The GINCO website

WWW.GINCONET.EU

Quality of Grundtvig courses

- Pre course Phase
- Course development Phase
- Follow up Phase
- Course implementation Phase
## Adult education and learning

- Multidisciplinary approach
- Meaningful contexts
- Active learning
- Personal learning
- Constructive learning
- Social, cooperative, interactive learning
- Discovery learning
- Reflective learning

<table>
<thead>
<tr>
<th>Activity</th>
<th>Pre-course</th>
<th>Course development</th>
<th>Course implementation</th>
<th>Post-course follow up</th>
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<tbody>
<tr>
<td>Basic conditions and strategic planning</td>
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<td>Outreach and marketing</td>
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<td>Needs assessment</td>
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<td>Goal setting</td>
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<td>Designing the course</td>
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<td>Construction the learning environment and materials/aids</td>
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<td>Managerial organisational activities</td>
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<td>Teaching, training, educating</td>
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<td>Social facilitating</td>
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<td>Assessment, monitoring and evaluation</td>
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<td>Networking, sustainability, embeddedness</td>
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<td>Policy feedback</td>
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Quality levels/aspects

- Generic educational quality
- Adult education quality
- Adult professional development education quality
- European dimension
- Global dimension
- Key competences
- Fairness/sustainability/equality

Some examples of quality issues

- Competent trainers
- Competence oriented learning and teaching
- The benefits of diversity
- Synergy between course content and course location
- Guidance, coaching, mentoring, feedback
- A safety net for people who (may) drop out
- Outcomes in terms of products and credits
- Evaluation as part of the learning experience
- The social and informal aspects of a course
- Transfer and dissemination of course outcomes
Three assignments

Between hope and despair

Between pizza and pasta

Between art and kitsch
SELF evaluation

A few characteristics:

- Self initiated
- Internal evaluation: individual, collective, and organisational learning
- Interaction and dialogue
- Systematic

Why SELF evaluation?

- Evidence based decisions may be made
- Trouble shooting
- Learning: it makes things transparent
- Reducing emotional pressure
- Accounting
- Public Relations
Website of SEALLL

WWW.SEALLL.EU

Problems in evaluation
Afterwards only

Too much paper work
Focussing on mistakes and who’s to be blamed

The wrong people are learning from it
Too little impact

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Website of SEALLL

WWW.SEALLLL.EU
Three pillars

- A learning oriented approach
- Dialogues are included and made explicit
- A systematic approach of knowledge development

1. a learning process

- Motivating environment
- A rich learning environment
- A reflective environment
- A sense of efficacy
Warm bath, or Cold shower

Methods and instruments

- Questionnaires
- Checklist
- Logs
- News flashes
- Manual
- Writing an article
- Drawing
- Choosing position on a line
- Closed group interview
- Group painting
- Metaphores
- Explaining position on a line
- Theatre play
- Bull’s eye
- Plans for the future
- Group presentation
2. a dialogue

Between parties
- Exchanging/informing
- Exploring
- Explaining

Between partners
- Persuasion
- Discussion
- Debate
- Negotiation
3. Systematic knowledge development

- Clear concepts
- (practice) theory
- Issues
- Assumptions
- Indicators/Evidence
- Standards/criteria

An evaluation model
a generator of questions and a tool for analysis
In sum

- Internal/self-evaluation is a learning process
- It is self initiated
- It includes various dialogues
- It is a systematic process of knowledge development

It needs to be organized accordingly
External evaluators may serve as facilitators

Informative web sites

- www.ginconet.eu
- www.sealll.eu
## Evaluation: when and with whom?

<table>
<thead>
<tr>
<th></th>
<th>Learners</th>
<th>Trainers</th>
<th>Developers</th>
<th>Managers</th>
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<tbody>
<tr>
<td><strong>Pre-course</strong></td>
<td>Assessment of prior learning and experience</td>
<td>Assessment of professional profile</td>
<td>Evaluation of contract conditions</td>
<td>Market analysis</td>
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<tr>
<td><strong>Development phase</strong></td>
<td>Piloting some parts of the course</td>
<td>Critical review of draft course design</td>
<td>Peer review</td>
<td>Comparative evaluation with other offers</td>
</tr>
<tr>
<td><strong>Course implementation</strong></td>
<td>Evaluating the group processes</td>
<td>Evaluating the co-operation</td>
<td>Programme evaluation</td>
<td>Monitoring the implementation</td>
</tr>
<tr>
<td><strong>Follow up phase</strong></td>
<td>Evaluation of dissemination of the results</td>
<td>Monitoring network activities</td>
<td>Evaluating the e-learning environment</td>
<td>Analysis uploads as basis for further initiatives</td>
</tr>
</tbody>
</table>
• Back to the three scenario’s

Evaluation of the day

• Which priorities would you like to suggest to the GINCO network regarding quality issues of Grundtvig courses?

• Which acquired insight is the first thing that you will share with your colleagues in your organisation?