

D17 Annual evaluation reports

Promised: Years 1, 2 and 3 evaluation reports of the external evaluator, to be considered by the Steering committee, and to be sent to the EACEA with the required interim and final project reports.

Realized: Evaluation reports are part of this deliverable. The analysis and the critical remarks of the evaluator have been important for the work of the partners of the project.

510028-LLP-1-2010-1-IT-COMENIUS-CMP
EU LLP Comenius project DYNAMAT

Evaluator's Report on the first phase progress

1. Project data

Project partners:

Universita' di Pisa, Italy (coordinating institution)

Universität Wien, Austria

VIA University College in Århus, Denmark

Institute of Mathematics and Informatics, Bulgarian Academy of Sciences, Bulgaria

Konstantin University in Nitra, Slovakia

Iceland University of Education, Reykjavik, Island

Duration:

Three years

Continuity:

The project can be considered as developing further the outputs from the project "MathToEarth". New partner was added to the previous consortium.

Project main objectives:

The main objective of the project is to produce concrete materials and units showing how the use of ICT can develop further the visualization process.

The following items create its main framework:

1. Use diversity of specific characteristics of ICT for supporting the development of pupils' visualization.
2. Develop concrete competences associated with modelling and simulation in mathematics education.
3. Develop materials for the use in schools of various types and age levels.
4. Design and pilot an in-service/pre-service course using the developed materials and units in various educational contexts.

Project main target groups:

1. Professors and students in training institutions
2. Teachers attending in-service courses in partner institutions
3. Teachers and teacher educators participating in the final project conference
4. Teacher students and teachers in other EU and non-EU countries

The outputs will be made available to the mathematics education community through the project web page.

Expected outputs:

1. Courses based on materials developed in the project organized in partner institutions.
2. In-service courses for a wider community of teachers and teacher students.
3. Final conference with workshops.
4. Web page containing collection of course materials and course scenario that will run after the project life..

2. Project meetings

2a Attended by the external evaluator

2a-1. Project meeting in Sofia, Bulgaria, December 7-11, 2011

Main items of the programme:

- Presentation and evaluation of the final version of the materials
- Organization and preparation of the e-book
- Discussion about preliminary courses and workshops
- Dissemination: Collaboration and associate partnership with ProCoNet Education (Project Coordinators Network in Education)
- Financial part: preparation of intermediate report
- Items to be developed till the next meeting

All relevant materials were provided before the meetings. All project meetings goals were achieved. The discussions were rich and partners found the consensus in all issues where various opinions occurred. For a more detailed evaluation of the meeting see 3.

2b Not attended by the external evaluator

2b-1. Pisa, Italy, December 15–19, 2010; Kick-off meeting

Main items of the programme:

- Brainstorming: ideas and materials that will be developed
- Outputs from the project
- General time framework of the project development
- Financial items

2b-2. Vienna, Austria, April 27 – May 1, 2011; Correlation meeting

Main items of the programme:

- Presentation of the first drafts of materials developed by partner teams; discussion
- Common guidelines for materials
- Organizational items

2b-3. Reykjavik, Island, September 2–6, 2011; Intermediate management meeting

Main items of the programme:

- Discussion of the modified set of materials developed by partner teams
- Plan for piloting
- Project of the project homepage
- Organizational items

3. Detailed information about the meeting in Sofia in 2011

Presentation and evaluation of the final version of the materials

All partners presented the current version of materials. The number of developed materials is impressive:

Partners	Files with contributions to the book	Number of pages (article)	Total number of pages
Aarhus	Arithmetic mean and normal distribution	12	57
	Dynamical simulation of stochastic phenomena using Excel	10	
	GPS-geometry in the landscape	22	
	The tall tree	13	
Nitra	Mathematical view on chemical problem about stoichiometric coefficient	4	57
	The teaching by the method of didactic games in primary school	4	
	Reproduction of antique elements with the use of geometry elements and dynamic software	5	
	GPS mathematics in nature	5	
	Geometrical construction with graphic assignment	4	
	Geometry on the playground from the student's view	10	
	Percentage in graphics	5	
	Regular polygons on car wheels	6	
	Why will we pay double sum of money? How the mortgage calculator calculates (counts)?	5	
	How to add infinitely loong sums ...	9	
Pisa	Introduction: Problem posing and dynamical approach	5	54
	Napoleon and his problem	10	
	Math problems of samurai period	4	
	From static to dynamical problem posing	7	
	Dynamical billiards	13	
	Poncelet's porism and periodic triangles in ellipse	10	
	Perimeter of harmonic triangles in ellipse	5	
Reykjavik	Euclidean eggs	11	21
	Using sliders to investigate functions, tangents and integrals	10	
Sofia	Creating dynamic geometry constructions as composition tools in art and photography	20	66
	Finding geometric patterns as a game of dynamic explorations	15	
	Appendix I: An Olympic problem as a source of inquiry-based learning	6	
	Appendix II: The Story of a Project ... or how GeoGebra can help in a difficult situation	4	
	Appendix III: When you simply decide to dream ...	10	
	Can Equations Be Exciting?	11	
Vienna	Fly, fly away ... and bring back data	8	37
	As much as possible – extreme value tasks in geometry	6	
	Fractals – broken with no need for repairs	11	
	GeoCaching – how to find something using satellites	6	
	Modelling optical lenses with Dynamic Geometry Software	6	

The table documents the diversity in several variables: covered topics (in both mathematics and context), software used, mathematical level, length.

All materials were presented by the partner representative and deeply discussed during the meeting. The discussion clearly confirmed that the agreements reached during previous project meetings were taken into account and corresponding modifications were done in most cases.

Organization and preparation of the e-book and discussion about preliminary courses and workshops

Both issues were deeply discussed and in both cases, the agreement among partners was reached. The work on these items is on-going and will be more developed during future project meetings according to the development of materials.

The project team pays big attention to the selection of materials for piloting courses. The discussion about this item was rich and promising. The planned courses in different partner institutions are planned in different forms. This diversity will provide the project team with a rich set of feedbacks offering (hopefully) plenty of data for the final e-learning course organization. All accompanying materials for piloting are in the process of finalization and will be available for the piloting from its very beginning.

Dissemination: Collaboration and associate partnership with ProCoNet Education (Project Coordinators Network in Education)

Dissemination is taken very seriously by all partners and the coordinator. Piloting and dissemination is in progress (see the corresponding items in the programme of the meeting). ProCoNet Education offers the opportunity for larger dissemination of the project outputs and partners agreed with accepting the proposal to be included.

Financial part: preparation of intermediate report

The budget does not show any deviations, the finances are used according to the financial plan. The online system for monitoring finances is ready to be opened.

4. Progress to Date

Having carefully considered the available documents and attending the meeting mentioned in 2, I conclude that the project team did achieve their objectives set for the considered part of the 3-year project. By the meeting in Sofia in 2011, the materials for the e-book are almost ready, the preparation of the courses and closing conference proceeds in a smooth and efficient way.

It is wonderful value is in the variety of mathematical domains, areas of applications and variety of approaches based on the age level of target readers of each chapter and on the educational background of the partner – author of the chapter. The composition of chapters represents a good basis for the readers when preparing their own materials focusing on the efficient use of ICT in mathematics education.

5. Perceived Possible Problem Areas

As mentioned above, the project partners in a close collaboration with cooperating institutions did accomplish the project tasks for the first part of the project life, in several items, the work

is ahead of the original plans. It is a good basis for the success of the final phase of the project according to the work plan.

The following remarks concern two areas: Materials and piloting (both were discussed during the meeting in Sofia).

As it was agreed by the project team, the individual materials are not planned to have an identical layout. The reasons for this decision are clear – the individual pieces of material concern various age and mathematics levels as well as various approaches to the topic dealt with. For making the output materials more user-friendly, there are some items that should be present in all materials:

- At least the indication of age-level, recommended software (maybe also its advantages in comparison with other possibilities), level of difficulty, time demandingness.
- As one part of materials can be seen as appropriate for using it for teaching a certain topic, the others can be perceived more as application of the already known knowledge – this information should also be made available to users.
- As can be seen from the table of covered topics, the all materials are not covering different topics. To offer users a simple orientation, materials could be grouped – the criteria for grouping are to be decided by the project team.
- There are two uses of the output materials: users may use selected set of them for their own teaching and include them in their own lesson plans; or materials can be used for e-learning courses about the efficient, motivating, dynamic use of ICT in (not only) mathematics education. The final organization of materials (web page) should support both these possibilities.
- Some materials are proposed for their use in “mathematics clubs” – at least Italian ones are developed for it. They are devoted to the work with gifted, or at least highly motivated, students. It should be clearly indicated in the output set of materials.
- There is a potential danger that not all materials in their current form are really dynamic. I believe that the static approach which is nearer to the traditional way of using ICT for education should not be included in the set of output materials from this project.

