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LeCoLe

Learners as Co-creators of Their Own Learning

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STUDENTS AND TEACHERS' INVOLVEMENT IN THE TEACHING/LEARNING PROCESS: EXPERIENCE AND CHALLENGES

Results of the data analyses within Desk Research survey (WP2)

Education Development Centre (EDC), Latvia

2021

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INTRODUCTION

The aim of the project *Learners as Co-creators of Their Own Learning (LeCoLe)* is to explore the experiences and best practices of partner countries supporting the active engagement of learners. The project also aims to explore how students become co-creators of their own learning and the process involved in that including, but not limited to, the planning, implementation, and evaluation of collaborative projects. To achieve that goal the first objective was to carry out desk research for context mapping. The desk research and context mapping, via questionnaire, provided a place to identify examples of learner engagement in the co-creation of their own learning in each partner country. The topic of co-creation and how it is represented in each country was explored on national, regional, local, regulatory and practical level to provide a depth of understanding of each countries co-creation ecosystem and to find out what the obstacles are to engaging learners.

There are 6 partners from 5 countries involved in the project:

- National Centre for Education, Latvia (lead partner) www.visc.gov.lv,
- Education Development Center (Latvia) www.iac.edu.lv,
- European Education & Learning Institute (Greece) eeli.edu.gr,
- Ministerio da Educacao e Siencia (DGAE) (Portugal) www.portugal.gov.pt,
- Marino Institute of Education (Ireland) www.mie.ie,
- University of Iceland (Haskoli Islands) www.hi.is.

All partners were engaged in the data collection process, provided comments, gathered data and developed this document.

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According to the project goals the key aspects to be explored were:

- Self-led learning /personalized learning (i.e., how ready are teachers for students to be engaged in both independent learning and self-reflection),
- Engagement (i.e. what do teachers do to promote students' awareness of learning goals, are students able to capitalize on their previous knowledge and skills, express their needs and concerns, etc.),
- Collaboration (i.e. shared responsibility for decision making),
- Feedback (i.e. the amount and regularity of open and immediate feedback to self, peers, and teachers),
- Interdisciplinary approach (i.e. bringing together separate disciplines around common themes, issues or problems thus connecting learning at school with a real-life process, helping to promote more holistic thinking, and supporting the understanding of interconnectivity between curricular areas. economic, social, ecological).

The questionnaire was developed by the experts of the Educational Development Center (EDC), Latvia and presented in English to partners to agree on questions and to translate in the national languages. This process yielded interesting discussions on how to guarantee there was fidelity between chosen terms in each language as did in English. It was agreed that the most important point was to preserve the central meaning of the text, thus partners were free to select the best way how to convey it to respondents.

Questionnaire consisted of seven questions and demographic information. Five questions provided several options each to select from with follow up sub-questions. Two questions are open ended and respondents were expected to contribute their opinion. In all questions the main focus was on exploring experiences and understanding of what teachers thought about active involvement in teaching/learning, to identify best practices (or what teachers consider to be good practice) and learning / professional development needs of teachers. Please find in the Appendix the English version of the questionnaire and its versions in national languages. The questionnaire was carried out in all five partner countries and the focus was on teachers working with students between 12 – 19 years of age.

Data collection took place in March – June 2021, in total 507 teachers from Latvia, Greece, Ireland, Iceland and Portugal submitted responses. There were 414fully completed questionnaires. One potential factor influencing data collection might have been the Covid-19 pandemic, during this time, which coincided with data collection, teachers were under increased stress and therefore might have been less responsive to additional requests.

In Latvia data was received from 213 teachers. There were 175 fully completed questionnaires. Data was collected by both partners in Latvia – EDC and VISC covering different regions of Latvia, different sizes and types of schools. Responses were provided during March – April 2021. 62% of respondents came from city schools, approximately 12% from smaller towns and approximately 26% from rural areas.

In Greece questionnaires were sent to 69 secondary school teachers in Rethymno, Crete. Data was received from 56 teachers, there were 44 questionnaires fully completed questionnaires in total. In May 2021 questionnaires were submitted from 72% teachers working in the city schools, approximately 16% from smaller towns and approximately 12% from rural areas.

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In Portugal data was received from 166 teachers. There were 135 fully completed questionnaires. By April 2021 responses were received from 57% working in the city schools, approximately 36% from smaller towns and approximately 7% from rural areas.

In Ireland data was received from 25 teachers; there were 18 questionnaires that were fully completed. Data collection was carried out during April – June 2021. More than 80% of responses come from teachers working in the schools in small towns.

In Iceland data was received from 47 teachers, there were 42 fully completed questionnaires. Responses were received by June 2021 from teachers approximately 50% working in the city schools, approximately 30% from smaller towns and approximately 20% from rural areas.

Results were received from all partners in the EDC and analyzed according to the project goals by the experts of the EDC. Input from all partners also has been invited and incorporated in final report of the context mapping there by ensuring that this is a joint and collaborative effort of all project partners. Additionally, all data are also available to all partners to provide deeper analyses or to compare with other data if they so desire.

Finally, a goal of the context mapping was to get information for follow up and dissemination activities within the project, for this project that includes study tours and podcast development. The context mapping endeavored to elicit where on the co-creation spectrum were the teachers from project countries from believing that "my responsibility is to say students what and how to learn" to setting learning goals together and engaging in co-creation of knowledge. Also, beyond figuring out where teachers were on that spectrum the project team wanted to know what is teachers' motivation to change their approach? What do they consider to be challenges and obstacles?

1. WHAT IS ACTIVE STUDENTS' INVOLVEMENT

The first question of the survey was intended to find out the teachers' understanding of what 'each student's active involvement mean', and how active involvement manifests itself in life at school. Respondents must indicate adequate, non-adequate or partly adequate to the following 12 statements:

- *Letting students know what the learning goals are*
- *Encouraging students to find independently learning materials for acquiring certain topic*
- *Agreeing with students on teaching methods chosen by the teacher*
- *Encouraging students to ask questions during the learning process*
- *Accepting that students use in the classroom methods for accomplishing tasks that have not been presented by the teacher*
- *Providing students with the opportunity to use additional materials in addition to the textbook*
- *Encouraging students to study together with peers both in person and virtually*
- *Creating climate in the classroom where making mistakes is perceived as a part of the learning process*
- *Allowing students to connect topic which they learn to the broader context*
- *Organizing work in pairs and/or groups also during the tests*
- *Encouraging self-reflection*
- *Encouraging students to provide constructive feedback*

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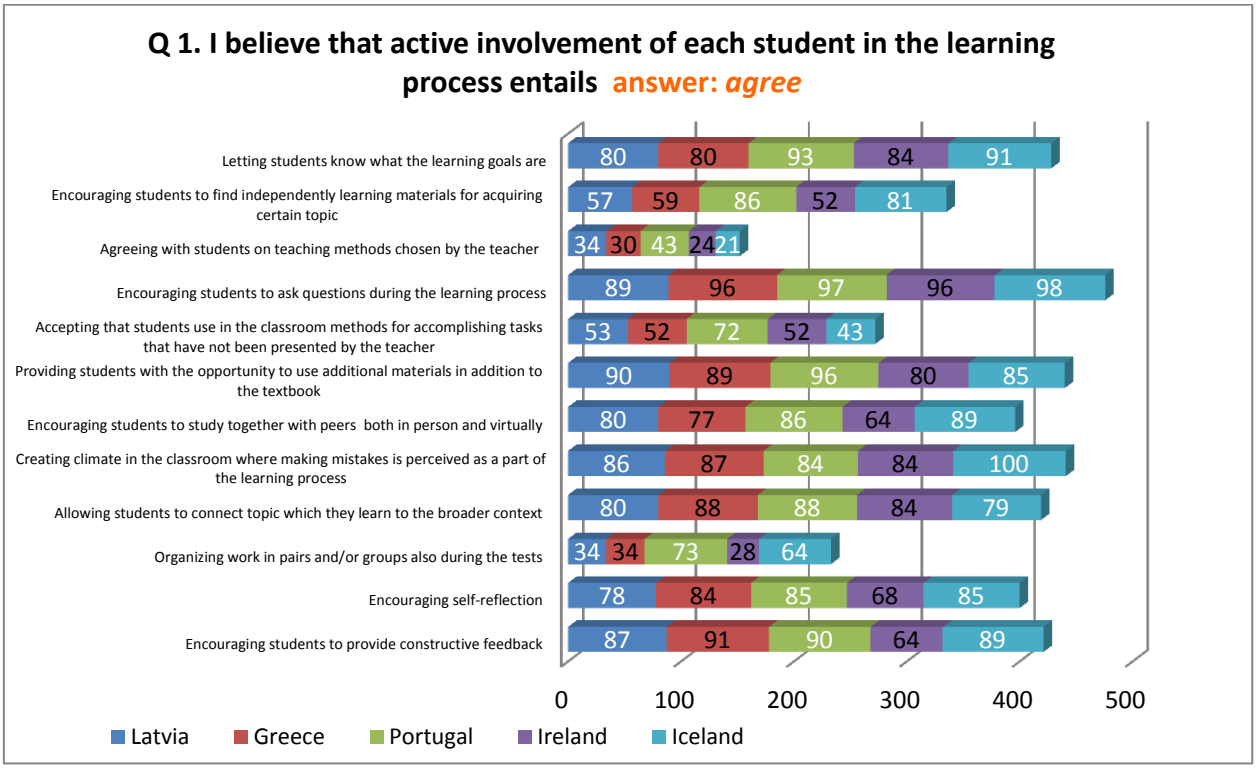
To illustrate aggregate trends in the respondent teachers' opinions in this document we have used 500 points as maximum possible evaluation (100% x 5 countries). Regarding specific countries real percentage is identified.

The majority of teachers (more than 89% in all countries) described that each student's active involvement is expressed by following features: *i)encouraging students to ask questions (476 – here and further from 500); ii) creating the classroom climate in which making mistakes is perceived as part of the learning process (441); iii)offering students a possibility to use additional materials besides the textbook (440); iv) informing students about the teaching/learning aims (428); v) urging students to express constructive comments/proposals (421); and vi)*

Teachers in all countries agree unanimously about these statements, in fact it is these six statements which are the most frequently mentioned in all five countries. Fewer teachers have admitted that each student's active involvement is manifested by 'promoting students' self-reflection and promoting students' learning together both in person and virtually'.



Most of the teachers doubt ("possible" was marked) whether each student's active involvement is promoted by *agreeing with students on teaching/learning methods chosen by the teacher* (274), *organizing work in pairs and/or groups during the tests* (207) and *the use of such teaching/learning methods that had never been applied before* (204), and *encouraging students to find independently materials for the acquisition of the content* (144). These answers could suggest that teachers still want to keep control over the learning process and do not feel confident to encourage students to find independent materials for the acquisition of the content.

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Another area teachers had doubt was in students' self-motivation and ability to be honest as teachers are skeptical about organizing work in pairs and/or groups.

Additionally, it was also clear from survey data that each country differs on how they define student's active involvement in the learning process.

In Latvia , Greece and Ireland the responses from teachers indicate that they have most doubt that the active teaching/learning process involving each student could be implemented by *organizing work in pairs and/or groups during the tests* and *agreeing with students on teaching/learning methods chosen by the teacher*, as well as *accepting that students use learning methods for performing tasks that teachers had never been applied before* and *encouraging students to find independently materials for the acquisition of the content.* This differs then the respondents in Portugal who doubt only the statement - *agreeing with students on teaching/learning methods chosen by the teacher* and view other statements as part of the active teaching/learning process involving each student. Respondents in Iceland also doubt that such a process is implemented by *agreeing with students on teaching/learning methods chosen by the teacher*, they are also less convinced about *methods that teachers had not offered before.*

The question about *organizing work in pairs and/or groups during the tests* is the one that presents the most ambiguous answers among the teachers in Latvia, Greece, and Ireland. They are the least convinced that this will promote each student's active involvement in the learning process; most of them either doubt or deny the statement. However, the majority of teachers in Portugal and Iceland are certain that this is each student's active involvement in the learning process.

Some statements received a "NO" answer: in Latvia (11% of respondents), in Iceland (15%) and Greece (32%) of respondents consider *agreeing with students on teaching/learning methods chosen by the teacher* does not correspond an active involvement in the learning process approach. Additionally13% of Latvian and 32% of Greek teachers sated that *organizing work in pairs and/or groups during the tests* does not align this approach either

This survey show that teachers are aware and that they know what student's active involvement means, and they have views of how it should be implemented at a school level. Teachers responded in this survey that they doubt the necessity of *agreeing with students on teaching/learning methods chosen by the teacher*, as well as if it is necessary to encourage students to independently find materials for the acquisition of the content.

Summary of answers per country:

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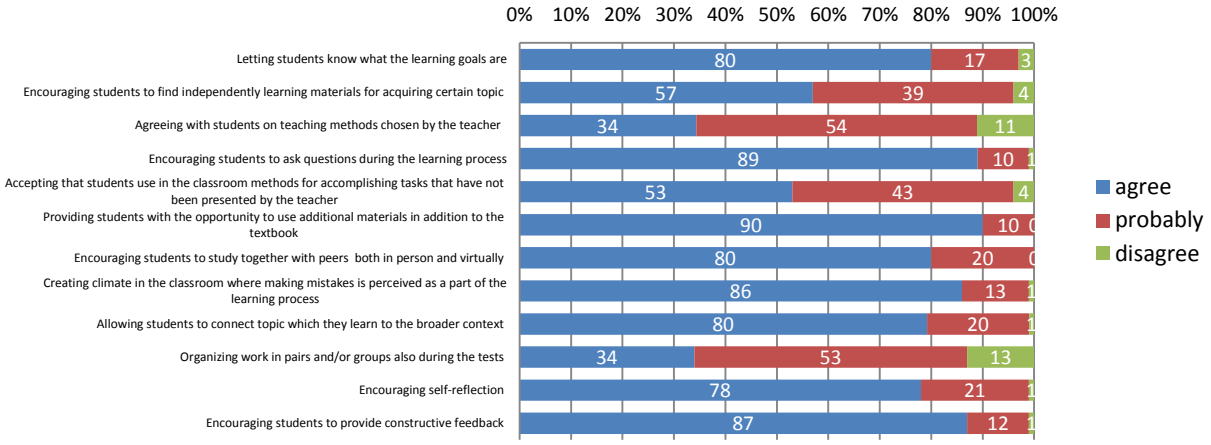
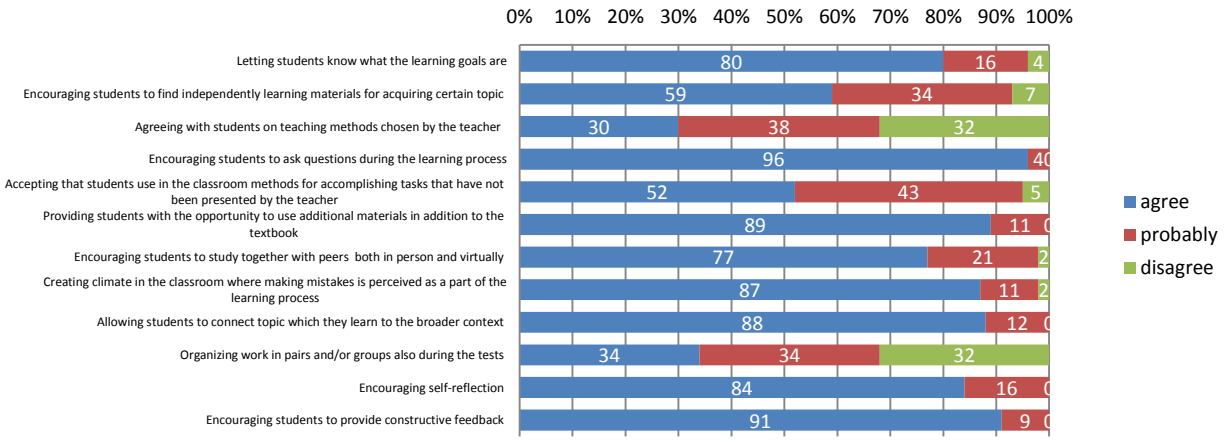
Q 1. I believe that active involvement of each student in the learning process entails

Latvia



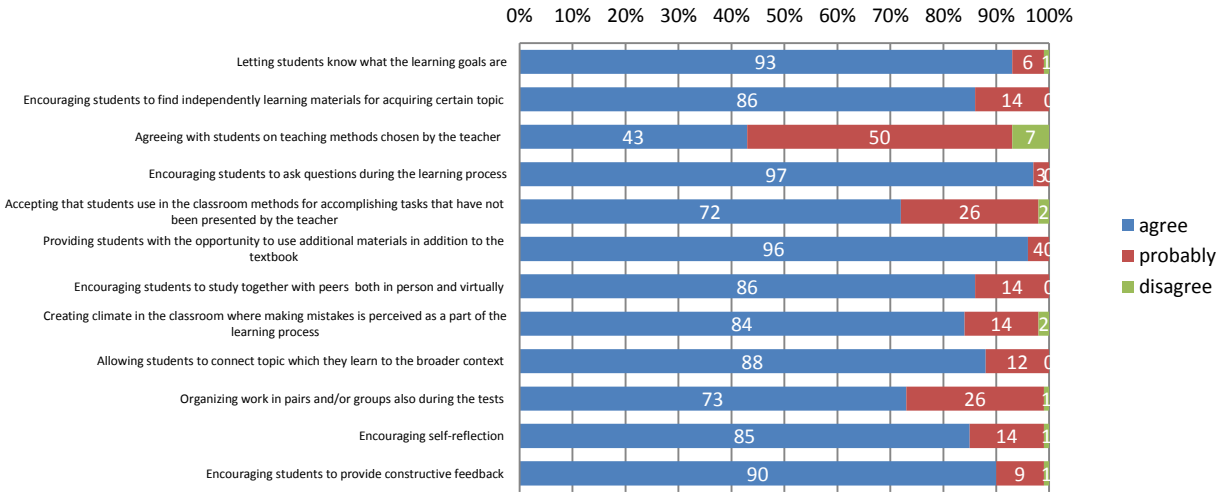
Q 1. I believe that active involvement of each student in the learning process entails

Greece



Q 1. I believe that active involvement of each student in the learning process entails

Portugal



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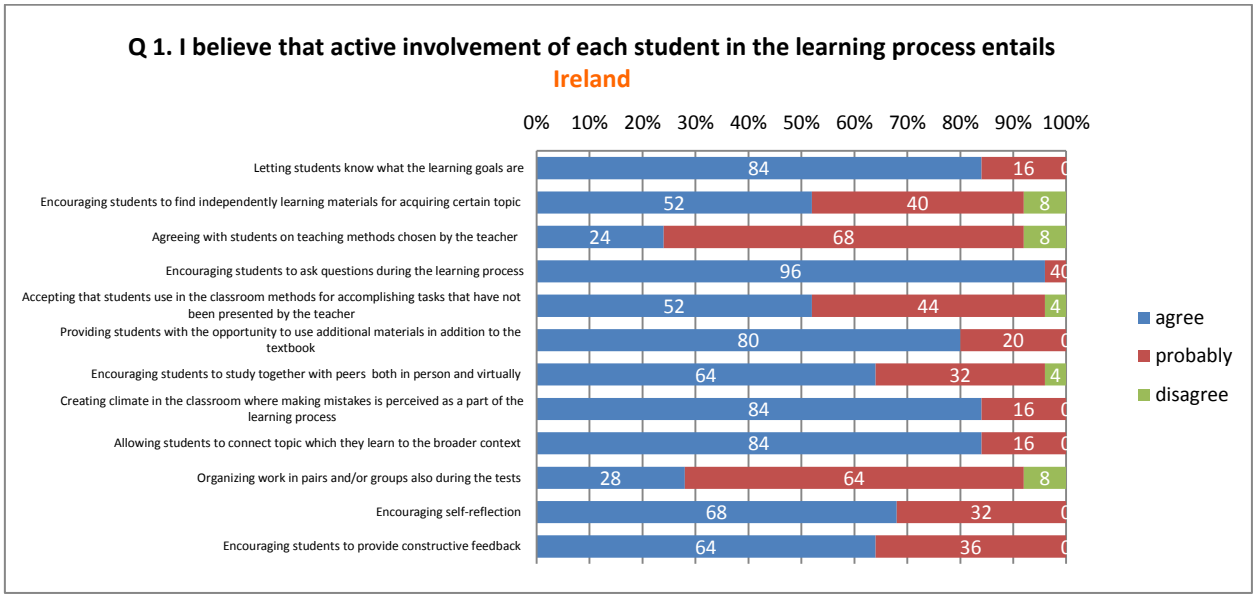

