



# NEW EUROPEAN SETTINGS FOR TEACHERS AND TEACHING

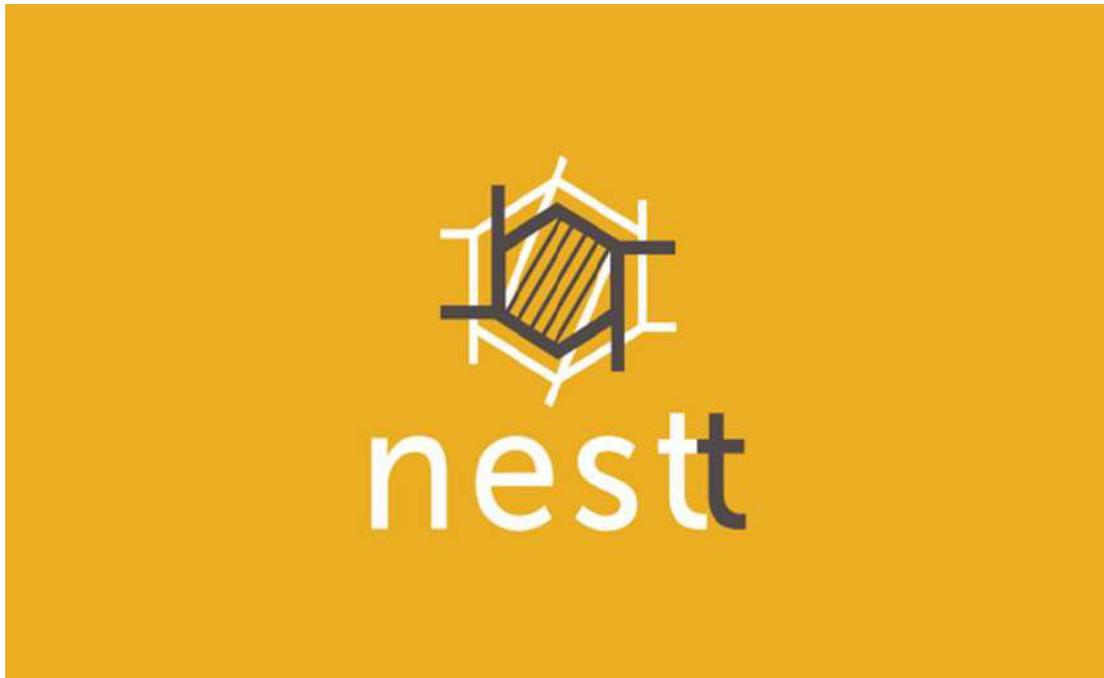
**WORKING PAPER**

**A SURVEY OF STUDENTS' PERSPECTIVES ON THEIR LEARNING:  
DATA COLLECTION, PROCESSING AND ANALYSIS**



## NESTT PROJECT

New European Settings for Teachers and Teaching



Working paper

### **A survey of students' perspectives on their learning: data collection, processing and analysis**

© Casa do Professor 2018

NESTT – New European Settings for Teachers and Teaching

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

Strategic Partnerships for school education



**WORKING PAPER**





## A survey of students' perspectives on their learning: data collection, processing and analysis

ICE – Instituto das Comunidades Educativas



WORKING PAPER

Funded by the  
Erasmus+ Programme  
of the European Union





## TABLE OF CONTENTS

INTRODUCTION	1
1. TEACHER TRAINING SYSTEMS IN POLAND, PORTUGAL AND ROMANIA	3
1.1. Teacher training in Poland	3
1.2. Teacher training in Portugal	14
1.3. Teacher training in Romania	24
2. SURVEY DATA COLLECTION	31
2.1. Design, validation and administration of the questionnaire	31
2. 2. The respondents: students aged 10 to 16 (n= 546)	34
3. DATA PROCESSING PROCEDURES	37
3.1. Processing data: an example	37
3.2. The analytical framework	39
4. DATA ANALYSIS AND RESULTS BY COUNTRY	42
4.1. First of all: analysis of ‘don’t know’ responses	42
4.2. Three axes of analysis: What, Where and How	43
4.2.1. What do students like to learn?	44
4.2.1.1. Portugal – Francisco Sanches School	44
4.2.1.2. Portugal – Maximinos School	46
4.2.1.3. Poland	49
4.2.1.4. Romania	51
4.2.2. Where do students learn more and better?	53
4.2.2.1. Portugal – Francisco Sanches School	53
4.2.2.2. Portugal – Maximinos School	55
4.2.2.3. Poland	57
4.2.2.4. Romania	59
4.2.3. How do students learn more and better?	61



4.2.3.1. Portugal – Francisco Sanches School	61
4.2.3.2. Portugal – Maximinos School	63
4.2.3.3. Poland	65
4.2.3.4. Romania	67
5. “IF I WERE A TEACHER”: WHAT STUDENTS SAY	70
5.1. Student-teacher relationships: creating supportive and friendly learning environments	70
5.2. Teaching strategies: engaging students in meaningful learning	71
5.3. Organising learning: promoting active and cooperative learning	72
5.4. Opening the classroom door: bridging in-school and out-of-school learning	74
6. ANALYSIS AND DISCUSSION OF THE OVERALL RESULTS	75
6.1. What do students like to learn?	76
6.2. Where do students like to learn?	77
6.3. How do students learn?	79
7. SOME FINDINGS AND IMPLICATIONS FOR TEACHER EDUCATION	82
7.1. The relevance of focusing the research on the students’ perspectives	82
7.2. What can we learn from the research findings?	84
7.3. Some recommendations for teacher education policies and practices	86
APPENDICES	90
Appendix 1 – The questionnaire in 4 Languages (Portuguese, English, Polish, Romanian)	71
Appendix 2 - Data processing procedures	103
Appendix 3 – Bar graphs	126
Appendix 4 – The open questions	180



## INTRODUCTION

The way teachers teach is probably the most frequently question formulated to reflect and take decisions concerning educational change. Improving teaching and teacher education practices is usually considered a key educational issue, both at the political and academic levels. The hypothesis that is been explored in The NESTT Project aims to change this perspective, inverting the question to the way children learn – what they like to learn; where and how –, not only at school under the formal curriculum, but also in non-formal contexts as learning experiences sources. Therefore, listening students concerning their learning was considered a fruitful way of questioning teaching and teacher training in order to make them more congruent with the profound changes occurred over the last decades which transformed the way children see the world and life and their relationship with knowledge and learning.

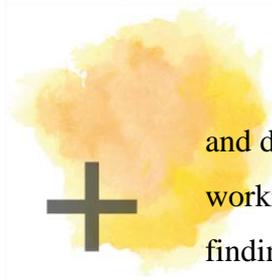
The NESTT Project - New European Settings for Teachers and Teaching, funded by the Erasmus + Program, Action KA2, Strategic Partnerships for Innovation, lasting three years (2016-2019), had as its general objective to develop and disseminate innovation within the teacher training and teaching and learning processes, with a view to cohesion and inclusion-oriented education and training.

The Project has aggregated seven partner entities from four European countries: Portugal (4), Romania (1), Poland (1) and Belgium (1):

- Casa do Professor, Project coordination (Portugal);
- Francisco Sanches School (Portugal)
- Maximinos School (Portugal)
- ICE - Instituto das Comunidades Educativas (Portugal);
- Asociatia Edulifelong (Romania);
- Stowarzyszenie Nowa Kulture i Edukacja (Poland)
- EUN - European Netschool Academy (Belgium)

This report presents the NESTT research activities, from the data collection to the analysis and discussion of the results. It is organised into seven sections.

The first section presents a characterization of the Polish, Portuguese and Romanian educational systems, giving particular emphasis to teacher training. This characterization was done by the respective countries' partners and aims to give an overview of similarities



and differences in which concerns to teacher education policies. The final section of this working paper will focus again on this issue by emphasising both some empirical research findings and implications for teacher education.

The second section describes the procedures of the data collection throughout an online questionnaire. Further a characterization of the respondents, it discusses how the exploratory work was done, as well as the design, validation and administration of the questionnaire.

The third section reports on how the data were organized and processed, providing an example of the data processing procedures and an analytical framework.

The fourth section presents the analysis and discussion of the results, by country. It starts with the attempt to interpret the Don't know responses meanings and continues with the analysis and discussion of the results around three axes: what students like to learn; where students learn more and better; and how students learn more and better.

In the fifth section students' answers to one of the open questions of the questionnaire – “If you were a teacher, what would you do for your students to learn more and better?” – are analysed, based on four categories: i) Student-teacher relationships: creating supportive and friendly learning environments; ii) Teaching strategies: engaging students in meaningful learning; iii) Organising learning: promoting active and cooperative learning; and iv) Opening the classroom door: bridging in-school and out-of-school learning.

The sixth section concerns the analysis and discussion of results, no longer by country but rather as a whole,

The seventh section synthetises the main findings from which some implications for teaching and teacher education training are set out. This last section aims to contribute for innovation in this field of policies and practices. Three topics are subject to reflection: i) the relevance of focusing the research on the students' perspectives; ii) what we can learn from the research findings; and iii) some recommendations for teacher education policies and practices.

In addition, this report includes the set of materials and documents produced that can be consulted in full in the appendices.



# 1. TEACHER TRAINING SYSTEMS IN POLAND, PORTUGAL AND ROMANIA

## 1.1. Teacher training in Poland

By Piotr Strzemieczny

Stowarzyszenie Nowa Kultura i Edukacja (New Culture and Education Association)

In the school year 2014/2015 worked 662 420 teachers in Poland, of whom 531 665 were employed full-time and 130 755 part-time. The total number of teachers expressed in full-time equivalents (FTEs) equalled 642 630. At present, teachers who hold a higher education diploma (a Bachelor's or Master's degree) represent 98% of all teachers working in the school education sector.

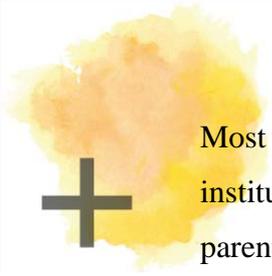
Even if teachers are not formally required by law to undertake continuing professional development (CPD) activities, it is stated in the Teachers' Charter that they should improve their knowledge, using their priority right to participate in all forms of CPD.

### Specific objective of teachers' training system:

- Increasing quality of initial and in-service teacher training system
- Strengthening the link between the educational and training offer and the needs of the labour market, in particular by introducing new forms of in-service teacher training at enterprises
- Dissemination of the lifelong learning.

In Poland most important are courses relating to:

- The training of minorities, because this is new social phenomenon and new educational challenge;
- Inclusive practice (open lessons), because teachers need to change attitudes and habits as well as to learn new skills in work with diversified groups;
- Assessment issues, because lack of knowledge in this can limit the possibilities and limit the opportunities as well as exclude pupils with special needs from social life.



Most ITE courses contain a module that relates to collaboration with all the above institutions and agencies. However, there are separate courses for collaboration with parents; collaboration between the main teacher and support teacher and cooperation between schools to enable the creation and fulfilment of projects.

At institutions of higher education, issues related to teaching of minority groups are only one of the subjects that form part of the general education of teachers.

Within teacher education, an important method of teaching is filming classes and then discussing with teachers. Role-play is also important. Teachers play the role of pupils and then discuss how to modify lessons or introduce changes to improve the effectiveness of learning. Teachers teach each other using best practices from their own experiences.

Other questions concerning the education of pupils are largely fulfilled in Poland through seminars and conferences for in-service training.

#### **On a day-to-day basis inclusive teachers receive support as follows:**

- From colleagues with more experience in a given school,
- From external counsellors dealing with the teaching of a specific subject (however, there are to counsellors dealing specifically with inclusive education),
- From "coaches" in the area of in-service teacher training.

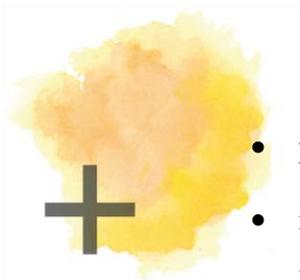
All above qualifications/experience are important in teachers' (trainees) preparation to work with teachers.

In Poland, institutions that educate teachers (for example Development of Education Centre) organize courses for educators. These courses are concordant with guidelines of Ministry of National Education that are provided on area of whole country.

Different teacher's institution possesses funds for improvement of its workers. Every Institute or Academy has funds, which the Director can spend on the education of teachers. These courses are not concordant with guidelines of Ministry of National Education and the teacher trainers qualify due to their own needs and interests.

#### **Organization, administration and finance of education**

The education system in Poland has the following specific features:



- public school sector dominates over private;
- includes a system of external examinations carried out at the end of primary as well as of lower and upper secondary school;
- grants teachers a unique professional position regulated by the Teacher's Charter, pertaining to their employment, salaries and promotion.

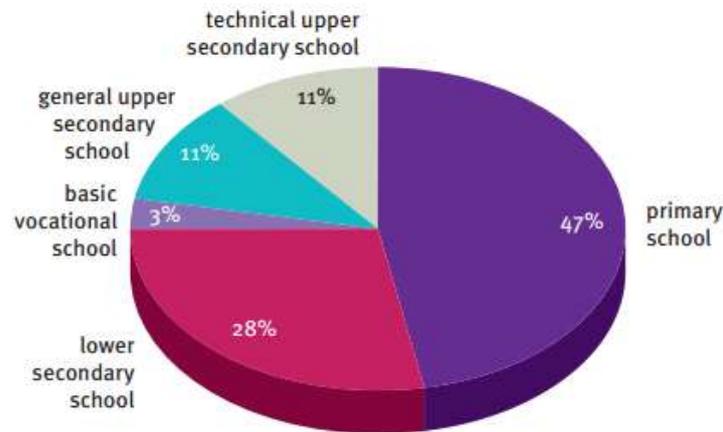
## **Teacher Education**

Teachers are trained in two systems: higher education and the other schools. Higher education includes universities, high pedagogical schools and pedagogical academies, and academies of physical education. The other schools in the department of education, culture, and health care train teachers in vocational subjects or general education subjects. These other schools include schools of polytechnics, academies of music, and academies of art. They also include colleges for teachers (who will work some day in preschool education, primary schools, and educational institutions) and foreign languages colleges that train teachers for primary and secondary schools. Training courses in colleges are consistent with subjects to be taught or activities to be executed. The goal is the acquisition of the knowledge and skills necessary to employment in a given job.

High schools educate teachers in accordance with regulations of the Central Accreditation Council and are compatible with academic subjects. In the present register of courses, only some courses are purely educational in nature: special pedagogy, physical education, music education, and technical education. For this reason, education follows special guides. If the university does not possess such guides, teachers are trained under an optional pedagogical college course. In most cases, the high school offers single specialization courses. Teachers who have specialized in one subject have an opportunity to gain another specialization through postgraduate two year programs of study. In compliance with the regulations of the education act Karta Nauczyciela (Teacher's Charter), the student teacher gives lessons at schools and educational institutions or operates in special educational institutions. Specialists who help with education (speech therapists and psychologists) are also considered teachers.

**Figure 1: Percentage of teachers according to the school type**

Percentage of teachers according to the school type



This same act established five stages of teacher promotion. At the entry level is the "trainee", who teaches for one or two years. Success at this level, plus an interview before a committee consisting of the trainee's mentor, school's director, faculty chair of the subject, and a trade union representative selected by the trainee, elevates the trainee to the level of "contract teacher". Here he or she works for at least three years. Thereafter, passing an examination raises him or her to the status of "appointed teacher". Three good years must be completed at this level, plus an interview with a committee consisting of the school's director or assistant director, three experts from the Ministry of Education, and a trade union representative. The fourth level, "chartered teacher", is where most careers end. Some, however, manage to reach the fifth level, which is honorary, "professor of education".

**Table 1: School teachers by professional promotion grade**

	Trainee teachers	Contract teachers	Appointed teachers	Chartered teachers	Total
<b>Number of teachers</b>	50 212	108 773	178 738	324 697	662 420
Full-time teachers	22 177	75 919	140 609	292 960	531 665
Part-time teachers	28 035	32 854	38 129	31 737	130 755
<b>Full-time Equivalents/FTEs/</b>	35 417	102 591	173 752	330 870	642 630



In Poland academic teacher is responsible for a given course. An examination is also carried out by the academic teacher responsible for a given course. The performance of students during practical training (a practical placement) is assessed by the academic teacher responsible for practical training in a given HEI and the supervisor in the institution where the placement takes place.

In order to progress to the next semester or academic year and to complete a degree programme, students are required to obtain a minimum number of ECTS (European Credit Transfer System) credits, specified on the basis of the study regulations.

The number of the ECTS credits provided by the regulations for one semester is 30, while it is 60 ECTS credits for an academic year. To be awarded a diploma, it is necessary to gather at least 180 ECTS credits upon completion of a first-cycle programme, at least 90 ECTS credits upon completion of a second-cycle programme, at least 300 ECTS credits upon completion of a long-cycle programme lasting five years.

### **Initial training and qualifications**

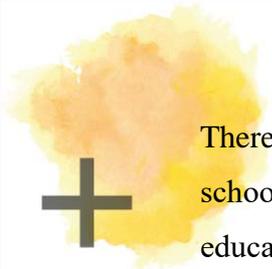
Initial training of teachers is provided within two sectors of the education system:

- within the higher education sector: degree programmes, including first-, second- and long-cycle programmes; and non-degree postgraduate programmes.
- within the school education sector (until 2015): college programmes (now being phased out), including teacher training colleges and foreign language teacher training colleges.

All educational institutions operate in both the public and non-public education sectors.

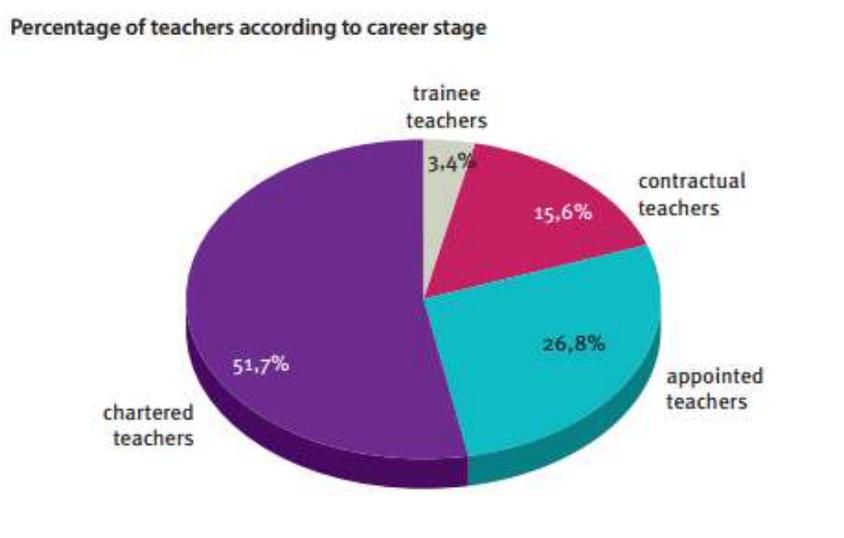
### **Conditions of service**

A graduate of an HEI who has completed teacher training (i.e. holds a teaching qualification) is recognized as a qualified teacher in the area of specialization of the programme completed. Entrants to the profession begin with the grade of trainee teacher (the first of the four grades in the teacher promotion system) and undertake a probation period (internship) lasting one school year in order to be promoted to the grade of contract teacher.



There are many support measures offered to new entrants in Poland. In implementing the school's education and care programme, the teacher is entitled to support from a teacher-education specialist (referred to as "teacher-pedagogue") and teacher-psychologist in the school. In implementing the curriculum, the teacher can receive support from teachers' methodological advisers. During the "probation period", the teacher is supported by a mentor, appointed by the school head; mentors are experienced teachers at the appointed or chartered teacher grade who are employed in a given school.

**Figure 2: Percentage of teachers according to career stage**



### **In-service teacher training**

There is no specific in-service training requirement for teachers. However, participation of teachers in in-service training is specified in the legislation as one of the criteria for promotion to the next professional grade together with the assessment of teacher performance and quality assurance at institutional level.

In-service training takes place both within institutions where teachers work and with various external providers.

In-service training is organized mainly by an extensive network of in-service teacher training institutions, as well as by higher education institutions, various continuing education providers and teacher training colleges. Academic teachers are required by the relevant legislation to upgrade their skills but there are no specific national arrangements in this area. Detailed arrangements are laid down by individual higher education



institutions. Practical vocational training instructors may attend training courses for practical vocational training teachers.

**Mission of In-Service Teacher Training in Poland** is to prepare the educational circles to achieve the goals and tasks which are assigned in a modern school. Modern teachers should be able to prepare students to life in a changing reality and in an information society by teaching the abilities of self-studying, cooperation in a group, successful communication and skills to cope in a changing reality which exerts an influence on personalities as well as the process of creation of a new society.

**Institution (public and private) carry out tasks within:** psycho-pedagogical and speech therapy assistance; educational skills; health promoting education; job orientation and counselling; leadership, team work, communication, project management; and lifelong learning, including ICT.

**Institutions offer different forms of in-service training:** qualification courses; conferences; seminars; workshops-training groups; consultations, among others.

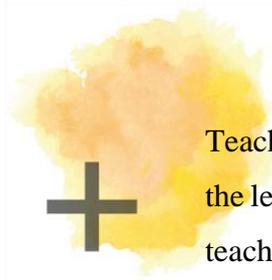
### **Types of teachers and trainers**

Teachers and academic teachers, distinguished in the legislation as separate categories, work within the education system and provide both initial and continuing education. Teachers work in institutions which provide training below the higher education level, and academic teachers in higher education institutions.

Teachers whose primary responsibility is related to teaching in a classroom include: (a) general subject teachers or college teachers (if working in colleges, which are not recognised as higher education institutions (ISCED 4); (b) theoretical vocational subject teachers; and (c) practical vocational training teachers.

### **Qualification requirements**

There is no distinction between teachers, academic teachers, practical vocational training instructors and trainers-specialists working in initial and continuing vocational education. Entry requirements, pre-service and in-service arrangements for a given category of practitioners in continuing education are the same as for those working in initial education.



Teachers must have a specific level of subject/occupational qualification, depending on the level and/or type of training to be provided, and a pedagogical qualification. Academic teachers are not required to hold a pedagogical qualification, and there are no general qualification requirements applicable to all academic teachers.

Teachers-methodological advisers and teachers-consultants, involved only in continuing education as teacher trainers, are required to: (a) hold a Master's degree and a pedagogical qualification; (b) have obtained the professional promotion grade of appointed teacher or chartered teacher (the third and fourth grade, respectively, in the four-grade promotion system); and (c) have at least five years' experience of teaching.

Education in Poland is generally characterized by a high degree of formalization. The formal education system is considered by most Polish citizens as being the place where the necessary professional tools for the labour market are acquired. Poland has not yet established a system to certify qualifications obtained in non-formal and informal (NFIL) settings.

Although a system of validation of informal and non-formal learning doesn't exist in Poland, there are many elements of such system already in place and the preconditions are created. In 2008 work started on the Polish Qualification Framework (PQF) covering the whole of the education and training systems. The first consultation on the Polish Qualification Framework took place in February 2011. The whole consultation phase took one year and was completed in February 2012. The Polish Qualification Framework will include procedures for recognition and validation of non-formal and informal learning outcomes, but the main project at the moment is to formulate over 600 pages for new laws which will include a register of all the professions.

There are two kinds of institutions in Poland - public and non-public. Public institutions work on three levels: central, regional and district levels:

## **PUBLIC INSTITUTIONS**

### **THE CENTRAL LEVEL**

Responsibility for the administration of the school education system rests with the Minister of National Education, The Ministry of Culture and National Heritage and Ministry of Agriculture and Rural Development.



The Minister coordinates and pursues the national education policy, cooperating in this respect with regional authorities and other organizational units responsible for the school education system.

The Minister of National Education runs and manages national In-Service Teacher Training Centres.

There are three institutions in Poland:

### **The Centre for Education Development (Ced)**

Was established on 1 January 2010 as the result of merger of National In-Service Teacher Training Centre and Methodological Centre of Psychological-Pedagogical Counselling. It's a national teacher training institution.

The purpose of the Center is to undertake and implement activities to improve the quality of education in accordance with the state education policy in the field of general education and upbringing, and in accordance with the changes introduced in the education system.

### **National Centre for Supporting Vocational and Continuing Education**

It's a central, public, national-level institution providing professional development services for teacher's subject to the Ministry of National Education. The mission of the Centre is to:

- inspire, prepare and coordinate activities related to professional development of teachers from vocational schools and schools for adults;
- prepare and execute educational ventures related to the stages of educational transformation in Poland.

The Centre cooperates with other central government and educational institutions as well as non-government organizations from Poland and abroad. The Centre collects, processes and disseminates pedagogical information related to vocational and continuing education.

The national training institute KOWEZIU in Warsaw is specialized in providing training and certificates for teachers and trainers. Most of its projects are co-financed by the European Social Fund (ESF). The institute aims at the modernization of learning and teaching standards, it provides help to develop modules of learning. There is also a project for professional councillors for employment as well as e-learning courses for teachers.



## **The Polonia Teachers' Centre**

It's an educational institution called into being by the Minister of National Education in 1991. It has as its task to extend substantive and methodological support to teachers outside Poland who teach the Polish language or else other subjects in that language.

### **THE REGIONAL LEVEL**

Includes institutions based in each voivodeship/province. Since 1999 we have 16 provinces. The school superintendent is the chief of the department of education of each province.

The superintendent is responsible for diagnosis of teachers' needs in terms of in-service training, organisation and coordination of activities related to in-service teacher training, cooperation with school running bodies, promotion of in-service teacher training, especially of the training related to the innovation in education approach.

Voivodeships' self-governments run some educational institutions: teacher training colleges, teacher in-service training centres, pedagogical libraries, schools and institutions of importance for a given region or the whole country.

The Regional In-Service Teacher Training Centers in Poland are public educational institutions. Their main aim is to support the education environment in achieving aims of the educational reform and in aspiration for qualitative changes.

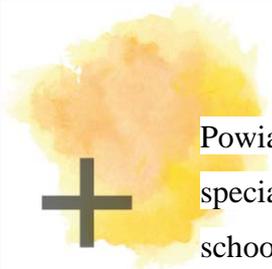
They offer over 200 various forms of training for school principals, teachers and local government representatives who are involved in issues of education.

There are 55 teachers in-service training centres in 16 voivodeships.

In Poland, institutions that educate organize courses for educators. These courses are concordant with guidelines of Ministry of National Education that are provided on area of whole country. Until now Ministry hasn't introduced courses for teacher trainers related to education of inclusion.

### **THE DISTRICT AND LOCAL LEVEL**

District level in Poland is the level of powiats / townships (an intermediate administrative unit between the voivodeships and the communes). There are 379 townships now.



Powiats exercise administrative control over upper secondary general (high schools / specialised secondary school) and vocational (technical college, basic vocational school) schools, as well as over post-secondary schools (college of further education) and public special schools. They are also responsible for the management of artistic schools, sports schools, lifelong education centres, psychological and pedagogical guidance centres, and out-of-school education centres.

Local level in Poland is the level of commune (gmina). There are 2 478 communes in Poland - borough and rural.

Communes are responsible for the running of the pre-school institutions, primary schools and lower secondary schools called gymnasiums / middle schools (gimnazjum). Pedagogical supervision is excluded from their tasks – it is the responsibility of the school superintendent.

Educational institutions

External support for schools and teachers is mainly provided by the National In-Service Teacher Training Centre, by regional centres and by educational advisors. There are 559 public centres for psychological and pedagogical support in Poland (including 29 specialist ones). Their tasks include as follows: support to children, youths, parents and teachers in learning difficulties, behavioral problems also connected with drugs and alcohol and therapy in the case of development problems and prevention of addictions.

## **NON-PUBLIC INSTITUTIONS**

Polish educational system offers 379 non-public institutions and courses for teachers.

They have various forms - stationary and online, which organize Publishing Houses. Different courses are dedicated to teachers, trainers and educators and have various topics, such as new trends in educational therapy, formative assessment, voice emission, effectively work with the maturing youth and young adults, building the effective cooperation between teachers and parents, coaching in education.

In-service training programmes are prepared in cooperation with the enterprises. Offer is addressed to the teachers teaching the skills for different jobs: mechanical (power, building ect.) sector, information technology, flower arranging, cosmetics, hairdressing, gastronomy, food sector, fashion designing.



## 1.2. Teacher training in Portugal

By Casa do Professor

The Portuguese Education System is made up of preschool, compulsory (includes secondary) and higher education. Compulsory schooling lasts for 12 years, from 6 to 18 years old. It is divided into three successive cycles that last 4 (1st cycle), 2 (2nd cycle), 3 (3rd cycle) and 3 years (secondary) respectively. Preschool is growing.

There are 8019 teachers for preschool; 22724 teachers on 1st cycle; 19042 teachers on 2nd cycle and 61025 teachers on 3rd cycle and secondary (these number include only teachers on education system in 2015, on both public and private institutions). From all teachers, 10% have master's or doctoral degree (5-10 years training) and 6,9% only have bachelor degree (3 years). Most teachers have a degree with 3-5 years of initial training. (DGEEC, 2017).

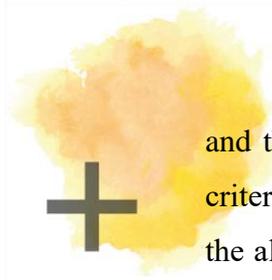
In Portugal, one teachers from 1st and 2nd Cycle has on average 13,4 students (11,2 on Belgium, 10,2 on Poland and 18,6 on Romania). In the 3rd Cycle, teacher have on average 9,7 students (9,2 on Belgium, 8,9 on Poland and 10,9 on Romania). In secondary, a teacher in Portugal has on average 10,1 students (9,6 on Belgium, 9,9 on Poland and 14,1 on Romania).

### THE PORTUGUESE TEACHER TRAINING SYSTEM

In Portugal, there are two kind of teacher centre training facilities. In the universities, we can learn and provide training for initial teaching abilities. In other hand, after being graduated, after start working in schools, teachers can/may have some new other ways of view education and need formation. According into this point of view, teachers try to find institutions that can help him make a lifelong learning.

The tutelary entity of the teachers training is the Pedagogical and Scientific Council for Continuous Education (PSCCE). This consultant institution is making the work of producing regulation for this area. They have a formal process to accredit training centres, formations, trainers and consultants. This entity is also responsible for university disciplines validation.

Teacher assessment (Decree-Law no. 75/2010, of June 23) aims to 'identify, promote and reward merit' based on the 'improving quality in public school, the educational service



and the appreciation of the teaching profession through the imposition of requirement criteria'. According this Decree-Law 'the progression in the teaching career consists in the alteration of the remuneration index through the change of the salary levels', which depends, cumulatively:

- “On the permanence of a minimum period of effective teaching service in the immediately previous salary level;
- On the assignment, in the last two performance evaluations, of qualitative mentions not less than Good;
- On the frequency, with attainment, of continuous training modules corresponding, in the average number of years of permanence in the salary level, to 25 hours per year or, alternatively, of specialized training courses”.

In order to improve the quality of teachers' performance, based on the priorities identified in schools and with the empowerment of the endogenous resources of the training entities and the schools themselves in the production of formative responses, diversified regulations are created (Decree-Law No. 22/2014 of February 11), such as the introduction of a monitoring mechanism which allows the collection of reliable information about the training provided (The training entities indicate the training applied, the list of trainees and their classification in ME – Ministry of Education - Portal).

The use of distance training and learning methodologies and the establishment of networks through electronic platforms are considered pivots to be favoured in the different training modalities (Training courses, Training workshops, Study circles and Short duration actions, with a minimum duration of 12 hours in the first three modalities and lasting between 3 and 6 hours in the case of short duration actions).

This decree-law applies to teachers, from pre-school education, basic education to secondary education in the effective exercise of functions in state schools in Portugal, who teach Portuguese abroad (Portuguese state schools abroad and European schools), but also public and cooperative teaching in the exercise of functions in associated schools of a School Association Training Centre (SA).

The areas of continuous training are the following:

- Area of teaching, i.e., areas of knowledge, which constitute curricular subjects in the various levels of education;



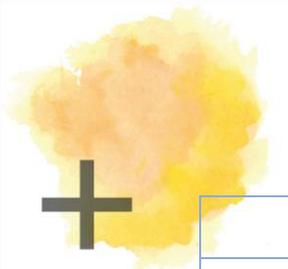
- Pedagogical and teaching practice in teaching, namely training in the field of organization and management of the classroom;
- Training of general education and educational organizations;
- School administration and educational administration;
- Pedagogical leadership, coordination and supervision;
- Ethical and deontological training;
- Information and communication technologies applied to specific didactics or to school management.

Continuous training considered for the purposes of the Statute of the Career (SC) of Early Kindergarten/Nursery Teachers and Teachers of Primary to Secondary Education is the following:

- Actions credited and certified by Pedagogical and Scientific Council for Continuous Education (PSCCE);
- Actions recognized and certified by the training entities;
- Training programmes provided under the European programs, as long as it is recognized by the PSCCE.

For the purposes of the provisions of the SC, the frequency of actions provided for in subparagraph b) of the preceding paragraph is limited, at most, to one-fifth of the total number of hours of mandatory training in the respective salary level or assessment cycle. In order to meet the requirements laid down in the SC for the assessment of the performance and for the career progression of teachers in the performance of their duties in non-higher education establishments, it is required that the component of continuing training focuses, at least, 50% in the scientific and pedagogical dimension and that four fifths of the training is recognized by the PSCCE.

The training centres are structured according three types: Teacher centres from Schools' Associations (SA), Teachers' Associations (TA) and University training centres (UTC). There are yet some others centres that couldn't be in that categories. In 2015 they were 276 in total.



**Table 2: Number of teachers training centres by type of entities**

SA	TA	UTC	Others	Total
92	50	106	28	276

For the universe of 141274<sup>1</sup> teachers in working process, we can have an approximated ratio of 512 teachers per centre of training. Believing that teachers have different needs of formation, usually the centres tries to make some surveys to know their needs and make a setup-point for the trainer's design new training projects. In 2015 PSCCE have validated the volume of 4927 training projects for lifelong learning. To the number of 4927 training projects must be added the number of the projects accepted in the past few years that are pertinent yet and are within the expiration date.

Those teachers training actions are subdivided according to their modality. The modalities are the following: Course; Module; Singular disciplines; Seminar; Workshop; Internship; Project; Circle of Studies.

Crossing the data concerning the different entities and modalities of teacher training is possible to see the prevalence of Schools' Associations teacher centres (SA) followed by the Teachers' Associations centres (TA). There are in total 4927 in-service teacher centres.

**Table 3: Training projects according modality and entity in 2015**

Modality	SA	TA	UTC	Others	Total
Graduation course	2498	642	4405	86	3630
Training module	1	0	11	1	13
Singular disciplines	0	0	31	0	31
Seminar	0	0	0	0	0
Training workshop	900	96	99	30	1125
Internship	2	0	0	0	2

<sup>1</sup><http://www.pordata.pt/Portugal/Docentes+em+exerc%C3%ADcio+nos+ensinos+pr%C3%A9+escolar+b%C3%A1sico+e+secund%C3%A1rio+total+e+por+n%C3%AAdvel+de+ensino-240>. Retrieved: 27 December 2016.



Project	24	1	0	0	25
Circle of Studies	93	3	5	0	101
<b>Total</b>	<b>3517</b>	<b>742</b>	<b>511</b>	<b>117</b>	<b>4927</b>

## “CASA DO PROFESSOR” IN THE NATIONAL CONTEXT

The Casa do Professor is an association of teachers with 38 years that includes in its valences a teacher training centre. It has more than 10 000 associates and is one of the biggest training centre in Portugal, in training volume. It works with most disciplinary groups with accredited trainings intended for both members and other teachers.

According to the triennial report 2013-2015 from Casa do Professor, 244 classes were held in 89 courses and workshops (table 4).

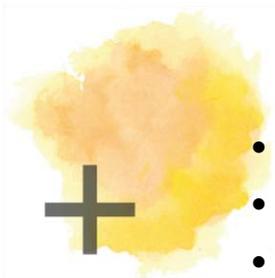
This training volume involved 130 trainers and led to the certification of 6439 teachers / trainees

**Table 4: Training at Casa do Professor in 2013- 2015**

<b>Year</b>	<b>No. of Courses</b>	<b>No. of Workshops</b>	<b>No. classes in training</b>	<b>Hours of teacher training activities</b>
<b>2013</b>	7	24	45	1765
<b>2014</b>	13	15	50	1455
<b>2015</b>	16	14	149	2875
<b>Total (3 years)</b>	89		244	6095

These were the Casa do Professor teacher training centre strategies for this current three-year period:

- Accrediting training according to the interests of the trainees / associates (both in content and modalities);
- Provide short-term actions to motivate enrolment and attendance of courses, workshops and projects;
- Extend the intervention to the national territory;



- Organize meetings of teachers focused on pedagogy, dissemination of projects;
- Ensure excellence in the supervision of training processes;
- Establish partnerships with the nearest schools;
- Look for innovative strategies to solve the constraints;
- Training and Empowerment of Intermediate Leaders from schools;
- Promoting e-learning and b-learning;
- Create partnerships with European teacher training institutions;
- Provide courses for Europeans teachers;
- Create an electronic platform to enable distance training and improve the reputation of the training centre.

## GOOD PRACTICES IN TEACHER TRAINING IN PORTUGAL

Table 5 shows some examples of good practice in teacher training at Portugal, citing different facilitators and a summary of the intervention.

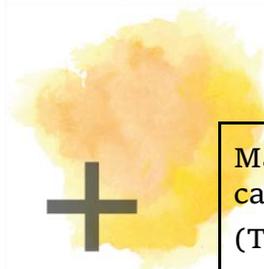
**Table 5 – Examples of good practices in teacher training at Portugal**

Project	Summary of intervention	Facilitators
PNPSE - Direção Geral de Educação 2016- 2018  National plan to promote success at school from General Educatio n Directora te	<p>Training of school leaders in the methodology of strategic action plan.</p> <p>With the objective of improving 4 or 5 fragilities of each school, intervention plans were drawn up in the context of training and sharing between school directors and teachers with intermediate responsibility.</p> <p>The process began with the formation of trainers who later supported the teams of each school in the elaboration of the strategic action plans and their monitoring (“cascade training”).</p> <p><i>This process is underway and has allowed each school to define resources and adequate training for their problems. Intervention and change must occur at the classroom level.</i></p> <p>(<a href="http://www.dge.mec.pt/noticias/mais-sucesso-escolar/programa-nacional-de-promocao-do-sucesso-escolar-o">http://www.dge.mec.pt/noticias/mais-sucesso-escolar/programa-nacional-de-promocao-do-sucesso-escolar-o</a>)</p>	General Education Directorat e with support of <b>Ministry of Education and Science</b>
GT-PA:	Group of teachers and researchers working in	University

 <p>Grupo de Trabalho para a Pedagogia da Autonomia</p> <p>1997-2016</p> <p>Work group of <b>pedagogy for autonomy</b></p>	<p>initial training and lifelong learning. They hold thematic sessions throughout the year, open to the participation of teachers, master's students and university researchers.</p> <p>Six notebooks were published with materials and several group meetings were made each year.</p> <p>The proposed themes come from the University, but the materials and resources produced are tested and used in schools.</p> <p><i>Professional growth is related to a network of teachers from different disciplinary groups, which allows articulated visions of students' autonomy work.</i></p> <p>One example was the dissemination of the use of reflexive learning portfolios by students in various disciplines.</p> <p><a href="http://gtpapedagogiaautonom.wixsite.com/2014/sobre-gt-pa">http://gtpapedagogiaautonom.wixsite.com/2014/sobre-gt-pa</a></p>	<p>of Minho (Initial training and lifelong learning)</p> <p>Dr.<sup>a</sup> Flávia Vieira</p>
<p>PRESSE - Programa Regional de Educação Sexual em Saúde Escolar</p> <p>2008-2017</p> <p>(Regional Program of Sexual Education in School Health)</p>	<p>This project received the Award for Excellence &amp; Innovation Sexuality Education 2015 (by WAS - World Association For Sexual Health).</p> <p>It is a Regional Program on Sex Education in School Health. Was created 2008 by a regional multidisciplinary working group, which addresses the area of sexuality in terms of school health, contributing to the increase of protective factors in relation to sexuality and the promotion of sexual rights. PRESSE has succeeded to spread their program to schools in the region in an excellent way by training of school health teams and teacher trainers from every school involved. The teacher trainers trained all class directors at their school and the proposed methodologies and resources were applied to thousands of students (“cascade training”).</p> <p><i>This project involved the training of active methodologies by teachers, forcing them to leave the comfort zone. Monitoring is done at the school level and in conjunction with the local health centre. Students are subject to educational processes that promote effective reflection.</i></p> <p><a href="http://www.presse.com.pt">http://www.presse.com.pt</a>,  <a href="http://www.worldsexology.org/wp-content/uploads/2013/08/WAS-NEWSLETTER-JUNE-2015-IN-ENGLISH.pdf">http://www.worldsexology.org/wp-content/uploads/2013/08/WAS-NEWSLETTER-JUNE-2015-IN-ENGLISH.pdf</a> )</p>	<p>ARS Norte</p> <p>North Regional Health Administration</p> <p>DGEstE Norte (General Direction of the Northern Schools)</p>



<p>Portal Casa das Ciências</p> <p>(House of Sciences)</p>	<p>The “Casa das Ciências” is a collaborative portal that collects, validates and disseminates digital materials to serve science teachers at different levels of education.</p> <p>The portal has more than 2000 digital educational resources in Portuguese in the categories of Biology, Physics, Geology, Mathematics and Chemistry subject to a scientific and didactic evaluation by higher education professors and teachers of the area.</p> <p>He has already organized three international meetings where he brings together a specialist in science and didactics. The last meetings were credited and validated as teacher training.</p> <p>The last event had more than 600 registered teachers, most of whom requested credit, and presented a reflective report on learning.</p> <p><i>The project joins the validation of educational resources in the portal, with training of teachers of the various science in an articulated way and with great concern for scientific rigor.</i></p> <p>Other strands are the magazine and science image sharing portal.</p> <p><i>Teachers are active contributors and there are prizes for the best educational resources each year.</i></p> <p>(<a href="http://www.casadasciencias.org">http://www.casadasciencias.org</a>)</p>	<p>Casa das Ciências</p>
<p>Casa do Professor</p>	<p>Teacher training that articulates textbooks of school publishers and their use by teachers, supporting the use of new educational resources made available. It brings together the private funding of teacher training from all schools adopting publisher projects with accredited teacher formation.</p>	<p>School publishers and Casa do Professor</p>
<p>Click Professor</p>	<p>Online training project to respond to the needs of teachers.</p> <p>The subjects were selected according to the needs of the teachers, such as indiscipline in the classroom.</p> <p><a href="http://clickprofessor.pt/">http://clickprofessor.pt/</a></p>	
<p>C. F. Associação dos Professores</p>	<p>The TCAMT is the training center of the AMT (Association of Mathematics Teachers) and has been concerned with identifying and responding to teacher training needs by organizing actions that value teachers' pedagogical experiences,</p>	<p>Association of Mathematics Teachers</p>



<p>Matemática (Training Centre of the Association of Mathematics Teachers)</p>	<p>following research guidelines within the framework of Education and Didactics of Mathematics.</p> <p>The amount of TCAMT training has grown considerably in recent years: 35 training actions in 2015/2016 and 3 short-term events, continuing training that included 1884 teachers.</p> <p>(<a href="http://www.apm.pt/portal/index.php">http://www.apm.pt/portal/index.php</a>)</p>	<p>(AMT)</p>
<p>Instituto GeoGebra Portugal (IGP)</p>	<p>The IGP in protocol with the Higher School of Education of the Polytechnic of Oporto, carried out some initiatives within the scope of initial teacher training and in its continuing education, since 2010. In 2011, about 80 teachers participated in a level I certification - "GeoGebra User" that culminated in the event "I GeoGebra Day Portugal", where news about GeoGebra and works developed in the area were disseminated. In 2012, a class with 43 trainees received level II certification - "Trainer in the Use of GeoGebra" and reiterated the initiative "II Day of GeoGebra Portugal. This celebration is still annually held, taking place at the University of Aveiro (2013), at the Higher Education School of Oporto (2014) and University of Coimbra (2016). In these meetings, teachers, free of charge, are updated in what has been done at the level of basic, secondary and even higher education, using GeoGebra. The IGP collaborates in a large number of initiatives developed by the Association of Teachers of Mathematics (AMT) and has provided free and continuous training to teachers at Regional Meetings (MinhoMat2008, MinhoMat2013 and MinhoMat2015) and National Meetings (ProfMat2009, ProfMat2010 and ProfMat2011).</p> <p>In the scope of research, the IGP and the Geometrix Project of the University of Aveiro develop research work in Mathematics Education, Higher Education and Mathematics research, and the results of this partnership have been published in meetings and international journals.</p> <p>(<a href="http://geogebra.es.e.ipp.pt/">http://geogebra.es.e.ipp.pt/</a>)</p>	<p>Master José Manuel Santos dos Santos (Chair of the Institute GeoGebra Portugal)</p> <p>Higher School of Education of the Polytechnic of Oporto</p>



## Conclusion

Portugal has in-service teacher training/ lifelong learning for teacher promoted by public training centres (e.g. one-third of teachers received ICT training according to the 2015 report), but also training by universities, public and private training centres.

Teacher lifelong training is compulsory according to the teacher career and assessment.

Most teacher training available are predominantly courses, followed by workshops. The online formation is not common yet, but there are some experiences in MOOC (Massive Online Open Courses) and online training promoted by Ministry of Education, Universities and other institutions.

The good practices identified in the examples stand out in terms of:

- Contextualization of the action: the formations respond to the real needs of the teachers and the education system, in the face of the changes;
- Promote effective and structural change: they involve multiple teachers and lead to a change of practices in the classroom and in the entire school;
- Includes monitoring and follow-up of results / reflection;
- They have dissemination strategies, such as cascade training, resource sharing on online platforms or in institutions.

Taking these examples into account, one way of improving action could be to create an integrated training project to offer schools, rather than offering “isolated” training: e.g. integrated program for improvement of school results.

This preliminary report leaves some issues that deserve our attention:

- How can we improve teacher training?
- What are the statistical data on the training of teachers, and schools, and what studies and scientific works can clarify this issue and help to create best practices?
- How does teacher training work in our partner countries and in Europe? What strategies can we improve through comparative analysis?
- What strategies can motivate teachers to undertake training?



- How to involve more teachers from one school? How to transform training in a school project?
- How to make training more effective in producing changes and improving the education system?

### Sources:

Casa do Professor (2015) «Relatório de Formação Contínua no triénio 2013-2015»  
Acedido 13 de Fevereiro de 2017. <http://www.casadoprofessor.pt>.

Conselho Científico-Pedagógico da Formação Contínua. Acedido 8 de Janeiro de 2017.  
<http://www.ccpfc.uminho.pt/Default.aspx?tabid=20&lang=pt-PT>.

Country Reports. Acedido 11 de Janeiro de 2017.  
<http://www.eun.org/observatory/country-reports>.

Decreto-Lei n.º 75/2010, de 23 de Junho: <https://www.uc.pt/feuc/eea/Documentos/ECD>.  
Acedido 28 de Janeiro de 2017.

Decreto-Lei n.º 22/2014, de 11 de fevereiro:  
<http://www.ccpfc.uminho.pt/Uploads/RegJuridico/2014/DL%2022.2014.pdf> . Acedido  
28 de Janeiro de 2017.

DGEEC (2017) «Perfil do docente 2014/15» Direção-Geral de Estatísticas da Educação  
e Ciência. Acedido 13 de Fevereiro de 2017. <http://www.dgeec.mec.pt/np4/98/>.

Newsletters | World Association for Sexual Health (WAS)». Acedido 8 de Janeiro de  
2017.

[http://www.worldsexology.org/wp-content/uploads/2013/08/WAS-NEWSLETTER-  
JUNE-2015-IN-ENGLISH.pdf](http://www.worldsexology.org/wp-content/uploads/2013/08/WAS-NEWSLETTER-JUNE-2015-IN-ENGLISH.pdf)

SILVA, José Luís, VIEIRA, Flávia, OLIVEIRA, Clara Costa, MORGADO, José Carlos,  
ALMEIDA, Judite, MOREIRA, Maria Alfredo, MELO, Maria do Céu & ALVES,  
Palmira (orgs.) (2011). Atas do Congresso Ibérico Pedagogia para a Autonomia (CD-  
ROM). Braga: UM, CIED. <http://hdl.handle.net/1822/25327>





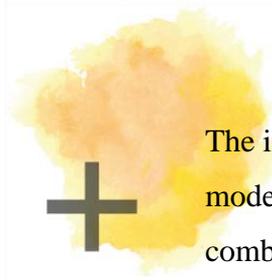
### 1.3. Teacher training in Romania

By Asociatia Edulifelong

The national education system amounted to 3,642 million children, pupils, students and trainees in the school / university year 2015-2016, while the teaching staff reached 237,400 people, equivalent to an average of 15 children per teacher.

According to statistics, in the past school / academic year, the total school population represented 72.2% of the school-age group. The school population was predominantly (95.7%) in the public school units and only 4.3% in private school units. values of the distribution of the school population by educational levels were recorded in primary and lower secondary education (47%), secondary education (18.5%), pre-primary and pre-primary education (15.2%). From the total school population in the education system, 50.3% were children, students, students, male students and 70.3% studied in the urban environment. At the same time, compared with the previous academic year, vocational education is the only level that registered an increase (+17,900 pupils), reaching 68,700 pupils, but the lowest educational level remains in the total school population (1,9%). High school, pre-school and preschool education experienced the most pronounced decreases in the number of children enrolled in the school year 2015-2016 compared to the previous one (-53,500 pupils and 24,600 children respectively).

For each teaching position the Teaching Staff Statute (Law 128/1997) establishes the initial training requirements in the form of appointment conditions. These refer to the education level and the professional training that have to be completed and passed by the prospective teachers. Only persons compelling with these requirements are considered qualified for the considered position. However, under special circumstances, teaching positions in Pre-university education can be occupied for a limited period of time with unqualified personnel. In most cases this works as a postponement of the qualification and is applied only when and where qualified teachers are in short supply (e.g. for certain subjects – like ICT or foreign languages, or in certain areas, etc.). This was a situation rather frequently encountered until the late 1990's. The unqualified personnel teaching in Pre-university education has reduced significantly in the recent years through alternative initial training routes, recruitment measures and central control over the teachers' selection, recruitment and appointment procedures.



The initial teacher training for all teaching positions in Romania is based on a concurrent model – meaning that the education and training in the specialisation of studies is combined with the professional training within the same educational sequence. However, for certain teaching position a supplementary professional training is required that may be considered as part of the initial training but is actually finalised after the graduation of the required education level (e.g. specific training for teaching positions in special education, graduation of doctoral studies for conferențiar universitar and profesor universitar positions, etc.). For Pre-university education, the initial training provided within formal education is completed with an insertion period of at least 2 years.

During the insertion period debutant(e) teachers are employed based on labour contracts identical with the ones for the fully-flagged teachers, containing the same responsibilities, rights and obligations (including teaching norm, salary, etc.). The insertion period comprises an important supportive and supervising dimension as well as a final formal evaluation – the on-the-job confirmation exam. Only after passing **the on-the-job confirmation exam** teachers entry their professional life as fully-flagged teachers. Persons that do not pass the exam in the conditions set by the law cannot work anymore as qualified teachers. Selection, recruitment and appointment of teachers in public and private education have to be based on competitions.

For public Pre-university education selection, recruitment and appointment of the teachers is accomplished through competitive examination, whilst in private Pre-university education and higher education is accomplished through open recruitment. Basic work conditions for the teachers are established within the Teaching Staff Statute (Law 128/1997). These refer to the teachers' responsibilities, rights and obligations, appointment conditions, dismissal and retirement conditions, evaluation and in-service training, criteria for establishing norms and salaries, types of and criteria for awarding incentives, distinctions and prizes and for applying sanctions.

Following the on-the-job-confirmation, further professional development of the teachers in Pre-university education is a 2-stage process. Each stage is accomplished through specific evaluations and leads to certification of a higher professional-degree.

**The professional-degrees** that can be obtained by teachers working in Pre-university education are the following, in this order: the didactic grade II and the didactic grade I. Professional-degrees are rewarded with higher salaries for the same teaching position,



level of the initial training and seniority, and entitle the holder to compete for management or guiding and control positions.

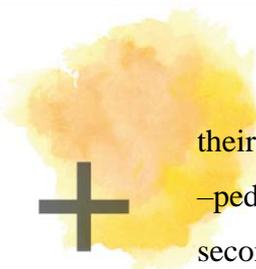
Regarding higher education, each successive teaching position is assimilated to a higher professional-degree, the highest being profesor universitar. In-service training is a right of the teachers in Pre-university education.

Educational institutions have to ensure all the necessary conditions for the teachers to participate to in-service training programmes. At the same time, the Teaching Staff Statute (Law 128/1997) states that teachers in Pre-university education participate to in-service training programmes at least once every 5 years or whenever so recommended by the administration council of the school or by the County School Inspectorate. Teachers in higher education are not compelled to undertake in-service training programmes; the law establishes only the types of in-service training programmes available. All management and guiding and control positions in Pre-university education are appointed based on competitive examination opened only to the teachers. In order to be admitted in the competitive examination teachers have to comply with specific criteria set by the law and the Ministry of Education, Research, Youth and Sports (professional degree, seniority, overall performance, etc.). Specific salary-incentives are established according to the position held and are added to the salary corresponding to the level of the initial training, the professional-degree and seniority.

All the management structures and positions of higher education institutions are elected through secret suffrage for a 4-year period, according to the provisions of the law and of the University Charter.

### **Main characteristics of initial training for the teaching career in Romania**

Initial training for the teaching career is the educational segment that ensures, at least as regards the legal provisions, the acquisition of skills and official certifications needed to access the qualified practice of the teaching career. This level consists of: specialized training, assured and certified through graduation from higher education studies, or, if the case may be, specialized secondary or post-secondary programs of study, offered by authorized or accredited educational institutions, in compliance with the law and specialist practical and theoretical psychological-pedagogical, training, ensured and certified on successful completion of psychological – pedagogical studies programs offered by the departments of teacher education, respectively by faculties that have within



their structure a BA programme in Primary and pre-school Pedagogy, or by psychological –pedagogical, teacher training and specialty training programs organized within secondary or post-secondary institutions, which are qualified to organize these programs in accordance with the law.

The initial training of the teaching professionals in Romania was performed, starting with 1996, as part of a simultaneous system, concurrently with the graduation of the Teacher Education Programme. Therefore, in 1996, by Order of the Minister of Education, the first departments of Teacher Education were established. The curricula were systematically modernized in 1999, 2001 and 2003, gradually introducing new academic subjects and transferable credits (ECTS). 2001 was an important year for the field of teacher education through the initiation of the development strategy of the initial and continuous training of teaching professionals and managers from the undergraduate education system, 2001-2004.

The main fields in which this strategy was outlined were: professional standards, curricular reform, changes of institutional framework, practicum – as the bridge between initial and continuous training, passing the final examination in education on the segment of initial training, certification for the teaching profession, financing and the creation of a network of practical schools.

The Bologna process has generated a new context for the initial training of the teaching professionals, through structural and curricular reorganization of the Romanian tertiary education, new measures applying starting with academic year 2005-2006. Within this context, the initial training programs for teachers in the secondary and tertiary cycles, offered by the departments for teacher education from universities (DTE), were reorganized in two modules. Module I (30 ECTS) is integrated within the Bachelors' cycle of studies and allows graduates to teach only in the compulsory primary and lower secondary education cycle. Module II (30 ECTS) may be attended only after the completion of the Bachelors' cycle of studies, being absolutely necessary for all those who want to teach at post-compulsory and undergraduate level. [Order of the Minister of Education, Culture and Youth no. 4343/2005]

In 2008, through the joint effort of the specialists in sciences of education and representatives of the Ministry of Education, the Order of Minister no. 4316/2008 on the approval of the studies program was elaborated for the procurement of the certificate of graduation of the Department of Teacher Education.



The curriculum of the Departments for Teacher Education approved by the Ministry of Education and Research starting with 2008-2009 differentiates between levels of professional training of the two categories of teaching professionals: those who want to teach at primary and lower secondary level (graduates of Bachelors' studies and of Teacher Education Programme – Module 1) and those who want to teach at upper secondary and tertiary levels (graduates of Masters' degree and of the level II program of advanced psychological – pedagogical studies).

The syllabi for courses included in the initial training of teacher education programs, the assigned number of hours, the number of ECTS and examination type are established by Order of Minister of Education, Research and Youth no. 4316/2008.

For the 1st cycle of undergraduate studies, the mandatory subjects are: Psychology of education; Fundamentals of pedagogy; Theory and methodology of the curriculum; Theory and methodology of training; Theory and methodology of assessment; Classroom management; Specialized teaching; Computer assisted training; and Teaching Practice at Primary and Lower Secondary level.

For the 2nd cycle, the mandatory subjects are: Teenager, youth and adult psychology – pedagogy; Design and management of educational programs; Specialized teaching and developments in specialized teaching; Pedagogical practice in the undergraduate, post-undergraduate and graduate cycles. Besides the mandatory subjects, there are two other optional subjects' packages out of which one subject is to be chosen (for example Sociology of Education, Intercultural education, Counseling and orientation, Educational communication, etc.).

In the case of pre-school and primary cycles teaching professionals, the initial training is organized within faculties of educational sciences, through the specialization of Pre-school and primary education pedagogy.

We have to mention that prior to the Bologna Process, the initial training of the teaching professionals from the pre-school and primary cycles' education was organized within Academic Colleges with a duration three academic years.

As regards the development of the curriculum for teaching professionals initial training, one may indicate the following:

1. the school curricula for the training of the pre-school and primary teaching professionals are defined for each department in the educational sciences faculties.



The initial training offered by these departments includes both general courses, as well as practical activities for the pedagogical training.

2. the curriculum for initial training of teachers in secondary and tertiary cycles is developed by each department of teacher education within universities, based on the provisions of the Order of the Ministry of Education, Research and Youth no. 4316/2008.

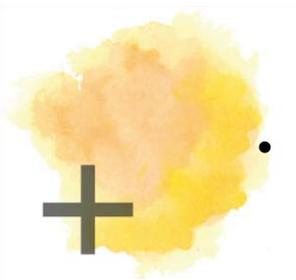
For each of the subjects, a syllabus is designed, containing a description of objectives or competences that are targeted to be achieved through that specific subject, course and application topics, allotted number of hours, examination type, and recommended bibliography.

Among education specialists there is wide consensus on the need to establish a set of competences for the teaching professionals, under the context of social and economic changes and of the reforms in the Romanian education system. The analysis of syllabi for subjects included in the teacher education module reveals different competences of future teachers that may be seen in relation with the competency-based education. The competences targeted by the initial training curriculum for teachers show the correspondence with those skills that are considered as being mandatory for the teaching approach from the perspective of key competences development for pupils: teacher as a learning constructor or facilitator; parents' collaboration; participation in school development; formative assessment and self-assessment. Studies and analyses performed in Romania in the past years have highlighted the necessity to promote new teaching logics where the teacher may have the liberty and responsibility of the organization actions meant for trainee learning programs.

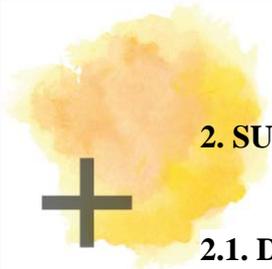
In this respect, the Ministry of Education launched during the academic year 2011-2012 an innovative teaching professionals training program for the graduate education system, program that offers a new approach to teaching the pedagogy of the subjects and contributes this way to the increase of learning attraction in universities and to the attraction of students towards the teaching career.

### **The main Challenges**

Specific challenges in achieving education for all objective are still subject of policy development in the next years:



- Large disparities in access to education still remain a challenge for the education and training system. Investments in institutional development and staff training are still very low and affect particular categories of children; such as children in rural areas, children from poor communities and Roma.
- Teacher training should be further addressed. The initial training of teachers is still not yet updated and no specific measures to increase the attractiveness of the teaching profession are in place. The improvements of students' achievements in PISA testing are visible, but there are still large shares of low achievers in all testing domains • There is a need for further revising the curriculum in lower secondary education and to train teachers in transversal curricular approaches in order to provide more life-context and authentic learning opportunities for students. A large share of upper-secondary education level graduates fails the final exams and this remains a major concern in the view of their transition to the labour market or to the tertiary education.
- Guidance and counselling services are still underdeveloped and lack a common and coherent methodological approach in order to be effective across all educational levels.
- Participation of adults in lifelong learning remains a major challenge, in spite of different type of measures implemented in the system. New approaches in education and training such as entrepreneurship, using ICT, research and innovation initiatives are only at an early stage and more coherent policy strategies should be put in place in the next years. Increasing number of students should participate in mobility; and the internationalisation of universities could play a major role in opening up the education and training system to the wider world of work and innovations over the next years.



## 2. SURVEY DATA COLLECTION

### 2.1. Design, validation and administration of the questionnaire

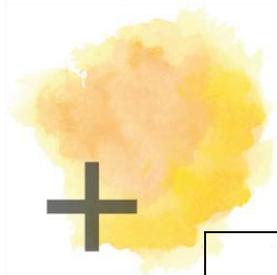
The main instrument for data collection was the questionnaire survey, answered in the 2016/17 school year by 546 students, aged 10 to 16 years, in Portuguese, Polish and Romanian schools. For the elaboration of this instrument it was important the accomplishment of a previous field work, including informal conversations with teachers and students, 12 one-on-one interviews and 4 focus-groups, were conducted at a preliminary exploratory phase in different schools (the two Portuguese schools mentioned above and the schools selected by the two partner associations in Poland and Romania). It was intended that the results of the questionnaire inform the realization of a documentary (Output No. 1 - Nestt Documentary) and contribute to the preparation of MOOC - “Yes, I Can!”, for continuing teacher education under Output No 2 “Teachers Make a Difference: European Benchmark in Teacher Training”.

The questionnaire was elaborated using the Google Forms and was answered online, free and anonymously, in their schools, at the agreed times with the teachers. The students who would answer were the ones who had volunteered for this. That is, since it was not a sample study, a representative sample of the researched universe was not constituted. The aim of the research was to identify and interpret the main trends in student responses globally and not to generalize and compare results across countries and between schools. Only if there were marked differences in student responses in different contexts, countries and schools, would one seek to analyse and the factors that could explain them.

The instrument was first drafted in Portuguese, then translated into English and later to Polish and Romanian by the respective project partners (see the appendixes). It was structured in three blocks of questions, each of them aggregating a set of items related to the following main questions:

- What do you like to learn?
- Where do you like to learn more and better?
- How do you like to learn more and better?

The instrument consisted essentially of closed questions, although it included four open-ended questions. Concerning the closed questions, the three blocks included, respectively, 33 items, 19 and 32 items (Table 3).



**Table 3: The questionnaire items**

<b>WHAT</b> <i>I like to learn...</i>	<b>WHERE</b> <i>I learn more and better...</i>	<b>HOW</b> <i>I learn more and better...</i>
About animals	At home	Acting/theatre plays
About games (video, computer, ...)	At my friends' house	Doing coursebook exercises/worksheets
About Nature	At the cafe	Doing evaluation tests
About the world	School labs	Doing experiments
Art	School library	Doing fieldwork
Chemistry	Computers' room	Doing homework
Cinema	Local church	Doing school visits outside
Cooking	Public library	Doing sports
Crafts	Clubs at school	Doing voluntary work
Dance	Local associations	Drawing/painting
Drawing	Public gardens/parks	Going camping
Economy	Public playgrounds	Going dancing
Electronics	Studying centres	Going out with friends
Foreign Languages	The classroom	Going to concerts
Gardening	In the Nature	Going to the cinema
Geography	School bar	Going to the theatre
History	School playground	Helping my parents
ICT	Scouts association	Listening to music
Maths	Streets of my hometown	Playing videogames
Mother tongue		Presenting my work in class
Multimedia		Reading books (stories, novels, cartoons, ...)
Music		Travelling
Painting		Using social media (FB, Twitter, Instagram,...)
Philosophy		Visiting museums
Photography		Watching documentaries on TV
Physical Education and Sports		Watching TV (soaps, films, ...)
Physics		Working as a whole class
Psychology		Working in groups
Radio		Working in pairs
Religion		Working in projects
Science		Working individually
Theatre		Working with realia (real/visual objects)
Video		

A large and diverse number of items were included in the questionnaire with the purpose of covering aspects related not only to school / curriculum learning, but also to the



contexts of non-formal learning experiences. Items such cooking, fieldwork, visiting museums, going camping, etc., were included in the questionnaire although we were aware that many students would not have enough information to comment on them. Still, we have included them, mainly because we wanted to know the students' perspectives on their learning in school and out. For example, regarding the question “What students like to learn”, the fact that we entered some items that correspond to school subjects that are not part of the curriculum for these ages and that these items were marked with the option “Don’t know” by many students (in some cases with percentages in the 40%), reinforced our perception of the reliability of the answers to que questionnaire.

Concerning the four open questions (see the appendixes), it was found that in three of them the information essentially repeated the ideas expressed in the closed question items. However, in relation to the answers given to one of these questions (OQ11 – Open Question 11) - “If you were a teacher, what would you do for your students to learn more and better?” - it was found that they added relevant and complementary information to the quantitative data, so it will be analysed later.

Prior to the widespread application of the questionnaire, a pre-test was conducted at the Francisco Sanches School in two classes: one of 5th grade (10 years old) in Portuguese class time, and one 9th grade (15 years old) in English class time. Subsequently, some questions were excluded and / or reformulated, either because the answers showed that it was necessary, sometimes because the students had the opportunity to verbally verbalize their difficulties, opinions, suggestions, etc. After this validation procedure, which was carried out by the partner institution ICE - Institute of Educational Communities, the final version was prepared in Portuguese and English. The Polish and Romanian partner institutions have also made some adjustments taking into account the particularities of their contexts (see the appendixes).

The questionnaire was applied in the school year of 2016/2017, in various schools in the three countries (Portugal, Poland and Romania), by their project partners, after obtaining the authorization and the collaboration of the school principal, the teachers and the students. In Portugal, it was applied in the two project partner schools (Francisco Sanches School and Maximinos School) and in Poland and Romania in schools located near the headquarters of the respective partner associations (Stowarzyszenie Nowa Kultura i Edukacja, na Polónia; e Asociatia Edulifelong, na Roménia).

## 2. 2. The respondents: students aged 10 to 16 (n= 546)

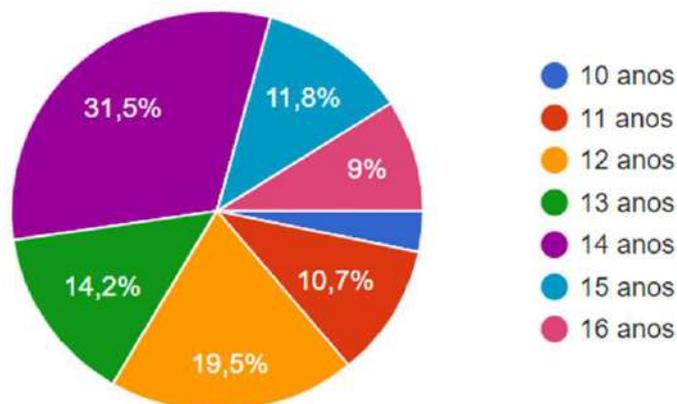
As the type of survey was not a sample study, the distribution of respondents is quite different in terms of age and also in schools and countries. In all three countries, 546 pupils aged 10 to 16 years old answered the questionnaire, namely 346 from Portuguese schools (176 from Maximinos School and 170 from Francisco Sanches School), 100 from Polish schools and 100 from Romanian schools (Table 4).

**Table 4: Number of respondents (total and by country)**



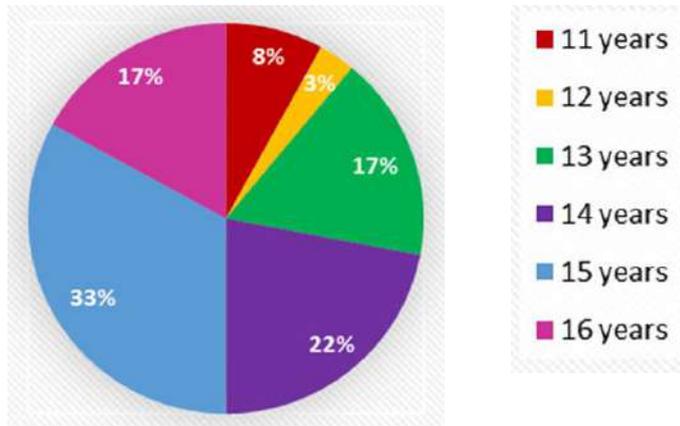
Regarding the age range covered, there are significant differences between schools and, mainly, between the 3 countries (see figures 6, 7 and 8 and Table 5).

**Figure 6: Percentage of respondents by age (Portugal)**





**Figure 7: Percentage of respondents by age (Poland)**



**Figure 3: Percentage of respondents by age (Romania)**

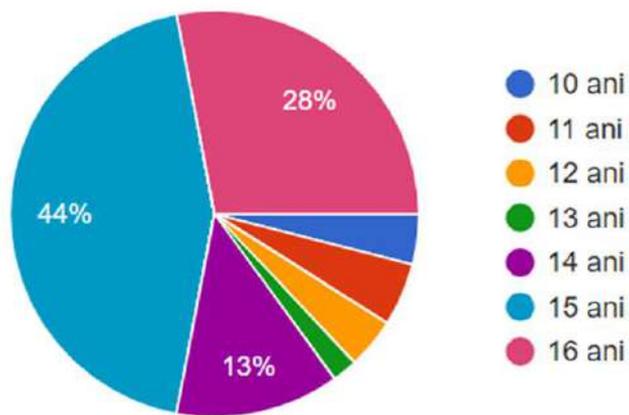


Table 5, summarizes the distribution of respondents by age.

**Table 5 - Age distribution of respondents**

Age	n	%
<b>10 years</b>	15	02,75
<b>11 years</b>	49	08,97
<b>12 years</b>	75	13,74
<b>13 years</b>	69	12,64
<b>14 years</b>	144	26,37
<b>15 years</b>	118	21,61
<b>16 years</b>	76	13,92
<b>TOTAL</b>	<b>546</b>	<b>100%</b>



In total, the questionnaire was answered only by 64 students (12%) aged 10 and 11 years, while at 14 and 15 years answered 262 (48%). The remaining 40% correspond to respondents with 12 and 13 years old. In the case of Francisco Sanches School (Portugal) and Romania, the age of respondents is in the range of 10 to 16 years, while in the case of Poland and the School of Maximinos (Portugal) is in the range of 11 to 16 years

In turn, by briefly comparing the results obtained in the three countries, it can be seen that the percentages of older students (15 and 16 years old) who have responded in Portugal and Romania are markedly different: 20% and 72%, respectively. In Portugal, out of 346 students, a clear majority (65.2%) are between 12 and 14 years old, with the lowest percentages corresponding to the extreme points of the age group: 10 years (3.3%) and 16 years (9.0%). In Poland and Romania, the number of younger respondents (10-12 years) is quite small. Specifically, in Poland only 13% are 11 and 12 years old and 50% are 15 and 16 years old. If we widen the range, the most significant age range among Polish respondents is between 13 and 16 years (89%). In Romania the differences are even greater. Ages 14 to 16 years responded 85% while in the range 10 - 13 years only 15% responded.

