

SCHOOL GARDENS FOR FUTURE CITIZENS

(2018- 1 -ES01 -KA201 -050599)

**Quality evaluation of eSGarden:
a report of indicators, procedures and instruments for IO1**



Picture retrieved from the eSGarden website - <https://esgarden.blogs.upv.es/>

eSchool Garden

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Quality evaluation of eSGarden: a report of indicators, procedures and instruments for IO1



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EXECUTIVE SUMMARY

1 – Scope: This report integrates inputs from the eSGarden project stakeholders and aims to describe and systematize the quality evaluation process that took place during the project's implementation period (2019-2021). It was organized under the coordination of the CIIE/FPCEUP team and includes: the project framework; a general characterization of the 34 project's participants involved partner institutions (including school teachers and students, higher education researchers, lecturers and students, adult students, experts from institutions outside the education system); the main evaluation axes, dimensions, and indicators; the instruments and procedures for data collection, as well as the presentation of an analysis framework that systematizes the relationship between all the elements previously mentioned.

2 – Process: the project monitoring and evaluation followed a double approach: on the one hand, there was an initial evaluation plan based on the project's objectives, competencies to be developed, activities and outputs, collaboratively designed by the CIIE/FPCEUP team and the coordination institution in articulation with all the partners. On the other hand, from a constructivist perspective, the evaluation instruments and procedures underwent some adjustments due to circumstances that occurred during the period, some of which resulted from the COVID-19 pandemic.

3 – Methodology: Data were collected at various stages of the project, mainly through 5 questionnaires submitted to the various stakeholders, which were mostly quantitative. These data encompass the evaluation/monitoring of: the partnership; the activities developed; the student's competences before and after the participation in the project, and the quality of the outputs (results and products). Another type of data, of a more qualitative nature, was also collected within the activities carried out, such as photos, videos, automatic reports, teachers' reports, and learning activities plans, students' work, that allowed a more in-depth analysis, a closer perception of the various contexts of intervention and the making of adjustments, whenever necessary, to achieve the objectives in pursuit of the overall quality of the project.

4 – Indicators, procedures and instruments: The evaluation structure that guided the processes of the project quality evaluation was organised in the axes and dimensions involved in the eSGarden application (collaboration, effectiveness, innovative management of curricula, and impact and sustainability) and includes the main quality indicators, the procedures and instruments for data collection and also refers the participants involved in each procedure. Facing the above, as envisaged in projects funded by the ERASMUS+ Programme (European Commission, 2019), the report's contents can be *tailored to the needs of other projects; transferred to new areas; sustained after the project has finished, or used to influence future evaluation practices.*

Introduction

eSGarden – School Gardens for Future Citizens (2018-ES01-KA201-050599) is an international strategic partnership of cooperation for innovation and exchange of good practices that aims to improve the quality of education and develop students' skills towards cultural diversity, sustainable development, and citizenship through a transversal integration of technology in all school levels around a real-life use case in school gardens. Therefore, it promotes learning skills, critical thinking, and prepares students for continuous change in the global world.

Transferring technological advances to our society and especially to schools is the base of this project in which universities and schools from all over Europe collaborate together with public and private organizations with social concerns, environmental responsibility and sustainability. Our goal is to enhance the digital era with the mission of educating our young people and children in equality, sustainability and respect for the environment, with the essential support of technology. The transfer of knowledge, at the forefront of the technological development of universities, cannot be left out of the education of the youngest, future citizens and future students of our universities. The first step is taken now, through collaborative educational projects between schools and universities, transferring our knowledge towards fun, playful activities and, above all, with ethical and social value.

For education and innovative practices in a digital age, the project enabled innovative practices that connect the virtual and real world with the aim of motivating student learning. In addition, the project aimed to transfer to students the creation of a digital environment that would transform garden observation and work on data observation by:

- Developing knowledge in digital project-based learning around an inclusive programme which promotes equality of opportunities giving an individual education, fosters students' implication, solidarity and cooperation;
- Developing ICT tools and resources to promote children interaction with technology in schools through digital activities;
- Helping teachers and staff to make school gardens a sustainable tool;
- Transforming school gardens into circular knowledge breaking frontiers in a global expansion throughout a diverse community.

For the development of the project's activities, a set of competences were prioritized as being the ones focused just as much on the students learning activities as on good practices' staff exchange activities. That is why, for quality monitoring procedures, the project has assumed the following objectives:

1. Develop the participant students and teachers' digital skills.
2. Improve the school's climate through inclusive activities.
3. Improve the students' achievements.
4. Improve the appreciation of European identity, culture, and diversity.
5. Promote sustainable consumption and production through school gardens activities.

This report starts by presenting an overview of the projects' participants moving on, afterwards, to presenting the used data collection instruments and procedures in relation with the main axes, dimensions, and indicators that were established for quality evaluation purposes.

1. Overview of project's participants

In general, the project's participants involved partner institutions and their direct or indirect members. The table below introduces the partner institutions and the persons directly involved in each institution.

Country	Partner Organisation	Persons involved
Spain	Universitat Politecnica de Valencia (Coordinator)	<ul style="list-style-type: none"> ● Sara Blanc ● Daniela Gil ● José V. Benlloch ● Senén Palanca Barrio
Portugal	Agrupamento de Escolas de Paredes	<ul style="list-style-type: none"> ● Fernando Pinto ● Lídia Vale ● Maria Olinda Pinto ● Carla Cepêda ● Manuel Aguiar
Spain	Colegio La Purisima Franciscanas de la Inmaculada	<ul style="list-style-type: none"> ● Albert Rodrigo Coll ● Carles S. Martínez Bolado ● Jorge Moya Ayza ● Néstor Martínez Ballester ● Patricia Oliver Ferrandis ● Patricia Vicent Samper
Greece	Directorate Primary School education	<ul style="list-style-type: none"> ● Christina Kitsou ● Eleni Kechagia ● Evi Pappa ● Kyriaki Dermitzaki ● Vasiliki Panagiotou ● Faka Mahi ● Pavlos Palatzidis ● Georgios Sarafoglou ● Christina Evalgelakou
Spain	Fundación Cajamar de la Comunidad Valenciana	<ul style="list-style-type: none"> ● Carlos Baixauli ● Inmaculada Nájera
Slovenia	Osnovna sola Smartno pod Smarno Goro	<ul style="list-style-type: none"> ● Andreja Dolonec ● Doroteja Bokavšek ● Ester Begus ● Marija Pintar ● Urska Knez ● Urska Mihevc ● Mira Sovinc ● Manuela Medic ● Andrea Rudas
Spain	TB Agrosensor S.L.	<ul style="list-style-type: none"> ● Alfonso Lorente Martínez ●
Portugal	Universidade do Porto	<ul style="list-style-type: none"> ● Ana Cristina Torres ● Ana Eloísa Carvalho ● Ana Mouraz ● Angélica Monteiro ● Ariana Cosme ● Natália Gladcheff Zanon ● Rui Trindade
Romania	Universitatea Tehnica Cluj-Napoca	<ul style="list-style-type: none"> ● Laura Grindei

eSGarden set out to directly engage diverse profiles of participants, from which we highlight school teachers and students; higher education institutions researchers, lecturers and students; adult students; experts from institutions outside the education system.

School teachers

Teachers from the participant schools were directly involved while actively participating in defining the methodology and developing the learning activities and dissemination events, as well as contributing to progress and quality evaluation and continuing feedback to partners. Teachers also developed and participated in training and exchange activities both in-presence (mobilities) and online (etwinning, webinars), especially during the covid-19 pandemic restrictions. Participant school teachers also engaged other teachers from their schools through collaborative activities. The participant school teachers were the ones from Agrupamento de Escolas de Paredes (PT), Colegio La Purisima Franciscanas de la Inmaculada (SPA), Directorate Primary School education (GRE) and Osnovna sola Smartno pod Smarno Goro (SLO).

