



## ASSESSMENT- APPLICATION OF THE CO-BUILDING METHOD

### ITALY

N. schools involved: 7 institutes with a total of 10 locations

N. classes involved: 26

N. students involved just in the making of the products: 511

N. teachers involved: 72

N. final products made: 27

#### Organizational aspects:

No significant organizational problems were encountered, except with the shared planning of activities in multidisciplinary teams. Schools that addressed this issue within their Teachers councils had no problems.

A Best Practice was developed at one school which involves including the Director/Dean, the Teachers council and the Class councils from the beginning. The project was discussed and approved by the Teachers council, then proposed to all the second year classes, after which three classes were chosen to be involved. Much importance was given to the role of the three videos as a future tool for Orientation.

For the future transfer of the method in schools the following operational process is suggested: the Dean should have the key role of launching and modifying activities with written notice; the Teachers council should discuss and organize the competition; the activity should be included in the POF and the Class councils should organize the operational activities.

Another Best Practice was that of involving an external expert, engaged directly by the students, who then came up with excellent ideas which helped resolve the problem of lack of suitable school supplies.

Doing the project during curriculum hours permitted

#### Instrumental aspects:

The difficulties encountered in this area were many: suitable equipment was not always available for the filming. Smart phones were often used because students did not always have a camera available to them. For the montage, Windows Movie Maker software is a rather limited tool, although it has the advantage of being very intuitive, easy to use and free. To get decent technical quality, it was agreed that the Institutes should make appropriate technological tools available to teachers and students, such as a video camera and current software for creating and editing videos.

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To improve the teachers' knowledge of filmmaking and video processing tools, two additional sessions related to "directing techniques" and "video processing tools" will be included in the teacher training.

### Management aspects:

It is a new, creative and stimulating learning environment for the students, some of whom are more closed and unmotivated in the context of traditional teaching methods than in this innovative context.

Classroom management during application of the method clearly required more energy from the teacher, but the students collaborated with enthusiasm and commitment.

The students had some difficulties in the organization, planning and autonomous management of the assigned work. After a short briefing at the first meeting, teachers and supervisors deemed it appropriate to leave the initiative entirely in their hands, starting from the original idea, to the tools to be used up to the practical stages. In groups there are often some students who want to stand out and tend to "choke" the initiative of others, so the act of mediation by teachers is important. There are more timid people who need to be continually encouraged in order to achieve the goal of active participation in the project by all group members. We think that it was still a positive experience for the students in this regard too. The realization of the project has taught the students to understand how difficult it is to work in groups and, at the same time, crucial for sharing ideas and learning respect for other points of view. It was decided by mutual agreement to involve disabled students in the project, whose contribution, although limited, was very helpful. As teachers we were pleasantly surprised at how many valid and original ideas students of the second year can have.

Suggestions for improving management aspects: create a multidisciplinary team of teachers, a contact person, a teacher in charge of the class and a student representative for the class. Create schedules, approved by the Director, to define the activities to be done during curricular hours, which are not subject to confirmation or modification by the class teachers.

One school has developed a Best practice of "peer education" with the following result: "In particular, we noted with pleasure, the great involvement and interest of older pupils (fifth year class) in the activity of mentoring the pupils of the second year classes. The "big" offered their help to the "small" by putting in place teaching mechanisms they didn't know they had, especially during video editing, activities in which they obviously had more experience. The work took place in perfect harmony, despite the different ages of the students and the different courses of study. "

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### Educational aspects:

Regarding educational aspects, this type of project does not lead to much improvement in specific skills related to curriculum subjects (which does not mean it's bad, on the contrary!), But rather increases transversal skills such as creativity, the ability to work in groups, a sense of responsibility in completing an assignment and the development of personal autonomy, aspects that are completely in line with standard teaching and which can be used as an assessment parameter.

The most positive aspect was definitely that we were able to involve all the students so that everyone could stand out and make his own contribution. Even those students normally on the margins of learning activities expressed interest and willingness to participate.

Regarding people with disabilities, one school has demonstrated the following:

"Pupils with special needs were involved in the project to facilitate their integration and socialization with their peers. One of the two, very shy and reserved, participated in some of the meetings and was present during the making of the movie. He agreed to be filmed in some of the group scenes but preferred not to recite any lines from the script. The other, who is much more outgoing, contributed more, also in terms of ideas. "

In one school the following Best practice was adopted: A mention of excellence would be awarded to students who distinguished themselves in the various phases.

