

# MELODY

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## IO4

### Evaluation Report on MELODY Toolkit

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# 1. Introduction: The Toolkit and its testing.

Intellectual Output (IO) 2 for the Melody Project was the construction the testing of the toolkit. This activity was managed by our partner SPIR OSLO with input from all other partners to develop the whole toolkit to be used and tested by teachers and other stakeholders.

IO2 is a mix of theoretical framework and practical guidance, with exercises to be used by teachers with their students.

## 1.1 The “MELoDY approach”

The toolkit collects five proposals coming from the experiences of teachers and trainers of each country in order to support teachers and trainers involved in educational process for young people with learning disorder.

Here below a short description of each model:

### 1) The RTI APPROACH (IC Spoltore- ITALY)

<b>Main aims</b>	<b>To guarantee a high quality teaching and help students to succeed in their studies.</b>
<b>Learning aims</b>	<b>To give a monitoring and evaluation tool; to select and share guidelines for an inclusive teaching in order to help students with learning disorders</b>
<b>General structure and organization</b>	<b>The testing must be done in two specific periods: November and February. Level 1: general screening for all students Level 2: monitoring only for students at risk Level 3: personal teaching for students with learning disorders</b>
<b>Beneficiaries</b>	<b>Children 6/7 age</b>

### 2) READING ACTIVITIES (CRIA- SPAIN)

<b>Main aims</b>	<b>To give a preliminary approach for learning disorders</b>
<b>Learning aims</b>	<b>To improve reading and writing abilities in pupils with learning disorders</b>
<b>General structure and organization</b>	<b>Small groups of 4 pupils; exercises for phonological and semantic awareness</b>
<b>Beneficiaries</b>	<b>Children of primary school</b>

**3) READING ASSESSMENT AND INTERVENTION (DESINCOOP and AEFH-PORTUGAL)**

<b>Main aims</b>	To develop personal skills, especially to promote social competences.
<b>Learning aims</b>	To develop reading fluency and comprehension abilities; To understand, select main ideas and put them in relation; to find and use new words.
<b>General structure and organization</b>	Two work proposals for students with learning disorders (one for reading, one for comprehension) + implementation with PALS method; number of activities and timetable must be adapted to needs of each group.
<b>Beneficiaries</b>	Students age 14/18

**4) WORD KNOWLEDGE ISTRUCTION (SPIR OLSO- NORWAY)**

<b>Main aims</b>	To develop decoding and comprehension abilities
<b>Learning aims</b>	To help students with learning disorders to understand what they read, enhance their word knowledge and their use.
<b>General structure e organization</b>	Groups of 5/6 students; three lessons per week . Introduction of new topics; introduction of target words; knowledge of new words.
<b>Beneficiaries</b>	High school students

**5) MENTORING (GEMS-NI)**

<b>Main aims</b>	To support young people with learning disorders, at risk of Early School Leaving
<b>Learning aims</b>	To support students with learning disorders to overcome behaviors that could prevent a personal growth and to achieve awareness of their own strengths.
<b>General structure and organization</b>	The GROW model (Goal, Reality, Options; Will) Individual sessions mentor/mentee Number of sessions and timetable must be adapted to needs of each student.
<b>Beneficiaries</b>	Young people with learning disorders at risk of Early School Leaving (age 14/17 )

## 1.2 The IO2 testing

70 persons (teachers, trainers, experts) have been involved in testing the methods/tools. They also gave a feedback and returned their evaluation questionnaire about the usefulness of the tools and their level of satisfaction.

IO2 and IO3 have been developed in the same period of time, and the access to the platform gave the teachers the possibility to test all the methods or a selection of them.

The testing should have started at the end of last scholar year (July 2020) and since October 2020 the Toolkit was available on the Melody platform.

The testing had teachers as main target, but all the activities have also been tested on the pupils, who are the final beneficiaries.

Unfortunately, due to COVID-19, some of the testing activities with students suffered by a certain delay; despite of this problem, at the end of 2020 all the testing was completed.

The teachers have tested the toolkit with their students even during COVID-19 lockdown, using distance learning.

This report will show the whole process of the toolkit's evaluation in terms of:

- general statistics,
- knowledge and use of the toolkit,
- methodology,
- general aims,
- satisfaction,
- suggestions.

We would like to underline that the strongest point of the project is the opportunity to collaborate with all the partners in order to share each professional experience and build a training model of best practices for the future, shaping a European approach to ESL prevention.

