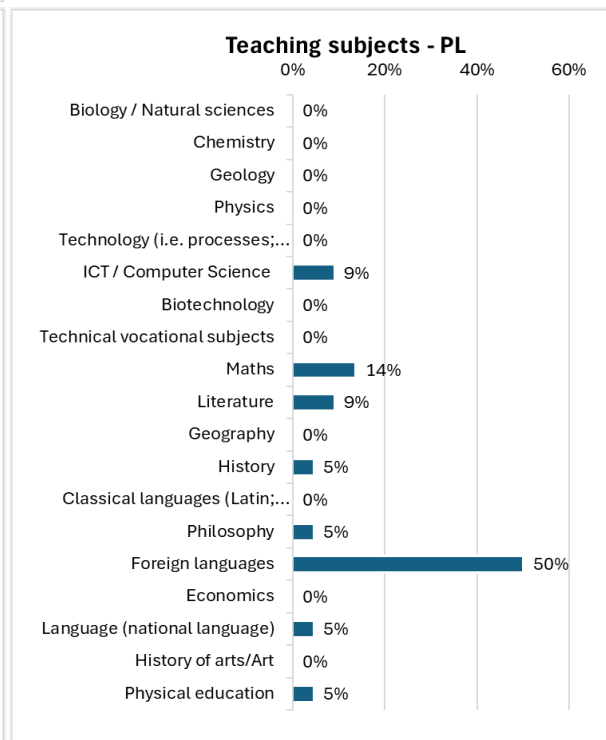
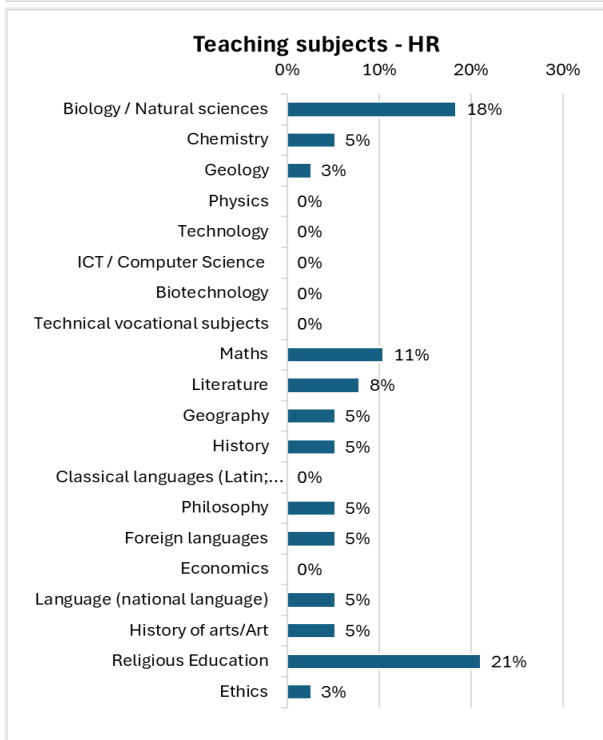
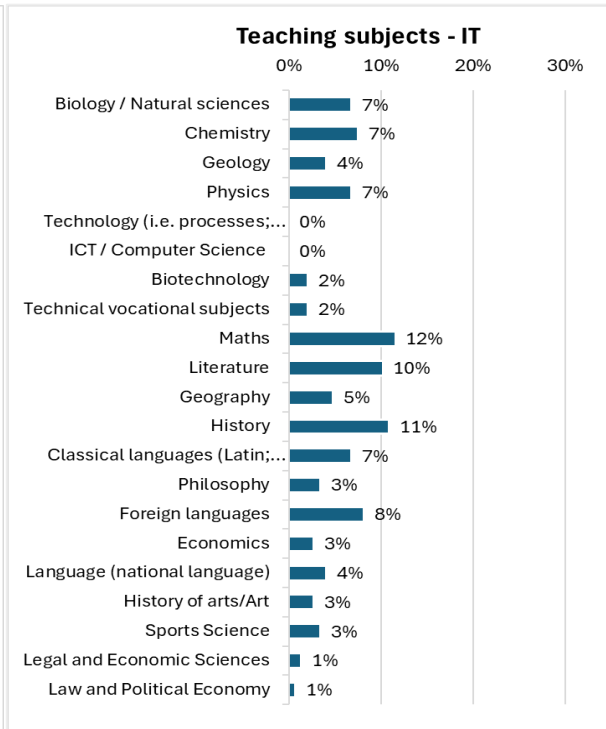
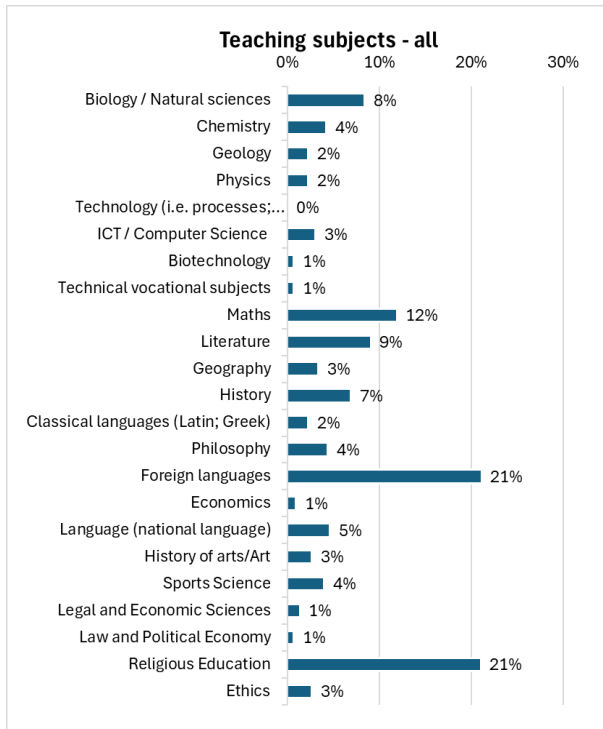


Teaching subjects

All responding teachers represented 22 subjects representing Science, Technology, Engineering, Art and Humanistic subjects and Maths, although Technology was not represented. Among the subjects, the most represented were foreign languages (21%) and religious education (21%), followed by Maths



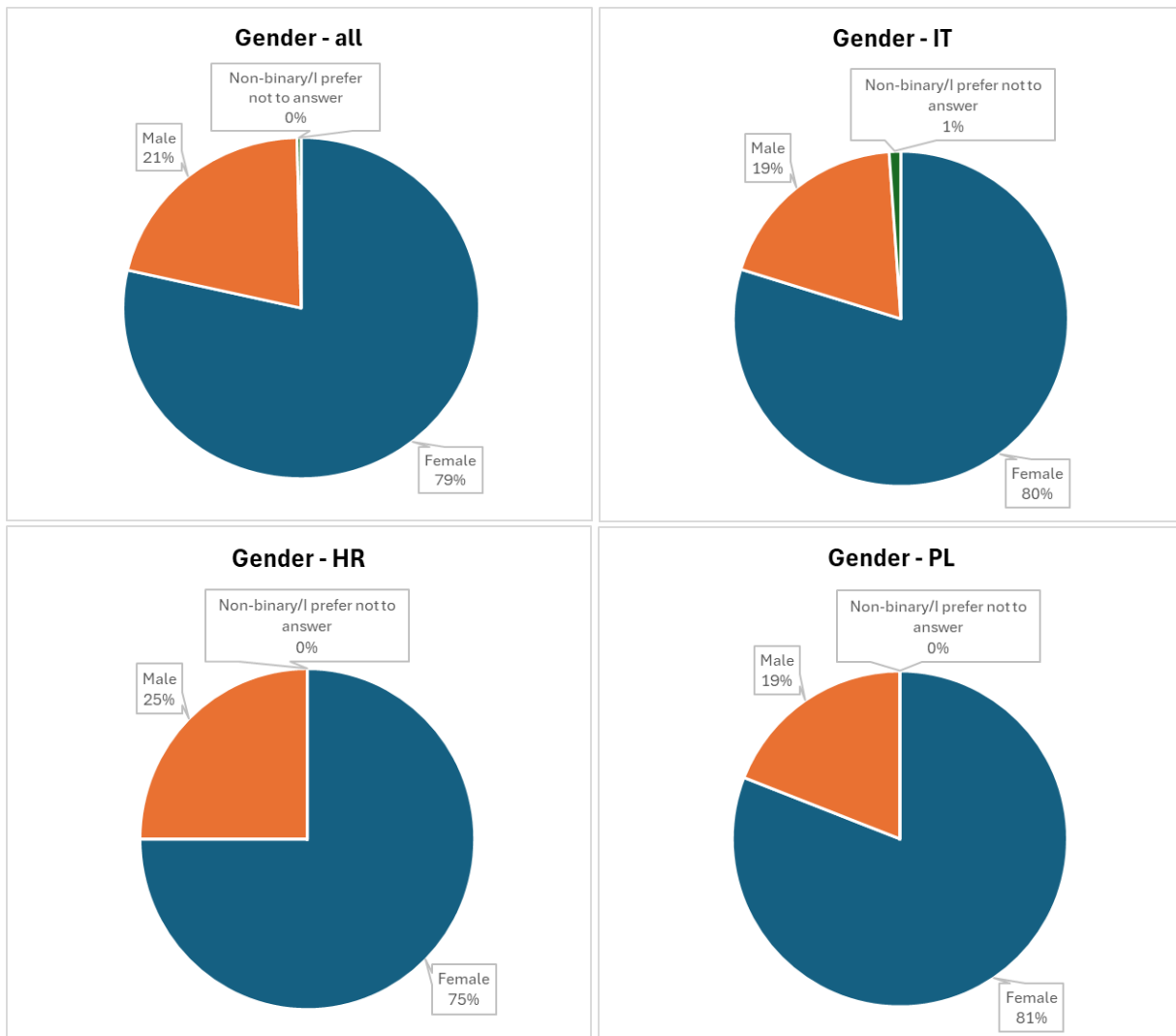
(12%), Literature (9%) and biology/natural sciences (8%). In Italy most teachers taught Maths (12%), History (11%), Literature (10%) and Foreign languages (8%). In Croatia, the large majority of the teachers taught Religion (21%), Biology/natural sciences (18%) and Maths (11%). In Poland, 50% teachers taught Foreign Language, Maths (14%), Literature and ICT (9%).





Teachers gender

Most responding teachers were females (about 80%). Italy and Poland counted approximately the same percentage of females and males, Croatia counted 75% female teachers and 25% males.



Teachers age

Most responding teachers were in the age class between 46-55 years old (42%), followed by 24% who were 36-45 years old and 21% as older teachers (56-65 years old).

Italy counted most older teachers, with 86% between 46 and 65 years old, while in Croatia and in Poland, such classes were less numerous (43% and 61%, respectively).

