QUALI TOOLS

Improve Your Teaching!

65 Methods for Quality Assurance in IT Training

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FOREWORD

This handbook aims to support and inspire trainers and teachers in ICT to continuously improve their training methods and to facilitate the learning experience for their trainees and students. The handbook provides methods for:

1. Finding the expectations and previous knowledge of participants at the start of a course or training;
2. Planning, documenting and reflecting on learning and training processes;
3. (Self) Reflection for trainers/teachers;
4. Feedback opportunities throughout the training/course; and
5. Supporting the learning transfer.

The feature of this handbook and the outlined methods is that they complement the quality management of training institutions by focusing on the training situation itself – something that is often neglected. So the methods enable the trainers and teachers to develop and improve the quality from within the training/teaching context.

It is important that customers of education, especially further education, engage in shaping the services offered: The “product” of education – the increase of the customer’s knowledge and skills – is intrinsically made by the customer himself. A trainer’s success therefore depends to a large extent on the motivation and productivity of the learners. Learning is not only enjoyable and enriching, but requires energy and commitment. The customer’s motivation and talent therefore influence the quality of a service just as much as the trainers or teachers.

Moreover, there is a so-called “square of expectations” regarding the offering of further education. It consists of trainers, training providers, customers (participants) and purchasers (e.g. HR departments, employers, employment agencies, etc.) who all have expectations regarding the content of the training/course. These expectations exist right from the start of a training programme but most are not apparent; they influence motivation, satisfaction and the learning transfer substantially.

Another aspect in quality development of teaching-learning-processes is that they cannot be continuously routine and standardised (as opposed to organisation related processes). Rather, they require the trainer to be flexible, both situationally and individually. For this reason there has been an increased focus on the qualifications and competences of trainers and teachers.

We seek to contribute to these efforts by providing this handbook to trainers and teachers in European countries.

With more than 50 detailed methods, we detail the dynamics of quality assurance, be it in the relationship between trainers and students in the teaching-learning-process, developing skills and competences that already exist or uncovering new skills and competences acquired during the training programme. From this starting point, the methods will help you improve the processes of learning and acquiring knowledge, and also the competences and skills of participants.

All face-to-face training has a planning phase, beginning phase, the course and ending phase in common. The methods outlined in this handbook correspond first of all to those phases and then make it easy to find appropriate methods for each stage. As with the phases, the methods cover several areas of quality, such as expectations and previous knowledge of participants, reflection and documentation of learning processes as well as the communication and interaction between trainers and learners

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1 FAMILIARISATION WITH EXPECTATIONS AND PREVIOUS KNOWLEDGE

1.1 Get it started: Impulse presentations

BRIEF DESCRIPTION: Flipcharts with incomplete sentences about the participants' wishes and expectations are placed at different spots in the room. The trainer invites the participants to walk around and complete the sentences.

THEORETICAL BACKGROUND: Impulse presentations are a useful way to get to know the feelings, worries and expectations of the participants. They are open questions and give the participants enough room to engage with their peers.

GOALS: Presenting and reflecting on feelings and expectations regarding the training.

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

DESCRIPTION: Flipcharts with statements that encourage the participants to think on their feelings and expectations are placed at different spots around the room. Below are some examples of statements that could be used.

- For me, the topic is…
- I'm afraid that…
- My ideal training involves…
- My current questions on the topic are: …
- I hope that I will experience…
- I'm worried that…
- For me to leave the training satisfied, it is important that…
- My training "face": … [draw smiley]

The participants are invited to wander around and complete the different sentences. When they are finished, both the participants and the trainer have some time to reflect upon the resulting flipcharts.

It is possible to go back to the flipcharts at the end of the training session to assess if the original expectations were met.

MATERIALS: Flipcharts with the incomplete sentences and markers.

TOPIC(S): Reflection and documentation of the participants' mood and learning process.

KIND OF EXERCISE: Group work.

DURATION: 30 minutes.

1.2 Interest rating

BRIEF DESCRIPTION: The participants can indicate the sections of the curriculum they are most curious about. According to the interest rating, the trainer has the chance to adapt the curriculum.

THEORETICAL BACKGROUND: There is increased transparency when participants know in advance what's going to happen in a training programme or course. Also, participants have the chance to ask open questions and share their wishes and expectations.

GOALS: Presenting the curriculum and getting to know the participants' expectations.

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

DESCRIPTION: The trainer presents the comprehensive training curriculum in an easily digested way, for example on a presentation or flipchart. The trainer uses different colours to indicate different sections and should write in large and clear letters.

Then, the participants have the chance to draw dots or put stickers next to the topics and sections of the curriculum they are most curious about, to indicate their level of interest. There might be three to five topics, depending on the length of the training.

Finally, the whole group discusses if the curriculum has met their expectations and if modifications to the curriculum, according to the distribution of the stickers, would be sensible.

MATERIALS: Posters or flipcharts with the curriculum and enough stickers or pens.

TOPIC(S): Exploration of expectations and prior knowledge of the participants.

KIND OF EXERCISE: Group work.

DURATION: 20 minutes.

1.3 Tree of expectations

BRIEF DESCRIPTION: On sticky notes, participants write their expectations, fears, and what they could contribute regarding the training course.

THEORETICAL BACKGROUND: "A needs assessment is a systematic approach to studying the state of knowledge, ability, interest, or attitude of a defined audience or group involving a particular subject. A needs assessment also provides a method to learn what has already been done and what gaps in learning remain. This allows the educator to make informed decisions about needed investment, thereby extending the reach and impact of educational programming.", Paul McCawley, Methods for Conducting an Educational Needs Assessment.

GOAL: Sharing the expectations of the trainees about the learning process.

SOURCE: Train the Trainer Manual, "Fostering the vocational training of adults and employability", GOPA.

DESCRIPTION: On a flipchart sheet, the trainer pre-prepares a tree with bunches, fruits and roots. The trainer gives colourful sticky notes to the participants of the training course and tells them to write their fears, their expectations and what they can contribute during the training course.

These three things that trainees should think about should be divided by the colour of the sticky notes, as well as where they are placed on the tree: the notes about fears near the roots, notes with expectations on the leaves, and notes with contributions at the fruits. At the end of the course the participants should engage in discussion/reflection and the trainer could check with the participants if their expectations were fulfilled.

REMARKS: The method is applied at the beginning of the course. It is commonly used after a 'getting to know each other' session which establishes a common understanding as to the learning goals of the trainees. It could be used as evaluation at the end of the training course to check if the outcomes have satisfied the goals identified at the beginning.

MATERIALS: Flipchart, pens, sticky notes in 3 colours.

TOPIC(S): Learning expectations.

KIND OF EXERCISE: Plenary work.

DURATION: 15 minutes.

1.4 Before-and-After-Check

BRIEF DESCRIPTION: At the beginning of the training, the participants rate how much they know about a selection of the topics covered during the training by using a continuous scale displayed on a flipchart. At the end of the training, they do the same on another flipchart. The comparison of both illustrates their knowledge increase during the training.

THEORETICAL BACKGROUND: Both at the beginning and at the end of the training programme, it can be very useful to know how the participants would rate their understanding and competence of different topics. At the beginning of the training, that information can be used to flexibly adjust the training; at the end, the information shows if and how the knowledge and competences of the participants have (positively) changed.

GOALS: Feedback of participants on prior knowledge, as well as learning progress; based on their self-assessment.

SOURCE: Common method, adapted by Maria Gutknecht-Gmeiner.

DESCRIPTION: At the beginning of the training, the participants are encouraged to rate how much they know about a selection of topics on a continuous scale (most commonly: “I don’t know anything about that” to “I know a lot about that”), as displayed on a flipchart. They can do that either by drawing or sticking dots on scale, depending on where their confidence lies (one dot per topic). After all of the participants have given their assessment, the flipchart gives an idea of the participants’ level of knowledge at a glance.

When repeated at the end of the programme, the two flipcharts can be compared; this illustrates the increase of the participants’ knowledge during the training.

REMARKS: The advantage of this method is that it is very easy, quick and shows immediate results. However, it should be noted that it is of limited informative value.

The exercise is based on the participants’ self-assessments and doesn’t provide an objective rating of their knowledge.

One drawback of a before-and-after-assessment is that a so-called “response shift” can happen which means that the participants use – after being engaged with the topic – a different evaluation basis to rate their knowledge. For example, they could realise during the course of the training how much they still have to learn about a topic. Thus, they may rate their knowledge as lower, compared to what would reflect their actual knowledge gain.

If such effects are suspected, the trainer can discuss this with the participants at the end of the training, perhaps to get additional information.

MATERIALS: A flipchart with 1-4 questions about the participants’ level of knowledge.

TOPIC(S): Reflection by participants on prior knowledge and competences, documentation of the learning progress.

KIND OF EXERCISE: Plenary work.

DURATION: 10 minutes.

1.5 Interviewing participants about their knowledge and/or expectations

BRIEF DESCRIPTION: The participants can rate their degree of agreement with statements about the content and structure of the training.

THEORETICAL BACKGROUND: The exercise gives the trainer the chance to quickly get a broad picture of the current status of the participants' knowledge and expectations, and to adapt the curriculum to a certain extent. It can be sensible to combine it with the exercise "Traffic light feedback".

GOALS: Evaluating existing knowledge and expectations of the participants and, if appropriate, adapting the curriculum and its content.

SOURCE: Common instrument, adapted by Maria Gutknecht-Gmeiner.

DESCRIPTION: The trainer writes statements on a flipchart. They can be about:

- the participants' knowledge on the topics in the curriculum,
- the participants' opinions on main questions from the programme,
- the participants' expectations and wishes when it comes to the content of the training and to the methods used,
- and much more.

The statements don't have to be scaled (e.g. "I know a lot/not so much about XY"), but can be formulated as single statements (e.g. "My state of knowledge on XY is…", or "I like it when there are lots of group exercises.").

Then, the participants can state their opinion on the statements by lifting a green, yellow or red response card when appropriate. To prevent peer pressure, all of the participants are asked to lift their response cards at once.

Participants will usually understand the meaning of the cards intuitively: green is a positive reaction, red a negative one and yellow is in between. According to the specific statement, the meaning can vary a little bit. For example, green can mean "I totally agree.", "I know a lot about that." or "I definitively want that."

Mostly, the trend of the group's opinion is apparent and no further analysis is needed. If the exact distribution of the answers is of relevance, for example for documentations or evaluations, the colour distribution can be noted on a flipchart.

If needed, the participants can also comment on their decisions. It can be useful to ask for reasons behind participants' reactions, if they are not shared by others. However, this is not the time for lengthy discussions. If the trainer notes the need to explore something in detail – especially when it comes to emotional or controversial topics/statements – another, more discussion-oriented method should be used.

REMARKS: Based on the results of the exercise, the training curriculum can be modified. However, that is only suggested if there already are real and elaborated options which can be added to the existing curriculum.

Alternatively, the exercise can be used as a short follow-up after a discussion session in which the participants state their expectations, worries, experiences, state of knowledge etc., as it gives the participants the chance to rate their agreement with the statements made.

MATERIALS: Poster or flipchart with questions and green, yellow and red cards for each participant.

TOPIC(S): Exploration of expectations and existing knowledge of the participants at the beginning of a training.

KIND OF EXERCISE: Group work.

DURATION: 10 minutes.

1.6 Uncover previous knowledge

BRIEF DESCRIPTION: According to the group size, 4 to 6 flipcharts with statements rating the novelty value of the content of the training programme are placed at different spots in the room. The participants choose the statement that represents their own feelings the most and add to the flipchart with illustrations and additional comments. Then each group can present their results to the rest of the group.

THEORETICAL BACKGROUND: Making differing topic-related knowledge levels of the participants transparent not only helps the trainer but also the participants. The trainer can use the information to adapt the programme accordingly and the participants can – once they have seen the heterogeneity of the group – more easily understand why the trainer designed the curriculum in the way that they have.

GOALS: Getting an overview on the participants' existing knowledge and their expectations.

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

DESCRIPTION: A certain number of flipcharts are placed at different spots in the room. The ideal number is the number of participants divided by 6. However, there shouldn't be less than 4 or more than 6 flipcharts. A statement regarding the novelty value of the training and its content is written on each of the flipcharts. Examples can include the following:

- "The topic is very new for me! I'm interested in learning something about the basics."
- "I've got some experience with the topic, but I would like to understand it in greater detail."
- "I know a lot about the topic, but I'm still very interested in it."
- "I don't know yet if I'm interested in the topic."
- "I need specific inputs/answers, for example, for my job."

The participants are then asked to gather around the chart that suits their state of mind the most.

Each of the resulting groups then designs the respective flipchart they have gathered around. They can illustrate it by adding examples, drawings and other comments.

Each group then presents their flipchart at the start of the course. The whole group discusses what the results mean for the training and if the training curriculum should be adapted. At any rate, the exercise will help the participants to get an insight into the heterogeneity of the group and to understand why the trainer has to explain things in greater or less detail than some individuals might prefer.

MATERIALS: Flipcharts with the respective statements and markers.

TOPIC(S): Reflection on the participants' know-how and competencies.

KIND OF EXERCISE: Group work and plenary work.

DURATION: 45 minutes.

1.7 Swing bridge

BRIEF DESCRIPTION: A rope is stretched between two pin boards that symbolise 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 first meeting, the participants can discuss what needs to be done to get from the present situation to the ideal outcome.

THEORETICAL BACKGROUND: The metaphor of a bridge can be used as a symbol for different kinds of transitions. It helps to concentrate on the path leading a certain goal and to reflect on past accomplishments. The stability of the bridge depends on the quality of the intermediate steps, the "rungs". Dividing plans into sub-processes helps to visualise different ways to reach goals.

GOALS: Analysing problems and finding problem solutions.

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

DESCRIPTION: Pin boards facing each other are placed on opposite sides of the room. They symbolise the beginning (the current state) and the end (the goal) of a given situation. Stretch a rope between the two pin boards. Peg a card about every 30 cm along the rope.

Then, the whole group analyses the current state of the situation ("Where are we now?") and the goal they want to attain ("What do we want to reach?"). The results are visualized on the respective pin boards (10-15 minutes).

Afterwards, the participants reflect on the question: "How do we get from the current situation to our goal?" In small groups, the participants discuss the intermediate steps symbolized by the rungs of a bridge (20 minutes). The steps are written on the cards pegged on the rope.

Inspired by a finished swing bridge, the participants can think about the following questions (write them on a separate flipchart):

- How many intermediate steps will it take us to attain our goal?
- Are the rungs stable?
- Are the rungs too far apart?
- How can we maximise the stability of the bridge?

If needed, the bridge can be further improved after the discussion of these questions, by adding extra rungs or reducing the distance between intermediate steps.

REMARKS: The most crucial part of this exercise is the reflection on the intermediate steps.

MATERIALS: Thin rope, pegs, cards and flipcharts.

TOPIC(S): Reflection on the training or educational progress at the beginning of a semester/section.

KIND OF EXERCISE: Group work.

DURATION: 30-60 minutes.

1.8 Traffic light feedback

BRIEF DESCRIPTION: The trainer presents different statements regarding the participants' understanding of, and agreement with, the plans for the training programme. The participants are handed red, yellow and green response cards which they can use to show how much they agree with the given statements.

THEORETICAL BACKGROUND: The method at hand gives the trainer a very quick insight into the expectations of the participants which can be of crucial importance at the beginning of a training.

GOALS: Getting the participants' feedback on the training curriculum and content.

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

DESCRIPTION: The participants sit on chairs arranged in a circle and are invited to rate their agreement with statements read aloud by the trainer. They can do that by lifting green, yellow or red cards. While green means they totally agree with the statement, yellow means they partially agree with it and red means that they disagree.

Examples for such statements are:

- I am completely satisfied with the topics planned for the training day.
- I understand how we should conduct ourselves.
- It is the first time I have attended such a training course.
- I want to get as much out of the training as possible.

The results can be easily interpreted. If needed, participants can also be invited to explain their decision for a certain card. It is important that the exercise results in open communication and discussion between the participants.

REMARKS: Usually the traffic light feedback is done at the beginning of a training course, but it can also be implemented part of the way through. When the latter is used, the trainer can get an insight into the participants' learning progress.

MATERIALS: Notes of the statements to read out loud and feedback cards in red, yellow and green for each of the participants.

TOPIC(S): Exploring the participants' expectations at the beginning of a training programme.

KIND OF EXERCISE: Group work.

DURATION: 30 minutes.

2 PLANNING, DOCUMENTING & REFLECTING ON LEARNING AND TRAINING PROCESSES

2.1 1, 2 or 3 – The participants' current state of knowledge

BRIEF DESCRIPTION: The trainer poses short multiple-choice questions about the content learned over the course of the programme. The trainer should offer three possible answers, marked with "1", "2" or "3". By lifting cards with their 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.

THEORETICAL BACKGROUND: Especially in cases of long-term training with topics that build on top of each other, it is crucial to track the learning progress of the participants and to check if learning objectives are being met or not. After this review, the training can be tailored to the needs of the participants (for example, with more practice or more in-depth discussions of certain topics). At the end of the training, an assessment of the learning progress can be regarded as an indicator of success.

GOALS: Evaluation of learning process, assessment of the participants' skills.

SOURCE: Developed by Maria Gutknecht-Gmeiner.

DESCRIPTION: The trainer prepares around 5 questions to test the participants' factual knowledge on central topics of the training course. For each of the questions, the trainer also drafts three possible answers, with just one being correct.

The participants get cards labelled with "1", "2" and "3". Then, the trainer explains that he/she will pose knowledge questions and that each of the participants should then simultaneously lift the card with the number of the answer they think is correct. It is important to remind them that the exercise is not meant to be a test but a fun way to determine the group's collective level of knowledge on the different topics.

The questions get presented on a flipchart or a projector. It is important that they become visible one by one and that the number for each answer can be easily seen.

After each of the questions, the participants give their answers by raising the respective card. The distribution of the answers can be documented on the respective flipcharts or slides. Then, the correct answer is revealed before the next question is posed.

If the exercise shows that there are questions that many participants could not answer, the respective topics should be focused on in the following sessions. For this reason, it is important to ask the participants why they have chosen their respective (incorrect) answers, as that makes misunderstandings and misguided assumptions easily identifiable.

Variation 1: Make the activity more active by asking the participants to line up in three groups according to their choice of answer. In that case, flipcharts labelled with "1", "2" or "3" should be placed in the room beforehand. That variation is only possible if there is enough space and if the group is open for a more active approach to the method.

Variation 2: The quiz can also be done online which gives the participants the chance to stay anonymous.

REMARKS: The advantages of the exercise are that it gives a very quick overview on the group's collective level of knowledge. The incorrect answers give useful hints on what should be discussed further.

However, only a very limited number of questions can be posed. Also, there is the risk that the exam-like situation puts the participants under unnecessary stress.

MATERIALS: The trainer has to prepare a multiple choice quiz. In the standard version and variation 1 of the exercise, the questions get written on flipcharts or on slides that get projected onto a wall. In the standard version, cards labelled with "1", "2" and "3" are needed. In variation 1 flipcharts labelled with these numbers have to be prepared. For variation 2, an online quiz has to be programmed using appropriate software.

TOPIC(S): Exploration of the participants' learning progress over the course of the training, at the end of training or in preparation of the next training session.

KIND OF EXERCISE: Plenary work or individual work.

DURATION: 15 minutes.

2.2 Clothes line

BRIEF DESCRIPTION: Whenever the participants learn something interesting during training, they fix a card with their new knowledge on a clothes line that is spun across the room.

THEORETICAL BACKGROUND: This exercise depends on self-guided learning and can be implemented in very different areas. It provides the opportunity to visualise different perspectives on a process (for example during training or a course), but also appeals to tactile and kinaesthetic senses. The participants are encouraged to get active and share their opinions.

GOALS: Reflection on the learning progress and transfer of knowledge.

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

DESCRIPTION: At the beginning of the course, a clothes line is spun across the room and clothes pegs are attached to it.

The participants are then encouraged to write, during the training session, lessons learnt, suggestions, resolutions or other thoughts on small cards and peg them on the clothes line whenever it comes to mind. In this way, the participants document what they've learnt or experienced in the training in an easy and quick way. Also, the lessons learnt are at their disposal even in the breaks and after the training.

At the end of the training (day) or session, the participants can wander around and read (or copy) the cards. It can also be discussed where the cards can be stored (over their writing desk, at their workplace, etc.).

REMARKS: The exercise is introduced to the participants at the beginning of the training but they can make use of it (and write something on their cards) whenever they feel like it. To maximise the participants' benefit, it is sensible to realise an in-depth reflection round in the group at the end of the training (day).

MATERIALS: Clothes line and pegs, cards and pens.

TOPIC(S): Reflection on and documentation of the participants' learning progress at the end of a training (day) or section.

KIND OF EXERCISE: Individual work or group work.

DURATION: 5 minutes.

2.3 Collective minutes

BRIEF 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 minutes about the content discussed: lessons learnt and their personal feelings towards the topic. The different handouts are then copied and handed to the other participants.

THEORETICAL BACKGROUND: At the end of a training (day) or section, it is sensible to encourage repetition and deeper study of the lessons learnt since that makes it easier to remember them.

GOALS: collective minutes for the participants (for later use) and in-depth processing of information.

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

DESCRIPTION: The flipcharts that were used at the beginning of the training to give an overview on it are presented again.

Then, the participants gather in small groups (two to three people) and choose one of the topics the training focused on. Each small group writes minutes on that specific topic. The minutes can include lessons learnt and hard facts, but also emotions and comments that are related to the topic. That is especially important since minutes that are too strictly objective can get boring and aren't very likely to get read again by the participants. The participants involved sign the minutes and copy them for the rest of the group. Also, the authors should be available to answer questions the other participants think were left open.

Variation: Instead of minutes in written form, a blog on the training could be launched. After a certain topic was addressed in the training, the small group responsible for the specific topic publishes an article for the blog.

REMARKS: If the course is very long (for example, a semester), the small groups and their topics should be determined at the beginning of the course as that gives the participants the chance to write their leaflets promptly after the topic was addressed in the course. Also, a deadline for writing and distributing the minutes

could be set (for example 1 week after the topic was addressed).

MATERIALS: Flipcharts that give an overview on the training design and topics (the flipcharts that were used as an introduction at the beginning of the training can be used again).

TOPIC(S): Documentation of learning progress and feedback of participants to trainer and other participants at the end of a training (day) or section.

KIND OF EXERCISE: Group work.

DURATION: 1-2 hours.

2.4 Daily balance

BRIEF DESCRIPTION: The participants complete a worksheet on their impressions of the training day as it comes to an end.

THEORETICAL BACKGROUND: At the end of a training day, it is useful to encourage participants to reflect on what they have learnt, what they were most interested in and what they didn't like.

