

Evaluation Survey Results – the report

Primary school in Strawczyn (Poland)

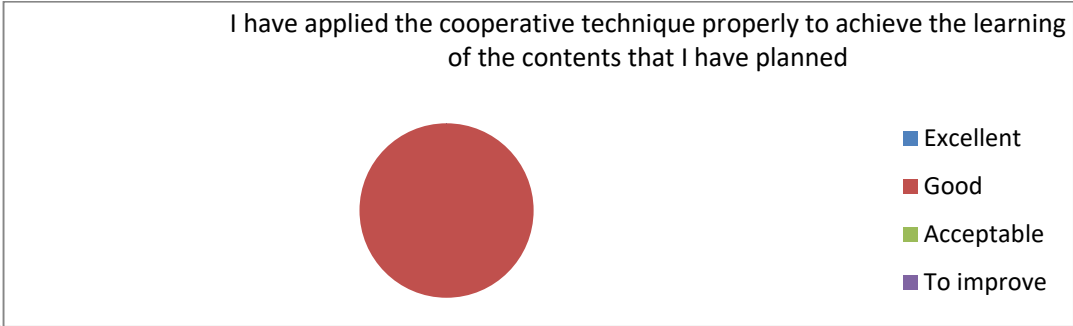
The first challenge activity “Trees from our environment “was carried out by students from the 7th January to the 28th January 2017.The activity was run by 3 classes, that is 48 students aged 11-12. They were grouped into 12 teams. Science and Polish language teachers were actively engaged in the task, 4 teachers altogether.

Evaluation was held on 12th February 2017 at Primary School in Strawczyn. 4 teachers and 48 students were invited to respond to the surveys.

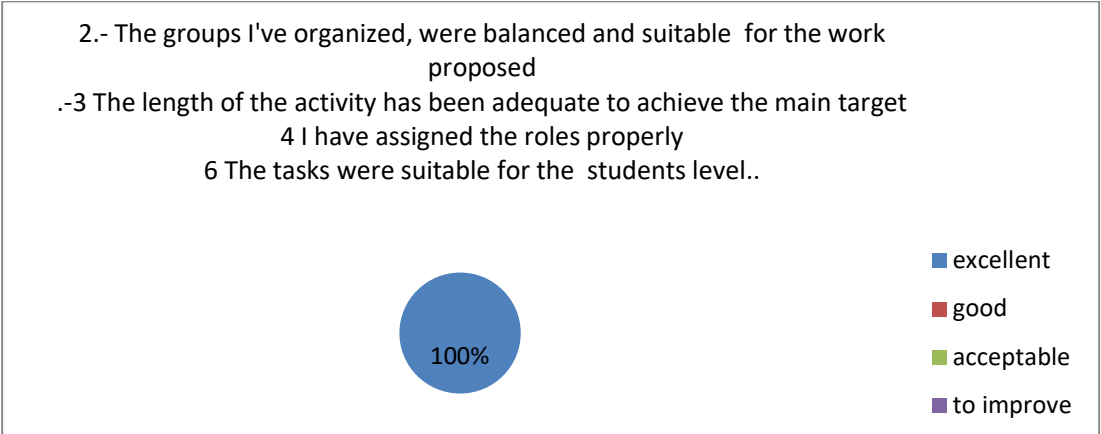
The results are summarized below.