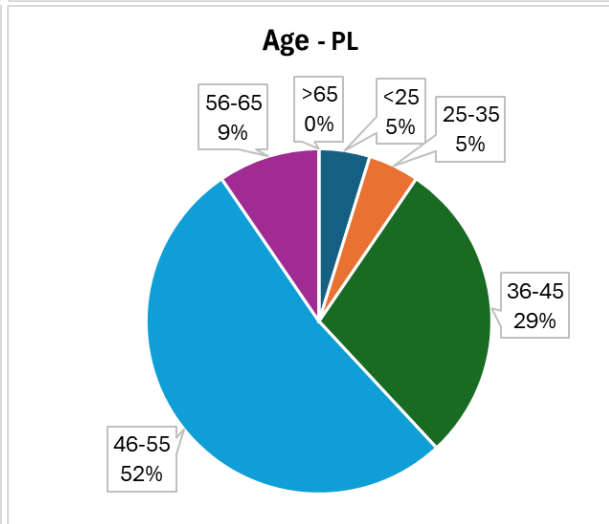
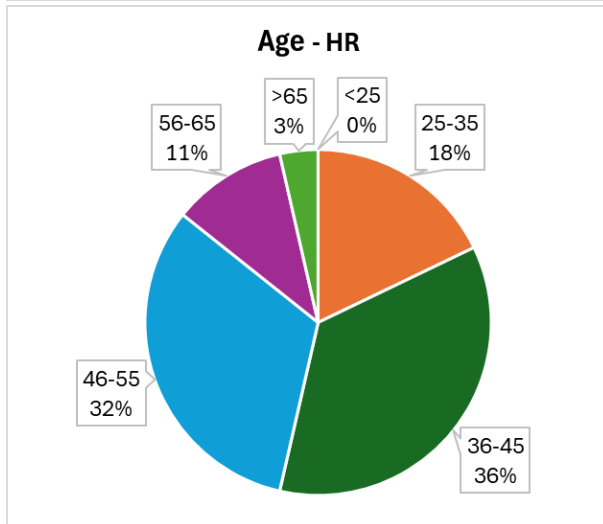
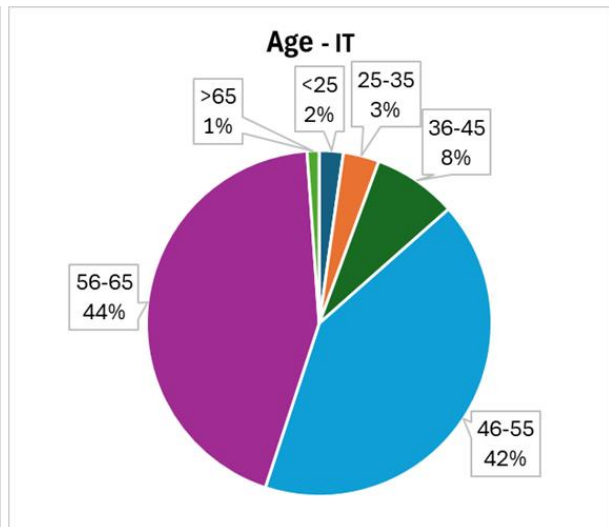
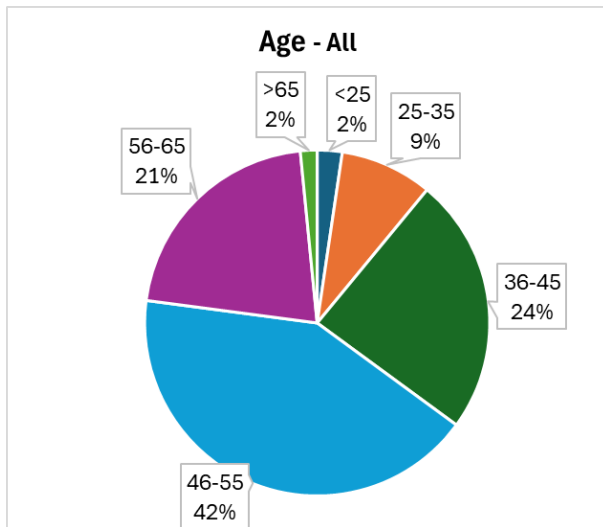
In Poland and in Croatia a well-represented class was also 36-45 years old with 36% and 29% teachers respectively, versus 8% in Italy.



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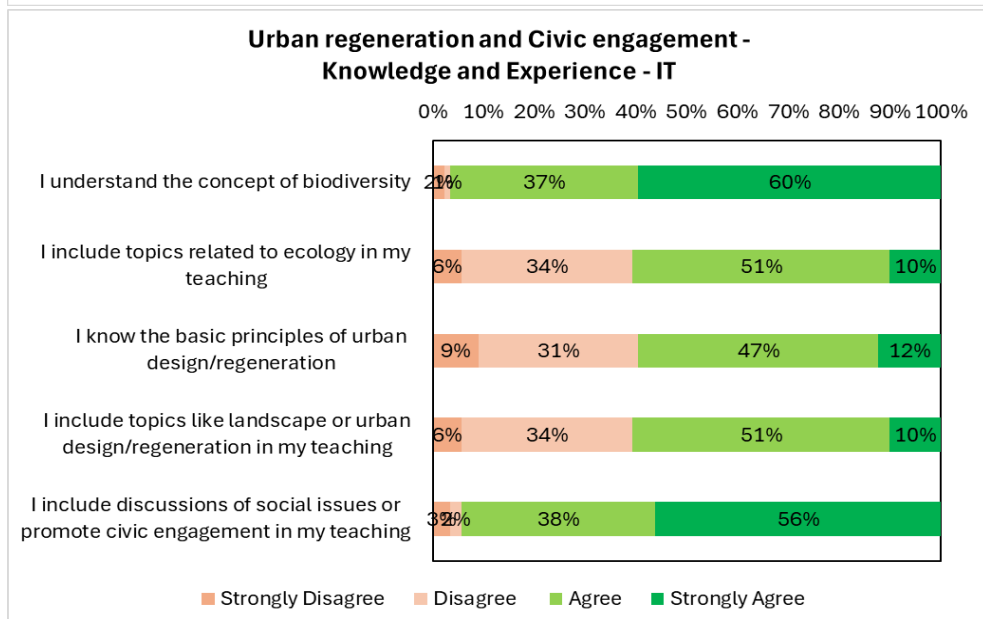
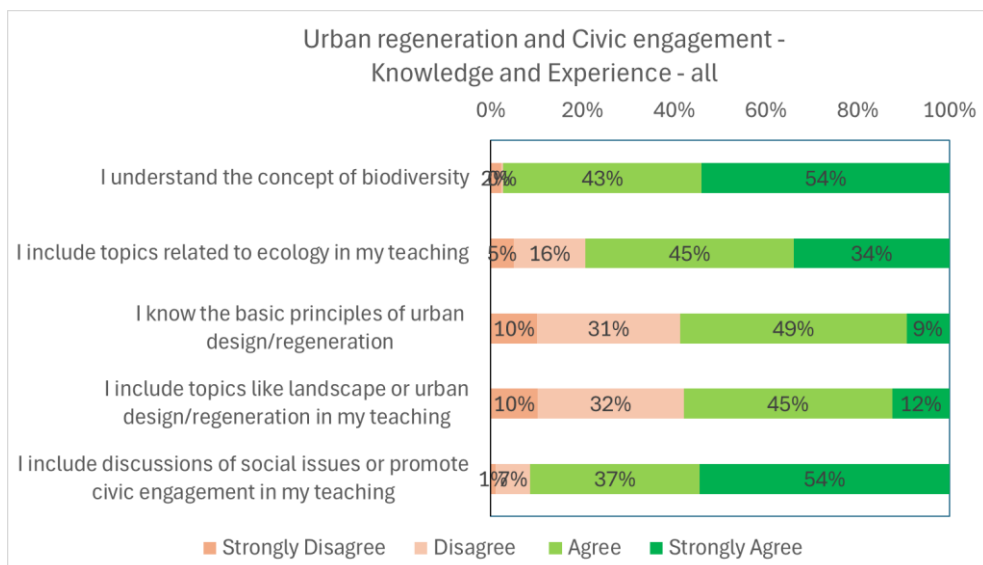
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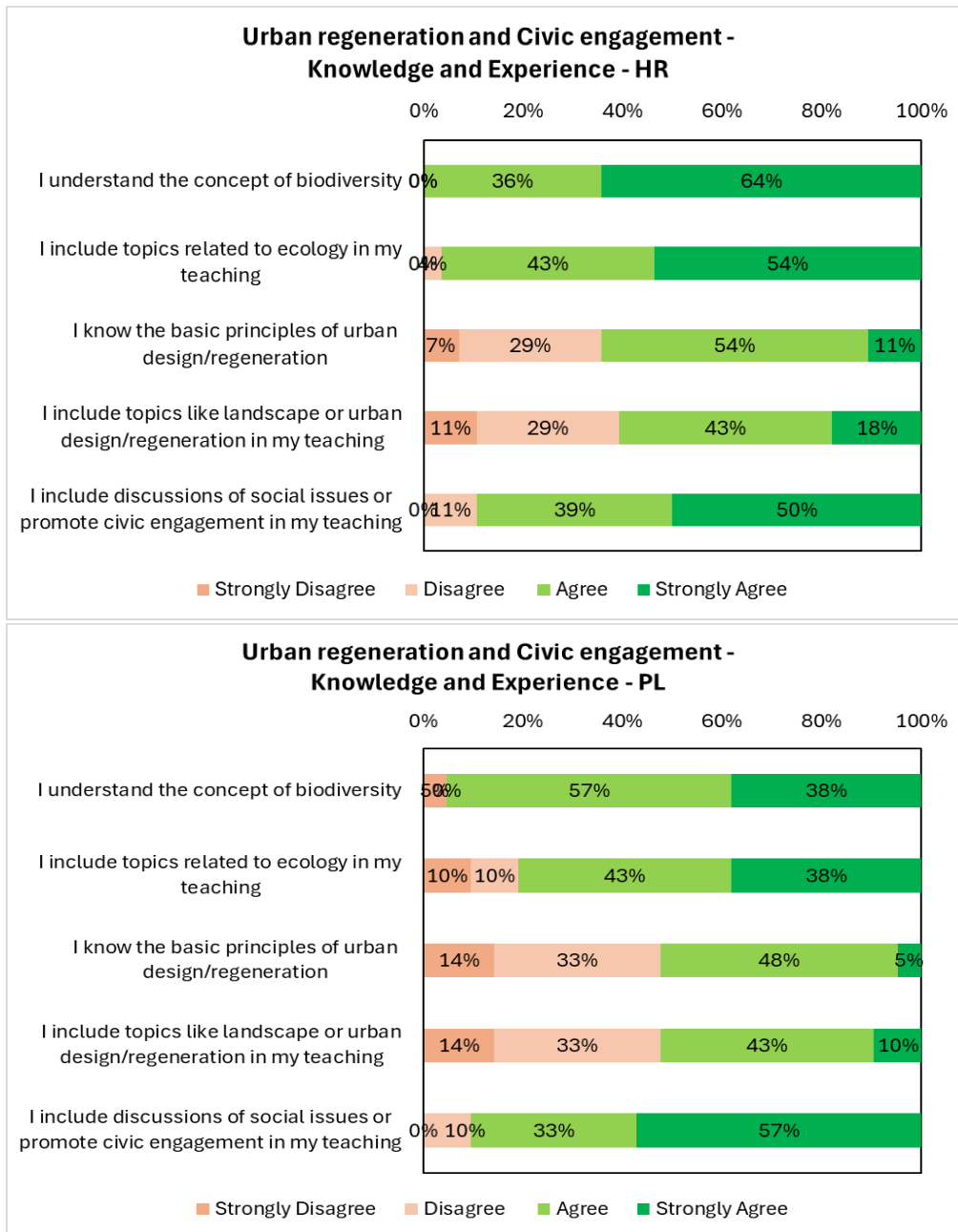


