

Pedagogical group end report

Project: e-car share
Working group: Pedagogical
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author: Anton Edl, project coordinator

content:

1. The tasks of pedagogical group.....	2
1.1. Pedagogical concept for students with learning problems.....	2
1.2. Documentation „Development of learning students“	4
2. Documentation of the results.....	6
2.1. School HTL Weiz, Austria.....	6
2.2. School HAK Weiz, Austria.....	9
2.3. School SC Celje, Slovenia.....	12
2.4. Tehnička škola Čakovec, Croatia.....	15
3. Conclusion.....	18
4. Annex.....	19
4.1. LAVI-Test english.....	19
4.2. LAVI-Test german.....	19
4.3. LAVI-Test slovenian.....	19

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1. The tasks of pedagogical group

1.1. Pedagogical concept for students with learning problems

One of the core objectives of the project is to integrate students with learning disabilities, to provide strategies for improving learning behavior, and to improve students' performance. In this context, the project group "Pedagogy" has the task to offer and document possible courses or student project tasks.

The goal

In the project application, the educational goal was defined as follows:

"A concept for students with learning problems – create a common concept with ideas and strategies to support students with learning problems and lead them to a successful graduation. The success of these strategies will be tested by suiting indicators."

Products

According to the target description in the project application, two products were defined for the working group "Pedagogy".

Product 1

Develop strategies to involve students with learning difficulties in the project and to help the pupils.

Product 2

To record the development of students with learning disabilities in their documentation.

Strategies for Product 1

At the first transnational meeting in Weiz, the group members set a total of three strategies to achieve the desired goal.

Opportunities

Students with learning difficulties often have insufficient opportunities to actually be involved in such projects and to learn in a different, more practical style. We have tried to give pupils with learning difficulties the opportunity to participate in our project.

Allow errors

The particular form of the project makes it possible to choose a more open approach than the one with which the student often confronts with learning difficulties. While they are accustomed to being mistaken for mistakes in traditional learning environments, we have focused on ways to give them a new approach, to learn (and learn from) mistakes, and then to explore other, hopefully better solutions find.

Organisation of workshops

As a special support for students with learning difficulties, we organized transnational workshops in the past meetings, where students with learning difficulties of the various participating countries could get involved in a controlled learning environment of the project within the framework of the error-tolerant approach described above. Two students with learning difficulties from each country were taken to the workshops to monitor their development.

In order to capture the development of the less-educated pupils, the working group has

defined the following indicators.

Indicators for Product 2 (Documentation)

Learning Motivation

- Including learning strategies
- Including working behaviour
- Including stress accomplishment

Learning Success

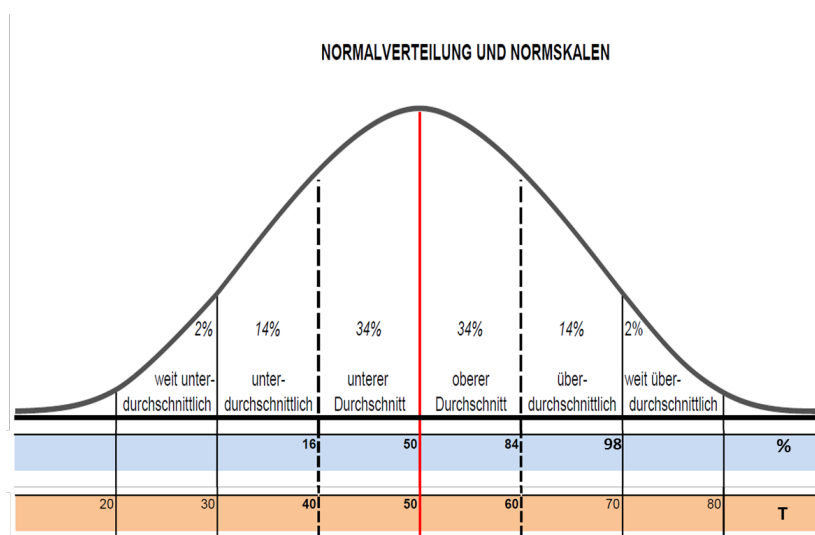
- Annual reports
 - Language grade
 - Technical grade
 - Social (behavioural) grade
- certificates (apart from compulsory certificates)
-

Presence at school

These indicators have been examined at the beginning, in the middle and at the end of the project. The development of the individual pupils is checked in quantitative and qualitative ways. In order to record these indicators, a table has been developed which is illustrated and explained on the following page.

1.2. Documentation „Development of learning students“

The indicator 1 "Learning motivation" is divided into the three areas of stress accomplishment, learning strategies and working behavior and was determined by the use or by the use of a test questionnaire. A learning and work behavior inventory, also called LAVI test, was used.



