



# 2nd DESCI TESTING PHASE REPORT

## 1<sup>st</sup> Experimental middle school of Athens

*This document has the goal to report the main aspects emerged during the 2<sup>nd</sup> testing phase (academic course 2017-2018). Each school must fill in a report for each alternating training scenario realized. Your information will be valuable both for the reporting to the National Agency and to better know the experiences realized in each school.*

### Overall section

Indicate the course of studies and the curricula involved in the alternating training experience (School itinerary, grades and age of student involved in the alternating training project)

“Virtual Enterprises”, Project, Class B (Ages 13-14), no of Students 26  
Travelling to world cuisines, After school club, Classes B,C (Ages 13-15), no of students 20  
“Logical Games”, Math After school club, Classes A,B,C (Ages 12-15), no of students 17  
ICT Club, After school club, Classes A,B,C (Ages 12-15), no of students 12

Indicate the partner/s formally involved in the alternating training experience (enterprises, social actors etc)

1. Malisioti, V., Finance Professional- Credit control and Treasury Manager (Public Company)
2. Anastasiadi, T., (La Costeña) (acted as tutor in two courses: Virtual Enterprises and Travelling to world cuisines)
3. Strimpakou, C., (Lia – Olive oil)
4. Soukas, N. (Helmos- Honey)
5. Leonora Moreleon (Embassy of Mexico)
6. Devoli M. (Embassy of India)
7. Gerodimos C. (Taqueria Maya, Mexican Restaurant)

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Describe the scenario and target competences

The educational scenario that has been implemented in the framework of the DESCI project in our school involved four classes:

- A) Virtual Enterprises project
- B) Travelling to world cuisines Club
- C) Math Club (Logical games)
- D) ICT Club (development of applications for Android)

More explicitly, A is an elective course offered in the 2<sup>nd</sup> grade and B, C and D are after school Clubs of Interest and Excellence. These clubs operate in our school after the regular classes, with the participation of students who are interested in the topic of each club.

## **“Virtual enterprises”**

"Virtual Enterprises" is an elective course, which gives the students the opportunity to create their own business and understand the operation steps. Students work in groups and get involved in a role playing activity of creating a virtual enterprise and elaborating its business plan and digital presence.

At the same time, students contact business executives and company owners, who visit the school and act as tutors. The tutors present their personal professional experiences from the world of business and also make reference to their studies in order to help students in their career choices. The program therefore helps students explore career opportunities while assessing skills and competencies needed to meet the labor market. Visits to firms are organized. During the visits, members of the company staff analyze to the students the company structure and the different sections in it, how they work and the role of each one in the products or services business provision. A short tour of the premises follows and the visit concludes with discussion where students formulate any questions or concerns.

The primary aim is the implementation of "Economy - Entrepreneurship" in practice, aiming at students coming in contact with the professional field and the production - business process.

The expected **knowledge** for students is summarized as follows:

- To understand the important role of business in society (increase in employment, self-employment).
- To understand the distinction of enterprises according to their legal status, their ownership, type of activity and size.
- To discover and develop their latent entrepreneurial skills which can help to expand their professional development options.
- To understand what a business plan is.
- To become aware of the fact that programming and design of an enterprise's operations is a prerequisite for achieving goals.

The expected **soft skills** for students are summarized as follows:

- Ownership: Students take responsibility for their own learning.
- Experiential learning: Students' learning is based on hands - on experience.
- Cooperation: Students learn with and from others and understand the dynamics of working as part

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of a team.

- Reflection: Students experience the consequences of their decisions and apply that learning to future challenges.

The expected **technical skills** for students are summarized as follows:

- To conduct market research.
- To implement a business plan of an enterprise
- To advertise and launch a product or service.
- To successfully manage the finances of the company (sales & marketing, market analysis, financial analysis, evaluation of investment plans, etc.), using spreadsheet software.
- To implement a commercial web site.

## Travelling to world cuisines Club

The "Travelling to world cuisines Club" is implemented as an after school program at our school. It is the sequence of the Gastronomy Business Club of the first testing phase. The main difference with the Gastronomy Business Club lies in the focus. This year the students spent more time in examining the cultural dimension of gastronomy rather than the technical and business dimension which was the main subject of the first year club.

The primary aim is the experiential contact of students with the gastronomic culture of peoples. By studying the cuisines of selected countries students realize how geographical and cultural characteristics of a country influence the gastronomy.

