

Evaluation of the READ-COM

Learning Teaching Training Activities in Malaga

“GOOD PRACTICES AS A KEY FACTOR”

(13-15 December 2021)

PREMISE

From 13 to 15 December 2021, the training activities planned in the project **READ-COM, Reading Communities from paper-book to digital era (ERASMUS+ K.A 2, Strategic Partnerships for the Development of Innovation, within EDUCATION)** were held in Malaga.

The training activities (**LTTA**) opened at the University of Malaga (UMA) with the cohesion of the working groups presented by Ms. Dolores Madrid and Ms. Rocío Pascual. Subsequently, the activities continued with the pedagogical visit to the "CEIP Maria de la O" school center, where the incredible work that is put in place by the school teachers and the principal Francisco Javier Velasco Fano towards the community was seen. There, the local peculiar features of the local district where the school is located was introduced. At the "CEIP Maria de la O" the children are able to study despite the presence of reasons or circumstances that stand in the way of the regular development given by the poor and distressing area in which they live.

The first day ended with analysis, discussion and reflection on the visit of the participants and the experiences of good practice in the field of ethnic minorities, language focus rooms, reading programmes, bilingual classrooms, including programmes for migrants, transit between stages and levels of education, recurrence of school failure consequence of weakness in reading and understanding.

The next day the activities moved to Marbella (a town near Malaga) where a pedagogical visit was made to the "E.I. Pinolivo" institute led by Principal Gracia Romero Garcia, in a totally different context from the first school center. The day continued with analysis and discussion of the participants' visit and the exchange of good practices, and then ended with a cultural visit to the charming town of Marbella.

Finally, the last day began and also ended with the last pedagogical visit to the center "CEIP Rosa de Gálvez" made by the principal José Carlos Duarte Fernández, who showed all the activities that are carried out in his school, especially those aimed at bilingual development in children from early childhood. Excellent cooperation was also noted among all the school staff with moments of meeting and sharing that allow a 360 degree growth.

The visit provided important insights to the partners to reflect on good integration and social cohesion practices from early education, focusing on how reading programmes for children and young people are managed, bilingual classrooms, specific inclusion programmes for migrants or



for transit between different stages and levels of education, and what measures are taken to combat school failure as a result of possible weaknesses in reading and understanding. All this was allowed by the meeting that took place totally in the presence after various times in which there was the mix between online and presence with the consequence of the loss of social relations and interactions between partners.

LOCATION

- UNIVERSIDAD DE MALAGA (UMA), Avenida Cervantes, 2 - 29071 Málaga (Andalusia).
- CEIP MARIA DE LA O, Calle los Asperones 1, 29010, Màlaga (Andalucía).
- CEI PINOLIVO, Urbanizacion La Hacienda San Manuel, 29017, Málaga.
- CEIP ROSA DE GALVEZ, Av. Jane Bowles, 32, 29011, Málaga.

EVALUATION FEEDBACK

The evaluation of the LTTA was carried out through a personalized online questionnaire (available as Google Form, link: <https://forms.gle/bYG8NizuoQgnPFqL6>) to which the participants of each involved partner organisation replied.

The overall feedback collected from online questionnaires showed a very effective activity and really appreciated by all participants involved. Essentially well organized and conducted: 73.3% of participants considered the rhythm of activities to be adequate and with an effective program, compared to the operational objectives of the appointment.

The activities were considered a success by the vast majority of participants also with regard to the organization of logistical and practical aspects that contributed to make effective the learning program as well as the goals, respecting the participants' expectations. In particular, the organization and expectations were considered very operative by 80% of the participants and the learning programme was deemed consistent with the objectives by 86.7%.

As for the cohesion of the working group, the participation in the learning programme and the possibility of benefiting from mutual exchange and professional confrontation with colleagues from other countries combined all participants with 80% satisfaction. Participation in the training programme, which allowed to discuss with European colleagues how to deal with specific reading learning problems in school, were considered by the 66.7% of the respondents very positively. At the same time, for the 86.7% of the participants, the composition of the working group enabled them to achieve a fruitful exchange and personal/professional enrichment.

