

KEY COMPETENCIES FOR FOSTERING BETTER INTERNATIONAL UNDERSTANDING AND EMPLOYABILITY

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The project is developed and carried out in steady cooperation during a successful European partnership of following 4 schools:

Gefördert durch



Holstentor-Gemeinschaftsschule
Lübeck <http://holstentor-gemeinschaftsschule.de>



Gymnasio
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EVALUATION OF PROJECT ACTIVITIES

Internal Project Evaluation: Activities

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Quantitative information

Number of activities: 100

Number of participants: 650 (50 teachers, other stakeholders, 600 students)

Number of resources used: 2

Number of meetings held: 10

Number of good stories in the press: 5

[1 DE climbing hall at start; 3 GR newspapers on visit; 1 DE MAGAZIN of National Agency PAD]

Tools of collecting Information: questionnaires, interviews, press reports

Feedback from observation: 10

Reports on meetings: 10

General information about activities

Activities were interventional and observational.

All participants conclude, they have become better at interpreting nonverbal messages and more experienced communicators.

Also, all participants believe that education and training in nonverbal communication can lead to quick gains in knowledge and skill.

Additionally, once the initial effort is put into improving nonverbal encoding and decoding skills and those new skills are put into practice, we are encouraged by the positive reactions from others, enjoy interacting with what is evident in participants' reactions, providing further motivation and encouragement to hone these skills.

70 respondents participated in the survey.

Different activities have been evaluated:

- lectures (38,1%),
- workshops (33,3%),
- expressive dance performance (19%), etc.

During the activities various methods have been used:

- studying (50% during all the activities),
- photo making (28,6%),
- pantomime (23,8%),
- playing games or doing sport (23,6%),
- video producing (21,4%),
- drama (14,3%),
- cooking (11,9%),
- sketching (4,8%),
- painting (2,4%),
- singing (2,4%),
- presentation making (2,4%),
- making a research (2,4%).

Project activities took place in different environments, e.g.

- visiting a theatre (26,2 %),
- visiting an activity center (26,2 %),
- visiting a ballet (11,9%),
- visiting an exhibition (9,5%),
- visiting a concert (4,6%).

The main forms of communication were:

- talking (97,6%),

- WhatsApp (71,4%),
- questionnaire (73,6%),
- thumb up (69%),
- report (19%),
- acclamation (9,5%),
- telephone (7,1%),
- interview (4,8%).

Activities have been evaluated in different aspects in the range from 1 to 10 points. In most cases

- activities were interesting (9,36 points),
- challenge of tasks or training vs relaxation periods quite balanced (8,95 points),
- the content of information or skill training seemed to be quite important (9,21points),
- the level of understanding of participants was quite high (9,31points).

Content, Ability, Skill, Training

Following suggestions to become a better encoder of nonverbal communication leads to better decoding competence through increased awareness. Since nonverbal communication is more ambiguous than verbal communication, we have to learn to interpret these cues within contexts. Tables 1-6 present the improvement of social awareness and willingness to further explore the world of nonverbal messages.

