

Report of the Second Learning Activity for Teachers

28 -30 June 2018, Võnnu-Tartu

Erasmus+ KA2 Strategic Partnership
2017-1- IT02-KA201-036777



Work discussion **A**pproach in primary schools
Teachers observe **C**hildren

Co-funded by the
Erasmus+ Programme
of the European Union



The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein

Second Learning Activity Revised Programme

28/06 9:00 Welcome and driving to Võnnu
9:30 Visit to the Võnnu Keskkool Secondary School
10:30 *Coffee Break*
11:00 Second Phase of the Fairy Tale Action: the experience in each school
12:00 Analysis on the Application of the Work Discussion Methodology in the Second Phase
13:00 *Lunch*
15:00 Guided tour of Wild Forest
19:00 *Dinner at the Theatre Restaurant*

29/06 9:00 Welcome and walk to the meeting room
9:30 WATCH: deepen the main points
11:00 *Coffee break*
11:30 Panel discussion: what have we done?
13:00 *Lunch*
Free afternoon: Sightseeing tour in Tartu
19:00 *Dinner in Püssirohukelder*

30/06 9:00 Welcome and walk to the meeting room
9:30 Work Discussion simulations: Cases from the schools
11:00 *Coffee Break*
11:30 Final Remarks and Evaluation of the Learning Activity
13:00 *Lunch*
Free afternoon: free time in Tartu
19:00 *Dinner at Vilde Restaurant*

28/06

Introduction

The “Second Learning Activity” for the teachers was organised by the Võnnu Keskkool and was held the first day in Võnnu and the other two days in Tartu. It has been planned together with the “Third Transnational Project Meeting” in order to give some core information both to the teachers, the psychologists and the coordinators.

The programme of the two actions has then common parts and specific ones.

The participants at the second LA were:

Kersti Aasmäe, Ene Runno, Kairit Laksberg, Mai Tammoja, Teresa Autiero, Corina Iatan, Brigita Uršič, Tina Kolar.

9:30 Welcome and Visit of the Võnnu Keskkool

A warm welcome to the partners was given by the staff of the Võnnu Keskkool waiting for our arrival from Tartu.



Unfortunately we have not met the students but we met the teachers involved in the project and we gave a look to all the classrooms and the entire very nice and well organised school building.

11:00 Second Phase of the Fairy Tale Action: the experience in each school

It was then the time to talk about the work done during the second phase in the classrooms in order to exchange experiences and to compare the work done.

The first intervention was the one of Teresa Autiero from the Applicant school. She referred that the use of fairytales at school was a very positive experience beyond their expectations. At first they had a lot of doubts, because they thought pupils were too old for fairytales, but they were enthusiastic of their job and worked with determination.

Through the creation of fairytales pupils talked freely about themselves, because they could keep anonymous. They identified themselves into the characters they created; they in fact became superheroes ready to help their schoolmates or parents or siblings. They also could become wizards able to solve all problems.

Fairytales were therefore a useful tool to improve children's self-confidence and to make them understand such particular events and above all to face real problems they live at school or at home.

Thanks to this, teachers were able to reinforce the relationship with pupils, that is at the basis of the teaching-learning process, having the possibility to access pupils' intimate life and to give them the right tools to improve their imagination and creativity. In this way they could understand and overcome sad topics such as badness, abandonment and death.

Fairytales are a good strategy in the building process of our future citizens, that's why the Applicant school will consider to use them more in their teaching activities.

Robin Dewa and Brigita Ursic referred about the work on new fairy tales of the Slovenian team. They used students' imagination guiding them to make coherent and logical stories. Students' ideas were often refreshing teachers who really liked this phase. Some of the new invented fairy tales were based on their previous experiences with fairy tales but there were some new innovative elements. Male children preferred bad characters and female ones princess and fairies and sometimes this caused some troubles.

Fairy tale activities took place in classes during the school lessons as well as in groups after the end of school lessons.

In most cases they noticed most children liked inventing their own fairy tales, especially when they were in smaller groups. In such cases their imagination was really vivid. Again we observed differences in cases when children are exposed to various fairy tales at home or when they only hear fairy tales at school during their lessons.

The last three-months period of fairy tales actions (April-June 2018) was indeed the time they had been all looking forward to it. Children liked drawing their ideas for new fairy tales, comparing their «works of art» among each other and using their drawings as basis for their new fairy tales.

The Romanian teacher Corina Iatan referred that the atmosphere in her class was positive. Children have had the opportunity to develop creativity, live emotions alongside the characters of fairy tale, get involved directly and originally, be spontaneous. Those who were less active drew what they heard from their colleagues. They were delighted of creating their OWN FAIRY TALE and that their fairy tale would have been read by other children around the world!

