

# Questions for evaluation by teachers. Mikala Nielsen, Helsingør Gymnasium, Denmark

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

Yes – see below (red)

Erasmus project – the structure.. which elements did I use before and which elements were new for my teaching and how did it work in my lessons and teaching.

	Before	During the Erasmus project	comment
1.Focus on two weak students in two weeks		This was very successful on some (4) of the weak students.. but I never got round to all of the 8 weak students, mainly because they don't come regularly.	
2.Start the lesson by telling the goal of the lesson – and writing it on the blackboard.	yes	yes	I hope it gives all the students an idea of what they are going to learn.
3.Activities - physical	no	Only a few times I had the students to do isolated physical activities, mostly I used the practical activities to get the students up from their chairs and walk around and ....	
4.Activities - Oral	a little bit	Especially I used "think, pair, share" a lot, in maybe a less strict form.	This, I will use a lot in the future – just to get all the students to think about a question and talk to their "neighbor" about the answer before anyone are allowed to answer. The result is that a lot more students are active.
5.Activities – practical -Practical statistic inquiry -Quiz and change -battles(pair cards together) -"0,1, andet" -puzzles(pair cards together)	To some extent, I did this before... but during the project, I was more focused on having something for almost every lesson.		The activity has to be meaningful in the contexts – you should not just do the activity for "The sake of it" .  I think this part is motivating for the students, it gives a "break" and puts math in another contexts, especially (of course) if the activity supply the math.
6.End the lesson by summing up.	No	Unfortunate I only managed to sum up a few times.	This part I think is important and I hope to get better at summing up at the end of a lesson.

## **2. What do the students' evaluations show?**

See below (at the end of the document)

Unfortunately there are only 22 out of 28 that answered the "before" evaluation and only 19 out of 28 that answered the "after" evaluation, and it might not be the same students...

It is difficult to conclude from the students' evaluation; maybe there is a slight tendency to a success.

## **3. What is the teachers' impression?**

My impression is stated a bow (red)

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

"Focus on two weak students in two weeks" has brought 2-4 students to believe more in themselves and to move them from no mat - confidence to a little bit of mat – confidence.

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

It was/is time consuming to produce and organize most of the practical activities (f.ex. Quiz and change, battles (pair cards together), "0,1, andet", puzzles(pair cards together),....)

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

I will take most of the elements with me in my future teaching, especially the "Focus on two weak students in two weeks".

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

We have told all our colleges about the project.

Next year there might be a mat- project on the school involving 3-4 teachers, and hopefully we can use some of the elements from this project, and build up more experience about mat-teaching and learning.

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

Maybe we in this project had too many elements that we intended to incorporate .. so maybe it would be better to keep it more simple.

## **Comment**

I think it has been very interesting and very giving to be in the project, I have learnt a lot and I hope I have developed a better teaching-practice. ☺

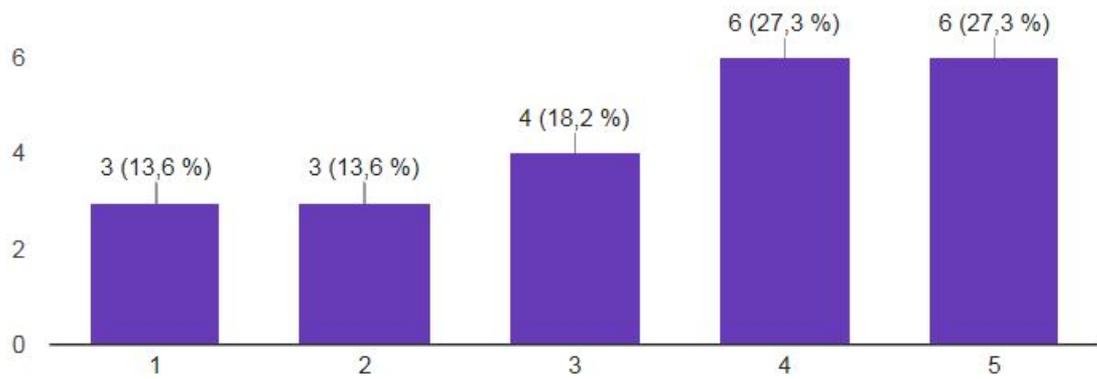
## Comparison

Danish students (Mikala Nielsen) – the first four questions (the comparable questions)

