



Erasmus+



**BaGMIVI – Bridging the Gap between Museums and Individuals with Visual Impairments**  
**KA2 – Cooperation and Innovation for Good Practices**  
**Call: 2014**  
**Intellectual Output 6 (IO6)**

### Project Identification

Action Type	Strategic Partnerships addressing more than one field of education training and youth
Project Agreement Number	2014-1-EL01-KA200-001631
Project Title	BaGMIVI – Bridging the Gap between Museums and Individuals with Visual Impairments
Beneficiary Organisation Full Legal Name (Latin characters)	PANEPISTIMIO THESSALIAS
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Intellectual Output 6 (IO6) Reflective logs and questionnaires	31/12/2016

**This project (No: 2014-1-EL01-KA200-001631) has been funded by the Erasmus+ programme of the European Union and co-ordinated by the State Scholarships Foundation (IKY)**

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# The BaGMIVI Consortium

PROJECT COORDINATOR: UNIVERSITY OF THESSALY, GREECE



UNIVERSITY OF  
THESSALY

SOFIA UNIVERSITY, "St. KLIMENT OHRIDSKI", BULGARIA



BABES-BOLYAI UNIVERSITY, ROMANIA



UNIVERSITATEA  
BABES-BOLYAI

EOTVOS LORAND UNIVERISTY, HUNGARY



BULGARIAN ASSOCIATION FOR EDUCATION OF VISUALLY  
IMPAIRED CHILDREN



INTERNATIONAL COUNCIL FOR EDUCATION OF PEOPLE WITH  
VISUAL DISABILITIES-EUROPEAN REGION, NETHERLANDS



ICEVI  
EUROPE

EUROPEAN BLIND UNION, FRANCE



NICHOLAS AND DOLLY GOULANDRIS FOUNDATION, MUSEUM OF  
CYCLADIC ART, GREECE



MUSEUM  
OF CYCLADIC  
ART  
NICHOLAS AND DOLLY  
GOULANDRIS FOUNDATION

RAKURSI ART GALLERY, BULGARIA

gallery  
RAKURSI

TRANSYLVANIAN MUSEUM OF ETHNOGRAPHY, ROMANIA



SZENT ISTVAN KIRALY MUZEUM , HUNGARY



SZENT  
ISTVÁN  
KIRÁLY  
MÚZEUM

DB-DATABANK S.A, GREECE

DATA BANK

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## **1 EXECUTIVE SUMMARY**

The present Intellectual Output (O6: Reflective logs and questionnaires) constitutes part of the activities of a European Project entitled "BaGMIVI: **B**ridging the **G**ap between **M**useums and **I**ndividuals with **V**isual **I**mpairments" with code number: "2014-1-EL01-KA200-001631. The coordinating partner is the University of Thessaly and Dr. Vassilios Argyropoulos acts as the Coordinator of the project.

According to the approved proposal of BaGMIVI Project the sixth intellectual output (IO6) includes reflective logs and questionnaires regarding the museum visits which were held in the participating museums of BaGMIVI Project in Greece, Bulgaria, Romania and Hungary (Intellectual Output 5). After each museum visit in every participating country all the stakeholders filled in reflective logs through which they had the opportunity to think critically regarding their experiences during the museum visits, to express their emotions and generally to exchange ideas for the development of accessible museum programmes. The data of the reflective logs and questionnaires were gathered and analyzed from each participating organization for the improvement of museum visits. Also, the analysis of the aforementioned data had shaped the basis for a publication with best practices within museums for the enhancement of access of individuals with visual impairments (Intellectual Output 7).

The chief participating organisations of Intellectual Output O6 (including the leading organisation) are:

1. UNIVERSITY OF THESSALY (Greece - Coordinator)
2. UNIVERSITATEABABES BOLYAI (Romania)
3. SOFIISKI UNIVERSITET SVETI KLIMENT OHRIDSKI (Bulgaria)
4. BULGARIAN ASSOCIATION FOR EDUCATION OF VISUALLY IMPAIRED CHILDREN (Bulgaria)
3. EOTVOS LORAND TUDOMANYEGYETEM (Hungary)
4. MUSEUM OF CYCLADIC, GOULANDRIS FOUNDATION (Greece)
5. TRANSYLVANIAN MUSEUM OF ETHNOGRAPHY (Romania)
6. SZENT ISTVAN KIRALY MUZEUM, HUNGARYN (Hungary)
7. RAKURSI ART GALLERY (Bulgaria)

The following sections include a brief description of the museum visits which were held in each participating country, the methodology for the development of the reflective logs as well issues regarding the implementation and the collection of the reflective logs and questionnaires.

## **2 BRIEF DESCRIPTION OF THE DESIGN AND DEVELOPMENT OF DIFFERENTIATED AND ACCESSIBLE MUSEUM PROGRAMMES**

The development of differentiated museum programmes was part of the activities of BaGMIVI Project. Each museum of the participating countries has developed differentiated museum programmes. The content of these programmes depended on the kind of each participating museum and the type of its collections. In specific, the participating museums were an archaeological museum, an ethnographic museum and two galleries). In specific, the participating museums were the Museum of Cycladic Art in Greece, the Transylvanian Museum of Ethnography in Romania, the Rakursi Art Gallery in Bulgaria and the Szent István Király Museum in Hungary. Two or three museum visits took place in each participating museum with students from the special schools of the blind (silent partners of BaGMIVI project). The following sections include a brief description of the museums' differentiated programmes.

