



*REciprocal
maieutic Approach
pathways enhancing
Critical Thinking*



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1. Post-test Final Rounds

Insights from the REACT Project's Post-Test Phase. Scenario-Based Results for Students

The post-test phase of the REACT project provided valuable insights into the effectiveness of the training and the impact of the project on students, teachers, and parents. Here's a detailed look at the key findings from the post-test evaluations.

The post-test phase involved participants from all the six partner countries: Italy (2), Greece, Germany, Bulgaria, Spain.

A total of 349 individuals participated in the post-test evaluations, including students, teachers, and parents.

Scenario-Based Results for Students

Objective: The scenarios aimed to assess students' attitudes and predispositions towards cultural diversity through six different scenarios.

Key Scenarios and Results:

The Boy in Front of a Supermarket: Post-test index improved significantly to 85.4%, showing a substantial increase in students' empathy and understanding.

Other Cultures: This scenario saw the highest improvement, with the post-test index rising to 84.3%.

Does a Veil Make a Difference? and A 'Different' Girl?: These scenarios highlighted moderate improvements, indicating a better understanding and acceptance of cultural diversity related to religious and sexual orientation issues.

Overall, students demonstrated a greater appreciation for cultural diversity, particularly in familiar contexts. The highest rated scenarios were "The Boy in Front of a Supermarket" (85.4%) and "Other Cultures" (84.3%).

1. Post-test Final Rounds

Insights from the REACT Project's Post-Test Phase: The Workshop Evaluation

The workshops received high levels of appreciation from students and participating teachers. The evaluation was based on a set of adjectives where respondents rated their agreement on a five-point scale.

Key Findings:

Engagement: 88.19% of students found the workshops engaging and easy to follow.

Understanding: 87.7% rated the workshops as clear and understandable.

Usefulness: 87.1% found the workshops useful and well-organized. These high ratings indicate that the workshops were well-received, providing valuable learning experiences that were both engaging and informative.

Parent Feedback: Parents were asked to provide their views on the impact of cultural diversity on their children. The responses highlighted several key areas:

Positive Impact: A majority of parents agreed that cultural diversity had a positive impact on their children, helping them appreciate different perspectives and cultures.

Challenges: Some parents noted challenges, such as difficulties in dealing with cultural differences, but these were valuable insights for future improvements.

1. Post-test Final Rounds

Insights from the REACT Project's Post-Test Phase: Moving Forward

Building on the successes and lessons learned from the post-test phase, the REACT project is poised to make further strides in enhancing educational practices across Europe. Here are the next steps and future directions:

1. CONTINUED ADAPTATION AND CUSTOMIZATION:

Tailoring Training to Local Needs: The project will continue to adapt its training sessions to meet the specific needs of local educational environments. This customization ensures that the methodologies remain relevant and effective across different cultural and educational contexts.

Incorporating Feedback: Ongoing collection and analysis of feedback from students, teachers, and parents will be integral to refining the training materials and workshops. This iterative approach will help in addressing any challenges and improving the overall impact of the project.

2. STRENGTHENING COMMUNITY ENGAGEMENT:

Broader Involvement of Stakeholders: The project will focus on involving a wider range of community stakeholders, including parents, local organizations, and educational experts. This holistic approach will enhance the learning experience and foster a supportive environment for students.

Promoting Sustainability: By engaging the broader community, the project aims to create a sustainable impact that extends beyond the immediate participants. This includes fostering ongoing discussions and activities around cultural diversity and critical thinking.

3. EXPANDING THE REACH OF THE PROJECT:

Scaling Up Successful Practices: The successful methodologies and practices developed during the REACT project will be scaled up to reach more schools and communities across Europe. This expansion will help in disseminating the project's benefits to a larger audience.

Showcasing Results and Best Practices: The positive outcomes and best practices from the project will be shared through various platforms, including conferences, publications, and social media. This will help in raising awareness and encouraging the adoption of similar approaches in other educational settings.

4. FUTURE RESEARCH AND DEVELOPMENT:

Ongoing Evaluation: Continuous evaluation of the project's impact will be conducted to ensure that it remains effective and relevant. This includes assessing the long-term effects on students' attitudes towards cultural diversity and critical thinking.

Innovating Educational Methods: The project will explore new and innovative educational methods to further enhance the learning experience. This includes integrating technology and digital tools to make the training sessions more interactive and engaging.