Teacher self-evaluation - results process evaluation

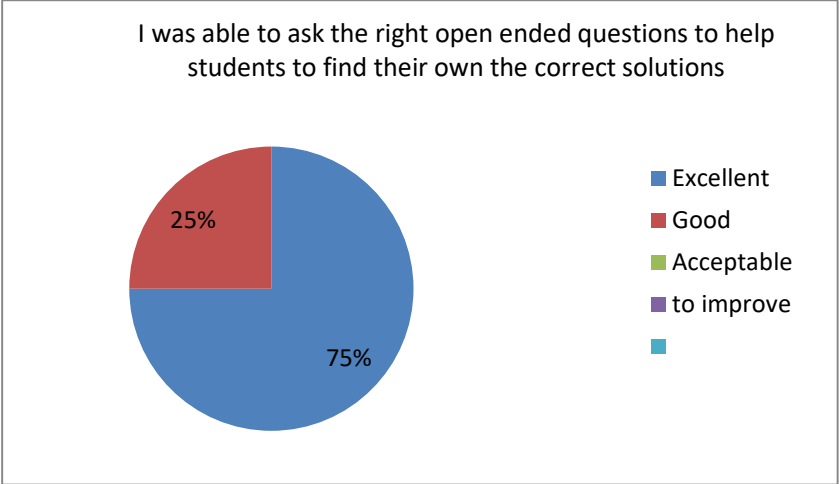
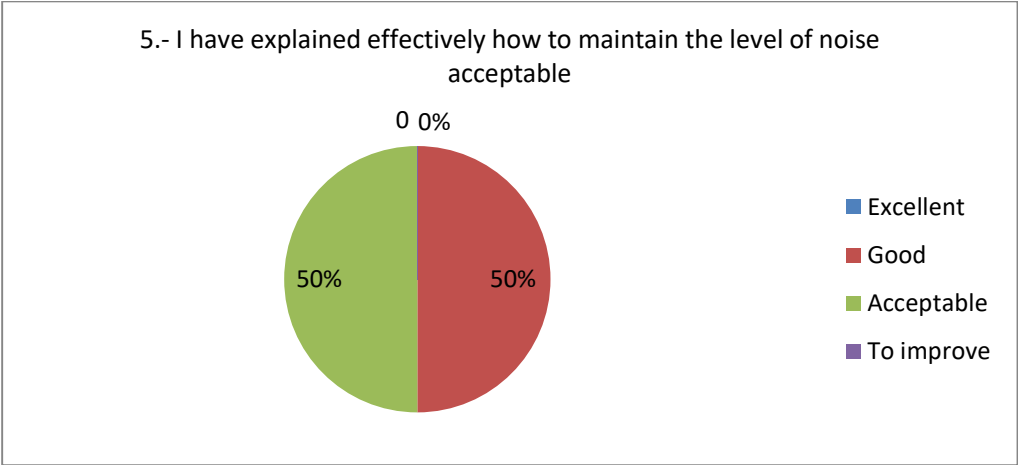
The process data indicates that the implementation of cooperative structures was carried out effectively in a good way (this item was met between 60 %-80%).



The amount of time that teachers devoted to the task as well as the organization of the working groups were perfectly adequate to achieve the main target. The assignment of roles was excellent. According to all teachers the tasks were suitable for the students level and the majority of them 75% were also able to ask the right open ended questions to help students to find their own the correct solutions perfectly.



Two teachers (50%) indicates they explained well how to maintain the level of noise while the others declare they did it in an acceptable level.



