

Islands Diversity for Science Education

Impact and reach report



2017-1-PT01-KA201-035919

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Table of Contents

Report overview	1
Dissemination and Implementation reach	2
Dissemination	2
Implementation	2
Project's impact	3
1. Teachers perceptions about the impact of IDiverSE on their students' behaviours, attitudes, learning and skill development.....	3
2. Teachers perceptions on the impact of IDiverSE in their practice	5
3. A selection of quotes by teachers	9
4. A selection of quotes by students	10



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Report overview

IDiverSE was a pilot project that brought innovative methodologies to the teachers' practice. Teachers were offered online and onsite training on the methodologies and were provided all the necessary tools and support to implement them. The main focus of the implementation was the development of a Design Thinking project with the students, that included the involvement of the community. Teachers were invited to be part of community building actions and participate in community forums and social media groups. Through the projects, students learned about relevant local and global issues and created relevant outputs to share with their community. All the project's tools, resources, activities and outcomes can be found on the project's website: <https://idiverse.eu/>

Dissemination and Implementation reach

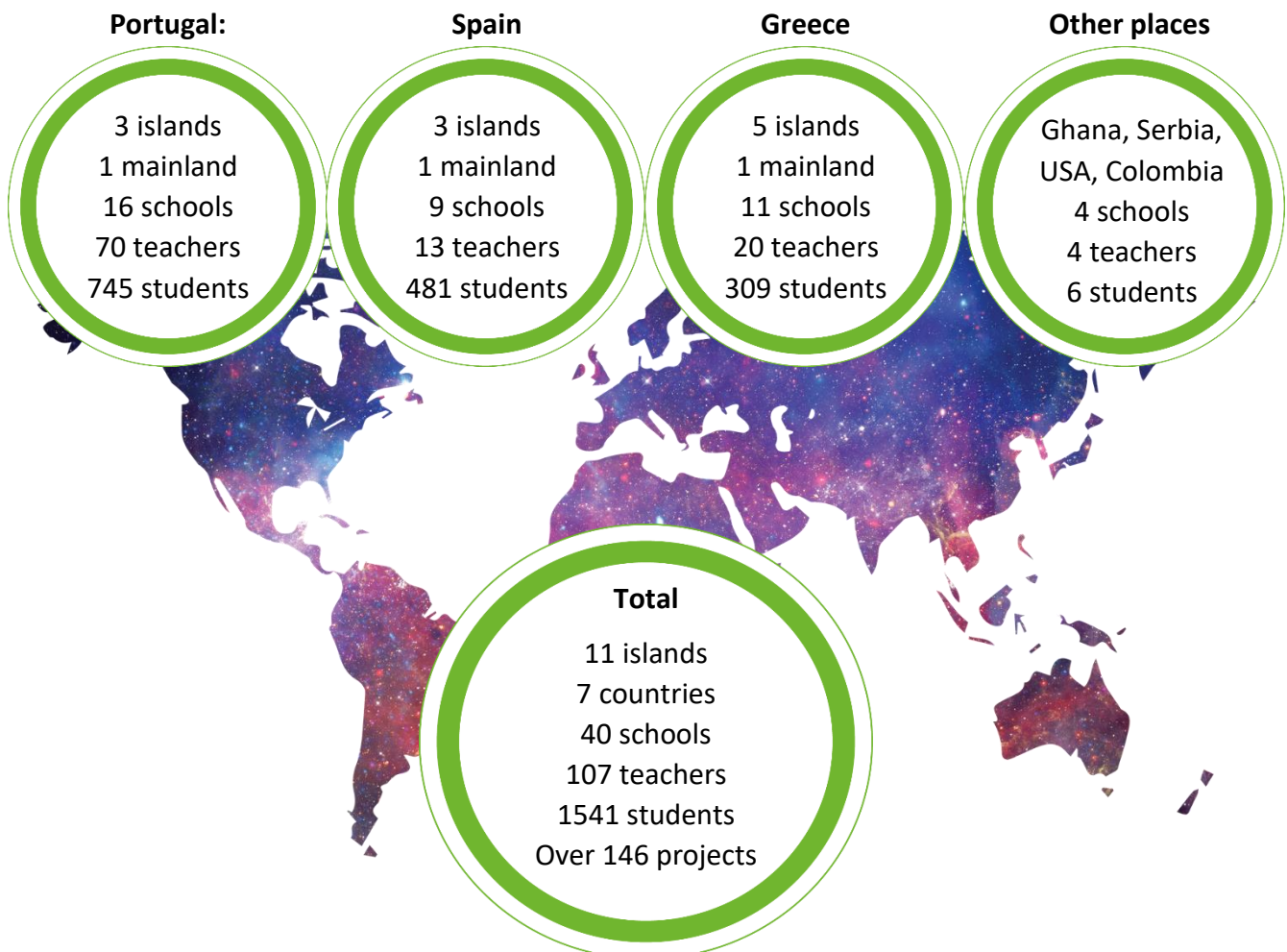
IDiverSE was a project that focused mainly on the islands of Portugal, Greece and Spain, but welcomed all interested schools in the mainland and from other parts of the world. All partners contributed in the dissemination of the project. Ellinogermaniki Agogi, University of Deusto and NUCLIO collaborated in the monitoring and support of teachers that implemented the project.

