

Peer and self-assessment results of the implemented projects



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Editorial

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This document presents an integrated assessment of the self- and peer-evaluation processes conducted across all WP4 activities of the BOLD project. Drawing on quantitative and qualitative evidence from module integrations, social action projects, the Summer School, the Student Sprint and Hackathon, and transfer events, it synthesises how BOLD principles were enacted across diverse institutional, curricular, sociolinguistic, and community settings. The findings illustrate how student teachers engaged with linguistic and cultural diversity, fostered inclusion through creative, research-informed and community-oriented practices, and strengthened their professional identities through experiential and collaborative learning.

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01

Introduction

Introduction

Spanning the period from 2022 to 2025, the Erasmus+ BOLD (Building on Linguistic and Cultural Diversity for Social Action within and beyond European Universities) project brings together six partners: five universities – **Universität Hamburg, Rijksuniversiteit Groningen, Universidade de Aveiro, and Universidad Autónoma de Madrid** – alongside the R&D company **Web2Learn**. These institutions collaborate to bridge the gap between teacher education and civic engagement, seeking to embed service-learning and social action within higher education programmes devoted to teacher training.

BOLD rests on the conviction that meaningful engagement with multilingual and multicultural communities enhances student teachers' ability to understand, value, and respond to linguistic and cultural diversity. Through these encounters, student teachers develop a deeper sense of social responsibility and a broader awareness of the diversity they will face in their future classrooms and communities.

The project thus promotes a model of teacher education that links professional formation to active participation in society, encouraging a transformative approach to learning that extends beyond academic boundaries.

This vision is grounded in two interrelated principles that inform the project's overall direction. The first concerns the promotion of active citizenship, understood as the capacity to engage critically and constructively with social realities through informed action – a notion that resonates with Byram's concept of *savoir s'engager* (1997). The second principle highlights the importance of collaboration, reinforcing the relationships between higher education institutions and civil society organisations through joint initiatives that advocate for linguistic and cultural diversity.

Together, these principles sustain BOLD's commitment to fostering inclusive, equitable, and socially engaged teacher education across European contexts.

To operationalise them, the project was structured into five main work packages (WPs):

- ✓ WP1 was related to project management;
- ✓ WP2 centered on a landscape analysis to map opportunities for promoting linguistic and cultural diversity through social action and to examine the role of HEIs in this process;
- ✓ WP3 focused on developing open-access modular resources to build capacity among pre-service teachers, later integrated into teacher education curricula;
- ✓ WP4 involved the implementation of these modules within higher education programmes and the development of social action projects by student teachers. This WP also included follow-up and documentation processes through progress reports and reflective accounts;
- ✓ WP5 focused on assessing knowledge and social action activities undertaken in the previous work packages and generating innovative tools that serve as

This publication connects the activities of WP4 and WP5. As the concluding phase of the project, WP5 played a crucial role in consolidating the outcomes achieved. Through systematic monitoring, critical reflection, and evaluation of the implemented social action activities, this work package aimed to understand how the competencies developed throughout the project contributed to transforming contexts, strengthening inclusive behaviours, and encouraging active community engagement. Moreover, this document corresponds to a needed evaluation of WP4 activities within different action dimensions: the integration of modules into curricula, the implementation of social action projects, the Summer School, the Student Sprint and the Hackathon, and broader dissemination efforts beyond the consortium. Through this evaluation, WP5 not only provides insight into the overall impact of the project but also generates tools that may serve as guidance for HEIs, teacher educators, teachers, student teachers, and civil society organisations aiming to develop meaningful, evidence-based, and sustainable social action initiatives (Jonigk & Brinkmann, 2025 and Melo-Pfeifer et al., 2025).



02

Methodological framework

Methodological framework

The methodological framework adopted in this report was designed to ensure a comprehensive evaluation of the social action activities implemented across WP4. The analysis focuses on the quality, relevance, and impact of the learning experiences undertaken by student teachers, drawing on multiple sources of evidence. The triangulation of data was essential for capturing the complexity of the implementation processes and, within each analytical section, different sources were examined in relation to the same thematic dimensions. Rather than applying a single, uniform set of analytical categories across the entire dataset, triangulation operated at section level, allowing for coherence within each analytical strand while maintaining the methodological flexibility required to accommodate the diversity of activities, contexts, and instruments mobilised across partner institutions. This ensured a nuanced and context-sensitive interpretation of how learning unfolded and how individuals and teams engaged with linguistic and cultural diversity in their respective educational settings.

Within this methodological framework, peer- and self-assessment tools played a central role in complementing the external sources of evidence collected throughout WP4. While not all instruments were designed to capture development over time, those that did (such as module implementation templates, progress reports, and

reflective assessments) offered valuable insights into participants’ evolving perceptions, reflective processes, and collaborative engagement. These tools contributed to a process-oriented evaluation by documenting how participants interpreted and negotiated their learning at key moments of implementation. Other instruments, administered at specific events such as the Summer School, the Student Sprint, and the Hackathon, provided snapshot perspectives that enriched the overall evidence base by capturing immediate reflections, perceived gains, and emerging challenges. Together, these complementary sources allowed for a holistic understanding of both the developmental and experiential dimensions of the social action projects. Data were collected through a combination of qualitative and quantitative instruments developed and administered by the project partners, following a longitudinal design that enabled the monitoring of student learning and project implementation across different key moments of the BOLD project. The integration of multiple data sources – ranging from project templates and progress reports to reflective assessments and partner feedback – supported a robust and multilayered analysis capable of capturing both the breadth and depth of the learning and implementation processes. The following table shows the data sources that informed the analysis:



Instrument	Description
Modules’ implementation templates – assessment section (see Appendix 1)	As explained in Torres et al. (2025b), BOLD partners incorporated the developed online modules into teacher education courses, adapting their content and methodologies to institutional and disciplinary contexts. The template used for this comprised a feedback/assessment section capturing both teachers and student teachers’ reflections on the experience, as well as outputs or evidence produced.
Student teachers progress reports (see Appendix 2)	As explained in Torres et al. (2025d), student teachers filled in a template on the progress of their social action projects which provided the foundational interventions through which they engaged with linguistic and cultural diversity in their educational and community settings. This template comprised a set of evaluation questions, structured around five guiding dimensions – quantity, quality, humanity, restorative approach to conflict, and future – which engaged student teachers in critical reflection on the progress and impact of their projects.
Questionnaire filled in by student teachers at the Summer School (see Appendix 3)	In the Summer School that take took place in June 2025, at the University of Aveiro, student teachers were asked to fill in a questionnaire, comprising both closed and open-ended questions, which encouraged them to reflect on their social action experiences by identifying the main knowledge, skills, or personal gains acquired, and by highlighting one significant outcome from their projects.
Sprint & Hackathon questionnaires filled in by student teachers (see Appendix 4)	In the Sprint and the Hackathon, online, in November 2025, student teachers filled in two questionnaires aiming at: (1) identifying learning outcomes of getting in touch with social action projects presented by their peers; and (2) reflecting on the dynamics and learning outcomes of working with peers in constructing solutions for linguistic and cultural diversity issues in their contexts.
Questionnaires filled in by teacher educators, teachers and student teachers outside the consortium in two transfer events (see Appendix 5)	To analyse the impact and transformative potential of BOLD outside the consortium, a questionnaire was created after two education/training events. It included three sections with closed questions (1. Event content and organization; 2. Learning and impact; 3. Future impact) and a section with open-ended questions.

Table 1. Data collection instruments

Regarding data analysis, two different processes were carried out, in accordance with the nature of the data: (1) a quantitative treatment of the quantifiable data (closedended questionnaire responses), calculating absolute frequencies and converting them into graphs and percentages; and (2) a qualitative treatment of the

non-quantifiable data (assessment section of modules’ implementation templates, evaluation questions from the student teachers progress reports and questionnaires’ open-ended questions), generally adopting a categorical content analysis approach.

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Peer and self-assessment of WP4 activities

Peer and self-assessment of WP4 activities

This section focuses on the self- and peer-evaluative analysis of the activities carried out within WP4. Apart from the activities related to broader dissemination and implementation outside the consortium, all remaining activities have already been analysed – under different lenses – across various moments and deliverables of the

project. As such, this document reflects the continuity within the project and offers a more holistic synthesis. For more detailed analyses, the documents listed in the table below provide an in-depth understanding of each activity.

WP4 Activity	Report
Integration of modules in curricula	BOLD modules implementation report (Torres et al., 2025b)
Student teachers progress reports (see Appendix 2)	BOLD social action projects: overview and analysis of project templates (Torres et al., 2025c)
	Intermediate progress reports on BOLD social action projects: a cross-case analysis (Torres et al., 2025d)
Student Sprint & Hackathon	Open badges for validation and recognition of competencies and skills of university staff and students (Fragkiadaki & Zourou, 2025)
	Report on Hackathon results (Defteraïou et al., 2025)
Summer School	BOLD Summer School report: quali- and quantitative overview (Torres et al., 2025a)

Table 2. Reports for in-depth understanding of each WP4 activity

Integration of modules in curricula

The BOLD modules were implemented across a diverse set of higher education institutions and academic programmes in Portugal, Germany and Greece. In total, 13 implementations were carried out: seven at the University of Hamburg, four at the University of Aveiro, one at the University of Coimbra, and one at the University of Thessaly. The most frequently used modules were “Linguistic equality as a basis for social

and educational justice” (implemented 10 times) and “Linguistic and cultural management in border regions” (implemented 3 times), alongside other modules that were used more selectively but demonstrated strong adaptability across contexts. These implementation patterns reflect, to a significant extent, the institutional provenance of the modules. The module “Linguistic equality as a basis for social and educational justice”, developed at the University of Hamburg, was naturally more frequently embedded in Hamburg-based courses,



where it aligned closely with existing curricular priorities on linguistic discrimination and social justice in education. Similarly, the module “Linguistic and cultural management in border regions”, developed at the University of Aveiro, was implemented primarily at UA, where it resonated with ongoing research and teaching agendas on transborder communication and linguistic diversity in the Iberian context.

This localised interest does not necessarily indicate limited transferability. Rather, it shows how institutions tend to prioritise modules that build on their own pedagogical traditions, research strengths, and immediate sociolinguistic realities, making uptake more organic and contextually meaningful. The integrations spanned master’s and bachelor’s programmes, mostly in language education but also in areas such as geography, special needs education, and intercultural communication. This disciplinary diversity highlights the versatility of the modules and their potential to foster reflection on linguistic and cultural diversity beyond language-focused curricula. Regarding the scope of participation, the implementations involved a total of 330 students and 15 teachers, reflecting broad engagement across institutions.

The analysis of teacher and student feedback, as reported by teachers, on modules’ integration in curricula provides a comprehensive overview of how the BOLD modules were received, highlighting key strengths, challenges, and their overall pedagogical impact across institutional contexts. Teachers were asked to: share the highlights of the implementation of the module(s)/unit(s); describe the main challenges you encountered while implementing the module(s)/unit(s); and share their students’ reaction to the activities and their learning outcomes.

Teachers consistently valued the pedagogical relevance and transformative potential of the BOLD open-access modules. They highlighted the strong alignment between the modules and existing curricular aims, noting that

they promoted responsive pedagogies and supported students in engaging with linguistic and cultural diversity in meaningful ways. Several teachers observed that the modules effectively bridged theory and practice, fostering pedagogical innovation through multimodal activities. Teachers also reported high levels of student motivation and engagement, attributing this to interactive activities that encouraged reflection on linguistic diversity and inequalities.

Emotional engagement also emerged as a significant dimension, particularly when students shared personal stories of discrimination or migration, which deepened collective learning. Hence, the modules’ activities and resources were regarded as powerful tools for developing intercultural, plurilingual, professional and pedagogical competences. Teachers also offered recommendations for future implementation, suggesting that the modules would be more effective if integrated over longer periods or embedded across entire programmes to allow deeper engagement and stronger links between theory and practice. They highlighted the value of creating more opportunities for collaborative reflection among students, teachers, and partner institutions.

Students’ voices, as collected by teachers, reveal that the modules were perceived as enriching, accessible, and transformative. They appreciated the multimodal, interactive structure of the materials, which supported sustained engagement and facilitated understanding of complex concepts such as linguistic justice, plurilingualism, and intersectionality. Group activities and visual outputs were particularly valued. As to learning outcomes, students reported substantial cognitive and emotional learning. Many described shifts in their perspectives on linguistic and cultural diversity, recognising links between language, power, and social inequity. Personal storytelling was described as eye-opening and impactful, fostering empathy and reflective thinking.

The modules also strengthened their intercultural and

plurilingual awareness, prompting them to question linguistic hierarchies, consider global language dynamics, and understand diversity as a pedagogical asset. They also emphasised the importance of the modules for their professional identity by reporting feeling more prepared to work in multilingual and multicultural settings and recognising the teacher’s role as one that extends beyond instruction to include advocacy and social action. A minority expressed scepticism regarding the feasibility of multilingual practices in schools, indicating the need for continued dialogue and support. Challenges identified by students echoed those mentioned by teachers: limited time for deep engagement considering the richness and length of the materials, and occasional doubts about how to translate theoretical principles into practical classroom strategies.