Table 1

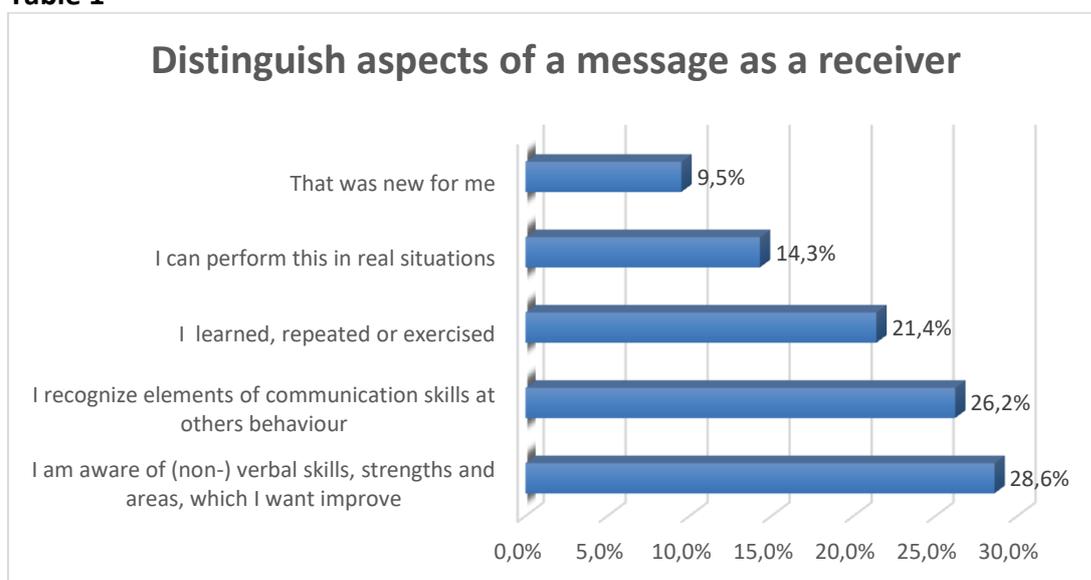


Table 2

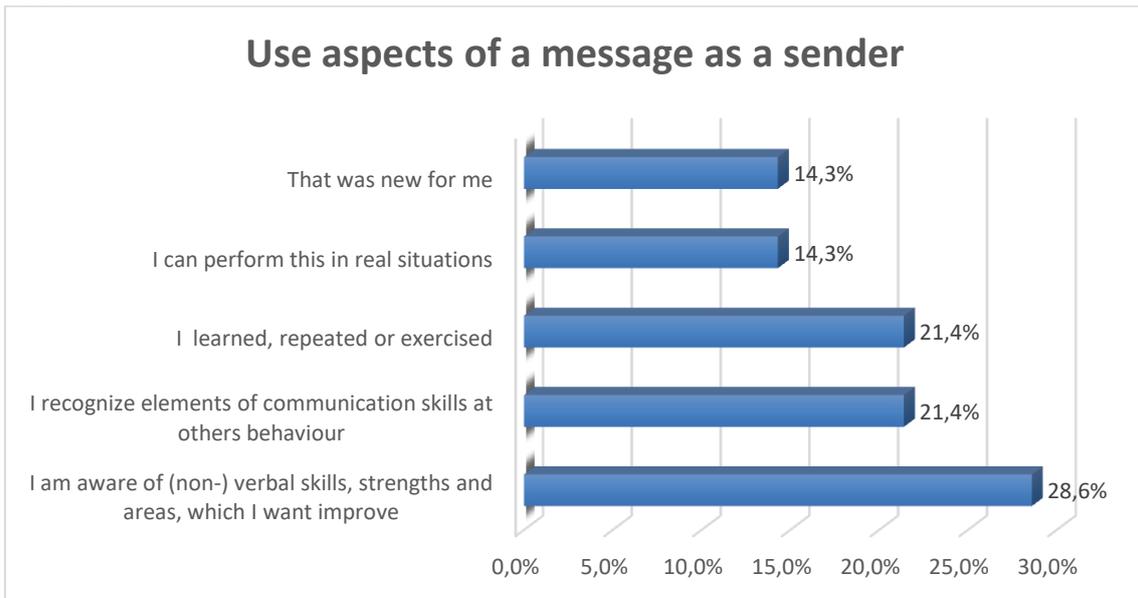


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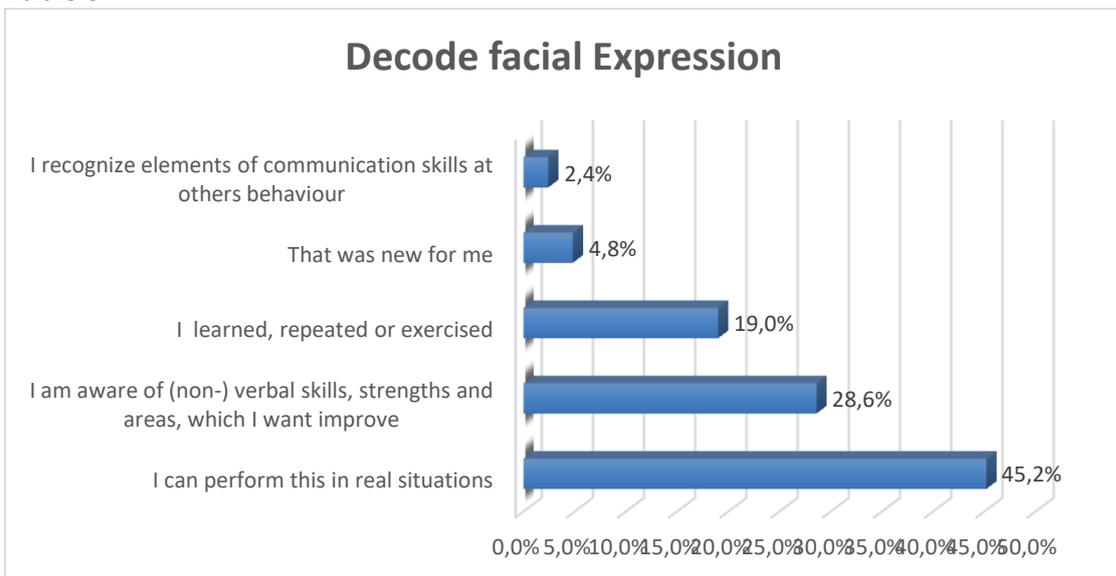


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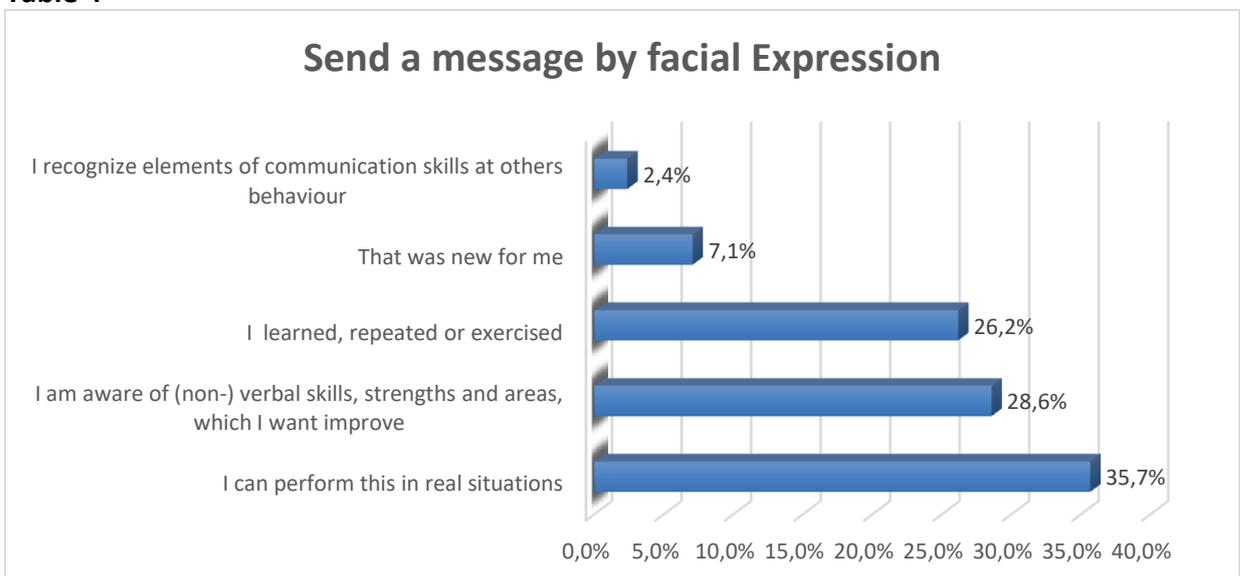


Table 5

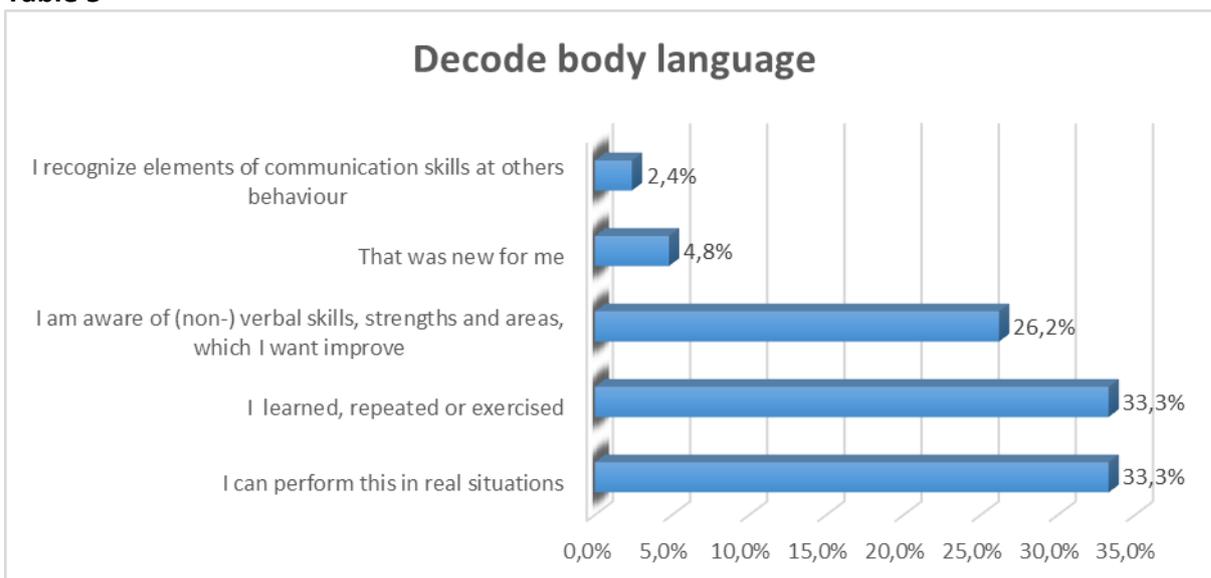
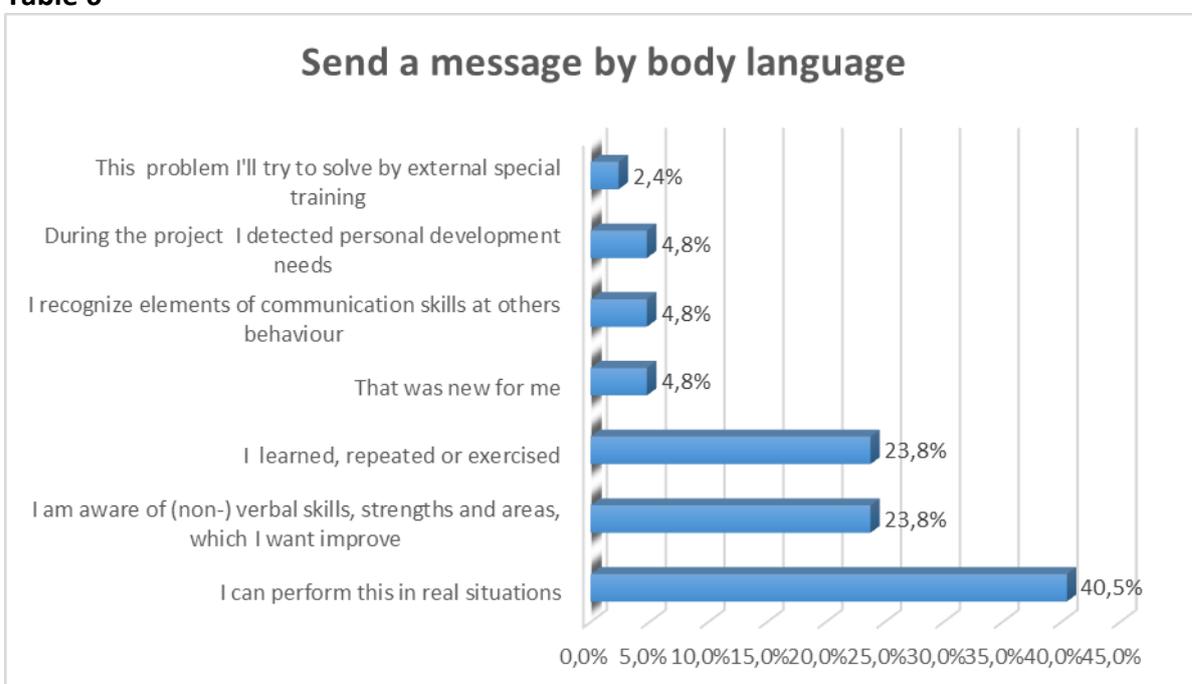


