

4. Forms to be filled in by the Inspire national coordinator

To be filled in by the end of May 2009

Form 4.7. Evaluation of the impact on the school

In which way has there been or will there be an impact on the teaching and learning of MST within the school in the future. This also shows the sustainability of what is achieved with the INSPIRE pilot.

Name of the school:			
Possible impact (Tick and give comments)	NO	YES	Useful comments
The school will use more ICT based tools or techniques in the future for MST education in particular			
The school will see to it that ICT-based tools and techniques are used in as many disciplines as possible			
The school will train more teachers to work with such ICT-based tools or techniques			
The school will acquire new ICT equipment to facilitate the use of such tools or techniques			
Other impact at school level			

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Form 4.8. Evaluation of the impact on the education system

The teachers think that such projects can have an impact on the education system as a whole if:

Name of the school:			
Tick and give comments	NO	YES	Additional comments
The educational authorities and the inspectorate are informed of the outcomes of the Inspire project			
The lessons learnt from the Inspire pilot are mainstreamed in the education system			
More MST teachers have the opportunity to be involved in such projects			
More MST teachers are trained to use ICT-based tools and techniques			
The inspectorate is well informed and supports such initiatives			
Other			

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Form 4.9. Documenting the project activities

Name of the school:

At the level of the pupils (Tick the appropriate box!)

The pupils each had an individual logbook to write down reflections and outcomes	
The pupils were invited to write a short essay when the testing of the Learning Objects was over	

At the level of the MST science teachers (Tick the appropriate box!)

He / she had a logbook in which reflections, outcomes and findings were written down during the different phases of the project (preparation, implementation follow-up, or monitoring and evaluation)	
Logbooks of the different teachers involved were compared and discussed during group discussions by themselves	
The logbooks were the basis for a structured discussion with the Inspire school coordinator or national coordinator	
The logbooks were made available to non MST teachers within the school	
The logbooks contain clear information about skills and attitudes acquired by the teachers involved	

At the level of the Inspire national coordinator (Tick the appropriate box!)

He / she had a logbook in which reflections, outcomes and findings were written down during the different phases of the project (preparation, implementation follow-up, or monitoring and evaluation)	
The logbook was the basis for a structured discussion with the school Inspire teacher and the MST teachers involved	
The logbook of the national coordinator contains comparisons across the different schools involved in the testing	