



Castles for Children's Multicultural and Digital Experiences
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STEP-BY-STEP TEACHER GUIDE

Teacher Guide Part 4
Evaluation Tools and Teacher Development:
Questionnaires and Workshop Ideas



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Evaluation Tools and Teacher Development: Questionnaires

The following questionnaires are designed to support teachers in evaluating the educational, emotional, social, and creative impact of the PodCastle activities on both students and themselves.

The tools focus on:

- student engagement and participation;
- inclusion and intercultural interaction;
- creativity and storytelling skills;
- communication and collaboration;
- digital and podcast-related competences;
- emotional involvement and motivation;
- teacher reflection and professional development.

The questionnaires are intentionally flexible and accessible. Teachers may adapt them according to:
age group;

- duration of activities;
- local educational context;
- specific learning objectives.

A combination of quantitative (rating scales) and qualitative (open reflection) questions is recommended in order to capture both measurable outcomes and personal experiences.

4.1 Teacher Pre-Activity Questionnaire

Purpose

This questionnaire is intended to be completed before beginning the PodCastle activities. It helps teachers reflect on:

- students' initial attitudes and competences;
- classroom dynamics;
- expectations and potential challenges;
- their own confidence and pedagogical needs.

Teacher Pre-Activity Questionnaire General Information (Optional)

- School: -----
- Teacher's name (optional): -----
- Age group/class: -----
- Number of students involved: -----
- Planned activity/learning path: -----

4.1

Section A – Initial Observations about Students

Please rate the following statements from:

- 1 = Strongly disagree
- 2 = Disagree
- 3 = Neutral
- 4 = Agree
- 5 = Strongly agree

Statement	1	2	3	4	5
Students generally show curiosity during learning activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students participate actively in group work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students feel comfortable expressing ideas creatively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students demonstrate interest in local history or cultural heritage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students collaborate respectfully with peers from different backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students are confident speaking in front of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students are motivated by digital activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students are able to listen attentively to others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.1

Section B – Teacher Expectations

What do you hope students will gain from these activities?

(You may select more than one)

- Increased creativity
- Greater self-confidence
- Improved collaboration
- Better communication skills
- Increased cultural awareness
- Stronger sense of belonging
- Digital competences
- Emotional expression
- Engagement with cultural heritage
- Motivation for learning
- Other: -----

4.1

Section B – Teacher Expectations

Which aspects do you expect may be most challenging?

- Group management
- Time limitations
- Student motivation
- Technical/digital aspects
- Language barriers
- Outdoor activity organisation
- Storytelling/writing difficulties
- Inclusion of all students
- Listening to each other
- Other: -----

4.1

Section C – Teacher Self-Reflection

Rate the following statements:

Statement	1	2	3	4	5
I feel confident facilitating creative activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel confident managing collaborative group work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel confident using storytelling approaches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel confident using simple digital/audio tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel comfortable facilitating intercultural dialogue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I believe movement and experiential learning support education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Open Reflection

1. What are your main expectations for this experience?

2. What concerns or uncertainties do you have before beginning?

4.2 Teacher Post-Activity Questionnaire

Purpose

This questionnaire is intended to be completed after the activities have been implemented.

It supports reflection on:

- student engagement and learning;
- emotional and social impact;
- inclusion and participation;
- effectiveness of methods and tools;
- teacher professional growth.

Teacher Post-Activity Questionnaire

General Information (Optional)

- School: -----
- Age group/class: -----
- Activities implemented: -----
- Duration of implementation: -----

4.2

Section A – Observed Impact on Students

Please rate the following statements from:

1 = Strongly disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly agree

Statement	1	2	3	4	5
Students showed high levels of engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students collaborated positively with peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students demonstrated creativity and imagination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students became more confident expressing ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students demonstrated interest in cultural heritage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students participated actively during outdoor/site activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Podcast/storytelling activities supported language development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students listened respectfully to others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students from different backgrounds interacted positively					
Students showed enjoyment during the activities					

4.2

Section B – Inclusion and Emotional Impact

Statement	1	2	3	4	5
The activities allowed different types of learners to participate successfully	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shy or less confident students found meaningful ways to contribute	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students expressed emotions and personal ideas openly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The activities promoted empathy and mutual understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The learning environment felt inclusive and supportive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.2

Section C – Teacher Professional Development

Statement	1	2	3	4	5
The project enriched my teaching practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I discovered new pedagogical approaches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel more confident using storytelling methodologies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel more confident integrating creative and movement-based activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel more confident using digital storytelling/podcasting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would use similar activities again in the future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.2 Section d – Open Reflection

1. What aspects of the activities were most successful?

2. What changes did you observe in students?

3. Were there any unexpected outcomes?

4. What concerns or uncertainties do you have before beginning?

5. What would you adapt or improve in future implementations?

4.3 Optional Short Reflection Tool for Teachers

This short reflection may be completed immediately after each activity session.

