

Report on: Students' Evaluation of C3 Meeting

This meeting took place at 3 GENIKO LYKEIO NEAS FILADELFEIAS in Athens, Greece from May 6 to 10, 2019 and focused on the project issues **Language, Music and Migration**. The total number of guest participants in this meeting was 21 (5 from Germany, 3 from Turkey, 4 from Italy, 4 from Spain and 5 from the Czech Republic) and there were also 18 local participants. Therefore, the total number of respondents, i.e. students who evaluated this meeting is 39. 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 1-12 are about the meeting as a whole, questions 13-22 concern the presentations and the meeting activities.

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.

Only 4 in 10 the students (42, 1%) felt that this meeting did help them become better aware of their European identity to a great extent while half of them (50%) 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.

Qs 2 -4 refer to the objectives of this particular meeting.

Q 2 concerns the degree to which students were able to realise the common cultural heritage among our countries.

Cultural heritage being a fundamental aspect of our project, one of the main objectives of this meeting was to help raise our students' awareness it and to reflect on ways of sustaining it. We found out that over half of them (55, 3%) were able to realise how much of it we have in common while over one third (36, 8%) did so to a satisfactory extent. This is a good start to intercultural awareness and cultural sustainability.

Q 3 focuses on the contribution of this meeting to our students' awareness of the role of migration in cultural interaction.

Another important objective of this meeting was to foster our students' awareness of the role of migration in cultural interaction. Despite having worked on our ancestors' migration paths across our six countries to establish the paths of cultural interaction, only 34, 2% of our students responded that they were able to realise the significance of migration in culture to a great extent but if we add to this percentage that of those who responded that they did so to a fairly good extent (55, 3%) we reach a really encouraging percentage for the achievement. What is more, their responses to question 15 below indicate that this objective was actually achieved to a satisfactory extent.

Q 4 refers to the students' awareness of the entrepreneurial potential of Foreign Language Teaching through this meeting.

When it comes to the entrepreneurial potential of Foreign Language Teaching, our students' responses suggest that only 4 out of 10 were able to appreciate it to a quite satisfactory

extent while just 3 in 10 did so to a great extent. 23, 1% did so only marginally which leaves us with some room for improvement in this area by researching into the financial aspects of it.

Qs 5-12 address macro-goals and macro-skills that this project aims at.

Q 5 is about the degree to which our students felt that their evaluation skills have been further developed through this meeting.

The responses are quite encouraging compared with those concerning the previous meeting. Over 4 in 10 (42, 1%) reported having their evaluation skills fostered to a great extent by this meeting. Slightly over 4 in 10 (42, 1%) were quite satisfied by the meeting's contribution to their evaluation skills. We assume that the higher percentages can be attributed to the students' better familiarisation with the process of evaluation.

Q 6 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.

It was found out that the participants in this meeting felt their thinking skills to have been greatly fostered only by 47, 4% - a quite positive outcome compared while 39, 5% did so to a satisfactory extent.

Q 7 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 peer- group design and performance of language courses but also through the artistic expression of our common cultural heritage on canvas and the reproduction of representative music and songs. This meeting was felt to have greatly contributed to this goal by over 4 in 10 respondents and quite satisfactorily by 3 in 10 respondents; which is quite positive.

Q 8 asks students to reflect on this meeting's contribution to the development of their interpersonal skills of communication.

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 over 6 in 10 students (63, 2%) deeming this progress made at the meeting as great and a little less than 3 in 10 students (26,3%) as quite satisfactory.

Q 9 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 47, 4% and to a quite satisfactory extent by 42, 1%. Let it be noted that these figures represent a slight increase to this respect since the last meeting.

Q 10 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 only 18,4% of them considering this development to be great and a little over a quarter considering it satisfactory while 44, 7% thought of it as just marginal. The low achievement of this goal might be attributed to the limited number of tasks requiring digital skills for this meeting.

Q 11 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 over 6 in 10 students reporting that they have been greatly helped to achieve this goal and about 3 in 10 stating that they have done so quite satisfactorily.

Q 12 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 (68, 4%) felt very satisfied and over two in ten felt quite satisfied with the increase in their communicative competence through this meeting. This is of course due to the foreign language teaching task as well as to the closer contact among the participants.

Evaluation of the presentations and activities of this meeting

Qs 13-22 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 13 requires students to reflect on the ways in which they benefited from the learning one or more of the project languages.

The top two options selected by most of the students were first that they discovered the common roots of many European words (71, 1%) and next that that they learnt a couple of words and expressions in the foreign languages (65, 8%). Nearly half of them (44, 7%) appreciated the enjoyable teaching-learning activities of this innovative methodology used.

Q 14 requires students to reflect on the ways in which they benefited from designing and carrying out the peer-teaching language courses.

The highest percentage (55, 6%) of the respondents stated that it was "more fun than usual" and about 4 in 10 appreciated the fact that they got acquainted with a new teaching style. Interestingly, 37% stated that they were able to understand the basics of teaching; which is indicative of the achievement of the entrepreneurial objective of this activity.

Q 15 requires students to reflect on the ways in which they benefited from the other teams' presentations of their ancestors' migration paths.

Almost 7 in 10 students responded that they have realised why European have been migrating within Europe. Over 6 in 10 have better understood which European countries

their ancestors have migrated to and why. Compared to the responses given to Qs 3 and 5 above, these findings are a little more encouraging.

Q 16 requires students to reflect on the ways in which they benefited from preparing and making a presentation about their ancestors' migration paths to the other project countries.

About half of the respondents reported having their communicative skills enhanced, while about 4 in 10 had their critical thinking skills (38, 2%) and their creativity (35, 3%) enhanced through their involvement in this activity while 4 in 10 appreciated the cooperation.

Q 17 asks students how they benefited from the common-product activity on Migration across our countries.

On the fourth day of the meeting, our students cooperated to compare and contrast their single-school presentations in order to create a common one reflecting the migration paths across our six countries. Nearly 7 in 10 appreciated this activity because it helped them understand the topic better while nearly half of them developed their cooperation skills further.

Q 18 requires them to select the best options in order to explain how they believe that they benefited from the visit to the local Migration Museum.

Within the scope of the meeting, the first day was dedicated to visiting museums focusing on different aspects of our meeting. First, we visited the local Migration Museum with exhibits from the life of the ancestors of the local population who lived in Asia Minor (Turkey) for centuries before migrating back to Greece. The responses of our students indicate about 6 in 10 understood how much the local culture has been affected by the Turkish culture and vice versa while 4 in 10 appreciated the traditional dresses exhibited there.

Q 19 requests them to choose the ways in which they benefited from sharing their country's traditional songs with the others.

This activity was conducted partly at the meeting and partly as a follow-up activity with student teams from each country singing songs from the other countries. The majority (65%) appreciated the fact that they got better familiar with the music of their partners and 45, 9% were surprised to find out that their country's songs had a lot of common themes with the songs of the partner countries. One in three were amazed to discover the similarities in the music among our songs.

Q 20 addresses the benefits our students drew from their visit to the New Acropolis Museum.

Surprisingly, 7 in 10 students were impressed by the architecture of the museum building itself which is by no means typical of Greek architecture. Slightly over half were impressed by the view to the Parthenon and about half admired some of the ancient Greek sculpture exhibited there. All of them enjoyed the walk in the historical center of Athens.

Q 21 asks them about the benefits they drew from the visit to the Museum of Ancient Greek Technology and Music.

The vast majority answered that they understood how some of the modern inventions originated. Three in ten gained knowledge and hands-on-experience about mechanical inventions that was impossible to gain elsewhere. However, 36, 8% found the visit too long.