GOALS: Reflection of learning progress and lessons learnt.

SOURCE: Worksheets by Werner Stangl, available at www.arbeitsblaetter.stangl-taller.at/LERNTECHNIK/Lerntagebuch.shtml [01.04.2016].

DESCRIPTION: At the end of a training day, the trainer hands the participants a worksheet on their impressions of the day (see Materials). In doing so, he/she emphasises that the worksheet is private and won't be discussed in the rest of the group. Afterwards, they can, if they want to, share some of their thoughts with the other participants.

MATERIALS: Pens and worksheet (see ch. 6.1).

TOPIC(S): Self-reflection on learning progress.

KIND OF EXERCISE: Individual work and plenary work.

DURATION: 25 minutes.

2.5 Depicting paths

BRIEF DESCRIPTION: The participants draw a path or river that symbolises the training and mark milestones as well as positive or negative experiences.

THEORETICAL BACKGROUND: Especially when it comes to long-term training, a recall and reflection phase is important to give the participants the chance of giving in-depth feedback. Also, it helps participants to explore the things that support or hinder the learning progress.

GOALS: Reflection on the training process, milestones and supporting/hindering factors.

SOURCE: Common method, adapted by Maria Gutknecht-Gmeiner.

DESCRIPTION: Individually or in small groups, the participants can depict how the training went for them by drawing a path. On it they should mark milestones as well as positive and negative influences and factors. They can label them with words but they may also use symbols and drawings. The participants should be encouraged to be as creative as they want.

The metaphor used to trigger the creative process is a journey on a path or river. Additionally, guiding questions are formulated and should be answered symbolically by the resulting picture, for example:

- Which goals did we attain? (Where do we want to get at the end of the training?)
- What worked well? (How did we get to where we are now? Which resources did we use?)
- What helped in making progress? (When did we manage to travel faster?)
- Did any problems come up?
- What still needs to be done? What can we expect from future training days? (Where are we right now and what will happen in the near future?)
- Did we work well together? (What means of transport did we use when travelling together? Who was the driver? What was the fuel?)
- Which goals did we not attain, which did we forget? (What's off the beaten path? What can't be reached?)

Afterwards, the group discusses the pictures altogether. The reflection focuses on differences and similarities in the pictures. It is important to give the participants the chance to explain their pictures to avoid misunderstandings and misconceptions. The most important lessons learnt should be summarised and the conclusion should include a discussion on what could be done in reaction to the participants' comments.

MATERIALS: Flipcharts, markers and enough space.

TOPIC(S): Feedback of participants and reflection of training processes at the end of a training (day) or section.

KIND OF EXERCISE: Individual work, group work, plenary work.

DURATION: 1-1.5 hours.

2.6 Development portfolio

BRIEF DESCRIPTION: The participant creates and presents a portfolio that reflects his or her development process regarding the learning objectives. For this, he or she collects documents and pieces of evidence to prove the learning progress. Crucially, the portfolio should not only described what he or she has learnt, but also what he or she would still like to understand.

THEORETICAL BACKGROUND: This particular method shows the current learning progress by obtaining specific documents bound to a portfolio which can be reviewed by the participants. This application of the development portfolio mainly aims at career development. Not only may the portfolio be a tool for developing skills regarding teaching and developing during its creation, but it may also serve as an insight into its owner's development, how she or he usually works and when and how much knowledge was gained.

GOALS: Reflection of participants, documentation of learning progress, presentation of results.

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

DESCRIPTION: The creation of a development portfolio roughly goes through the following phases (See Materials).

1. Introductory phase
2. Material collection phase
3. Material processing, reviewing and selection phase
4. Reflection phase
5. Presentation phase
6. Publication phase (when applicable)

When starting a portfolio, it is important that certain aspects are fulfilled. These aspects require it to have a specific goal, a timeframe in which it should be completed, which medium it should facilitate and which of the incorporated elements are free versus predetermined.

REMARKS: The timeframe in which the portfolio is created is determined at the beginning of the training. It is usually a good idea to have its creation period span over the whole duration of the training (or semester). The portfolio might even be enriched over several learning periods so that the whole educational career is represented.

MATERIALS: Guidelines for the development portfolio (see ch. 6.2).

TOPIC(S): Documentation of the participants' learning progress.

KIND OF EXERCISE: Individual work.

DURATION: ---

2.7 Evaluating learning processes in a group

BRIEF 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 onto a piece of paper. Then, the respective sheets are handed anonymously to another group which presents them to the rest of the group.

THEORETICAL BACKGROUND: Having your participants working in groups will not only engage them more but it will also train their social skills. To get the most out of this activity it is recommended to reflect on the collaborative work after an assignment, or regularly during the duration of the programme. This is the only way your participants are able to develop sophisticated strategies and improve themselves to be able to better face their next assignment. Particular care should be applied when reflecting on how well the workflow was developed, the overall result and also the work attitude of all involved participants.

GOALS: Reflection on group processes and atmosphere and examination if the participants work productively in a group.

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

DESCRIPTION: This method is most effective after a group assignment has been finished that has drawn over more than one lesson. It may also be applied in between strictly separated sections. A couple of guiding questions assist the participants judging how well the overall assignment went and which aspects made the learning process easier. Furthermore, the team dynamic is also an aspect that should be contemplated upon during these questions.

1. What did I enjoy?
2. What did I not enjoy?
3. Which parts did I benefit the most from?
4. Who aided me the most?
5. Did I aid anybody else?
6. How was I involved in the assignment?

After the questions have been introduced to the participants, they split into groups and are kindly asked to write a one sentence answer to each question (See Materials). Each group is assigned a number that only the participants within a group know and all participants are instructed to write their number on their sheets. After this, all of the papers are collected and every group receives another group's collected statements. All groups are now asked to work through the sheets they were presented with and write a summary of them. This summary will be presented to the whole course and particular findings (for example, drastic differences) should be pointed out.

During the presentations the trainer should make notes on a flipchart about the most essential points. After all of the groups have finished their presentation they are given another 10 minutes to reflect on the question: "What should be different next time". Each of the groups' conclusions on this should also be noted by the trainer.

REMARKS: While the duration of this method highly depends on the number of participants it is likely to take at least 40 minutes.

MATERIALS: Guiding questions (see ch. 6.3).

TOPIC(S): Reflection on learning and training processes.

KIND OF EXERCISE: Group work, plenary work.

DURATION: 40 minutes.

2.8 Feedback on exercises

BRIEF DESCRIPTION: After an exercise, the participants rate their own performance on a self-evaluation questionnaire. The questions trigger self-reflection and can be addressed in the external feedback by the trainer or in a learning objective agreement.

THEORETICAL BACKGROUND: It is very valuable for participants to engage in a self-reflection process after a work assignment has been completed. To prevent the participants from getting stuck on exaggerated statements about their competence the trainer should aid them in making and presenting appropriate judgements about their abilities.

GOALS: Learning how to do an appropriate self-evaluation and follow-up of exercises.

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

DESCRIPTION: After a task or assignment is completed, the participants are given the self-assessment worksheet. They are asked to make short notes on the questions. It is important to explain the goal of the exercise to the participants - namely to obtain an accurate self-assessment which might be used in a feedback round with the trainer. The method can be combined with a learning goals agreement (see ch. 6.4).

REMARKS: If possible, the participants should produce this feedback by themselves after each assignment. The trainer should read these feedback worksheets, compare them with his/her notes, identify issues and talk to the respective participants about them.

MATERIALS: Feedback Worksheet (see ch. 6.4).

TOPIC(S): Reflection on training process and learning progress at the end of an exercise.

KIND OF EXERCISE: Individual work.

DURATION: 15 minutes.

2.9 Final meeting on a task with the trainer

BRIEF DESCRIPTION: After completing a task, the participants meet with the trainer to discuss their learning progress and lessons learnt.

THEORETICAL BACKGROUND: After completing a task, it can be very helpful for participants to reflect on their way of working and discuss their thoughts with the trainer. Thus, the participants become aware of their strengths and abilities as well as of their weaknesses and improvement potentials.

GOALS: Reflection of learning progress and lessons learnt, realisation of strengths and weaknesses.

SOURCE: Sandra Schneeweiß, adapted from Endres, Wolfgang/ Wiedenhorn, Thomas/ Engel, Anja (2008): Das Portfolio in der Unterrichtspraxis. Präsentations-, Lernweg- und Bewerbungsportfolio. Weinheim & Basel, Beltz.

DESCRIPTION: After a long-term task (such as creating a portfolio), each participant can meet the trainer for a final feedback meeting. The participants prepare themselves by completing the worksheet (see Materials) on their own. Following the structure of that worksheet, each of the participants then presents the results of the finished task in the meeting. The trainer gives feedback and focuses especially on the strengths and competences the participant has proven as well as on his/her ability to deal with problems.

MATERIALS: Pens and worksheet (see ch. 6.5).

TOPIC(S): Reflection on task fulfilment and working processes.

KIND OF EXERCISE: Discussion between trainer and trainee.

DURATION: 20 minutes.

2.10 Final reflection on a task

BRIEF DESCRIPTION: After completing a task in a group, the group members discuss their learning progress, contributions and lessons learnt.

THEORETICAL BACKGROUND: After completing a group task, the group members should schedule in some time to reflect on their achievements, the lessons learnt and the contributions and strengths of each person. By discussing their ways of working, they can learn from each other.

GOALS: Reflection on learning progress and each participant's strengths.

SOURCE: Sandra Schneeweiß, adapted from Pfeifer, Silvia (2011): Eine besondere Art der Kommunikation. Portfoliogespräche verändern meinen Unterricht. In: Brunner, Ilse/ Häcker, Thomas/ Winter, Felix: Das Handbuch Portfolioarbeit. Konzepte, Anregungen, Erfahrungen aus Schule und Lehrerbildung. Seelze, Klett.

DESCRIPTION: The trainer writes the following questions on a flipchart and encourages the participants to reflect on them:

- In which ways did you succeed particularly well?
- Which competences and strengths are you proud of?
- What would you do differently the next time?
- Which obstacles did you encounter and how did you get over them?

The participants gather in small groups (3 to 4 people) and discuss these questions with regard to the task they have just fulfilled. Afterwards, they can share their thoughts with the whole group.

REMARKS: This exercise is usually done after a task is fulfilled. However, it can easily be adapted and instead focus on the participants' performance during the course of the whole training.

MATERIALS: Flipchart and pens.

TOPIC(S): Reflection on (small) group work.

KIND OF EXERCISE: Group work and plenary work.

DURATION: 40 minutes.

2.11 Focused listing

BRIEF DESCRIPTION: The participants find a keyword that is essential regarding the topic of the training (for example “coaching” or “outcome-orientation”). Then they list related keywords 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.

THEORETICAL BACKGROUND: One of the objectives of courses and training is to impart basic knowledge on a topic including some important keywords. Using this exercise, it can be easily determined whether the objective was met or additional training might be needed. An advantage of this method is that it gives the trainer a quick overview on the participants’ level of knowledge regarding key concepts and terms. According to that, he/she can modify the training appropriately. However, it should be noted that the exercise might be experienced as an examination and might put some trainees under stress.

GOALS: Exploration of the participants’ learning progress and level of knowledge regarding certain key concepts/terms (“declarative knowledge”).

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

DESCRIPTION: The participants get a catchword as a starting point. In the simplest version of the exercise, it is completely sufficient to just write that catchword on a flipchart. If the word or concept has to be explained in more detail, the information should be printed on paper and handed to the participants.

The trainer then encourages the participants to list terms and concepts related to the catchword that come to their minds on a sheet of paper. He/she emphasizes that the exercise is not an exam but a playful way to evaluate the training. If necessary, he/she can limit the number of concepts/terms that are listed.

Evaluation: To evaluate the results, the trainer uses a “master list” which is based on his/her sample solutions. The simplest way to evaluate the participants’ lists is to count how many of the master list terms are in the participants’ lists. Afterwards, it can be assessed how many lists contain the right terms.

Another evaluation option is to assess which of the master list terms were never, rarely, often or always listed by the participants. To do that, the master list has to include those terms that are loosely analogous to the respective key word in brackets. For each word, the sum of the participants who listed the exact term - “sum” - as well as of those who listed any synonyms is calculated. In the evaluation list, the participants are just mentioned by numbers to keep them anonymous. Also, the master list contains some additional lines for appropriate terms that are listed by the participants but weren’t included in the master list.

The evaluation focuses on the respective keywords, not on the participants. Clearly, the objective is not to assess the individual performances of the trainees.

Variation: The method can be used before training begins, during the course of it or after it. So, the trainer can document the learning progress, but also decide on possible adaptations of the training. To support self-directed learning, following variations are recommended:

- The participants get the keyword as a home exercise, do the focused listing on their own and bring the results to the next training day;
- The participants work in small groups; or,
- In small groups, the participants write a follow-up list in which they compare the best list of the participants with the master list and discuss on what is still missing to make the participants' list perfect.

REMARKS: It is important to remind the participants that the exercise should be playful and is not meant to be an examination of their performance. Otherwise, they could be put under stress and show resistance. In line with that, the exercise is typically done anonymously.

According to the length of the list, the exercise may take a little longer or shorter. If an evaluation and feedback round is planned, 10 to 30 additional minutes should be calculated. However, the evaluation of the results should be done after the training.

MATERIALS: A topic or theme that was central for the training is to be chosen and described with one sentence or keyword. The topic shouldn't be too wide to limit the number of words and associations in the participants' lists. In any case, the participants' lists should fit on a single A4-sheet of paper.

In addition, a master list should be prepared (see below). It contains words and sentences that are associated with the model and represents a sample solution. Consequently, it is used to evaluate the participants' lists.

Example for a master list for the evaluation phase (see ch. 6.6).

TOPIC(S): Documentation of the learning progress at the end of training or in preparation of the next training session.

KIND OF EXERCISE: Individual work or group work.

DURATION: 10 minutes.

2.12 I can do that!

BRIEF DESCRIPTION: The trainer presents certain key features that are of importance in the present labour market. The participants then reflect on whether they already have these characteristics and how to document them.

THEORETICAL BACKGROUND: It is important to get to know your own abilities, strengths and weaknesses. For this reason, some time for self-reflection after an exercise should be calculated. This exercise focuses on competences that are crucial in the present labour market and breaks them down into several features to help participants reflect on whether they have them or not.

GOALS: Reflection and self-assessment of key features in the labour market.

SOURCE: Endres, Wolfgang/ Wiedenhorn, Thomas/ Engel, Anja (2008): Das Portfolio in der Unterrichtspraxis. Präsentations-, Lernweg- und Bewerbungsportfolio. Weinheim & Basel, Beltz.

DESCRIPTION: The trainer presents some key features that are of high relevance in the current labour market. Then, the participants complete a worksheet (see Materials) to reflect on whether they already show some of the respective attributes, on how to improve others and on how to prove that they have these attributes, using evidence.

Afterwards, the participants gather in small groups (3 to 4 people) and discuss their results. Each of the participants gets feedback on whether their chosen examples really prove the respective competence or not.

REMARKS: The worksheet can be easily adapted if trainers feel that certain features and competences are missing.

MATERIALS: Worksheet (see ch. 6.7).

TOPIC(S): Documentation of skills required in the labour market.

KIND OF EXERCISE: Plenary work, individual work and group work.

DURATION: 45 minutes.

2.13 Identify your competences

BRIEF DESCRIPTION: After completing a task, the participants reflect on the competences they had utilised during the task.

THEORETICAL BACKGROUND: It is crucial yet very difficult to understand and document one's competences. This exercise helps participants to identify their strengths as well as how to prove that they have these attributes using evidence.

GOALS: Reflection on one's strengths, documentation and evidencing them.

SOURCE: Sandra Schneeweiß, adapted from abz*austria Lerntagebuch, http://lerntagebuch.abzaustria.at [31.03.2016].

DESCRIPTION: After completing a task, the trainer writes the following questions on a flipchart:

- Which skills did I use to fulfil the task?
- When and how exactly did I use them?

Then, the participants have some time to reflect on these questions. To support them, the trainer can hand them cards labelled with key features so that they can decide on whether they have used the respective competence or not. Also, they get blank cards to mark additional competences that come to their minds.

Finally, the participants gather in small groups (3 to 4 people) and discuss the results of the self-reflection phase. Also, they give examples to describe the respective competences and argue where and how they have used them.

REMARKS: This exercise is usually implemented after a task is completed. However, it can easily be adapted so that it focuses on a task they have finished previously.

It can be sensible to add a quick-fire round in which the participants can state very briefly which of their competences they are most proud of.

MATERIALS: Pens, cards labelled with competences and empty cards (see ch. 6.8).

TOPIC(S): Documentation of skills required in the labour market.

KIND OF EXERCISE: Individual work and group work.

DURATION: 40 minutes.

2.14 Imaginary journey: My course

BRIEF DESCRIPTION: The participants close their eyes and are asked to imagine past experiences regarding the training course , for example when they first thought about joining the course or their first success in the training programme. They get a couple of seconds to relive that image before thinking of the next scenario. Afterwards, they can discuss the feelings that came up during the exercise.

THEORETICAL BACKGROUND: It is crucial to reflect on one's progress, e.g. lessons learnt, resources acquired and transferred knowledge. By doing so, we discover the skills and know-how we've acquired and can structure and connect them to those we have already had.

This exercise supports self-reflection in larger groups and gives participants a tool to transform negative emotions into positive ones.

GOALS: Relaxed and intuitive reflection on a training or a certain process.

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

DESCRIPTION: The participants make themselves comfortable and close their eyes. The trainer guides them through the exercise by describing certain scenarios regarding situations the participants have experienced over the course of the training. The participants should then call the respective situations to mind. After each of the images, the participants get about 20 seconds to reflect on them, before the next scenario is presented.

Such situations could be for example:

Remember when you…

- first thought about attending the training,
- had your first contact with the educational institution,
- were worried about XY at the beginning of the training,
- felt when you came here,
- met the other participants,
- had your first success,
- had your first failure or disappointment,
- had a memorable encounter with a younger (older) participant,
- shared something personal with another participant,
- experienced something funny,
- experienced something that could influence your well-being in a positive or negative way,
- realised that the training would be over soon.

At the end, the participants are encouraged to share their experiences and the feelings that came up during the exercise.

REMARKS: The participants can also be encouraged to write down their experiences and feelings and discuss them with the colleague sat next to them.

MATERIALS: List with (verbal) images to present the participants.

TOPIC(S): Reflection on training process at the end of a training (day).

KIND OF EXERCISE: Individual work, plenary work.

DURATION: 1 hour.

2.15 Interview checklist (qualitative interviews)

BRIEF DESCRIPTION: The interview checklist gives an overview on open and closed questions that can or should be asked in a qualitative interview serving quality assurance processes.

THEORETICAL BACKGROUND: A checklist helps to prepare an interview serving quality assurance processes. Many mistakes can be prevented by doing this.

GOALS: Holding high-quality interviews serving quality assurance processes.

SOURCE: Self-Evaluation in Adult Life Learning. Available at www.sealll.eu [09.03.2016].

DESCRIPTION: Many quality assurance methods depend a lot on interviews, for example with stakeholders. To ensure that they are of high quality, well-structured and able to provide the needed information, a checklist can be extraordinarily useful and should be given to the participants. Below is an example of such a checklist:

CHECKLIST	Open questions	Closed questions
Interview	• To gain insight and understanding • Administered among a relatively small group of people • To form ideas to serve as basis for further investigation	• To be able to choose between, or select solutions, options, actions • To be used for small to medium sized groups of respondents • To reach decisive conclusions or to identify clear options for further surveys
Questionnaire	• To gain insight and understanding • To get a picture of the support for particular ideas or experiences • To be administered among medium size groups of people • To form ideas to serve as basis for further investigation	• To be able to choose between, or select solutions, options, actions • To be used for large groups of respondents • To get a clear picture of majorities and minorities supporting the issues raised • To reach decisive conclusions

The list includes a matrix that clarifies the purposes of open and closed questions in an interview or in a questionnaire. As a quick test, ask colleagues for comments or try a dry run with someone from the target group.

MATERIALS: Printed checklists to hand them out and pens to take notes.

TOPIC(S): Developing interview guidelines and questionnaires.

KIND OF EXERCISE: Plenary work.

DURATION: 30 minutes.

2.16 Learning conference with peers

BRIEF DESCRIPTION: The participants complete a worksheet to reflect on their learning experiences and share their thoughts with a small group of peers.

THEORETICAL BACKGROUND: "Learning conference" describes a meeting of participants to exchange their thoughts on their learning progress and to support each other. The learning conference members can learn from peers and understand alternative learning processes and strategies. Also, the experience might help the participants explain their way of working and the problems they have encountered to others.

GOALS: Understanding and arguing of learning progresses and different ways of working.

SOURCE: Common method, adapted by Sandra Schneeweiß.

DESCRIPTION: The participants gather in small groups (3 to 4 people). Each of the participants then completes a worksheet (see Materials) to reflect on his/her learning progress before they discuss their thoughts in the small groups. It is important to state and discuss the rules for respectful interactions and discussions in groups.

Afterwards, the participants can share some of their thoughts with the rest of the group.

MATERIALS: Pens and worksheet (see ch. 6.9).

TOPIC(S): Self-reflection on learning progress.

KIND OF EXERCISE: Group work and plenary work.

DURATION: 45 minutes.

2.17 Learning diary

BRIEF 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. The diary helps the participants to reflect on their progress (and to collect pieces of evidence for a development portfolio).

THEORETICAL BACKGROUND: Reporting on one's progress on learning and education may yield unexpected benefits. This method capitalises on this and proposes a continuous self-reflection process. To aid this it is very helpful to engage yourself repeatedly in reviewing your current situation (regarding knowledge gain and influences), going through the topics at hand, working with a group, etc. Since this is a conscious act of shouldering some responsibility yourself, it will deepen the insight into the content of the course.

GOALS: Self-reflection and enhancement of learning skills.

SOURCE: Bastian, Johannes / Combe, Arno / Langer, Roman (2007): Feedback-Methoden. Erprobte Konzepte, evaluierte Erfahrungen. Weinheim & Basel, Beltz; Berghoff, Daniel (2013): Schulisches und betriebliches Wissen im Lerntagebuch verknüpfen. Available at www.qualiboxx.de/wws/schulisches-und-betriebliches-im-lerntagebuch.php [20.04.2016]; Bednarz, Sigrid / Schmidt, Evelyn (2008): Arbeitsprozessorientierte und gendergerechte IT-Ausbildung. Handreichungen – Umsetzungsempfehlungen – Beispiele für die Praxis. Bertelsmann, Bielefeld.

