



***Boosting Classes 2.0 for high-quality teaching in  
adult education***

Ref. cod. 2020-1-IT02-KA204-079329

**NATIONAL PILOTING REPORT**

**Country ROMANIA**

**LTGB**



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

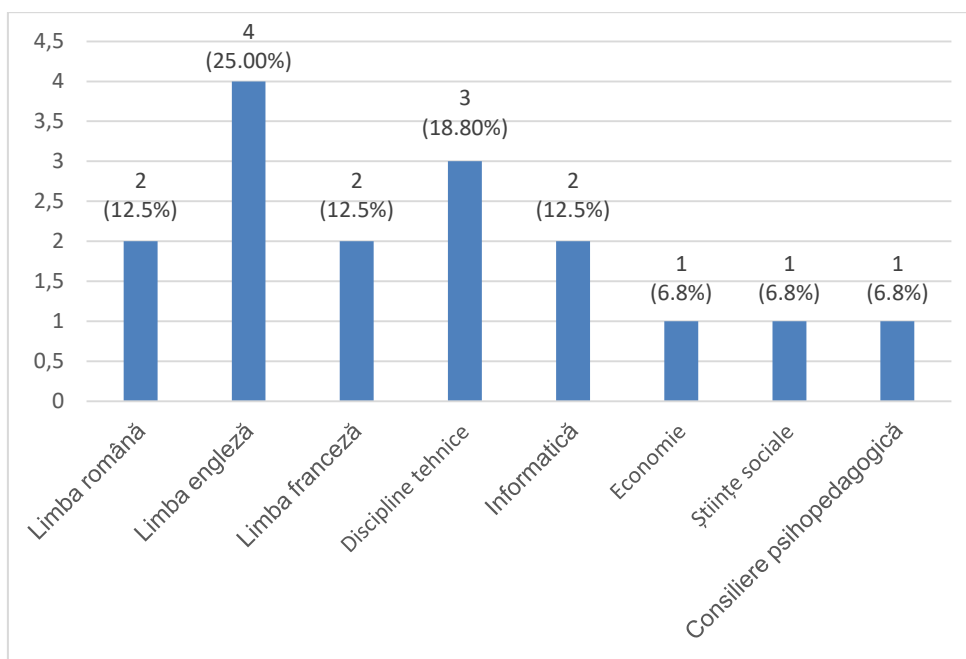
*The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.*

## Contents

1. Target group description .....	3
2. The selection processes .....	4
3. Analysis of the teachers' pre-piloting questionnaire .....	5
4. Analysis of the teachers' post-piloting questionnaire .....	9
5. Analysis of the students' evaluation questionnaire .....	14
6. Description of the project work realisation .....	17
6.1 First best practice: Applications – database .....	17
6.2. Second best practice: The car lift (flipped classroom) .....	21
7. Feedback and suggestions from the target groups .....	28
Annex 1 – PRE-Piloting QUESTIONAR .....	30
Annex 2 – POST-Piloting QUESTIONAR .....	36
Annex 3 – Student QUESTIONAR after project.....	43

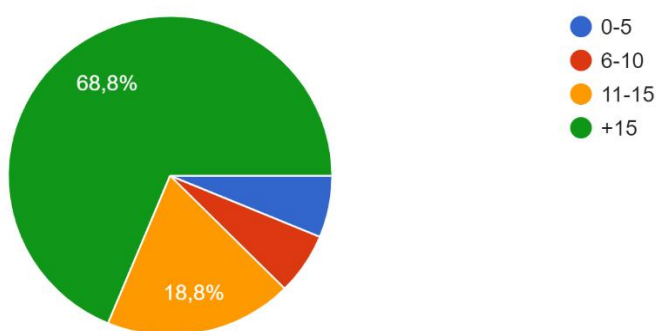
## 1. Target group description

The Romanian target group consisted of 16 people, who came from the school system. The subjects taught by the participants are: Romanian language and literature, foreign language, IT, technology, social sciences, economics, counselling.



**Figure 1. Subjects taught by respondents.**

- The teachers who answered the initial questionnaire (16 in number) have experience in education, as follows:



**Figure 2. Number of years working in the adult sector.**

## 2. The selection processes

The announcement of the BoostClass 2.0 piloting phase was given during the online Multiplier event organised on 13 December 2021, as shown in the agenda of the event attached (*Annex 1 - Poster for the Multiplier event*), published on the Facebook profile and sent to the institutional emails of several schools in adult education.

Each participant compiled the application form (*Annex 2 - Application Form*) designed through Google Forms. The selection criteria were the following:

- Full-time employees for at least one year;
- Have learners with difficulties in language subjects;
- The level of interest or motivation to participate in the piloting phase.

These were verified through self-certification.

Regarding the criteria related to knowledge of English (at least level A2-B1), the project team decided to abandon it because all the training courses, the questionnaires used to collect data and all templates and guidelines were translated into Romanian.

The total number of the application forms collected was 16, 73% had learners with learning difficulties, and 100% had a full-time contract for at least one year.

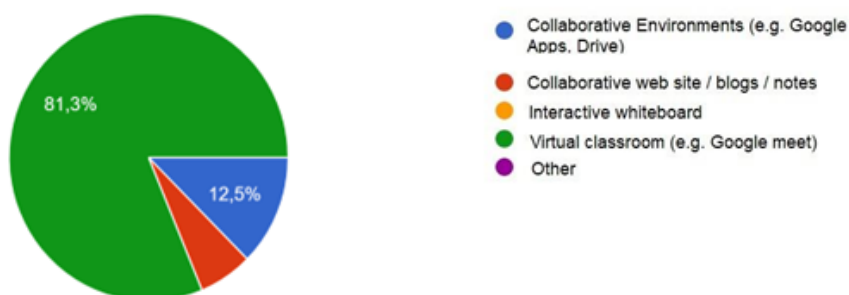
15 participants decided to start the online training and carry out the project work with their students.

### 3. Analysis of the teachers' pre-piloting questionnaire

Before starting the piloting phase, the participants compiled an online questionnaire (Annex 3) to overview their profiles mainly related to their knowledge and expertise in ICT and the use of ICT in the classroom.

Due to the fact that the physical courses were suspended for a period of time, teaching and evaluation were done online. In this context, the vast majority of teachers have learned to use digital technologies, especially in the classroom. Among the teachers involved in the project, 81.3% answered that they use the virtual class (Googler meet), 12.5% use collaborative environments such as Google Apps and Drive for teaching new knowledge and to produce a collaborative website or blogs or notes (6,3%).

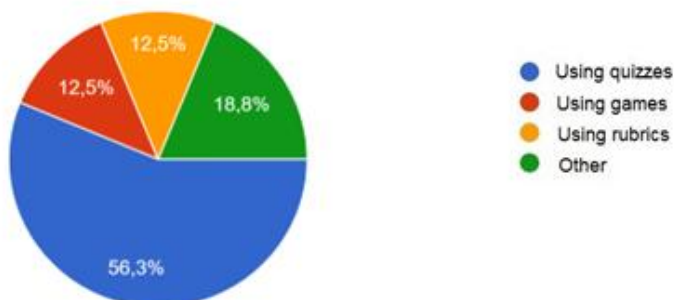
If yes, what technology/technologies do you use?



**Figure 3.** *The type of technology usually used in the classroom*

Regarding the way of assessment and evaluation of student performance in distance education, quizzes take first place - with 56.3% in teachers' preferences:

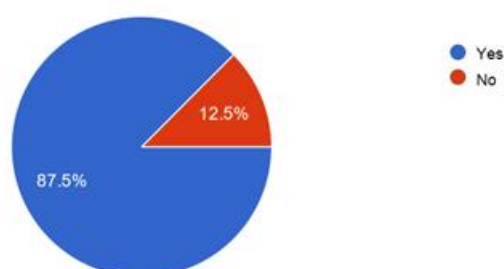
How do you assess and evaluate your students' performance at distance learning?



**Figure 4.** *The modality of students' evaluation and assessment at a distance.*

- Only two (12,50%) indicate that they **do not feel comfortable** with the use of ICT as a tool to increase the motivation of their students. Alleging this, either the age or interest of their students, as well as lack of knowledge in handling different tools or time to prepare these activities.

Are you comfortable using technologies in the classroom to increase students' motivation?



*Figure 5. Comfortable using ICTs for students' motivation.*

The answer related to the level of digital skills is described below:

How do you evaluate your current digital competencies?



*Figure 6. Self-evaluation of current digital competencies.*

As shown in Figure 6, 56.30% of the respondents perceive themselves as "Explorers", which corresponds to an A2 level, that is, they started using digital tools without following a comprehensive or consistent approach. 43.80% perceive themselves as "Integrators" corresponding to a B1 level: they use and experiment with digital tools for various purposes, trying to understand which digital strategies work best in which contexts.