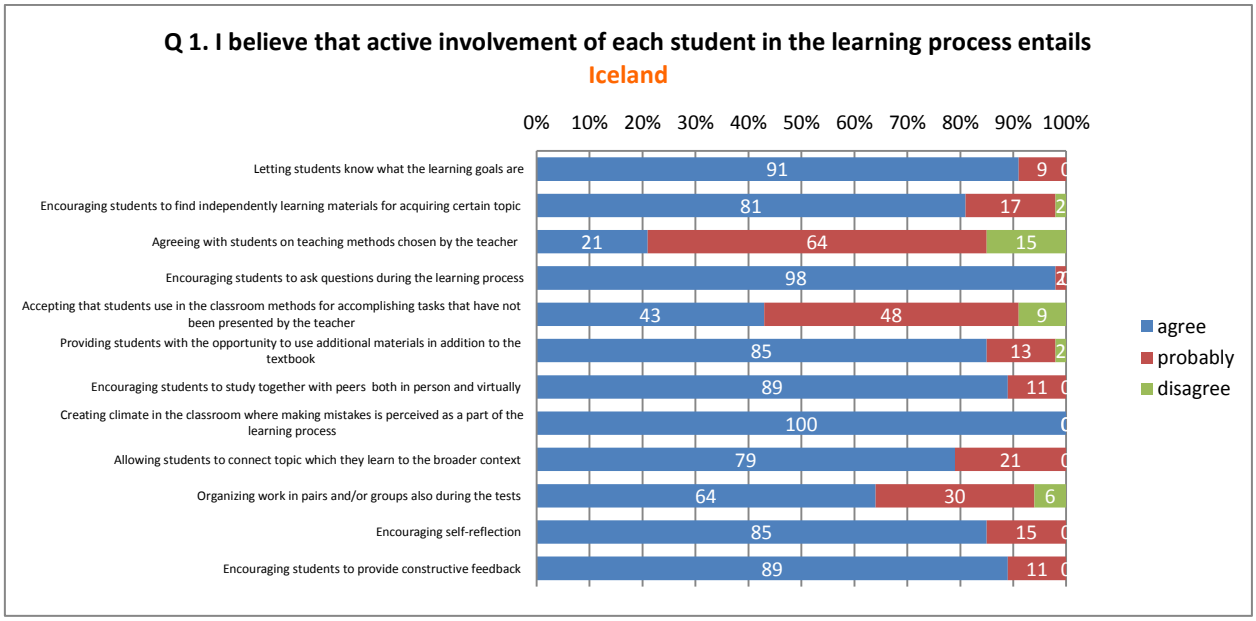

To summarize information from responses from Q1 we can conclude that in Latvia, Greece and Ireland teachers doubt the importance of 1) working in pairs and/or groups (including during tests), 2) agreeing with students on applied teaching methods, 3) encouraging students to find independently learning materials for acquiring certain topics. In Portugal teachers are doubtful only about usefulness for students and teachers to agree on a teaching methods chosen by the teacher. In Iceland respondents doubt about the impact of agreeing on a method chosen by students themselves.

According to the data teachers know what active involvement of students is and how it should be implemented in the school. However, teachers are doubtful about necessity and usefulness of the following approaches agreeing with students on teaching methods chosen by the teacher, applying pair and group work as an optional method during the tests and encouraging students to find independently learning materials for acquiring certain topic.

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The reason of such hesitation to the above teaching methods could be lack of experience by the respondent teachers as they might only be are used rarely or methods that are just known about theoretically. These finding could be useful for the dissemination activities of the project where we can work with teachers to support them in gaining a clearer understanding of the different ways to approach learners as co-creators.

2. HOW STUDENTS' ACTIVE INVOLVEMENT IS PROMOTED IN PRACTICE

Questions two, three and four were analyzed to gain information about students' active involvement practices. The second question asked teachers to describe their everyday work in the classroom and the cooperation between teachers and students as it relates to planning, organization, and evaluation of the teaching/learning process. The 11 statements below were considered by teachers using "often, sometimes, never".

- *I invite students to engage in planning the topic, consider their suggestions, questions, and interests*
- *Main task in the learning process is to achieve goals set in the standards*
- *Listen to students' thoughts about topicality of learning content and its relevance to their lives*
- *I base learning process on actual students' skills and knowledge in the theme*
- *I encourage students to compete*
- *I encourage students to analyze their mistakes and learn from them*
- *Tests provide me enough information on students' progress*
- *I provide students with feedback on their learning process*
- *I provide support to individual students on how to plan independent learning*
- *I use students' technological skills for common learning process*
- *I respond to questions of individual students*

Respondents in all countries of the survey talked about their everyday pedagogical work in the classroom and the cooperation they engaged in with students. Most frequently the responent teachers marked the following everyday actions as ways they worked in the classroom: they often give *individual responses to each student's questions* (483), *feedback about the learning process* (423), often they *encourage students to analyze their mistakes in order to learn from them* (404), a smaller number of teachers indicate that in everyday work they listen to *students' thoughts about the topicality of the learning content and its relevance to their life* (370). Teachers also declared that they *base decisions on students' current skills and knowledge of the theme* (361.5) and use *students' technological skills for common learning process* (316). The majority of teachers were united in their response to the question about *maintaining the spirit of competition among students* – more than a half of respondents use this approach sometimes in their pedagogical work. However, one fifth – never used that approach and 10 - 20% of respondents in all countries use that approach often. These results are concerning as spirit of competition could be dangerous and opposite to creating safe leaning environment where mistakes are seen as a part of learning.

Approximately half of teachers from all involved *invite students to engage in the planning of the theme, listen to their suggestions, questions, consider their interests*, the other half do it often. More than a half of teachers, from all countries surveyed, declare that they *providing individual*

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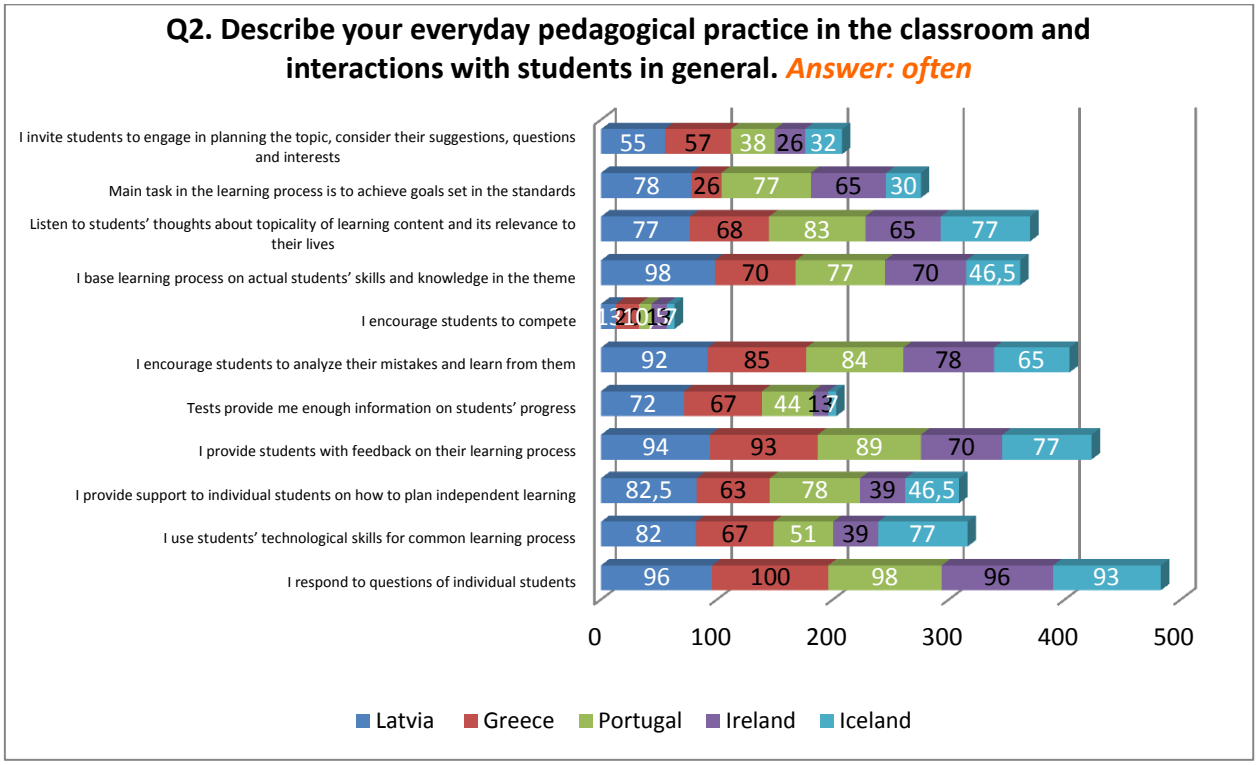
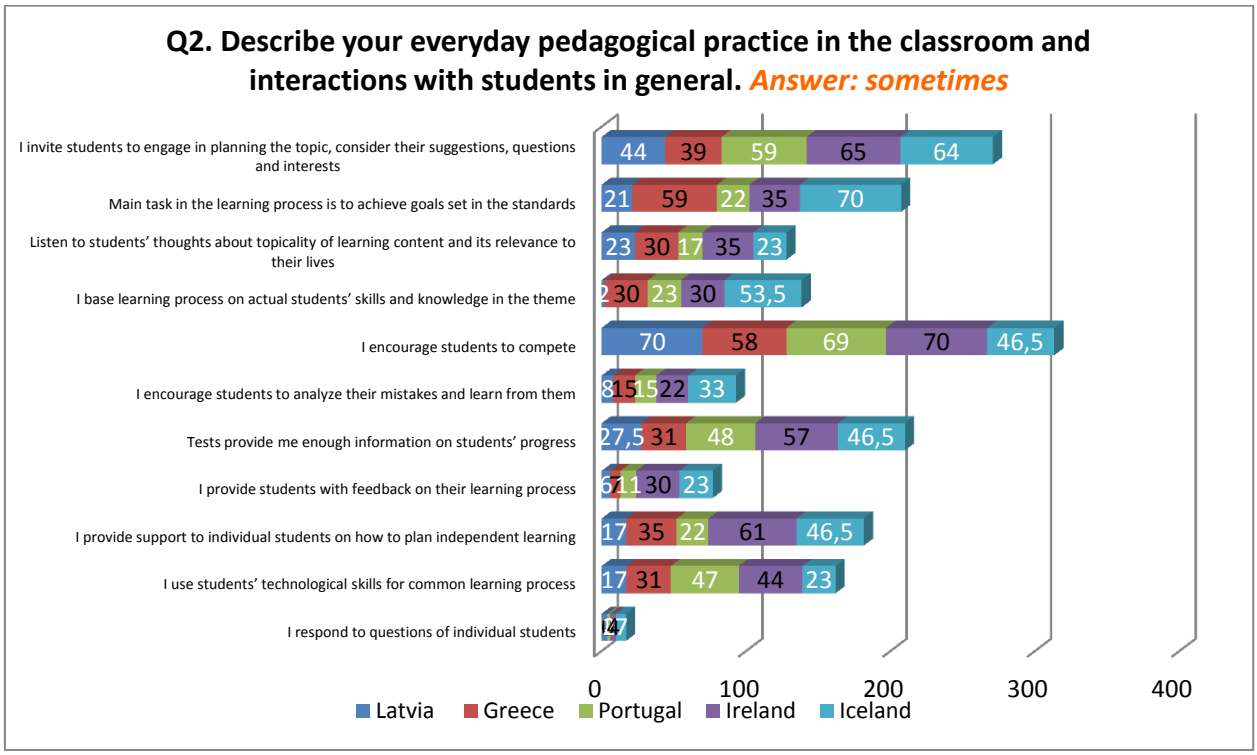
support to students for planning the independent learning and achieving the aims set in standards as the main in the learning process.





Latvian teachers' answers to almost all questions are "often", 70% of surveyed teachers gave that answer. including do teachers *base on students' current skills and knowledge of the theme*, do teachers *respond individually to each student's questions, do teachers give students the feedback about the learning process.*

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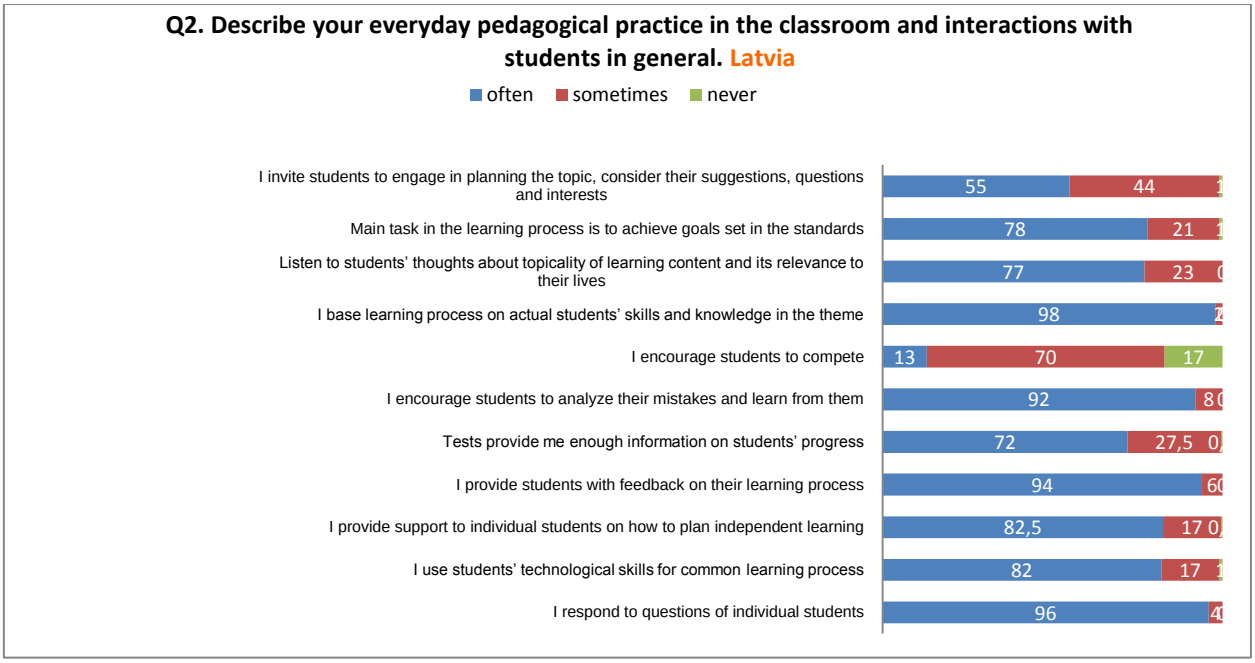
Approximately 70 - 80 % of the surveyed teachers *answered 'often' to the following: that the main thing in the teaching/learning process is achieving the aims set in the standards, listening to students' ideas about the topicality of the learning content and its relevance to their life, giving students the feedback about the learning process, providing individual support to students for planning independent learning. M*ore than 70% of Latvia's teachers often admit that *tests provide enough information on students' progress.*

Teachers' opinions are divided around the question about *maintaining the spirit of competition*, as well as about *engaging students in planning of the teaching/learning process, listening to students' suggestions.*



According to received responses, teachers in Greece asserted that they often actively engage students to be involved students in their practice; almost all surveyed teachers responded that they (more than 94%) *respond individually to each student's questions, provide feedback on students' learning process. M*ore than 80% of teachers responded that they *encourage students to analyze their mistakes and learn from them*, in turn, most of the teachers responded that they (60 – 70%) perform several activities often, but the rest of the teachers who responded indicated that– sometimes- they use *students' technological skills for common learning process, sometimes they provide individual support to students for planning independent learning, sometimes they listen to students' ideas about the topicality of the learning content and its relevance to their life.* In Greece, close to 70 % of teachers indicate that they often use *tests provide enough information on students' progress.*

Teachers' opinion also divides when it comes to the question: what the main objective is in the teaching/learning process, 26% of Greek teachers say that the main objective is often it is present in students everyday work. However, the majority- 58% of teachers say that the main objective is sometimes highlighted in their work and 22% stated that it never happens

It is also evident that competition is not often characteristic of Greek teachers, 70% of teachers indicate that they only sometimes *encourage students to compete*, but more than 20 % - never encourage students to compete.

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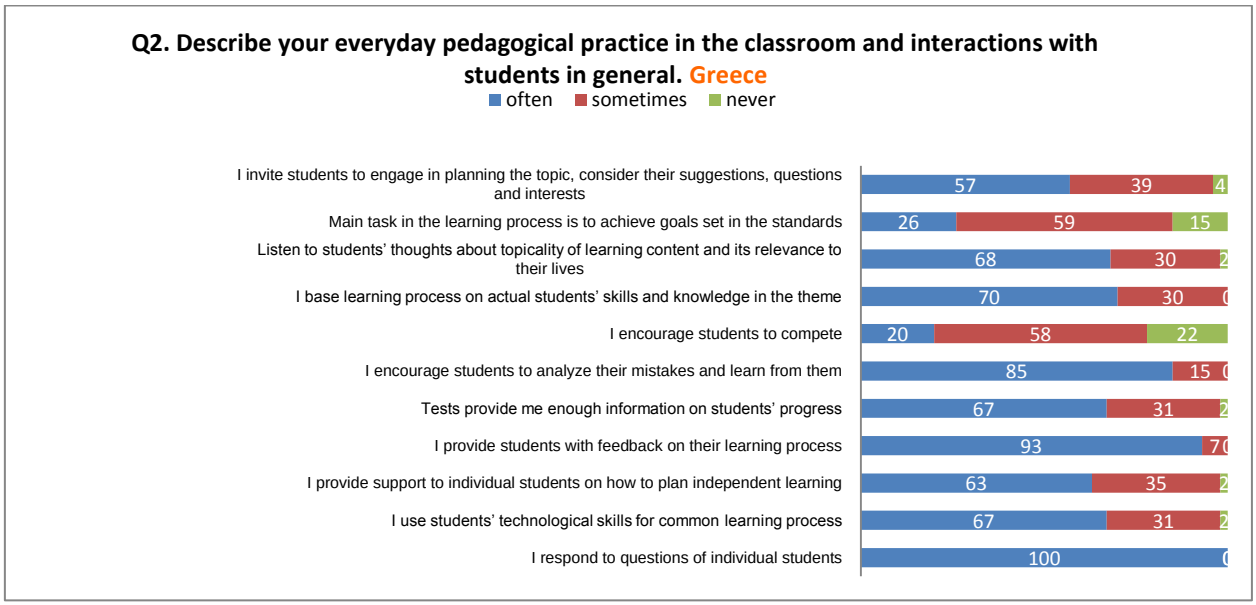

In Portugal teachers responded often to: *I respond to questions of individual students* (98%), I *provide students with feedback on their learning process (89%), I encourage students to analyze their mistakes and learn from them (84%) and I listen to students' thoughts about topicality of learning content and its relevance to their lives (83%).* More than 75% teachers from Portugal believe that their main responsibility is *in the learning process is to achieve goals set in the standards (77%) base learning process on actual students' skills and knowledge in the theme (77%)* and to *provide support to individual students on how to plan independent learning (78%).*

Portuguese teachers *encourage students to compete*, almost all of teachers (approx. 70%) agreed with this point. Portuguese teachers' opinion also divided on whether *tests provide enough information on students' progress* – almost ½ of teachers indicate that that was the case and the other half disagreed. Similarly, also half of teachers said that they often use *students' technological skills for common learning process, while the other ½ said they only* use it sometimes.