DESCRIPTION: At the start of any course, the participants are gifted either a notebook or a ring binder in which loose pages can be collected. After that the trainer elaborates the concept of a (learning) diary and introduces them to a selection of guiding questions which in turn should be entered into the participants' diary as headlines. Those questions should be selected in advance by the trainer and may also be handed out instead of written down. The frequency with which entries are created is suggested by the trainer and it is recommended to do them on a daily (workday) or weekly basis. To keep the participants from being agitated by extra effort, which may lead to poor entries, it is sensible to reserve some time during the training for this task.

The diary may also serve as an evaluation criterion at the end of the respective project which may help introverted participants.

When introducing the diary, the following topics should be covered: goal of the diary, diary evaluation, frequency and location of entries. The entries themselves may be freely formulated or templated.

The participants may also be provided with self-reflection tasks. See Materials below for example questions for those tasks.

The evaluation of the diary is done by each participant presenting his or her entries to a subset of the whole group. This should include short discussions and any findings are to be noted on moderation cards that are then distributed across the room. After all participants have had their entries discussed the whole group invests some time in investigating the different notes.

One of the added values of this task is that the participants may discover other participants that perhaps struggle less with certain tasks than themselves. That may lead to a fruitful knowledge transfer or collaboration.

REMARKS: This method can also utilise some sort of online e-learning platform if facilitation of physical media is not desired. This has the added benefit of being more readily available to the trainer for evaluation purposes.

This method should be repeated during the training course and the trainer should especially help participants who find themselves unable to properly express themselves in a written form.

It is not necessary to have excessively lengthy essays in the diary.

The diary may also be the basis for a personal feedback discussion between the trainer and a participant.

MATERIALS: Booklet with templates (see ch. 6.10) and enough cards for the evaluation phase.

TOPIC(S): Reflection on and documentation of the participants' learning progress.

KIND OF EXERCISE: Individual work, group work.

DURATION: ---

2.18 Learning goals agreement

BRIEF DESCRIPTION: In an early phase of the learning process, trainer and trainee establish 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 attain the goal. At the end of the process, they can meet again and discuss if the objectives were met.

THEORETICAL BACKGROUND: If participants and trainer agree to a fixed set of goals a sense of responsibility and transparency is created. It also shows that the course will require both sides to achieve progress and it gives the participants the feeling of being taken seriously. The goal agreement itself may be viewed as roadmap with a fixed point of reference and can be used to compare how well expectations and goals have been reached or what it will take to reach them. When agreeing on and evaluating learning goals, the individual competences of the participant should be kept in mind.

GOALS: Exploring the participants' level of satisfaction, identifying objectives and possibilities to attain one's goals.

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

DESCRIPTION: Trainer and participants agree on a fixed set of goals that have been developed for each client individually (See Materials). This agreement should take place after a short introduction but with enough time left in the training to account for eventual adaptions.

- Step 1: Which goal do you want to set for this timeframe? (See "Setting SMART Goals") How can we determine if you have achieved said goal?
- Step 2: How can I assist you in reaching your goal?
- Step 3: What do you have to do in order to reach your goal?

After the training a follow up meeting is necessary to discuss the participant's progress. In this meeting the degree of goal fulfilment, detrimental and helpful factors and similar observations should be identified and noted.

MATERIALS: Template for learning goal agreement, worksheet on SMART goals (see ch. 6.11).

TOPIC(S): Exploring the participants' expectations and reflection of participants on their level of knowledge and learning progress.

KIND OF EXERCISE: Discussion between trainer and trainee.

DURATION: 45 minutes.

2.19 Mind map

BRIEF DESCRIPTION: Mind Mapping is a structured way of brainstorming alone or in a group of people. It gives each of the participants the chance to engage in an open discussion on a specific topic.

THEORETICAL BACKGROUND: The technique of mind mapping supports and enhances learning skills, creative problem solving and information recording. The tool is perfectly designed for thinking through complex problems and for presenting information in a format that shows the overall structure of the subject.

GOALS: Collecting and organizing ideas and knowledge on a question or a topic.

SOURCE: Self-Evaluation in Adult Life Learning. Available at www.sealll.eu [09.03.2016].

DESCRIPTION: After choosing a topic of interest, the brainstorming starts and every thought and sub-ideas should be written down. Afterwards, these links should be categorised, arranged and weighted. It is recommended to use

- single words or simple phrases,
- symbols and images,
- colour to separate different ideas, and
- cross-links.

This exercise helps to bring everything on the table, to decide what is important, to recognise new aspects and to collect ideas.

A finished mind map can look like the example attached (see Materials).

REMARKS: It should be ensured that each of the participants has the chance to contribute his/her ideas fully.

MATERIALS: Sheets of paper and marker pens. Example for a finished mind map (see ch. 6.13).

TOPIC(S): Reflecting on any kind of topic, getting a picture of situation, finding solutions.

KIND OF EXERCISE: Individual work, pair work or group work.

DURATION: 30 minutes.

2.20 Reflection on the learning progress

BRIEF DESCRIPTION: After completing a task, the participants can rate what they've learnt by completing a short questionnaire containing questions such as "Which tasks did you complete?" or "What did you do when you encountered obstacles?".

THEORETICAL BACKGROUND: To examine their learning progress and the quality of training processes, it is crucial that participants reflect on what they've learnt and where their weaknesses are. Also, they should be encouraged to think about ways and possibilities to get support in facing their problems. Such a reflection is especially sensible after a training section is completed.

GOALS: Evaluation of learning process and examination of one's learning progress (as a basis for a meeting of trainer and trainee).

SOURCE: Monira Kerler, adapted from pilot Q:LAB.

DESCRIPTION: After a training section is completed, participants should be given some time to reflect on what they have learnt. For this, the participants receive worksheets which the trainer and the trainees quickly go through together to avoid any misunderstanding.

It is important to give the participants enough time to complete the worksheets. They can also do that at home, as long as it is done promptly after the training course.

The reflection could constitute the basis for a meeting of the trainer and the trainees. The questions on the worksheet can even be used as an interview guide for such a meeting. It is important to note that the completed worksheets can only be copied for further use if the respective participant explicitly agrees with it.

REMARKS: It is totally sufficient for the participants answer the questions in brief sentences. However, if they feel it is necessary to trigger a more in depth self-reflection to prepare for the meeting with the trainer, they can also write longer answers.

MATERIALS: Worksheet (see ch. 6.15) and pens.

TOPIC(S): Examination of the participants' learning progress and reflection on the training processes.

KIND OF EXERCISE: Individual work.

DURATION: 45 minutes.

2.21 Self-evaluation: Active cooperation

BRIEF DESCRIPTION: At the beginning of the training course, the participants get a list of questions regarding their active cooperation and social behaviour (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. During the training, they will re-evaluate themselves on the same questionnaire multiple times without making it public. This enables them to see their own progress.

THEORETICAL BACKGROUND: If a meaningful résumé about the training’s quality is to be gained, the current state needs to be compared to the target (ideal) state. To measure these states, distortion, free, clear and well-known rules and evaluation criteria are necessary as they are more likely to be honoured. This is also true for the participants’ behaviour and social competences. Facilitating self-reflection techniques may therefore improve the participants’ ability to reflect on critique, judge themselves and help them to better interact with each other.

GOALS: Encouraging participants to self-reflect on their active cooperation and their input into the training; making the evaluation criteria transparent.

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

DESCRIPTION: At the beginning of the training, semester, or any other timeframe in which a block of training takes place, the trainer hands out questionnaires. After completing these questionnaires, the participants are then asked to keep them. This will result in them having a set of questionnaires which they can use to check and track their progress during the course.

In order to ensure that the participants know the goal of the questionnaire, questions should be read together with the trainer and any criteria (Which behaviour is expected from them?) should be explained in detail. The trainer makes sure to answer any questions completely. Otherwise, the outcome’s quality will be detrimentally influenced.

During their first round of filling out the questionnaire, the participants will gain a deeper insight into how much they currently meet the criteria (current state). After an agreed upon time, this test is repeated. In order to exchange different views, the participants may team up in pairs and discuss their observations about each other.

After the training, the participants will have collected a good number of questionnaires which will provide them with a good impression of their progress in the different topics. (Where were my weaknesses in the beginning? In which aspects did I improve a lot?)

Variation: The questionnaires might also be collected by the trainer after each round. Armed with these, he or she can then compare this with his or her own notes. This also gives him/her the opportunity to identify participants who would benefit from a private meeting with the trainer.

REMARKS: This method lends itself particularly well to training that stretches over longer time periods. The cases in which it has been used have shown that most participants are quite capable of judging their progress accurately. For this method to work properly, it is important to make sure that the questionnaires catch the important aspects of the training. Otherwise, the trainer might end up with very accurate data on a topic he/she wasn't covering.

MATERIALS: Template for self-evaluation (see ch. 6.16).

TOPIC(S): Reflection on training processes in the course of the training.

KIND OF EXERCISE: Individual work, pair work.

DURATION: 20 minutes.

2.22 Short questionnaire

BRIEF DESCRIPTION: Even if there isn't plenty of time to get 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?".

THEORETICAL BACKGROUND: Currently, questionnaires are a fixed part of any training course. More often than not they will be created, distributed and evaluated by a dedicated training institution. Should that not be possible, it is up to the trainer to get a short written anonymous feedback by providing a questionnaire.

GOALS: Getting short feedback (in written form) from the participants on the training in general, or certain aspects of it.

SOURCE: Common method, adapted by Maria Gutknecht-Gmeiner.

DESCRIPTION: After completing a training course, the participants are asked to fill in a short questionnaire regarding the training. In this respect, it is best to stick to only a few questions (about five). Depending on the specific circumstance it might be sensible to ask either open and/or closed questions. Be aware that open questions might yield more and stronger statements about the training. Hence it is sensible to at least ask one open question like "In addition, I'd like to say:…".

In order to get the participants to actually fill in the questionnaire appropriately, it is important to ensure that their answers will be read. By doing this, the trainer ensures them that the feedback will be valued and reacted upon accordingly. Since open questions are the ones that have the greatest potential to yield revealing data, you should pay attention that the participants do complete them. A remark on the questionnaire itself can also reaffirm this.

The kind of questions that should be asked is a direct result of the trainer's interests. He or she might resort to a standard questionnaire if only very general feedback is of interest. This tactic might be especially useful to trainers who are not provided with a questionnaire by their respective organisation, but nevertheless want to keep a record of their training's quality (see the Materials).

If a more specific kind of feedback is desired, the trainer might opt to create a very specific questionnaire to tackle special issues that he or she feels are crucial. Also, this approach fares very well if new methods are put in place to check if they succeed in an actual training environment. Since the aforementioned standard questions are likely covered by the training organisations, it will often be sensible to use this kind of feedback mechanism since it allows for questions that provide feedback on specific methods of the trainer.

REMARKS: One of the advantages of these questionnaires is that they usually require little time and effort while they still provide separate feedback by every participant. One of the disadvantages, however, is that the participants can show a certain reluctance to questionnaires. This can often be traced back to poor facilitation of the provided feedback. But if the questions are formulated in such a way that they concern the very core of the trainer's topics and he or she conveys this to the participants effectively, they may then provide very valuable information. The questionnaires may also be combined with qualitative feedback methods. When planning to use such a questionnaire, enough time to evaluate and interpret it should be calculated in.

MATERIALS: Short questionnaire (see ch. 6.17). If the questionnaire is handed out as in hard copy, a sufficient number of them have to be printed; if the participants complete the questionnaire online, it has to be programmed using appropriate software.

TOPIC(S): Getting the participants' feedback at the end of the training or during it.

KIND OF EXERCISE: Individual work.

DURATION: 5 minutes.

2.23 Snowballing

BRIEF DESCRIPTION: People write their feedback or opinions on a topic on a sheet of paper. Then, they pass it to the next person who gets the chance to comment on the statement and add his/her own ideas.

THEORETICAL BACKGROUND: The "wisdom of the crowd" means the collective opinion of a group of individuals rather than a single expert. It is obtained by not only asking different people with different backgrounds but by letting them discuss and add their ideas to the others' inputs.

GOALS: Getting multi-faceted feedback from different people and profiting from the "wisdom of the crowd".

SOURCE: Self-Evaluation in Adult Life Learning. Available at www.sealll.eu [09.03.2016].

DESCRIPTION: A topic important to quality assurance is brought up. Further, a specific question has to be posed to the group. In several rounds, each person gives his/her opinion which is shared on a sheet of paper. The paper is passed to the next person or notes are done on a flipchart. In this way it can influence the way people think as well as their opinion in the subsequent round. In the end, you will have a picture of what people think about the topic, which ideas they have and what is considered to be more/less important.

Example:

- Goal: To develop a common view on what good vocational training looks like.
- Question: What do you think are important features of good mentoring?
- Process: Everybody is invited to add one feature to a list that will then be written on a flip-chart.

When your turn comes round again, you may also add a tick to one of the points already mentioned by others, but not yourself. We will make at least two rounds of the group; then, in the final round, everybody is asked to tick the three features they think are the most important.

In this way we get an overview of the:

- Important features of good vocational training;
- Support of the respondents for the particular points mentioned; and
- Relative importance of the points as indicated by the respondents.

MATERIALS: At least one sheet of paper and pens.

TOPIC(S): Exploration of people's opinions.

KIND OF EXERCISE: Group work.

DURATION: 30 minutes.

2.24 Traffic light questionnaire

BRIEF DESCRIPTION: Both trainer and trainee complete an evaluation questionnaire to rate the trainee's performance. They rate the pre-assigned 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 evaluations are compared and discussed.

THEORETICAL BACKGROUND: If trainer and trainee don't reflect on different assessments of the participant's performance, his/her learning progress can be impeded. The method focuses on exchanging the assessment of one's skills by both oneself and others. Therefore, both parties get the chance to understand the perspective of the other one. Misunderstandings as well as notable differences in their perspectives should be thematised and discussed. Also, if the traffic light questionnaire is used on a regular basis, changes and progress can be easily detected.

GOALS: Systematic and structured comparison of the participant's and the trainer's assessment of the participant's performance.

SOURCE: Pilot ML-QUES, BIBB.

DESCRIPTION: In advance, the trainer lists the skills, competencies and know-how that should be imparted to the participants over the course of the training. The trainer, as well as the respective trainee, go through the list separately and colour the skills according to how much they think the trainee shows them. Colouring a skill red means there is a lot of room for improvement, colouring it yellow means the participant shows it sufficiently, and colouring it green means the participants clearly shows it.

The results are then compared and discussed. Both trainer and trainee should get the chance to argue and exemplify their opinion.

Ideally, the method may initiate a learning objective agreement until the next meeting. At the very least, the traffic light questionnaires should be saved to enable trainer and trainee to see learning progresses overtime.

REMARKS: Ideally, the method should be implemented regularly. If the traffic light questionnaires are kept, they can be compared and progress can be detected over time.

The participant should have the chance to complete the questionnaire undisturbed and alone. However, it can be a good idea to first go through the questionnaire and explain what's meant by each point to avoid any misunderstanding.

MATERIALS: Traffic light questionnaire and pens in red, yellow and green. Example of traffic light questionnaire regarding a paint shop (see ch. 6.18).

TOPIC(S): Feedback of participants at different points of time.

KIND OF EXERCISE: Individual work, discussion between trainer and trainee.

DURATION: 45 minutes.

2.25 Training thermometer

BRIEF DESCRIPTION: The trainer asks the participants to rate the training course, or certain aspects of it. The participants can evaluate their satisfaction by sticking points to the respective sections of a thermometer which is shown on a poster/flipchart: the higher their satisfaction, the higher the temperature they choose.

THEORETICAL BACKGROUND: Often, there isn't a lot of time at the end of a training to get in-depth feedback from the participants. This exercise is a quick and easy way to get a broad overview on the participants' general mood.

GOALS: Quantitative feedback on the training process and improvement potential.

SOURCE: Common method, adapted by Maria Gutknecht-Gmeiner; Thermometer-Feedback on degree of goal attainment: See Reischmann, Jost (2006): Weiterbildungs-Evaluation: Lernerfolge messbar machen. Augsburg, ZIEL.

DESCRIPTION: The participants are encouraged to give feedback on the training in general, or on specific aspects of it. In the simplest version of the method, a flipchart or placard is presented on which a thermometer is drawn. Then, the participants can give their feedback by sticking points or drawing dots: The higher the temperature they mark, the higher their satisfaction with the training. As such, the feedback is given in a quantitative way.

Alternatively, up to six different questions regarding different aspects of the training can be posed. For each aspect, a thermometer is drawn on a flipchart. For example, there can be different thermometers to rate the content, methods used and group atmosphere. Even more specifically, the participants can be asked to rate certain exercises or working materials. Another variation of the method is to ask the participants to self-assess to see if they have met their own objectives.

The training thermometer is done at the end of the training (day). However, there can also be a short group discussion afterwards as the participants may feel the need to explain their ratings. The trainer should take pictures of the training thermometer(s) and add them to the training documentation.

REMARKS: The method at hand is quick, easy and can even be done when time is very limited. While it gives a broad overview on the participants' feedback, it should be kept in mind that only a very limited number of questions can be posed. Qualitative statements would have to be gathered separately. Also, the exercise shouldn't be mistaken for an objective way to rate the participants' learning progress, as it is based on their subjective opinions and self-ratings.

MATERIALS: Flipcharts with questions and thermometers, pens or stickers.

TOPIC(S): Documentation of participants' feedback at the end of a training (day) or section.

KIND OF EXERCISE: Group work.

DURATION: 5 minutes.

2.26 What is good (further) education?

BRIEF DESCRIPTION: In small groups, the participants write the key features of "good" education or further education on a placard. The flipcharts are then presented in the group.

THEORETICAL BACKGROUND: The participants' perspective on the training is crucial to locate improvement potentials. The method enables trainers to collect information on the participants' expectations and needs as well as their individual suggestions and, consequently, to discern weaknesses of the training and facilitate the trainees' participation in learning.

GOALS: Discern the participants' perspectives on key features of good education and agree on learning objectives.

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

DESCRIPTION: The participants write a single answer to the question "What are the key features of good (further) education?" on small cards (5 minutes).

Then, small groups (3-4 participants) get together. By sticking their cards on a piece of paper, each group designs a "Perspective on good education" (15 minutes). They can also use colours, symbols or drawings to emphasise their points and to highlight what is most important for them.

Finally, the groups present their respective flipcharts (5 minutes per group) before they discuss the following questions in the group:

- What will bring us closer to our goal of good education?
- What do we (and what does the trainer) have to do specifically to attain that goal?

The trainer moderates the discussion and notes suggestions on a flipchart (15 minutes). Afterwards, the participants can prioritise the collected suggestions (for example, each participant can be given four stickers to highlight those four suggestions that are most important for him/her).

REMARKS: Alternatively, the participants can be given at the beginning of the exercise cards with pre-formulated suggestions and choose those they agree the most with. They can also be encouraged to note additional statements.

When working in small groups, the participants can also be invited to assign the statements to different categories on the placard, such as (1) goal fully attained, (2) goal sufficiently attained, (3) goal not attained, and (4) goal attainment can't be assessed.

MATERIALS: Enough small cards, large pieces of paper, flipcharts, (felt) pens and glue.

TOPIC(S): Reflection on training and educational processes at the beginning of a course.

KIND OF EXERCISE: Individual work, group work, plenary work.

DURATION: 45 minutes.

2.27 Reflection with cards

BRIEF DESCRIPTION: Trainees gather in a circle in the end of the day and give their feedback.

THEORETICAL BACKGROUND: "The Kirkpatrick Four-Level Training Evaluation Model helps trainers to measure the effectiveness of their training in an objective way. The model was originally created by Donald Kirkpatrick in 1959, and has since gone through several updates and revisions. The Four-Levels are as follows: reaction; learning; behaviour; results." (https://www.mindtools.com/pages/article/kirkpatrick.htm).

GOAL: Giving group feedback.

SOURCE: Common method.

DESCRIPTION: This method is used as a feedback opportunity after each day of the training course. This is part of the evaluation process of the training.

The trainer spreads abstract cards (colourful or thought provoking, for example, from the board game Dixit) on the floor and the participants should choose one abstract card and describe:

- Why they have chosen that card?
- How they feel at the end of the day?
- What they liked/disliked during the day?
- What could be improved over the next few days?

REMARKS: “Dixit” is a board game offering delightful and thought-provoking entertainment for friends and family and developing creative thinking. Any kind of ‘abstract’ cards could be used. The idea is to use creativity and imagination of the participants and to analyse why they have chosen the particular card and how they reflect on the image of the card.

This reflection could be applied at the end of each day of the course. It serves as a checkpoint for the trainer how the course is going.

MATERIALS: General abstract cards or pictures for printing out (see ch. 6.19); for samples of Dixit cards, see: http://en.libellud.com/press

TOPIC(S): Giving feedback.

KIND OF EXERCISE: Individual work.

DURATION: 30-45 minutes.

2.28 Pizza

BRIEF DESCRIPTION: Participants evaluate the whole training process.

THEORETICAL BACKGROUND: "The Kirkpatrick Four-Level Training Evaluation Model helps trainers to measure the effectiveness of their training in an objective way. The model was originally created by Donald Kirkpatrick in 1959, and has since gone through several updates and revisions. The Four-Levels are as follows: reaction; learning; behaviour; results." (https://www.mindtools.com/pages/article/kirkpatrick.htm). Evaluating training effectiveness is important because it sheds light on four aspects. They include: How well the training program met the learner's needs and objectives, what knowledge and skills it has imparted to learners, what desirable change it has brought in the learners' performance and what organizational benefits it has yielded.

(http://blog.commlabindia.com/elearning-design/training-evaluation#sthash.xdbKZHAI.dpuf)

GOAL: To evaluate the whole training course - the programme, learning outcomes, trainees' satisfaction, trainer's model of training, learning materials (accommodation and food could also be evaluated).

SOURCE: Common method.

DESCRIPTION: This method is used as feedback after the training course. The trainer draws a pizza on a flipchart sheet and each slice of the pizza is a learning unit/module or topic to be evaluated. Each participant should put a mark on each slice of the pizza according to their satisfaction: the closer to the centre the higher evaluation is, the closer to the edge the less satisfied you are.

REMARKS: After evaluating the training course and learning outcomes the trainer could make debriefing to give clear view about the overall picture.

MATERIALS: A flipchart sheet with pizza drawn on it, markers. For an example of a reflection pizza, see ch. 6.20.

TOPIC(S): Documentation of learning results/outcomes.

KIND OF EXERCISE: Individual work.

DURATION: 15 minutes.

2.29 Learning partners

BRIEF DESCRIPTION: The training activities are discussed on a daily basis by the participants who are divided in couples.

