



**Erasmus+ Capacity Building in Higher Education
T@SK project**

Towards increased awareness, responsibility and shared quality in social work

EAC/A03/2016

Grant Agreement: 2017 – 2881 / 001 - 001

WP 1.3.1

**Online tests to check the technological
awareness of the Albanian staff**



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

Track of changes

Date	Version	Comments	Author/s
September 2018	1	Questionnaire creation	David Alonso González Sergio D'Antonio Maceiras Editors
October 2018	1	Uploading of the survey to the online platform and data extraction	David Alonso González Sergio D'Antonio Maceiras
September 2019	1	First version presentation	David Alonso González Sergio D'Antonio Maceiras whole consortium
November 2019	1	First version general revision and second wave proposal	Editors
September 2020	2	Second report first version	David Alonso González Sergio D'Antonio Maceiras
October 2020	2	Second report general revision Shkodra analysis inclusion	Lediana Xhakollari Editors
November /December 2020	2	Second report final version	Editors

Editors

Sergio D'Antonio Maceiras (UCM)

David Alonso González (UCM)

Lediana Xhakollari (Shkodra University)

Sandro Landucci (UNIFI)

Indrit Shkupi (Elbasan Univ.)

Table of contents

Foreword	4
Data availability	4
Second report on IT in albanian universities	5
General Results	5
Sociodemographic characteristics	5
Access to and use of ICTs	7
Results of Universiteti i Shkodrës Luigj Gurakuqi	11
Results about different aspects related to student`s use of Digital technologies.	13
Results about student`s internet access	16
Results about student`s level of skills using different aspects of ICT	16
Results about online courses	18
Student use and knowledge about different apps and tools	19
Frequency of using different apps and tools	20
Competence using different apps and tools	21
Usefulness of apps and tools	22

Foreword

The first version of this report was presented in November, 2019, during the Consolidation Training in Tirana and in the *"3rd International Conference: ACHIEVEMENTS AND CHALLENGES OF SOCIAL WORK PROFESSION IN ALBANIA"* in Elbasan¹. During that conference the consortium agreed to perform a second field-camp looking to increase the quality of the dataset. During the first part of 2020 the consortium performed this second round and slightly increased data quality.

It is important to note that the resulting data goes beyond the scope of this project. It not only includes items about IT use but also information about IT use in everyday life. As far as we know, there is not such information in the albanian context and taking that in consideration, the consortium also agrees in exploiting the data beyond the project agreements. Unfortunately, due to the Sars-Cov-2 situation this extra-exploitation is not finished at the end of the project, but the participants will continue with this part of the project. Hence, here we present the general results and the analysis performed by the Shkoder University.

Data availability

The final dataset and the questionnaire is uploaded in Zenodo, with Open Licence and free availability:

- <https://doi.org/10.5281/zenodo.4288396>
- <https://zenodo.org/record/4288396>

¹The questionnaire and the first report are available at: <https://www.taskproject.eu/download/> and <https://www.taskproject.eu/wp-1-3-ict-preparatory/>

Second report on IT in albanian universities

General Results

Sociodemographic characteristics

In general, we estimate that the study population has responded satisfactorily to the questionnaire and the second results are slightly more bigger than the first wave. Considering only the complete cases, table 1 shows that the number of responses is distributed according to the size of each Faculty.

Table 1: What is your university?			
	Frequency	Percent	Valid Percent
Universiteti i Tiranes	306	63,6	63,6
Universiteti i Elbasanit	98	20,4	20,4
Universiteti i Shkodres	77	16,0	16,0
Total	481	100,0	100,0

The sample is also suitably distributed by sector. Table 2 shows that 87% of the valid answers are from students. With respect to administrative staff, it was decided to separate those people who dedicate themselves specifically to ICT with the objective of not biasing the results.

Table 2: What is your role at the University?			
	Frequency	Percent	Valid Percent
Academic staff (i.e. Professor, Lecturer, etc.)	42	8,7	9,0
Administrative Staff	12	2,5	2,6
ICT Staff	5	1,0	1,1
Student	406	84,4	87,3
Total	465	96,7	100,0

Finally, Tables 3 and 4 shows that the distribution according to sex and age also reflects the reality of the personnel that make up the Social Work Faculties, where there is clearly a majority of women and with almost the 87% of the sample being younger than 30 years old, with a \bar{X} of 24, 38 years old and a standard deviation of 8,55.

