KA2 2020-1-RO01-KA204-079963

MONITORING TOOLS

Collection of Methods for Monitoring and Assessment the learning outcomes

Developed in frame of Team2Share project, Intellectual Output 3–*Guidelines for Formative Monitoring and Assessment of learning outcomes*

INTRODUCTION

Progress monitoring is a continuous process of collecting and analysing information, facts, proofs that are relevant for trainees' performance to evaluate their progress over time and responding to their learning needs.

The unit of analysis in progress monitoring is the training method, not individual trainees. It is necessary to evaluate the **effectiveness of the training**, respectively the new "team-oriented learning in interactive working groups" methodology.
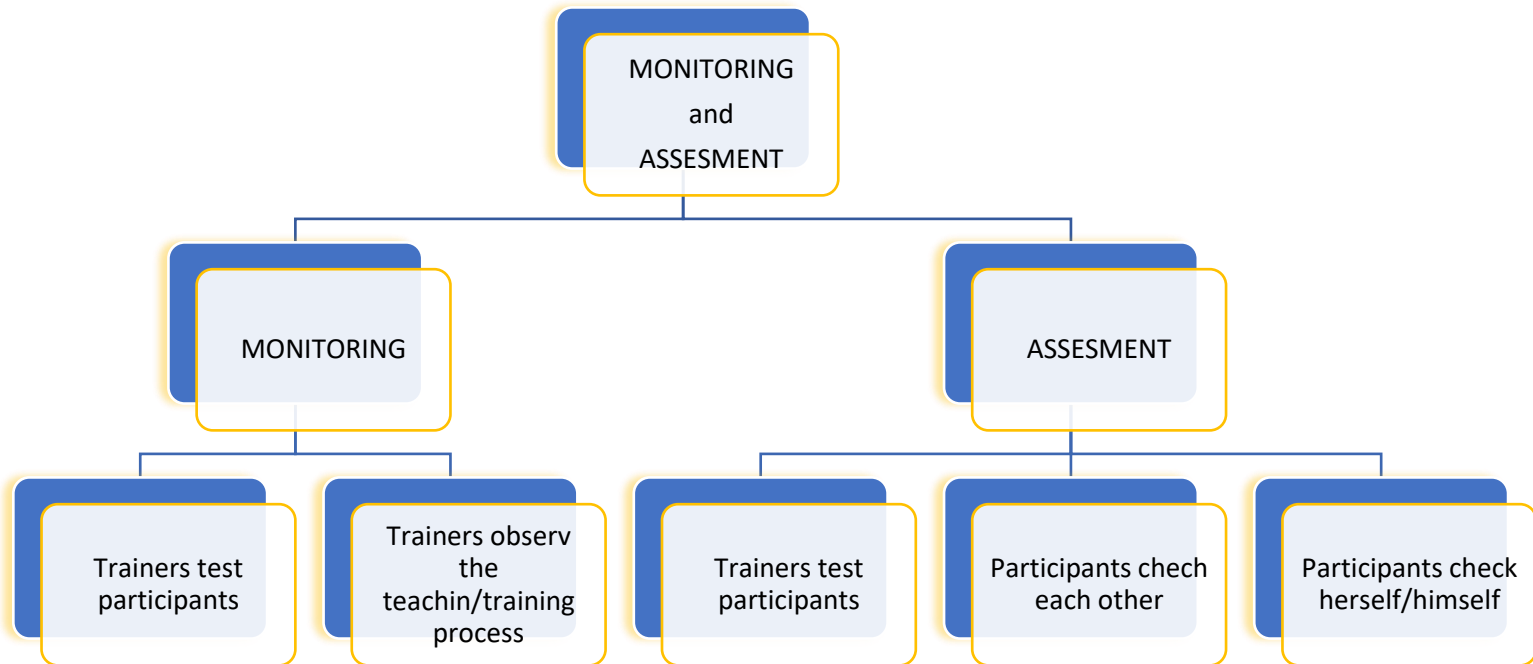
This evaluation can be achieved through **traditional tools** such as periodic tests for satisfaction, classroom observations or trainer portfolios. Also, progress monitoring can be done through **digital tools** that allow real-time data collection and analysis.
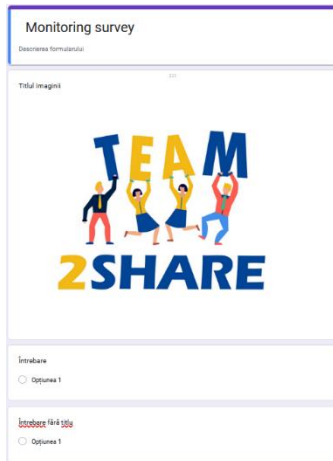
For the assesment process the **traditional methods** must be, for shure, adapted to the Team2Share target group -learners or trainees and especially of low-skilled or low-qualified adults.

