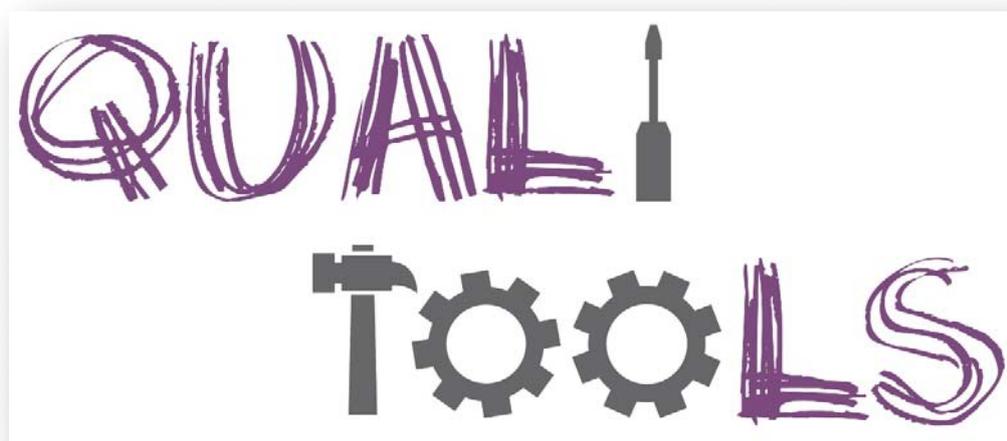


**QualiTools for IT trainers –  
Improving the learning process, learning outcomes  
and learning transfer in IT training**

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**O1: SYNTHESIS REPORT ON QUALITY TOOLS AND QA  
CHALLENGES OF INTRODUCING BOTTOM-UP QA PRACTICES –  
WWW.QUALITOOLS.NET**



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## Synthesis report

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# O1: Synthesis Report on Quality Tools and QA Challenges of introducing bottom-up QA practices – [www.qualitools.net](http://www.qualitools.net)



## SYNTHESIS REPORT

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## 1 INTRODUCTION

In the first intellectual output of the project “**QualiTools for IT Trainers – Improving the learning process learning outcomes and learning transfer in IT training**” ABIF summarizes the five national reports of Austria, Bulgaria, Poland, Portugal and the UK. The results are the base for conclusions regarding the needs in each partner country and conclusions about what kind of quality measures should be put in the centre within the context of **QualiTools**.

The national reports base on two to ten interviews with ICT training providers in each country. The interviewed institutions compounded different types of facilities who offer ICT trainings: Mostly further educations institutes, but also companies with their own ICT training centre or schools teaching youths ICT as a part of regular school curriculum. Therefore, the described results are not representative. They are rather viewed as insights.

Within the national reports existing quality tools for IT teachers/trainers and challenges of introducing bottom-up QA practices were described and analysed. The report aims at giving an overview on existing quality tools for IT teachers/trainers and on their usability. It shall help define quality development needs of the partner countries and provide recommendations on what kind of tools to actually use within the project **QualiTools**. It shall also suggest which adaptations of the existing quality tools might be necessary (given that a number of them were originally developed for general education or guidance).

In order to enable a selection of quality tools among the project partners the report contains an annex with short descriptions of all researched 110 Quality Tools that can be used with IT training.

## 2 DIFFICULTIES IT TRAINING INSTITUTIONS OBSERVE IN IT TRAINING

There are common aspects mentioned by training institutions of several countries, which will be described below. However, it is also obvious that the perception and identification of problems regarding IT trainings in some aspects is quite different: For instance, Polish, Bulgarian and Portuguese experts partly mention insufficiencies regarding equipment but also infrastructure. Furthermore, British and Austrian experts refer rather to group constellations, course design and how to deal with different learning types, learning experiences as well as differing motivations/purposes of participants. Though also Polish, Portuguese and Bulgarian experts mention this type of problems, they also emphasize difficulties on another level, such as lack of teaching and professional competences or big group sizes or heterogeneous skills among the participants.

### 2.1 Commonalities

#### Prior knowledge

Especially in the IT training a differing previous knowledge of the participants is a challenge, in spite of placement tests. In addition, the self-assessment of participants can deviate from their actual knowledge (mostly persons assess their own skills better than they are). This becomes a challenge for trainers as the course they have prepared is at too high a level for the participants.

#### Specific questions and response to wishes

A challenge for any IT trainer is the request to answer very specific questions that may be outside the scope of the training course. Some people enrolled on the course may have extensive prior experience and are simply looking to develop a niche skill.

Example: if a participant wants to learn more about a specific content/area of application, for instance, in web design. In this area, it is difficult to create a curriculum that fits all. According to the interview partner, talent for improvisation is here required of the trainer.

There may be participants who overwhelm the other students with many questions, occasionally not specific to the course. This detracts from the content being studied and may put off other participants.

### Previous learning experiences

On many occasions there will be individuals enrolled on the training course who have had previous (and bad) learning experiences. Changing poor into good learning experiences is a challenge for trainers (often with elderly). It is important that the trainer motivates these students and provides unique and engaging training sessions.

### Motivation & engagement

From several perspectives building and keeping the motivation through the courses is one of the most important aspects in training situations. There is, of course, a difference in motivation between persons who voluntarily decide to attend a training or course and those who are obliged (e.g. in schools, labour market measures for unemployed, or initiated by the employer). However, no matter what is the reason of why a training or course is attended, the trainer's duty should be to teach the contents effectively and this is rather likely if the participants are motivated.

Motivation is always a topic in training. In all countries, problems how to keep participants motivated were mentioned. In some countries the interviewed training institutions say that persons often are not motivated, not interested, not engaged or concentration declines during the course. The negative consequences are obvious: Learning aims might not be achieved and participants are not satisfied. The description of the motivation problems, however, points to an important factor which influences the quality of the training and which is the core of the **QualiTools** project: the ability of the trainer to apply training and teaching methods that motivate the participants and that facilitate the learning process. Also, the ability to structure the training/course in a way that learners (different types of learners) are able to absorb the contents is of the basics pillars of a good training.

Thus, it can be concluded that there is a strong need in the respective countries to raise awareness to the mentioned fact, that it is mostly the responsibility of the training providers to find ways of motivating the participants and of finding ways to make sure that concentration / learning capability is not over- (or under) stressed.

Showing motivators and being as close as possible to the learners' world of application is one of the keys.

### Disagreement with training

It is repeatedly mentioned that the ability of a trainer to handle disagreement within the training contributes to the quality of the training. Insufficient competences of the trainers and problems in dealing e.g. with comments, complaints about lack of flexibility of the trainer, not fulfilled expectations, demanding attitudes of participants, questions the trainer does not know the answers in this moment, might worsen the situation. Occasionally there is a dispute between a trainer and a participant regarding some content. Research suggests that although the trainer needs to be aware that they could be wrong, any repeated challenge to their authority undermines the course.

### Different learning types

It matters, if participants have already learned in their lives how to find solutions for problems on their own, or not. Some have no problem with searching for solutions, while others rather dislike or refuse to try it on their own. This can be summarized under the headline different learning experiences, habits and demands. It is likely that in a group setting there will be persons with different learning types and it is a challenge to the trainer to respond to that in order to make sure that every participant will accomplish the learning goals.

### Heterogeneity of the group

Another challenge for trainers is a group with larger differences in the background: For example, jobholders who need the skills for their work and who know what they want to do with their new skills, want the course/training to be efficient and quick. They tend to be rather impatient and demand an intensive and application oriented training. In contrast, persons who do not work or do the course for private purposes or persons who accomplish an occupational retraining usually show other learning speeds and learning approaches.

According to Austrian training institutions a training's target group needs to be defined upfront of a course since age, motivation, intended use, learning capacity and previous knowledge are decisive for how to design the training. These factors imply also differences regarding: Depth of topics, formats/methods, focus points as well as tasks and role of the trainer.

However, one thing is to match course design and participants upfront, the other thing is to react on heterogeneities that always occur in group settings (regarding the former mentioned aspects). Here trainers need strategies how to cope with such differences.

## 2.2 Specifics

### AUSTRIA

#### Learning withdrawal

Learning withdrawal is observed with persons who have not been in a classical studying situation for a long time and who are not used anymore to acquire new knowledge systematically. The trainer needs to be patient and sensitive with in that case.

### UNITED KINGDOM

#### Original training

British training institutions mention that it is a general challenge to IT training providers to deliver an original training that sets them apart from other services.

### PORTUGAL

#### Qualification of trainers

Trainers do not have enough computer knowledge that is also proved by a degree, postgraduate or other formal learning. All trainers should have experience in professional teaching, awareness of quality, and need to be able in choosing appropriate strategies for a more focused learning style.

## BULGARIA

### Theory-oriented instead of practice oriented trainings

Often it seems to be a problem that the timeline of a training is too short and that during this time the course contains too much theory and not enough practical exercises.

### Problems Regarding Equipment And Infrastructure

Some of the experts/trainers in Poland, Portugal and Bulgaria mention several problems, which appear due to insufficient equipment and inappropriate group sizes. Those problems are:

- The quick development of software and the need for constant updates
- Depreciation of hardware
- Lack of internet connection
- Too small rooms / too many participants
- Too few computers for the participants
- Lack of quality of technical equipment
- Lack of appropriate programs, inadequacy
- In part, trainers are responsible for updating and investing into the equipment instead of the institution. That means that the software available, often, restrains trainers.

Since **QualiTools** deals with quality of training in terms of knowledge about training techniques and methods on the trainer's side, equipment and infrastructure related difficulties cannot be in the centre. However, **QualiTools** methods might help to facilitate those situations and contexts for the trainers.

Possibly, in the managers' guide there could be a subchapter describing how to determine appropriate group sizes, defining different target groups and pre-select more homogeneous learner groups.

## 3 AREAS QUALITY IMPROVING METHODS SHOULD BE APPLIED

More or less, in all countries participating in the **QualiTools** project the lack of knowledge of methods for quality assurance and development within the IT training concerns all areas. Though some country reports indicate on institutional level a rather high awareness for quality assurance measures as well as realization of quality assurance measures, on the level of trainings themselves it is hard to say whether trainers use such methods in the context of good teaching practices or not. The institutions generally make a choice of staff based on qualification and teaching experience and assume that their trainers will know how to do a good training, which implies to know methods that are contributing to and ensuring quality of the training.

The results of the country specific statements strongly suggest that all areas of quality assurance (as suggested in the **QualiTools** project) are relevant in all participating countries.

These are:

- Inquiring expectations and previous knowledge
- Feedback at different points of time
- Feedback at the beginning and/or at the end
- Planning, sketching and reflecting learning and education processes

- Self-reflection of trainers and feedback among colleagues
- Feedback at the end
- Learning transfer

## AUSTRIA

On the institutional level of training providers there are *no established quality assurance tools within the training*. Whether some trainers (mostly freelancers) do use or not use such methods, based on their own initiative and level of knowledge about good teaching practice, is hard to say; but in the interviews it is becoming clear that: A) most of the persons interviewed did not know what exactly quality assurance methods within the training are and B) that institutions in general rely strongly on the quality and experience of the trainers and do not make any specifications for quality assurance during the training.

However, it is very likely the trainers will have a high self-motivation and also encouragement by their institutions to participate in the **QualiTools** workshops, since the training institutions were interested in the topic and are eager to enlarge quality assurance in their institution.

Therefore, in general it is recommended that all areas of quality assurance during the training should be offered during **QualiTools** WS. It is an idea to provide workshops in modules regarding different topics.