THEORETICAL BACKGROUND: "The Kirkpatrick Four-Level Training Evaluation Model helps trainers to measure the effectiveness of their training in an objective way. The model was originally created by Donald Kirkpatrick in 1959, and has since gone through several updates and revisions. The Four-Levels are as follows: reaction; learning; behaviour; results." (https://www.mindtools.com/pages/article/kirkpatrick.htm). The Learning Partners method is based on peer learning and helps to analyse the learning outcomes with a different perspective.

GOAL: Giving feedback, sharing knowledge and experience in a safe environment.

SOURCE: Common method.

DESCRIPTION: The trainer divides participants in pairs chosen randomly. Each participant has his own learning partner during the training. After each day of the training the learning partners discuss with each other if they are satisfied with the content, something new they have learnt and what they could share from their past experiences. During this peer review they could also share what they liked and/or disliked during that day.

REMARKS: The method is applicable on each day of the course. Each participant could take notes while sharing with the peer and make a "learning diary", then present his/her insights with the other trainees and the trainer in the end of the course.

For long-term training, peer sessions could be organised once per week. If the training is blended or e-learning, training sharing could be done via various of communication channels, e.g. Skype, Facebook, Google Hangouts, etc.

TOPIC(S): Discussing learning outcomes in the end of each day, sharing knowledge, analysing training effectiveness.

KIND OF EXERCISE: Pair work.

DURATION: 30-40 minutes.

3 SELF-REFLECTION METHODS FOR TRAINERS

3.1 Quick check of curriculum and atmosphere

BRIEF DESCRIPTION: Trainers can use a list of quick-check questions to self-evaluate their performance in training. The trainer should answer these questions honestly after multiple training sessions. That gives him or her the chance to keep track of their progress.

THEORETICAL BACKGROUND: Whilst self-reflection occurs in our daily lives, it will probably not be systematic and it will usually be triggered by an unexpected change in the training course. So, it is useful to have systematic self-reflection after each lesson to discover gaps and uncertainties before they influence a training session.

GOALS: Self-reflection by trainer and preparation of the next training session.

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

DESCRIPTION: If a trainer has never worked with this method before, he/she should pick five to seven questions (see Materials for examples). It is important to try to identify questions that are most important and to use those.

After the session, the trainer should relax and work through the questions that he/she has picked previously while taking notes on his/her impressions of the lesson. Some examples of questions are below:

- Which aspects stand out to you?
- What would you like to do differently next time?
- Are there aspects that you feel you have to control more?

An interesting exercise can be to work through the questions multiple times to see if the trainer's focus shifts towards different topics. As soon as he/she feels confident with his/her starting questions, the trainer can try adding new ones to the self-reflection or choose fresh questions if they want to set a new focus.

REMARKS: This particular exercise requires a certain level of knowledge on the how-to of training and the effects of training methodology. Nevertheless, some of the questions are well suited to prepare oneself for the upcoming training lesson. In particular that goes for questions regarding structuring of tasks, learning strategies and documentation.

MATERIALS: Quick check questions (see ch. 6.23).

TOPIC(S): Self-reflection on the curriculum and training atmosphere at the end of a training (day) or section.

KIND OF EXERCISE: Individual work.

DURATION: 15 minutes.

3.2 Reflection on learning tasks

BRIEF DESCRIPTION: After the trainees have completed a task, the trainer takes a thorough look at how the students completed it. Then he/she reflects on the suitability of the task (for example "Were the trainees able to understand performance requirements?" or "Are there personal characteristics that change participants' performance?"). In that way, the trainer can develop suggestions for future exercises.

THEORETICAL BACKGROUND: After a learning task is completed, the trainer should reflect on how the trainees have done so. That helps him/her to give the participants thorough feedback and leaves the possibility of adapting the task or instruction if needed. It is important to keep different characteristics in mind: people often have different ways to solve problems and thus have different needs when it comes to understanding and completing tasks under instruction.

GOALS: Assessment and self-assessment regarding the completing of learning tasks.

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

DESCRIPTION: Upon completion of a task, the trainer takes a look at the participants' results. Then, he/she completes the questionnaire (see Materials). In order to get the greatest benefit from this method, the questionnaire should be filled in very carefully and soon after the training session, while any thoughts and ideas are still fresh.

The proposed self-reflective questions aid the trainer in evaluating whether his or her expectations regarding the task assignments have been met. Any deviations or irregularities should be easily identifiable when examining the answers. With this knowledge, the trainer can make appropriate changes to future task assignments.

REMARKS: To implement this method, it is essential that the trainer can either make his/her own observations of the participants' performances and problem-solving strategies, or get the respective information from other trainers that may be involved.

Ideally, the exercise can be combined with the participants' "feedback on exercises" (see 2.8). Both the participants' feedback and the trainer's observations can be used as a basis for a feedback round.

MATERIALS: Worksheet (see ch. 6.25).

TOPIC(S): Reflection on learning progress at the end of a learning task.

KIND OF EXERCISE: Individual work.

DURATION: 20 minutes.

3.3 Peer observation

BRIEF DESCRIPTION: The training session is observed by colleagues who evaluate the performance of the trainer and identify possible areas of improvement.

THEORETICAL BACKGROUND: Evaluation through peer observation, or 'sitting in on class' means that the trainer gets a critical view on one's own training or teaching behaviour with the help of colleagues. Routine behaviour often leads to "blind spots", which, by principle, can only be seen when shifting the focus.

GOALS: Reflection of specific aspects of teaching with the help of colleagues; adoption of the criteria framework.

SOURCE: Schiersmann, Christiane / Bachmann, Miriam / Dauner, Alexander / Weber, Peter (2008): Qualität und Professionalität in der Bildungs- und Berufsberatung. Bertelsmann Verlag, Bielefeld; Kempfert, Guy / Rolff, Hans-Günter (2000): Pädagogische Qualitätsentwicklung. Ein Arbeitsbuch für Schule und Unterricht. Beltz, Weinheim/Basel.

DESCRIPTION: Peer observations consist of one of the colleagues of the trainer sitting in on a class while the trainer is teaching his/her course. It is essential that this is agreed to (by written agreement) prior to the observation so that the trainer is aware.

The written agreement should be about the:

1. aims and expectations of the exercise, and
2. specific aspects that should be observed and analysed.

After sitting in on class, a debriefing and evaluation takes place which happens according to the upfront agreement. It is recommended to draft the observation evaluation together with colleagues and to sit in on each other's training.

REMARKS: The duration depends on the duration of one training session, additionally the time of the debriefing. The tool is also very helpful for teachers who have little teaching experience.

You can find ideas, templates and literature (in German language) here:

http://pikas.dzlm.de/upload/Material_AS/Feedback_und_Evaluation/Vorbereitung_Unterrichtsreflexion.pdf

http://pikas.dzlm.de/upload/Material_AS/Feedback_und_Evaluation/Hospitationsprotokoll_Unterrichtsreflexion.pdf

http://pikas.dzlm.de/upload/Material_AS/Feedback_und_Evaluation/Nachbereitung_Unterrichtsreflexion.pdf

Short movies about sitting in on classes and experience reports (also German language):

http://bildungsserver.berlin-brandenburg.de/10394.html

PREPARATION/MATERIALS: The specific areas of observation need to be agreed on beforehand, as well as the evaluation scheme that will be used (e.g., response to participant's questions/answers/statements, reaction to conflicts, comprehension of teaching methods, participant interaction).

For an example of an observation evaluation, see ch. 6.26.

TOPIC(S): Getting analytical feedback from colleagues.

KIND OF EXERCISE: Peer evaluation.

DURATION: ---

3.4 Teaching squares

BRIEF DESCRIPTION: Four educators team up and work out a schedule of observing each other taking a class. They are there to learn and to look out for tips and methods they could incorporate into their own teaching. After completing the classroom visits, they reflect individually on what they have learned from others that they could incorporate into their own teaching, what they want to continue doing, and what changes they have made in their own teaching as a result of their observations. Finally, they meet for lunch and share the results of their reflections, whilst offering feedback.

THEORETICAL BACKGROUND: Teaching Squares was developed as a technique to allow peers to review each other's work, gathering ideas and suggesting alternatives to fellow educators. Teaching Squares is not intended as a technique to deliver large amounts of criticism, but to highlight positives whilst fostering open discussion about alternatives.

GOAL: The goal of the Teaching Squares feedback method is to achieve and maintain excellence in teaching by allowing educators to experience other teaching styles, as well as getting peer-to-peer feedback. The scheme is designed to be open and transparent so that the educators are fully aware of the criteria used to judge their sessions.

SOURCE: Quality, Standards, and Marketing Directorate, Warrington Collegiate / Common method.

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.

The date and time of the observation is agreed between teaching square partners during a pre-observation discussion at which time a particular theme could be identified if appropriate. Teachers attend the lesson and use their observation time to establish new techniques that they could use in their lessons, as well as highlighting potential points of discussion.

After the observation, reviews should be held between the teacher and the observer, such that feedback can be very specific. At the end of the process, the four teachers can come together and hold a more general feedback review session. If used in a larger context, the outcome of teaching squares could be used to inform staff development and identify areas of good practice within an institution.

REMARKS: The duration is up to 12 teaching slots, and time for post-observation discussion.

KIND OF EXERCISE: Peer review.

DURATION: ---

3.5 Peer guidance: Two options for Intervision

BRIEF DESCRIPTION: A selected member out of a group of colleagues presents a current "case" or problem they have. After that, peers give any insights or solutions they have. Finally, the comments are summarised and the person who presented the case in the first place makes a final statement.

THEORETICAL BACKGROUND: Intervision, or peer guidance, is a method of dealing with problems found in daily vocational practice among a group of peers. In regular meetings, the group gets together and the participants counsel each other. Thus, each of them profits from the knowledge, experience and creativity of the others. The intervision starts with the description of a specific case and follows a clear structure.

GOALS: Guidance and support of each participant.

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

DESCRIPTION: As the case or problem is presented, the group of peers can either call out whatever comes to their mind regarding the problem (the "Balint-Group-Model"), or offer one sentence as a response, one at a time (the "Intervision Star").

Variant 1: Balint-Group-Model

The basis for this variant lies with the Freudian free associations and is suitable for groups between 5 and 10 people. One of the group acts as a moderator who is responsible for sticking to the meeting structure, time requirements and positive attitude between participants. The other team members act as counsellors and sit opposite the moderator and the person presenting the case – the 'stakeholder'.

The process follows a rigid structure (see Materials): The stakeholder illustrates his or her issue or goal while everybody else is listening. After this, the group of counsellors may talk freely while the stakeholder listens until a fixed amount of time has passed. Note that even vague or odd statements should be voiced. After this period, the moderator summarises the comments to the best of his or her abilities after which the stakeholder voices their conclusions.

Variant 2: Intervision Star

This variant is similar to the Balint-Group-Model but has an even more rigid structure and is suited for groups between 8 and 20 people.

The group of participants forms a half circle around the stakeholder and the moderator. After this, everybody is given the right to speak one at a time. Every participant may ask exactly one question or voice a remark until it his or her turn to speak again. He or she may not ask any follow-up questions that might arise until the others have had their say. The comments and questions should be as concise and specific as possible. The person who currently has the right to speak may forfeit their turn but will have to wait until the next turn if he/she changes his/her mind.

REMARKS: For both variants, feedback is to be seen as collaborative suggestions. The stakeholder then has the option of implementing the ideas in daily practice.

MATERIALS: Notebook, script on intervision frameworks (see ch. 6.23). Also, a moderator has to be chosen.

TOPIC(S): Feedback and reflection amongst peers.

KIND OF EXERCISE: Group work.

DURATION: 1-1.5 hours.

3.6 Self-reflection through video

BRIEF DESCRIPTION: During training sessions trainers can record specific sections. They can then analyse the recording afterwards and use this analysis as a starting point for self-reflection, evaluation and improvement of their training methods.

THEORETICAL BACKGROUND: Training observation by colleagues (peers) is an excellent method for obtaining professional feedback. It is, however, not always possible to organise these observations because of time or other constraints. Recording training – also a well-known method in 'train-the-trainer' scenarios to detect strengths and areas of improvement – can be used as an alternative for peer observation in order to enhance self-reflection in trainers and/or to support peer feedback in situations where colleagues are not able to conduct an observation in person. Given the simplicity of obtaining good quality video footage by using smart phones, this method can easily be used to complement other forms of observation, feedback and self-reflection.

GOAL: The method provides a good evidence base for self-evaluation of training by trainers. Looking back at what happened during a training session can be an eye-opener and enhances self-reflection and professional development. If colleagues are involved in the analysis, the method also supports professional exchange and peer feedback.

SOURCE: Maria Gutknecht-Gmeiner.

DESCRIPTION: 1) Pick a (common) situation in your training practice that you would like to analyse. Reasons for choosing a particular training sequence can vary depending on your needs and interests. Some options:

- Choosing situations where you repeatedly experience problems in your training;
- Particular parts of training sessions that you deem crucial (e.g. beginning and end of training);
- Using the method when experimenting with new training approaches and settings.
- Use it in order to gain more insight on one's training for self-assurance of training quality and continuous professional development.
- It can be interesting to analyse training settings in which you are particularly successful to better understand what makes you successful and how to further develop strengths.

It is recommended to focus on a (rather) short, specific training situation (5-10 minutes max.) in order not to overburden the activity. Watching, rewatching and analysing videos takes time and effort, so limit yourself and take one step after the other. It is better to repeat the method than tape whole training sessions as you may not find enough time and energy to analyse the videos.

2) Further define what exactly it is you want to investigate: formulate concrete questions, identify what your goals are, what assumptions you have about the training sequence (what works, why or

why not?) and what quality indicators could look like. Put this down in writing and create an observation/analysis grid. Reserve time for analysis in advance.

3) Before you start, make sure that videotaping does not interfere with the training situation, explain your reasons for it to participants and obtain explicit consent of everyone involved to use this method. Making sure that (data and privacy) rights of participants are protected is a precondition for using this method. Also explain what happens with the video-footage afterwards. As a rule, these kinds of videos will be deleted once they have been analysed. If you plan to use them for other purposes or display them to third parties, this should be clarified. Certainly, if the videos are displayed publicly, written consent of participants will be necessary.

4) Set up the video equipment in a part of the room from which the activities you want to record can be seen. Alternatively, you can also ask one of the participants to record for you.

5) Proceed with the training and record the planned section. Perhaps set an alarm clock in order not to forget to turn the camera off after the specified section has finished.

6) If possible, take down some notes and first impressions immediately after the session.

7) Find a quiet and place where you will not be disturbed as you watch the video. It is advisable just to watch straight through for a first general impression while taking notes of the most salient issues. Then re-watch the video (perhaps even several times – each time with a different focus, if necessary) and take notes in the prepared grid (see Materials) until you have covered your questions. If possible, try to make sense of what you observed and draw conclusions for future action. Also note down any open or further questions that have come up while watching the video.

REMARKS: There are variations to this method, especially when it comes to how and with whom trainers conduct the analysis of the video:

Variation 1: Involve a colleague (or even a small group of colleagues) in the analysis of the video. The method then also includes peer exchange and peer feedback, which enriches the experience.

Variation 2: Watch the video with participants (all participants involved or a selected group; during training or in a special setting) in addition to watching it on your own. Exploring the participants' perspective is particularly helpful for expanding on open questions that might have remained after self-analysis. In addition, this variation enhances the participants' active role in the teaching and training process and encourages their own self-reflection regarding the training.

MATERIALS: Professional video camera and stand (tripod), connection to computer or other playing/projecting equipment for videos. Personal devices, such as a smart phone or a tablet can be used if professional equipment is unavailable or too expensive.

TOPIC(S): "Crucial points" in teaching and training process.

KIND OF EXERCISE: Individual work.

DURATION: Recording the session: 5-10 minutes; analysis and conclusions: 1-2 hours.

3.7 Quality Development Interview

BRIEF DESCRIPTION: The Quality Development Interview outlines a structured professional discourse between colleagues on their quality portfolios.

THEORETICAL BACKGROUND: The Quality Development Interview was developed by the Swiss Professional Association of Supervision, Coaching and Organisational Consulting to provide its participants a quality assurance tool. It is based on regularly held professional discussions in which two or more practitioners discuss their personal quality portfolios and their consistent orientation towards to professional guidelines. It is based on existing structures and easy to implement.

GOAL: Examination of quality portfolio and professional guidelines; reflection on one's personal development.

SOURCE: Reglement zur Qualitätssicherung und Qualitätsentwicklung bei BeraterInnen BSO, available at www.bso.ch [21.04.2016]; Österreichischer Verband für Supervision und Coaching OEVC; SFV Schweizerischer Feldenkrais Verband.

DESCRIPTION: The quality development interview focuses on one's professional and quality development. In regular professional discourse, colleagues examine their personal quality portfolio and their compliance with professional guidelines (or similar).

The individual 5 elements of the portfolio are defined as follows:

5 Elements of the portfolio	
Concept of training	Which attitudes, which theories etc. lie beneath the training actions?
Contract procedure	How are aims stipulated, agreements made etc.?
Evaluation and feedback by participants	Regarding satisfaction, achieving aims, efficacy and so on
Reflection of training performance and of the ongoing training process	Is there any regular intervision, supervision etc.?
Further education	Does the trainer undergo professional development, e.g. at seminars, conferences etc.?

The collected information is then used to create a comprehensive quality portfolio which gives the counsellors a solid overview on their performance. The quality portfolio comprises of all documents (principles, concepts, proof, forms etc.) and, as the case may be, further individual elements, for example references on teaching activities, professional publications, networks. The quality portfolio should be made available for everybody involved, as well as supervisors.

REMARKS: The method should be repeated every two to three years.

MATERIALS: Documents necessary for portfolio, worksheets on introductory questions, Ideas for introductory questions and template for the fact of the interview (see ch. 6.14) and pens.

TOPIC(S): Feedback and reflection among trainers.

KIND OF EXERCISE: Peer review.

DURATION: 1.5 hours.

4 FEEDBACK METHODS

4.1 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. This form of feedback is commonly used for coaching and support.

Theoretical background: The purpose of the Feedback Sandwich technique is to provide meaningful and constructive criticism, whilst highlighting the positives. The theory suggests that this makes whoever is receiving the feedback more responsive, increasing the probability that the criticism will be taken on board.

GOAL: To provide structured and constructive feedback which gives criticisms alongside positives.

SOURCE: Common method / Helen Robinson, Staff Development Partnership, University of Leicester.

DESCRIPTION: The Feedback Sandwich should be seen as a method to deliver feedback that is structured and constructive. Anyone about to give feedback can think of the Feedback Sandwich and then evaluate whether it would be a good technique to use in their situation.

Feedback rules:

1. Come prepared
2. Appreciate the person
3. Choose your words carefully
4. Make sure your compliments are authentic
5. Challenge the behaviour
6. Support constructive change
7. Deliver your feedback with positive intent
8. Swap personal critiques for constructive criticism
9. Do not be condescending
10. Avoid blame
11. Be aware of how the feedback will be received
12. Do not use this repeatedly for the same issue

Example:

Positive statement 1

You really did an excellent job with that report - everybody has been very impressed! I particularly enjoyed the section where you outlined XYZ.

Constructive feedback

In the future, it would be better to avoid naming people that are not aware that they will be in the report. They might not want to put their name to it.

Positive statement 2

You write in a fluent style, and it is great that you put so much thought into this; many people are going to benefit from it!

REMARKS: Use per occasion, when short, verbal feedback is recommended.

KIND OF EXERCISE: Group work, pair work, plenary work, peer review or discussion between trainer and trainee.

DURATION: ---

4.2 BEEF

SHORT DESCRIPTION: BEEF stands for **B**ehaviour, **E**xample, **E**ffect, and **F**uture. When BEEF is used to provide feedback, the 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.

THEORETICAL BACKGROUND: In design, BEEF is similar to the STAR method for answering interview questions (Situation, Task, Action, Result). The goal of BEEF is to make sure that feedback and quality assurance is consistent and relevant.

GOAL: Consistency in feedback delivery.

SOURCE: Common method.

DESCRIPTION: BEEF stands for Behaviour, Example, Effect, and Future. When BEEF is used to provide feedback, the 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.

Behaviour

It is important to recognise initially what behaviour you are addressing. Is it a positive or negative?

The following shows examples of negative and positive behaviours:

"During the class on Monday, when you gave your presentation, you were uncertain about two of the slides, and your calculations were incorrect."

"During the group assessment, you ensured that everyone was focused and that everyone had handouts in advance. All of your research was correct, and the team worked well."

Example

Aim to use measurable information in your description of the behaviour. This helps to ensure that your comments are objective.

Effect

What was the result of the Behaviour during the given Example? Make sure that positive feedback is measured proportionally to success, and ensure that you do not critique harshly but provide constructive criticism if something did not go according to plan.

Future

Part of your feedback should always include what you would like to see in the future. If the feedback is positive, it is as simple as saying that things should continue as they have been. If it is constructive, give an example of what you would like to see differently, and how delivery could change in the future.

REMARKS: BEEF is best used consistently over the course of a study period, or period of employment.

KIND OF EXERCISE: Group work, pair work, plenary work, peer review or discussion between trainer and trainee.

DURATION: ---

4.3 Feedback pledge

BRIEF DESCRIPTION: A feedback pledge is a way to ensure integrity and authenticity in feedback. The pledge is a way to transform feedback into an open and transparent process of intellectual engagement.

THEORETICAL BACKGROUND: A feedback pledge constructs a firm basis on which a trainer/student relationship can build. If both parties are very aware of the feedback they will receive or create, it ensures clarity and that any feedback is developed rather than undistinguished.

GOAL: This tool gives students a platform on which feedback should be received, and indicates that feedback will be consistent and fair over the course of the teaching programme.

SOURCE: Flexible Formative F3EDBACK, a student-led consultation on feedback at the University of Sheffield.

DESCRIPTION: A feedback pledge is a way to ensure integrity and authenticity in feedback. The pledge is a way to transform feedback into an open and transparent process of intellectual engagement. This example of a Feedback Pledge comes from Flexible Formative F3EDBACK, a student-led consultation on feedback at the University of Sheffield.

An example of a teacher's feedback pledge:

1. I will be honest and direct in my criticism

By criticising some aspects of your work, I am engaging you in a dialogue on academic standards. I will not flinch from criticism, but I will anchor it, where possible, to constructive, formative advice.

2. I will not offer praise lightly

My feedback will not include empty compliments. When I do offer praise on some aspect of your work, it is because it achieves a high standard that would be worth replicating in future assignments.

3. My feedback is based on informed opinion

My knowledge is by no means exhaustive and my opinion is but one of many perspectives on the subject. I welcome challenges to my opinion so long as they are well argued.

