

USING QRIDI PROGRAM TO PROMOTE THE COOPERATION BETWEEN TEACHERS AND PARENTS

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ABSTRACT

Successful cooperation and collaboration between teachers and school parents are essential for the development of students, their successful learning process, and academic achievements. This cooperation and collaboration between teachers and parents are essential to creating it successfully, setting responsibilities and rights for each educational partner. Important question- how to build this cooperation respectfully and engage students in this cooperation to reach academic success and educational objectives mentioned in educational documents.

The Qridi education program, created in Finland, is a tool for promoting teacher cooperation with school parents that saves teachers' time in communicating with their parents. The program is based on a teacher's planned and supervised training process, through regular school evaluations, students' self-assessments, and learning to observe the work of another classmate, which is also available to parents, and through continued training at home, parents can continue the school teaching process.

The purpose of the study is to assess the Qridi program's effectiveness in teacher collaboration with parents. Methods used for the study are literature analysis using the SALSA method as data analysis method, survey for teachers and survey for parents as data acquisition method, and data analysis with descriptive data analysis method.

Analyzing survey data, it was clarified that teachers can significantly reduce the time spent on communication with parents without losing the quality of the communication, teachers, and parents are satisfied with using the Qridi program, that it is user-friendly, it was easy to start to work with it and that communication for both parties has improved.

Keywords: *collaboration in educational process, educational objectives, educational partners, educational process, teacher and parent cooperation*

Introduction

In a useful and effective educational process, student academic skill performance depends on the cooperation and collaboration process with all educational partners included. (Imants, Van der Wal, 2020). This

cooperation and collaboration have coherence as an important factor for students to achieve academic competencies and skills (Landeros, 2011). When parents are engaged in the day educational process and have cooperation and collaboration from home to school, students have higher academic achievements, but improvement in emotion and social resilience, also behavior conduction (Hughes, Kwok, 2007).

The aim of the study was to reveal the effectiveness of using the Qridi program between teachers and parents. To accomplish this aim, a systematic literature analysis was done that detected what was an effective collaboration between a teacher and parents, as well as a survey of teachers and parents using the Qridi program and conducting data analysis of the Qridi program.

The theoretical framework of the study consists of studies on the use of different programs to promote cooperation between teachers and parents, as well as studies on cooperation between teachers and students, particularly in terms of changing conditions.

Parents, just like students, are important educational partners in schools. The relationship between teachers – students and parents and a shared vision of setting educational objectives is very important in the educational process, also – not only to set common goals but to achieve these goals and discuss different steps and possibilities of how it was done.

Qridi program

The Qridi program has been created in Finland and is currently (the year 2022) used by more than 70,000 users in more than 10 countries. This program was developed in close cooperation with teachers and students from different universities. It is unique because it can be used to evaluate and teach 21st-century skills while at the same time assessing students' behavior, the use of knowledge, skills, attitudes, and will in the educational process. The tool has especially been designed for guidance and the evaluation of continuous learning (Qridi Reviews, 2022).

The Qridi program is certified by the Education Alliance of Finland (EAF) stressing the main benefits for three educational partners when using the Qridi program – for students learning is active, not passive, students can evaluate themselves and get feedback from classmates, teachers, and parents, 21st-century skills, rehearsing and knowledge constructions, tasks can be made and done individual or collaborative. Using the Qridi program, students are practicing to give and get feedback, observe and evaluate his/her learning process, express ideas and listen to other opinions, and set learning goals together with teachers and parents. (Qridi – The Learner-Centered Platform, 2021).

Qridi is a digital platform for students, teachers, and parents, an easy-to-use tool that allows all parties involved in the educational process to plan,

monitor, and evaluate learning in an inspiring and active way. Students and their parents are actively involved in all stages of the educational process, taking into account the guidance provided by the teacher or parents. Parents can also create their own tasks when their children study at home. There are clearly defined goals, results to be achieved, evaluations, and feedback that can be provided by a teacher, classmates, or parents. Students, parents, and teachers can also analyze what is already done and see the next steps that have to be done. Data analysis for every task and every student is an assistant for teachers and parents in conversations about students' achievements or some problems.

The program can be used for different ages, there are interfaces that are friendly for smaller students and some for teenagers and even adults or university students.

