

Report on: Students' Evaluation of C2 Meeting

This meeting took place at Colegio Concentrado Tores Salinas in Murcia, Spain from February 18 to 22, 2019 and focused on the project issues **Renewable Energy and Sustainable Tourism**. The total number of guest participants in this meeting was 21 (6 from Greece, 5 from Germany, 2 from Turkey, 4 from Italy and 4 from the Czech Republic) and there were also 18 local participants out of which 14 responded to the evaluation questionnaire. The Czech team departed earlier so the 4 Czech students did not participate in the evaluation. Therefore, the total number of respondents, i.e. students who evaluated this meeting is 31. They answered a set of "How far ... " questions seeking answers on a Linear scale from 1 to 4. These aimed at eliciting the degree to which the project goals and meeting objectives were achieved. There were also questions providing options in checkboxes to reveal the ways in which the goals and objectives were achieved.

Questions 1-13 are about the meeting as a whole, questions 14-16 concern the presentations made at this meeting and questions 17-20 focus on each of the meeting activities separately.

Evaluation of the meeting as a whole

Q 1 seeks after the degree to which students felt that this meeting helped them realise their European identity; which is a macro-goal and priority of this project.

Over half of the students (58, 1%) felt that this meeting did help them become better aware of their European identity to a great extent while about a quarter (25, 8%) felt that this was achieved to a fairly good extent. This being one of the priorities of our project we find the students' responses quite encouraging. Besides, the percentages of favourable responses to the issue of the European identity are slightly increased compared to the ones referring to the first meeting.

Qs 2 -5 refer to the objectives of this particular meeting.

Q 2 concerns the degree to which students were able to realise the significance of Renewable Energy forms.

Renewable Energy being a fundamental aspect of sustainability, one of the main objectives of this meeting was to help raise our students' awareness of RES and their significance in the context of the energy crisis. We found out that barely over half of them (51, 6%) did assess the matter as quite significant while only 25, 8% considered it to be really significant. What is worse, a relatively high percentage of 22, 6 % thought RES to be marginally significant. The low achievement of this objective is hardly explicable considering the depth and the extent to which the issue had been dealt with at each school. Perhaps these responses had better be juxtaposed to the responses to Q 14 below to realise that they were obviously superficially given.

Q 3 focuses on the added value of this meeting as to the students' awareness of Sustainable Tourism

Another important objective of this meeting was to foster our students' awareness of Sustainable Tourism and its significance in the context of both environmental and cultural sustainability. Their responses to this evaluation question were slightly more encouraging than to the previous question since almost half of them answered that they did so to a great extent and 3 out of 10 did so to a satisfactory extent. Nevertheless, there was a 20% of the

respondents who still failed to realise the importance of Sustainable Tourism despite the preparation made with worksheets on Sustainable Tourism and designing mind maps of Sustainable vs. UnSustainable Tourism.

Qs 4 and 5 are about entrepreneurship which is another project priority and macro-goal.

Q 4 refers to the students' awareness of the entrepreneurial potential of Renewable Energy through this meeting.

When it comes to the entrepreneurial potential of Renewable Energy applications, our students' responses suggest that only 6 out of 10 were able to appreciate it to a quite satisfactory extent while just 13% did so to a great extent. 22% did so only marginally which leaves us with much room for improvement in this area, too, although the responses to Q 15 below contradict this finding in favour of entrepreneurship in RES.

Q 5 concerns the students' awareness of the entrepreneurial potential of Sustainable Tourism and how far this was increased through this meeting.

Tourism was the scope of this meeting in its sustainable forms while one of the main tasks for each school team was to design sustainable holiday plans for the other teams in the context of virtual entrepreneurship. Nevertheless, we were surprised to see that the entrepreneurial potential of Sustainable Tourism was fully appreciated by only 3 in 10 of the students who participated in this meeting and barely 4 in 10 respondents (38, 7%) were able to appreciate it to a satisfactory extent while the remaining 30% of them hardly did so. These percentages lie far from our expectations and call for reflection.