School students

Students from the participant schools were directly involved through their daily learning, but particularly by experimenting with the learning activities proposed in the project involving the school gardens directly or indirectly. Furthermore, some students participated in estimated mobilities between schools, before the surge of the covid-19 pandemic, and in several online exchanges and contacts. The participant school students were the ones from Agrupamento de Escolas de Paredes (PT), Colegio La Purisima Franciscanas de la Inmaculada (SPA), Directorate Primary School education (GRE) and Osnovna sola Smartno pod Smarno Goro (SLO).

Higher Education Researchers and lecturers

Researchers from the partner Higher Education institutions - Universitat Politecnica de Valencia (SPA), Universidade do Porto (PT), Universitatea Tehnica Cluj-Napoca (RO) - gave support to the project learning activities, digital tools, staff training activities and dissemination events. Furthermore, the team from the University of Porto coordinated and put in place the project's quality and impact monitoring and evaluation procedures.

Researchers and experts from non-higher education institutions

These were members from the teams of Fundación Cajamar de la Comunidad Valenciana (SPA) and TB Agrosensor S.L. (SPA) who has developed a humidity sensors probe adapting a typical professional instrument into an educative resource by using Arduino kits.

Higher Education students

Students from the partner universities participated under a "Service-Learning" approach. UPV students collaborated in the program under formal bachelor's and master's degree subjects in engineering and computer science. Within the same approach, students from the Faculty of Pedagogy in Ljubljana, Slovenia participated in monitoring the project as part of their teaching practice. Finally, PhD students from the PhD programme in Educational Sciences of the University of Porto collaborated in the monitoring of the inclusive education component of the project as well as in the quality monitoring activities.

Adult Education students

Adult education students participated through activities in collaboration with the La Purisima-Franciscanas school garden to promote the empowerment of the elderly, cooperating with the schools by drawing on their knowledge of gardening and gardens.

2. Main evaluation axes, dimensions, and indicators

The evaluation device followed the 360° approach as it intended to get information from all the participants and it was focused on four main axes of the project: **Collaboration, Effectiveness, innovative management of curricula and Impact and sustainability**.

Collaborative learning structures allow the development of critical thinking and motivation, and stimulate creativity and quality solutions fostered through the ideas of the various group members (Lai, 2011; OECD, 2017; Carretero, Vuorikari & Punie, 2017). Therefore, the **collaboration** axe was considered and assessed at two levels: 1) between students, to assess the inclusive approach of the project; 2) between partners, including teachers, to assess the level of institutional cooperation and its sustainability. Indicators of collaboration used included, amongst others, the level of collaboration promoted in different types of learning activities in the schools perceived by students and teachers, as well as the participants rated level of collaboration and comments on the progress questionnaires periodically passed to the partners.

Studies about effectiveness have largely been concerned with the impact of school level factors on students' learning and progresses. It assumes that the environment at school level can impact the attitudes of teachers and students and therefore - mostly indirectly - their consequent successes in teaching and learning (OECD, 2017). In this context, we considered the **effectiveness** axis as a measure of the degree of fulfilment of the specific objectives, including dimensions such as digital competence and empowerment, personal achievement as learners, European awareness, gardening and sustainability, but also the participants' views of their school and classroom climates and school approaches towards inclusion. Therefore, indicators of effectiveness evaluation included the measure of progresses in aspects such as school climate and inclusion, digital and informatics development skills, students' views of their performances, attitudes towards language learning, cultural diversity and attitudes towards gardening and sustainable consumption and production, as issues addressed in the learning activities related with the school gardens.

Curricular innovation allows students to develop the ability to apply the knowledge and skills developed in key disciplines, enabling them to analyse, reason and communicate with each other, to solve problems in a variety of situations (OECD, 2017). Moreover, in the digital age of the 21st century, curricular innovation cannot be dissociated from the uses of digital tools in school education. That is why to evaluate the **Innovative Management of the Curricula** we considered specific features of the learning activities designed to fulfil the projects' objectives that involved the use of digital tools in learning activities, the curricular transversality enable by them and also the level of contextualization that teachers were able to put into the students' learning tasks. More specifically, we analysed the uses of digital tools in the learning activities, the number and type of subjects that were engaged in the designed and implemented learning activities and, finally, the number and type of learning activities contextualized on local or contemporary issues: direct uses of the gardens, engagement of other community members, and mentions to addressing local or contemporary issues. For this last specific dimension we focused mainly on direct uses of the gardens, engagement of other community members, and mentions to addressing local or contemporary issues.

Finally, any Erasmus+ funded project is required to have a substantial impact not only on the capacities of participating organisations but also in relevant and related stakeholders. Measures must be put in place to ensure a real sustainability of the proposed activities and outputs after the project lifetime, namely through promote the mainstreaming and effective use/implementation of the project results. That is why the **impact and sustainability** axe was considered, was evaluated by the movements that the project was able to raise not only in the participant schools and higher education institutions, but also in other educational institutions and education policymakers through its dissemination on the multiplier events.

3. Data collection instruments and procedures

3.1. Reporting, monitoring and evaluation questionnaire - Annex 1

Objectives: this questionnaire aimed to collect participants' perception about the partnership, focusing on the level of achievement of each project objective, as well as the satisfaction with the project's activities.

Procedures: the questionnaire in English was made available and completed online by the participants from partner organisations after project meetings or other staff exchange activities. Data was collected approximately twice a year in the following periods:

- June 2019 (after the 1st team meeting)
- October 2019 (after the 2nd transnational team meeting)
- May 2020 (after the 3rd transnational team meeting, online)
- December 2020 (after the 4th transnational team meeting, online)
- July 2021 (after 4th staff training event, online)
- November 2021 (after the 5th transnational team meeting, online)

3.2. Activity report form - Annex 2

Objectives: the activity report had the form of a questionnaire that require the teachers to give their impressions and appreciation of the implementation of the learning activities they designed for the project, including an overview of who participated (students, teachers, families, non-teaching staff, municipalities, NGOs, partner companies, university experts) and in which conditions they participated. In addition, it sought to assess issues related to success, difficulty and constraints, as well as the contributions of the activities to student learning.

Procedures: the activity reports of the learning activities were completed online in English by the school teachers by the end of each project activity (approximately July 2021).

3.3. Questionnaire to assess the participants' opinion about learning activities – Annex 3

Objectives: this questionnaire sought to evaluate the participants' opinion about the activities, assessing their level of collaboration in the activities and also their level of satisfaction with the activity.

Procedures: the questionnaires were completed online at the end of each project activity, by the projects' participants and in their native languages.

3.4. Competences' diagnose pre and post learning activities questionnaire – Annex 4

Objective: this questionnaire sought to collect the schools' participant students' self-perceptions of their competences before and after participating in the eSGarden's project activities and to verify their evolution throughout the project (annex 4).

Procedures: the questionnaire included a set of Likert scales focused on school climate and inclusion, digital skills, informatics development skills, personal achievements as learners, European awareness, gardening and sustainability; it was made available and completed online by the participant students in the following periods:

- December 2019 (pre questionnaire)
- June 2021 (post questionnaire)

3.5. Questionnaire to assess the participants' opinion about outputs – Annex 5

Objectives: this questionnaire sought to evaluate the opinions of stakeholders participating in the projects' multiplier events about the outputs (results and products) of the project, assessing their perceptions of the contributions of those outputs to the projects' objectives, particularly those related with specific competences.

