



MOVING FORWARD WITH KEY COMPETENCES

2016-2018

FIRST YEAR EVALUATION REPORT



Programme KA219



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ABSTRACT

Assessment of the project in various aspects is important in terms of seeing whether the aims of the project are attained and there any problems. Thus, seven surveys have been carried out among the students and teachers in all partner schools. The survey on the progress of the project has been carried out among the teachers working in the project to observe if the teachers have any difficulties and if they are content with the results. It is aimed at identifying the problems and solve them to make the project activities more fruitful and satisfying for the teachers working in it. The second survey was about the experiments uploaded to the Internet. The experiments have been uploaded by all partners. Those experiments were to be carried out by individual schools in their home countries. The third survey have been carried out among all the teachers (working in the project or not) to see the level of use of technology and field work in class. As one of the aims of the project is to bring innovation to classroom and to share good practices, it is an important survey in terms of identifying teachers' attitude towards innovation in classroom. It was expected to see the extent to which innovation plays a role in science and math classes. As it is considered as a good way of increasing student motivation, new ways of bringing innovation to the classroom will be sought accordingly. The fourth survey was on students' opinion of the experiments done at their schools. As the project promotes hands on education it was expected to see the present situation at schools in terms of experiments.

Another survey will be carried out at the end of the project to see if there is any increase in the use of experiments. In that way, the project's contribution to such an increase will also be observed. The fifth and sixth surveys were about the experiments uploaded to the Internet. The former was carried out before the experiments, the latter was carried out after the experiments to see their effectiveness and the level of meeting students' expectation. The last survey on students' attitude towards and expectation from Erasmus+ projects is an important survey in terms of identifying those expectations and adapting the tasks and activities to these expectations to sustain students' interest in Erasmus+ projects. It is also important to find out students' needs and to plan activities accordingly.

INSTRUMENTS

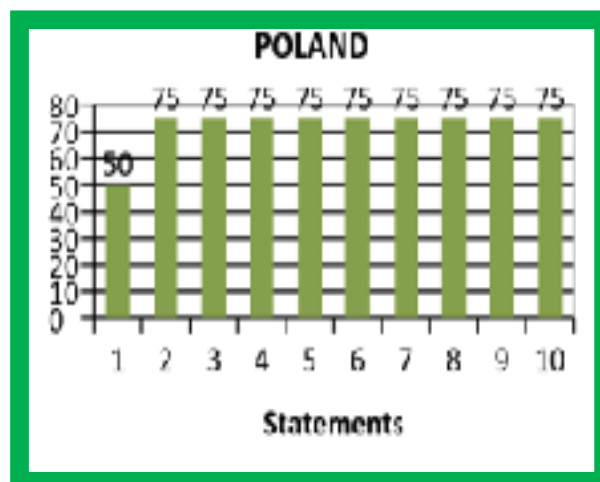
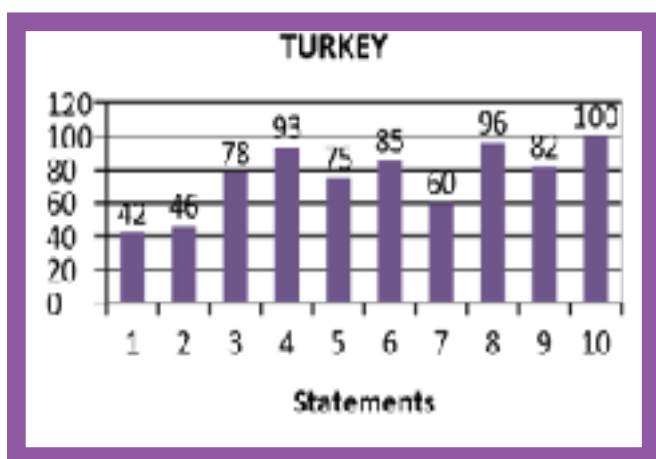
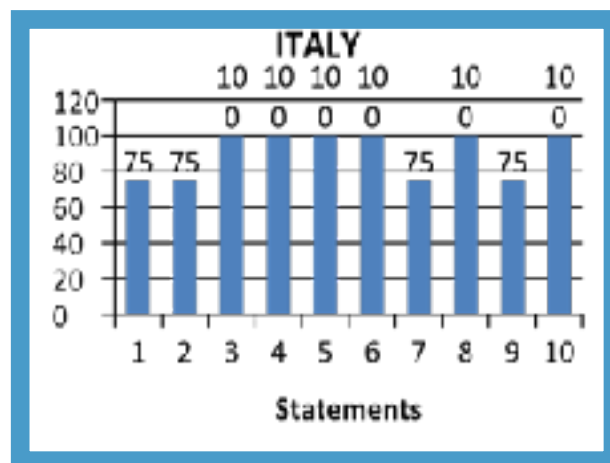
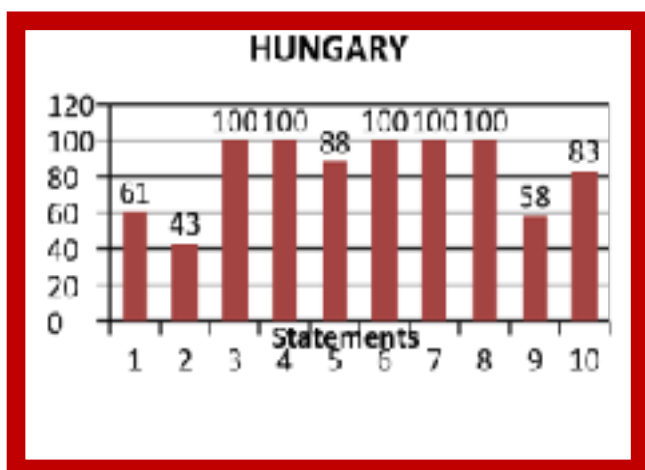
In this study, seven surveys, consisting of various numbers of Likert questions and interviews are used. All the surveys are carried out by the teachers of the partner schools individually and results have been compiled and the data has been analysed by the Turkish partner. The report does not include the results from Germany as the surveys had not been carried out by the time the report was written.

FINDINGS

1. The survey on the progress of the project (carried out among the teachers working in the project)

The statements

1. Correspondence among partner schools is regular and timely.
2. I can get help through e-mail whenever I have difficulty in preparing the tasks.
3. Staff meetings so far have been productive in terms of attaining the objectives of the project
4. I was given a programme before the meetings.
5. The meetings abided by the programme provided before the meetings.
6. The tasks and activities done so far have complied with the project organization.
7. If there is a change in programme I am informed on time.
8. I enjoy working in the project.
9. The project takes too much time and causes extra work load.
10. Being part of this project is satisfying in terms of my personal and professional development.



