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**Inter-School Project Method for Developing Students’ Collaborative
Skills in English Lessons of Grade 5**

**Starpskolu projektu metode 5. klases sadarbības prasmju attīstībai
angļu valodā**

Diplomdarbs

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Abstract

Group work is essential for young adolescents to enhance the development of collaborative skills. However, because of the number of students per class in rural schools, the variety of group formation in English lessons is limited. Thus, this situation challenges teachers to provide a real-life group work experience for students' skill development. To develop students' collaborative skills, the authors of the Paper examined an inter-school project method.

A case study was conducted involving students of Grade 5 from two rural school. The following data collection methods were used: teachers' journal, students' project work evidence, feedback, reflections upon the project and questionnaire.

The research results prove that the inter-school project method is an effective English language learning method for developing adolescents' collaborative skills. With few alterations considered, the authors plan to carry out other inter-school projects in future for developing other English language skills.

Keywords: project method, inter-school cooperation, remote learning, adolescents.

Anotācija

Grupu darbs ir būtisks jaunākā vecumposma pusaudžu sadarbības prasmju attīstības sekmēšanai. Tomēr reģionu skolās ir ierobežotas iespējas grupu veidošanai angļu valodas stundās skolēnu skaita dēļ vienā klasē. Tas ir izaicinājums skolotājiem, lai nodrošinātu iespējas skolēniem gūt reāla grupu darba pieredzi prasmju attīstībai. Lai attīstītu skolēnu sadarbības prasmes, diplomdarba autores pētījumā izmantoja starpskolu projekta metodi.

Gadījuma pētījums tika veikts, iesaistot 5. klases skolēnus no divām reģiona skolām. Tika izmantotas šādas datu vākšanas metodes: skolotāju žurnāls, skolēnu projekta darba pierādījumi, atsauksmes un refleksijas par projekta gaitu un anketa.

Pētījumu rezultāti pierāda, ka starpskolu projekta metode ir efektīva angļu valodas mācību metode jaunākā vecumposma pusaudžu sadarbības prasmju attīstībai. Veicot pāris korekcijas, diplomdarba autores plāno realizēt citus starpskolu projektus nākotnē angļu valodas prasmju attīstībai.

Atslēgvārdi: projekta metode, starpskolu sadarbība, attālinātās mācības, pusaudži.

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Introduction

The Ministry of Education and Science has been encouraging a minimum of 80 students per school in elementary and middle school education levels (ages 5 to 15) (E-klase, 2019). The statement indicates the possible minimum number of students in rural schools located within further distance from local town centres. Based on the presented evidence and teachers' personal experience, the authors can state that the number of students in rural schools is relatively small, about 8-25 students in one class compared to city schools with 20-35 students. This situation creates limited opportunities to diversify student learning potential in small working groups and develop students' collaborative skills.

Group work is essential because it helps develop such students' skills that, according to the criteria of Latvia's educational reform support project "Skola 2030" (2019), are necessary for enhancing the development of various students' competencies. One of them is collaborative competence, studied within the Diploma Paper. Collaboration is achieved by working two or more people together towards one goal to accomplish a specific task or to carry out a project. Collaboration requires the ability to listen, organize, be open-minded, plan and accept the diversity of others. Group work is an essential component in the curriculum of elementary school to develop these necessary skills.

However, the authors have observed that group work in English lessons often is a struggle for students-adolescents. They express their dislike for group members, and some adolescents would even think they can rely on others' work and ignore their part of the contribution. The small number of students in rural schools and their mixed learning abilities create difficult circumstances to achieve the opportunity to collaborate, moreover, experience a real-life related situation: everybody is the same and everybody is different. Meaning, each person is unique; however, in real-life situations, the laws and rules are the same for everyone.

Collaborative skills can be achieved within a more extended period and collaboration among friends and strangers. One of the teaching methods to promote the development of collaborative competency is a group project method. The benefits of this method are significant. Students get to work in real-life situations. They have the opportunity to experience and develop skills needed for collaborative competency, and they have to become familiar with the planning cycle, learn how to reflect, and start to think critically.

Despite the significant benefits of the group project method, rural schools do not have the option to implement this method due to the small number of students per class and a lack of parallel classes. Thus, teachers can consider opportunities to involve students in inter-school projects with neighbouring schools in their local municipality or collaborating with other schools of the country or abroad.

Examining a platform, eTwinning created by Erasmus, one of the more well-known portals of project offers and partner-seekers, the authors concluded that the project offer is not available for projects of interest to the authors during the research. Therefore, the authors decided to introduce a group project-based method for Grade 5 students of two rural schools in their English lessons.

It is important to note that when creating working groups, it is necessary to be aware of the specifics of age groups and collaborative skills in the respective age group. Thus, the research problem arises related to the peculiarities of the chosen age group and their level of collaborative skills. To solve the indicated research problem, the research question is raised: how does the project method affect the development of collaborative skills of 5th graders in English lessons?

Accordingly, the **aim** of the Diploma Paper is to explore collaborative skills in English lessons and how the inter-school project method can help to develop these skills for Grade 5.

The following **objectives** are set to achieve the aim of the Diploma Paper:

- 1) To analyse theoretical literature on the project method, peculiarities of young adolescents and collaborative skills in group work;
- 2) To research existing situations of two rural schools regarding the interests, collaborative skills, the English language knowledge of 5th-grade adolescents and their personalities before the introduction of the inter-school project method in English lessons;
- 3) To implement project method for 5th-grade students' collaborative skills development in English lessons of two rural schools;
- 4) To conclude the impact, advantages and disadvantages of the inter-school project method for 5th-grade students and their collaborative skills development in English lessons and consider future project suggestions.

The **research questions** for the Diploma Paper are the following:

1. How to teach English and develop collaboration skills for young adolescents;
2. What the project method is, and how it applies within the inter-school projects;

3. How the inter-school project method has helped to develop students' collaborative skills in English lessons for Grade 5.

The authors of the Diploma Paper chose a case study as a **research method**. The research base consists of 25 5th-grade students representing two elementary schools of Jelgava municipality.

The following **data collection methods** are used: teachers' journal, students' project work evidence, feedback and reflections upon the project, and questionnaire.

The authors conducted the study case during the teaching practice period from February 8th to April 23rd, 2021.

1. Collaborative Skills and Their Development in English Lessons for Young Adolescents

To develop collaborative skills of adolescents in English lessons, there have to be certain aspects studied. These aspects are adolescents' peculiarities, children's collaborative skills formation and collaboration types, and their classroom contribution. In the following chapter these aspects are addressed.

The World Health Organization (2021) defines an adolescent as any person between ages 10 and 19. American Academy of Pediatrics (2021) states that adolescence is divided into 3 age groups: early (ages 11-14), middle (ages 15-17) and late (ages 18-21). The authors study the early age as Grade 5 students are at the age of 11-12. In many societies, this stage relates to puberty, the cycle of physical, social and identical change. Besides, Svence (1999) indicates that at this stage personality features and values form; the impact of emotional, cognitive (perception, understanding knowledge, and thinking), and social spheres from early stages is revealed. Authors examined different specialists' opinions about adolescents. With reference to Sramova (2010), one argument states that the difficulties of adolescents are exaggerated, as, for many of them, the process of growing up is peaceful and untroubled; however, it can be argued as there are stereotypes that portray adolescents as rebellious, distracted, thoughtless, and daring. Young individuals experience numerous physical and social changes, making it difficult for them to know how to behave. During puberty, young bodies grow stronger and infuse with hormones that stimulate desires appropriate to ensuring the perpetuation of the species (Csikszentmihalyi, 2021). The hormone storms impact adolescents' negative behaviour and attitude, even leading to a rebellion stage. These characteristics are also visible in adolescents' learning process. Some adolescents frequently experience demotivation, low grades, shyness, and indifference, but some take extra responsibilities, get higher grades, and explore their knowledge.

The relationships among adolescents form on peer-group confirmation like one opinion group, specific style group, or a particular behaviour group. In the learning process, peer groups have an essential role. The process of cognition develops within the skills for adolescents: the ability to choose different options, self-control, improvise, experiment, and planning own actions. Memory has to operate differently, first logical thinking, then memorisation (Svence, 1999, 2020). The peer group becomes the leading source for adolescent personality development, study work, self-esteem correction. Therefore, specialists suggest that teachers consider adolescents' peculiarities to create a natural, relaxed atmosphere in the groups for study-based group work. It is

advisable to form study groups with mixed abilities, as some peers can be mentors, they can motivate each other and thus perceive added information better. Prior knowledge, skills, motivation, familiarity, and personality are also key features to consider when structuring study groups. Following the theory, the authors consider creating project study groups and implement project-based learning (PBL) concerning the adolescents' peculiarities and characteristics.

The second aspect for the authors to explore is the child's collaborative skills formation and adaptation to structure project study groups. The size of a group is also an aspect that is worth discussing when talking about student division in groups. As the peculiarities of adolescents are essential, the size of a group can determine the involvement of students in a group situation. Different activities require a different number of students per group. The group sizes in collaborative learning situations are crucial to students' performance and achievements. Mulhim and Eldokhny (2020) state that an optimal size of a group is 4 to 5 students per group, where students also prefer a group of 5. Additionally, small groups during online teaching show significant improvement in social presence, improving student learning efficiency (Mulhim & Eldokhny, 2020). Another study by Afify (2019) discusses that in small groups (3-5 students), students positively affect speaking and listening skills for language learners compared to larger groups of 6 to 7 students. Furthermore, small groups have higher achievements in terms of communication skills and more participation among their members, which are crucial to language learning and collaborative skill development. Thus, the studied authors suggest that the optimal size of a group in language learning is 4 to 6 students.

In the context of group work, collaborative competency has to be taught from a child's early age up to adulthood through learning various skills. English subject as a foreign language creates a perfect opportunity, environment to develop these skills. Cambridge Dictionary (2021) states that collaboration is the situation of two or more people working together to create or achieve the same thing. From a historical point, collaboration is considered as one of the primary skills for humans to survive. Nowadays, the purpose has not changed so much. Building a house or building a family, or producing a product, collaborative competence must be in place. Two or more people have to work together to achieve one goal. Collaboration competence is vital for human social and economic development in the 21st century and future if one considers the complexity of the world's rapid change and high technology innovations. Thus, collaborative competence in education reform is crucial, as teachers should teach it from an early childhood.

Like in many educational reforms, in Latvia's educational reform support project "Skola 2030" (2019), the necessity for collaboration to be learned by students and teachers is emphasized in the curriculum. Teachers have to teach students specific skills in school, so they have these necessary skills, knowledge, and attitude for nowadays' life experience when they graduate. Collaboration in the 21st-century is a competence that requires such skills as open-mindedness (listening to and accepting others' opinions), communication (being brave to speak), organisation (planning and long-term thinking), problem-solving (critical thinking), and compromise (adapting to the situation). Based on this idea, the authors can address collaboration regarding specific skills developed and evaluated during the research process. Also, Child and Shawn (2016) describe the construct of collaborative skills where the main parts of collaboration are stated as follows: social interdependence, conflict resolution, the introduction of new ideas, sharing of resources, task division, and communication. CO-LAB (Valente, 2018) offers a guide of students' collaborative skills assessment that gives examples of statements that point to different parts of collaborative skills like engagement and social relationship in teamwork. The engagement part elicits several elements: promptness - student timely response to other group members; commitment - student dedicated work on a project; responsibility - students impact on their own and group members' work; accountability - student reliability dealing with particular tasks and information; communication - active student listening to their group members and verbal, non-verbal communication; and assessment - student assessment of own and others performance. The social relationship part excels respect - student respect to others and self; humility - student ability to accept their faults with a positive attitude towards others; altruism - student ability to balance self and others anxiety; tolerance - student tolerance for others, not to be judgmental; social sensitivity - student ability to stand for each other and helping each other.

