



Pilot Testing of Practical Resource Kit (School Activities, Homeworks)

EIFNEG's Practical Resource Kit aims to increase emotional intelligence and support students' personal development skills. During the pilot testing phase, which lasted more than six months, all the key areas (10) that were developed in the EIFNEG project were tested and evaluated successively in the partner schools.

These key areas of emotional intelligence reflect the complexity of modern life and aim to provide students with the tools and knowledge necessary for success beyond academic achievements. Through the careful supervision of experienced teachers and the essential gathering of feedback from participating students, the pilot testing provided valuable insights into strengths and areas where the Practical Resource Kit needs to be improved.

The pilot testing was conducted at partner schools, including Gymnázium Jiřího Gutha-Jarkovského in Prague, Czech Republic, Liceul Teoretic "William Shakespeare" in Timisoara, Romania, and Colegio Séneca in Córdoba, Spain. A total of 249 students participated in the pilot testing across all areas.

Areas Tested:

- Problem-Solving
- Emotional Self-Awareness
- Emotional Self-Control
- Empathy
- Communication
- Teamwork
- Motivation
- Stress Management
- Social Skills
- Critical Thinking

Summary of Findings:

Reports from the pilot testing revealed a number of insights into strengths and areas for improvement within the EIFNEG's Practical Resource Kit. Several common themes emerged across all areas tested, highlighting key considerations for future development and improvement:

Clarity and Effectiveness of Resources:

- Feedback consistently emphasized the importance of clear guidance and information materials that respond to different levels of understanding and engagement.
- Teachers highlighted the need for resources that are adaptable to different age groups and learning styles, ensuring inclusivity and effectiveness across diverse student populations.



Engagement and Participation:

- Student engagement varied across different areas, with activities perceived as more engaging when they incorporated interactive elements and real-life relevance.
- Suggestions were made for incorporating more hands-on, practical activities that promote active participation and facilitate deeper learning experiences.

Customization and Adaptability:

- Flexibility and adaptability were highlighted as essential attributes of effective resources, allowing educators to tailor materials to suit the unique needs and preferences of their students.
- A range of activities were recommended with varying levels of complexity to match the different skill levels and interests in the classes.

Long-Term Impact and Sustainability:

- Findings from the pilot testing highlighted the importance of considering the long-term impact of the toolkit on students' personal development and emotional well-being.
- Suggestions were also made to integrate the teaching of emotional intelligence into the wider curriculum, ensuring sustainability and continuity beyond the pilot phase.

Continuous Improvement and Repetition:

- The pilot testing phase served as a valuable learning opportunity and highlighted the importance of obtaining ongoing feedback and refinement.
- Recommendations were made to establish mechanisms for continuous improvement, including regular cycles of evaluation, teacher training, and cooperation with stakeholders to address changing needs and issues.

The summary of findings effectively summarizes many of the observations from the pilot testing phase and provides a plan for future improvements to the EIFNEG project's Practical Resource Kit. By addressing the identified areas for improvement and building on the strengths uncovered in the piloting, the project is ready to make significant progress in promoting emotional intelligence and personal growth for students in schools across the European Union.



AREA:	<i>COMMUNICATION</i>
Tested at school:	Liceul Teoretic "William Shakespeare" Timișoara
Address:	Str. I.L. Caragiale, nr. 6, 300092, Timișoara, Romania
Date:	31 st January 2024
Teacher / Supervisor:	Ms. Sonia Budugan
Number of participants (students)	22
Report from pilot testing:	<p>1. <i>How did the teacher evaluate the effectiveness of the resources, and what insights did they provide?</i></p> <ul style="list-style-type: none">- <i>the students really need to be taught how to communicate effectively;</i>- <i>most of the participants liked the activities (54,6%);</i>- <i>the students are eager to learn things differently and this course enables them to develop social skills;</i>- <i>including more personal elements (drawings, stories, music, etc.);</i>- <i>they appreciated the relevance of the topic to real life, the engaging content and the clarity of the instructions.</i> <p>2. <i>Were there any identified areas that required adjustments or improvements in the resources during or after testing?</i></p> <ul style="list-style-type: none">- <i>add more technology;</i>- <i>more activities in which they can share their thoughts, feelings and fears. This would enable them to see that it's not only them who have issues, but there are many other students that share the same feelings. This is what would make them feel more comfortable, understood and optimistic about a future positive change.</i> <p>3. <i>What were the overall levels of student participation and engagement during the testing? What specific feedback or suggestions were provided by students that could inform future enhancements?</i></p> <ul style="list-style-type: none">- <i>although most of the students were very active, there were some introvert students who didn't feel like sharing their feelings with the others, but I consider that this is only a matter of time.</i> <p>4. <i>Provide a concise summary for each area tested, combining feedback collected during the class and the evaluation of the teacher.</i></p>



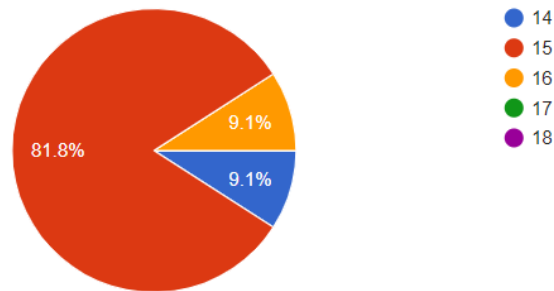
	<p>- communication was a good topic for the students; they were able to come up with different examples of communication barriers and also with solutions to overcome such issues;</p> <p>- the students better understood the necessity of communication and its importance in their lives;</p> <p>- they had the opportunity to see communication from a different perspective and thus appreciate it more.</p> <p>5. Based on the pilot testing results, are there any recommendations or suggestions for refining the testing process or the resources for future implementations?</p> <p>- keep up with the interactive activities and with this project of introducing emotional intelligence in the curricula.</p>
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Summary of Questionnaire Responses

Your age:

22 responses

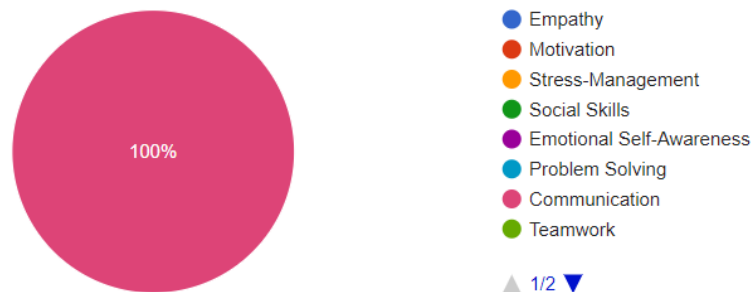
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Choose the area tested:

22 responses

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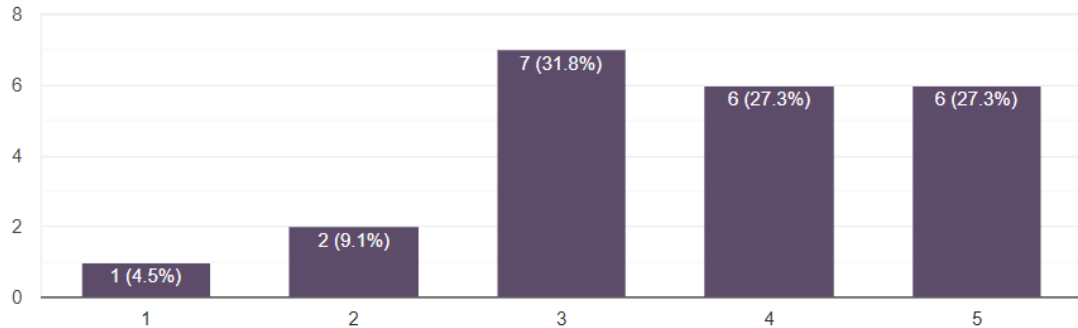




How cool were the in-class activities?

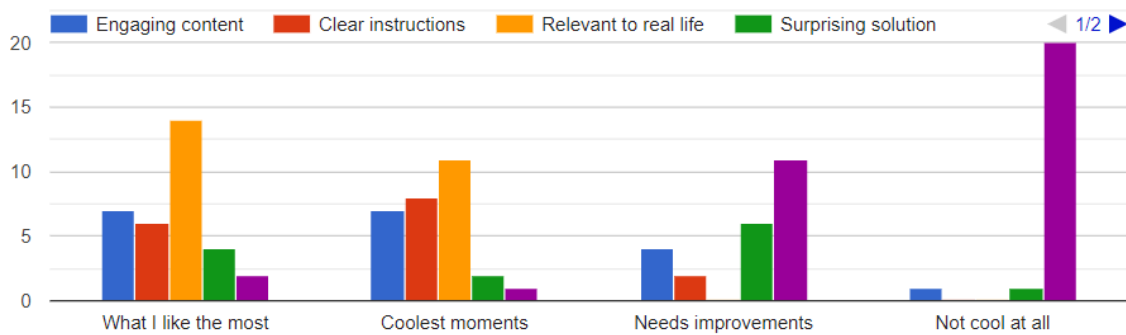
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22 responses



What was the coolest part of the activities?

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Any ideas on how we can make the school activities even cooler?

4 responses

Add more technology and interaction with the class

I'm not a fan of this kind of activities in general, but I suppose maybe making them less standard and public group activities based, but personally if I'm to be asked I think the best improvement I have is making them optional so I can avoid them.

The activistul was pretty interactive and engaging. We could hear everybody's personal experience with their struggles in Communication so the activity has a deeper meaning.

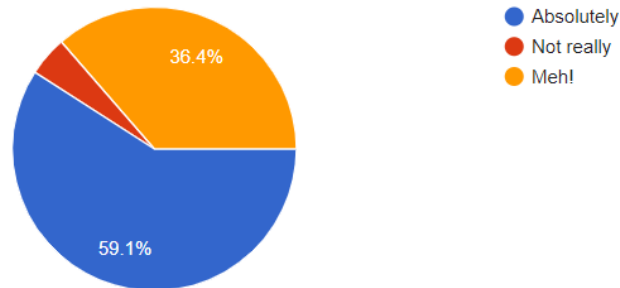
I don't know.



Did the homework vibe with what you learned during the activities?

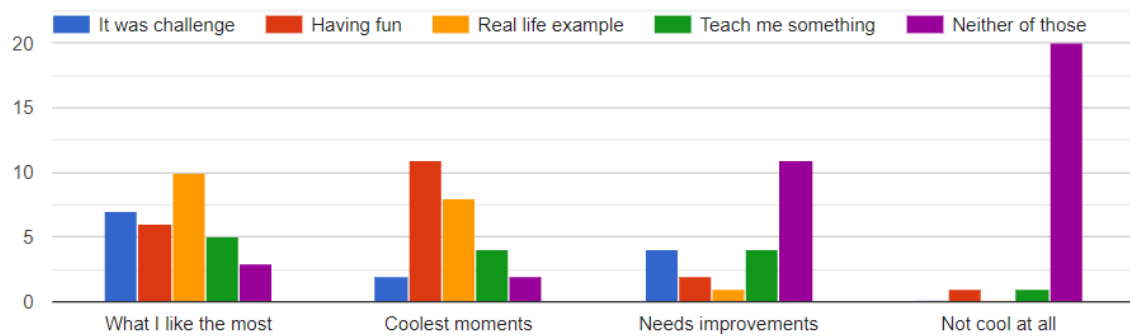
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22 responses



What was the coolest part of the activities?

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Any ideas on how we can make the homework even cooler?

4 responses

Nope

No

I'm not sure, but it is not cool for me, too overdone, and again, I'm not a fan of it.

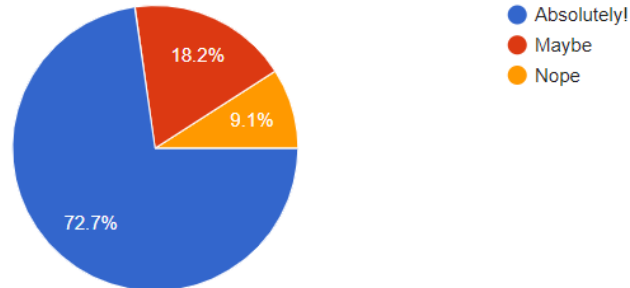
Mention the inclusion of personal elements like drawings, stories, etc especially drawings =>



Would you be up for more cool activities in the future?

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22 responses



Any other comments or thoughts you would like to share?

3 responses

No

Nope

Keep up the interactive activities!!



