NEStOR: Networked European School Web Radio

(Erasmus+, Key Action 2)

O5 - Evaluation of Web Portal & Radio

O5/A1 - Evaluate training and usage of Web Radio in schools

O5/A2 - Evaluate the usage of NEStOR by schools

Cyprus Pedagogical Institute

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Contents

Evaluation of the NEStOR implementation

1. INTRODUCTION

This document aims to present both parts of the evaluation of the NEStOR project: the *pilot evaluation* (O5/A1) *and final evaluation* (O5/A2). Based on the pilot evaluation results, the second phase of the implementation and usage of NEStOR by schools in the partner countries, has been planned.

The *pilot evaluation* refers to:
- the training of the teachers of the NEStOR partner schools, applying a Visual Learning Design methodology for the development of NEStOR learning scenarios
- the Learning Designs (scenarios) developed
- the school implementation with the students (focus on the process)
- the final products and outcomes

During the pilot implementation, the NEStOR web radio portal was under development, so the existing European School Radio portal was used instead for the project needs. Feedback on the aspects of the portal was given directly to the developers, through the experience of the use of the European School Radio portal by the partner schools. For that reason, the NEStOR web radio portal aspect was not included in the pilot evaluation but only in the final evaluation.

The *final evaluation* refers to the implementation and usage of NEStOR, as resulted after the pilot implementation, by schools in the partner countries.

For the evaluation of the pilot implementation, the methodology followed to develop the tool is presented along with the tool and results. Also, the tools that will be used to evaluate the final evaluation of the project implementation are presented in this version of the Output (O5).

2. O5/A1 - EVALUATE TRAINING AND USAGE OF WEB RADIO IN SCHOOLS (PILOT EVALUATION)

2.1 METHODOLOGY

For the purposes of the pilot evaluation of the NEStOR project, a questionnaire was developed aiming to investigate participants' perception on the project, the learning design, the implementation and final product (Appendix 1). The questionnaire consisted of 25 close-ended questions and 3 open-ended questions. The close-ended section of the questionnaire was divided in three parts: teachers' perceptions on the learning design, implementation and final outcome. The close-ended questions were formed as sentences and participants were asked to choose the degree

in the 5-point Likert Scale that was representing best their view and level of agreement or disagreement with the sentence. This type of questions was preferred as they seem to be practical and appropriate for examining opinions and views. It is acknowledged that this type of questionnaires have their disadvantages as well; for example, participants might find the range of responses and levels provided limited and not representing them. To overcome these disadvantages open-ended questions were included at the end of the questionnaire to encourage participants to express their views and opinion in more detail. Specifically, they were asked to share the most important aspect of the implementation for them, the difficulties faced, what they would do differently in a future implementation and any other comments they might had.

Questionnaires were distributed to the participants via Survey Monkey and all 8 participants from the 3 partner schools responded. This online way of distributing the questionnaire was preferred, as it was easier, not time-consuming and eliminated the problem of distance. Additionally, in this way participants could fill-in the questionnaire at their own time without any pressure. The results of the questionnaire are presented in the next section.

2.2 RESULTS

2.2.1 Teachers' Perceptions on the Learning Design

The first part of the questionnaire consisted of 12 questions on the learning design including students' perceptions on the aims, material, assessment and other. Teachers' responses overall showed a positive stance towards the project and the learning design. All statements were rated at agree or strongly agree as shown in the figure below. Teachers' thought that the aims of the learning design were related to the national curriculum (3 agreed, 5 strongly agreed) and were also related to web radio production (5 agreed, 3 strongly agreed). In the open-ended questions, where teachers were asked to indicate what they considered the most important aspect of the implementation, one of the participants indicated that:

> *The most important was to develop the theme of the scenario, means to make it educational and close to the national curriculum. Therefore, it had to be interesting and attractive both for Lithuanian and international audience.*
>
> *(Teacher, open-ended question 1)*

This indicates that learning designs were important for the participants and time and effort was devoted to reach good outcomes that would be in relation to the national curriculum and at the same time interesting for all students. Additionally, the learning design was planned to support and supported the development of students' transversal and media and information literacy skills (5 agreed, 3 strongly agreed).
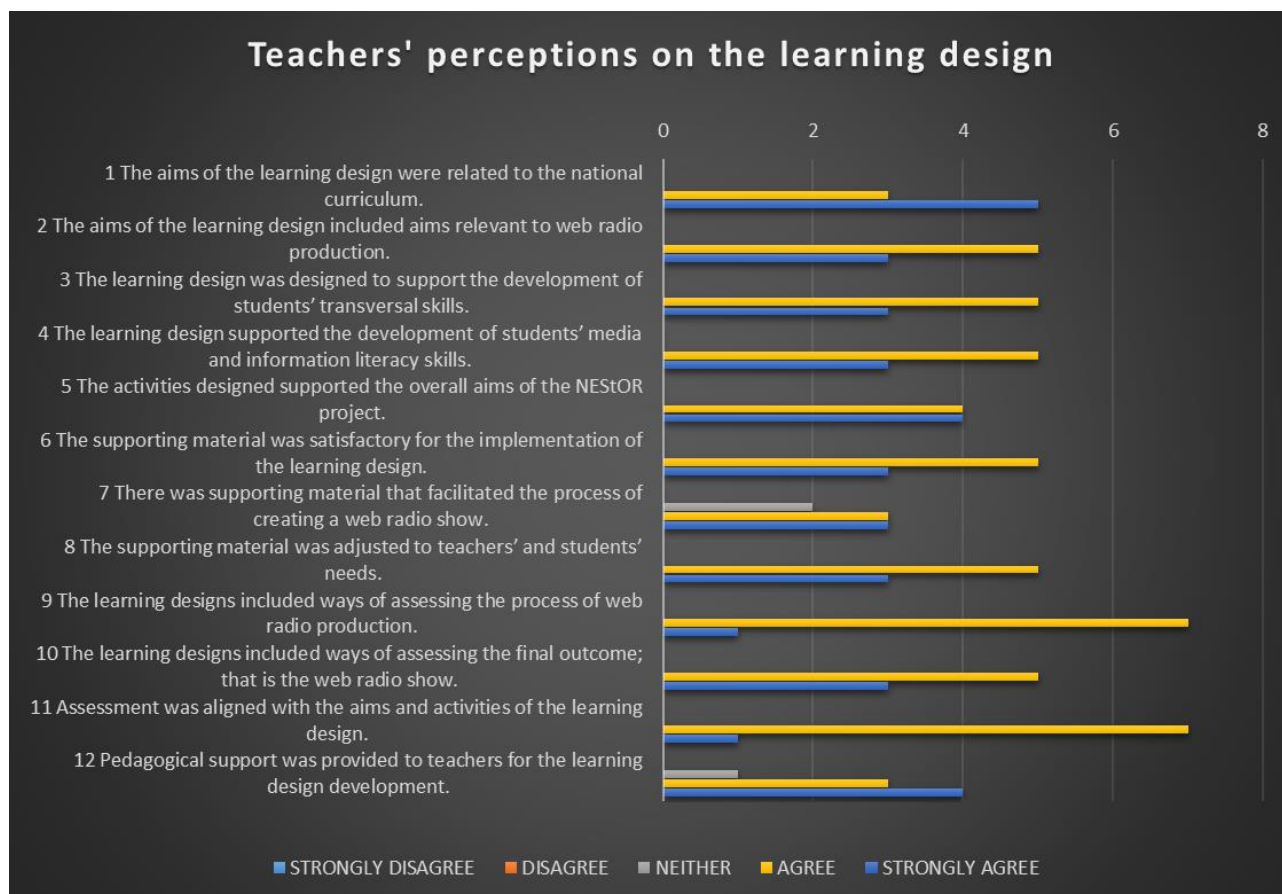
Figure 1: Teachers' perceptions on learning design

