



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

## **PARSIFAL, THE LEGEND RESEARCHER**

### **INTELLECTUAL OUTPUTS TESTING AND EVALUATION**

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## **CONTENTS**

### **Introduction**

The project was presented in 5 schools constituting Centrum Kształcenia Zawodowego i Ustawicznego w Sosnowcu. All schools are secondary technical schools, what means that students are aged 15-19 years old. One of the schools is an institution for youth with light mental disability.

In every school teachers were asked to volunteer if they found the idea of the project interesting and wished to engage. Finally, 7 teachers volunteered – 4 teachers of Literature, 1 teacher of Geography, 1 teacher of English and 1 teacher of Arts.

Each teacher was asked to form a group of at least 20 students from all classes they were teaching, on the same basis – those who found the idea of the project interesting and wished to engage in project activities. Next, teachers were to work out a preliminary schedule of meetings with students and a workig plan, according to project timeframe.

### **Activities with teachers and students**

First, each teacher asked students to choose a national or regional legend they found both, interesting and important for Polish culture and tradition. Next, students were presenting the legend and voted for the legend they would like to work with as a group. In this way, 7 legends were chosen for the IO1 – repository of legends. Students analysed them and found various possible sources connected with their chosen legend – e.g. museums, monuments, landmarks, traditions, visual representations of legend elements, etc. In the next step, each group compared 7 Polish legends to identify characters, objects, morals, connection to historical and cultural events. Later, the groups were working in a similar way with partner legends – they were provided with translation of the foreign legends into Polish language. Their task was to read all the legends and next share work – each student was comparing one foreign legend to the one their group was working on to find various similarities. During subsequent workshops, students were discussing the similarities to prepare to work on the IO2 - comparative essays. Additionally, the working groups went on a field trip to a place connected with the chosen legend.

There were 5 comparative essays planned as parts of IO2. Thus, 2 groups were not working on the essays – disabled students and the group led by a Geography teacher (due to the fact that she terminated her contract with CKZiU, we did not have to make any additional selection).

During work on IO1 and IO2 teachers performed as tutors and guides. Our idea was that students were doing initial work and teachers were responsible for directing, correcting and eventually editing the final



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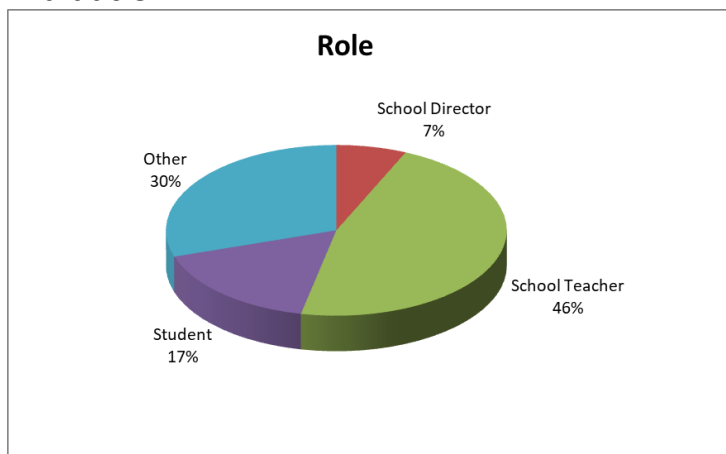
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results. After acceptance of the final results, each teacher tested the materials during their own lessons and asked at least one colleague to hold a lesson based on Parsifal materials. Each fellow teacher was asked to discuss the impressions they had and comment on the quality and usefulness of the IOs. Moreover, teachers involved in realisation of the project tasks were asking their students for oral evaluation after each stage was completed.

Next stage of tasks implementation was to find coordinates for places connected with legends to make entries for the IO3 – the map and virtual trips. Students were informed about the idea of how the map should work and were asked to suggest virtual trips to trace the motifs from legends. Again, after creating the virtual trips, involved teachers and their colleagues made lessons based on IO3 to test it.

As the project was extended due to COVID and not all the project activities were possible to conduct as they were planned, we decided to move part of the grant to further development of IOs. All groups created one additional virtual trip. Moreover, there was another group of students recruited, which worked on two additional legends. Finally, the outcome was 9 legends in IO1 and 14 trips in IO3.