For these is rather a delicate matter! Many adults still struggle with the aftermath of unpleasant school experiences. Situations in which they have been shamed. The more educationally disadvantaged your participants are, the more likely they are to carry around such negative experiences. It can happen that such a person, who has struggled to maintain his or her dignity in school, experiences a flashback when you want to check in your seminar whether your participants have really mastered the subject matter.

The most suitable methods for monitoring and assesment the learning/training results obtained by using the Team2Share methodology are presented below.

The Team2Share monitoring and assesment proposed approche is presented in the diagrame

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                    MONITORING
                        and
                    ASSESMENT
                         |
          +--------------+---------------+
          |                              |
     MONITORING                      ASSESMENT
          |                              |
    +-----+-----+          +-------------+-------------+
    |           |          |             |             |
Trainers    Trainers   Trainers    Participants   Participants
test        observ     test        chech          check
participants the       participants each other    herself/himself
            teachin/
            training
            process
```

Monitoring survey

Teaching/Learning objectives: Evaluate trainees' understanding of the training content and their ability to apply the knowledge and skills they have learned.

Identify areas where trainees may be struggling and require additional support or resources.

Gather feedback on specific aspects of the training programme, such as the delivery, relevance, and usefulness of the training content.

Measurement procedure: The survey will give on the one hand the opportunity **to trainees** to reflect on the learning process and their outcomes and on the other hand **to the trainers** to monitor the effectiveness of the learning process and make necessary adaptation.

It is best if the survey is anonymous (it can be done using digital means, such as google forms), so that the trainees feel more comfortable in answering the questions.

To make the monitoring more quantifiable, it is best to include "scale" questions (on a scale from 1 to 10, where 1 is poorly and 10 is fully). You may add open questions, if needed.

Questions can include (indicative, can be adapted according to specific needs and target groups):

How confident do you feel in your ability to apply the knowledge and skills you learned during the training programme?

How much has the **learning by teaching process** contributed to your learning?

How well does the training content match your skill level?

How useful do you find the training materials provided?

How satisfied are you by the pace of the training programme?

How satisfied are you by the feedback from your trainer on your progress in the training programme?

How would you rate the quality of the training programme so far?

Some open questions can be:

What parts of the training programme have you found to be most useful or interesting?

What suggestions do you have for improving the training programme?

Have you experienced any difficulties or challenges during the training programme? If yes, please describe.

Facilitating:

- ✓ Obtain suggestions for improving the training programme and addressing any challenges or difficulties that trainees may be facing.
- ✓ Provide trainees with an opportunity to reflect on their learning progress and identify areas for improvement.

Observation checklist

Teaching/Learning objectives:

✓ Monitor the effectiveness of the training programme.
✓ Monitor the learning progress of the trainees.

Measurement procedure: Observation checklists are usually used by administrators to monitor the work of teachers/trainers. In our case, the observation checklist will be used as a tool by **the trainers** to monitor the effectiveness of the training programme and the learning progress of the trainees.
It is best if the observer is an outsider (meaning neither the trainer, nor the trainees).
A sample checklist can be found below.

Facilitating:

✓ Obtain information for improving the training programme and addressing any challenges or difficulties that trainees may be facing.
✓ Provide trainees with an opportunity to reflect on their learning progress and identify areas for improvement.