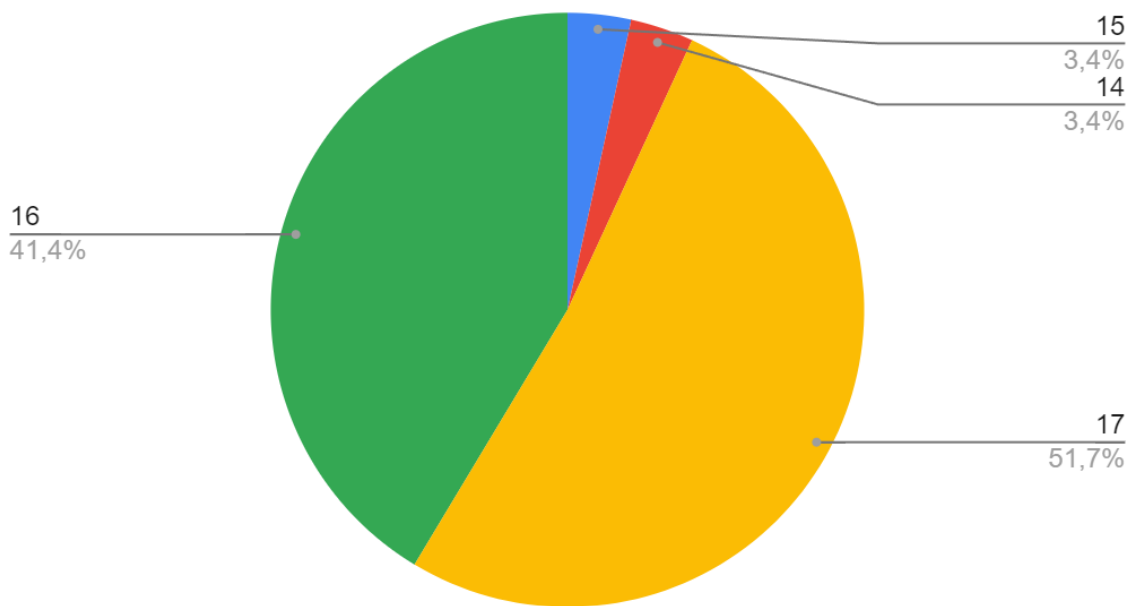
AREA:	<i>EMOTIONAL SELF-AWARENESS</i>
Tested at school:	Gymnazium Jiriho Gutha- Jarkovskeho
Address:	Truhlářská 22, Prague 1, Czech Republic
Date:	15 th December 2023
Teacher / Supervisor:	Ms. Lucie IMLAUFOVÁ, Ms. Nikol KALLMÜNZER
Number of participants (students)	29
Report from pilot testing:	<p>1. <i>How did the teacher evaluate the effectiveness of the resources, and what insights did they provide?</i></p> <p>Many students were taken aback that they had to write about themselves. They were expecting to write about some knowledge. However, they generally took it as a positive that they had to reflect on themselves, to stop and think about the questions asked. More needs to be done to encourage students to be open about the qualities we have as human beings. It may be that closed-mindedness is related to the culture we live in.</p> <p>2. <i>Were there any identified areas that required adjustments or improvements in the resources during or after testing?</i></p> <p>The activities were fun, and the students were engaged throughout. They had no problem with the assignment. It was not time consuming, and they would be willing to repeat it more often. The students mostly did not understand the question on extravagance. What does it mean? What does it refer to? Even those who were extravagant in dressing or had painted nails as boys, etc., were asked. They did not seem to encounter the term or the concept in this sense very much. What does the norm actually mean? Does it even mean one?</p> <p>3. <i>What were the overall levels of student participation and engagement during the testing? What specific feedback or suggestions were provided by students that could inform future enhancements?</i></p> <p>During the Ideal Me activity, several interesting questions arose. What does it actually mean? Will I still be me if I am ideal. There were also big differences in the perception of what ideal means. Some students perceived the ideal as something unattainable, while others saw it as a goal to work towards. Many students were enthusiastic and enjoyed the activities.</p> <p>4. <i>Provide a concise summary for each area tested, combining feedback collected during the class and the evaluation of the teacher.</i></p> <p>In the Czech Republic, students are not so used to talking about themselves, their qualities and emotions. They should be guided from childhood to express their inner</p>



	<p>feelings and learn to navigate them. To be able to describe how I am and how I have certain things set up. Many students do not know their inner self and this then manifests itself in various difficulties. And their frequency has been increasing more and more recently.</p> <p>A lot of students enjoyed the creative part of the Ideal Self assignment, which brought a lot of fun to the class.</p> <p>5. <i>Based on the pilot testing results, are there any recommendations or suggestions for refining the testing process or the resources for future implementations?</i></p> <p>No, the activities were fun for the students, and they would easily repeat them in the future.</p>
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Summary of Questionnaire Responses

Your age:



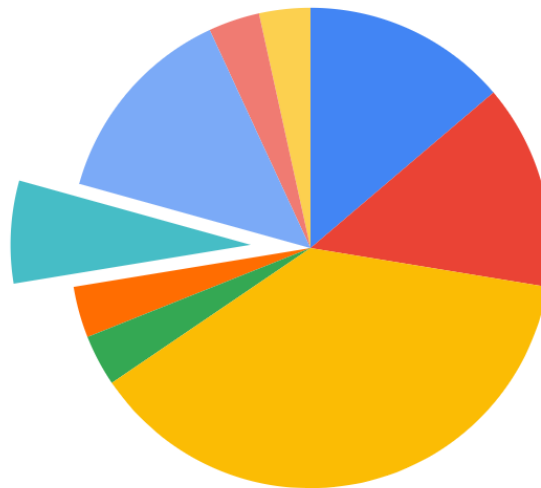


What was the coolest part of the activities? [What I like the most]



- Clear instructions, Relevant to real life, Neither of those
- Clear instructions ● Neither of those ● Relevant to real life ● Engaging content
- Engaging content, Clear instructions ● Engaging content, Clear instructions, Relevan...

What was the coolest part of the activities? [Coolest moments]



- Surprising solution ● Clear instructions ● Neither of those ● Relevant to real life
- Engaging content, Relevant to real life ● Engaging content, Relevant to real life, Surprising solu...
- Engaging content ● Engaging content, Surprising solution
- Engaging content, Clear instructions, Relevant to real life, Surprising solution, Neither of those

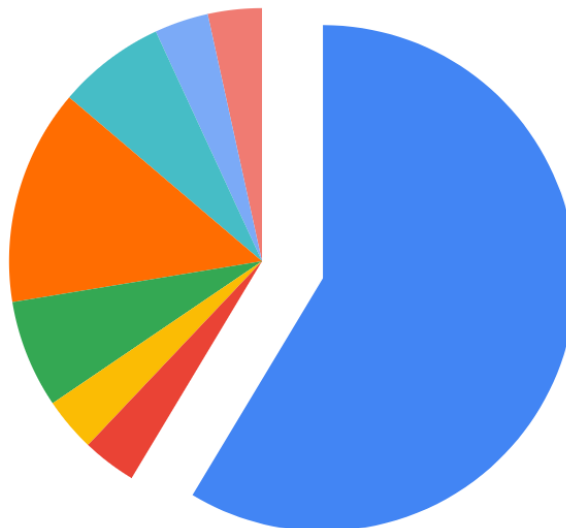


What was the coolest part of the activities? [Needs improvements]



- Engaging content ● Relevant to real life ● Clear instructions, Surprising solution
- Clear instructions ● Neither of those ● Engaging content, Surprising solution
- Surprising solution ● Engaging content, Neither of those
- Relevant to real life, Surprising solution ● Engaging content, Clear instructions, Relevant to real...

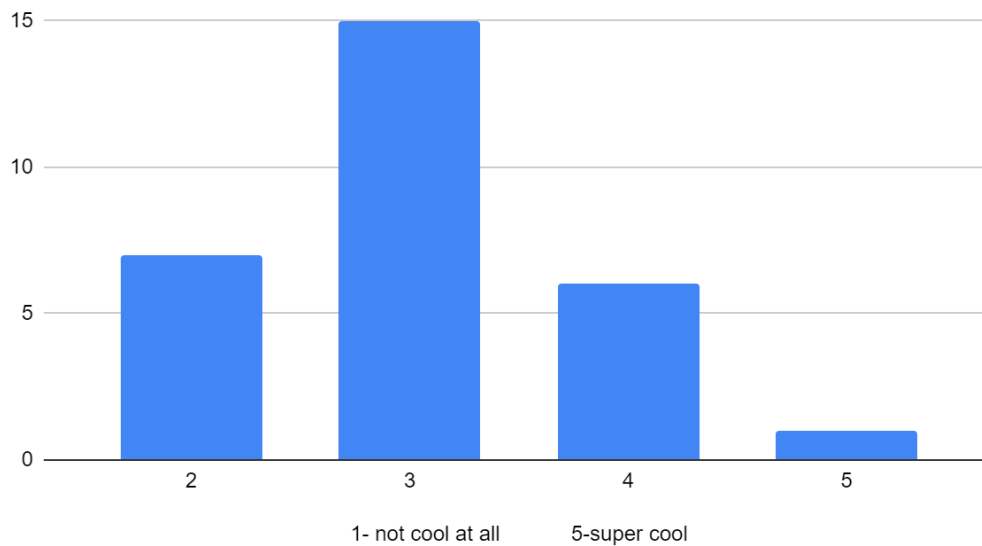
What was the coolest part of the activities? [Not cool at all]



- Neither of those ● Engaging content, Surprising solution ● Clear instructions
- Surprising solution ● Engaging content ● Relevant to real life
- Relevant to real life, Surprising solution ● Engaging content, Clear instructions, Relevant to real...



How cool were the in-class activities?

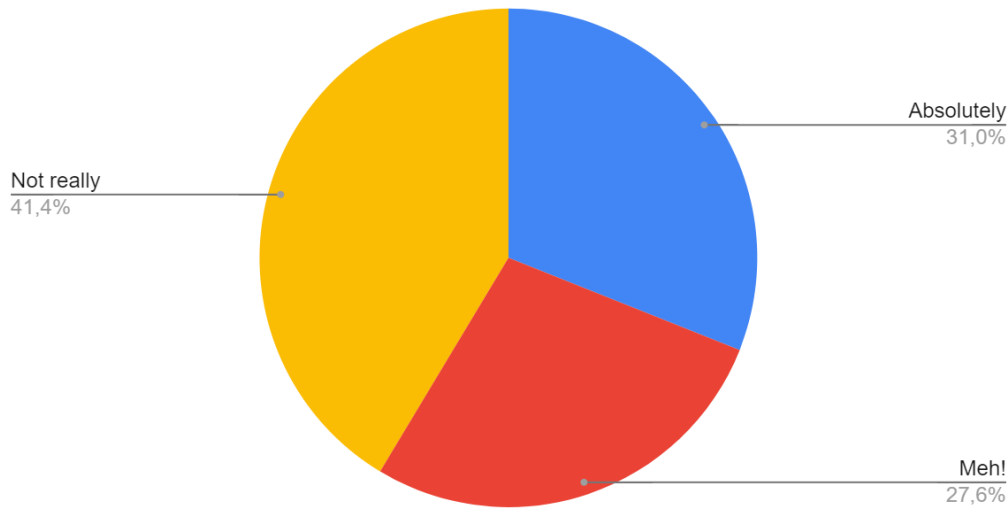


Any ideas on how we can make the school activities even cooler?

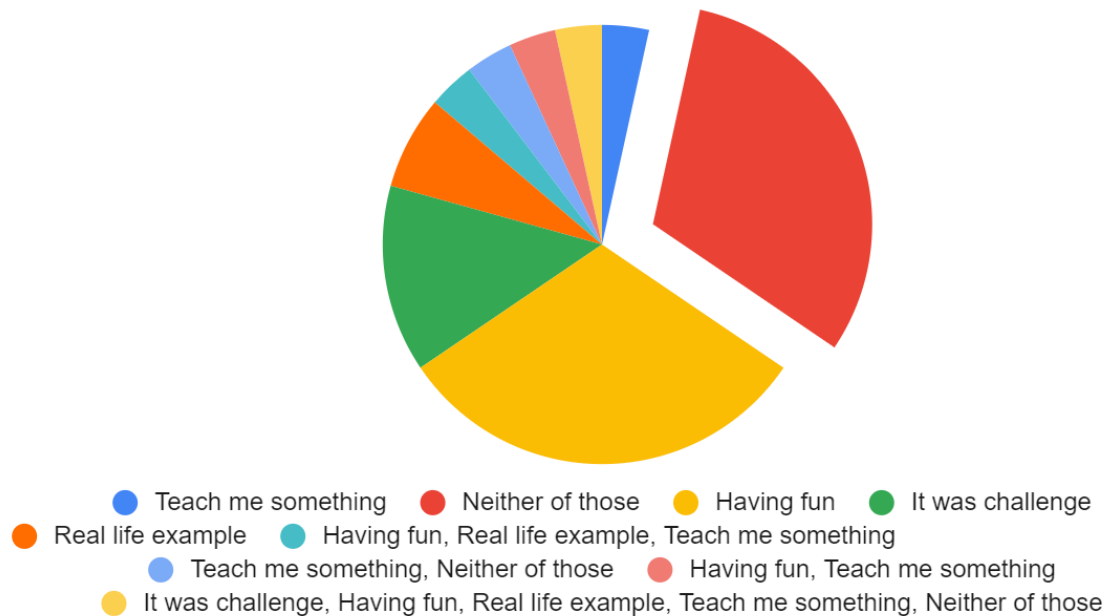
- To use in real life what we have learned.
 - Make the task/questions more interesting
 - I dont know, maybe getting deeper.
 - Dont try being cool
 - Taking group tests instead of test by an individual
 - Well the current one was under a bit of a time pressure and the general atmosphere did not really match the sensitive topic. The questions were quite closed; I understand that works Well for some, but to me, just rambling about the topic way easier than coming up with single exact thing, I kind of commented and dodges the questions, tbh. But yeah keep it up It's cool concept
 - I haven't seen any surprising solution
 - I loved the drawing part but it also left me without closure and It's freaking me out because now I'll have to paint a bunch of black things when I get home as a form of correction of the ugly versions or I'll go MAAAADDDD
 - I dont know
 - Talk about them more
 - Make them more interactive, when there's nice weather let kids go outside, teach something that we will ACTUALLY use in real life, don't teach like it used to be in the last century
-



Did the homework vibe with what you learned during the activities?

