

Professional Competence in

Designing, Monitoring and Evaluation

of

Adult Learning Processes

European Competence Profiles



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



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Published by:

Erasmus+ Strategic Partnership “Designing, monitoring and evaluating adult learning classes – Supporting quality in adult learning” (DEMAL)

Agreement No. 2016-1-DE02-KA204-003346

Bonn, 2018

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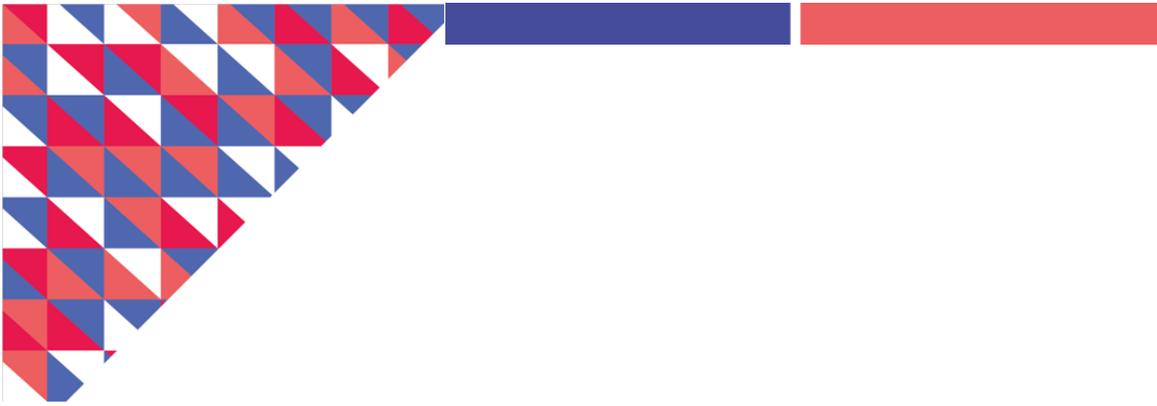


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In a nutshell

The following paper presents detailed profiles of two key competences for adult learning professionals

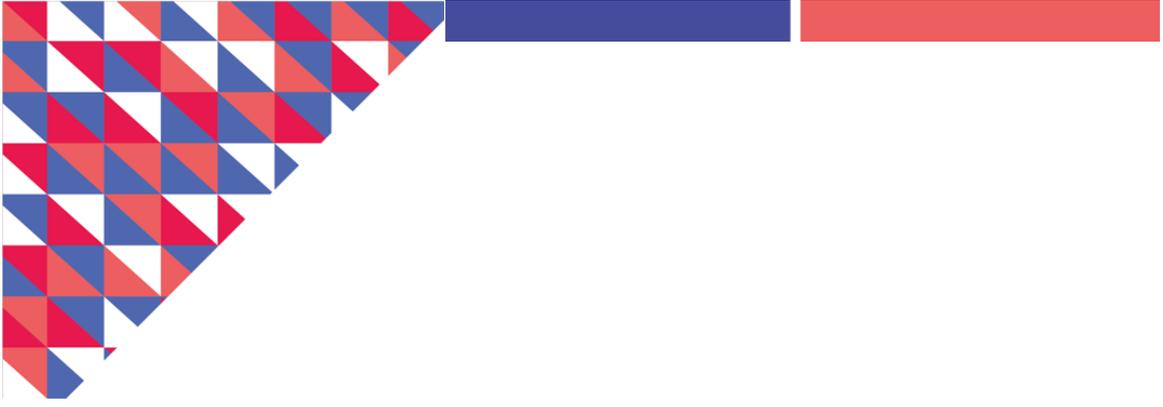
- Design of Adult Learning, and
- Monitoring and Evaluation of Adult Learning.

The profiles are a result of the European project “Designing, monitoring and evaluating adult learning classes – Supporting quality in adult learning” (DEMAL), which set out to promote quality in the field of adult learning and education by working specifically on these two professional key competences. Both competences are of crucial importance for enabling successful learning of adults, but have not been sufficiently addressed on a European level so far.

Based on desk research and expert interviews, the DEMAL project proposes for the first time detailed competence profiles which specify the tasks and activities which are linked to these two competences as well as the related professional knowledge, skills and competence in terms of autonomy and responsibility.

Adult learning stakeholders may use these profiles as a reference for developing standards, curricula, training courses or learning materials in their own national, regional or local context.

Two European training courses based on the profiles will be developed in a blended format within the DEMAL project itself, together with the related teaching and learning resources.



Part I

Introduction



I.1. Why these competence profiles?

Quality in adult learning is an important policy concern on the European level. To improve the quality and efficiency of education and training at all levels is one of the four objectives of the strategic framework for European Cooperation in Education and Training (ET 2020). One key pillar in this regard is the professional development of teachers and trainers and other staff working in education and training organizations.

This constitutes a particular challenge for the field of adult learning which is the most diverse sector of lifelong learning. Unlike in the school or higher education sector, there are no standardized qualification pathways for the professional staff working in this field. Teachers of adults typically have highly diverse professional backgrounds. Most of them are highly qualified but these qualifications do not necessarily include any pedagogical training.

