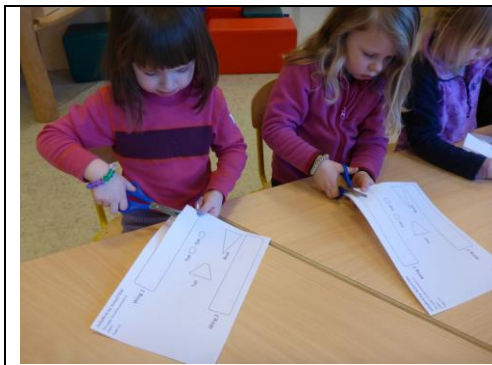




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Templates to collect piloting Children



AutoSTEM /2018-1-PT01-KA201-047499

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Introduction

Template to collect piloting presents **a set of resources to support teachers and educators when planning, implementing and evaluating AutoSTEM workshops and activities with children**. These workshops with children can be done by teachers and educators or by the project partners.

These resources shall be considered together with sept by step guide for teachers and constructions instructions and pedagogical guidelines. They shall also be considered as a proposal, that can be modified taking in account the context.



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Scheduling and planning a workshop with children

To schedule and plan a workshop with children, a template is proposed to plan the activity. This template includes planning elements as date, local, participants, learning goal, resources, methods and activities, evaluation.

Appendix 1 – Planning a workshop with children

When planning an activity, teachers shall ask permission to parents to involve children. A form to ask parental permission can be found in Appendix 2.

Appendix 2 – Parental permission form

An attendance sheet shall also be foreseen

Appendix 3 - Attendance sheet

Logbook for children to write their ideas while participating in a workshop.

Appendix 4 – Log book for children

When planning a workshop, teachers shall also consider the Step by Step Guide and the Pedagogical Guidelines and Constructions instructions developed for different automata.



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Evaluating a children workshop

The workshop is evaluated following the training evaluation model proposed by D. Kirkpatrick, namely the first two levels proposed in the model - Reaction, Learning. To analyse these levels, different instruments are proposed with different versions taking in account children's age.

Appendix 5 - Pre questionnaire 4-5 years old

Appendix 6 – Pre questionnaire 6-7 years old

Appendix 7 - Pre Interview guide

Appendix 8 - Observation guide

Appendix 9 – Pos questionnaire 4-5 years old

Appendix 10 – Pos questionnaire 6 -7 years old

Appendix 11 - Pos Interview guide

Appendix 12 – Questionnaire for parents

Appendix 13 - Piloting survey

Reporting a children workshop

To report a workshop, it is proposed template.

Appendix 14 – Report template

Certification

It is proposed a template of certificate of participation.

Appendix 15 – Certificate



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Appendices

Appendix 1 - Template for planning a workshop –children



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Lesson	
Date	
Teacher	
Target group	
Automata used	
How the activity is related to the curriculum	
Learning outcomes	
Content	
What to do	
Resources	
Assessment	



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Appendix 2 – Parental permission form



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AutoSTEM is an innovative Erasmus+ Project aimed at providing teachers, educators and all stakeholders in young children's education with tools and materials to build a didactic path that uses automata to promote motivation towards STEM at a very young age, as well as the promotion of the development of creative thinking, problem solving, comprehension, cultural awareness and transversal values such as recycling. In this scope, the AutoSTEM project Automata construction workshop are being implemented in schools.

The following statements ask parents or legal guardians permission for the children to participate in a workshop, to use a video, photo or media for the purposes listed below and to collect data through interview/ questionnaire/observation about children feedback about the workshop. The participation is volunteer and the participating children can withdraw from the project when he/she wants to-

Your child will be participating in a AutoSTEM workshop. During this workshop children that have their parents or legal guardians permission will be involved in using video, photo or media for the purposes listed below and also will be used to collect data through interview/ questionnaire/observation to provide feedback about the workshop. The participation is voluntary and you can withdraw any participating children can from the project if you wish and the children may also withdraw from the project. All information will be anonymous except for the name of the school.

I hereby give my permission, as the undersigned parent / legal guardian of the participating student named below, for the European project "AutoSTEM to collect data through interview/ questionnaire/observation about children feedback about the workshop. The data collected will be used only for project quality analysis and research purposes and will be anonymous.

