

Learning@Europe 2005-2006



Raw data¹ from surveys: Teachers' feedback











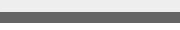


September 5th, 2006









¹ Teachers' comments are reported "as is", without any editing



























Raw data from survey: Teachers' feedback 2005-2006

1. Teachers' nationality and schools

1.1 What country are you from?			
		Response Percent	Response Total
Belgium		0%	0
Chzech Republic		1.9%	2
Estonia		7.5%	8
France		0.9%	1
Germany		2.8%	3
Greece		0.9%	1
Italy		34.6%	37
Latvia		15.9%	17
Lithuania		2.8%	3
Norway		0.9%	1
Poland		16.8%	18
Romania		0%	0
Spain		11.2%	12
United Kingdom		0.9%	1
View Other (please specify)		2.8%	3
Total Respondents			107
(skipped this question)			3

1.2 School:			
		Response Percent	Response Total
5°Eniaio Lykgo Mytilene		0.9%	1
Adazi Secondary school		6.5%	7
Albert Einstain Schule		0.9%	1
Auchinleck Academy		0.9%	1
Bauska Secondary school no 1		0.9%	1
CPI O Cruce Cerceda		0.9%	1
Dobele Secondary School no 1		0.9%	1
Erakommertsoppekeskus: Kivimurru Gimnasium		1.9%	2

Gimnazjum Publiczne w. Somoninie	█	1.9%	2
Gymnazium A Sportovni Gymnasium		0.9%	1
I Liceum Ogólnokształcące im Ken	█	2.8%	3
I.E.S. Atenea	█	1.9%	2
I.E.S. Gredos	█	1.9%	2
I.I.S. "A.F. Formiggini"		0.9%	1
I.I.S. Leonardo da Vinci	█	1.9%	2
I.P.S.S.A.R. Istituto Professionale di Stato per I Servizi Alberghieri e della Ristorazione		0.9%	1
I.T.C. "M. Cassandro"	█	1.9%	2
I.T.C. Lunardi		0.9%	1
I.T.C.G. Battisiti	█	1.9%	2
I.T.C.G. Jean Monnet	█	1.9%	2
I.T.I.S. Caramuel		0.9%	1
I.T.I.S. Magistri Cumacini	█	2.8%	3
IES Gran Capitan		0.9%	1
IES Isaac Albéniz		0.9%	1
IES Manuel de Falla		0.9%	1
IES Nestor Almendros	█	1.9%	2
IES Nuovo Condesa		0.9%	1
IES Val do Tea		0.9%	1
Istituto Tecnico Commerciale "E. Tosi"	█	1.9%	2
Istituto Tecnico per Geometri "E. Masi"		0.9%	1
ISTITUTO TECNICO STATALE "G. MAZZOCCHI"	█	1.9%	2
ITC "Grazioso Benincasa"		0.9%	1
ITIS "Volterra"		0.9%	1
ITSC PACLE Elsa Morante		0.9%	1
Jekabpils State Gymnasium	█	3.7%	4
Kohtla Jarve Tammiku Gymnasium		0.9%	1
Kristelig Gymnasium		0.9%	1

Liceo "B.Russel"		3.7%	4
Liceo Ginnasio Statale "S.M.Legnani"		1.9%	2
Liceo Linguistico "Leonardo Da Vinci"		1.9%	2
Liceo Scientifico "F.Cecioni"		0.9%	1
Liceo Scientifico Benedetto Varchi		0.9%	1
Liceo scientifico Statale "G.Galilei" sez.classica		1.9%	2
Liceo Statale G. Marconi		0.9%	1
Liceum Ogolnoksztalcace im. Tadeusza Kosciuszki w Gostyninie		1.9%	2
Lycée Livet		0.9%	1
Olaine Secondary School no 1		1.9%	2
Pamina Gymnasium Herxheim		0.9%	1
Sindi Gymnasium		4.7%	5
Smiltene Center Secondary school		1.9%	2
Szent Laszlo Gimnasium		0.9%	1
Vasaspsdopnavni		1.9%	2
VIII Liceum ogolnoksztalcace - Zespól Szkól Medycznych		2.8%	3
Vydunas Gymnasium		2.8%	3
Weingartenschule		0.9%	1
Zepsól Szkól Nr.24		0.9%	1
Zepsól Szkól integracyjnych w Sokolce		1.9%	2
Zespól Szkól Budowlano-Geodezyjnych w Bia³ymstoku		1.9%	2
Zepsól Szkól nr 1, Publiczne Gimnazjum I III Liceum		0.9%	1
Zepsól Szkól nr1 in Pszczyna		1.9%	2
Other		1.9%	2
Total Respondents			107
(skipped this question)			3

2. Teachers' feedback about Session 4

2.1 Please, try to estimate the percentage of students who:					
	0-25%	25-50%	50-75%	75-100%	Response Total
Participated actively and with great engagement to the session: about	8% (9)	25% (27)	42% (45)	24% (25)	106
Participated with average engagement to the session: about	35% (35)	42% (42)	19% (19)	4% (4)	100
Did not participate to the session or were marginally involved: about	89% (70)	6% (5)	3% (2)	3% (2)	79
Total Respondents					107
(skipped this question)					3

2.2 How did you organize the students' work BEFORE the session?

i handed out the papers and asked the students to read them and ask me what it was a problem for them

They study the interviews divided in groups and research the material in cooperative mode.

they had the material to study a week before the session

I explained the project using the Cd I had from last year's experience. I split the class in four groups and asked them to choose a group leader for each of them. I asked them to start collecting the necessary material to start the experience and introduce the class

I introduced the project using the projector and after dividing my students into groups, I asked them to write a presentation of the class and to collect some photos

In groups they made the survey that concerned national symbols. In class we discussed the difference between WWI and WWII and the impact on the national identity.

I guide them to split the homework in pieces...so that everyone can make a part of it. Then they meet and discuss and gave the final form to their homework.

I shared the work to do with students and asked to my colleague of History and English to support our students

The homework for this session was big enough. The first group worked on question national feeling in our country's literature. Each group was given a task, which was discussed at school or through the internet. Then they sent materials to their group leader. Asking those questions they asked our literature teachers and teachers of Estonian language to help them. The students used internet and our school library for preparation. Then their working group chose the most interesting and important materials. They prepared it on Html-page. It was medium difficulty task for them, but they managed to do it. The second group questioned the people and worked with them. And these two groups discussed with each other. The style of the work was formed from students' first session. But now their team members collaborate better than at the beginning of the project. They used forum to discuss it with other members of the project. It is a pity that they can not use web-cam to meet with our members from Italy (team B).

We read the material and worked on it

They prepared the homework in class and they were divided into groups: one group found images, another group wrote the texts

I divided them in group and I gave them the interviews to study

They were involved in preparing the final homework. They used the forum to interact with their team mates.

Some students prepared the homework some other managed the forum

Students organize their work themselves. We help to check PCs and arrange the classroom.
helpm them with their homework, if needed, discuss the problems occurring during their work
They studied the interviews and prepared them for the sessions
we worked hard as usual

Our students are very well organised and it is enough to remind them the date and time of the current session. They organize themselves without the help.

Tutti avevano copie delle interviste. I compiti e gli interventi sul forum sono stati suddivisi tra gli studenti, secondo l'interesse specifico e la disponibilità. Gli studenti hanno utilizzato nella fase di preparazione alla sessione il computer personale a casa.

We prepared the homework

Study intervies, to take part in discussion about intevies, to take part on forum

We talked about all tasks of the last session.

we split up into different groups each of which had to read some of the interviews. In class we later talked about the interviews. Each of the students had to do the homework for themselves i.e. they had to make investigations, do the interviews etc. During the next lessons we collected all their findings and wrote them on the board. Then we chose those findings which were mentioned most often and our experts put them on the internet as our contribution to our common (the Germans' and the Italians') homework.

We all discussed the homework questions and delivered the work. All students had to take the interviews and later to sum up the results. they also had to write an article on the given question.

We organised the homework, then they did it themselves. They could not contact the Estonian school.

Students worked on their homework extensively. I gave them a ten day time to perform the ten interviews - which they were very eager and excited to do; one student asked (and got the chance) to interview our town's mayor! Others interviewed teachers, students and our Principal) They worked on the 1st part of the homework with my colleague, i.e. their English teacher, putting together the interviews results through discussion. Then I spent one lesson discussing with the students and helping them to put together the 2nd part of the homework. They were quite active and interested. Our text was put in the forum and the Polish students added their production. There was no time to work on the homework together. However my students got the Polish texts a few days before the final session, so we could read it together and the students studied it. We got the Spanish homework only at the very last minute of Saturday, so I photocopied it and asked the students to read it on their own for the Monday session. I gave some explanations on it and showed the images right before the session started

my students, organized in groups, made surveys to get data

They have prepared the homework, first their own part, later adding the italian team mates ideas, in English and History classes. After this, we tried to understand the subjects involved.

-distributed the interviews, asked the students to read them at home, sometimes students were divided into groups responsible for particular interviews if they were long - went over the interviews in class, in case of groupwork, students presented the texts to their colleagues

Unfortunately I could not supply the students with the necessary material to prepare the homework for the final session. I told them to join the forum and check in the EXPERIENCE Forum section what the other groups had prepared. I also reminded them to revise the interviews.

we divided the class into two groups: 8 studens work at the historical report and 10 students at interviews and 3 cared for organisation the works

we divided the class into 2 groups : 8 students worked at the historical report, and 10 at the interviews and 3 as regards the organization of the works.

They visited the web

I provided them with the materials a few days before, making sure that every student read them in general but also prepared a part of it of which he became the expert then.

Studying, readig and commenting the subjects to be dealt in the session

I distributed the material of homework, when the students did it we checked it and summarized fir the final homework to be sent.

It was the same as previous times: students got acquainted with the materials for the session.

We study all interviews, discussed about them. We think that we now can understand process in session.

Students were divided into groups - for participation in 3D and 2D. They were given concrete tasks - they had to become acquainted with the information - interviews, timelines etc.

There were two projects and one team for each of them. The more difficult project went to the better students.

Students were divided into groups, each group received its own task. Each group had a leader

It was the same as previous times: students got acquainted with the materials for the session.

The students came to school for extra lessons. They interviewed people and they collected any kind of material to prepare the homeworks

We had a talk about the subject given by one of our History teachers and the students were very interested. We didn't have time to keep a real debate about the Wars, so a couple of students organize the information with our teaching assistant. Another group prepared the survey about national symbols.

There were problems before session 4 because their teacher was absent for some weeks. They practically worked alone

We talked about the project and I gave them the provided materials, and finally I let them organize themselves

I gave the students all the materials and I ask them to study and organize themselves

Students organized themselves. I gave them the materials, explain the guidelines for the homework and answer their questions. Then they worked alone to produce the final homework.

Before session 4 I helped students in preparing the homework. We posted it in the forum and work together with our team mates. Unfortunately we did not have enough time to collaborate as we would like to do!

I asked the students to visit the forum and to research the materials for the homework. They worked independently, mostly from home

Students organized themselves as they knew what to do.

We organized in groups making the interviews and then we discussed the results preparing a summary report. Then the students discussed together making a research and preparing a brief report on the historical issue about the effects of the two world wars on our national identity.

We had a lesson to discuss about the homework. The first part on the interviews the students made around. Then we prepared a brief reflection about the war effects on our national identity

as usual reading and discussing together interviews

It was a bit problematic because there was some holidays and also entrance exams, so the students did not go to school. They tried to do homework but I am afraid the result was not very good.

As always I tried to help to translate interviews and give some explanations.

We are sorry but we couldn't participate.

they have worked in groups

asked them to re-read all documents and do the project research as Homework. read the assignment together to be sure they understood everything. they were advised to share their knowledge and team work.

short briefing

I organized the homework

We split them into groups, so some of them did the interviews while others wrote the other part of the homework.

Students had to do the homework. Two students were involved in writing the essay, and 10 were to do the interviews. They prepared their final reports and also the common team A version of the homework. I checked it and sent to the L@E staff.

I introduced the homework to them. They divided the tasks and self-organised their work. I was just asked to read the final versions. They also prepared the common final version of team A homework which I checked and sent to the L@E staff.

Students got acquainted with the materials for the session

Students mainly worked independently

Their task was to prepare homework I gave them instructions and asked them to prepare surveys and reflections and students decided about their responsibilities. It was them who saw to the homework because there was a break in school so I didn't have contact with them for 2 weeks

Their task was to prepare homework I gave them instructions and asked them to prepare surveys and reflections and students decided about their responsibilities. It was them who saw to the homework because I was absent from school so I didn't have contact with them for 1 week

I distributed task and rewarded my students by estimation.

I gave them the topic of homework and they had to write their ideas at home. Then, during the lesson, we prepared a common report.

I divided them into groups and gave them homework to do and interviews to read

We worked with the home task-students interviewed other students and collected materials about Latvia's occupation. They consulted with the history language teacher and me about language problems.

they worked in groups, they studied the interview and organized cards for the sessions. The students were free to use the forums.

