

Educational Ventures

Project Code: 2023-1-IT02-KA220-SCH-000151181

Erasmus+ project evaluation questionnaire "Educational projects" (PL)

Introduction

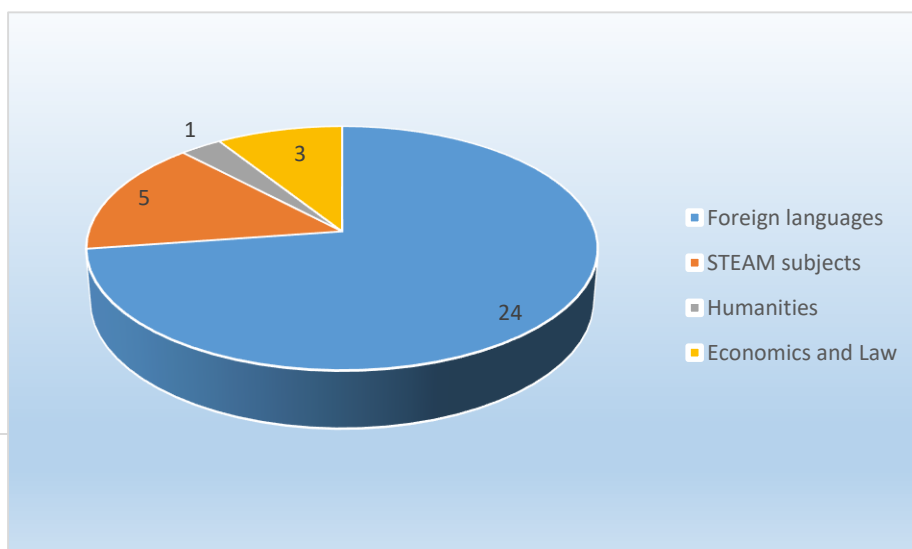
Below are the results of a study on students' opinions on educational preferences, developing social skills and the importance of transversal competences. The study was conducted among 33 students using a survey questionnaire consisting of 10 closed and 2 open questions. Thanks to cooperation with various partners, the questionnaire covered a wide range of topics and presented questions in a clear and concise form, making them easy to answer. Two open-ended questions (questions 11 and 12) allowed students to share more detailed and personal reflections.

The data collected through the questionnaire provides valuable information that will be used in the Erasmus+ "Educational Endeavors" project. Analysis of the results will enable a better understanding of students' specific educational needs and help develop more effective and personalized teaching programs.

Moreover, participation in the survey increased students' involvement in the process of sharing their educational experiences. This engagement can help teachers create learning environments that better meet students' needs and adapt educational offerings to better prepare young people for future challenges and successes.

Skills that increase employability

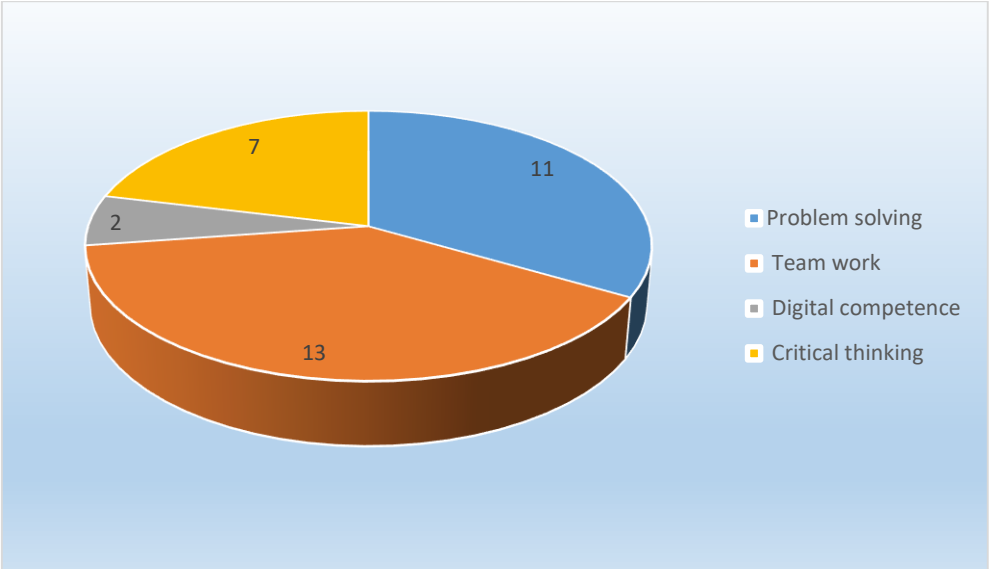
1. Which school subjects do you think can increase your employability in the future?