Yes ___ No___

I hereby give my permission, as the undersigned parent / legal guardian of the participating



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student named below, for the European project AutoSTEM to use a video, photo or media project for release to interested parties and or educationally related video hosting sites. I understand that the use of the participant's image and voice will be primarily for the purposes listed below, I hereby waive any right that I may have to inspect or approve the finished student product that may be used in connection herein.

Yes ___ No___

The video, photo and/or media project may be also used for the following purposes: Posted on an educational online sites; Informal or conference presentations; Educational tutorials, Used as part of a school promotional video.

AutoSTEM will provide that your student's work, in whole or in part, will not be used in a way which will change the original meaning of their work. I understand and agree that I must comply with any and all applicable state and federal laws, including copyright laws and restrictions, as well as any applicable license agreements. There is no time-limit on the validity of this release nor is there any geographic specification of where these materials may be distributed. I have been given a copy of this release for my records.

I hereby have been informed, as the undersigned or parent / legal guardian of the participating student named below, that the children can withdraw from the project when he/she wants.

Yes ___ No___

Participating children 17 and under in age must have parental permission.

Project Name: AutoSTEM EU Erasmus+ project

Self / Parent / Legal Guardian (please print name) _____

Self / Parent / Legal Guardian Signature: _____

Student (please print name) _____

Student Age _____ Student Signature _____

Address: _____

Phone: _____ Date: _____

Teacher

_____ School _____



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Appendix 3 – Attendance sheet



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Workshop Attendance List

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This is to confirm that the following persons have attended an AutoSTEM workshop at
xxxx, xx xxxx 20xx

<i>Name</i>	<i>Institution</i>	<i>Signature</i>



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Appendix 4 – Logbook for children



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Logbook

Name _____ Date _____











My ideas and questions





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Appendix 5 – Pre Questionnaire for children – 4-5 years

				
Pre Questionnaire for children – 4-5 years				
Name: _____ Age: _____ Date: _____ <i>(to be filled by the teacher)</i>				
Automata image The teacher can ask Do you think it is interesting?				
Automata image The teacher can ask Do you think you can do it?				



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Appendix 6 –Pre Questionnaire for children –6-7 years




AutoSTEM

Pre questionnaire for children – 6-7 years old



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Name: _____ Date: _____

I know a lot about mechanisms and moving toys.				
I think I am pretty good to construct moving toys and mechanisms.				
I think I am pretty good in maths.				
I think I am pretty good in science.				
Moving toys and mechanisms are very interesting.				
Mathematics is very interesting.				
Science is very interesting.				
<i>Other statements can be added taking in account learning goals formulated.</i>				



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Appendix 7 –Pre group interview for children

AutoSTEM



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Pre group interview for children

(to be filled by the teacher or another trainer)

Short characterization of the group and the process

How many children participated? What ages and gender?

How many teachers?

Questions suggested

Do you know about moving toys and mechanisms?

Do you think moving toys and mechanisms are interesting?

Do you think you have ability to construct moving toys and mechanisms?

Do you think mathematics is very interesting?

Would you say you are good in maths?



Do you think science is very interesting?

Would you say you are good in science?



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Appendix 8 – Observation guide

 	
Observation guide - children	
<i>(to be filled by the teacher or another trainer)</i>	
Context and local _____	
Date _____	
Teacher _____	
Participants – how many and ages _____	
Duration _____	
Scenario/Lesson _____	
Automata used _____	
Learning outcomes _____	
How the activity is related to the curriculum _____	
	Observer comments
How did the activity start. First steps. What did the teacher and the children?	
Initial engagement in the task <input type="radio"/> All the children were engaged <input type="radio"/> More than half were engaged <input type="radio"/> Less than half of the children were engaged <input type="radio"/> None of the children were engaged	
Evidences and comments. Pictures and videos	
How did the activity continue. What did the teacher and the children? Which questions were formulated?	
Prolonged engagement in the task <input type="radio"/> All the children continued to be engaged <input type="radio"/> More than half of the children continued to be engaged <input type="radio"/> Less than half of the children continued to be engaged <input type="radio"/> None of the children were engaged	
Evidences and comments. Pictures and videos	



