

**EVALUATION OF THE SECOND MOBILITY**  
**“TOTALLY MATHS”**  
**Marbella, March 2022**

After the first mobility of our project in Belgium, teachers had a meeting to look for strong and weak points, to try to improve the next mobility and the results and activities of the project.

<b>Detected in Belgium</b>	<b>Applied in Spain</b>
<p>* During and even more in between the activities it was hard to mix the students. In small groups students were alone, they only did what was expected but as quick as possible they returned to a safe group. A solution might be to form groups with fewer nationalities in the group and 3 (some 2) students per country.</p>	<p>In this mobility, international work groups have been formed with the 30 participating students, made up of a maximum of 5 students in each group, with 1, 2 or 3 nationalities in each group.  The general feeling is that the students have mixed well, have interacted a lot and have felt more comfortable outside their comfort zone.</p>
<p>* Sport activities on the first day could improve the mixing of students as well. When games are involved, the students show more activity and interest.</p>	<p>On the first day of school, a teambuilding activity was carried out consisting of sports and popular games from the region. We believe that the result was good, as the students were relaxed and showed interest.</p>

<p>*Lessons should be done in a real classroom. In Belgium all happened in a "main" room, and students kept using their phones, not all showed interest in the work of other students. Moving to another room would help.</p>	<p>The classes that the Belgian and Irish students taught took place in a real class before students from the host school and not participants in the mobilities. The immersion in these classrooms had a very satisfactory result.</p>
<p>*Reduce the use of phones.</p>	<p>The use of mobile phones in this mobility has been reduced practically 100% only to the moments in which its use was necessary for scavenger hunts, evaluations, or virtual breakout.</p>
<p>*Each and all of them should speak in front of the audience during a presentation, not only one or two.</p>	<p>In each of the classes, presentations and exhibitions all the students of each of the groups have taken part, which has made each of the activities more dynamic and, of course, more participatory.</p>
<p>*A task for the next meeting: to let them create a presentation in international groups "Maths and ...IT", " Maths and... Sports ", " Maths and... Art", and so on. To work in groups during the meeting and expose it in front of the rest as a presentation. One hour to prepare all the presentations and another one to present it.</p>	<p>We have not carried out this activity.</p>

\*Students could attend lessons in the visiting school (Maths or English lessons) with a previously designed questionnaire to acquire consciousness of differences between their usual lessons and the ones happening in another school system.

In this mobility, the students have visited several classes of different subjects (mathematics, English, music, history, philosophy,...) in order to find similarities and differences between the different educational systems. The activity has been very interesting and motivating for both the visiting students and the host students. However, the questionnaire has not been carried out.

Reflections to take into account in the next mobility:

- For the next mobility, in Ireland, it would be very positive to maintain the improvements that have turned out well and implement a pending one to carry out, such as the reflection on the comparison of the different educational systems.
- We believe that the work on the project blog was more fruitful in this mobility, since it was done through work groups and in an organized way within working hours, instead of as an activity to be carried out randomly and constantly throughout the week.
- The maths department meeting was fruitful and interesting. It helped every assisting teacher to be aware of our own reality and of some other possible methods to work and use in our classrooms. However, it is evident that it was not as dynamic and useful as the meeting held in the first mobility due to the serious communication problems in English of some of the members of the mathematics department of the host school.

- It would be very interesting to carry out the questionnaire about the different characteristics of the educational systems of the participating schools, after visiting the classes.
- Once the teachers participating in the mobility met, we decided that it would be a good idea to have a students debate about the characteristics in the different educational systems, as well as about the different procedures for accessing university.