



## **Horizon 2020: TEMP PHERECLOS**

# **Transnational Education Mentoring Partnership in the framework of PHERECLOS project, financed by Horizon 2020**

**Grant agreement: 824630**



## **Pilot plan**



## **TEMP Partners**



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## Table of Contents

1. Introduction .....	2
2. Aim.....	2
3. Method.....	2
4. Target Groups .....	3
5. Session 1: Teacher Training .....	3
5.1 Planning.....	3
5.2 Implementing the training .....	3
5.3 Analysis and findings .....	5
6. Session 2: Pilot Testing.....	10
6.1 Planning.....	10
6.2 Implementing the Pilot Testing .....	10
6.3 Analysis and findings .....	11
7. Expected Impact of the Pilot Testing .....	13
Annex I: Evaluation Questionnaires .....	14

## List of Figures

Figure 1. Screenshot 1 .....	4
Figure 2. Screenshot 2 .....	4
Figure 3. Screenshot 3 .....	4
Figure 4. Screenshot 4 .....	5

## List of Graphs

Graph 1. Methodologies' Assessment.....	5
Graph 2. Personalized Learning.....	6
Graph 3. Project-based learning.....	7
Graph 4. Place-based learning .....	8
Graph 5. Real world learning .....	9
Graph 6. The pilot tested activities .....	10
Graph 7. Student Motivation .....	12
Graph 8. Activities' Difficulty Assessment .....	13
Graph 9. Future Implementation Ratio.....	13

# 1. Introduction

The main goal of this output is to ensure a common understanding of the pilot process of the TEMP Educational Guide, developed under the framework of the PHERECLOS project, financed by Horizon 2020 in order to guarantee its exploitation and implementation within the educational field, as well as to gather, analyse and evaluate the quality and the impact of the project deliverables so as to optimise the project's outcomes.

This pilot plan includes:

- the **piloting methodology** that has been followed in order to successfully organise the pilot in Greece
- the **number of persons involved**
- the **time plan of the pilot phase**
- the **evaluation questionnaires** which have been used in order to gather feedback from the participants in the pilot phase
- the **results of the piloting**

The collected feedback was essential for the final enhancement and finalization of the TEMP Educational Guide.

# 2. Aim

The aim of the pilot plan is to lay the groundwork for testing, evaluating and modifying the initial TEMP Educational Guide. More specifically, the pilot testing involves the **implementing, evaluating, and revising** of the efficacy of the TEMP Educational Guide including its proposed activities.

# 3. Method

Two phases have been planned and carried out for this purpose as follows below:

1. Teacher training: **E-SCHOOL EDUCATIONAL GROUP** implemented trainings for teachers on the methodologies and activities created for the school education field. In the training, 10 teachers participated from various fields including STEM fields.
2. Pilot testing: **Secondary Education Directorate of Karditsa prefecture** undertook the responsibility of this phase. The activities were implemented in schools under its supervision, with the support of the trained teachers. The pilot testing involved 2 classes amounting to totally 42 students.

Feedback was collected at both stages.

## 4. Target Groups

The first training session was targeted to teachers (a total of 10 teachers coming from different schools in the Karditsa area) who were trained on how to implement the proposed activities developed based on the following methodologies:

- Personalized Learning
- Project-Based Learning (PBL)
- Place-Based Education
- Real-World Learning
- Formative Assessment

The second training session was targeted to students (a total of 42 students, 14-15 years old) who were trained by their teacher to ensure the usefulness of the TEMP Educational Guide.

## 5. Session 1: Teacher Training

### 5.1 Planning

The first pilot testing took place in the period of 1<sup>st</sup> October 2021 -31<sup>st</sup> October 2021. The pilot testing session was implemented virtually because of the circumstances of the COVID-19 pandemic in Greece. E-SCHOOL EDUCATIONAL GROUP agreed to implement a number of actions, which could be summarised as:

- Inviting teachers to participate
- Organising the training on the TEMP Educational Guide
- Providing the TEMP Educational Guide to all the participants.
- Presenting the evaluation questionnaires and gathering impact
- Reporting

### 5.2 Implementing the training

E-SCHOOL invited ten school teachers from various disciplines and schools to participate in an online pilot training. After securing their consent, the pilot training for teachers took place on **Monday, October 19, 2021**. It lasted approximately 2 hours.

