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ISTITUTO COMPRENSIVO



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EVALUATION



Erasmus + cooperation for innovation and the exchange of good practices
Project "h-APP-y students"
N° 2020-1-EL01-KA229-079073-4

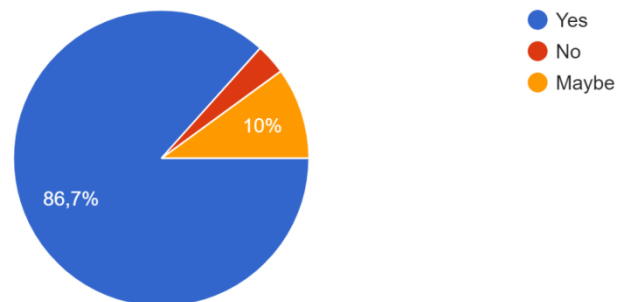




TEACHERS' QUESTIONNAIRE

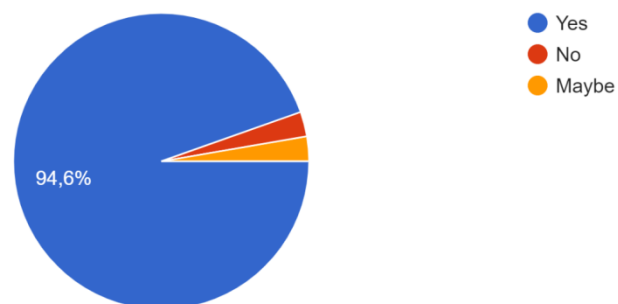
1) ARE INTERNATIONAL PROJECTS IMPORTANT IN YOUR EXPERIENCE?

30 risposte



1) HAVE BEEN INTERNATIONAL PROJECTS IMPORTANT IN YOUR EXPERIENCE?

37 risposte

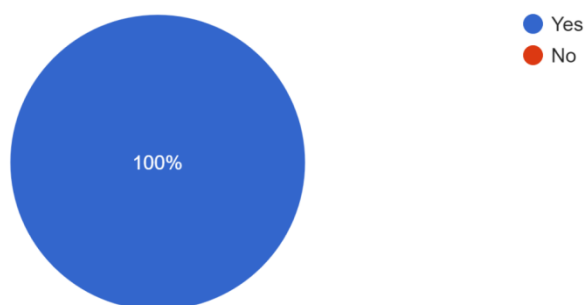


1 Increase of the positive answers and decrease of negative ones. It's interesting the reduction of "maybe".



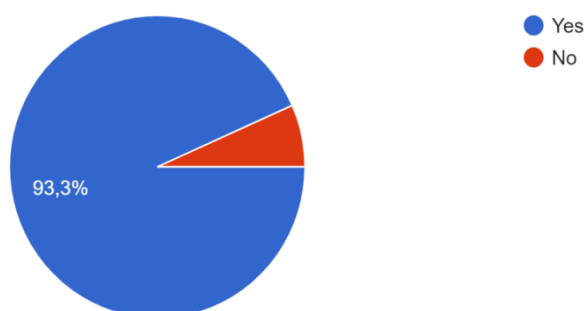
2) HAVE YOU KNOWN ERASMUS + PROJECTS?

37 risposte



2) DO YOU KNOW ERASMUS + PROJECTS?

30 risposte

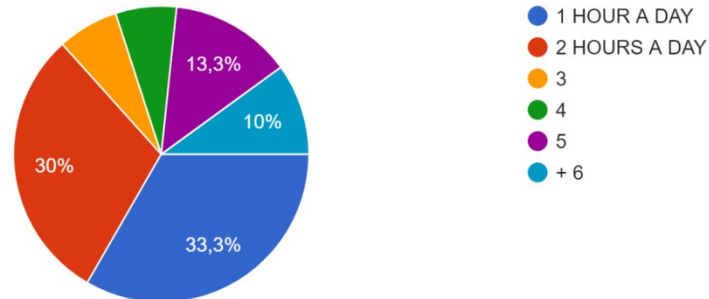


2 The percentage of "yes" reaches the maximum.



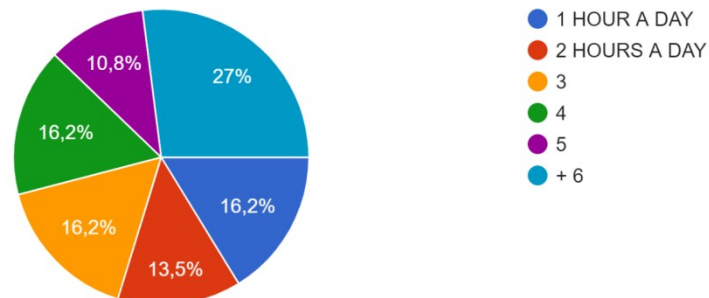
3) IN YOUR JOB HOW OFTEN DO YOU USE ICT?

30 risposte



3) IN YOUR JOB HOW OFTEN DO YOU USE ICT?

37 risposte

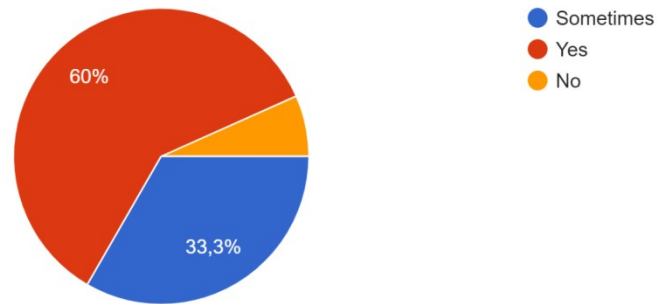


3 In these answers there is an increase of job's hours using ICT.



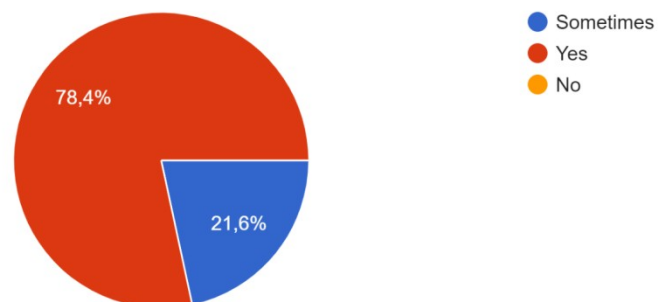
4) DO YOU USE ICT FOR DIDACTIC PROGRAMMING?

