AQUASYMPHONY: ADAPTATION TO CLIMATE CHANGE AND SUSTAINABLE WATER USE PROJECT MODULE EVALUATION SURVEY REPORT

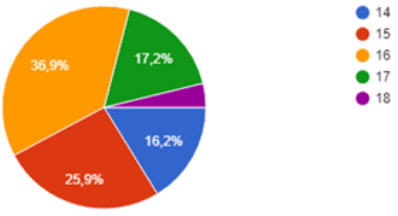
This research was prepared to measure the awareness and knowledge levels of the students participating in the training about the effects of climate change on water resources as a result of the use of the activities in the e-book prepared within the scope of the project titled "AquaSymphony: Adaptation to Climate Change and Sustainable Water Use", which was presented in the field of Small-Scale Partnerships in School Education (KA210-SCH) under Erasmus+ Key Action 2 Partnerships for Cooperation activity.

The aim of the project "AquaSymphony: Adaptation to Climate Change and Sustainable Water Use" is to increase teachers' awareness of the impacts of climate change and global warming on water resources and their competencies for sustainable water use. The direct beneficiaries of the project are high school teachers.

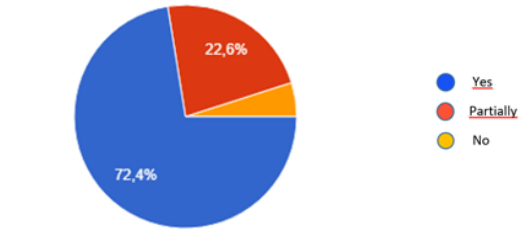
In the module evaluation questionnaire consisting of 6 questions about the activities carried out within the scope of the project, participating students were asked to answer "Yes"/"Partially"/"No" for each question.

The opinions of 548 students are given under the headings given in the graphs below. When the gender distribution of the 548 students participating in the study was analyzed, it was seen that 313 were female students (57%) and 235 were male students (43%).

When the age distribution of the 548 students participating in the study was analyzed, it was seen that 89 students (16,2%) were 14 years old, 142 students (25,9%) were 15 years old, 202 students (36,9%) were 16 years old, 94 students (17,2%) were 17 years old, and 21 students (3.8%) were 18 years old.



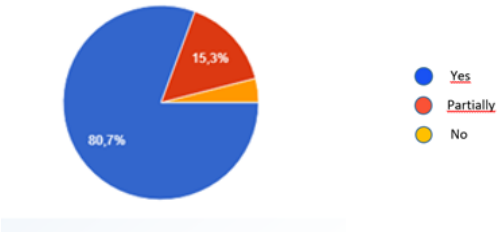
Graph 1. Distribution of the opinions of the students participating in the study regarding the statement that the time was sufficient for the activities for the use of the activities in the e-book prepared within the scope of the project in classroom environments



According to Graph 1, when the distribution of the opinions of the students participating in the research on the statement "the time for the activities was sufficient" was analyzed; it was seen that 397 of the participant students said Yes (72.4%), 124 said Partially (22.6%), 27 said No (4.9%).

According to these results, it is understood that the majority of the participants stated that the duration of the activities was sufficient.

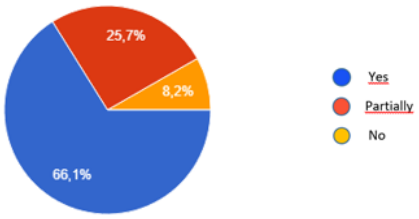
Graph 2. The distribution of the opinions of the students participating in the study regarding the statement that the activities for the use of the activities in the e-book prepared within the scope of the project in classroom environments were instructive in terms of content



According to Graph 2, when the distribution of the opinions of the students participating in the research on the statement "the activities were instructive in terms of content" was examined; it was seen that 442 of the participant students said Yes (80.7%), 84 said Partially (15.3%), 22 said No (4%).

According to these results, it is understood that the majority of the participants stated that the activities were instructive in terms of content.

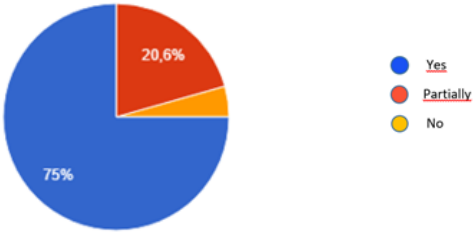
Graph 3. Distribution of the opinions of the students participating in the study regarding the statement that the materials suggested in the activities for the use of the activities in the e-book prepared within the scope of the project in classroom environments met our needs



According to Graph 3, when the distribution of the opinions of the students participating in the research on the statement "the materials suggested in the activities met our needs" was analyzed; it was seen that 362 of the participant students said Yes (66.1%), 141 said Partially (25.7%), and 45 said No (8.2%).

