



EVALUATION REPORT

FINAL TEACHERS' EVALUATION

*'Creating, Communicating, Our Diversity We
Are Celebrating!'*

KA 219. STRATEGIC PARTNERSHIPS

2017-1-PL01-KA219-038399-7

POLAND, PORTUGAL, GREECE, ROMANIA,
LITHUANIA, TURKEY AND SPAIN.

2017-2019



'Creating, Communicating, Our Diversity We Are Celebrating!' is a project that focuses on creativity and creative writing combined with teaching methods that support learners skills in a relaxed atmosphere and a positive writing environment . Those methods and techniques are based on James Carter's book '*Creating Writers*'. This Project comes to an end but during two years we've been creating and sharing several products and we've done common products based on fairy tales, our settings, poetry, music, legends, songs, etc. Sharing what is familiar to each of us and, through this partnership, different products were created, celebrating our diversity.

This report is made in order to assess the quality of the Project and the impact it had on teachers. A short survey was given to the teachers who participated in the Project. It evaluates their experience, the Project itself and the impact it had on them.

36 teachers from all countries participated in the questionnaire.

The results are communicated and shared with partners to ensure future improvements and/or changes.

QUESTION 1. ABOUT SHORT EXCHANGES OF STUDENTS.

This part was a general evaluation concerning the Short Exchanges of Students celebrating within this Erasmus Project . Here, teachers evaluated:

- **Quality of the Exchanges of students agenda.**
- **Travel information sufficiency.**
- **Distribution of tasks, activities, etc.**
- **Planning of the Exchanges to cover all the important topics.**
- **Information of the Exchanges sent to partners.**
- **Communication with the families.**
- **Quality of materials used during the Exchanges.**
- **Usefulness of the activities during the meetings designed for its purpose, that is, related to creative writing, communicating and celebrating diversity.**
- **Duration and timing of the activities.**
- **Atmosphere of the Exchanges.**

These items were evaluated choosing a punctuation among five choices which were: **poor, satisfactory, good, very good, and excellent.**

All teacher's answers punctuated all the items with very good or excellent. None of the items was punctuated as poor. We have some exceptions though:

The first item '**The Quality of the Exchanges of Students agenda**' was marked as good by one teacher.

The second item '**Travel information sufficiency**' was marked as good by two teachers.

The third item '**Distribution of tasks, activities, etc**' was marked as satisfactory by one teacher and as good by another teacher.

The fourth item '**Planning of the exchanges to cover all the important topics**' was marked as satisfactory by one teacher and as good by two teachers.



The fifth item '**Information of the exchanges sent to partners**' was marked as good by two teachers.

The sixth item '**Communication with the families**' was marked as good by one teacher.

The seventh item '**Quality of materials used during the exchanges**' was marked as good by one teacher.

The eighth item '**Usefulness of the activities during the meetings designed for its purpose, that is, related to creative writing, communicating and celebrating diversity**' was marked as good by three teachers.

The ninth item '**Duration and timing of the activities**' was marked as satisfactory by one teacher.

The tenth item '**Atmosphere of the exchanges**' was marked as satisfactory by one teacher and as good by another teacher.

Comments. There were 4 questions that teachers could answer to complete the information, opinions, suggestions, etc related to Short Exchanges of Students.

- **What did you particularly like in the Short Exchanges of Students?**

- *To be able to provide pupils with cultural encounters.*
- *Atmosphere of the students with families.*
- *Meeting the hosting families. The fact that the students were really happy. Students participation in the activities.*
- *The way the students react with each other and with the families.*
- *I liked the communication with the students from other countries.*
- *Classes for the students during the Exchange.*
- *A variety of activities that didn't allow students to get bored.*
- *Atmosphere was very good and friendly. Possibility to communicate.*
- *All the students were in accordance with each other and in all the activities.*
- *To have good relationships between students.*
- *Warm relations between students were established.*
- *Nice experience to have teachers Friends in other countries.*
- *It was nice to compare our educational system to other countries'.*
- *Having the opportunity of seeing student's cultural amalgamation.*
- *I participated only in one mobility and it was nice to know different cultures.*
- *I liked all activities.*
- *I liked all activities.*
- *To give them an opportunity to know different cultures.*

