DEMA

Designing, monitoring and evaluating adult learning classes
Supporting quality in adult learning

Training Course

Evaluation of Adult Education and Training Activities

Course Structure and Contents

Project Partnership:

Project coordination	German Institute for Adult Learning – Leibniz Centre for Lifelong learning (DIE) www.die-bonn.de	DiE German Institute for Adult Education / Leibniz Centre for Lifelong Learning
	IDEC, Consultants, High **Technology** Applications, Training SA www.idec.gr	idec
	Institutul de Stiinte ale Educatiei Romania www.ise.ro	
	Progress Consult Kft. www.progress.hu	ProgressConsult
	Fondo Formacion Euskadi SLL www.ffeuskadi.net	FONDO FORMACION euskadi
	Swiss Federation for Adult Learning www.alice.ch	SVEB FSEA

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Content

1. Training Course Description

Training course description	
Title	***Evaluation of Adult Education and Training activities***
Introduction	***Evaluation in adult education***
	Quality improvement and high impact of training and education for adults have over recent years become more and more important as more resources are allocated for this field of education. Adult education is in many countries a rather new discipline in the field of teacher education and performance. Low impact and growing concerns about the involvement is a second source for finding new pathways to improve adult education. Recent research from all over the world has proven that a precise and systematic evaluation of the education and training activities for adults play a significant role in lifting the quality and in the improvement of actual learning outcome. This course has been developed to find new ways to improve the learning outcome for adults.
	The training course on Evaluation has been developed in the framework of the Erasmus+ project DEMAL – Designing, monitoring and evaluating adult learning classes – Supporting quality of adult learning.
	The main outputs of DEMAL are two training courses, associated with two specific key competences for the improvement of quality and efficiency in adult education and training among professional staffs:
	-be able to design the learning process
	-be able to monitor and evaluate the learning process.
	The "Key Competences for Adult Learning Professionals" framework, published by Research voor Beleid (RvB) 1 in 2010, mapped the professional key competences that are relevant for the field of adult learning in Europe. It identified seven generic and twelve specific key competences which attempt to cover all types of professional activity that is carried out within an adult learning provider organisation, including not only teaching but also management and other types of supporting activities. The DEMAL project focuses on two of those twelve specific competences:
	Design of Adult Learning, and
	Monitoring and Evaluation of Adult Learning.
	Both training courses consist of an e-learning part which will offer a theoretical preparation and a practical part with a transnational workshop which will consist mainly of case studies, role play games and project work to help participants learn how to apply the acquired competence.

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[1] Research voor Beleid (2010). Key competences for adult learning professionals. Contribution to the development of a reference framework of key competences for adult learning professionals. Final report. Zoetermer. https://ec.europa.eu/epale/de/node/29706

	At the end, the course will lead to a final assessment and certification according to the "Key Competences for Adult Learning Professionals" framework on the basis of the learners' assessment.
Rationale	The rationale of course is to present some of the key elements in what could announced as an evaluation-culture in adult education. Evaluation-culture is a prerequisite on how teacher develop "quality behavior". By this we will understand the adult educator committed to ongoing improvement of own training quality and capacity. The rationale of course is to present these elements in way where it leads to transformation into own practice of the participants.
Target group	Adult educators, and operational staff within institutions and organizations who delivers various types of adult education in their local settings.
Objective	The objective of the training course is to - Develop a generic course format and content which can be transferred towards adult educators in the participating countries. - Create a course which in content and methodology makes it possible for national organizations to offer this course for improved quality development of adult education.
Overall methodology	The training course uses a blended learning methodology that consists of an e-learning part (8 weeks) and a face to face workshop (1 week). The e-learning phase has as objectives: to bring together the participants, to introduce them to the key themes and theoretical principles related to Evaluation. The workshop will be aimed at providing the opportunity for the participants to learn how to put what they have learnt into their own professional practice with the help of case studies, role play and reflection.
Learning outcomes of the course	By the end of this training course, the participants will be able to: - Design and organize systematic evaluation of their education and training – of own practice and within the institution/organization they represent. - Strengthen the ability to use evaluation as a measure to ongoing quality development of own practice - Transform own practice to become learner centered
Thematic units	See overall plan below
Languages available	English, German, Greek, Spanish, Romanian, Hungarian
Evaluation of the course	For each part of the training course (e-learning and workshop) there is an evaluation questionnaire that the participants have to fill in upon the completion of the course. The evaluation questionnaire of the e-learning is available online in the e-learning

	platform. The evaluation questionnaire of the workshop is distributed to the participants at the last day of the workshop.
Certificate	Certificate for completion of the training course Europass Mobility