We participated in this experience when session 3 was starting. So, I had to choose students that were at that moment in the computers room. These students were a group of 17 year old post-compulsory secondary education (some of them had participated in L@E before and some of them showed a lot of interest to participate), and a small group of 12 year old secondary students. They all worked together during session 3 and for session 4.

We discussed all questions about current session.

they were divided into two small groups to work on the interviews and to prepare the text with pictures

I delivered the material to the students and we decided who is performing which tasks.

I gave them assignment for homework and they were all involved in doing it. students themselves interviewed people about Latvia and were really surprised about the good knowledge.

I informed them, asked to read interviews and look for material for homeworks.

I downloaded materials, helped to translate.

I gave them assignment for homework. They actively interviewed people at school.

They were given homework guidelines, worked out together the answer for the essay part based on the interviews and then they made a survey at school asking the questions from the HW. Later they gathered all the answers and chose the most common ones.

our students worked independently from the team partner because the British students did not use the forum

They had to prepare homework, so we did it in groups, partly in the lesson, partly at home.

They were organised in groups: each group was given some material to study.

The students worked together to homework 1 and regard to homework 2 we decided to divide work between the students

Sorry, I was absent at school one week before the last session. I let my students be participated in forum and check what is new occasionally. I tried to find out the guidelines for 4 session and the only information which I found was that this would be active one week before the last session. After coming back to school last Friday I checked homework space - maybe I was in a hurry and a little confused or puzzled - but I could not find any precise instruction so we decided logically after the third session to prepare some quiz about our Czech history for other students from Italy and Poland and we tried to find out some specific questions which had some relation to Italian and Polish History.. What was our surprise today morning after getting information that we did not follow the right guidelines about Napoleon and his impact or connection on our history and culture and at first we were very sad because we could prepare some interesting presentation about our very famous battle at Slavkov /Austerlitz/- last year there was anniversary of this battle and a lot of tourists, especially from France, came to our country to watch this artificial battle . On the other side we could justify some knowledge of other teams about our history and maybe bring some new facts about different country /our Czech country/ into your project

This particular one not very well because of troubles of time.

we analyzed the materials as usual, they organized the interviews in couples, singles or in groups, they put all the interviews together and they wrote both the presentation and the summary of the questions, then they sent it on the forum and the Polish students pasted the two interviews together. then we worked on the occupations, we asked the history teacher to give some general info and then we looked for materials on wikipedia and encarta. then , in groups they wrote the task and sent it to the forum, the Polish students read it and sent us their work and we pasted everything together.the students also kept on looking in the forum for the other team work. we also revised the interviews about Italy.

Some of the students did the interviews and then I collected the data and made a summary of the information. The history question was discussed in class and together we decided what topic they were interested in. Once they had decided we then wrote the questions together.

study of interviews in class usualkly group work with students asking question when necessary

They worked in small groups either at school or at home to download some interesting material from the net. They also tried to summarise in short sentences what was important to them in terms of traditions and distinctive characters/objects in Italy. Each group had previously decided what could be their aim in their research: monuments and historical sites, food and local kinds of foods in every Italian region, famous writers/scientists/arttists etc., Made in Italy, and so on.

they prepared their homework

We read the interviews and I helped them with translating and to collect the material for homework.

The homework was done by a selected few, again, the others were reading related materials.

Students had to complete the homework so we had two meetings before the session to discuss the homework and discuss our answers. After the first meeting, we shaared our work with our team mates. We then combined our hoemwork in the second meeting and sent it in.

During all time we have work in four groups. Each one reflects and works about the homeworks and after we get a common view

I cooperated with another teacher from my school.English teacher helped understand students support materials and interviews. Technology teacher (me) discussed about class presentation and photos.

They prepared the interviews to other students in the school and the report on Italian traditions

Like in previous sessions, students were first asked to revise individually all the interviews, then plenary discussion followed. After that, they were divided into groups, each group being assigned a task(search material for homework, join the forum, write reports and so on.)

they were given a material , told what to do for the comming session,

students were required to split into 4 or 5 groups : each group had to work on a n interview, for example and take notes of the most important points to remember .they even prepared some t/f exercise for the members of the other groups while presenting them the topic.they have asked for help to the history and italian teacherwhen facing facts and events not known.

In four groups

2.3 How were students organized DURING the session?

some better students at English shared the boards with the fast ones, the others gave their contribution.Each computer had its own group

During the session my students were divided in four groups. Two groups around the two computers in the 3D world, the other two groups around two computers for the chat 2D.

they were dividided in three team

three students at each of the four computers; two groups followed the chat and the other two were involved in the 3D world. Of course they cooperated to find the right answers.

four students were at the four computers and helped each other to answer the questions

They were divided into groups qnd the took 20 minutes turns at the computers. Our class has 30 students, and I have to admit that the group is to large. It is difficult to have the attention of hte whole group during the whole session.

Two to a computer.

a group supported the 2 d chat console managers another the 'avatar student'. Some student has been assigned to point and underline and recall class attention in focuses and significative events during the session

The students worked like during previous session.

groupwork

They were divided into groups

They divided themselves in groups and they used different computers

they self - organized in groups at the pc stations.

The sub team had their own supporters but every student in the class was informed about the whole session job and invited to participate at 360°

Perfectly.

they took part in discussions with the guide and on the chat panel

2 computers with 2D (4 students each) 2 computers with 3D (4 students each)

we couldn't work on the computers because the server was burnt because of a thunderstorm and lightnings

Everybody knows what and how to do, they are engaged and busy, it means- very-well organized team!

La classe è stata divisa in 4 gruppi, uno per ogni postazione.

They communicated in Forum, I think.

they worked in 4 groups, one was group leader, 2-3 students consult, others took part in discussion

Between 3 and 5 students were sitting in front of a PC, others had the interview pages ready to be able to answer questions, others were ready to look up facts in Wikipedia.

All students were involved in doing the homework so they were ready to discuss it. They moved from one computer to the other to see what was going on.

As usual, 8 people con the computers and the rest supported them.

As in previous sessions. 4 students at the computers and some others around them collaborating with the answers.

Some students were the most active at the 4 computers, but all the other ones were cooperating and participating to the chats and helped in answering the guide's questions

in groups as usual

There were four groups, to attend the four computers working; each one had one student writing and 5/6 more helping him.

4 groups: two for 'chat' computers with leaders writing answers and 6-7 'helpers' looking for the info. in the interviews; two other groups for 3D world games with 4 students each.

They were organized in the same way as in the previous sessions which turned out to be quite successful. They willingly took turns in directing the avatars in the 3D World and the chat panels. That part went without any problems.

They worked in team under the lead of the teachers

they worked in team under the lead of the teachers

In teams

They changed roles between the ongoing of the experience so that everyone was chatting or movin the avatars for a while and waiting to contribute his/her expertise for the rest.

In 4 groups dealing with the work proposed.

They already knew what they are expected to do so they were well organizing themselves. They also swapped the palces at the computers, so as to see and participate more.

During the session they worked acktivele and they were quite organized and waited for guistions and chats impaticutly.

Students before the session already knew their places and computers. I tried to help them with the most difficult questions. I supervised the process and tried to make sure that the problems are solved immediately.

There were discussions of various topics among the teams.

Each group fulfilled its own task. There were also two 'consultant' brigades, who looked for missing information

During the session they worked actively and they were quite organized and waited for questions and chats impatiently.

As usual

This time we chose the best students to be in the 2D computers and keep the chat alive. We were not sure about what was going to happen with the 3D computers, but we thought it was better to have students who were able to write in English in order to participate in the debate. But they had some technical problems to move the avatars

There were some students absent during this session due to exams.

They divided themselves into 4 groups. Each group was responsible for one PC.

They decided to divide themselves into groups but sometimes they changed group.

They were divided into groups, the same as the other sessions.

They organized themselves as they knew what they were expected to do.

As previous session, they divided themselves on the 4 pc.

Students were divided into groups, the same as the other 3 sessions.

They were organized in groups at the workstations

they were divided in groups

in groups

there were four computers and about 12 students, the session was after finishing their lessons so volunteers went to the session

Two of them were in the 3d world and the other two were chatting. the others helped to look for answers.

in teams

they declared they were self-sufficient and didn't need the help we offered to check their work. they worked in isolation, only small groups, unfortunately, not real team work.

groups of 4-5 by every computer

They worked in groups of two on each computer

They were active, they knew the answers.

They didn't participate in the final session.

They didn't participate in the last session.

They worked in groups and every group managed to do their own tasks

Each group successfully made their tasks

There were only 8 out of 13 students because the last session took place during the break. The ones who came participated actively. They chose the worlds they wanted

ok. They participated actively. They chose the worlds they wanted

They self-organized. Those people which better known interviews answered the questions in 2D world and manual efficiency students play in 3D world.

We used 4 computers and they just sit in front of each of them. The same people were writing because it was a quick session.

they worked in groups

As usually-all participated in four groups as we had 4 computers used in the sessions.

they worked in four groups: two for 2d world and two for 3d world. In case of doubt they talked with teacher.

The older students had done the homework, so there had to be at least one in every computer. We had four computers, for 2D and 3D worlds. At the same time we had two more computers to use the internet as an enciclopedia.

All students were divided into groups.

they were divided into four groups as usual

During the last session we didn't participate because of the falt of the internet.

During the session students actively were involved in discussion and were pleased by the victory.

Two played in 3D world, two chatted and the othes helped.

Two played in 3D world, two chatted and the others helped.

Students did the work themselves independantly.

They were working in groups of 3, each group by 1 computer, but could mingle and change from chat to visual panel.

they were divided into four groups as usual

We had 4 computers and the students were divided into 4 groups, more or less equally.

They were divided into 4 groups: each group in charge of one of the coomputers.

They were divided between 2D and 3D. like other sessions

four students were working on computers and the other students were sitting aroud them and helped with the answers

in four groups

they were just divided as usual in groups and worked autonomously

During the session they organized themselves giving eachother tasks to work on.

they were divided into groups with each one having a task like taking care of one interview in particular

They sat as usual at the three computers chosen before the beginning of the sessions. They were divided in groups, which weren't "static": some students answered the questions first, then changed their place and sat together with some others playing the game. The whole group worked wonderfully.

in groups

Unfortunately we had no oppportunity to participate in session 4.

They were self-organized this time. They decided in what order they wanted to use the Pcs.

In the 3D world, there were two groups with 3 students in each group. In the 2D world, there were two groups of 2 students. There were also students who were using the forums and internet to find out information and participate in the discussions.

In four groups

They were dividied into four groups which worked in 2D and 3D world. Team 2D had all materials which were prepared by the class.

they were divided in four groups




As usual, two students were dealing with 3D activities, two students with the chat. Each student was backed by a group of their mates, who looked things up in the material you supplied.

they were given a support from teachers while answering some difficult questions

they were grouped in five or six in front of a computer and in turn were at work with writing, answering and being helped by those who were around him /her.They tended to be the same , at the beginning,but as the sessions were going on they got more confidence and even the weakers at using the pc had a try, thanks to the others!!!; they also mixed the group exchanging the best students, from one session to another, in relation to the task they were more confident.

The students were organized in groups of 7-8 boys and girls.

In four group too. The same groups from the begining of this experience.

2.4 During the session, were students organized by you or self-organized?			
		Response Percent	Response Total
I organized them		11.7%	12
Self-organized		31.1%	32
Mixed way		57.3%	59
Total Respondents			103
(skipped this question)			7

2.5. Comments:

in the first session I organized the group

it was the right decision to take beacuse everything worked well, with my assistance.

As they are young students (14- 15)they needed my assistance

I worked only with a small group of students. Usually in our school we have 30 students in one class and it would be difficult to work with all of them on such a project.

The session was right

there was no session for us, I called the group of persons involved in the session in Como to tell eveything was happening in our school.I even suggested to use the phone, but it wasn't the right means!

uSING ALL THE EXPERIENCE THEY GOT DURING ALL THE SESSIONS THEY FELT VERY SELF CONFIDENT AND INDEPENDENT.

The 4th session was certainly the worst of the three we have done. The students could not understand what to do and the guide failed to give any support or explanation.

they felt much involved in the topic

They began organized by me, but later they made some changes, according to their own skills, to be more effective.

At the beginning I organized them but later those who got involved in the chat or the games wanted to continue the same task so I let them choose what they wanted to do.

They mostly needed my help when it came to linguistic questions.

Everything o.k

everything was ok

see above

The organized themselves. They managed independently.

I think we were good partners and it was quite easy to work with students who were intersted in what they were doing.

My help was necessary sometimes

The organized themselvs. They managed independetly.

Unfortunately those students who are not very good in English were a little bit lost.

Above

Sometimes I had to ask students to make changes to the computers otherwise some students would distract themselves while talking to their friends

I found very usefull to invite them to work alone!

there was same problems wiht teh teams

we had had long holidays, so it was too late, after we went back to school and found out the homework had not been sent. teacher's e-mails had not been read in time!!!! game was then pointless.

