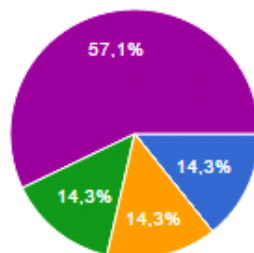


Teachers survey : assessment of the 2014-2015 ERASMUS project

(ENQUETE SATISFACTION PROFESSEURS PARTENAIRES)

Résumé



Estonia	1	14.3
France	0	0
Slovenia	1	14.3
Turkey	1	14.3
Latvia	4	57.1

Number of students involved in the project

15
6
28
45

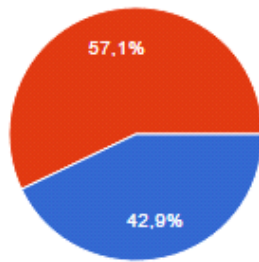
Number of teachers involved in the project

6
3+3

Function of the other partners (other than teachers and students)

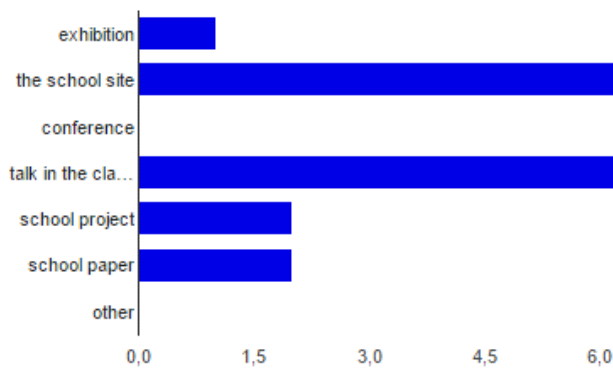
To facilitate the fulfilment of the tasks.
headmaster, accountant
Headmaster of Pärnu Ühisgümnaasium City Administration of Pärnu (The Department of Education and Culture) Local Newspaper

Students' commitment in the project



very good	3	42.9 %
good	4	57.1 %
average	0	0 %
insuffisant	0	0 %

Means of dissemination of the project inside the school



exhibition	1	14.3 %
the school site	7	100 %
conference	0	0 %
talk in the classes	7	100 %
school project	2	28.6 %
school paper	2	28.6 %
other	0	0 %

If "other", give more details about the means of dissemination in your school

News in local newspaper The corner of Erasmus+ projects on the 3rd floor of the school

Means of dissemination of the project outside your school



the project has improved the student-teach
 the project hasn't changed anything in the student-teach
 the project has deteriorated the student -teach

Added value of the project in the assesement of the students' skills



Give some details about the main skills which have been reinforced thanks to the project (knowledge)

knowledge about other cultures, countries. improved communication skills

The students taking part in the project learned how to think, speak and write in English to carry out the tasks required. They further developed their communication skills through various media including digital social media. They are now more aware of the content of a printed material written in English than ever before.

- foreign language skills: French and English: the students were encouraged to write in both languages, to communicate using a foreign language and to understand the French language;
- artistic skills: the students learned how to write a stanza for an anthem (the use of verse, melody...), they acquired some knowledge in music and art.

students learned how to make a film: from the idea to filming (writing a screenplay, organising sequences, role distribution, costumes, prompts, filming)

- We learned more and detailed information about partner countries - We got to know the stereotypes about us - Students learned to put the gathered information in form of the posters - Students learned to work together in a team, to make compromises - Students learned to make videos and produce them - Students learned to work together in a team, to make compromises - Students learned to make videos and produce them - Students learned to work together in a team, to make compromises

Give some details about the non-disciplinary skills revealed by the project (in terms of know-how and life skills)

skills how to deal with different type of information and also how to deal with stereotypes

how to communicate with other cultures and how to deal with stereotypes

- Communication in foreign language - IT-competences - Creative thinking and art works - Working together in a team - Expressing your views

The project has improved the relationship between our students. Since they are the first year class, the project made it possible for them to spend more time together. They can see that they feel more connected and very proud of the final outcome.