The most relevant areas are:

- Inquiring expectations and previous knowledge
- Feedback at different points of time
- Feedback at the beginning and/or at the end
- Planning, sketching and reflecting learning and education processes
- Self-reflection of trainers and feedback among colleagues
- Feedback at the end
- Learning transfer

## POLAND

In Poland, the knowledge about quality assurance in IT trainings is not very developed concerning both, the process of learning and the structure of the course. Training providers implement neither quality management tools nor quality assurance tools at institutional level.

The interviewed training providers mostly are interested in:

- increasing the activity and the engagement of participants
- learning theories
- developing skills with regards to building a relationship with the group
- interactive methods of learning

## UNITED KINGDOM

In the UK, the Quality Assurance Agency exists to certify courses provided by educational establishments. Indeed, further education establishments provide a significant minority of IT development courses.

In addition to that, courses that are accredited by a professional, statutory or regulatory body are assessed by the relevant organization to ensure they meet the professional standards and quality required.

However, a consistent framework to assess the quality of IT training courses does not exist. The vast majority of institutions use internal procedures to assess their Quality Assurance. Independent course providers are more likely to use feedback methods to assess the quality of their courses.

Based on the interviews it is suggested to cover all areas of quality assurance during the **QualiTools** workshops:

- Inquiring about expectations and prior knowledge
- Feedback at different points in time, including at the beginning and the end
- Planning, sketching, and reflecting on learning and education processes
- Self-reflection and peer feedback
- Learning transfer

## PORTUGAL

In Portugal, the results of the interviews basically lead to the same conclusion as in the other countries, that is, all areas of quality assurance are relevant. Especially the following aspects were stressed:

- Pre-assessment of the participants' competences
- Matching of course design with target groups / participants demands: Content and activities need to fit prior knowledge and interests of participants

Besides that, infrastructure including size of groups are factors that would improve the quality of IT trainings in Portugal; as mentioned is not so much in the scope of the **QualiTools** project.

## BULGARIA

It is difficult to say if trainers with pedagogical background have a wider knowledge and higher ability to use quality assurance tools than trainers without such a background. In anyways, it is suggested that they will benefit from more variety of teaching methods as a means of quality assurance.

As a conclusion the following aspects need to be covered within the offered methods:

- Different didactic tools: More tasks/projects for group work, more online tasks/interactive exercises
- Flexibility in the training programme: Ability to adapt according the group
- Result orientation: Teachers need to present the aim in the beginning of the course, so the learners will be more result oriented.

Beyond this, the trainers' knowledge and skills in IT need to be more up to date. This, however, cannot be in the frame of the **QualiTools** project trainings. Nevertheless, managers of training providers should be aware of this problem. Further, adequate infrastructure should be promoted.

## 4 METHODS / TOOLS OF QUALITY ASSURANCE / IMPROVEMENT USED IN EVERYDAY WORK PRACTICE

In most of the countries, some or all of the training providers use evaluations questionnaires. In Austria and UK providers describe more precisely what measures they use to ensure the quality of their training. Mostly they emphasize the selection of staff as the most important point. Large training providers have a specific catalogue of criteria that applicants need to fulfil. Some of the institutions also use methods of internal quality assurance.

However, in general, they assume that the trainers will know how to do a high quality course and make no specifications on teaching methods or methods of quality assurance. So it is highly contingent if trainers apply such methods or not.

Therefore, the bottom-up approach of the **QualiTools** project that targets the trainers themselves combined with a guideline for managers seems to be absolutely appropriate for raising awareness and enhancing the knowledge about methods among the involved trainers/institutions.

### AUSTRIA

None of the institutions described tools/methods used in everyday work. Therefore, the following shortly summarizes the broader quality assurance measures they use.

- All interviewed institutions use feedback questionnaires in the end of a course/training. One of the institutions implements intermediate evaluation in long-term courses.
- In the beginning of a course it should be asked from the participants in which field they work, what they hope to gain from the course/training etc.
- gathering feedback: “some follow ‘the handbook’, some just recognize through behaviour, remarks, articulations of participants where problems are, who needs support etc.” “The participants are always free to articulate wishes, complains etc. to the course management.”
- They emphasize that the selection of personnel is the most important step for a good quality.
- On the level of QM:
  - *Designing of the courses for different target groups (60+, occupational /non-occupational further education, private, AMS, ECDL) → Format and content!*
  - *Training/teaching reflection* is practiced which is an in-depth observation by another trainer. Observation catalogue with criteria is used. In the centre of attention are teaching methods. Afterwards, the observations are being evaluated. However, if every trainer of the VHS should be evaluated, it is only every 2nd year that this is realized for every trainer.
  - *Further education for their trainers (at VHS)*
- Knowledge of methods of good teaching practice in general is named as factor (sic!)
- Group size is mentioned as a factor of quality of the training.

Overall, there is a rather low awareness of the necessity of *structured* feedback and other methods of quality assurance during the training. Rather, there is a prevailing assumption that a good choice of trainers also covers that they know how to do quality assurance, or better: to assure that the training is good, and that they

- more or less structured - gather feedback from their participants. Also, methods of feedback and exchange among colleagues seems not to be practised (except from the VHS).

Subsequently, this means it is not clear if trainers even *know* methods and another questions is if they use them already, provided they know some. This illustrates, that currently it highly depends on a trainer's individual commitment and interest as well as on personality.

## UNITED KINGDOM

During the research, no IT training organisations were found who had clear quality assurance methodologies in place. The vast majority of institutions use their own internal procedures. Therefore, the following shortly summarizes the broader quality assurance measures that are in place.

- Questionnaires are used before enrolment to determine the prior knowledge of the participant so that they can be placed in an appropriately challenging course. Included in this questionnaire are details like field of work, what they hope to gain out of the course, etc.
- It is common to put a disclaimer on the course documentation detailing how complaints are internally processed. Often there is a specific (senior) member of the training organization in case a participant is dissatisfied. The complaint can then be dealt with internally, with feedback going to the trainer.
- Knowledge of methods and good teaching practice is a large factor in the quality assurance process of training courses. In addition to a competent and engaging teacher, group size is often mentioned as a factor affecting the quality of training.

It is often assumed that a good teacher/trainer will also provide his or her own quality assurance methods. In addition to this, if feedback is collected on a large scale for a number of trainers/courses, then items become actionable when only a large proportion of that feedback points to an issue. For example, some teachers will summarise the data collected during feedback and only comment on outliers or very distinct trends. Others will go through every piece of distinct feedback and comment on how they might change their teaching style or training content. It highlights that it depends very much on a trainer's individual commitment to quality assurance, as well as his or her personality.

## POLAND

Some of the respondents confirm that they have the "moment of self-reflection" (more or less self-evaluation) after the training. In some cases, the companies use evaluation sheets prepared by themselves or by clients – very short and usually not discussed after. Regarding licensed courses, the authorized evaluation tools are used. Sometimes the respondents include pre- and post-tests in the training and in one case there is a mailing checking after 14 days on how the knowledge is used and validated in practice.

IT teachers usually evaluate the learning results by a project the trainees do or in more traditional ways. None of the respondents mentioned any methods or tools of quality assurance to evaluate the process of learning or themselves as trainers/teachers.

## **BULGARIA**

Feedback at the end of the course is mentioned by all institutions apart of the VET school.

In one of the organisations, exams are introduced at every end of a module, final exam, intermediate and final feedback for the long courses (660 h, 960h).

Another tool is gathering follow-up feedback from employers.

The following methods are not compulsory. They are used/mentioned by the teachers/trainers as something proved to be working:

- Developing interesting projects
- Teaching mostly not what to do, but how to find an easy and working way to do
- Constant bi-directional feedback (teacher ← → learner)
- Exchange of knowledge, experience, skills with other groups
- Distance education (learners can study in a suitable time for them)

## **PORTUGAL**

The suggestions/areas of improvement from Portugal are:

- A «post training follow-up» and a «final test», simulating a problem solving situation for the participants
- A platform for exchange of information between trainers and trainees on which the trainer could determine whether the participants is progressing, for doing exercises etc.
- Activating methods in the training room: activities, exercises and the self-assessment

## **5 FURTHER TOOLS NEEDED IN ORDER TO ASSURE / IMPROVE QUALITY IN IT TRAINING**

The partner countries partly defined very different things when asked for further tools that are in their opinion necessary to assure or improve the quality in IT trainings in their country.

Besides the before mentioned infrastructure requirements, course design, curricula, pedagogical and didactic skills, assessment of learning outcomes, work-based learning and further are relevant determinants of quality in IT training.

## **AUSTRIA**

Reflecting the results from the interviews with big training providers and in addition to the before mentioned suggestions, it is recommended to include:

- Structured feedback at the beginning/during/ending of the training/course and to implement
- Communication methods between trainers and trainees

## **POLAND**

There are no institutional standards, which are implemented as a regular method of quality management for the training service and quality assurance. The trainers use their own resources of knowledge, skills and competences, so all kinds of good and easy-to-use methods will be welcome by the target group.

## **UNITED KINGDOM**

Based on research done, the focus should be on the following:

- The curriculum needs to be based on a competence model, and incorporate work-based learning
- Introduce elements of entrepreneurship into the curriculum
- Monitor training provision and assess learning outcomes (during and/or at the end of the course)
- Promote continuous training and lifelong learning in the IT sector
- Professional development of trainers

## **PORTUGAL**

A good tool could be to add a certification strategy like the certification ECDL ([www.ecdl.org](http://www.ecdl.org)).

Another possibility could be to introduce a tool after the training to follow if the students will continue to use the tools they have learned.

Promoting the pedagogic space, creating a set of fundamental activities for interaction among participants and between trainers and participants is also an important means to increase the quality of the training.

Additionally, methods of "critical pedagogy" could be helpful. In correlation with those instructive strategies, the instructor's own philosophical beliefs of instruction are harboured and governed by the pupil's background knowledge and experience, situation, and environment, as well as learning goals set by the student and teacher.

## **BULGARIA**

In Bulgaria the constant upgrade of resources as well as the possibility to adapt the training programme is seen as additional important measures to assure the quality in IT trainings.

## 6 SHORT DESCRIPTIONS OF QUALITY ASSURANCE METHODS

### AUSTRIA

#### 1. Curiosity rating

**Short description:** The trainer introduces the participants to the planned training programme and presents it on a flipchart. The participants can then mark those sections of the curriculum they are the most curious about. According to the rating, the trainer has the chance to adapt the curriculum in a flexible way.

**Source:** Rabenstein, Reinhold / Reichel René / Thanhoffer, Michael (2001): Das Methoden-Set. 5 Bücher für Referenten und Seminarleiterinnen. 1. Anfangen. Münster, Ökotopia.

#### 2. Interviewing participants about their knowledge and/or expectations

**Short description:** The trainer notes different, positive and negative formulated statements about the content and structure of the training (such as “I know a lot about XY.” or “I prefer working in smaller groups.”) on a flipchart. The participants are then handed red, yellow and green cards they can use to show how much they agree with the given statements by holding them up. That way, the trainer can quickly get a broad picture of the current status of the participants’ knowledge and expectations.

**Source:** Common instrument, adapted by Maria Gutknecht-Gmeiner.

#### 3. Swing bridge

**Short description:** A rope is stretched between two pin boards that symbolize the beginning (“Where are we now?”) and the end (“What do we want to reach?”) of a given situation. When both questions are answered in the plenum, the participants discuss what needs to be done to get from the present situation to the ideal situation. The steps that have to be taken are written on sheets of paper and fixed on the respective sections of the rope.