Før /Before

### I hvor høj grad kan du lide matematik?

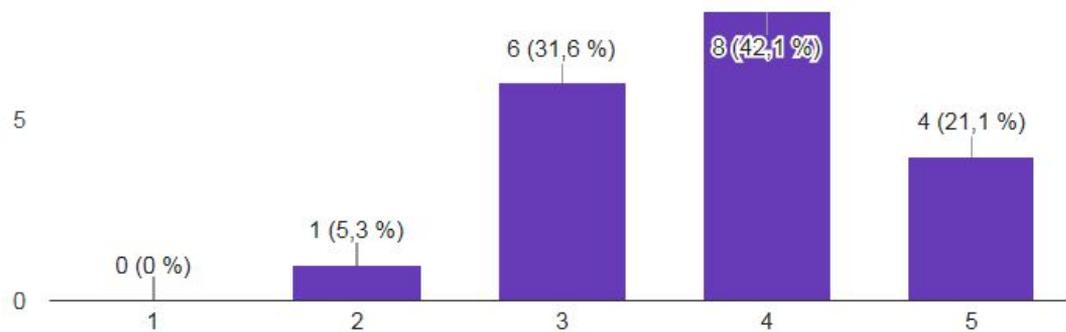
22 svar



Efter /After

### I hvor høj grad kan du lide matematik?

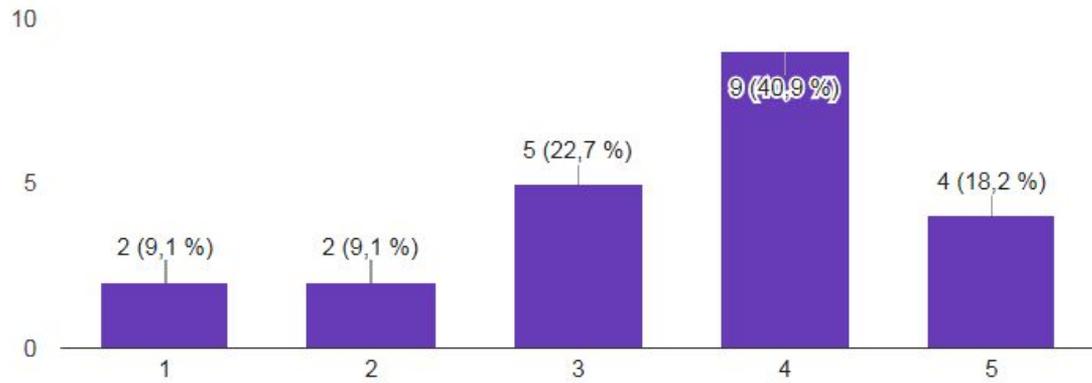
19 svar



Før

### Hvor motiveret er du for at lære matematik?

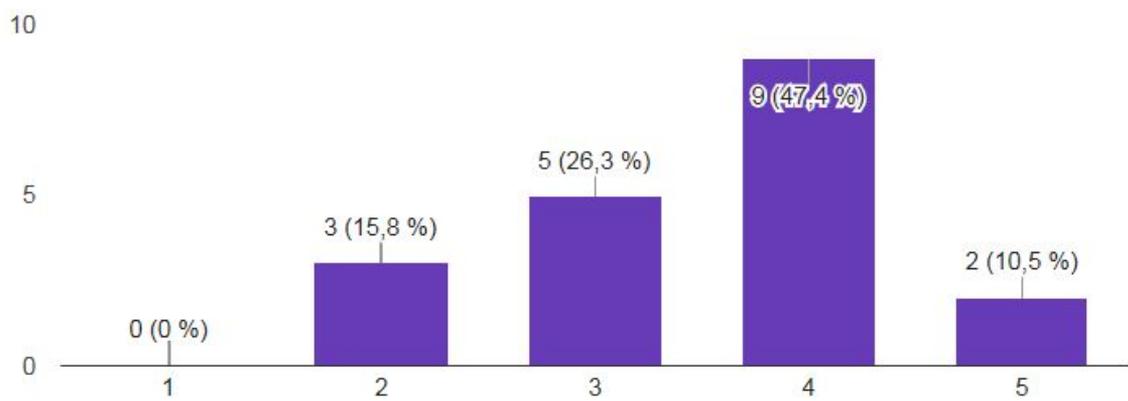
22 svar



Efter

### Hvor motiveret er du for at lære matematik?

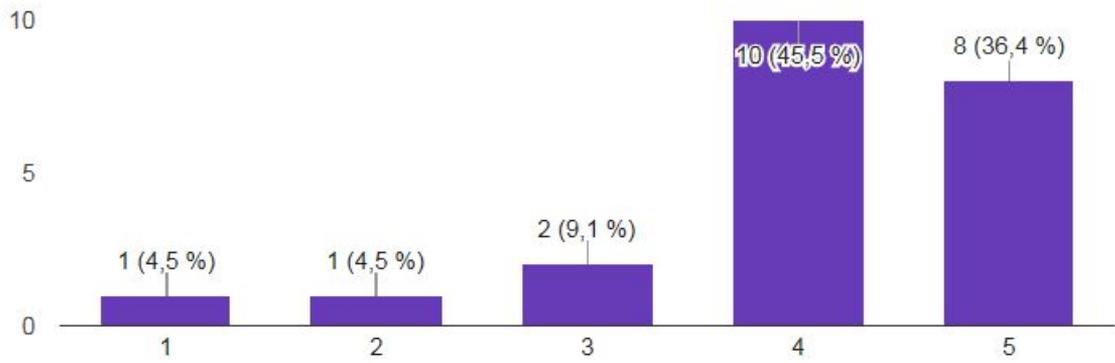
19 svar



