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| **Project MOOS - Mutual Open and Online Skills**  **(Code: 2014-1-IT02-KA201-003651\_1)** |

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| **Communication in the partnership** |  | **Feedback From Italy** |
| How well have you communicated among partners during the project? |  | Communication has worked well among all partners involved in the projects and all countries have promptly responded to requests. There has been a systematic official online consultation with each member country during the different stages of the project (reports feedback). Howeverteachers also remained in contact by email or telephone and the “Whats up” app has regularly been used. Not to mention Face-to-face interactions during the visits that were useful and helped to find common agreements among the partners. |
| How much has your involvement in the project increased your knowledge of other countries values and cultural identities? |  | Involvement in the project has increased a new way of acquiring knowledge and skills in different subjects. But also knowledge of different values and identities through the contact with our partners. We learnt how to accept and respect other people’s cultures and traditions as well as language and ways of living. Involvement in the project has meant awareness and enrichment. |
| **Partnership Localactivities** |  |  |
| How did you match pupils during their foreign stay or when hosting partners? |  | The Italian students involved in the project were chosen according to their request and their curriculum which they had to submit at the beginning. The coordinator considered their ability in English and their competence in IT skills (marks, certifications, experience) as well as their interests. Students were matched according to the availability of families who were willing to host and to the appropriacy of the context. |
| Did all international students participating in the mobilities have the opportunity to learn about the country hosting the meeting and exchange opinions with the local students in the planned activities? |  | This was a desirable outcome but it was not always practically possible for everybody in every mobility. Obviously, every effort was made to include all the member participants and prior to each mobility there was the chance to learn about the country of the forthcoming mobility in school. |
| Were the host school' s students actively involved in the activities planned during the mobilities? |  | In most cases, it was true that the students of the host school were actively involved in the activities during the mobilities. Limitations to this participation only occurred when school rules caused difficulty. |
| What activities were developed during mobilities and/or partner’s  hosting? |  | In Pescara, group workshops were organized which discussed important topics like new ways of learning online. Excursions were organized to places of interest like the city of Rome. Learning was also possible through social interactive activities and through contact with the parents of host families.Pescara’s events were similar in kind to those of other countries. |
| How did the parents/families participate in the mobility activities during all the project? |  | Parents and families took part in the mobility welcoming, hosting and taking care of the students as if they were at home. According to all students they created a warm and familiar atmosphere. |
| Were the activities respected according to the shared timetable? |  | The shared timetable was respected. |
| **Project problems and solutions** |  |  |
| Did you encounter any problems/obstacles during the last part of the project?  If you did, how did they change the implementation of the original project? |  | There were no serious problems or obstacles during the last part and what difficulties did arise were dealt with satisfactorily by dialogue and cooperation between the members and the team approach. |
| **Skills and achievements** |  |  |
| What language skills have been developed by the end of the project? |  | Oral communication in the English language between people has been improved and the same is true for reading and writing skills too. |
| What were the benefits of the activities for the pupils? |  | They improved their language skills in English and the use of IT software was learned, especially programmes for editing films and sound. They were also able to access the opportunities offered by the online learning platform courses. |
| Do you think the project helped to raise awareness of other countries culture? |  | Yes. By sharing all the project mobilities and activities together the students came into close contact with the customs, traditions, and ways of thinking of people from different cultures and nationalities. |
| Do you think the project has had an impact on your school’s curriculum by the end of it? |  | The project has helped to give an international connotation to our school’s curriculum. Students and teachers have broadened their minds and have practiced interdisciplinary ways of learning. They have also accessed other subjects in English. |
| **Aims and objectives** |  |  |
| How appropriate do you think the goals of the project were? |  | The goals of the project were indeed appropriate for the participants involved both in terms of background, previous experience and age-group. |
| Have you carried out a survey of your students and teachers opinions about the digital platform and Open Education for high school? |  | In the satisfaction questionnaire, the students were consulted about the effectiveness of the digital platform and this type of education. Most of the students said that they would be willing to use it in the future.  Teachers were in favour of a blended way of learning using digital platforms and online courses to reinforce a more traditional way of teaching. |
| Have your plans been followed and if not, why not? |  | Yes, they have. |
| How easily did the pupils complete the tasks set for them? |  | The pupils did not encounter any serious difficulties with the completion of tasks. |
| **Performance and result indicators** |  |  |
| How easily have you registered on the MOOS site in order to access the e-learning spaces and utilize its interactive and community functions? |  | It was quite easy to access the site and use it as the instructions were clear enough |
| How many subjects and e-lessons were uploaded onto the MOOS platform by the end of the project? |  | The platform contains 15 courses based on the following subjects: Science, Chemistry, Physics, History, Art, Spanish, Music, Informatics, Culture and traditions (related to the seven countries). |
| How many of your students participated by accessing the Transnational Digital Classroom? |  | Almost 105 students in our school accessed the platform. Most of them attended two courses. |
| How many participant students who accessed the Transnational Digital Classroom were at risk of early school leaving? |  | The weaker students in our school were helped by using the MOOS courses so that they could work through their school year programme. So at the end of the school year nobody was at risk of early leaving. |
| How many participant teachers were on the MOOS platform? |  | Two teachers for each country were present with their courses on the platform. In Italy three teachers were on the platform with the following courses; Smart Physics, Roman Architecture, A journey of flavor from pizza to ginger. |
| How much did the project experience make you aware of similarities and differences in social and education systems and didactic approaches in different European countries? |  | The project experience did help our awareness of different social and educational systems. Similarities and differences were shared between the members and also were identified as such. |
| Have your teachers improved their skills in ICT and in the Digital Classroom? |  | Our teachers improved their skills in ICT and in the Digital classroom as the principle aim of the Project was to enhance the use and knowledge of digital technologies for teaching and learning activities. The use of ICT has aimed to increase the effectiveness of education and produce morepersonalisedteaching and learning experiences. |
| Have you disseminated any of the project outputs around your school ? If you have, how did you do it? |  | We published articles on a local newspaper after each transnational meeting to point out results and inform about the progression of the Project; created a poster to disseminate the platform to external visitors (parents and future students); organized a workshop in November 2016 to spread the platform in schools present in our province; organized a meeting in our school *Science by Night* to illustrate activities and programmes; took part in a training course for High School teachers and regional authorities in April 2017; contacted Europe Direct which dedicated a digital space to our platform; organized the European final conference in Pescara on 4th/5th May 2017 to share the best practices in Open Education and the implementation of the European Network of high schools. |
| How many other schools and stakeholders were reached in the dissemination of outputs? (Quote numbers and typologies) |  | More than 200 students aged 16/18 belonging to five schools took part in attending the courses present on the platform. |
| **Budgeting** |  |  |
| Did you keep within your budget limits for all the activities in the project? |  | The activities within the project have been kept within the limits of the budget except for the exceptional cost of the Platform. |

**E M**