

WS3: Action research as a tool for better quality and efficiency in Erasmus KA1 projects

The aims of the workshop were: 1) to discuss various factors influencing quality of Erasmus+KA1 projects from three different perspectives – course providers, school representatives and National Agencies; 2) to see how Action Research can be applied in order to improve any project or course quality, helping course participants to implement the gained knowledge and skills and ensuring long-term benefits of the project.

The results of our discussion and recommendations concerning KA1 project quality are summarised in the Table 1 “Results of the group discussion: What are the main features of a qualitative Erasmus KA1 project? – course providers’, NA representatives’ and school representatives’ perspectives”.

The main recommendations are related to realistic and thoughtful planning, qualitative goal setting and teamwork. It was also emphasised that quality goes hand in hand with project transparency and empowerment of teachers, who should have freedom and possibility to implement the necessary changes at schools. The most qualitative courses are usually those which can promise and bring the most obvious and tangible results. However, many valuable outcomes of Erasmus+ projects are intangible – they relate to freedom of thought, different life perspectives, changing attitudes and points of view and could be measured on a long-term basis. One of the main steps course providers could do to improve any course quality is to become closer to schools, establishing dialogue with schools and teachers and performing regular needs analysis.

The second part of the workshop was devoted to Action Research, its stages and the multiple opportunities it brings to course providers, course participants and National Agencies. For instance, 1) course participants, performing Action Research can achieve much better results after taking part in KA1 project, as they start implementing the gained knowledge and skills thoughtfully, taking scientific approach to their practice and knowing how to control their practice, focusing on results; 2) course providers can involve teachers into Action Research, giving them guidelines and recommendations concerning their practice and thus, making the course results tangible and increasing the course participants satisfaction with the course; 3) National Agencies will benefit from Action Research, as teachers and schools doing AR will ensure much more qualitative and practical project results.

In addition, the European Centre of Modern Languages project “Action research communities for language teachers” was represented together with the latest trends in Action Research and those who are interested in taking part in a short Action Research on vocabulary learning strategies are very welcome to contact me by e-mail.

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