**Source:** Weidenmann, Bernd (2008): Handbuch Active Training. Die besten Methoden für lebendige Seminare. Weinheim & Basel, Beltz.

#### 4. Previous knowledge

**Short description:** According to the group size of the participants, 4 to 6 placards with statements rating the novelty value of the content of the training (for example “The content is very new for me – I’m excited to learn something about the basics!” or “I already know a lot about the topic, but it’s still interesting for me.”) are placed at different spots in the room. The participants then choose the statement that represents their own feelings the most, design the respective placard and present it to the rest of the group.

**Source:** Rabenstein, Reinhold / Reichel, René, / Thanhoffer, Michael (2001): Das Methoden-Set. 5 Bücher für Referenten und Seminarleiterinnen. 5. Konflikte. Münster, Ökotopia.

#### 5. Get it started: Impulse presentations

**Short description:** Placards with fragments of statements on the participants’ wishes and expectations (for example “I hope that we will...” or “I’m afraid that...”) are placed at different spots in the room. The trainer then asks the participants to wander around and complete the sentences. It’s possible to use the placards at the end of the training again to assess if the original expectations have been met.

**Source:** Rabenstein, Reinhold / Reichel René / Thanhoffer, Michael (2001): Das Methoden-Set. 5 Bücher für Referenten und Seminarleiterinnen. 1. Anfangen. Münster, Ökoptopia.

## 6. Traffic light feedback

**Short description:** After introducing the participants to the training programme and the rules for working in a group, the trainer presents different statements regarding the participants' understanding of and agreement with the plans for the training (for example "I agree with the plans for today." or "I understand the rules for working in a group."). The participants are then handed red, yellow and green cards they can use to show how much they agree with the given statements by holding them up.

**Source:** Rabenstein, Reinhold / Reichel René / Thanhoffer, Michael (2001): Das Methoden-Set. 5 Bücher für Referenten und Seminarleiterinnen. 1. Anfangen. Münster, Ökoptopia.

## 7. Explaining feedback rules

**Short description:** A handout explains how to give and how to receive feedback in a fruitful and appreciative way. Rule by rule, they are explained and discussed in the plenum.

**Source:** Rabenstein, Reinhold / Reichel, René, / Thanhoffer, Michael (2001): Das Methoden-Set. 5 Bücher für Referenten und Seminarleiterinnen. 5. Konflikte. Münster, Ökoptopia.

## 8. Interview checklist

**Short description:** The interview checklist helps to prepare open as well as closed questions for an interview serving quality assurance processes. In addition to that, a similar checklist for preparing a questionnaire is provided.

**Source:** SEALLL (see: [www.sealll.eu](http://www.sealll.eu)).

## 9. First experiences

**Short description:** After a critical point of the training, the trainer can feel the need to collect the participants' feedback. In that case, he notes different questions regarding their current state of mood (for example "What did you enjoy in the training so far?" or "What didn't you like? What could have been done better?") on a flipchart. The answers, given in small groups or by each of the participants individually, are written on small sheets of paper and pinned next to the respective question.

**Source:** Monira Kerler, adapted from Bastian, Johannes / Combe, Arno / Langer, Roman (2007): Feedback-Methoden. Erprobte Konzepte, evaluierte Erfahrungen. Weinheim & Basel, Beltz.

## 10. Snowballing

**Short description:** In several rounds, each person writes his/her opinion on a specific topic on a sheet of paper and then passes it to the next person. In this way, former statements can inspire following people and influence their ways of thinking. Therefore, a more detailed picture of the participants' opinions is provided.

**Source:** SEALLL (see: [www.sealll.eu](http://www.sealll.eu)).

## 11. Typical seminar!

**Short description:** In small groups, the participants rehearse a small scenario of a situation that is, in their opinion, typical for the seminar. After presenting it in the plenum, positive and negative aspects of this situation are discussed. Also, it is addressed what the participants could do better in such a situation.

**Source:** Monira Kerler, adapted from Bastian, Johannes / Combe, Arno / Langer, Roman (2007): Feedback-Methoden. Erprobte Konzepte, evaluierte Erfahrungen. Weinheim & Basel, Beltz.

## 12. Making group dynamics and the participants' role visible

**Short description:** First, group dynamics are addressed by handing out a template of a tree which symbolizes the group. The trainer asks the participants to add a smiley that symbolizes themselves to the tree wherever it feels right to them. In addition to that, the participants get a list of different dyads (for example "parent and child" or "teacher and student") and choose the dyad that resembles their relationship to the trainer the most. Both results and the reasons for the participants' respective decisions are then discussed in small groups or in the plenum.

**Source:** Monira Kerler, adapted from SEALLL – Self-evaluation in adult life-long learning (see: [www.sealll.eu](http://www.sealll.eu)).

## 13. Negotiation about roles: How can you support me?

**Short description:** Three placards are placed on different spots of the room: One addresses things the trainer should keep doing, one those the trainer should not do any more and one those the trainer should do more often. The participants are then asked to pin small sheets of paper with their answers on the respective placards. Afterwards, the participants wander around and stick dots to the answers they can agree with. The trainer now has the chance to change his or her behaviour according to the suggestions of the participants.

**Source:** Bastian, Johannes / Combe, Arno / Langer, Roman (2007): Feedback-Methoden. Erprobte Konzepte, evaluierte Erfahrungen. Weinheim & Basel, Beltz.

## 14. Controlled dialogue – Listening actively

**Short description:** When two participants have opposing opinions, they can be invited to conduct a controlled dialogue under the lead of the trainer. Hereby, the participants are, on a rotating basis, given the chance to formulate their opinion without getting interrupted. The other participant is obliged to first repeat what he or she has understood from the input of the opponent before getting the right to speak himself or herself.

**Source:** Rabenstein, Reinhold / Reichel, René / Thanhoffer, Michael (2001): Das Methoden-Set. 5 Bücher für Referenten und Seminarleiterinnen. 5. Konflikte. Münster, Ökotopia.

## 15. Feedback of trainees in educational environments

**Short description:** A very quick possibility to get basic feedback is to print a questionnaire on placard size. It contains basic statements (for example "The course was prepared thoroughly." or "The atmosphere in the course was good.") that can be rated on a rating scale from "I totally agree." to "I don't agree at all.". The participants can then show their degree of agreement by sticking dots to the respective section of the scale.

**Source:** Monira Kerler, adapted from Kempfert, Guy / Rolff, Hans-Günter (2000): Pädagogische Qualitätsentwicklung. Ein Arbeitsbuch für Schule und Unterricht. Weinheim & Basel, Beltz.

## 16. Mumbles

**Short description:** The trainer places two placards on different spots of the room. One of them displays the different learning methods that were used in the course of the seminar (for example “Role play” or “Small group work”). On the other one, the different contents of the course are noted. By sticking dots (“mumbles”) to the respective subitems, the participants can show which of the methods/topics were the most useful and the best implemented for them.

**Source:** Rabenstein, Reinhold / Reichel, René / Thanhoffer, Michael (2001): Das Methoden-Set. 5 Bücher für Referenten und Seminarleiterinnen: 4.Reflektieren. Münster, Ökotoxia.

## 17. Flash feedback

**Short description:** One participant is given a ball and, by that, the right to speak. He or she gives the trainer a quick and short feedback before throwing the ball to another person. The feedbacks the participants give are not commented at this stage of the exercise but can be discussed later.

**Source:** Bastian, Johannes / Combe, Arno / Langer, Roman (2007): Feedback-Methoden. Erprobte Konzepte, evaluierte Erfahrungen. Weinheim & Basel, Beltz.

## 18. Content – process – atmosphere

**Short description:** The trainer draws a circle on a flipchart and divides it into three segments: Content, process and atmosphere. The participants then get red cards for negative and green cards for positive feedback and can pin their opinions in the respective segments of the circle.

**Source:** Reischmann, Jost (2006): Weiterbildungs-Evaluation: Lernerfolge messbar machen. Augsburg, ZIEL.

## 19. SOFT-Analysis

**Short description:** The participants are asked to note statements regarding the strengths (“S”), the opportunities (“O”), the weaknesses (“F” for “faults”) and the risks (“T” for “threats”) of the training in four sections of a placard. Then it is discussed how the training could be further improved.

**Source:** Monira Kerler, adapted from Bastian, Johannes / Combe, Arno / Langer, Roman (2007): Feedback-Methoden. Erprobte Konzepte, evaluierte Erfahrungen. Weinheim & Basel, Beltz.

## 20. Analysis of force fields

**Short description:** To evaluate their learning process, the participants state what helps and what hinders them in profiting from the training. In small groups, it is then discussed what the trainer as well as the participants can do to enhance the quality of the training.

**Source:** Bastian, Johannes / Combe, Arno / Langer, Roman (2007): Feedback-Methoden. Erprobte Konzepte, evaluierte Erfahrungen. Weinheim & Basel: Beltz Verlag.

## 21. Evaluation target

**Short description:** On a target, the participants can rate different aspects of the training by sticking dots closer to the outer or closer to the bull's eye. Afterwards, the participants can explain why they have rated the respective aspect the way they did.

**Source:** Bastian, Johannes / Combe, Arno / Langer, Roman (2007): Feedback-Methoden. Erprobte Konzepte, evaluierte Erfahrungen. Weinheim & Basel, Beltz.

## 22. Plus-Minus-Question Mark

**Short description:** The participants can note on a flipchart marked with a plus (“+”) what they liked about the training, on a flipchart marked with a minus (“-“) what they didn't like and on a flipchart marked with a question mark (“?”) which questions were left open.

**Source:** Common method, adapted by Maria Gutknecht-Gmeiner.

## 23. Walk and talk

**Short description:** The participants stand in a circle and express short, spontaneous statements about the training. Then they get closer to the centre of the circle, according to how strong they can agree with the statement. The other participants also rate if and how much they can agree with it and make a shorter or longer step towards the middle (or stay where they are if they don't agree at all).

**Source:** Common method, adapted by Maria Gutknecht-Gmeiner.

## 24. Resonance group

**Short description:** In the course of the training session, the trainer recruits some participants who are willing to give feedback after the training. The resulting “resonance group” should be as representative and heterogeneous as possible. After the training, the trainer meets the respective participants and asks them broad (for example “What did you like today?” or “What should I do in a different way the next time?”) or detailed questions (for example about specific topics or methods) to get some feedback.

**Source:** Common method, adapted by Maria Gutknecht-Gmeiner.

## 25. Feedback in small groups

**Short description:** In small groups, the participants discuss about feedback questions the trainer has noted on a flipchart (for example “What did we like?” or “What did we miss?”). Afterwards, they present their results (and the differing opinions) to the plenum.

**Source:** Common method, adapted by Maria Gutknecht-Gmeiner.

## 26. “Field”-Feedback

**Short description:** Four flipcharts with the numbers 1 to 4 are placed far apart at different spots of the room. The trainer then reads aloud different statements about the training (for example “I've learned lots of new things about the topic.” or “The trainer reacted flexibly to our needs.”). After each of the statements, the participants can show how much they agree with it by going to one of the flipcharts (“1” means “I don't agree at all.”, while “4” means “I totally agree.”).

**Source:** Rabenstein, Reinhold / Reichel, René / Thanhoffer, Michael (2001): Das Methoden-Set. 5 Bücher für Referenten und Seminarleiterinnen: 4. Reflektieren. Münster, Ökotopia.

### 27. Living questionnaire

**Short description:** The participants imagine a line across the room. It is established which of the ends of the line symbolizes total agreement and which of it total disagreement. Afterwards, the trainer reads aloud different statements about the training (for example “I’ve learned lots of new things about the topic.” or “The trainer reacted flexibly to our needs.”). After each of the statements, the participants can show how much they agree with it by going to the respective point of the line.

