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DREAM | Discover Real Everywhere Applications of Maths

Erasmus+ KA2 - Cooperation for Innovation and the Exchange of Good Practices

Strategic Partnerships for school education

Project: 2016-1-RO01-KA201-024518 "Discover Real Everywhere Applications of Maths – DREAM"

Beneficiary: Colegiul National "Constantin Diaconovici Loga", Timisoara

Evaluation of open online math course



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Table of Contents

| | |
|-------------------------------------|-----------|
| Introduction | 3 |
| Strategy for the evaluation | 4 |
| Definition of indicators | 4 |
| Methodology | 4 |
| Evaluation form | 5 |
| Validation | 5 |
| Results | 6 |
| Responses | 6 |
| Summary of responses | 6 |
| Conclusions | 9 |
| Appendix A - Evaluation form | 10 |



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Introduction

This document will detail the evaluation process of the the open online math course developed in the Erasmus+ KA2 project 2016-1-RO01-KA201-024518“Discover Real Everywhere Applications of Maths – DREAM”.

The evaluation process is an essential part of any project as it allows the project to be evaluated and assure it’s quality. This evaluation took place during the project and allowed the participants to get more involved and to acknowledge which problems could arise and how to deal with them.

This document outlines the strategy to evaluate the open online math course so that the operational, management and working procedures are comprehensively monitored and improved during the development of the project.



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Strategy for the evaluation

The evaluation implies a definition of indicators which allows some metrics to be developed on top.

Definition of indicators

- Knowledge: better knowledge of math concepts and how they're accomplished in different European contexts
- Attitude: participants take initiative to know more about maths and show enthusiasm on the subject
- Foreign Language Skills: better oral performance in a foreign language
- European identity: acknowledge and interact with different european countries, cultures and social identities
- Management skills: better coordination of staff and budget
- Project visibility: project dissemination within the school and local communities

Methodology

The methodology defined was agreed to be centered on the global evaluation of the project. This way it allowed included several surveys handled during the project and the final survey which is the key principle for the evaluation of the open online math course.

The survey was produced in paper but it was later developed in the shape of a Google Form which allows online users to participate.



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The results of the survey will be handled from a statistical standpoint allowing a global overview of the project overall and the open online math course in particular.

Evaluation form

The survey was built using Google Forms framework allowing a complete online usage and interaction. This way all participants could evaluate the open online math course completely anonymous, thus allowing trustful answers.

The form was made available to all users of the open online math course as a resource they could use at the end of the course.

Evaluation



Project Survey



Validation

As the open online math course was open to students and other users the number of responses couldn't be determined beforehand. In this sense it was specified that it should collect at least 50 responses so it could be representative.

Results

Responses

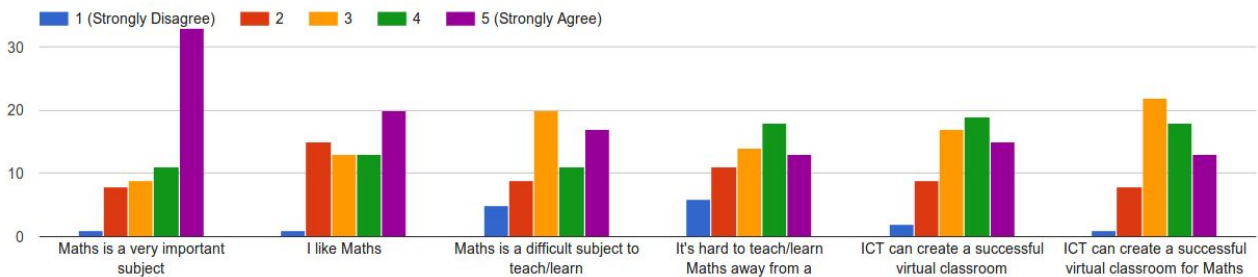
There were 62 responses recorded in the project survey from. In this way it's a valid survey allowing a good representation of the participants in the open online math course.

