

The Evaluation has been divided up into four Steps.

**Step 1 - October 2008** (Deadline 3. of November)

- Status
- Visions and signs
- Preparation

**Step 2 - December 2008** (Deadline 22. of December)

- Process including story's of success
- Product

**Step 3 - February / March 2009** (Deadline 9. of February)

- Expectations before opening the Cultural box
- Reactions to the Cultural box
- Reflections after opening the Cultural box

**Step 4 - June 2009** (Deadline 8. of June)

- Signs of fulfilment
- Success story
- Reflections regarding next years project

**Step 1.**

Name of partner institution \_\_\_\_\_

Country \_\_\_\_\_

Description of the present situation, vision and preparation within the project at your institution

- October 2008

**a. My institution before the project started**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**b. This is what we believe is of great value within the project**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**c. This is what we hope the pupils will learn and experience working with this project**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

d. This is what we intend to do - the preparation

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

e. What are the sign's - what can we see in the way the pupil's receive the project, that this is a relevant and interesting project

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

f. This is the way we are going to document our project (November and December 2008)

Digital photo

Film  (max 5 minute's)

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Essay  (A description of what has happened during the period until December 2008.  
A Word document in Times new Roman 12 - 1 page)

Facts/ information box  (Information about Persons involved, Institution, Timeframe, Product etc.....)

Reference person / mail address \_\_\_\_\_

**Evaluation step 2 - "practice, process and product"** for Partner Institution \_\_\_\_\_ Country \_\_\_\_\_

This second evaluation deals with, what you actually did do to make the project work and what lead to a product to put into the cultural box. Please - put in as many marks as you need to every question.

**1. Timeframe - how much time did you use on the project?**

1 week <input type="checkbox"/>	2 weeks <input type="checkbox"/>	3 weeks <input type="checkbox"/>	4 weeks <input type="checkbox"/>	longer period <input type="checkbox"/>
2 hours per week <input type="checkbox"/>	4 hours per week <input type="checkbox"/>	6 hours per week <input type="checkbox"/>	8 hours per week <input type="checkbox"/>	10 hours per week <input type="checkbox"/>
1 day per week <input type="checkbox"/>	2 days per week <input type="checkbox"/>	3 days per week <input type="checkbox"/>	4 days per week <input type="checkbox"/>	5 days per week <input type="checkbox"/>

**2. Motivation for choosing the timeframe and place**

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**3. Where did your work with the pupils take place?**

In the classroom  In a computer room

Have you used special rooms for the different products? (Fx. a kitchen)

	<u>At the school</u>	<u>Outside the school</u>
Music	<input type="checkbox"/>	<input type="checkbox"/>
Dance	<input type="checkbox"/>	<input type="checkbox"/>
Literature	<input type="checkbox"/>	<input type="checkbox"/>
Everyday life	<input type="checkbox"/>	<input type="checkbox"/>
Art	<input type="checkbox"/>	<input type="checkbox"/>
Festival	<input type="checkbox"/>	<input type="checkbox"/>

**4. How the project gets started - how did you motivate the pupils?**

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5. What method did you use in the November - December

Lecture on the theme

Workshops

Working in groups

Working with the whole class

Pupils working alone

Outdoor learning

Describe why this or these methods have been chosen?

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**6. How did the pupils react to the project - the work and methods?**

They were curious  \_\_\_\_\_

They were eager  \_\_\_\_\_

They were interested  \_\_\_\_\_

They did not care  \_\_\_\_\_

They were laid-back  \_\_\_\_\_

They were not interested  \_\_\_\_\_

They had a positive attitude  \_\_\_\_\_

They had a negative attitude  \_\_\_\_\_

They had an indifferent attitude  \_\_\_\_\_

They had a defeatist attitude because of new and unaccustomed method  \_\_\_\_\_

\_\_\_\_\_

**7. Success story - max 3 - how the pupils work, and how the pupils gain from the project**

(Please write short stories from the work in November - December Two or three lines per story)

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_

**8. Describe the teacher's part of the project.**

To be the classical teacher       A Consultant       A working partner       A Promoter

To listen to and accept a pupil as a resource       To pull back and let the pupils work alone

To be an Observer       To solve conflicts among the pupils

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**Explanations**

The classical teacher - making a lecture and telling the pupils what to do

Consultant - to be someone the pupils will consult, when they see a problem

Working partner - a teacher, that work together with the pupils

Promotor - a teacher taking the initiative, seeking new ideas ..

To listen to and accept a pupil as a resource - the teacher, who are willing to learn from the pupils

To pull back and let the pupils work alone - and letting the pupils learn from there mistakes

Observer - letting the pupils work and afterwards talking about the process

**9. Choice of partner's for example: an artist**

(Motivation for choosing the artist and a description of the artist)

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**10. What did you choose to be a part of the cultural box**

- a. Music 

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- b. Dance 

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- c. Literature 

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- d. Everyday life 

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- e. Art 

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- f. Festival 

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**11. Motivation for the choosing products to the cultural box**

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_
- f. \_\_\_\_\_

Name \_\_\_\_\_ date \_\_\_\_\_

Please send this paper back to me - deadline \_\_\_\_\_

The next evaluation is regarding expectations towards the opening of the boxes in the other countries and the expectations the pupils have to receive a box and what is in the box.