2. Course Structure and Link to Competence Profile

Elements from the DEMAL Competence profile „Design of Adult Learning Processes"[2]	Corresponding Course units
Knowledge	
• key terms and principles regarding evaluation, assessment, monitoring	Unit 1: Introduction to the Course & Definitions
• 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	Unit 2: Evaluation in Education and Training, Unit 3: Learner-centered evaluation
• 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, ..)	Unit 3: Learner-centered evaluation, Unit 4: Evaluation Methodology I. Qualitative methods, Unit 5: Evaluation Methodology II. Quantitative methods
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** • 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 **learner counselling** • principles of counselling learners	Unit 4: Evaluation Methodology I. Qualitative methods, Unit 5: Evaluation Methodology II. Quantitative methods, Unit 6: Planning & Design of Evaluation in Training, Unit 7: Self-evaluation of the teacher; assessment for continuous process of own professional development
self-reflection professional development • principles and techniques of self-reflection	Unit 7: Self-evaluation of the teacher; assessment for continuous process of own professional development

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[2] http://www.demalproject.eu/outcomes.html

• principles, methods and tools for professional self-development (e.g. reflective diaries, portfolios, peer feedback, supervision, …)	
Skills • designing a 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 • 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 • practical communication skills; • application of feedback techniques • practical use of tools such as portfolios, reflective diaries; • designing a development plan for own professional development	Unit 2: Evaluation in Education and Training, Unit 6: Planning & Design of Evaluation in Training Unit 3: Learner-centered evaluation, Unit 4: Evaluation Methodology I. Qualitative methods, Unit 5: Evaluation Methodology II. Quantitative methods Unit 7: Self-evaluation of the teacher; assessment for continuous process of own professional development
Transversal competences • analytical and reflection skills • intercultural awareness • problem-solving and negotiation skills • communication skills • observation skills, empathy • creativity • flexibility, open-mindedness	Unit 7: Self-evaluation of the teacher; assessment for continuous process of own professional development Unit 3: Learner-centred evaluation
Competence in terms of autonomy and responsibility Professionals who are competent performers in the field of Evaluation and Monitoring have a high degree of	Unit 3: Learner-centred evaluation

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.	Unit 6: Planning & Design of Evaluation in Training Unit 7: Self-evaluation of the teacher; assessment for continuous process of own professional development
The activity of Evaluation 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 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.	

3. Overall Course Plan

E-learning course structure							
Duration	8 weeks						
Indicative learning time	2-3 hours per e-learning session						
Unit 1	**Unit 2**	**Unit 3**	**Unit 4**	**Unit 5**	**Unit 6**	**Unit 7**	**Unit 8**
Introduction to the Course & Definitions	Evaluation in Education and Training	Learner - centered evaluation	Evaluation Methodology I. Qualitative methods	Evaluation Methodology II. Quantitative methods	Planning & Design of Evaluation in Training	Self-evaluation of the teacher; assessment for continuous process of own professional development	Final assessment & reflections on the course Evaluation of the course by participants
See Unit 1 Below	See Unit 2 Below	See Unit 3 Below	See Unit 4 Below	See Unit 5 Below	See Unit 6 Below	See Unit 7 Below	1. E-learning 2. Workshop 3. Interface e-learning and workshop 4. Transformation to own practice 5. Improve-ments Individual presentation of future evaluation in own practice

Workshop structure				
Duration	Five days / 30 hours			
Day 1	**Day 2**	**Day 3**	**Day 4**	**Day 5**
Concepts and definitions	Evaluation in education and training, learner-centered evaluation	Evaluation methodology, qualitative and quantitative methods	Planning and design of evaluation in training	Self- evaluation of the teacher; final assessment, feedback of the participant, closure Workshop assessment Reflection of the day Individual Assessment portfolio Individual reflection