Procedures: the questionnaires were completed online at the end of each multiplier event, by the registered participants in the multiplier events and in their native languages.

4. Quality evaluation overview

The following table presents an overview of the quality evaluation axes, dimensions, indicators, data collection procedures and participants involved in the eSgarden projects' quality and progresses monitoring and evaluation.

AXES AND DIMENSIONS	INDICATORS	DATA COLLECTION	PARTICIPANTS
COLLABORATION 1.1 between students 1.2 between partners	... number and type of activities ... number and type of participants (age, sex, nationality, level, field of study or expertise, special need) ... level of satisfaction with activity ... level of collaboration	Activity report (annex 2) Photos Videos Questionnaire (annex 1) Questionnaire (annex 3)	T T T A S
EFFECTIVENESS 2.1 school climate and inclusion 2.2 digital and informatics development skills 2.3 personal achievements as learners 2.4 European awareness 2.5 gardening and sustainability	... school climate and inclusion (1) ... digital and informatics development skills (2,3) ... views of personal achievement as learners (3) ... attitudes towards language learning, cultural diversity (4) ... attitudes towards gardening and sustainable consumption and production (5)	Questionnaires (annex 4) passed at the beginning (Dec 19) and at the end (Jun 21) Activity report (annex 2) Photos Videos	S S T T T
INNOVATIVE MANAGEMENT OF CURRICULA 3.1 innovation through the use of authentic digital tools in learning activities 3.2 innovation through curricular transversality and contextualization	... number and types of digital educational resources used on activities: hardware, software, type of use, context ... number and type of learning activities recurring to curricular transversality: subjects, themes ... number and type of learning activities contextualized on local or contemporary issues: direct uses of the gardens, engagement of other community members, and mentions to addressing local or contemporary issues	Learning activities plans Activity report (annex 2) Photos Videos	T
IMPACT AND SUSTAINABILITY 4.1 impacts in the participant school's communities 4.2 impacts in the project's participants 4.3 potential of the outputs to be transferred to other contexts	... level of satisfaction with activity ... perceptions on contributions of the activities to progress towards the projects' objectives ... perceptions on contributions of the activities to personal development ... perceptions on relevance of outputs ... perceptions on contributions of outputs to knowledge or practice advancement	Questionnaires (annexes 1 and 3) Activity report (annex 2) Questionnaire (annex 5)	A T H

LABELS: T = Activity promoter Teacher; S = Participant Students; A = All participants; H = Stakeholders participating on the multiplier events; (1) from Smith, Connolly, & Prysieski, 2014; OECD, 2017; (2) adapted from Akkoyunlu, & Yilmaz, 2011; (3) adapted from Carretero, Vuorikari, & Punie, 2017; (4) adapted from EU, 2012; EU, 2007) (5) adapted from EU, 2009; EU, 2019.

Final remarks

eSGarden project aimed to promote inclusive quality education and develop teachers professional competences and students' learning. Environmentally friendly school gardens addressed many sustainable development goals (SDGs), in promoting well-being for all at all ages, inclusive and equitable quality education, gender equality and responsible consumption.

The quality asse of the project covered four main dimensions and key axes, namely collaboration, effectiveness, innovative management of curricula, and impact and sustainability, assessed by the academic success of students involved; student motivation; students' critical thinking and responsible attitudes, students' cooperative attitudes and engagement in social challenges, as well as curriculum integration assessed by integrated pedagogical practices and teachers' mindset changes.

The ambition of the project led to a multidisciplinary project with partners from schools, universities, organizations and companies. Cooperation between formal and non-formal educational organizations promoted the creation of a community that addresses ICT integration in schools in a cooperative way, taking into account technological innovations, research, and the real needs of schools.

The project opened new ways of educational research on the application of technology to holistic education in the field of schools, and was of interest to associations that promote values such as coherence, care for people and the planet, equity, co-responsibility, solidarity, and transparency.

In sum, this report proposes a multidimensional quality evaluation framework and instruments that enhance the transfer of theoretical and practical knowledge between different stakeholders. In this sense, it is an important contribution to the community in general, with special interest for people involved in the design, development, implementation and evaluation of other European projects in school and academic contexts.

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ANNEXES

Annex 1 - Questionnaires by the end of each activity engaging international partners

eSGardens

Reporting, monitoring and evaluation questionnaire 1

Please complete all answers to this questionnaire, being as full and frank as possible.

If at any time you need more space to complete an answer please add additional pages, headed by the question number.

Please provide information about your partner details

Partner organisation name:

Partner Country:

Your name:

Your role in institution:

Questionnaire completion date?

The following questions are required for both monitoring and evaluation purposes. The purpose is to build up a 'picture' of how the eSGardens partnership is developing and to indicate any issues that need further attention at Partnership meetings

Please note that the monitoring and evaluation activities relate to the Transnational Partnership with certain activities. The information will not be used to evaluate you or your organisation.

1. eSGardens objectives

Please rate below how well you think **at this stage** these objectives are on track to being met. **In each case, and wherever possible, please also provide a few words to explain your rating:**

Objective 1: Develop the participant students and teachers digital skills.

1.1.1 Overall, how well do you feel the eSGardens partnership is facilitating progress towards this objective?

Not well at all Not very well OK Quite well Very well

Comments:

1.1.2 So far, how well do you feel that the partnership has helped you to develop your digital skills?

Not well at all Not very well OK Quite well Very well

Comments:

Objective 2: Improve the school's climate through inclusive activities

1.2.1 Overall, how well do you feel the eSGardens partnership is facilitating progress towards this objective?

Not well at all Not very well OK Quite well Very well

Comments:

1.2.2 So far, how well do you feel that the partnership has improved your knowledge of inclusive activities?

Not well at all Not very well OK Quite well Very well

Comments:

Objective 3: Improve the students' achievements

1.3.1 Overall, how well do you feel the eSGardens partnership is facilitating progress towards this objective?

Not well at all Not very well OK Quite well Very well

Comments:

1.3.2 So far, how well do you feel that the partnership has helped you to understand how to improve students' subject-specific or transversal competences?

Not well at all Not very well OK Quite well Very well

Comments:

Objective 4: Improve the appreciation of European identity, culture, and diversity.

1.4.1 Overall, how well do you feel the eSGardens partnership is facilitating progress towards this objective?

Not well at all Not very well OK Quite well Very well

Comments:

1.4.2 So far, how well do you feel that the partnership has helped you improve your European awareness?

Not well at all Not very well OK Quite well Very well

Comments:

Objective 5: Promote sustainable consumption and production through school gardens activities.

1.5.1 Overall, how well do you feel the eSGardens partnership is facilitating progress towards this objective?

Not well at all Not very well OK Quite well Very well

Comments:

1.5.2 So far, how well do you feel that the partnership has helped you to know how to develop and manage a school garden?

Not well at all Not very well OK Quite well Very well

Comments:

2. Level of satisfaction with the project's activities

2.1. Activity period: begin date ___ to end date ___

2.2. Activity type: () transnational meeting (all partners) (___) learning/teaching/training activity (___) bilateral meeting (small number of partners)

2.3. Level of satisfaction with:

Coordination (time management, facilities, activities organization)

Not good at all	Not very good	OK	Quite good	Very good
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Collaboration between the partners

Not good at all	Not very good	OK	Quite good	Very good
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Interaction with the hosts or trainers (if applicable)

Not good at all	Not very good	OK	Quite good	Very good
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Relevance of the issues/contents addressed for the achievement of the projects' objectives

Not relevant at all	Not very relevant	OK	Quite relevant	Very relevant
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Activities contribution to your own knowledge acquisition (please consider only the activities you enrolled this week)

Not good at all	Not very good	OK	Quite good	Very good
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Other comments

Please refer to positive aspects or aspects to improve in the eSGardens partnership's tasks, deliverables or potential outcomes for the ERASMUS+ programme.