Table 6



Decoding sound of speech

Tone of voice is an essential component of both phone and interpersonal relationships. While performing job interviews and other activities participants became aware of how important tone of voice is in job context: sound of voice aids employers in assessing a candidate's interest level. While monotone responses can make you seem dull or uninterested, an overly excited tone may suggest nervousness or anxiety. For best results, we need to speak clearly and alter our tone based on what we're saying. (Table 7,8). Thus, vocal variety increases listener's and speaker's engagement, understanding, information recall, and motivation. Having a more expressive voice that varies appropriately in terms of rate, pitch, and volume

can help us achieve communication goals related to maintaining attention, effectively conveying information, and getting others to act in a particular way.

Table 7

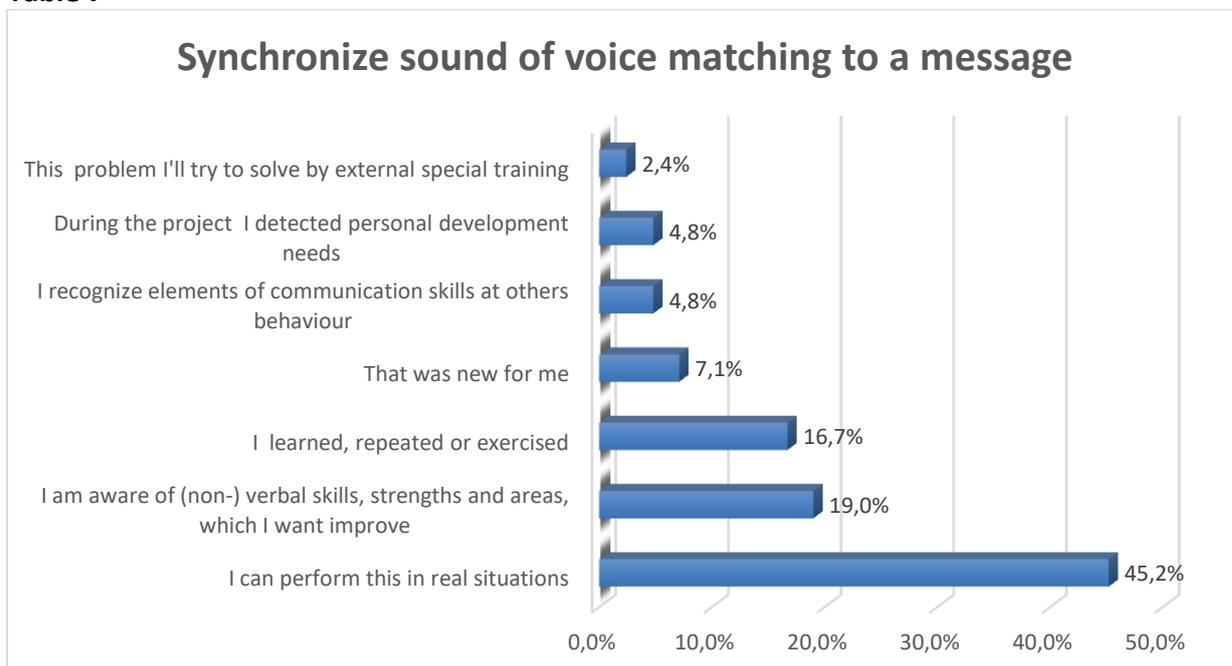
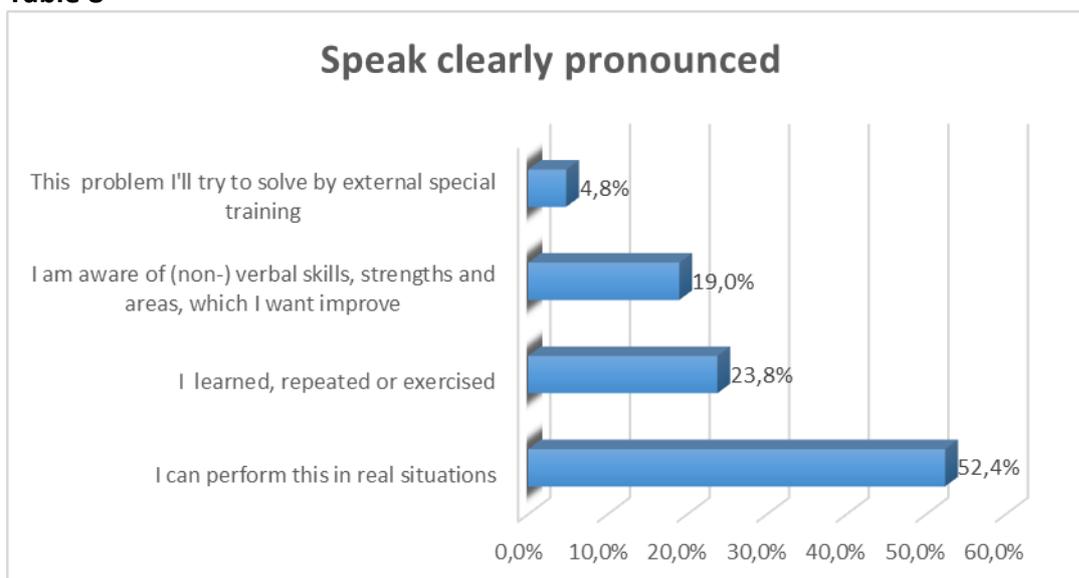


Table 8



Body Language Expresses the Attitude in Relationships and Social Engagement

Eye contact can be a source of interpretations and attributions. It's no secret that talking to someone, who avoids eye contact can be painfully uncomfortable in social situations. However, a lack of eye contact can also be a sign for your future employer that you are bored or unengaged. We also use civil inattention and impoliteness when we avoid making eye contact with others in crowded spaces (Tables 9, 10).