The content needs two types of background – necessary mathematical ideas and the knowledge of the domain of application. In most cases when dealing with lower secondary activities, the necessary background does not need to be presented in details, it is mostly based on the knowledge being a part of the common curricula; the innovative character of the activities is in their dynamic presentation and in linking both areas of interest. On the other hand, the upper secondary and university level activities are in many cases based on extra-curricular knowledge and thus they require either the links to external resources or the presentation of the necessary theoretical background.



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February 16, 2012

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EU LLP Comenius project DYNAMAT

Evaluator's Report

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Expected outputs:

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3. Final conference with workshops.
4. Web page containing collection of course materials and course scenario that will run after the project life.

Management of the project:

The project was managed by a steering committee consisting of the coordinator and one contact person from each partner institution.

All partners were treated equally as to their contribution to the work as well as responsibilities for the outcomes. Dropbox was used for making the collaboration and preparation of e-book and management materials effective.

During the period of the project the Head of the Department Mathematics of Pisa was changed and corresponding amendment was done.

2. Project meetings (underlined meetings were attended by the external evaluator)

2.1. Pisa, Italy, December 15–19, 2010; Kick-off meeting

Main items of the programme:

- Brainstorming: ideas and materials that will be developed
- Outputs from the project
- General time framework of the project development
- Financial items

2.2. Vienna, Austria, April 27 – May 1, 2011; Correlation meeting

Main items of the programme:

- Presentation of the first drafts of materials developed by partner teams; discussion
- Common guidelines for materials
- Organizational items

2.3. Reykjavik, Island, September 2–6, 2011; Intermediate management meeting

Main items of the programme:

- Discussion of the modified set of materials developed by partner teams
- Plan for piloting
- Project of the project homepage
- Organizational items

2.4. Sofia, Bulgaria, December 7-11, 2011; E-book editing meeting

Main items of the programme:

- Presentation and evaluation of the final version of the materials
- Organization and preparation of the e-book
- Discussion about preliminary courses and workshops
- Dissemination: Collaboration and associate partnership with ProCoNet Education (Project Coordinators Network in Education)
- Financial part: preparation of intermediate report
- Items to be developed till the next meeting

2.5. Århus, Denmark, June 16-20, 2012; Feedback management meeting

Main items of the programme:

- Reports on preparatory courses by each of the partners
- Description of the database system used for the management of the project by the teams
- Book editing and production in the next period
- Plans for discussion
- Discussion about the evaluator's report and suggestions for improving the work

2.6. Pisa, Italy, September 22–26, 2012; Final E-Book editing and feedback meeting

Main items of the programme:

- Final editing of e-book content and layout including file format questions
- Discussion about suitable e-learning environment
- Editing of e-learning courses and workshops for both pre- and in-service teachers for the use in partner institutions (in partner languages, fitting to local framework of courses)
- Feedback about dissemination

2.7. Vienna, Austria, February 27 – March 3, 2013; Management meeting

Main items of the programme:

- Presentation of final materials for E-Learning course, discussion
- Discussion of possibilities to include courses in regular teacher training curriculum at partner institutions
- Agreeing on deadlines for final versions and translations of materials
- Reports and discussion of planned or already executed dissemination activities

2.8. Reykjavik, Island, June 13-15, 2013; Intermediate management meeting

Main items of the programme:

- Presentations of the feedback and suggestions for improvements of the e-courses

- Technical questions about e-book and homepage
- Mini workshop (piloting): Units used in the workshop: GeoCaching, Hiking, Art and Mathematics, Dynamic Simulations, Euclidean Eggs, Inscribing rectangles

2.9. Nitra, Slovakia, September 22–27, 2013; International workshop and final project conference

Main items of the programme:

- Final project conference aimed to present outcomes to members of the target groups
- Feedback from target groups (pre- and in-service mathematics teachers, teacher trainers, and mathematics educators)
- Final discussion
- Financial report and data for the final report

All relevant materials for an efficient running of the meetings were provided before all meetings.

