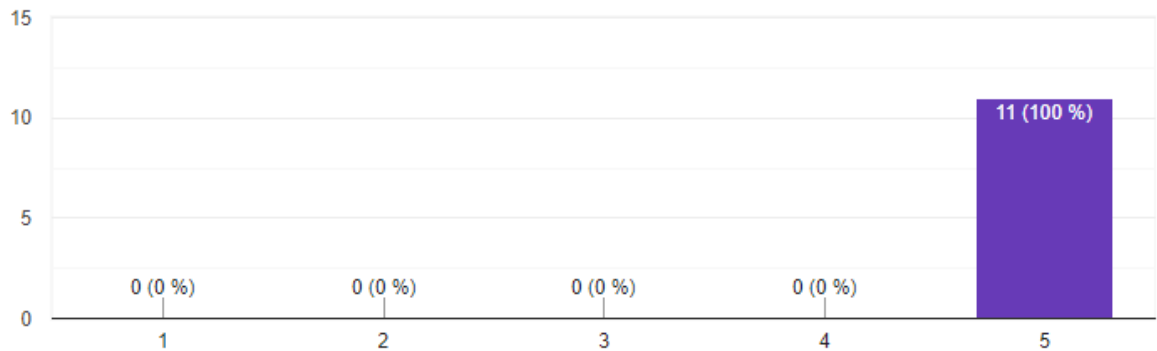


Mobility in Slovenia – teacher evaluation

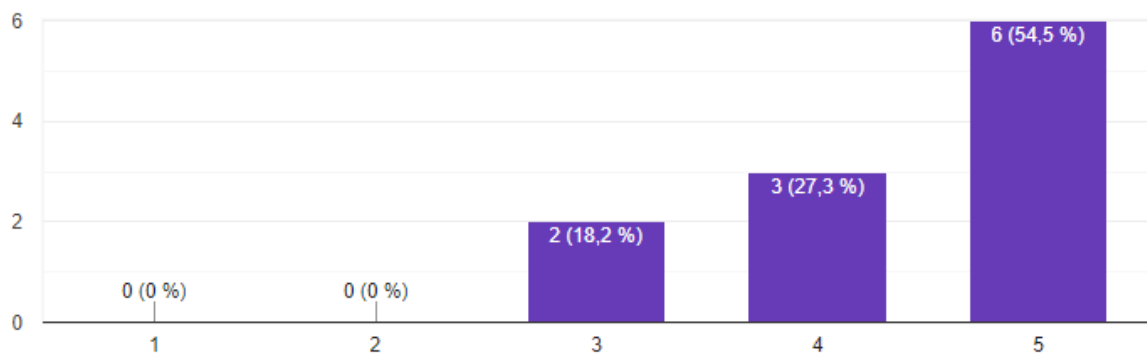
The team has enough common time to meet (virtual and face to face) to support, discuss, manage, lead, solve problems etc.

11 odgovorov



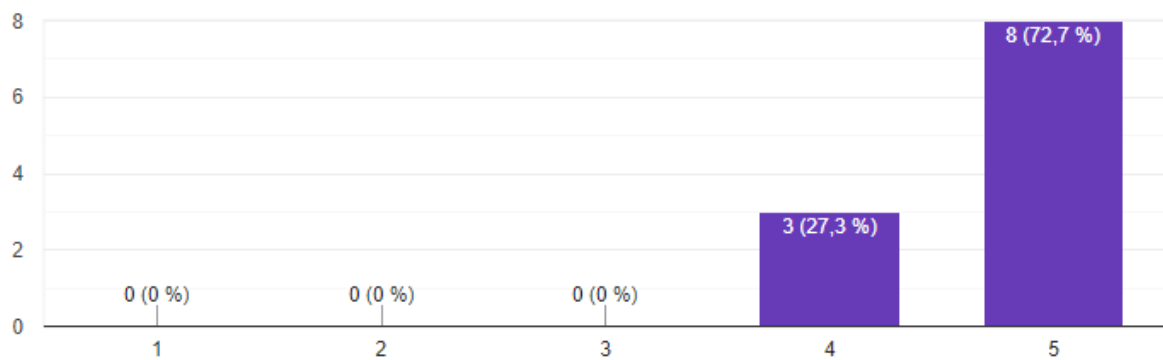
The team has a shared and clear understanding of the purpose and expected results.

