

KEY COMPETENCIES FOR FOSTERING BETTER INTERNATIONAL UNDERSTANDING AND EMPLOYABILITY

This project - running from Sept. 2015 until Sept. 2018 - is part of the programme ERASMUS+. It is cofinanced by the European Union and funded with support from the European Commission. The content reflects the view of the author only, and the Commission cannot be held responsible for any use, which may be made of the information contained therein. The project is developed and carried out in steady cooperation during a successful European partnership of following 4 schools:

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Meeting evaluation

Internal Project Evaluation: Partner Meetings

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This report summarises the results from evaluation of partner meetings in

- Lübeck (DE) 02 11 2015 - 06 11 2015,
 - Gdansk (PL) 07 03 2016 - 11 03 2016,
 - Trikala (GR) 13 11 2016 - 19 11 2016,
 - Kaunas (LT) 09 04 2018 - 14 04 2018,
- also vocational exchange meetings
- Greece meets Lithuania, Kaunas 23rd - 29th of September 2017,
 - Lithuania meets Greece, Megala Kalyvia 14th - 21st of October 2017
 - Germany meets Poland, Gdańsk 22nd - 28th of October 2017
 - Poland meets Germany, Lübeck 14th - 19th of January 2018

Firstly, evaluation method is described (chapter 1), and afterwards the evaluation results are provided (chapter 2).

In the last chapter (chapter 3) summary and recommendations for the improvement of Project meetings are presented.

1) Method

The questionnaire was developed by participating teachers of the Project. It is comprised of 18 questions about the preparation and organisation of the meeting and its processes. It was delivered (online or in a written form) to all participants of meetings (project partners - 46 teachers and 100 students, the external evaluator) via mailing list or direct access in the ICT room.

If appropriate, data is supplemented by observations made by a teacher, who participated at the meeting.

A qualitative analysis of all answers was conducted.

Questions were divided into several groups: general aspects, logistics and organisation, contents, quality of European partnership. The corresponding items were assessed from 1 to 5.

Other group of questions had multiple choice (choose 2 strengths (positive aspects) for the meeting; what you will take home with?).

From the answers no categories could be derived. Every participant considered different aspects worth mentioning.

Entries concerning elaboration of impressions are paraphrased from open-ended questions/questionnaires and meeting reports. Direct citation is indicated by quotation marks.

2) Results

The presentation of the results follows the structure of the questionnaire.

For each detected category the number of entries is presented in tables.

In general, most of the meeting issues got the highest scores (evaluation range was from 1 to 5):

- the objectives of the meeting were clear,
- the issues on the agenda were consistent with the meeting objectives,
- the meeting was useful for helping our organization to carry out the expected project activities,
- the materials produced before and during the meeting were clear and useful to develop the expected project activities,
- all the partners contributed to the success of the meeting appropriately,

- the opinions of the partners were taken into consideration in an equal and unbiased manner,
- the meeting established good working relationships among the partners.

Some aspects got lower scores, which show that there were some problems which could be eliminated in the future.

- The meeting met my expectations (not always - 4, 95).

Scores of 4,80 got such issues as:

- duration and timing of the meeting;
- the subjects discussed were relevant;
- balance between different types of activities (work session, social and cultural events, free time, etc.);
- realistic timescales;
- effective communication amongst partners;
- development of teamwork of positive attitudes;
- the commitment to the project by each partner (fulfilling the responsibilities set out for this project meeting, quality of the presentations and products, sharing responsibility for the meeting);
- intercultural interaction/challenges
- the information (on tasks, materials for the meeting, etc.) received before the meeting from the coordinator/ host institution/ local promoter;
- the coordinator facilitated understanding of the objectives and work plan for the next period;
- the coordinator facilitated communication and collaboration between partners;
- everyone was encouraged to contribute to discussions.

Even less rating i.e. 4,76 score, was given to:

- the information about travel accommodation, etc. received before the meeting from host partner;
- responding in time;
- facilitation of understanding of the objectives and work plan for the next period;
- the meeting fulfilled the established objectives after the meeting;
- to which extent are work plan and deadlines clear to me after the meeting;
- to which extent is each partner's role and responsibility within the next project activities clear to me after the meeting;
- to which extent are the decisions taken clear to me?

Relevance of activities and personal expectations were ranked by 4,72.

And the least score (4,60) got the infrastructure provided (IT arrangement, PC, internet connection, etc.).

Teachers and students evaluated positive aspects of each meeting and pointed out what they bring home from them. The results are presented in Tables 1 and 2.