Table 3: What is your sex?		
	Frequency	Valid Percent
Female	408	85,5
Male	69	14,5
Total	477	100,0

Table 4: Age (grouped)				
	Frequency	Percent	Valid Percent	Cumulative Percent
0-17	3	,6	,6	,6
18-20	152	31,6	32,0	32,6
21-25	229	47,6	48,2	80,8
26-30	29	6,0	6,1	86,9
31-35	13	2,7	2,7	89,7
36-40	20	4,2	4,2	93,9
41-45	15	3,1	3,2	97,1
46-50	6	1,2	1,3	98,3
51-55	2	,4	,4	98,7
56-60	1	,2	,2	98,9
61-65	3	,6	,6	99,6
+65	2	,4	,4	100,0
Total	475	98,8	100,0	

Access to and use of ICTs

It is fundamental for the development of the project to know what type of devices they have access to. Both for the development of platforms and their potential uses, as well as because the availability, use and / or knowledge of devices and applications is an indicator of solvency in the use of ICTs. Table 5 presents the results.

Table 5: Device ownership by role

Please, answer these questions regarding the following electronic devices		What is your role at the University?				Total
		Academic staff (i.e. Professor, Lecturer, etc.)	Administrati ve Staff	ICT Staff	Student	
Desktop PC/MAC	I own one	87,5%	91,7%	80,0%	58,5%	62,3%
	I don't own it	12,5%		20,0%	37,8%	34,3%
	I don't own it but I have access to it		8,3%		3,6%	3,4%
Laptop	I own one	97,6%	75,0%	100,0%	75,8%	78,0%
	I don't own it	2,4%	16,7%		23,0%	20,7%
	I don't own it but I have access to it		8,3%		1,3%	1,3%
Tablet	I own one	51,2%	41,7%	20,0%	27,2%	29,7%
	I don't own it	48,8%	50,0%	80,0%	71,8%	69,1%
	I don't own it but I have access to it		8,3%		1,0%	1,1%
Smartwatch (iWatch, etc.)	I own one	7,9%	8,3%		9,0%	8,8%
	I don't own it	89,5%	75,0%	100,0%	88,4%	88,2%
	I don't own it but I have access to it	2,6%	16,7%		2,6%	2,9%
Total		100,0%	100,0%	100,0%	100,0%	100,0%

It stands out how the Smartphone is ubiquitous and the desktop computer gives more and more ground to the laptop, but that, unlike in previous years, all devices are eclipsed by the phone, tending to relegate the use of laptops and desktops to professional issues. The use of the Tablet is associated with the same issue insofar as it is a device of passive use and, in the academic case, fundamentally useful for small tasks and, above all, reading. In this first approximation it seems appropriate to appreciate that in the case of investing with the objective of sustainability, the appropriate device would be to provide tablets so that students could access and use the literature available online through Open Access or in freely usable laptops rather than in desktop computers.

From the pre-elimination analysis a battery of final questions about experiences in the use of ICTs stands out. Among them it can be highlighted that although with different percentages, the majority of students and teachers want between 25% and 50% of subjects to be taught online, but teachers prefer 25% (Table 6). Here, we can see that students are pushing the inclusion and consideration of IT and online teaching in SW curricula. This is not an albanian peculiarity and stresses the demand for a higher IT inclusion in curriculas.

Table 6: Which percentage of your courses would you like to be online?			
	What is your role at the University?		
Which percentage of your courses would you like to be online?	Academic staff (i.e. Professor, Lecturer, etc.)	Student	Total
0%	7,9%	11,7%	11,3%
25%	63,2%	35,9%	39,0%
50%	18,4%	36,9%	34,8%
75%	5,3%	10,7%	10,1%
100%	5,3%	4,7%	4,8%
Total	100,0%	100,0%	100,0%

Finally, we would like to stress the fact that before the Sars-Cov-2 situation, only the 37% of the academic staff and less than the 10% of students used a LMS system like Moodle (Table

7). And at the moment of writing this second part of the analysis, all three universities switched to online teaching in march, 2020. Two of them, Elbasan and Shkodra switched to the T@SK LMS in less than one week, and in the case of Shkodra, the whole university used the LMS that was designed to be used only for the Social Work Faculty.