In Europe, there is therefore a high demand for pre- and in-service training of teachers and trainers of adults according to shared quality standards. The DEMAL competence profiles provide such standards for two selected key competences of teachers and trainers of adults.



I.2. What is the practical use of the competence profiles and who shall use them?

The competence profiles serve as a reference tool which can be used for developing products such as curricula, training programmes, portfolio instruments or learning materials which deal the topics of Design, and Evaluation and Monitoring of adult learning. Of course, the profiles may also be used for developing the relevant parts, related to these two topics, within a more comprehensive curriculum or training programme. The competence elements which are listed in the profiles can be taken as those learning outcomes which a relevant training programme should seek to develop in order to qualify (prospective) teachers and trainers of adults in the areas of Design, and Evaluation and Monitoring respectively.

Potential users of the competence profile are thus mainly developers of curricula, training programmes, or teaching learning material for the pre-service or in-service training of teachers and trainers of adults.



I.3. What competences do the profiles cover?

The DEMAL competence profiles cover two specific competences from the framework “Key Competences for Adult Learning Professionals” which has been defined by Research voor Beleid on behalf of the European Commission in 2010. These two competences are:

- Designing of Adult learning
- Monitoring and Evaluation of Adult Learning

Designing, and Monitoring and Evaluation represent important tasks in the process of preparing and delivering training supply for adults. They are indeed equally important for the quality and effectiveness of a training provision as the teaching or the instructional activity itself. Existing in-service trainings in Europe are however hardly focusing these two specific competences. This is why the DEMAL project has set out to address this gap, in particular.

DEMAL is thus not covering the whole competence profile of an adult teacher or trainer but is concentrating on the two selected aspects.

I.4. What does Design, and Evaluation and Monitoring of adult learning mean in the DEMAL context?

In DEMAL, both competences refer to the micro level of learning and teaching:

Design refers to the planning of a single educational offer, such as a course or training programme. Design takes mostly place before the actual implementation of the educational offer, although some reviewing of the original design is likely to take place also at later stages, during the implementation itself.

Key features of Design:

- Design refers to the planning of a given single learning offer, e.g. a course;
- Design is usually done by the teacher/trainer/facilitator himself;
- Design is based on the needs of the learner(s) who participate in the offer;
- Design may refer to a variety of formats, from the traditional organised course setting to other types of innovative or individualised learning arrangements, including online-based offers.

Related terms: planning/creating courses/classes for adults; creating a syllabus, a curriculum; planning of learning settings/arrangements.

Evaluation and Monitoring refers to a complex set of activities which a teacher implements in the context of an educational offer as an ongoing accompaniment to the instructional activity in the narrower sense. The shared aim of these activities is to ensure the success and improve the quality of the teaching and learning processes and outcomes.

Key features of Evaluation and Monitoring:

- Evaluation and Monitoring activities are implemented at different stages of a course, virtually on an ongoing basis;
- Evaluation and Monitoring activities may have both formative and summative purposes;
- Evaluation and Monitoring activities may relate to outcomes as well as to processes;
- Evaluation and Monitoring activities involve a strong component of learner guidance;
- Evaluation and Monitoring activities also involve a strong component of self-reflection and continuing professional development of the teacher themselves:

Related terms: Student assessment, learner assessment, learner guidance, counselling on learning, evaluation of learning outcomes; quality assurance

I.5. What is the structure of the competence profiles?

Both profiles have an identical structure which includes the following parts:

- the introductory part includes a short **definition** which explains what is covered by the relevant key notions of Design, and Evaluation and Monitoring of adult learning processes;
- the core part of each profile includes **four competence layers (A-D)** which are defined by their degree of specificity with regard to Design, and Evaluation and Monitoring, respectively:
 - Generic pedagogical competence (► A ◀)
Comprises knowledge, skills and attitudes which constitute important prerequisites for the tasks of Design and Evaluation and Monitoring, but which are at the same time also general prerequisites for being a professional adult educator.
Example: basic knowledge of learning theories
 - Subject specific competence (► B ◀)
Comprises knowledge and skills which constitute important prerequisites for the task of Design and Evaluation and Monitoring, but which are intricately connected to the specific area of expertise of the adult educator and the subject matter being taught by him or her.
Example: content knowledge in one's own area of expertise
 - Specific pedagogical competence (► C ◀)
Comprises the specific knowledge and skills which are needed for performing the various steps and activities connected to the tasks of Design and Evaluation and Monitoring.
The steps and activities themselves are also outlined in detail in this layer C.
Example: practical application of needs analysis techniques
 - Transversal competencies (► D ◀)
Comprises multifunctional and context-independent cognitive abilities, social skills as well as emotional qualities and attitudes that are highly relevant for the tasks of Design and Evaluation and Monitoring, but are at the same time useful in many different contexts, both private and professional, and can be used to achieve many different types of goals and objectives.
Example: observation skills
- The concluding part of the profiles explains their **link with the European Qualifications Framework (EQF)**. This part describes Design, and Evaluation and Monitoring as professional activities in terms of *responsibility and autonomy*, thereby referring to the specific understanding of “competence” as it is adopted in the EQF.