As regards the results and the exchange of new practices, most of the participants considered them to be very satisfactory. In particular, 60% believe that the activity gave an opportunity to improve knowledge of possible reading education programmes and to appreciate the good practices in this field that could be transferred in their daily work and has contributed to explore more deeply issues such as eg. how to deal with ethnic minorities in the classroom, how to manage reading programs, bilingual classrooms, inclusion programs for migrants, transit between stages and levels



of education, school failure due to weakness in reading comprehension etc. The 73.3% also believe that the activity has helped to improve knowledge of basic principles that encourage the linguistic development of students from different social backgrounds (with particular attention to migrant students or at risk of social exclusion).

Finally, as regards good practices, both for reading learning and for education, and their application in their own context, almost all participants (86.7%) agreed on the opportunity to realize a useful transferring.

However, among the strengths highlighted by all participants in the open answers to the questionnaire is definitely the bilingual growth of the child (e.g. *in my opinion the bilingual growth of children is the most important application that could be done*), the various daily activities shown by educators that are very interesting and can be adopted in various contexts (e.g. *The methodologies implemented in the three schools are very innovative and could be transferred to other schools in Granada. Tivemos a possibilidade de observar várias atividades que podemos adaptar nas nossas escolas em Portugal., The schools we have visited have shown us very interesting projects that can be passed on to our students at the University. It has been especially productive to see ways of working in such different contexts. Las actividades planteadas pueden ser utilizadas en diferentes contextos, ecc*). In addition to all this there was a wonderful synergy between the partners with an excellent exchange of good practices and above all no particular difficulties were encountered, despite some little difficulties still linked to the spoken languages. One of the most relevant strengths highlighted by the participants from different partner organizations is the effective communication and collaboration among them as well as the really profitable atmosphere jointly built in time that sustains the good quality of work (e.g. *Las sinergias creadas con los miembros del consorcios y los centros educativos visitados. Mejora en el proyecto.*). Even the choice of the educational centres to be visited within the LTTA program contributed to make really effective, useful and interesting the whole learning experience (e.g. *Great exchange among partners, very interesting school contexts to observe, very tight work group and welcoming hosting educational centres. Poder compartir con otros colegas los distintos métodos de trabajo poniendo en común las dificultades que encontramos y soluciones a las mismas. This activity has been a great experience to see the different methodologies and strategies implemented in the three schools. It has been very useful for us as lecturers and researcher. From my point of view, the most interesting aspect of the experience has been the variety of schools chosen. It was very positive to see the contrast between the María de la O school and the Pinolivo school or the Rosa Gálvez school*).

In any case, the overall assessment of the transnational appointment and the evaluation of the results achieved was very positive for all the participants involved: the overall level of satisfaction of the meeting was considered excellent by 100% of the participants.

For all the evaluation details, please consult the following sheets.



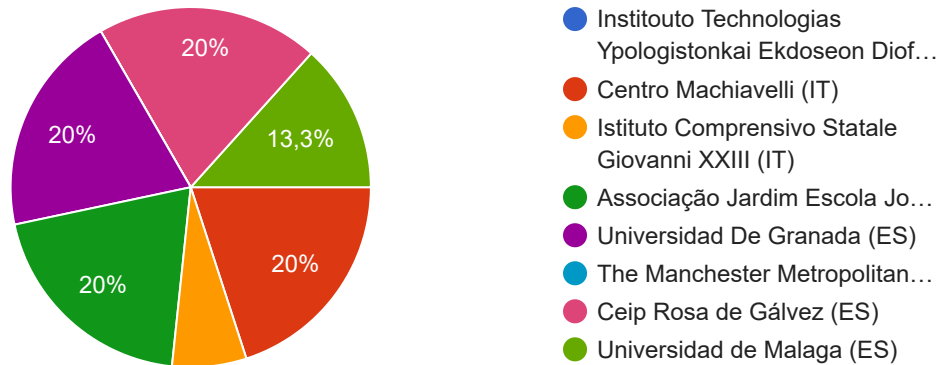
Evaluation of the READ-COM Learning-Teaching-Training- Activity in Malaga: "GOOD PRACTICES AS A KEY FACTOR" (13-15 December 2021)