Table 7: Do you use and/or ever used a LMS (Learning Management System) (Moodle or similar)?			
Do you use and/or ever used a LMS (Learning Management System) (Moodle or similar)?	What is your role at the University?		Total
	Academic staff (i.e. Professor, Lecturer, etc.)	Student	
Yes	36,8%	8,9%	12,2%
No	42,1%	47,8%	47,1%
I don't know	21,1%	43,3%	40,7%
Total	100,0%	100,0%	100,0%

Taking in consideration this starting point, and the fact that in two of three albanian partners the IT platform provided with the T@SK Project was used more intensively than the original plan, and developed and maintained by albanian personal, we can sustain that the sustainability and future developments of the project will continue.

Results of Universiteti i Shkodrës Luigj Gurakuqi

In this study had participated 46 female students (68.7%) and 21 male students (31.3%) from Shkoder University.

	Frequency	Percent	Valid Percent	Cumulative Percent
	46	67,6	68,7	68,7
Male	21	30,9	31,3	100,0
Total	67	98,5	100,0	

The minimum age of Shkoder University students participated in this study is 19 years and the maximum age is 46 years. The mean age of the students is about 23.6 years old (SD=4.17).The majority of students (about 88%) are at the age between 18-25 years old.

	N	Minimum	Maximum	Mean	Std. Deviation
How old are you? (In years)	66	19	46	23,59	4,173

The majority of the students (66.7%) are 21 to 25 years old (n=44). There are only two students over 30 years old. One of them is 39 years old and the other is 46 year old.

	Frequency	Percent	Valid Percent	Cumulative Percent
18-20	14	20,6	21,2	21,2
21-25	44	64,7	66,7	87,9
26-30	6	8,8	9,1	97,0
36-40	1	1,5	1,5	98,5
46-50	1	1,5	1,5	100,0
Total	66	97,1	100,0	

The mean number of the people living in the house of the students is about 4.7 (SD=1.6). The majority of the students (31.3%) live in their house with 3 other people (in total 4 persons living in the house). 21.9% of students declare that in total there are 5 people living in their house.

	N	Minimum	Maximum	Mean	Std. Deviation
How many people live in your house?	32	2	8	4,69	1,615

	Frequency	Percent	Valid Percent	Cumulative Percent
2	2	2,9	6,3	6,3
3	5	7,4	15,6	21,9
4	10	14,7	31,3	53,1
5	7	10,3	21,9	75,0
6	2	2,9	6,3	81,3
7	4	5,9	12,5	93,8
8	2	2,9	6,3	100,0
Total	32	47,1	100,0	

Almost all the students (96.6%) that has responded to this question declare that they live with the family.

	Frequency	Valid Percent
family	28	41,2
alone	1	1,5
Total	29	42,6

Results about different aspects related to student`s use of Digital technologies.

The mean values are $\bar{x}_{\min}= 3.44$; $\bar{x}_{\max}=3.72$ (Value=1 "Absolutely nothing at all" and Value=5 "Completely"). Students of Shkoder University participated in this study, in general declare that:

- are moderately “open” about ICT technologies ($\bar{x}=3.44$)
- have average abilities regarding ICT technologies ($\bar{x}=3.5$)
- have average knowledge about ICT technologies ($\bar{x}=3.57$)
- are somewhat comfort with ICT technologies ($\bar{x}=3.63$)
- are somewhat satisfied with ICT technologies ($\bar{x}=3.72$)

Please, rate from 1 to 5 the following aspects related to your use of digital technologies	N	Minimum	Maximum	Mean	Std. Deviation
Your predisposition and "openness" about ICT	48	1	5	3,44	1,128
Your habilty regarding ICT	60	1	5	3,50	1,000
Your knowledge about ICT	63	1	5	3,57	1,011
Your comfort with ICT	57	1	5	3,63	1,112
Your general satisfaction regarding ICT	54	1	5	3,72	1,156

