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The GINCO website



WWW.GINCONET.EU

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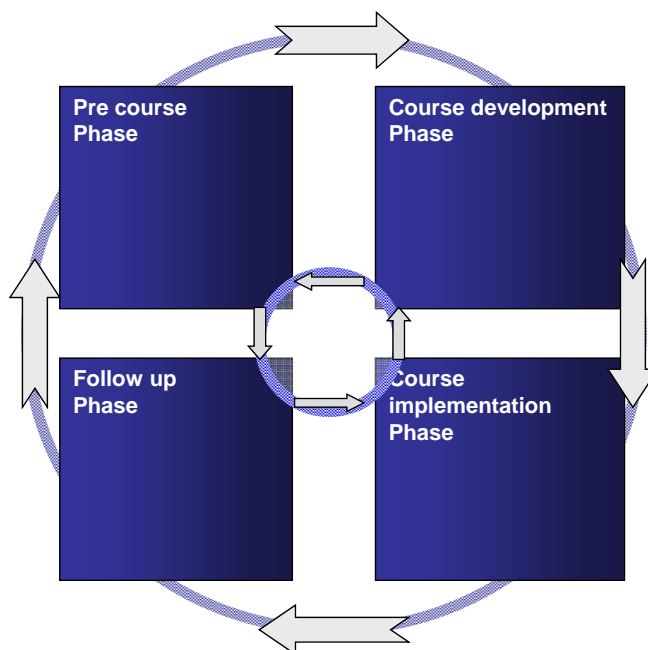
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Quality of Grundtvig courses



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	Pre-course	Course development	Course implementation	Post-course follow up
Basic conditions and strategic planning				
Outreach and marketing				
Needs assessment				
Goal setting				
Designing the course				
Construction the learning environment and materials/aids				
Managerial organisational activities				
Teaching, training, educating				
Social facilitating				
Assessment, monitoring en evaluation				
Networking, sustainability, embeddedness				
Policy feedback				



Adult education and learning

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





Quality levels/aspects

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



Some examples of quality issues

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

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Three assignments

Between hope and despair

Between pizza and pasta

Between art and kitsch

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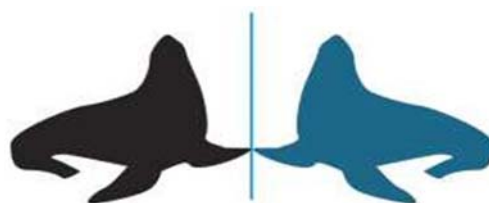


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seælll

SELF EVALUATION IN ADULT LIFE LONG LEARNING



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'Youth in Action' Programme



SELF evaluation



A few characteristics:

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



Why SELF evaluation?



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

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Problems in evaluation



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Afterwards only



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Too much paper work



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Focussing on mistakes and on who's to be blamed



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The wrong people are learning from it



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Too little impact



SELF evaluation

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Why SELF evaluation?



- Evidence based decisions making
- Trouble shooting
- **Learning**
- Reducing emotional pressure
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Website of SEALLL



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Three pillars

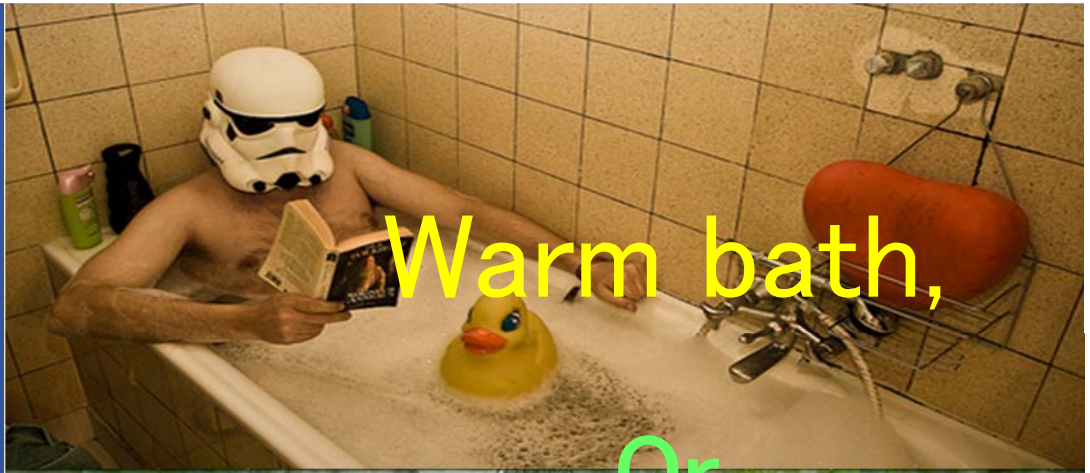
- A learning oriented approach
- Dialogues are included and made explicit
- A systematic approach of knowledge development



1. a learning process

- **Motivating environment**
- **A rich learning environment**
- **A reflective environment**
- **A sense of efficacy**