Adolescents are unfamiliar or have not developed the skills mentioned earlier based on the observations in the classrooms, thus the authors consider initiating the development and encouragement of promptness, commitment, accountability, communication, and assessment. However, the teachers cannot assess social relationship parts; therefore, they plan to introduce them verbally during the project work.

Collaboration skills lead to examining collaborative classrooms. There are two types of collaboration: peers and teachers. Peer collaboration focuses on how the teacher restructures interactions between students organised in pairs or groups (Duran & Miquel, 2019). The teacher's well-structured and organized groups lead to peer learning (peer to peer tutoring) and collaborative

learning practices, developing within a more extended period. There are three main classic scenarios for peer learning described by Damon and Phelps (1989). *Peer tutoring*, when peers with different levels of knowledge can learn from each other in a particular area. *Cooperative learning* when peers with mixed ability skills apply and develop each skill working together towards one goal, and *collaborative learning*, when peers with similar abilities are building working relationships. Although these three scenarios are separated, it is confusing to distinguish them in the study environment. Teachers have to have skills and knowledge to implement particular tasks to a group. Peer collaboration, cooperation, and learning allow teachers to develop a new and transformative role that facilitates such functions as continuous assessment, immediate personalized attention, encouragement to think about self-directed learning processes, peer, and teacher's reflection, which are more challenging to carry out in environments where a traditional teaching approach is used.

For such a transformative teacher's role, a complete teacher's collaboration level is reached in co-teaching. Co-teachers can foster mutual observation, reflection, and planning of innovative practices, working together with professional development (Duran & Miquel, 2019). One of the teaching methods to achieve peer and teacher collaboration is a project method. In the following parts of the Paper, the authors describe the characteristics of a project-based approach.

2. Characteristics of a Project Method

Project-based learning is a method where students learn by actively exploring real-world related problems and questions, which may also be interesting. The technique reaches on solving a problem, finding a solution, and bringing more value to an issue (Buck Institute for Education, 2021). The use of such a method can bring many advantages to the learning process. These advantages are increased student motivation, autonomous learning, interpersonal relation development (including communication skills), flexible content (Gallacher, 2021). Additionally, Priedīte and Šiliņa (1998) offer more advantages of the usage of such a method; they highlight social aspect - in a changing world, it is necessary to be adaptable, be able to discuss; pedagogical and psychological aspect - students learn to be independent, they facilitate real-life situations; language aspect - students have a fundamental practice of a language; and organizational aspect - the teachers' work becomes exciting and creative, there is much space to learn for all included parties, it is a chance for collaboration. It is clear that the project method has its benefits when implemented in the study process, and such a method has been proven its success over time. Project-based activities ensure student-centred learning, in which the role of the teacher shifts to personal support and assistance in choosing tools and methods. In such a manner, also moving the responsibility more to the student itself (Buck Institute for Education, 2021).

To achieve collaboration between students, English teachers can collaborate with classroom teachers and other subject teachers to create task-based learning (TBL) or project-based learning (PBL). To teach English, PBL is a popular method in several countries, like England, the United States of America, Finland, Poland, and other European countries (Edward Little High School, 2021). This method derives student-centred learning. Often it allows the students to use four essential language skills: reading, listening, writing, and speaking. Teachers can give learners more freedom to solve problems or share information in the way they see fit. The teacher's role is to monitor and facilitate, set up frameworks for communication, provide access to information, help with language where necessary, and give students opportunities to produce a final product or presentation. PBL encourages using language as an instrument to achieve project goals rather than practising grammar comprehension in a traditional way (teacher-centred approach).

Project work typically involves many resources (time, people, and materials), and learners practise a range of skills and language systems. For the project-based method, teachers have to dedicate a certain amount of time to the syllabus (Gallacher, 2021). The teacher needs to prepare

ahead of time, and much planning needs to take place to select resources, plan skill development methods and tactics, develop criteria and teaching materials.

Moreover, the project-based method provides an opportunity to create the most natural and relaxed atmosphere possible in the learning process. Also, the project method itself is an active learning process, which creates higher motivation among students. Especially concerning the language learning process, the method includes using language to ensure in-depth language learning (Boneva & Fidan, 2015). To apply the project-based approach to the classroom, the authors studied the types of the project method.

2.1. Types of the Project Method

Further the authors aim to explore group project types and methods. There can be individual and group projects. Besides, project types regarding location can be divided into the classroom, inter-school and international projects. As a part of this study, inter-school projects and project method types in education are researched in depth.

The founder of project idea William H. Kilpatrick, according to Knoll (2021), elaborated the concept and popularized it worldwide in his famous publication entitled "The Project Method", published in 1918. Kilpatrick stated that "a project is a whole-hearted purposeful activity proceeding in a social environment".

Kilpatrick (1929) has classified the project method into four types:

1. *Constructive (creative)*. The aim of this type of project is to embody some idea or plan in the external form, as building something (a car model for example), writing a letter, presenting a play;
2. *Artistic (enjoyment)*. The purpose is to enjoy the aesthetic experience of a project, as hearing a symphony, listening to a story, appreciating a picture;
3. *Problem-related*. The purpose is to straighten out some intellectual difficulty, solve some problem, find out whether dew falls, to ascertain how New York outgrew Philadelphia. If these general problems are solved, the child will be more efficient for social life.
4. *Skills build-up (clarifying learning)*. The purpose is to obtain some item or degree of skill or knowledge, such as learning to write grade 14 on the Thorndike Scale, learning the irregular verbs in French.

The characteristics of these four types of projects are illustrated by Przybysz-Zaremba (2017) and presented in Figure 2.1.1.

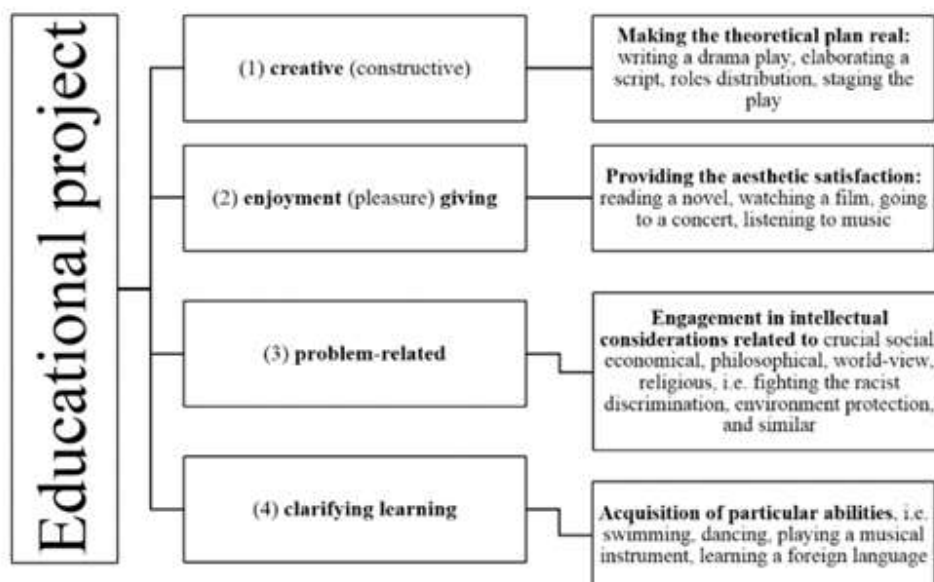


Figure 2.1.1. Types of Educational Projects (Przybysz-Zaremba, 2017)

Project types can overlap, and they can be used as one to the means of another. The authors consider using skill development - clarifying learning project method with interaction to creative project method. Implementing the inter-school project "My Ideal School," students will have to collaborate with other rural school students, learn English vocabulary regarding the topic "School," practice forming present simple tense sentences, develop IT skills, and represent the final product presentation (creativity).

There are many advantages of using the project method. Increased motivation - students become personally involved; language skills - reading, writing, listening, and speaking; autonomous learning - students are more responsible for their knowledge; learning outcome - students have an end product; interpersonal relations - collaboration skills; methodology is student-centred - social skills; a break from routine - different learning atmosphere (Gallacher, 2021).

As every teaching method, project-based method has also its disadvantages. Gallacher (2021) points out that it could be difficult to get students, who are poorly motivated for learning, to participate in this way. It is difficult for teachers to supervise students, too. Students could use unnecessary mother tongue instead of the target language, for example, English, and groups tend

to work at different speed. Thus, the authors plan to form project groups based on the age group peculiarities to lessen any possible learning risks. Further, the authors look at inter-school project type organisation in detail, as inter-school projects are essential for rural schools because of the small number of students in one class.

2.2. Organisation of an Inter-School Project for Collaboration

There are several online sources and platforms (Erasmus, eTwinning, Pen pals, British Council, Britannica, ESL teacher blogs and interest groups and other educational apps, blogs, media, articles, and various schools' web articles) with guidelines and opportunities on how to participate in inter-school projects. To implement an inter-school project successfully, the authors need to organise, plan, and follow the project needs. The eTwinning platform suggests in their project development handbook a few stages (Sarva, 2020). These stages are displayed in Figure 2.2.1.

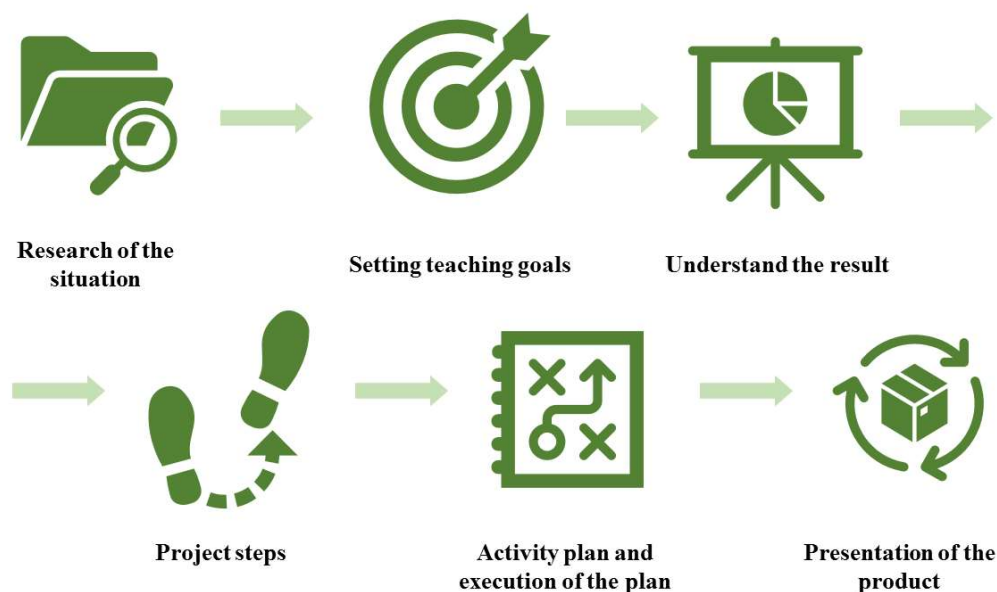


Figure 2.2.1. The Stages of a Project (Sarva, 2020)

The first stage is researching the situation where the teacher recognizes a problem, or a learning challenge related to the study process and language learning. It includes the understanding of the needs and accessible tools for teachers and students that will be involved in the project. The process consists of looking into such aspects as understanding the topics that apply to a project

method, the interests of the students and teachers, the expectations of a project, timeline, and the overall value added to the learning process, and students' and teachers' skills and competences.

After thorough preparation and idea-generating, the next stage is to set relevant teaching goals for the project. The goals must be implemented in the learning process, and they must master the planned learning content. It is important to note that the main pedagogical goal needs to be set for a project. It will be the subject of common knowledge, skills, and attitudes that students will acquire in the project. Furthermore, it is recommended to choose one main pedagogical goal for the project, which is specific and measurable.

The next stage can be described as understanding the result, where the teacher has set a measurable work, which means that the result is a tangible product created in the project, an organized event, or a change of habits. The product ideally aligns with the teaching goals and selected pedagogical purpose.

