Students' research (3rd General Lyceum of Karditsa)
The school that I live and the one that I dream
School year 2014-2015

3rd Lyceum of Karditsa
COMMENTS ON QUESTIONNAIRE RESPONSES

Answered by **160** students from the three grades (total 272 students) in the school year 2014-2015 The survey was conducted within research that organized students of three schools for European eTwinning project:

1) of the **3rd General Lyceum of Karditsa** / Greece (public school)

2) of **Aristotle College of Thessaloniki** / Greece (private school) and

3) of **Liceo Tito Lucrezio Caro Rome** / Italy (public school)

The students' research work covers a subject about the school that they live and the one that they dream.

Students of all three schools did a survey among their peers, gathered from these questions, evaluated the questions, organized them into seven sectors and finally gave to the school students the questionnaire form. The questionnaire filled electronically and responses were anonymous. The commentary of the responses made by the students themselves and the conclusions which led to their research are particularly important.

GENERAL CONCLUSION - GENERAL COMMENTS

Carefully studying of the Questionnaire results among students of the 3rd General Lyceum of Karditsa is necessary.

Regarding the *first area*, the *existing Curricula*, it must be mentioned the students' frustration. They seem to want its change, without fully disconnecting the High School with the introduction Exams in Higher Education. They want to turn the curricula in another direction, similar to the European countries. Desirable would be a change in order school will cover the requirements of the 21st century.

On the *second area*, the *Personality of the students* in the school they live in, it seems that the goals of shaping the personality of students, of socialization and of the creation and existence of a friendly climate among them are achieved. Unfortunately, students do not feel happy in their school environment.

As regards the *third sector*, the *Organization of the Education System*, general appears negative attitude of students. It seems that they have accepted the fact of frequent reforms and they seek one more, but to an appropriate direction, taking

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into account the Ministry of Education and the students' positions by ensuring also their timely and complete information. Students seem to see the need to abolish the current exam model and the parallel hardware upgrade teaching of courses. It would be making another step and that is to include practice-practical lessons within the school.

About the *fourth area*, the **Technological Equipment** of the school and its facilities, it appears that the existing buildings and sanitation in these satisfy the students, although they could make improvements on issues related to people with disabilities or the School Library. But, it is necessary to buy Technological Equipment, such as computers, interactive whiteboards, etc. to improve student learning conditions.

The *fifth area*, about **Teaching Staff** and the existing teaching at School, students seem to be covered, but not maximally. They recognize the initiatives of teachers for activities at school and for a sufficient teaching, but it must be considered that the existence of specialized professors for each course, teacher training, evaluation of teachers even by the students themselves, and the introduction of new courses would improve teaching.

About, the *sixth field*, the **Organisation of the school**, it seems that students are satisfied with entertaining events that take place at school, about keeping the school curriculum, about timely attendance of teachers in the classroom and have realized the value of teaching Foreign Languages. They would like, however, though they themselves have a say in shaping the curriculum. It must be pointed the position of students that the punishment of abortion is not effective and their impression that they do not have the necessary attention about their complaints from those responsible for the class or school. Finally, we must record the students' belief that too much monitoring tutorials are necessary in addition to existing in-school teaching.

Finally, on the *seventh sector*, **General Questions**, pupils consider that teaching in Private Schools is differentiated from that in Public, that their teachers require continuing education, lifelong learning, that Physical Education should be to Curricula and that is in the right direction the existence of groups in school about different crisis or management committees. But, according to the views of pupils, they wish their actively participation in the operation of the school. It is worth highlighting the fact that students accept that exposure to Information and Communication

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Technologies on a daily basis intensify increasingly the students' dependency of Social Networks.

In closing, it should be noted that students dream of a better school and they are confident that the school can be done better. But they do not see this possible directly in 2015. The desire for change and the dream of a better school are there, but these seem to need time, always in relation to the existing reality.