In particular, the club involves Students, through gastronomy, travel to various countries of the world, and discover the magic of gastronomic creativity, while highlighting the beneficial impact of the Mediterranean food culture but also the pleasure of tasting. Through gastronomic culture, students learn to treat food not only as a biological necessity, but also as a means for creation and development of their personality. They prepare and trade products based solely on fresh, high quality ingredients and invest in the presentation as well as the food styling of the dishes they create.

The expected **knowledge** for students is summarized as follows:

- To understand the connection between geography and culture with gastronomy.
- To make a research about the culinary habits of a country.
- To make media rich presentation of the countries' gastronomic, cultural and geographic facts.
- To learn the criteria and standards for the selection of the finest fresh ingredients.
- To obtain knowledge about kitchen hygiene.
- To learn how the food can spoil by micro-organisms such as Yeasts, Mould and Bacteria.
- To learn about food preservation.
- To make evaluations of the biological value of a product.

The expected **soft skills** for students are summarized as follows:

- Ownership: Students take responsibility for their own learning.
- Experiential learning: Students' learning is based on hands - on experience.
- Cooperation: Students learn with and from others and understand the dynamics of working as part of a team.

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- Reflection: Students experience the consequences of their decisions and apply that learning to future challenges.

The expected **technical skills** for students are summarized as follows:

- To get acquainted with the use of cooking utensils - cook's knife, paring knife, palette knife, serrated knife, vegetable peeler, wooden spoon, tablespoon, teaspoon, dessertspoon, balloon rotary whisk, fork, spatula, rolling pin, pastry brush.
- To learn basic and classic cooking techniques.
- To experiment with different ingredients and flavors.
- To effectively design a food product or a menu.
- To calculate food costs and price a menu.
- To design the nutrition label for a product.
- To produce their own product or service.
- To advertise and launch the product or service.

## “Logical Games”, Math After school club

The program Logical games is implemented in the after school program “Mathematical Thinking Club”.

The students create real products (mathematics educational games) for one of the virtual enterprises

The primary aims of the program are:

- a) to learn mathematics through real life situations, such as by creating an educational game
- b) to creatively use the history of mathematics, mathematics itself and computer programming in designing and creating video games.

The program of the 2<sup>nd</sup> year of DESCI testing phase was the continuation of the 1<sup>st</sup> year. The students acted as users-evaluators of the games created in the 1<sup>st</sup> year and produced revised editions of the games.

The expected **knowledge** for students is summarized as follows:

- To put school mathematics in practice, in real life situations.
- To denaturize theoretical knowledge (mathematics, history of mathematics) to a product for commercial exploitation (video games).
- To create video games.

The expected **soft skills** for students are summarized as follows:

- Ownership: Students take responsibility for their own learning.
- Experiential learning: Students’ learning is based on hands - on experience.
- Cooperation: Students learn with and from others and understand the dynamics of working as part of a team.
- Reflection: Students experience the consequences of their decisions and apply that learning to future challenges.

The expected **technical skills** for students are summarized as follows:

- To learn how to make an educational video game.
- To process graphics and sounds in order to use them in their video game.
- To implement their video game using a programming language.



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- To produce the documentation for their game (the user manual).

## ICT Club

In the ICT Club students engage in an authentic software development activity aiming at learning the basic concepts of programming in android environment and creatively using these concepts so as to create, android products for the enterprises.

The expected **knowledge** for the students are summarized as follows:

- To understand the important role of software houses in modern society.
- To implement android software products for mobile use.
- To make their android products available to the end user (upload the android products to the appropriate web structures with the right form .apk –executable form of their product).
- To distinguish between different forms of the android programs (aia source code files, .apk executable files).

The expected **soft skills** for students are summarized as follows:

- Teamwork.
- Ability to make decisions.
- Ability to apply theoretical knowledge to real situations and problems.

The expected **technical skills** for students are summarized as follows:

- To learn how to make an android software product.
- To be able to upload their android product to the appropriate web structures with the appropriate program form.

Describe the kind of Living Lab activated (dates, functions, objectives and targets, results?)

