



PARTNERSHIPS FOR PATHWAYS TO HIGHER EDUCATION  
AND SCIENCE ENGAGEMENT IN REGIONAL CLUSTERS  
OF OPEN SCHOOLING

**TEMP** Transnational Education  
Mentoring Partnerships

**DIEYFTHYNSI DEYTEROVATHMIAS  
EKPAIDEYSIS N. KARDITSAS  
(Secondary Education Directorate of Karditsa)**



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## Project Details

Acronym: **PHERECLOS**

Title: **PARTNERSHIPS FOR PATHWAYS TO HIGHER EDUCATION AND SCIENCE ENGAGEMENT IN REGIONAL CLUSTERS OF OPEN SCHOOLING**

Coordinator: **KINDERBURO UNIVERSITAT WIEN GMBH (KUW)**, Austria

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Website: [www.phereclos.eu](http://www.phereclos.eu)

Consortium: **KINDERBURO UNIVERSITAT WIEN GMBH (KUW)**, Austria  
**SYNYO GMBH (SYNYO)**, Austria  
**UNIVERSITAET INNSBRUCK (UIBK)**, Austria  
**UNI WERSYTET SLASKI (UNI SLASKI)**, Poland  
**UNIVERSITAT WIEN (UNIVIE)**, Austria  
**EUROPEAN SCHOOL HEADS ASSOCIATION (ESHA)**, Austria  
**KOBENHAVNS UNIVERSITET (UCPH)**, Denmark  
**STICHTING INTERNATIONAL PARENTS ALLIANCE (IPA)**, Netherlands  
**SNELLMAN-INSTITUUTTI RY (SNELLMAN)**, Finland  
**POLITECHNIKA LODZKA (TUL)**, Poland  
**UNIVERSIDADE DO PORTO (UPORTO)**, Portugal  
**S.I.S.S.A. MEDIALAB SRL (MEDIALAB)**, Italy  
**UNIVERSIDAD EAFIT (EAFIT)**, Colombia  
**ASOCIATIA UNIVERSITATEA COPIILOR (UNICO)**, Romania  
**TEACHER SCIENTIST NETWORK LBG (TSN)**, United Kingdom



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# Context

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## Introduction

This report concerns the implementation of the **Focus Group Activity** performed by the **Secondary Education Directorate of Karditsa** and has been implemented in the framework of the Transnational Education Mentoring Partnerships TEMP Programme under the *Partnerships for pathways to higher education and science engagement in regional clusters of open schooling PHERECLOS* project.

## Specific objective

The objective of this Focus Group Activity is to identify attitudes, beliefs and practices among **teachers** in Greece in order to develop a documented report concerning their experiences, practices and innovative educational methodologies.

## Methodology

As a focus group is a qualitative aspect of research, participants were selected taking into account who can best answer the research questions. A list of possible participants was created and the most appropriate were chosen. An invitation was sent by email after ensuring contact information. Finally, **five (5) teachers** were selected to participate in the activity.

The moderator was Mr. Sokratis Pappas, the Director of the Secondary Education Directorate of Karditsa who is also a teacher and has an adequate understanding of the subject in question. He is also a good communicator. The assistant moderator was also a teacher and she was in charge for keeping notes.

The questionnaire prepared by the TEMM partners were translated into Greek (<https://forms.gle/FPSBho9SiiPAd7yu7>) and sent to the participants via email a week before the activity.

The Focus Group Activity has been conducted through the Webex platform on **Tuesday, March 9, 2021**. At the beginning, participants were informed about issues related to data protection and ethical aspects. The participants discussed openly the topic in question. At the beginning of the meeting, a summary of the PHERECLOS project with the general and specific objectives was presented to the focus group participants and a discussion about it followed.

After which, the group was engaged in a Questions and Answers (Q&A) session. The data collected were analyzed and the moderator with the assistant moderator reviewed the notes, analyzed and summarized the conclusion of the focus group in a report.

## Conclusions

The following results emerged:

### 1. Education and Training received throughout the entire trajectory

Bachelor degree in the educational field	:	4
Master degree in the educational field	:	1
Phd in the educational field	:	0
Courses on innovation methodologies or resources	:	0

### 2. Which educational field are you working in?

Five (5) teachers were selected to participate in the activity.

### 3. Educational methodologies you have knowledge of:

STEM learning	:	2
Placed-based learning	:	3
Personalized learning	:	5
Problem-based learning	:	4
Real-world learning	:	3
Formative assesment	:	3
Other	:	0

### 4. Which of the above have you ever used in your classes/courses/training?

STEM learning	:	2
Placed-based learning	:	3
Personalized learning	:	4
Problem-based learning	:	5
Real-world learning	:	1
Formative assesment	:	2