Før

### Hvor engageret er din lærer i at undervise I matematik?

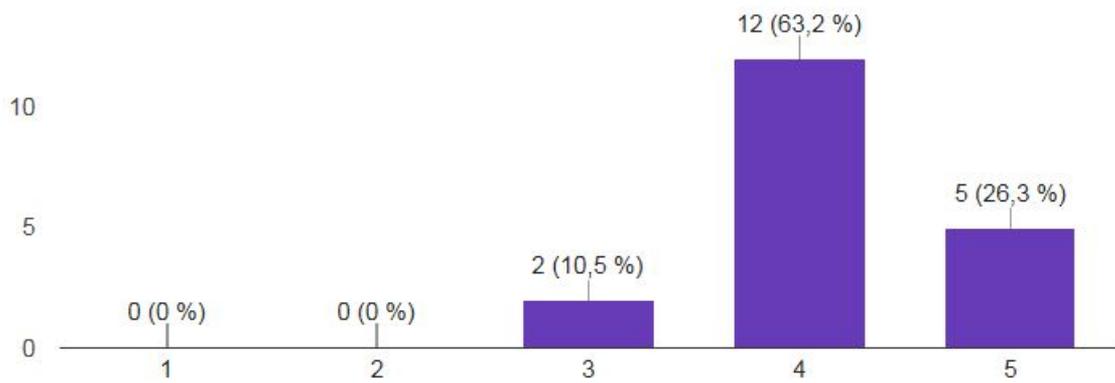
22 svar



Efter

### Hvor engageret er din lærer i at undervise I matematik?

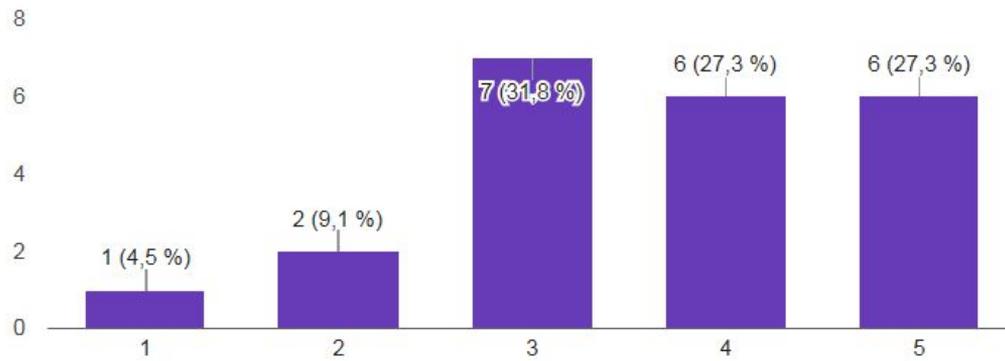
19 svar



Før

I hvor høj grad tror du, at din lærer bekymrer sig om, at du lærer matematik?

22 svar



Efter

I hvor høj grad tror du, at din lærer bekymrer sig om, at du lærer matematik?

19 svar