4. Description of the Thematic Units

Unit 1 – Introduction to the Course and Definition of Terminologies

General Information	
Full Name	**Unit 1: Introduction to the Course and Definition of Terminologies**
Course Information	**E-learning course** 4-6 hours of training **Work Shop** In the workshop this unit will consist of a 2x3 hour session. The session is composed by • Introduction • Feedback on E-learning sessions 1-7 • Case elaboration • Exercise and group work • Feedback There will be one break of 15 minutes.
Unit Summary	The introduction of the course will give the participants a full overview about the aims, objectives and expected outcomes of the course. The introduction will also briefly introduce the individual training units and how the training and learning process will lead them to expected knowledge, skills and competences to be acquired by the end of the course. Participants will also be introduced the actual expectations towards their active participation in the training program. The group of participants will be introduced shortly to each other and in order to create an interest and view on how the participants internally can use each other's experience and knowledge. The last part of the introduction will define how the participants can address the training content into their own educational practice. Transformation of knowledge and competences to own practice with aim of giving the participants the opportunity to change and alternate own practice is a key element in this training program. The second part of the introduction will contain a sufficient introduction to overall term of Evaluation. This will be a definition part which will give the participants a clear understanding what is meant by evaluation and how the boundaries are towards similar wordings like assessment, monitoring, measurement – and how the interface is between these different terms.

Structure of the Unit		
Learning Outcomes	**Learning Content**	**Assessment Methods**
Knowledge	**E-learning course**	**E-Learning Course**
By the end of the course the participants have a clear overview on the terminology and methodologies used in evaluation science and practice	**I. Course Introduction Part:**	Question and Answer session
	• Aim and background of the DEMAL Program.	Wrap up questionnaire after each e-learning session
Skills	• Target group of course and perspectives of the wider use of the DEMAL program and experiences.	Closing discussion about the definition of evaluation by involvement of the participants on how they define evaluation – pro and cons on the presented definitions.
The introduction of the course will introduce shortly how the participant can anchor and transform the lessons learning into own practice	Justification of Evaluation as an important activity in education and training. Latest research conclusion on this issue and how evaluation affects learning outcome and optimization of learning resources in adult education.	
Competences		**Workshop**
The unit will give the participants an overview on the competences needed to 1) take part ahead in the program, and 2) how to build experience and competences in own evaluation practice.	Transformation into own practice and how to utilize the knowledge and experience of the co-participants.	Introduction to the workshop, by an assessment of the working progress of the participants through the 7 e-learning courses. Special focus on assessment of transformation from course to own practice. This will introduce the workshop.
	Practical information about the course ahead. Timeline and expected input from the participants.	
	II. Overall Evaluation Definition and Terminology.	
	What is evaluation?	
	Overview of the most important definitions of evaluation – e.g. as "systematic assessment with the aim of proving knowledge on quantity and quality of a certain action or intervention". Selection of 3 key definition.	
	• Short introduction to the main types of evaluation:	
	- Summative evaluation formats	
	- Formative evaluation formats	
	- Process evaluation formats	

	- Qualitative evaluation formats - Quantitative evaluation formats **Workshop** Introduction of the participants face to face Review of experience gained in the E-learning Program Competence Profiles on evaluation – findings and conclusions Thematic introduction of Evaluation based on the content from the E-learning. In the workshop the focus will be on clarification and the focus on evaluation dilemmas (only Workshop) - learning vs. control - time vs outcome - involvement vs. assessment - output vs. outcome Group discussions	
Didactic Format of the Unit	In the E-learning course the main focus will be to communicate the knowledge base of the topics presented in the unit. The purpose is to provide the participants with a theoretical and methodological overview, which will enable the participants to know about the purpose of certain methods, their possible strengths and weaknesses in certain learning situation and also be able to reflect on which type of methodology would fit the best into own practice. The e-learning will have extended the knowledge base of its target group. The Workshop opens the possibility to enhance the dialogue and the critical involvement of the participants. The Didactic format of the Workshop is to involve the participants in developing their skills and use their experience to systematically assess how the topics and methods can function in practical situations, as a part of case-based discussion and assessment on how to transform knowledge into a learning practice.

References:

Evaluation in education and training:

- Ketlhoilwe, M. J. (2006). Course Evaluation in Adult Education Programmes. In support of environmental and sustainability education processes. SADC Regional

Environmental Education Programme Course Developers' Toolkit. Howick, Share-Net. 2006

- G McNamara, P Joyce, and J O'Hara (2010). Evaluation of Adult Education and Training Programs, Dublin City University, Dublin, Republic of Ireland, Elsevier Ltd.