In the second place, this part explains what *EQF level(s)* would be the most relevant ones if one plans to develop a qualification in the field of Design, or Evaluation and Monitoring.



I.6. How have the competence profiles been developed?

The profiles have been developed based on

- a review of specialist literature on the topics of Design, and Evaluation and Monitoring,
- a desk top research involving relevant material such as existing curricula, standards and training provision in the DEMAL partner countries,
- interviews with 21 adult learning experts from the DEMAL partner countries.

All these sources were subject to a content analysis to identify the common core of activities and related competence elements with regard to the tasks of Design, and Evaluation and Monitoring of adult learning.



I.7. How are the key concepts defined in the profiles?

Generally, the competence profiles refer to definitions of key concepts which are commonly used on the EU level. For the notions of knowledge, skills and competence, the DEMAL profiles refer directly to the definitions of the European Qualifications Framework (EQF) (Official Journal 2008, p. 4):

- 'knowledge' means the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study.
- 'skills' means the ability to apply knowledge and use know-how to complete tasks and solve problems.
- 'competence' means the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development.

For a more detailed understanding of competence, the DEMAL profiles draw furthermore on a definition proposed by Franz E. Weinert (2001, p. 27). In this definition it becomes clear, that competence, as a holistic concept, also includes certain attitudes and dispositions as key elements. Thus, competence according to Weinert encompasses

- "the cognitive skills and abilities which individual possess or which they can acquire in order to solve certain problems, as well the motivational, volitional and social dispositions and abilities which are needed for responsibly and successfully solving these problems in varying situations" (orig. in German, translation by the author).

Drawing on this understanding, the DEMAL profiles also include attitudes and dispositions as competence elements, in addition to knowledge and skills.

The EQF itself, on the other hand, specifies the above notion of competence in a somewhat different direction:

- "In the context of the European Qualifications Framework, competence is described in terms of responsibility and autonomy." (Official Journal 2008, p. 4):

This specific EQF-understanding of competence which draws on the degree of responsibility and autonomy with which a professional carries out his or her work, is also reflected in the DEMAL competence profiles, namely in the last part of each profile: There, the degree of responsibility

and autonomy is described with reference to the professional tasks of Design, and Evaluation and Monitoring of adult learning.

I.8. Where can I read more?

A full research report on the development of the competence profiles is available in English. This report also includes additional in-depth information on the structure of the profiles and the definitions of the key concepts, besides additional references and literature. The report can be downloaded from the DEMAL project website at <http://www.demalproject.eu>.

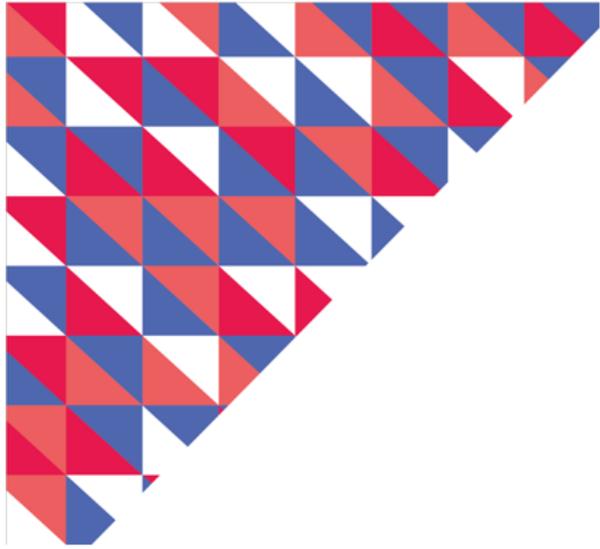
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Part II

Competence Profiles



Competence Profile “Design of Adult Learning Processes”



Summary

Design refers to the task of planning a teaching-learning programme for adult learners. It refers to the micro-didactic level, which means the level of teachers or trainers who plan a specific teaching-learning offer which they will normally also be implementing and facilitating themselves. Contexts and settings of these teaching-learning-offers may vary and may include both formal and non-formal programmes, highly structured and more open formats, programmes for groups and individual learners etc.

Design involves as a first step the collection of appropriate information and knowledge on which the necessary pedagogical decisions can be based. Secondly, it involves the planning process as such as a core part. And finally, it involves also the task to adapt the original planning throughout the implementation of the programme according to upcoming needs.