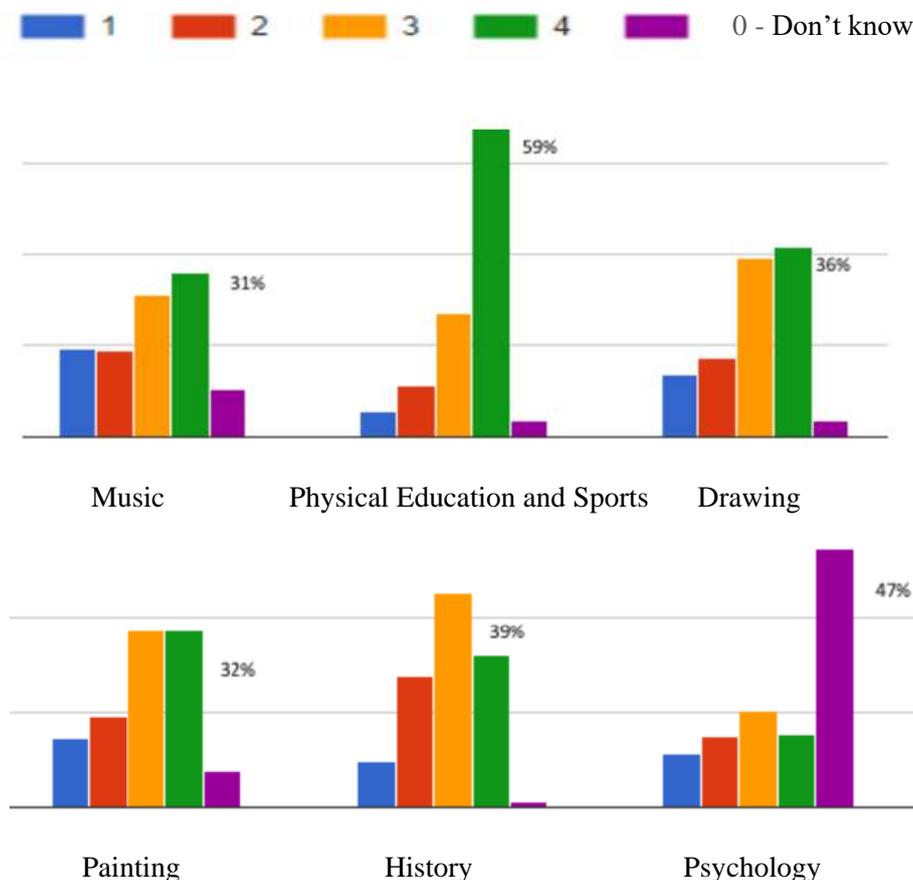
### 3. DATA PROCESSING PROCEDURES

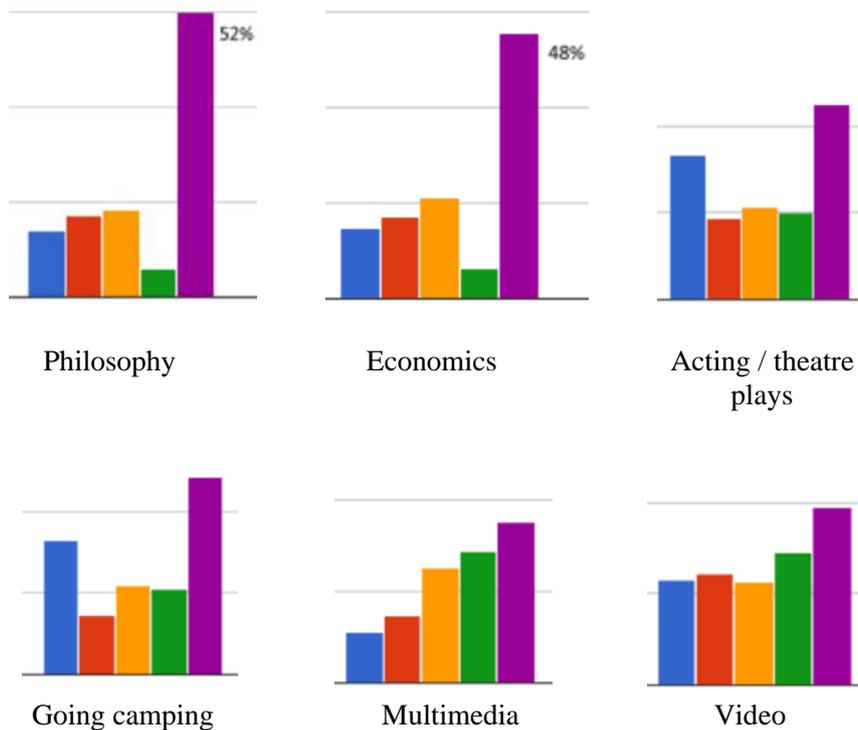
#### 3.1. Processing data: an example

For each item of the questionnaire, a bar graph with 5 columns was prepared, with different colours. The first four columns - blue, red, orange and green - represent the degree of importance respondents gave to each item, considering four ordered points (1 to 4), from the least important to the most important. The fifth column (purple) corresponds to the percentage of respondents who ticked the “Don’t know” option. Thus, the scale for the analysis and interpretation of data is as follows: 0: Don’t know; 1: Not important; 2: Slightly Important; 3: Important; and 4: Very Important.

Due to the high number of bar graphs only six are presented here (figure 9), aiming at exemplifying how the data processing was initially operated. All bar graphs can be found, in full, in the appendices.

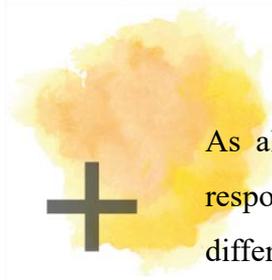
Figure 9: Procedures of data processing – an example





On the one hand, these graphs show that the items marked by the respondents as the most important, referring to what they like to learn most, were Physical Education and Sports, with 59% of answers, followed by History (39%), Drawing (36%), Painting (32%) and Music (31%). On the other hand, some of them show that the option “Don’t know” had the highest percentage in items such as Philosophy (52%); Economics (48%) and Psychology (47%). Items such as “Acting / theatre plays”, “Multimedia”, “Video”, “going camping”, among others that can be found in the appendices, also had high percentages.

In addition to other factors such as the different countries and cultures; the different schools and teaching practices; etc., students’ age seems to have contributed most to the high percentages of "Don't Know" responses. In fact, the items in which the differences are most evident correspond, mainly, to subjects that are not part of the curriculum plans at these ages, such as Philosophy, Psychology and Economics, in which the percentages of don’t know responses were very high. However, it is mainly the younger students who tick the “I don't know” option regarding items that they may have not information to pronounce themselves or they consider that those items are not part of their representations of what is learning and what is not.



As already said the percentages of older students (15 and 16 years old) who have responded to the questionnaire, in Portugal and Romania, for example, are markedly different: 20% and 72%, respectively. In Portugal, the majority of the respondents (65.2%) are between 12 and 14 years old and only 9% are 16 years old. Differently, in Poland and Romania the number of younger respondents is quite small. In Poland 50% are 15 and 16 years old and in Romania the differences are even greater: 85% are 14 to 16 years old while only 15% are from 10 to 13 years old. Age differences had significant repercussions on "Don't know" responses, as percentages are higher in the contexts where students are younger.

Summing up, there are items where "Don't know" may be due to lack of information to comment on, but there are others where "Don't know" may mean that neither schools nor families provide experiences of learning, such as video, multimedia or even going camping. The presentation of these graphs intended to exemplify and emphasize the need to analyse and interpret the meaning of the Don't know responses, what will be done later.

### 3.2. The analytical framework: four categories of analysis

This section starts by presenting an analytical framework in which we have graphically used colours to make it easier to see and understand the categories of analysis and the criteria used for their elaboration (Table 6).

**Table 6 – Analytical framework**

<p><b>Subject-centred curriculum approach</b></p> <ul style="list-style-type: none"> <li>• National curriculum</li> <li>• Curricular subjects</li> <li>• Classes, Timetables</li> <li>• Classroom-focused activities</li> </ul>	<p><b>Both possible</b> (in school and out)</p>	<p><b>Out-of-school</b></p>
<p><b>School-based curriculum development</b></p> <ul style="list-style-type: none"> <li>• Diverse spaces and activities</li> <li>• Outdoor activities to enrich curriculum experiences</li> <li>• Homework, studying centres</li> </ul>		

The first column, with two shades of blue, corresponds to the set of activities performed at or directly related to the school. At the middle, the orange one comprehends to several items which can be understood as part of both school and non-formal education learning



experiences. The green column represents the items which refers to out-of-school activities. The four categories of analysis are the following:

**First category of analysis:** dark blue corresponds to a subject-centred curriculum approach which includes listening to lectures, studying textbooks and studying for examination. This is the first category of analysis, represented by the upper rectangle (dark blue) and, therefore, corresponds to the more academic curricular component, composed by disciplinary areas and subjects that integrate the national curriculum, by activities carried out essentially in the classroom and at predetermined school times, configuring what is commonly referred to as “classes” and “schedules”.

**Second category of analysis:** in the same column, on the left, the light blue rectangle represents the second category of analysis. It also concerns the school and the curriculum, but seeks to highlight the various spaces in schools and the activities that can be carried out there (for example, the computer room, the library, the bar, the outdoor playgrounds, etc.). This category also includes activities carried out outside the school, but with a didactic intent to teach and learn curriculum content and enrichment activities that can take place both at school and outside of it. By extension, it also covers study / tutoring centres and “homework”, which are also seen as reinforcing the learning of curriculum content, especially in core subjects such as Mother Language, Mathematics and Science.

**Third category of analysis:** the second column (orange) incorporates the set of learning experiences that can be developed both at school, whether or not integrated into the curriculum, or out of school, that is, not determined by teachers, curriculum, textbooks, school hours, etc. although recognizing that this is an effort of categorization and interpretation made by researchers based on the interpretations made by the students themselves. In fact, it is an interpretation made by the investigators of the interpretations made by the students, that is, the meaning they attribute to the information and questions raised by the questionnaire. In other words, this category of analysis covers the set of learning experiences that can take place at school, out of the school and beyond school, such as learning gardening, cooking, camping, social networking, Internet research, photography, radio, music, multimedia, etc.

**Fourth category of analysis:** the third column (green) seeks to highlight the set of non-formal learning experiences that occur outside of school. It corresponds to what has been designated in the literature as non-formal education, non-formal learning, etc.



Understanding that the various activities can be the result of the initiative of children, young people, family and friends, but also from local institutions and associations, organized youth groups, etc. Activities can take place at various times (late afternoon and evening, weekend, school holidays, etc.) and spaces, including nature, the streets and parks of the city; the public library, the house itself and the house of friends, among others.

## 4. DATA ANALYSIS AND RESULTS BY COUNTRY

Although it is not intended to make an exhaustive analysis of results, among other reasons because the study does not aim to establish statistical correlations between variables such as country, school and students' age, in this section we present an analytical framework comprehending and defining four categories of analysis, followed by the presentation and analysis of both specific and global results of the questionnaire.

Also, it is not intended to systematically compare the results of different contexts (countries, schools, students' age), but to identify and interpret the main trends revealed by the student responses. Nevertheless, some comparisons will be made when the results show evident differences.

Before the general analysis, a specific reflection of Don't know responses will be done in order to understand and explain their meaning, because in many items that was the option of a high percentage of respondents.

### 4.1. First of all: analysis of don't know responses

Considering that in some items of the questionnaire the "Don't know" responses had the highest relative percentage we begin by reflecting about this specific results trying to understand the meaning of this option. (Table 7). In this table, the percentages concern to the results of the three countries together.

**Table 7: Don't know items with percentages greater than 25%**

What	%	Where	%	How	%
Philosophy	46	Scouts	38	Going camping	37
Economics	45	Local Associations	33	Acting/theatre plays	35
Psychology	42	Clubs at school	31	Volunteering	33
Crafts	36			Field trips	30
Electronics	33			Playing video games	27
Radio	30				
Multimedia	27				
Theatre	27				
Gardening	26				

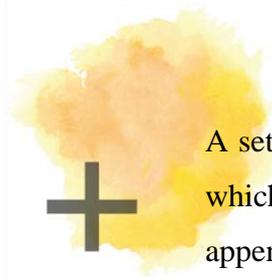


This table shows that the highest percentages of “don't know” answers relate mainly to school subjects that are not part of the curriculum at these ages, namely Philosophy, Economy (48%), Psychology (47%), among others. However, the learning item in the Scouts association, for example, is not a school subject, but has obtained an equally very high percentage (49%) of don't know answers, which means that this high percentage cannot be explained solely on the basis of lack of information regarding the school subjects, but also in relation to other learning experiences. In this case, the high percentage may mean that in their surroundings there is no scout's association or it possibly exists but they don't know about; however, there are other items where the high percentage of the “don't know” option requires further analysis and reflection. For instance, the high percentages observed in items such as learning by: going camping, doing fieldwork, playing videogames, as well as learning about crafts, electronics, radio, multimedia, theatre, and gardening may mean that neither the school, neither the students' parents, nor other local entities use it to provide learning experiences to students related to this issues.

We can learn a lot from an analysis of the Don't know responses, by trying to understand their meaning. The three items where the differences are most evident (more than 40%) correspond to subjects that are not part of the curriculum plans at these ages, namely Philosophy, Economics and Psychology (dark blue). Largely, it was the younger students who ticked Don't know, especially in items that correspond to this school subjects. In the following section these aspects will be discussed in more detail, not only about what students like to learn, but also where and how they consider they learn more and better.

#### **4.2. Three axes of analysis: What, Where and How**

All graphs presented in this section are based on data collected in the three countries (Portugal, Poland and Romania). For Portugal, the results obtained in the two schools are sometimes presented separately, as they are both partners of the project, although without the purpose of making comparisons between the two. Although in some situations the analysis is done by country, the purpose of this section is to analyse the results, as stated above, around 3 axes of analysis related to the three main questions: What I like to learn; Where I like to learn more and better; and How I learn more and better.



A set of graphs were produced, by country, and in the case of Portugal also by school, which give a detailed overview of the results including breakdown by age (see the appendixes). Therefore, we do not intend to make a detailed analysis of each context, as at the end of this section the overall results will be presented in tables that aim to help identify similarities and differences, and especially some general trends of the results. Therefore, in this section only 2 graphs were insert to synthesize the data from each context.

#### 4.2.1. What do students like to learn?

##### 4.2.1.1. Portugal – Francisco Sanches School

In this school the questionnaire was answered by students aged 10 to 16 years old. The results are summarized in table 10 which includes 33 items, in total.

**Table 8: The most and the least important**  
(33 items; mean = 2,4)

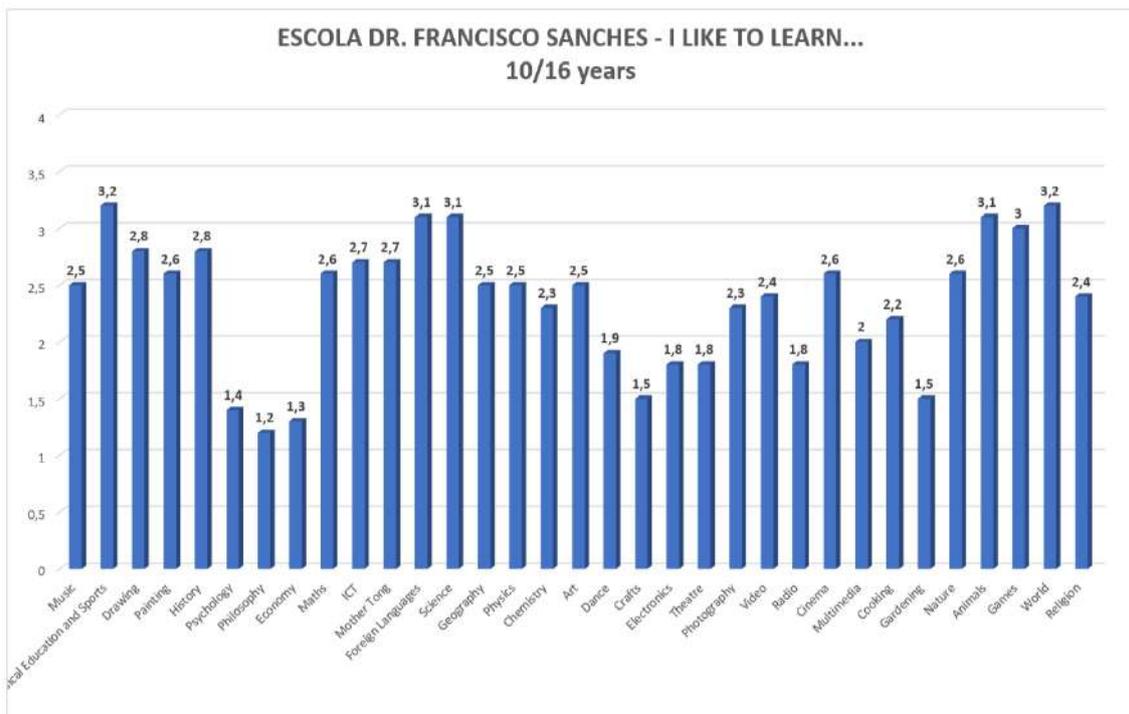
Most important $> 2,4$	Item mean	Least important $\leq 2,4$	Item mean
Physical Education and Sports	3,2	Video	2,4
About the world	3,2	Religion	2,4
Science	3,1	Chemistry	2,3
About animals	3,1	Photography	2,3
Foreign Languages	3,1	Cooking	2,2
About games (video, comp., etc.)	3,0	Multimedia	2,0
Drawing	2,8	Dance	1,9
History	2,8	Theatre	1,8
ICT	2,7	Electronics	1,8
Mother tongue	2,7	Radio	1,8
Painting	2,6	Gardening	1,5
Maths	2,6	Crafts	1,5
Cinema	2,6	Psychology	1,4
About Nature	2,6	Economy	1,3
Music	2,5	Philosophy	1,2
Geography	2,5		
Physics	2,5		
Arts	2,5		

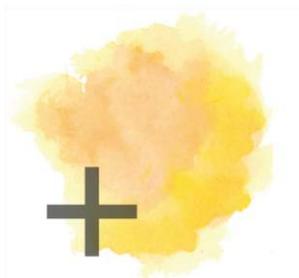
The two columns present the items marked by respondents as most important and least important according to their preferences. They list the items with values. “greater than the mean” and “less than or equal to the mean”, being the mean of 2.4, in this case.

Concerning the question “what do students like to learn?”, 6 items have values equal to or greater than 3.0, namely, Physical Education and Sports; about the world; Science; about animals; Foreign languages; and about games (video, computer, etc.), being the ones that stand out from the mean (2,4). In reverse, 7 items have values equal to or less than 2.0, namely, Multimedia, Dance, Theatre, Electronics, Radio, Gardening, and Crafts, without considering the three subjects (Philosophy, Economy and Psychology), because they will appear on all graphs in the same position.

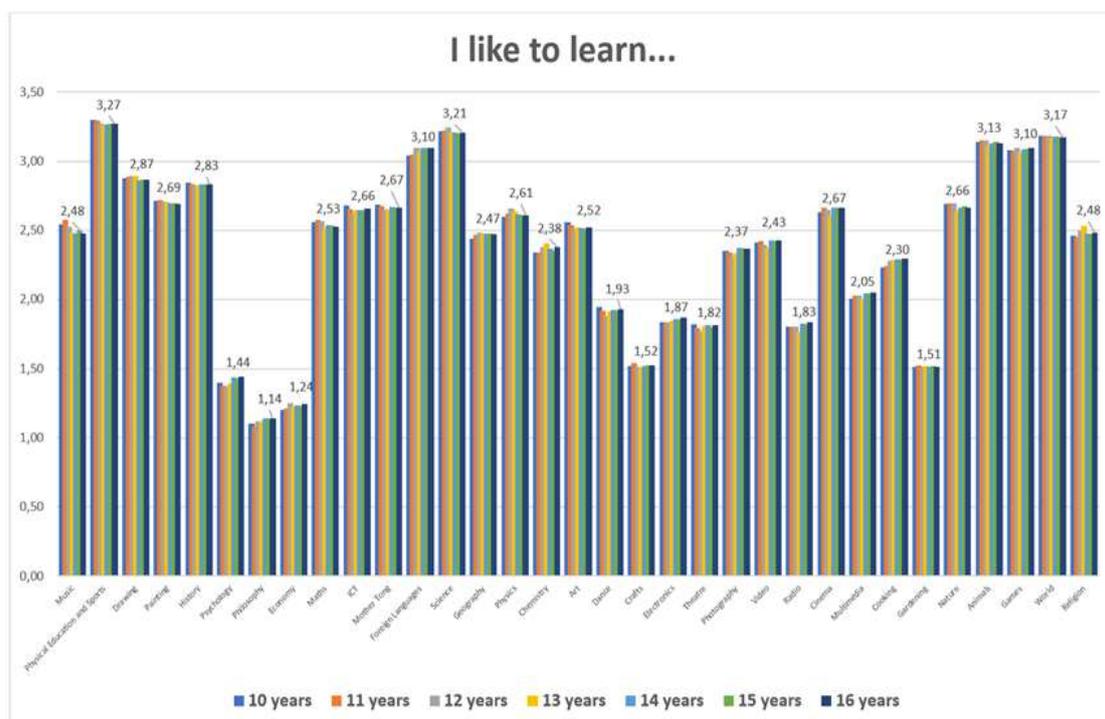
Figure 11 presents the same data, but also indicating the age of the respondents, represented by different colours. It is observed that the variations are insignificant.

**Figure 10: What do students like to learn?**





**Figure 11: What do students like to learn, considering their ages**  
(Portugal, Francisco Sanches School)



#### 4.2.1.2. Portugal – Maximinos School

In this school the questionnaire was answered by students aged 11 to 16 years old. The results are summarized in table 7, consisting of two columns with items marked by students as least and most important. The two columns list items according to how important respondents attach to them.

Concerning the question “what do students like to learn?”, 6 items have values equal to or greater than 3.0, namely: Science; about the world; Physical Education and Sports; about animals; about games (video, computer, etc.), and Foreign Languages, being the ones that stand out from the mean (2,3). In reverse, 7 items have values equal to or less than 2.0, namely: Multimedia, Theatre, Dance, Electronics, Radio, Crafts, and Gardening.



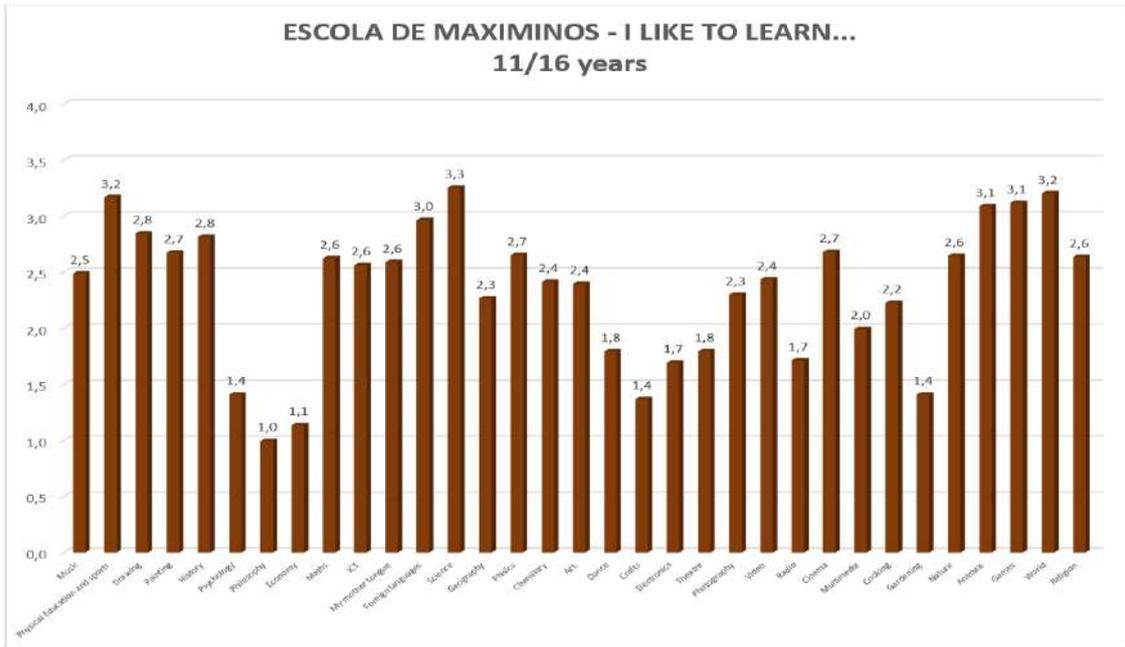
**Table 9 – What do students like to learn?**

(33 items; mean = 2,3)

Most important $> 2,3$	Item mean	Least important $\leq 2,3$	Item mean
Science	3,3	Photography	2,3
About the world	3,2	Geography	2,3
Physical Education and Sports	3,2	Cooking	2,2
About animals	3,1	Multimedia	2,0
About games (video, computer, etc.)	3,1	Theatre	1,8
Foreign Languages	3,0	Dance	1,8
Drawing	2,8	Electronics	1,7
History	2,8	Radio	1,7
Painting	2,7	Crafts	1,4
Physics	2,7	Gardening	1,4
Cinema	2,7	Psychology	1,4
Maths	2,6	Economy	1,1
ICT	2,6	Philosophy	1,1
Mother tongue	2,6		
About Nature	2,6		
Religion	2,6		
Music	2,5		
Chemistry	2,4		
Art	2,4		
Video	2,4		
<b>Mean = 2,3</b>			



**Figure 12: What do students like to learn?**



**Figure 13: What do students like to learn, considering their ages**



Regarding the variation according to the students' age, there are just small differences in some items, comparing the results obtained in these two Portuguese schools.

### 4.2.1.3. Poland

In Poland the questionnaire was answered by students aged 11 to 16 years old. The results are summarized in Table 10. The left column presents the items who have values “greater than the mean” and the right one those who have values “less than or equal to the mean”.

**Table 10: What do students like to learn?**

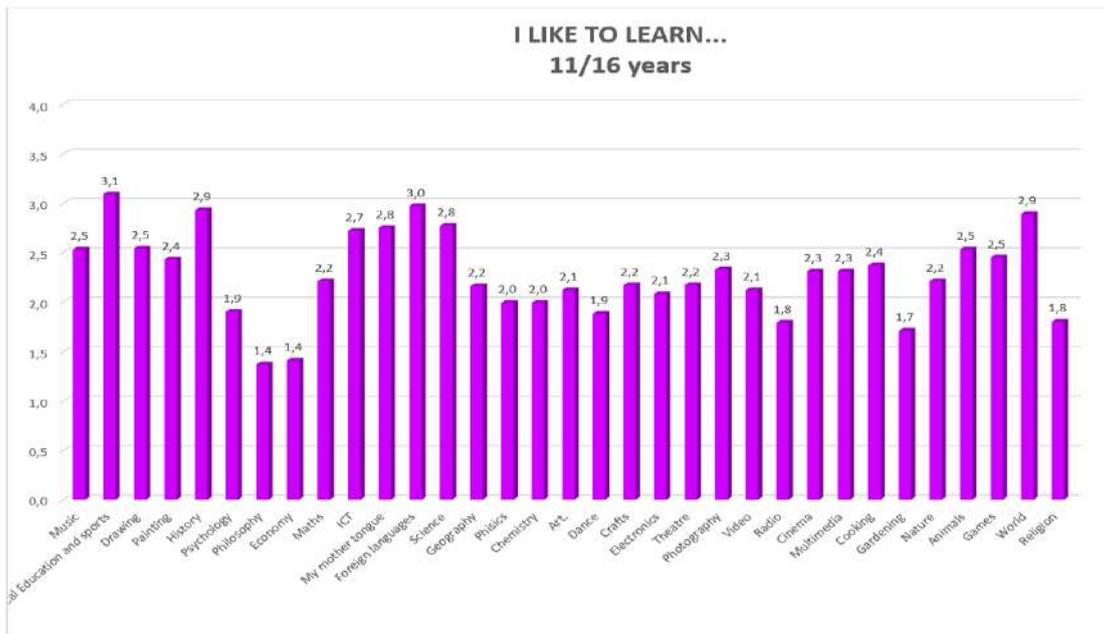
(33 items; mean = 2,3)

Most important > 2,3	Item mean	Least important ≤ 2,3	Item mean
Physical Education and Sports	3,1	Photography	2,3
Foreign Languages	3,0	Cinema	2,3
History	2,9	Multimedia	2,3
About the world	2,9	Maths	2,2
Mother tongue	2,8	Geography	2,2
Science	2,8	Crafts	2,2
ICT	2,7	Theatre	2,2
Music	2,5	About Nature	2,2
Drawing	2,5	Art	2,1
About animals	2,5	Electronics	2,1
About games (video, computer, etc.)	2,5	Video	2,1
Painting	2,4	Chemistry	2,0
Cooking	2,4	Physics	2,0
		Psychology	1,9
		Dance	1,9
		Radio	1,8
		Religion	1,8
		Gardening	1,7
		Economy	1,4
		Philosophy	1,4
<b>Mean = 2,3</b>			

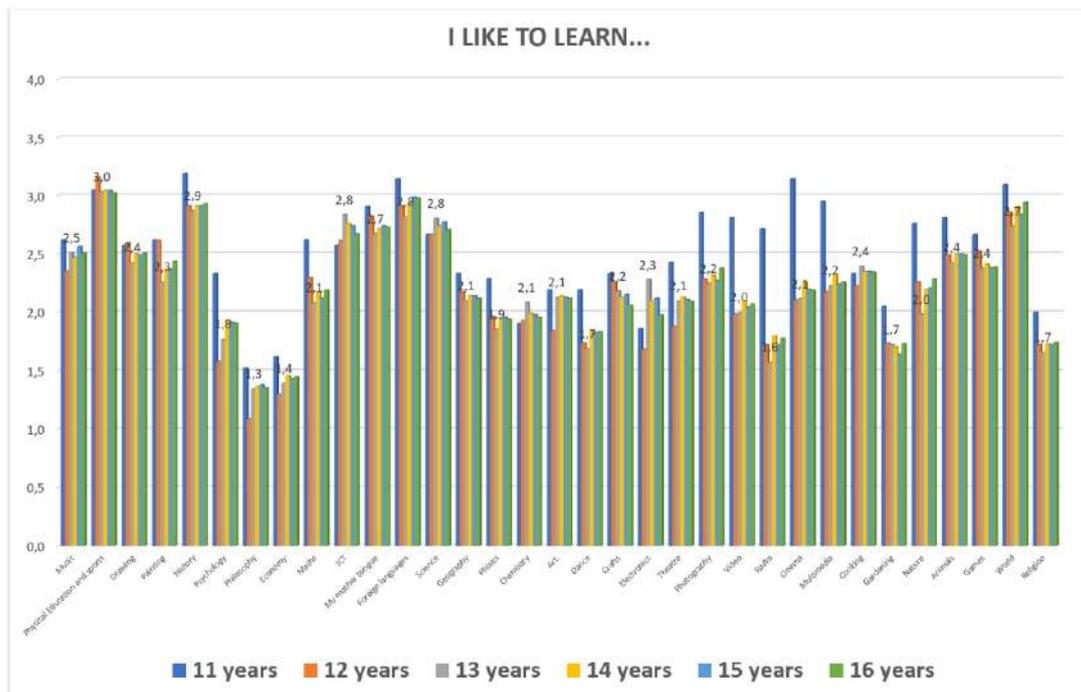
Only 2 items have values equal to or greater than 3.0, namely: Physical Education and Sports; and Foreign Languages, being the ones that stand out from the mean (2,3). Nonetheless, 13 items have mean values equal to or less than 2.0, namely: photography, cinema and multimedia (2,3); Maths, Geography, crafts, theatre, about Nature (2,2); art, electronics and video (2,1); and Chemistry and Physics (2,0).

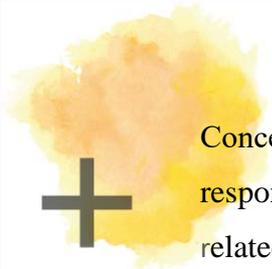
Somehow surprisingly items like dance, radio and gardening are part of the set of items that have the lowest values: 1.9, 1.8 and 1.7, respectively. Given the above mentioned scale these values fall between points 1 and 2, respectively “not important” and “slightly important”.

**Figure 14: What do students like to learn?**



**Figure 15: What do students like to learn, considering their ages**





Concerning student's age (Figure 10), the most noticeable differences have to do with the responses of 11-year-old students, so they attach relatively high values in several items related to the artistic and technological areas: theatre, photography, video, radio, cinema, multimedia, and learning about Nature, animals and the world.

#### 4.2.1.4. Romania

In Romania the questionnaire was answered by students aged 10 to 16 years old. The results are summarized in Table 11. The left column presents the items who have values "greater than the mean" and the right one those who have values "less than or equal to the mean".

**Table 11: What do students like to learn?**

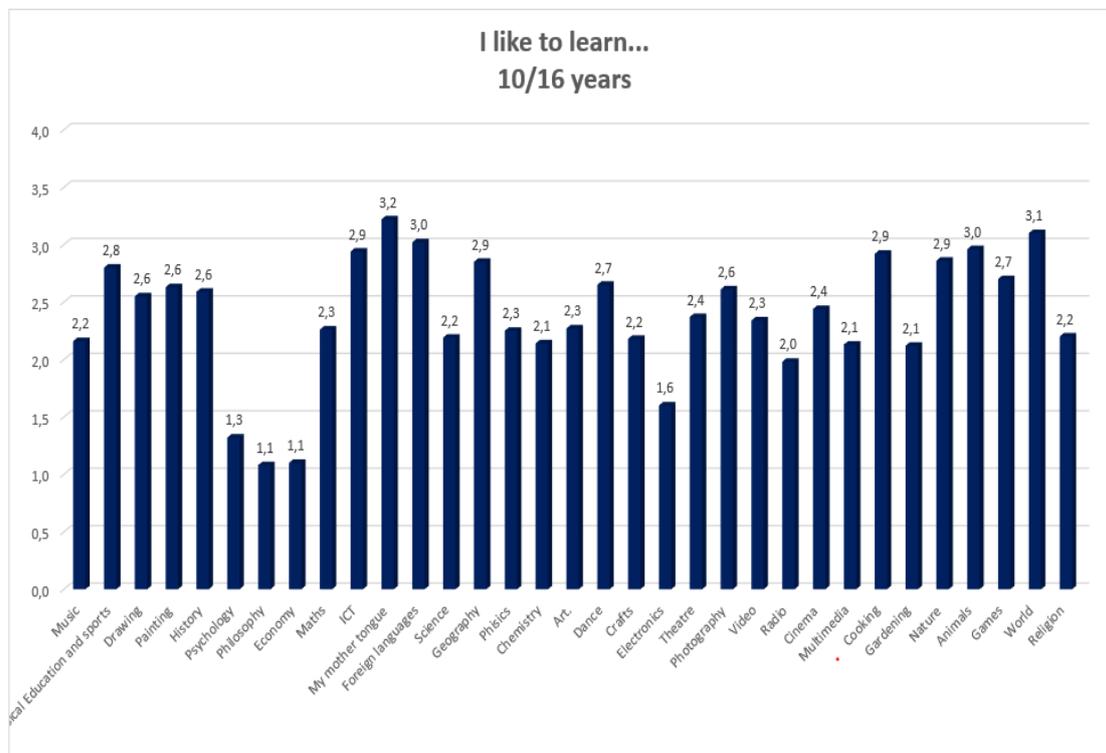
(33 items; mean = 2,4)

Most important $> 2,4$	Item mean	Least important $\leq 2,4$	Item mean
Mother tongue	3,2	Theatre	2,4
About the world	3,1	Cinema	2,4
Foreign Languages	3,0	Maths	2,3
About animals	3,0	Physics	2,3
ICT	2,9	Art	2,3
Geography	2,9	Video	2,3
Cooking	2,9	Music	2,2
About Nature	2,9	Science	2,2
Physical Education and Sports	2,8	Crafts	2,2
About games (video, computer, etc.)	2,7	Religion	2,2
Dance	2,7	Chemistry	2,1
History	2,6	Multimedia	2,1
Painting	2,6	Gardening	2,1
Drawing	2,6	Radio	2,0
Photography	2,6	Electronics	1,6
		Psychology	1,3
		Economy	1,1
		Philosophy	1,1
<b>Mean = 2,4</b>			

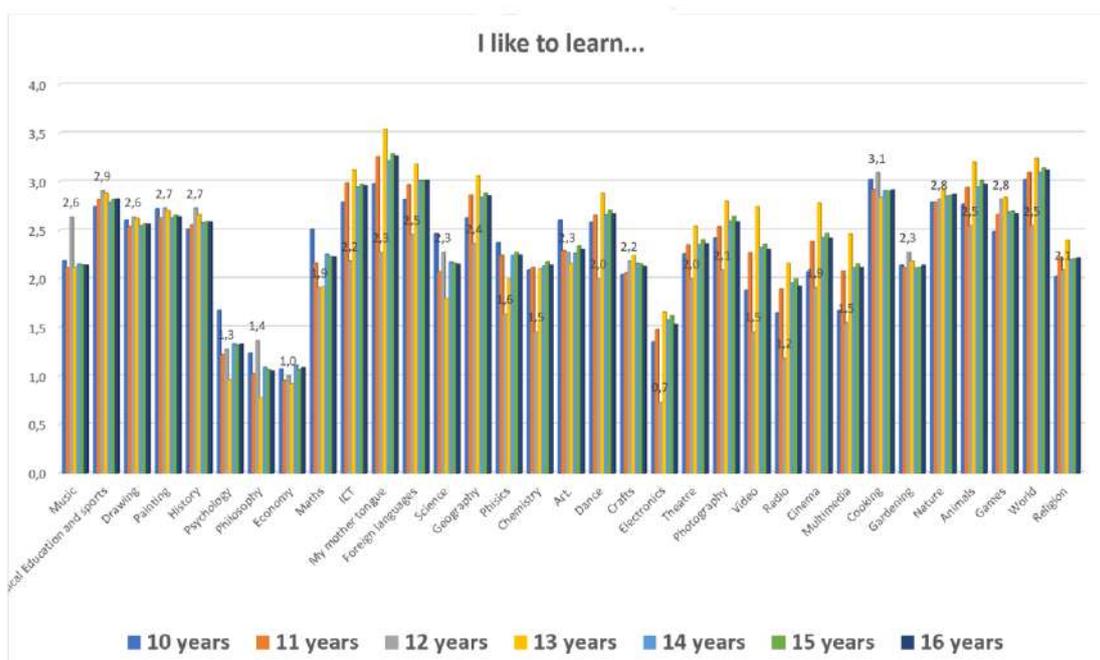
Four items have values equal to or greater than 3.0, namely Mother tongue; about the world; Foreign Languages; about animals. On the contrary, almost all items have mean-

values equal to or less than 2.0. The only four below 2.0 correspond to subjects that students of these ages do not have in their curriculum.

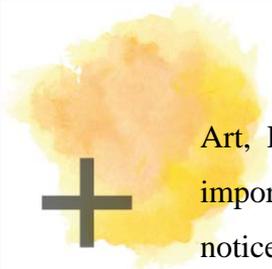
**Figure 16: What do students like to learn?**



**Figure 17: What do students like to learn, considering their ages**



Regarding age (Figure 17), the most noticeable differences have to do with the responses of 13-year-old students, attaching relatively high values in several items: Mother tongue,



Art, Dance, theatre, video, radio, cinema, multimedia. These results emphasize the importance that these students attach to some artistic and technologic areas. It is also noticeable the difference in relation to music, in this case being more valued by students with 12 years old.

#### 4.2.2. Where do students learn more and better?

This second axis of analysis aims to know and interpret students' perspectives on the spaces (physical, institutional, public, private, etc.) where they consider that they learn more and better. As the number of items was slightly different in the questionnaires applied in the three countries, we opted to delete two items in the questionnaire applied in Portugal which we have considered to be the least appropriate, given the Where question.

##### 4.2.2.1. Portugal – Francisco Sanches School

Stressing the items that were considered most important and least important, the results are the following (Table 12):

**Table 12: Where do students learn more and better?**

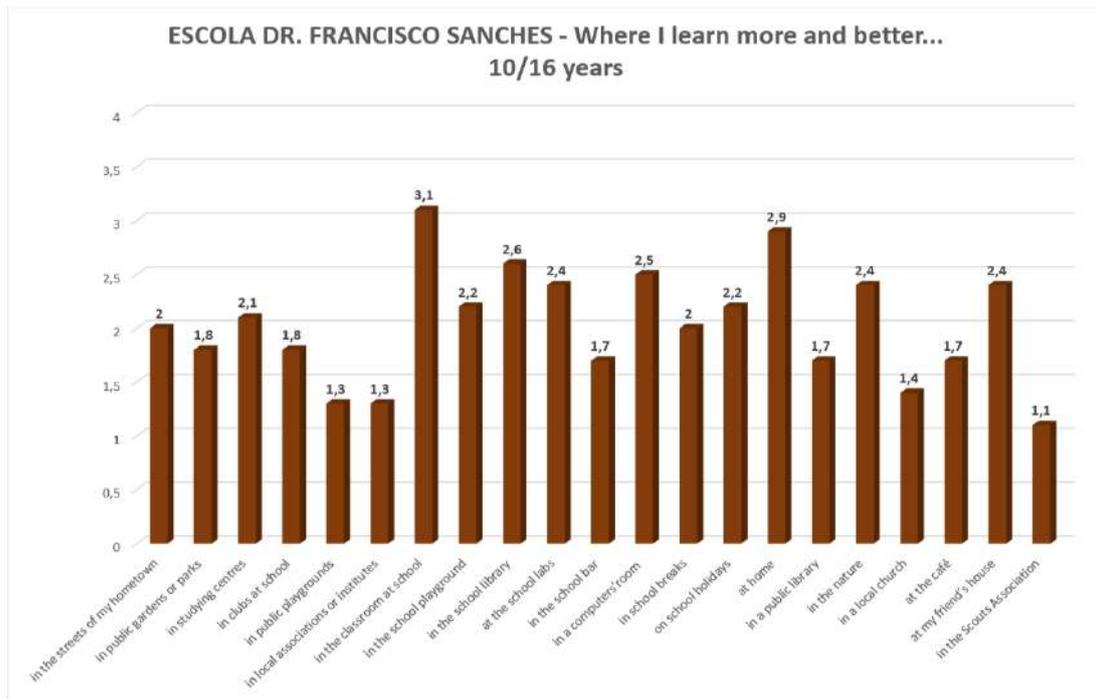
(19 items; mean = 2,0)

Most important $> 2,0$	Item mean	Least important $\leq 2,0$	Item mean
In the classroom	3,1	In the streets of my hometown	2,0
At home	2,9	In public gardens or parks	1,8
At the school library	2,6	In clubs at school	1,8
In a computers' room	2,5	In the school bar	1,7
At the school labs	2,4	In a public library	1,7
In the Nature	2,4	At the cafe	1,7
At my friends' house	2,4	In the local church	1,4
In the school playground	2,2	In public playgrounds	1,3
In studying centres	2,1	In local associations	1,3
		In the Scouts association	1,1
<b>Mean = 2,0</b>			

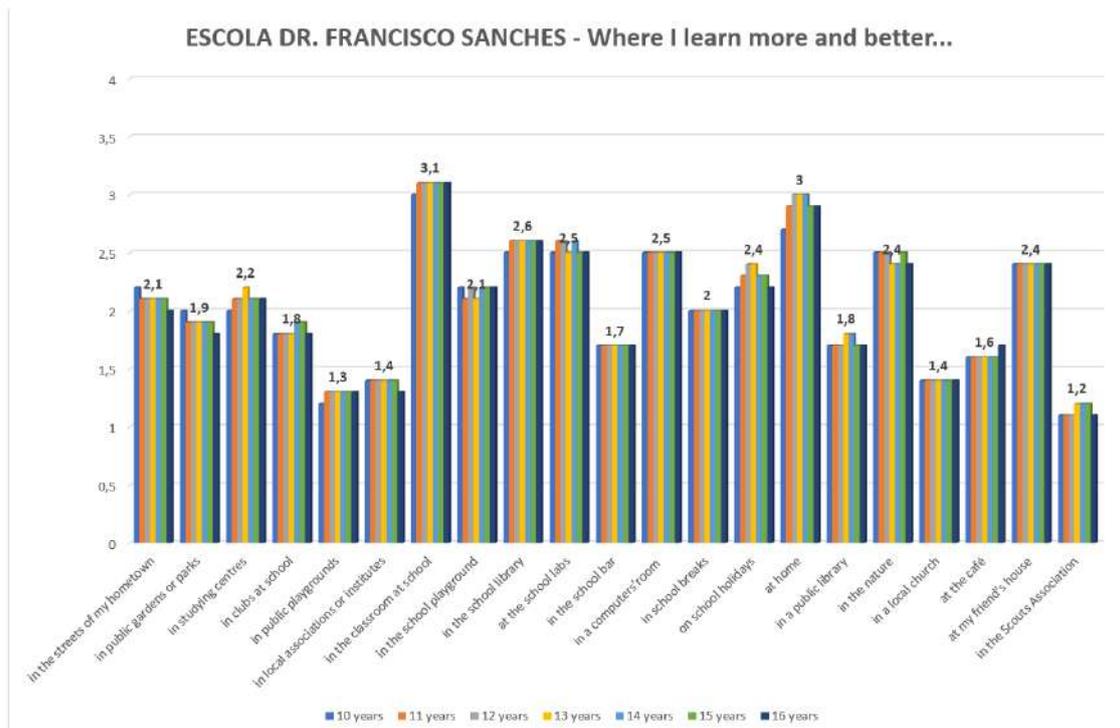
**Most important**, in descending order (4 items, from 3.1 to 2.5): in the classroom; at home; and at the school library; and in a computers' room, all consisting in school spaces.

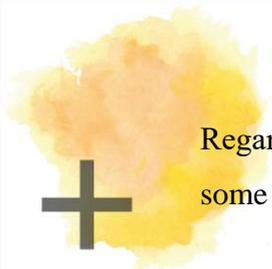
**Least important** (4 items, from 1.4 to 1.1): in the local church; in public playgrounds; in local associations; and in the Scouts.

**Figure 18: Where do students learn more and better?**



**Figure 19: Where do students learn more and better, considering their ages**





Regarding the variation according to the students' age, there are just small differences in some items, comparing the results obtained in these two Portuguese schools (Figure 16):

#### 4.2.2.2. Portugal – Maximinos School

This section presents the results of the questionnaire applied in Portugal – Maximinos School, concerning the question: **Where do you learn more and better?**

By highlighting the items that respondents have considered most important and least important, the results are the following (table 13):

**Table 13: Where do students learn more and better?**  
(19 items; mean = 2,1)

Most important $> 2,1$	Item mean	Least important $\leq 2,1$	Item mean
In the classroom	3,1	In the streets of my hometown	2,0
At home	3,1	In clubs at school	1,9
At the school library	2,7	In public gardens or parks	1,8
At the school labs	2,6	In the school bar	1,8
In a computers' room	2,5	In a public library	1,8
In the Nature	2,4	At the cafe	1,7
At my friends' house	2,4	In local associations	1,5
In studying centres	2,3	In public playgrounds	1,4
In the school playground	2,1	In a local church	1,4
		In the Scouts association	1,3
<b>Mean = 2,1</b>			

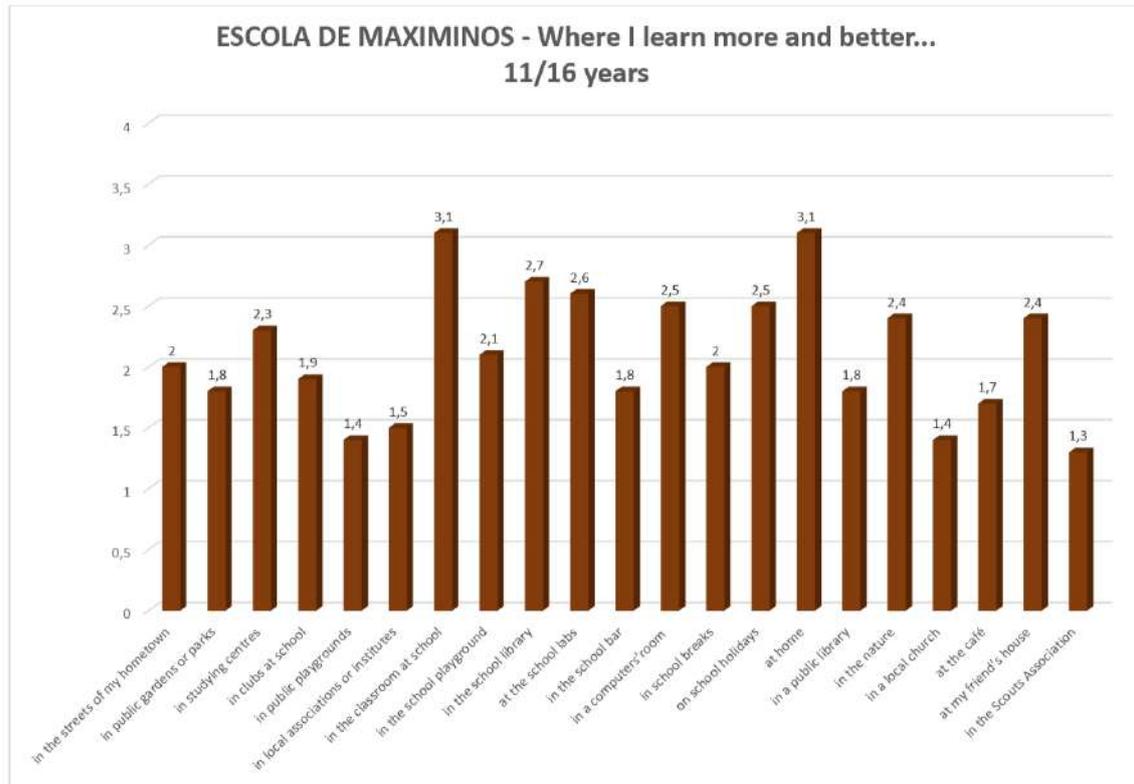
**Most important** (5 items, from 3.1 to 2.5): in the classroom; at home; at the school library; at the school labs; and in a computers' room.

**Least important** (5 items, from 1.7 to 1.3): at the cafe; in local associations; in public playgrounds; in the local Church; and in the Scouts.

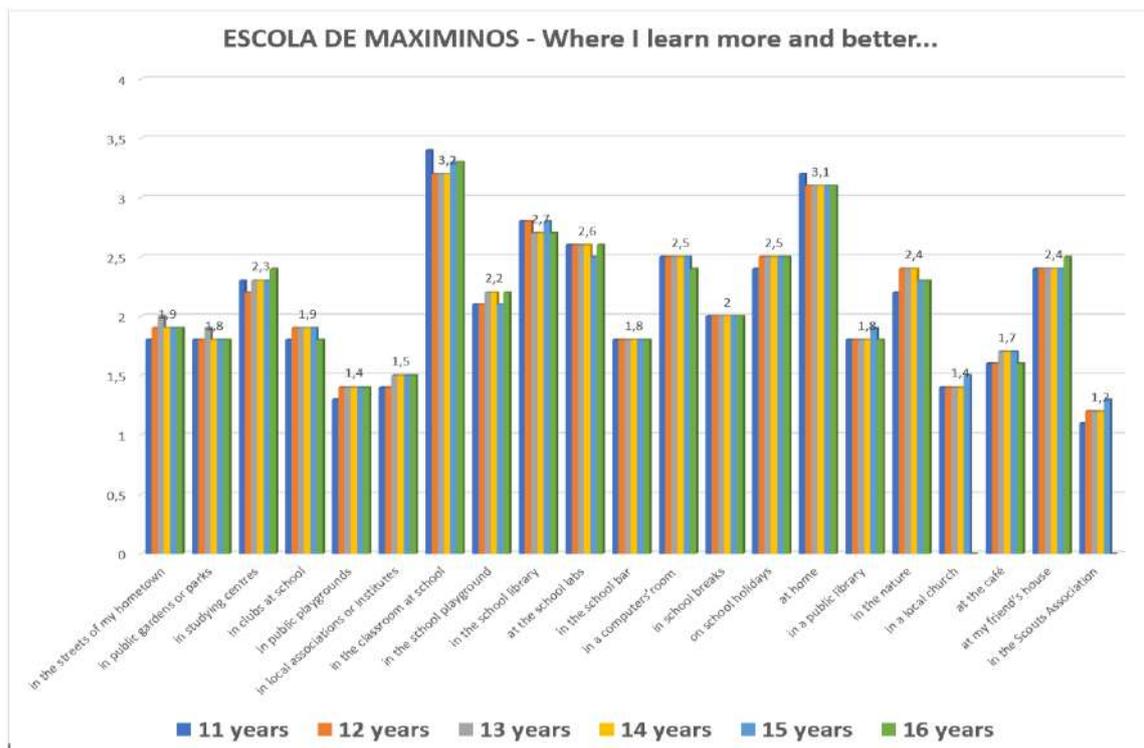
Comparing the results of the two Portuguese schools, there are only slight differences in the order in which the items are on the list.



**Figure 20: Where do students learn more and better?**



**Figure 21: Where do students learn more and better, considering their ages**



### 4.2.2.3. Poland

This section presents results of the questionnaire applied in Poland concerning the question: **Where do you learn more and better?**

By highlighting the items that respondents have considered most important and least important, the results are the following (table 14):

**Table 14: Where do students learn more and better?**

(19 items; mean = 1,9)

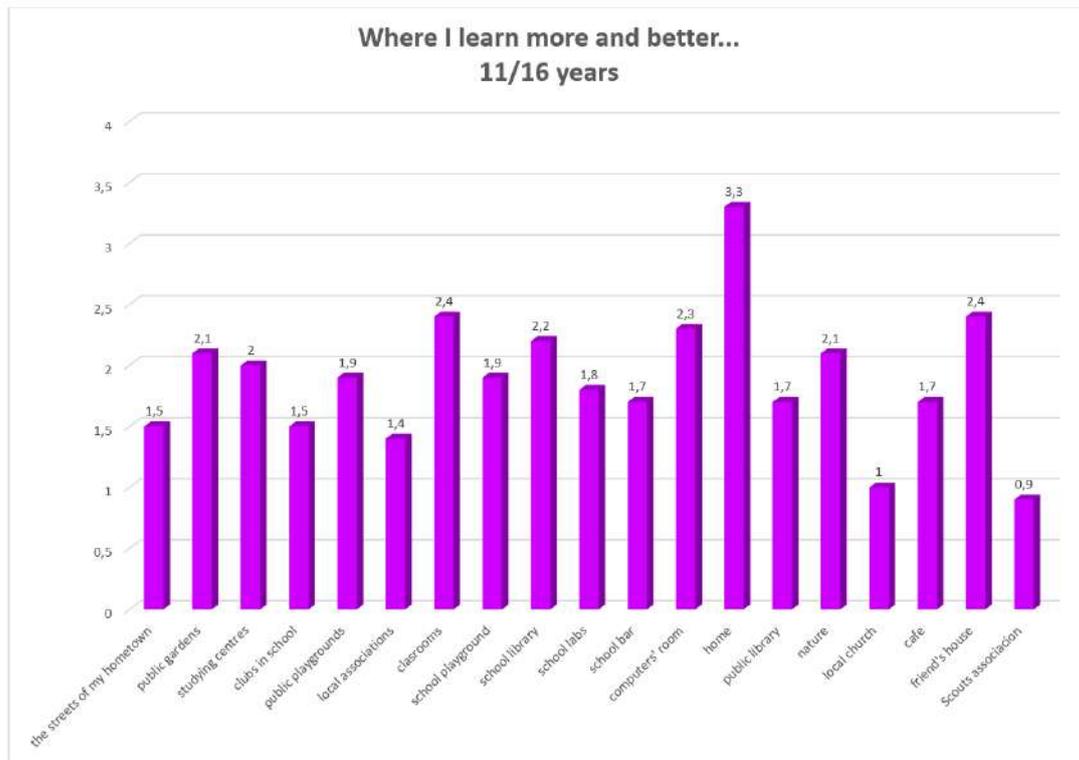
Most important $> 1,9$	Item mean	Least important $\leq 1,9$	Item mean
At home	3,3	In public playgrounds	1,9
At the friend´s house	2,4	In the school playground	1,9
In the classroom	2,4	At the school labs	1,8
In a computer´s room	2,3	In a public library	1,7
At the school library	2,2	In the school bar	1,7
In public gardens or parks	2,1	At the café	1,7
In the Nature	2,1	In the streets of my hometown	1,5
In studying centres	2,0	In clubs at school	1,5
		In local associations	1,4
		In a local church	1,0
		In the Scouts associations	0,9
<b>Mean = 1,9</b>			

**Most important** (5 items, from 3.3 to 2.2): in the classroom; at home; at the school library; and at the school labs (four items).

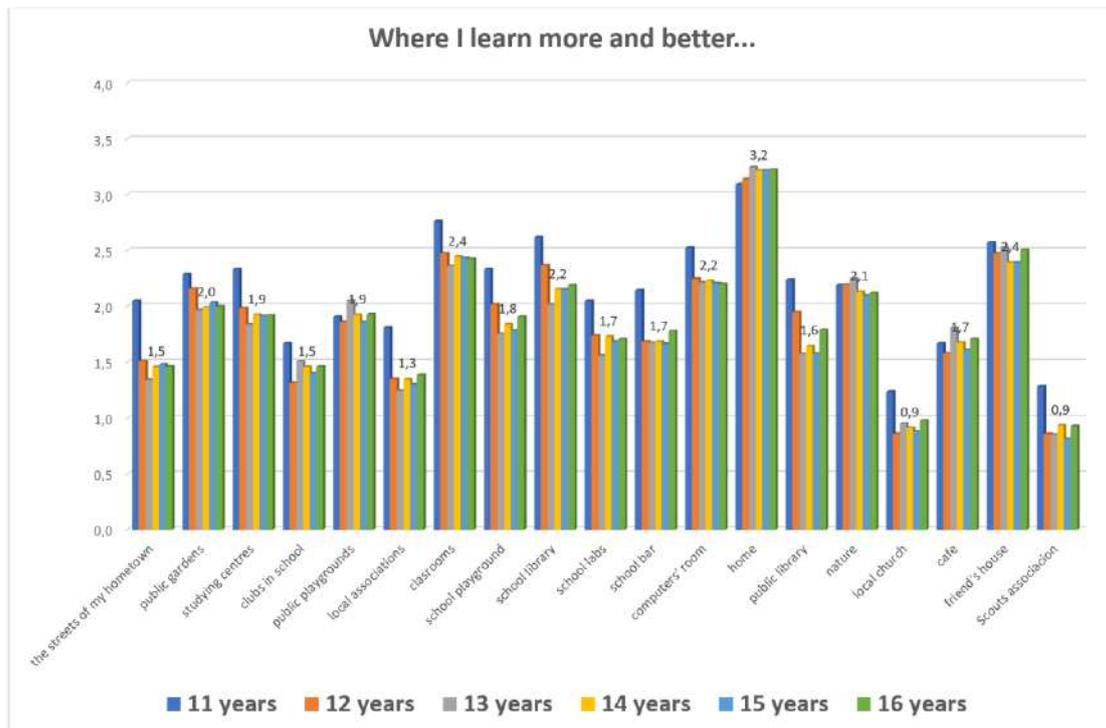
**Least important** (5 items, from 1.5 to 0.9): in the streets of their hometowns; in local associations; in clubs at school; in the local church; in the Scouts.



**Figure 22: Where do students learn more and better?**



**Figure 23: Where do students learn more and better, considering their ages**



#### 4.2.2.4. Romania

This section presents results of the questionnaire applied in Romania concerning the question: **Where do you learn more and better?**

By highlighting the items considered most important and least important, the results are the following (table 15):

**Table 15: Where do students learn more and better?**

(19 items; mean = 2,0)

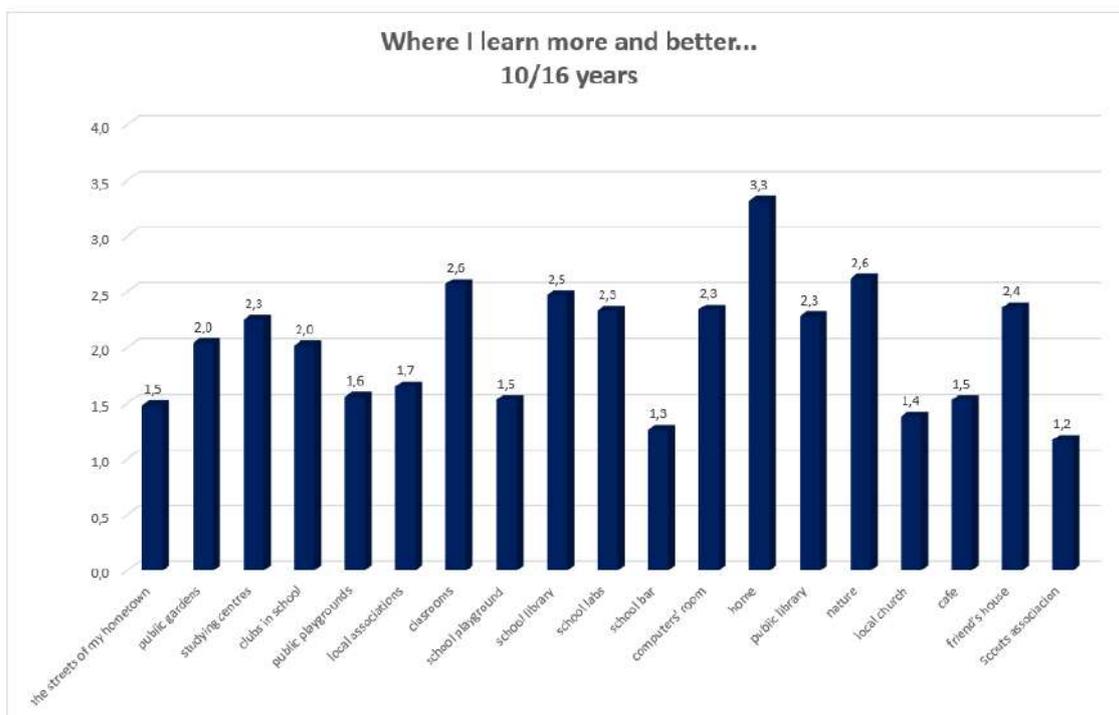
Most important $> 2,0$	Item mean	Least important $\leq 2,0$	Item mean
At home	3,3	In public gardens or parks	2,0
In the Nature	2,6	In clubs at school	2,0
In the classroom	2,6	In local associations	1,7
At the school library	2,5	In public playgrounds	1,6
At the friends' house	2,4	In the streets of my hometown	1,5
In studying centres	2,3	In the school playground	1,5
At the school labs	2,3	At the cafe	1,5
In a public library	2,3	In a local church	1,4
In a computers' room	2,3	In the school bar	1,3
		In the Scouts association	1,2
<b>Mean = 2,0</b>			

**Most important** (5 items, from 3.3 to 2.4): at home; in the Nature; in the classroom; at the school library; and at their friends' house.

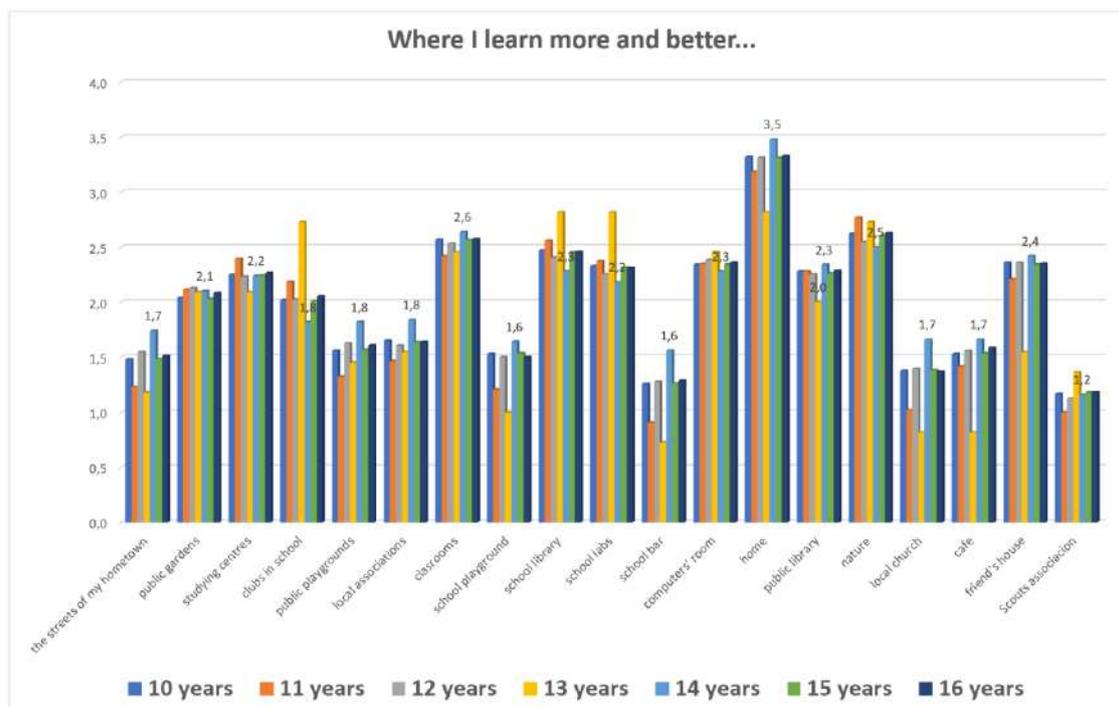
**Least important** (6 items, from 1.5 to 1.2): in the streets of my hometown; in the school playground; at the cafe; in the local church; in the school bar; and in the Scouts.



**Figure 24: Where do students learn more and better?**



**Figure 25: Where do students learn more and better, considering their ages**



### 4.2.3. How do students learn more and better?

#### 4.2.3.1. Portugal – Francisco Sanches School

Table 16 summarises the Portuguese results concerning the question: **How do you learn more and better**. By focusing the items that were considered most important and least important, the results are the following:

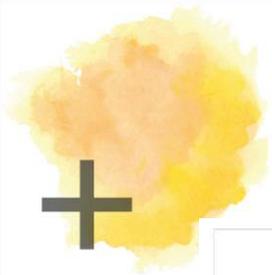
**Table 16: How do students learn more and better?**

(32 items; mean = 2,3)

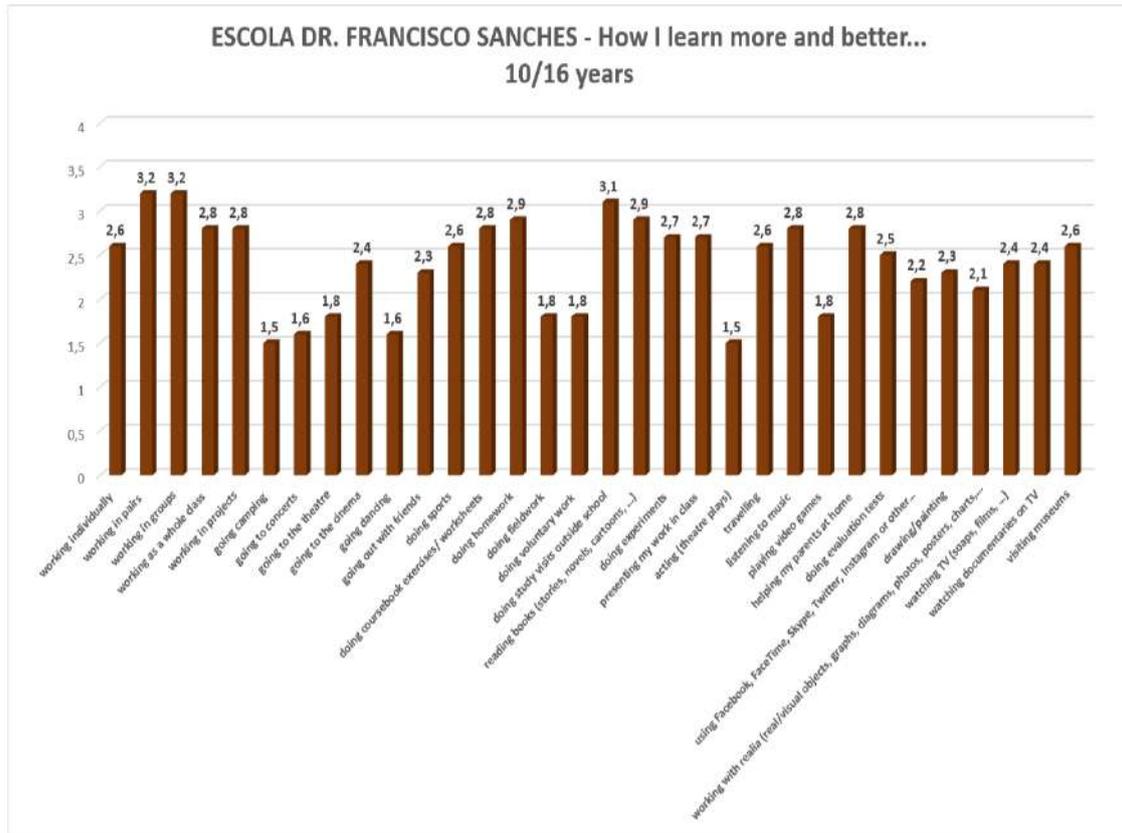
Most important $> 2,3$	Item mean	Least important $\leq 2,3$	Item mean
Working in groups	3,2	Doing evaluation tests	2,5
Working in pairs	3,2	Going to the cinema	2,4
Doing school visits outside	3,1	Watching TV (soaps, films, ...)	2,4
Doing homework	2,9	Watching documentaries on TV	2,4
Reading books (stories, novels, cartoons, ...)	2,9	Going out with friends	2,3
Working in projects	2,8	Drawing/painting	2,2
Working as a whole class	2,8	Using social media (Facebook, FaceTime, Skype, Twitter, Instagram, ...)	2,2
Listening to music	2,8	Working with realia (real/visual objects, graphs, diagrams, photos, posters, charts, images)	2,1
Doing coursebook exercises/worksheets	2,8	Going to the theatre	1,8
Helping my parents at home	2,8	Doing fieldwork	1,8
Doing experiments	2,7	Playing videogames	1,8
Presenting my work in class	2,7	Doing voluntary work	1,8
Working individually	2,6	Going to concerts	1,6
Doing sports	2,6	Going dancing	1,6
Travelling	2,6	Going camping	1,5
Visiting museums	2,6	Acting/theatre plays	1,5
<b>Mean = 2,3</b>			

**Most important** (5 items, from 3.2 to 2.9): working in groups; working in pairs; doing school visits outside; doing homework; and reading books (stories, novels, cartoons, ...).

