

AVALUATION

➤ How many people are involved at the beginning and at the end of the project? QUANTES PERSPMES HAN ESTAT IMPLICADES AL COMENÇAMENT I AL FINAL DEL PROJECTE?

- Two people (Marta and Alberto), tutors of the group.
- At the beginning and at the end of the project for internal organization questions of the center, only one.
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- In the center, all the people in the faculty and all the students of the center have to be involved to a greater or lesser extent. In addition, the dining room monitors have been involved with the construction of a photocall of the subject matter worked.

➤ How did you plan the project theme? COM T'HAS PLANTEJAT EL TEMA DEL PROJECTE?

- ➤ We have tried to work on all the elements (symbols, pictograms, real photographs, boxes and ampollessensorials), but we have centered on one of the elements (the air), so we have presented four elements, then we have deepened activities, creations and general work. air
- From the first moment, given the characteristics of the students, he explained that he wanted to make all the items. The timeframe for working on a part of the project has allowed the development of all elements to be extensive and uneasy
- The approach was based mainly on the knowledge of the four elements manipulatively and visually with varied activities but mainly working on natural elements.

➤ How did you feel? Did it give you more energy and motivation? Was it a heavier workload? COM T'HAS SENTIT? T' HA PROPORCIONAT MES ENERGIA I MOTIVACIÓ' O T'HA SUPOSAT UNA SOBRECARREGA DE FEINA?

➤ This project has been very motivating, since they were part of the basis that they were encouraging, "and now that it touches Erasmus?", Since I was part of the activity but I was not able to cover the charge. It has been refreshing.

➤ This project has been reworked, because in the beginning we are going to design the elements, I did not want to clarify that you were appropriated to the level, but at the peak I started, my idea changed and it was a result of a change

➤ The approach was based mainly on the knowledge of the four elements manipulatively and visually with varied activities but mainly working on natural elements.

➤

➤ **MANERA DE TREBALLAR ENCAIXA AMB EL TEU CURRÍCULUM NACIONAL**

➤. Yes, since it is intended for social, manipulative and knowledge-related aspects.

➤ No, in our curriculum we do not contemplate the content to work this way

➤ Work for projects is very present in all centers to the point of being the most used nationally. More in a center with our peculiarities in which the student learns in a very manipulative way in which the learning that is tried to generate is always implicit in any experience generated.

➤ Through a project, you must be able to generate learning so that the entire curriculum is made present, and with this we can create interesting situations that favor the involvement of the students.

➤ (At the end of each project theme) What would you do differently to make it even better? **QUE FARIÉS DIFERENT PER FER EL PROJECTE MILLOR?**

➤ I think that if he did it again, faryotselselements were the same

➤ I have applied some of the ideas of the previous project (work from conceptual map) and I have adapted the duration of the programming

➤ Possible presentation of the work done by the different classes in the rest of groups .. NS / NC

➤ **HAS APLICAT LES IDEES DE MILLORA PROPOSSADES AL TEMA ANTERIOR'** (implementation of these ideas during work on the next theme if necessary and possible)

I think that yes, I was better organized at the time of execution and I think that the students have worked hard to avoid. It was more dynamic, since there were 4 elements and each woman herself.

If I could get better the tempstot and keep tbamb some element of the previous project (pokemonchallenge)

NO because I do not know what they are ...