In other classes some teachers had some difficulties in combining the parts of fairy tale, considering that they have worked with a large number of students, in involving all the pupils and sometimes children were tempted of imposing their idea. Furthermore she referred about some benefits appreciated during the second phase:

- the opportunity to participate in the realization of a collective and international product,
- the development of pupils imagination, creativity, new capabilities, desire to express themselves, new knowledge
- the change in pupils behaviors who became more tolerant, empathetic, self confident, free to talk about what their feelings
- the challenge of an exercise of imagination for the pupils.
- the enjoyment for the victory of the positive characters which pupils have often identified with
- the improvement in the expression of positive emotions in relation to the negative ones
- the enhancement in the communication with introverted students
- a better knowledge of children through an activity that has not imposed too many limits;
- the understanding of the complexity of children through their involvement
- the expression of their own ideas, expectations... transposed into the created characters;
- the improvement of the relationships, stronger, deeper, harmonious, inside the team of teachers, between teacher and pupils and among pupils themselves.... "connected" in a different way;
- the discover that some children have been revealed through this activity;
- the satisfaction of the work done.

As far as the Estonian team concerns, Kersti Aasmae referred that for the creation of a fairy tale teachers also used story cubes: dices with pictures instead of dots/number. 1st dice- pictures of words/nouns (frog, telephone ...), 2nd dice- pictures of places (space, ...)....

Pupils following the Grammar of Fantasy enjoyed a lot the construction of new fairy tales. But they also used the another way to build new fairy tales.

The children also identified themselves with the characters of the story and made connections with their family difficulties.

At the end they were very proud of their job... to be read by other pupils in other schools.

It was then natural to propose to realise a publication of the fairy tales created by the pupils in order to stimulate the English lessons inside the classrooms.

In all the experiences the work in the classrooms was very exciting and once again the fairy tale served as a base from which certain topics have been explored.

Anja and all other participants realized and agreed on the fact that fairy tales are only bases to work from, in order to experience subjective feelings, emotions and thoughts of the teachers in the project. There is a need to work on what or who trigger teachers.

12:00 Analysis on the Application of the Work Discussion Methodology in the Second Phase

As for the first one, the evaluation of the second phase of WATCH is also based on the reading of the teachers and psychologists' reports as well as on the comparison that occurred during the meeting in Estonia among the professionals involved in the project.

We can consider physiological the fact that many of the anxieties related to the request of using a new work approach have not yet completely disappeared.

For some, in fact, the concern of being overworked continues to be very present and this may limit the flexibility necessary to make the best use of the tools proposed by WATCH.

Naturally, the overall picture is characterized by the inevitable differences in approach that the four school systems have. However, in general we can say that some initial rigidities regarding the use of the methodology have been reduced considerably and even certain resistances are gradually blurring.

To a significantly greater extent than in the previous phase, in the interventions made by the teachers and the psychologists, the potentials of both Fairy Tales and Work Discussion Groups have been recognized (probably because they were directly tested).

On the one hand, in almost all the classes involved the indications on the use of the fairy tales seem to have activated specific creative processes in children and modified some dynamics related to the traditional teaching tools: in several reports, also coming from schools in different partner countries, it has been highlighted that children who are usually more passive and less skilled in schoolwork have overturned their position in class on the occasion of the activities proposed by the Project.

In many cases it has been confirmed that working with fairy tales seems (and is) a game, but at the same time it can also activate a series of very complex experiences; for example, issues such as abandonment (forced separation from their families), poverty, negligence that the stories offered to children were almost coincident with the reality of degradation in which many of them live. In addition, the work of the teachers allows them to have an important opportunity to talk about very complicated things of their emotional life (jealousy, envy, rivalry, aggression, but also solidarity, affection, friendship, etc.) through a medium - the fairy tales - which facilitates and puts at a certain distance these issues that are difficult to be managed by a child.