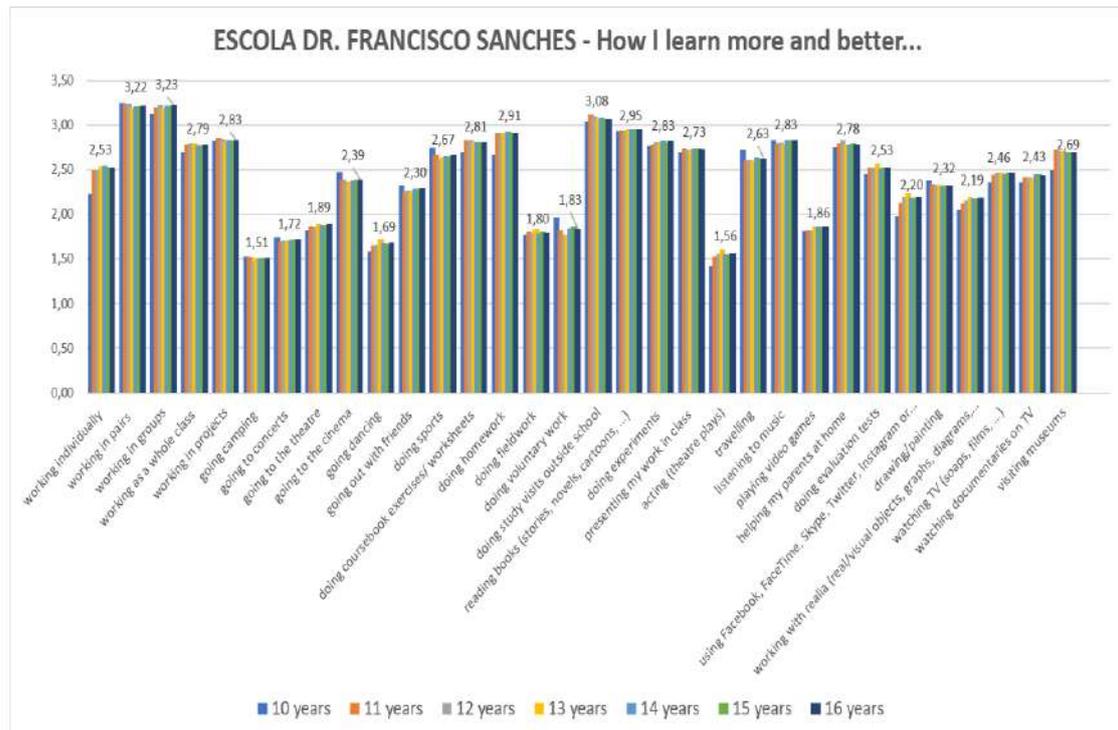
**Least important** (8 items, from, 1.8 to 1.5): going to the theatre; doing fieldwork; playing videogames; doing voluntary work; going to concerts; going dancing; going camping; and acting/theatre plays.



**Figure 26: How do students learn more and better?**



**Figure 27: How do students learn more and better, considering their ages**



### 4.2.3.2. Portugal – Maximinos School

Table 17 summarises the Portuguese results concerning the question: How do you learn more and better. By focusing the items considered most important and least important, the results are the following:

**Table 17: How do students learn more and better?**

(32 items; mean = 2,5)

Most important $> 2,5$	Item mean	Least important $\leq 2,5$	Item mean
Working in groups	3,3	Watching TV (soaps, films, ...)	2,5
Working in pairs	3,2	Going to the cinema	2,4
Doing homework	3,1	Doing evaluation tests	2,4
Doing school visits outside	3,1		
Reading books (stories, novels, cartoons, ...)	3,0	Going out with friends	2,3
Working as a whole class	2,9	Drawing/painting	2,3
Doing coursebook exercises/worksheets	2,9	Using Facebook, FaceTime, Skype, Twitter, Instagram, ...	2,3
Working in projects	2,8	Listening to music	2,0
Doing experiments	2,8	Going to the theatre	2,0
Searching online	2,8	Doing fieldwork	1,9
Travelling	2,8	Going dancing	1,8
Watching documentaries on TV	2,8	Doing voluntary work	1,8
Playing videogames	2,8	Presenting my work in class	1,8
Doing sports	2,7	Going to concerts	1,7
Working individually	2,7	Going camping	1,6
Working with realia (real/visual objects)	2,6		
Helping my parents at home	2,6		
Acting / Theatre plays	2,6		
<b>Mean = 2,5</b>			

**Most important** (7 items, from 3.3 to 2.9): working in groups; working in pairs; doing homework; doing school visits outside; reading books (stories, novels, cartoons, ...); working as a whole class; and doing coursebook exercises/worksheets.

**Least important** (6 items, from 1.9 to 1.6): doing fieldwork, going dancing; doing voluntary work; work presentations in the class; going to concerts; and going camping.



Figure 28: How do students learn more and better?

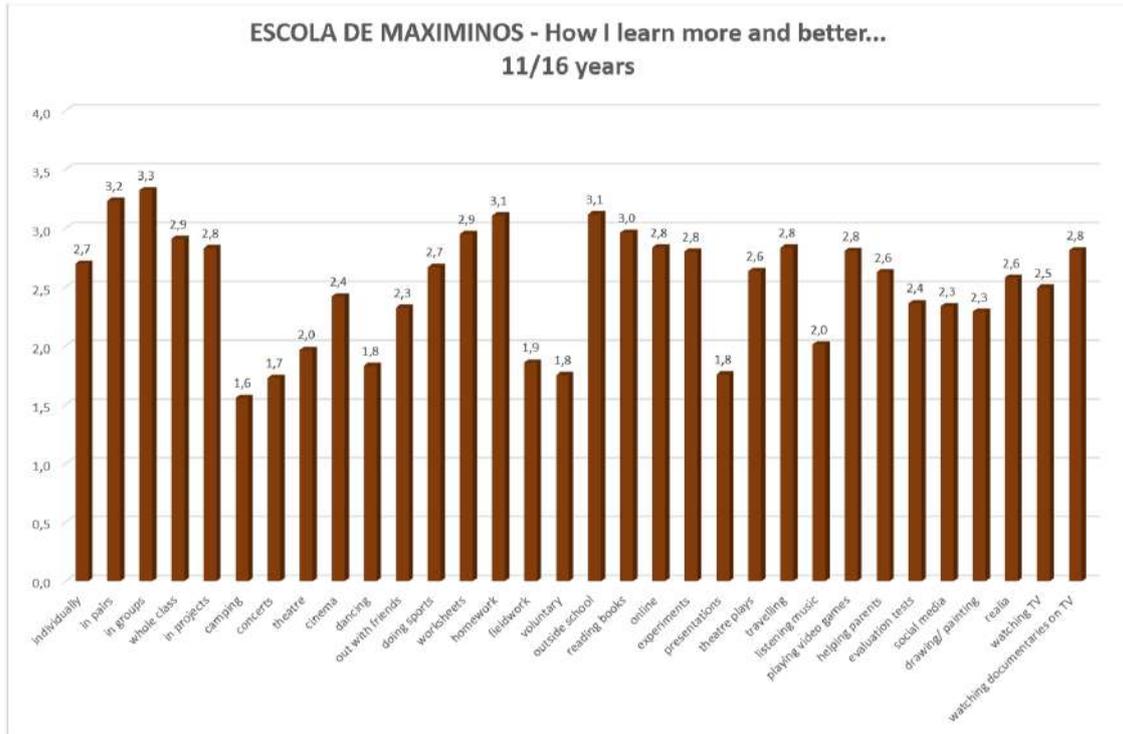
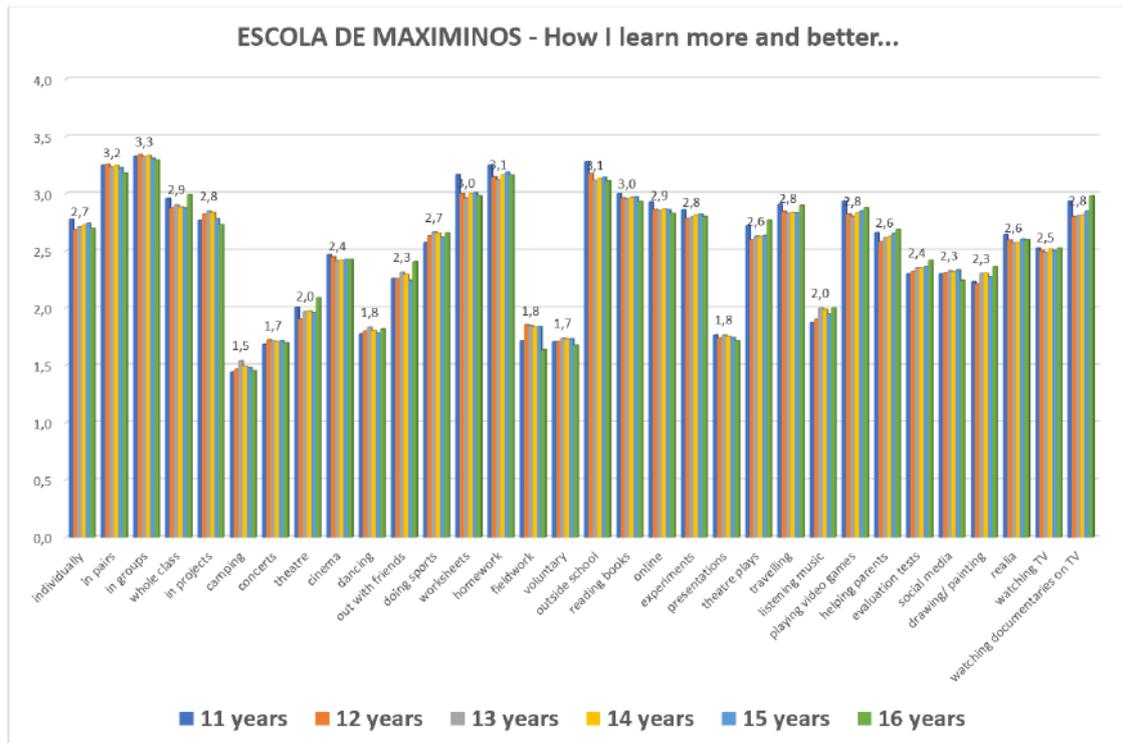


Figure 29: How do students learn more and better, considering their ages



### 4.2.3.3. Poland

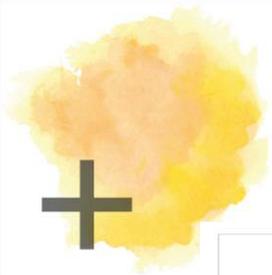
Table 18 summarises the Polish results concerning the question: How do you learn more and better. By highlighting the items considered most important and least important, the results are the following:

**Table 18: How do students learn more and better?**  
(33 items; mean = 2,2)

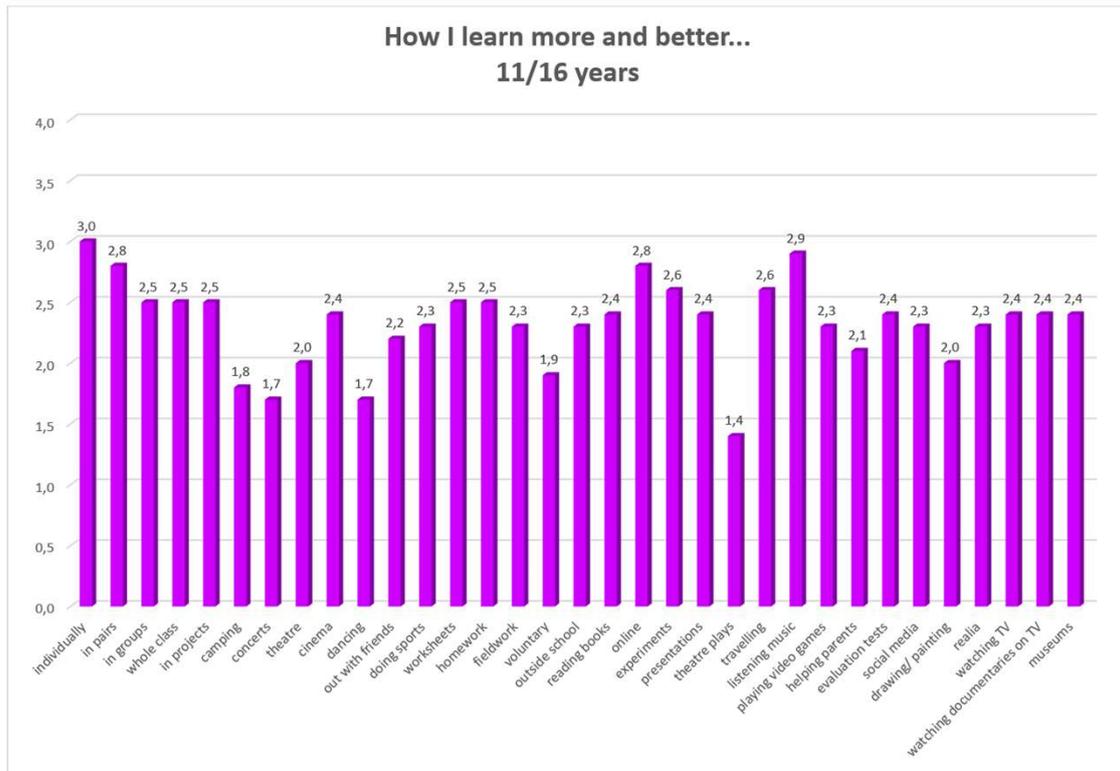
Most important $> 2,2$	Item mean	Least important $\leq 2,2$	Item mean
Working individually	3,0	Doing sports	2,3
Listening to music	2,9	Doing fieldwork	2,3
Working in pairs	2,8	Outside (school visits, ...)	2,3
Searching online	2,8	Playing videogames	2,3
Doing experiments	2,6	Working with realia	2,3
Travelling	2,6	Using social media (Facebook, Instagram, etc.)	2,3
Working in groups	2,5	Going out with friends	2,2
Working as a whole class	2,5	Helping my parents at home	2,1
Working in projects	2,5	Drawing/painting	2,0
Doing homework	2,5	Going to the theatre	2,0
Doing worksheets/coursebook exercises	2,5	Doing voluntary work	1,9
Going to the cinema	2,4	Going camping	1,8
Reading books (stories, novels, cartoons, ...)	2,4	Going to concerts	1,7
Presenting my work in class	2,4	Going dancing	1,7
Doing evaluation tests	2,4	Acting/Theatre plays	1,4
Watching TV (soaps, films, ...)	2,4		
Watching documentaries on TV	2,4		
Visit museums	2,4		
<b>Mean = 2,2</b>			

**Most important** (6 items, from 2.6. to 3.0): working individually; listening to music; working in pairs; searching online; doing experiments; and travelling.

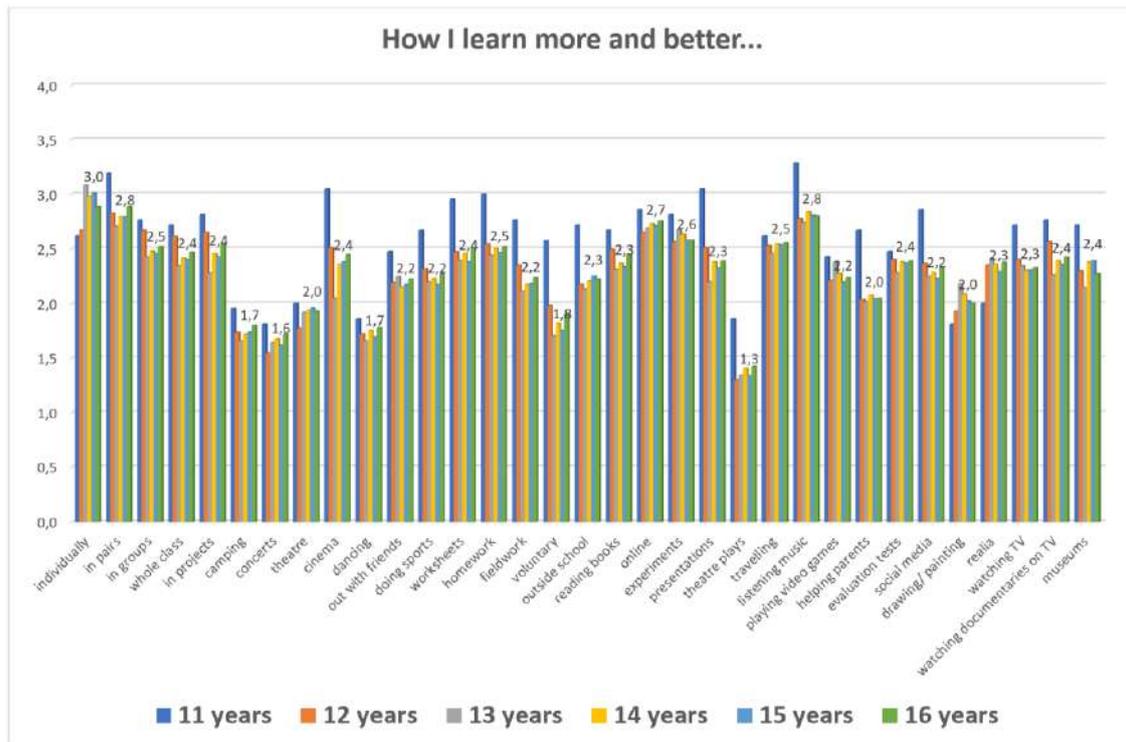
**Least important** (5 items, from 1.9 to 1.4): doing voluntary work; going camping; going to concerts; going dancing; acting/theatre plays.



**Figure 30: How do students learn more and better?**



**Figure 31: How do students learn more and better, considering their ages**



#### 4.2.3.4. Romania

Table 19 summarises the Romanian questionnaire results concerning the question: How do you learn more and better. By highlighting the items that were considered most important and least important, the results are the following:

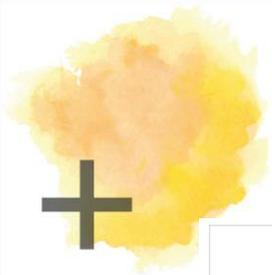
**Table 19: How do students learn more and better?**

(33 items; mean = 2,4)

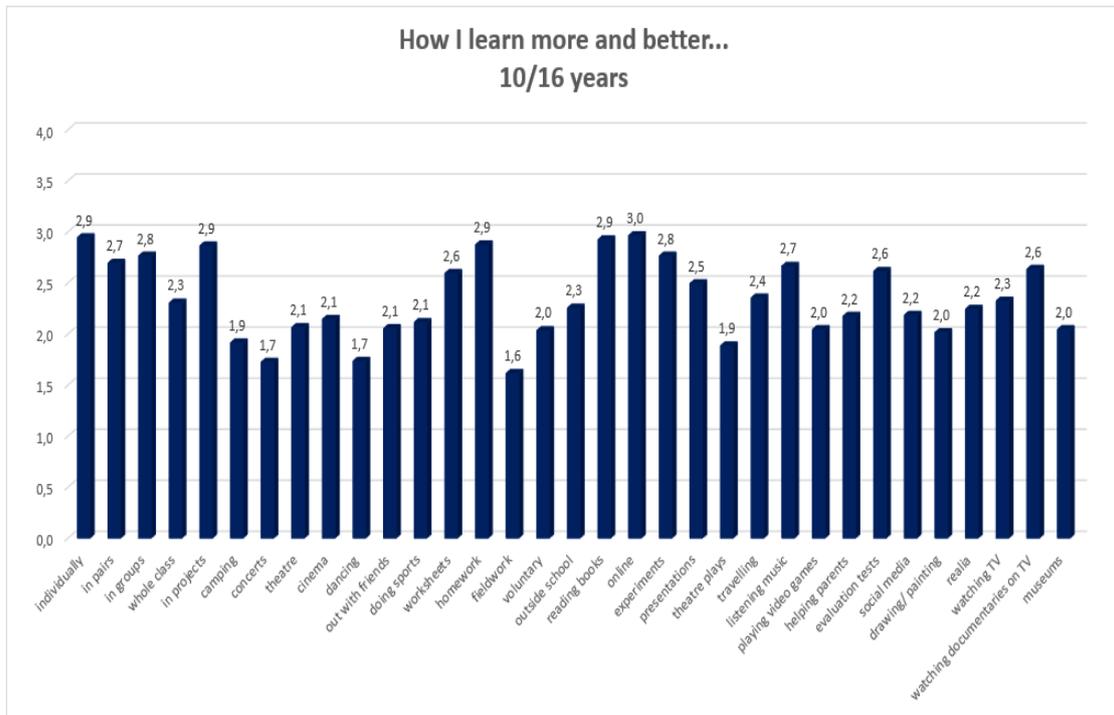
Most important $> 2,4$	Item mean	Least important $\leq 2,4$	Item mean
Searching online	3,0	Travelling	2,4
Working individually	2,9	Working as a whole class	2,3
Working in projects	2,9	Outside (school visits, ...)	2,3
Doing homework	2,9	Watching TV (soaps, films,...)	2,3
Reading books (stories, novels, cartoons, ...)	2,9	Helping parents	2,2
Working in groups	2,8	Working with realia	2,2
Doing experiments	2,8	Using social media (Facebook, Instagram, etc.)	2,2
Working in pairs	2,7	Going to the cinema	2,1
Listening to music	2,7	Going to the theatre	2,1
Doing worksheets/coursebook exercises	2,6	Going out with friends	2,1
Doing evaluation tests	2,6	Doing sports	2,1
Watching documentaries on TV	2,6	Doing voluntary work	2,0
Presenting my work in class	2,5	Playing videogames	2,0
		Drawing/painting	2,0
		Visiting museums	2,0
		Acting/theatre plays	1,9
		Going camping	1,9
		Going to concerts	1,7
		Going dancing	1,7
		Doing fieldwork	1,6
<b>Mean = 2,4</b>			

**Most important** (5 items, from 3.0 to 2.9): searching online; working individually; working in projects; doing homework; reading books (stories, novels, cartoons, ...).

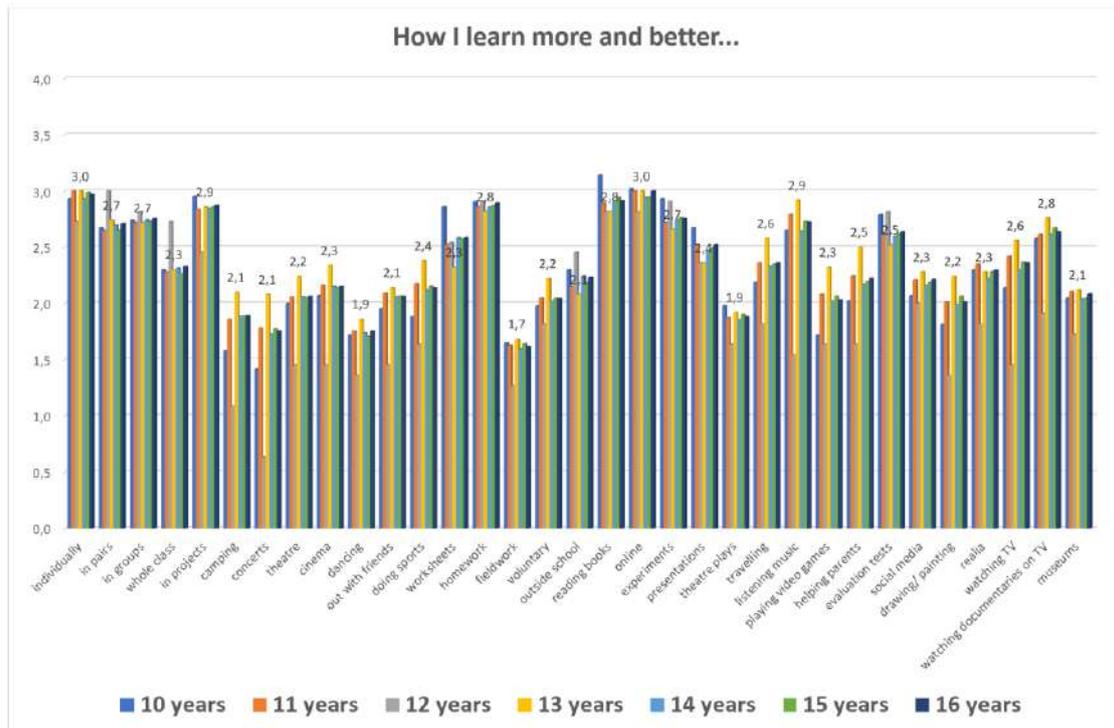
**Least important** (5 items, from 1.9 to 1.6): acting/theatre plays; going camping; going to concerts; going dancing; and doing fieldwork.



**Figure 32: How do students learn more and better?**

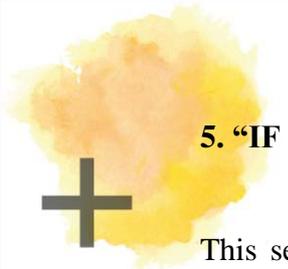


**Figure 33: How do students learn more and better, considering their ages**





Finally, concerning the above referred to four open questions (see the appendixes), it was found that in three of them the information essentially repeated the ideas expressed in the closed question items. Nevertheless, in relation to one of those (OQ11 – Open Question 11) – “If you were a teacher, what would you do for your students to learn more and better?” – respondents added relevant and complementary information, expressing ideas, feelings, suggestions, proposals, etc., and therefore a content analysis was performed based on four categories of analysis.



## 5. “IF I WERE A TEACHER”: WHAT STUDENTS SAY

This section presents and analysis some data resulting from the open-ended question (Q11): If you were a teacher what would you do for students to learn more and better? Putting themselves in the role of teachers, students suggest practices, attitudes, relationships, and pedagogical practices that are in some ways similar to those they know, but in others are significantly different.

Respondents reveal a critical sense regarding some characteristics of the teaching / learning processes that they experience in their schools, namely, lectures, predominance of individual work, excess of homework, exam pressure, among others. On a purposive basis, they refer, for example, that they would give “classes outside four walls”, for example, in the city, especially in historical centres, more experimental classes, more manual activities, etc. In terms of personal characteristics of teachers, they say they would be honest, calm, patient, students’ friend, interested in listening and talking with students, etc.

Tables 20, 21, 22 and 23 organise the students’ answers to this open question based on four categories of analysis, as follows:

- Student-teacher relationships: creating supportive and friendly learning environments;
- Teaching strategies: engaging students in meaningful learning;
- Organising learning: promoting active and cooperative learning; and
- Opening the classroom door: bridging in-school and out-of-school learning

### 5.1. Student-teacher relationships: creating supportive and friendly learning environments

What students in the three countries say is very similar regarding their explicit or implicit criticism of school and teaching practices. Their critical eye is the result not only of their lived experience, but also of a widespread social representation of what a school is. For example, when they say they would be friendlier with students, use more technology,



make classes more fun, do more research, have more patience, give them more freedom, and so on, they are clearly pointing to activities they would like to do or do more often.

All the topics given as examples, as well as others in the tables, question, more implicitly than explicitly, the reality they know and, specifically, the practices of many teachers. Obviously not all of them, because one of the students even referred to the history teacher to say that he would teach like him/her (Table 20).

**Table 20: Student-teacher relationships: creating supportive and friendly learning environments**

PORTUGAL (both schools)	POLAND	ROMANIA
It would support and help the students; would take good care of them; would be their friend; give them more freedom, more space; would have more patience; I would try to put myself in the student's shoes and understand their doubts; would not press them; would show interest in them; would make them feel good about me; I would talk to them to trust me and talk to me if they needed help; would try to provide well-being and comfort; establish with them a relationship of trust and closeness; play with them; I would let students listen to music during practice classes.	I would motivate and support m students; I would have a good relationship with them; I would be calm, honest; would not criticize the students; I would try not to stress the students; I would like them to admire me; would create a relationship based on mutual respect, because it makes children learn better; I would be a friend to them; I wouldn't constantly stress students with their marks	I would not treat students like robots; I would be fair; would be their friend; would listen to students; would talk to them in a decent tone; would let them express their feelings and listen to them; would communicate more with students; would try to understand the students; would make classes fun; would use humour, jokes, etc.

## 5.2. Teaching strategies: engaging students in meaningful learning

Despite the convergence in the answers to this open question, the differences are visible if compared to the answers the had given to closed questions. Certainly, the fact that they can write in an open manner what they think and feel will have contributed to this. In fact, it is quite different to position themselves on a scale in relation to a large set of items to which they had to express a certain degree of importance, then freely write what they

would do if they were teachers, that is, when challenged to put themselves in the role of the teacher.

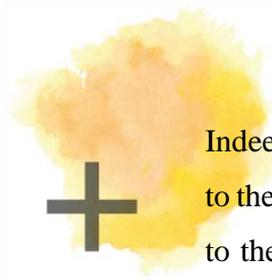
**Table 21: Teaching strategies: engaging students in meaningful learning**

<b>PORTUGAL</b> (both schools)	<b>POLAND</b>	<b>ROMANIA</b>
I would explain calmly, slowly, in detail, in an easy way for students to understand; I would give them work that they could keep up with; would relate the contents to everyday things; would show objects and things, as the History teacher does; I would talk to them and tell curiosities about various subjects to relax the group; would motivate students and give classes with more breaks instead of 90 minutes; I would give them little homework to give them free time; I wouldn't do homework if the students couldn't do it on their own; I would give tests according to what I had explained in class.	I would show students graphics, photographs, images; would organize workshops, debates, discussions, interesting meetings; I would use less theory and more practical classes, I would give less homework and more experience; I would give them project work as homework.	I would explain and help the students; would try to make everyone understand what I was teaching, even if it meant repeating several times or starting from scratch; I would teach through short lessons and in long lessons I would use diagrams, images, drawings, photographs, models, documentaries, presentations and projects; I would use real life examples to teach; would do very little homework, just enough to learn the subject; I would do homework to be done in groups.

Perhaps the main differences lie precisely in the fact that they answered the closed questions in the role of pupils and in the face of a concrete reality they experienced, while in the open question, made conditionally - If you were a teacher... - could not only put themselves in the role of teacher but also reflect and imagine what they would do.

### 5.3. Organising learning: promoting active and cooperative learning

The fact that in the order of the questionnaire items the open question arises after the closed questions may have led them to express themselves in opposition to the answers they had given to the previous ones.



Indeed, all of the following items were below average in terms of the importance given to them by the respondents: using social media (Facebook, Instagram, Twitter, etc.), going to the cinema, going to the theatre, playing videogames, drawing and painting, visiting museums, doing fieldwork, among others (concerning the question How do you learn more and better?); learning in public playgrounds, in the school playground, at the school labs, in a public library, in the streets of my hometown, etc. (all of them referring to the question Where do you learn more and better?); and music, cinema, cooking, photography, art, video and dance, for instance, regarding the question “What do you like to learn”.

**Table 22: Organising learning: promoting active and cooperative learning**

<b>PORTUGAL</b> (both schools)	<b>POLAND</b>	<b>ROMANIA</b>
I would organize group work, experimental and more practical classes; would do more activities and manual work; would do more research work, online research; I would replace books with computers; would captivate students using more technologies; would make games; would do theatre every month; would make classes lighter; would show more educational videos; would not leave students standing in the classroom so long; the classes would be interactive.	It would make classes more fun and interesting; we would watch movies; tell stories; use multimedia; make educational games, presentations, experiments; I would organize competitions and award prizes to students.	I would teach by projects; would organize group and team work; would involve them in various activities and projects; they would do experiments; would use innovative methods with tablets and iPhones; I would use half the class time just to investigate; would give life to classes bringing movies, texts, games, to capture their attention. I would have them perform a play every month.

In short, when challenged to put on the role of teacher and say what they would do for students to learn more and better, they express they would utilize resources and strategies and carried out activities that they had considered least important in their answers to the closed questions.

#### 5.4. Opening the classroom door: bridging in-school and out-of-school learning

What most differentiates student responses to closed-ended questions and open-ended questions under analysis has to do with the first category of analysis, referring to the student-teacher relationships.

The students' responses show a great concern about this question, saying, for example: “I would not treat students as robots; let the students express their feelings; would listen to the students; would support and help the students, treat them well; would be friendlier with the students, give them more freedom, more space; would have more patience; would try to put myself in the student's skin and understand his doubts; would make them feel good about me; would talk to them to trust me and talk to me if they needed help; would try to provide them with well-being and comfort; would establish with them a relationship of trust; I would take good care of students; would be calm, honest; would not criticize the students; would use humour; would try to understand the students; would not pressure students; would show interest in them.

**Table 23: Opening the classroom door: bridging in-school and out-of-school learning**

<b>PORTUGAL</b> (both schools)	<b>POLAND</b>	<b>ROMANIA</b>
I would take students to historical sites – castles, museums; would organise field trips; visits to places on the subject that I teach; I would give lessons in the city, mainly in the Historical Centre; I would go to places where students feel more comfortable and like to learn.	I would teach in contact with Nature; I would organise visits to museums, art galleries, theatres, cultural centres, etc.	We would do outdoor activities; would make field trips to cultural centres; would do outdoor experiments and activities; would teach in nature.

All examples related to “student-teacher relationship” category reveal a concern in creating supportive and friendly learning environments.

## 6. ANALYSIS AND DISCUSSION OF THE OVERALL RESULTS

The purpose of this discussion section is to explain the results and show how they help to answer the research questions. It includes summarizing the results, discussing whether results are expected or unexpected, comparing these results to previous work, interpreting and explaining the results and hypothesizing about their generality.

In this analysis and discussion of the overall results - considering the three countries together, with a total of 546 respondents - we chose not to consider the items in which Don't know was the choice of more than 25% of respondents (see table 9) regarding the three main questions, as following:

- i) What do students like to learn? (items with Don't know percentages from 46% to 26%: Philosophy, Economics and Psychology; Crafts, Electronics, Radio, Multimedia, Theatre, and Gardening);
- ii) Where do students learn more and better? (items with Don't know percentages from 38% to 29%: Scouts, local associations, and clubs at school);
- iii) How do students learn more and better? (items with Don't know percentages from 37% to 27%: going camping; acting/theatre plays; volunteering; field trips; and playing video games).

To continue this analysis, we bring here again the analytical framework support by a visual representation (Table 24) To guide the overall analysis of the results.

**Table 24: Analytical framework**

<p><b>1. Subject-centred curriculum approach</b></p> <ul style="list-style-type: none"> <li>• National curriculum</li> <li>• Curricular subjects</li> <li>• Classes, timetables</li> <li>• Classroom-focused activities</li> </ul>	<p><b>3. Both possible</b> (school and out)</p>	<p><b>4. Out-of-school</b></p>
<p><b>2. School-based curriculum development</b></p> <ul style="list-style-type: none"> <li>• Diverse spaces and activities</li> <li>• Outdoor activities to enrich curriculum experiences</li> <li>• Homework, studying centres</li> </ul>		



Tables 22, 23 and 24 which are presented in the following section aggregate the overall results, considering the total of 546 respondents in the three countries. Using the same criterion, each table is made up of two columns, highlighting items considered most important and least important by respondents.

### 6.1. What do students like to learn?

Bearing in mind the different colours we use to visually represent the four categories of analysis, table 25 shows a clear predominance of dark blue and orange and particularly the second colour in the right column. Items tagged dark blue correspond to the ones which are directly related to the school subject-centred curriculum approach which includes, generally, listening to lectures, studying textbooks and studying for examination. They correspond to the more academic curricular component, composed by disciplinary areas and subjects that integrate the national curriculum. The activities are carried out essentially in the classroom and at predetermined times, configuring what is commonly referred to “subjects”, “classes” and “schedules”.

**Table 25: Overall results: what do students like to learn? (mean = 2,5)**

Most important	$>2,5$	Least important	$\leq 2,5$
Physical education and sports	3,2	About nature	2,5
About the world	3,1	Painting	2,5
Foreign languages	2,9	Maths	2,4
About animals	2,8	Music	2,3
Sciences	2,8	Cinema	2,3
History	2,8	Geography	2,3
Drawing	2,7	Physics	2,3
Mother Tongue	2,7	Cooking	2,2
About games (video, computer)	2,7	Photography	2,2
ICT	2,6	Religion	2,2
		Art	2,2
		Video	2,1
		Chemistry	2,1
		Dance	1,9
<b>Mean = 2,5</b>			



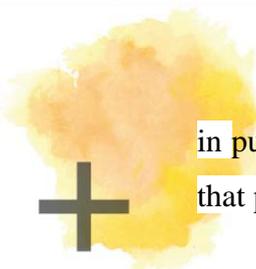
The only item that falls into the second category (light blue) is ICT, being the least valued among those considered most important. Our expectation on this item was that it would be considered more important than it really was, given the interest children and young people show today in digital technology. Our interpretative hypothesis is that this lower appreciation is due to the fact that currently ICT is part of the curriculum, as a school subject or a curriculum enrichment activity.

The orange column illustrates the third category of analysis which incorporates the set of learning experiences that can be developed both at school, whether or not integrated into the curriculum, or out of school. In other words, this category covers a wide range of learning experiences that are not determined by the school, teachers, curriculum, textbooks, schedules, among other factors. They can be taken place at school, after school or out of school; at home and in various public spaces (neighbourhoods, municipal gardens, green and recreation spaces, cultural events, exhibitions, museums, etc.).

Learning about Nature, painting, cooking, video, photography, art, cinema, dance, etc. are some examples of what students see as less important in terms of learning, which is quite surprising. Interestingly, the subjects that rank among the most important are those required in the curriculum, such as Physical Education and Sports; Foreign languages; Sciences; History and Mother tongue. In fact all are part of the curriculum plan of the students who have answered the questionnaire. However, it is important to underline that the most valued item of the questionnaire was Physical Education and Sports, in contrast to other subjects whose importance was considered much smaller, namely, Maths, Geography, Physics and Chemistry. Also noteworthy is the high importance attached to learning about the world and about animals, and to the contrary the fact that “dance” appears at the end of the “least important” column.

## 6.2. Where do students like to learn?

In the following table (table 26), which systematizes the results regarding the question “Where do students like to learn?” the predominance of green and light blue is very noticeable. Being items that fall into the fourth category of analysis - out of school - we find that there is a certain devaluation of public spaces, as well as public institutions and services: learning at the café, in public gardens or parks, in the streets of their hometowns,



in public playgrounds and in the local Church. Also noteworthy is the fact that the item that points to learning in their friends' house is among the least important.

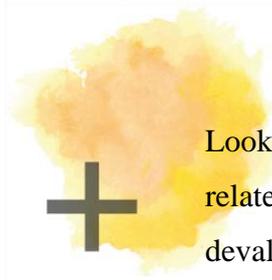
**Table 26: Overall results: Where do students like to learn? (mean= 2.0)**

Most important	> 2,0	Least important	≤ 2,0
At the classroom	2,7	In studying centres	2,0
In the nature	2,6	At the café	1,9
At home	2,5	In public gardens or parks	1,8
In the school library	2,4	In the school playground	1,8
In a computers room	2,3	In the streets of my hometown	1,6
At school labs	2,2	At my friend's house	1,8
In a public library	2,1	In the school bar	1,5
		In a local church	1,4
		In public playgrounds	1,4
<b>Mean = 2,0</b>			

The most valued item, despite the great diversity of items related to contexts, spaces and places of learning, was “the classroom”. On the one hand, the importance attached to this item seems to reveal a representation of school and learning that the classroom is still the core space - perhaps from both the physical and symbolic view - of the school as an organization and teaching practices. On the other hand, an analysis and interpretation of these results that merely pointed to a traditional view of the school would be contradicted by the importance attached to items such as learning “in the nature” and “at home”, as well as learning “in a public library” although with less prominence.

Regarding the second category of analysis (light blue), we observed the presence of six items in the table, three of them considered most important, namely: in the school library; in a computers room; and at school labs; and three other items considered least important, namely: learning in studying centres, in the school bar, and in the school playground.

What stands out most is the low importance attached to the school playground as a source of learning, as it is considered as one of the favourite spaces of students. The explanation may lie in the fact that students associate this space with play, play and conviviality rather than learning, according to their perspectives on what is and is not learning. It is notorious that spaces and times of greater freedom, informality and friendliness are not seen by the respondents as sources of learning and learning experiences.



Looking at the predominance of green colour in the right-hand column, where items related to the fourth category of analysis (out of school) are inserted, we find a certain devaluation of public spaces, including institutions, services and other public places as sources of learning, namely learning: in public gardens or parks, in the streets of their hometowns, in public playgrounds and in the local Church.

### 6.3. How do students learn?

To conclude this section, we review the overall results regarding the question: How do students learn? (table 27).

**Table 27: Overall results: How do students learn? (mean = 2,2)**

<b>Most important</b>	<b>&gt; 2,2</b>	<b>Least important</b>	<b>≤ 2,2</b>
working in projects	2,9	working with realia	2,2
searching online	2,9	visiting museums	2,2
working in pairs	2,7	going to concerts	2,2
working as a whole class	2,7	watching TV (soaps, films, ...)	2,1
doing experiments	2,7	going out with friends	2,1
working in groups	2,6	drawing/painting	2,0
doing homework	2,6	reading books	2,0
listening to music	2,5	working individually	1,8
doing evaluation tests	2,5	helping parents at home	1,8
presenting my work in class	2,5	travelling	1,8
watching documentaries on television	2,4	Study visits, field trips...	1,8
Social media (using Facebook, Instagram, etc)	2,3	going to the cinema	1,8
doing coursebook exercises / worksheets	2,3	doing sports	1,8
		going dancing	1,7
		going to the theatre	1,6
<b>Mean = 2,2</b>			

We relied again on the visual highlight provided by the different colours. Firstly, it can be seen that this last table includes several items belonging to the four categories of analysis, although the fourth (green) and the first (dark blue) predominate.



We begin with the first category of analysis, which concerns activities carried out at school, and more restrictively to the classroom space and time. This category corresponds to the most academic curriculum dimension composed by disciplinary areas and subjects that integrate the national curriculum, as well as to activities essentially performed in the classroom and that are predetermined by the standard schedules. In other words, this category attempts to emphasize a still very common perception of education that considers learning only the result of a subject-centred curriculum, traditionally consisting of lectures and confined to the enclosed space of the classroom.

The results presented in this table allow us to understand that the meaning respondents give to learning in the classroom does not correspond to the above mentioned traditional and restricted view of education. For example, “working individually” is part of the set of items considered less important and “working as a whole class” although valued, is less than working in projects; searching online; and working in pairs. In addition to these, there are items such as “doing experiments” and “working in groups”, along with the aforementioned “working as a whole class”. However, the items considered most important include “doing evaluation tests” and “doing course book exercises / worksheets”, with values similar to the item “presenting my work in class”.

Responses to items that report to assessment activities and methodologies are not surprising, given the pressure that students, schools, teachers and families are currently facing, in a great extent as a consequence of PISA / OECD and other international programs which use a set of instruments aiming at measuring and comparing students' academic results.

As above mentioned, the second category of analysis highlights the various spaces existing in schools and the activities that can be performed there, as well as the activities which can be carried out outside the school, although with a didactic intent to teach and learn curriculum content and enrichment activities. Surprisingly respondents attach significant importance to “doing homework” and, on the contrary, they assign least importance to “study visits, field trips, etc.

As for the third category of analysis (orange), which incorporates the set of learning experiences that can be developed both at school, integrated or not in the curriculum, or outside of school – in other words, those that are not determined by teachers, curriculum, books, didactics, schedules, etc. – is clearly visible to those who responded to selected items such as searching online, listening to music, and using social media (Facebook,



Instagram, Twitter, etc.), and the slightest importance given, for instance, to drawing and painting and reading books.

The fourth category of analysis – out-of-school –, conforms to what is usually defined as non-formal learning, comprises a set of places and activities which can be developed and experienced at different spaces and time. Looking at the table, it is noted that it includes, with the exception of "watching documentaries on television" which, despite being out of school is not outdoor activity, a wide range of out-of-school and outdoor activities, which usually to be liked by students of these ages, are considered by respondents as less important, namely: visiting museums, going to concerts, going out with friends, traveling, going to the cinema, doing sports, going dancing, and going to the theatre.

Among other aspects, the discussion we can make of these results is that students are answering a question related to their learning, namely: **“how do I learn more and better?”** We are convinced that the results would have been significantly different if the question had been posed otherwise, such as **“what do you like to do the most?”**. Formulated in these terms, this question would not specifically address school and learning which tends to be viewed narrowly in terms of the classes and the contents taught and learned in the classroom.



## 7. SOME FINDINGS AND IMPLICATIONS FOR TEACHER EDUCATION

Several activities were carried out under the NESTT Project to foster cooperation for innovation and the exchange of good practices in the area of teacher education. Among others, an investigation was carried out with the objective of knowing the students' perspectives on their learning, encompassing in this concept not only learning in a school context, but one that derives from the most diverse experiences, in school and in educational contexts. non-formal, and extract from the results of this research some implications for teacher education.

Considering that studies on teacher education have given more prominence to teachers' perspectives, namely, on their beliefs, attitudes, practices, training needs, etc., the NESTT study sought to approach the problem from a different perspective, based on from students' perspectives on what they like to learn and how and where they think they learn more and better. It was intended to know and understand how do students face their learning and what trends and challenges do their prospects for innovation in teaching and teacher education.

Recent contributions from different areas, such as the childhood studies, and more specifically, the sociology of childhood, have been emphasising a conception of children as social actors, competent and with voice. Childhood cultures, children' participation and citizenship, children' rights, among others issues, are significant examples of a different theoretical and conceptual approach, both for teaching and learning, providing simultaneously a background for changing teacher education policies and practices.

### 7.1. The relevance of focusing the research on the students' perspectives

The way teachers teach is probably the most frequently question formulated to reflect and take decisions concerning educational change. Improving teaching and teacher education practices is usually considered a key educational issue, both at the political and academic levels. The hypothesis that was explored in the NESTT project research aimed at changing the mainstream perspective is that what is bad in education, and that needs to change, goes through teacher training, but without profoundly questioning what to change and how; to answer what and to whom, etc. In this sense, the project has tried to distance itself from this dominant perspective, based on what is often referred to as “meeting the

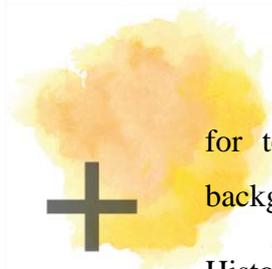


needs of teachers” - sometimes by listening to teachers but more often by imposing training programs on teachers without even considering their real work contexts – opting instead by putting students' perspectives on learning issues – what they like to learn and where and how they learn more and better – not only at school under the formal curriculum, but also in non-formal contexts as learning experiences sources.

Conducting an empirical research not only focused on teachers and other adults' perspectives, but also on children' perspectives, were considered in our project extremely relevant for having a picture concerning their understandings of what is learning and what is not. Indeed, one of the key trends in student responses from ages 10 to 16 was not considering non-formal learning experiences as actual learning. Perhaps these younger students do not have information yet to opine about some specific items, for example, those what are not part of their school syllabus or, in a more general view, due to the fact that some items which do not correspond to students' representations of what is learning and what is not. In fact, several items included in the questionnaire, intentionally focused on non-formal learning experiences, tended to be seen by students as activities that they do not face as learning.

Therefore, the bottom line of the NESTT project was to listen pupils about their perceptions on their learning as they have their own voice regarding the school and their daily lives. We have considered that the most appropriate way of questioning the issues of teaching and teacher education in order to make them more congruent with the profound changes occurred over the last decades which transformed the way children see the world and life and their relationship with knowledge and learning. Also it was intended to help the various actors to think differently and innovatively on these issues, encompassing pre-service and in-service teacher training in a lifelong continuous professional development perspective.

Understanding pupils' perspectives on their learning was considered a potentially fruitful strategy either to give voice to these social actors, who are often not sufficiently listened on these and other issues that directly concern them, or should do, or to provide information on how schools and teachers teach and its relationship with teacher education. Recent contributions from the literature in different areas, such as the childhood studies, have been emphasising a conception of children as social actors, competent and with voice. Childhood cultures, children' participation and citizenship, children' rights, among others issues, are significant examples of a different theoretical and conceptual approach



for teaching and learning, providing simultaneously a theoretical and conceptual background for changing teacher education policies and practices.

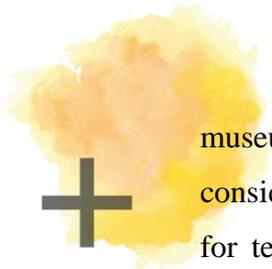
Historically, the school was acquiring such a dominant role that it has become common, and somewhat unconscious, to consider that education is restricted to school education. An example of this trend is the devaluation of playing - and the reduction of children time to have that experience, although it is key activity for children, especially free play, in nature, parks and other public spaces - due to the extension of curriculum, subject programs, textbooks, tests and examinations, etc. and the inherent increased length of stay of children in school.

As a result of the expansion of schooling, the “métier d’élève” overlapped the “métier d’enfant”. On the contrary, our research findings point to the importance of listening to children not only in matters relating to their “métier d’élève”, but also in valuing their daily experience, which includes contacting and using the various learning resources they have today. at your disposal. It is necessary to promote their participation in decision-making processes and to listen to them as members of learning communities of which they are co-builders.

Therefore, we argue that changing teacher education policies and practices also implies questioning the still dominant conception of school and teaching and learning but simultaneously the mainstream conception of children and childhood that considers she/she is being prepared to be a social actor but is not yet. This conception of children and childhood is still very rooted, constituting an obstacle, mainly regarding the school and the teachers’ professional cultures, for changing educational policies and practices, namely concerning the area of teacher education.

## **7.2. What can we learn from the research findings?**

Generally, findings show a strong identification of the students’ perspectives with the school culture. On the one hand, children tend to confine the notion of learning to the school context and subsume their role as students; on the other hand, they show a less internalized recognition of non-formal educational situations and contexts as sources of learning. Also, they emphasise the pupils’ critical views of teaching, especially in relation to the predominance of lectures. Working in groups, in pairs and in projects at school; studying and learning at home and at their friends'; and learning by traveling, visiting

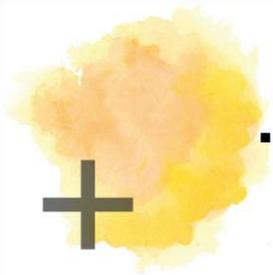


museums, listening to music, among others issues related to out-of-school learning, are considered by children as more significant and enjoyable ways of learning. Implications for teacher education also have to be discussed considering a set of constraints and possibilities of pedagogical innovation in challenging times schools and teachers have to deal with.

The analysis and discussion of the questionnaire results taught us a lot about students' beliefs and perceptions as well as the way they express their perspectives concerning their learning. Although the questionnaire items referred to varied learning experiences in diverse contexts of formal and non-formal education, the results revealed a marked identification of responses with the school structure and culture, tending the answers to confine the notion of learning to school spaces and times of curricular scope. Actually the students' understandings tend to be only those that are directly related to the school, and even more narrowly to the school subjects and teachers leading activities, in a content-based perspective. It seems that they do not relate formal and non-formal learning experiences and they set barriers between what they consider as studying (seen as working) and as playing.

The following topics emphasise some implications of the research findings for teaching and teacher education:

- School structure and culture are deeply internalized in children's perceptions and representations about learning. They tend to consider learning mainly what is inherent to the school, the curriculum and above all the classroom.
- What they do and experience in their daily lives, in non-formal and informal educational activities and contexts, is often not seen by them as learning.
- Nevertheless, they reveal a critical sense in relation to some characteristics of the teaching / learning processes that they experience in their schools, such as expository classes, predominance of individual work, excess of homework, pressure of exams, among others.
- The fact that the questionnaire has been answered in the school space (and in all that it represents, materially and symbolically) will have influenced the answers, showing that children tend to restrict their status as social actors to the role of students.



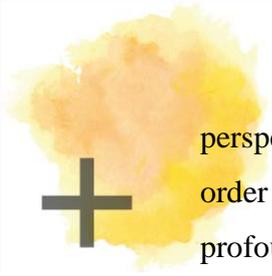
- Placing themselves in the role of teachers, they suggest different methods / practices, among them group work; project work; field trips; study visits; the use of ICT, including smartphones, in the classroom; shorter classes; use of diverse learning resources (images, diagrams, drawings, photographs, videos, documentaries, etc.); "Classes outside four walls", for example, in the city, especially in historical centers; more experimental classes; more manual activities, acting, etc.
- In terms of the teachers' personal characteristics, they say they would be "honest," "calm," "patient," "their students' friends," interested in "listening and talking to their students," etc.
- The importance of listening to children, not only in matters related to the "métier d'élève" but also valuing their daily experience in their "métier de l'enfant", which includes the contact and use of various learning resources that they have at their disposal.
- The need to promote children's participation in decision-making processes and to listen to them as members of learning communities of which they are co-builders.

### 7.3. Some recommendations for teacher education policies and practices

Findings suggest that the curricula activities are almost exclusively carried out in school, although they could be related with students' experiences outside the school, insofar as they are important sources for the learning processes taking place either in or out of school. In this sense we conclude this report formulating some recommendations for teacher education policies and practices.

First of all, it is essential to discuss and reflect on the overall results within the scope of this study, but it is equally important to face them as object of collective analysis and reflection, both in schools and in other non-formal education contexts. It is equally crucial to involve students' guardians, professionals, parents and, of course, students themselves, as the questionnaire results focus on key school aspects, namely in which refers to teaching and teacher education, such as communication and student participation.

The same can be said regarding the role of policy makers, higher education institutions and other entities that have responsibilities in teacher education, insofar as one of the main objectives of this study is to analyse and discuss research findings based on students'

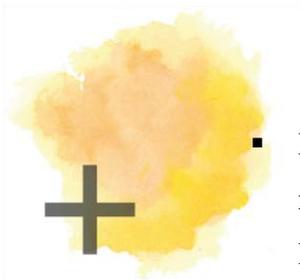


perspectives, seeking to draw from them some implications to policies and practices, in order to rethink teacher education at a time when they are taking place, at a rapid pace, profound changes, for which teacher education cannot be oblivious.

Provide information, giving feedback, and organising pedagogic, professional and scientific meetings based on these research findings is very important not only involving the schools where the questionnaire was administrated, but also other students and teachers, putting in relation schools, teacher's centres, such as Casa do Professor, and higher education institutions providing initial teacher education. In this sense, a great deal of work has already been done - and continues to be done - on the dissemination of the NESTT project and particularly the research findings, by organising training activities involving teachers in their own schools sometimes in other places, like the University, as well as meetings and workshops with students, school principals and researchers, putting particular emphasis on the reflection based on the research findings and its implications either for teaching and learning or teacher education.

Based on the pupils' perspectives, we present a set of suggestions and recommendations that have to do with teaching and learning and teacher education:

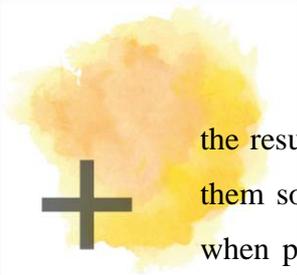
- Conceiving teacher education programmes valuing the several interrelated dimensions of teaching and professional development, such as scientific, didactics, pedagogical, political, social, cultural and ethical dimensions;
- Sharing positive experiences and innovative practices that promote professional development and teaching practice, based on the networking practice at a European level;
- Organising learning activities using the various school spaces (laboratories, school library, clubs, computer room, radio, cinema, video, etc.);
- Taking advantage of the students learning experiences resulted in the learning environment outside the school, although they don't see these experiences as learning experiences;
- Promoting collaborative work and collegial-training-focused activities to build supportive and engaging environments in relationship with school autonomy and curricular flexibility;



- Broadening the curriculum to the public and community spaces and places, namely the city, and motivate the use of the existent resources, like the school library and the public library, visit museums, going to the theatre, and contact nature, etc.;
- Valuing the variety of educational contexts, formal and non-formal, by carrying out activities that allow autonomous learning in the context of study visits, field work, associating these activities to work in projects, in inter and trans disciplinary projects;
- Promoting close and cooperative relationships and partnerships with families and other local entities, in the sense of building and nourishing learning communities, so that they act as educational agents;
- Integrating ICT in the set of the students' learning experiences, emphasising the important role of the digital technologies not only to occasionally search information but mainly to a systematic work of selecting, organising, etc. in a research-based and knowledge production-based approach to learning.

The results of the questionnaire teach us a lot about the students believes and the way they express their perspectives concerning their learning. Their understandings tend to be only those that are directly related to the school, and even more narrowly to the school subjects and teachers leading activities, in a content-based perspective. It seems that they do not relate formal and non-formal learning experiences and they set barriers between what they consider studying/working and playing. It which concerns to teacher education, initial and continuous, it is necessary to question and overcoming the tendency of raising barriers between formal and non-formal education, in order to extract from them the reciprocal potential for children and young people education.

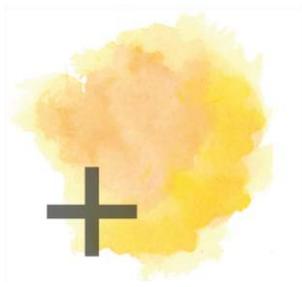
Teacher education policies, programmes and practices need to contribute at the different levels of decision and action, to questioning and overcoming those boundaries commonly established between school and non-school education or, using other terminology, between formal and non-formal education. The questioning and mutual enrichment of those several approaches can be fruitful for the transformation of educational conceptions and practices both at school and in other educational contexts. The same goes for the role of policy makers, higher education institutions and other entities that have responsibilities in teacher education, as one of the main objectives of this study was to analyse and discuss



the results - results based on these. from students' perspectives - seeking to draw from them some implications, policies and practices, to rethink teacher education at a time when profound changes are taking place at a rapid pace for which teacher education cannot be ignored.



## APPENDICES



## APPENDIX 1

### QUESTIONNAIRE IN 4 LANGUAGES

(Portuguese, English, Polish, Romanian)



PORTUGUESE

## Questionário - European Erasmus+ Project NESTT

Caros Estudantes,

Vamos falar dos conteúdos que preferes estudar na escola, dos locais onde gostas mais de aprender e dos métodos de estudo, dentro e fora da escola, com que aprendes melhor.

Este questionário faz parte de um Projeto Europeu Erasmus +, chamado NESTT, que envolve 4 países: Portugal, Bélgica, Polónia e Roménia. O questionário é anónimo e destinado a estudantes dos 10 aos 16 anos.

As tuas respostas são muito importantes. Vão ajudar-nos, professores e outros educadores, a conhecer melhor as preferências dos estudantes, o que gostam de aprender e como gostam de aprender e, assim, poderemos melhorar os nossos métodos de ensino.

Muito obrigada pela tua participação neste Projeto Europeu!

---



1. A minha idade: \*

- 10 anos
- 11 anos
- 12 anos
- 13 anos
- 14 anos
- 15 anos
- 16 anos

2.1 A minha escola é: \*

- Agrupamento de Escolas Dr. Francisco Sanches
- Agrupamento de Escolas de Maximinos
- Outro Agrupamento / Escola Secundária

2.2 Se respondeste "Outro Agrupamento/Escola Secundária", indica qual:

Texto de resposta longa

---

3. A minha escola está situada ... \*

- numa zona urbana
- numa zona rural

4. É uma escola... \*

- pública
- privada





Eu gosto de apren...	<input type="radio"/>				
Eu gosto de apren...	<input type="radio"/>				
Eu gosto de apren...	<input type="radio"/>				
Eu gosto de apren...	<input type="radio"/>				
Eu gosto de apren...	<input type="radio"/>				
Eu gosto de apren...	<input type="radio"/>				
Eu gosto de apren...	<input type="radio"/>				
Eu gosto de apren...	<input type="radio"/>				
Eu gosto de apren...	<input type="radio"/>				
Eu gosto de apren...	<input type="radio"/>				
Eu gosto de apren...	<input type="radio"/>				
Eu gosto de apren...	<input type="radio"/>				
Eu gosto de apren...	<input type="radio"/>				
Eu gosto de apren...	<input type="radio"/>				
Eu gosto de apren...	<input type="radio"/>				
Eu gosto de apren...	<input type="radio"/>				

6. Eu gosto de aprender sobre outros assuntos ou temas (por favor, diga quais...)

Texto de resposta longa  
.....



Eu aprendo mais ...	<input type="radio"/>				
Eu aprendo mais ...	<input type="radio"/>				
Eu aprendo mais ...	<input type="radio"/>				
Eu aprendo mais ...	<input type="radio"/>				

8. Eu aprendo mais e melhor noutros locais... (por favor, especifica em que locais)

Texto de resposta longa

---



7. Onde gosto de aprender mais e melhor... (usa a escala de 1 a 4 de acordo com as tuas preferências: 1- a menos importante ... 4 - a mais importante; podes ainda escolher a opção "não sei"). \*

	1	2	3	4	Não sei
Eu aprendo mais ...	<input type="radio"/>				
Eu aprendo mais ...	<input type="radio"/>				
Eu aprendo mais ...	<input type="radio"/>				
Eu aprendo mais ...	<input type="radio"/>				
Eu aprendo mais ...	<input type="radio"/>				
Eu aprendo mais ...	<input type="radio"/>				
Eu aprendo mais ...	<input type="radio"/>				
Eu aprendo mais ...	<input type="radio"/>				
Eu aprendo mais ...	<input type="radio"/>				
Eu aprendo mais ...	<input type="radio"/>				
Eu aprendo mais ...	<input type="radio"/>				
Eu aprendo mais ...	<input type="radio"/>				
Eu aprendo mais ...	<input type="radio"/>				
Eu aprendo mais ...	<input type="radio"/>				
Eu aprendo mais ...	<input type="radio"/>				
Eu aprendo mais ...	<input type="radio"/>				
Eu aprendo mais ...	<input type="radio"/>				
Eu aprendo mais ...	<input type="radio"/>				



...

8. Eu aprendo mais e melhor noutros locais... (por favor, especifica em que locais)

Texto de resposta longa

9. Como gosto de aprender... (usa a escala de 1 a 4 de acordo com as tuas preferências: 1- a menos importante ... 4 - a mais importante; podes ainda escolher a opção "não sei"). \*

	1	2	3	4	Não sei
Eu aprendo mais ...	<input type="radio"/>				
Eu aprendo mais ...	<input type="radio"/>				
Eu aprendo mais ...	<input type="radio"/>				
Eu aprendo mais ...	<input type="radio"/>				
Eu aprendo mais ...	<input type="radio"/>				
Eu aprendo mais ...	<input type="radio"/>				
Eu aprendo mais ...	<input type="radio"/>				
Eu aprendo mais ...	<input type="radio"/>				
Eu aprendo mais ...	<input type="radio"/>				
Eu aprendo mais ...	<input type="radio"/>				
Eu aprendo mais ...	<input type="radio"/>				
Eu aprendo mais ...	<input type="radio"/>				
Eu aprendo mais ...	<input type="radio"/>				
Eu aprendo mais ...	<input type="radio"/>				
Eu aprendo mais ...	<input type="radio"/>				
Eu aprendo mais ...	<input type="radio"/>				
Eu aprendo mais ...	<input type="radio"/>				



Eu aprendo mais ...	<input type="radio"/>				
Eu aprendo mais ...	<input type="radio"/>				
Eu aprendo mais ...	<input type="radio"/>				
Eu aprendo mais ...	<input type="radio"/>				
Eu aprendo mais ...	<input type="radio"/>				
Eu aprendo mais ...	<input type="radio"/>				
Eu aprendo mais ...	<input type="radio"/>				
Eu aprendo mais ...	<input type="radio"/>				
Eu aprendo mais ...	<input type="radio"/>				
Eu aprendo mais ...	<input type="radio"/>				
Eu aprendo mais ...	<input type="radio"/>				
Eu aprendo mais ...	<input type="radio"/>				
Eu aprendo mais ...	<input type="radio"/>				
Eu aprendo mais ...	<input type="radio"/>				
Eu aprendo mais ...	<input type="radio"/>				



...

10. Outras formas em que eu aprendo mais e melhor ... (por favor, especifica essas formas)

Texto de resposta longa

---

11. Se eu fosse um professor, o que eu faria para que os meus alunos aprendessem mais e melhor, era...

\*

Texto de resposta longa

---

12. Obrigado pela tua colaboração! Esta investigação vai ter uma 2.<sup>a</sup> fase, com entrevistas e vídeos. Se estiveres disponível para continuar a colaborar, agradecemos que escrevas aqui o teu nome e contacto (endereço de e-mail ou número de telefone).

Texto de resposta longa

---

## Questionnaire - European Erasmus+ Project NESTT

Dear Students,

Let's talk about your favourite school subjects, the favourite places where you like to learn and your favourite studying and learning habits at school and outside school ...

This questionnaire is part of a European Erasmus+ Project named NESTT which involves 4 countries: Portugal, Belgium, Poland and Romania. The questionnaire is anonymous and addressed to young people from the ages of 10 to 16. \*

Your answers are very important. They may help us, teachers and other educators, to get to know you better and, in doing so, improve our educational methods and your learning skills.

Thank you for your participation in this European Project!

\* Required

### 1. 1. Your age: \*

*Mark only one oval.*

- 10 years old
- 11 years old
- 12 years old
- 13 years old
- 14 years old
- 15 years old

### 2. 2. My school: \*

### 3. 3. My school is situated in ... \*

*Mark only one oval.*

- an urban area
- a rural area

### 4. 4. It is a ... \*

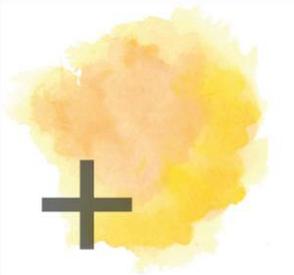
*Mark only one oval.*

- public school
- private school

5. I like to learn... (use a scale from 1 to 4 according to your preferences: 1- the least important ... 4 - the most important. You have also the option "I don't know") \*

Mark only one oval per row.

	1	2	3	4	I don't know
I like to learn Music	<input type="radio"/>				
I like to learn Physical Education and Sports	<input type="radio"/>				
I like to learn Drawing	<input type="radio"/>				
I like to learn Painting	<input type="radio"/>				
I like to learn History	<input type="radio"/>				
I like to learn Psychology	<input type="radio"/>				
I like to learn Philosophy	<input type="radio"/>				
I like to learn Economy	<input type="radio"/>				
I like to learn Maths	<input type="radio"/>				
I like to learn ICT (Information and Communications Technology)	<input type="radio"/>				
I like to learn my mother tongue	<input type="radio"/>				
I like to learn Foreign Languages	<input type="radio"/>				
I like to learn Science	<input type="radio"/>				
I like to learn Geography	<input type="radio"/>				
I like to learn Physics	<input type="radio"/>				
I like to learn Chemistry	<input type="radio"/>				
I like to learn Art	<input type="radio"/>				
I like to learn Dance	<input type="radio"/>				
I like to learn Crafts	<input type="radio"/>				
I like to learn Electronics	<input type="radio"/>				
I like to learn Theatre	<input type="radio"/>				
I like to learn Photography	<input type="radio"/>				
I like to learn Video	<input type="radio"/>				
I like to learn Radio	<input type="radio"/>				
I like to learn Cinema	<input type="radio"/>				
I like to learn Multimedia	<input type="radio"/>				
I like to learn Cooking	<input type="radio"/>				
I like to learn about Gardening	<input type="radio"/>				
I like to learn about Nature	<input type="radio"/>				
I like to learn about Animals	<input type="radio"/>				
I like to learn about Games (videogames, computer games, ...)	<input type="radio"/>				
I like to learn about the World	<input type="radio"/>				
I like to learn Religion	<input type="radio"/>				



6. 6. I like to learn other subjects (please specify which one/s)

---



---



---



---

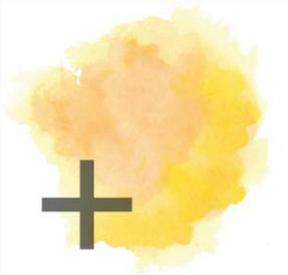


---

7. 7. Where I learn more and better... (use a scale from 1 to 4 according to your preferences: 1- the least important ... 4 - the most important. You have also the option "I don't know") \*

Mark only one oval per row.

	1	2	3	4	I don't know
I learn more and better in the streets of my hometown	<input type="radio"/>				
I learn more and better in public gardens or parks	<input type="radio"/>				
I learn more and better in studying centres	<input type="radio"/>				
I learn more and better in clubs at school	<input type="radio"/>				
I learn more and better in public playgrounds	<input type="radio"/>				
I learn more and better in local associations or institutes	<input type="radio"/>				
I learn more and better in the classroom at school	<input type="radio"/>				
I learn more and better in the school playground	<input type="radio"/>				
I learn more and better in the school library	<input type="radio"/>				
I learn more and better at the school labs	<input type="radio"/>				
I learn more and better in the school bar	<input type="radio"/>				
I learn more and better in a computers'room	<input type="radio"/>				
I learn more and better at home	<input type="radio"/>				
I learn more and better in a public library	<input type="radio"/>				
I learn more and better in the nature	<input type="radio"/>				
I learn more and better in a local church	<input type="radio"/>				
I learn more and better at the cafe	<input type="radio"/>				
I learn more and better at my friend's house	<input type="radio"/>				
I learn more and better in the Scouts Association	<input type="radio"/>				



8. 8. I learn more and better elsewhere... (please specify which one/s)

---



---



---



---



---

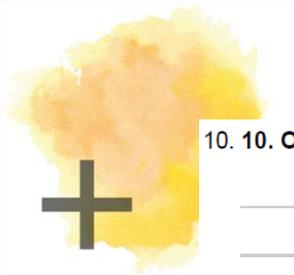
9. 9. How I learn more and better... (use a scale from 1 to 4 according to your preferences: 1- the least important ... 4 - the most important. You have also the option "I don't know") \*

Mark only one oval per row.

	1	2	3	4	I don't know
I learn more and better working individually	<input type="radio"/>				
I learn more and better working in pairs	<input type="radio"/>				
I learn more and better working in groups	<input type="radio"/>				
I learn more and better working as a whole class	<input type="radio"/>				
I learn more and better working in projects	<input type="radio"/>				
I learn more and better going camping	<input type="radio"/>				
I learn more and better going to concerts	<input type="radio"/>				
I learn more and better going to the theatre	<input type="radio"/>				
I learn more and better going to the cinema	<input type="radio"/>				
I learn more and better going dancing	<input type="radio"/>				
I learn more and better going out with friends	<input type="radio"/>				
I learn more and better doing sports	<input type="radio"/>				
I learn more and better doing coursebook exercises/ worksheets	<input type="radio"/>				
I learn more and better doing homework	<input type="radio"/>				
I learn more and better doing fieldwork	<input type="radio"/>				
I learn more and better doing voluntary work	<input type="radio"/>				
I learn more and better doing study visits outside school	<input type="radio"/>				
I learn more and better reading books (stories, novels, cartoons, ...)	<input type="radio"/>				



I learn more and better reading/searching online information (in tablets, computers, mobiles, ...)	<input type="radio"/>				
I learn more and better doing experiments	<input type="radio"/>				
I learn more and better presenting my work in class	<input type="radio"/>				
I learn more and better acting (theatre plays)	<input type="radio"/>				
I learn more and better travelling	<input type="radio"/>				
I learn more and better listening to music	<input type="radio"/>				
I learn more and better playing video games	<input type="radio"/>				
I learn more and better helping my parents at home	<input type="radio"/>				
I learn more and better doing evaluation tests	<input type="radio"/>				
I learn more and better using Facebook, FaceTime, Skype, Twitter, Instagram or other...	<input type="radio"/>				
I learn more and better drawing/painting	<input type="radio"/>				
I learn more and better working with realia (real/visual objects, graphs, diagrams, photos, posters, charts, images, ...)	<input type="radio"/>				
I learn more and better watching TV (soaps, films, ...)	<input type="radio"/>				
I learn more and better watching documentaries on TV	<input type="radio"/>				
I learn more and better visiting museums	<input type="radio"/>				



10. 10. Other ways I learn more and better ... (please specify which one/s)

---

---

---

---

---

11. 11. If I were a teacher, what would I do/ how would I make my students learn more and better? \*

---

---

---

---

---

12. 12. Thank you for your collaboration! This research is going to have a second phase with interviews and videos. If you are able to go on collaborating with us we would like you to write your name and contact here (email address or phone number).