### **2.1 Museum of Cycladic Art Museum, Nicholas and Dolly Goulandris Foundation (Greece)**

The Museum of Cycladic Art has designed and organized a differentiated educational programme with the title “The Cyclades through touch”. In addition, a multisensory museum kit has been designed with the same thematic. Two museum visits were conducted with visually impaired students from the School for the Blind in Athens. The children had the opportunity to learn about Cyclades and various aspects regarding the ancient Cycladic art. The children participated in different activities using accessible educational material (e.g. replicas of figurines, a water tactile map, etc.). Finally, they participated in creative activities in order to understand the form of the figurines or aspects of the process of sculpting.

### **2.2 The Transylvanian Museum of Ethnography (Romania)**

The Transylvanian Museum of Ethnography has designed two different educational programmes for individuals with visual impairments. The first was an educational programme related to the collections of the Transylvania Museum of Ethnography, which is situated in Cluj-Napoca. The second educational programme has been developed for the open-air Romulus Vuia Park which is situated on the city's north-west side. Two visits took place with students from the Special High School for the Visually Impaired (Romanian silent partner). During these visits, the students had the opportunity to explore through touch accessible material in order to learn and understand various aspects of the traditional life in Romania (e.g. a traditional house, replicas of furniture, a tactile guide, basic types of the traditional

Transylvanian pottery, etc.). The students also participated in a variety of activities as for example in a workshop of clay modelling.

### **2.3 Rakursi Art Gallery (Bulgaria)**

Rakursi Art Gallery organized two differentiated museum educational programmes. The first one entitled “Touch the Treasure” was a tactile exhibition of objects – selected replicas of Thracian ancient treasures. The second educational programme entitled “A Glimpse into XX century Art” referred to different movements in modern and contemporary art (e.g. classicism, expressionism, cubism, conceptual art etc.). Two visits took place in Rakursi Art Gallery respectively to the aforementioned programmes. During the first visit, the students had the opportunity to explore replicas from the five most famous Thracian treasure objects and became acquainted with the world of the ancient Thracians and the function of objects. In addition, they participated in an interactive game with the use of a tactile map and small replicas of Thracian objects. During the second visit, the art historians and the artists of the gallery explained the main ideas that characterize a specific movement and the students had the chance to explore by touch representative sculptures. Living artists representing a variety of art movements made all exhibited sculptures.

### **2.4 Szent István Király Múzeum (Hungary)**

The Szent István Király Múzeum in Hungary is an institute, which includes different collections (art collection and toys collection). The museum has developed two educational programmes; the first one entitled “Old toy, good toy, Dollhouse” was implemented in the Hetedhét Toy Museum and the second one entitled “Tune of forms” was implemented in the City Gallery. Both of the aforementioned sites are situated in the city of Székesfehérvár. Three different visits took place in the context of the aforementioned educational programmes. In specific two different groups of students with visual impairments have participated in the educational programme in Hetedhét Toy Museum and another one in the City Gallery. During the visits in the Hetedhét Toy Museum, the students had the opportunity to learn about old objects and their usage, the old interiors and houses and the people’s habits and lifestyle. In addition, the students were invited to participate in a variety of activities such as explore through touch replicas of the exhibits, listen to narratives about the museum and the collection, and create their own stories using toys and dolls. During the educational programme in the City Gallery, the students had the opportunity to explore through touch different art objects, to learn by tactile experience

the different kind of materials (e.g. terracotta, bronze, etc.) and experience the process of the creation of an art piece.

### **3 THE DEVELOPMENT OF REFLECTIVE LOGS AND QUESTIONNAIRES (INTELLECTUAL OUTPUT 6 (IO6))**

#### **3.1 The aims of the development of reflective logs and questionnaires**

Based on the BaGMIVI project after each museum visit the stakeholders were invited to fill in reflective logs and questionnaires in order to describe their experiences of the educational visits in museums. The aims of the development of reflective logs and questionnaires were the following:

- To provide feedback for each visit for the evaluation of the educational programmes. More specifically based on the data of the reflective logs and questionnaires the museum staff evaluated each visit and re-planned the next visits (e.g. make additional differentiations, create more detailed oral instructions, etc.). In this way, the museum staff was able to address better visually impaired visitors' needs and meet their expectations.
- To provide a basis for the development of a Best Practices Guide (Intellectual Output 7, IO7). More specifically the data from the reflective logs and questionnaires were analysed and the main results of this analysis shaped the Best Practices Guide in order to help museums' staff to acquire a deep understanding regarding the needs of visitors with visual impairments in museums and to develop accessible and differentiated educational programmes and material.

#### **3.2 The methodology for the development of the reflective logs and questionnaires**

Based on the approved proposal of the BaGMIVI project after each visit in the museums the members of the museum staff as well as the visitors with visual impairments were invited to fill in reflective logs and questionnaires regarding their experiences and their emotions. However, it was considered very important to gather also the opinions and the reflection of the teachers of students with visual impairments regarding the visits in the museums. Special education teachers from the schools (i. e. the BaGMIVI silent partners) had participated during the process of the development of the educational programmes (IO5) and they have collaborated with the museum staff. Furthermore, the students with visual impairments visited the museums accompanied by their teachers. The leading organization with the members of the consortium took into account the teachers' opinions regarding their students' needs for the museum visits and developed three different reflective logs and questionnaires:

- Reflective log for museum staff
- Reflective Questionnaire for Students with Visual Impairments, and
- Reflective log for Special Education Teachers.

More analytically, through the reflective logs the members of the museum staff had the opportunity to think critically regarding their experiences, the challenges and the outcomes of each visit. They described their experiences, their emotions, if they have achieved the objectives they had set, whether they encountered any challenges, if they have acquired new knowledge, skills, etc., if they wanted to modify something in the educational process or if they would like to participate in similar projects (see Annex I).