### Skills development assessment results:

#### STUDENTS:

In general it was found that language, professional and technological skills did not increase. The project primarily helped to enhance transversal skills.

Communication in English: **stationary** (30% of schools reported an increase in skills of 2 in 5) - **slightly increased** (70% of schools reported an increase of 3 in 5 in skills)

Communication in the mother tongue: **stationary** (30% of schools reported an increase of 2 out of 5 in expertise) - **slightly increased** (70% of schools reported an increase of 3 in 5 in competence)

ICT use: **slightly increased** (70% of schools reported an increase of 3 in 5 of skills) - **increased** (30% of schools reported an increase of 4 in 5 in skills)

Personal growth, creativity and leadership: **slightly increased** (30% of schools reported an increase of 3 in 5) - **increased** (40% of schools reported an increase of 4 in 5 in skills) - **significantly increased** (30% of schools reported an increase of 5 in 5 in skills)

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Autonomy and time management: **slightly increased** (50% of schools reported an increase of 3 in 5 on the competence) - **increased** (50% of schools reported an increase of 4 out of 5 of the skills)

Organizational skills and team work: **slightly increased** (30% of schools reported an increase of 3 in 5 in competence) - **increased** (40% of schools reported an increase of 4 out of 5 in skills) - **significantly increased** (30% of schools reported an increase of 5 in 5 in skills)

Self-confidence, autonomy, self-awareness and responsibility: **increased** (100% of schools reported an increase of 4 out of 5 in the skills)

Awareness of gender and equal opportunities: **slightly increased** (10% of schools reported an increase of 3 to 5 on the competence) - **increased** (80% of schools reported an increase of 4 out of 5) - **significantly increased** (10% of schools reported an increase of 5 in 5 in skills)

Hygiene and safety at work: **stationary** (40% of schools reported an increase of 2 out of 5) - **slightly increased** (60% of schools reported an increase of 3 in 5)

Organization of the workplace, quality and respect for the environment: **stationary** (40% of schools reported an increase of 2 out of 5) - **slightly increased** (60% of schools reported an increase of about 3 in 5)

#### **TEACHERS/TRAINERS:**

Overall, teachers and trainers have stated that all their skills have increased. The expertise that increased the least was that related to assessment.

Group management, problem solving, coaching / mentoring, time management: **increased** (100% of schools reported an increase of 4 out of 5 in the skills)

Team work, interdisciplinary collaboration, creativity, mental horizon: **increased** (100% of schools reported an increase of 4 out of 5 in the skills)

Managing diversity: **slightly increased** (80% of schools reported an increase of 3 out of 5 in skills) - **increased** (100% of schools reported an increase of 4 out of 5 in the skills)

Communication: **increased** (100% of schools reported an increase of 4 out of 5 in the skills)

ICT use: **increased** (100% of schools reported an increase of 4 out of 5 in the skills)

Use of participatory approach: **increased** (100% of schools reported an increase of 4 out of 5 in the skills)

Using assessment methodologies: **slightly increased** (100% of schools reported an increase of 3 out of 5 in the skills)

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### **Personal assessment:**

Evaluations from some of the individual schools:

The project faced some difficulties, but was positive overall.

It is believed that the methodology can be applied to other initiatives, but the class council should share more of the responsibilities.

The phases of the project were thoroughly explained but, with rare exceptions, the teachers and students involved were inexperienced with regard to directing and making films. I and the other teachers are aware that the aim of the project is certainly not to create a "professional" piece of work, but a brief initial training (also for the students involved) might be useful to improve the final product.

The class groups who found themselves in a different context were able to make use of diverse skills, languages and other hidden resources. We must remember that, in this evolving world, language and expectations change and students expect something new and immediate from us. This project brought together and sometimes created conflicts between pupils of different characters, at the same time, we had the privilege of seeing them in a different context in which they became the protagonists of something much greater than themselves (chosen representatives of the Institute and participation in a European competition).