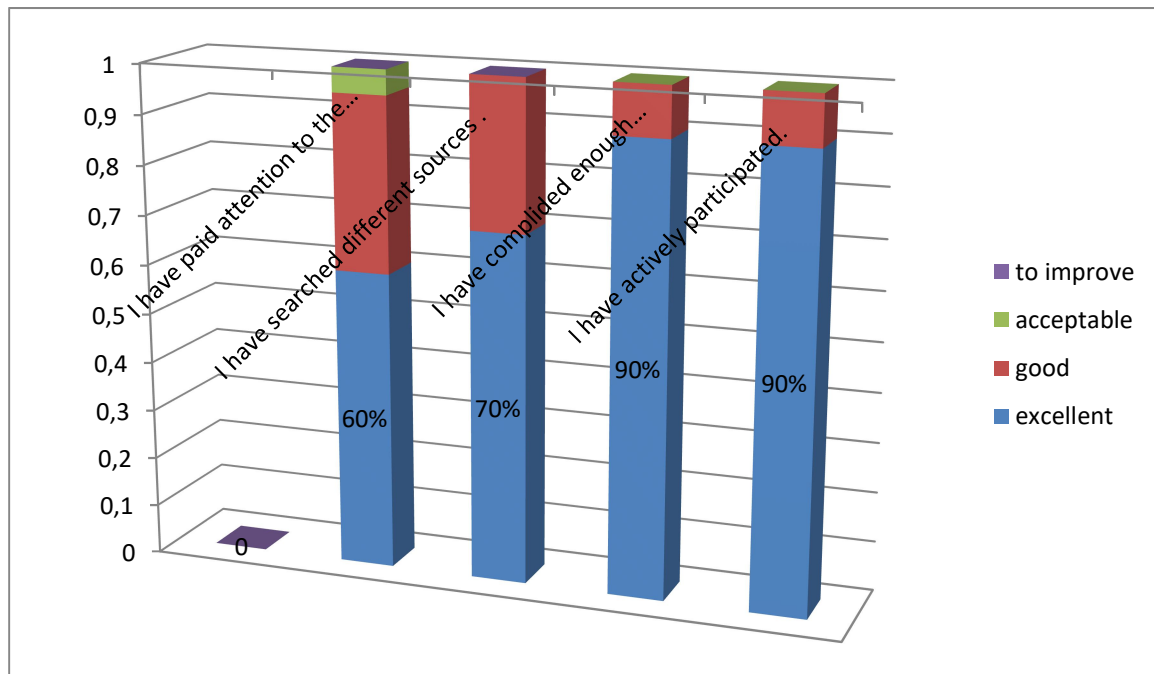
The teachers stressed the atmosphere of achievement as the most positive aspect of their work. Students worked through the assignment until all group members successfully understood and completed the task. Furthermore, the collaboration of students promoted social skills especially building responsibility and trust in achieving the goal.

Moreover, research work done by individual students outside the classroom was perceived as a very positive aspect.

The most difficult aspects stressed by teachers, was to reach all the students and help them to use their full potentials especially their skill of self-evaluation. Moreover, task management connected with presentation arrangement at the final stage brought some doubts and concern.

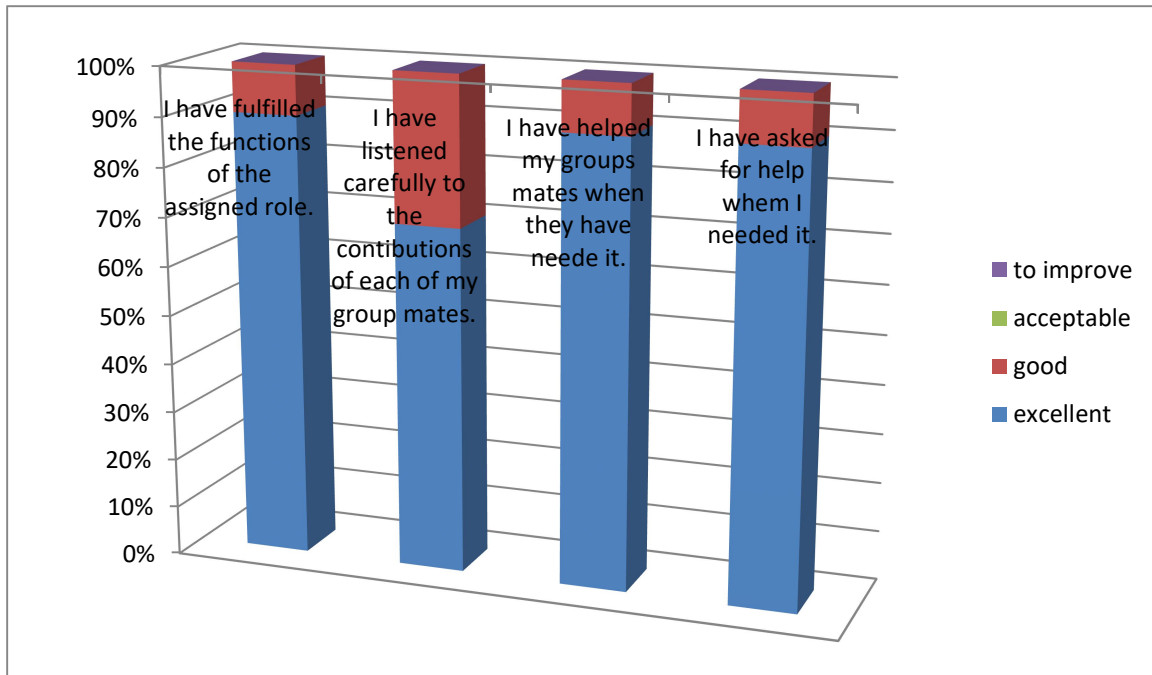
SELF-EVALUATION about group working.

