



Minutes Budapest – 17-23 March 2019



The second conference of the ERASMUS+ project INTEReST was held in Budapest, Hungary between March 18-22 (with March 17th and 23rd as travelling days).

Educational and social programs were carried out as planned in the application and detailed in the program (see Annex 2)

Student participants took part in “Short-term exchange of groups of pupils” activities (Topic: Sustainability) while teachers participated in “Short-term joint staff training events” (Topic: CLIL).

Summary of educational and professional programs

March 18th:

Students: Presentations of projects prepared at home – High quality, impressive projects

Teachers: Feedback on Lesson Plans prepared at home

- All country fulfilled the task
- Some lesson plans were too long to carry out
- Difficulty: to have two teachers present at the same lesson
- Remark: Curricula are very different in the partner countries – we don't teach the same material at the same time (same grade).
- Some language difficulties (where science teachers don't have sufficient English skills, coordinators and students helped with translation)
- In the future less time for lesson planning – more time for implementation would be needed
- Turkey would like and will try to involve more colleagues
- Portugal would suggest using Google Classroom for more in-between-meetings discussion to make cooperation between colleagues more effective

Students: Project presentations

- HU: Life of Jedlik Ányos and his inventions
- LT: Interdisciplinary projects prepared at home
- PT: Interdisciplinary projects prepared at home in pairs
- TR: Presentation of science innovations and their background

March 19th:

International interdisciplinary lessons were co- taught by Hungary and Portugal (Paula Paiva and Beke-Szabó Lajos; Ana Cristina Santos and Radnai Tamás)

March 20th



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Students: Visited the Laboratory of ELTE University and took part in a competition on sustainability together with other students of Jedlik Ányos Gimnázium.

Teachers: Visited lessons of the host school (English, Geography, Chemistry, Physics) and gave feedback on yesterday International interdisciplinary lessons.

1. Match the Graph

Cristina: The less good things were equipment failure, different level of knowledge among students (Maths, Physics and English), the lesson had to be shortened (180 to 90m) otherwise the lesson went fine.

Carla: Teachers were more articulated on “Match the Graph”, than in “Sink or Float”, as the second one was first a Physics lesson followed by a Math lesson, while on “Match the Graph” the two subjects were more integrated.

Rima: Happy about the very effective communication in English by Science teachers.

Oz: Turkish students’ level, both in Sciences and English, was lower than the rest of the students.

Cristina: teachers taught each other how to use the sensor. Teachers come out with this idea for a lesson due to the fact that students can’t read graphs on motion.

Sara: Very proud of Science teachers’ skills on working internationally.

2. Sink or Float

Rima: Liked Paula’s sense of humor and self-confidence.

Hüseyin: Lessons become more interesting when they are more orientated towards practical things, when they have clear objectives, they promote team work and a more even relationship between teachers and students.

Oz and Fernando: Boat teams should have been international, according to the main principles of INTEReST.

Sara: This lesson was very well designed – theoretical principles and then applying them in a playful way.

3. Other questions related to visiting lessons

Judit: Is it worth arranging lesson visits in the host schools?

Telma: it’s difficult if/when one doesn’t understand the language even when one teaches the same subject.

Carla: one would need some context information beforehand and the possibility to discuss ideas with the observed teacher afterwards (it was better with Zoltan, with whom we could talk, and here and there he summarized in English what he was doing).

Réka: Definitely yes, because observing methodology is not language-dependent.

March 21st:



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In the afternoon we put theory into practice, trying the boats in the swimming pool.

Both teachers and students ranked this program in the Top 3.

March 22nd:

Students: Physics lessons in the school lab.

Teachers: Introduction and brainstorming of the next round of tasks (CLIL: 2 science lessons and English)

Conclusions and Agreements:

1. Tasks for the rest of school year

- creating 1 CLIL lesson (45-90m) with at least two science subjects and English language contents, aiming to be taught by 12th graders to 9th-10th graders (within the range of students age in the project: 15-18)
- upload the CLIL lesson till the 12th of April
- apply and upload feedback on the CLIL lesson, both in written form and in a video till the 31st of May
- send some pictures and texts about local events held by the schools in the frame of INTEReST to be part of a newsfeed in the website

2. Concerning next meeting

- The next meeting in Portugal will be between 14th-20th of October 2019
- the number of participants will be 4 students but number of teachers is up to each school
- students will engage in CLIL activities whereas teachers will be working on short-term science projects
- teachers will have to present some ideas for the science projects at the meeting
- due to risk of booking difficulties, schools should send the number of participating teachers and rooms they need for October till the 1st of May.

Evaluation remarks

Based on the percentages of 'agree' and 'strongly agree' as answers from the participants to the items asked on questionnaire, the overall impression of the meeting was very good: higher for teachers (94,7% average of all items/topics) than for students (80%).



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Either for teachers (97,78%) as for students (93,33%) the **personal impact** got the higher results among the 3 topics questioned.

Teacher average percentage of positive feedback is higher than students on the other topics too: organization and the content of activities – teachers 94,45%; students 78,47%; impact on teacher/student skills and improvement of competences – teachers 91,67%; students 66,67%.

On the topic of **organization and the content of activities** students have a better feedback on **'teachers I worked with were competent'** (100%) and **'The appropriate places for the activities were chosen'** (91,67%), whereas teachers valued the most **'the opportunity for exchanging ideas and experiences'** (100%) and that **'activities met their expectations'**.

Concerning the 2nd topic **impact on teacher/student skills and improvement of competences** students agreed more that the meeting **'increased their motivation to learn science'** (70,83%), whereas 100% of the teachers agreed or strongly agreed that they had **'Learned from good practice abroad'**, that the meeting **'improved their awareness of ways for developing new interdisciplinary activities for teaching Science using English'** and that through the meeting they **'shared their own knowledge and skills with colleagues and other people'**.

Finally on the 3rd topic asked – **the impact on the personal level** – 100% of the students agreed or strongly agreed the meeting **'improved their social and emotional skills'**, and 95,83% agreed or strongly agreed it also improved the **'knowledge about partner countries and culture'** and **'the communication skills in English'**; **'team work and cooperation skills'** was not far below on average approval (91,67%). 100% of the teachers agreed or strongly agreed on 2 items students valued the most (**emotional skills and knowledge about partners countries**) but all of them agreed the meeting had improved also their **team work abilities**.

Annex 1: List of participants

Annex 2: Programme

Annex 3A: Evaluation "Teachers' Room 2 - CLIL" (Teacher evaluation)

Annex 3B : Evaluation "Week of Sustainability" (Student evaluation)

Annex 4: Average of agree/strongly agree on evaluation



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