## Teacher Living Lab

September 2017-June 2018

The main objective of this living lab was to organize and realize the implementation of the Alternating training in our school. In September 2017 the teachers' living lab updated the DESCI educational scenario for the first experimental middle school of Athens, maintaining the 4 classes described above and performing minor changes to the 2016-17 scenario. The new scenario was presented in the 3<sup>rd</sup> transnational meeting in Athens. Immediately after that, meetings with the tutors were arranged. In October 2017 the students' living labs were presented to students and enrollments took place. In December 2017 preparations were made for the DESCI world café in Athens. The teachers' living lab scheduled the evaluation of the DESCI projects of the school in three periods: Ex ante phase (October 2017), Ongoing phase (February 2018), Ex post phase and DESCI Evaluation framework activities (May 2018).

The results of this living lab were the educational scenario, the implementation and the evaluation of this scenario. The target group of this living lab are the students of the school.

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## “Virtual Enterprises” Student Living Lab

October 2017- May 2018

The aim of this living lab was to foster the students’ acquaintance with the business world and the idea of entrepreneurship. Students learned about the work cycle of enterprises and their organization and were involved in a role playing of creating their own virtual enterprises. The results/products of this living lab were the business plans and the web sites of two virtual enterprises. The target group of this living lab are people who would like to set up their own business.

## Travelling to world cuisines Club Student Living Lab

October 2017- May 2018

The aim of this living lab was to take a culinary trip to various countries. On the one hand the aim was to study theoretically these cuisines by placing them in their geographical and cultural framework. On the other hand the aim was to have authentic experiences of these cuisines by getting involved in cooking and tasting activities. The results/products of this living lab were presentations of the gastronomy of selected countries as a part of the culture and in relation with the geography of the place. The presentations included recipes realized by the students. The target group were students of the school who attended the presentations and tasted the products.

## “Logical Games”, Math After school club Student Living Lab

October 2017- May 2018

The main aim of this living lab was to find out how mathematics is applied to real world settings through the construction of educational logical games. Students studied various logical games and recognized the mathematics used in their implementation. Moreover, they acted as end users for the 1<sup>st</sup> years product (math video game). The results/products of this living lab was an improved version of the math video game. The school students are potential end-users (target group) of the games produced.

## ICT Club, Student Living Lab

October 2017- December 2017

The aim of this living lab was to engage students in a real software design activity, in particular in the design of android applications. The school students are potential end-users (target group) of the applications produced.

Unfortunately, only the first steps of this club have been implemented due to a serious injury of the responsible teacher in a car accident.

Describe the connections with the local community

In the last years, the unemployment rates in Greece are very high. At the same time, whereas in the past decades young people, upon completing their education, aimed at entering the labor market usually as employees in a private or public institution, it is now clear that these two prospects are becoming more difficult and that more and more young people will seek professional alternatives by setting up their own businesses, either by themselves or in collaboration with others. In this framework a school aiming at

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providing students with adequate preparation to successfully enter the labor market should introduce to the curriculum courses that foster the idea of entrepreneurship. Furthermore, sectors such as food and catering, educational services and software development could be leading in the next years for the economic recovery of Greece.

Indicate the participatory practices activated

Role playing, Collaborative learning, Brainstorming, metaplan, flipped classroom

## Design Phase

Describe the activities developed in the Design phase (stakeholders involved, number of meetings, positive and critical aspects etc)

The design phase began in the last meeting of the Teacher Living Lab in June 2017 when the 1<sup>st</sup> year's scenario has been discussed and has been decided to be kept as a framework for the 2<sup>nd</sup> year with small amendments. In September 2017 the proposed amendments have been discussed explicitly in the first teacher living lab meeting for 2018. In parallel, tutors have been selected and contacted and the schedule of the tutors' visits at school has been developed.

In each student living lab, students participated in the design phase during the first meetings, of the class (2 to 5 meetings depending on the class). Teachers provided a framework and students further defined the deliverables and the way they would participate in creating them, according to their interests. The opportunity to participate in the design phase was the most positive aspect of the DESCI classes for the students, since they seldom have this chance in the most classes of the curriculum.



Students of the Virtual Enterprise Project define collaboratively the sector of their Virtual Enterprise

The main difficulty for all living labs remained, as in the 1<sup>st</sup> testing phase, the absence of an institutional framework for Alternating Training in middle schools in Greece. This means that all tutors participated in a



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volunteer basis without any form of direct or indirect recompensation. Moreover, it was impossible to organize individual Alternating Training programs because individual student mobility outside the school is not allowed by the existing legislation. As a result, the alternating programs implemented were mainly tutor visits to school and group visits to workplaces.