It was overall indicated that the supporting material was satisfactory for the implementation of the learning design, as all teachers agreed (5 agreed, 3 strongly agreed). There was also agreement that the material that facilitated the process of creating a web radio show was satisfactory, however 2 teachers were neutral (2 of the 8 teachers neither agreed nor disagreed while the rest agreed - agreed 3 and strongly agreed 3). The supporting material seemed to be adjusted to teachers' and students' needs as teachers pointed out (5 agreed, 3 strongly agreed). Teachers' also overall agreed that the learning designs included ways to assess the process of web radio production and the final outcome. Finally, regarding the pedagogical support provided to teachers for the development of the learning design 4 teachers strongly agreed that it was provided, 3 agreed and 1 neither agreed nor disagreed.
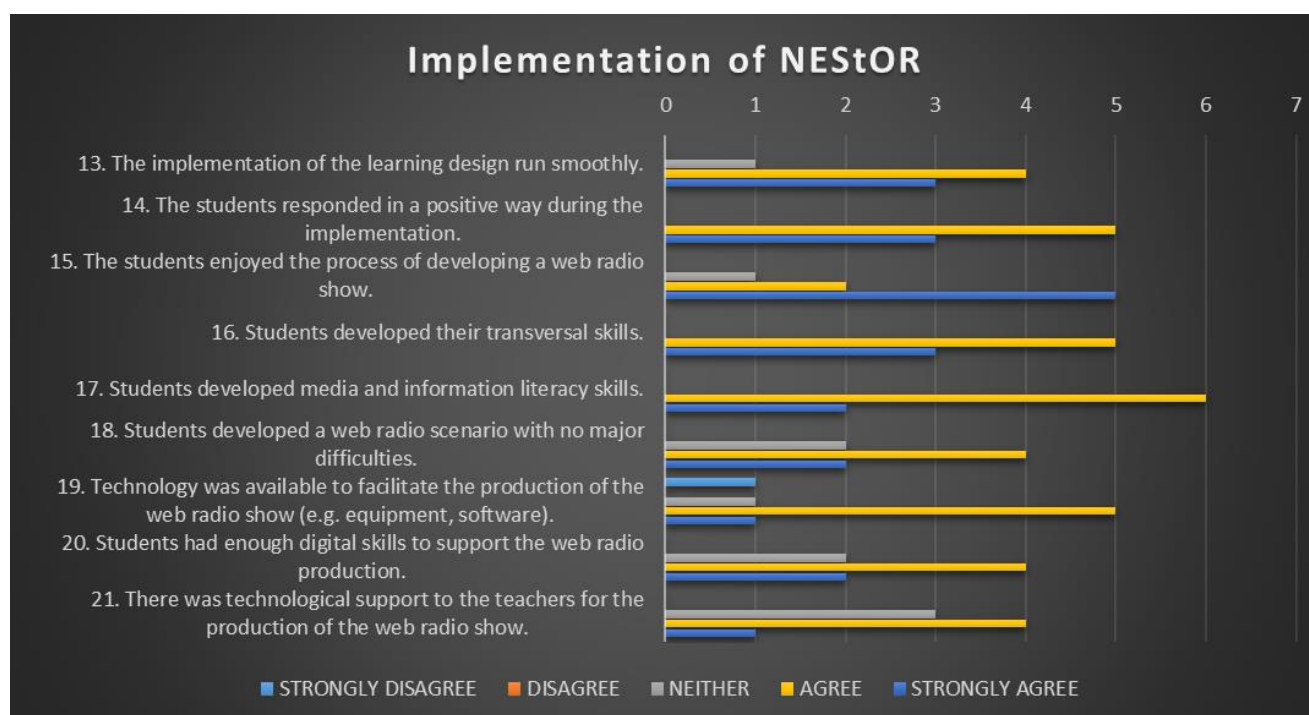
2.2.2   Implementation of NEStOR

This section presents teachers' perceptions on the implementation of NEStOR in their lessons through the developed learning designs. Most of the participating teachers indicated that the implementation run smoothly (1 neither agreed nor disagreed, 4 agreed, 3 strongly agreed). Teachers indicated that students' reaction for the implementation were positive (5 agreed, 3 strongly agreed) and seemed to have enjoyed this process (1 neither agreed nor disagreed, 2 agreed, 5 strongly agreed). Specifically, teachers identified students' reactions as the most important aspect of the implementation for them. One of the teachers suggested that through this implementation *"students had the opportunity to express their thoughts and feelings"* while another teacher

discussed "*The joy of making and the heartily participation of the students*". Another important statement made by a participating teacher was the following:

> *The students were willing and eager to participate in the writing of dialogues and the recording of the radio show. After the radio show students agreed that the use of the web radio in the teaching process was innovative. The important element according to their aspects was that the actors of the radio show were their classmates and the radio dialogues were created in a "pleasant way".*

(Teacher, open-ended question 1)

Also, all teaches agreed that, through the implementation, students' transversal skills and media and information literacy skills seem to have developed (5 agreed, 3 strongly agreed and 6 agreed, 2 strongly agreed accordingly). 6 teachers indicated (4 agreed, 2 strongly agreed) that students did not seem to have faced major difficulties during the development of the web radio scenario, while 2 teachers neither agreed nor disagreed with the statement. Teachers stated their students' digital skills were enough for the support of the web radio production (4 agreed, 2 agreed strongly, 2 neither agreed not disagreed).

Figure 2: Teachers' perceptions on the implementation of NEStOR

For the statement asking whether there was technology available to facilitate the production of the web radio show 6 teachers agreed (5 agreed, 1 agreed strongly) while 1 provided a neutral answer and 1 strongly disagreed. Additionally, most teachers agreed (4 agreed, 1 agreed strongly) and 3 provided a neutral answer when asked if there was technological support for the production of the web radio show.

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2.2.3 Final product

This section, as the title suggests, involved questions on the final product of the implementation, which was the web radio show. Similarly to the first part of the questionnaire on implementation, teachers overall agreed with the statements (either agreed or disagreed).
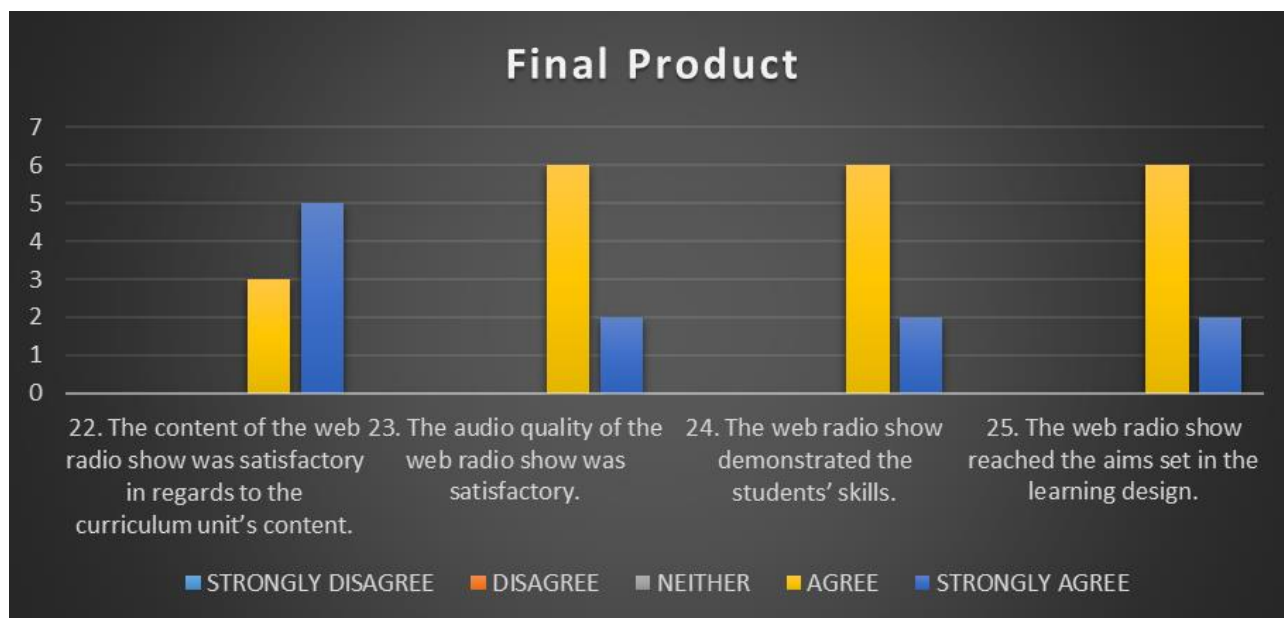

Figure 3: Teachers' perceptions on the final product

All teachers (3 agreed, 5 strongly agreed) that the content of the web radio show was satisfactory, in regards to the curriculum unit's content. It was also suggested that the audio quality of the web radio show was satisfactory (6 agreed, 2 strongly agreed). Finally, teachers agreed that the web radio show demonstrated students' skills and reached the aims set in the learning design (6 agreed, 2 strongly agreed). One of the participating teachers indicated the final outcome as one of the most important aspects of the implementation and wrote: *"The most important was the conversion of the students' written speech into a radio speech and also the production and recording of the broadcast."*

2.2.4 Important aspects of the implementation

As discussed in section 1 on methodology, participating teachers apart from the 25 close-ended questions were asked to answer open-ended questions as well, to provide them the opportunity to discuss issues further, share their views and possible concerns and make their suggestions. In the first question, participating teachers were asked to indicate the most important aspect of this implementation for them. The answers varied including the scenario, students' reactions, the production and other. Some of the answers were incorporated and discussed in the previous sections to enhance the results of the close-ended questions. However, the following statement made was preferred to be discussed separately, in order to be highlighted.

