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## PARSIFAL, THE LEGEND RESEARCHER

### INTELLECTUAL OUTPUTS TESTING AND EVALUATION

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## CONTENTS

### Introduction

The Parsifal project has been developed by different classes and teachers. Three grade 9<sup>th</sup> classes have worked on IO1, researching the legends and the media material to support the story. The three classes were chosen according to the interest in the project expressed by their Italian teacher, selecting one class for each stream: one vocational, one technical and one lyceum. The selection of grade 9<sup>th</sup> classes proved successful because they were new to the school and were enthusiastic to be able to participate in a European project. Besides, the study of legends and mythology is part of their curriculum of studies in year 9. 90 students and 5 teachers were involved in IO1.

For IO2, the essays, higher classes were needed with a high level and mastery of the English language. Two classes from grade 12<sup>th</sup> liceo linguistico were chosen. Grade 12<sup>th</sup> students usually have a B2 level of English or even a higher level, and so they were able to write an essay with the necessary choice of vocabulary and essay. The choice of two year 12 classes proved successful because the students developed better writing skills which will be useful for preparing for their state exam at the end of their course of studies. 50 students and 3 teachers were involved in IO2.

IO3 was developed during the Covid pandemic and it was not possible to involve any classes in this output. 2 teachers worked on IO3.

This selection strategy was successful both with younger and older students. As a consequence, we tried to involve both junior schools and high schools as associated partners. The teachers and the students from the associated partners schools were the end users of the products. They mainly read, analysed and worked on the legends. The teachers involved were mostly Italian teachers and they mostly used the Italian translation of the legends, considering the young age of the kids and their average level of English at A2.

Most teachers from Montale, both Italian and English teachers, used the repository of legends during online teaching due to Covid pandemic: they asked the classes to read two legends (an Italian one and a foreign one) and to compare them, pointing out the similarities. The most successful legends with the younger kids were the ones featuring monsters and dragons. The associated partner schools involved were 6, with an average of 4 teachers and 4 classes per school.

### Activities with teachers and students

As far as IO1 is concerned, the whole class worked on the legends (two legends per class), focusing on one aspect in particular. Group work was usually adopted. The lyceum class produced the final version of the legend in English, English being one of the three foreign languages they study at school. The other two classes did not have a good mastery of the English language to allow them to work on the legend; so they worked in Italian and their English teacher translated their work in English. Both the Italian and the English teacher have worked with the students. The vocational class who worked on the legend “The Devil’s



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column” were supported by the Science teacher too. The classes used the IT laboratory to research the necessary material, then they continued their group work in class.

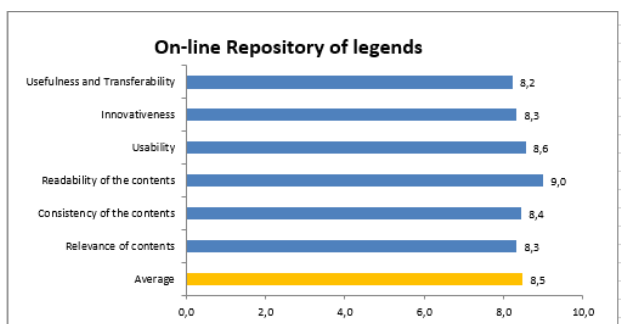
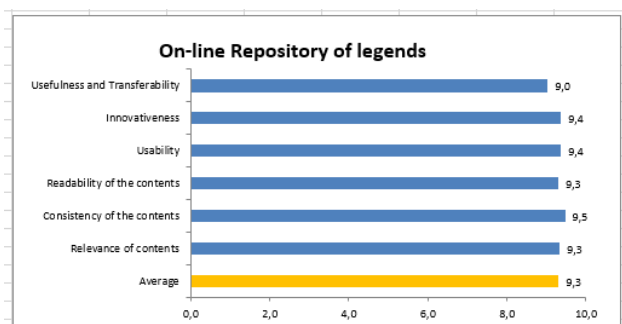
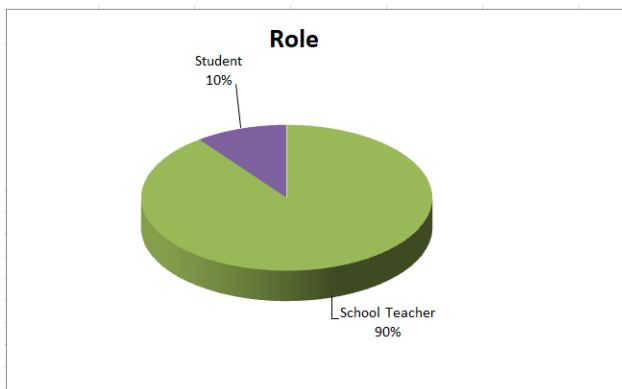
IO2 instead was not the result of group work as each student had to write one essay on their own. The best essay for each category was selected by the English teacher and uploaded on the portal. Sometimes, it was necessary to merge two or more essays together to produce the one for the portal. The correction, evaluation and assessment of the essays were carried out by the two English teachers.