11 odgovorov



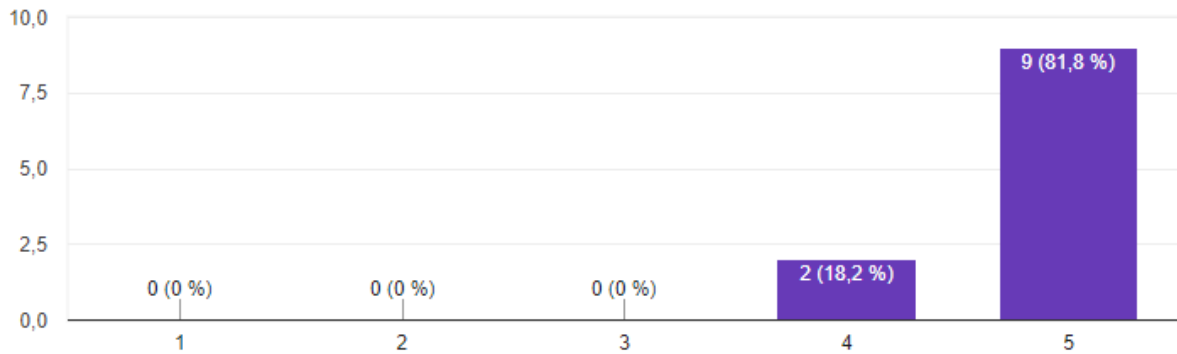
The team has to do tasks which need two or more people to work together.

11 odgovorov



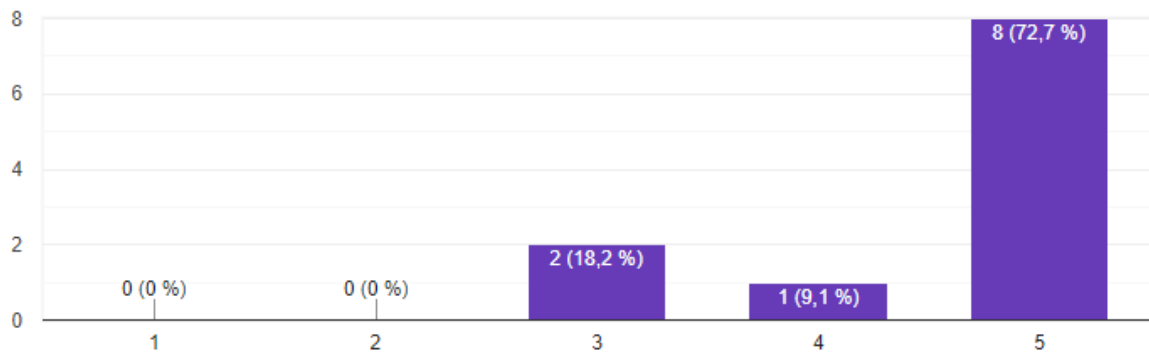
Each team member is respected and acknowledged and may use his/her expertise and special skills.