A) Generic pedagogical competence

Knowledge

- key concepts and principles regarding teaching and learning of adults, in particular
 - * basics of learning theory;
 - * basics of learning psychology;
 - * learning barriers and motivations;
 - * constructivist approach to teaching;
 - * concept of outcome orientation (versus input/curriculum orientation);
- awareness/reflection of own professional role as a teacher of adults
- basics of communication theory and techniques
- basics of group dynamics
- knowledge of a sufficiently broad range of teaching methods

Skills

- practical application of a sufficiently broad range of teaching methods

- facilitation skills

Attitudes

- professional awareness of one's own role and of the potential impact on one's own action on the learners; sense of responsibility and commitment to professional (ethical) values

B) Subject matter specific competence

Knowledge

- content knowledge in one's own area of expertise
- pedagogical content knowledge relating to one's own area of expertise (e.g., "knowledge on what and how representations promote students' learning of subject matter key concepts" Goeze et al. 2014)
- subject-specific teaching instructional methodology
- familiarity with existing curricula, qualification standards etc. relating to the subject matter

C) Specific pedagogical competence relating to the design of adult learning processes

C1) Tasks and activities to be performed

I. Collect and analyse background information (target group, learning needs, logistics)

a) Aims / needs of the client

Task

- find out what are the aims, motivation, needs, expectations of the client; clarification of the training assignment

Procedure / Steps

- communicate with the client, request information; possibly conduct a needs analysis

b) Aims / needs of learners

Task

- find out what are the aims, motivation, interests, needs, expectations of the learners

Procedure / Steps

C2) Related special knowledge and skills

Knowledge

understanding the concept

- general knowledge and understanding of
 - * the meaning of "designing" adult learning
 - * role and importance of the designing process
 - * tasks involved in the designing processes / necessary steps
 - * various actors involved in the designing process, their roles and interactions
 - * factors impacting on the designing process / factors to be considered during the designing process

<ul style="list-style-type: none"> - communicate with the learners (before and also during the course) - observe learners during the course; - analyse other context information available <p>c) Resources of the learners</p> <p><u>Task</u></p> <ul style="list-style-type: none"> - find out about relevant characteristics of the learners (what is relevant will differ in each case), e.g. <ul style="list-style-type: none"> * professional background (occupation, years of experience ...); * educational background (formal qualifications) * level of experiential knowledge and competences * personal background (age, family situation, cultural background) <p><u>Procedure / Steps</u></p> <ul style="list-style-type: none"> - collect/request information from the learners themselves, from the client or from other sources; - possibly apply tests or other assessment methods <p>d) Training environment, logistics</p> <ul style="list-style-type: none"> - find out about logistical aspects: time frame for the training; space, location; equipment available; assess the possible impact of the aspects on the teaching/learning process <p>e) Relevant reference frameworks (e.g. curricula, competence standards, qualifications frameworks)</p> <ul style="list-style-type: none"> - if applicable: find out what is specified in relevant curricula and/or competence standards with regard to the training (in terms of topics to be covered, learning outcomes to be achieved etc.) 	<p><u>needs analysis</u></p> <ul style="list-style-type: none"> - theoretical concepts of learning needs, learning benefits, learning outcomes - different types of learning needs and benefits (concepts such as “wider benefits”, ROI etc.) - reflection of types and role/impact of (hidden) interests which are connected to explicitly stated learning needs; reflection of the potentially differing interests and roles of clients and learners/participants - theoretical knowledge of needs analysis techniques, their potential and limitations <p><u>defining learning outcomes</u></p> <ul style="list-style-type: none"> - basic knowledge of existing generic competence/qualification frameworks at national or international level: - types of learning outcomes (cognitive, social, affective etc.) - assessability of learning outcomes <p><u>assessment of entry levels / prior learning</u></p> <ul style="list-style-type: none"> - different types of testing methods / methods for assessing prior learning
<p>II. Negotiate and set learning outcomes</p> <p><u>Task</u></p> <ul style="list-style-type: none"> - transform aims of client/learners into learning outcomes to be achieved during the training - possibly with variations for different groups of learners <p><u>Procedure / Steps</u></p> <ul style="list-style-type: none"> - discuss, negotiate with the client and/or with the learners 	<p><u>curriculum design and content reconstruction</u></p> <ul style="list-style-type: none"> - general principles of pedagogical content reconstruction - knowledge of curriculum design <p><u>course design</u></p> <p><i>space and time</i></p>

<ul style="list-style-type: none"> - define the (assessable) skills and competencies to be acquired - specify indicators to identify if the learning outcomes have been reached; - conclude agreements with the client and/or the learners (learning agreement, learning contract, 	<ul style="list-style-type: none"> - knowledge about the role of the learning environment, the role of space and time and its impact on the learning process - course phases and their functions (considered for courses of varying lengths, respectively)
<p>III. Set up course concept / curriculum</p> <p>a) Reconstruction of content</p> <p><u>Task</u></p> <ul style="list-style-type: none"> - transform subject content/subject knowledge into learning content <p><u>Procedure / Steps</u></p> <p>(on the basis of the background information obtained and the learning outcomes which have been established)</p> <ul style="list-style-type: none"> - select and (re)formulate content to be covered - identify links/cross-references between different parts - bring content into a logical-temporal structure so as to build a coherent learning path/sequence <p>b) set up course schedule</p> <p><u>Task</u></p> <ul style="list-style-type: none"> - adapt learning content to a course format <p><u>Procedure / Steps</u></p> <ul style="list-style-type: none"> - set up a schedule/timetable for the whole course – from welcome/introduction through to wrap up/conclusion/farewell; breaking it down into units - identify function/aims and duration/time of each course unit - ensure that the whole course follows a certain logic and “arc of suspense” from beginning to end 	<p><i>teaching methods</i></p> <ul style="list-style-type: none"> - theoretical knowledge of the different (types of) teaching methods, their potential and limitations <p><i>assessment</i></p> <ul style="list-style-type: none"> - different types and purposes of assessment - theoretical knowledge of the different (types of) assessment methods; suitable areas of application, potential and limitations of each methods <p><i>factors impacting on learning</i></p> <ul style="list-style-type: none"> - theoretical knowledge of different learning styles and learner types; - potential impact of age, cultural background and other factors on the learning of adults <p><i>relational knowledge</i></p> <ul style="list-style-type: none"> - ability to connect context factors (characteristics of the target group/participants, learning aims etc.) and pedagogical decisions (regarding learning/teaching content, methods, time, space etc.) taking into account relevant information
<p>IV. Fix course details (activities, methods, materials)</p> <p>a) Plan for teaching</p> <p><u>Task</u></p>	<p>Skills</p>