Warm bath,

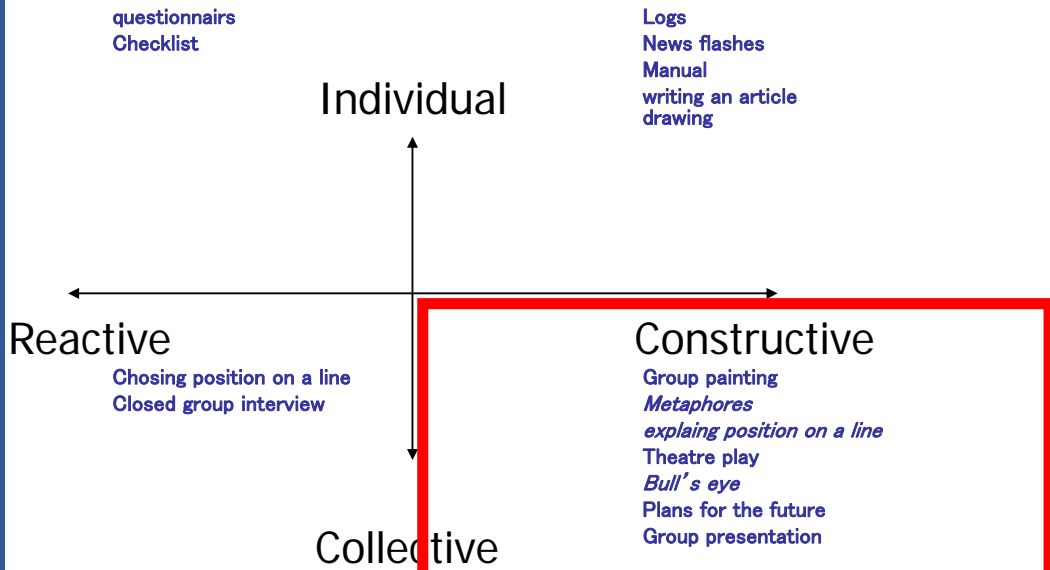
Or



Cold shower



Methods and instruments





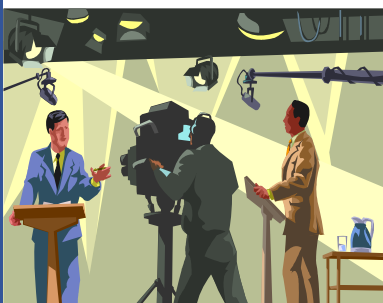
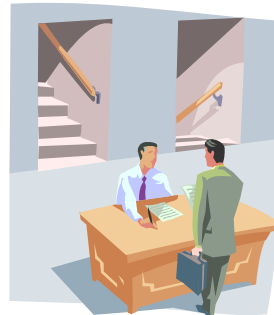
2. a dialogue

Between parties

- Exchanging/
informing
- Exploring
- Explaining

Between partners

- Persuasion
- Discussion
- Debate
- Negotiation





3. Systematic knowledge development

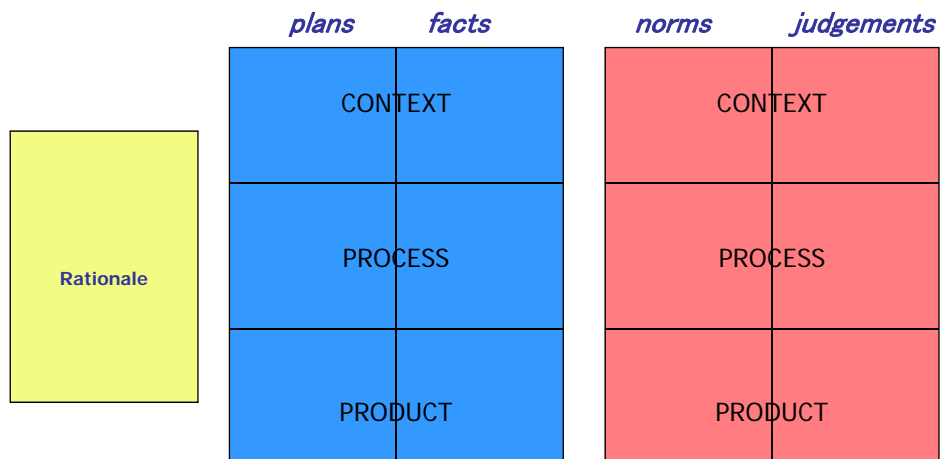


- Clear concepts
- (practice) theory
- Issues
- Assumptions
- Indicators/Evidence
- Standards/criteria



An evaluation model

a generator of questions
and a tool for analysis





In sum

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

It needs to be organized accordingly

External evaluators may serve as facilitators



Informative web sites

- www.ginconet.eu
- www.seall.eu



Evaluation must be fun



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Evaluation: when and with whom?



	Learners	Trainers	Developers	Managers
Pre-course	Assessment of prior learning and experience	Assessment of professional profile	Evaluation of contract conditions	Market analysis
Development phase	Piloting some parts of the course	Critical review of draft course design	Peer review	Comparative evaluation with other offers
Course implementation	Evaluating the group processes	Evaluating the co-operation	Programme evaluation	Monitoring the implementation
Follow up phase	Evaluation of dissemination of the results	Monitoring network activities	Evaluating the e-learning environment	Analysis uploads as basis for further initiatives

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- Back to the three scenario's



Evaluation of the day

- Which priorities would you like to suggest to the GINCO network regarding quality issues of Grundtvig courses?
- Which acquired insight is the first thing that you will share with your colleagues in your organisation?