Students with visual impairments through reflective questionnaires had the opportunity to describe their experiences and their emotions as for example what they liked most, what they learnt, if they were tired or bored, what else they would like to do in the museum, if they would like to visit again a museum, and so on. It is important to note that the anonymity of the students was ensured. Also, the teachers were kindly asked to provide support to the visually impaired children in order to fill in the questionnaires (see Annex II).

The reflective log for special education teachers was divided in two parts: a. their opinions regarding the visits in the museums, and b. their estimation about their students' experience. More analytically in the first part of the reflective log, the special education teachers described their expectations and provided input regarding the following: did the visit in the museum respond to their expectations? Did they go through any preparatory activities before the museum visit? Did they notice any difficulties? What did they like most from the educational programme, did they learn something new? (Knowledge, skills), did they decide to modify the programme, and why? In the second part of the reflective log the teachers were asked to reflect on their students' response (i. e. if they felt that the educational programme responded to the needs of the children or what did the children gain from the visit in the museum, etc.). In addition, anonymity was ensured regarding the participation of special education teachers (see Annex III).

### **3.3 The implementation - Completion of reflective logs and the questionnaires**

All reflective logs and questionnaires were translated into Greek, Romanian, Bulgarian and Hungarian language. As it was mentioned above after each museum visit all stakeholders filled in the reflective logs and questionnaires. Each university of the participating countries gathered the reflective logs and questionnaires. In turn, the University of Thessaly gathered all the reflective logs and questionnaires from all participating countries. The content of the reflective



logs and questionnaires was translated in English so as the leading organization could be able to proceed to the analysis of the gathered data. More analytically:

In case of Greece and the two visits in the Museum of Cycladic Art the total number of the gathered reflective logs and questionnaires was: seven reflective logs from museum staff, 15 reflective questionnaires from students with visual impairments, and c. 8 reflective logs from special education teachers (see Table 1):

***Table 1. Number of reflective logs and questionnaires from museum visits in Greece***

Reflective logs and questionnaires	Museum staff reflective logs	Visually impaired individuals' reflective questionnaires	Special education teachers' reflective logs
1 <sup>st</sup> visit in the Museum of Cycladic Art	3	4	3
2 <sup>nd</sup> visit in the Museum of Cycladic Art	4	11	5
Total	7	15	8

In case of Romania and the two visits in the Transylvanian Museum of Ethnography the total number of the gathered reflective logs and questionnaires was: 12 reflective logs from museum staff, 17 reflective questionnaires from students with visual impairments, and c. 5 reflective logs from special education teachers (see Table 2):

***Table 2. Number of reflective logs and questionnaires from museum visits in Romania***

Reflective logs and questionnaires	Museum staff reflective logs	Visually impaired individuals' reflective questionnaires	Special education teachers' reflective logs
1 <sup>st</sup> visit in the Transylvanian Museum of Ethnography	6	8	2
2 <sup>nd</sup> visit in the Transylvanian Museum of Ethnography	6	9	3
Total	12	17	5

In case of Bulgaria and the two visits in Rakursi Art Gallery the total number of the gathered reflective logs and questionnaires was: eight reflective logs from museum staff, 39 reflective questionnaires from students with visual impairments, and c. nine reflective logs from special education teachers (see Table 3):

**Table 3. Number of reflective logs and questionnaires from museum visits in Bulgaria**

Reflective logs and questionnaires (Bulgaria)	Museum staff reflective logs	Visually impaired individuals' reflective questionnaires	Special education teachers' reflective logs
1 <sup>st</sup> visit in Rakursi Art Gallery	4	19	5
2 <sup>nd</sup> visit in Rakursi Art Gallery	4	20	4
Total	8	39	9

In case of Hungary and the three visits in Szent István Király Múzeum the total number of the gathered reflective logs and questionnaires was: five reflective logs from museum staff, 12 reflective questionnaires from students with visual impairments, and c. five reflective logs from special education teachers (see Table 4):

**Table 4. Number of reflective logs and questionnaires from museum visits in Hungary**

Reflective logs and questionnaires	Museum staff reflective logs	Visually impaired individuals' reflective questionnaires	Special education teachers' reflective logs
1 <sup>st</sup> visit in the Szent István Király Múzeum	1	7	3
2 <sup>nd</sup> visit in the Szent István Király Múzeum	3	4	1
3 <sup>rd</sup> visit Szent István Király Múzeum	1	1	1
Total	5	12	5

The total number of the reflective logs and questionnaires from all participating countries and all museum visit was: 32 reflective logs from museum staff, 83 reflective questionnaires from students with visual impairments, and c. 27 reflective logs from special education teachers (see Table 5):

*Table 5. Total number of reflective logs and questionnaires from museum visits*

Reflective logs and questionnaires	Museum staff reflective logs	Visually impaired individuals' reflective questionnaires	Special education teachers' reflective logs
Greece	7	15	8
Romania	12	17	5
Bulgaria	8	39	9
Hungary	5	12	5
Total	32	83	27

The analysis of the collected data through the above reflective logs and questionnaires provided a basis of good practices, suggestions and guidelines which may be very useful for museum staff and special education teachers who did not participated in the BaGMIVI project. These results will be included in a Best Practices Guide which is the intellectual output 7 (IO7) of the BaGMIVI project.