<ul style="list-style-type: none">- plan the learning / teaching activities in the course <p><u>Procedure / Steps</u></p> <ul style="list-style-type: none">- define the activities to take place in each unit- select methods, media and social forms to be used in each case (consider in each case the potential and limitations of the respective method with regard to the unit's function, the need for variety, the time available etc.)- prepare for each unit a list of the material / equipment which is needed <p>b) Plan for assessment</p> <p><u>Task</u></p> <ul style="list-style-type: none">- plan how assessment of learning progress and outcomes is going to take place in the course <p><u>Procedure / Steps</u></p> <ul style="list-style-type: none">- identify function and purpose of the assessment (formative, summative; what kind of information shall be obtained through the assessment? who is going to use the outcome of the assessment in what way?)- select appropriate methods, activities for the respective assessment(s)- identify at what points/when during the course the respective assessment(s) shall take place	<ul style="list-style-type: none">- practical application of needs analysis techniques- practical application of testing methods- operationalize learning outcomes- ability to link methods and learning activities to the given aims and context of the training
<p>V. Prepare Materials</p> <p><u>Task</u></p> <ul style="list-style-type: none">- prepare the materials needed for the various teaching, learning, assessment activities during the course <p><u>Procedure / Steps</u></p> <ul style="list-style-type: none">- formulate/prepare instructions to participants;- prepare handouts, presentation slides; flipcharts; wallpapers etc.	
<p>VI. "Plan for flexibility"</p> <p><u>Task</u></p> <ul style="list-style-type: none">- make sure (to a certain extent) that alternatives are at hand if (parts of) the original planning cannot be implemented for various reasons	

<p><u>Procedure / Steps</u></p> <ul style="list-style-type: none"> - review course concept, anticipate potential reactions of the participants; identify potentially “difficult” points - make sure the course concept allows for a certain flexibility (in terms of time and methodology) - think of concrete alternative activities and methodologies for crucial parts of the course / Plan for alternative routes through the course in case the group reacts differently from what was expected - build a “stock” of extra activities and methods which can be used spontaneously if need be. 	
<p>VII. Communicate and review design</p> <p><u>Task</u></p> <ul style="list-style-type: none"> - make sure the essentials of the course (philosophy) are understood and accepted by the learners <p><u>Procedure / Steps</u></p> <ul style="list-style-type: none"> - communicate the envisaged learning outcomes, course aims and the broad direction of the envisaged learning path with the learners; - check if there is a need to review (parts) of the design as a result of the learners’ response/feedback - review design as needed¹. 	
<p> D) Transversal competencies</p>	
<ul style="list-style-type: none"> - analytical and reflection skills - problem-solving and negotiation skills - communication skills - observation skills, empathy - creativity - flexibility, open-mindedness 	
<p> E) Competence in terms of autonomy and responsibility as outlined in the European Qualifications Framework</p>	

¹ Reviewing and fine tuning of the teaching/learning process in a training will be treated in greater detail in the area “monitoring and evaluation” of learning. This is indeed one field where both areas overlap to a certain extent.



Professionals who are competent performers in the field of *Design* have a high degree of responsibility and self-management skills. They are able to autonomously collect the necessary information on which to base their work; they are able to autonomously draw appropriate conclusions from this information and take the relevant decisions. They are able to communicate, negotiate, and defend their decisions in direct interaction with various stakeholders (learners, client); they are able to autonomously reflect on their own professional role and action and critically review their own action and self-concepts; they will consciously seek and develop strategies for improving their own professional performance on the basis of the experience they have gathered and reflected.

The actual level of competence which a teacher or trainers possesses is closely linked to the amount of professional experience which he or she has accumulated as well as to the quality with which this experience has been consciously reflected by the teacher or trainer.

The activity of *Design* can be routinized only to a small extent. There are some general principles which can be 'learned' and applied during the process. It is also possible that the professional activity involves a certain degree of repetition and that new cases to be managed prove quite similar to earlier cases (e.g. when the type of course and target group remains the same over an extended period). This is however not necessarily the rule. In any case, the professional activity requires a high degree of case-sensitivity and the ability to consciously develop and adopt individual strategies for each case. Novice teachers may draw on the advice of more experienced teacher in promoting their own professional development; but even novice teachers will often (have to) exert their professional activity with a high degree of autonomy and responsibility, even though they may still feel insecure in various occasions. With increasing experience professional they are likely to further increase both their self-confidence and their critical (self-) reflection and judgement ability. They will thus become able to exercise their professional task with increasing autonomy and authority themselves and act in turn as role models and guidance providers to other novice teachers.