All project meetings goals were achieved. The discussions were rich and partners found the consensus in all issues where various opinions occurred.

Between the meetings 2.6 and 2.7, the member from VIA College, Aarhus, Denmark, John Andersen, was replaced by another member of VIA College Henning Westphael. The change was smooth and did not influence either the project working plans or the content and quality of the outcomes.

3. Project outputs

3.1. E-Book

Authors of units: John Andersen, Eva Barčíková, Neli Dimitrova, Gabriela Galliková, Vladimír Georgiev, Irena Georgieva, Štefan Havrlent, Hannes Hohenwarter, Freyja Hreinsdóttir, Toni Chehlarova, Michaela Klepancová, Yuki Kurokawa, Miroslav Mesároš, Oleg Muskarov, Veneta Nedyalkova, Gabriela Pavlovičová, Lucia Rumanová, Ľubomír Rybanský, Evgenia Sendova, Miroslava Sovičová, Ján Šunderlík, Valéria Švecová, Eva Uhrinová, Andreas Ulovec, Marek Varga, Lucia Záhumenská

The e-book, in accordance with the project objectives, focuses on extremely important topics – use of mathematics in various domains of the real and scientific life and the efficient use of ICT. Authors present a series of situations that can be solved using appropriate mathematical tools and supported by ICT; it increases learners' motivation to learn mathematics, understand and apply it.

The e-book represents a very rich resource of concrete materials and units showing how the use of ICT can develop further the visualization process. The participation of a big number of contributors supports the richness of approaches and levels of the units.

The following table contains the list of 31 units in the e-book.

	Number of units in English	List of units
VIA University College in Århus	5	<ul style="list-style-type: none"> • Arithmetic mean and normal distribution • Dynamical simulation of stochastic phenomena with Excel • Geometry in the field using GPS • Simulation of Chi-Square distribution • Finding the tall tree by GPS
Konstantin University in Nitra	7	<ul style="list-style-type: none"> • Best - investigation with circles • Geometry on the playground from the student's view • How to add infinitely looong sums ... • Geometry on Car Wheels • GPS Mathematics in nature • The teaching by the method of didactic games in primary school • Geometry of antique elements via the use of dynamic software
Universita' di Pisa	6	<ul style="list-style-type: none"> • Around Napoleon's Theorem • Math problems of samurai period • From static to dynamical problem posing • Dynamical billiards • Perimeter of harmonic triangles in ellipse • Poncelet's porism and periodic triangles in ellipse
Iceland University of Education, Reykjavik	5	<ul style="list-style-type: none"> • Euclidean Eggs • Using sliders to investigate functions, tangents and integrals • Investigating 2 by 2 matrices, Part I • Investigating 2 by 2 matrices, Part II • Piecewise defined functions
Institute of Mathematics and Informatics, Bulgarian Academy of Sciences	3	<ul style="list-style-type: none"> • Studying fine-art compositions by means of dynamic geometry constructions • Can Equations Be Exciting? • Finding geometric patterns as a game of dynamic explorations (with 3 appendices)
Universität Wien	5	<ul style="list-style-type: none"> • Fly, fly away ... and bring back data • As much as possible – extreme value tasks in Geometry • Fractals – broken with no need for repairs • GeoCaching – how to find it ... using satellites • Modelling optical lenses with Dynamic Geometry Software
In total	31	

The units cover all educational levels from lower secondary until the university level of mathematics. Some of them, although formulated for a certain level, can be rather easily modified for other levels; others are based on knowledge of mathematics that is specific for higher levels.

Although some units are focusing more on the work with students gifted in mathematics, also units for an ordinary classroom are included. In several cases, ICT can be used as scaffolding in more complex problems.

A variety of domains of mathematics are covered. Units are not restricted to the ordinary domains where e.g. dynamic software is usually used, but show the possibilities offered by ICT for improving the understanding in many other environments.