Regarding the areas of knowledge and skills they expected to acquire as a result of the training, most answered that

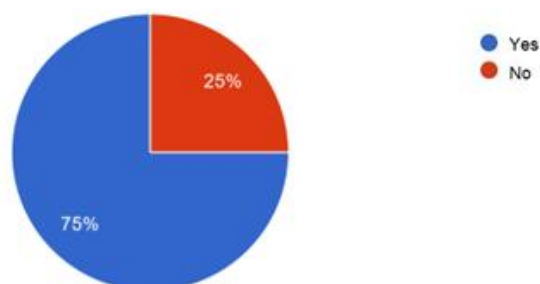
- getting used to new methods and models of learning activities
- new skills for using information and communication technologies, models to follow in class, access to information
- adaptation of learning/teaching/assessment to new technologies, distribution of tasks, teamwork, quick access to various information, development of new skills in students
- acquiring skills for evaluating distance learning and knowledge about attractive interactive applications for students 66.7% will use digital tools in class after this course
- stimulating innovative learning capacity, adaptable to conditions of rapid social change; motivating students in the learning process through rapid data processing; fast feedback

Concerning the teaching methodology used, (25%) (Figure 6) don't use project-based learning due to the following reasons:

- Because my students have no experience in working in groups because of the lack of adequate ad hoc spaces for carrying out projects (e.g., laboratories).
- No need to do so;
- No constant attendance by students;
- I don't have a thorough knowledge of project-based learning;
- I didn't think the students were ready for this kind of work;

The aim of those who use this approach is that of encouraging students' development, letting them experiment in the field to improve their creativity, communication, active involvement, and cultural exchange skills.

Have you ever used the project-based learning approach in your classes?

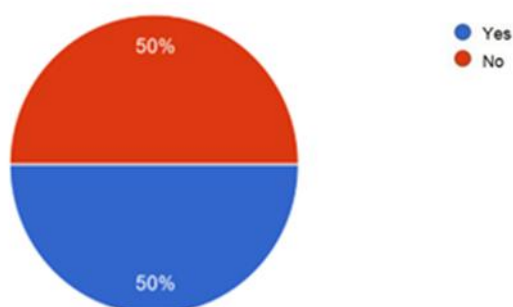


**Figure 7. The use of the project-based learning approach in the classroom.**

Regarding the approach to learning located in the classroom, a balance is observed in the use of this method. In fact, 50% (Figure 8) do not use this approach in the classroom due to insufficient knowledge, difficulties in applying project-based learning, problems allowing students to study independently due to their previous learning gaps and discontinuous attendance of students.

On the other hand, 50% use this approach to avoid a lesson based only on its content, stimulating students' curiosity, developing action, discussion, reflection and evaluation and encouraging students' active participation in the learning process and cultural exchange.

Have you ever used the episodes of the situated learning approach in your classroom?



**Figure 8. The use of the episodes of situated learning approach in the classroom**



Things considered most important regarding the participation in the BoostClass 2.0 training course in professional work are as follows:

1. *Integration of technologies into teaching;*
2. *A better knowledge of oneself, others and diversity;*
3. *Improving digital competencies for innovative learning;*
4. *Increasing students' motivation;*
5. *Valorising the students' potential;*
6. *Learning about teaching methodologies (EAS and project-based learning).*

#### 4. Analysis of the teachers' post-piloting questionnaire

The total number of registered participants in the BoostClass 2.0 training course, who completed all the modules available, was 15.

At the end of the training, the participants filled in another online questionnaire (*Annex 3 - Post-Piloting Questionnaire*) and were asked to self-evaluate the digital competencies acquired thanks to the training developed by the project team.

After participating in the BoostClass 2.0 training course, how do you evaluate your current digital competencies?

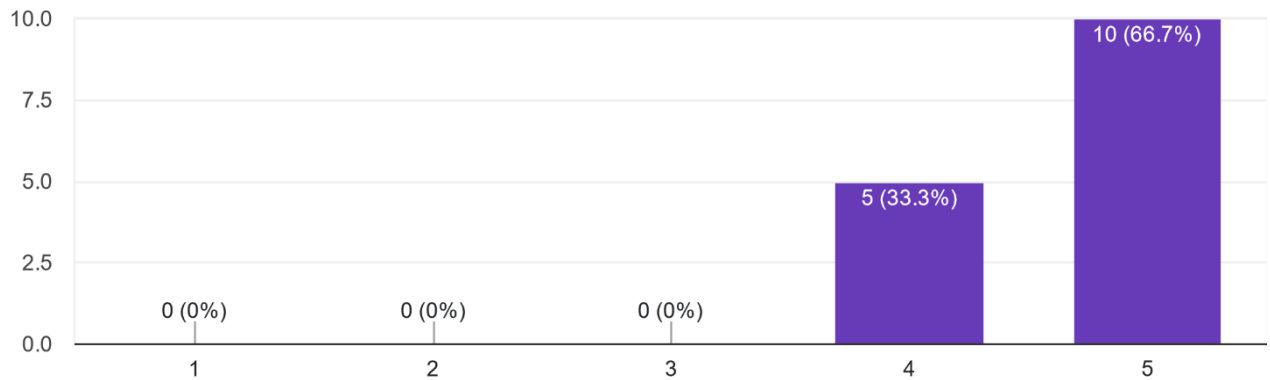


**Figure 9. Self-evaluation of current digital competencies after the BoostClass 2.0 training.**

Thus, some of the teachers went up to the C1 level (20% of the respondents), respectively C2, which means that they have improved their knowledge and skills, they feel much more comfortable with modern technologies. We can say with certainty that they liked the course, they liked being involved in the application of the new knowledge and techniques to the class/with the students. There was still a small part (below 7%) who

chose the A1 level, which could mean that after finishing the course they lost their confidence or they still need practice to assimilate the necessary knowledge.

As for the usefulness of the materials for practical day-to-day use, 66.7% of them say that they are very important, the rest appreciating them as important:



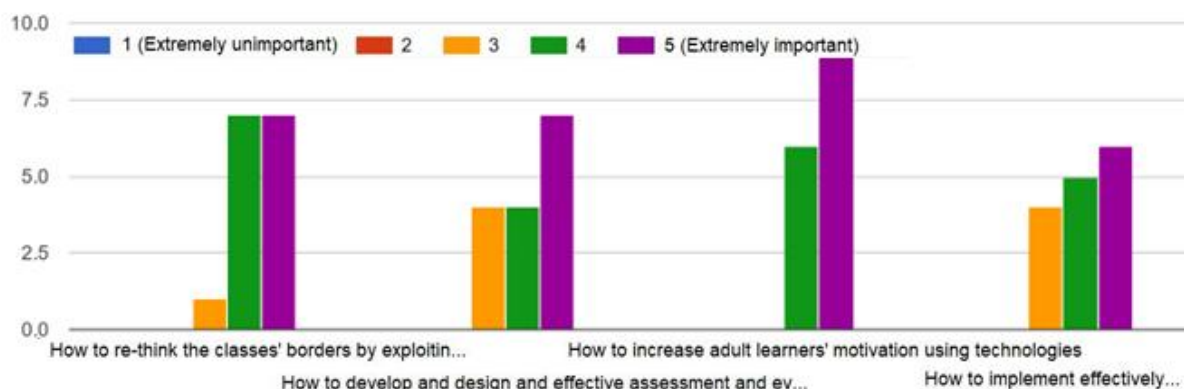
**Figure 10. Usefulness of BoostClass 2.0 learning materials and teaching suggestions for everyday practice**

Regarding the answers to the questions about whether the PBL, respectively ESL sessions will be feasible in the classes I teach, there were no negative answers!

Within **the most useful fields of knowledge and skills** for teaching activity, it remains as the most important or valued fields, and in the following order:

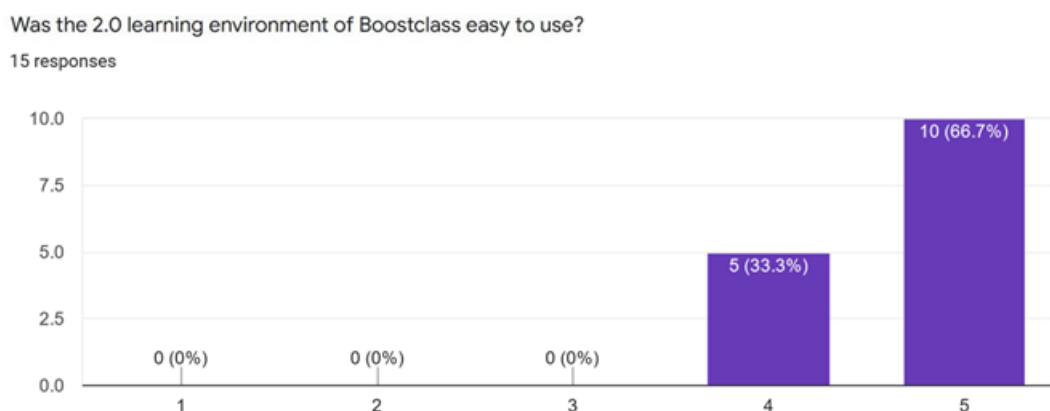
- Increase student motivation.
- Effectively implement combined PBL and ESL approaches.
- Rethinking the limits of classes exploiting ICT.
- Develop an effective assessment and evaluation system.