In Portugal the opinions of the surveyed teachers divided about how often they *invite students to engage in planning of the theme, consider students' suggestions, questions, interests* – almost 60 % of teachers do it sometimes.

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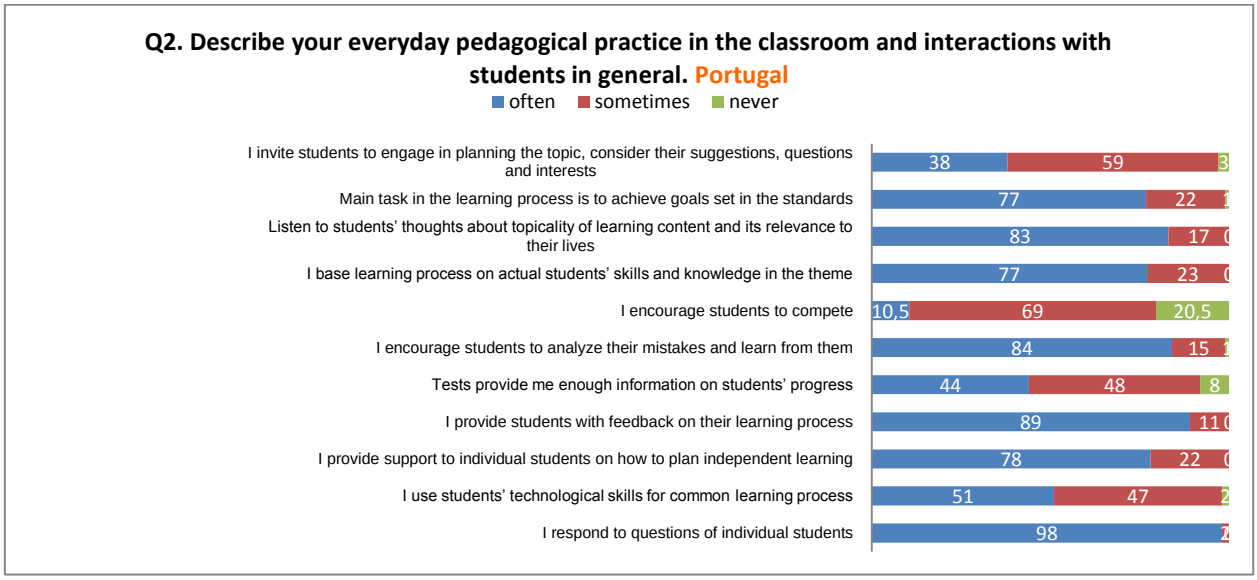

In Ireland all 25 respondent teachers agreed on one statement a they often apply individual approach *responding to questions of individual students* (98%). Almost 80% of Irish teachers *encourage students to analyze their mistakes and learn from them.* 65 – 70% of Irish teachers admit that their *main task in the learning process is to achieve goals set in the standards*, but at the same time they indicated that *listening to students' thoughts about topicality of learning content and its relevance to their lives, base learning process on actual students' skills and knowledge in the theme, provide students with feedback on their learning process was important.*

60 -70% of Irish teachers *invite students to engage in planning the topic, consider their suggestions, questions and interests, listen to students' suggestions, questions and interests (65%), encourage students to compete (70%), provide support to individual students on how to plan independent learning (61%).* Opinions differ regarding *students' technological skills for common learning process* – 17% stated they never do it, 44% said they do it sometimes, only 39% said they do it often. There are differences also in the question about role of t*ests in providing enough information on students' progress: 30% said that tests never provide enough information, while 57% -said that sometimes tests provide enough information, only 13% said they often do.*

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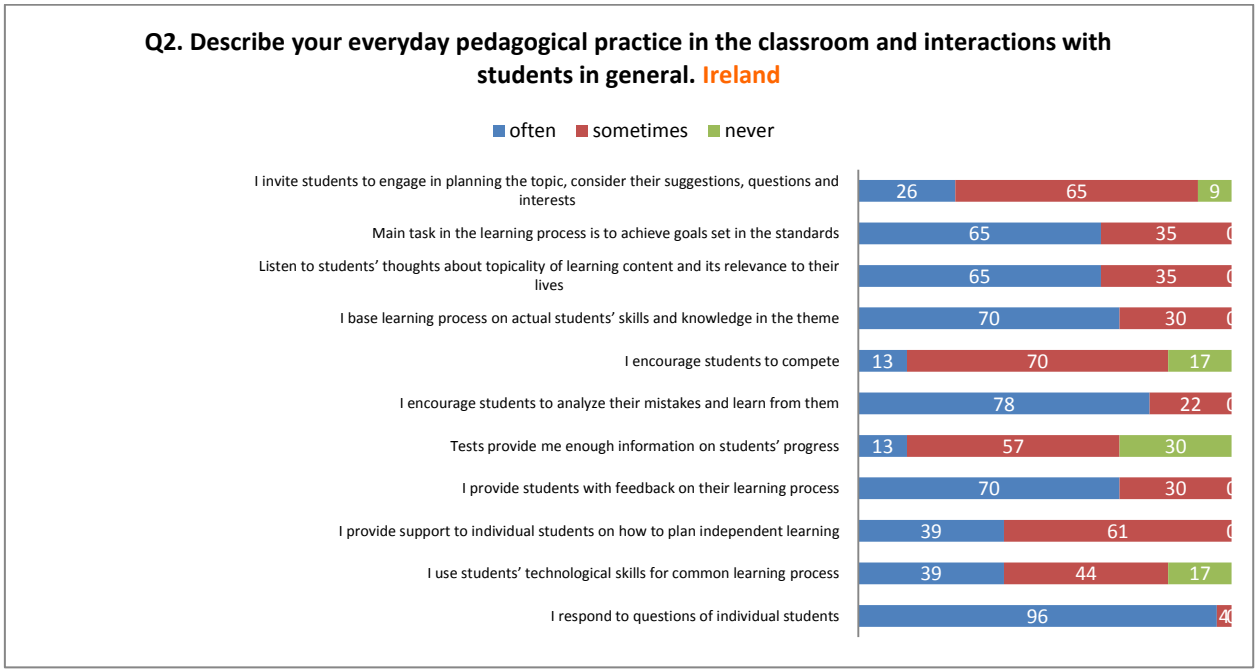

Teachers' responses differed regarding how much they *base learning process on actual students' skills and knowledge in the theme* and *provide support to individual students on how to plan independent learning.* Approximately half of teachers admit that they often base learning process on student's skills and knowledge, another half only said they do that sometimes. Differences are also visible in responses related to the practice of *encouraging students to compete* and *using tests to provide enough information on students' progress.* More than 45% teachers from Ireland are positive about encouraging students to compete and Irish teachers who responded to the survey also stated that they receive enough information from tests

In Greece and Iceland only 25 – 30% of teachers indicate the main objective of their work is to *to achieve goals set in the standards in the learning process*. In the rest of the countries this is important as 65 – 78% of teachers mark it with often.

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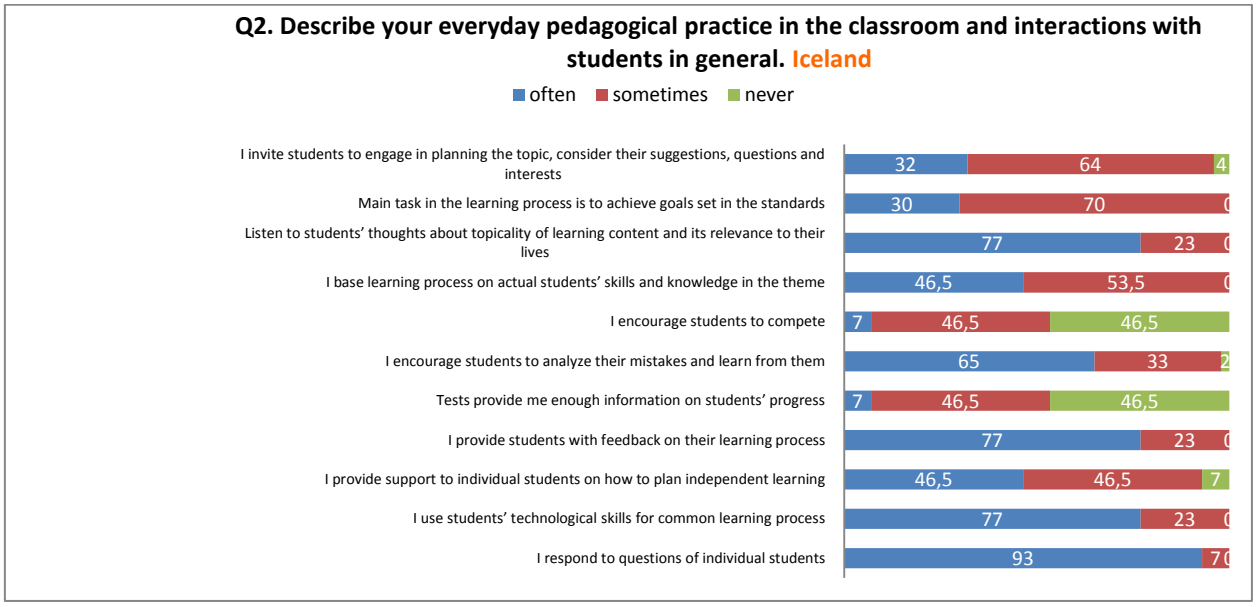

The next question was linked to teachers evaluating their own practice and attitude responding by responding to the statement "Please estimate, how often your practice involves …" :

- *Providing students individual feedback orally*
- *Providing students individual feedback in written form*
- *Approach "Student himself/herself has to look for help if necessary"*
- *Approach "Student himself/herself is responsible for the results of his/her learning"*
- *Need for students to use internet resources*
- *Emphasizing principles of diversity, tolerance and justice*
- *Using knowledge and skills of students as a resource for teacher's and other students learning needs*

Results showed that all countries most teachers practice *principles of diversity, tolerance and justice*. There are some differences among countries. In Latvia, Greece and Portugal, according to the responses, 90% of teachers value these principals while, in Ireland and Iceland only 50-60% of teachers value these principals.

Big portion of teachers claim that they *provide students individual feedback orally* and *use knowledge and skills of students as a resource for teacher's and other students learning needs.* Still there are differences among countries: in Greece 77% provide feedback every lesson, however in Portugal and Ireland more than 65% of teachers say they provide feedback after lesson, while in Latvia 52,5% say they provide feedback, and in Iceland 33% of teachers say that they provide feedback. Most of the surveyed teachers in Iceland responded to this question with sometimes providing feedback. This situation signals that additional professional development activities might be helpful to strengthen understanding and encourage turning feedback into regular practice.

In Latvia approximately 30% of teachers claim that they expect students to use internet resources in each lesson; similarly do 24% in Portugal, 22& in Ireland, 21% in Greece and 16% in Iceland. Only 3-9% of teachers in all countries responded with very rarely.

There were different approaches to the survey question *"Student himself/herself has to look for help if necessary"* and *"Student himself/herself is responsible for the results of his/her learning*".

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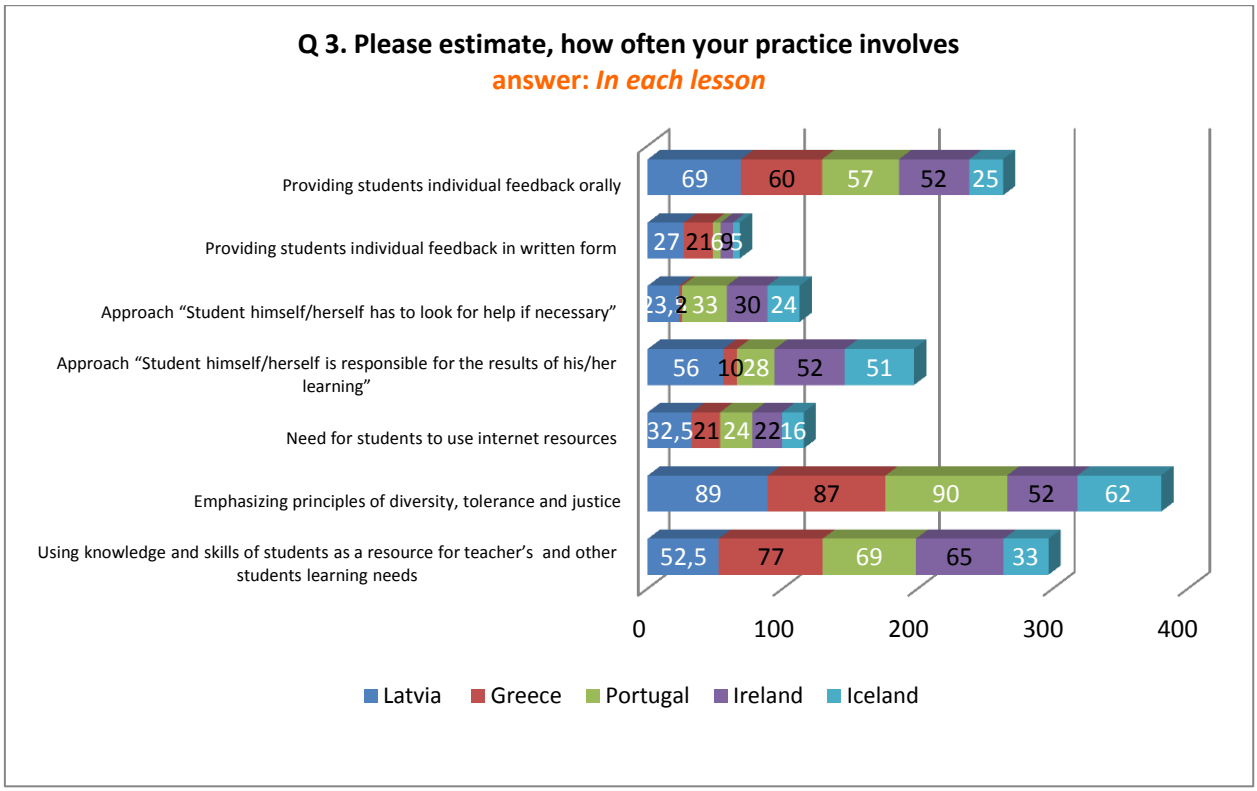
In Greece more than 60% of teachers said that they rarely follow such approaches. Approximately half (49-64%) of respondents in Latvia, Portugal, Iceland and Ireland said they sometimes use that approach and that "Student himself/herself has to look for help if necessary".

"Student himself/herself is responsible for the results of his/her learning" is applied in each lesson in 51-56% of classrooms in Latvia, Ireland, and Iceland. Teachers in those countries expect students' responsibility regarding their learning process. This can be explained by the fact that responses were provided by teachers working in upper levels. Meanwhile there is danger of a general application of these responses.



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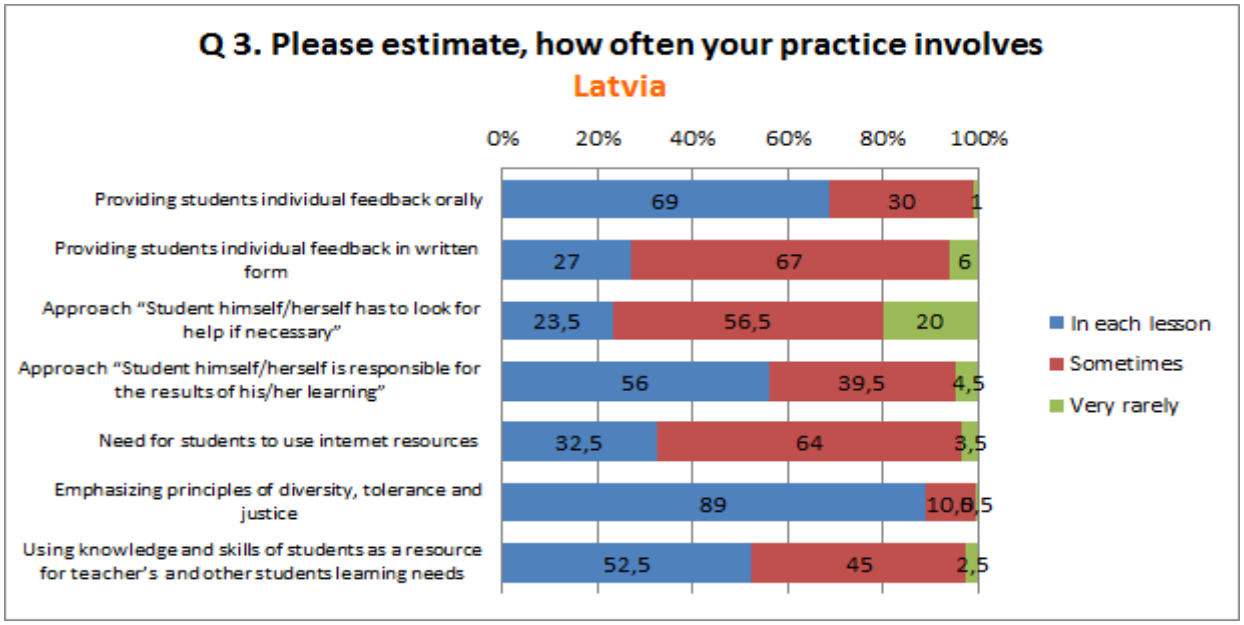

