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EVALUATION REPORT ON TESTING ACTIVITY IN ROMANIA

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ABSTRACT

The present report includes the analysis of the testing activities of all the intellectual outputs of the MathE project, 2018-1-PT01-KA203-047361: Student's Assessment Toolkit; Online Math Library of Video Lessons and Teaching Materials; Community of Practice. As Romanian representatives' partners, Gheorghe Asachi Technical University of Iasi and Fundația EuroEd, shares their perspective on evaluation of the contents and the impact of the products proposed by the MathE project for educational purposes.

1. INTRODUCTION

The Evaluation Questionnaire for the Intellectual Outputs have been addressed to 27 respondents, with a distribution of 16 lecturers, 9 students and 2 respondents acting as school principal or IT SMEs.

The selected target group for this evaluation was formed from 2 perspectives:

- University sector: lecturers from 2 universities in Iasi (*Gheorghe Asachi Technical University of Iasi and Alexandru Ioan Cuza University of Iasi*) and students from the Math Faculty of the Gheorghe Asachi Technical University of Iasi.
- General public, with potential impact: teachers and students from Math excellence clubs and the school principal involved in coordination of the Club; and 1 representative of the IT, engineering and Economics SMEs sector in Iasi.

The recruiting strategy, of the respondents, was based on the perspectives mentioned above, but intended also to involve target group who have been involved in the project activities since the beginning. Most of them have collaborated either in the creation of the Assessment Toolkit or the Math Library of Video Lessons and Teaching Materials or took action in the Community of Practice.

The selected target group was invited to exploit the MathE platform and to fill in the evaluation form in order to provide feedback on the impact of the project activities and on the resources proposed by the project.

The common activities done during the project period has created a cohesive project group of lecturers and students who have changed their perspectives on the traditional school system patterns in general and enhanced a transnational sharing of teaching sources, tools and strategies in the field of Mathematics teaching and learning at higher education level.

2. ACTIVITIES WITH TEACHERS AND STUDENTS

For collecting the feedback, the respondents were involved in the following activities: there were organised face to face meetings with lecturers from the *Gheorghe Asachi Technical University of Iasi*, presenting to them the project platform and going through all the results of the project, in the same time for some of the respondents who already



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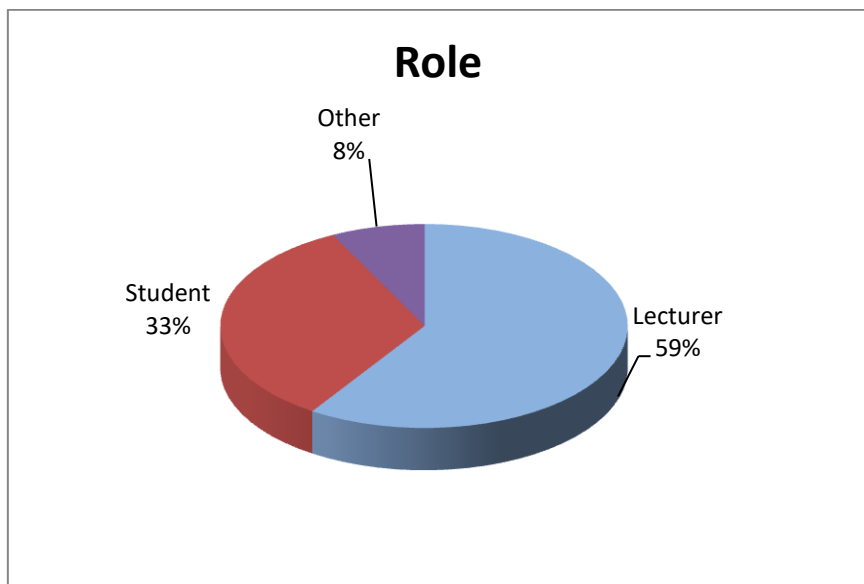
were involved in implementation of the project, the revision of the portal was an update of the final results of the project. The face to face meeting was an opportunity to debate and to collect testimonials also. Other activities done were making use of the online communication, students and some lecturers were informed online by the procedure of evaluation of the MathE resources, and they were invited for individual review of the platform and based on their analyses, they filled in the questionnaire.