Which of the following knowledge fields and skills do you think is most useful for your teaching activity?



**Figure 11. The knowledge fields and skills found helpful for teaching activities by the BoostClass 2.0 participants.**

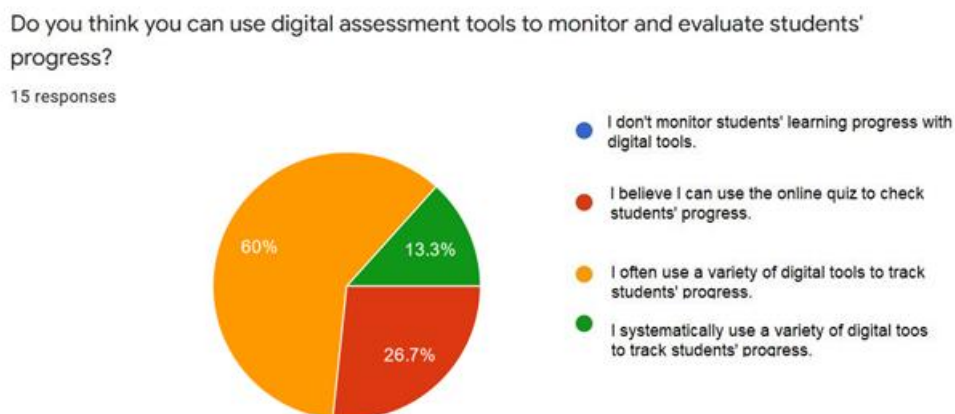
The working environment of the BoostClass 2.0 course is considered very easy to extremely easy by all participants because they find it intuitive.



*Figure 12. Learning environment ease to use.*

Regarding the use of **digital tools**, as a monitoring and evaluation system to assess student progress:

- 74 % say they often or consistently use a variety of digital tools in their follow-up.
- Around 26% believe they can use the online questionnaire.

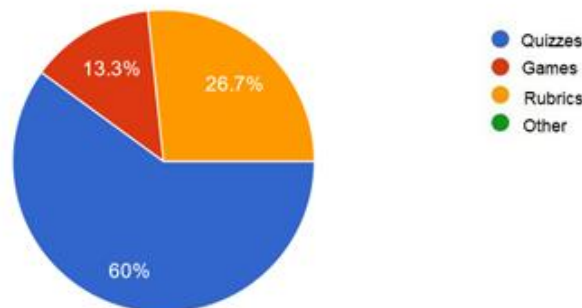


*Figure 13. The use of digital assessment tools to monitor and evaluate students' progress.*

In relation to the tools used, as a system for monitoring and evaluating their students in distance learning, around 60% use questionnaires, 13% games and 27% rubrics.

What tools do you use to monitor and assess your students' performance in distance learning?

15 responses



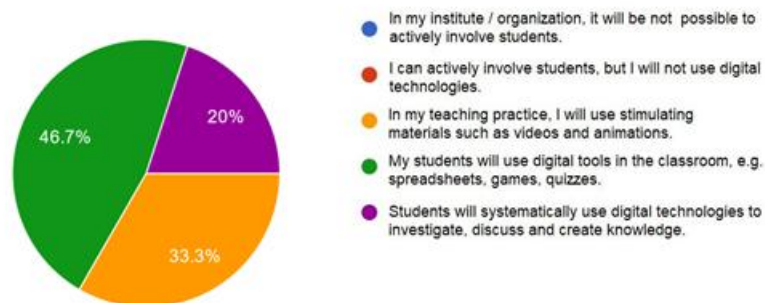
**Figure 14. Tools used to monitor and evaluate students' progress.**

Regarding the involvement of students in the use of ICT:

- Around 47% will use digital tools in the classroom, 33% will try to stimulate them through videos and animations, while the remaining 20% use digital technologies to investigate, discuss and create knowledge.

Do you think you will use digital technologies to let students participate actively in the classroom?

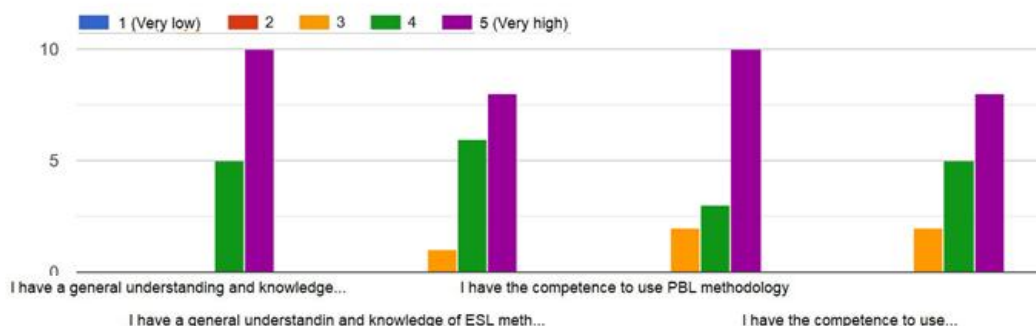
15 responses



**Figure 15. The future use of digital tools allowing students to participate actively in the classroom.**

Regarding the implementation of PBL and ESL methodologies, they believe that both the general understanding and knowledge of PBL and ESL, as well as the acquisition of the competence to implement them, is high.

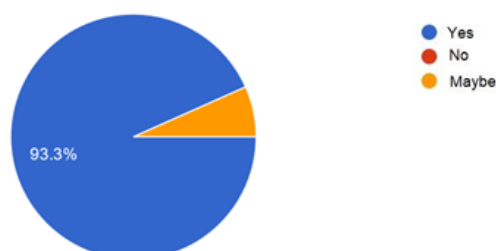
After the training, what is the general knowledge, skills and competence regarding the two methodologies proposed in adult education?



**Figure 16. The level of the general knowledge, skills and competencies regarding the learning methodologies proposed.**

The majority (93%) believe that PBL sessions in their classes can be feasible and the remaining 7% that they will be feasible

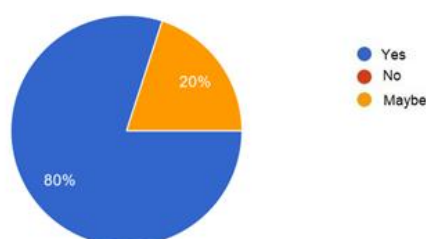
Do you think PBL sessions will be feasible in your classes?  
15 responses



**Figure 17. The future use of PBL sessions in class.**

Also, 80% believe that ESL sessions in their classrooms can be feasible and 20% that they will be feasible.

Do you think ESL sessions will be feasible in your classes?  
15 responses

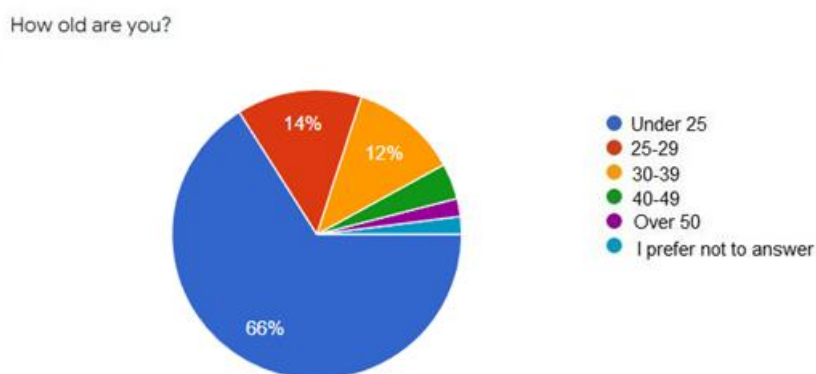


**Figure 18. The future use of ESL sessions in class.**

## 5. Analysis of the students' evaluation questionnaire

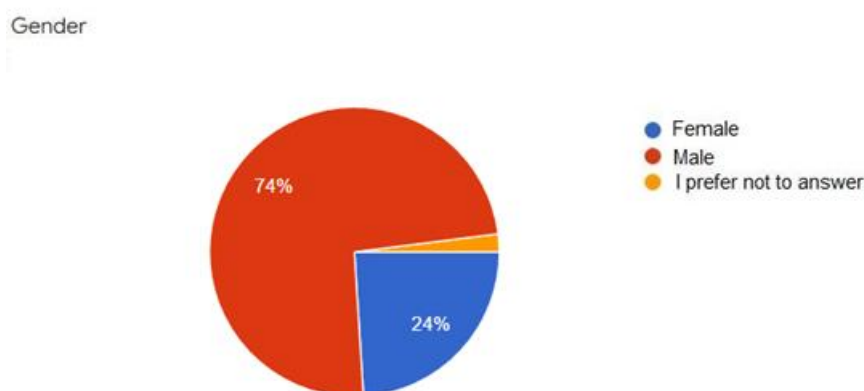
After the implementation of the pilot phase and the realization of the project work with the students involved, the Romanian project team collected feedback and comments by compiling an online questionnaire (Annex 5). Below are the results obtained.