4. My feedback will be enquiry-led

I will frame my feedback around questions for further enquiry and provide guidance, wherever possible, towards sources and strategies for consideration.

5. I encourage you to respond to my feedback

Feedback should be treated as the starting point of a process of interpretation, use and, if necessary, dialogue. If you would like clarification or further advice, please ask!

In this context, a teacher is giving feedback to a student. It can be used in a very similar situation regarding IT trainers providing feedback to students. Additionally, it can be used when you are self-reviewing, to ensure that individual feedback is also effective.

The feedback pledge should be published to the students as a handout, and may benefit from being added to the school/class website so students are regularly reminded of the feedback they will receive.

REMARKS: Length of an assignment. For example, a teaching term.

KIND OF EXERCISE: Discussion between trainer and trainee, pair work, plenary work

DURATION: ---

4.4 Stop, Start, Continue

BRIEF DESCRIPTION: This feedback technique looks at what a trainer or group should stop doing, should start doing, and should continue doing.

The Stop, Start, Continue technique is a quick, easy and effective tool that can help trainers obtain feedback, evaluate performance, prioritise and create action plans. It is effective for non-billable work, productivity and generic issues as well as individual evaluation.

THEORETICAL BACKGROUND: The purpose of the Stop, Start, Continue technique is to foster direct and respectful communication between teams or individuals. Teams can use this model to develop a balanced perspective of areas of improvement, areas of strength and areas of opportunity as they relate to team objectives, behaviours and performance.

The Stop, Start, Continue model is also very effective in interpersonal conflict situations. Based on the identification of specific behaviours, individuals can use the method to help identify and isolate their concerns and perceived supporting behaviours.

GOAL: Facilitate a Start / Stop / Continue discussion if you want to:

- Get feedback from a group or team
- Do a checkpoint in the middle of a project to see how things are going
- Hold a debriefing at the end of a project

SOURCE: Leicester Learning Institute, University of Leicester / Steffen Landauer, Hewlett Packard.

DESCRIPTION: This form of feedback is most commonly used in a group setting. To make sure that the feedback task runs well, it may be helpful to think of the following:

DISCUSSION GROUND RULES

Set some rules regarding the open dialogue. You want people to feel ok about talking about controversial subjects, and you want them to speak up about ideas they have that they may not have felt there was time and space to discuss previously.

ROOM SET-UP

It is a good idea to have three flipcharts so that ideas can be sorted into each category. This helps the group to voice ideas about all three areas and you will get a better distribution of ideas. For example, if you begin by asking about all the things that the group wants to “stop”, they may spend a lot of energy on that and/or run out of time by the time you ask what things should “continue”.

PRIORITISE

Save time at the end of the discussion for the group to reflect on all the input and determine what they as a group want to act on.

What are we / am I doing that is not working? (Something we/I should STOP)

This technique can be used in a variety of ways for IT trainers. Questions that are worth asking are: What is hurting my programme/business? What activities or tasks are unproductive for me? What can I delegate to others?

All of these items belong in the STOP category.

What should we/I put in place to improve on something? (Something we/I should START)

Eliminating unproductive tasks should free up some time so that people can START something new. What have I been meaning to do, but haven't gotten around to? What services can I add that would be beneficial for my students? Consider what you enjoy doing and what you are good at, as well as what might make your clients happy.

These items belong in the START category.

What is working well (Something we/I should CONTINUE doing)

Finally, recognise what activities, tasks and behaviours you presently engage in that have led to success. What is working? On what do your students comment positively?

Continue doing these things.

MATERIALS: Three flipcharts or large pieces of paper, pens, sticky notes.

TOPIC(S): Delivery of a project, work for a client, trainers doing self-assessment.

KIND OF EXERCISE: Group work.

DURATION: 1-2 hours per large project.

4.5 Analysis of force fields

BRIEF DESCRIPTION: To evaluate their learning process, the participants state what helps and what hinders them in profiting from the training.

THEORETICAL BACKGROUND: The analysis of force fields traces back to the psychologist Kurt Lewin and helps with understanding problems and planning solution processes. The method is crucial in both training and business development processes and allows to understand the supporting and hindering factors in different situations.

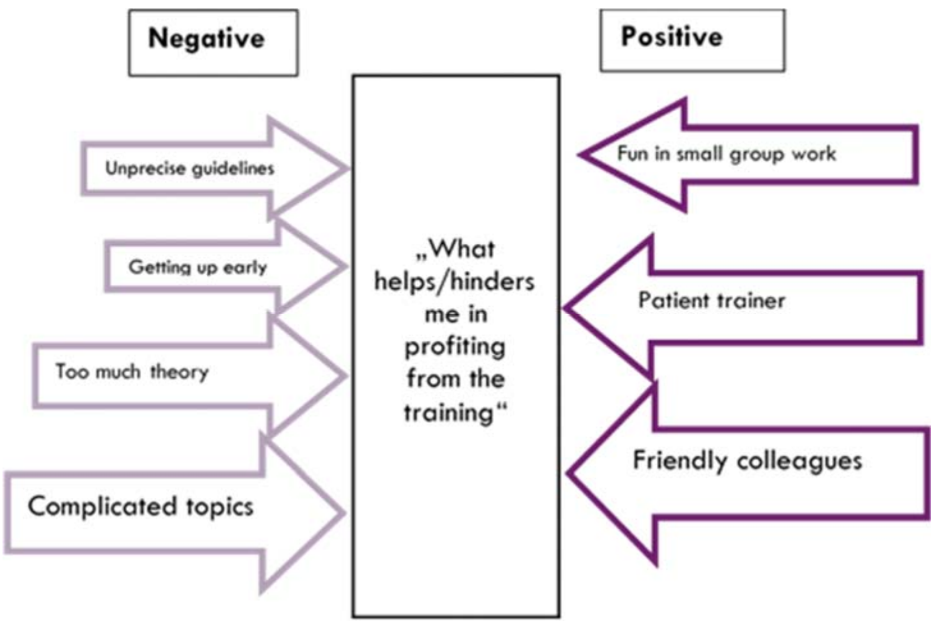
GOALS: Anticipating possible obstacles as well as positive factors, weighing pros and cons of a given situation.

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

DESCRIPTION: The participants/trainees give their feedback on the training/education. For this, the trainer asks structuring questions such as:

- "What helps and what hinders you in profiting from the training/education?"
- "What helps and what hinders you in having a positive attitude towards the training/education?"

Then, the participants gather in small groups, each around a flipchart, and collect all of the helping and hindering factors (positive and negative forces). Based on that, the forces are drawn on the flipchart as smaller or bigger arrows, accordingly labelled, as seen in the example below:



In the course of designing the flipchart, the small groups reflect on the results. Structuring questions can be:

- "Which differences/similarities exist between the forces and our viewpoints?"
- "How can we deal with hindering factors (negative forces)?"
- "How can we profit the most from the training/education?"

Afterwards, the results are presented and discussed in a group session. Altogether, the participants try to find ways to improve the situation by strengthening positive and weakening negative forces. To support the brainstorming process, the flipcharts can be hung up somewhere clearly visible.

Questions that can be asked to structure the process could be:

- "What should the trainer do to improve the situation?"
- "What can the participants/trainees do to profit the most (or: have the most fun) over the course of the training/education?"

REMARKS: The method is very versatile and can be used to discuss different topics/situations. It will probably take longer but is very helpful when it comes to explore complex situations/problems that affect different stakeholders.

MATERIALS: Flipcharts (if needed with prepared questions), paper and pens.

TOPIC(S): Quality of training/education or individual learning progress, at the beginning or end of a training session.

KIND OF EXERCISE: Group work and plenary work.

DURATION: 1 hour.

4.6 Feedback in small groups

BRIEF DESCRIPTION: In small groups, the participants talk about feedback questions the trainer has written on a flipchart. Afterwards, they present their results (and any differing opinions) to the rest of the group.

THEORETICAL BACKGROUND: Many feedback instruments result in feedback that is very similar/common. Social pressure, assumptions on socially desired conduct and a lack of anonymity can mean that valuable opinions of individuals are missed. When feedback is discussed in small groups, a more intensive analysis and more comprehensive feedback is triggered.

GOALS: Qualitative feedback and the participants' self-reflection.

SOURCE: Common method, adapted by Maria Gutknecht-Gmeiner.

DESCRIPTION: The participants gather in small groups. The trainer asks them for feedback on the training. Ideally, he/she presents structuring questions which are written on a flipchart that is easily seen by everybody. The questions can be very general ones, such as:

- "What did we like the most?" (with laughing emoticons)
- "What did we like the least?" (with sad emoticons)
- "What did we miss?"
- "What could have been skipped?"
- "We would like to add…"

Alternatively, the questions can be about very specific topics, methods, the group atmosphere, etc.

Small group discussions should last for around 10 minutes. The small groups write their main results on a flipchart, but also note conflicts and differing opinions. Then, the flipcharts are presented to the whole group. This gives the other participants a chance to comment on each other's' statements. The trainer leaves the statements uncommented, but moderates the process and asks, if needed, developing questions. However, plenary discussions between the participants are allowed.

At the end, the trainer can summarise the main points and document the flipcharts.

REMARKS: This exercise is suitable for middle-sized groups. The advantage of the method is that the feedback is given in the "safe" environment of the small groups which prevents individuals becoming too heavily exposed. That is crucial when the participants don't want to express something negative or critical, perhaps because of social pressure or out of fear of negative consequences. In addition, working in small groups allows a more in-depth discussion and analysis of the training. However, that's why the exercise highly depends on sufficient time resources and the participants' ability to work in a group in an appropriate way.

MATERIALS: Flipcharts and markers.

TOPIC(S): Feedback of participants at the end of a training or day.

KIND OF EXERCISE: Group work.

DURATION: 30 minutes.

4.7 Walk and talk

BRIEF DESCRIPTION: The participants stand in a circle and give short, spontaneous comments about the training. Then they – as well as the other participants – walk closer to the centre of the circle, according to how strong they can agree with the comment.

THEORETICAL BACKGROUND: "Walk and talk" is suitable when quick and open feedback is required. The feedback given is qualitative, but the method gives an estimate of the quantitative distribution of the answers. It is a playful activity which engages the participants.

GOALS: Getting basic feedback (qualitative and quantitative).

SOURCE: Common method, named and adapted by Maria Gutknecht-Gmeiner.

DESCRIPTION: The participants stand in a circle, while the trainer stands a little outside of it. The participants are then invited to express short, spontaneous statements about the training. While doing so, they walk 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).

There is no order, the participants can state their opinions whenever they want to. Also, they can mention two or more things if they want to.

The trainer observes what is happening. If needed, he or she should take notes.

REMARKS: This exercise is similar to the method "Flash Feedback" (see ch. 4.11). Both are very open and depend on spontaneous reactions of the participants rather than their answers to pre-formulated questions. Thus, both exercises are suitable to get information on the topics that are important to the participants.

However, "Walk and Talk" is more playful, engaging and faster than "Flash Feedback". It is a very fast way to get an impression of the degree that the participants can agree with different statements. Also, there might be a greater variety of statements than in "Flash Feedback", as repeating something that was previously said is not required.

MATERIALS: None, but it should be ensured that enough free space is available.

TOPIC(S): Feedback of participants at the end or during a training course.

KIND OF EXERCISE: Group work.

DURATION: 10 minutes.

4.8 Content – Process - Atmosphere

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

THEORETICAL BACKGROUND: To get feedback regarding specific topics or methods, a structured and visual method is recommended. Also, this exercise has the potential to engage the participants.

GOALS: Getting feedback on certain elements of the training, triggering self-reflection among the participants.

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

DESCRIPTION: The trainer draws a circle on a flipchart, divides it into three segments and names each segment: content, process and atmosphere. The participants get red and green cards and are invited to write negative feedback regarding the respective segments on the red and positive feedback on the green cards. They are reminded that it is best to write just one statement per card and to do so in large and easily read writing. The feedback should be precise and can be illustrated with examples. Then, the cards are pinned on the corresponding segment of the circle. To give the participants enough time to brainstorm and formulate their statements, at least 10 minutes need to be calculated for this stage.

Then, the group discusses the statements altogether, focusing for example on the distribution of red and green statements or the accumulation of specific statements. Also, implications for future training sessions can be discussed. The trainer doesn't comment on the statements, but listens, moderates and poses – if needed – development questions. It is important to not only focus on the negative statements but to emphasise positive aspects as well.

The trainer can take pictures of the resulting flipchart and/or document what is written on the cards. The conclusions drawn can be documented as well.

Variation: Depending on what the trainer is interested in, the segments can be labelled differently. Thus, the method can also be used to get feedback on the trainer himself/herself, on specific methods, or specific sections of the training.

REMARKS: This method is not suitable for larger groups as that would require a great deal of time. The advantage of the method is that the trainer gets varied, qualitative feedback from each of the participants, as well as from the group as a whole.

MATERIALS: Flipchart with a circle divided into segments (labelled according to the interest of the trainer), red and green cards and marker pens.

TOPIC(S): Feedback of participants at the end of a training or day.

KIND OF EXERCISE: Group work.

DURATION: 30 minutes.

4.9 Evaluation target

BRIEF DESCRIPTION: On a target, the participants can rate different aspects of the training by sticking points closer to the outer ring or closer to the bull's eye.

THEORETICAL BACKGROUND: The evaluation target is a pedagogically valuable method which addresses mind, intuition and emotion of participants/trainees. The visual instrument is easy to understand and allows for very fast assessments. Differences and similarities can be detected easily, especially when they are substantial.

GOALS: Broadly evaluating the training/course/education.

SOURCE: Bastian, Johannes / Combe, Arno / Langer, Roman (2007): Feedback-Methoden. Erprobte Konzepte, evaluierte Erfahrungen. Weinheim & Basel, Beltz; Rabenstein, Reinhold / Reichel, René / Thanhoffer, Michael (2001): Das Methoden-Set. 5 Bücher für Referenten und Seminarleiterinnen: 4. Reflektieren. Münster, Ökotopia.

DESCRIPTION: The evaluation target is a multi-level-feedback-instrument. The participants/trainees rate different aspects of the training/education (such as atmosphere, content and methods) on a target drawn onto a flipchart. They can do that by sticking points (or drawing dots) closer to the outer ring, if they rate it in a negative way, or closer to the bull's eye if they rate it in a positive way.

Afterwards, the group as a whole discusses positive and negative aspects. The trainer leaves the statements more or less uncommented, but can ask development questions if needed.

REMARKS: This exercise can be used once at the end of the training or regularly during the training course. When analysing the results, it is important to take all of the points/statements seriously. For this reason, enough time should be calculated to give the participants the chance to explain their feedback. Alternatively, if anonymity should be kept, the group can still speculate together what any outliers may mean and why the distribution of the points is the way it is.

MATERIALS: Flipchart with prepared target and enough stickers/pens. For an example of what an evaluation target could look like see ch. 6.21.

TOPIC(S): Feedback of participants at different points in time.

KIND OF EXERCISE: Group work.

DURATION: 30 minutes.

4.10 “Field” feedback

BRIEF DESCRIPTION: Four flipcharts with the numbers 1 to 4 are placed far apart at different spots in the room. The trainer then reads aloud different statements about the training. 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.”).

THEORETICAL BACKGROUND: At the end of the training session, it is important to give participants the chance to rate what they liked and didn’t like about the training. This exercise allows trainers to get qualitative as well as quantitative information and to easily detect distributions of the participants’ opinions. Additionally, he/she can invite the participants to explain their answers. For this reason, the exercise is suitable for trainers who want to self-evaluate their performance. Also, it is a useful and engaging alternative to the “short questionnaire”.

GOALS: Getting qualitative and quantitative feedback and triggering the participants’ self-reflection.

SOURCE: Rabenstein, Reinhold / Reichel, René / Thanhoffer, Michael (2001): Das Methoden-Set. 5 Bücher für Referenten und Seminarleiterinnen: 4. Reflektieren. Münster, Ökotopia. Adaptations by Maria Gutknecht-Gmeiner.

DESCRIPTION: Four flipcharts with the numbers from 1 to 4 are placed far apart at different spots of the room. There should be enough space that half of the group can gather around each of the numbers.

Also, the trainer writes two to five evaluation questions on a flipchart that is easily seen by everybody.

The trainer reads aloud the first question and explains the rating system: If the participants totally agree with the statement, they should gather around flipchart 1; if they don’t agree at all, they should gather around flipchart 4.

For this reason, the participants can easily show how much they agree with the question by going to the respective number. As soon as everybody has decided on a number, the resulting small groups can quickly exchange their opinions and explain the reasons that led to the respective decision.

After 2 to 4 minutes, the trainer invites the small groups to summarise aloud what they have discussed. If needed, the trainer can document the answers.

Then, the trainer asks the other questions following the same pattern.

REMARKS: The method is also suitable for larger groups if enough space is provided. Regarding content, this exercise is very open. On the one hand, the questions can be very general, for example, on the participants’ satisfaction with the training as a whole. On the other hand, they can also be more precise and focused, for example, the learning progress of the participants or their opinion on the possibilities of transferring the lessons learnt into daily practice.

MATERIALS: Enough space, flipchart with evaluation questions, paper sheets (at least A4) or flipcharts with numbers 1 to 4 and a notebook to document the answers.

TOPIC(S): Feedback of participants at the end of a training or day.

KIND OF EXERCISE: Group work.

DURATION: 15-30 minutes.

4.11 Flash feedback

BRIEF DESCRIPTION: One participant is given a ball and, by that, the right to speak. He or she gives the trainer a quick and short piece of feedback before throwing the ball to another person.

THEORETICAL BACKGROUND: "Flash feedback" combines the issues of participation, evaluation and feedback and helps to improve the open communication and group cohesion in learning groups. Openness, honesty and trust are fostered, transparency is reinforced. Also, the participants may improve their self-perception and learn to understand their own behaviour patterns.

Flash feedback is a fast and effective way of open communication and triggers eager participation. It is important that the trainer, as well as the participants, support democratic communication and group processes.

GOALS: Getting feedback on the training or training sections by each and every of the participants and explore differences as well as similarities between the participants' opinions.

SOURCE: Bastian, Johannes / Combe, Arno / Langer, Roman (2007): Feedback-Methoden. Erprobte Konzepte, evaluierte Erfahrungen. Weinheim & Basel, Beltz; Rabenstein, Reinhold / Reichel, René / Thanhoffer, Michael (2001): Das Methoden-Set. 5 Bücher für Referenten und Seminarleiterinnen: 4. Reflektieren. Münster, Ökotopia; Reich, Kersten (2007) (Ed.): Methodenpool. Available at www.methodenpool.uni-koeln.de [20.04.2016].

DESCRIPTION: One participant is given a ball (or a similar object) and, by that, the right to speak. The other participants have to let him/her speak uninterrupted and just listen.

The person with the ball makes short feedback comments, either freely or structured by questions that channel the participants' statements. The trainer as well as the other participants do not comment on the statements that are made.

Then, the participant throws the ball to another person; they now have the right to speak. The process continues until each of the participants has had the chance to contribute something.

Then, the whole group can comment on the statements or discuss which conclusions could be drawn.

It can be wise to offer structuring questions. However, to implement the Flash Feedback method, it is important to ask just one single question, such as:

- How did you feel in the group?
- What did you like / didn't you like?
- What influenced your level of cooperation in a positive / negative way?
- What insights did you gain in the course of the training?

REMARKS: This exercise can also be used regularly during the training programme. In that case, the feedback should be documented so that they can be presented in a concluding plenary session.

The flash feedback method is also suitable for larger groups. It should be taken into consideration that the duration of the exercise depends highly on the size of the group.

MATERIALS: Object that can be thrown and caught easily (such as a ball).

TOPIC(S): Feedback of participants at the end of a training session or day.

KIND OF EXERCISE: Group work.

DURATION: 30 minutes.

4.12 Plus – minus – question mark

BRIEF DESCRIPTION: The participants 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 ("?") any questions that were left open.

THEORETICAL BACKGROUND: This exercise is a very quick way to get basic feedback and to detect improvement potentials (for example, for future training). The trainer can quickly get feedback on one to three questions. In addition, it gives participants the valuable chance to ask further questions that were left open during the training course.

GOALS: Getting basic information, serving as summative or formative feedback.

SOURCE: Common method, adapted by Maria Gutknecht-Gmeiner.

DESCRIPTION: The trainer places flipcharts marked with a plus ("+"), a minus ("-") and a question mark ("?") in the room, easily seen by everybody. Then, the participants are invited to give their feedback, while the trainer notes on the Plus-Flipchart what they liked a lot about the training, on the Minus-Flipchart what they didn't like too much and on the Question-Mark-Flipcharts any questions that were left open. When the participants state something that doesn't fit the Plus-Minus-Scheme, it can be added to the Question-Mark-Flipchart as well.

Each of the participants should have the chance to give his/her feedback, but they are asked to keep it short and simple. When several participants have the same opinion on something, the trainer can just draw a line next to the already mentioned statement.

Variation: The exercise can be combined with the exercise "Flipcharts with open questions". The respective flipcharts with open questions are for this divided into three segments labelled with a "**+**", a "**-**" and a "**?**". In that case, the exercise will take a little longer, but the feedback will be thorough and detailed.

REMARKS: This exercise takes from 20 to 30 minutes and is only suitable for small or middle-sized groups. In larger groups, some of the participants won't have the chance to have their say. However, in case the group is too large, the exercise can be combined with the exercise "Flipcharts with open questions" (see above).

MATERIALS: Flipcharts and marker pens.

TOPIC(S): Feedback of participants at the end of a training session or day.

KIND OF EXERCISE: Group work.

DURATION: 25 minutes.

4.13 Living questionnaire

BRIEF DESCRIPTION: The participants imagine a line across the room. It is established which end of the line symbolises total agreement and which is total disagreement. Afterwards, the trainer reads aloud different statements about the training and the participants can show how much they agree with it by going to the respective point on the line.

THEORETICAL BACKGROUND: It is not always necessary to have a written questionnaire to assess opinions or the existing knowledge of the participants. If some key questions are identified, positioning exercises may be sufficient. In addition, they are engaging and make for variety.

GOALS: Getting information on the participants' opinions, experiences and existing knowledge regarding specific topics or questions.

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

DESCRIPTION: At first the participants are asked to stand up from their seats. After that, their attention is drawn to an imaginary line across the room and the meaning of its ends is explained (for example a lot – a little, very good – very bad, very important – very unimportant). The line itself represents a linear scale on which the participants can place themselves to voice their opinion on any given question.

Example questions may be:

- How well do you feel prepared for this training's topic? Alternatively: If you had to rate your expertise in today's topic, where would you put yourself on this line?

The trainer may ask participants to reflect on what is necessary for them to feel that they have moved forward on the line during the training course.