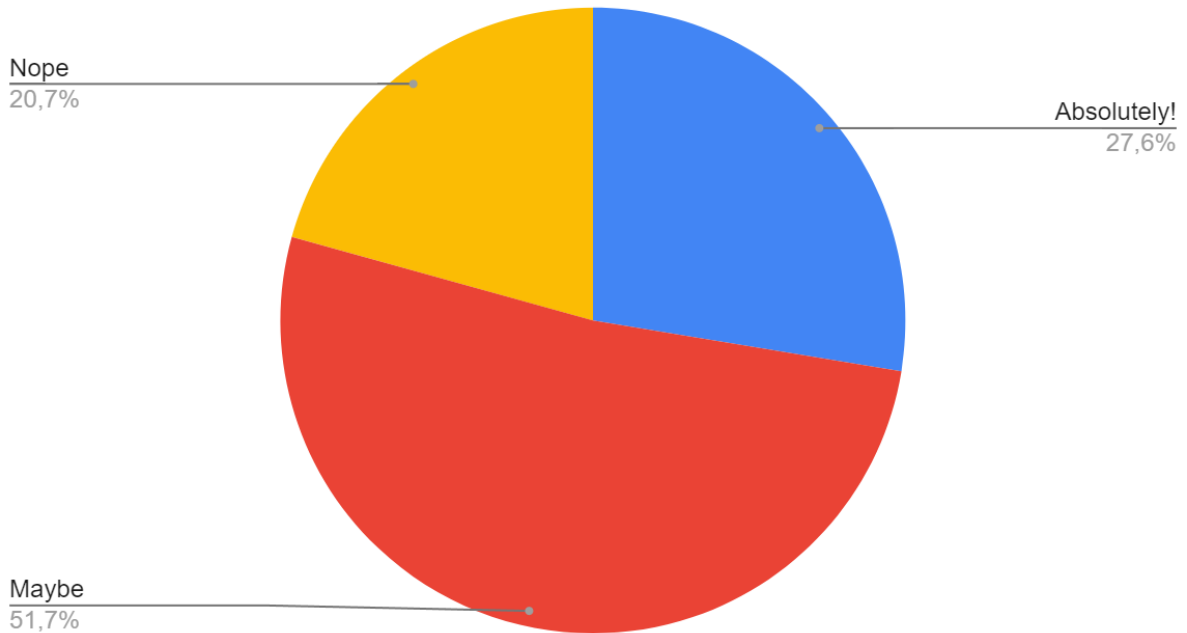


What was the coolest part of the activities? [What I like the most]

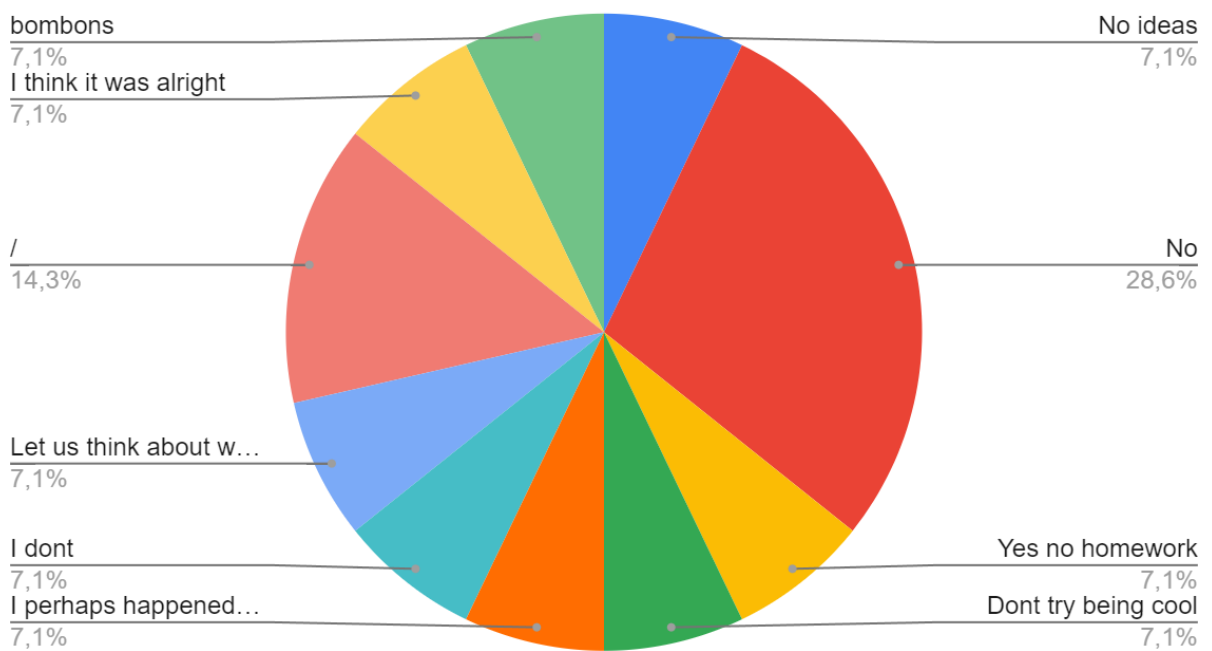




Would you be up for more cool activities in the future?



Any ideas on how we can make the homework even cooler?





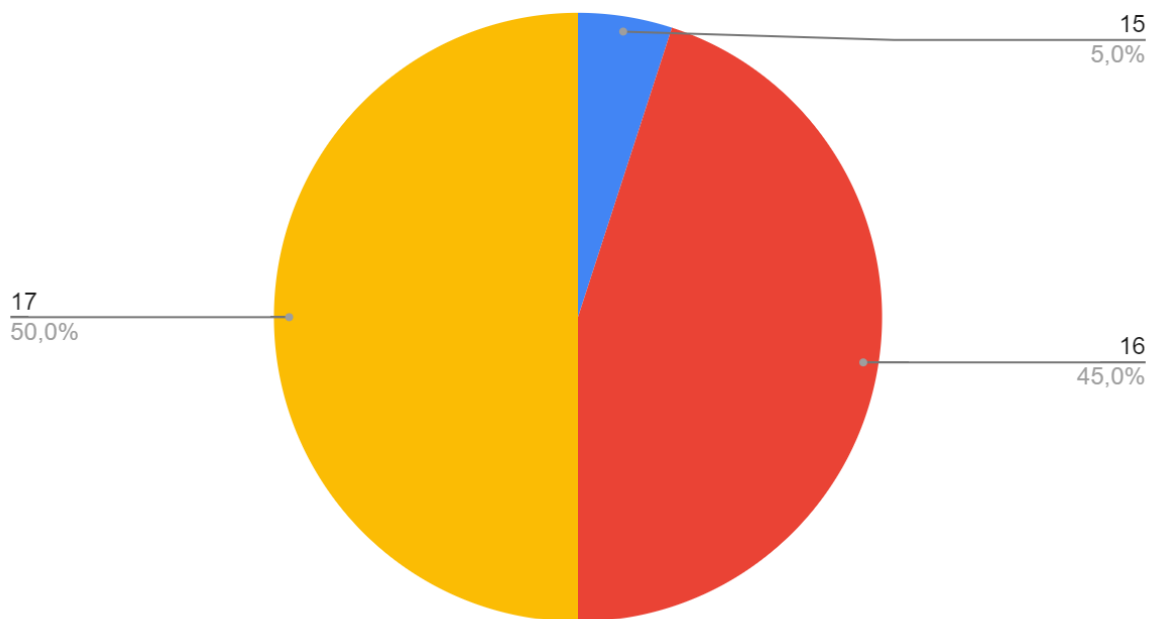
AREA:	<i>EMOTIONAL SELF-CONTROL</i>
Tested at school:	Gymnazium Jiriho Gutha- Jarkovskeho
Address:	Truhlářská 22, Prague 1, Czech Republic
Date:	15 th December 2023
Teacher / Supervisor:	Ms. Lucie IMLAUFOVÁ, Ms. Nikol KALLMÜNZER
Number of participants (students)	20
Report from pilot testing:	<p>1. <i>How did the teacher evaluate the effectiveness of the resources, and what insights did they provide?</i></p> <p>The exercise was very interesting. Again, it showed that many students do not know how to express or describe their emotions or current ambivalence. It is worth considering whether teachers should work more with this knowledge at least in the classroom, if it is not possible to have a separate subject. Many were tired, which is understandable given the amount of material they have to cover in the year.</p> <p>2. <i>Were there any identified areas that required adjustments or improvements in the resources during or after testing?</i></p> <p>The worse problem with expressing emotions has already been mentioned. Only a selection with students interested in developing in these areas as electives would be better.</p> <p>3. <i>What were the overall levels of student participation and engagement during the testing? What specific feedback or suggestions were provided by students that could inform future enhancements?</i></p> <p>Part of the Check-in worksheet exercise was to draw blindly 3 things of a color chosen by a neighbor. Students did not really understand why this was part of the exercise as it did not have much to do with the rest of the exercise. Thus, the second part of the exercise might not be part of the exercise at all. They found the Feelings thermometer homework simple to do, but they did not need the specified colours to do it. It was noted as a general agreement on the colours given, but some would have chosen other colours. Even just a scale with numbers would suffice.</p> <p>4. <i>Provide a concise summary for each area tested, combining feedback collected during the class and the evaluation of the teacher.</i></p> <p>It would be helpful to have more classes under your belt and more time for reflection if needed. As it stands, this would be a very short time and some situations need to be discussed without time pressure. Similarly, some topics need to be worked with over a</p>



	<p>long period of time and the progress of pupils and students in the areas need to be monitored.</p> <p>5. <i>Based on the pilot testing results, are there any recommendations or suggestions for refining the testing process or the resources for future implementations?</i></p> <p>In many ways, a course focused on emotional intelligence could be beneficial. In the future, there will no longer be as much need to know so much information by heart, especially with the rapid development of AI, but instead the emphasis will be on the soft skills of pupils and students. This will be the really important thing for students to learn. But first, it will be a big task for teachers themselves to know how to teach the subject and how to work with the information they learn in class.</p>
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Summary of Questionnaire Responses

Your age:



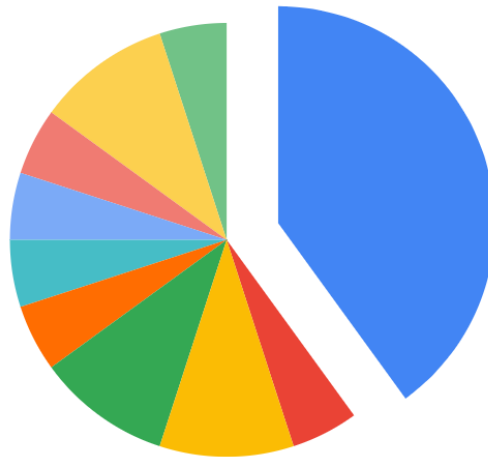


What was the coolest part of the activities? [What I like the most]



- Neither of those
- Clear instructions
- Engaging content
- Relevant to real life, Neither of those
- Relevant to real life
- Engaging content, Surprising solution

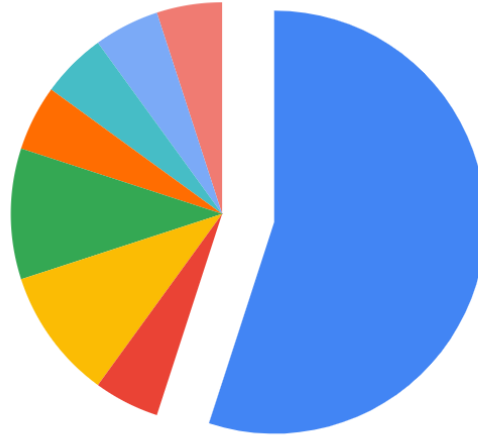
What was the coolest part of the activities? [Needs improvements]



- Neither of those
- Engaging content, Relevant to real life, Surprising solution
- Engaging content
- Surprising solution
- Relevant to real life, Surprising solution
- Surprising solution, Neither of those
- Engaging content, Surprising solution
- Clear instructions, Surprising solution
- Clear instructions
- Relevant to real life

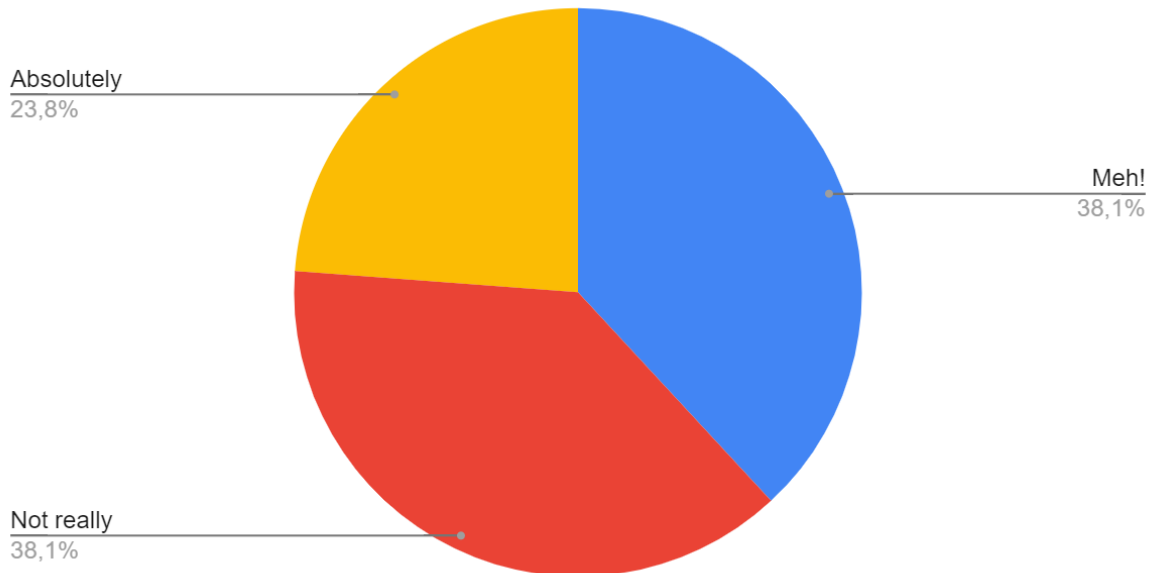


What was the coolest part of the activities? [Not cool at all]



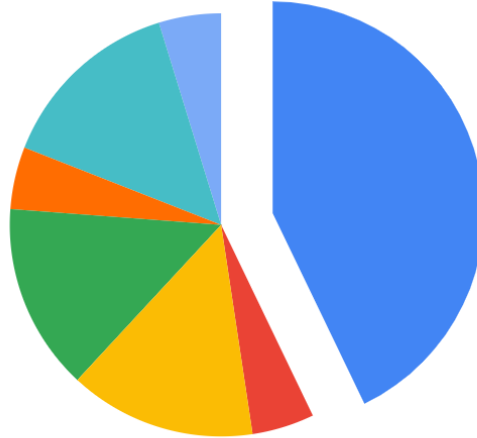
- Neither of those
- Engaging content, Relevant to real life, Surprising solution
- Relevant to real life
- Surprising solution, Neither of those
- Clear instructions
- Relevant to real life, Surprising solution
- Engaging content
- Surprising solution

Did the homework vibe with what you learned during the activities?





