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Pilot Report (pre- service teachers)

Pre-service teachers compared to newly qualified teachers



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Affiliation:

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Introduction

The main aim of this pilot evaluation is to address deliverable 2.2. ‘Harmonized European model of practical trainings providing guidance and support to schoolteachers’.

This report presents the findings from a data analyses of the user experience survey conducted for the Digital TA platform by using the online surveytool Limesurvey. The questionnaire is based on three existing instruments developed by Schwarzer & Jerusalem (1995), Swan et al. (2008), and Zhang (2022). The questionnaire has been implemented in multiple languages within the platform. Participants received the survey each time they used the platform. The data was collected between October 2024 and April 2025.

The report examines the experiences of the different target groups, focusing mainly on pre-service teachers. It investigates whether the participants would recommend the platform, the added value of the European context, their opinions on the practical use of the platform and their experiences with the content.

Additionally, the impact of the platform is assessed. Differences between countries within and outside the EU, as well as differences between the various roles, are explored. The frequency of platform visits by participants is analyzed to determine if it influences their experiences and opinions about the platform.

Furthermore, the activities of participants on the platform and the functionalities they utilized are examined. Activities that might be predictors of user experiences were also examined. The clarity of the instructions on how to use the platform is evaluated. Finally, participants provide some recommendations.

The data processing and storage is in line with the associated rights and obligations and, in particular, the restrictions on the scope of data processing represent what applies within the scope of the European General Data Protection Regulation (GDPR). More details can be found on www.limesurvey.org/privacy-notice. Collected data are analyzed after anonymization.

Research indicates that in an e-learning environment pre-service teacher engagement is critical. Collaborative and interactive activities help maintain engagement (Mozelius & Hettiarachchi, 2017), like mental effort and thinking strategies, such as seeking, interpreting, analyzing, and summarizing information. Cognitive engagement is crucial in an e-learning setting due to the autonomy it provides pre-service teachers (Reeve & Tseng, 2011; Sedaghat et al., 2011). Pre-service teachers should also be able to engage in discussion boards, chat sessions, blogs, wikis, group tasks, or peer assessments (Revere & Kovach, 2011; Banna et al., 2015).

Participants

The survey was completed by four groups: pre-service teacher teachers, newly qualified teachers (NQTs), mentors and tutors (cfr. Figure 1).

First, by “**pre-service teacher teachers**,” we refer to any pre-service teacher enrolled in an initial teacher education program (teacher training/teacher preparation program). Second, “**newly qualified teachers (NQTs)**” are defined as beginning teachers with less than five years of teaching experience, individuals who have been out of the classroom for more than five years and have returned to teaching, and experienced teachers who are facing new challenges, such as integrating tablets into their teaching practices. Third, “**mentors**” are volunteer workers with experience in schools ranging from pre-primary to secondary education. Finally, “**tutors**” are defined as teacher educators.

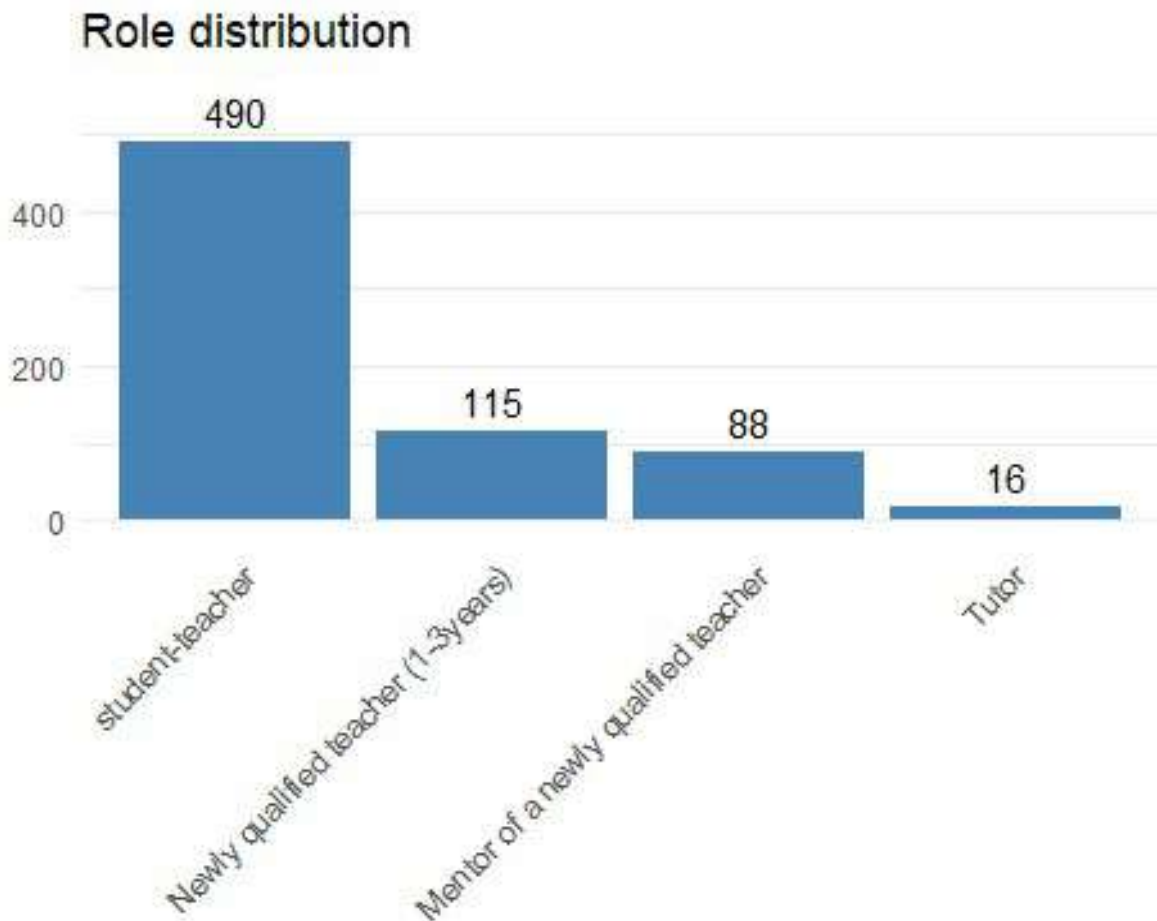


Figure 1: Role distribution.

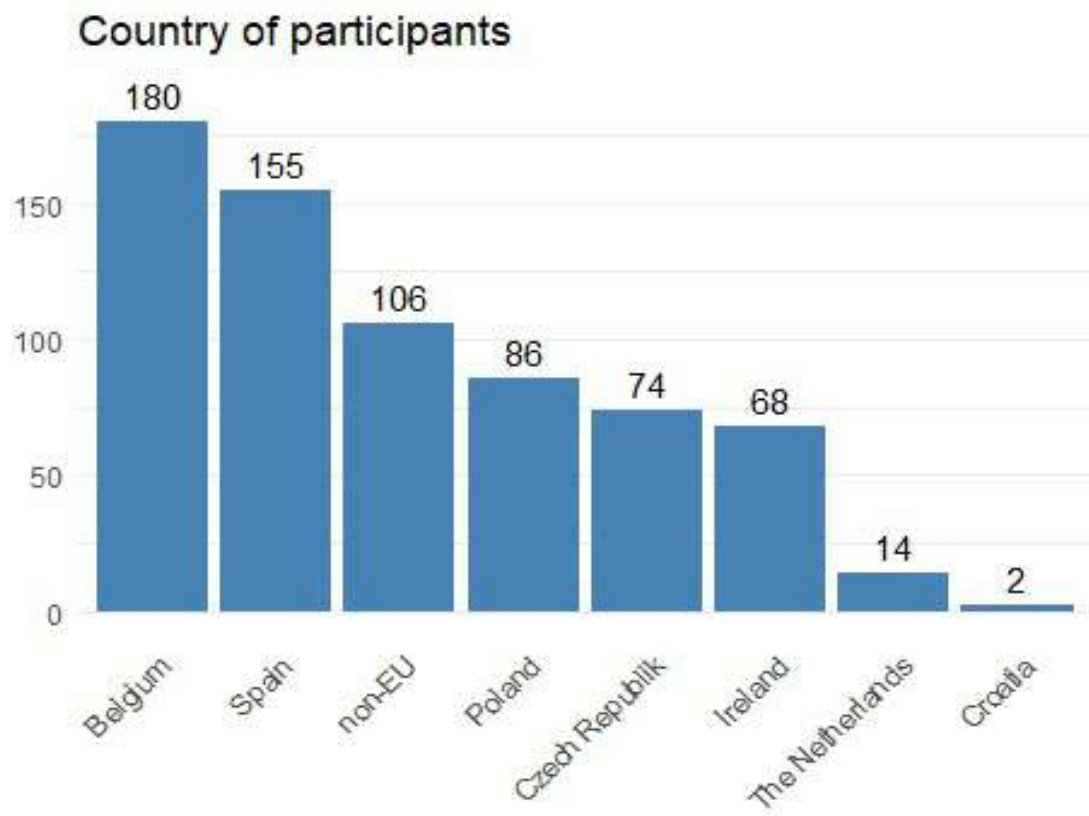


Figure 2: Country of participants.