As Tables 15 and 16 shows, 18 form 68 students of Shkoder University participated in this study, own one mobile phone (not smartphone) (26.5% of all participants). Only 6 students (or 8.8 % of students) use their mobile phone daily (at last once a day). On the other hand, 61 form 68 students of Shkoder University participated in this study, own one smartphone (89.7% of all participants). 25 students (or 36.8 % of students) use their smartphone daily (at last once

a day). 36 form 68 students of Shkoder University participated in this study, own one desktop PC/MAC (52.9% of all participants) and only 12 students (17.6%) use it daily. 52 form 68 students of Shkoder University participated in this study, own one laptop (76.5% of all participants) and only 14 students (20.6%) use it daily. 19 form 68 students of Shkoder University participated in this study, own one Tablet (27.9% of all participants) and only 5 students (7.4%) use it daily. 7 form 68 students of Shkoder University participated in this study, own one smartwach (10.3% of all participants) and only 1 student (1.5%) use it daily.

Table 15: Device ownership (Shkoder University)

		Frequency	Valid Percent
Mobile phone (NOT SMARTPHONE)	I own one	18	26,5
	I don't own it	33	48,5
	I don't own it but I have access to it	6	8,8
Smartphone	I own one	61	89,7
Desktop PC/MAC	I own one	36	52,9
	I don't own it	18	26,5
	I don't own it but I have access to it	2	2,9
[Laptop]	I own one	52	76,5
	I don't own it	9	13,2
	I don't own it but I have access to it	1	1,5
Tablet	I own one	19	27,9
	I don't own it	38	55,9
	I don't own it but I have access to it	1	1,5
Smartwatch (iWatch, etc.)	I own one	7	10,3
	I don't own it	51	75,0
	I don't own it but I have access to it	2	2,9

Table 16: Use of devices (Shkoder University)

		Frequency	Valid Percent
Mobile phone (NOT SMARTPHONE)	I never use it	7	10,3
	I hardly ever use it (more than once per month)	1	1,5
	I use it monthly (at least once per month)	1	1,5
	I use it weekly (at least once a week)	3	4,4
	I use it daily (at least once a day)	6	8,8
Smartphone	I use it monthly (at least once per month)	1	1,5
	I use it weekly (at least once a week)	1	1,5
	I use it daily (at least once a day)	25	36,8
Desktop PC/MAC	I never use it	3	4,4
	I hardly ever use it (more than once per month)	2	2,9
	I use it monthly (at least once per month)	3	4,4
	I use it weekly (at least once a week)	4	5,9
	I use it daily (at least once a day)	12	17,6
Laptop	I hardly ever use it (more than once per month)	2	2,9
	I use it monthly (at least once per month)	2	2,9
	I use it weekly (at least once a week)	8	11,8
	I use it daily (at least once a day)	14	20,6
Tablet	I never use it	3	4,4
	I hardly ever use it (more than once per month)	4	5,9
	I use it monthly (at least once per month)	1	1,5
	I use it weekly (at least once a week)	4	5,9
	I use it daily (at least once a day)	5	7,4

Results about student's internet access

Summing up the main results

- 96.9% of students participated in this study have internet access at home.
- 87.1% of students participated in this study use their smartphone mobile data connection.
- 87.5% of students participated in this study use WiFi networks form public places

	Frequency	Valid Percent
Access to Internet at home (DSL, Fiber, etc.)	63	96,9
I use my smartphone mobile data connection	54	87,1
I use WiFi networks from public places	56	87,5

Results about student`s level of skills using different aspects of ICT

Below are the results of the student`s perceptions about their level of skills using different aspects of ICT. (Value=1 Being 1 "nothing skilled" and Value= 5 "Totally skilled")

Students of Shkoder University participated in this study, in general declare that they feel:

- slightly skilled when use ICT for doing administrative/bureaucratic procedures online ($\bar{x}=2.23$)
- somewhat skilled for doing video-conferences ($\bar{x}=2.9$) and buying things online ($\bar{x}=3.10$)
- quite skilled for making phone calls ($\bar{x}=3.80$), using email ($\bar{x}=4.16$), sending and receiving multimedia messages ($\bar{x}=4.21$), uploading or downloading files ore multimedia ($\bar{x}=4.23$)
- very skilled for searching and getting information ($\bar{x}=4.37$), using Social Networks (FB, Instagram, Twitter, etc.). ($\bar{x}=4.44$)

Students of Shkoder University participated in this study, in general feel less skilled using ICT for administrative or bureaucratic procedures online, and more skilled using ICT for social networks.