When the definition of the goal and product of the project is done, the project steps can be developed. The implementation steps include what and in what order the students need to learn and do to create the final product. It is necessary to evaluate students' previous experience to predict all the required steps to develop a high-quality end product. All steps must be subordinate to the intended end product. Most importantly, by following the planned steps, the final product must be created, and the pedagogical goal of the project must be achieved.

Following the steps, the activity plan sets out how each project implementation step will be carried out. One or more activities can be carried out during a project step within the set-out timeline. As previously discussed, it is also essential for the activities to comply with the project goal. The project requires an introduction, during which the project participants get acquainted with the project idea. Students also participate in project planning by offering their ideas. An essential part of the activity plan is that during the last activity, the project participants (students and teachers) evaluate the progress of that project and make conclusions. As the eTwinning platform emphasizes (Sarva, 2020), it is essential to consider that the activities in an inter-school project will take longer than in the classroom alone, as the activities need to be coordinated and implemented in several educational institutions.

The final part of the project is the presentation of the product. This part, as previously mentioned, is crucial as it concludes and carries the final evaluation of the project. The evaluation criteria are held during all project stages.

As well as stages, some essential components are characteristic of project-based learning that are crucial to the process and preparation. For the project-based method to be implemented in the learning process, time, space (platform), presentation, and evaluation should be kept in mind when developing and implementing a project-based learning method (Gallacher, 2021).

In comparison, Boneva and Fidan (2015) offer a more simplistic approach. Their project implementation follows these stages: information, preparation, implementation, and presentation. Thus, the authors decided to plan and follow the stages introduced by Boneva and Fidan (2015) during their implemented inter-school project due to its simplistic approach; based on the stages mentioned, an inter-school collaboration PBL model is developed.

Additionally, Valente and Gomes (2014) suggest their organisational model of a project where they have implemented the idea that the project process is circular, i.e. a process where project participant roles and activities are emphasized and in continuous collaboration throughout the project timeline and a clear link to collaboration can be seen. The ideas presented by Boneva and Fidan (2015) and Velante and Gomes (2014) the authors find relevant to be implemented when designing their inter-school PBL model (see Figure 2.2.2).

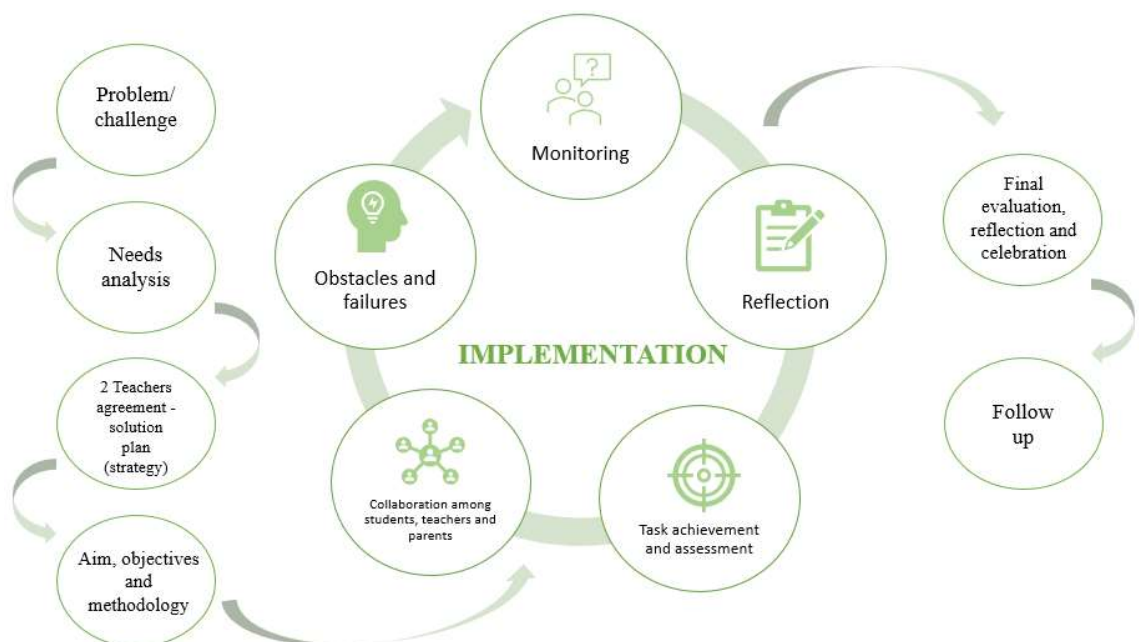


Figure 2.2.2. Inter-School Collaboration PBL Model (the authors' model)

When developing an inter-school collaboration project-based learning (PBL) model, the authors keep the ideas researched above to make a sustainable and fitting model for their project. The result of the developed inter-school collaboration PBL model is visualised in Figure 2.2.2. The model combines the linear process of inter-school project stages as well as the circular inter-school project implementation idea. As the eTwinning platform suggests, thorough research, preparation, and planning occur before the beginning of the implementation of project with students. The model also includes two teacher agreements to provide a collaborative inter-school project. During the implementation phase, participants and activities are considered in the circular process. The process repeats along the time determined by the teachers to develop the end product. The result is obtained when the final evaluation and product presentation take place, and teachers and students carry out the follow up about their project results.

3. Case Study on Inter-School Project Method for Developing Students' Collaborative Skills in English Lessons of Grade 5

The Diploma Paper aims to explore collaborative skills in English lessons and how the inter-school project method can help to develop these skills for Grade 5. The authors planned and carried out the inter-school project process by the following project steps (see also Figure 2.2.2. Inter-School Collaboration PBL Model).

1. Two rural school teachers defined the English language learning challenge. The challenge was a lack of collaboration skills amongst young adolescents in Grade 5. Students were used to working in their own selected groups in particular classroom tasks, but the teachers identified a collaboration skill gap. Some students often relied on others' work, and some showed very little participation.

2. Teachers analysed learning and language teaching process needs for young adolescent students and English teachers. These needs proved further consideration for developing students' collaborative skills (listening, decision making, cooperation, self-study, plan and reflect) in a more complex environment. The chosen inter-school collaborative environment was not usual for them, but at the same time it was comfortable and challenging to experience real-life situations and collaborative skills in use.

3. Teachers developed a strategy for PBL implementation. They planned and created a project topic, duration, schedule, evaluation criteria, visual guidelines (PowerPoint presentation), student self-assessment weekly questionnaires, student collaborative skills' self-assessment questionnaire (to measure collaborative skills before and after the project), teachers' weekly journal, and Excel spreadsheet for weekly points (formative grading) and final grades.

4. Teachers determined project aims and objectives. For teachers, the aim was to develop students' collaborative skills, support, and guide students in every aspect to feel comfortable working in a group with strangers and trust their teachers with any success and obstacles. The inter-school project related objectives were the following:

- to meet students at least once a week on an online video call platform;
- to remind students about group meetings and tasks to be completed before weekly students and teachers' online video calls;
- to give students more freedom with implementing their project ideas;
- to monitor constantly their work progress and write regular reflections in teachers' journal;

- to make necessary alterations in the process of inter-school project after weekly verbal and written teachers' reflection in the journal.

5. The teachers implemented the project work in their teaching process, they prepared and delivered a joint lesson to both classes from two different schools. Students were introduced to the project topic, aim, implementation process, evaluation criteria, and groups.

6. The project process took place (see the cycle in Figure 2.2.2., the implementation part) considering monitoring, reflecting, overcoming obstacles, meeting failures, and setting the upcoming tasks.

7. The final part of the project was held in the online platform Google Meet where groups of students presented their end product, and teachers performed an award ceremony.

8. The follow up stage was held in one typical 5th graders' English lesson, which was the following week after the project. Teachers exposed the results of student self-assessment collaborative skill questionnaires.

The case study aimed to explore students to create a more relaxed and more progressive learning environment within a group. The case study research sample was 5th-grade students that learn in two regional elementary schools of one municipality. The total number of students that participated in the research was 25. However, during the project process, 6 of the students did not participate in a complete project process. The students had been learning English from the age of five as their foreign language. Therefore, this was their 7th or 8th year learning English. In 5th grade, students were at level A1 to A2 in the English language, which was elementary - primary user level. Although, some students were above (total of 4 students) the average learning level, and some were below (total of 7 students). The most proficient skills were four primary language skills (reading, writing, listening, and speaking), as other skills were not developed yet in their previous teaching years. During in-school teaching, the authors observed that collaborative skills were limited, some students did not feel comfortable working in groups, and some were overtaking group's work. They were strong at individual work. Students had not had an inter-school collaboration in groups experience, and the group work had always been limited to the in-class teaching process. As the teachers had observed, there were some challenges with the project implementation. However, the teachers developed the design of the project and the criteria (see Appendix 1) to overcome any foreseen challenges. The obstacles included emphasizing individual work, little to no communication between the group members, and technological barriers.

During the project, the authors organised the following process:

1. The teachers carried out one *online lesson* about different schools globally, their approach, rules, students' daily routines, school uniforms, additional subject features. The online lesson had a purpose for students to broaden their view of various schools. During the online lessons, students were interested in watching the video about multiple schools. They started a discussion about which country they would like to study.
2. Based on the theoretical aspects of project-based learning, the authors determined students' interests by assigning students a worksheet that reflects their interests and language level. Before starting a project, the teachers created a student form "About Me" (see Appendix 2). During the online lesson for both 5th grade classes; the authors gave students to fill it. This form had the purpose of getting to know each other better and for teachers to see students' interests. Starting the project, the teachers included the form "About Me" in each group's project folder located on Google Drive. It should be noted that only 14 students out of 25 completed this form.
3. The teachers discussed the *main challenges in the teaching process*: the number of students depending on their knowledge level, motivation, behaviour, characteristics, and hobbies (see Appendix 3). The small number of students in one class and the number of students above and below A1 level. In Rural School 1, from 14 students, four students were at level A2. These students were well motivated to study, and they behaved as open-minded personalities. These students could be mentors. Four students were within A1 level in English, but one lacked study motivation in nearly all subjects. Six students were learning by special education programmes for learners with learning disabilities "56", defined by the National Centre for Education in Latvia. Their English was at a basic level. Four of these students were not motivated to study, and they behaved indifferently. However, two students were diligent. In Rural School 2, from 11 students, three students were learning towards level A2. These students had good language skills and usually understood the tasks. They were motivated to study. Five students were within A1 level in English, however, some of them lacked study motivation in nearly all subjects and their main motivational factor was a 40% achievement. Three of the students in the class were not motivated to study, and they behaved indifferently.
4. The teachers created groups. The theoretical research determined that a group of 4 to 6 students was the most fitting size for the language learning. The size allowed to evolve

collaborative skills, at the same time by being efficient from a language learning standpoint. So, the project participants were divided into six groups to fulfil the research. There were 4 to 5 students mixed from both rural schools in each group based on their language level, interests, and personalities, and peculiarities.

5. Both teachers analysed learning and language teaching process needs for students and teachers. The teachers agreed that for weekly meetings and joint lessons, the Google classroom platform had to be used, as Rural School 1 used the ZOOM platform, whereas Rural School 2 used Skype to carry out common online lessons. The first step of collaboration was significant to help students get to know each other better and speak to each other. That is why, the plan was to divide students into break-out rooms during the first joint online lesson. However, the obstacle was that only paid Google Meet platform had this option. But then the teachers realised that it would be better for students to create their WhatsApp groups and greet each other there as this led to straight communication source what they would be using during all inter-school project process.
6. The teachers developed the strategy for implementing PBL. Teachers set weekly appointments for students, project evaluation criteria - weekly formative assessment in percentages and issuing final mark after student project presentation “My Ideal School”, joint lesson, teachers, and students reflection parts.
7. The teachers prepared a presentation for the students’ joint lesson. The presentation communicated project aims (to prepare and present a presentation “My Ideal School” in collaboration with the group by following project criteria), objectives (the tasks of each week), steps (the process of project development), weekly and final assessments (criteria).
8. The project work was implemented in the learning process. The teachers carried out the joint online lesson. During the online lesson, teachers encouraged students to be open-minded and honest during the project. They made clear to students that each weekly meeting had a purpose to find out how they collaborated if there were any obstacles and helped them work and collaborate within a group and assessment in percentages. At the end of the lesson the teachers asked students to fill out a questionnaire (see Appendix 9). The aim of the questionnaire was to have evidence and a starting point of evaluation of students' opinion of their collaborative skills. The same questionnaire was used to measure the collaborative skill growth at the end of the project.

