



# Comparative Report of Pre and Post LTTA3 Surveys – Portugal (Azores)

**Project:** SMAILE – 2024-1-HR01-KA220-SCH-000254267

**Activity:** LTTA3 – Terceira (Azores, Portugal)

**Dates:** 17/11/25 – 21/11/25

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## 1. Introduction

This report provides a comparative analysis of two surveys conducted before (Pre-LTTA3) and after (Post-LTTA3) the Erasmus+ mobility in Terceira (Azores, Portugal). The aim is to evaluate the impact of the activity on participants' expectations, learning outcomes, perceptions of Artificial Intelligence (AI), and the overall educational and cultural value of the experience.

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## 2. Participants

Aspect	Pre-LTTA3	Post-LTTA3
Number of responses	37	23
Students	29.7%	43.5%
Teachers	70.3%	56.5%
Participating schools	8 European schools	Same schools

**Observation:** Although the number of post-survey responses is lower, the representation of partner schools remains consistent and the profile of respondents is still well balanced between students and teachers.

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## 3. Initial Expectations (Pre-LTTA3)

### 3.1 Preparation and motivation

- More than **80%** of participants felt well or very well prepared for the mobility.
- A high level of motivation and enthusiasm was evident prior to the LTTA.

### 3.2 Main interests

The most anticipated aspects were:

- Meeting new people (86.5%)
- Learning about Artificial Intelligence (86.5%)
- Experiencing Portuguese culture (67.6%)

- Participating in hands-on workshops (62.2%)

### 3.3 Interest in Artificial Intelligence

- Around **78%** of respondents expressed a high or very high interest in AI before the mobility.
- Most participants were already using AI tools for studying or teaching, although creative and advanced uses were less common.

### 3.4 General expectations

Open-ended responses highlighted expectations related to:

- Learning more about AI
  - Improving English language skills
  - International social interaction
  - Cultural experiences
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## 4. Final Results and Perceptions (Post-LTTA3)

### 4.1 Fulfilment of expectations

- **100%** of respondents stated that they learned or experienced what they had hoped for.
- **82.6%** reported that the mobility met their expectations completely or to a large extent, showing a very positive overall outcome.

### 4.2 Learning outcomes related to AI

The most frequently mentioned learning outcomes include:

- Practical use of AI (robotics, avatars, video creation)
- Awareness of risks, limitations, bias, and data safety
- Applications of AI in education, entrepreneurship, and daily life
- Understanding the importance of human supervision and critical thinking

**Clear progression:** from a general and theoretical view of AI to a **practical, critical, and applied understanding**.

### 4.3 Most valued activities

- “Robots and Programming with AI” workshop (78.3%)
- “Create Videos with Avatars using AI” workshop (73.9%)
- “AI in Daily Life” workshop (47.8%)

This confirms that **hands-on activities** had the strongest educational impact.

### 4.4 AI, innovation, and entrepreneurship

Most participants believe that AI can:

- Support the development of smarter solutions (73.9%)
  - Improve efficiency and productivity (69.6%)
  - Enhance creativity and innovation (56.5%)
  - Create new business opportunities (39.1%)
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## 5. Educational Impact

### 5.1 Usefulness of AI in education

- **95%** of respondents consider AI to be quite or very useful for education and learning.
- Over **90%** would like to use AI tools more frequently after this experience.

### 5.2 Transfer to schools

Participants highlighted that they will bring back to their schools:

- AI-based video and avatar creation
  - Robotics and programming activities
  - New motivating teaching methodologies
  - Greater awareness of ethical and responsible AI use
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## 6. Cultural and Social Dimension

### 6.1 Most valued experiences

- Cultural visits and sightseeing
- Interaction with Portuguese students and teachers
- Local gastronomy and natural environment

### 6.2 Added value

Responses indicate a strong impact on:

- Social and communication skills
  - Intercultural competence
  - Strengthening of European collaboration and group cohesion
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## 7. Overall Pre vs Post Comparison

Dimension	Before (Pre)	After (Post)
View of AI	General interest	Critical and applied understanding
Expectations	High	Fully met
Educational use of AI	Mostly theoretical	Practical and transferable

Motivation	Very high	Reinforced and consolidated
Cultural dimension	Anticipated	Highly positive experience

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## 8. Conclusions

The comparison of the two surveys clearly demonstrates that the LTTA3 in Portugal had a **very positive and meaningful impact**. The mobility not only met participants' initial expectations but exceeded them in terms of practical learning, ethical awareness of AI, and educational transferability.

The experience significantly strengthened:

- Practical and critical knowledge of Artificial Intelligence
- Motivation to integrate AI into educational practices
- The European, cultural, and social dimension of the project

**Final conclusion:** LTTA3 can be considered a successful Erasmus+ good practice with strong educational, innovative, and human value.