Urban regeneration and Civic engagement

Knowledge and experience

Almost all teachers declared to “understand the concept of biodiversity” and to “include discussions on social issues or promote civic engagement in own teaching” (94% Italians, 89% Croatians and 90% Polish teachers). The large majority (79%) also declared to “include topics related to ecology in own teaching”, but looking at the specific results per country, we found that almost all Croatian teachers and 82% Polish teachers declared it versus 61% Italian teachers. Less teachers (58% on average and 59% Italians, 65% Croatians and 53% Polish teachers) “knew the basic principles of urban design/regeneration” and declared to “include topics like landscape or urban design/regeneration in own teaching” (61% Italian and Croatian teachers and 53% Polish teachers).

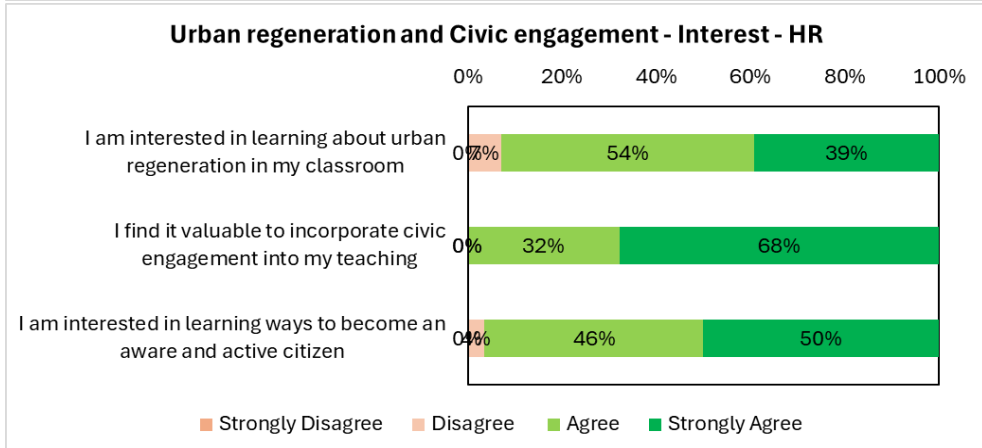
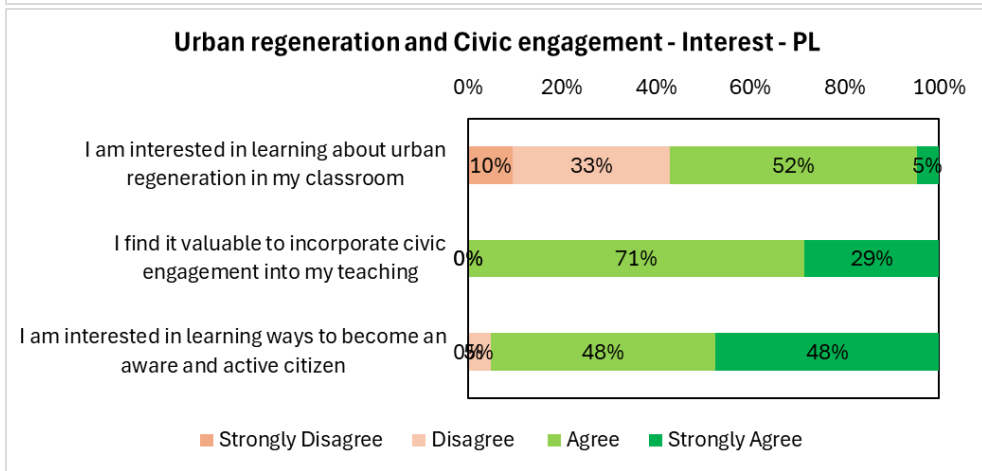
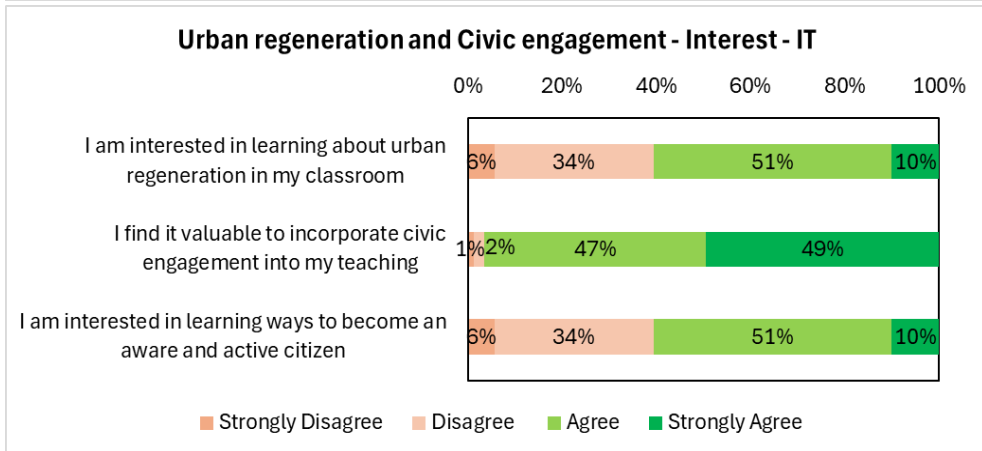
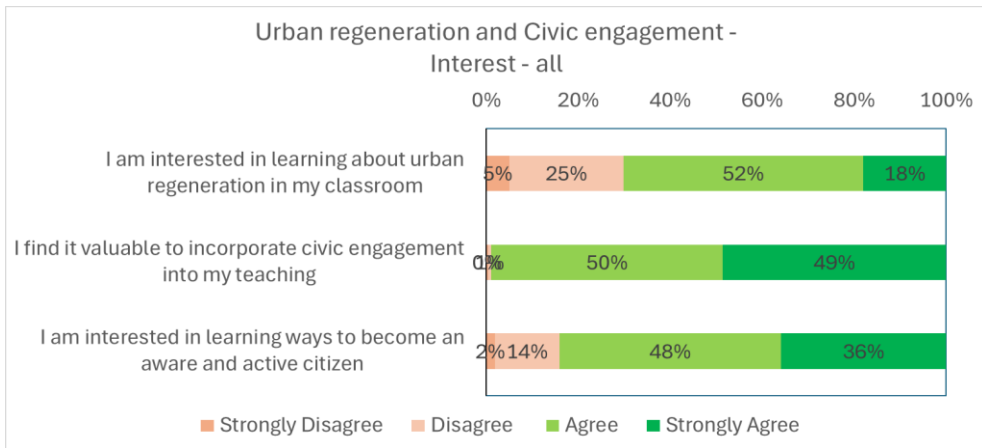




Interest

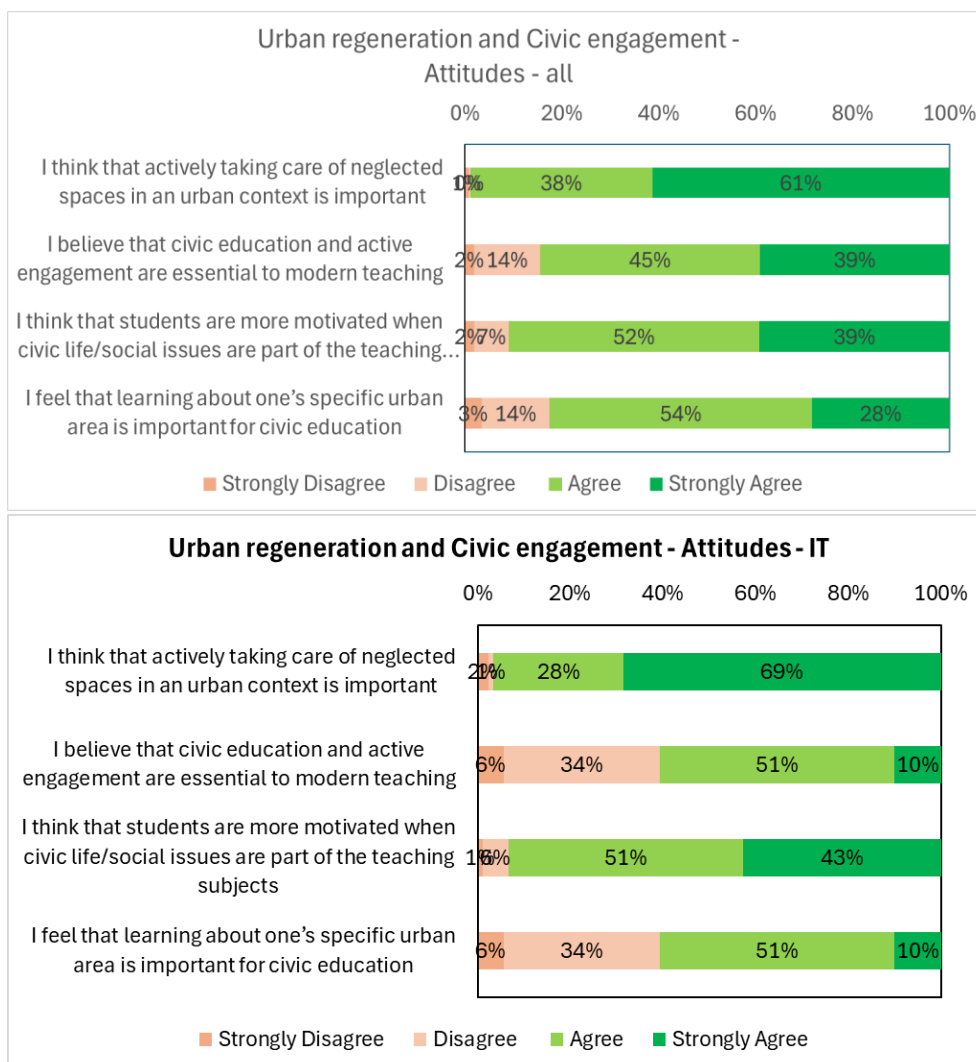
The majority of teachers (70%) declared to be “interested in learning about urban regeneration” and all teachers “found valuable to incorporate civic engagement into teaching”. 84% teachers also declared to be “interested in learning ways to become an aware and active citizen”.