Evaluation in general:

Web resources:

- Program Operations Guidelines for STD Prevention
- SHE Schools for Health in Europe: Evaluation types: Process, output & outcome

Unit 2 – Evaluation in Education and Training

General Information	
Full Name	**Unit 2 – Evaluation in Education and Training**
Course Information	**E-learning course** 4-6 hours of training **Work Shop** In the workshop this unit will consist of a 3-hour session. The session is composed by • Introduction • Case elaboration • Exercise and group work • Feed Back session There will be one break of 15 minutes
Unit Summary	This unit shall elaborate the aim and the rationale of evaluation in teaching and learning activities. Evaluation is a time-consuming activity, and in this respect, it needs clear justification for the teacher to organize and use evaluation as a development tool in own practice. Some evaluations are compulsory, in order to assess the satisfaction of the learners/participants in taking part in the training, and it will satisfy the very direct output o of the training. If evaluation will go deeper into the understanding of the learning process and thereby also the quality of the learning activity, it often needs a detailed preparation. This will require priorities by the teacher herself and very often also the institution or organization where the adult education program takes place.
Structure of the Unit		

Learning Outcomes	Learning Content	Assessment Methods
Knowledge The participant will know the main theoretical principles of evaluation as an integrated	**E-Learning Course** The E-learning program will present the following topics:	**E-Learning Course** Q&A

part of educational planning and intervention.	• Justification of Evaluation in education and training (aim and objectives)	Wrap up questionnaire after each e-learning session
Skills The Participant will be able to assess and measure the precise impact (resources/time) a certain choice of evaluation will have on own and institutional practice and organization.	• Rationale of Evaluation: - Improve teacher capability and performance - Measure of learners' satisfaction	**Workshop** Individual Assessment portfolio - Reflection roundtable (every morning in program)
Competences The participant will be able to analyze the choice of evaluation methods in various types of education programs or initiatives	- Quality improvement - Improved training efficiency • Overview of the most used evaluation models and methodologies used in the education and training sector. - Self-evaluation methods - Learner centered methods - Link to Qualitative methods - Link to Quantitative methods **Workshop** In the workshop this unit will be used to raise a foundation discussion about the dilemmas of evaluation in education: Dilemmas in evaluation: - learning vs. control - time vs outcome - involvement vs. assessment	
Didactic Format in the Unit	In the E-learning course, the main focus will be to communicate the knowledge base of the topics presented in the unit. The purpose is to provide the participants with a theoretical and methodological overview, which will enable the participants to know about the purpose of certain methods, their possible strengths and weaknesses in certain learning situation and also be able to reflect on which type of	

	methodology would fit the best into own practice. The e-learning will extend the knowledge base of its target group.
	The Workshop opens the possibility to enhance the dialogue and the critical involvement of the participants. The Didactic format of the Workshop is to involve the participants in developing their skills and use their experience to systematically assess how the topics and methods can function in practical situations, as a part of case based discussion and assessment on how to transform knowledge into a learning practice.

References:

- Ketlhoilwe, M. J. (2006). Course Evaluation in Adult Education Programmes. In support of environmental and sustainability education processes. SADC Regional Environmental Education Programme Course Developers' Toolkit. Howick, Share-Net. 2006

- G McNamara, P Joyce, and J O'Hara (2010). Evaluation of Adult Education and Training Programs, Dublin City University, Dublin, Republic of Ireland, Elsevier Ltd.

Web Resources

- Katrina Chmolova (2016). Qualitative Vs. Quantitative Methods of Verification and Evaluation - Two methods of evaluating your students' knowledge and your course effectiveness

Unit 3 – Learner-Centered Evaluation

General Information	
Full Name	**Unit 3 – Learner-Centered Evaluation**
Course Information	**E-learning course**
	4-6 hours of training
	Work Shop
	In the workshop this unit will consist of a 3-hour session. The session is composed by
	• Introduction
	• Case elaboration
	• Exercise and group work
	• Feedback
	There will be one break of 15 minutes
Unit Summary	The aim of most education/training evaluation is focused on the outcome of the learning activity. This means to what extend is the participating learner able to transform the education into new skills, competences and knowledge and especially to what extend is the learner able to utilize lessons learned from the training activities. Learner centered evaluation tries to explore

which types of training intervention is the best for individual learners or groups of learners, learning styles and ways of organizing the training sequences. The aim is foremost to use evaluation to identify which teaching and learning interventions creates the best outcome for the learner. The second part of this unit is dedicated to introduce how evaluation becomes a part of learners own activity and reflection on own learning process. How can the learner measure progress and how can this be documented e.g. through portfolio systems or other types of written assessment.