## 4 ANNEXES

### 4.1 ANNEX I. Reflective logs for museum staff (English, Greek, Bulgarian, Romanian, & Hungarian versions)

#### BaGMIVI PROJECT: Bridging the Gap between Museums and Individuals with Visual Impairment

##### Intellectual Output 6: Reflective log for museum staff (English version)

Specialty: Date of activity: .....
Do you feel that you achieved what you have planned for this museum activity? Please describe what points were difficult of implementation and /or what points of your programme were easy going. .....
What were your feelings from this particular experience ( <i>content, satisfied, not satisfied, surprised, tired, stressed</i> )? Is it possible to explain the incidents that caused to you these feelings? ..... .....
Did you learn something new or different from this experience? .....
What was the major difficulty for you during the first school visit which was conducted within the context of the BaGMIVI project? ..... .....
What was fascinating for you – if there was such a thing – during this visit? ..... ..... .....
If you had the opportunity to repeat the same activity (programme) what would you change? Would you pay more attention to specific parts of your museum programme and why is that? ..... ..... .....
Would you like to participate in similar programmes (activities)? What kind of support would you like to have for similar activities?

**BaGMIVI PROJECT: Bridging the Gap between Museums and Individuals with Visual Impairment**

**Intellectual Output 6: Reflective log for museum staff (Greek version)**

Ειδικότητα:

Ημερομηνία δράσης:

Νιώθετε ότι επιτύχατε όσα είχατε σχεδιάσει για αυτή τη μουσειοπαιδαγωγική δράση; Παρακαλούμε περιγράψτε τις δυσκολίες εφαρμογής που τυχόν συναντήσατε κατά τη δράση αυτή ή/και ποια σημεία ήταν εύκολα για την υλοποίησή τους.

.....  
.....  
.....  
.....

Πώς νιώσατε σε σχέση με τη συγκεκριμένη εμπειρία (*ευχαριστημένος/η, ικανοποιημένος/η, μη ικανοποιημένος/η, κουρασμένος/η, αγχωμένος/η*); Μπορείτε να περιγράψετε ποια περιστατικά προκάλεσαν τα συγκεκριμένα συναισθήματα;

.....  
.....

Αποκομίσατε ή μάθατε κάτι καινούριο ή διαφορετικό από αυτή την εμπειρία;

.....  
.....

Ποια ήταν η μεγαλύτερη δυσκολία που συναντήσατε κατά τη διάρκεια της πρώτης σχολικής επίσκεψης που πραγματοποιήθηκε στο πλαίσιο του προγράμματος BaGMIVI;

.....  
.....  
.....

Υπήρχε κάτι που σας ενθουσίασε κατά τη διάρκεια της επίσκεψης αυτής; Αν ναι, ποιο ήταν αυτό;

.....  
.....

Αν είχατε την ευκαιρία να επαναλάβετε την ίδια δραστηριότητα (πρόγραμμα) τι θα αλλάζατε; Θα δίνατε μεγαλύτερη προσοχή σε συγκεκριμένα σημεία του εκπαιδευτικού σας προγράμματος και γιατί;

.....  
.....  
.....

Θα θέλατε να εμπλακείτε σε παρόμοια προγράμματα (δραστηριότητες); Τι είδους υποστήριξη θα θέλατε να έχετε για παρόμοιες δραστηριότητες;

.....  
.....

**BaGMIVI PROJECT: Преодоляване на различията между музеи и физически лица със зрителни увреждания"**

**Дейност 6: Впечатления на галерийните работници/служители (Bulgarian version)**

*Този въпросник се попълва от всеки галерийен служител. Няма ограничение в дължината на отговорите.*

Специалност: .....

Дата на посещението: .....

Считате ли, че постигнахте целите и заплануваното при посещението в галерията? Моля, опишете къде срещнахте трудности и какво се оказа лесно.

.....  
.....  
.....

Какви чувства изпитвате от това посещение (съдържание, доволен ли сте, не сте ли доволен, изненадан, уморен, стресиран)? Моля, обяснете какво предизвика тези Ваши чувства?

.....  
.....  
.....  
.....

Научихте ли нещо ново или различно от посещението си в галерията?

.....  
.....  
.....

Какво беше най-голямото затруднение пред Вас по време на това първо посещение в галерията в контекста на проекта BaGMIVI?

.....  
.....

Какво беше впечатляващо за Вас, ако имаше такова нещо, по време на посещението?

.....  
.....

Ако можехте да повторите това посещение в галерията, какво бихте променили?

Бихте ли отделили повече внимание на определени части от програмата си по времена посещението и защо?

.....  
.....  
.....

Бихте ли участвали в подобни програми и дейности? Каква допълнителна помощ бихте искали да получите?

.....  
.....  
.....

**BaGMIVI PROJECT: Bridging the Gap between Museums and Individuals with Visual Impairment**  
**(Reducerea distanței dintre muzee și persoanele cu deficiențe de vedere)**  
**Rezultat intelectual 6: Jurnal reflexiv pentru personalul muzeului (Romanian version)**

***Acest jurnal reflexiv se adresează fiecărui membru al personalului muzeului. Nu există limită cu privire la lungimea răspunsurilor.***

Specialitate: .....
Data activității: .....
Considerați că ai obținut ceea ce v-ați planificat pentru această activitate muzeală? Vă rugăm descrieți care puncte au fost dificil de implementat și / sau care puncte din programul dvs. au fost ușor de atins. ..... .....
Ce sentiment ați avut față de această experiență specială ( <i>mulțumit, satisfăcut, nesatisfăcut, surprins, obosit, stresat</i> )? Este posibil să explicați faptele care v-au cauzat aceste sentimente? ..... .....
Ați învățat ceva nou sau diferit din această experiență? .....
Care a fost principala dificultate pentru dvs. în timpul primei vizite școlare care a fost realizată în cadrul proiectului BaGMIVI? .....
Ce a fost fascinant – dacă a existat un astfel de lucru – în timpul vizitei? .....
Dacă ați avea oportunitatea să repetați aceeași activitate (același program), ce ați schimba? Ați acorda mai multă atenție unor anumite părți ale programului dvs. muzeal și de ce? ..... .....
Ați dori să participați la programe (activități) similare? Ce fel de sprijin ați dori să aveți pentru activități similare? ..... .....

