



PedPilots - Self-regulated Learning Guide for Educators

2024-1-HU01-KA220-SCH-000250549



**Funded by
the European Union**

PedPilots - "Training for accompanying teachers"
Teaching unit 12.

**Why was it worth it? - Evaluation and reflection after the
international mobility programme**

EN

"Funded by the European Union. The information and statements contained herein represent the views of the author(s) and do not necessarily reflect the official opinion of the European Union or the Tempus Public Foundation. Neither the European Union nor the funding authority can be held responsible for them."

The 12 chapters of our workbook are available on the project website, where they can be downloaded and used free of charge. We recommend Genially as a digital, independently processable teaching resource.

<https://www.pedpilot.eu/>



<https://view.genially.com/6885f7076f6692a268885f03>



12. Why was it worth it? - Evaluation and reflection after the international mobility programme

Introduction

The end of an international mobility programme is not just the end of a trip, but can also be the beginning of a valuable learning process – if we consciously look back, evaluate and draw lessons. Reflection and evaluation give us the opportunity to recognise what worked well, what difficulties we faced and what we would do differently in the future.

This learning unit helps you, as a novice teacher, to process the experiences gained during the international mobility programme more consciously – not only in terms of your own teaching work, but also in terms of your students' development and the overall effectiveness of the programme. Reflection is not just looking back, but also a compass: it helps you navigate the planning and implementation of future international mobility programmes and your professional development. In this learning unit, we guide you through the evaluation process with questions, examples and practical tasks in a way that is simple, easy to follow and thought-provoking.

Objectives

- processing experiences and preparing reports;
- dissemination activities (sharing and spreading experiences);
- developing a reflective approach (processing the question "Why was it worth it?");
- identifying opportunities for future development.

Time allocated to the teaching unit

90 minutes

Learning outcomes

- planning pedagogical processes, self-reflection related to their implementation (differentiation, motivation, extracurricular activities that promote optimal development)
- Commitment and professional responsibility for professional development (self-reflection, cooperation with other parties, professional cooperation, future plans)

The curriculum through exercises

I. Introductory thoughts – starting questions

Before you start on the specific tasks, try to answer the following questions based on your experience and knowledge so far!

- What does a 'successful' international mobility programme mean to you?
- How can you assess what students have learned – not only in terms of knowledge, but also in terms of personal development?
- What can you learn from this process as an accompanying teacher?

II. Situational exercises

Read through the following three situations and choose one of them, then complete the tasks related to the selected situation and answer the related questions.

Situation 1: The students hardly want to talk

During the first feedback session, only a few students share their experiences. The others are bored, not paying attention, and some are even talking on their phones.

Task 1: How could you create an environment where students are willing to open up honestly? Could you use tools other than conversation? What? Why?

Suggestions

Reflection based on personal experiences helps students connect, and honest answers promote interaction.

1. Prepare a simple but effective tool, such as a 'thought box'! Give students questions to get the conversation started! E.g. What was the most interesting moment? or What would you do differently?
2. Allow students to respond independently in writing first, ensuring that everyone has a chance to speak.
3. Bring up the answers in a group discussion and let everyone share their thoughts.

Situation 2: A student says, "This didn't teach me anything."

One student summarises their experience as follows: "It was good, but I don't feel like I learned anything. It was just programmes and strangers."

Task 2: How do you respond? How can you help the student realise for themselves that they have gained? Can you give them an example that they did not, see?

Suggestions

When students reflect on their personal experiences, a deeper understanding gradually becomes possible.

1. Start the conversation with questions that help the student dig deeper: Why do you feel like you didn't learn anything? What was most interesting to you?
2. Lead them to a personal experience: Was there a moment that changed your thinking or attitude?
3. Encourage them to connect the experience to learning with a specific example.
4. Have them write a summary describing what was new to them, even if it didn't seem useful.

Situation 3: Students argue during the project presentation

The students are preparing a joint report, but they get into an argument about who did how much work and who 'ruined' whose work. The atmosphere becomes tense.

Task 3: What would you do? How can the conflict be handled in such a way that it becomes a learning experience rather than a search for a scapegoat?

Suggestions

Developing communication skills and collaborative learning helps students accept each other's work and cooperate better.

1. Ask each student to say what they contributed to the project.
2. Evaluate individual contributions and encourage everyone to recognise each other's work.
3. Lead a small group discussion on how to ensure that everyone is equally involved in the work and what they have learned from working together.