50 responses were collected to the questionnaire addressed to the students. The distribution by age and gender groups looks like this:



**Figure 19. The age profile of the students involved in the project work performed in Romania.**

Mostly male students were involved (they are predominant in our high school), including 2 students over 50 years old, which is a gratifying fact.

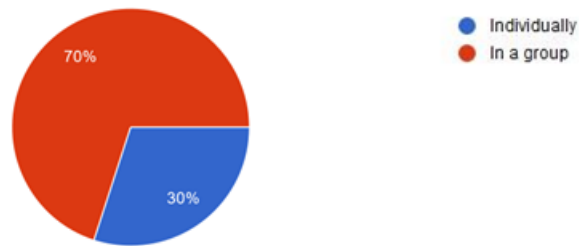


**Figure 20. The gender profile of the students involved in the project work performed in Romania.**

Reflection on the implementation of the project:

- 70% completed it as a group, while the remaining 30% did it individually.

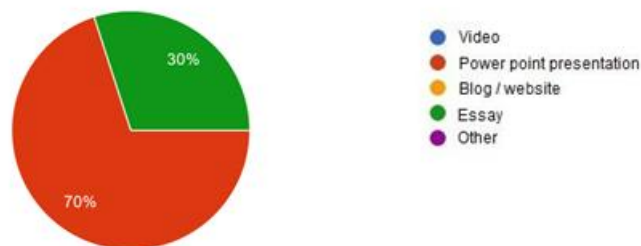
Did you manage the project work individually or in a group?



*Figure 21. The format of the project work realization: individually or in group.*

The results delivered to the teacher were in the form of a Power point presentation (70%) or Essay (30%)

What kind of outcome did you deliver to your teacher?



*Figure 22. The kind of outcome from the project work realization.*

In general, the **strengths** highlighted when it was implemented **individually** were mainly:

- Freedom of choice
- Development of creative abilities
- Concentration of attention
- Organizing learning according to one's own pace

In general, the **strengths** highlighted when it was implemented as a **group** were mainly:

- Improved results, finding the best solutions, combining information
- Generating ideas
- Working in a team stimulates competitiveness
- Teamwork helps to find the best solutions
- It involves cooperation and joint activity in solving learning tasks

- Working in a team is useful for learning and improvement, learn to be loyal, to trust your colleagues

Most of the students (98%) participated in the development of the evaluation criteria together with the teacher:

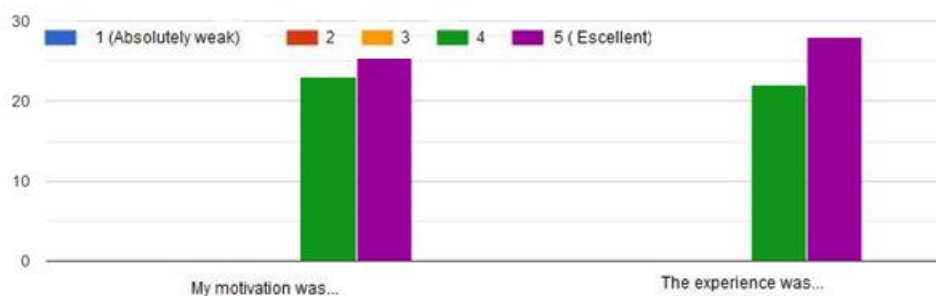
Did you participate with your teacher in the construction of the evaluation criteria of the outcome?



**Figure 23. The participation of students in the evaluation criteria for the project work outcome.**

Both the students' motivation and opinion about participating in this new experience was excellent:

Please provide your opinion related to participation in this new experience.



**Figure 24. The evaluation of the students' motivation**

Also, their opinion on the learning experience during implementation shows very good results.

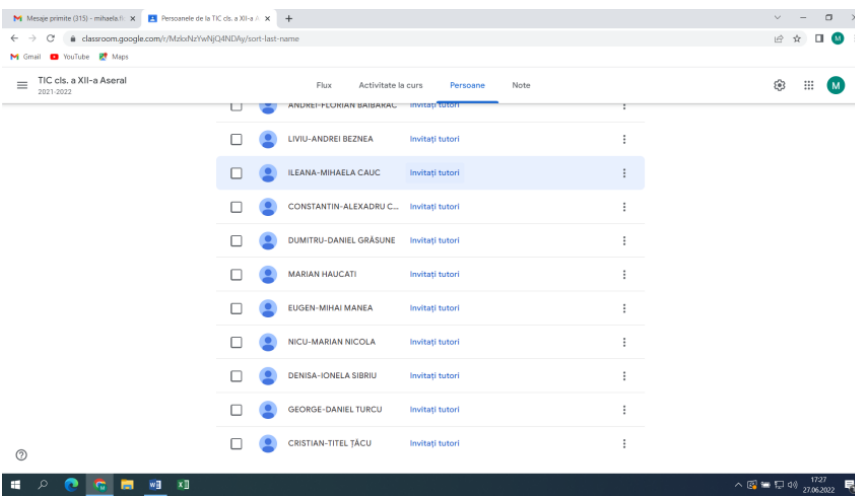
The general opinion on the activities carried out was positive, the students appreciated all the phases, they want to repeat the experience and get involved in other such projects.



## 6. Description of the project work realisation

### 6.1 Error! Bookmark not defined.: **Applications – database**

<b>General information</b>	
<b>Title of your project work</b>	Applications - databases
<b>Author</b>	Florea Mihaela
<b>Learning objectives</b>  <i>What are the main objectives of your project? Try to be specific, particularly in terms of competencies and skills you hope your students will gain through this project.</i>	<p>Explain the purpose, procedures and conditions of use of databases.</p> <ul style="list-style-type: none"> <li>• Identifying database implementation procedures.</li> <li>• Identify procedures to protect equipment and prevent data loss.</li> <li>• Identify the software used with the computer components and their role.</li> <li>• Identify hardware tools and their role.</li> <li>• Identification of software tools and their role.</li> <li>• Identification of organizational components and their purpose.</li> </ul>
<b>Key competences</b>  <i>List here the key competencies to be taught and assessed.</i>	<p>Knowledge of the notion of databases.</p> <ul style="list-style-type: none"> <li>• Knowledge of the rules on defining fields, completing records, making graphs, implementing formulas.</li> <li>• Development and application of database skills.</li> </ul>
<b>Context/Problem/Scenario</b>  <i>(Please, explain the context/problem/scenario of the project work to be realized)</i>	<p>Use of the Google Classroom platform during laboratory hours for the Information and Communication Technology module.</p>

<p><b>Project idea:</b></p> <p><i>Please, describe your project and explain how it connects with real-life (max 10 sentences)</i></p>	<p><b>Manage database applications using the Google Classroom platform</b></p> 
<p><b>Driving Question:</b></p>	<p>How do we use databases and how to implement a database using specific software?</p>
<p><b>Subject</b></p> <p><i>Which subjects are relevant to this project?</i></p>	<p>The objectives fulfilled in this paper are:</p> <ul style="list-style-type: none"> <li>• Explaining the purpose of the procedures and conditions for using the databases.</li> <li>• Identify the software used with the components of the personal computer and their role.</li> <li>• Implementing the correct use of databases.</li> </ul>
<p><b>Number of students</b></p> <p><i>How many pupils altogether are going to participate in the project?</i></p>	<p>11 students</p>
<p><b>Time frame/duration</b></p> <p><i>What is the time frame of this project?</i></p>	<p>4 weeks</p>