Table 1*Roles by country*

Country	Role	n
Belgium	Newly qualified teacher (1-3years)	2
Belgium	Tutor	1
Belgium	pre-service teacher	177
Croatia	Tutor	2
Czech Republik	Newly qualified teacher (1-3years)	2
Czech Republik	pre-service teacher	72
Ireland	Tutor	1
Ireland	pre-service teacher	65
Poland	Mentor of a newly qualified teacher	3
Poland	Newly qualified teacher (1-3years)	21
Poland	pre-service teacher	62
Spain	Mentor of a newly qualified teacher	79
Spain	Newly qualified teacher (1-3years)	43
Spain	Tutor	3
Spain	pre-service teacher	30
The Netherlands	pre-service teacher	14
non-EU	Mentor of a newly qualified teacher	5
non-EU	Newly qualified teacher (1-3years)	36
non-EU	Tutor	7
non-EU	pre-service teacher	58

User experience

Pre-service teacher and Newly qualified teacher (NQT)

In this section, the responses of pre-service teachers and NQT's to several statements are examined. They were asked to indicate the extent to which they agreed with the statements on a 5-point Likert-scale (Not at all true to exactly true). The analyses were conducted both for the combined group of pre-service teachers and NQT's, as well as separately for each group.

The statements were categorized into the following five categories for pre-service teachers and NQT's: 1) recommendation, 2) European context 3) practical (use of the platform), 4) content and 5) effects. The first category '**recommendation**' comprises a single Likert-type item: '*I would recommend this platform to friends and colleagues.*' The second category '**European context**' comprises a single Likert-type item; '*I experienced the European context as an added value on the platform.*' The third category '**practical use of the platform**' refers to a set of 7 items such as navigation between and within sections on the platform, the clarity of communication regarding topics and components, the functionality and navigation of tools and sections on the webpage, the design style of the platform, the assistance provided, clearly communicated goals, and clear instructions for participating in the learning activities on the platform. The fourth category '**content**' refers to a set of 5 items that encompasses the quantity of (reliable) resources available on the platform, relevant lesson content and answers, the alignment of the content with learning and development needs, and the extent to which the content is closely connected to teaching practice. The final and fifth category '**effects**' refers to a set of 4 items that encompasses whether educational concepts and ideas change after completing certain learning phases on the platform, feeling more capable of solving difficult problems, feeling more confident in efficiently handling unexpected events, and reflecting on different solutions to problems.

Table 2

Intervals 'Practical use' [pre-service teacher & NQT]

Practical use of the platform	Interval	Percentage of users	Interpretation
	7 - 12.60	33.25%	Very low level of practical use
	12.61 – 18.21	33.50%	Low level of practical use
	18.22 – 23.82	14.92%	Moderate level of practical use
	23.83 – 29.43	5.62%	High level of practical use
	29.44 – 35.04	12.71%	Very high level of practical use

Note: 5-point Likert scale, not at all true – exactly true.

Table 3*Intervals 'Practical use' [pre-service teacher]*

Practical use of the platform	Interval	Percentage of users	Interpretation
	7 - 12.60	22.2%	Very low level of practical use
	12.61 – 18.21	22.9%	Low level of practical use
	18.22 – 23.82	10.6%	Moderate level of practical use
	23.83 – 29.43	3.9%	Hight level of practical use
	29.44 – 35.04	7.8%	Very high level of practical use

*Note: 5-point Likert scale, not at all true – exactly true.***Table 4***Intervals 'Practical use' [NQT]*

Practical use of the platform	Interval	Percentage of users	Interpretation
	7 - 12.60	23.9%	Very low level of practical use
	12.61 – 18.21	22.9%	Low level of practical use
	18.22 – 23.82	8.3%	Moderate level of practical use
	23.83 – 29.43	3.7%	Hight level of practical use
	29.44 – 35.04	12.8%	Very high level of practical use

*Note: 5-point Likert scale, not at all true – exactly true.***Table 5***Intervals 'Content' [pre-service teacher & NQT]*

Content	Interval	Percentage of users	Interpretation
	5 – 9	32.67%	Very low level of satisfaction
	9.01 – 13.01	29.46%	Low level of satisfaction
	13.02 – 17.02	20.54%	Moderate level of satisfaction
	17.03 – 21.03	7.67%	Hight level of satisfaction
	21.04 – 25.04	9.65%	Very high level of satisfaction

Note: 5-point Likert scale, not at all true – exactly true.

Table 6*Intervals 'Content' [NQT]*

Content	Interval	Percentage of users	Interpretation
.	5 – 9	25.7%	Very low level of satisfaction
	9.01 – 13.01	22.0%	Low level of satisfaction
	13.02 – 17.02	9.2%	Moderate level of satisfaction
	17.03 – 21.03	7.3%	Hight level of satisfaction
	21.04 – 25.04	7.3%	Very high level of satisfaction

*Note: 5-point Likert scale, not at all true – exactly true.***Table 7***Intervals 'Content' [pre-service teacher]*

Content	Interval	Percentage of users	Interpretation
.	5 – 9	22.0%	Very low level of satisfaction
	9.01 – 13.01	20.1%	Low level of satisfaction
	13.02 – 17.02	15.5%	Moderate level of satisfaction
	17.03 – 21.03	4.9%	Hight level of satisfaction
	21.04 – 25.04	6.6%	Very high level of satisfaction

*Note: 5-point Likert scale, not at all true – exactly true.***Table 8***Intervals 'Effects' [pre-service teacher & NQT]*

Effects	Interval	Percentage of users	Interpretation
	4 – 7.2	26.29%	Very low level of perceived effectiveness
	7.3 – 10.5	30.86%	Low level of perceived effectiveness
	10.6 – 13.8	24.57%	Moderate level of perceived effectiveness
	13.9 – 17.1	7.43%	Hight level of perceived effectiveness
	17.2 – 20.4	10.86%	Very high level of perceived effectiveness

Note: 5-point Likert scale, not at all true – exactly true.

Table 9*Intervals 'Effects' [NQT]*

Effects	Interval	Percentage of users	Interpretation
	4 – 7.2	9.2%	Very low level of perceived effectiveness
	7.3 – 10.5	19.3%	Low level of perceived effectiveness
	10.6 – 13.8	16.5%	Moderate level of perceived effectiveness
	13.9 – 17.1	7.3%	Hight level of perceived effectiveness
	17.2 – 20.4	8.3%	Very high level of perceived effectiveness

Note: 5-point Likert scale, not at all true – exactly true.

Table 10*Intervals 'Effects' [pre-service teacher]*

Effects	Interval	Percentage of users	Interpretation
	4 – 7.2	9.2%	Very low level of perceived effectiveness
	7.3 – 10.5	19.3%	Low level of perceived effectiveness
	10.6 – 13.8	16.5%	Moderate level of perceived effectiveness
	13.9 – 17.1	7.3%	Hight level of perceived effectiveness
	17.2 – 20.4	8.3%	Very high level of perceived effectiveness

Note: 5-point Likert scale, not at all true – exactly true.

The 2 categories with just one item, '**recommendation**' and '**European context**' both have a median of 3. This indicates that the typical or central response was neutral, suggesting that participants neither clearly agreed nor disagreed with the statements. However, when we split the data for pre-service teachers and NQT's, a more nuanced picture emerges. Among pre-service teachers, the median remains 3 for both '**recommendation**' and '**European context**', reflecting a neutral stance. In contrast, the NQT group shows a median of 5 on both items, indicating strong agreement with the statements. For the other categories, '**practical use of the platform**', '**content**' and '**effects**', the data was classified into class intervals of sums of scores. The class intervals have equal width. Each class interval has a descriptive label corresponding to the issue being investigated. The number of class intervals is equal to the number of the original scale points (cfr. 5) (Alkharusi, 2022). As shown in table 2 till 10, the level of practical use of the platform, satisfaction with the content and perceived effectiveness is moderate to high for both pre-service teachers and NQT's.

By country

To gain a more detailed understanding of the variations between different countries, we further analyzed the data based on the respondents' countries of origin. This country-specific analysis provides valuable insights into how the different categories of the questionnaire are perceived by pre-service teachers and NQT's across various countries. Below, we present the results of this analysis, discussing the median values and the distribution of scores per country.

Table 11

Median by country [Recommendation]

Country	Median
Belgium	3
Czech Republik	3
Ireland	3
Poland	5
Spain	5
The Netherlands	3
non-EU	5

Table 11 presents the recommendation scores for the platform across various countries; Belgium, Czech Republic, Ireland, Poland, Spain, The Netherlands and non-EU countries. The scores are interpreted as follows: a score of 3 indicates a moderate recommendation, 4 signifies a high recommendation, and 5 represents a very high recommendation.