**Source:** Monira Kerler, adapted from Aerni, Christoph: Selbstevaluation in der Lehre. Hochschuldidaktik Universität Bern; Naviguide-Projekt.

### 28. Talking pictures

**Short description:** The trainer distributes different, expressional pictures in the room. The participants wander around and choose the picture that fits their attitude and feelings towards the training the most. Then, they can explain why they have chosen that particular picture.

**Source:** Rabenstein, Reinhold / Reichel, René / Thanhoffer, Michael (2001): Das Methoden-Set. 5 Bücher für Referenten und Seminarleiterinnen: 4. Reflektieren. Münster, Ökotopia.

### 29. Knowledge-Café

**Short description:** On different tables in the room, the participants discuss in small groups a topic of the training to evaluate their increase of knowledge. They note the most important results on a placard. Afterwards, the participants wander to the next table and discuss another topic.

**Source:** Common method, adapted by Maria Gutknecht-Gmeiner.

### 30. Learning objective agreement

**Short description:** In an early phase of the learning process, trainer and trainee conclude a learning objective agreement. In it, they state specific, realistic objectives for different stages of the learning process and note what both parties can do to support the goal attainment. At the end of the process, they can meet again and discuss if the objectives were met.

**Source:** Monira Kerler / Karin Steiner, adapted from „Modellversuch AnHand“, vawb (Verein für allgemeine und berufliche Weiterbildung e. V.), BIBB.

### 31. The development portfolio

**Short description:** The participant creates and presents a portfolio that reflects his or her development process regarding the learning objectives. Therefore, he or she collects documents and pieces of evidence to proof the learning progress. Nevertheless, it is not only described what he or she has learnt, but also what he or she would still like to understand.

**Source:** Badura, Bozena Anna (2009): Lernportfolio – Ein Werkzeug für Ihr Seminar und/oder Studium. Projektarbeit. München, Grin.

### 32. The learning diary

**Short description:** The participants get a learning diary in which they write an entry on their learning experiences either daily or weekly. To give them structure, the trainer presents some key questions they should answer in those entries (for example “What was the most important thing I’ve learnt today?” or “Which objectives do I still want to achieve and how?”). The diary helps the participants to reflect on their progress (and to collect pieces of evidence for a development portfolio).

**Source:** Bastian, Johannes / Combe, Arno / Langer, Roman (2007): Feedback-Methoden. Erprobte Konzepte, evaluierte Erfahrungen. Weinheim & Basel, Beltz.

### 33. Evaluating learning processes in a group

**Short description:** After working in a (small) group, the participants evaluate the productivity, teamwork and atmosphere in the group. They write their individual answers to certain key questions (for example “What was the most fun for me during the group work?” or “What was my contribution?”) onto a piece a paper. Then, the respective sheets are handed anonymously to another group which presents them to the plenum.

**Source:** Monira Kerler, adapted from Bastian, Johannes / Combe, Arno / Langer, Roman (2007): Feedback-Methoden. Erprobte Konzepte, evaluierte Erfahrungen. Weinheim & Basel, Beltz.

### 34. Clothesline

**Short description:** Whenever the participants learn something interesting in the course of the training, they fix a card with their lessons learnt on a clothesline that is spun across the room. At the end of the training, the participants can reflect on their cards and/or take them home.

**Source:** Weidenmann, Bernd (2008): Handbuch Active Training. Die besten Methoden für lebendige Seminare. Weinheim & Basel, Beltz.

### 35. Before-and-after-checkback

**Short description:** At the beginning of the training, the participants rate how much they know about one to four topics of the training on a continuous scale displayed on a placard. At the end of the training, they do the same on another placard. The comparison of both illustrates their increase of knowledge in the course of the training.

**Source:** Common method, adapted by Maria Gutknecht-Gmeiner.

### 36. What’s good (further) education?

**Short description:** In small groups, the participants write the key features of “good” education or further education on a placard. The placards are then presented in the plenum. Together, the group discusses what can be done to improve a course.

**Source:** Bastian, Johannes / Combe, Arno / Langer, Roman (2007): Feedback-Methoden. Erprobte Konzepte, evaluierte Erfahrungen. Weinheim & Basel, Beltz.

### 37. Feedback on exercises

**Short description:** After an exercise, the participants rate their own performance on a self-evaluation questionnaire. The questions (for example “Would you have liked further information on how to fulfill the

task?” or “Where did you have problems when fulfilling the task?”) trigger self-reflection and can be addressed in the external feedback by the trainer or in a learning objective agreement.

**Source:** Monira Kerler, adapted from Bednarz, Sigrid / Schmidt, Evelyn (2008): Arbeitsprozessorientierte und gendergerechte IT-Ausbildung. Handreichungen – Umsetzungsempfehlungen – Beispiele für die Praxis. Bielefeld, Bertelsmann.

### 38. Traffic light questionnaire

**Short description:** Both trainer and trainee complete an evaluation questionnaire to rate the trainee’s performance. They rate the preassigned key competencies by colouring them red, when there is a lot of room for improvement, yellow, when the performance was okay, and green, when the performance was good. Then, the self – and external evaluation are compared and discussed.

**Source:** Pilot ML-QUES, BIBB.

### 39. Corporate protocol

**Short description:** The trainer lists all of the topics that were addressed in the training on a flipchart. In small groups, the participants choose a topic and write a protocol about the content discussed, the lessons learned and their personal feelings towards the topic. The different handouts are then copied and handed to the other participants.

**Source:** Rabenstein, Reinhold / Reichel, René / Thanhoffer, Michael (2001): Das Methoden-Set. 5 Bücher für Referenten und Seminarleiterinnen: 4. Reflektieren. Münster, Ökotopia.

### 40. 1, 2 or 3: The participants’ current state of knowledge

**Short description:** The trainer poses short skill questions which can be answered with the knowledge attained in the course of the training. He also gives three possible answers, marked with “1”, “2” or “3”. By lifting cards with the respective numbers, the participants can simultaneously give their answers. In this way, the trainer can quickly get an idea of the collective state of knowledge the participants currently have.

**Source:** Developed by Maria Gutknecht-Gmeiner.

### 41. Reflection on the learning progress

**Short description:** After fulfilling a task, the participants can rate what they’ve learned by completing a short questionnaire containing questions such as “Which tasks did you complete?” or “What did you do when you’ve encountered obstacles?”.

**Source:** Monira Kerler, adapted from pilot Q:LAB.

### 42. Self-evaluation: Active cooperation

**Short description:** At the beginning of a training, the participants get a list of questions regarding their active cooperation and social behavior (for example “Do I listen to other people?” or “Do I contribute a fair amount of work in group tasks?”) and rate themselves on a scale. In the course of the training, they will re-evaluate themselves on the same questionnaire multiple times without making it public. Therefore, they are able to see their own progress.

**Source:** Hergovich, Doris / Mitschka, Ruth / Pawek, Robert (2010): Teamarbeit. Soziales Lernen in berufsbildenden Schulen und Institutionen. Linz, Veritas Verlag.

#### 43. Imaginary journey: My course

**Short description:** The participants close their eyes and are asked to call certain images of experiences regarding the training to mind, for example the situation when they first thought about participating in the training or their first success in the course of the training. They get a couple of seconds to relive that image before the next one is called to mind. Afterwards, they can discuss the feelings that came up during the exercise.

**Source:** Rabenstein, Reinhold / Reichel, René / Thanhoffer, Michael (2001): Das Methoden-Set. 5 Bücher für Referenten und Seminarleiterinnen: 4. Reflektieren. Münster, Ökotopia.

#### 44. Focused listing

**Short description:** The participants get a term that is essential regarding the topic of the training (for example “coaching” or “outcome-orientation”). Then they list related terms and concepts that come to their minds on a sheet of paper. The participants’ lists can then be compared and even evaluated by counting the number of central or rarely mentioned terms.

**Source:** Beywl, Wolfgang / Bestvater, Hanne / Friedrich, Verena (2011): Selbstevaluation in der Lehre: Ein Wegweiser für sichtbares Lernen und besseres Lehren. Münster, Waxmann.

#### 45. Mind Map

**Short description:** Creating mind maps can be seen as an alternative to just listing in a focused way (see 44). By categorizing, arranging, cross-linking and weighting the terms, the structure of the subject can be presented in greater detail.

**Source:** SEALL (see: [www.seall.eu](http://www.seall.eu)).

#### 46. Depicting paths

**Short description:** The participants draw a path or river that symbolizes the training and mark milestones as well as positive or negative experiences. Key questions they should ask themselves in that process contain “What’s still to do to attain the objectives?” or “What fastened the progress and what slowed it down?”.

**Source:** Common method, adapted by Maria Gutknecht-Gmeiner.

#### 47. Planning feedback and reflection

**Short description:** In individual and group exercises, trainers / teachers reflect on what and what for feedback and evaluation is and design a standardized feedback system regarding different scenarios with different goals, target groups and schedules.

**Source:** Cedefop – European Centre for the Development of Vocational Training (2002): Quality Development in Vocational Education and Training, Interim Report of the European Forum. ([http://www.trainingvillage.gr/etv/upload/projects\\_networks/quality/archives/conf\\_docs/en/report\\_qdevelopment\\_draftforum\\_en.doc](http://www.trainingvillage.gr/etv/upload/projects_networks/quality/archives/conf_docs/en/report_qdevelopment_draftforum_en.doc)).

#### 48. Flowcharting

**Short description:** When planning an evaluation, flowcharts can help to break the process down to several steps. If sensible, indicators and responsibilities can be added. Furthermore, creating a “disaster scenario” or an “ideal scenario” can be helpful when the specific reason why something went wrong in a process is unclear.

**Source:** SEALLL (see: [www.sealll.eu](http://www.sealll.eu)).

#### 49. Dialogues among Partners and Parties

**Short description:** Reflection and evaluation processes always include the exchange of experiences with colleagues. To ensure that such a dialogue is fruitful, it is sensible to clarify the “rules” of it. A handout contains general guidelines and specific rules on how to interact (for example “Make clear whom you are addressing” or “Take time to think things through and don’t act impulsively”).

**Source:** SEALLL (see: [www.sealll.eu](http://www.sealll.eu)).

#### 50. Evaluation of required competences for an empowering training / teaching

**Short description:** The tool helps to determine the goals of an evaluation and, therefore, structure the evaluation process. When planning an evaluation, the short questionnaire triggers to think about the issues, goals, essential information and possibilities to retrieve that information.

**Source:** SEALLL (see: [www.sealll.eu](http://www.sealll.eu)).

#### 51. Assessing competence and qualification of the teacher / trainer

**Short description:** There are different methods to assess the skills and competencies of a teacher / trainer. Individual and group exercises can be used to trigger reflection on the variety of such methods, their necessity and the best ways to implement them.

**Source:** Hausegger, Gertrude/ Bohrn, Alexandra (2006): Quality in labour market policy training measures. The work situation of trainers as relevant factor to the quality of the measures? Interim report. Module 3: Learning procurement system – labour market policy services, Wien.

#### 52. Quickcheck

**Short description:** Trainers can use a list of quickcheck-questions (for example “How did I motivate the trainees?” or “How much did I talk in comparison to the trainees?”) to self-evaluate their performance in the training. The trainer should answer these questions honestly after multiple training sessions, which gives him or her the chance to keep track of his or her progress.