9. The project process was taking place. Teachers and students went through the cycle for four weeks: monitoring, reflection, overcoming obstacles, meeting failures, praising good work, and setting the following tasks where the initial project was developed. The reflection was carried out by using questionnaire “Individual Self-reflection” (see Appendix 10). The detailed analysis of the results is carried out in Chapter 3.2.

Week 1. The online meeting purpose was to see how students feel, reflect on their communication and tasks completed or arranged during the week, and make sure that project steps were clear for them. The first week’s results were varied and, to some extent, unclear. All groups were confused with project steps. It seemed like the topic was not clear for them. The teachers expected this as it was their students’ first-ever inter-school project and even a project with a four-week timeline. The groups mentioned their struggle with vocabulary (as planned by teachers, they used Google Translator). Also, it was difficult to produce one common idea, some members not participating or communicating. The teachers helped and guided students to make next week’s plans, encouraged students to work separately in each one free time, and meet within a group at least once within the week. The teachers also overcame student shyness in a call by communicating in a friendly manner and praising for any idea or thought they would give. For some groups, the teachers had to assign leaders to make sure projects and collaboration would take place. In some groups, leaders appeared naturally. To emphasize the excellent first week’s result, Group 1 had a fantastic result as they already created five slides from the end product. This group was friendly, and they motivated each other. However, there was a failure for Group 3. The teachers were prepared for this situation in their planning stage, as two students were indifferent to studies in general. Even though the authors created groups based on student’s academic achievements, personal interests, and keeping in mind the peculiarities of adolescents in group work, this group did not develop the project. Teachers spoke to parents, as students were not answering calls or text messages. Consequently, parents stated that they could not persuade their children to study and asked teachers to work individually in the classroom. Thus, the teachers accomplished individual lessons within the following weeks, and these students could get the lowest positive mark as collaboration did not appear.

Week 2. This week aimed to make sure students work according to teachers’ suggestions, to help with necessary work and collaboration guidelines, to support students at most. Students reflected on their work; mainly how resentful they felt because others did not do anything. Group

I was feeling down as of some IT issues. One of the students had nearly deleted their work and wrote some resenting words on the slides. The teacher solved the IT issue by giving access through emails. Three groups still had difficulties with any work done to produce one idea and missing leaders. The teachers listened carefully to the students and realised that these students needed to be told what to do precisely and to monitor every group closer as students had more freedom than they needed. Left with five groups in the project, the teachers strongly recommended students to bear in mind the *Deming Cycle plan - do -check - act* during the meetings (see Appendix 4). Students had to verbally impose their ideas, write them down on a piece of paper during their meeting. To monitor each group more than twice a week (one video call and one teacher's comments on their presentations in Google Drive and an email), the teachers ensured that students assigned both teachers to their WhatsApp groups. The week's tone was not so friendly-mannered as in the first week, but it was polite, and all the calls ended with the teachers' praising students for their skills and abilities to be believed, by the teachers, best at their next week's work. The teachers did not plan to interrupt the students' collaboration process. They planned to inform them that particular tasks needed to be done by a specific date, and to write a direct message in the group's chat was a perfect way to do it.

Week 3. After the second week's alterations in the project process, there was a considerable improvement in students' collaboration skills and project work. During the week, the teachers could see what students were writing to each other when they were making calls, who was producing the ideas, or who was encouraging others to work on their part. The teachers, though, stayed silent in a day-to-day student conversation. They only could inform students about new tasks or comments or praise for exciting ideas. Also, the teachers encouraged individual students to attend online consultations to help them with IT skills or language skills. Groups 1 and 2 stated that week's work was easy, and they knew already how to collaborate and what to do next. They were so familiar with the process now. Groups 4, 5 and 6 improved on their leaders' part. Leaders communicated to their group members and did most of their take in. But there was still resentment as not everybody would participate with the same effort. Accordingly, to give students more support, the teachers set up additional meetings during the final week with each group, as this week aimed to prepare students for presenting their work.

Week 4. As the teachers previously planned, Week 4 was for presenting the end product and celebrating. But, because the students were still struggling with efficient work in Week 3, the teachers set up extra online meetings with each group during the final week. This action helped

students. Their work was fast and convenient. The teachers also experienced more regular communication between students compared to the beginning stage of the project. But it also could be because the students knew that this was their final opportunity to do the work properly and finish their project.

Students' presented end products. The teachers carried out the final joint online lesson. To make this lesson more meaningful and to make students feel appreciated, the lesson had two parts: official and celebration. The first part was *official*. Five groups presented their Google Drive presentation. Each group member was assigned (by the group) to talk about their slide that he or she had created. Students were nervous, and some of them struggled with pronunciation but brave enough to read aloud or to speak their ideas. As per the project criteria, the final slide for the presentation had to be each team member's opinion about group work (see Appendix 5). In general, students mentioned that the easiest thing for them was to create Google Slides, or imagine classrooms, produce funny ideas, above A1 level everything was easy, and some mentioned that teamwork was easy. The most challenging part for students was getting teammates to do their tasks, create and integrate ideas, plan, communicate, and for students with the basic English level, hard was everything. The *celebration* part was held for 20 minutes. The teachers handed out award certificates (see Appendix 6) and praised each group for their best effort with applause from everybody. The teachers also informed students that they would send award certificates straight after the lesson to students and their parents with a praised letter. This activity made students smile and be proud of their work.

Follow up. The teachers gathered the collaborative skill self-assessment questionnaire results before and after the project. During an online lesson, a week after the project, the teachers presented verbally these results to their students. The teachers encouraged students to consider and speak out their opinions on why the collaboration skills assumptions before starting a project were higher than at the end of the project. The students mentioned causes of stress, work with strangers, difficulty planning their time. The teachers and students also discussed how these obstacles would look, producing a good in a factory. After this discussion, the students were left with thoughts about what collaboration was in different life situations. Considering the student opinions, the teachers also asked students if they would advise to implement such a project next year for 5th graders. All students who participated in the project agreed that it was a great experience. The teachers praised students for their intricate and excellent work.

3.1. Analysis of the Teachers' Journal Entries

Throughout the project implementation process as previously discussed each week there were check-in calls between the students and teachers and the teachers themselves. The reflections and main conclusions were written down in the Teachers' Journals (see Appendix 7). The journals consisted of five main questions in mind to discuss: groups' motivation and emotional state, difficulties encountered (students, teacher), actions to be taken, inter-school collaboration/communication regularity (student, teachers' actions) and teachers' reflections. The entries served as evidence of evaluation by criteria, as well as a written form of reminder for teachers of the evolution of the groups' work. Main ideas and conclusions drawn are described in the following chapter.

First week's description: the analysis of Rural School's 1 teacher journal entries.

The *first week* was about to see how students were dealing with the collaboration process, how students had perceived information about project steps, whether they would need firm or loose guidance from the teacher. The teacher dealt with student confusion and some students' unwillingness to participate in the project from the journal entries analysis. The teacher firmly guided Group 2 on how to come to one common idea - put all ideas together and decide if one likes all ideas, make every school day different, or vote for the best idea. Also, this group was concerned that one member did not participate, only communicated within the group's chat. The teacher thanked this group for honesty and assured them that they would not get any assessment from the group's work if somebody did not participate. Group 1 was well organised and motivated, so the teacher appreciated their work and helped generate new ideas - approved that they could put any information on their presentation they would like, it was their Ideal School. Group 3, despite the teacher's hopes and efforts and constant buzzing on WhatsApp, failed. All four members did not participate. The teachers and parents came to the agreement that these students would complete tasks individually. On individual consultation, the teacher tried to make student collaboration work. Students created the group WhatsApp chat and shared their first task, handwritten daily routine for Ideal School Day. Unfortunately, the group did not take any further action.

The analysis of Rural School's 2 teacher journal entries.

During the first week the main concern of students' work was the lack of communication that led to uncompleted tasks. Two of the groups (5 and 6) were very individual and in both groups, there were little to none work done. The fourth group showed a lot of initiative, they had great

ideas and they already started to visualize the school itself, however, the first weeks' task was put in the background. The teacher anticipated that there could be misunderstandings concerning the idea realisation in the group. The fifth group showed confusion during the first call. The teacher suggested assigning the groups' leaders who would take initiative. One member of the group was not present, he did not participate in communication with the teacher or group members as well as his group members. After the sixth group's call, the teacher concluded that it is sometimes necessary to keep a teacher that teaches the dominant part of the group during the first call to relieve some stress from the students. Otherwise, there might be confusion from the group that showed from the first minutes of the group call when students were not inclined to communicate with the teacher.

First week's teachers' session: the teachers discussed individual group calls, shared opinions, and ideas. The teachers concluded that students needed firm guidance, and for students who were unwilling to participate, personal matters had to be solved by talking to parents and class teacher.

Second week's description: the analysis of Jana's journal entries

The **second week's** calls were in working shape. Students shared their ideas showing their work done so far. Concerning Group 2, one member of the group did not participate, so the teacher approved this group of 3 members. The teacher gave clear guidance to each group about the idea realisation process (Deming Cycle). The teacher also introduced the students with comments option on slides and explained that this approach made everybody's work more manageable, as students could work on these comments in their spare time. Additionally, the teacher observed that students did a minimal job during the week, the teacher decided to discuss this matter in weekly teachers' sessions.

The analysis of Zaiga's journal entries

Over the second week it could be seen that students had improved their communication. It reflected on their task fulfilment, however, there still were some challenges that needed to be assessed. Even though the communication of Group 4 was acceptable, the teacher reflected after the call that after the meeting she felt disappointed because the students showed a remarkable result in the first week. The result could be explained with the low motivation and the fact that the students' excitement over the project deflated which was rooted in some disappointment in group members. Assignment of a leader worked for Group 5 as they showed improvement in their task completion. However, there still needed to be some adjustments taken to have as natural flow of

conversation as could be. A lack of communication was from one group member. He did not communicate with the teacher either for the second week of assessment, so the teachers' decided to act and offer the student the alternative way of project completion. The sixth group showed a significant improvement in the group's communication and task completion. Students understood the task and were ready for the next step. The teacher concluded that the group needs constant encouragement to fulfil the tasks. One member of the group had a hard time with task competition; however, he showed a motivation that could not be seen in in-class work.

Second week's teachers' session: This week, teachers discussed matters with the need to monitor students more closely, so it would be possible to make suggestions and encouragements as needed. The teachers decided to ask students to add them to their groups' WhatsApp chats. The teachers also agreed that they would work individually with students who were not participating in the project. These students would have to perform 4 tasks according to the project criteria presentation (see Appendix 8) to get the lowest positive mark 4, because most of the project criteria could not be fulfilled.

Third week's description: the analysis of Jana's journal entries.

In the third week, the teacher could see the most improvement in Groups 1 and 2. Students were praised for such progress. Students following the teacher's suggestions had made their presentations with all required slides. Although for Group 2 many alterations were asked. The teacher also encouraged students to prepare a speech and let them practise their speech during the call, so the students would realise that they could not improvise. As for Group 3, or individual students, they accomplished 4 tasks in the classroom.