15 risposte

[Pubblica i dati di analisi](#)

1. WHICH IS YOUR ORGANIZATION?

15 risposte

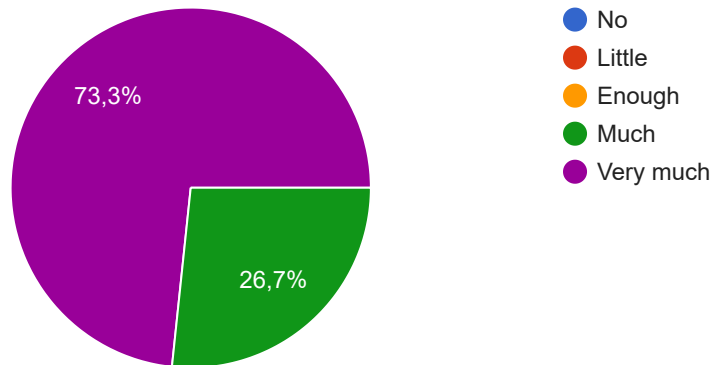


2. ACTIVITY ORGANIZATION & MANAGEMENT



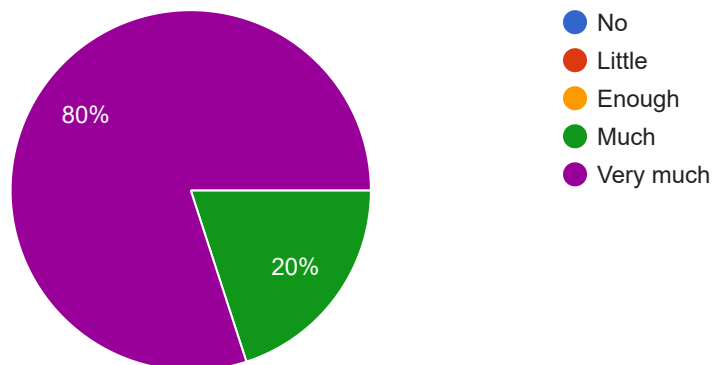
2.1 Do you think that the rhythm of the activities provided by the learning program has been adequate?

15 risposte



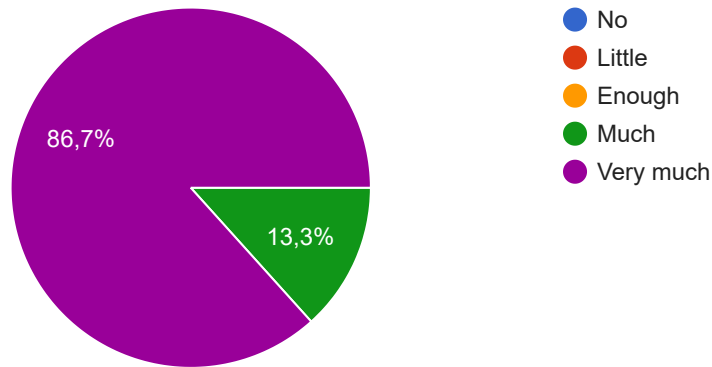
2.2 The organization of logistical and practical aspects of the activity contributed to make the learning program effective?

