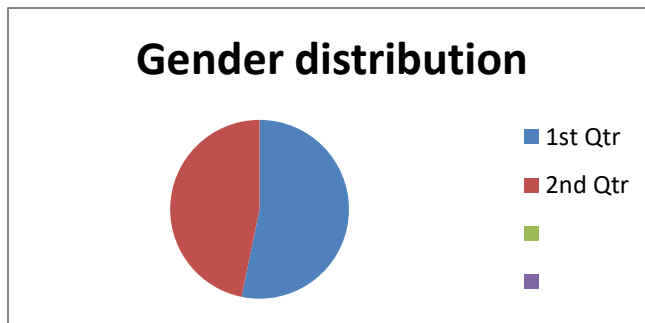STATISTICAL PRESENTATION OF RESULTS

INITIAL QUESTIONNAIRE FOR STUDENTS

The initial questionnaire was applied to 208 students, all grades 10th to 12th, from both comprehensive and vocational classes. Of the respondets, 48% were female students and 52% were male students.

Gender distribution
- 1st Qtr
- 2nd Qtr

Question 1: Have you ever role-played anything in class?

Most of the students (75%) answered that their experience in the area of role-playing was very limited, while 10% of them answered positively, and 15% of them chose to answer negatively.

Q 1 distribution
- 1st Qtr
- 2nd Qtr
- 3rd Qtr
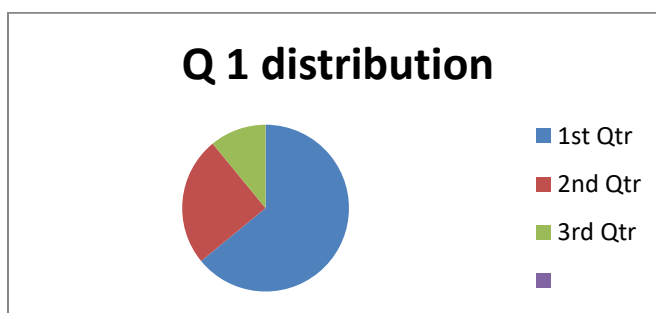
Question 2: Does or could role-play help you understand the lesson better?

Most of the students answered yes (86%), while the rest (14%) said no, or „don't know".

Question 2 distribution

- 1st Qtr
- 2nd Qtr

Question 3: When you think of role-play or drama techniques which 3 ideas come to your mind?

In response to this, an array of answers appeared, ranging from „no idea" with 24 respondents, up to impressive and elaborate answers, such as „stage", director", „action", „putting theory into mock practice", „learning by doing", „ doing it yourself"; interaction and meaningful communication, team work, fun and learning, or learning through fun activities were also part of the answers gathered.

Question 4: Is team work better than individual work when it comes to learning new things?

Of the questioned students, 68 % answered yes, 9% answered no, and the others, 23% of them, checked the „I don't know" box.

Question 4 distribution

- 1st Qtr
- 2nd Qtr
- 3rd Qtr

Question 5: Which role(s) do you generally assume in a team or when working in groups?

This question, which refered to the students' general experience, in and outside school, bore different answers again. Many of the students, about 46% of them, answered in general terms, saying they are members of the team, and could not pinpoint any special

role. Of the total, though, 17 students answered they assume the role of leader. The rest mentioned more or less specific roles, such as goal keeper, spokesperson, resource person, jack –of –all – trades, or simply declined an answer.

Question 6: When you think of gadgets, which one do you consider most helpful in order to learn new things?

In answer to this, 88% of the students clearly indicated the smartphone as the most useful tool or gadget, while the tablet or the PC was only indicated as such by the rest of the 12%.

Question 7: Have you ever been involved in the life of your community?

