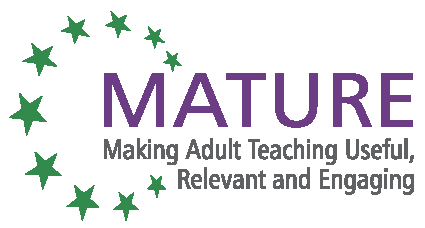
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**The MATURE training programme**

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| **UNIT TITLE AND NUMBER: Unit 10 Evaluation and progression** | |
| **INTRODUCTION**:  There are many ways to evaluate learning. An evaluation should reflect quality, relevance, operational efficiency, usefulness, with the latter being of utmost importance for disadvantaged older adults as it demonstrates the benefits of training. This unit is designed to give you an insight into planning your evaluation programme, into determining and identifying the strengths, weaknesses, opportunities and threats of the training. The unit provides strategies for evaluating group learning and self-evaluation, for measuring outcomes and the extent of the impact of training. Recognising progress and the benefits of training is one way towards creating an independent “learner”. It is the responsibility of the adult educator to indicate, show, guide, and support the disadvantaged older learner in their self-judgement and decisions they need to take to transfer gained knowledge into their daily life.  RESOURCES:  [1] [MATURE – research report](http://matureproject.eu/research-report)  [2] [Planning a Program Evaluation](http://learningstore.uwex.edu/assets/pdfs/g3658-1.pdf)  [3] [LENA - A Learning that works for older people](http://www.bia-net.org/images/stories/lena/pdf/lena-handbook-en.pdf)  [4] [Enhancing Student Learning through Assessment](http://learningandteaching.dit.ie/documents/assessment_toolkit_v41f.pdf)  [5] [Quality Assurance Toolkit for Open and Distance Non-Formal Education](http://www.col.org/PublicationDocuments/QA%20NFE_150.pdf) | |
| **LEARNING OUTCOMES**:   * build an evaluation strategy: what to focus on, how to collect information, how to use collected information and how to manage it (tasks 1, 2, 3), * different methods to support the learners (task 4), * ways to indicate and acknowledge progression of the learner (task 5). | |
| **UNIT CONTENT**: |  |
| **BEFORE STARTING – PREP PHASE:** This unit requires the following material: posters or flip chart (World Café), markers, pens, post-its. Adapt proposed methods to the size of your group.  TASK 1: Using the World Café method (<http://www.theworldcafe.com/method.html>) have the group find answers to these possible questions:   * What needs to be evaluated and for which purpose? * What do I want and need to know - evaluate the whole training or just a specific section? Is the training content useful, relevant for the learners? Will they benefit from the training – will it make a difference in their lives? * Who should evaluate (internal, external) and how (formal/informal)? * Is the training meeting the needs of disadvantaged older learners? * What will I do with the information gathered? Will I be able to use my findings? * Is the training worthwhile for possible funders or members of local community, intermediaries?   Other questions may apply, have the group think of the type of information they might need. For more possible questions, see [Source 2](http://learningstore.uwex.edu/assets/pdfs/g3658-1.pdf), p. 25  TASK 2: Set up a LENA focus group (how to do it, see [Source 3](http://www.bia-net.org/images/stories/lena/pdf/lena-handbook-en.pdf), p. 23) and invite the group to a discussion about how they will measure the success of a training course and which instruments could they use. Suggestion: write down ideas on a flip chart.  Suggested methods for measuring:   * group debate or peer review or feedback on simulated situations * survey based on questionnaires, interviews, test   TASK 3: Collect the findings from previous tasks, have the group answer: *What can I do with all this information?* and brainstorm who could use the results, identify potential users of the information. The group can write down answers on post-its.  Hints: people affected by the course, directly or indirectly, community leaders, learners social network, media, interest groups, stakeholders, volunteers, support groups, colleagues etc …  TASK 4: Divide the group into various teams (if possible). Introduce them to the Bennet hierarchy (see [Source 2](http://learningstore.uwex.edu/assets/pdfs/g3658-1.pdf), p. 6) – draw a scheme on a flip chart and have the teams place their previous answers according to the hierarchy; allow time for the teams to interpret/present the results. Using role play challenge the teams to make diverse presentations for various intermediaries/various target groups. At the end leave time for reflection: Could I use this method in my class? Will it be useful, if not, which other method could I use, what will work with my learners?  **PROGRESSION**  TASK 5: Present a case study of an achievement in learning by a disadvantaged older adult (for case studies please refer to [Source 1](http://matureproject.eu/wp-content/uploads/2013/01/MATURE-Research_upload_versionC_100613.pdf), p. 24 - 38) from the learning process to its transferability to daily life. With a series of trigger questions, invite the group to discuss:   * What was the progression the learner made in this example? * What impact did it have on his life? Was it important to him? Was it difficult to apply gained knowledge in his daily life? * What is the role of an adult educator in progression? * How could you measure progress in this example? Is progression easier/harder to measure when dealing with disadvantaged older adults? If so, why? * Which methods could be used to acknowledge the progress and give credit to the disadvantaged older learner?   Suggestion: possible example to present: What makes a good Adult of the Week Nomination?  <http://www.youtube.com/watch?v=KUaX6s8dnLE&list=TL-V51bRm01lE>  Suggest that the group allows time and space for the learners so they can also self-evaluate their progression– from learning to the application of learning in daily life. |  |

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