

# ACT WP3 FIELD TRIALS REPORT (Spain)

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The aim of this report is to portray the information gathered about ACT Field Trials Phase that was carried out by the four participating countries during the academic year 18-19 and that has been implemented following the ACT Experimental Protocol for Field Trials which defines the parameters under which each phase of the intervention is to occur as regards the preparation phase, teacher training and mentoring, project implementation in the classroom, and the qualitative and quantitative evaluations.

Therefore the objectives for this phase of the project were:

1. Ending the preparation phase to have everything ready for the implementation,
2. Taking to terms the teacher training and mentoring, in order to train the teachers into the ACT methodology,
3. Implementing the ACT project in the classroom,
4. Gathering information for the evaluation team to enable a cross-country comparison of their results following the field trial.

## **1. The preparation phase:**

It consisted of three steps:

- The recruitment of at least 100 volunteer schools to participate
- The schools providing the listing of students and teachers who participate
- Randomization of schools to form two groups, half assigned to the treated group and the other half to the control group for the purposes of carrying out the impact evaluation of ACT.

### *1.1 Recruitment*

The Ministry of Education began the recruitment of schools in Spain in February 2018. There was an initial letter for the policy responsible person in each of the regions to ask for permission to address the schools in their area. Once we had this permission, we prepared the letter(s) that were used to recruit schools for the ACT field trials which included recommendations provided by the members of WP4 as well as the following information:

- The chosen incentive scheme

In Spain the schools taking part in the project would receive a certificate stating their participation in one of the first educational social experimentation projects developed in Spain with the highest quality standards and endorsed by the European Commission; this certification has been both for the school and the students, for the teachers the certification of 30 credits of training has been awarded.

- Implementation timeline.

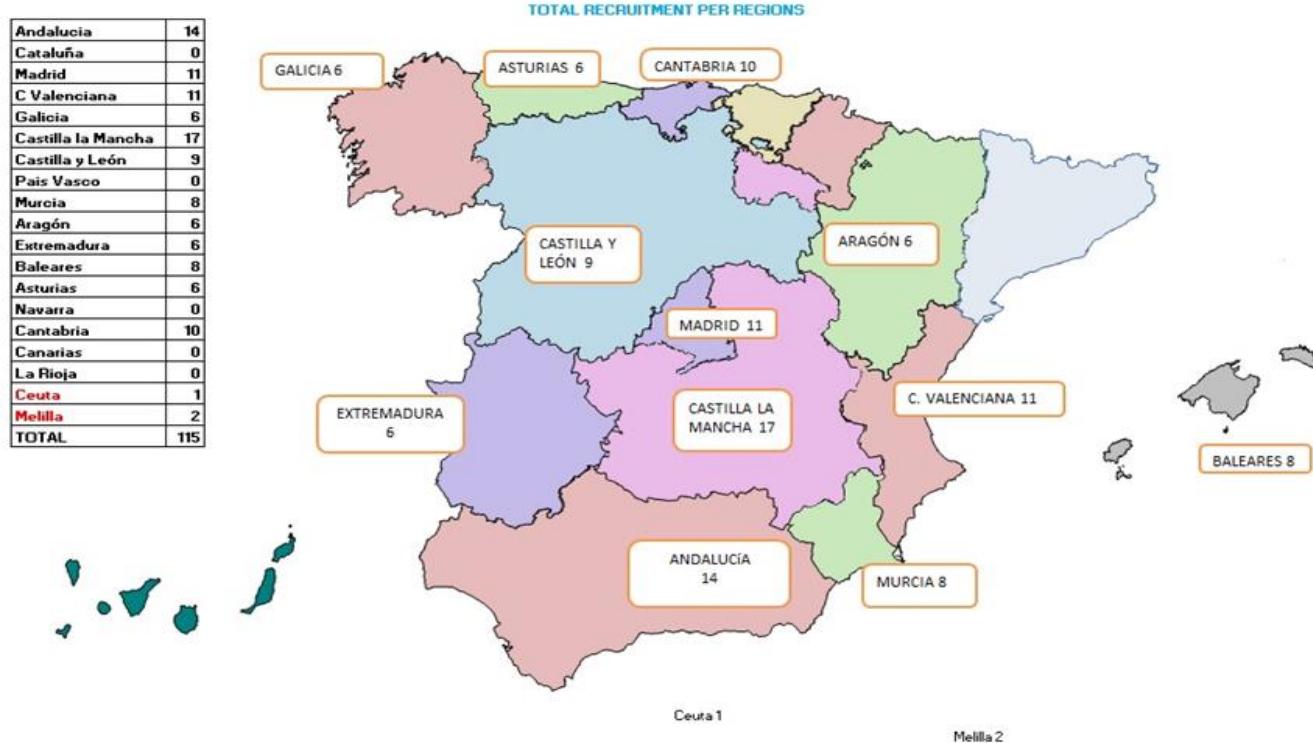
The Spanish letter was fleshed out with the complete timeline of the project so that the schools' directors could have as much information as possible before deciding whether or not to participate; with this we intended to diminish the number possible drop outs.