Table 18: Please, tell us how skilled you feel when you use ICT for...

	N	Minimum	Maximum	Mean	Std. Deviation
Doing administrative procedures on-line	30	1	5	2,23	1,357
Doing Video-conferences	29	1	5	2,90	1,448
Buying things online	31	1	5	3,10	1,535
Making phone calls	30	1	5	3,80	1,349
Using the email	31	1	5	4,16	1,157
Sending and receiving multimedia messages	29	1	5	4,21	1,146
Uploading/Downloading files/ multimedia	30	1	5	4,23	1,040
Searching and getting information	30	1	5	4,37	,964
Using Social Networks (FB, Instagram, Twitter)	32	1	5	4,44	1,134

Students of Shkoder University participated in this study, neither agree nor disagree about all the 4 following statements.

- In general they feel somewhat confident ($\bar{x}=3.10$) and somewhat safe ($\bar{x}=3.07$) using ICT.
- Students think that when they use ICT, their privacy ($\bar{x}=2.94$) and intimacy ($\bar{x}=2.93$) are moderately respected.

Table 19: Indicate your degree of agreement with the following statements

	N	Minimum	Maximum	Mean	Std. Deviation
Using ICT makes me feel confident	31	1	5	3,1	1,3
Using ICT makes me feel safe (I feel safe, secure when I use ICT)	30	1	5	3,07	1,258
When I use ICT I think that my privacy is being respected	31	1	5	2,94	1,181
When I use ICT I think that my intimacy is being respected	30	1	5	2,93	1,202

Results about online courses

- Only 15.2% of students participated in this study have attended an online-course
- 48.5% of the students would like that 50% of their courses to be online and 24.2% of students would like that 25 of their courses to be online.
- 50% of the students declare that don't use and/or have used a LMS. Only 18.8% of students use and/or have used a LMS.

Frequency	Percent	Valid Percent
Yes	5	7,4
No	28	41,2
Total	33	48,5

	Frequency	Percent	Valid Percent
25%	8	11,8	24,2
50%	16	23,5	48,5
75%	6	8,8	18,2
100%	3	4,4	9,1
Total	33	48,5	100

	Frequency	Valid Percent
Yes	6	8,8
No	16	23,5
I don't know	10	14,7

For the students of Shkoder University participated in this study, the general quality of ICT in their University is moderate ($\bar{x}=2.97$). On the other hand, these students think that ICT are very important in their discipline.

Table 23: General quality of IT and relevance					
	N	Minimum	Maximum	Mean	Std. Deviation
Rate the general quality of ICT in your University <i>Being 1 the poorest and 5 the top</i>	32	1	5	2,97	1,332
Rate the relevance (how important) are ICT in your discipline <i>Being 1 the poorest and 5 the top</i>	33	1	5	3,82	1,261

Student use and knowledge about different apps and tools

There are some apps and tools that a large number of students don't know. These are: LibGen (84.5%); R-Cran (83.3%); SAS (82%); STATA (82%); Sci.Hub (78%); Atlas.it/NVivo (78.6%); SPSS (61.7%); Scopus Database (57.4%); ResearchGate (56%); Web of Science Database (49.2%); Wordpress or similar (45.5%).

Some of the app and tools used by a large number of students are: WhatsApp (98.5%); Instagram (91%); Slideshows presentations (87.1%); Facebook (68.7%); Snapchat (67.2%); Spreadshets (64.6%). Only 46% of students use word processor (Ms Word).

Some of the app and tools that a large number of students know but don't use them are: Twitter (79.1%); Google books (60.6%); Google Docs and/or Microsoft 365 (42.4%);

Frequency of using different apps and tools

WhatsApp and Instagram are the most apps used by the students. In general students of Shkoder University use often these two apps.