**BaGMIVI PROJECT: Bridging the Gap between Museums and Individuals with Visual Impairment**  
**Látássérült Személyek Számára Akadálymentes Múzeumok Projekt**

**Intellektuális Output 6: Múzeumi kollégák visszajelzése (Hungarian version)**

***A visszajelzés kitöltésére a múzeum minden munkatársát kérjük! A válaszok hossza nem megszabott.***

Munkaterület: .....
Tevékenység dátuma: .....
Érzése szerint a látogatásra tervezetteket maradéktalanul sikerült megvalósítani? Kérem, részletezze az esetleges nehézségeket, és írjon arról is, amit egyszerű volt megvalósítani!
.....
.....
Milyen érzéseket keltett önben a program/látogatás <i>(elégedett, elégedetlen, meglepett, fáradt, feszült)</i> ? Leírná, mi váltotta ki önben ezeket az érzéseket?
.....
.....
A látogatás során tanult valami újat, korábbi, hasonló tapasztalataitól eltérőt?
.....
.....
Milyen nehézséggel szembesült a BaGMIVI projekt keretében megvalósuló első látogatás alkalmával?
.....
.....
Mi volt a látogatás során szórakoztató az ön számára (ha volt ilyesmi)?
.....
.....
Ha a program/látogatás megismétlődne, min változtatna (ha egyáltalán szükségesnek érez bármilyen változtatást)? A program mely elemét módosítaná és miért?
.....
.....
.....
.....
Szeretne a jövőben hasonló programokon/látogatásokon részt venni? Milyen segítségre lenne szüksége?
.....
.....
Köszönjük az együttműködését!



## 4.2 ANNEX II. Reflective logs for individuals with visual impairments (English, Greek, Bulgarian, Romanian and Hungarian versions)

### BaGMIVI PROJECT: Bridging the Gap between Museums and Individuals with Visual Impairment

#### Intellectual Output 6: Reflective Questionnaire for Students with Visual Impairments (English version)

Venue of the visit:

Number of visit:

**This reflective log refers to the students and the teachers are kindly requested to help the students to fill in this log.**

Grade:	.....		
Age:	.....		
Girl	<input type="checkbox"/>	Boy	<input type="checkbox"/>
Blind	<input type="checkbox"/>	Partially sighted	<input type="checkbox"/>
Date of activity:	.....		
.....			
Are you happy of your visit in the museum? Can you tell us why is that?			
.....			
Did you get tired at some point of the visit? Why do you think you got tired?			
.....			
Did you get bored during the visit in the museum? Why do you think you got bored?			
.....			
What did you most like about this museum visit?			
.....			
What was your major difficulty for you during your visit in the museum?			
.....			
I learned something new that I did not know ( <i>please provide examples</i> )			
.....			
I did something that I haven't done before such as			
.....			
What I will remember from this visit in the museum is			
.....			
Would you like to visit this museum again?			
.....			
When you will come back to the museum what else would you like to do?			
.....			
Would you like to visit other type of museums? Why?			
.....			

**Thank you so much for your cooperation!!**

**BaGMIVI PROJECT: Bridging the Gap between Museums and Individuals with Visual Impairment**  
**Intellectual Output 6: Reflective Questionnaire for Students with Visual Impairments (Greek version)**

Χώρος επίσκεψης:.....

Αριθμός επίσκεψης: .....

**Το παρόν φύλλο αναστοχασμού απευθύνεται στους μαθητές. Παρακαλούνται οι εκπαιδευτικοί να βοηθήσουν τους μαθητές στη συμπλήρωσή του.**

Τάξη: .....

Ηλικία: .....

Κορίτσι ☐ Αγόρι ☐

Τύφλωση ☐ Μερική απώλεια όρασης ☐

Ημερομηνία δράσης: .....

Είσαι ευχαριστημένος/η από αυτή την επίσκεψη στο μουσείο; Μπορείς να εξηγήσεις γιατί;

Αισθάνθηκες κουρασμένος/η σε κάποιο σημείο της επίσκεψης; Αν ναι, γιατί νομίζεις ότι κουράστηκες;

Βαρέθηκες κατά τη διάρκεια της επίσκεψης; Αν ναι, γιατί νομίζεις ότι συνέβη αυτό;

Τι σου άρεσε περισσότερο σε αυτή την επίσκεψη στο μουσείο;

Ποια ήταν η μεγαλύτερη δυσκολία κατά τη διάρκεια της επίσκεψής σου στο μουσείο;

Σε αυτή την επίσκεψη στο μουσείο έμαθα κάτι καινούριο που δεν το γνώριζα όπως... (παρακαλούμε να αναφέρετε παραδείγματα)

Σε αυτή την επίσκεψη στο μουσείο έκανα κάτι που δεν το είχα κάνει ποτέ όπως....

Αυτό που θα θυμάμαι από αυτή την επίσκεψη είναι....