Relevant EQF Levels

Based on the above outlined characteristics of this professional key competence and based on the EQF descriptors, the EQF qualification levels which have been identified as relevant for the task of *Designing adult learning process* range from **EQF levels 4 to 7** - depending on the depth of knowledge, skills and competence which are aimed at by the particular qualification. This means, a training on the topic *Design* can be meaningfully integrated in qualification programmes on any of these levels.

Competence Profile “Evaluation and Monitoring of Adult Learning Processes”



Summary

Evaluation and Monitoring refers to a range of activities which are all ultimately aimed at ensuring the quality and continuous improvement of the teaching-learning processes of adults. It refers to the micro-didactic level, i.e. to the activities, which the teachers (and learners) plan and implement themselves in the context of a teaching-learning programme. *Evaluation and Monitoring* refers to both results and processes and thus includes both the assessment of learner competencies as well as an evaluation of the quality of the learning and teaching process. *Evaluation and Monitoring* involves in the first step, the planning of suitable measures and activities. It involves furthermore the implementation of the activities and the analysis of the results. And if involves finally the task to draw conclusions from the results and take appropriate action where needed. *Evaluation and Monitoring* measures and activities vary widely and include amongst others observation and reflection of the teaching-learning process, use of competence assessment tools, collecting feedback from learners, as well as giving feedback and guidance to the learners.

Evaluation and Monitoring activities fulfil both formative and summative purposes. Basically, *Evaluation and Monitoring* activities in one form or another are an integral and ongoing part of a teaching-learning programme through all its stages. *Evaluation and Monitoring* even regards a longer term-perspective which stretches beyond a given teaching-learning programme, since its outcomes are also meant to contribute to a teacher's ongoing development as a professional.



A) Generic pedagogical competence

Knowledge

- basic theoretical knowledge relating to the foundations of (adult) learning and teaching, in particular.
 - * learning theories
 - * learning processes
 - * different types of learning outcomes
- knowledge relating to the potential and limitations of different
 - * learning resources
 - * learning styles and strategies



<ul style="list-style-type: none"> * teaching approaches and methods - concept of outcome orientation versus input orientation; - awareness/reflection of own professional role as a teacher of adults - constructivist approach to teaching - knowledge of a sufficiently broad range of teaching methods <p><u>Skills</u></p> <ul style="list-style-type: none"> - practical application of a sufficiently broad range of teaching methods - facilitation skills <p><u>Attitudes</u></p> <ul style="list-style-type: none"> - professional awareness of one's own role and of the potential impact on one's own action on the learners; sense of responsibility and commitment to professional (ethical) values

 **B) Subject matter specific competence**

<p><u>Knowledge</u></p> <ul style="list-style-type: none"> - content knowledge in one's own area of expertise - pedagogical content knowledge relating to one's own area of expertise (e.g., "knowledge on what and how representations promote students' learning of subject matter key concepts" Goeze et al. 2014) - subject-specific teaching instructional methodology - familiarity with existing curricula, qualification standards etc. relating to the subject matter
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 **C) Specific pedagogical competence relating to evaluation of adult learning processes**

C1) Tasks and activities to be performed	C2) Related special knowledge and skills
<p>I. Planning evaluation and assessment</p> <p>a) set framework for evaluation/assessment</p> <p><u>Task</u></p>	<p>Knowledge</p> <p><u>understanding the concept</u></p> <ul style="list-style-type: none"> - basic theoretical knowledge of

- establish what is to be assessed and evaluated and with what aim (*Note: this task has to be done in a first step before the course; however, it is crucial that also during the course the framework will be supplemented and modified according to the needs arising during the course, see next section II*)

Procedure / Steps

- remembering the overall training context (characteristics of the target group/participants and of the client, training context – formal/non-formal/informal -)
- gather information about existing attitudes and possibly prejudices towards evaluation/assessment among the learners or other actors involved; consider potential influence of cultural factors;
- identify the learning goals and learning outcomes of the training (as a rule this will have already happened during the course design process)
- define the purpose(s) and function(s) which evaluation/assessment activities shall fulfil for the training in question (formative/summative; for certification purposes, for counselling purposes; individual or group assessment etc.)
- decide on the dimension which can/will be addressed by the evaluation assessment (e.g. appropriateness/effectiveness of learning resources used, of the learning strategies applied; of the teaching approach used; etc.)
- select suitable criteria and indicators which can be used for evaluation and assessment
- set up a written evaluation / assessment plan or overall framework which specifies for the training in question all relevant issues

b) prepare evaluation / assessment activities

Task

- practical planning and preparation of the concrete evaluation/assessment activities on the basis of the overall framework described above and in view of the aims and functions of the evaluation/assessment activities