The first question concerned school subjects that students believed could increase their chances of employment in the future. The vast majority of students, as many as 72.7% (24 students), chose foreign languages. Further behind were STEAM subjects - 15.2% (5 students), economics and law - 9.1% and humanities subjects. Only 1 person indicated the latter as important from the point of view of future employment. While it may be nice that young people recognize the importance of knowing foreign languages, it should be noted how little importance young people attach to STEAM subjects (science, technology, engineering, art and mathematics).

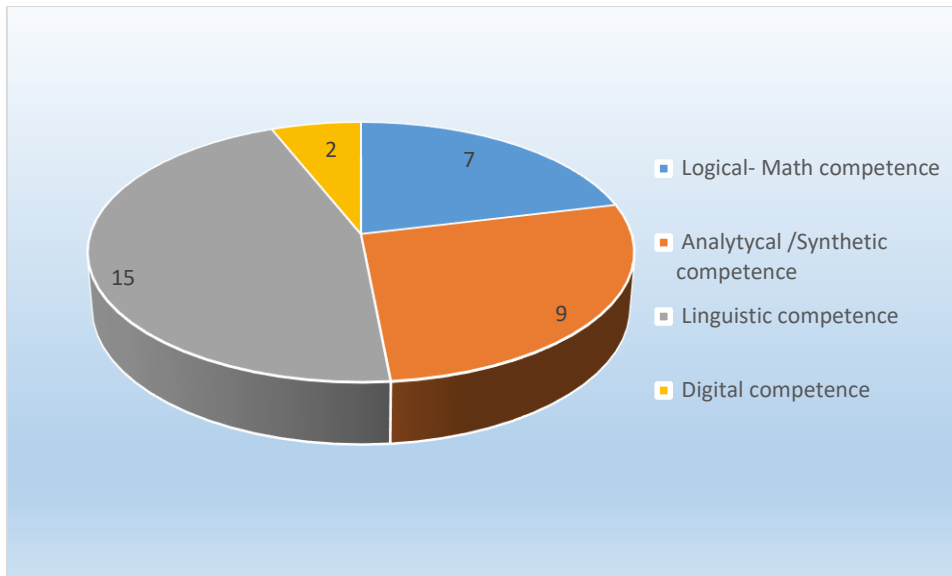
Transversal skills

2. Which transversal skills useful in life should be developed at school?

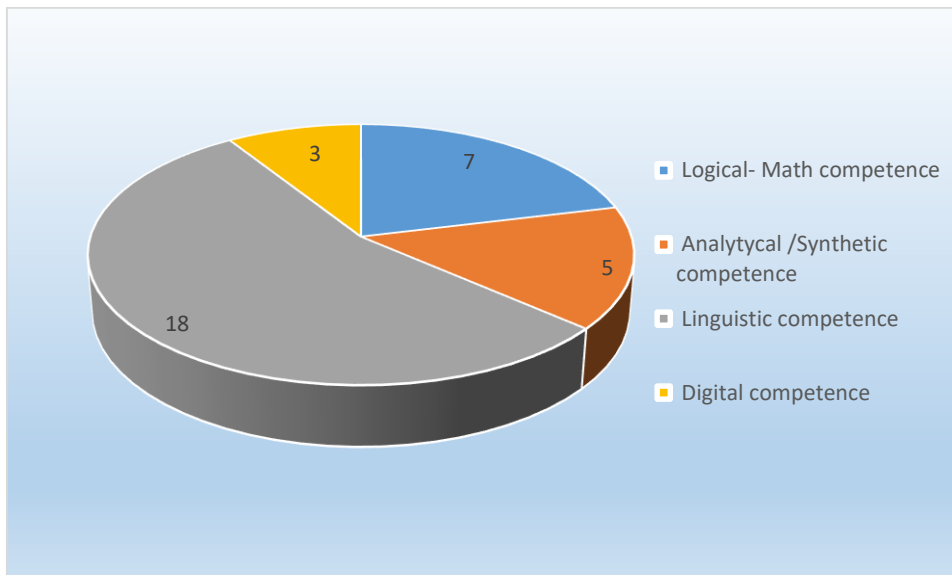


In the second question, students assessed transversal skills useful in life that should be improved at school. The most desired skills are teamwork - 13 responses (39.4% of responses) and problem solving - 11 responses (33.3% of responses). Critical thinking came third - 7 responses (21.2% of responses). Digital competences were indicated as useful in life and should be improved at school by 2 people (6.1% of responses). It should be noted that such a low result of digital competences may result not from the fact that they are poorly valued by young people, but from the fact that digital skills are something natural for young people, which they learn from an early age.

