

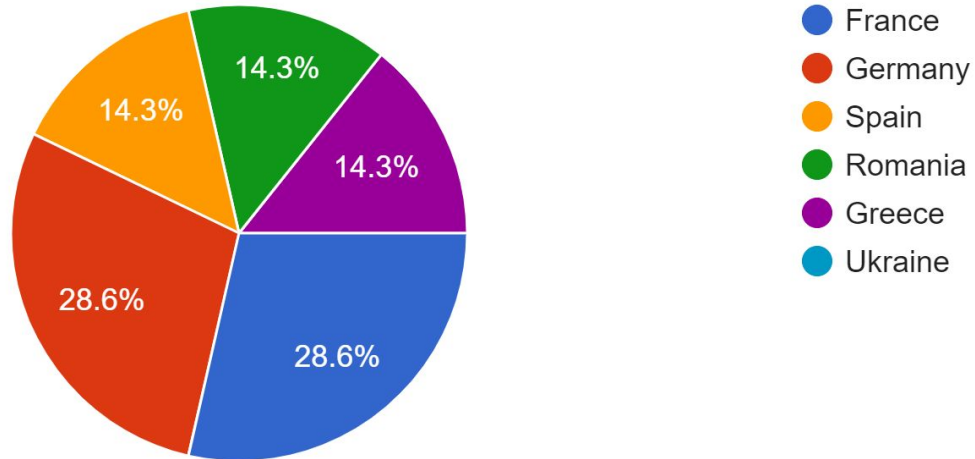
**YIN YANG**



**TEACHERS  
FINAL  
EVALUATION**

## Where do you come from?

7 responses



**7 Teachers** have participated in the evaluation:

2 from Germany and

2 from France

(\*in both cases for Germany and France, teachers of Special Education participated in the project to support students),

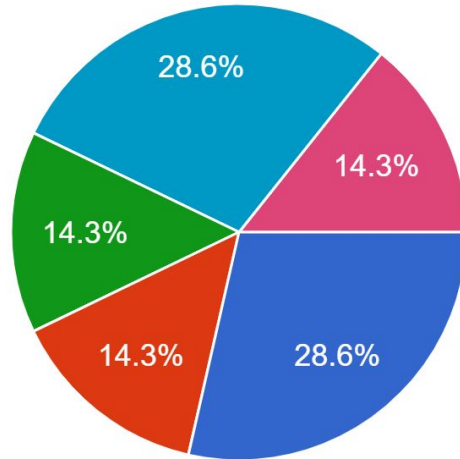
1 from Spain,

1 from Romania

1 from Greece.

The project was embed in your

7 responses

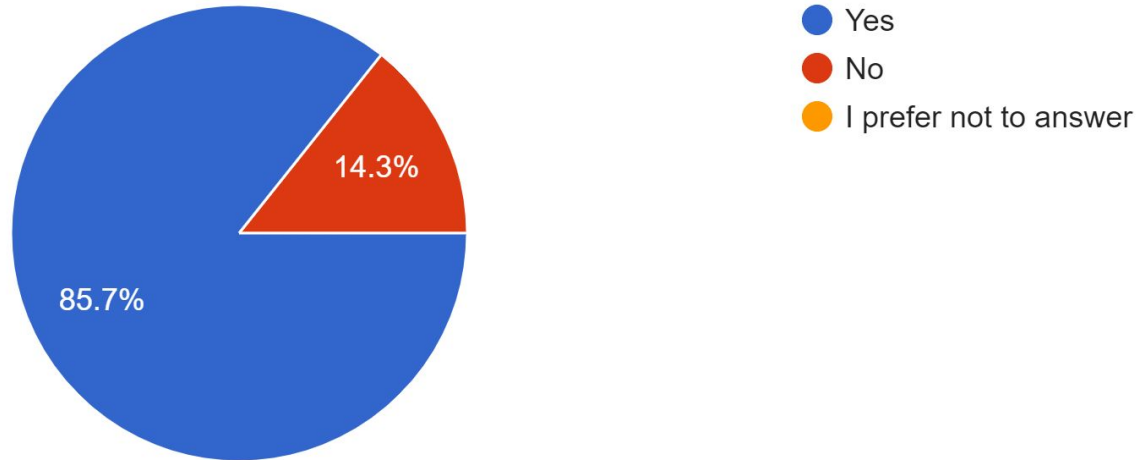


- Foreign Language class
- ICT class
- Philosophy/Religion class
- History class
- Natural Sciences class
- Transcurricular (two teachers working together, special needs and class teacher together, etc)
- Ethics-Citizenship

The project was **transcurricular** for **2** of the teachers and **embed in their curriculum** for the **other 5** teachers in Foreign Language class, ICT class, History class and Ethics-Citizenship class.