## Evaluation



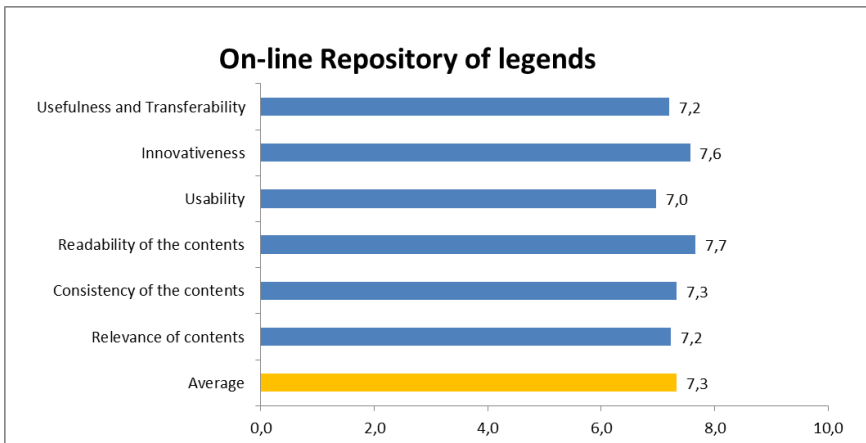
Graph 1

All the IOs were evaluated by teachers who took part in the project and who were asked to test the IOs (46.6%), head teachers of schools involved in project implementation (6.6%), students involved (16.6%) and public not working at school (librarians, university lecturers, educators and others – 30% ) to whom the IOs were presented during dissemination (graph 1) – testimonials used for representation were chosen randomly, however with respecting the approximate number of target group representatives.

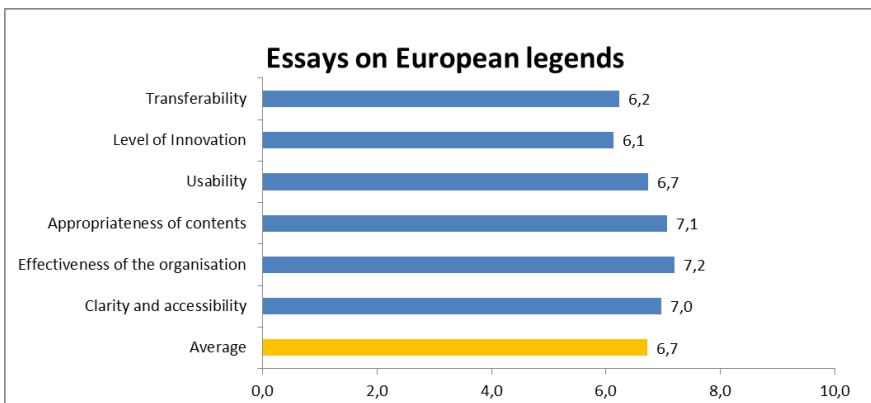




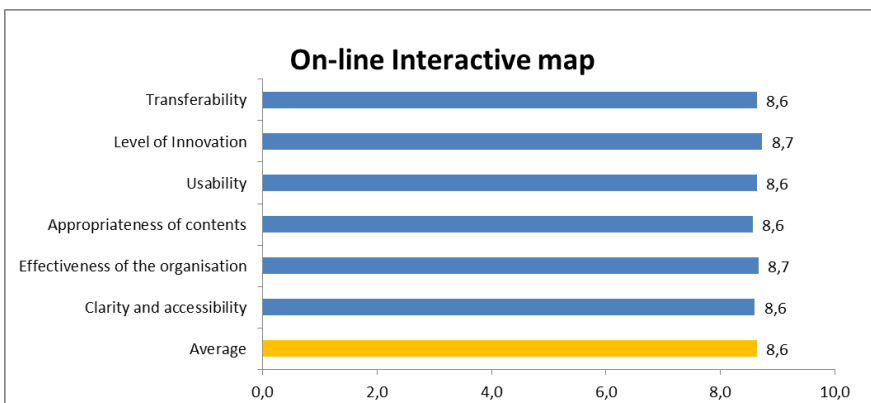
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The repository of legends was assessed 7.3



The essays were assessed lowest (6.7 on average).



Meanwhile the map was received most enthusiastically (average mark 8.6).

To sum up the comments and remarks, students liked the idea of working with legends the most; teachers appreciated the virtual trips the most, as multi-level teaching aids.



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## Conclusions

To sum up, we consider the idea of Parsifal project innovative and useful. Combination basic competences development (reading) with the use of IT is a balanced compromise that addresses both, the needs and interests of youth. Most students who took part in the project activities were happy with their achievements and with what they have learned about their own and foreign cultures. Some of them changed their attitude towards legends and fairy tales, which they had treated as 'something for kids' (quote) or did not know at all. We hope that among them the consciousness of reading importance will be long lasting.

Teachers approved the general idea of the project as well as its intellectual outputs. We had teachers of various subjects involved in the project and teachers of various educational levels were asked to test the intellectual outputs. All of them said they will be using the repository (IO1) and the map (IO3) as teaching aids in their subjects.



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