Looking at the results specific by country, more Croatian teachers (93%) than Italians (61%) and Polish (57%) were interested in “learning about urban regeneration”, and almost all Croatian and Polish teachers (96%) versus 61% Italian teachers were interested in “learning ways to become aware and active citizen”.



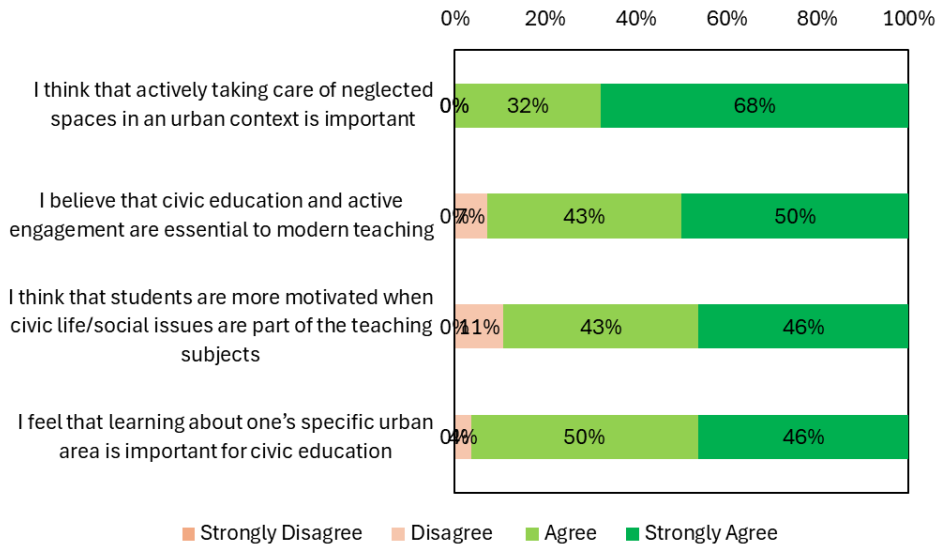
Attitudes

All teachers agreed with the item “I think important actively taking care of a neglected space in an urban context” and the majority (84%) with “I believe that civic education and active engagement are essential to modern teaching” and (91%) “students are more motivated when teaching includes civic life and social issues”. In addition, 82% teachers agreed with the item “learning about one’s specific area is important for civic education”. Specifically, results evidenced that only 61% Italian teachers versus all Polish and almost all Croatian teachers thought “civic education and active engagement essential in teaching” and “learning about one’s specific area is important for civic education”.

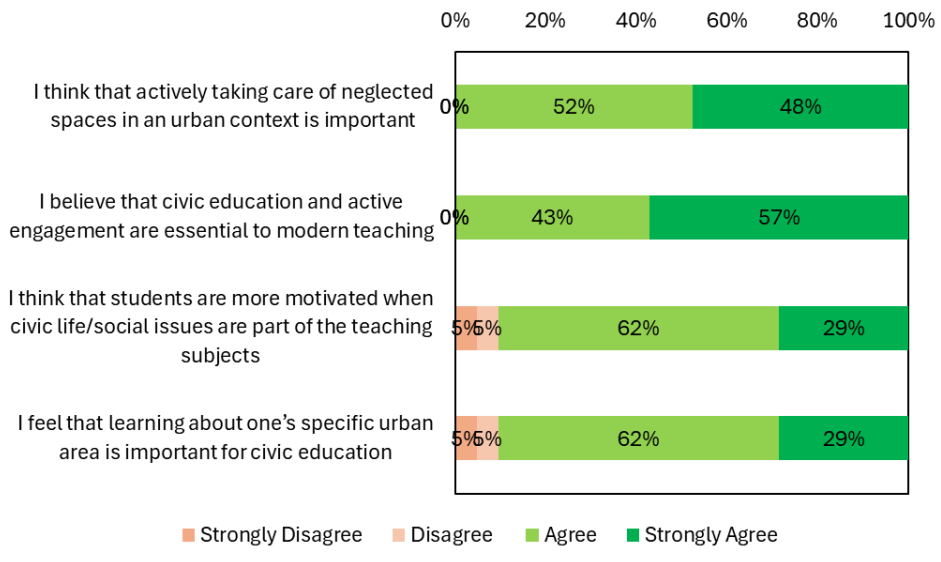




Urban regeneration and Civic engagement - Attitudes - HR



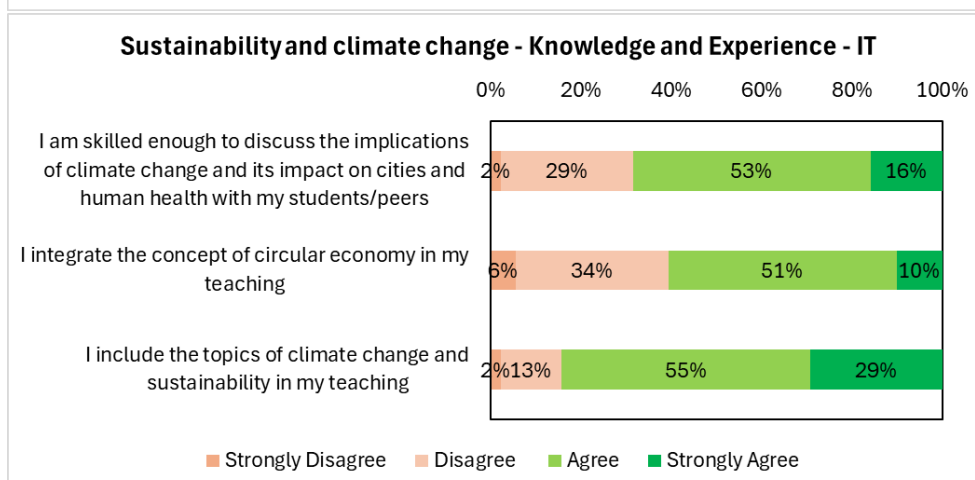
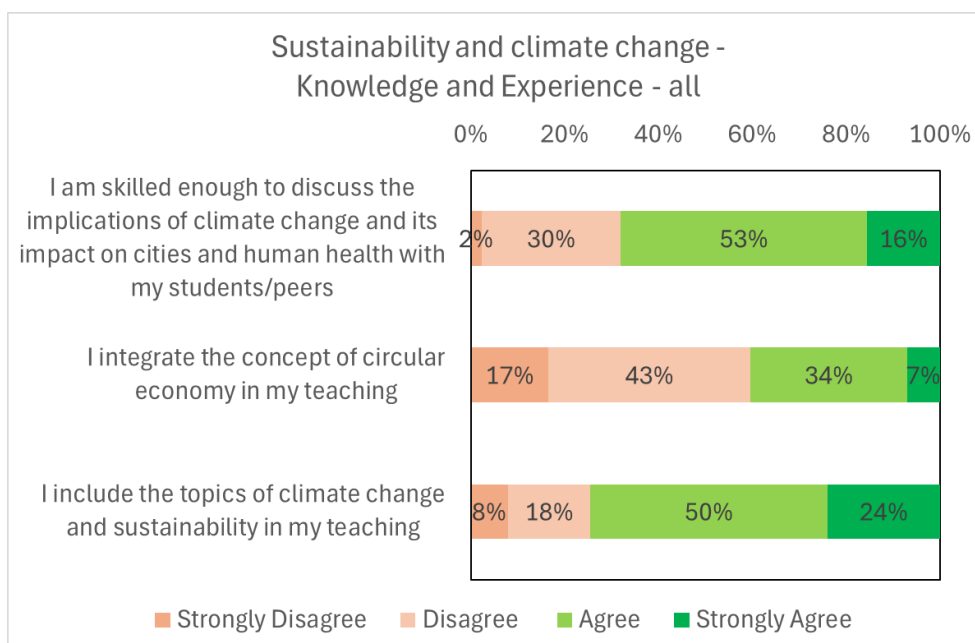
Urban regeneration and Civic engagement - Attitudes - PL



Sustainability and climate change

Knowledge and experience

The majority of the teachers (69%) agreed with the item “I’m a skilled enough to discuss the implications of climate change and its impact on cities and human health with students and peers” and 74% declared to “include topics of climate change and sustainability in own teaching”. Only 41% declared to “integrate the concept of circular economy in own teaching”. Looking at the specific countries, Polish teachers (58%) were less numerous than Croatian (78%) and Italian (69%) teachers in feeling skilled to discuss about climate change and impacts, and in including such topics in own teaching (57% Polish vs. more than 80% Italian and Croatian teachers). More Italian teachers (61%) than Croatian (47%), but especially than Polish (14%) teachers declared to “integrate the concept of circular economy in own teaching”.