48 students evaluated their efforts, contributions and participation in the activity “Trees from our environment”



According to students, most of the them , that is 43 students, 90%, perfectly participated in the activity through contributing constructive ideas, taking advantage of the time in the common part of team work. The same number of students , that is 43 students (90%) viewed their excellent effort in bringing meaningful information about the contents that were requested. The rest of students indicated this item was met in 60 % - 80%.

Some students didn't listen to the teacher's instructions carefully, 35% students claimed they did in a good way, whereas, 15 % in an acceptable way. 70% of students searched different sources and 30 % based their research on one source.



The evaluation process data indicates that majority that is 90% of students excellently fulfilled the functions of the assignment role within the common work, helped group mates and asked for help when they needed it. The rest, namely 10%, did it well.

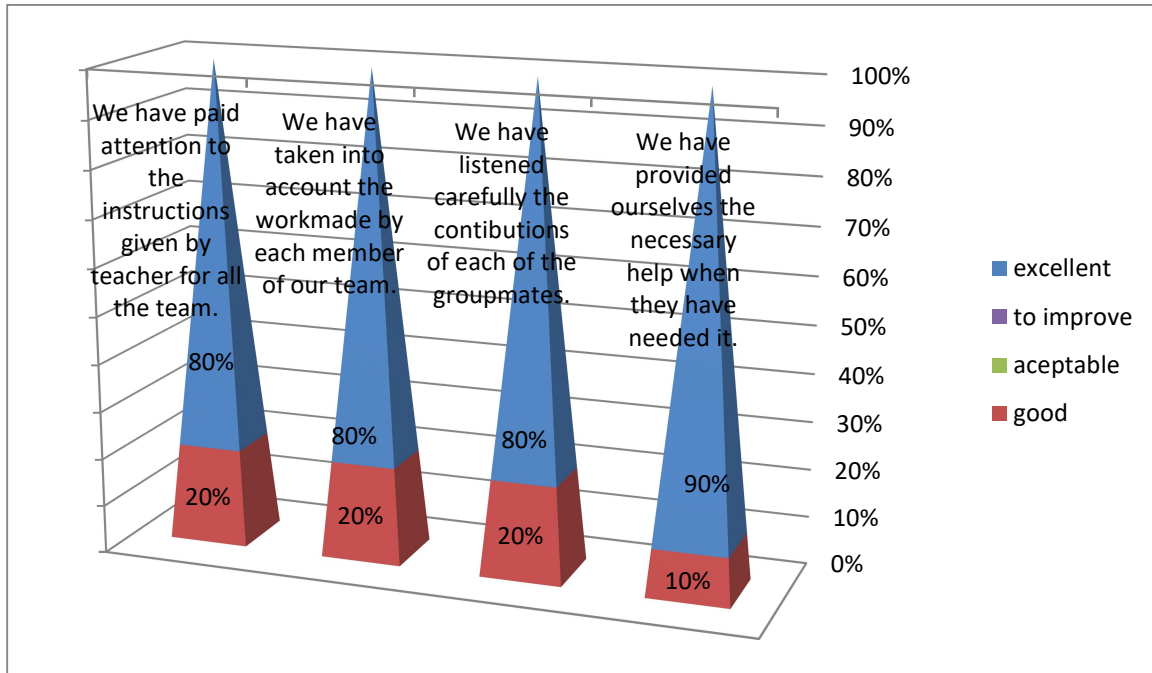
34 students (70%) always listened to the contributions of each of their group mates, whereas 14 sts (30%) often listen to the contribution of others.

