The handbook provides lessons and a detailed description of activities, which can be selected by teachers and lecturers when focusing on improving teacher performance in coding education.

The aim of the handbook is to improve the quality of teacher performance and the resulting learning opportunities for students in coding education.

The handbook was designed as an accessible and useful tool for teachers or teacher trainers. It is divided into five units, each with individual lessons, which cover areas of coding education that are important and necessary for effective coding education.

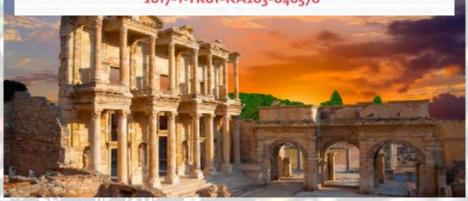Each lesson is laid out following a similar format:
- lesson title and planned time allocation
- learning outcomes
- instructional strategies
- lesson outline
- evaluation methods.

3rd meeting in Slovenia

EDUCODE
E-Newsletter – Number 3

Increasing the Competency of Computer Science Teaching Undergraduates on Coding Education

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Avrupa Komisyonu

TÜRKİYE CUMHURİYETİ AVRUPA BİRLİĞİ BAKANLIĞI

REPUBLIC OF TURKEY MINISTRY FOR EU AFFAIRS

TÜRKİYE ULUSAL AJANSI TURKISH NATIONAL AGENCY

Erasmus+

Survey

The first section of the survey consisted of questions collecting general information about the participants (i.e. age, gender, department, previous coding experience, etc.). The second section focused on questions evaluating the design, structure and usefulness of the handbook. In section three of the survey, respondents were asked to point out the strengths and weaknesses of the outputs as well as their suggestions to improve them. Participating universities translated the questionnaires into their national languages and presented them to the students who participated in the pilot courses.

Results of the Analysis

The survey was applied to 36 participants in three countries (Turkey, Croatia, and Slovenia). The only exception was the Limerick Institute of Technology, who did not use the standard survey, but instead created their own questionnaire. The results of this questionnaire were considered and evaluated separately.

The participants were asked to rate given statements that focused on various aspects of the curriculum, such as structure, images, given theories, evaluation methods, class activities, etc. The results show that 42.8% of respondents agreed with the statements, and 36.5% agreed strongly. The ones who disagreed and strongly disagreed with the statements make up 4.6% of the total number of participants. The remaining 15.8% of participants neither agreed nor disagreed with the statements.

The handbook survey also included a 'personal views' section. While the handbook received mostly positive reviews, there were also some suggestions for improvement. A considerable number of participants found it text-heavy, and recommended including more motivational and creative classroom activities.

Handbook Pilots

After the completion of the handbook and a language review by the Irish partners (LIT), the next step was to conduct pilots in each partner country. Pilots were implemented in classrooms with students or groups of computer science teachers. After the implementation, the respondents participated in a survey, which was prepared to provide the partners with valuable feedback on how to improve the content of the handbook.

Dissemination

The project "EDUCODE" was presented to ICT/STEM teacher candidates who participated from different cities of Turkey in May, 27, 2019.

The project "EDUCODE" was presented to 135 faculty members of Buca Faculty of Education in Turkey in June, 29, 2019.

What's Next?

Once the suggestions have been considered and implemented, the next step is to translate the handbook into national languages of the partner countries, and to prepare a multiplier event in each partner country.