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How did the session end. What did the teacher and the children?	
Task development and conclusion <input type="radio"/> All the children developed the task <input type="radio"/> More than half developed the task <input type="radio"/> Less than half of the children developed the task <input type="radio"/> None of the children developed the task	
Evidences and comments. Pictures and videos	
Variations of the initial plan	
Critical incidents	
Satisfaction <input type="radio"/> All the children enjoyed doing the task <input type="radio"/> More than half enjoyed doing the task <input type="radio"/> Less than half of the children enjoyed doing the task <input type="radio"/> None of the children enjoyed doing the task	
Evidences and comments. Pictures and videos	
What did children learn	
Evidences and comments. Pictures and videos	
Automata developed <input type="radio"/> Copy of automata presented <input type="radio"/> Inspired in automata developed but with new ideas <input type="radio"/> New proposals.	
Evidences and comments. Pictures and videos	
Positive aspects. Areas of improvement. Other comments	



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Appendix 9 – Pos Questionnaire for children – 4-5 years

AutoSTEM











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Pos Questionnaire for children – 4-5 years

Name: _____ Age: _____ Date: _____

(to be filled by the teacher)

<p>Automata image</p> <p>The teacher can ask Do you think it is interesting?</p>				
<p>Automata image</p> <p>The teacher can ask Do you think you can do it?</p>				



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Appendix 10 –Pos Questionnaire for children –6-7 years

	 			
Pos questionnaire for children – 6-7 years old				
Name: _____ Date: _____				
I enjoyed doing this activity very much.				
I did this activity following my ideas.				
I want to do this activity again.				
This activity is useful to learn about mechanisms and moving toys.				
This activity is useful to learn about mathematics.				
I know a lot about mechanisms and moving toys.				
I think I am pretty good to construct moving toys and mechanisms.				
I think I am pretty good in maths.				



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I think I am pretty good in science.	   
Moving toys and mechanisms are very interesting.	   
Mathematics is very interesting.	   
Science is very interesting.	   
I like this activity because	
With this activity I have learnt.....	
<i>Other statements can be added taking in account learning goals.</i>	



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Appendix 11 – Pos group interview for children

AutoSTEM



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Pos group interview for children

(to be filled by the teacher or another trainer)

Short characterization of the group and the process

How many children participated? What ages and gender?

How many teachers?

How did they work?

Did you enjoy the activity?

Why?

Did you find difficulties when doing the activity?

Which ones? What did you do to overcome difficulties?

Did you do the activity following your ideas?

Examples

What did you learn when doing the activity?

Examples

Do you know about moving toys and mechanisms?

Do you think moving toys and mechanisms are interesting?

Do you think you have ability to construct moving toys and mechanisms?



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Do you think mathematics is very interesting?

Would you say you are good in maths?

Do you think science is very interesting?

Would you say you are good in science?

What did you like more?

How can the activity been improved?



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Appendix 12 – Questionnaire for parents

Questionnaire for parents



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About you

Tell us a little about yourself, please

Your age _____ Prefer not to say

Your gender _____ Prefer not to say

Please, rate the following statements, considering the following scale

(1 = very bad; 5= excelent)

How do you rate the workshop as a whole?

1 2 3 4 5

Please, rate the following statements, considering the following scale

(1 = not at all; 5= very much)

How much was your curiosity stimulated when developing the activity with your child(s)?

1 2 3 4 5

Would you like to participate again in similar activities?

1 2 3 4 5



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Appendix 13 – Piloting survey

Welcome to the AutoSTEM piloting survey

You start your answer by clicking on the arrow down on the right.

You move back and forward through the questionnaire by using the arrow buttons that are at the bottom of each page. You can at any time go back and change an earlier answer.

Thank you very much that you spent time answering this survey.

About the children

Tell us a little about the children you work with, please.

With how many children do you work? _____

How old are the children? in years

The youngest one _____

The oldest one _____

Did you participate in a half-day seminar about AutoSTEM?

(1) yes

(2) no



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About the AutoSTEM workshop, seminar or training course

Tell us what you think about the AutoSTEM training after you tried the ideas with children

How did you perceive the AutoSTEM training?

The following items concern your experience with the AutoSTEM workshop, seminar or training course. Please answer all items. For each item, please indicate how true the statement is for you.

	not at all true	not true	rather not true	somewhat true	rather true	true	very true
I believe that this training could be of some value for me.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>
I felt like I was enjoying the training while I was participating.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>
I believe that this training is useful for working with STEM in kindergarten and/or primary school..	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>
This training was fun to do.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>
I think this training was important for my professional development.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>
I enjoyed this training very much.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>
I think this is an important training.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>
I thought this was a very boring training.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>



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It is possible that this training
could improve my peda-
gogical practice.

