**I. Surveys to assure the quality of the miniMOOCs**

National workshops allowed to create several national teaching - learning scenarios delivered in accordance with C2 ( Lithuanian virtual Learning Teaching Training Activity) and as in miniMOOCs to practise the structure of the miniMOOCs and get ready for the intellectual output of INTERNATIONAL MINIMOOCS. Below is the Template and the Assessment Scale designed for the national MiniMOOC Teaching Learning Scenario.

**I.I National miniMOOC Teaching Learning Scenario Template and Assessment Scale**

Title : **Mathematics Behind the Games** Author(s) : E**lpis** -**Sweden**

Relevant Disciplines: **Mathematics**

Age of target students**: +14**

Teaching time: **200min**

Online teaching material:

Resources used:

Integration into the curriculum: **Mathematics Probabilities and Statistics, using digital tools to teach probabilities and statistics**

Aim of the scenario: to deepen knowledge of probabilities concepts and methods, develop digital skills in Excell

Learning – Teaching Styles:

Skills Promoted: **mathematical thinking, collaboration creativity,digital skills**

**Activities (Introduction; Main part; Conclusion):**

**Assessment Scale (to be filled by teachers and students )**

**Rate the scenario on a scale of 1-5. 5 means the most.**

Level of difficulty: 1 2 3 4 5

Depth of knowledge provided: 1 2 3 4 5

Creativity of the title: 1 2 3 4 5

Availability of the online materials and resources used: 1 2 3 4 5

The relevancy of the scenario with the curriculum: 1 2 3 4 5

Efficiency of the learning teaching styles: 1 2 3 4 5

Practicality of the activities: 1 2 3 4 5

**Answer the questions.**

I did not like when \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I liked it the best when \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

My suggestion(s) to improve the scenario is/ are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Tick the checklist.**

The class atmosphere was positive.

The activities were well planned, and their instructions were easy to follow.

The participants (teacher and students) were actively involved in all phases of the scenario.

The participants used intensive technology and language.

The workshop was well-organized.

The scenario was used within different disciplines.

The aims of the lesson were fulfilled: it could promote various skills.

The materials, resources and activities provided students' understanding of the topic.

The museums’ materials have been used.

During the C2 mobility (virtual teacher Training Activity) the structure of the international miniMOOCs was studied and a template was designed accordingly. Below is the Template designed for the International miniMooc Teaching Learning Scenario. (The suggested structure was originally created by ODL project, and adapted in Eras’Muse project)

**I.II International miniMOOC Teaching Learning Scenario Template and Assessment Scale**

**1. Engage:**

**Objectives**

**Instructions for the task**

**2. Explore:**

**Objectives**

**Instructions for the task**

**3. Explain :**

**Objectives**

**Instructions for the task**

**4. Extend :**

**Objectives**

**Instructions for the task**

**5. Evaluate :**

**Objectives**

**Instructions for the task**

Please note that a miniMOOC Session Feedback Form was also developed by the Evaluation Team to assess the quality of the International miniMOOCs. Each country adapted the Feedback Form in accord with the unique needs and aims of their own mini MOOC, however the general quality criteria were the same. The partner countries have used and evaluated mainly the miniMOOC Sessions/Workshops and also the miniMOOC Session Materials/Activities through the Feedback Forms during the international workshops – Learning Teaching Training Activities with pupils in Turkey, France and Italy – while piloting the international miniMOOCs. Below is the Feedback Form with some other variations (adaptations) by each partner.

**I.III MiniMOOC Session Feedback Form**

|  |  |
| --- | --- |
| **MiniMOOC : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ – Feedback form –** |  |
| Session n° xxx – Date |  |
| Instructions: answer to the following questions with key-words and short phrases, in an anonymous way. | |
| Did the subgroup and facilitator have a plan? (e.g., vital, useful, useless, etc.).  Did each participant have the opportunity to express him or herself? | ☐ yes ☐ no    ☐ yes ☐ no |
| Did each participant listen to the suggestions of others, or did they try to impose their own list? |  |
| Was there leadership, conflict, or grouping within the subgroups? |  |
| How long did the various decisions take? |  |
| Did any of the subgroups adopt decision-making methods such as majority rule, give-and-take, or chance? Were they creative? |  |
| Any suggestions? |  |

