

INTEReST FINAL EVALUATION REPORT - TEACHERS

teacher sample	
PT	4
LT	9
TR	6
HU	4
TOTAL	23

Context:

The sample of teachers' data was collected the same way and at the same time as the students' one. Although the questions were not the same, the structure of the questionnaire was similar:
 - teaching experience (on what the methodologies of the project were concerned) before the project and provided by the project;
 - effects on improving Science teaching skills and English;
 As well as students, teachers answers could have been affected by the restraints already mentioned.
 Due to the size of the sample, most of the results are shown in quantities rather than percentages.

Comparing teaching experiences before and during INTEReST

Preparing Lessons/tasks involving multiple sciences in an interdisciplinary way								
BEFORE			DURING			increased		
YES	NO	total	YES	NO	total			
TOTAL	20	3	23	TOTAL	22	1	23	2

CLIL (Content and Language Integrated Learning) methodology in English								
BEFORE			DURING			increased		
YES	NO	total	YES	NO	total			
TOTAL	14	9	23	TOTAL	23	0	23	9

Working in interdisciplinary science projects								
BEFORE			DURING			increased		
YES	NO	total	YES	NO	total			
TOTAL	19	4	23	TOTAL	22	1	23	3

Working as a teacher in an international environment								
BEFORE			DURING			increased		
YES	NO	total	YES	NO	total			
TOTAL	19	4	23	TOTAL	22	8	23	3

Remarks 1:

The results show that most of the teachers involved in the project were already familiarized with its methodologies and teaching environments. Once again this may be due to their participation in former projects where they applied these methodologies.
 An exception is CLIL, which was new for 9 out of 23 teachers.

The effect of taking part in the INTEReST project

has improved the Science teaching skills							
	S.AGREE	AGREE	NEUTRAL	DISAGREE	S.DISAGREE	total	
TOTAL	7	15	1	0	0	23	95,6%

The source of that improvement

• Exchanging ideas/attending workshops, during short-term joint staff training events							
	S.AGREE	AGREE	NEUTRAL	DISAGREE	S.DISAGREE	total	
TOTAL	11	11	1	0	0	23	95,6%

• Having worked in an interdisciplinary way, while preparing/giving lessons/tasks							
	S.AGREE	AGREE	NEUTRAL	DISAGREE	S.DISAGREE	total	
TOTAL	11	12	0	0	0	23	100%

• Project-based teaching							
	S.AGREE	AGREE	NEUTRAL	DISAGREE	S.DISAGREE	total	
TOTAL	9	13	1	0	0	23	95,6%

• Teaching in an international environment							
	S.AGREE	AGREE	NEUTRAL	DISAGREE	S.DISAGREE	total	
TOTAL	11	11	1	0	0	23	95,6%

has improved the skills in English

	S.AGREE	AGREE	NEUTRAL	DISAGREE	S.DISAGREE	total	
TOTAL	9	9	5	0	0	23	78,2%

The source of that improvement

• Attending workshops, during short-term joint staff training events							
	S.AGREE	AGREE	NEUTRAL	DISAGREE	S.DISAGREE	total	
TOTAL	8	13	2	0	0	23	85,6%

• Having to prepare/to give lessons/tasks in English							
	S.AGREE	AGREE	NEUTRAL	DISAGREE	S.DISAGREE	total	
TOTAL	10	10	3	0	0	23	86,9%

• Working with/talking to foreign colleagues							
	S.AGREE	AGREE	NEUTRAL	DISAGREE	S.DISAGREE	total	
TOTAL	12	5	6	0	0	23	73,9%

the general experience as a teacher joining the project

	EXCELLENT	VERY GOOD	GOOD	AVERAGE	BAD	total	
TOTAL	14	3	6	0	0	23	100%

Remarks 2:

The results show that all but 1 teacher involved in the project 'strongly agrees' or 'agrees' that taking part in the project improved his/her teaching skills. The activities that are the source of that teaching skills improvement show a very similar pattern in the results, although 'Having worked in an interdisciplinary way' gathers the agreement of the whole sample.

Remarks 3:

The results show that the improvement of 'teachers' skills in English' is perceived, although even fairly high, lower than Science teaching skills. Perhaps connected with the new CLIL experience, mentioned before, the higher results, although within a very similar pattern, appear on 'having to prepare/to give lessons in English' - the same slightly higher result was found, perhaps for the same reasons, in the students' sample.
 Otherwise, 26% of the teachers considered the international cooperation or contact was a 'neutral' source of learning, on what English language is concerned. It's possible that the lack of live contacts due to the pandemic situation has had an effect on this perception, but

Remarks 4:

With even more expressive results than students, the project seemed to have provided teachers a meaningful experience, as all the 23 respondent considered the experience as minimum 'good', whereas 60,8% of the sample classified it as 'excellent'.