<p><b>Activity</b></p> <p><i>Provide an overview of the activities that you planned and achieved for this project.</i></p> <p><i>State how you intended to work with students</i></p>	<p>Analysis, creation and implementation of databases.</p> <ul style="list-style-type: none"> <li>• Extracting useful information.</li> <li>• Development of applications.</li> <li>• Presentation of the paper within the Google Classroom platform.</li> <li>• Question and answer session from the teacher and colleagues.</li> </ul>
<p><b>Resources and tools</b></p> <p><i>What tools and resources will be required? Choose and list the tool(s) and explain how you will use it in the extended description of the activities below.</i></p>	<p>Laboratory rules</p> <ul style="list-style-type: none"> <li>• Online resources</li> <li>• School library</li> <li>• Computer system, printer</li> <li>• Video projector</li> <li>• Smart board</li> </ul>
<p><b>Expected results</b></p> <p><i>Indicate here if you are planning a final product or action.</i></p>	<p>An information document, word or pdf format.</p> <ul style="list-style-type: none"> <li>• Creating the ICT virtual class cls. XII Aseral and the management of activities within the Googler Classroom platform</li> </ul>
<p><b>Procedure</b></p>	
<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• <i>Provide an overview of the activities that you are planning for this project.</i></li> <li>• <i>State how you intend to work with students. If you want to create teams of students or collaborate with other schools or classrooms, please provide relevant information.</i></li> </ul> <p><i>Describe the procedure of work, the tools you will use, and explain the role of the students and your role.</i></p>	
<p>Students went through the applications they worked on individually and as a team from a list of topics.</p> <ul style="list-style-type: none"> <li>• The start date and the end date of the project have been set.</li> <li>• During the elaboration, the students presented the selected notions, we discussed, we validated the structure of the project, we established the steps.</li> </ul>	

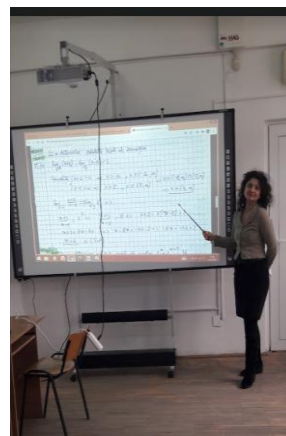
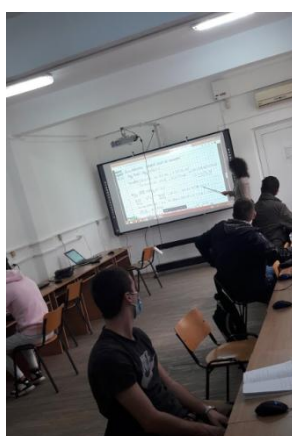
- Weekly, the students presented the stage of the work, and at the end, they presented in the computer lab, using the smart board, the developed project.
- Introduced the topic and answered questions.

## Monitoring

*Describing the activities carried out to monitor the students during the project execution (e.g. observing the students' work in class including social dimension, using logbook or similar document where you can also register your follow up activities based on your observation and spontaneous feedback from your students, etc.)*

Students worked at the hours allocated to the module.

- They did research work both online and in the school's computer lab.
- They had access to the virtual board.
- The applications made were presented weekly, validated and then integrated by students in the work platform.

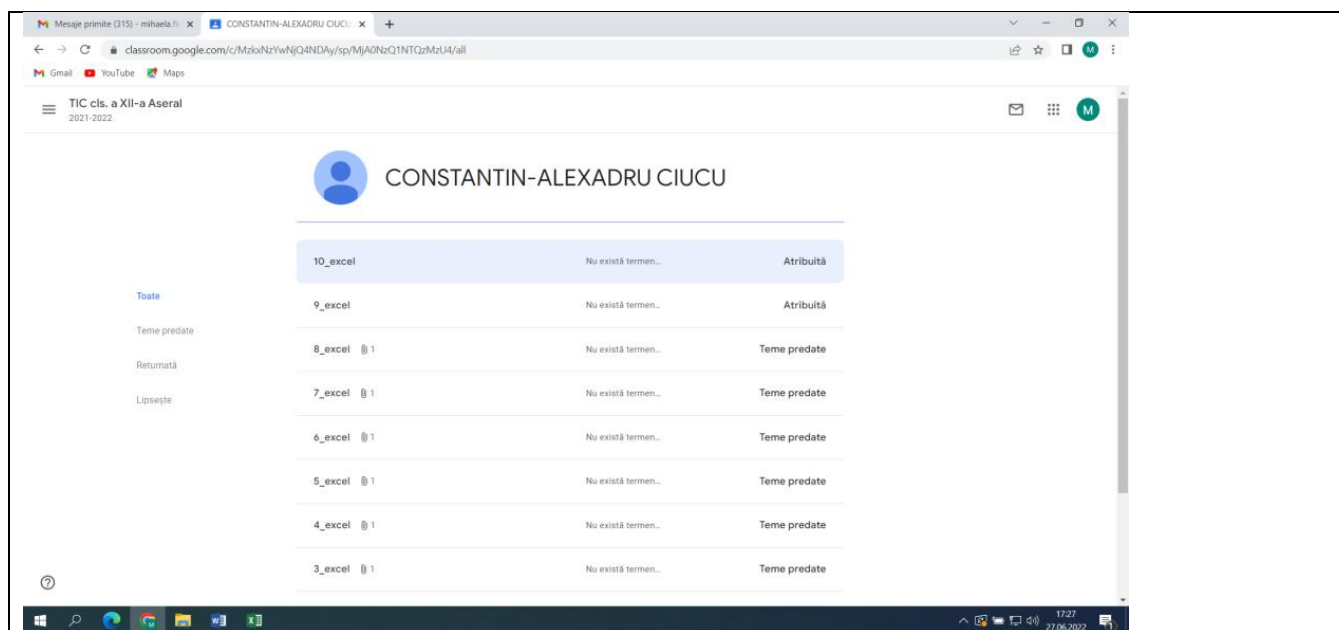


## Assessment

*How the students' outcome has been evaluated? Which tools have been used to evaluate the students' outcome at the end of the PW? How would you know if the learning objectives have been achieved?*

The evaluation was made during the elaboration of the project, through the Google Classroom platform, by sending the realized applications.

- Example:



Also, at the end, the students filled in a form made with the help of google applications and were graded.

## CONCLUSIONS FOR THE METHODOLOGY IMPLEMENTATION IN THE CLASSROOM

Weak points:

Uneven involvement of students.

Strengths points:

Students worked individually and in teams, each with a well-established role.

- The processes of research, interrogation and active cooperation for solving a challenge were favored.

### 6.2. Second best practice: The car lift (flipped classroom)

GENERAL INFORMATION	
Title of your project work	The car lift (flipped classroom)
Author	Badalan Liviu
Learning objectives <i>What are the main objectives of your project? Try to be</i>	The project aims to strengthen the professional profile of students and improve the digital skills of young people, especially those at risk of dropping out of school.

<p><i>specific, particularly in terms of competencies and skills you hope your students will gain through this project.</i></p>	<p>Rethinking teaching through practical activities enriched with multimedia simulations and the development of electronic skills for high school technology students increases the employment opportunities of young people.</p> <p>The main goal of the project: to experiment with the flipped classroom method, a pedagogical model that improves digital skills and schools' partnerships with companies on the labor market, and to use IT tools: surfing the Internet, consulting online resources</p>
<p><b>Key competences</b></p> <p><i>List here the key competencies to be taught and assessed.</i></p>	<p>Knowledge of the notions regarding the car lift</p> <p>Knowledge of the rules regarding the operation and safety of the use of the car lift</p> <p>Development and application of the skills of safe use of the car lift</p> <p>Acquiring conceptual knowledge, cross-curricular skills and abilities, reflection and capacity for abstraction, critical and creative thinking, problem solving, effective communication, use of electronic means.</p>
<p><b>Context/Problem/Scenario</b></p> <p><i>(Please, explain the context/problem/scenario of the project work to be realized)</i></p>	<p>The automotive field is one of the most receptive to technological developments, and this is not only seen on board cars. In recent years, service workshops have evolved both according to customer requirements and according to the technical specifications of increasingly complex models in terms of equipment. If diagnostic testers are already a common presence in most workshops, in terms of access to difficult areas under the car, such as the gearbox or crankshaft, not all have the most modern equipment. There are still service units in which the norm is the inspection pit, even if it becomes more and more anachronistic.</p> <p>A car lift facilitates the work of mechanics and is an ideal solution for maximizing space, and for students is how they can practice real situations in the professional context for which they are trained.</p>
<p><b>Project idea:</b></p> <p><i>Please, describe your project and explain how it connects</i></p>	<p>The teacher's role in the reverse class is to motivate students to speak, to provide feedback, to be supportive in practice and to encourage them to apply what they</p>