POSITIVE ASPECTS:

- ambitious and very pertinent objectives/goals
- impeccable organization/coordination, so far
- very diverse and interesting set of expertises and cultural backgrounds in the consortium with correspondent raised expectations
- potential for developing a very wide set of competences, skills and knowledge in all the project's partners

ASPECTS TO IMPROVE

- the pursue of the very wide set of interesting goals it has defined and the development of the broad set of skills it has potential to, can be jeopardized by a vagueness on its focus

Many thanks for completing this evaluation!

Annex 2 - Activity report

TITLE	LEVEL:
<p>PEOPLE WHO PARTICIPATED IN THE ACTIVITY</p> <p>STUDENTS Number: _____ No. Girls: _____ Age range: from _____ to _____ Schooling level(s): _____ Any student with special needs? Y/N _____ If Yes, How many? _____ Please, specify, _____ Any foreign student? Y/N _____ If Yes, How many? _____ Please, specify country of birth, _____</p> <p>TEACHERS Number: _____ No. Women: _____ Age range: from _____ to _____ Subjects: _____ Overall experience in international projects: <input type="checkbox"/> None <input type="checkbox"/> Little <input type="checkbox"/> Some <input type="checkbox"/> Plenty Overall experience with school gardens: <input type="checkbox"/> None <input type="checkbox"/> Little <input type="checkbox"/> Some <input type="checkbox"/> Plenty</p> <p>OTHERS (please specify) _____ (eg. families, non-teaching staff, municipalities, NGOs, partner enterprises, university experts, etc...) Number: _____ No. Women: _____ Age range: from _____ to _____ Type of participation: _____</p> <p>(add as many others as needed)</p> <p>ADDITIONAL INFORMATION (when applicable): _____ _____ _____</p>	
<p>TYPE OF ACTIVITY</p> <p>Adaptations to the activity due to transition to distance or online education _____ _____</p> <p>Was there a direct use of the school garden? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please specify used gardening tools _____</p> <p>Did it involve student's visits to the school garden? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, how often or how many? _____</p> <p>Did it involve students' use of ICT tools? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please specify used hardware and software _____ _____</p> <p>Did students work/collaborate in groups? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please specify the method/strategy (egs., informal, formal, teams, jigsaw,...) _____ _____</p> <p>Were there adaptations for special needs students? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please specify _____</p>	
<p>TIMELINE OF THE ACTIVITY</p> <p>Start Date ___/___/___ End Date ___/___/___ No. sessions: _____ Total duration (hours) _____</p>	

ACTIVITY OVERALL APPRAISAL

Successes: what you or the students most appreciated?

Difficulties and constraints: what were your main constraints or experienced difficulties?

Overcoming: how did you overcome experienced difficulties/constraints or what you suggest to change for the next time to overcome them?

COLLECTED SUCCESS EVIDENCES

Please identify here your collected success evidences and attach them to this report

- Photos of the activity development
- Videos produced by teachers
- Videos produced by students
- Digital objects produced by students (reports, posters, presentations, pictionaries, blogs, ...)
- Others (please specify) _____

Please identify the files names you wish to attach to your activity report

CONTRIBUTIONS TO STUDENT LEARNING

How much do you think the activity contributed to your students' development of the following domains of competencies?

School climate and inclusion

Not much ① ② ③ ④ ⑤ Very much

Digital skills

Not much ① ② ③ ④ ⑤ Very much

Informatics development skills

Not much ① ② ③ ④ ⑤ Very much

Gardening and Sustainability

Not much ① ② ③ ④ ⑤ Very much

Personal achievements as learners

Not much ① ② ③ ④ ⑤ Very much

Plural European awareness

Not much ① ② ③ ④ ⑤ Very much

Annex 3 - Questionnaire to assess the participants' opinion about learning activities

OPINION ABOUT THE ACTIVITY

For the purpose of quality monitoring of the school activities organized in the project eSGarden - SCHOOL GARDENS FOR FUTURE CITIZENS (ERASMUS+/2018-1-ES01-KA201-050599), we would much appreciate your answer to the following questions. Your answers are anonymous and volunteer. We do not need any personal data. But your opinion matters!

Date of answer _____ / _____ / _____ (Timestamp in Google Forms)

Name of the activity _____

School _____

You are...

a student from this school a student from other school

a teacher from this school a teacher from other school

a student relative a member of the non-teaching staff

Other (please specify) _____

Level of collaboration

How much did you collaborate with other students from your school?

Not much ① ② ③ ④ ⑤ Very much

How much did you collaborate with teachers from your school?

Not much ① ② ③ ④ ⑤ Very much

How much did you collaborate with students from other school(s)?

Not much ① ② ③ ④ ⑤ Very much

How much did you collaborate with teachers from other school(s)?

Not much ① ② ③ ④ ⑤ Very much

How much did you collaborate with other members of the community (e.g. families, non-teaching staff, municipalities employees, NGOs, partner enterprises, university experts, etc.)

Not much ① ② ③ ④ ⑤ Very much

Level of satisfaction with the activity

How much satisfied were you with the activity?

Not much ① ② ③ ④ ⑤ Very much

ΓΝΩΜΗ ΓΙΑ ΤΗ ΔΡΑΣΤΗΡΙΟΤΗΤΑ

Για το σκοπό της ποιοτικής παρακολούθησης των σχολικών δραστηριοτήτων που οργανώνονται στο έργο eSGarden - SCHOOL GARDENS FOR FUTURE CITIZENS (ERASMUS+/2018-1-ES01-KA201-050599), θα εκτιμούσαμε πολύ την απάντησή σας στις ακόλουθες ερωτήσεις. Οι απαντήσεις σας είναι ανώνυμες και εθελοντικές. Δεν χρειαζόμαστε προσωπικά δεδομένα. Αλλά η γνώμη σας έχει σημασία!

Ημερομηνία απάντησης _____ / _____ / _____

Όνομα της δραστηριότητας _____

Σχολείο _____

Είσαι...

- μαθητής από αυτό το σχολείο μαθητής από άλλο σχολείο
- δάσκαλος από αυτό το σχολείο δάσκαλος από άλλο σχολείο
- μαθητής συγγενής μέλος του μη διδακτικού προσωπικού
- Άλλο (διευκρινίστε) _____

Επίπεδο συνεργασίας

Πόσο συνεργαστήκατε με άλλους μαθητές από το σχολείο σας;

όχι πολύ ① ② ③ ④ ⑤ Πάρα πολύ

Πόσο συνεργαστήκατε με καθηγητές από το σχολείο σας;

όχι πολύ ① ② ③ ④ ⑤ Πάρα πολύ

Πόσο συνεργάσατε με μαθητές από άλλα σχολεία;

όχι πολύ ① ② ③ ④ ⑤ Πάρα πολύ

Πόσο συνεργαστήκατε με εκπαιδευτικούς από άλλα σχολεία;

όχι πολύ ① ② ③ ④ ⑤ Πάρα πολύ

Πόσο συνεργάσατε με άλλα μέλη της κοινότητας (π.χ. οικογένειες, μη διδακτικό προσωπικό, υπαλλήλους δήμων, ΜΚΟ, συνεργαζόμενες επιχειρήσεις, εμπειρογνώμονες πανεπιστημίου κ.λπ.);

όχι πολύ ① ② ③ ④ ⑤ Πάρα πολύ

Επίπεδο ικανοποίησης από τη δραστηριότητα

Πόσο ικανοποιημένοι ήσασταν με τη δραστηριότητα;

όχι πολύ ① ② ③ ④ ⑤ Πάρα πολύ

MNENJE O DEJAVNOSTI

Zaradi kakovostnega spremljanja šolskih dejavnosti, ki so organizirane v projektu eSGarden - SCHOOL GARDENS FOR FUTURE CITIZENS (ERASMUS+/2018-1-ES01-KA201-050599), bi bili zelo veseli vašega odgovora na naslednja vprašanja. Vaši odgovori so anonimni in prostovoljni. Osebnih podatkov ne potrebujemo. Toda vaše mnenje je pomembno!