III. Planning feedback activities

Below is a series of activities that can be used to plan a feedback session.

e.g. *Draw what was the most memorable moment!* or *Summarise in one word: what did this trip give you?*

Group processing:

- in group work: What was the most difficult? What did we learn from each other?
- visual aids: posters, experience maps, experience diaries

Joint evaluation:

- with questions: What was the best thing you brought home – not in your suitcase?
- reflection cards, “before and after” comparison

Closing, teacher reflection:

- **Tell us what you saw, what you appreciated in them! Ask:** *What would you do differently now?*

Task 1

Plan how you would conduct a 45-minute feedback session with the students!

Further suggestions for processing the students' experiences:

Below you can read about further activities aimed at exploring and processing experiences.

Experience diary: Ask the students to keep a diary in which they write down every day what they liked, what they didn't like and how they feel. What questions would you ask when writing the diary?

Reflection cards: Prepare reflection cards with questions that each student will receive and can use to process their experiences from the international mobility programme. Examples: What was the most important thing you learned? Why is what you learned important?

Group discussion: Once everyone has written down their experiences, organise a group discussion. Every student should have the opportunity to share what they have brought home with them.

Group SWOT analysis: Hold a final reflective discussion with the students. During the discussion, fill in the SWOT analysis table below.

Strengths Weaknesses Opportunities Threats/Risks

Task 2: Which of the above activities would you use? Why?

When selecting an activity, you can use the following reflective questions:

- What type of students benefit most from international mobility programmes?
- When do students really realise what they have learned – on the spot or only later?
- How could you help ensure that the experience is not just a "one-off memory" but leads to real development?
- As a teacher, how would you process what you have experienced?
- How can you help all students express what they have experienced?

IV. Points of reference for professional practice

If international mobility also involves professional practice, other goals are set. You can read about this below.

1. Monitoring professional development

The experience gained during international mobility programmes is crucial not only for personal development but also for professional development. Students should be given the opportunity to evaluate their experiences from a professional perspective, and teachers should help them to identify what they can take away from their professional practice.

Questions:

- What specific professional skills did the students acquire during the international mobility programme? Examples: foreign language skills, problem solving, teamwork, communication skills, technical skills, etc.
- How can you help students apply their new professional knowledge in the future?

Professional diary (sample: Appendix 1): Ask students to keep a diary of their experiences during the placement, focusing on the following aspects:

- What did they learn most?
- What was the biggest challenge during the internship?
- How did they overcome these challenges?
- How can they use this knowledge in their future careers?

2. Feedback and development

It is essential for students to receive regular feedback on their work during the internship. Teachers should help students use the feedback they receive constructively to further their professional development.

Questions:

- How can students gather feedback on their work experience?

- How can you help students evaluate the feedback they receive and use it for their own development?

Feedback question cards (sample: Appendix 2): Prepare feedback questions that students can use to evaluate their professional practice:

- What had a positive impact on your work?
- In what areas do you feel you have improved during the placement?
- What would you do differently next time?

3. Aligning students' personal and professional development

It is essential for students to link the experience they gain during their work placement to their personal development. You can help them to set new goals based on their experience and to work towards achieving them.

Questions:

- How can you help students evaluate the results of their work experience in terms of their personal development?
- How can students set new goals for the future based on their experiences?

Development map (example: Appendix 3): The development map helps students reflect on how their skills have developed and how their professional experiences have shaped their career plans.

Setting professional goals: Ask students to set specific professional goals for the future, taking into account their experiences during the international mobility programme. Help them plan how they can achieve these goals in the coming months.

Professional self-assessment: Ask students to complete a self-assessment at the end of the internship. This could be a questionnaire that helps them reflect on how they have developed professionally and what further skills they still need.

Presentation of practical projects: Prepare tasks that help students present the work they have done during their professional practice. They will have the opportunity to reflect on their professional experiences and share with the group how they contributed to the success of the project.

V. Summary

Reflection after an international mobility programme is not only about processing personal experiences, but also about monitoring and evaluating professional development.

- It is important for students to recognise the significance of the skills they have acquired during their internship and how they can use them in the future.
- Reflection and feedback help students turn their internship into a truly useful professional experience that can support their future careers.

Supporting materials

<https://tka.hu/palyazatok/10084/munkanaplo-a-szuksegszeru-jo>

Check-up tasks

1. According to the text, what does a 'successful' international mobility programme mean?
 - a) Only an improvement in academic results.
 - b) Personal, social and academic development.
 - c) Only the enjoyment of travelling abroad.