The analysis of Zaiga's journal entries

Over the third week there were some new challenges that aroused in all the groups. Group 4 was divided into two parts where one half participated in the project with the best of their abilities but were expecting others to take initiative, but the other half showed laziness. They excused themselves with poor time management, so the teacher suggested for the group leader to divide tasks for the lazy half to have responsibility for their actions. The teacher reflected that online learning took away a part of competition that drove students in at-school learning. A similar type of obstacle could be seen in the fifth group's call. There were a lot of barriers between the girls, and nothing broke them. It could be speculated that in an in-school type of situation this could be averted by using some icebreakers. Also, for the sixth group one of the tasks was to take initiative in the group work individually. The main concern during the call was unresponsiveness. The

teammates did not respond to one group member, and it frustrated him. The teacher reflected after the call that sometimes there needed to be a teacher that divided the tasks and took initiative. However, that might disrupt the idea of collaboration skill development. A more suitable approach could be to divide roles of the group - a leader, an artist, a researcher etc. that would not disrupt the dynamic of the group and could allow students to understand their role in the group more.

Third week's teachers' session: both teachers discussed the necessity to make extra group calls, to help students finalise the end-product. This necessity was because the teachers felt that students needed a little guidance with speech and correcting mistakes and teacher's comments. Also, to motivate students more, teachers agreed that the groups had to generate their group's name. For students, it would be a fun activity for teachers, easier to create award certificates. The teachers also agreed to encourage verbally students for their speech (formal part) and celebration (award part).

Main conclusions:

Even when considering adolescents' peculiarities, academic achievements, interests, and behaviour, some failures are inevitable. As in classwork, also in the project, students are not willing to participate or participate with the slightest effort.

In Week 1, the teachers had to have a ready Deming cycle process and make sure students made their groups plan in online calls. This action would take less energy, effort, and confusion in all project steps.

Suggestion: no matter how hard it is to deal with students, teachers must stay focused and with a clear mind. Two teacher collaboration, co-teaching also has an essential emotional role: speaker and listener.

Despite some groups' struggles, the teachers were delighted to see collaborative skill significant development for Groups 1 and 2. In Group 1 the students created their ZOOM meetings, taking pictures, and sharing them on WhatsApp. They became friends. The communication was excellent. Each member would write what he had done and encouraged others to go on Google Drive to see the work and to give their opinion. In Group 2, in the final two weeks, the teachers could see such a progress in collaboration. Team members adapted to the idea that they each work at different times, but they still had to let others know of their work. The communication and collaboration level were high because of the difficulties they had the first two weeks they grew on this incredible experience.

There is of great importance for students to be praised and encouraged by their teachers. Students who are well motivated will motivate other peers.

To improve the future projects there are a few suggestions that should be considered:

1) for fifth-grade students to whom this is the first project, teachers' assistance is important, also in group communication where Deming cycle is used as a guide;

2) students may have not developed initiative role division in groups, so the teacher may need to assign group roles.

3.2. Comparative Analysis of the Students' Questionnaires Before and After the Inter-School Project

Throughout the research process, the questioning of students was done. The aims of the questionnaires were as follows: 1) to understand the growth of the students' opinions on their collaborative skills, which was done by using the questionnaire seen in Appendix 9; 2) as well as to see the dynamics and notice occurring problems of students' collaboration throughout the project (see Appendix 10). Both questionnaires used a Likert scale to measure the opinions of students. Accordingly, 1 completely disagrees, 2 - disagree; 3 - neutral (I have no opinion); 4 - agree; 5 - completely agree.

To reach the first aim, the "Collaboration Skills" questionnaire was made (see Appendix 9). The questionnaire was given to students 2 times - before and after the project. The questionnaire that evaluated the skills was made up of 9 statements that looked at different parts of collaborative skills, as well as 2 additional questions during the second time of questioning when questions about the opinion of the project were added. The statements of the questionnaire were based on the ideas of Child and Shawn (2016) as well as CO-LAB (Valente, 2018) of parts on collaborative skills discussed in the theoretical part of the research.

The change in the students' collaborative skills can be seen in Table 3.2.1. The table shows that a change had happened during the project. The most significant change can be seen in the statement "In group work, I know what tasks need to be done by me" where there is a 7,2% change in the opinion in favour of "agree". That shows that during the project students were aware of the duties that they had.

Positive changes can also be seen in statements "I help group members even if they don't ask for help" and "I communicate freely in groups." The results show a small positive change of

0,59% over a 4-week period in favour of “agree”. The change indicates that students are now aware that they can help others in case someone needs help. Also, the students feel freer to communicate in groups.

Table 3.2.1. Students' Average Opinion on Their Overall Collaborative Skills before and after the Inter-School Project Implementation

	Statement									
Before	Average opinion	3,89	4,21	3,89	3,95	4,21	3,16	3,53	3,68	3,89
	Mostly mentioned	4	4	4	4	4	4	4	4	4
After	Average opinion	4,18	3,59	3,76	3,41	3,65	3,18	3,24	3,71	3,82
	Mostly mentioned	4	4	4	4	4	3	4	4	4
	The change in the average opinion, %	7,23 %	14,78 %	3,34 %	13,57 %	13,38 %	0,59 %	8,25 %	0,59 %	1,83 %

However, there are also some changes that show that there is no growth in some parts of collaborative skill development. On the contrary, there is a decline in confidence in some statements. The biggest changes (around 13 or 14 %) are in the statements “When I encounter difficulties in group work, I seek help in a group”, “Working in a group, I like to get involved in the discussion” and “I help group members when they ask for help”. Students believe that they have understood during this project that they are less likely to discuss and seek help in a group, as well as they are not as keen on helping others as they thought they are. Throughout the project, there indeed were difficulties with communication which led to a poor task fulfilment at the end of the week. There were made some changes to counteract the occurring problem. The solution was that the teachers joined WhatsApp groups and encouraged students to communicate. Similarly, a statement “Usually, in group work, I know what tasks other group members have” has experienced a decline by 8,25% that shows that students after the project believe that they are less likely to know what other group members do in the project. It can be explained by the students not being able to divide the duties within a group. Such a situation occurred prominently in Group 5 where the teacher assigned a team leader to initiate the conversation and task division. Later in the project, a similar situation was experienced in Group 4.

The existing situation can be explained by students not having any experience in inter-school collaborative work that extends to their classroom that they are used to. As it was described in the previous chapter, the students admitted themselves that at first, they measured their opinions based on the previous experience they had.

The general opinion of the students about their collaboration skills before the project is 3,82 (meaning leaning towards “agree”), whereas after the project the opinion has dropped to 3,63 (still leaning towards “agree”, however, it is lowered by 5,36%).

Nevertheless, the overall opinion of students about the project was positive. 75% of students believed that they had learned something during the project (see Table 3.2.2.) and 62,50% of students were ready to participate in a similar project (see Table 3.2.3.). The authors believe that based on the results, by making some improvements, a similar project can be offered to the 5th graders next year as well.

Table 3.2.2. Students' Opinion about Their Gained Knowledge

	Have you learned something new while working on the project?
Positive opinion percentage	75,00%
Negative opinion percentage	25,00%

Table 3.2.3. Students' Readiness to Participate in Similar Types of Projects

	Would you like to take part in another similar project in the future?
Positive opinion percentage	62,50%
Negative opinion percentage	6,25%
Neutral opinion percentage	31,25%

Quite a lot of students also stated what they have learned (see Figure 3.2.1.) They indicated that they had learned something more about the group work, new English vocabulary as well as some other skills that were related to English learning process. It is important to note that students can identify the knowledge that they have gained throughout the project, as it shows that they have thought about the project fulfilment, and they have participated in the project fully.

Have you learned anything new while working on the project?



Figure 3.2.1. Students' Statements about Their Gained Knowledge

The opinion on participation in similar types of projects is positive, as previously mentioned (see Table 3.2.3). Overall, 62% of students stated that they were ready to participate in a similar type of project; however, 31,25% of students were indecisive about their readiness. That shows that given the right type of motivation, the students will be willing to participate in similar inter-school projects perhaps not only at the regional level, but internationally, too. So, in total, almost all of the students were in favour of this type of learning method. Only 6,25% of students were not willing to do this type of a project again. It can be explained by lack of luck during the project process, mishaps in communication and difficulties in task completion as noted in the teachers' journals.

Throughout the project, the students' mood and opinion was examined using a questionnaire. As previously mentioned, the other aim of questionnaires is to see the dynamics and notice occurring problems of students' collaboration throughout the project, so, to fulfil the aim, the second questionnaire "Individual Self-reflection Questionnaire" was developed. It consists of 12 statements that were connected to the project fulfilment and collaboration skills. Throughout the project there were no drastic changes in students' moods; however, there could be seen that at the end of the project, there were only three statements that had changed towards "agree" (see Figure 3.2.2.), those being: "I had the opportunity to do nothing", "I am the leader in my group" and "I had trouble finding information". The first statement indicates that the group had done their work early and the last week had been for error correction and small tasks, so they might have felt that they had more free time. The second statement shows that towards the end of the project, students had acquainted with each other and established the "natural" roles that they had and accepted them. However, the last statement indicates that students were used to finding information and felt more comfortable in information finding.

Overall, the students on average indicated that they had practiced parts of collaborative skills and they were successful in that. In general, the first week's results were lower as the students did not have a chance to acclimatize to the change of learning style, but with the teachers' guidance, tips and help, the students improved their overall collaborative skill performance, as it can be seen in Figure 3.2.2 and read in the teachers' journals. The solutions that the teachers applied worked. Some statement mood lowered in Week 3, when some students were disappointed in their group members (as discussed in the teachers' journals), that reflected in almost all the statements except: "I had the opportunity to do nothing", "I am the leader in my group" and "I had trouble finding information" as discussed previously.

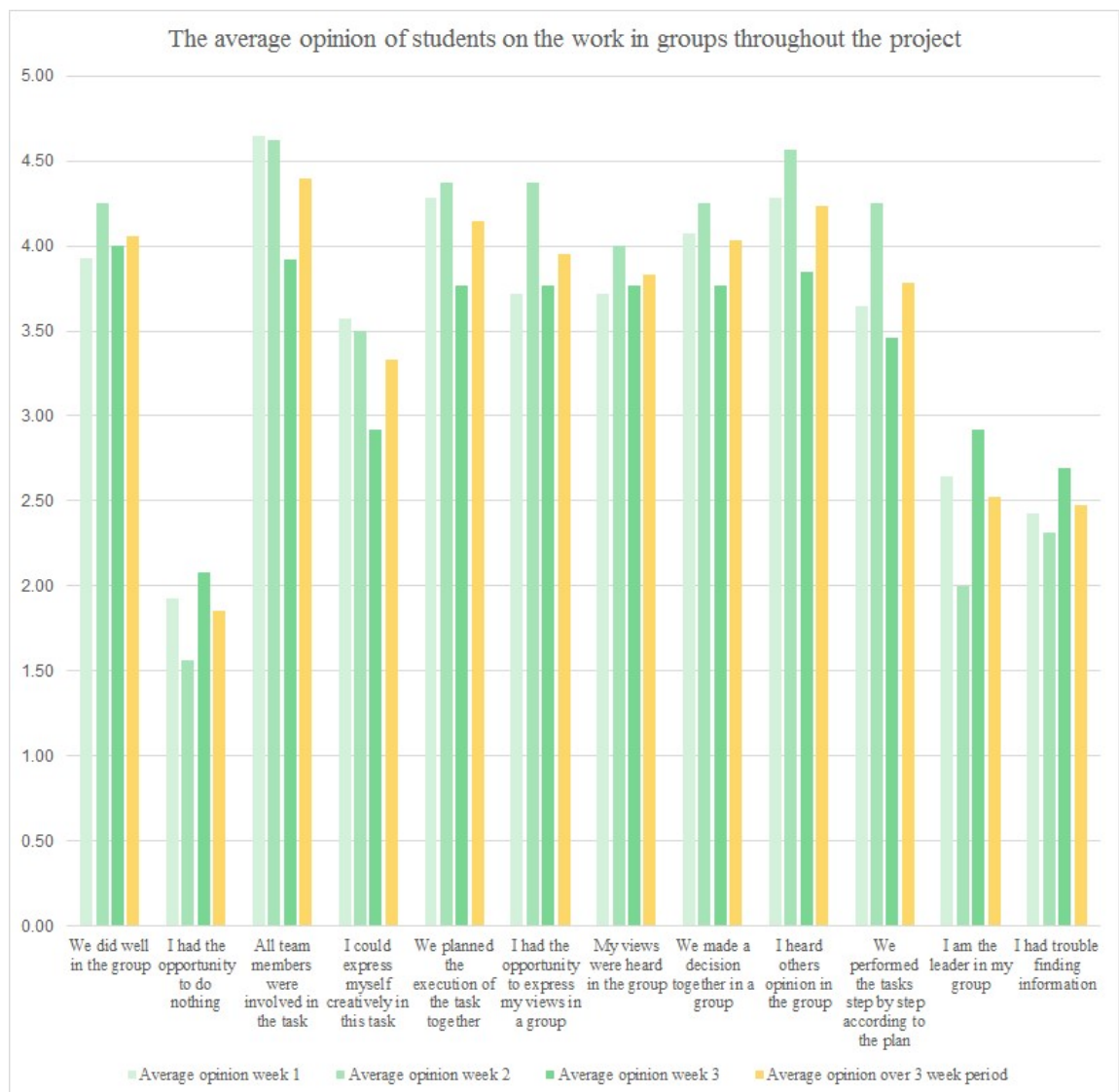


Figure 3.2.2. The Average Opinion of Students on the Work in Groups Throughout the Inter-School Project

It is important to note that the amount of data (the length of the research) do not allow to set a deviation by which the opinion may change, and it would be normal, however, by looking at the data, it can be seen that a change of one student's opinion can change the overall mood of the class. To have a factual idea of anticipated mood changes over opinions, longer research needs to take place.