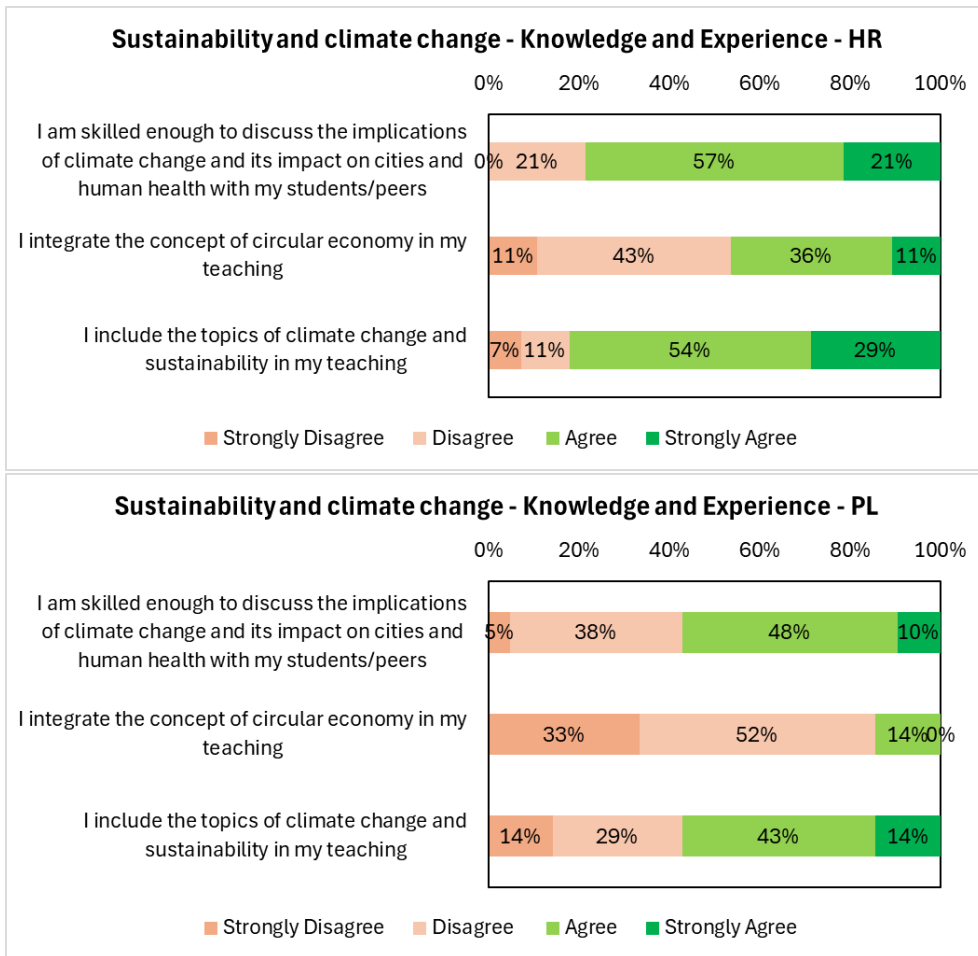




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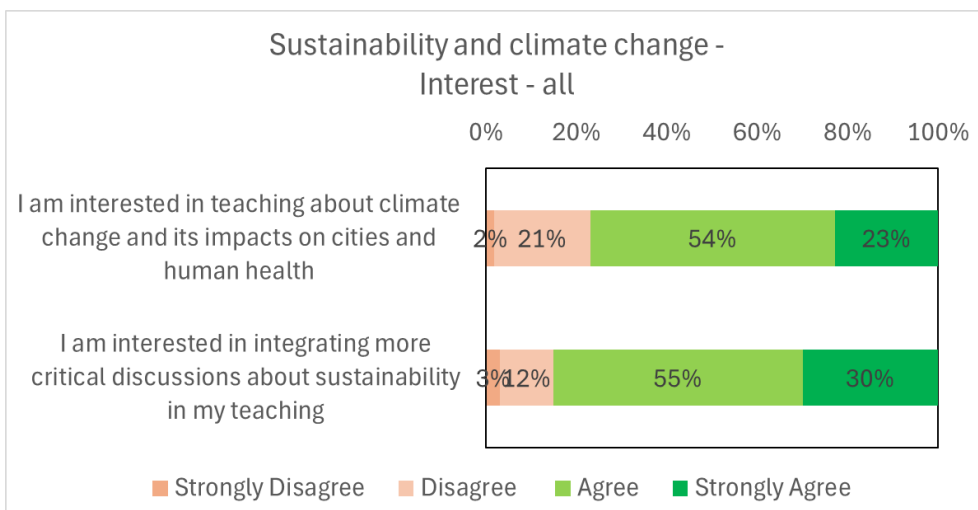


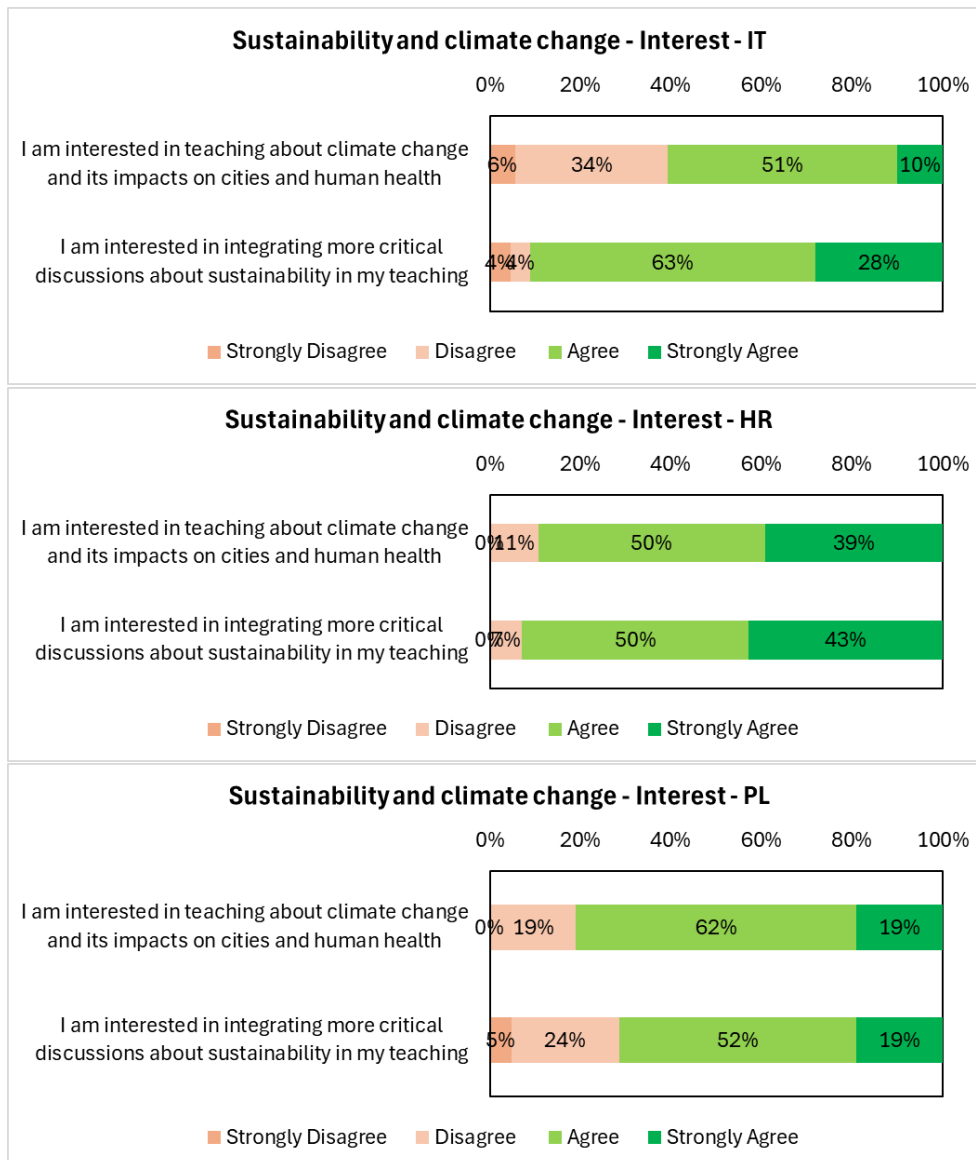
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Interest

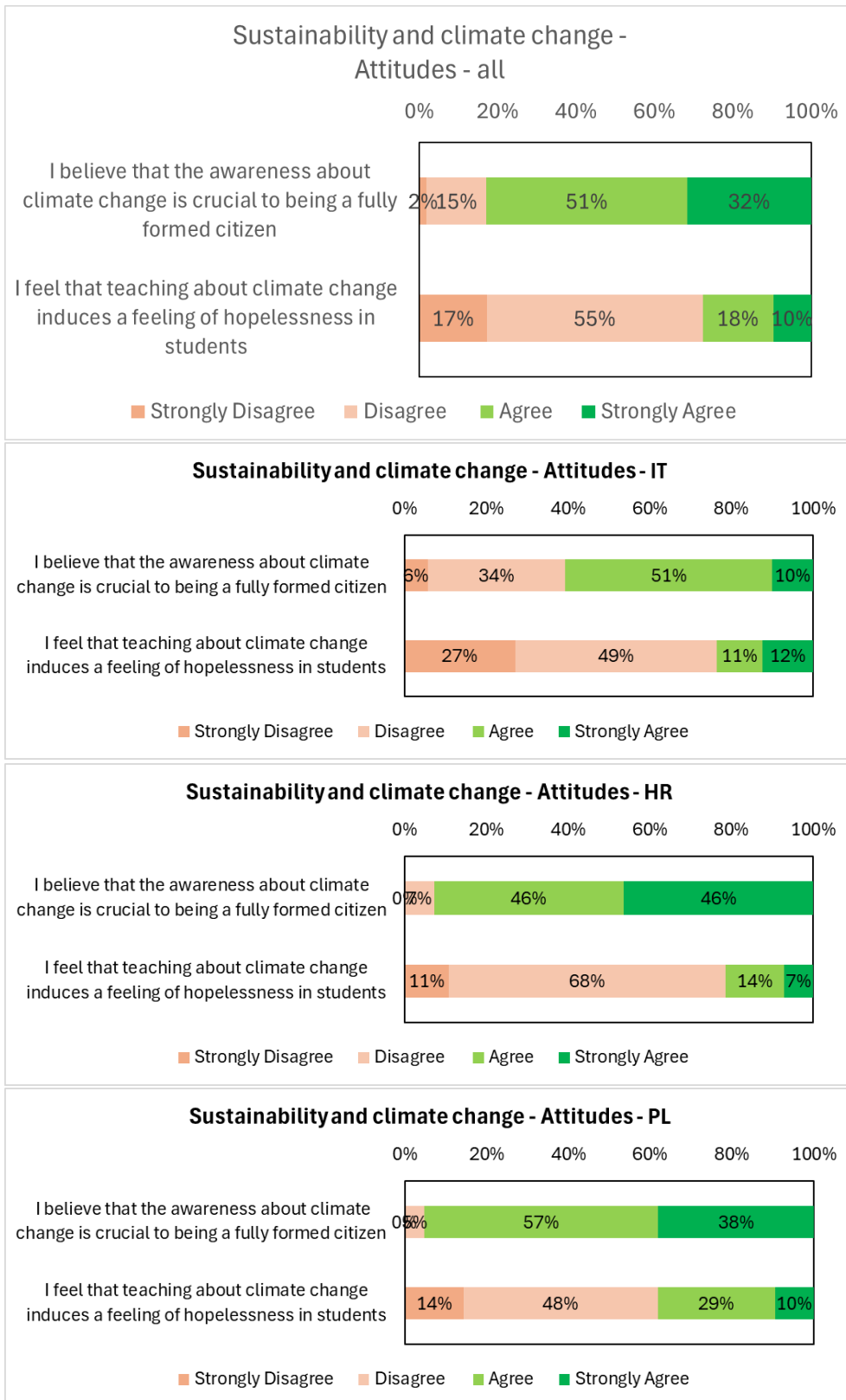
The majority of the teachers (77%) declared to be “interested in teaching about climate change and its impact on cities and human health”, particularly expressed by Croatians (89%) and Polish (81%) teachers with respect to Italian teachers (61%), and (85%) in “integrating more critical discussions on sustainability”, with greater interest showed by Croatian and Italian teachers (more than 90% vs. 71% Polish teachers).





Attitudes

Most teachers had positive attitude: 84% believed that “the awareness about climate change is crucial for being a fully formed citizen” and only 28% agreed with the item “teaching about climate change induces a feeling of hopelessness in students”. Some differences were noticed among countries: Italian teachers believing about the importance of climate change awareness were less numerous than Polish (95%) and Croatians (82%) and more Polish teachers than Italian and Croatian teachers (39% vs. 22% Italians and Croatian) felt that “teaching about climate change induces a feeling of hopelessness in students”.