Implementation of social action projects

A total of 35 social action projects were implemented, mainly over the course of one semester and typically embedded in weekly seminar structures. The 94 student teachers engaged in designing (according to BOLD principles – see Aramburuzabala et al., 2023) and implementing the projects’ activities came from a range of educational programmes, with a clear predominance of pathways within Masters in Education and the majority of projects being developed within practicum or internship seminars, where the connection between academic learning and school-based experience is inherently strong.

A wide range of activities was designed and implemented, reaching 624 pupils in diverse educational settings. Five main types of projects emerged, reflecting different ways of operationalising BOLD principles: research-based projects (the most frequent), creative and arts-based initiatives, inclusive and accessibility-focused interventions, community-engaged activities, and, in one case, a technologically driven project involving AI. While most projects were local, face-to-face school-based initiatives, they varied significantly in scale

and methodological complexity. Research-oriented projects – particularly prominent in Hamburg and Groningen – followed structured inquiry cycles, whereas creative pathways were especially visible in Athens and Volos, where comics, songs, videos and artistic workshops served as tools for expression, inclusion and intercultural dialogue.

The projects involved 32 distinct community partners, which played a central role in shaping the nature and impact of the interventions. More than half of these were formal educational institutions (like primary schools, secondary schools, bilingual schools and vocational institutions) providing authentic environments for classroom-based collaboration. Social and inclusion-oriented organisations, such as a school for deaf students and a juvenile detention centre in Volos, accounted for a smaller but highly significant portion of partnerships, enabling work with vulnerable or marginalised groups.

Additional contributions came from cultural organisations, NGOs and community associations, while individual mentors and school-based professionals were particularly influential in Hamburg, bridging academic supervision and practical implementation.

In what concerns the assessment of the developed activities, as stated in the methodology section, the partners filled in intermediate progress reports templates that comprised a set of evaluation questions, structured around five guiding dimensions – quantity, quality, humanity, restorative approach to conflict, and future – which engaged student teachers in critical reflection on the progress and impact of their projects. The analysis of this data provides a comprehensive understanding of how student teachers documented the development of their social action projects, revealing diverse ways of engaging with linguistic and cultural diversity across contexts.

Under “quantity”, different approaches emerge

depending on institutional culture. Hamburg presents the most structured and research-oriented reporting, with clearly defined research questions, indicators, and micro-meso-macro levels of analysis. In Aveiro, Thessaloniki, and Athens, progress is described primarily through the fulfilment of planned objectives, the successful implementation of activities, and the production of concrete outputs such as awareness-raising videos or collaboratively created comic pages. In Groningen and Madrid, progress can be inferred through the scale of participant engagement, the breadth of collaboration with community partners, and the degree to which the project objectives were operationalised during implementation.

The “quality” dimension highlights student teachers’ reflections on the effectiveness, coherence, and pedagogical soundness of their work. Hamburg reports adopt a methodological lens, assessing the alignment between theoretical intentions, data collection strategies, and classroom realities. Aveiro emphasises experiential learning, noting the importance of time management, group organisation, crisis handling, and ethical sensitivity when working with diversity. Thessaloniki and Athens underline collaboration, accessibility, and the need to respond thoughtfully to varied linguistic profiles. While neither Groningen nor Madrid templates contain a dedicated “quality” section, the available information allows for inferences. The Groningen project demonstrates quality through its emphasis on emotional engagement, empathy-building, intercultural exchange, and its intention to “give voice” to multilingual adolescents, which are markers of strong pedagogical and sociolinguistic relevance. The Madrid template, although more concise, reflects quality through the project’s interdisciplinary collaboration with NGOs, legal experts and educational stakeholders, signaling a socially meaningful and professionally grounded initiative.

The “humanity” category foregrounds the emotional and relational aspects of the projects. Student teachers consistently report feelings of motivation, curiosity, and

personal growth as they navigated interactions with multilingual and multicultural groups.

Across contexts, they describe strengthened confidence, greater empathy, and a heightened awareness of the lived realities of linguistic diversity. Engagement with learners and community partners often deepened their understanding of social responsibility and reinforced the value of collaborative, intergenerational, or crosscommunity encounters.

Regarding the “restorative approach to conflict”, the reports indicate that major conflicts were rare. When tensions arose (such as creative disagreements within the groups or moments of frustration among the pupils linked to the activities’ dynamics) students generally addressed them through dialogue or democratic solutions. In Hamburg, reflections also include anticipatory considerations of potential biases or resistance, with students outlining how they would handle such situations through respectful discourse and inclusive classroom practices. Across contexts, the emphasis remains on maintaining constructive communication and valuing diversity during problem-solving.

Finally, reflections concerning the “future” show a strong commitment to continuity, refinement, and broader impact. Hamburg students often express the intention to deepen their projects by expanding samples, improving research instruments, or extending teaching interventions. Aveiro highlights the potential for scaling the work, involving more stakeholders, and creating replicable pedagogical guides. Thessaloniki focuses on further promoting accessibility and raising awareness about communication barriers, while Athens emphasises continued collaboration, strengthened support for bilingual learners, and improved group processes. Groningen points toward refining and expanding the implemented activity to support newcomer students more systematically, whereas Madrid identifies possibilities for further developing

and validating the tools created. Collectively, these reflections reveal students’ investment in sustaining inclusive, interculturally informed, and socially engaged educational practices beyond the scope of the initial projects.

Summer School

The Summer School took place at the University of Aveiro from 24 to 26 June 2025 and brought together 33 master’s students from five countries (Germany, Greece, Portugal, Spain, and the Netherlands) and six universities. Participants included 11 students from Universität Hamburg, two from the University of Athens, two from the University of Thessaloniki, six from the Universidade de Aveiro, five from the Universidad Autónoma de Madrid, and four from the Rijksuniversiteit Groningen. All students were enrolled in Master’s programmes related to education and teacher training, language studies, or artificial intelligence. Over three days, the programme offered a total of 19 contact hours, comprising seven plenary sessions, one keynote lecture, three workshop and group-work sessions, one presentation session, and two on-site activities.





Figure 1. BOLD Summer School programme, page 1



Figure 2. BOLD Summer School programme, page 2

The participants were asked to complete a questionnaire of assessment at the end of the Summer School, comprising both closed and open-ended questions. Overall, 97% of participants reported that the Summer School met their expectations, and 87% felt that its objectives were clearly communicated and achieved. A majority (74%) considered the sessions relevant to their academic and personal development, while 68% agreed that the balance between theory and practice was appropriate. The organisation and logistics were rated as efficient by 77% of respondents, and 74% stated that the atmosphere fostered collaboration and participation. Cultural activities were also highly valued, with 90% affirming that they enriched their experience. In terms of learning outcomes, 94% reported having deepened their understanding of key concepts such as service-learning, social action, intercultural education, and linguistic diversity, and 97% gained practical insights into designing and implementing service-learning projects.

Intercultural learning was also evident, with 77% reporting enhanced intercultural awareness through exchanges with peers from other countries, and 84% expressing greater confidence to act in their own contexts to promote linguistic and cultural diversity.

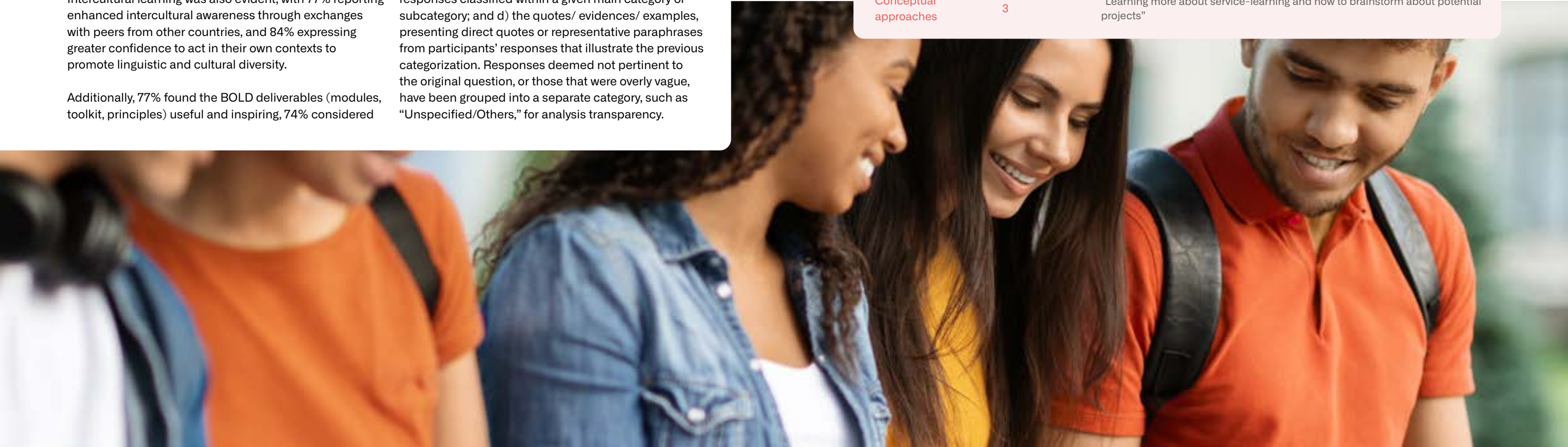
Additionally, 77% found the BOLD deliverables (modules, toolkit, principles) useful and inspiring, 74% considered

the group work well structured and productive, and 94% felt that the presence of BOLD team members was helpful during the workshops. Finally, 94% reported feeling comfortable contributing to their group’s project, and 84% viewed the final presentations and discussions as valuable learning moments.

In terms of the open-ended responses, the following tables present a qualitative analysis of data. Responses have been categorized based on their thematic content to identify emerging patterns and themes related to what participants enjoyed the most (table 3) and the event’s main takeaways (table 4), the impact on participants’ profession (table 5) and general feedback (table 6). The tables are organized in four columns: a) a main category, defined based on the relevance and of the responses to the original , question, grouping similar ideas; b) a subcategory, whenever applicable, providing a more detailed level of classification within a main category; c) the frequency which indicates the total number of responses classified within a given main category or subcategory; and d) the quotes/ evidences/ examples, presenting direct quotes or representative paraphrases from participants’ responses that illustrate the previous categorization. Responses deemed not pertinent to the original question, or those that were overly vague, have been grouped into a separate category, such as “Unspecified/Others,” for analysis transparency.

Table 3. Qualitative analysis of Summer School open-ended question 1: “What did you enjoy the most about the Summer School?”

Main Category	Frequency	Quotes/Evidences/Examples
Methods/ Workshop strategies	16	“Engaging in a group project with people from another country”
		“I enjoyed the collaborative work, especially with the dynamism of my coach”
		“A metodologia de ensino considerada” [The chosen teaching methodology]
(Intercultural) Social Interaction	14	“Meeting other people and feeling like a community with the same goals”
		“I really enjoyed engaging with students from different countries”
		“The multiculturalism and sharing experiences with people from diff. cultures”
Fieldwork activities	4	“The field work activity”
		“Visiting the salinas”
Conceptual approaches	3	“Learning more about service-learning and how to brainstorm about potential projects”



Taken together, these results indicate that the Summer School was most successful in its pedagogical design, with participants prioritising active methodologies and collaborative workshop strategies. The strong emphasis placed on intercultural interaction further highlights the importance of community-building in shaping

meaningful learning experiences. Fieldwork activities and conceptual components, while positively received, appear to have had a more modest impact, suggesting areas where the programme could be strengthened or more deeply integrated into the overall learning journey.

Main Category	Frequency	Quotes/Evidences/Examples
Service-learning knowledge	14	“better understanding of service learning”
		“That service learning can be implemented transversely, not only at schools”
		“That we can conduct a service learning project on very level (micro, meso, macro) and it is always possible to downscale or adapt it.”
Language, culture and diversity awareness	6	“my awareness of linguistic and culture diversity in schools”
		“O quão importante é a educação inclusiva” [How important inclusive education is]
Intercultural exchange	4	“How international collaboration is important for future teacher”
		“I’ve learned a lot about education in other countries and the contributions of my teammates were very enriching”
		“The multiculturalism and sharing experiences with people from different cultures”
New (unspecified) knowledge	4	“New knowledge”
		“good memories, professional and mental growth”
		“The memories made and the things learned”
Second language proficiency	3	“intercultural collaboration in a second language”
		“To feel free to express myself even in English even though it us not my mother language”
Confidence in teaching abilities	1	“more confidence in my teaching and planning abilities”

Table 4. Qualitative analysis of Summer School open-ended question 2: “What are your main takeaways from this experience?”.

