# INTELLECTUAL OUTPUT 2

# Toolkit 3

# *Toolkit of evaluation e-tools*

*INCLUDE Project - 2019-1-IT02-KA201-063224*

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|---|---|---|---|
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| We acknowledge the NationalAdvisory Boards that contributed to the validation process of this toolkit (*Members of the AB:………………………………………..*) | | | |

# INDEX

# 1 Introduction

The project INCLUDE proposes scenarios created by teachers following the CLIL method. These scenarios will be used in classroom conditions, so their evaluation by the teachers who use them in their classroom is considered to be a valuable and helpful method to locate possible issues and flaws.

The evaluation will provide the creator of the scenario -and INCLUDE project in general- with comments and suggestions, establishing a fruitful collaboration between the teachers using the educational folders and the group of teachers developing the folders and incorporating them to the platform. The evaluation will allow improving both the scenarios themselves and the proposed methodology for their development.

In the proposed toolkit, we provide guidelines and tools for evaluating INCLUDE project. We explain how the defined evaluation criteria of the IO3 are used for designing the e-tools. These e-tools will lead us to achieve the electronic evaluation of the educational folders.

Firstly, we define the evaluation criteria which will lead us to measure quantitative and qualitative results of the project's procedure (Section 2). The questions' types and measurements are presented, along with the popular types of questions that could be used in the INCLUDE questionnaires. The issues that should be taken under consideration at the stage of data process and analysis are also described.

In Section 3, the main characteristics of a form builder are presented. These characteristics lead us to choose the Google forms as the online form builder - the e-tool for the INCLUDE scenarios evaluation procedure. In the same Section, we will explain how we can use Google form to create an online questionnaire -an example of this process, the questionnaire for evaluating INCLUDE scenarios created by the University of Cyprus, is presented in Section 4 and included in the appendices.

# 2 Defining evaluation criteria

## 2.1 The points to be evaluated

An important task of the INCLUDE project is to define evaluation criteria, evaluation techniques and procedures that will be followed throughout the project to measure quantitative and qualitative results of the project's procedure. INCLUDE project will provide a questionnaire for evaluation purposes. Hence, it is important to define clearly the objective of such a questionnaire as well as the clear purpose of each question. The art of asking the right questions helps to gain deep insights, make informed decisions, and develop effective solutions.

The goal of a questionnaire determines the type of questions. The design, the language terms and the length of the questionnaire should be clear: 10 concise questions is the ideal length of a questionnaire since it is easier both for the respondent to complete it and for the researcher to analyze the information. Moreover, a simple design questionnaire that emphasizes the questions is more valuable than a flashy one.

According to the INCLUDE framework, the scenarios developed and uploaded on the platform will be tested in practice. Initially, the scenarios will be tested at the school of the teacher(s) who created them and then they will be sent to one of the other schools participating in the project, as additional testing and evaluation.

For this purpose, the University of Cyprus, along with the schools' partners of the project, has proposed the "Questionnaire for evaluating INCLUDE scenarios" (see Appendix 1). This questionnaire aims to provide scenario developers with a clear procedure that will help them create and develop good quality scenarios, assessing the strengths and weaknesses of the INCLUDE scenarios.

The focus of this questionnaire will be on the inclusion of the following aspects: multimodality, transversal skills / key competencies, europeanity, and CLIL (mainly linguistic aspects in CLIL) in the would-be developed scenarios. The multimodality, as well as transversal skills / key competences in INCLUDE scenarios, will be evaluated, using Likert Scales (1: 'completely disagree / not at all' and 5 :

'completely agree / absolutely') while the concept "Europeanity"  and the linguistic part in CLIL approach will be evaluated according to the 4-scale measure.

## 2.2 Questions' types and measurements

To know how to ask good questions, someone must understand the basic question types. With the different question types, we can collect different sets of information. The types of question used in a questionnaire are decided by the information required, nature of the study and the time needed to be answered.

There are some widely used types of questions, such as open-ended questions, where the correspondents type their responses, giving more feedback through a text box, or closed-ended questions, that are easier to use online because they generally require only a single key or mouse press response and are less cognitively demanding, but they can bias the responses. Open-ended questions are often used earlier in the research process. Closed-ended questions tend to be used to prove or disprove hypothesis or solutions. Of course, in a questionnaire both of them can be used, paying attention to question progression, so respondents aren't put off or confused.

A closed-ended question[1] can contain nominal, ordinal, interval or ratio scale of measurement.

A nominal scale of measurement defines the identity property of data. A nominal (categorical) variable has two (dichotomous, like 'yes'- 'no') or more categories without having any kind of natural order. The nominal variable cannot be quantified (neither can perform arithmetic operations on them nor can be assigned any order).

The ordinal scale of measurement defines data placed in a specific order. While each value is ranked, no information specifies what differentiates the categories from each other. These values can't be added to or subtracted from ( 'one = happy, two = neutral, and three = unhappy').

The interval scale of measurement contains properties of nominal and ordered data, but the distance between data points can be quantified. Data points on the interval scale have the same

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distance between them (the distance on the scale between 10 and 20 degrees is the same between 20 and 30 degrees).

Ratio scales of measurement include properties from all scales of measurement. The data is nominal and defined by identity, can perform arithmetic operations on them, contains intervals and can be broken down into exact values (e.g. weight, height and distance). Ratio scales also differ from interval scales in that the scale has a 'true zero' (the data has no value point).

# 2.3. Popular types of questions

There are many different types of questions that can be included in a questionnaire. , such as:

- Short text: This type could be used for short-form text. It can be used for short answers like name, address, number, email. It should provide the option for checking the proper type of answer.

- Paragraph: This type could be used for long-form text. It can be used for detailed feedback or longer notes in the answer.

- Multiple Choice: This type could be perfected for list options, where the respondents have to select one answer (radio button).

- Checkboxes: Similar to multiple-choice, a list of answers where respondents could select as many answers as they want. It must provide the option for the max number of selections that a respondent could check.

- Dropdown: Similar to multiple-choice, a dropdown list could be useful for the creator to keep the questionnaire compact, when there are many answer options.

