

Outcomes of the widespread transfer of the instruments in the schools

The transfer of the instruments in the two years of the ValeRIA project happened cascading, in order to test the questionnaires before validating them.

During the first year, the questionnaires "*The teacher in the student's eyes*", "*Student's self-reflection*", "*Teacher's self-reflection on assessment*" and "*Teaching reflection and assessment*" have been administered to all first- and second-year classes and to the respective Italian and mathematics teachers of two partner schools: IPSIA, Monza e IIS "Spinelli", Sesto San Giovanni. The gathering and the analysis of data highlighted the need to modify the questionnaires for a clearer reading of the information relating to the relationship teaching- learning.

After the revision of the four questionnaires, in order to test the validity of the modifications, it has been carried out the transfer to other three partner schools: Liceo Classico "Vivona" and ITIS "Galilei", Rome, ITIS "Volta", Palermo. (IIS "Don Tonino Bello", Tricase has been included at the end of the first year).

The analysis of the data highlighted that:

- a) The atmosphere in the classrooms had a strong critical situation
- b) The cause of the difficulties in the subjects had to be searched in the noise in the classroom, in the easy loss of attention and in the little understanding of the explanations. Students could mark more than an answer and, therefore, it was not possible to deduce the main cause.
- c) Teachers answered in uniform way in the six schools of Lombardy, Latium, Apulia and Sicily.

As regards the classroom environment two focus groups have been organized, one with teachers and the other one with students, in two schools, experimenting the peer to peer: the teachers of a school carried out and observed the focus groups of the other school and vice versa.

From the four focus groups, it emerged that teachers and students had a different perception of the causes that created difficulties in the classroom environment.

In order to supply the difficulty of detecting the main factor of the school failure, it has been decided to make mark with only one answer the cause that students considered the prevalent one.

Teachers, at last, were asked to answer not how the "good" teacher should be, but how they really perceived the didactics and the evaluation.

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After the validation of the instruments each partner school has involved at least 5 schools of its own territory.

37 schools took part in the widespread transfer:

- 13 schools from Lombardy with 1200 pupils, 75 teachers and 796 parents
- 11 schools from Latium with 837 pupils, 41 teachers and 500 parents
- 6 schools from Apulia with 1307 pupils, 52 teachers and 519 parents
- 7 schools from Sicily with 243 pupils, 25 teachers and 152 parents

for a total of **3587** students of **167** first- and second- year classes, **1967** parents and **193** Italian teachers, mathematics teachers and of some Class Councils.

The questionnaires, subject of widespread transfer, are:

- [The teachers in the student’s eyes](#)
- [Student’s self-reflection](#)
- [Parents](#)
- [Teacher’s self-reflection on assessment](#)
- [Teaching reflection and assessment](#)

Only the partner schools have, moreover, administered to the students of first- and second-year students the following questionnaires:

- [Student time](#)
- [Student end of the year](#)

and have tested:

- [“Classroom observations”](#)
- [Audit](#) “ reduced ” to some areas and indicators
- Focus Group, whose reports are in the section “ In-depth examinations ” _ Focus Group