

CARMA

Non-formal learning for student motivation



WP 6.5 Evaluation Report for Teachers, Students and Stakeholders

UCLL



Co-funded by the
Erasmus+ Programme
of the European Union

This project has been funded with support from the European Commission.
This publication [communication] reflects the views only of the author, and the Commission
cannot be held responsible for any use which may be made of the information contained therein.

www.carma-projecte.eu



WP6.5 Evaluation Report for Teachers, Students and Stakeholders





- The CARMA project has been designed in the form of 8 Work Packages and 4 main project phases which have been structured to improve and assess project implementation and to give to partner's milestones and performance indicators to ensure good overall management of the project and each WP from start to finish.
- This report summarizes task 2 developed in Phase 3 Evaluation: collection of data on effect of CARMA approach on ESL and low achievement. Evaluate impact on target groups and ensure evidence base results for transferring to Policy Makers.

Task 2 – Monitoring of the Activities and Products evaluation by the Target Groups.



This final evaluation report assesses the outcomes, impact and results with all target groups of the project. The report highlights key achievements and the impact on direct and indirect target groups and beneficiaries strengthening the evidence base, and sharing lessons learnt in order to effectively transfer results to policy making level.

Evaluation with the target groups involved the following:

-  Evaluation with teachers and students
-  Evaluation with non-formal learning experts*
-  Evaluation with the teaching staff
-  Evaluation with professionals and stakeholders

*evaluation with non-formal learning experts will be delivered in a separate report as part of WP6.7 of WP6 Task 2.

- ✘ This presentation is a summary of the evaluation report, part of WP6.5
- ✘ Summary of the evaluation findings of the teachers, students, teaching staff, professionals and stakeholders in policy making

The pilot phase included 3 important stages:



 Collaborative learning and assessment sessions with students

At least 7 sessions in total of the school year to test the range of non-formal learning methods and RMA assessment tool to monitor learners progress.

 Demonstration workshops

Most of the workshops took place during the last months of the 2 school semesters within the piloting phase

 Collaborative assessment with students

A formative assessment approach using RMA

✚ As part of WP6.4 – Evaluation Tools for the Target Groups-
Different evaluation tools were developed to allow effective evaluation of the impact on the target groups of teachers, students, teaching staff, professionals and stakeholders in policy making.

The tools covered the following areas of evaluation:

- ✚ Impact on teachers (DTG1)
- ✚ Impact on students (DTG2)
- ✚ Impact on wider school community (teaching staff)
- ✚ Impact on stakeholders and professionals in policy making

As part of WP6.3 – Piloting Guidelines –

A document was created to outline the codes of practice by the non-formal experts and teachers. The document defined the monitoring responsibilities and ensured the use of the standardized evaluation tools and non-formal learning materials.



For each of the target groups, data collection Tools and Instruments were developed.

Direct Target Group 1: Teachers

Data collection instrument: Teacher Diary

A set of eight indicators were defined that refer to the 'Monitoring Questions' found in WP6.4. The eight indicators refer to evaluating the impact of the non-formal methods and RMA as an assessment tool on the DTG1 of teachers, the usefulness of the materials and the added value this target group finds in collaborative methods.

Eight indicators were identified:

1. Increase in knowledge and competencies regarding NFL methods to facilitate collaborative teaching and learning
2. Increase in knowledge and competencies regarding RMA as an assessment tool for monitoring learners progress
3. Increased confidence in leading collaborative methods within own school environment
4. Increased peer learning and collaboration via co-working with non-formal learning experts and other teachers
5. Usefulness of the materials
6. Increase interaction in the classroom
7. Increase motivation and engagement of the students
8. Increase learning outcomes in the classroom

Direct Target Group 2: Students

Data collection instrument: RMA

The Reciprocal Maieutic Approach (RMA) was used as an assessment tool to measure the learners progress and impact of the collaborative learning methods on the students.

Because of the age difference among this target group, no fixed questionnaire was implemented.

The teacher alone or together with the non-formal learning expert evaluated the impact of collaborative learning on the students through the use of RMA. The teachers were provided with guiding questions in order to facilitate the assessment and to direct their RMA session in line with the monitoring questions found in WP6.4.

Evaluation with the students included the impact of non-formal learning methods on their learning, motivation, interest and enthusiasm towards the new learning materials.

Target Group: Teaching Staff

Data collection
instrument: Mixed
Questionnaire

For this indirect target group evaluation, a questionnaire was developed with qualitative and quantitative aspects to be collected after the demonstration workshop events in the schools taking part in the pilot study

Evaluation with the teaching staff is aimed at having feedback from the wider teaching and school staff, everyone that is involved in education within the school environment. It is not limited to teachers only, but to librarians, faculty and staff. The evaluation incorporated how they see collaborative methods as useful and of an added value, the challenges and areas for improvement.

*The questionnaire was designed in collaboration with a group of researchers in education and validated by an expert panel of educationalist and collaborative learning specialists. The questionnaire was uploaded to Google Forms in English, to be translated by the partners in their respective languages.

The Questionnaire: Likert scale of 5 points in addition to some open ended questions

CARMA



The questions included in the questionnaire were principally about:

The sessions

- ✂ The workshop was relevant to me
- ✂ The workshop was interesting
- ✂ The workshop helped me gain new competencies in RMA as an assessment tool, collaborative teaching and learning practices
- ✂ The workshop motivated me to take action in my classroom
- ✂ What action/s were you motivated to try out in your classroom
- ✂ I want to tell others about RMA and the non-formal learning methods used in the CARMA project
- ✂ The tools and the materials used during the workshop were useful
- ✂ I have the confidence to try some of the methods in my teaching

Student engagement

- ✂ The interaction between the students was good
- ✂ The students were enthusiastic about the workshop
- ✂ The students showed high levels of engagement
- ✂ What was the best aspect of the workshop

Non-formal learning and RMA in the school environment

- ✂ Do you see some challenges in delivering non-formal learning methods and RMA in the school environment?

Target Group: Professionals & Stakeholders

Data collection instrument:
Mixed Questionnaire

For this target group evaluation, a questionnaire was developed with qualitative and quantitative aspects to be collected after the demonstration workshop events in the schools taking part in the pilot study.

*The questionnaire was designed in collaboration with a group of researchers in education and validated by an expert panel of educationalist and collaborative learning specialists. The questionnaire was uploaded to Google Forms in English, to be translated by the partners in their respective languages.

Evaluation with professionals and stakeholders is aimed at collecting feedback from professionals and communities of stakeholders in policy making. This includes, parents and families, local residents and organizations that have a stake in the school's success, such as school-board members, city officials, and elected representatives; businesses, organizations, and cultural institutions; and related organizations and groups such as parent-teacher associations, charitable foundations, and volunteer school-improvement committees. The evaluation incorporated how they see collaborative teaching methods as useful, if they see a future in investing in these methods, if they see a possibility of integrating collaborative methods in formal teaching school curricula, and finally their advice on areas for improvement.

The Questionnaire: Likert scale of 5 points in addition to some open ended questions

CARMA



The questions included in the questionnaire were principally about:

The sessions

- ✘ The workshop was relevant to me
- ✘ The workshop was interesting and interactive
- ✘ The non-formal learning methods and RMA can help teachers gain new competencies in collaborative teaching and learning practices
- ✘ The non-formal learning methods and RMA to facilitate collaborative teaching and learning can be of added value in teaching
- ✘ I want to tell others about the non-formal methods used in the CARMA project
- ✘ The tools and the materials used during the workshop were useful

Student engagement

- ✘ The interaction among the students was good
- ✘ The students were enthusiastic about the workshop
- ✘ The students showed high levels of engagement
- ✘ What was the best aspect of the workshop

Non-formal learning and RMA in the school environment

- ✘ Do you see some challenges in delivering non-formal learning methods and RMA in the school environment?
- ✘ In what ways do you think the non-formal learning methods and RMA as an assessment tool can be adopted to the school curriculum?
- ✘ What support do you think is needed to ensure their adoption to the school curriculum?

Data Collection Process

- Data collection was done during the school year 2016-2017 in the seven partner countries, Italy, Turkey, Portugal, France, Belgium, Spain and Austria.

Country	No of NFL Techniques	No of NFL Techniques Evaluation	No of RMA Evaluations	No of students	No of teachers
Austria	3	21	4	108	4
Belgium	4	19	14	529	3
France	4	44	1	337	4
Italy	6	18	4	332	4
Portugal	5	18	6	544	3
Spain	6	46	4	510	4
Turkey	8	30	6	678	4
Total	36	196	39	3038	27

Data Collection Process for Impact on DTG1 of Teachers



The teacher diaries have been filled by the different teachers involved in the piloting phase. The teachers filled the diaries according to the guidelines and leading questions that were provided to them (*Teacher Diary Guided Questions*) corresponding to the assigned indicators.