15 risposte



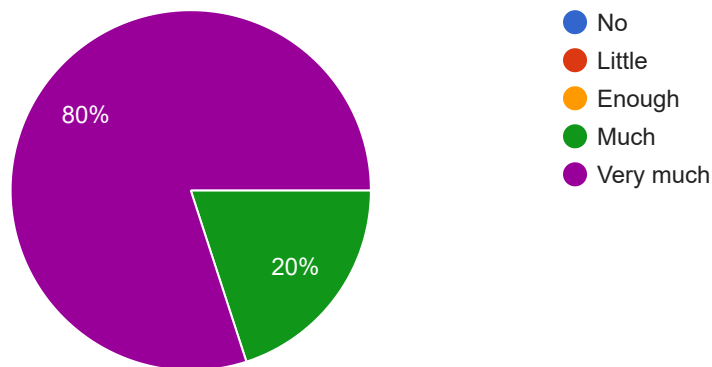
2.3. Has the learning program been congruent with the goals provided for the activity?

15 risposte



2.4 Did the activities provided by the learning program meet your expectations?

15 risposte

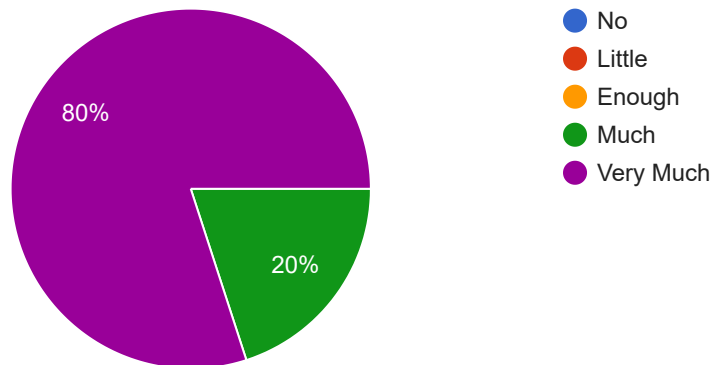


3. COHESION OF THE WORK TEAM



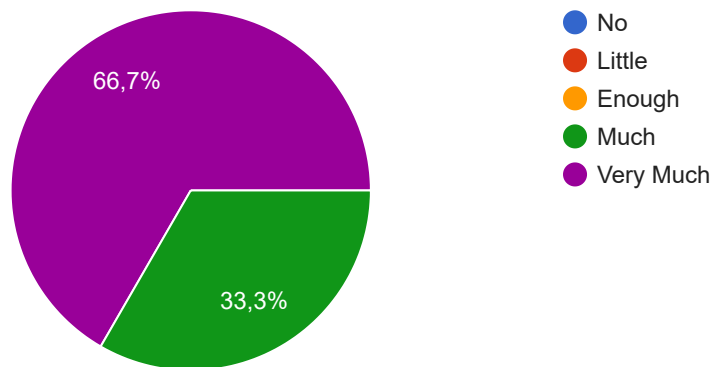
3.1 Attending the learning program gave me the opportunity to benefit from the mutual exchange and professional confrontation with colleagues of other countries

15 risposte



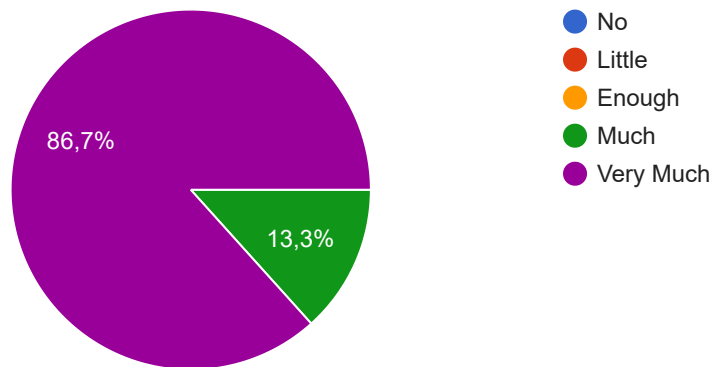
3.2 Attending the training program allowed me to discuss with European colleagues about how they manage specific reading learning issues in their schools and how they face other daily challenges they meet in their educational assignments

15 risposte



3.3 Did the composition of the work team allow to participants to achieve a fruitful exchange and personal/professional enrichment?

