



# CARMA

Non-formal learning for student motivation

**European Workshop 3/10 – 7/10 2016**

Evaluation of Learning

Outcomes WP6

[www.carma-project.eu](http://www.carma-project.eu)



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

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

## Table of Contents

<b>Introduction</b>	<b>3</b>
<b>Increase knowledge among the DTG1 teachers</b>	<b>6</b>
<b>Increased ability among the DTG1 teachers</b>	<b>7</b>
<b>Increase awareness among the DTG1 teachers</b>	<b>8</b>
<b>Increase confidence among the DTG1 teachers</b>	<b>9</b>
ACHIEVEMENT OF THE LEARNING OUTCOMES AMONG THE SEVEN PARTNERS	10
WORD CLOUDS	12
<b>SEVEN PARTNERS</b>	<b>12</b>
<b>CESIE</b>	<b>13</b>
<b>DOGA</b>	<b>14</b>
<b>INOVA</b>	<b>15</b>
<b>PISTES</b>	<b>16</b>
<b>UCLL</b>	<b>17</b>
<b>UM</b>	<b>18</b>
<b>VM</b>	<b>19</b>
ANNEX I : EUROPEAN WORKSHOP PROGRAM	20
ANNEX II: EUROPEAN WORKSHOP ATTENDANCE LIST	21
ANNEX III: TEACHER EVALUATION TEMPLATE	22

## Introduction

The European Workshop for collaborative competencies for Teachers is a training event and part of WP 4.1. The training workshop is directed towards the DTG1 of teachers. The five day workshop took place from October 3 – 7 in Palermo and was hosted by P1 CESIE (annex I workshop program).

The participants included 26 teachers and 7 non-formal learning experts from the seven partner countries, 1 keynote speaker from Belgium, and 1 school policy expert from Italy (annex II participants list).

### **Learning objectives for the International Workshops:**

- Increased knowledge of non-formal learning practices and RMA as an assessment tool for learners progress
- Increased awareness of collaborative teaching and awareness of impact on student motivation, participation and attainment
- Increased ability to plan student interaction, support and assessment, self and peer assessment
- Increased confidence to deliver collaborative learning with own students and school during the pilot phase.

Evaluation of the learning outcomes on the DTG1 of teachers was carried out daily through a focus group between the non-formal learning experts and their national teachers. The experts used the four pillars of learning as a guideline to assess the increase in knowledge, ability, awareness, and confidence among the teachers . The teachers were asked about their perceptions, opinions, beliefs and attitudes (annex III Teacher Evaluation template).

Learning to Know: to assess increase in knowledge, the development of needed knowledge and skills.

Learning to Do: to assess increase in ability, putting knowledge and learning into practice innovatively.

Learning to Live Together: to assess increase in awareness, the development of social skills and values.

Learning to Be: to assess increase in confidence, the all-round development of the whole person.

The non-formal learning experts lead the focus groups daily during the early morning.

Content analysis was conducted on the data collected by the NFL experts throughout the focus group sessions. Each NFL expert provided a filled evaluation form that reflected the increase in knowledge, ability, awareness, and confidence of their national teachers. The data has been coded according to the below mentioned four indicators and content analysis has been conducted.

Indicators for the European Workshop	
<p>Increase Knowledge (Learning to Know)</p> <p>Increase knowledge of CARMA Increase knowledge of RMA</p>	<p>Increase Ability (Learning to Do)</p> <p>Developed skills to put knowledge into practice Increase skills to use collaborative methods Lacking skills to put knowledge into practice</p>
<p>Increase Awareness (Learning to Live Together)</p> <p>Problems and concerns while working in a diverse group Social and interpersonal skills developed</p>	<p>Increase Confidence (Learning to Be)</p> <p>Confidence developed from the workshops</p>

Number of Partners	
P1 CESIE	P4 DOGA
P2 UM	P5 UCLL
P3 PISTES	P6 INOVA
	P7 VM

Indicators	Number of partners	Number of coded <sup>1</sup> quotes	Number of words coded
Increase Knowledge	7	94	495
Increase knowledge of CARMA	7	16	109
Increase knowledge of RMA	7	14	216
Increase Ability	7	125	565
Developed skills to put knowledge into practice	7	109	464
Increase skills to use collaborative methods	7	37	170
Lacking skills to put knowledge into practice	7	18	102
Increase Awareness	7	70	274
Problems and concerns while working in a diverse group	7	18	100
Social and interpersonal skills developed	7	53	174
Increase Confidence	7	36	297
Confidence developed from the workshops	7	36	297

<sup>1</sup> Codes are quotes from the focus group sessions.