Below are to be found snapshots from the online meeting:

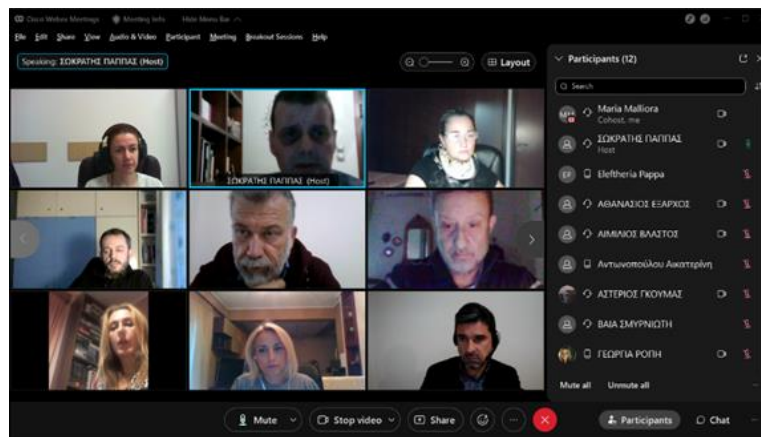


Figure 1. Screenshot 1

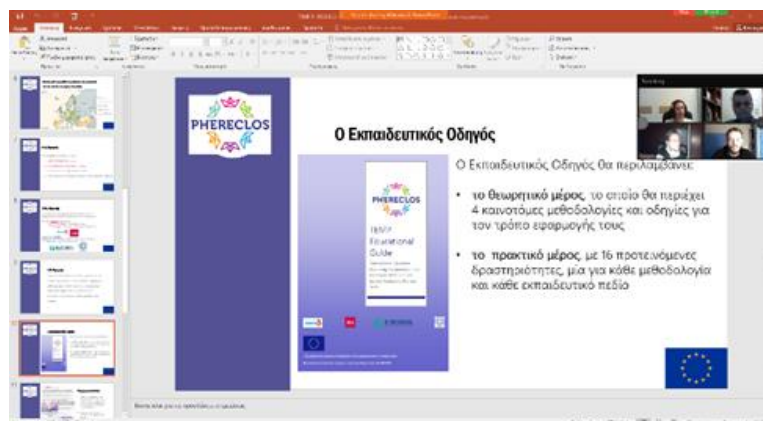


Figure 2. Screenshot 2



Figure 3. Screenshot 3

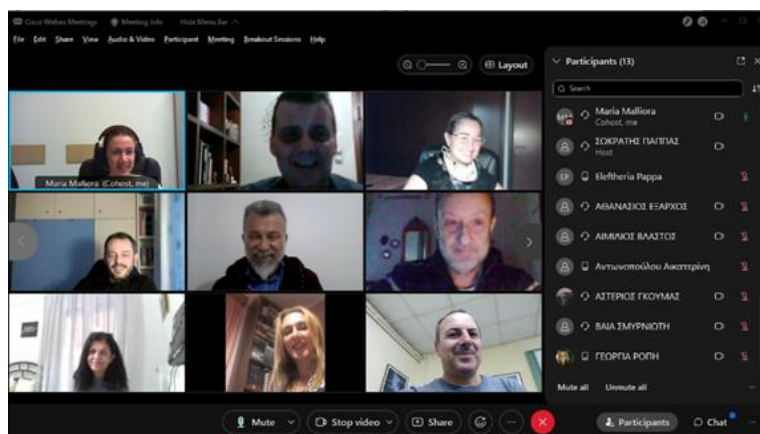


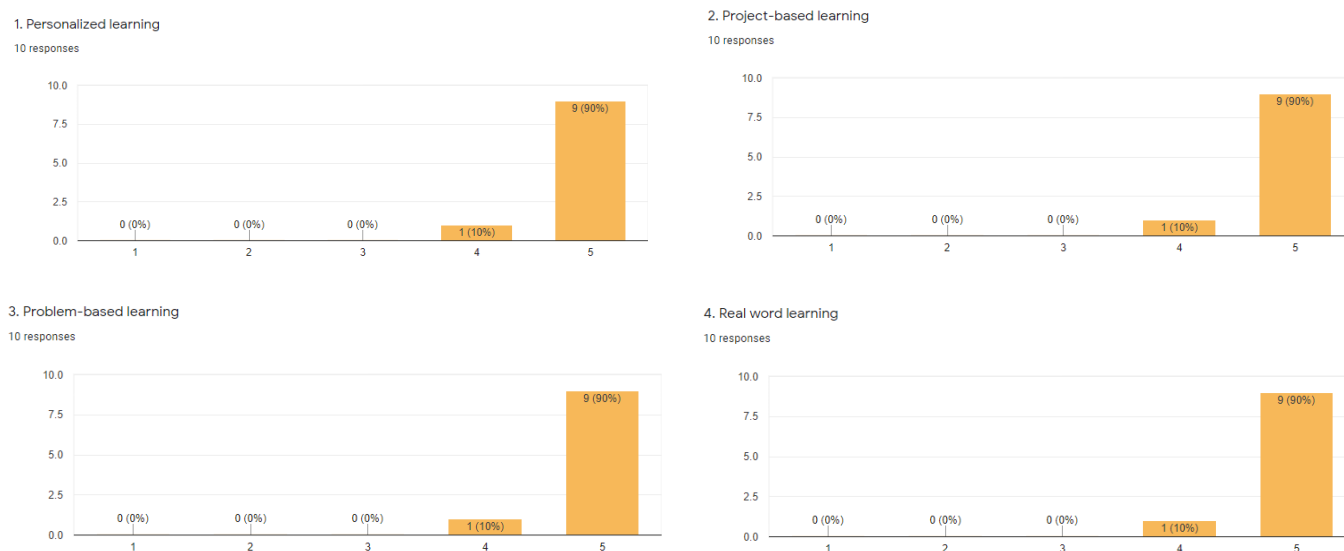
Figure 4. Screenshot 4

The Director of Secondary Education Directorate of Karditsa prefecture, Sokratis Pappas, thanked the teachers for their participation at the start of the online meeting. Ms. Maria Malliora then gave a brief overview of the PHERECLOS project before delving into the activities of the 6th TEMP. Following that, a full presentation of the developed Educational Guide was delivered in terms of both its theoretical and practical parts with a focus on the activities developed for students. Finally, a discussion ensued in which the teachers' questions about the presented content were addressed.

### 5.3 Analysis and findings

At the end of the pilot training, the participating teachers completed an online questionnaire. Furthermore, the participants' comments made during the training were taken into consideration. The data that was gathered is analysed and presented below:

Participants stated that they consider all four methodologies appropriate, in terms of their usefulness for their students' learning process. Their responses are presented below:



Graph 1. Methodologies' Assessment

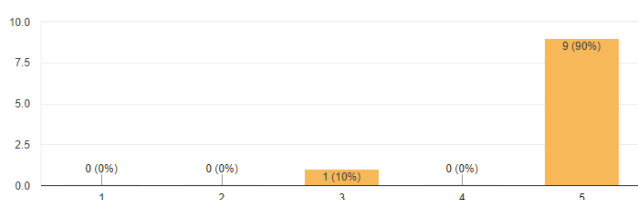
More specifically, the findings for each method are as follows:

## Personalized learning

Participants stated that the activity based on Personalized learning is complete, clear, time realistic and it also fulfils its objectives. They stated that the activity is thorough as it provides guidance and accounts for all the steps. They also commented that it includes useful suggestions and the intentions of the lesson are clear. As for the objectives, they added that it is motivating and engaging as it targets the learners' personal interests by addressing aspects that are fundamental in their daily life and knowledge that is beneficial on an individualized level for them to acquire. In terms of time, they commented that it is time realistic, but most importantly it allows some sort of leniency to the instructor to modify it in accordance with their learners; specific needs and knowledge. Finally, they consider that it includes a great variety of resources so that all learners feel engaged. It includes hands on activities as well as conversational strategies and combines more than one methodologies such as real world learning.