Θα ήθελες να επισκεφτείς αυτό το μουσείο ξανά;

Όταν θα ξαναέρθεις στο μουσείο τι άλλο θα ήθελες να κάνεις;

Θα ήθελες να επισκεφτείς άλλα είδη μουσείων; Γιατί;

**Σας ευχαριστούμε πολύ για τη συνεργασία!!**

**BaGMIVI PROJECT: Преодоляване на различията между музеи и физически лица със зрителни увреждания"**

**Дейност 6: Впечатления на учениците с нарушено зрение (Bulgarian version)**

Посетена галерия:

Брой посещения:

Клас: .....			
Възраст: .....			
Момиче	<input type="checkbox"/>	Момче	<input type="checkbox"/>
Напълно сляп	<input type="checkbox"/>	Слабовиждащ	<input type="checkbox"/>
Дата на посещение на галерията: .....			
Доволен ли сте от посещението си в галерията? Можете ли да кажете защо? .....			
Уморихте ли се по време на посещението? Защо мислите, че се уморихте? .....			
Стана ли Ви досадно по време на посещението в галерията? Защо мислите, че Ви стана досадно? .....			
.....			
Какво Ви хареса най-много при посещението в галерията? .....			
.....			
Каква беше основната трудност по време на посещението Ви в галерията? .....			
.....			
Научих нещо ново, което досега не знаех (моля, дайте примери какво точно научихте) .....			
Участвах, направих нещо ново, което не бях правил досега по време на посещението в галерията (какво точно) ..... .....			
Какво ще запомня от посещението си в галерията .....			
.....			
Бихте ли посетили тази галерия отново? .....			
.....			
Когато посетите отново галерията, какво друго бихте искали да се случи при посещението ви? .....			
.....			
.....			
Бихте ли посетили други галерии или музеи? Защо? .....			
.....			
.....			

**Благодарим за Вашето участие!!**

**BaGMIVI PROJECT: Bridging the Gap between Museums and Individuals with Visual Impairment**  
**Rezultat intelectual 6: Chestionar reflexiv pentru elevi cu deficiențe de vedere (Romanian version)**

Locul de desfășurare al vizitei:

Numărul vizitei:

**Acest jurnal reflexiv se adresează elevilor, iar profesorii sunt rugați să îi ajute să îl completeze.**

Clasă: .....		
Vârstă: .....		
Fată	<input type="checkbox"/>	Băiat <input type="checkbox"/>
Nevăzător	<input type="checkbox"/>	Persoană cu resturi de vedere <input type="checkbox"/>
Data activității: .....		
<p>Sunteți bucuros de vizita dvs. la muzeu? Puneți să ne spuneți de ce?</p> <p>.....</p> <p>.....</p>		
<p>Ați obosit într-un anumit moment al vizitei? De ce credeți că ați obosit?</p> <p>.....</p> <p>.....</p>		
<p>V-ați plictisit în timpul vizitei la muzeu? De ce credeți că v-ați plictisit?</p> <p>.....</p> <p>.....</p>		
<p>Ce v-a plăcut mai mult legat de această vizită la muzeu?</p> <p>.....</p> <p>.....</p>		
<p>Care a fost principala dificultate pentru dvs. în timpul vizitei la muzeu?</p> <p>.....</p> <p>.....</p>		
<p>Am învățat ceva nou despre care nu am știut (<i>vă rugăm oferiți exemple</i>)</p> <p>.....</p> <p>.....</p>		
<p>Am făcut ceva ce nu am mai făcut înainte, ca de exemplu.....</p> <p>.....</p> <p>.....</p>		
<p>Ceea ce îmi voi aminti din această vizită la muzeu este.....</p> <p>.....</p> <p>.....</p>		
<p>V-ar plăcea să vizitați din nou acest muzeu?</p> <p>.....</p> <p>.....</p>		
<p>Când veți reveni la muzeu, ce alceva v-ar plăcea să faceți?</p> <p>.....</p> <p>.....</p>		
<p>V-ar plăcea să vizitați un alt tip de muzeu? De ce?</p> <p>.....</p> <p>.....</p>		

**Mulțumim foarte mult pentru cooperare!!**

**BaGMIVI PROJECT: Bridging the Gap between Museums and Individuals with Visual Impairment**  
**Látássérült Személyek Számára Akadálymentes Múzeumok Projekt**  
**Intellektuális Output 6: Tanulói visszajelzés (Hungarian version)**

Látogatás helyszíne:

Látogatás sorszáma:

Kérjük a tanár kollégákat, segítsék a diákokat a visszajelzés kitöltésében!

Évfolyam: ..... Életkor: ..... Lány <input type="checkbox"/> Fiú <input type="checkbox"/> Vak <input type="checkbox"/> Gyengénlátó <input type="checkbox"/> Látogatás dátuma: .....
Tetszett a látogatás? Elmondanád, miért? ..... Volt a látogatásnak olyan pillanata, amikor azt érezted, hogy elfáradtál? Ha igen, szerinted mi volt az oka? ..... Volt a látogatásnak számodra unalmas része? Ha igen, mit találtál unalmasnak?..... .....
A látogatás során mi tetszett leginkább? ..... .....
A látogatás során szembesültél bármilyen nehézséggel? ..... .....
Tanultam valami újat, amit korábban még nem tudtam (kérlek, mondj példákat). ..... Kipróbáltam olyasmit, amit korábban még soha, például:. ..... ..... Amire a látogatásból leginkább fogok emlékezni, ..... .....
Szeretnél újra ellátogatni a múzeumba? ..... Amikor újra eljössz, még mit szeretnél csinálni? ..... ..... .....
Szeretnél más jellegű múzeumokba is ellátogatni? Miért? ..... ..... .....

