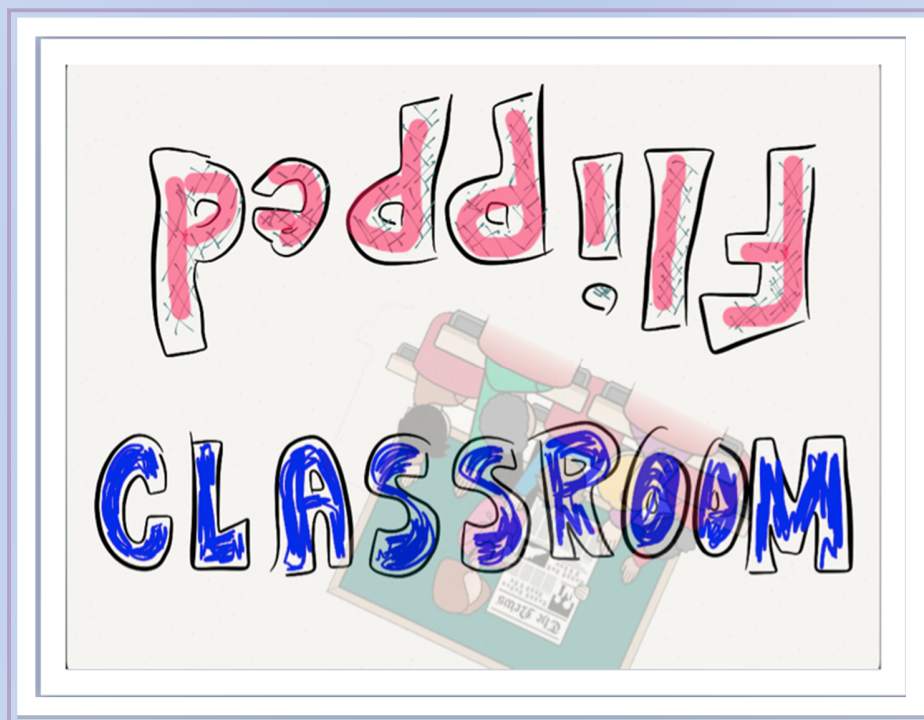


2015 –2017  
**FLwICT**  
**Erasmus+ KA2 Project**

MULTIDISCIPLINARY FLIPPED LEARNING WITH ICT  
— \* —  
**EVALUATION REPORT OF INTELLECTUAL OUTPUT 2**



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**Łódź/POLAND**



Turkey is the Main Coordinator of the Project  
Participant Schools are Lithuania, Poland, Italy, Latvia, France, Portugal, Spain

KA2 - Cooperation for Innovation and the Exchange of Good Practices  
Strategic Partnerships for Schools Only

Project Number: 2015-1-TR01-KA219-021988



In 2017 academic year, during the implementation process of Multidisciplinary Flipped Learning with ICT Project's second year, the teachers from Adam Mickiewicz Junior High School no 30 in Łódź, Poland were working on the Intellectual Output 2, namely The Portfolio Kit for Teachers.

## A few words about the Portfolio:

This novelty publication is the result of a long lasting work of teachers from Poland, Italy, France and Spain. The following collection has been designed for all the teachers who wish to know their students better and make their teaching more effective and satisfying. We know that teaching and learning is a process and so is this work. Some of the questionnaires and proposed solutions are still undergoing modifications to make it more useful and clearer in reception.

“The Portfolio Kit for Teachers” contains materials allowing to diagnose accurately each of our students systematically and analyze their individual development in each of the spheres. It also serves to help choose the forms, methods and ways of working accurately and adequately to meet students' needs so that they can achieve success in the future and become independent and fully satisfied adults.

Bulk sheets (questionnaires, student cards, passport, student evaluation of the effectiveness, observation sheets, etc.), which are materials included as points in the table of contents, are going to be our main aids to systematize information about a student. The annexes are teaching aids and materials (such as surveys, questionnaires, tests), which constitute the main source of information about a student.

After examining all these sources, we obtain the necessary information which we will keep in folders devoted to individual students. We will address the situation of the group or class, any problems affecting them, their values and priorities, we will know who our students are. Due to the provided tools (Attachments) – we will diagnose effectively the current and long-term needs and abilities of each child. Thus, we will obtain accurate guidance to work with a group, or tips what to focus or work on. Through systematic conduct and appropriate surveys, we will specify aptly and accurately the individual development of each of our children. We will define their strengths and weaknesses.

Each survey completed by a student, shows us his/her image. The quality and breadth of expression defines his/her intellectual capabilities, which brings us closer to our student. We can see what this particular student is interested in, how he/she perceives the world, how he/she changes their views, what progress he/she is making in each sphere.

By using these materials (selected whole surveys or their fragments), us, teachers receive a guidance for individual work with a child and/or their parents, to work with a group. Once the survey reveals something disturbing, we are able to react adequately. In the case of an individual student, we are even obliged to direct him to consult with a specialist.

