

Evaluation in „INTEGRATION“

1. Preliminary Remark

The evaluation concept for INTEGRATION was elaborated according to the application and will be presented to the partners and discussed during the transnational meetings. The evaluation approach for the project has not been completely clarified with the partners yet. The idea was to follow in some points the evaluation strategies and measures which have been developed for the European eLearning project “eL3” which is also supported by the Pädagogische Seminar. As positive experiences have already been made within the “eL3”- project, this approach is justified as there are many common points and parallels (blended learning courses) which can easily be transferred. The idea of creating inventories and the introduction of a process evaluation have proven well within the eL3 project and will be transferred to the INTEGRATION project.

2. Approach

It seemed sensible not to realise any developments that would result in a uniform and central collection of data about the target groups (learners), approaches and requirements of the partners being too different. We chose an approach instead which is based on the idea that inventories are collections (pools) of measuring instruments or items, designed or configured according to the respective demands of the partners, and which is a stimulus for a self-assessment as well as for a mutual evaluation (and motivation). Here different methods of an inspecting evaluation (evaluation by peering, by observing and dealing with the products, by experts and partners are necessary. It was also proposed not to do any superior data collections regarding the achievements of the learners (tests) but to give incitements by samples of different measuring instruments in the three elements of blended learning and to allow the exchange of experience.

This leads to the following distinction of three evaluation levels:

Level 1: process evaluation of networking the projects

Level 2: evaluation within the projects, procedures and designs for qualifying in intercultural training

Level 3: procedures and instruments for assessing cultural orientation and its relevance in intercultural training

3. First level/scale of evaluation in „INTEGRATION“

Primary goal: networking projects

Purpose of evaluation: proving the usefulness of the network and accompanying activities and products to support the partners' projects.

This first evaluation level deals with the kernel processes of the project, we therefore call it “process evaluation”

Responsible: Pedagogical Seminary Göttingen supported by BUPNET

<i>leading questions:</i>	
What is done/has been done?	How is the project INTEGRATION with its elements (platform, conferences, etc.) realised?
What has been offered?	What kind of offers and products have been developed within the project?
What has been taken/used?	How did partners used and applied the new offers and products?
What will be sustainable?	What are the (expected) sustainable effects?
What will be transferable?	What can be transferred in other fields of

	activity?
What do the partners wish?	How do partners judge the offers and activities?
What do the partners use?	What and how do they use the offers?

Activities:

Questionnaire on process evaluation that has been presented and discussed during the transnational meeting 1 and 2 is administered in the meantime; the final versions will be discussed during the meetings 3 and 4 together with the results of the questionnaires that are presented.

4. Second level/scale of evaluation within „INTEGRATION“ (in the partner’s programmes): procedures and designs for qualifying in intercultural training

Primary goal: developing/qualifying staff members as learners in intercultural communication

Purpose of evaluation: proving the own processes, products, effects

- a) for the partners themselves and their “intercultural trainers”(formative evaluation),
- b) for purchaser/institutions, learners, public (summative evaluation)

Responsible:

Each project for its own, developed and coordinated by Pedagogical Seminary Göttingen

Leading questions:

- What do the partners already evaluate?
- What are they preparing for their evaluation?
- What do they need for their evaluation?
- What can they learn from each other for their evaluation?
- What can they arrange as common standard for their evaluation?
- In any case: forum on LMS
- “lowest” solution: receiving evaluation instruments (inventories, questionnaires etc.) as text files (downloaded from LMS)
- “middle” solution: receiving tools to administrate evaluation instruments and handling them by their own (downloaded from LMS)
- “highest” solution: agreement for online evaluation instruments administrated (linking the participants to LMS, receiving the reports from there)

Intermediate results/working approach:

- there is no “best practice”, only “best proven practice”
- due to the heterogeneous partnership inventories for questions will be developed and partners can select the relevant questions to compose their individual questionnaires

Intermediate steps:

Discussion groups on main topics of evaluation within a project, e.g.:

- self-evaluation
- evaluation by learners
- evaluation by decision-makers
- effects upon clients

Questionnaires will be translated to the different languages (French, Italian, German, Swedish, Latvian) from an English version, then proved by clients and associates within the projects of the partners; results will be fixed in a report.

Questions have been connected with rating systems. Partners will utilize this evaluation system:

1. select questions from inventories
2. do the evaluation with a their target groups (learners, authors)
3. results will be collected
4. results will be evaluated
 - a) by Pedagogical Seminary
 - b) by partners themselves
5. reports will be given

5. Third level/scale of evaluation within „INTEGRATION“ (in the partner’s programmes) on cultural orientation

Support on using inventories on cultural orientation (referring to the contents of the projects) will be given by descriptions and links on the Blinc platform. The decision about such procedures and their administration is taken by the partners themselves in equivalence with their own project aims and their possibilities and resources. A knowledge base on these topics will be put on the platform.

Further steps: Judging the effects and usefulness of inventories on cultural orientation and evaluation inventories through the experiences of the partners.

6. Development of a knowledge base on course design for intercultural training

An important topic during the Second Transnational meeting of the partners was the question of training courses for staff members. So we will develop a support system for design of courses with different methods and material (e.g. simulation games, case studies). A profound basis for this will be the CEWID/CEDID-system (knowledge base and support in designing courses from 20 different instructional models), which can be already used and which will be further developed for the specific needs of intercultural training.

A first version of this system will be offered to the partners before the next transnational meeting.