That the students cooperated actively, worked critically and responsibly with creativity and imagination, and, finally, acquired knowledge with quality and duration, in a really attractive way. This kind of implementations help the school go beyond its conventional framework, with substantial learning outcomes.

(Teacher, open-ended question 1)

This statement summarized in a few words the possibilities and impact this implementation could have for students. This was not only in relation to offering students learning designs that are interesting for them, but also providing them the space and time to develop their skills (digital, transversal, media and information literacy skills) and reach 'substantial learning outcomes'.

2.2.5   Difficulties and challenges faced during the implementation

The second open-ended question was related to the difficulties and challenges teachers faced during the implementation. Two of the participants talked about the time limitations involved, as it was a time consuming process and required teachers to devote time prior to the lesson to prepare, as well as during the lessons. This was often a challenge due to the time limitations of the curriculum. Specifically, one of the participants stated:

The only difficulty was the limitations imposed by the strict curriculum/timetable in Senior High School. Rather a challenge than a difficulty was that the teachers had to work more and differently to prepare the implementation and support the students during it (building questionnaires that met their needs and pedagogical aims, provide the necessary material and means, assess the process and make adjustments).

(Teacher, open-ended question 2)

A similar statement was related to time limitations and how this was a challenge at the beginning to find participants.

[…] to find such students and teachers who would like to take part in the creation of the radio show and make them interested in the process which is time consuming. In Lithuania gymnasiums are more involved in the exchange projects, thus, both teachers and students have the possibility to travel and exchange the practice. […]

(Teacher, open-ended question 2)

Apart from difficulties with time limitations, there were a few comments on challenges and difficulties related to guiding and coordinating students. As this was a new process for both students and teachers, there were challenges involved into working with this way and providing the necessary guidance and support. The difficulty one of the teachers identified was to *"to organise and coordinate all the students"* while another teacher said that "*the biggest difficulty was to guide students to convert their written speech into speech radio and how to speak on the radio"*. Finally, the last challenge one of the participants identified was the lack of necessary equipment.

2.2.6   Suggestions for future implementation

Participants were asked to indicate what they would do differently in a future implementation. An issue discussed from four (4) of the participants was a suggestion for better planning, in regards to when the implementation takes place in the school year. Specifically, one teacher would prefer the implementation in the first semester and another teacher in a time that would "*avoid coincides with students' final exams*". Another time related suggestion was having to do with a shorter implementation.

Two teachers made suggestions in regards to the implementation and possible changes. One of the participants suggested implementing the same scenario to another school and evaluating its impact:

> *I would like to implement the same educational scenario to another High school (were the students had no participation in the creation of the radio show) and investigate the educational effect on themselves.*
>
> *(Teacher, open-ended question 3)*

Another suggestion by the participants involved students in the same class preparing and developing different web radio shows.

> *It would be very interesting if all the students of the classroom, in different groups, could develop different web radio shows according to the aspects of the discussed curriculum unit each group wanted to highlight and in the way each group wanted to do it. This requires, of course, more time and equipment.*
>
> *(Teacher, open-ended question 3)*

As shown in the above quote as well, the teacher acknowledged the additional requirements in time and equipment in order to fulfil this suggestion. Similarly, another participant (under the question on other comments) identified the importance of involving *"other types of radio shows such as interview, live broadcast, debate etc and explore the effects of web radio on the teaching process"*.

2.3   BRIEF DISCUSSION

Based on the evaluation results of the NEStOR pilot implementation, it is evident that the participants were satisfied with the implementation in their class and that the implementation overall run smoothly. It was identified as an interesting experience for both teachers and students that lead to an outcome that reached their goals and expectations. This is summarized in one of the teachers' comments when stated that "*It was an amazing experience for both students and teachers. I am convinced that including the radio in teaching practice has only positive elements*".

Therefore, it could be suggested that the implementation could take place in a bigger scale, taking into account the difficulties identified and suggestions to improve it even further.

3. O5/A2 - Evaluate the usage of NEStOR by schools (FINAL evaluation)

Based on the pilot evaluation results, the second phase of the implementation and usage of NEStOR by schools in the partner countries, has been planned. For example, in Cyprus, an open call has been circulated in the beginning of the new school year, for schools to participate in the implementation and usage of the NEStOR model during the school year 2017-2018. Currently 11 schools with 20 teachers are being supported for the development and adaptation of Learning Designs to be implemented in their schools.

At this stage it should be indicated that the methodology and tools have been defined and developed. In this version of O5, the methodology is described in section 3.1 while the tools are presented in appendix 3. The results and discussion will be included after the implementation period at the end of the school year.

3.1 METHODOLOGY

For the implementation and use of NEStOR during the second year of the project, the tools developed aim to evaluate not only the perceptions of the participating teachers and students but the views of the school's community as well. In addition, the aspect of the NEStOR web portal is included.

The evaluation aims to answer two major questions, as follows:

- To what extent did the NEStOR approach promote the development of web radio skills, as defined for the purposes of the project?
- How has the NEStOR approach on the development of the web radio skills been implemented?

The triangulation of data was considered important and both qualitative and quantitative approach was adopted. The target group for the evaluation includes the participating teachers and students and the wider school community (school leaders, teachers, students, parents' representatives, regional community representatives, and others as defined by each partner).

Thus, the following scheme is to be followed:
- Pre- and post-implementation survey (in the form of online questionnaires) for both participating teachers and students
- Post-implementation survey (in the form of an online questionnaire) for the wider school community
- Focus group semi-structured interviews for the for both participating students and teachers
- Observation protocols, as an additional tool for partners who would like to explore further the NEStOR implementation in the country's participating schools, by following case study schools. This is an optional evaluation activity.

For this purpose, a number of tools have been designed and developed. All the tools have been developed in both English and Greek and will be adapted by the partner countries' in their own language where necessary (especially the students' evaluation tools). The questionnaires will be hosted online (survey monkey).

More specifically, pre- and post-implementation questionnaires were developed for both participating teachers and students and a post-implementation questionnaire for the community. Members of the community could be other teachers and students of the school, the head teacher, parents and other. The post-implementation questionnaire for the community aims mainly to examine the impact the implementation had on the community.

Apart from the questionnaires discussed above, interview protocols for focus group interviews for the students and teachers were developed. Often focus group interviews provide participants the opportunity to exchange views and ideas and discuss. Finally, another tool developed are observation protocols aiming to record what happens in the lessons students are preparing for their web radio show. Aspects such as teachers' and students' reactions in the lesson, space organization, instruction setting, tools and material used and any difficulties faced are expected to be observed.

All the final evaluation tools can be found in Appendix 3.

4. APPENDICES

NEStOR (Networked European School Web Radio)
Pilot implementation evaluation
TEACHERS' QUESTIONNAIRE

Dear Teacher,

Thank you for your participation in NEStOR (Networked European School Web Radio). Your experience and contribution up to now is very important to the further development of the project. We kindly ask you to complete the questionnaire below as part of the pilot implementation of the project.

All information and data collected will be kept confidential and will be used only for the purposes of this project.

Name: _____

School: _____

Country: _____

Please select the column below that best represents your opinion for each statement.