Overall, these findings indicate that the Summer School’s strongest contribution was the consolidation of knowledge regarding service-learning, which participants

consistently identified as their main takeaway. The attention given to language, cultural awareness, and diversity further highlights the programme’s capacity to

Main Category	Subcategory	Frequency	Quotes/Evidences/Examples
Teaching practice	Service-learning methodology	11	“service-learning in Teacher Education”
			“Facilmente usaria na minhas aulas a ApS” [I would easily use SL in my classes]
			“Create and implement Service-Learning projects and use it as an active teaching methodology in my classes so that my students can also create and implement Service-Learning projects”adapt it.”
	Intercultural, multilingual and inclusive approaches	11	“Planning projects with students that enrich their intercultural and linguistic competencies”
			“Encourage intercultural events in my school, make minority languages visible”
Future projects	Unspecified	3	“Introducing some activities to promote cultural and linguistic diversity in my classroom and my school”
			“I hope to become a language teacher in the future so the topic will be very helpful”
		4	“If I choose to become a teacher, I think it will be valuable because I have a better understanding and critical awareness of certain issues that I previously was unaware of”
			“I think I can use a lot of the ideas of the project in the future”
			“One of the things I have discovered lately that I like is leading projects and participating in them, and this is exactly what we did here so it will very much be useful”

Table 5. Qualitative analysis of Summer School open-ended question 3: “How do you think you can make use of the content of this Summer School in your (future) profession?”.

Hence, when asked how they could make use of the Summer School content in their future professional activity, participants most often referred to pedagogical implementation, especially the adoption of service-

learning as a central teaching methodology. Many also highlighted the value of incorporating intercultural multilingual, and inclusive practices as tangible extensions of what they learned.

Main Category	Frequency	Quotes/Evidences/Examples
Overall evaluation of the experience	7	"It was a great experience! Thank you so much for organising"
		"It was an amazing week, thank you very much for having us. Obrigada"
		"I really enjoyed this experience and would like to give a big thank you to all the organisers"
Feedback on content/structure	5	"Too much input, long days"
		"The first day was a little bit too intensely packed with content and input"
Continuity/future editions	5	"It might be great to have this and similar events every year"
		"Don't stop making this action. I think it's a great opportunity to extend our knowledge and meet new people in a "work"
		"Maybe a couple more days in order for the projects to become more concrete"
		"Not much, maybe a more peer to peer breaking the ice activity at the beginning"
Challenges and opportunities	3	I really enjoyed meeting everyone and the atmosphere and groupes were so nice because everyone was so friendly, supportive and open"
		"Not all the members opted for the same degree of commitment. Cultural and ethnical differences posed a problem, especially the first day or two"
Logistics and organization	1	"Ricardo was really structured and gave us all the information we needed. The only inconvenience was the communication with the Hamburg organisation teams, because we (the upcoming French teachers) didn't receive a lot of informations and weren't in the email communication which leads to a lot of misunderstandings and problems, which could have been easily cleared beforehand if we would have been properly informed"

Table 6. Qualitative analysis of Summer School open-ended question 4: "What would you like to add aboutthis Summer School?".

When invited to share additional comments about the Summer School, participants offered reflections that combined appreciation with constructive insight. Many underscored the quality of the experience itself, describing the week as memorable and valuing both the organisation and the collaborative environment. Others focused on the programme's structure, noting that the density of the first day and the amount of input could be demanding. Suggestions for future editions were also recurrent, particularly the desire to maintain or extend the initiative so that project work can be developed more fully. Alongside these points, a few respondents mentioned challenges linked to group dynamics or communication, indicating areas where logistical processes could be refined.

In addition to the questionnaire results previously presented, student teachers also replied on a Padlet to two reflective prompts: "What have you gained through your social action?" and "Share one highlight of your action." The summarized results below are structured according to four dimensions of analysis regarding the development of professional knowledge: "pedagogical and didactic", "ethical and political", "linguistic and communicative" and "research and transfer". For a more detailed analysis, please refer to Melo-Pfeifer, Pinto & Torres (forthcoming).

Across the pedagogical and didactic dimension, students reported a strengthened awareness of inclusive, learner-centred and multilingual teaching practices. They highlighted the need to adapt materials to learners' linguistic levels, as illustrated by one student who noted that "some elements, such as the role cards and certain terms, were still too complex", which taught her "how essential it is to adapt lesson materials to the students' language level". Others emphasised the value of integrating home languages meaningfully into classroom activities – such as the student who observed "how home languages can be integrated into classroom activities and how much that means to students" – recognising how such practices reinforce

learners' identities and participation. Testimonials also underscored the transformative role of experiential learning and the shift towards more reflexive, context-sensitive pedagogies that respond to the lived realities of diverse classrooms, exemplified by reflections such as "I learned how changes start small and how we can create a lot of different projects where everyone feels included", which highlight how practical engagement reshapes pedagogical awareness.

In the ethical and political dimension, student teachers expressed an enhanced sense of social responsibility and a sharper understanding of structural inequalities affecting marginalised groups. One student captured this awareness by stating that she learned "how [she] can promote diversity in a more differentiated and meaningful way and combine this with the long-term goal of inclusion". Collaborations with nongovernmental organisations and community partners further reinforced their commitment to equity and inclusion, while projects involving multilingual and Deaf communities deepened their recognition of the ethical significance of giving voice to those who are often unheard in educational settings.

Comments related to the linguistic and communicative dimension highlight how social action fostered intercultural dialogue, communicative adaptability and human connection. Students described moments of authentic linguistic exchange, such as "students exchanging information about their cultural meals and explaining what the words from their home languages meant". These experiences helped them recognise the symbolic power of languages, the diversity of linguistic repertoires present in classrooms, and the importance of scaffolding communication in plural, multicultural environments.

Finally, in the research and transfer dimension, students demonstrated an emerging capacity to link theory and practice through inquiry-based approaches. Several gained direct experience in designing qualitative tools and conducting small-scale empirical work, as reflected

in the testimony of a participant who “gained skills in preparing a qualitative research method and transferring theoretical knowledge... into the real world: the classroom”. Others noted growing autonomy, resilience and methodological awareness, showing how social action projects functioned both as pedagogical practice and as a space for cultivating reflexivity, innovation and researchinformed decision-making. This is evident in reflections such as “I’ve also learned not to let pushback intimidate me or give up on our research as it is a normal part of the process”, which illustrates the perseverance, critical stance and methodological maturity developed through the project.

Student Sprint & Hackathon

The Student Sprint was an online mutualisation event that took place on the 10th November 2025 and that brought together 40 participants from all partner universities of the BOLD project, from Germany to Greece, Spain, Portugal and The Netherlands. It aimed to give students the opportunity to showcase the social action projects they developed during the 2025 Spring semester and brainstorm on further innovations that can be applied to them. The Sprint included pitch sessions, where each group presented its action plans for future developments of their projects, and featured a collective brainstorming session on key challenges to be addressed at the following event – BOLD Hackathon –, ensuring continuity and collaboration across the project’s student-driven activities.

At the end of the event, participants were asked to complete a short assessment form, where they could reflect on the organization and on the main takeaways. As a result of this, 75% strongly agreed on the clarity and good organization of the Student Sprint, with 25% also agreeing with the statement – “The Sprint presentation was clear and well structured” – but on a slightly lower scale.

Regarding the second close-ended question (“From

the projects presented by my peers, I learned a lot and I have identified ideas that I could apply in my own context”), 58% of the participants strongly agreed that the event had provided them with transferable strategies. A further 25% agreed with the statement, while 17% expressed a neutral position. On this matter, the open-ended question – “What did you find most inspiring or useful from your participation in the event?” – fostered reflections that point to three main categories: (1) peer learning, (2) collaborative exchange, and (3) exposure to diverse perspectives and practices.

A central theme across several responses is the inspirational impact of peer presentations and idea-sharing. Participants highlighted the richness and diversity of the projects showcased (“other students’ presentations”; “the variety of ideas... from card games to AI platforms”), noting that encountering different approaches helped broaden their understanding of how social action and linguistic and cultural diversity can be addressed in practice. This indicates that the event fostered participants learning with and from one another.

Another strong dimension concerns collaboration and intercultural exchange. Respondents valued meeting peers from different contexts and countries, appreciating the opportunity to discuss common challenges across educational settings (“sharing transversal problems across contexts/countries”; “bringing voices from all over Europe together”). The emphasis on communication, belonging, and group interaction (“I immediately felt that I have been a part of the project”; “the communication with fellow participants”; “opportunity to collaborate with peers”) suggests that the Sprint created a supportive environment conducive to dialogue and community-building.

Participants also noted the usefulness of the themes and activities. Several students recognised the relevance of the topics addressed, the clarity of the activities, and the practical insights gained into service-learning and diversity-related issues (“how service learning can

be applied”; “topics were current and interesting and allowed us to learn more”). Others were inspired by specific project ideas or initiatives presented during the event, such as mentoring platforms for refugee participation in academia.

Finally, some remarks emphasised the motivation derived from engaging with sensitive issues and co-constructing solutions (“performing search of solutions for really sensitive questions”), highlighting the event’s role in encouraging critical thinking and collective problem-solving.

Following the Student Sprint, the BOLD Hackathon – entitled “University students tackling linguistic & cultural injustices in education” – happened as a complementary event, on the 11th and 12th of November 2025, within the framework of DigiEduHack 2025. This two-day event gathered 17 participants (from which, 10 university students) from across the BOLD partner institutions to collaboratively address the persistent challenges of linguistic and cultural injustices in education. Rooted in the understanding that today’s increasingly multicultural and multilingual societies require stronger collaboration, solidarity, and social cohesion, the Hackathon positioned education as a shared space for co-learning, where diverse voices can come together to challenge biases linked to language and culture, inviting students to imagine and co-create innovative strategies that promote linguistic equity and cultural justice in learning environments.

Throughout the event, participants worked in multinational teams to design ideas, tools, or initiatives aimed at empowering learners from all backgrounds to thrive and contribute meaningfully. Their work expanded on the discussions initiated during the Student Sprint, ensuring continuity across BOLD’s student-driven activities and advancing the project’s commitment to fostering linguistically and culturally responsive pedagogies. The solutions proposed by the teams reflected this commitment, rangingfrom digital

hubs and multilingual platforms to support refugee students, to whole-school approaches for integrating sign languages and enhancing the visibility of Deaf and Hardof-Hearing communities. Other groups focused on fostering intercultural dialogue by creating opportunities for minority and majority groups to share their languages, identities, and cultural practices. Together, these proposals illustrate the creativity and diversity of student-driven responses to linguistic and cultural injustices in education.

Upon concluding the event, participants were once again asked to fill in a short evaluation form, in which they could comment on the organisation and identify their key learnings. On this matter:

All participants strongly agreed that the group work dynamic was productive and collaborative;

✓ 87,5% strongly agreed that mentoring and input from experts helped to improve their project, with 12,5% agreeing on a slightly lower scale;

✓ 87,5% strongly agreed that the solution developed by their group was relevant and applicable to real-world contexts, with 12,5% also agreeing on this.

Regarding the most interesting aspect of the Hackathon, participants consistently highlighted the value of collaborative work. They emphasised the opportunity to engage in productive remote teamwork (“the remote and productive collaboration”), to exchange ideas and perspectives with peers from different countries (“sharing ideas and discussing different opinions”), and to tackle shared challenges in an intercultural and plurilingual environment (“tackling solutions

collaboratively in an intercultural and plurilingual environment”). Many noted that discussing current topics of interest and jointly developing solutions for more inclusive educational practices (“working together towards an inclusive society”) were particularly enriching elements of the experience.

As for the most challenging aspects, participants mainly pointed to issues related to time and coordination, which are attached to academic constraints and lack of flexibility. Several noted the difficulty of managing tight deadlines (“the deadline and the limited time”) and preparing a concise presentation within the three-minute pitching format (“to develop the presentation quickly and to fit the 3 min pitching”). Others highlighted challenges in organising teamwork, such as finding a common direction (“finding a common theme”). A few also stressed the complexity of transforming multiple ideas into a concrete, innovative, and feasible solution (“putting the ideas down to paper and make them concrete”).

Finally, regarding what they learned and could apply in their (future) professional practice, participants highlighted the importance of communication and teamwork (“group collaboration, sharing opinions, productively listening to others”), as well as the ability to combine different areas of knowledge when addressing complex problems (“how important it is to combine different areas of knowledge and experience”). Several noted gains related to inclusion, particularly a deeper understanding of the challenges faced by minority groups and strategies to support their integration (“some of the issues minorities face and ways to help integrate and include them”). Others emphasised transferable skills such as designing simple, low-cost solutions for educational contexts and thinking critically about how to involve learners in meaningful ways (“how to think critically and further include people in the learning process”). Together, these insights reflect the perceived relevance of the BOLD Hackathon for students’ future professional trajectories.