- **What did you particularly dislike in the Short Exchanges of Students?**

- *Nothing.*
- *I liked everything.*
- *Maybe need more time for some students to know each other.*
- *Nothing.*
- *There is not anything to dislike me.*
- *I liked everything.*
- *In some places students were busy all the day, in some only the half of time.*
- *It was great that students could communicate alive so much, to know culture of different countries.*
- *The rehearsals weren't enough.*
- *There was not enough rehearsal for the joint evento.*
- *I think some school activities were not related to the Project aims.*
- *According to me, everything was marvellous.*



- *Having some troubles caused by the low number of teachers for controlling students.*
- *Everything was perfect, just time was not enough to do everything in relax.*
- *Nothing.*

- **What would you suggest to improve further Short Exchanges of Students?**
 - *Nothing.*
 - *Some activities with mixed students from different countries to help them know each other faster.*
 - *Everything was well done.*
 - *I suggest to take part more students.*
 - *To make agreements about time of activities in all countries.*
 - *They were too short.*
 - *There should be more practices before demonstrations.*
 - *Deciding earlier who will participate in the mobility in order to communicate more to each other.*
 - *All the activities in the agenda should be appropriate with aims of the Project.*
 - *All the activities were excellent.*
 - *The time was short so we could do all activities quickly. We wanted to have more time.*
 - *We need more time to share more things.*
 - *To give more activities to students to provide their collaboration.*

- **Your comments and suggestions in any of these questions.**
 - *Everything was perfect.*

QUESTION 2. ABOUT TRANSNATIONAL PROJECT MEETINGS.

This part was a general evaluation concerning the Transnational Project Meetings celebrated within this Erasmus Project . Here, teachers evaluated:

- **Meeting places (light, space, equipment, sound...).**
- **Quality of travelling information.**
- **Guidance from the coordinator, help and availability.**
- **Opportunities to learn about the culture of the hosting country.**
- **Quality of materials used during the Exchange.**
- **Opportunities to bring suggestions, opinions and discussion.**
- **Duration and timing of the activities.**
- **Atmosphere of the Exchange.**

These items were evaluated choosing a punctuation among five choices which were: **poor, satisfactory, good, very good, and excellent.**

All teacher's answers punctuated all the items with 'very good' or 'excellent'. None of the items was punctuated as poor. We have some exceptions though:

The first item '**Meeting places (light, space, equipment, sound...)**' was marked as satisfactory by two teachers and as good by five teachers.

The second item '**Quality of travelling information**' was marked as good by two teachers and as satisfactory by another teacher.



The third item **‘Guidance from the coordinator, help and availability’** was marked as satisfactory by one teacher and as good by two teachers.

The fourth item **‘Opportunities to learn about the culture of the hosting country’** was marked as good by three teachers.

The fifth item **‘Quality of materials used during the exchange’** was marked as satisfactory by one teacher and as good by four teachers.

The sixth item **‘Opportunities to bring suggestions, opinions and discussion’** was marked as good by four teachers and as satisfactory by one teacher.

The seventh item **‘Duration and timing of the activities’** was marked as good by four teachers and as satisfactory by one teacher.

The eighth item **‘Atmosphere of the exchanges’** was marked as good by two teachers and as satisfactory by another teacher.

Comments. There were 4 questions that teachers could answer to complete the information, opinions, suggestions, etc related to Transnational Project Meetings.

- **What did you particularly like in Transnational Project Meetings?**

- *Meet the students and families.*
- *The cultural profit.*
- *They were very well organized. Exchanging ideas with teachers from other countries.*
- *During these meetings we exchanged ideas and discussed Projects and activities details.*
- *I had the opportunity to Exchange opinions.*
- *It was also some time for integrating.*
- *The atmosphere itself. Students’ involvement into.*
- *All collaborations among partners were nice.*
- *Taking decisions were easier than in online meetings.*
- *I liked everything.*
- *The guidance before the mobility by the host country was perfect.*
- *The traditional welcome was interesting and charming.*
- *Learning something about the culture of the country we visited.*
- *To see the historical places of the hosting country.*
- *Everything is good.*
- *Seeing the outputs of the Project which demonstrated by the students.*
- *The fact that we organized all stuff.*

- **What did you particularly dislike in Transnational Project Meetings?**

- *Not all the monitoring activities were met.*
- *The last meeting.*
- *I liked everything.*
- *Nothing.*
- *There is not something to dislike.*
- *Everything was perfect.*
- *Nothing.*
- *I have no bad experiences.*
- *Everything was perfect. Thanks to all host countries.*
- *Having some nonscheduled actions.*



- *Time limitation to do everything in relax.*
 - *Duration and timing of some activities were not in punctual.*
 - *Nothing.*
- **What would you suggest to improve further Transnational Project Meetings?**
 - *Nothing.*
 - *Nothing.*
 - *I suggest to continue similar programs.*
 - *The cost for example of the hotel should be given earlier. The agenda of the mobility should be prepared in time by the host country.*
 - *Preparing the invitation should be in time. Because some countries need time to get permission from their NA*
 - *Everything was perfect.*
 - **Your comments and suggestions in any of these questions.**

No coments were written.