The session was rather boring.
 Mainly they managed to do tasks independently
 Students have become more active and independent
 They were experienced already
 They were experienced already
 I allowed them to choose the group but had to monitor.
 The oldest students did the homework since their level of maturity made them able to carry the historical task. The youngest students only participated during session 4 and they were really enthusiastic
 We didn't participate in the last session.
 students had improved their attitude towards session and there was no need to organize as they did the work very independantly.
 Students were already used to do session and did the work very well.
 They chose either the game or the chat, just as they felt.
 There were too many students (24) for 4 computers.
 The students were very very excited and they hoped to win
 some students were changing their seats and tried to change faster students in writing and managig computer
 as usual I had organized everything before the session and then they worked by themselves
 It was abit of a disaster because they forgot to come to the computer room but then I think it went OK. They still need to become more responsible.
 in the beginning I organized them but the last session they organized themselves
 The fourth session was better than the others.
 their personal involvement was getting more and more spontaneous , they enjoyed during the sessions,
 They decided the groups and I helped to organize them.

2.6 How many computers did you use for the session?			
		Response Percent	Response Total
2	<input type="checkbox"/>	1%	1
3	<input type="checkbox"/>	3.9%	4
4 or more	<input checked="" type="checkbox"/>	95.1%	98
Total Respondents			103
(skipped this question)			7

2.7 What did work well in your organization? Describe all the POSITIVE aspects:

Above all the computers worked well. My students were very interested in all the activities.

the material to study and the homework

I think the fact that the sub groups were autonomus in organizing their sessions and the distribution of the task and the interviews to study. I gave them good guidelines to follow and helped them in translating the most difficult parts of the interviews.

They were free to organize their work at home following the guidelines given by the teacher. At school I helped them with the translation of the interviews.

The homework, and the engagement for those at the computers.

They showed enthuziasm in fill in the homework.

The sharing of works and interview to study.

collaboration :they liked working together

Students knows how to organize themselves adn they did not have any problem

The decision to let them self organize the group for the sessions was good as students feeld responsible for their own activities

The forum activity was very involving. The students had a good interaction with the italian partners

The grops where well merged and take care of other consoles (remotes included) happenings

they were interested in topics, knew what to do

After three sessions, everything wa o.k.

L'utilizzo del computer e l'assunzione di responsabilità da parte degli alunni, ciascuno nello svolgere il compito affidato.

It was nice to find much interesting about our own country.

All participants connected at time.

We had no technical problems. Other teachers and their classes who were affected by our project were very cooperative and showed a lot of understanding.

Having acquainted and performed the homework students were aware of what to discuss about, they had to take a lot of interest in learning about both their history and about other countries history. Students tried something new, one of them was a forum manager, others also tried to participate , though not as actively as i expected, maybe because they are not used to that.

The students had a lot of material because they had collected a lot of data (their interviews especially).

Most of the students were involved in the project and participated actively. They behaved well.

I think that the organization worked well altogether

thanks to the computer technician we, at last could use all the four computers

Working groups developed collaboration between them. All of them have worked in the project. Most of them have taken part of the forum.

The students who contined with the same tasks every session were getting better and more motivated

This time cooperation with other teachers as well as reservation of computer laboratories was alright.

Cooperation ,skill of summarising the interviews and issue of the final homework

Cooperation among students, practice of the English language in unusual contexts (historical interviews)

The game students find interesting computers and learn using them

getting the rooms delivering the materials motivating the participating students

More or less the same as in previous sessions.

I think the very participation in the project was something new and positive in the teaching methodics. As I'm the English teacher, for me it was important that students enlarged their vocabulary and improved their speaking skills during the project.The other positive thing is getting tio know other countries and their coultures.

The students were communicating much better than in previostinus. Team work was excellent.

we understand well what we do in this project and thing that it is must be longer.

Students could practise their English and computer skills. Students could feel like being part of a European community and to broaden their horizons. Many students tried to look for more information when they saw something interesting to them. They were active and they could use their interest and energy in a very positive way.

The students' co-operation (within the group) and strong will to participate.

The best part was chat part - they were all very active

The students were communicating much better than in previous times. Team work was excellent.

the students felt free to work when they wanted

I was gladly surprised by the tolerant attitude of some of my students. They were more involved than what I expected.

Students are always eager to participate in the session

Students appreciated a lot the fact that they could organize themselves working in groups. They felt responsible for their work and their study was great!

I could realize that they need to become responsible: I will work on this aspect and ask them to take part in L@E also next year.

Self organization is very interesting to experiment.

If students are motivated they work very well even if the teacher do not help them. I decided to explain the project and each session to my students, then I ask them to work alone. The result was great!

They worked well in independent way, they showed to be responsible.

I followed the guidelines and the tips that were given me and I didn't have any problem. The given organizational material were very useful and the idea to let students organize themselves was good

The team work and the new interactive way of approaching history

team work

students involved in the game, studied history in a new way

The students were quite familiar with the organization and it worked well.

My students were very happy to do this experience and it made them a lot of fun.

teamwork,

not this last session, sigh!

they generally knew what to do

it was as usual, but students did not have to do much. They were ready to cooperate

We were on time.

Students eagerness and self-organization in doing their homework.

Students eagerness and organisation in doing their homework.

Communication skills and language habits are much better for the greatest part of the group

Positive aspects - more advanced language habits and activity in independent works

I think everything went well. They had fun, partly because it was their last session and partly because they liked the subjects. For them this session was the most natural. Without the previous session this one wouldn't have been possible. They understood they could discuss and they had their say

I think everything went well. They had fun, partly because it was their last session and partly because they liked the subjects.

My students became most independent people. They bore responsibility for their deed.

Students were involved, prepared, answering eagerly the questions.

the division of students and collaboration between groups

My organisation was needed to do the home tasks. If the group had been smaller I think they themselves could have been able to organize but as we were 29 then, of course, they were a little bit confused.

some aspects of history that may be they would have never studied if they had been obliged to in a normal curriculum. They had the possibility to realize that history is a necessary background to talk with people of

other countries . The history lessons became something different and more interesting with group works, lab works etc.

The work done by these two different groups of students. The youngest ones showed themselves very interested, and involved in the project and, at the same time, were able to prove they were skilled in English.

Positive attitude. Students were interested in session. They could use their computer skills and English skills.

the interviews involved a great part of the school

Students were very active in performing the homework task.

All students knew the material. They were interested in result after 4 session. Their aim was to win.

This time nothing.

Students knew the material and could easily discuss the questions.

Everything looked fine this time. They worked on the HW quite well, then during the session students were active and eager to participate.

nothing new in relation to the other session

The students participated actively, they liked it and found it a very useful experience.

The opportunity to work with another teacher; the opportunity to access labs; the availability shown by other teachers who collaborated in various ways; the enthusiasm of the students.

Division of work Great motivation Interest to project

I think that students were more familiar to all this project and knew what to do and how to work and they seemed to me to be more interested in this last session. Some of them told me that this session was the most interesting

Pupils were very excited with the fact of being involved in a European project.

I would say everything worked well

They enjoyed doing the interviews and coming up with the results. They had to translate the questions and then translate the answers into English. good exercise!

the group work because they worked at their own pace and therefore understood the interviews better. They were very interested in the interviews they had to do. They came up with a variety of good answers

The Lab was pre-booked and we were free to work at that time. Students were used to what was requested by the project and they were more autonomous. Those three students who were just a little interested in the project stayed in their class with another everything

The ones who wanted to sit at the computers enjoyed it and used it quite efficiently.

Students seemed to enjoy participating in the 2D and 3D world. They answered the questions well. They worked well when completing the homework and carried out good research.

The use of English and the motivation in the last tests sessions

Our computers worked well. We used 2 projectors: one for 2D world and one for 3D world. All the people in our classroom could observe what pupils were doing and take part in the discussion.

work planning and cooperation with our team mates

The help and supervision of IT staff was precious, in that they made this wonderful experience possible.

everything, students did not need almost any help

I think the group has had a great contribution of the teachers who have been collaborative and encouraging, we had a whole room for us that was well-equipped. We did not have waste of time, the other teachers showed to be understanding if the students were at work during their class and they couldn't have their routine lessons.

The learning of interviews and in this session the common homeworks

2.8 What did NOT work well in your organization? Describe all the NEGATIVE aspects:

Nothing.

the times because some time they had classwork to prepare at school and the hour of the session because we finished the hour at 9.10 and the session started at 9.00

Technical problems during the online session.

Technical problems during the on line sessions

We are too many students. Those who are less motivated slip away.

We couldn't cooperate with our colleagues from Italy....they didn't answer to my e-mail. Even during the session this was a little bit difficult....they were not very cooperative. My students were very disappointed that they lost!

I was not able to organize a long - time period planning in order to understand to the complete course of experience

Some students were bored and not interested. Maybe because it has not been found a specific work for any one

We often speak all at the same time

The students tried to do whatever they could, they even helped the technician, but it was useless. When they realized they couldn't join the session they were really depressed!!!!

La difficoltà maggiore è stata inserire l'attività nella struttura rigida dell'orario, la mancanza di compresenze tra insegnanti di discipline diverse. Difficile coinvolgere molti colleghi per la mancanza di familiarità con il computer che caratterizza molti docenti. Difficile anche collegare alcuni argomenti con i programmi e l'effettiva capacità ricettiva degli studenti di prima liceo per temi abbastanza impegnativi.

We didn't understand quite well about our homework, if we had to send it in Forum.

We can't speak about interviews, but time was short and school activities were difficult.

Most of my students were not very keen on using the forums and chatting with students in other countries. Some did their homework quite reluctantly and without commitment, a few ones showed quite some interest. If I hadn't had the chance of covering several lessons because my class's form teacher was ill during the last two weeks of the experience, we would not have been able to do the project. A lot of time is needed and there is too little time. On a regular basis I have 3 lessons of English per week in my class. Besides, most of our chats were done during those additional cover lessons.

For some of the students the material was a bit too difficult to discuss and they needed more time to get ready or more individual approach.

Nothing in our organization. Your organization was practically non-existent.

Scarcity of time prevented from a longer thorough comprehension work in our class on the other students' (Polish and especially Spanish) homework. This meant that only some of the students got a really clear comprehension of the texts, because some are not so good in English comprehension

nothing

Groups were not always perfect I should have guided their participation in forum more than I did.

The students who were most involved weren't willing to give up their tasks so as not to risk losing points in case others, less experienced students were to take over.

There are no new aspects compared to the previous session. The crucial problem lies in the tough school schedule which makes it difficult indeed to arrange extra curricular activities.

computer-troubles due to my ignorance with these matters a lot of time necessary to print out the materials

Some problems with the lab and computers and some times difficulties to arrive in time at first hour in the morning. (sessions at 8,30 are out of school time-table)

It was difficult to involve all the students as they all had to work at four computers, so necessarily some of them were passive.

No.

the aim of project was learn much about history, but I don.'t know, if each of my students really learn.

In my opinion - some questions could not be solved by looking for the answers only in the given materials. We had to use additional materials and the Internet. I think that the answers to the questions should have been found in the materials. That was very stressful to find the answers on time.

Bad co-operation with the opposing team.

I can't name any

No.

We didn't think about their trip to Spain so they had not enough time to prepare things

We didn't have time to participate actively in the forum and to discuss about the issues.

They don't like doing all the previous work because they say it takes them a lot of time. This session has not been well-prepared due to their teacher's absence

Maybe I had to decide which students put in which group in order to avoid distraction!

I had to organize them instead of let themselves organized. In fact they showed not to be able to work without teacher's directions.

No negative aspect except for the timeline: we would have had much more time.

We had some technical problem with the connection, also some organizational problem due to the strict timetable of the school computer lab

Sometimes students were very busy for the regular scholastic activity so that they did not have time to dedicate to L@E.

the interaction with our team mates

Interaction

I hope there were no problems

This time was all OK.

the computers problems, homework

no team work, no effective, punctual information. students left the work to be done by small group of mates who didn't respect delivery time. too many holidays in between the two sessions.

can't think of any :P

The collaboration activity was not developed, because the team from Latvia didn't show us their homework.

It was a pity two teams were not on line

No

No

No negative aspects

Some students wanted to stress their negative attitudes to Germans in a very strong way

In our team worked only my class. Another people from team A wouldn't worked with us. I didn't persuade my students to active write on the forum.

Some of them were passive, not interested. Sometimes they didn't understand 'local' jokes and became discouraged.

none

All students could not be actively involved in doing home tasks but all of them were actively studying the interviews and the game rules.

The negative aspect is that only a few students were actively involved during the session.

Since these students didn't belong to the same class, it made it very difficult to work with them during breaks. Only some of the oldest students did their work at home.

Some lessons were interrupted because of the session.

the homework was sent too late by our technician and could not be put on display

Everything went fluently.

Only a few students showed their negative attitude towards the session because they were bored.

We couldn't take part in session because of error in our server.

Like with session 239 we couldn't take part in this session because of errors in our server.

some students who didn't want to participate felt a little bit bored. but luckily it didn't affect the others.

This time I guess there was no such thing. Though sometimes it's difficult to keep an eye on all 4 computers and control what students write to each other - maybe this thing was problematic.

short time to prepare the assigned homework

Using forums. we didn't have a possibility to use it at school so it didn't work.