Most teachers from Montale, both Italian and English teachers, used the repository of legends during online teaching due to Covid pandemic: they asked the classes to read two legends (an Italian one and a foreign one) and to compare them, pointing out the similarities; this work was used as internal testing.

## Evaluation

### Results of the questionnaire submitted to the teachers

The questionnaire was submitted by 39 teachers and students out of the 46 who took part in the online Multiplier Event. The questionnaire was submitted via Google Module at the end of the online event.

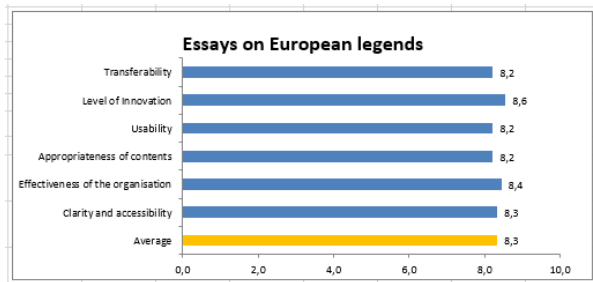
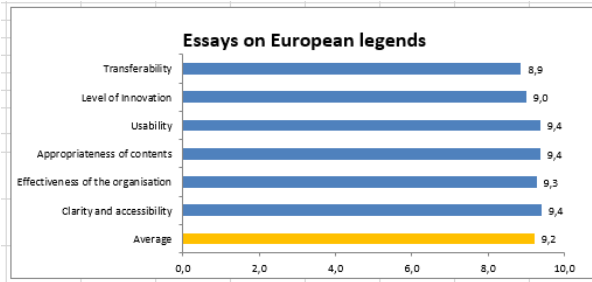


The first diagram on the left considers the answers by 30 teachers; the diagram on the right shows the answers by 5 teachers and 4 students. It is evident that the students’ evaluation was a bit lower than the teachers’ one. The readability and the consistency of the contents was the most appreciated aspect of IO1.

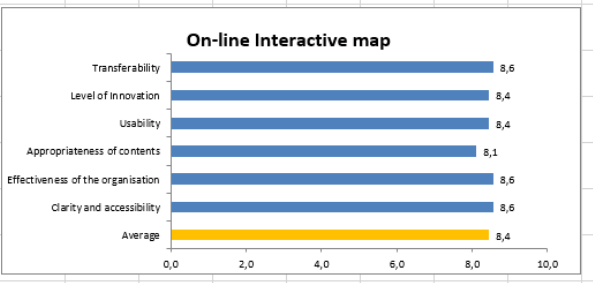
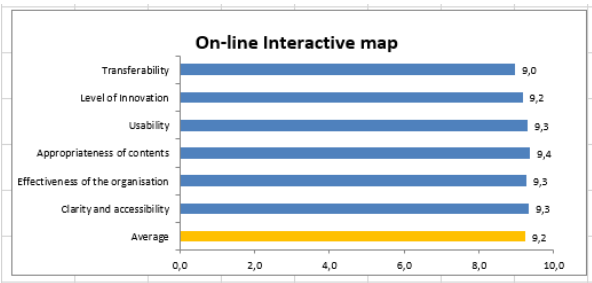


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The essays were in general less appreciated than the repository of legends: most participants expressed their interest in the repository because it gives more freedom to the teachers to select the relevant legends to give to their class to work on; while the essays are already ready made and the end users do not need to do any extra work.



Also the online interactive map was less appreciated than the Repository of legends. It was appreciated only as it gave access to the legends in the Repository.

## Conclusion

The teachers were more enthusiastic than the students and this should not come as a surprise. IO1 the Repository of legends was the most appreciated output as it allows the users to select the legends according to their needs as regards the characters, the themes, the message. The different links to videos, documents, websites were also appreciated as they contributed to make the legend more lively and modern and more interesting for young users.