HUNGARY:

1. Correspondence among partner schools is regular and timely. (61 %)
2. I can get help through e-mail whenever I have difficulty in preparing the tasks. (43 %)
3. Staff meetings so far have been productive in terms of attaining the objectives of the project. (100 %)
4. I was given a programme before the meetings. (100 %)
5. The meetings abided by the programme provided before the meetings. (88 %)
6. The tasks and activities done so far have complied with the project organization. (100 %)
7. If there is a change in programme I am informed on time. (100 %)
8. I enjoy working in the project. (100 %)
9. The project takes too much time and causes extra work load. (58 %)
10. Being part of this project is satisfying in terms of my personal and professional development. (83 %)

ITALY:

1. Correspondence among partner schools is regular and timely. (75 %)
2. I can get help through e-mail whenever I have difficulty in preparing the tasks. (75 %)
3. Staff meetings so far have been productive in terms of attaining the objectives of the project (100 %)
4. I was given a programme before the meetings. (100 %)
5. The meetings abided by the programme provided before the meetings. (100 %)
6. The tasks and activities done so far have complied with the project organization. (100 %)
7. If there is a change in programme I am informed on time. (75 %)
8. I enjoy working in the project. (100 %)
9. The project takes too much time and causes extra work load. (75 %)
10. Being part of this project is satisfying in terms of my personal and professional development. (100 %)

TURKEY:

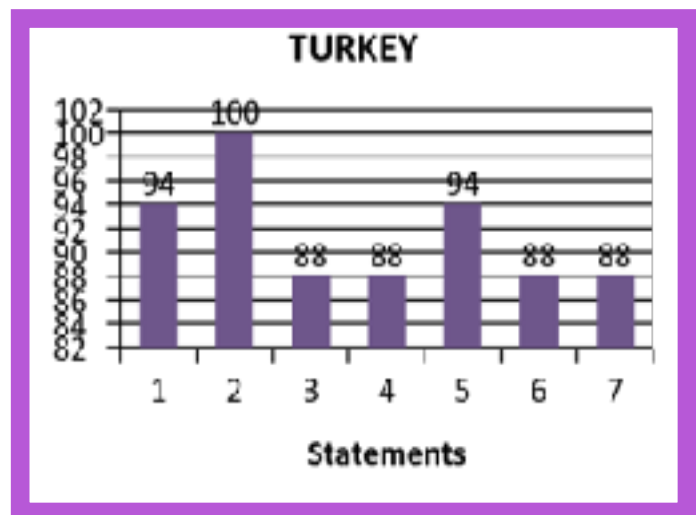
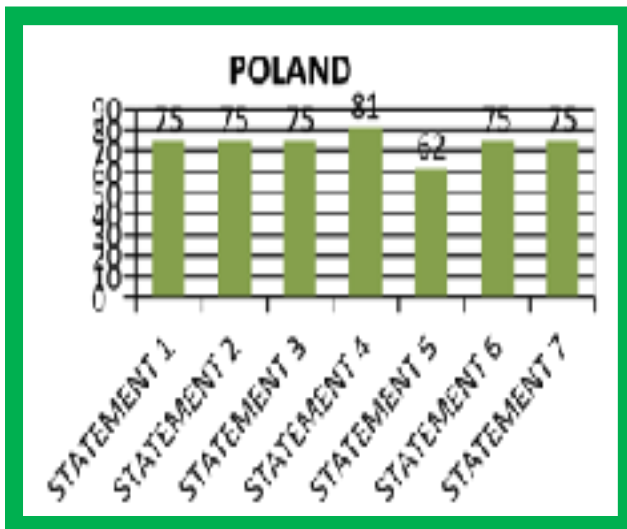
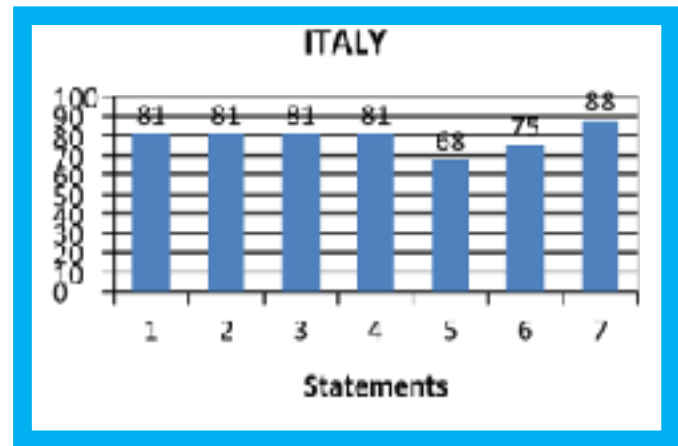
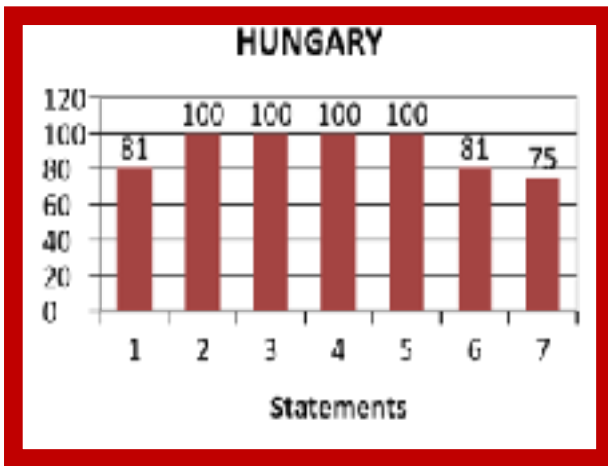
1. Correspondence among partner schools is regular and timely. (42 %)
2. I can get help through e-mail whenever I have difficulty in preparing the tasks. (46 %)
3. Staff meetings so far have been productive in terms of attaining the objectives of the project. (78 %)
4. I was given a programme before the meetings. (93 %)
5. The meetings abided by the programme provided before the meetings. (75 %)
6. The tasks and activities done so far have complied with the project organization. (85 %)
7. If there is a change in programme I am informed on time. (60 %)
8. I enjoy working in the project. (96 %)
9. The project takes too much time and causes extra work load. (82 %)
10. Being part of this project is satisfying in terms of my personal and professional development. (100 %)

POLAND:

1. Correspondence among partner schools is regular and timely. (50 %)
2. I can get help through e-mail whenever I have difficulty in preparing the tasks. (75 %)
3. Staff meetings so far have been productive in terms of attaining the objectives of the project (75 %)
4. I was given a programme before the meetings. (75 %)
5. The meetings abided by the programme provided before the meetings. (75 %)
6. The tasks and activities done so far have complied with the project organization. (75 %)
7. If there is a change in programme I am informed on time. (75 %)
8. I enjoy working in the project. (75 %)
9. The project takes too much time and causes extra work load. (75 %)
10. Being part of this project is satisfying in terms of my personal and professional development. (75 %)

2. The survey on teachers' opinion about the experiments shared on the learning platform.**The statements :**

- 1 Experiments increase students' interest in the subject
- 2 Experiments help students learn new things.
- 3 It is possible for the students to grasp the scientific terms and their relationships with each other through experiments
- 4 The experiments are related to the daily life.
- 5 The experiments are suitable for the lab environment.
- 6 The experiments can provide students with theoretic knowledge.
- 7 The experiments can minimize ambiguity in terms of scientific concept for students



HUNGARY:

- 1 Experiments increase students' interest in the subject. (81 %)
- 2 Experiments help students learn new things. (100 %)
- 3 It is possible for the students to grasp the scientific terms and their relationships with each other through experiments. (100 %)
- 4 The experiments are related to the daily life. (100 %)
- 5 The experiments are suitable for the lab environment. (100 %)
- 6 The experiments can provide students with theoretic knowledge. (81 %)
- 7 The experiments can minimize ambiguity in terms of scientific concept for students. (75 %)

ITALY:

- 1 Experiments increase students' interest in the subject. (81 %)
- 2 Experiments help students learn new things. (81 %)
- 3 It is possible for the students to grasp the scientific terms and their relationships with each other through experiments. (81 %)
- 4 The experiments are related to the daily life. (81 %)
- 5 The experiments are suitable for the lab environment. (68 %)
- 6 The experiments can provide students with theoretic knowledge. (75 %)
- 7 The experiments can minimize ambiguity in terms of scientific concept for students. (88 %)

POLAND:

- 1 Experiments increase students' interest in the subject. (75 %)
- 2 Experiments help students learn new things. (75 %)
- 3 It is possible for the students to grasp the scientific terms and their relationships with each other through experiments. (75 %)
- 4 The experiments are related to the daily life. (81 %)
- 5 The experiments are suitable for the lab environment. (62 %)
- 6 The experiments can provide students with theoretic knowledge. (75 %)
- 7 The experiments can minimize ambiguity in terms of scientific concept for students. (75 %)

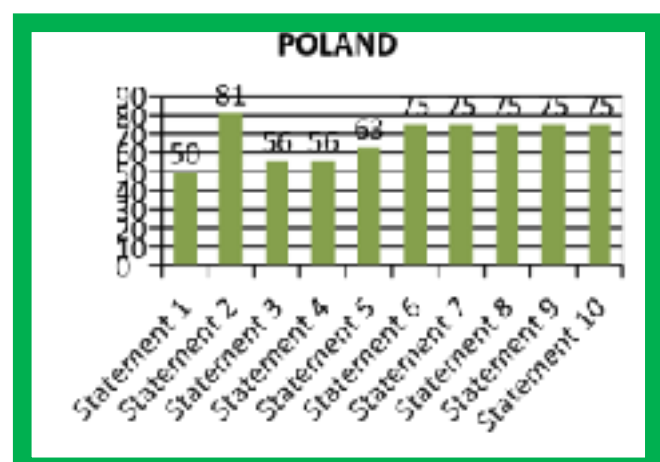
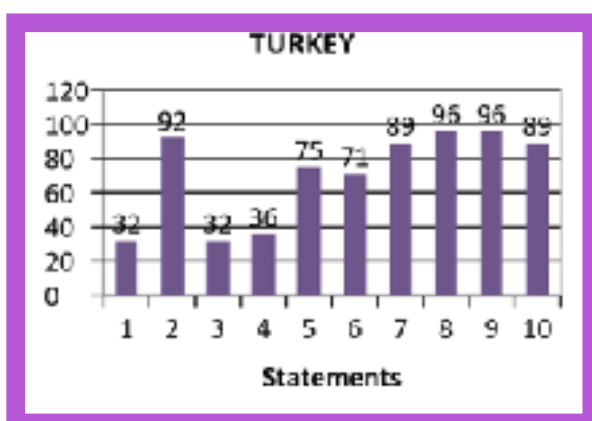
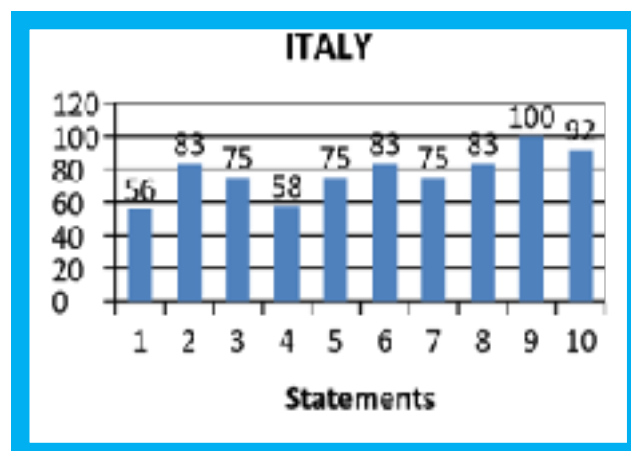
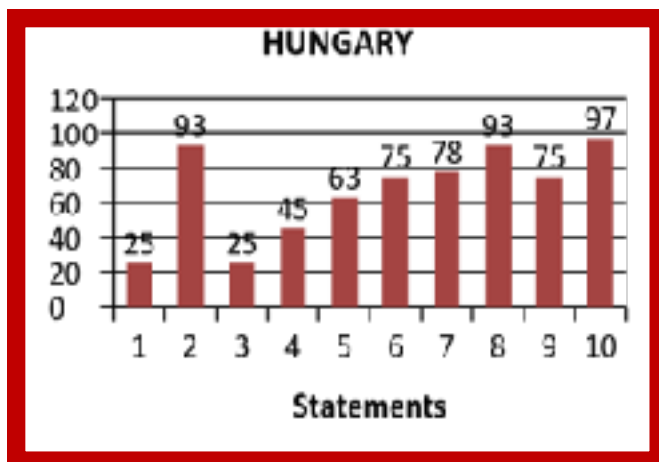
TURKEY:

- 1 Experiments increase students' interest in the subject. (94 %)
- 2 Experiments help students learn new things. (100 %)
- 3 It is possible for the students to grasp the scientific terms and their relationships with each other through experiments. (88 %)
- 4 The experiments are related to the daily life. (88 %)
- 5 The experiments are suitable for the lab environment. (94 %)
- 6 The experiments can provide students with theoretic knowledge. (88 %)
- 7 The experiments can minimize ambiguity in terms of scientific concept for students. (88 %)

3. The survey on teachers' attitude towards the use of new technologies and doing practical work in class.

The statements :

- 1 I find technology unnecessary in classroom.
- 2 I am open to new techniques/ technologies in classroom.
- 3 I don't know how to use technology in class.
- 4 I think instruction is more effective than student centered methods.
- 5 Labs/ technological opportunities are insufficient in our school.
- 6 I prepare my own teaching materials.
- 7 I encourage my students to use new technologies as educational tools
- 8 I am aware of my responsibility in increasing students' motivation.
- 9 Our curriculum is heavily loaded that I don't have enough time to do practical work or try new technologies.
- 10 I can benefit from this project in terms of improving my teaching skills



HUNGARY:

- 1 I find technology unnecessary in classroom. (25 %)
- 2 I am open to new techniques/ technologies in classroom. (93 %)
- 3 I don't know how to use technology in class. (25 %)
- 4 I think instruction is more effective than student centered methods. (45 %)
- 5 Labs/ technological opportunities are insufficient in our school. (63 %)
- 6 I prepare my own teaching materials. (75 %)
- 7 I encourage my students to use new technologies as educational tools. (78 %)
- 8 I am aware of my responsibility in increasing students' motivation. (93 %)
- 9 Our curriculum is heavily loaded that I don't have enough time to do practical work or try new technologies. (75 %)
- 10 I can benefit from this project in terms of improving my teaching skills. (97 %)

ITALY:

- 1 I find technology unnecessary in classroom. (56 %)
- 2 I am open to new techniques/ technologies in classroom. (83 %)
- 3 I don't know how to use technology in class. (75 %)
- 4 I think instruction is more effective than student centered methods. (58 %)
- 5 Labs/ technological opportunities are insufficient in our school. (75 %)
- 6 I prepare my own teaching materials. (83 %)
- 7 I encourage my students to use new technologies as educational tools. (75 %)
- 8 I am aware of my responsibility in increasing students' motivation. (83 %)
- 9 Our curriculum is heavily loaded that I don't have enough time to do practical work or try new technologies. (100 %)
- 10 I can benefit from this project in terms of improving my teaching skills. (92 %)

POLAND:

- 1 I find technology unnecessary in classroom. (50 %)
- 2 I am open to new techniques/ technologies in classroom. (81 %)
- 3 I don't know how to use technology in class. (56 %)
- 4 I think instruction is more effective than student centered methods. (56%)
- 5 Labs/ technological opportunities are insufficient in our school. (63 %)
- 6 I prepare my own teaching materials. (75 %)
- 7 I encourage my students to use new technologies as educational tools. (75 %)
- 8 I am aware of my responsibility in increasing students' motivation. (75 %)
- 9 Our curriculum is heavily loaded that I don't have enough time to do practical work or try new technologies. (75 %)
- 10 I can benefit from this project in terms of improving my teaching skills. (75 %)

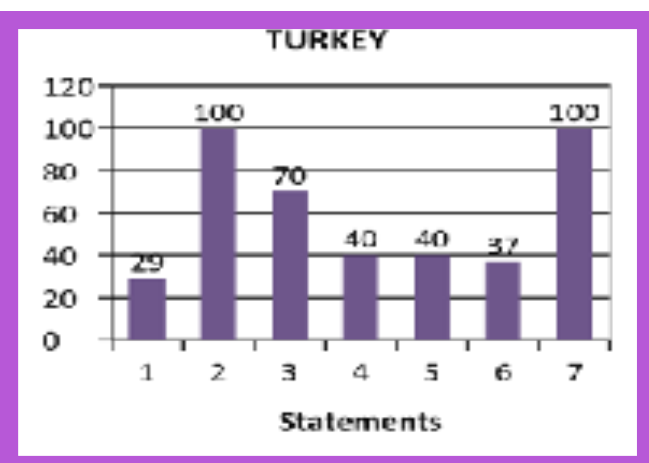
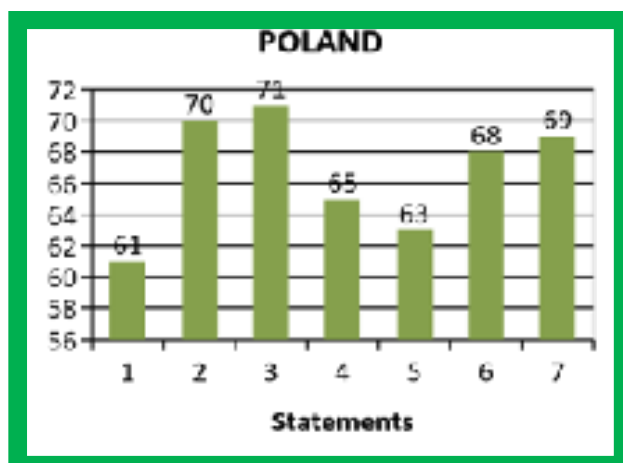
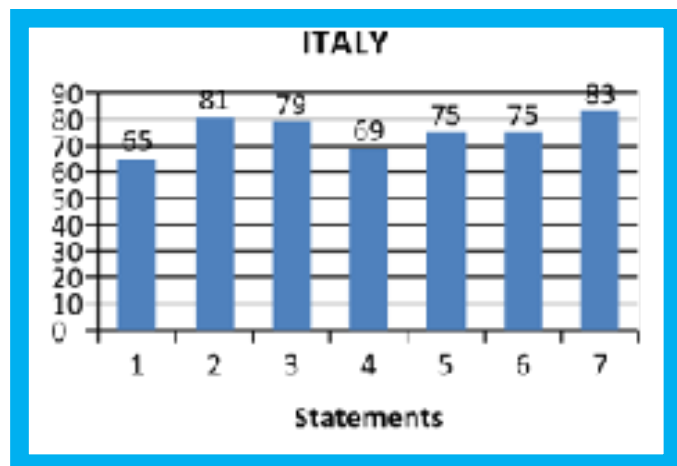
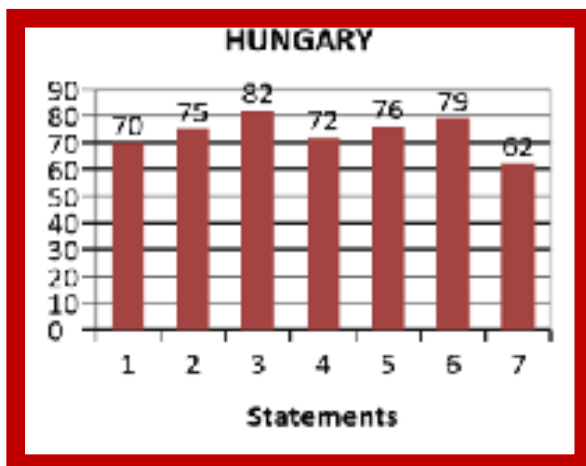
TURKEY:

- 1 I find technology unnecessary in classroom. (32 %)
- 2 I am open to new techniques/ technologies in classroom. (92 %)
- 3 I don't know how to use technology in class. (32 %)
- 4 I think instruction is more effective than student centered methods. (36 %)
- 5 Labs/ technological opportunities are insufficient in our school. (75 %)
- 6 I prepare my own teaching materials. (71 %)
- 7 I encourage my students to use new technologies as educational tools. (89 %)
- 8 I am aware of my responsibility in increasing students' motivation. (96 %)
- 9 Our curriculum is heavily loaded that I don't have enough time to do practical work or try new technologies. (96 %)
- 10 I can benefit from this project in terms of improving my teaching skills. (89 %)

4. The survey on students' opinions about experiments in science classes.

The statements :

- 1 In science classes, field work and experiments are often carried out in our school.
- 2 I think more experiments should be carried out in science classes.
- 3 With the experiments, I comprehend the subject more clearly.
- 4 I find the experiments in our school easy.
- 5 I actively take part in the experiments in classroom.
- 6 I like the way the experiments are carried out.
- 7 I think the way the experiments are carried out should be improved



HUNGARY:

- 1 In science classes, field work and experiments are often carried out in our school. (70 %)
- 2 I think more experiments should be carried out in science classes. (75 %)
- 3 With the experiments, I comprehend the subject more clearly. (82 %)
- 4 I find the experiments in our school easy. (72 %)
- 5 I actively take part in the experiments in classroom. (76 %)
- 6 I like the way the experiments are carried out. (79 %)
- 7 I think the way the experiments are carried out should be improved. (62 %)

ITALY:

- 1 In science classes, field work and experiments are often carried out in our school. (65 %)
- 2 I think more experiments should be carried out in science classes. (81 %)
- 3 With the experiments, I comprehend the subject more clearly. (79 %)
- 4 I find the experiments in our school easy. (69 %)
- 5 I actively take part in the experiments in classroom. (75 %)
- 6 I like the way the experiments are carried out. (75 %)
- 7 I think the way the experiments are carried out should be improved. (83 %)

POLAND:

- 1 In science classes, field work and experiments are often carried out in our school. (61 %)
- 2 I think more experiments should be carried out in science classes. (70 %)
- 3 With the experiments, I comprehend the subject more clearly. (71 %)
- 4 I find the experiments in our school easy. (65 %)
- 5 I actively take part in the experiments in classroom. (63 %)
- 6 I like the way the experiments are carried out. (68 %)
- 7 I think the way the experiments are carried out should be improved. (69 %)

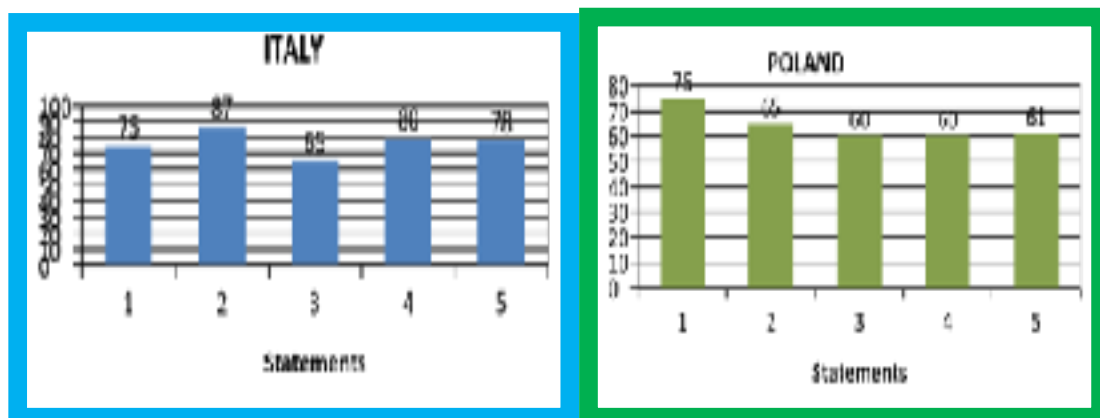
TURKEY:

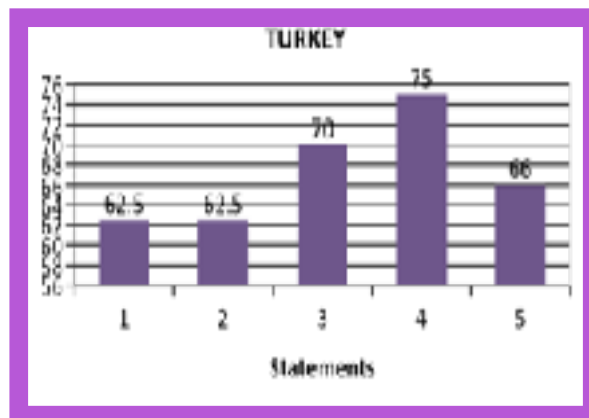
- 1 In science classes, field work and experiments are often carried out in our school. (29 %)
- 2 I think more experiments should be carried out in science classes. (100 %)
- 3 With the experiments, I comprehend the subject more clearly. (70 %)
- 4 I find the experiments in our school easy. (40 %)
- 5 I actively take part in the experiments in classroom. (40 %)
- 6 I like the way the experiments are carried out. (37 %)
- 7 I think the way the experiments are carried out should be improved. (100 %)

5. The survey on students' expectation from the physics and chemistry experiments.

The statements :

- 1 The experiments are suitable for carrying out in the lab environment.
- 2 Experiments can help me practice what I learn theoretically.
- 3 Experiments are easy to carry out.
- 4 Experiments can help me develop systematic thinking.
- 5 I can grasp the scientific logic behind the theories through experiments.





HUNGARY:

Hungarian team has not carried out the survey at school.