As there were 3 options, 47% of the respondents answered yes, 16% answered no, and the rest of 36% chose to select „sometimes, but not on regular basis".
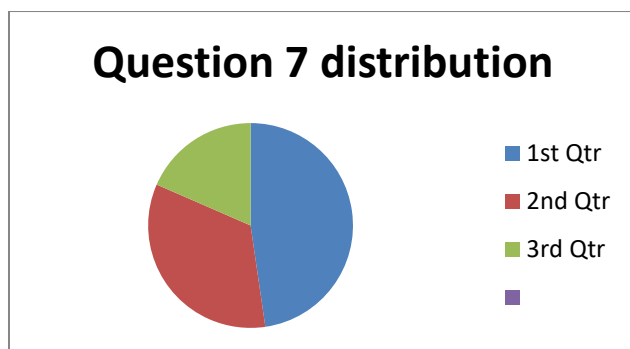
Question 8: Have you belonged/Doyou belong to a club, association, artistic entreprise? If yes, to which and what do you do there?

In response to this question, it turned out that 16% of the students were part of local sports clubs, of which only 4 had dropped this activity, while 6% of them were part of school clubs such as debate club, literature club, reading club, while the rest of 78% of them never belonged to any such organizations.

STATISTICAL PRESENTATION OF RESULTS

INITIAL QUESTIONNAIRE FOR PARENTS

The initial questionnaire for parents was basically meant to show project teams whether the new activity types and new methodological approaches would be met with resistance, and whether parental guidance in respect of these new input areas would be beneficial to the project developments or not.

The questionnaire was sent to 186 addressees, out of which only 57 chose to return them. Of the 57 questionnaires returned, only 45 had answers that were considered worth reporting on. The questionnaire was sent to the respondents in Romanian.

Question 1: Have you ever done any role-play? If yes, in which circumstances?

Only 11% of the respondents had ever heard of role-play and all of them considered role-play as strictly linked to theatre or movie.

Question 2: Could role-play help a student learn more effectively?

Under this question the answers were evenly divided, with a 33% ration of people saying Yes, 33% saying No, and 34% checking the „I don't know" box.
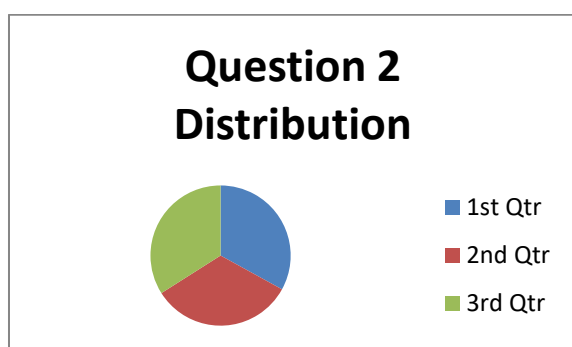

Question 3: When you think of role-play in the classroom, which 3 ideas come to your mind?

Interestingly, many ideas appeared, some of them even tackling pedagogical issues such as motivation, competitive spirit, things-on approach, life-like situations, interesting and funny games; nevertheless, many answers were depreciative and not worth mentioning.

Question 4: Do you consider team-work as a contributive factor of effective learning?

As there were 3 boxes to check, 24 % of respondents answered Yes, 27% answered No, while the rest prefered to check the „I don't know" box.
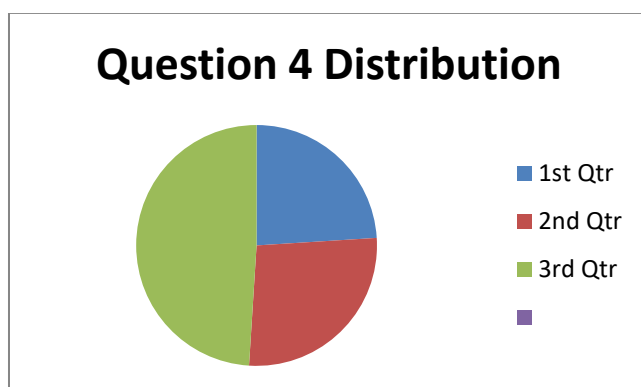
Question 5: Which of the new gadgets do you think would help your child learn more effectively and why?