- ✖ The non-formal learning experts received training and explanation on the manner of coding during the 3rd partnership meeting in Pau, France on 27th – 28th April 2017.
- ✖ Due to the fact that the diaries were written in seven different languages, it was agreed upon by the consortium that the non-formal learning experts would code the diaries for the eight assigned indicators, and translate the codes into the English language.
- ✖ In addition to that, the non-formal learning experts would translate outstanding quotes that correspond to the different Indicators.
- ✖ Two documents have been created for this purpose, to be filled by the non-formal learning experts with the translated codes and quotes.

Data Collection Process for Impact on DTG2 of Students



Country	No of NFL Techniques	No of NFL Techniques Evaluation	No of RMA Evaluations	No of students	No of teachers
Austria	3	21	4	108	4
Belgium	4	19	14	529	3
France	4	44	1	337	4
Italy	6	18	4	332	4
Portugal	5	18	6	544	3
Spain	6	46	4	510	4
Turkey	8	30	6	678	4
Total	36	196	39	3038	27

Data on the impact on DTG2 of students was collected by the teachers.

✚ The Reciprocal Maieutic Approach was used as an assessment tool for monitoring the learners progress and for monitoring the impact of the non-formal methods on the students.

✚ The teachers included data on their students well-being, learning, motivation, engagement, class participation, attendance and enthusiasm in their diaries.

✚ That was later, coded and translated by the non-formal learning experts.

✚ Data was collected from the feedback and interaction of 3038 students from the seven partner countries (P1 Italy=332, P2 Spain=510, P3 France=337, P4 Turkey=678, P5 Belgium=529, P6 Portugal=544, P7 Austria=108).

Data Collection Process for Impact on Teaching Staff



Post-Demonstration Workshop Questionnaire for Impact on Target Groups: Teaching Staff

We invite you to provide feedback on the demonstration workshop you have attended in order to assist us in measuring the impact of the results. We value your honest opinion.

The questionnaire will take five minutes to complete.

* Required

CARMA (562261-EPP-1-2015-1-IT-EPPKA3-PI-FORWARD)
carma-project.eu



1. Country *

Mark only one oval.

- ☐ Austria
☐ Belgium
☐ France
☐ Italy
☐ Portugal
☐ Spain
☐ Turkey

2. Date of demonstration workshop *

Example: December 15, 2012

State the extent to which you agree or disagree with the following statements.

About the sessions

3. The workshop was relevant to me. *

Mark only one oval.

1 2 3 4 5
Strongly agree ☐ ☐ ☐ ☐ ☐ Strongly disagree

✚ Data was collected from the indirect target group 'Teaching Staff' on the impact of non-formal learning methods and RMA after attending the demonstration workshops that the schools and teachers had to organize to show case some non-formal learning methods, in addition to demonstrating some of the methods together with the students.

✚ The google form prepared for data collection was translated by the partners into their languages, and filled by the teaching staff after attending the demonstration workshop.

Data Collection Process for Impact on Professionals and Stakeholders



Post-Demonstration Workshop Questionnaire for Impact on Target Groups: Professionals & Stakeholders

We invite you to provide feedback on the demonstration workshop you have attended in order to assist us in measuring the impact of the results. We value your honest opinion.

The questionnaire will take five minutes to complete.

* Required

CARMA (562261-EPP-1-2015-1-IT-EPPKA3-PI-FORWARD)

carma-project.eu



1. Country *

Mark only one oval.

- ☐ Austria
- ☐ Belgium
- ☐ France
- ☐ Italy
- ☐ Portugal
- ☐ Spain
- ☐ Turkey

2. Date of demonstration workshop *

Example: December 15, 2012

State the extent to which you agree or disagree with the following statements.

About the sessions

Data was collected from the indirect target group 'Professionals and Stakeholders' on the impact of non-formal learning methods and RMA after attendance of the two assigned demonstration workshops that the schools and teachers had to organize to show case some non-formal learning techniques, in addition to demonstrating some of the methods together with the students.

The google form prepared for data collection was translated by the partners into their languages, and filled by the professionals and stakeholders after attending the demonstration workshop.

Results of the Data Analysis



Impact on DTG1 of Teachers: Partner Diaries

To assist with the data analysis, NVivo 11 was used. Nvivo is a software that supports qualitative and mixed methods research.

<http://www.qsrinternational.com/nvivo/what-is-nvivo>

Individual partner diary analysis can be found in the report “WP 6.5 Evaluation Report for Teachers, Students and Stakeholders”.


Impact on DTG1 of Teachers: Partner Diaries




Total Number of Codes per Indicator

Total number of codes among all partners: 494 codes


Total number of codes among all partners per indicator:

 Indicator 1: Increase in knowledge and competencies regarding NFL methods to facilitate collaborative teaching and learning.

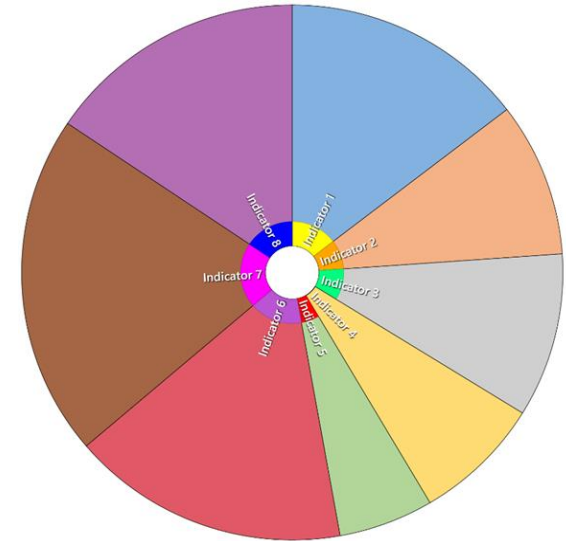
72 codes from all coded fragments refer to 15% of the total codes.

 Indicator 2: Increase in knowledge and competencies regarding RMA as an assessment tool for monitoring learners progress.

46 codes from all coded fragments refer to 9% of the total codes.

 Indicator 3: Increased confidence in leading collaborative methods within own school environment.

49 codes from all coded fragments refer to 10% of the total codes.



Impact on DTG1 of Teachers: Partner Diaries



Indicator 4: Increased peer learning and collaboration via co-working with non-formal learning experts and other teachers.

38 codes from all coded fragments refer to 7.6% of the total codes.

Indicator 5: Usefulness of the materials.

28 codes from all coded fragments refer to 5.6% of the total codes.

Indicator 6: Increase interaction in the classroom.

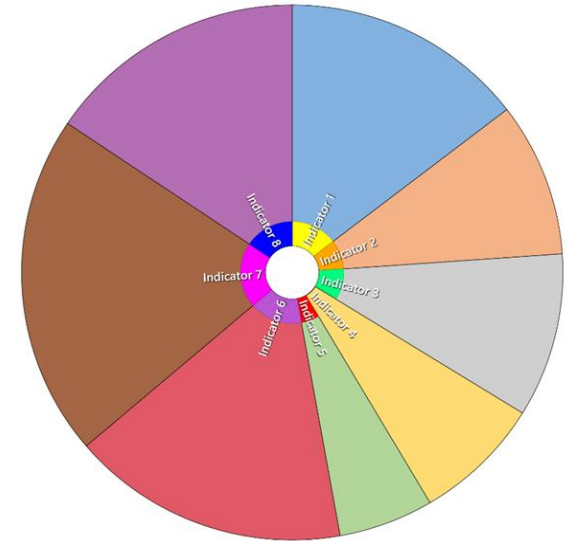
82 codes from all coded fragments refer to 16.6% of the total codes.

Indicator 7: Increase motivation and engagement of the students.

102 codes from all coded fragments refer to 20.6% of the total codes.

Indicator 8: Increase learning outcomes in the classroom.

77 codes from all coded fragments refer to 15.6% of the total codes.

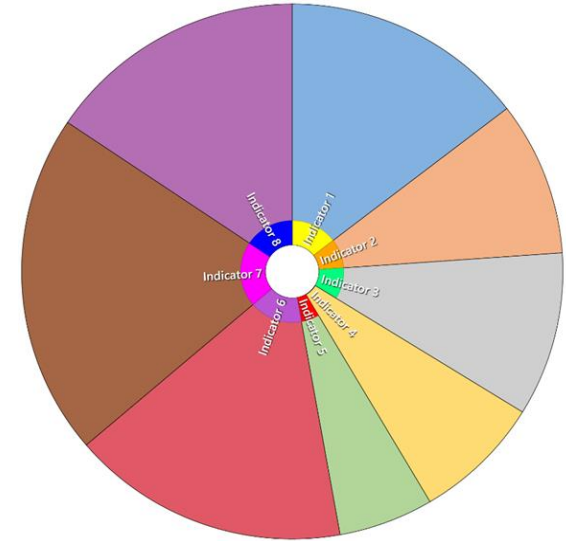


Impact on DTG1 of Teachers: Partner Diaries



Summary of the Findings and Concluding Notes

The teacher diaries from the different partners revealed the strength of four indicators in particular. Indicators 7 – 6 – 8 – 1 with a total coverage of 67.8%.