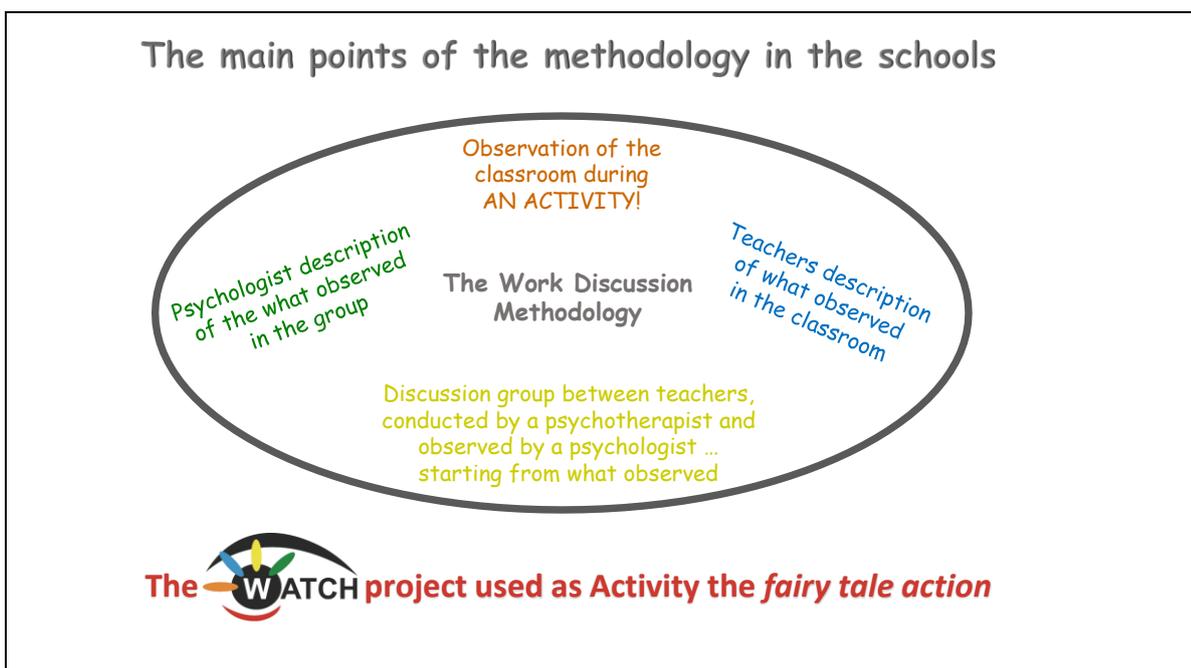
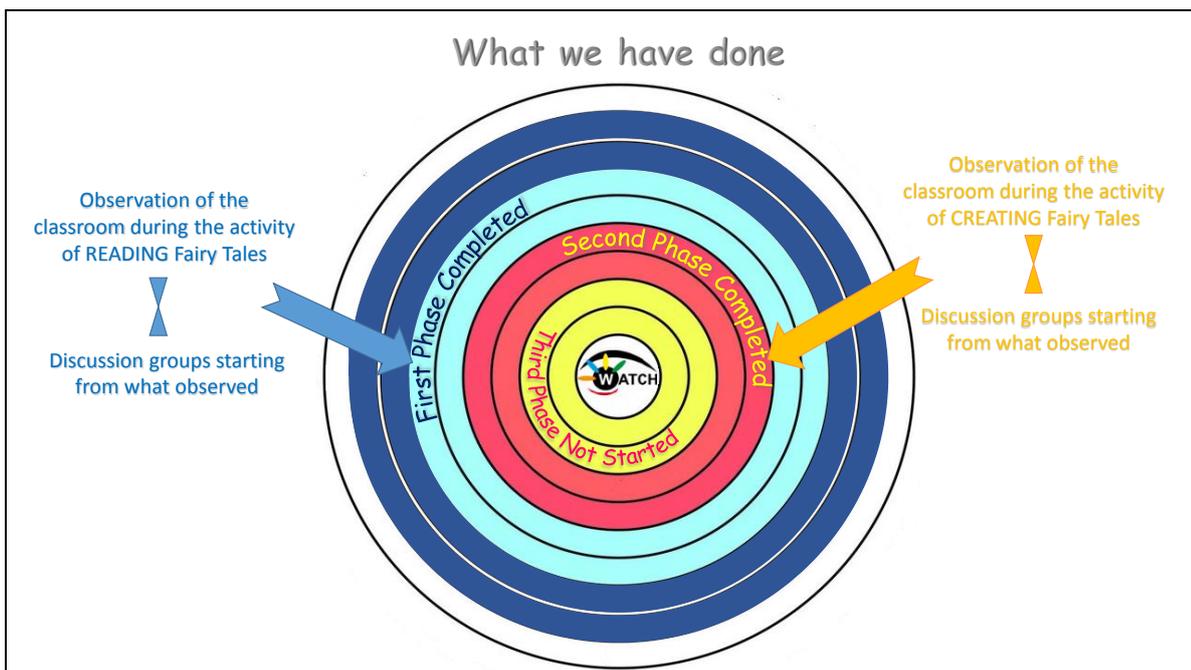
The work in the discussion groups takes place in a climate with different nuances in the various countries (although we have highlighted significant developments in all the groups during the phases). Up to now, it has not been possible to have a direct confrontation with all the psychotherapists and psychologists involved; we are, however, preparing specific communication channels with the aim of being able to create greater interaction and comparison between this group of professionals.