QUESTION 3. ABOUT THE DEVELOPMENT OF THE PROJECT DURING THESE TWO YEARS.

This part was a general evaluation concerning the Project during these two years. Here, teachers evaluated:

- **The coordinator of the Project was available and supportive during these two years.**
- **Activities programmed in the application were done in time.**
- **All activities described in the Project were made.**
- **Deadlines were respected.**
- **Coordinators contributed to create a nice atmosphere during the meetings.**
- **Coodinators were eager to make agreements during meetings.**
- **Teachers and coordinators followed and respected the Project coordinator's decisions.**
- **Coordinators spoke to local government and associations in order to get collaboration and support for the Project.**

These items were evaluated choosing a punctuation among five choices which were: **strongly disagree, disagree, neutral, agree, and strongly agree.**

All teacher's answers punctuated all the items with 'agree' or 'strongly agree'. None of the items was punctuated as strongly disagree. We have some exceptions though:

The first item **'The coordinator of the Project was available and supportive during these two years'** was marked as neutral by three teachers.

The second item **'Activities programmed in the application were done in time'** was marked as neutral by two teachers.

The third item **'All activities described in the Project were made'** was marked as neutral.

The fourth item **'deadlines were respected'** was marked as disagree by three teachers.



The fifth item **‘Coordinators contributed to create a nice atmosphere during meetings’** was marked as neutral by two teachers.

The sixth item **‘Coordinators were eager to make agreements during meetings’** was marked as neutral by one teacher.

The seventh item **‘Teachers and coordinators followed and respected the Project coordinator’s decisions’** was marked as neutral by one teacher.

The eighth item **‘Coordinators spoke to local government and associations in order to get collaboration and support for the project’** was marked as neutral by eight teachers.

QUESTION 4. ABOUT STUDENT’S MOTIVATION AND LEARNING.

This part was a general evaluation concerning Student’s learning and involvement in the Project during these two years. Here, teachers evaluated:

- **The Erasmus Project was important for the students.**
- **The Erasmus Project involved not only the oldest students in school but the whole school in some way.**
- **Students are aware of the importance of an Erasmus Project and it meant a turning point in their lives and education.**
- **Students improved their learning concerning creative skills.**
- **Students learnt about the diversity of the countries involved in the Project and learnt about it.**

These items were evaluated choosing a punctuation among five choices which were: **strongly disagree, disagree, neutral, agree, and strongly agree.**

The most of teacher’s answers punctuated all the items with ‘agree’ or ‘strongly agree’. Just one of them was marked as ‘strongly disagree’ by one teacher (‘The Erasmus Project was important for the students’). We have some exceptions which I will explain in detail:

The first item **‘The Erasmus Project was important for the students’** was marked as neutral by two teachers, as disagree by other teacher and as strongly disagree by another teacher as I said before.

The second item **‘The Erasmus Project involved not only the oldest students in school but the whole school in some way’** was marked as neutral by one teacher and as disagree by another teacher.

The fourth item **‘Students improved their learning concerning creative skills’** was marked as neutral by two teachers and as disagree by another teacher.

The fifth item **‘Students learnt about the diversity of the countries involved in the Project and learnt about it’** was marked as neutral by two teachers.

QUESTION 5. ABOUT THE DIFFUSION OF THE PROJECT.