		Strongly Disagree	Disagree	Neither	Agree	Strongly agree
A	**Learning design**					
1	The aims of the learning design were related to the national curriculum.					
2	The aims of the learning design included aims relevant to web radio production.					
3	The learning design was designed to support the development of students' transversal skills (such as communication, problem solving, collaboration, critical thinking, creativity and innovation).					
4	The learning design supported the development of students' media and information literacy skills.					
5	The activities designed supported the overall aims of the NEStOR project.					

6	The supporting material was satisfactory for the implementation of the learning design.					
7	There was supporting material that facilitated the process of creating a web radio show.					
8	The supporting material was adjusted to teachers' and students' needs.					
9	The learning designs included ways of assessing the process of web radio production.					
10	The learning designs included ways of assessing the final outcome; that is the web radio show.					
11	Assessment was aligned with the aims and activities of the learning design.					
12	Pedagogical support was provided to teachers for the learning design development.					
B	**Implementation**					
13	The implementation of the learning design run smoothly.					
14	The students responded in a positive way during the implementation.					
15	The students enjoyed the process of developing a web radio show.					
16	Students developed their transversal skills.					
17	Students developed media and information literacy skills.					
18	Students developed a web radio scenario with no major difficulties.					
19	Technology was available to facilitate the production of the web radio show (e.g. equipment, software).					
20	Students had enough digital skills to support the web radio production.					
21	There was technological support to the teachers for the production of the web radio show.					
C	**Final product**					
22	The content of the web radio show was satisfactory in regards to the curriculum unit's content.					
23	The audio quality of the web radio show was satisfactory.					

24	The web radio show demonstrated the students' skills.					
25	The web radio show reached the aims set in the learning design.					

Which was the most important aspect of this implementation for you?

_____

_____

_____

_____

_____

Which were the difficulties faced, if any?

_____

_____

_____

_____

_____

What would you do differently in a future implementation?

_____

_____

_____

_____

_____

Any other comments.

_____

_____

_____

Appendix 2: Descriptive statistics of the Pilot Evaluation Questionnaire Responses

Part A: Teachers' perceptions on the learning design

	STRONGLY DISAGREE	DISAGREE	NEITHER	AGREE	STRONGLY AGREE
1. The aims of the learning design were related to the national curriculum.	0	0	0	3	**5**
2. The aims of the learning design included aims relevant to web radio production.	0	0	0	**5**	3
3. The learning design was designed to support the development of students' transversal skills (such as communication, problem solving, collaboration, critical thinking, creativity and innovation).	0	0	0	**5**	3
4. The learning design supported the development of students' media and information literacy skills.	0	0	0	**5**	3
5. The activities designed supported the overall aims of the NEStOR project.	0	0	0	**4**	**4**
6. The supporting material was satisfactory for the implementation of the learning design.	0	0	0	**5**	3
7. There was supporting material that facilitated the process of creating a web radio show.	0	0	2	**3**	**3**
8. The supporting material was adjusted to teachers' and students' needs.	0	0	0	**5**	3
9. The learning designs included ways of assessing the process of web radio production.	0	0	0	**7**	1
10. The learning designs included ways of assessing the final outcome; that is the web radio show.	0	0	0	**5**	3
11. Assessment was aligned with the aims and activities of the learning design.	0	0	0	**7**	1
12. Pedagogical support was provided to teachers for the learning design development.	0	0	1	3	**4**

Part B: Implementation

13. The implementation of the learning design run smoothly.	0	0	1	**4**	3
14. The students responded in a positive way during the implementation.	0	0	0	**5**	3
15. The students enjoyed the process of developing a web radio show.	0	0	1	2	**5**
16. Students developed their transversal skills.	0	0	0	**5**	3
17. Students developed media and information literacy skills.	0	0	0	**6**	2
18. Students developed a web radio scenario with no major difficulties.	0	0	2	**4**	2
19. Technology was available to facilitate the production of the web radio show (e.g. equipment, software).	1	0	1	**5**	1
20. Students had enough digital skills to support the web radio production.	0	0	2	**4**	2
21. There was technological support to the teachers for the production of the web radio show.	0	0	3	**4**	1

Part C: Final Product

	STRONGLY DISAGREE	DISAGREE	NEITHER	AGREE	STRONGLY AGREE
22. The content of the web radio show was satisfactory in regards to the curriculum unit's content.	0	0	0	3	**5**
23. The audio quality of the web radio show was satisfactory.	0	0	0	**6**	2
24. The web radio show demonstrated the students' skills.	0	0	0	**6**	2
25. The web radio show reached the aims set in the learning design.	0	0	0	**6**	2

Appendix 3: Tools for final evaluation (in Greek and English)

ΑΡΧΙΚΟ ΕΡΩΤΗΜΑΤΟΛΟΓΙΟ ΕΚΠΑΙΔΕΥΤΙΚΩΝ

Αγαπητέ εκπαιδευτικέ,

Σε ευχαριστούμε για τη συμμετοχή σου στο πρόγραμμα NEStOR (Networked European School Web Radio). Η συμμετοχή και η συμβολή σας στο πρόγραμμα είναι καθοριστική γι' αυτό και σας ζητούμε να συμπληρώσετε το πιο κάτω ερωτηματολόγιο ως μέρος του προγράμματος.

Όλες οι πληροφορίες είναι εμπιστευτικές και θα χρησιμοποιηθούν μόνο στο πλαίσιο του προγράμματος. Το ερωτηματολόγιο είναι ανώνυμο.

ΠΡΟΣΩΠΙΚΕΣ ΠΛΗΡΟΦΟΡΙΕΣ

Ημερομηνία γέννησης:

Δημοτική / Μέση (Γυμνάσιο) / Μέση (Λύκειο) / Μέση Τεχνική *(διαγράψτε ανάλογα)*

Χρόνια εμπειρίας:

Γνωστικό αντικείμενο / Ειδίκευση:

Για τις πιο κάτω ερωτήσεις επιλέξτε τη στήλη που αντιπροσωπεύει καλύτερα τη γνώμη σας για την κάθε πρόταση.

	Καθόλου	Λίγο	Μέτρια	Πολύ	Πάρα πολύ
ΠΡΟΗΓΟΥΜΕΝΗ ΓΝΩΣΗ ΚΑΙ ΕΜΠΕΙΡΙΑ					
1 Έχω προηγούμενες γνώσεις σε ότι αφορά στο διαδικτυακό ραδιόφωνο.					
2 Έχω προηγούμενες εμπειρίες με διαδικτυακό ραδιόφωνο.					
3 Έχω ασχοληθεί ξανά με τον γραμματισμό στα μέσα επικοινωνίας (Media Information Literacy skills).					
4 Έχω εμπειρία στην ανάπτυξη καινοτόμων μαθησιακών σχεδιασμών.					
5 Έχω εμπλέξει ξανά σε μαθησιακό σχεδιασμό την ανάπτυξη δεξιοτήτων γραμματισμού στα μέσα επικοινωνίας.					

6	Έχω ασχοληθεί ξανά με την ανάπτυξη εκπομπής διαδικτυακού ραδιοφώνου στα πλαίσια των μαθησιακών σας σχεδιασμών.					

ΠΡΟΣΔΟΚΙΕΣ

1	Αναμένω ότι το πρόγραμμα αυτό θα συμβάλει στην επαγγελματική μου ανάπτυξη.					
2	Αναμένω ότι το πρόγραμμα αυτό θα συμβάλει στην ανάπτυξη των δεξιοτήτων μου.					
3	Αναμένω ότι το πρόγραμμα αυτό θα έχει θετική επίδραση στους μαθητές.					
4	Αναμένω ότι το πρόγραμμα αυτό θα ενισχύσει τη διδακτική μου πρακτική.					
5	Αναμένω ότι το πρόγραμμα αυτό θα ενισχύσει τα μαθησιακά αποτελέσματα των μαθητών μου.					
6	Αναμένω ότι το πρόγραμμα αυτό θα ενισχύει τις προσπάθειες μου για υλοποίηση του αναλυτικού προγράμματος.					
7	Οι στόχοι των μαθησιακών μου σχεδιασμών μέχρι τώρα μπορούν να συμβαδίσουν με τους στόχους του προγράμματος.					
8	Πιστεύω ότι το πρόγραμμα θα έχει θετική επίδραση στην ευρύτερη κοινότητα του σχολείου μας (εκτός των εκπαιδευτικών και μαθητών που συμμετείχαν)					
9	Οι γνώσεις και οι δεξιότητες μου μπορούν να εξυπηρετήσουν τους στόχους του προγράμματος.					
10	Οι γνώσεις και οι δεξιότητες των μαθητών μου μπορούν να συμβαδίσουν με τους στόχους του προγράμματος.					
11	Αναμένω ότι θα καταφέρουμε με τους μαθητές μου να φτάσουμε στο τελικό αποτέλεσμα, τη δημιουργία της δικής μας ραδιοφωνικής εκπομπής.					

