



Self-evaluation: Outcome and process

Investigation

This is a longer phase when compared with the Selection phase; it would take one or several months of project activities.

The idea is that the topics and issues that are selected in the previous phase are being **investigated in depth**. Pupils should, with the help of the teacher, come up with ideas as to what they want to do and how (i.e. methods of investigation). These are not scientific methods in the real sense of the word, but rather pupil investigation methods.

The role of the teacher is similar to that mentioned previously, with the difference that the teacher might need to do more planning and supporting so that the teams of pupils can develop their investigation plans.

One topic could be investigated from a number of perspectives by different teams of pupils. Pupils should go through the whole process of preparing the investigation: collecting data, summarising findings, reflecting/discussing their findings, and publishing their findings on the portal.

(See the IVAC questions on page 19 in the guidelines for inspiration)

Example in relation to one of the previous topics:

1. The school canteen:

- What is the physical environment like?
- What is the offer of food in terms of taste, nutritional value, appearance, etc?



Different pupil teams could do different things:

- Create a photo story about the canteen and lunchtime.
- Interview peers/other pupils in the school in relation to how they feel about the canteen.
- Interview teachers about the same issue.
- Visit other schools in the city and compare the canteens.
- Find out the name of the catering company and conduct interviews with the people working for the company (about the quality of the food, etc.).
- Find out who in the municipality is responsible for school meals and interview that person.

All these activities should be easy to do and present in different ways (pupil products): posters, charts and graphs; small reports and video photo stories; interview transcripts, etc. (visit: www.young-minds.net for examples of pupil investigations).

It is important that the pupils are guided by teachers to think about their findings and critically comment on them.

The pupil products (investigations), along with their reflections, should be published on the portal. Ideally, in collaboration with the English teacher, these should be translated into English before being published on the portal.

If this is not always possible, the facilitator should make a selection together with the pupils and teachers and help to translate this selection for European collaboration. Nevertheless, where possible, texts on the portal should be in English, also to enable the children to make comments and discuss together at a later stage.



Investigation: Outcome documentation (self-evaluation)

Goals – what do we want to achieve?	Indicators – signs	Documentation
“Maps” of the real-life situation and conditions related to the selected issues	Pupils’ products presenting their investigation findings	Whatever pupils produce to present their findings
Pupils’ critical reflections on the findings	Discussion and comments, reflections shared in the classroom or on the portal	Written summaries of their reflections, or discussion on the portal

Investigation: Process documentation (self-evaluation)

Process – how do we go about the goal?	Indicators – signs	Documentation
Genuine pupil participation	The decisions made by the pupils independently; the joint decisions between teacher and pupils (see the section on participation in the guidebook, page 42, 43, 44 and 45)	Interviews with teachers Interviews with pupils Observations (by the facilitator)
Sensitive teacher (adult) guidance (regarding encouraging participation and content)	Similar, just focus on the teacher	Interviews with teachers Interviews with pupils Observations (by the facilitator)
School-community collaboration	Pupils go out in the community to investigate issues; people from the community are invited to school to contribute to the investigation ...	Interviews with pupils Interviews with teachers Interviews with people from the local community Analysis of pupils’ findings Photos, recordings of community events
International collaboration	Pupils investigate certain issues by sending questions to their peers in other countries	Pupils’ reports of their findings Material published on the portal Interviews



Overall written reflections by the teacher/facilitator:

- Barriers in this phase, as well as potential?
- What went well? What were the difficulties? Lessons learnt?
- Advice to other teachers who are doing similar projects?

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