Quick Reflection Prompts

- What worked particularly well today?
- Which students were especially engaged?
- Which students may need more support?
- Did any meaningful interaction or emotional moment emerge?
- What should be adjusted for the next session?

4.4 Suggested Use of the Evaluation Tools

The questionnaires are not intended as formal testing instruments, but as reflective and supportive tools for teachers and project facilitators.

They may be used to:

- document learning processes;
- evaluate educational impact;
- support project reporting;
- encourage teacher reflection;
- identify good practices;
- improve future implementations.

Teachers are encouraged to combine questionnaire results with:

- observation notes;
- student feedback;
- podcast outputs;
- drawings, stories, or creative products;
- informal classroom discussions.

A holistic evaluation approach is particularly important in creative and experiential learning contexts, where emotional engagement, participation, and inclusion are often as significant as measurable academic outcomes.

A Peer-to-Peer Teacher Workshop

This workshop is designed as a collaborative space where teachers can come together to explore and deepen their understanding of key thematic areas related to addressing diversity in the classroom in a conscious and reflective manner. Through shared discussion and exchange of experiences, the workshop aims to support both personal and professional growth.

If organising a two-hour workshop is not feasible, teachers may choose to use the following prompts individually as a tool for personal reflection and ongoing professional development.



"Today, we'll reflect on how cultural differences shape our classrooms and how we, as teachers, can turn diversity into a strength."

Successes and challenges in educating a more empathetic and respectful generation.

Warm-up (10–15 minutes)

Instructions:

Each participant teacher shares one music, game, or story from their childhood that represents their culture or upbringing.



1. Our Classroom Worlds

Goal: Reflect on experiences in multicultural classrooms

Activity:

Write on a paper and map your classroom highlighting where your students come from (countries, languages, family traditions).

Prompt:

"Look at your classroom map: what do you notice about the diversity of your students? Think of how does this influence your teaching".

Purpose: "Let's visualize the diversity we have in the classroom and let's connect to the topic".

2. Group Discussion: Understanding Diversity (15 minutes)

Questions for **discussion in group of 4**:

In what ways do students' cultural backgrounds appear in learning or play?

How do we currently make space for these differences?

Note:

A teacher from each group reads the answers.

Teacher highlight both the richness and the challenges they describe.

3. Small Group Activity: Inclusion in Action (20 minutes)

Instructions:

Still into small groups.

Each group discusses "One moment of success and one challenge" in fostering inclusion.

Guiding questions on a paper:

- What made that moment successful or difficult?
- How did students react?
- What could I do differently next time?

Follow-up:

Groups share their reflections briefly with everyone.

Tip:

Based on the experiences shared, teachers are invited to write key words on the board **identifying strategies for fostering inclusion** (e.g., parental involvement, discussing important celebrations from each culture represented in the classroom...).

4. Reflection Circle: Tolerance and Respect (15 minutes)

Questions:

- How do we teach respect and empathy in simple, age-appropriate ways?
- What classroom rules or rituals promote fairness and understanding?
- How do we model tolerance as teachers?
- How do we resolve a misunderstanding or cultural tension? Discuss how to resolve it.

A teacher of each group reads aloud the answers.

5. Creative Bridge: Arts as a Tool for Connection (15 minutes)

Questions:

How do we use music, storytelling, or art to connect students from different backgrounds? Teachers share a favorite classroom song, art project, or story that worked well with diverse learners.

Notes:

The emphasis is on the arts as universal languages that foster empathy and cooperation.

Through music and art, we help children grow as:

- Creative thinkers
- Kind friends
- Respectful citizens of the world

Music and the arts nurture the heart as well as the mind. By weaving creativity into education, we build a more empathetic and respectful generation.