**Nagyon köszönjük a segítségedet!**

#### 4.3 ANNEX III. Reflective log for Special Education Teachers (English, Greek, Bulgarian, Romanian and Hungarian versions)

##### BaGMIVI PROJECT: Bridging the Gap between Museums and Individuals with Visual Impairment

##### Intellectual Output 6: Reflective log for Special Education Teachers (English version)

*This reflective log refers to each teacher. There is no limit to the extent of the answers.*

Specialty: .....
Years of teaching experience: .....
Date of activity: .....
Did you find necessary to make any preparation activities with your students before the museum visit? If yes, what kind of activities? .....
Do you feel that the museum educational programme responded to these preparation activities? .....
Did you face any difficulties during the museum visit regarding your role as accompanying person? .....
Do you feel that the museum educational programme responded to your expectations and for what reasons? (We will be grateful if you could provide us some sort of input regarding for example museum activities, modifications, museum staff behavior, etc.). .....
What were your feelings from your general experience from this museum visit ( <i>content, satisfied, not satisfied, surprised, tired, stressed</i> )? Is it possible to explain the incidents that caused to you these feelings? .....
Did you learn something new or different from this museum visit? .....
What was the major difficulty for you during this visit? .....
What did you most like from this programme/visit in the museum? .....
If you had the opportunity to repeat the same activity (programme) what you would change (if of course you had the feeling to change something)? .....
Would you like to participate in similar programmes (activities)? What kind of support would you like to have? .....
<b>The following two questions refer to your students.</b>
Do you feel that the museum educational programme responded to your students' needs or expectations and for what reasons? .....
What do you think your students gained from this experience ( <i>such as knowledge, skills, emotions</i> )? .....

**Thank you so much for your cooperation!! We count on your contribution**

**BaGMIVI PROJECT: Bridging the Gap between Museums and Individuals with Visual Impairment**  
**Intellectual Output 6: Reflective log for Special Education Teachers (Greek version)**

*Το παρόν φύλλο αναστοχασμού απευθύνεται σε κάθε εκπαιδευτικό. Δεν υπάρχει όριο στην έκταση των απαντήσεων.*

Ειδικότητα:.....
Έτη διδακτικής εμπειρίας: .....
Ημερομηνία δραστηριότητας:.....
Θεωρήσατε απαραίτητο να κάνετε με τους μαθητές σας κάποιες δραστηριότητες προετοιμασίας πριν από την επίσκεψη στο μουσείο; Αν ναι, τι είδους δραστηριότητες πραγματοποιήσατε;.....
Θεωρείτε ότι το εκπαιδευτικό πρόγραμμα του μουσείου ανταποκρίθηκε στις δραστηριότητες προετοιμασίας που πραγματοποιήσατε με τους μαθητές σας;.....
Αντιμετωπίσατε κάποιες δυσκολίες κατά τη διάρκεια της επίσκεψης στο μουσείο σχετικά με τον ρόλο σας ως συνοδός;.....
Θεωρείτε ότι το εκπαιδευτικό πρόγραμμα του μουσείου ανταποκρίθηκε στις προσδοκίες σας και για ποιους λόγους; (Θα ήταν πολύ σημαντικό για εμάς αν μπορούσατε να μας δώσετε κάποιες πληροφορίες για παράδειγμα σχετικά με τις δραστηριότητες του μουσείου, τις προσαρμογές, τη συμπεριφορά του προσωπικού του μουσείου, κ.λπ.)......
Πώς νιώθετε σχετικά με την γενικότερη εμπειρία σας από αυτή την επίσκεψη στο μουσείο (ευχαριστημένος/η, ικανοποιημένος/η, έκπληκτος/η, κουρασμένος/η, αγχωμένος/η); Θα μπορούσατε να εξηγήσετε ποια περιστατικά προκάλεσαν αυτά τα συναισθήματα;.....
Αποκομίσατε ή μάθατε κάτι καινούριο ή διαφορετικό από αυτή την επίσκεψη στο μουσείο;.....
Ποια ήταν η μεγαλύτερή σας δυσκολία κατά τη διάρκεια της επίσκεψης στο μουσείο;.....
Τι σας άρεσε περισσότερο από αυτό το πρόγραμμα/επίσκεψη στο μουσείο;.....
Αν είχατε την ευκαιρία να επαναλάβετε την ίδια δραστηριότητα (πρόγραμμα) υπάρχει κάτι που νομίζετε ότι θα αλλάζατε; Αν ναι, τι θα αλλάζατε;.....
Θα θέλατε να εμπλακείτε σε παρόμοια προγράμματα (δραστηριότητες); Τι είδους υποστήριξη θα θέλατε να έχετε;.....
<b>Οι παρακάτω ερωτήσεις αφορούν στους μαθητές σας</b>
Θεωρείτε ότι το εκπαιδευτικό πρόγραμμα του μουσείου ανταποκρίθηκε στις ανάγκες και στις προσδοκίες των μαθητών σας και για ποιους λόγους;.....
Τι πιστεύετε ότι αποκόμισαν οι μαθητές σας από αυτή την εμπειρία (π.χ. γνώσεις, δεξιότητες, συναισθήματα);.....

**Σας ευχαριστούμε πολύ για τη συνεργασία!! Η συνεισφορά σας είναι πολύτιμη.**

**BaGMIVI PROJECT: Преодоляване на различията между музеи и физически лица със зрителни увреждания"**

**Дейност 6: Впечатления на учителите на ученици с нарушено зрение (Bulgarian version)**

*Този въпросник се попълва от всеки учител. Няма ограничение в дължината на отговорите.*

Специалност: .....  
Години на работа по специалността: .....  
Дата на посещението в галерията: .....