- **Belgium:** The platform received a **moderate** recommendation score of 3, suggesting that users in Belgium have a neutral stance towards recommending the platform to others.
- **Czech Republic:** The platform received a **moderate** recommendation score of 3, suggesting that users in Belgium have a neutral stance towards recommending the platform to others.
- **Ireland:** The platform received a **moderate** recommendation score of 3, suggesting that users in Belgium have a neutral stance towards recommending the platform to others.
- **Poland:** The platform achieved a score of 5, indicating a **very high** score on recommending the platform.
- **Spain:** The platform received a **very high** recommendation score of 5, reflecting a strong endorsement from users in Spain.

- **The Netherlands:** Similar to Belgium, the Czech Republic and Ireland, the platform received a **moderate** recommendation score of 3 in the Netherlands, indicating a neutral stance.
- **Non-EU countries:** The platform garnered a **very high** recommendation score of 5.

Overall, the data suggests that the platform is most favorably received in Poland, Spain and non-EU countries, while users in Belgium, the Czech Republic, Ireland and the Netherlands exhibit a more moderate level of recommendation. A possible explanation for the moderate scores in Belgium and the Netherlands is that they were the first to participate in the pilot. Subsequently, the platform was further developed. However, this does not account for the lower scores in Ireland and the Czech Republic, as users from these countries completed the survey at a later stage, when the platform was more fully developed.

Table 12

Median by country [European context]

Country	Median
Belgium	3.0
Czech Republik	5.0
Ireland	3.0
Poland	5.0
Spain	3.0
The Netherlands	2.5
non-EU	3.0

Table 12 presents the perceived added value of the ‘European context’ across the various countries.

- **Belgium:** The ‘European context’ received a **moderate added value** score of 3, suggesting that users in Belgium perceive the European context as having a neutral impact.
- **Czech Republic:** With a **very high added value** score of 5, users in the Czech Republic generally view the European context as a significant positive factor.
- **Ireland:** The ‘European context’ received a **moderate added value** score of 3, suggesting that users in Ireland perceive the European context as having a neutral impact.
- **Poland:** The ‘European context’ achieved a score of 5, indicating a **very high perceived added value** among users in Poland.

- **Spain:** Similar to Belgium and Ireland, the ‘European context’ received a **moderate added value** score of 3 in Spain, reflecting a neutral perception.
- **The Netherlands:** The ‘European context’ received a score of 2.5, suggesting that users perceived **little to no added value**.
- **Non-EU countries:** Similar to Belgium, Ireland and Spain, the ‘European context’ received a **moderate added value** score of 3 in non-EU countries, reflecting a neutral perception.

Overall, the data suggests that the ‘European context’ is most favorably perceived in the Czech Republic and Poland, where it is seen as having significant added value. In contrast, users in Belgium, Ireland, Spain, and non-EU countries generally perceive the European context as having a neutral impact, with scores around the midpoint. Notably, users in the Netherlands rated the European context lowest, suggesting little to no perceived added value. A possible explanation for the moderate score in Belgium and the low score in the Netherlands is that these countries were among the first to participate in the pilot, at a time when users from other (European) countries were not yet active on the platform. However, this does not explain the neutral perceptions in countries such as Ireland, Spain, and non-EU countries, where users completed the survey at a later stage when the platform was more developed and international participation had increased.

Table 13

Intervals ‘practical use’ by country [Pre-service teacher & NQT]

Country	Intervals	Interpretation	Frequency	Total	%
Belgium	[7,12.6)	Very low level of practical use	34	180	18.89
Belgium	[12.6,18.2)	Low level of practical use	41	180	22.78
Belgium	[18.2,23.8)	Moderate level of practical use	22	180	12.22
Belgium	[29.4,35)	Very high level of practical use	2	180	1.11
Czech Republik	[7,12.6)	Very low level of practical use	19	74	25.68
Czech Republik	[12.6,18.2)	Low level of practical use	20	74	27.03
Czech Republik	[18.2,23.8)	Moderate level of practical use	9	74	12.16
Czech Republik	[23.8,29.4)	High level of practical use	3	74	4.05
Czech Republik	[29.4,35)	Very high level of practical use	2	74	2.70
Ireland	[7,12.6)	Very low level of practical use	13	68	19.12
Ireland	[12.6,18.2)	Low level of practical use	21	68	30.88
Ireland	[18.2,23.8)	Moderate level of practical use	9	68	13.24
Ireland	[23.8,29.4)	High level of practical use	4	68	5.88

Country	Intervals	Interpretation	Frequency	Total	%
Ireland	[29.4,35)	Very high level of practical use	5	68	7.35
Poland	[7,12.6)	Very low level of practical use	9	86	10.47
Poland	[12.6,18.2)	Low level of practical use	11	86	12.79
Poland	[18.2,23.8)	Moderate level of practical use	2	86	2.33
Poland	[23.8,29.4)	High level of practical use	8	86	9.30
Poland	[29.4,35)	Very high level of practical use	24	86	27.91
Spain	[7,12.6)	Very low level of practical use	17	155	10.97
Spain	[12.6,18.2)	Low level of practical use	19	155	12.26
Spain	[18.2,23.8)	Moderate level of practical use	8	155	5.16
Spain	[23.8,29.4)	High level of practical use	1	155	0.65
Spain	[29.4,35)	Very high level of practical use	6	155	3.87
The Netherlands	[7,12.6)	Very low level of practical use	7	14	50.00
The Netherlands	[18.2,23.8)	Moderate level of practical use	2	14	14.29
non-EU	[7,12.6)	Very low level of practical use	34	106	32.08
non-EU	[12.6,18.2)	Low level of practical use	21	106	19.81
non-EU	[18.2,23.8)	Moderate level of practical use	7	106	6.60
non-EU	[23.8,29.4)	High level of practical use	7	106	6.60
non-EU	[29.4,35)	Very high level of practical use	11	106	10.38

Note: 5-point Likert scale, not at all true – exactly true.

The data (cfr. table 13) for **Belgium** shows that the majority of responses fall within the low level of practical use interval, followed by very low and moderate levels, indicating a generally **low** level of satisfaction with the practical use in Belgium. In the **Czech Republic**, the highest frequency of practical use levels is observed in the low level of practical use interval, followed by the very low level, suggesting a generally **low** satisfaction with the practical use in the Czech Republic. In **Ireland**, the majority of responses fall within the low level of practical use interval, followed by the very low level, indicating a generally **low** satisfaction with the practical use in Ireland. In **Poland**, the majority of responses fall within the very high level of practical use interval, indicating a generally **very high** satisfaction with the practical use in Poland. The data for **Spain** shows that a significant proportion of responses fall within the low and very low levels, indicating a generally **low** satisfaction with the practical use in Spain. In **the Netherlands**, the majority of responses fall within the very low level of practical use interval, indicating a generally **very low** satisfaction with the practical use in the Netherlands. For **non-EU countries**, the data shows a significant

proportion of responses in the very low and low levels of practical use intervals, indicating a generally **very low to low** satisfaction with the practical use in non-EU countries.

Table 14

Intervals ‘content’ by country [pre-service teacher & NQT]

Country	intervals	Interpretation	Frequency	Total	%
Belgium	[5,9)	Very low level of satisfaction	35	180	19.44
Belgium	[9,13)	Low level of satisfaction	31	180	17.22
Belgium	[13,17)	Moderate level of satisfaction	36	180	20.00
Belgium	[17,21)	High level of satisfaction	1	180	0.56
Belgium	[21,25)	Very high level of satisfaction	2	180	1.11
Czech Republik	[5,9)	Very low level of satisfaction	22	74	29.73
Czech Republik	[9,13)	Low level of satisfaction	19	74	25.68
Czech Republik	[13,17)	Moderate level of satisfaction	6	74	8.11
Czech Republik	[17,21)	High level of satisfaction	3	74	4.05
Ireland	[5,9)	Very low level of satisfaction	12	68	17.65
Ireland	[9,13)	Low level of satisfaction	21	68	30.88
Ireland	[13,17)	Moderate level of satisfaction	10	68	14.71
Ireland	[17,21)	High level of satisfaction	6	68	8.82
Ireland	[21,25)	Very high level of satisfaction	1	68	1.47
Poland	[5,9)	Very low level of satisfaction	14	86	16.28
Poland	[9,13)	Low level of satisfaction	13	86	15.12
Poland	[13,17)	Moderate level of satisfaction	7	86	8.14
Poland	[17,21)	High level of satisfaction	3	86	3.49
Poland	[21,25)	Very high level of satisfaction	19	86	22.09
Spain	[5,9)	Very low level of satisfaction	15	155	9.68
Spain	[9,13)	Low level of satisfaction	14	155	9.03
Spain	[13,17)	Moderate level of satisfaction	8	155	5.16
Spain	[17,21)	High level of satisfaction	7	155	4.52
Spain	[21,25)	Very high level of satisfaction	5	155	3.23
The Netherlands	[5,9)	Very low level of satisfaction	6	14	42.86
The Netherlands	[13,17)	Moderate level of satisfaction	3	14	21.43

Country	intervals	Interpretation	Frequency	Total	%
non-EU	[5,9)	Very low level of satisfaction	25	106	23.58
non-EU	[9,13)	Low level of satisfaction	16	106	15.09
non-EU	[13,17)	Moderate level of satisfaction	11	106	10.38
non-EU	[17,21)	High level of satisfaction	10	106	9.43
non-EU	[21,25)	Very high level of satisfaction	10	106	9.43

Note: 5-point Likert scale, not at all true – exactly true.