In general terms, the letter explained that in the academic course 2017-2018 there had been a pilot phase where the materials, timing and methodology had been tested. That the 50 schools in the treated group would receive training and follow up support/on-line mentoring for the implementation phase during the academic year 2018-2019; and that the control group would be given the same training and incentives the academic year 2019-2020. Regarding the requirements of participation for schools, we indicated that only schools completely sustained by public funds could participate, that students should be coursing 3<sup>rd</sup> of ESO (age between 14-15), that it had to be implemented during the Ethical Values subject or during tutorials, that groups should not be smaller than 12 students and that the implementation in class was to last for 12 hours plus 3 hours for the evaluation team. As indicated in the ACT Field Trials Protocol.

All the participating schools signed the letter of agreement and sent it back to the Ministry.

## *1.2 Sample of Schools*

In Spain we got a total number of 115 schools by the end of the recruitment phase. In the chart below we can appreciate the geographical distribution of the participation.



From the 115 Schools that wanted to participate 12 were withdrawn as they were publicly –funded private schools, therefore they did not meet the initial requirements, which left us with a final quota of 103 public schools for the randomization.

### *1.3 Articulation with the evaluation team*

At this point, it becomes absolutely necessary to highlight the importance of the full coordination and joint work that the evaluators' team (quantitative and qualitative) and the Ministry carried out between the months of September and October in order to have the preparation phase ready before the training sessions. Our teams had a meeting early in September 2018 to prepare the necessary steps to meet the deadlines, and with a lot of commitment on behalf of all the members of both teams, we reached our target. A number of 103 schools participated in the randomization process forming a group of 52 schools for the treated group and one of 51 for the control group. The chart below is the Scheme of work that we followed in order to coordinate:

- Collection of class lists and anonymization;
- Random allocation to treatment or control groups;
- The time demands for the control group regarding evaluation (2 hours);
- The time demands for the treatment group regarding teacher training (2 days face-to-face, 8-16 hours mentoring), citizenship project implementation (15 hours) and evaluation (2 hours + serious games);
- Evaluation timeline (teacher surveys, randomization, student surveys, etc.).

#### SCHEME OF WORK SEPTEMBER-OCTOBER 2018

DATE	TASK	IN CHARGE
5-14 SEPT	<p>Reminder to the schools that have not answered the online questionnaire</p> <p>- Preparation of the coded Excel model for student and teacher listings</p> <p>- Request to the schools of the lists of students and teachers. Deadline: September 14</p> <p>- Confirmation of the dates of the teacher training program</p> <p>- Preparation and programming of the questionnaire to the teacher</p> <p>- Preparation and signature of confidentiality commitment</p> <p>- Communication-reminder to the schools of the evaluation procedure, mentioning confidentiality commitment for the management of listings.</p>	<p>MEPF</p> <p>QUANTY TEAM</p> <p>MEPF</p> <p>MEPF</p> <p>QUANTY TEAM</p> <p>EFSE</p> <p>EFSE</p>
17-21 SEPT	<p>- Randomization (for internal knowledge of the CUALI team)</p> <p>- Extension, if necessary, for the reception of the lists of students and teachers</p> <p>- Reception of the Excel of the schools, adaptation to the coded format</p>	<p>QUANTY TEAM</p> <p>MEPF</p> <p>EFSE</p> <p>EFSE</p>