3. EVALUATION

3.1 PERSONAL AND PROFESSIONAL DETAILS

The 2 partners Gheorghe Asachi Technical University of Iasi and Fundația EuroEd collected the evaluation questionnaires from a total number of 27 respondents.

As roles, they are distributed among 16 lecturers, 9 students and 2 respondents acting as school principal or IT SMEs. All the respondents are from Romania.



3.2 STUDENT'S ASSESSMENT TOOLKIT

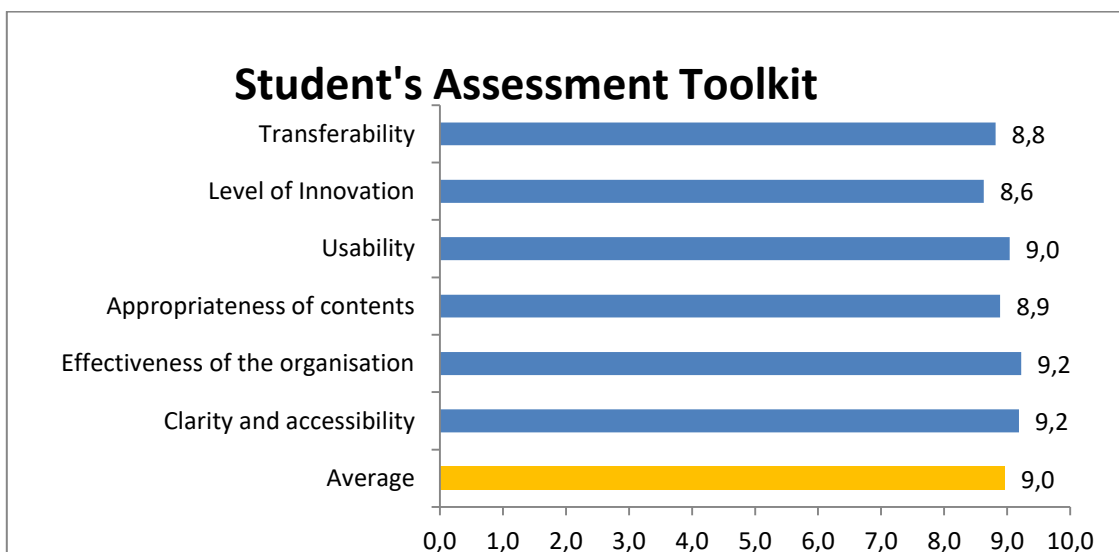
Respondents were invited to evaluate the Student's Assessment Toolkit as intellectual output of the MathE project. The Student's Assessment Toolkit has been considered as being effective in the organisation, clear and accessible, with an average score of 9.2, on a scale 1-10. Followed by a score of 9 on the usability. Appropriateness of contents has been evaluated with a score of 8.9 and very close with a score of 8.8, has been evaluated the transferability; followed by the level of innovation evaluation, with a score of 8.6.

Overall, the Student's Assessment Toolkit was much appreciated, by being evaluated at a total average score of 9, on a scale 1-10.