**Source:** Monira Kerler, adapted from Helmke, Andreas (2012): Unterrichtsqualität und Lehrerprofessionalität. Diagnose, Evaluation und Verbesserung des Unterrichts. Seelze-Velber, Klett/Kallmeyer.

#### 53. Internal Evaluation

**Short description:** Regular internal evaluation gives the staff in educational and training institutions the chance to contribute their ideas and opinions. In individual and group exercises, they have the opportunity to determine global, strategic and action goals and rate the degree of goal attainment according to preassigned indicators.

**Source:** Cedefop – European Centre for the Development of Vocational Training (2002): Quality Development in Vocational Education and Training, Interim Report of the European Forum.

#### 54. The reality of education

**Short description:** Different statements regarding the quality of and the atmosphere in a learning environment (for example “Content and methods of the trainings are regularly evaluated and reflected on.” or “The opinion and wishes of the trainees get factored into the curriculum and organization of the training.”) are noted on placards. All of the trainers of an educational institution rate the situation in their institution collectively on continuous scales. Then, they discuss the need and possibilities for improvement.

**Source:** Monira Kerler, adapted from pilot Q:LAB.

#### 55. Reflecting on learning tasks

**Short description:** After the trainees fulfilled a task, the trainer looks thoroughly upon their findings. Then he reflects on the adequacy of the task (for example “Were the trainees able to understand performance requirements?” or “Are there gender differences regarding the participants’ performance?”). In that way, the trainer can derive suggestions for future exercises.

**Source:** Bednarz, Sigrid / Schmidt, Evelyn (2008): Arbeitsprozessorientierte und gendergerechte IT-Ausbildung. Handreichungen – Umsetzungsempfehlungen – Beispiele für die Praxis. Bielefeld, Bertelsmann.

#### 56. Key questions on educational methods

**Short description:** The trainer asks him- or herself certain key questions regarding the diversity, adequacy and holism of the methods and exercises he or she uses (for example “Is a wide range of different methods used in the training?” or “Are the methods likely to increase the social competencies of the trainees?”). A comprehensible table (which will be provided) helps them to identify areas where there is still room for improvement and recommends what could be done to attain the ultimate objectives.

**Source:** Monira Kerler, adapted from QualiVET Projektgruppe (2007): QualiVET Qualitätsentwicklungsrahmen (QER). Leitfaden, Gestaltungsorientierte Indikatoren, Teamkonzept.

#### 57. Key questions to reflect on lessons and classes

**Short description:** The trainer asks him- or herself certain key questions regarding quality assurance instruments he or she uses (for example “Do trainers make use of supervision?” or “Do trainers regularly exchange their knowledge and experiences?”). A comprehensible table (which will be provided) helps them to identify areas where there is still room for improvement and recommends what could be done to attain the ultimate objectives.

**Source:** Monira Kerler, adapted from QualiVET Projektgruppe (2007): QualiVET Qualitätsentwicklungsrahmen (QER). Leitfaden, Gestaltungsorientierte Indikatoren, Teamkonzept.

#### 58. Key questions on the trainers’ role

**Short description:** The trainer asks him- or herself certain key questions regarding his or her self-conception and role-conception (for example “Do trainers focus on the benefit of the trainees when designing a training?” or “How do trainers react flexibly to different states of knowledge and different prerequisites of the trainees?”). A comprehensible table (which will be provided) helps them to identify areas where there is still room for improvement and recommends what could be done to attain the ultimate objectives.

**Source:** Monira Kerler, adapted from QualiVET Projektgruppe (2007): QualiVET Qualitätsentwicklungsrahmen (QER). Leitfaden, Gestaltungsorientierte Indikatoren, Teamkonzept.

### 59. Key questions on the role of students / learning processes

**Short description:** The trainer asks him- or herself certain key questions regarding the work orientation, the learning strategies, the behaviour and the involvement of trainees (for example “Do students see the direct links between training measures and their work requirements?” or “Can students contribute their ideas for learning?”). A comprehensible table (which will be provided) helps them to identify areas where there is still room for improvement and recommends what could be done to attain the ultimate objectives.

**Source:** QualiVET (see: [http://www.na-bibb.de/uploads/tx\\_ttproducts/datasheet/impuls\\_31.pdf](http://www.na-bibb.de/uploads/tx_ttproducts/datasheet/impuls_31.pdf)).

### 60. Key questions on learning environments and conditions for training

**Short description:** The trainer asks him- or herself certain key questions regarding the learning environment in the respective educational institution (for example “How must the school organisation be shaped in order to facilitate the cooperation with companies?” or “How should the time tables be shaped in order to promote student-oriented learning?”). A comprehensible table (which will be provided) helps them to identify areas where there is still room for improvement and recommends what could be done to attain the ultimate objectives.

**Source:** QualiVET (see: [http://www.na-bibb.de/uploads/tx\\_ttproducts/datasheet/impuls\\_31.pdf](http://www.na-bibb.de/uploads/tx_ttproducts/datasheet/impuls_31.pdf)).

### 61. Collegial guidance: Two options for intervision

**Short description:** One person out of a group of colleagues presents a current “case” or problem he or she has. After that, the other people can either do free associations and call out whatever comes to their mind regarding the issue (“Balint-Group-Model”) or just give one sentence, colleague after colleague, in a more structured way (“Intervision-Star”). Afterwards, the collegial inputs are summarized and the person who presented the case in the first place makes a stand.

**Source:** Berardi, Nando (2002): Supervision – Grundlagen, Techniken, Perspektiven. München, C.H. Beck.

### 62. Collegial observation

**Short description:** Colleagues of a trainer attend his or her training or counselling sessions. They observe the situation carefully and give their feedback afterwards. It can be helpful to use observation guidelines that bring certain topics of interest (for example verbal and nonverbal reactions of the trainer/counsellor) into focus.

**Source:** Schiersmann, Christiane / Bachmann, Miriam / Dauner, Alexander / Weber, Peter (2008): Qualität und Professionalität in der Bildungs- und Berufsberatung. Bielefeld, Bertelsmann.

### 63. Quality development interview

**Short description:** A quality portfolio brings five elements of a high-quality trainer, namely „Concept of Counselling”, “Contract procedure”, “Evaluation and Feedback by Clients”, “Self-Reflection on Counselling Performance” and “Further Education”, into focus. The trainer collects documents and pieces of evidence to proof his or her goal attainment and progress. In regular quality development discussions, the portfolios are presented to and debated with colleagues.

**Source:** Quality Assurance Guidelines for Counsellors (BSO): [www.bso.ch](http://www.bso.ch).

#### 64. Analysis of Strengths and Weaknesses

**Short description:** The ten features of a “good” course contain a clear structure, good time management, a beneficial learning atmosphere, clear presentation of the content, adequate communication, a wide range of diverse methods, flexibility when it comes to individual needs, the usage of learning strategies, transparency of standards and goals and a thorough preparation. Those criteria are presented to trainers who can then choose two features they see as their individual strengths and two they see as their individual weaknesses. Afterwards, they discuss their choices and the ways they could improve themselves.

**Source:** Meyer, Hilbert (2011): Was ist guter Unterricht? Berlin, Cornelsen.

#### 65. 360° Feedback

**Short description:** If a person wants to have a thorough and detailed feedback, he or she can settle the respective topics or competencies he or she wants to get rated. Then, he or she gives the resulting questionnaire to at least 3 close people. Afterwards, their feedback can be summarized and compared with the self-evaluation of the person.

**Source:** SEALLL – Self-evaluation in adult life-long learning.

#### 66. Assessment Strategies

**Short description:** To get a picture of the trainer’s skills, it’s important to review the “work output”, especially the training materials prepared, the reports on the trainees’ progress and the reports on further education activities.

**Source:** City & Guilds (2005-2006): Level 3 NVQ in Learning and Development, Candidate Pack, London, City and Guilds.

#### 67. Broad evaluation

**Short description:** The participants rate the effects of a training. In doing so, they differentiate between the effects regarding the main objectives, additionally acquired skills/knowledge and other (for example motivational or social) effects. After evaluating those effects individually, the results are discussed in the plenum. In doing so, not only positive effects, but also negative side effects are addressed.

**Source:** Reischmann, Jost (2006): Weiterbildungs-Evaluation: Lernerfolge messbar machen, Augsburg, ZIEL.

#### 68. Placards with open questions

**Short description:** At the end of a training day, placards with questions regarding the day that draws to an end (for example “What could have been done better?” or “Today I’ve learnt ...”) are placed at different spots in the room. The participants then wander around and are free to answer the questions.

**Source:** Beywl, Wolfgang / Bestvater, Hanne / Friedrich, Verena (2011): Selbstevaluation in der Lehre: Ein Wegweiser für sichtbares Lernen und besseres Lehren. Münster, Waxmann.

### 69. Three adjectives

**Short description:** The participants get the chance to quickly evaluate the whole training or parts of it by articulating the three adjectives that describe it, in their opinion, the best (for example “fluent, warm, realistic”).

**Source:** Rabenstein, Reinhold / Reichel, René / Thanhoffer, Michael (2001): Das Methoden-Set. 5 Bücher für Referenten und Seminarleiterinnen: 4.Reflektieren. Münster, Ökotopia.

### 70. The course is...

**Short description:** A very short questionnaire summarizes the most important key features of a training. It consists of rating scales that are each anchored by two opposite statements (for example “... was interesting” vs. “... wasn’t interesting” or “... was gender-fair” vs. “... wasn’t gender-fair”).

**Source:** Adapted from Kempfert, Guy / Rolff, Hans-Günter (2000): Pädagogische Qualitätsentwicklung. Ein Arbeitsbuch für Schule und Unterricht. Weinheim & Basel, Beltz.

### 71. Your feedback, my chance

**Short description:** The participants complete the questionnaire with open questions regarding their satisfaction with the training (for example “Which exercise/session was the less useful?” or “What could be done better?”). Afterwards, the trainer can summarize the anonymous answers and present them to the group.

**Source:** Hergovich, Doris / Mitschka, Ruth / Pawek, Robert (2010): Teamarbeit. Soziales Lernen in berufsbildenden Schulen und Institutionen. Linz, Veritas Verlag.

### 72. Matrix questions

**Short description:** Statements regarding the participants’ satisfaction with the training (for example “The central topics of the course were essential for me.” or “The exercises were well prepared and implemented.”) are noted on a placard. The participants can then rate their agreement with the statements on a scale anchored by “I totally agree” and “I don’t agree at all.” (or, alternatively, by emoticons). Afterwards, the collective feedback and suggestions for improvement can be discussed.

**Source:** Beywl, Wolfgang / Bestvater, Hanne / Friedrich, Verena (2011): Selbstevaluation in der Lehre: Ein Wegweiser für sichtbares Lernen und besseres Lehren. Münster, Waxmann.

### 73. I feel like...

**Short description:** The trainer positions weather pictures (for example the picture of a foggy landscape or a sunny day) in the corners of the room. The participants choose the picture that fits their current mood the most. In the resulting groups, the participants talk about the day that draws to an end, about their experiences and about their feelings towards the closing of the day.

**Source:** Rabenstein, Reinhold / Reichel, René / Thanhoffer, Michael (2001): Das Methoden-Set. 5 Bücher für Referenten und Seminarleiterinnen: 4.Reflektieren. Münster, Ökotopia.

#### 74. Training thermometer

**Short description:** The trainer asks the participants to rate the training or certain aspects of it. The participants can evaluate their satisfaction by sticking dots to the respective sections of a thermostat which is depicted on a placard: The higher their satisfaction, the higher the temperature they choose.