30 risposte



4) DO YOU USE ICT FOR DIDACTIC PROGRAMMING?

37 risposte

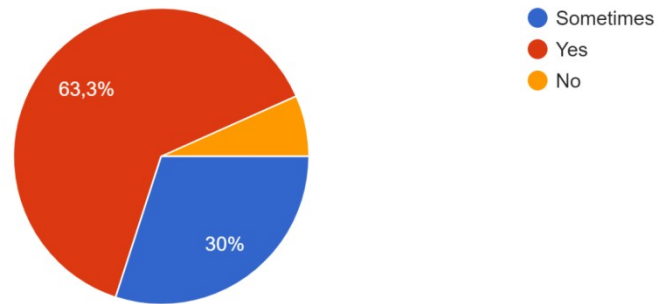


4 Also the percentage of ICT used by teachers for didacting programming increases.



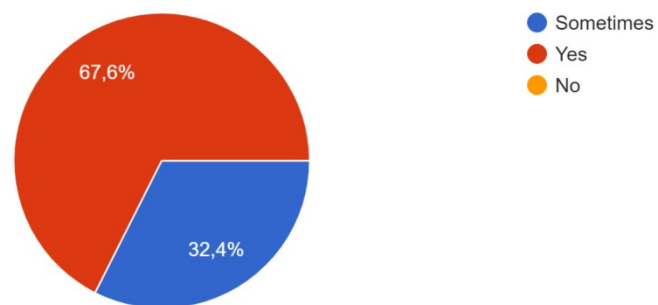
5) DO YOU USE ICT FOR CLASSROOM LESSONS?

30 risposte



5) DO YOU USE ICT FOR CLASSROOM LESSONS?

37 risposte

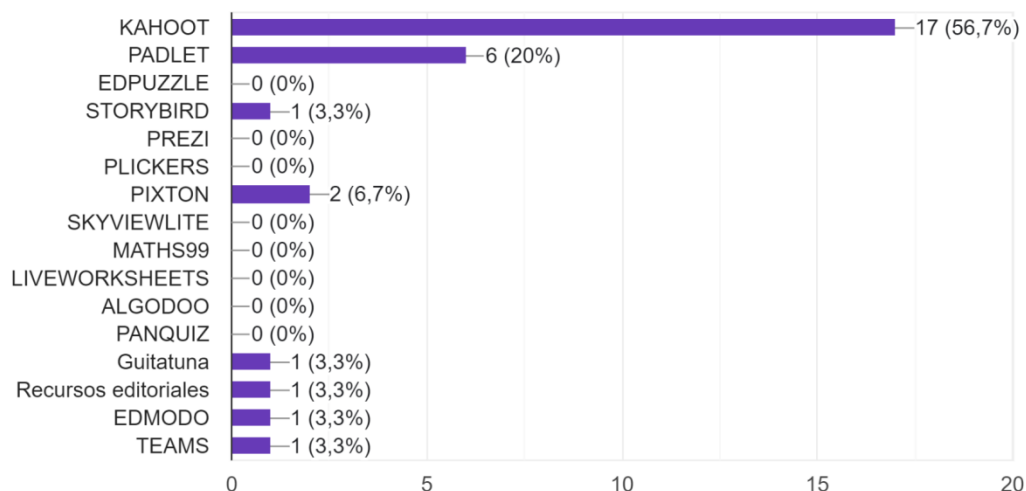


5 The same situation for ICT used by teachers for classroom lessons.



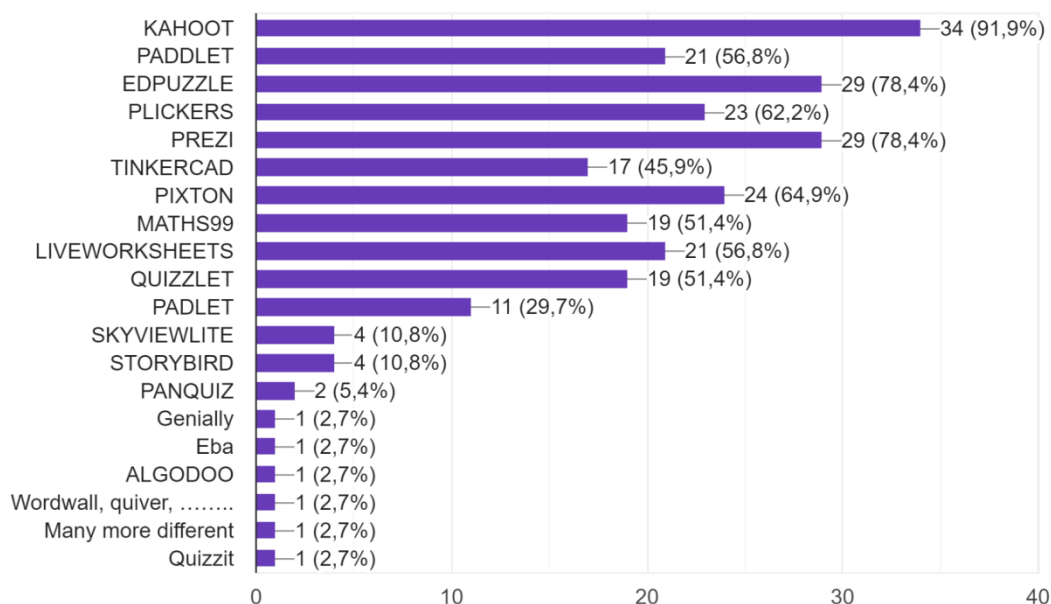
6) WHICH OF THOSE APPS DO YOU KNOW?

