

## Report on: Student's Evaluation of C4 Meeting

This meeting took place at **Mersinli Mesleki ve Teknik Anadolu Lisesi** in Izmir, Turkey from February 24<sup>th</sup> to 28<sup>th</sup> 2020 and focused on the project issues **Folklore, Entertainment and Cuisine**. The total number of guest participants in this meeting was only 8 (4 Greek and 4 Italian students, students from Spain, Germany and the Czech Republic were not allowed to travel because of the unstable political situation between Turkey and Syria) and there were also 8 local participants. However, the total number of respondents, i.e. students who evaluated this meeting is 14, as there were 2 local participants missing from the evaluation session. The students evaluated the meeting by filling-out a questionnaire addressing the project activities. The ten questions in the questionnaire provided several options in checkboxes among which students could select more than one for better explaining the benefits they drew from each presentation and activity at this meeting. They could also add their own formulation, if they wished so.

### Evaluation of the presentations and activities of this meeting

**Q1** requires students to reflect on the ways in which they benefited from learning Turkish.

**The top two options selected by the half of the students (50%) were first that they learnt a couple of words and expressions in Turkish and that they enjoyed some of the parts of the session, particularly playing games and singing songs (50%). Four respondents (28,6%) discovered the common roots of many European words.**

**Q2** requires students to reflect on the ways in which they benefited from the presentations of the partner schools.

**10 out of 14 participants (71,4%) stated that they understood why there are cultural similarities between the partner countries. 8 participants (57,1%) realized which of the project countries' cultures have more things in common, specifically Turkey and Greece, Italy and Spain, Germany and the Czech Republic. Let it be noted that the partners who were not physically present at the meeting sent us their presentations which we displayed and took into consideration, too .**

**Q3** requires students to reflect on the ways in which they benefited from preparing and researching into their presentations.

**7 of the participants (50%) answered that they developed their communicative skills in English, 6 stated (42,9%) that they developed both their creative and cooperation skills, and 5 answered (35,7%) that they developed their critical thinking skills.**

**Q4** requires students to reflect on the ways in which they benefited from making their presentations.

**9 of the participants (64,3%) stated that they developed their public speaking skills, 8 of the participants (57,1%) answered that they developed their speaking skills in English.**

**Q5** requires students to reflect on the ways in which they benefited from sightseeing in the city of Izmir.

The impressions of the students are divided between discovering similarities with their own cities / towns (9, i.e. 64,3%) and discovering new things (9, i.e. 64,3%). Therefore, they were able to realise which cultural aspects are common and which are not.

**Q6** requires students to reflect on the ways in which they benefited from the visit to Ephesus. 9 of the participants (64,3%) admired the archeological exhibits and realized the importance of preserving and sustaining cultural heritage. 7 of the participants (50%) also realized the intercultural aspects, how much our ancient cultural heritage is the same.

**Q7** requires students to reflect on the ways in which they benefited from the visits to village market Köy and in Sirince.

7 of the participants (50%) stated that they either understood the notion “sustainability” a bit more profoundly than before with concrete examples or realized the entrepreneurial potential of sustainability.

**Q8** requires students to reflect on the ways in which they benefited from working in international teams on the common products.

9 of the participants (64,3%) stated that they developed their communication and negotiation skills in English. 8 of the participants (57,1%) answered that they generally developed their thinking skills. 6 of the participants (42,9%) reflected on the intercultural aspects and developed a more precise idea of their common cultural heritage.

**Q9** requires students to reflect on the ways in which they benefited from playing street games together.

The answers of the participants show many different preferences in this part of the project: 4 of the participants (28,6%) stressed the fact that they enjoyed playing with their peers from other countries. 5 of the participants (35,7%) stated that they have further developed their communication skills in English. 6 of the participants (42,9%) learnt new games, 5 of the participants (35,7%) shared their games. Also 5 of the participants (35,7%) answered that they realized the common, i.e. intercultural aspects of the games.

**Q10** requires students to reflect on the ways in which they benefited from cooking and eating together.

One of the highlights of this meeting was common cooking and eating traditional meals from each partner country. So most of the participants, 10 (71,4%), enjoyed the experience. 9 of the participants (64,3%) benefited from the challenge and stated they developed their creativity. 6 of the participants (42,9%) appreciated new cuisines and 5 of the participants (35,7%) answered that they realized their cooking potential. Only 4 of the participants (28,6) realized the entrepreneurial potential of catering and stated that they developed their communication skills in English.