**Source:** Common method, adapted by Maria Gutknecht-Gmeiner.

#### 75. Questionnaire for participants' feedback

**Short description:** Providing the participants a questionnaire in written form ensures their anonymity. The questionnaires consists of a reasonable number of statements (for example "The counsellor welcomed me politely and warmly." or "The counsellor had enough time for me.") that can be rated on an easily understandable scale.

**Source:** Schiersmann, Christiane / Bachmann, Miriam / Dauner, Alexander / Weber, Peter (2008): Qualität und Professionalität in der Bildungs- und Berufsberatung. Bielefeld: Bertelsmann Verlag.

#### 76. Short questionnaire

**Short description:** Even if there isn't plenty of time to get a thorough feedback, a short questionnaire with around 5 essential feedback questions can be handed to the participants to get information on the most basic quality criteria (for example "Were you satisfied with the trainer?" or "Were you satisfied with the methods used?").

**Source:** Common method, adapted by Maria Gutknecht-Gmeiner.

#### 77. Learning for life

**Short description:** Individually, the participants reflect on the knowledge and skills they have gained in the course of the training. Also, they think about the ways they would like to use those in their everyday life. Afterwards, they create a flipchart with their most important ideas on where and how to use the gained knowledge/skills.

**Source:** Common method, adapted by Maria Gutknecht-Gmeiner.

## Literature

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- Kempfert, Guy / Rolff, Hans-Günter (2000): Pädagogische Qualitätsentwicklung. Ein Arbeitsbuch für Schule und Unterricht., Weinheim/Basel, Beltz.
- Meyer, Hilbert (2011): Was ist guter Unterricht? Berlin, Cornelsen.
- Modellversuch Q:LAB Qualitätssicherung und -entwicklung in der lern(er)orientierten Berufsausbildung. [www.berufsbildung-qualitaet.de](http://www.berufsbildung-qualitaet.de) [Zugriff 8.9.2014].
- Modellversuch ML-QUES Qualitätssicherung Qualitätsentwicklung. [www.ml-ques.de/index.php/component/content/category/17-forschungsprojekt](http://www.ml-ques.de/index.php/component/content/category/17-forschungsprojekt) [Zugriff 8.9.2014].

## IT training organisations

### **Bfi Vienna:** (education and further education institute)

- Offer is addressing individuals, businesses and public contractors
- LAP, academic certificates and international acknowledged certificates
- National wide
- Founded 1959

Stefan Kammerer – product manager ICT at bfi Vienna. Alfred-Dallinger-Platz 1, 1034 Vienna

### **VHS Vienna:** (Adult education centre)

- National wide, non-profit
- In Vienna: Owner is the Viennese National Education and the city of Vienna
- since 125 years in Vienna
- 20.000 courses per annum, 7.500 educational events, more than 30.000 education counselling
- Aim: open and socially equal society through education opportunities for all that facilitate the evolvement of potentials and enhance an active social participation.

Dominik Wang - director of VHS Mariahilf, division manager quality assurance VHS Vienna, subject specialist for Computer multimedia, previously IT-trainer. He works with all program planers of the VHS Vienna on quality assurance (courses and trainers!).

### **B2 Bildungszentrum:**

- Occupational further education (office assistance, office communication, office organization, financial administration, LAP preparation, general computing coursing, office programs, ECDL courses, company courses, individual coaching)

Herr Ladisch – ICT trainer. Nikolsdorfer Gasse 7-11/1/Top 3, 1050 Vienna.

## POLAND

### a) METHODS AIMING TO ANALYSE AND IMPROVE TRAINERS' COMPETENCES IN ORDER TO ASSURE HIGH QUALITY OF THE TRAINING SERVICE PROVIDED

#### 78. Group Supervision

The method can be implemented in the group of equal trainers (age, practice, education) where the one has the position of expert (it can be quality manager) and can be used for sharing the experience concerning the main problems the participants face up during the different courses and groups. The main task is to reflect the situations and difficulties which either all of them or only one experienced as a trainer. The most suitable topics concern the group motivation, concentration, the trainer attitudes and dealing with difficult participants.

Source: Proctor, B. (2008) *Group Supervision: A Guide to Creative Practice* (2nd ed.). London: Sage.

Henderson P., Holloway J., Millar A. (2014): *Superwizja w praktyce, Jak zostać superwizorem w zawodach nakierowanych na wspieranie i pomaganie*, Warszawa: Wydawnictwo: Centrum Rozwoju Zasobów Ludzkich

#### 79. Peer Supervision

Peer supervision means that co-workers meet together without steering or controlling supervisor. They agreed to share experience, trust and support to develop professional competences. Two trainers meet to discuss the specifics of group and their experience or the individual problem they face up during the course, they look for the solutions. The peer supervision support three functions:

Normative tasks regarding standards of work  
Restorative tasks combine creativity and self-care  
Formative tasks support professional development

Source: Proctor, B. (2008) *Group Supervision: A Guide to Creative Practice* (2nd ed.). London: Sage.

Henderson P., Holloway J., Millar A. (2014): *Superwizja w praktyce, Jak zostać superwizorem w zawodach nakierowanych na wspieranie i pomaganie*, Warszawa: Wydawnictwo: Centrum Rozwoju Zasobów Ludzkich

#### 80. Video Recording

The training is recorded then the trainer can observe her/his behaviour and group reactions in order to see the process, influence and reactions.

Source: [http://mobivet2.eu/VLE\\_files/Mobivet2.0\\_Evaluation\\_methodology.pdf](http://mobivet2.eu/VLE_files/Mobivet2.0_Evaluation_methodology.pdf)

#### 81. Check List

The trainer prepares the list of tasks and challenges for her/himself in order to improve the skills and competences: did I manage to keep the time, did I cover all the issues, did I enhance the discussion, did I manage to answer all questions, did I give enough time to complete the tasks...

Source: <http://www.zarzadzanie.republika.pl/ocenan.htm>

#### 82. Teachers' Self Evaluation Questionnaire

A quality tool for self reflection - adopted to the particular lesson, to the teacher, or to the period of time focus on professional development.

Source: [http://www.profesor.pl/mat/pd1/pd1\\_kozar\\_030214\\_1.pdf](http://www.profesor.pl/mat/pd1/pd1_kozar_030214_1.pdf)

### **83. Mintzberg's Management Roles**

The model helps to recognize and diagnose the person's strengths and weaknesses in playing ten management roles that are necessary to manage a group of people in a successful way. The roles are classified into three categories: interpersonal, informational and decisional.

Source: <http://management.atwork-network.com/2008/04/15/mintzberg%E2%80%99s-10-managerial-roles/>

### **84. The Johari Window**

The model was developed by Joseph Luft and Harry Ingham in 1955. The model demonstrates the importance of open communication and its influence on the group's trust. It teaches self-disclosure and shows how constructive feedback can influence your perception of yourself. By encouraging healthy self-disclosure and positive feedback one can build stronger and more trustful relations with others, which is also important in training.

Source: [http://www.teleometrics.com/info/resources\\_johari.html](http://www.teleometrics.com/info/resources_johari.html)

### **85. The Betari Box Or The Cycle Of Conflict**

The Betari Box or the Cycle of Conflict shows how our attitude influences the behaviour of other people, which will let us break the potentially negative loop and influence others in a more effective way.

Source: [http://www.mmr.fr/article-rs\\_educational-how-attitude-affects-behavior.htm](http://www.mmr.fr/article-rs_educational-how-attitude-affects-behavior.htm)

### **86. NLP Model In Communication**

The NLP model was created by Richard Bandler and John Grinde in the 1970 and combines neuro-linguistic processes, language and behavioural patterns learned through experience to become a better communicator, negotiator, coach, and trainer and generally achieve goals in a more effective way.

Source: Dilts, R., Grinder, J., Delozier, J., and Bandler, R. (1980). Neuro-Linguistic Programming: Volume I: The Study of the Structure of Subjective Experience. Cupertino, CA: Meta Publications.

### **87. OK Modes Model Of TA**

The OK Modes Model of TA is a more modern version of Transactional Analysis developed in 2011. It shows effective and ineffective modes of communication we take and how we can better address those modes to achieve an intended goal in an interpersonal process of communication with another party.

Source: Working Together; Organizational Transactional Analysis and Business Performance - Anita Mountain & Chris Davidson (Gower)

## b) METHODS IMPROVING THE QUALITY OF THE COURSE OF THE TRAINING SESSIONS

### 88. Expectations

Each participant writes on a separate sheet (preferably self-adhesive sticker) their expectations, then the teacher attaches the cards to the large flip-chart paper and groups similar expectations by adding a comment and referring to the content of the training program. It is important to ask the question in a way to avoid answering: "I have no expectations." The teacher should therefore ask participants to name difficulties they are facing, what specifically they want to learn during the training, or what problem they want to solve. During the implementation of the various thematic modules the teacher should refer to written expectations with e.g. a solution or examples of behaviour for a specific expectations. In the last stage of the training, summing up the lessons, the teacher should refer to all expectations indicating the solutions that have occurred when discussing individual themes. If they are too wide and thus cannot be discussed, they may become the starting point for constructing the next training (if it is possible conduct of subsequent training).

Source: <http://z.nf.pl/ingoo/doc/podrecznikTrenera.pdf>

### 89. Broken Squares

Author: Ann Marie Nazzaro, Joyce Strazzabosco

Source: „Can You Teach Better? Improving the Qualifications of Teachers and Trainers“ LLP, Leonardo da Vinci project ,Laboratory of Personal Competences – LAPECO‘ coordinated by Społeczna Akademia Nauk 2009-2011

This exercise is based in a shared work methodology, that has as cornerstones cooperation, interaction, the establishment of rules and respect for each other. We want it also to be dynamic and flexible, so every participant can adapt to it.

We make subgroups of 6 people each, and sit them in the tables. They are told to choose someone to watch over the game and take note of everything that happens.

Then, we hand out the sets of broken squares to every subgroup [http://www.gerza.com/dinamicas/categorias/todas/todas\\_dina/images/cuadros\\_rotos.GIF](http://www.gerza.com/dinamicas/categorias/todas/todas_dina/images/cuadros_rotos.GIF), an envelope for every participant. They are told that no one can open the envelopes until they are told to, so everyone start at the same time.

*“The aim of this exercise is that all of you must make a square, and all of them must be identical. For that, you have been given an envelope with the pieces. However, with the pieces contained in your envelope you will not be able to make a square; you will need pieces from your colleagues too. So, in order to achieve your task, you will have to share the unnecessary pieces, and ask for the others. Pieces will have to be handed counter-clockwise. But there are some rules you must follow:*

- 1. You are not allowed to communicate in any way, verbal or non-verbal, with your colleagues.*
  - 2. You are not allowed to ask a partner for the pieces you need, or to point them in any way.*
  - 3. All pieces must be handed counter-clockwise.*
  - 4. Pieces must be handed one by one, and you are not allowed to give any signal if you are waiting for too long or if you have run out of pieces.*
  - 5. The exercise will be finished when all of you have a complete square the same size than your partners.*
- Just before starting the game, the participants are been told that this is a competitive exercise, and that the team that finishes first must say aloud - Done!*

Then, all the others will have to stop. Once everything is explained, and the doubts are solved, they can start. When the exercise is over, the observers have to tell the rest what they saw.

Possible questions to reflect upon:

- Who was willing to give pieces of their jigsaw?
- Did anyone undo his or her square after seeing that the others were not able to finish it?
- Did any of them have problems with their pieces, but was not willing to give them up?
- When did the group start to cooperate?
- Was there anyone that did not follow the rules?