The data (cfr. table 14) for **Belgium** shows that the majority of responses fall within the very low to moderate intervals of satisfaction, indicating a generally **very low to moderate** satisfaction with the content on the online learning platform in Belgium. In the **Czech Republic**, the highest frequency of satisfaction levels is observed in the very low to low levels of satisfaction interval, suggesting a generally **very low to low** satisfaction with the content on the online learning platform in the Czech Republic. In **Ireland**, the majority of responses fall within the low level of satisfaction interval, followed by very low and moderate levels, indicating a generally **low** satisfaction with the content on the online platform in Ireland. In **Poland**, the majority of responses fall within the very high level of satisfaction interval, followed by very low and low levels, indicating a **polarized perception** of the content on the online learning platform. The data for **Spain** shows that a significant proportion of responses fall within the very low and low levels, indicating a generally **very low** satisfaction with the content on the online learning platform in Spain. In **the Netherlands**, the majority of responses fall within the very low levels of satisfaction intervals, indicating a generally **very low** satisfaction with the content on the online learning platform in the Netherlands. For **non-EU countries**, the data shows a significant proportion of responses in the very low level of satisfaction intervals, indicating a generally **very low** satisfaction with the content on the online learning platform in non-EU countries.

Table 15*Intervals 'effects' by country [pre-service teacher & NQT]*

Country	Intervals	Interpretation	Frequency	Total	%
Belgium	[4,7.2)	Very low level of perceived effectiveness	21	180	11.67
Belgium	[7.2,10.5)	Low level of perceived effectiveness	30	180	16.67
Belgium	[10.5,13.8)	Moderate level of perceived effectiveness	37	180	20.56
Belgium	[17.1,20.4)	Very high level of perceived effectiveness	1	180	0.56
CZ	[4,7.2)	Very low level of perceived effectiveness	12	74	16.22
CZ	[7.2,10.5)	Low level of perceived effectiveness	18	74	24.32
CZ	[10.5,13.8)	Moderate level of perceived effectiveness	6	74	8.11
CZ	[13.8,17.1)	High level of perceived effectiveness	2	74	2.70
CZ	[17.1,20.4)	Very high level of perceived effectiveness	1	74	1.35
Ireland	[4,7.2)	Very low level of perceived effectiveness	17	68	25.00
Ireland	[7.2,10.5)	Low level of perceived effectiveness	16	68	23.53
Ireland	[10.5,13.8)	Moderate level of perceived effectiveness	8	68	11.76
Ireland	[13.8,17.1)	High level of perceived effectiveness	5	68	7.35
Ireland	[17.1,20.4)	Very high level of perceived effectiveness	1	68	1.47
Poland	[4,7.2)	Very low level of perceived effectiveness	9	86	10.47
Poland	[7.2,10.5)	Low level of perceived effectiveness	12	86	13.95
Poland	[10.5,13.8)	Moderate level of perceived effectiveness	7	86	8.14
Poland	[13.8,17.1)	High level of perceived effectiveness	5	86	5.81
Poland	[17.1,20.4)	Very high level of perceived effectiveness	19	86	22.09
Spain	[4,7.2)	Very low level of perceived effectiveness	8	155	5.16
Spain	[7.2,10.5)	Low level of perceived effectiveness	15	155	9.68
Spain	[10.5,13.8)	Moderate level of perceived effectiveness	11	155	7.10
Spain	[13.8,17.1)	High level of perceived effectiveness	4	155	2.58
Spain	[17.1,20.4)	Very high level of perceived effectiveness	5	155	3.23
NL	[4,7.2)	Very low level of perceived effectiveness	3	14	21.43
NL	[7.2,10.5)	Low level of perceived effectiveness	1	14	7.14
NL	[10.5,13.8)	Moderate level of perceived effectiveness	5	14	35.71
non-EU	[4,7.2)	Very low level of perceived effectiveness	20	106	18.87

Country	Intervals	Interpretation	Frequency	Total	%
non-EU	[7.2,10.5)	Low level of perceived effectiveness	14	106	13.21
non-EU	[10.5,13.8)	Moderate level of perceived effectiveness	10	106	9.43
non-EU	[13.8,17.1)	High level of perceived effectiveness	10	106	9.43
non-EU	[17.1,20.4)	Very high level of perceived effectiveness	9	106	8.49

Note: 5-point Likert scale, not at all true – exactly true. CZ= The Czech Republic. NL= The Netherlands.

The data (cfr. table 15) for **Belgium** shows that the majority of responses fall within the moderate level of perceived effectiveness interval, followed by the low levels, indicating a generally **low to moderate** perceived effectiveness in Belgium. In the **Czech Republic**, the highest frequency of perceived effectiveness levels is observed in the low level of perceived effectiveness interval, followed by the very low level, suggesting a generally **low** perceived effectiveness in the Czech Republic. In **Ireland**, the majority of responses fall within the very low to low levels of perceived effectiveness intervals, indicating a generally **very low to low** perceived effectiveness in Ireland. In **Poland**, the majority of responses fall within the very high level of perceived effectiveness interval, followed by the low level, indicating a generally **very high** perceived effectiveness in Poland. The data for **Spain** shows that a significant proportion of responses fall within the low levels, also indicating a generally **low** perceived effectiveness in Spain. In **the Netherlands**, the majority of responses fall within the moderate level of perceived effectiveness interval, indicating a generally **moderate** perceived effectiveness in the Netherlands. For **non-EU countries**, the data shows a significant proportion of responses in the very low levels of perceived effectiveness intervals, indicating a generally **very low** perceived effectiveness in non-EU countries.

Mentor & tutor

The same was done for mentors and tutors. Their responses to the several statements are examined. They were asked to indicate the extent to which they agreed with the statements on a 5-point Likert-scale (Not at all true to exactly true).

The statements were categorized into the following four categories for **mentors and tutors**: 1) recommendation, 2) European context 3) practical (use of the platform) and 4) content. The first category '**recommendation**' comprises the same single Likert-type item as with pre-service teachers and NQTs: '*I would recommend this platform to friends and colleagues.*' The second category '**European context**' comprises the same single Likert-type item as with pre-service teachers and NQTs; '*I experienced the European context as an added value on the platform.*' The third category '**practical use of the platform**' refers to a set of 2 items such as navigation between and within sections on the platform and clearly communicated goals. The final and fourth category '**content**' refers to a set of 2 items that encompasses the quantity of (reliable) resources available on the platform and relevant lesson content and answers.

Table 16

Intervals 'practical use' [mentor & tutor]

Practical use of the platform	Interval	%	Interpretation
	2 – 3.6	32.10%	Very low level of practical use
	3.7 – 5.3	32.10%	Low level of practical use
	5.4 – 7	15.38%	Moderate level of practical use
	7.1 – 8.7	3.85%	Hight level of practical use
	8.8 – 10.4	16.67%	Very high level of practical use

Note: 5-point Likert scale, not at all true – exactly true.

Table 17

Intervals 'content' [mentor & tutor]

Content	Interval	%	Interpretation
	2 – 3.6	31.51%	Very low level of satisfaction
	3.7 – 5.3	28.77%	Low level of satisfaction
	5.4 – 7	12.33%	Moderate level of satisfaction
	7.1 – 8.7	5.48%	Hight level of satisfaction
	8.8 – 10.4	21.92%	Very high level of satisfaction

Note: 5-point Likert scale, not at all true – exactly true.

The median for the category '**recommendation**' is 5. This means that, in general, mentors and tutors strongly agree with the following statement; '*I would recommend this platform to friends and colleagues.*' The median for '**European context**' is 3, which means that the mentors and tutors find the statement '*I experienced the European context as an added value on the platform.*' partially true. For the categories '**practical use of the platform**' and '**content**', the data was classified into class intervals of sum of scores. As shown in tables

16 and 17 the level of practical use of the platform and the satisfaction with the content is very low to low.

Frequency of visits to the platform

The participants visited the platform an average of **6 times**. Participants of Spain (7) and Poland (6), in particular, visited the platform multiple times.