Qs 6-13 address macro-goals and macro-skills that this project aims at.

Q 6 is about the degree to which our students felt that their evaluation skills have been further developed through this meeting.

Evaluation is a critical thinking skill that needs practice to develop through the educational process. It has been an aspiration of this project to promote it as a key competency. Due to the tight timetable of the first meeting, the evaluation activity could not be carried out at the meeting whereby students could be given guidance. This is why it was postponed for a later time and was not included in the evaluation of the first meeting.

The second meeting allowed the plenum of students the time to evaluate its processes and products at the closure of the meeting. Not only at that moment but also after the presentations on the meeting key issues there was evaluation of the solar car models and the sustainable holiday plans. What is more, the evaluation of this meeting was not only carried out by this questionnaire whose findings are being reported here but also qualitatively in a really creative way with the students writing descriptive comments on a poster.

Nevertheless, their responses are not really encouraging. Barely 4 in 10 (38, 7%) reported having their evaluation skills fostered to a great extent by this meeting. Slightly over 2 in 10 (22, 6%) were quite satisfied by the meeting's contribution to their evaluation skills and a significant percentage (35, 5%) noticed just a marginal improvement. We assume that the low percentages can be attributed to the students' lack of concentration or proper comprehension of the question.

Q 7 regards the contribution of this meeting to developing the students' critical thinking skills.

Another set of macro-skills we have been aiming at is critical thinking skills.

Astonishingly, It was found out that the participants in this meeting felt their thinking skills to have been greatly fostered only by 32, 3% - a very poor outcome compared to the percentage of the first meeting which was double (60%) and to have been satisfactorily fostered by about half of them (51, 6%). Considering that the activities of this meeting were actually far more demanding in terms of thinking skills than those of the first one, we may only attribute this low score to the respondents' answering superficially upon no serious reflection. Perhaps our students need to be further helped to conceptualise what critical thinking entails.

Q 8 concerns the students' creativity and how far they felt that this meeting helped them to develop it further.

A major key competency is creativity at which we had targeted through activities involving not only the production of multi-modal texts for presentation but also the solar car models and the holiday plans and brochures. This meeting was felt to have greatly contributed to this goal by over 6 in 10 respondents and quite satisfactorily by 2 in 10 respondents while only 16, 1% thought this goal was only marginally achieved.

Q 9 asks students to reflect on this meeting's contribution to the development of their interpersonal skills of cooperation and negotiation within their school teams to create and present the products of this meeting.

Another key competence is cooperation in teams which requires interpersonal skills of presentation, negotiation and communication. It was found out that this meeting was felt to have helped our students develop these macro-skills with almost 6 in 10 students (58, 1%) deeming this progress made at the meeting as great and another 3 in 10 students (32,3%) as quite satisfactory.

Q 10 asks students to reflect on this meeting's contribution to the development of their interpersonal skills of cooperation and negotiation with members of the other school teams to create the common products of this meeting.

Encouragingly, it was found out that this meeting was felt to have fostered our students' communication skills with students in international teams to a great extent by 54, 8% and to a quite satisfactory extent by 25, 8%. Let it be noted that these figures represent a slight increase to this respect since the last meeting.

Q 11 address the promotion of the students' digital skills through this meeting.

Another crucial set of macro-skills are digital skills whose promotion our project aims at in the wider context of key competencies. It was felt by our students that this meeting helped them further develop their digital skills only moderately with a quarter of them considering this development to be great and another quarter considering it satisfactory while about 25% thought of it as just marginal and another quarter having hardly noticed any difference. The low achievement of this goal might be attributed to the lack of concentration and seriousness at responding to this question since the products of this meeting (videos of building a solar car, videos of the meeting activities, the slides presentations and the holiday brochures) exhibit an amazing level of digital skills.

Q 12 is about the familiarisation of students with the culture of the hosting school.