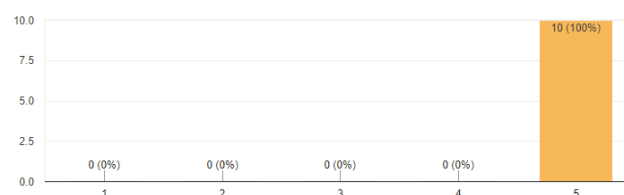
1. Complete?

10 responses



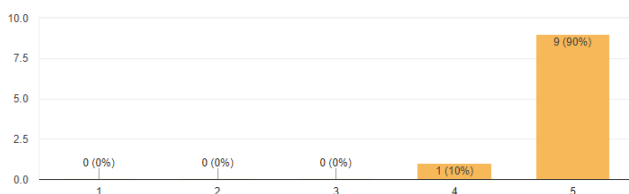
2. Clear?

10 responses



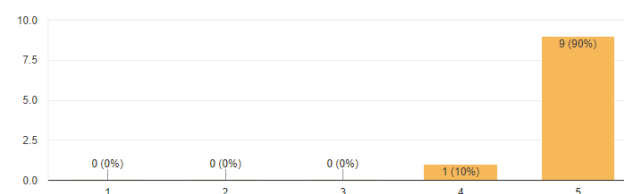
3. Fulfilling the objectives?

10 responses



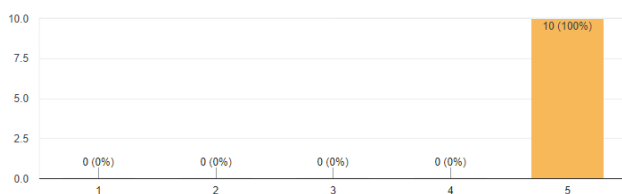
4. Time realistic?

10 responses



5. Takes into consideration all learning styles?

10 responses



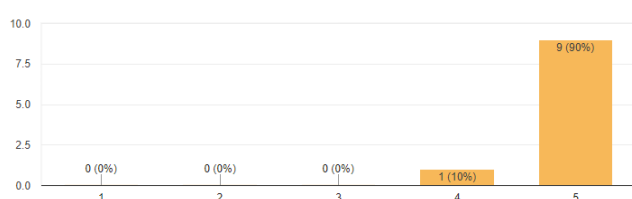
Graph 2. Personalized Learning

## Project-based learning

Participants stated that the activity based on Project-based learning is complete, clear, time realistic and it also fulfils its objectives. They stated that all stages of the activity are accounted for with the activity having a linear progression with an introduction, a main phase and a recapitulation phase. They commented that the activity targets a subject matter that is highly relevant to the target groups as it addresses and promotes the learning and cultivation of (digital) skills that are essential in our day and age. It does so by incentivizing the target group as to the reasons why and the importance of learning more on the specific topic and engages them. They added that the time is realistic as it also takes into consideration the different learning styles and needs of the learners and allows some leniency for modification should there emerge any hindrances. Moreover, they said that it includes a variety of resources and combinations of methodologies so that all learning styles are tended to and all learning preferences are accommodated.

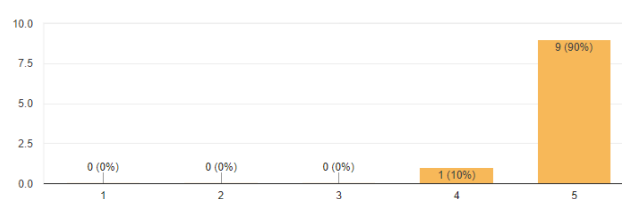
### 1. Complete?

10 responses



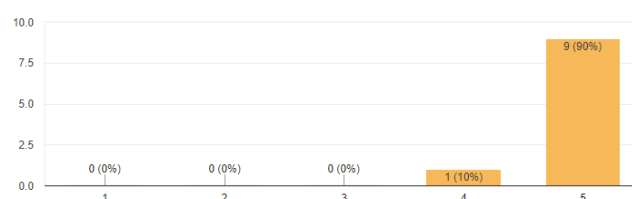
### 2. Clear?