What was the coolest part of the activities? [Needs improvements]

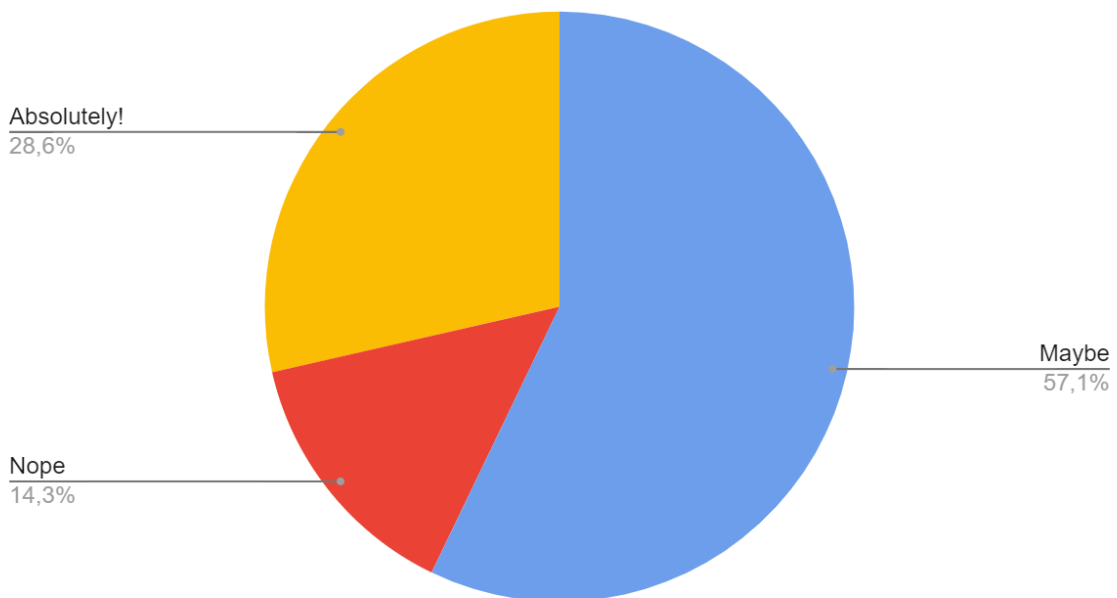


- Neither of those
- It was challenge, Having fun, Real life example, Teach me something
- Real life example
- Having fun
- Real life example, Teach me something
- Teach me something
- Having fun, Real life example

Any ideas on how we can make the homework even cooler?

- No
- Don't try to make it cool
- No it was kinda good

Would you be up for more cool activities in the future?





AREA:	EMPATHY
Tested at school:	Liceul Teoretic "William Shakespeare" Timișoara
Address:	Str. I.L. Caragiale, nr. 6, 300092, Timișoara, Romania
Date:	31 st January 2024
Teacher / Supervisor:	Ms. Sonia Budugan
Number of participants (students)	21
Report from pilot testing:	<p>1. <i>How did the teacher evaluate the effectiveness of the resources, and what insights did they provide?</i></p> <ul style="list-style-type: none">- <i>the resources were very effective - (76.2% of the students really appreciated the in-class activities as being cool and super cool;</i>- <i>the activity was a success, the students really enjoyed proposal, they felt comfortable and they had fun;</i>- <i>the students appreciated the most the engaging activities and their relevance to real life.</i> <p>2. <i>Were there any identified areas that required adjustments or improvements in the resources during or after testing?</i></p> <ul style="list-style-type: none">- <i>the clarity of the instructions;</i>- <i>more games;</i>- <i>more opportunities to develop such activities in school.</i> <p>3. <i>What were the overall levels of student participation and engagement during the testing? What specific feedback or suggestions were provided by students that could inform future enhancements?</i></p> <ul style="list-style-type: none">- <i>the students were very engaged during the testing phase;</i>- <i>the students suggested that we should give up homework for two reasons: this subject (Emotional Intelligence) focuses on their personal development skills and they should not feel it as something mandatory (as homework is seen) and, secondly, they have emphasized the idea that homework stresses them out and, this way they tend to associate the subject with less enjoyable subjects.</i>

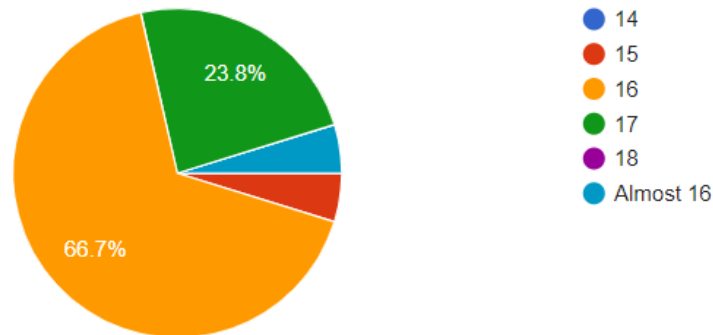


	<p>4. Provide a concise summary for each area tested, combining feedback collected during the class and the evaluation of the teacher.</p> <p><i>The testing phase for this area was a good one, the students enjoyed the activities, they mostly appreciated the fact that there were real-life examples, that they had fun during the activities and this made them feel relaxed and adopt a positive attitude toward their colleagues and also the fact that it was challenge because they had to step out from their comfort area and face reality.</i></p> <p>5. Based on the pilot testing results, are there any recommendations or suggestions for refining the testing process or the resources for future implementations?</p> <p><i>For now, I don't have any recommendations, the activities and the homework are interesting enough for the students and once this subject is taught in schools or, at least, some of the activities are put into practice, the Practical resource kit could be refined and completed with other ideas/activities according to the needs of a particular group of students.</i></p>
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Summary of Questionnaire Responses

Your age:

21 responses





Choose the area tested:

21 responses



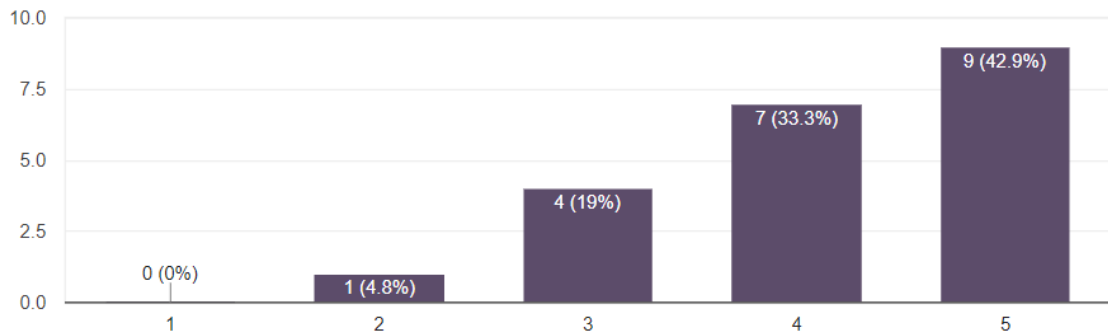
- Empathy
- Motivation
- Stress-Management
- Social Skills
- Emotional Self-Awareness
- Problem Solving
- Communication
- Teamwork

▲ 1/2 ▼

How cool were the in-class activities?

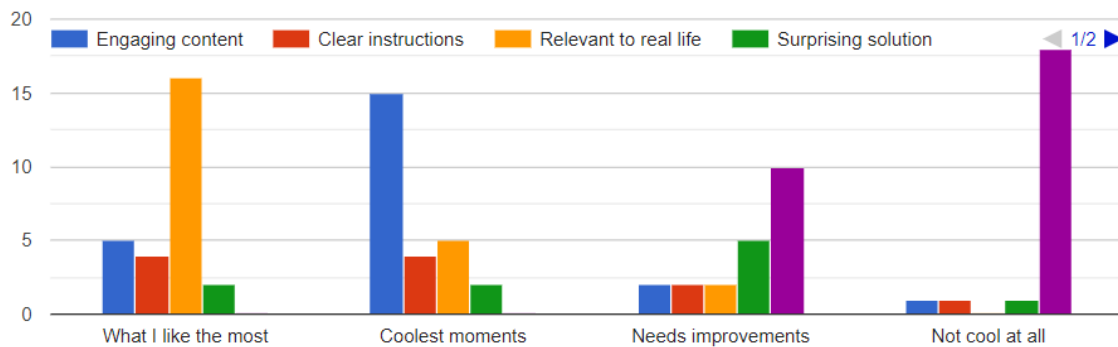
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21 responses



What was the coolest part of the activities?

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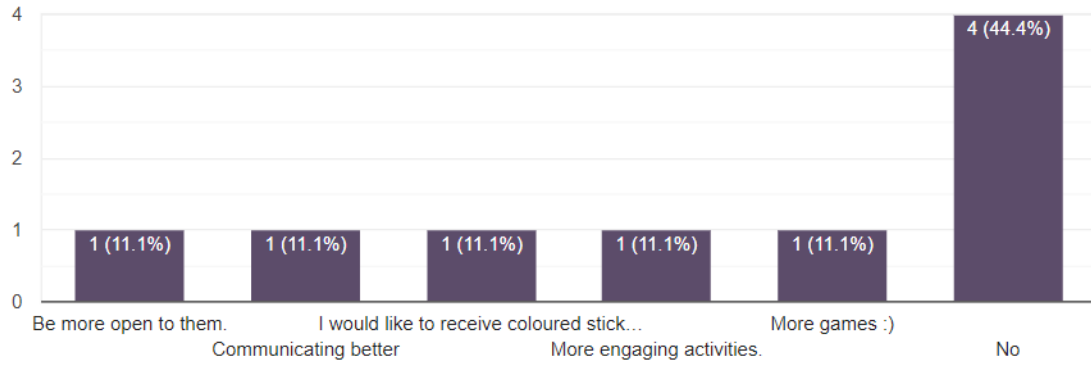




Any ideas on how we can make the school activities even cooler?

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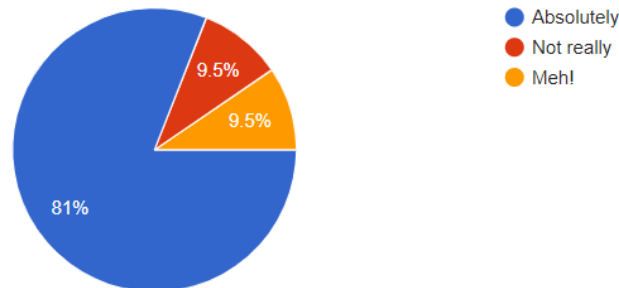
9 responses



Did the homework vibe with what you learned during the activities?

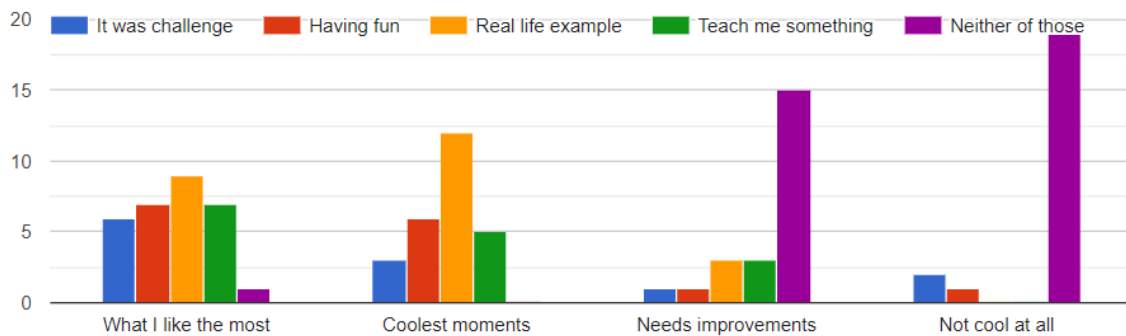
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21 responses



What was the coolest part of the activities?

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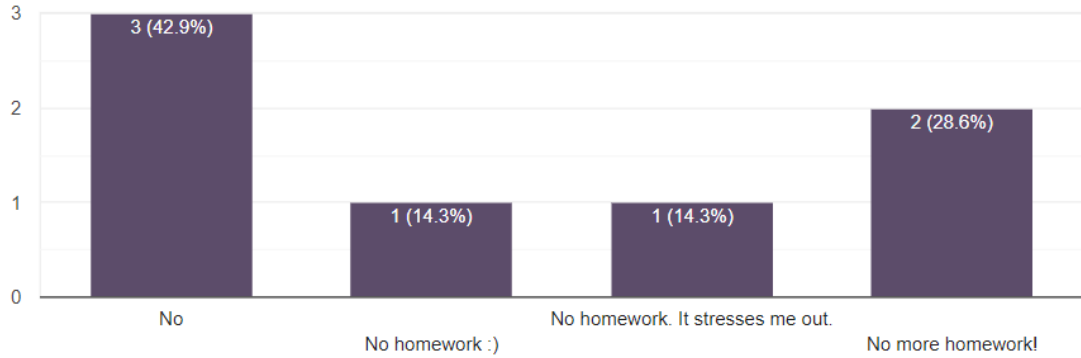




Any ideas on how we can make the homework even cooler?

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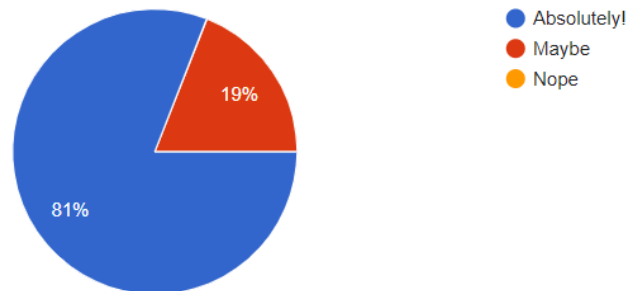
7 responses



Would you be up for more cool activities in the future?

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21 responses

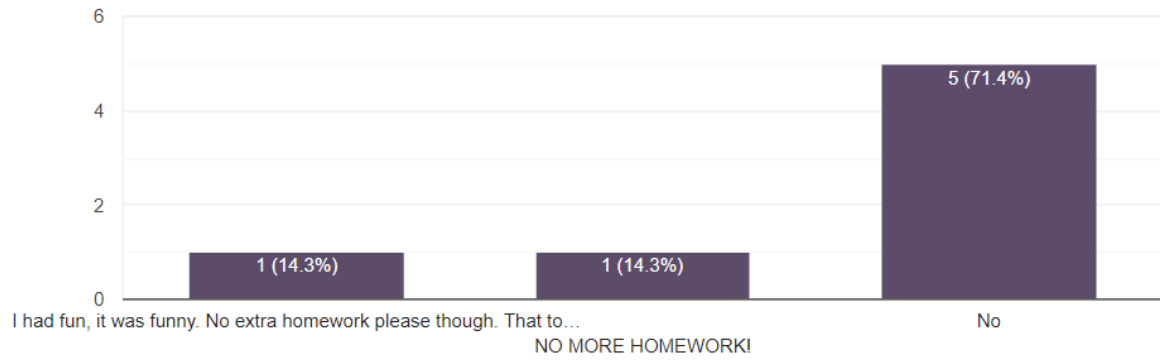




Any other comments or thoughts you would like to share?