Of the recorded answers, 87% stated that the PC would be the most helpful, the rest of the respondents mentioning the tablet, smart watch or the smart phone. As for the answers to the second part of this, the PC was seen as a more serious appliance, while the smart phone was mainly presented as a device that causes problems, lack of attention and concentration, time-consuming and futile.

Question 6: Have you been/Are you actively involved in the life of your community? If yes, what role(s) do you assume?
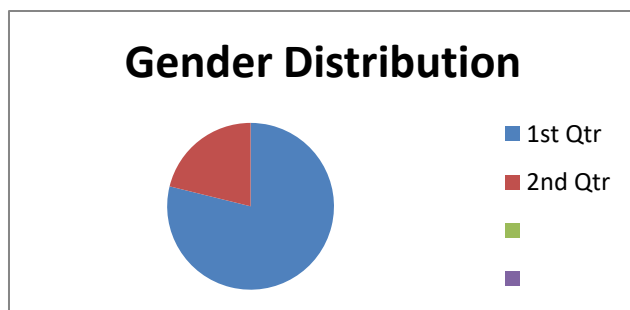
All of the respondents answered Yes to this question, yet the explanations offered to the second part of it were partly inconclusive. Still, 36 of the respondents mentioned various volunteering activities, as well as small artistic endeavours such as belonging to folk dancing or music groups.

STATISTICAL PRESENTATION OF RESULTS

INITIAL QUESTIONNAIRE FOR TEACHERS

The questionnaire for teachers was applied to a number of 27 members of staff, all of them teachers of the school, some working full-time and tenured, others either working part-time or under temporary contracts. Of the 27, 5 were male and 22 were female.

Gender Distribution

- 1st Qtr
- 2nd Qtr

Question 1: Have you ever applied role-playing techniques in the class? If yes, how often?

Of the respondents, 55% admitted to have applied role-play in class, while 45% answered No. All of the 55% that answered Yes also admitted to having used it not very often, only sporadically, with certain revision lessons, or with project activities.

Question 2: Do you think that role-play helps students learn more effectively?

Again 55% of the respondents answered Yes. Of the rest, 24% answered NO, and 21% checked the „I don't know" box.

Question 3: Is team-work better than individual work when learning new things? If yes, please detail.

Surprinsingly enough and also sadly, only 15% of respondents answered Yes. Of the 15% that answered Yes, the details provided were somehow relevant, but not in all cases. Moreover, the 85% saying No also felt obliged to express their views, one gaining ground above all others: nothing can replace individual work. Explanations offered by the ones sustaining the idea included life-like situations, increased motivation, increased and

shared responsibility, better understanding of topic, more memorable learning experiences.

Question 3 Distribution
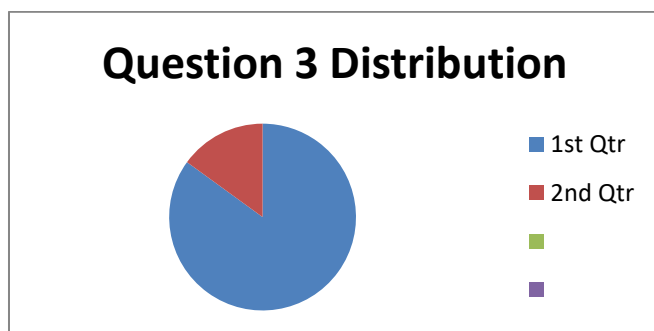
Question 4: Which of the new technologies do you consider most useful in teaching students?

Most answers here indicated the PC/laptop and video projector, showing that the use of ICT in the classroom is quite ordinary.

Question 5: Would you recommend your students to become involved in the life of the community? If yes, which are the areas you would recommend mostly?

All the respondents answered Yes. Of the areas recommended, there were the clubs at the school, the volunteering organizations such as Save the Children, Mansarda, Bike Attack, Ecogrup, as well as charity events organized by the school.

The questionnaire helped with the organization of the project team, both the core and the enlarged one, and showed subject matters that were to be used as starting points for the project activities based on drama in the classroom, glossing on the experience previously gained by some of the teachers.