

## INTEReST FINAL EVALUATION REPORT - STUDENTS

student sample	
PT	90
LT	37
TR	110
HU	30
<b>TOTAL</b>	<b>267</b>

### Context:

The purpose of this evaluation was to assess in which extent the project had reached its aims, as they were described in the Application presented to the National Agency Erasmus+. This assessment was made through an online questionnaire sent to all the students who, one way or another, in more or less extent, took part in the activities of the project. Its results are likely to have reflected the present conditions of the pandemic situation that created some restraints, namely:

- most of the time, since March 2020, partner schools lessons had been hold online and personal contacts with students have been more scarce;
- although we had been able to held a virtual short term student exchange, most of the activities referred to the questionnaire took place more than 1 year ago;
- with the prolongation of the project some of the respondent students were already out of secondary school, and thereby detached from project activities.

### I. Comparing learning experiences before and during INTEREST

Lessons/tasks involving multiple sciences in an interdisciplinary way							
BEFORE			DURING			increased	
YES	NO	TOTAL	YES	NO	TOTAL		
%	49,4	50,6	100	83,6	16,4	100	34,2

  

Sciences being taught in English							
BEFORE			DURING			increased	
YES	NO	TOTAL	YES	NO	TOTAL		
%	27,3	72,7	100	73	27	100	45,7

  

Working in interdisciplinary science projects							
BEFORE			DURING			increased	
YES	NO	TOTAL	YES	NO	TOTAL		
%	46	54	100	82,8	17,2	100	36,8

  

Working as a student in an international environment							
BEFORE			DURING			increased	
YES	NO	TOTAL	YES	NO	TOTAL		
%	33,7	66,3	100	63,7	36,3	100	30

### Remarks 1:

As we can conclude by the results, the project provided to more students a broader range of learning experiences, within the frame of the methodologies we wanted to apply:

- interdisciplinary lessons/tasks
- project-based learning
- CLIL lessons
- international cooperation

We acknowledge that in all the fields, a fair amount of students already had experienced that kind of learning context/methodology, especially in interdisciplinary lessons/projects, but far less on CLIL and lessons being taught in a foreign language. That previous experience may be due to the fact some partner schools had already implemented those methodologies in the frame of former KA2 projects.

Although the results show the project was successful on providing more students that range of learning experiences, the number of students that perceived their learning as an international experience is fewer than in all the other fields.

### II. The effect of taking part in the INTEReST project

has increased the motivation to learn Sciences							
	S. AGREE	AGREE	NEUTRAL	DISAGREE	S. DISAGREE	TOTAL	
%	37,8	34,5	23,6	2,6	1,5	100	72,3

  

The source of that motivation							
• Having interdisciplinary Science tasks/lessons							
	S. AGREE	AGREE	NEUTRAL	DISAGREE	S. DISAGREE	TOTAL	
%	31,2	39,7	25	2,6	1,5	100	70,9

  

• Project-based learning							
	S. AGREE	AGREE	NEUTRAL	DISAGREE	S. DISAGREE	TOTAL	
%	38,6	32,6	24	3,7	1,1	100	71,2

  

• Learning in an international environment							
	S. AGREE	AGREE	NEUTRAL	DISAGREE	S. DISAGREE	TOTAL	
%	34,8	39,4	17,7	5,2	2,9	100	74,2

  

has improved the skills in English							
	S. AGREE	AGREE	NEUTRAL	DISAGREE	S. DISAGREE	TOTAL	
%	36,4	35,9	20,25	4,15	3,3	100	72,3

  

The source of that improvement							
• Having Science lessons in English							
	S. AGREE	AGREE	NEUTRAL	DISAGREE	S. DISAGREE	TOTAL	
%	34,5	34,1	18,3	8,6	4,5	100	68,6

  

• Having to prepare tasks/presentations in English							
	S. AGREE	AGREE	NEUTRAL	DISAGREE	S. DISAGREE	TOTAL	
%	40,1	32,7	18,7	5,2	3,3	100	72,8

  

• Working with/talking to foreign colleagues							
	S. AGREE	AGREE	NEUTRAL	DISAGREE	S. DISAGREE	TOTAL	
%	41,2	28,6	22	4,1	4,1	100	69,8

  

the general experience as a student joining the project							
	EXCELLENT	VERY GOOD	GOOD	AVERAGE	BAD	TOTAL	
TOTAL	47,6	27,8	18,3	5,2	1,1	100	93,7

### Remarks 2:

A fair percentage of respondents perceived the project as something which motivates them to learn more about Sciences, which show the success of the applied methodologies, as well as the process of implementation of the project.

The activities/learning contexts which motivated students more show a very similar pattern on the results, being the sum of 'strongly agree' and 'agree' a bit bigger on the 'learning in an international environment', despite only 63,7% of students have perceived that environment, which may show the importance of that dimension for their motivation.

### Remarks 3:

The same percentage of respondents, as the previous item, perceived that the project has contributed to the improvement of their skills in English, which might lead to the conclusion that the project was also successful on this aim. The activities which promoted that improvement show a similar pattern on results, although a bit higher on fields that evoke a more active engagement by the students, like 'having to prepare presentations in English'. Otherwise 'having Science lessons in English' show a slightly lower result, maybe due to the fact that, in some cases, Science teachers don't have a higher level of English than

### Remarks 4:

93,7% of the students having classified their experience in the project as 'good' or better, shows once more that our aims were in general achieved and the promoters of the project were able to provide the targeted students a meaningful experience, no matter the extent of their participation in the project.