15 risposte

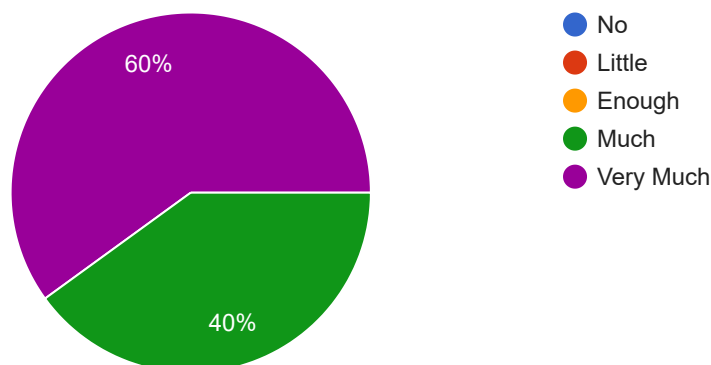


4. ACHIEVED RESULTS

4.1. EXCHANGE OF GOOD PRACTICES

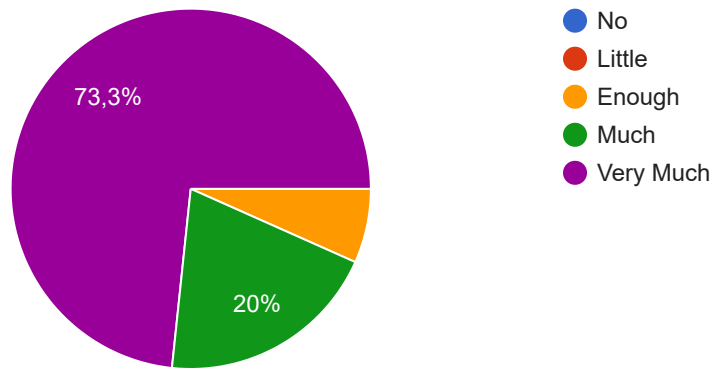
4.1.1 Did the activity give you the opportunity to improve your knowledge of possible reading education programs and to appreciate good practices in this area that could be transferred into your daily work?

15 risposte



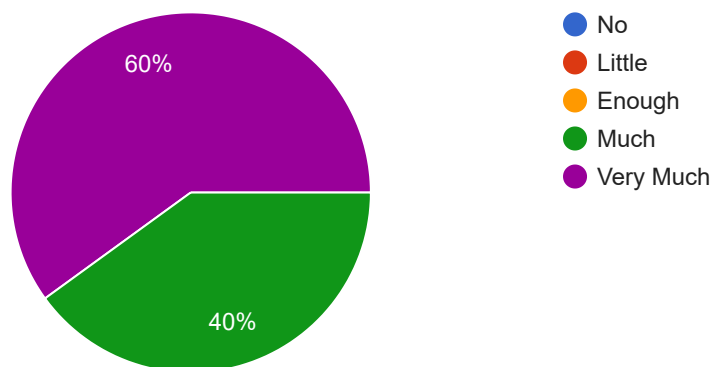
4.1.2 Did the activity contribute to enhance your knowledge around the basic principles fostering the linguistic development of students from different social environment (with special emphasis on migrant students, or at risk of social exclusion)?

15 risposte



4.1.3 Did the activity contribute to explore more in deep such issues as e.g. how to deal with ethnic minorities in classroom, how to manage reader programs, bilingual classrooms, inclusion programs for migrants, transit between stages and educational levels, school failure due to weakness in reading comprehension ecc...