The students in each group pointed out a good collaboration and assignments of roles as the things that really worked in the groups. They found a proper and suitable selection of researched materials and their connection to the content to be the most difficult part of the work. That’s why they requested some help from the groups mates. If they hadn’t done it, the outcomes of their work wouldn’t have been effective.

The activity developed their collaborative skills. They learnt that each group member’s efforts were required for a group success as every student had a unique contribution to make to the joint effort. The success is achieved through common work, effort, contribution and constructive discussion .

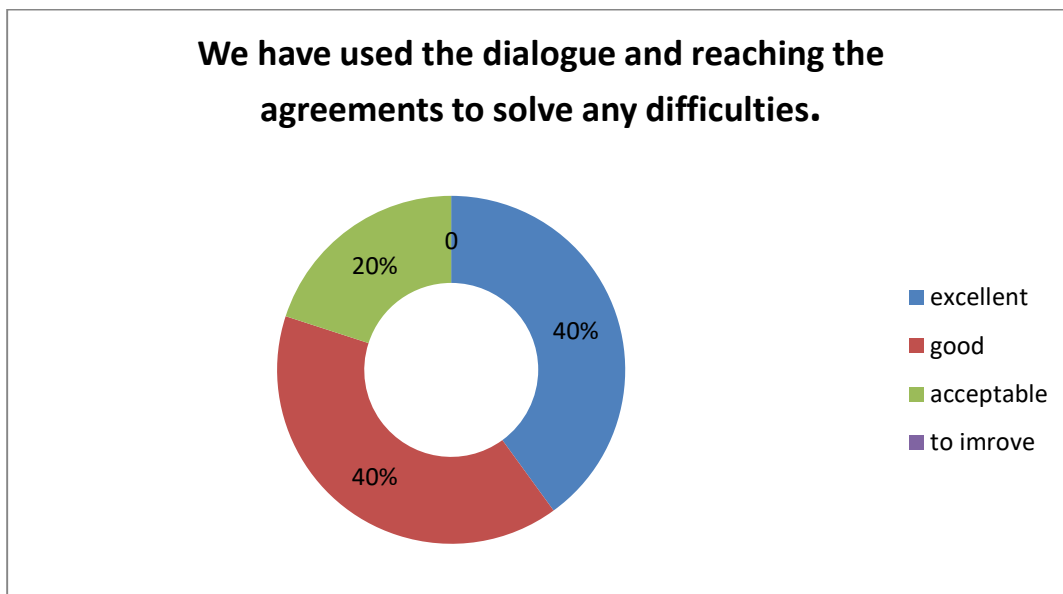
They pointed out cooperative learning can be implemented when doing revision sections in class.

