



REciprocal maieutic Approach pathways enhancing Critical Thinking

Project n. 621522-EPP-1-2020-1-IT-EPPKA3-IPI-SOC-IN



D1.9 NATIONAL AND EUROPEAN BIOGRAPHIC REPORT: RESULTS FROM THE PRE AND POST TESTING



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1. Methodology, rationale and numbers of the Analysis

Main goal of the REACT project is to develop and foster an innovative methodology to enhance the critical thinking skill in young people, whose focus is the idea that tolerance, inclusion and accepting any type differences are the key values of an inclusive education. This methodology is holistic at heart, that is why it aims at involving all the actors of an educational community: **students, parents and teachers.**

On this basis, the research team of the REACT project developed a research design to address the following research question: to explore and to describe how the cultural diversity may affect young people and adults' lives, both at school and in daily life.

One of the research lines of the REACT project consists of a survey on the topic of cultural diversity addressed to students, teachers and parents of some schools from several European countries.

The first step to conduct this survey has been the administration of questionnaires' draft to a sample of each target group (students, parents and teachers), as reported in the following graphic:

Partner	Country	Students	Teachers	Parents	Total per partner
FVM	Italy (Umbria Region)	10	7	7	24
CSC	Italy (Sicily Region)	15	8	4	27
RDE	Greece	6	10	6	22
AGRAF	Germany	-	-	-	-
CEI	Bulgaria	29	23	10	62
FUSJ	Spain	5	5	3	13
Sub totals per type		65	53	30	148

Feedback and suggestions for improvements have been collected by the samples and embedded into a specific report. The questionnaires have been revised as per the feedback received, thus officially launched the pre-testing phase.

The pre-testing phase has been administered in two rounds, gaining responses from students, teachers and parents as follows:





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Partner	Country	Students	Teachers	Parents	Total per partner
FVM	Italy (Umbria Region)	50	21	40	111
CSC	Italy (Sicily Region)	85	26	46	167
RDE	Greece	71	39	43	153
AGRAF	Germany	41	40	41	126
CEI	Bulgaria	44	31	34	109
FUSJ	Spain	61	41	48	150
Sub totals per type		352	198	252	802

At the Interim stage of REACT project, the D1.9 National and EU biographic Report has been edited in its draft version, analyzing the results of the pre-testing phase that served as guidance for the delivering of the REACT workshops in classrooms and to build a concrete baseline for the project.

Slightly after the closure of the piloting experience, the biographic post-testing phase has been officially launched again. For what the post-testing phase is concerned, difficulties in gaining the same amount of responses to the biographic questionnaires were mainly related to (i) the enlargement of the age range of involved students (we involved also primary schools' students, that couldn't fill in the biographic questionnaire themselves, nor the teachers were able to administer the questionnaire to them); (ii) the fact that a certain number of students and teachers refused to perform the biographic questionnaire and several responses were considered as invalid by the external experts due to formal errors; (iii) the yearly rotation of teachers in some schools that did not allow to administer the questionnaires to the same teachers – since administering them to others would not have made any sense within the project, REACT consortium preferred to focus on the evaluation of the impact to students and teachers in classes slightly after the workshops development; (iv) the fact that the biographic questionnaire would not have, since the beginning, a statistic value – so we concentrated mostly on collecting evidence after each REACT workshops session, including the organization of informal meetings with teachers to have insight and feedback. Even if the numbers of the responses collected through the post-testing through the biographic questionnaire were not so high, the amount of data collected during and after the experimentation phase were enough to properly analyses the impact of the





actions¹. The numbers of responses gained during the post-testing phase are shown in the graphic below:

Partner	Country	Students	Teachers	Parents	Total per partner
FVM	Italy (Umbria Region)	52	6	0	58
CSC	Italy (Sicily Region)	37	4	7	48
RDE	Greece	45	39	43	127
AGRAF	Germany	14	1	0	15
CEI	Bulgaria	7	4	5	16
FUSJ	Spain	38	12	35	85
Sub totals per type		193	66	90	349

2. Brief illustration of main results

- For **students**, the findings demonstrate that students appear to recognize and appreciate cultural differences, particularly when addressing situations that are like those they encounter daily. In all the set of tools used to analyze change of perceptions, triggering scenarios and so on, the results identified the same or an increase percentage of positive answers. Regarding the appreciation of the workshop, most of the respondents appreciated their experience and the fact to have a space of dialogue and where they could express their opinion.
- For **teachers**, both the questions relating to the impact of cultural diversity with students and classroom management as well as the ones related to the workshop experience had

¹ Particularly, the post-testing through the biographic questionnaires was conducted with the participation of: (i) all the teachers effectively involved in the piloting phase (70 involved against 66 respondents to the post-testing questionnaire; the discrepancy is related to 4 slots of responses considered incomplete/invalid by the external experts); (ii) all the students that participated to the pre-testing phase and to the piloting were invited to fill in the biographic post-testing questionnaire; (iii) the parents of the students that participated to the pre-testing phase and to the piloting phase. For all the other people (students, teachers, parents) involved in the piloting activities but not in the pre-testing, partners decided to apply other evaluation tools such as participated observation, light interviews, focus groups and informal meetings.





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positive answers, with most of the respondents (more than 65%) gathered on the positive spectrum of the answers.

- Regarding **parents** – a hard target to be involved in many countries - the impact of cultural diversity in the process of growth of their daughters and sons is meant to be undoubtedly positive, with a strong majority (more than 80%) of answers gathered on the positive spectrum.

As **final remarks**, when exploring potential weaknesses of the REACT model, surely the answers of the targets suggested spaces for improvements especially for the time management, since the model requires time and a specific commitment from the implementation side. At the same time, to bring students in a path of awareness of themselves and understanding of certain complex topics, time is needed to strengthen. However, the positive impact the assessment allowed to recognize it is a crucial indication of the strength of the model and a further invitation to implement it in the future, with lessons learnt and new inspirational approaches identified during all the project lifetimes.