Dissemination

All partners contributed to the dissemination of the project through project presentations, leaflet distribution, workshops, multiplier events, writing articles to local media, etc. A total of **211** teachers have participated in the 5 Multiplier Events carried out by partners in Portugal, Greece and Spain. As a result of the joint effort, the project reached over **1142** teachers through dissemination events and workshops by the partners. Furthermore, over **2600** teachers and school heads were reached through the regular project newsletter and over **15729** through the dissemination channels.

Implementation

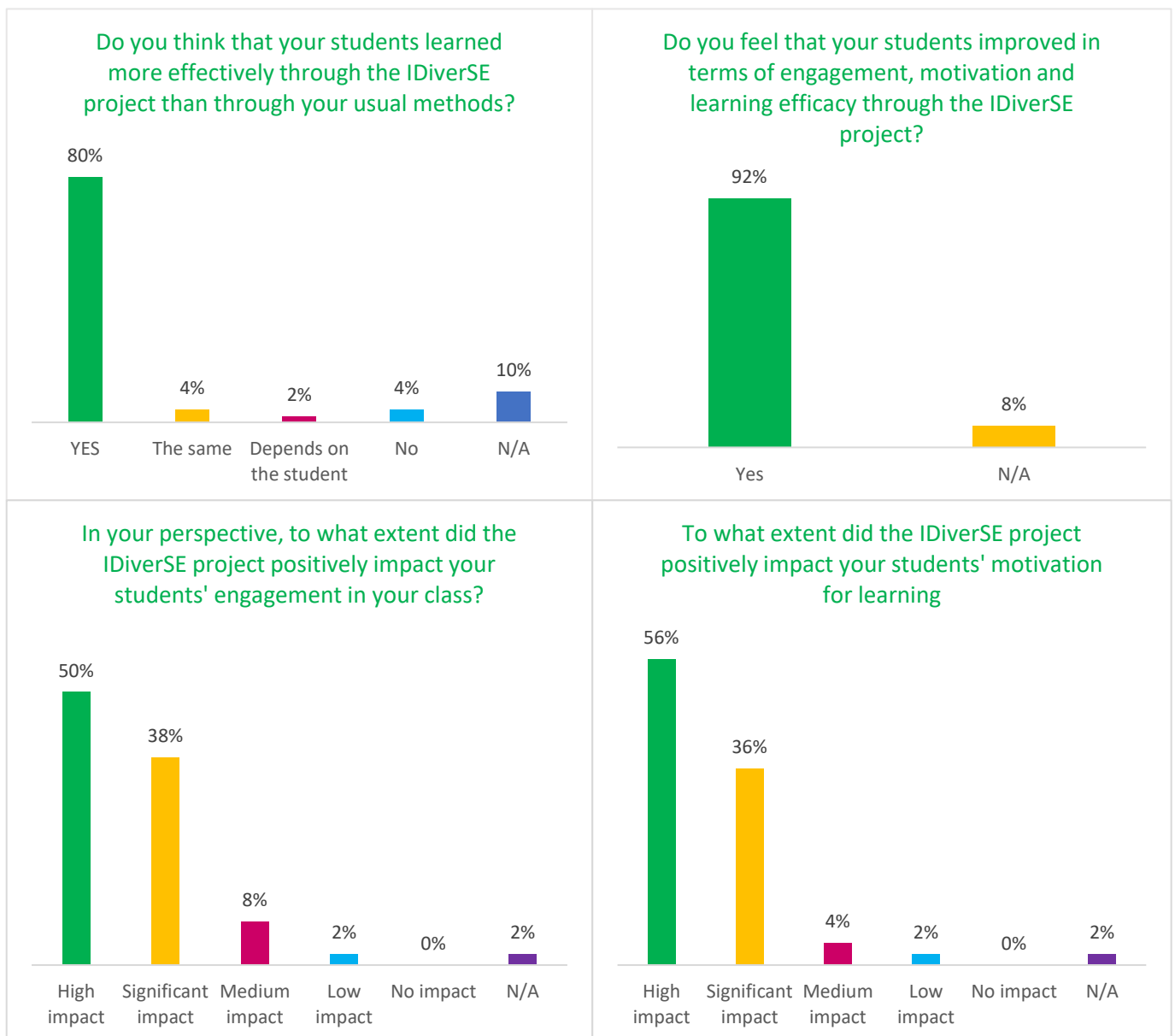
The project was implemented during the school years 2018/19 and 2019/20 and the implementation reached:



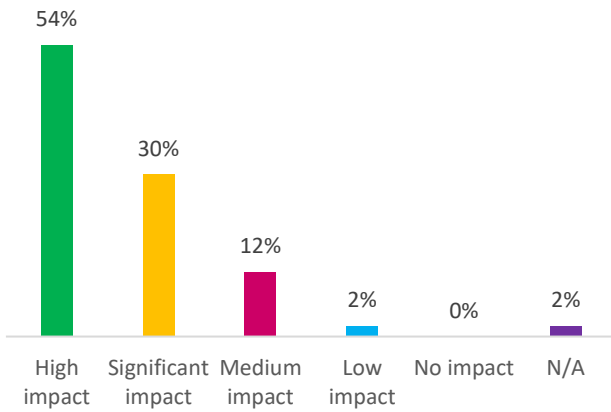
Project's impact

By the end of the implementation teachers were asked to answer a feedback survey in order to share their perceptions about the impact of the proposed methodologies in their practice and in their students' behaviours. In the next pages, a few graphics are presented, showcasing the perceptions of the 50 respondents about the impact of the project.

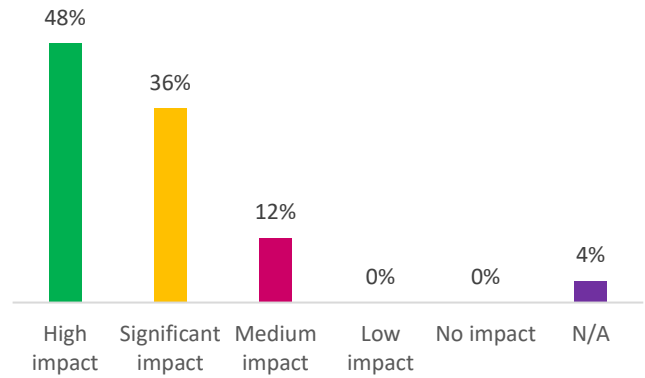
1. Teachers perceptions about the impact of IDiverSE on their students' behaviours, attitudes, learning and skill development



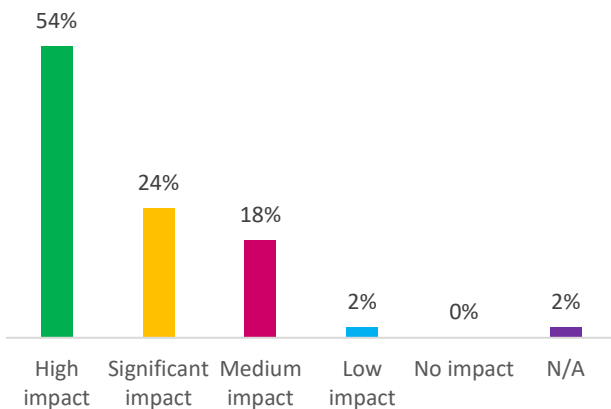
To what extent did the IDiverSE project positively impact your students' attitude towards Science