TEAMWORK CO-EVALUATION

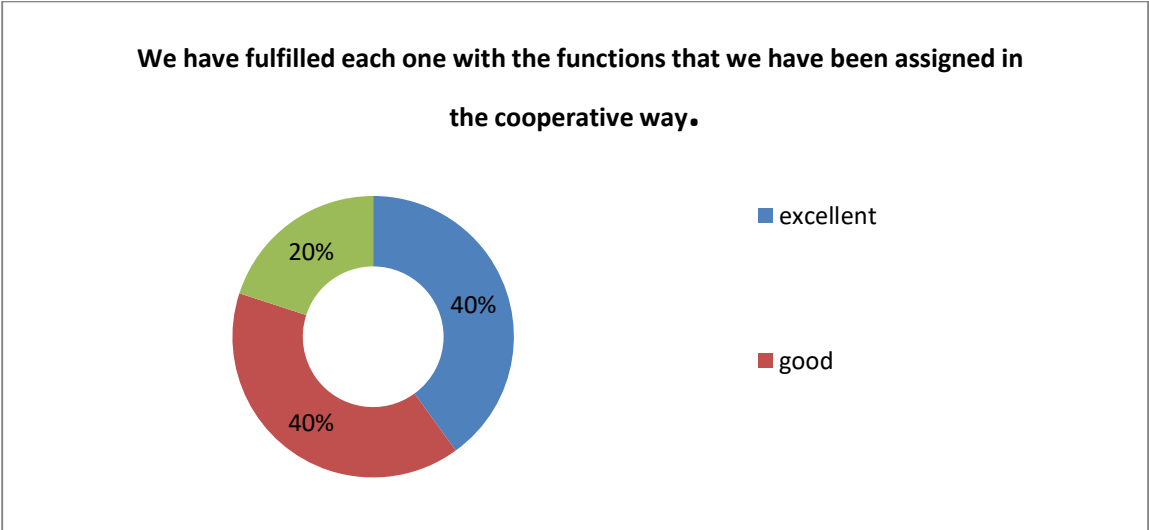


The majority of students, that is 80%, reported the excellent attention to the instructions given by teachers and contributions of the other groupmates. The rest claimed having it done well.

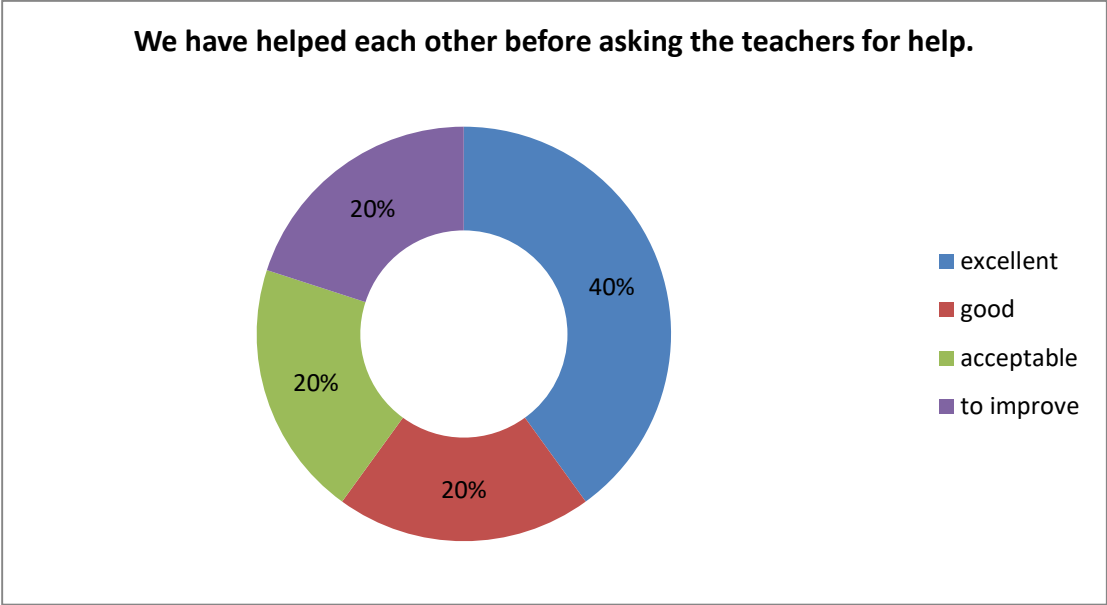
Moreover, most students - 80% declared they always took work made by other members as well we always eager to provide necessary help (90%). In view of 20% students these items were met in 60%-80%.