2. Dissemination of the Results

Dissemination of the Results: National Events and Publications

This section provides a comprehensive overview of the dissemination activities and results of the REACT project, highlighting national events and publications that contribute to the project's visibility and impact.

GREECE

Erasmus Days Celebration The Regional Directorate of Education of the Ionian Islands participated in the global Erasmus Days event from October 9-14, 2023. This celebration of the EU's flagship Erasmus+ program included a series of online and live events aimed at supporting education.

Key Highlights:

October 13, 2023: A live event at the Reading Society of Corfu featured various educational programs, including a presentation of the REACT project by the Regional Directorate of Education (RDE).

Program Inclusions: Presentations of good practices, European Youth Portal, eTwinning, and more by educators and officials from the Ionian Islands.

Online Streaming: Events were accessible online, making it possible for a wider audience to participate.

For more information, visit:

[ERT News](#)

[Kerkyra Simera](#)

[Libro Doro](#)



2. Dissemination of the Results

Dissemination of the Results: National Events and Publications

GERMANY

Scientific Publication AGRAF contributed to the dissemination efforts by securing a publication in a prestigious scientific context. The project was featured in a book to be published by Springer Nature, one of the leading scientific publishing houses.

Publication Details:

- **Title:** "Diversität in Europa: erste Resultate aus einer empirischen Befragung in fünf europäischen Ländern"
- **Author:** Hans Giessen
- **Book:** Diversity in der Wirtschaftskommunikation (Europäische Kulturen in der Wirtschaftskommunikation 36)
- **Publisher:** Springer Fachmedien Wiesbaden GmbH, part of Springer Nature
- **Expected Publication Date:** July 2024

BULGARIA

Final Event in Pernik On April 25, 2024, a significant milestone was celebrated at the conference hall of Hotel Elite in Pernik, marking the culmination of the REACT project's pre-piloting and piloting phases. The event brought together over 80 participants, including more than 40 educators, school leaders, and educational experts, as well as 40 enthusiastic students.

Event Highlights:

Showcasing Outcomes: The event highlighted the achievements of the REACT project in enhancing critical thinking among students through the reciprocal maieutic approach (RMA) and Montessori practices.

Innovative Presentation: An open lesson in Bulgarian, titled "PROBEL," presented key Bulgarian authors and their works through a television show format led by Sofia Stoyneva, a teacher at the State High School "Simeon Radev" Pernik.



2. Dissemination of the Results

Dissemination of the Results: National Events and Publications

ITALY

Final Event in Città di Castello As the final activity of the piloting phase and the National event, **Fondazione Villa Montesca (FVM)** organized a significant event on May 25, 2023, at the cinema in Città di Castello. This event was a collaborative effort with the High Tiber Valley Educating Community and was held under the patronage of the Città di Castello Municipality.

Event Highlights:

Key Speakers: The event was facilitated by FVM staff and featured Alessandro di Nuzzo (writer, journalist, and editor) and Stefano Baudino (writer and activist). Salvatore Borsellino, the younger brother of Paolo Borsellino, one of the judges killed by the mafia in 1992, participated online.

Attendance and Engagement: The event was attended by 150 students and 20 teachers and was live-streamed on the FVM YouTube channel, allowing a wider audience to engage with the proceedings. [Watch the event.](#)

Workshop Documentation: Teachers and facilitators meticulously documented each step of the workshops, adhering to the guidelines set out in the RMA Toolkit. Photographs and recordings from these sessions were taken to ensure thorough documentation and reflection.

Student Contributions: Students from one secondary school created a video project following the workshops, focusing on the fight against all mafias. This initiative demonstrated their understanding and engagement with the workshop topics, further spreading the impact of the REACT project.



2. Dissemination of the Results

Dissemination of the Results: National Events and Publications

SPAIN

FUSJ organized its National Event as early as June 2022 during the International Conference in Innovation & Education and information about it can be found in the Interim Dissemination Report and also in the link below.

<https://jornadasinnovaciondocente.usj.es/programa/>



3. The REACT Ambassadorship Network

Launching the REACT Teachers Ambassadorship Network

As part of our Sustainability and Exploitation activities, we are excited to announce the launch of the **REACT Teachers Ambassadorship network**. This initiative is designed to create a multiplier effect, building on the participation of teachers in REACT activities throughout the project's lifetime, starting from the first 76 REACT Ambassadors participating to REACT project's activities.

