

**International Conference on Quality at the School**  
**Cornellà de Llobregat (Barcelona), 8<sup>th</sup> May 2014**  
**CitiLab, Av. Can Corts, 11 - 13.**

## PROGRAM

08:30 – 09:00	<b>Accreditation and Guidance</b>
09:00 – 09:30	<b>Welcome Speech &amp; Project Presentation</b> <i>Peter Schotte.</i> Quality@School project (BE). <i>Olga Quesada.</i> Principal of ET. <i>Rocio Garcia.</i> Cornellà City Deputy Mayor and Councillor of Culture and Education.
09:30 – 10:00	<b>Music Program</b> at the World Café site Chairman: <i>Ara Hayrabetian</i> (FI) and <i>Tugba Bayram</i> (TR)
10:00 – 12:00	<b>Quality@School. World Café.</b> Chairman: <i>Jesús Cuadra-Solís</i> (ES-CAT) Open format discussion on creative learning, auto-correction and self-evaluation, teachers learn from students and mentoring. ( <i>Three rounds of 40 min.</i> )
12:00 – 13:00	<b>Brunch</b> Bring your ideas to the mural (dynamic activity).
13:00 – 14:30	<b>Workshops</b> Chairman: <i>Isabel Marques</i> (PT) Practical sessions on: <i>creative learning</i> (history, math, geocaching and languages), <i>auto-correction</i> and <i>self-evaluation, questionnaire for teachers and mentoring.</i> ( <i>two rounds of three simultaneous sessions of 45 min.</i> )
14:30 – 15:00	<b>Closing activity</b> Chairman: <i>Mercè Barnadas</i> (ES-CAT) <i>Els 3 peus al gat</i> amb Cati Plana (acordiò diatònic), <i>Custodio Muñoz</i> (contrabix) i <i>Pau Puig</i> (dolçaina).



10:00 – 12:00

### World Café

Chairman: *Jesús Cuadra-Solís*

Table 1	<b>Title</b>	<b><i>Creative learning 1</i></b>
	<b>Host</b>	<i>Mr Guido Coorevits and Ms Ana Valente</i>
Table 2	<b>Title</b>	<b><i>Creative learning 2</i></b>
	<b>Host</b>	<i>Ms Leen Van de Vyvere and Mrs Esther del Campo</i>
Table 3	<b>Title</b>	<b><i>Students' self-evaluation</i></b>
	<b>Host</b>	<i>Ms Ann Brengman and Mr Peter Vandenberghe</i>
Table 4	<b>Title</b>	<b><i>Meaning Methods and Moments of Self-Evaluation</i></b>
	<b>Host</b>	<i>Ms Mercè Barnadas and Mr Antonio Lopes</i>
Table 5	<b>Title</b>	<b><i>Questionnaire + RADAR</i></b>
	<b>Host</b>	<i>Mr Arto Laaninen and Mr Jesús Cuadra-Solís</i>
Table 6	<b>Title</b>	<b><i>Mentoring the way to grow</i></b>
	<b>Host</b>	<i>Mr Marc Declerck and Mrs Karin Câmara</i>
Table 7	<b>Title</b>	<b><i>Filling out the questionnaire</i></b>
	<b>Host</b>	<i>Ms Marjut Eerola and Mrs Élia Martins</i>

13:00 – 14:30

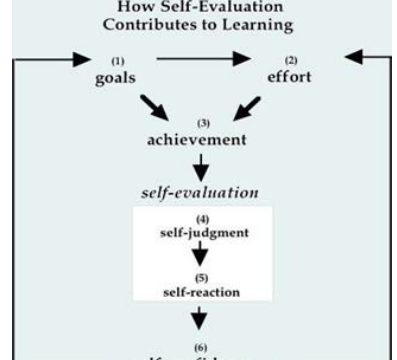
### Workshops

Chairman: Isabel Marques

<b><i>Creative Learning on history, math, geocaching and languages</i></b>	<i>Mr Guido Coorevits, Miss Ana Valente, Mr Simo Lehtola Miss Leen Van de Vyvere and Mrs Tugba Bayram</i>
<b><i>Auto-correction</i></b>	<i>Miss Ann Brengman and Mr Peter Vandenberghe</i>
<b><i>Self-evaluation</i></b>	<i>Miss Mercè Barnadas and Mr Antonio Gallego-Rubio</i>
<b><i>Questionnaire + RADAR + Mentoring</i></b>	<i>Mrs Riitta Paajanen, Mr Arto Laaninen, Mr Ara Hayrabetian and Mr Marc Declerck</i>



## BASIC CONCEPTS

<h3>Creative Learning</h3>	<h3>Auto-correction</h3>
<p>The purpose of Creative Learning is to make learning more attractive and rewarding for students. We want students to learn more easily in an informal and playful way. It can also improve the involvement of the students and the cooperative learning. We give you also ideas and examples to improve the group dynamic. We intend to have motivated students and that they would be more aware of learning.</p>	<p>Research has shown that the method of evaluation has a great impact on the way the students approach their learning process. It is very important to choose the right methods for evaluating that help the students to develop their own skills and knowledge. Autocorrect encourages self-evaluation and self-reflection. By listing up the objectives in questions; pupils are able to correct themselves. When they do so step by step they will automatically achieve self-reflection.</p>
<h3>Students self-evaluation</h3>	<h3>Questionnaire + RADAR. Individual Mentoring.</h3>
<p><b>STAGE 1:</b> goals / objectives– Involve students in defining the criteria that will be used to judge their performance.</p> <p><b>STAGE 2:</b> activities: Teach students how to apply the criteria to their own work.</p> <p><b>STAGE 3:</b> self-evaluation gives students feedback on their self-evaluations.</p> <p><b>STAGE 4:</b> feedback en restart – help students develop productive goals and action plans.</p> <div data-bbox="255 1433 686 1836" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;">How Self-Evaluation Contributes to Learning</p>  <pre> graph TD     G["(1) goals"] --&gt; E["(2) effort"]     E --&gt; A["(3) achievement"]     A --&gt; SE["self-evaluation"]     SE --&gt; SJ["(4) self-judgment"]     SJ --&gt; SR["(5) self-reaction"]     SR --&gt; SC["(6) self-confidence"]     SC --&gt; G             </pre> </div>	<p>Peer group mentoring (PGM) is a tool where teachers can together share the results from the questionnaires. The teacher's professional development takes time, so PGM meeting with the colleagues is a continuous process (at least one time per month). The main goal is to increase teachers' professional competence; at the same time it becomes as a meaningful life-long learning. PGM can be described as pedagogical café; where people meet, discuss and share their experiences in peaceful and open environment. PGM is for teachers to share and reflect their experiences, to discuss their problems and challenges they meet in their work. It is to listen, to encourage one another, and above all, to learn from each other, learn together.</p>