## Increase knowledge among the DTG1 teachers

Increase in knowledge of non-formal learning practices and RMA as an assessment tool for learners progress among the seven partners.

All seven partners reflected positive increase in knowledge of the CARMA project in addition to doubts related to the implementation of the NFL methods in their home schools. They all had previous knowledge provided by NFL experts concerning the aim and goal of the project prior to the workshop.

### Increase knowledge of CARMA

*“doubts on how to implement in the schools with teachers” CESIE*

*“it strengthens the connection with schools and students who are disadvantaged” DOGA*

*“the goals are not so clear” PISTES*

*“we already knew a lot” UCLL*

Increase knowledge of RMA was a big question mark. All seven partners reflected doubts and no clarity in relation to the aim of the method and its implementation in a classroom setting. Nevertheless, appreciation of the method was expressed.

### Increase knowledge of RMA

*“didn’t understand anything”, “a big question mark” CESIE*

*“creating/producing knowledge even you don’t have any knowledge about it” DOGA*

*“learning from others” INOVA*

*“empowerment personal and collective” PISTES*

*“it is not clear what it is” UCLL*

*“not really understood which are the steps” VM*

*“develop communication skills” UM*

## Increased ability among the DTG1 teachers

Increase in ability to plan student interaction, support and assessment, self and peer assessment. This includes, developing skills to put knowledge into practice for the use of collaborative methods.

All seven partners expressed increase in ability. That was reflected in naming multiple skills that are needed in a non-formal learning environment. Increase in ability was not evaluated as an actual development of skills and implementation of the learned techniques. But, rather through the awareness the DTG1 of teachers has developed on what skills are needed in order to plan and assess student interaction.

Increase skills to use collaborative methods and to put knowledge into practice.

*"capacity to manage students" CESIE*

*"scaffolding and transmitting the knowledge to others" DOGA*

*"no fear of risk and experiment" INOVA*

*"it's important to be able to understand and to be open to understand other perspectives" PISTES*

*"practical knowledge for different kinds of courses" UCLL*

*"personal and social abilities" UM*

*"empathy", "open-minded", "solidarity" VM*

The skills which the DTG1 of teachers feel that they are lacking was assessed too. It was evident that most of the partners feel that they need to practice and to test the methods in order to know how they work and how they need to adapt them into their classrooms. Furthermore, it was evident that most of the teachers are still lacking skills in the RMA method and feel they need additional practice/training.

Skills lacking to put knowledge into practice

*"I should experience it to understand how it works in my classroom" DOGA*

*"pedagogical approach" INOVA*

*"balance between experimentation" PISTES*

*"need more practice such as RMA" DOGA*

## Increase awareness among the DTG1 teachers

Increase in awareness of collaborative teaching and awareness of impact on student motivation, participation and attainment.

The increase in awareness was assessed on how the group of DTG1 of teachers were able to work together in a diverse group and the social and interpersonal skills that they were able to develop. This cannot be seen as a reflection of the awareness of the impact on student motivation and participation. Nonetheless, it provides a platform for the teachers to understand what the students might experience and how they might feel. It permits the teachers to be aware of certain uncertainties that might prevail in their classrooms, as they have that self-experienced while working together as a group throughout the workshop.

Social and interpersonal skills developed

*“accepting others as they are”, “share opinions without judging” CESIE*

*“communication skills and strategies”, “appreciate the different opinions” DOGA*

*“active listening avoiding conflict”, “new learning environments” INOVA*

*“accept and learn from others feedback”, “reformulate and resume” PISTES*

*“open minded in order to accept the techniques”, “come to one understanding” UCLL*

*“respecting each other”, “open-mind”, “empath”, “respect” UM*

*“appreciation of the self and other”, “understanding”, “respect” VM*

Problems and concerns that the DTG1 of teachers has experienced throughout the workshop while working in a diverse group was assessed too. The language barrier was a common issue among the seven partners it created some difficulties in communication and led to misunderstandings during the activities. Some felt their opinion was not respected and others felt that their message was not understood.