In some contexts, the discussion of the reports concerning the observations made by teachers in classroom has still had an almost << diagnostics >> quality (Parallel to the trend towards a diagnostic evaluation, in almost all the school contexts there seems to be a need for giving an evaluation to the pupils. From a certain point of view also WATCH activities run the risk of being influenced by evaluative and judgment aspects: the work requested was experienced by someone in terms of "good or bad reports", "good or bad fairy tales", "good or bad Work Discussion groups", etc); however, thanks to the comparison we had during the meetings (and especially in the last), this approach seems to be destined to disappear almost entirely even in those working groups in which it is still present. Moreover, it seems that during this phase the Work Discussion groups concentrated much more often not only on children with particular problems, they questioned the possible significance of certain behaviors also framing them in the dynamics taking place at that moment in the class group. Finally, much more space was given to the potential of children, to the skills of observation and understanding of the teachers and to the creative tools made available for them. In many cases, the teachers used this space to share the anxieties related to their work and to compare the experiences of their pupils with those experienced by themselves, in similar circumstances, as children. Recovering certain childhood experiences makes it possible to recognize their influence in working with children; in a working group led by psychologists and psychotherapists, this can become a particularly useful tool both for correcting any mistakes in assessment and for enhancing the empathic skills and understanding of professionals.

9:30 WATCH: deepen the main points

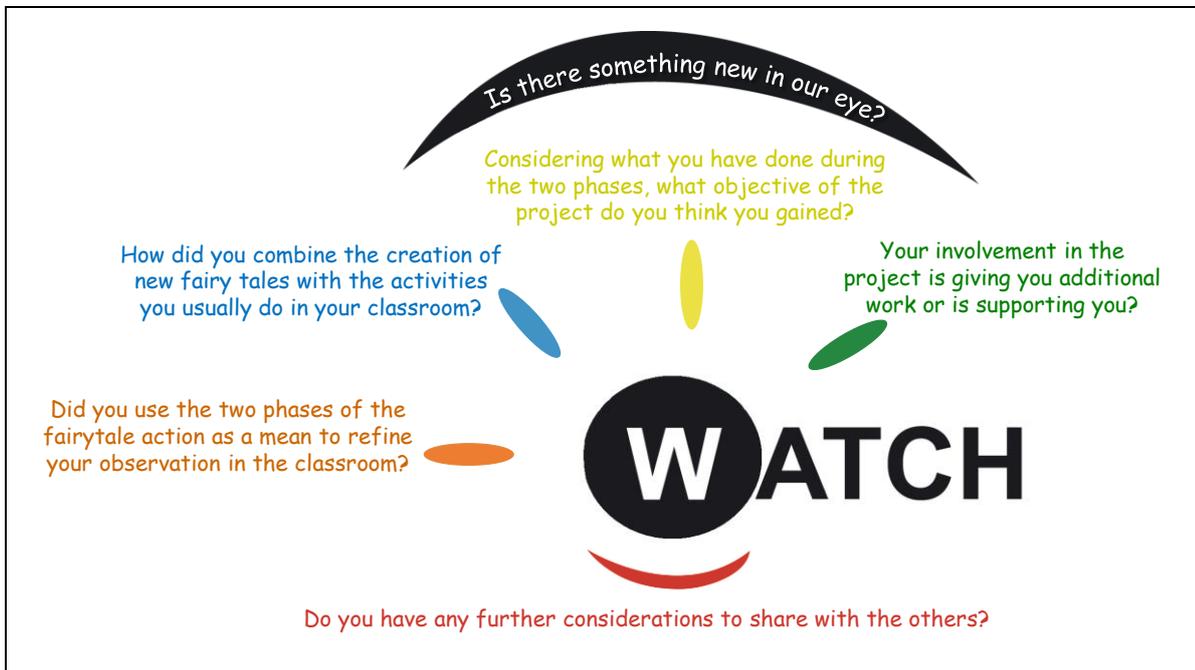
The scientific coordination board agreed on the necessity to underline the main points of the methodology in order to avoid any doubt about the core subjects to be taken into account.

Gemma La Sita went first quickly on what done trying to put in evidence the fil-rouge of the proposed activities with the aim of stimulating a reflection on what understood and applied till now.



11:30 Panel discussion: what have we done?

Patrizia Picardi proposed a number of open questions to the teachers leaving them the time to reflect on. All the questions aimed at reaching a sort of self-evaluation about the observation made by the teachers!



All the teachers were asked to write down the reflections on the proposed questions using coloured sticky papers: Green for Estonia, Yellow for Slovenia, Purple for Romania, Pink for Italy.

In the meantime Patrizia Picardi, with the help of some participant, reported the last slide on the black board.

When the teachers were ready, the answers reported on the coloured papers were stuck on the black board, associated to the questions.



Here the results:

Did you use the two phases of the fairytale action as a mean to refine your observation in the classroom?