Copy

7 responses





AREA:	MOTIVATION
Tested at school:	Liceul Teoretic "William Shakespeare" Timișoara
Address:	Str. I.L. Caragiale, nr. 6, 300092, Timișoara, Romania
Date:	2 nd February 2024
Teacher / Supervisor:	Ms. Sonia Budugan
Number of participants (students)	21
Report from pilot testing:	<p>1. <i>How did the teacher evaluate the effectiveness of the resources, and what insights did they provide?</i></p> <p>- this was quite a sensible subject since students nowadays hardly find motivation to do something, or their motivation is rather extrinsic than intrinsic;</p> <p>- they were reluctant at first, but then, most of them enrolled in the activities;</p> <p>- it is a good topic for young adolescents (14 to 15), rather than 18-year old students who have already shaped their personality and set their goals.</p> <p>2. <i>Were there any identified areas that required adjustments or improvements in the resources during or after testing?</i></p> <p>- identify the areas that the students feel demotivated about and challenge them. But this involves spending more time with them or collaborating with the other teachers and it also depends on each group and its members; it is a more dynamic and time-consuming process.</p> <p>3. <i>What were the overall levels of student participation and engagement during the testing? What specific feedback or suggestions were provided by students that could inform future enhancements?</i></p> <p>- create games;</p> <p>- more practical activities;</p> <p>- less assignment.</p> <p>4. <i>Provide a concise summary for each area tested, combining feedback collected during the class and the evaluation of the teacher.</i></p> <p>- it is a more individual activity, rather than a group activity, due to the fact that motivation differs from one individual to another according to their personality, background and life experience.</p>



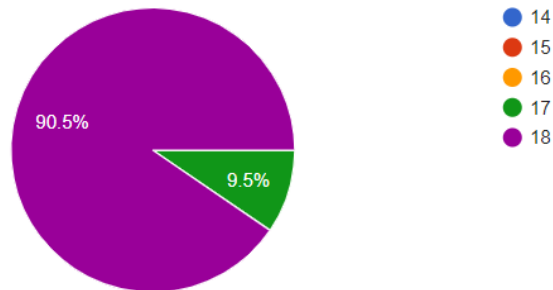
	<p>5. Based on the pilot testing results, are there any recommendations or suggestions for refining the testing process or the resources for future implementations?</p> <p>- students could come up with their personal examples/experiences on how to boost their motivation, which could be included in the Practical Resource Kit and serve as a model for their colleagues.</p>
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Summary of Questionnaire Responses

Your age:

21 responses

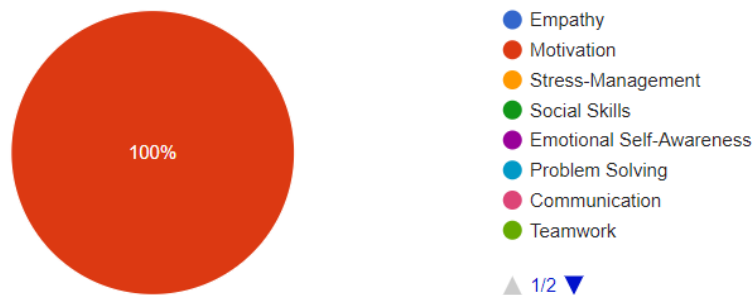
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Choose the area tested:

21 responses

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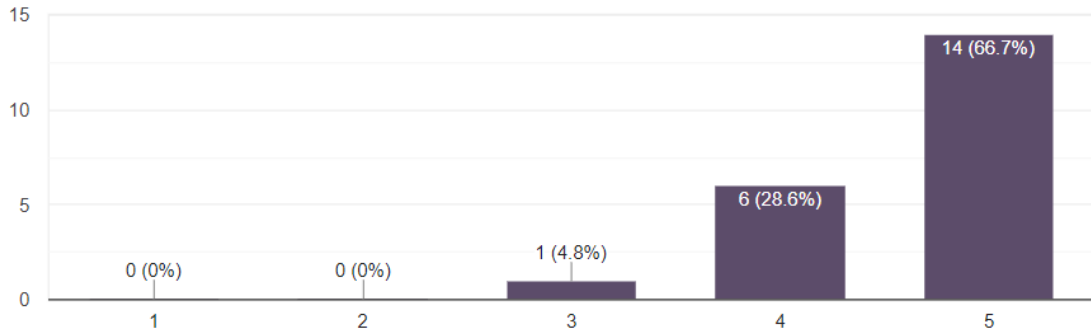




How cool were the in-class activities?

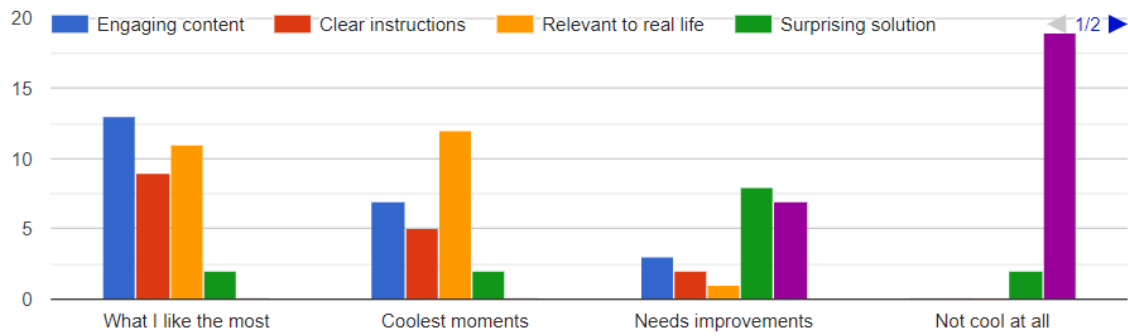
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21 responses



What was the coolest part of the activities?

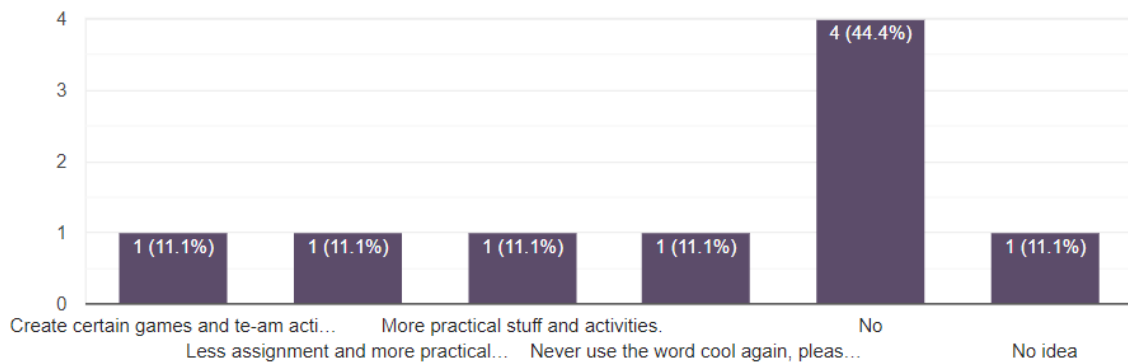
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Any ideas on how we can make the school activities even cooler?

[Copy](#)

9 responses

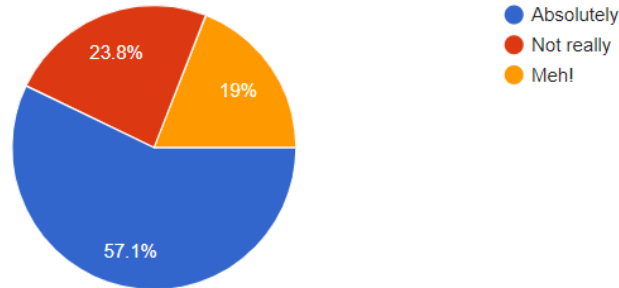




Did the homework vibe with what you learned during the activities?

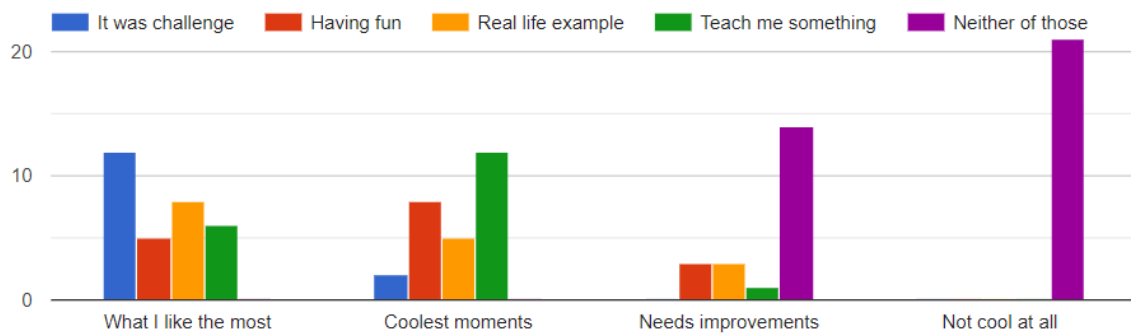
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21 responses



What was the coolest part of the activities?

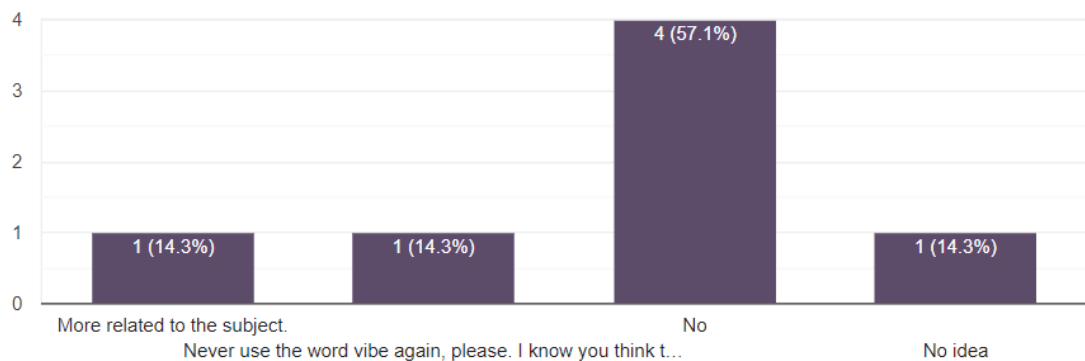
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Any ideas on how we can make the homework even cooler?

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7 responses

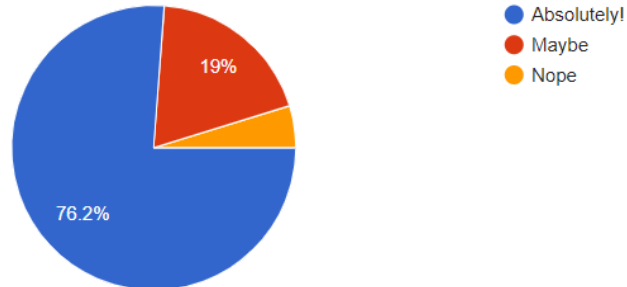




Would you be up for more cool activities in the future?

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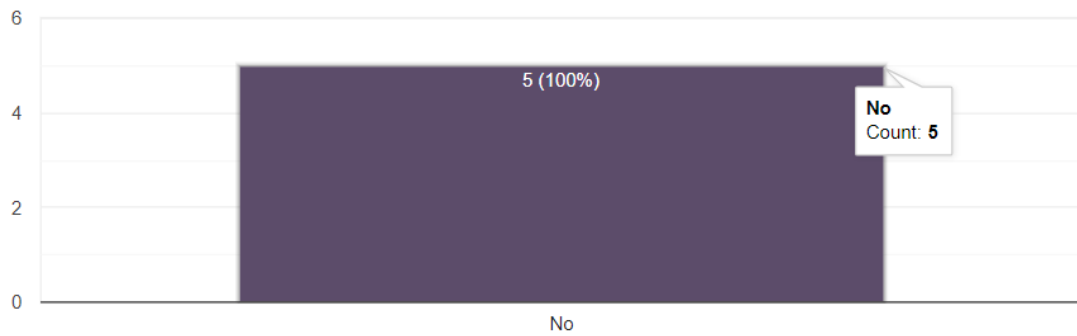
21 responses



Any other comments or thoughts you would like to share?

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5 responses





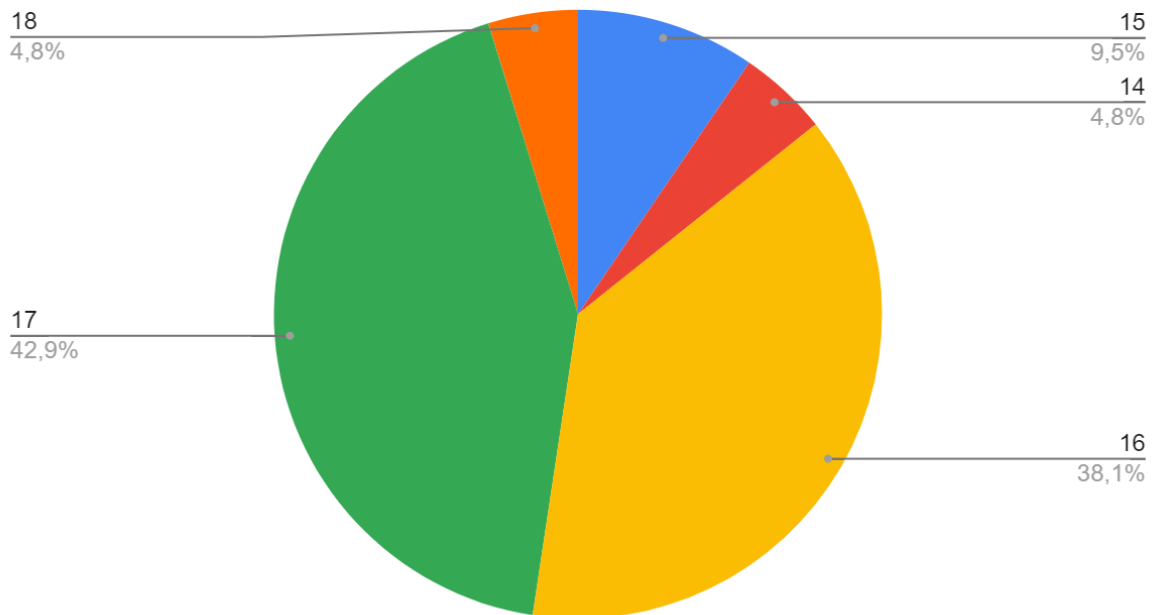
AREA:	<i>PROBLEM-SOLVING</i>
Tested at school:	Gymnazium Jiriho Gutha- Jarkovskeho
Address:	Truhlářská 22, Prague 1, Czech Republic
Date:	15 th December 2023
Teacher / Supervisor:	Ms. Lucie IMLAUFOVÁ, Ms. Nikol KALLMÜNZER
Number of participants (students)	21
Report from pilot testing:	<p>1. <i>How did the teacher evaluate the effectiveness of the resources, and what insights did they provide?</i></p> <p>Different levels of difficulty of the exercises need to be prepared. It is certainly good that the area gives much food for thought. The teacher herself needs to prepare for challenging questions from students, and equally needs to accept that some students may not want to engage in the activities.</p> <p>2. <i>Were there any identified areas that required adjustments or improvements in the resources during or after testing?</i></p> <p>The assignments for each activity need to be more specific or more information needs to be devised that the teacher can provide to the students. For the younger pupils, the information was mostly sufficient, given that they were oriented to the situation described and did not take other circumstances into account. Older students, however, sometimes had less information and did not enjoy the activities afterwards.</p> <p>3. <i>What were the overall levels of student participation and engagement during the testing? What specific feedback or suggestions were provided by students that could inform future enhancements?</i></p> <p>Students were fully engaged throughout the activities. They were easily divided into groups. Students found the activity assignment unclear, did not know what island it was and therefore how they would handle the situation. They suggested elaborating the activity with more details. Some of them considered the situation too simple and did not see the point in solving anything. On the contrary, they would enjoy the situation and relax on the beach.</p> <p>4. <i>Provide a concise summary for each area tested, combining feedback collected during the class and the evaluation of the teacher.</i></p> <p>Problem solving is definitely an important skill for practical life. However, the activities can be more like a lesson plan that the teacher must adapt to the situation and age group of the students. Students at the end of the second year of primary school will work differently from those in the upper years of secondary school. Some of the students did not consider the situations presented as problematic because they were too simple to</p>