	<ul style="list-style-type: none"> <li>- Sending the final lists of teachers and students to QUANTY TEAM (complete listings) and MEFP (listings by school)</li> <li>- Sending to each school their listings of teachers and students coded for custody</li> <li>- Preparation and sending of the instruction manual and procedure for completing teacher questionnaires</li> </ul>	MEPF EFSE / QUANTY TEAM
24-28 SEPT	<ul style="list-style-type: none"> <li>- Selection of the 10 schools that will participate in the qualitative evaluation</li> <li>- Completion of the programming of the questionnaire to teachers including QUANTY TEAM codes</li> <li>- Opening of the questionnaires to teachers (September 25) giving deadline until October 1</li> <li>- Programming of student questionnaires</li> <li>- Preparation and sending of the instruction manual and procedure for completing student questionnaires</li> </ul>	QUALY TEAM QUANTY TEAM QUANTY TEAM EFSE / QUANTY TEAM
1-5 OCT	<ul style="list-style-type: none"> <li>- Close the teacher questionnaires and start the data analysis</li> <li>- Communication (October 2) to the treated schools indicating that they are and MEPF call the teachers who will receive the training. A specific communication will be (coordinated included for the 10 schools that will be part of the qualitative evaluation. Not by)EFSE yet communicated to control schools.</li> <li>- Communication with the directors and professors of the 10 quali schools for the management of pre and post-training interviews</li> <li>- Opening of student questionnaires (October 1 to 11)</li> <li>- Beginning of interviews with teachers of the 10 “quali” schools as the “quanti” questionnaires are answered.</li> </ul>	QUANTY TEAM EFSE QUANTY TEAM QUANTY TEAM
8-11 OCT	<ul style="list-style-type: none"> <li>- Data analysis of teacher and student questionnaires</li> <li>- Continuation of interviews with teachers of the 10 qualitative schools</li> </ul>	QUANTY TEAM QUALY TEAM
15-19 OCT	<ul style="list-style-type: none"> <li>- Communication to the control schools indicating that they are.</li> </ul>	MEFP
25-26 OCT	<ul style="list-style-type: none"> <li>- Training days for teachers of treated schools (25-26)</li> <li>- Training observation</li> <li>- Post-training telephone interviews</li> </ul>	MEFP QUALY TEAM
29 OCT-2 NOV	<ul style="list-style-type: none"> <li>- Post-training telephone interviews</li> </ul>	QUALY TEAM

## 2. Teachers training sessions

Following the protocol, we had several meetings to train the trainers. From the four of them, one had been in charge of the training sessions and on-line monitoring during the pilot phase so we considered that he had internalized the project's objectives and protocol during that phase and therefore was able to help in communicating these elements to the other first trainers and the teachers later on. As it has been pointed out in the chart above; the face-to-face training sessions took place in Spain the 25<sup>th</sup> and 26<sup>th</sup> of October; one week later than was previously scheduled – we will explain later in the report the reasons for this delay. A total number of 66 teachers/tutors, from 50 schools (two schools dropped out of the treated group as they did not have any teacher available for attending the training at the given dates), in 14 of the 17 Spanish regions, including Ceuta and Melilla, received the training that developed as follows:

The 25<sup>th</sup> they arrived at 14:00 for the accreditation and distribution into groups. After welcoming the teachers at 14:30, began a big presentation of ACT so that they were aware of the nature and the objectives of the ACT project to promote active learning, its European dimension, and the importance of developing this kind of projects to help both teachers and students to face the challenges of the 21st century. We tried to make clear the anticipated beneficial outcomes of the ACT project for all participants; students, teachers, school community as well as local community.

Later on, we continued explaining the aspects concerning the methodology that was to be implemented in the classroom, we presented the experiences of the teachers from the pilot phase and we showed what could be consider an ACT project so that the teachers could start familiarizing themselves with the multifaceted roles the programme stipulates for both teachers and students. We wrapped up the day explaining the technicalities of the on-line platform that had to be used for the on-line monitoring and presenting and explaining the use of the portfolio. We also did several rounds of questions in order to ensure that the teachers would go home that day with a clear picture of ACT.