Broader dissemination and implementation outside of the consortium

The data analysed in this subsection originated from two transfer events where participants (teacher educators, teachers and student teachers) got acquainted with the BOLD project and social actions developed by the consortium. These were transfer «activities outside of the consortium in two different actions:

- ✓ BIP (Blended Intensive Program), 6 hours of online education, with 43 participants, from 6 countries (Czech Republic, East-Timor, Germany, Poland, Portugal, and Romania). This event was organised by the Universidade do Porto (Portugal);
- ✓ Teacher Education event, 2 hours of on-site event, at the Freie Universität Berlin, with 14 participants, from 2 countries (Portugal and Germany).



In total, 50 participants (out of 57) answered the questionnaire about how BOLD could inspire their practices at school or/and in Higher Education. In what follows, the quantitative data will be presented, focusing on the profile of participants, their opinions about the events’ content and organization, their perception of learning and impact, and

finally, their perception of future impact (transfer). Other profiles included: budget manager in Higher education, one artist (director and filmmaker), and HE students from subjects other than languages (Economy, Business and Administration, and Anthropology).

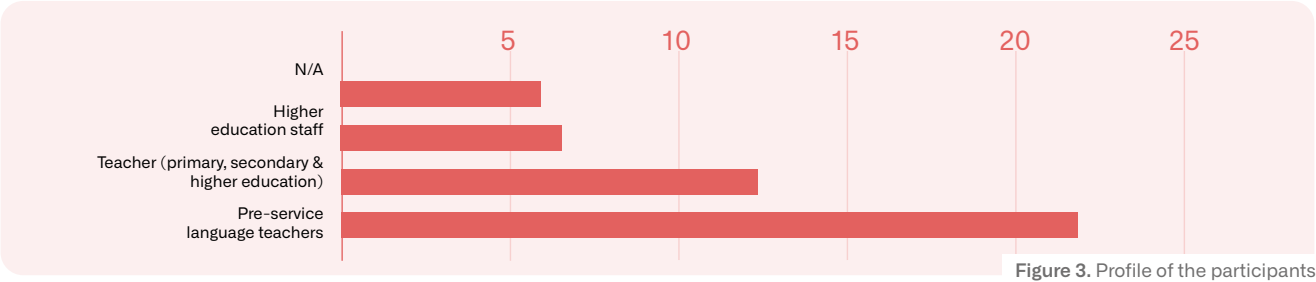


Figure 3. Profile of the participants

Event content and organization

Table 7 presents participants’ assessment of the events content and organization, in which 5 items were considered.

Participants were satisfied with the organisation of both events, with most evaluations scoring 5 (strongly agree) points. Ten participants opened the questionnaire but did not answer (a trend that is replicated in all sections of the report).

Items	1	2	3	4	5	N/A
The event was well organized	4	0	1	4	31	10
The overall structure was clear and coherent	4	0	1	4	31	10
The speaker was inspiring and relevant to the event's theme	5	0	0	4	31	10
The topics addressed were relevant to my professional and/or academic interests	3	3	5	9	31	10
The event promoted reflection and discussion on service-learning and linguistic and cultural diversity in education	4	1	0	7	20	10

Table 7. Assessment of content and organization (1 = Strongly disagree | 5 = Strongly agree)

Learning and impact

The evaluation in the questionnaire section “learning and impact” aimed to encourage participants to reflect on their own learning, involvement and personal development throughout the event or training course, around four categories:

- ✓ Measure the impact of the event on learning;

✓ Assess the level of participation and engagement;
- ✓ Verify the development of intercultural and civic skills;

✓ Assess the usefulness of the resources offered

Table 8 presents participants’ assessment of the potential for learning and impact promoted through the BOLD events, in which 8 items were considered.

Items	1	2	3	4	5	N/A
I gained new perspectives or knowledge about social action and civic engagement in education	3	3	2	10	22	10
The event fostered meaningful dialogue among participants of diverse backgrounds	3	3	5	6	23	10
I had the opportunity to actively participate and engage with others	4	0	3	7	26	10
I deepened my understanding of key concepts (social action, intercultural learning, ...)	4	1	4	11	21	10
I gained practical insights on how to design and implement service learning projects	5	0	5	10	20	10
The exchange with other participants enhanced my intercultural awareness	3	3	6	9	19	10
I feel more confident to take action in my own context to promote linguistic and cultural diversity	5	1	4	13	17	10
The BOLD materials are useful and inspiring	5	1	9	9	21	10

Table 8. Assessment of perceived learning and impact
(1 = Strongly disagree | 5 = Strongly agree)

Also in this section, participants expressed positive perceptions about the learning processes triggered by the two events. However, in this section there is a greater

distribution of results, with participants distributing their responses mostly between 4 (agree) and 5 (strongly agree).

Future impact

In the “future impact” section of the questionnaire, three items were used to assess the extent to which participants intend to apply, continue or deepen what they have learned at the event. In other words, they

measured the potential for transferring the experience to real practice and to the future. Table 9 presents participants’ assessment of perceived impact and transfer in which 3 items were considered. This section contained items intended to measure the future impact and prospects of transferring the training and activities carried out.

Items	1	2	3	4	5	N/A
The event inspired me to integrate service learning or civic engagement in my own context	3	3	7	11	16	10
I would like to learn more about the BOLD project and its resources	4	1	10	10	15	10
I am interested in being involved in future initiatives related to this topic	5	2	8	11	14	10

Table 9. Assessment of perceived future impact and transfer
(1 = Strongly disagree | 5 = Strongly agree)

As can be seen, it is at this level that, despite the predominantly positive responses (most of the answers are still situated in “5 (strongly agree)”), participants showed greater skepticism, with a larger number of them revealing more neutral attitudes about the potential for transferring the results of training and action events (see scores for 3, which showcases a rather undecided stance). This greater neutrality is not surprising at

this stage, however, since a large proportion of the participants were future teachers still in training, with as yet uncertain relationships with teaching contexts and working with communities. Similarly, as the topic was considered innovative by participants, it is not surprising that they still need more time to conceptualise and imagine more concrete scenarios for implementing BOLD materials, principles and implementation strategies.



BOLD transfer potential

Three open-ended questions were given to participants to reflect on the transfer potential of the BOLD principles and tasks:

- ✓ Q1
Please describe how you plan to adapt and use BOLD principles and materials in your practices.
- ✓ Q2
Please explain how you think service learning and civic engagement can impact your (future) students
- ✓ Q3
What did you find most valuable about the event?

Table 10 reproduces some of the responses, which illustrate the potential of BOLD methodology and resources and how participants envisioned their implementation and value in specific contexts of pedagogical action and in the wider community.



Questions	Sample answers
Q1	"I still don't know how I am going to apply the principles".
	"By embracing multiple languages as bridges between Portuguese as a Foreign Language and between each other, as well as means to deepen multicultural awareness and understanding"
	"I will apply BOLD to improve the visual and textual clarity of my teaching materials, such as presentations, exercises, communications, and the classroom environment. I will use BOLD as a guide to create more consistent and engaging content for students".
Q2	"It is important to be aware of these concepts and restructure broader lessons, implementing several of the BOLD principles".
	"To develop linguistic awareness"
	"Bringing creative thinking and fun into learning and understanding each other"
	"To deepen the theoretical knowledge, it is really helpful to apply it practically. Awareness increases. One becomes more sensitive to various issues".
	"It can help develop intercultural awareness and make it easier to overcome differences"
	"My future students will love it, especially because they will learn to value their mother tongues without disparaging other languages. It is a way to encourage students to learn more languages".
	"By encouraging them to reflect on what they know about their own languages or about other languages in the classroom and, by extension, about the people who speak to them".
	"These experiences enable students to: Connect school subjects to real life. Learn to work in groups and solve problems. Become more active citizens who care about their community"
Q3	"They need to feel part of the whole and recognize their value for society"
	"I think it's a more personal approach to learning, which can be very beneficial"
	"I liked that we had to directly do little tasks"
	"The practical activities that the teacher included in the theoretical content"
	"I never thought about the creative ways we were trying out today, I think it's a great tool for learning".

Table 10. BOLD transfer potential (some examples)

Answers to Q.1 show that participants plan to implement (or struggle to implement) BOLD principles and materials. They might show uncertainty and need for more (and probably more systematic) guidance. Some participants felt unsure about how to translate the project's ideas into concrete classroom or service-learning practice. Other participants saw clear opportunities to apply the project's principles by valuing students' linguistic repertoires, using plurilingual pedagogical strategies, fostering intercultural awareness, and explicitly connecting language learning with social action (e.g., inclusion, recognition of diversity). More broadly, participants also considered that BOLD can become a pedagogical design framework to improve teaching quality. We would therefore consider that BOLD has generated awareness and intention, but also that further support, examples, and practical tools (such as those created in the scope of the project) may be needed to help all participants move from intention to implementation ("I still don't know how I am going to apply the principles").

Regarding Q.2, participants perceived strong potential for the project's principles and materials to enhance linguistic awareness, intercultural sensitivity, student motivation, and community-oriented learning. Participants seemed to see BOLD as a way to promote students' linguistic identities, foster pride in their heritage languages, and build respect for linguistic diversity. They stated their intentions to use reflective and comparative activities that help students become more aware of multilingualism in their environment. Such a stance strongly suggests BOLD goals of social inclusion and empowerment through language were perceived positively by the participants and might be eventually translated into situated (and multilingual) pedagogical and intervention practices. The statement "Become more active citizens who care about their community" seems to show that at least one participant recognised service learning as a bridge between theoretical knowledge and real-world application, reinforcing understanding through action and underscoring the added value of experiential

learning. We believe that such a stance reveals that participants might see their participation in or education through BOLD as an opportunity to make educational concepts more tangible and transformative, for teachers, learners, and the community.

Finally, in terms of Q3., the selected answers show how hands-on, creative, and integrated activities significantly increased the learning potential of the BOLD sessions. Participants emphasised that the combination of theory and practice made the experience more engaging, meaningful, and transformative. These responses corroborate the idea, already expressed above, that the ongoing combination of theory and practice, through conceptualisation and participation in even brief tasks and projects, can trigger new learning.



04

Conclusion

Conclusion

Across the activities analysed in this report, BOLD project demonstrates its coherent and impactful approach to embedding service learning and social action to promote linguistic and cultural diversity within teacher education. The integration of the modules into curricula, the implementation of social action projects, the Summer School, the Student Sprint and Hackathon, and the transfer activities outside the consortium collectively reveal how BOLD succeeded in holistically linking pedagogical innovation with civic engagement and community-based learning. Evidence from teachers, student teachers, and external participants shows that the project fostered meaningful reflection on multilingualism, equity, and inclusion, while also promoting experiential learning through collaboration with diverse community partners.

The results indicate that student teachers involved in the project engaged with key concepts such as linguistic justice, intercultural awareness, and service learning, while also developing concrete pedagogical and relational competences. Through innovative teaching formats and content (provided by the BOLD modules), collaborative design and implementation of social action projects, and international collaborative events, they strengthened their ability to design inclusive learning experiences, work with diverse linguistic repertoires, and reflect critically on social inequalities. The Summer School and subsequent Sprint and Hackathon further amplified this learning by creating spaces for intercultural and multilingual collaboration, creative problem-solving, and student-driven innovation, offering participants tools and insights transferable to their future professional contexts.

The evaluation of dissemination and transfer activities suggests that BOLD’s principles resonated beyond the consortium, generating interest in service learning and civic engagement among teacher educators, teachers, and student teachers in other institutions. While some participants expressed uncertainty about immediate implementation, most recognised the relevance and

potential of BOLD resources for fostering linguistic awareness, intercultural dialogue, and socially responsive teaching.

These findings highlight both the project’s transformative reach and the need for continued support to help educators translate intention into sustained practice. Overall, the assessment processes conducted within WP5 confirm that BOLD contributed to building capacity for more inclusive, plurilingual, and socially engaged teacher education in Europe. By combining theoretical grounding, experiential learning, and community collaboration, the project strengthened student teachers’ professional identities and expanded their understanding of education as a space for social action.

The outcomes presented in this report underline the enduring value of fostering critical, reflexive, and diversity-affirming practices in teacher education – practices that BOLD has modelled, providing resources to equip institutions to continue implementing beyond the project’s lifetime.