The questionnaire also included 3 additional questions from which Question 1 (“How and how often did you contact your group?”) was included with an aim to have evidence for evaluation based on criteria (see Appendix 1) as well as Question 2 (“What do you like or dislike best about

your task?” and “What do you think your group could have done differently?”) for students in order to reflect on the process of the project as well as for the teachers to understand what needs to be changed throughout the project duration and where some encouragement may be needed. The overall reflections showed that the students enjoyed the process, there were no negative comments concerning likes and dislikes of the task. The question about changes that could have improved the group work showed concerns that also were reflected in the teachers’ journals where the students had some difficulties with group member involvement and communication. That could be reconsidered when planning to implement some other projects.

Conclusion

As addressed in the research problem, the level of collaborative skills in English lessons for young adolescents is low. The authors have observed student group work during their English lessons and realised that the challenge to develop students' collaborative skills is high. Even though collaborative skills are introduced for children with different group work teaching methods in kindergarten, these skills are to be developed within the future learning years. For adolescents, at the early age group 11-14, to develop these skills further, teaching methods must be more complex such as project or task-based learning methods, where students are to collaborate within groups. Students need to use listening skills, by listening to each other and the teacher, cooperate, analyse, and search for information, and together gather ideas or solutions, to use the self-study approach and reflect.

For English teachers using these teaching methods is important to consider age group peculiarities of adolescent: their belonging to a particular group based on opinion, style, learning attitude, behaviour, academic achievements and learning difficulties and interests. When teachers know these peculiarities (know their students), and observe their students' group work in the classroom, they can apply broadened teaching methods. However, teachers have to be certain that most students have developed their collaborative skills within the classroom work.

The authors observed their students and concluded that they felt comfortable working in the group, sometimes even feeling too relaxed, or showing a negative attitude towards each other. They were used to the environment and teammates. This is the stage where the collaboration skills development must take a step further. Moreover, the usual learning environment must change. In rural schools, it is impossible to change this learning environment because of the small number of students in one class and no parallel classes are in place. That is why the excellent option for rural schools to develop further students' collaborative skills is to cooperate with other rural schools within the country.

As mentioned before, teachers must use more complex English teaching methods to teach language and develop particular skills, with reference to Latvia's educational reform support project "Skola 2030" (2019). The authors, two English teachers from two different rural schools, agreed to implement an inter-school project method, to help students develop their collaborative skills in an unusual environment. The project method in English lessons has many advantages. It can be adapted to adolescents' interests to increase their study motivation, students have to apply

the self-study approach, having more freedom, and they are away from learning routine. Also, students must use different skills to create an end product, which in this case study was a student group made PowerPoint presentation entitled "My Ideal School."

The authors formed inter-school project groups of 5th graders based on the age group peculiarities to lessen any learning risks. The inter-school project of two rural schools was held for 4 weeks. Students had weekly tasks to complete. Every week each group member had to reflect on their weekly work and collaboration process: their communication regularity with group members, planning time and dividing tasks between group members and telling, expressing the teacher their emotions regard weekly group work. As extra motivation and in order to evaluate properly students' participation and dedication (collaborative skills development) to the students' project "My Ideal School", the authors assessed students by project criteria every week with formative assessment in percentage. Besides, after the final stage of the project, that is the students' online presentation, the final grading of 4 weeks work was issued to each student.

Even though the authors implemented every project step as planned, the one disadvantage from the theory about project method proved itself. The authors had to face those students, who were not motivated to study and poorly participated in the project. There were 6 out of 25 students, who participated poorly in the inter-school project. Despite previously mentioned negative aspects, the authors conclude that based on qualitative results derived from the teachers' observations, teachers' journal, and students' answers in the final questionnaire, those students who participated in the project had gained a meaningful experience and developed their collaborative skills. The teachers experienced regular student communication within the collaborative groups. Students planned tasks, reflected every week to the teacher. Some students were mentors to other group members; some learned to listen and accept others' ideas; some other students even took the initiative and motivated their group members.

Another important conclusion is derived from the students' collaborative skills questionnaire results. The questionnaires were completed before and after the inter-school project. The results showed that there was little downshift of students' collaborative skills development. However, these results were based on students' previous and only experience in group work in the classroom environment. Students had not ever before experienced the complex remote learning environment and, also, they had not experienced the project-based learning in a more extended period than 2 lessons. Therefore, this students' project "My Ideal School" created more challenging learning experiences for young adolescents of Grade 5.

In a nutshell, it was easy for the teachers to evaluate, guide and assess students, because young adolescents were honest and they were open to the teachers to express their feelings, their participation and belonging to the group. This student honesty was also gained by friendly and safe study environment established from the teachers who considered young adolescents' peculiarities.

The teachers did not expect that students' questionnaire results would indicate a downshift of collaborative skills after the project was over. However, when teachers spoke to their students and analysed why these results were slightly downshifted comparing to the results of students' collaborative questionnaires filled out before the project began. The teachers understood that the students' answers were based on their previous in-classroom experience in the group work. Students realised their valuable experience after the project was over. In the follow up stage students reflected on their collaborative skills questionnaire results. They appreciated the experience to study in such a remote learning environment with other 5th graders from another rural school and expressed their willingness to participate in similar projects in future and advised to implement an inter-school project for other 5th graders next year.

The authors had a valuable experience in implementing their inter-school project, as the main aim of the study was reached. The inter-school project method affects the development of collaborative skills of Grade 5 students in English lessons as the students must use and practice their listening skills, decision making, problem-solving, cooperation, self-study, planning and reflecting skills. The results showed that the new experience gives a different perspective; the students reflected and made conclusions on the development of their collaborative skills. As the research has proven, the inter-school project method can be used and is an effective English language learning method for developing collaborative skills of young adolescents.

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APPENDIX 1

Project Criteria

Criteria	Excellent (5 points)	Very good (4 points)	Good (3 points)	Acceptable (2 points)	Needs significant improvements (1 point)
Students' involvement in the project with presentable evidence.	Students participate in the project; their involvement is creative. Students develop and carry out their own project idea and present evidence.	Students are involved in carrying out the project. The involvement of students is creative, and they take part in project planning.	Students are involved in carrying out the project. Their involvement is creative.	Students are involved in carrying out the project, however their involvement is not creative.	Students are not involved in carrying out the project.
Language focus	Project language is actively used, and sentences are formed in present simple tense.	Project language is actively used, and sentences are partly formed in present simple tense.	Project language is partly used, and sentences are partly formed in present simple tense.	Project language is poorly used, and sentences are formed in present simple tense incorrectly.	Project language is not used, and sentences are not formed in present simple tense.

Inter-School Collaboration / communication regularity	<p>There is regular (at least once per week within a group and teacher) communication between students that leads to collaboration for reaching a common aim. Opportunities offered by inter-school collaboration are used. It is difficult to distinguish different partner contributions for the project result.</p>	<p>There is communication between students that leads to collaboration for reaching a common aim. Opportunities offered by inter-school collaboration are used.</p>	<p>There is communication between students that leads to collaboration for reaching a common aim.</p>	<p>There is communication between students, but it does not lead to collaboration for reaching a common aim.</p>	<p>There is no communication between students.</p>
IT usage and knowledge	<p>Students can explain what IT knowledge they have used. Students provide a list of sources.</p>	<p>Students can explain what IT knowledge they have used.</p>	<p>Students can partly explain what IT knowledge they have used.</p>	<p>Students use only one search engine.</p>	<p>Students do not use IT for the project.</p>

Groups' reflection	Each group member has filled out the self-reflection questionnaire with great detail. Students have assessed their study and social involvement in the project.	Each group member has filled out the self-reflection questionnaire with great detail.	Each group member has filled out the self-reflection questionnaire.	Few group members have filled out the self-reflection questionnaire.	Group members have not filled out the self-reflection questionnaire.
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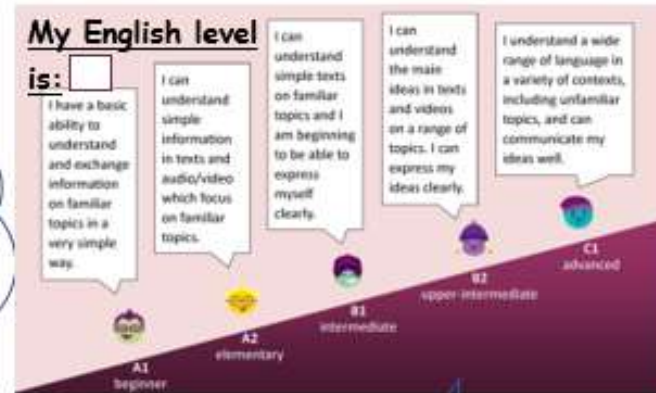
Presentation:

4. Uniform format.
5. No writing mistakes and all pictures are labelled.
6. Story makes sense.
7. The last slide can be in Latvian, each group member adds their line about group work.
8. Prepared speech.

