



Erasmus+



## **The internal evaluation of the module C1 - 25.02. 2017**

### ***European Awareness – Committed Citizenship***

Any training activity involves an evaluation, from different points of view: covered topics, benefits for the organization/participants, involved costs, useful lessons for the trainers. The internal evaluation of the module C1, a Train the Trainers program, avoided obstinately to quantify the participants' satisfaction and was meant to be, moreover, a descriptive appreciation of the processes and proven/acquired skills or competences acquired during any training, regardless of its theme. It took place after the individual thematic trainees' assessment of the, based on the ***Evaluation sheet***, proposed by the *Alumni* teaching staff.

The general objectives of the evaluation sheet

- To get familiar with the possible criteria for the assessment of a training activity
- To make an informed qualitative assessment of a training activity.

Form and content of the evaluation sheet

The evaluation sheet contains four pages, structured in chapters, with numerous dense keywords, aimed to shorten the fulfilment time and to steer the taken into account criteria. It submits the training module to a qualitative analysis, tackled on three perspectives: the training activity, the trainer's/trainers' competences and the trainees' development.

The authors designed the training module as a whole, whose parts (regarded as sides of a regular triangular pyramid, with the base as identification part, mainly bureaucratic and with the sides as constitutive aspects) are interdependent and complementary.

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- **The identification** situates the evaluation on the precise time, space and performers, offering at the same time to any assessor the opportunity for a free definition of the type of the visited training activities, and the used investigation methods and techniques.
- **The training activity** affects five generic aspects, whose subheadings, preestablished or referred to by the assessor, are pursuing the characterisation of the process in its completeness: documentation, planning-motivation, relevance of the contents for the target audience, training/teachers aids, psychopedagogic climate. The scale of the proposed scoring is linear.
- **The trainer's competences** are grouped on six axes, deemed to be relevant in an adults' training: professional (knowledge, performance, communication), methodical, social, personal, socio-pedagogical, professional and moral authority. For each of these, the consecrated support terms indicated the aspects to be traced and the free areas provided the manifestation of the evaluators' personality. The scale of the proposed scoring (Acceptable/Good/Excellent) is the "Spider/Camembert".
- **The trainees' development** was built on two dominants: the individual one (verbalized/nonverbalized acquisitions, availability for intellectual activities, competences for individual activities, status and role during the training) and the team one (availability for group work, status and role during the training activities, attitude towards the training itself, sustainability of the acquired skills). The key terms were far less numerous than for the other two aspects, leaving thus to the assessor, already familiar with the internal philosophy of the sheet, the possibility to emphasise the various behavior types for the entire duration of the training. The proposed scoring scale is the graph in the cartesian system of coordinates.
- **Other comments & Annexes** – The assessment log provides the user with a whole page for any comments, judgments of value, opinions or any other elements/examples considered as relevant for the module global assessment.

## Conclusions for the module evaluation

Seventeen of the eighteen trainees have fulfilled the internal evaluation sheet, applied in English and French, and meant for a dual uses: as a teacher's aide, but also as a real working instrument. The explanation of the objectives and the philosophy of the evaluation sheet has not been, in the course, a moment by itself. Even more, the absence of a detailed training for the fulfilment of the proposed items lead to a certain trainees' confusion, so that their judgments, predominantly positive, are not the outcome of an applied reflection and may not be considered to be fully conclusive.

The trainees fulfilled the sheet in a hurry, uncertainly, even, sometimes unknowingly, and that it led to their preference for the encirclement/underlining of the pre-established terms of the criteria and to their poor free comments. The final comments, least numerous, highlighted, on one hand, the usefulness of the addressed theme and the need to create opportunities for the pursuit of an active citizenship since the primary schools, and on the other hand, formulated laudatory appreciations for the course organization, the quality of the performed activities and of the trainers' team competences.

The conclusion of the C1 module assessment is that, given the multiplicity/the depth of the pursued aspects and the integrator manner of the approach, the use of the Evaluation Sheet imposes either a detailed training (in the case of its completion by the trainees), either an informed individual reflection (in the case of its completion by a trainer-assessor).

## Annex

25\_Alumni\_C1\_Template\_Internal\_Evaluation\_Module\_EN.docx

Constanta, 08.04.2017

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