



# **DOOL Dance Out Of Line!**

**Intellectual Output 4:  
General Guidelines,  
Businessplan, Certifications  
FLIGHT CASE**

IO4 c: Impact Survey Toolkit



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the European Union**

# Research design and survey methods of the social science study accompanying DOOL/MellowYellow

The empirical research on MellowYellow is based on a mix of qualitative and quantitative methods. The survey instruments are aimed at measuring the intended social effects of MellowYellow and are based on the impact model. Three different points in time were defined for the assessments: The first contact with the students on the action day (T1), the resonance meeting (T2) and three months after the intervention (T3).

**On the date of the action day (T1)**, participant observations are conducted. The observation should be carried out by a trained person. The observer should be part of the action day, introduce him/herself at the beginning of the day and explain the reason for his/her presence to the children. If appropriate, the observer should take part in some exercises and discussion circles in order to be as close to the field as possible. Ideally, two action days of each artist pair will be observed.

At the end of the action day (T1), the project assistant or the artists will assign a work task to the children:

*Imagine a newspaper is calling you. The newspaper wants to know what you have experienced today and what you have learned. What do you report to the newspaper?*

The class will be given the task of creating a banner for the newspaper until the resonance meeting.

**During the resonance meeting (T2)**, the banners are presented and discussed by the children. The children explain what is pictured on the banner, why it is pictured and which new information they got from the action day. The project assistant documents the children's presentation and transfers the documentation to a systematically arranged Excel spreadsheet. The data provided will be coded according to content and analyzed later on. During the resonance meeting, teachers will be notified that they will receive an invitation to participate in an anonymous online survey on MellowYellow in approximately three to four months. If necessary, requests for qualitative interviews may be made as well.

**After the intervention (T3)**, quantitative and qualitative interviews will be conducted among the teachers. They will be asked about their assessment of MellowYellow's impact. The link to the anonymous quantitative online survey will be sent via mail to as many participating teachers as possible. The questionnaires can be found in the appendix. In addition to the quantitative survey, qualitative interviews may also be conducted.

	T1 (action day)	T2 (resonance meeting)	T3 (three months after the intervention)
participant observation	X		
reflection, evaluation of the banner		X	

quantitative and/or qualitative survey amongst the teachers			X
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Dear teacher,

a few months ago, MellowYellow was your guest with their DOOL (Dance out of Line) program. Now that some time has passed, we would like to invite you to answer a few questions about the program you experienced. Here you can provide anonymous feedback on how you liked it and how the program was received by your students.

Your answers will be evaluated in a strictly anonymous way. There is no possibility to infer who you are from the answers. Answering the questions will take 5 to 7 minutes.

**1. In which activity did you participate with your school class?**

- action day (with resonance meeting)
- action day (without resonance meeting)
- action week
- I do not remember

**2. In which type of school do you teach?**

- VS
- Special-needs school and inclusive education
- NMS
- AHS – lower level
- AHS – upper level
- BMS
- BHS

**3. How many children participated in the event?**

- less than 20
- 20-25
- 26-30
- more than 30

**4. How many students in your class are native speakers of a language other than German?**

- (nearly) all
- most
- about half
- a few
- (nearly) nobody



5. Are there any people with cognitive, mobility, or severe sensory impairments in your school?

- yes, at least 10% of all students
- yes, less than 10% of all students
- no
- I don't know

6. Are there any people with cognitive, mobility, or severe sensory impairments in your class?

- yes, at least 10% of all students
- yes, less than 10% of all students
- no
- I don't know

7. What did you observe: How many of your students were enthusiastic about MellowYellow's offer?

- (nearly) all
- most
- about half
- a few
- (nearly) nobody

8. What is your estimation? What did your students take away from MellowYellow? To what extend do you agree with the following statements?

	strongly agree	agree	neither agree nor disagree	disagree	strongly disagree	I don't know
The children are now better informed about the lives of people with disabilities.						
The children gained new knowledge about dealing with people with disabilities.						
The children have been able to overcome their fear of contact with persons with disabilities.						
The children have gained a new perspective on the art of dance.						
The children now dare to be more creative.						



The children now dare to do dance and/or make acrobatic movements more often.						
The children have experienced people with disabilities as role models or leaders.						
other:						

9. And what did you personally take away from MellowYellow? Is there anything that you have become particularly aware of through MellowYellow? To what extent do you agree with the following statements?

	strongly agree	agree	neither agree nor disagree	disagree	strongly disagree	I don't know
I have more knowledge about the lives of people with disabilities than before.						
I have learned new things about dealing with people with disabilities.						
I have more confidence in dealing with people with disabilities.						
I have increased my knowledge about educational aspects of art.						
I have perceived people with disabilities as leaders.						
I encountered new facets of the students.						
I did not gain any significant knowledge from the program.						
other:						



10. Which of the following activities have you done since MellowYellow? (multiple answers possible)

I have told colleagues about my experiences and exchanged ideas with them.	<input type="radio"/>
I have tried out new games, methods or exercises from MellowYellow in a lesson.	<input type="radio"/>
I have become more involved with art or inclusion.	<input type="radio"/>
I have integrated artistic approaches into everyday school life or lessons.	<input type="radio"/>
I have recommended MellowYellow to other colleagues.	<input type="radio"/>
None of the above.	<input type="radio"/>
other:	

11. To what extent has MellowYellow changed your everyday life at school?

	strongly agree	agree	neither agree nor disagree	disagree	strongly disagree	I don't know
I have integrated artistic approaches into daily school routines and lessons.						



