

# EVALUATION CRITERIA MARIA GELI PRIZE

1. LEARNING FOR LIFE	The project provides a learning experience which goes beyond the acquisition of academic knowledge and abilities, as it offers real opportunities of change for the training of students and for their future life.	
Real opportunities of change for life.	LEVEL 1. Absence	The development of this competence is not contemplated.
	LEVEL 2. Low	Some learning activity is suggested, going further than the acquisition of academic knowledge and abilities.
	LEVEL 3. Intermediate	The project is presented starting with learning activities based on real and authentic experiences.
	LEVEL 4. High	The students are offered a vital learning experience directed to achieving real improvements in their lives.

2. STUDENT AS PROTAGONIST	The project puts into practice active learning methodologies centred principally on the students and on stimulating group and social relationships in their immediate circles.	
The student as protagonist of his own learning.	LEVEL 1. Absence	Methodologies of transmitting learning predominate, in which the student's role is to receive, not an active agent in his own learning process.
	LEVEL 2. Low	Methodologies are incorporated in which the teacher proposes to the students opportunities for independent learning.
	LEVEL 3. Intermediate	Students are encouraged to experiment with independent learning activities. The teacher will be an intermediary in the process.
	LEVEL 4. High	Practical and experiential learning (learning by doing) by the students is of capital importance. Independent and group learning where the teacher is an intermediary in the process.

3. LEARNING OUTSIDE THE CLASSROOM	The project goes beyond the physical and organisational limits of the classroom (combining formal and informal contexts), starting from a globalising focus which stimulates the configuration of own, special and creative learning spaces.	
Connecting formal and informal learning contexts.	LEVEL 1. Absence	Only concerned with the formal curricular learning given at school.
	LEVEL 2. Low	Some training activities are developed outside the formal curriculum.
	LEVEL 3. Intermediate	Training activities are suggested which connect formal and informal, curricular and extra-curricular learning, as well as spaces for learning which break out of the limits of classroom and school.

	LEVEL 4. High	A proposal is suggested which makes it possible for the student to construct his own learning space, connecting formal and informal, curricular and extra-curricular contexts.
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4. COLLABORATIVE LEARNING	The project encourages situations for collaborative learning through methods using cooperative teamwork for interaction and contributions by everyone in the construction and socialisation of knowledge.	
Construction of shared knowledge.	LEVEL 1. Absence	No learning activity which encourages collaborative work is contemplated.
	LEVEL 2. Low	Some learning activity is suggested in which the students have to work in cooperative teams.
	LEVEL 3. Intermediate	The fundamental methodology is centred on the development of dynamics related with cooperative teamwork and the management of tasks in a collaborative way.
	LEVEL 4. High	The fundamental methodology is centred on the development of dynamics related with cooperative teamwork and the management of tasks in a collaborative way with agents inside and outside the group.

5. LEARNING TO LEARN	The project encourages the development of competence in learning to learn so that students can arrange their own learning in a more and more effective and independent way depending on their own aims and needs.	
Student competent in arranging his own learning process.	LEVEL 1. Absence	No activity related with the development of the competence “learning to learn” is suggested.
	LEVEL 2. Low	Some activity related with the development of the competence “learning to learn” is suggested.
	LEVEL 3. Intermediate	Developing the competence of “learning to learn” is suggested as an essential part of personal growth for life.
	LEVEL 4. High	The central axis of teaching is development of the competence or “learning to learn”, helping in the learning of strategies and/or routines of thought which train the student in practical processes of metacognition.

6. EMOTIONAL LEARNING	The project proposes to the students the development of emotional competences (abilities in emotions with the aim of enabling the individual to face better the challenges which arise in daily life) in order to enhance personal and social wellbeing.	
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Student competent in different aspects for life.	LEVEL 1. Absence	There are no training activities for students related with the management of emotional competence.
	LEVEL 2. Low	Some isolated activity is included related with the students' management of their emotional competence.
	LEVEL 3. Intermediate	The project incorporates, intentionally, educational activities and practices on the students' management of their emotional competence.
	LEVEL 4. High	The students are trained in the management of emotional competence, starting from carrying out significant activities related with their physical and human environment.

7. CREATIVE LEARNING	The project encourages creative thought, divergent and open to everyone involved.	
Creative, divergent and open thought.	LEVEL 1. Absence	The development of this competence is not contemplated.
	LEVEL 2. Low	Some creative activity is suggested, based on resolving a problem situation.
	LEVEL 3. Intermediate	The fundamental methodology is that of resolving a problem situation through carrying out creative and divergent activities.
	LEVEL 4. High	Both students and instructors develop the project from creativity, divergence and being open to other contexts.

8. INCLUSIVE EDUCATION	The project constitutes a good example of commitment by teaching staff, students and their families, directed to promoting the presence, participation and success of all the students, above all those in a more vulnerable situation.	
"Inclusion has to be seen as a never-ending search to find better ways of responding to diversity among students" Ainscow.	LEVEL 1. Absence	The development of this inclusive axis is not contemplated.
	LEVEL 2. Low	Educational practices are incorporated which facilitate the inclusion of those students with the highest risk of exclusion.
	LEVEL 3. Intermediate	The project incorporates inclusive practices addressed to all the students and brings advances on the road to inclusion.

	LEVEL 4. High	The project brings an overall improvement of the school in attending to diversity among all the students and reflects an active commitment by the educational community to minimising the obstacles which make it difficult for students to participate and learn.
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9. LEARNING FOR THE USE AND CRITICAL CONTROL OF ICT	The project gives the students a capacity to analyse, use, produce and share information with digital media. The students learn the critical use of ICT as transverse knowledge and for their own adequate development in a digital culture and society.	
Digital culture and competence.	LEVEL 1. Absence	No learning activity is contemplated which incorporates information and communication technology.
	LEVEL 2. Low	Some learning activity is suggested in which the student, starting from given guidelines, creates some product with the use of digital tools.
	LEVEL 3. Intermediate	Learning activities are suggested which stimulate the creation of original productions, individually or in groups, with the use of a digital tool, incorporating also some activity which involves an awareness of responsible use.
	LEVEL 4. High	The learning activities are focused on the creation of original productions, individually or in groups, with the use of digital tools, previously selected for suitability, also incorporating a sense of responsible use and a critical analysis of some products present in the various media or networks.

10. REPRODUCIBLE, LASTING AND SUSTAINABLE PRACTICAL WORK	The project proposes procedures which allow for future growth and durability, allowing the identification of achievements, improvements in practices, knowledge acquired and proposals for growth and reproduction.	
Educational innovation leading to systematic practical work.	LEVEL 1. Absence	There are no procedures for growth, durability and future reproduction of the project because only procedures for its execution are contemplated.
	LEVEL 2. Low	Procedures have been designed to identify achievements, improvements in practical work and management of the knowledge generated.
	LEVEL 3. Intermediate	Procedures are defined for the durable growth of the project, starting from the identification of

		achievements and processes for the management of knowledge.
	LEVEL 4. High	Procedures for the growth, durability and reproduction of the project are central. A plan for communication based on the management of knowledge is contemplated.