Worksheet "About Me"

Name: _____

About me:



I don't like these subjects: -

I like these subjects: +

<input type="checkbox"/> Art	<input type="checkbox"/> English
<input type="checkbox"/> Science	<input type="checkbox"/> Latvian
<input type="checkbox"/> Class lesson	<input type="checkbox"/> IT
<input type="checkbox"/> Social studies	<input type="checkbox"/> Literature
<input type="checkbox"/> Home economics	<input type="checkbox"/> Maths
<input type="checkbox"/> Home economics and technologies	<input type="checkbox"/> Music
	<input type="checkbox"/> PE

On my free time:

APPENDIX 3

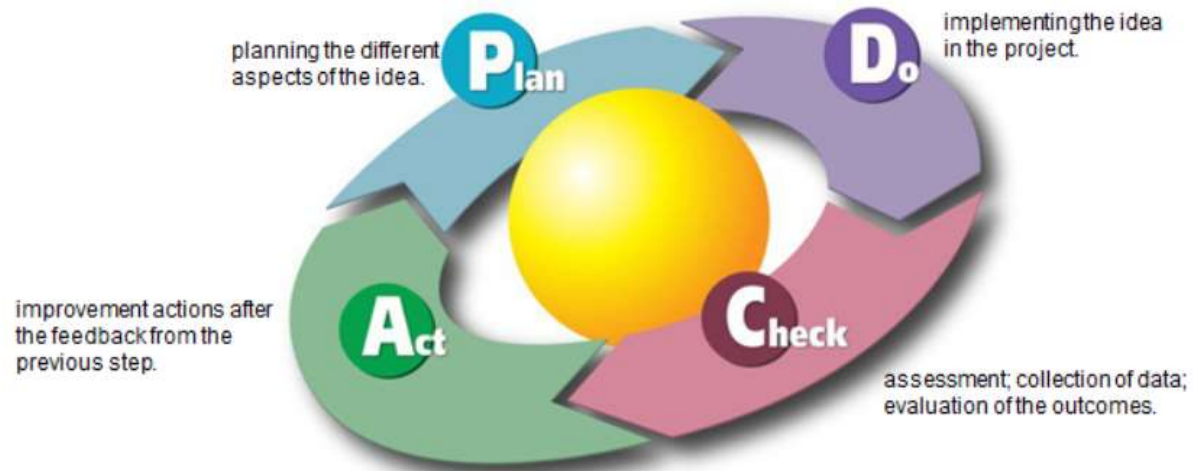
Student Description Table

School	Group member	Language level	Study motivation	Spec. ed. program "56"	Behavior	Interests	Group
School 1	Member 1	basic	strong	yes	conscientious	play com	1
School 2	Member 2	A1-A2	moderate	no	sometimes undisciplined		1
School 1	Member 3	A2	strong	no	ambitious	lego, biking, play computer games	1
School 1	Member 4	basic	low	yes	lazy	computer games	1
School 1	Member 1	A2	strong	no	active, ambitious		2
School 1	Member 2	basic	low	yes	lazy	airsoft, anime	2
School 2	Member 3	A1-A2	moderate	no	cautious	sports, computer games	2
School 2	Member4	basic	low	no	careless	-	2
School 2	Member 1	A2	varies, sometimes strong	no	usually active	-	3
School 2	Member 2	A2	varies, sometimes strong	no	usually active	-	3
School 1	Member 3	basic	low	yes	lazy		3
School 1	Member 4	A1-A2	low	no	lazy		3
School 1	Member 1	basic	low	no	lazy		4

School 1	Member 2	A2	varies, sometimes strong	no	active, ambitious	doing tricks on the trampoline, computer games, anime	4
School 2	Member 3	basic	varies, mostly low	no	slapdash	computer games	4
School 2	Member 4	basic	mostly low	no	undisciplined	sport	4
School 2	Member 1	A1-A2	strong	no	organized	gymnastics, TikTok, drawing	5
School 2	Member 2	A1-A2	varies, sometimes strong	no	pleasant	reading, walks, surfing the internet	5
School 1	Member 3	basic	strong	yes	conscientious	biking, running	5
School 2	Member 4	basic	varies, sometimes low	no	anxious	-	5
School 1	Member 1	basic	low	yes	lazy		5
School 1	Member 2	A2	varies in remote learning, sometimes strong		active, ambitious	basketball and anime	6
School 1	Member 3	A1-A2	moderate		careless	movies, computer games, walking	6
School 2	Member 4	basic	mostly low, with right motivational environment stronger	no	Slapdash	Movies	6
School 1	Member 5	A1	strong		curious, eager to know new things	computer games and outdoor activities	6

How to stimulate continuous improvement of a process?

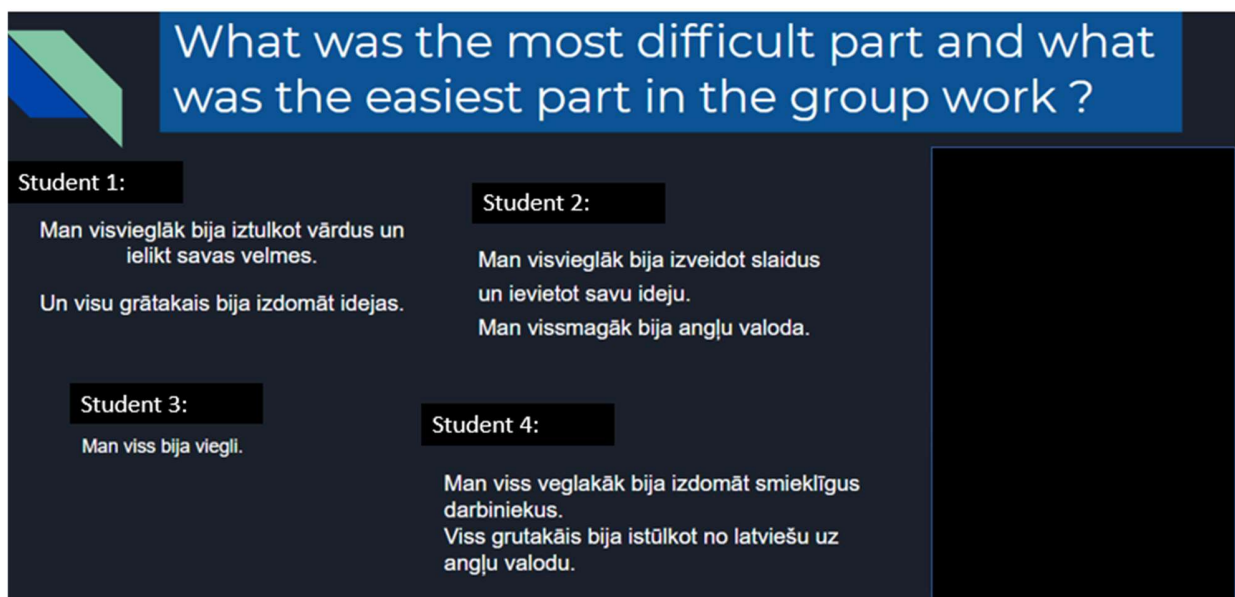
PDCA cycle



*"It would be better if everyone worked together as a system, with the aim for everybody to win."
Dr. W. Edwards Deming*

Groups' Opinion About Group Work During the Final Presentation

Group 1



What was the most difficult part and what was the easiest part in the group work ?

Student 1:
Man visvieglāk bija iztulkot vārdus un ielikt savas velmes.
Un visu grātakais bija izdomāt idejas.

Student 2:
Man visvieglāk bija izveidot slaidus un ievietot savu ideju.
Man vissmagāk bija angļu valoda.

Student 3:
Man viss bija viegli.

Student 4:
Man viss veģlakāk bija izdomāt smieklīgus darbiniekus.
Viss grutakāis bija istūlkot no latviešu uz angļu valodu.

Group 2

Group reflection**Student 1:**

It wasn't easy, but also not too hard to work in the group. Because we work very well together in a team and the hardest part was when we try to decide on something, but the easiest part was our teamwork.

Student 2:

This group work was my first work with students from another school. In the end, I am satisfied with what I have achieved.

Student 3:

This group work was hard because I'm bad at English and this was very hard

Group 4

The easiest and the diffucult part in our group.

Student 1: -Everything was pretty easy for me but it wasn't perfect. The hard part was to get my teammates to do their slides but even then all of them didn't do it.

Group 5

How things went with a group job.

Easy things

- First slides - where we agreed about lessons and lesson duration
- Easy to imagine how classrooms look like

Hard things

- Hard to communicate
- Hard to plan who will do what

Group 6



Group reflection

Student 1:

This was very easy .

Student 2:

For me it was easy.

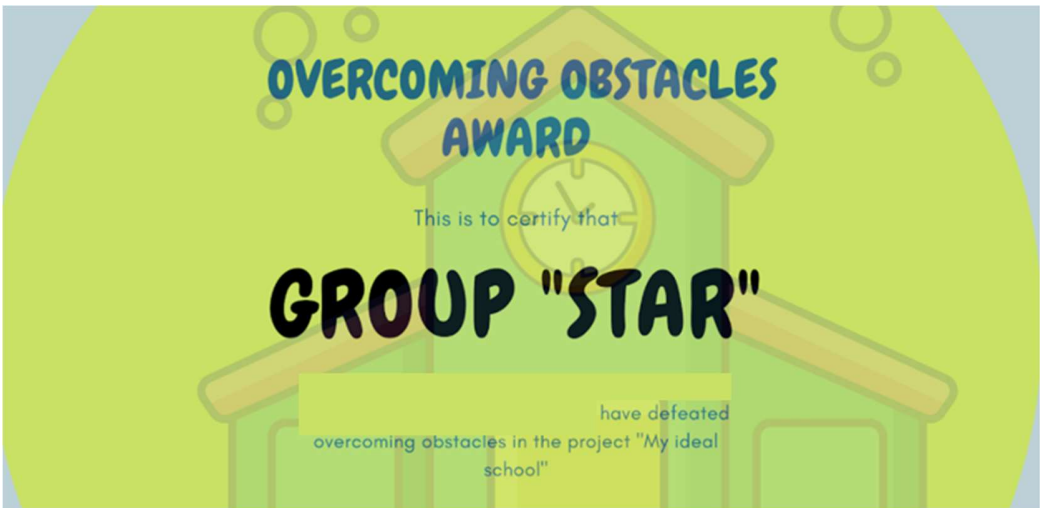
Student 3:

This it was easier for me to translate into English and the hardest was finding mistakesas

Student 4:

It was preety hard.





Teachers' Journal Entries

Online meeting date	Group	Topic	Groups' motivation and emotional state	Difficulties encountered (students, teacher)	Actions to be taken	Inter-school Collaboration / communication regularity (student, teachers' actions)	Teacher	Teachers' reflection
Week 1								
31.03.2021	1	Timetable, presentation, staff members, cafeteria	The group is well motivated and excited about their project work.	Difficulties mentioned by group members: English language use, to insert information on the presentation, suddenly no more ideas, not clear on project topic and one group member is not helping in presentation work.	Group was advised where to look for new ideas (google.com). Also, few comments were discussed about presentation creativity.	1 meeting in a week with the teacher and 2 sessions within the group.	Teacher 1	After a meaningful discussion about what is creative and what is not (everything copied), the group asked questions about their new ideas, if those can be presented in their project. The teacher felt like students needed to be praised for their good work to continue to work on their ideas with excitement. Group members were honest about each other's completed tasks and

								participation. The teacher feels that this group is well organized and requires minimum help from the teacher.
31.03.2021	2	School's day routine	The group members were not clear on what exactly they had to do. That is why the group's emotional state is not motivated and confused.	Difficulties encountered: each group member has a different opinion about Ideal School. One member is not participating.	The teacher advised making an Ideal Schools day plan and timetable for next week's meeting.	1 meeting with the teacher and texting once among group members.	Teacher 1	The teacher feels this group will need firm guidance on tasks to do next for each group member and help with questions on collaborating.
31.03.2021	3	School's day routine	The group is not participating in the project.	All group members are not motivated to do any tasks and to collaborate.	To set up an in-classroom meeting with two members and explain to them the idea and criteria of the project. To ask to write their ideas on group chat, it would be clear for them how to collaborate and what it takes to	For two members 1 meeting on ZOOM with the teacher. During the meeting, they did not speak at all.	Teacher 1	The teacher feels this group will need firm guidance on tasks to do next for each group member and help with questions on collaborating. There is a possibility this group will not participate in the project. To avoid negative grades, both teachers will

					receive a mark in English.			have to discuss and decide criteria and tasks for each group member after next week's meetings with groups.
31.03.2021	4	Schools' facilities and equipment	Students claim that it is easy for them to communicate. During the call, they are responsive and make jokes.	Students: There are times when there are no answers from group members.; there are some technological challenges.	The teacher advised to make previous tasks - Daily routine and to start a timetable that would fit students' ideas.	1 meeting with a teacher via google meet platform and chat on WhatsApp	Teacher 2	The group likes sport and gaming - they are positive, and the teacher believes that some of them may influence others. They have many ideas that are a good motivator at the start; however, the teacher is worried that there could be misunderstandings concerning the idea realisation.
31.03.2021	5	Schools' daily routine	Students showed no evidence of participation. It can be felt during the call, as it showed no preparation and previous	The main problem occurs with communication - students are confused, they lack participation in group work.	The teacher assigned a team leader whose task is to keep the communication, lead the group, and make each member	1 meeting with a teacher via google meet platform and a short chat on WhatsApp	Teacher 2	It felt as if the overall feeling of the group was confused. At the start, the group needs to keep organised to get to know each other.

			communication. The group is inert.		accountable for actions. Students also have to complete the 1 st weeks' task.			
31.03.2021	6	Schools' daily routine	The group lacks communication which indicates low motivation in participation.	The main obstacle is a short communication style that lacks discussion, facilitating new ideas and discussions worthwhile.	The teacher assigned: To choose the time the day ends; fill out the questionnaire; send evidence; create a timetable, choose subjects for their ideal school.	1 meeting with a teacher via google meet platform and chat on WhatsApp (except one member)	Teacher 2	It is sometimes necessary to keep a teacher that teaches the dominant part of the group during the first call to relieve some stress from the students. Otherwise, there might be confusion from the group.