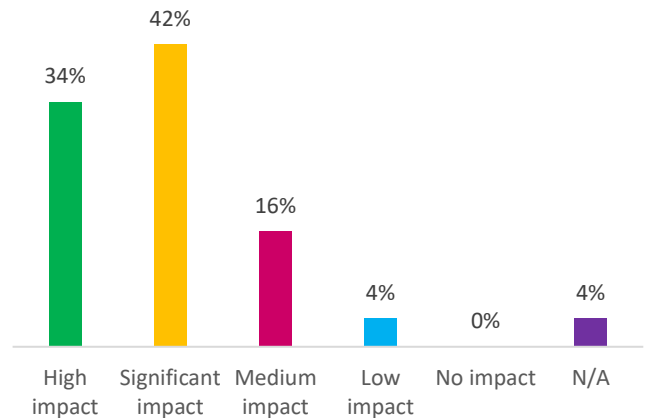
To what extent did the IDiverSE project positively impact your students' relationship with colleagues



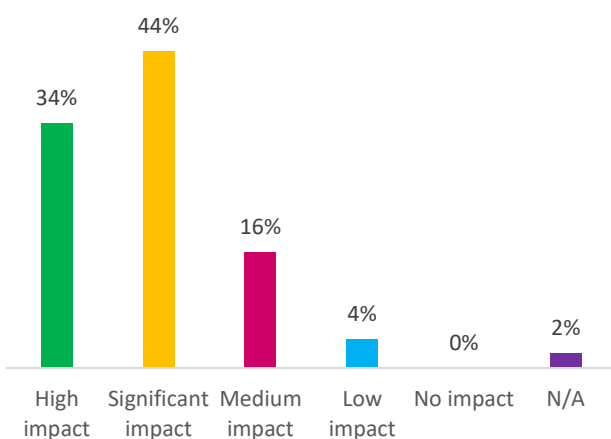
To what extent did the IDiverSE project positively impact your students' relationship with you (teacher)



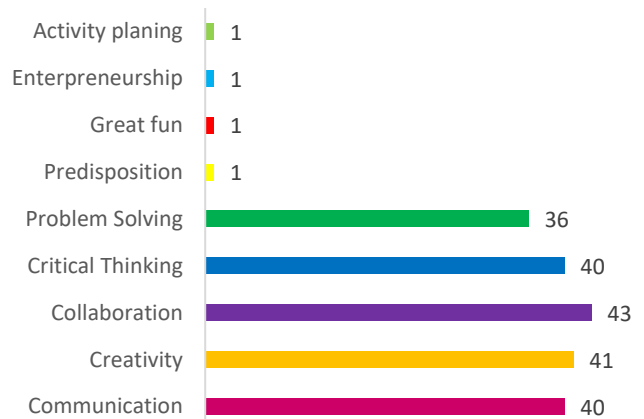
To what extent did the IDiverSE project positively impact your students' behavior in class