The LAVI serves the different recording of the learning and working behavior. Each item describes a typical learning and working situation. The 58 items are divided into the following topics

- analytical scales: workload (the student 's basic willingness to practice compulsive, thorough and thorough learning and problem solving), stress management (the student' s ability to cope with learning disabilities) and
- learning techniques (the student 's ability to effectively handle the learning process Learning material).

The manual contains specific instructions on funding forms in which the change process of the learning and working behavior can take place, as well as change methods which can be used in various learning and working behaviors.

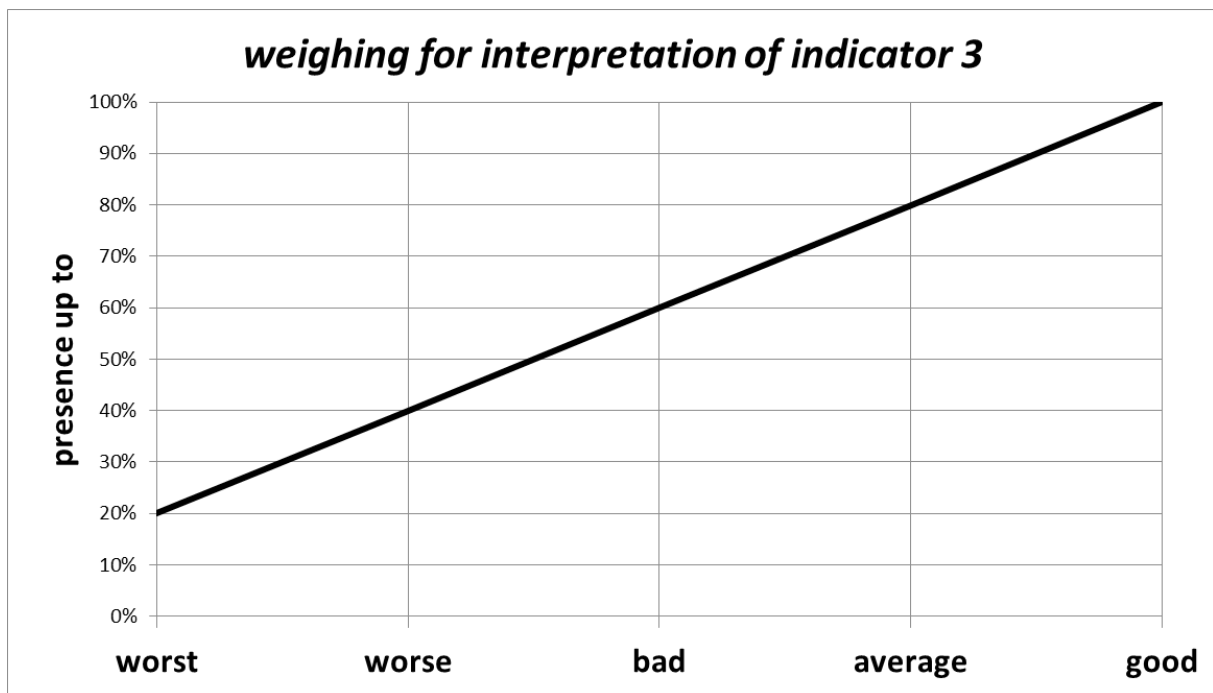
The LAVI test was provided by HOGREFE Verlag for this Erasmus project.

Indicator 2 "learning success" divided into the areas of

- language grade,
- technical grade and
- social grade

was determined on the basis of the credentials. As a foreign language, English is introduced to the school.

Indicator 3 "Presence at School" was determined using the presence lists in the class book. No apologized absenteeism was taken into account, it was determined exclusively whether the student was present or not.



We started with the activities of the project in October 2015 and the project results will be presented during the final project meeting in June 2017.

Two students per school participated for this report.

The Names of the students have been deleted for reason of data protection.

