



Project Number: 2018-1-PL01-KA201-050865

PARSIFAL, THE LEGEND RESEARCHER

INTELLECTUAL OUTPUTS TESTING AND EVALUATION

GEDIMINAS GRĖSIUS

KAUNAS JONAS AND PETRAS VILEIŠIAI SCHOOL

KAUNAS, LITHUANIA

GEDIMINAS.GRESIUS@GMAIL.COM

INTRODUCTION

After Kaunas Jonas and Petras Vileišiai School became project partner teachers which were the most suitable for this project were selected. As the aim of the project is to find and understand similarities between European countries through literature in folklore (legends) it came natural to involve Lithuanian language and literature teachers, as well as Geography teacher to provide the explanation of some phenomenon mention in legends and show them in map, and English teachers involvement was necessary to help with the translations.

- The target group addressed: teachers and students in secondary school
- Number and typologies of schools – 3 secondary schools involved: 1 project partner and 2 associated partners of the project
- Number and typologies of teachers – 8 teachers (of English, Lithuanian and Literature, Geography/History subjects)
- Number of involved students – 170 students of 7th-8th grades, 14-16 years old.
- Lithuanian and Literature teachers selected the most important and interesting legends. Students were introduced with legends and analysed them. Discussions about national traditions, cultural heritage, even perception of the world in old times took place.

1. ACTIVITIES WITH TEACHERS AND STUDENTS

- Literature teachers selected the most important and interesting legends. Students were introduced with legends and analysed them. Discussions about national traditions, cultural heritage, even perception of the world in old times took place.
- Geography teacher talked about geographical locations in the map and what were the real reasons for objects mentioned in legends to appear.
- English teachers helped students to translate Lithuanian legends to English and read legends of other project members countries that were placed in projects web page.
- Selected group of students wrote essays in Lithuanian and presented them in class.
- Essays were translated to English by students with help by teachers.
- Part of students went to field trip with geography teacher to visit some of the cultural heritage objects mentioned in legends. While visiting one group of students had a fun performance/recreation of the legend.
- In classes that use tablet computers the interactive map was tested.

1.2 EVALUATION

Evaluation form were filled by 30 respondents, who tested or were familiarised with the results of the project: online repository of legends, created essays and interactive map. Among respondents were 1



Co-funded by the
**Erasmus+ Programme
of the European Union**

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Project Number: 2018-1-PL01-KA201-050865

school director, 20 teachers of various subjects, 6 students and 3 people of other occupation (non-formal educator, international projects coordinators).

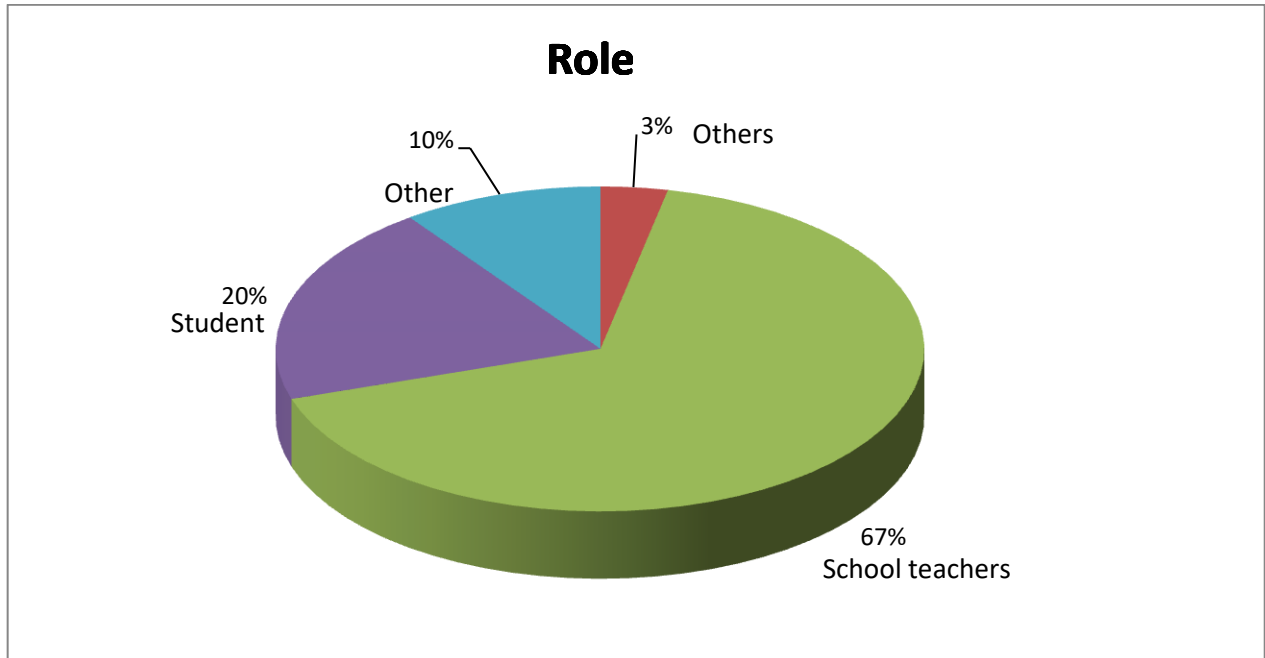


Fig.1. Respondents of Parsifal project intellectual outputs evaluation

Online repository of legends was evaluated by 9.1 points by average (Fig. 2). The most points were given for consistency of the contents and relevance of contents (each 9.5) which means that legends were analysed in comprehensive way which provided the content needed to enrich the lessons' material and reach the aims of the project.

