WP3 SUMMARY REPORT

EXPERT REVIEW REPORT ON THE RESULTS OF WP3

General Enterprises

Following the presentation of these materials and the training of the 17 teachers, 5 experts were also consulted. These experts are Vochin Veronica, from the "Alexandru Davila" Secondary School Pitești, Olteanu Loredana, from the "Alexandru Davila" Secondary School Pitești, Lina Mihaela from the "Ion Pillat" Secondary School Pitești, Dinescu Rodica, from the "Ion Minulescu" Secondary School Pitești, Dincuța Bianca, from the "Mircea Eliade" Secondary School Pitești.

They appreciated all the materials as valuable, stating that they were well made and documented, with well-structured and clearly presented information, which has a great applicability and is useful to teachers in practice.

The experts consulted considered that the materials support teachers, that they have a great impact both for the development of teachers, but also for the development of students and for a better and easier acquisition of knowledge. They noted a series of strengths that will be presented in detail in the following paragraphs, that it would be recommended that these materials reach as many teachers as possible, so that many more students can benefit from these innovative methods.

Key strengths identified

The experts consulted stated that the materials produced prove that unlikestandardized exams, the evaluation in PBLL focuses on the final product and the creative process, that the examples provided show that students demonstrate their understanding of concepts by solving real-world problems, that the presence of "Reflection Diaries" helps a lot, because students document their progress, which helps to identify the moments of "Aha!" but also the obstacles encountered, that the way the student interacts in the team is evaluated, that he thus manages to manage his conflicts and assume responsibilities.

Recommendations for improvement

The experts consulted appreciated all the materials as well made, well and clearly structured, not being the case for improvements, but only for appreciations and congratulations both for the valuable ideas presented, as well as for the work done and for the presentation made.

Suggestions for dissemination and sustainability

Their opinion is that such materials would need to reach as many teachers as possible, especially in the current context of armed conflicts and migrations. More and more classes of students in Romania receive students from migrant backgrounds and many teachers would be delighted to receive help through workshops, training courses on these topics.

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ЦЕНТЪР ЗА РАЗВИТИЕ НА ЧОВЕШКИТЕ РЕСУРСИ

teach WITH PURPOSE

REPORT: DISSEMINATION OF THE RESULTS OF THE WP3 PROJECT

Title of the event:
Date: March 25 - 26, 2026
Time: 19:00 – 21.30
Format: Online meeting (Zoom link)

Online meeting (Zoom Link:)
https://us05web.zoom.us/j/81533913688?pwd=moTVbtC4buVmVUTM9rWCoOQloZSqr3.1
(March 25, 2026)
https://us05web.zoom.us/j/89415938628?pwd=OO2XVfyWx1HvEyjG3nMin7XPFWzWSr.1
(26 march 2026)

Organizer: ISJ Argeș, Romania

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1. Description of the event with the number of participants and the content presented

On 25 and 26 March 2026, online meetings took place, within the framework of the "Work Package 3" activity, which focuses on meaningful evaluation and feedback methods through PBLL activities, as well as concrete examples of PBLL learning.

The program included the presentation of the project "TEACH WITH PURPOSE! Reverse Design and Performance Evaluation in Project-Based Language Teaching and Learning for Diverse Classes", presentation of the Training Needs Report, presentation of the Evaluation Framework and the Teacher Training Program, as well as the different models of PBLL lesson plans.

The meeting was attended by 17 teachers from Argeș County, primary school teachers from schools in urban and rural areas. All 17 participants filled out the evaluation form after the session.

Participants had the opportunity to familiarize themselves with the methodology based on the Backward Design model, to find out what are the methods of evaluation and meaningful feedback through PBLL activities, as well as concrete examples of PBLL learning. They thus had the opportunity to convince themselves of the effectiveness of this methodology, as evidenced by the fact that the emphasis is on helping students acquire the language through a project, rather than using projects only as tools to strengthen language learning. It was an opportunity for the participating primary school teachers to have at hand a methodological framework for assessment tools, designed to help primary school teachers assess language learning outcomes in PBLL environments and to provide a more comprehensive assessment of pupils' language skills and gaps, to adapt their instructions, thus meeting the individual needs of students and providing quality feedback to parents.