	<p>solve (elder students). They felt that problem solving needs the involvement of many more skills that they have to acquire gradually over time than practicing the behaviour in a given situation.</p> <p>5. <i>Based on the pilot testing results, are there any recommendations or suggestions for refining the testing process or the resources for future implementations?</i></p> <p>Work more with different levels of problem complexity. Some students did not want to talk about their problems in front of their classmates. We need to think about guiding students in the direction that we all have problems and there is no shame in talking about them out loud.</p>
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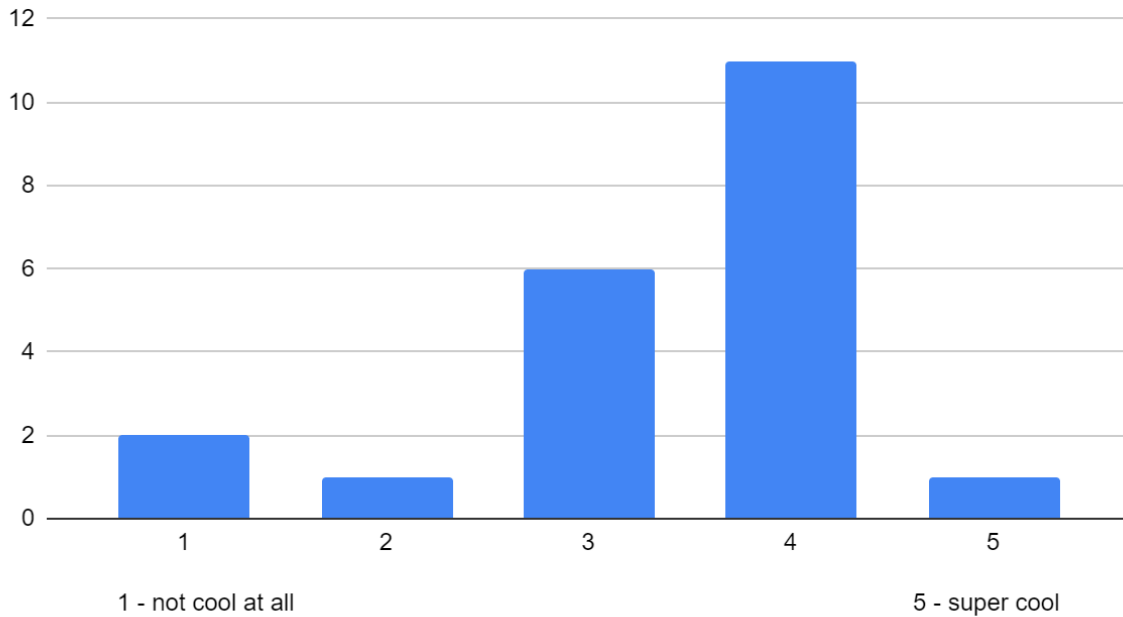
Summary of Questionnaire Responses

Your age:

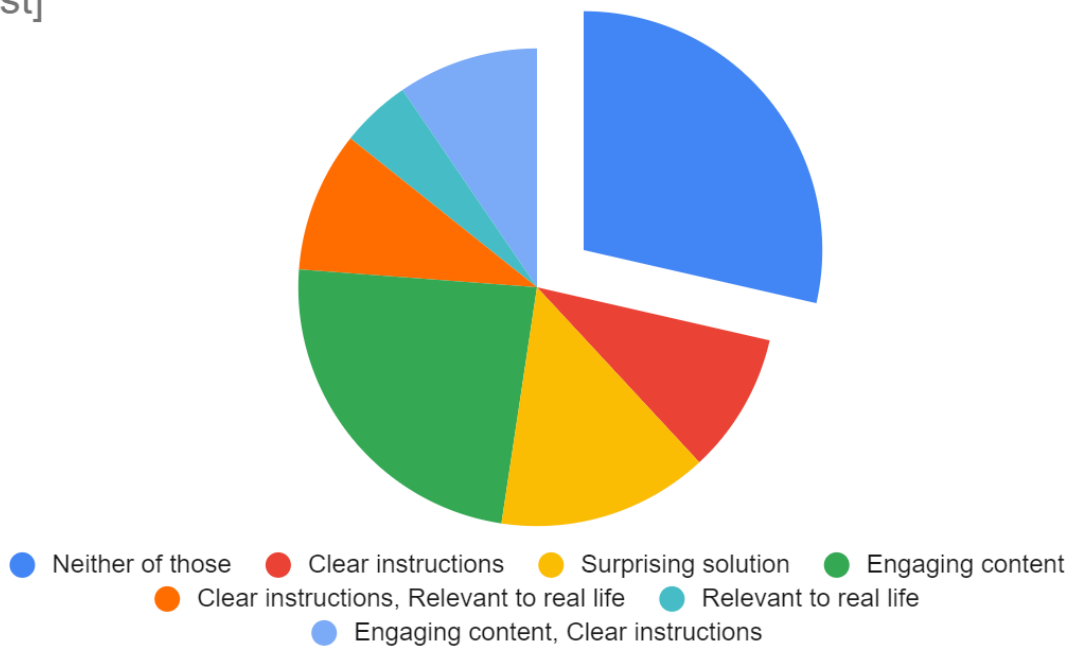




Počet sloupce How cool were the in-class activities?

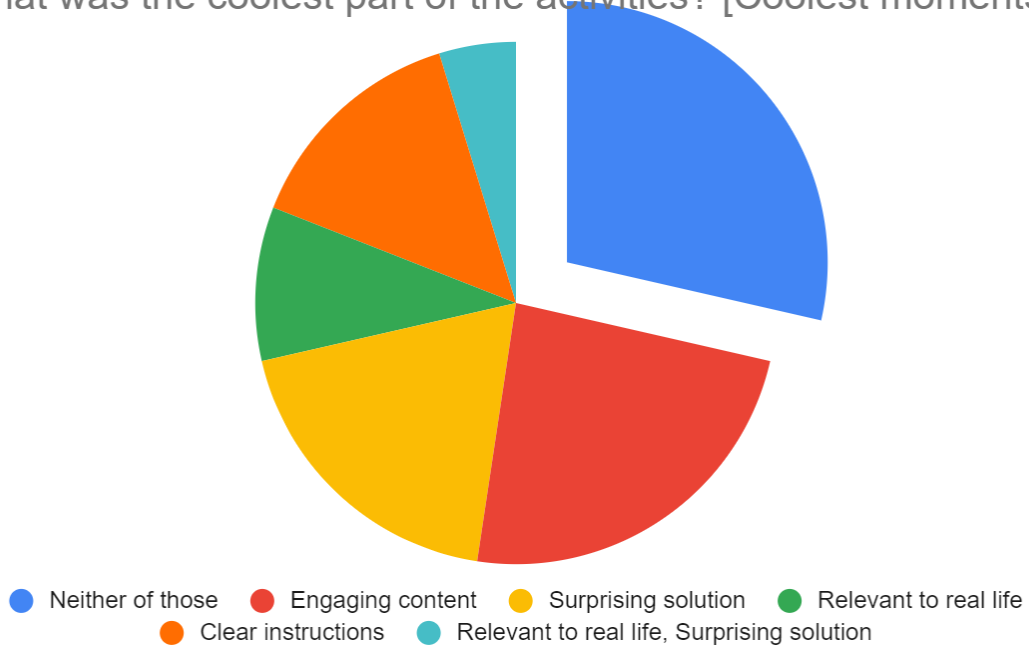


What was the coolest part of the activities? [What I like the most]

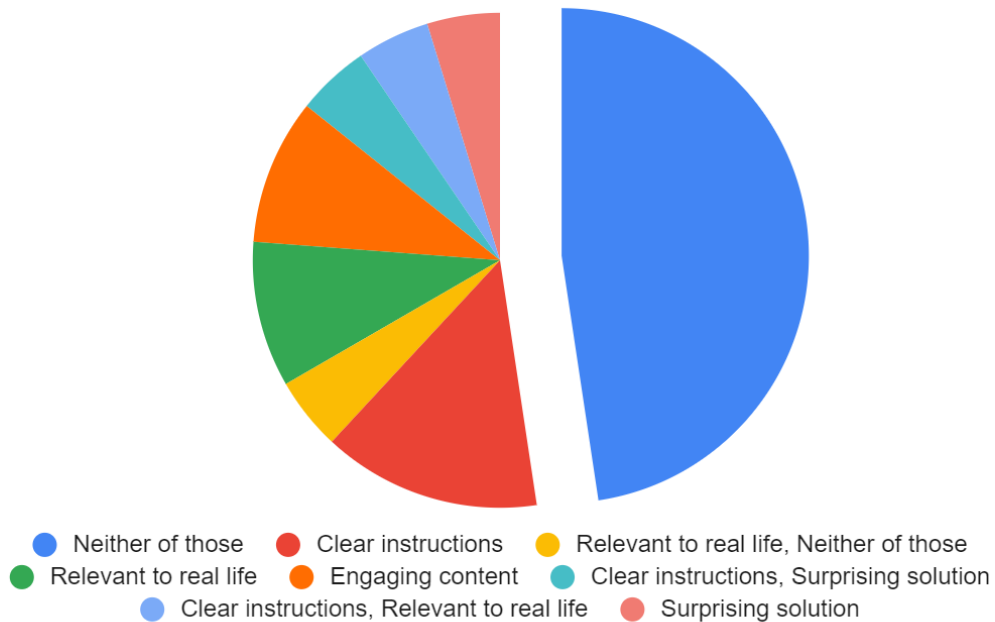




What was the coolest part of the activities? [Coolest moments]



What was the coolest part of the activities? [Not cool at all]

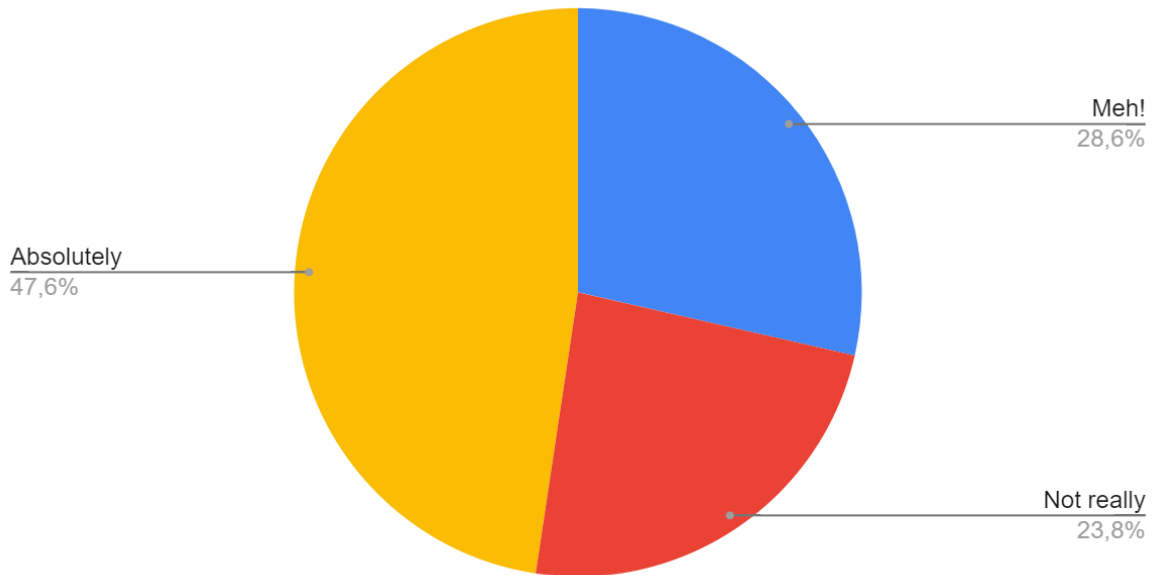




Any ideas on how we can make the school activities even cooler?

- I would love the problem Slovinsko but we weren't really given the background of the problem, so we had to generalise it and it became dull copy
- Be More specific and create harder challenge

Did the homework vibe with what you learned during the activities?