Each student has a profile that can analyze not only learning achievements but also self-evaluation, and evaluations from teachers and classmates, and use these data in conversations with parents. Parents, teachers, and school administrators also have access to this data (Education Alliance Finland, 2018)

An essential part of the Qridi program is the analysis tools, where the teacher can quickly and effectively assess not only the stage in which the student is currently present but also create different schedules to be used for the analysis of teachers themselves, in negotiations with school administration, students and parents. There are several tools that can be used for every educational partner – task list tools with different assignment possibilities and adaption to other digital tools and learning platforms, journal tools for reflection, information can be written or another format – video or audio files, photos, teachers can give easy feedback to this reflection, evaluation tool – assessment of lesson or daily work.

Qridi contributes to learning and development by making a child's self-assessment an essential part of the school and home learning process, particularly relevant for Covid-19, where one week of school training can take place and a remote learning process is carried out in the next. The Qridi program strengthens the knowledge of the student, highlights the strengths, traces every step in the learning process beyond teachers, but also for parents, as a tool for the vision of teachers and parents on their daily achievements, which in some ways facilitates the work of a teacher in regular day-to-day communication with parents, because of the daily learning achievements can be tracked and analyzed it in conversation with teachers, for example, at the end of the semester (Qridi – The Learner-Centered Platform, 2021).

Qridi and other educational programs

There are several more programs comparable to the Qridi program – Alps, Pupil Progress, Learning Ladders, Evidence Me, Kinteract, Socrative, Mark Mate, Earwig, Edu Mate, Assessor by askEddi, Curriculum Maestro, Really School, and others. Schools can choose these programs not only to help teachers to get ready for lessons but to communicate with students and their parents. Students benefit from using educational programs as a more interesting way of learning, getting an assessment, setting educational targets, and practicing digital skills. Parents can follow every step of their children’s education process to assist them when and if it is necessary, and also contact teachers.

Covid pandemic period and studying partly remotely detected the necessity for different educational programs to help all educational partners. In 2022 many educational programs are available, adapted for learning 21st-century skills and different school subjects, after-school lessons, for teachers to plan, assess, and organize educational processes with a wide range of materials for each subject, especially digital materials, for school management – classroom management, management, making timetable and others. Many of these programs are available for parents with parent access (Qridi, Evidence Me, Learning Ladders, Kinteract, and others). Programs can be used with different devices (phones, computers, tablets, digital blackboard), they are custom for Apple or Android, Mac, or Windows systems and are user-friendly. Some programs have different user languages (Learning Ladder, Socrative and others) but mostly there is one language – English. It is an opportunity to practice English in different school subjects and to implement interfrontal links via subjects. Almost every educational program provides a free trial for 1 month, after which the price for one year varies from 50–500 EUR per year, regarding the number of users, available options, and other terms.

Some educational programs are studied (Qridi, Alps, Learning Ladder, Kinteract, and others) in different case studies in several countries that examine the use of these programs for educational partners, their cooperation and collaboration, and academic skills and success for students.

The effectiveness of some educational programs compiled in Table 1, assessing 3 main features of the program, student age range, user language and user reviews valuations, using a comparison from “EdTech Impact” that combines wide information and valuation of educational programs and gives advice to program developers (EdTech Impact, 2022).