3. What competencies did you learn at school?



4. What competences do you think should be developed at school?



The next two questions concerned the competencies that should be developed at school and what competencies students actually acquired at school. The clash of questions no. 3 and 4 show almost complete compliance between students' expectations and reality.

18 students (54.5% of the answers) most often indicated foreign languages as competences that should be developed at school, at the same time 15 students (45.5%) answered that they acquired foreign language competences at school. Foreign languages were also most often indicated by students as a school subject that may increase the chances of employment in the future, so it can be concluded that the school in this area teaches competences that may be useful in the future.

Also in the case of other competencies, expectations (what competencies should be developed at school) are relatively close to the actual situation (what competencies you learned at school).

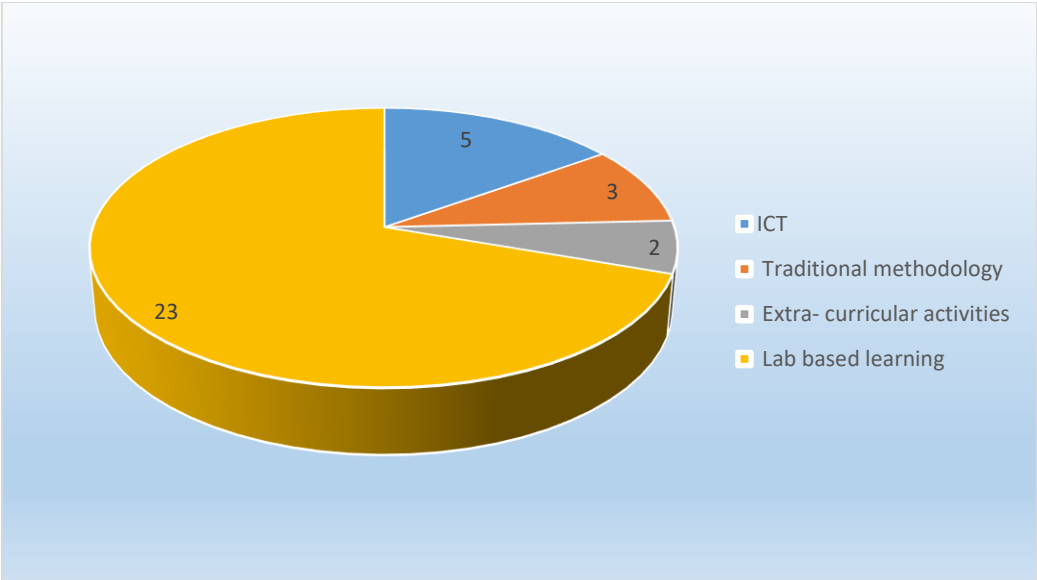
Logical-math competences: 7 people (21.2%) expect them to be developed at school and the same number of students indicated that they acquired these competences at school.

Competencies analytical/synthetic: 5 people (15.2%) believe that they should be developed at school, but almost twice as many people indicated that they had acquired such competences.

Digital competences: students have the lowest expectations from school in relation to teaching digital competences - 3 people (9.1%) expect such knowledge at school and at the same time 2 people (6.1%) indicated that they acquired such skills at the institution.