Who defines the alternating training program of the student? If possible, give further information about the role of each part in defining the alternating training program of each student

As mentioned above, there is no institutional framework for Alternating Training in middle schools in Greece. For the needs of the DESCI project the alternating training program of the students has been defined by the school.

## Implementation phase

Please, describe the activities developed in the Implementation phase (specify how much time in the school and how much time in the enterprise/ describe the role of teachers and enterprises in the development of students' alternating training)

### **"Virtual Enterprises" Student Living Lab**

**October 2017- May 2018**

The project's duration was one academic year, for one hour per week. Two school teachers were responsible for the project (a Home economics teacher and an Informatics teacher). The flipped classroom model has been used for the presentation of the main topics of Business organization. Since the experience of the 1st testing year was very encouraging, the use of the flipped classroom was expanded: teachers presented the contents of the moodle e-class and commented selectively on topics in class following the evolution of the project. This approach permitted to dedicate more time for the role playing and other collaborative activities in class. Students prepared a virtual CV and presented in plenary sessions along with their proposal for the virtual enterprise and the role they wished to embody in it. Subsequently, the students got involved in a Business simulation web game, individually and then in groups. After this experience they were asked to update their wishes for the role in the organization chart of the virtual company.

Following that, the students were divided into two groups by the teachers, according to their preferences, and got engaged in the role playing of creating the virtual enterprises and developing their business plans. In between the role playing sessions (approx 6), 4 external tutors visited the school and shared their professional experiences with the students in order to make them partakers of the work world.



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Tutor visit (Olive Oil company Lia)

For another 6 sessions students worked collaboratively in the PC lab in order to create the web sites of the virtual enterprises using google sites. The deliverables (business plans and web sites), along with the DESCI project principals, have been presented in an open session (13/6/2018) to the whole school community, including parents and local community representatives.

## **Travelling to World Cuisines Club Student Living Lab**

**October 2017- May 2018**

The after-school club offered students the opportunity to meet world cuisines at global, national and local level.

They 'travelled' and discovered new flavours and savoured the local gastronomy, got to know their local fresh ingredients and their use, as well as the culinary habits of the given countries (Mexico, India).

Within the framework of the Club initiative, two visits were realized at the school premises by representatives of the Embassies (Mexico, India). The students were given the authentic experience to learn the basics of both languages, to get to know the culture, history and traditions of the respective countries. At the same time, the students deepened their knowledge of the history and traditions of the countries by doing projects on the gastronomic culture and traditions of the countries.

During a tutor visit in the school, students had the opportunity to cook Mexican food. Additionally, the students visited the Mexican restaurant "Taqueria Maya" and had another first hand experience of cooking and tasting Mexican recipes.



Cooking Mexican

## **"Logical Games", Math After school club, Student Living Lab**

**October 2017- May 2018**

The aim of the after-school club 'Logic Games' of the school year 2017-18 was the engagement of the

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students with games that have a significant mathematical background. It operated in two basic dimensions:

1. Students played games in order to:
  - a. discover some important mathematical concepts.
  - b. develop strategies for victory.
2. Students created games by making use of:
  - a. the experience they gained through their engagement with games.
  - b. their knowledge in mathematics, acquired within school or their general knowledge.

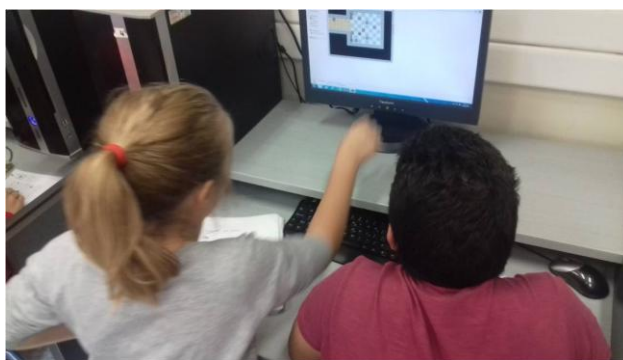
They also created a new version of the video game developed by the students of the 1<sup>st</sup> testing phase (year 2016-2017).