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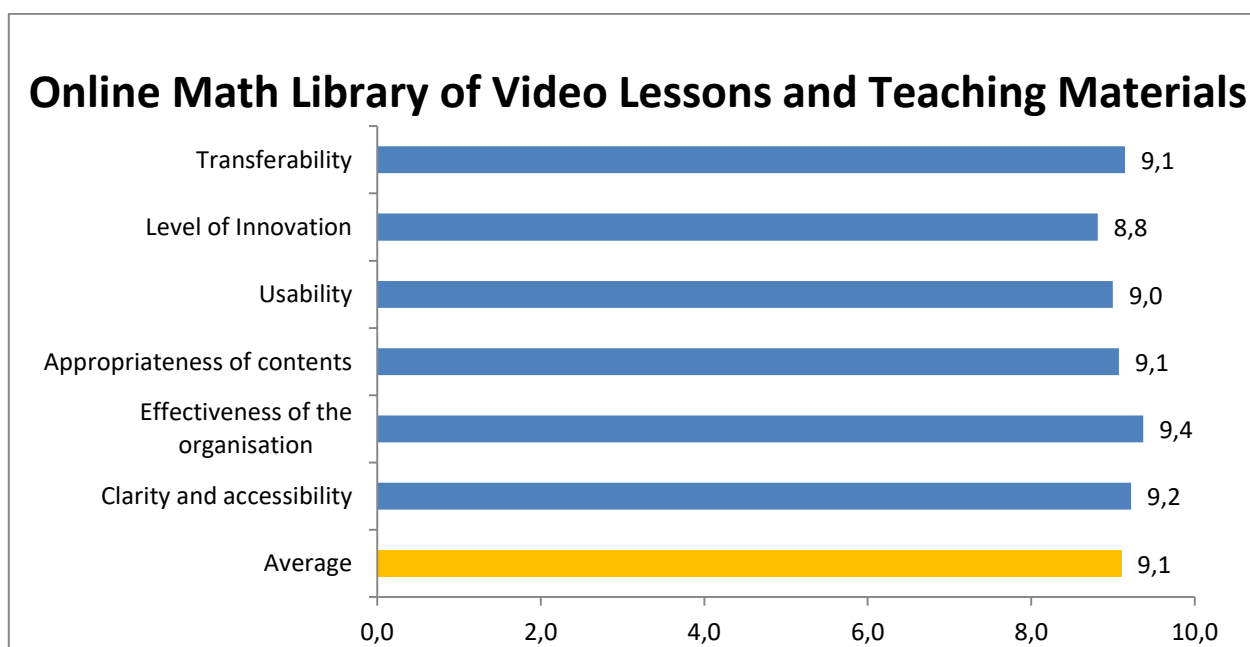
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3.2 ONLINE MATH LIBRARY OF VIDEO LESSONS AND TEACHING MATERIALS

The strongest aspect evaluated by the respondents on the online math library of video lessons and teaching materials was its effectiveness of the organisation, with an average score of 9.4, on a scale 1-10. The library and the teaching materials have been appreciated, with a score of 9.2 and 9.1, from the point of view of the clarity and accessibility and respectively, appropriateness of contents and transferability. The evaluation is very close followed by the usability with a score of 9 and level of innovation with a score of 8.8.

Overall, the online math library of video lessons and teaching materials was much appreciated, by being evaluated at a total average score of 9.1, on a scale 1-10.