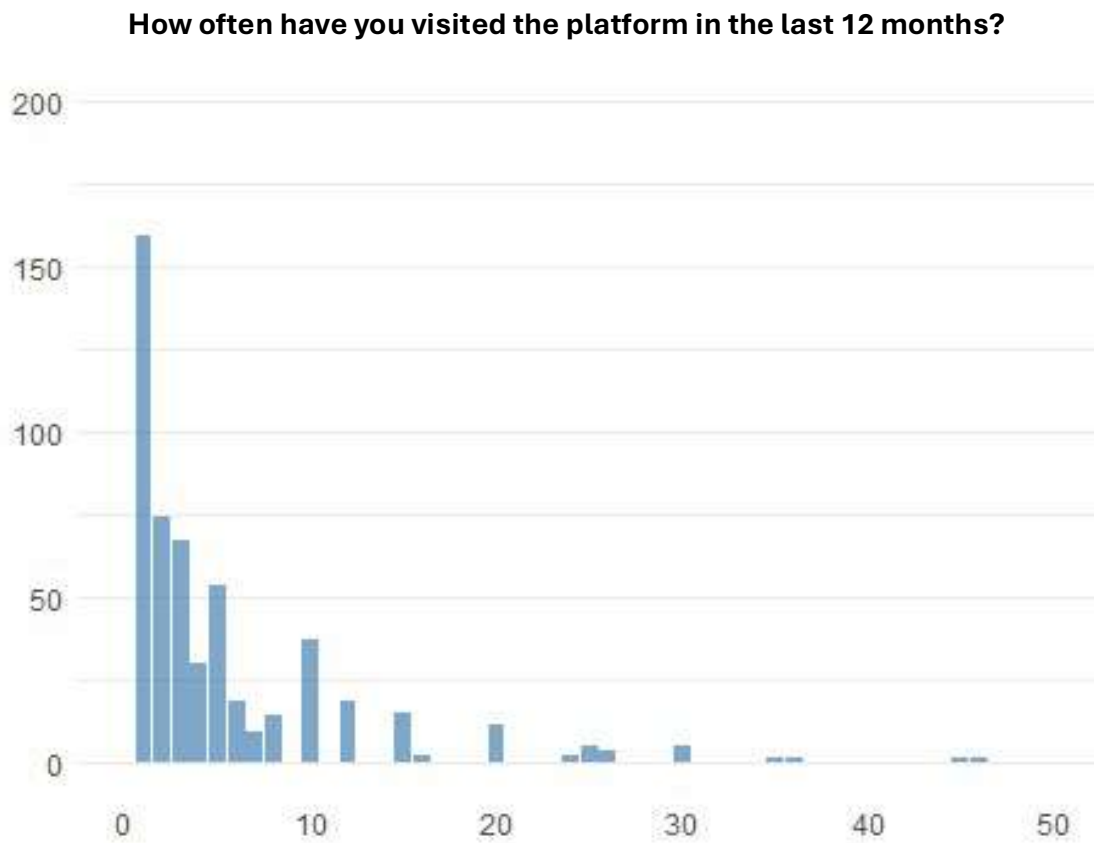


Figure 3: Frequency.

By country

Table 18

Frequency of visits by country

Country	Role	Visits
Belgium	Newly qualified teacher (1-3years)	2
Belgium	Tutor	7
Belgium	pre-service teacher	1.4
Croatia	Tutor	2
Czech Republik	Newly qualified teacher (1-3years)	1
Czech Republik	pre-service teacher	2.1
Ireland	pre-service teacher	4.1
Poland	Mentor of a newly qualified teacher	1.7
Poland	Newly qualified teacher (1-3years)	7.3
Poland	pre-service teacher	8.1
Spain	Mentor of a newly qualified teacher	14.3
Spain	Newly qualified teacher (1-3years)	15.3
Spain	Tutor	10.7
Spain	pre-service teacher	8.4
The Netherlands	pre-service teacher	1.3
non-EU	Mentor of a newly qualified teacher	5
non-EU	Newly qualified teacher (1-3years)	4.8
non-EU	Tutor	3
non-EU	pre-service teacher	4.5

Activities on the platform

Pre-service teacher & NQT

The platform provides a comprehensive suite of activities designed to support pre-service teacher teachers and newly qualified teachers in their professional development. These activities facilitate the sharing of experiences, engagement with peers and mentors, and access to valuable educational resources. By participating in these activities, users can enhance their teaching practices, foster collaborative learning, and engage in reflective practice. The following sections detail the specific activities available on the platform:

1. **Experience sharing:** Participants can share their experiences, including questions, problems, or challenges they face in their teaching practice.
2. **Engagement with experiences:** Users can respond to, like, dislike, or flag shared experiences, fostering an interactive and supportive community.
3. **Mentor connection:** The platform allows users to connect with mentors for guidance and support.
4. **Tutor connection:** Participants can connect with tutors to receive additional instructional support and resources.
5. **Peer connection:** Users can engage with peers through comments, likes, and other interactive features, promoting collaborative learning.
6. **Tag search:** The platform provides a tagging system to help users search for and engage with relevant content.
7. **Reflective practice:** Participants are encouraged to engage in the full reflective process, analyzing their teaching practices and identifying areas for improvement.
8. **Resource engagement:** Users can search for and engage with various educational resources available on the platform.

Pre-service teachers and newly qualified teachers mainly shared experiences (383) on the platform. Making a connection with a mentor (86) or a tutor (63) were the least common activities. A possible explanation for this is that there are very few mentors and tutors active on the platform compared to pre-service teachers and NQT's.

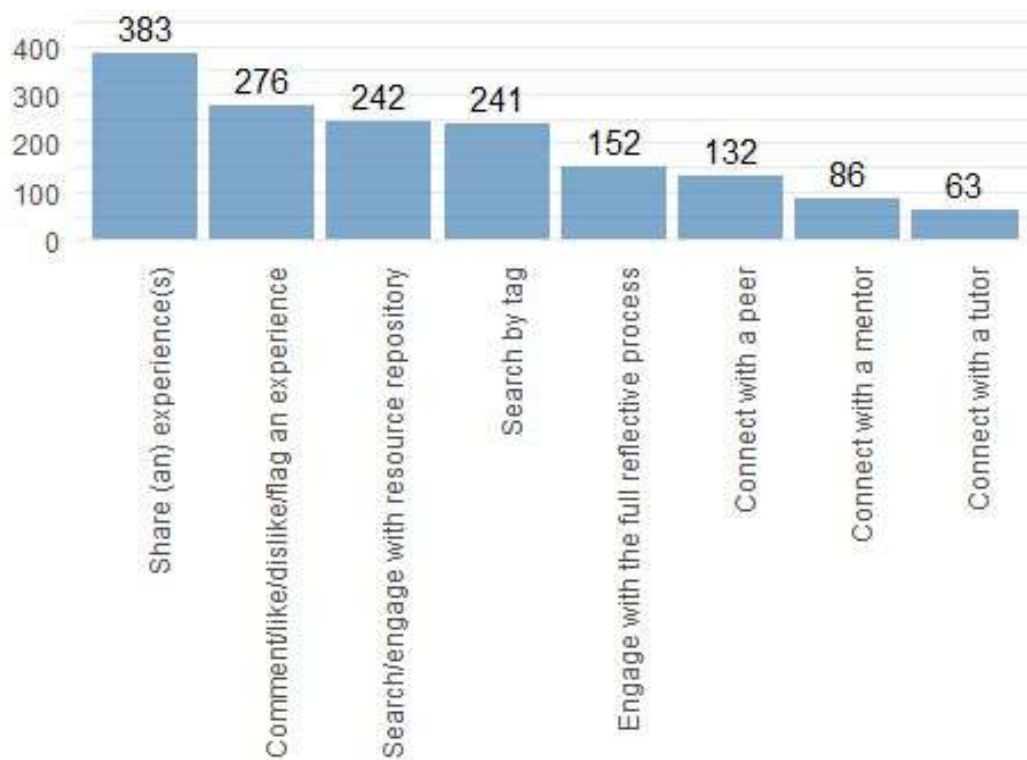


Figure 4: Activities on the platform [Student & NQT]