Impact on DTG1 of Teachers: Partner Diaries



Summary of the Findings and Concluding Notes

Indicator 7 **Increase motivation and engagement of the students** with 20.6% coverage in total among all partners and across the eight indicators. It is evident that collaborative learning was a positive experience and different from traditional formal learning and teaching. This triggered the attention of the students and increased their motivation to attend and participate. All teachers agreed that the level of participation and motivation of their students especially the ones who are shy and normally do not participate has massively increased. The involvement between the classroom environment and the home environment got stronger leading to a positive influence on the students aspirations for further learning. The engagement of the students was seen as a result of empowerment. The students were given a voice to express their feelings and to learn from and with each other through collaborative approaches. A strong catalyst to the increased motivation and engagement of the students was the fact that the students were allowed to express themselves. Furthermore, the students were more involved during the sessions because they were engaged with the content in different ways and because they were able to process the content by themselves. They were learning without actually realizing that they were learning.

Impact on DTG1 of Teachers: Partner Diaries



Summary of the Findings and Concluding Notes

Indicator 7 **Increase motivation and engagement of the students**

Weaknesses:

- ✿ The motivation and engagement of the students in non-formal teaching and learning to one partner (CESIE) was in general divergent; to some students it was positive and to others it was less impressive. Some were curious to participate while others demonstrated less interest. For this reason, irregular attendance was seen. This created difficulties in implementing group reflections because of the demonstrated lack of interest and superficiality among some students.
- ✿ It was noticed by one partner (UCLL) that if the motivation was not high during the NFL sessions, it was due to external factors. The external factors were not elaborated upon in the teacher diary.

Impact on DTG1 of Teachers: Partner Diaries



Summary of the Findings and Concluding Notes

Indicator 6 **Increase interaction in the classroom** with 16.6% coverage in total among all partners and across the eight indicators. The teachers across all partners expressed high levels of classroom interaction among their students. They felt at ease while interacting and working together. Collaborative methods provided them with some freedom in the classroom, like moving around which had an indirect effect on their motivation and a direct effect on their interaction. They felt happy to collaborate and help each other, listen attentively and respect each other's turn. The level of interaction among the different classes and the different methods being piloted had the same positive effect in interaction among the students. The participation and interaction of the students to some teachers was very emotional. Collaborative methods provided the students with a platform to resolve problematic situations cooperatively. They became aware of their abilities, they became aware of what collective thinking means and how it can be important and beneficial within a group. They were able to discover a new space that is safe to reflect and to exchange feelings and personal reflections. Accordingly, collaborative methods have highly facilitated the communication inside the classroom and gave space to opportunities for students to speak and to get involved in their learning process.

Impact on DTG1 of Teachers: Partner Diaries



Summary of the Findings and Concluding Notes

Indicator 6 **Increase interaction in the classroom**

Weaknesses:

One teacher from one partner (INOVA+) noticed that some of the students took advantage of these sessions to interact on matters outside the lesson content.

Impact on DTG1 of Teachers: Partner Diaries



Summary of the Findings and Concluding Notes

Indicator 1 **Increase in knowledge and competencies regarding NFL methods to facilitate collaborative teaching and learning** with 15% coverage in total among all partners and across the eight indicators. According to most of the diaries, the teachers were able to switch between the different methods and adapt them according to their students' needs (or even students with special needs) depending on the characteristics of the method and the content of the lessons. Furthermore, the teachers were able to adapt the classroom space to fit the requirements of the learning activities. According to all diaries, the teachers had a good structure and an organized lesson plan for conducting their sessions. They had their materials prepared ahead of time and were able to start and finish on time. They were able to analyze and reinforce their own needs and skills, and develop their own learning plan. For one partner (PISTES) three teachers took part in a MOOC about neuroscience in order to exploit the complementarity between collaborative methods and the CARMA techniques. The teachers understood the importance of the preparation phase before the sessions in order to fit with the learning objectives and to facilitate the learning process of the students. They were able to describe what collaborative methods are and were able to teach these methods to other colleagues. They became aware that their role as facilitators can be of great importance, rather than only a teacher delivering the knowledge. By facilitating, the teachers provided opportunities for their students to explore their own learning.

Impact on DTG1 of Teachers: Partner Diaries



Summary of the Findings and Concluding Notes

Indicator 1 **Increase in knowledge and competencies regarding NFL methods to facilitate collaborative teaching and learning**

Weaknesses:

- ✖ For one partner (CESIE) it was difficult for the teachers to explain the tasks to the students. The process of collaborative teaching and learning was more important for them than the content of what they were teaching. The lesson topics can affect the presence or absence of collaboration. Some topics were too scholastic and this lead to dispersed attention from the students.
- ✖ For one partner (UM) it was difficult to work with NFL methods when some students were absent.

Impact on DTG1 of Teachers: Partner Diaries



Summary of the Findings and Concluding Notes

Indicator 8 **Increase learning outcomes in the classroom** with 15.6% coverage in total among all partners and across the eight indicators. All partner diaries reflected a positive increase in the learning outcomes in the classroom on several levels: the thinking process of the students and their analysis of the topics/situations; thought and expression of ideas, intelligent argument phrasing, deep thinking about the content of the lessons. What was evident too by all partners is that the students were using their imagination and creativity in their thinking and problem solving process. In addition to all this, the students showed respect for each other and listened patiently to the opinions of their classmates. They became more self-conscious and more conscious of the other.

Impact on DTG1 of Teachers: Partner Diaries



Summary of the Findings and Concluding Notes

Indicator 8 **Increase learning outcomes in the classroom**

Weaknesses:

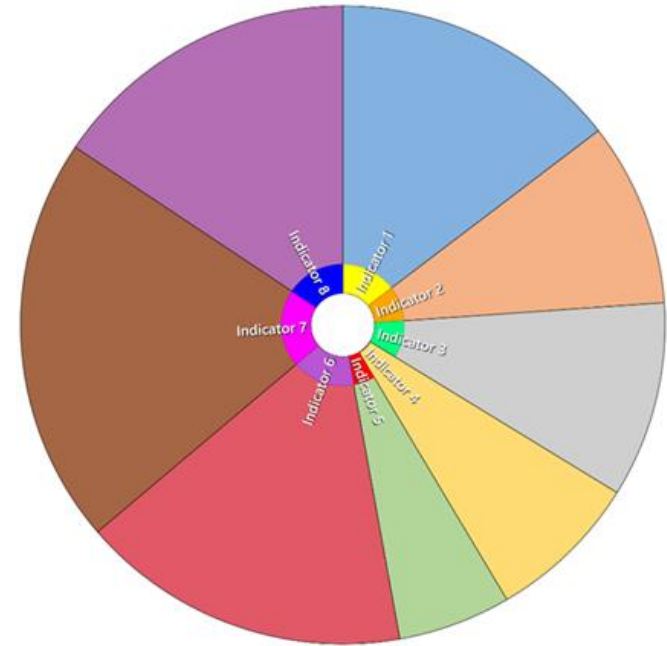
Non was mentioned in the teacher diaries.

Impact on DTG1 of Teachers: Partner Diaries



Summary of the Findings and Concluding Notes

The remaining indicators of the partner teacher diaries summed up to 32.2% coverage. These were indicators 2 – 3 – 4 – 5.



Impact on DTG1 of Teachers: Partner Diaries



Summary of the Findings and Concluding Notes

Indicator 2 **Increase in knowledge and competencies regarding RMA as an assessment tool for monitoring learners progress** with 9% coverage in total among all partners and across the eight indicators. The RMA sessions were very significant to some teachers. It took all teachers several trials in order to manage the activity. Some suggested using visual materials to improve the implementation, others suggested using simple short questions to fit the students age group. All teachers described setting up the classroom, forming the circle, and setting the rules. For some teachers, co-teaching was important for the success of the session, in such a way, the teacher can focus on the students participation and input and not on class management issues. Furthermore, taking good minutes of the session was mentioned in aiding the teacher to reflect properly on the students input. Another important aspect that was mentioned in several diaries and reflects the increase in competencies regarding RMA was the choice of topic. According to them it was not easy to elaborate on ideas and opinions, hence, a good question and a meaningful topic need to be chosen and addressed.

Summary of the Findings and Concluding Notes

Indicator 2 **Increase in knowledge and competencies regarding RMA as an assessment tool for monitoring learners progress**

Weaknesses:

- ✂ For one partner (CESIE) the method was not really clear, even after explaining the origins of the method, the history and values behind it, the message was not easy to transfer.
- ✂ For one partner (UM) it was difficult to find an opportunity to conduct the sessions because of the fixed curriculum that has to be followed.
- ✂ For one partner (INOVA+) one teacher had some concerns about conducting RMA with a big group of students, the teacher had to intervene several times because of some disruptive behavior.
- ✂ For one partner (PISTES) this method has not been clear and easy to use for the teachers, despite the support from the NFL expert and the training in Palermo.

Impact on DTG1 of Teachers: Partner Diaries



Summary of the Findings and Concluding Notes

Indicator 3 **Increased confidence in leading collaborative methods within own school environment** with 10% coverage in total among all partners and across the eight indicators. All teachers expressed increase in confidence throughout the pilot period. After conducting several sessions and after noticing the impact these methods have on their students they started talking more about their work with these methods. Some teachers trained other teachers, some co-taught with other colleagues, some used collaborative methods during student/parent events and during teacher meetings, some shared their lesson plans. Other elements such as appropriating the methods and creating new activities that matches with their students were mentioned by all teachers across all partners. This reflects their ease in working with the methods and the confidence they gained after trying and learning from their own experiences.