<p><i>with real-life (max 10 sentences)</i></p>	<p>have learned in their daily lives.</p> <p>The teacher knows that in order for learning to occur, students need to see and hear their answers (share), receive feedback from the teacher, receive new information or explanations, practice to see if they have understood, see the connection between what they learn and life (applicability).</p> <p>By observing real models from the simulation provided, students will extract information and details recognizable at the moment of real observation of the elevator, being much easier to interconnect the theoretical part with the practical one.</p>
<p><b>Subject</b></p> <p><i>Which subjects are relevant to this project?</i></p>	<p>What are car lifts?</p> <p>Car lifts are devices capable of lifting cars to different heights, by means of a hydraulic unit, consisting of a pump and one or more hydraulic cylinders or by means of a pair of electric motors. Consisting of both mechanical subassemblies and electronic components, an elevator can have several degrees of complexity of the mode of operation.</p> <p>From elevators with exclusively hydraulic operation, which use an actuating piston, in tandem with an executor and to the most advanced, which offers the possibility of adjusting the pressure with the help of precise software and a touch control panel, each model addresses a certain budget available. Regardless of the chosen option, however, the safety mechanisms embedded in an elevator have the role of ensuring an easy and risk-free handling.</p> <p>That is why elevators designed to take on a large load have the ability to engage in the locked position, without the intervention of an operator, when the electronic system detects a certain fault. These devices also have the possibility of being switched off from a main switch, as well as an audible warning in the event of a danger during use.</p>
<p><b>Subject</b></p> <p><i>Which subjects are relevant</i></p>	<p>The objectives fulfilled in this paper are:</p>

<i>to this project?</i>	<ul style="list-style-type: none"> <li>• Explain safe working procedures and conditions.</li> <li>• Identifying the types of elevators and their role.</li> <li>• Implement the correct use of elevators.</li> </ul>
<b>Number of students</b>  <i>How many pupils altogether are going to participate in the project?</i>	15 students
<b>Time frame/duration</b>  <i>What is the time frame of this project?</i>	2 weeks
<b>Activity</b>  <i>Provide an overview of the activities that you planned and achieved for this project.</i>  <i>State how you intended to work with students</i>	<p>This concept proposes a new learning method, the teacher explains to the students that reversing the lesson means dividing the learning process into three stages:</p> <ol style="list-style-type: none"> <li>1. Preliminary preparation: what the student does before starting learning. Examples: read or watch materials sent by the teacher, talk to other students, ask questions for class, or think about how new information interconnects with previous or future information.</li> <li>2. The actual learning: what the teacher does concretely with the students in the class. Examples: consolidation, explanations, teamwork, cross-assessment, games, exercises and even teaching new information.</li> <li>3. Further learning: what the student does at home after going to school and going through the first two stages. Examples: application of knowledge, reflection.</li> </ol>
<b>Resources and tools</b>  <i>What tools and resources will be required? Choose and list the tool(s) and explain how you will use it in the extended description of the activities below.</i>	<p>Online presentation videos and online resources:</p> <p><a href="https://www.autovit.ro/blog/elevatoarele-auto-ce-sunt-ce-rol-au-si-cum-functioneaza/">https://www.autovit.ro/blog/elevatoarele-auto-ce-sunt-ce-rol-au-si-cum-functioneaza/</a></p> <p><a href="https://elevorauto.ro/categorie-produs/elevatoare-auto">https://elevorauto.ro/categorie-produs/elevatoare-auto</a></p> <p><a href="https://www.youtube.com/watch?v=1wJ8RgUdplY">https://www.youtube.com/watch?v=1wJ8RgUdplY</a></p> <p>Think / Pair / Share</p>



	<p>Brainstorming</p> <p>investigation</p> <p>Creative and simulation scenarios</p> <p>Micro-exposures, speeches</p>
<p><b>Expected results</b></p> <p><i>Indicate here if you are planning a final product or action.</i></p>	<p>An information document, word or pdf format.</p> <p>A power point presentation with the chosen theme.</p>
<b>Procedure</b>	
<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• <i>Provide an overview of the activities that you are planning for this project.</i></li> <li>• <i>State how you intend to work with students. If you want to create teams of students or collaborate with other schools or classrooms, please provide relevant information.</i></li> </ul> <p><i>Describe the procedure of work, the tools you will use, and explain the role of the students and your role.</i></p>	
<p>Course time: Flipped classroom method</p> <p>We will opt for a form in Google that included a short introductory video clip, followed by a question and answer session, and based on the answers, the class discussion will be directed. The aim is not to mark the students in any way, but to arouse their curiosity and find out what they already know about the car lift.</p> <p>Before the lesson:</p> <ul style="list-style-type: none"> <li>• Video introducing the new learning concept with an integrated theme. Online exchange of ideas.</li> </ul> <p>During the lesson:</p> <ul style="list-style-type: none"> <li>• 15 minutes: The teacher and students review the topic.</li> <li>• 35 minutes: workshop: students consolidate and deepen the new concept, collaboration;</li> </ul> <p>feedback colleagues-teacher.</p> <p>After the lesson:</p>	

- project, practical applications

The characteristics of the flipped classroom method

- The work task of students consists in their motivated engagement, with their own creative efforts, in the process of knowledge, and the themes given classically for the application and consolidation of the contents are performed in the collaborative activity in the classroom.

They include reinforcing, explaining and encouraging discussions between students. The teacher prepared a presentation-support about the car lift, following to consolidate the basic terms and to offer more ideas to the students, through the theme of thinking: Watch this video. Write in your notebook 5 questions related to the operation of the car lift, which you would like to understand.

**Monitoring**

*Describing the activities carried out to monitor the students during the project execution (e.g. observing the students' work in class including social dimension, using logbook or similar document where you can also register your follow up activities based on your observation and spontaneous feedback from your students, etc.)*

The students worked at the classes allocated to the module. They did the research work both online and in the practice workshop. They had access to tool kits, tools, components, car elevator. The selected materials were provided online, validated and then integrated by the students in their final products.

**Assessment**

*How the students' outcome has been evaluated? Which tools have been used to evaluate the students' outcome at the end of the PW? How would you know if the learning objectives have been achieved?*

The evaluation was made during the elaboration of the project, through the weekly discussions on the assimilated information or the ambiguities. Also, at the end, the students gave oral presentations in class and answered questions (both from the teacher and from colleagues).

## CONCLUSIONS FOR THE METHODOLOGY IMPLEMENTATION IN THE CLASSROOM

Weak points

Unequal involvement of some students

Poor functioning of the tools made available to students

### Strengths points:

This method proposes a mixture of direct teaching with constructivist learning, improves the interaction between students and teacher, it is a way for students to take responsibility for their own learning;

The major advantage is the availability of information that can be obtained online, the content of the information is permanently archived and can be reviewed.

## 7. Feedback and suggestions from the target groups

Research has shown that the use of Info-Tech in the classroom can improve and enhance students' language acquisition and substantially motivate them to continue their learning and stimulate their creativity and passion. However, the challenges and barriers that many teachers encounter while attempting to incorporate ICT in their teaching have triggered debates and growing concerns about the real utility of ICT use. Research findings show that the use of information technology in the classroom boosts autonomous learning, maximises targeted outcomes, motivates learners and helps them improve their performances.

Thus, the use of technology and teaching students have to use it has become a high priority in the public schools. The evidence in this project shows that technology has a positive effect on student learning expectations and outcomes. Evidence also shows that technology integration is becoming more common in public and private schools. Technology integration is shown to be effective in all age groups and is also shown to be helpful for students with special learning needs. To reiterate, technology integration has the following benefits: increased student motivation; increased student engagement; increased student collaboration; increased hands-on learning opportunities; allows for learning at all levels; increased confidence in students, and increased technology skills.

The implementation of the new methodology points out the strong and the weak points for the teachers and the students. Teachers concluded that this type of learning is preferred by the students and it encourages rational thinking, cooperation between students and the communication with each other or with the teachers.

The new environment involves fun and entertainment and alternates the individual learning and the group work. The interactive activities encourage students' motivation but sometimes low technological support or the internet connection could slow down the development times of the works produced by the students.

According to the teachers, the students sometimes need help, mainly for their low digital skills, and they are not always comfortable working together because better students tend to monopolise the work but there are also skilled students who love being able to help those who have more difficulties in the digital field.

Some of our students have problems in the use of technologies because of their age and the lack of literacy or minimal previous schooling. Many of them do not have the necessary resources for personal work at home, such as a computer or internet access, which implies a lack of the minimum necessary digital skills.

Regarding the students, the weaknesses they indicate are the difficulties with the computer or the lack of fluency in English.

But at the same time, as a strong point, the greater motivation, the more playful aspect presented by this new approach, led the students towards greater creativity, a

more rational approach, equipping them with new skills, while observing greater cooperation and help among equals in the face of each one's difficulties.

However, the interdisciplinarity of the training path realised uses more engaging and motivating methodologies and teaching strategies for students, that require, on their part, greater participation in the construction of stable and lasting learning processes. In fact, expanding one's knowledge horizon through comparison with experts and colleagues is an essential *modus operandi* to acquire new teaching methods and new assessment techniques, as well as a great way to deepen their knowledge.

Promoting human resources through the development of key competences, creating an effective connection with the labor market and improving the education system, represents the main objective of this educational and training initiative.