**Table 24: How often do you use the following applications/services
Being 1 "almost nothing" and 5 "constantly"**

	N	Minimum	Maximum	Mean	Std. Deviation
Sci Hub	4	1	4	1.75	1.500
SPSS	10	1	4	1.90	1.287
R-Cran	2	1	3	2.00	1.414
Web of Science Database	11	1	5	2.00	1.342
SCOPUS Database	8	1	5	2.13	1.642
Twitter	28	1	5	2.18	1.278
Google Books	26	1	5	2.23	1.366
Atlas ti /NVivo	6	1	5	2.33	1.751
ResearchGate / Adademia edu	13	1	5	2.38	1.261
LibGen	4	1	5	2.50	1.915
SAS	3	1	4	2.67	1.528
GoogleDocs and/or Microsoft 365 (or similar)	25	1	5	2.68	1.406
Wordpress (or similar)	15	1	5	2.87	1.457
Word processor	29	1	5	2.97	1.267
STATA	3	1	4	3.00	1.732
Facebook / Vkontakte	33	1	5	3.18	1.424
Spreadsheets	31	1	5	3.23	1.383
Snapchat	34	1	5	3.29	1.447
Slideshows presentations	38	1	5	3.45	1.179
Instagram	37	1	5	4.30	1.199
WhatsApp/Telegram	37	1	5	4.65	.824

Competence using different apps and tools

Students of Shkoder University think they are very competent (like expert) using WhatsApp/Telegram. They also feel competent using Instagram.

Table 25: How competent are you in using

	N	Minimum	Maximum	Mean	Std Deviation
SPSS	9	1	4	2.00	1.500
R-Cran	2	1	3	2.00	1.414
Atlas ti /NVivo	6	1	4	2.00	1.265
Sci Hub	4	1	4	2.00	1.414
LibGen	4	1	4	2.00	1.414
SCOPUS Database	7	1	5	2.00	1.732
Web of Science Database	11	1	5	2.09	1.300
Google Books	26	1	5	2.38	1.329
ResearchGate / Adademia edu	13	1	5	2.54	1.506
Twitter	29	1	5	2.66	1.495
STATA	3	1	4	2.67	1.528
SAS	3	1	4	2.67	1.528
Word processor	29	1	5	2.86	1.156
GoogleDocs and/or Microsoft 365 (or similar)	24	1	5	2.92	1.472
Spreadsheets	31	1	5	2.97	1.251
Wordpress (or similar)	15	1	5	3.00	1.558
Snapchat	33	1	5	3.55	1.438
Slideshows presentations	37	1	5	3.62	1.089
Facebook / V Kontakte	33	1	5	3.79	1.386
Instagram	37	1	5	4.11	1.220
WhatsApp/Telegram	36	1	5	4.67	0.793

Usefulness of apps and tools

The two most useful apps and tools for the students of Shkoder University are WhatsApp and Slideshows presentations.

Table 26: How useful you think is this tool

	N	Minimum	Maximum	Mean	Std Deviation
Web of Science Database	10	1	5	2.70	1.418
Sci Hub	4	1	4	2.75	1.500
Twitter	29	1	5	2.86	1.432
Snapchat	33	1	5	2.94	1.368
Google Books	26	1	5	3.00	1.327
SAS	3	1	5	3.00	2.000
Facebook / V Kontakte	34	1	5	3.15	1.282
SCOPUS Database	6	1	5	3.17	1.722
ResearchGate/ Adademia.edu	13	1	5	3.23	1.363
STATA	3	1	5	3.33	2.082
Atlas ti /NVivo	5	1	5	3.40	1.817
LibGen	4	1	5	3.50	1.732
Wordpress (or similar)	16	1	5	3.50	1.366
Instagram	36	1	5	3.56	1.229
Word processor	27	1	5	3.78	934
Spreadsheets	30	1	5	3.87	1.306
GoogleDocs and/or Microsoft 365 (or similar)	23	1	5	3.87	1.254
R-Cran	2	3	5	4.00	1.414
SPSS	10	1	5	4.20	1.229
Slideshows presentations	37	2	5	4.41	865
WhatsApp/Telegram	36	1	5	4.50	1.028