Estonia: Thanks to the phases we did the observation more closely than we do in a ordinary lesson and we observed more aspects at the same time, words they use, body language, the behaviour between the students, the relationships between the students.

Slovenia: Yes, we did

Romania: I am through these two phases, I could discover the most creative children from my classroom. I discovered their potential and the characteristics of each child.

Italy: The first phase was more useful and interesting because our pupils paid attention to listen to fairy tales and identify in the characters.

How did you combine the creation of new fairy tales with the activities you usually do in your classroom?

Estonia: We did everything the same way we usually do-we explained the characteristics of the fairy tale (beginning, ending, roles). After that we used the project methodology that was given to us.

Slovenia: We take special time to work on social skills with using fairy tales activities. We made new fairy tales during language lesson and we take extra time after classes to work with children who have emotional and behavioural problems. We read fairy tales on end of week like a prize for them so they have a lot of motivation during school work

Romania: I dedicated an entire hour for these activities per week. I focused only on these activities based on the teamwork and brainstorming we are used to.

Italy: As fairytales are a topic of our didactical plan, we combined the creation of new fairy tales in a spontaneous way in the activities we usually do in our classes. It was a positive combination of the new fairytales with our usual activities.

Considering what you have done during the two phases, what objective of the project do you think you gained?

Estonia: we have refined our observation skills, we have got better in doing analysis and understanding + better children's behaviour and their experiences, we have advanced children's creativity

Slovenia: We improve our self-reflection during morning with our children, we become more comfortable with telling about our problems at school work. We ... more attention on our reaction about children behaviour. Discussion help us to have more knowledge of our emotions. Because of more knowledge about children emotions we use special stories/fairy tales which talk about different emotions social skills and how to solve behaviour problems. We ... to observe more deep. We put more attention on children emotions during story reading and writing and this help us to understand them better.

Romania: At the end of the first phase discovered that I convinced my children to read more, to even be addicted to fairy tales reading. Some of them even created their own fairy tales which we collect in a book of our classroom. Although I was afraid at first of not to make mistakes, my work has always been appreciated and this has given me confidence.

Italy: We managed to reinforce the relationship with our pupils, because observing them we understood their inner world better, the real life behind them.

Your involvement in the project is giving you additional work or is supporting you?

Estonia: We did additional work since we wrote down how the children behaved, we analysed it, we talked about it in discussion groups. This is something we do not always do so thoroughly. Such work supports us as teachers, we have learned more about our students, we understand them better. Now in everyday work we know better how to plan our work in such a way that the students individual characteristics will be taken into consideration.

Slovenia: Now we put more attention on preparing our hour for working on fairy tales. Because we saw that after reading or writing fairy tales children are more relaxed. This project supporting us on the way that we give more attention on our emotions and our reactions. We are more aware about how fairy tales help children. Work discussion enable that teachers where ... and can talk loud about problems and worries that help them/us to be more confident at our job. Work discussion all time help us and support us for working in classroom. They help us to talk about our problems in classrooms and we exchange our opinions about our work with children. We have additional work writing reports about our work and reflection about working on fairy tales. We must look and organise time for working with creating new fairy tales because this is not in our curriculum.

Romania: It helps me to know my students, to know them better with them. My involvement in this project has helped me to get new people from other countries, to know other education systems.

Italy: At first we saw the activities of the project as additional work, but later on we realised the project is supporting us to improve the relationship with our pupils and to fix our lessons so that they can more suitable for them.

Do you have any further considerations to share with the others?

Estonia: Before the project (but not this time) we have used another method when children create a fairy tale and the teacher observes, we've used story cubes: dices with pictures instead of dots/number. 1st dice- pictures of words/nouns (frog, telephone ...), 2nd dice- pictures of places (space, ...).

Slovenia: we think that work discussions need more precise instructions for what to be focus in discussion to give more help to teachers. We need more often response of coordination about our work and work discussion report to see if we re working in the right way.

Romania: Yes it is important to disseminate the products of this activity. I would have liked to be able to interact more with the other teams during the two phases to find out more how they apply the methodology.

The title of the slide “*Is there something new in our eye?*” was also considered a question by the Slovenian teachers who answered in this way:

We learn that fairy tales could be good to learn more about children and their problems, emotions and worries. Fairy tales correct children and teachers and work on better classroom climate. We learn a bit about each country we visited and we saw that we have the same problems and dilemmas working with children. We notice that with fairy tales or working on fairy tales also teachers can relax. It could be a good therapy for teachers.

30/06

9:30 Work Discussion simulations: Cases from the schools

The Scientific Coordination board decided to start the simulation with the reading of the report of Carmela Acampora

I'm working in class IV for the realization of the fairytale. The children are very clever and lovely, even if I'm not their teacher and, moreover, they are very lively.