05

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Appendix

1. Data collection instruments

1.1. Integration of modules in curricula (assessment section)



Bolden
Institute for
Education


Kooperation von der
Europäischen Union


NA DAAD
NATIONAL ACADEMIC
DEVELOPMENT AND
ACADEMIC EXCHANGE


Deutsche
Bundesregierung
Ministerium für
Bildung und Forschung

BOLD MODULES INTEGRATION IN TEACHER EDUCATION CURRICULA

OVERVIEW

Partner	<i>Add the name of the partner higher education institution here.</i>
Module(s)/unit(s) title	<i>Add the module(s)/unit(s) title(s) here.</i>
Study programme/degree	<i>Add the name of the study programme/degree here.</i>
Course unit/subject and responsible teachers	<i>Add the name of the course unit/subject here and the names of the responsible teachers.</i>
Duration	<i>Add the duration of the course unit/subject (annual/semestrial; no. of hours).</i>
Academic year	<i>Add the academic year here.</i>
No. of students	<i>Add the number of students enrolled in the course unit/subject here.</i>
Rationale	<i>Write a brief justification for the inclusion of this module(s)/unit(s) in the course unit, highlighting the articulation with the goals, learning outcomes and contents. (max. 10 lines)</i>

IMPLEMENTATION

Duration	<i>Add the number of hours you dedicated to the module(s)/unit(s) implementation.</i>
Lesson type	<i>List the type of lesson: theoretical (lecture, discussion...), practical (group projects, project-based learning, inquiry-based learning, problem-based learning, field trip...).</i>
Activities	<i>Describe the activities you staged during the implementation of the module(s)/unit(s) (role-playing, simulations, presentations, brainstorming, debates, analysis of case studies, concept mapping, ...).</i>
Additional resources	<i>List any additional resources used.</i>

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06 Appendix

FEEDBACK/ASSESSMENT

Teacher feedback	• Share the highlights of the implementation of the module(s)/unit(s). • Describe the main challenges you encountered while implementing the module(s)/unit(s). • Add any other comments you might have regarding the implementation of the module(s)/unit(s). • Add any outputs (photos would be nice).
Student feedback	Share the students' reaction to the activities and their learning outcomes (you may access their opinion regarding the module(s)/unit(s) in different ways: by asking them orally in class, by asking for a brief written reflection, ...).

1.2. Implementation of social action projects (student teachers progress reports)



Bildung
Organisation
Development



Initiative von der
Europäischen Union



NA DAAD
National Academic
Differences in Academic
Differences in Academic



Deutsche
Bundesregierung

BOLD Student Intermediate Progress Reports

OVERVIEW

Study programme/degree	Add the name of the study programme/degree here.
Course unit/subject and responsible teachers	Add the name of the course unit/subject here and the names of the responsible teachers.
Duration	Add the duration of the course unit/subject (annual/semestrial; no. of hours).
Academic year	Add the academic year here.
Number of students involved	Add the number of students involved in the project.
Community partner(s)/ organizations participating in the project	Add the name of the community partner(s) and of the organizations participating in the project.

EVALUATION QUESTIONS

Quantity	Analyze the degree of achievement according to the objectives you had set: what has changed in relation to the identified needs according to the indicators we had proposed?
Quality	What have you learned? What should be changed? What mistakes should be avoided? How can you improve? What have you learned about linguistic and cultural diversity?
Humanity	How did you feel? And now? What has been the feedback from the beneficiaries?
Restorative approach to conflict	What conflicts have arisen? What harm has been done? What is everyone's responsibility in this situation? How has the damage been repaired? Is there anything left to repair? How have you managed conflict factors related to linguistic and cultural diversity?
Future	What conclusions do you draw from what you have experienced? What continuity would you give it?

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1.3. Summer School

1.3.1. Questionnaire filled in by student teachers at the Summer School

There are 13 questions in this survey.

General Information

What is your country of origin? *

Please write your answer here:

What languages do you speak? *

Please write your answer here:

What do you expect your future profession to be? *

Please write your answer here:

Study programme / degree

Please write your answer here:

Likert scales

General Impressions

(1 = Strongly disagree | 5 = Strongly agree)

Please choose the appropriate response for each item

	1	2	3	4	5
The Summer School met my expectations.	☐	☐	☐	☐	☐
The objectives of the Summer School were clearly communicated and achieved.	☐	☐	☐	☐	☐
The sessions were relevant to my academic and personal development.	☐	☐	☐	☐	☐
The balance between theory and practice was appropriate.	☐	☐	☐	☐	☐
The organization and logistics of the Summer School were efficient.	☐	☐	☐	☐	☐
The atmosphere encouraged collaboration and participation.	☐	☐	☐	☐	☐
The cultural activities enriched my experience.	☐	☐	☐	☐	☐

Learning and Impact

(1 = Strongly disagree | 5 = Strongly agree)

Please choose the appropriate response for each item

	1	2	3	4	5
I deepened my understanding of key concepts such as service-learning, social action, intercultural education, and linguistic diversity.	☐	☐	☐	☐	☐
I gained practical insights on how to design and implement service-learning projects.	☐	☐	☐	☐	☐
The exchange with participants from other countries enhanced my intercultural awareness.	☐	☐	☐	☐	☐
I feel more confident to take action in my own context to promote linguistic and cultural diversity.	☐	☐	☐	☐	☐
The BOLD deliverables (modules, toolkit, principles) were useful and inspiring.	☐	☐	☐	☐	☐

Workshop and Group Work					
(1 = Strongly disagree 5 = Strongly agree)					
Please choose the appropriate response for each item:					
	1	2	3	4	5
The group work was well structured and productive.	☐	☐	☐	☐	☐
The presence of BOLD team members and civil society representatives was helpful during the workshops.	☐	☐	☐	☐	☐
I felt comfortable contributing to my group's project.	☐	☐	☐	☐	☐
The final presentation and discussion of projects were valuable learning moments.	☐	☐	☐	☐	☐

Open-ended questions

What did you enjoy the most about the Summer School? *

Please write your answer here:

What are your main takeaways from this experience? *

Please write your answer here:

How do you think you can make use of the content of this Summer School in your (future) profession? *

Please write your answer here:

What would you like to add about this Summer School?

Please write your answer here:

Consent for future contact

I agree to be contacted for follow-up activities or research related to BOLD. *

Please choose only one of the following:

☐ Yes

☐ No

E-mail:

Only answer this question if the following conditions are met:
Answer was "Yes" at question "12 (C1)" & agree to be contacted for follow-up activities or research related to BOLD.

Please write your answer here:

1.3.2. Padlet fed by student teachers at the Summer School

Padlet

rtorres28.1 + 41 + 6d

BOLD Summer School

Before we get started

+

BOLD Summer School



University of Aveiro, Portugal | 24-26 June 2025

Welcome! We are thrilled to have you at the BOLD Summer School – a gathering of future teachers, teachers, educators, and civil society organisations from across Europe!

Over three days, we will explore how SL can empower us to respond to real-world linguistic and cultural challenges in our communities. Through workshops, discussions, and collaborative projects, we will dive into key themes such as plurilingual education, intercultural citizenship, linguistic equality, and language activism.

This Padlet is your shared space - a place to

Meet the participants

+

Let's connect



Let's get to know each other before the Summer School begins!

In this space, we invite you to share a short personal presentation that should include:

- Your **name** and **country**
- A **photo** of yourself
- A brief **bio** (max. 60 words)

If you're having a creative block, consider these questions: "Who are you?" "What drives you?" or "What's something fun, unexpected, or meaningful about you?"

Now we have a small challenge for you: comment your own presentation post with clues about the

Profile


rtorres28_1 + 41 · 6d

BOLD Summer School

Workshop

+

Let's get to work



The gears are in motion!

In this section, you'll find the **guidelines**, and **materials** that will help guide your team as you develop your own social action project.

Stay tuned - more details will be added here soon!

 0
 0

 Add comment

Resources

+

Materials and inspiration



Find here useful materials, readings, slides, and links from the sessions.

This space will grow throughout the event - check back for updates!

If you have a resource to share with others, feel free to post it here.

 0
 0

 Add comment

PDF - Principles for service-learning towards linguistic and cultural diversity in






Service-learning projects

+

Our Projects in Action



This is the heart of the Summer School: the projects!

Each group will use this section to showcase the Service-Learning projects they've developed throughout the second and the third days.

More information coming soon!

♡ 0

💬 0

+

Add comment

Rate your experience

+

Your voice matters



We'd love to hear from you!

Share your thoughts about the BOLD Summer School: What inspired you? What could be improved? What will you take with you?

Leave a short message, reflection, or even just a word. Your feedback is important.

♡ 0

💬 0

+

Add comment

Until the end of the Summer School

Before we dive into the Summer School service-learning projects, take a few minutes to reflect on your previous experiences to answer these two

42

Service-learning projects

+

Until the end of the Summer School

Before we dive into the Summer School service-learning projects, take a few minutes to reflect on your previous experiences to answer these two topics:

- What have you gained through your social action? (ex. knowledge, skills, friends, etc.)
- Share 1 highlight of your action

1

24

Neelke Marie Meyer
6 months ago

I learned more about service-learning in general and gained a much clearer picture of what service-learning looks like in practice. I also learned how I can promote diversity in a more differentiated and meaningful way and combine this with the long-term goal of inclusion. A highlight of my action was seeing how valuable working together and supporting each other can be in order to come up with a much better plan and result together.

emmatenbrink1
6 months ago

My name is Emma ten Brink and I study at Rijksuniversiteit Groningen (the Netherlands). As part of my social action project, I implemented the card game Playing for Voices in an ISK class, where students speak Dutch at ATK2 level. The aim of our service-learning (SL) project is to give newcomers a voice as global citizens by promoting linguistic and cultural diversity in an interactive environment that mirrors the dynamics of everyday intercultural communication. We integrated linguistic, cultural, and civic skills into a card game (A2 level) based on a scenario about organizing meals in the school canteen. Each student received a personalized player board with a unique communication role and a conviction card reflecting different cultural beliefs.

Rate your experience

+

Your voice matters

We'd love to hear from you!

Share your thoughts about the BOLD Summer School: What inspired you? What could be improved? What will you take with you?

Leave a short message, reflection, or even just a word. Your feedback is important.

0

0

+ Add comment

1.4. Student Sprint & Hackathon

Sprint form

28/10/25, 09:48

Sprint form

Dear participants,

We would like to kindly ask you to fill in the below form in order to receive the details needed for issuing your digital credentials for participating in the Sprint in the framework of the EU-funded BOLD project. Moreover, your feedback will help us to improve our future initiatives.

Thank you in advance,
Web2Learn team for the BOLD consortium

Section 1: Personal Information

1. Name and Surname *
2. Affiliation/University *
3. Your E-mail *

Section 2: Feedback questions

https://docs.google.com/forms/d/7QgmVQ_yP_jcROBsqBCdmevUWBS14Uj85uJ6EDVQUN6/printform

Página 1 de 3

Sprint form 28/11/23, 09:45

4. The Sprint presentation was clear and well structured. *

Marcar apenas uma oval.

1 2 3 4 5

Strongly ☐ ☐ ☐ ☐ ☐ Strongly agree

5. From the projects presented by my peers, I learned a lot and I have identified ideas that I could apply in my own context.

Marcar apenas uma oval.

1 2 3 4 5

Strongly ☐ ☐ ☐ ☐ ☐ Strongly agree

6. What did you find most inspiring or useful from your participation in the event? *

Este conteúdo não foi criado nem aprovado pela Google.

Google Formulários

https://forms.google.com/forms/W10qmoO_jP_xcRQBq8C0HwVUR65Y4Uj55uJ6EDvGUKUjprintform Página 2 de 3

Hackathon form28/11/25, 09:51

Hackathon form

Dear participants,

We would like to kindly ask you to fill in the below form in order to receive the details needed for issuing your digital credentials for participating in the Hackathon in the framework of the EU-funded BOLD project. Moreover, your feedback will help us to improve our future initiatives.

Thank you in advance,
Web2Learn team for the BOLD consortium

Section 1. Personal information

1. Name and Surname *
2. Affiliation/University *
3. Your E-mail *

Section 2. Feedback questions

<https://docs.google.com/forms/u/0/d/1vDkXAk5K1eQ0DL6atwaEJ41V-35RnT4fed9HfWV3Ujpnrtform>

Página 1 de 1

Hackathon form. 28/11/25, 09:51

4. In which team did you participate? *

Marcar apenas uma oval.

☐ Team #1

☐ Team #2

☐ Team #3

☐ Team #4

☐ Team #5

☐ Team #6

5. Describe in 1 sentence the solution that your team proposed in the challenge. *

6. The group work dynamic was productive and collaborative. *

Marcar apenas uma oval.

1 2 3 4 5

Strongly ☐ ☐ ☐ ☐ ☐ Strongly agree

<https://docs.google.com/forms/u/0/d/1z1bXAK5K7eQODL&tsuEJ41V-35RnT4Ted9HrWV5Ujprintform> Página 2 de 3

Hackathon form 28/11/25, 09:51

7. Mentoring and input from experts helped improve our project. *

Marcar apenas uma oval.

1 2 3 4 5

Strongly ☐ ☐ ☐ ☐ ☐ Strongly agree

8. I believe the solution developed by our group is relevant and applicable to real-world contexts.

Marcar apenas uma oval.

1 2 3 4 5

Strongly ☐ ☐ ☐ ☐ ☐ Strongly agree

9. Which was the most interesting part of the Hackathon? *

10. Which was the most challenging part of the Hackathon? *

<https://docs.google.com/forms/u/0/d/1z1b8tJAASK1eQODL6atwvEJ4TV-35RnT4Yad3HfWV3Uj/printform> Página 3 de 5

Hackathon form

28/11/25, 09:53

11. What did you learn during the Hackathon that you can apply in your (future) professional practice?

Este conteúdo não foi criado nem aprovado pela Google.