2. How can you motivate students if they do not want to talk about the international mobility programme?
 - a) Ask simple, open-ended questions, such as: What was the most interesting moment?
 - b) Ignore them and hope they get tired of the silence.
 - c) Make the report compulsory, with penalties for non-compliance.

3. What is the purpose of having students answer the questions in writing first?
 - a) So that only the good students speak up.
 - b) So that everyone can share their thoughts equally.
 - c) So that students can spend time alone.

4. What should the teacher do if a student says, "This didn't help me at all"?
 - a) Tell them they are wrong and try to convince them.
 - b) Help them explore their experiences and learning with deeper questions.
 - c) Ignore their opinion.

5. How can a conflict be handled when students argue about a group project?
 - a) Ask each of them to describe their contribution and evaluate the work.

- b) Pick a scapegoat and scold them.
 - c) Split them up and have them work individually.
6. What feedback tools help to process experiences?
- a) Reflection cards, experience diaries, group discussions.
 - b) Only the teacher talks about the experiences.
 - c) Punishment for those who do not share their experiences.
7. What type of students benefit most from international mobility programmes?
- a) Only good students.
 - b) All types of students, especially those who are open to personal and professional development.
 - c) Only those who speak a foreign language.
8. Why is reflection important after an international mobility programme?
- a) So that students can process their experiences and learn from them.
 - b) Just because it is compulsory for teachers.
 - c) To punish inactive learners.
9. What professional skills can students acquire during an international mobility programme?
- a) Only foreign languages.
 - b) Foreign language skills, problem solving, teamwork, communication and technical skills.
 - c) Only technical knowledge.

10. How can teachers help to make reflection a continuous part of learning?

- a) Treat it as a one-off, compulsory activity.
- b) Integrate reflection into the everyday learning process and encourage it continuously.
- c) Hold a short discussion only at the end of the international mobility programme.

Answer key

1. b) Personal, social and academic development.

Reason: A successful international mobility programme means not only improved academic results, but also personal and social development for learners.

2. a) Ask simple, introductory questions, such as What was the most interesting moment?

Reason: Simple questions help students open up, making it easier for them to share their experiences.

3. b) Ensure that everyone has an equal opportunity to share their thoughts.

Reason: In writing, all students have an equal opportunity to express themselves, even those who find it difficult to open up verbally.

4. b) Help them explore their experiences and learning with deeper questions.

Reason: Deeper questions help students recognise the learning opportunities hidden in their experiences.

5. a) Ask each student to share what they contributed and evaluate the work.

Reason: This promotes accountability and teamwork while helping to clarify the situation.

6. a) Reflection cards, experience diary, group discussions.

Rationale: These tools support the processing of experiences and shared learning.

7. b) All types of learners, especially those who are open to personal and professional development.

Justification: The international mobility programme offers a wide range of development opportunities, not only for the best learners.

8. a) For learners to process their experiences and learn from them.

Justification: Reflection helps to raise awareness of experiences and promotes personal development.

9. b) Foreign language skills, problem solving, teamwork, communication and technical skills.

Reason: The international mobility programme offers complex skills development, not just focusing on one area.

10. b) Integrate reflection into the everyday learning process and encourage it continuously.

Justification: Regular reflection promotes deeper, more lasting learning.

Sources

https://erasmusplusz.hu/jol_megirt_munkanaplo_kriteriumai_vet.pdf

<https://tka.hu/palyazatok/10084/munkanaplo-a-szuksegszeru-jo>

https://erasmus.martinjanos.hu/images/doksi/Tanuloi%20mobilitas/11%20munknap_far_kasl.pdf

<https://da->

[kocsis.cms.intezmeny.edir.hu/uploads/Panczel Balazs Tanuloi munkanaplo 3 het 1 9b05_7fc4b2.pdf](https://kocsis.cms.intezmeny.edir.hu/uploads/Panczel_Balazs_Tanuloi_munkanaplo_3_het_1_9b05_7fc4b2.pdf)

https://www.erasmusplus.nl/sites/default/files/2025-02/Erasmus%2B_toolkit_spreads.pdf

Appendix 1

This sample logbook helps students to consciously develop and document their professional experiences during the international mobility programme. Of course, other samples can also be used, and the above material can be modified and adapted to specific situations.