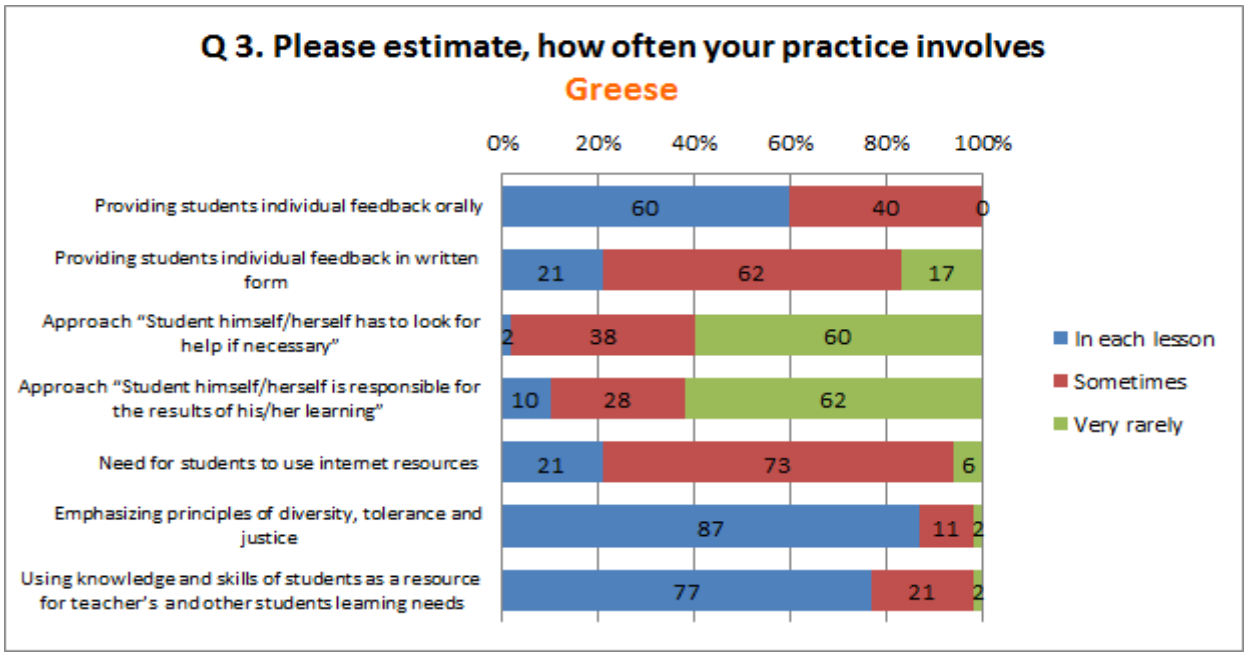

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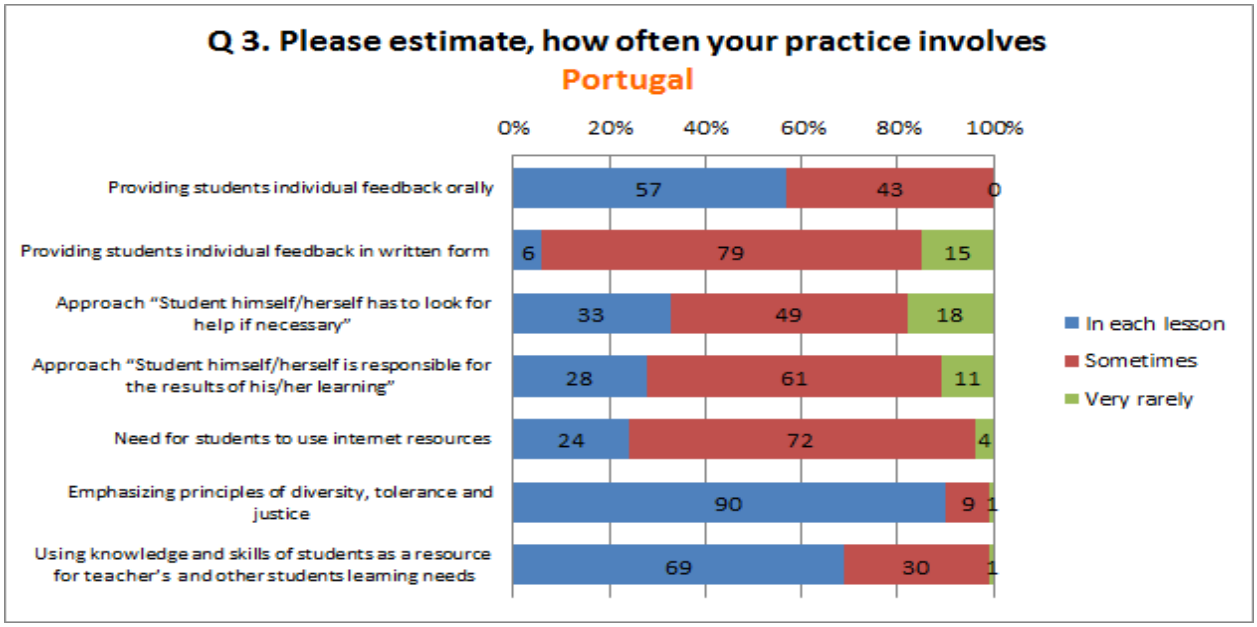

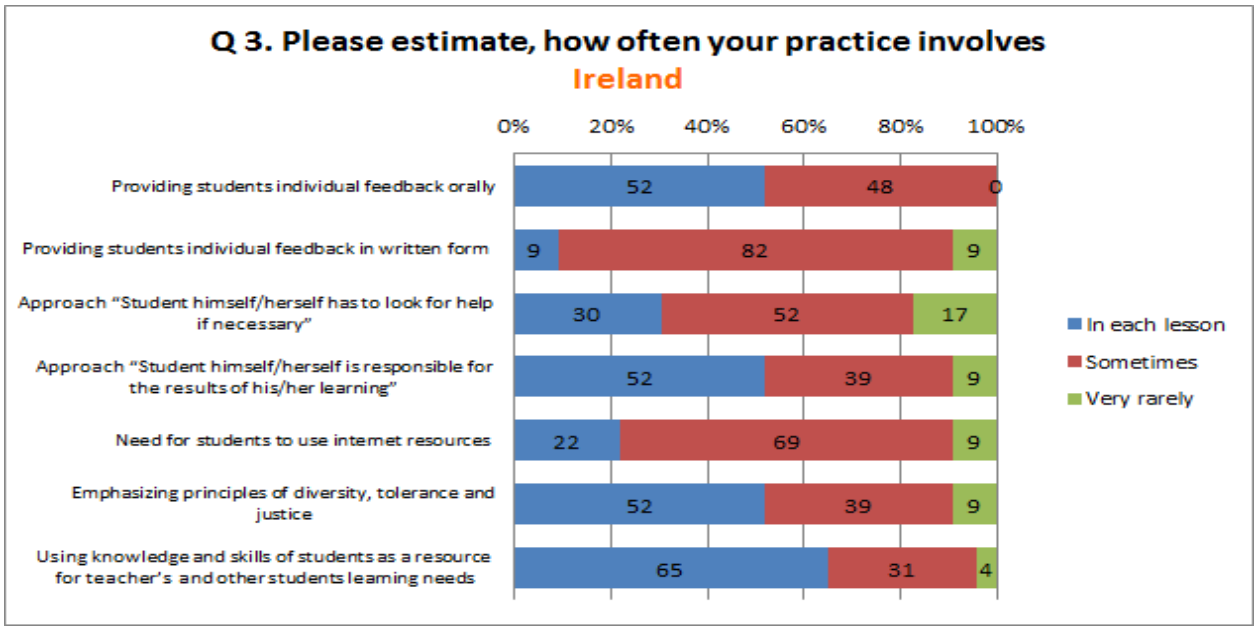

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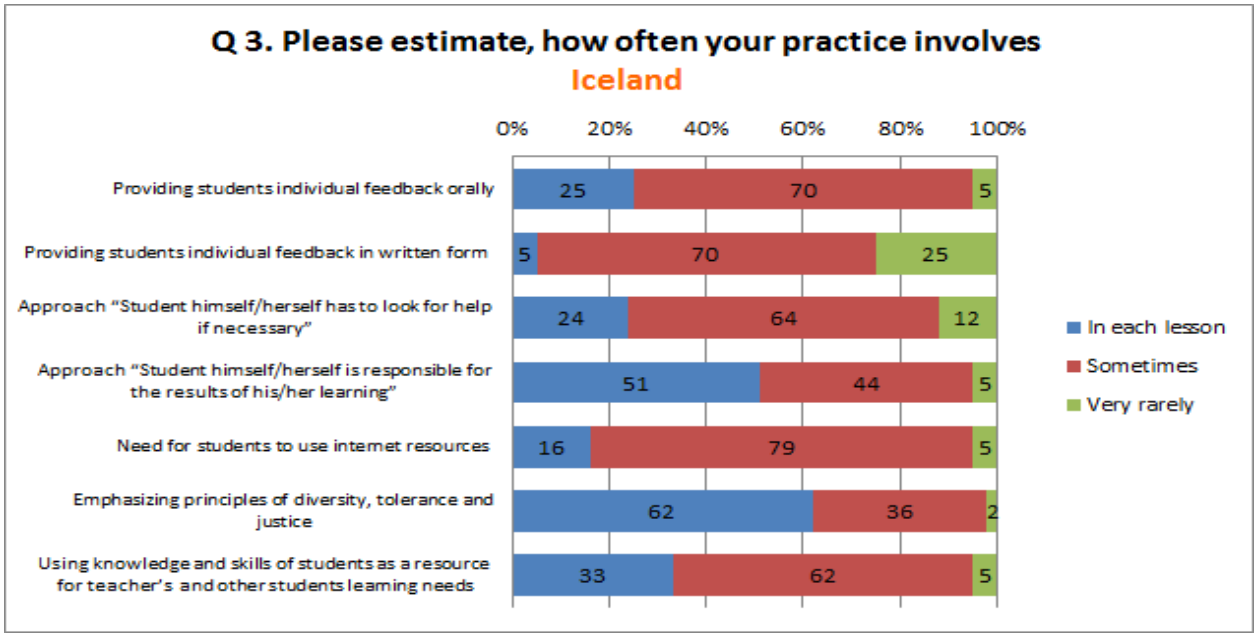

The next question was intended to identify the challenges that teachers experience regarding active student involvement – why it is difficult to implement. Respondents were invited to choose one or several answers and/or to add another answer based on their own practice and experience. Suggested answers to the question "active student involvement is difficult to implement because of" were as follows:

- *Scope of material to acquire according to the curricula*
- *Fragmented timetable in the school / length of the lesson*
- *Distance learning during COVID-19 pandemic*
- *Differences in the scope and level of knowledge and experiences of students*
- *Different attitudes of students towards learning*
- *Lack of different learning materials*
- *Lack of teacher's skills and knowledge how to do it*
- *Requirements set by school administration / schools' policy and culture*
- *Another answer*

According to the responses, students' active involvement in the learning process is challenged most often by distance learning practices in place as a result of the pandemic (328), different attitudes of students regarding learning (306), scope of material to acquire according to the curricula (268), differences in the scope and level of knowledge and experiences of students (252). Less important factors are requirements set by the schools' administration / schools' policy and culture (87), fragmented timetable in the school / length of the lesson (149), lack of different learning materials (113) and lack of teacher's skills and knowledge of how to do it (110).

Data shows that the biggest factors mentioned which hinder the active involvement of students are external, connected with students' attitude, actual level of students' knowledge and skills, requirements set by standards and, of course, the situation created by the covid-19 pandemic. Teachers mention their own knowledge, skills and attitudes less, which is warning sign.

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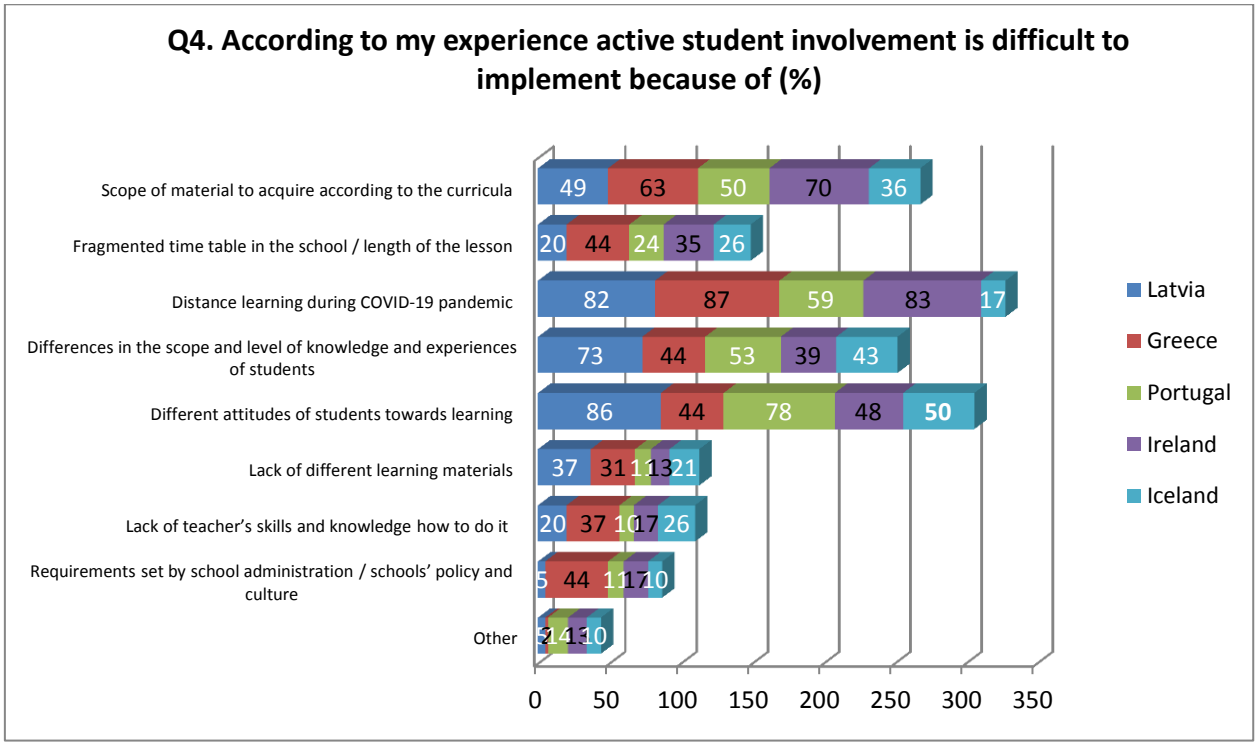

There are also differences among countries. In each country, there are different more frequently and less emphasized factors that according to teachers' experience hinder the active involvement of students in the teaching/learning process.

In Latvia, the '*different attitude of students to learning'* and *'distance learning during the pandemic'* are the most important experience-based factors that hinder each student's active involvement in the learning process; these are mentioned by more than 80 % of teachers. This is followed by '*different level of students' knowledge and skills'* (73%).

In turn, the most insignificant factors are the requirements set by the school administration, school policy (5%), and other factors (5%) such as large number of students in the class, technical provisions, lack of time, etc. Lack of knowledge and skills is not a serious obstacle for Latvian teachers in implementing active student involvement in the learning process; it is mentioned in 20% of teachers' questionnaires.

This data reflects the situation in education – Latvia is implementing an educational reform for which one of the approaches is a step towards students' self-guided learning and active involvement. Thus, the requirements set by the school administrations are supportive of the implementation of such practices, particularly as some teachers are already equipped with the necessary skills and knowledge for its implementation.

In Greece, the report suggests that the most challenging factor for students' active engagement during class has been the *distance learning practices in place as a result of the COVID-19 pandemic* (87%), followed by the scope of material to acquire according to the curricula (63%). Remaining options/statements have been mentioned equally often or seldom in the responses (30-45%) as more or less influencing the active involvement process. At this point it should be

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noted that 37% of the teachers admit to a lack of skills and knowledge as to how to implement students' active involvement in the learning process.

Consequently, the COVID-19 pandemic which has forced school systems worldwide to respond rapidly, creating home schooling and online educational environments, has been a serious obstacle for the active engagement of students. Getting back to normality, the most pressing remaining issue to deal with is the strict and rigid school curricula that leaves little space for the educators to plan and implement a more interactive and engaging way of teaching.

In Portugal almost 80% of teachers participating in the survey cited the *different attitudes of students towards learning* (80%) as the biggest challenge. 50-60% of respondents then cited '*distance learning during COVID-19 pandemic', 'different attitudes of students towards learning'* and *'scope of material to acquire according to the curricula', as equally important obstacles for active student engagement and participation.* Only about 10% of teachers have identified '*lack of teacher's skills and knowledge of how to do it', 'requirements set by school administration / schools' policy and culture'* and *'lack of different learning materials'.*

In Ireland,as in Latvia and Greece, '*distance learning during COVID-19 pandemic'* has been the most mentioned challenge for students' active involvement (83%)' followed by *'scope of material to acquire according to the curricula'* (70%). Other reasons, as in Portugal, have been mentioned very few times, especially '*lack of teacher's skills and knowledge of how to do it', 'requirements set by school administration / schools' policy and culture'* and *'lack of different learning materials'.*

In Iceland no dominating reason or challenge for active students' involvement was identified, as it was in other countries. Teachers mention diverse reasons. The most often mentioned is '*different attitudes of students towards learning'* (50%) (as in Latvia and Portugal), followed by '*differences in the scope and level of knowledge and experiences of students'* (43%) (similar to Ireland and Greece). 35% of teachers mention '*scope of material to acquire according to the curricula'.* Less important factors include *'requirements set by school administration / schools' policy and culture' (10%)* and, *other factors, (10%),* such as *'large size of students' groups', 'students lack of responsibility',* and *'parents' demands'.*

3. TEACHERS SELF-PERCEPTION OF PROMOTING STUDENTS' ACTIVE INVOLVEMENT IN PRACTICE

To get information about teachers' self-perception and examples from their practices, questions 5 and 6 were included in the questionnaire.

Self-portraits of teachers

Question 5 was devoted to teachers' self-perception with the focus on students' active involvement. "As an educator, I am characterized in the following way; (provide response in each line on a scale of 1 to 5, where "1" is not characteristic of me, and "5" is very characteristic of me):

- *I am skilled in listening and cooperation*
- *I am skilled in process management*
- *I am interested in the process (how to learn?), not only in the results*
- *I care for each student with whom I work*

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- *I enjoy working together / cooperating with colleagues*
- *I appreciate students' active involvement in planning, implementation, and evaluation of the teaching-learning process*
- *I understand and consider students' age specific features*
- *I feel responsibility for impact of my work on the students' learning results*
- *We are one team with the students*
- *I develop common teaching plans with teachers of other subject areas*
- *I believe that students' motivation is crucial for successful learning*
- *I am eager to try out new methods in my everyday work*

If one was to look at all participating countries together, then one can see that in all countries teachers have characterized themselves as '*caring for each student with whom [they] work'*, '*believing that students' motivation is crucial for successful learning', 'feeling responsibility for impact of [their] work on the students' learning results',* '*interested in the process (how to learn?), not only in the results and skilled in listening and cooperation in the highest degree'* - "very characteristic".

20 – 50% of respondents stated that they feel '*skilled in process management', 'appreciate students' active involvement in planning, implementation, and evaluation of the teaching-learning process', 'as one team with the students'.* This group of questions describe competences in process management where some teachers do not feel very confident and may need some support. It has to be said that the situation seems to differ between countries, so this provides a basis for mutual learning in this project.

One of the most challenging aspects seems to be the skill of '*developing common teaching plans with teachers of other subject areas',* which in a way is part of the previously mentioned process management competence. This statement has been evaluated, with many teachers selecting 1 and 2 meaning "this is not characteristic to me". Such results suggest that this is more than just lack of skill; This may indicate that the old paradigm that teaching is a lonely profession still rings true today. It can be the case that teachers often work with very little contact with other professionals or even adults. This topic would be good addition to the following project activities.