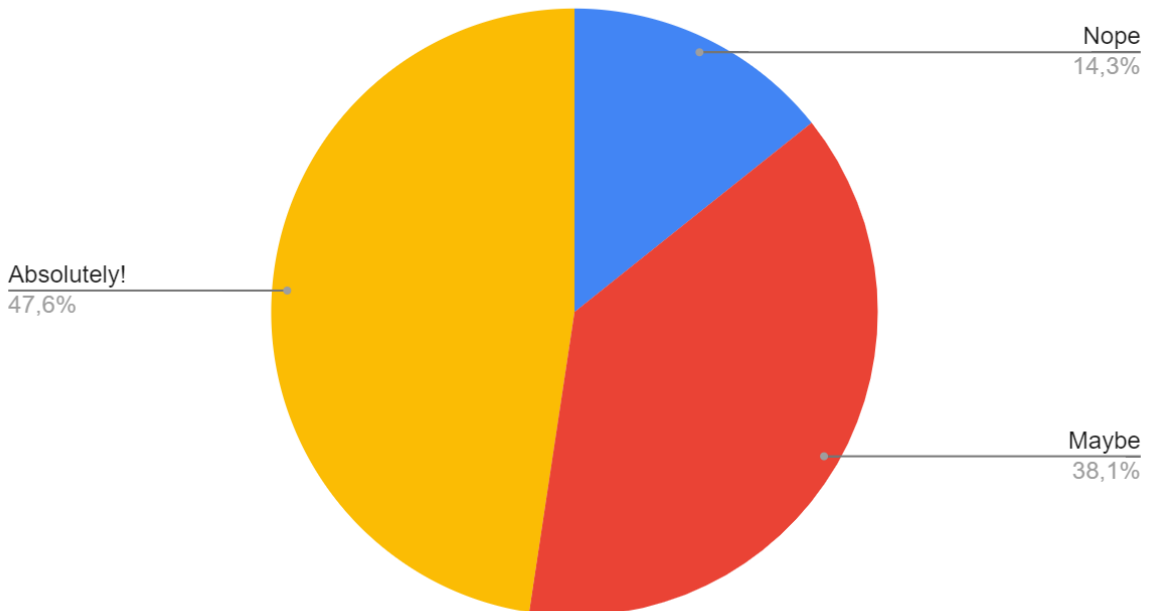




What was the coolest part of the activities? [Needs improvements]



Would you be up for more cool activities in the future?





AREA:	TEAMWORK
Tested at school:	Liceul Teoretic “William Shakespeare” Timișoara
Address:	Str. I.L. Caragiale, nr. 6, 300092, Timișoara, Romania
Date:	31 st January 2024
Teacher / Supervisor:	Ms. Sonia Budugan
Number of participants (students)	22
Report from pilot testing:	<p>1. <i>How did the teacher evaluate the effectiveness of the resources, and what insights did they provide?</i></p> <ul style="list-style-type: none"> - 77.3% of the participants considered the activities “cool” and “super cool” which is very encouraging for the purpose of the project; - the students were very eager to do something different in school, not just focus on dull subjects; - the students understood the importance of emotional intelligence for their personal development and their future career. <p>2. <i>Were there any identified areas that required adjustments or improvements in the resources during or after testing?</i></p> <ul style="list-style-type: none"> - more challenging activities; - less discussions/analysis and more practical activities. <p>3. <i>What were the overall levels of student participation and engagement during the testing? What specific feedback or suggestions were provided by students that could inform future enhancements?</i></p> <ul style="list-style-type: none"> - the students suggested to give up homework, they would like the activities to be fun and relaxing, not stressful like in other classes when they receive homework. <p>4. <i>Provide a concise summary for each area tested, combining feedback collected during the class and the evaluation of the teacher.</i></p> <ul style="list-style-type: none"> - the students really appreciated this area, they had the opportunity, while working in teams, to discover themselves and their colleagues. - what the students appreciated the most was the engaging content and the relevance of the topic in real life situations.



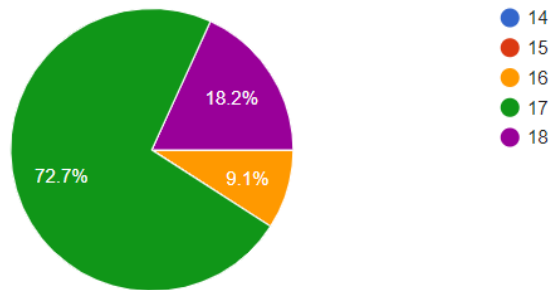
	<p>5. Based on the pilot testing results, are there any recommendations or suggestions for refining the testing process or the resources for future implementations?</p> <p>- the testing period should be extended over a period of, say, a month, so that the students could have a clearer insight of each area tested. They had great expectations and felt that the activities were too short.</p>
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Summary of Questionnaire Responses

Your age:

22 responses

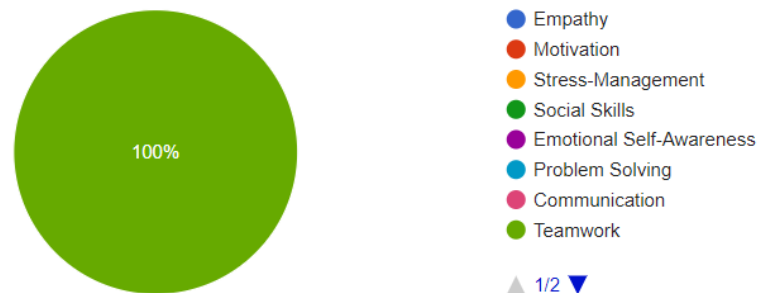
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Choose the area tested:

22 responses

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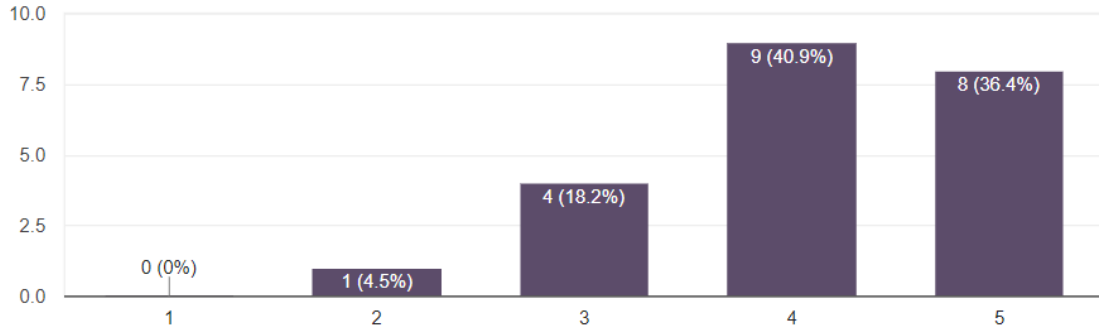




How cool were the in-class activities?

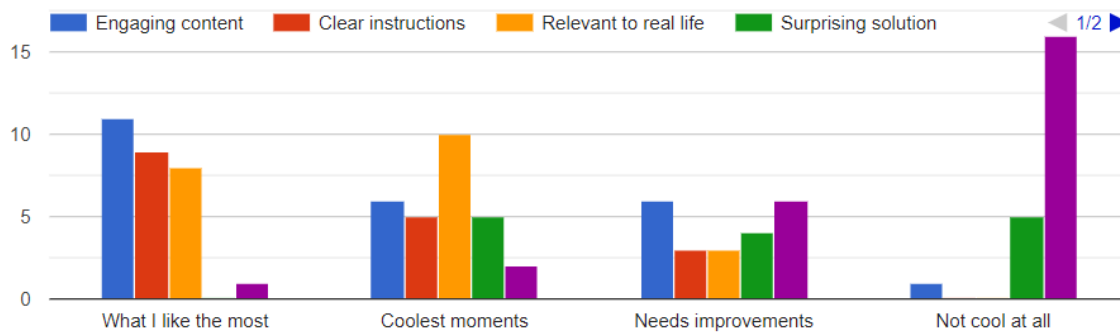
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22 responses



What was the coolest part of the activities?

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Any ideas on how we can make the school activities even cooler?

4 responses

I really liked the activity. I have nothing to add.

A bit more challenging teamwork activities.

More activities regarding teamwork.

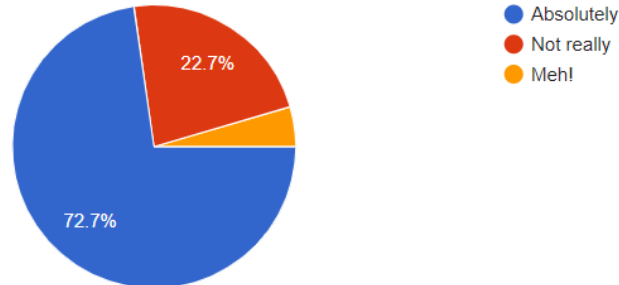
Make them fun and engaging, not just let's sit together and think about this or that and maybe write a few words about it and that's it.



Did the homework vibe with what you learned during the activities?

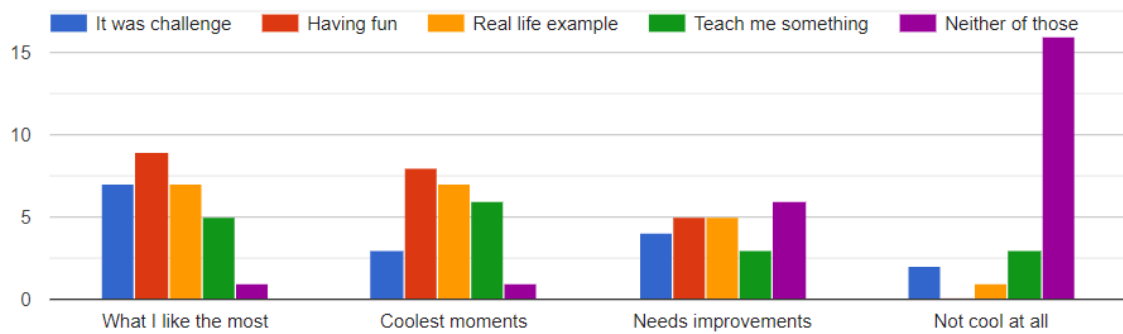
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22 responses



What was the coolest part of the activities?

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Any ideas on how we can make the homework even cooler?

3 responses

No, it was cool enough.

It is really interesting as it is.

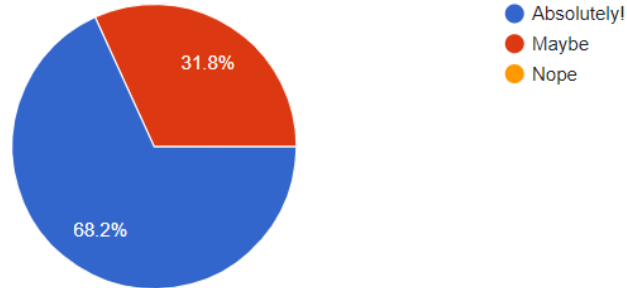
No homework, it's an activity; make it fun not stressful like other classes with homework.



Would you be up for more cool activities in the future?

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22 responses



Any other comments or thoughts you would like to share?

1 response

No



Pilot Testing of Practical Resource Kit (School Activities, Homeworks)

AREA:	<i>Stress Management, Social Skills, Critical-thinking</i>
Tested school:	at Colegio Córdoba
Address:	Calle Úbeda 4, Córdoba (España)
Date:	February 2024
Teacher / Supervisor:	Carmen Alonso
Number of participants (students)	38
Report from pilot testing:	<ol style="list-style-type: none"> 1. How did the teacher evaluate the effectiveness of the resources, and what insights did they provide? It was decided to engage the students in activities that they found more engaging. The inclusion of pre-existing images within the activity proved to be highly beneficial. Certain more intricate activities demanded additional time and preparation from the teaching staff. Considering various factors such as long weekends, trips, exams, and final submissions, it was not feasible to allocate extensive time to prepare for these activities. 2. Were there any identified areas that required adjustments or improvements in the resources during or after testing? No. 3. What were the overall levels of student participation and engagement during the testing? What specific feedback or suggestions were provided by students that could inform future enhancements? Some activities were useful and made them feel more engaged, especially those involving searching/choosing photographs. The stress management activities proved to be the most challenging to carry out, as they were not taken seriously. Overall, the group preferred activities where they had to put themselves in someone else's shoes and imagine how it would be. 4. Provide a concise summary for each area tested, combining feedback collected during the class and the evaluation of the teacher.



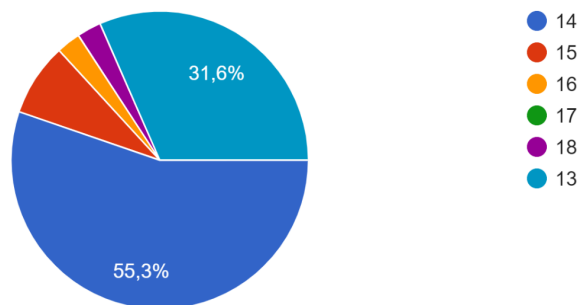
	<p>The activities "How We Make Friends" and "Cognitive Bias" intrigued them greatly. Before this, we asked some questions about how they make friends or if they had been in situations where they had to make friends (such as camps, new in a class, etc.). The guiding questions for the activity proved to be very useful in carrying it out. In both activities, the level of participation was high. The area that interested them the least (perhaps due to the activities proposed or the group of students) was stress management.</p> <p>5. Based on the pilot testing results, are there any recommendations or suggestions for refining the testing process or the resources for future implementations?</p> <p>Some activities have a duration of 45 minutes to 1 hour. It's challenging to dedicate so much time to an activity, as many students disconnect or are not interested in what we are doing.</p>
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Summary of Questionnaire Responses

1. About you

Tu edad:

38 respuestas



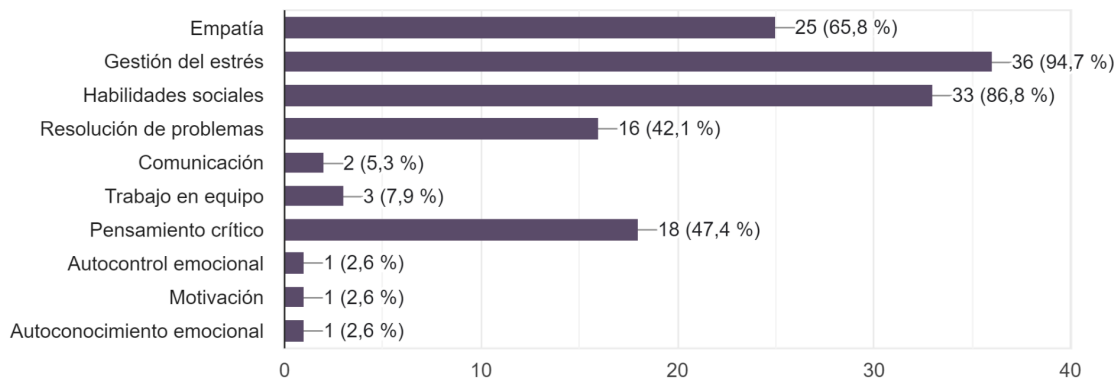
Most of the respondents to the questionnaire are 14 years old, indicating that this group of secondary school students is predominantly composed of adolescents in this age range. However, there is also a presence of younger and older students, suggesting a variety in the age composition within the group. This broad spectrum of ages can provide a diverse perspective on the experiences and opinions of students regarding the evaluated activities.