Procedure / Steps

- establish when during the training evaluation/assessment will take place
- select suitable evaluation/assessment methods
- select or prepare the tools for evaluation and assessment

- * key terms and principles regarding evaluation, assessment, monitoring
- * basic psychological knowledge
- different types and functions of evaluation and assessment (summative, formative)
- different types of criteria and indicators
- individual vs. group assessment
- characteristics of different tools for evaluation and assessment (e.g. tests, exercises, project work, reflective diaries etc.)
- basic principles of designing evaluation / assessment instruments (principles of questionnaire design, test design, ..)

relational knowledge

- knowledge about how different types, approaches, principles etc. of evaluation/assessment *relate* to different contexts, and target groups; ability to analyse and judge the appropriateness of a given approach/method etc for a specific context or area of application

methodological knowledge

- knowledge of various diagnostic methods and tools (test, self-assessment, portfolio, exercises, project work etc)
- observation principles and techniques

communication in the course

<p>II. Using evaluation / assessment during the course (section II describes the use of evaluation/assessment in general; different concrete fields of application will be specified in greater details in the following sections)</p> <p>a) Carrying out evaluation / assessment activities</p> <p><u>Task</u></p> <ul style="list-style-type: none"> - apply evaluation/assessment during the course (on the basis of the previous planning but also according to ad-hoc requirements which arise during the course and which may lead to modifications of the previous planning) <p><u>Procedure / Steps</u></p> <ul style="list-style-type: none"> - implement the evaluation/assessment activities on the basis of the plan - identify developments in the course which require or suggest spontaneous action in terms of evaluation/assessment and acting upon them accordingly (e.g. collect feedback from learners when problems occur during the course) <p>b) Using the evaluation / assessment results</p> <p><u>Task</u></p> <ul style="list-style-type: none"> - analyse evaluation / assessment results and draw appropriate conclusions <p><u>Procedure / Steps</u></p> <ul style="list-style-type: none"> - identify key findings and messages from the evaluation/assessment - analyse what action is suggested by these findings / messages and in what time frame (immediate action required or in the longer term?) - assess the available options and possibilities for further action - decide on further action to be taken and act accordingly 	<ul style="list-style-type: none"> - basic theoretical knowledge of communication theory, group dynamics; roles in the group - phases of a course and their characteristics - knowledge/awareness of various professional roles as teacher, facilitator, counsellor - feedback principles, methods and tools for collecting feedback <p><u>learner counselling</u></p> <ul style="list-style-type: none"> - principles of counselling learners <p><u>self-reflection for professional development</u></p> <ul style="list-style-type: none"> - principles and techniques of self-reflection - principles, methods and tools for professional self-development (e.g. reflective diaries, portfolios, peer feedback, supervision, ...) <p>Skills</p> <ul style="list-style-type: none"> - designing an consistent evaluation/assessment framework for a given training - designing evaluation and assessment tools and instruments for different purposes - practical application of different tools for evaluation and assessment - techniques for analysing evaluation and assessment results - practical application of diagnostic tools including analysis of test results
<p>III. Using different types of evaluation / assessment</p> <p>a) Diagnose / assess competence levels</p> <p><u>Task</u></p> <ul style="list-style-type: none"> - diagnosing the competence level of the learners at various points in time (at course entry, mid-time through the course, at the end of the course) 	

Procedure / Steps

- decide (in advance and/or spontaneously) when and how competence diagnostic shall take place
- select and apply suitable instruments to assess the competence levels
- analyse results, draw and implement conclusions for the further teaching process

b) Self-Reflection on own teaching performance

Task

- reflecting systematically on own teaching performance and its impact on learners motivation and achievement

Procedure / Steps

- decide (in advance and/or spontaneously) when and how self-reflection shall take place
- select and apply suitable ways/instruments for self-reflection
- analyse results, draw and implement conclusions for the further teaching process

c) Collecting feedback

Task

- collecting and using feedback from various groups to improve the learning/teaching process

Procedure / Steps

- decide (in advance and/or spontaneously) when, from whom and how feedback is to be collected and for what purposes, e.g.
 - * feedback from learners in the middle or at the end of the course on their own learning experience, on the teacher's performance, on their satisfaction etc.
 - * feedback from the client in the middle of at the end of the course on how they perceive learner achievement or teaching performance
- select and apply suitable methods/instruments for feedback collection
- analyse results, draw and implement conclusions for the further teaching process

d) Observation of learners and learning process

- practical application of self-reflection exercises and tools
- techniques for recording and analysing self-reflection outcomes
- practical application of feedback collecting methods and tools
- techniques of analysing and structuring different types of feedback (oral/written; open/closed questions)
- application of observation techniques
- application of feedback techniques
- practical use of tools such as portfolios, reflective diaries;
- designing a development plan for own professional development

Task

- observing continuously or regularly the learning processes during the course in order to detect possible problems at an early time and draw conclusions

Procedure / Steps

- decide (in advance and/or spontaneously) on observation approach (e.g. continuously or at specific intervals?, criteria for observation) and methods (e.g. how to record observation results)
- apply observation during the course
- analyse results, draw and implement conclusions for the further teaching process

