

From Papyrus to Stone paper and beyond

Group evaluation

This sheet should be used to encourage reflection and discussion on the project work in our Erasmus+ group. It is designed to look at how our work will improve through the two years of the project work. It should show the progress we make and the advantages we can achieve.

KEY AREAS	Facts / Expectations	Outcomes / Changes
<p>What do you expect from the group work? personally for your school</p> <p>for the group</p>	<p>Share different ideas and working methods. Create an European image of our school involving the whole educational community. Improve the relationships between schools, partners and pupils.</p>	<p>We have achieved our goals in these aspects.</p> <ul style="list-style-type: none"> - We have share ideas and working methods, due to the fact that many teachers are involved in the project. - We have created a new European image in our school, because our students know more things about it, culture, languages, costumens, their location in the map...Besides, our parents have had more information about the project and our school is involved utterly. - We have improved the relationships between pupils, because we have use cooperative work. Cooperative learning is a technique that allows students to learn from each other and gain important interpersonal skills. Learn more about the benefits, strategies, and techniques involved in cooperative learning.
<p>How do you aim to connect your work in your school to the work in our group?</p>	<p>Linking the project's topics with our curriculum. Involving all the teachers.</p>	<p>We have linked the Erasmus project's topic with our Eco-friendly Project. This has included developing some of the foowing ideas:</p> <ul style="list-style-type: none"> - A school garden growing organic vegetables. - A school energy survey has been carried out; such as energy efficient light bulbs and signs educating people to switch lights off. - Recycling facilities for paper , plastic and organic rubbish has been available to all students and staff. -
<p>What do you expect from the coordinator?</p>	<p>Create a fluent communication between all the partners.</p>	<p>The main goal of our coordinator was to create a fluent communication between all the partner and he has got it. So that, it has been easier to go on with the Project and doing the different tasks.</p>
<p>How would you like the schools which are taking part in workshops to distribute the outcomes to the</p>	<p>In he teacher's meeting we can explain the outcomes.</p>	<p>Our students went to Berlin to take part in a Christmas market. We did some workshops in our</p>

group?		school, and the different staff was sold in that market.
How do you plan to use ICT to enhance and improve the project experience for the group?	To find information, to know the different countries and communicate with them.	<ul style="list-style-type: none"> - We have encouraged ourselves to increase internationalization of our school using ICT tools for international cooperation. - We have used ICT in class to show our students the different countries which are involved in this Project. - Erasmus Project has been highlighted in the school`s blog.
What are you expecting from the methods of Storyline and UbD for improving your language / teaching/ planning skills in the group?	A real use of the English language. More creative and motivating for the students. A way of increasing the interaction between them.	<p>Storyline methods has been really creative and motivating for students. It is important to note that children are the most important part in the process of storytelling. They identify with the main characters and they often imagine that they are a part of the story.</p> <p>Some benefits of the storyline methods:</p> <ul style="list-style-type: none"> -each child is involved in the learning process actively . - they learn about team work. - they learn how to communicate. - they learn how to listen to others. - their emotional and social development grows. <ul style="list-style-type: none"> - they learn about real life through fairy tales and the use of fictional creatures. - they learn from their own experience. - they have to use their knowledge from other subjects. - they learn to be responsible for their work. - they learn to present their work and justify their ideas.