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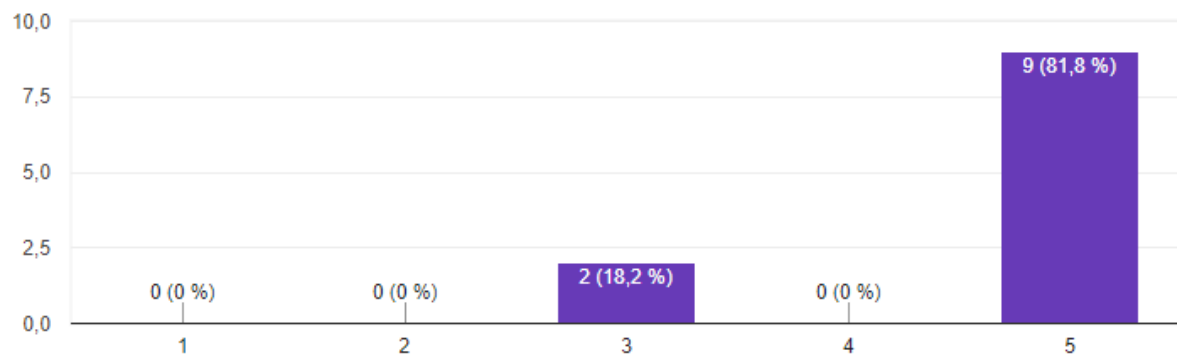
The team and its individual members have enough responsibility and power to make their own decisions and use their creativity.

11 odgovorov



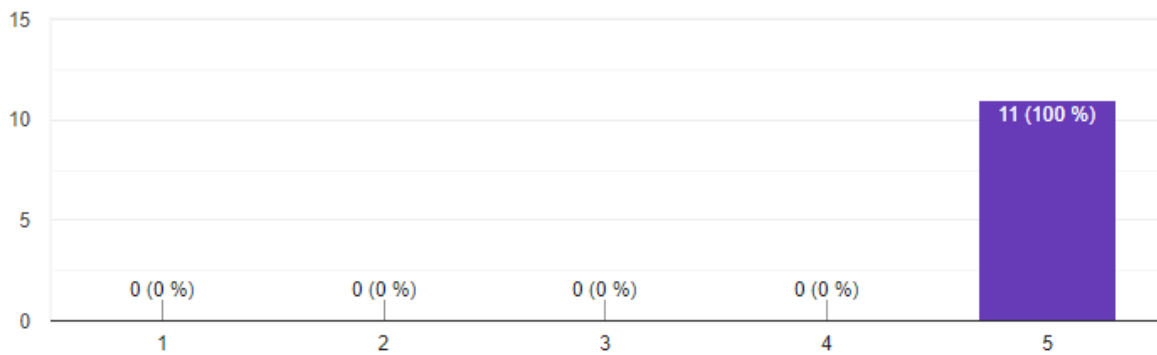
The team has and uses the best possible tools to communicate and has agreed on how to use them.

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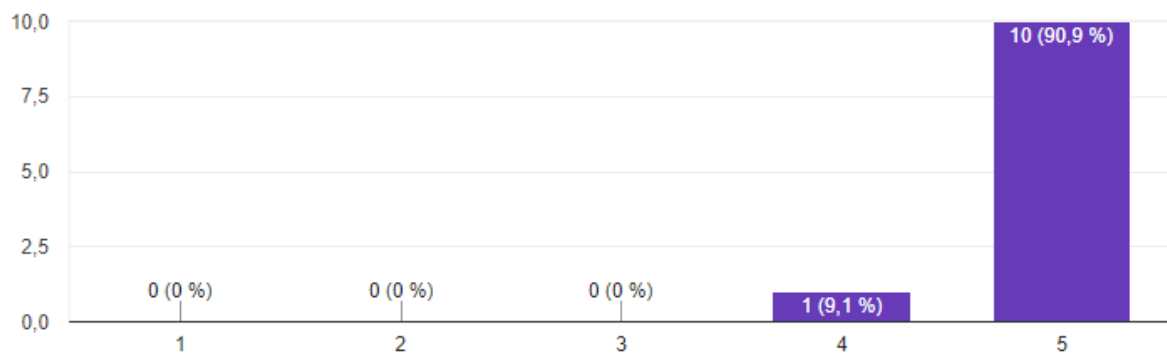
The team is able to create an open and appreciative space for diverse opinions.