By country

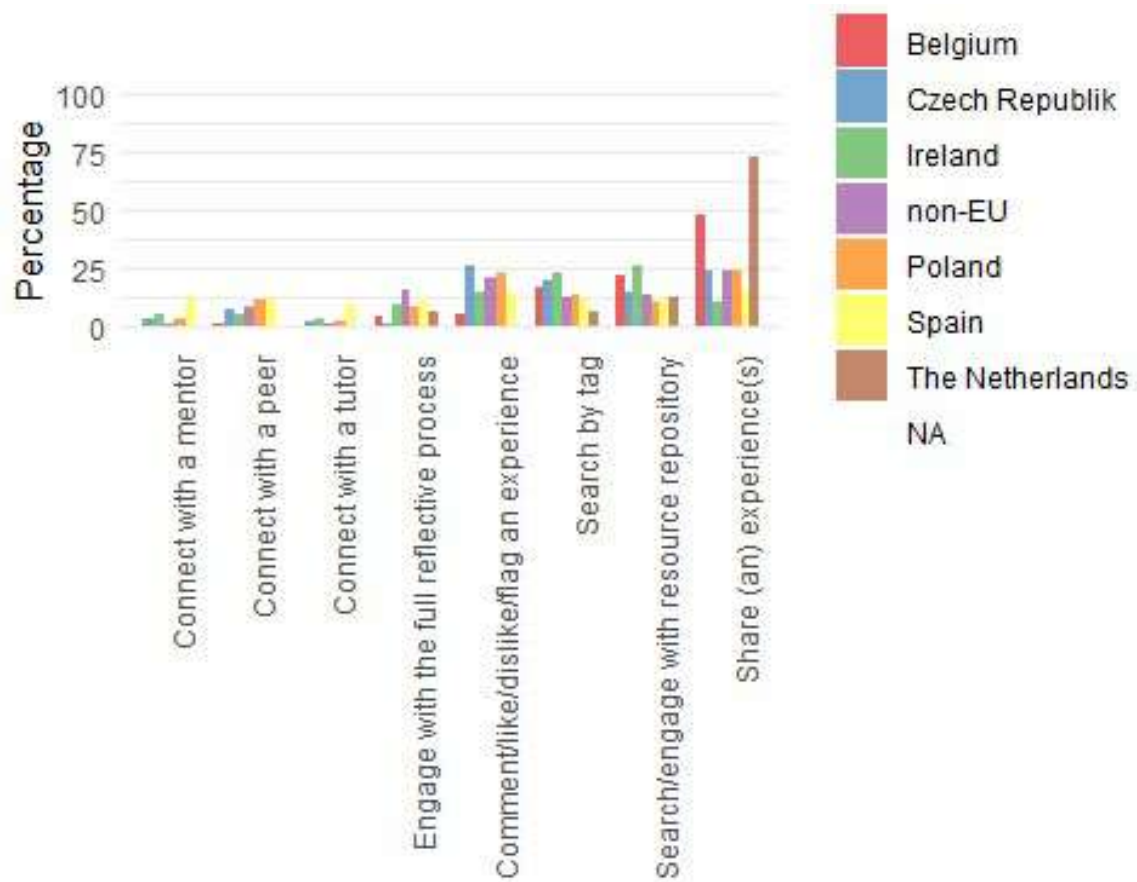


Figure 5: Activities on the platform by country [Student & NQT]

Mentor & tutor

The platform offers a range of activities tailored to support mentors and tutors in their roles. These activities are designed to facilitate effective guidance, foster professional development, and enhance the overall learning experience for pre-service teacher teachers and newly qualified teachers. By engaging in these activities, mentors and tutors can provide valuable insights, share best practices, and contribute to the growth of the teaching community. The following sections detail the specific activities available for mentors and tutors on the platform:

1. **Connect with pre-service teacher teachers and/or NQT's:** Mentors and tutors can establish connections with pre-service teacher teachers or newly qualified teachers to provide personalized guidance and support.
2. **Respond to experiences:** Mentors and tutors can engage with shared experiences by responding to questions, problems, or challenges faced by pre-service teacher teachers/NQT's.
3. **Share good practices:** The platform allows mentors and tutors to share best practices and successful strategies that can be adopted by others.
4. **Participate in discussions:** Mentors and tutors can join chat or discussion forums to engage in meaningful conversations and provide insights on various teaching-related topics.
5. **Evaluate experiences:** Mentors and tutors can assess shared experiences to identify potential case studies for further development and learning.

The engagement of mentors and tutors was largely limited to commenting on posts by pre-service teachers and NQTs. Out of a total of 104 mentors and tutors, only 61 actively connected with a pre-service teacher or NQT on the platform.

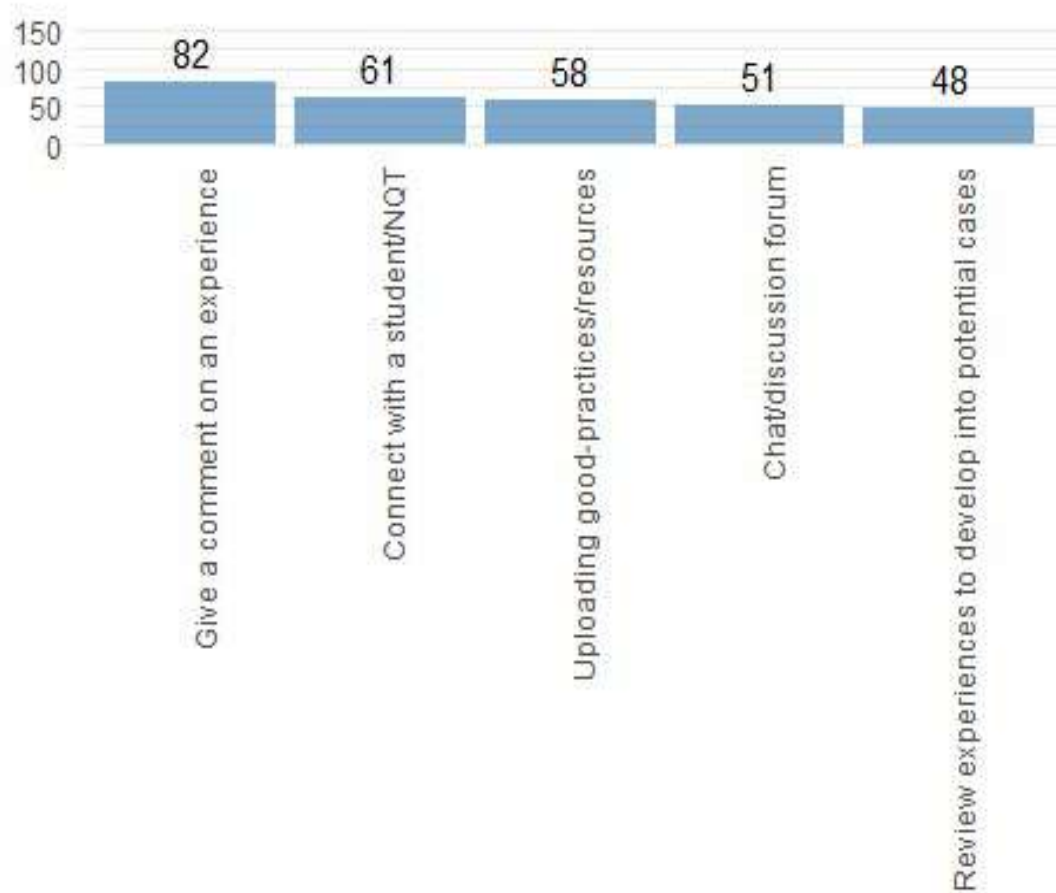


Figure 6: Activities on the platform [Mentor & Tutor]

Instructions

The participants were asked whether the instructions on how to use the platform were clear. For most, this was clear. This question is referring to deliverable 3.2. Training material for in-service teachers' trainers.

Are the instructions to get started with the platform clear for you?

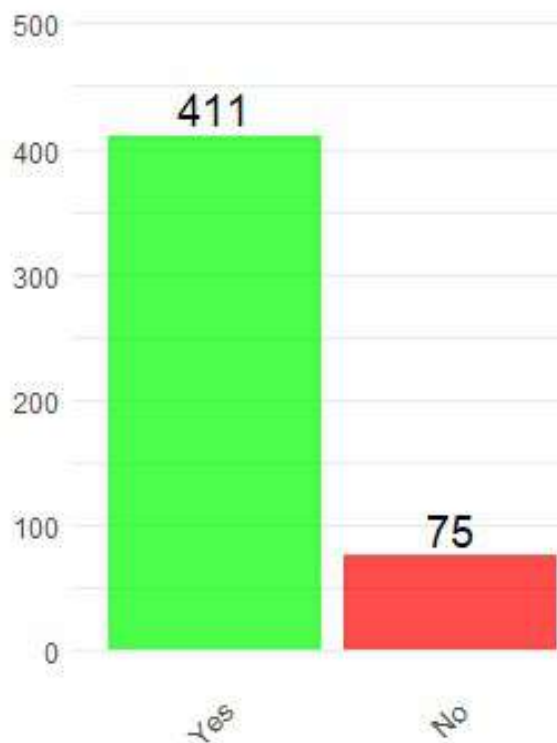


Figure 8: Instructions

Recommendations

The participants were given the option to provide their recommendations on the platform through an open (optional) question and to share any aspects they felt were still lacking. The question was answered by 0 participants.

The most common responses were: more visuals (video's, illustrations,...)(32), more interactive (forums, chat, learning community, collaboration tools, etc.) (30) and a more advanced translation tool (24) (table 19).

Table 19

What features do you think should be included in future versions of the platform?

Recommendations	Amount of responses
More visual (video's, illustrations,)	32
More interactive	30
Translation tool	24
Filter option	21
Manual (guideline + more information)	21
More content	20
Library with sources	17
Downloadable materials to use in the class	16
Notifications	12
Overview/clarity	12
Navigation tool	11
More mentors/more fast response mentor	10
More userfriendly	8
More intuitive	6
Subtitles	6
Communication with experts	5
Practical examples	5
Anonymous	4
Clear distinction between primary and secondary education	4
Gamification	4
Quality mark	4
Option to 'follow' a question	3
Better mobile version	2
Fix basic mistakes platform	2
Layout	2
No advertisements	2
Option to create a case	2
Option to edit your post	2
Option to share sources on social media	2
FAQ section	1
More holistic view on problems	1
'What is new' section	1

Predictors pre-service teacher and NQT experiences

The analysis involves **stepwise regression** using backward elimination to identify the most significant predictors for the dependent variables. The process is guided by the Akaike Information Criterion (AIC), which evaluates model performance by balancing model complexity (number of predictors) and predictive accuracy.