10 responses



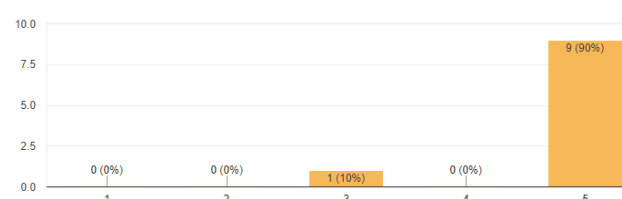
### 3. Fulfilling the objectives?

10 responses



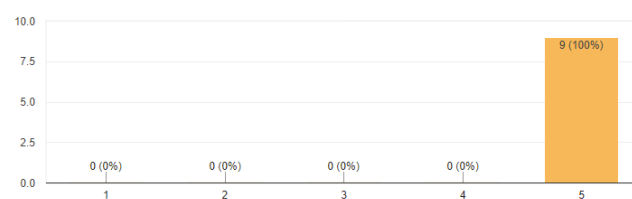
### 4. Time realistic?

10 responses



### 5. Takes into consideration all learning styles?

9 responses



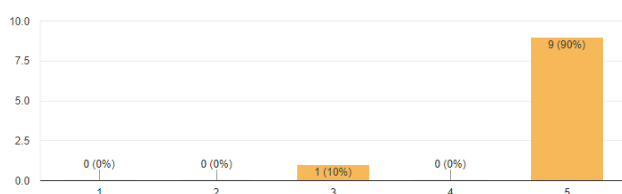
Graph 3. Project-based learning

## Place-based learning

Participants stated that the activity based on Place-based learning is complete, clear, time realistic and it also fulfils its objectives. They stated that it is really thorough and succinct. The instructions made it possible for any instructor even one that might lack the training and educational background in the specific methodology to be able to follow and implement successfully the lesson plans provided. The objective of teaching the course participants in an innovative, resourceful and engaging manner was met. Each distinctive set objective is realistic and is anticipated that will be met successfully after the implementation of the lesson plan. Project based learning might take more time than anticipated as there are a lot of unpredictable factors to count in nonetheless the lesson plans seem to have accounted for a great deal of issues that might occur and how to supersede them. The project-based learning as a methodology of its own takes into consideration all the learning styles and the lesson plans make the necessary provisions so that all learners feel accepted and valued in the learning process.

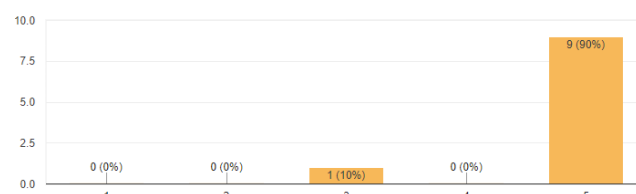
### 1. Complete

10 responses



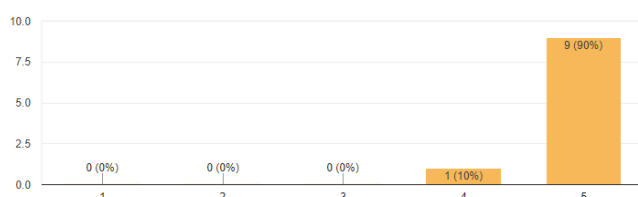
### 2. Clear?

10 responses



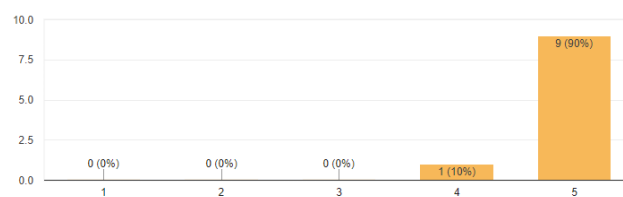
### 3. Fulfilling the objectives?

10 responses



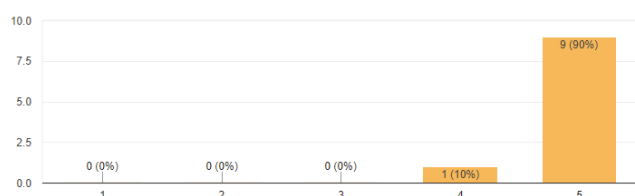
### 4. Time realistic?