Two schools (Apro and Cnos) have already started to transfer the methodology into other educational contexts

## ROMANIA

Number of schools involved: 34

Number of classes involved: 50

Number of students involved: 384

Number of trainers involved: 113

Number of final products made by the students: 65

### **Organizational aspects:**

#### Difficulties of organization encountered during the project:

- 1) Students' IT competences have not always met the expected needs

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- 2) great number of students, teachers and especially parents
- 3) the time for the project activities was sometimes insufficient

Positive organizing aspects:

- 1) project meetings with great number of participants
- 2) good tasks sharing among the actors involved
- 3) initiation and development of a close relationship between the partner organization and the schools involved

Strategies to improve the activities in the future:

- 1) a better collaboration with partners and within the organization itself
- 2) more time for the project activities from the part of the team members
- 3) growing interest for the implementation of the project

**Instrumental aspects:**

Using of the didactic tools (ICT, documents. Etc)

*Difficulties*

- 1) insufficient logistics, sometimes of a low technical quality
- 2) students didn't always have the chance to work at different companies and develop their product at the same time

*Positive aspects:*

- 1) teachers of English and IT being part of the teams in all schools involved
- 2) internet access for all the students involved in order to search and collect information for their videos

*Strategies to improve the instruments:*

- 1) improve the logistics in the partner schools
- 2) develop the necessary specific skills to ensure the creation of the final products

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## Management aspects:

Planning of the activities: (method: contest, matrixes, etc.)

### Difficulties:

- 1) the novelty of the method and the different approach from the traditional method
- 2) building the teams and tasks giving within them, respecting deadlines

### Positive aspects:

- 1) students enjoy working in groups with their classmates to complete tasks, learning from one another and making better teams
- 2) strengthening the relationship between students and trainers through frequent guiding sessions throughout the products development

### Strategies to improve the activities management in the future:

- 1) training sessions for students to develop team working skills and role division within teams
- 2) permanent monitoring of the development process of the final products
- 3) Peer collaboration

## Collaboration with colleagues

### Difficulties:

- 1) insufficient physical time for meetings of the teams involved in the transfer of the method
- 2) the teams of students have sometimes similar abilities but they lack certain skills to complete the tasks by themselves

### Positive aspects:

- 1) a good cooperation within teams depends largely on the previously existent relationships among students and on similar shared values
- 2) improved relationships and communication abilities within class

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*Improving strategies for a better cooperation in the future:*

- 1) involve students in more activities where they should practise teamwork
- 2) diversify the groups to work in more heterogeneous teams

Class management during the transfer of the method:

*Difficulties:*

- 1) the trainers in schools cannot permanently observe the process of the products development while students work in companies and enterprises
- 2) teams work simultaneously in different places at the same time

*Positive aspects:*

- 1) trainers ability to work with several teams at the same time
- 2) ability to adapt to new requirements and situations

*Strategies to improve class management:*

- 1) develop the teams on levels of complementary competences
- 2) create a positive atmosphere by stimulating students' creativity

Educational aspects:

- positive episodes : developed competences and new abilities, creativity, teamwork, communication in mother tongue and English, students' responsibility for the tasks received, involvement in personal development activities and self-awareness, self-esteem and grown confidence after successfully accomplishing the final products
- negative episodes : there are no educational negative aspects
- there have been no special need students involved

Personal assessment:

- Even though the activities are curricular, they are largely non-formal and the relationship between trainers and students is getting better, it helps to strengthen the cooperation between them. It is

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like having team-building sessions which have positive results and influence all the others activities in class.

- The developed students' competences are felt during the learning process in other classes, students have more initiatives and they work in teams more easily, they are more aware of the importance of accomplishing these tasks; the transferability of attitudes and values takes place.
- Trainers as counselors and managers of activities also develop some skills and competences which help their cooperation with students and colleagues in work team and that leads to a better relationship in the teaching-learning process as a whole

### **Skills development assessment results:**

#### **STUDENTS**

Communication in English: **slightly increased** to most schools 70%

Communication in the mother tongue: **increased** to 100% of schools

ICT use: **slightly increased** to those students who worked with the gadgets and software

Personal growth, creativity and leadership: **increased** to all the schools involved

Autonomy and time management: **slightly increased** to 80% of the schools by respecting the deadlines and the stages of the product development

Organizational skills and team work: **slightly increased**

Self-confidence, autonomy, self-awareness and responsibility: **slightly increased** to 50% of the students; **increased** for 50%, depending on the role in teams

Gender awareness and equal opportunities: **stationary**, it was not a problem during the process

Hygiene and safety at work: **increased**, the trainers counseled students permanently

Organization of the workplace, quality and respect for the environment: **significantly increased** to students from agricultural and environmental protection trainings