Some sessions were too close to one another - we had difficulty finding the time to prepare adequately because there were many other school activities in that period.

Some difficult regarding english language Short time

at first we were confused with our homework and when the first presentation started in our gallery- suddenly we did not know if we were supposed to answer our quiz as well but immediately we realized that this quiz was the task for our competitors so w

The lab is not working properly as ever.

in my organization all went well but during the session some of the computers had problems with the connections and before the session we couldn't find the other team's homework.

lack of responsibility on their part

the interviews were too long and there was not enough time to study them very well.

I just wanted the whole class participating, but it was my choice to keep those uninterested doing something else with another teacher elsewhere. That was successful! In fact, those three students never gave me back their homework and collection of mater

nothing

We couldn't participate.

On the other hand, those who did not get to using the computers were not involved in this session at all (the drawbacks of self-organization).

There was a problem with our session because only 2 schools were on-line. The other school then left to go to a party so the session ended early. Also, a few of the pupils did not seem to be very engaged, especially those not controlling the 2D or 3D worlds.

The time. We have a lot of contents to teach and we don't have much time to work in classroom about homeworks in this moment. We have participated with students of Bachillerato who have to study a lot to get a place at University.

nothing

some technical problems

The choice for a final class was probably not entirely appropriate, as the students are busy preparing for their exams. Besides, this time of the year is full of deadlines set for tests and school reports.

nothing

As for our organization i don't have any negative points in mind now ,anyway as i already said in one of my interventions ,the type of questions was simplified in comparison of the complexity and relevance of the topics presented, questions were closed and students were asked for some info related to details instead of the themes and rhe issues of the interviews.However the spirit of the game prevailed and they were happy to cpmpete .

The lack of time to work. Nowadays, they are very busy, the teachers too.

2.9 Please describe how your students performed the following activities

- Researching and preparing the homework

good

My students were active and interested.

they made the interwies and then prepared togheter the homework

They surfed the net, unloaded interesting material, selected it and reorganized it with my help.

They surfed the net, selected the material, unloaded it and reorganized everything with my help

The homeworks were interesting, and most students did a fair job on the research.

they done well their research...except the second part of it...

they workrd with our guide

The group work was quite efficient

Students lost lots of time in according with the other class for the homework. Maybe it would be better for us to have the telephone number of the teacher of the other class

they liked doing the interviews about our national identities and compare the results with their mates.

Some work has been addressed to the alredy handled interview, some other via suggestion of the teacher

They studied the interviews, the looked for photos, they sent them, they made inteviews...

there were some groups who made researches on the different historical periods. Then the students worked together with the teacher of history. At last a group tranlated the homework in english.

They need help, it is necessary to check their homework, to explain some facts and provide some information, also make them work (deadline).

Abbastanza organizzati, hanno fatto ricerche sulla rete e coinvolto anche i genitori.

They all were excited.

good

Please, see my comments which I made on a survey sheet right after the 4th session.

Students very actively did the homework, they discussed the topics with the history teacher, they found something new about their own history, which was very useful. They prepared everything on time and tried to do their best.

Very good. A lot of data collected.

They shared the work, some of them interviewed people, others set the results and made the final report. As for the second part of the homework they did a good research and then they wrote the final report.

Very active and eager in interviewing Interested and willing to discuss among them and with me and my colleague the topic of our national identity Curious and stimulated to get documentation (at least some of them)

it was a hard work because the students got a lot of information

They were very interested in the matter. For first part, they look for information asking people and taking photos. Second part was more difficult: they had some problems because team mates part was very long and complex, and arrived were in retard. It was not easy to select what to include.

Quite involved, especially in the first part, the second part was quite difficult, though it seems they managed quite well.

In general, these students are most disciplined and motivated and reliable. This time they did not prepare anything due to unclear instructions and also due to timetable constraints.

Well, as already said before

As it was stated before

We didn't have much time

some did very well and intensive most of them rather superficial but more intensive than their normal homework

Most of them did it satisfactory.

Most of the students did the homework carefully and that's why it wasn't difficult to summarize it finally. However, for the weaker students it was too difficult to discuss the topics.

They all were involved in preparation of the homework. They worked independently.

students group (5) do one homework, and others students helps them, discussed about homework.

Some student were given a task to prepare the homework. They involved other classmates by asking the m questions. They summarized the information and translated it into English. Other students looked for visual materials and cooperated with their teachers.

Students asked many people of their close surrounding for information and presented their finding.

This class was not so active and sometimes I had to control the homework

They all were involved in preparation of the homework. They worked independently.

The students asked their teacher of history and their parents about the questions they had in their interviews

Those who prepares the survey were quite involved; the homework about the Wars was a little bit harder

Lazy

Students liked cooperating with team mates and they found very interesting the interviews

They did not work well: unfortunately I did not have time to help them and I realized they worked less than expected

I explain them the guidelines and asked them to think about them. Then they ask me questions and I help them understanding what they had to do. Then they worked alone

Students loved work with their remote peers.

They worked independently

Students did not cooperate a lot for preparing the homework, but the result was quite good.

they organized in groups making the interviews. then they prepared a summary report about the results. Then we had a lesson about the historical issue and they made a research also using the net.

They self - organized in groups and made the interviews. Then prepared the reflection on the historical issue.

they didn't work well at this; they were unable to organize and find difficult to prepare an html page

I am afraid we did not have many possibilities to cooperate with other teams. We had problems with finding homework.

Students did it mostly by themselves because I have had busy times.

in teams, with the help from the teachers

wanted to feel free. discussed with teacher only at the beginning to plan their work and find orientation. students surfed the internet to find material, but had no PCs at home. could not work well during their holidays.

well, they had to be stimulated a little

Two students worked on the interview and two on the essay.

They were self-organised. They shared the tasks and asked me just to check the final versions.

They divided the tasks into two groups - one prepared the interviews and the other the essay. Then they prepared the final versions and asked me to check them.

Researching process has become more active, the homework is made by the best

They did all themselves. I only reminded them about deadlines. They didn't put surveys on forum because those responsible didn't have access to the Internet. The reflections were put on forum

students chose their duties and did homework they had chosen

Willing students preparing WWW pages and word reports. They get estimation from computers technology. My friends - English and History teachers rewarded students, too.

They had to ask at least 10 people each. Then we compared the results and made common report. They had to recall knowledge from history and Polish language lessons in order to make the second part of the topic.

They were looking for materials in internet web sites and applied their history teacher for help.

All the students were actively involved in the preparation of the homework but with different tasks and point to focus. The teachers tried to guide them and during the session when they discussed about what each group had found out, they exchanged information and took notes.

They did very interesting things.

Our students did some research about topic. For them it was new way how to improve their skills enthusiastic and well-organized

They did their best while preparing their homework.

Students were very active and interested to complete the interviews.

They did it by themselves, I hadn't had time to help them this time.

I think they did quite good team work.

all students were actively involved in interviewing people about Latvia. They were surprised about knowledge they showed.

It seemed they had quite a lot of fun preparing this HW and it was most challenging of all.

they cooperated in preparing the homework guided by the forum manager

The students prepared it at home and in the lesson we shared it and made 1 version.

Most of them worked well.

The work has been very interesting and it did many spurs to compare and reflect

they were very active and hard working in searching some interesting facts

Only the interview was possible because of exams

very involved and serious! very collaborative as usual and with a perfect timing in handing it in.

at home doing interviews

more and more independent

1. Research on the net 2. Selection and printing of the material 3. Working at school in groups 4. Comparing their results 5. Layout of their homework, working with both languages 6. Sending this document to the Forums and to Learning at Europe

group working

We looked for material in the internet and asked questions.

They have done it with enthusiasm.

The students worked well at this, carrying out the interviews, discussing their homework ideas and researching on the internet. The homework that they produced was good. Everyone participated in this.

Very good

Students did their homework. They read the interview but don't discuss about history.

Active and cooperative

All students were involved in the research and they showed great commitment to finding the information they needed. They also showed close co-operation in preparing the homework.

Some advice was given to students about the ways in preparing the homeworks

interested in the acquisition of information and the organization of the work to do, each of them contributed with a piece of writing and I have been very surprised and happy that they never asked me for help or correction for the English production, they never wanted to be checked in the language production and this was great to me, they were confident to be able to say things in the right way and with originality.

Very well

- Studying the other team's homework

motivated, but the other team's work arrived on my computer just the day before the last session

My students were active and interested.

They entered the forum, checked new messages, unloaded our partners' homework and compared it with theirs.

they entered the forum, checked new messages, unloaded our partners' homework studied and compared it

This did not work very well. We received it late, no offense, we sent ours away to late also.

they didn't have what to study

they just read it

Students read the homeworks two days before the session so we did not have time to discuss them in class

Students found very interesting and curious the study of other classes' work

they found it interesting

Since the other team's homework was not uploaded in time there has been no way to study

We saw only our own homework and the Latvian's one

The Polish didn't send us any homework on the forum

What a pity, our teammates weren't very keen on providing us with a lot of job!

We didn't have possibility to see the other's team homework.

If I hadn't informed my students about our partner team's homework, hardly anybody would have known it.

They were interested in other teams homework, but only Estonians did it for the fourth session.

This could not be done owing to technical problems.

They couldn't see other team's homework before the session

Interested and looking for teachers' help to get a good comprehension Able to find the main ideas and information

the Spanish mates sent their homework in time. it was a good work. they helped us in trying to reduce our homework that was too long.

Other team's homework was unknown till 4th session; students were worry about this, because they have to guess what they should know (our History programs in this level don't include very much about Poland or Greece history and they were affraid of the chat questions about that)

We only got one half of the other team's homework and a little late, the session was on Monday and I got it on Saturday morning so I emailed it to my students. Yet I know most of them read it.

See previous question.

It's was impossible to compare the other team's homework

It was impossible to read the other team's homework on line, unluckily!!!

We didn't have much time

with curiosity and pleasure

Not always did it.

Not all the students had the access to study other teams homework, and only during the session they could find and see it.

Yes.

wery little

Students think that they had difficulties to understand the work which was done by other groups. But in the following sessions they had less problems since the they had a little experience from the previous sessions. The evaluation process became more interesting to them by each coming session.

It was read aloud to the class by a student.

We tried to study the other team's homework at the appropriate lesson - history, geography, English

Yes, we are studying other teamwork's.

We didn't receive any homework so we cpuldn't discuss .

We really did not have time enough to do it properly

Interested

They did not study them as we received them late

They did not study and collaborate with remote pears.

I print the homework and ask them to study. We read it in class and then they studied it at home.

They only studied the materials available in the forum

Students did not study the homework of the other team. I gave it to them but they did not do it.

they did not see it till the last session

quite indifferent, they were more interested in interviews

The students were not very eager to study other team's homework.

They read these.

we have only one part of the other teams homework

this was not done correctly. not in time.

they could do better

We did NOT receive the other team's homework!

Sorry we didn't do this part because we didn't manage to find it. So we worked alone.

They did it in order to prepare the final common version of the homework. They did it on their own and asked me just to read the final result.

They did it to prepare the final common version of the homework. They didn't ask for my help, they just wanted me to read the final result and send it to the L@E staff.

Yes, we discuss the positive and negative sides of other teams's homework

Those who had access to the Internet read it online. Those who didn't got the homework before the session.

Some read them on the forum others read them when I brought the homework to classroom

We didn't read other team's homework.

We had along holiday at that time so we had problems with finding this...

We didn't find much what to study.

we don't studied the other team's homework.

Thy did it.

we didn't have any

They got acquainted with the team's homework through the forum, and as they didn't participate in the last session they missed the homework of other team.

students did it independantly.

We had problems to find out how to look at others work.

They read them and I helped to explane when they needed it.

students did it individually.

They were very eager to look through the other HWs and very positive about them.

the Polish put on the forum a section of their work the same morning of the session. Our studrntrs did not have time to see it.

This was the weekest point because we had a lot of exams at school and we didn't meet during the time.

We didn't have the time to do that.

We didn't riceive team's homework so the students couldn't study it or cooperate and this one has been a problem for usproblem

because some misunderstanding we did not find other team's homework so we could not study it

we couldn't do it because it wasn't published on the forum

not very thorough

very interested

Not applicable: we read other team's homework during the 4th session We didn't find any answer to our e-mails, messages, etc.

Read.

They read it during the session.

The students were not able to study the other teams homework as we were the only school to use the forum in our experience. I communicated with the teacher of the other school and we combined the homework together so that it was in on time.

In this session very good

not all students

Very interested

Unfortunately, they had very little time to read the other team's work because they got it very late.

they did not do it

this part is less easy to answer for me because that was an individual job and when they workd together they referred few things about and I sincerely didn't investigate.

well and in this session more actives

- Using the forums

bad

My students in a first moment were enough active in the use of the forum, in a second moment they didn't enter in the forum any more.

they used it for the games

Only few students could use the computers at home so they used the forum at school, during the English lessons.

they liked the forums very much, they mostly chatted during the lessons at school

I have not managed to encourage the students to use the forums. There are several reasons for this. Our school is not very well equipped with computers; we would have to reserve a room for an organized use of the forum. In their spare time, the students did not find the forum and the contact with the other schools sufficiently interesting.