ITALY:

- 1 The experiments are suitable for carrying out in the lab environment. (75 %)
- 2 Experiments can help me practice what I learn theoretically. (87 %)
- 3 Experiments are easy to carry out. (65 %)
- 4 Experiments can help me develop systematic thinking. (80 %)
- 5 I can grasp the scientific logic behind the theories through experiments. (78 %)

POLAND:

- 1 The experiments are suitable for carrying out in the lab environment. (75 %)
- 2 Experiments can help me practice what I learn theoretically. (65 %)
- 3 Experiments are easy to carry out. (60 %)
- 4 Experiments can help me develop systematic thinking. (60 %)
- 5 I can grasp the scientific logic behind the theories through experiments. (61 %)

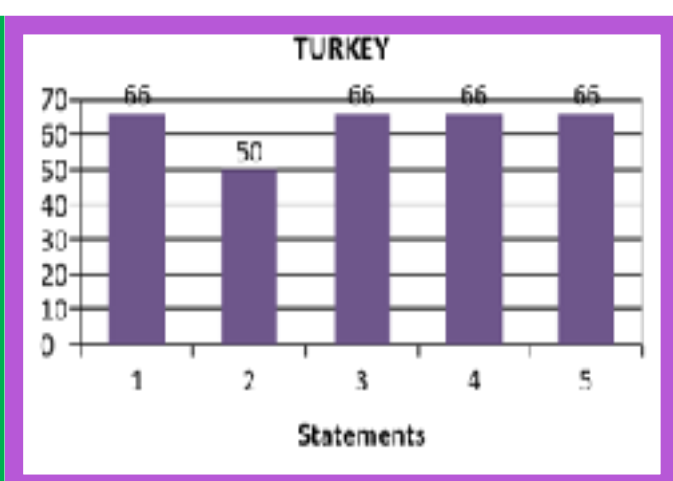
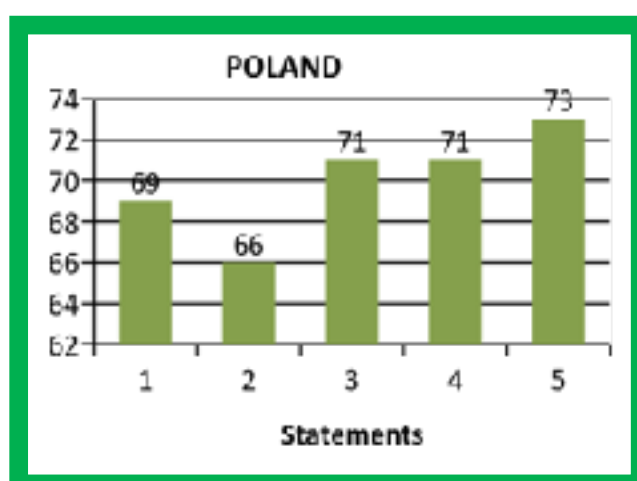
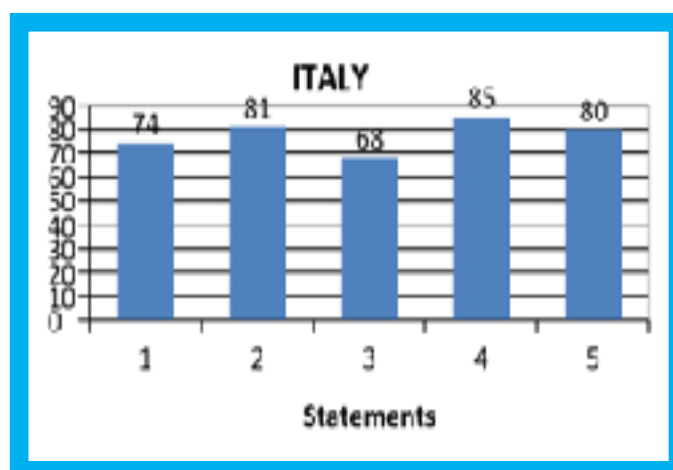
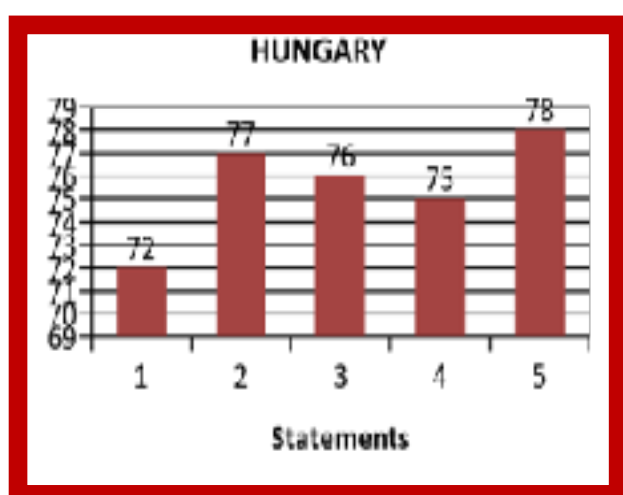
TURKEY:

- 1 The experiments are suitable for carrying out in the lab environment. (62.5 %)
- 2 Experiments can help me practice what I learn theoretically. (62.5 %)
- 3 Experiments are easy to carry out. (70 %)
- 4 Experiments can help me develop systematic thinking. (75%)
- 5 I can grasp the scientific logic behind the theories through experiments. (66 %)

6. The survey on students' attitude towards the physics and chemistry experiments carried out.

The statements :

- 1 Experiments have encouraged me to do research.
- 2 Experiments are related to daily life.
- 3 Experiments have increased my interest in the subject
- 4 Experiments can help me learn concepts and skills related to the subject.
- 5 Experiments have thought me new things.