Problems and concerns while working in a diverse group

*"language barrier", "group work was not easy" CESIE*

*"being respected to my opinion and belief were less than expected and it made me worry" DOGA*

*"in a group some of the participants are happy and others not" INOVA*

*"they need to have time alone to reflect" PISTES*

*"punctuality", "out of comfort zone" UCLL*

*"language", "not everyone can express easily using English" UM*

## Increase confidence among the DTG1 teachers

Increase in confidence to deliver collaborative learning with own students and school during the pilot phase.

The level of confidence among the teachers was positively reflected in their quotes. They expressed openness, curiosity, and confidence to learn and work together. The level of confidence has developed throughout the workshop days. In the beginning many teachers were timid and shy to communicate due to the language issue. But this fear grew out throughout the week and at the end of the workshop.

Confidence developed from the workshop

*"open for collaboration", "willingness to try new techniques", "open to share" CESIE*

*"working within a group", "confidence of expressing ourselves" DOGA*

*"ability to adapt methods to our discipline", "exchange of experiences from teachers" INOVA*

*"more confident about English", capacity to express", "to deal with fear" PISTES*

*"value attributed to NFL has changed among teachers", "personal development" UCLL*

*"use English language", "lateral thinking", "oral abilities" UM*

*"express the knowledge and experiences previously accumulated" VM*

## Achievement of the learning outcomes among the seven partners

**P1 CESIE:** CESIE counted in the middle in comparison to the other partners in increase in knowledge and confidence. Counted higher than most of the partners in increase in awareness, but counted very low in increase ability.

Extra attention might be needed from the NFL experts in order to guide the DTG1 of teachers to increase their ability in planning student interaction, support and assessment, in addition to self and peer assessment.

**P2 UM:** UM counted the highest in increase in ability and confidence while counting in the middle in comparison to the other partners in increase in knowledge and awareness.

**P3 PISTES:** PISTES counted high in increase in knowledge and in the middle in increase in ability. But counted low in increase in awareness and confidence in comparison to the other partners.

Extra attention might be needed from the NFL expert in order to guide the DTG1 of teachers to increase their awareness of collaborative teaching its impact on student motivation, participation and attainment. In addition help the DTG1 of teachers in gaining confidence to deliver collaborative learning with their own students and school during the pilot phase.

**P4 DOGA:** DOGA counted one of the highest in increase in knowledge and the highest among the other partners in increase in awareness. Second highest in increase in ability and confidence.

**P5 UCLL:** UCLL counted in the middle in comparison to other partners in increase in ability and confidence, but counted on the lower side in comparison to the other partners on increase in knowledge and awareness.

Extra attention might be needed from the NFL expert in order to guide the DTG1 of teachers to increase their knowledge of non-formal learning practices and RMA as an assessment tool for learners progress, in addition to strengthening their awareness of collaborative teaching its impact on student motivation, participation and attainment.

**P6 INOVA:** INOVA counted very low on the four learning outcomes.

Extra attention might be needed from the NFL expert in order to guide the DTG1 of teachers to increase their knowledge of non-formal learning practices and RMA as an

assessment tool for learners progress, in addition to strengthening their awareness of collaborative teaching its impact on student motivation, participation and attainment.

Furthermore, guide the DTG1 of teachers to increase their ability to plan student interaction, support and assessment, in addition to self and peer assessment. Support the DTG1 of teachers to gain confidence to deliver collaborative learning with their students and school during the pilot phase.

**P7 VM:** VM counted one of the highest in increase in knowledge and confidence, the lowest in increase in awareness, and on the lower side in comparison to the other partners in increase in ability.

Extra attention might be needed from the NFL expert in order to guide the DTG1 of teachers to increase their awareness of collaborative teaching its impact on student motivation, participation and attainment. Furthermore, guide the DTG1 of teachers to increase their ability to plan student interaction, support and assessment, in addition to self and peer assessment.