2. Activity experience

Elige el área examinada:

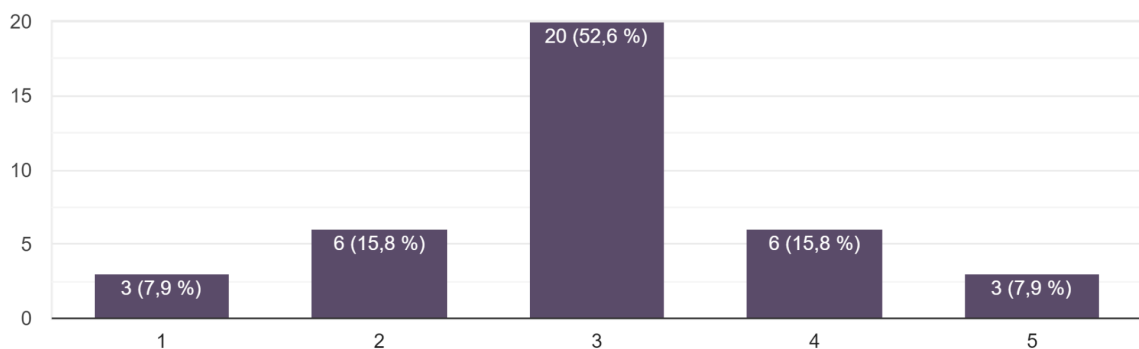
38 respuestas



The students became confused in their responses, given that they solely focused on the three designated areas: Stress Management, Social Skills, and critical thinking

¿Te han gustado las actividades en clase?

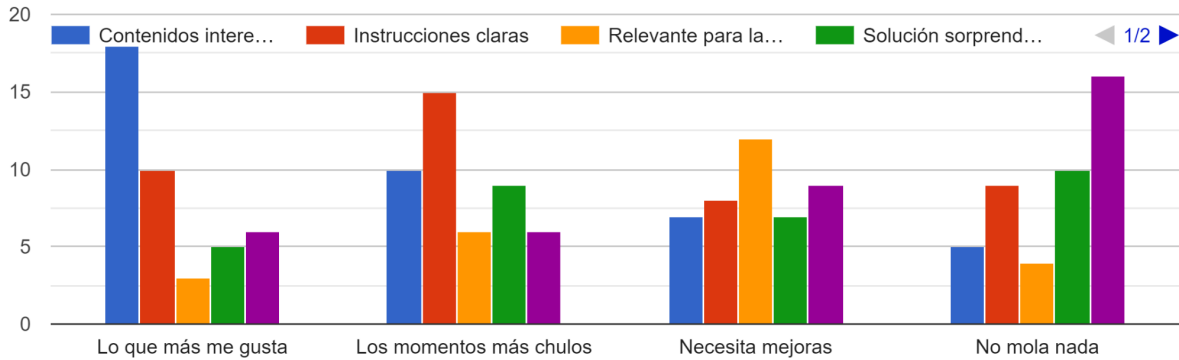
38 respuestas



The majority of responses, which range from 2 to 4, indicate that most students found the activities to be neither very good nor very bad. The data indicates that certain activities were highly appreciated by some students, as indicated by the more positive responses (5 and 4). Conversely, the more negative responses (1) suggest that some students did not find certain activities to be well-received. With a few outliers, it seems that most students found the activities to be either **acceptable** or **satisfactory** overall.



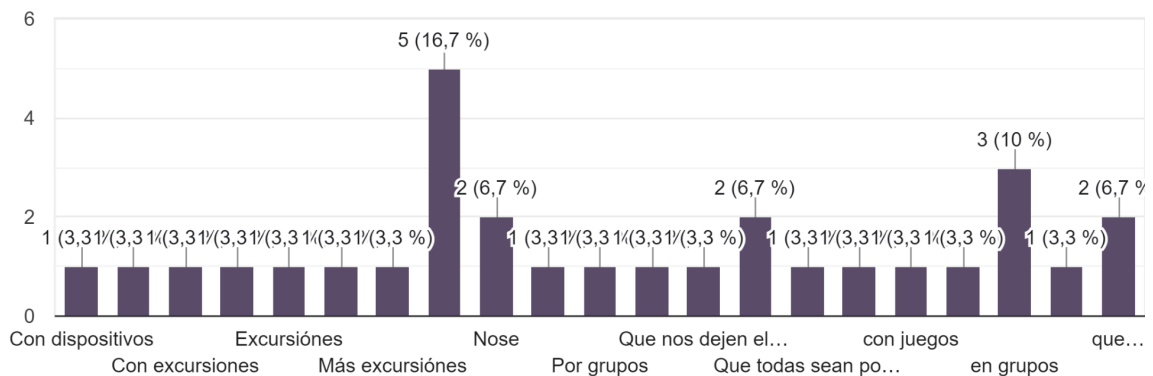
¿Qué fue lo más interesante de las actividades?



The students' results reveal a high appreciation for clear instructions, along with the relevance and attractiveness of the content covered in the activities. The ability to generate surprises with unexpected solutions is also highlighted as an engaging aspect. Additionally, some students appreciate the practical relevance of the activities to real life. However, there is also a minority who found no aspect of the activities interesting, suggesting potential areas for improvement in design or implementation. In summary, students value **clarity, relevance, attractiveness, and practical applicability of activities** as key elements in maintaining their interest and engagement.

¿Alguna idea sobre cómo podemos hacer que las actividades escolares molen aún más?

30 respuestas



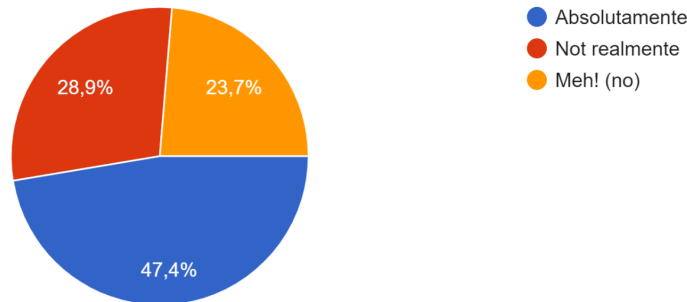
Some students express a preference for working in groups, while others suggest the use of electronic devices or games. Excursions are also mentioned as a way to enhance the school experience. On the other hand, some students are merely uninterested in altering their current activities or lack specific ideas. Overall, there appears to be interest in investigating various strategies and techniques to enhance the engagement of classroom activities, with a focus on student opinions and active participation.



3. Homework hustle

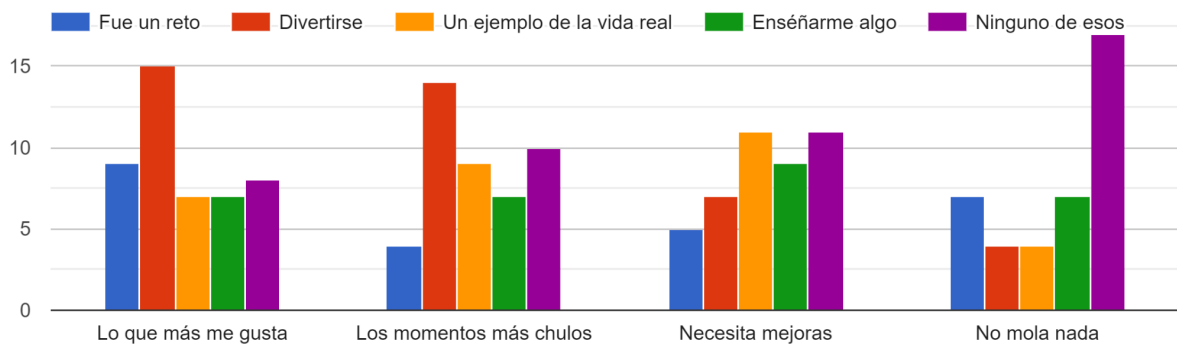
¿Los deberes estaban en consonancia con lo aprendido durante las actividades?

38 respuestas



Those who responded "Absolutely" (absolutamente) agreed that the homework reflected what had been learned, while those who answered "Not really" (no realmente) or "Meh! (no)" suggested that the homework was not in line with the content of the activities. There are also some mixed responses, indicating a varied perception among students regarding the coherence between in-class activities and assigned homework.

¿Qué fue lo más interesante de las actividades?

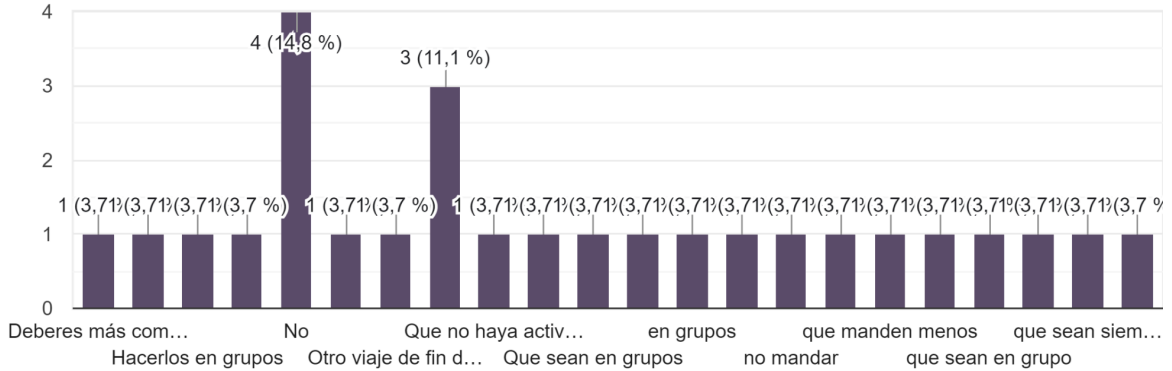


The results show that the majority of students found "having fun" (divertirse) to be the most interesting aspect of the activities across all provided categories. There was also a significant appreciation for the challenges presented by the activities, identified as "It was a challenge" (fue un reto). Additionally, some students valued the practical relevance of the activities to real life, mentioned as "A real-life example" (un ejemplo de la vida real), and expressed interest in learning something new, indicated as "Teach me something" (enseñarme algo). However, there was a considerable number of responses indicating that they did not find any aspect of the activities interesting, marked as "None of these" (ninguno de esos). These results suggest that while many students enjoyed the activities and valued the fun and challenges they provided, others did not find the activities as engaging or relevant. This could indicate areas for improvement in the design or focus of the activities to appeal to a broader audience and ensure a more satisfying educational experience for all students.



¿Alguna idea para que los deberes molen aún más?

27 respuestas

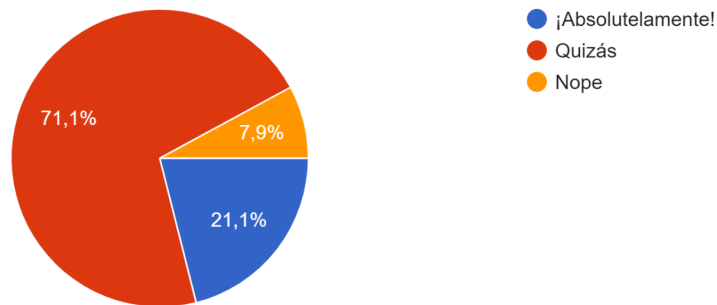


The results show a clear preference for doing homework in groups, with many students suggesting this option repeatedly. Additionally, there is a trend towards the idea of reducing the amount of assigned homework, with some students expressing the desire to have no homework at all. Some responses indicate a preference for days off without additional activities. Other ideas mentioned include making homework more understandable and enjoyable. In summary, students seem to be seeking a **more collaborative and less overwhelming homework experience**, with a variety of opinions on how to achieve this.

4. Future adventures

¿Te apuntas a más actividades interesantes en el futuro?

38 respuestas

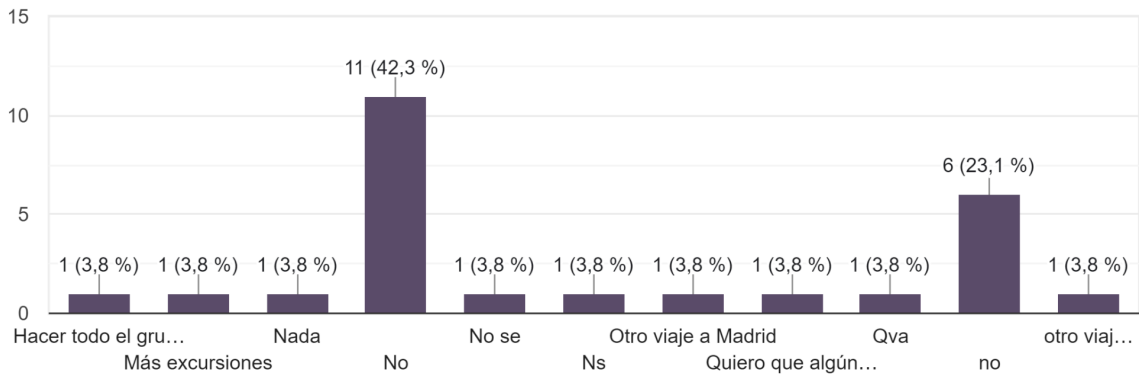


The presence of responses both "Absolutely!" (absolutamente) and "Maybe" (quizás) suggests that some students are enthusiastic about the idea of participating in more interesting activities, while others are less certain or have reservations. This could depend on factors such as the nature of the proposed activities, their availability of time, or personal interest. In summary, there appears to be a **general interest among students in participating in more activities**, but there is also some indecision or reluctance among some of them.



¿Algún otro comentario o reflexión que quieras compartir?

26 respuestas



The results reflect a general trend towards denying additional comments or reflections from the students, with the majority of responses being "No". However, there are some exceptions, such as the suggestion of organising another trip or more excursions. An interesting comment suggesting an activity about students' career aspirations and reflecting on them is also highlighted. Overall, it seems that most students do not have additional comments, but some express desires for specific activities or deeper reflections on their professional future.