It was difficult to use it....only a few of them have computer at home. We also had bad luck as during this project most of the time we were in strike....than we had to catch up the lessons....we were in a hurry all the time.

Before this session the students used the forum very actively.

to see their points

Students lost enthusiasm in the forum, but they used it

Students use the forum as an instrument for according with other students

they were involved in discussion and exchange of results of the interviews and historical issue with the other partners

Only few students understood the importance of forums (or had time to spend into)

Few students have used them

The forum was used for chatting not for working together

It is great possibility for young people to communicate, to get to know each other.

Molto incuriositi dalla possibilità di comunicare e di raccontare se stessi hanno utilizzato il forum da casa alcuni spontaneamente, senza bisogno di essere sollecitati

I, myself, used Forum just once and didn't find much information in there.

good

See 2.9

Our student was the forum manager, I think he did what he had to, only it was difficult to attract the others for the discussion. Anyway, they all liked going to forum and seeing what was new, though not always responding. I think that with every session the interest grew stronger, and some were very enthusiastic after the fourth session and were really sad that it was over.

Ok but the forums are not used to debate issues.

They didn't visit the forum very often, except the team manager.

Some of them (two or three- but one student in a special way) were very active and eager to use it. Also other ones suggested new threads and started a discussion over different topics (ex: music). Some decided to discuss a topic among them (ex: the study of history) and linked their discussion (using extra web space) to the forum. Alltogether, they were more active than I expected them to be

it was hard to use the forums, both because the students couldn't use their own passwords, or they hadn't internet at home

They were interested in the forums, and most of them have participated in them from home.

Not as enthusiastic as at the beginning of the project

Should be used more regularly. I encouraged the students to follow up using the forum during the forthcoming holidays.

Enough, to ask questions to the expert and to partners

They used it enough to ask questions to the expert and to the partners.

We didn't have much time

just a few of the group but very intensively

Usually

I think that the students were too passive or inexperienced to use the forums apart from the fact that I always encouraged them to participate there.

The forums could be more active. Our students write little. They could do it more!

yes of course. It was very interesting activity for students.

Several students showed their interest to participate in the forums. They participated actively and tried to learn more about other participants. I think they did a good job participating in the forums.

There were no problems in this area.

The activity of the students was satisfactory

The forums could be more active. Our students write little. They could do it more!

During the afternoon lessons they looked at and wrote messages

Not have time enough, but when they are in the forum they really enjoy it.

Lazy too

Students know better than me how to use it so they did not have any difficulties

They used the forum at home and I lose control of them

We used the forum in class, once a week.

Unfortunately I didn't control much this feature

Forum has been used quite a lot, but not for the homework.

We have joined the experience from the third session, so we did not use it so much

they use the forum only sometimes and they don't find it interesting

Some of the students have found new friend on forum and they are in contact.

My students haven't used forums a lot but I think it is because of our computer class is very busy every day.

not good

they visited the forum, not necessarily to study their partners' work.

they could show more enthusiasm

The forum manager and some students used it, but the Latvian part of the team never took part in it and did not collaborate in spite of our efforts to get in touch with them

We had had a holiday week before so students couldn't use computers at school, and they didn't work at home either.

They didn't have much time to use the forum because of the holidays.

They didn't have much time to do it because of the holidays.

The activity in forums is not so great as I wish

Only few students (those involved in homework) used forum for the session

They used it when necessary

Students tried using the forums, but nobody answered them.

Trying to use them, but, unfortunately, mainly by reading...

they were not interested in using it

We tried to participate but sometimes the access was forbidden. I suppose it was because of technical problems. The students were really interested in the chats.

The students were free to use the forums, before sessions, we decided to meet at school to stay together and possibly write something more interesting in the forum. We also decided to meet at school because some of the students didn't have internet at home

They didn't use the forums much. Only some of them posted messages.

Students used the forums with great interest.

quite interested

They were very active in using the forum.

I must say that our students were quite lazy in using forum. I believe it was only because of lack of time as all of students are very active even after school time.

I cannot fill in these three boxes because as I told we did not take part in the session.

They are not very open children and they don't want to use forums a lot.

our students were a little bit lazy to use forum.

With every session it was more and more fun and they were more confident.

some students used the forum regularly

I described it earlier.

They didn't use it much because of lack of time and also because it was difficult to get online.

Many students began to use more and more forum

students tried to use it but they were not so much interested in some topics but sometimes it was fun for them and they were FOXY

only few students used the forums regularly even though they enjoyed it a lot

not very good

not very good

My students used just a little the Forum for questions to the experts. They felt embarrassed. They did that just at school when I was in the Lab. No messages from home, even if I had encouraged them to write even simple requests. I remember they were interested

This was the main problem, the forums were very rarely used in spite of our constant encouragement.

The pupils seemed to enjoy using the forums but because we were the only school to use the forums, it meant that they never had responses from other pupils, only the guide. They liked this, but the forums would have been better if used by more schools.

Good. We have got to contact and to agree with the other students in the end.

not all students

Some of them participated actively and enjoyed it a lot. They are willing to continue...

They mainly used the students' forum, while they had difficulty entering the experts' forums.

hardly ever they use forums, perhaps they were quiet busy at school before the end of school year

more active after the first session

At the end well but the Polish students hadn't been active.

- Controlling an avatar in this session

average ability

They controlled an avatar sufficiently.

We had some problems with the avatar, especially during the fourth session and the students were a bit disappointed by that.

we had some problems with the avatars, especially in the 4th session and the students were a bit bored

They like it, but session 4 was difficult, and they had some problems understanding what to do. The guide disappeared during the session, and we did not know what to do.

It was ok for the first time....for most of them it was the first time.

they had great fun

No problems

No problems

no problem in the overall

The avatar in start position had problems (just like an invisible wall)

No problem

we couldn't take part the session

No problems, they play computer games and most of them are able to control much more complicated devices.

Qualche difficoltà a capire il funzionamento di alcuni giochi, ma nessuna difficoltà a muovere e controllare l'avatar

Was the avatar controlled in this session? I didn't realise it.

There was always confusion about controlling the avatars and there was no cooperation between us and our Italian partner team for what reasons ever.

It seems that everything went smoothly, students were involved and understood what to do.

They could not understand what to do.

they didn't play in this session.

Some of them were very good at controlling avatars, so they did it for the most of the time. However, other students participated and helped

no problems in controlling; the problems were in the computers or the server that didn't always work well

They understood well how to do it, and they enjoyed doing it.

Well, during the last session the game was dragging, students complained that there wasn't much going on

No problem.

Without difficulties, regularly

Without difficulties regularly

Very interesting and funny

they liked doing this very much however our avatars moved very slowly so this dimmed the pleasure

Quite fine

I think they were quite successful at that.

Yes.

All the group followed the avatar and suggested the ways to go and the tasks to do. They had to look for compromise every time and that made them to become a friendly and strong team.

Easily controlled by everyone.

Sometimes the controllers disturbed the work of an avatar

Students liked the avatars very much, it was the most interesting part for them.

no problems

Some of the students were using the avatar for the first time but they learnt quickly

Not a problem

They did not have any problems!

They had no problems: they are very

No problem

Students did not have any problem: they use to play video game!

The avatars seemed a little slow

No problem at all

more interesting in their opinion

It was not so much used, so there were no problems

My good helpers - my boys have done a lot of work to controll the avatar.

ok

it was done, but the screens were empty.

they knew what to do with the avatars

The same students as in session 3 controlled them

They didn't participate in the session.

They didn't participate in the session.

The question isn't understandable

no problem with thaat

They did well but were not overwhelmed by the task

All young people used computers and they can controlling an avatar. Boys very well and girls good.

No slightest problem. A lot of fun.

very fluent

They managed it.

sometimes they have difficulties to control avatar.

They really enjoyed it, specially the 12 years old ones.

good

No participation

There were no problems with avatar controlling.

Also we didn't take part we always use the same methods.

it was quite easy for students to controll an avatar.

I think students had no problems

no problems

Well, a lot of interest. The students like it a lot.

They were quite good at it, apart from the game in the 3rd session 'Find the way', because the rules were not so clear.

My students in the last time of session couldn't enter in the door or p.c. had some problems, so they were very hungry

they were very interested in managing avatars and very interested and capable in controlling avatar

they were a bit sorry and less challenged this time because there weren't any games and NO DIFFICULT QUESTIONS (!!!!!)

good

good

They were extremely skilled in this activity. Almost all of them.

They liked it, as always, they experienced with the different movements of the avatar, they looked at it as if it was a game.

The students seemed to be able to do this well having had practice over the other sessions.

In this session good

My students like use computer and they are skilful.

Excited, as usual!

All in all, they didn't have big problems.

no problems

in session 4 ? perhaps they said that every was slower than usual.

Not good

Writing in the 2D chat in this session

good

I think they were cooperative writing in the 2D chat.

they worked in a correct way with the helping of all the classmates

It was Ok because everything worked properly.

Everything was ok

This is interesting, but maybe not very serious.

they were doing well.

they had a very negative impression from the students who answered with bad and insulting words

students were well engaged

it was a little difficult to manage the discussion on the homeworks.

Some delay in feedback and communication with avatars consoles stand managers

No problem. At the beginning some confusion between the whisper channel and the question panel.

we couldn't take part the session

Of course, students have to react quickly, this is why spelling mistakes appear. But in general it is easy .

Molto coinvolti, anche se frenati dalla lingua inglese con la quale non sapevano esprimere tutte le loro idee

The chat was quite interesting.

good

Although it was also confusing at times due to the statements made by the different groups, the 2D chat seems to have been the best part of the experience. The students were keen on answering the questions.

They were really engaged, maybe expected a bit more of the discussion about the homeworks, but as not all prepared them, so it was understandable.

They did it but with no connection to a task which they did not understand.

They were more confident than in previous sessions.

Very, very quick and rich of ideas (propositive) Respectful and serious about the issues, but also ready to smile

no problems

The groups in 2D chat liked to do it, but they found this chat less interesting than 2nd and 3th. In the other hand, was disappointing that other participants couldn't be on time.

Very involved and enthusiastic

No problem.

It was interesting and they answered the questions

It was interesting and they answered the questions

The questions were interesting and students like exchange activities with colleagues

this worked well and they liked doing it very much

Quite well

I think they enjoyed it as the topics for discussion were not from the interviews, which was always a bit too hard, nevertheless interesting.

The students participated actively. Questions were difficult, but interesting.

This group was very friendly and actively motivated. All the participants were given a choice to express their opinion. They were allowed to change places and to give each of them a hand-on participation so that none of them is discriminated and put outside the team. All the other students followed discussion, looked for answers and talked to each other.

Easily communicated.

They were short of time to correct writing mistakes

The students participated actively. Questions were difficult, but interesting.

It was ok

They really enjoyed this part, because the same students had repeated this activity and they felt quite confident.

Eager to participate

They found it very attractive even if there were no games and avatars!

Some problem with the Italian class: they didn't cooperate.

Difficult to manage all the panels together

No problem at all.

they find chat useful and interesting

It was OK

Mostly girls have done chatting in the 2d.

not good, with computers problems

all the students liked that and wrote some messages.

there was a technical problem - the connection was lost and we weren't able to log in because the previous logging in was still active; apart from that writing was more or less ok

the same students as in session3 chatted

This session it was a bit shorter. Questions were rather easy so students enjoyed

They didn't participate in the session.

They didn't participate in the session.

They would be more active

no problems, they liked it

They did well

Sometimes they had problem with english expression, but I think my problem with english is bigger.

Students involved, eager, interested. Understood English and wrote with pleasure.

they were vrey willing and eager to work and write and ansewer questions

They did not complain. Maybe some questions were rather puzzling ones because of language problems.

they were very interesting.

They found it very interesting.

They did that.

good

No participation

as students know English very well and they are also used to do homeworks in english there were no problems for them to communicate in 2D environment.

students felt comfortable in the 2D world.

Students found it quite challenging and fun.

no problems

They were eager and involved. Liked writing.

They really enjoyed that.

The same students oof other sessions chatted in 2D. They wanted wryting inb 2D absolutely

In my opinion it was very creative and motivating and it does not matter if they made some mistakes but it was especially in spelling because a very fast writing and answering the questions

they too were a bit sorry and less challenged this time because there were NO DIFFICULT QUESTIONS (!!!!!!)

good still a bit slow but are learning to answer quickly

they became more and more efficient

No problem at all. And they followed the given rules!

The chat went really well, they could hardly stop this time, though I was not supervising their chatting, therefore I do not know what it was about.

Teh pupils enjoyed this and liked answering the questions and discussing things with other schools. Again, this would have been better if more schools had participated.

My students have a good level of English and they were very motivated

My students are very clever and resourceful.

Less excited and a bit awkward in and asking and answering questions

I think they were more excited than in previous sessions and they were elated when the helper complimented them on their responses.

no problems

involved, interested they performed with the sincere willingness to know more of the others and to show their competence and humour, too

The best.