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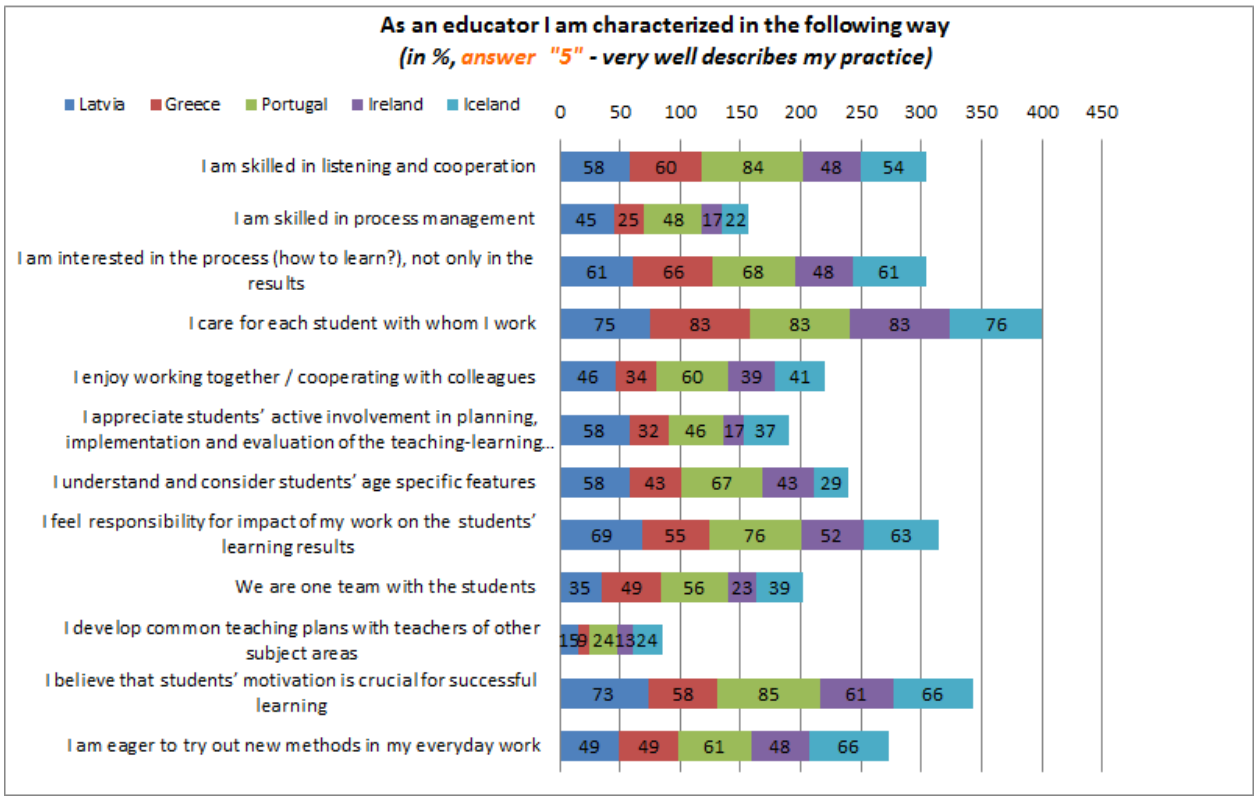

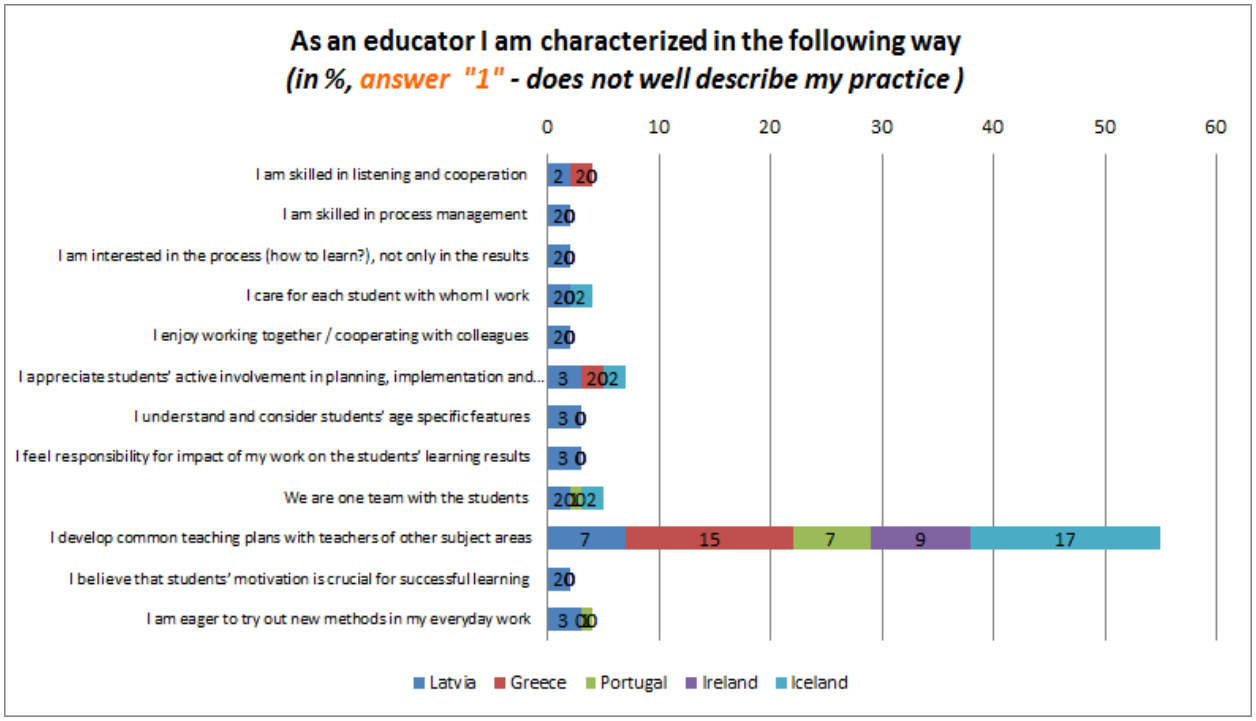

In Latvia, more than 90 % of teachers identified as many as 8 out of 12 mentioned skills and attitudes as being highly characteristic of themselves (marks 4 and 5). According to the results, 96% of teachers mark themselves as either a 4 or a 5for their skills and attributes of; '*listening and cooperation'* (95%), '*interest in the process (how to learn?), not only in the results'* (95%), '*caring for each student with whom they work and feeling responsibility for impact of [their]*

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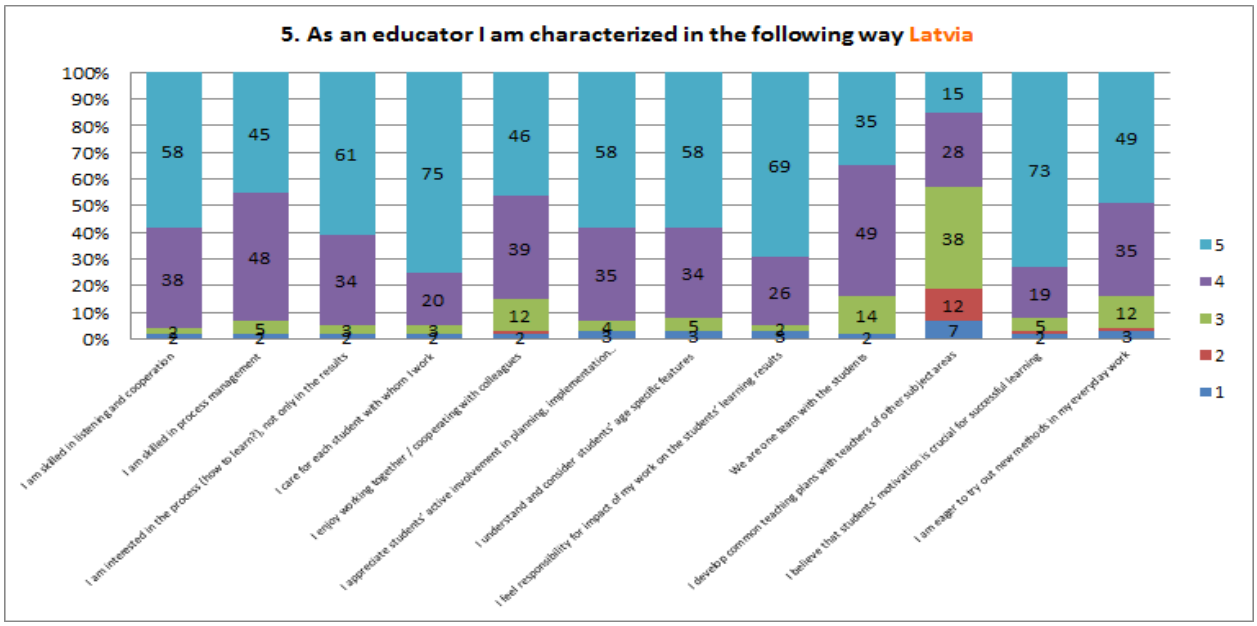
work on the students' learning results' (95%), '*process management and appreciation of students' active involvement in planning, implementation, and evaluation of the teaching-learning process'* (93%), '*understanding and consideration of students' age specific features and believing that students' motivation is crucial for successful learning'* (92%), *'working together / cooperating with colleagues and as one team with students'* (85%), and *'expressing eagerness to try out new methods in everyday work'.*

The data obtained from this questionnaire would suggest that teachers lack adequate self-evaluation skills and are relatively unobjective. This could potentially be another interesting topic to explore in conjunction with the professional development activities already planned in this project. There is only one aspect they admit need to improve – learning how to '*develop common teaching plans with teachers of other subject areas'*. For this competency, 40 % of respondents gave themselves marks 4 or 5, 38% marked themselves as a3 (meaning average), and around 20% admitted that this would not be characteristic of them (mark 1 or 2). It is interesting that the results from other project countries were similar, as in most cases this skill is marked with 1-3.

We can conclude that for teachers in Latvia there is still high need to improve skills and competences with regard to how to developing cooperative and collaborative relationships not only with the students, but also with other teachers from the same and from different subject areas. Also, teachers should be encouraged to try out new methods and approaches, not only know them theoretically.



In Greece, teachers are more self-critical than in other countries, especially in comparison to the Latvian and Portuguese respondents. Fewer respondents give themselves marks of 5 or even 4, with majority giving themselves an average mark of 3.

Still, there are areas where Greek teachers consider themselves skillful. They have given themselves high marks of 4 or 5 for aspects such as: '*feeling responsibility for the impact of [their] work on the students' learning results' (98%, 55% marked with 5), 'skills in listening and cooperation' (94%, 60% marked with 5), 'caring for each student with whom [they] work'*

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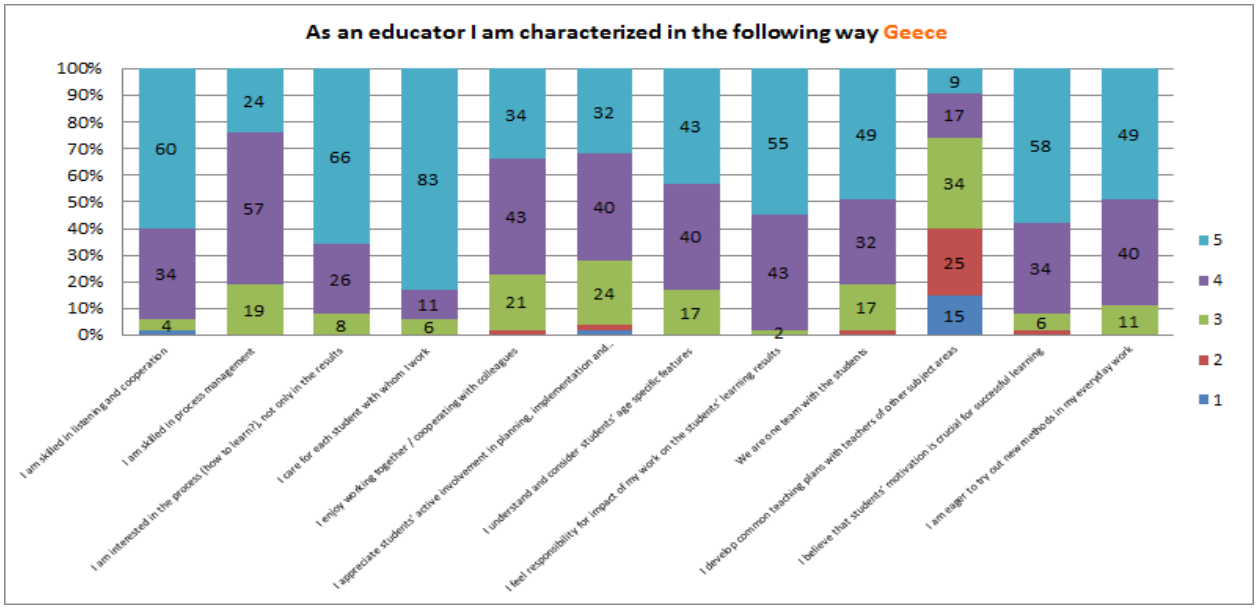
(94%, 85% marked with 5), 'interest in the process (how to learn?), not only in the results' (92%, 66% marked with 5), 'belief that students' motivation is crucial for successful learning' (92%, 58% marked with 5), 'eagerness to try out new methods in everyday work' (89%, 49% marked with 5).

70 - 80% of respondents in Greece declare competency in the following skills; '*understanding and consideration students' age specific features' (83%), 'process management' (81%), 'teamwork and cooperation with the students' (81%), 'cooperation with colleagues' (77%), 'appreciation of students' active involvement in planning, implementation, and evaluation of the teaching-learning process' (72%).*

There are some aspects where teachers identify a need for improvement and professional development as they have given themselves low marks of between 1-3 (meaning, it is not characteristic of me). More than 70% mark themselves between 1-3 for their skills in '*developing common teaching plans with teachers of other subject areas'* – which is also similar in other countries. 17 - 28% respondents gave themselves marks of between 1 – 3 with regard to the following skills and attitudes; '*I enjoy working together / cooperating with colleagues' (23%), 'I appreciate students' active involvement in planning, implementation, and evaluation of the teaching-learning process' (28%), 'I am skilled in process management' (19%), 'we are one team with students' (19%), 'I understand and consider students' age specific features' (17%).*

It is obvious that some teachers might benefit from support to improve cooperation skills both with students and other teachers from different subject areas.



Teachers in Portugal participating in the survey highly evaluated their own skills and attitudes. In 11 out of 12 statements, more than 90% of respondents gave themselves either a mark 4 or 5 (highly characteristic). Respondents felt the most confident (marking with 5) about the following skills and attitudes: '*skilled in listening and cooperation' (84% teachers marked with 5), 'care for each student with whom I work' (83%), 'believe that students' motivation is crucial for successful learning' (85%), 'feel responsibility for impact of my work on the students' learning results' (76%). Teachers felt* less certain but still positive about being '*skilled in process management'* and *'appreciating students' active involvement in planning, implementation, and*

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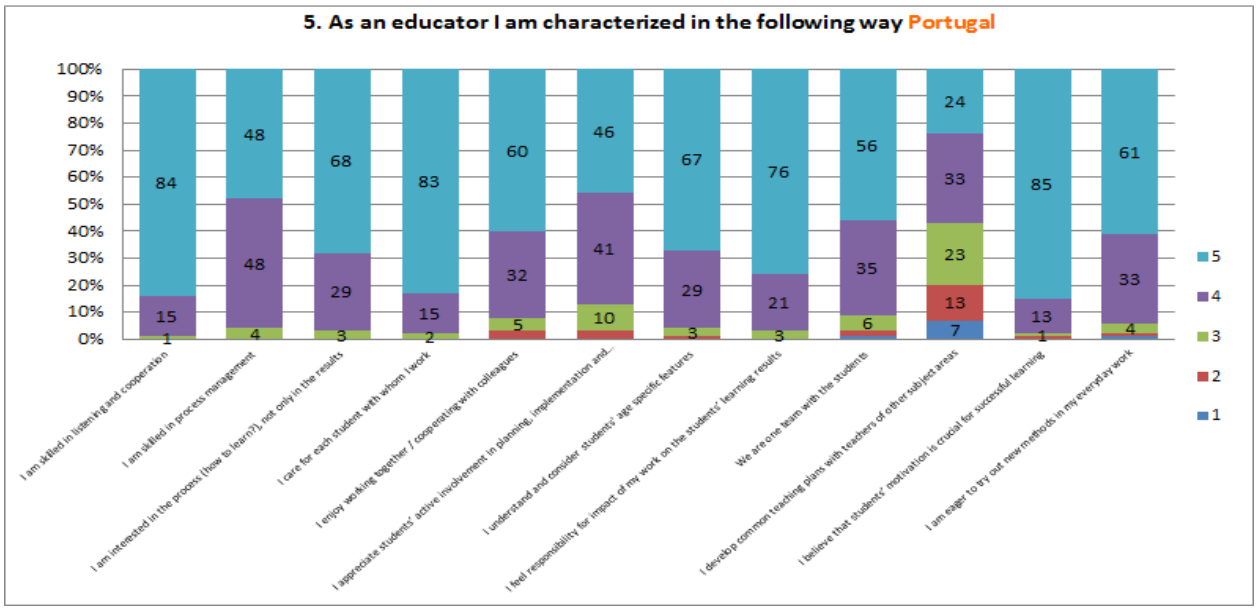
evaluation of the teaching-learning process' – half of teachers assessed themselves as being at a mark 4 in these regards.

'*Developing common teaching plans with teachers of other subject areas'* is the skill in which respondents felt the least confident. Only 28% of teachers said they felt highly skillful in this area, 30% said they felt average in this area (mark 3-partially characteristic), while the majority (40%) said that they felt unskilled in this area, and that it was uncharacteristic of them (mark 1 or 2).

5-10% of teachers evaluated the skills *'I enjoy working together / cooperating with colleagues' (5%), 'we are one team with the students' (6%),* and '*I appreciate students' active involvement in planning, implementation, and evaluation of the teaching-learning process' (10%) as being less characteristic of themselves (marks 1 or 2).*



In Ireland 90 – 100% of respondents evaluate themselves as being skillful, and state that the following beliefs and practices are very characteristic of them; 100% agreed that they '*care for each student with whom they work'* (83% of those marked themselves as a 5 for this statement – very characteristic), 100% believe that *'students' motivation is crucial for successful learning'* (61% of those marked themselves as a 5), 96% consider themselves '*skilled in listening and cooperation'* (48% of those marked themselves with a 5), 91% '*feel responsibility for impact of their work on the students' learning results'* (52% of those marked themselves with a 5). 87% said that they are '*eager to try out new methods in everyday work* and understand and *consider students' age specific features',* and 83% of teachers '*enjoy working together/cooperating with colleagues* and declare themselves to be *'as one team with the students.'*

As in other countries, respondents have generally given low evaluations for their skill in *'developing common teaching plans with teachers of other subject areas'.* Only 44% of teachers marked this as characteristic of themselves, while 39% have expressed that this is not very characteristic or not characteristic at all. So, it seems that this is a topical learning need in Ireland too.

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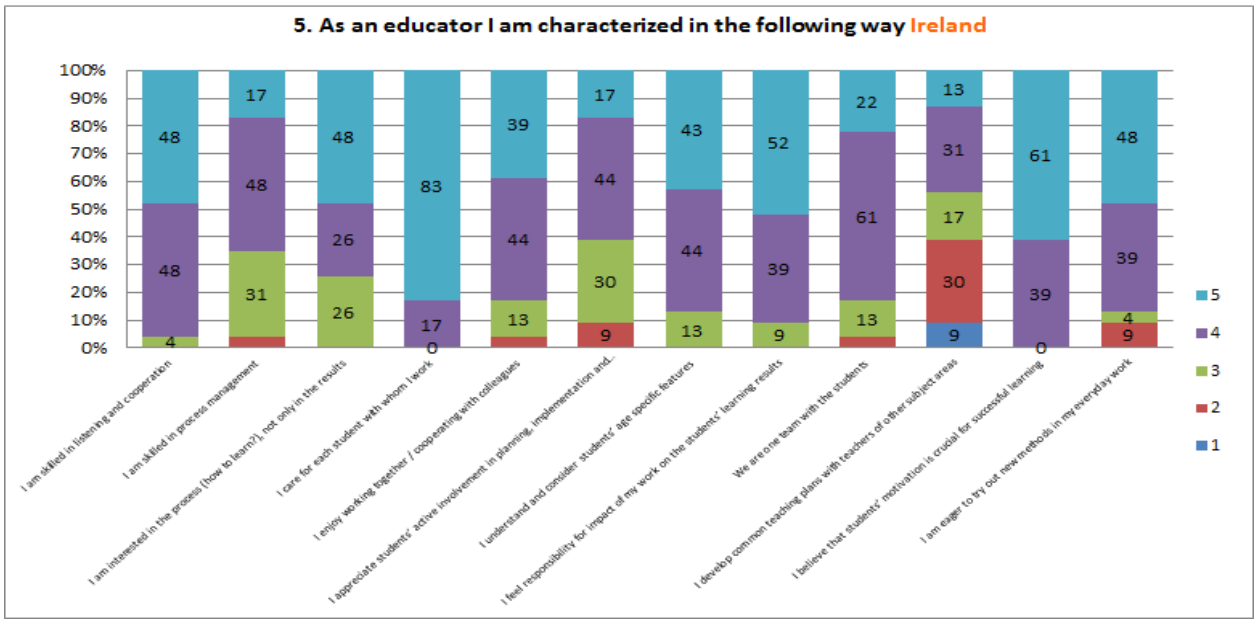
Respondents in Ireland gave themselves marks of 3 or lower (partially characteristic or not characteristic at all) for the following skills and practices. Only 35% consider themselves to be '*skillful in process management'*, 26% '*care for each student with whom they work'*, 17% '*appreciate students' active involvement in planning, implementation and evaluation of the teaching-learning process* and *consider being one team with students'*, 13% are '*eager to try out new methods in everyday work'*. These findings suggest topics for professional development activities within the project and in general, such as improvement of cooperation skills with other teachers and students, applying age-specific approaches and introducing new innovative methods in their everyday work.



