



NTM Final expectations Report

September 2020

In order to evaluate the final expectation of the teachers after the New Teaching Methodologies exchange programme and to compare the results to those obtained in the initial expectation, a series of questions were answered by participating teachers. These conclusions are based on the answers by some teachers of the following countries: Belgium, Spain, Lithuania, Turkey, Croatia and Portugal.

The teachers participating range from languages teachers (English, Dutch) to a variety of subjects such as Biology, History, ICT or Maths. Most of the teachers teach in secondary schools, though there are vocational levels as well. There are students of all abilities. The students are 12-19 years old with an average age of 16. Teachers report that they are using more student centered methodologies rather than a teacher centered approach, as previously reported.

Average early school leaving age

From the initial data obtained, it was reported that on average, the early school leaving age was **16** (when students actually leave school before the supposed leaving age). This was true for about 70% of the participating schools. The final data show that the early school leaving age has **increased to 16.5 years** old, representing 83.3% of the participating schools.

	INITIAL DATA	FINAL DATA
Belgium	17 years old	17-18 years old
Croatia	16 years old.	16 years old.
Lithuania	15-16 years old.	17 years old.
Portugal	18 years old.	18 years old.
Spain	14-16 years old.	15 years old.
Turkey	15-16 years old.	16 years old.



Rate of success

In the initial report, most countries reported an average of around **5-10%** of students who fail their year. This number was less in Lithuania (3.7%) and considerably larger in Spain, where on average 22% of the students did not pass their year. The general school failure rate dropped to **6.81%**. The drop is significant in Spain, where numbers have dropped to an average of 11%.

As previously reported, fewer students fail their year as a result of bad grades for English than they do for other subjects.

The integration of New Teaching Methodologies in each participant school such as ICT and project-based learning, gamification or flipped classroom shows a positive impact in the results. Therefore, it is clear that students from the participant schools have benefited from the use of said methodologies.

INITIAL DATA		FINAL DATA
Belgium	5-10% on average.	10% on average.
Croatia	10%, 5% for English.	8%, 2% for English.
Lithuania	3.5% on average, 0.5 for English.	1%
Portugal	8.1% on average.	7%
Spain	22% on average.	11% on average.
Turkey	7.4% on average.	3.8% on average

Measures for disadvantaged students

As previously stated in the initial report and also extracted from the final data, the key measure given by most countries about how to involve disadvantaged students in our education systems is support.

In order to foster motivation of every individual student, a more personalised support, both curricular and financial, is essential in their school environment. Individual planning is also necessary when dealing with students of different backgrounds and in different social circumstances.

Besides personal support and individual planning, there is also a growing tendency to use more new technologies when supporting students who present disadvantages. New methodologies also help foster students' involvement in



their own learning process during school hours, in order for them to see the personal use of their efforts. Family-school collaboration is also extremely important to keep students involved and motivated.

INITIAL MEASURES		FINAL MEASURES
Belgium	Extra lessons, financial and practical support.	Extra lessons, more support, peer-to-peer learning
Croatia	Individual planning.	Individualised curriculum, one-on-one approach
Lithuania	Parents invitation. Mentorship.	Curricular adaptation, mentorship, technologies
Portugal	Participation and group work. Personalised assessment.	Personalised assessment, technologies, practical work
Spain	Follow-up, curricular adaptations, coordination with social support.	Follow-up, curricular adaptations, coordination with social support.
Turkey	Extra free courses.	Extra free courses, mentorship, technologies

New Teaching Methodologies

On average, teachers reported using a student centered methodology during between **26-50%** of the lesson time in the initial report. Final data show an increase in these numbers, as teachers consulted dedicate between **50 and 75%** of their time to these methodologies. The new methodologies being used by teachers participating in this project are project-based learning, audio and video learning and cooperative learning.

There has been an increase in the use of several other tools or methodologies still need attention, such as **gamification and flipped classrooms**. This shows that the sharing of New Teaching Methodologies practices between the participating countries has been successful.

Regarding the use of design and thinking-based learning and multiple intelligences, there is also a slight increase in these areas initially reported to need most attention. Several participating teachers state that they use them "often" or "very often".



All teachers report being familiar with ICT technologies and not needing a lot more assistance when using these tools.

After the consecution of this Erasmus+ exchange programme, most teachers report being more comfortable **using new technologies** and other tools with their students.