According to these results, it is understood that more than half of the participants stated that the materials suggested in the activities meet the needs.

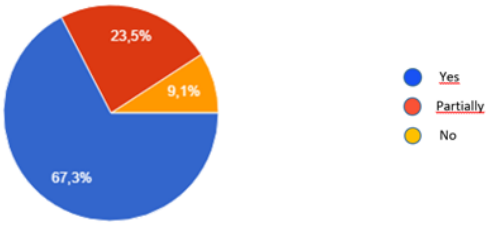
Graph 4. Distribution of the opinions of the students participating in the study regarding the statement that the content and scope of the activities were sufficient for the use of the activities in the e-book prepared within the scope of the project in classroom environments



According to Graph 4, when the distribution of the opinions of the students participating in the research on the statement "the content and scope of the activities were adequate" was analyzed; it was seen that 411 of the participant students said Yes (75%), 113 said Partially (20.6%), 24 said No (4.4%).

According to these results, it is understood that the majority of the participants stated that the content and scope of the activities were sufficient.

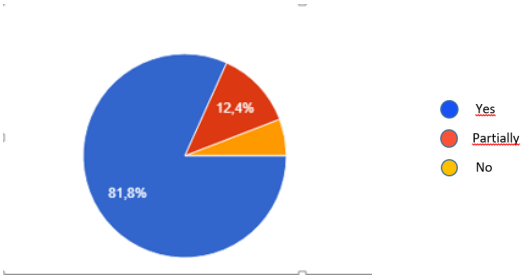
Graph 5. Distribution of the opinions of the students participating in the study regarding the statement that group dynamics was good during the activities for the use of the activities in the e-book prepared within the scope of the project in classroom environments



According to Graph 5, when the distribution of the opinions of the students participating in the research on the statement "group dynamics were good during the activities" was analyzed; it was seen that 369 of the participant students said Yes (67.3%), 129 said Partially (23.5%), 50 said No (9.1%).

According to these results, it is understood that the majority of the participants reported that group dynamics were good during the activities.

Graph 6. Distribution of the opinions of the students participating in the research on the statement that the activities for using the activities in the e-book prepared within the scope of the project in classroom environments increased my competence on climate change and sustainable use of water



According to Graph 6, when the distribution of the opinions of the students participating in the research on the statement "the activities increased my competence on climate change and sustainable use of water" was analyzed; it was seen that 448 of the participant students said Yes (81.8%), 68 of them said Partially (12.4%), 32 of them said No (5.8%).

According to these results, it is understood that the majority of the participants stated that the activities increased their competencies on climate change and sustainable use of water.

Findings:

The findings obtained from the survey results of 548 high school students who participated in the activities organized within the scope of the AquaSymphony project

show that students' knowledge and awareness levels about climate change and water resources have increased significantly.

1. **Sufficiency of Time:** While 72.4% of the students stated that the time given for the activities was sufficient, only 4.9% stated that the time was insufficient. This shows that the planning of the activities was done well.
2. **Educational Content:** 80.7% of the students stated that the activities were instructive in terms of content. This result shows that the participants think that the activities are useful and means that the teaching methods are effective.
3. **Sufficiency of Materials:** 66.1% of the participants stated that the materials used in the activities met their needs. This result provides a positive evaluation of the effectiveness of material selection and provision.
4. **Content and Scope:** 75% of the students stated that the content and scope of the activities were sufficient. This shows that the educational objectives of the project were successfully realized.
5. **Group Dynamics:** The view that group dynamics were good during the activities was supported by 67.3% of the participants. This indicates that students' social interaction and cooperation was ensured.
6. Increased Competence: 81.8% of the participants stated that the activities increased their competencies on climate change and sustainable use of water resources. This result reveals that the overall objective of the project was achieved and knowledge transfer was effective.

Discussion:

The survey results of the AquaSymphony project once again reveal the importance of effective educational practices for students on climate change awareness and sustainable water use. The positive evaluation of the activities by the majority of the students shows the effectiveness of the teaching methods and the applicability of the project.

In particular, the adequacy of teaching materials and duration contributes to students' learning processes on this subject. Increasing teachers' knowledge and competencies on climate change is one of the main objectives of the project. The continuation of such projects increases the knowledge of teachers and students on environmental issues and raises awareness for a sustainable future.

Conclusion:

The AquaSymphony project has been a successful tool in raising students' awareness and knowledge on climate change and sustainable use of water resources. The results emphasize the necessity of integrating such projects into the education system**.**

Supporting similar projects in the future will encourage knowledge sharing and collaboration between teachers and students on this important issue. In this context, the project is of great importance in terms of reaching wider audiences and creating change on sustainable water use and climate change. Such projects should continue to contribute to the development of environmental awareness and responsibility in future generations.