- Linear Scale: The field could be suitable to let the respondent select a number in a linear scale with labels for the lowest and highest options. Many modern form designs use emoji for labels.

- Multiple Choice Grid: It could be perfect to add questions as rows, and options about them as columns. The grid requires a response per row and can also limit the respondent to only one response per column.

- Date: The date type can ask for a date and month and, optionally, the year and time.

- Image: Uploading an image is possible with specific tools (e.g. Google Forms).

- Video: Google Forms support YouTube videos, added through search or with a link.

Many digital tools for questionnaires, such as Google Forms, provide the option of sections. So, a respondent could jump to another section, based on her answer, or the answer options can be shuffled to prevent bias.

# 2.4 Issues to be taken under consideration at the stage of data process and analysis

Data analysis has two prominent methods: qualitative research and quantitative research. Interviews and observations are forms of qualitative research, while experiments and surveys are quantitative research.

In the framework of the INCLUDE project, a questionnaire could contain both open-ended, leading the qualitative research, and closed-ended questions, leading the quantitative research.

Although all the questions responses could be accessed within the form itself, the e-tools selected for the INCLUDE evaluation should automatically store and organize the respondents' results in a spreadsheet.

The quantitative analysis could be the result of either simple calculations in the spreadsheets or complex calculations using the functions provided by the spreadsheet program. Histogram charts and pivot charts can also be used to give an overview of the responses. The evaluation method of the INCLUDE project will take into account all the above-mentioned requirements.

# 3. E-tool selection

In order to choose the proper online form builder for INCLUDE project, we defined the main characteristics that the ideal form builder should provide:

- Simplicity: the selected online form builder should present ease of use.

- Customization: the selected builder will not only let you customize all your forms, but also the pages' layout.

- Email Notifications: the selected builder should give customizable and automatic email notifications.

- Integrations: the online form builder will become a powerful part of INCLUDE online toolkit only if it can automatically talk to the INCLUDE moodle platform.

## 3.1 Google Forms: pros and cons

Google forms are widely used to easily create surveys, since they allow the collection of diverse types of information through a simple and efficient procedure. Google forms allow us to include different types of questions, such as, among others, short answers, paragraphs, multiple choices, checkboxes, pull-down, linear scale, a grid of several options.

**Pros of using Google forms**

- It is a free online tool that allows the easy and efficient collection of information.
- The user needs only a Google account, the same she uses to access Gmail, YouTube or Google Drive, to use the tool.
- The interface is very easy to use, even by a user of the average ICT level.
- The assistant is simple to use. The What-You-See-Is-What-You-Get interface makes it easy to drag and drop form elements and organize them based on actions or events.
- At the design level, it is possible to choose between a palette of colours or own images as a background.

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- Google forms stores the received feedback, that can be analyzed in detail.

- The forms are integrated with Google spreadsheets.

- For advanced users, the type of data inserted into a field can be customized using regular expressions, allowing the further customisation of the form.

- Google forms provide a preview option of the form, so the user can see how the questionnaire looks before sending it.

- The form can be integrated into the Moodle INCLUDE platform.

- There is no cost and no limitation on the number of questions and answers.

**Cons of using Google forms**

- Internet access is necessary.

- Design customization is very limited.

- A strong password, created by the user, is necessary in order to increase the level of security.

- Google form can accept texts up to 500 Kb, images up to 2 Mb, while for spreadsheets, the limit is 256 cells or 40 sheets.

# 3.2 Using Google form to create an online questionnaire

To create an online questionnaire using Google Forms, the user should:

1. Connect to her Google account (or create a new account in Google)

2. Visit https://docs.google.com/forms/ and click Blank (colourful cross).
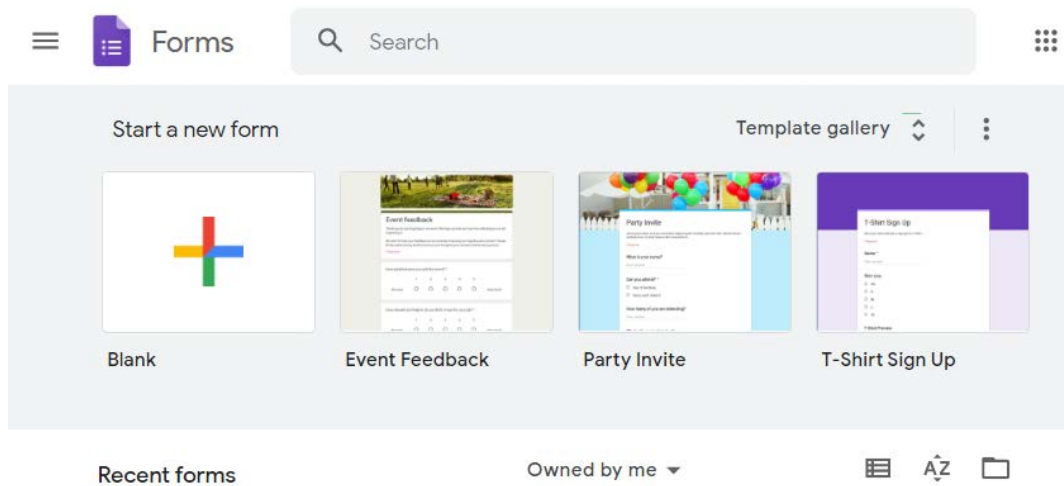
3. Name her form by clicking on the title "Untitled Form"
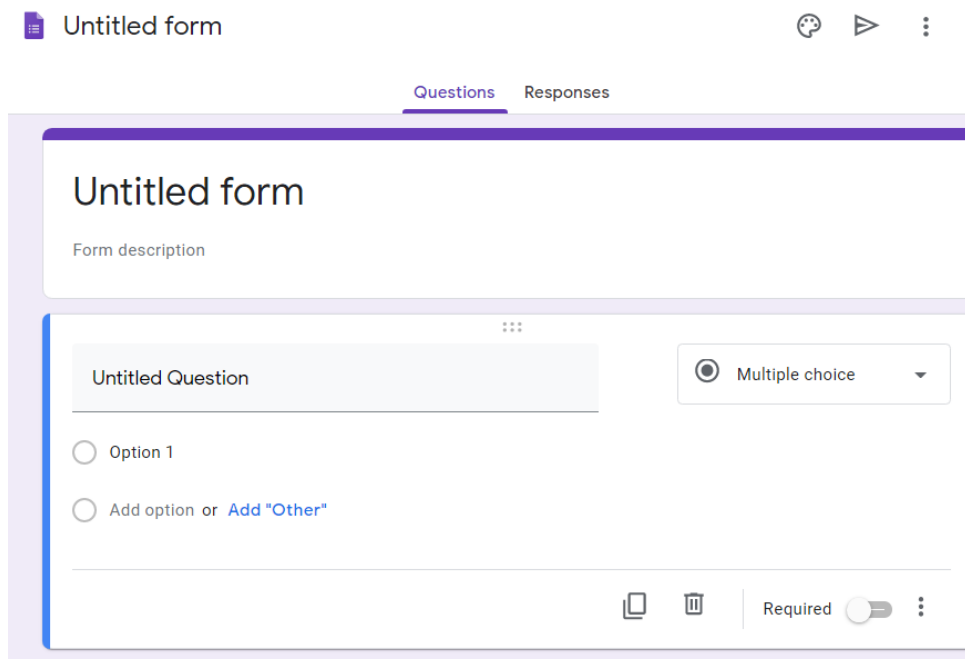
4. Tap on Untitled Question and write a question.