15 risposte

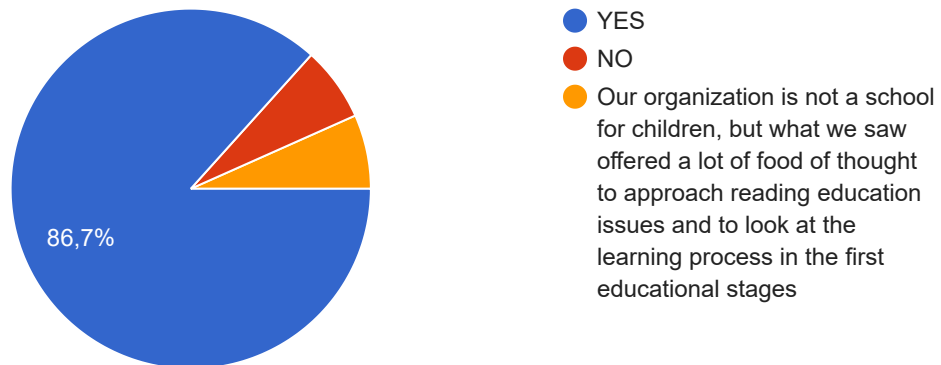


4.2. POSSIBLE ADAPTATION OF GOOD PRACTICES IN YOUR OWN CONTEXT



4.2.1 Do you think that the good practices you explored within these days concerning both reading learning and reading education could be successfully applied in your own context?

15 risposte



If yes, please explain in a few lines which one seems to you the most suitable (and useful) to be transferred in your context.

15 risposte

On this occasion, we have been the hosts, placing special emphasis on underdeveloped contexts

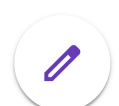
we saw offered a lot of food of thought to approach reading education issues and to look at the learning process in the first educational stages, especially from the organizational and pedagogical point of view

Several daily activities showed by the educators are very interesting and can be adopted in our context

I found a new ideas for my work, New strategies and to copy for my class

Todas las actividades se pueden aplicar adaptándolas a los niveles donde se vayan a desarrollar

THE DIFFERENCE BETWEEN THE TWO IS THAT THE FIRST ONE IS A



4.2.2 Tell us in few words which were the main results achieved within this training experience and its strenghts

15 risposte

Motivation

Great exchange among partners, very intersting school contexts to observe, very tight work group and welcoming hosting educational centres

Enrichment of knowledge and improvement of transversal skills

Interesting and fascinating

Más actividades para poder trabajar e intercambios de experiencias con otros profesionales de la educación

Interaction with teachers in schools.

Poder compartir con otros colegas los distintos métodos de trabajo poniendo en común las dificultades que encontramos y soluciones a las mismas

School activities experiences, relationship with partners.



4.2. 3 Tell us in few words which were the main difficulties met during this training experience (if any)

15 risposte

None

Nothing

No difficulty

Language (sometimes)

Spanish Translation

La organización con mi horario de trabajo

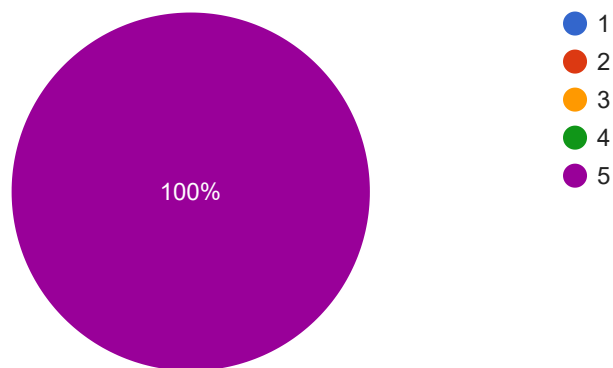
Nada

No poder asistir

No worries, all fine.

5 GENERAL SATISFACTION LEVEL OF THE TRAINING EXPERIENCE (1 corresponds to the minimum value and 5 to the maximum value)

15 risposte



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