Educational support desired

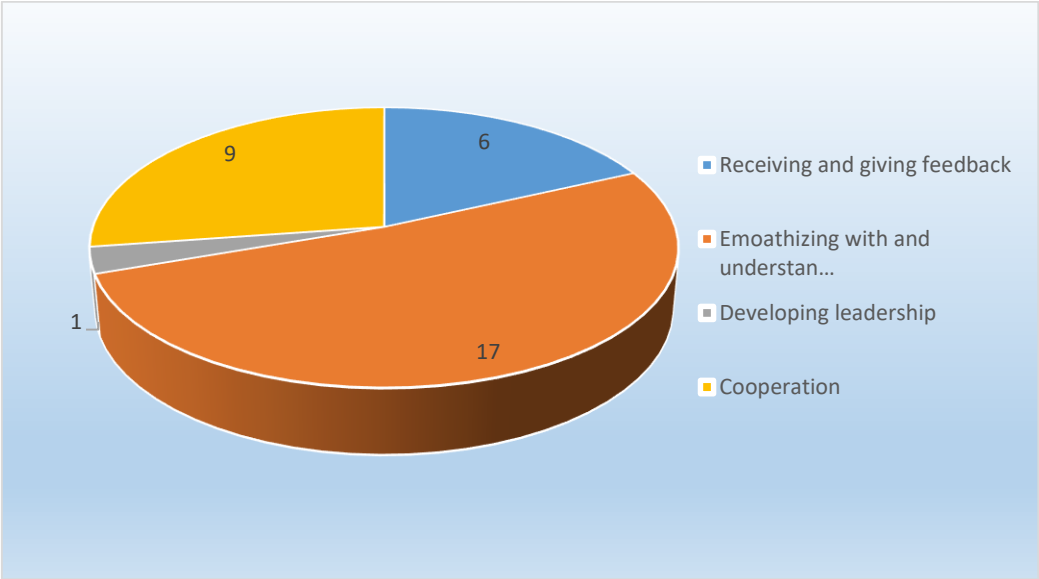
5. Which of the following areas do you think should be included in education to make it easier for young people to achieve success at a later stage?



The students expressed their opinions clearly and quite unambiguously about the areas that should be included in their education. The absolute most desirable form of educational support is learning based on experience - 23 indications, i.e. 39.7% of all answers. Lagging behind were information and communication technologies (ICT) - 5 responses (15.25), traditional teaching - 3 responses (9.1%) and additional activities - 2 responses (6.1%).

Development of social skills

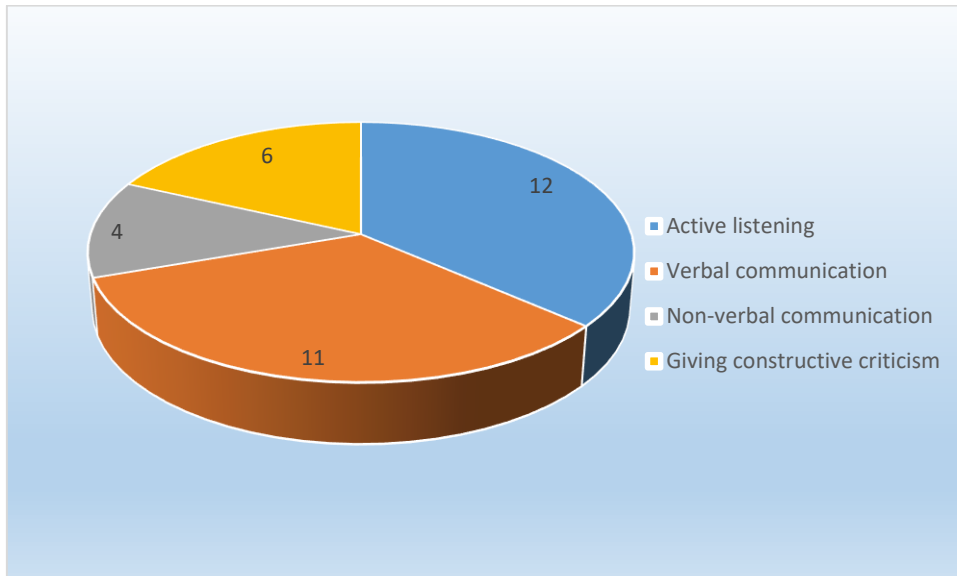
6. What social skills should be developed at school?



Students were also asked about social skills that should be developed at school. More than half of the respondents - 17 people (51.5%) indicated empathy and understanding of the pointseeing others. 9 people (27.3%) indicated cooperation and 6 people (18.2%) indicated providing feedback. Only 1 person indicated developing leadership competencies. This shows that for young people the most important are interpersonal relationships based on understanding, compassion and the ability to empathize.