2.10 Please rate your satisfaction about the following aspects:						
	1 (Very poor)	2	3 (Comparable to usual school activities)	4	5 (Very good)	Response Average
Homework discussion	5% (5)	10% (10)	27% (27)	34% (34)	23% (23)	3.61
Forums	7% (7)	21% (21)	17% (17)	37% (36)	17% (17)	3.36
Session 4 on the whole	2% (2)	5% (5)	20% (20)	44% (43)	29% (28)	3.92
Total Respondents						100
(skipped this question)						10

2.11. Comments on Session 4

it was the best

It was much better than the first one....most of the students knows more about the project...and it is the same for me. next time will be much better.

The homework has been difficult to setup and share so the discussion resulted poor

A little bit boring and frustrating. But on the whole everything was right

we couldn't take part the session

On the one hand we were grateful that we didn't have to 'struggle' with difficult interviews, on the other- students were a bit bored with symbols and again symbols, however, they liked them and they could manage answering the questions quite well.

Mi è sembrato di cogliere un calo di interesse sui temi dei simboli e stereotipi nazionali da parte degli alunni. Alcuni sono rimasti delusi dalla mancanza di un altro gioco per sfidare i compagni dell'altro team.

The idea of homework was interesting, but we didn't see the other homeworks, so we can't judge who's better. After such hard work it seems as a bit waste of time.

Students liked it as they became the winners. They loved good humour of the helper and the Guide. The dialogue among the partner teams could have been a bit more active.

The worst we have done, as I said before.

It was the most relaxing one, even if we were a little nervous at the beginning because we were late, we thought it was going to start later.

It worked out VERY, VERY WELL. The only problems were the 'last minute' availability of the other team's homework and the lack of production of the Latvian group. It was not clear that our students could have contributed to put together their results (homework) with the other class of team A results- and time was scarce, anyway

the discussion had just started when there were problems with other participants, therefore the discussion was limited to a general chat.

It was less interesting than the others, even if it had the surprise for final score.

Session 4 went fine, the only problem was the game, I've explained the problem above

On the whole it all worked well. For the last session I had expected that the students would communicate more directly with the other classes and also directly with the experts, e.g those authors of the interviews. Maybe that was a misunderstanding on my behalf.

see above

I think that students felt a bit sad that the experience ended as they got used to it, or maybe it was because it is always sad to part, it's better to start. It was a pity that not all teams presented their homework, so there was little material on that.

We will to continue

Session was good but we missed the 3D game to which we were very used to. We wanted to know more detailed information about the session would be about.

The material was interesting and useful, the activity of students was satisfactory

Session was very interesting. The most successful was game, but most difficult part - chats.

The avatars didn't play an important role in this session; it was rather a chatting game. But the students enjoyed the discussion on the whole.

Students were very disappointed when they realized they lost. I tried to explain them that they would have won if they studied.

Students were disappointed about their mate behavior, the Italian school didn't cooperate much. In the end, they didn't feel being part of a team.

Our school is technical school and the students in fact are not very interested in literature. So it was not their topic. Symbols were more interested but it was quite difficult from the language point of view.

too fast, our students have had any time to discuss or use the forum

I believe the tools and strategies are excellent. I regret we could not experiment them as we could have done with some more organization. We still miss team work and confidence with interactivity on line. hope this was sort of initial training for the students. when's next?

technical problems were the main drawback

Apart from the discussion with the guide, the session was quite boring. We could see the other team's homework only during the session. My students works did not appear and were not discussed. If we had seen the Latvian essay before we could have collaborated.

My students didn't participate in the last session but they were highly involved in doing homework.

My students couldn't take part in the last session. I ticked the last question by mistake, sorry.

We are satisfied with materials, going on and results of this session

I was satisfied especially because I got info that students from other classes were disappointed whereas mine liked it

It was a nice, smooth session. The students liked it and didn't want to leave the lab

My students were little disappointed in result all session, because they worked hard. They were wise young people and they understood that result don't be most important. I think it will be nice report all point teams rank. Thank you very much for all. It was very interesting experience for me.

It was more 'general', something like a say-good-bye-session. It was difficult to discuss because of the 'farewell' atmosphere.

we had problems with finding homework for session 4 as it wasn't in the usual place, the instructions where to find it were not clear

As we understood the other team had not done their home assignment so it was not exciting for us to see only ours.

In spite of the fact that we started this experience when it was ending, I found the experience of mixing students ages very positive: the oldest students helped the youngest a lot, and the youngest realised that English is useful to communicate with other communities.

In this session wasn't game. It would be nice if in this part would be some games.

No participation

I think students did their best during this session.

I hope that it was very good and you all enjoyed it.

I am sure you all enjoyed it.

students really enjoyed the session.

4

Well done, but maybe not as active as the previous ones.

unfortunately we couldn't cooperate with other students of our team but I think that work for 4 session was very good and important.

For most of my students it was the best session

It was rather a mess because of lack of preparation

this time I saw the students less involved, there weren't many challenges. they were happy to win but they had much preferred the others sessions, in which they were more under pressure. probably they are in general also more tired because it is the end

The interviewws were good. had some difficulty in understanding who we were supposed to do the work with.

good

Absolutely positive, apart from the missing common experience of discussing homework BEFORE the session. Next time communication among teachers involved will be essential.

It went smoothly, practice made the whole thing go smoother and smoother over the time.

This didn't go as planned as we were the only school to complete the whole session. Only one of the Italian schools were also on-line but they finished early. This made the session slightly strange. Again, as with last session, we weren't able to do everything as planned.

I think it was successful and rewarding. The greatest reward, however, was the students' satisfaction of achieving good results

too short ,perhaps, with little to do and lacking a proper conclusion?

The online session was like other sessions but the homeworks run much better.

3. Evaluating Learning@Europe

3.1 After the conclusion of the experience, please rate your overall satisfaction regarding the following aspects:						
Are you satisfied?						
	1 (Not at all)	2	3 (comparable to usual activities)	4	5 (Very much)	Response Total
Interviews	2% (2)	6% (6)	20% (20)	47% (47)	24% (24)	99
Auxiliary materials	3% (3)	6% (6)	25% (24)	49% (47)	17% (16)	96
Discussions / games in 3D world	0% (0)	5% (5)	14% (14)	38% (38)	43% (43)	100
Questions in 2D chat	1% (1)	5% (5)	20% (20)	39% (39)	35% (35)	100
Assignments (team pres., homework)	0% (0)	4% (4)	27% (27)	43% (43)	25% (25)	99
Forums	4% (4)	20% (20)	26% (26)	28% (28)	21% (21)	99
Sessions	0% (0)	3% (3)	13% (13)	49% (48)	35% (34)	98
Total Respondents						100

Raw data from surveys: Teachers' feedback 2005-2006

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3.2 Comments about:

Interviews

enough well

interesting, but a bit difficult

interesting but difficult

The interviews are somewhat academic, and my experience is that I have to study them together with the students. The language is to academic. It could have been a solution to make use of the students'

ok

difiiculties in downloading

good

interesting but very difficult for students aged 14

sometimes too complicated

Di elevata qualità ma impegnative e non graduate per età

quite difficult/too much to remember

interesting, but too difficult for 10th formers.

Interviews were a bit too difficult for all the students to discuss.

Quite difficult for our students

Very good. One technical mistake: on interview was about Britain instead of Latvia. One more 'technical' problem: too little time to study them, considered other school duties and routine work

too difficult for the age of the students

difficult for 15 years old students

4 were too many

very difficult and sometimes too abstract for pupils

Very well

They were a bit too hard for our students from the point of the language, nevertheless very interesting and informative.

ok

difficult level

satisfactory

very good

clear and not too long

difficult level

interesting

good

sometimes quite difficult

a bit difficult even for the teachers (language!)

interesting

more activity necessary

challenging for students and teachers, maybe sometimes too abstract, require engagement of a teacher to make them less theoretical, explain, produce examples, make it funnier

difficult, interesting subjects maybe boring/monotonous form of presentation

very helpful

a little bit too long and complicated

Some of them were very questionable

Would be better prepared

quite difficult

quite difficult

they were quite difficult still comprehensible

Good but sometimes difficult for students to read

at times a bit difficult

Useful and interesting

good-sometimes too long though

Sometimes they gave some difficult

not sou bad but a little bit different in questions in 2D chat

even if the language and the topics were very difficult, the students were really involved and challenged

very interesting and thought provoking some of them were too long given the brief time available for the study.

very good

Suitable to the age of my students

Wuite difficult for some pupils to understand. i had to break these down quite a lot.

too difficult content and language

to be improved

too difficult for students

up yo date and stimulating

Auxiliary materials

enough well
 well organized
 well organized
 Very good.
 very good
 good
 good
 just some pictures
 nice
 There was little
 It was very helpful and instructive.
 Good
 when available, it was ok. often, it wasn't available
 good
 we couldn't unload more of them
 OK
 better
 goog
 They were very helpful.
 ok
 very useful
 good
 very much
 not always ready on line
 same

ok
 well prepared, but too difficult
 students had some difficulty in understanding, but also because they are not used.
 could be more precise
 very short time for acquiring
 to be sincere the format of these materials made it difficult for me to get them because I didn't have arobat reader
 not always accessible
 not helpful
 Useful
 They helped a lot.
 quite difficult, too
 very helpful
 very well prepared
 Helpful
 good
 It should be necessary, sometimes to give more materials to study
 interesting
 we couldn't find them (only a few about Poland)
 Practical and clear
 complex, not very clear
 not always available
 very good organized

Discussions / games in 3D world

sufficient
 difficult, they lacked assistance.
 they lacked assistance
 More questions, and maybe less games in the sense that requires computer skill. More direct questions to the participants.
 challenging
 very good
 very involving
 exciting
 not always clear

Technical problems on the side of the organizers or other schools
 Students liked discussions and games
 They couldn't play some games. It was a little disappointing.
 Nice - except for a few time (once in session 3) or technical problems (in session 2, regarding the game)
 involving
 games were amusing, discussions were ok
 Ok but for some participants' bad language
 very good

They were a bit too slow, students expected more discussion.

ok

interesting impressive

very good

very good

technical problems but ok

not clear instructions

wonderful

students like this very much and there was always fight for the 3D computers

interesting and new

ok (there should be training of the games before the sessions

good activity and knowledge

I liked games students worked out the rules

interesting

involving

it was difficult to follow the rules

Some technical problems and non-involvement of the other team made it a bit slow sometimes.

Questions in 2D chat

sufficient

ok

ok

That was good.

well done

difficult to manage all the panels

good

very involving

exciting, meaningful, understandable, quick

too long and complicated

Interesting

Questions based on the interviews were good , maybe there could have been more of them.

Little time for answering the longest questions.

good and challengig

difficult but very involving

They were suitable for students

OK once there was a problem with one question about an interview we didn't get

Very interestig

interesting

something similar to video games therefore students were intrested in this part.

fun and well organised

Exciting

interesting

Sometime the time is too short

excellent

I would put a game also in the last session

games were good, at times it seemed the discussions were being conducted to waste time

very well done and students were very interested in palying and winning

Interesting and easy to perform

Pupil enjoyed this most

interesting

very exciting

good

nice

good

Students expected more questions.

ok

basic

good

very good

clear

excellent

difficult to cooperate with other class

I think there could be more questions. the speed was sometime too slow

good and motivating for the students

ok

not very active

Students said that questions in 2D and 3D world were too long, complicated, unclear and they didn't know whether to still answer or the questions had already been answered

interesting

challenging

Useful

Not all questions were understandable.

sometimes questions were a bit too difficult.

challenging

Serious but also given in a very friendly way

good

good

some of them were too specific

I would choose more challenging questions for session four as well

Assignments (team pres., homework)

insufficient

enough well

interesting but difficult and time consuming

interesting but hard

Homework is fine, but the cooperation with the other school is difficult. They can be organized in teams during the sessions, but it is difficult to have a discussion between the schools ahead of the

ok

good

good, the time from one session to the following one is always too short.

collaboration problems

nice

Assignments were excellently set, suitable and interesting for our students

Homework was up to everybody's abilities, it was interesting.

Interesting

very nice

very useful, it helped students to think about large problems and try to solve them

They were all right

Quite interesting, good topics

good

Homework was interesting and not too difficult.

ok

just what was needed

sometimes the preparing time was short

comparable to usual activities

not enough time dedicated to the questions. after all the preparations my students expected more questions and less chat

sometimes there were not enough too much time was wasted on chatting

Good

Pupils enjoyed this most

too difficult

very motivating

good

very specific

clear but time not enough

lack of time

well focused

the same

It was sometimes difficult to make them it, especially the last one

we have to get the know how

ok

good for their age

Teachers should insist on precision and methodicality of work

challenging

combining lots of skills

no expected cooperation with the partners

useful

Interesting tasks

enjoyable

they united the class as they had to cooperate intensively.