It is important to highlight that, for a young student, spending a period of life studying means embarking on a path of personal growth, through which to get out of one's comfort zone to develop a sense of adaptation, capacity for autonomy and trust in their abilities.

This kind of experience is also a fundamental tool to develop the student's professional skills that can acquire technical and transversal skills useful to better face the job search in an increasingly competitive market.

## Annex 1 – PRE-Piloting QUESTIONAR

### Chestionar online pre-pilotare

Stimate participant,

Vă rugăm să completați următorul chestionar, pregătit pentru colectarea datelor înainte de a vă începe formarea BoostClass 2.0 pentru predare de înaltă calitate în educația adulților în cadrul mediului de învățare BoostClass 2.0.

Vă mulțumim anticipat pentru colaborarea dumneavoastră în această demers care necesită doar câteva minute și sperăm că veți ajuta Echipa de proiect BoostClass 2.0 să îmbunătățească rezultatele proiectului și impactul acestora.

Echipa de proiect BoostClass 2.0

1. Țara (unde locuiți în prezent)

---

2. Unde lucrați?

Vă rugăm să specificați domeniul principal (selectați o singură opțiune)

*Marcați un singur oval.*

- ☐ Servicii educaționale
- ☐ Servicii socio-educative
- ☐ Sistemul de învățământ
- ☐ Servicii de formare profesională
- ☐ Servicii de angajare
- ☐ Organizație în domeniul educațional
- ☐ Asociație culturală sau de voluntariat
- ☐ Alta

3. Discipline predate

---

4. De câți ani lucrați ca profesor/educator în sectorul educației adulților?

*Marcați un singur oval.*

- ☐ 0-5
- ☐ 6-10
- ☐ 11-15
- ☐ +15

5. Folosiți tehnologia la clasă?

*Marcați un singur oval.*

- ☐ Da
- ☐ Nu

6. Dacă da, ce tehnologie/tehnologii utilizați?

*Marcați un singur oval.*

- ☐ Medii de colaborare (de exemplu, Google Apps, Drive)
- ☐ Site web/bloguri/note colaborative
- ☐ Tabla interactivă
- ☐ Clasa virtuală (de exemplu Google meet)
- ☐ Alta

7. Dacă ati ales "Alta", vă rugăm să precizați:

---

---

---

---

---

8. Cum apreciezi și evaluezi performanța studenților tăi la învățământul la distanță?

*Marcați un singur oval.*

- ☐ Folosind Quizz-uri
- ☐ Folosind jocuri
- ☐ Folosind o rubrică
- ☐ Alta

9. Dacă ati ales "Alta", vă rugăm să precizați:

---

---

---

---

---

10. Vă simțiți confortabil să utilizați tehnologiile la clasă pentru a crește motivația elevilor?

*Marcați un singur oval.*

- ☐ Da
- ☐ Nu

11. Dacă ați ales "Nu", vă rugăm să precizați motivele:

---

---

---

---

---



**12. Cum vă evaluați actualele competențe digitale?**

Selectați un nivel de competență între A1 și C2, unde A1 este cel mai scăzut și C2 cel mai înalt.

*Marcați un singur oval.*

- ☐ Începător (A1) – aveți foarte puțin contact cu instrumentele digitale și aveți nevoie de îndrumare pentru a vă extinde repertoriul.
- ☐ Exploratori (A2) - ați început să utilizați instrumente digitale fără, totuși, să urmați o abordare cuprinzătoare sau consecventă.
- ☐ Integratori (B1) – utilizați și experimentați cu instrumente digitale pentru o serie de scopuri, încercând să înțelegeți care strategii digitale funcționează cel mai bine în ce contexte.
- ☐ Experți (B2) – utilizați o gamă largă de instrumente digitale cu încredere, creativ și critic pentru a vă îmbunătăți activitățile profesionale.
- ☐ Lideri (C1) vă bazați pe un repertoriu larg de strategii digitale flexibile, cuprinzătoare și eficiente.
- ☐ Deschizători de drumuri (C2) – sunteți expert în utilizarea practicilor digitale și pedagogice contemporane.

**13. Ați folosit vreodată abordarea învățării bazate pe proiecte în sala de clasă?**

*Marcați un singur oval.*

- ☐ Da
- ☐ Nu

**14. Dacă ați ales "Nu", vă rugăm să precizați motivele:**

---

---

---

---

---

15. Dacă ați ales "da", vă rugăm să scrieți trei (3) lucruri cele mai importante care vă vin în minte cu privire la utilizarea și importanța învățării bazate pe proiecte în activitatea dumneavoastră profesională:

---

---

---

---

---

16. Ați folosit vreodată episoadele abordării învățării situate în sala de clasă?

*Marcați un singur oval.*

☐ Da

☐ Nu

17. Dacă ați ales "Nu", vă rugăm să precizați motivele:

---

---

---

---

---

18. Dacă ați ales "da", vă rugăm să scrieți trei (3) lucruri cele mai importante care vă vin în minte cu privire la utilizarea și importanța episoadelor de învățare situată în activitatea dumneavoastră profesională:

---

---

---

---

---

19. Vă rugăm să scrieți trei (3) cele mai importante domenii de cunoștințe și abilități pe care vă așteptați să le dobândiți în urma formării:

---

---

---

---

---

Vă mulțumim  
pentru  
colaborare!

Răspunsurile sunt înregistrate automat. Prin urmare, nu va fi trimis niciun e-mail de confirmare.

Acest conținut nu este nici creat, nici aprobat de Google.

Formulare Google

## Annex 2 – POST-Piloting QUESTIONAR

### Chestionar de evaluare post-pilotare pentru profesori

Acest chestionar de autoevaluare oferă feedback și sugestii utile pentru a identifica principalele etape din calea dezvoltării personale pentru predarea inovatoare.

Cursul electronic „Boosting Class 2.0 for predare de înaltă calitate în educația adulților” a fost conceput pentru a promova și implementa integrarea noilor tehnologii în educația adulților. Formarea a fost structurată în patru module, după cum urmează:

1. Cum să regândim granițele claselor prin exploatarea oportunităților TIC.
2. Cum se dezvoltă și se proiectează un sistem eficient de apreciere și evaluare pentru învățământul la distanță.
3. Cum să creșteți motivația cursanților adulți folosind noile tehnologii.
4. Cum să implementați eficient abordări pedagogice combinate, cum ar fi învățarea bazată pe proiecte și episoadele de învățare situată.

**\*Obligatori**

1. După participarea la cursul de formare BoostClass 2.0, cum vă evaluați competențele digitale actuale? \*

Selectați un nivel de competență între A1 și C2, unde A1 este cel mai scăzut și C2 cel mai înalt.

*Marcați un singur oval.*

- ☐ Începător (A1) – aveți foarte puțin contact cu instrumentele digitale și aveți nevoie de îndrumare pentru a vă extinde repertoriul.
- ☐ Exploratori (A2) - ați început să utilizați instrumente digitale fără, totuși, să urmați o abordare cuprinzătoare sau consecventă.
- ☐ Integratori (B1) – utilizați și experimentați cu instrumente digitale pentru o serie de scopuri, încercând să înțelegeți care strategii digitale funcționează cel mai bine în ce contexte.
- ☐ Experți (B2) – utilizați o gamă largă de instrumente digitale cu încredere, creativ și critic pentru a vă îmbunătăți activitățile profesionale.
- ☐ Lideri (C1) vă bazați pe un repertoriu larg de strategii digitale flexibile, cuprinzătoare și eficiente.
- ☐ Deschizători de drumuri (C2) – sunteți expert în utilizarea practicilor digitale și pedagogice contemporane.

2. Care dintre următoarele domenii de cunoștințe și abilități considerați că sunt cele mai utile pentru activitatea dvs. de predare? \*

Marcați un singur oval pentru fiecare rând.

	1 (Foarte puțin important)	2	3	4	5 (Foarte important)
Cum să regândim granițele claselor prin exploatarea oportunităților TIC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cum se dezvoltă și se proiectează un sistem eficient de apreciere și evaluare pentru învățământul la distanță	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cum să creșteți motivația cursanților adulți folosind noile tehnologii.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cum să implementați eficient abordări pedagogice combinate, cum ar fi învățarea bazată pe proiecte și episoadele de învățare situată.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Cât de utile sunt materialele de învățare și sugestiile de predare BoostClass 2.0 \*  
pentru practica dumneavoastră de zi cu zi?

Marcați un singur oval.

	1	2	3	4	5	
Absolut deloc	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Foarte utile

4. Vă rugăm să explicați motivația alegerii dvs.:

---

---

---

---

---

5. Mediul de învățare din Boostclass 2.0 a fost ușor de utilizat? \*

Marcați un singur oval.