Summary of responses

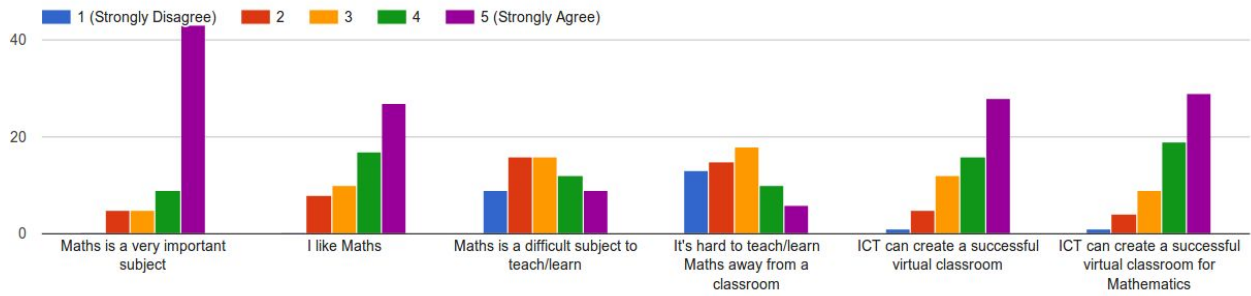
Q1 - What's your role in the Project



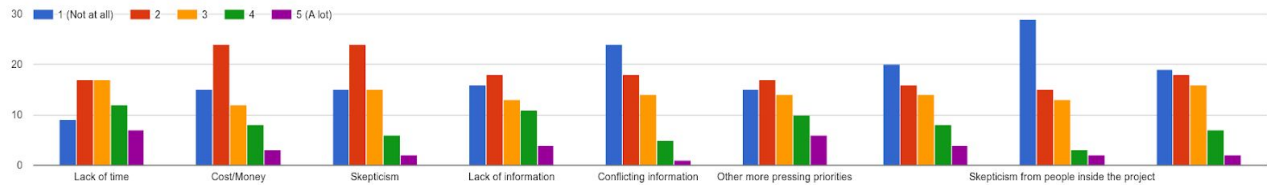
Q2 - Please rate the following items with the knowledge you had before your participation in this project



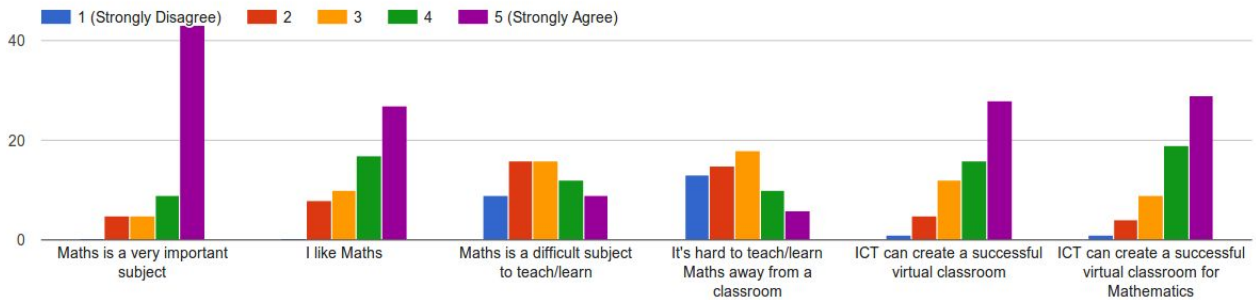
Q3 - Please rate the following items with the knowledge you have today after your participation in this project



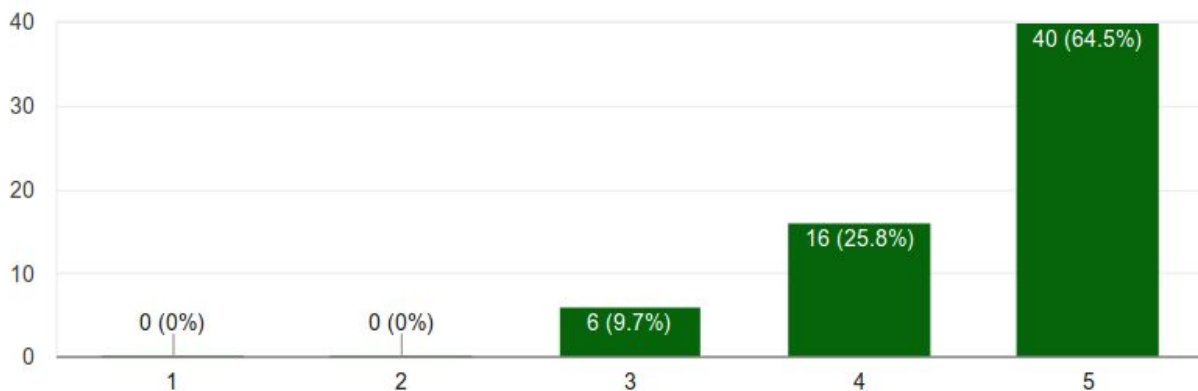
Q4 - How did the following things get in the way of achieving the project goals



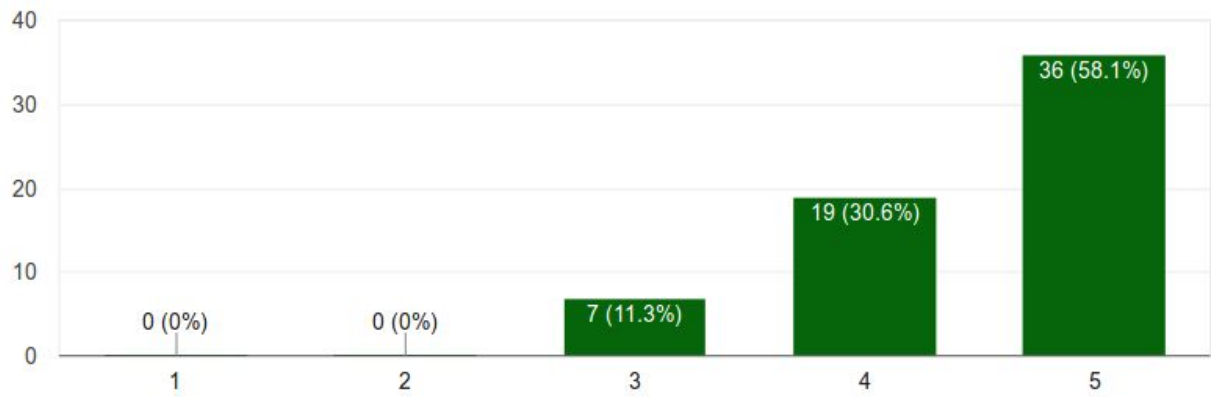
Q5 - Please tell how strongly you agree or disagree with the following statements