Table 9

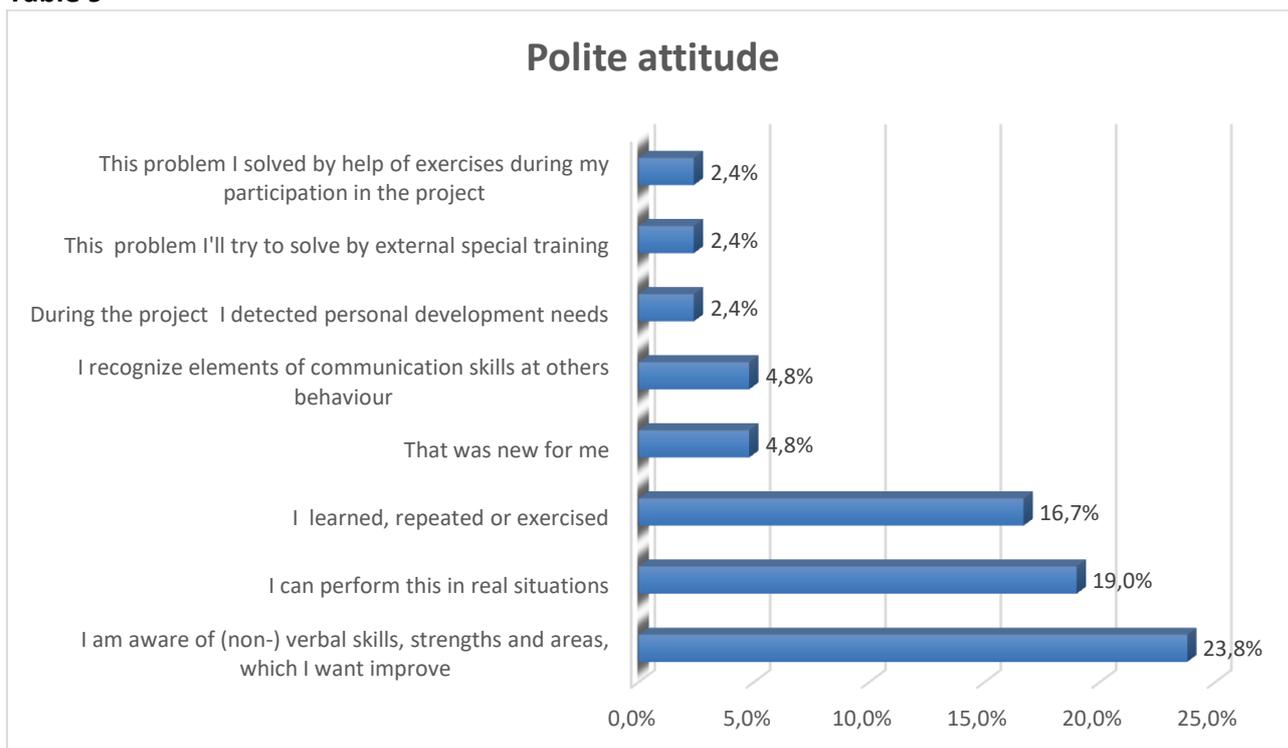
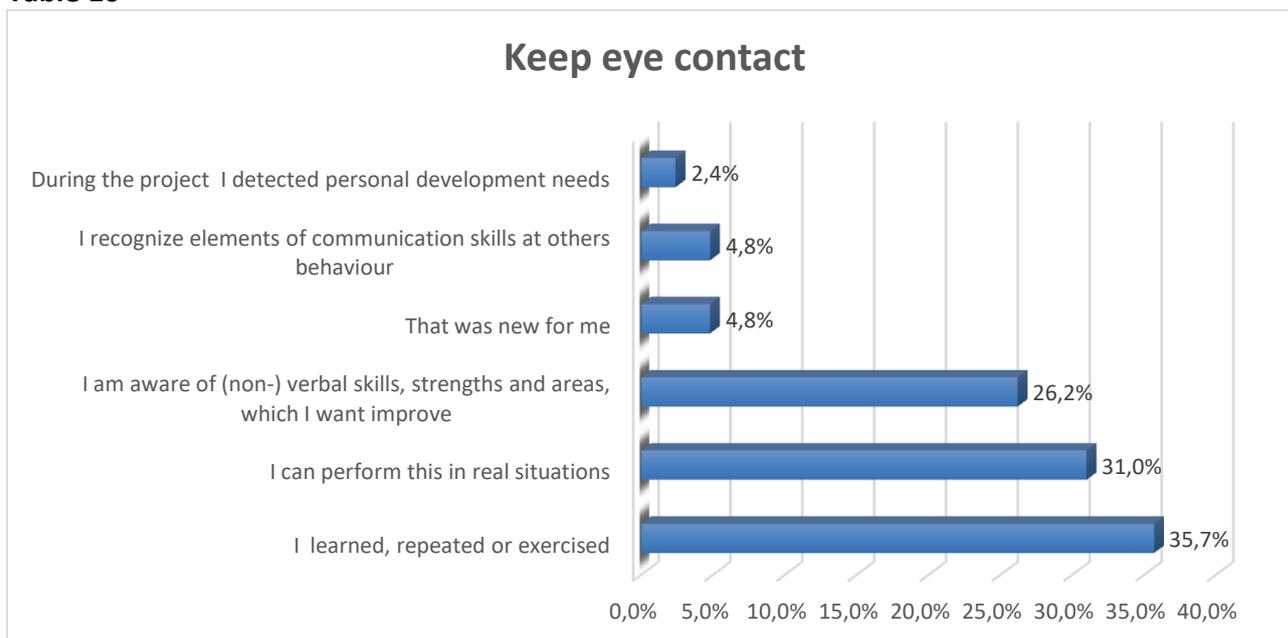