Innovative learning environment and ICT tools

Knowledge and experience

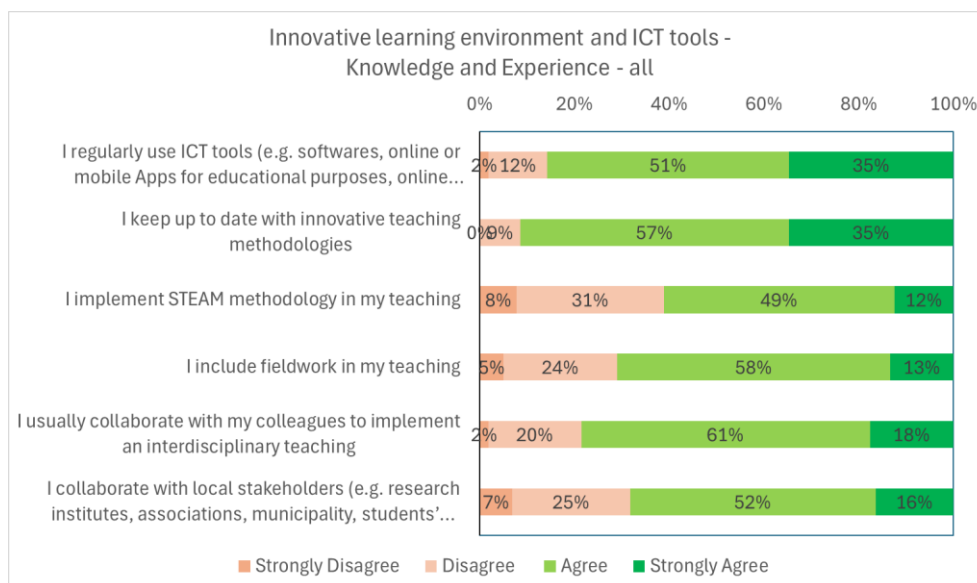
The majority of the teachers (86%) declared “to use regularly ICT tools in own teaching” with Polish (100%) and Croatian teachers (96%) as the most with respect to Italian teachers (61%).

Almost all teachers (92%) declared to “keep up to date on innovating teaching methodologies”, without substantial differences between countries.

Only 61% teachers declared to “implement STEAM methodology”, although Croatian teachers (75%) were the most experienced followed by Italian teachers (61%) and by Polish ones (48%).

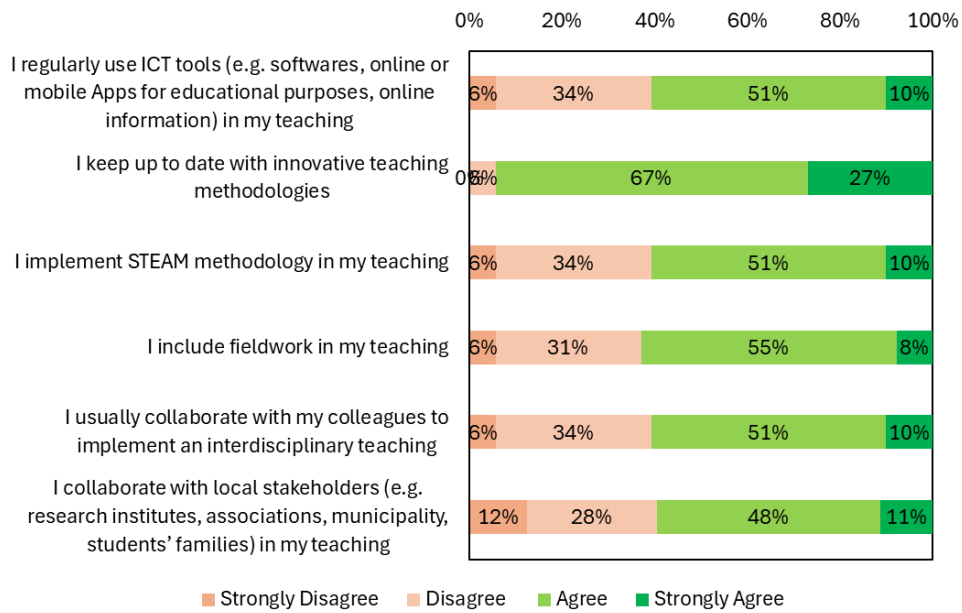
71% teachers declared to “include fieldwork in own teaching”, and again, Croatian teachers (93%) resulted the most experienced, with respect to Italian (63%) and Polish (57%) teachers.

Most teachers (79%) were experienced in “collaborations with colleagues for interdisciplinary teaching”, although this percentage was mainly due to Croatian (90%) and Polish (85%) teachers (vs. 61% Italians) and in “collaborations with local stakeholders”, again with Croatian teachers being more numerous than other nations’ teachers (79% vs. 67% Polish and 59% Italian teachers).

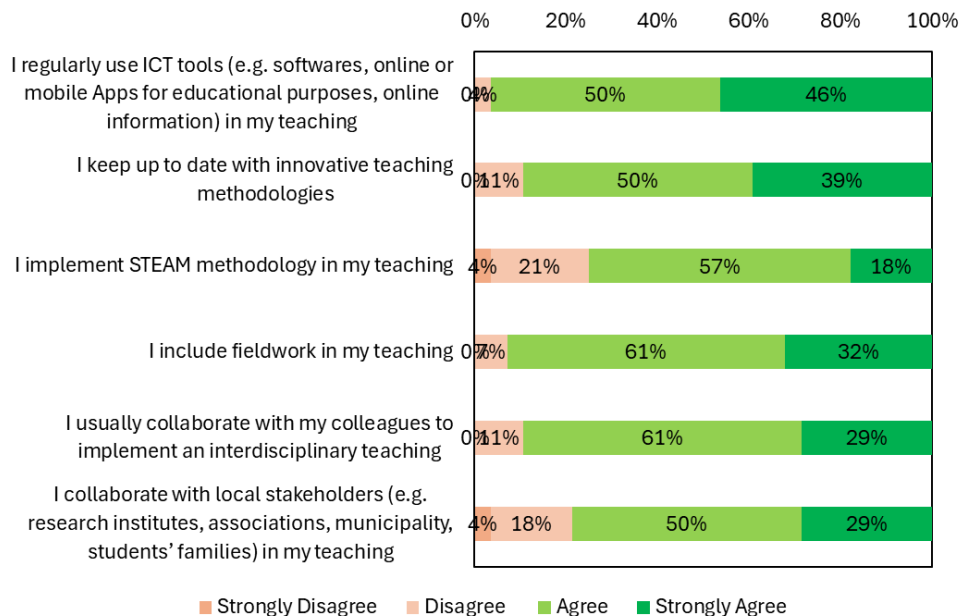


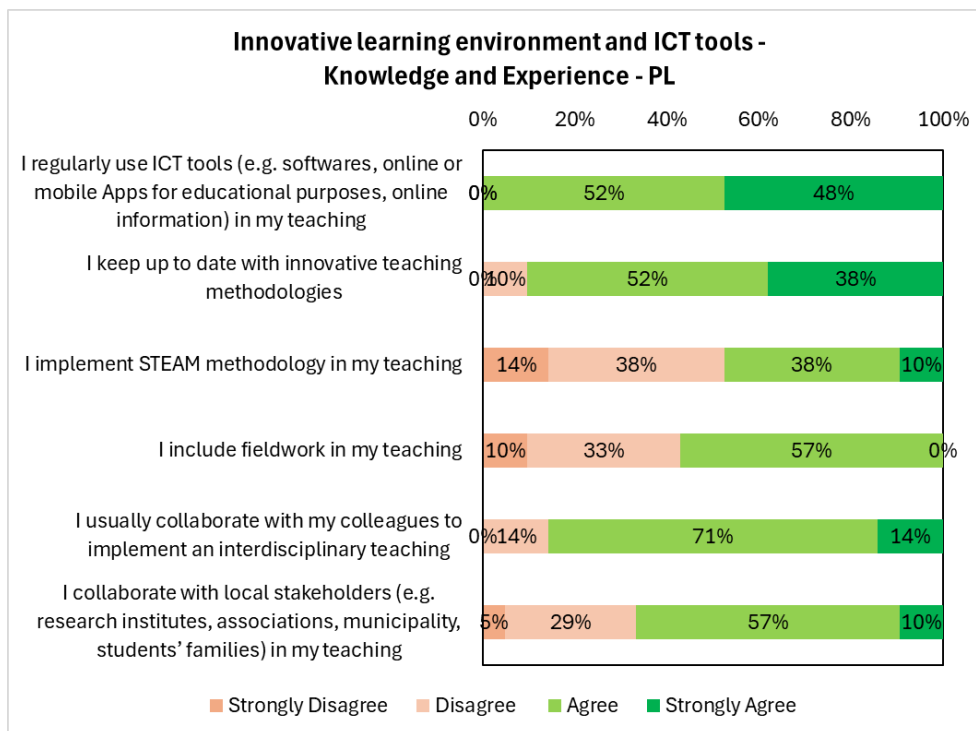


Innovative learning environment and ICT tools - Knowledge and Experience - IT



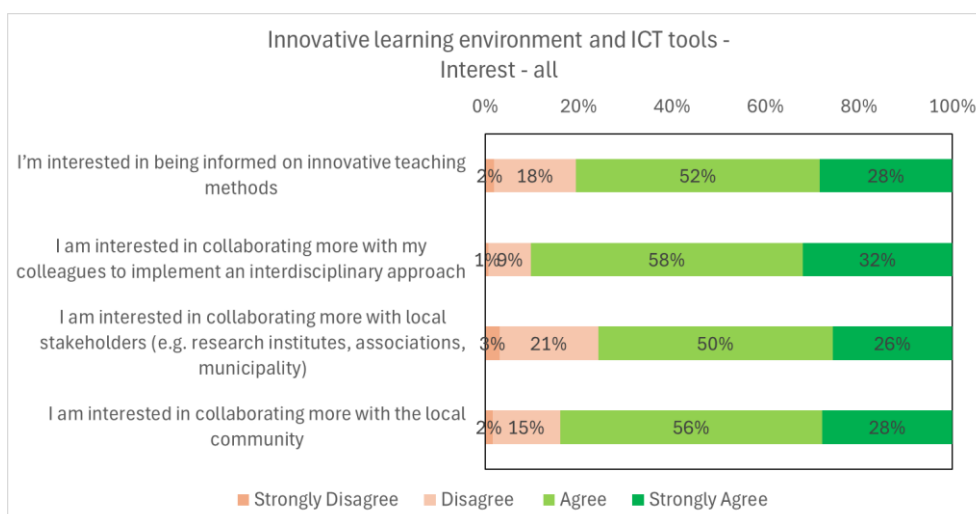
Innovative learning environment and ICT tools - Knowledge and Experience - HR