Becoming better acquainted with the host culture is a macro goal of this project among the priorities of which it is to foster the awareness of the European heritage. This meeting has been slightly more successful than the previous one with almost 6 in 10 students reporting that they have been greatly helped to achieve this goal and over 3 in 10 stating that they have done so quite satisfactorily.

Q 13 seeks to assess the students' self-evaluation of the enhancement of their foreign language skills, i.e. communicative competence in English.

Foreign language communicative competence is a key competence our project has been aiming at. According to their responses, a significant proportion of the students (64, 5%) felt very satisfied and three in ten felt quite satisfied with the increase in their communicative competence through this meeting.

Evaluation of the presentations made at this meeting

Qs 14-20 are questions providing several options in checkboxes among which students could select more than one to better explain the benefits they drew from each presentation and activity at this meeting. They could also add their own formulation, if they wished so.

Q 14 requires students to reflect on the ways in which they benefited from the presentations on Renewable Energy.

The top two options selected by most of the students were first that the presentations helped them better understand what Renewable Energy is (67, 7%) and next that that they realised why it should be used instead conventional energy (64, 5%). Nearly half of them (45, 2%) appreciated the information about the share of RES in each of the project countries' energy production and more than 4 in 10 realised the urgency of switching to RES (42%). It goes without saying that these responses clearly contradict the ones to Q 2 above.

Q 15 requires students to reflect on the ways in which they benefited from constructing and presenting their solar cars.

A strikingly high percentage of 77, 4% of the respondents understood exactly how solar energy works; which further reinforces the hypothesis that the meeting objective to promote a deeper understanding of Renewable Energy was actually achieved to a great extent. Interestingly, 32, 3% stated that they would definitely opt for a solar car when they start to drive in the near future; which means a change in their attitudes favourable to Renewable Energy and almost 3 in 10 would consider starting a business in RES (more than double than the percentage of those who said that they appreciated the entrepreneurial potential of RES in Q 4 above)

Q 16 requires students to reflect on the ways in which they benefited from designing and presenting their sustainable holiday plans.

Almost 6 in 10 students responded that they have realised how their holiday preferences affect the environment and the culture of their holiday destination. Over half of them have better understood the notion of Sustainable Tourism and 1 in 3 consider it likely to develop an entrepreneurial scheme in this field. Compared to the responses given to Qs 3 and 5 above, these findings are a little more encouraging.

Q 17 requires students to reflect on the ways in which they benefited from designing the leaflets and holiday brochures.

About half of the respondents reported having their critical thinking skills (54, 8%) and their creativity (45%) enhanced through their involvement in this activity while 4 in 10 appreciated the cooperation and communication in international teams to create the leaflets.

Evaluation of the workshops and activities of this meeting

Q 18 asks students how they benefited from their participation in the Escape Room activity.

On the first day of the meeting, following to the presentations, our students participated in a scenario-based activity simulating the end of the world due to an environmental catastrophe. Survival depended on team work and thinking skills. Slightly over half of them stated that they benefited from this activity because they practiced problem-solving and communication skills of cooperation and negotiation while 35, 5% stated that they appreciated having to produce sustainable solutions, that is reflect on sustainability and apply theoretical knowledge.

Q 19 requires them to select the best options in order to explain how they believe that they benefited from the tour to Cartagena.

Within the scope of the meeting, the second day was dedicated to visiting the historical archeological sites in Cartagena where they combined sightseeing with sustainable tourism practices. The vast majority opted for the opportunity to see important natural and cultural landmarks but no one added an option pointing to their touristic exploitation.

Q 20 requests them to choose the ways in which they benefited from the field trip to Sierra Espuña.

The fourth project day was dedicated to a field trip to the Regional Park of the **Sierra Espuña** mountains, in the southern Spanish region; a natural landmark sporting excellent sustainable practices such as reforestation and sustainable tourism practices such as mountain biking. The students appreciated the opportunity to see sustainability applied in practice (55%) and admired the natural beauty of the region.