KA2 Project Cooperation for Innovation and the Exchange of Good Practices.

Name: Remot16-18.

Participating countries:

Germany, Slovenia, Turkey, Netherlands, Portugal.

PART 1: questionnaires for students.

1. Introduction.

Between 2016 en 2018 the countries above participated in the Erasmus+ Project called 'Rediscovering Motivation'. General aim written in our projectplan was that all participating schools share common problems. One is unfortunately a low level of motivation, but often even a decline in it among students aged 11-14 resulting in a low level of scientific literacy and reading comprehension leading to bad marks in sciences and maths. This leads to teacher-centred education and a low level of autonomy for students. This lack and decline of motivation is connected to puberty (Pekrun&Schiefele, 1996).
A change in teaching didactics and methods as well as in the learning environment is essential to revive students´ motivation, commitment and self-confidence. Our main concern is motivation that leads to improvement of learning itself, retention, better performance, more self-confidence and less drop-outs.
Working on our project across European countries including handicapped students as well, various aspects of motivation and different skills of diverse levels are simultaneously included in the whole project. We expect that this will not only be motivating for students, but also interestingly challenging and highly innovative for teachers and students (shown in different studies like Hoellwarth&Moelter 2011).
To measure the results we created questionnaires for our students. They filled in these questionnaires after every transnational meeting.

Number of students.

Countries:	P:	D:	NL:	SLO:	TK	Total:
Number of students:	40	5	22	15	20	102

2. Content of the questionnaires.

In the questionnairs there were three main subjects:
1. Language skills,
2. Motivation,
3. Teaching.

2.1. Question about language skills:
- Which foreign languages did you learn at school?

- Have you been able to practise one of these languages after leaving compulsory secondary education?
- Your school is beginning an Erasmus+ project with 5 outher countries in Europe. Do you think your languages
  skills will help you to communicate with the participating teachters and students?
- Which language(s) do you expect to use?

2.1.1. Language skills:

- I find it easy to adress people in a foreign language.
- I enjoy chatting to people from other countries.
- It will be easy for me to write English texts for project.

2.2. Questions about motivation:

- I enjoy working on projects.
- I like to work on my own.
- I like to work in groups.
- I like to be involved in peer learning.
- I feel confident to travel abroad
- I like to learn through alternative ways of teaching at my school.
- I work om my language skills.
- Feedback about mij skills motivates my learning.
- I am familiar with the storyline method.
- I discuss learning with my classmates.
- I work with ICT: uploading worksheets, digital platforms for class activities etc.
- I feel responsible for the succes of the project.
- I talk to people about the project (family, friends, etc.)
- I'm proud to be a member of the project.

2.3. Project based teaching.

- Experience alternative ways of learning.
- Getting to know different pedagogical approches from our European partners.
- Working more ofte non projects involving different subjects.
- The use of ICT,
- New awareness for student-teaching interaction.

3. Summary of conclusions.

3.1. Language.

Which foreign languages do you learn at school?

Language/ Country	English	French	Spanish	German
Portugal	100%	0%	100%	0%
Netherlands	100%	54%	81%	36%
Turkey	100%	0%	0%	0%
Slovenia	100%	0%	6,5%	72,5%
Germany	100%	0%	20%	motherlanguage

In all the participating countries English is the most important foreign language. Nearly all students learn this language in primary and secondary education.

Students believe that their present language skills will help them to communicate with the participating teachers en students in the project.

Country:	Much:	A lot:
Portugal	50%	30%
Netherlands	54%	27%
Turkey	50%	30%
Slovenia	20%	66%
Germanny	60%	40%

After the project students give the following reaction in relation to their language skills. *It has become more easy for me to communicate in English for example to write texts for the website.*

Country:	
Portugal	60%
Netherlands	58%
Turkey	50%
Slovenia	65%
Germanny	80%

Students declare they understand English much better (passive language knowledge). They are also able to comunicate better in English but at the same time it still needs more practise.

3.1.& 3.2 Student motivation and Project based teaching.

During the project the studends had to work together with all kinds of students from six different countries. During the several activities they had te work in mixed groups. That had to deal with other cultures and habbits. Before starting the project they maybe had wrong assumptions about eachother, but when they got to know eachother, they discovered that there where indeed differences but they accepted eachother. They enjoyed working on projects and in groups in school as well as during the transnational meetings. Cooperation had been stimulated by friendship and personal connection.

In the first questionnairy students felt confident to travel abroad. The final questionnairy shows us an even more positive rate about this. The travel diaries and the stories that were told by the travelling students motivated the other students a lot.

The storyline was the common thread in the project. By working on the storyline they used the skills as mentioned in the goals of the project. They also learned a lot bout history and it improved their English skill. They had to confer and this was a tribute to the connection between the students and motived them a lot.

In the all questionnaries we asked students about alternative ways of teaching. There were differences between countries in the first questionnary. During the project we noticed that these differences increased. The reason for this is that alternative ways of teaching were practiced and students got familiair with it.

We used alternative ways of learning and teaching in order to increase the motivation of our students because we saw a lack of motivation European wide. In the questionnary we saw that students appreciated it. By working with alternative ways of learning the students also got in touch with different pedagogical approches from our European partners. E.g.: Doing research for the

storyline, learning in a practical way by experiencing or creating things (building arches after a mathematical instruction, baking medieval bread), doing excursions (learning about medieval weapons on a castle and know how to handle these, visiting Alhambra, castell de Vide, Kadolzburg) and as a final assignment organizing a medieval market.