Have you participated in the planning/scheduling of the project?

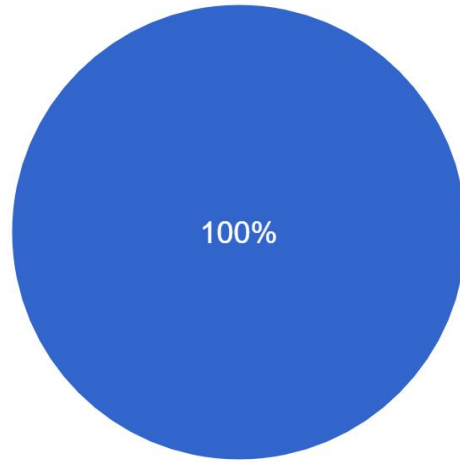
7 responses



**All the teachers, except of the German Special Education teacher who had joined the project later, have collaboration in the initial planning, into the preparatory activities and in the scheduling of the activities of the project.**

Was the aim of the project clear?

7 responses



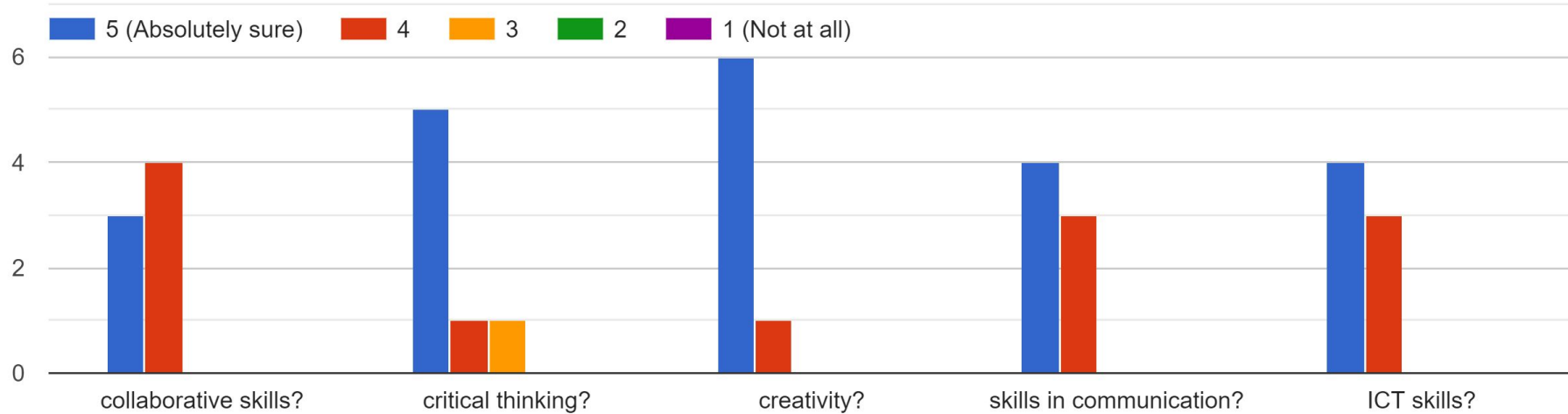
● Yes

● No

● I am not sure/ i prefer not to answer

The collaboration of the teachers in scheduling had made the **aims and the working process clear for all the teachers**