The lowest points were given to innovativeness, mostly because this type of repository is a common resource for teachers. But these lower points (8,4) do not reduce the usefulness of the repository, because it was clear for the teachers how to use it from the beginning and usability of the repository was given high 9,1 points.

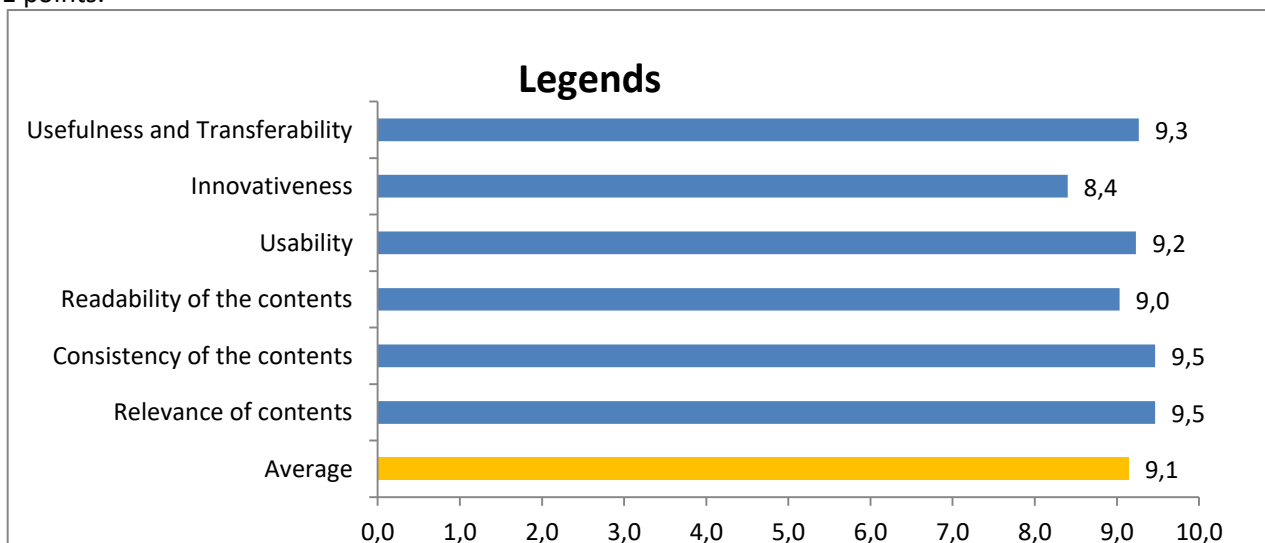


Fig.2. Evaluation of the online repository of legends



Co-funded by the
Erasmus+ Programme
of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Project Number: 2018-1-PL01-KA201-050865

Essays were innovative way to approach the project goals while also valuable for students in order to develop skills of content analysing in Lithuanian and English, self-expression skills (8.7 points for level of innovation in Fig. 3). But as a writing of an essay needs a lot of content to be read it is hard to see the usability of this method outside of this project (7.7 points for usability). As in the testing activities were included 7-8th grades students there were noticed that maybe it would be a suitable method for older grades students, maybe for gymnasium students (9-12th graders).