Table 10

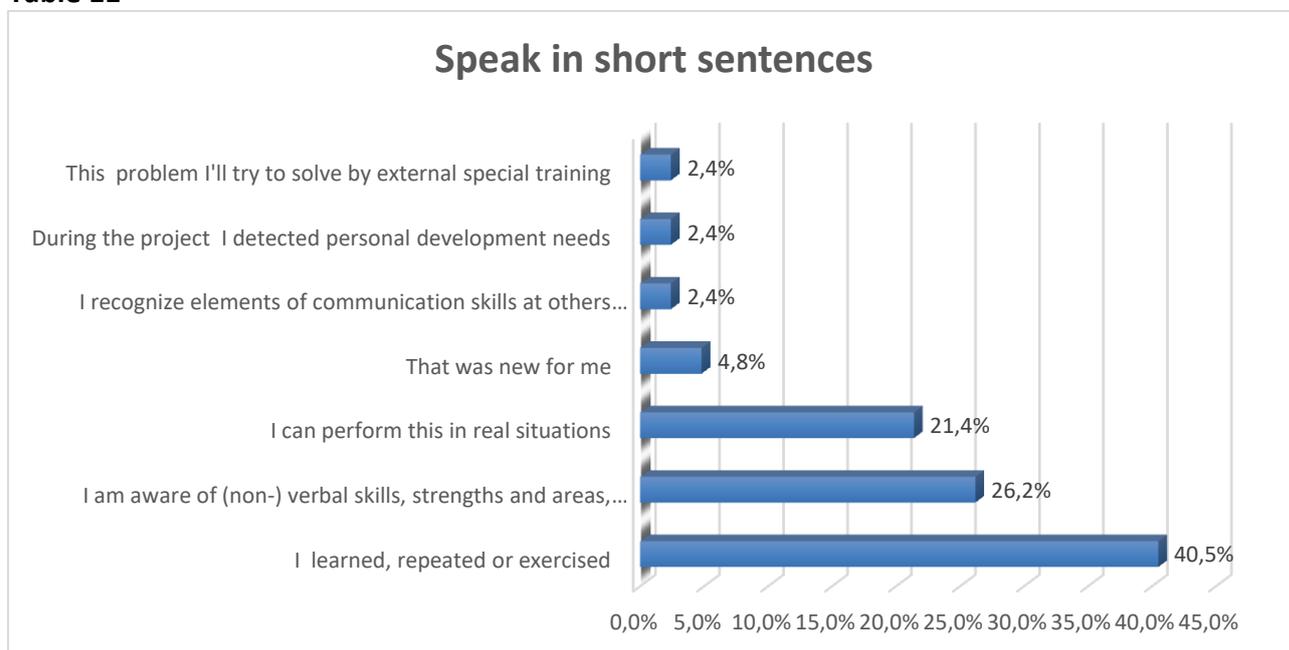


Clearance of Verbal Messages

Verbal fillers are often used subconsciously and can negatively affect your credibility and reduce the clarity of your message when speaking in more formal situations. In fact, verbal fluency is one of the strongest predictors of persuasiveness. Becoming a higher self-monitor can help you notice your use of verbal fillers and begin to eliminate them.

Participants have reduced their use of verbal fillers noticeably over just a short period of time. (Table 11).

Table 11



Recognizing That Certain Nonverbal Signals Are Related

To get a more nuanced understanding of the meaning behind nonverbal cues, we look at them as progressive or layered.

For example, people engaging in negative critical evaluation of a speaker may cross their legs, cross one arm over their stomach, and put the other arm up so the index finger is resting close to the eye while the chin rests on the thumb.

A person wouldn't likely perform all those signals simultaneously.

Instead, he or she would likely start with one and then layer more cues on as the feelings intensified.

If we notice that a person is starting to build related signals like the ones above onto one another, we might be able to intervene in the negative reaction that is building.

Of course, as nonverbal cues are layered on, they may contradict other signals, in which case we can turn to context clues to aid our interpretation.

By consciously taking in the variety of nonverbal signals around us, we can build our awareness, nonverbal sensitivity, which, leads to improvement of communication in general, being more popular, and exhibiting less social anxiety (Tables 12,13,14).