![Erasmus+ logo] Project financed by the European Commission, Education, Audiovisual and Culture Executive Agency, through the Erasmus+ strategic partnership projects in the field of adult education (KA204), Key Action 2 - Cooperation for innovation and the exchange of good practices.

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Sample observation checklist (can be adapted according to target groups, context, etc)

Date:…………………….   **Observer:………………………**

Institution:……………….   **Venue:………………………….**

Title of training session: ….

Scale 1-5: 1-completely disagree / 2-rather disagree/ 3-neither agree nor disagree / 4-rather agree / 5-agree / N/A-not applicable

Element	Rating
The trainer(s) manage to create a safe and constructive environment for learnings	☐1 ☐2 ☐3 ☐4 ☐5 ☐ N/A
Participants feel comfortable to participate actively and engage in the activities	☐1 ☐2 ☐3 ☐4 ☐5 ☐ N/A
The methods used have been adapted to the needs of the specific target group	☐1 ☐2 ☐3 ☐4 ☐5 ☐ N/A
The training includes a variety of different methods that facilitate learning	☐1 ☐2 ☐3 ☐4 ☐5 ☐ N/A
The methods used facilitate sharing among participants	☐1 ☐2 ☐3 ☐4 ☐5 ☐ N/A
The methods used are tailored to the specific needs of this group of trainees	☐1 ☐2 ☐3 ☐4 ☐5 ☐ N/A
The methods used facilitate the active participation and engagement of all learners	☐1 ☐2 ☐3 ☐4 ☐5 ☐ N/A
The trainees can apply their knowledge using the learning-by-teaching technique	☐1 ☐2 ☐3 ☐4 ☐5 ☐ N/A
The instructions given by the trainer(s) are clear and understandable	☐1 ☐2 ☐3 ☐4 ☐5 ☐ N/A
Participants feel comfotable in changing roles (from trainee to trainer)	☐1 ☐2 ☐3 ☐4 ☐5 ☐ N/A
The trainees are given the tools to understand and assess their own learning outcomes	☐1 ☐2 ☐3 ☐4 ☐5 ☐ N/A

Observer Comments:…..

Areas of Concern/Recommendations:…….

Knowledge assessment questionnaire

Learning objectives

To assess the already existing knowledge of the participants.
To assess the knowledge that the trainee has gained after participating in the training programme.

Measurement procedure

The knowledge assessment questionnaire tool has two phases.
During the first phase, before the training, the trainees fill in what they already know/the competences they already have. On the second phase, after the training, the trainee completes the questionnaire to include the knowledge and skills gained during the training.

The questions of the questionnaire need to be adapted according to the context of the training. Here is a sample:

Section 1: Demographics

What is your name?
What is your job title or position?
How long have you been in your current position?
What is your level of experience in the vocational field? (beginner, intermediate, advanced)

Section 2: Pre-Training Assessment

What is your understanding of the knowledge and skills taught in the training programme?
How confident are you in your ability to apply the knowledge and skills taught in the training programme?
What is your level of familiarity with the topics covered in the training programme?
How familiar are you with the tools and methods used in the training programme?

Section 3: Post-Training Assessment

What is your current understanding of the knowledge and skills taught in the training programme?
How confident are you in your ability to apply the knowledge and skills taught in the training programme?
What is your current level of familiarity with the topics covered in the training programme?
How familiar are you with the tools and methods used in the training programme?

Section 4: Feedback

What aspects of the training programme did you find most useful or interesting?
What aspects of the training programme did you find least useful or interesting?
How will you use the competences (knowledge, skills, attitudes) gained in this training programme in your personal and professional life?
What suggestions do you have for improving the training programme?

The Context for Learning: A knowledge assessment questionnaire is a tool that can be used to evaluate trainee knowledge before and after the training programme. The objective of the questionnaire is to assess trainee understanding of the knowledge and skills taught during the training programme, and to identify areas where additional support or training may be needed.

Facilitating:

✓ Both trainers and trainees are able to assess the acquired competences and have a clear idea of the progress made
✓ The results of the exercise can be compared against the initial learning objectives of the trainees.

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Self-assessment by online Quiz