When I enter the classroom the children are very noisy and even if their teacher for special needs is telling them to keep silent, they ignore her and behave very bad.

When they see me, they stand up as to welcome me, but soon later they go on arguing, shouting and teasing each other. I understand that in these conditions I would never be able to work, that's why I try to catch their attention beating my desk with my hand and I assume a very serious face expression. The children stare me because they have never seen me like that and I tell them I want to create a fairytale with their help, because they are surely more creative and better than me.

After my compliments for them they ask me to explain better what I want to do, except two pupils, Salvatore and Tommaso, who go on chatting. In order to involve them, I choose them as my valets who will play an important role, because they have to make tickets with nouns and adjectives written on them.

At first they don't seem enthusiastic but when they realize their role is different from the others, they accept. Once made 10 tickets, 5 with nouns and 5 with adjectives suggested by their classmates, I ask Salvatore and Tommaso to put them in two boxes in order to start the drawing.

Then I call two other pupils, Emanuela and Maria, to draw the tickets, in fact I want to involve all pupils as much as possible, so they draw a ticket from the nouns box and another from the adjectives box. Then they read aloud the words on the tickets, that are "Thing" and "Flying". At this point I let the discussion start.

Rosalba soon begins saying "Teacher, as it is a fairytale we can start with Once upon a time there was a little girl", Maria continues her mate's sentence "This girl never wanted to go to school", I stop Maria and ask her why, so she replies "She is bored and wants to stay at home with her mother". Then I ask all pupils if her choice is right and they tell me they are bored, too and they prefer to stay at home.

At this point I decide to give more importance to the girl's choice and invite the children to reflect on the importance of school and on how many things we learn thanks to school. After my statement a girl tells me she would have been able to learn to write and read even at home, so I ask her if she has learned only to write and read, but she says she has learned math, too.

Then I ask all pupils: "Would you have ever met so many friends if you hadn't gone to school?" or "Would you have visited so many places without school trips?"

I am interrupted by Domenico who tells me. "No, teacher, and we wouldn't have studied history, too. "Right", I say with great joy "You wouldn't have discovered your origins. Do you understand the importance of school now?". "Yes, we do, teacher", some pupils reply, even if they don't look very sure of their answer.

Rosalba, who is very interested in creating the fairytale, says "Teacher, shall we go on?" "So this girl in the fairytale, whose name was Eleonora, didn't want to go to school and her mother got angry with her, because she told her that school is important. Every morning she forced her to go to school", Tommaso said. "Very good, Tommaso, how can we continue the fairytale?" "One morning Eleonora escaped from home and ran towards a wood, where she saw a small house, she entered and started to cry, saying many times that she didn't want to go to school".

Then I say " As it is a fairytale, don't forget magic", then Christian says. " The house, as it was magical, started to run very fast". At these words some girls in the class start laughing, saying this isn't possible, because houses haven't got legs, but some pupils say that it is a fairytale so you can invent everything . Some pupils offend Christian, while others support him ,that's why the class is noisy and chaotic again. Notwithstanding my rebukes, the children ignore me, the bell rings and I realize the fairytale isn't complete. Before I go away, Rosalba comes to me and tells me: " I would have liked to finish the fairytale in order to make Eleonora understand that school is beautiful".

The way to act was not properly in line with the methodology who need to be applied in a normal setting however it was important to read this report in order to underline again the appropriate way to practice the work discussion methodology and its intrinsic reasons.

The discussion on the experience of teacher Carmela brought then to consider physiological the fact that many of the anxieties related to the request of using a new work approach have not yet completely disappeared. All the teachers live this experience as a task to be completed.

For some, in fact, the concern of being overworked continues to be very present and this may limit the flexibility necessary to make the best use of the tools proposed by WATCH.

This simulation was also the occasion of clarifying the benefits deriving from the observation and the reflection ... even if reporting can be considered a waste of time. Of course to practice the methodology in a new classroom just for producing the fairy tale does not work!

11:30 Final Remarks and Evaluation of the Learning Activity
Guided by Gemma La Sita and Patrizia Picardi

Each participant received the following questions:

Please insert your comments regarding 1. Organization, 2. Contents, 3. Quality and 4. General impression about the Transnational Meeting

1. Learning Activity organization

1.1. L.A. organization: Information (about travel, accommodation etc.) received before the meeting from host partner, responding in time