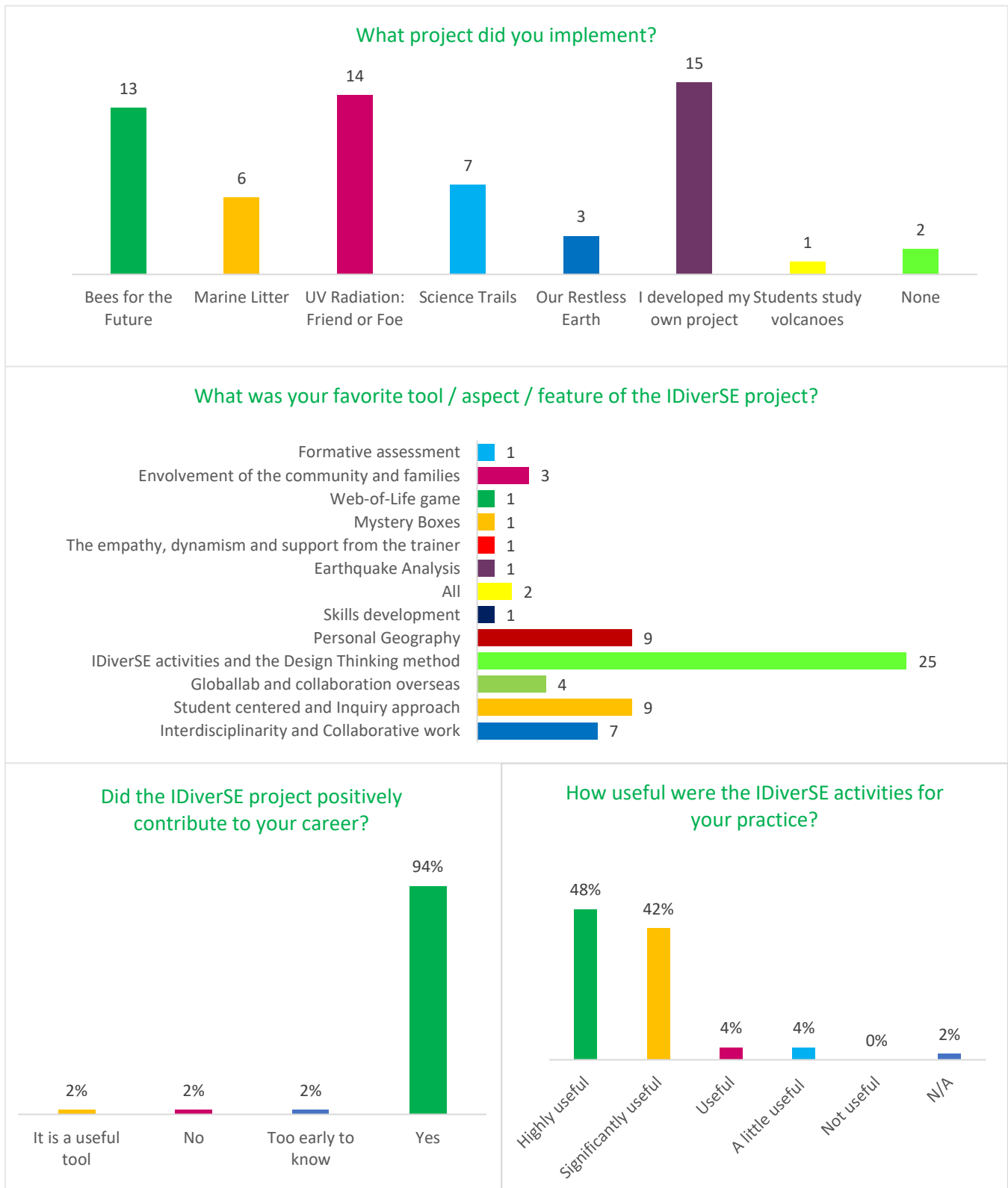
To what extent did the IDiverSE project positively impact your students' final grade



What skills did the IDiverSE project foster in your students?



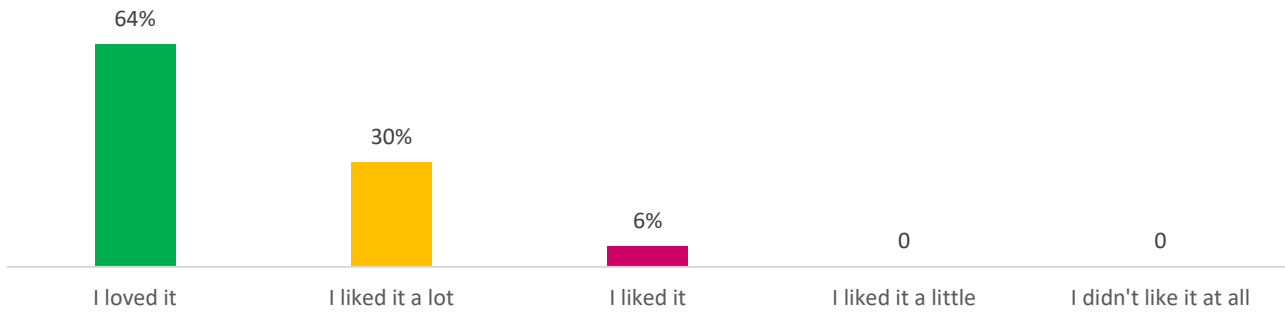
2. Teachers perceptions on the impact of IDiverSE in their practice



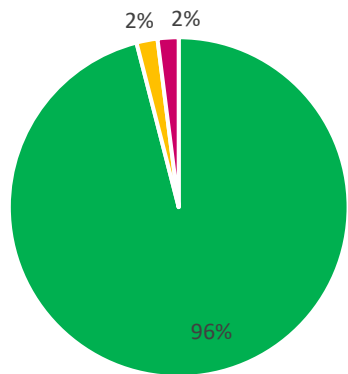




How would you evaluate your overall experience in IDiverSE?

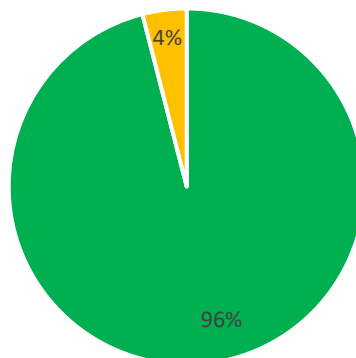


How would you rate the support you were given by the IDiverSE team?