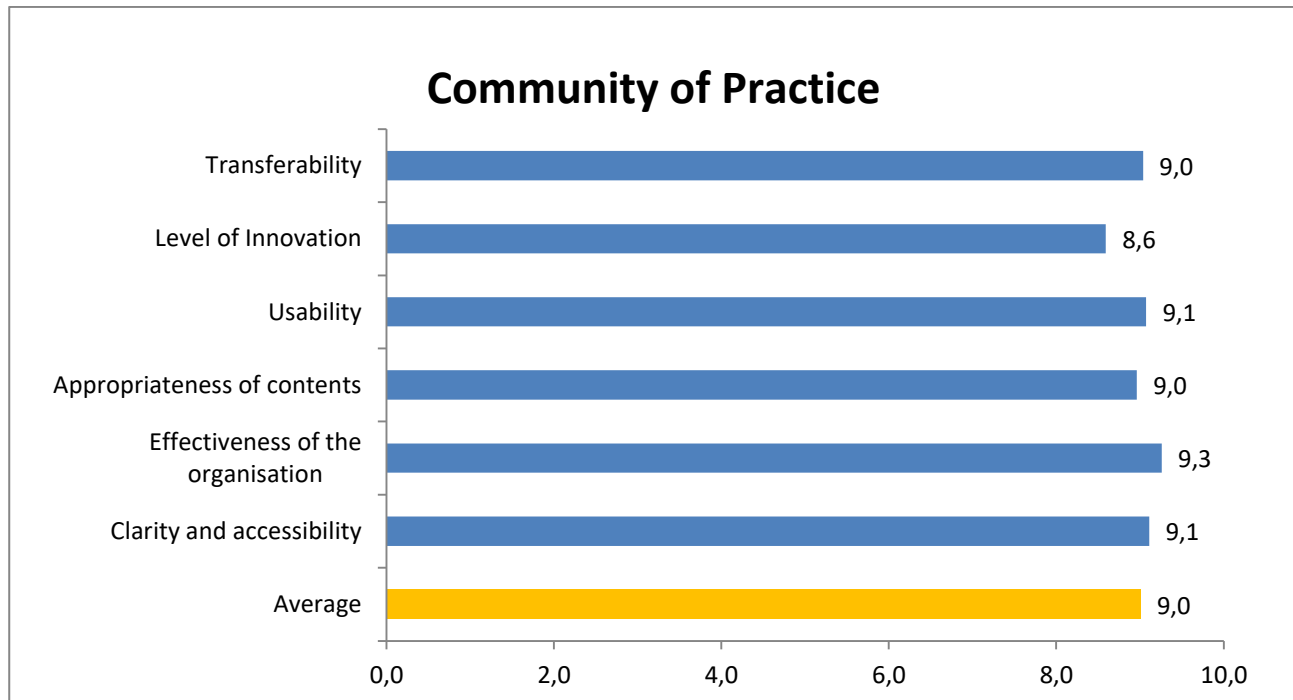


Project Number: 2018-1-PT01-KA203-047361

3.3 COMMUNITY OF PRACTICE

The strongest aspect evaluated by the respondents on the community of practice was its effectiveness of the organisation, with an average score of 9.3, on a scale 1-10. Very qualitative has been evaluated also the clarity and accessibility and the usability, with scores of 9.1, followed by the appropriateness of contents and transferability, with a score of 9. The level of innovation was evaluated at a score of 8.6.

Overall, the community of practice was much appreciated, by being evaluated at a total average score of 9, on a scale 1-10.



4. CONCLUSIONS

The MathE project reached a great impact on the target group. The evaluation with the scores above 9 shoes that the MathE project demonstrated its role on enhancing the quality of teaching Mathematics through digital technologies, by improving teachers' pedagogies and assessment methods with a view to overcoming students' gaps in Mathematics.

The testimonials offered by the respondents are also representatives' conclusions for the project evaluation:

The video lessons and the teaching materials were very clear and helped me a lot in understanding the math notions and how to solve problems. The assessment toolkit was very useful.

I liked very much the video lessons. I found many problems which helped me to prepare for exams of Algebra, Mathematical Analysis and Special Mathematics.

The exercises I found helped me in understanding linear algebra differential equations.

I like the MathE platform a lot! I think it is very well organized and one can find many exercises and useful video lessons!

The MathE platform seems appropriately constructed, in order to improve the knowledge of the students on different mathematical chapters. The assessment tool is especially useful.



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The MathE project offers a fantastic library of based teaching and learning sources to reinforce specific mathematical topics and the opportunity to have lecturers' videos on very interesting math problems is a great asset.

At the dawn of the fourth industrial revolution characterised by an unprecedented development of science and technology Europe is facing a paradoxical challenge: students, even higher education students studying scientific and economics subjects such as engineering and Economics, often lack the basic maths skills to effectively follow their lectures. It is imperative to find the most effective solutions and to prepare students for a world where mathematics is of central importance and extensively applied to diverse fields. The MathE project resources are on my top of preferences for the excellence students on Math.



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