The 26<sup>th</sup> we started early as the day was going to be quite hectic given all the activities we had to do. The teachers had their pack with all the relevant information conveniently printed as it had been provided the day before during the registration. The materials included; the teacher handbook, teacher toolkit containing the pre-activities, the compulsory lesson plans and the follow up activities, and both teacher and students portfolio. All these materials were also allocated in the on-line platform so that teachers could have a digitalized version to use as they needed in class. After a brief introduction and warm up, we started with *the creation of a safe environment, the themes of ACT, citizenship as status, feeling and practice, practice of discussion and debate* and the rest of the activities proposed. Later on, the teachers had the opportunity to work with the lesson plans and the portfolios and finally we gathered all in a big group to solve doubts and state the conclusions. With this day's training, we accomplished the objectives of informing about the stages of the programme and the methodology to be followed in each stage, with emphasis on ACT implementation in the classroom and working on implementation of innovative assessment methods (self and peer evaluation).

During the two days of training there was at least one person from the evaluation team taking notes about the process.

In order to have feedback, we created an online questionnaire about teacher's satisfaction during the training, from which we extracted that 72% of the teachers were "*very or quite satisfied*" about the

contents and 77% were “*very satisfied*” about the materials of the project. We also enquired about the activities that were most and least liked (for example, the activity on status and feelings was the least liked). The work, both in plenary and in working groups, was rated 86% as “*good or very good*”.

### 3. Implementing the ACT project in the classroom and on-line monitoring.

The classes had already been going on for more than one month; they began for Secondary School the 17<sup>th</sup> of September, when the training was carried out in Spain. Therefore, some teachers decided to end up the first evaluation and start implementing the project in the second one as the time was more than enough. In the beginning, we were going to use the PROCOMUN online platform (as we did for the pilot phase), however we had some technical problems and we decided to create a MOODLE course instead so that teachers could interact in the chats and upload the materials they created as well as inform us of any problem in the development of the implementation phase. From this platform we can extract the following information: (A link can be provided)

FOLLOW UP			EXTRA INFORMATION
05/10/2018	<b>TOTAL NUMBER OF SCHOOLS</b>	52	Participating after randomization
25-26/10/18	<b>TOTAL NUMBER OF TEACHERS IN TRAINING SESSIONS</b>	66	In Spain we allowed 1 or 2 teachers per school
15/03/2019	<b>TOTAL NUMBER OF TRAINING SCHOOLS</b>	50	IES Francesc de Borja Moll IES Los Salados (Can not attend training)
15/03/2019	<b>NUMBER OF PROJECTS ENDED</b>	44	
15/03/2019	<b>NUMBER OF SCHOOLS THAT DID NOT PARTICIPATE IN THE ONLINE MENTORING</b>	2	Juan Carlos Diez, Héctor (La Molina), Verónica Aznar (Melilla)
15/03/2019	<b>NUMBER OF SCHOOLS THAT DID NOT COMPLETE THEIR PROJECTS</b>	4	These schools for one reason or another could not finish their project

In the chart below we have extracted a list with the schools, the title of their project and the theme.

SCHOOL	PROJECT	THEME
IES PORRERES	La igualtat és més que paraules	Gender equality
IES ANTONIO BUERO VALLEJO	Comida intercultural en el marco de la semana cultural del IES Foramontanos	Cultural diversity
IES BROCH I LLOP	Combatiendo el machismo desde el aula	Gender equality

<b>IES CLARA CAMPOAMOR</b>	Tomar una decisión, ofrecer una acción				Taking care of the environment
<b>IES MADRID SUR</b>	SIN TI SOY YO. FORO CONTRA LA VIOLENCIA EN RELACIONES INTIMAS Y DE PAREJA ENTRE JÓVENES	B/D-	Abuse between teenagers		
<b>IES LUIS MANZANARES</b>	Grupo 3º B/D- "Titos yayos"	"Titos yayos"	Ageism	Taking care of the environment	
	Grupo 3º E/F- "Integrados en el medio"				
<b>IES SANTA MARÍA DEL ÁGUILA</b>	3ºB contra la violencia de género			Gender Violence	
<b>IES ALBERT EINSTEIN</b>	Gypsy project			Fighting discrimination	
<b>IES ANTONIO MACHADO</b>	Yo soy de La Línea			Citizenship awareness	
<b>IES CAPELLANÍA</b>	Capellanía al rescate!!			Taking care of the environment (animals)	
<b>IES FRANCISCO MONTOYA</b>	Comando igualdad			Gender discrimination	
<b>IES MEDINA AZAHARA</b>	Proyecto sobre Inmigración			Study about discrimination in Córdoba	
<b>IES ZAIDÍN-VERGELES</b>	A y B-“El amor no entiende de género” C- “Diversidad Cultural” D- “El Bullying” E- “Discriminación de la mujer” F- “La Patera”			A- B- objective: no discrimination and inclusion LGTBI, - C intercultural awareness -D no discrimination. -E gender equality -F fight immigrant discrimination	
<b>IES PEDRO CERRADA</b>	Stop discriminación. Igualdad de género			Gender equality	
<b>IES RAMÓN Y CAJAL</b>	#adógtame			Taking care of the environment (animals)	