Table 1. Comparison of different educational programs

Educational program	Description (EdTech Impact, 2022)	3 main Features	Student Age Range (years)	User languages	User reviews valuation (EdTech Impact, 2022)
Qridi (founded in 2015, Finland)	The educational digital tool created for the evaluation, a user-friendly interface for learning 21 st -century skills, knowledge, will, and attitude	Assessment; Collaborative learning; Setting goals	5-7 8-10 11-13 14-16	English Finnish Swedish Estonian	4.8 from 5 (46 reviews)
Alps (founded in 2001, UK)	An easy and accessible digital tool to check students' progress giving you back precious time to take action where needed. Alps Connect is your partner in accessible, actionable insight across the year.	In-Year Tracking; Student-Led Analysis; Student, Subject, Whole School And Group Analysis	14-16 17-18	English	4.7 from 5 (44 reviews)
Pupil Progress (founded in 2016, UK)	Digital tool for teachers and parents to receive individual reports for students, summary reports, and live classroom data	Exam Board Specific Tracking; Individual Student Reports; Class Level Attainment Analysis	0-4 5-7 8-10 11-13 14-16 17-18	English	4.9 from 5 (39 reviews)
Learning Ladders (founded in 2014, UK)	Supporting digital tool for teaching and learning, data analysis, high - quality resources	Early Years; End Of Term/Year Reports; Resources; Homework	0-4 5-7 8-10 11-13 14-16	Arabic Chinese English French German Italian Japanese Korean Spanish	4.6 from 5 (24 reviews)
Evidence Me (founded in 2010, UK)	A digital educational tool for assessing students' observation, analyzing the impact of the learning process and development	Auto Suggesting Of Objectives; Dedicated Parent App; Different Report Types	0-4 5-7 8-10 11-13	English	4.8 from 5 (7 reviews)

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Educational program	Description (EdTech Impact, 2022)	3 main Features	Student Age Range (years)	User languages	User reviews valuation (EdTech Impact, 2022)
Kinteract (founded in 2015, UK)	Digital educational platform with evidence-based learning and teaching	Evidence-Based; Assessments; Powerful Reporting Monitor And Track Progression	0-4 5-7 8-10 11-13 14-16 17-18	English	4.5 from 5 (4 reviews)
Socrative (founded in 2012, Canada)	Digital educational app with fun elements and an easy process of assessment to evaluate and monitor student achievements	Assessment; Quick Marking; Grading; Reporting;	0-4 5-7 8-10 11-13 14-16 17-18 19+	Chinese English French German Italian Spanish	4.45 from 5 (68 reviews)
Mark Mate (founded in 2016, UK)	A digital educational tool for teachers with digital methods for assessment and data to evaluate students' success	Give Student Feedback; Administer Assessments Reduce Workload	0-4 5-7 8-10 11-13 14-16 17-18	English	4.5 from 5 (32 reviews)
Edumate (founded in 2019, UK)	Digital educational tool previous known as ClassMaster helps teachers to create worksheets, tests, and other materials for interactive assessments	Classwork; Homework; Assessments	5-7 8-10 11-13 14-16 17-18 19+	English	4 from 5 (7 reviews)

After analysis of different educational programs, it is identified that these tools help teachers to evaluate and assess students, check student progress, and give feedback to ensure evaluation and quality of the educational process. Several tools facilitate the process of preparation for lessons with a wide range of learning material and educational technology tools including different subjects. Analyzing data from these educational programs, school management and teachers have explicit reviews about students' academic success, knowledge, and skills to use this information to improve the education process and to communicate with parents about their children's educational success or problems. Different educational program reviews reveal satisfied evaluations from teachers – improved educational process, wellbeing, giving feedback, easy assessment, collaboration with students and parents; from parents – comprehensible assessments and feedback from teachers, collaboration and communication with teachers. Analyzing the age range of students using educational programs starting from preschool to university detect digitalization as an important educational process to achieve academic knowledge, skills, and competencies.

Program development and adaptability to different languages indicate the necessity of using these tools not only for improved and advanced educational processes but also for clear evaluation processes, assessments, and easy communication with parents.

Teacher and parent cooperation

The theoretical framework of the study consists of research on the use of different programs to promote cooperation between teachers and parents, as well as studies on cooperation and collaboration between teachers and students, particularly in terms of changing conditions (Covid19 pandemics and others).

Parents, just like students, are important educational partners in schools. Parents are their children's first educators and they share knowledge with their children through engagement in everyday activities and play, and they continue to support their children's learning process. (Goodall, Montgomery, 2014). The principles and rules for the cooperation of educational partners – teachers, students, and their parents have been established, but the result of successful cooperation with a common educational goal is one of the cornerstones of an effective learning process that promotes student learning achievements. (Imants, Van der Wal, 2020). It is also highlighted that the cooperation between these three educational actors is the key to successfully achieving the overall and individual educational objectives of each educational partner (Gonzalez-Mena, 2011). Important is the student-teacher-parent relationship. They all actively participate in setting learning targets and accompanying the learning path of their children. By means

of different classroom activities, the experiment seeks to improve student engagement and provide feedback on their learning progress (Kapsalis, et al., 2019).