2. Documentation of the results

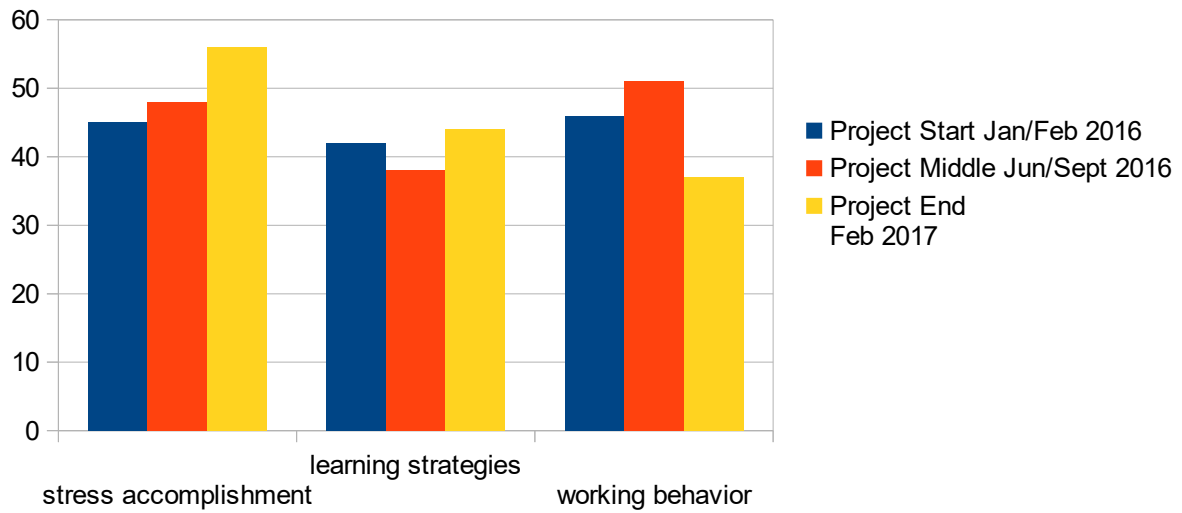
2.1. School HTL Weiz, Austria

Name: D.S.	Indicator 1 Learning motivation			Indicator 2 Learning success			Indicator 3 Presence at school		
	stress accomplish ment	learning strategies	working behavior	Language grade	Technical grade	Social grade	presence (in days)	missing (part or days)	presence in %
Project Start Jan/Feb 2016	45	55	44	4	4	4	85	20	81%
Project Middle Jun/Sept 2016	47	64	52	4	4	3	152	15	91%
Project End Feb 2017	55	51	61	3	3	2	91	10	90%
additional certifications:									
Name: S.S.	Indicator 1 Learning motivation			Indicator 2 Learning success			Indicator 3 Presence at school		
	stress accomplish ment	learning strategies	working behavior	Language grade	Technical grade	Social grade	presence (in days)	missing (part or days)	presence in %
Project Start Jan/Feb 2016	45	42	46	4	4	3	93	12	89%
Project Middle Jun/Sept 2016	48	38	51	4	4	3	158	17	90%
Project End Feb 2017	56	44	37	4	4	2	91	10	90%
additional certifications:									