**Evaluation step 3 - “expectation before opening the boxes, reactions and reflections after opening the cultural boxes”**

Partner institution: \_\_\_\_\_ Country: \_\_\_\_\_

This third evaluation deals with, what expectations the pupils had before opening they received the cultural boxes, what happened when they opened the boxes - the reactions and reflections. Please - put in as many marks as you need to every question.

**1. Knowledge about the other country - the six different subjects.**

How to use this: 1.....2.....3.....4 (Put a circle around the number)  
No knowledge not much very much a lot

What do the pupils know about the other country’s music, dance, literature, every day life and festival?

a. Music 1.....2.....3.....4

b. Dance 1.....2.....3.....4

c. Literature 1.....2.....3.....4

d. Every day life 1.....2.....3.....4

f. Festival 1.....2.....3.....4

**2. Before opening the box - What do the pupils expect to see?**

Photo

film

dvd

cd

homepage

Drawings

paintings

poems

texts

books

Things to touch

things to taste

things to listen to

things to see

things to try

Unknown things

well known things

old things

new things

Other expectations \_\_\_\_\_

\_\_\_\_\_

**3. To the subjects - how do the pupils react?**

(Examples of what the pupils said - quotations)

They were curious  \_\_\_\_\_

They were eager  \_\_\_\_\_

They were interested  \_\_\_\_\_

They did not care  \_\_\_\_\_

They were laid back  \_\_\_\_\_

They were not interested  \_\_\_\_\_

They had a positive attitude  \_\_\_\_\_

They had a negative attitude  \_\_\_\_\_

Comments \_\_\_\_\_

\_\_\_\_\_

***Please send this paper back to me when you have opened the boxes and have had time to react and reflect***

**The next evaluation is a summary of this years work and events together with reflections regarding the next periode.**

## Evaluation Step 4

- handed over at the meeting in Spain (March/April 2009)

1. Where is your institution now regarding cultural work/cultural planning in connection within the school?
2. Where you able to make clear, what were of great value within a project like this - signs?
3. Did the pupils learn what you had set up as a goal?
4. How did your intentions with the project work regarding with what you had planned?
5. Are there signs within the group of pupils, that they have learned something new and interesting things about the work with this cultural project?
6. Do you have documentations for the evaluation paper? Photos, cd, dvd, essays or film?

**At the meeting in Spain (March/April 2009) following questions were a part of a small interview.**

1. How many pupils are in the classes that worked in the project 2008-2009?
2. How many girls and boys are in the classes?
3. How many pupils have another ethnic background?
4. Is it the same group of pupils working with the project next school year?
5. Is it the same group of teachers that work with the project next school year?
6. How many teachers work in a class - a classroom?
7. Do the teachers have the different qualifications in music, dance, literature..?
8. Are you used to work with projects - the special way of working?
9. How did you present the Choir project in your local community?

**A voluntary Log-book Guide** - for Partner Institution Country \_\_\_\_\_

**1. Period of time - choices of where to work with the project and deadlines**

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**2. Motivation for choosing the project**

\_\_\_\_\_

\_\_\_\_\_

**3. How the project gets started**

\_\_\_\_\_

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**4. What method to use in the preparation period and why this method has been chosen?**

\_\_\_\_\_

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**5. How did the pupils react to the period of preparation and methods?**

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**6. Success story - max 3 - how the pupils work, and how the pupils gain from the project (November - December)**

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**7. Describe the teacher's part of the project.**

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**8. Choice of partner's for example: an artist (Motivation for choosing the artist and a description of the artist)**

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**9. What we choose to be a part of the cultural box ( max 3 example's )**

- a. Music      1. \_\_\_\_\_      2. \_\_\_\_\_      3. \_\_\_\_\_
- b. Dance      1. \_\_\_\_\_      2. \_\_\_\_\_      3. \_\_\_\_\_
- c. Literature      1. \_\_\_\_\_      2. \_\_\_\_\_      3. \_\_\_\_\_
- d. Everyday life      1. \_\_\_\_\_      2. \_\_\_\_\_      3. \_\_\_\_\_
- e. Art      1. \_\_\_\_\_      2. \_\_\_\_\_      3. \_\_\_\_\_
- f. Festival      1. \_\_\_\_\_

**10. What we choose to a part of the CHOIR-website - 2009 (- we wait for the website and write nothing until it is up and running)**

**11. Motivation for the choosing product to the cultural box**

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

e \_\_\_\_\_  
f. \_\_\_\_\_

**12. How the project ends and the pupils reactions to:**

- Signs of success

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

- How the pupils expect other country's to react to there product

\_\_\_\_\_  
\_\_\_\_\_

Reference person / mail address \_\_\_\_\_

The Log-book Guide is to be used in Step 1 and 2.

## To evaluate a product of a cultural nature

### TO BE ABLE TO

The engagement  
The communication  
The ambition  
The dream  
The originality

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### TO HAVE THE MEANS TO

The ability's and skills  
The make for example by hand  
The professionalism  
The personal touch  
The magic

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**OUGHT TO**

The necessity

The connection to the time we live in

The dialog with an audience/ recipient

The courage to try

The effect of something surprisingly new

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**Summary:**

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Institute \_\_\_\_\_ Country \_\_\_\_\_ Teacher \_\_\_\_\_