A COLLABORATIVE EFFORT: The Ambassadorship network aims to structure the ongoing and future activities that our dedicated teachers have engaged in before, during, and after the training and piloting phases in schools. For instance, we have been, and will continue to be, organizing meetings with trained teachers to:

- **Inform** them about the progress of the REACT project.
- **Seek their commitment in promoting** the REACT framework to other educators.
- **Facilitate** their participation in external events where the REACT framework is presented.

LOOKING AHEAD: As we move towards the Final Conference, several more meetings are planned to further these goals. The Final Conference will serve as the official launch of the Ambassadorship network, highlighting our commitment to sustainability and the ongoing impact of the REACT project.



4. Mapping Sustainability

Key Insights

1. EFFECTIVE IMPLEMENTATION IN MULTICULTURAL CLASSROOMS:

Enhanced Acceptance of Diversity: Classrooms with students from diverse cultural backgrounds found it easier to implement REACT workshops. This setting naturally encouraged critical evaluation of cultural assumptions and biases.

Supportive Learning Environments: Schools that emphasized social-emotional learning were better equipped to create environments where students felt safe to express ideas and collaborate, essential for critical thinking.

2. TEACHER PREPARATION AND SUPPORT:

Ongoing Support: Continuous support for teachers was crucial, focusing on both content and methodology. This support helped teachers navigate challenges, particularly when discussing sensitive cultural, religious, and ethnic topics.

Adaptation and Engagement: Despite initial difficulties, students and teachers adapted to the dialogic-based learning approach, leading to deeper understanding and increased engagement with the topics.

3. COMMUNITY AND SCHOOL COLLABORATION:

Building Support: Collaboration with research centers, local administrators, parents, and community members created a shared vision for positive change. Engaging students directly in the process fostered a sense of ownership and commitment.

4. Mapping Sustainability

Key Barriers

1. RIGID CURRICULA AND ASSESSMENT SYSTEMS:

Limited Flexibility: Content-heavy curricula left little room for alternative approaches and learning experiences, exacerbated by the focus on core subjects during the Covid-19 pandemic.

Assessment Challenges: Teachers faced difficulties in assessing critical thinking progression, highlighting a need for more robust assessment methods.

2. INITIAL RESISTANCE TO DIALOGIC-BASED LEARNING:

Adaptation Phase: Both teachers and students initially struggled with the shift from structured, teacher-led learning to the REACT pedagogical approach. This resistance often stemmed from fear of judgment or embarrassment.

3. LOGISTICAL AND ENVIRONMENTAL CHALLENGES:

Resource Intensity: Implementing REACT activities required significant time and effort from teachers. Class sizes and school routines also posed logistical challenges.

Pandemic Impact: The Covid-19 pandemic slowed down initial engagement and posed additional challenges, such as reduced communication skills and social distancing measures.

4. Mapping Sustainability

Key Recommendations

1. FURTHER DEVELOPMENT OF RESOURCES:

Manual and Guidelines: Continued piloting and revision of the REACT Manual and Guidelines are recommended. Additional supporting materials tailored to different languages and age groups would enhance teacher preparation and student engagement.

Preparatory Activities: Developing activities to establish prerequisite knowledge before the pre-piloting phase can help students better grasp the REACT pathways.

2. ENHANCED TEACHER TRAINING AND MULTICULTURAL KNOWLEDGE:

Continuous Professional Development: Integrating multicultural knowledge and advanced pedagogical skills into teacher training programs is essential. National and transnational teacher learning events can facilitate the sharing of experiences and strategies.

3. INTERNATIONAL MULTICULTURAL LEARNING EVENTS:

Future Engagement: Strong support exists for future international events that provide opportunities for real-life multicultural encounters. These events can foster respectful engagement, cultural exchange, and the development of multicultural friendships.

Active Involvement: Involving both teachers and students more actively in these events can enhance multicultural learning and encourage student ownership of the process.

MOVING FORWARD

The REACT project has laid a strong foundation for fostering critical thinking and cultural diversity in education. By addressing the identified barriers and implementing the recommendations, the project can sustain its positive impact and continue to inspire educational innovation across Europe.