Communication skills

7. Which communication skills do you consider necessary to achieve personal success?

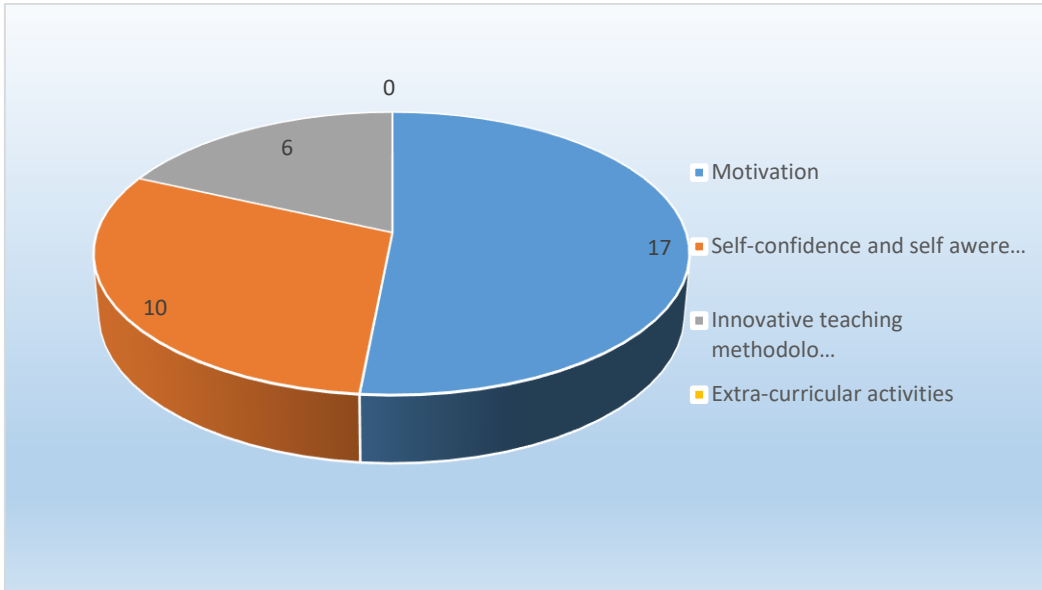


Young people considered active listening to be the most necessary communication skills - 12 responses (36.4% of responses) and verbal communication - 11 responses (33.3% of responses). According to students, giving constructive criticism is less important - 6 responses (18.2%) and non-verbal communication - 4 responses (12.1%).

Factors of success in learning

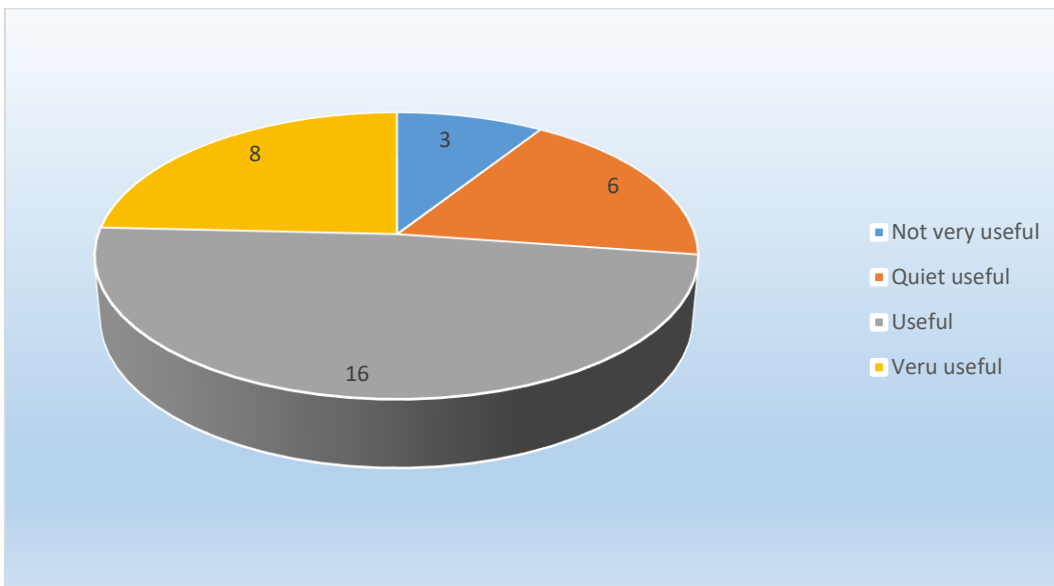
8. What can help you succeed in your learning process?