Datum odgovora _____ / _____ / _____

Ime dejavnosti _____

Šola _____

Ste ...

učenca te šole učenca z druge šole

učiteljica iz te šole učiteljica iz druge šole

sorodnik študenta član nenastavnega osebja

Drugo (prosimo, navedite) _____

Raven sodelovanja

Koliko ste sodelovali z drugimi učenci vaše šole?

Ni veliko ① ② ③ ④ ⑤ Zelo

Koliko ste sodelovali z učitelji iz vaše šole?

Ni veliko ① ② ③ ④ ⑤ Zelo

Koliko ste sodelovali z učenci drugih šol?

Ni veliko ① ② ③ ④ ⑤ Zelo

Koliko ste sodelovali z učitelji drugih šol?

Ni veliko ① ② ③ ④ ⑤ Zelo

Koliko ste sodelovali z drugimi člani skupnosti (npr. Družinami, učitelji, zaposlenimi v občinah, nevladne organizacije, partnerska podjetja, univerzitetni strokovnjaki itd.)?

Ni veliko ① ② ③ ④ ⑤ Zelo

Raven zadovoljstva z dejavnostjo

Koliko ste bili zadovoljni z dejavnostjo?

Ni veliko ① ② ③ ④ ⑤ Zelo

OPINIÓN SOBRE LA ACTIVIDAD

Con el fin de controlar la calidad de las actividades escolares organizadas en el proyecto eSGarden - SCHOOL GARDENS FOR FUTURE CITIZENS (ERASMUS+/2018-1-ES01-KA201-050599), agradecemos mucho su respuesta a las siguientes preguntas. Sus respuestas son anónimas y voluntarias. No necesitamos ningún dato personal. ¡Pero tu opinión importa!

Fecha de respuesta _____ / _____ / _____

Nombre de la actividad _____

Nombre del colegio _____

Usted es...

un/a estudiante de esta escuela un/a estudiante de otra escuela

un/a profesor/a de esta escuela un/a profesor/a de otra escuela

un/a pariente de estudiante un miembro del personal no docente

Otro/a (por favor especifique) _____

Nivel de colaboración

¿Cuánto colaboraste con otros estudiantes de tu escuela?

Poco ① ② ③ ④ ⑤ Mucho

¿Cuánto colaboraste con los profesores de tu escuela?

Poco ① ② ③ ④ ⑤ Mucho

¿Cuánto colaboró con estudiantes de otras escuelas?

Poco ① ② ③ ④ ⑤ Mucho

¿Cuánto colaboraste con profesores de otras escuelas?

Poco ① ② ③ ④ ⑤ Mucho

¿Cuánto colaboró con otros miembros de la comunidad (por ejemplo, familias, personal no docente, empleados municipales, ONG, empresas asociadas, expertos universitarios, etc.)?

Poco ① ② ③ ④ ⑤ Mucho

Nivel de satisfacción con la actividad

¿Qué tan satisfecho estuvo con la actividad?

Poco ① ② ③ ④ ⑤ Mucho

OPINIÃO SOBRE A ATIVIDADE

Para monitorizar a qualidade das atividades escolares organizadas no projeto eSGarden - SCHOOL GARDENS FOR FUTURE CITIZENS (ERASMUS+/2018-1-ES01-KA201-050599), agradecemos muito que respondas às seguintes questões. As tuas respostas são anónimas e voluntárias. Não precisamos de dados pessoais. Mas a tua opinião importa!

Data da resposta _____ / _____ / _____

Nome da atividade _____

Escola _____

Tu és...

um/a aluno/a desta escola um/a aluno/a de outra escola

um/a professor/a desta escola um/a professor/a de outra escola

um/a familiar de um/a aluno/a um membro dos funcionários não docentes

Outro/a (especifique por favor) _____

Nível de colaboração

Quanto é que colaboraste com outros alunos/as da tua escola?

Pouco ① ② ③ ④ ⑤ Muito

Quanto colaboraste com professores/as da tua escola?

Pouco ① ② ③ ④ ⑤ Muito

Quanto colaboraste com alunos/as de outra(s) escola(s)?

Pouco ① ② ③ ④ ⑤ Muito

Quanto colaboraste com professores/as de outra(s) escola(s)?

Pouco ① ② ③ ④ ⑤ Muito

Quanto colaboraste com membros da comunidade (ex. familiares, funcionários/as não docentes, funcionários autárquicos, ONGs, empresários, universitários, etc)

Pouco ① ② ③ ④ ⑤ Muito

Grau de satisfação com a atividade

Quão satisfeito/a ficaste com a atividade?

Pouco satisfeito ① ② ③ ④ ⑤ Muito satisfeito

Annex 4 – Competences diagnose pre and post learning activities questionnaire

Students' English version

QUESTIONNAIRE FOR STUDENTS PARTICIPATING IN ESGARDEN PROJECT

This questionnaire is for us to collect your ideas about the main learnings made while participating in the ESGarden project, and to check its evolution along the project. It IS NOT an assessment. Instead, it aims at collecting perceptions of / attitudes towards the projects' domains of competences. So, it's highly appreciated that you be as honest and accurate as possible.

Your participation is essential for monitoring purposes within the Erasmus+ demands, but the questions answering is voluntary.

Personal information is asked of you to enable progress monitoring throughout the project. However, your individual data and answers will at all times be kept confidential and securely stored by the monitoring team, until the end of the project, in line with ethical principles and General Data Protection Regulation requirements. No information that could lead to you being identified will be shared with third parties nor in reports or publications.

Estimated answering time is 20 minutes.

More information about this questionnaire and the monitoring procedures can be addressed by email to acctorres@fpce.up.pt.

Thank you for your cooperation!

*Obrigatório

1. I confirm that I read, understood and consent with my personal data and answers being processed as described above. *

Marcar apenas uma oval.

Yes

No *Pular para a seção 8 (Further information)*

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2018-2021

2. 1.1 Please confirm your school name *

1.1 Please confirm your school name

3. 1.2 Student code (given by your teacher) *

1.2 Student code (given by your teacher)

4. 1.3 Age *

1.3 Age

5. 1.4 Sex

1.4 Sex

Marcar apenas uma oval.

Girl

Boy

Outro: _____

6. 1.5 What is the language you use the most at your home?

1.5 What is the language you use the most at your home?

7. 1.6 Which subjects you attend in your school?

1.6 Which subjects you attend in your school?

8. 1.7 Do you know in which subjects you will work in the project? If you do, please identify them.

1.7 Do you know in which subjects you will work in the project? If you do, please identify them.

2. SCHOOL CLIMATE AND INCLUSION

9. 2.1 In your school, how frequently do you think the following situations occur?

2.1 In your school, how frequently do you think the following situations occur?

Marcar apenas uma oval por linha.

	Don't know / Don't answer	Rarely	Few times	Many times	Quite often
(a) Students regularly missing classes or arriving late	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(b) Students skipping some classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(c) Students lacking respect for teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(d) Students not obey by some of the schools' rules	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(e) Students intimidating or bullying other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(f) Teachers not meeting individual students' needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(g) Teacher absenteeism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(h) Staff resisting change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(i) Teachers being too strict with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(j) Teachers not being well prepared for classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. 2.2 From the above situations, if applicable, indicate which one or which ones might hinder students learning in the classes you attend.