---

---

---

---

---



POLISH

## Ankieta - European Erasmus + Project NESTT

Drodzy uczniowie!

Porozmawiajmy o Waszych ulubionych przedmiotach szkolnych, ulubionych miejscach, gdzie lubicie się uczyć i Waszych ulubionych zwyczajach uczenia się w szkole i poza nią.

Ta ankieta jest częścią projektu Erasmus+ zatytułowanego NESTT, który realizowany jest przez instytucje z czterech krajów: Polski, Portugalii, Belgii i Rumunii. Kwestionariusz jest anonimowy i dedykowany osobom między 10 a 16 rokiem życia. Wasze odpowiedzi są dla nas bardzo ważne; dzięki nim będziemy mogli dowiedzieć się, jak nauczyciele, trenerzy i edukatorzy powinni przygotowywać się do zajęć, poprawiać swoje metody nauczania i wpływać na Wasze umiejętności uczenia się.

Dziękujemy za udział w naszym projekcie!

Bez tytułu

Descrição (opcional)

1. Mój wiek \*

10 Lat

11 lat

12 lat

13 lat

14 lat

15 lat

16 lat

2. Moja Szkoła \*

Texto de resposta curta



3. Moja szkoła znajduje się w: \*

Mieście

Na wsi

4. Jest to: \*

Prywatna szkoła

Publiczna szkoła

Inna

5. Lubię się uczyć: (użyj skali od 1 do 4, gdzie 1 to najmniej lubiana dziedzina, a 4 - najbardziej przez Ciebie lubiana. Możesz także zaznaczyć odpowiedź „nie wiem”)

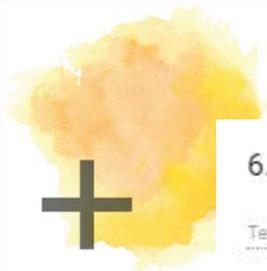
	1	2	3	4	Nie wiem
Muzyki	<input type="radio"/>				
Wychowania fizyc...	<input type="radio"/>				
Rysowania	<input type="radio"/>				
Malowania	<input type="radio"/>				
Historii	<input type="radio"/>				
Psychologii	<input type="radio"/>				
Filozofii	<input type="radio"/>				



Ekonomii	<input type="radio"/>				
Matematyki	<input type="radio"/>				
Informatyki	<input type="radio"/>				
Języka polskiego	<input type="radio"/>				
Języków obcych	<input type="radio"/>				
Biologii	<input type="radio"/>				
Geografii	<input type="radio"/>				
Fizyki	<input type="radio"/>				
Chemii	<input type="radio"/>				
Sztuki	<input type="radio"/>				
Tańca	<input type="radio"/>				
Rękodzieła i techn...	<input type="radio"/>				
Elektroniki	<input type="radio"/>				
Teatru	<input type="radio"/>				
Fotografii	<input type="radio"/>				
Wideo	<input type="radio"/>				
Radia	<input type="radio"/>				



Kina	<input type="radio"/>				
Multimediów	<input type="radio"/>				
Gotowania	<input type="radio"/>				
Ogrodnictwa	<input type="radio"/>				
Lubię się uczyć o ...	<input type="radio"/>				
Lubię się uczyć o ...	<input type="radio"/>				
Lubię się uczyć o ...	<input type="radio"/>				
Lubię się uczyć o ...	<input type="radio"/>				
Lubię się uczyć o r...	<input type="radio"/>				



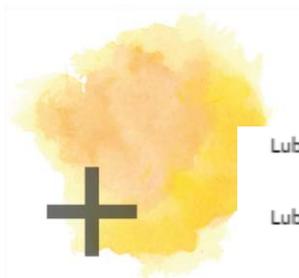
## 6. Lubię się uczyć innych przedmiotów (jakich) \*

Texto de resposta curta

---

7. Miejsca, w których uczę się najczęściej i jest to dla mnie najlepsze: (użyj skali od 1 do 4, gdzie 1 to najmniej lubiana dziedzina, a 4 - najbardziej przez Ciebie lubiana. Możesz także zaznaczyć odpowiedź „nie wiem”)

	1	2	3	4	Nie wiem
Przestrzeń miejska	<input type="radio"/>				
Ogrody i parki	<input type="radio"/>				
Centra naukowe	<input type="radio"/>				
Kluby	<input type="radio"/>				
Place zabaw i boi...	<input type="radio"/>				
Lokalne stowarzy...	<input type="radio"/>				
Klasy w szkole	<input type="radio"/>				
Boiska szkolne	<input type="radio"/>				
Biblioteka szkolna	<input type="radio"/>				
Szkolne laboratoria	<input type="radio"/>				
Stołówka	<input type="radio"/>				
Pracownia kompu...	<input type="radio"/>				



Lubię się uczyć na...	<input type="radio"/>				
Lubię się uczyć po...	<input type="radio"/>				
Dom	<input type="radio"/>				
Wieś i tereny wiej...	<input type="radio"/>				
Plaża	<input type="radio"/>				
Biblioteka publicz...	<input type="radio"/>				
Dwór	<input type="radio"/>				
Lokalny kościół	<input type="radio"/>				
Kawiarnia	<input type="radio"/>				
Biblioteka	<input type="radio"/>				
W domach u przyj...	<input type="radio"/>				
Hufce harcerskie	<input type="radio"/>				



8. Inne miejsca w których lubię się uczyć to :

Texto de resposta longa

9. Lepiej mi idzie nauka w następujących warunkach / zajęciach: (użyj skali od 1 do 4, gdzie 1 to najmniej lubiana dziedzina, a 4 - najbardziej przez Ciebie lubiana. Możesz także zaznaczyć odpowiedź „nie wiem”)

	1	2	3	4	Nie wiem
Indywidualnie	<input type="radio"/>				
Pracując w parach	<input type="radio"/>				
W grupie	<input type="radio"/>				
W całej klasie	<input type="radio"/>				
Realizując projekty	<input type="radio"/>				
Jeżdżąc na kemp... i	<input type="radio"/>				
Na koncertach	<input type="radio"/>				
Chodząc do teatru	<input type="radio"/>				
Chodząc do kina	<input type="radio"/>				
Tańcząc	<input type="radio"/>				
Wychodząc ze zn...	<input type="radio"/>				



Uprawiając sporty	<input type="radio"/>				
Wypełniając zeszy...	<input type="radio"/>				
Odrabiając pracę ...	<input type="radio"/>				
Ucząc się w terenie	<input type="radio"/>				
W ramach wolont...	<input type="radio"/>				
Podczas wyjść ze ...	<input type="radio"/>				
Czytając książki	<input type="radio"/>				
Przeglądając Inter...	<input type="radio"/>				
Podczas doświad...	<input type="radio"/>				
Wykonując prezen...	<input type="radio"/>				
Podczas kółka tea...	<input type="radio"/>				
Podróżując	<input type="radio"/>				
Słuchając muzyki	<input type="radio"/>				
Grając na komput...	<input type="radio"/>				
Pomagając rodzic...	<input type="radio"/>				
Wykonując testy s...	<input type="radio"/>				
Używając Facebo...	<input type="radio"/>				
Rysując i malując	<input type="radio"/>				
Pracując z materi...	<input type="radio"/>				
Oglądając filmy w ...	<input type="radio"/>				
Oglądając dokum...	<input type="radio"/>				
Zwiedzając muzea	<input type="radio"/>				





## Chestionar- Proiect European Erasmus+ NESTT

---

M

---

### 1. Vârsta ta: \*

- 10 ani
- 11 ani
- 12 ani
- 13 ani
- 14 ani
- 15 ani
- 16 ani

### 2. Școala ta: \*

Texto de resposta curta

---

### 3. Școala ta este situată într-o ... \*

- zonă urbană
- zonă rurală

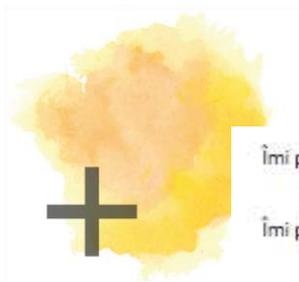
### 4. Este o școală ... \*

- publică
- privată



5. Îmi place să învăț ... (folosiți o scală de la 1 la 4 în funcție de preferințele dumneavoastră: 1- cel mai puțin important ... 4 - cel mai important, aveți de asemenea opțiunea "Nu știu") \*

	1	2	3	4	Nu știu
Îmi place să învăț ...	<input type="radio"/>				
Îmi place Educația...	<input type="radio"/>				
Îmi plac Artele pla...	<input type="radio"/>				
Îmi place Pictura	<input type="radio"/>				
Îmi place să învăț ...	<input type="radio"/>				
Îmi place să învăț ...	<input type="radio"/>				
Îmi place să învăț ...	<input type="radio"/>				
Îmi place să învăț ...	<input type="radio"/>				
Îmi place să învăț ...	<input type="radio"/>				
Îmi place să învăț ...	<input type="radio"/>				
Îmi place să învăț ...	<input type="radio"/>				
Îmi place să învăț ...	<input type="radio"/>				
Îmi place să învăț ...	<input type="radio"/>				
Îmi place să învăț ...	<input type="radio"/>				
Îmi place să învăț ...	<input type="radio"/>				
Îmi place să învăț ...	<input type="radio"/>				



Îmi place să învăț ...	<input type="radio"/>				
Îmi place să învăț ...	<input type="radio"/>				
Îmi place să învăț ...	<input type="radio"/>				
Îmi place să învăț ...	<input type="radio"/>				
Îmi place să învăț ...	<input type="radio"/>				
Îmi place să învăț ...	<input type="radio"/>				
Îmi place să învăț ...	<input type="radio"/>				
Îmi place să învăț ...	<input type="radio"/>				
Îmi place să învăț ...	<input type="radio"/>				
Îmi place să învăț ...	<input type="radio"/>				
Îmi place să învăț ...	<input type="radio"/>				
Îmi place să învăț ...	<input type="radio"/>				
Îmi place să învăț ...	<input type="radio"/>				
Îmi place să învăț ...	<input type="radio"/>				
Îmi place să învăț ...	<input type="radio"/>				
Îmi place să învăț ...	<input type="radio"/>				



6. Îmi place să învăț la alte discipline (vă rugăm să specificați la care )

Texto de respoata curta

7. Învăț mai mult și mai bine ... (folosiți o scală de la 1 la 4 în funcție de preferințele dumneavoastră: 1- cel mai puțin important ... 4 - cel mai important, de asemenea, aveți opțiunea "Nu știu")

	1	2	3	4	Nu știu
pe străzile din ora...	<input type="radio"/>				
în grădini publice ...	<input type="radio"/>				
în centre de studiu	<input type="radio"/>				
în cluburile de la ș...	<input type="radio"/>				
în locuri de joacă ...	<input type="radio"/>				
în asociații sau in...	<input type="radio"/>				
în sala de clasă, la...	<input type="radio"/>				
în locul de joacă d...	<input type="radio"/>				
în biblioteca școlii	<input type="radio"/>				
în laboratoarele ș...	<input type="radio"/>				
în barul școlar	<input type="radio"/>				
în sala cu calculat...	<input type="radio"/>				
acasă	<input type="radio"/>				
într-o bibliotecă p...	<input type="radio"/>				
în natură	<input type="radio"/>				
într-o biserică loc...	<input type="radio"/>				
la cafenea	<input type="radio"/>				
la casa prietenului...	<input type="radio"/>				
în Asociația Cerce...	<input type="radio"/>				



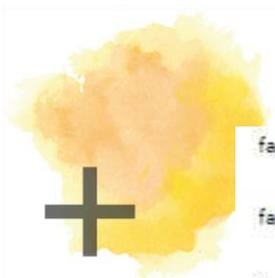
## 8. Învăț mai bine în altă parte ... (vă rugăm să specificați unde)

Texto de respoata curta:

---

## 9. Cum învăț mai mult și mai bine ... (folosiți o scală de la 1 la 4 în funcție de preferințele dumneavoastră: 1- cel mai puțin important ... 4 - cel mai important, de asemenea, aveți opțiunea "Nu știu")

	1	2	3	4	Nu știu
lucrând individual	<input type="radio"/>				
lucrând în perechi	<input type="radio"/>				
lucrând în grupuri	<input type="radio"/>				
cu clasa întreagă	<input type="radio"/>				
lucrând în proiecte	<input type="radio"/>				
mergând la câmpii...	<input type="radio"/>				
când merg la con...	<input type="radio"/>				
când merg la teatru	<input type="radio"/>				
când merg la cine...	<input type="radio"/>				
când merg la dans	<input type="radio"/>				
când ies cu priete...	<input type="radio"/>				
fac sport	<input type="radio"/>				
fac exerciții din cu...	<input type="radio"/>				
fac temele	<input type="radio"/>				



fac munca de teren	<input type="radio"/>				
fac muncă volunt...	<input type="radio"/>				
fac vizite de studi...	<input type="radio"/>				
citind cărți (poves...	<input type="radio"/>				
citind/căutând inf...	<input type="radio"/>				
când fac experim...	<input type="radio"/>				
când fac o prezen...	<input type="radio"/>				
interpretând (pies...	<input type="radio"/>				
când călătoresc	<input type="radio"/>				
ascultând muzică	<input type="radio"/>				
când joc jocuri vid...	<input type="radio"/>				
ajutându-mi părint...	<input type="radio"/>				
fac teste de evalu...	<input type="radio"/>				
folosind Faceboo...	<input type="radio"/>				
desenez/pictez	<input type="radio"/>				
luorez cu Realia ( ...	<input type="radio"/>				
ma uit la TV (seria...	<input type="radio"/>				
vizionez documen...	<input type="radio"/>				
vizitez muzee	<input type="radio"/>				



10. Alte modalități prin care învăț mai mult și mai bine ... (vă rugăm să specificați care)

Texto de resposta longa

---

11. Dacă ai fi profesor, ce ai face / cum ți-ai face elevii să învețe mai mult și mai bine? \*

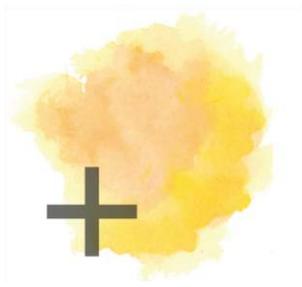
Texto de resposta longa

---

12. Vă mulțumim pentru colaborare! Acest studiu va avea o a doua fază, cu interviuri și înregistrări video. Dacă aveți posibilitatea de a continua colaborarea cu noi ne-am dori să scrieți numele și metoda contact aici (adresa de e-mail sau un număr de telefon).

Texto de resposta curta

---



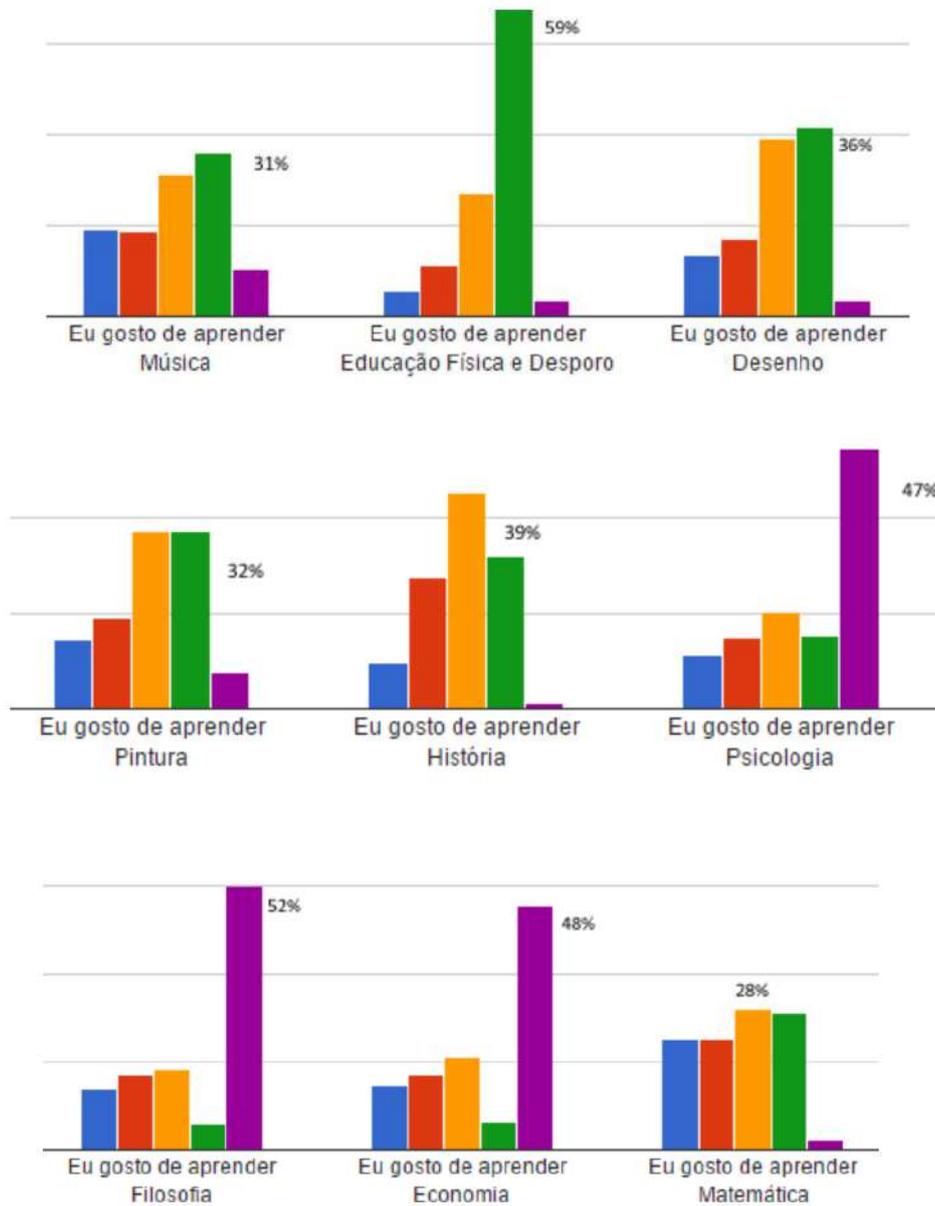
## APPENDIX 2

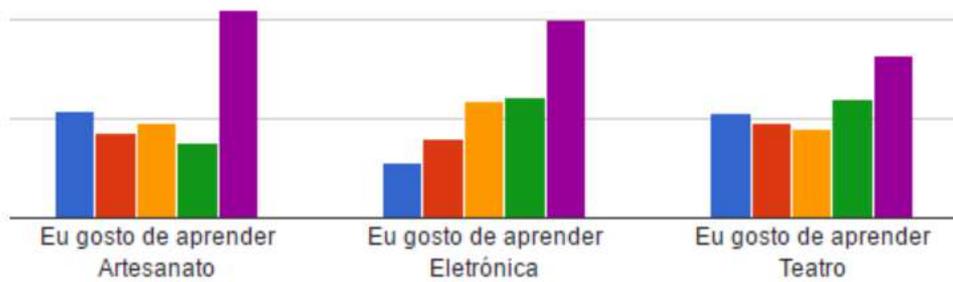
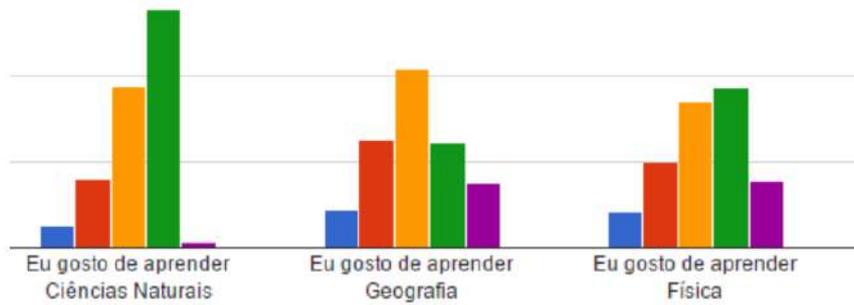
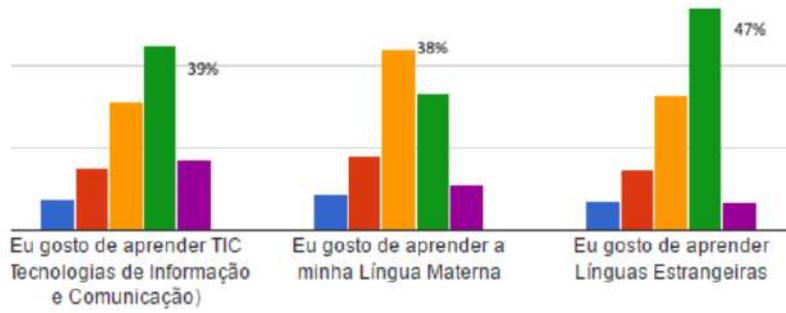
### DATA PROCESSING PROCEDURES

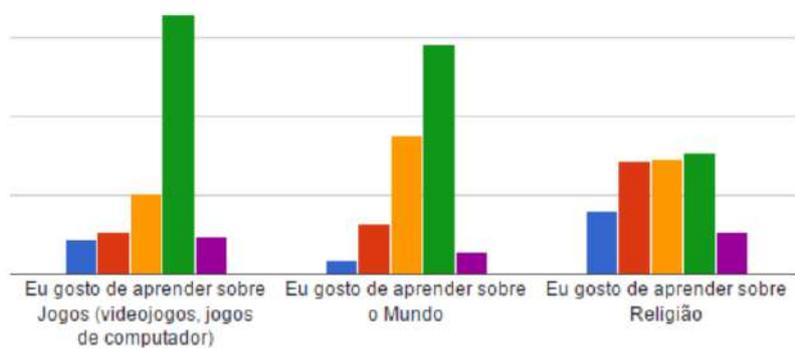
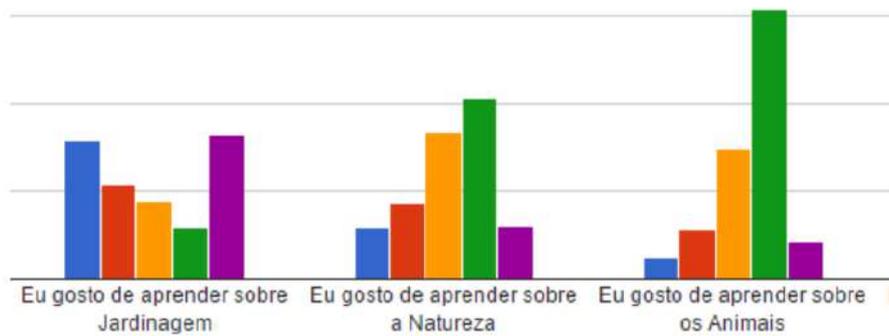
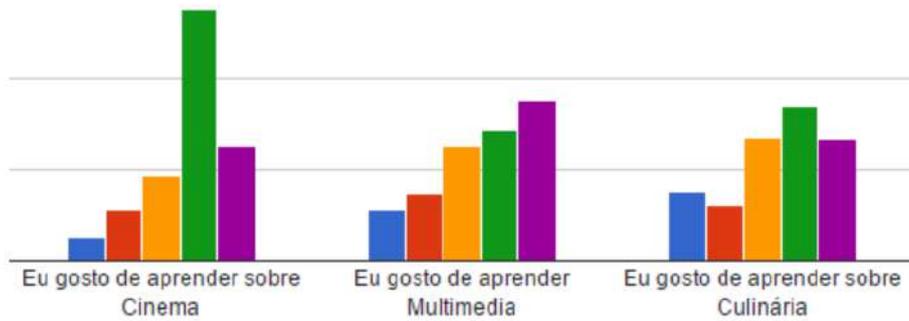
# Portugal – Escolas Francisco Sanches e Maximinos

## What they learn....

Escala:



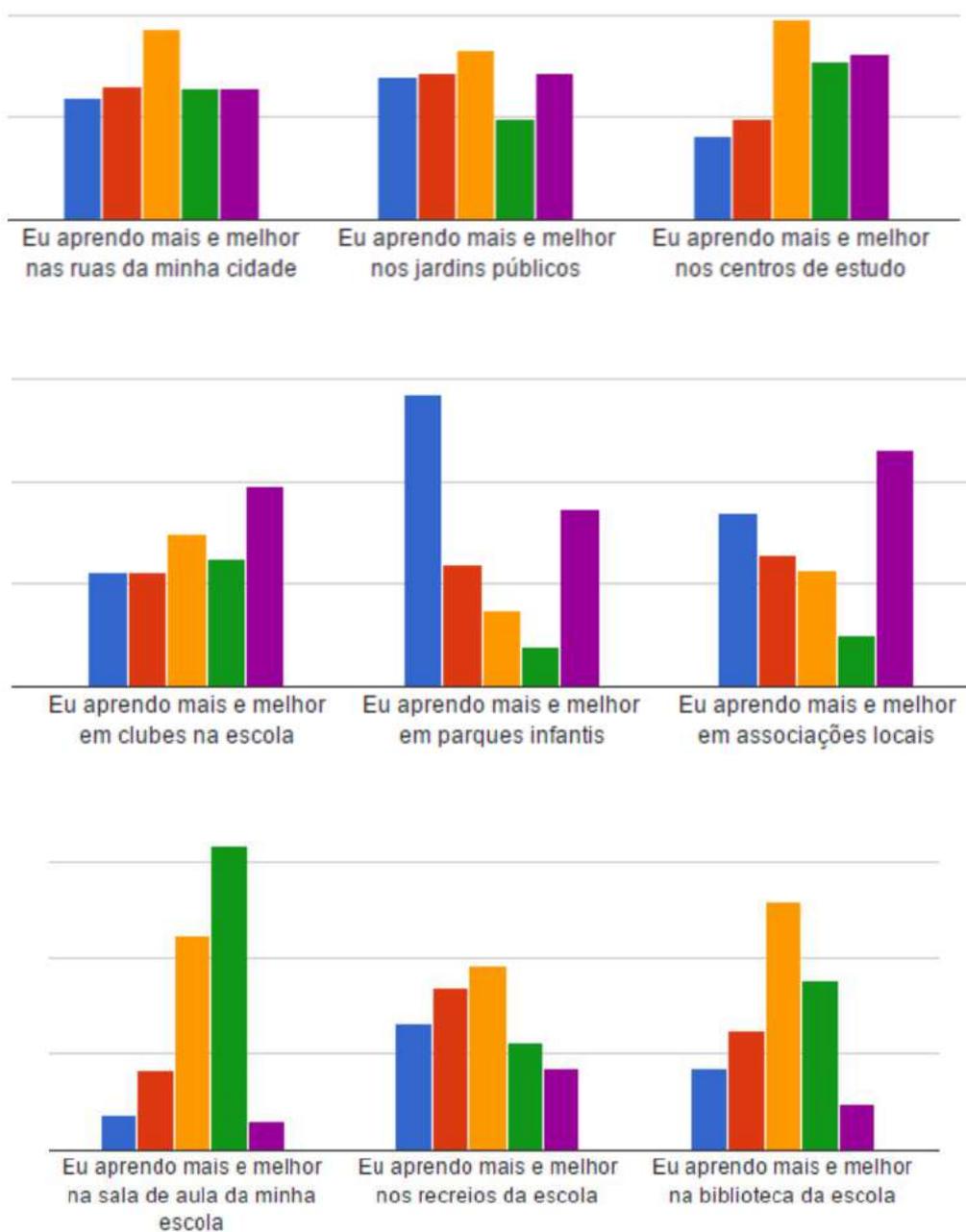


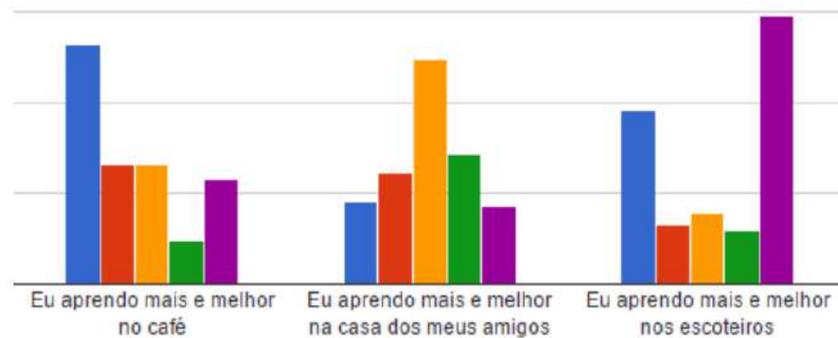
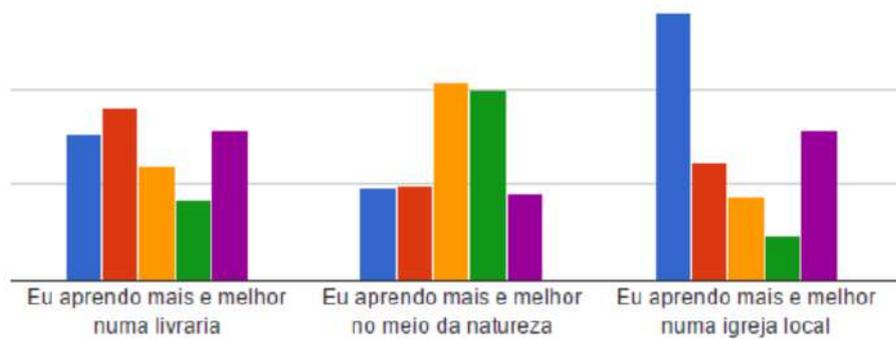
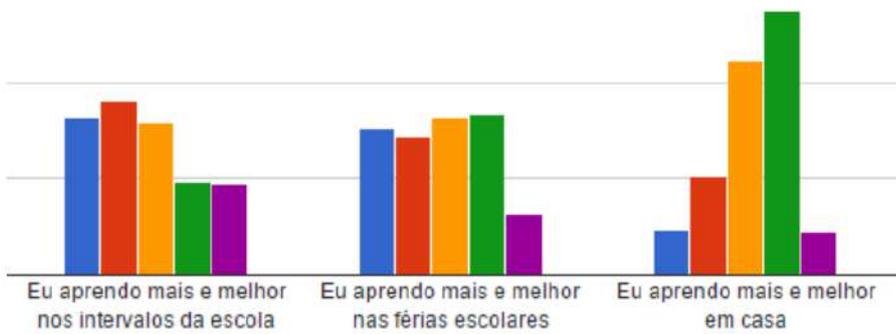


## Where they learn...



1 2 3 4 Não sei

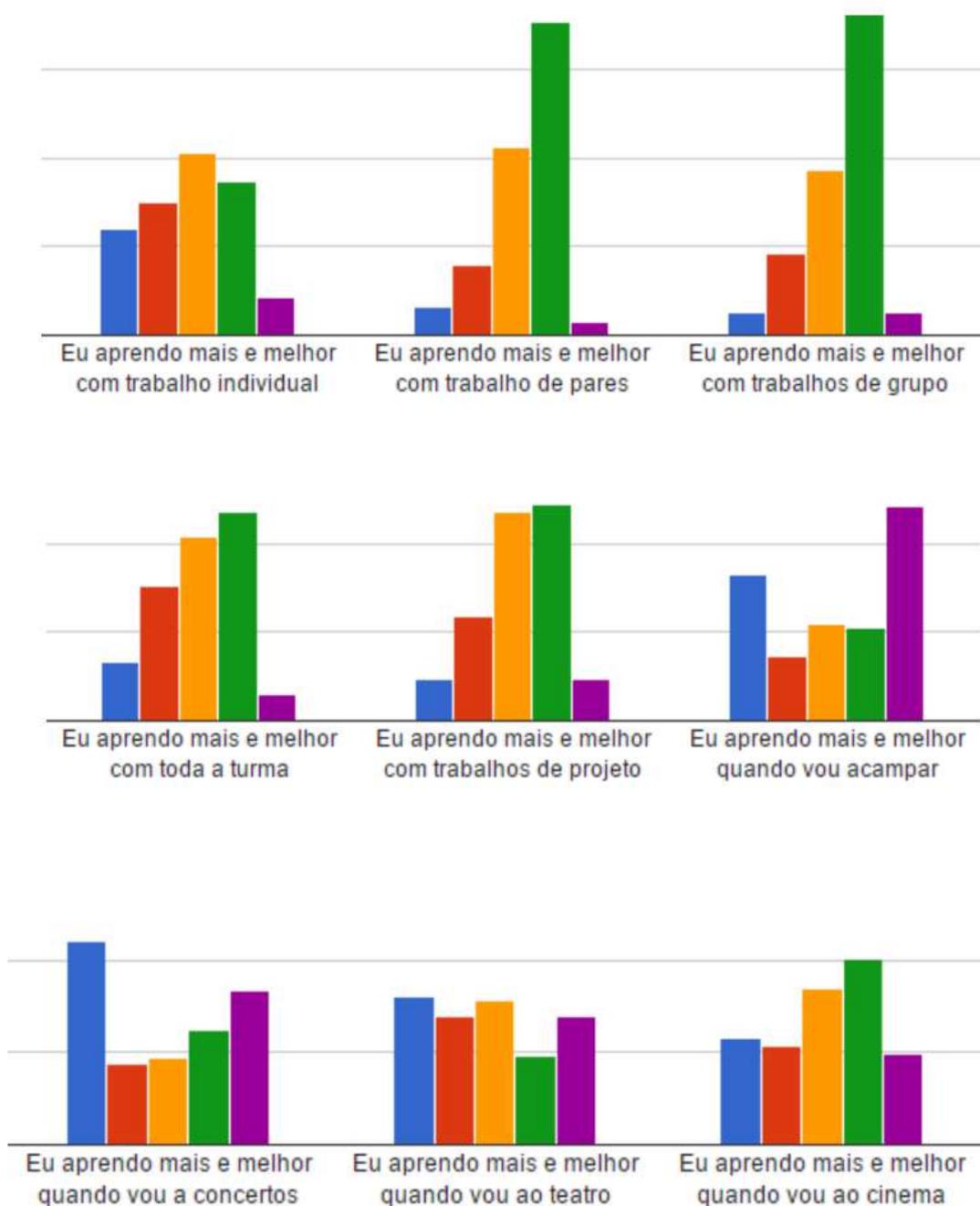


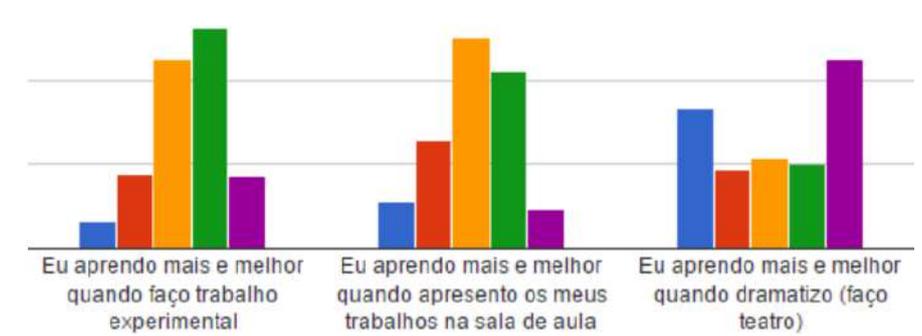
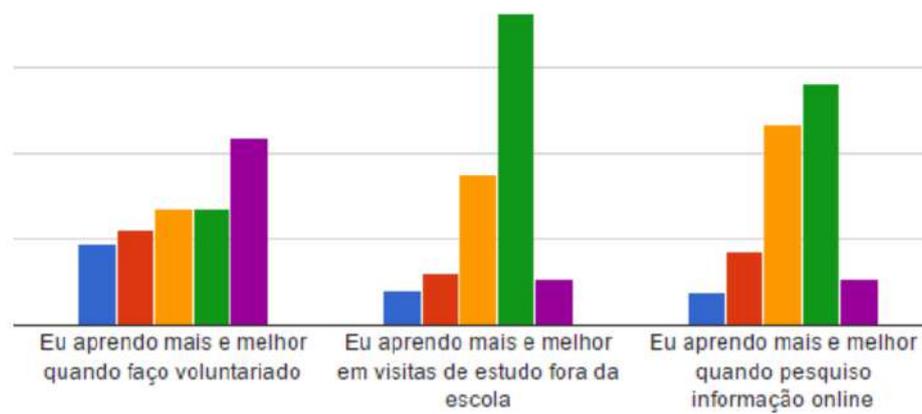


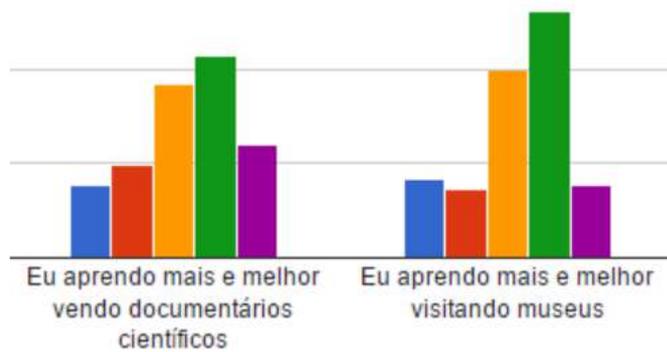
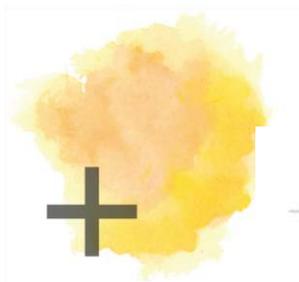
## How they learn....



1 2 3 4 Não sei

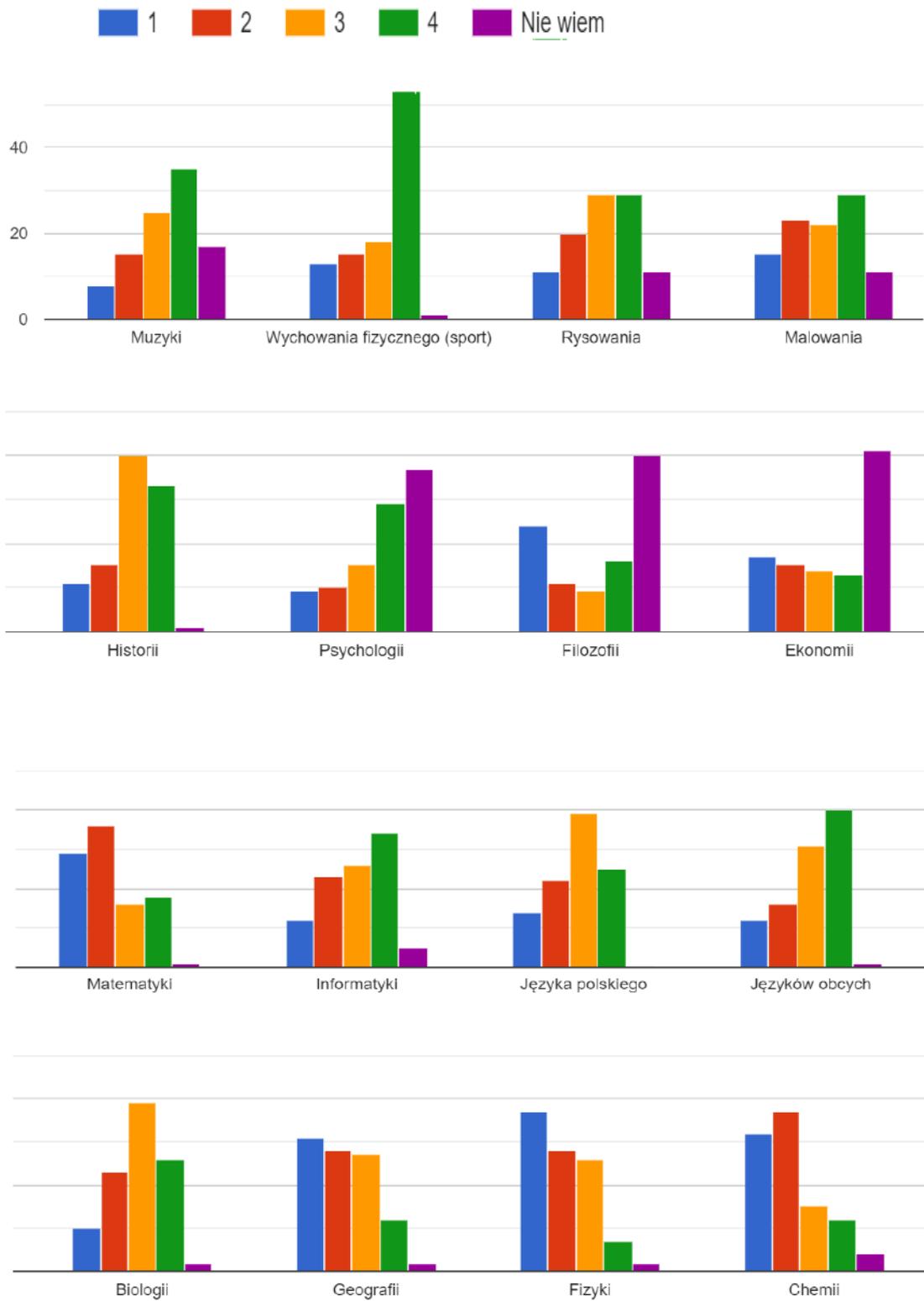


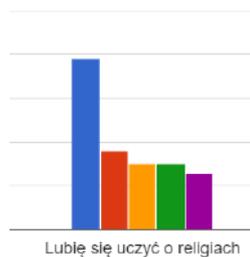
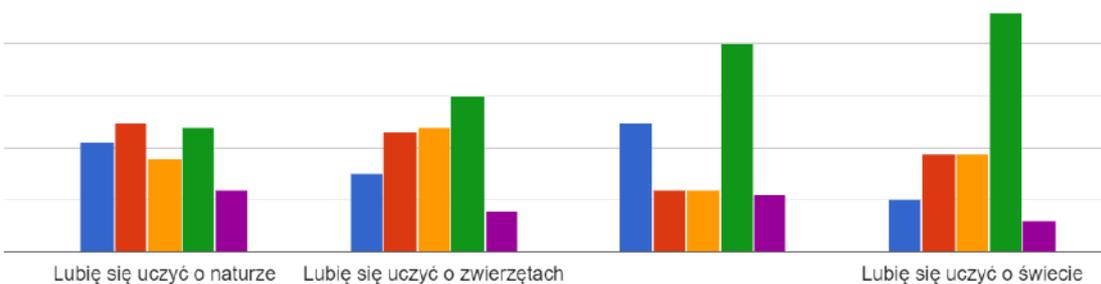
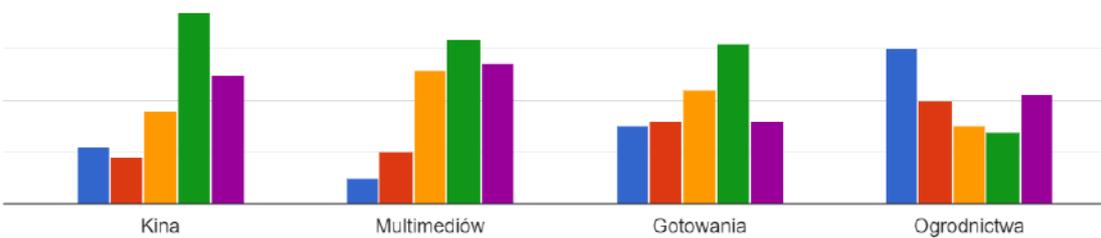
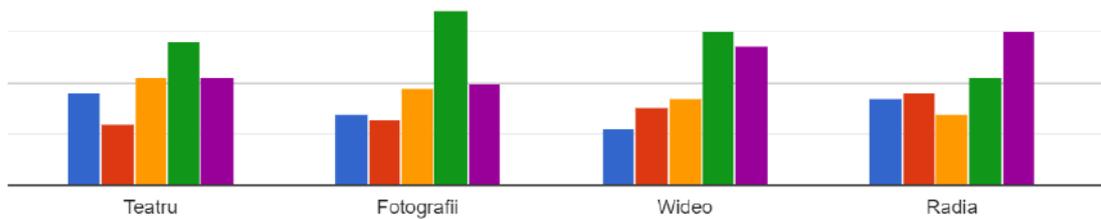
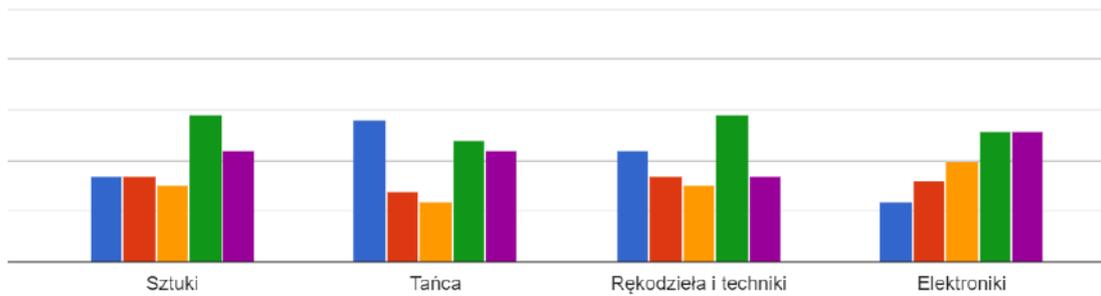
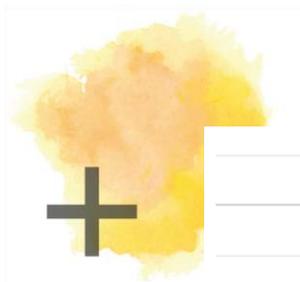




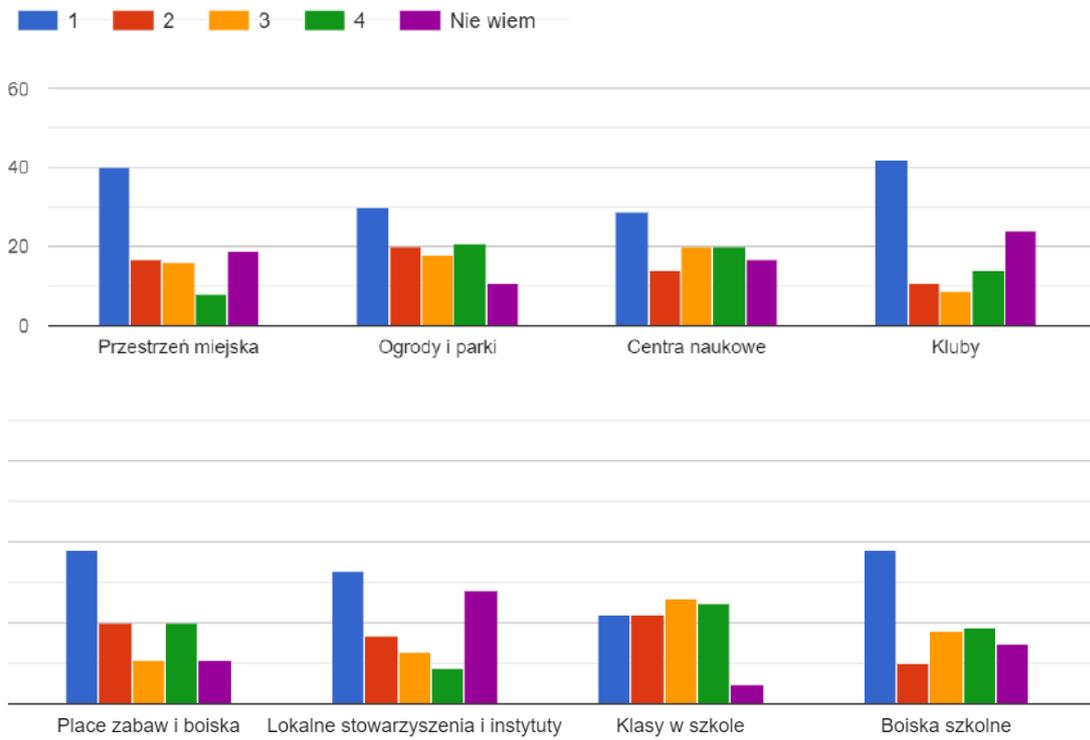
# Poland

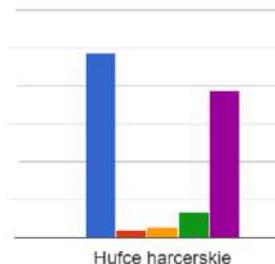
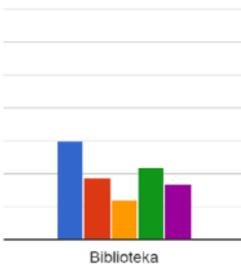
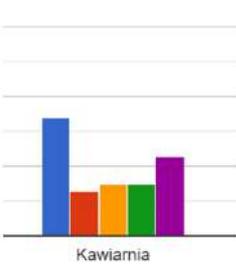
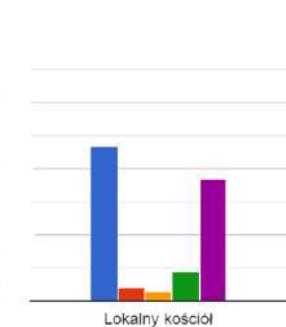
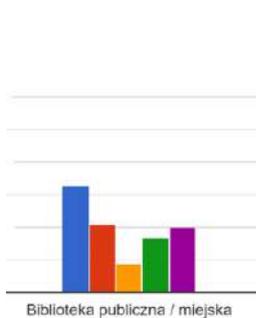
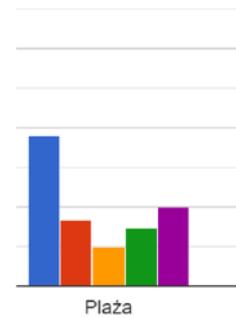
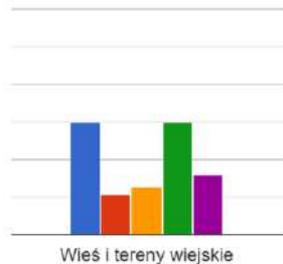
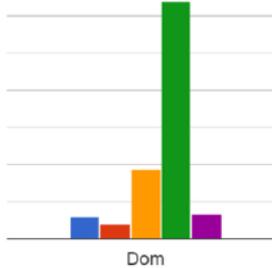
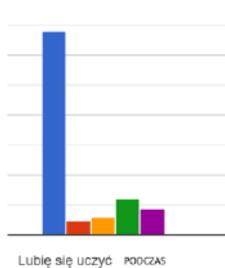
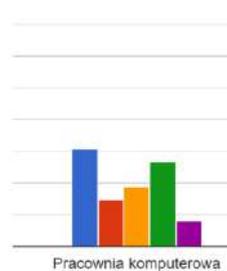
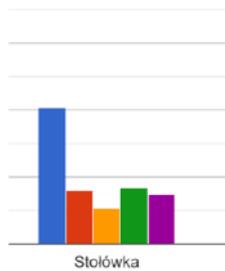
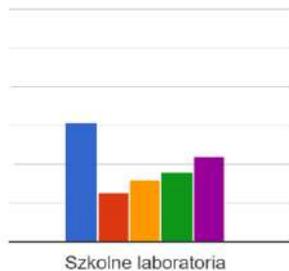
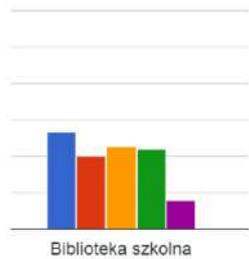
## What I like to learn...





## Where I learn more and better...

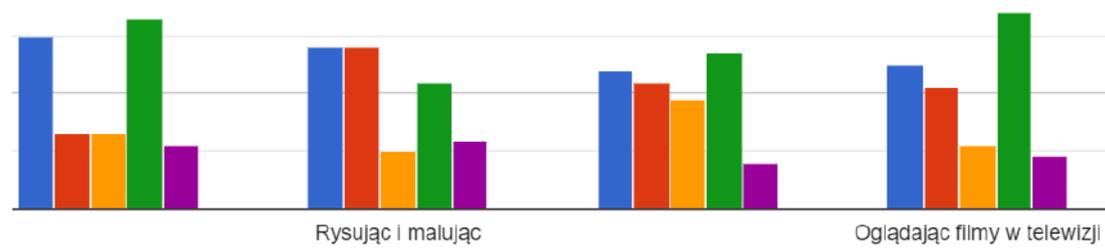
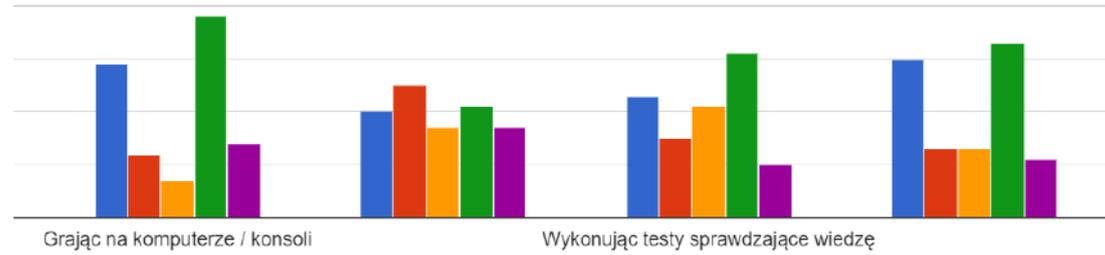
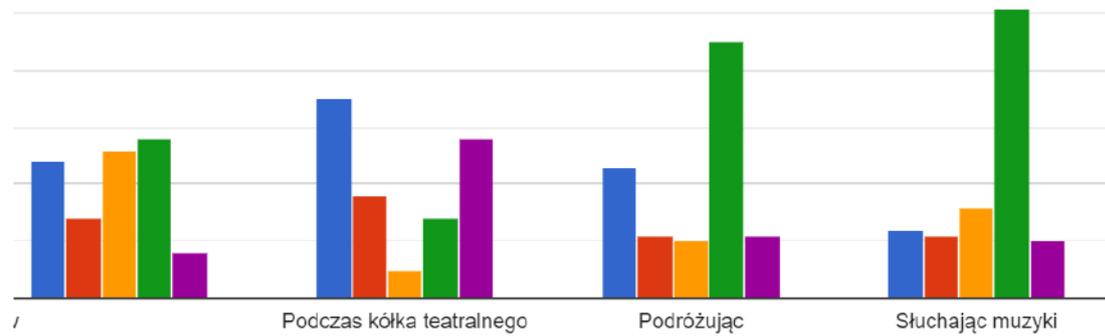
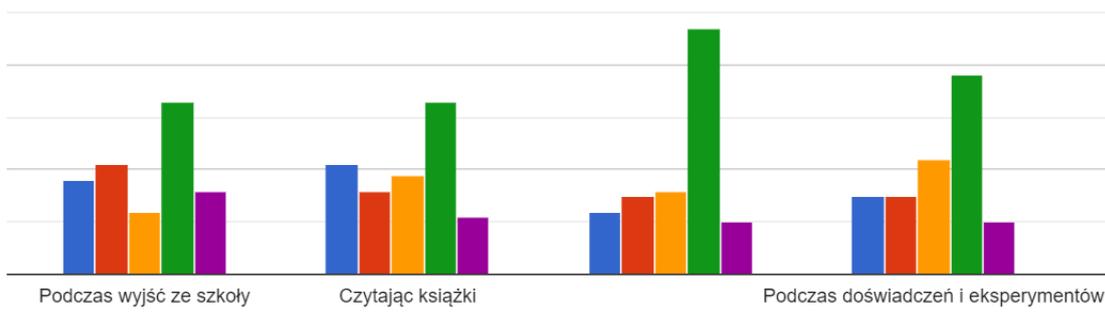
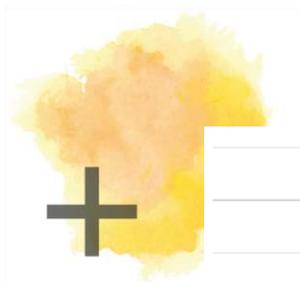


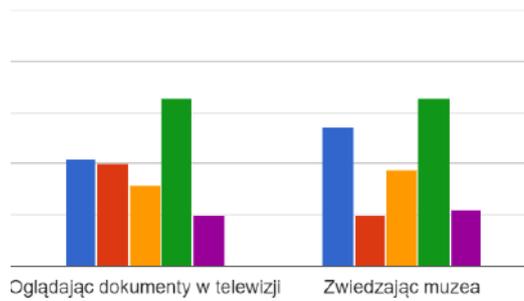


## How I learn more and better...

1 2 3 4 Nie wiem



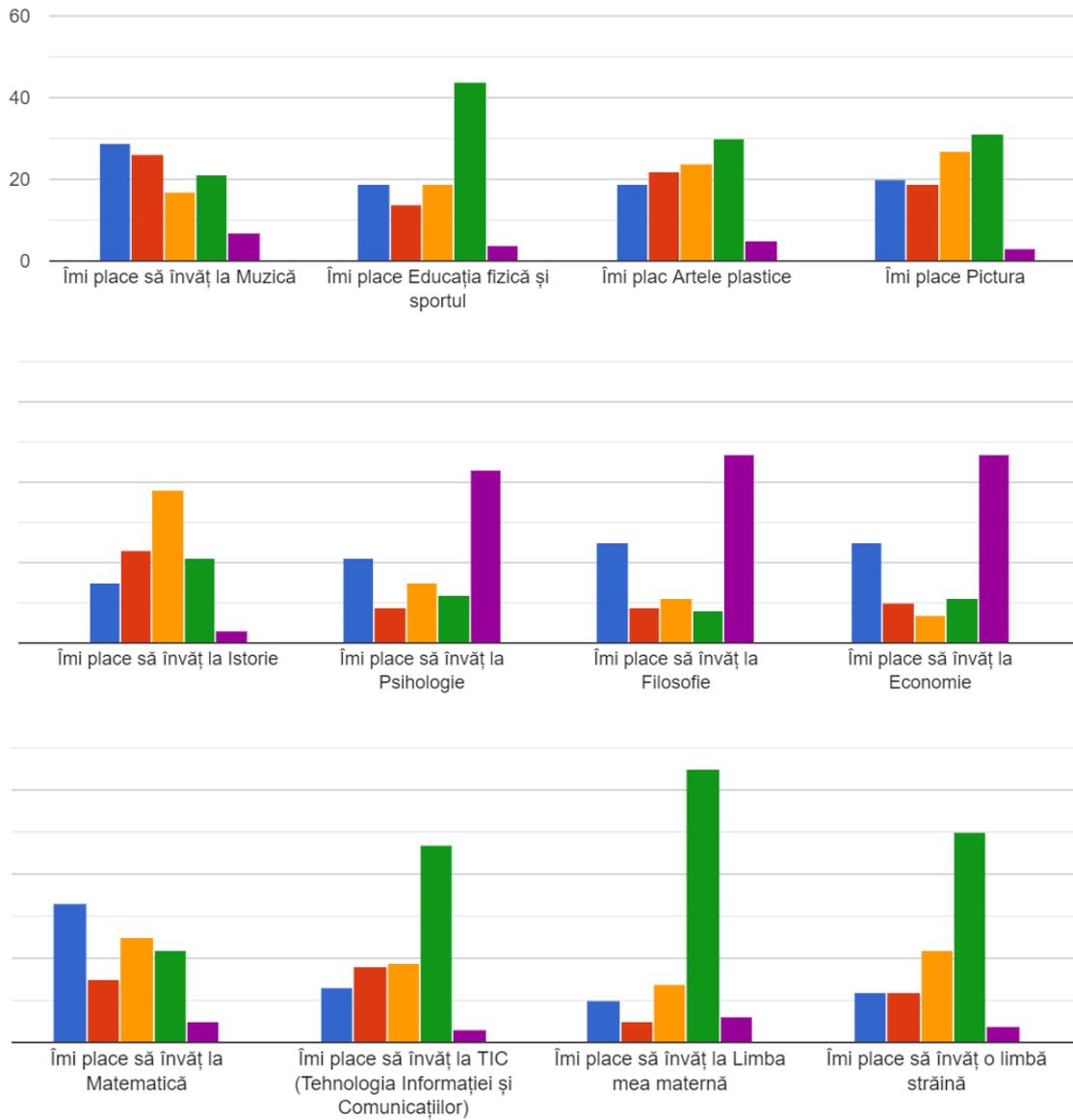


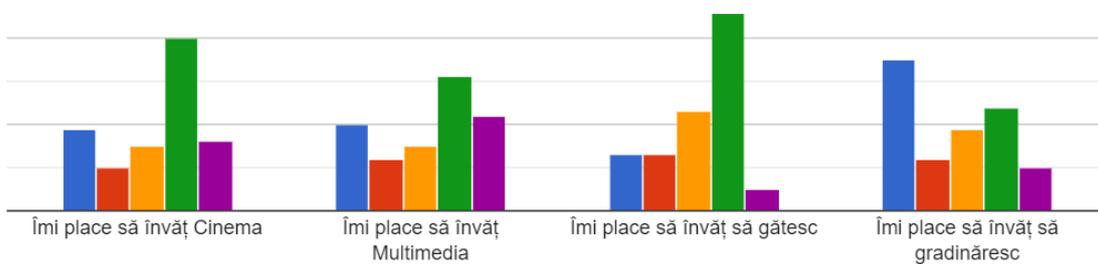
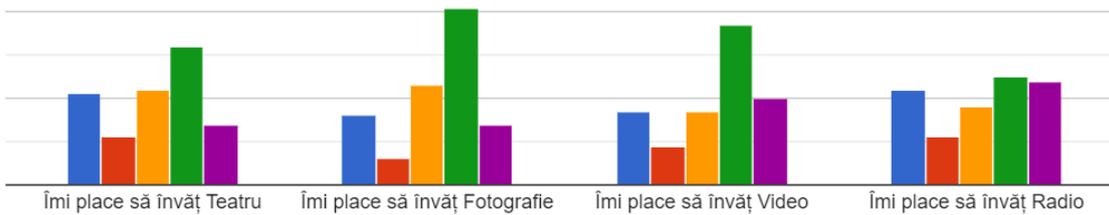
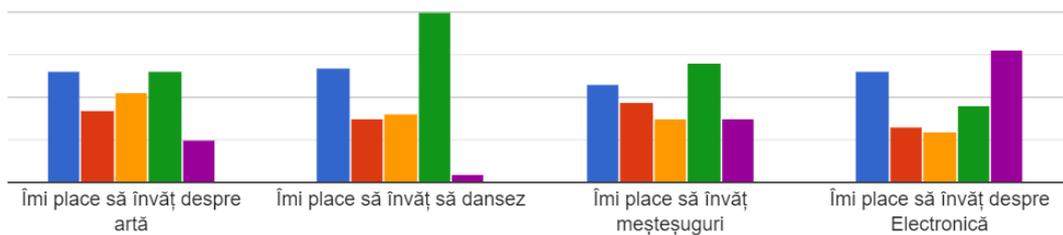
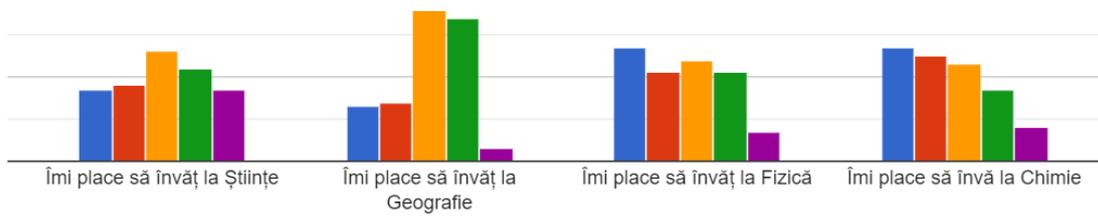


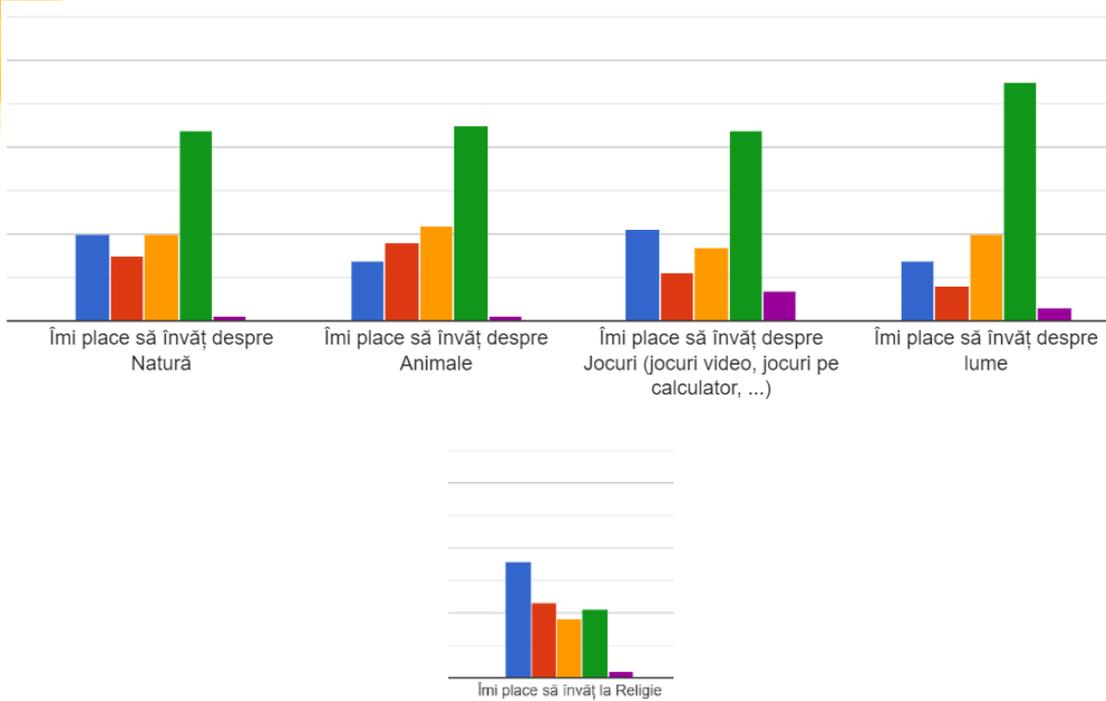
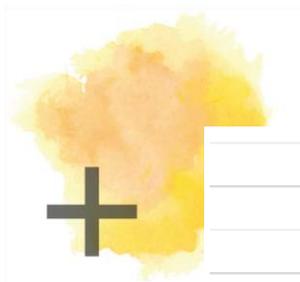
# Romania

## What do I like to learn...

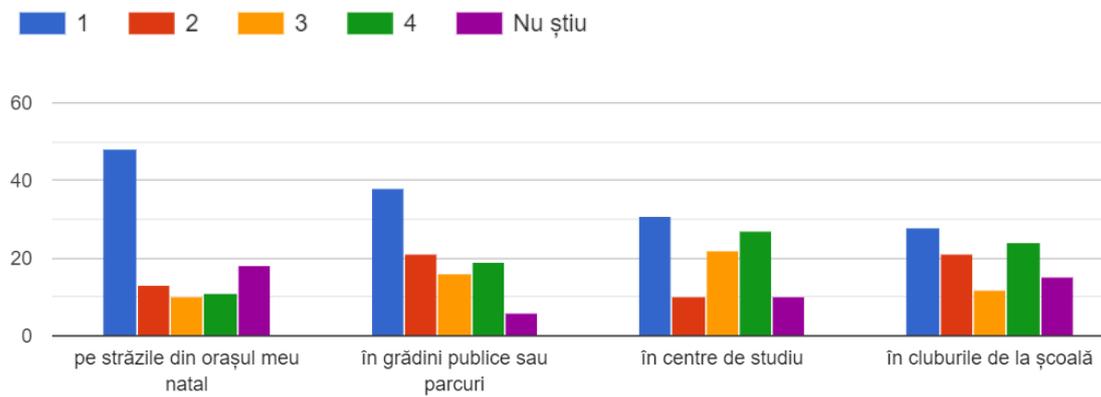
1 2 3 4 Nu știu

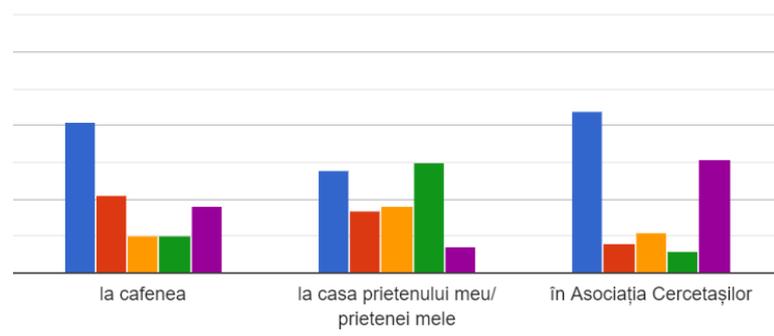
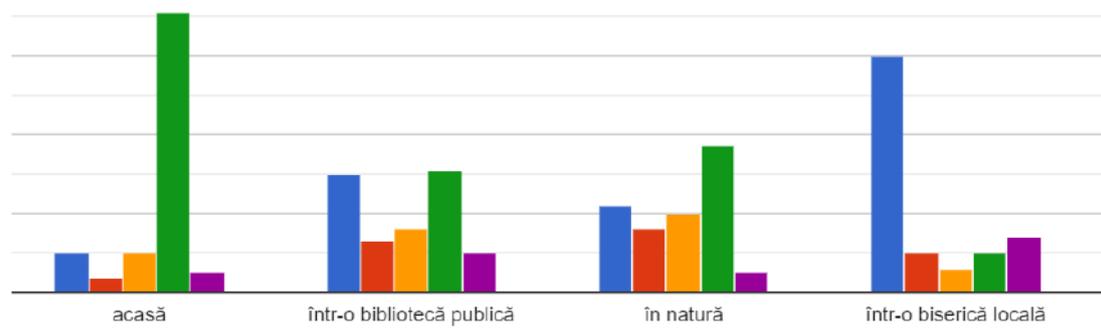
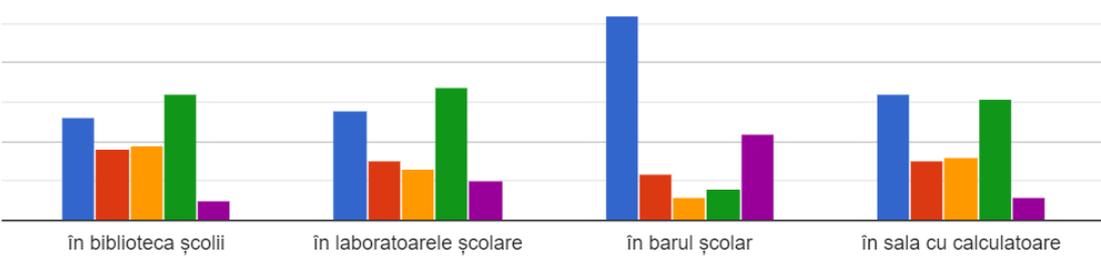
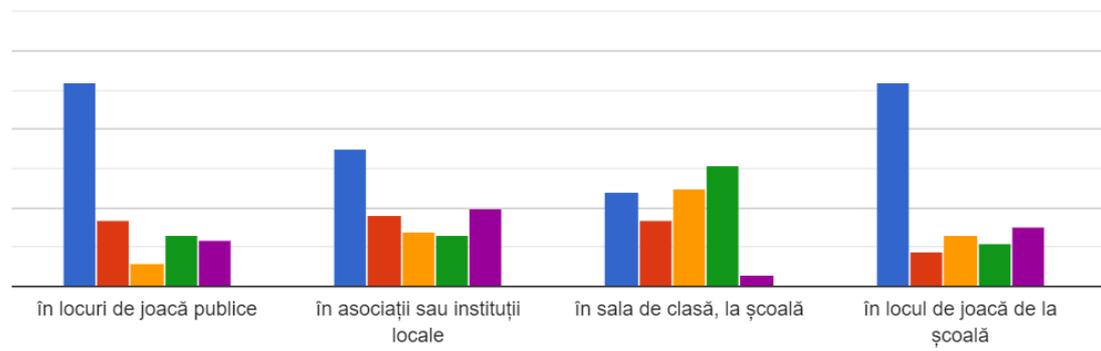






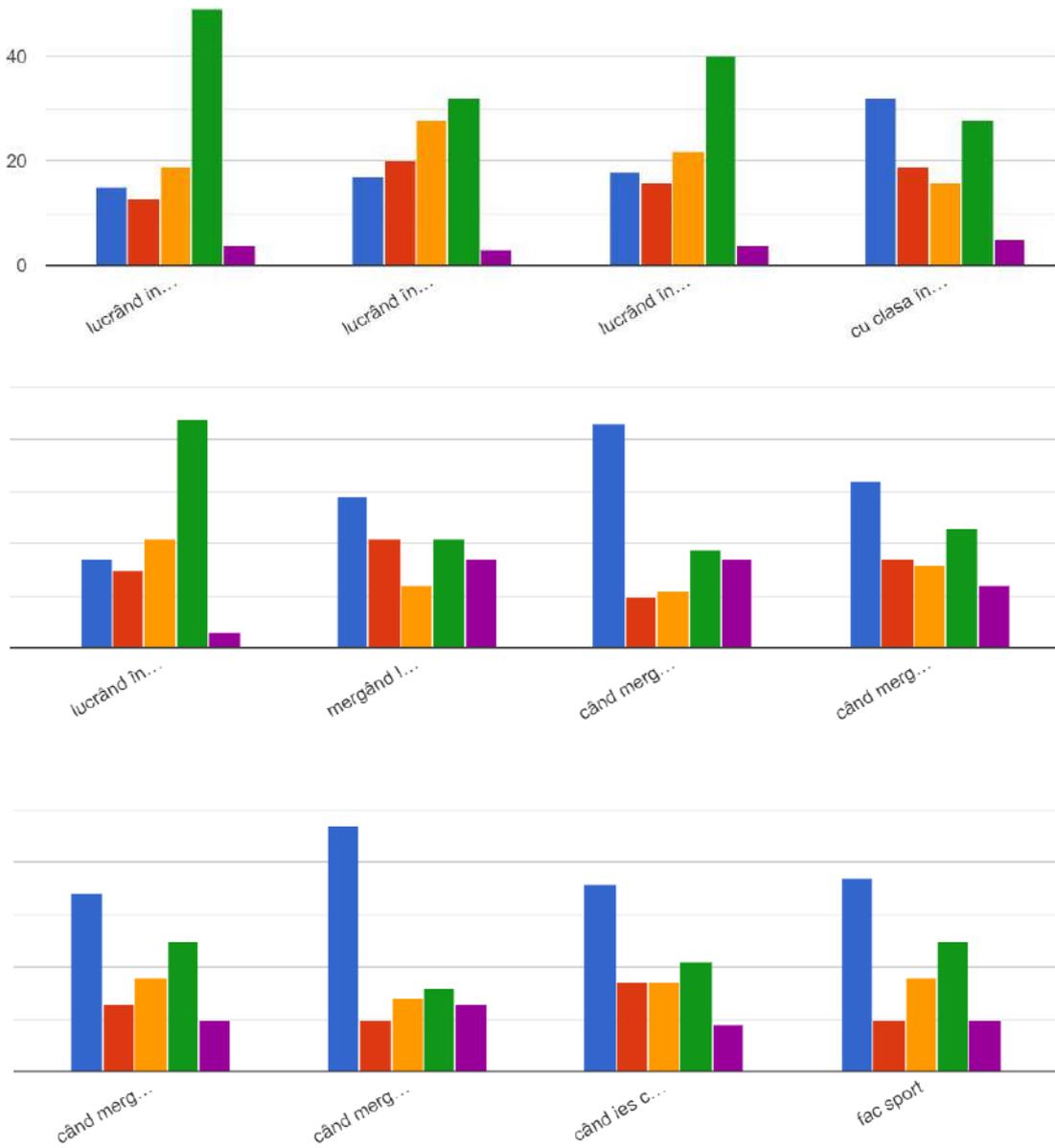
### Where I learn more and better...