The online presentation was also a training tool for teachers to carry out performance appraisal with tools and guidance focused on how to use the appropriate performance appraisal tools according to each language competence and the individual needs of the students for improvement.

2. Evaluation results and suggestions based on teacher feedback

The participants came from 9 schools in the county, 7 from our city and 2 from two neighboring cities, as follows: 6 teachers from the "Ion Luca Caragiale" Secondary School Pitești, 3 teachers from the "Alexandru Davila" Secondary School Pitești, 2 teachers from the "Matei Basarab" Secondary School Pitesti and one teacher from the following schools: "Ion Pillat" Secondary School Pitești, "Nicolae Bălcescu" Secondary School Pitești, "Mihai Eminescu" Secondary School Pitești, "Mircea cel Bătrân" Secondary School Pitești, "Mircea cel Bătrân" Secondary School Curtea de Argeș, "Vintilă Brătianu" Secondary School Stefanesti.

In Part A on "General impressions of the Training Needs Report, the Assessment Framework and the Teacher Training Programme", teachers considered that all three materials were clearly produced, clearly exposed and have an increased relevance, so that 94.12% of respondents considered the content "Very clear" and 5.88% rated it as "Clear". The relevance of the information was also highly appreciated, with 94.12% considering it "Highly Relevant" and 5.88% considering it "Relevant".
In Part B: Evaluation of each product, teachers considered that the PowerPoint-Teacher Training Program presentation was clearly structured, 94.12% of respondents considered the content "Very clear", and 5.88% rated it as "Clear". In terms of "Content and effectiveness of proposals", 94.12% of respondents rated the content as "Excellent" and 5.88% rated it as "Good".

There were no "Suggestions for improvement".

In question B 2 "Reporting on training needs (desk research and interviews)", teachers consider that both "Relevance of findings..." and "Contribution to understanding teachers' needs" are excellent, with a percentage of 100% "Excellent". There are no suggestions for improvement.

"The assessment framework in PBLL" is rated with "Excellent", 100%, by all respondents, both for "Clarity of methodology explained" and for "Practical applicability in the classroom".

In Part C: General utility, to the question "1. Which of the three products do you consider most useful for your teaching practice?" The teachers considered that all the materials presented were very useful, useful and help them in their classroom practice. If we refer to a classification, to a hierarchy, most of them have put the Performance Evaluation Methodology, the examples of practical activities presented through the PBLL lesson plans and Backward Design.

To the question "2. Which of the three products requires additional adaptations for the primary school level?", teachers believe that for primary school students the tasks should be much more simplified and the use of visual aids, a language understandable to young children.

To the question "3. Would you like to explore this topic further by participating in the teacher training program described, so that you can use it in the course?" All teachers were in total

agreement, they are interested in this topic, they find it useful and welcome, in the current world context.

Regarding "Part D: Open Feedback", the teachers stated that the most valuable ideas they obtained: how to provide personalized feedback, that the students' final product needs to have a real-world impact, project-based learning and the effectiveness of these methodologies, the clarity of feedback regarding student progress, the importance of active student engagement through PBLL teaching, The concept of starting planning from the desired end result.

Referring to the question "2. One thing that could be improved," the teachers said one aspect could be related to the clarity of instructions for some activities. Some exercises could benefit from additional examples or simpler explanations, so that it is easier to apply to younger students, providing more examples of projects.

Additional comments or suggestions were aimed at teachers' desire to have the opportunity to participate in as many such programs, workshops and workshops on these topics as possible.

GENERAL CONCLUSION

The slides of the presentation and all the materials presented were shared with all 17 participants in the online sessions and in the space dedicated to the project.

These sessions are a concrete example of how the results of the project can be visibly useful to teachers.

The two days were very useful to these teachers to whom the materials and concrete examples came to their aid, determining them to better understand how to apply personalized feedback and an assessment to support the students in class.