Teaching/Learning objectives:

- Assessing the learning outcomes
- Checking if the content helped the trainees to make progresses.

Measurement procedure:

The Quiz developed in frame of Theam2Share IO2 are available on the App2 and helps **trainees** to self- evaluate their knowledge acquired by going through the modules in App2.

Eeach quiz has multiple choice questions. After users' read propositions, they mark the correct option among the listed ones.

The procedure allows the trainees to receive the results by e-mail and ensure the complete confidentiality, the e-mail address can be created only.

Facilitating:

- ✓ Learning outcome assessment
- ✓ Confidentiality of assessment results
- ✓ Possibility to review or complete the knowledge.

This Quiz is an adaptation of the methods described previous method Knowledge assessment questionnaire.

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PARTICIPANT CHECKS HIMSELF/HERSELF

Learning Journal

Learning objectives:
Self-Assessment and monitoring of learning outcomes by the **trainees.**

Measurement procedure:
A learning journal can be a useful tool for trainees to reflect on their learning progress and identify areas for improvement.

By regularly writing in the learning journal, trainees can track their progress and set goals for themselves, which can ultimately help them achieve the desired learning outcomes and improve their skills in the vocational field.

The learning journal can be as follows:

Title: My learning journal (can be adapted, of course)
Objective: To reflect on my learning progress and identify areas for improvement.
Date: [Date of the journal entry]
Topic/Activity: [Briefly describe the topic or activity covered during the training programme, such as "Introduction to communication skills."]
Reflection: [Write a reflective paragraph on your learning progress and experience during the training programme. Include thoughts, feelings, and experiences related to the topic or activity covered.]
Goals: [List any goals or areas for improvement identified during the reflection. These goals could relate to specific knowledge or skills, or to more general areas such as communication or teamwork.]
Action Plan: [List any actions you plan to take to achieve your goals or address areas for improvement. These actions could include practicing a specific skill or seeking additional training or resources.]
(add new entries every day)

The Context for Learning: It is best to give trainees at least half an hour at the end of everyday to fill this in

Facilitating:

✓ Trainees learn to understand, evaluate, and record their own learning outcomes and goals
✓ If applicable, before the beginning of the next day or at the end of this one, there can be a debriefing session among trainer and trainees to share comments on this process.

Participants test each other –
Under the magnifying glass

Teaching/Learning objectives:
In this approach, you change the situation in such a way that it is not you as the trainer who checks the knowledge, but your participants themselves who take on this role- trainees test each other.

Measurement procedure:
Participants prepare questions about the material they have just learned on moderation cards and either go together in pairs to test each other or ask each other these questions in plenary.
The examination situation in the plenary session can be defused somewhat if the participants' knowledge is "scrutinized" playfully and pictorially with a large magnifying glass. One participant begins by taking the magnifying glass in his/her hand and going to another participant in the plenary and asking a prepared question. After this participant has answered the question, he/she now gets the magnifying glass and asks the next participant.

The Context for Learning:
The application of the new method (LbT) through an application

Competence acquisition
Working in peers, the application of information, interdisciplinary comp, reframing

Facilitating:

- ✓ using the App until the end
- ✓ track scholar learning over time

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Participants test each other

Zipper

Teaching/Learning objectives:
In this approach, you change the situation in such a way that it is not you as the trainer who checks the knowledge, but your participants themselves who take on this role- trainees test each other.

Measurement procedure:
Participants prepare questions about the material they have just learned on moderation cards and either go together in pairs to test each other or ask each other these questions in plenary.