The table below shows a comparison between the most used NTMs by the following countries at the beginning of the programme and by the end of it:

	INITIAL SURVEY	FINAL SURVEY
Belgium	PBL, Audio & video, Flipped classroom, Cooperative learning, Blended learning	PBL, Gamification, Audio & video, Flipped classroom, Cooperative learning, Design thinking, Blended learning, Multiple intelligences
Croatia	PBL, Audio & video, Cooperative learning, Blended learning	PBL, Gamification, Audio & video, Cooperative learning, Multiple intelligences
Lithuania	PBL, Gamification, Audio & video	PBL, Gamification, Audio & video, Flipped classroom, Cooperative learning, Multiple intelligences
Portugal	Gamification, Audio & video, Cooperative learning, Design thinking, Blended learning, Multiple intelligences	PBL, Gamification, Audio & video, Cooperative learning, Design thinking, Blended learning
Spain	Audio & video	PBL, Gamification, Audio & video, Flipped classroom, Cooperative learning, Blended learning
Turkey	Audio & video, Cooperative learning, Blended learning	PBL, Gamification, Audio & video, Cooperative learning, Blended learning

The time spent teaching with a student-centered methodology has increased, as shown below:



INITIAL DATA		FINAL DATA
Belgium	11-50%	76-100%
Croatia	26-50%	26-50%
Lithuania	11-50%	26-100%
Portugal	26-100%	51-100%
Spain	0-25%	26-100%
Turkey	11-100%	51-100%

Apps used in class

Teachers had previously reported an intensive use of the same online tools in their classes, such as **Padlet and Kahoot**. Present data shows that there is a wider array of apps being used to support learning and motivate students to participate in class. After the Erasmus programme, some of these tools have been shared with each other and incorporated in teachers' daily practice.



The new wordcloud (right image) shows an increase in the use of certain apps such as **Quizlet, Educaplay or Google related resources**, which implies a common use of said apps by the respondents. There are still very small ones, indicating that those apps were named just by one of the participants.

It can be concluded that the variety of tools used is still high. However, more and more apps and tools are becoming common across country borders.



21st century methodologies

The previous survey showed that we as teachers don't struggle with incorporating new teaching methodologies into our lessons and are certainly eager to learn, but lacked some knowledge on how to incorporate said practices into their everyday practice. However, most of the respondents of the present survey believe that they already have the **necessary knowledge to apply 21st century competences** in the classroom.

Even though almost three quarters of the teachers who participated in the initial survey reported having to go look for new tools by themselves online, there is an increase on the number of professionals who report consulting fellow teachers.

Lecturing or direct instruction were reported to be less used as the main practice in the classroom, and that tendency is continuing. Whenever said practices need to be used, teachers very often use videos, learning management systems or podcasts. Likewise, it is reported a growing use of student-centered learning activities such as group collaboration or project-based learning.

Some teachers admit having used direct instruction at the beginning, but have eventually moved to a more interactive approach, incorporating innovations in technology and so on.

From the final survey, it is noticed that more participants widely use ICTs in the classroom and during the lockdown due to COVID-19 pandemic, as reported by some of the teachers, and feel comfortable with them.

Flipping the classroom

Finally, from the answers in the final survey, it can be inferred that students are more and more conscious about the **importance of learning competences instead of just content**. Also, teachers assume a facilitative role, encouraging students to take ownership of their own learning.

This is being achieved by implementing or expanding flipped learning in our 21st-century classrooms.

In the initial survey, these were the strong points of each country:



Belgium	Video instruction available for students, group collaboration, discussions led by students, content in context, ownership of learning, providing resources, Problem solving and critical thinking
Croatia	Group collaboration, content in context, providing resources
Lithuania	Group collaboration, discussions led by students, content in context, providing resources, problem solving and critical thinking, students understand value of skills
Portugal	content in context, providing resources
Spain	Group collaboration, discussions led by students
Turkey	Group collaboration, discussions led by students, content in context, providing resources, problem solving and critical thinking, students understand value of skills

And the table below shows the strong points now that the Erasmus programme has come to an end. At it shows, all participant countries report a greater number of strong points:

Belgium	Video instruction available for students, group collaboration, discussions led by students, content in context, ownership of learning, providing resources, problem solving and critical thinking
Croatia	Group collaboration, content in context, providing resources, problem solving and critical thinking
Lithuania	Video instruction available for students , group collaboration, discussions led by students, content in context, ownership of learning , providing resources, problem solving and critical thinking, students understand value of skills
Portugal	Video instruction available for students, group collaboration, discussions led by students, content in context, ownership of learning , providing resources, problem solving and critical thinking
Spain	Video instruction available for students , group collaboration, discussions led by students, content in context, providing resources, problem solving and critical thinking
Turkey	Group collaboration, discussions led by students, content in context, providing resources, providing resources, problem solving and critical thinking, students understand value of skills