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5. Click Multiple choice.
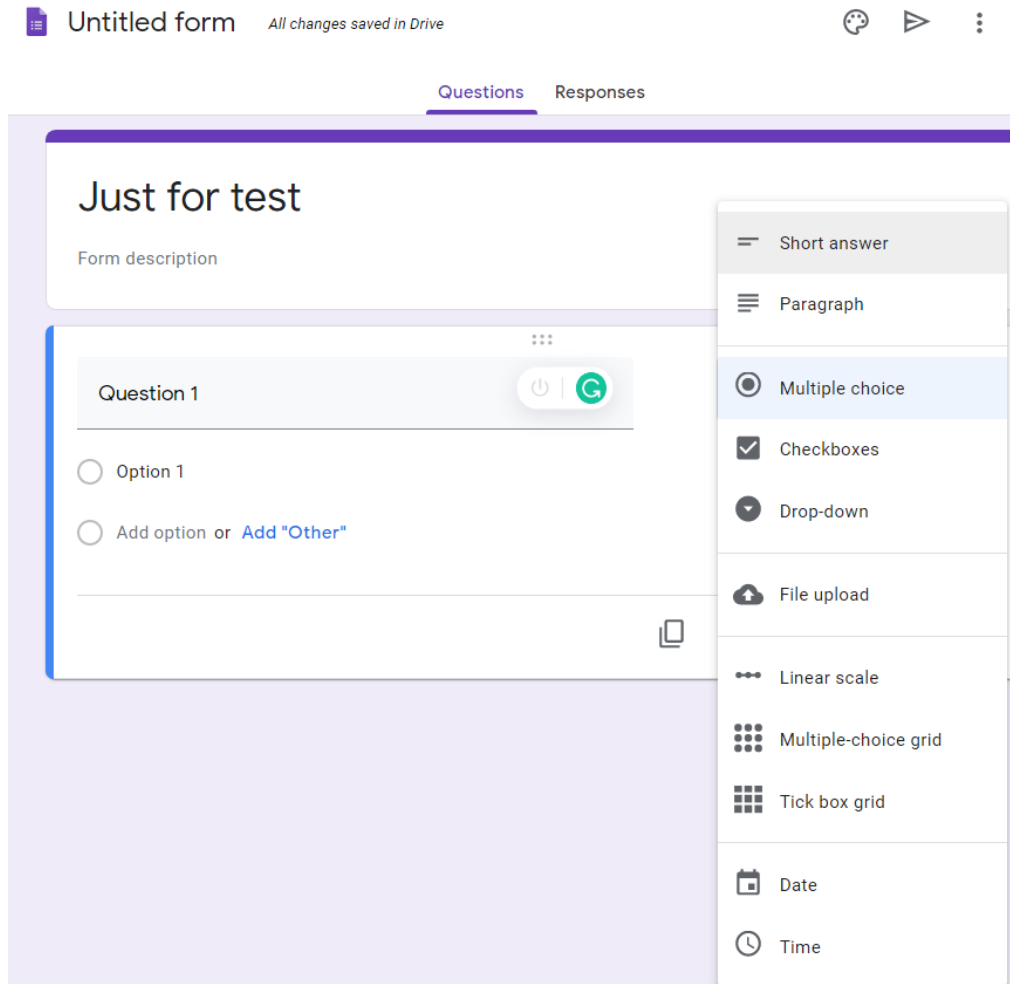


6. The user can choose which type of question she wants to create. If Multiple Choice is chosen, a multiple-choice question can be added.

The question Q1 from Europeanity part of APPENDIX 2: "The sense of belonging in the European Union is emphasized in the scenario:  To a great extent/  To some extent/  To less extent/  Not at all" is taken as an example:

Clicking on Add option, the user can add more choices.

By clicking on Add "Other", the user can add an "other" option together with a short text area.

Images can also be added, by clicking on the image icon.

The user should click on "Required" to make the question mandatory, while she can also delete the question or duplicate it.