One of the important advantages of the e-book is the inclusion of interdisciplinarity in units. It contains both streams – relations to real life situations as well as to other school/science domains. It represents a strong motivational factor for students as well as for teachers.

The presented materials are complex. Besides descriptions of units they contain all necessary accompanying materials in various forms helping users in preparation of their educational units.

The units represent a mixture of two approaches: independent units covering a certain domain and clusters of units linked together either by the topic or mathematical domain or by the used ICT.

All these features make the use of the e-book very efficient.

The e-book is equipped with an introductory page offering its users a comfort when looking for suitable units. The page contains the following information: General description of the e-book focusing on the authors' intentions when creating it, technical hints for users and the list of units with the links to the sources and the languages in which each unit is available. The key words used for navigating in the e-book cover the variety of topics. I did not find navigation based on the mathematics level of units.

The principal target group of readers are teachers of mathematics who find there lot of interesting activities for both compulsory and optional courses of mathematics and for broadening and deepening materials for learners with a stronger interest in mathematics; but it is certainly of interest for a broader audience.

3.2. Project website (<http://www.dynamatadmin.oriw.eu/>)

The project website contains the detailed information about the project including the partners, aims, outcomes, dissemination activities, timetable of the actions during the whole project life.

The sections (to the date of finalising the evaluation report – it is still in the phase of final improvements) are:

- **Aims:** This section is published in English and gives the public the basic idea about the project objectives and aims.
- **Partners:** All six partner institutions are briefly introduced. Besides the links to their institution webpages, the e-mail addresses of contact persons and the

- composition of the project teams, a brief description of the institutions are presented.
- **Outcomes:** This section contains the list of four main outcomes of the project: Courses based on materials developed in the project organized in partner institutions, in-service courses for a wider community of teachers and teacher students, final conference with workshops, web page containing collection of course materials and course scenario that will run after the project life.
 - **Timetable:** This section contains the list of phases in which the project was developed.
 - **Dissemination:** At present, the collaboration and associated partnership with ProCoNet Education is presented. This section needs to be completed by other dissemination activities (see the item 4 in this report).
 - **Materials:** This is the main section of the webpage. It is organized as a database of all materials produced in the scope of the project. It contains the links to the e-book. The organization of this section is user friendly. Users have several ways for finding one or more units suitable for their needs: By predefined keywords, by an own keyword or choose directly from the list of units. I recommend adding one more set of predefined keywords indicating the level of school mathematics/necessary preliminary knowledge for working with the unit.

Each link to a unit is accompanied by the information (in the form of the corresponding flag) about the languages in which it is available; clicking on the flag leads the user to the material in the corresponding language. Note: The titles of units are not unified, some of them containing the whole title of the material (e.g. Århus), some of them (e.g. Nitra). I am aware that the titles of some units are rather long but including longer titles to all units would make the section much more user friendly.

I recommend the team to collect the ideas of readers on a public part of the project website. Readers' reactions and recommendations could become a rich source of ideas for the future organization of courses based on the created materials as well as for working on other projects.

3.3. E-course

The e-learning course contains the following components: 4 Moodle platforms, 6 video presentations and 329 pages of didactical materials. Materials we are available in 6 languages: IS, SK, IT, EN, DE, DA, BG. The detailed description of the E-course is planned to be available on the homepage of the project: <http://www.dynamathmat.eu/> section Outcomes.

3.3. Pre-courses

During the period September 2011 – December 2012, the partners realised 17 pre-courses with the main objective piloting the proposed units in pre- and in-service teacher training. In most cases, the pre-courses were organized as a component of ordinary training. It

required of the team to adapt the units for the local settings. It is one of the strong sides of the creation of project output materials.

3.4. Workshops and conference

a) Reykjavik, June 14, 2013

Workshop where the following materials were piloted:

- GeoCaching, Hiking (AT)
- Art and Mathematics (BG)
- Dynamic Simulations (DK)
- Euclidean Eggs (IS)
- Inscribing rectangles (IT)
- Webpage, other dynamic projects (SK)

The main aim of the workshop was piloting DynaMAT materials.