Table 12

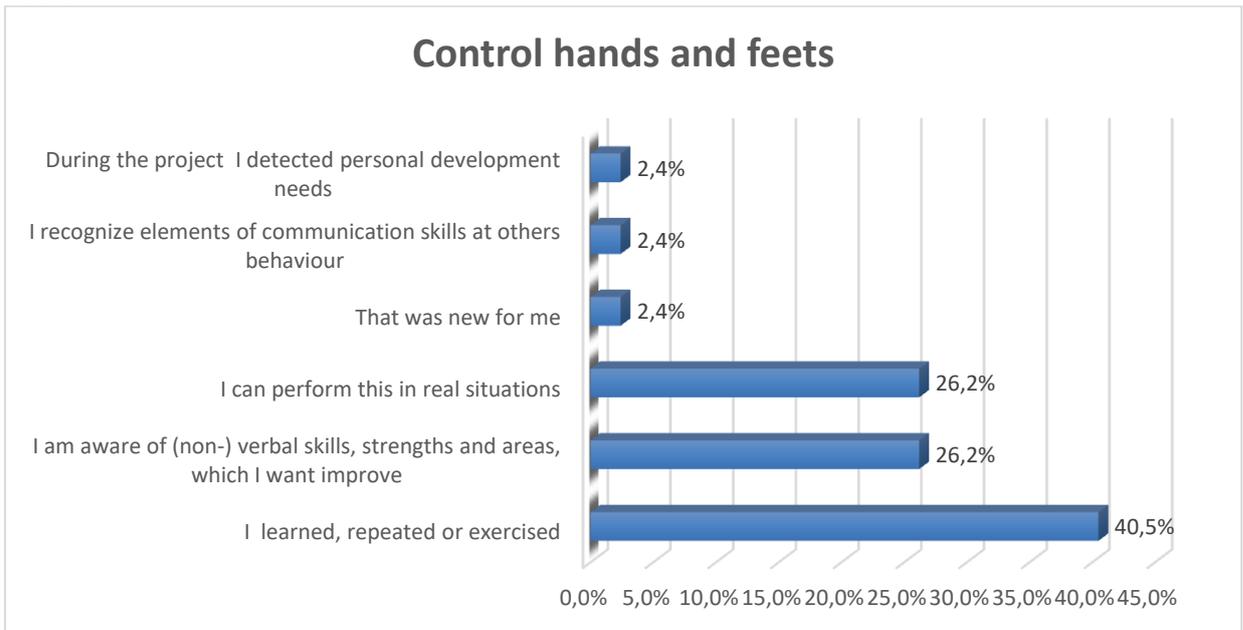


Table 13

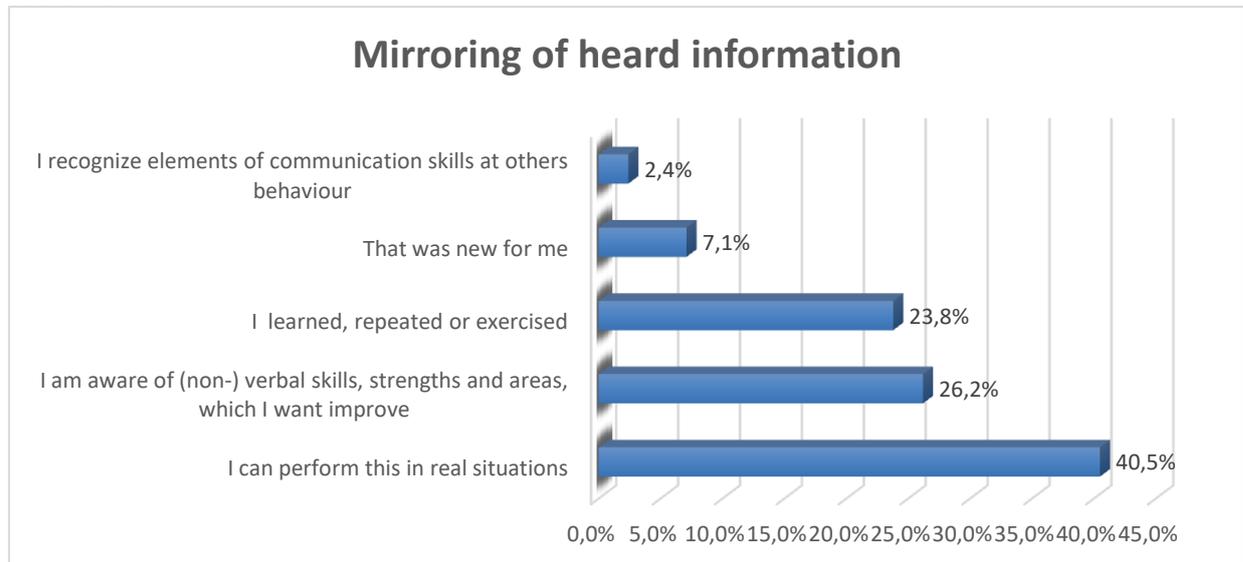
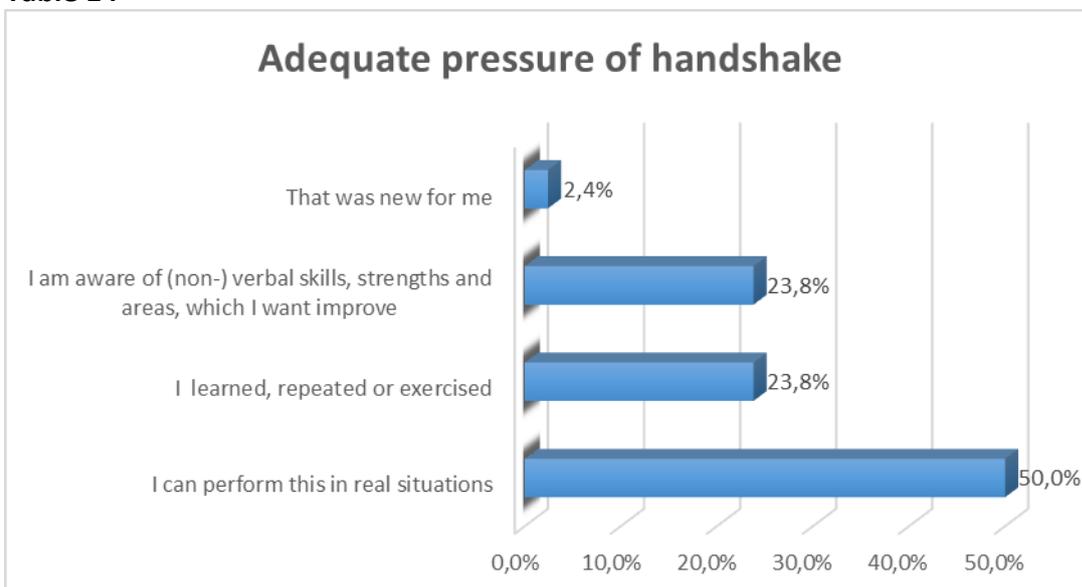


Table 14



Language of Arts

Project activities in drama, pantomime and dance, even art have been used as tools of authentic communication and perspective changes: from a person as a spectator, consumer of movement, to person as an artist, bleeding energy into the performance, learning to condition a body as an instrument, condition muscles into expression and dance.

There is no absolute nature of sight: only that which we learn.

Visual language, whilst distant from our everyday, is interesting: challenging us to think about how to communicate, how we use language, imagery and words.

What have we learned from the discipline and choreography of dance?

In dance, the only language we have is the expression of our movement.

And whilst it's true that we use imagery widely in communication, it's often static, pictures and photos, caught in the moment, whilst the movement of dance is constantly fluid, expressed every moment in the moment.

Drama, performance, art is a view through a filter of perception: sensations through our eyes and ears, interpreted into meaning, sensed and story-told, grounded in our understanding of the world. We learn to see (Tables 15, 16, 17)