<b>IES JOVELLANOS</b>	Análisis de la situación actual del colectivo LGTB en Gijón.	LGBTI in Gijón; no discrimination
<b>IES SANTA BÁRBARA</b>	Tolerancia cero	Gender Violence
<b>IES SELGAS</b>	CONCIENCIA FEMINISTA Y LGTB	Gender Violence and equality
<b>IES SON RULLAN</b>	Ponte en mi piel y mírame con mis ojos.	Gender Violence
<b>IES MARQUÉS DE SANTILLANA</b>	Exponiendo culturas	Intercultural
<b>IES RICARDO BERNARDO</b>	menos 972	Gender Violence
<b>IES LOS OLmos</b>	Lenguaje inclusivo: cabemos todos	Inclusion of people with health problem
<b>IES ANDRÉS DE VANELVIRA</b>	<ul style="list-style-type: none"> <li>● Mejorando nuestro instituto</li> <li>● Sonrisas en la residencia</li> </ul>	1. coexistence. 2. ageism.
<b>IES ARCIPRESTE DE HITA</b>	POR LA NO DISCRIMINACIÓN A LOS MIEMBROS DEL COLECTIVO LGTBI	Non-discrimination LGTB
<b>IES CAÑADA REAL</b>	LA CIUDAD DE LAS DAMAS. Efecto Violeta	Gender violence
<b>IES JUAN GARCIA VALDEMORA</b>	ENTRETENER PARA CONCIENCIAR	Gender equality
<b>IES MARÍA ZAMBRANO</b>	Empatízate	Non-discrimination.
<b>IES SANTO TOMÁS DE AQUINO</b>	Somos Íscar: celebrando y compartiendo la identidad cultural	Intercultural.
<b>IES VIRGEN DE LA CALLE</b>	TRIVALORES HUMANOS	Non-discrimination, social inclusion and diversity
<b>IES ABYLA</b>	IES Abyla: Proyectos ACT	Intercultural
<b>IES ALBAL</b>	Inmigrantes somos todos	Non-discrimination immigrants
<b>IES ANTONIO NAVARRO SANTAFÉ</b>	Fly Culture	Intercultural
<b>IES L'ALCATÉN</b>	L'Alcalatén avanza solidario	Citizenship awareness
<b>IES LOS MORISCOS</b>	Déjame que te cuente	Ageism.

<b>IES ZURBARÁN</b>	JUNTOS FORMAMOS UN PUZZLE	Non-discrimination and inclusion
<b>IES BEADE</b>	MULTICULTURALIDAD en el I.E.S. BEADE	Intercultural.
<b>IES SALVATERRA DE MINHO</b>	Salvatera sen barreiras	Inclusion
<b>IES LOS CASTILLOS</b>	No discriminates	Non-discrimination immigrants
<b>IES SAN ISIDRO</b>	Personas no objetos	Gender abuse
<b>IES SANTAMARCA</b>	La vida es bella, no la arruines con una botella	Civics _Alcohol consumption
<b>IES ALQUIBLA</b>	Pasa de Pasar	truancy
<b>IES EL CARMEN</b>	Proyecto ACA (Aprendizaje, Concienciar y Actuar)	Non-discrimination immigrants
<b>IES PRINCIPE DE ASTURIAS</b>	ConcienciaTLorca	Non discrimination

Teachers used the platform in a really irregular way and most of them sooner send their messages, queries and materials to the mentor than using the platform. Despite this fact, and due to a good handling of the tool by the manager of the Moodle course, we can find all the relevant information about the implementation of the projects in class; namely:

- The problems that arouse and the solution/s suggested,
- The process of the projects selection with its title, objective and product,
- Images and materials created by teachers and students to develop the projects,
- Teachers' final evaluation and conclusions about the project, this included another voluntarily online test.