There were 20 participants. Apart from the DynaMat team, there were people who work in mathematics teacher education at the University of Iceland and the rest were mathematics teachers who teach at upper and lower secondary schools. Most of them are people who use GeoGebra in their mathematics teaching. The workshop was preceded by a GeoGebra workshop in the morning.

b) Preliminary course, e-learning course and workshop for pre- and in-service teachers

Each partner organized one preliminary course. The courses were developed in different forms depending on the local settings. This system enabled the project team to pilot the units in different environment and to check their usability according to the teacher training system. The experiences and feedback from preliminary courses served as the basis for creating e-courses.

c) Nitra, September 25, 2013

The final conference of DynaMAT project together with international workshop using the following materials:

- Finding Geometric Patterns as a Game of Dynamic Explorations (BG)
- Studying Fine-Art Compositions by Means of Dynamic Geometry Constructions (BG)
- Fieldwork as a Teaching Method - a Case Study Using GPS (AT)
- Problem Posing in Mathematical Education: Diophantine Equations and a Problem in Geogebra (IT)
- Investigation with Circles (SK)
- Some Examples on Using GeoGebra to Teach Calculus (IS)

For details see

http://conferences.ukf.sk/public/conferences/3/2013/program_phdconf2013.pdf

The final conference was aimed to presenting created materials to teacher trainers, teacher trainees and practising teachers.

4. Dissemination activities

The project dissemination activities are extremely rich and diverse. They cover presentations at scientific conferences, pre- and in-service teacher training seminars, events for policy makers, exhibitions, publications in journals and conference proceedings etc.

Summary

Partner	Seminars	Conferences	Articles in journals	Other
VIA University College in Århus	1	3	0	0
Konstantin University in Nitra	5	4	1	3
Universita' di Pisa	2	5	1	1
Iceland University of Education, Reykjavik	1	3	0	0
Institute of Mathematics and Informatics, Bulgarian Academy of Sciences	1	0	0	1
Universität Wien	2	6	2	3
In total	12	21	4	8

5. Project budget

There were bilateral contracts set up between the coordinating institution and each of the partner institutions. The finances were divided among the partner institution according to the plan presented in the project application. The institutions submitted regularly financial report to the coordinator through the Financial report database system. This organization enabled a very efficient managing of all financial matters.

Table of changes in the originally proposed budget

Item	Difference	Reason
Travel and subsistence	Spent 4 757,68 € less than anticipated	Partners used reasonably cheaper transportation
Staff costs	Spent approx. 8 040 € more than anticipated	This amount was underestimated in the original budget. The preparation and development of the courses as well as the preparation of e-book and translations of units needed more work as planned. Note of the evaluator: The money was

		spent effectively and the resulting outcomes are excellent.
Subcontracting	Spent 2 510 € less than anticipated	Partners managed to decrease the costs of translations by involving staff from their institutions. It increase Staff costs but decreased Subcontracting costs.
Equipment	Spent 457,45 €	The necessary equipment for the work was financed from the money saved in other chapters.
Other costs	Spent approx. 2 906 € less than anticipated	The University bank accounts were used with lower costs than anticipated.
Summary	The team spent 1 765,16 € less than anticipated without any negative influence of the project outputs.	
Indirect costs	They were calculated from the real project budget, i.e. by 109,93 € less than planned.	

Conclusion: The financial management of the project was very good and allowed the partners to produce good outputs with a very reasonable cost/benefit ratio. The planned outputs of high quality were produced with 99,4 % of the anticipated budget.

6. Evaluation of the whole project

Having carefully considered the documents provided and attended three project meetings, I state that the team did achieve the objectives set for the project in the proposal and working plan. The team worked well together in a spirit of friendly cooperation. Although being from different cultural, educational and professional background, all members shared a common philosophy, and have formed a lively and creative cooperative effort.

The general administration of the project was excellent; papers and relevant documents were provided and shared among the participants. The team managed to overcome the danger of incompatibilities resulting from the variability of professional orientation and expertise of individual members of the team.

The team profited from their experience with working together in previous projects and the new partner joined the team smoothly and brought new perspectives in the team work. Also the personal change in VIA University College in Århus did not have any negative impact on the work and outcomes of the project



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