

Evaluation PESE

Questions for evaluation to teachers

Three classes were involved: ONA1B, NAR3 (natural science program) and SAB2B (social science program). The classes answered the questionnaires in February and, twelve weeks later, in May.

1. Did the project lead to any changes in your teaching?

Various activities have been used before. The Erasmus+- project inspired to some new activities. Focusing on students was partly new.

2. What do the students' evaluations show? 3. What is the teachers' impression?

Motivation increase is shown in the social science program. Even if the interest for math did not increase substantially, the motivation was apparent. Besides the project activities, the nationwide tests in different math courses could explain the increased motivation.

In the natural science classes, the motivation for math was already high before the project. Due to a, probably, more complicated/difficult course in math, the motivation even decreased.

4. Which activities have been the most successful? In what way (motivation, grades ...)?

TPS (Think, Pair, Share) is always a good method for learning and reflection.

Focusing on students gave positive results for the students with at least some capacity to manage math.

Variation in teaching methods is also always a good way to stay focused on math especially for the less motivated students. High-performance students benefit less than low-performance students but they still benefit from the different activities that were tested.

The lesson should include a clear structure with e.g. a schedule of "today's activities" or a repetition of the contents in the latest lesson – repetition should also be performed at the end of the lesson.

The activities must always be adjusted to the students' abilities and skills.

5. Which influence did the project have on the amount of working hours (teachers)?

The workload has not increased. The planning of a lesson is always carried out.

6. Which effect will the project have on your future teaching?

The Erasmus+-project has reminded of the possibilities that exist. The exchanging of new ideas and experiences are always valuable. Also focusing extra on some of the students is an interesting element in teaching.

7. Which effect will the project have on your colleagues' teaching?

All of the math teachers have tried at least one of the activities adapted to the different groups (age, course, program). They have different experiences which have been discussed in the subject meetings.

8. Which advices would you give the teachers of foreign languages and national languages?

It is rational to appoint a group leader and a secretary from the beginning.

Visiting lessons/classes combined (preferably participating teachers) with interviews with the students.

Each teacher brings their favorite activities – books are not necessary (many of the books are available digitally).

Evaluation: conclusions

The motivation for math is correlated to the students' choice of program – natural science or social science.

Interest and motivation was increasing more in the social science program than in the natural science program where the motivation was already quite high.

The results are depending on external factors, like time of the day for the lessons, course difficulty and workload in other subjects.

The most important factors for motivation are the teacher's ability to motivate by showing engagement (preferably the same teacher during a longer period), lesson structure with relevant tasks, repetition, a good and quiet working environment, variation during the lessons, individual focus/education to make all students understand before moving forward and external factors like e.g. hunger, fatigue and problems with friends and/or family.