

GUIDELINES FOR IMPACT KIT

Good reasons for choosing this tool

The main objective of tools and methodologies to assess and evaluate the impact of the MOVEMENT's is pupils' progress in skills and their general wellbeing, but also the impact on teachers, musicians and families.

MOVEMENT approach underlines the impact of non-traditional Music Teaching practices on the learning processes (e.g. cognitives, psycomotor, verbal, of expression, etc) and on the micro changes that each student might experience, e.g. in participation and cooperation, while also including impact on its background (e.g. families).

The tool will provide measurable results useful for stakeholders and decision makers.

It will allow measurement beyond achievements and performance: focused on the process, progress and micro-changes and acknowledgement of the variability of starting points of each student and of personal attitudes.

For all activities is recommended to identify a single referent figure (a school teacher, stabilized, with a coordinator role).

The tool (Access Database) will be structured in different sections:

- o Level of performance by disciplines
- o Social and Emotional Skills
- o Relations School-Families
- o Fragility and risk elements

Impact Kit contents and structure

The Kit consists of self-filling questionnaires to be used by teachers: a questionnaire to photograph the level of skills, abilities, relationships (BASIC QUESTIONNAIRE); and a questionnaire to monitor its evolution (CHANGING / EVALUATION QUESTIONNAIRE).

Correct compilation involves several compilation steps: for pupils in primary and lower secondary school classes we suggest a compilation at the end of the first year (June 2020) and then one or two annual compilations (at the beginning and end of every school year) for the questionnaires relating to the upgrade of skills; and a single questionnaire at the beginning of the school cycle to photograph the starting situation.

BASIC QUESTIONNAIRE

WHAT: Questionnaire closed answer with a Access Tool.

HOW: The questionnaire can be filled by teachers for every pupil involved in experiences, laboratories and musical lessons.

WHO: One teacher or teachers team will fill the questionnaire for each pupil.

WHEN: At the begin of the assessment (first year). This is a starting point of your assessment track (the to point)

WHY: The tool can collect large amounts of data, enter information at later times and query them through “queries”.

SECTION 1. - PERFORMANCES

Please indicate the average of school achievement of pupil (you can add different marks in different disciplines) [*you can express your evaluation with a numerical mark or a textual opinion, in relation to rules applied in your scholastic context*]

.....

Please indicate the average of achievement in humanities disciplines:

Please indicate the average of achievement in STEM disciplines

SECTION 2- SOCIAL AND EMOTIONAL SKILLS

In a 1-5 scale, what is your overall evaluation about Creativity skill?

1 very low

2 low

3 medium

4 high

5 very high

In a 1-5 scale, what is your evaluation about Creativity skill as a new and original way of working skill?

In a 1-5 scale, what is your evaluation about Creativity skill as a problem solving skill?

In a 1-5 scale, what is your evaluation about Creativity skill as a bridging between disciplines skill?

In a 1-5 scale, what is your overall evaluation about Cooperation skill?

1 very low

2 low

3 medium

4 high

5 very high

In a 1-5 scale, what is your evaluation about Cooperation skill as an attitude of working with peers of the same classroom?

In a 1-5 scale, what is your evaluation about Cooperation skill as an attitude of working with others outside the classroom?

In a 1-5 scale, what is your evaluation about Cooperation skill as an attitude of involvement with peers on specific topics?

In a 1-5 scale, what is your evaluation about Cooperation skill as an attitude to be leader inside groups?

In a 1-5 scale, what is your evaluation about Cooperation skill as an attitude to be follower inside groups?

In a 1-5 scale, what is your evaluation about Cooperation skill as an attitude to hear the peer's point of view?

In a 1-5 scale, what is your evaluation about Perseverance skill in general?

1 very low

2 low

3 medium

4 high

5 very high

In a 1-5 scale, what is your evaluation about Perseverance skill as an attitude of rich goals?

In a 1-5 scale, what is your evaluation about Perseverance skill as an attitude of complete an assigned activity?

In a 1-5 scale, what is your evaluation about Perseverance skill as an attitude of face up to critical situations?

In a 1-5 scale, what is your evaluation about Sociability skill in general?

1 very low

2 low

3 medium

4 high

5 very high

In a 1-5 scale, what is your evaluation about Sociability skill as an attitude of feel good with peers?