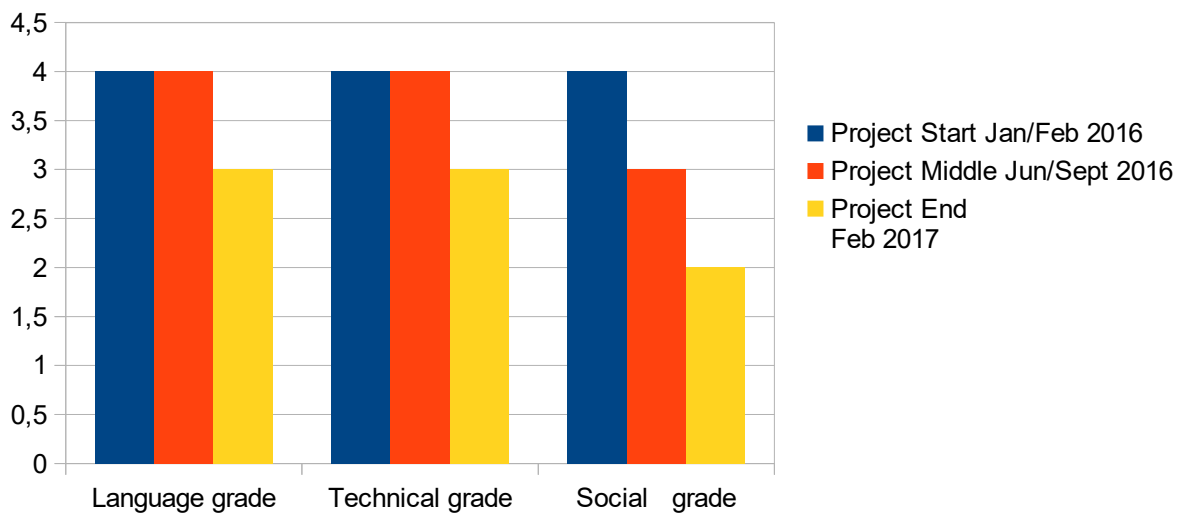
Indicator 1

Learning motivation



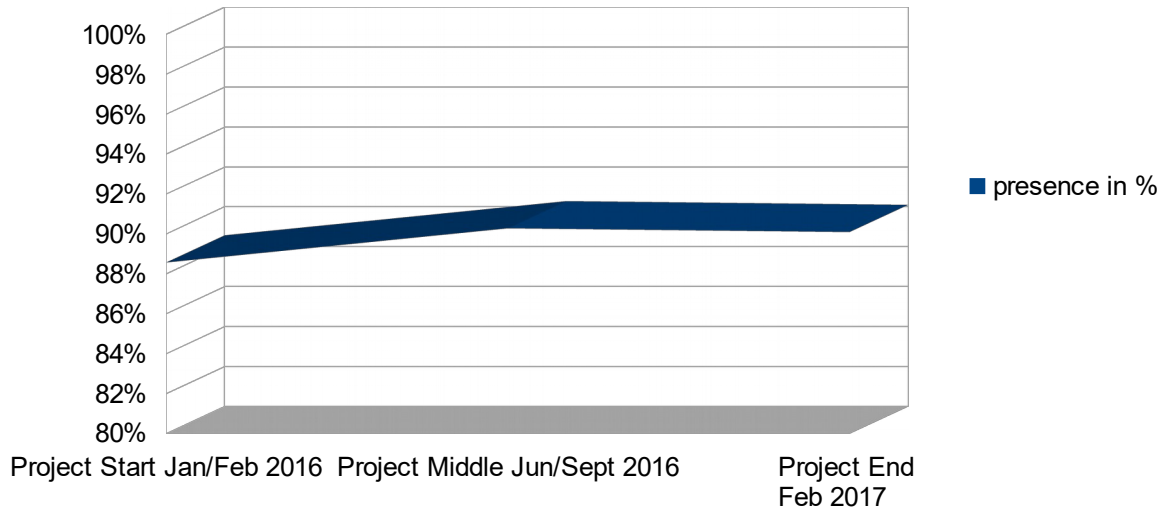
Indicator 2

Learning success



Indicator 3

Presence at school

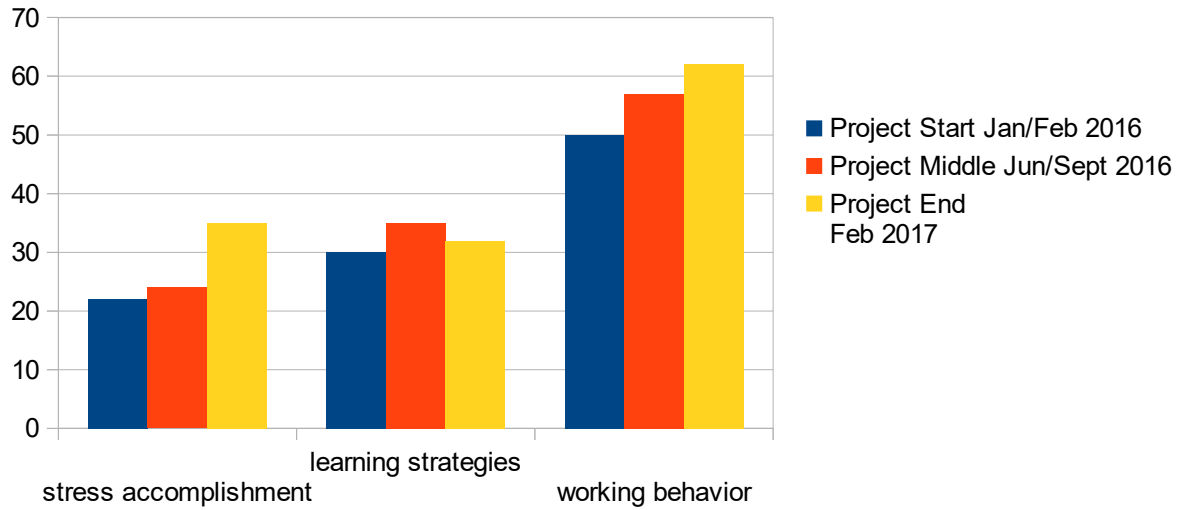


2.2. School HAK Weiz, Austria

Name: D.S.	Indicator 1 Learning motivation			Indicator 2 Learning success			Indicator 3 Presence at school		
	stress accomplish ment	learning strategies	working behavior	Language grade	Technical grade	Social grade	presence (in days)	missing (part or days)	presence in %
Project Start Jan/Feb 2016	34	56	64	3	4	2	102	3	97%
Project Middle Jun/Sept 2016	44	47	68	4	4	3	175	9	95%
Project End Feb 2017	43	71	70	4	4	1	91	10	90%
additional certifications:									
Name: S.S.	Indicator 1 Learning motivation			Indicator 2 Learning success			Indicator 3 Presence at school		
	stress accomplish ment	learning strategies	working behavior	Language grade	Technical grade	Social grade	presence (in days)	missing (part or days)	presence in %
Project Start Jan/Feb 2016	22	30	50	3	4	3	99	6	94%
Project Middle Jun/Sept 2016	24	35	57	3	3	2	173	8	96%
Project End Feb 2017	35	32	62	2	3	1	89	12	88%
additional certifications:									