Impact on DTG1 of Teachers: Partner Diaries



Summary of the Findings and Concluding Notes

Indicator 3 Increased confidence in leading collaborative methods within own school environment

Weaknesses:

- ✂ For one partner (CESIE) it was not easy to implement the collaborative methods when the school sets high emphasis on content rather than on method.
- ✂ For one partner (UM) the school timetable was not flexible enough to allow a smooth implementation of the NFL methods.
- ✂ For one partner (INOVA+) some difficulties at the start of the pilot, this included the large number of students, the duration of the activity, re-explaining to students, and equal participation of all students. This problem was resolved as the teacher practiced more on the methods and developed extra confidence.
- ✂ For one partner (PISTES) one teacher faced a difficult period at her school and among her colleagues because of the change she was bringing.
- ✂ For one partner (UCLL) the teachers had some difficulty at the beginning in planning the sessions within their heavy schedules.

Impact on DTG1 of Teachers: Partner Diaries



Summary of the Findings and Concluding Notes

Indicator 4 **Increased peer learning and collaboration via co-working with non-formal learning experts and other teachers** with 7.6% coverage in total among all partners and across the eight indicators. Most of the teachers worked in close collaboration with some of their colleagues and with the non-formal learning expert. Some colleagues took the role of observing, others assisted by taking notes, some did co-teaching, some trained other teachers and school personnel, and some shared lesson plans. For one partner (PISTES) they were able to create several links inside and outside the school among different stakeholders in the field of education. Two of the four teachers initiated peer-to-peer training sessions with the support and participation of the headmasters and supervisors of the schools, they trained 30 participants in total. This led the chief education advisor wanting to use the collaborative methods to manage problems dealing with the school environment. In addition to that, numerous teachers in these schools started using the different methods. One teacher was officially assigned as an expert on collaborative methods in her school. In addition to that, and from the same partner (PSTES) two librarians who participated in the project have trained all the librarians from the regional academy on one NFL method.

Impact on DTG1 of Teachers: Partner Diaries



Summary of the Findings and Concluding Notes

Indicator 4 **Increased peer learning and collaboration via co-working with non-formal learning experts and other teachers**

Weaknesses:

- ✂ For one partner (CESIE) they believe that the weak link is the lack of participation of the entire school council. And the concern regarding the possibility of implementing NFL methods next school year.
- ✂ For one partner (UCLL) the teachers did not have time to participate on a regular basis on the CARMA Google Group to share their experiences and learn from their colleagues experiences from other partners.
- ✂ For one partner (PISTES) it seemed more difficult to inform and teach in collaborative methods inside the school rather than outside. Some teachers are convinced that the methods they use and have always used are the best and that collaborative methods would not bring any solutions to the problem of early school leaving. Many are not convinced that it could be useful to work on the emotions of the students. In addition to that, the teachers are often isolated in their classes and it is not easy to share and develop a transversal approach inside the schools. Accordingly, the success of the pilot sessions depended on the motivation and proactivity of the teachers to launch real and innovative dynamics in their classes and among their students.

Impact on DTG1 of Teachers: Partner Diaries



Summary of the Findings and Concluding Notes

Indicator 5 **Usefulness of the materials** with 5.6% coverage in total among all partners and across the eight indicators. In the diaries across all partners the teachers did not mention using the CARMA toolkit or the catalogue, they did consult the lesson plans on the different NFL methods and the PowerPoints on the RMA. Almost all of the teachers prepared their own materials for each activity or method. Therefore, not much information was found in their diaries about the usefulness of the materials. But from the description of their preparations one can conclude that they were inspired by the lesson plan examples on the Google group and through the sharing of experiences webinar.

Impact on DTG1 of Teachers: Partner Diaries



Summary of the Findings and Concluding Notes

Indicator 5 **Usefulness of the**

Weaknesses:

For one partner (UM) one teacher had some problems with the software 'Learning by Coding' which lead to lack of motivation among the students. The software was not easy to work with for some students, some needed more time and the advanced options were difficult to manage by some.

Impact on DTG2: Students



Individual partner analysis of the impact on DTG2 students can be found in the report “WP 6.5 Evaluation Report for Teachers, Students and Stakeholders”.

Summary of the Findings and Concluding Notes

- ✚ The students had a very positive experience with the NFL methods and RMA across all partners.
- ✚ In general, they felt comfortable during collaborative practices.
- ✚ They were able to work in groups, respect their group members, listen to each other and express their thoughts and feelings freely.
- ✚ They became more open towards their teachers and that played a huge role in the teacher – student relation.

- ✧ Their opinions were listened to with respect and without judgment, especially during the RMA sessions, they felt safe. Few students (2 partner 1 class each) showed feelings of resistance and behaved lightly towards the methods.
- ✧ They expressed positive feelings towards learning with NFL methods. They thought that it was more fun, they could be more creative and they learnt without feeling that they had to put efforts.
- ✧ The activities made the lessons interesting and that motivated them to look forward for these classes and even ask their teachers for more of these non-formal learning lessons.
- ✧ They even proposed these methods to be implemented by other teachers.
- ✧ They liked learning in this way because they felt that they are present and that their opinion counts, they felt empowered to voice out their thoughts, fears, and aspirations.
- ✧ They liked the fact that they can express their ideas, feelings, and dreams without being afraid of being laughed at or judged. They appreciated the teachers acknowledging them as individuals with potential, talents, and own opinion/voice.

- ✚ They liked to be challenged to reach consensus and resolve problems within the group.
- ✚ They became excited about their efforts in group work and look forward to present to the class and prove that their (their group's) point of view/solution/etc. are good.
- ✚ For this the students without realizing were preparing very hard and collaborating to the utmost with each other.
- ✚ In addition to that the students liked the idea of a fun class, in a sense they can walk around, sit in a different place other than their daily seats, talk during the class while discussing in groups, present to the class, and sometimes (for one teacher) having the class outside the premises of the classroom. This made the weight of a structured formal setting tolerable and it became fun for many students to come to school.
- ✚ They engaged well with the teachers, **at first (during the first pilot sessions) it was difficult for them to understand the aim of the methods** and some teachers had to explain and re-explain, one teacher prepared a roadmap to guide the students. But as the pilot sessions progressed the students understood what was expected from them and their level of engagement elevated.

- ✚ One class from 1 partner demonstrated some difficult attitude towards the NFL methods and the engagement of some of those students was very low.
- ✚ It was not mentioned directly if the students skipped some sessions, but one teacher mentioned the difficulty of performing a class evaluation because of the absence of some students.
- ✚ Concerning the materials: They showed enthusiasm, but this was limited to the Six Thinking Hats. The teachers prepared these hats themselves and the students liked the fact that they can use them not only during the sessions but throughout the school year, to some students these hats represented a safety net for free expression of their opinions and feelings. Or a means to send a message by showing the different arguments that this message can portray. Other materials were not mentioned.

Student Recommendations:

The students would like to change some things during the activities. For example: the Six Thinking Hats, some students want to omit some colors because they feel they are useless. Some students who can draw well, would like to use more drawings and visuals during the RMA. For others, the software used for Learning by Coding was a bit difficult and advanced and that made the session boring and this affected their motivation.

Impact on Teaching Staff



Questionnaire: 5 point Likert Scale

1 Strongly Agree - 2 Agree - 3 Neutral - 4 Disagree - 5 Strongly Disagree

At date of analysis the questionnaire had 81 Responses from 6 Partners

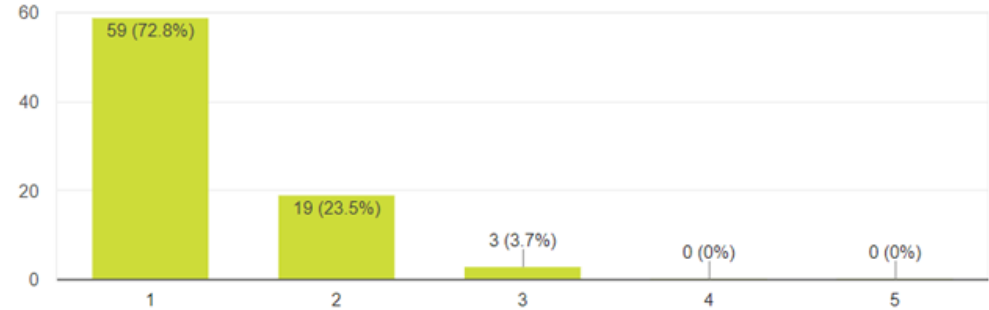
Summary of the findings

At date of analysis the questionnaire had 81 Responses from 6 Partners



The workshop was relevant to me.