The products of the club were:

1. Games in Scratch environment <https://scratch.mit.edu/>
2. RPG in a steam environment (<https://store.steampowered.com/>)

Skills acquired by students:

- a. they used the knowledge they acquired within school in the Math subject for the creation of marketable products.
- b. they learned to seek for materials and methods in order to develop the games.
- c. the students of last year's after-school club 'Logic Games' acted as instructors/mentors of this year's students.



Evaluating the video game of the 2016-17 DESCI class

## ICT club, Students living lab

**October 2017- December 2017**

The students of the ICT Cub were engaged in a software development activity, following the procedures that take place in software houses. One teacher was responsible for this Club. The sessions took place once a week (2 hours each), in the school ICT lab. The students got acquainted with the work cycle of software houses and reflected on their important role in modern society.

In the first meetings students visited the "play store" in order to check already made android products and use them for inspiration. Next, teaching of android programming concepts and techniques begun, following the flipped classroom method. The educational material was available in the club's electronic classroom, students studied on their own and class discussions about particular issues were made.

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Unfortunately, the living lab work has been interrupted due to a serious injury of the responsible teacher in a car accident without concluding the learning process and reaching the deliverables.

## Evaluation phase

Please, describe activities developed in the Evaluation phase and specify who is responsible for student evaluation during alternating training?

### A. The teachers

- B. School entities (please specify): \_\_\_\_\_
- C. The government
- D. The enterprise
- E. Both school entities and enterprises
- F. A mixed system that also includes other stakeholders

## Evaluation Toolkit

For the needs of the evaluation the student and teacher questionnaires of the evaluation toolkit have been implemented in google forms (ex-ante, ongoing and ex-post & student final report). The Teachers/Tutors rubrics have been fulfilled by the school teachers of each living lab and kept in school in hard copy. The evaluation took place in three periods: Ex-ante (October 2017), Ongoing (February 2018), Ex-post (May 2018).

## Evaluation Framework

For the evaluation framework the questionnaires in google forms provided by the responsible partner (Polibienestar) have been filled in by teachers, students, tutors. The school questionnaire has been fulfilled in a word document form by the school administration. Two focus groups have been implemented (one for teachers/tutors and one for students). Here follow the results of the two focus groups.

## Evaluation Framework

Results of the Focus groups of the Evaluation Framework (to be filled in for each focus group realized)

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**Date: 25/4/2018**

**Venue: Teacher-Tutor Focus Group**

**Participants: 5**

NAME OF TUTORS /TEACHERS /MODERATORS	ORGANISATION	EMAIL
<b>Teachers</b> Aristeidis Falagkaras Dimitris Palaioyiannidis Marianthi Baka Maria Boumpouka <b>Tutor</b> Vicky Malissioti	1 <sup>st</sup> experimental middle school of Athens 1 <sup>st</sup> experimental middle school of Athens 1 <sup>st</sup> experimental middle school of Athens 1 <sup>st</sup> experimental middle school of Athens  Public Company	<a href="mailto:afalagaras@gmail.com">afalagaras@gmail.com</a>

Results of the ongoing evaluation through focus group.

Focus group A: Teachers and tutors

Number of Participants :5

Average age : 40 years old.

Results:

A. Satisfaction with the organization and number of participants in the DESCI activities

1. In general, were the activities well organized?

Due to the operation of the after-school clubs in our school's as statutory practice, which have been running for many years, the teachers of our school had good experience of what exactly was required for Desci activities. That's why the activities selected for the realization of Desci methodology were very well organized.

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2. Was the number of participants in the activities appropriate? If not, what was the impact on the activities?

In general the number of participants in each alternating course was appropriate. More specifically:

In the ICT club the participants were as many as the computers in the computer lab.

In the gastronomy club the number of participants was slightly bigger than the appropriate one. The nature of the activities (using knives, ovens, fire) required of the teachers and tutors to pay extra attention to students when they were working in the kitchen.

In the logic games club the number of pupils was also slightly bigger than the appropriate one. Because they needed to work in teams consisting of sub-teams with defined roles, it was a little difficult to coordinate quite large sub-teams.

In the project of virtual enterprises the number of participants was exactly 26, as many as the number of students in a class of our school because the project was operating in the regular program of the school. There were no significant problems with the number of participants because last year's experience was used and the activities were organized having in mind the constraints that would arise because of this number.

B. Satisfaction with the content of the DESCI activities

3. Did the content of the activities meet the training needs and expectations?

The content of the activities seemed to be quite interesting for students. There was great willingness to join the groups that would make up our scenario based on Desci methodology.