A full tutorial about Google Form can be found at [Google Forms Training | Teacher Center](Google Forms Training | Teacher Center)

# 3.3 Adding Google Form to INCLUDE Moodle platform

Once the Google Form is finished, the user can send it to possible respondents using the button Send.
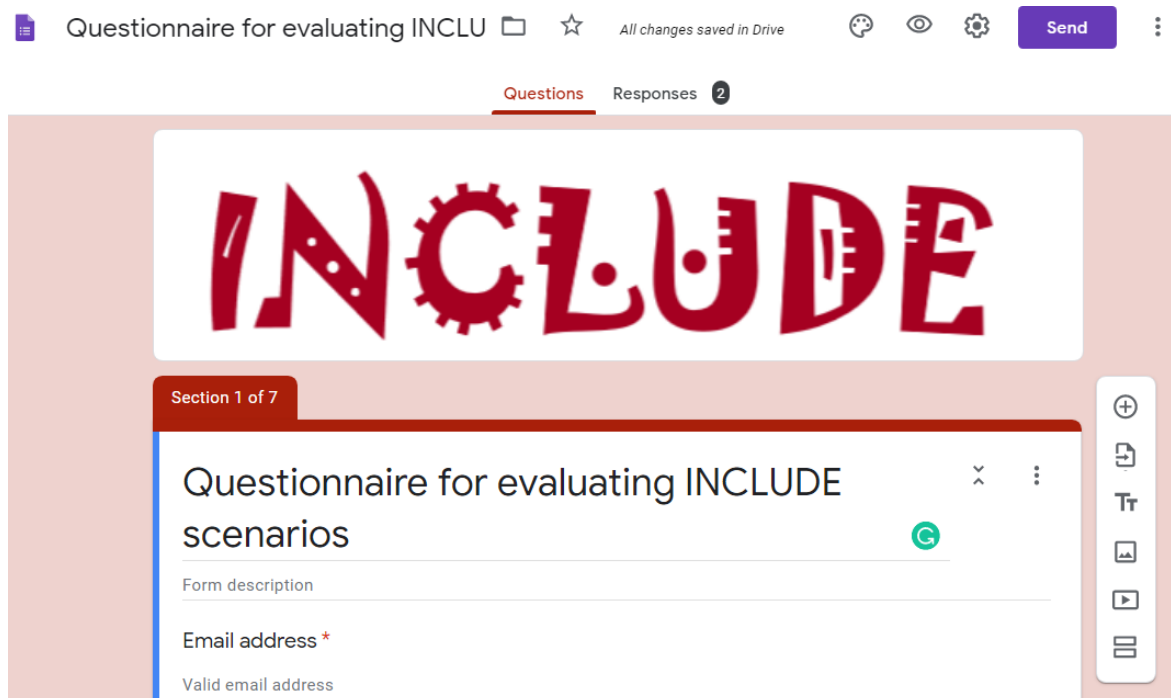


The embed HTML code can be copied by clicking on "< >" in the pop-up window that appears.
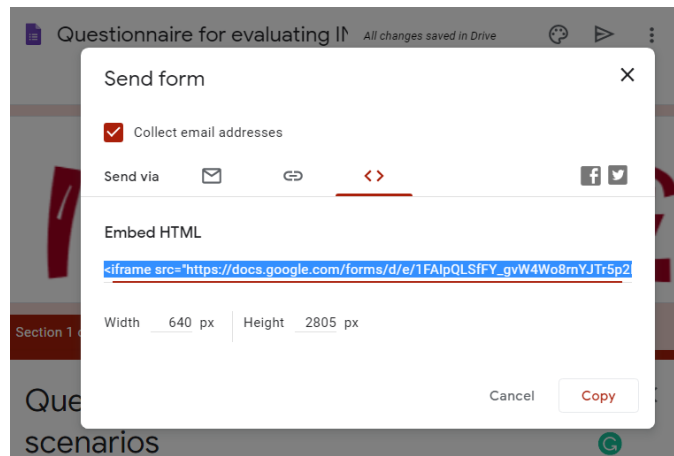
A respondent fills the questionnaire via INCLUDE Moodle Platform. The questionnaire is embedded into INCLUDE Moodle by pasting the embed HTML code e.g. into a Moodle page.

Below you can find the necessary steps to embed the questionnaire.

1. after logging in the INCLUDE Moodle Platform, the user clicks on "Turn editing on".
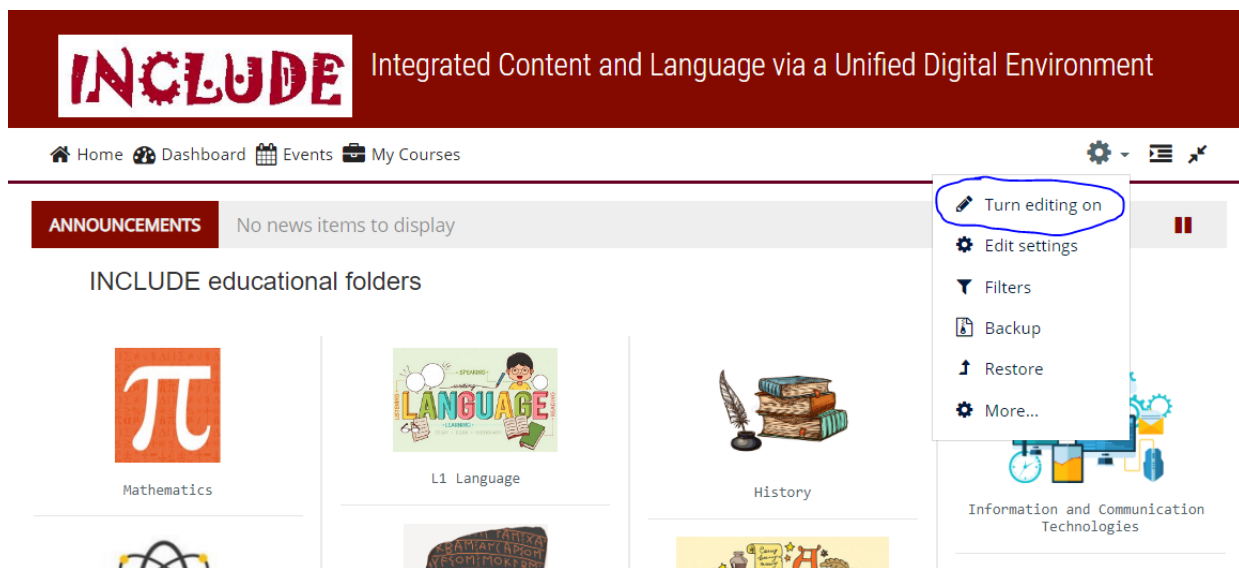


2. Scrolling down, the user finds the "+ Add an activity or resource" and chooses "Page".

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Intercultural Education

Other

⚙

**+ Add an activity or resource**

Add a new course

# Add an activity or resource                                    ✕

Environmental

○ 🄷 Interactive Content

○ 🖵 Lesson

○ ≣ Quiz

○ ◉ SCORM package

○ 📊 Survey

○ ✎ Wiki

○ ⚒ Workshop

**RESOURCES**

○ 📘 Book

○ 📄 File

○ 📁 Folder

○ ◉ IMS content package

○ 🏷 Label

○ 🗔 Page

○ 🔗 URL

Agricul

Select an activity or resource to view its help.
Double-click on an activity or resource name to
quickly add it.