In a 1-5 scale, what is your evaluation about Sociability skill as an attitude of feel good with adults?

In a 1-5 scale, what is your evaluation about Sociability skill as an attitude of adapt to needs of others?

SECTION 3-FAMILY

What is your opinion about school – family relations (for this pupil)?

- 1 Cooperative
- 2 Conflictual
- 3 No relations

In the relation with the children, his/her family is:

- 1 present and participating
- 2 absent and disinterested
- 3 ambivalent and intermittent

SECTION 4-FRAGILITIES AND RISKS

Thinking about the ability to support and help others in difficulty, how do you evaluate the child / pupil?

- 1 inappropriate
- 2 inadequate
- 3 on average adequate
- 4 very adequate

Thinking about differences (gender, ethnic origin, social class, disability, ecc.), what is your evaluation on the child/pupil?

Thinking about peers relations and welcoming attitude, what is your evaluation on the child/pupil?

CHANGING/EVALUATION QUESTIONNAIRE

WHAT: Questionnaire closed answer with a Access Tool.

HOW: The questionnaire can be filled by teachers for every pupil involved in experiences, laboratories and musical lessons.

WHO: One teacher or teachers team will fill the questionnaire for each pupil.

WHEN: Every 6 months every year (Here you can collect all the information on each pupil, twice a year, compare them, and establish the trend of his progress; consequently provide for compensation or support actions)

WHY: The tool can collect large amounts of data, enter information at later times and query them through “queries”.

SECTION 1 - PERFORMANCES

Please indicate if and how the average of school achievement of pupil (you can add different marks in different disciplines) is overall changed after participation to musical activities/laboratories/experiences

- 1 it has improved
- 2 it remained the same
- 3 it got worse

Please indicate if and how the average of school achievement of pupil (you can add different marks in different disciplines) is changed after participation to musical activities/laboratories/experiences in humanities disciplines

Please indicate if and how the average of school achievement of pupil (you can add different marks in different disciplines) is changed after participation to musical activities/laboratories/experiences in STEM disciplines

SECTION 2- SOCIAL AND EMOTIONAL SKILLS

The creativity skill is overall changed for this pupil after participation to musical activities/laboratories/experiences?

- 1 it has improved
- 2 it remained the same
- 3 it got worse

The creativity skill is changed, as an attitude to find new ways for made/built things?

The creativity skill is changed, as an attitude to find innovative solutions/to be innovative in problem solving?

The creativity skill is changed, as an attitude to bridging disciplines and relate disciplines?

The Cooperation skill is overall changed?

The Cooperation skill is changed as an attitude to working with peers inside the class room?

The Cooperation skill is changed as an attitude to working with peers outside the classroom?

The Cooperation skill is changed as an attitude of involvement with peers on specific topics?

The Cooperation skill is changed as an attitude to be leader inside groups?

The Cooperation skill is changed as an attitude to be follower inside groups?

The Cooperation skill is changed as an attitude to hear the peer's point of view?

The Perseverance skill is overall changed?

The Perseverance skill is changed as an attitude to achieve goals?

The Perseverance skill is changed as an attitude to complete an assigned activity?

The Perseverance skill is changed as an attitude to face up to difficulties?

The Sociability skill is overall changed?

The Sociability skill is changed as an attitude to feel good with peers?

The Sociability skill is changed as an attitude to adapt to others?

SECTION 3 - FAMILY

What is your opinion about school – family relations (for this pupil and at this moment)?

1 Cooperative

2 Conflictual

3 No relations

In the relation with the children, his/her family is:

1 present and participating

2 absent and disinterested

3 ambivalent and intermittent

Relations with family in the last six months are:

1 improved

2 stable

3 got worse

SECTION 4 – FRAGILITIES AND RISKS

Thinking about the ability to support and help others in difficulty, how is changed the child / pupil after participation to musical activities/laboratories/experiences?

1 it has improved

2 it remained the same

3 it got worse

Thinking about differences (gender, ethnic origin, social class, disability, ecc.), how is changed the child/pupil after participation to musical activities/laboratories/experiences?

Thinking about peers relations and welcoming attitude, how is changed the child/pupil after participation to musical activities/laboratories/experiences?