- Did you learn a lot of new information today?
- Were you able to participate?
- Do you consider the trainer's explanation helpful and informative?
- Would you think about participating in another training course?
- Did you get the impression that you were taken seriously?

If the trainer wishes to extract more detailed information, he/she may explicitly ask an individual participant to elaborate on a question of interest.

REMARKS: In order to gain insight into the trainees' state of knowledge, you may also ask questions like how long they have been studying the subject or if they already had different training in it.

Further hints for formulating valuable questions:

- Focus: Only one topic per question

- Realism: The measured statement can actually be influenced by the training
- Clarity: Statements should be unambiguous
- Measurable: The answers to the questions are measurable
- Fitting: The questions only entail reasonable effort
- Useful: Stick to the topic of the training

MATERIALS: Questions need to be prepared.

TOPIC(S): Exploring the participants' expectations at the beginning or end of a training day or during the training.

KIND OF EXERCISE: Group work.

DURATION: 15 minutes.

4.14 Flipcharts with open questions

BRIEF DESCRIPTION: At the end of a training day, flipcharts with questions regarding the day are placed at different spots in the room. The participants wander around and are free to answer the questions.

THEORETICAL BACKGROUND: Getting the participants' feedback is crucial for the trainer as it makes clear any potential improvement. This exercise can be used at the end of a training day, but also during a session. Since the feedback is written down and not openly verbalised, the group social pressure is reduced a lot.

GOALS: Getting information on strengths, weaknesses and improvement areas of the training.

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

DESCRIPTION: Flipcharts with open questions are placed at different spots of the room.

The questions could be very general ones, such as

- "What did I like a lot?"
- "What didn't I like too much?"
- "What should have been different?"

According to the trainer's information needs, some of the questions can be very specific as well. For example, he/she can ask questions concerning specific topics or methods used in the training. Also, the trainer can focus on the learning progress and the lessons learnt, by posing questions such as:

- "Over the course of the training, I've gained insights into…"
- "XY was too much / too vague / too annoying."
- "Next time, I would like to have more of XY."

In any case, it is important to ask open questions. Ideally, there should be three to six questions, but in large groups, no more than three.

At first, the participants wander around freely and write their answers on the different flipcharts, until everybody has had the chance to do so on each flipcharts. It takes around 10 minutes for 20 to 40 people complete 3 flipcharts. The analysis of the results is simplified if participants are asked to write their answers close to similar ones, but this doesn't always work very well.

It can be wise to take pictures of the flipcharts and to release them to the participants as that implies that the feedback is taken seriously.

REMARKS: This exercise is also suitable for larger groups. In that case, there should be two flipcharts per question to provide enough space for the participants' statements.

Advantages of the exercises are the high anonymity (in comparison to instruments that depend on verbal feedback) and that the participants have the chance to add something to other participants' statements. For the trainer, it is easily identifiable if a statement is the opinion of only one participant or shared by many.

MATERIALS: Flipcharts with the respective questions and marker pens.

TOPIC(S): Feedback of participants at the end of a training session or day.

KIND OF EXERCISE: Group work.

DURATION: 15 minutes.

4.15 Resonance group

BRIEF DESCRIPTION: Over 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 diverse as possible.

THEORETICAL BACKGROUND: Since trainers don’t want to put too much pressure on the participants and since they only have very limited time resources during the training, most feedback methods are short and don’t allow to ask more in-depth questions. Resonance groups (or “sounding boards”) provide the possibility to get detailed feedback without taking time away from the training curriculum.

GOALS: Getting detailed feedback on content, methods and processes in the training.

SOURCE: Common method, adapted by Maria Gutknecht-Gmeiner.

DESCRIPTION: At the beginning of the training, the trainer explains the concept of a resonance group and asks the participants to think about joining such a group. During training, the trainer recruits some participants who are willing to give feedback at the end of the course.

An ideal size of such a group is between three to six people. If the group is too small, the opinions will never represent those of the whole group. The resulting “resonance group” should be as representative and diverse as possible. For example, the group should consist of both sexes, people with different professional/personal backgrounds, those more satisfied as well as more dissatisfied participants. To ensure a representative group, the trainer could consider to directly ask certain participants if they would like to be in the resonance group. However, the trainer should never put pressure on the participants: Their voluntary agreement is crucial.

Usually, the session with the resonance group will be right after the training ends. If preferred, it is possible to set another date to meet again. In that case, it is of high importance to find a date that suits the participants’ needs.

Ideally, the trainer and the resonance group form a circle, as that frames the exchange between them with equality. Then, the trainer asks open questions, such as:

- “What did you like in the training? What should I do the same the next time?”
- “What didn’t you like too much? What should I do in a different way the next time?”

If needed, the trainer can also ask more precise questions, for example regarding methods, topics, the organisation of the training or the group atmosphere. In addition, the resonance group gives the participants the chance to ask developing questions where required and to emphasise improvement potentials.

It can be wise to document the participants’ statements on a flipchart which gives them the chance to add something or to clear up misunderstandings. If there is another training day, the results can be presented to the rest of the group which shows that the participants’ opinions are taken seriously.

REMARKS: The exercise is suitable for training courses that are a little longer but it does depend on the voluntary contributions of the participants. It allows qualitative in-depth discussion and further inquiries by the trainer.

In training that takes longer than one day, the method can be used on a regular basis. In that case, the members of the resonance group can, but don't have to be, replaced.

MATERIALS: A quiet square with seating accommodations plus, if needed, a flipchart or a notebook and pens.

TOPIC(S): Feedback of participants at the end of a training or day.

KIND OF EXERCISE: Group work.

DURATION: 15 minutes.

5 LEARNING OUTCOMES AND LEARNING TRANSFER

5.1 Knowledge café

BRIEF 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 flipchart or the training platform.

THEORETICAL BACKGROUND: The Knowledge Café is an innovative method which defines trainees as experts and which uses the knowledge of the group for further skills training and knowledge enhancement. At the same it can be used to find out the state of knowledge at the beginning or at the end of a training. The method is engaging and it combines evaluative and educational goals.

GOAL: The activation and exchange of previous knowledge, to adjust the state of knowledge of all participants to the same level, feedback to trainers according the acquired skills and knowledge in the training as well as the consolidation of acquired knowledge.

SOURCE: AMS Österreich / ABIF (Editors): Steiner, Karin / Kerler, Monira / Gutknecht-Gmeiner, Maria: Praxishandbuch: QualiTools – Methoden zu Qualitätssicherung im Training von Gruppen. Wien (November) 2014, Page 47 (see: http://www.forschungsnetzwerk.at/downloadpub/AMS_PH_QualiTools.pdf, Feb.11, 2016)

DESCRIPTION: Small groups of 5-6 trainees gather at a round table. One trainee is the host of the table and has "to take care of it". When the other trainees change the table, the host stays at the same table. All tables are covered with a large paper sheet. Each table covers a specific training topic which is written on the respective sheet of each table. Each small group discusses for 20 minutes this specific topic with the host taking notes on the sheet of paper (other group members may also write on the paper). The notes can be keywords, questions and ideas. It is not the goal to produce a very beautiful sheet but to facilitate the exchange of thoughts and opinions. Each group can work with symbols and images.

After 20 minutes the trainees switch tables. After changing, the hosts report on the discussion of the previous group and the new group members report on also on the previous discussion they were involved in at another table. After both summaries, the new discussion begins. Depending on available time, group size and topic, the group my change the table several times. In the last round of discussion all group member view all "table-cloths" (sheets of paper) and can ask the following questions:

- What can we see as the result of the exchange / discussions?
- If there was only one voice in the room, what would it say?
- What further questions come up as a result of the discussion?
- What regularities can be observed? Where do they lead to? What do they show?

All notes can be discussed in the whole group. The overall results may be documented separately by the trainer.

REMARKS: The method is applied at the beginning of the course. It serves as an introduction for the course and helps to cater to different states of knowledge among the trainees. At the same time, it gives an overview to the trainer on the level of already acquired knowledge among the participants. It serves as a "baseline" for an evaluation of knowledge gained during the course. This means that at the end of the course the method will be carried out again and compared with the baseline from the beginning at the course. Moreover, the (new) knowledge is stabilised and possible gaps may be discovered.

Further questions / topics may come up (e.g. for a follow-up course). The method is well-suited for larger groups and makes sense during longer courses. Comparisons between the beginning and the end of the course can show an increase of the level of knowledge and competence, but also a deeper understanding.

MATERIALS: Large sheets of paper for each small group, pens, enough space for tables and chairs, all participants should be able to write directly on the "table cloths". For an example of a resulting tablecloth and how the groups work on a "table cloth", see ch. 6.22.

TOPIC(S): Uncovering previous knowledge of the trainees, documentation of learning results/outcomes.

KIND OF EXERCISE: Group work, plenary work.

DURATION: 1-1.5 hours.

5.2 The end of a seminar: 4 to 6 corners

BRIEF DESCRIPTION: At the end of the day, the trainer positions weather pictures (for example, a 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, about their experience and about their feelings towards the end of the session.

THEORETICAL BACKGROUND: To position oneself in a room can be associated with taking a position. It makes the feedback given less anonymous and more binding. In consequence, participants often do such an activity with more self-conscious than ones in which they just have to stick points or draw dots according to their feedback.

GOALS: Conclusion of a process, for example, a seminar or semester.

SOURCE: Rabenstein, Reinhold / Reichel, René / Thanhoffer, Michael (2001): Das Methoden-Set. 5 Bücher für Referenten und Seminarleiterinnen: 4. Reflektieren. Münster, Ökotopia; Weidenmann, Bernd (2008): Handbuch Active Training. Die besten Methoden für lebendige Seminare. Weinheim & Basel, Beltz.

DESCRIPTION: This exercise is about the evaluation of the training process. Flipcharts which show weather pictures (see Materials) are placed in four to six corners of the room. The participants gather around the flipchart which fits their current mood the most. Examples of weather/mood pictures are:

- Sunny
- Stormy
- Foggy
- Slightly windy
- Rainy
- Dusky

The groups that gathered around the flipcharts then thematise the training progress and the end of the training (10 to 20 minutes). The participants talk about the day, about their experience and about their feelings towards the end of the session.

The trainer can stimulate the discussion by encouraging the participants to choose one out of a number of cards that describes what he/she will take away from the training the most. Examples for such cards are:

- I'm more enthusiastic and motivated.
- I've got precise plans.
- I can't really take anything away from the training.
- I want to change my profession/education/branch of business.
- I'm confused and need a little more time.
- I want to learn more about the specific topic.
- I feel well prepared for my educational and vocational future.

Apart from that, the participants can be asked to choose out of a few cards that describe different ways to say goodbye. Examples are:

- Quick and easy
- Over and over
- Not at all ("cut")
- Not at all ("missed and forgotten")
- Celebrating
- Emotionally

REMARKS: Positioning exercises can be very widely used, for example when participants get to know each other or in combination with many other of the exercises discussed in this Handbook. Psychologically, these exercises engage the participants and make them interact in an open and active way, while people tend to be more passive when they stay seated for a long time.

The method at hand can take from 30 to 60 minutes.

MATERIALS: 4 to 6 flipcharts with weather pictures placed in different corners of the room, enough cards with statements on what to take away from the training, enough cards with statements on how to bid farewell.

Template for weather pictures (see ch. 6.27).

TOPIC(S): Documentation of the participants' feedback at the end of a training course.

KIND OF EXERCISE: Group work.

DURATION: 30-60 minutes.

5.3 Learning for life / for the job (knowledge transfer)

BRIEF DESCRIPTION: Individually, the participants reflect on the knowledge and skills they have gained during training. Also, they think about the ways they would like to use them in their everyday life. Afterwards, they discuss those questions in small groups and create a flipchart with their most important ideas on where and how to use the gained knowledge/skills.

THEORETICAL BACKGROUND: Especially in vocational or adult training, the learnt lessons should be implemented in daily/vocational practice. This exercise gives participants the chance to reflect on their learning progress and prepare the transfer of the acquired skills and knowledge into daily/vocational practice. Also, the trainer gets feedback on which topics and elements of the training are most useful when it comes to the daily/vocational life of the participants.

GOALS: Exploration of learning progress, preparation of knowledge transfer.

SOURCE: Common method, adapted by Maria Gutknecht-Gmeiner.

DESCRIPTION: At first, the participants are encouraged to self-reflect on their learning progress by answering questions written on a flipchart or projected on a wall:

- What is something new that I have learnt in the course?
- Which of my newly acquired skills or know-how do I want to make use of in daily life / in my professional life?

To give the participants enough time to reflect on these questions and to make notes, 10 to 15 minutes may be needed. The participants can get a personal sheet of paper which they can keep and which won't be seen by the rest of the group. On that reflection sheet, the participants can freely use colours, symbols and drawings to outline their learning progress and their plans on transferring the acquired skills and know-how.

After the self-reflection phase, the participants gather in small groups and discuss the results of their individual reflection. In the small group phase, the participants get new ideas on how to transfer the acquired skills and know-how, on the problems that may occur and on the resources that may help. The group's most important results regarding the questions "What did we learn? Which skills/know-how did we acquire? How can we use the skills/know-how in daily or vocational practice?" are summarised on cards. If they want to, the participants are free to use drawings and symbols instead of keywords.

Afterwards, each group presents its results briefly and pins the cards on a pin board where they are grouped by content. The participants can explain what they have meant with certain statements to avoid misunderstanding. Then, the trainer summarises the most important results and takes a picture of the pin board to document the participants' ideas. Since it provides an overview on the learning progress of the participants and thus the success of the training, it is a good basis for the trainer's self-evaluation.

Variation: If there isn't enough time to implement the whole exercise, the small group phase can be skipped. Directly after the individual self-reflection phase of the participants, they would discuss their results with the group.

REMARKS: The participants' statements on their learning progress and their plans on transferring the lessons learnt can be compared with the training objectives. But if the results of this exercise are used to evaluate the training, it should be kept in mind that the statements are not systematically acquired, but based on subjective self-reflection and self-assessment of the participants.

MATERIALS: Flipchart or projector slide with questions, paper sheets and (felt) pens for self-reflection phase, cards and pin board for small group and whole group phases.

TOPIC(S): Knowledge transfer at the end of a training day or section.

KIND OF EXERCISE: Individual work, group work.

DURATION: 45 minutes.

5.4 Portfolio on ICT skills

BRIEF DESCRIPTION: The participants individually create a portfolio on a topic of their choice and reflect on their own way of working.

THEORETICAL BACKGROUND: In the present labour market, ICT skills are crucial, yet hard to prove. This exercise gives participants the chance to practice, as well as document, the respective skills.

GOALS: Giving participants the chance to train and document their ICT skills.

SOURCE: Sandra Schneeweiß, adapted from Hauf-Tulodziecki, Anna-Marie (2010): Standardisierte Portfolios im Unterricht – das „Portfolio: Medienkompetenz". In: Biermann, Christine/Volkswein, Karin: Portfolio –Perspektiven. Schule und Unterricht mit Portfolios gestalten. Weinheim & Basel, Beltz.

DESCRIPTION: Together with the participants, the trainer chooses a broad topic for the participants to brainstorm on and list a few subtopics. Then, the participants gather in small groups (3 to 4 people) and choose one of the subtopics to work on.

These small groups now decide on the questions they would like to answer and on how to do so. Also, they discuss who should be responsible for which of the tasks. Together, they complete the worksheet "Project Plan" (see Materials) before discussing it with the trainer.

As a team, the small groups start their research on their chosen subtopic and create a summary of their most important findings. They use their computer to find the information they need, for text processing and image editing.

At the end, group by group they present their results. The participants explain what their original plan was, what they have learnt, which media and tools they have used and how competent they feel in the ICT field. As preparation, they should complete the worksheet on "Self-Reflection" (see Materials).

Variation: Alternatively, each of the participants could design his/her own portfolio. The worksheet "How to find a topic" can support the trainees in finding and restricting their topic of interest.

REMARKS: Depending on the available time, the participants can be encouraged to create their portfolio very quickly, or to initiate a long-term project.

MATERIALS: Worksheets (see ch. 6.28).

TOPIC(S): Documentation of skills required on the labour market.

KIND OF EXERCISE: Group work.

DURATION: ---

5.5 Topic portfolio for publishing

BRIEF DESCRIPTION: The participants create a portfolio on a topic of their choice on their own and reflect on their way of working.

THEORETICAL BACKGROUND: In this exercise, the participants independently develop a portfolio on a self-selected topic whilst also reflecting on their own working style. Both the resulting portfolio and the self-reflection on the creation of it can get published and/or presented to the trainer or the whole group of participants.

GOALS: Intensive work on a topic and self-reflection on one's working methods.

SOURCE: Sandra Schneeweiß, adapted from Endres, Wolfgang/ Wiedenhorn, Thomas/ Engel, Anja (2008): Das Portfolio in der Unterrichtspraxis. Präsentations-, Lernweg- und Bewerbungsportfolio. Weinheim & Basel, Beltz.

DESCRIPTION: The development of a topic portfolio follows several steps:

1. **Deciding on a topic**

A broad topic is chosen by the trainer and the participants. Then, the group as a whole brainstorm on the topic. The participants can just state whatever comes to mind as the trainer notes their statements on a flipchart. The brainstorming helps the participants decide on a subtopic they want to write a portfolio about. It is not essential for all participants to choose different subtopics.

2. **Establishment of formal criteria**

Then, the trainer explains the structure and design of a portfolio. It should contain:

- A front page with a title
- A preface and/or epilogue
- A table of contents
- The elaborated content
- A bibliography

Apart from that, the participants have creative freedom in designing their portfolio.

The trainer also discusses the compulsory tasks the participants have to fulfil while creating the portfolio with the participants. Examples for such compulsory tasks are:

- Online research on the topic, documentation of research and summary of results
- Mind-mapping the topic to give an overview on it
- Summaries of articles and other sources
- Elaboration of the topic
- Research on a specific profession and required competences

The compulsory tasks should be manageable, easy to understand and shouldn't exceed half of the total workload. This gives participants enough time to bring in their own ideas.

3. Brainstorming and research

Afterwards, the participants start to ponder their topic. They should:

- Brainstorm what they already know about the topic
- Conduct research online and in libraries as well as by talking to experts
- Restrict the topic

The trainer can give participants a worksheet to give them a structure to follow (see Materials).

4. Planning and designing

The participants then decide on the design of their portfolio and on how to get the information and materials. Again, there is a worksheet (see Materials) which helps them in doing so.

5. Support from other participants and trainer

The participants present their topics and their plans on developing the topic portfolio. A helping tool can be the worksheet completed in step 4. The other participants and the trainer give their feedback and possibly warn the participant if the plans might be too difficult to carry out.

6. Elaboration of portfolio

While elaborating their topic portfolios, the participants keep in mind the compulsory tasks discussed in step 2. Additionally, the portfolio should also contain non-compulsory materials, for example:

- Summaries and discussions on different subtopics
- Pictures of developed products
- Facts on operating processes
- Details on meetings with the trainer or participants
- Documentation of one's way of working, self-reflection on the working process, entries of learning diaries, etc.

Variation: If needed, the participants can meet the trainer as they create their portfolio to discuss their progress and adapt their way of working.

7. Reflection

The participants complete a questionnaire to reflect on their way of working (see Materials). Based on that, the participants write a preface or epilogue. To do so, they can decide on one of the following variants:

1. They write a preface in which they explain their intentions and objectives, and an epilogue in which they reflect on their way of working.

2. They write just the preface, in which they describe their intentions and reflect on their way of working.

The participants should be encouraged to reflect on the skills and competences they had to use while developing the portfolio.

8. Publishing

The participants can present the resulting portfolio to the trainer, several participants or the whole group and focus on either the content or the self-reflection of their way of working. It is important to decide on whom to present the portfolio to before the participants start to work on it as that may influence their decisions on what kind of private information to include.

REMARKS: This exercise is very lengthy and especially sensible for long-term training.

MATERIALS: Worksheets (see ch. 6.29).

TOPIC(S): Documentation of one's knowledge on a topic, self-reflection on one's working methods.

KIND OF EXERCISE: Individual work.

DURATION: ---

5.6 E-portfolio

BRIEF DESCRIPTION: E-portfolios are net based collection folders that integrate digital media and services which can also be used in e-learning. Just as in traditional portfolios, they are used to demonstrate competences as well as to reflect and document one's own learning process. However, e-portfolios use content management systems, blogs, wikis etc. to structure and to publish the content. The electronic storage enables the advantage of combining many different types of files or media, the possibility to customise the access or view for different recipients and, last but not least, adapt and extend the content easily.

THEORETICAL BACKGROUND: Portfolios make an individual's progress and development visible. This is an important view on the learner and it is often lost since teaching only focuses on results of learning and uses conservative ways – like an exam – to judge outcomes. A portfolio supports and requires an autonomous learning style, even though some structures or certain types of content are required by the trainer/teacher. The selection of content remains heavily in the hands of the learner. The reflection process is guided by the trainer/teacher but is done by the learner who assesses his/her own work. However, the reflection process can also involve a group of learners and always should involve the communication with the trainer/teacher about the portfolio.

GOAL: (Self) Reflection of one`s own learning progress and quality of work.

SOURCE: http://arbeitsblaetter.stangl-taller.at/PRAESENTATION/portfolio.shtml; https://www.e-teaching.org/lehrszenarien/pruefung/pruefungsform/eportfolio/index_html/

DESCRIPTION: An e-portfolio follows the same principles and working steps like conventional portfolios (see method "Development Portfolio" ch. 2.6.). The steps mainly consist of:

1. **Collection:** collecting and reviewing materials without consideration on general usability in a portfolio.
2. **Selection**: selecting of pieces, content etc. which mostly correspond to the criteria and demands.
3. **Reflection**: written assessment for each part of the portfolio, done by the learner himself. He/she comments on the meaning of each piece for the learning process and justifies the selection in step 2.
4. **Projection**: personal evaluation of the e-portfolio looking at achieved and missed aims. Verbalisation of further or continuing aims in the continuing learning process.

As in conventional portfolios, it needs to be decided what kind of portfolio is useful (e.g. working portfolio, assessment portfolio, showcases portfolio, process/development portfolio, application portfolio etc.). Depending on this decision, the style and type of content, as well as the publishing style is chosen.

Specifics of e-portfolios

E-portfolios are similar to personal websites. They normally use CMS (content management systems), weblogs or wikis which then can contain text, pictures, videos etc. There are also specific e-portfolio systems which offer different types of structures though the structure is quite open to the imagination of the learner. A clear advantage of e-portfolio systems is, however, that they provide the opportunity to create a reflection piece on each object in the e-portfolio. A further advantage is that they have the option to simply create tailored portfolios for different purposes and target groups by sampling the existing content. Since an e-portfolio is held online, it is simple for contributors to access the portfolio independent of time and place.