#### **TEACHERS / TRAINERS:**

Group management, problem solving, coaching / mentoring, time management: **slightly increased** for all trainers

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Team work, interdisciplinary collaboration, creativity, mental horizon: **slightly increased** for all trainers as they were part of teams as monitors and counselors

Managing diversity: **increased**, because of the diverse themes and trainings and sectors and types of students

Communication: **slightly increased** to 100% of the trainers

ICT use: **significantly increased** for 40% of the trainers who were involved in the creation of videos, stationary for the rest of 60%

Use of participatory approach: **significantly increased** for teams coordinators 30% and increased for the others 70%

Using assessment methodologies: **slightly increased** for 80% of the trainers and stationary for the other 20%

#### **Personal assessment:**

Everybody involved in the activities of the project have earned experience and especially as beneficiaries and suppliers. The communication in mother tongue and in English between students and trainers has been improved, the ITC and teamwork competences as well and the personal desire to create high quality competitive products.

## FRANCE

Number of schools involved: 9 schools - Quetigny, Le Chesnoy, CFA de la bergerie nationale, Fontenay le comte, Jules Rieffel, Montmorillon, Niort, Saint Herblain

Number of classes involved: 9

Number of students involved: 186

Number of Teachers involved: 17

Number of final products made by the students: 23

#### **Organizational aspects:**

Organizational difficulties encountered in the development of the project

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- 1) Too many administrative difficulties
- 2) difficulty to find common times to meet each other at all levels : local, regional and national
- 3) information given drop to drop all along the project – not enough time to do the asked task
- 4) difficulties to mobilize the students without knowing which will be the price for the contest

#### Organization benefits

- 1) team working – improving cohesion
- 2) using English
- 3) open mind
- 4) motivation and involvement of the colleagues taking part of the project
- 5) good opportunity to think about guidance and definition of the jobs

#### Improvement strategies to carry out the work in the future ( a short sentence for each point )

- 1) simplification of the administrative procedures
- 2) do not propose this project to the students of the “terminale” class (as it was said at the beginning of the project)
- 3) to know in advance all the terms and conditions and award for the contest
- 4) plan more time to analyze the results and for the mutualisation between schools

#### **Instrumental aspects:**

#### Use of teaching tools (new technologies, documents, etc.).

#### *Difficulties*

- 1) use of the software “final cut pro” which asks a real know how and time
- 2) ask of ICT knowledge on specialized software
- 3) no connection between the interviews guideline and the on line form

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### Benefits

- 1) all the needed documents on the WIKI
- 2) the results of the project are up to the wishes of the pedagogical teams
- 2) acquisition of new skills for the students

### Improvement strategies for the use of the tools

- 1) specific time for the learning process of the use of the ICT tools ( to create a film)

### Management aspects:

Management of the activities planning (method: contest, matrixes ...)

### Difficulties

- 1) too long process
- 2) students have not enough time ( no planned hours in their agenda) to do the project

### Benefits

- 1) The fact to have a project spread over time allows a good comprehension and use of the different proposed tools
- 2) necessity of a good synchronization and organization of the different periods of work and of the work methods
- 3) necessity for the students to have a good organization for the work in groups and to plan in advance the activities to do

### Improvement strategies for a better management of the activities in the future

- 1) Do the project in a shorter time ( some say the opposite !)
- 2) Choose classes which are not so dependent of training's priority ( exams, training periods ..)
- 3) develop the thought about guidance ( lost with the energy given to the practical organization of the contest)

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## Collaboration with colleagues

### *Difficulties*

- 1) non always compatible time tables
- 2) Different Objectives and requirements

### *Benefits*

- 1) team building and group building
- 2) additional values

### *Improvement strategies for a better cooperation with colleagues in the future*

- 1) mobilize more colleagues thanks to a transversal class project

## Management of the classroom during the application of the method.

### *Difficulties*

- 1) to save a specific time to drive this project which need much time
- 2) students came from many classes, the necessity to create a team building spirit
- 3) lack of motivation because the project was on 2 years ( too long)
- 4) difficulties to motivate all the students of the classroom on different projects

### *Benefits*

- 1) the action gave the opportunity to realize an exceptional production and to add value to the students works
- 2) students came from many classes, this meetings and mixing have been very rich
- 3) good motivation of some of the students able to drag away their colleagues

### *Improvement strategies for a better management of the classes*

- 1) Shorten the duration of the project (some others told the quite opposite!)
- 2) start the project in the "seconde" to have more time to do the project

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- 3) to do all the project in 3 months maximum !