30 risposte



6) WHICH OF THOSE APPS DO YOU KNOW?

37 risposte

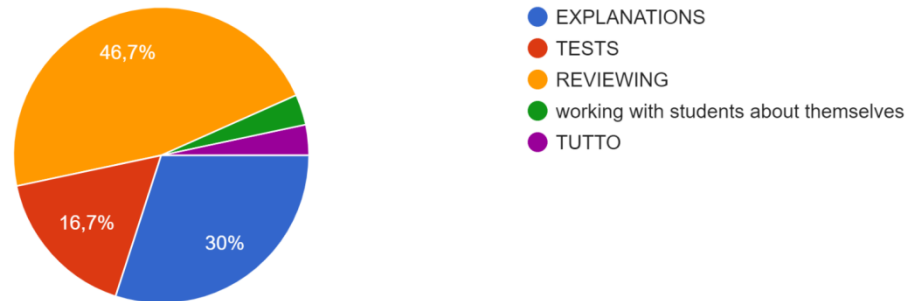


6 The report shows the APPS satisfaction ranking: teachers prefer and use in the following order: Kahoot, then Prezi and Edpuzzle, Pixton, Plickers, Lives Worksheets, Math 99, Padlet and Tinkercad. It's interesting the increase compared to the past.



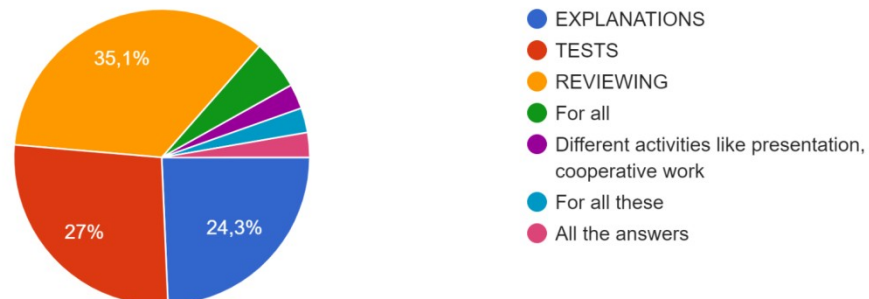
7) DO YOU USE THESE APPS FOR...

30 risposte



7) DO YOU USE THESE APPS FOR...

37 risposte

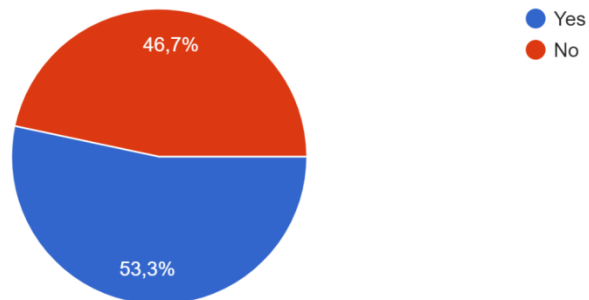


7 This answer shows the different uses of APPS by teachers in their job and the changes compared to the past.



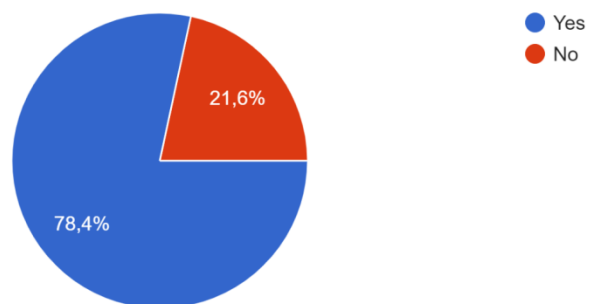
8) ARE THERE DEVICES FOR COMPUTER IN EVERY CLASSROOM OF YOUR SCHOOL?

30 risposte



8) ARE THERE DEVICES FOR COMPUTER IN EVERY CLASSROOM OF YOUR SCHOOL?

37 risposte

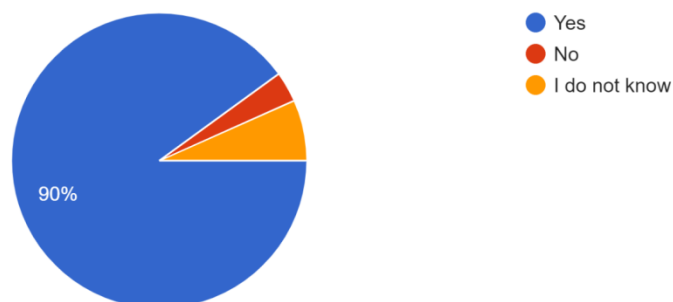


8 The percentage of computer devices in every classroom is growing significantly.



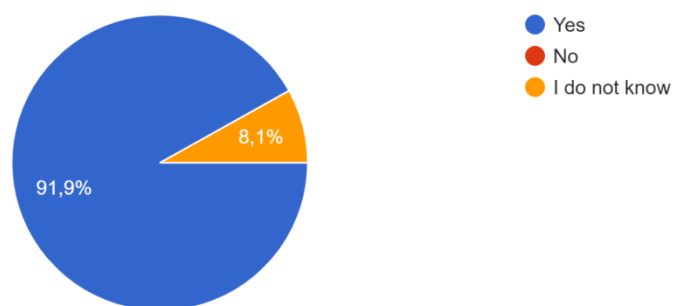
9) DO YOU THINK ICT ARE INDISPENSABLE IN A MODERN LEARNING?

30 risposte



9) DO YOU THINK ICT ARE INDISPENSABLE IN A MODERN LEARNING?