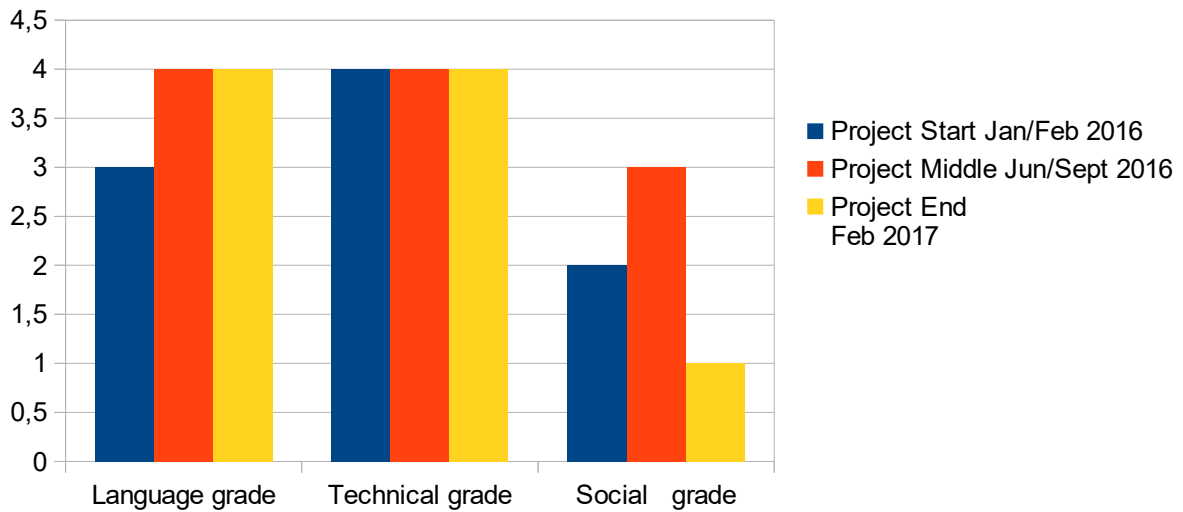
Indicator 1

Learning motivation



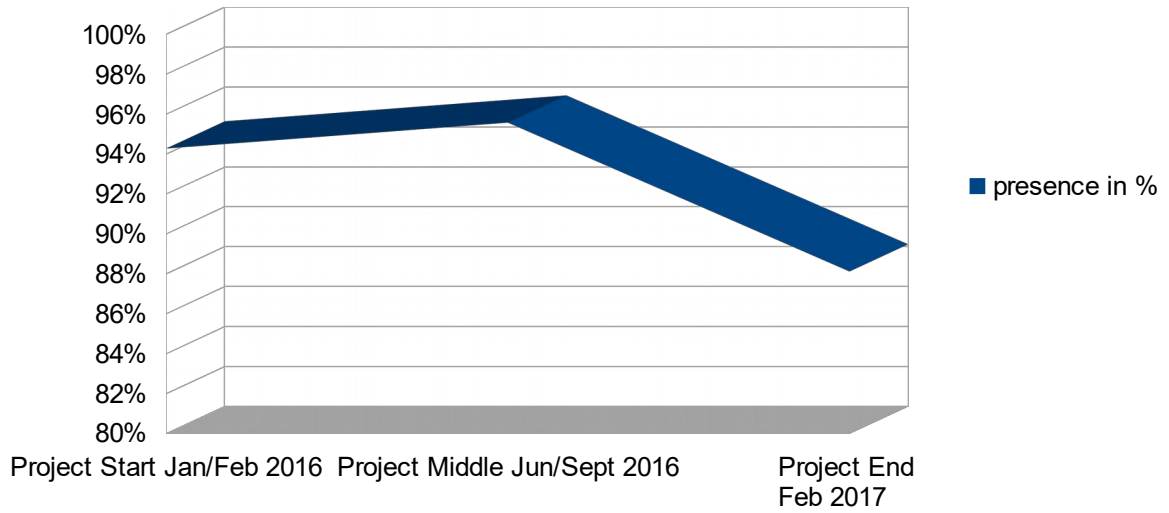
Indicator 2

Learning success



Indicator 3

Presence at school



2.3. School SC Celje, Slovenia

Name: D.S.	Indicator 1 Learning motivation			Indicator 2 Learning success			Indicator 3 Presence at school		
	stress accomplish ment	learning strategies	working behavior	Language grade	Technical grade	Social grade	presence (in days)	missing (part or days)	presence in %
Project Start Jan/Feb 2016	67	76	34	4	3	3	93	12	89%
Project Middle Jun/Sept 2016	63	71	52	3	3	3	170	5	97%
Project End Feb 2017	55	55	65	2	2	1	97	4	96%

additional certifications:

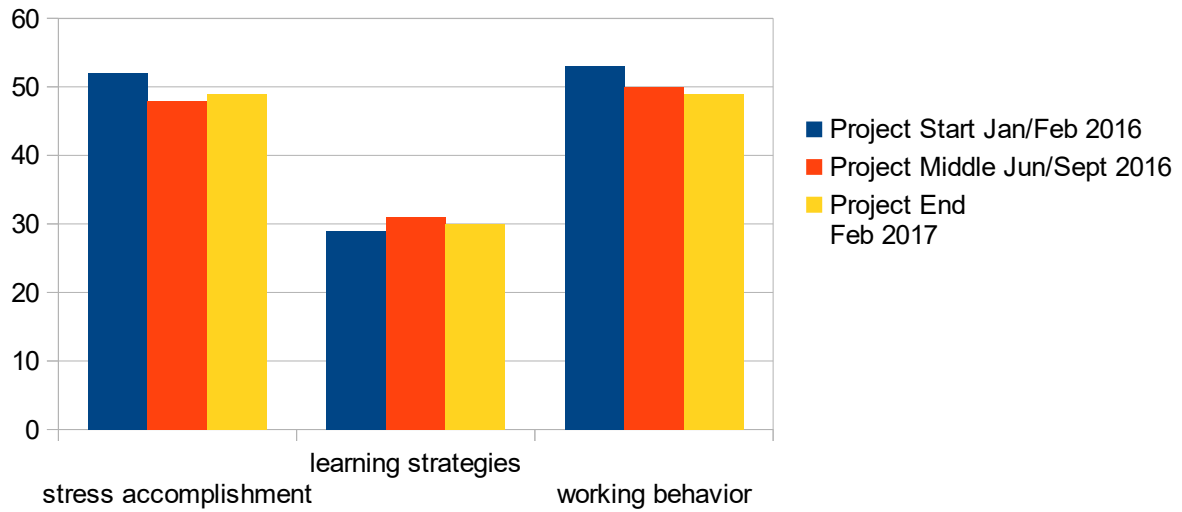
Name: S.S.	Indicator 1 Learning motivation			Indicator 2 Learning success			Indicator 3 Presence at school		
	stress accomplish ment	learning strategies	working behavior	Language grade	Technical grade	Social grade	presence (in days)	missing (part or days)	presence in %
Project Start Jan/Feb 2016	52	29	53	4	3	3	95	10	90%
Project Middle Jun/Sept 2016	48	31	50	4	5	2	155	22	88%
Project End Feb 2017	49	30	49	3	2	1	88	13	87%

additional certifications:



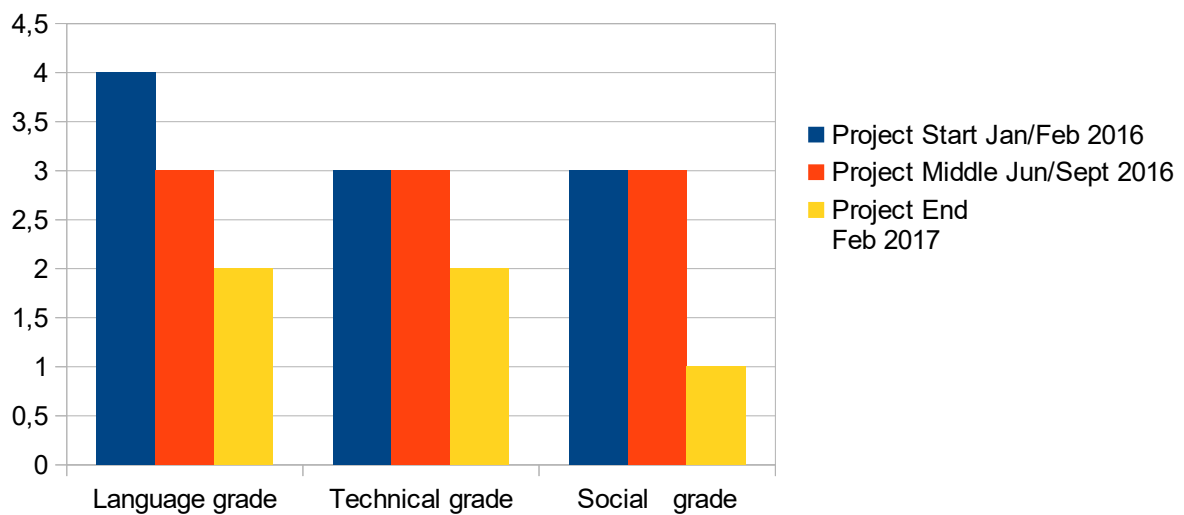
Indicator 1

Learning motivation



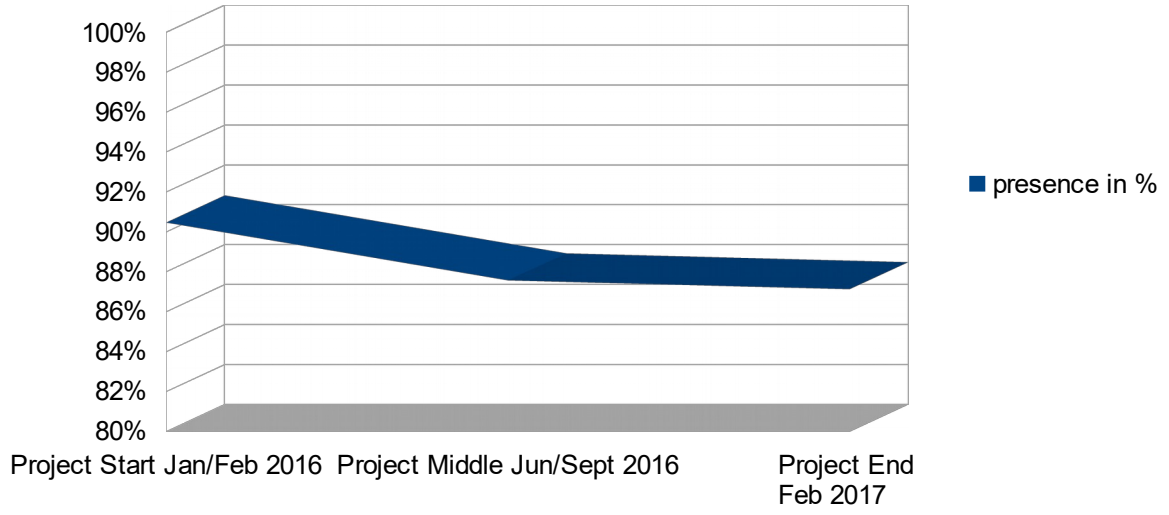
Indicator 2

Learning success



Indicator 3

Presence at school



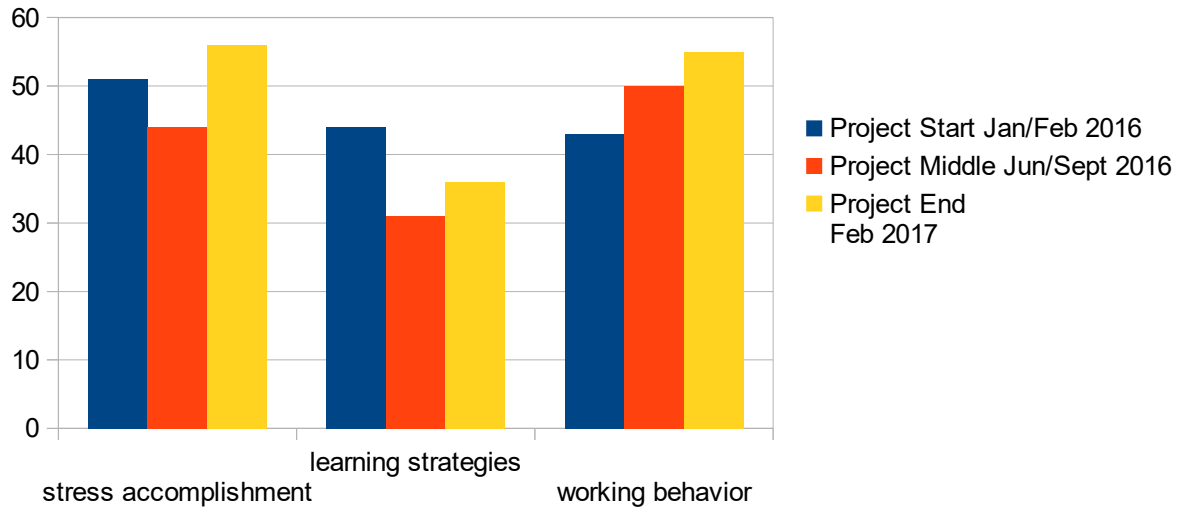
2.4. Tehnička škola Čakovec, Croatia

Name: D.S.	Indicator 1 Learning motivation			Indicator 2 Learning success			Indicator 3 Presence at school		
	stress accomplish ment	learning strategies	working behavior	Language grade	Technical grade	Social grade	presence (in days)	missing (part or days)	presence in %
Project Start Jan/Feb 2016	44	24	44	4	4	3	88	17	84%
Project Middle Jun/Sept 2016	54	35	52	4	3	4	155	15	91%
Project End Feb 2017	55	41	41	2	4	3	96	5	95%
additional certifications:									
Name: S.S.	Indicator 1 Learning motivation			Indicator 2 Learning success			Indicator 3 Presence at school		
	stress accomplish ment	learning strategies	working behavior	Language grade	Technical grade	Social grade	presence (in days)	missing (part or days)	presence in %
Project Start Jan/Feb 2016	51	44	43	3	4	3	93	12	89%
Project Middle Jun/Sept 2016	44	31	50	3	5	2	144	31	82%
Project End Feb 2017	56	36	55	4	3	4	79	22	78%
additional certifications:									