2.2 From the above situations, if applicable, indicate which one or which ones might hinder students learning in the classes you attend.

11. 2.3 Do you know any students in your school with the following characteristics?

Marcar apenas uma oval por linha.

	Don't know / Don't answer	Yes, and I interact with them in class or out of class	Yes, but I don't have any contact with them	No
(a) Students whose first language is different from the one that is taught in your school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(b) Students whose parents or guardians are from other country	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(c) Students from a community very different from my own (eg., another religion, Roma people, ...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(d) Students with a learning difficulty that require special support or classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(e) Students with a physical disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(f) Students who are living under the care of State or Social institutions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(g) Students who are living apart from their families due to other reasons (sports, courses availability...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. 2.4 Regarding your school climate, how often do you feel...

2.4 Regarding your school climate, how often do you feel...

Marcar apenas uma oval por linha.

	Don't know / Don't answer	Rarely	Few times	Many times	Quite often
... safe from physical harm.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... safe from verbal abuse, teasing, and exclusion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... satisfied in your interactions with other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... satisfied in your interactions with teachers or staff members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... like you belong to your school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. 2.5 How often the following situations happen in the lessons you attend?

2.5 How often the following situations happen in the lessons you attend?

Marcar apenas uma oval por linha.

	Don't know / Don't answer	Never or hardly ever	Some lessons	Most lessons	Every lesson
I understand what I am expected to learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand how I am expected to behave.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher adapts the lesson to the cultural diversity of students (egs., migrants, religions, ethnicity...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I easily work or interact with students or adults from origins and with traditions different from my own.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I realize and think about the cultural differences amongst the students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I treat all people with respect regardless of their cultural background (migrant, religious, ethnic).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher helps me understand the lesson with alternative explanations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The lesson environment or space being adapted to students with disabilities or learning difficulties.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The way teacher teaches is adapted to students with disabilities or learning difficulties.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I usually believe that I can do well in school work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am usually motivated to develop the school work that is assigned to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My learning is assessed in diverse ways (egs. oral presentations, written work, projects' products, tests, reports...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I usually follow classroom rules	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand that learning is important.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Digital skills

14. 3.1 Indicate your level of agreement with the following statements regarding your digital skills.

3.1 Indicate your level of agreement with the following statements regarding your digital skills.

Marcar apenas uma oval por linha.

	Don't know / Don't answer	Strongly disagree	Tend to disagree	Tend to agree	Strongly agree
I can find data, information and content through a simple search in digital environments and navigate between them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can apply search filters (eg., "+", "AND", "OR") to obtain data, information and content in digital environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can select simple digital technologies to interact and identify appropriate simple communication means for a given context	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can use a variety of digital technologies in order to interact with other people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can identify simple ways to protect my devices and digital content (eg., passwords, avoid sensitive information, avoid opening emails from unknown senders...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can identify simple risks and threats in digital environments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can create and edit simple content in simple formats	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can choose the best way to express myself through the creation of simple digital means	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can use simple devices suggested by teachers/tutors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can choose the best devices and software to improve my learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. INFORMATICS DEVELOPMENT SKILLS

15. 4.1 Indicate your level of agreement with the following statements regarding your informatics development skills.

4.1 Indicate your level of agreement with the following statements regarding your informatics development skills.

Marcar apenas uma oval por linha.

	Don't know / Don't answer	Strongly disagree	Tend to disagree	Tend to agree	Strongly agree
I can solve a new task for me by exploring technological possibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can break up a problem in smaller issues and design possible solutions to them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy solving logical problems or games (egs., quizzes, riddles and puzzles)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can analyse new information, integrating it to the overall scheme of things, and applying it to solve work-related problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand what an algorithm is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know at least one Programming language (eg. Scratch, Logo, Kodu, C#...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can design digital applications to solve specific problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can develop applications with programming kits (egs., Arduino, Micro bit, Raspberry Pi)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. PERSONAL ACHIEVEMENT AS LEARNER

16. 5.1 Indicate your level of agreement with the following statements regarding your personal achievements as a learner.

5.1 Indicate your level of agreement with the following statements regarding your personal achievements as a learner.

Marcar apenas uma oval por linha.

	Don't know / Don't answer	Strongly disagree	Tend to disagree	Tend to agree	Strongly agree
I feel comfortable in orally expressing my ideas in my mother tongue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel comfortable in writing in my mother tongue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel comfortable in orally expressing my ideas in at least one foreign language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel comfortable in writing in at least one foreign language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy participating in debates with my classmates and teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like to solve mathematical problems (egs., in classes, games, competitions...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like to engage in scientific experiments or events (eg., lab work, simulations, competitions, science exhibits, ...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can choose how I learn the best and I usually don't wait for someone to tell me my next task	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I usually come up with an idea or solution that no one else has thought of before	<input type="radio"/>				
I'm used to plan and manage the tasks on a school/class project	<input type="radio"/>				
I like to engage in group work	<input type="radio"/>				
I try to know and respect the rules of teamwork	<input type="radio"/>				
I always understand my role and importance in a group	<input type="radio"/>				
When I'm working in a group, I actively contribute to its achievements	<input type="radio"/>				
I can adapt to different situations even when under stress or pressure.	<input type="radio"/>				

6. EUROPEAN AWARENESS

17. 6.1 In your opinion, how important is the learning of a new language to the following aspects?

6.1 In your opinion, how important is the learning of a new language to the following aspects?

Marcar apenas uma oval por linha.

	Don't know / Don't answer	Not at all important	Rather not important	Rather important	Very important
To use on holidays abroad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To travel abroad within school activities and projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To be able to study in another country in the future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To be able to work in another country in the future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To get a good job in my country in the future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For personal satisfaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To keep up knowledge of a language spoken by my family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To meet and communicate with people from other countries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To feel more European	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To watch and understand foreign films, programmes or videos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To be able to use the Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. 6.2 Please indicate how much you agree or disagree with the following statements regarding cultural diversity.

6.2 Please indicate how much you agree or disagree with the following statements regarding cultural diversity.

Marcar apenas uma oval por linha.

	Don't know / Don't answer	Strongly disagree	Tend to disagree	Tend to agree	Strongly agree
Your school or community's cultural life is enriched by people with different cultural background	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Young people benefit from being in contact with their peers of other origins/ beliefs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Young people should stick to the family traditions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Culture and cultural exchanges should have a very important place in the EU so that citizens from different Member States can learn more from each other and feel more European	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Culture and cultural exchanges can play an important role in developing greater understanding and tolerance in the world, allowing for more peace and stability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Gardening and Sustainability

19. 7.1 Please indicate how much you agree or disagree with the following statements regarding gardening.

7.1 Please indicate how much you agree or disagree with the following statements regarding gardening.

Marcar apenas uma oval por linha.

	Don't know / Don't answer	Strongly disagree	Tend to disagree	Tend to agree	Strongly agree
I like spending time outdoors in gardens or farms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy taking care of plants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Watching plants grow helps me feel better about myself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have fun when I can work with plants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like to watch fruits and vegetables grow, even when it takes too much time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't mind to get dirty when I work in a garden	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gardening is hard work, but I enjoy it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel useful planting and harvesting vegetables and fruit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowing how to work in a garden is important for me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am used to work in a garden at home or of my family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I plan to plant a garden at home or with my family	<input type="radio"/>				
Watering regularly is important to keep a garden healthy	<input type="radio"/>				
Weeding regularly is important to keep a garden healthy	<input type="radio"/>				
It is important to watch the garden and learn when is the best time to harvest vegetables	<input type="radio"/>				
Working in the school garden is/would be important to me	<input type="radio"/>				
I like when we use the garden in classes	<input type="radio"/>				
I learn better in the classes I get to work in the school garden	<input type="radio"/>				
I eat vegetables or fruits from a family garden	<input type="radio"/>				
I enjoy eating vegetables from the school garden	<input type="radio"/>				
I began to eat more vegetables and fruit since I got to work in the school garden	<input type="radio"/>				

20. 7.2. How important do you think the following aspects are when making a consuming decision (buying or using products or goods)?