In Iceland 95 – 100% of teachers consider that features such as '*feeling responsibility for impact of their work on the students' learning results' (65 % out of 100 % marked with 5), 'skills in listening and cooperation'* (98% out of them 54 % with 5), '*caring for each student with whom they work'* (98%, 76% with 5), and '*belief that students' motivation is crucial for successful learning' (*95%, out of them 66% marked with 5*)*, are characteristic of themselves.

75 – 90 % of teachers characterize themselves as professionals who are '*interested in the process (how to learn?), not only in the results'* (88%), '*eager to try out new methods in my everyday work' (87%) 'enjoy working together/cooperating with colleagues', 'appreciative of students' active involvement in planning, implementation and evaluation of the teaching-learning process* and *consider being one team with students' (76%).*

Similar to the self-estimation of teachers in other countries, in Iceland the largest differences are regarding '*developing common teaching plans with teachers of other subject areas'.* More than 30% of teachers characterize themselves as skillful in this regard, however 60% of teachers identify that this skill is only partially characteristic or is not characteristic at all; as many as 17% of respondents marked themselves with a1.

In addition, 20- 30 % of respondents were open about having little or no knowledge of such skills as '*process management'* (24 % responded with partially characteristic), '*understanding and considering students' age specific features'* (27 % evaluated themselves with a 3 or a 2),

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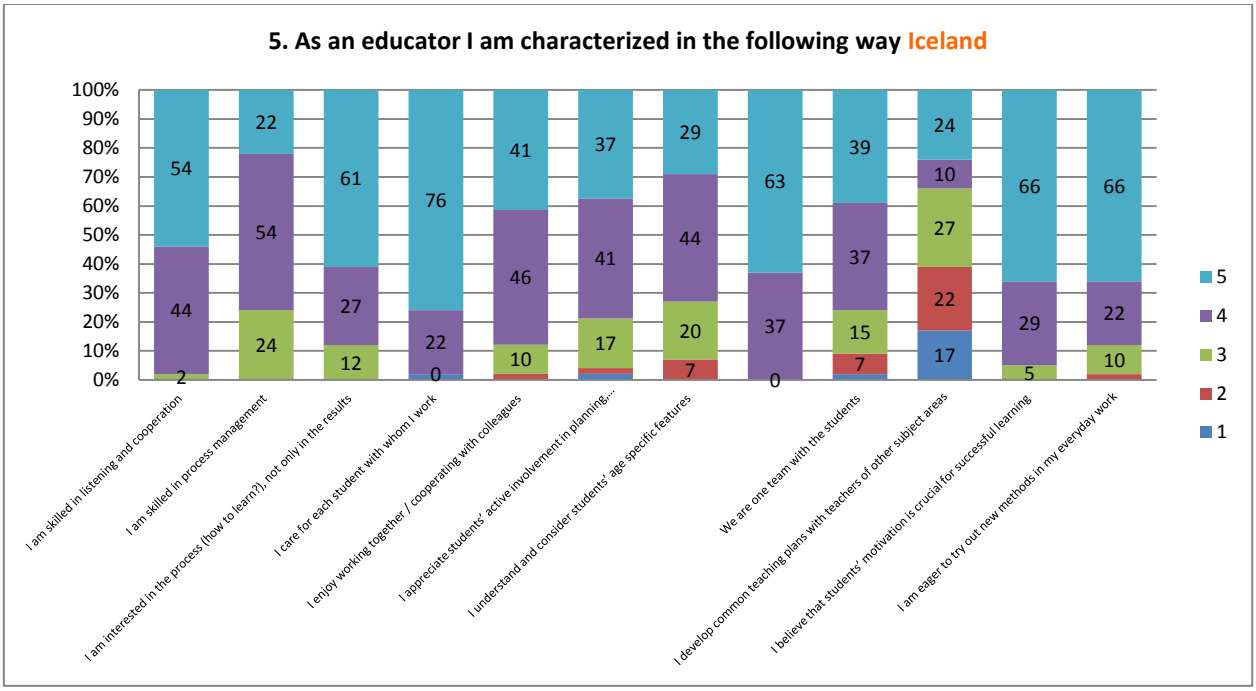
'*being one team with the students'* (23 % evaluated themselves with a 3 or a 2), '*appreciating students' active involvement in planning, implementation and evaluation of the teaching-learning process'* (21 %). These results can be useful for choosing topics for podcasts and also to know what to pay attention to during the site visits.



Identifying good examples from teacher's practice

To get more information about teachers' own perceptions and beliefs, **question 6** was designed in such a way as to invite teachers to describe at least one example from their practice of how they have successfully promoted active engagement of each student in the learning process.

Teachers in Latvia emphasize the importance of to making sure that the topic is interesting and meaningful for students, and they have an opportunity to express their learning process and results in creative way. As good example of this is the recent introduction of drama lessons in Latvian schools.

Some teachers develop their own videoclips; students can watch them at a convenient time, and can watch the clips several times if needed, to make sure that everything is clear and the necessary knowledge from the topic has been acquired. This approach also gives students the opportunity to go back to any topics to revise and refresh their knowledge. Materials are available in the e-cloud and students can access them at any time.

Another method of promoting active student engagement is to assign specific tasks to individual students as part of a team working exercise. This promotes communication and cooperation as each student is responsible for a necessary part of the final solution. Such an approach also promotes personal responsibility and understanding that the task must be completed to a high standard. Another method is to allow students to choose which topics they would like to research further within the theme of the curricula. The teacher can also provide several choices for students as to how to complete the same task. For example, when learning about photosynthesis, students could choose to work with garlic, onion, or some indoor flowers etc. A practical method could also be dividing a new topic into parts and assigning each part to individual students; later

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each student should present the findings of their research to the other students, making sure that they understand it. A modification of this method might be asking students to check each other's work, explain mistakes and suggest good ways as to how to acquire new knowledge.

The main principles that should be kept in mind when striving to promote students' active engagement are for cooperation, building an atmosphere of mutual trust, providing opportunities to ask questions and share opinions, and acceptance of each student without discrimination.

In Greece, responses were received from 55 teachers who shared examples from their own practice of how they have successfully promoted the active engagement of each student in the learning process.

The feedback included following examples:

- most teachers assign tasks in teams. During these assignments, children can choose their own material and the way to present them in the classroom (allocating specific roles to each member)
- some teachers carry out various thematic projects in their class. Students are asked to choose their own material and presentation style for the project.
- many teachers try to find a more playful approach to teaching. Thus, they organize playful activities promoting children's collaboration and passionate learning.

From Portugal, a wide range of examples were given from teachers' practice promoting the engagement of each student.

Several teachers identified the importance of motivating students through respecting the validity of differences in learning methods and approaches, and through having discussions with students about pieces of autonomous course work and how they should be presented and how it will be assessed. Giving respect to students during the planning and learning process has also been practiced by some teachers: "Involving them in all aspects of the learning process, listening to them and arriving at solutions together and proving that I, as a teacher, do not know everything about every subject and I learn a lot from the students too." It is necessary to promote an atmosphere of mutual respect and encourage and value the participation of each and every student. These principles were mentioned in many responses.

Another aspect identified in the responses was the importance of supporting students during their work while also giving them enough independence – "A research work on a given topic, individually or in pairs, for presentation to the class, accompanying the students throughout the process and guiding them to improve some aspects. Feedback throughout the completion of the tasks is crucial so that students are not only warned after the result".

Making content more relevant to existing knowledge and experiences, for example relating new information with the events and history of the local community has also been identified as a successful tool for engaging students: "When teaching the subject of dictatorship, I related censorship, political police, political prisons and trade union organization with local history, namely the Revolt of the Glass Workers on 18th January 1934, which took place in Marinha Grande (the school's locality), which stimulated pupils' interest and commitment."

Several teachers shared their experience in using technologies for students' active involvement. "Most students are involved with new technologies. Young people's affinity with technology is one of the tools I use to make this whole process more dynamic (through mobile devices to carry out research, the clarification of pertinent doubts through chat groups or online forums, the use of various motivational applications, etc.)". Making diversified materials, digital platforms (such

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as Virtual School and Khan Academy etc.) available, using appealing materials that meet the students' interests and presenting these in a variety of formats, such as films and Ted talks, as well as materials adapted to the students' characteristics are also methods successfully used by Portuguese teachers. However, it is crucial to develop a questionnaire about a video or other technology previously watched by the students with a number of questions that allows for individualized answers and, at the end, the production of a common text about the content worked on.

Some experiences describe specific methods; "I used the technologies to create an environment of students' full attention, for answering questions prepared by the teacher and addressed to each of the students in a class. I used a 'wheel of names' created on the computer. In this way the pupils were made expectant as to the question and as to whether their name would be drawn for an answer. Each pupil was given a question that was asked in advance and only then the 'wheel of names' was started. After a student's answer their name was automatically excluded from the Wheel. https://wheelofnames.com/".

Developing individual responsibility is also an important part of meaningful student engagement in the learning process. It can be implemented in project work by requesting each individual student to develop their own portfolio, where the assessment items are proposed by the students and then negotiated between the teacher and students. Teachers emphasized the importance of including diverse forms of assessment and information representation, allowing "a choice of their preferred modalities and provide space and class time to build, for example, a choreography in dance practice".

A very special aspect mentioned in the responses was the role of the teacher as a personality and a citizen: "I pass on to my students positive examples from my life, as a citizen with vicissitudes in childhood and adolescence, having overcome many difficulties through humility, dedication to study and work. As well as other experiences observed with students, as a professional in education. I value being a teacher. Motivation is the key word for my success with students." This is something to focus on during the project meetings and especially during site visits.

Responses from Ireland also describe involving students in some form of cooperation. The consequences of distance learning were also mentioned. Some more specific examples described by respondents are as follows:

- Utilizing ICT opportunities to allow students to engage with one another in team-based activities while maintaining distancing. Using ICT to have whole class use collaborative approaches where they can all see each other's work. For all the different abilities this supports different needs - higher achievers get the sense of competing they often thrive on and students who need more support can see exemplars from their peers and build off of their work. Teacher can provide discrete guidance from their own device (comments on slides or word etc.) and support all learners without singling out anyone.
- Students design and negotiate the success criteria of the lesson based on the learning intention. Example: inserting "how will I know if I can..." (insert skill-based learning intention).
- I have found that the new CBAs in Junior Cycle do allow for more student engagement in the learning process. In English, we have looked at success criteria before we start the planning of our oral communication task; students provide ideas on what they are expected to do, and they create student friendly guidelines.
- When students are planning and practicing, in groups, they give constructive feedback so changes can be made before the final presentation. After their final presentation, we

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discuss the process as a class, and they complete an individual reflection sheet that I can use as a guide to help other students in the future

It is interesting that teachers use term "allow" regarding engaging in teamwork with other students and in general, there is some sense of fear to give "too much freedom" to students, so maintaining spirit of teacher-centered approach and teacher-controlled learning process.

Teachers in Iceland provided rich information on teachers' experiences in promoting students' active involvement in their own learning. Three main areas can be identified with a variety of examples in each.

1) Freedom to choose an assignment *or a final product of an assignment based on interest*

An example was made from a vocational subject, where students were assigned a particular skill to learn. Everyone got to choose the final product and search for ideas on the internet that would spark their own interest in the assignment. Students were allowed to choose how they handed in the task at hand and decide what it would look like based on their own initiative.

Students were allowed to choose one biological system and become an expert on it, gathered information independently, created presentation material together with other experts on the same biological system and presented it to experts on other biological systems. The evaluation on the work was made by peers and self-evaluation.

Another comparable assignment was named, an experiment where students chose which one to conduct and had to discover for themselves what materials, tools and equipment was necessary to accomplish it. By using peer evaluation and carefully defining the assessment factors, most students were actively engaged in the learning process. Students made videos that were presented to students from other classes in the school.

During theme assignment in social studies and natural sciences students were allowed to suggest a theme that relates to the studies and choose how they hand in the final project assigned to each theme; this is where creativity can be embraced. An approach where students organize their work and final project.

Students interest in the learning process was assessed through a specially designed interest survey in the beginning of the semester, but also by allowing students to choose projects to work on.

2) Utilizing students' strength, organization and problem-solving skills.

Students were sent out to pick up garbage and create a bingo from different categories of litter, the group that brought back the most trash, would win the game of bingo. After that, the groups would fill out a report as to where they found most of the trash, then they would have to suggest solutions as to how it might be possible to lessen the litter and expose of it. Everyone found this assignment very interesting.

In general, when students are allowed to approach learning using their own strengths and display their knowledge in various ways; with sound recording, writing, answering questions or using illustrations, acting, using different means even if the work is based on the same foundation. If students get permission to display their knowledge in different ways, it builds self-confidence and self-esteem with regard to learning, that leads to further active engagement in learning.

3) Formative assessment

Projects where students take part in an assignment related to study material, prepare the material and teach to their classmates during a part of the lesson, motivates them. Assignments where the

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students are responsible for the whole process of the assignment are also useful motivational tools.

Others brought to light so called „leiðsagnarmat“, emphasizing role model tasks to get students to work towards mutual goals. Examples of ethical dilemmas were used during life skill classes and students allowed to present an argument that supported their views on the topic. Teachers also initiated discussions where each and every student had to hand in an independent assignment or participate in problem-solving tasks. In life skill class and home economics, it proved useful to spark interest in the learning by applying it to actual real-life situations, trying new recipes and doing the grocery shopping.

In math, academic learning was associated with real-life learning, through measurement and observation. For example, students could be asked to conduct a real survey and use it for statistical assignment. Other teachers would have the students create geometrical shapes and, calculate corners and such, and by that spark further interest in math.

Service learning, puzzle method and station learning. (Þjónustunám (service learning), púsluaðferðin og stöðvanám voru nefndar aðferðir) also were mentioned.

4. TEACHERS' DEVELOPMENT AND EXTERNAL SUPPORT NEEDS

The last content **question** in the survey, no. **7,** was designed to identify teachers' professional development needs: *what kind of information (theory, data from studies, and experience of the colleagues) on active student involvement in their learning process would help you to improve your practice? Please provide specific topics or questions.*

Similar to Greece and Portugal, teachers from Latvia are interested in more opportunities to observe lessons conducted by other colleagues, sharing experiences on such topics as

- how to motivate students for active involvement
- how to improve digital skills
- short and long-term planning, more general and for each lesson
- tasks for unusual learning situations and locations (field trips, museums, performances etc.)
- planning through different subject areas (natural sciences and mathematic etc.)
- information on socio-emotional aspects of learning etc.

Many responses confirmed the belief that the "experience of other colleagues is the most useful source of information". As previously mentioned, there were also many responses about readiness and willingness "to learn something new".

In Greece, the most common answer was that teachers would like to share experiences/good practices/techniques with other colleagues. This feedback would be a useful tool towards the promotion of the active involvement of students in the learning process. Another issue that has been raised is a lack of resources. More specific answers identified needs to improve cooperation skills and acquire specific methods for interactive lessons:

- many teachers would like to learn more things about collaborative and experiential learning (experiential exercises to increase the engagement and productivity)
- teachers expressed a need for appropriate tools to make lessons more interactive.

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Teachers from Portugal have provided rather detailed and specific responses to question 7. Some more mentioned areas involve:

- reports of practices, which combine results with operationalization of processes, supported by up-to-date scientific knowledge
- how to provide positive feedback to students
- how to motivate students, especially when there are students with different levels of knowledge in the classroom
- access to meaningful training for teachers (without doing it out of obligation in search of missing hours) in current topics and tools, such as multimedia, IT, blogs, communication channels, radios, website building, "out of the box" school sports such as Parkour, Frisbee, etc.)
- how to manage and engage autistic students and students with other cognitive and mental weaknesses
- what are the best platforms for students to showcase their work and learning
- encouraging the question asking of the class, to individual pupils and pupil to pupil

There are still more general and relatively superficial answers. For example, teachers are interested in "sharing experiences and ideas among professionals", and "everything that helps us change and enrich teaching practice". It was interesting to see the response "I don't know, I teach a very specific subject", which suggest that teachers approach teaching from the perspective of "teaching a subject", and maintaining strong lead and control by teacher rather than taking a more personal perspective of the students' overall growth, not just in one specific subject.

Several teachers are concerned about long-lasting "pedagogical experiments" and "faddish theory of 20 years ago or more and ill-founded experiments or experiments carried out in unrealistic contexts". Some specifically mention the size of the classroom/the number of students in one group as a major challenge in everyday work. It seems essential to organize opportunities for each teacher to visit classes of other colleagues with reasonable frequency. Request to get information about newest scientific findings or, in other words, "easy-to-read theoretical support that demonstrated the feasibility of the practice" has been mentioned in several responses.

Teachers from Ireland have expressed interest in " reading about real life scenarios in the classroom, the contexts and how the teacher manages the lesson", "being shown concrete examples of active learning and student involvement in the classroom environment", "hearing data/research findings from the student voice; how/when do they feel enabled and participatory in the learning process". Teachers are also interested in longitudinal study results and more specific issues, such as "sample questions that could be asked of students at the beginning of a unit to determine whether they can be involved".

Responses from Iceland identified two blocks of learning needs; willingness to hear and see the experiences of other teachers from the field, from students and from other schools, and ability to hear open feedback and specialized knowledge from other teachers.

Many participants answered the question with valuable information about teaching to students and shared the experiences of other teachers as well. Most respondents felt it would be useful to gain an insight into how other teachers approach their teaching, what they feel works well in the classroom, what could be better, and what methods they are using, so as to apply new methods into their own teaching, and diversify their practice using new and varied tools. Having open conversations with other teachers was believed to be helpful also, as well as hearing stories from students about their own experiences. Cooperation and a good flow of information between

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schools was also mentioned. It is clear that being able to share ideas on the variation of learning and being able to feel the learning material with your own hands is of vital importance for educators

Regarding feedback and specialized knowledge from other teachers, participants reported that they would appreciate having feedback from an experienced teacher that would sit in their class. It would also be beneficial to have a teacher with technological and information technology knowledge come into class, to further advance the teaching. In general, others mentioned various methods that might improve results, and offer useful information on students; strengths and weaknesses, as well as provide accessible information on students of foreign origin.

Other needs mentioned included formative assessments and learning by doing as well as the need for more information on learning assessments in general. It is critical that teachers have access to information on successful projects where the curriculum is followed, students are properly prepared for upper secondary learning, and are active participants in the learning process.

CONCLUSIONS AND RECOMMENDATIONS

By comparing the results of the survey with the key aspects to be explored during the project, one can see that the key topics are more and some less represented in some way in each question.

Collaboration has been mentioned quite a lot; it seems that teachers have accepted idea that collaboration is important, and they have to apply it. Thus, teachers' skills in that area should be increased and improved. However, there is still a lack of deeper understanding as to why it is important. Through collaborative learning methods, pupils become involved in activities which demand interdependence to produce successful outcomes, with shared responsibility for decision making and results. Collaboration is crucial for facing diversity in the society, serving different needs and creating innovative solutions.