Άλλα σχόλια.

_____

_____

_____

_____

Ευχαριστούμε για τον χρόνο σας.

TEACHERS' PRE-IMPLEMENTATION QUESTIONNAIRE

Dear teacher,

Thank you for your participation in NEStOR (Networked European School Web Radio). Your experience and contribution is very important and therefore we kindly ask you to complete the questionnaire below as part of the pilot implementation of the project.

All information and data collected will be kept confidential and will be used only for the purposes of this project. The questionnaire is anonymous.

PERSONAL INFORMATION

Date of birth:

Primary / Secondary education *(delete accordingly)*

Years of experience:

Subject / Specialization:

Please select the column below that best represents your opinion for each statement.

	Not at all	Slightly	Moderately	Very	Extremely
PREVIOUS KNOLWEDGE AND EXPERIENCE					
1 I have knowledge on web radio.					
2 I have experience on web radio.					
3 I have worked again with Media Information Literacy skills (MIL).					
4 I have experience in developing innovative learning designs.					
5 I have included again the development of Media Information Literacy skills (MIL) in a learning design.					
6 I have worked again on developing a web radio show in my learning designs.					
EXPECTATIONS					
1 I expect that the program will contribute to my professional development.					
2 I expect that the program will contribute to the development of my skills.					

3	I expect that this program will have a positive impact on my students.						
4	I expect this program to reinforce my teaching practices.						
5	I expect that this program will enhance the learning outcomes of my students.						
6	I expect this program will reinforce the implementation of the curriculum.						
7	The goals of my learning designs are aligned with the program's objectives.						
8	I expect that this program will have a positive influence on the school's wider community (Except of the participating teachers and students)						
9	My knowledge and skills can serve the program's objectives.						
10	The skills and knowledge of my students can be affiliated with the program's objectives.						
11	I expect that my and my students will reach the final outcome which is the development of our own web radio show.						

Any other comments.

_____

_____

_____

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Thank you for your time.

ΤΕΛΙΚΟ ΕΡΩΤΗΜΑΤΟΛΟΓΙΟ ΕΚΠΑΙΔΕΥΤΙΚΩΝ

Αγαπητέ εκπαιδευτικέ,

Σε ευχαριστούμε για τη συμμετοχή σου στο πρόγραμμα NEStOR (Networked European School Web Radio). Η συμμετοχή και η συμβολή σας στο πρόγραμμα μέχρι τώρα είναι καθοριστική γι' αυτό και σας ζητούμε να συμπληρώσετε το πιο κάτω τελικό ερωτηματολόγιο ως μέρος του προγράμματος.

Όλες οι πληροφορίες είναι εμπιστευτικές και θα χρησιμοποιηθούν μόνο στο πλαίσιο του προγράμματος.

Ημερομηνία Γέννησης:

Για τις πιο κάτω ερωτήσεις επιλέξτε τη στήλη που αντιπροσωπεύει καλύτερα τη γνώμη σας για την κάθε πρόταση.

		Διαφωνώ απόλυτα	Διαφωνώ	Ούτε συμφωνώ/ ούτε διαφωνώ	Συμφωνώ	Συμφωνώ απόλυτα
A	**Μαθησιακός σχεδιασμός**					
1	Οι στόχοι που τέθηκαν για τον μαθησιακό σχεδιασμό συνάδουν με το αναλυτικό πρόγραμμα.					
2	Οι στόχοι του μαθησιακού σχεδιασμού συμπεριλάμβαναν και στόχους σχετικά με την παραγωγή ραδιοφωνικής εκπομπής.					
3	Ο μαθησιακός σχεδιασμός αναπτύχθηκε με τρόπο που να αναπτύσσει τις οριζόντιες δεξιότητες των μαθητών (όπως επικοινωνία, επίλυση προβλημάτων, συνεργασία, κριτική σκέψη, δημιουργικότητα και καινοτομία).					
4	Ο μαθησιακός σχεδιασμός αναπτύχθηκε με τρόπο που να αναπτύσσει τον γραμματισμό των μαθητών στα μέσα επικοινωνίας.					
5	Οι δραστηριότητες που αναπτύχθηκαν εξυπηρετούν τους στόχους του προγράμματος NEStOR.					
6	Το υποστηρικτικό υλικό ήταν ικανοποιητικό για την εφαρμογή του μαθησιακού σχεδιασμού.					
7	Το υποστηρικτικό υλικό που υπήρχε διευκόλυνε τη διαδικασία ανάπτυξης μιας ραδιοφωνικής εκπομπής.					
8	Το υποστηρικτικό υλικό ήταν προσαρμοσμένο στις ανάγκες των παιδιών και των εκπαιδευτικών.					
9	Ο μαθησιακός σχεδιασμός που έγινε περιλαμβάνει τρόπους αξιολόγησης της διαδικασίας ανάπτυξης μιας ραδιοφωνικής εκπομπής.					
10	Ο μαθησιακός σχεδιασμός που έγινε περιλαμβάνει τρόπους αξιολόγησης του αποτελέσματος της ραδιοφωνικής εκπομπής.					

11	Η αξιολόγηση ήταν κατάλληλη για τις ανάγκες και τους στόχους του αναλυτικού προγράμματος.
12	Υπήρχε παιδαγωγική υποστήριξη για τους εκπαιδευτικούς για την ανάπτυξη του σχεδιασμού της μάθησης.
B	**Εφαρμογή**
13	Η εφαρμογή του προγράμματος ήταν ομαλή.
14	Οι μαθητές ανταποκρίθηκαν θετικά στην εφαρμογή του προγράμματος.
15	Η διαδικασία ανάπτυξης της διαδικτυακής ραδιοφωνικής εκπομπής άρεσε στους μαθητές.
16	Οι μαθητές ανέπτυξαν τις οριζόντιες δεξιότητές τους.
17	Ο γραμματισμός των μαθητών στα μέσα επικοινωνίας αναπτύχθηκε.
18	Οι μαθητές διεκπεραίωσαν το σενάριο ανάπτυξης της διαδικτυακής ραδιοφωνικής εκπομπής χωρίς ιδιαίτερες δυσκολίες.
19	Υπήρχε διαθέσιμη τεχνολογία για να διευκολύνει την ανάπτυξη της διαδικτυακής ραδιοφωνικής εκπομπής (π.χ. εξοπλισμός, λογισμικό).
20	Οι ψηφιακές δεξιότητες των μαθητών ήταν ικανοποιητικές για την υποστήριξη της παραγωγής της διαδικτυακής ραδιοφωνικής εκπομπής.
21	Υπήρξε τεχνολογική υποστήριξη στους εκπαιδευτικούς για την παραγωγή της διαδικτυακής ραδιοφωνικής εκπομπής.
22	Όλες οι δραστηριότητες που σχεδιάστηκαν ολοκληρώθηκαν επιτυχώς.
23	Η εκπομπή ανέβηκε με επιτυχία στη διαδικτυακή πλατφόρμα του έργου.
24	Κατά τη διάρκεια της εφαρμογής κλήθηκαν άλλοι μαθητές του σχολείου να ακούσουν την εκπομπή.
25	Η ανάρτηση της εκπομπής προωθήθηκε στην ευρύτερη σχολική κοινότητα (πχ γονείς, δήμο κλπ).
26	Η διαδικτυακή πλατφόρμα ήταν εύκολη στη χρήση της.
27	Η διαδικτυακή πλατφόρμα ήταν εύκολη στην πλοήγησή της.
28	Η διαδικτυακή πλατφόρμα ήταν αισθητικά ελκυστική.
29	Η διαδικτυακή πλατφόρμα παρείχε χρήσιμες πληροφορίες για το έργο και την υλοποίησή του.
30	Η διαδικτυακή πλατφόρμα παρείχε βοήθεια και οδηγίες στους χρήστες.