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3. The user adds a new Page by completing the Name of the page. The name of the questionnaire can be also added in the General part of Page. In the Content part, the page content is added by clicking on the down arrow button and then the "</>" button.
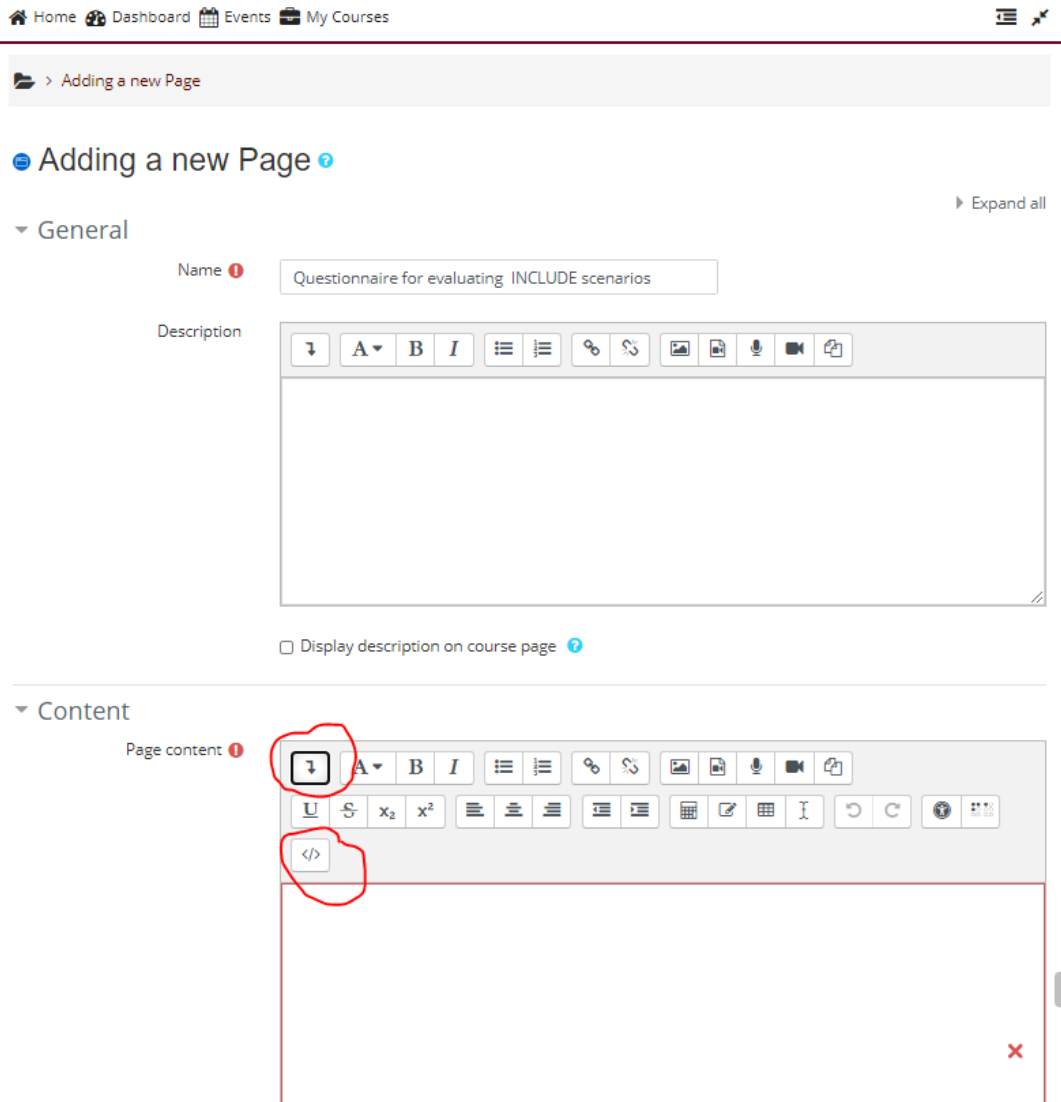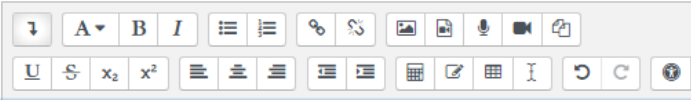
4. The embed code, copied from the Google Form, can be added in the blank area of the page content.



The questionnaire is embedded in the INCLUDE Moodle Platform and the respondents can fill it via INCLUDE Moodle Platform.

# 4. INCLUDE Questionnaire Example

Based on the defined evaluation criteria (section 2.1 The points to be evaluated), we created an example questionnaire which provides an evaluation procedure for scenario developers and syllabi makers in INCLUDE. This questionnaire aims to provide scenario developers and syllabi makers (and teachers) with a clear procedure and vivid tools that will help them create and develop high-quality scenarios, assessing the strengths and weaknesses of the INCLUDE scenarios. In case that the scenarios need any modifications, amendments, additions, etc., an ex-post questionnaire is planned, in a later stage. This questionnaire will focus on the inclusion of the following aspects: multimodality, transversal skills / key competences, europeanity, and CLIL (mainly linguistic aspects in CLIL) in the would-be developed scenarios.

The proposed questionnaire can be found in APPENDIX 1.

The same questionnaire has been transferred in an online format using Google form (section 3.2 How we can use Google form to create an online questionnaire). How this appears in the proposed format can be found in APPENDIX 2.