4. Was the combination of theoretical and practical training well balanced? If not, what was the impact on the activities?

In general there was a balance between theoretical and practical training. . More specifically:

In the ICT after-school Club, where students created applications for Playstore, they learned how to write codes and at the same time produce a product.

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In the logic games Club, along with the mathematical problems that they needed to solve, they always had in mind the next problem: this one had to be suitable for integration in their electronic game. However, there were not many opportunities to interact with specialists in the area of electronic games development.

In the project of virtual enterprises the problem of the restrictions set by the legal framework and the students' age, which does not allow apprenticeship in real businesses, was tackled by using simulations.

In the gastronomy club the activities were mostly practical. The main task was preparing menus for restaurants.

## C. Satisfaction with the time and Schedule of the DESCI activities

### 5. Did the schedule of the DESCI activities facilitate attendance?

Desci projects were integrated into the school's timetable. They were programmed in such a way that teachers could attend the activities. Besides, the age of children and our educational system do not allow any kind of activity to take place within the school context, which students could attend without being supervised by a teacher.

### 6. Was the duration of the DESCI activities appropriate to reach the objectives?

Desci activities were designed in such a way that they lasted for an entire school year for two hours per week, because this is the duration of the operation of the after school clubs.

## D. Satisfaction with the facilities of the DESCI activities

7. Were the rooms and offices where the DESCI activity took place appropriate? Were the technical tools, such as boards, projectors, laboratories, computers, tablets and any other devices used during the DESCI activities, appropriate?

Everything was generally satisfactory as our school facilities were well-equipped in terms of electronic devices such as projectors, internal computer network, internet connection.

## E. Usability of the toolkit for teachers and tutors

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8. What is your opinion about the teacherstoolkit? Was it easy to read and understand?

The teacher's toolkit was greatly improved. The latest version was more functional and clearer than the original ones. A number of unnecessary information was removed, language was greatly improved, and some ambiguities regarding the role and function of each living lab were clarified. Indicative of how Desci methodology worked is the three exemplary scenarios.

The tool needed to be read carefully by the user, especially in the beginning, in order to be understood by someone who does not have experience with this type of activity because of the existence of a specific terminology (for example, a living lab approach, etc.) and also the simultaneous operation of many living labs with different but interconnected roles.

F. Usability of the evaluation toolkit

9. What is your opinion about the evaluation toolkit? Was it easy to read and understand?

The improvement of the evaluation toolkit was noticeable in relation to the previous one. It was clearer and repetitions and overlaps were eliminated. The language used was comprehensible and the questionnaires were concise and comprehensive. A positive thing was the addition of new questionnaires that asked for the opinion of the students' families.

G. Strengths of the toolkit.

The articulation of a methodology that allowed students to experience how someone can become a member of the productive process.

The clear instructions of how to implement Desci methodology.

The expressed urge to use the previous experience of the school in similar activities.

**Date: 27/4/2018**

**Venue: Student Focus Group**

**Participants:8**



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NAME OF TUTORS /TEACHERS /MODERATORS	ORGANISATION	EMAIL
<b>Teachers</b> Marianthi Baka Maria Boumpouka  <b>Students</b>  Myrtw Markadonaki Nefeli Nasopoulou  Iliana Atsikmpasi  Fotini Siatouni  Elina Kapetanaki  Maritina Panogiorgou  Odysseas Loukidelis Markos Theocharis Kremidas	1 <sup>st</sup> experimental middle school of Athens 1 <sup>st</sup> experimental middle school of Athens    student of the 2nd grade(Virtual enterprises) student of the 2nd grade(Virtual enterprises and Travelling to world cuisines Club) student of the 2nd grade(Virtual enterprises and Travelling to world cuisines Club) student of the 2nd grade(Virtual enterprises and Travelling to world cuisines Club) student of the 3rd grade(Travelling to world cuisines Club) student of the 3rd grade(Travelling to world cuisines Club) student of the 3rd grade(Logical games) student of the 3rd grade(Logical games)	<a href="mailto:marina.baka@gmail.com">marina.baka@gmail.com</a> <a href="mailto:mboub@di.uoa.gr">mboub@di.uoa.gr</a>

Please describe, in a synthetic way, background and issues addressed during the Focus Groups and include the input provided by the participants.