Google Formulários

<https://docs.google.com/forms/u/0/d/1zlpKjA45K1eQ0DL8atwa6J47v-354m14Yad9wVWV9Ujprnoform>

Página 4 de 5

1.5. Broader dissemination and implementation outside of the consortium

Form1JA - 28/11/21, 09:38

There are 10 questions in this survey.

General Information

In which country are you based in? *

Please write your answer here:

What is your professional background? *

🗖 Check all that apply
Please choose **all** that apply:

☐ Student (initial teacher education)

☐ Teacher (primary/secondary/higher/adult education)

☐ Higher education staff

☐ NGO / civil society organization

☐ Policy / governance

☐ Other:

Likert scales

Event content and organisation
(1 = Strongly disagree | 5 = Strongly agree)
*

Please choose the appropriate response for each item:

	1	2	3	4	5
The event was well					

<https://forms.ua.pt/index.php/T1-admin/printable/survey/sa/index/surveyid/766925/lang/en> Página 1 de 6

FormaJA - 28/11/25, 09:38

organised.	☐	☐	☐	☐	☐
The overall structure was clear and coherent.	☐	☐	☐	☐	☐
The speaker was inspiring and relevant to the event's theme.	☐	☐	☐	☐	☐
The topics addressed were relevant to my professional and/or academic interests.	☐	☐	☐	☐	☐
The event promoted reflection and discussion on service-learning and linguistic and cultural diversity in education.	☐	☐	☐	☐	☐
I gained new perspectives or knowledge about social action and civic engagement in education.	☐	☐	☐	☐	☐
The event fostered meaningful dialogue among.	☐	☐	☐	☐	☐
I had the opportunity to actively participate and engage with others during the event.	☐	☐	☐	☐	☐

<https://forms.ua.pt/index.php/77-admin/printable-survey/ha/index/surveyid/766325/lang/en>
Página 2 de 5

FormLJA - 28/11/25, 09:38

Learning and impact

(1 = Strongly disagree | 5 = Strongly agree)

★

Please choose the appropriate response for each item:

	1	2	3	4	5
I deepened my understanding of key concepts such as service-learning, social action, intercultural education, and linguistic diversity.	☐	☐	☐	☐	☐
I gained practical insights on how to design and implement service-learning projects.	☐	☐	☐	☐	☐
The exchange with other participants enhanced my intercultural awareness.	☐	☐	☐	☐	☐
I feel more confident to take action in my own context to promote linguistic and cultural diversity.	☐	☐	☐	☐	☐
The BOLD materials (modules, toolkit, principles, handbook) were useful and inspiring.	☐	☐	☐	☐	☐

<https://forms.ua.pt/index.php?r=admin/printablesurvey&salindex/surveyid/706923/lang/en>
Página 3 de 6

FormalJA

26/11/25, 09:38

<

FormJUA - 26/11/25, 09:38

Please explain how you think service learning and civic engagement can impact your students. *

Please write your answer here:

What did you find most valuable about the event? *

Please write your answer here:

Do you have any suggestions for follow-up activities or collaborations? *

Please write your answer here:

<https://forms.us.pt/index.php?r=admin/printable-survey/index/surveyid/766825/lang/en> Página 5 de 8

FormsUA - 28/11/25, 09:38

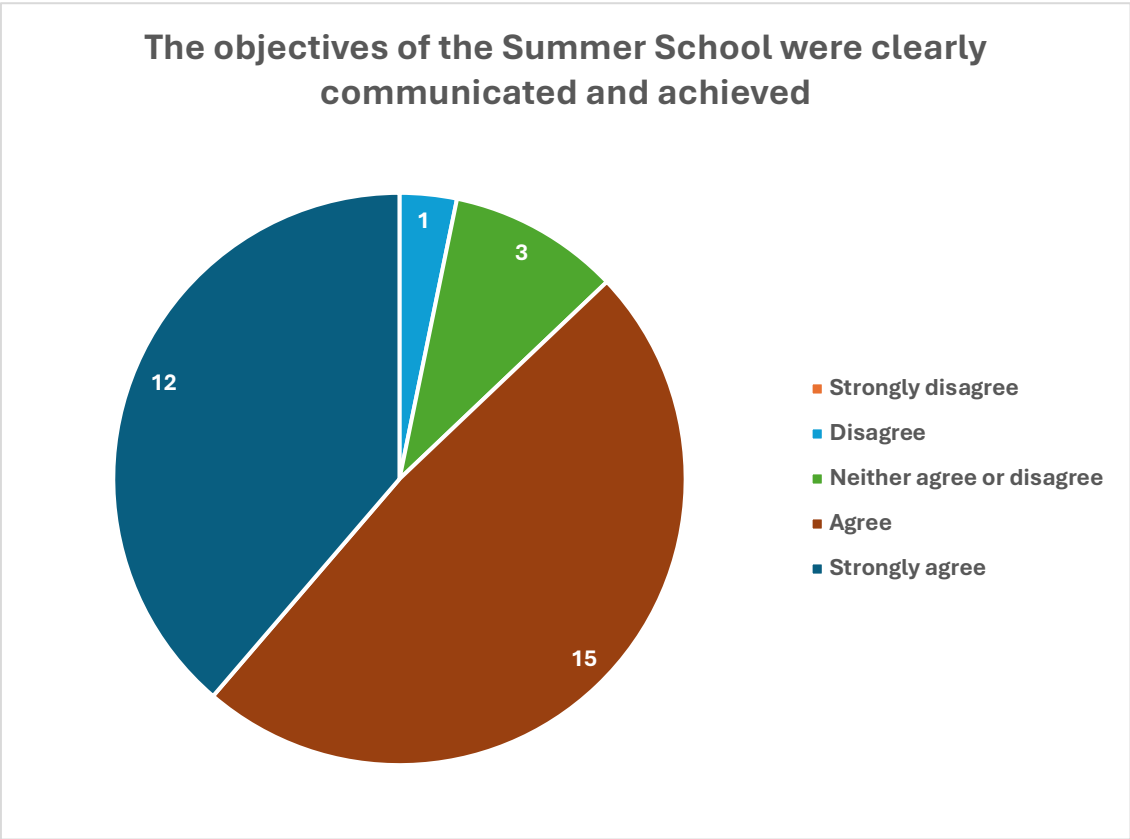
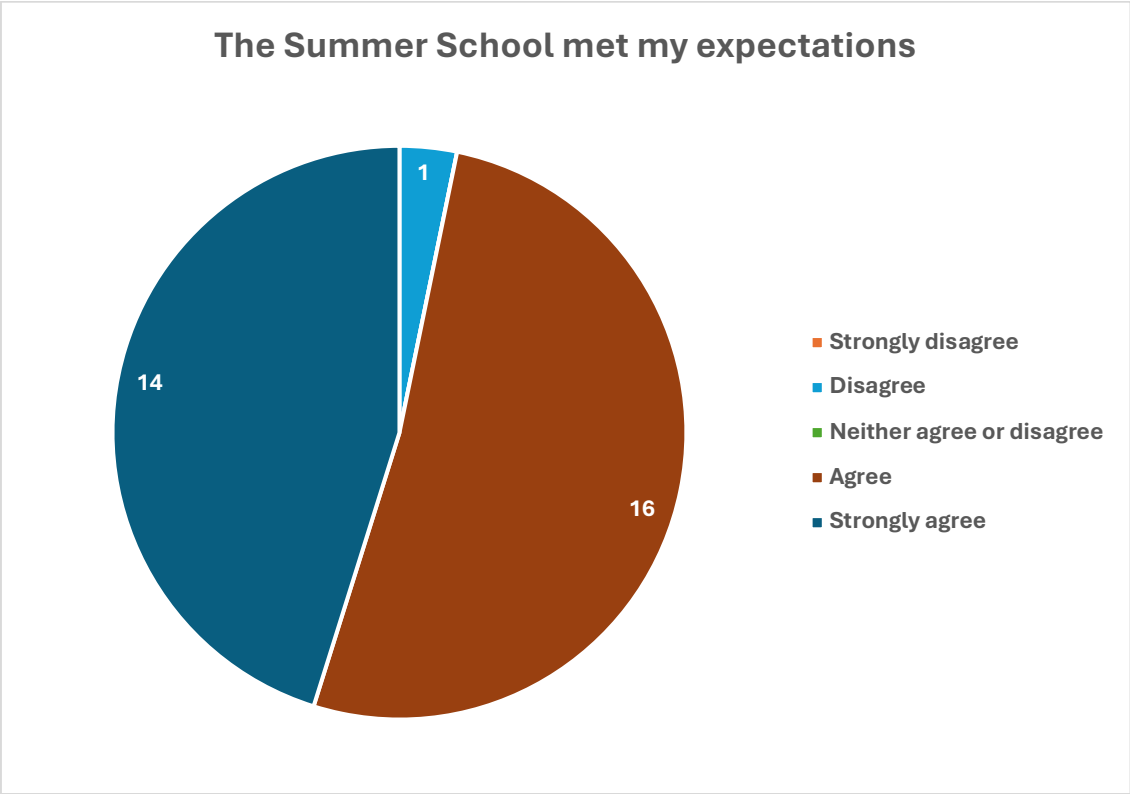
What would you like to add about this event?

Please write your answer here:

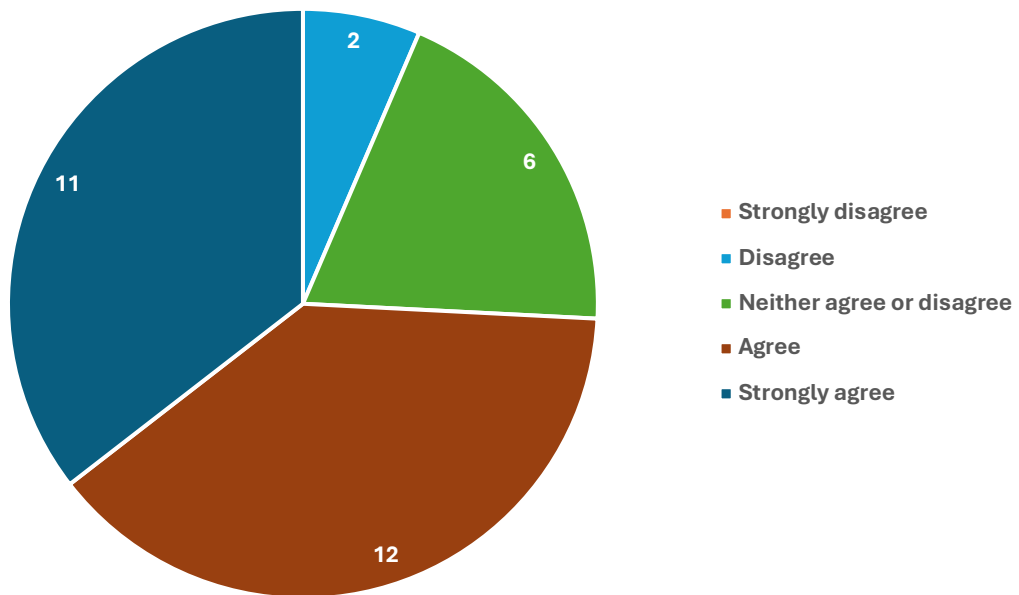
Submit your survey.
Thank you for completing this survey.