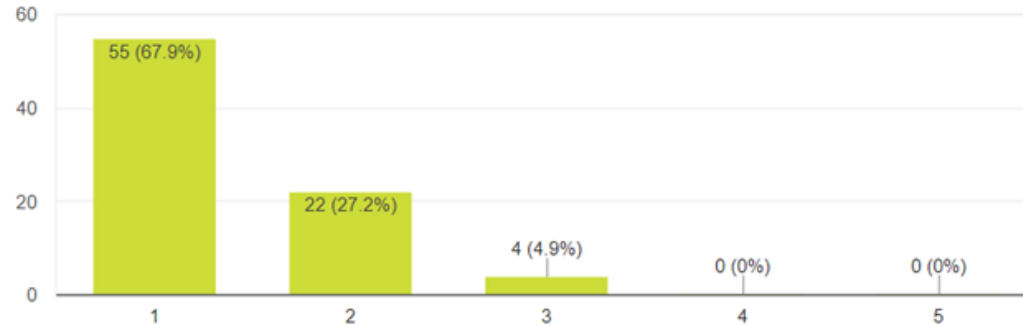
81 responses



Concerning the relevancy of the workshop to the teaching staff, almost 73% strongly agreed that the workshop was relevant to them, while 23.5% agreed, and almost 4% were neutral in their response.

The workshop was interesting.

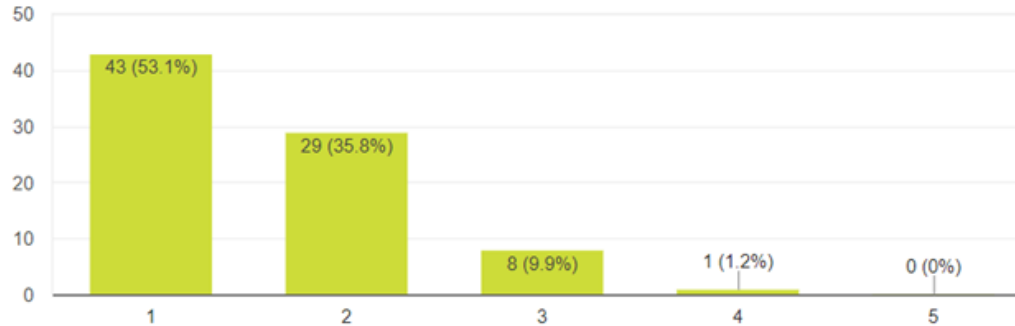
81 responses



Regarding whether the workshop was interesting for the teaching staff, almost 68% strongly agreed and 27.2% agreed that it was interesting for them, while 4.9% remained neutral in their response.

The workshop helped me gain new competencies in RMA as an assessment tool, collaborative teaching and learning practices.

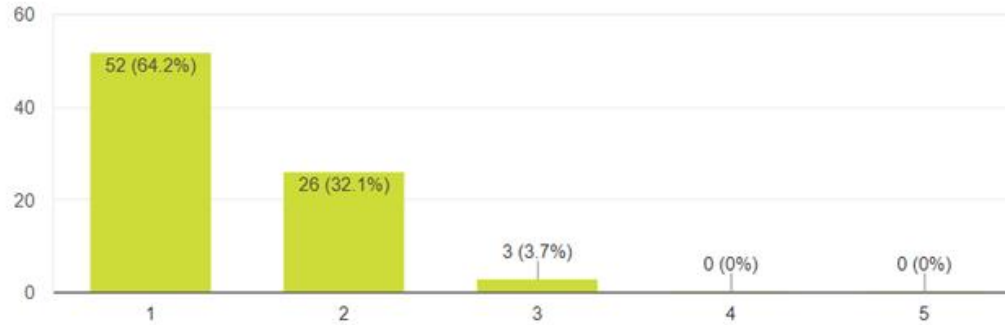
81 responses



As for whether the workshop helped the teaching staff gain new competencies in RMA as an assessment tool, collaborative teaching and learning; 53.1% strongly agreed that the workshop did provide new competencies and 35.8% agreed. While 9.9% remained neutral in their responses and 1.2% disagreed that the workshop provided them with new competencies.

The workshop motivated me to take action in my classroom.

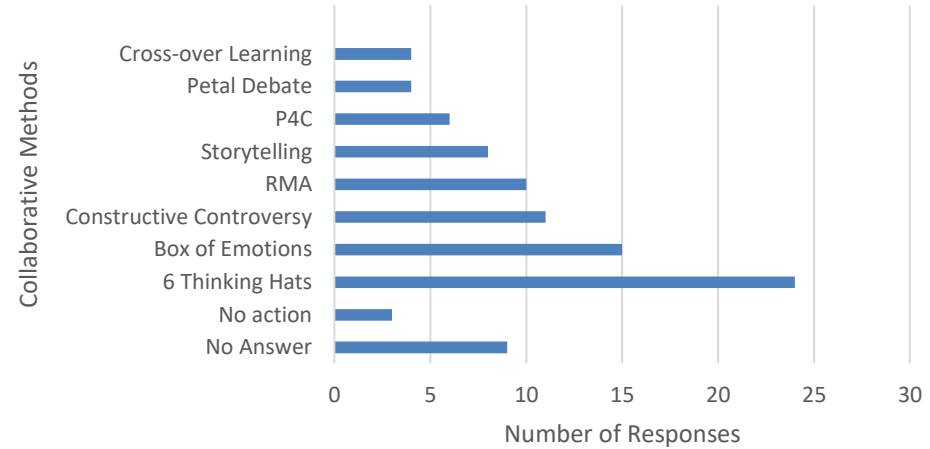
81 responses



Concerning the question if the workshop motivated the teaching staff to take action in their classrooms, 64.2% strongly agreed that they were motivated by the workshop, 32.1% agreed and 3.7% remained neutral in their response.

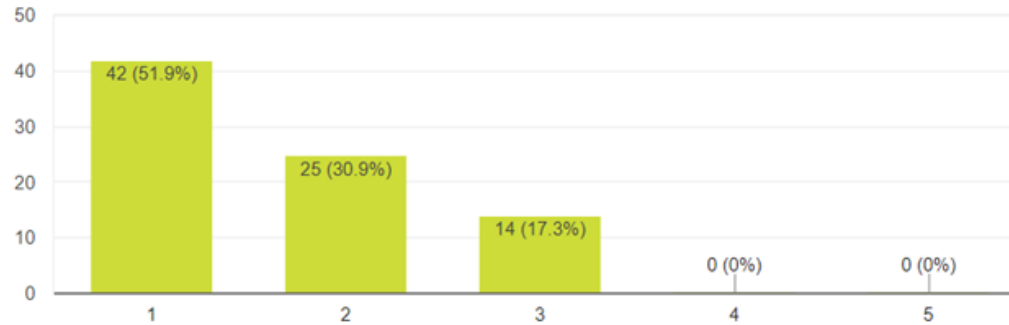
24 teachers would like to try the Six Thinking Hats, 15 teachers would like to try the Box of Emotions, 11 teachers would like to try Constructive Controversy, 10 teachers would like to try the RMA, 8 teachers would like to try Storytelling, 6 teachers would like to try P4C, 4 teachers would like to try Petal Debate, and 4 teachers would like to try Cross-over Learning.

Actions Teachers Want to Try in Class



I want to tell others about the RMA and the non-formal learning methods used in the CARMA project.

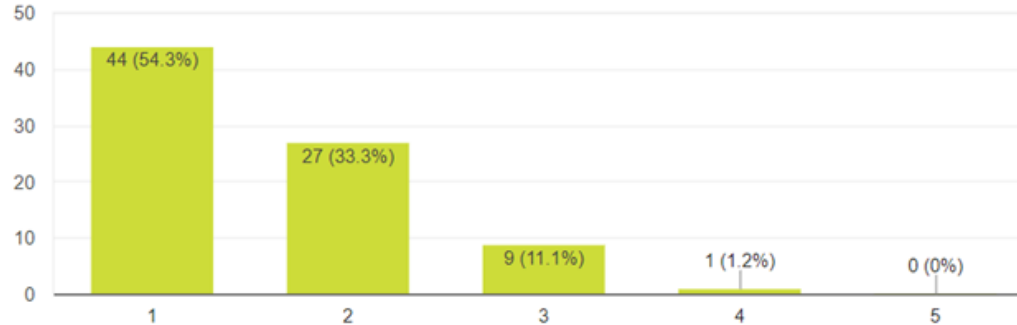
81 responses



Regarding the question if the teachers would want to tell others about the RMA and the non-formal learning methods used in the CARMA project, 51.9% strongly agreed, 30.9% agreed, while 17.3% remained neutral in their response.

The tools and the materials used during the workshop were useful.