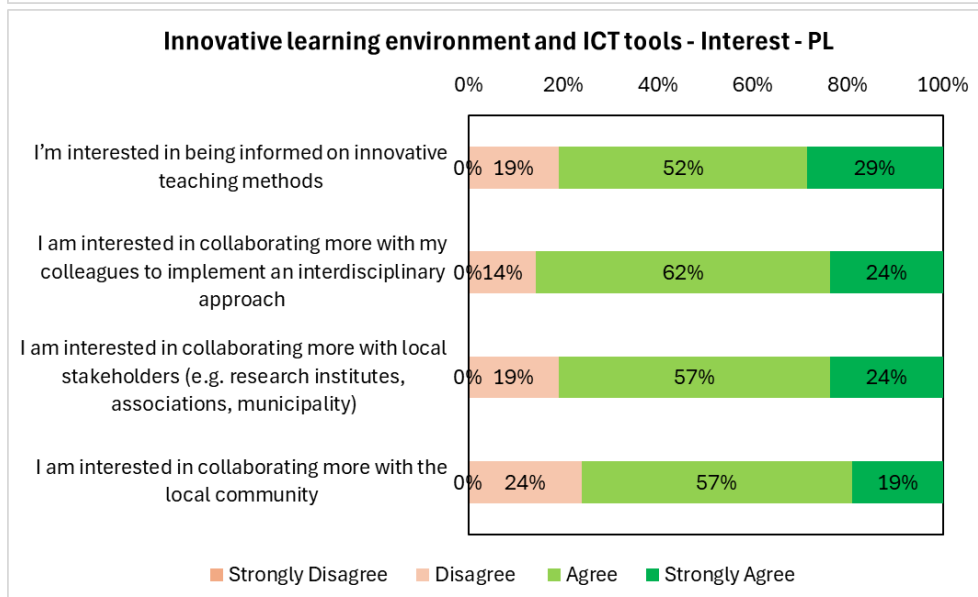
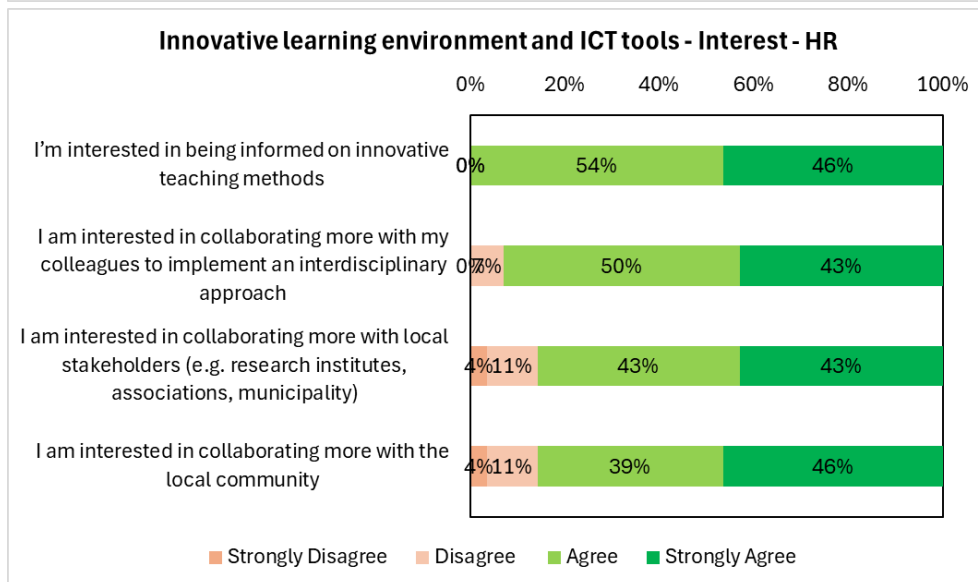
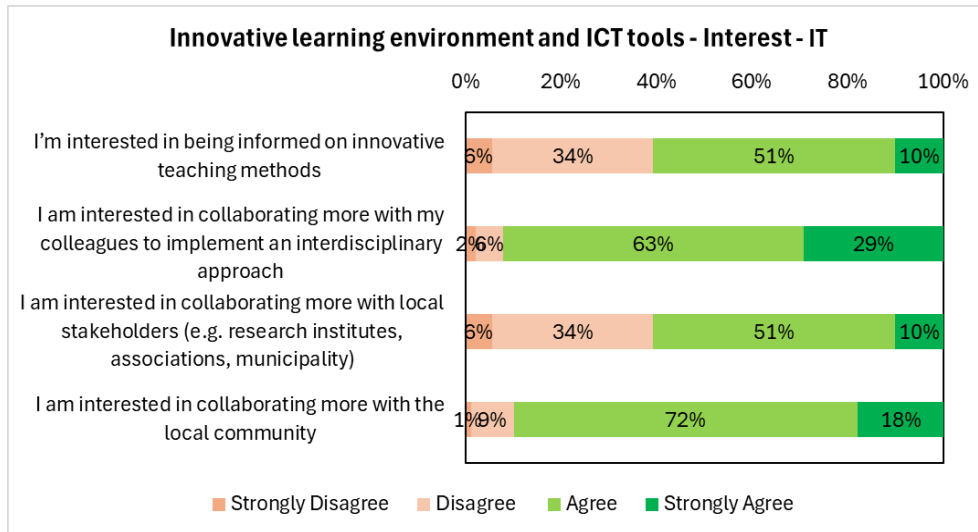




Interest

The majority of the teachers (80%) declared “to be interested in being informed about innovative teaching methods” with Croatian (100%) and Polish teachers (82%) as the most with respect to Italian teachers (61%). Again, most teachers (90%) declared to be interested in “collaborating with colleagues to implement interdisciplinary approach” (93% Croatians, 92% Italians and 86% Polish) and in “collaborating with the local community” (90% Italians, 85% Croatians and 76% Polish). A large majority of teachers (76%) also declared to be “interested in collaborating with local stakeholders”, with greater percentage of Croatian (86%) and Polish (81%) teachers than Italian ones (61%).







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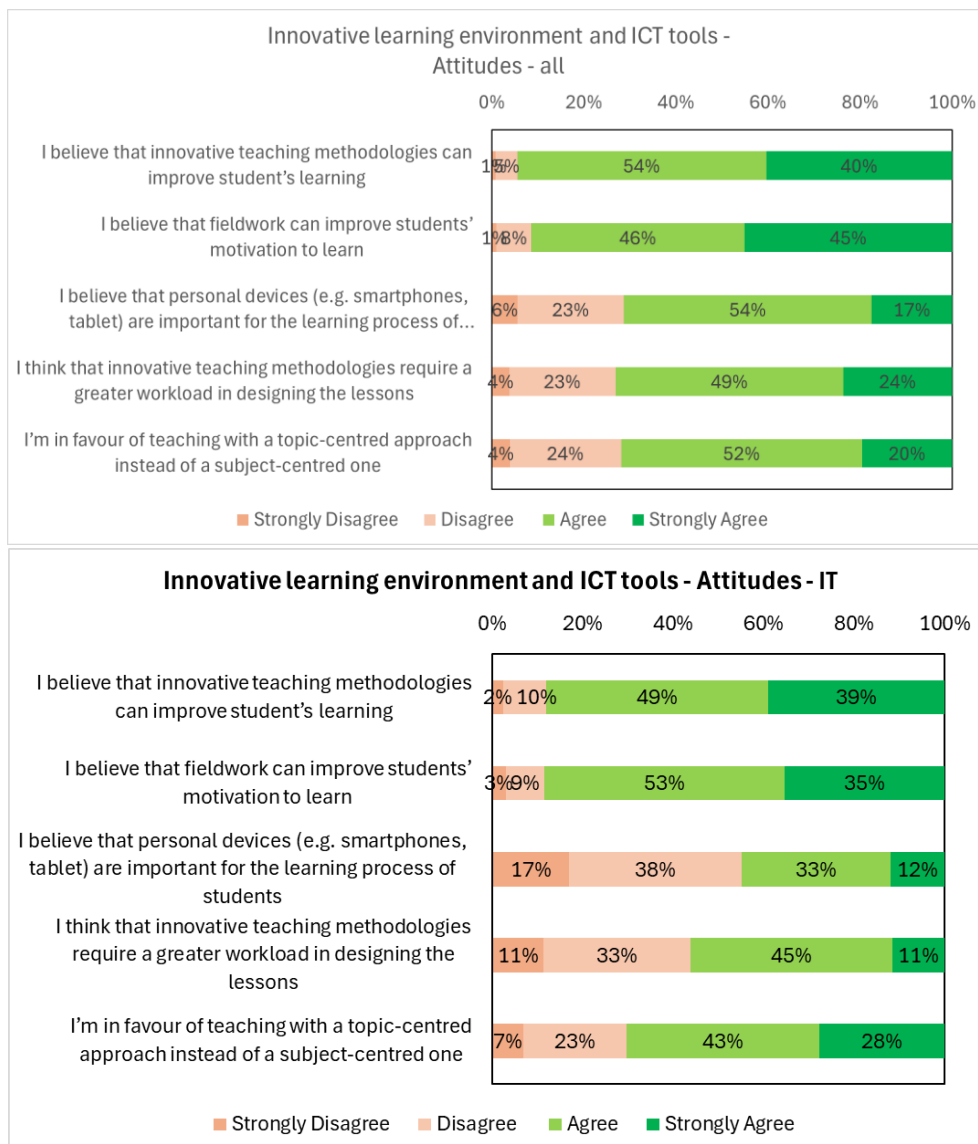
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Attitudes

Almost all teachers (100% Croatian, 95% Polish and 78% Italian teachers) declared to “believe that innovative teaching methodologies can improve students’ learning” and that “fieldwork improve students’ motivation to learn” (100% Croatians, 88% Italian and 86% Polish teachers).

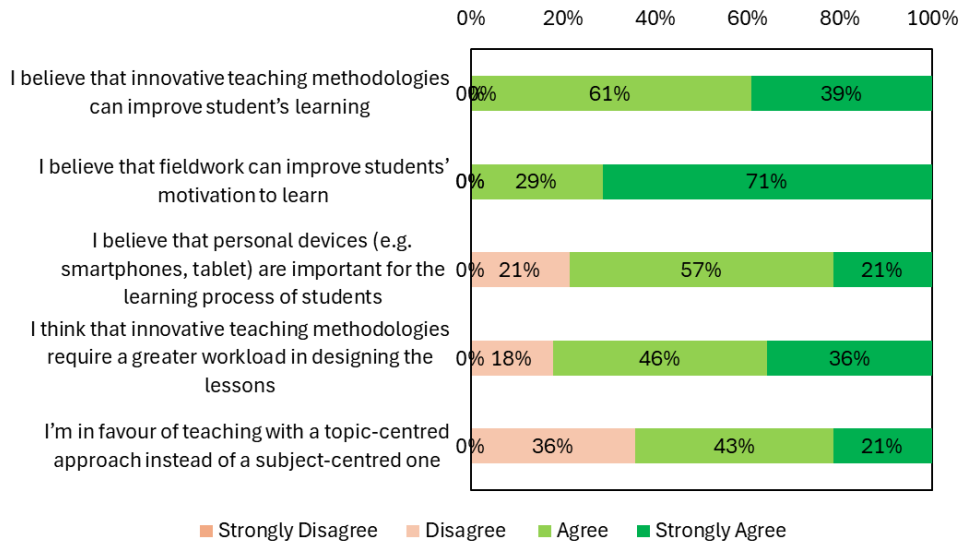
71% of the teachers declared to “believe that personal devices are important for learning”, for which the Polish (90%) and Croatian (78%) teachers represented the great majority with respect to Italian teachers (45%).

