

Teacher Vivi-Ann Eliasson, Sweden

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

Yes, in different ways. Every lesson I focused at increasing the student's interaction with each other. We had different pair/small-group-tasks with oral performances; often of rather short and varied items. Those were followed by comments from another pair of students/student, using specific words and vocabulary from goals of the course or from the aim of the lesson. It was always the teacher who set and varied the group-constellations. Different exit-tickets after nearly each lesson focused at reflecting on what was done or at what was to come at the next lesson. We used "Story Cards" several times. After the first time having played "Story Cards" we had an exit-ticket where 7 out of 8 students were very positive to the game. We often used it as a "warm-up" before other tasks. Sometimes we used short games just to move. We often used the "Good Job-circle" at the end of lessons (the students were asking for it if I forgot).

2) What do the student's evaluation show?

There were higher, more positive results after the project. It was a small group of 12 students in all. At the first evaluation there are 12 answers, at the second there are 11.

If I look at the open answers, they differ most at question 1 and 9. (1 Why are you/ are you not motivated? 9 Suggestions for improvement)

At the first evaluation (Question 1) 6/12 were positive and well-motivated and the other 6 described: one felt weak in Swedish, one didn't know how to develop and one felt that there was not much variation and the others that the subject was, boring, difficult and not interesting. To categorize: 3 students found the subject not interesting, 3 students found the subject too difficult.

At the second evaluation 9/11 were expressing positively, like "you learn new things, "rather hard, but interesting" or "great subject, I'm doing fine". One student who was negative with a long answer "I'm standing still (...) I lose all

motivation” is quite positive in the second evaluation “It’s good to be able to communicate well and to understand”

At the first evaluation (Question 9) there were more suggestions of how to increase the learning environment, 5/12 were completely satisfied then. At the second evaluation there are only a few suggestions, 8/11 are satisfied, the other 4 are rather satisfied, they comment on “less talk” or “more feedback”.

If I look at the graded answers, they differ most at question 1, 3, 4, 6a, 6b and 8.

Here are some significant examples:

Question	First evaluation	Second evaluation
1	Very motivated 8 %	Very motivated 36 %
3	Feeling very successful 18 %	Feeling very successful 25 %
3	Feeling not very successful 42 %	Feeling not very successful 18 %
4	Very clear purpose 33 %	Very clear purpose 55 %
6a	Not at all inspiring lessons 25 %	Not at all inspiring lessons 0 %
6b	Not at all varied lessons 16 %	Not at all varied lessons 0 %
8	Very sufficient support 33 %	Very sufficient support 73 %

Evaluation statistics with all questions and answers are sent as PDF.

3) Did the project fulfill your expectations about motivation?

Yes, I think so, there is a (significant?) higher motivation in the group. I proceeded this project together with another teacher. I do not have my own classes, so I borrowed one. Several times we were in the class together and it was a small group of “senior-students” in year three. This is important to know in the light of the good results.

4) Which activities/part have been the most successful? In what way?

I cannot say that one activity was the most successful, it was combining a clear focus (student-interacting) with the project-planned activities. The “Story Cards” gave more than I expected, (played for about 10 minutes) it was also developing skills like - How to listen to each other – How to comment – How to get to know more about each other. It was then easier to come to skills like -

How to (dare to) use specific, new (rhetorical) words- How to express comments and feedback –How to become a good speaker.

5) Which influence did the project have on the amount of your working hours?

The project had some influence on the amount of my working, but I could rather easily combine the project-planned activities with my plan for this period. The specific goals of the course in Swedish, year three, contains analyses of “well-known” speeches, preparing and performing a 5 min. speech with rhetorical focus as a final exam in this part of the course.

6) Which long term effect might this project have?

I will use evaluation/exit-tickets more frequently, in order to remind myself (and the students) of what and which effect rather small changing in focus might have. Of course I hope that my other colleagues are interested in increasing the student’s motivation by more variation, more student-interacting and so on.