1 Very Low - 2 Low - 3 Medium - 4 High - 5 Very High

1.2. L.A. organization: General organization

1 Very Low - 2 Low - 3 Medium - 4 High - 5 Very High

1.3. L.A. organization: Duration and timing of the meeting

1 Very Low - 2 Low - 3 Medium - 4 High - 5 Very High

1.4. L.A. organization: Domestic arrangements (accommodation, meals etc.)

1 Very Low - 2 Low - 3 Medium - 4 High - 5 Very High

1.5. L.A. organization: Any other comments, suggestions for next meeting:

2. Contents of the Learning Activity

2.1. Contents of the L.A.: Effectiveness of topics

1 Very Low - 2 Low - 3 Medium - 4 High - 5 Very High

2.2. Contents of the L.A.: Effectiveness of approach

1 Very Low - 2 Low - 3 Medium - 4 High - 5 Very High

2.3. Contents of the L.A.: appropriate range and balance of activities (work sessions, social and cultural activities, team building, free time, etc.) - Realistic timescales

1 Very Low - 2 Low - 3 Medium - 4 High - 5 Very High

2.4. Contents of the L.A.: Clear evidence in the activity programme of the overall objectives of the project

1 Very Low - 2 Low - 3 Medium - 4 High - 5 Very High

2.5. Contents of the L.A.: The activity has satisfied my personal expectations

1 Very Low - 2 Low - 3 Medium - 4 High - 5 Very High

2. 6. Contents of the L.A.: Any other comments and suggestions for next learning activity

3. Quality of the Learning Activity

3.1. Quality of the L.A.: All the information (about tasks, material for the meeting, etc.) received before the activity

1 Very Low - 2 Low - 3 Medium - 4 High - 5 Very High

3.2. Quality of the L.A.: Development of trust and positive attitudes

1 Very Low - 2 Low - 3 Medium - 4 High - 5 Very High

3.3. . Quality of the L.A.: Commitment to the project by each partner

1 Very Low - 2 Low - 3 Medium - 4 High - 5 Very High

3.4. Quality of the L.A.: intercultural interaction

1 Very Low - 2 Low - 3 Medium - 4 High - 5 Very High

3.5. Quality of the L.A.: The extent to which the communication and the collaboration among participants has been facilitated.

3.6. Quality of the L.A.: The extent to which each participant contributes to the activity

3.7. Quality of the L.A.: Any other comments and suggestions for next meeting

4. General impression

4.1. General impression: My general impression of this L.A. is ...

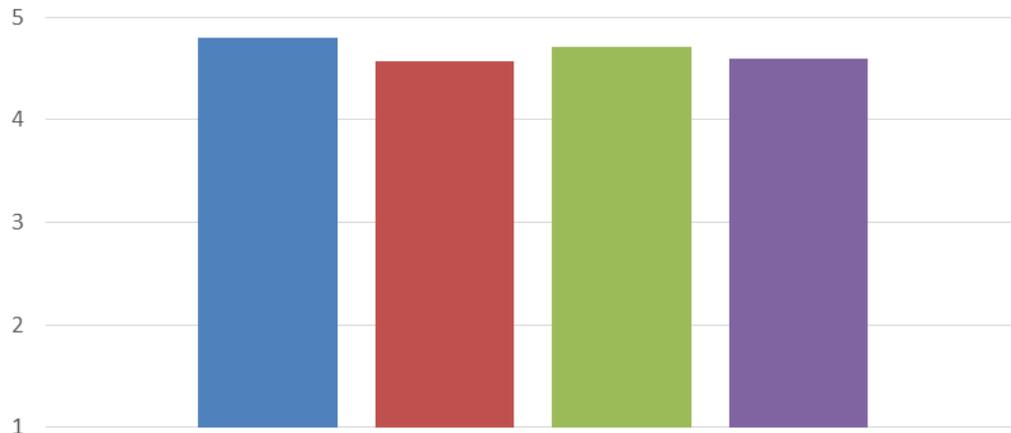
1 Very Low - 2 Low - 3 Medium - 4 High - 5 Very High

**4.2. General impression: Please write at least two strengths (positive aspects) of this L.A..
How do you feel now about our partnership? Positive aspects:**

**4.3. General impression: Please write at least two weaknesses (negative aspects) of this L.A..
How do you feel now about our partnership? Negative aspects:**

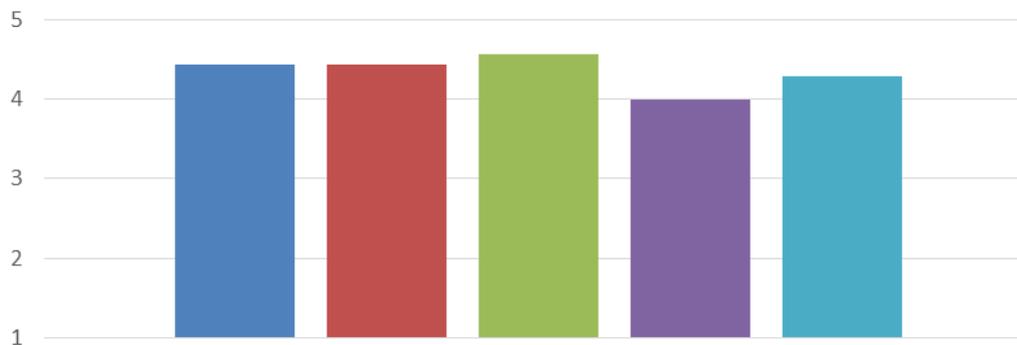
Results of the final evaluation of the LA