HUNGARY:

- 1 Experiments have encouraged me to do research. (72 %)
- 2 Experiments are related to daily life. (77%)
- 3 Experiments have increased my interest in the subject. (76 %)
- 4 Experiments can help me learn concepts and skills related to the subject. (75 %)
- 5 Experiments have thought me new things. (78 %)

ITALY:

- 1 Experiments have encouraged me to do research. (74 %)
- 2 Experiments are related to daily life. (81 %)
- 3 Experiments have increased my interest in the subject. (68 %)
- 4 Experiments can help me learn concepts and skills related to the subject. (85 %)
- 5 Experiments have thought me new things. (80 %)

POLAND:

- 1 Experiments have encouraged me to do research. (69 %)
- 2 Experiments are related to daily life. (66 %)
- 3 Experiments have increased my interest in the subject. (71 %)
- 4 Experiments can help me learn concepts and skills related to the subject. (71 %)
- 5 Experiments have thought me new things. (73 %)

TURKEY:

1. Experiments have encouraged me to do research.(66 %)
2. Experiments are related to daily life. (50 %)
3. Experiments have increased my interest in the subject.(66 %)
4. Experiments can help me learn concepts and skills related to the subject. .(66 %)
5. Experiments have thought me new things. (66 %)

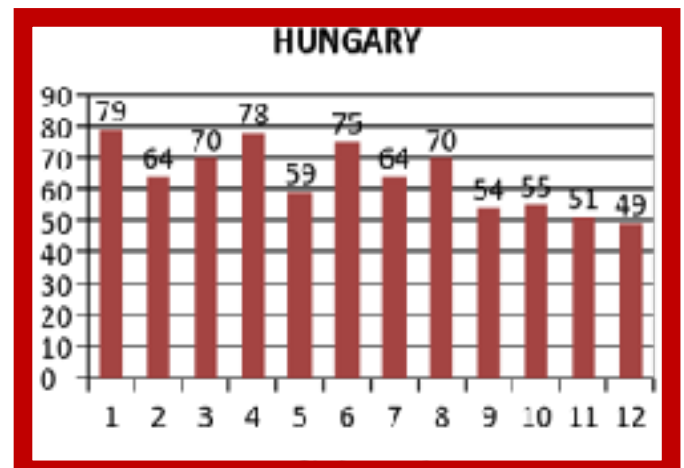
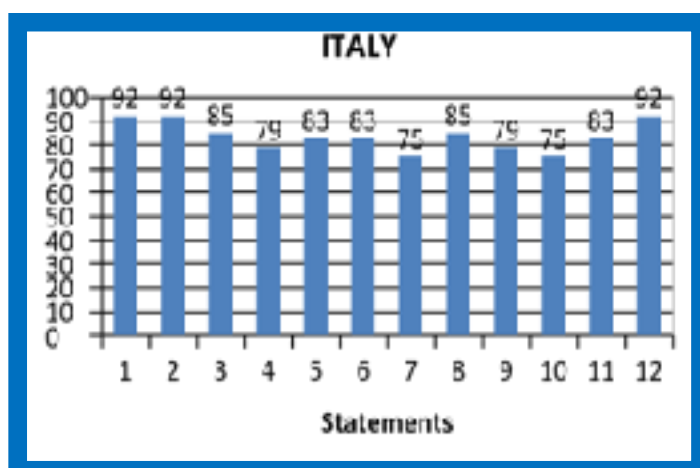
7. The survey on students' attitude towards Erasmus+ Projects.

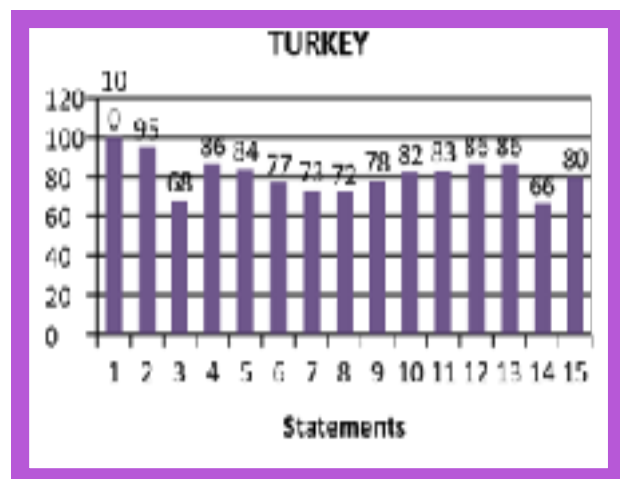
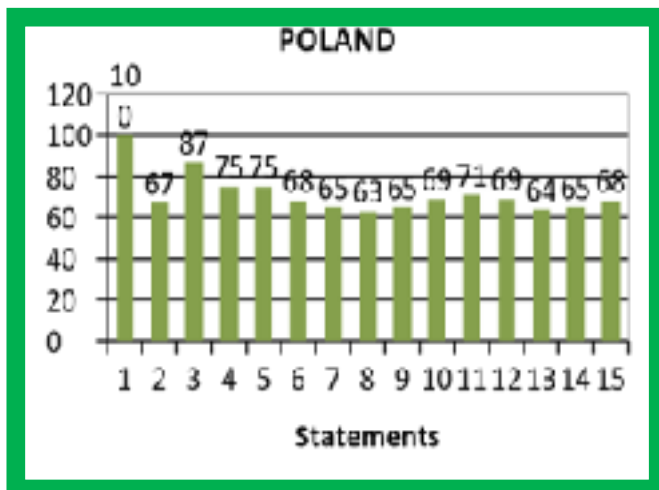
The statements :

1. There is an ongoing Erasmus+ Project in our school. Yes No
2. I am part of an Erasmus+ Project. Yes No
3. I would like to take part in an Erasmus+ Project. Yes No

Being part of the project

- 1 will improve my language skills
- 2 will familiarize me with the partner countries
- 3 will improve my planning and organization skills
- 4 will improve my creativity.
- 5 will enhance my relationships with my schoolmates and teachers.
- 6 will provide me with team work skills
- 7 will support my academic success.
- 8 will be useful in the future with its practical content.
- 9 will facilitate my overseas education.
- 10 will advantageous in university and job applications.
- 11 will stimulate my sense of wonder and power of questioning
- 12 will improve my self confidence.





HUNGARY:

- | | | | |
|--|------------------------------|-----------------------------|-------------------------|
| 1. There is an ongoing Erasmus+ Project in our school. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | (No answers provided) |
| 2. I am part of an Erasmus+ Project. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | (Not answered provided) |
| 3. I would like to take part in an Erasmus+ Project. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | (No answers provided) |

Being part of the project

- 1 will improve my language skills. (79 %)
- 2 will familiarize me with the partner countries. (64 %)
- 3 will improve my planning and organization skills. (70 %)
- 4 will improve my creativity. (78 %)
- 5 will enhance my relationships with my schoolmates and teachers. (59 %)
- 6 will provide me with team work skills. (75 %)
- 7 will support my academic success. (64 %)
- 8 will be useful in the future with its practical content. (70 %)
- 9 will facilitate my overseas education. (54 %)
- 10 will advantageous in university and job applications. (55 %)
- 11 will stimulate my sense of wonder and power of questioning. (51 %)
- 12 will improve my self confidence. (49 %)

ITALY:

1. There is an ongoing Erasmus+ Project in our school. Yes No (No answers provided)
2. I am part of an Erasmus+ Project. Yes No (No answers provided)
3. I would like to take part in an Erasmus+ Project. Yes No (No answers provided)