IV. Communicating and sharing evaluation and assessment

Task

- put learners (and where appropriate also clients) in a position to appreciate the value of evaluation and assessment and benefit from the results

Procedure / Steps

- reflect and decide on what communicative action is required at what point in time of the training
- At the appropriate point(s) in time ...
- communicate the rationale and purpose of evaluation and assessment activities creating a positive and constructive atmosphere
- clarify the roles and responsibilities of all those involved in the evaluation / assessment, making sure that learners take ownership of their own learning process and are not just passive recipients of the teachers' messages
- communicate the results of evaluation/assessment und activities to those concerned in a fair and constructive manner / give feedback
- give advice learners about possibilities to enhance their own learning also with a view to promoting learners' reflection skills and reflection of their own learning process / learner counselling
- involve learners (and possibly clients) as far as possible and appropriate in the process of drawing conclusions from the evaluation/assessment and taking decisions regarding further action (e.g. implement a group discussion on how to deal with evaluation results)

V. Using evaluation and assessment for a continuous process of own professional development

<p><u>Task</u></p> <ul style="list-style-type: none"> - use (the results of) evaluation / assessment activities in a longer-term perspective to promote one's own development as a professional teacher/adult educator <p><u>Procedure / Steps</u></p> <ul style="list-style-type: none"> - plan consciously for a systematic use of evaluation/assessment results for own professional development: what type of results is to be used, at what intervals, and how? 	
 D) Transversal competencies	
<ul style="list-style-type: none"> - analytical and reflection skills - intercultural awareness - problem-solving and negotiation skills - communication skills - observation skills, empathy - creativity - flexibility, open-mindedness 	
 E) Competence in terms of autonomy and responsibility as outlined in the European Qualifications Framework	
<p>Professionals who are competent performers in the field of <i>Evaluation and Monitoring</i> have a high degree of responsibility and self-management skills. They are able to autonomously collect the necessary information on which to base their work; they are able to autonomously draw appropriate conclusions from this information and take the relevant decisions. They are able to communicate, negotiate, and defend their decisions in direct interaction with various stakeholders (learners, client); they are able to autonomously reflect on their own professional role and action and critically review their own action and self-concepts; they will consciously seek and develop strategies for improving their own professional performance on the basis of the experience they have gathered and reflected.</p> <p>The activity of <i>Evaluation</i> can be routinized only to a small extent. In some cases, especially in the case of formal education, certain elements of this activity may have already been established by external stakeholder, e.g. in the case of standardized examinations at the end of a course. In most cases however, adult educators can autonomously plan for the evaluation activities which they intend to implement during a training. In doing so, adult educators can draw</p>	



on existing tools and models, but they will in any case need to make well-founded decision regarding the appropriateness of existing tools for a given purpose, taking into account a wide range of parameters. Moreover, much of the *Evaluation* activity cannot be planned in advance, but needs to be put in action during an ongoing teaching-learning process. The adult educator has to take instantaneous decisions, based on a quick analysis of the situation, and has to come up with creative solutions to address individual challenges which arise during the process.

The high proportion of action which cannot be planned in advance makes this task of *Evaluation* a particularly demanding one. A high level of competence in this field therefore requires not only the accumulation of relevant knowledge and technical skills in designing and applying relevant evaluation and monitoring tools. It also essentially requires the ability to make complex decisions in a very short time. This ability is closely linked to the level of professional experience which has already been accumulated by the adult educator.

Relevant EQF Levels

Based on the above outlined characteristics of this professional key competence and based on the EQF descriptors, the EQF qualification levels which have been identified as relevant for the task of *Evaluation and Monitoring of adult learning processes* range from **EQF levels 4 to 7** - depending on the depth of knowledge, skills and competence which are aimed at by the particular qualification. This means, a training on the topic *Evaluation and Monitoring* can be meaningfully integrated in qualification programmes on any of these levels.

About DEMAL



Find us on:



“Designing, monitoring and evaluating adult learning classes – Supporting quality in adult learning” (DEMAL)

is an Erasmus+ Strategic Partnership project, running from October 2016 to September 2018.



Project Aims

DEMAL seeks to contribute to the quality of adult learning by promoting two professional key competences of adult educators and trainers:

- Design of the Adult Learning Process, and
- Monitoring and Evaluation of the Adult Learning Process

Both competences can be considered as essential prerequisites for ensuring that the adult learning provision is effective, of high quality and matches the needs of the learners.



Project Objectives

- develop two detailed European reference profiles for these key competences, linked to the EQF;
- develop and pilot two in-service training courses (e-learning plus one-week workshop) including the related learning resources for these key competences
- test the potential of an innovative course planning app to support both self-directed learning and the enhanced professional everyday practice of teachers and trainers of adults in Europe
- develop and pilot a validation framework to enhance the comparability of existing training provision and qualifications, and facilitate the recognition of informally acquired competences, and thus enhance the flexibility of qualification routes for adult learning staff in Europe



Target group

Staff in adult learning organisations with diverse educational and professional backgrounds, engaged with the tasks of designing training programmes and monitoring and evaluating the learning process.