31	Η διαδικτυακή πλατφόρμα υποστηρίζει τη φιλοξενία των διαδικτυακών εκπομπών των μαθητών.				
32	Η διαδικτυακή πλατφόρμα υποστηρίζει τον διαμοιρασμό των διαδικτυακών εκπομπών των μαθητών.				
33	Η διαδικτυακή πλατφόρμα υποστηρίζει τη δημιουργία διαδικτυακού ραδιοφώνου ξεχωριστά για κάθε σχολείο.				
34	Η διαδικτυακή πλατφόρμα παρείχε υποστηρικτικό εκπαιδευτικό και επιμορφωτικό υλικό.				
35	Η διαδικτυακή πλατφόρμα παρείχε τη δυνατότητα για τη δημιουργία εκπαιδευτικών κοινοτήτων μάθησης.				
Γ	**Τελικό προϊόν**				
36	Το περιεχόμενο της εκπομπής ήταν ικανοποιητικό ως προς τους στόχους και το περιεχόμενο της ενότητας.				
37	Η ποιότητα ήχου της διαδικτυακής ραδιοφωνικής εκπομπής ήταν ικανοποιητική.				
38	Η διαδικτυακή ραδιοφωνική εκπομπή επιδείκνυε τις δεξιότητες των μαθητών.				
39	Οι στόχοι του μαθησιακού σχεδιασμού επιτεύχθηκαν με την ανάπτυξη της διαδικτυακής ραδιοφωνικής εκπομπής.				
Δ	**Προσδοκίες**				
40	Θεωρώ ότι οι γνώσεις μου για το διαδικτυακό ραδιόφωνο έχουν βελτιωθεί.				
41	Θεωρώ ότι οι δεξιότητες μου έχουν αναπτυχθεί μέσα από το NEStOR				
42	Θεωρώ ότι οι δεξιότητες μου στον γραμματισμό στα μέσα επικοινωνίας έχουν βελτιωθεί.				
43	Θεωρώ ότι το NEStOR είχε θετική επίδραση στους μαθητές μου.				
44	Θεωρώ ότι το NEStOR είχε θετική επίδραση στην ευρύτερη σχολική κοινότητα.				
45	Τα μαθήματα που υλοποιήθηκαν εξυπηρέτησαν τους στόχους του προγράμματος.				

Ποιο ήταν για εσάς το πιο σημαντικό στοιχείο της εφαρμογής του προγράμματος;

Ποιες ήταν οι δυσκολίες που ίσως αντιμετωπίσατε, αν υπήρξαν;

Τι θα κάνατε διαφορετικά σε επόμενη εφαρμογή του προγράμματος;

Άλλο σχόλιο.

TEACHERS' POST- IMPLEMENTATION QUESTIONNAIRE

Dear Teacher,

Thank you for your participation in NEStOR (Networked European School Web Radio). Your experience and contribution up to now is very important to the further development of the project. We kindly ask you to complete the questionnaire below as part of the pilot implementation of the project.

All information and data collected will be kept confidential and will be used only for the purposes of this project.

Date of birth:

Please select the column below that best represents your opinion for each statement.

		Strongly Disagree	Disagree	Neither	Agree	Strongly agree
A	**Learning design**					
1	The aims of the learning design were related to the national curriculum.					
2	The aims of the learning design included aims relevant to web radio production.					
3	The learning design was designed to support the development of students' transversal skills (such as communication, problem solving, collaboration, critical thinking, creativity and innovation).					
4	The learning design supported the development of students' media and information literacy skills.					
5	The activities designed supported the overall aims of the NEStOR project.					
6	The supporting material was satisfactory for the implementation of the learning design.					
7	There was supporting material that facilitated the process of creating a web radio show.					
8	The supporting material was adjusted to teachers' and students' needs.					
9	The learning designs included ways of assessing the process of web radio production.					
10	The learning designs included ways of assessing the final outcome; that is the web radio show.					

11	Assessment was aligned with the aims and activities of the learning design.
12	Pedagogical support was provided to teachers for the learning design development.
B	**Implementation**
13	The implementation of the learning design run smoothly.
14	The students responded in a positive way during the implementation.
15	The students enjoyed the process of developing a web radio show.
16	Students developed their transversal skills.
17	Students developed media and information literacy skills.
18	Students developed a web radio scenario with no major difficulties.
19	Technology was available to facilitate the production of the web radio show (e.g. equipment, software).
20	Students had enough digital skills to support the web radio production.
21	There was technological support to the teachers for the production of the web radio show.
22	All the designed activities were completed successfully.
23	The web radio show was successfully uploaded on the project's web platform.
24	During the implementation other students from the school were invited to listen to the radio show.
25	The web radio show was promoted to the wider school community (e.g. parents, municipality etc).
26	The web platform was easy to use.
27	The web platform was easy to navigate.
28	The web platform was attractive to the user.
29	The web platform provided useful information for the project and the implementation.
30	The web platform provided help and guidelines the user.
31	The web platform supports the uploading of students' web radio shows.
32	The web platform supports the sharing of students' web radio shows.

33	The web platform supports the development of a separate web radio for each school.
34	The web platform provides educational and training material.
35	The web platform provides the opportunity for the development of learning communities.
C	**Final product**
36	The content of the web radio show was satisfactory in regards to the curriculum unit's content.
37	The audio quality of the web radio show was satisfactory.
38	The web radio show demonstrated the students' skills.
39	The web radio show reached the aims set in the learning design.
D	**Expectations**
40	I think that my knowledge on web radio developed.
41	I think that my skills have developed through NEStOR.
42	I think that my skills on Media Information Literacy skills (MIL) have developed.
43	I think that NEStOR had a positive influence on my students.
44	I think that NEStOR had a positive influence on the school's wider community.
45	The lessons implemented facilitated the overall aims of the NEStOR project.

Which was the most important aspect of this implementation for you?

Which were the difficulties faced, if any?

What would you do differently in a future implementation?

Any other comments.

ΑΡΧΙΚΟ ΕΡΩΤΗΜΑΤΟΛΟΓΙΟ ΜΑΘΗΤΩΝ

Αγαπητέ μαθητή,

Σε ευχαριστούμε για τη συμμετοχή σου στο πρόγραμμα NEStOR (Networked European School Web Radio). Η συμμετοχή και η συμβολή σας στο πρόγραμμα είναι καθοριστική γι' αυτό και σας ζητούμε να συμπληρώσετε το πιο κάτω ερωτηματολόγιο ως μέρος του προγράμματος.

Όλες οι πληροφορίες είναι εμπιστευτικές και θα χρησιμοποιηθούν μόνο στο πλαίσιο του προγράμματος.

Ημερομηνία Γέννησης:

Σχολείο:

Τάξη:

Για τις πιο κάτω ερωτήσεις επιλέξτε τη στήλη που αντιπροσωπεύει καλύτερα τη γνώμη σας για την κάθε πρόταση.

	Καθόλου	Λίγο	Μέτρια	Πολύ	Πάρα πολύ
1. Γνωρίζω τι είναι το διαδικτυακό ραδιόφωνο.					
2. Έχω ασχοληθεί ξανά με το διαδικτυακό ραδιόφωνο και την παραγωγή εκπομπής.					
3. Θεωρώ ότι η ανάπτυξη της δικής μας διαδικτυακής ραδιοφωνικής εκπομπής είναι ενδιαφέρουσα εμπειρία.					
4. Θεωρώ ότι η διαδικασία ανάπτυξης της δικής μας διαδικτυακής ραδιοφωνικής εκπομπής είναι εύκολη.					
5. Αναμένω οι δεξιότητες μου που σχετίζονται με την ανάπτυξη μιας ραδιοφωνικής εκπομπής να αναπτυχθούν.					
6. Αναμένω οι γνώσεις μου που σχετίζονται με την ανάπτυξη μιας ραδιοφωνικής εκπομπής να αναπτυχθούν.					
7. Νομίζω ότι η μάθηση μέσα από ένα τέτοιο πρόγραμμα μπορεί να είναι πιο εύκολη.					
8. Νομίζω ότι η ανάπτυξη δεξιοτήτων μέσα από ένα τέτοιο πρόγραμμα μπορεί να είναι πιο εύκολη.					
9. Αναμένω ότι θα χρειάζομαι βοήθεια και στήριξη στην ανάπτυξη της ραδιοφωνικής μας εκπομπής.					
10. Νομίζω ότι το να φτάσουμε στο τελικό αποτέλεσμα μέσα από τη διαδικασία αυτή είναι εφικτό.					