Motivation is the most important factor in learning success - over half of the respondents (17 people, 51.5%) indicated this factor as key. The next places were taken by self-confidence and self-awareness - 10 responses (30.3% of responses) and innovative teaching methods - 6 responses (18.2% of responses). According to the respondents, extra-curricular activities will not help them succeed in learning.



New technologies

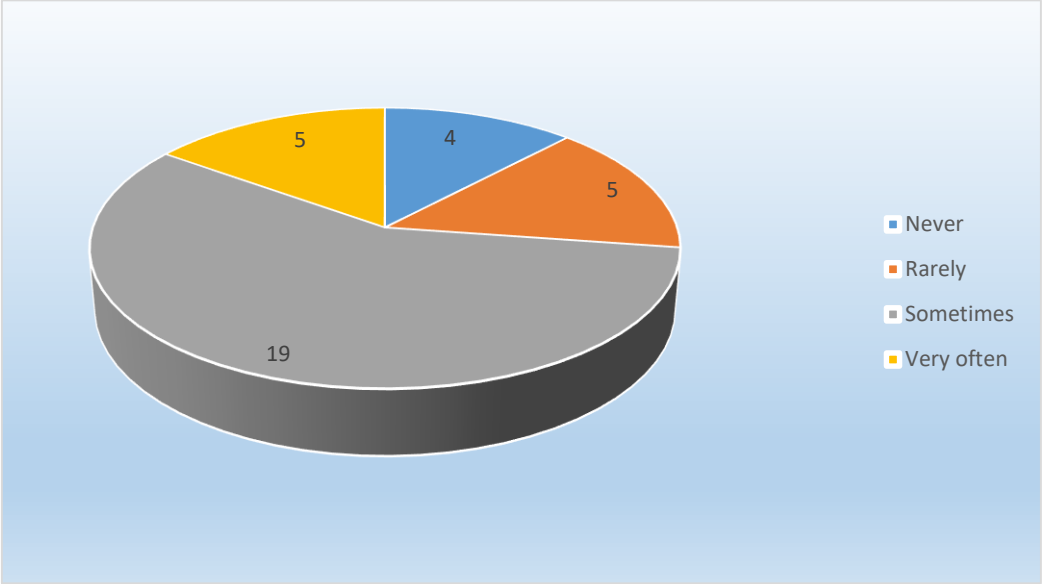
9. How useful can the use of virtual reality (VR), augmented reality (AR) and artificial intelligence (AI) be for your future?



Almost $\frac{3}{4}$ of respondents (24 people, i.e. 72.7%) believe that VR, AR and AI is useful or very useful in their future. 6 respondents (18.2%) described them as moderately useful, and 3 people (9.1%) described them as completely useless.

Social involvement

10. Do you actively participate in projects implemented by the local community, e.g. WOŚP, Clean Up the World?



The study also included checking the social activity of young people. Only 15.2% of respondents (5 people) answered that they often participate in activities carried out by the local community - this is a relatively low number. Slightly fewer, 4 people (12.1%) indicated that they never participate in such activities, and 5 people (15.2%) answered that they rarely engage in local projects. The vast majority of respondents - 19 people (57.6%) answered that they sometimes participate in this type of activities.

The questionnaire continued with two open questions aimed at examining the needs of the target group community and how the project could be friendly to teenagers.

Students were asked what community initiatives or outdoor projects that specifically address the needs and interests of teenagers in your area you would like to take part in and about innovative technologies they thought would be beneficial for teenagers to support them in their learning and social activities.

Only 26 people (78.8%) of the respondents answered these questions at all. Some of them answered "I don't know" - both in the first and second question. Cleaning the world was indicated as the only social initiative in which respondents would like to take part. The only idea to support learning and social activity of the respondents was to replace books with tablets.

Summary

As can be seen from the conducted research, the school meets the expectations of young people in the area of education - the expectations regarding the competences that students would like to learn at school coincide with what they actually learn at the institution.

The most important change that should occur at school can be described as "fewer classes but better quality", i.e. instead of additional classes, it is better to change the way of teaching based on experiences. The use of virtual reality (VR), augmented reality (AR) and artificial intelligence (AI) should also be introduced into the teaching process.

Greater emphasis should be placed on developing social skills, such as empathy and understanding of other people's point of view, active listening and verbal communication, while encouraging young people to be more socially active and participate in the life of local communities.

To help students succeed in the learning process, it is necessary to build positive motivation in children and strengthen their self-confidence and self-awareness.