The collaboration of teachers, students, and parents is the best recipe for success in today's world (Depaepe, 2014), therefore, cooperation based on a common learning target at each school is an effective tool in modern education and a forward-looking perspective that is suitable for students when educational partners cooperate. In the 21st century, cooperation and collaboration in education have been studied from different perspectives and also from different educational partner sides: a teacher – a student, a teacher – a student parent, a teacher – a teacher, a student – a student parent. In the future, cooperation is working together when each other helps to study (Slavin, 2014). Such cooperation not only improves learning achievements and performance but also makes the friendship between students, work more successfully, and fit into the school and classroom environment. It is essential that such cooperation also results in improved students' self-confidence. A shared vision of the educational target among the different partners in education contributes to an increase in motivation (Slavin, 2014). Cooperation in studies often is described as a joint trip for a teacher and student, as well as students' parents, where all involved parties in this journey share a common vision and a common goal (Hattie, 2009). The shared vision of the objectives of the education cooperation partners is defined as joint action aimed at achieving common objectives (Johnson, Johnson, 1999). Cooperation is an essential 21st-century skill, not only in education, where, in different collaborative situations, partners' study processes can not only partly replace each other but also have a positive impact on each other, also to improve learning achievements, and jointly promote positive feelings (Johnson, Johnson, 2014).

Family-centered care (Hardman, et al., 2017) is one of the solutions for children's academic and social skill development in teacher – parents collaboration. In this collaboration services are provided by teachers in ways that are flexible and responsive to family needs, concerns, and priorities, also parent and child diversity are celebrated and recognized. Decisions making occurs in a collaborative partnership between parents and professionals, reflecting family rather than professional goals.

The Ecological Model of the Bronfenbrenner (Bronfenbrenner, 1975, 1977) describes the closest microsystem to the student, where both the child's family and teachers are present in the nearest field. It describes the importance of this cooperation in the learning process of every education partner. In the model systems theory, the development of students is determined by different levels of the environment and the assessment of educational objectives in the future should be based on different levels of the environment, ranging

from the family and school environment to different cultural values, laws, and customs, and on the interaction of this environment (Bronfenbrenner 1979, 1986, 1994). The studies revealed that the closest microsystem to the student, in which the family, school and teachers, classmates, and friends contribute to the achievement of educational objectives (Bronfenbrenner, 2001), provided that all these participants in the microsystem cooperate and agree on common objectives to be achieved in the education of the student (Bronfenbrenner, Morris, 2006).

Cooperation between all partners involved in the education process is a keyword through which common educational objectives should be developed for all partners in education (Gonzalez-Mena, 2011). In the educational system, there are three family engagements overlapping circles – family, school, and community (Frey, Alvarez, 2013) and this collaboration must be systemic, integrated, and sustained. There are several core values of family engagement with teachers and schools (Chavkin, 2017) starting from the idea that all families want the best for their children, all families have strength, and all families have the capacity to support their children. Also, respect for differences is essential, relationships and trust are central, families and schools should be equal partners, shared leadership is critical and engagement is more meaningful than involvement. Collaborating with parents is the only way to achieve true success. (Chavkin, 2017)

Nowadays parents are becoming teachers, researchers, advocates, and school activists (Johnson, 2011) so the only way to have cooperation that is valuable for every educational partner is to collaborate in a way that is aimed at children's academic and social skill development.

Methodology

This research is a case study with a specific subject, no generalization about this topic should be done. The problem statement of this research is communication and cooperation problems between teachers and parents as educational partners in the education process. The research question: How the use of the Qridi program promotes teacher collaboration with parents? The purpose of the study was to check the Qridi program's effectiveness in teacher collaboration with parents (see Result section of this research).

The theoretical frame of the study forms research about different programs to promote the cooperation between teachers and parents (Kapsalis et al., 2019), the partnership between teachers and parents (Jose, et al., 2020; Kambouri, et al., 2021), cooperation and collaboration between teachers and parents (Malik, 2021; Halpner, et al., 2021).

Several methods were used to discover the problem of research and answer the research question (see Table 2).