Structure of the Unit		
Learning Outcomes	**Learning Content**	**Assessment Methods**
Knowledge The participant has knowledge about the learning styles of adults and how this affect the choice of learners' self-evaluation and how the choice will affect their learning abilities **Skills** The participant is able to organize a concrete evaluation process with and individual and/or a group of adult learners in a way where it positively can affect learning outcome **Competences** The participant can support adult learners in various settings and conditions on how to be able to evaluate their own learning process	**E-Learning Course** The course will introduce the following topics: • Theory of learner centered evaluation • Examples (2-3) of learner centered evaluation • Methodology of assessment of the learner • Transformation to practice **Workshop** Case: How to build a format for learner centered evaluation The case will shop how differentiated the learned centered evaluation has to be in order to provide customized support Exercise/Group work ; Work out 2 concrete evaluation process models for: 1. An individual adult learner 2. Group of adult learners 3. Assessment of resources 4. Transformation to practice	**E-Learning Course** Wrap up questionnaire after each e-learning session **Workshop** Individual Assessment portfolio Reflection roundtable (every morning in program) Critical friend assessment

	Presentation of conclusions and recommendations
	Exercise: Create a model for learner centered evaluation)
Didactic Format in the Unit	In the E-learning course the main focus will be to communicate the knowledge base of the topics presented in the unit. The purpose is to provide the participants with a theoretical and methodological overview, which will enable the participants to know about the purpose of certain methods, their possible strength and weaknesses in certain learning situation and also be able to reflect on which type of methodology would fit the best into own practice. The e-learning will have extend the knowledge base of its target group.

The Workshop opens the possibility to enhance the dialogue and the critical involvement of the participants. The Didactic format of the Workshop is to involve the participants in developing their skills and use their experience to systematically assess how the topics and methods can function in practical situations, as a part of case based discussion and assessment on how to transform knowledge into a learning practice. |

References

Learner-centred assessment/evaluation

- James A. Athanasou (2005). Self-evaluations in adult education and training. Australian Journal of Adult Learning, Volume 45, Number 3, p. 290-303.

- Aaron Kilner & Ryan Drew (2012). Learner Self-Assessment Toolkit: ELSA Levels Literacy to 7. Elsa Net. Canada

- John D. Rich, Arabia N. Colon, Dominique Mines, & Kimberly L. Jivers (2014). Creating learner-centered assessment strategies for promoting greater student retention and class participation. Frontiers in psychology 5, 19 June 2014. doi: https://doi.org/10.3389/fpsyg.2014.00595

Web Resources

- CALP Portal: Learner-centred Assessment Tips and Tools:

Learning diary

- Slideshare Net: Guidance on the Learning Diary

- Sirpa Tuomi (2014). Reflective Learning Diary. University of Applied Sciences, Finland

- University of Turku: Learning Diary

- Tom Burns and Sandra Sinfield (2012). Reflective learning diary – template

Unit 4 – Evaluation Methodology I. Qualitative Methods

General Information	
Full Name	**Unit 4 - Evaluation Methodology I. Qualitative methods**
Course Information	**E-learning course** 4-6 hours of training **Work Shop** In the workshop this unit will consist of a 3-hour session. The session is composed by • Introduction • Case elaboration • Exercise and group work • Feedback There will be one break of 15 minutes
Unit Summary	The unit will provide the participants with an overview of the main and important principles of using qualitative methods to collect information for further analysis. Qualitative methods are foremost used to collect information about how learners react to training and to understand the behavior in the case of using certain methods of training. The unit will explore a series of qualitative methods like Storytelling, case study and description, focus interview, individual interview. The participants in course will later on in the Workshop have the opportunity to try out some of these methods and in groups have the possibility to assess the relevance and the impact of using such methods.