# 5 Conclusions

In the previous sections, we provided guidelines and tools for evaluating the INCLUDE project. We explained how we can design the e-tools that will lead us to achieve the electronic evaluation of the educational folders, defining, at the same time, the corresponding evaluation criteria.

Furthermore, we showed why Google Forms is the preferred solution for the INCLUDE project, presenting the pros and cons of this approach. We have also presented the main steps towards the creation of the questionnaires, while a questionnaire is included in the appendices of this document as a representative example that can be used as it is during the evaluation procedure.

It goes without saying that for a successful project, a collaboration between the teachers who create the scenarios and the ones who use the scenarios and evaluate them, providing valuable feedback, is necessary.

# APPENDIX 1

# Questionnaire for evaluating INCLUDE scenarios

Mohammed Shormani (researcher), with Phoevos Panagiotidis (local co-ordinator)

## Ex-ante questionnaire

 This is an ex-ante questionnaire which provides an evaluation procedure for scenario developers and syllabi makers in INCLUDE. The aim of this questionnaire is to provide scenario developers and syllabi makers (and teachers) with clear procedure and vivid tools that will help them create and develop good quality scenarios. It will assess the strengths and weaknesses of the INCLUDE scenarios. If the scenarios need any modifications, amendments, additions, etc., they will be tackled in an ex-post questionnaire in a later stage. The focus of this questionnaire will be on the inclusion of the following aspects: multimodality, transversal skills / key competences, europeanity, and CLIL (mainly linguistic aspects in CLIL) in the would-be developed scenarios.

# Questionnaire for evaluating INCLUDE scenarios !

1. Email *

_____

## Ex-ante questionnaire

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It will assess the strengths and weaknesses of the INCLUDE scenarios. If the scenarios need any modifications, amendments, additions, etc., they will be tackled in an ex-post questionnaire in a later stage. The focus of this questionnaire will be on the inclusion of the following aspects: multimodality, transversal skills / key competences, europeanity, and CLIL (mainly linguistic aspects in CLIL) in the would-be developed scenarios.

Filling in the questionnaire, please make reference to the ANNEX 1 to the IO1 "Detailed competences" where each Key Competence is detailed in Knowledge, Skills and Attitudes.

## Information about the scenario to be evaluated

2. Scenario ID *

_____

3. Title of the scenario *

_____

_____

_____

_____

_____

4. Last name of the evaluator *

_____

5.  First name of the evaluator *

    _____

6.  Evaluator's school/ organization *

    *Mark only one oval.*

    ( ) 1o PeiramatikoGymnasio Athinas

    ( ) INSTITUT BISBE BERENGUER

    ( ) Istituto Comprensivo Carducci-King

    ( ) ScoalaGimnaziala "MirceaEliade"

    ( ) UNIVERSITY OF CYPRUS

    ( ) IRPPS - CNR

    ( ) Other

| Multimodality | Multimodality can be simply defined as the application of multiple literacies within one medium. It describes communication practices in terms of the textual, aural, linguistic, spatial and visual resources used to communicate a message. Multimodal techniques are very powerful tools, widely utilized in education today. It is very important to consider that our students spend much of their time on technological devices (e.g. smartphones, computer, ipad, etc.) watching videos (e.g. in youtube), surfing social media (e.g. facebook, twitter, Instagram, etc.). Thus, a good teacher could make use of this technology in his/her classroom, in delivering his/her educational messages successfully to his/her students.

Technology may be a tool to support learning; its value consists in facilitating learning and enabling students to develop their own critical thinking.For the CLIL teacher, a multimodal approach to the classroom helps create attractive and professional resources, providing linguistic support. In a CLIL classroom, students employ several and different ways to take in input; thus, it is useful and also important if input is presented in the scenarios with the help of multimodal techniques and deices. These techniques and devices, in fact, add various and powerful techniques of interaction to a lesson, and provide stimulating visuals to support simultaneous understanding of both content and language.

Thus, multimodality in INCLUDE scenarios will be evaluated according to the following procedure, using Likert Scales, so 1 is 'completely disagree / not at all' and 5 is 'completely agree / absolutely'or using Boolean yes/ no. |

7.  Q1: The digital materials in the scenarios are appropriate for developing 'can do' attitudes in your students (ability to identify and set goals and motivate themselves, ability to develop resilience and confidence to pursue and succeed at learning throughout their lives, individual's ability to handle obstacles and change for a problem-solving attitude in the learning process, sense of initiative and agency, pro-activity, being forward-looking, accepting responsibility taking ethical approaches throughout the process) *

*Mark only one oval.*

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| completely disagree/not at all | ◯ | ◯ | ◯ | ◯ | ◯ | completely agree/absolutely |

8.  Q2: Which factors from your point of view enhance critical thinking? (Please, answer taking into account the annex 1 to IO1 "Detailed competences") *

*Mark only one oval.*

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| completely disagree /not at all | ◯ | ◯ | ◯ | ◯ | ◯ | completely agree/absolutely |

9.  Q3: The use of digital materials in the scenarios meet students' age and and capabilities *

*Mark only one oval.*

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| completely disagree /not at all | ◯ | ◯ | ◯ | ◯ | ◯ | completely agree/absolutely |

10. Q4: The use of digital materials in the scenarios may enhance and widen students' personal fulfillment and work requirements. *

*Mark only one oval.*

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| completely disagree /not at all | ◯ | ◯ | ◯ | ◯ | ◯ | completely agree/absolutely |

11. Q5: The digital materials created or used in the scenario are stand-alone and platform independent (see the detailed list of state-of-the-art educational tools in Toolkit1 of the IO2) *

*Mark only one oval.*

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| completely disagree /not at all | ◯ | ◯ | ◯ | ◯ | ◯ | completely agree/absolutely |

12. Q6: Which kind of the following collaborative tools are used in the scenario?

*Tick all that apply.*

|  | Yes | No |
|---|---|---|
| Google docs | ☐ | ☐ |
| Blog | ☐ | ☐ |
| Wikis | ☐ | ☐ |

13. Other (please specify)

_____

14. Q7: Is the use of interactive tools (such as H5P) included in the scenario? *

*Mark only one oval.*

⚪ Yes

⚪ No

15. If yes, please specify:

_____

16. Q8: Is the use of external links (youtube, wikipedia, and links to preceding and following scenarios) included in the scenario? *

*Mark only one oval.*

⚪ Yes

⚪ No

17. if yes, please specify:

_____

**Transversal skills / key competences**

In a world overwhelmingly inspired by the speed of change within environment, societies and economies, accelerating due to the adoption of artificially intelligent systems whether they are physical-based or information system-based, our students are really in a dire need to be equipped with transversal and keycompetences that enable them to be successful in their future life.