10 responses



### 5. Takes into consideration all learning styles?

10 responses

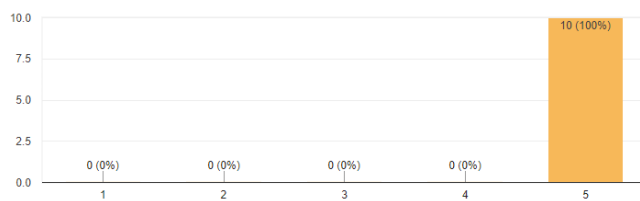


Graph 4. Place-based learning

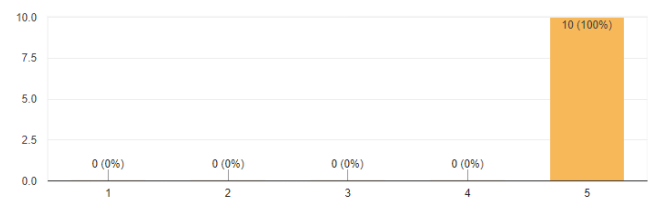
## Real world learning

Participants stated that the activity based on Real world learning is complete, clear, time realistic and it also fulfils its objectives. They stated that the real world learning plan was equally successful and complete. The instructions were easy to follow and made it easy for any instructor to teach that lesson. The time needed to complete these tasks and activities was accounted for with great detail and thought suggesting that the activity designers dedicated a lot of time and consideration into planning the learning activities. These activities in particular were really stimulating touching upon really interesting and thought provoking topics that certainly engage all learners of different styles and preferences.

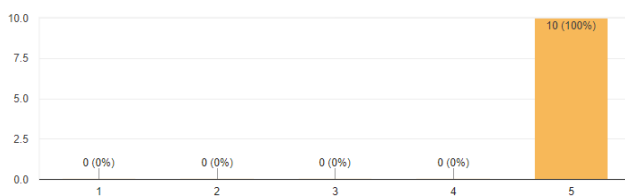
1. Complete  
10 responses



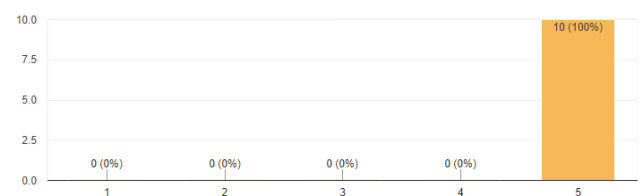
2. Clear?  
10 responses



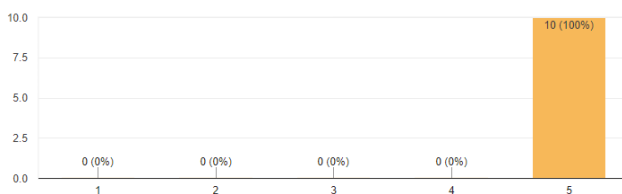
3. Fulfilling the objectives?  
10 responses



4. Time realistic?  
10 responses



5. Takes into consideration all learning styles?  
10 responses



Graph 5. Real world learning

## 6. Session 2: Pilot Testing

### 6.1 Planning

The second session was planned to take place in the period of 1<sup>st</sup> November 2021 – 30<sup>th</sup> November 2021. More specifically, these pilot testing sessions were implemented face-to-face in Greece. Secondary Education Directorate of Karditsa prefecture agreed to implement a number of actions, namely it:

- Supported the trained teachers to implement some of the activities included on the TEMP Educational Guide
- Delivered the evaluation questionnaires and gathered the results
- Reported the Results

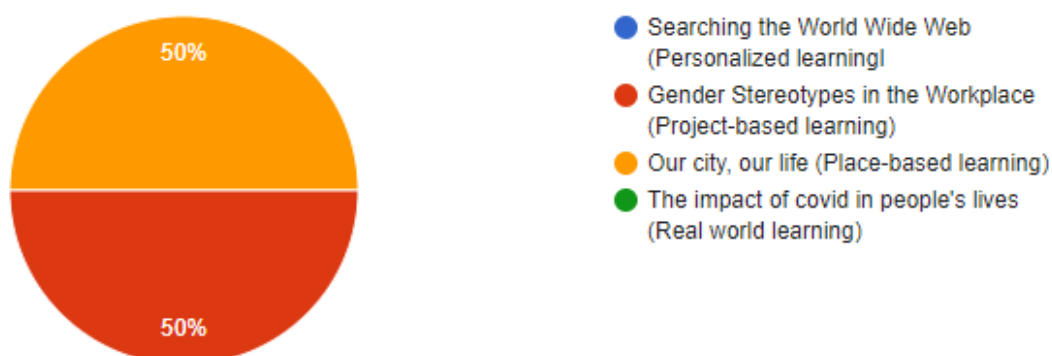
### 6.2 Implementing the Pilot Testing

Two of the teachers who were trained to utilize the Educational Guide carried out an activity of their choice in their classroom. The activities chosen by the teachers were the following:

- “Gender Stereotypes in the Workplace”, which is based on the Project-based learning methodology
- “Our city, our life”, which is based on the Place-based learning methodology (see Graph 6 below)

1. What activity did you implement with your pupils?

2 απαντήσεις



Graph 6. The pilot tested activities

“Gender Stereotypes in the Workplace” primarily targets high school students. The teacher in question is an English teacher and chose this particular activity to be conducted with students in the 3<sup>rd</sup> year of Gymnasium, 15 years of age, within the frame of their subject. This class is comprised of 23 students. They incorporated the activity into the school book’s curriculum as an extra-curriculum activity to supplement the book’s modules and revise the vocabulary on Occupations. The teacher used this activity to add the gender dimension in the lesson about occupations and modified it to include more professions than the ones provided in the lesson plan.

“Our city, our life” is an activity that likewise addresses high school students. The teacher who chose this lesson plan teaches Geography and selected this particular activity for their students in the 2<sup>nd</sup> year of Gymnasium, 14 years of age, to make the lesson more appealing and interesting for the students and facilitate discussion and help their students develop their critical thinking skills as well as their collaboration skills. The class was comprised of 19 students.

It should be noted that one of the teachers, i.e. the English teacher is a novice teacher (the activity “Gender Stereotypes in the Workplace”) and the other is a well experienced teacher who has been teaching the subject of Geography for a substantial period of time in their professional career as teachers. The profile of the classrooms was somewhat homogenous in terms of students’ L1 in accordance with the teachers’ accounts. Moreover, in both teachers’ classrooms there were students with special learning needs.

Lastly, it needs to be pinpointed that due to privacy considerations, no photos were taken during the classes.

### 6.3 Analysis and findings

Upon completion of the Pilot Testing, a questionnaire was distributed online for the two participant teachers to complete. In addition to the answers they provided to the questionnaire, the participants further provided their verbal commentary to the representative of the Secondary Education Directorate of Karditsa. Overall, the questionnaire yielded very positive results in relation to the implemented activities.

To recapitulate,

- The activity “Gender Stereotypes in the Workplace” based on the Project-based learning methodology was introduced as part of the English lesson.
- The activity “Our city, our life” based on the Place-based learning methodology was introduced as part of the Geography lesson.

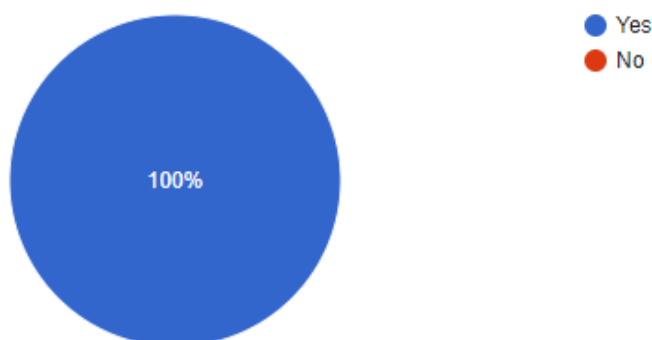
In relation to these two teaching experiences, the following information as presented below was gathered:

**“Gender Stereotypes in the Workplace”:** The teacher considered that it was not difficult to introduce the activity related to gender stereotypes in the curriculum, because it was incorporated in a lesson that had to do with occupations in which the gender dimension was added to it. They also stated that it was an effective way to supplement the lesson and encourage students to actively participate in the learning process.

It was found that during this lesson, students were the most engaged to participate and share their opinion. Moreover, they were enthusiastic about the topic and felt more motivated to participate during class (see Graph 7). Students learnt better about the topic with this methodology than with a traditional lesson and it contributed to the improvement of practical skills involving learning and thinking skills.