## WORD CLOUDS

## SEVEN PARTNERS



CESIE



DOGA

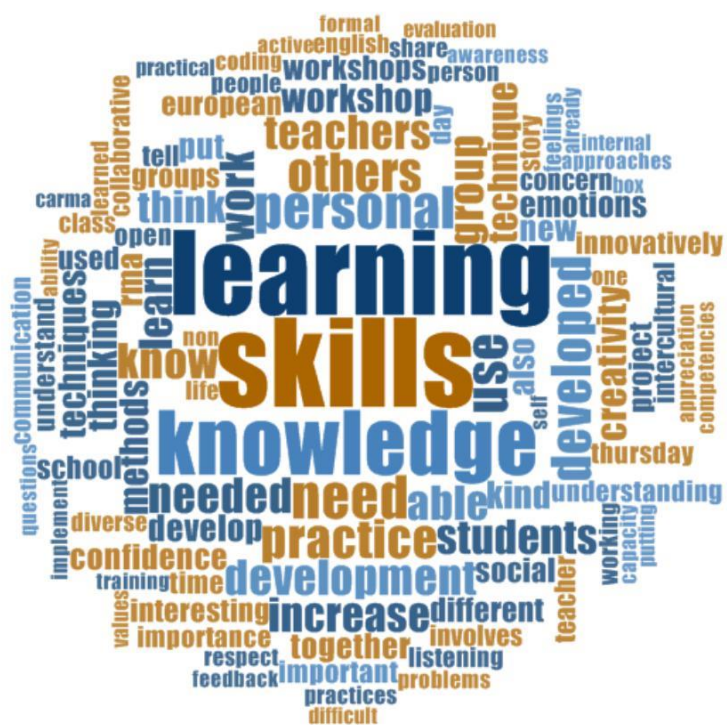


INOVA





## PISTES





UCLL



UM



VM



## Annex I : European Workshop Program

### CARMA (RMA and Other Non-Formal Learning Methods for Student Motivation)

Project no: 562261-EPP-1-2015-1-IT-EPPKA3-PI-FORWARD

#### WP4-1: EUROPEAN WORKSHOP FOR COLLABORATIVE COMPETENCIES FOR TEACHERS

#### WORKSHOP PROGRAMME

3<sup>rd</sup> - 7<sup>th</sup> October 2016

Convent of Baida, Palermo Italy

Sunday 2 <sup>nd</sup> October		
Arrivals		
Monday 3 <sup>rd</sup> October		
09:30 – 10:00	Welcome and Introduction to the Agenda	CESIE
10:00 – 10:30	Getting to know each other	CESIE
10:30 – 11:00	Setting ground rules	CESIE
11:00 – 11:15	Coffee break	
11:15 – 12:00	Expectations and concerns of the participants	CESIE
12:00 – 13:00	Group building activities	CESIE
13:00 – 14:30	Lunch break	
14:30 – 14:50	Presentation of the CARMA project, workshop aims and objectives	CESIE
14:50 – 15:10	Challenges and achievements in school education, in collaborative teaching and learning	CESIE
15:10 – 15:40	Presentation of research results across 7 partner countries	University of Murcia
15:40 – 17:00	Presentation of RMA <sup>1</sup> as assessment tool to monitor learners progress adopting collaborative approaches	Amico Dolci
20:00	Welcome dinner	
Tuesday 4 <sup>th</sup> October		
09:30 – 10:00	Reflection on the previous day and introduction to the day	CESIE
10:00 – 11:00	Presentations by Experts of the non-formal techniques	Non-formal experts
11:00 – 11:15	Coffee break	
11:15 – 12:00	Presentations by Experts of the non-formal techniques	Non-formal experts
12:00 – 13:00	Practical exchange of teacher experiences in collaborative	CESIE

<sup>1</sup> Reciprocal Maieutic Approach (RMA) <http://en.danilodolci.org/reciprocalmaieutic>

#### CESIE

Registered office: Via B. Leto 1 - 90040 Trappeto (PA)

Operative office: Via Roma 94 - 90133 Palermo, Italy | C.F. 97171570829 | Tel: +39 0916164224 - Fax: +39 091 6230849 [www.cesie.org](http://www.cesie.org)

CESIE is a non-profit organisation officially recognised by the Italian Government since 2001 and an ECVO (Civil Society Organisation with member organisations in more than 8 European countries) recognised by the European Commission DG EAC.

CESIE is accredited by the University of Palermo for internships and by the Sicilian Region for Vocational Training and orientation.