(1) (2) (3) (4) (5) (6) (7)

I thought this was a very in-
teresting training.

(1) (2) (3) (4) (5) (6) (7)

Will you recommend this training to others?

(1) yes

(2) no

Do you have any recommendation what we should change?



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About using AutoSTEM in kindergarten, preschool or primary school

Tell us about your experience with using AutoSTEM with children, please.

How much time took your AutoSTEM project?

- (1) one day
- (2) less than a week
- (3) about one week
- (4) about two weeks
- (5) about three weeks
- (6) about a month
- (7) more than a month

Which automata have you tried out with children? (the options presented shall take in account the automata presented during the workshop)

- (1) The jelly bird
- (2) The snapping crocodile
- (3) The stretching bunny
- (4) The always come back machine
- (5) The wind turbine race
- (6) The drawbridge
- (7) other: _____



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**How have the children worked with automata?
Tick whether none, some or all children did this.**

	none	some	almost all	all
The children explored how automata work.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>
The children made their own automata by using the template.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>
The children created their own automata by using their fantasy.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>
The children played with automata.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>
The children are still playing with automata by themselves.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>
The children took initiative to make new automata by themselves after the project finished.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>

Have you related automata to a story?

(1) yes

(2) no

If yes, which story was used?



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Which STEM content have you used?

- (11) Mathematics: space
- (12) Mathematics: numbers
- (13) Mathematics: shapes
- (14) Mathematics: measuring
- (15) Mathematics: _____
- (21) Physics: mechanics
- (22) Physics: energy
- (23) Physics: astronomy
- (25) Physics: optics
- (26) Physics: _____
- (31) Biology: animals
- (32) Biology: plants
- (33) Biology: ecology, environment
- (34) Biology: humans
- (35) Biology: _____
- (50) other: _____



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How have you worked with the jelly bird?¹

How have you worked with the snapping crocodile?

How have you worked with the stretching bunny?

How have you worked with the always come back machine?

¹ The options presented shall take in account the automata presented during the workshop.



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How have you worked with the wind turbine race?

How have you worked with the drawbridge?



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How do you think the children perceived doing an AutoSTEM activity?

For each of the following statements, please indicate how true the statement is for you.

	not at all true	not true	rather not true	somewhat true	rather true	true	very true
It was the children's choice to participate.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>
The children are pretty good at this.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>
The children found it very interesting.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>
After doing this activity for awhile, the children felt pretty competent.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>
Doing the activity was fun for the children.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>
The children enjoyed doing the activity very much.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>
The children did not really had a choice about doing the activity.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>
This was an activity that the children couldn't do very well.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>
The children thought the activity was very boring.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>
The children felt like they were doing what they wanted during the activity.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>
The children felt pretty skilled	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>



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at doing this.

The children had to do the activity. (1) (2) (3) (4) (5) (6) (7)

Doing this activity promoted children motivation to learn about Stem. (1) (2) (3) (4) (5) (6) (7)

Doing this activity promoted children learning about STEM. (1) (2) (3) (4) (5) (6) (7)

What did the children learn when doing the activity?

Which competences did children develop when doing the activity?

Is there anything else you want to tell us? Suggestions for implementing automata in class

Thank you very much that you answered our questions.

Click on the arrow down on the right to complete the survey.



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Appendix 14 – Template for reporting the piloting

 <p>Children workshop report</p>	 <p>Co-funded by the Erasmus+ Programme of the European Union</p>
<p>To be filled by teachers when implementing the project. Project partners that support the piloting can also fill the report and use the topics for an interview or observation.</p>	
<p>Context, local and date</p>	
<p>Teacher</p>	
<p>Participants – how many and ages</p>	
<p>Duration</p>	
<p>Automata used</p>	
<p>Learning outcomes</p>	
<p>Structure of the activity and processes. How the activity is related to the curriculum. Participants engagement</p>	
<p>Products /automata produced</p>	
<p>Participants satisfaction</p>	
<p>Participants learning outcomes</p>	
<p>Evidences and comments. Pictures and videos</p>	



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Appendix 15 – Certificate of participation in an AutoSTEM workshop

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.....**Certificate**.....

*This is to certify that _____ participated in a workshop of the Erasmus+ Project **Automata for STEM** nr.2018-1-PT01-KA201-047499*

AutoSTEM
with a total of **XXXX** hours.

→-XXXX-XX-XXXX-2019 →
















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Project partners



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