**Evaluation sheet for students**

## Erasmus+ Project: “Water Unites Us!”

## Date: April 16 – 20, 2018

## Place (Local coordinator): Lecce, ITALY

## Name of Institute: Istituto Istruzione Secondaria Superiore “E. Fermi”

**Country:**

***My evaluation of the 2ND Short Term Exchanging of Group of Pupils (STEGP) and the work done so far (March – April, 2018)***

**A) Please choose only one option.**

In the project activities in our school are involved: a) students and teachers equally **(II)**, b) mainly students **(I)**, c) mainly teachers.

**B)** Please tick the right box on the table **(X)**:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Nr** | **Categories** | **1 excellent** | **2 very good** | **3 good** | **4 acceptable** | **5 weak** |
| **1** | Cooperation among students (in our school) |  | **IIII** | **I** |  |  |
| **2** | Cooperation among students and teachers (in our school) |  | **III** | **II** |  |  |
| **3** | Cooperation among students from different countries | **II** | **II** | **I** |  |  |
| **4** | Influence of my thinking on ecofield | **I** | **II** | **II** |  |  |
| **5** | Inspiration to take part in new ecoactivities | **I** | **II** | **I** | **I** |  |

**C) Please make one or more choices.**

**C1)** **Advantage(s)** of working on the topic “Measurements of water chemical parameters” is/are:

**a)** chance to learn more for the chemistry of water, **II**

**b)** cooperation with schoolmates, **IIII**

**c)** cooperation with teachers, **II**

**d)** chance to take part/participate in school life, **III**

**e)** cooperation with other partners (ecocentres, local clubs...), **II**

**f)** understanding myself as a team member (understanding the responsibility of being a team member), **II**

**g)** link between school education and real life, **I**

**h)** link between school education and Mother nature, **II**

**i)** understanding that each of us can influence the environment, **IIII**

**j)** new skills and abilities to work with new tools, software etc., **III**

**k)** active use of computer technology,

**l)** active use of laboratory technology,**IL**

**m)** better skills in communication in English, **IIII**

**n)** better skills in communication in the mother tongue,

**o)** better skills in laboratory organs and chemical methods,**II**

**p)** understanding of own national identity, and social and cultural differences between nations, mutual enrichment in this field.**II**

**q)** other(s) (please write): ……………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

**C2)** Working on the topic “Measurements of water chemical parameters”, **we raised our interest for/became better** **at**:

**a)** searching for information from various sources (leaflets, books, Internet, magazines, ...), classifying it and using it, **III**

**b)** new vocabulary using, **IIII**

**c)** using new knowledge in other school subjects and in real life, **I**

**d)** saying and formulate ideas and opinions, **III**

**e)** work with new media (new technologies, ...) used for e.g. output production, **I**

**f)** making graphic design of photos, presentations and other materials, **II**

**g)** using the Internet for searching for information and its sorting,**I**

**h)** exchanging and sharing information with other schoolmates / participants, **II**

**i)** teamwork, **IIII**

**j)** online communication with schoolmates / partners / participants, **II**

**k)** face to face communication with schoolmates / partners / participants, **III**

**l)** water chemical parameters and their importance as useful and reliable markers of water pollution,**I**

**m)** laboratory organs and chemical methods,**II**

**n)** other(s) (please write): ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

**D)** As far as i) the 2nd STEGP work done, and ii) the work done for the project so far (March – April, 2018), are concerned, we consider the following aspects to be **negative**:

1. Not interesting activities,
2. Bad English skills of some students,
3. The Italians are speaking too much and we do not understand what they are talking about.

**E)** Other aspects/proposals which are important:

(Here you can present your detailed opinions or remarks about extra aspects/proposals that may not be mentioned):

1. The activities should be more practical.