The participants form 2 rows. The first two participants ask each other their prepared questions, the other participants can help. Once the questions are answered, the two participants go to the back and the next two in the rows take their turn.
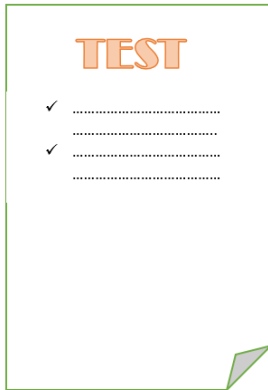
The Context for Learning:
The application of the new method (LbT) through an application

Competence acquisition
Working in peers, the application of information, interdisciplinary comp, reframing

Facilitating:

✓ using the App until the end
✓ track scholar learning over time

TRAINER TESTS PARTICIPANTS

TESTS

TEST

Teaching/Learning objectives

For very important topics, it is advisable for the **trainer** to conduct the knowledge check. Again, a suitable reframing can be quite useful for you to create a relaxed atmosphere for this situation.

Measurement procedure

Have the advantage that the participants have to answer several questions. However, since many people have had bad experiences at school, it is advisable to create a suitable setting: It is not about pass or fail, but about making sure that participants* leave the seminar with as much knowledge as possible.

At this point, you can also use the metaphor of a car repair, in which a check is made at the end to see whether the car really works well. If this is not the case, it simply means that some areas need to be improved.

The Context for Learning
The application of the new method (LbT) through an application
Competence acquisition
Reframing, the application of information, interdisciplinary comp, reframing
Facilitating
- ✓ using the App until the end
- ✓ track scholar learning over time

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TRAINER TESTS PARTICIPANTS

Interview surprise guest

Teaching/Learning objectives

For very important topics, it is advisable for the trainer to conduct the knowledge check. Again, a suitable reframing can be quite useful for you to create a relaxed atmosphere for this situation.

Measurement procedure

Announce a surprise guest who will take the opportunity to interview the experts (participants). Go out the door, change your appearance slightly (hairstyle, small accessories) and come back to the group as this guest and ask your questions. In doing so, feel free to probe a bit in this role. You are curious and want to take the opportunity to learn as much as possible from the experts.
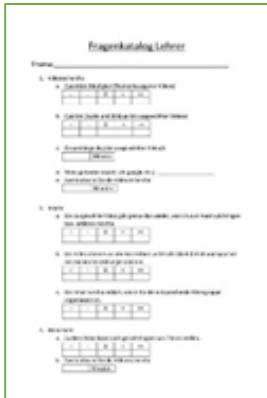
The Context for Learning
The application of the new method (LbT) through an application
Competence acquisition
Reframing, the application of information, interdisciplinary comp, reframing
Facilitating

PARTICIPANT CHECKS HIMSELF/HERSELF

One Minute Paper

Teaching/Learning objectives

It is also very effective if trainer include short sessions in the training as often as possible, in which the participants have the opportunity to review the knowledge they have just acquired.

Measurement procedure

1 Minute Paper ... is a method in which the participants work individually to answer questions about the learning material they have just gone through, which are aimed at their "pays off sensor". **The 1 Minute Papers can either remain with the participants or serve the trainer as a basis for process control**.

The Context for Learning
The application of the new method (LbT) through an application

Competence acquisition
Reframing, the application of information, interdisciplinary comp, reframing

Facilitating
- ✓ using the App until the end
- ✓ track scholar learning over time
- ✓ experts can revise the training method and collect more data moving forward

PARTICIPANT CHECKS HIMSELF/HERSELF

Cheat Sheet

Teaching/Learning objectives

It is also very effective if trainer include short sessions in the training as often as possible, in which the participants have the opportunity to review the knowledge they have just acquired.

Measurement procedure

The participants write down on a moderation card which points in the previous learning material were particularly important for them. Similar to the Schummel note, the most important points have to be summarized again in a compact way. In groups of 2, the Schummel notes can then be compared with each other again.

The Context for Learning

The application of the new method (LbT) through an application

Competence acquisition

Reframing, the application of information, interdisciplinary comp, reframing

Facilitating

- ✓ using the App until the end
- ✓ track scholar learning over time
- ✓ experts can revise the training method and collect more data moving forward