This kind of exercises aim at the acquiring of coordination, management and planning, as well as teamwork skills. We must bear in mind that nowadays, even with a team of people in charge of the paperwork, a teacher must learn to plan the lessons, and that means time and content management. However, it is impossible to predict exactly what is going to happen, so a teacher must learn to identify every unforeseen problem. Also, this exercise is good as a training for learning to work in coordination with other people, not to overlap activities or duplicate actions.

## 90. Who Should Be Saved?

Author: Yolanda Deocano

Source: „Can You Teach Better? Improving the Qualifications of Teachers and Trainers“ LLP, Leonardo da Vinci project ‚Laboratory of Personal Competences – LAPECO‘ coordinated by Społeczna Akademia Nauk 2009-2011

The main goal of this exercise is to be aware of how feelings have an influence over our decisions. Also, when discussing a problem that requires a solution through cooperation of people with different values and beliefs, unexpected and interesting situations appear.

The group is told to split in subgroups and choose a speaker for them. Then, the coordinator reads aloud the following story:

*The crew of the boat is composed by a doctor, a cowboy, an engineer, a prostitute, a thief, a drug addict, a priest, an educational psychologist, an alcoholic, a child and a widow. The boat is sailing and suddenly there is a storm. The ship wrecks, and in the rescue boat there is only place for three people. Who will be saved? And why?*

Then they are told to discuss between them who should survive. The speaker of every subgroup must communicate the decisions taken to the main group. Finishing the exercise Topics to discuss:

- Did we reach an agreement? Why?
- Did all the members of the group participate in the decision-making process? Why? (Maybe a few of them participated more than the others, maybe not every opinion was listened...)
- Was the attitude of the members of the team the same they have in reality?

## 91. Constructing Towers

Author: Izabela Kołodziejczyk-Olczak

Source: „Can You Teach Better? Improving the Qualifications of Teachers and Trainers“ LLP, Leonardo da Vinci project ,Laboratory of Personal Competences – LAPECO‘ coordinated by Społeczna Akademia Nauk 2009-2011

An exercise valuable as an introduction to a workshop, an interlude during difficult classes or an element of a creativity workshop, team building, motivation

Aims of this exercise:

- Stimulation of the participants to act.
- Auto diagnosis of a team role.
- Development of creativity.

Description of the exercise:

- Divide participants into smaller groups — e.g. 5 teams of 5.
- Every team gets an equal portion of materials; 12 pieces of white A4 paper, Scotch tape, scissors.
- The task is: every subgroup builds the highest, lightest, most beautiful, most spacious, most refined, most colourful tower (2–3 criteria can be chosen).
- The teams work, then compare their works.
- The teams comment.
- Summing up of the exercise.

## 92. Snowball

This method is useful when creating the definition. It involves the transition from individual work to team-working. It gives each student a chance to formulate their thoughts on a particular topic, acquire new experience and communication skills.

Description:

- Students write all the information on the given topic.
- Then, in pairs their read their notes, discuss, choose the essential features and form a common definition to write on the sheet.
- Pairs merge into teams of four, four into eight etc., and thus establish one common definition to write on a large sheet of paper.

## 93. Elephant

Author: Marta Łuczak

Source: „Can You Teach Better? Improving the Qualifications of Teachers and Trainers“ LLP, Leonardo da Vinci project ,Laboratory of Personal Competences – LAPECO‘ coordinated by Społeczna Akademia Nauk 2009-2011

The exercise can be treated as an introduction to the theme of the workshop, a kind of a warming-up activity at the beginning of the workshop. It can also be used as an ‘ice-breaker‘, method to integrate the group.

Developed competences: cooperation in a team, seeking unusual solutions, using imagination to solve problems.

Aims:

- Showing the trainees that people perceive the world, situations in different ways.
- Showing that we are often subject to schemes and act according to the pre-defined pattern.
- Showing the trainees that we can sometimes discuss the same things using different words, looking at the problem from different angles.
- Making the trainees realize how important the art of communication is.
- Stimulating the trainees to think in a creative and imaginative way.
- Integration of teams.
- Increasing the dynamics of work (stimulation to think, compete).

The group is divided into 5 teams.

Introduction by the trainer: *Imagine you are in a dark room. There is a certain animal in the room. I will now give you the description of this animal. The descriptions are in a way reports from people who had an opportunity to be in the room and touch the animal. Try to guess what animal it is.* Each team gets a sheet with a riddle. On each sheet of paper there is a different description (the trainees do not know it). The rule is that the teams cannot share the information and cannot suggest answers for other teams. Then the trainees try to solve the puzzle in teams (ca. 5 minutes). After that, all teams present their suggestions to the whole group. Finally, the trainer gives the right answer (e.g. he can show a picture of an elephant) and asks the teams to read their descriptions of riddles.

Descriptions - riddles for each of the teams.

Team I ,Something hard, ca. 3 metres long, sharp ending, not too large in diameter‘

Answer - elephant (tusk)

Team II ,I can feel the breath of the animal, something long, double-ended =

Answer - elephant (trunk)

Team III ,large size, about 1,5m long, When the animal moves I feel a light wind‘

Answer - elephant (ears)

Team IV ,Something like a column or a pillar, soft and delicate at the bottom. When the animal moves, it does so without a sound‘

Answer - elephant (legs/feet)

Team V ,Large area, I can feel something like wrinkles and a few hairs. The skin is thick and wrinkled, about 2–4 cm thick‘

Answer - elephant (main body)

A picture/photograph of an elephant can be useful.

## 94. Which Is Better And Why?

Author: Patrycja Łuczak

Source: „Can You Teach Better? Improving the Qualifications of Teachers and Trainers“ LLP, Leonardo da Vinci project ,Laboratory of Personal Competences – LAPECO‘ coordinated by Społeczna Akademia Nauk 2009-2011

The purpose of the exercise is to overcome creative barriers and discovering hidden issues. Two teams hold a discussion on the subject: Which is better and why?

- CAT/DOG,
- DAY/NIGHT,
- LAKE/SEA,
- WINDOW/DOOR
- CD/USB
- etc.

The Trainer shows sheets of paper with the above words and try to elicit the answer and its justification from the teams. The participants are supposed to give creative reasons in favor of. The trainer makes sure the participants give the justifications for their choices.

Taking part in the exercise, the participants will be able to realize that there is not one true answer, there are many ways to solve the problem. The exercise should be preceded by a creative warm-up, e.g. private ABC (participants match their personal character traits, features to each letter of their first name). Necessary images/pictures, e.g.:



## 95. Fish And Fishing Net

A fishing net is depicted on a pin board (or a real fishing net is put up or a bucket for fish is used). On the floor, a pond is outlined with adhesive tape. The participants write on note cards what they want to take home from the course (what they have 'fished out') and what they would rather leave behind ('leave swimming in the pond').

Reflecting on and wrapping up the course (feedback game); giving the trainer feedback in a playful way.

Source: NAVIGUIDE project

<http://www.naviguide.net/methods/mhbshow.asp?id=189&sid=&look=0&oberthema=11&unterthema=0&zielgruppe=0&art=0&dauer=0&akt=0&zz=25&lang=353&SPage=8&sort=titelauf&Page=1&index=48>

## Literature:

1. Taraszkiewicz Małgorzata, 'Jak uczyć lepiej? Czyli refleksyjny praktyk w działaniu' [How to teach better? A reflective practitioner in action ]- Warszawa: 2000
2. Grondas Marek, 'Jak być dobrym wychowawcą? Autoewaluacja pracy wychowawczej, asertywność nauczyciela, skuteczne kierowanie klasą' [How to be a good teacher? Self-evaluation of educational work, teaching assertiveness, effective class management], Warszawa, 2012
3. Kołodziejczyk-Olczak Izabela, 'Can You Teach Better? Improving the Qualifications of Teachers And Trainers' – Łódź: 2011
4. Saarinen, T., 2010, 'What I talk about when I talk about quality', Quality in Higher Education, 16(1), pp. 55–7.
5. Brudnik Edyta, Anna Moszńska, Beata Owaczarska, Ja i mój uczeń pracujemy aktywnie. Przewodnik po metodach aktywizujących, [Me and my student work actively. Guide to activating methods], Zakład Wydawniczy SFS, Kielce, 2000

6. Czekaj-Kotynia K. Nowoczesne metody dydaktyczne w procesie kształcenia [Modern teaching methods in the educational process], Łódź, 2013
7. Michalak-Majewska M: Metody aktywizujące i praktyczne w kształceniu zawodowym, [w] Pankowska D., Sokołowska-Dzioba T. (red.), Kompetencje nauczyciela przedmiotów zawodowych, cz. I: Praca dydaktyczna [Competences of a teacher of vocational subjects, part I: Teaching experience], Lublin, 2010

## IT training organisations:

- ANDMAL, 90-031 Łódź ul. Tuwima 95a lok 9, <http://www.andmal.pl> - Andrzej Szelejak - owner
- NOITE S.C. ul. Łuźwiarska 40, Lodz, Piotr Göetzen, Karol Krysiak, Agata Skowrońska-Kapusta, owners
- Edukey Sp. z o.o, ul. Łąkowa 3/5, Lodz, <http://www.edukey.pl/szkolenia>, Łukasz Matuszewski - owner
- SAN, ul. Sienkiewicza 9, Lodz, Krzysztof Przybyszewski, manager of the postgraduate studies in IT

## United Kingdom

### 96. Feedback Sandwich

Short description: Feedback is “sandwiched” between positive statements. For example, the content of the course was good; the length of time between the breaks was too long; I liked how engaging the speaker was.

Source: Helen Robinson, Staff Development Partnership, University of Leicester

### 97. Stop, Start, Continue

Short description: This feedback looks at what the trainer should stop doing, should start doing, and should continue doing.

Source: Leicester Learning Institute, University of Leicester

### 98. Feedback Pledge

Short description: The feedback pledge aims to ensure that the feedback given by participants is honest, forward-looking, and action-oriented. Additionally, the goal is that participants do not offer praise lightly, and that the trainers are encouraged to respond to feedback.

Source: Flexible Formative F3EDBACK, University of Sheffield

### 99. Teaching Squares

Short description: Teaching Squares consists of four colleagues who will observe each other over the course of an academic session (this could be a semester or the length of a course). During this period, each member of staff will observe and provide feedback on three lessons. The overall purpose of observations is to achieve and maintain excellence in teaching and learning and to ensure this in a constructive and appropriate way. The scheme is designed to be open and transparent.

Source: Quality, Standards, and Marketing Directorate, Warrington Collegiate

### 100. Self-Evaluation

Short description: Participants are asked at the beginning of the training course how they feel they will perform, which areas they feel they will struggle with, and which areas they will enjoy. At the end of the training course, they are asked to provide feedback on how they think they have achieved, and whether their initial thoughts proved accurate. It is also common for the trainer to complete this type of self-evaluation.

Source: Common method

### 101. BEEF

Short description: BEEF is a feedback methodology where a participant is asked to comment on a Behaviour, an Example of when this was seen, the Effect it had on the participant/trainer, and how this could change in the Future.

Source: Common method

## Literature

National College for Teaching and Leadership: “Beyond Levels: alternative assessment approaches developed by teaching schools”, 2014b

Flexible Formative F3EDBACK, an HEA-funded project run by staff and students at the University of Sheffield: <http://f3edbackforus.blogspot.co.uk/>

The Quality Assurance Agency for Higher Education: “Quality assurance in UK higher education: A guide for international readers”, 2005

## IT training organisations

We list the top ten UK IT training providers below, alongside addresses and contact details of relevant persons.