### 5. Did the students feel motivated to participate, due to the methodology applied?

2 απαντήσεις



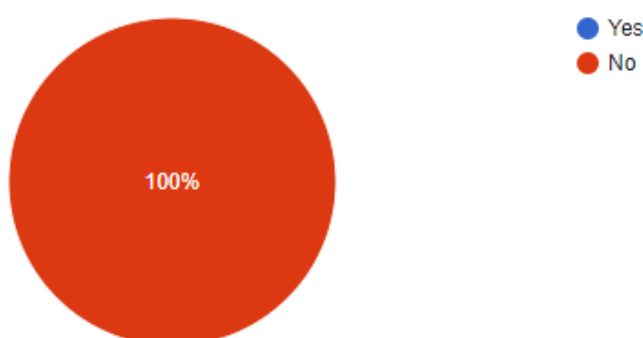
Graph 7. Student Motivation

**“Our city, our life”:** The teacher thought that this activity would be an optimal way to innovate and make more interesting the subject of Geography and teach students to conduct a survey based on demographic principles. Abstaining from delineating strict theoretical terms, the teacher expressed sentiments of refreshment to be employing a new idea and methodology in the classroom. This led to the teacher themselves experiencing greater professional satisfaction and being further motivated to explore the other methodologies included in the TEMP Educational Guide.

The teacher pilot testing this activity stated that they made certain modifications to better meet their students’ needs. One such modification was that for example some of the students lived in nearby villages and as such they were given the option to write, discuss and research on their villages instead of the main city where they attend school.

### 3. Was it difficult to introduce the activity in the curriculum?

2 απαντήσεις

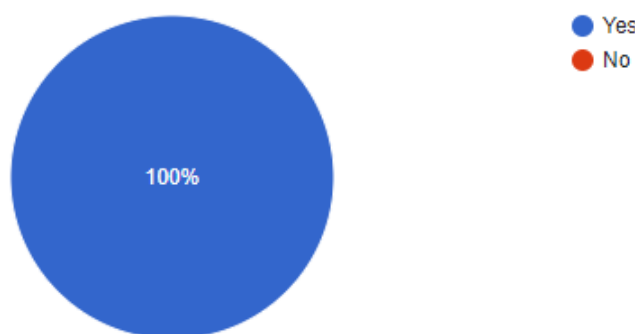


Graph 8. Activities’ Difficulty Assessment

In general, both teachers found it easy to incorporate these activities to the syllabus (see Graph 8 above) and found their participation in the pilot testing as rewarding and a good way to supplement their lesson and to encourage student participation more efficiently. They also stated that such activities based on methodologies like Project Based learning and Place Based learning would be beneficial to be incorporated in school practices especially within their context where the educational system lacks in resources, infrastructures and well written books. They also declared that they will continue using these activities (see Graph 9) and that they are particularly beneficial to students who are disinterested in their schoolwork, lack motivation or have learning difficulties.

8. Would you like to continue implementing activities based on this methodology in your classes?

2 απαντήσεις



Graph 9. Future Implementation Ratio

## 7. Expected Impact of the Pilot Testing

The pilot testing was implemented with the goal and the **expected impact** being the enhancement of the levels of

- preparation of the involved **teachers** on the innovative methodologies and also the appliance of the latter in different educational fields.
- further engagement of the involved **students** in the learning process.

Students with the pilot testing and further improvement of innovative material will have a unique opportunity to receive high standards education and training and as such to fulfil their potential through these specialized pedagogical material. The design, development and circulation of new learning tools to the

school environment is expected to demonstrate positive results in the long run for both teachers' professional development and students' educational levels.

For this particular pilot testing, we **measured the impact** by:

- Number of teachers and students involved in the project's activities.
- The feedback provided by the involved teachers through the evaluation questionnaires.

## Annex I: Evaluation Questionnaires

The Evaluation Questionnaires are available through the following links.

For the training of teachers:

<https://forms.gle/8bUXFvMvV4a4PRoC7>

For the piloting with pupils:

<https://forms.gle/d5RgUkczkLeCwCBf6>