Getting to know each of our students - individually, their functioning in a group, in the family, his/her intellectual capacity, functioning in each sphere – will certainly contribute to the improvement of the quality of our education. We will always be able to support a child adequately, and thus help him/her in their development. In addition, we will support them more accurately in the selection of further career paths, which will result in successes achieved by each of our students in the future.

Moreover, touching upon even uncomfortable or controversial topics in anonymous surveys, will help us get a general idea in the situation and outlook in the trends of young people, and can be the basis for forum discussions with the young, or the topic of one of our lessons.

## Evaluation:

At the end of May 2016, the Polish school conducted an evaluation on the collaboration and the quality of the end product. The partners from the 4 countries involved in the creation of the Portfolio received the following form:

<b>1. Preparation of the Portfolio</b>				
Please, classify the quality degree of the Portfolio, in terms of:				
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Objectives of the Portfolio are clear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
Design	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
Time frame to be covered in the portfolio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
<b>2. Portfolio content: Questionnaires</b>				
Please, classify the quality degree of the Portfolio, in terms of:				
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Diagnosis of Student Learning/skills/ issues (at school, in their families, personal)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
Portfolio permits student self-reflection on work and achievement of goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
Portfolio documents progress in students achieving standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
Portfolio illustrates student efforts, progress, achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
Portfolio develops feedback that students receive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
Portfolio develops collaboration and communication with the parents and enhances their commitment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
<b>2. Portfolio content: Questionnaires</b>				
Please, classify the quality degree of the Portfolio, in terms of:				
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

Portfolio encourages colleagues to discuss teaching issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
Portfolio leads to school/instructional improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
<b>3. Portfolio content: Lesson plans</b>				
Please, classify the quality degree of the Portfolio, in terms of:				
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Number of lesson plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
Topics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
Clarity of scenarios	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
Adaptability of scenarios	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
Outcomes can be assessed easily	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
<b>4. Portfolio content: Lesson design</b>				
Please, classify the quality degree of the Portfolio, in terms of:				
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Design of the lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
<b>5. Collaboration between partners</b>				
Please, classify the quality degree of the Portfolio, in terms of:				
	<b>YES</b>		<b>NO</b>	
All partners agree on and understand the purpose and goals of the Intellectual Output 2	<input type="checkbox"/>		<input type="checkbox"/>	
Comments:				
Meetings of the partners are at a convenient time and place	<input type="checkbox"/>		<input type="checkbox"/>	
Comments:				
Number of working sessions on the Portfolio are appropriate	<input type="checkbox"/>		<input type="checkbox"/>	
Comments:				
There are clear agendas, and clear communications among partnership members	<input type="checkbox"/>		<input type="checkbox"/>	

Comments:		
<b>5. Collaboration between partners</b>		
Please, classify the quality degree of the Portfolio, in terms of:		
	<b>YES</b>	<b>NO</b>
Everyone gets a chance to give their input and if changes are made by any partner in the assigned tasks or plans, everyone is consulted about them	<input type="checkbox"/>	<input type="checkbox"/>
Comments:		
This collaboration contributes to the teachers development:	<input type="checkbox"/>	<input type="checkbox"/>
Comments:		

The conclusions drawn from this evaluation were as follows:

- To be able to understand the Portfolio's aims and use it effectively, the authors must have worked for a long time. The same applies to other partners and prospect users who are going to implement the Portfolio.
- We need to give students, teachers and parents filling the questionnaires time to think about the process of learning and other issues covered in forms. In this way, they will address their strengths and weaknesses better.
- By having an e-book of the Portfolio we can keep a track of what progress our students are making.
- The Portfolio will trigger close teacher-student-parent interaction and will always be challenging for the communication among those three sides.
- The content provides room for teachers interaction.
- The Portfolio leads to schools' improvement because it is more adapted to students' needs and addresses those needs in the first place.
- Our open-mindedness is an asset and the collaboration is assessed at the highest level. We have all learned a lot from this interaction and got a clear insight into our teaching practices by sharing our best practices.
- We need to use more lesson plans as we need to experiment with students. Therefore, topics of the lessons should be enriched and adapted to our students.
- We need to set our objectives before implementing the Portfolio.
- Lesson design is proper for this kind of tool.
- We need to stress on more direct collaboration among the authors, mainly during project meetings.