Feedback and education technologies are also mentioned quite often. Teachers know that providing open and immediate feedback to students themselves, peers and teachers in a safe and supportive environment is crucial for successful learning, and readiness to take responsibility for the process and results. Education technologies offer different ways for students to apply their digital skills to design, create and disseminate their own content. Technologies are increasing class discussions and participation levels by allowing teachers to share learning in real-time with the whole class. Technologies also promote intergenerational cooperation where teachers can learn from students about the newest digital tools and apps and how they can be used to support learning.

An interdisciplinary approach still seems to be more of a challenge for teachers in almost all countries, and this is where support during the project and beyond is needed. An interdisciplinary approach is important as a method of bringing together separate disciplines around common themes, issues or problems, thus effectively linking learning at school with real life processes, helping to promote more holistic thinking, and grasping fully the interconnectivity of economic, social, and ecological Aspects, to name just a few.

Similar conclusions can be drawn regarding self-led learning/personalized learning. In teachers' responses, one can see there is a discrepancy between "knowing that it should be promoted", and doubts in real necessity to apply it or lack of know-how implement such an approach. This is where more support for teachers is definitely needed to develop trust that students are engaged in independent learning and self-reflection to achieve common goals. Activities are customized

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according to individual learning preferences and educational needs. An individual approach can be taken through multiple modes of instruction and learning (individual goals, individual pace, individual choice of techniques, tools and methods according to learning styles and preferences, individual attainment, one being assessed against one's own progress, etc.)

Even fewer teachers have demonstrated their competence and skills in promoting engagement. An engaged classroom is one where students are at the center of the learning process, are aware of and in acknowledgment of the learning goals, are able to capitalize on their previous knowledge and skills, express their needs and concerns, and ultimately, are deeply involved in the whole process of their own learning. The learning is made relevant and applicable to their lives, and they create their own content.

Central to the project goal is the 'learning to learn' competence, nothing short of vital is the ability to pursue and persist in learning, to organize one's own learning, including through effective management of time and information, both individually and in groups. This competence means gaining, processing and assimilating new knowledge and skills as well as seeking and making use of guidance. Learning to learn engages learners to build on prior learning and life experiences in order to use and apply knowledge and skills in a variety of contexts. This is where the teacher exercises his/her roles of a learner, facilitator, supporter, guide, coach, mentor, nurturer, inspirer, etc. As it still seems that the paradigm of the teacher dominated learning process is very present, diverse roles of teachers in real situations have to be demonstrated in the following project activities.

APPENDIX

Questionnaire in English

Involvement of students and teachers in the learning process: experiences and challenges

On behalf of the partners of the Erasmus + project "**Learners as Co-creators of Their Own Learning (*LeCoLe*)**" (Nr. 2020-1-LV01-KA201-077454) we kindly ask you to contribute to the context study on involvement of students and teachers in the learning process and fill in the questionnaire below. Responses of the teachers in five partner countries - Latvia, Portugal, Iceland, Ireland, Greece - will be used to get overview of experiences and challenges in order to develop supporting materials for teachers. Questionnaire was developed by the experts of the project partner in Latvia – Education Development Center.

Please consider and evaluate your own approach and practice of the organization of the learning process in the school/classroom. To fill in the questionnaire will take you some 15 minutes. The results will be used to develop support materials for teachers.

Thank you in advance! We highly appreciate your involvement!

1. I believe that active involvement of each student in the learning process entails (provide response in each line)		*Agree*	*Probably*	*Disagree*
1.1.	Letting students know what the learning goals are			
1.2.	Encouraging students to find independently learning materials			

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	for acquiring certain topic			
1.3.	Agreeing with students on teaching methods chosen by the teacher			
1.4.	Encouraging students to ask questions during the learning process			
1.5.	Accepting that students use in the classroom methods for accomplishing tasks that have not been presented by the teacher			
1.6.	Providing students with the opportunity to use additional materials in addition to the textbook			
1.7.	Encouraging students to study together with peers both in person and virtually			
1.8.	Creating climate in the classroom where making mistakes is perceived as a part of the learning process			
1.9.	Allowing students to connect topic which they learn to the broader context			
1.10.	Organizing work in pairs and/or groups also during the tests			
1.11.	Encouraging self-reflection			
1.12.	Encouraging students to provide constructive feedback			

2. Describe your everyday pedagogical practice in the classroom and interactions with students in general: (provide response in each line)		*often*	*sometimes*	*never*
2.1.	I invite students to engage in planning the topic, consider their suggestions, questions and interests			
2.2.	Main task in the learning process is to achieve goals set in the standards			
2.3.	Listen to students' thoughts about topicality of learning content and its relevance to their lives			
2.4.	I base learning process on actual students' skills and knowledge in the theme			
2.5.	I encourage students to compete			
2.6.	I encourage students to analyze their mistakes and learn from them			
2.7.	Tests provide me enough information on students' progress			
2.8.	I provide students with feedback on their learning process			
2.9.	I provide support to individual students on how to plan independent learning			
2.10.	I use students' technological skills for common learning process			
2.11.	I respond to questions of individual students			

3. Please estimate, how often your practice involves		In each lesson	*Sometimes*	*Very rarely*
3.1.	Providing students individual feedback orally			
3.2.	Providing students individual feedback in written form			
3.3.	Approach "Student himself/herself has to look for help if necessary"			
3.4.	Approach "Student himself/herself is responsible for the results			

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	of his/her learning"			
3.5.	Need for students to use internet resources			
3.6.	Emphasizing principles of diversity, tolerance and justice			
3.7.	Using knowledge and skills of students as a resource for teacher's and other students learning needs			

4. According to my experience active student involvement is difficult to implement because of (chose several answers if necessary)

- Scope of material to acquire according to the curricula
- Fragmented time table in the school / length of the lesson
- Distance learning during COVID-19 pandemic
- Differences in the scope and level of knowledge and experiences of students
- Different attitudes of students towards learning
- Lack of different learning materials
- Lack of teacher's skills and knowledge how to do it
- Requirements set by school administration / schools' policy and culture
- Another answer

5. As an educator I am characterized in the following way: (provide response in each line in scale from 1 to 5, where "1" - it is not characteristic to me, "5" - this is very characteristic to me):		*1*	*2*	*3*	*4*	*5*
5.1.	I am skilled in listening and cooperation					
5.2.	I am skilled in process management					
5.3.	I am interested in the process (how to learn?), not only in the results					
5.4.	I care for each student with whom I work					
5.5.	I enjoy working together / cooperating with colleagues					
5.6.	I appreciate students' active involvement in planning, implementation and evaluation of the teaching-learning process					
5.7.	I understand and consider students' age specific features					
5.8.	I feel responsibility for impact of my work on the students' learning results					
5.9.	We are one team with the students					
5.10.	I develop common teaching plans with teachers of other subject areas					
5.11.	I believe that students' motivation is crucial for successful learning					
5.12.	I am eager to try out new methods in my everyday work					

6. Please describe one example from your practice of how you have successfully promoted active engagement of each student in the learning process:

.....

.....

7. What kind of information (theory, data from studies, and experience of the colleagues) on active student involvement in their learning process would help you to improve your practice? Please provide specific topics or questions.

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……
……

Your school is situated

- In the city
- In the suburb / town
- In the rural area

Country:

- Latvia
- Greece
- Portugal
- Ireland
- Iceland

Date …..
Thank you for your responses!

Questionnaires in partners' languages

Skolēnu un skolotāju iesaistīšanās mācību procesā: pieredze un izaicinājumi

Erasmus + projektā "Skolēni – mācību procesa līdzautori" *(Learners as Co-creators of Their Own Learning – LeCoLe, Nr. 2020-1-LV01-KA201-077454)* kopā ar Portugāli, Islandi, Īriju un Grieķiju piedalās Latvija, ko pārstāv Izglītības attīstības centrs (IAC) un Valsts Izglītības satura centrs (VISC). Projekta ietvaros paredzēts iegūt pārskatu par izglītotāju pieredzi aktīvā skolēnu iesaistīšanā mācību procesa organizēšanā, t.sk. izaicinājumiem, labo praksi un nepieciešamo atbalstu, lai, balstoties uz piecās valstīs iegūto informāciju, izveidotu brīvi pieejamus atbalsta materiālus izglītotājiem. Anketu projekta ietvaros ar citu partneru iesaisti izveidoja IAC eksperti.

Aicinām Jūs pārdomāt un novērtēt savu pieeju un praksi mācību procesa organizēšanā skolā/ klasē. Lūdzam veltīt apmēram 15 minūtes anketas aizpildīšanai. Jūsu viedoklis ir nozīmīgs.

1. Manuprāt, aktīva katra skolēna iesaiste mācību procesā izpaužas (atzīmējiet atbildi katrā rindā)		*Jā*	*Iespējams*	*Nē*
1.1.	Informējot skolēnus par mācību mērķiem			
1.2.	Rosinot skolēnus patstāvīgi atrast materiālus mācību satura apguvei			
1.3.	Saskaņojot ar skolēniem skolotāja izvēlētās mācību metodes			
1.4.	Mudinot skolēnus uzdot jautājumus mācīšanās procesā			
1.5.	Akceptējot, ka skolēni uzdevuma veikšanai izmanto mācību metodes, kuras skolotāji iepriekš nav piedāvājuši			
1.6.	Piedāvājot skolēniem iespēju izmantot papildus materiālus, ne			

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	tikai mācību grāmatas			
1.7.	Veicinot skolēnu kopīgu mācīšanos klātienē vai virtuāli			
1.8.	Radot klasē klimatu, kurā kļūdīšanās tiek uztverta kā daļa no mācīšanās procesa			
1.9.	Ļaujot skolēniem sasaistīt apgūstamo jautājumu ar plašāku kontekstu			
1.10.	Organizējot darbu grupās un/vai pāros arī pārbaudes darbu laikā			
1.11.	Veicinot skolēnu pašrefleksiju			
1.12.	Aicinot skolēnus izteikt konstruktīvus komentārus/ priekšlikumus			

2. Raksturojiet savu ikdienas pedagoģisko darbu klasē un sadarbību ar skolēniem (atzīmējiet atbildi katrā rindā)		*bieži*	*reti*	*nekad*
2.1.	Aicinu skolēnus iesaistīties tēmas plānošanā, uzklausu ieteikumus, jautājumus, intereses			
2.2.	Par galveno mācību procesā uzskatu standartos noteikto mērķu sasniegšanu			
2.3.	Uzklausu skolēnu domas par mācību satura aktualitāti un atbilstību viņu dzīvei			
2.4.	Balstos uz skolēnu esošajām prasmēm un zināšanām tēmā			
2.5.	Mudinu skolēnus sacensties			
2.6.	Mudinu skolēnus analizēt savas kļūdas un mācīties no tām			
2.7.	Pārbaudes darbi man sniedz pietiekami informācijas par skolēnu progresu			
2.8.	Sniedzu skolēniem atgriezenisko saiti par mācīšanās procesu			
2.9.	Sniedzu individuālu atbalstu skolēniem patstāvīgas mācīšanās plānošanai			
2.10.	Izmantoju skolēnu tehnoloģiskās prasmes kopīgam mācīšanās procesam			
2.11.	Individuāli atbildu katram skolēnam uz viņa jautājumiem			

3. Novērtējiet, cik bieži jūsu ikdienas praksē izpaužas		katrā stundā	*dažreiz*	*ļoti reti*
3.1.	Mutiskas atgriezeniskās saites sniegšana skolēniem individuāli			
3.2.	Rakstiskas atgriezeniskās saites sniegšana skolēniem individuāli			
3.3.	Pieeja *Skolēnam pašam jāmeklē palīdzība*, ja tā vajadzīga			

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3.4.	Pieeja *Skolēns pats atbildīgs par sava darba rezultātu*			
3.5.	Nepieciešamība skolēniem izmantot interneta resursus			
3.6.	Dažādības, tolerances, taisnīguma principu akcentēšana			
3.7.	Skolēna zināšanu un pieredzes kā resursa izmantošana citu skolēnu un skolotāja mācīšanās vajadzībām			

4. Mana pieredze liecina, ka aktīvu katra skolēna iesaisti mācību procesā apgrūtina
(iespēja atzīmēt vairākas atbildes)

- Apgūstamās mācību vielas apjoms programmā/standartā
- Sadrumstalots stundu plānojums un stundu garums
- Attālinātā mācīšanās Covid 19 pandēmijas apstākļos
- Skolēnu atšķirīgais zināšanu un pieredzes līmenis
- Skolēnu atšķirīgā attieksme pret mācīšanos
- Daudzveidīgu mācību materiālu trūkums
- Zināšanu un prasmju trūkums šāda darba organizēšanai
- Skolas vadības prasības un skolas nostāja
- Cits

5. Mani kā izglītotāju raksturo: (atzīmējiet atbildi katrā rindā skalā no 1 līdz 5, kur "1" - tas man nav raskturīgs, "5" - tas man ir ļoti izteikts):		*1*	*2*	*3*	*4*	*5*
5.1.	Protu ieklausīties un sadarboties					
5.2.	Protu vadīt procesu					
5.3.	Esmu ieinteresēts procesā (kā mācīties?), ne tikai rezultātos					
5.4.	Man rūp katrs skolēns, ar kuru strādāju					
5.5.	Man patīk sadarboties ar kolēģiem					
5.6.	Pozitīvi vērtēju skolēnu aktīvu iesaistīšanos procesa plānošanā, īstenošanā, izvērtēšanā					
5.7.	Izprotu un ņemu vērā skolēnu vecuma īpatnības					
5.8.	Izjūtu atbildību par sava darba ietekmi uz skolēnu mācību rezultātiem					
5.9.	Esam viena komanda ar skolēniem					
5.10.	Veidoju kopīgus tēmu apguves plānus ar citu mācību satura jomu skolotājiem					
5.11.	Esmu pārliecināts/a, ka skolēnu motivācija ir būtiska, lai sekmīgi mācītos					
5.12.	Labprāt izmēģinu jaunas metodes ikdienas darbā					

6. Aprakstiet vienu savas darbības piemēru, kas sekmējis katra skolēna aktīvu iesaisti mācību procesā:
.....
.....

7. Kāda informācija (teorija, pētījumu dati, kolēģu pieredze utt.) par aktīvu skolēnu iesaisti mācību procesā Jums palīdzētu pilnveidot savu darbību? Nosauciet konkrētas tēmas vai jautājumus.
.....
.....

Strādāju

- pilsētas skolā

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- mazpilsētas skolā
- lauku skolā

Συμμετοχή μαθητών και εκπαιδευτικών στη διαδικασία μάθησης: εμπειρίες και προκλήσεις

Εκ μέρους των εταίρων του προγράμματος Erasmus+ «**Οι μαθητές ως συν-δημιουργοί της δικής τους μάθησης (*LeCoLe*)**» (2020-1-LV01-KA201-077454), θα θέλαμε να σας ζητήσουμε να συμβάλλετε στην εκπόνηση της μελέτης με αντικείμενο τη συμμετοχή μαθητών και εκπαιδευτικών στη διαδικασία μάθησης, συμπληρώνοντας το παρακάτω ερωτηματολόγιο. Οι απαντήσεις των εκπαιδευτικών από 5 χώρες εταίρους - Λετονία, Πορτογαλία, Ισλανδία, Ιρλανδία, Ελλάδα – θα χρησιμοποιηθούν για την επισκόπηση των εμπειριών και των προκλήσεων, προκειμένου να αναπτυχθεί υποστηρικτικό υλικό για τους εκπαιδευτικούς. Το ερωτηματολόγιο αναπτύχθηκε από εμπειρογνώμονες του Κέντρου Ανάπτυξης Εκπαιδευτικών Προγραμμάτων του εταίρου του προγράμματος στη Λετονία.

Σκεφτείτε και αξιολογήστε τη δική σας προσέγγιση και μέθοδο στην οργάνωση της μαθησιακής διαδικασίας στο σχολείο/στην τάξη. Για να συμπληρώσετε το ερωτηματολόγιο θα χρειαστείτε περίπου 15 λεπτά. Τα αποτελέσματα θα χρησιμοποιηθούν για την ανάπτυξη υποστηρικτικού υλικού για εκπαιδευτικούς.

Ευχαριστούμε πολύ για τη συμμετοχή σας!

1. Η ενεργός συμμετοχή κάθε μαθητή στη μαθησιακή διαδικασία συνεπάγεται ότι: (Δώστε μια απάντηση σε κάθε πρόταση)		*Συμφωνώ*	*Μάλλον*	*Διαφωνώ*
1.1.	Αφήνω τους μαθητές να γνωρίζουν ποιοι είναι οι μαθησιακοί στόχοι			
1.2.	Ενθαρρύνω τους μαθητές να βρίσκουν εκπαιδευτικό υλικό αυτόνομα για να προσεγγίσουν ένα θέμα			
1.3.	Συμφωνώ από κοινού με τους μαθητές για τις μεθόδους διδασκαλίας που καλείται να επιλέξει ο εκπαιδευτικός			
1.4.	Ενθαρρύνω τους μαθητές να κάνουν ερωτήσεις κατά τη διαδικασία μάθησης			
1.5.	Αποδέχομαι ότι οι μαθητές χρησιμοποιούν μέσα στην αίθουσα μεθόδους για την ολοκλήρωση των εργασιών, οι οποίες δεν έχουν παρουσιαστεί από τον εκπαιδευτικό			
1.6.	Δίνω στους μαθητές την ευκαιρία να χρησιμοποιούν πρόσθετο υλικό πέραν του βιβλίου διδασκαλίας			
1.7.	Ενθαρρύνω τους μαθητές να μελετούν μαζί με συμμαθητές τους τόσο δια ζώσης όσο και διαδικτυακά			
1.8.	Δημιουργώ τέτοιο κλίμα μέσα στην αίθουσα ώστε το να κάνει κάποιος λάθος να θεωρείται ως μέρος της μαθησιακής διαδικασίας			
1.9.	Δίνω τη δυνατότητα στους μαθητές να συνδέουν τα θέματα που διδάσκονται με το ευρύτερο πλαίσιο			
1.10.	Οργανώνω το μάθημα σε ομάδες/ζεύγη και κατά τη διάρκεια των τεστ			

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1.11.	Ενθαρρύνω τον αυτοαναστοχασμό			
1.12.	Ενθαρρύνω τους μαθητές να παρέχουν εποικοδομητικά σχόλια			

2. Περιγράψτε την καθημερινή παιδαγωγική σας μέθοδο μέσα στην αίθουσα και την αλληλεπίδραση με τους μαθητές γενικότερα: (Δώστε μια απάντηση σε κάθε πρόταση)		*συχνά*	*μερικές φορές*	*ποτέ*
2.1.	Καλώ τους μαθητές να συμμετέχουν στον σχεδιασμό του θέματος, λαμβάνω υπόψη τις προτάσεις, τις ερωτήσεις και τα ενδιαφέροντά τους			
2.2.	Κύριο καθήκον στη μαθησιακή διαδικασία είναι η επίτευξη στόχων που ορίζονται στα πρότυπα			
2.3.	Ακούω προσεκτικά τις σκέψεις των μαθητών σχετικά με το πόσο επίκαιρο είναι το μαθησιακό περιεχόμενο και πόσο συναφές είναι με τις ζωές τους			
2.4.	Βασίζω τη μαθησιακή διαδικασία στις πραγματικές δεξιότητες και γνώσεις των μαθητών στο θέμα			
2.5.	Ενθαρρύνω τους μαθητές να συναγωνίζονται			
2.6.	Ενθαρρύνω τους μαθητές να αναλύουν τα λάθη τους και να μαθαίνουν από αυτά			
2.7.	Από τα τεστ παίρνω αρκετές πληροφορίες για την πρόοδο των μαθητών			
2.8.	Παρέχω ανατροφοδότηση στους μαθητές για τη μαθησιακή διαδικασία			
2.9.	Παρέχω υποστήριξη στους μαθητές σχετικά με τον τρόπο σχεδιασμού ανεξάρτητης μάθησης			
2.10.	Αξιοποιώ τις τεχνολογικές δεξιότητες των μαθητών για κοινή μαθησιακή διαδικασία			
2.11.	Απαντάω στις ερωτήσεις των μαθητών			