■ I felt very supported ■ I felt little supported ■ Blank

Would you recommend the IDiverSE project to other colleagues?



■ Yes ■ No

3. A selection of quotes by teachers

How did your students feel about the work they did in IDiverSE?

“They were extremely proactive and got the feeling of accomplishment. They changed their attitude towards the topic.”	“The students loved the personal geography and were very enthusiastic with using innovative approaches in the classroom.”
“Students gained more autonomy in their learning and interest in the community around the school.”	“They felt motivated and involved in the protection of nature, in cultural and artistic development and in the community's well-being.”
“My students felt curiosity and enthusiasm.”	“They like it very much and found the work done very interesting.”
“The IDiverSE activities involved the students in the Design Thinking process, where they learned about concepts and contacted their community, being this contact very fruitful, interesting and surprising (students with more difficulties were very participative in the contact with the community).”	“The students felt: valued for being involved in the resolution of a problem that was very sensitive and important at a global level; rewarded when their work was disseminated to the community and in social communication. Some students "lived" this experience as "true scientists", as they were always curious to know what came next, at each work session.”
“They loved it. Using one of the students' phrases "learned science in a fun way”.”	“Students liked especially that they tried to do something about their island.”
“Some of my students were about to give up school and this project saved them”	“On the final exhibition, every time someone approached, several students would gather and ask if they could explain their work”

Voluntary feedback from teachers

<i>“As an educator I recognized the importance of Inquiry and that I didn't use it in the suggested form. Now I am constantly thinking about strategies to better engage students in critical thinking and in Inquiry”.</i>	<i>“Great part of the success of this project was due to the support always available, even when not necessary, of the trainer that contributed to the psychological well-being of the teachers (motivation)”</i>
<i>“I want the project IDiverSE - part II to exist!!”</i>	<i>“Everything was perfect! Thank you very much!”</i>
<i>“Continue to promote these projects of pedagogical innovation, to prepare our students to a more interventive future”</i>	<i>“It would be important to adapt the IDiverSE methodology to other roles that teachers have in the school, namely in the school administration and management”</i>
<i>“I would like these projects to be a mandatory part of the national curricula and as such part of the evaluation of the discipline. I would like to continue working with projects like this. Thank you for being in touch with us”.</i>	<i>“I highlight the communicative, collaborative and assuring interaction promoted by the trainers, that resulted in a fruitful transition from the training sessions to the concrete practical development by the teachers, of the various projects with the students. Very GOOG”</i>
<i>“This project was an added value. I felt useful and accomplished at a personal and professional level. I am thankful for my collaboration in this project”.</i>	<i>“Thank you very much for the opportunity to Take part! Keep the nice work!!”</i>

4. A selection of quotes by students

<p><i>“What I liked the most was going to the beach with my colleagues, because I was having fun while working. I was having so much fun working like that, that it didn’t even feel like working and time flew”</i></p> <p>---- 8th Grade student</p>	<p><i>“The experimental activity about UV radiation was very nice. The change in colour of the beads really convinced me that the UV radiation isn’t always the same and can be dangerous for the health”</i></p> <p>---- 8th Grade student</p>
<p><i>“I really liked doing the Personal Geography activity. Drawing and reflecting about what I draw allowed me to discover things that I didn’t know about myself.”</i></p> <p>---- 8th Grade student</p>	<p><i>“I will never through garbage on the floor again. Of course, I knew that I shouldn’t do it, but I didn’t care. Now I have realized that I really shouldn’t do it”</i></p> <p>---- 7th Grade student</p>
<p><i>“Learning sciences in a fun way”</i></p> <p>---- 10th Grade student</p>	<p><i>“It was the best class of this year”</i></p> <p>---- 6th Grade student</p>
<p><i>“We learned how to work in group and we got to know our colleagues better”</i></p> <p>---- 10th Grade student</p>	<p><i>“The moments of sharing stories with our parents were very important because we got to know a part of our parents that maybe we didn’t know before!”</i></p> <p>---- 10th Grade student</p>
<p><i>“It is important to stop the injustices and to give the same opportunities to women and men”</i></p> <p>---- Adult student from professional course</p>	<p><i>“With this project I have learned much more about physics, engineering and mathematics and increased my desire to work on this field”</i></p> <p>---- 11th Grade</p>