Other : 0

**5. What ICT educational resources do you generally have knowledge of?**

Information resources : 5

Collaboration resources : 4

Learning resources : 5

**6. Which of the previously selected ones has used this course for teaching?**

Information resources : 5

Collaboration resources : 4

Learning resources : 5

**7. What is the main reason why you apply any of the above mentioned methodologies**

**- STEM Learning, PBL etc. (if you do)**

It's comfortable for teaching/training : 2

Students learn more : 5

Students are more motivated : 5

Other : 0

**8. Reasons why you do not apply the above methodologies (if you don't)**

Not having the necessary resources : 5

Problems organizing the class : 0

The desired learning objectives would not be met : 0

The subject taught is incompatible with this type of methodologies : 0

A shortage of time : 3

Other : 0

**9. How would you describe an innovative teacher/trainer?**

The desire for change : 2

The capacity to perform relevant research : 0

Inventiveness : 0

The ability to implement what planned : 0

Being a promoter of team and cooperative work	:	2
Other (Flexibility and adaptation according to the level of the students)	:	1

### 10. Why do you consider necessary to innovate in class?

Respondents consider innovation in classroom is essential to meet the needs of today's diverse students. For teachers, this means continuously adapting their teaching methods in order to improve learning environments in their schools. More specifically, teachers deem that innovation in education:

- has the potential to lead to the improvement of teaching methods and practices in all disciplines
- keeps up students' interest and engagement for the lesson
- brings more learning benefits for students
- helps teachers meet student learning needs
- motivates teachers and students to be more creative and active in the learning process
- improves teachers' and students' passion in learning
- makes the teaching process to be carried out more effectively and efficiently
- can equip students with the ability to think more critically and flexibly and therefore make better decisions later in their life.

### 11. What do you consider it is needed to be developed/changed/ improved in your educational field?

Curricula	:	2
Methodologies applied	:	3
Resources	:	5
Approach towards the student	:	6
Other	:	0

### 12. Why?

Respondents consider that improvements should be made in all four areas of curricula, methodologies applied as well as resources and approaches towards the students. Results from PISA indicate that the educational model in Greece should be improved

as Greece lags behind many OECD countries in students' performance. To achieve this, respondents stated that:

**Curricula** should be reviewed and revised to better serve the needs of today's students. They mention that in Greece school teacher should teach the standard, pre-ordained curricula controlled by the state which is large enough to permit deepening the understanding of the subject matter.

**Methodologies applied** should be updated and innovative methodologies should be used as tools in classrooms. They consider that innovative approaches have the potential to remedy the chronic problem of education in Greece that students have to memorize the lesson taught in order to excel in school. They also stated that there is no teaching model that works best for every student, therefore teachers should be equipped with innovative tools and methodologies that will allow them to find the best ways to support their students.

Necessary **resources** should be provided to teachers to make their lesson more attractive and interesting. At this point, respondents reported, as example, two significant obstacles regarding lack of resources in applying **STEM education** in Greek schools. They mentioned that in recent years significant efforts have been made by important sponsors in Greece to develop STEM educational programs in Greek schools. These sponsors have offered educational robotics kits to schools, organized educational robotics competitions and supported teams to participate in the World Robot Olympiad<sup>1</sup>. But various questions are being raised about the effectiveness of this endeavor such as whether the involvement of students with STEM education in order to participate in competitions offers them the real benefits of STEM education. Also, despite the fact that the contribution of private sponsors is significant, it does not cover the needs of all schools. The Greek Ministry of Education should deploy a national plan and ensure all the necessary resources, in terms of educational robotics kits, are in place for all schools. Moreover, they mention that STEM education is a learning approach that combines science, technology, engineering, and mathematics. Therefore, teachers who will implement STEM education should be able to combine knowledge from these subject areas. However, in Greece there are many teachers who

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<sup>1</sup> [https://www.cosmote.gr/cs/otegroup/en/ekpaideytikh\\_robotikh\\_stem.html](https://www.cosmote.gr/cs/otegroup/en/ekpaideytikh_robotikh_stem.html)