37 risposte

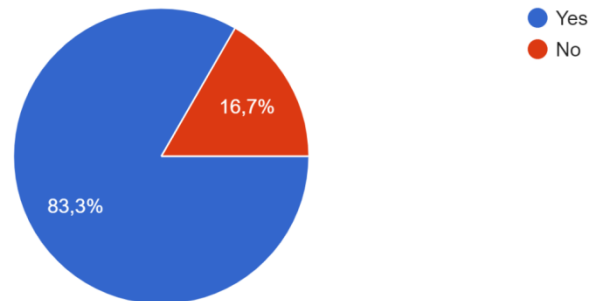


9 Also the number of teachers who believe that ICT is indispensable for their work increases.



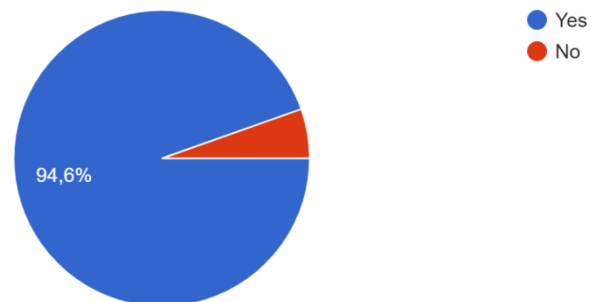
10) DO YOU KNOW E-TWINNING?

30 risposte



10) HAVE YOU KNOWN E-TWINNING?

37 risposte



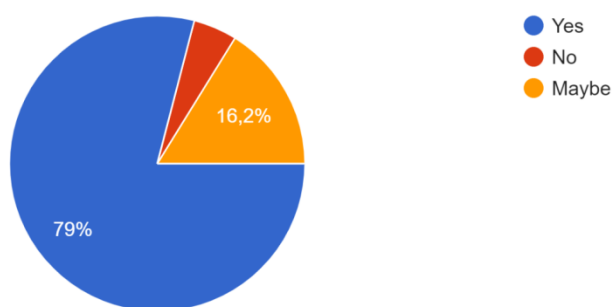
10 Thanks to Erasmus + Projects, knowledge of Etwinning grows from 83.3 to 94.6.



STUDENTS' QUESTIONNAIRE

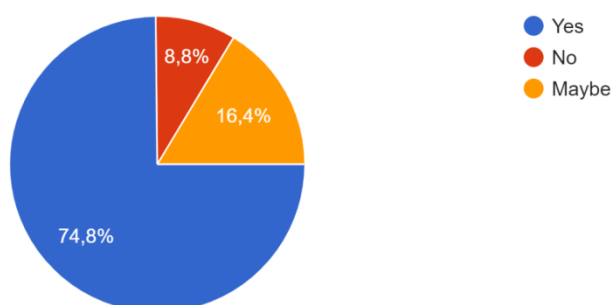
1) ARE INTERNATIONAL PROJECTS IMPORTANT IN YOUR EXPERIENCE?

167 risposte



1) ARE INTERNATIONAL PROJECTS IMPORTANT IN YOUR EXPERIENCE?

159 risposte

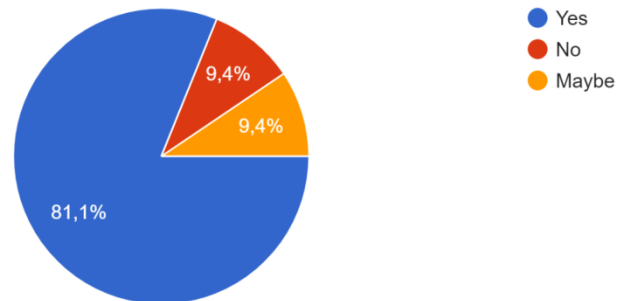


1 In this first answer the percentage decreases: perhaps because of the minority of students involved in mobilities instead of the large number of those who would like to live this experience.



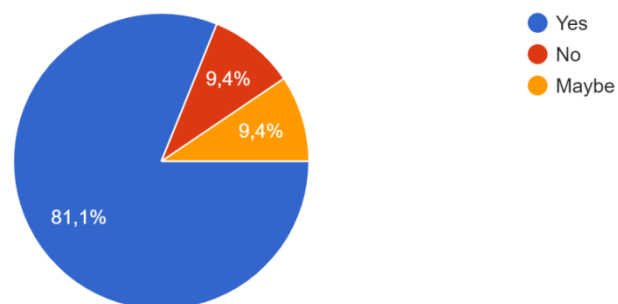
2) HAVE YOU KNOWN ERASMUS + PROJECTS?

159 risposte



2) HAVE YOU KNOWN ERASMUS + PROJECTS?

159 risposte

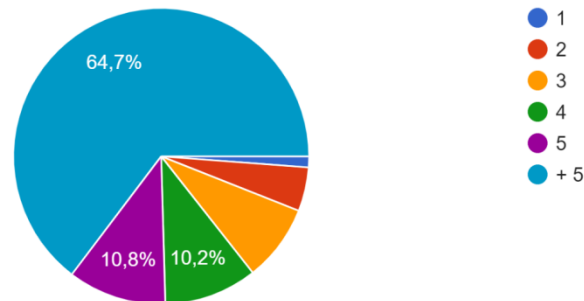


2 The percentage of knowledge about Erasmus Projects grows from 62.3 to 81.1 and that of the negative answers decreases from 26.9 to 9.4.



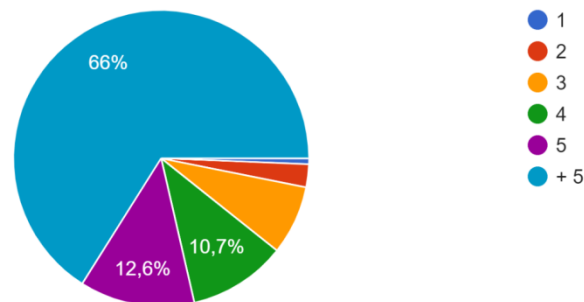
3) HOW MANY DEVICES ARE THERE AT HOME?