**I.IV. MiniMOOC Session Evaluation Form**

|  |  |  |  |
| --- | --- | --- | --- |
| **Mini-Mooc : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ – Evaluation form –** | | | |
| **Part 1 – Production** | | **Part 2 – Oral presentation** | |
| Level 1 | | | |
| Instructions have been partially followed: the diagram/video is incomplete; museum’s materials have been partially used ; the diagram/video is basic work | 0-2 pts | The oral presentation can be improved: the vocabulary is basic; there are some spelling, syntax and grammar mistakes ; the pronunciation can be improved | 0-2 pts |
| Level 2 | | | |
| Instructions have been correctly followed : some details are missing, but the essential informations have been presented ; the museum’s materials have been correctly used and presented ; the diagram/video has been well shaped | 3-5 pts | The oral presentation is satisfying : there are some mistakes, but the vocabulary is relevant ; the presentation is easy to understand ; the pronunciation is fluent | 3-5 pts |
| Global score on 10 pts:  Comments: | | | |

**I.V MiniMOOC Workshop Feedback Form**

Please fill this form to give us some feedback about the workshop. Select with a cross the most appropriate answer, giving grades from 1 to 5, 1 is low accuracy and 5 is highly accurate.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Statement | 1  (no) | 2  (rarely) | 3  (ba-lanced) | 4 (mostly) | 5  (yes) |
| 1. **About the topic**   Considering it was a Science/ Technology/ Engineering/ Art/ Maths workshop, was the topic boring (1) or rather interesting (5) |  |  |  |  |  |
| 1. **How was your working in groups**? Did every participant have the chance to express him/herself? |  |  |  |  |  |
| 1. **About the films/other materials/activities**   Did you understand the films**/**other materials/activities (5) or was it hard to understand the language (1)? |  |  |  |  |  |
| 1. **About the instructions**   Were the verbal and written instructions clear? |  |  |  |  |  |
| 1. Do you feel happy with your **contribution t**o the workshop ? |  |  |  |  |  |
| 1. Are you satisfied with the new **knowledge** that accumulated through this workshop? |  |  |  |  |  |

***Suggestions for improvement….***

**I.VI MiniMOOC (Lesson) - Feedback Form -**

*(To be given to each student)*

1) Can you tell us three things you learned today?

2) What was new for you?

3) What was difficult?

4) What was surprising?

5) What more would you like to find out?

6) Did you find this Mini Mooc -lesson - useful

● to understand different point of view through the space representation

● to orient yourself through the main events of history

● to recognize and explain people's different ideas

● to make appropriate use of historical, geographical terms

● to understand the technique of scale representation

● More

7) In the scale from 1 to 5 (1 minimum and 5 maximum) how much analytical skills are improved?

8) In the scale from 1 to 5 (1 minimum and 5 maximum) how much the problem-solving ability has improved ?

9) In the scale from 1 to 5 (1 minimum and 5 maximum) how much critical skills are improved?

10) In the scale from 1 to 5 (1 minimum and 5 maximum) how much the ability to argue has improved ?

11) On a scale from 1 to 5 (1 minimum and 5 maximum) how much do creative skills improve ?

12) In the scale from 1 to 5 (1 minimum and 5 maximum) how much the teamwork ability is improved ?

13) In the scale from 1 to 5 (1 minimum and 5 maximum) how much the evaluation ability has improved ?

14) In the scale from 1 to 5 (1 minimum and 5 maximum) how much the integrated subjects activity is useful ?

15) In the scale from 1 to 5 (1 minimum and 5 maximum) how much your language skills have improved ?

16) On a scale from 1 to 5 (1 minimum and 5 maximum) how much has your scientific knowledge improved ?

17) On a scale from 1 to 5 (1 minimum and 5 maximum) how much did you enjoy the Mini Mooc –lesson-?

18) Could you tell us what would you improve in the Mini Mooc- lesson- ?

19) Would you suggest carrying out this Mini Mooc- lesson with other students? YES NOT

**II. Some tests (applied as pre-tests and post-tests), quizzes, worksheet and practice sheet to give and measure knowledge and skills provided within the miniMOOCs**

Each Mini MOOC provides learners with tests, quizzes, worksheet, practice and activity sheet to give and measure some knowledge and skills. Below is a collection of some of them. Please note that you can find them and more in Chapter 3 (miniMOOCs). That part aims to offer this collection as in some deliverables of each miniMOOC for teachers’ practical use.