Week 2								
Online meeting date	Group	Topic	Groups' motivation and emotional state	Difficulties encountered (students, teacher)	Actions to be taken	Inter-school Collaboration / communication regularity (student, teachers' actions)	Teacher	Teachers' reflection
07.04.2021	1	School day's daily routine and timetable	The group is slightly demotivated because of an unknown person accessing their presentation and trying to destroy it.	Difficulties mentioned by group members: word translation.	Group was advised to add information to the School's timetable slide. To read all the criteria for the project. Group was also assured that no other persons than group members and teachers have access to their presentation.	1 meeting in a week with the teacher and 2 meetings within the group.	Teacher 1	Group members were honest about each other's completed tasks and participation. The teacher was glad to hear honesty from students and thank them for it. The teacher feels that this group needs minimal help. That is why the teacher informed students to look for the teacher's comments on the presentation.

07.04.2021	2	School day's daily routine and timetable	The group members were still not clear on what exactly they had to do. From our discussion, we came to a plan that each slide has to be written with the main idea, at least in Latvian.	Difficulties encountered: students struggle to understand each other. It seems like different personalities encounter communication problems - the same information meaning is perceived differently.	To make the next slide with the school's facilities and equipment and decide upon one idea for each slide. To arrange the group's meeting with the teacher this Friday.	1 meeting with the teacher and texting once among group members. One group member does not participate in the project.	Teacher 1	The teacher feels this group will need firm guidance on tasks, collaboration, and advice to perceive information similarly or compromise. To support students more, they were asked to add the teacher to their WhatsApp group. The teacher feels that this meeting would be better if students make at least a 3-step plan for their project.
07.04.2021	3	School's daily routine and timetable	Students do not participate. There is no motivation nor the responsibility to do anything whatsoever.	The teacher speaks every week with students' parents. Parents informed that they do not have control over their adolescents.	To resolve negative marks for the 2nd semester and release the teacher's high-stress level, both teachers have decided to give these	There was a minimal attempt from 2 students to meet in an online meeting with the teacher, but not even verbal communication.	Teacher 1	As it is already the second week on the project and no work has been done, the teacher has decided to create 4 exercises to

					students 4 exercises to complete individually.	The other 2 students did not even answer any calls.		receive grade 4. Parents are informed and asked for the teacher's help to complete these exercises at present individual classroom meetings.
07.04.2021	4	Timetable, daily routine	Students seem unmotivated, and it feels that the excitement from last week has worn down because there are a few communication problems.	Students state that they did not have time to do the task. A student expressed that he is disappointed in his friend because he is not helping him.	The teacher suggested choosing a leader who will delegate duties.	1 meeting with a teacher, and one short conversation on WhatsApp	Teacher 2	After the meeting, the teacher felt disappointed because the students showed a remarkable result in the first week. However, it is understandable that there will be mishaps, as this is their first experience in such a project.
07.04.2021	5	Timetable, daily routine	There are some barriers between the group members that do not allow for	Miscommunication during the task completion when students were	To divide duties and responsibilities within the group and to	1 time with a teacher and once within a group, except one member.	Teacher 2	The teacher was glad to see that the group members have shown a result

			fulfilling and productive group work.	doing the task at the same time.	generate ideas together.			and that the assignment of one leader had helped to move the team further. However, there still are some barriers between the group members.
07.04.2021	6	Timetable, daily routine	The students lack communication between them. However, it has been improved since the last time the group and the teacher spoke.	The group cannot reach a joint conclusion. For now, they only have their own ideas.	Students need encouragement throughout the process so that the teacher will connect with them more regularly - at least once before the end-of-week call.	1 time with a teacher and once within a group	Teacher 2	There can be seen a significant improvement in the group's communication and task completion. Students understand the task and are ready for the next step.

Week 3								
Online meeting date	Group	Topic	Groups' motivation and emotional state	Difficulties encountered (students, teacher)	Actions to be taken	Inter-school Collaboration / communication regularity (student, teachers' actions)	Teacher	Teachers' reflection
14.04.2021	1	All "My Ideal School	Students are well motivated and have become friends. They even organise online meetings with switched cameras.	No difficulties were named from the students. The teacher encourages to check more language mistakes.	To label all pictures, correct mistakes, and prepare a written speech, no technical issues would interrupt students' presentation.	Twice per week within the group and one with the teacher. Evidence on WhatsApp that every other day students chat regards tasks to be done. Regular communication is a progressive step in collaboration.	Teacher 1	The teacher praised students for hard and creative work. The teacher sees for this group that the most of collaboration has been achieved. Students following teacher's suggestions: Plan - do - check - activate.
14.04.2021	2	All "My Ideal School	Even there is a positive atmosphere within the group, the teacher's encouragement and guidelines are necessary.	Students did not name any difficulties, but the teacher feels that group members do not get along so well. Thus experience in	To label all pictures, correct mistakes, and prepare a written speech, no technical issues would interrupt	Twice per week within the group and one with the teacher. Evidence on WhatsApp, though, the team say that members do not respond	Teacher 1	The teacher praised students for good and creative work. The teacher sees that members struggle to

				collaboration is even more challenging.	students' presentation.	promptly, the possible response could be within 2 days.		work together for this group because of the different attitudes and personalities. The students follow the teacher's previous online meeting suggestions: Plan - do - check - activate. The teacher feels that by the group following this plan, the project will be finalised. Extra meetings with the group are scheduled.
14.04.2021	3		They are not participating!	Student demotivation	Consultations in classroom		Teacher 1	At the present meeting, two students made 4 presentation slides by teachers providing samples.

14.04.2021	4	All "My Ideal School" topics	A member is disappointed. Others feel that they have an excuse - poor time management.	Students: unresponsiveness from teammates	Finish the presentation, take initiative	Once per week with a teacher and among students	Teacher 2	Online learning takes away a part of competition that drives students in at-school learning.
14.04.2021	5	All "My Ideal School" topics	Two members feel disappointed by the group's unresponsiveness	Students: unresponsiveness from teammates	Finish the presentation, take initiative	Once per week with a teacher and among students	Teacher 2	The teacher is left speechless as there is not one understandable reason the girls do not cooperate.
14.04.2021	6	All "My Ideal School" topics	One member feels disappointed by the group's unresponsiveness	Students: unresponsiveness from teammates	Finish the presentation, take initiative	Once per week with a teacher and among students	Teacher 2	Students feel that there is nothing left to do and/or they expect others to complete the tasks. Maybe sometimes there needs to be a teacher that divides the tasks...

Presentation criteria Prezentācijas kritēriji



1. uniform format - *vienots stils (vienādi burtu lielumi, veidi, saskaņotas krāsas - ievēroti informātikas skolotājas norādījumi)*
2. no writing mistakes and all pictures are labeled - *teksts katrā slaidā ir bez kļūdām un katram attēlam ir rakstīts nosaukums*
3. story makes sense - *stāsts ar jēgu (nesāc stāstu no beigām)*
4. the last slide can be in Latvian, each group member ads their line about group work - *pēdējais slaidis var būt latviešu valodā (tikai, ja ir grūti izteikties angļu valodā)*
5. with teacher's support prepared speech - *ar skolotājas palīdzību prezentācijas runa ir iepriekš sagatavota*

Questionnaire: Collaboration Skills**Sadarbības prasmes**

Sveiks/a! Gan pirms, gan pēc projekta izveides lūgšim Tev novērtēt dažus apgalvojumus. Rezultātus lietošim tikai apkopotā veidā, līdz ar to aptauja ir anonīma. Taču, lai redzētu Tavu darbu izpildi, lūdzam Tavu vārdu un uzvārdu. Darba veikšana Tev prasīs aptuveni 3 - 4 minūtes.

Paldies par paveikto darbu!

Cieņā skolotājas Jana Ziediņa un Zaiga Romanovska

* Nepieciešams

1. Kāds ir Tavs vārds un uzvārds *

2. Lūdzu izvērtē, cik lielā mērā Tu piekriti apgalvojumam. *

Katrā rindīnā atzīmējiet tikai vienu variantu.

	pilnībā nepiekritu	nepiekritu	neitrāli (nav viedoklis)	piekritu	pilnībā piekritu
Grupu darbos es zinu kādi uzdevumi ir jāveic man	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kad saskaros ar sarežģījumiem grupu darbos, meklēju palīdzību grupā	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strādājot grupā dalos ar informācijas avotiem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strādājot grupā labprāt iesaistos diskusijā	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Palīdzu grupas biedriem, kad tie lūdz palīdzību	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Es palīdzu grupu biedriem pat tad, ja viņi to nevaicā	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parasti grupu darbos zinu, kādi uzdevumi ir arī citiem grupu biedriem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Es brīvi komunicēju grupās	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uzskatu, ka darbs grupā ir vērtīgāks nekā individuālais darbs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Vai tu esi iemācījies ko jaunu strādājot pie projekta? *

4. Vai tu nākotnē vēlētos piedalīties vēl kādā līdzīgā projektā? *

Individual Self-reflection Questionnaire

Individuāla pašvērtējuma anketa /self-reflection questionnaire

grupu darbs / group work project

Šī īknedītas anketa palīdzēs jums, skolotājam, redzēt, kā Tev veicas ar projekta izstrādi, cik daudz ir veikta un, kas vēl ir jāuzlabo.

Daju anketas rezultātus lietosim tikai epkopotā veidā, līdz ar to aptauja ir anonīma. Taču, lai redzētu Tavu darbu izpildi, lūdzam Tavu vārdu un uzvārdu. Darba veikšana Tev prasīs aptuveni 3 - 4 minūtes.

Paldies par paveikto darbu!

Ciepi skolotājas Jana Ziedīta un Zelta Romanovska

* Nepieciešams

1. Vārds Uzvārds *

2. Nedeļa *

3. Lūdzu, novērtē apgalvojumus skalē no ļoti nē līdz ļoti jā *

Katrā rindā jā atzīmējat tikai vienu variantu

	pilnībā nepiekrītu	nepiekrītu	neitrāli (nav viedokļa)	piekrītu	pilnībā piekrītu
Mums grupā gāja labi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Man bija iespēja izsmiekt neko nedarot	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uzdevumā ir jāiesaistās visiem komandas biedriem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Es varu individuāli radoši izpausties šajā uzdevumā	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kopīgi plānojam uzdevuma izpildi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Man bija iespēja izteikt savu viedokli grupā	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manu viedokli uzklauzīja grupā	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mēs kopīgi pieņemām lēmumu grupā	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Es uzklauzīju citu viedokli grupā	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uzdevumus pildījam secīgi pa soļiem pēc plāna	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Es esmu līderis savā grupā	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informācijas meklēšana man sagādāja grūtības	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Kā un cik bieži jūs savā grupā sazināties? *

https://docs.google.com/forms/d/1xg1gOrb04WtZCJu_bD9FL5aF0RrF8ePEPufCk/edit

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Individuāla pašvērtējuma anketa /self-reflection questionnaire

5. Kas tev vislabāk patīk vai nepatīk tavā uzdevumā? *

6. Ko tevuprāt jūsu grupa varēja izdarīt savādāk? *