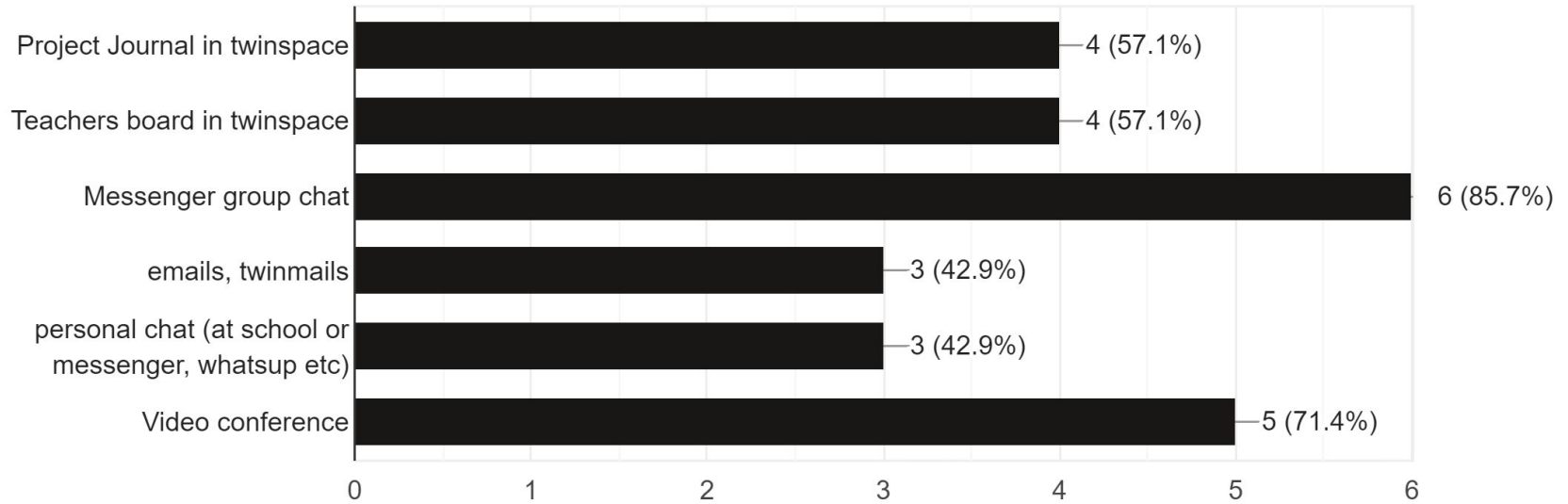
Has the project helped your students to develop:



All the teachers evaluate that their students' participation in the project was an effective way for them to develop **21st Century skills** in different percentage **according to each teacher's goals based on their curriculum. Creativity and critical thinking** are the 2 main soft skills that are evaluated as best developed, while **ICT skills, communication and collaboration** are also evaluated to have been developed well.

## How did you communicate with the other teachers? (you can click more than one)

7 responses



Communication among teachers is a crucial factor in such a challenging project.

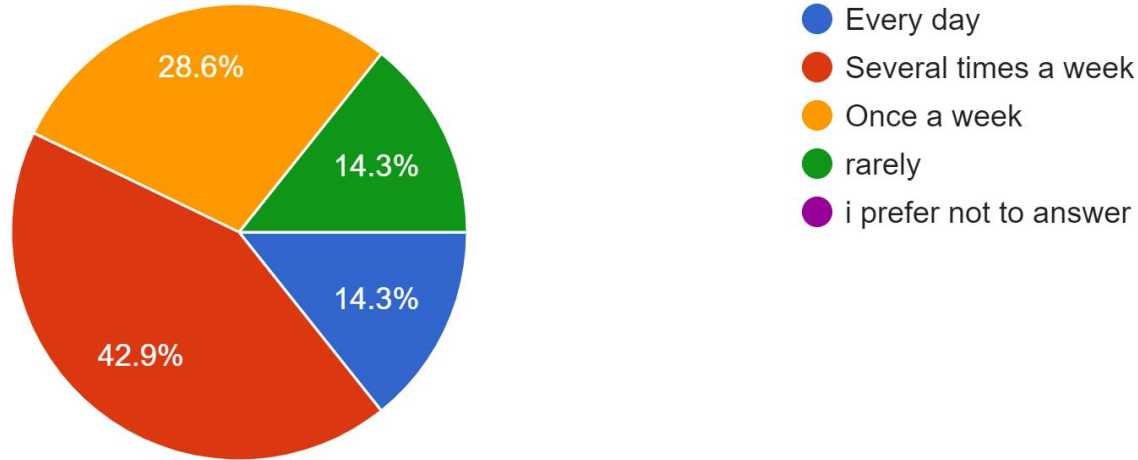
The teachers have used all the tools offered in the eTwinning platform for their communication and their collaboration on scheduling the activities of the project and organizing the relevant ideas.