Structure of the Unit		
Learning Outcomes	**Learning Content**	**Assessment Methods**
Knowledge The participant has an overview of the most common qualitative methods and their methodological principles. **Skills** The participants are able to organize simple and customized qualitative methods on evaluation in own training practice. **Competences** The participant can take part in evaluation activities in own organization and contribute to methodological priorities.	**E-Learning Course** • Theory of the use of qualitative methods in training and education evaluation • Examples (2-3) of qualitative methods • Data collection and analysis which is useful for educational practice • Transformation to practice **Workshop** Methodology Workshop: Introduction to Qualitative evaluation method	**E-Learning Course** Wrap up questionnaire after each e-learning session **Workshop** Individual Assessment portfolio Reflection roundtable (every morning in program)

	Try out exercises in groups: - Interview - Narrative Method - Data analysis/experience Discussion on the use of qualitative methods – pro and cons Conclusion	
Didactic Format in the Unit	In the E-learning course the main focus will be to communicate the knowledge base of the topics presented in the unit. The purpose is to provide the participants with a theoretical and methodological overview, which will enable the participants to know about the purpose of certain methods, their possible strengths and weaknesses in certain learning situation and also be able to reflect on which type of methodology would fit the best into own practice. The e-learning will extend the knowledge base of its target group. The Workshop opens the possibility to enhance the dialogue and the critical involvement of the participants. The Didactic format of the Workshop is to involve the participants in developing their skills and use their experience to systematically assess how the topics and methods can function in practical situations, as a part of case based discussion and assessment on how to transform knowledge into a learning practice.	

References

- Chapter 5. APPLYING QUALITATIVE EVALUATION METHODS from: James C. McDavid (2013). Program Evaluation and Performance Measurement - An Introduction to Practice SAGE Publications, Inc

- Chapter 7, PROGRAM EVALUATION AND EVALUATING COMMUNITY ENGAGEMENT: from:. Principles of Community Engagement, NIH Publication 2011

- Richard A. Krueger (2002). Designing and Conducting Focus Group Interviews. University of Minnesota

<u>Web Resources</u>

- Katrina Chmolova (2016). Qualitative Vs. Quantitative Methods of Verification and Evaluation - Two methods of evaluating your students' knowledge and your course effectiveness.

- Quantitative and Qualitative and Assessment Methods. Tomorrow's Research, Stanford University

Unit 5 – Evaluation methodology II. – Quantitative Methods and Use of Statistics

General Information	
Full Name	**Unit 5 - Evaluation methodology II. – Quantitative methods and use of statistics**
Course Information	**E-learning course** 4-6 hours of training **Work Shop** In the workshop this unit will consist of a 3-hour session. The session is composed by • Introduction • Case elaboration • Exercise and group work • Feedback There will be one break of 15 minutes
Unit Summary	The unit will provide the participants with an overview of the main and important principles of using quantitative methods to collect information for further analysis. Quantitative are foremost used to collect information about how expected results of the training and education has been reached. Quantitative methods focus om comparing groups or individual students. The most well-known method is the classic questionnaire where questions reflects analysis on the expected output, and if the expected quantity of e.g. exercises, tests, written reports or marks has been reached. The unit will explore a series of quantitative methods like questionnaires, quantitative interviews and other reviews. The participants will later on the in Workshop have the opportunity to try out some of these methods and in groups have the possibility to assess the relevance and the impact of using such methods.
Structure of the Unit		

Learning Outcomes	Learning Content	Assessment Methods
Knowledge The participant has an overview of the most common quantitative methods and their methodological principles	**E-Learning Course** • Theory of quantitative evaluation • Examples (2-3) of quantitative methods used in education • Methodology of quantitative methods • Transformation to practice	**E-Learning Course** Q&A Wrap up questionnaire after each e-learning session
Skills The participants is able to organize simple and customized quantitative methods on evaluation in own training practice.		**Workshop** Individual Assessment portfolio - Reflection roundtable (every morning in program)
Competences	**Workshop**	

The participant can take part in evaluation activities in own organization and contribute to methodological priorities.	Introduction to Quantitative method **Case**: Creating a questionnaire system for an adult education program **Group work**: Analysis of data: How to use data in an effective way	
Didactic Format in the Unit	In the E-learning course the main focus will be to communicate the knowledge base of the topics presented in the unit. The purpose is to provide the participants with a theoretical and methodological overview, which will enable the participants to know about the purpose of certain methods, their possible strengths and weaknesses in certain learning situation and also be able to reflect on which type of methodology would fit the best into own practice. The e-learning will extend the knowledge base of its target group. The Workshop opens the possibility to enhance the dialogue and the critical involvement of the participants. The Didactic format of the Workshop is to involve the participants in developing their skills and use their experience to systematically assess how the topics and methods can function in practical situations, as a part of case based discussion and assessment on how to transform knowledge into a learning practice.