I have gained a more differentiated and broader picture of my students.						
MellowYellow has helped me deal better with the diversity of my students' talents.						
The relationship between me and my students has improved through the shared experiences.						
The action has not changed the daily school routines at all.						
other:						

**12. How accurate are the following statements about the class that participated in MellowYellow?**

	strongly agree	agree	neither agree nor disagree	disagree	strongly disagree	I don't know
In class, children help each other when someone needs help.						
In class, the children stick together well.						
In class, the children have several good boyfriends and girlfriends.						
The children can cope well with the fact that their classmates have different abilities.						
Students with disabilities are respected by everyone.						
No one is treated badly in class because of the color of their skin.						
other:						



**13. How would you rate the influence of MellowYellow on children's social competence?**

-3 = significantly reduces social competence, 0 = no influence, +3 = significantly increases social competence

- 3	- 2	- 1	0	+ 1	+ 2	+ 3

**14. How would you rate the influence of MellowYellow on the class community?**

-3 = significantly worsens class community, 0 = no impact, +3 = significantly improves class community

- 3	- 2	- 1	0	+ 1	+ 2	+ 3

**15. How would you rate the influence of MellowYellow on the children's general creativity?**

-3 = creativity is significantly weakened, 0 = no influence, +3 = creativity is significantly strengthened

- 3	- 2	- 1	0	+ 1	+ 2	+ 3

**16. How would you rate the influence of MellowYellow on the understanding of inclusion?**

-3 = understanding is significantly weakened, 0 = no influence, +3 = understanding is significantly strengthened



- 3	- 2	- 1	0	+ 1	+ 2	+ 3

17. What do you think would be necessary for MellowYellow's program to have more impact? Which of the following options would be desirable for you? (multiple answers possible)

- more frequent visits by MellowYellow (e.g. once a semester)
- longer action units (e.g. action week, not only action day...)
- more creativity-promoting exercises that I can also use in everyday school life
- more inclusion exercises that I can also use in the school day
- a better reflection and reappraisal in the context of the resonance meeting.
- other, namely:

18. All in all, how happy are you with MellowYellow's offer?

0 = completely unhappy, 10 = completely happy

0	1	2	3	4	5	6	7	8	9	10

19. How likely are you to recommend MellowYellow to other colleagues?

0 = very unlikely, 10 = very likely

0	1	2	3	4	5	6	7	8	9	10

MellowYellow is the austrian version of DOOL - Dance out of Line!

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20. Is there anything else you would like to tell us in this way? Any suggestions for improvement or other feedback?



## QUALITATIVE INTERVIEW GUIDELINE DOOL

### TEACHERS EX-POST (T3)

Brief check before the interview:

- Who is being interviewed:
  - o teacher, who participated in the implementation of the action
  - o school principal
  
- When did the action take place:
  - o school year 2018/2019
  - o school year 2019/2020
  - o ...
  
- Which actions were carried out:
  - o action day
  - o resonance meeting
  - o action week
  
- Which type of school is this:
  - o VS
  - o NMS
  - o AHS
  
- How many students participated:
  
  
- Which team of artists was at the school:

Hello,



I am XY from MellowYellow. XY months ago MellowYellow was a guest at your school with their mixed abled dance team.

In order to improve our workshops and to understand our impact, we would like to reflect on the gained experience with you.

Therefore, we would like to ask you to share your opinion as an expert and kindly invite you to a joint conversation. The conversation will focus on the impressions our action day and/or the resonance meeting has left on you and your students.

The information provided will be stored anonymously.

The interview can be held now or at another time by phone.

What would be more convenient for you?

- a phone call now
- a phone call at a scheduled time

1.) In general, **how did you like** the project? What was particularly appealing to you, what did you like less?



open entry: *take notes*

2.) What did you personally **take away** from the action (action day/action week)? Is there anything that you became particularly **aware** of through the performance, the resonance group or the action day?

open entry: *take notes*

3.) What is your opinion: What did the participating children **learn** from MellowYellow? Is there anything that the **children** became particularly **aware** of through the performance or the action day? Did you receive any feedback or observe anything in this regard?

Do students have less **prejudice** when playing and learning with each other and when supporting each other?



open entry: *take notes*

4.) What was your experience of the **students' participation**? Do you have the impression that the students participated actively?

open entry: *take notes*

5.) How did you experience **your own role**? Were you more of an observer or did you also participate? How did you **feel**?

- a. rather observer
- b. more of a participant
- c. no specific role

open entry: *take notes*

6.) How did you experience the **role of the artists**?



open entry: *take notes*

7.) Was there a **moment** during the action day and/or the resonance meeting that particularly impressed you? A moment that **triggered** something in you personally or that **made you think**? Is there anything that comes to your mind in this regard?