At the end of May 2017, the evaluation form, which was prepared in order to assess the Portfolio's contents by the IO 2's coordinator (Polish school), was filled by each partner. The goal of the evaluation form is to obtain information about the quality degree of the proposed end product and its real value in the future work of teachers. Partner countries were asked the following questions:

	YES	NO
"Portfolio Kit for Teachers" contains all the information about authors and institutions involved in making it.	<input type="checkbox"/>	<input type="checkbox"/>
"Portfolio Kit for Teachers" provides the project logo and project name.	<input type="checkbox"/>	<input type="checkbox"/>
"Portfolio Kit for Teachers" has the EU disclaimer and logo.	<input type="checkbox"/>	<input type="checkbox"/>
The format is professional in appearance.	<input type="checkbox"/>	<input type="checkbox"/>
The content of "Portfolio Kit for Teachers" is well-organized.	<input type="checkbox"/>	<input type="checkbox"/>
"Portfolio Kit for Teachers" is easy to use (e.g. in terms of copying, universality, format).	<input type="checkbox"/>	<input type="checkbox"/>
"Portfolio Kit for Teachers" is easy to read (e.g. in terms of clarity, layout).	<input type="checkbox"/>	<input type="checkbox"/>
Instructions in "Portfolio Kit for Teachers" are easy to follow.	<input type="checkbox"/>	<input type="checkbox"/>
Content matches objectives.	<input type="checkbox"/>	<input type="checkbox"/>
We can add our own ideas to the existing tools from "Portfolio Kit for Teachers".	<input type="checkbox"/>	<input type="checkbox"/>
"Portfolio Kit for Teachers" challenged you and made you think.	<input type="checkbox"/>	<input type="checkbox"/>
Did "Portfolio Kit for Teachers" provide additional links or sources for further study?	<input type="checkbox"/>	<input type="checkbox"/>
"Portfolio Kit for Teachers" provides enough tools for each section.	<input type="checkbox"/>	<input type="checkbox"/>
Are the graphics interesting and colourful enough?	<input type="checkbox"/>	<input type="checkbox"/>
Are there enough lesson scenarios?	<input type="checkbox"/>	<input type="checkbox"/>
"Portfolio Kit for Teachers" has multimedia capabilities.	<input type="checkbox"/>	<input type="checkbox"/>
Would you like to use "Portfolio Kit for Teachers" in your work as a teacher?	<input type="checkbox"/>	<input type="checkbox"/>
Would you recommend "Portfolio Kit for Teachers" to other teachers?	<input type="checkbox"/>	<input type="checkbox"/>

All the 8 partner countries answered YES to all the questions and therefore proved that the work of 4 partners: Poland, Italy, Spain and France over the Portfolio's content was worthwhile and a real European Added Value.

Apart from this, the French team has implemented the Portfolio in France in the second year of the project. They started implementing the Portfolio in January, the students worked with the French coordinator, Mrs Sarah El Bouh and a career counselor. They worked on their tastes and what they disliked and the teachers tried to tune into students' choices. The students then presented their study paths and also possible career paths. In March, the French students had a two session workshop with two

studies/career counselors. The workshop was entitled: meaning of life (How do the challenges we meet affect our personalities and choices and how do they affect our life?). The two counselors provided pictures, the students had to choose the ones they liked and then spoke about them to the rest of the group. They spoke about their dreams, fears, etc. The second session was devoted to choosing quotes that best sum up what they think about them and their life. Students could choose from the ones provided or from their own, the students then talked freely about what may lead them to success starting from considering that IT is possible. In May, a neuro-psychiatrist gave a two periods session about how the brain/psyche work and how they can learn to see themselves positively and build confidence in who they are. According to the French teachers, it was very enriching experience.

## To sum up:

The Portfolio was created under the auspices of the Polish school, which was the coordinating institution, with the cooperation of the schools from Spain, France and Italy. The main coordinator of the project, the Turkish school was monitoring the whole process of creating and implementing the Portfolio. Our cooperation was systematic, engaging and conducted with passion and its result is the Portfolio itself with an included CD, which contains the digital version of the Portfolio and some video instructions, which are the best example of the “flipped learning” method that our project is promoting. Using this method during the implementation of the Portfolio in your own work is in our opinion most adequate. Interestingly enough, we also used this method to instruct our partners in their work over the Portfolio.

Moreover, we would like to mention the fact that the Portfolio received the ISBN numbers: different for Polish and English versions of this publication. And we officially published our Portfolio in Poland on 8th April 2017.

So far, we have disseminated the Intellectual Output:

- At the international online symposium and competition „My Dear Teacher” organised by a school from Baia Mare, Romania, May 2016 and May 2017.
- At the meeting in Poland , September 2016.
- At the meeting in Turkey – Multiplier Event, May 2017.
- After the end of the project during Erasmus + conferences, teachers’ meetings and among over 20 educational institutions in Poland.
- On project website (<http://flippedlearning.wixsite.com/home>), on Facebook project group (<https://www.facebook.com/groups/1688554501358153/>), on Facebook page of SENnet: Special Educational Needs (Network <https://www.facebook.com/groups/SENnetwork/?ref=bookmarks>), at a SENnet meeting in Brussels in 2017.
- We are planning to disseminate the Intellectual Output 2 in the EST database at the end of the project cycle.