## Results of the ongoing evaluation through focus group.

### Focus group B: Students

**Number of Participants : 8**

**Average age : 14 years old.**

### Results:

**Q1: I'm going to give you a couple of minutes to think about your experience with the DESCI project. Have you found it useful? What things would you like to change?"**

**Virtual Enterprises Project:** It was a constructive experience as we got to know the business world through simulation. We learned to be responsible and cooperate effectively in order to achieve a goal. We would like to have more time to complete our activities as it was one hour per week.

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**Logic Games Club:** It was a useful experience as we learned to deal with logic problems and methods. But we would like more time to complete our activities.

**Travelling to world cuisines Club:** We had the opportunity to travel to other countries through tastes (Mexico, India). We learned how customs and traditions are linked to gastronomy. We collaborated and consistently communicated to achieve our goal. We collaborated with sponsors who provided us with top quality fresh ingredients for our menu. We enjoyed making recipes from other countries and would like to learn more.

## Satisfaction with the organization and number of participants in the DESCI activities

**Q2: In general, how well organized do you consider that the activities were?**

**Virtual Enterprises Project:** The activities were very well organized and it is amazing how many things we did although time was limited.

**Logic Games Club:** The activities were very well organized too.

**Travelling to world cuisines Club:** The activities were very well organized by the teachers and at the same time there was freedom to improvise.

**Q3: Was the number of students in each activity appropriate? Were there any activities carried out in large groups or unsupervised activities?**

**Virtual Enterprises Project:** The number of students was appropriately distributed so that we could work together.

**Logic Games Club:** The number of students was appropriate for the activities.

**Travelling to world cuisines Club:** We were divided according to our interests (dance, recipes, theatre and culture) and there was no problem with the allocation of the students.

## Satisfaction with the content of the DESCI activities

**Q4: How would you characterize the Desci activities in terms of content? Were they theoretical or more practical?**

**Virtual Enterprises Project:** In the beginning, the content was more theoretical (economy terms) but then there was application of the knowledge we had gained. This way the knowledge became meaningful for us.

**Logic Games Club:** The content was slightly more practical than theoretical; we used mathematics as a tool to decode different elements.

**Travelling to world cuisines Club:** At the beginning there was a theoretical part through documentary information, then we expanded our knowledge in more practical terms (cooking, dancing, writing theatrical scripts and speaking the Mexican language).

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## Satisfaction with the time and schedule of the DESCI activities

### **Q5: Did the schedule of the DESCI activities facilitate attendance?**

**Virtual Enterprises Project:** All activities were so well-designed that everyone could attend them despite our young age. The DESCI activities facilitated our attendance to them.

**Logic Games Club:** All activities were well-designed, so students could analyse information and present all their ideas. Also they were easy for younger pupils to follow and understand.

**Travelling to world cuisines Club:** All the activities were well designed, interesting and also very amusing. There was no pressure and we could carry them out effortlessly.

### **Q6: How would you characterize the duration of the Desci activities?**

**Virtual Enterprises Project:** Some practical activities required more time to complete, as well as some extra-curricular activities.

**Logic Games Club:** We would like to spend more time on some activities like mathematical paradoxes.

**Travelling to world cuisines Club:** Time was sufficient as all the work was completed at school. Perhaps we would like to have more time to deal with more countries.

## Satisfaction with the facilities of the DESCI activities

### **Q7: Were the facilities suitable for the implementation of Desci?**

The rooms and offices where the DESCI activity took place were appropriate.

**Virtual Enterprises Project:** We worked in different places as well as in the computer lab. However, for some activities we would like to have more computers to work on. Another thing to mention is that sometimes we had to rearrange desks in the classroom.

**Logic Games Club:** The facilities at school were generally satisfactory.

**Travelling to world cuisines Club:** The facilities at school were generally satisfactory.

## Usability of the toolkit for students

### **Q8: What do you think about the student's toolkit? Was it easy to read and understand?**

Although the text was written in English, it was quite clear with examples and illustrations. Also our teachers helped us with difficult terms. Something else that would make it easier to read would be bigger fonts.

### **Q9: What is your opinion about the evaluation toolkit? Was it easy to read and understand?**

# DESCI

It was useful and helped us to understand, provided we had taken the right steps in the student's toolkit. Finally, the letters were very small and it would help if it was in the Greek language because it was a bit tiresome and illegible.



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