Sample: PROFESSIONAL DIARY

A well-structured professional diary can help students organise and reflect on their experiences during the internship. Below is an example that can serve as a guideline for students on how to keep a diary.

Date:

Diary entry:

In this section, students are free to write about their experiences, lessons learned and insights gained during the day. This gives them the opportunity to reflect on the day's events in their own words.

- What did I learn today? (What new information or skills did you learn during the exercise?

For example: new work processes, tools, techniques, or professional terminology.)

- What was the biggest challenge? (What was the most difficult thing you faced during the exercise? How did you solve it? If you were unable to solve it, what would you do differently?)

- How can I apply this knowledge? (Think about how you can apply what you learned during the day in the future. Make a plan for how you will incorporate this into your professional development.)

Professional skills development:

In this section, students can reflect on their own professional development and track which skills they have developed during the internship.

- **Skills I have developed:** (Examples: communication skills, problem solving, language skills, teamwork, technical skills, time management, etc.)
- **What professional goals do I set for the future?** (What would you like to achieve during the remainder of the internship? In which areas would you like to develop further?)

Feedback and reflection:

Students have the opportunity to collect and evaluate the feedback they receive.

- **What feedback did I receive?** (Write down the feedback you received during the exercise. This may be about the quality of your work, teamwork, meeting deadlines, etc.)
- **How can I use this feedback?** (What steps will you take to use the feedback you received to improve? For example: practice, self-study, additional training.)

End-of-week summary:

This summary helps students review their experiences for the week and set goals for the following week.

- **What was the most important thing I learned this week?** (What experiences did you have this week that will help you in your professional development in the future?)
- **What would I like to improve next week?** (What are the areas where I can still improve in the future? What would I like to work on?)
- **What goals will I set for next week?** (Set specific goals for next week, whether they are professional, personal or other development goals.)

Tips for keeping a journal:

- **Be honest and detailed:** A journal is a tool for self-reflection, so it is important to write honestly about your experiences and feelings. Detailed descriptions can help you better understand your progress.

- **Write regularly:** Try to write in your journal every day or at least several times a week. This will help you record your experiences in a timely manner and not forget important details.
- **Use examples:** In addition to theoretical questions, practical examples can also help you learn. Write down specific cases of how you solved problems, worked in a team, or applied new skills.

Appendix 2

The questions provided give students the opportunity to thoroughly reflect on their professional development and consciously observe their progress during the international mobility programme. They help students enrich their diaries with specific experiences and goals and become more skilled at self-reflection.

Sample: [FEEDBACK QUESTION CARDS](#) (for assessing professional development)

I. New skills and experiences

1. What new professional skills have I acquired during the international mobility programme?

How can I apply these skills in my future work?

Which skill was the most challenging for me and how was I able to develop it?

2. Which task brought me the most progress?

Why did I feel that I learned the most from this task?

What new solutions did I find during the task?

3. How did my professional attitude change before and after mobility?

In what ways do I feel I have developed by working in different work environments?

What are the things that I now view differently in my profession?

II. Problem solving and challenges

4. What was my biggest problem during my professional internship?

How did I solve the problem? (What helped me to solve it successfully?)

If I did not manage to solve it completely, what would I do differently if I encountered this problem again?

5. Were there any situations where I felt uncomfortable? How did I deal with them?

How was I able to adapt to changes or unexpected situations?

What did I learn from these uncomfortable situations?

III. Teamwork and cooperation

6. How did I work with my colleagues or other students?

What did we work particularly well together on?

What could I improve in terms of teamwork in the future?

7. How did I contribute to the team's work?

What did I bring to the team that helped us achieve our common goals?

How could I make even better use of teamwork in the future?

IV. Professional goals and future development

8. How can I continue my professional development after the international mobility programme?

What skills or knowledge would I like to focus on more?

How can I integrate this into my future work?

9. What new professional goals will I set for myself based on the international mobility programme?

How will I measure my success in achieving my goals?

What steps will I take to achieve these goals?

10. What professional experience would I like to gain, and how can I achieve this?

What type of training do I need for my further development?

How can I incorporate these into my future career plans?

V. Self-assessment and development

11. What have I improved most during my internship?

In what areas do I feel I have made significant progress?

How can I help myself to develop further in these areas?

12. What would I still like to develop based on the experience gained during my internship?

What still poses a challenge for me, and how can I work on it?

13. What have I learned from my mistakes?

What mistakes have helped me to improve, and how have I changed my work processes?

Appendix 3

Sample: DEVELOPMENT MAP