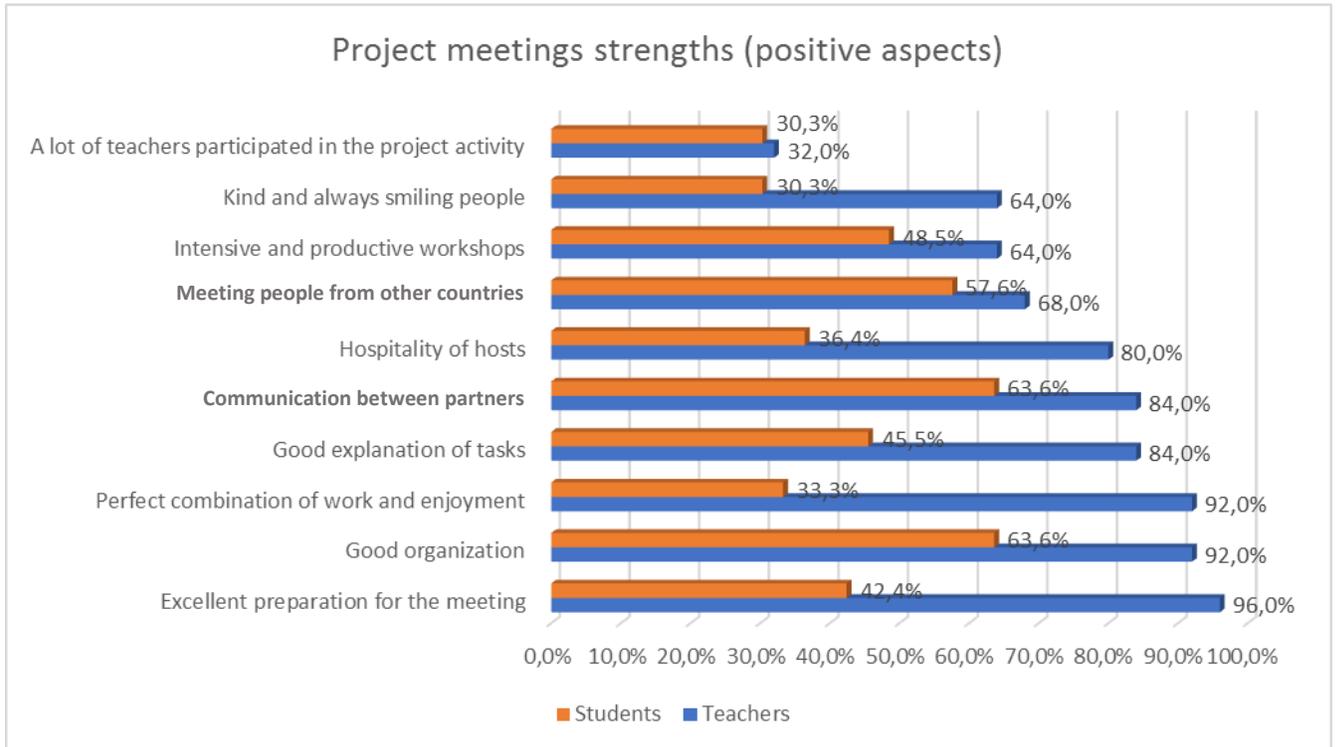


Table 1. Positive aspects of project meetings.

The first table shows that teachers gave the highest evaluation for the preparation of meetings (96 %) and the lowest score was given to the participation of teachers from host school (32,0 %). This could be explained that teachers of the host school were mainly engaged in the preparation work.

Students have mentioned that the most positive aspects were good organization and communication between partners (63,6 %). They also gave the lowest score to the participation of teachers from host school in project activities, and not always people were kind and smiling (30,3 %).