Transversal skills / competences are referred to as a broad set of knowledge, skills, attitudes, needed for personal fulfilment, health, employability and social inclusion" and to foster "social cohesion in the light of tomorrow's society and world of work" (COUNCIL RECOMMENDATION of 22 May 2018 on key competences for lifelong learning). .
Therefore, it is of great importance to equip our students with the necessary transversal - key competences to be able to cope with the complexity of our changing world, involving the individual and social dimension, theprofessionallife and personal fulfilment. It is thus only through education, we can do so. The INCLUDE project pays much attention to transversal and key competences and their inclusion in its scenarios, which is considered an innovative aspect in CLIL approach to teaching.

Thus, transversal and key competences in INCUDE scenarios will be evaluated in the following procedure using Likert Scales, so 1 is 'completely disagree / not at all' and 5 is 'completely agree / absolutely'or using Boolean yes/ no

18. Q1: The scenario helps students cultivate critical and innovative thinking (problem-solving, learning to learn, autonomous learning, making decisions, career planning and opportunities, evaluating and sharing ideas/concepts, coping with uncertainty and stress, setting goals for future experience, developing resilience and confidence) *

*Mark only one oval.*

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| completely disagree / not at all | ◯ | ◯ | ◯ | ◯ | ◯ | completely agree/absolutely |

19. Q2: The scenario encourages students' personal and interpersonal (social participation, identifying their abilities, collaboration and organization skills and self-disciplined performance / motivation) skills and attitudes. *

*Mark only one oval.*

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| completely disagree / not at all | ◯ | ◯ | ◯ | ◯ | ◯ | completely agree/absolutely |

20. Q3: Information processing/ICT competences (e.g. analyzing, locating and accessing information on Web) are emphasized in each scenario *

*Mark only one oval.*

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| completely disagree / not at all | ◯ | ◯ | ◯ | ◯ | ◯ | completely agree/absolutely |

21. Q4: Are the following global competences promoted in the scenarios? *

*Mark only one oval per row.*

|  | Yes | No |
|---|---|---|
| Examining local, global and intercultural issues | ◯ | ◯ |
| Understanding and appreciate the perspectives and world views of others | ◯ | ◯ |
| Taking action for collective well-being | ◯ | ◯ |
| Engaging in open, appropriate, and effective interactions across cultures | ◯ | ◯ |

22. Q5: Does the scenario promote the students awareness about sustainability in the following aspects? *

*Mark only one oval per row.*

|  | Yes | No |
|---|---|---|
| Nature (environment resources, ecosystems, climate) | ◯ | ◯ |
| Economy (Production, consumption, jobs, investments, money) | ◯ | ◯ |
| Society (Government, culture, institutions, social concern) | ◯ | ◯ |
| Wellbeing (individual health, families, self-development, quality of life) | ◯ | ◯ |

23. Q6: Does the scenario involve the following competences? *

*Mark only one oval per row.*

|  | Yes | No |
| --- | --- | --- |
| Personal and social competences | ◯ | ◯ |
| Citizenship competences | ◯ | ◯ |
| Entrepreneurship competences | ◯ | ◯ |

24. Q7: Is the scenario able to foster resilience and attitude to promote change? *

*Mark only one oval per row.*

|  | Yes | No |
| --- | --- | --- |
| Resilience | ◯ | ◯ |
| Attitude to promote change | ◯ | ◯ |

25. If yes, please comment:

_____

_____

_____

_____

_____

## Europeanity

Involving the concept "Europeanity" and skills related to it is a very important innovation of the INCLUDE project. The emergence of the idea of Europeanity makes INCLUDE different from other projects in this regard. All the scenarios, thematically, should promote the idea of the common European identity, i.e. common cultural background as a starting point to build a more widen global citizenship, not just a building closed by high walls, but a center of flourishing, common advancement and exchange.The main objective is to help students conceptualize and internalize "Europeanity".Europeanity refers to another form of belonging, of "being European" since reflects a new idea of Europe, as an entity that goes well beyond a customs union and a free market. It is a multiform concept, the result of a long and complex multicultural and historical processwhere we find people living side-by-side who hold different beliefs, backgrounds and outlooks.In this context, diversity far from being an obstacle is its greatest virtue but requires us to think carefully about how we nurture a set of common values.

In this view, Europe could be seen as an "agorà" where people coming from different countries and cultural backgrounds exchange ideas, co-create and "negotiate" updated meanings and values according to their crossed feelings and visions and the common values; where citizens can live peacefully together with others in culturally diverse democratic societies. European meaning and new belonging idea could emerge from a dynamic and multicultural dialog where Europeans, migrants and foreigners could take part actively, examine local, global and intercultural issues, understand and appreciate different perspectives and world views, interact successfully and respectfully with others, and take responsible action toward sustainability and collective well-being .

According to this, "the quality of being European" refers to the capability of approaching the reality and to exploring other culturalperspectives from this "agora".