167 risposte



3) HOW MANY DEVICES ARE THERE AT HOME?

159 risposte

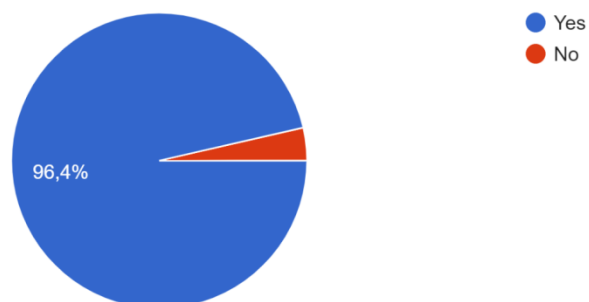


3 Even the number of computer devices at home grows.



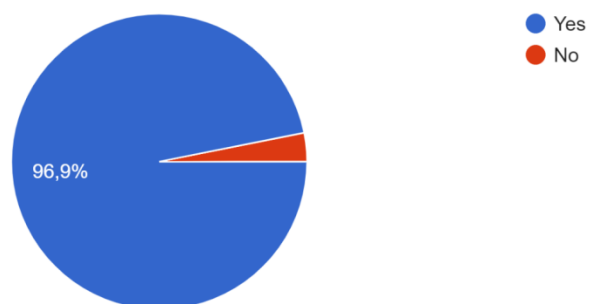
4) HAVE YOU GOT YOUR OWN DEVICE?

167 risposte



4) HAVE YOU GOT YOUR OWN DEVICE?

159 risposte

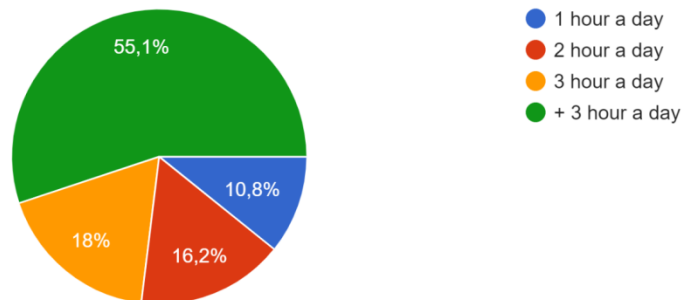


4 96.9 students have their own device.



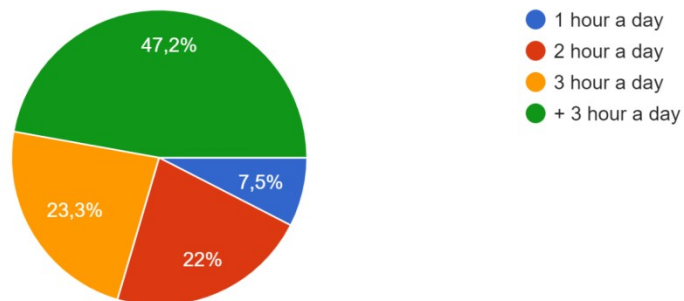
5) HOW OFTEN DO YOU USUALLY USE IT?

167 risposte



5) HOW OFTEN DO YOU USUALLY USE IT?