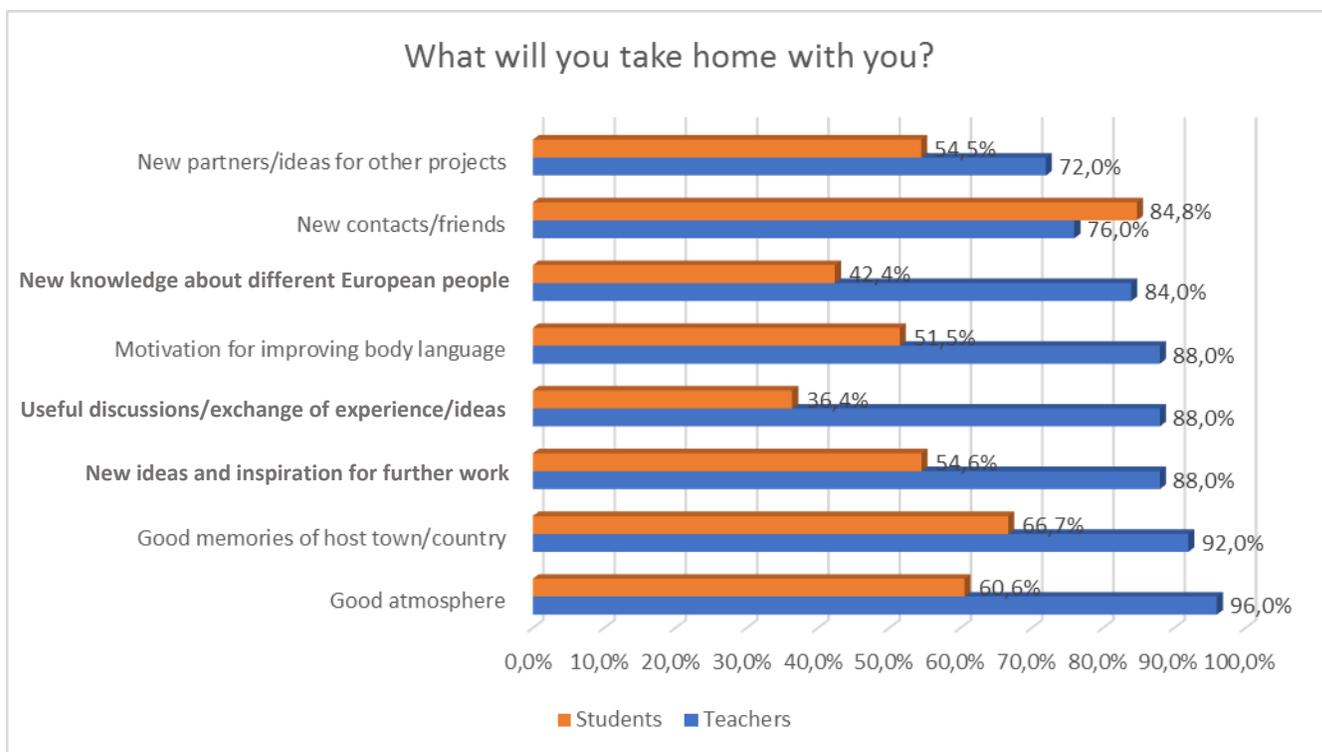


Table 2. What will you take home with you?

Asked about the most preferred aspects of meetings and any other comments, every partner pointed out different strengths. The second table shows that teachers valued the good atmosphere (96 %). New partners and ideas for further projects got the lowest evaluation (72 %).

Students were happy to obtain new friends (84,8 %.) and they missed discussions, exchange of ideas (36, 4 %).

Further elaboration is provided by a few open ended questions:

Students:

- “That was one of the best time of my life, thank you for this time”,
- “Meeting was excellent!”,
- “Just wait for the spring next time ;)”.

Teachers:

- "Let's try to save this high level of quality within a meeting! 1000 thanks to our Partners from Conradinum, namely Agnieszka and Teresa!", "Let's perform the new ideas within our national activities and exercises!",
- "We should have more of these experiences (vocational trainings)",
- "Detailed preparation of students and teachers contribute to success",
- "The teachers of the school are working great and had organized the week very well",
- "Let's perform the new ideas within our national activities and exercises!"
- "Let's exchange our national adaptations and differentiations for individual levels of tasks!",
- "Let's use DROPBOX for Exchange of large data files!".

3) Summary and Recommendations

From the presented results of the internal evaluation of the partner meetings it can be deduced that Project meetings were very helpful in terms of providing understanding about the work activities among all partners. However, comments provided to several questions show that discussions and exchange of ideas has crucial importance for students to fully understand and successfully complete the given tasks.

Some recommendations for the improvement of meetings and work processes were proposed:

- "A conclusion session" was also suggested at the end of the meeting.
- Additionally, some partners pointed out that time line and future tasks should be outlined clearly at the end of a meeting.

However, there are some concerns that the time for performing the implementation of tools at school might be too short and that the process of implementation was not clear.

- Teachers should promote face-to-face discussions among students.

For organizing meetings especially the following three comments should be kept in mind:

- atmosphere and good relations between all partners,
- cooperation and discussions between all participants,
- use of good practice examples during meetings and after meetings.

Although new partners and new ideas were not widely discussed during all project meetings, during one vocational meeting (Lübeck, DE) partners had invited and arranged a discussion with a French teacher about the ideas for a future project, also had a continuous email correspondence with other possible European partners, which resulted in the application submitted for Erasmus+ school exchange.

Also, project coordinator Mr. Holger Vogt (DE) had provided extensive meeting reports with evaluation and recommendations for further meetings which were supplemented by partner schools.

Questions about cultural activities could have been included as meeting evaluation data. On the other hand, they were widely described in project meeting reports: “Gesture can be learned, even imitated, but it will never be the same in different individuals, because it is part of one’s personality. It is important to clarify that gesture does not refer to simple gesticulation, mimicking, but could be an expressive metaphor in performance. In terms of aesthetic appreciation of gesture, we could observe the elegance, power, sophistication, or discretion of its expression as a beauty sign that only a performer’s personality may show. Therefore, studying body language adds a lot to our aesthetical education what we could observe in project meetings in Lübeck, Gdansk, Trikala, and Kaunas”.

The use of Project websites <http://www.vogt-hl.de/index.htm>, <http://www.aiwys.eu/> along with other ICT means could have been more intensive in collecting evaluation data and material exchange.