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11   Αναμένω μέσα από τη συμμετοχή μου στο πρόγραμμα
να αναπτύξω δεξιότητες στον πληροφοριακό
γραμματισμό και γραμματισμό στα μέσα επικοινωνίας

12   Αναμένω ότι η ραδιοφωνική μας εκπομπή θα έχει
επίδραση στην κοινότητα του σχολείου μου
(μαθητές/εκπαδευτικούς/γονείς)

Άλλο σχόλιο.

Ευχαριστούμε για τον χρόνο σας.

STUDENTS' PRE-IMPLEMENTATION QUESTIONNAIRE

Dear Student,

Thank you for your participation in the NEStOR program (Networked European School Web Radio). Your participation and contribution to the program is crucial and we are kindly asking you to complete the following questionnaire as part of the program.

All information and data collected will be kept confidential and will be used only for the purposes of this project.

Date of birth:

School:

Class:

Please select the column below that best represents your opinion for each statement.

	Not at all	Slightly	Moderately	Very	Extremely
1. I am familiar with the web radio show.					
2. I have been engaged with web radio and radio show development again.					
3. I think that the development of our own web radio show is an interesting experience.					
4. I think that the development of our own web radio show is easy.					
5. I expect that my skills related to the development of a web radio show will be developed.					
6. I expect that my knowledge related to the development of a web radio show will be developed.					
7. I think that learning through such a program can be easier.					
8. I think that skills' development through such a program can be easier.					
9. I expect that I will need help and support during the development of our web radio show.					
10. I think reaching the final outcome of the web radio show through this process is possible.					

11   I expect that through my participation in the program my
       information and media literacy skills will be developed.

12   I expect the web radio show to have a positive influence
       on my school's community (students, teachers, parents).

       Any other comments.

                        Thank you for your time.

ΤΕΛΙΚΟ ΕΡΩΤΗΜΑΤΟΛΟΓΙΟ ΜΑΘΗΤΩΝ

Αγαπητέ μαθητή,

Σε ευχαριστούμε για τη συμμετοχή σου στο πρόγραμμα NEStOR (Networked European School Web Radio). Η συμμετοχή και η συμβολή σας στο πρόγραμμα μέχρι τώρα ήταν πολύ καθοριστική γι' αυτό και σας ζητούμε να συμπληρώσετε το πιο κάτω ερωτηματολόγιο.

Όλες οι πληροφορίες είναι εμπιστευτικές και θα χρησιμοποιηθούν μόνο στο πλαίσιο του προγράμματος.

Ημερομηνία Γέννησης:

Για τις πιο κάτω ερωτήσεις επιλέξτε τη στήλη που αντιπροσωπεύει καλύτερα τη γνώμη σας για την κάθε πρόταση.

	Καθόλου	Λίγο	Μέτρια	Πολύ	Πάρα πολύ
1. Η διαδικασία ανάπτυξης της δικής μας ραδιοφωνικής εκπομπής ήταν ενδιαφέρουσα.					
2. Αντιμετώπισα δυσκολίες στη διαδικασία ανάπτυξης της δικής μας ραδιοφωνικής εκπομπής.					
3. Το θέμα της εκπομπής που αναπτύξαμε ήταν ενδιαφέρον.					
4. Οι δεξιότητες μου που σχετίζονται με την ανάπτυξη μιας ραδιοφωνικής εκπομπής αναπτύχθηκαν μέσα από αυτό το πρόγραμμα.					
5. Οι γνώσεις μου που σχετίζονται με την ανάπτυξη μιας ραδιοφωνικής εκπομπής αναπτύχθηκαν μέσα από αυτό το πρόγραμμα.					
6. Μέσα από τη συμμετοχή μου στο πρόγραμμα ανέπτυξα δεξιότητες γραμματισμού στα μέσα επικοινωνίας.					
7. Το αποτέλεσμά της διαδικασίας, δηλαδή η εκπομπή που δημιουργήσαμε, με ικανοποίησε.					
8. Πιστεύω ότι η επίδοση μου βελτιώθηκε με τη συμμετοχή μου στην ανάπτυξη μιας διαδικτυακής ραδιοφωνικής εκπομπής.					
9. Πιστεύω ότι η συμμετοχή μου στην ανάπτυξη μιας διαδικτυακής ραδιοφωνικής εκπομπής μπορεί να βελτιώσει τον τρόπο με τον οποίο μαθαίνουμε εμείς οι μαθητές.					
10. Χρειαζόμασταν βοήθεια και στήριξη στην ανάπτυξη της ραδιοφωνικής μας εκπομπής.					
11. Η διαδικτυακή πλατφόρμα του προγράμματος ήταν εύκολη στη χρήση της.					
12. Η διαδικτυακή πλατφόρμα ήταν εύκολη στην πλοήγησή της.					

13. Η διαδικτυακή πλατφόρμα ήταν αισθητικά ελκυστική.

14. Η διαδικτυακή πλατφόρμα παρείχε χρήσιμες πληροφορίες για το έργο και την υλοποίησή του.

15. Η διαδικτυακή πλατφόρμα παρείχε βοήθεια και οδηγίες στους χρήστες.

16. Η διαδικτυακή πλατφόρμα υποστηρίζει τη φιλοξενία των διαδικτυακών εκπομπών που φτιάξαμε.

17. Η διαδικτυακή πλατφόρμα υποστηρίζει το διαμοιρασμό των διαδικτυακών μας εκπομπών.

18. Η διαδικτυακή πλατφόρμα παρείχε υποστηρικτικό εκπαιδευτικό υλικό.

19. Η αξιολόγηση του αποτελέσματός μας στο τέλος ήταν βοηθητική.

20. Μετά από αυτή τη διαδικασία θα ήθελα να έχουμε τη δική μας ραδιοφωνική εκπομπή (σε τακτική βάση).

21. Θα μου άρεσε να συμμετάσχω ξανά σε διαδικασία ανάπτυξης διαδικτυακής ραδιοφωνικής εκπομπής.

22. Θα πρότεινα και σε άλλους φίλους και συμμαθητές μου να συμμετάσχουν στις δράσεις του προγράμματος

23. Μου άρεσε ο τρόπος που εργαστήκαμε σε αυτή την ενότητα μέσα από το πρόγραμμα NEStOR

24. Πιστεύω ότι η ραδιοφωνική μας εκπομπή είχε επίδραση στην κοινότητα του σχολείου μου (μαθητές/εκπαδευτικούς/γονείς)

Ποιο στάδιο της διαδικασίας για τη δημιουργία της εκπομπής σας άρεσε πιο πολύ;
Τι σας ενθουσίασε περισσότερο;
Τι σας δυσκόλεψε περισσότερο;
Τι θα θέλατε να ήταν διαφορετικό στις δράσεις που συμμετείχατε;
Άλλο σχόλιο.

Ευχαριστούμε για τον χρόνο σας.

STUDENTS' POST-IMPLEMENTATION QUESTIONNAIRE

Dear Student,

Thank you for your participation in the NEStOR program (Networked European School Web Radio). Your participation and contribution to the program so far was crucial and we are kindly asking you to complete the following questionnaire.

All information and data collected will be kept confidential and will be used only for the purposes of this project.

Date of birth:

Please select the column below that best represents your opinion for each statement.

	Not at all	Slightly	Moderately	Very	Extremely
1. The process of developing our own web radio show was interesting.					
2. I faced difficulties in the process of developing our own web radio show.					
3. The topic of our web radio show was interesting.					
4. My skills on the development of a web radio show were improved through this program.					
5. My knowledge on the development of a web radio show were improved through this program.					
6. Through the NEStOR program my information and media literacy skills were developed.					
7. The outcome of the process, the web radio show, was satisfying for me.					
8. I think my academic achievement was improved after the process of developing our own web radio show.					
9. I think participating in the development of our own radio show is helpful for the way we, students, are learning.					
10. We needed help and support in the process of developing our own web radio show.					
11. The web platform was easy to use.					
12. The web platform was easy to navigate.					
13. The web platform was attractive to the user.					
14. The web platform provided useful information for the project and the implementation.					