<https://forms.ua.pt/index.php?r=admin/printablesurvey/sa/index/surveyid/768925/lang/en> Página 6 de 6

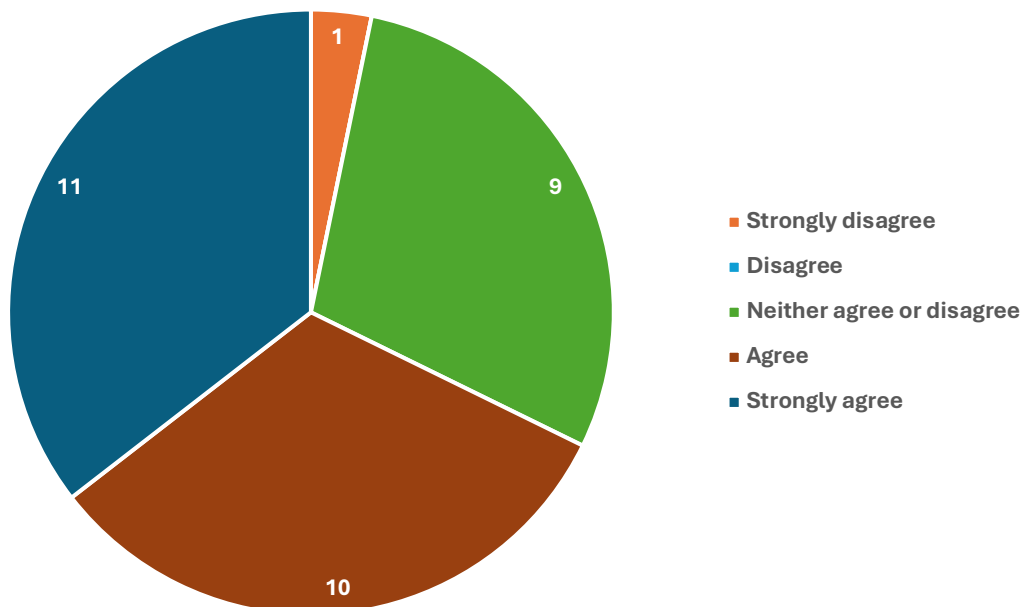
2. Summer School quantitative analysis graphs



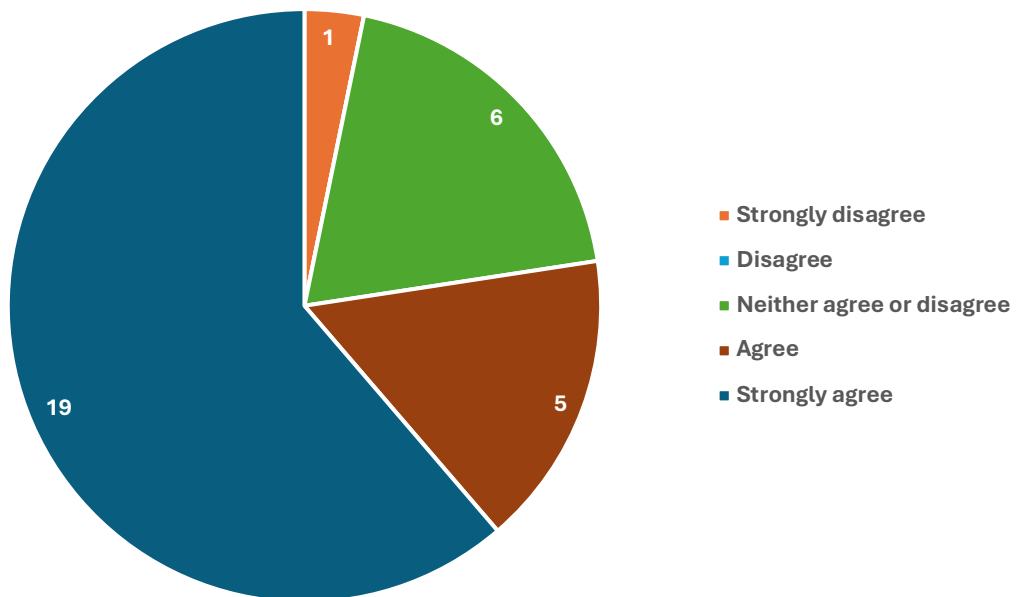
The sessions were relevant to my academic and personal development



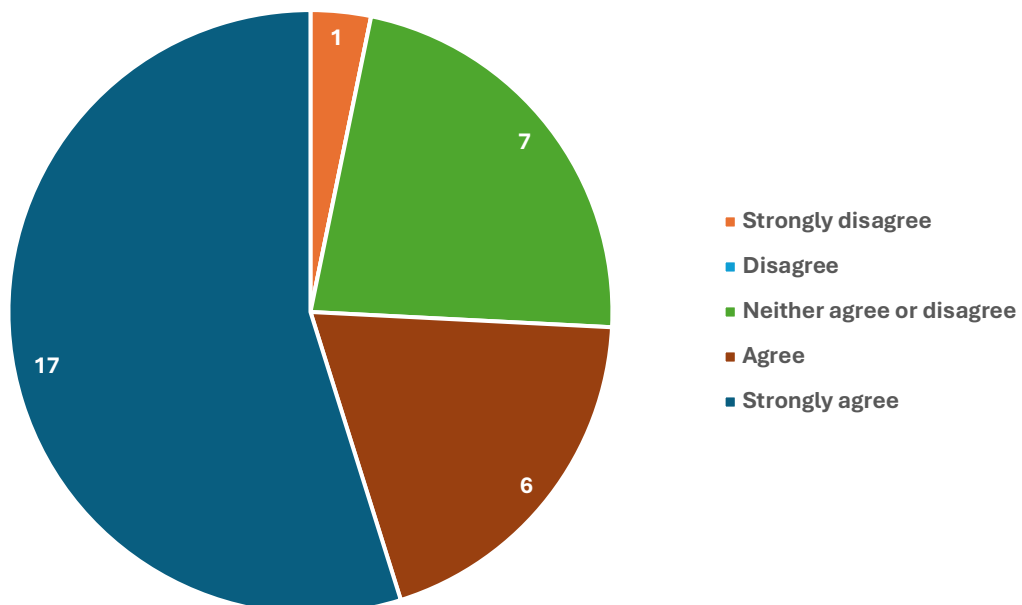
The balance between theory and practice was appropriate



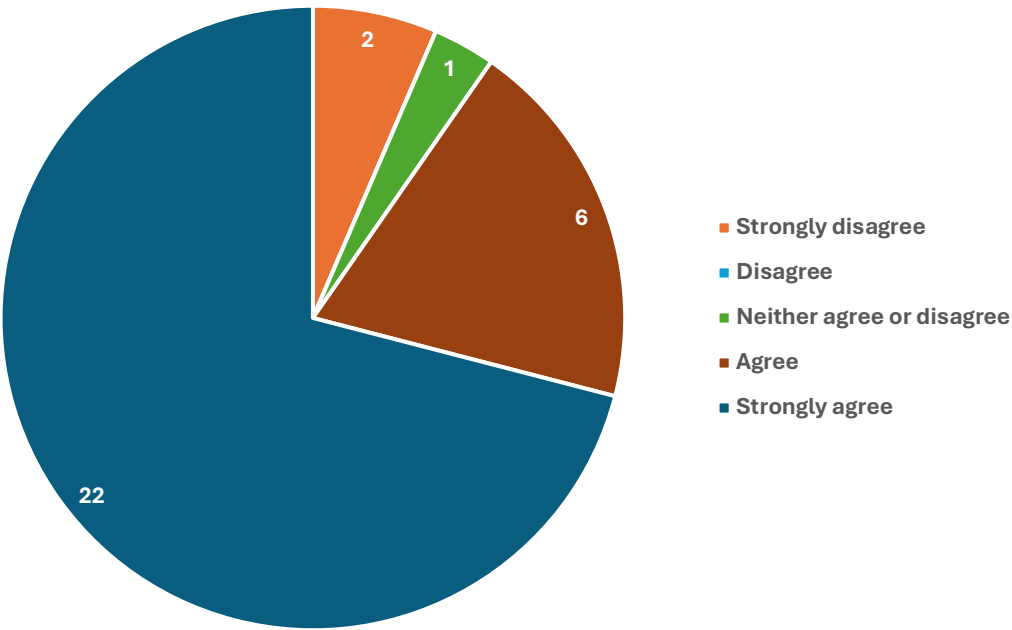
The organization and logistics of the Summer School were efficient



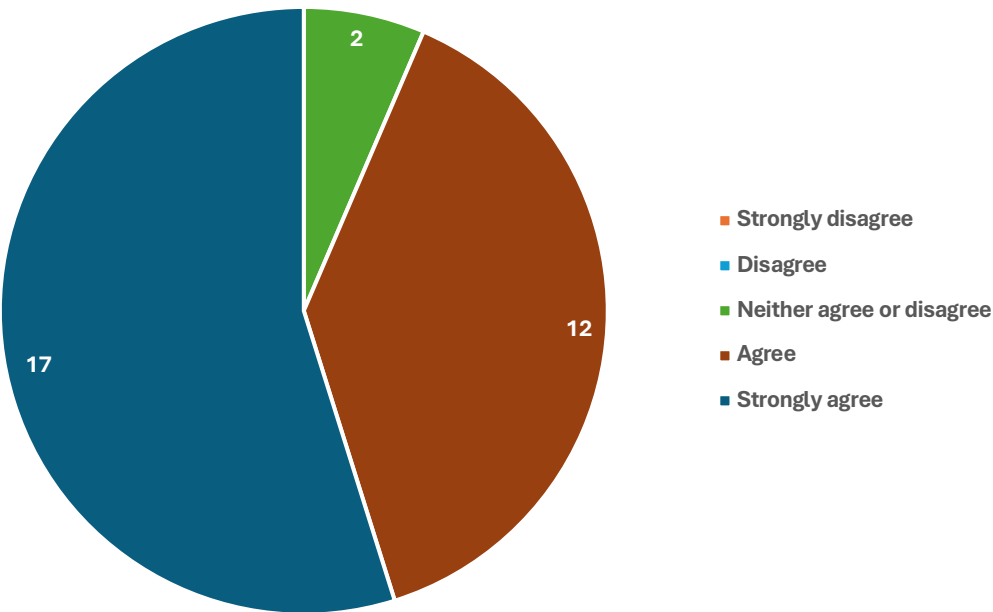
The atmosphere encouraged collaboration and participation



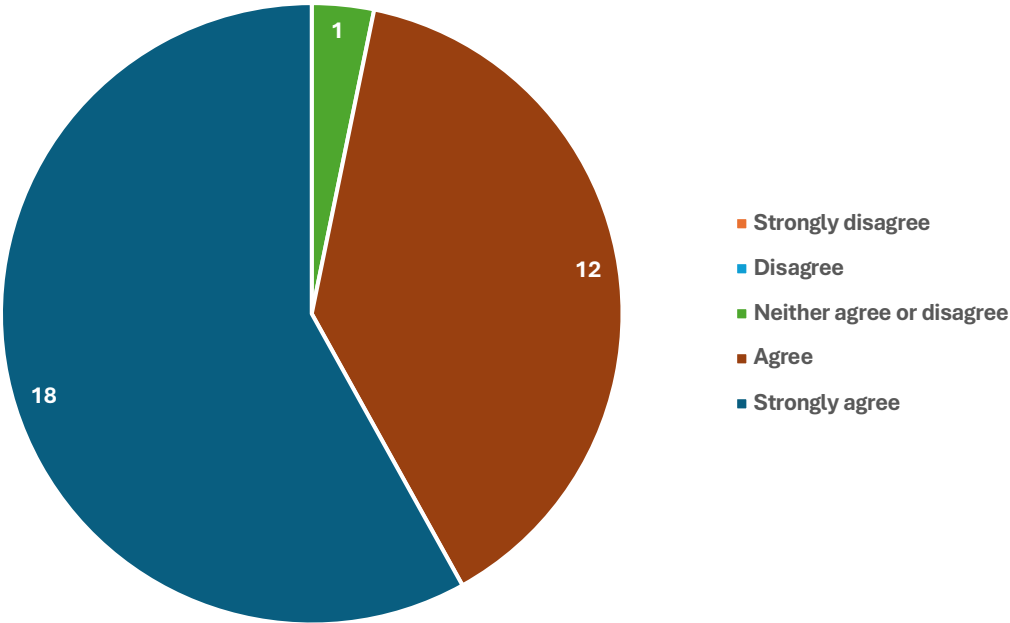
The cultural activities enriched my experience



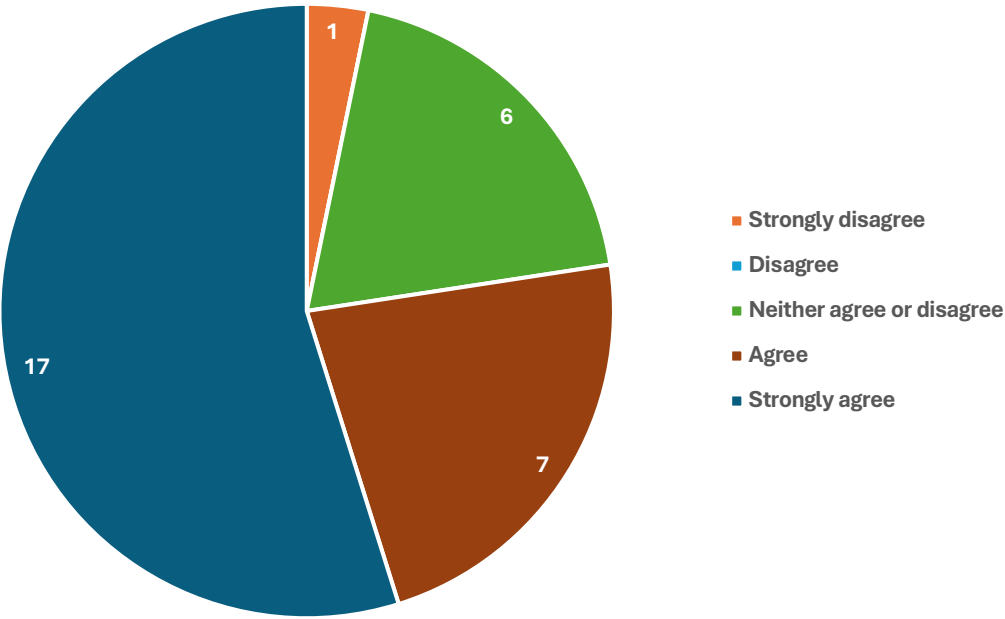
I deepened my understanding of key concepts such as service-learning, social action, intercultural education, and linguistic diversity