### Educational aspects:

- Figure out main things that deserve mention :
- positive episodes : the project allowed more self -confidence for the students and the valorization of their technical and artistic competences.
- Students proved their autonomy ability for the realization of the scenario and for the decision taking – good progression of the motivation bit by bit all along the implementation of the project ( wish to finish to win !) – They were very interested to realize a film to let the others know their passions for a job.
- Negative episodes: many confines, especially the use of the foreign of language (English) and the obliged duration. At the beginning it was very difficult to convince some of the students who have difficulties to take part in the others projects, passiveness and tiredness of some students because the project was driven on a too long time.
- Indicate in particular the involvement of pupils with difficulties:

Students reach to forget their school difficulties thanks to this project which valorize other competences: open mind, reflection, artistic and technical know-how.

### Personal assessment:

- we made other videos, especially a fiction short film, and a students' newspaper based on the same values of open mind and tolerance

Indicates strategies for improvement of the methodology for the future.

- To know in advance the price of the contest ( at the beginning when the school do the application for the project)
- Give an overall assessment of the activity performed.
  - o We reached the scheduled aims
  - o Pedagogical teams and students were happy to make this project

### Skills development assessment results:

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## **STUDENTS**

Communication in English: not increased - stationary - **slightly increased** - increased - significantly increased

Communication in the mother tongue: increased non - **stationary** - slightly increased - increased - significantly increased

ICT use: not increased - stationary - slightly increased - **increased** - significantly increased

Personal growth, creativity and leadership: not increased - stationary - slightly increased - increased - **significantly increased**

Autonomy and time management: increased non - stationary - slightly increased - increased - **significantly increased**

Organizational skills and team work: not increased - stationary - slightly increased - increased - **significantly increased**

Self-confidence, autonomy, self-awareness and responsibility: not increased - stationary - slightly increased - increased - **significantly increased**

Gender awareness and equal opportunities: increased non - stationary - slightly increased - **increased** - significantly increased

Hygiene and safety at work: not increased - **stationary** - slightly increased - increased - significantly increased

Organization of the workplace, quality and respect for the environment: not increased - **stationary** - slightly increased - increased - significantly increased

## **TEACHERS / TRAINERS**

Group management, problem solving, coaching / mentoring, time management: increased non - stationary - slightly increased - increased - **significantly increased**

Team work, interdisciplinary collaboration, creativity, mental horizon: not increased - stationary - slightly increased - increased - **significantly increased**

Managing diversity: not increased - stationary - slightly increased - increased - **significantly increased**

Communication: not increased - stationary - slightly increased - **increased** - significantly increased

ICT use: not increased - **stationary** - slightly increased - increased - significantly increased (help of expert colleagues)

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Use of participatory approach: not increased - stationary - slightly increased - **increased** - significantly increased

Using assessment methodologies: not increased - stationary - slightly increased - **increased** - significantly increased

## NETHERLANDS

Number of schools involved: 7 different schools

Number of classes involved: 23 classes

Number of students involved: 500

Number of Teachers involved: 50

Number of final products made by the students: 29

### Organizational aspects:

#### Organizational difficulties encountered in the development of the project

- 1 Program is not a part in the curricula – an individual approach was necessary to involve educational courses and teachers.
- 2) Not enough time for a train the trainer program – (not yet included in the Noorderpoort Academy). Improvisation was necessary in order to present it to teachers, which required an individual approach.
- 3) communication
  - A) Students: they were very late informed about the project and caused some resistance in the beginning. They expected a lot of extra work.
  - B) Teachers: after the start communication mainly took place through newsletters. This resulted in some confusion and frustration about for instance the outcome and the award ceremony of the contest.

