

# Madrid meeting assessment (Teachers) - Report

After our Madrid meeting, every teacher of each member country participated in a questionnaire to assess the startup of this 2-year exchange programme.

## **Task distribution**

100% of the participants agrees that team share responsibilities for tasks. However, 55.5% believes that the workload is heavier for some and/or that it could be distributed more fairly.

Each team member has put effort in the implementation, execution and presentation of their new teaching methodologies. Most partners also agree that the organising and receiving country Spain has done more work so far and some partners suggest that more administrative tasks should be distributed among the partners who don't host a mobility.

## **Coordination**

All partners are unanimous about the hosts and coordinators in Madrid. They did an excellent job in a very professional and responsible way. Information was given on time, deadlines were set well in advance and followed up and their general approach was very efficient.

The information provided to each partner was also clearly stated so that every country knew what to do.

Every partner also agrees that the handling of student accommodation was flawless. The coordinators were always available and ready to solve any issues that arose among students in a very amiable and responsible way.

## **Communication**

Most of the communication happens via Messenger. All partners agree that - in general - this is an easy, quick and effective way to communicate.

However, some partners indicate that for overviews of tasks and deadlines, we could communicate more via email as the messages would

be written in a more structured way. An email should be sent regularly to everyone, with all the tasks and deadlines written as it would serve as a record and it would be easier to refer back to.

Everyone is also pleased with the way documents are stored and shared on Google Drive. One respondent notices to beware for too many different platforms.

### **Online meetings**

It is not clear whether it would be a good idea to organise online meetings at fixed times. 5 respondents believe this would be useful to have a clear and efficient meeting. They believe that talking causes less misunderstandings than communicating via Messenger. 4 respondents don't see an added value in organising extra online meetings.

### **Decision making**

Every team member agrees that everyone's opinion is taken into account when taking most decisions.

There are open discussions, opinions are expressed and there is a calm and open atmosphere during meetings.

### **Remarks**

The type of activities organised during the Madrid meeting were very appropriate, well-prepared and interesting, although some partners notice the schedule was rather full and suggest a free afternoon.

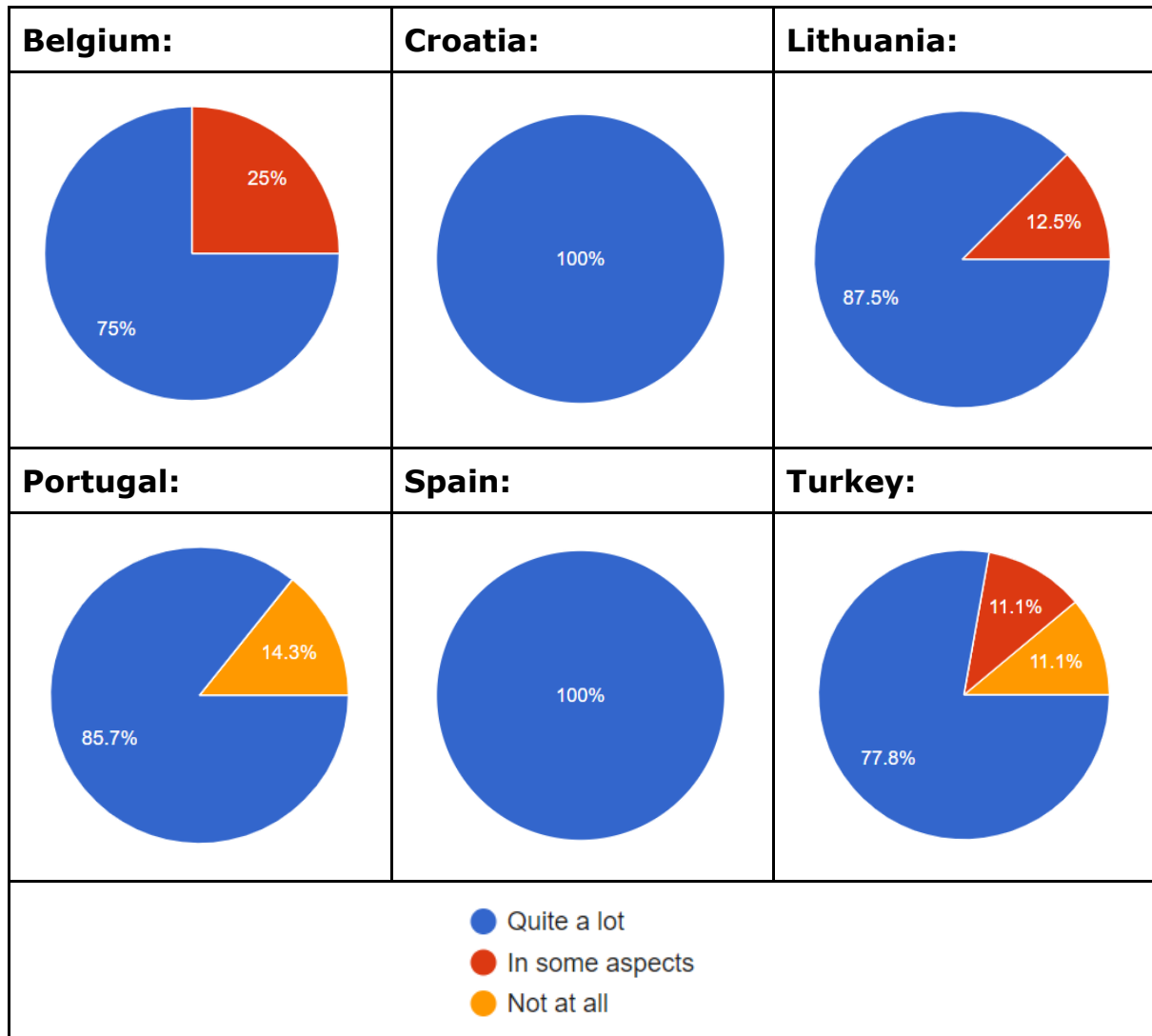
A preparation activity for the visit of Picasso's Guernica or the Auschwitz Exhibition could have also given the students more perspective during their visit.