159 risposte

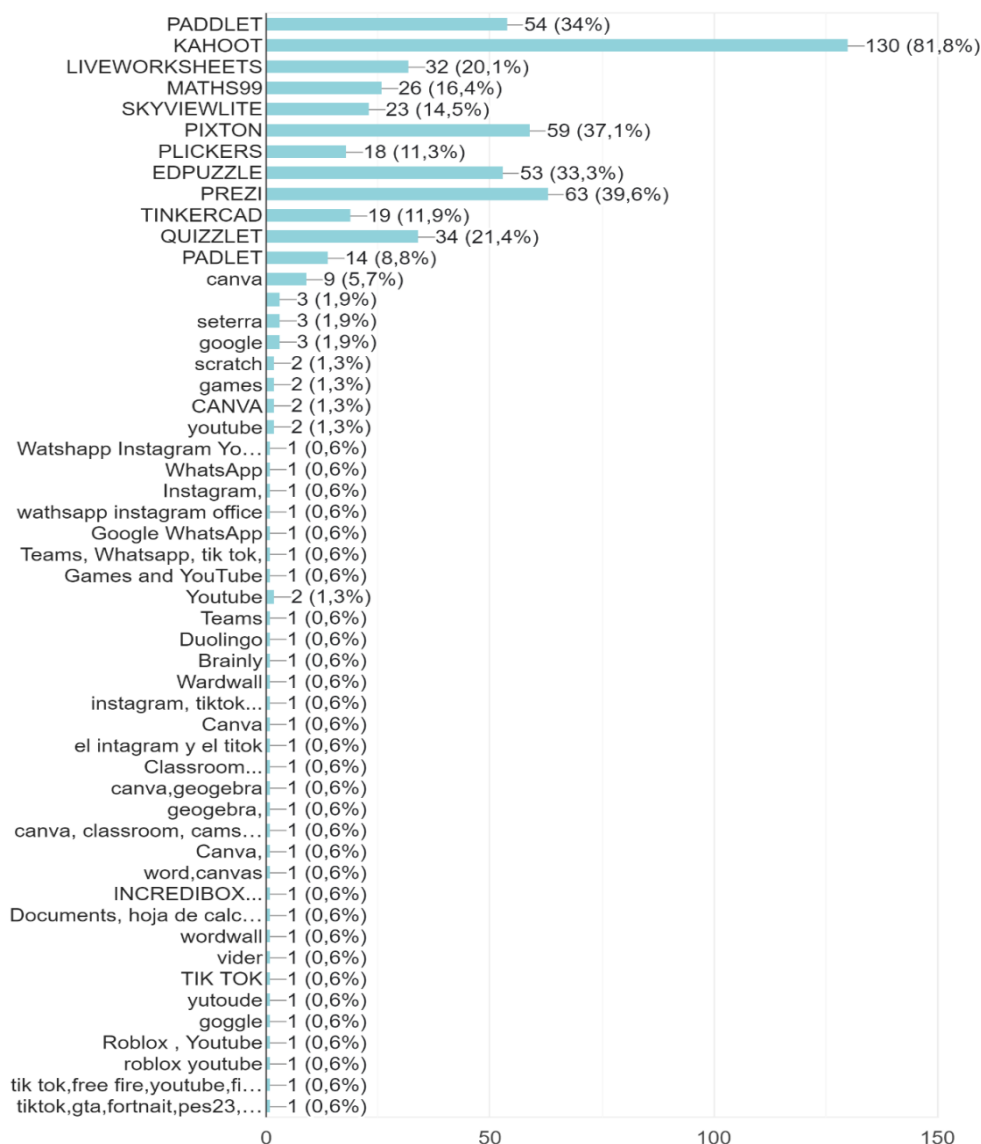


5 They use it about more than 3 hours a day for the majority.



6) WHICH APP DO YOU USUALLY USE?

159 risposte

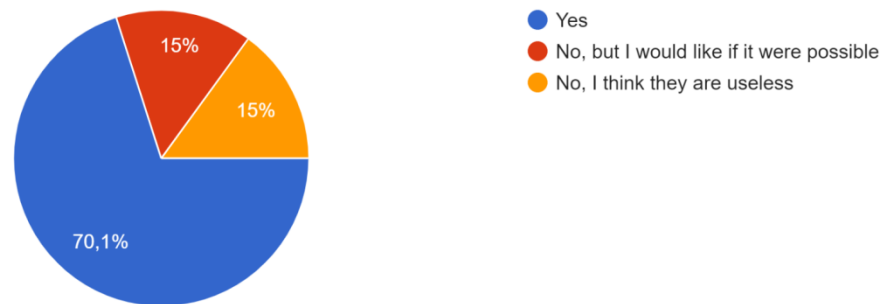


6 This answer shows the general increase of the APP presented and studied during the Erasmus + Project “hAPPY students”: students prefer Kahoot for the 81,8, but they use also Padlet for the 42,00, Prezi for the 39,6, Pixton for the 37,1, Edpuzzle for the 33,3, Live Worksheets for the 20,1, Math 99 for the 16,4, Tinkercad for the 11,9 and Plickers for the 11,3.



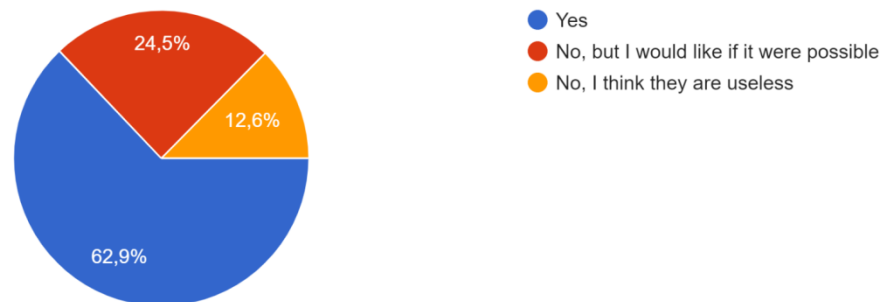
7) DO YOU USUALLY USE ICT IN YOUR INDIVIDUAL STUDY?

167 risposte



7) DO YOU USUALLY USE ICT IN YOUR INDIVIDUAL STUDY?

159 risposte

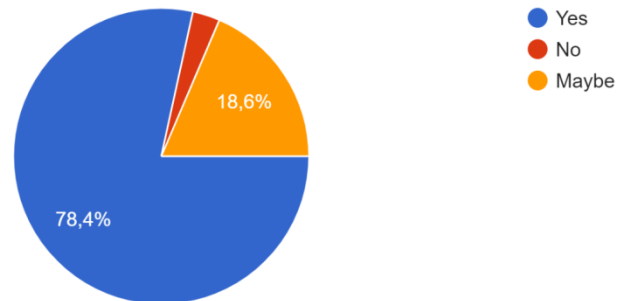


7 The percentage of the students that use APPS in their individual study is 62,9 and the percentage of students that would like to use ICT is 24,5.



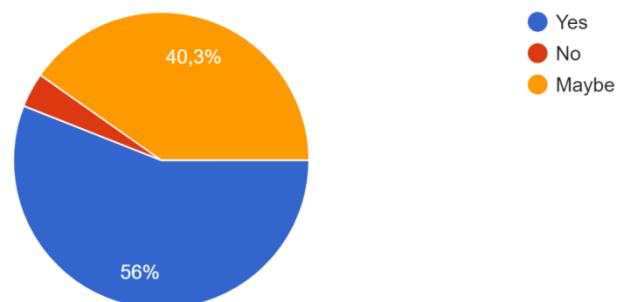
8) ACCORDING TO YOU, ARE ICT INDISPENSABLE FOR MODERN LEARNING?

167 risposte



8) ACCORDING TO YOU, ARE ICT INDISPENSABLE FOR MODERN LEARNING?

159 risposte

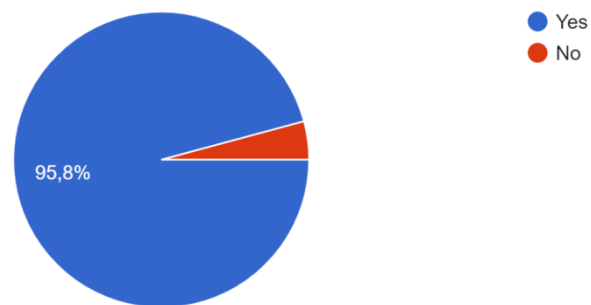


8 The percentage of students that believe APPS are indispensable for modern learning is 56.9 and 40.3 of the students answer “maybe”, nobody says “no”.