The procedure begins with a model that includes all potential predictors, including interaction effects. Variables that contribute the least to the model are iteratively removed. At each step, the AIC score is recalculated after excluding a predictor. The variable whose removal leads to the largest improvement (reduction) in the AIC score is excluded. This process continues until removing additional variables no longer improves the AIC score. The resulting model includes only the predictors, including significant interaction effects, that significantly contribute to explaining the dependent variable, achieving the lowest possible AIC score.

Model for ‘Recommendation’

Table 20

Linear regression analysis predicting user recommendation

Predictor	Estimate	Std. Error	t value	Pr(> t)
Intercept	2.30	0.32	7.18	< .001
Country				
Country: Czech Republic	1.18	0.28	4.19	< .001
Country: Ireland	2.36	1.19	1.98	.049
Country: non-EU	0.74	0.24	3.11	.002
Country: Poland	2.33	0.26	8.92	< .001
Country: Spain	0.83	0.32	2.58	.011
Country: The Netherlands	0.00	0.50	0.01	.994
Role				
Role: pre-service teacher	0.37	0.30	1.26	.209
Visit frequency	0.04	0.02	1.83	.069
Role × Visit frequency	-0.05	0.03	-1.94	.054

Model information: $R^2 = .33$, Adjusted $R^2 = .30$, $F(9, 203) = 11.11$, $p < .001$

N = 213 (165 observations were excluded due to missing data).

Following a backward stepwise regression procedure with AIC as the selection criterion, the final model retained the predictor variables **Country**, **Role**, **frequency of use**, and their interaction (**Role × frequency of use**). This indicates that contextual variables—particularly the participant’s country of origin and their usage frequency—are key drivers of pre-service teachers’ likelihood to recommend the digital platform, with differences observed based on user roles.

The final model explains approximately **33.0% of the variance** in recommendation scores ($R^2 = 0.330$, Adjusted $R^2 = 0.300$), and is statistically significant ($F(9, 203) = 11.11$, $p < .001$). The **residual standard error** is 1.181.

Significant predictors of pre-service teachers' recommendations include **Country** (Czech Republic: $\beta = 1.18, p < .001$; Ireland: $\beta = 2.36, p = .049$; non-EU: $\beta = 0.74, p = .002$; Poland: $\beta = 2.33, p < .001$; Spain: $\beta = 0.83, p = .011$), indicating that pre-service teachers from these countries were more likely to recommend the EU-supported tool compared to those from the reference group (The Netherlands).

While **Frequency of use** was only marginally significant ($\beta = 0.041, p = .069$), the **interaction between Role and Frequency** ($\beta = -0.049, p = .054$) approached significance, suggesting that the relationship between usage frequency and recommendation is moderated by role—specifically, that increased frequency may have a less positive (or even negative) association with recommendations among pre-service teachers compared to NQT's.

Role itself ($\beta = 0.373, p = .209$) was not a significant predictor, nor were interactions involving country and frequency retained in the final model, implying that the effect of these variables does not vary strongly across national or role-based contexts.

Model for 'European context'

Table 21

Linear regression analysis predicting European context

Predictor	Estimate	Std. Error	t value	Pr(> t)
Intercept	2.95	0.15	19.28	< .001
Country				
Country: Czech Republic	1.13	0.30	3.83	< .001
Country: Ireland	2.05	1.24	1.64	.102
Country: non-EU	0.08	0.23	0.37	.714
Country: Poland	1.53	0.26	5.91	< .001
Country: Spain	0.53	0.28	1.92	.057
Country: The Netherlands	-0.70	0.64	-1.11	.270

Model information: $R^2 = .20$, Adjusted $R^2 = .18$, $F(6, 204) = 8.76, p < .001$

N = 213 (167 observations were excluded due to missing data).

Following a backward stepwise regression procedure using AIC as the selection criterion, the final model retained only the predictor variable **Country**. This suggests that, after accounting for other variables and interaction effects, **Country** was the only significant factor associated with pre-service teachers' reported added value of the European context.

The model explains approximately **20.5%** of the variance in European context scores ($R^2 = 0.2049$, Adjusted $R^2 = 0.1816$) and is statistically significant ($F(6, 204) = 8.76, p < .001$). The residual standard error is 1.235.

Pre-service teachers from **Poland** and the **Czech Republic** reported significantly higher levels of a perceived added value of the European context compared to the reference country (the Netherlands). The coefficients indicate a mean increase of 1.53 and 1.13 points, respectively, on the dependent variable scale. Other countries, such as Ireland and Spain, showed marginal or non-significant differences. Notably, respondents from the **non-EU**

group did not significantly differ from the reference group, suggesting a more uniform experience of the added value of the European context.

Model for ‘Practical use of the platform’

Table 22

Linear regression analysis predicting the practical use of the platform

Predictor	Estimate	Std. Error	t value	Pr(> t)
(Intercept)	4.3453	2.58	1.684	0.09301
Activities				
Experience sharing	3.0995	1.2523	2.475	0.01378
Connection with peer	1.799	1.2788	1.407	0.16036
Search/engage with resource repository	-1.696	1.0347	-1.639	0.10206
Country				
CountryCzech Republik	1.6165	2.5871	0.625	0.53248
CountryIreland	-22.7408	12.4982	-1.82	0.06966
Countrynon-EU	4.5165	2.5012	1.806	0.07179
CountryPoland	3.2746	2.2127	1.48	0.13976
CountrySpain	5.9922	2.8799	2.081	0.03817
CountryThe Netherlands	2.598	9.1505	0.284	0.77664
Rolepre-service teacher	5.193	1.8896	2.748	0.00629
Visit frequency	0.1702	1.0285	0.165	0.86864
CountryCzech Republik:Visit frequency	1.038	1.2338	0.841	0.40073
CountryIreland:Visit frequency	10.4762	4.3374	2.415	0.01622
Countrynon-EU:Visit frequency	0.242	1.0476	0.231	0.81747
CountryPoland:Visit frequency	0.5836	1.011	0.577	0.56412
CountrySpain:Visit frequency	-0.1622	1.0289	-0.158	0.8748
CountryThe Netherlands:Visit frequency	-2.4097	6.4468	-0.374	0.70879
Role				
Rolepre-service teacher: Visit frequency	-0.6464	0.2103	-3.074	0.00228

Model information: $R^2 = .13$, Adjusted $R^2 = .09$, $F(18, 359) = 8.76$, $p < .001$
 $N = 213$.

The final linear regression model, selected through backward stepwise selection using AIC, retained a combination of **pre-service teacher engagement variables** (activities on the platform), **demographic variables** (Country, Role, Frequency), and **interaction effects** (Country \times Frequency, Role \times Frequency).

Although the model is statistically significant overall ($F(18, 359) = 3.055$, $p < .001$), the **explained variance remains modest**, with $R^2 = 0.133$ and Adjusted $R^2 = 0.089$. This suggests the model captures only a small portion of the variation in pre-service teachers’ practical use experiences.

Sharing experiences is a significant positive predictor, indicating that experience sharing is associated with higher scores on the category ‘practical use’.

Spain shows a significant positive effect compared to the reference country (cfr. the Netherlands), while **Ireland** has a large negative main effect but a significantly **positive interaction with Frequency**, suggesting that more frequent participation mitigates this gap.

The **Role × Frequency** interaction is also significant and negative, indicating that the relationship between number of visits and ‘practical use’ differs by role, particularly for pre-service teachers.

Model for ‘Content’

Table 23

Linear regression analysis predicting ‘content’

Coefficients	Estimate	Std. Error	t value	Pr(> t)
(Intercept)	1.26475	1.99981	0.632	0.5275
Activities				
Experience sharing	1.86807	0.97527	1.915	0.05623
Connection with peer	2.66518	0.98843	2.696	0.00734
Country				
CountryCzech Republik	0.30454	2.02907	0.15	0.88078
CountryIreland	-17.11999	9.79623	-1.748	0.08138
Countrynon-EU	3.35993	1.95142	1.722	0.08597
CountryPoland	2.80823	1.73609	1.618	0.10663
CountrySpain	4.3082	2.24693	1.917	0.05598
CountryThe Netherlands	4.83455	7.14291	0.677	0.49895
Rolepre-service teacher	4.65533	1.48234	3.141	0.00183
Visit frequency	0.84457	0.80707	1.046	0.29605
CountryCzech Republik:Visit frequency	-0.03087	0.96781	-0.032	0.97457
CountryIreland:Visit frequency	6.32089	3.40378	1.857	0.06412
Countrynon-EU:Visit frequency	-0.51212	0.82194	-0.623	0.53364
CountryPoland:Visit frequency	-0.40439	0.79322	-0.51	0.6105
CountrySpain:Visit frequency	-0.89007	0.80733	-1.102	0.27099
CountryThe Netherlands:Visit frequency	-4.15712	5.02578	-0.827	0.4087
Role				
Rolepre-service teacher:Visit frequency	-0.49879	0.16471	-3.028	0.00264

Model information: $R^2 = .10$, Adjusted $R^2 = .06$, $F(17, 360) = 2.47$, $p = 0.001$.
 $N = 213$.