To this end is quite important that students become aware of cultural European identity in order to been aware of their potential as co-creators of that identity, expressing their views and participating in society in a culture of democracy

In the INCLUDE project, "Europeanity" is meant to mainstream a European perspective in the approaches of the various subject areas. Thus, the subjects of the scenarios, the educational content and the activities that will be designed will seek to show that the "sense of" belonging in European Union is not something accomplished and unchanged; it is something that should be elaborated, transformed, widened, and above all, debated, in order for Europeanity to fully deploy its internal dynamic. In this direction, the INCLUDE project aims at the experiential involvement of students in issues of European interest (history and geography, civil rights, arts, literature and science, etc.), considering that the inclusion of such a program in the official curriculum is of the utmost importance. Thus, our evaluation of europeanity integration in INCLUDE scenarios will involve a 4-multiple choice measure, depending on the item in questions follows:

26. Q1: Does the scenario promote critical reflection on European values and perspective (respect of human dignity and diversity, equality, freedom, solidarity , multiculturality, democracy )? *

*Mark only one oval.*

- ( ) To a great extent
- ( ) To some extent
- ( ) To less extent
- ( ) Not at all

27. Please comment:

_____

28. Q2: The scenario presents Europeanity approach in: *

*Tick all that apply.*

☐ Research and science
☐ Industry and technology
☐ Arts, literature and civics
Other: ☐ _____

29. Q3: The scenario emphasizes Europeanity in terms of: *

*Tick all that apply.*

☐ European culture, multiculturalism
☐ European history and geography and relationships with world histories
☐ European public and civic life
Other: ☐ _____

30. Q4: The scenario involves European social activism such as (wherever applicable): *

*Tick all that apply.*

☐ Grassroots movements
☐ Political movements
☐ Collective initiatives
Other: ☐ _____

31. Q5: The scenario takes into account the rich diversity the European Union is famous for in terms of: *

    *Tick all that apply.*

    ☐ Cultural diversity

    ☐ Linguistic diversity

    ☐ Geographical and historical diversity

    Other: ☐ _____

32. Q6: Does the scenario encourage students to take an active part in the European dialogue and co-creation of a new common perspective? *

    *Mark only one oval.*

    ◯ To a great extent

    ◯ To some extent

    ◯ To less extent

    ◯ Not at all

33. Please comment

    _____

    _____

    _____

    _____

    _____

## CLIL: the linguistic part

INCLUDE approach fosters the relevance in CLIL scenarios of europeanity and transversal/key competences, based on the European Council recommendations approved in 2018. In the INCLUDE project, teachers, syllabi developers and curriculum designers will employ the CLIL approach to develop INCLUDE educational scenarios. 120 educational scenarios will be developed, 40 of which will be used in the testing phase. These scenarios involve language, content, skills and competences. The relevance of linguistic part in CLIL and in INCLUDE approach depends on the perspective adopted by teacher(s) designing the scenario. Language, grammar, vocabulary etc. could be considered as a means (these linguistic aspects serve the content presented), as a goal or both, which is very important. And equally important is how these linguistic aspects serve the content presented, how the 4Cs of CLIL are represented and presented through language use, and how the language used reflects the students' daily life contexts/situations.

Thus, our evaluation of the linguistic part in INCLUDE scenarios will be according to the following 4-scale measure, namely Excellent, Very Good, Satisfactory & Unsatisfactory

34. Q1 *

*Mark only one oval per row.*

|  | Excellent | Very Good | Satisfactory | Unsatisfactory |
|---|---|---|---|---|
| The content element is employed (content knowledge and skills) | ◯ | ◯ | ◯ | ◯ |
| The communication element is employed (using language to learn and communicate) | ◯ | ◯ | ◯ | ◯ |
| The cognition element is employed (thinking processes appropriate for the language demands) | ◯ | ◯ | ◯ | ◯ |
| The culture element is employed (opportunities for cultural awareness and shared understanding) | ◯ | ◯ | ◯ | ◯ |
| (if coherent) The language employed reflects actual language use in daily life contexts/situations (e.g. in communication and conversation) | ◯ | ◯ | ◯ | ◯ |
| The vocabulary used in the scenarios is suitable for students' age and future plans | ◯ | ◯ | ◯ | ◯ |
| (if coherent) Use of grammar is contextualized (e.g. tenses such as past, present, etc. are properly contextualized, e.g. the past simple tense and 'used to' for History; simple present sentences for describing scientific phenomena | ◯ | ◯ | ◯ | ◯ |
| Scaffolding skills and techniques are demonstrated in the scenario | ◯ | ◯ | ◯ | ◯ |

**Evaluation**

INCLUDE approach promote a central role of evaluation, considered as a means to monitor/evaluate both effectiveness of the scenario and achievements of the students in the learning process (see the section Evaluation in the IO1).

Student evaluation: Evaluation considered not as something external to the student that the student must overcome, but as a window on:
- what students learned,
- how well they learned it
- where they struggled

It plays an important role in the whole process of learning and motivation, enhancing reflexivity and critical thinking skillsof students, which judge their own/peer learning, "specifically its achievements and its results" (Boud&Falchikov 1989: 529).

Scenario evaluation: in the 4 phases circular framework promoted by INCLUDE (Knowing, Designing, Implementing, Evaluating), assessment provides important feedbacks on the adequacy and effectiveness of the scenario implemented in promoting the development, in the students involved, of:
o the target learning outcomes
o the INCLUDE target key competences (….)
o the europeanity
o a participative and inclusive approach

The emerged data/outputs represent a teachers' guideline to revise and improve the scenario and/or tools, following the circular model provided by INCLUDE approach, in which a continuous improvement perspective is promoted and the evaluation phase provides data and information needed for the next Knowledge and Design phases.

The 2 dimensions of the evaluation in INCUDE scenarios will be detected in the following procedure using Likert Scales, so 1 is 'completely disagree / not at all' and 5 is 'completely agree / absolutely'.

35. **Q1. Which evaluation dimensions are provided by the scenario evaluation system? ***

*Mark only one oval.*

○ Initial

○ Formative

○ Summative (compulsory)

36. **Q2. Is the students' self evaluation considered by the scenario evaluation system? ***

*Mark only one oval.*

○ Yes

○ No

37. If yes, please specify in which phase:

*Mark only one oval.*

- ( ) Initial
- ( ) Formative
- ( ) Summative

38. Q3. Is students' peer - evaluation considered by the scenario evaluation system? (if needed see the.... IO1) *

*Mark only one oval.*

- ( ) Yes
- ( ) No

39. If yes, please specify in which phase:

*Mark only one oval.*

- ( ) Initial
- ( ) Formative
- ( ) Summative

## Comments \ Suggestions

40. On the basis of the answers given please, have you any suggestions/indication for the scenario improvement/revision?

_____

_____

_____

_____

_____