Designing a portfolio electronically as an e-portfolio may be obvious in ICT training, regardless of whether training is happening in school contexts or in further education. The degree of difficulty (and demands) can be adjusted to the target group's skills and learning aims.

REMARKS: As mentioned, it is not necessarily required to use an e-portfolio system: "wordpress", "drupal", "plone" etc. offer good possibilities. A popular, web based open source option is "mahara", a downloadable option is "elgg" and commercially "pebble pad".

E-portfolios also can be used by trainers to show their skills and work experience. Materials, tips and examples of e-portfolios in the English language for students and trainers/teachers, as well as other useful information, can be seen at the following links:

- eFolio Minnesota: http://efoliomn.com/index.asp?SEC=3C5B39EB-A498-4835-862A-5FE27C88E434&Type=B_BASIC
- eportfolio EU: http://www.eportfolio.eu/
- Merlot ePortfolio: http://eportfolio.merlot.org/

The duration of an e-portfolio depends on the purpose: For instance, it can be for the duration of a course or a training programme to document the progress, or it can be used to document a professional career, progress in education, etc. This should be taken into account before starting the activities to maximise impact.

MATERIALS: Web access, computers, web spaces (e.g. at https://mahara.org/, https://plone.org/).

TOPIC(S): Self-reflection on learning progress; strengthening autonomous learning.

KIND OF EXERCISE: Individual work, group work.

DURATION: ---

6 MATERIALS

6.1 Daily Balance

My daily balance

Today, it was helpful for me that...

____

____

For me, it would have been important that...

____

____

I was bored when...

____

____

I was particularly interested in...

____

____

I felt overwhelmed when...

____

____

I was glad that...

____

____

6.2 Development Portfolio

GUIDELINES FOR THE DEVELOPMENT PORTFOLIO

Which timeframe should the portfolio be able to cover?

- Certain parts of the training?
- The whole duration of the training?
- …

What are you aiming for while working with the portfolio?

- Encourage self-reflection
- Control over the training progress
- Dissemination of standards
- Diagnosis and examination
- Basis for further evaluation

How is the portfolio related to other training courses?

- Is its content related to different training courses, or is it independent of them?
- Will the portfolios be discussed in other courses?

Does your portfolio include any standards?

- Should the portfolio include certificates for quality standards?

Which content or certificates should be part of the portfolio?

- Ratio of openness to requirements
- Broadness vs specificity
- Type of requirements
- What is its starting content and how will it be expanded?
- Limit to the content

What form of media will the portfolio facilitate?

- Classic physical: folder, ring binder, loose-leaf binder etc.
- Digital physical: CD-ROM, DVD, USB drive etc.
- Website: E-portfolio
- Other Form
- Predetermined sections?

How and on which occasions will the portfolio be shown and discussed?

- Dedicated talks about the portfolio
- Presentations
- Markets
- Evaluations
- Feedback rounds

Is there some sort of (final) examination planned in conjunction with the portfolio?

How will the work on the portfolio be aided?

- Written instructions
- Early review
- Group collaboration

PHASES OF PORTFOLIO DEVELOPMENT

1. Introductory phase

The goal of this phase is to decide and communicate which medium the portfolio will facilitate and which overall goal it should have. When instructing your participants, it should be emphasised that they should try to identify individual focus points despite the overall predetermined goal. Also they need to have a clear picture of the criteria that need to be met.

2. Collection phase

During this a phase, a very broad range of materials are collected. In this timeframe, which length depends on the time period the portfolio should cover, no actual sorting or evaluation is done.

3. Selection phase

While the previous phase collected any materials that are loosely associated with the portfolio, this phase aims to decrease these items to a manageable number so that only the important ones remain. During this process it can be helpful to assist the participants in determining the importance of the varying items.

4. Retrospective phase

After the materials have been selected, the creator of the portfolio thinks about his or her knowledge gain, challenges, solutions, breakthroughs and open questions. This reflection should primarily cover the following aspects:

- Knowledge gain:
  Comprehension and cross references to different topics, insights and conclusions
- Methodical tools:
  Learning strategies, social skills, best learning and work practice
- Individual development:
  Adaptation of given strategies and patterns to fit personal needs, knowledge about own strength and weaknesses

5. Presentation/publication phase

While it is not absolutely required to publicise the portfolio, a final presentation after it is finished may be very beneficial to the participants. If resources or personal constraints prohibit your participants from presenting, it is sensible to ask them to present their portfolio to a smaller group of their choice, such as friends or family. Since one's view can be strongly biased, the safest way to get valuable feedback on whether the presented development is logically sound and which impression is given of its creator, is to ask others. In this way the portfolio may be revised to better fit its original purpose.

During the portfolios creation, which might span over a long time, the phases 2 through 4 are likely to be repeated. In order to achieve the desired focus, it might be sensible to guide the participants' progress by appropriate work assignments and feedback.

WORK MATERIAL: PROPOSAL FOR PORTFOLIO CONTENT

Fixed and open elements

During the initial stages of the portfolio it has to be determined which parts are fixed and which may be chosen at the participant's discretion. For example, your participants' may be given the choice if/which samples of their work they would like to include into their portfolio.

Work assignments

If applicable, a number of assignments maybe part of the portfolio. A couple of examples would be:

- Results of task assignments
- Work logs, work diaries, etc.
- Results of group assignments
- Notes of group assignments

Summaries

During the course a lot of material is processed. During this process, summaries of any literature may have been; these should go into this section of the portfolio. This might be especially helpful with regard to material that has not been explicitly discussed during the course.

The documentation of developed products should also be included in the portfolio.

Reflection on the process

This section of the portfolio aims to structure the learned content, understand it and post-process it. To aid this, a couple of guiding questions can be used:

- What were the central aspects?
- How can I explain what I learnt during the course?
- Which parts were especially useful / interesting and which were not? Why have I chosen these respective topics?
- Which parts did I understand well?
- Which parts caused me trouble?
- Where can I look up answers to open questions?
- What would I like to ask the trainer?

Self-assessment

To have the most amount of information, this part should either be a reflective and fluid text or the result of a trainer's self-assessment questionnaire.

6.3 Evaluating Learning Processes in a group

GUIDING QUESTIONS

Group: ……………………………………………

1. What did I enjoy?

____

2. What did I enjoy less?

____

3. Which parts did I benefit the most from?

____

4. Who aided me the most?

____

5. Did I help anybody?

____

6. How did I partake in the assignment?

____

6.4 Feedback on exercises

POST TASK ASSIGNMENT FEEDBACK

Feedback on Task assignment: ………………………………………………… (Name of the task)

How easy or hard was this assignment in your opinion?

At which point did issues arise?

Were the questions easily understandable?

Could you follow the structure of the exercise easily?

Did you enjoy the task?

How much time did you need for the task?

Did you think that the amount of time that was given for the task was sufficient?

Could you have saved time during the exercise? If yes, where?

Which books and other information materials did you utilise?

Do you think that the provided information was well illustrated and sufficient?

What kind of additional information or explanation would have been helpful?

Were you able to locate missing information on your own or did you need help finding it?

How well do you cope with this kind of task assignment?

Would you describe the way you work as well structured? Where would you see room for improvement?

How would you describe the cooperation within your group? (Which parts were good, which were less good?)

Could you work on the tasks of the assignment without any additional instructions?

How do you think your trainer would rate your results?

How satisfied were you with your own results?

Where do you see room for overall improvement?

6.5 Final meeting with the trainer

PREPARATION FOR FINAL MEETING WITH TRAINER

To complete the task, I…

For me, it was particularly easy to…

For me, it was particularly difficult to…

I have learnt that/how…

What I could have done in a different way is …

My strengths are …

There is a lot of room for improvement when it comes to…

6.6 Focused Listing

Example of a master list for the evaluation phase in "Focused Listing"

Master list terms (examples)		Participant							Sum	(Sum)
		1	2	3	...	8	9	10		
1)	"Flexible working hours"	x				x	x		**3**	
2)	"Work assistance"	(x)	x			x		x	**3**	**(1)**
3)	"Coaching"			x					**1**	
4)	"Prevention instead of intervention"		x			(x)	x	(x)	**2**	**(2)**
5)	"Outcome-orientation"	x	x	x		x	x	x	**6**	
6)	Term 6		(x)			(x)				**(2)**
7)	Term 7									
8)	Term 8									
9)	Term 9									
10)	Term 10									
11)	Term 11									
12)	Term 12									
13)	**Additional term 1** (originally not included in the master list)			x			x		**2**	
14)	**Additional term 2**	x		x		x	x	x	**5**	

6.7 I can do that

I can do that!

Step 1: Please rate your competences regarding the following features and characteristics. Tick the statements as appropriate.

Ability to work in a team

I can…

- ☐ cooperate with other people and enjoy it.
- ☐ fulfil a task and find a solution for a problem together with others.
- ☐ take responsibility for a task in a group.
- ☐ become integrated in a group quickly.
- ☐ support other group members with completing their tasks.
- ☐ support other group members to become integrated.
- ☐ stand up for my interests.
- ☐ stay open for other suggestions and opinions.

Cooperation skills

I am…

- ☐ ready to help, even if I am working on individually.
- ☐ respectful and polite when dealing with other suggestions and opinions.
- ☐ open for new ideas.
- ☐ ready to make compromises.
- ☐ willing to compliment on someone or someone’s work.
- ☐ able to develop the ideas of others.
- ☐ able to team up with other people.

Sociability

I am able to…

- ☐ initiate a conversation.
- ☐ make the first step and get to know others quickly.
- ☐ help others to become part of a group.
- ☐ motivate others.
- ☐ talk to people in a friendly way.
- ☐ help shy people integrate themselves in the group.

Communication skills

I can…

- ☐ articulate myself and make use of my extensive vocabulary.
- ☐ talk loudly and easily understandable.
- ☐ explain situations and problems in a structured way.
- ☐ talk fluently.
- ☐ express my opinions concisely.
- ☐ make people listen to my anecdotes.
- ☐ express my feelings.
- ☐ talk in front of a group of people.
- ☐ explain situations and problems without using many words.

Critical faculties

I can…

- ☐ reflect on personal criticism.
- ☐ take critique well.
- ☐ apologize.
- ☐ forgive.
- ☐ stand up for an unpopular opinion.
- ☐ withstand a conflict.
- ☐ admit my own mistakes.
- ☐ express criticism without hurting people.
- ☐ learn from my mistakes.

Information procurement

I know how to…

- ☐ use media such as the internet.
- ☐ get information on current affairs via different media.
- ☐ use a computer for text processing.
- ☐ send an e-mail.
- ☐ find information in a library.
- ☐ find information in an encyclopaedia.
- ☐ write a letter to official bodies.
- ☐ get information via calling experts or official bodies.

Step 2: Choose four of the features you think you have and describe situations and activities that prove you have them.

1.Feature: ____

Situations and activities to prove/document the feature:

____

____

____

2.Feature: ____

Situations and activities to prove/document the feature:

____

____

____

3. Feature: ____

Situations and activities to prove/document the feature:

____

____

____

4.Feature: ____

Situations and activities to prove/document the feature:

____

____

____

6.8 Identifying your competences

Competence Cards

Analysing	**Logical reasoning**
Taking the initiative	**Organising**
Communicating	**Planning**
Being creative	**Presenting**

6.9 Learning conference with peers

My learning experiences

What have I learnt that was new to me?

____

____

What was I particularly interested in?

____

____

What was easy for me?

____

____

____

What was difficult for me?

____

____

____

What would I like to know/learn about the topic?

____

____

How will I do that?

____

____

How satisfied am I with my learning progress?

Very satisfied Not satisfied at all

6.10 Learning diary

GUIDING QUESTIONS FOR DIARY ENTRIES

Date:
What did I enjoy doing today?
What did I not enjoy doing today?
Did I receive any praise today? If yes, for what?
What did I learn today?
I'm satisfied because I managed to:

Which parts of the training's content could I recognise in my work environment?
Which parts of the training's content could I utilise at my work?
What was different compared to the theoretical training content?
Which patterns and routines could I identify at work on which I would have liked more information during the training?

What is the most important aspect I have learnt today / this week?
What is especially interesting to me?
What is not very interesting to me? What would change my attitude towards it?

Is there something I'd like to improve upon by this Date: ………? How can I achieve this? How can I check whether I have achieved it reliably?
What would support me in reaching my goal? What can I do myself to reach it?

6.11 Learning goals agreement

SETTING SMART GOALS

S – Specific

A goal should be very specific with little room for ambiguity. Simple examples are:

- I can produce and format text in a specific word processor (modify text sizes, define headlines, etc.).
- I can participate in simple dialogue in a language of choice (asking for directions, introducing oneself).

It is very important to formulate the goals positively. An example for a goal that has a negative attitude attached would be “I want to have less stress”. Instead try to formulate goals that picture a positive state such as “I will feel physically healthy”. Positively formulated goals will favour goal fulfilment.

M – Measurable

After the training is over, you have to determine whether the goal has been reached or not. If a goal has been set over a long period of time it might be sensible to define additional milestones which can be checked individually as they arrive. This will not only motivate your participants but it will also provide a better indication on their progress, which allows for potential changes to the course.

If your goals are easily quantifiable it can be a lot easier to determine if a goal has been reached or not. It is up to the trainer to identify whether a goal can quantifiable.

A – Acceptable

Not only should your goals be formulated positively but also they should also be achievable during the training and explicitly accepted by the participant.

R – Realistic

While it is perfectly fine to aim high when formulating goals, it has to be kept in mind that unreachable goals will only frustrate participants. For this, they need to not only take the client’s capability into consideration but also environmental constraints such as time and resources.

T – Terminable

Goals have to have clear time constraints. When is each milestone scheduled to arrive?

6.12 Learning goal agreement

Learning goal agreement between:

Name (Trainer): ______________________ Name (Trainee): ________________________

Place/date: ____

My experiences and activities:	**My skills and competencies:**
Leisure time:	
Job:	
Other:	

My learning goals	Where can I get support?	How?
Goal:		
Goal:		
Goal:		
Goal:		
Goal:		

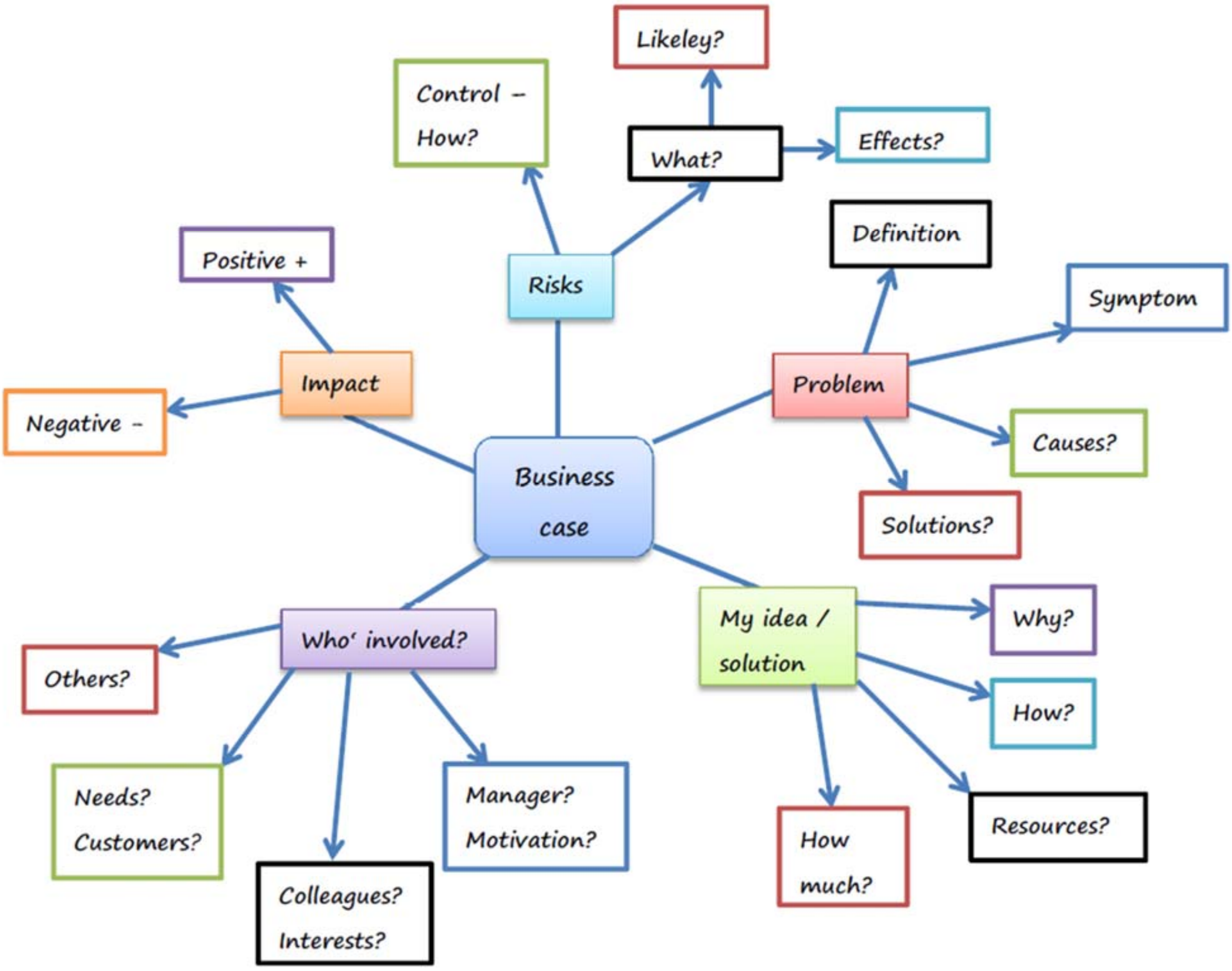
Next meeting will be on: ________________________________

Last meeting will be on: ________________________________

Signature (trainer): ______________________

Signature (trainee): ______________________

6.13 Mind map


Likeley?
Control – How?
What?
Effects?
Definition
Positive +
Risks
Symptom
Impact
Problem
Negative –
Causes?
Business case
Solutions?
My idea / solution
Why?
Who' involved?
Others?
How?
Needs? Customers?
Manager? Motivation?
Resources?
How much?
Colleagues? Interests?

6.14 Quality development interview

Ideas for introductory questions

Questions on one's expertise (know-how and competences):

- What are you good at?
- What are you interested in?
- What do you want to accomplish at work?
- What are your visions/dreams?
- What could you be better at?

Questions on further development:

- Current questions/needs?
- What and how do you want to improve? Which resources can you make use of?
- What do you need in order to improve?
- Where is support being offered?

Questions on professional guidelines:

- Are there work situations in which you feel you've reached your boundaries?
- What do you do if you feel so? Where can you get support when something is unclear to you?
- Where do you see differences between a professional relationship and a friendship? (What do you know about the asymmetry in professional relationships?)
- How do you deal with closeness or distance at work?
- How do you distance yourself from work?

Questions on methods:

- Which methods do you use?
- What are the main theories/concepts you base your work on?
- Are there any questions that concern you personally on a regular basis?
- Do you know any ways on how to solve methodological problems?
- Which networks/sources do you use at work?

Questions on further education:

- Why did you choose this training?
- What are your learnt lessons?
- Have you learnt something of personal significance?
- Are there any questions that were left open?
- How would you rate the learning atmosphere?
- Can you integrate learning into your daily life?
- Would you recommend this training course to other people? To whom?
- What should have been different?
- Are there any other training courses you are planning to do?

FACT - QUALITY DEVELOPMENT INTERVIEW

Place and date of QDI: ____

Name/Colleague I__________________________

Name/Colleague II_________________________

QUALITY PORTFOLIO

The quality portfolio consists of 5 main elements:

Concept of training, contract procedure, evaluation & feedback, personal reflection and further education.

CONCEPT OF TRAINING

One or more theoretical concepts one's training is based on exist and can be explained. A sound and theoretical approach is used, interventions initiated can be illustrated and one's professional attitude can be imparted.

………
………
………
………
……………………………………………………………………………

CONTRACT PROCEDURE

The agreement on goals and how agreements are reached follows theoretical concepts, especially professional guidelines and a collaborative target agreement.

………
………
………
………
………
…………………………………………………………………………………………….

EVALUATION & FEEDBACK BY CLIENTS

The training is continuously evaluated when it comes to the participants' satisfaction, goal attainment, effectivity and sustainability. If needed, the results are discussed with supervisors.

……
……
……
……
………

PERSONAL REFLECTION

One's working methods are reflected on professionally (intervision, supervision).

……
……
……
……
………

FURTHER EDUCATION

Within 3 years, ……… working units of further education in the field of …………………………are to be accomplished.

……
……
……
……
………

Signatures of people involved:

……
……
……
………

6.15 Reflection on the learning progress

Name: __________________________

Reflection on my learning progress in the training

____

in the period from __________ to _________

Which tasks did you complete?

____

____

____

____

____

____

Mark with a cross where applicable:

Did your tasks fit the intended learning objectives?

☐ Totally

☐ Mostly

☐ Not at all

☐ I don't know

I think I've learnt most of the important things to know.

☐ Yes ☐ No

If no, why not?

____

____

____

____

The tasks…

1) ☐ …were routine tasks and didn't really provide new lessons to learn.

2) ☐ …provided new lessons to learn, but there were clear instructions on how to fulfil them.

3) ☐ …were difficult to fulfil and encouraged me to bring in my own ideas.

If you've crossed 2) or 3), memorise the respective tasks. Choose one task as an example and describe it in the following table.

My task regarding category 2) was: ……………………………………………………

Step Nr.	That's what I should have done:	Note whether you completed a step in a different way than instructed:	I had to watch out for:	At the same time, I had to think about:
1				
2				
3				
4				
5				
6				
	Which tools and resources did you use to complete the task?			
	If your way to fulfil the task was different from as instructed, how would you rate your decision?			

My task regarding category 3) was: ……………………………………………………………

Step Nr.	That's how I fulfilled the task:	I had to watch out for:	At the same time, I had to think about:
1			
2			
3			
4			
5			
6			
Which tools and resources did you use to complete the task?			
How would you rate your decision to complete the task in the way you did?			

Now, we'll focus on your learning progress.

Please read the following questions and assess your progress and performance.