## 2. Evaluation report

IC SPOLTORE have the responsibility to manage the evaluation report of the IO2.

This report will show the whole process of the evaluation of the toolkit testing in terms of general statistics, knowledge and use of the toolkit, methodology, general aims, satisfaction, suggestions.

The evaluation system uses a 1 – 10 scoring methodology. (1 being the minimum score and 10 being the maximum).

Here below the results organized in thematic areas: general statistics, knowledge and use of the toolkit, methodology, general aims, satisfaction, suggestions.

### 2.1 General statistics

This area concerns age, gender, field of activities, type of persons usually we work with:

**Age:** the participants' age for every partner ranges from 25 to 60.

**Gender:** Among all the persons involved, the highest percentage is of female gender (around 55% in Norway and Spain; over 65% in NI; over 85% in Italy; 100% in Portugal).

*We think that this reality is because the educational field women are more involved everywhere*

**Field of activities:** The typologies of persons involved in the testing were: teachers, trainers, tutor, mentors.

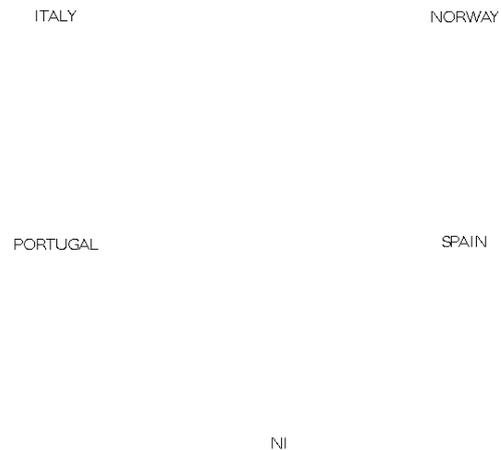
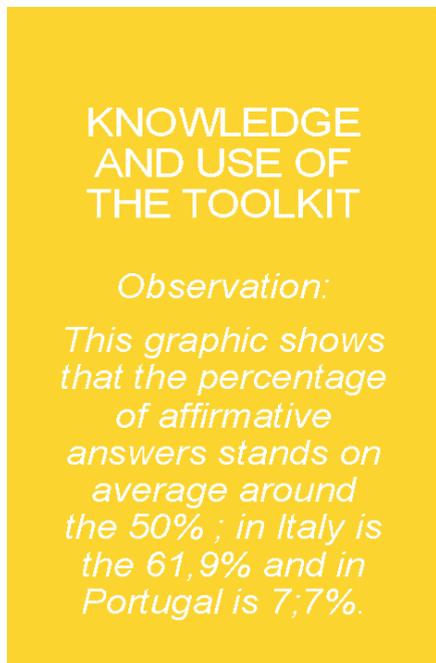
The higher percentage for each partner depends on the identity of the learning agency :

Teachers for ITALY and PORTUGAL, mentors in NORWAY, Tutors or mentors in SPAIN, tutors and trainers in NI.

**Type of persons:** according to previous datas, in ITALY and PORTUGAL we can find overall students from Primary school to University.

In the other countries we can find **NEETS** and others kind of people.

## 2.2 Knowledge and use of the Toolkit



This area shows how and how much the toolkit can be useful in every learning disorder:

- Supplying information on learning difficulties,
- Possibility to be used in situation where an assessment or evaluation of learning difficulties is foreseen,
- Increasing and improving of the interaction level between teachers/trainers and families,
- Providing a higher quality in team work.

**Results:** The average result about the knowledge and use is **over 8 out of 10**: that means the tools are considered very good both for theoretical information and practical use.