Being part of the project

- 1 will improve my language skills. (92 %)
- 2 will familiarize me with the partner countries. (92 %)
- 3 will improve my planning and organization skills. (85 %)
- 4 will improve my creativity. (79 %)
- 5 will enhance my relationships with my schoolmates and teachers. (83 %)
- 6 will provide me with team work skills. (83 %)
- 7 will support my academic success. (75 %)
- 8 will be useful in the future with its practical content. (85 %)
- 9 will facilitate my overseas education. (79 %)
- 10 will advantageous in university and job applications. (75 %)
- 11 will stimulate my sense of wonder and power of questioning. (83 %)
- 12 will improve my self confidence. (92 %)

POLAND:

1. There is an ongoing Erasmus+ Project in our school. (100 %)
2. I am part of an Erasmus+ Project. (67 %)
3. I would like to take part in an Erasmus+ Project. (87 %)

Being part of the project

- 1 will improve my language skills. (75 %)
- 2 will familiarize me with the partner countries. (75 %)
- 3 will improve my planning and organization skills. (68 %)

- 4 will improve my creativity. (65 %)
- 5 will enhance my relationships with my schoolmates and teachers. (63 %)
- 6 will provide me with team work skills. (65 %)
- 7 will support my academic success. (69 %)
- 8 will be useful in the future with its practical content. (71 %)
- 9 will facilitate my overseas education. (69 %)
- 10 will advantageous in university and job applications. (64 %)
- 11 will stimulate my sense of wonder and power of questioning. (65 %)
- 12 will improve my self confidence. (68 %)

TURKEY:

1. There is an ongoing Erasmus+ Project in our school. (100 %)
2. I am part of an Erasmus+ Project. (95 %)
3. I would like to take part in an Erasmus+ Project. (68 %)

Being part of the project

- 1 will improve my language skills. (86 %)
- 2 will familiarize me with the partner countries. (84 %)
- 3 will improve my planning and organization skills. (77 %)
- 4 will improve my creativity. (73 %)
- 5 will enhance my relationships with my schoolmates and teachers. (72 %)
- 6 will provide me with team work skills. (78 %)
- 7 will support my academic success. (82 %)
- 8 will be useful in the future with its practical content. (83 %)
- 9 will facilitate my overseas education. (86 %)
- 10 will advantageous in university and job applications. (86 %)
- 11 will stimulate my sense of wonder and power of questioning. (66 %)
- 12 will improve my self confidence. (80 %)

INTERVIEW QUESTIONS for the project (during the Italy Meeting)

The statements :

1. Do you think experiments can help you practice what you learn in class?
2. Do you think experiments will contribute to your learning new things?
3. Can these experiments encourage you do more research on the subject?
4. Do you think experiments can help you learn basic scientific concepts?
5. Do these experiments allow you to use materials?

- ❖ During the interview, it is possible to elaborate on some issues by asking questions like "how, why, what do you suggest"

CONCLUSION AND SUGGESTIONS

According to the data obtained from the above mentioned surveys, it can be stated that Hungarian and Italian schools are content with the progress of the project with a percentage of 100 for most of the statements. The statement with the lowest score is about the correspondence among partners. (Turkey 42 %; Hungary 61 %, Poland 50 %; Italy 75 %) Hungarian and Turkish schools also think that they cannot get help via e-mail if they have difficulty in preparing the tasks. (Hungary 43 %; Turkey 46 %) It can be suggested that the communication among partners needs to improving to provide the partners with a more helpful environment.

As for the second survey on the experiments on the learning platform, Italian and Polish science teachers consider the experiments unsuitable for the lab environment. We need to find out whether it is because of the nature of the experiments or the insufficiency of the labs of those schools. According to the findings, experiments should be adapted.

The third survey identifying teachers' attitude towards the use of technology and doing practical work in classroom demonstrates that 25 % of Hungarian, 56 % of Italian, 32 % of Turkish and 50 of Polish teachers find technology unnecessary in classroom while they state that they are open to new techniques and technologies (Hungary 93; Italy 83; Turkey 92; Poland 81). Italian (75 %) and Polish (56 %) teachers also state that they do not know how to use technology in classroom. This percentage is relatively low among Turkish (32 %) and Hungarian (25 %) teachers. The 4th statement has also a low score among all partners which shows that a great number of teachers find instruction more effective. As a solution for these problems and to introduce technology as a means of increasing students' motivation, workshops and training events can be organized as extra project activities.

According to the data obtained from the 4th survey, Turkish students are not content with the science classes in terms of experiments and field work. They all think that more experiments and field work should be done and the way experiments are carried out should be improved. Most of them think that experiments are not easy and they do not take part in the experiments actively. As a result, it can be stated that Turkish school needs to improve itself in terms of experiments and field work. Although Hungarian school has the highest score in the first statement, it is still low, too (70 %). It can be inferred that all schools should work more on the experiments.

The 5th survey on students' expectation from the physics and chemistry experiments on the platform shows that Italian students regard the experiments as a way of practicing what they learn in class with a percentage of 87.. 62,5 % of Turkish students find experiments easy to carry out. This percentage is higher among Italian students.

In the 6th survey which was carried out after the experiments on the learning platform, Hungarian, Italian and Polish students stated that experiments taught them new things. Among Turkish students this percentage is lower. Half of the Turkish students also stated that the experiments carried out were related to daily life.

The first statement in the last survey has the highest score among Turkish and Polish students which shows that all students are informed about the ongoing Erasmus+ project at school, while Hungarina and Italian students did not answer thwe first three yes-no questions. As for the students' expectation from Erasmus+ projects, improving language skills is the biggest expectation of all students of the partner schools. Polish students' another expectation with a high score is getting to know the partner countries. Italian students' other expectation with the same score are getting to know the partner countries and improving self confidence. Hungarian students also expect to improve their creativity by working in the

project. Turkish students, on the other hand, expect to be advantageous in overseas education and job/ university applications thanks to the project. Polish students also want to familiarize with the partner countries through project activities. These results are important in terms of underlining the students' needs.

When the answers provided during the interviews are studied, it is seen that they are similar to each other to a great extent. Out of the nine interviewees only one stated that they do not do experiments in class, while the rest think the experiments can help them practice what they learned in class. Eight students out of nine think that experiments contribute to their learning new things. Seven students consider the experiments to encourage them do more research on the subject. While all of the interviewees find the experiments beneficial in terms of helping them learn basic scientific concepts, the fifth question was found vague by the students and couldn't be answered.