Table 2. Methods used for the research

Method	Details	Results
Literature analysis (the year 2011-2021) using the SALSA method (Booth, et al., 2016) as a data analysis method	SALSA method (Search, Appraisal, Synthesis, and Analysis) of different research and educational programs	33 units of documents, literature and sources were analyzed for this research, shown in the reference section of this article
Survey for teachers and survey for parents (Berends, 2006) as the data acquisition method	December 2021; online Questions about using the Qridi program, cooperation between teachers and parents before and after using the program; Teachers and parents selected from school using the Qridi program	24 respondents – Teachers (see results Survey – teachers) 284 respondents – Parents (see results Survey – parents)
Data analysis with descriptive data analysis method (Wolvius et al., 2021)	Detailed survey data analysis using data analysis to answer the question of the research	Analyzed data are compiled and explained in the result and conclusion section of this research

Results

The questions for teachers and parents were created with the purpose to answer the question of this research – how the use of the Qridi program promotes teacher collaboration with parents? To detect the way of collaboration, survey questions were made after literature analysis to reveal teachers' and parents' opinions about time consumption for communication before using the Qridi program and after and satisfaction with program use. There was an open section in this survey to learn more about teachers' and parents' experiences using the Qridi program. 15 respondents – teachers shared their experience using the program and first-month impressions, describing program planning tools and possibilities to use devices in the educational process, also promoting teachers' digital and organizing skills. 159 respondents – parents informed about their experience, commenting on the educational process and teachers working more than using the program, stressing that the program is user-friendly and easy for communication with teachers.

Survey – teachers

A survey for teachers using the Qridi program was conducted at the end of December 2021 to clarify their assessment of the program and its utility of the program in day-to-day work.

The survey involved 24 teachers working with students from grades 1 to 6 and working daily with the Qridi program from September 2021 throughout the school year 2021/2022 year after completing training.

There were 4 questions asked to evaluate time for communication with parents before using the Qridi program and when using it, time for preparation for everyday lessons, satisfaction with communication with parents, and satisfaction with the Qridi program.

Questions for teachers state the consumption of time for communication with parents and preparing for lessons before using the Qridi program and using it (see Table 3).

Table 3. Teachers' time consumption using the Qridi program

	Before using Qridi	Using Qridi
Time for communicating with parents, hours per week	10	7
Time for preparations for lessons, hours per week	18	18

This research states that using the Qridi program significantly reduces time consumption when teachers are communicating with parents – 3 hours per week. If parents themselves can find the information about their children's achievements, evaluation, and study progress, there are fewer questions that must be asked of the teachers, also it is easier for teachers to show and explain the educational process using Qridi data.

The time for preparation for lessons has remained unchanged, teachers comment on the need for time for the program to be learned and implemented in their daily school lives. Using the Qridi program is additional work to other documentation, but with the Qridi program, works can be scheduled in time, entered before school lessons, and the program is user-friendly and comprehensible.

Teachers point out that using the Qridi program has increased their satisfaction in communicating with parents if on average 52% of teachers indicated they were satisfied with communication with school parents before using the Qridi program, and 68% of teachers admit that their communication with parents has improved. Also, 71% of the teachers said that they are satisfied with the daily use of the Qridi program. It must be noted that the use of the Qridi program is a school-defined project in which all teachers must be involved.

Survey - parents

The survey of parents was carried out by 284 parents, whose children are studying in classes 1-6 and using the program from September 2021 in the everyday learning process.

Parents' survey notes that there has been a time reduction on average of 30 minutes of the time they consume in communication with teachers and recognize that there are significantly fewer issues using the Qridi program. Parent involvement in the educational process shows that parents want to know about the success and achievements of their children and want to be proper educational partners.

It is noted that parents need about 2 hours time to learn the program, and help from program developers and users instruction on a variety of topics is also essential.

85% of parents are satisfied with the use of the Qridi program and they highlight the convenience of using the program on different devices.

Teacher and parent satisfaction with communication

52% of teachers were satisfied with communication with parents before using the Qridi program. After using the program for 4 months, teachers note that communication with parents has become more effective and open and 68% of teachers state that they are satisfied with communication with parents.