OK

ok

Cooperating with mates isn't so easy

very good

they were really nice!

good

good exercises

All the groups had to take into account given deadlines...

comparable to usual activities

challenging
good

Forums

insufficient

involving

exciting and involving

Did not work well. For younger students this could be interesting and work well, but for 18 years old it does not seem interesting.

not very used

very good

good for chatting and meeting new friends

nice idea

not many facts

well organized on L@E's side, but often not used by the students according to the rules

It's a very good idea, it's a pity that the students didn't make use of them.

They didn't use them very successfully.

Challenging

not all students could have an internet access

Students didn't know how to do in them related with the experience, except for the experts one, but that was too formal.

I suppose my students would be more active on the forums if they could be paired with some older partners. They are quite mature for their age

very good

The idea of forums is very good only students didn't make use of them.

we missed visual contact. There were no faces - only names.

interesting

good

Very much

ok

Sessions

enough well

involving at exciting

involving and exciting

This is definitely the best part of the project.

ok

good

excellent

id

a bit confusing

not so active

they partly depend on students engagement and inventiveness, imagination but maybe the initial questions were too obvious to be answered willingly. Maybe they should be asked in a form of competition

predictable, not engaging

not interesting

because we didn't find interesting opinion

They were infra-used by the other nationalities and this made students lose their interest in them

Useful

a good idea

very interesting

students expected it to be more serious.

not enough time between the session

Good but not very often visited by us. Our fault.

difficult to go online

Students have accustomed themselves using it

not so bad

my students, in my opinion, should use them more

Interesting, low interest towards experts by the students....

This was the weak part.

interesting

not always easy to enter

not so good

poor in their use

good

unfortunately we couldn't take part the last one. Session 1,2,3 were very involving for all students

very enjoyable and motivating

La quarta appare un po' ripetitiva delle precedenti

excited

Partly chaotic, not efficient

it was a new experience, students were involved, they enjoyed it The only drawback was that they could have been more constructive, more involving in discussing some topics rather than just chatting

Well

very good

the students were eager to take part in them

They were motivating and interesting, even if there were some problems.

OK

it was a fruitful social experience

very good

Sessions were interesting, only because of some troubles connected with different teams disturbed the good flow of them.

very stressful. they had difficulties to come back to regular work after the session.

greatly awaited!

good

very good

ok

very engaging

motivating

the best part of the project

id

interesting

very interesting

worth doing

worth doing

very interesting

Useful

It took too much time for answering the questions and some teams left earlier than the session was finished. The responsibility of the students was different.

enjoyable

very good.

very well organised

not enough time between the session

3 (usual impr.)

Vivid, interesting

difficult to keep the timing

Good but they're very laborious also

motivating

very challenging apart from the last one

were longer than expected which caused some organizational problems (computer room, classes, etc) the session were too close together 1 week is not enough to prepare especially when the interviews are

more punctuality in starting time and length

Wonderful!

Timing was a great problem to us.

very interesting and stimulating

great

good

a novelty for the students and an opportunity to read and study topics of great interest and of current problems

3.3 Did L@E help your students improve their understanding of history? [1=no improvement at all; 3=improvement comparable to usual school activity; 5=improvements exceed expectations]						
Very good students						
	1 (no impr.)	2	3 (usual impr.)	4	5 (great impr.)	Response Total
History of own country	4% (4)	3% (3)	30% (30)	38% (38)	24% (24)	99
History of other nations	0% (0)	5% (5)	22% (22)	43% (43)	29% (29)	99
Complexity of historical phenomena	2% (2)	0% (0)	23% (23)	47% (46)	28% (27)	98
Fairly good students						
	1 (no impr.)	2	3 (usual impr.)	4	5 (great impr.)	Response Total
History of own country	2% (2)	4% (4)	52% (50)	31% (30)	11% (11)	97
History of other nations	2% (2)	6% (6)	37% (36)	44% (43)	10% (10)	97
Complexity of historical phenomena	5% (5)	7% (7)	45% (43)	33% (32)	9% (9)	96
Low profile students						
	1 (no impr.)	2	3 (usual impr.)	4	5 (great impr.)	Response Total
History of own country	6% (5)	25% (22)	37% (33)	28% (25)	4% (4)	89
History of other nations	9% (8)	22% (20)	39% (35)	26% (23)	3% (3)	89
Complexity of historical phenomena	13% (11)	16% (14)	41% (36)	23% (20)	8% (7)	88
Total Respondents						99
(skipped this question)						11

3.4 Comments on improved understanding of history

Only few students improve their understanding of history.

i had only a few students...from the best.

They learnt new things, mainly about those countries which are not so familiar to us - Latvia, Poland

I think learning something about the history of nations such as Switzerland, Sweden and Poland was really interesting. Generally students, even the best ones, usually learn the events of the usual European countries beside their own as France, England, Germany, Spain.

the most important benefit is the complexity of historical phenomena and comparing differences and similarities through history and culture of Europe.

Dai documenti si dovrebbe prendere spunto per un apprendimento più sistematico, ma nelle classi del biennio questo contrasta con i programmi. Si forniscono però degli stimoli che potranno essere ripresi in seguito-

There were many interesting facts on improved understanding of History but too much information about other country and our students were asking all the time about own country where they would feel more confident.

There was too much to be done in too short a time. Besides there were language / vocabulary problems, and in most cases the students couldn't understand the texts because they were lacking the background knowledge to the texts.

The treatment of the topics was a bit different from history teaching here, but smart students got it and they liked it. For lower profile students it was too difficult to discuss in English.

The interviews were quite difficult for them, but they did their best.

My impression is that students have acquired a new and deeper interest in history. They have seen from different perspectives some events of European history they had studied so far in a more 'detached' and 'mechanic' way. It was very interesting to talk about national identities taking into account specific interviews and other students' homework

all students were interested in learning something especially about other European nations, but very good students could improve their skills, do good quality homework and eventually reach the best results

They have known some historical events can be considered from different perspectives.

The fact that the project made it possible for students to get a more global perspective of the European past/presence seems to be the biggest gain

The students who carefully studied the material said that they really deepened their knowledge and understanding of historical events. However, for weaker students it was too difficult.

some students. have problems with language, but they understand because language learning is very important. Students have practice in language use.

this part is very difficult to evaluate. Every experience has positive aspects. It is very difficult to differentiate. It is very subjective evaluation.

Not all the students acquired a new understanding of history. But it was good to find new facts about history of our neighbour countries

They get much more information about other EU countries.

This was a good way to approach history.

It was quite difficult, because the students do not have history. Luckily there are several students interested in history and they did very well and liked it very much

comparing to their entry situation

they really learned something :)

Very good students acquired all the fact material

Because of the form (too theoretical) it was difficult to notice historical phenomena, or improve their knowledge

It would require too much work on the part of the teacher for his students to achieve this full understanding of the historical phenomena

All students could know history other nations. We know our Polish history but don't know European historical aspect very well.

I think it is necessary to simplify interview and make them shorter.

For 8 grade students some questions were too difficult for them. Of course, from these sessions they have got new impression about history. Sometimes home work wasn't connected with the tasks of the session. (Questions about America wasn't in auxiliary materials.)

It was interesting to see how differently you treat the historical questions on the formation of Europe, on the formation of the nation, and the attitude to our history. Lithuanian history was treated from the point of view of Polish history.

students had the ability to revise their knowledge and get the new one.

5 (great impr.)

They have learned a lot. Understood some historical phenomena and improved knowledge about other countries.

Students knew some look historic and history of some country that they didn't know.

maybe we expected more facts from the EU so some specific facts especially from Italian history could influence my students to find out more facts about some topics and to understand more

I really think that the experience fostered a new outlook on history and on the complexity of historical phenomena and also on a cross-referenced perspective

The interviews created some discussions in class which all the students actively participated in

See low profile students: I really didn't expect such a big interest!

Usually the materials were a bit too demanding for my students, but they were only 14-15 years old.

Pupils came away with a better understanding of their history and the history of other countries. I think only the very good students understood some of the themes.

My students don't interested in history.

If there had been the supervision and contribution of the History teacher, that would have certainly boosted their understanding

satisfactory

The common view of the European History.

3.5 Did L@E help your students improve their functional skills? [1=no improvement at all; 3=improvement comparable to usual school activity; 5= improvements exceed expectations]						
Very good students						
	1 (no impr.)	2	3 (usual impr.)	4	5 (great impr.)	Response Total
Use of English	3% (3)	5% (5)	16% (16)	35% (34)	40% (39)	97
Use of technologies	3% (3)	2% (2)	36% (35)	24% (24)	35% (34)	98
Working in groups	0% (0)	3% (3)	13% (13)	50% (49)	34% (33)	98
Fairly good students						
	1 (no impr.)	2	3 (usual impr.)	4	5 (great impr.)	Response Total
Use of English	2% (2)	3% (3)	32% (31)	47% (45)	16% (15)	96
Use of technologies	2% (2)	6% (6)	32% (31)	39% (38)	21% (20)	97
Working in groups	0% (0)	4% (4)	22% (21)	47% (46)	27% (26)	97
Low profile students						
	1 (no impr.)	2	3 (usual impr.)	4	5 (great impr.)	Response Total
Use of English	9% (8)	20% (18)	38% (33)	23% (20)	10% (9)	88
Use of technologies	4% (4)	10% (9)	44% (39)	30% (27)	11% (10)	89
Working in groups	8% (7)	6% (5)	33% (29)	30% (27)	24% (21)	89
Total Respondents						98

3.6 Comments on improved skills

Some students don't matter at all of the project. They don't improve skills.

They have improved their use of English, the communicative aspects of language, the use of English at real time. They improved their understanding although they made some mistakes because of hurry.

They discussed in class the interviews. At first the content was difficult, but with the passing of time they improved their skills in analysing facts and events, they even made researches.

Quite useful experience.

Good students who read the interviews, they really grew up both in English vocabulary and historical terms. This was the first experience to participate in this kind of a project, but they very quickly got involved as most of them have computers at home and do a lot of chatting on the internet, as well as playing games. Though these games everybody found really interesting. They also do a lot of group learning at school so it wasn't new to them.

They communicate in English more confidently.

Students seemed motivated through participation in the project especially to 1) improve English comprehension and usage 2) a deeper focus on history, especially tying past and present

especially very good students could improve their skills, even if the low profile ones felt more involved in the activity than in ordinary school activities as usual.

The experience has been very positive to show how useful English and the use of technologies are as a tool (it is a common subject teachers say, but during the experience it has been tested).

Almost all students had the chance to do something connected with the use of English so all of them improved their skills, only the students who studied the interviews improved them signally.

Every activity of this kind helps to understand the great need to improve English and computer skills.

For good students it was kind of good training

They are acting more freely.

I hope it was good motivation especially to weaker students to study harder

they play games and learn english

some got into thge idea they had better learn some words to communicate, they were much more motivated.

I'm happy they can actually communicate and they can communicate in English :)

There was a group of very good and fairly good students who worked actively

Some low profile students showed immense engagement and involvement and prgress, those less engaged didn't show progress

Those students in this class who are v.good are either very ambitious and they show improvement or are relaxed/ lazy and they don't show great improvement because they didn't engage thoroughly, having this patronizing attitude. such students happen too.

I am a technology teacher and I'm very satisfaction with use computer technology. My friend - English teacher - sometimes helped students in english expression, but general she helped understood interviews. Working in groups were be satisfaction.

The largest benefit -improvement of English lg skills.

All students had a chance to check their English skills and ability to use technologies.It was great experience.

as students are using computers and also English in their everyday life they didn't face any difficulties during sessions.

5 (great impr.)

They understood how important is English in communication, they learned working in groups and liked such lessons via internet.

Most of them tried to express themselves as much as they could.

The project improved relationship, skills, learning English more than I expected. They studied and engaged themselves: in the first period above all very good students, then low profile students also.

after the sessions and comparing knowledge of other team's students and activities they got more confidence - not only in writing and expressing themselves in English

I was asking them this morning about what made them so involved and interested in the whole experience (only FOUR students like history...) and they said that they liked the experience because it was in English and that helped them improve their skills.

At the beginning they could answer very quickly at the end they gotten the gist of it and they were quite good considering they had to answer in English!

Low profile students took a great advantage in comparison with fairly good students.

Pupils got more opportunity to use technology which improved some of their ICT skills. I have given a 4 because it was more use of ICT than they would normally have got in History.

If, on one hand, the use of English to communicate with their European mates encourages students to use the language, on the other hand they tend to make mistakes, being little spurred on to correct and accurate use of the language. The only benefit is an increase of vocabulary.

working in group has been greatly stimulated by the project and I think successful as the lower students were willing to collaborate in response to the requests of the good students and everybody found his /her role without discriminations or feelings of inferiority, on the contrary with the feeling of having contributed to the final success

The use of English the most important aspect to underline.