One partner also suggests sending a schedule and budget proposal for both students and teachers more in advance.

### **Methodologies presentations**

Partner countries were asked to present their implementation and results of project-based learning (PBL) and gamification. When asked if the work

and products of this delegation comply with the fundamentals and main ideas of this methodology, these were the results for every country:



## Belgium

On the one hand, it was well-presented, clearly explained and implemented. Gamification with the use of Twine was something new and useful. Students were enthusiastic about the Agora teaching principle.

On the other hand, Agora was not the result of project-based learning or a one-day project, but rather the implementation of it. The presentation showed the result and not the process. It may be good to try and implement project-based learning for more students at the school instead of one group.

## **Croatia**

On the one hand, both project-based learning and gamification were clearly implemented. Croatia goes into depth about both projects and explains this well. The use of video and audio was evident. Good examples of an interdisciplinary approach to both methodologies. Clear and enlightening presentations. We were well informed of how the process developed, what the goal of each project was, people and subjects involved, as well as resources and tools used. There was also accurate feedback on both projects.

One suggestion, on the other hand, is to have a clearer presence of the game element in activities and projects

## **Lithuania**

On the one hand, these were very nice projects and good examples of gamification. A diversity of projects with community involvement. A lot of good and creative ideas. Good command of ICT. The structure and delivery of the presentation presented a clear picture of the type of work that has been carried out at the school.

On the other hand, some would have liked to have heard about PBL methodology and its structure within the project.

## **Portugal**

On the one hand, this was an interesting interdisciplinary use of PBL and online quizzes. Both methodologies were clearly implemented. Nice combination of subjects in PBL where no immediate link is obvious. It also promotes responsible behaviour. Good feedback after assessment.

On the other hand, at one point, the implementation was decontextualized and did not implement the required methodologies. Try using more new methodologies and implement them on a larger scale.

## **Spain**

On the one hand, lots of examples of every methodology were presented. Nice presentation and very creative work. Both methodologies were clearly implemented. Easy to use online tools were used; a diversity of

tools used across different subjects. Dynamic delivery of the presentations and well-organised.

On the other hand, it was rather theoretical as a result of the variety of tools used. Focus more on a more elaborate implementation of fewer tools. Extend methodologies to more teachers and classes.

## **Turkey**

On the one hand, both methodologies were explained well. Nice attitude and interesting workshops. The content was based on the methods that needed to be implemented. Students really like Kahoot. Activity during presentation created the opportunity to form new bonds.

On the other hand, most partners were already familiar with Kahoot. There was no chance to see PBL. They were workshops and not really a presentation of the work done at the school prior to the meeting. It could be more structured and with more teachers involved. Good efforts, but the presentations didn't really comply with the task requirements of showing the process and product of these new teaching methodologies.

## **What will we use in our own future classes?**

Digital book, Twine, QR-codes, Kahoot, Socrative, Classdojo, Thinglink, 50 years 50 words were all tools or ideas that were clearly explained and will certainly be used in our own classrooms.

Participants also liked the structure of the Jane Austen project-based learning method, certain elements from the Agora future classroom, the incorporation of links with the community and the environment as shown in different presentations.

Finally, a clear example of language classes working together with science classes also motivated some other countries to try and implement the same projects at their schools.