68% of parents were satisfied with communication with teachers before using the Qridi program. After using the program for 4 months, 72% of parents state that communication has improved and is more effective.

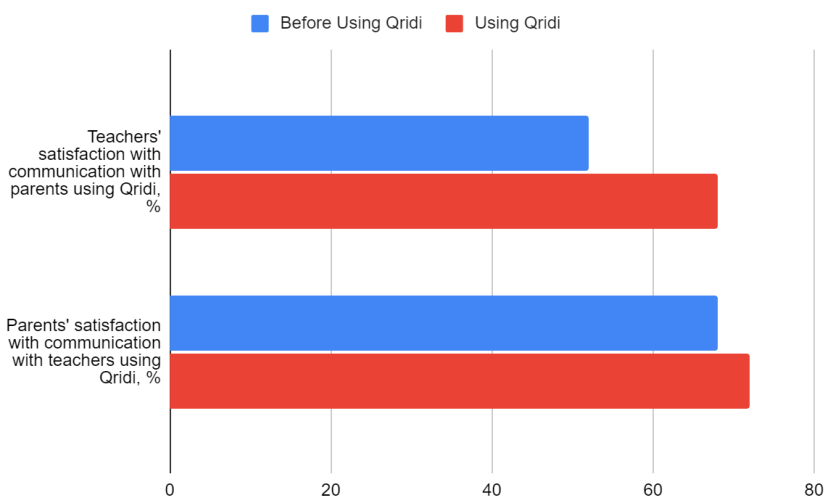


Figure 1. Teachers' and parents' satisfaction with communication

Some of the respondents note that communication with other educational partners (both – teachers and parents) can be valued as good. After using the Qridi program the educational process is more transparent and communication is easier and simpler than it was before. Parents and teachers stress that if there are common topics and discussions after Qridi data analysis, the communication is easier, both educational partners are more satisfied and there is a lack of time consumption that is important not only for teachers but also for parents.

Conclusions

Using Qridi, teachers can significantly reduce the time (up to 3 hours) spent on communication with parents without losing the quality of the communication. Learning, teaching, and assessment are visible not only to students but also to parents. The key success factor of the program can be defined by the relations between children and adults, students and teachers, and students and parents. Students and parents' feedback shows a great level of trust. Teachers indicate that Qridi is an excellent organizational tool to use for everyday work.

Teachers also point out that Qridi is a convenient tool for planning and organizing the learning process to be used in day-to-day work, especially at a time when training can be carried out remotely and rapidly, the use of the Qridi program would remain unchanged.

It is important to point out that the use of the Qridi program has improved the digital skills and skills for teachers to collaborate not only with parents but also students – in setting the target of the lesson or topic and fair assessment of the performance of their classmates.

Parents acknowledge that the Qridi tool is essential in evaluating the educational achievements of their children, answering many simple questions, and increasing parents' confidence in the quality of teacher work, evaluations, student assessment, and a modern learning process in general.

Both teachers and parents point out that communication and collaboration using the Qridi program requires less time, there are certain questions to discuss with teachers, and communication is more open and transparent.

There are several more tools like the Qridi program to help teachers to communicate and collaborate with parents that can help in their everyday work and place collaboration at a new- higher level. Comparing alternative programs to the Qridi using SWOT analysis, the Strengths of the Qridi program are its user-friendly interface, implementation of evaluation practice as everyday educational development, and effective and easy communication and collaboration with parents; Weakness – the program can be started to use for children from 5 years, preschool phase is missing,

Opportunities – wide range of development, starting from interactive materials, connecting different subjects, and Threats are different more educational programs with comparable structure and functions.

Recommendations for teachers and parents is to look at the educational process from one perspective – children and their educational objectives. The Qridi program might be a good and easy help to start a trustful, open conversation, using data from children’s academic achievements. Every step to these academic achievements can be analyzed, it is best possible to cooperate if every educational partner speaks the same language. More important – the educational process can be done at school and continued at home. Qridi is an excellent tool for better cooperation and collaboration for teachers and parents that helps to move this cooperation to a new level – that is more open, clear, and understandable to every educational partner.

Answering the research question – teachers and parents are satisfied with using the Qridi program, that it is user-friendly, it was easy to start to work with it and that communication for both parties has improved.

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