7.2. How important do you think the following aspects are when making a consuming decision (buying or using products or goods)?

Marcar apenas uma oval por linha.

	Don't know / Don't answer	Not at all important	Rather not important	Very important	Strongly agree
The amount of packaging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Where it is made (locally or abroad)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The materials or ingredients it is made of (organic, recyclable...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The companies that produce and distribute them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The waste it will produce	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Its quality or duration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Its potential for being recycled	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Its potential for being sold, exchanged or donated when not needed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being able to use more than one time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The amount of electricity it needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being rechargeable or not (eg., the case of batteries)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Further information

If you did not give your consent or need further clarifications regarding this questionnaire, please email Ana Cristina Torres (acctorres@fpce.up.pt) from the monitoring team or Sara Blanc (sablacla@disca.upv.es), project coordinator.

Teachers' English version

QUESTIONNAIRE FOR TEACHERS IN ESGARDEN PARTICIPANT SCHOOLS

This questionnaire is aimed at collecting the ideas of teachers participating in the eSGarden project about the main dimensions of competences promoted during the activities carried out and to determine their evolution throughout the project. It IS NOT a competence assessment. Instead, it aims at collecting perceptions of / attitudes towards the projects' domains of competences. So, it's highly appreciated that you be as honest and accurate as possible.

Your participation is essential for monitoring purposes within the Erasmus+ demands, but the questions answering is voluntary.

Personal information is asked of you to enable progress monitoring throughout the project. However, your individual data and answers will at all times be kept confidential and securely stored by the monitoring team, until the end of the project, in line with ethical principles and General Data Protection Regulation requirements. No information that could lead to you being identified will be shared with third parties nor in reports or publications.

Estimated answering time is 20 minutes.

More information about this questionnaire and the monitoring procedures can be addressed by email to acctorres@fpce.up.pt.

Thank you for your cooperation!

*Obrigatório

1. I confirm that I read, understood and consent with my personal data and answers being processed as described above. *

Marcar apenas uma oval.

Yes

No *Pular para a seção 7 (Further information)*

eSGarden: School Gardens for Future Citizens
ERASMUS+/2018-1-ES01-KA201-050599
2018-2021

1. PERSONAL DETAILS

2. 1.1 Please confirm your school name *

1.1 Please confirm your school name

3. 1.2 Teacher name *

1.2 Teacher name

4. 1.3 Role in the school *

1.3 Role in the school

5. 1.4 If applicable, which subjects do you presently teach?

1.4 If applicable, which subjects do you presently teach?

6. 1.5 If applicable, which level or levels do you presently teach (according to ISCED 2011)?

1.5 If applicable, which level or levels do you presently teach (according to ISCED 2011)?

Marque todas que se aplicam.

- Early childhood education (pre-school)
- Primary - 1st
- Primary - 2nd
- Primary - 3rd
- Primary - 4th
- Primary - 5th
- Primary - 6th
- Lower secondary - 7th
- Lower secondary - 8th
- Lower secondary - 9th
- Upper secondary -10th
- Upper secondary - 11th
- Upper secondary - 12th

Outro: _____

2. SCHOOL CLIMATE AND INCLUSION

These questions ask your perceptions about aspects of your school climate and teaching for diversity.

7. 2.1 In your school, how frequently do you think the following situations occur?

2.1 In your school, how frequently do you think the following situations occur?

Marcar apenas uma oval por linha.

	Don't know / Don't answer	Rarely	Few times	Many times	Quite often
(a) Students regularly missing classes or arriving late	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(b) Students skipping some classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(c) Students lacking respect for teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(d) Students not obey by some of the schools' rules	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(e) Students intimidating or bullying other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(f) Teachers not meeting individual students' needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(g) Teacher absenteeism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(h) Staff resisting change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(i) Teachers being too strict with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(j) Teachers not being well prepared for classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. 2.2 From the above situations, if applicable, indicate which one or which ones might hinder students learning in your classes.

2.2 From the above situations, if applicable, indicate which one or which ones might hinder students learning in your classes.

9. 2.3 How well do you think students in the following situations are integrated in your school?

Marcar apenas uma oval por linha.

	Don't know / Don't answer	Not at all	Very little	To some extent	A lot
(a) Students whose first language is different from the one that is taught in your school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(b) Students with a migrant background	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(c) Students who may be considered to belong to a minority ethnic, cultural or religious group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(d) Students with a mental disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(e) Students with a physical disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(f) Students who are living under the care of State or Social institutions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(g) Students who are living apart from their families due to other reasons (sports, courses availability...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. 2.4 Regarding your school climate, how often do you feel...

2.4 Regarding your school climate, how often do you feel...

Marcar apenas uma oval por linha.

	Don't know / Don't answer	Rarely	Few times	Many times	Quite often
... safe from physical harm.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... safe from verbal abuse, teasing, and exclusion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... satisfied in your interactions with students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... satisfied in your interactions with other staff members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... like you belong to your school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. 2.5 How often do you consider you undertake the following practices in your lessons?

2.5 How often do you consider you undertake the following practices in your lessons?

Marcar apenas uma oval por linha.

	Don't know / Don't answer	Never or hardly ever	Some lessons	Most lessons	Every lesson
(a) Setting clear learning goals to my students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(b) Making my expectations about student behaviour clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(c) Adapting my teaching to the cultural diversity of students (egs., migrants, religions, ethnicity...).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(d) Taking care that students with different cultural backgrounds work together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(e) Raising awareness for cultural differences amongst the students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(f) Promoting an environment of respect contradicting ethnic, religious our cultural stereotypes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(g) Providing alternative explanations for example when students are confused.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(h) Adapting the learning environment to students with disabilities with the appropriate support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(i) Adapting instructional strategies to students with disabilities with the appropriate support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(j) Encourage students to believe they can do well in school work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(k) Helping students value learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(l) Motivating students who show low interest in school work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(m) Using a variety of assessment strategies (egs. oral presentations, written work, projects' products, tests, reports...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(n) Getting students to follow classroom rules	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Digital skills

This question asks for a self-assessment of your own digital skills considering ... i. ... information search and retrieval (Internet autonomy); ii. ... communication and collaboration in digital environments; iii. ... safety in digital environments; iv. ... creation of digital contents; v. ... support for learning

12. 3.1 Indicate your level of agreement with the following statements regarding your digital skills.

3.1 Indicate your level of agreement with the following statements regarding your digital skills.

Marcar apenas uma oval por linha.

