

TCE SKILLS

Questionnaire Report

2ND PROJECT RESULT

KA220-SCH - Cooperation partnerships in school education

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The survey questionnaire we have developed consists of a grid of standard questions, aimed at evaluating the correctness of the key competences identified during the drafting of the the European cultural heritage Dossiers. The survey represents a necessary tool in order to identify any difformities compared to the outcome of the first phase of the project and to adopt suitable corrective strategies.

We have considered various survey tools, such as the guided interview, the storytelling and the exercises, and we have examined pros and cons of their application.

The choice of a **closed-ended questionnaire** to collect and evaluate the relevant data comes from the need to use an easy-to-understand tool, able to minimize the room for interpretation and the possibility of influence by third parties, as well as to reduce the time scale. The tool provides the adoption of a language shared by the three Countries Partners, as well as to facilitate the information exchange and the management of the final results.

The questionnaire is based on the principle of **measurement** as it reveals quantitative information attributable to numerical values which can be statistically analysed.

The tool has been organized in four stages:

1. Analysis and evaluation of potential survey tools;
2. Choice of the kind of questionnaire;
3. Definition of the evaluation criteria;
4. Processing and selection of the most suitable questions to achieve the survey purposes.

The structure of the **questionnaire** is based on the analysis of three questions:

1. What is the perception of young people on the cultural heritage?
2. How can new generations protect and improve it?
3. What are the transversal skills to be developed through the cultural heritage?

In this sense, we have structured questions able to widely develop the key points above, clarified for areas of competences and connected to the results of the first phase of the project.

For each transversal skill we have identified the following **characterizing activities**:

1. LEARNING TO LEARN

- *Self-reflection*: ability to reflect on personal characteristics by identifying the areas of improvement.
- *Planning*: ability to search, select and evaluate data and information for the achievement of a final goal.
- *Critical thinking*: ability to objectively analyse information and situations, estimating advantages and disadvantages.

2. CITIZENSHIP

- *Ability to actively cooperate in the group*: ability to assume inclusive behaviours towards peers and to take into consideration different points of view evaluating both personal and others' skills.
- *Culture*: ability to recognize and appreciate arts and different cultural forms.
- *Social commitment*: ability to acquire and evaluate external information to generate personal ideas and opinions.

3. LEADERSHIP

- *Problem Solving*: ability to analyze and solve problems using specific techniques and tools.
- *Proactivity*: ability to operate with the support of methodologies and tools useful to anticipate problems, trends or future changes, in order to plan the appropriate actions in the due time.
- *Self-confidence*: ability to believe in the personal potentiality and to work for the fulfillment of the set goals.

4. TEAM WORK

- *Creativity*: ability to develop creative ideas adding a considerable value.
- *Empathy*: ability to share someone else's feelings and foster cooperation.
- *Adaptability*: ability to adapt the personal knowledge and attitude according to the context.

5. COMMUNICATION

- *Communication skills*: ability to adopt the correct communication strategies based on the context; ability to adapt language according to the interlocutor.
- *Digital skills*: ability to develop digital contents in line with the characteristics of the different online operating systems; ability to create and manage the personal profile on social networks; ability to interact with others by applying the logic of social networks.

Each activity relates to a **precise number of questions**, set on the basis of the level of relevance of the specific competence compared to the other ones.

The **questionnaire** offers **four possible answers**, with a score from 1 to 4.

The choice of applying a numeric rating scale has been supported both by the

possibility of facilitating the following statistic analyses and of receiving a prompter response with a room for interpretation close to zero.

Assigning a score to each question allows to understand the level of competence of each participant: the sum of the scores obtained in every single **activity** corresponds indeed to a level which is precisely described within an evaluation grid (BASIC, INTERMEDIATE, ADVANCED).

The next step is represented by the processing and selection of the most appropriate questions in line with the final aims of the survey. We have carried out an accurate research and analyzed several self-assessment forms, tests on the soft skills, evaluation grids for transversal skills used in K-14 schools and guidelines for the learning evaluation in remote education. The activity has been functional to the selection of simple but precise questions from a psychological and linguistic point of view, as they are aimed at observing distinctive personality traits attributable to specific activities of competence.

The selected questions have taken into account the characteristics of the project target group in terms of personality development, cultural education and general average culture.