11 odgovorov

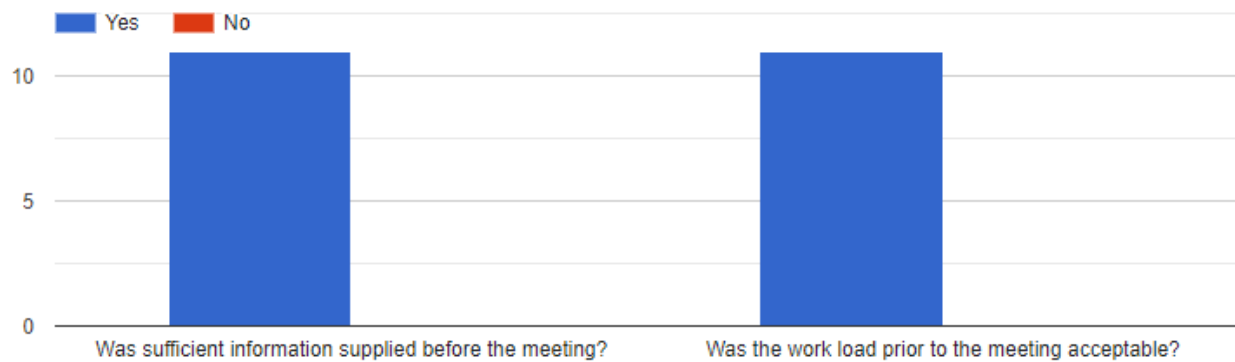


Team members know that each member will deliver and do what is expected of them.

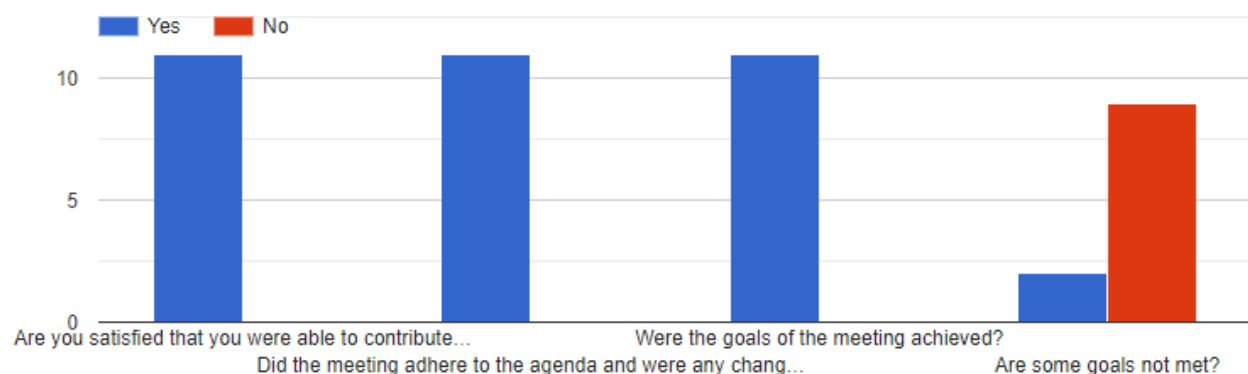
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Preparatory work



The meeting itself



Comments about the questions above:

Nothing to add.

the meeting was very successful

What do you consider to be the main strength of this project meeting?

The topic and the activities.

Exchanging ideas and finding new ways of working alongside with others.

/

performance of planning activities in application form (C3)

cooperation between students, teachers, languages practise

The main strength are teachers and students dedicated to work together in order to achieve goals.

The subject is a current topic.