3. Πόσο συχνά η μέθοδός σας περιλαμβάνει τα εξής:		Σε κάθε μάθημα	*Μερικές φορές*	*Πολύ σπάνια*
3.1.	Παροχή ατομικής ανατροφοδότησης στους μαθητές προφορικά			
3.2.	Παροχή ατομικής ανατροφοδότησης στους μαθητές γραπτά			
3.3.	Προσέγγιση «Ο μαθητής πρέπει να ζητήσει μόνος του βοήθεια, εάν χρειαστεί»			
3.4.	Προσέγγιση «Ο μαθητής είναι ο ίδιος υπεύθυνος για τα αποτελέσματα της μάθησής του»			
3.5.	Ανάγκη για τους μαθητές να χρησιμοποιούν διαδικτυακούς πόρους			
3.6.	Έμφαση στις αρχές της διαφορετικότητας, της ανοχής και της δικαιοσύνης			
3.7.	Αξιοποίηση των γνώσεων και των δεξιοτήτων των μαθητών για τις μαθησιακές ανάγκες του εκπαιδευτικού και των άλλων μαθητών			

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4. Σύμφωνα με την εμπειρία μου η ενεργός συμμετοχή των μαθητών είναι δύσκολο να εφαρμοστεί για τους παρακάτω λόγους

(Εάν χρειαστεί, επίλεξε διάφορες απαντήσεις)

- Εύρος υλικού που θα αποκτήσετε σύμφωνα με το αναλυτικό πρόγραμμα
- Σπαστό ωρολόγιο πρόγραμμα σχολείου / διάρκεια του μαθήματος
- Εξ αποστάσεως μάθηση κατά τη διάρκεια της πανδημίας του COVID-19
- Διαφορές στο πεδίο και το επίπεδο γνώσης και εμπειριών των μαθητών
- Διαφορετική στάση των μαθητών απέναντι στη μάθηση
- Έλλειψη διαφορετικών μαθησιακών υλικών
- Έλλειψη δεξιοτήτων και γνώσεων του εκπαιδευτικού για τον τρόπο με τον οποίο θα το επιτύχει
- Απαιτήσεις από τη σχολική διοίκηση / πολιτική και κουλτούρα σχολείων
- Άλλη απάντηση

5. Ως εκπαιδευτικός χαρακτηρίζομαι από τα εξής: (Σε κάθε πρόταση βαθμολογήστε από το 1 έως το 5, όπου το 1 σημαίνει «Δεν με χαρακτηρίζει» και το 5 «Αυτό είναι πολύ χαρακτηριστικό για μένα»):		*1*	*2*	*3*	*4*	*5*
5.1.	Είμαι πολύ καλός ακροατής και συνεργάτης					
5.2.	Είμαι πολύ καλός στη διαχείριση διαδικασιών					
5.3.	Ενδιαφέρομαι για τη διαδικασία (πώς μαθαίνει κάποιος;), όχι μόνο για τα αποτελέσματα					
5.4.	Νοιάζομαι για κάθε μαθητή με τον οποίο συνεργάζομαι					
5.5.	Μου αρέσει να συνεργάζομαι με συναδέλφους					
5.6.	Εκτιμώ την ενεργό συμμετοχή των μαθητών στο σχεδιασμό, την υλοποίηση και την αξιολόγηση της διαδικασίας διδασκαλίας-μάθησης					
5.7.	Κατανοώ και λαμβάνω υπόψη τα συγκεκριμένα ηλικιακά χαρακτηριστικά των μαθητών					
5.8.	Νιώθω υπεύθυνος/η για τον αντίκτυπο που έχει η εργασία μου στα μαθησιακά αποτελέσματα των μαθητών					
5.9.	Είμαστε μία ομάδα με τους μαθητές					
5.10.	Αναπτύσσω κοινά σχέδια διδασκαλίας με καθηγητές άλλων θεματικών τομέων					
5.11.	Πιστεύω ότι το κίνητρο των μαθητών είναι ζωτικής σημασίας για την επιτυχημένη μάθηση					
5.12.	Είμαι πρόθυμος να δοκιμάσω νέες μεθόδους στην καθημερινή μου δουλειά					

6. Δώστε ένα παράδειγμα από την εμπειρία σας, όπου προωθήσατε με επιτυχία την ενεργό συμμετοχή κάθε μαθητή στη μαθησιακή διαδικασία:

.....

.....

7. Τι είδους πληροφορία (θεωρία, στοιχεία από μελέτες και εμπειρίες συναδέλφων) για την ενεργό συμμετοχή στη μαθησιακή διαδικασία τους θα σας βοηθούσαν να βελτιώσετε τις μεθόδους σας; Αναφέρετε συγκεκριμένα θέματα ή ερωτήματα.

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……
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Το σχολείο σας βρίσκεται

- Στην πόλη
- Στα προάστια
- Σε αγροτική περιοχή

Ημερομηνία …..
Ευχαριστούμε για τη συμμετοχή σας!

Participação de alunos e professores no processo de aprendizagem: experiências e desafios

Em nome das entidades parceiras no projeto Erasmus + "**Aprendentes como Co-construtores da sua Aprendizagem (*LeCoLe*)**" (Nr. 2020-1-LV01-KA201-077454) muito agradecemos o seu contributo para o estudo sobre o envolvimento de alunos e professores no processo de aprendizagem, através do preenchimento do seguinte questionário.

As respostas ao questionário por professores dos cinco países, que integram o consórcio Letónia, Portugal, Islândia, Irlanda e Grécia, serão utilizadas para obter uma visão das suas práticas, tendo em vista a construção de materiais de apoio à docência. Este questionário foi desenvolvido por especialistas do 'Education Development Center', parceiro da Letónia no projeto. O seu preenchimento levará cerca de 15 minutos.

Pedimos-lhe que, enquanto professor(a), reflita sobre a sua prática pedagógica e avalie os itens que pretendem retratar situações profissionais:

1. Considere o que implica a participação ativa de cada aluno no processo de aprendizagem (Dê uma resposta para cada item)		*Concordo*	*Possivelmente*	*Discordo*
1.1.	Dar a conhecer os objetivos de aprendizagem aos alunos.			
1.2.	Incentivar os alunos a encontrarem, de forma autónoma, materiais para a aprendizagem de determinado conteúdo.			
1.3.	Negociar, com os alunos, métodos de ensino a adotar.			
1.4.	Incentivar os alunos a colocarem questões durante o processo de aprendizagem.			
1.5.	Implicar os alunos na escolha de estratégias para a realização de tarefas.			
1.6.	Proporcionar aos alunos a possibilidade de utilizarem outros materiais didáticos para além do manual escolar.			
1.7.	Incentivar os alunos a estudarem com os seus colegas, tanto presencial como virtualmente.			
1.8.	Promover a aceitação do erro como componente do processo de aprendizagem.			
1.9.	Dar possibilidade aos alunos de transferirem o que			

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	aprendem para um contexto mais amplo.			
1.10.	Criar momentos de avaliação em pares e/ou em grupo.			
1.11.	Incentivar a autorregulação das aprendizagens.			
1.12.	Incentivar os alunos a dar *feedback* construtivo.			

2. Descreva a sua prática pedagógica e interações que estabelece com os alunos: (Dê uma resposta para cada item)		*Muitas vezes*	*Algumas vezes*	*Nunca*
2.1.	Desafio os meus alunos a envolverem-se no planeamento de um tópico, tendo em conta as suas sugestões, questões e interesses.			
2.2.	Focalizo o processo de ensino-aprendizagem nos objetivos a atingir.			
2.3.	Promovo articulação entre a atualidade dos conteúdos e as experiências de vida dos meus alunos			
2.4.	Adequo o processo de ensino-aprendizagem ao conhecimento e competências que os meus alunos possuem sobre o tema.			
2.5.	Incentivo os meus alunos a competirem.			
2.6.	Incentivo os meus alunos a analisarem os erros e a aprenderem com essa reflexão.			
2.7.	Recolho informação suficiente, a partir dos testes avaliativos, sobre o progresso dos meus alunos.			
2.8.	Dou *feedback* aos meus alunos sobre o processo de aprendizagem.			
2.9.	Apoio os meus alunos individualmente no sentido de os orientar para uma aprendizagem autónoma.			
2.10.	Faço uso das competências tecnológicas de cada um dos meus alunos em prol do processo de aprendizagem do grupo-turma.			
2.11.	Respondo às questões colocadas por cada um dos meus alunos.			

3. Indique com que frequência a sua prática envolve		Em todas as aulas	*Algumas vezes*	*Raramente*
3.1.	Dar *feedback* oral individualizado.			
3.2.	Dar *feedback* escrito individualizado.			
3.3.	A assunção que "o aluno tem de voluntariamente procurar ajuda, se dela precisar".			
3.4.	A assunção que "cada aluno é responsável pelos resultados da sua aprendizagem".			
3.5.	A necessidade de utilização de recursos digitais por parte dos alunos.			
3.6.	A promoção da diversidade, tolerância e justiça.			
3.7.	A mobilização dos conhecimentos e competências de cada aluno como fonte de aprendizagem para todos.			

4. De acordo com a sua experiência profissional, uma participação ativa dos alunos revela-se difícil de implementar por causa de
(pode assinalar mais do que uma afirmação)

- Escassez de recursos diversificados para cumprimento de programas e metas curriculares.
- Horários fragmentados das escolas/duração das aulas.

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- Aprendizagem remota durante a pandemia do COVID-19.
- Diferenças em termos dos conhecimentos e experiências dos alunos.
- Diferenças nas atitudes dos alunos face à aprendizagem.
- Escassez de variedade dos materiais didáticos.
- Falta de competências e conhecimento dos professores para o fazerem.
- Normas estabelecidas pela direção das escolas /cultura de escola.
- Outro (especifique)

5. Como professor(a), caracteriza-se do seguinte modo: (responda a todas as afirmações, utilizando a escala de 1 a 5, em que 1 corresponde a 'não me identifico' e 5 a 'identifico-me totalmente'):		*1*	*2*	*3*	*4*	*5*
5.1.	Sou capaz de escutar e cooperar.					
5.2.	Sou competente na gestão do processo de ensino-aprendizagem.					
5.3.	Dou importância ao 'como se aprende' e não apenas aos resultados.					
5.4.	Preocupo-me com cada um dos meus alunos.					
5.5.	Gosto de trabalhar colaborativamente com os meus pares.					
5.6.	Valorizo a participação ativa dos meus alunos na planificação, implementação e avaliação do processo de ensino e de aprendizagem.					
5.7.	Compreendo e considero as características etárias e específicas dos meus alunos.					
5.8.	Sinto responsabilidade pelo impacto do meu trabalho nos resultados de aprendizagem dos meus alunos.					
5.9.	Eu e os meus alunos formamos uma equipa.					
5.10.	Elaboro a planificação dos conteúdos curriculares a lecionar em conjunto com professores de outras disciplinas/áreas curriculares.					
5.11.	É minha convicção que a motivação dos alunos é crucial para uma aprendizagem de sucesso.					
5.12.	Tenho vontade de experimentar novos métodos na minha prática quotidiana.					

6. Tendo por base a sua prática, descreva um exemplo de como conseguiu promover a participação ativa de cada um dos seus alunos no processo de aprendizagem:

……

……

7. Que tipo de informação (teoria, resultados de estudos, experiência de colegas) sobre participação ativa de alunos no processo de aprendizagem considera que o(a) ajudaria a melhorar a sua prática? Dê a resposta sob a forma de tópicos ou questões.

……

……

A escola onde leciona situa-se

- Numa área urbana/Numa grande cidade ☐
- Numa área suburbana/Numa pequena localidade ☐
- Numa zona rural ☐

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Þátttaka nemenda og kennara í námsferlinu: Reynsla og áskoranir

Fyrir hönd samstarfsaðila Erasmus og verkefnisins "**Learners as Co-creators of Their Own Learning (*LeCoLe*)**" (Nr. 2020-1-LV01-KA201-077454) viljum við vinsamlegast biðja þig að leggja þitt af mörkum til rannsóknar á virkri þátttöku nemenda og kennara í námsferlinu með því að svara meðfylgjandi spurningum.

Svör frá kennurum í fimm þátttökulöndum, Lettlandi, Portúgal, Íslandi, Írlandi og Grikklandi, munu verða nýtt til að fá yfirsýn yfir reynslu og áskoranir í þeim tilgangi að þróa stuðningsefni fyrir kennara. Spurningalistinn var þróaður af sérfræðingum verkefnisins í Þróunarmiðstöð Menntunar í Lettlandi.

Vinsamlegast leggðu mat á þína eigin nálgun og framkvæmd við skipulag námsferlis í skólanum/kennslustofunni.

Það tekur um 15 mínútur að svara spurningalistanum og niðurstaðan verður notuð til að þróa stuðningsefni fyrir kennara.

Með fyrirfram þökkum fyrir þátttökuna!

1. Ég trúi því að virk þátttaka hvers nemanda feli í sér að: (Merktu við svar í hverri línu)		*Sammála*	*Líklega*	*Ósammála*
1.1.	Láta nemendur vita hver námsmarkmiðin eru			
1.2.	Hvetja nemendur til sjálfstæðrar leitar á námsefni til að tileinka sér ákveðið viðfangsefni			
1.3.	Að sammælast við nemendur um kennsluaðferð sem valin er af kennaranum			
1.4.	Hvetja nemendur til að spyrja spurninga á meðan á námsferli stendur			
1.5.	Samþykkja notkun námsaðferða í kennslustofunni sem kennarinn hefur ekki lagt fyrir			
1.6.	Veita nemendum aðgengi að námsefni til viðbótar við kennslubókina			
1.7.	Hvetja nemendur til að læra með skólafélögum bæði í eigin persónu og á netinu			
1.8.	Skapa andrúmsloft í kennslustofunni þar sem mistök eru talin vera hluti af námsferlinu			
1.9.	Bjóða nemendum að setja viðfangsefni sem þau læra um í stærra samhengi			
1.10.	Skipuleggja para- og/eða hópavinnu líka í prófum			
1.11.	Hvetja til sjálfsmats			
1.12.	Hvetja nemendur til að veita uppbyggilega endurgjöf			

2. Lýstu daglegum kennsluháttum hjá þér í kennslustofu og samskiptum við nemendur almennt (Merktu við svar í hverri línu)		*oft*	*stundum*	*aldrei*
2.1.	Ég býð nemendum að taka þátt í að skipuleggja viðfangsefni, tek			

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	þeirra tillögur til greina, spurningar og áhugamál			
2.2.	Aðalatriði í námsferlinu er að ná þeim markmiðum eða hæfniviðmiðum sem sett eru í námskrá			
2.3.	Hlusta á hvað nemendum finnst um viðfangsefni, hvernig það tengist áhuga þeirra og skiptir máli fyrir þeirra líf			
2.4.	Ég byggi námsferlið á raunverulegri hæfni nemenda og þekkingu á viðfangsefni			
2.5.	Ég hvet nemendur til keppni			
2.6.	Ég hvet nemendur til að greina sín eigin mistök og læra af þeim			
2.7.	Próf veita mér nægjanlegar upplýsingar um framfarir nemenda í námi			
2.8.	Ég gef nemendum endurgjöf varðandi námsframvindu þeirra			
2.9.	Ég veiti hverjum nemanda stuðning við að skipuleggja sjálfstætt nám			
2.10.	Ég nýti tæknikunnáttu nemenda í almennu námi þeirra			
2.11.	Ég bregst við spurningum sérhvers nemanda			

3. Vinsamlegast leggðu mat á hversu oft eftirfarandi á við um þína kennsluhætti		*Í hverri kennslustund*	*Stundum*	*Mjög sjaldan*
3.1.	Gef nemendum einstaklingsmiðaða, munnlega endurgjöf			
3.2.	Gef nemendum einstaklingsmiðaða, skriflega endurgjöf			
3.3.	Beiti þeirri nálgun að nemandi þurfi sjálf/sjálfur að leita eftir aðstoð ef á þarf að halda			
3.4.	Beiti þeirri nálgun að nemandi beri sjálf/sjálfur ábyrgð á árangri í námi sínu			
3.5.	Þörf er fyrir að nemendur noti efni af veraldarvefnum			
3.6.	Áhersla er á meginreglur um margbreytileika, umburðarlyndi og réttlæti			
3.7.	Þekking og hæfni nemenda er notuð sem auðlind fyrir kennara og námsþarfir annarra nemenda			

4. Samkvæmt minni reynslu er erfitt að innleiða virka þátttöku nemenda vegna:
(veldu fleiri en eitt svar ef þarf)

- Umfangs þess efnis sem þarf að tileinka sér samkvæmt námskrá
- Brotakenndrar stundarskrár skólans / lengd kennslustunda
- Fjarnáms vegna COVID-19 faraldursins
- Breytileika í umfangi og stigi þekkingar og reynslu meðal nemenda
- Ólíkra viðhorfa nemenda til náms
- Skorts á fjölbreyttum námsgögnum
- Skorts á hæfni kennara og þekkingu á því hvernig á að innleiða virka þátttöku
- Krafna sem stjórnendur skólans hafa sett, skólastefnu og -menningar
- Annað svar, tilgreindu

5. Hversu vel eða illa á eftirfarandi við um þig sem kennara: (merktu við svar í hverri línu á skalanum 1 til 5 þar sem “1” merkir að eigi ekki við þig en “5”merkir að eigi mjög vel við um þig sem kennara):		*1*	*2*	*3*	*4*	*5*
5.1.	Ég hef hæfni í hlustun og samstarfi					
5.2.	Ég hef hæfni til að stýra ferli					

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5.3.	Ég hef áhuga á námsferlinu sjálfu (hvernig á að læra) ekki einungis námsárangri					
5.4.	Mér er annt um hvern nemanda sem ég vinn með					
5.5.	Ég nýt þess að vinna með öðrum, vera í samstarfi við samkennara					
5.6.	Ég kann að meta virka þátttöku nemenda í skipulagningu, innleiðingu og mati á kennslu- og námsferlinu					
5.7.	Ég skil og tek mið af aldurstengdum einkennum nemenda					
5.8.	Ég finn til ábyrgðar gagnvart áhrifum vinnu minnar á námsárangur nemenda					
5.9.	Við erum saman í teymi með nemendum					
5.10.	Ég geri sameiginlega kennsluáætlun, með kennurum úr öðrum námsgreinum					
5.11.	Ég trúi að áhugahvöt nemenda sé lykilatriði fyrir árangursríkt nám					
5.12.	Ég er mjög áhugasöm/-samur um að prófa nýjar aðferðir í mínu daglega starfi					

6. Vinsamlegast lýstu einu dæmi úr þinni kennslu um hvernig þér hefur tekist með árangursríkum hætti að efla virka þátttöku allra nemenda í námsferlinu:

……
……

7. Hverskonar upplýsingar (kenningar, rannsóknaniðurstöður og reynsla annarra kennara) um virka þátttöku nemenda í námsferlinu, myndu hjálpa þér að bæta framkvæmd þína? Vinsamlegast nefndu tiltekið efni eða spurningar.

……
……

Skólinn sem ég starfa við er staðsettur

- Í borg eða bæ höfuðborgarsvæðinu
- Í bæ á landsbyggðinni
- Í þorpi eða strjálbýli

Hvert af eftirtöldu lýsir best kennslu þinni:
Ég kenni langmest á unglingastigi grunnskóla
Ég sinni mest sérkennslu á unglingastigi grunnskóla
Ég kenni á unglingastigi og líka á öðrum stigum grunnskóla

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