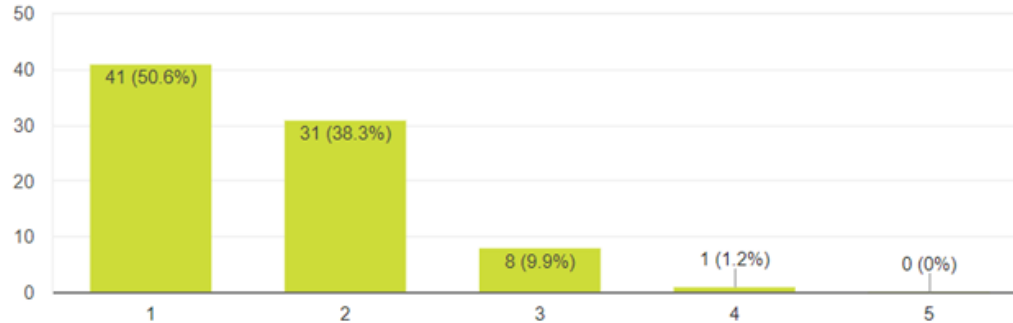
81 responses



Concerning the question about the usefulness of the materials used during the workshop. 54.3% of the teachers strongly agreed that the materials were useful, 33.3% agreed, while 11.1% remained neutral in their response and 1.2% disagreed about the usefulness of the materials.

I have the confidence to try some of the methods in my teaching.

81 responses



Concerning the question if the teachers have enough confidence to try some of the methods in their teaching, 50.6% of the teachers strongly agreed in being confident to try the methods and 38.3% agreed, while 9.9% remained neutral in their response and 1.2% disagreed on being confident to try the methods in their teaching.

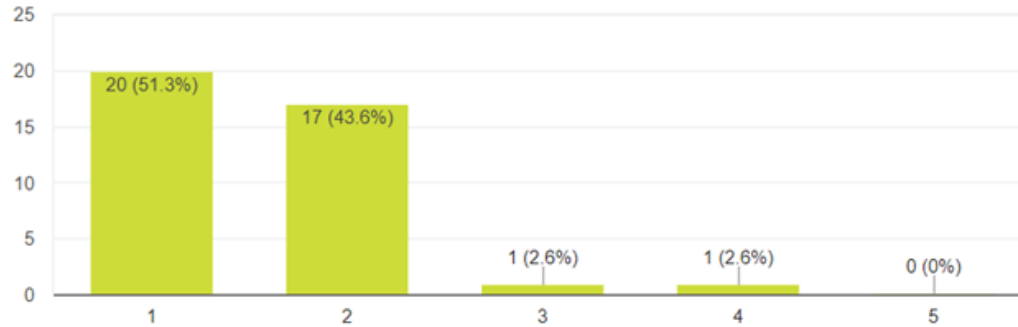
Some partners conducted activities with students during the Demonstration Workshop. The questions below refer to these activities.



The interaction between the students was good.



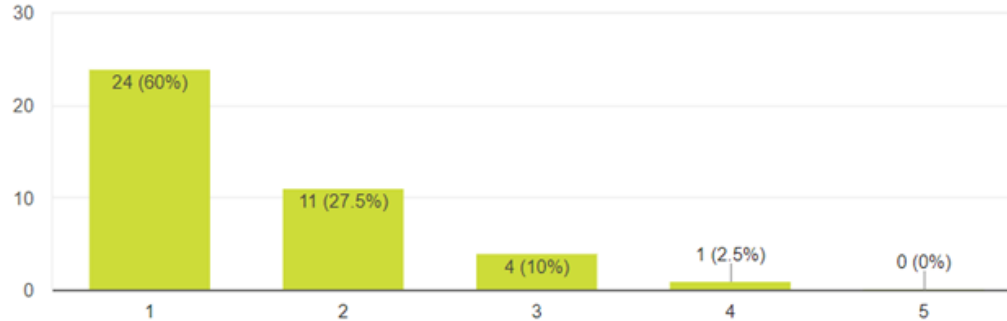
39 responses



Concerning the interaction between the students throughout the activity sessions of the demonstration workshop, 51.3% of the teaching staff strongly agreed that the interaction was good and 43.6% agreed that it was good, while 2.6% remained neutral in their response and 2.6% disagreed.

The students were enthusiastic about the workshop.

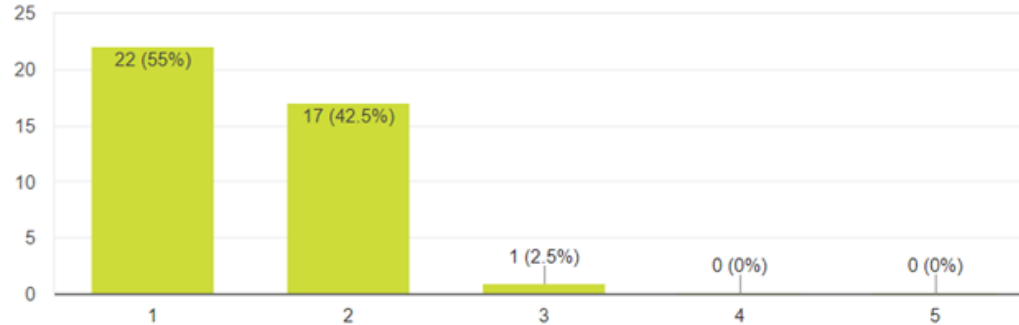
40 responses



Regarding the question if the students were enthusiastic about the workshop, 60% of the teaching staff strongly agreed, 27.5% agreed that they were enthusiastic about the workshop. While 10% remained neutral and 2.5% disagreed regarding the students enthusiasm.

The students showed high levels of engagement.











40 responses



For this question, 55% of the teaching staff strongly agreed that the students showed high levels of engagement and 42.5% agreed on that too, while 2.5% remained neutral in their responses.

What was the best aspect of the workshop?

For this question the teaching staff shared several things as best aspects of the workshop:

-  Content of the workshop
-  Sharing experiences
-  Talking about learning methods
-  Practical aspects
-  To practice the techniques
-  Cooperation and communication between students
-  Involvement of the students
-  To know teachers from other schools
-  The speakers
-  Examples and methodologies

The rest of the points can be found in the report.

Do you see some challenges in delivering non-formal learning methods and RMA in the school environment?

✂ For this question, 33 empty responses out of the 81 filled questionnaires

✂ 12 responded with 'NO'

The challenges that the teaching staff sees in delivering non-formal learning methods and RMA in the school environment:

✂ The number of students per class can be a problem

✂ Students are more or less motivated for the classes and teachers need to use other methods that can change this situation

✂ It will be challenging to introduce new approaches to the students. But it will be depending on the type of group



At date of analysis the questionnaire had 70 Responses from 5 Partners



- Everything that is "novelty" faces some resistance
- To control students that usually tend to have bad behaviors in classroom
- It will be difficult to keep the order in the classroom using non-formal approaches and at the same time to have active participation of all
- I might have difficulties in using the methods for the first time, going from theory to practice
- To use any of the methods it is necessary to know very well the group in advance in order to reach the objectives. I see difficulties that will be transformed into challenges to achieve
- One problem/challenge can be the fact that students might not be open to use new methods; short time to prepare the new approaches, exercises, etc; some topics will be very difficult to approach using these types of methods
- In fact these methods can be used in topics that I teach, more related to arts
- Challenges at the beginning, but then students will be more engaged and it might be easier to use them
- I have never studied non-formal methods before
- I find it very difficult to apply these methods with students who have absolutely no interest and no respect.
- Make the students responsible for their work/tasks.
- Theme-based working as in primary schools.
- Convincing other colleagues.
- The infrastructure
- Support from the school board team
- Curriculum and time

The rest of the points can be found in the report.

We asked the teachers if they would like to add any other comments about the workshop experience.




We got very few responses, they included:

- ✂ It was positive (2)
- ✂ It was too short (2)
- ✂ I could not understand what methods we need to use and how to use them (1)
- ✂ Let the students talk about this experience. What do they find difficult? How is it going for them? How do they feel when they use them?
- ✂ More variety of techniques
- ✂ I am very satisfied with the workshop and i am enthusiastic to use them
- ✂ It is important to provide training for teachers, the workshop is not enough
- ✂ It is necessary to understand the real impact in the school
- ✂ Important to be aware of the need of using this type of methods in daily classes
- ✂ More training hours to learn more methods
- ✂ To have more informal discussions with other teachers and parents as well

The rest of the points can be found in the report.

The post-demonstration workshop questionnaire to measure the impact on the teaching staff revealed that the workshop was interesting and relevant to almost all the participating teachers across the partner countries.

- ✚ 88,9% of the teaching staff gained competencies in RMA as an assessment tool and collaborative teaching and learning practices.
- ✚ Furthermore, 96,3% felt motivated to take action in their class and
- ✚ 82,8% want to inform others about RMA and the non-formal learning methods used in the CARMA project.
- ✚ Almost 87,6% of the teaching staff found the tools and materials that were used during the workshop as useful and
- ✚ 88,9% of the teaching staff gained some confidence to try some of these methods in their teaching.

-  The teachers named several non-formal learning methods that they would like to try with their students; including, the Six Thinking Hats -24 teachers out of the total 70 participants wants to try this method-, the Box of Emotions -15 teachers want to try this method-, Constructive Controversy – 11 teachers want to try this method-, RMA – 10 teachers want to try this evaluation method, etc.
-  In addition to that, the teaching staff were asked to evaluate the interaction among the students who participated in the workshop session.
-  94,9% of the teaching staff saw that the students interacted in a good way and 87,5% saw that the students were enthusiastic about the workshop, more than 97,5% of the teaching staff noticed that the students showed high levels of engagement throughout the workshop session.