#### **4. Gathering information for the evaluation team to enable a cross-country comparison of their results following the field trial.**

The evaluation team gathered all the information in the second questionnaires, they conducted the direct observation, in-depth interviews with teachers, and the focus groups with students between April and June.

At the end of June we certified the teachers training and close the activity.

##### *4.1. Impact*

Although the qualitative team will elaborate a thorough report on this matter, we would include here a few notes on the short/middle/long term impact according to the testimonies of trainers, teachers and students.

#### *4.1.1 Short-term impact*

According to the reports from both teachers and students; immediate impact was within the working and class environment. The way in which students relate and learnt to work with each other changes substantially. This fact has a correlated impact on their basic competences and subsequently on the teaching and learning process. Students are in charge of their own process and this makes them more responsible and independent

#### *4.1.2 Middle/long term expected impact*

Most teachers indicate their willingness to continue with this type of projects and/or even escalating the one created this year.

### **5. Issues**

#### *5.1 Related to the relevance of the project*

There was not an issue related to the relevance of the project. All teachers and students involved seem to agree that the themes of ACT and its methodology were really relevant, particularly bearing in mind the social issues in our society. Having said that, there was an activity during the training sessions that caused quite a disruption in the teachers; it was the activity about *Citizenship as status, feeling and practice*. As it is well known, in Spain we have an issue with some regions' national conception, this matter brought a heat up argument among some teachers who considered it inappropriate for their students; also the teachers from Ceuta and Melilla agreed with this point of view.

#### *3.1 Methodological*

Most teachers have enjoyed working with ACT methodology particularly those who were already familiar with PBL and collaborative work. Others had minor problems with the use of the student's portfolio, the definition of student's roles within the projects, and some when forming the groups using the algorithm. However, all in all both teachers and students made a positive reading about ACT and its methodology.

#### *3.2 Technical*

Time was really a constrain during the preparation phase as the beginning of the course was in Spain the 17th of September and we had set the training sessions for the 18th and 19th of October; that was the reason why we delayed the training for one week. It also was constraining for preparing the materials and organizing the training.

Time has also been pointed out as a problem by most of the teachers as they consider that it was too little to develop all the pre-activities, lesson plans and taking to terms the project; particularly bearing in mind that they have only one hour a week with the students for the subject of Ethical Values.

Moving 66 teachers from 14 different regions of Spain countrywide and bringing them to Madrid for the training sessions was a real challenge, specially bearing in mind the bulk of administrative work it entails and the reduction of staff we were facing.

### *3.3 Imponderables*

One of the most important and unforeseen problems we had to face, occurred during the recruitment and preparation phase. As we have mentioned before, Spain began recruiting on February 2018 and by the end of April we had reached the target of the 100 schools, however, by the end of May and beginning of June 20% or more of them decided to drop out; this was probably propitiated by the political situation. Hence, we had to open the recruitment phase again and intervene region by region, until we got the 116 schools with their agreement letter signed by mid-July as previously stated.

## *Appendix I*

### *Students Work Samples*

Here we can see some examples of projects:

**IES ZAIDIN VERGELES :** <https://youtu.be/c0iP6Jm2f2c>

**IES CLARA CAMPOAMOR :** <https://youtu.be/CkR9mksL1rE>

**IES SALVATERRA DE MINHO:**

- The students became aware of the architectural, informative and communication barriers suffered by people with vision or mobility problems.
- The students collaborated at all times in the project in order to bring it to fruition.
- The Director and those responsible for the City Council were involved and are aware that the relevant corrective measures must be carried out.
- The students became aware of the usefulness of being involved in a civic project and that reality can be changed if there is a will and collaboration.
- The ACT project was positive for both the students involved and the Educational Center and we plan to continue with an exhibition / talk next year.

**IES L'ALQUIBLA:**