15. The web platform provided help and guidelines the user.

16. The web platform supports the uploading of our web radio shows.

17. The web platform supports the sharing of our web radio shows.

18. The web platform provides educational material.

19. The assessment of the outcome at the end was helpful.

20. After this experience, I would like to have our own web radio show (on a regular basis).

21. I would like to participate again in the process of developing a web radio show.

22. I would encourage friends and classmates to participate in the program and its activities.

23. I enjoyed the way we worked in this unit of lessons through the NEStOR program.

24. I believe that the web radio show had a positive influence on our school's community (students, teachers, parents).

Which was the most important aspect of this implementation for you?

Which were the difficulties faced, if any?

What would you do differently in a future implementation?

Any other comments.

ΕΡΩΤΗΜΑΤΟΛΟΓΙΟ ΚΟΙΝΟΤΗΤΑΣ

Αγαπητές συμμετέχοντα,

Ευχαριστούμε για το χρόνο που αφιερώνετε για να συμπληρώσετε αυτό το ερωτηματολόγιο. Η άποψη και οι σκέψεις σας είναι σημαντικές για το πρόγραμμα NEStOR.
Όλες οι πληροφορίες είναι εμπιστευτικές και θα χρησιμοποιηθούν μόνο στο πλαίσιο του προγράμματος.

Ρόλος:
Διευθυντής Σχολείου / Γονιός / Εκπαιδευτικός / Μαθητής / Άλλο _____ *(επιλέξτε ανάλογα)*

1. Γνωρίζετε ότι το σχολείο συμμετέχει στο πρόγραμμα NEStOR;   *Ναι / Όχι*

2. Τι γνωρίζετε για το πρόγραμμα NEStOR;

3. Έχετε ακούσει κάποιες από τις μεταδόσεις των εκπομπών των μαθητών του σχολείου;   *Ναι / Όχι*
   Αν ναι, πόσες;

4. Σας άρεσαν οι μεταδόσεις των εκπομπών των μαθητών του σχολείου;
   Παρακαλώ εξηγήστε.   *Ναι / Όχι*

5. Θεωρείτε ότι μάθατε κάτι ακούγοντας τις μεταδόσεις των εκπομπών των μαθητών;   *Ναι / Όχι*
   Παρακαλώ εξηγήστε.

6. Θα αναμένατε κάτι διαφορετικές σε αυτές τις μεταδόσεις;
   Αν ναι, παρακαλώ περιγράψτε.   *Ναι / Όχι*

7. Θα θέλατε να συμμετάσχετε στην παραγωγή μιας διαδικτυακής ραδιοφωνικής
   εκπομπής;   *Ναι / Όχι*

Άλλα σχόλια.

Ευχαριστούμε για τον χρόνο σας.

SCHOOL COMMUNITY SURVEY

Dear participant,

Thank you for devoting time to answer this survey. Your opinion and thoughts are important for the NEStOR program.
Please note that all information and data collected will be kept confidential and will be used only for the purposes of this project.

Role:
Headteacher / Parent / Teacher / Student / Other _____ *(choose accordingly)*

1. Do you know that the school is involved in the NEStOR program?   *Yes / No*

2. What do you know about the NEStOR program?

3. Did you listen to any broadcasts made by the students of the school?   *Yes / No*
   If yes, how many?

4. Did you enjoy the students' broadcasts of the web radio show?   *Yes / No*
   Please explain.

5. Did you learn something through the students' broadcasts web radio show?   *Yes / No*
   Please explain

6. Would you expect something different?   *Yes / No*
   If yes, please describe.

7. Would you to participate in the production of a web radio show?   *Yes / No*

   Any other comments.

Thank you for your time.

ΟΜΑΔΙΚΗ ΣΥΝΕΝΤΕΥΞΗ ΕΚΠΑΙΔΕΥΤΙΚΩΝ

1. Τι είναι αυτό που σας άρεσε περισσότερο ή σας έκανε εντύπωση στο πρόγραμμα NEStOR;
2. Τι είναι αυτό που σας άρεσε λιγότερο στο πρόγραμμα NEStOR;
3. Είστε ευχαριστημένοι από την εφαρμογή του προγράμματος NEStOR τόσο για εσάς όσο και για τους μαθητές σας; Ικανοποιήθηκαν οι προσδοκίες σας; Περιμένατε κάτι διαφορετικό;
4. Περιγράψτε κάτι που θα σας μείνει στο μυαλό από τις εμπειρίες που είχατε στο πρόγραμμα NEStOR;

TEACHERS' FOCUS GROUP

1. What did you enjoy most or impressed you in NEStOR?
2. What did you least liked in NEStOR?
3. Are you satisfied with the implementation of NEStOR both in regard to yourself and your students? Were your expectations satisfied? Did you expect something different?
4. Describe something that you will remember from your experiences with NEStOR?

ΟΜΑΔΙΚΗ ΣΥΝΕΝΤΕΥΞΗ ΜΑΘΗΤΩΝ

1. Τι είναι αυτό που σας άρεσε περισσότερο ή σας έκανε εντύπωση στο πρόγραμμα NEStOR;
2. Τι είναι αυτό που σας άρεσε λιγότερο στο πρόγραμμα NEStOR;
3. Είστε ευχαριστημένοι από την εφαρμογή του προγράμματος NEStOR; Ικανοποιήθηκαν οι προσδοκίες σας; Περιμένατε κάτι διαφορετικό;
4. Περιγράψτε κάτι που θα σας μείνει στο μυαλό από τις εμπειρίες που είχατε στο πρόγραμμα NEStOR;

STUDENTS' FOCUS GROUP

1. What did you enjoy most or impressed you in NEStOR?
2. What did you least liked in NEStOR?
3. Are you satisfied with the implementation of NEStOR? Were your expectations satisfied? Did you expect something different?
4. Describe something that you will remember from your experiences with NEStOR?

ΠΡΩΤΟΚΟΛΛΟ ΠΑΡΑΤΗΡΗΣΗΣ

Εκπαιδευτικός:	Σχολείο:
Τάξη:	Αριθμός μαθητών:
Μάθημα:	Περίοδος / Διάρκεια:
Οργάνωση χώρου *Πώς είναι οργανωμένη η τάξη;*	
Εκπαιδευτικός *Πώς κινείται στην τάξη;* *Ποιες είναι οι αντιδράσεις και τα συναισθήματα του εκπαιδευτικού;* *Ακολουθεί την πορεία του σχεδίου μαθήματος;* *Γίνεται κάποιου είδους αξιολόγηση κατά τη διάρκεια του μαθήματος (διαμορφωτική/τελική);* *Δυσκολίες*	
Μαθητές *Πώς ανταποκρίνονται στο μάθημα;* *Ποιες είναι οι αντιδράσεις και τα συναισθήματα των μαθητών;* *Αντιδράσεις μαθητών στο NEStOR;* *Δυσκολίες*	
Τρόπος εργασίας *Ατομική / ομαδική εργασία;*	
Χρήση υλικών και μέσων *Υλικά και μέσα που χρησιμοποιεί ο εκπαιδευτικός;* *Υλικά και μέσα που χρησιμοποιούν οι μαθητές;* *Δυσκολίες στη χρήση των υλικών;*	

OBSERVATION PROTOCOL

Teacher:	School:
Class:	Number of Students:
Lesson:	Period / Duration:
Space organization *How is the room organized?*	
Teacher *How is the teacher moving in the classroom?* *What are the teacher's reactions and emotions during the lesson?* *Is the lesson plan followed?* *Is there any assessment in the lesson (formative or summative)?* *Any difficulties?*	
Students *How do students find the lesson?* *What are students' reactions and emotions during the lesson?* *How to students react to the parts of the lesson more related to* NEStOR? *Any difficulties?*	
Instruction setting *Individual / Group work*	
Use of tools and material *What tools and materials is the teacher using?* *What tools and materials are the students using?* *Any difficulties in using these tools and material?*	