The project journal was the steady meeting point for our classes, where students were also active. Video-conferences also have helped us to work collaboratively real time on shared docs.

Besides that teachers were very active in a messengers group sharing ideas and news. It worths mentioning that the team of the teachers were partners in previous projects, most of them forming a “steady working group” for years where each one felt comfortable to express him/herself and have/provide support.

## How often did you use the twinspace?

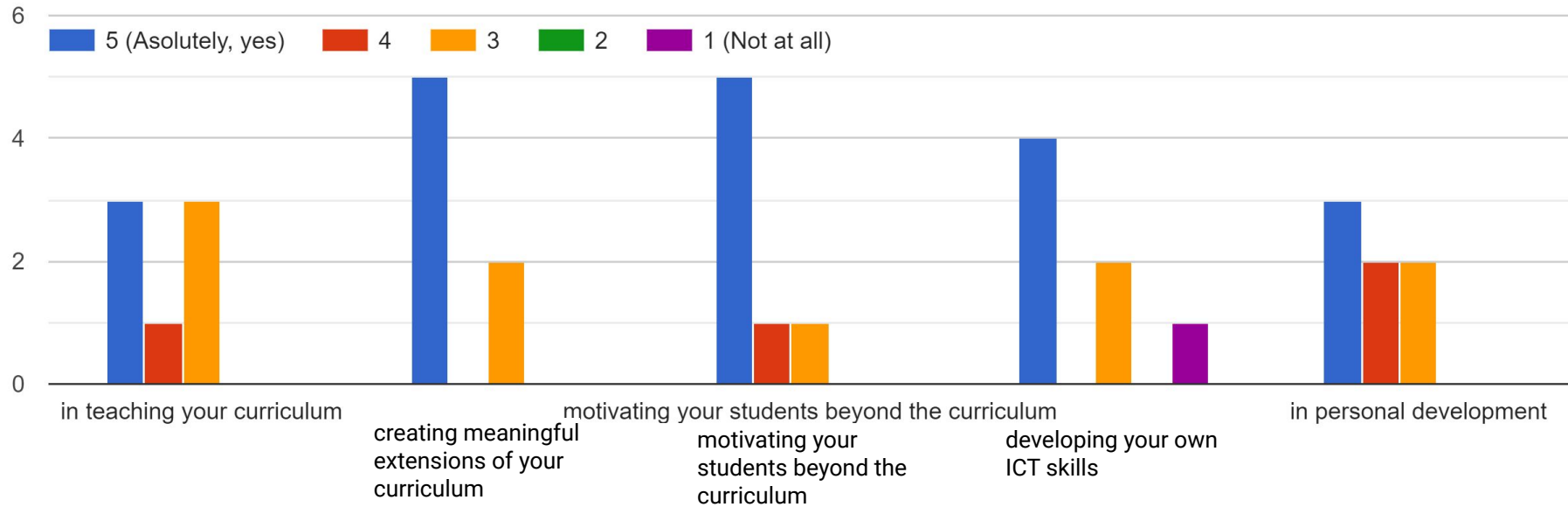
7 responses



All the teachers had participated in the “teachers activities” (e.g. the presentation in a “yin yang” way and creation of their taijitu) and they were absolutely informed of the working progress and the current activities. The special education teacher in Germany that declares that she was visiting the twinspace rarely is because she had guidance for the class teacher and she was supporting her student to fulfil the tasks in the twinspace by her own



## Has the project helped you



The teachers grade the project with the higher degree: 5 of them in motivating their students to work beyond their curriculum, 3 of them for helping them to teach their curriculum, 5 of them for creating meaningful extensions of their curriculum and in different degrees to develop their own ICT skills or for their personal development. **These results prove how well the project was embed in the various teaching subjects and summarizes how beneficial was for the teachers as a learning experience, too.**

Due to the COVID pandemic, **our school operated online from October 12, 2020 - May 4, 2021.** Only students in the 12th grade came to school on February 8, 2021 but alternatively, in groups. There was also a forced vacation throughout April 2021. It was very difficult to work on the project and especially to respect the schedule of activities because not all students had the necessary devices to work. **It was a real challenge to contribute to the project activities on time**  
(Romania, History class)

#### Lack of time

(France, special education teacher)

#### to not have enough time

(France, transcurricular)

Due to the pandemic (**homeschooling from December till beginning of June with times of changing weekly**) it was difficult to work on a regular basis on the project with the students.