#### Organization benefits

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- 1) The project fits perfectly in the subject (Career and Citizenship)
- 2) A complete educational program is developed, ready to be implemented within all courses. It is applicable for all levels and all sectors.
- 3) The program is in particular suitable for special courses in supporting students to find a (new) vocational training ( like HOT, Rebound, Playing for Success, Doorstroomgroep)

Improvement strategies to carry out the work in the future ( a short sentence for each point )

- 1) the strategy to recruit and promote through management and individual explanation worked perfectly. Lesson 1 was given by a Good Guidance colleague. This enabled a direct and close contact, the start-up was the same at all locations and questions could be answered directly and improved the motivation of students and teachers.
- 2) The individual approach was positive. In the future the train the trainer will be introduced in the Noorderpoortacademy. In this way a large amount of teacher will be reached.
- 3) It's possible to offer a bit shorter program of the train the trainers program and give digital instruction via movie
- 4) the educational program include in curriculum – so the results of this method will take part of the school results. This will motivate the students.
- 5) Train teachers Noorderpoortacademie.
- 6) Possibility to increase the method in our region and in other schools and organisations.

**Instrumental aspects:**

Use of teaching tools (new technologies, documents, etc.).

*Difficulties*

- 1) a lack of technical experiences and knowledge to make movies. Teachers and students don't have it.
- 2) the evaluation matrix is too difficult to use for our student. Special for the level 1, 2 and 3 students.
- 3) Schools are using their own list of competences, it's not logical to use different matrices.

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- 3) For some students this method require more guidance. This needs another organization and more creativity to motivate the students.

### Benefits

- 1) Some students have the skills to create movies.
- 2) The method is motivating a lot of students. Create a movie and post it on YouTube is what they like.
- 3) The contest stimulate students to make something good, to do more than regular.
- 4) Evaluate before and after the project show students easy their competences and roles in a group.
- 5) It is a nice and challenging method for students. It's a new method for a lot of schools: after some resistance (unknown makes unloved) a lot of students get fanatic.

### Improvement strategies for the use of the tools

- 1) Attention for the technical skills – instruction is needed
- 2) evaluation: the students evaluate their competence in advance – and at the end of the project – The competence matrix adjust to the common list, used by schools.
- 3) the start of the project is done group wise: with the aid of a project member and a teacher
- 4) availability of a distant coach for questions advice

### Management aspects:

#### Management of the activities planning (method: contest, matrixes ...)

### Difficulties

- 1) not yet included in the curriculum
- 2) announcement of the results / score of the contest should be better organised
- 3) project expenses covered by the Eu grant / subsidy, including personnel costs and other costs
- 4) the evaluation matrices do not match the contest score lists of the training
- 5) individual evaluation of the competences is time consuming.

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### Benefits

- 1) program well described / methodology
- 2) competences match the Eu competence list – this is a benefit for trainee students of other European countries

### Improvement strategies for a better management of the activities in the future

- 1) include in the curriculum of the schools
- 2) announce Winning movies/clips at Noorderpoort annual award – (organize).
- 3) more use of social media, to prevent that all communication is possible only via the teacher
- 2) fill in the competence matrix per group: they will likely give each other feedback. Teacher manages the process.

### Educational aspects:

- Figure out main things that deserve mention :
- positive episodes : motivation for larger student groups, very useful for students who (yet) have to decide their choice of profession / study. Methodology matches ....het vak Loopbaan ... very well. This part is a compulsory part to offer at all schools/courses.
- negative episodes : a teacher has to fill in the list of competences: the evaluation of the competences with teachers and students is very time consuming.
- Indicate in particular the involvement of pupils with difficulties:
- Indicates strategies for improvement of the methodology for the future.

### Personal assessment:

The effect of the method is different for each of the participating groups . Different methodologies appear within the education offer (onderwijsaanbod). Schools that are used to work with groups have less proven progress compared to schools that are not used work in groups. Directivity by the teachers on collaboration competences is important. A good start per group of students per class (less) is important.

ICT competence: it appeared that students with more skills and knowledge took these tasks. The strengths of the (individual) group members was detrimental for the task dividing . In groups managed by a skilled student the knowledge of ICT and media was increased.

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Technical competences: these were not clearly educated during the project: no conclusions can be drawn.

Personal development competences : an assessment at the start of project is important to assess the difference in development during the project. Competences are becoming more clear by the contest element: for example students clearly show leadership or helpfulness.