3.7 Did L@E help your students improve their attitudes (also outside the project hours)? [1=no improvement at all; 3=improvement comparable to usual school activity; 5= improvements exceed expectations]

Very good students						
	1 (no impr.)	2	3 (usual impr.)	4	5 (great impr.)	Response Total
Use of new learning methods	0% (0)	3% (3)	27% (26)	34% (33)	35% (34)	96
Motivation and involvement at school	3% (3)	2% (2)	19% (19)	42% (41)	34% (33)	98
General proficiency	1% (1)	1% (1)	35% (34)	44% (42)	19% (18)	96
Respect and curiosity for other cultures	0% (0)	1% (1)	14% (14)	37% (36)	48% (47)	98
Fairly good students						
	1 (no impr.)	2	3 (usual impr.)	4	5 (great impr.)	Response Total
Use of new learning methods	0% (0)	9% (8)	39% (37)	32% (30)	20% (19)	94
Motivation and involvement at school	2% (2)	4% (4)	22% (21)	52% (49)	20% (19)	95
General proficiency	1% (1)	6% (6)	43% (40)	44% (41)	6% (6)	94
Respect and curiosity for other cultures	1% (1)	4% (4)	22% (21)	39% (37)	34% (32)	95

Low profile students						
	1 (no impr.)	2	3 (usual impr.)	4	5 (great impr.)	Response Total
Use of new learning methods	3% (3)	18% (16)	31% (27)	33% (29)	14% (12)	87
Motivation and involvement at school	6% (5)	10% (9)	42% (37)	30% (26)	13% (11)	88
General proficiency	3% (3)	13% (11)	55% (48)	24% (21)	6% (5)	88
Respect and curiosity for other cultures	3% (3)	10% (9)	33% (29)	34% (30)	19% (17)	88
Total Respondents						98

3.8 Comments on improved attitudes

They loved using the Avatar, the forums. They loved discussion and competition

The motivation was great, especially the curiosity for other cultures. All students, even the weak ones were involved in the event, they were especially good at moving avatars. They discovered they were useful for the session and later on in class they felt more motivated and integrated in class.

We do not have such a problems among our students, they are really friendly, helpful, and motivated. Participating at this project proved it one more time.

Everything was OK besides the last session.

Students were eager to strike contacts with foreign students, i think they expected a more enthusiastic involvement from the others. They showed great involvement in presenting themselves and their country.

Perhaps it is too early to answer this questions with accuracy, but this is so far my impression

low profile students felt involved in looking for information, arranging data, respecting deadlines. These goals are so important for me that I can say the project got its aim.

Good and fairly good students are now more interested but the best is that low profile ones have changed their attitude to the work.

All students valued the experience and the new methods of learning. They also considered important to get to know other countries. to talk, discuss things.

These sessions actualized the interest about the member countries of the EU. We could understand that we connected in the area of all the Europe and we have very close history.

Low profile students didn't improve their attitudes

Almost all students are involved on the project.

It was completely new for them and it was attractive. They were really sorry that it was over.

the students felt lot of self-esteem. were interested and thought they could be autonomous. good, but a bit excessive: they were finally betrayed by overconfidence.

they want to learn and travel

Some low profile students showed an activity

This class except for 3 students is highly motivated, ambitious and these students should take part in such programmes, although it takes a lot of time and the teacher must be well organized to make up for 'lost' time. It would be good if each of them got certificates of participation in the program and their victory, (maybe some gadgets from learningateurope too if possible but not necessarily) but certificates would be nice

Diversities in students attitudes caused impossibility of rating. There are v motivated students who make a lot of progress and students with average motivation who don't want to see the differences in learning methods

I'm very satisfaction with all - using new learning methods - students motivation and contacts with interesting people.

After the last session their self-esteem rose a lot.

Students used new learning methods. Unfortunately, some teams were very rude to our team. (Spain team) They didn't respect our team .

students showed good attitude towards this project. they were really interested in the results.

5 (Very much)

Their motivation for learning English has grown and they could see they could communicate. Also they started to think about other nations and their history and problems.

I noted that all the students improved their attitudes and they show more interest to history, to learning, to Europe

they could improve their skills in new IT technology

I don't know if their attitudes about other subject matters has improved a lot, and their involvement in English was already very high, but for sure the best and most valuable element was the increased respect and curiosity for other cultures.





I thought they had become more responsible and independent

The very good students were well motivated before the project so there wasn't a big difference. The fairly good students were the ones who were most keen. They looked forward to the next session. All students did, however, ask more questions about other cultures and want to find out more about other countries.

They gained a sense of pride in doing something challenging and above usual standard.

attention to those others that normally they were less familiar with, a more open relation with us, the teachers, when asking questions at the sessions and enjoying moments of less formal contacts in a less formal context

The aspect more important has been the knowledge of the other cultures.

3.9 Are you satisfied with the overall impact of the project?			
		Response Percent	Response Total
1 (Not at all)		0%	0
2		2%	2
3 (Comparable to usual school activities)		9.2%	9
4		40.8%	40
5 (Very much)		48%	47
Total Respondents			98
(skipped this question)			12

3.10 Comments on the impact:

I am enough satisfied with the overall impact of the project.

I think it's a good start for my students...and they would like a second session...i'm sure.

Our students liked comparing their culture to that of other nations

It has been very interesting. Perhaps we would have liked to discuss about different topics. Too much about symbols, too much nationalism, too much Europe. The world is something else. Maybe focusing topics from a different point of view.

Students from other classes asked to take part the sessions when their mates told about what happened during sessions. Great! The only negative point were our computers...

Great! This is we really need to make our life easier and more enjoyable both for students and teachers!

I was glad to participate in the project, though it wasn't always easy because of lack of time

It has been rewarding experience for students and teachers too. It helps better understand Distance learning possibilities, using technologies in educational activities. The first aim was to study of history, and I think, it was a great learning possibility to take part in this project. Here are benefits in the process of project: enhanced communication between teacher and student; collaboration; no restrictions to text only:

interactivity, color, sound ; the use of technologies; multicultural transnational approach; students have shown marked improvements in a number of learning fields, have even shown a greater motivation. the more successful project will be, if teachers of history take part in it. students and teachers in our school are interested in collaboration with this project in future.

The idea behind L@E is very good. But due to technical problems, a lack of commitment on the side of too many students and because there is not enough time in ordinary school life the project can't be called a successful one. I'm very sorry to say that. Nevertheless I'd like to thank all those who were involved in the project. I wish you more success in the future. Werner Siebel

As I already mentioned new experience is always very useful, it helps to see yourself in a broader context which is necessary for self esteem. The idea is also very good as treating European history from different perspective is of great use. Carrying out of the project is well thought over, the overall impression is very good. Much depends on the students who are involved and their attitudes.

We did not do session 1 and session 4 was a disaster. The overall organisation of the project should be greatly improved. The idea is nice but, apart from the organization, there are also a lot of variables to be considered.

As I thought at the beginning of the experience, my students haven't become 'Shakespeares' but they really communicate in English more confidently. The ones more involved in the project have developed both language and the cultural history of European countries. Even if they were losing they didn't lose interest. In my opinion the experience has been challenging but highly motivating, although I don't know the students' opinions.

The project has had a very good impact on this 'strange' class, composed of 15 students who are somehow peculiar in their attitude towards school rules and belong to a 'pilot' class (the first one of the classical studies in our school.) Students have improved their relations as a group, and with me as their new history teacher.

the only negative points, I can say, are the difficulties all students had to face when I gave them the interviews. everything was tackled thanks to discussion in class.

It is the first time we have made this kind of experience and it has been motivating for participants, students and teachers. It has been interesting for the school staff, that has collaborated, and for other students that would like to participate in the future.

The project was a chance to break the school routine, an occasion to meet new people for me and my students (some of them stay in touch with their foreign friends) and a proof that we are not on the margin of Europe but an equal partner for other participants of the project as far as our linguistic, scientific and technical skills and knowledge are concerned. Thank you!

We were very interested in the knowledge of the history of the Baltic Area

We were very interested in the knowledge of the history of the countries in the Baltic area.

It's important to participate in these kind of projects

I'd do it again

very important for our school and the especially the English Department.

if i were a history teacher i would value the impact very much, as i see it as a very valuable method for students to discuss history from a different perspective, point of view. Here you can gain a lot of good experience and practice. From my point of view, it was also very valuable experience only being an English teacher i couldn't make a perfect use of this experience. Our History teacher who worked with the 12th form doesn't have suitable knowledge of English and that's why he couldn't be a good help for the students as well. Summarising I liked the experience very much as i value all new things and i see that it was useful for the students.

I am very satisfied. It made me to mobilize for the work and to feel the dimension of the global world.

There are some improvements, but this kind of work asks from consulting teachers very much additional work

I'm satisfied with students better knowledge in history and language.

The project has involved a lot of work for me as a teacher of English because I was the only one who had real access to the instructions and interviews. Perhaps it would have been easier to do it with someone else's help. The activity lasts too much and it's difficult to find time to do the homeworks besides the rest of

the activities which are planned for the students. But, on the whole, I have learnt a lot about European History! and I have 'discovered' great abilities and attitudes in my students.

We participated last year and we found it very attractive. We hope to have another possibility to take part in the project as it is a great moment of personal and scholastic growth.

New experiences help students to understand that school can be a moment of cultural exchanges

L@E is a fascinating project. I want to make my congratulation to the entire staff: you are very kind people!

I started with 30 students. In fact it was a large number for 4 computers. I am very satisfied that half of the students was really involved and interested until the end. It was a new experience and great chance to use language and some knowledge in practice way. For the students as well as for me it was a real refreshment in studying and although we probably could work harder I appreciate this project very much. Thank you.

We are looking forward the next year and a lot of students have asked if they can join us next year.

interesting

that was our very first experience of on-line project. time was short for us. the project was not embedded in the class curriculum, so the students had to work harder than needed. they were not evaluated for their work, so they had to give priority to their usual activities (classworks and interviews) instead of concentrating in the project. nevermore an interclass group. better to work with one class. not much cooperation from other teachers: we have to learn team work ourselves.

it was definitely worth doing :)

I enjoyed all the activities, but I expected more cooperation and collaboration from the other part of the team. The idea of working together wasn't developed.

It is a rare case that students become so eager to do homework and organise their work on their own. I was surprised that they were so enthusiastic and kept asking for the dates of next sessions. I believe that they improved their skills of cooperation and also their command of English.

The impact of the project exceeded my expectations. I haven't seen my students so eager to do any other research or homework. They kept asking for things to do and for the dates of next sessions. I'm sure that they have learnt a lot.

The group was very active and independent

Those students who wanted to do something new and have fun took advantage of the programme. They are more willing to communicate in English and have more self-esteem. They also learnt that their opinions mattered as far as their comments on the programme are concerned

generally I think that the program is worth engagement because it makes a difference for both teachers who achieve this sense of importance and for students who expect something new

I hope to participate in this project another time. This experience give satisfaction all my students and me. Thanks. Kind regards Marzena Czechumska

a very interesting experience

For students it was something absolutely new and therefore valuable. It would be nice if they could get some recognition paper to certify their work or some small prizes.

Would be better.

My students were the graduate ones, they were very busy and it was not so easy to find time for a very good and through preparation. If it happened in autumn or winter it would be better for the leavers. I also think that if fewer schools took place(for ex. two) I think it would be more effective and fast and students would feel more responsibility.

I truly saw my student`s improvement in English and in team work.

students were glad to participate in the project.I believe they were motivated enough.and I am sure they would challenge another project if there was any.

I think it was really great to participate in such an experience. We are looking forward to any news about similar enterprises.

I would only choose another time of the year; spring is a very busy period. We hope to be able to repeat the experience with other classes next year.

I'll recommend this project to other teachers and I hope to repeat this experience next year! Thanks to all the staff

I think that it was other great experience for me and my students too, a marvellous motivation and fantastic desire to keep in touch with other students from different countries and getting more confidence during testing not only knowledge but ability to react very fast, to compete in the second language without any hesitation etc. using not so usual but very modern and demanding school activity

as I have already said in previous surveys, I am absolutely satisfied with the experience. I think you have helped us plant a small seed of love for history and of understanding of European culture that (I hope) will foster the growth of more open minded, conscious, respectful and curious citizens.

excellent experience. would like to do it again but maybe not at the end of the school year.

new way to introduce history and good for students to work in groups and become independent

More positive than negative aspects. I just would like: - to select a different timing in the school year (April onwards is too late...) - to communicate better with my colleagues, also in order to check students and their deadlines.

I think that the impact would have been greater if there were more schools involved in the project. One school dropped out very early and the other school after session 1 or 2. This meant pupils were only talking to one other school. They did enjoy the experience but I think it would have brought more benefits if they could have communicated with schools from a variety of countries. I think greater use of the forums by other schools would also have been an advantage - this would have allowed the students to ask the questions they had about other students in different countries. Overall, the experience was good and pupils seemed to enjoy it, but was let down by problems outwith our control.

I should choose other class to participate this project.

This has been a valuable experience which I would recommend to all those teachers who want to test themselves and meet the challenge of IT

something that has confirmed my opinion of the benefits of looking for different forms of learning, centered on each of them, based on collaboration, on the performance of tasks, being personally motivated in the discovery of solutions, of being protagonists of the execution of the task, of the match and of their success, but also the impression that the assessment of their efforts did not correspond to the expectations they had of being asked complex questions on controversial, interesting, up-to-date and challenging topics

It has been a good experience for all.