Not only the students but also the teachers involved in the preparations of the project tasks benefited a lot from the process. In the first place, the communication between the students and the teachers was broken. In the second place, the students themselves got to share a common ground on which they could set up both relationships. As they developed a common social environment, they produced better results.

Characterize the distribution of the tasks between the teachers of your school



rather balanced 7 1
insufficiently balanced 0

If "insufficiently balanced", what solution(s) are you planning to improve this situation?

Characterize the distribution of the tasks between the partner countries



rather balanced	7	100
insufficiently balanced	0	0

If "insufficiently balanced", which solutions are you planning to improve the situation ?

Added value of the project in the relationship between the teachers



the project has improved the relationship between the project hasn't changed anything in the relationship between the project has deteriorated the relationship between		
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Added value of the project for a better understanding/knowledge of the other countries school system



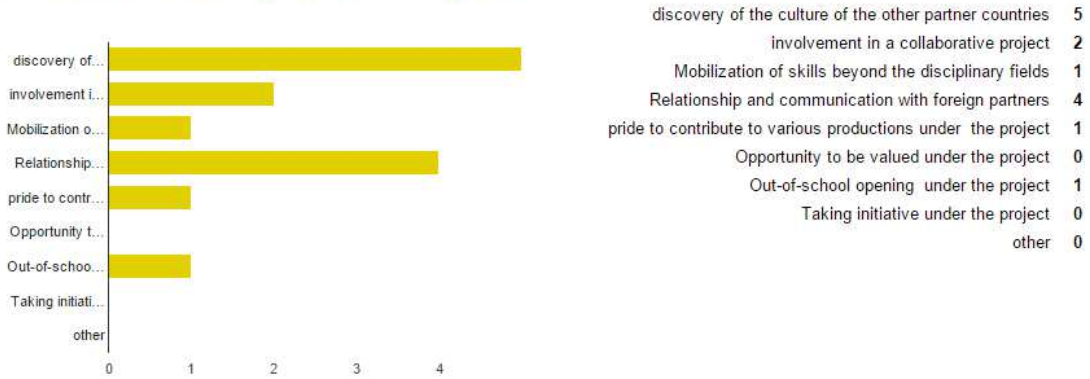
very important/important	7	100 %
average	0	0 %
weak	0	0 %

Added value of the project for a better knowledge of the colleagues' teaching practices



very important/important	6	100 %
average	0	0 %
weak	0	0 %

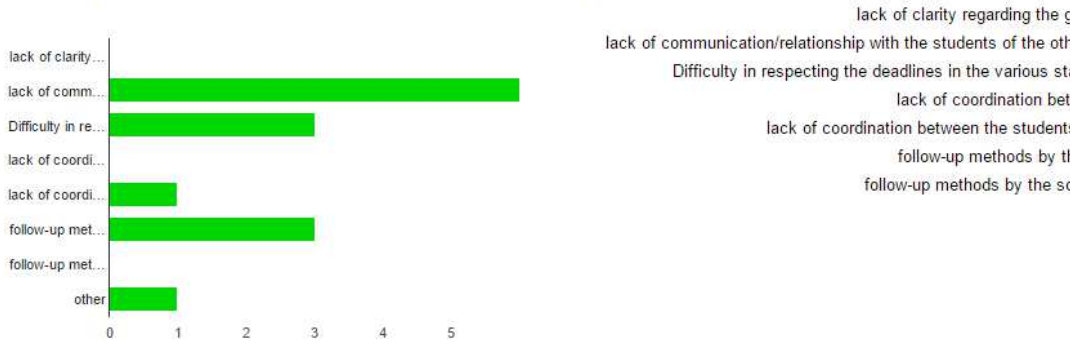
According to you, what are the 2 main assets of the project?



If "other", specify the other strengths of the project

Sharing good practices between the partners. Collaborative working (researches made in different schools and partner countries).

According to you, what are the two main weaknesses of the project?



If "other", give some details about the weak point(s) of the project

there are nos tudents involved into exchanges