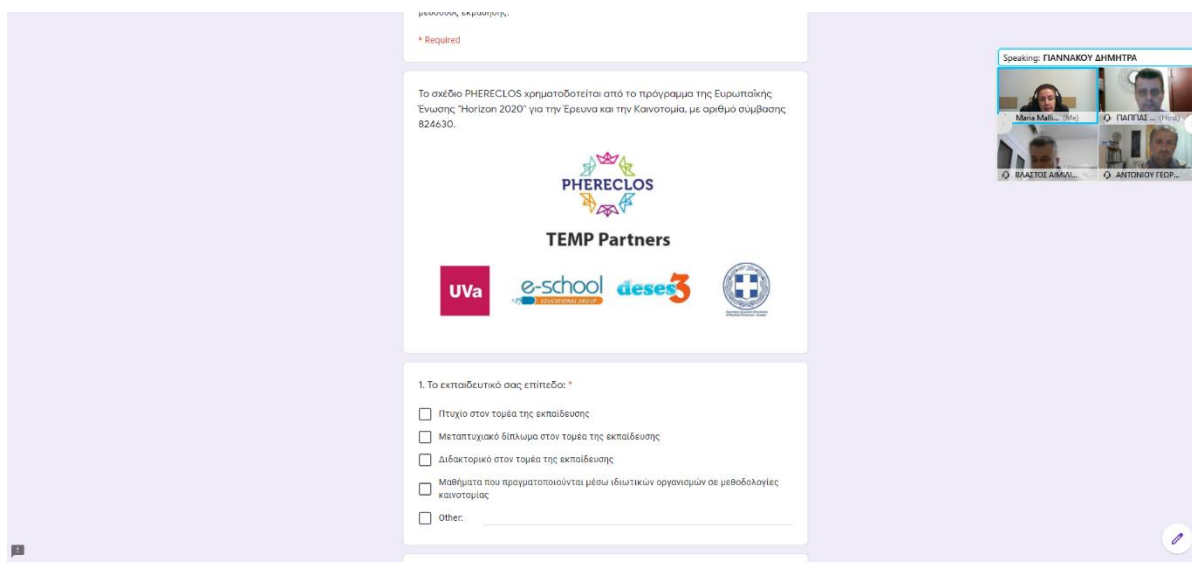


teach Natural Sciences, Technology, Informatics and Mathematics, but there are few who can combine these knowledge to introduce STEM learning in their classrooms. Respondents suggested that STEM education should be delivered by teachers with specialized education in STEM discipline. In this way, it will be possible for STEM education to be applied in Greek schools and give the opportunity to all students to engage in STEM and benefit from it.

**Approach towards students** should be upgraded and revised in order to create positive student teacher relationships which is considered the basic factor of quality education and student learning.

To conclude, respondents consider that improvements in all four areas have the potential to adapt education to meet those needs of our fast-changing world in terms of helping teachers to better meet the needs of their students and students to increase their performance and achievements.

Below some screenshots of the focus group:

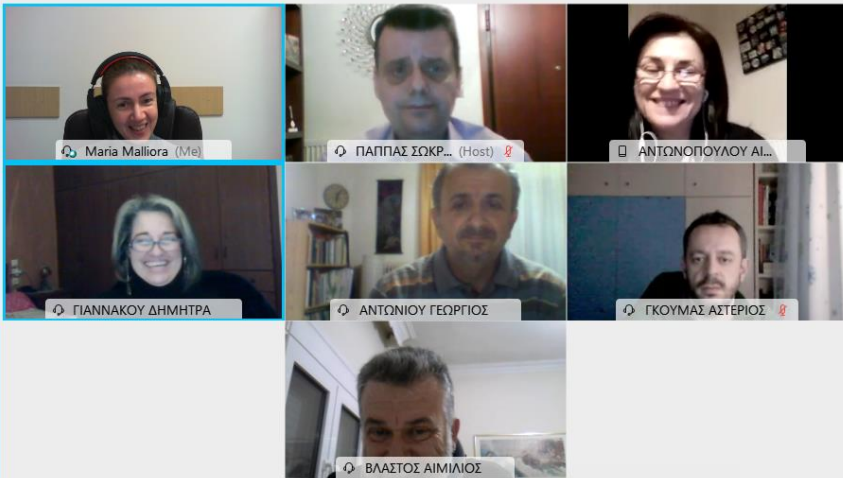


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Layout



Participants (7)

Search

- MM Maria Malliora Me
- ΠΑΠΠΑΣ ΣΩΚΡΑΤΗΣ Host
- ΑΝΤΩΝΙΟΥ ΓΕΩΡΓΙΟΣ
- ΑΝΤΩΝΟΠΟΥΛΟΥ ΑΙΚΑΤΕΡΙΝΗ
- ΒΛΑΣΤΟΣ ΑΙΜΙΛΙΟΣ
- ΓΙΑΝΝΑΚΟΥ ΔΗΜΗΤΡΑ
- ΓΚΟΥΜΑΣ ΑΣΤΕΡΙΟΣ

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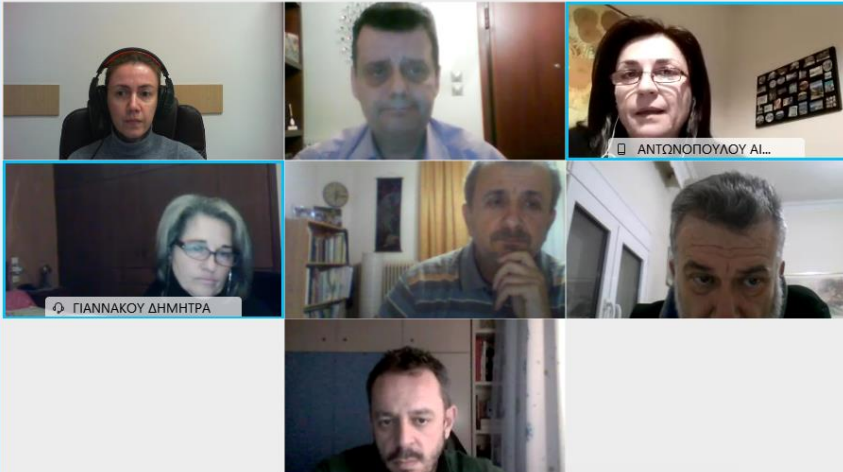
Participants Chat

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Speaking: ΑΝΤΩΝΟΠΟΥΛΟΥ ΑΙΚΑΤΕΡΙΝΗ, ΓΙΑΝΝΑΚ...

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