Therefore not all of the activities could be carried out as they would have been worth doing. So for example the ICT and STEM activities could not be integrated into language class as we lacked time and opportunities for interaction inside the class  
(Germany, Foreign Language Class)

No comment  
(Germany, Special Education Teacher)

## What was the major difficulty you have faced in the project?

7 responses

Lockdown of our school (9 November-1 February and 9 February-10 May) because of the COVID pandemic and meeting my students in online classes asynchronously and once a week for 40 mins synchronously, when my students have had a variety of devices, was a huge challenge. If we were in face-to-face classes, it would be far more easily for my students to follow the activities of the project.

Even under these conditions, my two ICT classes (12 students 13 years old and 12 students 14 years old) have worked in all of the projects' activities and have also proposed some of the freestyle activities to their partners.

So, these difficulties (**the teaching mode, the lack of equipment and time**) compared to the contribution of my students to the final productions of the project, proves how successful the idea of the project had really been in motivating my classes to work and develop their collaborative skills and their responsibility to fulfill their duties towards their partners.

(Greece, ICT class)

**There were many interesting activities and we couldn't dedicate all the time I would have liked.**  
(Spain, Ethics and Citizenship class)

The project has been challenging and innovative for me and for my students.

Three aspects I want to highlight are:

1. We have created meaningful extensions of the curriculum;
2. We have reflected on our personal development.
2. We have developed useful digital skills.

(Spain, Ethics & Citizenship class)

That students from different countries were able to work together.  
(Germany, Special Education)

Motivation of the students  
(France, transcurricular)

The creativity  
(France, Special Education)

The project was based on a brilliant and unique idea.

Integrating into the curriculum was a real challenge, but it gave me the opportunity to develop students' digital skills and critical thinking.

I believe that the activities of the project gave students the opportunity to reflect on their personality.

Personality tests helped a lot, and the comparisons made with their peers contributed to a better knowledge of their personality and that of their teammates. (Romania, History class)

The Chinese culture and philosophy being very different from the European ones, they became a good filter to observe similarities between teenagers from different countries.

To some of my students it came as a surprise that they had more in common with peers from another country than with some of their classmates.

(Germany, Foreign Languages class)

What do you evaluate as the best attribute of the project?

7 responses

The project is a brilliant idea that has motivated me from the very beginning as it was challenging and innovative for my curriculum in the ICT class, where main aims are developing ICT skills (web2 tools and computational and critical thinking) as well as collaboration and creativity in a PBL approach, based on real life problems.

The “problem” that our teenager students had to work on during this project was their reflection on their own personality. They had to think about themselves and make comparisons to the inputs they had through their peers and through personality tests inspired of Chinese Culture.

Our students developed their knowledge not only about their personality, or about attributes that they share with their peers across Europe but have also reflected of what is that “makes a team”, and realized that they can always find commonalities and bonds and think of themselves by themselves.

Because of the wisely chosen personality tests, they had a motive to form a community of inquire of Chinese history and culture and get familiar to an Asian country that was of great importance in the world’s culture in the past and of huge economic importance in Europe and globally nowadays.

STEM activities were the best way to trigger conversations and thoughts of how nature-science and community-culture are interconnected and interdependent.

The activities summarize in the best, sleek and clear way the main messages of the project: “All are a matter of perspective, adopt skepticism, questioning your sources, searching for answers and checking back these answers. Do not adopt labels, be open-minded instead. Nothing is pure black or white permanently; find out which is which and under what conditions. You are the gatekeeper of your own truth.” These message are also in accordance to the eTwinning’s annual theme on Media Literacy.

So, in a nutshell, I think that the most important attribute of this project is the multifaceted, deceitfully simple students' tasks, venturesome, and resourceful approach that made more than meaningful my students' tasks in the ICT curriculum.

(Greece, ICT class)

What do you evaluate as the best attribute of the project?

7 responses