If so:

- What was it and what exactly did you become **aware** of at this point?
- Did this event trigger something in you that you are now integrating into your **everyday professional life**?
- Have you continued to engage with inclusion or dance afterwards? (**continuing education**)
- Do you, as a result, **perceive actions or things differently**, or are you making use of **new methods**?

*If so:*

- To what extent? What have you or your colleagues **modified since then**? Can you give **examples**?

open entry: *take notes*



8.) Was there a **moment** during the action day and/or the resonance meeting which you felt was particularly **impressive** for the **students**? A moment in which you were surprised by the **reaction of your students**? A particular **action** of the students that was completely **different** to how they usually act in school?

If so:

- What was that?
- Did you observe this type of action once again at a later point in time?

*If so:*

- To what extent?
- Can you give an example?

open entry: *take notes*

9.) Did you notice anything special about your students' **interaction with each other** and/or about their **approach to creativity** on either of the two days that surprised you personally or that particularly stood out to you?

If so:

- What was that?
- Did you observe this type of action once again at a later point in time?

*If so:*

- To what extent?
- Can you give an example?



open entry: *take notes*

10.) Did you **discuss** your experiences with **colleagues**? And/or did you talk about your experiences with **someone else** (perhaps in your private sphere)?

If so:

- **What** did you discuss?

open entry: *take notes*

11.) Alle in all: How **happy** are you with MellowYellow's offer?

*0= completely unhappy, 10= completely happy*

0- 1- 2- 3- 4- 5- 6- 7- 8- 9- 10

12.) How likely is it, that you will **recommend** MellowYellow to other colleagues?

*0= very unlikely, 10 = very likely*

0- 1- 2- 3- 4- 5- 6- 7- 8- 9- 10

12a.) Has MellowYellow **already been recommended**?

- yes
- no
- I don't know



13.) Do you think that the method of MellowYellow is an **important contribution to inclusion**? That, for example, students are less afraid of contact with people with disabilities?

- a. yes
- b. no
- c. I don't know

→ Why?

14.) Do you think that this method of MellowYellow changes the way in which **the art of dance is perceived**?

- a. yes
- b. now
- c. I don't know

→ To what extent?

15.) Is there anything else you would like to tell us in this way? Any suggestions for improvement or other **feedback**?



open entry: *take notes*

Thank you very much for the conversation.



observation guideline: T1

date:

21. school type:

- VS
- Special-needs school and inclusive education
- NMS
- AHS – lower level
- AHS – upper level
- BMS
- BHS

22. school level:

23. number of children:

24. number of teachers:

25. format:

- action day
- resonance meeting
- action week

26. Are there children with cognitive, mobility, or severe sensory impairments in the class?

- yes, at least 10% of all students
- yes, less than 10% of all students
- no
- I don't know

27. How is the program perceived by the students? Do the students participate?

- observed indicators of interest:



- observed indicators of disinterest:
  
  
  
  
  
  
  
  
  
  
- Is there laughter? Why is there laughter?
  
  
  
  
  
  
  
  
  
  
- Are there questions posed? What questions? What do the students ask?

28. How is the program perceived by the teachers?

- How do the teachers behave?
  
  
  
  
  
  
  
  
  
  
- Are they observing? Are they distracted, or looking at their smartphones?  
Are they present?
  
  
  
  
  
  
  
  
  
  
- Do they intervene in what is happening? Do they actively control students?

29. Are children reacting differently to people with disabilities than to people without disabilities? If so, to what extent?



30. How is the reaction towards people with disabilities?

- reaction of the children

0 = very awkward/insecure, 10 = very natural, ? = not assessable

0	1	2	3	4	5	6	7	8	9	10	?

Evidence for this:

- reaction of the teachers

0 = very awkward/insecure, 10 = very natural, ? = not assessable

0	1	2	3	4	5	6	7	8	9	10	?

Evidence for this:



31. What evidence could be observed to indicate that students and teachers have learned more about the lives of people with disabilities?

32. Which activities have been initiated by MellowYellow to increase confidence in dealing with people with disabilities? How have these activities been carried out, and to what extent are the activities suitable for strengthening confidence in dealing with people with disabilities?

33. Which hints could be observed that indicate that teachers are interested in the artistic concept and that it provides them with new ideas?

34. What activities/exercises did students perform that support their physical self-confidence? How are these activities/exercises carried out?

35. Which indications could be observed that suggest that students perceived people with disabilities as role models or leaders?



36. How are the artists doing? Do they enjoy working with the class? Do they experience affirmation? Do they experience rejection? Are their instructions being followed by the children?

37. What was the program of the action day/week? Which exercises/games were done? How were they received by the students? Which activities were particularly well received? Which were less popular? What could have worked better? Are there incentives to improve the program?

other notes:

14.: Educated Guess:



	(nearly) all	most	about half	a few	nobody
How many of the children actively participated?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How many of the children hesitated to participate actively?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How many of the children were not interested in the action day?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How many of the children obviously enjoyed the action day?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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