	Don't know / Don't answer	Strongly disagree	Tend to disagree	Tend to agree	Strongly agree
I can find data, information and content through a simple search in digital environments and navigate between them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can apply search' filters (eg., "+", "AND", "OR") to obtain data, information and content in digital environments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can create solutions to solve complex problems with many interacting factors that are related to browsing, searching and filtering data, information and digital content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can select simple digital technologies to interact and identify appropriate simple communication means for a given context	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can use a variety of digital technologies in order to interact with other people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can integrate my knowledge to contribute to practices and knowledge and to guide others in the interaction through digital technologies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can identify simple ways to protect my devices and digital content (eg., passwords, avoid sensitive information, avoid opening emails from unknown senders...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can identify simple risks and threats in digital environments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can use my knowledge to contribute to professional practice and knowledge and guide others in protecting devices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can create and edit simple content in simple formats	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can choose the best way to express myself through the creation of simple digital content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can use my knowledge to contribute to professional practice and knowledge and guide others in developing content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can choose the best devices and software to improve my learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can use my knowledge to contribute to professional practice and knowledge and guide others in using digital technology to support learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4.
INFORMATICS
DEVELOPMENT
SKILLS

This question asks for a self-assessment of your own informatics development skills considering ... i. ... abstract reasoning; ii. ... logic reasoning; iii. ... data recognition and understanding; iv. ... world/machine interconnectivity understanding; v. ... proposal of new applications in the digital framework; vi. ... development of applications with computer/tool kits resources

13. 4.1 Indicate your level of agreement with the following statements regarding your informatics development skills.

4.1 Indicate your level of agreement with the following statements regarding your informatics development skills.

Marcar apenas uma oval por linha.

	Don't know / Don't answer	Strongly disagree	Tend to disagree	Tend to agree	Strongly agree
I can solve a new task for me by exploring technological possibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can break up a problem in smaller issues and design possible solutions to them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy solving logical problems or games (egs., quizzes, riddles and puzzles)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can analyse new information, integrating it to the overall scheme of things, and applying it to solve work-related problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand what an algorithm is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know at least one Programming language (eg. Scratch, Logo, Kodu, C#...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can design digital applications to solve specific problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can develop applications with programming kits (egs., Arduino, Micro bit, Raspberry Pi)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can use my knowledge to contribute to professional practice and knowledge and guide others to develop applications with computer/tool kits resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. EUROPEAN AWARENESS

These questions consider your attitudes towards language learning and cultural diversity.

14. 6.1 In your opinion, how important is the learning of a new language to the following aspects?

6.1 In your opinion, how important is the learning of a new language to the following aspects?

Marcar apenas uma oval por linha.

	Don't know / Don't answer	Not at all important	Rather not important	Rather important	Very important
To use on holidays abroad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To use at work (including travelling abroad on business)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To be able to study in another country	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To be able to work in another country	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To get a better job in my country	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For personal satisfaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To keep up knowledge of a language spoken by my family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To meet and communicate with people from other countries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To feel more European	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To watch and understand foreign films, programmes or videos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To be able to use the Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. 6.2 Please indicate how much you agree or disagree with the following statements regarding cultural diversity.

6.2 Please indicate how much you agree or disagree with the following statements regarding cultural diversity.

Marcar apenas uma oval por linha.

	Don't know / Don't answer	Strongly disagree	Tend to disagree	Tend to agree	Strongly agree
Your school or community's cultural life is enriched by people with different cultural background	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Young people benefit from being in contact with their peers of other origins/ beliefs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Young people should stick to the family traditions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Culture and cultural exchanges should have a very important place in the EU so that citizens from different Member States can learn more from each other and feel more European	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Culture and cultural exchanges can play an important role in developing greater understanding and tolerance in the world, even where there are conflicts or tensions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Gardening and Sustainability

These questions consider your attitudes towards gardening and sustainable consumption and production.

16. 7.1 Please indicate how much you agree or disagree with the following statements regarding gardening.

7.1 Please indicate how much you agree or disagree with the following statements regarding gardening.

Marcar apenas uma oval por linha.

	Don't know / Don't answer	Strongly disagree	Tend to disagree	Tend to agree	Strongly agree
I like spending time outdoors in gardens or farms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy taking care of plants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Watching plants grow helps me feel better about myself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have fun when I can work with plants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like to watch fruits and vegetables grow, even when it takes too much time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't mind to get dirty when I work in a garden	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gardening is hard work, but I enjoy it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel useful planting and harvesting vegetables and fruit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowing how to work in a garden is important for me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am used to work in a garden at home or of my family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I plan to plant a garden at home or with my family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Watering regularly is important to keep a garden healthy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Weeding regularly is important to keep a garden healthy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to watch the garden and learn when is the best time to harvest vegetables	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working in the school garden is/would be important to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like when we use the garden in classes / I would like to use the garden in classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My students learn better in the classes when they get to work in the school garden	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I eat vegetables or fruits from a family garden	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy eating vegetables from the school garden	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I began to eat more vegetables and fruit since I got to work in the school garden	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. 7.2. How important do you think the following aspects are when making a consuming decision (buying or using products or goods)?

7.2. How important do you think the following aspects are when making a consuming decision (buying or using products or goods)?

Marcar apenas uma oval por linha.

	Don't know / Don't answer	Not at all important	Rather not important	Very important	Strongly agree
The amount of packaging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Where it is made (locally or abroad)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The materials or ingredients it is made of (organic, recyclable...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The companies that produce and distribute them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The waste it will produce	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Its quality or duration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Its potential for being recycled	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Its potential for being sold, exchanged or donated when not needed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being able to use more than one time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The amount of electricity it needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being rechargeable or not (eg., the case of batteries)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Annex 5 - Questionnaire to assess the multiplier events participants' opinion about the projects' outputs (results and products)

eSGarden - Outputs and multiplier events

For the purpose of quality monitoring of the OUTPUTS disseminated in the MULTIPLIER EVENTS organized in the project eSGarden – SCHOOL GARDENS FOR FUTURE CITIZENS (ERASMUS+ 2018-1-ES01-KA201-050599), we would much appreciate your answer to the following questions.

Your answers are anonymous and volunteer. We do not need any personal data. But your opinion matters!

Though the questions are in English, please feel free in answering to the open questions in your own language, if you prefer so.

Thank you for your cooperation.

Additional info: <http://esgarden.webs.upv.es/>

Data of multiplier event (ME)*

Name of the ME*

Name of the organizing institution / host *

- Agrupamento de Escolas de Paredes (Portugal)
- Colegio La Purísima-Hermanas Franciscanas de la Inmaculada (Spain)
- Directorate of Primary School Education / 4th Primary of Preveza (Greece)
- Fundacion Cajamar de la Comunidad Valenciana (Spain)
- Osnovna sola Smartno pod Smarno goru (Slovenia)
- TB Agrosensor S.L. (Spain)
- Universidade do Porto (Portugal)
- Universitatea Tehnica Cluj-Napoca (Romania)
- Universitat Politecnica de Valencia (Spain)

You are...

- a student from this institution
- a student from other institution
- a teacher from this institution
- a teacher from other institution
- a researcher from this institution
- a researcher from other institution
- a member of a policy-decision institution

Outro:

Level of contribution of the project's outputs

Please identify the outputs that were presented, selecting all the above applicable options.

- Learning activities, success stories
- The ebook about school gardens for teachers
- Additional material about digital tools and technology
- The MOOC

Outro:

Please, comment on the main POSITIVE ASPECTS of the presented outputs

Please, comment on the main ASPECTS TO IMPROVE of the presented outputs

Do you consider using the presented outputs in your practices? If yes, explain please how and in which contexts?

Level of satisfaction with the event

Please rate from 1 to 5 your level of satisfaction with each of the following aspects of the event

COORDINATION (registration, time management, facilities, organization)

Not satisfied ① ② ③ ④ ⑤ Very satisfied

INTERACTION with the hosts or trainers

Not satisfied ① ② ③ ④ ⑤ Very satisfied

RELEVANCE of the issues/contents addressed

Not satisfied ① ② ③ ④ ⑤ Very satisfied

contribution to your own KNOWLEDGE or PRACTICE development

Not satisfied ① ② ③ ④ ⑤ Very satisfied

OTHER OBSERVATIONS, COMMENTS OR SUGGESTIONS