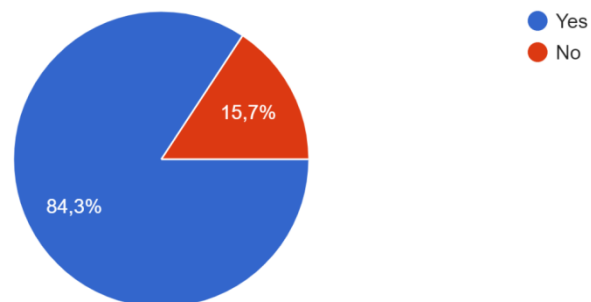
9) DO YOUR TEACHERS USE ICT FOR THEIR LESSONS AND CLASS TESTS?

167 risposte



9) DO YOUR TEACHERS USE ICT FOR THEIR LESSONS AND CLASS TESTS?

159 risposte

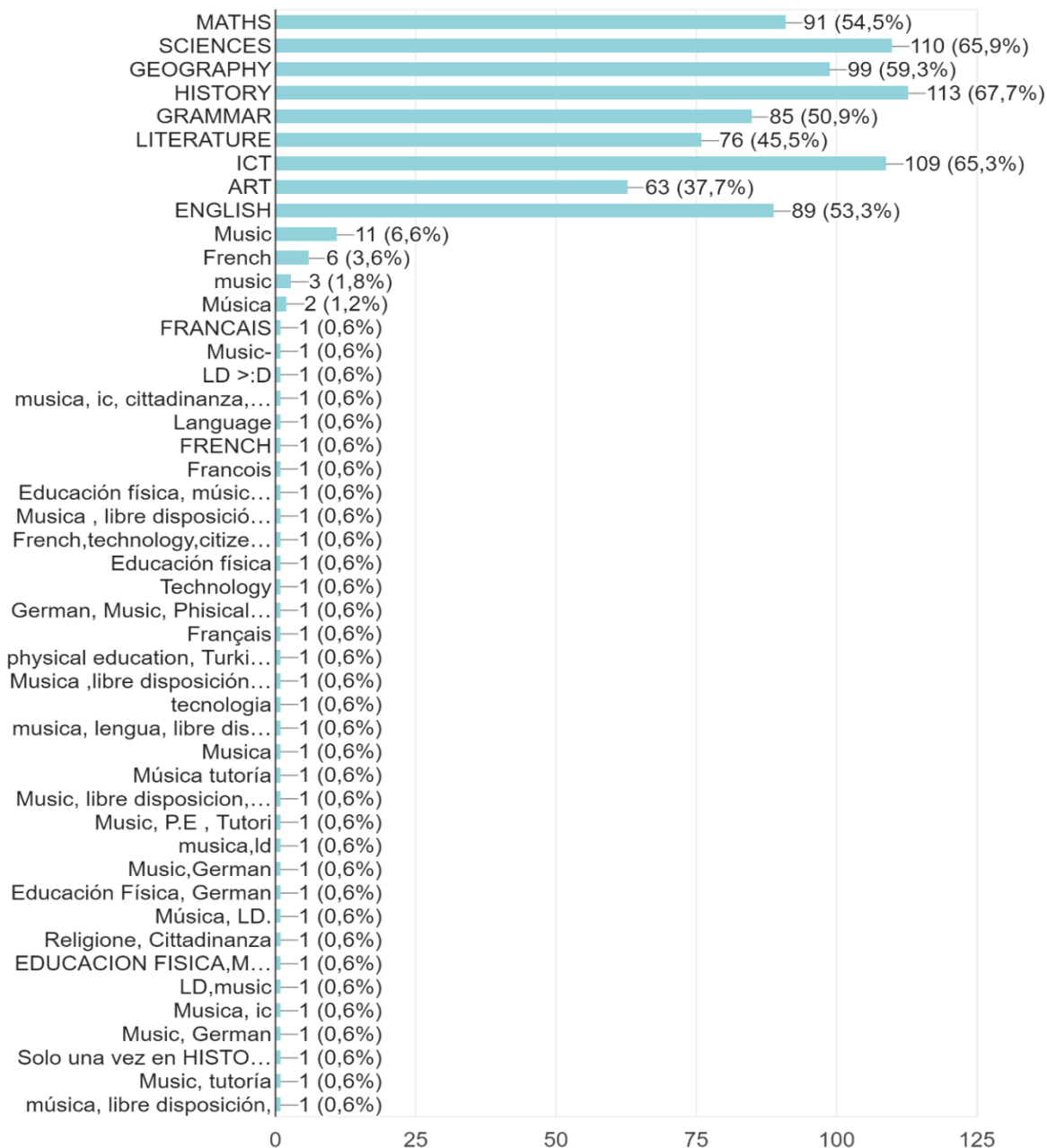


9 Their teachers use ICT for 84.3.



10) WHICH SCHOOL SUBJECTS?