1. Learning Activity organization



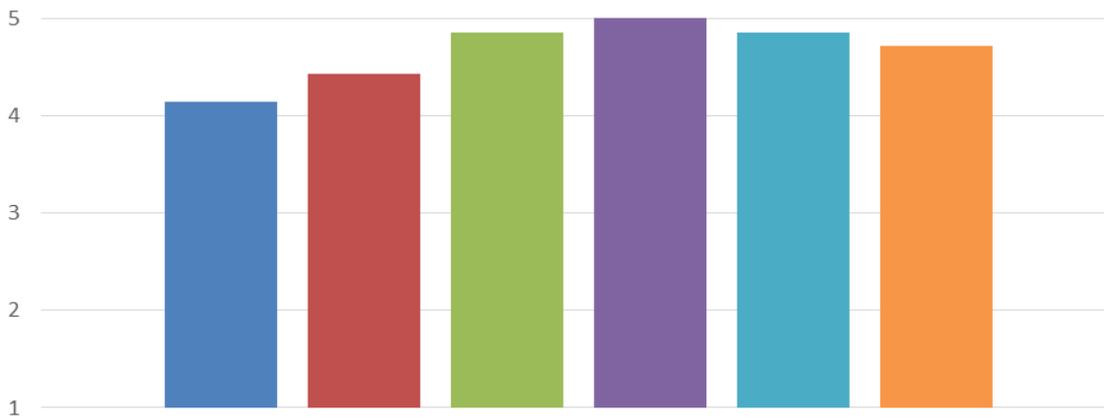
- 1.1. Information (about travel, accommodation etc.) received before the meeting from host partner, responding in time
- 1.2. General organization during the meeting
- 1.3. Duration and timing of the meeting
- 1.4. Domestic arrangements (accommodation, meals etc.)
- 1.5. Any other comments, suggestions for next meeting:
 - Very good organisation and ospitality. We'd like the same organisation for the next meeting.
 - Representation about school and school systems of visiting country

2. Contents of the Learning Activity



- 2.1. Effectiveness of topics
- 2.2. Effectiveness of approach
- 2.3. Appropriate range and balance of activities (work sessions, social and cultural activities, team building, free time, etc.) - Realistic timescales
- 2.4. Clear evidence in the event programme of real synergy with the overall objectives of the project
- 2.5. The activity has satisfied my personal expectations
- 2.6. Any other comments and suggestions for next learning activity
 - we both worked hard and relaxed during our freetime. We had a very good time
 - Evaluation from psychotherapist and psychologist about each phase and maybe telling us what they discovered till now

3. Quality of the learning activity



- 3.1. All the information (about tasks, material for the meeting, etc.) received before the activity
- 3.2. Development of trust and positive attitudes
- 3.3. Commitment to the project by each partner
- 3.4. Intercultural interaction
- 3.5. The extent to which the communication and the collaboration among participants has been facilitated
- 3.6. The extent to which each participant contributes to the activity
- 3.7. Any other comments and suggestions for next meeting
 - I found the quality of the whole experience very good.

4. General impression

- 4.1. My general impression of this L.A. is ...
The Average of the answers was 4,6 i.e. between “High” and “Very High”
- 4.2. Please write at least two strengths (positive aspects) of this L.A.. How do you feel now about our partnership? Positive aspects:
 - Exchange of ideas, information, learning more about educational systems of other countries
 - very professional coordinators, hard-working teachers. Our Estonian host organised everything in a very relaxed atmosphere
 - Exciting methodologies Exchange of experience, learning of other partners
 - I feel very good in this group every day
 - Communication among participants
 - Dedication of leaders
 - I felt wonderful, like a family. It was a good collaboration and communication. I shared information with each other.
 - Very good and positive attitude from organisation team
 - we develop good relationship so we feel we can talk about everything and every issue
 - I feel more confident about my tasks and objectives regarding the project
- 4.3. Please write at least two weaknesses (negative aspects) of this L.A.. How do you feel now about our partnership? Negative aspects:
 - we sometimes understood things differently before starting to do the task
 - I can't understand everything always
 - We didn't understand everything before
 - ..., negative feedback
 - more frequent communications and feedback about our work
 - there are no negative aspect. Thank you all!!!