## Annex II: European Workshop Attendance List



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

### WP4-1: EUROPEAN WORKSHOP FOR COLLABORATIVE COMPETENCIES FOR TEACHERS PARTICIPANTS LIST

	Name	Surname	Country	E-mail
1.	Rosina	Ndukwe	Italy	<a href="mailto:rosina.ndukwe@cesie.org">rosina.ndukwe@cesie.org</a>
2.	Ruta	Grigaliunaite	Italy	<a href="mailto:ruta.grigaliunaite@cesie.org">ruta.grigaliunaite@cesie.org</a>
3.	Dima	Bou Mosleh	Belgium	<a href="mailto:dima.boumosleh@ucll.be">dima.boumosleh@ucll.be</a>
4.	Zuhal	Yilmaz Dogan	Turkey	<a href="mailto:zuhal.dogan@dogakoleji.com">zuhal.dogan@dogakoleji.com</a>
5.	Pedro	Costa	Portugal	<a href="mailto:pedro.costa@inovamais.pt">pedro.costa@inovamais.pt</a>
6.	Karine	Hindrix	Belgium	<a href="mailto:karine.hindrix@ucll.be">karine.hindrix@ucll.be</a>
7.	Estelle	Crochu	France	<a href="mailto:estellecrochu@gmail.com">estellecrochu@gmail.com</a>
8.	Rosa-María	Pons	Spain	<a href="mailto:rmpons@um.es">rmpons@um.es</a>
9.	Mezinca	Carmen	Austria	<a href="mailto:c.mezinca@migration.cc">c.mezinca@migration.cc</a>
10.	Barbara	Pellegrino	Italy	<a href="mailto:pellegrino.barbara@libero.it">pellegrino.barbara@libero.it</a>
11.	Angelo	Pellegrino	Italy	<a href="mailto:pelle68@libero.it">pelle68@libero.it</a>
12.	Lucia	Lio	Italy	<a href="mailto:lucialio263@email.com">lucialio263@email.com</a>
13.	Teresa	Cirivello	Italy	<a href="mailto:teresacirivello@email.com">teresacirivello@email.com</a>
14.	Anna	Ragonese	Italy	<a href="mailto:giuseranna@virello.it">giuseranna@virello.it</a>
15.	Mustafa	Evren	Turkey	<a href="mailto:mustafa.evren@dogakoleji.com">mustafa.evren@dogakoleji.com</a>
16.	Mehmet	Arda	Turkey	<a href="mailto:mehmet.arda@dogakoleji.com">mehmet.arda@dogakoleji.com</a>
17.	Serkan	Solmaz	Turkey	<a href="mailto:serkansolmazz@gmail.com">serkansolmazz@gmail.com</a>
18.	Didem	Sunbul	Turkey	<a href="mailto:didemsunbul@gmail.com">didemsunbul@gmail.com</a>
19.	Ana Cristina	Fernandes	Portugal	<a href="mailto:anacristina198@gmail.com">anacristina198@gmail.com</a>
20.	Elisa	Seixas	Portugal	<a href="mailto:elisaseixasjm@gmail.com">elisaseixasjm@gmail.com</a>
21.	Maria Paula	Fernandes	Portugal	<a href="mailto:mariapaulafernandes4@gmail.com">mariapaulafernandes4@gmail.com</a>

## Annex III: Teacher Evaluation Template

DAY	PILLARS OF LEARNING	QUESTIONS	CODES (words or phrases)	REMARKABLE QUOTES / NOTES from teachers' answers
MON DAY	<b>Learning to know (increase knowledge)</b> Involves the development of knowledge and skills needed.	1. What do you know about CARMA PROJECT?		
		2. How do you define RMA technique? What kind of skills and knowledge did you learn?		
		3. What kind of skills and knowledge do you need to be able to use collaborative methods?		
TUESDAY	<b>Learning to do (increase ability)</b> Describes putting knowledge and learning innovatively.	1. Will you please tell the skills that you have developed? How did you develop them? What skills do you think are needed to put the knowledge and learning into practice innovatively through the European workshop? 2. how and competencies did you develop from the training? 3. What kind of life skills and personal qualities did you use? Did you need? Or developed? 4. What approaches did you learn or need to put knowledge into practice?		
THURSDAY	<b>Learning to live together (increase awareness)</b> Involves the development of social skills and values.	1. What about the intercultural aspect? Respect and concern for others? 2. What social and interpersonal skills are needed? That you used? That you developed? 3. Where you able to work in a diverse group? Did you have any problems? Do you have any concern?		

# CARMA

Non-formal learning for student motivation