73% of the teachers thought that “innovative teaching methodology requires great workload”, with Croatian (82%) and Polish (81%) teachers more numerous than Italian teachers (56%) and 72% of the teachers were “in favour of a topic-centred approach for teaching instead of a subject-centred one” (81% Polish, 71% Italian and 64% Croatians teachers).

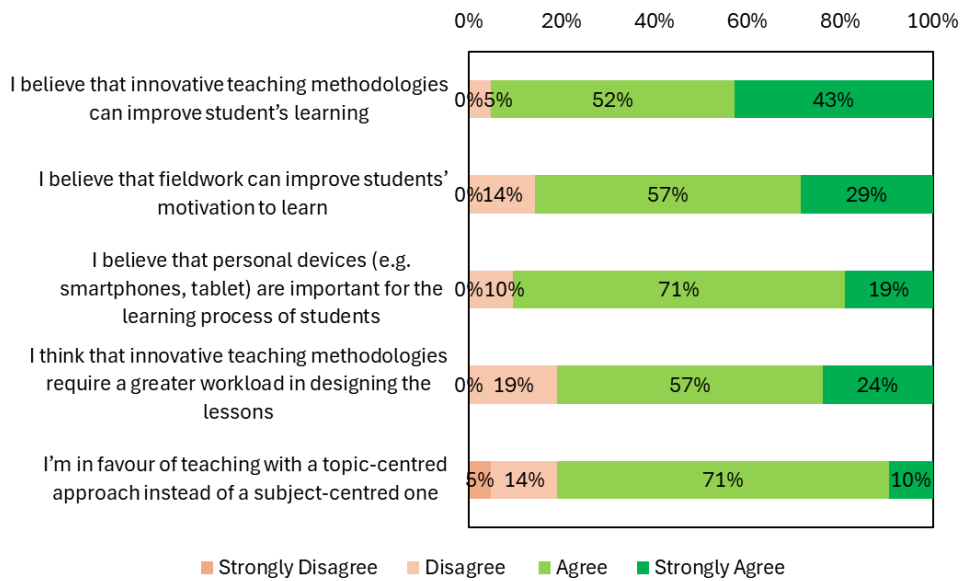




Innovative learning environment and ICT tools - Attitudes - HR



Innovative learning environment and ICT tools - Attitudes - PL



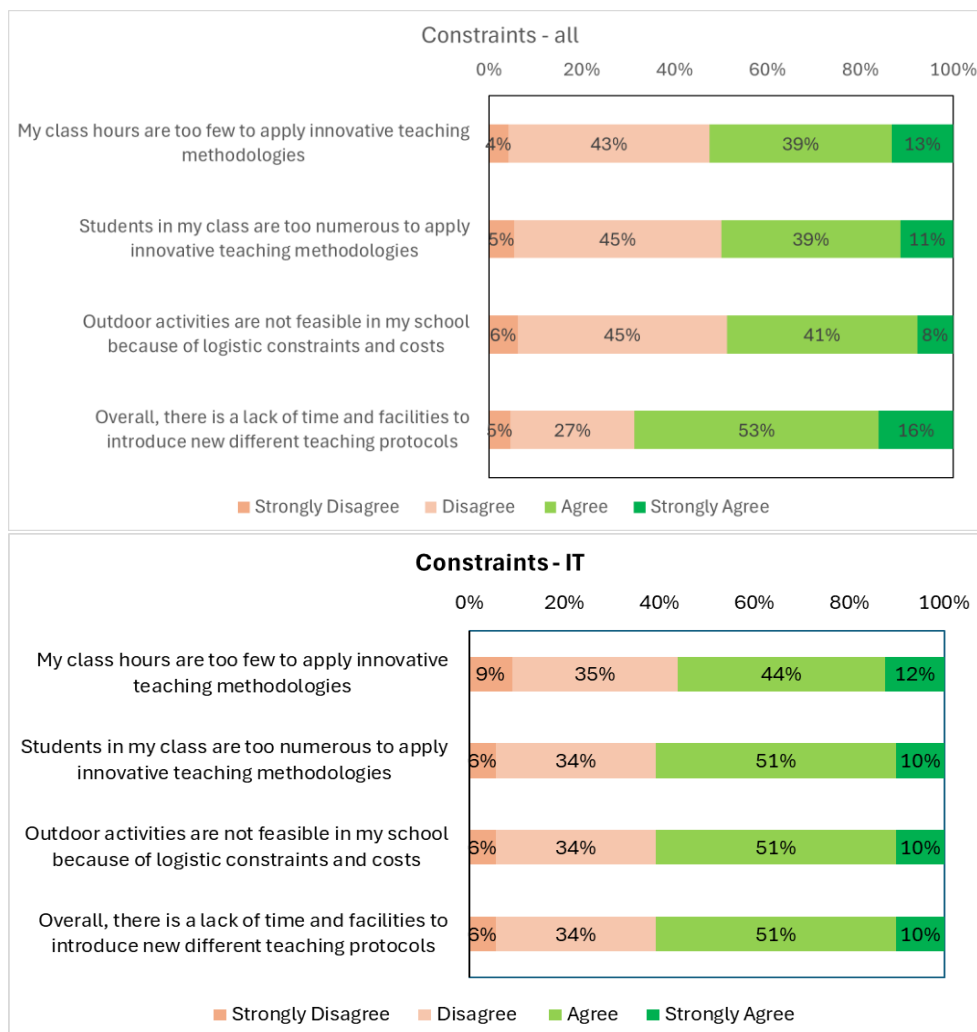
Constraints

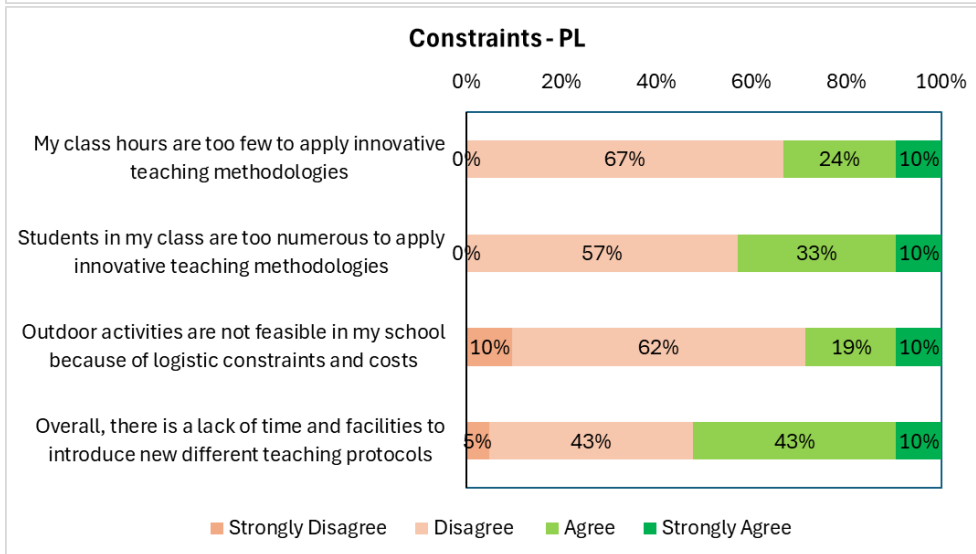
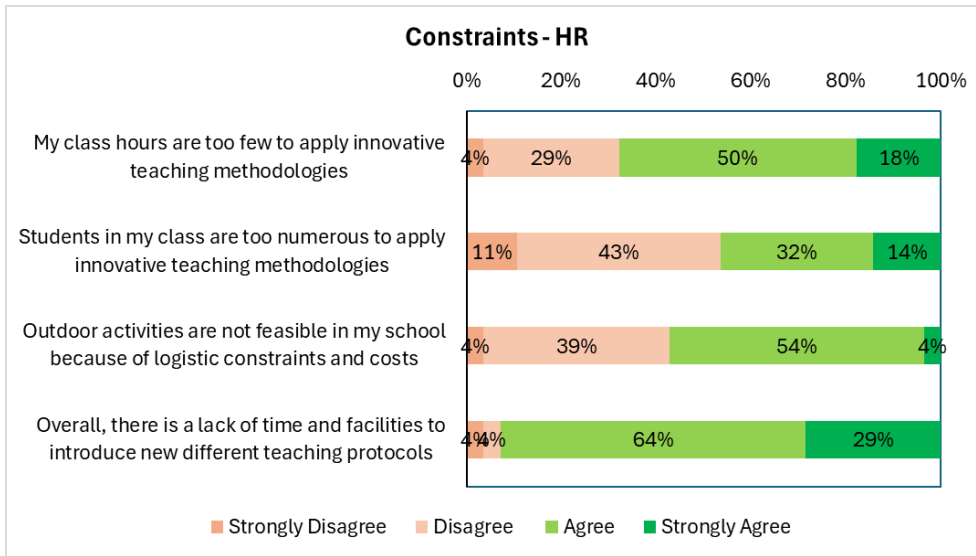
In general, the majority of the teachers did not agree with the proposed constraints, but some differences were noticed between countries, with Polish teachers more positive.

Only 52% of the teachers (although 68% Croatian and 66% Italian teachers vs. 34% Polish teachers) agreed with the item “class hours are too few to apply innovative teaching methodologies”, and only 50% of the teachers agreed with “students in own class are too numerous to apply innovative teaching methodology”, despite 61% Italian teachers agreed with that versus 46% Croatian and 43% Polish teachers.

49% of the teachers (although 61% Italian teachers and 58% Croatian teachers vs. 29% Polish teachers), believed that “outdoor activities are not feasible for logistic reasons”.

“Lack of time and facilities to introduce new different teaching protocols” was the most agreed constraint, although it was due to the large majority of Croatian teachers (93% vs. 61% Italian and 53% Polish teachers).





Evaluation of the questionnaire

In general, the questionnaire was considered rather interesting (average score: 3.6) and appropriate in length (average score: 3.9) by the responding teachers.

Greater scores about the level of interest were given by Croatian and Italian teachers while Polish teachers appreciated its length.

