A summary questionnaire from **“Belgium”**

**Math & Technology**

**Tildy Zoltán Elementary School Grade 3. a, 21 pupils, 2 teachers**

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| **Activities (description + aim)** | **Participants** **(students, teachers, parents)** | **Evaluation** |
| **SET game**: Rules can be found on the internet.Players collect cards (sets) according to form, colour, number and content. | 1 referee + 5 players | **Positive** | developing observation, concentration, judgement |
| **Negative** | If the referee is not consequent the result of the game will not be fair. |
| **Results,**  | Development of abilities neccessary for programming  |
| **Group work with a logical set:**- selecting- monitoring the rightousness of decisions- coding- barkochba  | 5 pupils (group work) | **Positive** | neccessary information, following rules, cooperativ work, logical thinking  |
| **Negative** |  |
| **Results** | Development of abilities neccessary for programmingThe group work was excellent. The members of the group helped each other. The atmosphere was good. There were no discipline problems.  |
| **Chess tasks for developing basic skills:**Children did the exercises in connection with the four basic operations from 1 to 1000. These exercises are in the book Sakkpalota (Chess palace). | 4 pupils, 1 teacher (individual work) | **Positive** | It contains exercises in connection with all the subjects. They revised the names of the chess pieces, their values, they practiced addition, subtraction, multiplication and division. They examined the veracity of the operations.  |
| **Negative** | For those, who have problems with logical thinking, the exercises are very difficult and incomprehensible. |
| **Results** | Development of abilities neccessary for programming  |
| **Programming Bee Bot**Programming the robot, orientation horizontally, practising the multiplication zable | 6 pupils (pair work) | **Positive** | They learn programming while playing, they practise the multiplication table and cooperation. The atmosphere is good. |
| **Negative** |  |
| **Results** | They learn algorithmic thinking  |
| **Getting familiar with the work of the solar energy robot.** Brief introduction for motivation.  | 21 pupils 2 teachers | **Positive** | Influencing: Reinforcing the importance of renewable energy sources |
| **Negative** | We have got only one bot. |
| **Results** | Reinforcing „green” environment friendly view  |