### **Skills development assessment results:**

#### **STUDENTS**

Communication in English: not increased - stationary - **slightly increased** - increased - significantly increased

Communication in the mother tongue: **not increased** - stationary - slightly increased - increased - significantly increased

ICT use: not increased - stationary - slightly increased - **increased** - significantly increased

Personal growth, creativity and leadership: not increased - stationary - slightly increased - **increased** - significantly increased

Autonomy and time management: increased non - stationary - slightly increased - **increased** - significantly increased

Organizational skills and team work: not increased - stationary - slightly increased - **increased** - significantly increased

Self-confidence, autonomy, self-awareness and responsibility: not increased - stationary - **slightly increased** - increased - significantly increased

Gender awareness and equal opportunities: **not increased** - stationary - slightly increased - increased - significantly increased

Hygiene and safety at work: **not increased** - stationary - slightly increased - increased - significantly increased

Organization of the workplace, quality and respect for the environment: **not increased** - stationary - slightly increased - increased - significantly increased

#### **TEACHERS / TRAINERS**

Group management, problem solving, coaching / mentoring, time management: increased non - stationary - slightly increased - **increased** - significantly increased

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Team work, interdisciplinary collaboration, creativity, mental horizon: not increased - stationary - **slightly increased** - increased - significantly increased

Managing diversity: not increased - stationary - slightly increased - **increased** - significantly increased

Communication: not increased - stationary - **slightly increased** - increased - significantly increased

ICT use: not increased - stationary - slightly increased - **increased** - significantly increased

Use of participatory approach: not increased - **stationary** - slightly increased - increased - significantly increased

Using assessment methodologies: **not increased** - stationary - slightly increased - increased - significantly increased

## LATVIA

Name of school: 7

Number of classes involved: 12

Number of students involved: 54

Number of Teachers involved: 18

Number of final products made by the students: 10

### Organizational aspects:

#### Organizational difficulties encountered in the development of the project

- 1) difficult to map legislation (accountancy) of Italy and Latvia
- 2) rather bad technical equipment for film shooting and software/hardware for production of videos.

#### Organization benefits

- 1) meaningful organization of free time for students who stay in boarding.
- 2) amalgamation of staff and students

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Improvement strategies to carry out the work in the future ( a short sentence for each point )

- 1) organization of training of teachers in ICT
- 2) more extra curricula lessons in English and ICT for students
- 3) division of responsibilities to more teachers involved in project work

**Instrumental aspects:**

Use of teaching tools (new technologies, documents, etc.).

*Difficulties*

- 1) not enough equipment/software/ hardware for all groups
- 2) psychological aspects – different attitude towards work for girls and boys

*Benefits*

- 1) positive dynamics of teaching and learning , esp. during the 2<sup>nd</sup> year.

*Improvement strategies for the use of the tools*

- 1) more possibilities to take part in similar activities, motivation of teachers.

**Management aspects:**

Management of the activities planning (method: contest, matrixes ...)

*Difficulties*

- 1) large administrative work
- 2) time management ( not everything was done in time)

*Benefits*

- 1) team building
- 2) innovation in school work planning

*Improvement strategies for a better management of the activities in the future*

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- 1) planning of the activities and better involvement of administration

#### Collaboration with colleagues

##### *Difficulties*

- 1) poor motivation of some teachers

##### *Benefits*

- 1) involvement of new teachers in the activities of the project

#### *Improvement strategies for a better cooperation with colleagues in the future*

- 1) organization of team building courses
- 2) interviews with pedagogues, who could be potential actors in the activities in future

#### Management of the classroom during the application of the method.

##### *Difficulties*

- 1) differences in attitude for boys and girls

##### *Benefits*

- 1) improvement of collaborative skills for students and teachers

#### *Improvement strategies for a better management of the classes*

- 1) organization of annual vocational contests and events starting with younger students
- 2) exchange of experience between different schools

#### **Educational aspects:**

- Figure out main things that deserve mention :
- positive episodes :improvement of cooperative skills, creativeness and practical activities for students, innovative method for use in educational work for teachers
- Indicate in particular the involvement of pupils with difficulties:

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Cooperative skills for students with special educational needs

Interaction between students in the process of cognition

### **Personal assessment:**

The methodology was used in guide interest group, managed by librarian, 5.-9<sup>th</sup> forms.

Indicates strategies for improvement of the methodology for the future.

- Need to improve English and ICT skills for teachers and students.

Give an overall assessment of the activity performed.

As the project was integrated into school plan and vocational department plan, all the activities were connected with vocational education and made more interesting process of teaching and learning. Both students and teachers gained new experience and emotions taking part in the project activities.