Following a backward stepwise regression procedure using AIC as the selection criterion, the final model retained **two pre-service teacher activity predictors** (experience sharing and connecting with a peer), alongside the variables **Country, Role, Frequency, and two interaction terms** (Country × Frequency and Role × Frequency). This indicates that, after controlling for multiple contextual and behavioral factors, both individual engagement and user characteristics play a role in shaping the extent to which pre-service teachers report are satisfied with the content on the platform.

The model explains approximately 10.4% of the variance in the ‘content’ scores ($R^2 = 0.1043$, Adjusted $R^2 = 0.0620$) and is statistically significant overall ($F(17, 360) = 2.47$, $p = .001$). The residual standard error is 7.02.

Pre-service teachers who reported to have shared an experience and those who actively connected with peers showed higher levels of satisfaction with the content, with the latter being statistically significant ($\beta = 2.67$, $p = .007$).

Model for 'Effects'

Table 24

Linear regression analysis predicting 'effects'

Coefficients	Estimate	Std. Error	t value	Pr(> t)
(Intercept)	2.4984	1.616	1.546	0.12296
Activities				
Connection with peer	1.9555	0.8161	2.396	0.01708
Search/engage with resource repository	-0.9484	0.6622	-1.432	0.15294
Country				
CountryCzech Republik	1.4659	1.6591	0.884	0.37753
CountryIreland	-10.4304	8.0464	-1.296	0.19571
Countrynon-EU	3.4785	1.5566	2.235	0.02605
CountryPoland	3.4831	1.3886	2.508	0.01257
CountrySpain	3.6267	1.8202	1.992	0.04708
CountryThe Netherlands	7.6111	5.8982	1.29	0.19774
Rolepre-service teacher	1.9248	1.2154	1.584	0.11415
Visit frequency	1.2858	0.6507	1.976	0.04891
CountryCzech Republik:Visit frequency	-0.7532	0.7834	-0.962	0.33694
CountryIreland:Visit frequency	4.0731	2.7939	1.458	0.14575
Countrynon-EU:Visit frequency	-0.9915	0.6636	-1.494	0.13602
CountryPoland:Visit frequency	-0.9225	0.6386	-1.445	0.14942
CountrySpain:Visit frequency	-1.2509	0.651	-1.922	0.05546
CountryThe Netherlands:Visit frequency	-4.128	4.157	-0.993	0.32137
Role				
Rolepre-service teacher:Visit frequency	-0.3589	0.1355	-2.648	0.00845

Model information: $R^2 = .09$, Adjusted $R^2 = .04$, $F(17, 360) = 2.05$, $p = 0.009$.
 $N = 213$.

Following a backward stepwise regression procedure with AIC as the selection criterion, the final model retained a set of predictor variables, including peer connection, search/engage with resource repository, Country, Role, Frequency, and their respective interaction terms (Country \times Frequency and Role \times Frequency). This suggests that after accounting for several factors, peer connection, as well as contextual influences such as country and frequency of use, significantly influence pre-service teachers' reported added value of the European context.

The model explains approximately 8.8% of the variance in the 'effects' scores ($R^2 = 0.088$, Adjusted $R^2 = 0.045$) and is statistically significant ($F(17, 360) = 2.045$, $p = .0087$). The residual standard error is 5.771.

Significant predictors of pre-service teachers' reported experience of perception of the European context include **peer connection**. ($\beta = 1.96$, $p = .017$), **Country** (non-EU: $\beta = 3.48$, $p = .026$; Poland: $\beta = 3.48$, $p = .013$; Spain: $\beta = 3.63$, $p = .047$), and **Frequency** ($\beta = 1.29$, $p = .049$). The **interaction between Role and Frequency** is also significant ($\beta = -0.36$, $p = .008$), indicating a negative relationship between these factors when combined.

In terms of country-level effects, respondents from non-EU countries, Poland, and Spain reported significantly higher levels of added value of the European context compared to the reference group, while respondents from the Czech Republic, Ireland, and the Netherlands did not show significant differences. The frequency of use also emerged as a key determinant, with increased frequency linked to a greater reported added value of the European context of the platform.

The model emphasizes the importance of engagement with peers and the frequency of tool use in shaping pre-service teacher perceptions of the added value of the European context.

Conclusion

This report presents a comprehensive analysis of the user experience survey conducted for the Digital TA platform using the Limesurvey tool. The survey, based on instruments developed by Schwarzer & Jerusalem (1995), Swan et al. (2008), and Zhang (2022), was implemented in multiple languages and completed by various target groups, including pre-service teacher teachers, newly qualified teachers (NQTs), mentors, and tutors.

The evaluation of the Digital TA platform, conducted by AP University of Applied Sciences and Arts in Antwerp, indicates that the platform largely meets the criteria for providing guidance and support to schoolteachers, as specified in deliverable 2.2 (“Harmonized European model of practical trainings providing guidance and support to schoolteachers”).

The regression analyses conducted across the five dimensions of user experience—recommendation, European context, practical use, content, and perceived effects—highlight the importance of both **contextual factors** (such as country of origin and role) and **engagement-related behaviors** (including usage frequency and peer interaction) in shaping pre-service teachers’ perceptions of the Digital Teacher Academy.

While the results suggest a desire for **greater interactivity**, the platform already offers several interactive features, including chat functions, learning communities, and mentor/tutor connections. This discrepancy indicates that users may struggle to navigate or access these features—likely due in part to the limited availability of mentors and tutors, resulting in delayed or absent responses to pre-service teachers’ inquiries.

Country of origin emerged consistently as a significant predictor. Pre-service teachers from countries such as Poland, the Czech Republic, Spain, and Ireland reported more positive experiences, particularly in terms of recommending the platform and perceiving added value from its European dimension. A possible explanation for the more positive scores reported by participants from certain countries (e.g., Poland, Czech Republic, Spain, and Ireland) could lie in the **timing of their engagement with the platform**. These countries joined the platform at a **later stage**, by which time it had already undergone several **updates and improvements**, and contained a richer set of **user-generated content** (e.g., shared experiences, discussions). In contrast, participants from countries like Belgium and the Netherlands were involved in the **earliest phases of the pilot**, when the platform was still under development and content was relatively limited. This temporal difference in exposure likely influenced user perceptions, with later users benefiting from a more **mature and content-rich environment**, thereby reporting more favorable experiences.

Frequency of use was positively associated with platform appreciation in several models; however, this relationship was not uniform. Notably, the interaction between user role and frequency of use was significant and negative in multiple cases, indicating that for pre-service teachers, more frequent use was associated with **diminishing or even negative returns** in terms of perceived value. This suggests that **more intensive users may become more critical**, or that the platform may not fully meet the evolving expectations of experienced users.

In sum, the findings underscore that both **individual engagement patterns** and **broader contextual factors** must be considered when evaluating and optimizing user experience in international educational platforms.

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Sectie A: Profile

A1. Where do you study or work?

Argentina	<input type="checkbox"/>
Belgium	<input type="checkbox"/>
Czech republic	<input type="checkbox"/>
Ireland	<input type="checkbox"/>
Poland	<input type="checkbox"/>
Spain	<input type="checkbox"/>
The Netherlands	<input type="checkbox"/>
Overige	<input type="checkbox"/>

Overige

A2. Please describe the role you have (or the perspective of wich you complete the questionnaire)

Student-Teacher	<input type="checkbox"/>
Newly qualified teacher (1-3years)	<input type="checkbox"/>
Experienced teacher (>3 years)	<input type="checkbox"/>
Mentor of a newly qualified teacher	<input type="checkbox"/>
Researcher	<input type="checkbox"/>
Professor/lecturer in teachertraining	<input type="checkbox"/>
Educational expert	<input type="checkbox"/>
Overige	<input type="checkbox"/>

Overige

Sectie B: experience

B1. What are your experiences with the platform?

	Not at all true				Exactly true
I am very satisfied with the way the tools/sections on the webpage open, run, and jump.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think the webpage on the platform runs smoothly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I really like the design style of the platform.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The functional navigation of the web pages on the platform is clear.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The colors and fonts of the platform pages are well designed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The functions and resources of the platform can support my long-term use of the platform.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
On the platform, I can retrieve many resources that I need for teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



	Not at all true				Exactly true
The teaching content and Q & A provided on the platform are authoritative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The content on the platform is in line with the needs of our teachers' learning and development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The content of this learning platform is closely related to my teaching practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The help provided on the platform is sufficient.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The platform topics are clearly communicated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The platform goals are clearly communicated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clear instructions on how to participate on the platform learning activities are present.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Important due dates/time frames for learning activities are clearly communicated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sectie C: Feedback

C1. What is for you a nice to have for the platform and is not yet included?

C2. What would be absolutely necessary to have on the platform for you?

C3. Any other comments you wish to express?