References

- Katrina Chmolova (2016). Qualitative Vs. Quantitative Methods of Verification and Evaluation - Two methods of evaluating your students' knowledge and your course effectiveness

- SECTION III: AN OVERVIEW OF QUANTITATIVE AND QUALITATIVE METHODS from: Joe Frechtling (2002). The 2002 User-Friendly Handbook for Project Evaluation. Arlington. National Science Foundation. Directorate for Education and Human Resources.

- Chapter 7, PROGRAM EVALUATION AND EVALUATING COMMUNITY ENGAGEMENT: from: Principles of Community Engagement, NIH Publication 2011

Web Resources:

- Quantitative and Qualitative and Assessment Methods. Tomorrow's Research, Stanford University

Unit 6 – Design and Planning of Evaluation

General Information	
Full Name	**Unit 6 – Design and Planning of the evaluation process in combination with training activities**
Course Information	**E-learning course**

	4-6 hours of training
	Work Shop
	In the workshop this unit will consist of a 3-hour session. The session is composed by
	• Introduction
	• Case elaboration
	• Exercise and group work
	• Feedback
	There will be one break of 15 minutes
Unit Summary	This unit will contain introduction to how the adult educator and the adult education institution/organization can introduce an evaluation strategy which is aligned with the planning of both the individual adult educator, team of adult educators or the institution/organization as such. The unit will be coordinated with the Training program on design of adult education programs. Evaluation has to be designed as both an 1) evaluation strategy and 2) design of evaluation tools customized to the practice of the individual trainer. The Unit will elaborate how the institutional/organizational need for evaluation on the overall quality of education programs and offers, can be combined with the individual trainers need for evaluation to improve own teaching abilities and quality of training.

Structure of the Unit		
Learning Outcomes	**Learning Content**	**Assessment Methods**
Knowledge The participant knows the main principles of evaluation design and how it is combined with overall design of education programs and institutional programming and education plans	**E-Learning Course** • Principles of design of evaluation into existing education programs (aligned with course on design) • Examples (2-3) on how evaluation has been designed and incorporated into an education program • Planning of evaluation into longer education programs (term evaluation) • Transformation to own practice	**E-Learning Course** Q&A Wrap up questionnaire after each e-learning session **Workshop** Individual Assessment portfolio - Reflection roundtable (every morning in program)
Skills The participant can organize a training program where evaluation is fully integrated with the program.		
Competences The participant is able to assess own and others training programs and		

actively able to incorporate the decided evaluation design into final education program design	**Workshop** Case: Planning and Design of evaluation Group work How to design and plan an evaluation in a adult education program **Individual reflection on own planning practice**	
Didactic Format in the Unit	In the E-learning course the main focus will be to communicate the knowledge base of the topics presented in the unit. The purpose is to provide the participants with a theoretical and methodological overview, which will enable the participants to know about the purpose of certain methods, their possible strengths and weaknesses in certain learning situation and also be able to reflect on which type of methodology would fit the best into own practice. The e-learning will extend the knowledge base of its target group. The Workshop opens the possibility to enhance the dialogue and the critical involvement of the participants. The Didactic format of the Workshop is to involve the participants in developing their skills and use their experience to systematically assess how the topics and methods can function in practical situations, as a part of case based discussion and assessment on how to transform knowledge into a learning practice.	

References:

- Chapter 7, PROGRAM EVALUATION AND EVALUATING COMMUNITY ENGAGEMENT: from:. Principles of Community Engagement, NIH Publication 2011

- UNDP (2009). Handbook on planning, monitoring and evaluating for development results. New York: United Nations Development Programm

- HM Treasury (2011). The Magenta Book – Guidance for Evaluation. London: HM Treasury's

Web Resources

- Community Tool Box: Section 5. Developing an Evaluation Plan

- Alison Brooks Martin (2015). Plan for Program Evaluation from the Start. National Institute of Justice

- UNIFEM (2009). Guidance Note on Developing an Evaluation Dissemination Strategy. UNIFEM Evaluation Unit