Table 15

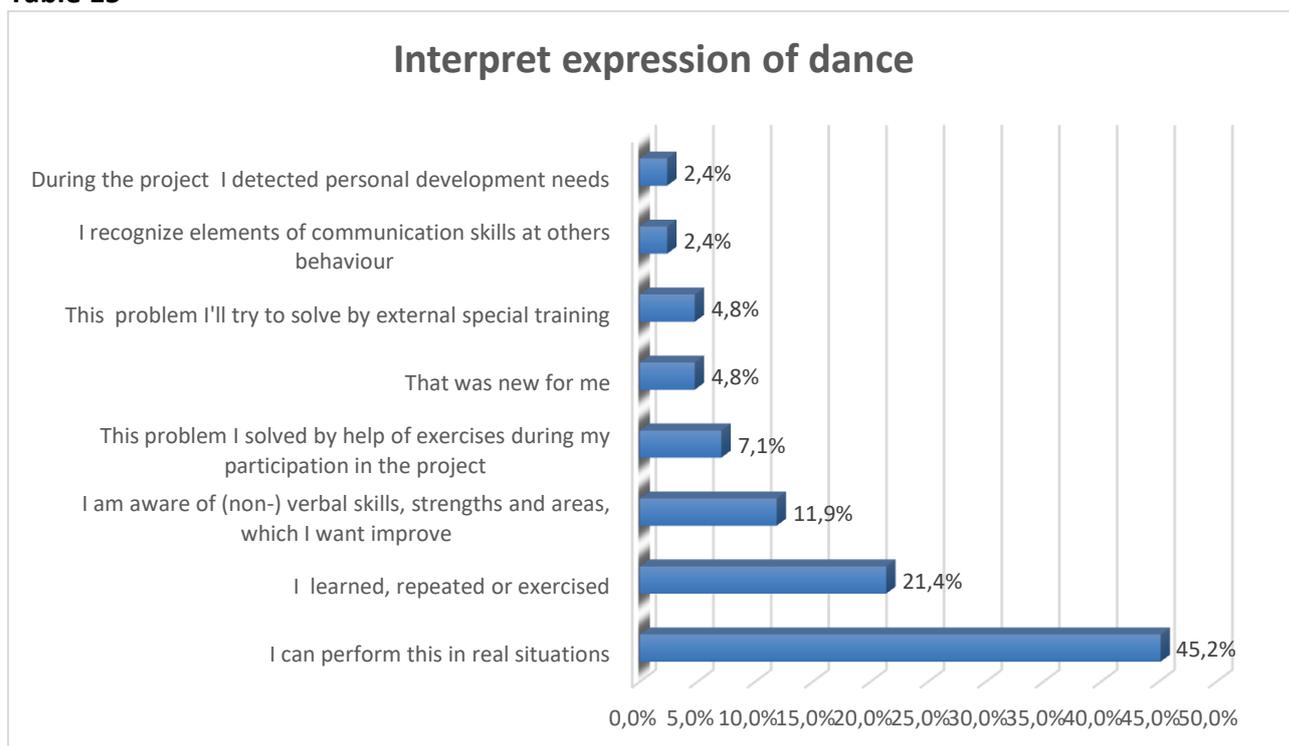


Table 16

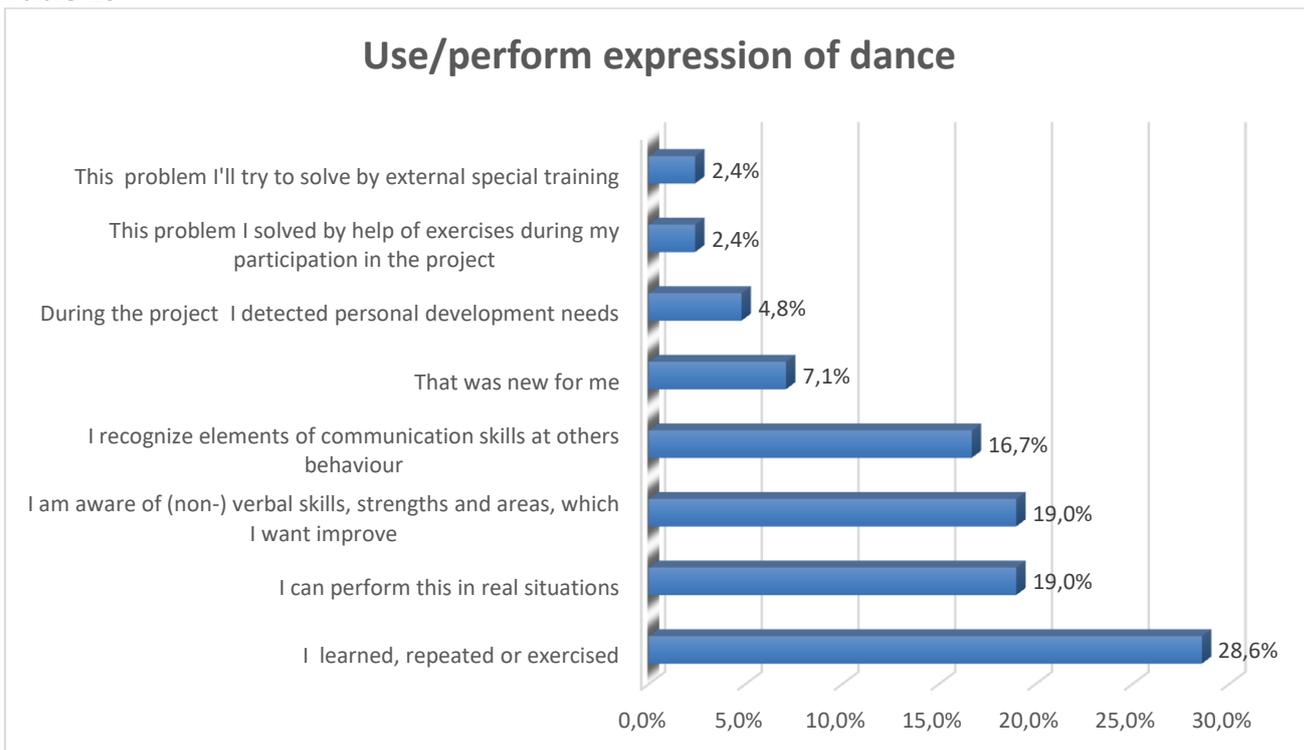
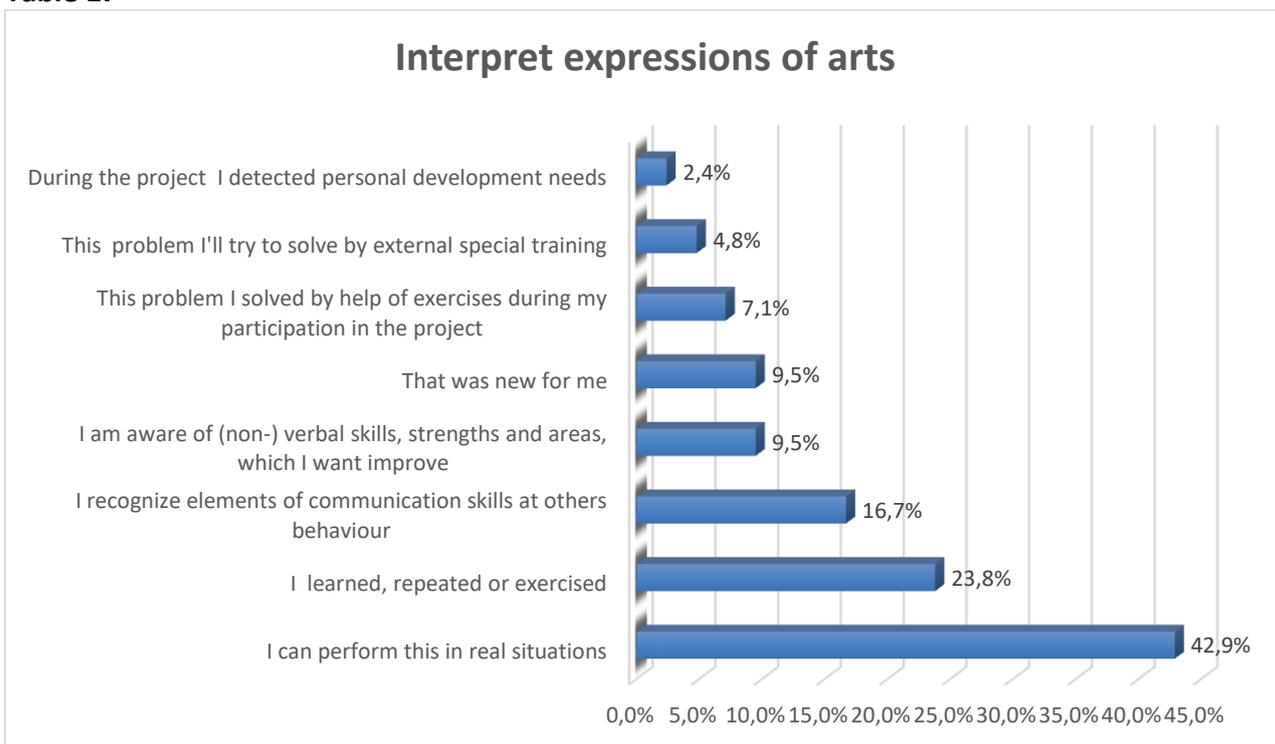


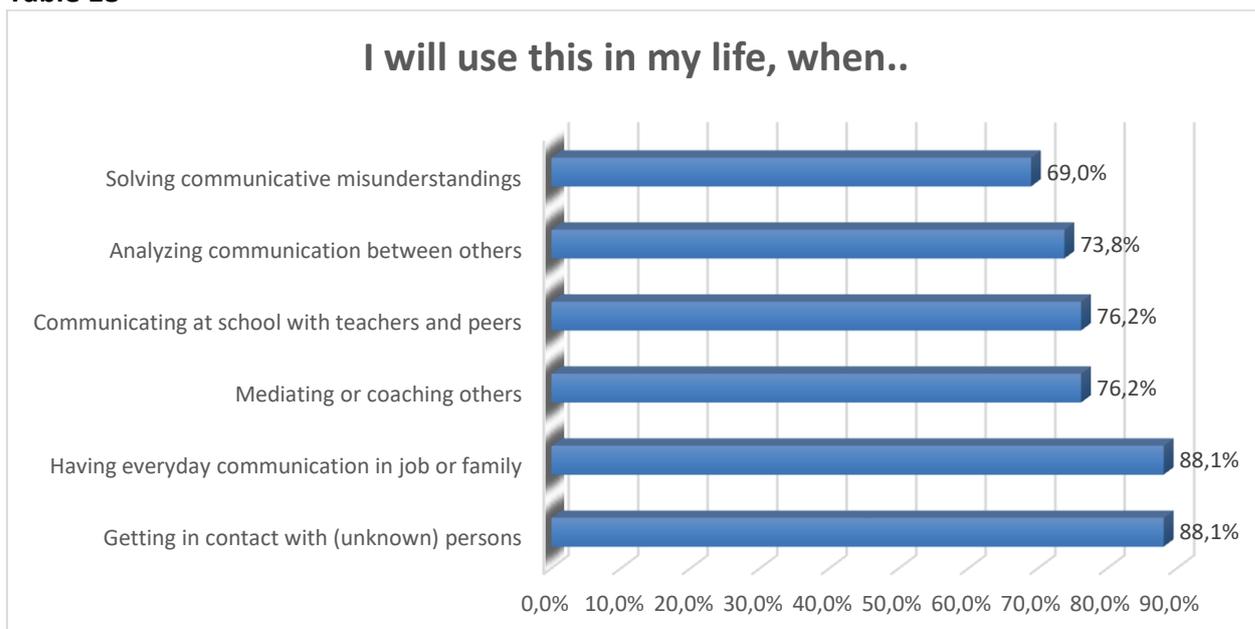
Table 17



Impact of Activities

Participants will further use the knowledge and skills gained during Project activities quite often (8,81 points from 10). Where they will use them is shown in Table 18.