This part was a general evaluation concerning Project’s diffusion and visibility during these two years. Here, teachers evaluated:

- **Activities from the Project were showed in a visible place in school during these two years.**
- **The Erasmus corner is in a visible place at school and contributes to the diffusion of the Project.**



- **Members and/or associations belonging to the Educational Community of the school were involved in the Project during these two years.**
- **Families were aware of the importance of an Erasmus Project in a school.**
- **Meetings were celebrated to share information about the development of the Project with the teaching staff of the school.**
- **Meetings were celebrated to share information about the development of the Project with families of the school.**
- **Information about the Project and its importance was shared with local governments and associations.**
- **Information concerning the development of the Project was published in local newspapers, online media or similar.**
- **Information concerning Project activities was published in Project blogs, Twinspace and The Creativity Page on Facebook.**
- **If there's a webpage in my school, blog, Twitter account or similar, information about this Project was also shared there.**

These items were evaluated choosing a punctuation among five choices which were: **strongly disagree, disagree, neutral, agree, and strongly agree.**

All teacher's answers punctuated all the items with 'agree' or 'strongly agree'. But there are exceptions in four of the items:

The first item '**Activities from the Project were showed in a visible place in school during these two years**' was marked as neutral by two teachers.

The second item '**The Erasmus corner is in a visible place at school and contributes to the diffusion of the Project**' was marked as neutral by two teachers.

The sixth item '**Meetings were celebrated to share information about the development of the Project with families of the school**' was marked as neutral by two teachers.

The seventh item '**Information about the Project and its importance was shared with local governments and associations**' was marked as neutral by two teachers and as disagree by another teacher.

The eighth item '**Information concerning the development of the Project was published in local newspapers, online media or similar**' was marked as neutral by one teacher.

QUESTION 6. ABOUT TEACHER'S PROFESSIONAL DEVELOPMENT AND IMPLICATION.

This part was a general evaluation concerning teachers' learning and improvement of their teaching skills, as well as the impact it had in other teachers and schools. Here, teachers evaluated:

- **The Erasmus Project was important for the school teachers.**
- **Several or many teachers in school were involved in the Project.**
- **Activities from the Project contributed or influenced the planning of activities of the school year.**
- **Outcome learning from activities planned in the Erasmus Project was used and useful for new learning activities in the school.**
- **An Erasmus Project contributes to the improvement of teaching skills.**
- **You have found the Erasmus Project useful and interesting.**



These items were evaluated choosing a punctuation among five choices which were: **strongly disagree, disagree, neutral, agree, and strongly agree.**

All teacher's answers punctuated all the items with 'agree' or 'strongly agree'. But there are exceptions in five of the items:

The first item **'The Erasmus Project was important for the school teachers'** was marked as neutral by two teachers.

The second item **'Several or many teachers in school were involved in the Project'** was marked as neutral by two teachers.

The fourth item **'Outcome learning from activities planned in the Erasmus Project was used and useful for new learning activities in the school'** was marked as neutral by three teachers.

The fifth item **'An Erasmus Project contributes to the improvement of teaching skills'** was marked as neutral by three teachers.

The sixth item **'You have found the Erasmus Project useful and interesting'** was marked as neutral by one teacher.

This questionnaire reflects teacher's opinions and feelings concerning the The Erasmus Project *'Creating, Communicating, Our Diversity We Are Celebrating!'* Teachers highlight the importance of this kind of projects for improving teaching skills and understanding first-hand different cultures and educational systems. Exchanging ideas with teachers from other cultures is very enriching and positive. Conclusions are positive but we have to be critical with that issues that could have been done better. Improvements for future projects are those related with deadlines, these should be realistic and then respected by all partners. Another improvement is related to time concerning invitations, agendas and travelling costs. All those documents should be done and send with more time in advance so every school from every country has enough time to solve any administrative act that needs to be done.

All activities described in the application were done and the results of them are published here:

1. Public TwinSpace: <https://twinspace.etwinning.net/32246/home>
2. Facebook page: <https://www.facebook.com/groups/163825494250981/> (teachers);
<https://www.facebook.com/groups/249501115589204/> (students).
3. Blogs:



- A. <https://creativityportugal.blogspot.com/>
- B. <https://creativitypoland.blogspot.com/>
- C. <https://creativitygreece.blogspot.com/>
- D. <https://creativityturkey.blogspot.com/>
- E. <https://creativityromania.blogspot.com/>
- F. <https://creativitylithuania.blogspot.com/>
- G. <https://creativitysspain.blogspot.com/>

All teachers agreed that the experiences that the Erasmus Project brought to our schools are unmeasurable, mostly for our students. Erasmus projects provide a multicultural atmosphere difficult to gain in any other way. The relationships and possibilities to communicate with students from other countries are varied and enriching. Conclusions highlight that the opportunity should be given to more students and that the time is short.

To sum it up, the experience was a success and teachers shared experiences, learning and knowledge across cultures. For sure it made us better teachers.

Esther Basanta Fernández.

The Spanish coordinator.