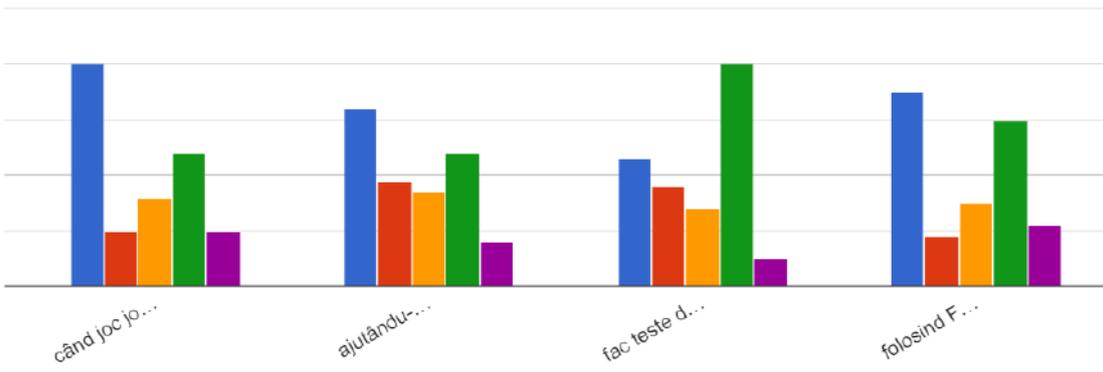
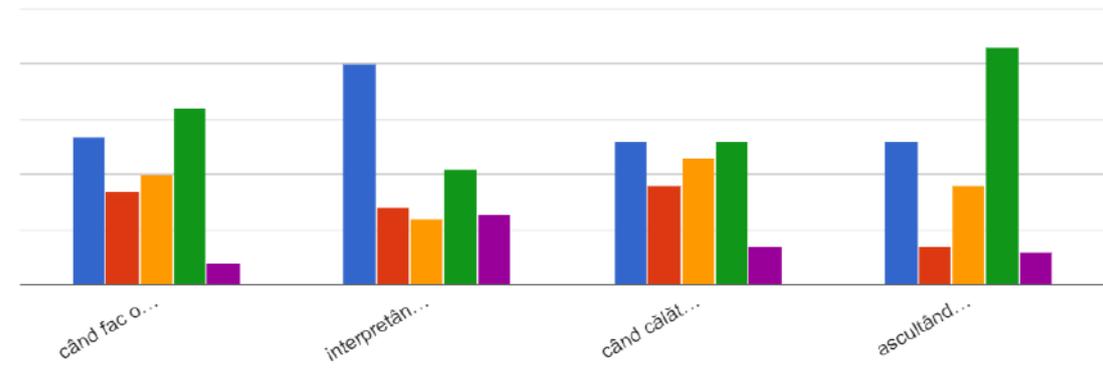
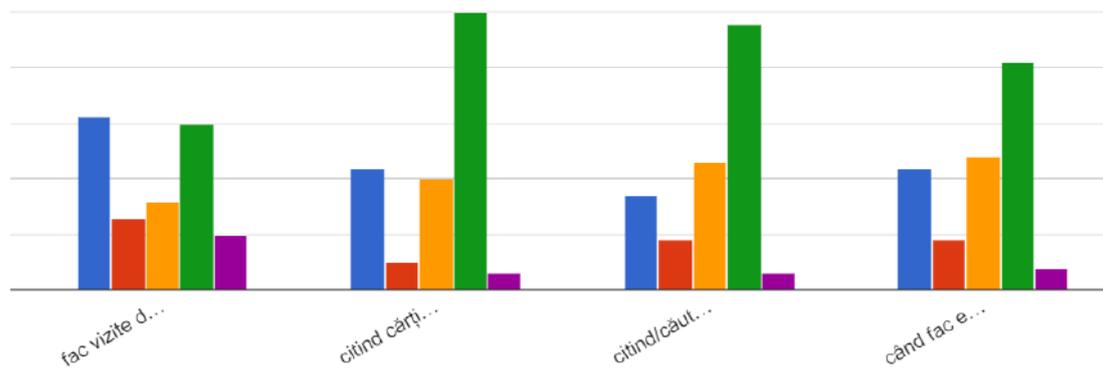
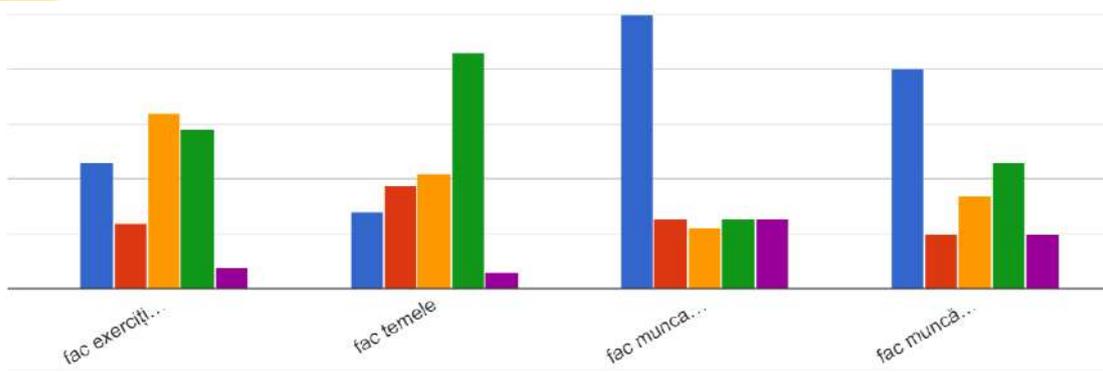
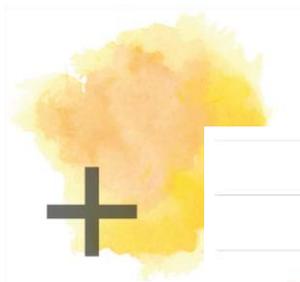


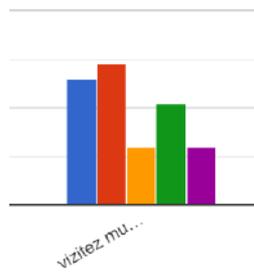
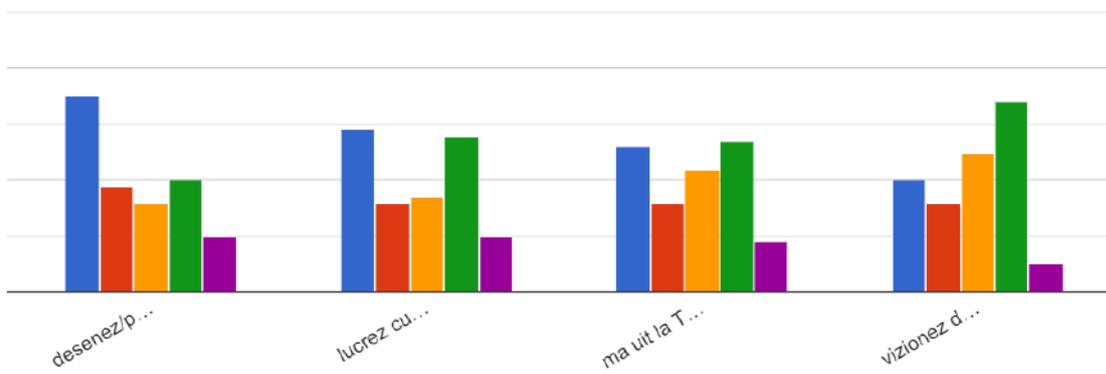


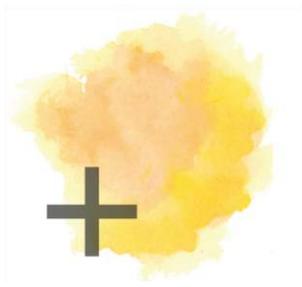
## How I like to learn more and better

1 2 3 4 Nu știu









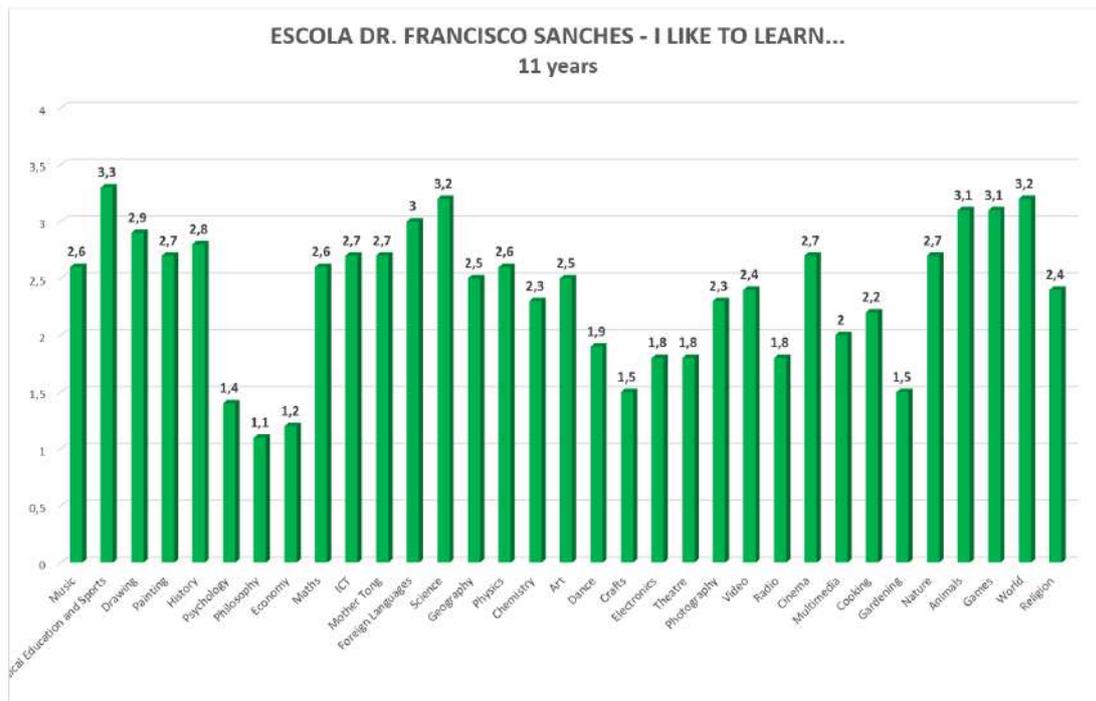
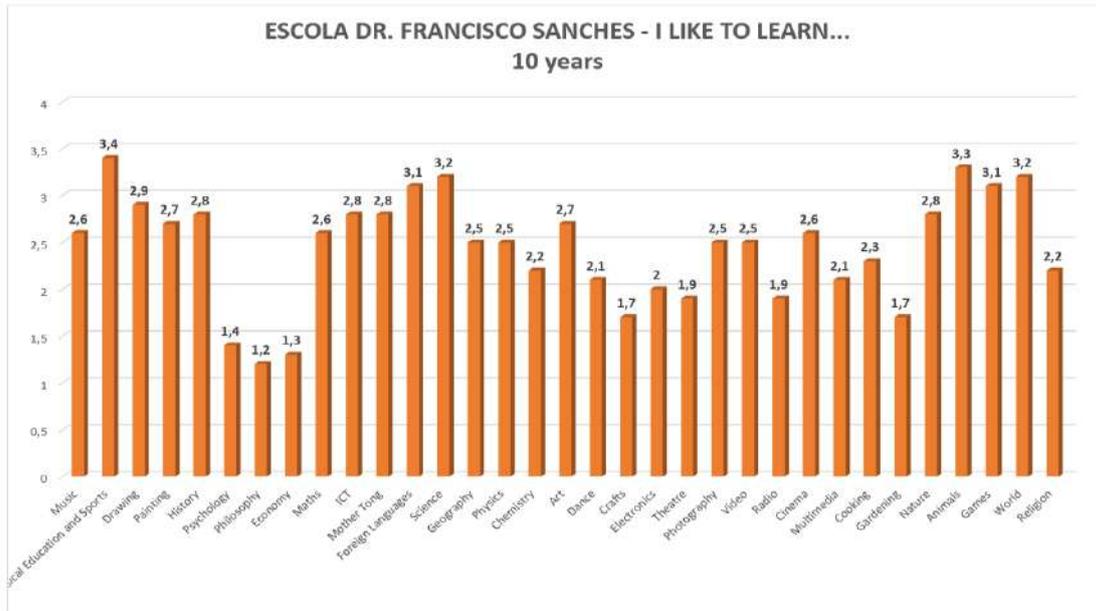
## APPENDIX 3

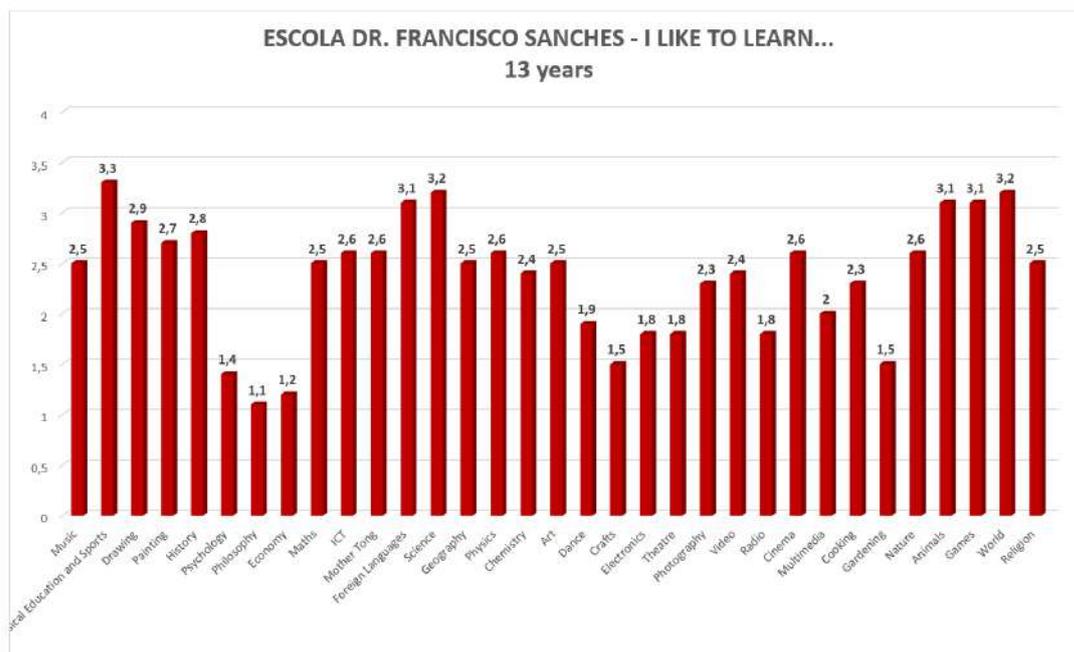
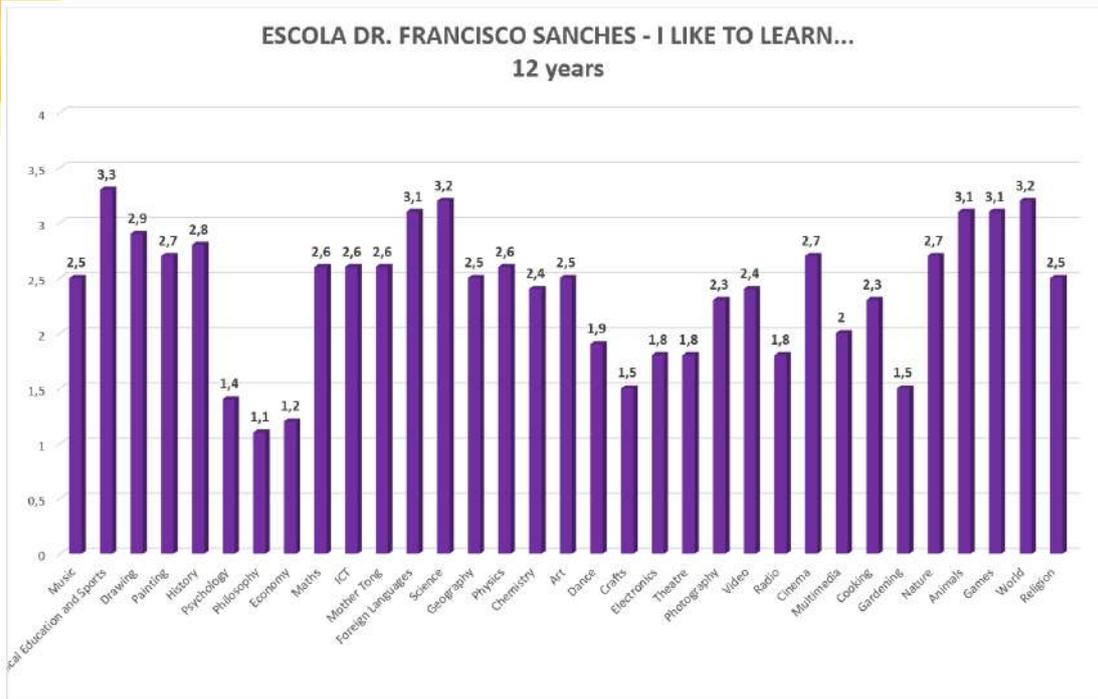
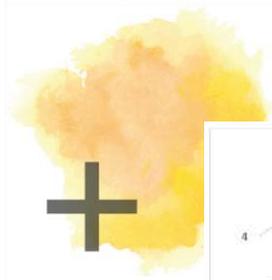
### GRAPHS PRESENTING DATA ACCORDING STUDENTS' AGE

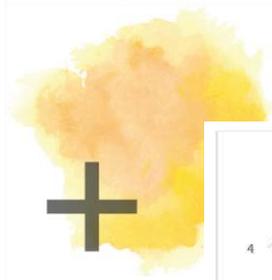
**Analysis axis: WHAT?**

**Portugal – Francisco Sanches School**

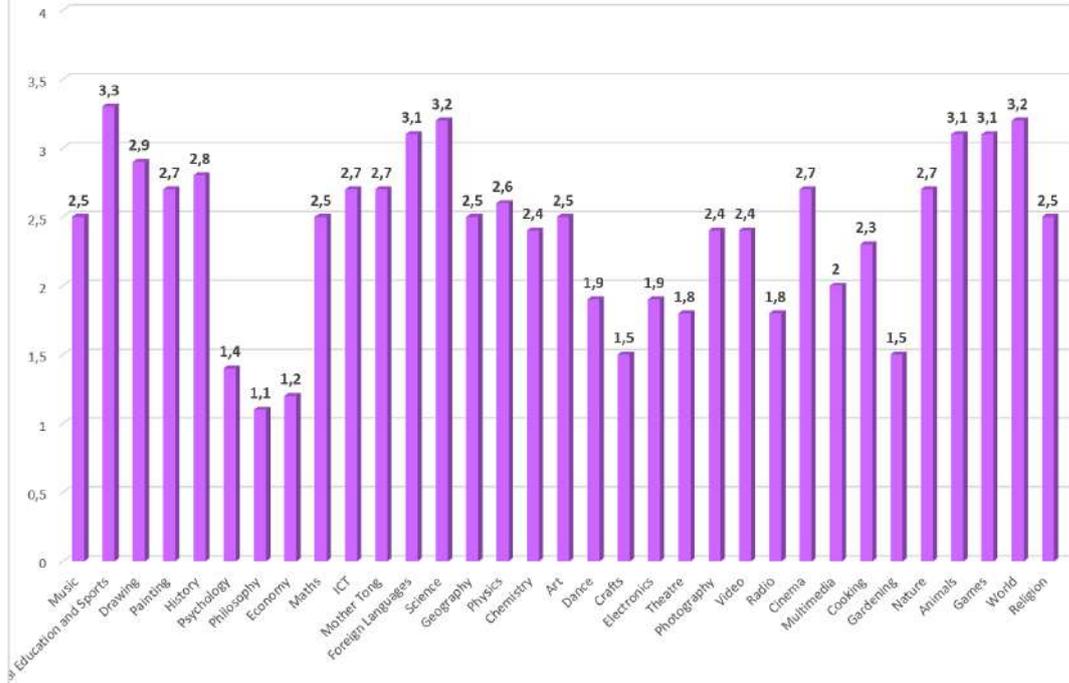
**Graphs by age (What)**



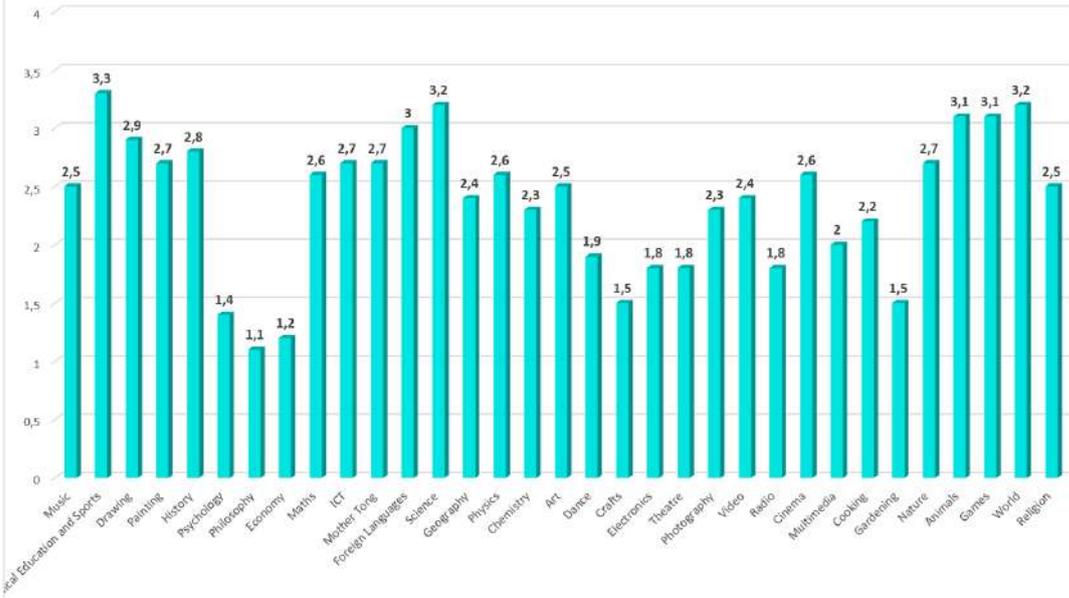


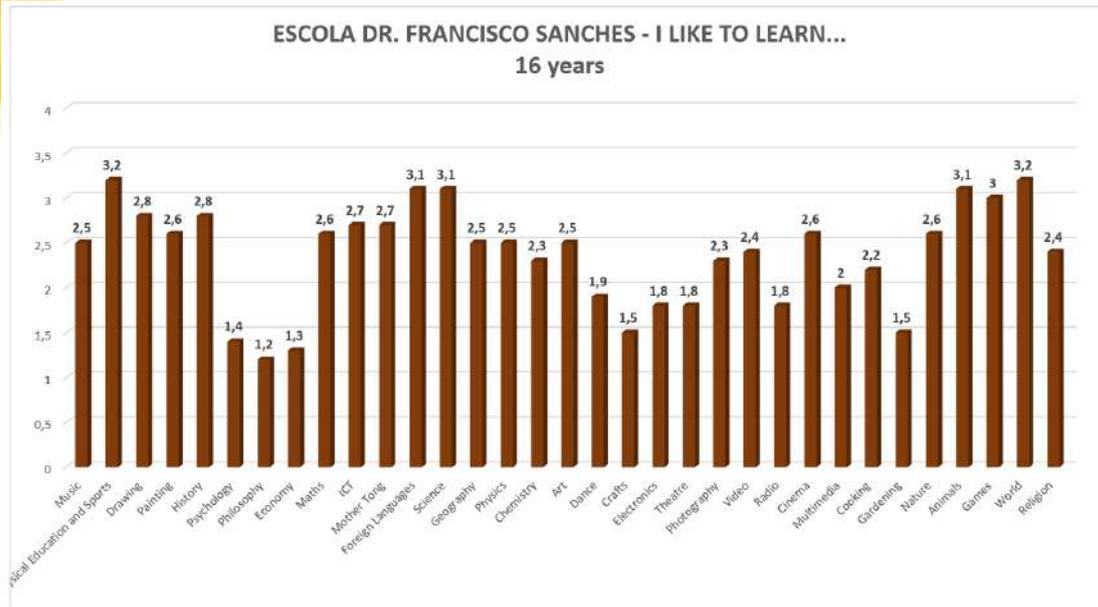
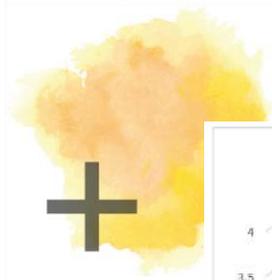


ESCOLA DR. FRANCISCO SANCHES - I LIKE TO LEARN...  
14 years

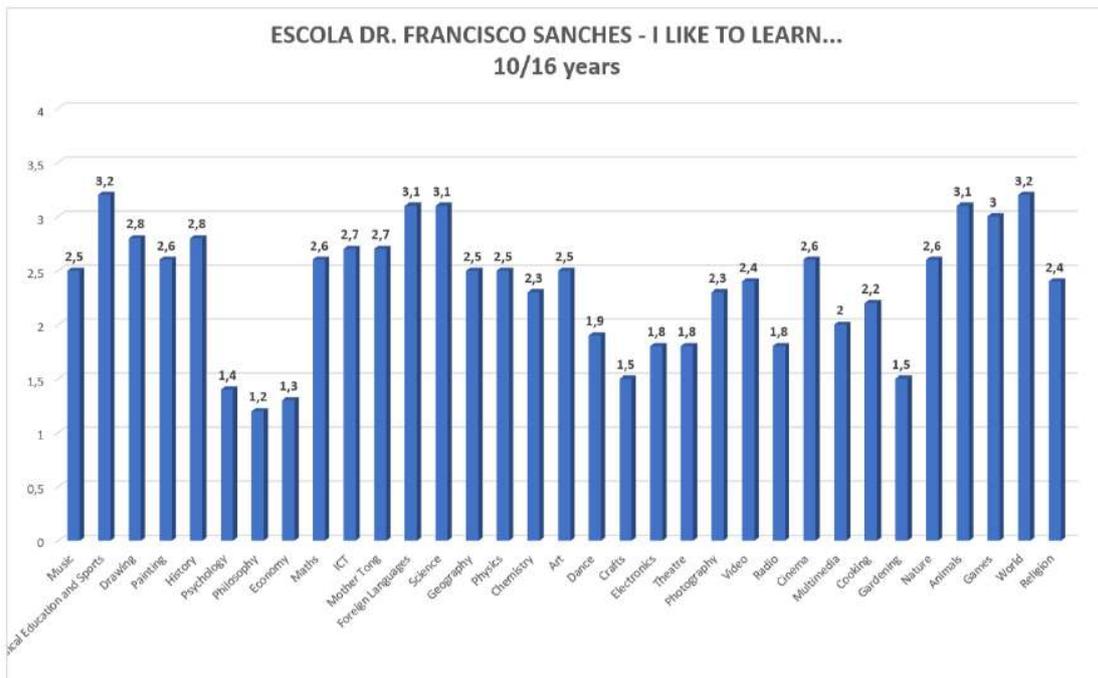


ESCOLA DR. FRANCISCO SANCHES - I LIKE TO LEARN...  
15 years



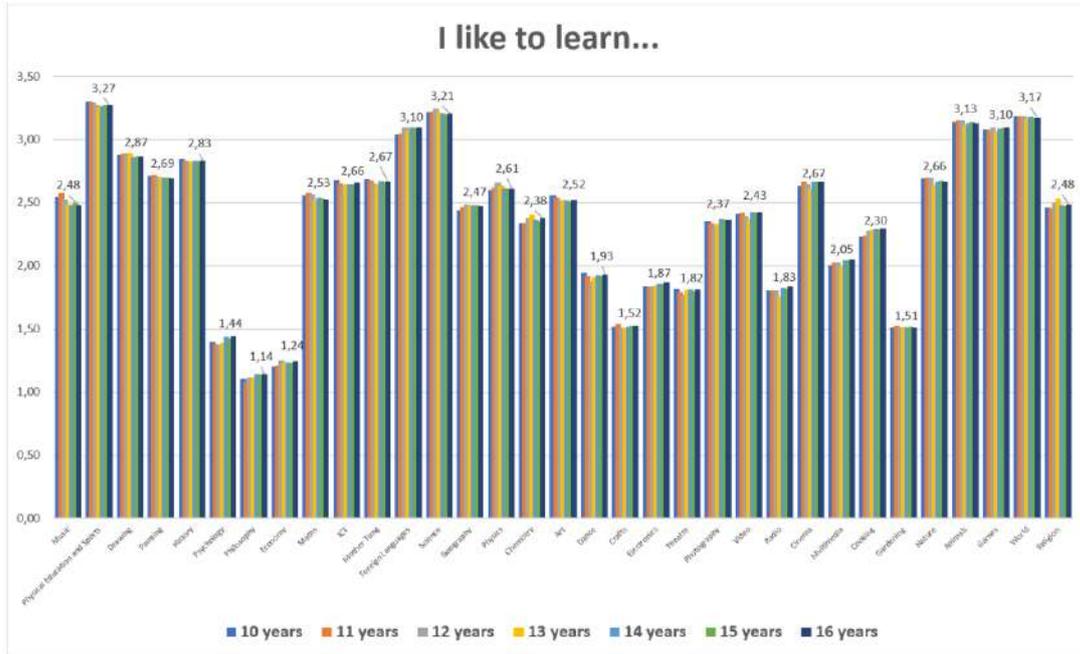


**In the end:**

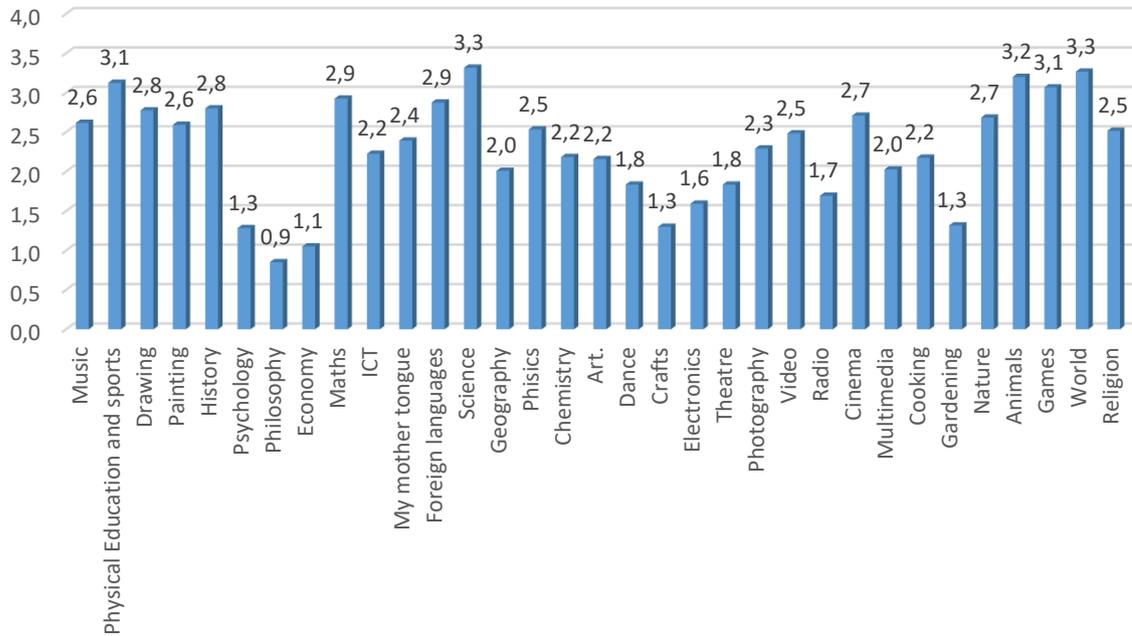




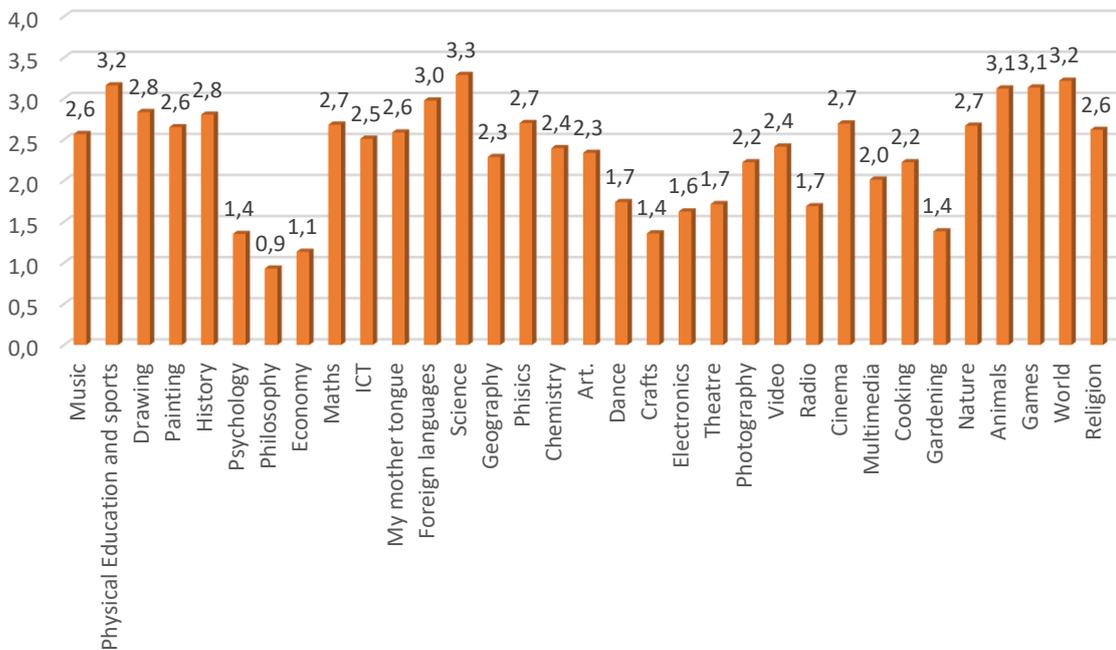
Another graph with many different colours and the average line

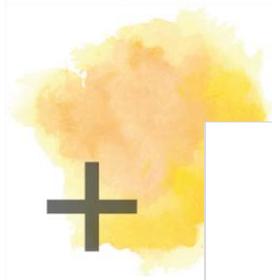


## ESCOLA DE MAXIMINOS - I LIKE TO LEARN... 11 years

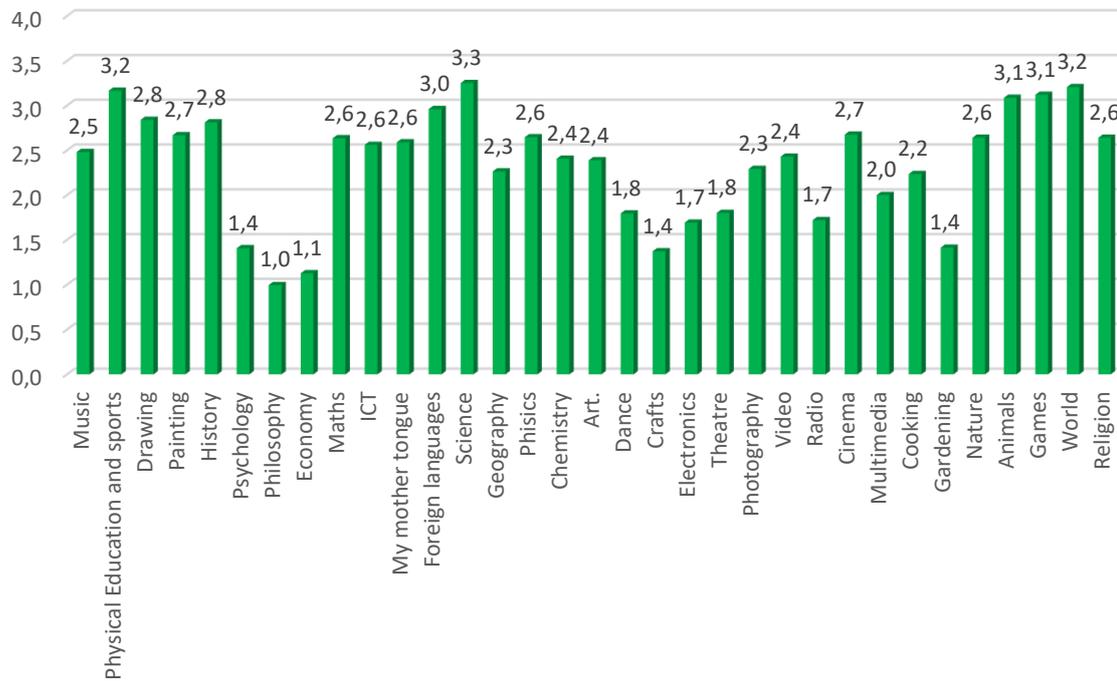


## ESCOLA DE MAXIMINOS - I LIKE TO LEARN... 12 years

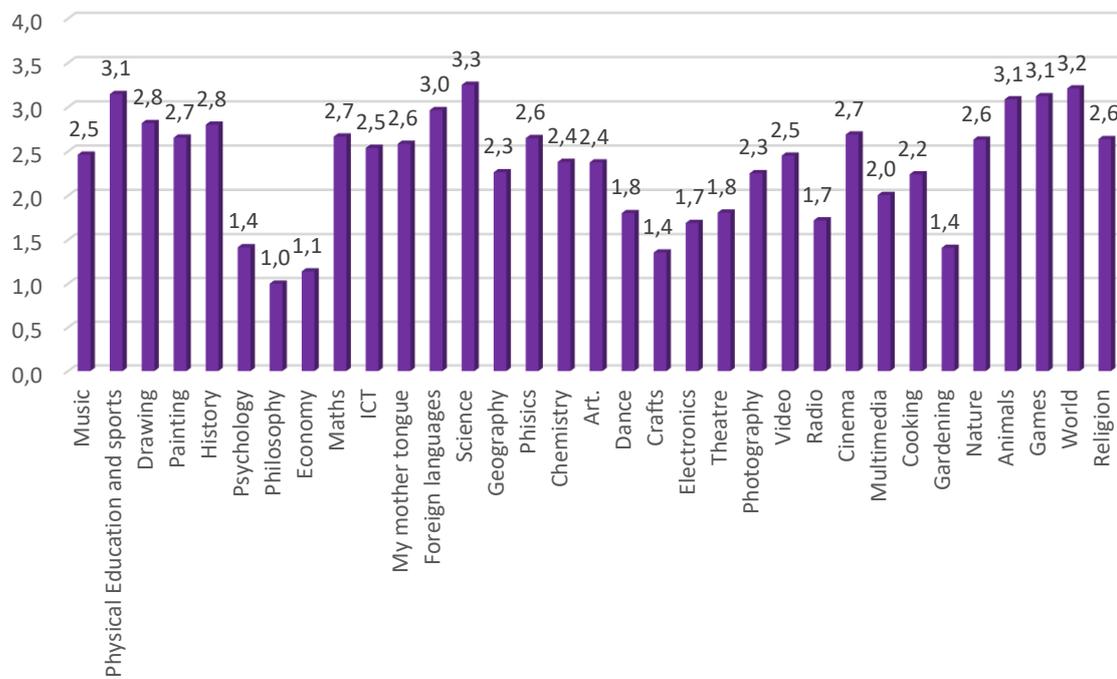


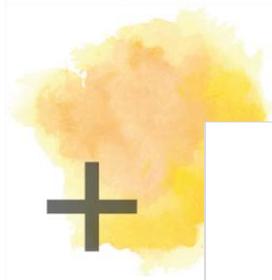


## ESCOLA DE MAXIMINOS - I LIKE TO LEARN... 13 years

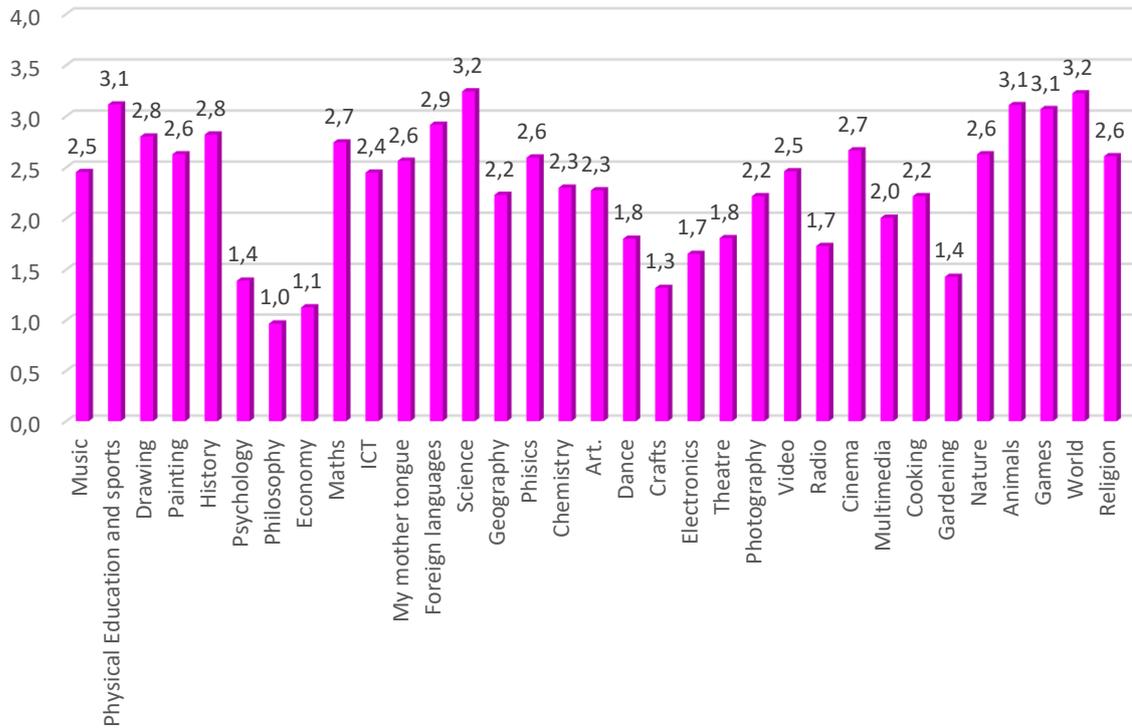


## ESCOLA DE MAXIMINOS - I LIKE TO LEARN... 14 years

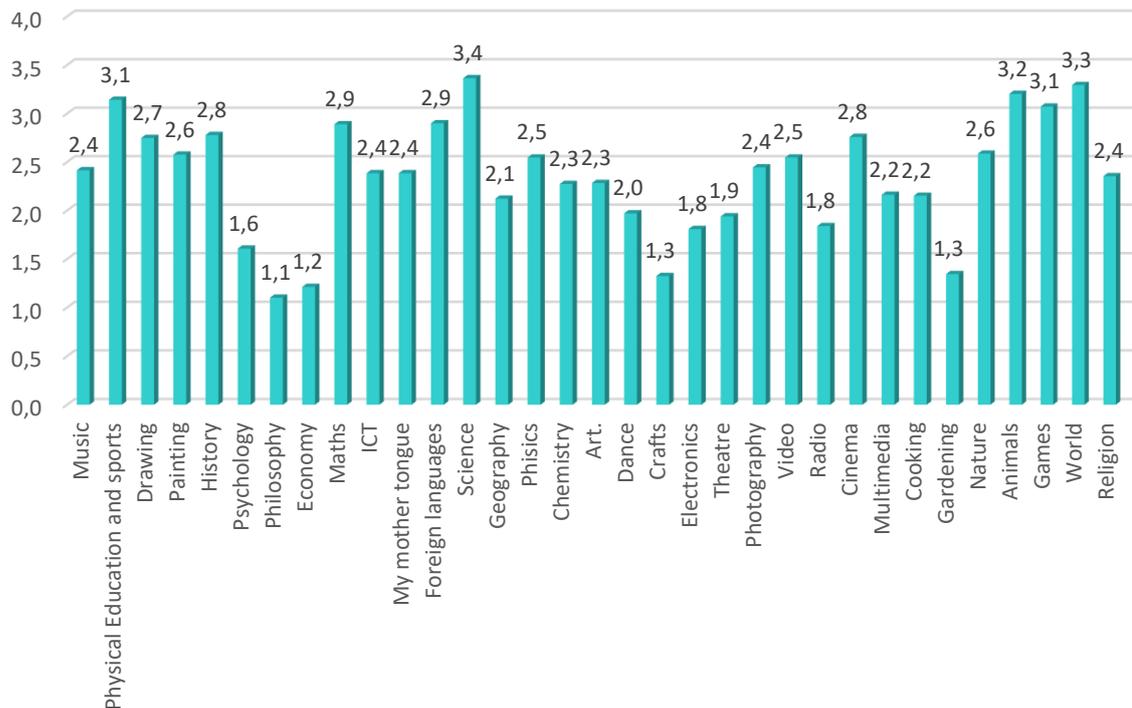


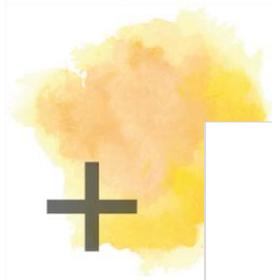


## ESCOLA DE MAXIMINOS - I LIKE TO LEARN... 15 years

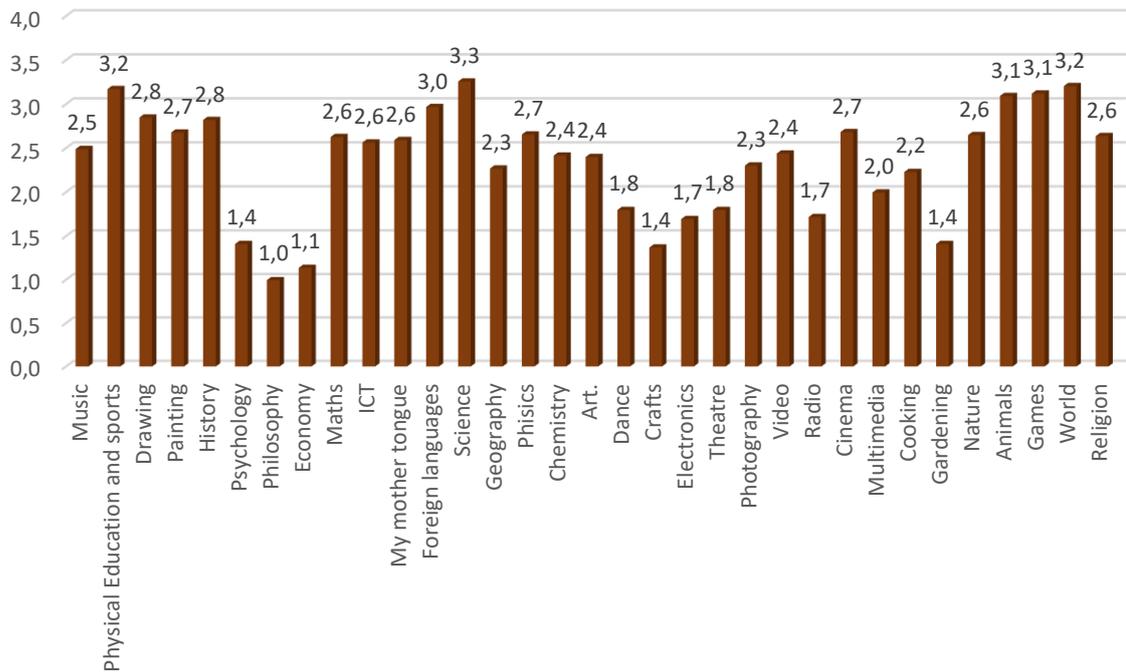


## ESCOLA DE MAXIMINOS - I LIKE TO LEARN... 16 years

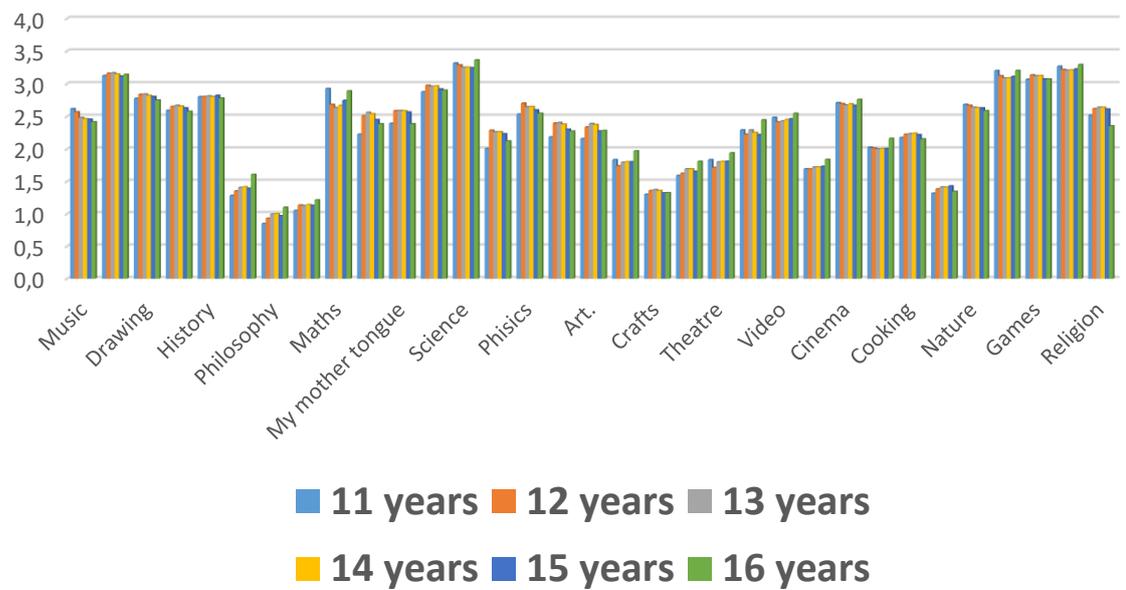




## ESCOLA DE MAXIMINOS - I LIKE TO LEARN... 11/16 years

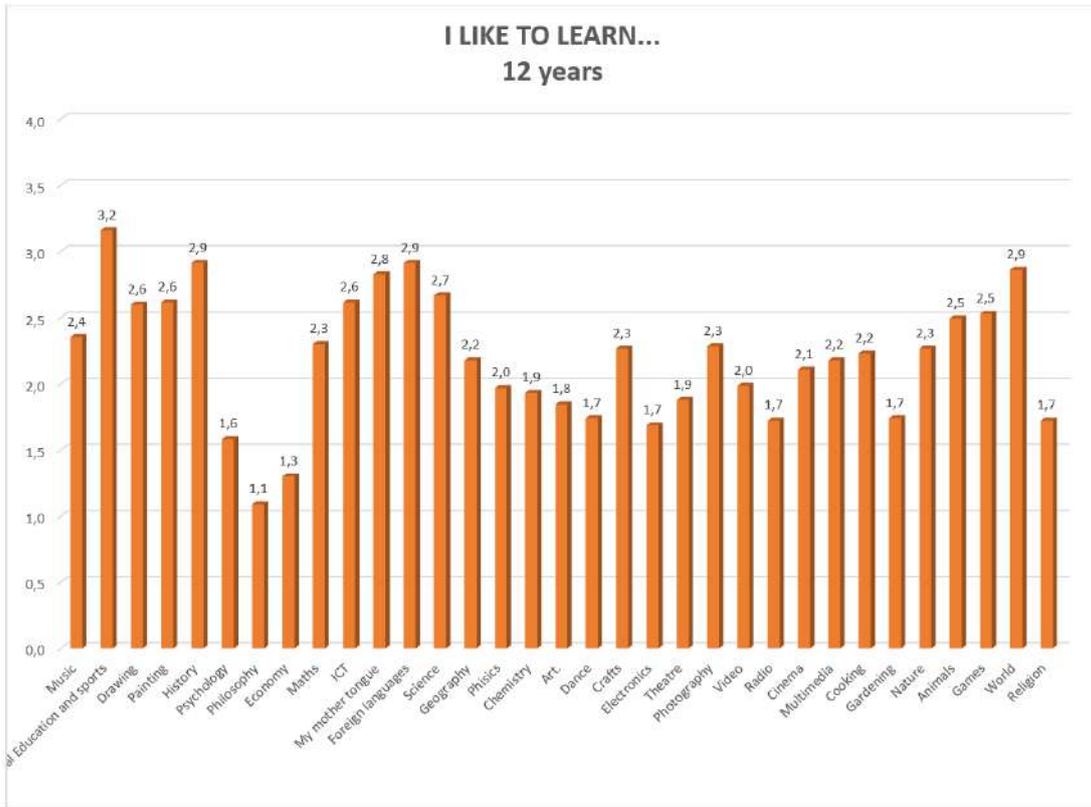
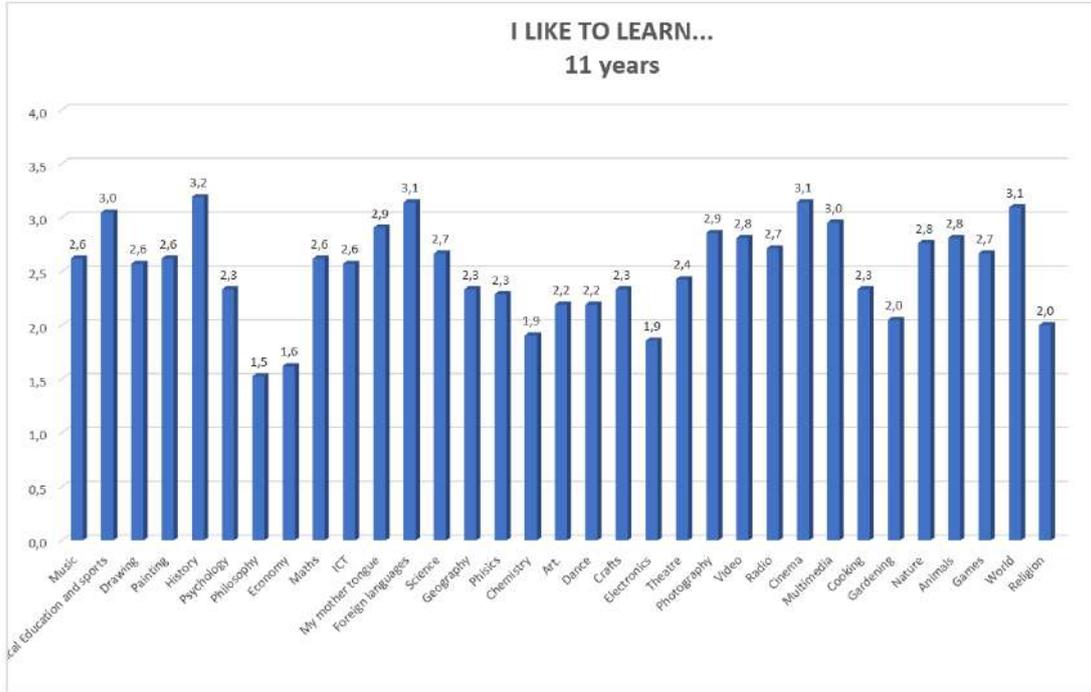


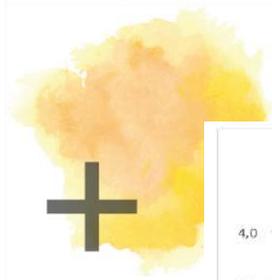
## ESCOLA DE MAXIMINOS - I LIKE TO LEARN...



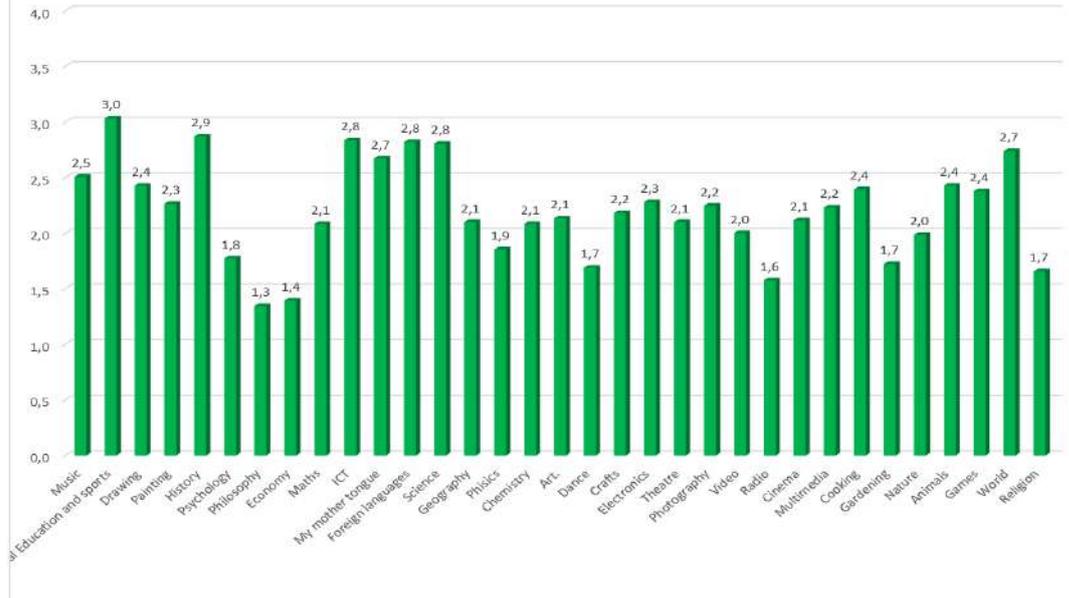


Poland

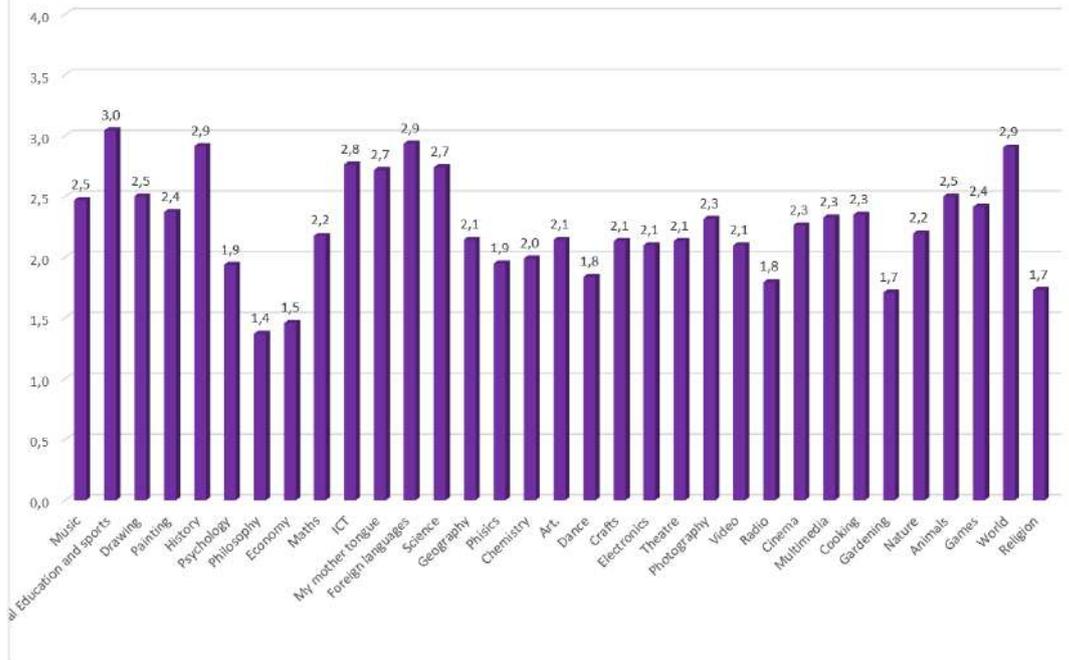


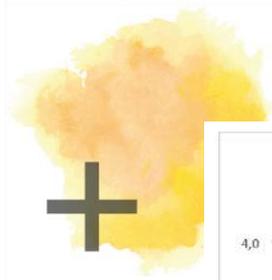


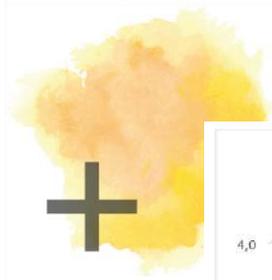
### I LIKE TO LEARN... 13 years



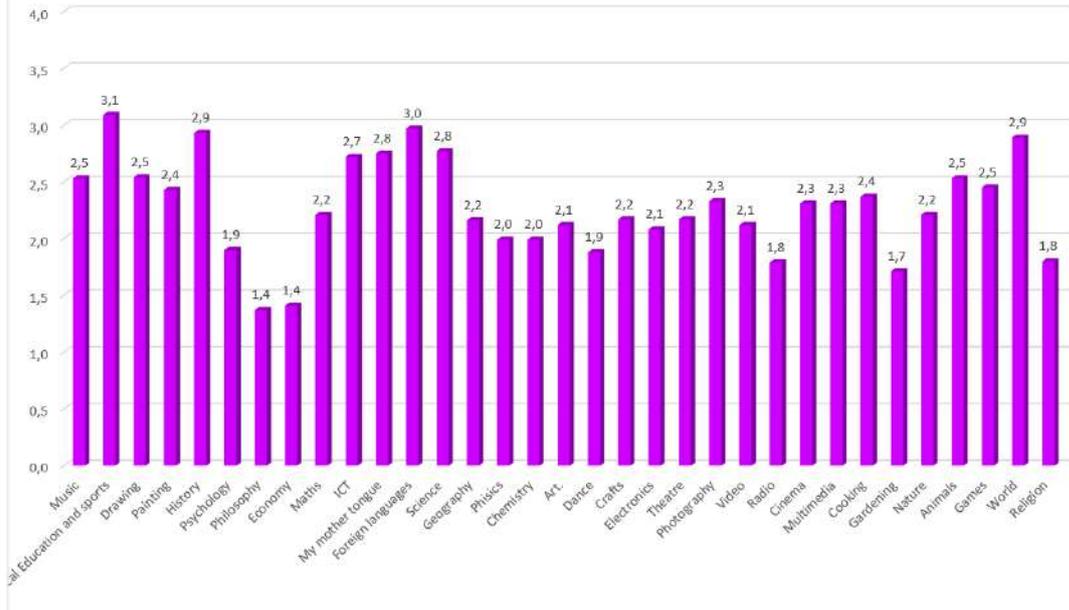
### I LIKE TO LEARN... 14 years



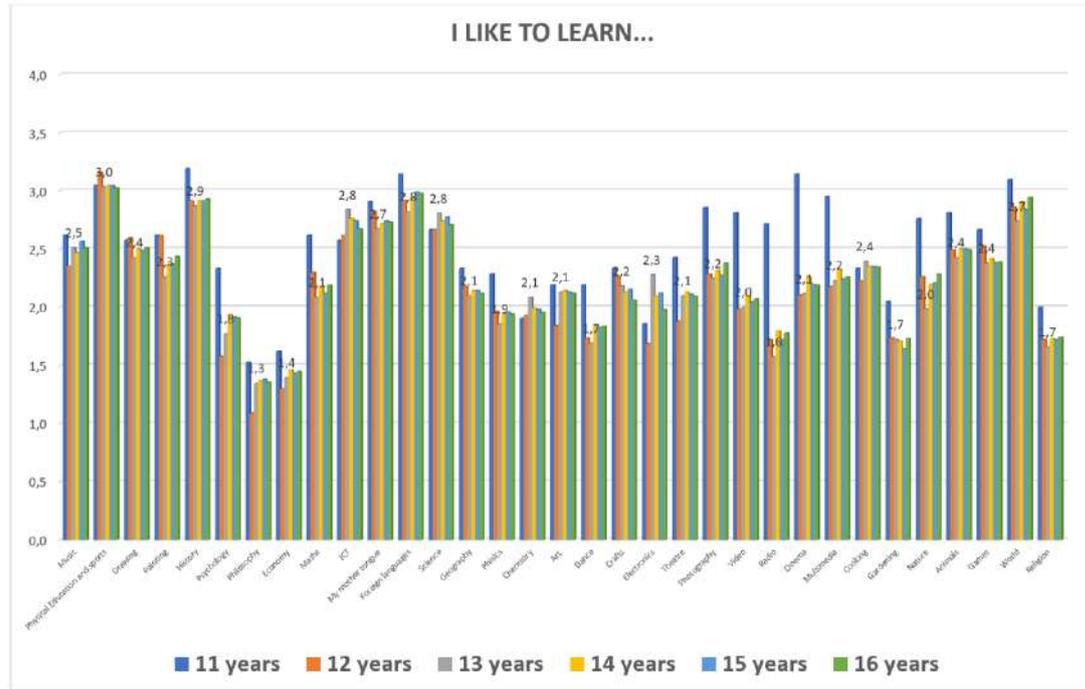




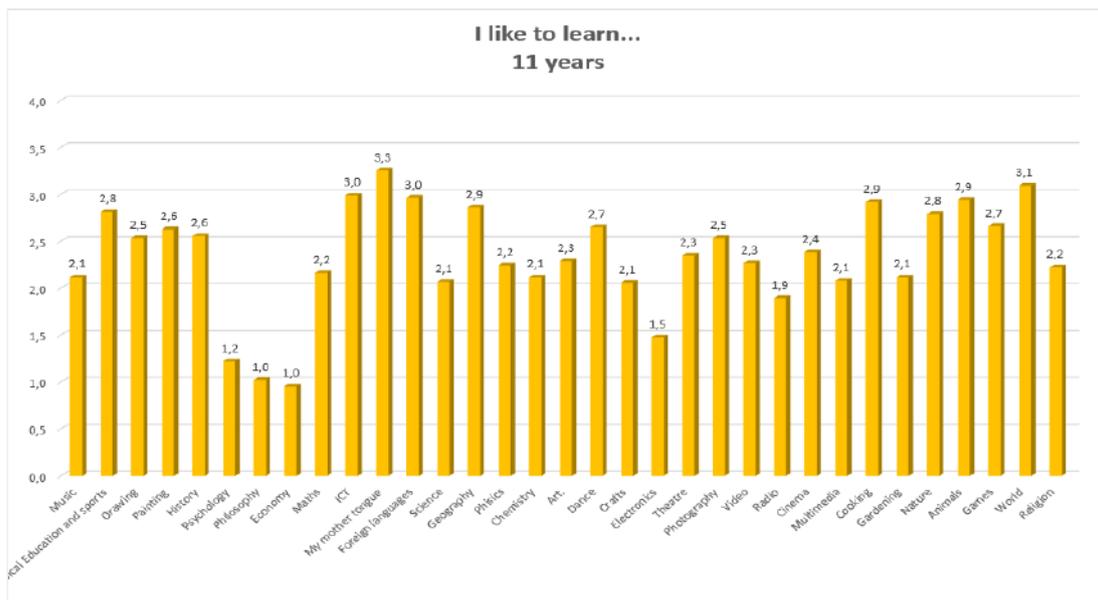
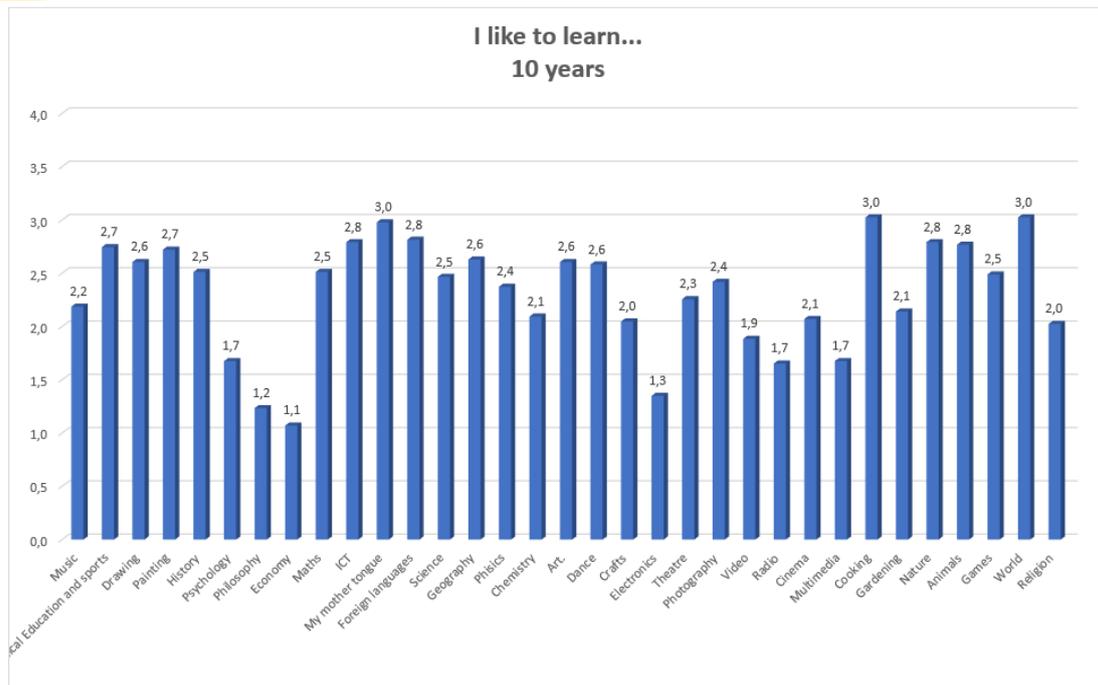
### I LIKE TO LEARN... 11/16 years