Unit 7 – Self-evaluation of Teachers

General Information

Full Name	Unit 7 - Self-evaluation of the teacher - assessment for a continuous process of professional development
Course Information	**E-learning course** 4-6 hours of training **Work Shop** In the workshop this unit will consist of a 3-hour session. The session is composed by • Introduction • Case elaboration • Exercise and group work • Feed back There will be one break of 15 minutes
Unit Summary	Adult educators and trainers are in most cases working independently or in smaller team. The adult educator is a manager of a group of learners. His work is to provide quality training which can result in improved competences and skills for adults taking part. Working with adults in small groups is at the same time highly depending on the involvement of the adult learners and their experiences. This means the adult educator to a very high extent shall communicate relevant knowledge and subjects – but his success to raise competences is at the same time depending on the contribution and process of participation of the target group. This unit will focus on how the adult educator is able to evaluate him-self and his performance on this two-sided level. Principles of self-evaluation is a key methodology for most teachers to improve their capacity and the quality of teaching. The unit will introduce how evaluation can be organized as a part of this process and how the teacher is able to use the information to improve own capabilities.

Structure of the unit

Learning Outcomes	Learning Content	Assessment Methods
Knowledge The participant knows the methodological principles of self-evaluation and how it is implemented	**E-Learning Course** The course will introduce the following topics:	**E-Learning Course** Wrap up questionnaire after each e-learning session
Skills The participant is able to plan and implement a self-evaluation process within own education activities and also able to advise others in choice of self-evaluation	• Theory of Self-assessment • Examples (2-3) of self-evaluation in education • Methodology of Self-assessment • Transformation to practice	**Workshop** Individual Assessment portfolio - Reflection roundtable (every morning in program)

Competences		
The participant has created a fundament to establish own self-evaluation practice and is able to take part in strategy discussions about evaluation in own institution	**Workshop** Introduction to self-evaluation (theory extended from e-learning course) Discussion: Is self-evaluation learning or control – and how will it affect the teacher performance Examples will be used Exercise: Evaluation of different learning style	
Didactic Format in the Unit	In the E-learning course the main focus will be to communicate the knowledge base of the topics presented in the unit. The purpose is to provide the participants with a theoretical and methodological overview, which will enable the participants to know about the purpose of certain methods, their possible strengths and weaknesses in certain learning situation and also be able to reflect on which type of methodology would fit the best into own practice. The e-learning will extend the knowledge base of its target group. The Workshop opens the possibility to enhance the dialogue and the critical involvement of the participants. The Didactic format of the Workshop is to involve the participants in developing their skills and use their experience to systematically assess how the topics and methods can function in practical situations, as a part of case based discussion and assessment on how to transform knowledge into a learning practice.	

References:

- Ketlhoilwe, M. J. (2006). Course Evaluation in Adult Education Programmes. In support of environmental and sustainability education processes. SADC Regional Environmental Education Programme Course Developers' Toolkit. Howick, Share-Net. 2006

- G McNamara, P Joyce, and J O'Hara (2010). Evaluation of Adult Education and Training Programs, Dublin City University, Dublin, Republic of Ireland, Elsevier Ltd.

- Valerie von Frank (2013). Evaluations serve as pathways for professional growth. The Learning Systems, Vol. 8, No. 2, p. 3-5

- Chapter EVALUATION METHODOLOGIES. From: Marye Anne Fox and Norman Hackerman (eds.) (2003). Evaluating and Improving Undergraduate Teaching in Science, Technology, Engineering, and Mathematics. Washington: The National Academies Press, p. 71-98

Web Resources

- Warwick Learning and Development Centre: Self Evaluation

- Jackie Gerstein: User Generated Education Teacher Agency: Self-Directed Professional Development
- Community Learning and Development Toolkit. The steps to self-evaluation

Unit 8 – Final Assessment, Reflections on the Course

General Information	
Full Name	**Unit 8 - Final assessment, reflections on the course**
Course Information	**E-learning course**
	The final E-learning course will focus on the overall assessment of the course and how to transform into new practice.
	It will be a 3-hour session
	Work Shop
	A final evaluation of the workshop will be made by the participants in a 1-hour session by the end of the workshop. This will be followed up by final e-learning session.
Unit Summary	This unit will take place after the face-to-face 5-day workshop. In this final unit participants will be asked to reflect on their experiences gained during the course and provide a short summary on how they can integrate the knowledge, skills and competences they have acquired during the e-learning course and the workshop into their teaching and everyday working practice. Participants will also have the opportunity to give feedback on the course as a whole.

DEMAL
Designing, monitoring and evaluating adult learning classes
Supporting quality in adult learning

"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.