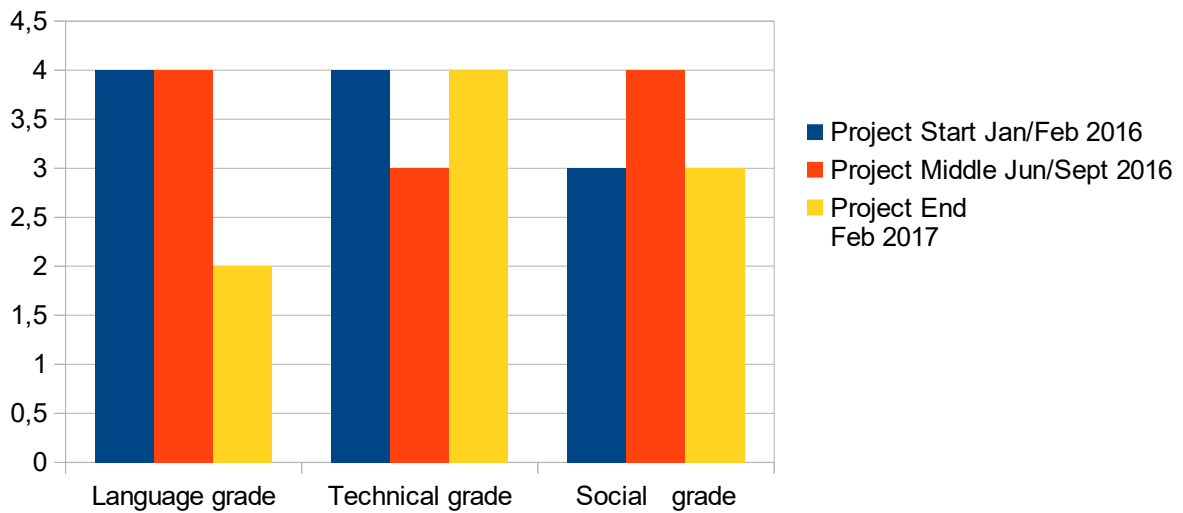
Indicator 1

Learning motivation



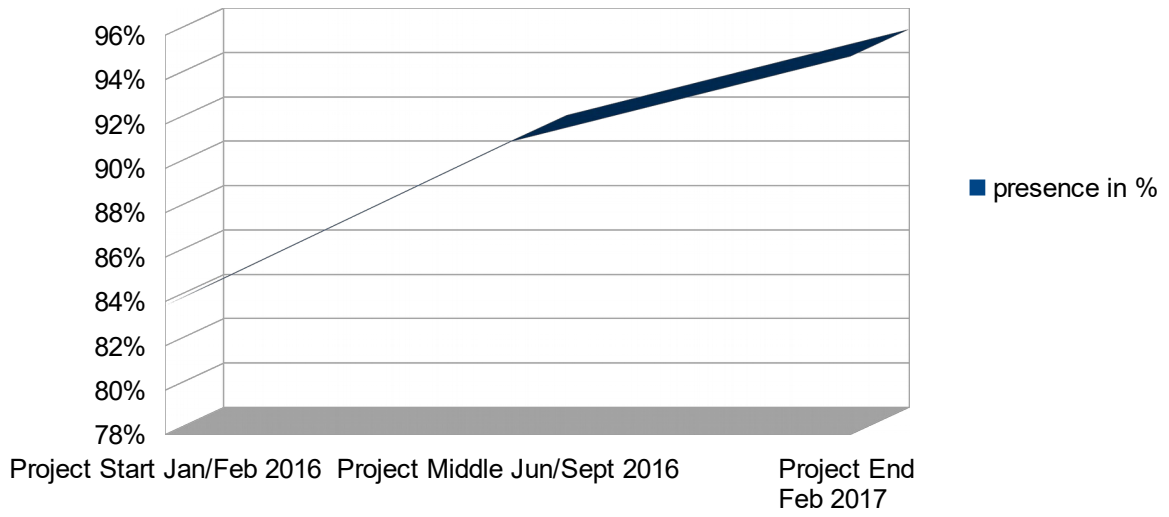
Indicator 2

Learning success



Indicator 3

Presence at school



3. Conclusion

The documentation shows that most students have improved with regard to his / her learning performance. The acquired indicators Learning motivation, school notes as well as attendance in the classroom have developed positively during the project lifetime.

The integration into the project "e-car share", combined with the targeted support of the low-learning pupils, has partly contributed to this. However, it should be borne in mind that during the two-year project period, the students themselves have undergone a maturation process. The learning performance can change, for example, by family, friends, profession, hobbies or examples. The improvement in student performance can therefore not be attributable solely to participation in the project.

In addition, it is important to mention that only two selected students with learning difficulties can not be expected to have any scientific knowledge. For this, more than 30 students would have to be observed in their learning performance. Overall, we consider the pedagogical project implementation to be successful. The learning support, the learning opportunities and, above all, the project as a whole have been accepted by the students with learning disabilities.

The cultural impact of the different pupils and the joint meetings in the participating countries have left a special impression to the pupils. The participants' feedback suggests that the performance of the Pedagogical Working Group is meaningful and sustainable.

4. Annex

4.1. *LAVI-Test english*

4.2. *LAVI-Test german*

4.3. *LAVI-Test slovenian*