Счетохте ли за необходимо да извършите някакви подготвителни дейности, за да подготвите учениците си преди посещението в галерията? Ако да, каква подготовка извършихте?

Считате ли, че образователната програма в галерията отговаряше/кореспондираше на извършените от Вас подготвителни дейности?

Срещнахте ли някакви трудности по време на посещението в галерията, свързани с ролята Ви на придружител на учениците си?

Считате ли, че образователната програма на галерията отговори на очакванията Ви? В каква степен? (ще сме много благодарни, ако споделите впечатления относно конкретните дейности, които бяха предложени в галерията, адаптациите, които бяха направени за посещението на учениците, за поведението на галерийните работници и пр.)

Какви бяха чувствата и общите Ви впечатления от посещението на галерията (съдържание на поднесената информация: задоволително, незадоволително, бяхте изненадан, уморен, стресиран)

Моля, посочете какво Ви накара да се почувствате така?

Научихте ли нещо ново или различно от посещението си в галерията?

Какво беше най-голямото затруднение пред Вас по време на посещението в галерията?

Какво Ви хареса най-много при посещението Ви в галерията?

Ако можехте до повторите това посещение в галерията, какво бихте променили (ако, разбира се, считате, че нещо трябва да се промени)?

Бихте ли участвали в подобни програми и дейности? Каква допълнителна помощ бихте искали да получите?

**Следващите два въпроса се отнасят за Вашите ученици:**

Считате ли, че образователната програма в галерията отговаряше/кореспондираше на потребностите на Вашите ученици или на техните очаквания и защо?

Какъв опит считате, че добиха Вашите ученици от посещението си в галерията (нови знания, умения, емоции)?

**Благодарим Ви много за Вашето участие!!**



***Acest jurnal reflexiv se adresează fiecărui profesor. Nu există limită în ceea ce privește lungimea răspunsurilor.***

Specialitatea:.....
Anii de experiență didactică: .....
Data activității: .....
Ați considerat necesar să faceți activități de pregătire cu elevii dvs. înainte de vizita la muzeu? Dacă da, ce fel de activități?
.....
Considerați că programul educațional muzeal a răspuns acestor activități de pregătire?
.....
Ați avut vreo dificultate în timpul vizitei la muzeu cu privire la rolul dvs. ca însoțitor?
.....
Considerați că programul educațional muzeal a răspuns așteptărilor dvs. și din ce motive? <i>(Am fi recunoscători dacă ne-ați putea oferi orice sugestie cu privire la activitățile muzeului, modificări, comportamentul personalului etc.)</i>
.....
Ce sentiment ați avut din experiența generală a acestei vizite muzeale <i>(mulțumit, satisfăcut, nesatisfăcut, surprins, obosit, stresat)?</i>
Este posibil să explicați faptele care v-au cauzat acest sentiment?
.....
Ați învățat ceva nou sau diferit din această vizită muzeală?
.....
Care a fost principala dificultate pentru dvs. în timpul acestei vizite?
.....
Ce v-a plăcut cel mai mult din acest program / această vizită la muzeu?
.....
Dacă ați avea posibilitatea să repetați aceeași activitate (același program), ce ați schimba (dacă, desigur, simțiți că ați schimba ceva)?
.....
Ați dori să participați la programe (activități) similare? Ce fel de sprijin ați dori să aveți?
.....
<b>Următoarele două întrebări se referă la elevii dvs.</b>
Credeți că programul educațional muzeal a răspuns nevoilor elevilor dvs. sau așteptărilor lor și din ce motive?
.....
Ce credeți că au câștigat elevii dvs. din această experiență <i>(ca de exemplu, abilități, emoții)?</i>
.....

**Mulțumim foarte mult pentru cooperare! Ne bazăm pe contribuția dvs.**

***Minden kísérő tanárt kérünk a visszajelzés kitöltésére! A válaszok hossza nem megszabott.***

***Tantárgy/szak:***.....

Hány éve dolgozik tanárként?: .....

A látogatás dátuma: .....

A látogatás előtt szükségesnek érezte, hogy felkészítő feladatokat végezzen a tanulókkal? Ha igen, milyen jellegű volt a felkészítés?

Véleménye szerint összhangban volt a múzeumpedagógiai program a felkészítéssel?

Kísérőként tapasztalt a látogatás során bármilyen nehézséget?

A múzeumpedagógiai program megfelelt az előzetes elvárásainak? Hálásak lennénk, ha részletezné pl. a múzeumpedagógiai programmal, a személyzettel, az adaptációval kapcsolatos tapasztalatait!

Milyen érzéseket keltett önben a program/látogatás (*elégedett, elégedetlen, meglepett, fáradt, feszült*)? Leírná, mi váltotta ki önben ezeket az érzéseket?

A látogatás során tanult valami újat, korábbi, hasonló tapasztalataitól eltérőt?

A látogatás során mi jelentette önnek a legnagyobb nehézséget?

A program/látogatás során mi tetszett önnek leginkább?

Ha a program/látogatás megismétlődne, min változtatna (ha egyáltalán szükségesnek érez bármilyen változtatást)?

Szeretne a jövőben hasonló programokon/látogatásokon részt venni? Milyen segítségre lenne szüksége?

**Az alábbi két kérdés a tanulókra vonatkozik.**

Véleménye szerint a múzeumpedagógiai program igazodott a tanulók speciális szükségleteihez, és megfelelt az elvárásainak?

Véleménye szerint mit adott a látogatás a tanulóknak (tudás, képességek, benyomások tekintetében)?

Nagyon köszönjük az együttműködését!