Table 18



Summary

The Project has fostered effective non-verbal communication techniques, also active inquiry, collaboration, and supportive interaction to be used outside and inside in the classroom. Teachers shared with others strategies for ensuring correct, effective verbal and nonverbal communication in their school and throughout the community. “Nonverbal communication can’t be faked“. They have evaluated the impact of and strategies for the correct and effective use of nonverbal communication as follows:

Body language theory and practice

- promote sensitivity to cultural, gender, intellectual, physical and emotional differences in communication
- facilitate positive and correct student communication
- provide many opportunities for students to practice effective communication
- extend communication opportunities for students outside of the classroom
- provide focused, objective, relevant, specific and purposeful feedback to students
- give strategies to assess the impact of communication

- help communicate effectively with students, families, colleagues and others
- enhance students' literacy skills with impact beyond the classroom
- assist other colleagues with effective, correct communication
- model and share technology and media communication

The Project, overall,

- facilitates the use of technology and media communication tools to enhance students' learning
- helps to get students' reflection and correct communication
- provides students' self-development, self-assessment, non-instructional records of individual student progress
- assures peer assistance

Most of the Project participants (83,3%) feel more open for international contacts and enhanced creative power (Table 190).

73,8 % of participants see as the negative side-effect of personal development their skill in analysing relationship in family and other groups which leads to detecting irritating facts (Table 20).

Table 19

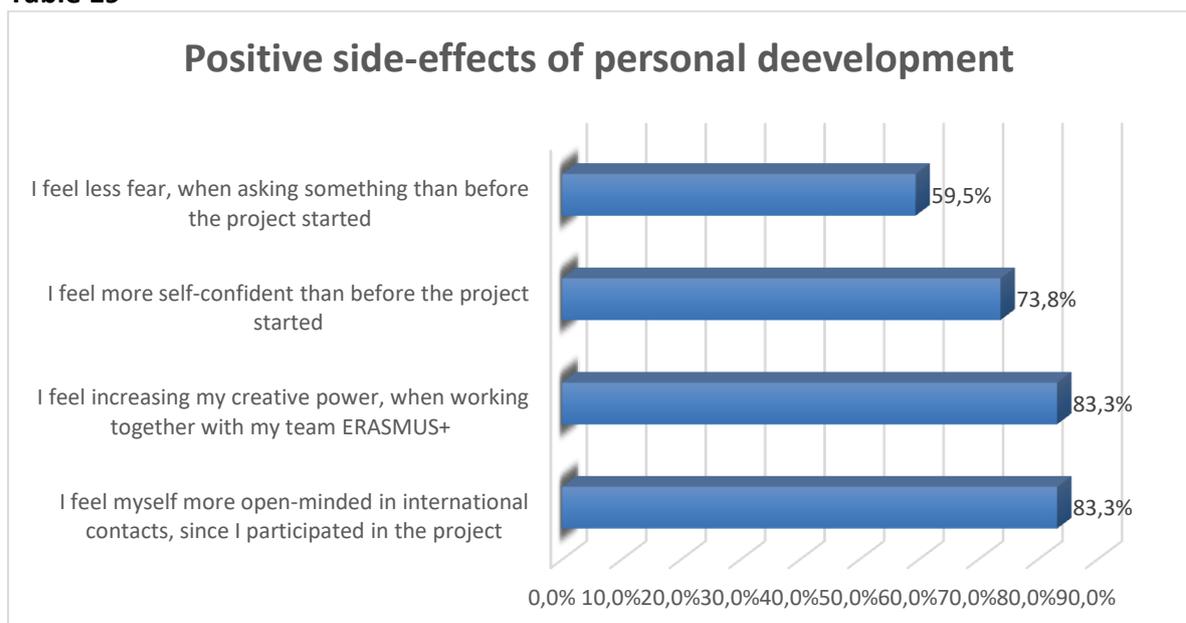
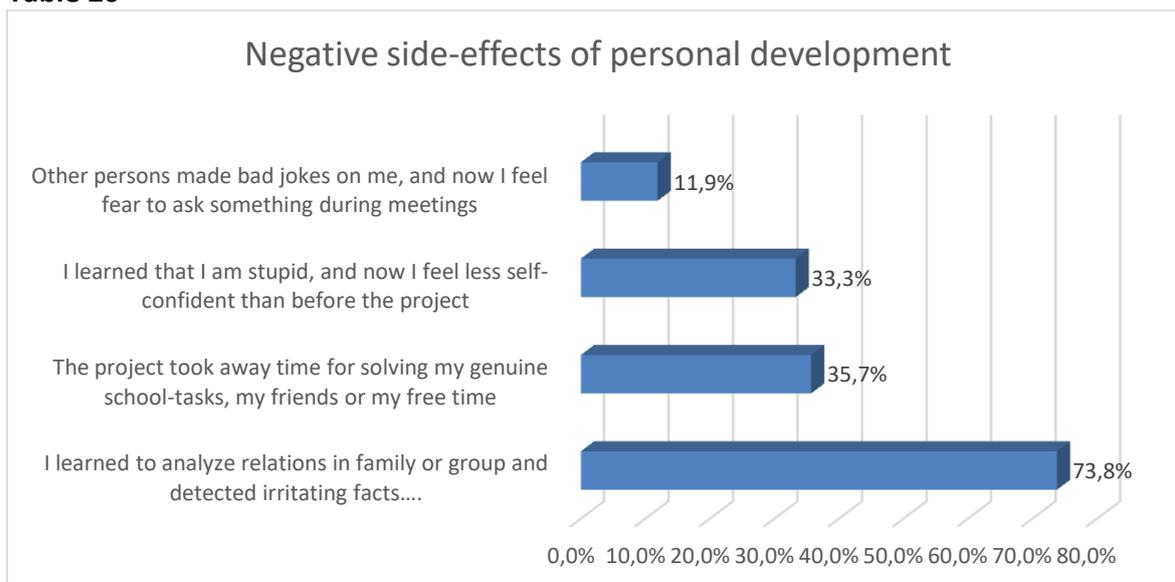


Table 20



Also, participants have evaluated other aspects of the Project: content or skills of education they got by participation in this project (9,21 points) as quite necessary; the project has improved:

- communication skills (8,57 points);
- ability for international understanding (8,95points);
- future European employability (8,52points);

The projects relevance for the EU is quite high (9,17points);

participation in the project takes resources of time still it is an enjoyable time (9,33 points);

cost-benefit analysis: the EU spends a lot of money on such a project - this is quite a rational use of money (9,40 points).