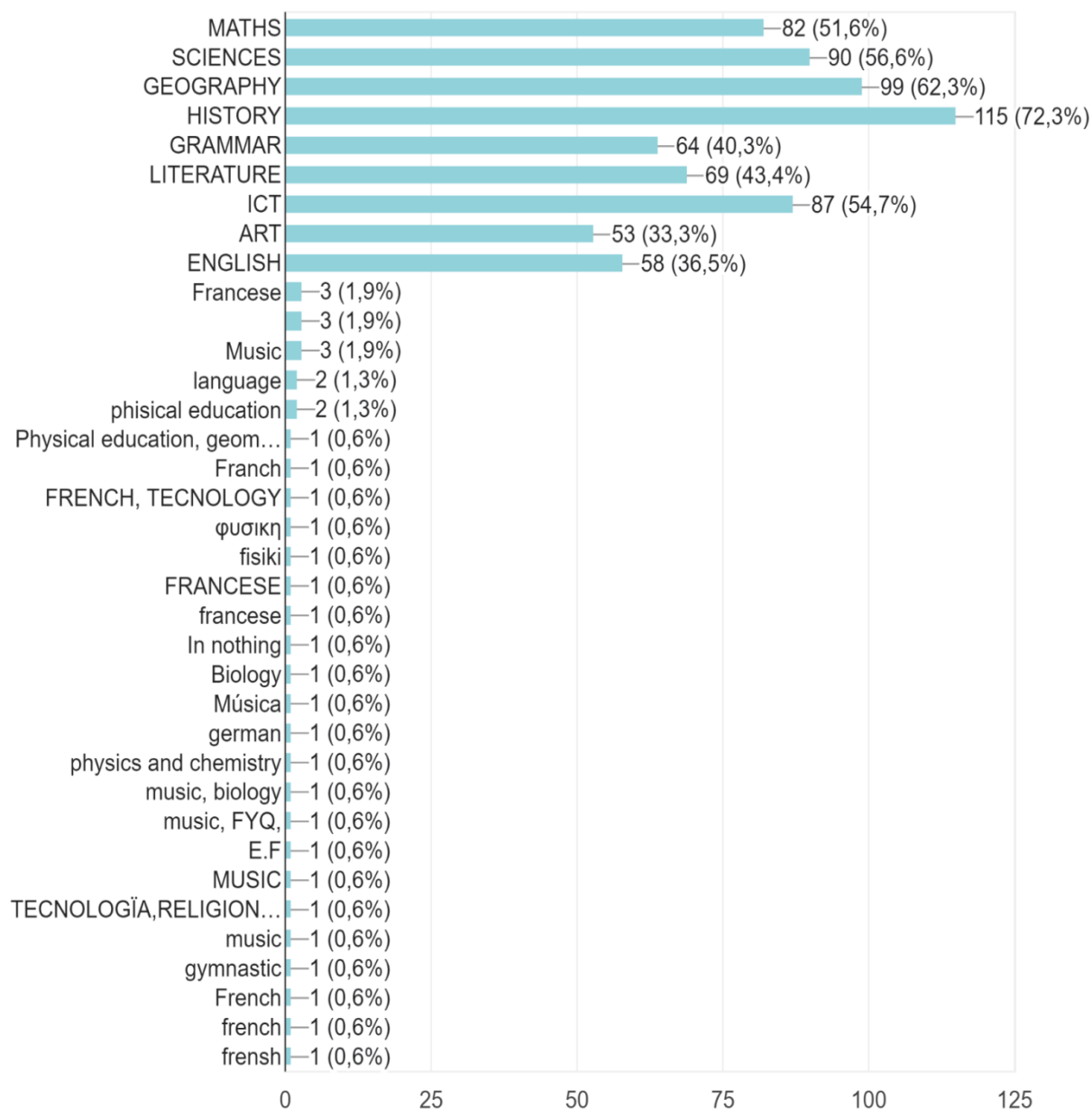
167 risposte





10) WHICH SCHOOL SUBJECTS?

159 risposte





10 The school subjects ranking:

- History
- Geography
- Sciences
- ICT
- Maths
- Literature
- Grammar
- English
- Art
- Music and French.



FINAL CONCLUSIONS

Just remember our motivation:

“The project aimed to introduce the use of several educational applications in the school curriculum. The partner schools have come together in an attempt to develop and meet the desires and needs of students in terms of utilizing technology in their learning endeavors. Students already spend quite a lot of time on their phones or computers and often this activity has negative effects on their performance in school. We intended to use applications and embed them in the school's curriculum in order to improve students' literacy and numeracy skills. Teachers often feel tired and depressed by the progress of their students. Therefore they stick to the school curriculum not willing to make anything new or innovative. With the use of the educational apps in teaching several lessons and the implementation of projects with the partner schools in the eTwinning platform, we believed that we will spark the student's interest in learning and provide a reason for the teachers to keep trying to be better. Using computer apps is an important issue for pupils facing educational or social difficulties, immigrants or pupils whose native language is different from their school's one”.

Our objectives were:

“The project was created in response to two basic needs identified at the level of the schools involved - the need to boost students' motivation and consequently their school results and the need to promote intercultural dialogue among people from different countries and backgrounds, in a European context which is now facing great challenges. Therefore, the purpose of this project consisted of two apparently distinct directions. On the one hand, we wanted to get students more involved in their own learning by having them use the computer in their studying, thus improving their results and performance. On the other hand, we wanted them to experience what it means to be European, to expose them to different ways of thinking, values and beliefs. This has been achieved by working in groups and collaborating in the classroom or in a virtual environment where classes of the partner schools co-exist. Using ICT applications was therefore a way for these students to come together and collaborate because so far the computer appears to be the only common language they speak irrespective of their background”.

“The existence of pupils from minorities required that the lessons become simpler to be understood, even from the students whose native language was not the one spoken in their schools. The use of educational apps in the school curriculum is expected to make the teaching of the different subjects, especially Maths, Physics and Technology more efficient, introducing the inquiry learning in these subjects”.

**Briefly:**

The objectives we envisaged were:

1. to involve students in their own learning with a view to attaining better results and becoming more motivated;
2. to develop students' transversal skills - numeracy, computer literacy, critical and creative thinking, personal and social capability;

Using software to create fun lessons; online tools to create quizzes and book trailers; Digital tools for artwork;

The computer APPS studied were the following:

Kahoot, Padlet, Prezi, Edpuzzle, Live Worksheets, Plickers, Tinkercad, Pixton and 99 Math.

Our results have been:

“Students improved knowledge in terms of ICT tools for educational purposes, practical skills related to designing mini-lessons, story-trailers, digital projects, online quizzes, digital artwork, motivation, school results, experienced another culture, increase adaptability, self-awareness and awareness of cultural differences which make Europe so diverse, and yet unitary.

Teachers had the chance to exchange good practices, teaching methods, opinions and improved English and digital skills, organizational skills, teaching methods and tools”.