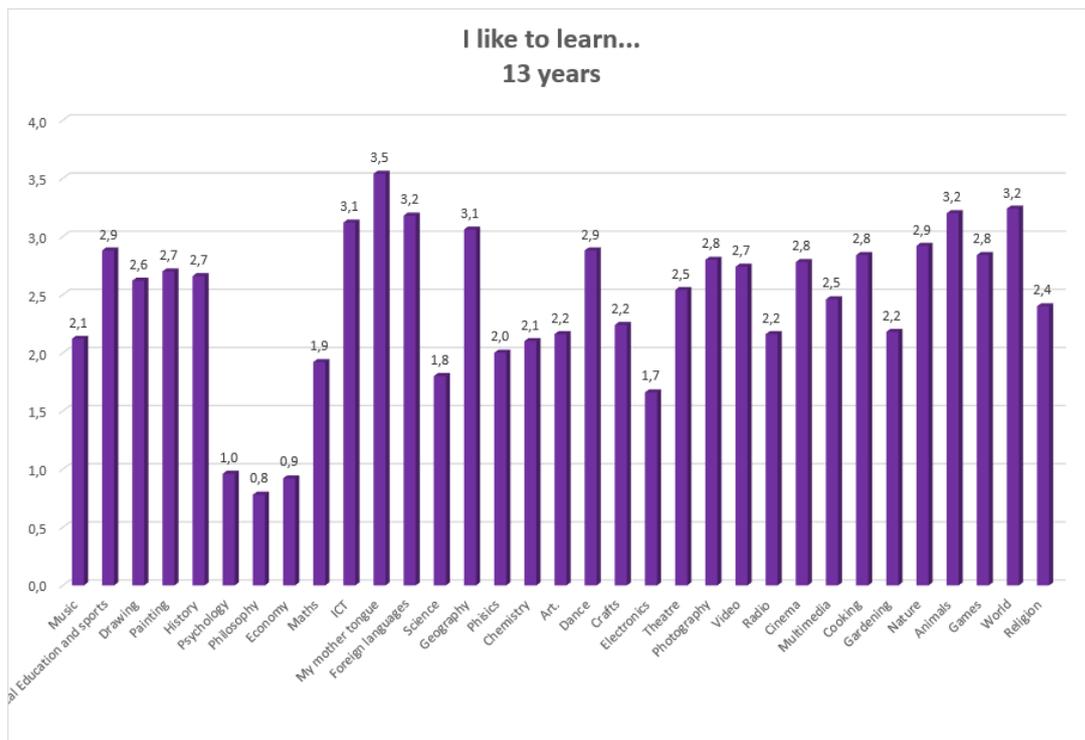
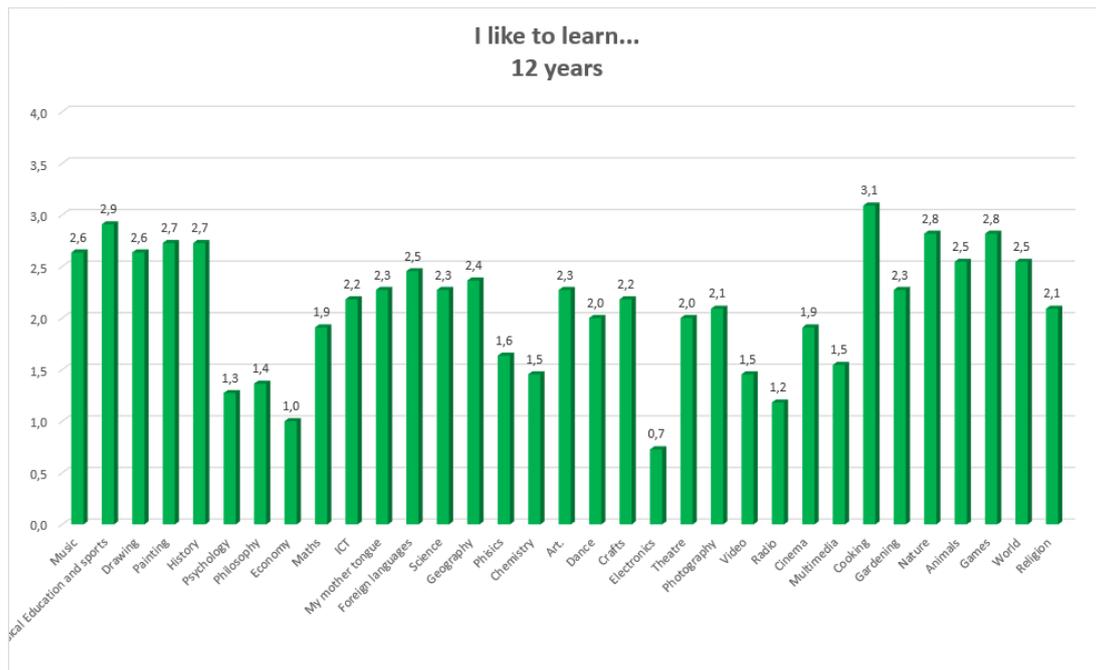
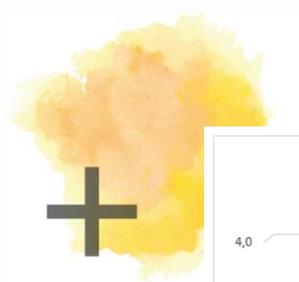


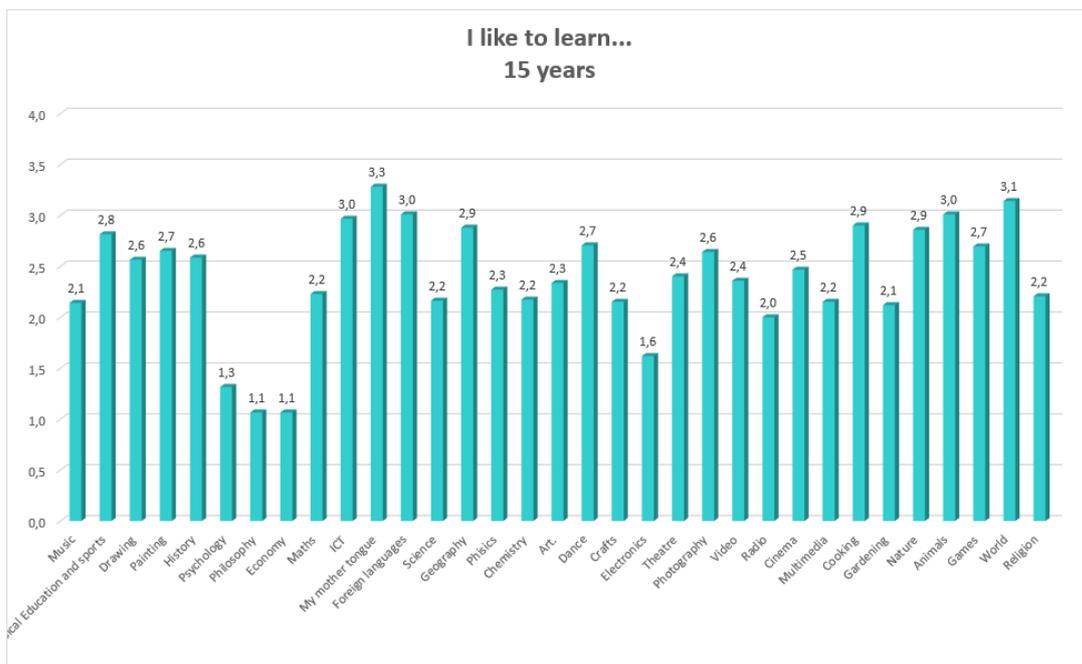
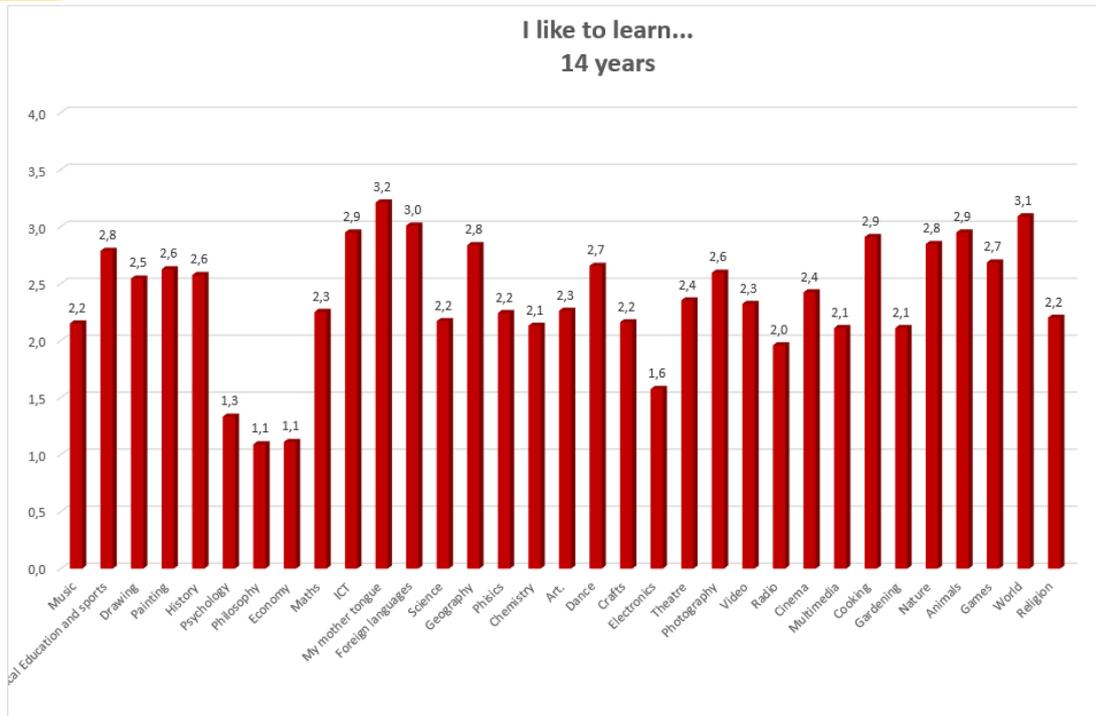
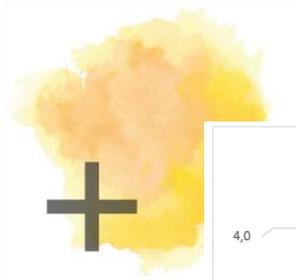
### I LIKE TO LEARN...

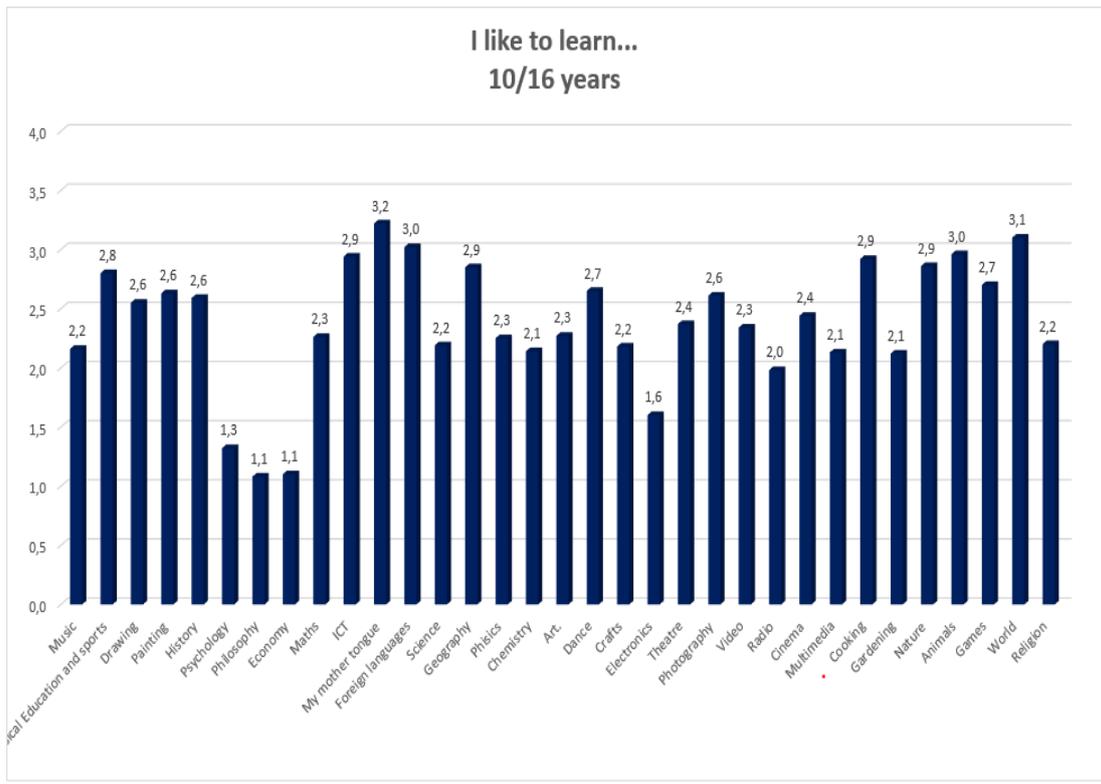
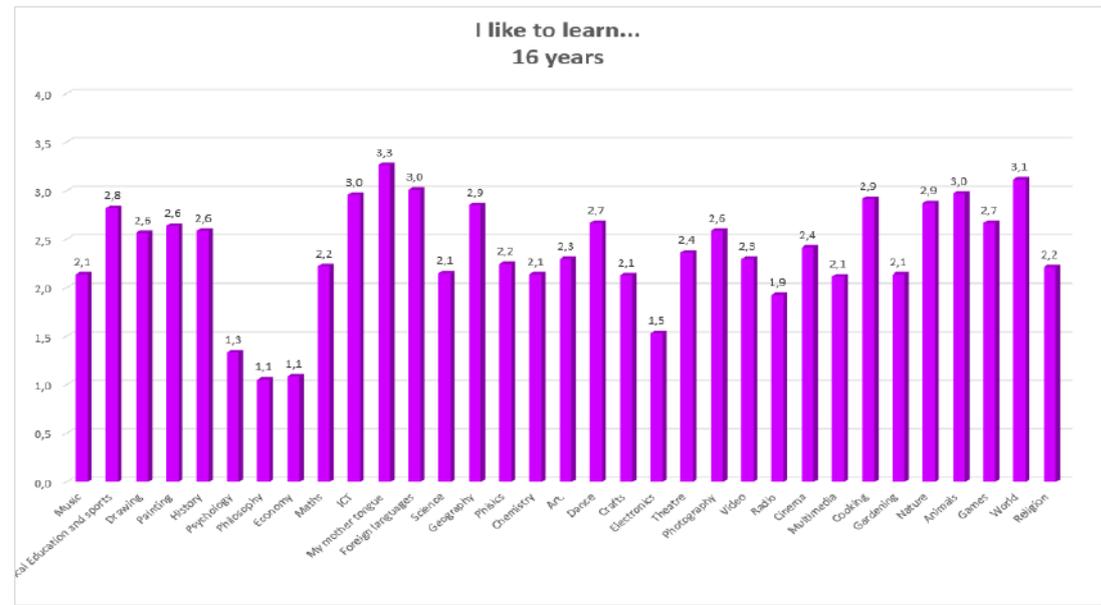
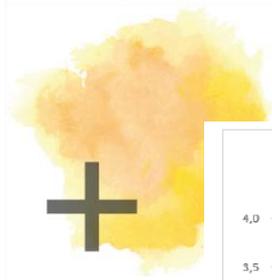


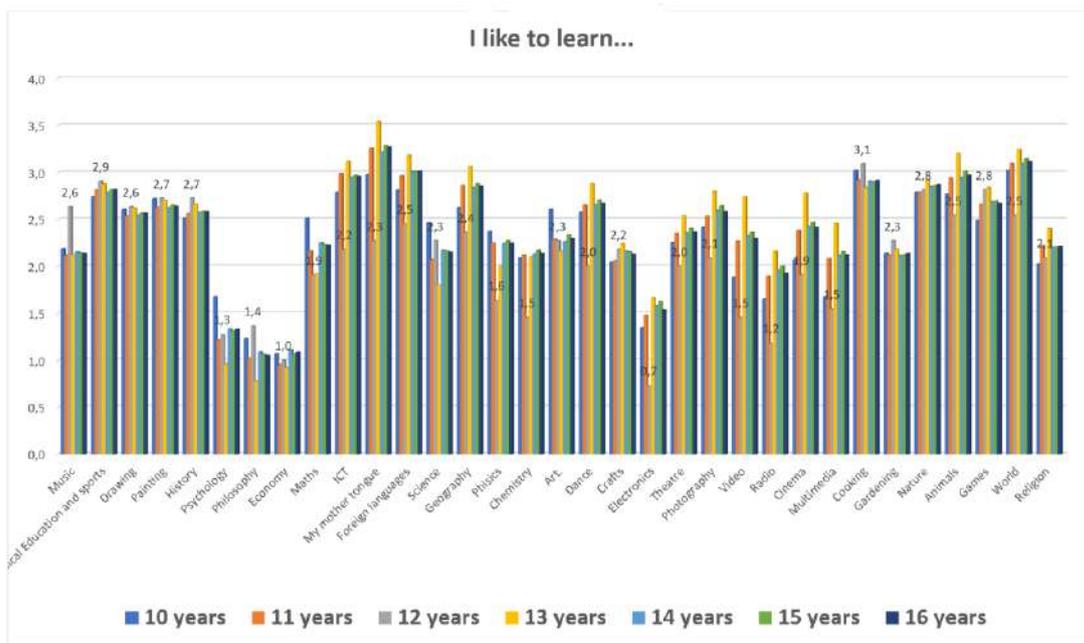
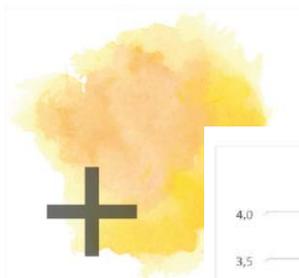
# Romania





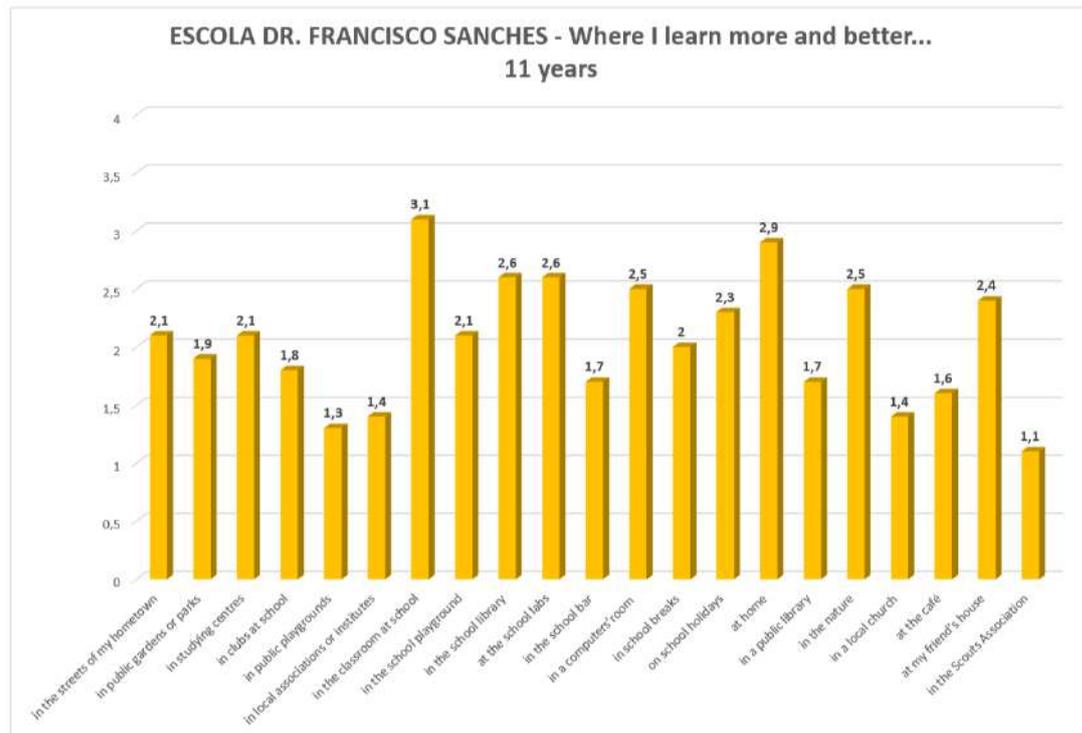
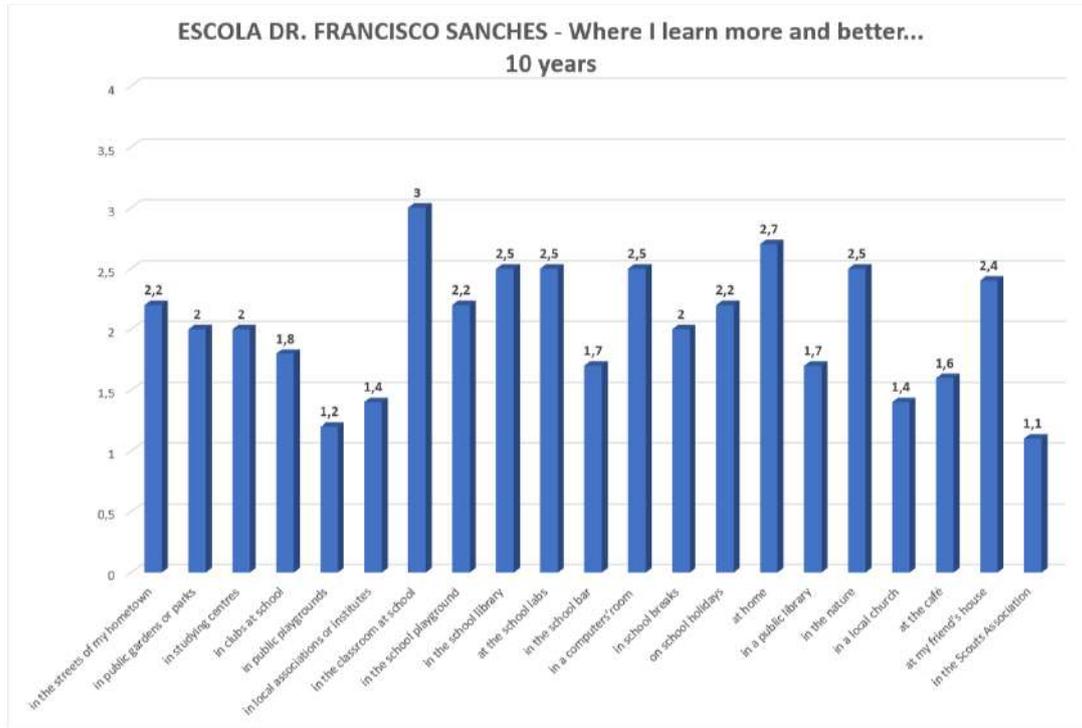


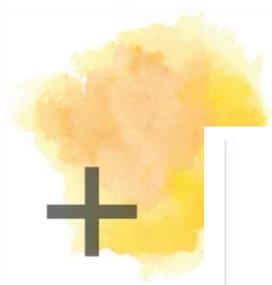




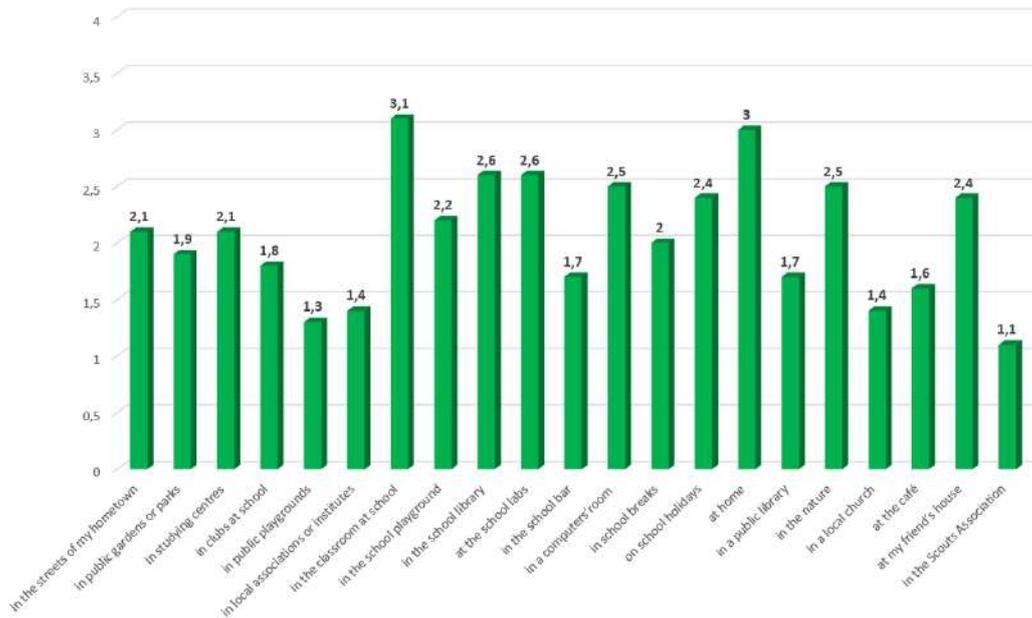
## Analysis axis: WHERE?

Portugal – Francisco Sanches School

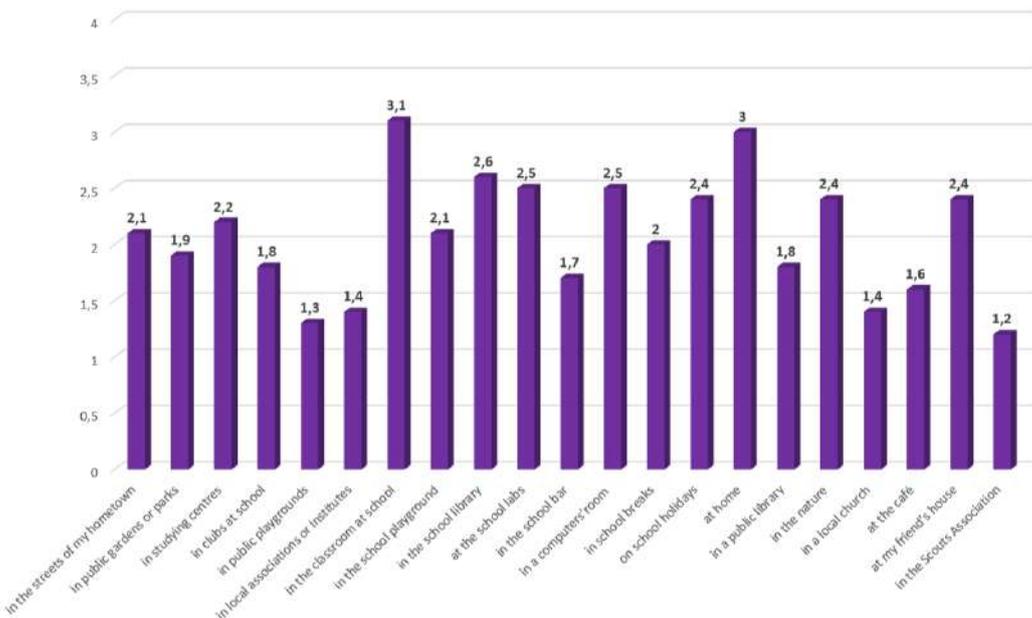




**ESCOLA DR. FRANCISCO SANCHES - Where I learn more and better...  
12 years**

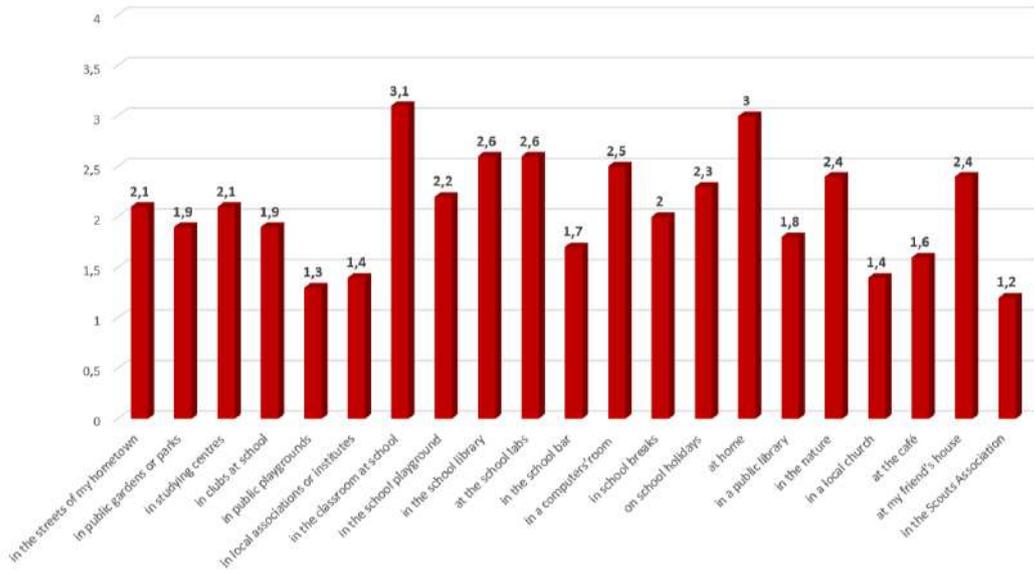


**ESCOLA DR. FRANCISCO SANCHES - Where I learn more and better...  
13 years**

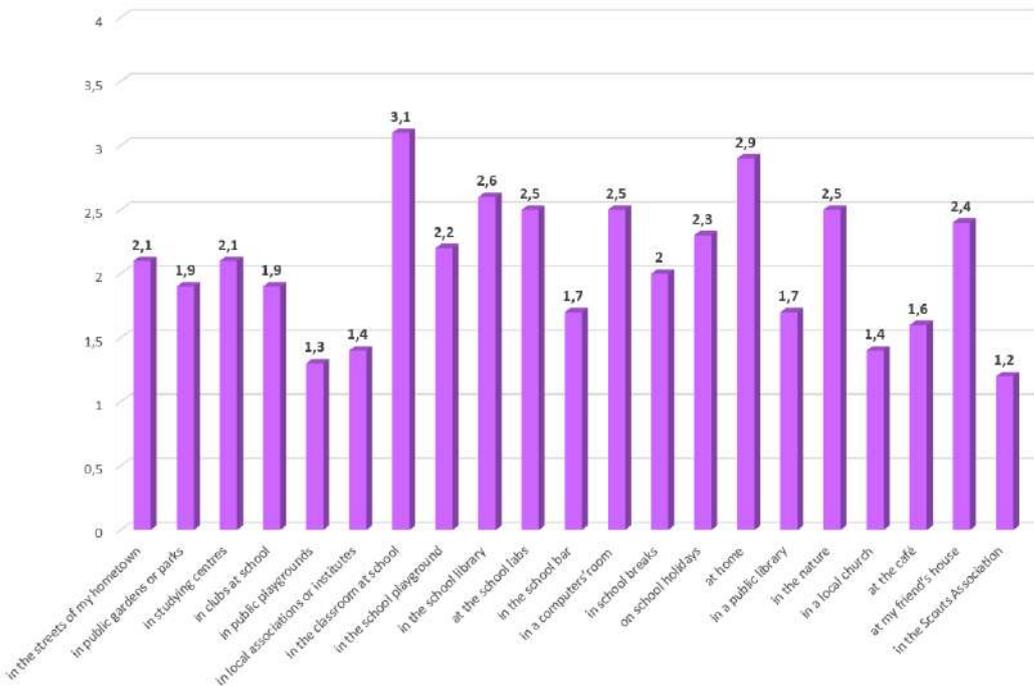


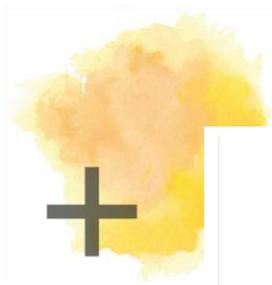


**ESCOLA DR. FRANCISCO SANCHES - Where I learn more and better...  
14 years**

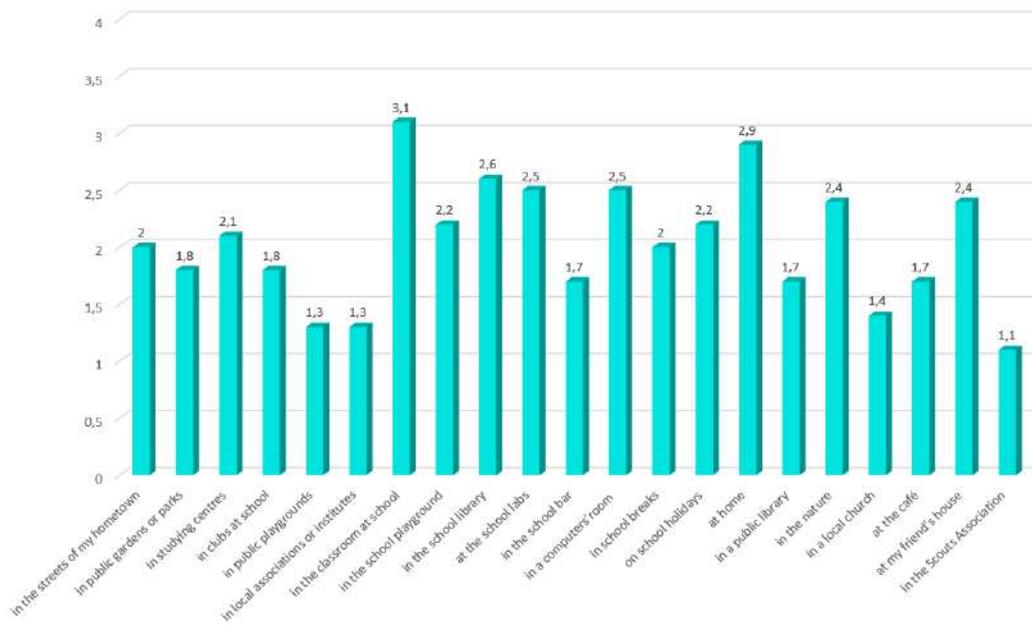


**ESCOLA DR. FRANCISCO SANCHES - Where I learn more and better...  
15 years**

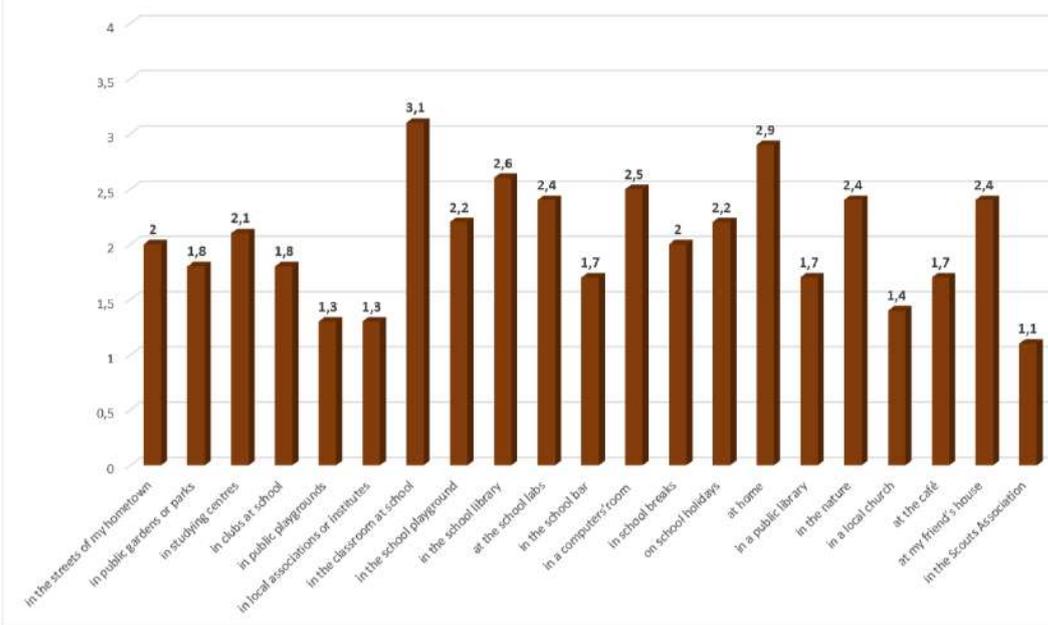


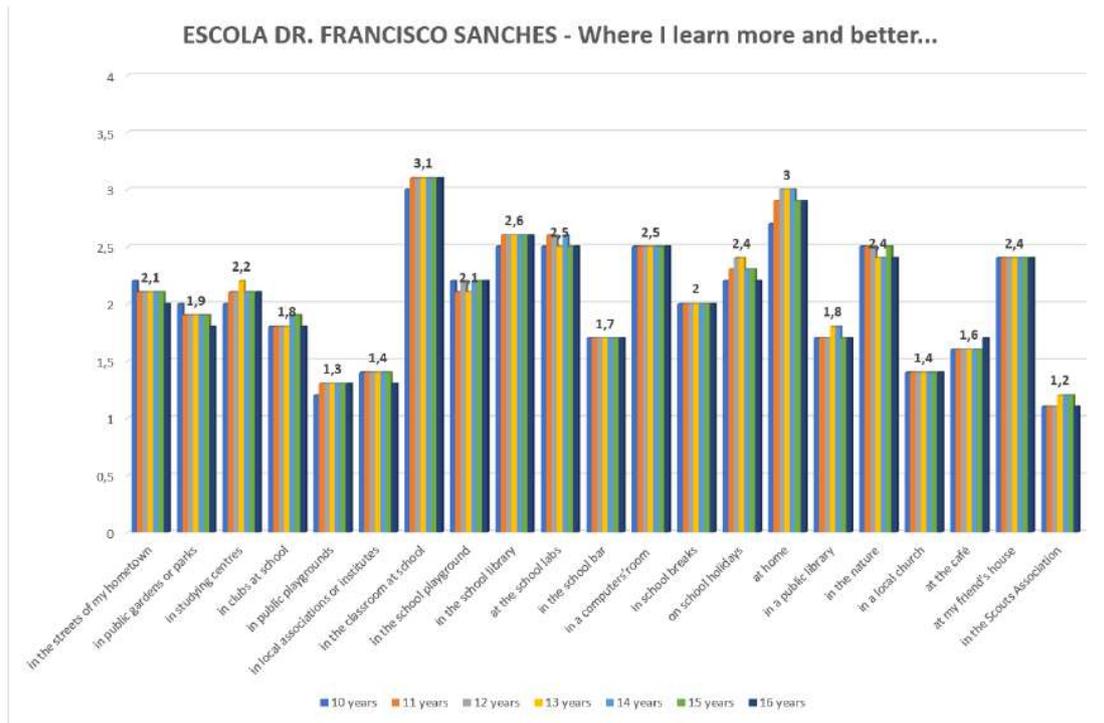
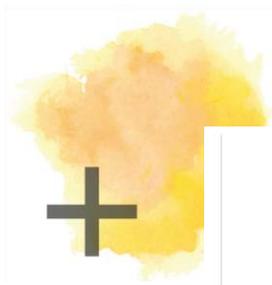


**ESCOLA DR. FRANCISCO SANCHES - Where I learn more and better...  
16 years**

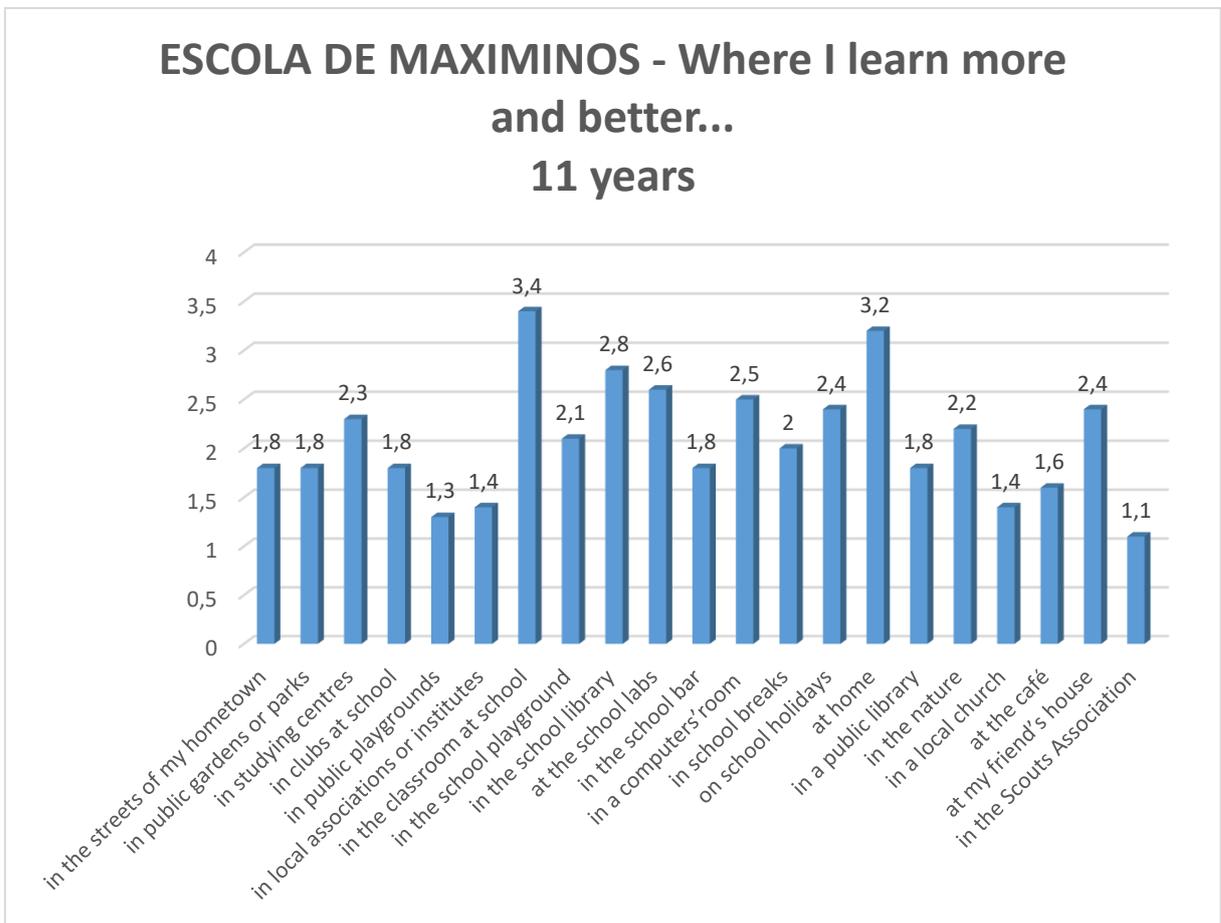


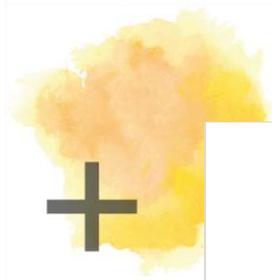
**ESCOLA DR. FRANCISCO SANCHES - Where I learn more and better...  
10/16 years**



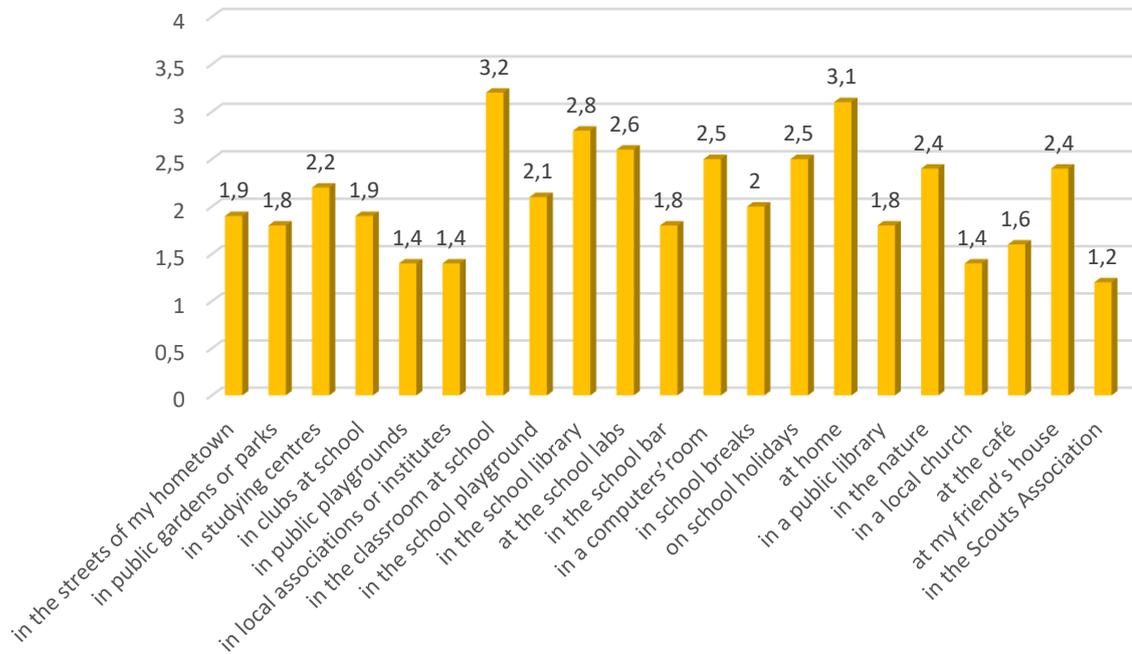


## Portugal – Maximinos School

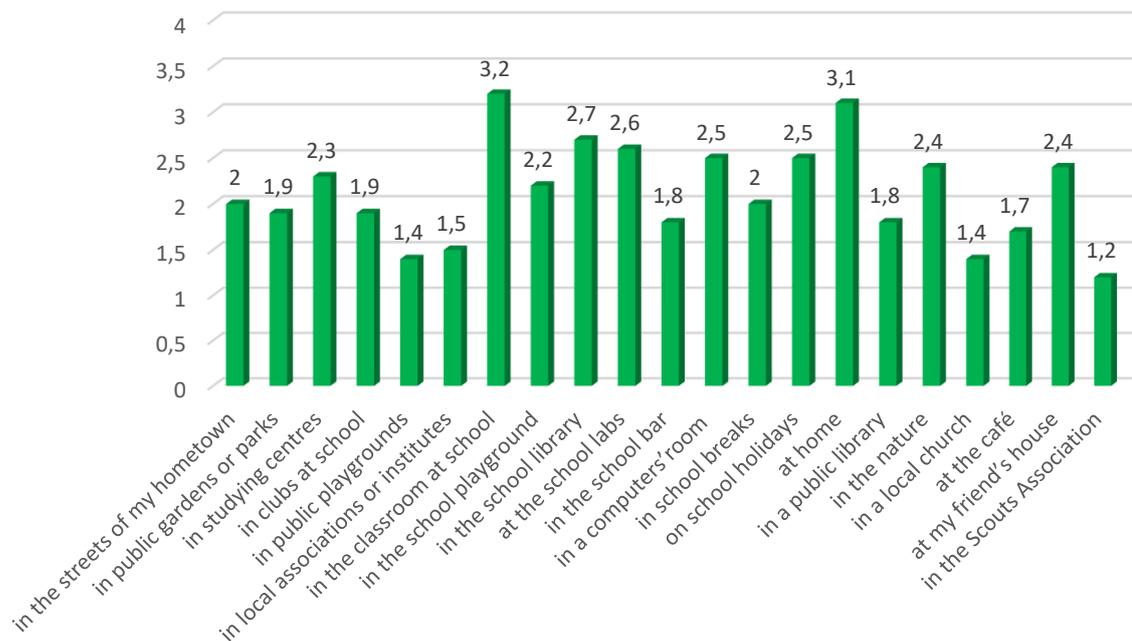




## ESCOLA DE MAXIMINOS - Where I learn more and better... 12 years

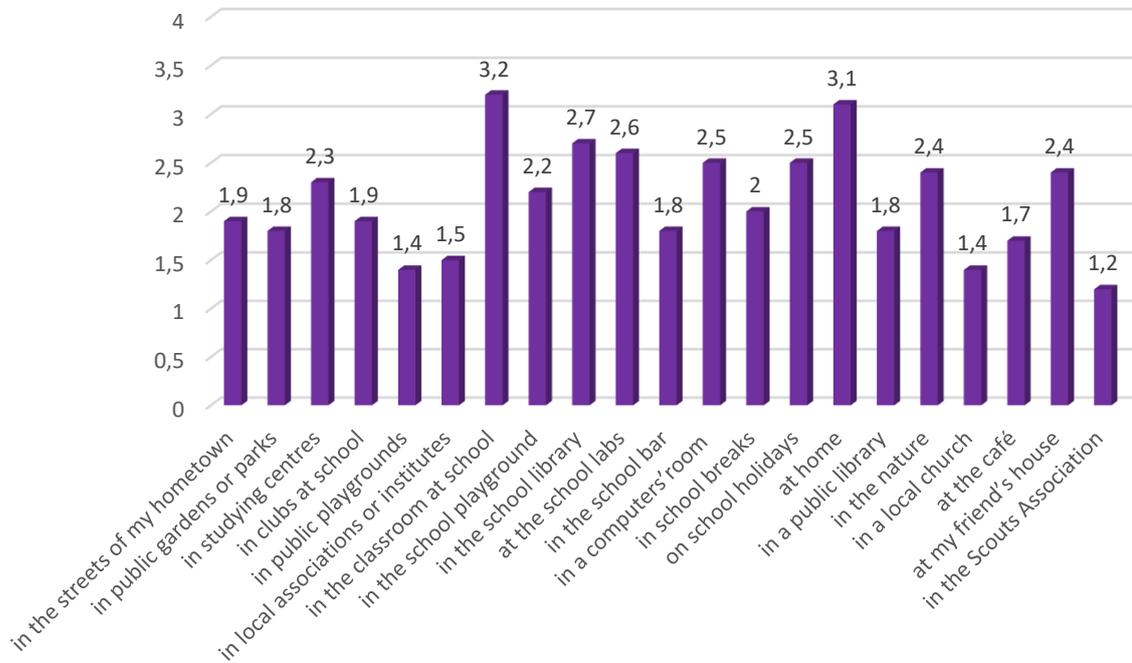


## ESCOLA DE MAXIMINOS - Where I learn more and better... 13 years

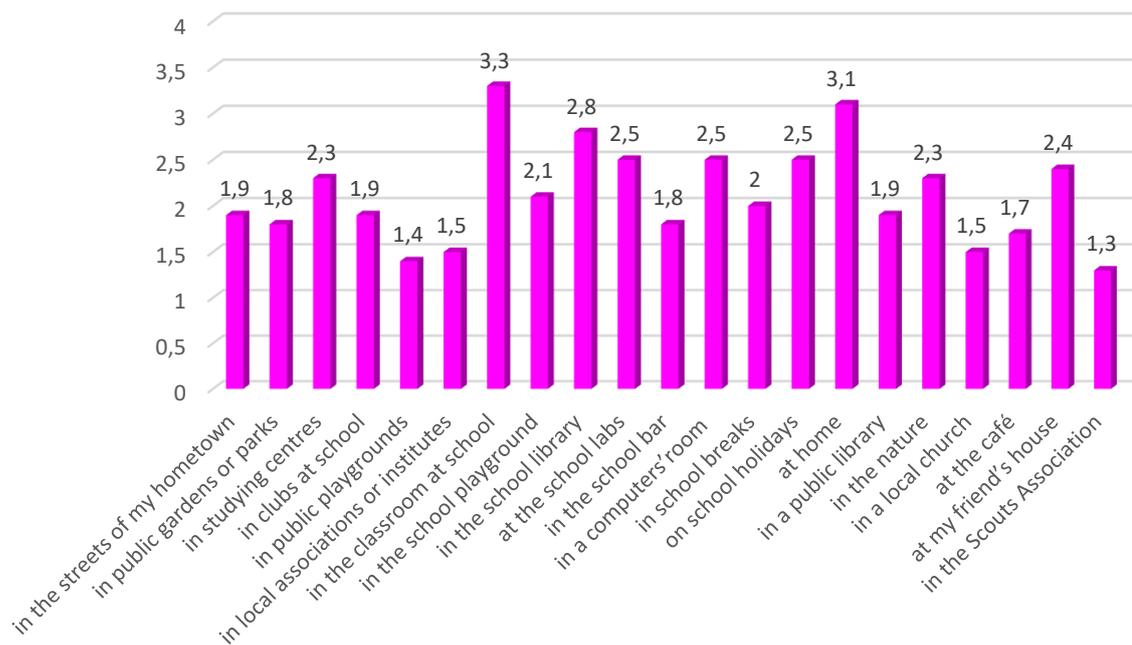




## ESCOLA DE MAXIMINOS - Where I learn more and better... 14 years



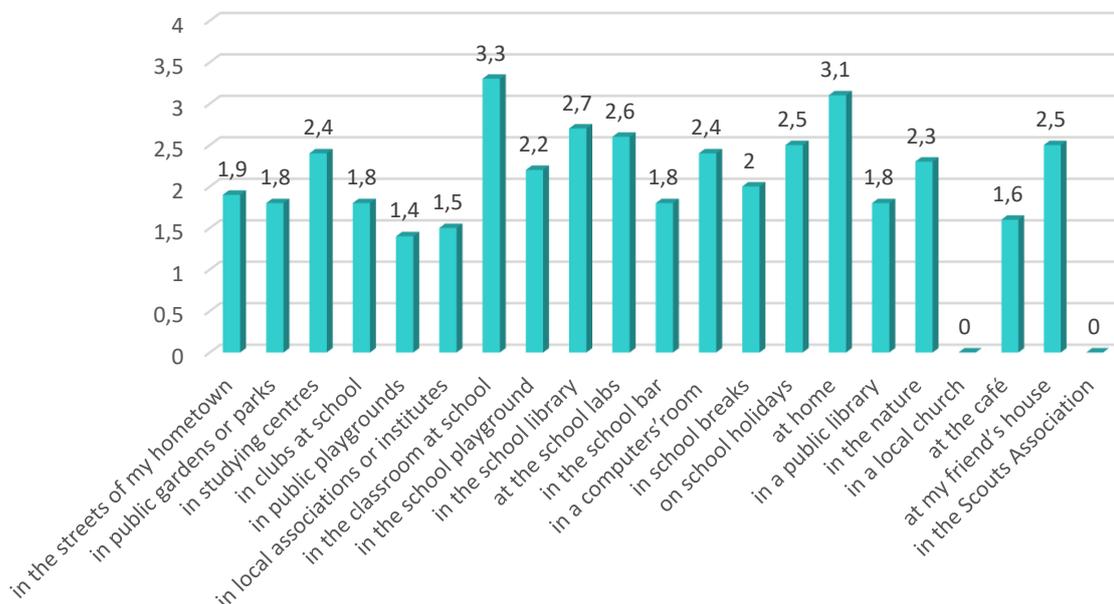
## ESCOLA DE MAXIMINOS - Where I learn more and better... 15 years





## ESCOLA DE MAXIMINOS - Where I learn more and better...

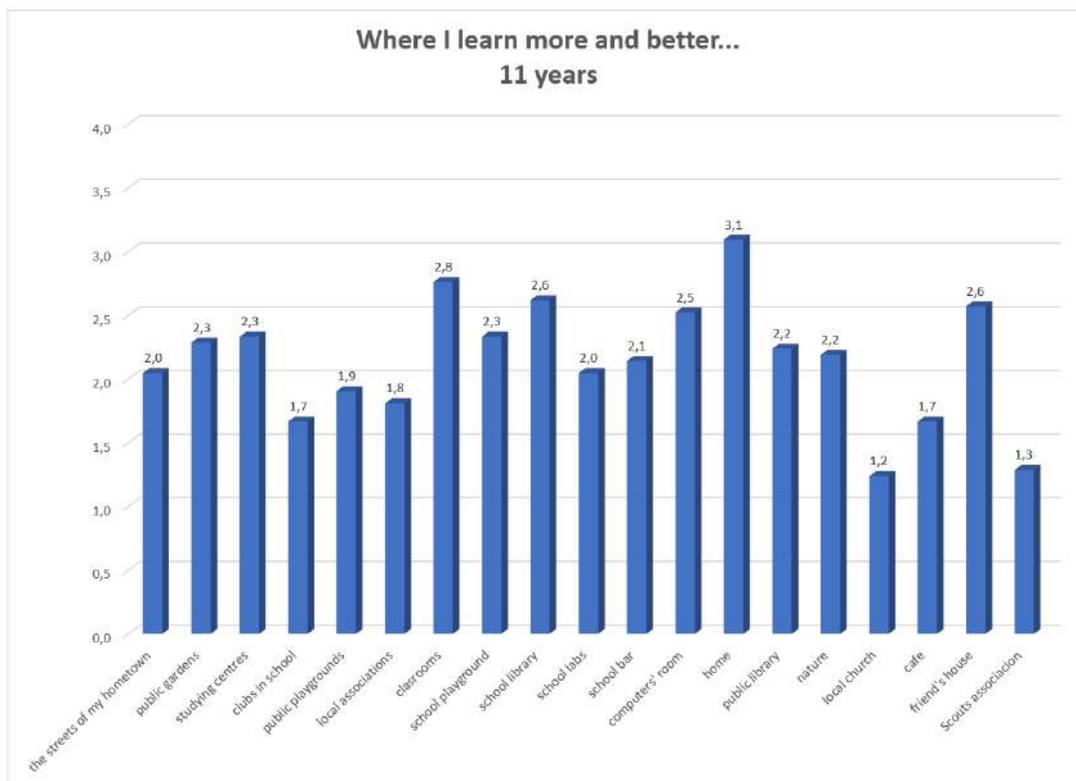
16 years

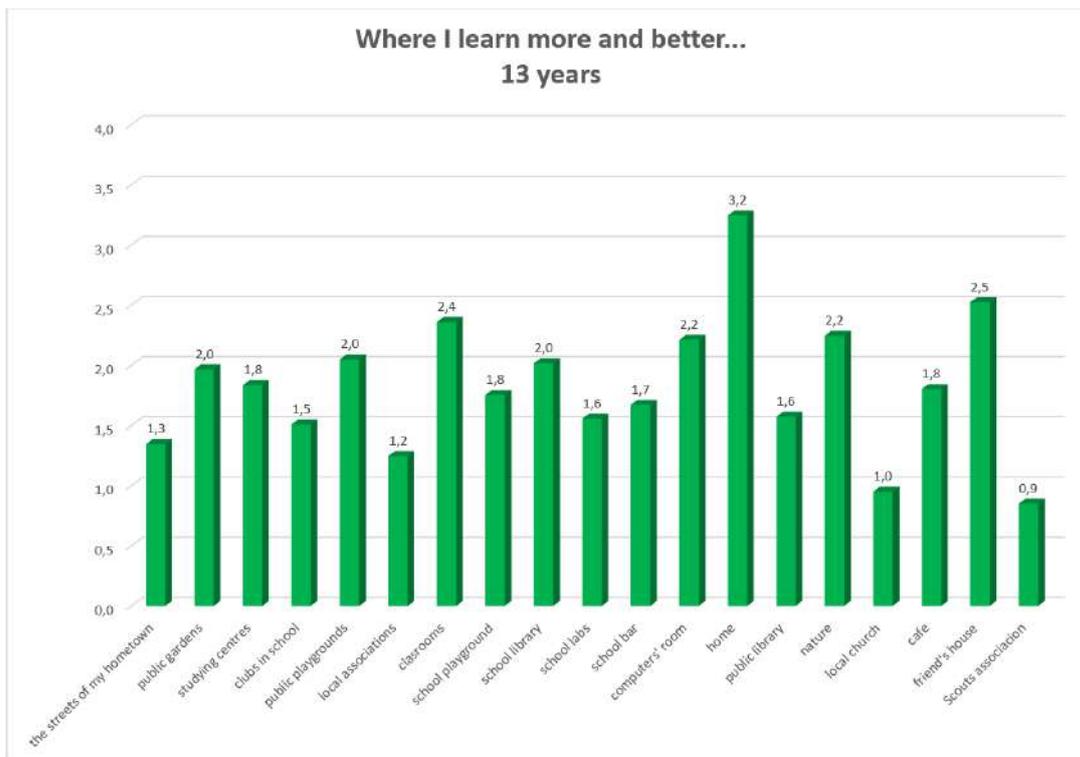
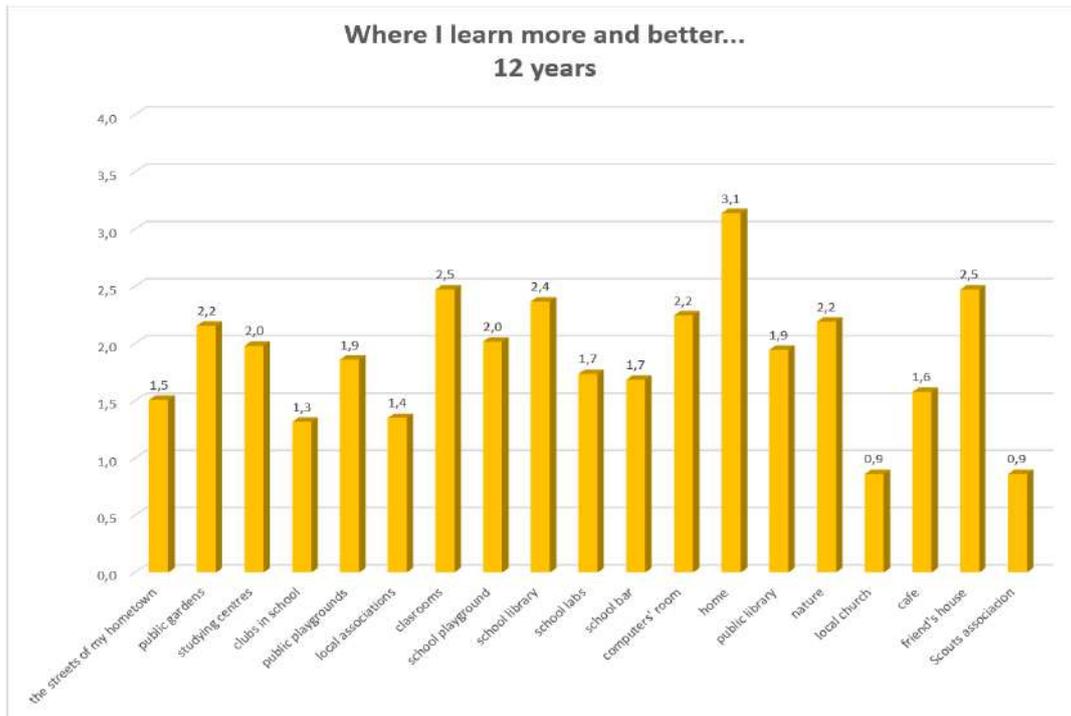


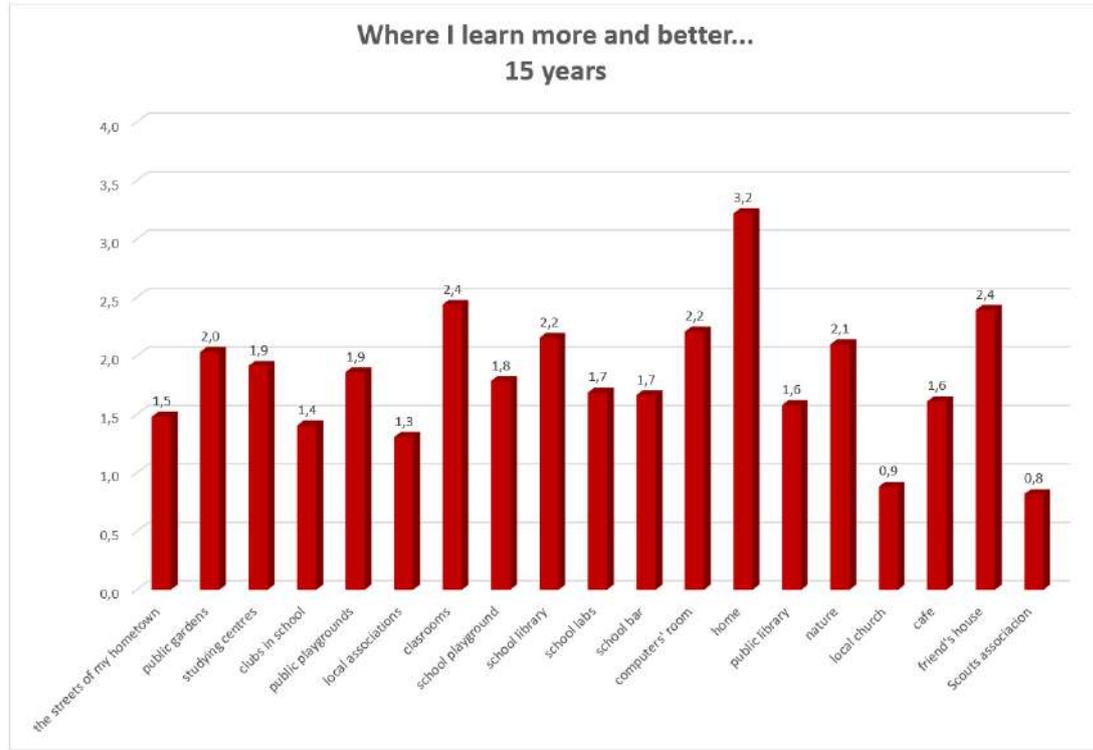
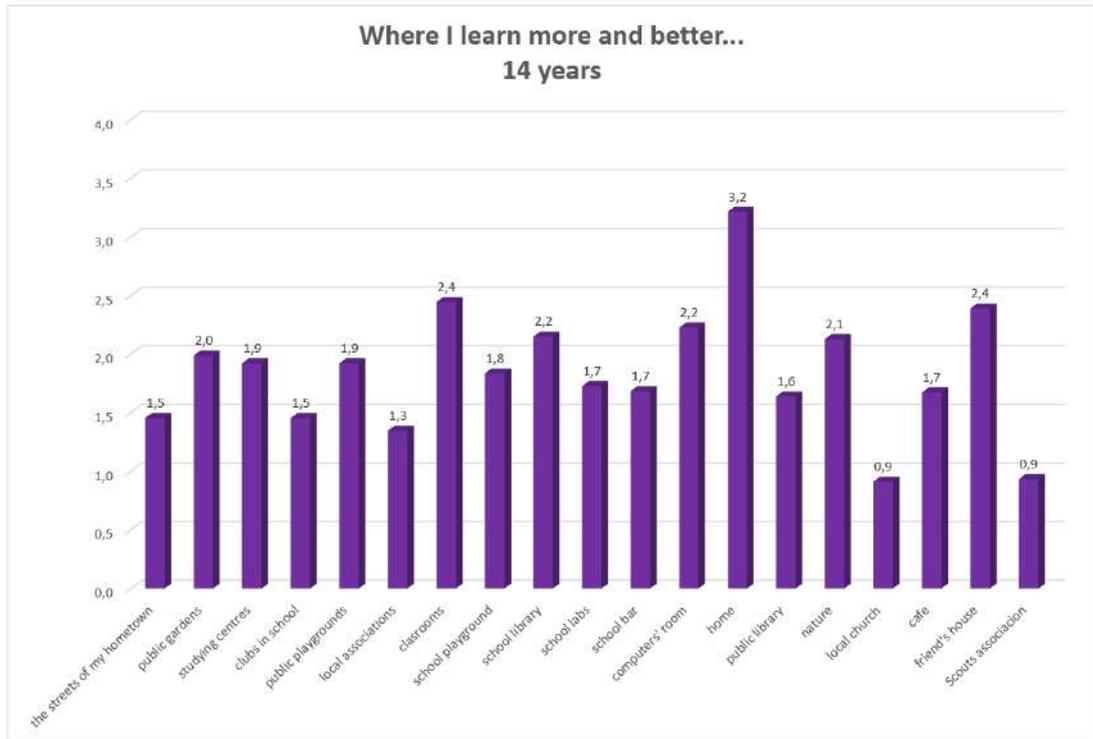
## Poland

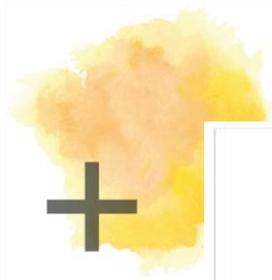
### Where I learn more and better...