Thanks to the good practises we've experienced in this project we work more often in projects. E.g. in the Netherlands student started a project of World war II. Lessons in biology, history, geography, maths, literature etc. are integrated in this project.

We still see a difference between the countries in the use of ICT. It often depends on the facilities in the different countries.

Students feel responsible for the succes of the project. They talked about it with family and friends and attented them on our website. Without interviewing parents we received very positive respons of them about the content of the project. It had a big impact on their children and broaden their horizon. Thanks to the EU they got the possibility to travel to countries were they normally never would come. They met all kind of people with different backgrounds. We can conclude that they are more European than before.

Students are proud te be a member of the project. During the project the rate they gave to this question was increasing. It increased their self- responsibility and self-reliance. It increased also their independency and self-conciousness.

PART 2: questionnaires for teachers.

In the questionnairs for teachers there were three main subjects:
1. Language skills,
2. Motivation,
3. Teaching.

1.1. Language skills.

Number of teachers.

Countries:	P:	D:	NL:	SLO:	TK	Total:
Number of students:	4	4	4	4	4	20

Which foreign languages did you learned at school?

Language/ Country	English	French	Spanish	German
Teachers:	19	12	1	1

Teachers also believe that their present language skills will help them to communicate with the participating teachers en students in the project. Still there are teachers who have a reduced knowledge of the projectlanguage. This influences the teachersmeeting. Teachers are aware of the importance of speaking English well. Their English skills are improved in an passive en active way. At the beginning of the project a few teachers did not speak English that well. During the project they decided to take private lessons to improve their English skills. It was because of the fact that there awerness of the importance of speaking Ennglish increased during the transnational meetings.

Country:	Much:	A lot:
%	33%	55%

Teachers attech importance to foreign language knowledge of their students. They think that this project will improve these skills partly.

2. Motivation and Teaching.

	% - -	% -	% + / -	% +	%++
I enjoy working on projects	0	0	5	35	60
I was on extra in-service training and/or study visits and/or conferences during the last 3 years.	0	0	5	55	40
I am involved in cross-cirriculair work	10	0	20	40	30
I started new initiatives in my school	0	5	15	50	30
I work on my language skills e.g. taking a course, learning new vocab…..	20	15	25	20	20
I actively ask my students for feedback.	0	0	25	35	40
I make changes in my teaching methodes.	0	0	20	15	65
I try out new teaching methodes.	0	0	0	55	45
I am familiar with the storyline method	15	20	35	20	10
I discuss teaching with colleagues.	0	0	15	45	40
I visit and I am visiting colleagues during lessons	0	25	20	50	5
I work with ICT; uploading sheets, using platforms, etc.	5	10	20	20	45
I feel responsible for the succes of the project	0	5	10	30	55
I have invited other colleagues to take part in this project	25	10	40	15	10
I talked to people about the project (family, friends)	5	5	15	25	50

2.1. Conclusions.

Most teachers are (very) motivated to participate in projects. They like to prepair projects for student although they know it takes time to prepair them. I cost a lot of time and needs coordination with other colleagues. They see a big increase in motivation by students compared to more traditional ways of teaching (learning from books in combination with teachers activities mostly based around instruction).
I also shows that teachers are willing to learn and to improve their professinal skills. They take part in study visits or in-service trainings and formal trainings like studies on e.g. master level.
Most of the participating teachers have a good knowledge of the language of this project which is English. Some of them who don't have this basic qualification learned during the project and improved their skills actively. One teachter stared a private languagecourse in English.
A lage amout of teachers was willing to try to work with new training methodes. Some of them make (big) changes, some of them the try out new or alternative ways of teaching. Nearly all teachers talk in a more or less professional way with other colleagues about their way of teaching. Question therby mostly is what works or what doesn't work in instruction en motivation in relation to evaluation to the results of students. Also wellbeing plays an important roll in professional talks betweens teachers.
Remarkable is that a high percentage of the participating teachers feels themselves very responsible for the succes of the project. A less percentage of teachers invited other colleagues to take part in the project. On the other hand they talk a lot about the project with family and friends. Inspite off everything we see I high motivation by teachers and students in the project to make make it successfull.

Also interesting to see that most students are more used to work with ICT applications than their teachers. There seems to be a gap between the digital natives and the digital immigrants. In this case teachers can learn a lot from students and students can learn a lot from eachother (peerlearning).

2.2: Motivation:

Twenty teachers filled in the questionnair. Their motivation to take part in this project was:
- getting to know more about alternative ways of teaching,
- learning more about the teacher as a motivator and facilitator
- the storyline method,
- the Middle Ages,
- working with inclusive students,
- improving personal language skills.
- 100% of the teachers also responded that they were interested in gaining experiences in the European context. This is sharing teachers experiences from the international partners and trying to adopt it in their own, local schoolcontext.
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2.3: Teaching:

Favourite ways of teaching mentioned by teachers in the questionnair:
- Groupwork,
- Placemat-method,
- Cooperative ways of learning,
- principels of (social)constructivism,
- personal attention and motivation to students,
- laboratory experiences, role play, historical case studies,
- discussion in (sub)groups, experimenting,
- active guided teaching outside the school,
- online teaching platforms,
- Teaching by the model of direct instruction combined with class projects and using free and low cost materials for assimilation assignment,
- student centered and peerlearning tasks.