## 2.3 Methodology and general aims

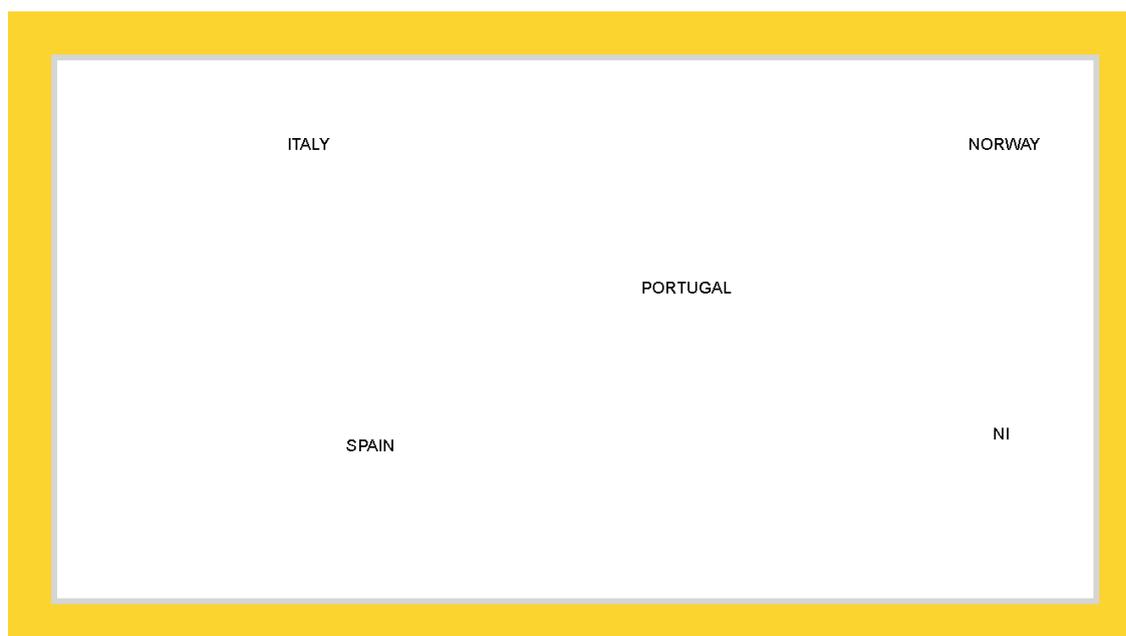
This area shows how useful were the information on the methodology applied, in relation to:

- 1) ensuring high quality teaching
- 2) encouraging motivation for learning
- 3) proviinge teachers/trainers with a valid monitoring and evaluation tool
- 4) identifying and sharing guidelines
- 5) helping students and users to develop functional strategies and improve their performance.

**Results:** As well as *knowledge and use of the toolkit*, the average result about *methodology* is **over 8 out of 10**. This score shows that the participants consider high quality teaching, motivation and inclusion as key concepts for a real success in learning process for students with general learning disorders.

In the next table we can observe how much the toolkit can be considered useful for integration with traditional models.

As we can see all partners gave positive answers: the average percentage of YES is around **85%**.



## 2.4 Satisfaction

The questions shows the satisfaction level about the testing of the toolkit and his use.

We have a global level on the whole Toolkit and a a level for each Tool.

On a global level the score is the following:

- ITALY: 8.2
- NORWAY: 7.6
- PORTUGAL: 8.4
- SPAIN: 8.2
- NI: 8.4.

## 2.5 Suggestions

All the materials have been considered very interesting and useful, but not always replicable in a country's context.

Methodologies could be applied to school system, but it would be necessary to adapt some materials to the real needs of each target.

It would be advisable to test the Toolkit for a longer time and with a higher number of students, in order to have more reliable results and to make it more effective.

About the IC Spoltore, the use of the Toolkit can be increased if it will be possible to share MELoDY's work with the whole school during all the school year as a best practice, to prevent the risk of ESL.

The platform was built well, but it can be improved. It could be more useful if teachers have the possibility to download all the material in PDF.

### 3. Conclusions

In general, every partner considered the Toolkit and its testing very interesting.

Also due to the COVID, we realized that it has been difficult to test several activities with students: anyway, teachers evaluate as particularly useful the Word Knowledge and Reading Comprehension Tools, because they are considered more inclusive and easier to adapt in every context.

The evaluation's results tell us that we are going in the right direction for sharing best practices.

From the beginning, the most stimulating challenge has been to find a common ground to work on. In fact, the first problem was to decide what we mean about *learning disorders* and to overcome the differences of orthography and phonology of each language. That's why we decided to lead our work on reading and comprehension abilities, not focusing on the reasons behind these difficulties but only on the outcomes.

We agreed to work in terms of prevention of ESL (Early School Leaving), sharing common aims and replicable strategies.

We think that the positive feedback and the results can be an added value for every educational context.

Europe is increasingly oriented to promote a cultural exchange between schools and other educational agencies; this project can support teachers to carry on their work with innovative tools alongside traditional teaching, and can help students with learning disorders to increase their awareness and their motivation.

Providing students with those Tools could allow them to benefit from a common inclusive teaching and also to have cultural experiences abroad.

Cooperation and interaction between partners has been the main strength for this project.

We thank all our partners, who made it possible.