	1	2	3	4	5	
Foarte dificil	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Foarte ușor

6. Vă rugăm să explicați motivația alegerii dvs.:

---

---

---

---

---

Reflecție asupra sistemului de monitorizare și evaluare și tehnologiilor digitale

7. Credeți că puteți folosi instrumente digitale de evaluare pentru a monitoriza și evalua progresul elevilor? \*

*Marcați un singur oval.*

- ☐ Nu monitorizez progresul de învățare al elevilor cu instrumente digitale.
- ☐ Cred că pot folosi testul online pentru a verifica progresul elevilor.
- ☐ Folosesc adesea o varietate de instrumente digitale pentru a urmări progresul elevilor.
- ☐ Folosesc sistematic o varietate de instrumente digitale pentru a urmări progresul elevilor.

8. Ce instrumente folosiți pentru a monitoriza și evalua performanța studenților dvs. în cazul învățământului la distanță? \*

*Marcați un singur oval.*

- ☐ Quizz-uri
- ☐ Jocuri
- ☐ Rubrici
- ☐ Altul

9. Dacă ati ales "Altul", vă rugăm să precizați:

---

---

---

---

---

**Reflecție asupra implicării elevilor în utilizarea tehnologiilor**



10. Credeți că veți folosi tehnologiile digitale pentru a permite elevilor să participe activ la clasă? \*

*Marcați un singur oval.*

- ☐ În instituția/organizația mea nu va fi posibilă implicarea activă a studenților.
- ☐ Pot să implic activ studenții, dar nu voi folosi tehnologiile digitale.
- ☐ În practica mea de predare, voi folosi materiale stimulatoare precum videoclipuri și animații.
- ☐ Elevii mei vor folosi instrumente digitale în clasă, de ex. foi de calcul, jocuri, chestionare.
- ☐ Elevii vor folosi în mod sistematic tehnologiile digitale pentru a investiga, discuta și crea cunoștințe.

11. Credeți că veți evalua învățarea studenților dvs. prin producția de conținut digital, de ex. videoclipuri, înregistrări audio, fotografii, prezentări digitale, bloguri, wiki-uri? \*

*Marcați un singur oval.*

- ☐ În instituția/organizația mea, va fi imposibil să evaluez învățarea studenților în acest fel.
- ☐ Nu cred că va fi ușor să o fac cu studenții mei.
- ☐ O voi face uneori, ca activitate de joc.
- ☐ Crearea de conținut digital de către studenți va fi o parte integrantă a studiilor lor.
- ☐ Fiind o parte integrantă a învățării elevilor, voi crește sistematic nivelul de dificultate pentru a-și dezvolta în continuare abilitățile.

**Reflecție asupra implementării metodologiilor PBL și ESL**



12. După instruire, care vă sunt cunoștințele generale, aptitudinile și competența privind cele două metodologii propuse în educația adulților? \*

Marcați un singur oval pentru fiecare rând.

	1 (foarte scăzut)	2	3	4	5 (foarte ridicat)
Am o înțelegere generală și cunoștințe despre implementarea metodologiei PBL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Am o înțelegere generală și cunoștințe despre implementarea metodologiei ESL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Am competența de a folosi metodologia PBL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Am competența de a folosi metodologia ESL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. Credeți că sesiunile PBL vor fi fezabile în sala dvs. de clasă? \*

Marcați un singur oval.

- ☐ Da  
☐ Nu  
☐ Poate

14. Dacă ați ales "Nu", explicați motivația:

---



---



---



---



---

15. Credeți că sesiunile de ESL vor fi fezabile în sala dvs. de clasă? \*

*Marcați un singur oval.*

- ☐ Da
- ☐ Nu
- ☐ Poate

16. Dacă ați ales "Nu", explicați motivația:

---

---

---

---

Vă mulțumim  
pentru  
colaborare!

Răspunsurile sunt înregistrate automat. Prin urmare, nu va fi  
trimis niciun e-mail de confirmare.

Acest conținut nu este nici creat, nici aprobat de Google.

Formulare Google

## Annex 3 – Student QUESTIONAR after project

# Chestionar pentru elevi după implementarea proiectului

Stimate student,

Vă rugăm să completați următorul chestionar pregătit pentru colectarea datelor după finalizarea pregătirii dumneavoastră BoostClass 2.0 pentru predare de înaltă calitate în educația adulților în cadrul mediului de învățare BoostClass 2.0.

Vă mulțumim anticipat pentru colaborarea dumneavoastră în această demers care necesită doar câteva minute și sperăm că veți ajuta Echipa de proiect BoostClass 2.0 să îmbunătățească rezultatele proiectului și impactul acestora.

Echipa de proiect BoostClass 2.0

---

**\*Obligatoriu**

### INFORMAȚII GENERALE

1. Țara ( în care locuiți în prezent) \*

*Marcați un singur oval.*

- ☐ Italia
- ☐ Bulgaria
- ☐ Spania
- ☐ Romania

2. Ce vârstă aveți? \*

*Marcați un singur oval.*

- ☐ Sub 25
- ☐ 25-29
- ☐ 30-39
- ☐ 40-49
- ☐ Peste 50
- ☐ Prefer să nu răspund

3. Genul \*

*Marcați un singur oval.*

- ☐ Feminin
- ☐ Masculin
- ☐ Prefer să nu răspund

4. Vă rugăm să scrieți numele școlii sau al organizației la care urmați formarea/cursul/lecțiile:

---

5. Vă rugăm să descrieți mediul de învățare în care participați la formare/curs/lecții, exprimându-vă opinia pentru fiecare dintre următoarele afirmații:

\*

Marcați un singur oval pentru fiecare rând.

	1 (dezacord total)	2	3	4	5 (Total de acord)
Există o tablă interactivă în fiecare clasă	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
În clasă, elevii pot folosi diferite dispozitive digitale (laptop-uri, tablete și smartphone-uri)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conexiunea la internet a școlii este stabilă și rapidă	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Elevii au acces la dispozitive digitale în rețea acasă	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managementul școlii sprijină integrarea tehnologiilor digitale în sala de clasă	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disciplina/modulul studiat/ă promovează și sprijină utilizarea tehnologiilor digitale în sala de clasă.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mulți dintre colegii mei folosesc tehnologii digitale la clasă	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Reflecție asupra muncii din cadrul proiectului

6. Ați gestionat munca de proiect individual sau în grup? \*

*Marcați un singur oval.*

☐ Individual

☐ În grup

7. Ce fel de rezultat i-ați oferit profesorului? \*

*Marcați un singur oval.*

☐ Video

☐ Prezentare Power point

☐ Blog/website

☐ Eseu

☐ Alta

8. Dacă ați ales "Alta", vă rugăm să precizați:

---

---

---

---

---

9. Dacă ați obținut rezultatul individual, vă rugăm să descrieți punctele forte sau dificultățile care au apărut în timpul procesului de învățare:

---

---

---

---

---

10. Dacă ați obținut rezultat într-un grup, vă rugăm să descrieți punctele forte sau dificultățile care au apărut în timpul procesului de învățare:

---

---

---

---

---

11. Ați participat împreună cu profesorul dumneavoastră la construirea criteriilor de evaluare a rezultatului?

*Marcați un singur oval.*

- ☐ Da  
☐ Nu

**În timpul implementării proiectului:**

12. Vă rugăm să ne spuneți opinia dvs. legată de participarea la această nouă experiență.

*Marcați un singur oval pentru fiecare rând.*

	1 (foarte slabă)	2	3	4	5 (Excelentă)
<b>Motivația mea a fost...</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Experiența a fost...</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. Vă rugăm să descrieți experiența dvs. de învățare în timpul proiectului:

Marcați un singur oval pentru fiecare rând.

	1 (dezacord total)	2	3	4	5 (total de acord)
Conținuturile de învățare oferite de profesori mi-au fost mai evidente.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conținuturile de învățare par a fi mai concrete și mai practice decât înainte	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Modul de abordare a temelor de studiat face subiectul mai accesibil	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Modul în care abordăm subiectele de studiat face ca acestea să fie mai distractive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Metoda folosită m-a ajutat să-mi folosesc creativitatea și să fiu original.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Metoda folosită ar putea fi un bun stimulent pentru a studia și a învăța concepte noi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nu mă simt confortabil folosind această metodă.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Folosirea tehnologiei în studii mi-a crescut interesul.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



---

**Vă rugăm să vă exprimați opinia generală asupra activităților desfășurate.**

**14. Ce fază a activităților v-a plăcut cel mai mult?**

---

---

---

---

---

**15. Care fază a activităților v-a plăcut cel mai puțin?**

---

---

---

---

---

**Vă mulțumim  
pentru  
colaborare.**

Răspunsurile sunt înregistrate automat. Prin urmare, nu va fi trimis niciun e-mail de confirmare.

---

Acest conținut nu este nici creat, nici aprobat de Google.

Formulare Google