- ✚ When we asked the teachers about the best aspect of the workshop, they mentioned several including, the added value of listening to the experiences of other teachers who has tested the methods, the information they got from the different methods, the content of the workshop, and from the examples of the different methodologies. The teachers liked too the cooperation and communication between the students and their involvement with the sessions

- ✚ The teaching staff saw several challenges in delivering the non-formal learning methods and RMA in the school environment. This included the difficulties in using these methods at the beginning, the ability to integrate them within their curriculum and lessons, the ability to apply them with large groups of students and the ability to control the students. Furthermore the fear that the students might not be open to use new methods but at the same time, could be a solution to the students lack of motivation. These could be some methods that might increase the motivation and participation of the students.
- ✚ In a general sense, the teaching staff felt positive about the demonstration workshop, they got to experience a few methods in a limited timeframe, they would prefer if the workshop was longer, that they can understand better the different methods and their implementations. Furthermore the teaching staff would like to have more training sessions on these methods and would like to get the opinions of the students on how they experience these methods and if they are up to their levels of development and finally how do they feel when they use them.

Impact on Professionals and Stakeholders



Questionnaire: 5 point Likert Scale

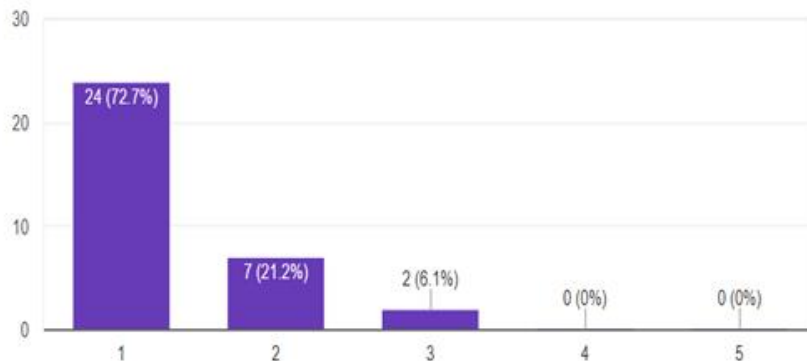
1 Strongly Agree - 2 Agree - 3 Neutral - 4 Disagree - 5 Strongly Disagree

At date of analysis the questionnaire had 33 Responses from 6 Partners

Summary of the findings

The workshop was relevant to me.

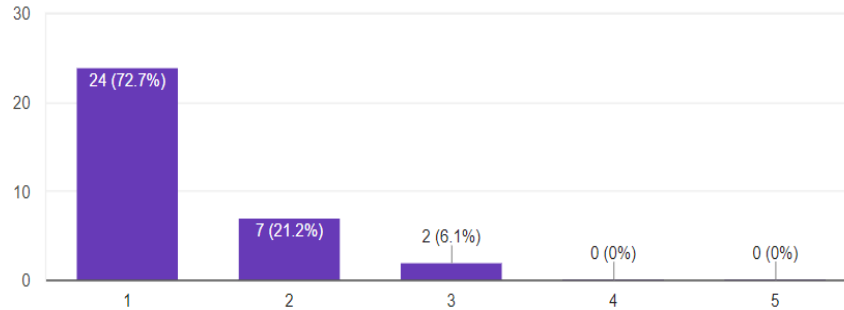
33 responses



Concerning the relevancy of the workshop to professionals & stakeholders, 72.7% strongly agreed that the workshop was relevant to them and 21.2% agreed on its relevancy, while 6.1% remained neutral in their response.

The workshop was interesting and interactive.

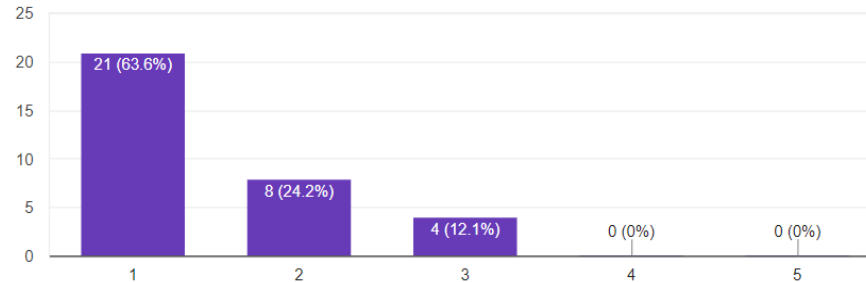
33 responses



Regarding whether the workshop was interesting and interactive for professionals and stakeholders, 72.7% strongly agreed and 21.2% agreed that it was interesting to them, while 6.1% remained neutral in their response.

The non-formal learning methods and RMA can help teachers gain new competencies in collaborative teaching and learning practices.

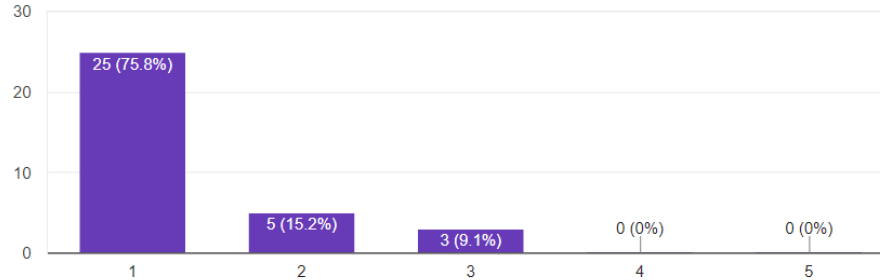
33 responses



Regarding to the question if non-formal learning methods and RMA can help teachers gain new competencies in collaborative teaching and learning practices, 63.6% of the professionals and stakeholders strongly agreed and 24.2% agreed to that, while 12.1% remained neutral in their response.

The non-formal learning methods and RMA to facilitate collaborative teaching and learning can be of added value in teaching.

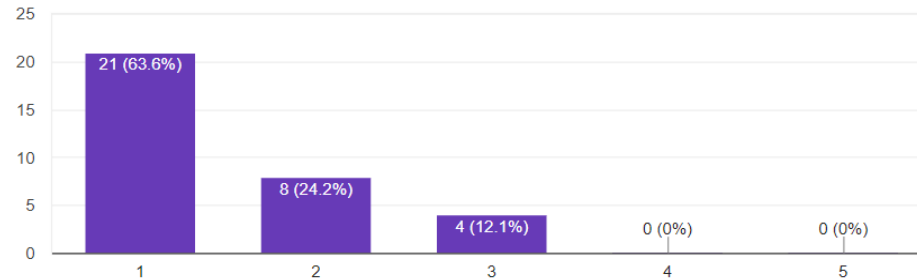
33 responses



When asked if the non-formal learning methods and RMA to facilitate collaborative teaching and learning can be of an added value to teaching, 75.8% of the professionals and stakeholder strongly agreed and 15.2% agreed while 9.1% remained neutral in their response.

I want to tell others about the non-formal methods used in the CARMA project.

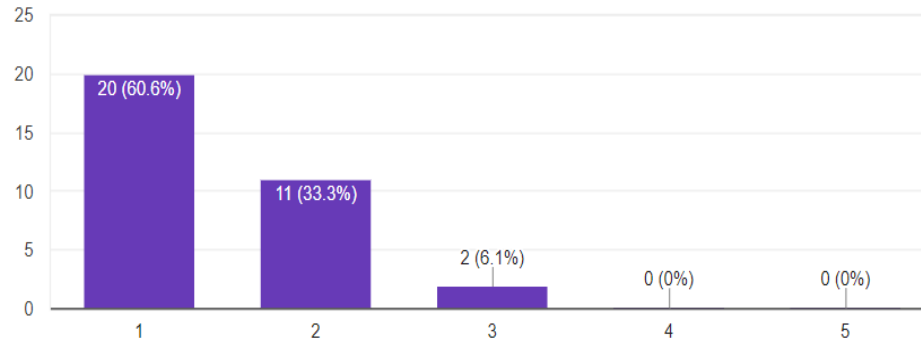
33 responses



When asked if the professionals and stakeholders would want to tell others about the non-formal methods used in the CARMA project, 63.6% strongly agreed and 24.2% agreed while 12.1% remained neutral in their response.

The tools and the materials used during the workshop were useful.

33 responses



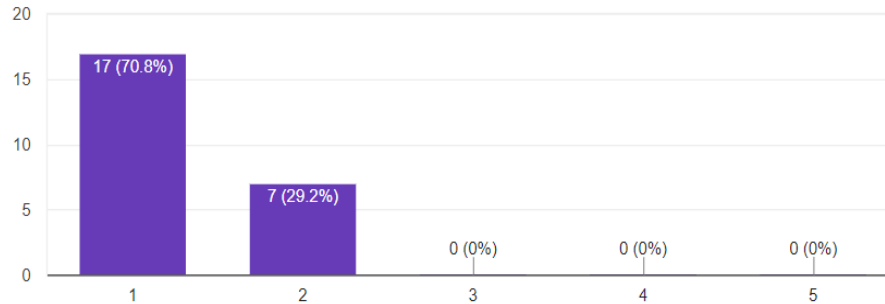
Concerning the question about the usefulness of the materials used during the workshop. 60.6% of the professionals and stakeholders strongly agreed that the materials were useful and 33.3% agreed. While 6.1% remained neutral in their response.