11 years

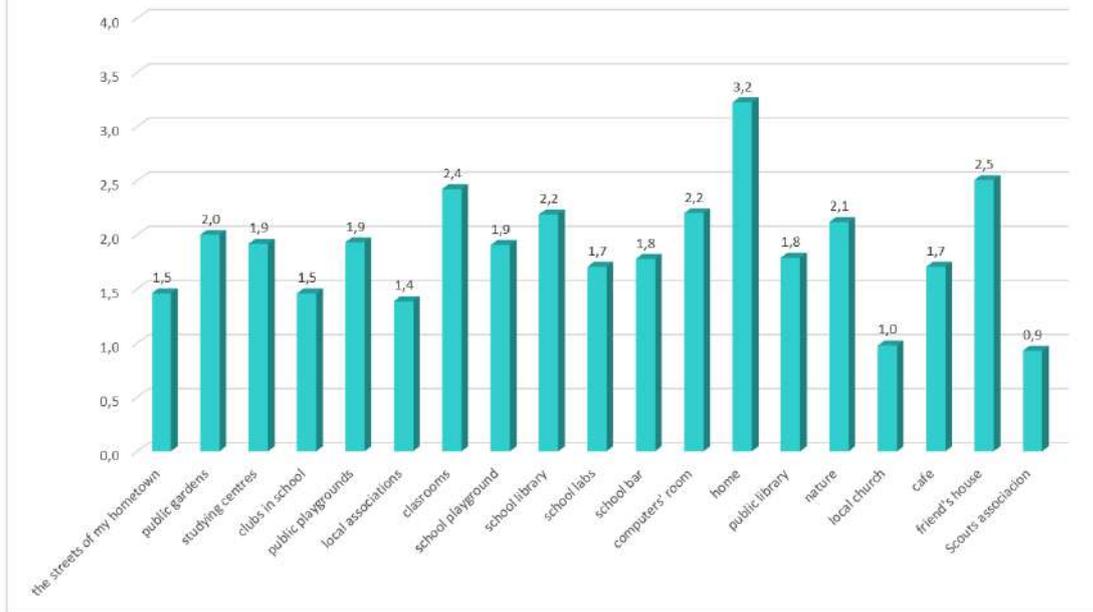




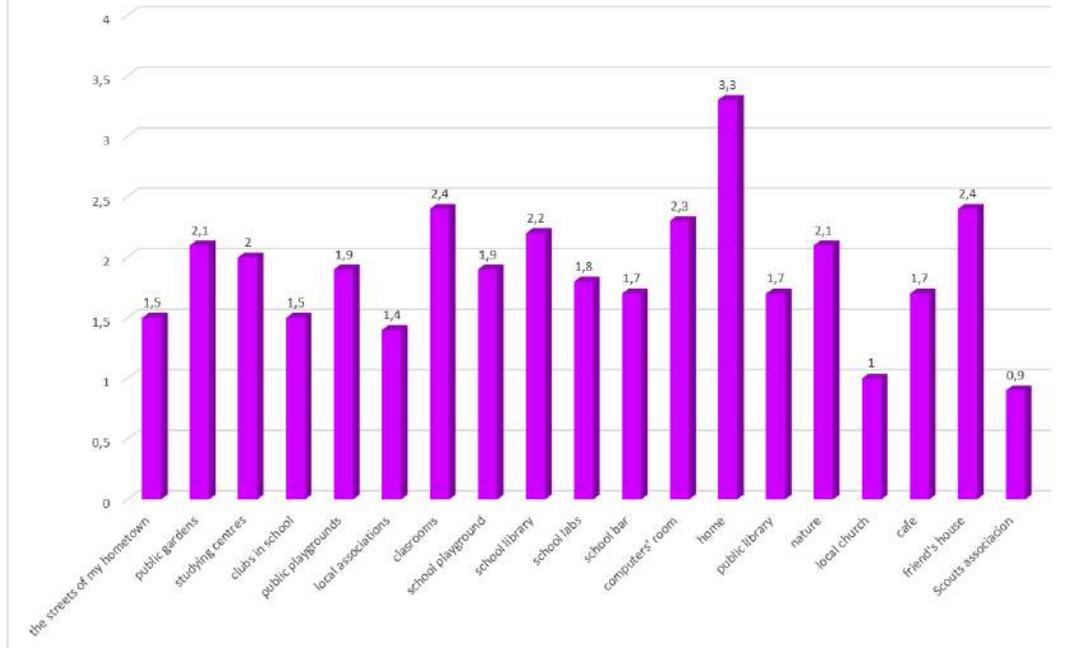


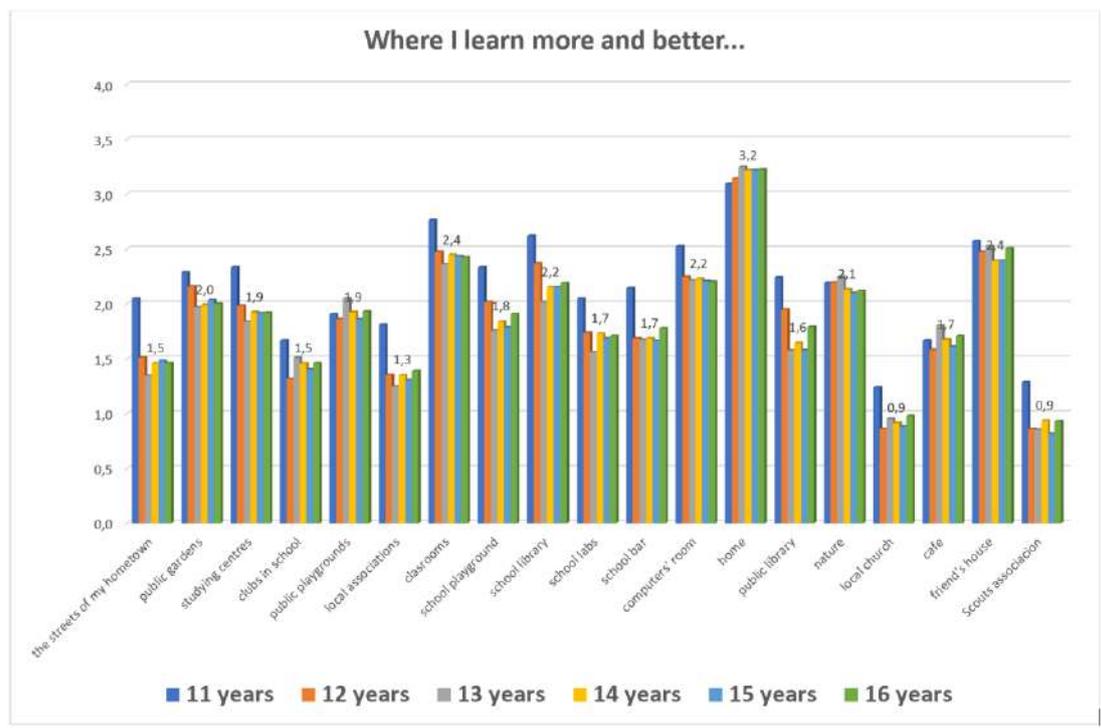


Where I learn more and better...  
16 years

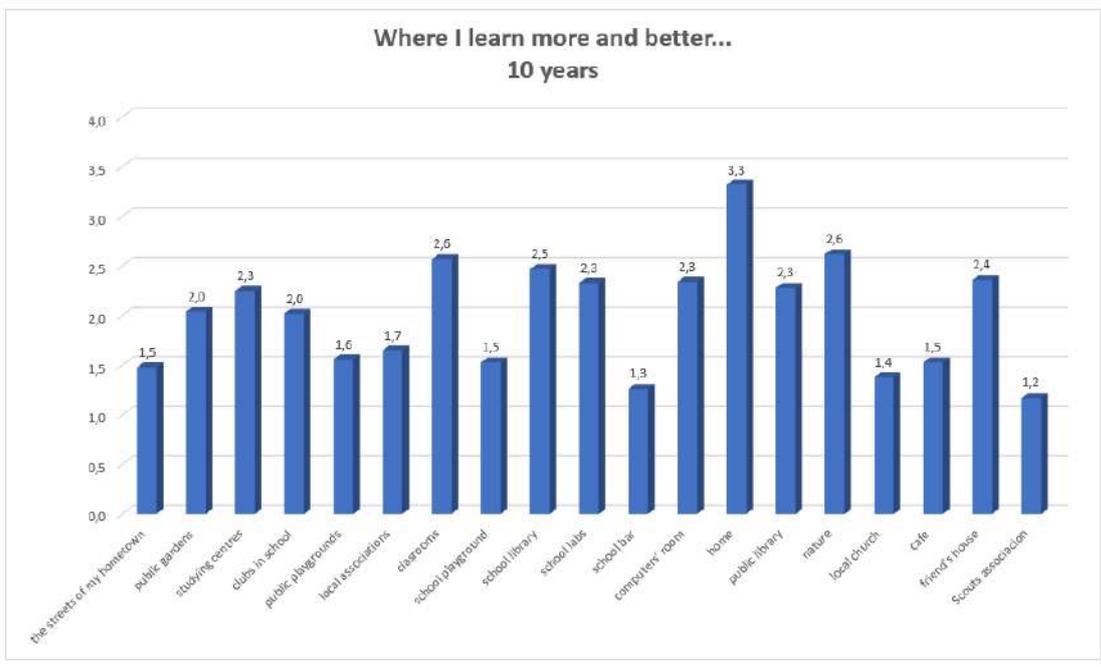


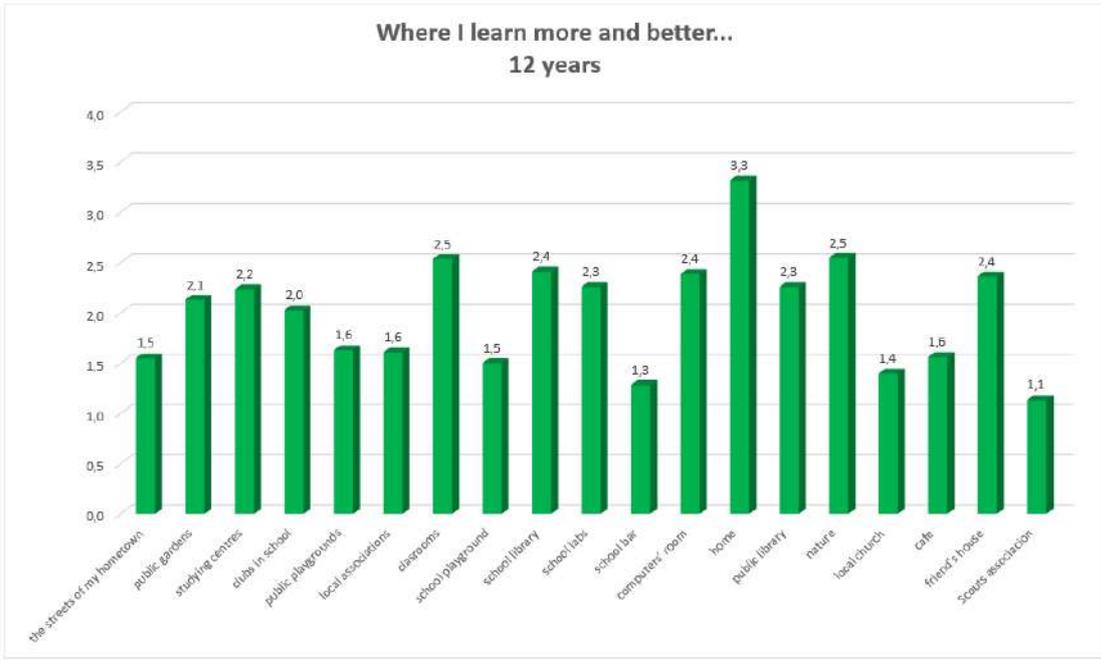
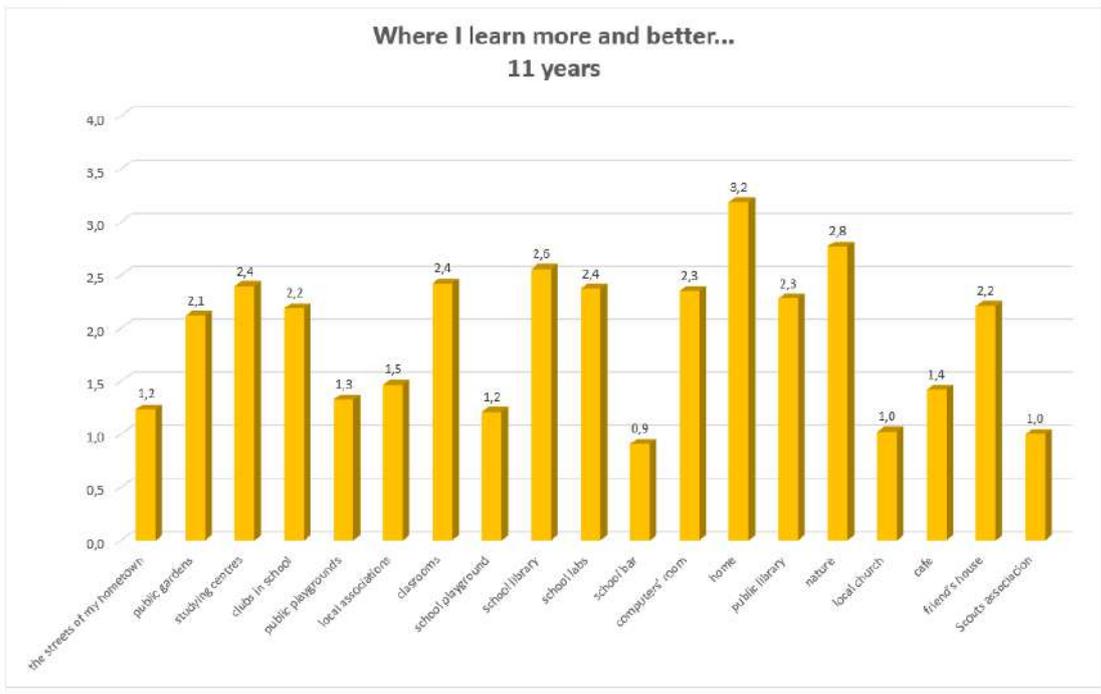
Where I learn more and better...  
11/16 years

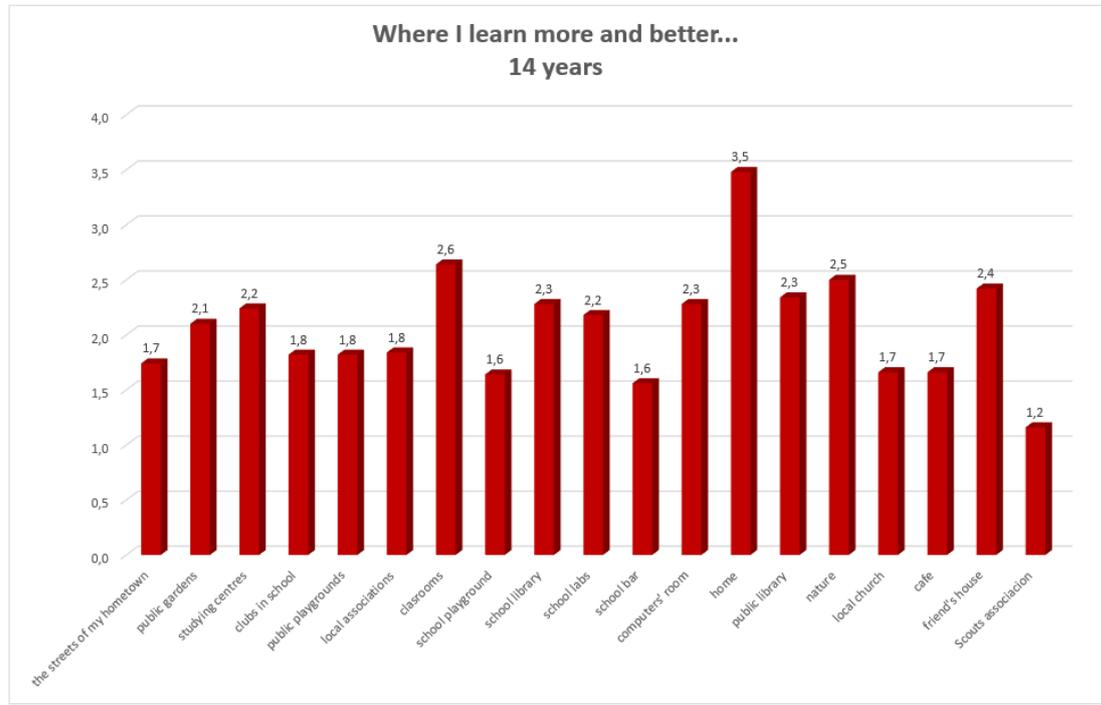
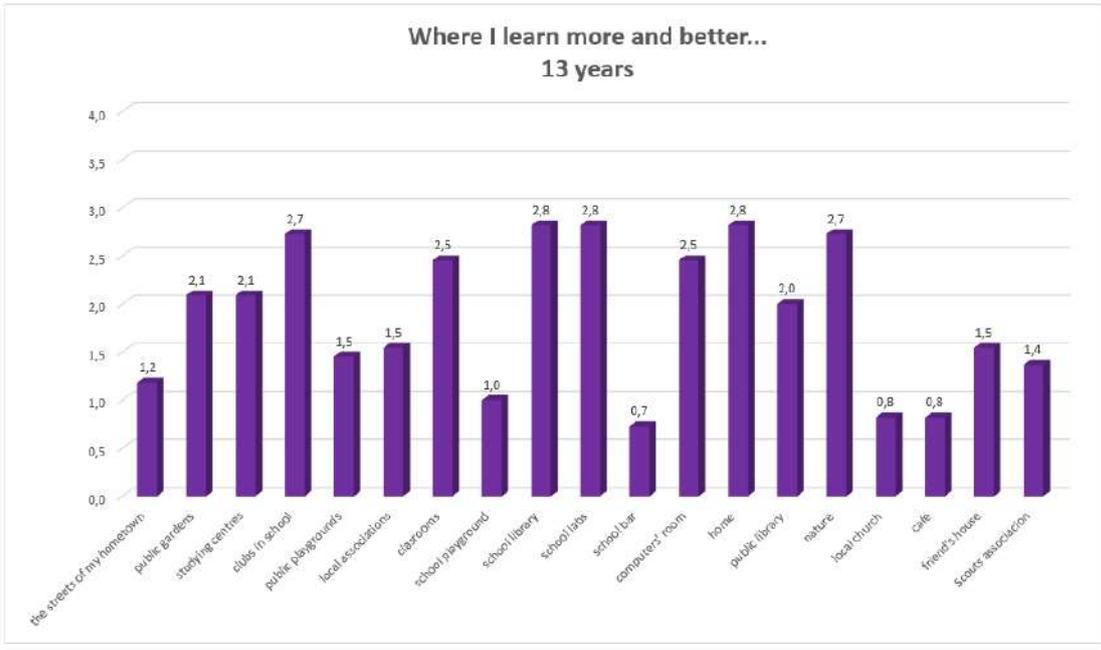
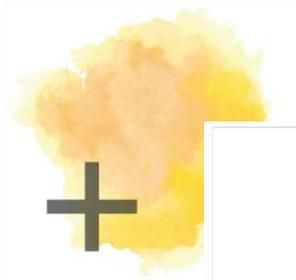


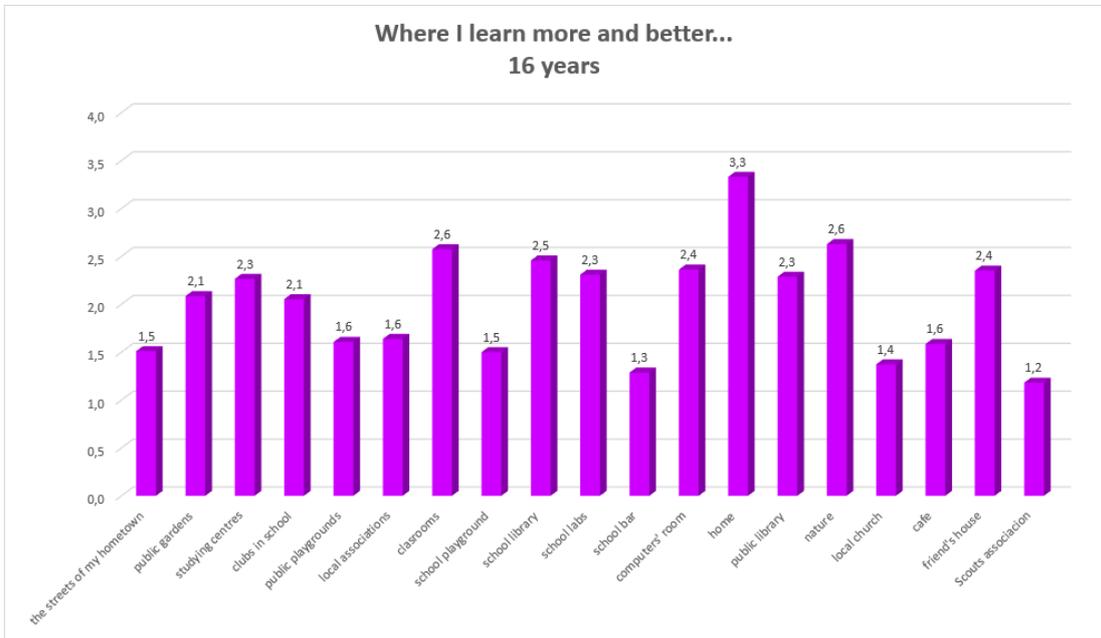
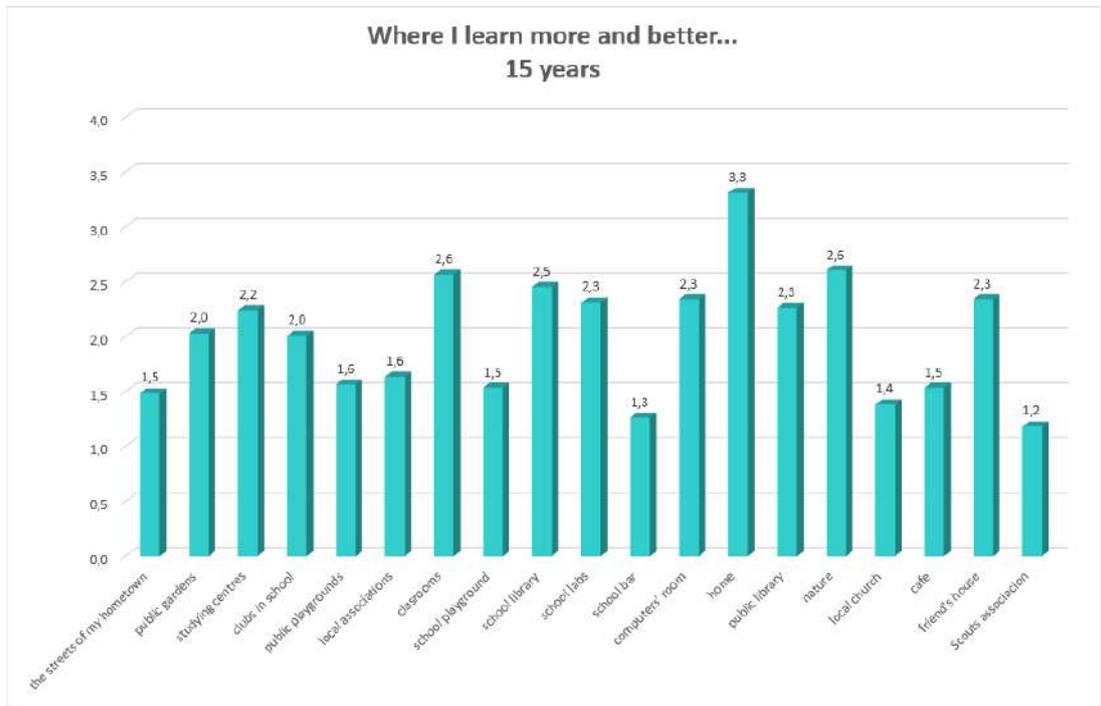
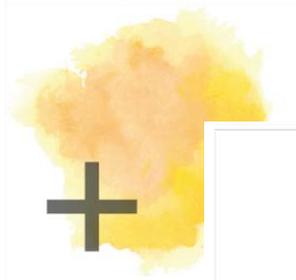


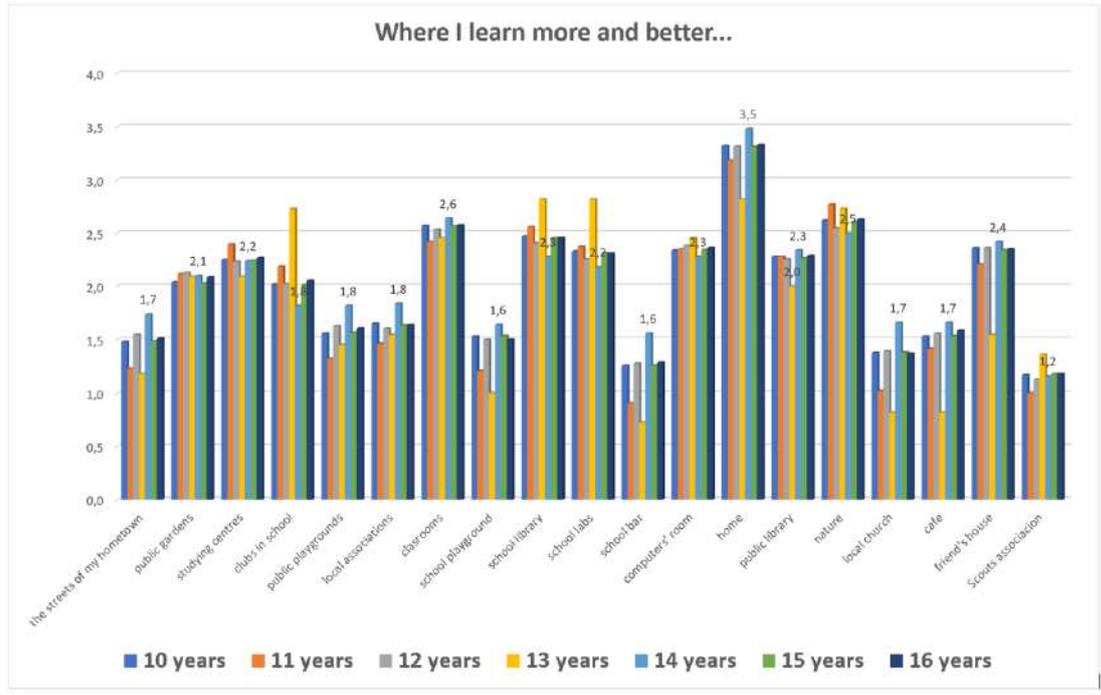
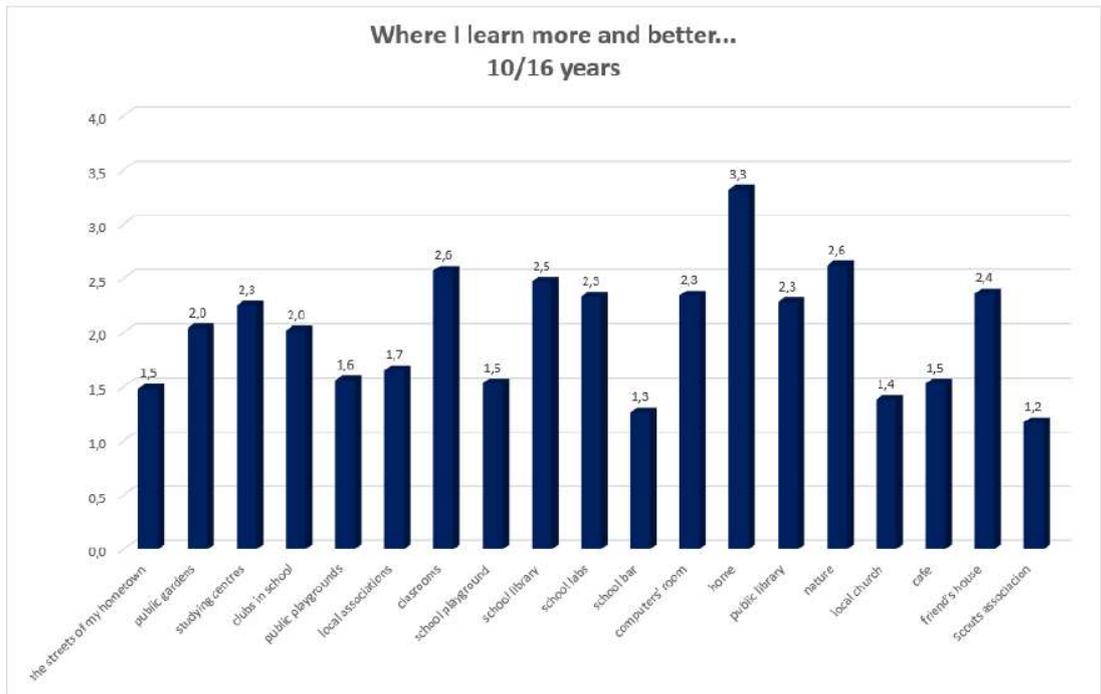
## Romania







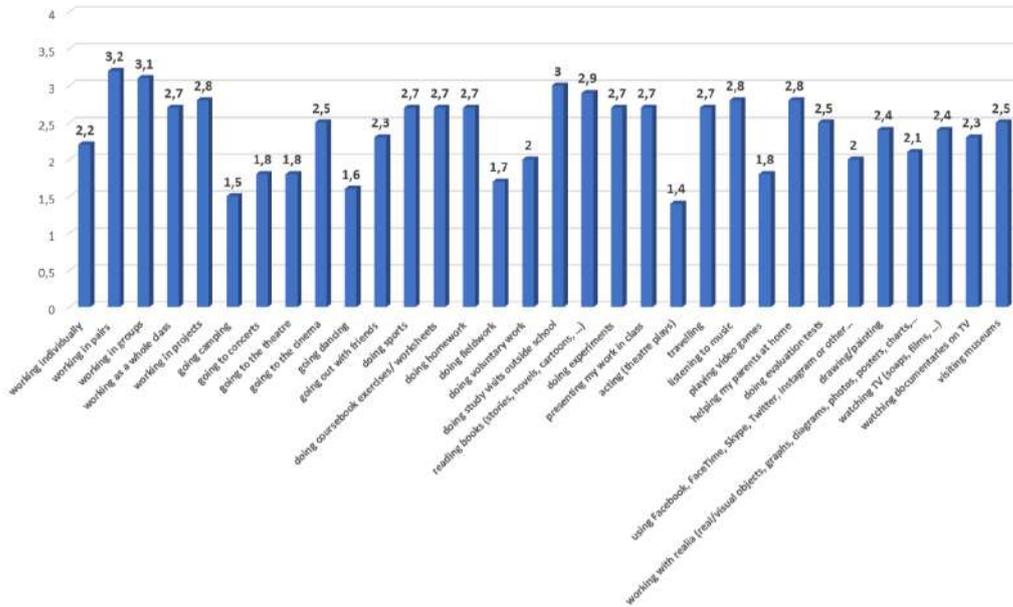




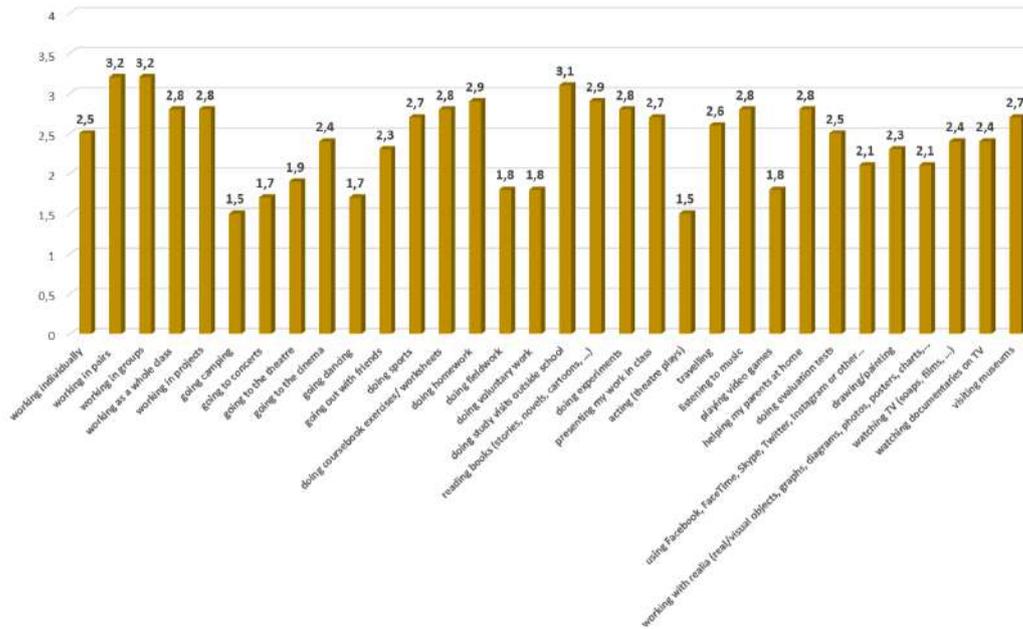
# Analysis axis: HOW?

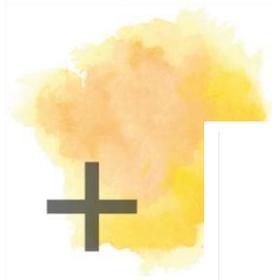
## Portugal – Francisco Sanches School

ESCOLA DR. FRANCISCO SANCHES - How I learn more and better...  
10 years

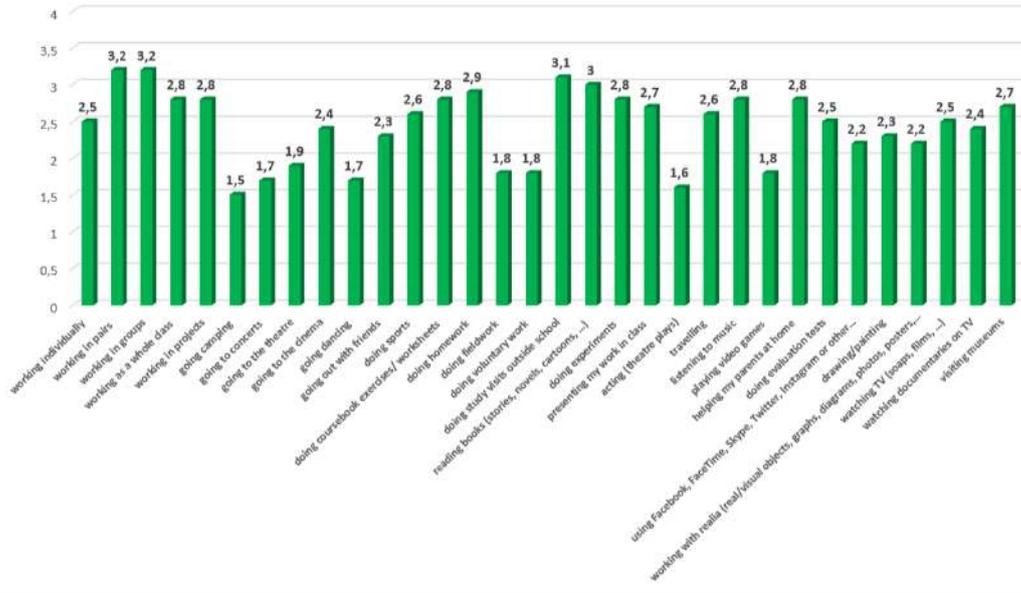


ESCOLA DR. FRANCISCO SANCHES - How I learn more and better...  
11 years

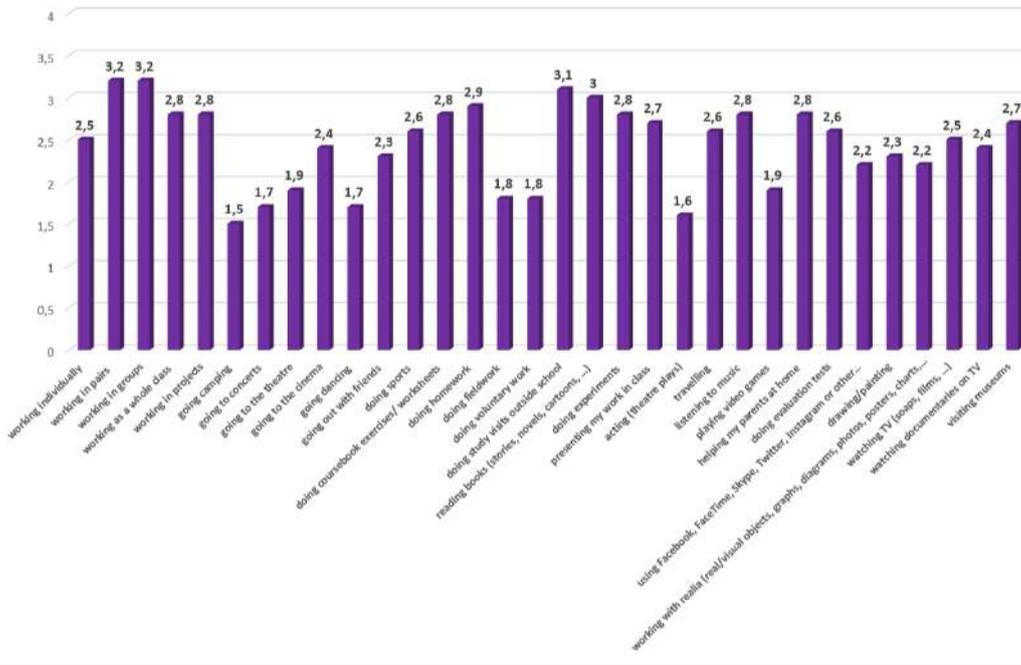


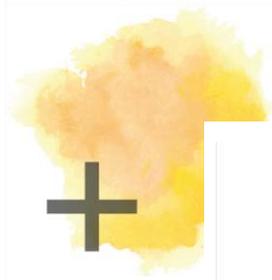


ESCOLA DR. FRANCISCO SANCHES - How I learn more and better...  
12 years

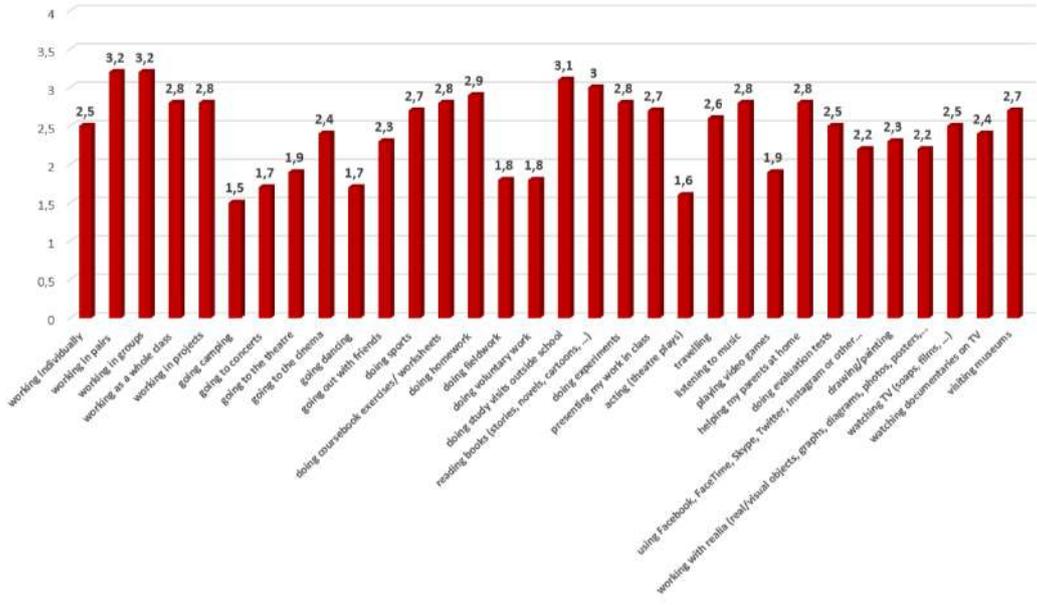


ESCOLA DR. FRANCISCO SANCHES - How I learn more and better...  
13 years

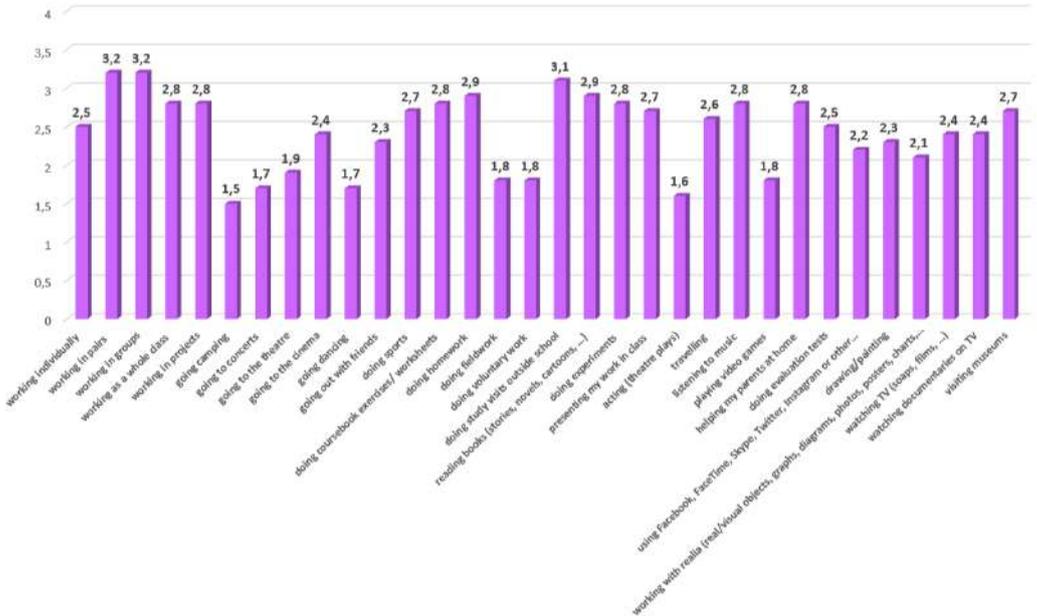




ESCOLA DR. FRANCISCO SANCHES - How I learn more and better...  
14 years

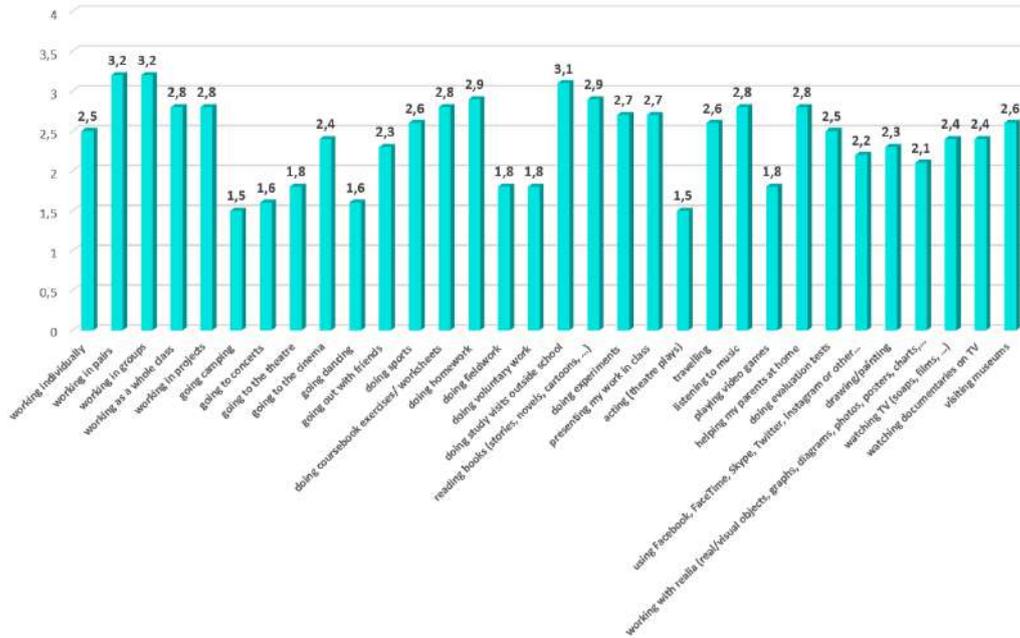


ESCOLA DR. FRANCISCO SANCHES - How I learn more and better...  
15 years

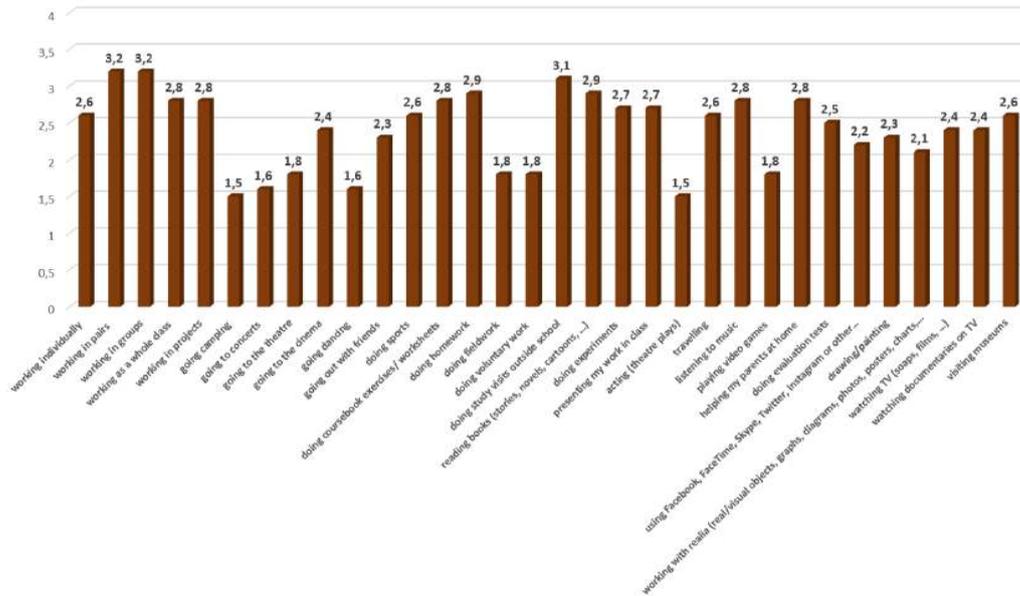


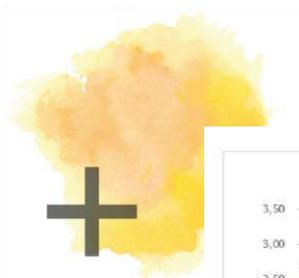


ESCOLA DR. FRANCISCO SANCHES - How I learn more and better...  
16 years

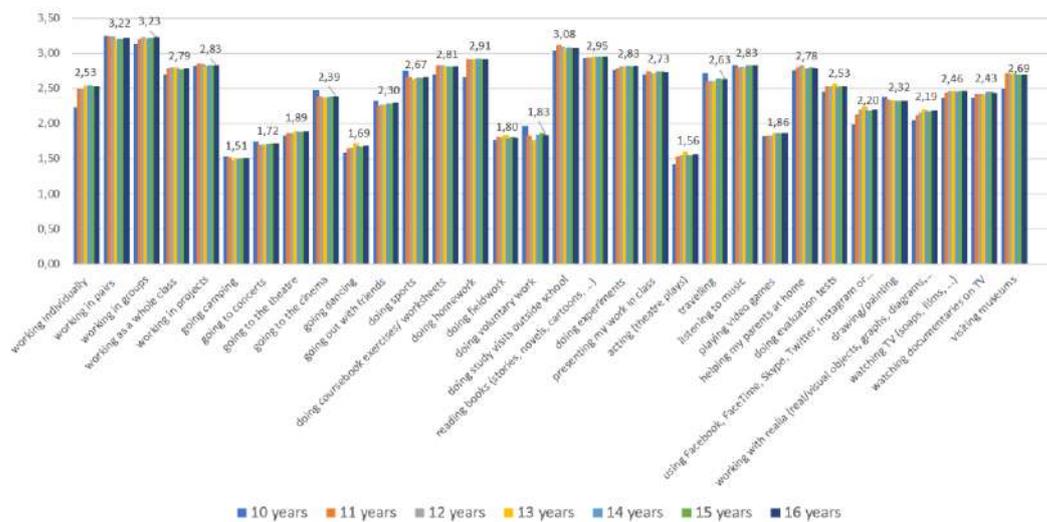


ESCOLA DR. FRANCISCO SANCHES - How I learn more and better...  
10/16 years



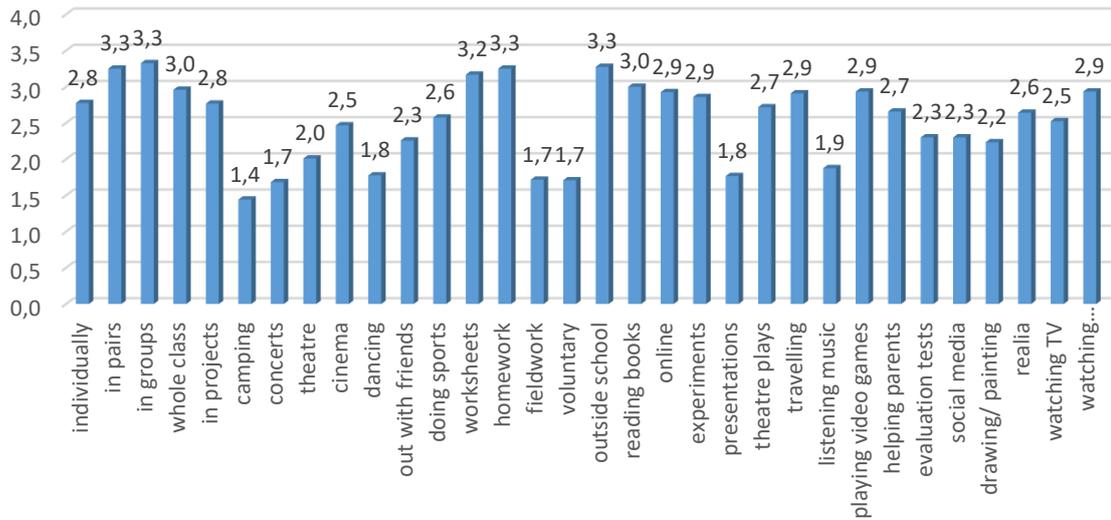


### ESCOLA DR. FRANCISCO SANCHES - How I learn more and better...

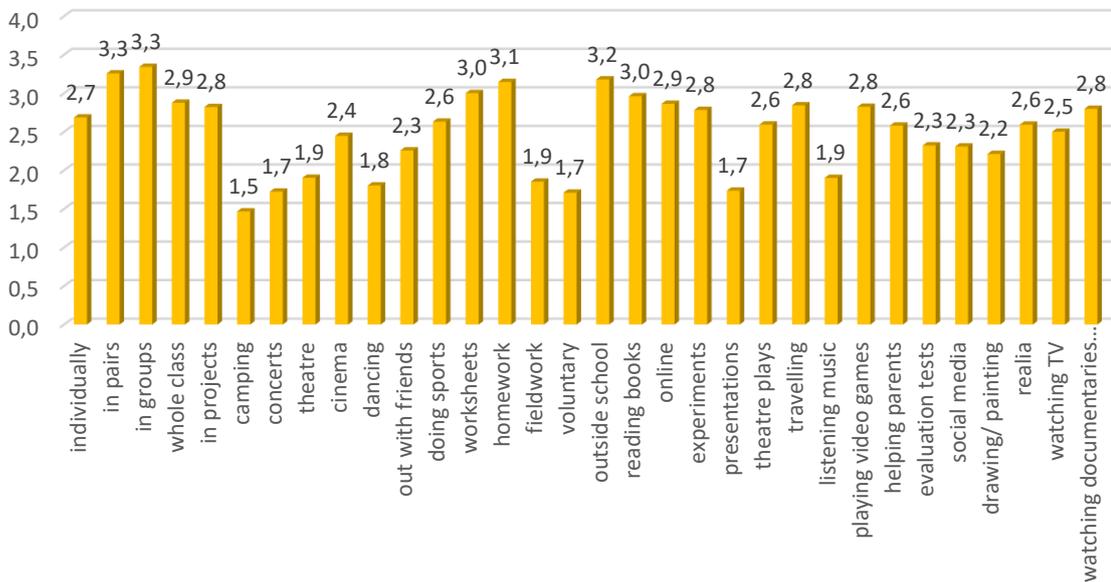


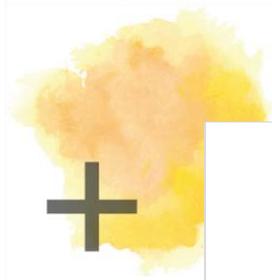


### ESCOLA DE MAXIMINOS - How I learn more and better... 11 years

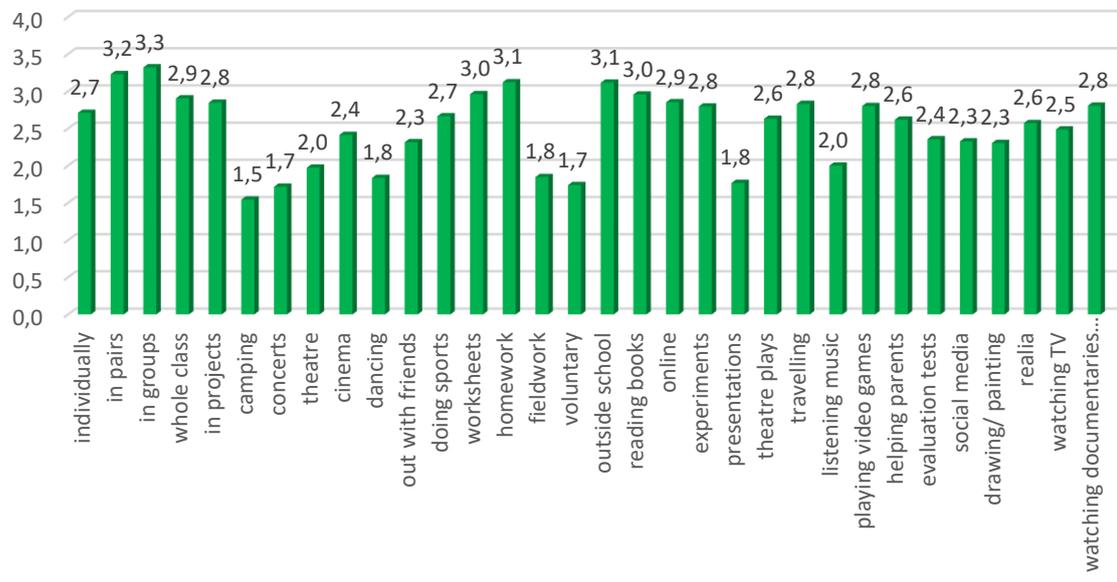


### ESCOLA DE MAXIMINOS - How I learn more and better... 12 years

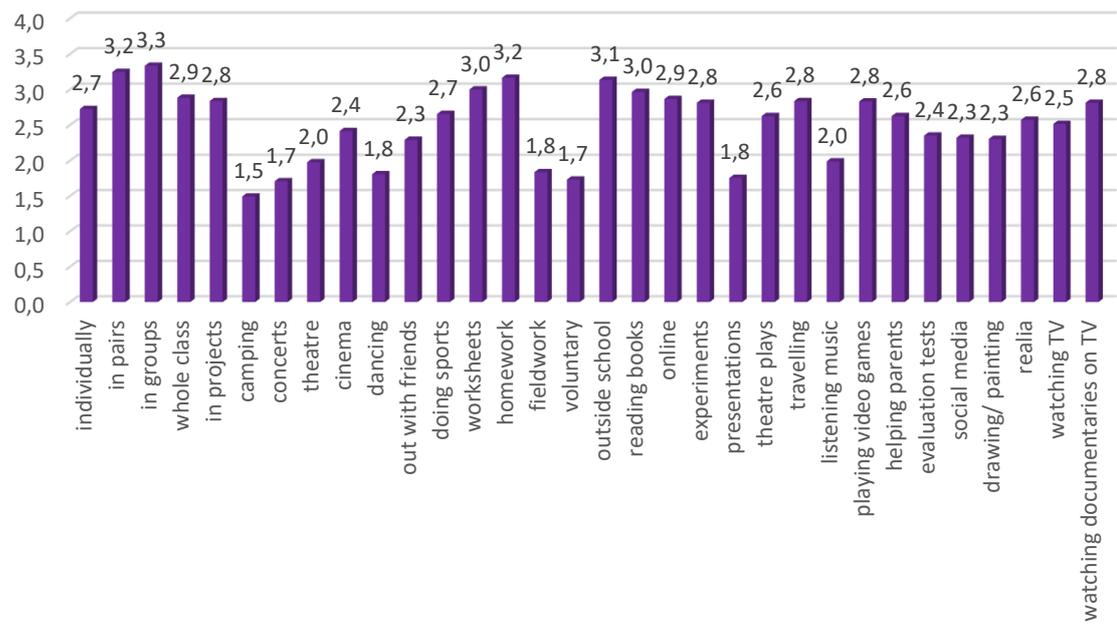


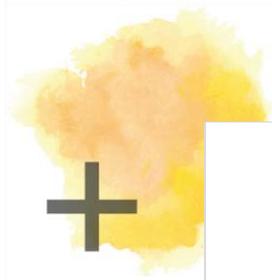


## ESCOLA DE MAXIMINOS - How I learn more and better... 13 years

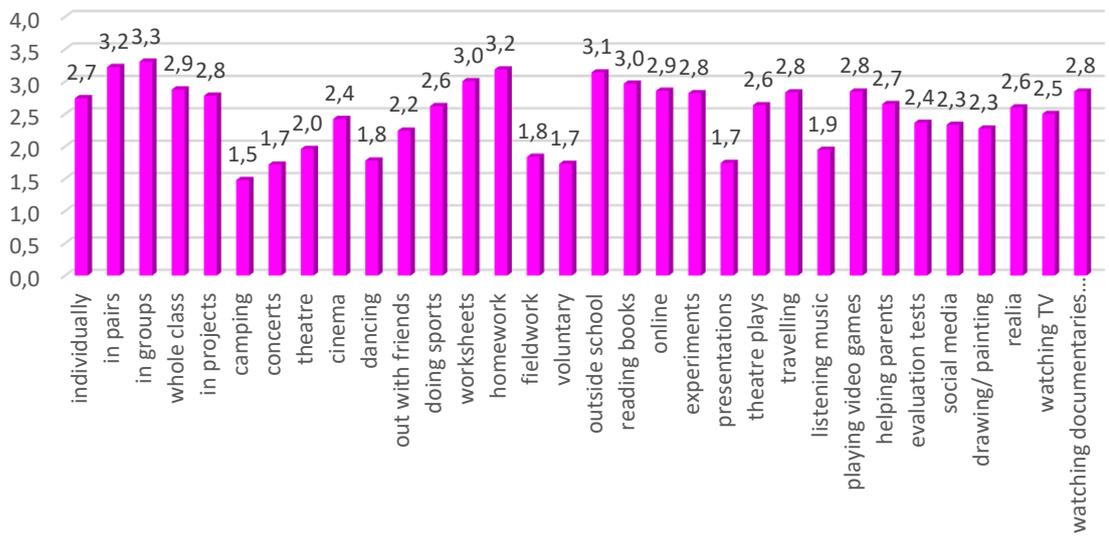


## ESCOLA DE MAXIMINOS - How I learn more and better... 14 years

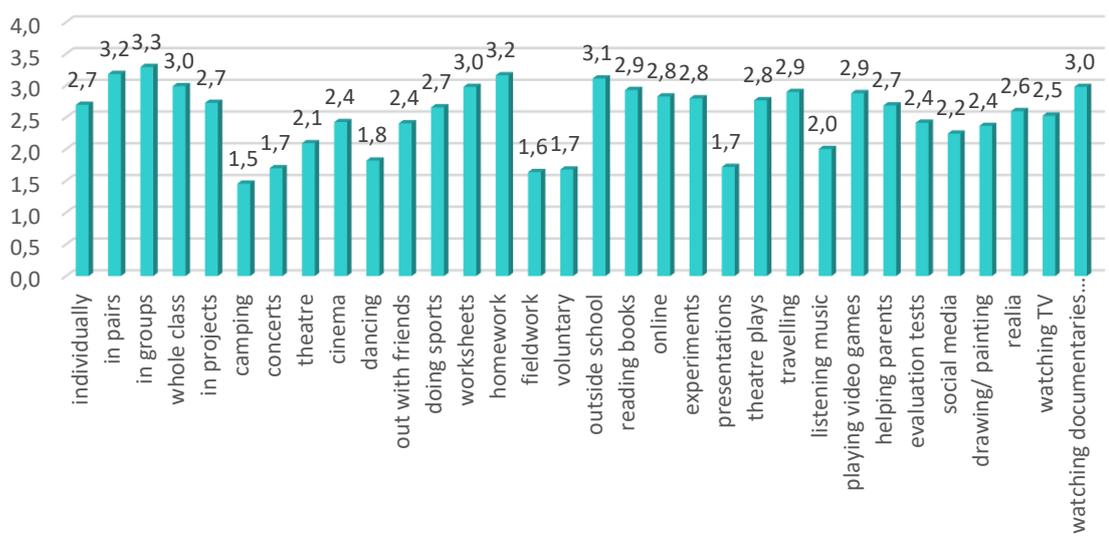


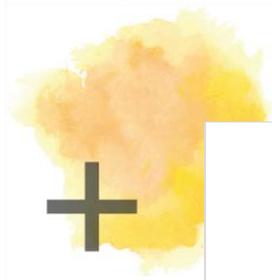


## ESCOLA DE MAXIMINOS - How I learn more and better... 15 years

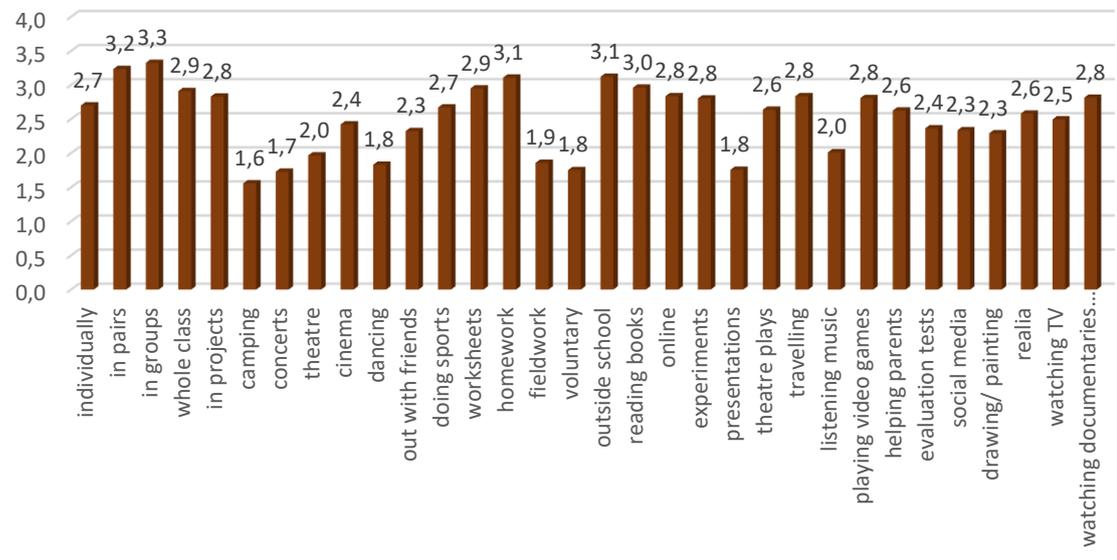


## ESCOLA DE MAXIMINOS - How I learn more and better... 16 years

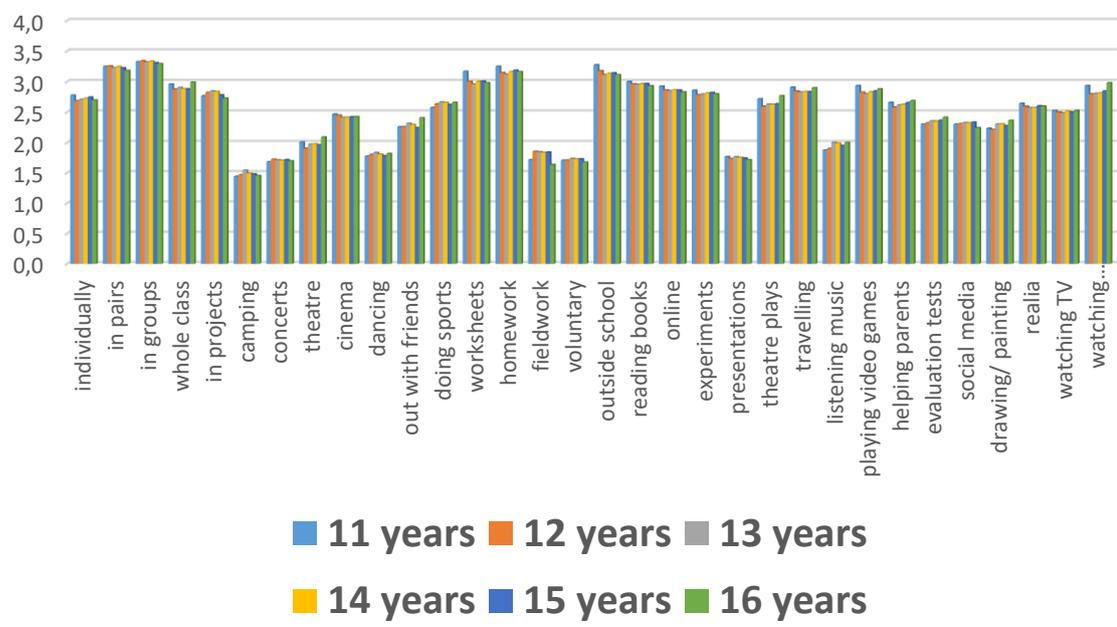


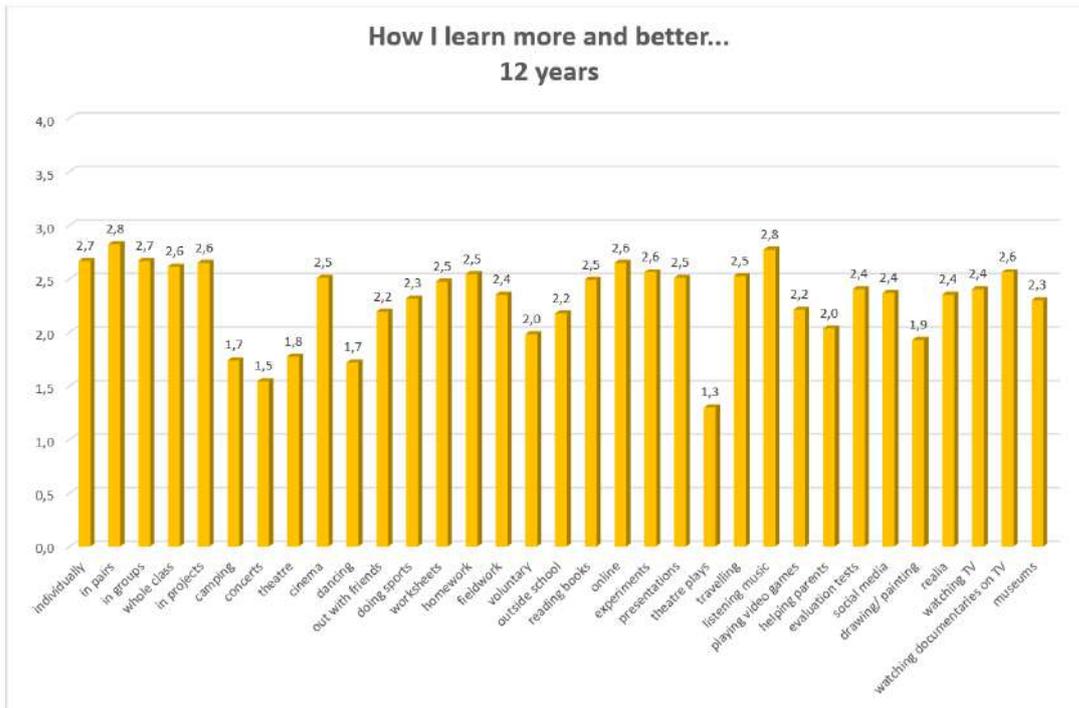
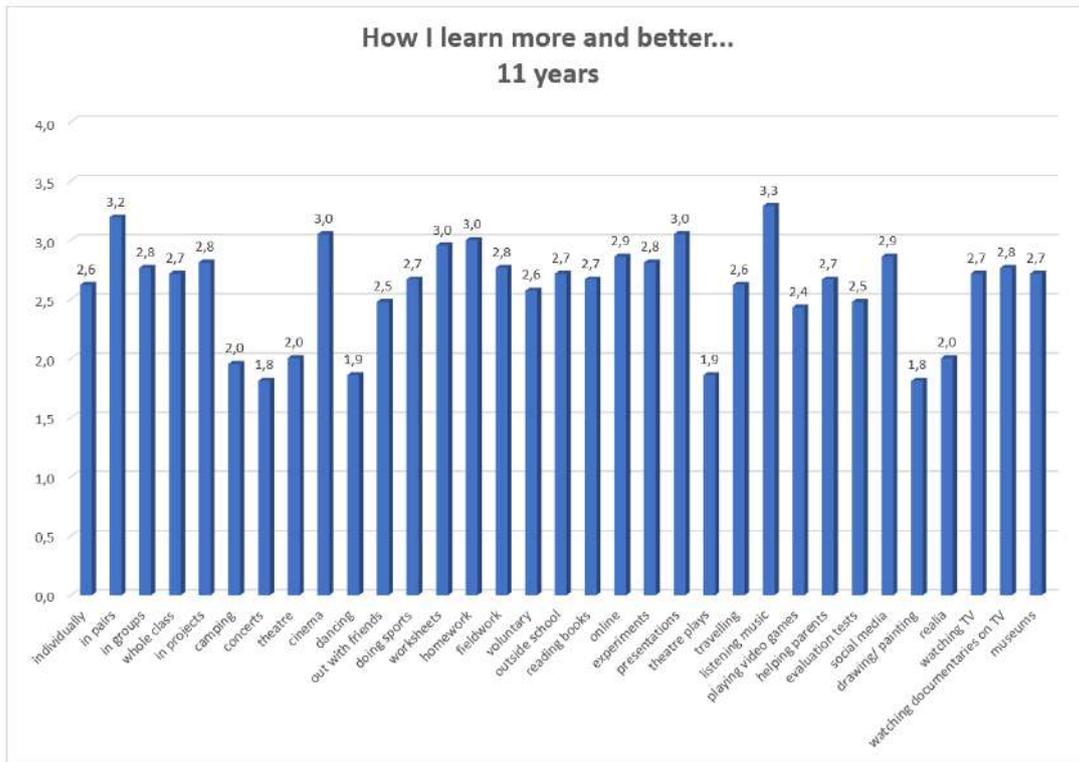


## ESCOLA DE MAXIMINOS - How I learn more and better... 11/16 years



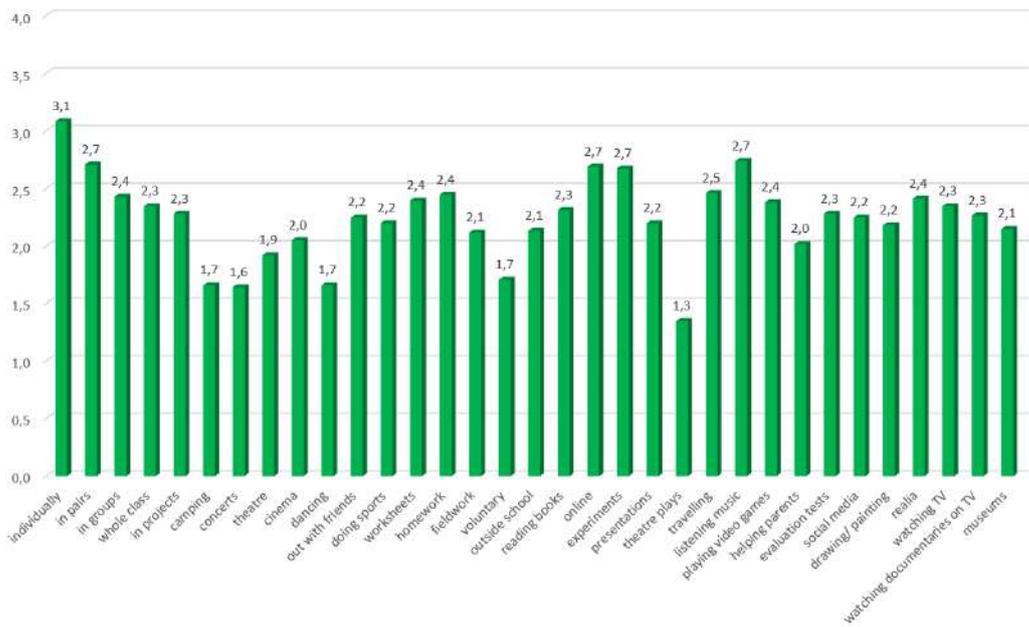
## ESCOLA DE MAXIMINOS - How I learn more and better...