<b>Name of organisation</b>	<b>Address</b>	<b>Contact</b>
QA	Rath House, 55-65 Uxbridge Road, Slough, SL1 1SG	+44 (0)333 130 9723
Vision Apprentices	Derby Road, Mansfield, NG15 5BH	info@visionapprentices.co.uk
Skillsoft	Belfield Office Park, Dublin 4, Ireland	dublinhr@skillsoft.com
IBM		<a href="http://www-304.ibm.com/services/learning/ites.wss/gb/en?pageType=page&amp;c=R524689R67108E82">http://www-304.ibm.com/services/learning/ites.wss/gb/en?pageType=page&amp;c=R524689R67108E82</a>
Learning Tree International	Euston House, 24 Eversholt Street, London, NW1 1AD	+44 (0)800 282 353
Global Knowledge	Global Knowledge UK, Mulberry Business Park, Fishponds Road, Wokingham, RG41 2GY	info@globalknowledge.co.uk
SAP	44 Broadway, Startford, London E15 044	info@sap-training-uk.co.uk
Oracle University		edenrollment_uk@oracle.com
ILX Group	ILX Group, 4th Floor, 15 Fetter Lane, London, EC4A 1BW	+44 (0)1270 611 600
CGI Group	Kings Place, 90 York Way, 7th Floor, London, N1 9AG	+44 (0)845 070 7765

## BULGARIA

### 102. Barometer of emotions:

**Short description:** As a class, design an emotional barometer. Use it to signify the mood of the class at different points during the day

Source:

[http://www.nicurriculum.org.uk/docs/key\\_stages\\_1\\_and\\_2/areas\\_of\\_learning/pdmu/livinglearningtogether/year3/yr3\\_unit2.pdf](http://www.nicurriculum.org.uk/docs/key_stages_1_and_2/areas_of_learning/pdmu/livinglearningtogether/year3/yr3_unit2.pdf)

### 103. Tree of expectations

**Short description:** On flipchart sheet is drawn a tree with roots, leaves and fruits. Trainees write on sticky notes their fears, expectations and with what they can contribute to the training course. On the ground where the roots lie, the notes with fears are stuck, on the leaves trainees stick their notes with expectations and on the fruits are the contributions. In the end of the course discussion/reflection might be done and trainer could check if the expectations are satisfied.

### 104. Pandora box

**Short description:** The group set its own rules that everyone will obey during the training. They are written on flipchart sheet. Every rule should be followed and for that reason, every participant is writing a "punishment" (not harmful, respectful) on a sticky note that you put in a box - "Pandora's box. Every time when the rule is broken, the participant is taking a "punishment" note from the box.

### 105. 6 Thinking hats

**Short description:** Six Thinking Hats is a simple, effective parallel thinking process that helps people be more productive, focused, and mindfully involved. A powerful tool set, which once learned can be applied immediately!

Each thinking role is identified with a coloured symbolic "thinking hat." By mentally wearing and switching "hats," you can easily focus or redirect thoughts, the conversation, or the meeting:

- The White Hat calls for information known or needed. "The facts, just the facts."
- The Yellow Hat symbolizes brightness and optimism. Under this hat you explore the positives and probe for value and benefit.
- The Black Hat is judgment - the devil's advocate or why something may not work. Spot the difficulties and dangers; where things might go wrong. Probably the most powerful and useful of the Hats but a problem if overused.
- The Red Hat signifies feelings, hunches and intuition. When using this hat you can express emotions and feelings and share fears, likes, dislikes, loves, and hates.
- The Green Hat focuses on creativity; the possibilities, alternatives, and new ideas. It's an opportunity to express new concepts and new perceptions.
- The Blue Hat is used to manage the thinking process. It's the control mechanism that ensures the Six Thinking Hats® guidelines are observed.

Source: [http://www.debonogroup.com/six\\_thinking\\_hats.php](http://www.debonogroup.com/six_thinking_hats.php)

### 106. Learning partners

**Short description:** Each participant has his own learning partner, chosen on a random principle. After each day of the training the learning partners share with each other if they are satisfied of the learning content, what new they learnt and what else they could share.

### 107. Feedback questionnaire

**Short description:** The participants fill in a feedback questionnaire individually. After that he is sharing in small group (max 6-7 people) his/her impression of the day. Then the trainer speaks with each small group and adapting the programme according to the feedback.

Source: <http://www.fao.org/docrep/004/ad499e/ad499e0g.htm>

### 108. Reflection

**Short description:** This method is used as a feedback after each day of the training. The participants should choose one abstract card (for example from Dixit board game) and describe why they have chosen that card, how they feel in the end of the day and what could be improved on the next days.

### 109. Reflection. 2 Pizza

**Short description:** This method is used as a feedback after the training. The trainer draws pizza on a flipchart sheet and each slice of the pizza is a learning unit/module. Each participants should put a mark on each slice of the pizza according to the fulfilled learning objectives - in the middle if the trainee is satisfied, in the edge if he is not very pleased by the content of the module.

### 110. Reflection. 3 Closer to the point

**Short description:** This method is used for final evaluation. The trainer is sitting on the chair in the middle of a circle made by the participants. The trainer is saying different statements related to the content of the training which answer could be yes or no. Participant should move in a way

- closer to the trainer if he/she agree with the statement
- go further if he/she disagree with the statement.

## Literature

Center for Quality Control and Assessment in Education Analysis of the results of the external evaluation of the students after 7th grade, Final Report, Sofia, 2009

Technologies in Education - do they help us to be better teachers, Nelly's blog, 2009

[http://europa.eu/rapid/press-release\\_IP-09-926\\_en.htm](http://europa.eu/rapid/press-release_IP-09-926_en.htm)

## IT training organisations

**AdminSoft Ltd.** – is a software development and data analysis company, operating in the field of education, training and social systems. AdminSoft specialises in system analysis and development, design, implementation and support of integrated information systems for management and administration databases. AdminSoft holds each year training courses all over the country with school administrative staff.

Tatyana Koleva – IT trainer

**Higher School for Telecommunications** – Sofia, It has 700 students at the age of 14 to 19 years of age. Admission is after class VII's professions "Telecommunications", "Optical communication systems", "System Programming" and "Computer Networks". The pedagogical staff of the school consists of about 50 highly qualified full-time teachers, of whom about 25 engineers. The fields of knowledge covered are: General education, Telecommunications, Computer Systems, Optical communication systems, System Programming. Diana Ivanova, Silviya Gancheva – IT teachers

**Center for Vocational Training Znanie** – exists since 1990, providing vocational courses for over 35 professions, delivering IT training courses for beginners, web graphic design, elderly people 60+ and more. Interviewee: Virginia Tasheva, IT trainer

## PORTUGAL

### 111. EXPLORING A METACOGNITIVE APPROACH TO PROFESSIONAL DEVELOPMENT

**Short description:** Professional development for teachers in information and communication technology (ICT) is currently a major priority for school systems in Australia and internationally. The metacognitive and reflective approach to professional development is a response to the limitations of directive approaches to ICT learning within a context of rapid technological change. It proposes a capability based approach that strives to develop lifelong computer learning strategies. An important characteristic of the metacognitive approach is that, rather than specific objectives or outcomes being 'imposed' on learners, participants are encouraged to identify, articulate and pursue personally relevant goals, including those related to skills, attitudes, confidence, values and understandings, integration and school leadership.

**Source:** <http://ajet.org.au/index.php/AJET/article/view/1367>. By Renata Phelps, Anne Graham, Berenice Kerr

### 112. SELF-ASSESSMENT

**Short description:** One of the quality assurance methods considered to be most effective is the self-assessment. Through this process, the students can choose the paths that lets organize their learning.

The students develop a critical process on itself allowing comparison with what he/she have done and what he/she was expected to carry out, it is raising awareness and potential, the difficulties and methodologies. Through written questionnaires, abstracts, or any other form, this process also allows a guarantee of quality leading the education and training institutions to improve their satisfaction level and the enhancing of the learning outcomes.

**Source:** Common instrument, used by VET Quality System.

### 113. THE DEVELOPMENT OF A PORTFOLIO

**Short description:** To develop a portfolio of ICT competences to enable trainees to describe their experiences and translate those competences, skills and knowledge into the language understandable by employers.

**Source:** <http://www.cedefop.europa.eu/en/events-and-projects/projects/validation-non-formal-and-informal-learning/compendium-of-projects>

### 114. THE DEVELOPMENT OF A E-PORTFOLIO

**Short description:** An electronic portfolio (also known as an e-portfolio, e-portfolio, digital portfolio, or online portfolio) is a collection of electronic evidence assembled and managed by a user, usually on the Web. Such electronic evidence may include inputted text, electronic files, images, multimedia, blog entries, and hyperlinks. E-portfolios are both demonstrations of the user's abilities and platforms for self-expression, and, if they are online, they can be maintained dynamically over time.

An e-portfolio can be seen as a type of learning record that provides actual evidence of achievement. Learning records are closely related to the Learning Plan, an emerging tool that is being used to manage

learning by individuals, teams, communities of interest, and organizations. To the extent that a Personal Learning Environment captures and displays a learning record, it also might be understood to be an electronic portfolio.

**Source:** [https://en.wikipedia.org/wiki/Electronic\\_portfolio](https://en.wikipedia.org/wiki/Electronic_portfolio)

### 115. KNOWLEDGE CAFÉ

**Short description:** On different tables in the room, or online, the participants discuss in small groups a topic of the training to evaluate their increase of knowledge. They note the most important results on a placard or the training platform.

**Source:** Common method, adapted by Maria Gutknecht-Gmeiner.

### 116. PROVIDE E-FEEDBACK

**Short description:** «Upon introducing tablets into my classroom, the biggest gains I have received have been in assessment and feedback. In my experience, ICT tools facilitate the process of giving timely, relevant and effective feedback to my students. Brown & Bull (1997) argued that feedback is: ... most effective when it is timely, perceived as relevant, meaningful and encouraging, and offers suggestions for improvement that are within a student's grasp.»

**Source:** <http://oupeltglobalblog.com/2014/03/18/efeedback-ict-tools-i-use-to-give-my-students-high-quality-feedback/>

## Literature

### **Guia de Referência para a Garantia da Qualidade nos CQEP- 2014, ANQEP**

Reference Guide for Quality Assurance, CQEP

The "Reference Guide for Quality Assurance at the Centers for Qualification and Vocational Education" is a publication that brings together indicators for the activity of the Centers for Training and Vocational Education (CQEP), to help ensure that these structures ensure a high level of accuracy and quality, ensuring also the fulfillment of the objectives pursued.

Consists of two parts, the Guide describes in the first, the scope and functions of the Centres for Training and Vocational Education (CQEP), its guiding principles (accountability, inclusion, accuracy and quality, autonomy, transparency, confidentiality and rationalization of resources), organizational requirements and the operation and intervention steps outlined in the ordinance No.

The second part introduces the theme of Quality Assurance in CQEP, containing a set of indicators and respective benchmarks regarding the organization and operation of these centers and their areas of intervention.

<http://www.anqep.gov.pt/default.aspx>

### **Qualidade e eficácia na formação, IEFP José Lencastre**

## IT training organisations

CINEL <http://www.cinel.pt/appv2>

CITEFORMA - <http://www.citeforma.pt/>

RUMOS - <http://www.rumos.pt/>

## Name of the trainers interviewed

Clara Silva, Portuguese trainer from several organizations in Portugal, including CECO.A.

Rui Martins Luís, Portuguese trainer from several organizations in Portugal, including CECO.A.