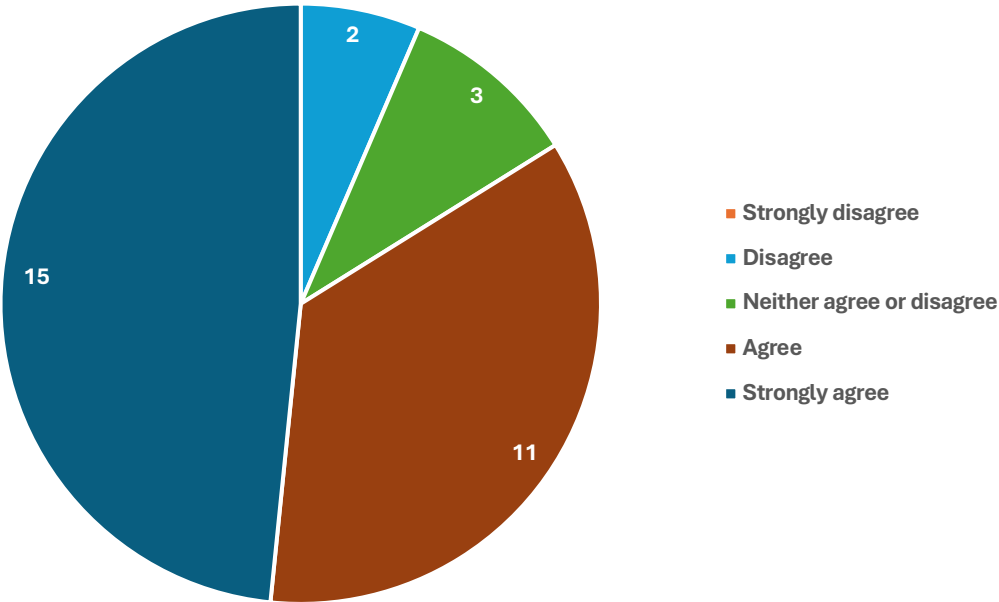
I gained practical insights on how to design and implement service-learning projects



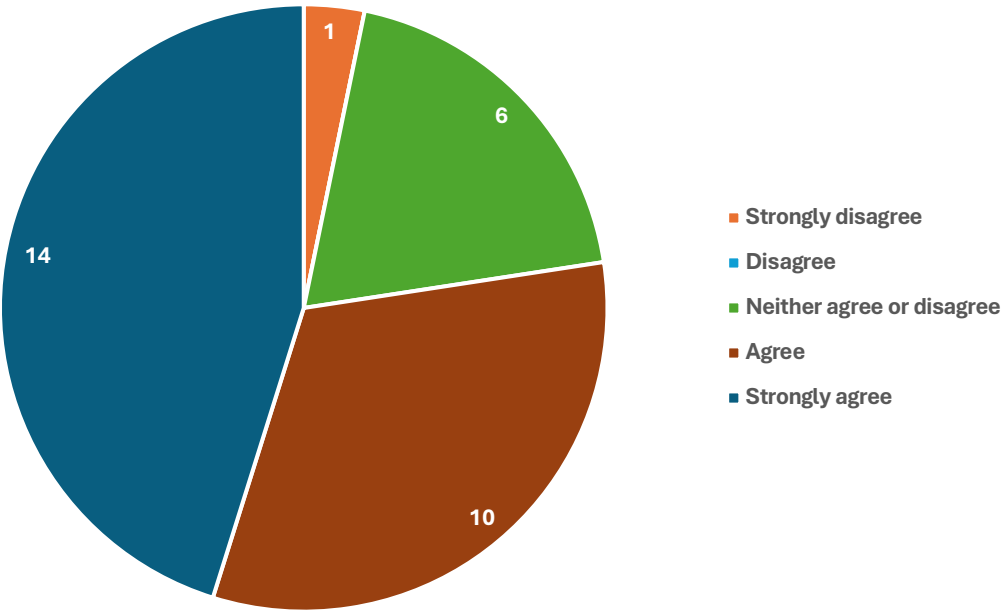
The exchange with participants from other countries enhanced my intercultural awareness



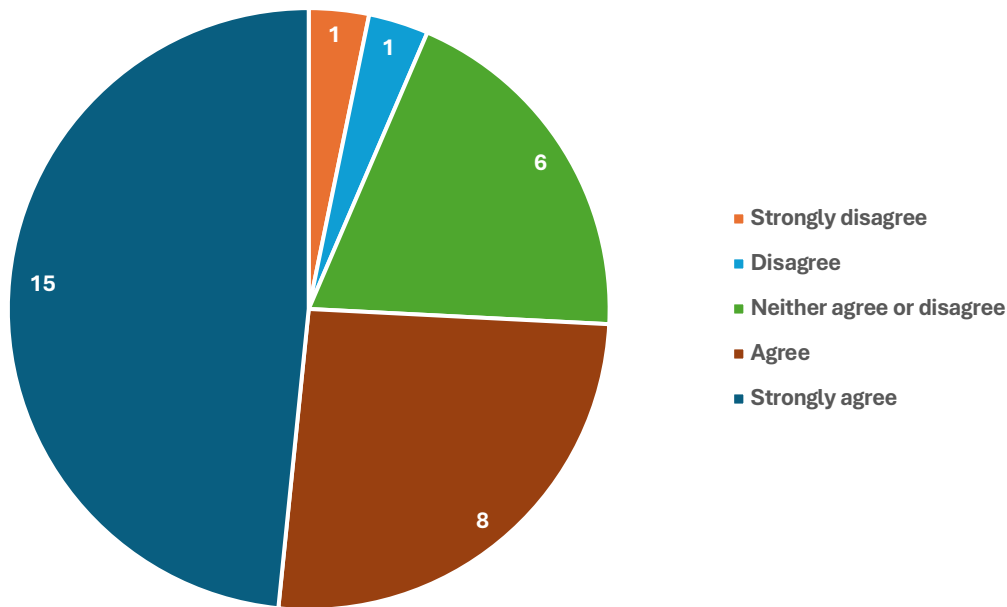
I feel more confident to take action in my own context to promote linguistic and cultural diversity



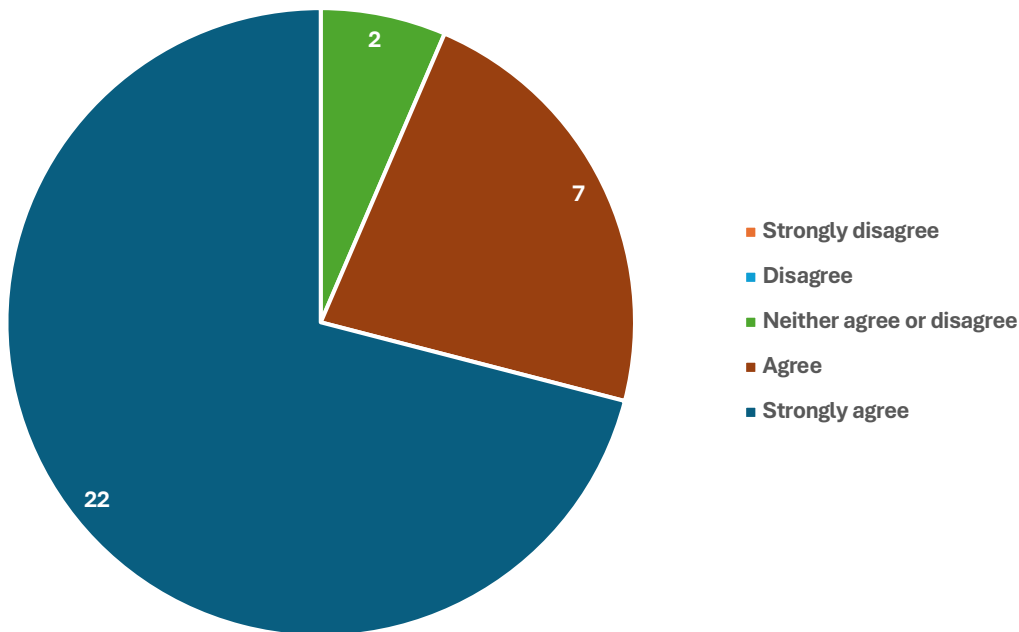
The BOLD deliverables (modules, toolkit, principles) were useful and inspiring



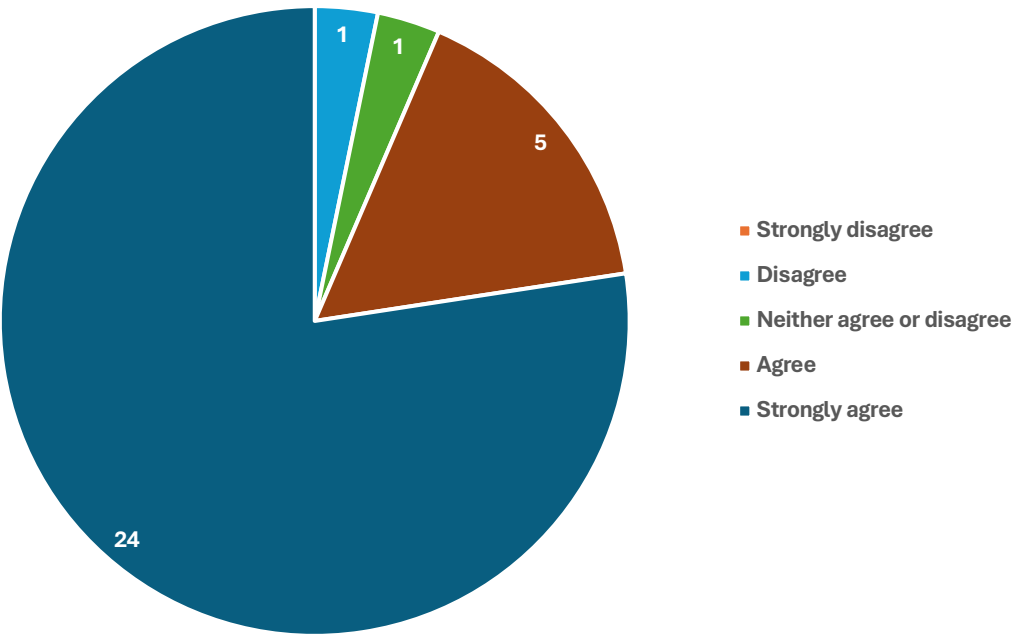
The group work was well structured and productive



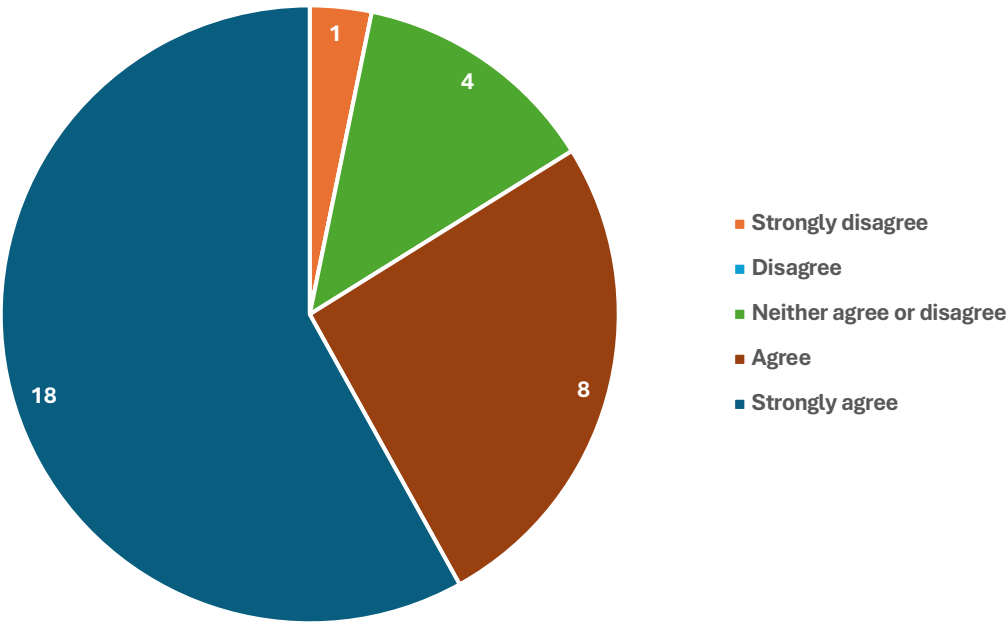
The presence of BOLD team members and civil society representatives was helpful during the workshops



I felt comfortable contributing to my group’s project



The final presentation and discussion of projects were valuable learning moments





WP5 | D9

Peer and self-assessment results of the implemented projects