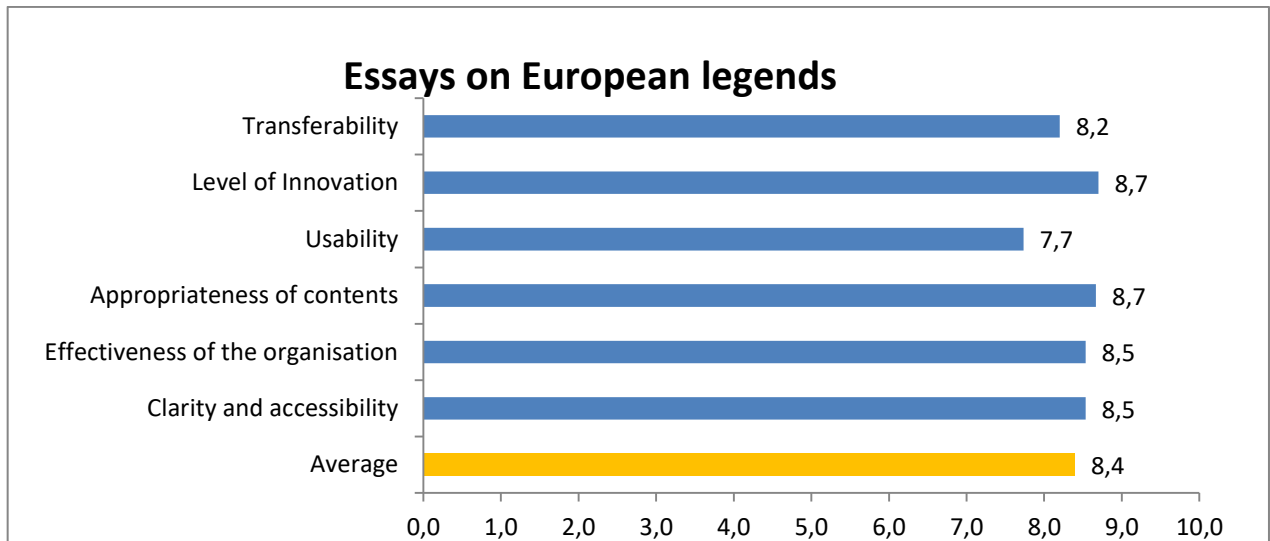


Fig.3. Evaluation of essays of the project

Living in this technologically advanced age it seems like a natural conclusion to have an App and interactive map to see the connection between those heritage places. Despite the fact Languages teachers could not find the absolute necessity to use it, but noticed that for students it makes learning more inclusive.

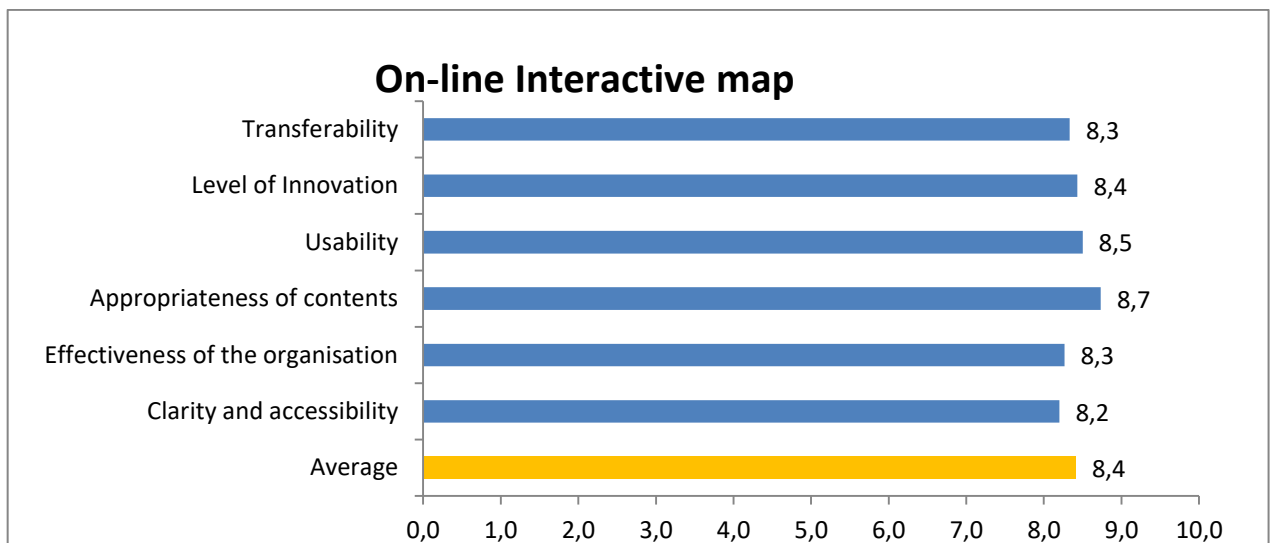


Fig.3. Evaluation of the online interactive map



Co-funded by the
Erasmus+ Programme
of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Project Number: 2018-1-PL01-KA201-050865

CONCLUSION

The aim to improve secondary school students' achievements in literacy while learning about their own cultural heritage which surrounds them and looking for similarities in other European countries culture was reached. In the process of Parsifal project students had several approaches on this subject from different teachers, but all of them provided opportunity and encouraged to have discussions about traditions and reasons for them to form. As much as it is important to know geographical location of countries or heritages sites, but even more important is to understand and accept different cultures, traditions, behaviour of other people. Having a chance to know more about national heritage objects build up students' pride in their own culture while reading about it all along. Teachers enriched their lesson plans, had opportunity to use different methods and broaden their horizons regarding other countries legends, traditions. Also projects encouraged teachers to work together (especially Literature and English teachers) and that strengthens the team of teachers, share the knowledge between colleagues and increased self-confidence working in international project.



Co-funded by the
Erasmus+ Programme
of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.