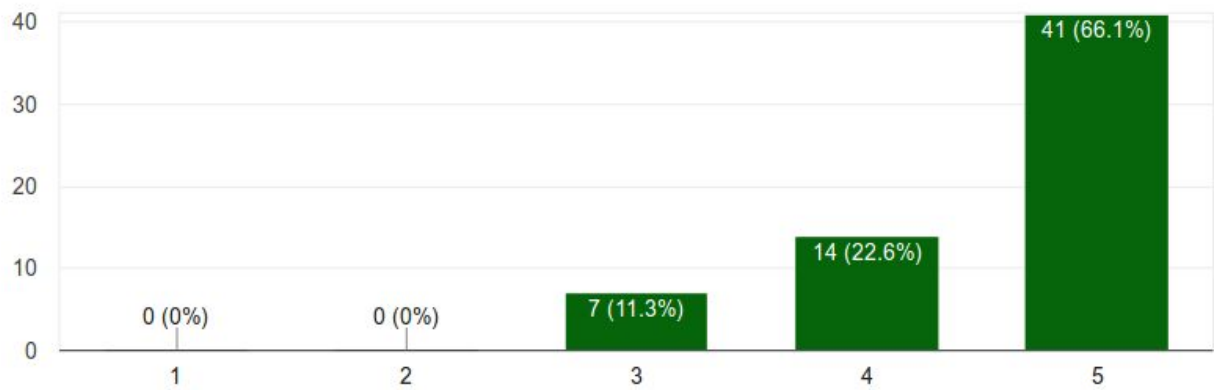
Q6 - Overall, how positive were your collaborative learning experiences



Q7 - How would you describe your level of interest in the DREAM project



Q8 - How satisfied have you been with your involvement in this project





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Conclusions

Facing the conclusion of the project the overall evaluation of the participants shows that the majority was very satisfied with their participation in the project as it shows in the results obtained in Q6, Q7 and Q8.

As for the indicators defined, each were carefully analyzed. In conjunction, Q2 and Q3 shows that participants increased their knowledge on math and became more positive towards the usefulness of math in real life. Also it was clearly shown that ICT became a very useful tool in the teaching/learning of maths.

Also the management aspects were considered to be important and other pressing priorities and the lack of time were pointed out as aspects that drawback some of the projects potencial. Participants pointed that out in Q4 where aspects as skepticism about the project wasn't detected.

The collaboration was one very important aspect of the project as it allowed participants to collaboratively work in a positive and helpful way. Q5 shows that clearly and we can indicate that it was an essential measure.

Overall the open online math course is a great resource allowing collaborative work between peers to enrich their mathematical knowledge.



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Appendix A - Evaluation form

What's your role in the Project *

1. Staff
2. Teacher inside project
3. Teacher outside project
4. Student inside project
5. Student outside project
6. Hosting Family
7. Other(s)



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Please rate the following items with the knowledge you had before your participation in this project *

| | 1 (Strongly Disagree) | 2 | 3 | 4 | 5 (Strongly Agree) |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Maths is a very important subject | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I like Maths | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Maths is a difficult subject to teach/learn | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| It's hard to teach/learn Maths away from a classroom | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ICT can create a successful virtual classroom | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ICT can create a successful virtual classroom for Maths | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |



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Please rate the following items with the knowledge you have today after your participation in this project *

| | 1 (Strongly Disagree) | 2 | 3 | 4 | 5 (Strongly Agree) |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Maths is a very important subject | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I like Maths | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Maths is a difficult subject to teach/learn | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| It's hard to teach/learn Maths away from a classroom | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ICT can create a successful virtual classroom | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ICT can create a successful virtual classroom for Mathematics | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |



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How did the following things get in the way of achieving the project goals *

| | 1 (Not at all) | 2 | 3 | 4 | 5 (A lot) |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Lack of time | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Cost/Money | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Skepticism | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Lack of information | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Conflicting information | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Other more pressing priorities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Lack of practical or technical support | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Skepticism from people inside the project | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Skepticism from people outside the project | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |



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How would you describe your level of interest in the DREAM project *

| | | | | | | |
|----------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Not interested | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Very interested |

How satisfied have you been with your involvement in this project *

| | | | | | | |
|------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|------|
| | 1 | 2 | 3 | 4 | 5 | |
| Not at all | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Very |