THE TEAM SPIRIT

The 5-day program was varied and relevant to the subject. The Slovenian team illustrated the challenges with invasive species well and proposed interesting solutions. Students were familiar with each other and their interactions cross-language were even more meaningful

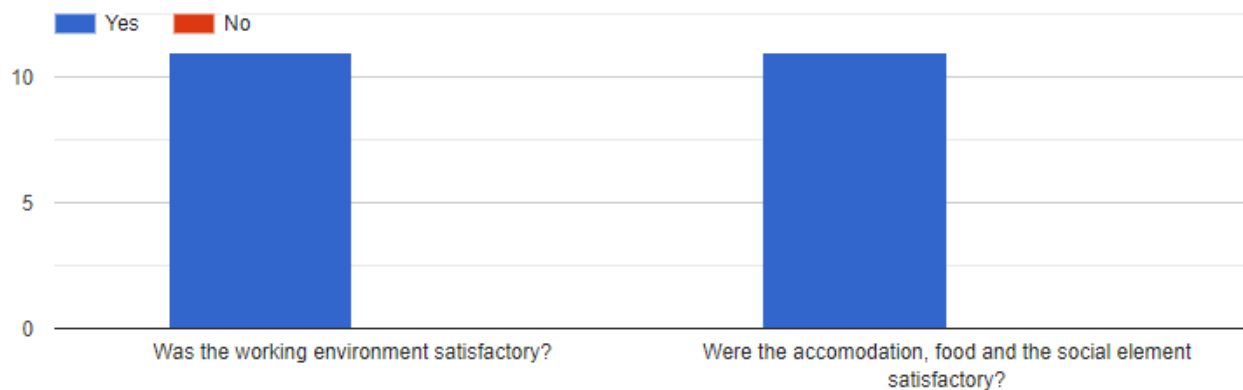
Friendship among partners

Very diverse activities

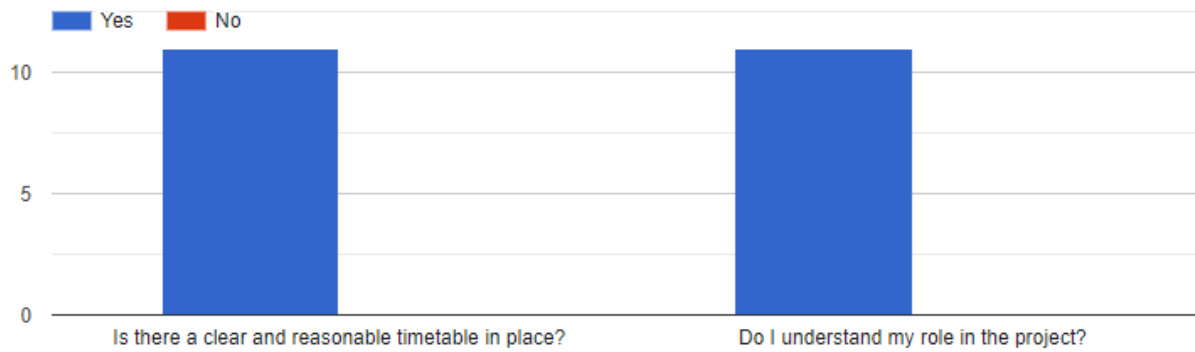
Were there any weak points?

No weak points.
None.
No
No
No.
No
The pupils did not share the same prior knowledge regarding for example source criticism and plagiarism, which might have caused some frustration in their interactions and cooperation.
Organising a welcome dinner on the first evening so the students mix faster, even if all went well.
Students should be familiar with the EU-goals for the project before the meetings and these should be explored during the meeting as well. In that way, they can be more open-minded from start.
The students could have mixed more. Maybe a welcome dinner on the first evening could have given them the opportunity to learn to know each other.
No

Other factors



Follow-up



Can you see any problem areas for the project that should be tackled as soon as possible?

No.
No
No.
I am not so much involved in the project so I can not see the problem areas.
Prepare the panels and think about the lay out. Translate the panels
Source criticism and guidelines for plagiarism - students need to share similar notions before the panels are done
No
no