I can make use of the lessons I have learnt in the course of the training. ☐ Yes ☐ No
In the training session, I did very well in:
I didn't do so well in:
If something went wrong, I…:
My lessons learnt and experiences regarding the respective training section are:
<u>Preparation of meeting with my trainer</u> I need support in attaining the following (learning) objectives: • • •
My general conclusion is:

6.16 Self-evaluation cooperation

Template for self-evaluation "ACTIVE COOPERATION"

Training/Seminar/other form of education					
➢ Am I a good listener?	++	+	0	-	- -
➢ Do I let others finish their thoughts?	++	+	0	-	- -
➢ Am I expressing myself clearly?	++	+	0	-	- -
➢ Do I respect my conversational partner? Do I avoid belittling him or her?	++	+	0	-	- -
➢ Are my reactions towards being critiqued and presented contradictions appropriate?	++	+	0	-	- -
➢ Do I voice my opinion and develop it soundly?	++	+	0	-	- -
➢ Am I attentive and not disruptive?	++	+	0	-	- -
➢ Do I regard other opinions and suggestions fairly?	++	+	0	-	- -
➢ …	++	+	0	-	- -
Teamwork					
➢ Am I participating in group efforts?	++	+	0	-	- -
➢ Do I take responsibility within the group?	++	+	0	-	- -
➢ Do I help others?	++	+	0	-	- -
➢ Do I recap events together with others?	++	+	0	-	- -
➢ Am I exchanging information and events?	++	+	0	-	- -
➢ Am I content with democratically made decisions?	++	+	0	-	- -
➢ Do I handle conflicts within the group open, fair and friendly?	++	+	0	-	- -
➢ Am I participating in games that aim to improve career competences?	++	+	0	-	- -
➢ …	++	+	0	-	- -

Work attitude					
➢ Am I punctual?	++	+	0	-	- -
➢ Can I solve the tasks without the help of others?	++	+	0	-	- -
➢ Am I able to relate the topics to other subjects?	++	+	0	-	- -
➢ Can I use the given information on tasks?	++	+	0	-	- -
➢ Do I feel confident in acquiring information on my own?	++	+	0	-	- -
➢ Do I use technical terms and keywords appropriately?	++	+	0	-	- -
➢ Am I able to follow schedules and procedures on my own?	++	+	0	-	- -
➢ Do I work resourcefully, economically and ecologically?	++	+	0	-	- -
➢ Do I work in a clean and structured fashion?	++	+	0	-	- -
➢ Am I able to put my ideas and imagination to use?	++	+	0	-	- -
➢ Are my course materials correct and appropriately structured?	++	+	0	-	- -
➢ Do I leave my work space clean after leaving?	++	+	0	-	- -
➢ Are my tools in the right spot after leaving?	++	+	0	-	- -
➢ Do I participate in wrap-up activities?	++	+	0	-	- -
➢ …	++	+	0	-	- -

6.17 Short questionnaire

Example for "Short Questionnaire"

How satisfied were you with…	☺☺	☺	☹	☹☹
the course content?				
the trainer?				
the methods used?				
the training overall?				
Do you have any other comments about the training?				
Your help is highly appreciated!				

6.18 Traffic lights questionnaire

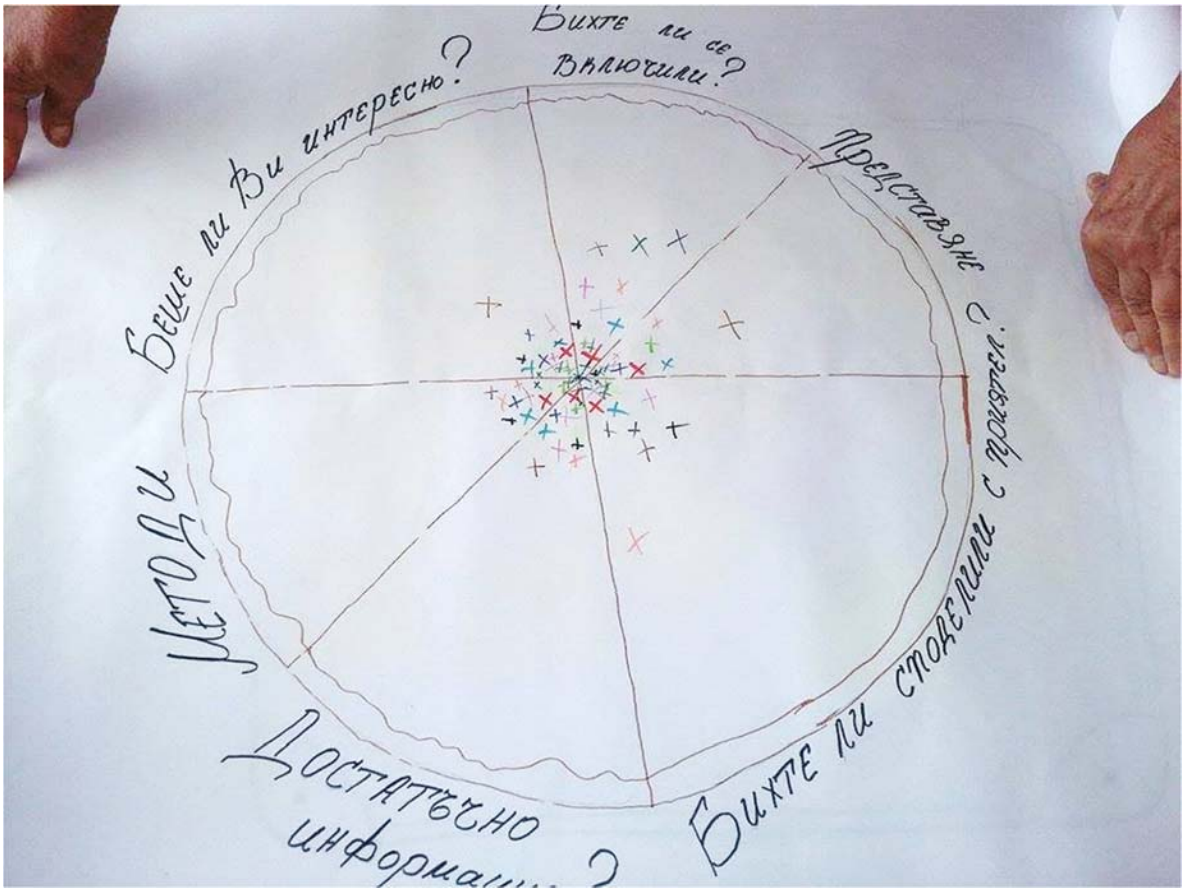
Trainee:	Trainer:		Date:.......................
Skills till (date)................	**Further remarks**	**Assessment Trainee**	**Assessment Trainer**
Providing reports		☐	☐
Motivation		☐	☐
Social manners		☐	☐
Communication skills		☐	☐
Other		☐	☐
Work processes till (date)................	**Further remarks**	**Assessment Trainee**	**Assessment Trainer**
1) Treating surfaces			
Primer coats		☐	☐
Mixing colours		☐	☐
2) Designing and conceptualizing			
Simple letters and scriptures		☐	☐
Lines		☐	☐
Etc.		☐	☐

6.19 Reflection

Example pictures

6.20 Pizza

Example for a „Reflection Pizza"



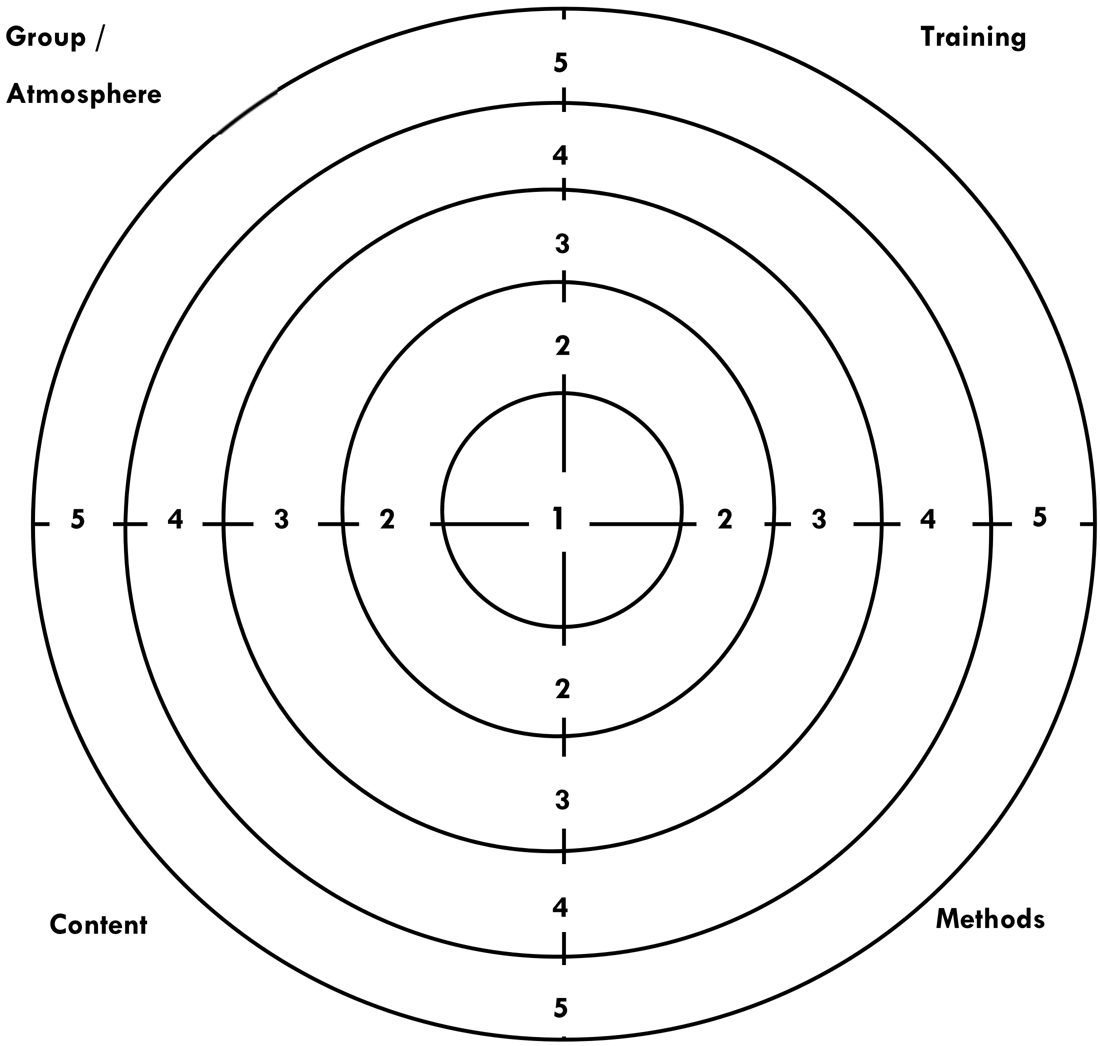
The topic of the workshop of the University of Sofia was information about the "European Erasmus+ programme and its mobility possibilities for students in upper secondary classes".

The topics of the slices are:

- How did you like the methods used during the training?
- Was it interesting for you?
- How did you like the presentation?
- Would you take part yourself in an Erasmus+ project?
- Would you share with friends what you've learnt today?
- Was there enough information?

6.21 Evaluation target

1= very positive to 5=very negative



6.22 Knowledge Café

Example for a group working on a Knowledge Café "Table cloth".

6.23 Peer guidance

Design "Intervision Star"

Design	Intervision Star
1. Issue presentation	The issue or is described by its stakeholder.
2. Informative questions	The participants may ask concise questions to gain further insight into the stakeholder's issue.
3. Further informative questions	If necessary, the previous step may be extended to meet the participants' needs.
4. Hypotheses	Each participant formulates a hypothesis on the current issue.
5. Further hypotheses	If necessary, the previous step may be extended to meet the participants' needs.
6. Short statement	The stakeholder gives a short statement on the hypotheses.
7. Solution	The participants formulate solution ideas and present them as recommendations to the stakeholder.
8. Further solutions	If necessary, the previous step may be extended to meet the participants' needs.
9. Warnings	The participants voice possible concerns to the stakeholder.
10. Conclusion	The stakeholder formulates a closing statement.

Design “Balint-Group-Model”

Design	**Balint-Group-Model**
1. Issue description	The issue is described by its stakeholder.
2. Investigation	The participants ask investigative questions to gain further insight into the issue.
3. Association round	The participants present the stakeholder with feelings or impressions that emerged during the issue description. During this phase, rational thinking is less desired as the phase aims to collect emotional input.
4. Short statement	The stakeholder gives a short statement on the previously stated impressions.
5. Hypotheses development	Now the participants should think through the presented case thoroughly and develop hypotheses.
6. Short statement	The stakeholder gives a short statement on the hypotheses. He or she clarifies any misunderstandings and comments on aspects that were unknown to him or her.
7. Solution seeking	The participants come up with solutions they think are appropriate.
8. Conclusion	The stakeholder formulates a closing statement.

6.24 Quick check of curriculum and atmosphere

Quick check questions

- How did I stimulate the learning process?
- Did I keep the participants interested?
- Was I able to guide the participants to the core of the issue?
- Were the questions and challenges sufficiently related to each other?
- Is there an identifiable focus of my course?
- How many questions did I ask?
- What kind of questions did I ask?
- How many questions did the participants ask?
- What kinds of questions were asked by my participants?
- What kinds of discussions were sparked by questions? Which questions caused discussions?
- Did I listen closely to what the participants had to say?
- Were established rules regarding communication honoured?
- How did I take my participants' input into account?
- Was I able to paraphrase the participants' input correctly, or did I just repeat them?
- Do I use any stereotypes or prejudices?
- Did I stimulate exchange between the participants?
- To what extent am I accountable for the talking during the session?
- Were there any outliers in terms of participation?
- What did "problematic" participants say?
- Did I focus too much on certain participants?
- Were the tasks issued to the participants clearly understood?
- How did I issue out tasks?
- How did I assist the participants in gaining knowledge?
- How were results presented?
- In which way were results and insights noted?

<u>If conflicts appeared:</u>

- What events lead to the conflict?
- How did the conflict evolve over time?
- How did the participants react to the conflict?

6.25 Reflection on learning tasks

Reflection on assignments from the trainer's perspective
Do participants consider your task assignments beneficial?

Were the questions easily understood, or did the participants have to ask for extra instructions?

How long did it take your participants to complete your assignments?

Can you identify parts of your assignment that the participants worked on less eagerly?

Was the distinction between the phases of the training clear enough?

Were all information materials facilitated to equal parts? Were they actually useful to the participants? Were there enough of them?

How did the participants work on the assignments?

Were the exercises easily integrated into the training?

On which criteria were the assignments evaluated? Were these criteria properly taken into account during the development of the assignment?

Does the result meet your exceptions?

Did the training bring across the desired knowledge effectively?

Were there any suggestions on how to improve?

6.26 Peer observation

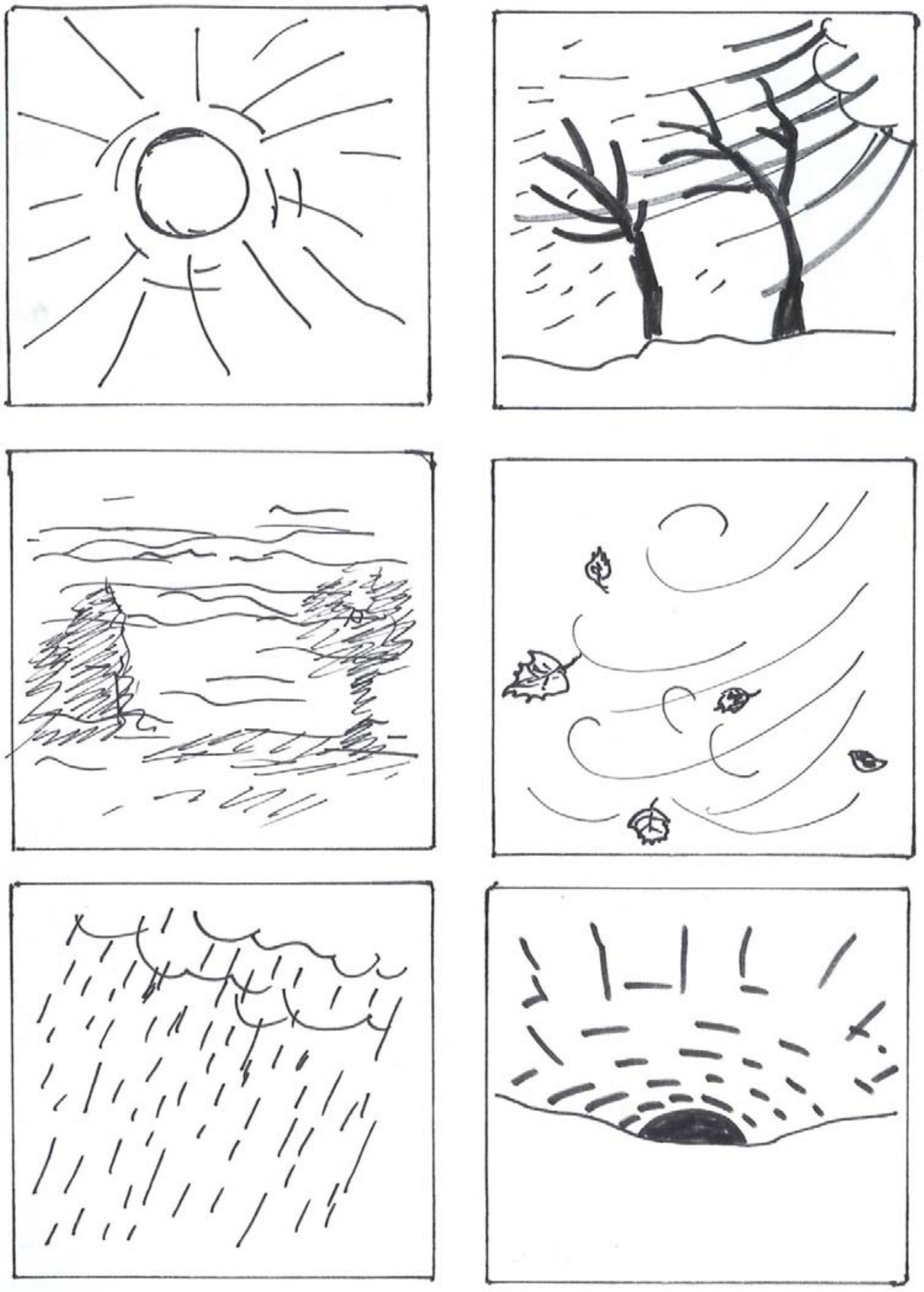
Example

Observation focus: Trainer's reaction to answers/statements of participants

Trainer/teacher:	Course:	Date:
Criterion	**Short description**	**Frequency**
No reaction		
Non-verbal reaction		
Positive reaction		
Negative reaction		
Answers are being interpreted		
Answers are being repeated/paraphrased		
Response triggers discussion between TR/teacher and the participant		
Response triggers discussion between TR/teacher and the class		
Response triggers discussion between the participants		

6.27 The end of a seminar: 4 to 6 corners

Mood/weather pictures



6.28 Portfolio on ICT skills

How to find a topic

1. What is the broader topic?

____

2. Which terms and ideas do you associate with the broad topic? Collect them in a mind map – add as many fields as you want.

3. If needed, do some quick research on the internet or in books on the chosen topic and add the results to the mind map.

4. Highlight the subtopics you are most interested in.

5. Which of your strengths and competences can you make use of when working on the chosen topic?

____

____

6. Describe the subtopic you have decided on in a few words. What is your research interest?

____

____

____

Project Plan

Name:					
What is our subtopic?					
What are our research questions? What are we interested in?					
What is my personal contribution?					
Which media do I want to use what for? *(Please mark with a cross.)*					
Computer to find information	☐	Computer for image processing/editing	☐		
Computer for text processing	☐	Other media:___________________	☐		
How would I rate my current ICT skills? *(Please mark with a cross.)*					
	Very good	Good	Average	Poor	Very poor
Computer to find information	☐	☐	☐	☐	☐
Computer for text processing	☐	☐	☐	☐	☐
Computer for image processing	☐	☐	☐	☐	☐
Other media: _______________	☐	☐	☐	☐	☐

Self-Reflection

Name:
Title of the portfolio:

How would you rate your ICT skills after elaborating the portfolio? *(Please mark with a cross.)*

	Very good	Good	Average	(Very) poor
Computer to find information	☐	☐	☐	☐
Computer for text processing	☐	☐	☐	☐
Computer for image processing	☐	☐	☐	☐
Other media ___________________	☐	☐	☐	☐

What was my personal contribution?
What have I learnt during the project?
What was easy for me?
What was difficult for me?

6.29 Topic portfolio for publishing

How to find a topic

1. What is the broader topic?
____

2. Which terms and ideas do you associate with the broader topic? Collect them in a mind map – add as many fields as you want.

3. If needed, do some quick research on the internet or in books on the topic and add the results to the mind map.

4. Mark the subtopics you are most interested in.

5. Which strengths and competences of yours can you make use of when working on the respective topic?
____
____

6. Describe the subtopic you have decided on in a few words. What is your research interest?
____
____

How to plan a portfolio

Broader topic:

____

My personal subtopic:

____

My research questions:

____

____

____

Planned form of publication:

____

Ideas on completing the obligatory tasks:

____

____

____

Ideas on completing additional, free tasks:

____

____

____

Planned work steps:

____

____

____

____

Required material:

____

How to write a preface and an epilogue

Guiding questions to write a preface:

- What do I want to do?
- Why did I choose the topic?
- What is particularly important for me?
- What are my research questions?
- What are my objectives?

Guiding questions to write a self-reflection on one's working process (in the epilogue or, if an epilogue isn't used, in the preface)

- How was the development process of the portfolio?
- What did I do well in?
- Which obstacles did I encounter?
- Which ideas did I not use and why?
- What did I learn?
- Which of my skills and competences did I prove in the portfolio?
- What would I do in a different way the next time?

Self-reflection

How did I decide on a topic?

How did I get the required information and material?

What was easy for me?

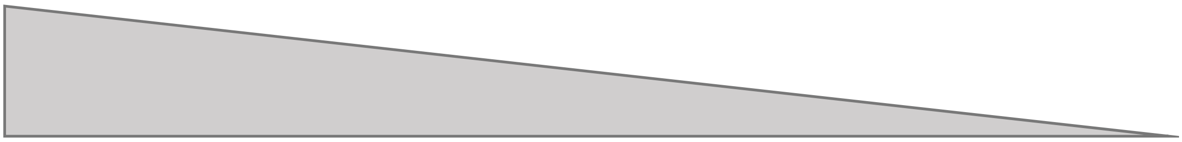
What was difficult for me?

Where and how could I improve?

Which methodology did I follow?

Would I do it in the same way the next time? If no, what would I do in a different way?

How independently did I work?



I worked very independently ... I needed a lot of help

Where did I get support? (People as well as materials.)

Which additional support would have been helpful?

How satisfied am I with the result?

Very satisfied ... Not satisfied at all