40% of students always used the dialogue and reaching the agreements to solve any difficulties, 40% did it often and 20% usually.



As the survey results indicate 40% of students claims an excellent fulfillment, 40% a good fulfillment and 20% an acceptable fulfillment with each other with the functions that they had been assigned in the cooperative way.



40% of students always helped one another before asking the teachers first, 20% did it often, 20% did it usually whereas 20 % seldom.

What did we like the most about working as a team?

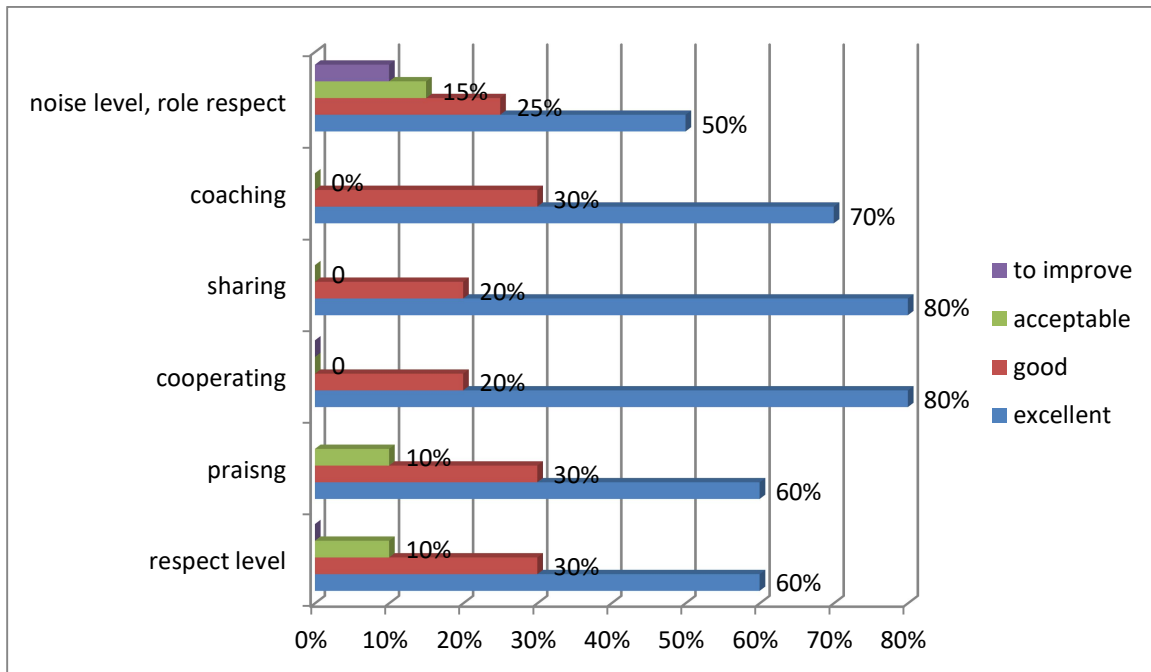
- Collaboration (common work on the activity)
- The atmosphere of the success

What has been the hardest part of working as a team:

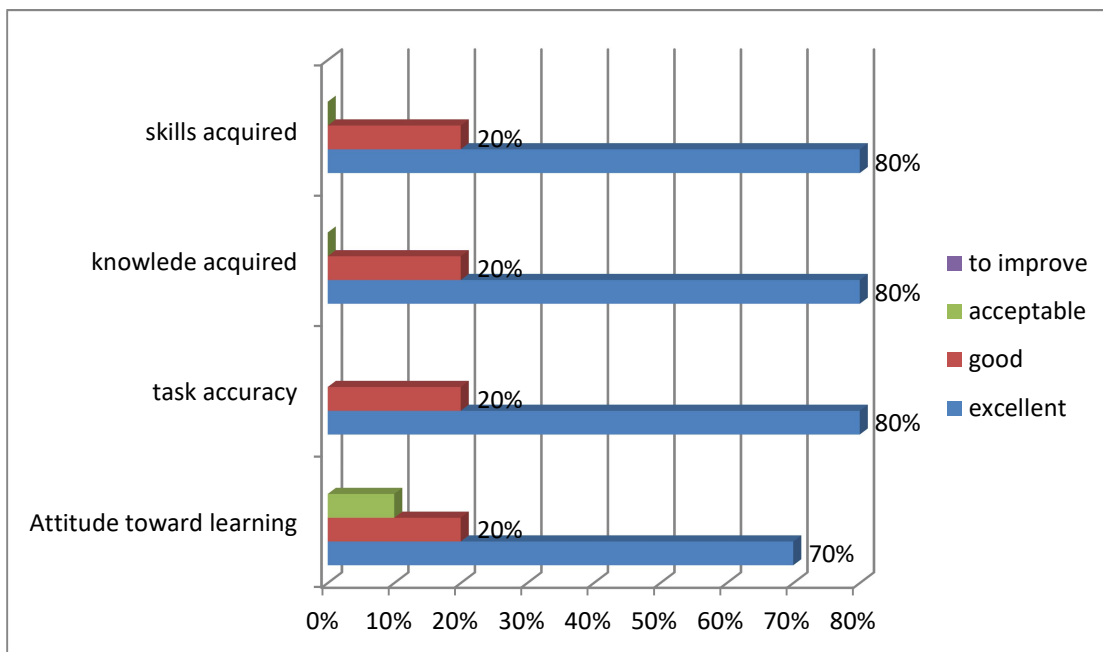
- Reaching the agreement connected with the selection of the materials

STUDENT OBSERVATION CHECKLIST-Observable Items

Group management



Achievements



Conclusion

The activity "Trees from our environment" was an opportunity for implementing of a cooperative learning in the classroom. Creating collaborative spaces aimed at developing naturalistic and language competence as well as social skills. The cooperative method used in class can be classified as "Think-pair-share" activity which involves a three step cooperative structure. During the first step individuals carried out the designed task then paired up to exchange thoughts and information. In the third steps the pair were set up in small teams and shared their knowledge and achieved the goal. The activity had also elements of project-related tasks accomplished by students individually, in pairs and groups.

The roles were distributed among team members what promoted equal contribution and build self-esteem. Collaboration of students enhanced their social skills, enabled them to make common decision and build trust in achieving the goal. Each group member's efforts were required for a group success as every student had a unique contribution to make to the joint effort. They adapt the activities to their own skills and strengths.

In regard to the group management, the observation indicates the students work on the project wasn't as effective as they declared themselves in the previous surveys. The noise level, contribution, coaching was at a lower level as compared to the students' opinions. However, in two groups a substantial amount of student off-task behaviour was observed. Some of them, that is 10% didn't complete neither their tasks nor fulfilled their cooperative role. In result, sharing was more effective than it was pointed out by students. Students helped themselves and shared their materials and idea in order to achieve the designed goal and succeed in the task. Students worked through the assignment until all group members successfully understood and completed the task.

Majority of the students, that is 80%, carried out the activity perfectly whereas the 20% completed it well. They mastered most of academic skills taught in the training. They learnt a lot about popular trees from their environment, acquired some knowledge considering creations of libretto and got to know how to make an interesting presentation. The activity enabled them to acquire naturalist and language skills.

The final step engaged students in presentation. The poems were read and librettos were shown to the classmates. The connections to the Little Prince was noticed. The character appeared in many poems as a teacher and a promoter of good habits and behavior. He pointed out a crucial role of young people who should care about the environmental issue. On the whole, the poetry can be described as environmentally friendly.

The field of improvements observed involve: noise level and role respect.