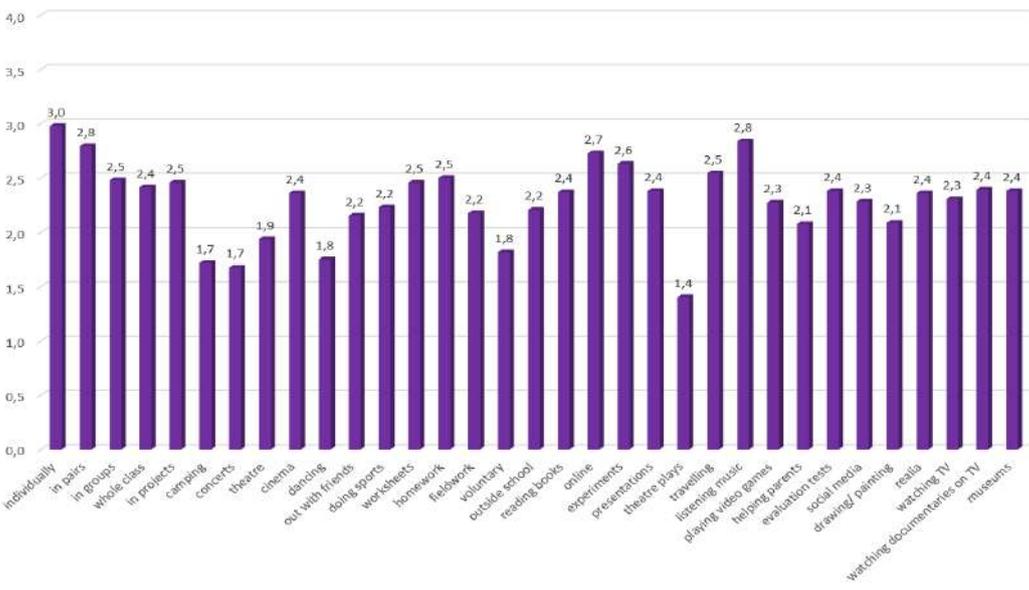


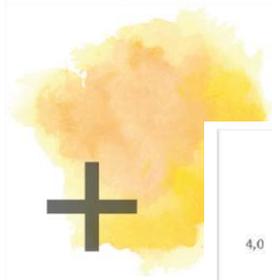


How I learn more and better...  
13 years

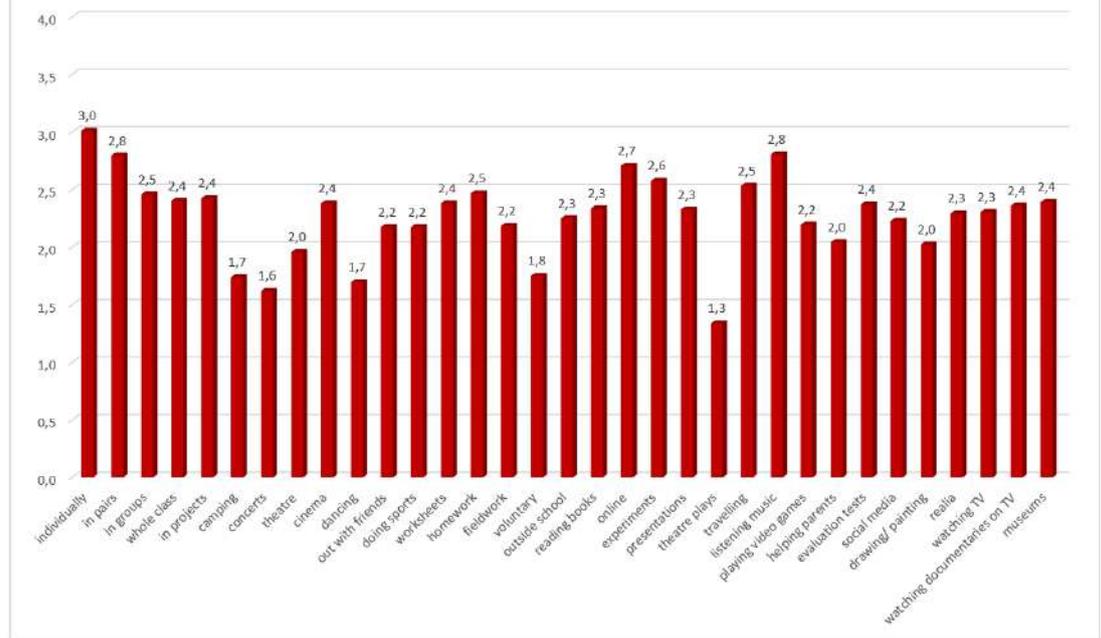


How I learn more and better...  
14 years

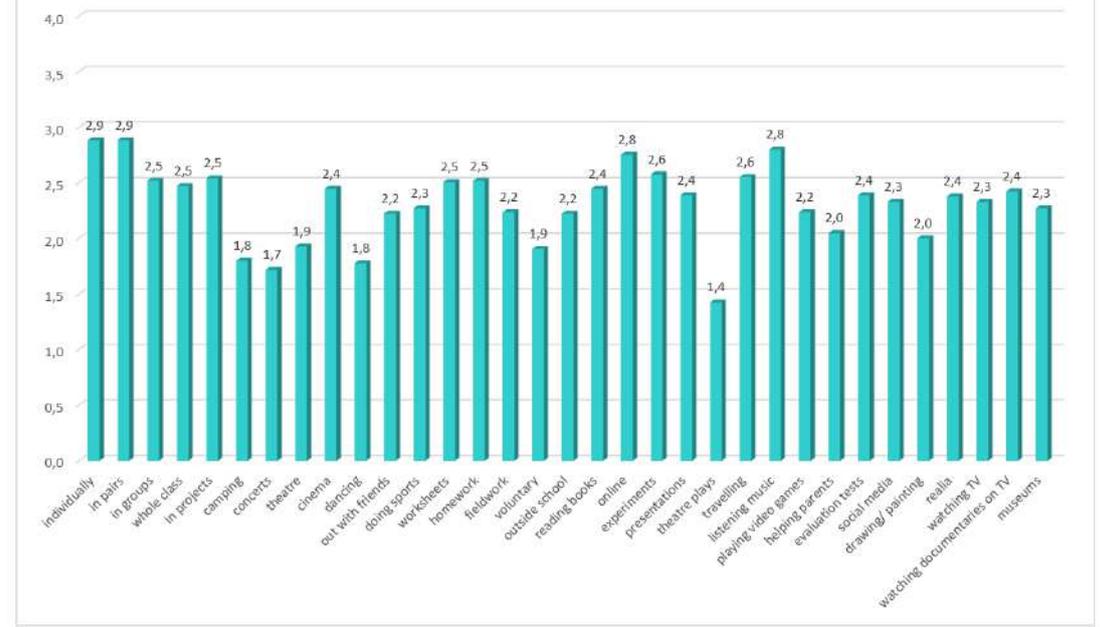


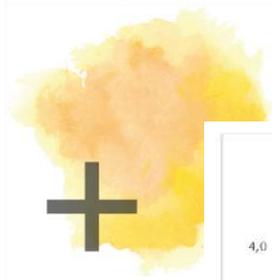


How I learn more and better...  
15 years

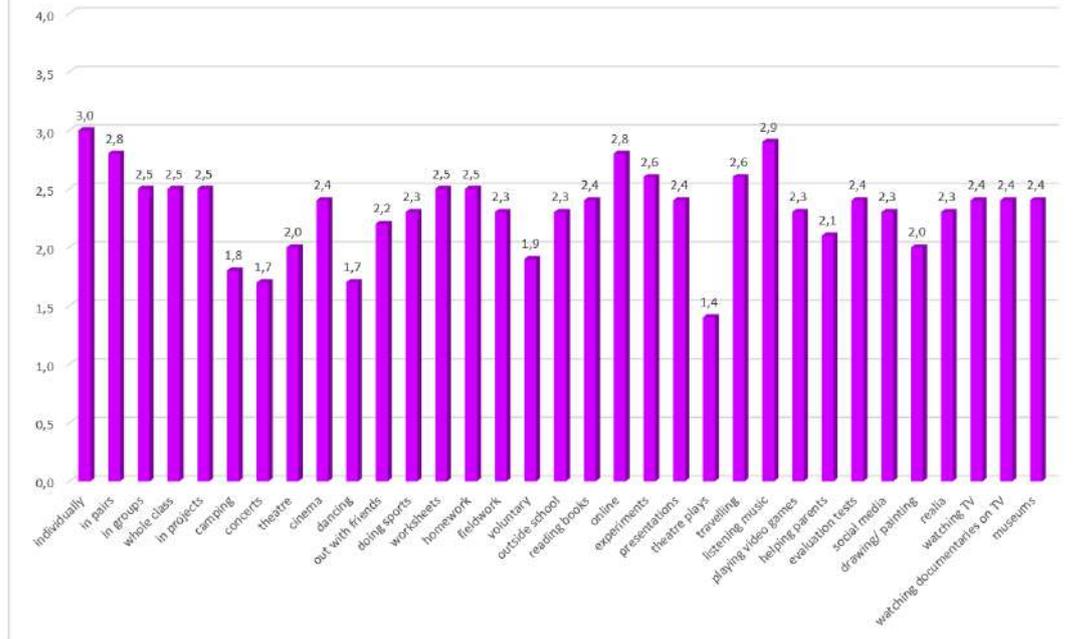


How I learn more and better...  
16 years

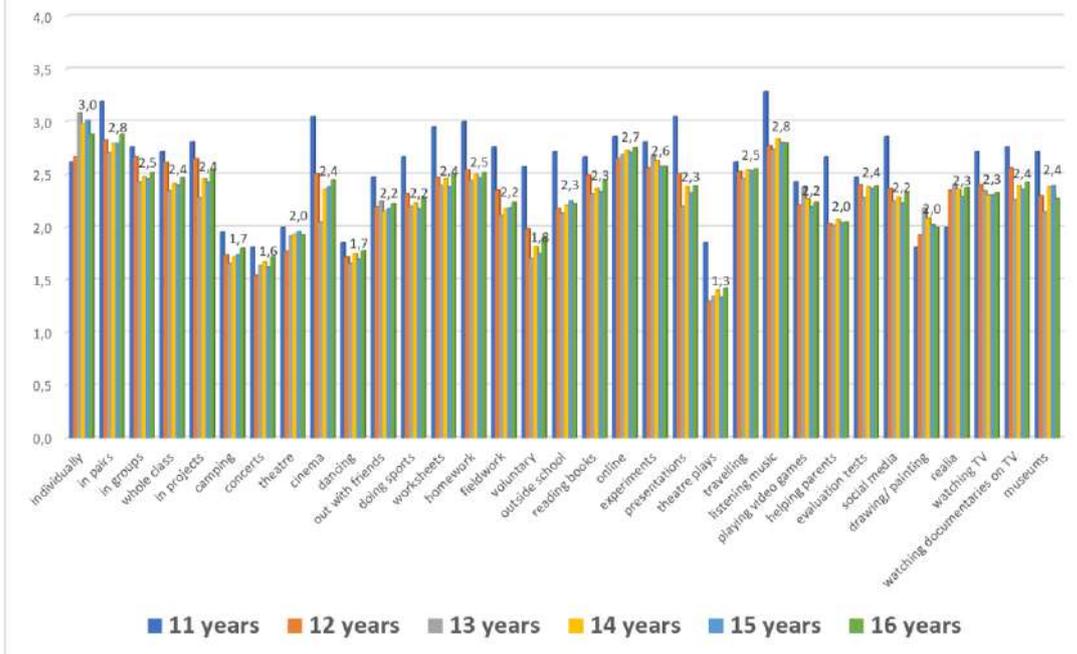




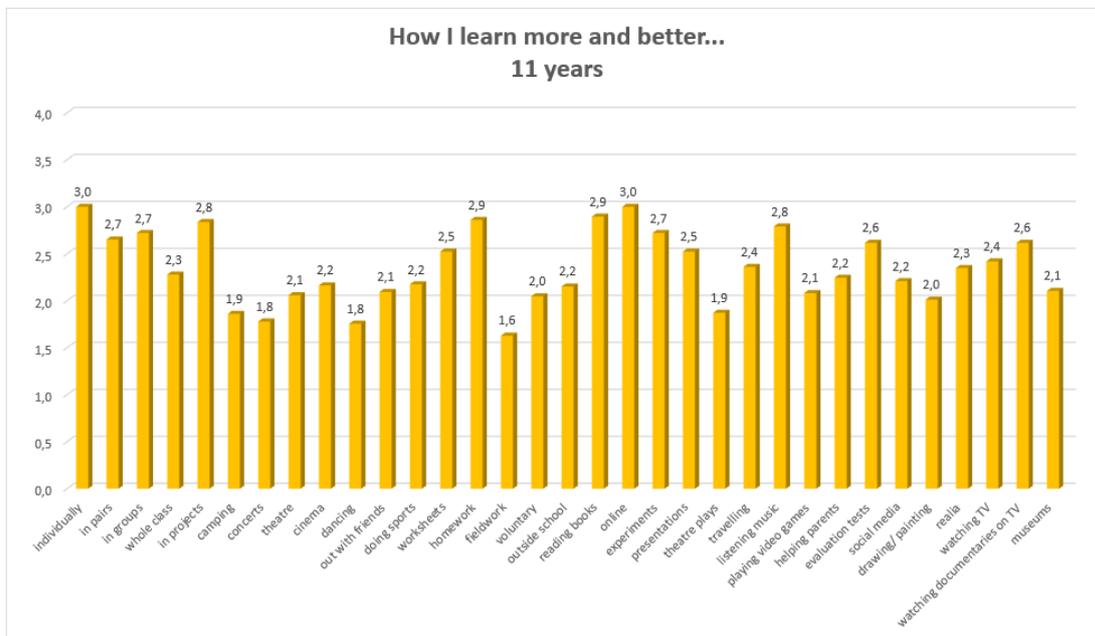
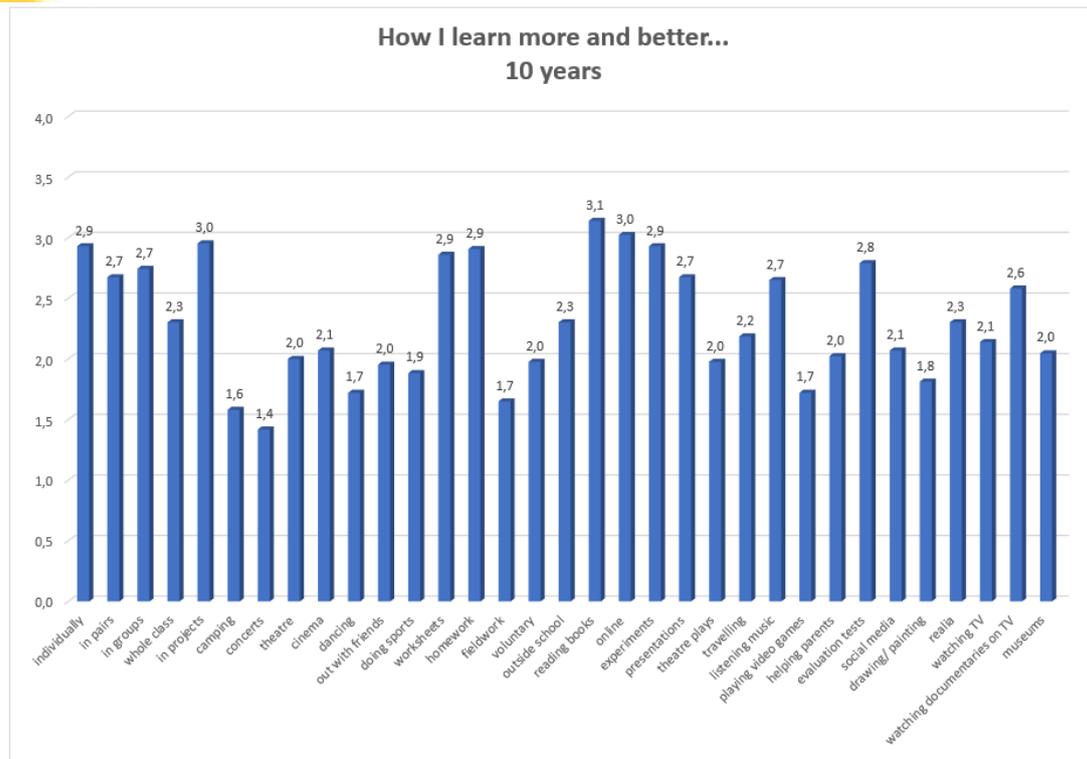
### How I learn more and better... 11/16 years

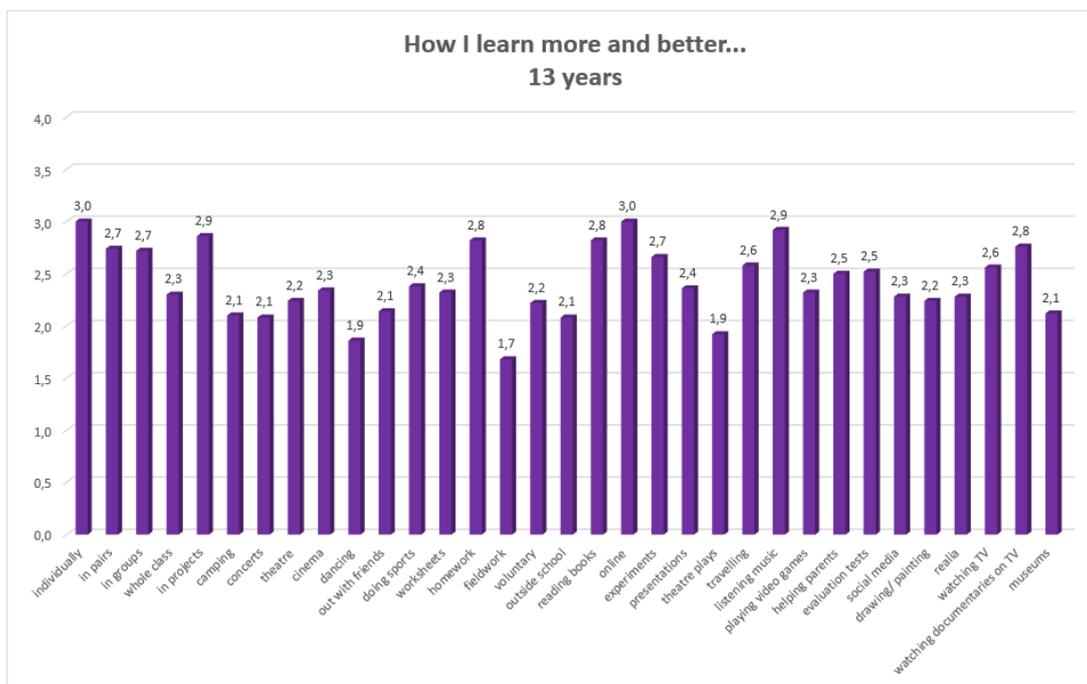
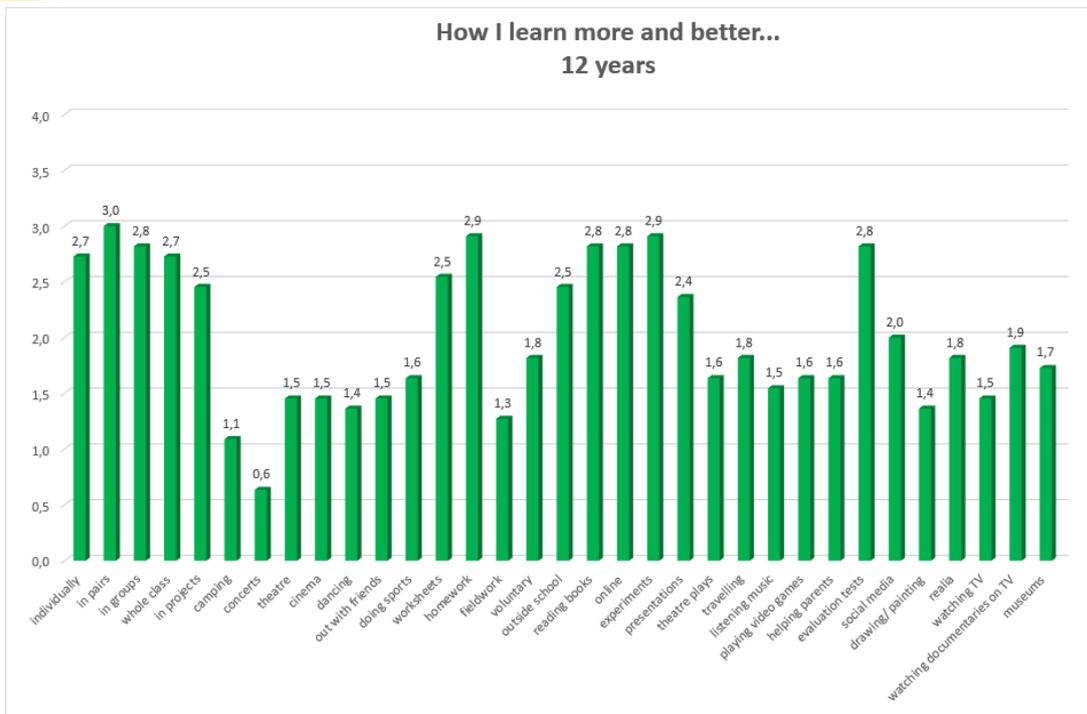


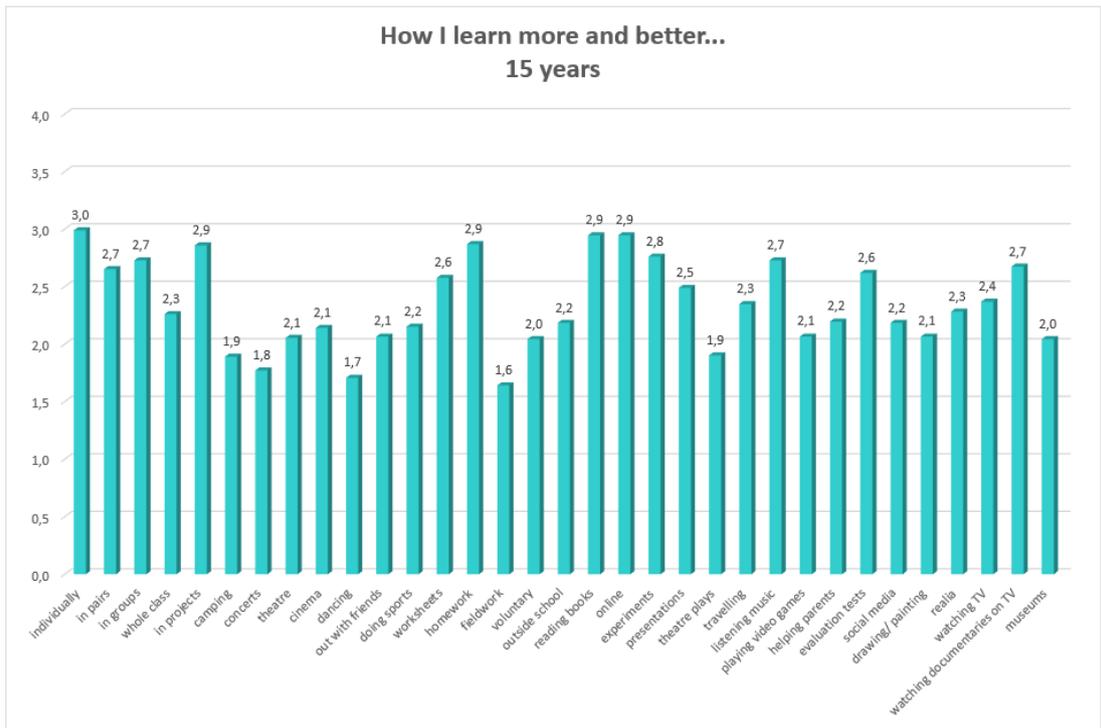
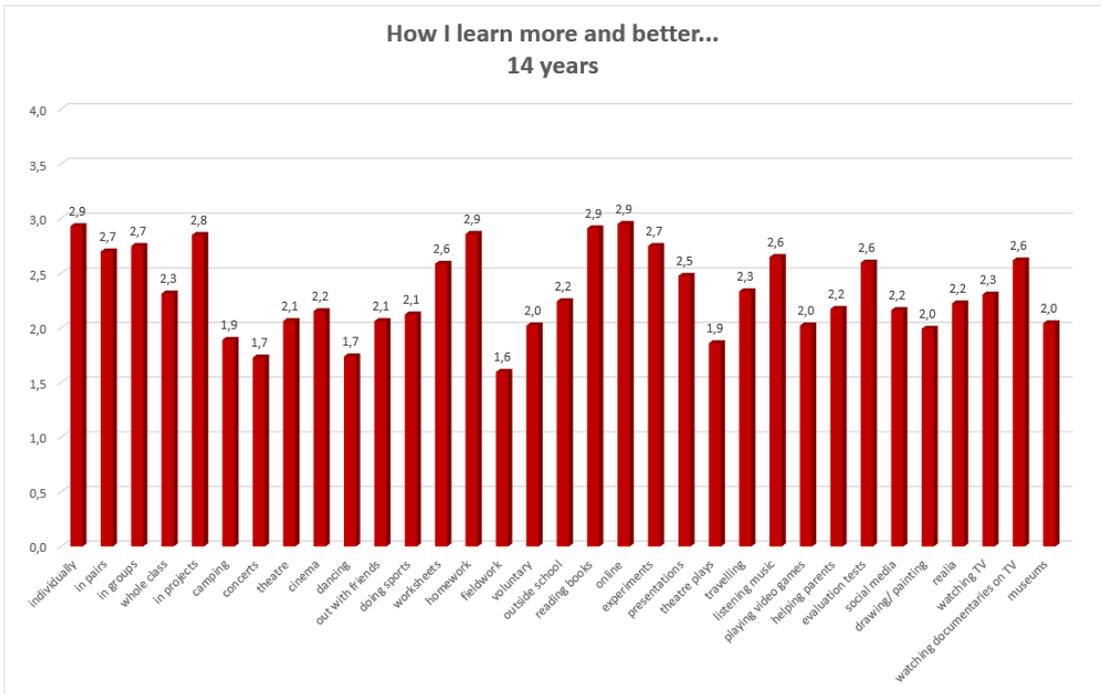
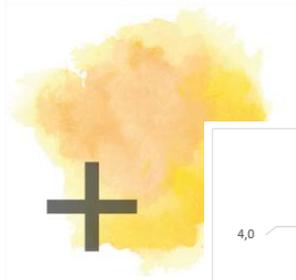
### How I learn more and better...

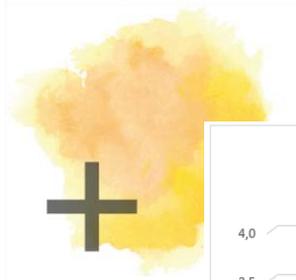


# Romania

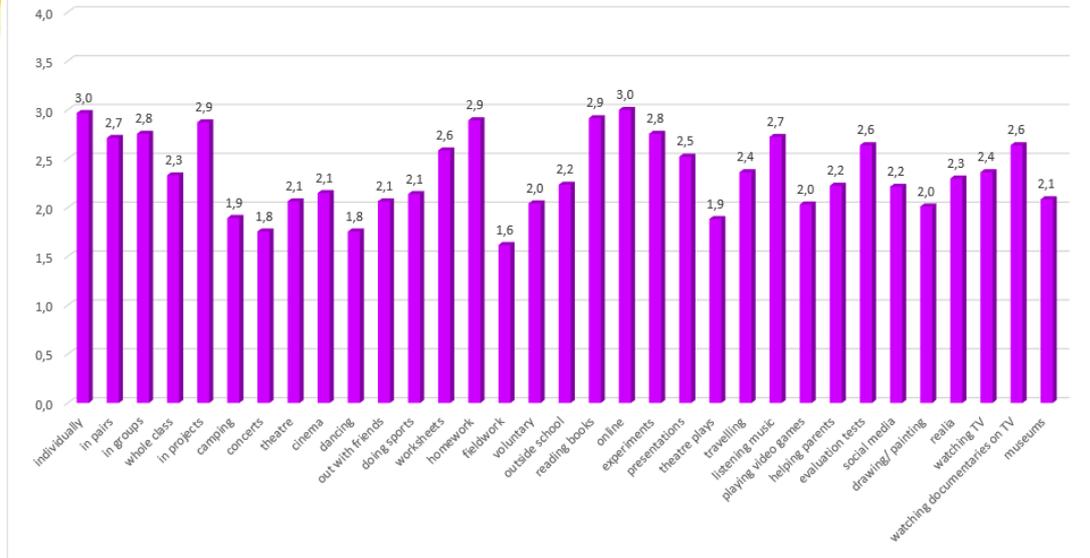




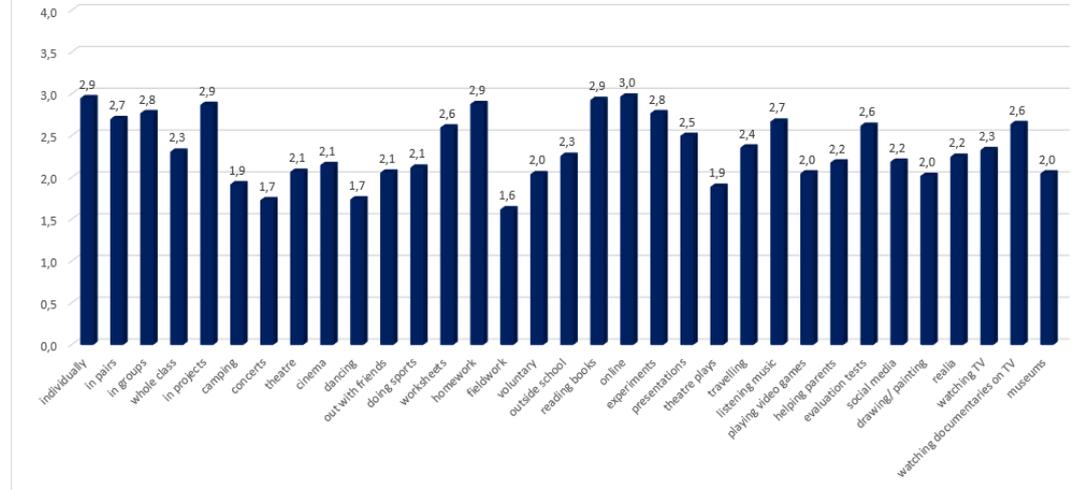


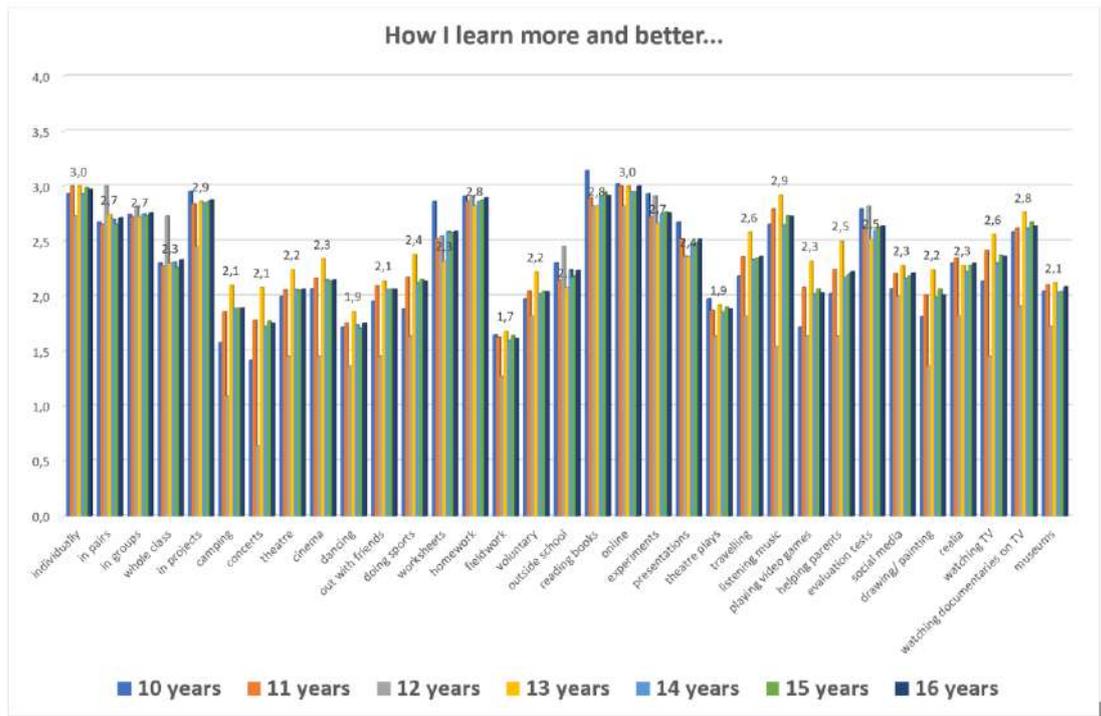
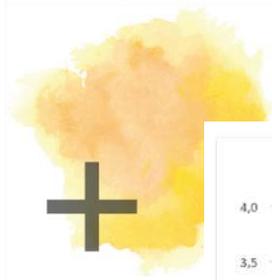


How I learn more and better...  
16 years

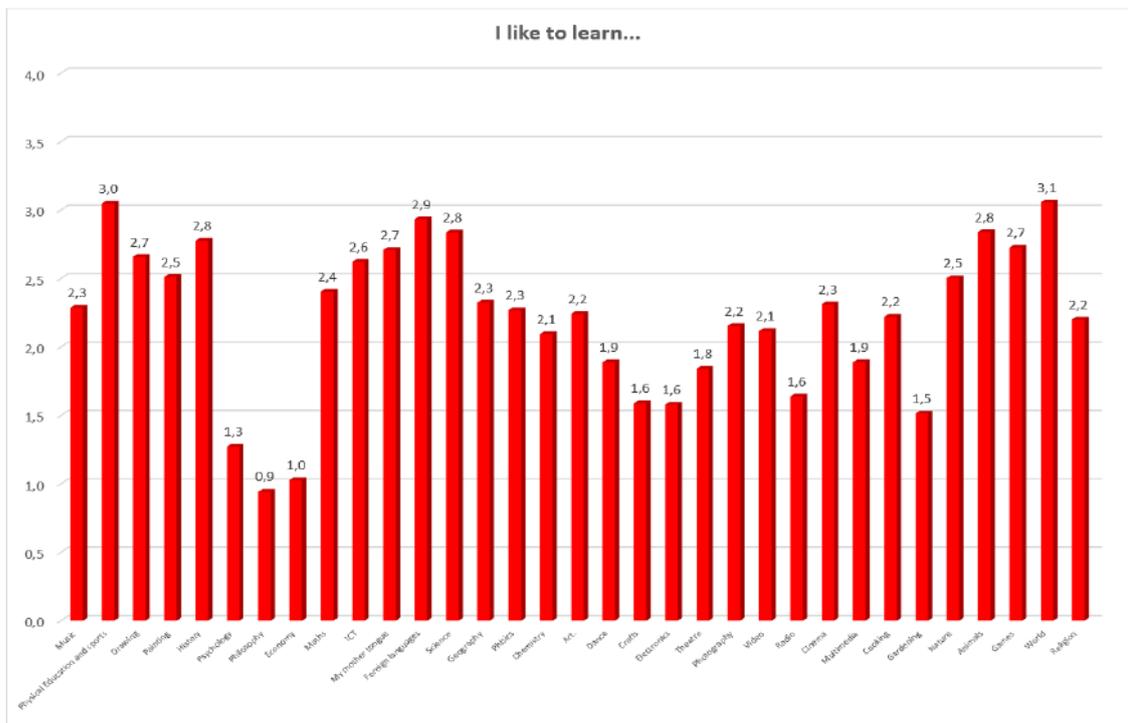


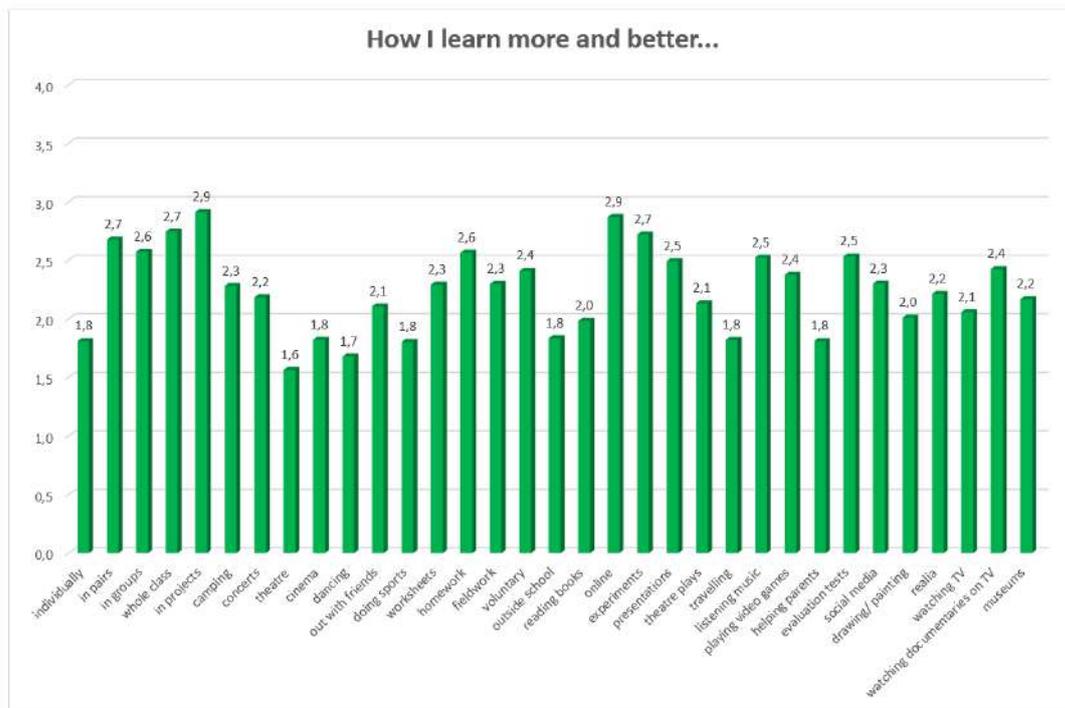
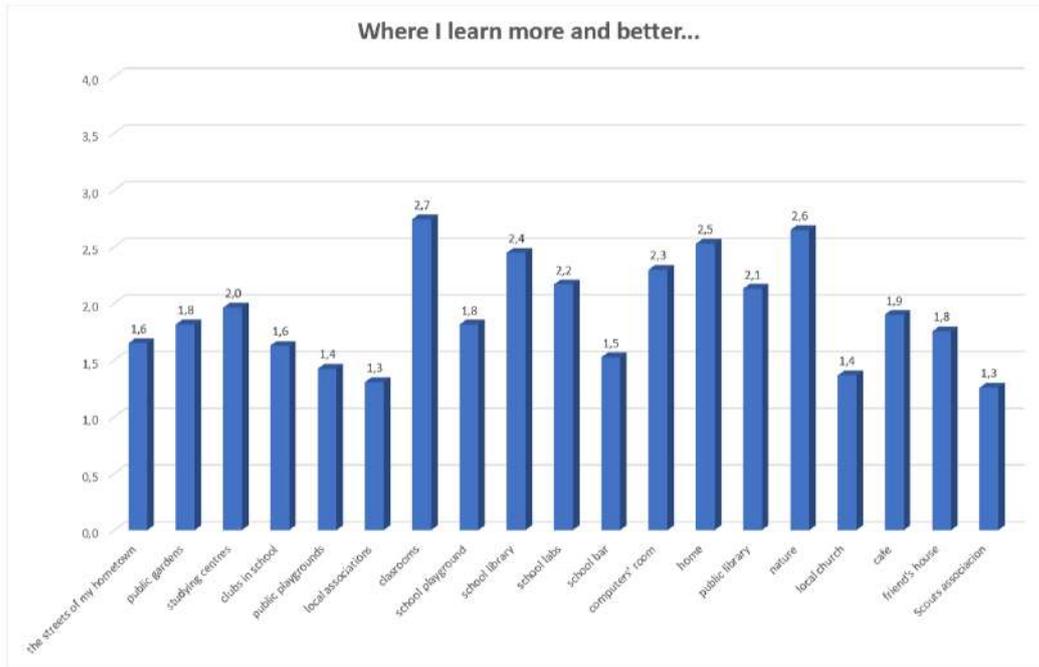
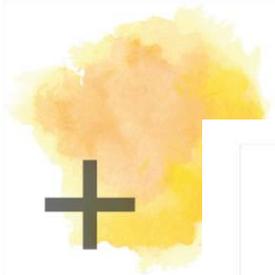
How I learn more and better...  
10/16 years

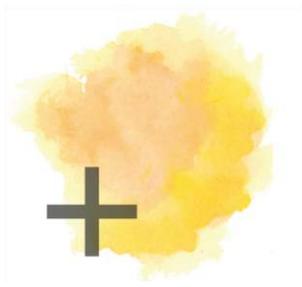




## GLOBAL GRAPHICS

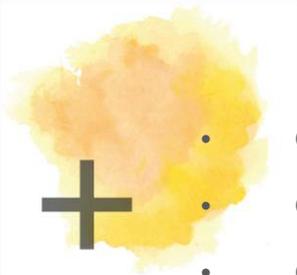






## APPENDIX 4

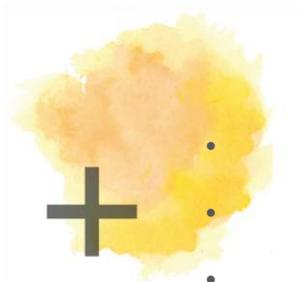
### OPEN QUESTIONS

- 
- **OQ 6** – I like to learn about other subjects or topics (please tell which ones)
  - **OQ 8** – I learn more and better in other places... (please specify which places)
  - **OQ 10** – Other ways I learn more and better ... (please specify these forms)
  - **OQ 11** – If I were a teacher, what I would do to make my students learn more and better would be...

**Portugal** - Francisco Sanches School

**OQ – 6 - I like to learn about other subjects or topics (please tell which ones...)**

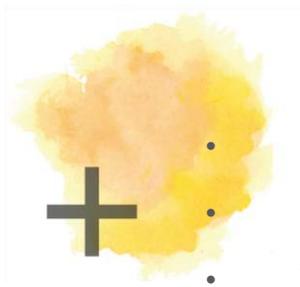
- The cultures of our country
- The riches, customs and traditions of other countries
- Gods
- Roman Mythology
- The planets
- Bullying
- Culture
- Finding out what's around me
- About myself
- South Korea
- Fashion
- Korean and Japanese languages
- Digital Animation
- Health
- What health problems exist
- The causes of health problems
- How to avoid health problems
- Medicine
- Ancient Cultures
- How ancient cultures were conquered



- I like to learn about everything
- Video edition
- On how to overcome everyday situations
- Sexuality
- Mechanical Engineering
- Sociology
- About life
- About life in practice
- How to set up a computer
- Biology
- Universe
- Inequality of gender
- Homophobia, transphobia, racism ...

#### **Portugal - Maximinos School**

- About terrorist networks
- About cars
- About traffic signs
- About sex
- About Sex Education
- Learn music from other countries
- Cosmetics
- Swimming / Wrestling
- Technology
- Computers
- Law
- Religion
- Cycling



- About singing
- Geology
- Experiments
- Animals that no longer exist
- Car Racing
- Cars
- Animes
- How to fight cancer in children and adults
- Medicine
- Human Body
- Etiquette
- Singers
- Fashion models
- Culture; Culture from other countries
- YouTube

## **Poland**

Family Education

. Painting / Art

. Singing

. Sport

. Technology

. Astronomy

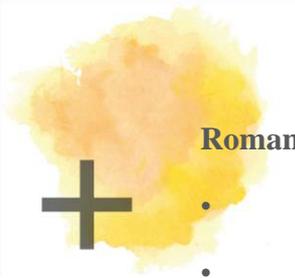
. History

. Nutritionism

. Business

. Companies

. Gastronomy



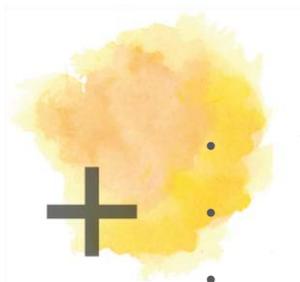
## Romania

- Mechanics
  - Logic
  - German
  - Latin
  - French
  - English
  - Biology
  - History
  - Mathematics
  - Romanian
  - Drama
  - Singing
- NOTE - Although all students mentioned subjects that already exist in the school curriculum, it does not mean that they have them in the year they attend or in their course.

### **OQ 8 – I learn more and better in other places... (please specify in which places)**

#### **Portugal -Francisco Sanches School**

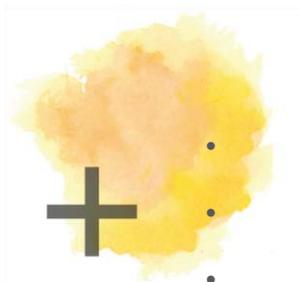
- In the village sitting on the lawn with my friends
- At my grandparents' house, at my grandmother's house
- Doing research on the internet
- Doing research on encyclopedias
- Within the school environment, with teachers and educators (with their information)
- At school tutoring
- With teachers for me only
- Alone



- With my sister
- In calm and quiet surroundings
- On the street with my friends
- In quiet places
- With help, such as in classrooms
- Private tutoring
- With my teachers
- In the classes of Study Support
- With the help of a teacher
- In after-school clubs
- At the stadium
- When the class is divided in half / in the classes by turns
- Reading books
- When I dedicate myself to what I do
- With summaries made by me
- In dynamic classes where we can relax, but learning a certain subject
- Playing sports
- Watching Anime
- Watching videos on YouTube
- In class discussions
- Group working
- Reading the school book
- In interactive classes

#### **Portugal - Maximinos School**

- With intelligent people (classmates excluded)
- At private tutoring sessions; with my private tutor
- At school tutoring sessions



- At school
- In my room; in bed; sleeping in the living room
- At my grandmother's house
- At karate
- Swimming
- Outdoors, among animals
- I learn more and better with animals
- Pleasant places
- At sea
- With the youth group
- At Sunday School
- In the dance hall
- In the Municipal Library
- In a library
- Net searching
- At the hospital, watching the patients and looking after them
- In my bedroom, alone.
- At home listening to music
- At home with my parents
- With my friends (more or less)
- At a Scouts camp
- At the mall
- On the football field
- In the canteen
- Already answered
- Alone on a water site
- In the streets of my village



## Poland

- At my brothers' workplace
- At my girlfriend's house
- In my room
- In the tree house
- In the school bathroom
- In my bed
- In my garden
- During car / airplane / train travel

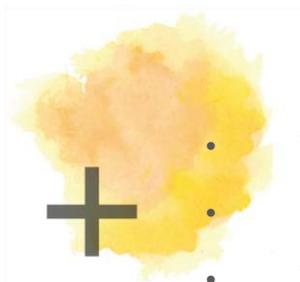
## Romania

- In my room
- In the dormitory
- In the countryside
- In my grandparents' garden
- Outdoors
- At the park
- At the Irish Pub

## OQ – 10 – Other ways I learn more and better ... (please specify these forms)

### Portugal - Francisco Sanches School

- I learn in the forest where I hunt mushrooms
- Playing
- In a quiet place with someone older to pass me their knowledge
- Reading books; reading many scientific books
- Listening to low music on the computer (with the whole class) or with the phones
- At my grandparents' house

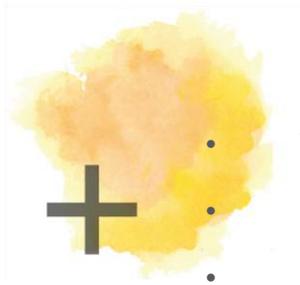


- When I study
- In a quiet environment
- When I have people helping me
- At private tutoring sessions
- When I study and I'm committed.
- When my aunts teach me
- When I like the subject
- When I am attentive in class
- When I have the help of someone who masters the topic, a teacher or relative
- When I analyze other people's writings
- When I ask the teacher for help, if I don't understand something
- Reading books
- Practical classes
- At school, in a room, with teachers teaching
- I learn English watching TV
- Without having a teacher embarrassing me
- Lessons outside the classroom
- Visiting countries related to the subjects we learn - Spanish, French, English
- Playing
- Field trips
- Watching documentaries on the internet
- Travelling
- Making summaries (on the topic)
- I learn more and better by teaching / explaining to others what I have learned



## Portugal - Maximinos School

- When I don't have classes but go to school and help my classmates or they help me
- When I'm interacting with someone
- Being with my friends
- With my family
- Using "Virtual School"
- Watching novels
- In books
- Making summaries
- When I'm with cultivated people
- When I'm alone; when I'm alone and without anyone
- When I study with friends
- At the tutoring center;
- When I study, ask questions and have my doubts clarified;
- When I study and go to classes
- When I have everything next to me, for example: water
- Listening to music
- With the help of the teacher
- With friends
- On the computer
- On Facebook
- On the Internet
- With videos / CDs
- Studying
- Reading
- Doing my homework
- When I learn foreign languages



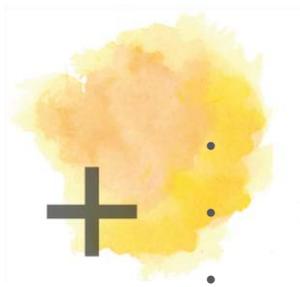
- When I listen to professionals
- I learn more and better by doing
- Already answered
- Travelling by plane
- Being more attentive in class
- In classes with simple games, such as computer games or something like that

### **Poland**

- With food
- With life
- Skating with my textbook
- Reading books
- Listening
- Writing my own notes
- With flashcards
- Watching TV series
- I do not learn
- Playing with my dog
- First I learn by myself and then my parents ask me questions.
- At home
- Reading the textbooks
- Repeating

### **Romania**

- With my sister
- I summarize
- Through repetition
- Playing on my PC



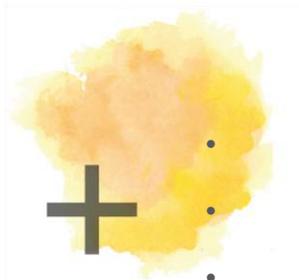
- In the park with my friends; in the park
- Learning alone
- At home
- Alone
- Individually
- After resting
- Lying on my bed
- Reading
- With someone's help
- At the library
- In peace and quiet
- When I hear someone say something that captivates me
- I write my notes several times
- Listening to music
- Helping others
- Being a tutor
- When I walk home
- With the help of a teacher
- When I ask my parents for help
- When I read trivia about different animals / regions / countries / plants
- In collaborative learning
- Studying in groups
- Playing football
- Going to school



**OQ 11 - If I were a teacher, what I would do to make my students learn more and better would be ...**

**Portugal** - Francisco Sanches School

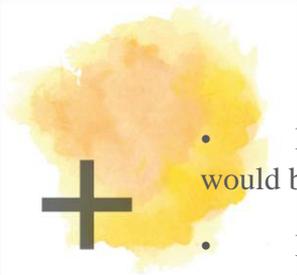
- I would do more activities and crafts
- I would explain in the smallest detail; would explain in an easy way for them to understand me; would try to explain in an understandable way; I would explain slowly; I would assign them work that they could follow; I would teach calmly; I would explain everything again until they understand; I would explain until they understand; I would explain slowly; I would explain the subject more slowly; I would explain better
- I would take students to historical sites - castles; visit museums;
- I would organize field trips; study visits; visits to places on the subject that I teach
- Lessons outside 4 walls; classes in the city, mainly in the Historical Center
- I would split the class into groups
- I would relate things to everyday life, like my math teacher does;
- I would put the subject in the context of everyday life so that the students could see how it can be useful for their lives
- Especially valuing who actually works
- Group work and experimental classes
- I would use more videos to teach
- I would punish the students to make them learn more
- In Lessons n.º 50, 100 and 150, I would let them have free lessons - to feel good about coming to school, because they know they are going to have some fun
- I would have a room suitable for classes
- I would assign them tasks that they can keep up with
- I would do more experiments, in the case of Science
- I would make subjects easier
- I would make subjects fun to make them more willing to study; I would make them have fun in class; classes more fun but with good teaching;
- I would not let the students stand for so long in the classroom doing nothing...
- Would play games; educational games;



- I would not subject students to many tests on successive days
- Reward students who did well in class
- My classes would be more practical; more practical than theoretical
- Interaction with technology rather than school books; replace books by computers; class on the pc's
- I would take a break of 5/10 minutes in the 90-minute classes, so they would lighten up a bit and then restart teaching
- I would assign tasks on the computer or on the iPhone, as students are more interested in using computers or mobile phones
- I would begin by explaining the easier and more suitable contents to them, then, if I saw that they were following, I would move on to the next content. But if they were not understanding it, I would try to be as specific as possible and use worksheets and PowerPoint
- If there would be someone with much difficulty, I would have them begin a tutoring program
- In my class I would have to have very good students and I would do everything for them to be good students - tutoring; I would give more support to my students;
- I would use more PowerPoint
- I would support students; I would help the students
- They would do online research
- I would show some movies; I would show films / videos related to the subjects
- More interactive classes; more dynamic classes; more playful classes
- More dynamic classes where they would be able to participate
- Give them a little more freedom to express their opinions
- Lessons that are not boring so that they have the enthusiasm to learn better and more easily
- I would not subject them to tests, because a student may not be feeling well
- Play music softly in the classroom
- Make them study the way they like
- I would encourage students to study
- I would engage them in group projects

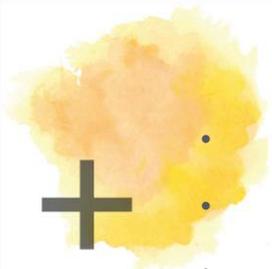


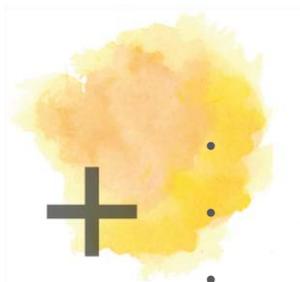
- I would try to give more attention to the good students and not only to the bad ones
- I would try to reduce the programs
- I would teach with theory, but also in practice
- I would try to reduce the size of classes
- The number of books to read per period would decrease
- I would not worry about the time I “waist” explaining
- Clarify doubts as often as needed
- I would not overload the students; I would not burden the students at the time of tests, because it is worse
- I would walk in the playground more often and teach them by observation
- I would have free classes
- I would organize more study visits related to the subject
- Work in pairs
- More presentations with the projector
- I would do more on-line games related to the subjects that they are learning
- I would do practical exercises
- I would go slower
- I would try to make leveled groups of students so that they can learn better together
- Fun homework; would not assign homework when the student did not understand the subject, because they can not do it alone, at home; little homework so they can have free time for themselves; decrease the amount of homework; students also have a life besides school and homework overwhelms students;
- I would motivate the students; motivate students to study; I would give motivation, something that doesn’t exist in Portuguese schools! Do anything, the younger generation is the future;
- I would go to a place where they would feel more comfortable and where they would like to learn
- I would try to teach in another way than using traditional methods
- I would treat them well; would be more friendly with the students; I would give the students more freedom; I would give them more space; I would play with them;

- 
- I would be more patient; would be a better role model; would be more cheerful; would be faster; I would be a good teacher; friendly;
  - I would try to put myself in the students' shoes and understand their doubts
  - I would not pressure students
  - I would be good to the students and would not remove them from classes
  - More practical classes
  - I would show objects and things, like the History teacher does
  - I would do more research
  - I would have shorter classes instead of 90 minutes classes
  - I would be picky with my students because I want them to be great people in the future.
  - I would evaluate each one's skills and capacities and try to help them in different ways, depending on their way of learning
  - I would try to provide more comfort and well being by establishing a relationship of trust and closeness with them
  - I would arrange ways to interact with them individually because each student has his own way of being and each one of us has to respect that
  - I would ask how they like to learn
  - I would try to know what my students like most and how they like to learn and after that I would try to teach them that way
  - I would teach lessons in a way that students would like
  - I would be an extroverted teacher for happier classes

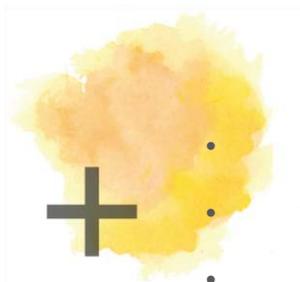
### **Portugal - Maximinos School**

- More study visits; interesting study visits; I would take them on a study tour to Egypt
- Teamwork; work in groups; group work with a final presentation
- I would use PowerPoint
- Project work
- Lessons abroad; practical classes abroad; more practical classes; more practical classes outside the classroom; outdoor classes

- 
- I would captivate them by using more technology
  - I would have everyone collaborating
  - I would do more exercises on the board
  - I would help the students; I would help them whenever necessary; I would help them in whatever they would need; I would help them to understand; I would help them without complaining; whenever the students would have doubts I would help them with great pleasure; I would help them to understand better and would only carry on with the lesson if all had understood; I would try to help them in their difficulties; I would offer my help if necessary; I would help them in class and clarify their doubts; I would help calmly, without shouting - I would calmly send the student away for 5 minutes
  - I would divide the class into 2 parts: one part for learning and the other part for a game to revise the topic
  - I would make them have fun in class because they would learn and be happy at the same time
  - I would explain more slowly and as it should be; I would explain in great detail; I would explain until everyone understood; I would explain what they did not understand; I would explain in an easier and clearer way so that they could learn better; I would repeat the necessary times until they would understand; I would always explain until they would understand; I would repeat the necessary times until they would learn; I would explain in a way that they would understand; if they wouldn't understand, I would explain again;
  - I would subject them to tests according to what I would have explained in class; I would teach without worrying about the tests; I would not test
  - I would use "Virtual School" (more videos); I would show them more educational videos; I would use more videos; I would show them videos about the subject to interest them
  - I would make classes lighter
  - My classes would be more interactive
  - I would teach them IT
  - They would choose what they wanted me to teach; I would teach the way they learned best
  - I would have them perform a play every month
  - I would try to always do fun activities; I would do more activities
  - Fun and interesting lessons; cool classes
  - I would do more things with the students so they would have a kind of debt, for example: if they behaved well, they would be involved in more outside activities



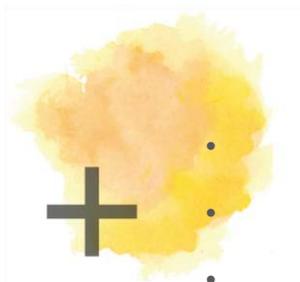
- Study more at home; I would put students to study more;
- Do exercises on the notebook;
- Productive lessons
- I would do things that students like about the subject; they would learn as they like
- I would teach in a way to instill order in my classroom, not resorting to violence as some school teachers do
- I would try to know what the students like best
- I would assign less homework; I would assign homework;
- Above all, I would try to make them happy
- I would do exercises in books
- I would do different experiments to captivate students; I would try to captivate them in some appealing and motivating way
- I would say more jokes
- Show interest for students
- I would be firm, would not let students disrespect me; I would be nice, but if they crossed the line, I would get very angry and apply severe punishment; I would be demanding but at the same time playful; if they misbehaved, I would remove them from class; I would put them in a corner of the room
- I do not know, I'm not a teacher
- Better student-teacher interaction
- I would make them feel good about me.
- I would be relaxed; would be cool with them
- I would recommend that they search for information online
- I would try to encourage my students to develop interest in the subject
- I would play with them a little; would make many jokes; would play games and games with the students;
- I would let them leave early
- I would provide incentives
- after explaining the new topic, I would let them be in groups to clear each other's doubts



- I would do research work
- They would use a computer to study
- Research papers in Word
- I would do more experiments
- I would let them listen to music during practice classes; let them listen to music at certain periods of the lesson; play music; play a little bit of music in class
- I would not let the students get sick and tired
- Nothing, the teachers give me good grades.
- Giving them freedom; more freedom
- I would amuse them so that they did not always feel pressured to study, but at the same time I would pass the necessary knowledge to them
- I would give examples of real life; would give more examples
- I would talk and tell trivia about various subjects to relax the class
- I would talk to the students to trust me and talk to me if they need help; it would make them feel good about me and think I'm one of them;
- I would be nice
- I would talk more seriously and more calmly with them.
- I would speak more clearly
- I would believe them

## Poland

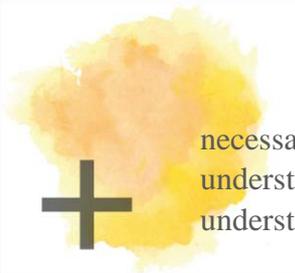
- I would organize many study visits - visits to museums, art galleries, theaters, etc ...
- Less theory and more practice
- Make classes interesting by using multimedia
- I would have them play educational games, enter competitions, do work presentations and experiments
- I would hold competitions and give prizes to students
- We would watch movies
- I would tell them interesting stories



- I would assign them less homework and more experiments
- I would assign them homework but not to grade them.
- I would assign them project work as homework
- I would make them have fun in class/I would make my classes enjoyable
- I would show them more graphics, photographs, images
- I would organize debates, discussions, interesting meetings
- I would organize workshops
- I would be good for students
- I would be honest
- I would not criticize students
- I would be calm
- I would try not to stress students

## Romania

- I would teach them by projects; in group work; in teams;
- I would engage them in various activities and projects; I would assign them projects and worksheets; They would have interactive projects and classes;
- I would explain so that they would go home with their lesson learned;
- I would let them learn technology;
- I would use multimedia; videos; music; social media;
- I would teach through short lessons and in the long lessons I would use schemes, pictures, drawings, photographs, models, documentaries, presentations and projects so that the students might understand the lesson;
- I would only assign homework to certain students chosen by me; assign homework to be done in a group; I would not assign them homework; I would assign very little homework, only what is necessary to learn the given subject; I would assign them short and fun homework; I would help them with homework, solving the exercises in class; homework does not help ... I would certainly find more interesting activities;
- Explaining the meaning of each topic and doing more interesting things; explaining each step as often as necessary;
- I would try that all the students understand what I would teach, even if it meant repeating over and over or starting from scratch, I would explain as many times as



necessary; I would try to explain them over and over until I was sure that everyone understood; I would explain to them in detail; I would explain more often so they understand better;

- I'd make them enjoy the lessons; have fun in class;
- We would make study visits to cultural centers
- I would talk to them in a decent tone
- More experiments; we would do experiments; many experiments
- I would give life to classes, bring movies, texts, games to capture their attention and so they would learn very quickly and come to my classes with pleasure
- More creativity
- More teamwork; more teamwork activities
- I would be their friend ; would be my students' best friend
- I would be fair, without favoritism
- I would use different teaching methods; use innovative methods with tablets and iPhones
- I would teach in contact with Nature; outdoor activities
- I would insist on what they did not know and would have them cherish my subject
- Practical classes; doing many practical classes; lots of practice; more emphasis on practical classes
- Practical classes in contact with Nature
- Through drawing
- I would assign them exercises in the activity book; more exercises
- I would encourage students with exercises and lab classes and so they would have what to learn
- I would not scream or say words that would make my students hate me, like 99% of students who hate their teachers
- I would explain and help the students
- I would get the students interested through various activities and contests between students
- I would visit a lot of museums with my students
- Freedom of expression

- 
- I would give them freedom and to succeed they would have to say one or two lessons
  - Writing the lesson and explaining it so that they would understand
    - thing is to see what happens with our own eyes, so in Chemistry I would show each experiment; in Biology I would dissect different organs, when appropriate; in Physics I would make groups and each group would build a mechanism. In Literature classes, I would tell them about the life of each writer and show them the world through their eyes
  - I would try to understand the students
  - I would listen to the students; listen to the students
  - With me the students would learn better; I would use half of the class just to investigate, investigate, investigate and learn better at home
  - I would not treat them like robots; I would let them express their feelings and would listen to them
  - I would communicate more with the students; I would talk to the students
  - To help my students learn something, I would change the education system of our country, because everything is wrong
  - I do not want to be a teacher
  - I would do nothing; I do not know what I would do
  - I would make them appreciate me, they would like me. A relationship based on admiration makes children learn better.
  - I would not stress students with their grades because grades are a constant stress for students
  - Teachers should understand that each student is different and everyone can not be motivated equally
  - I think it is important to have a good cooperative relationship between students and teachers
  - I would try to think like the students and make them adore my subject. I would not focus on grades, but on what students should know, because this is , what remains.
  - I greatly admire teachers who encourage us to communicate openly and to trust ourselves. If I were a teacher I would do it myself.

## EXPLORATORY WORK FOR DATA PROCESSING AND ANALYSIS



Content Analysis:

a) Learning outside the school "walls"

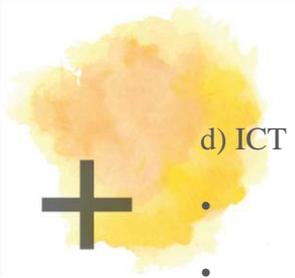
- . More study visits; interesting study visits; many study visits - visits to museums, art galleries, theatres, cultural centres, etc.
- . Lessons outside the school walls; classes outside; field trips
- . Classes in the city, mainly in the Historical Centre
- . I was going to teach in Nature
- . We would do outdoor activities

b) Group, experimental, research, practical, manual work

- Group activities
- Experimental classes; we would do experiments
- Project classes
- I would teach them by doing projects, teamwork and group work.
- More practical classes
- I would do more research
- I would use half the class just to investigate, investigate, investigate
- I would show objects and things, like the History teacher does
- I would do work presentations and experiments
- Handicrafts

c) Acting, movies, games, debates, discussions ....

- I would have them perform a play every month
- We would watch movies
- I would hold competitions and give prizes to students
- I would organize educational games, contests, ...
- I would organize workshops, debates, discussions, interesting meetings



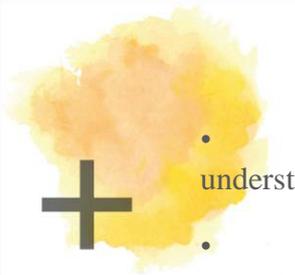
d) ICT

- I would work with PowerPoints
- They would do online research
- I would replace books by computers
- I would use digital games
- I would use PowerPoint
- I would captivate students by using more technology;
- I would let students learn about technology
- I would use the "Virtual School" (more videos);
- I would show more educational videos to students;
- I would have computer courses;
- I would show students more graphics, photos, and pictures;
- I would make classes interesting by using multimedia
- I would use innovative methods with tablets and iPhone

e) Homework

- Do not assign homework when the students don't know the subject, because they will not be able to do it alone, at home;
- Fun homework;
- I would assign very little homework, just enough for them to learn the subject;
- Little homework, so that they have time for themselves;
- I would assign them project work as homework;
- Less homework and more experiments;
- I would assign homework but not to grade them;
- I would only assign homework to certain students chosen by me;
- I would assign homework to be done in group

f) I would explain slowly until they understand ...

- 
- I would explain in the smallest detail; would explain in an easy way for them to understand me;
  - I would explain everything again until they understand; I would try to explain in an understandable way; I would explain so that they would go home with their lesson learned
  - I would explain until they understand; would explain until everyone understood; I would try to get all the students to understand what I had taught, even if it meant repeating over and over or starting from scratch, I would explain as many times as necessary; I would explain slowly; I would explain how it should be; I would explain in great detail
  - I would teach through short lessons and in the long lessons I would use schematics, images, drawings, photographs, models, documentaries, presentations, and projects because perhaps the students would understand the lesson better;
  - I would test according to what I would have explained in classes.

g) I would motivate and support students

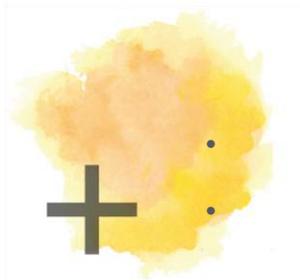
h) I would respect the rhythm of students

i) I would not pressure students

- I would not leave the students sitting still that long in the classroom doing nothing;
- I would motivate the students and have shorter classes, instead of 90 minutes classes; I would teach calmly; I would go slowly; I would not pressure the students; would make classes lighter;
- I would assign students work that they would be able to accomplish;
- I would try to put myself in the students' shoes and understand their doubts;
- I would support students; would help the students; would teach in a fun and interesting way.

j) Spaces, activities, methods

- I would go to a place where they would feel more comfortable and where they would like to learn;
- I would let students listen to music during practice classes;
- I would use real-life examples to teach;
- I would use different teaching methods;



- I would engage them in various activities and projects;
- I would talk and tell trivia about various subjects to relax the classroom

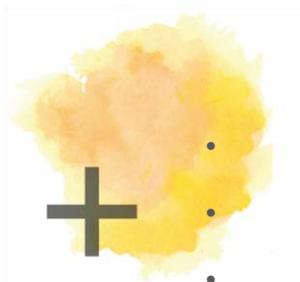
k) Care, friendship, freedom, patience, communication, understanding

- I would treat them well;
- I would be more friendly with the students;
- I would show interest in the students;
- I would give the students more freedom;
- I would give space to the students;
- I would be more patient;
- I would be calm;
- I would try not to stress the students;
- I would not criticize the students;
- I would try to understand the students;
- I would be good to the students;
- I would not treat them like robots;
- I would communicate more with the students

l) Trust, closeness, honesty, playing, listening, well-being and comfort, being a role model

- I would establish with them a relationship of trust and closeness; it would make them feel good about me; would try to provide more comfort and well-being;
- I would be cool with them; I would play with them a little;
- I would use humour, jokes, anecdotes;
- I would be a role model; would be honest;
- I would listen to the students; I would let the students express their feelings and I'd listen to them

## RESULTS OF THE ANALYSIS: WHAT STUDENTS HIGHLIGHT THE MOST



- Learning outside the school "walls"
- Group, experimental, research, practical, manual work
- Acting, movies, games, debates, discussions ....
- ICT
- Homework
- I would explain slowly until they understand ...
- I would motivate and support students
- I would respect the rhythm of students
- I would not pressure students
- Spaces, activities, methods
- Care, friendship, freedom, patience, communication, understanding
- Trust, closeness, honesty, playing, listening, well-being and comfort, being a role model



Funded by the  
Erasmus+ Programme  
of the European Union



WORKING PAPER

Funded by the  
Erasmus+ Programme  
of the European Union