Some partners conducted activities with students during the Demonstration Workshop. The questions below refer to these activities.



The interaction among the students was good.

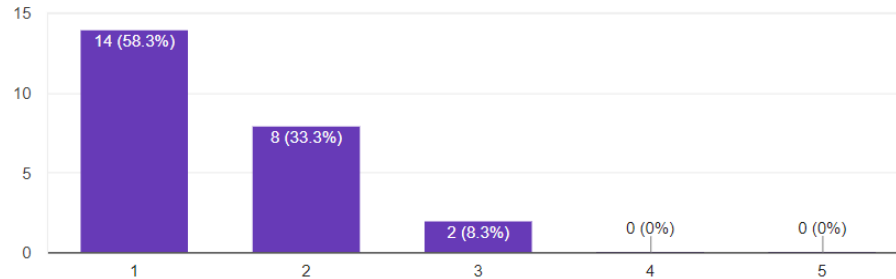
24 responses



When asked if the interaction among the students during the sessions of the demonstration workshop was good, 70.8% of the professionals and stakeholders strongly agreed and 29.2% agreed that the interaction among the students was good.

The students were enthusiastic about the workshop.

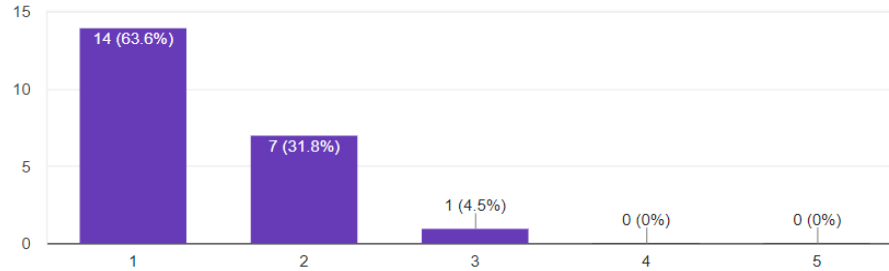
24 responses



When asked, 58.3% of the professionals and stakeholders strongly agreed that the students were enthusiastic about the workshop and 33.3% agreed while 8.3% remained neutral.

The students showed high levels of engagement.











22 responses



Regarding this question, 63.6% of the professionals and stakeholders strongly agreed and 31.8% agreed that the students showed high levels of engagement, while 4.5% remained neutral in their response.

What was the best aspect of the workshop?

For this question the professionals and stakeholders shared some things as best aspects of the workshop:

-  The explanations
-  You can choose among different techniques depending on the topic
-  The interaction between the students
-  Knowledge of the techniques
-  Being part of the group
-  The student workshops
-  The possibility of self-improvement
-  The non-formal learning methods
-  Active and motivated students
-  The added value to the teachers

Do you see some challenges in delivering non-formal learning methods and RMA in the school environment?

For this question, 22 empty responses out of the 33 filled questionnaires

7 responded with 'No'

The challenges that the professionals and stakeholders see in delivering non-formal learning methods and RMA in the school environment:

Yes because of bad behavior of some students in the classroom

Yes, because some of the students refereed, they are teenagers and sometimes cannot understand well all the topics presented and often do not have "social consciousness". Thus, for some students these methods might not be useful

Methodology and content

The methods used at the moment are fine

Currently, many different methods are available

Support from the school principal/directors

Support

To keep the motivation of the students on a higher level

Read further in report

In what ways do you think the non-formal learning methods and RMA as an assessment tool can be adopted to the school curriculum?

✚ For this question, 17 empty responses out of the 33 filled questionnaires

According to this target group, NFL methods and RMA as an assessment tool can be adopted to the school curriculum in the following ways:

- ✚ It is necessary to train the teachers
- ✚ To develop team work skills but also some "social skills"
- ✚ The methods are relevant to develop the students "social skills", team work skills, interrelation skills, that are important for the development of other soft skills with impact on the individuals (for personal life and work life).
- ✚ It is a long process
- ✚ Individually, by interested teachers, this is the easiest and best way
- ✚ In free time activities

Read further in report

What support do you think is needed to ensure their adoption to the school curriculum?

✂ For this question, 15 empty responses out of the 33 filled questionnaires





According to this target, the support needed encompasses the following:

- ✂ It is necessary to train the teachers
- ✂ Predisposition from teachers to innovate in the classroom
- ✂ We would need more help from teachers and that they want to be active and motivated to innovate
- ✂ Positive attitude from teachers
- ✂ It needs courage to try new and different methods
- ✂ Decision from the ministry of education
- ✂ Parental handbook

Read further in report

We asked the professionals and stakeholders if they would like to add any comments about the workshop experience.

We got very few responses, they included:



-  As some students have said during the workshop, some of the techniques are difficult to implement; however they are very enriching.
-  It was a nice experience.
-  The workshop was very useful both for the students and for the parents. Also, using some of these methods it is possible to identify problems often hidden such as bullying.
-  Students should get involved more with similar activities

Read further in report

The post demonstration workshop questionnaire to measure the impact on the professional and stakeholders in policy making revealed:

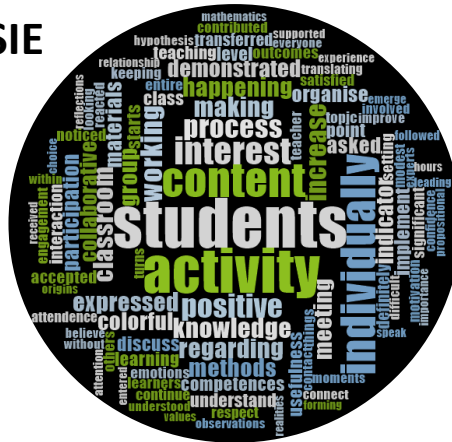
- ✚ Almost 94% of the participants from this group found the workshop relevant, interesting and interactive.
- ✚ Almost 88% found the non-formal learning methods and RMA helpful for teachers to gain competencies in collaborative teaching and learning practices.
- ✚ 91% of professionals and stakeholders think that the non-formal learning methods and RMA of an added value to facilitate collaborative teaching and learning.
- ✚ Furthermore, almost 88% of the this target group would want to inform and tell other persons in the field of education about the non-formal methods used in the CARMA project, and 94% found the tools and materials used during the workshop as useful.

- ✚ In addition to that, the professionals and policy makers were asked to evaluate the interaction among the students during the workshop; 100% of this target group found that the interaction was good and almost 92% found that the students were enthusiastic during the workshop and 95% thought that they showed high levels of engagement.
- ✚ When asked about the best aspect of the workshop, few responses were provided (11 responses out of 33 participants). The professionals and stakeholders found the explanation of the different methods good and the fact that they were introduced to them. Furthermore one mentioned as best aspect the fact that you can choose among the different methods depending on the subject or topic that you need to address. Another liked best the feeling of being part of the group and the enthusiastic interaction among the students.

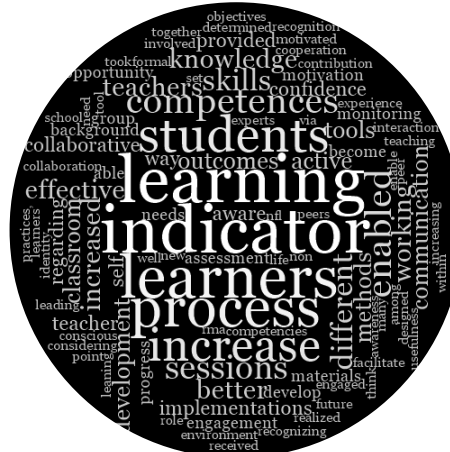
- 
 Some of the challenges that they see in delivering non-formal learning methods and RMA in the school environment were related to bad student behavior in the classroom, according to them this might play a role in the delivery of collaborative lessons. According to one professional, some of the students are teenagers and cannot understand all the different topics because of lack of social consciousness, thus these methods could be a challenge or could be useful at the same time in channeling the students.
- 
 Another challenge that was mentioned was the methodology of the non-formal methods and the content. Another challenge is that the methods available at the moment in schools are fine. In addition to that, currently many methods are available (it was not well understood what the participant meant by this). Important too is the support from the school principals and directors to the implementation of these methods.

- ✘ The professionals and stakeholders think that these methods can be adopted to the school curriculum if the teachers are well trained to use them. But, it is a long process.
- ✘ One professional mentioned that they can be adopted individually by interested teachers, according to this professional this is the easiest and best way.
- ✘ As for the support that is needed to ensure their adoption to the school curriculum, the responses were mainly in two directions, one related to policy making and the support from the ministry of education and the other is related to the teacher, they need to be trained, they need to have a predisposition for innovation, they need to be motivated and active with a positive attitude.

CESIE

CARMA **VM**

DOGA



UM



PISTES

CARMA

Non-formal learning for student motivation