### **Skills development assessment results:**

#### **STUDENTS**

Communication in English: not increased - stationary - **slightly increased** - increased - significantly increased

Communication in the mother tongue: increased non - stationary - **slightly increased** - increased - significantly increased

ICT use: not increased - stationary - **slightly increased** - increased - significantly increased

Personal growth, creativity and leadership: not increased - stationary - slightly increased - **increased** - significantly increased

Autonomy and time management: increased non - stationary - slightly increased - **increased** - significantly increased

Organizational skills and team work: not increased - stationary - slightly increased - **increased** - significantly increased

Self-confidence, autonomy, self-awareness and responsibility: not increased - stationary - **slightly increased** - increased - significantly increased

Gender awareness and equal opportunities: **not increased** - stationary - slightly increased - increased - significantly increased

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Hygiene and safety at work: not increased - stationary - slightly increased - **increased** - significantly increased

Organization of the workplace, quality and respect for the environment: not increased - stationary - slightly increased - **increased** - significantly increased

### **TEACHERS / TRAINERS**

Group management, problem solving, coaching / mentoring, time management: increased non - stationary - slightly increased - **increased** - **significantly increased (50-50%)**

Team work, interdisciplinary collaboration, creativity, mental horizon: not increased - stationary - slightly increased - **increased** - significantly increased

Managing diversity: not increased - stationary - slightly increased - **increased** - significantly increased

Communication: not increased - stationary - slightly increased - **increased** - significantly increased

ICT use: not increased - stationary - **slightly increased** - increased - significantly increased

Use of participatory approach: not increased - stationary - **slightly increased** - increased - significantly increased

Using assessment methodologies: not increased - stationary - **slightly increased** – **increased (40-60%)** - significantly increased

## CONCLUSIONS

*The final evaluation of the 1635 evaluation matrixes of the students made by the partners' teachers give the following common results in terms of competences improvements of students:*

### **STUDENTS**

Communication in English: not increased - stationary - **slightly increased (IT, FR, RO, NL, LV)** - increased - significantly increased

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Communication in the mother tongue: **not increased (NL) – stationary (FR) - slightly increased (IT, LV)- increased (RO)** - significantly increased

ICT use: not increased - stationary - **slightly increased (IT, RO, LV)- increased (IT, FR, NL)** - significantly increased

Personal growth, creativity and leadership: not increased - stationary - **slightly increased (IT) - increased (IT, RO, NL, LV)- significantly increased (FR - IT)**

Autonomy and time management: increased non - stationary - **slightly increased (IT, RO) - increased (IT, NL, LV)- significantly increased (FR)**

Organizational skills and team work: not increased - stationary - **slightly increased (RO, IT) - increased (IT, NL, LV) - significantly increased (IT, FR)**

Self-confidence, autonomy, self-awareness and responsibility: not increased - stationary - **slightly increased (NL, RO, LV)- increased (IT, RO) - significantly increased (FR)**

Gender awareness and equal opportunities: **not increased (NL, LV) - stationary (RO)** - slightly increased - **increased (IT, FR)** - significantly increased

Hygiene and safety at work: not increased (NL) - **stationary (FR, IT)** - slightly increased – **increased (RO, LV)** - significantly increased

Organization of the workplace, quality and respect for the environment: **not increased (NL) - stationary (FR, IT)- slightly increased (IT) – increased (LV) - significantly increased (RO)**

*The final evaluation of the 270 self assessment matrixes made by the teachers involved in the project give the following common results in terms of competences improvements of teachers/trainers:*

Group management, problem solving, coaching / mentoring, time management: increased non - stationary - **slightly increased (RO) - increased (NL, IT, LV) - significantly increased (FR - LV)**

Team work, interdisciplinary collaboration, creativity, mental horizon: not increased - stationary - **slightly increased (NL, RO) – increased (IT, LV) - significantly increased (FR)**

Managing diversity: not increased - stationary - **slightly increased (IT)- increased (IT, RO, NL, LV)- significantly increased (FR)**

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Communication: not increased - stationary - **slightly increased (RO, NL)** – **increased (IT, FR, LV)** - significantly increased

ICT use: not increased – **stationary (FR)** - **slightly increased (LV)** – **increased (IT, NL)** - **significantly increased (RO)**

Use of participatory approach: not increased - **stationary (NL)** - **slightly increased (LV)** – **increased (IT, FR)** - **significantly increased (RO)**

Using assessment methodologies: **not increased (NL)** - stationary - **slightly increased (IT, RO, LV)** – **increased (FR, LV)** - significantly increased

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