



CARMA

Non-formal learning for student motivation

WP 6.7 Evaluation Report: Non-Formal Learning Experts

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CARMA

RMA and other non formal learning methods for student motivation

WP6 Lead Partner UCLL (Belgium)



WP6.7 Evaluation Report Non-Formal Learning Experts

A final evaluation report assessing the outcomes, impact and results in relation to the non-formal learning experts with school teachers in basic skills and other teaching disciplines will be produced by WP Lead P5 UC Leuven in the last phase of the project. The report will highlight key achievements and the impact in the CARMA approach using the Experts for supporting the teachers as an example of collaborative practice. The report will provide case study examples and testimonies from the Experts and will strengthen evidence base, and sharing lessons learned in order to effectively transfer results to policy making level.

Task 2 – Monitoring of the Activities and Products evaluation by the Target Groups.

Evaluation with Non-Formal Experts: Collecting feedback and case study evaluation during the piloting phase of the 7 Non-Formal Experts who will act as support guides for the DTG1 of teachers at local level. Evaluation will be carried out through questionnaires, online and face to face meetings. Monitoring of progress and results will include the evaluation of the pilot process, collaborative relationships with the teachers and feedback on the competences by teachers, the impact on student's motivation and attainment and the tools, materials and methods used during the pilot phase.

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WP6.6: Evaluation Tools for Non-formal Learning Experts

Key Evaluation Questions	Monitoring Questions	Indicators	Data Sources
Does the NFL experts act as support guides for the DTG1 of teachers at the local level?	Does the NFL expert demonstrate collaborative relationships with teachers?	Feedback from NFL-experts Feedback from DTG1 of teachers	Qualitative questionnaires: (Interviews-case studies- Lessons learnt- etc.) NFL Peer Assessment NFL Self-Assessment
Is the pilot process running as expected?	Does the NFL expert show competence in collaborative practices?		
	Are the students motivated to attend the sessions?		
	Are they enthusiastic about the new learning materials and tools?		
	Does the NFL expert in collaboration with the teacher adapt the learning materials and tools to the needs of the students?		
	Does adapting of materials and tools help in motivating and attaining the students?		



WP6.6 Evaluation Tools for Non-formal Learning Experts

Data Collection



-  Qualitative Data was collected from the NFL experts through a focus group that took place on Day 2 of the European Evaluation Seminar (WP 6.8). Experts shared their experiences, lessons learnt, and provided some case studies for further improvement of the methods.
-  Feedback from DTG1 of teachers was extracted from their diaries, in addition to the discussion session that took place on Day 1 of the European Evaluation Seminar.



Key Evaluation and Monitoring Questions

Did the NFL expert act as support guides for the DTG1 of teachers at the local level?

-  Did the NFL expert demonstrate collaborative relationships with teachers?
-  Did the NFL expert show competence in collaborative practices?

Did the pilot process run as expected?

-  Were the students motivated to attend the sessions?
-  Were the students enthusiastic about the new learning materials and tools?

-  Did the NFL expert in collaboration with the teacher adapt the learning materials and tools to the needs of the students?
-  Did adapting the materials and tools help in motivating and attaining the students?

Data Analysis



The data has been analyzed into four categories:

1. Relationship between the non-formal expert and the teachers
2. General challenges in implementing the methods
3. General tips for implementing the methods
4. Tips from the NFL experts for the enhancement of the catalogue



The four categories mentioned above, reflect the data required to answer the key evaluation and monitoring questions of WP6.6

1. Relationship between the non-formal expert and the teachers



UM:

-  Good relationship with the teachers, collaborative one. A whatsapp group has been created and all teachers were able to communicate and share tips, challenges with each other and with the expert.
-  Teachers showed dedication to the project. Some were not able to attend the demonstration workshop, so they asked if it could be repeated in order to attend and learn from the different methods that were demonstrated and which they are not implementing. They had genuine dedication, this was reflected in the way they worked together during the workshop. They formed teams from different subjects and with different teachers to run their workshop. It was very successful. The certificate at the end of the 'Evaluation Seminar' was very important for the teachers. Especially for teachers who are not tenured. They need points per year to ensure the continuity of their job, the certificate can earn them some points for the efforts and innovations they did during the CARMA piloting.


CESIE:

-  The relationship between the expert and the teachers was good. One teacher worked a bit more independently. All the teachers had one problem and that was the implementation of RMA with their students.
-  The teachers felt motivated when they saw the appreciation and the change in their students. In addition to that, participation in the workshops and seminars





(like in Istanbul) has an added value to them, it gave them a boost to continue their work and to do it better.

-  Their question was, How to Continue? What is next?
-  The teachers were happy with the certificate that was given to them in Istanbul. It is important for their portfolios (personal level) and it was a kind of legitimization for their hard work to show to their school headmasters (formal legitimization).





PISTES:

-  Some teachers showed dedication and motivation towards the project more than others. That's why the two teachers (Isabel & Fabienne) were chosen to come to Istanbul and not the rest. These two teachers believed truly in the methods and saw a future in using them; while the other two teachers did not profile deep interest, did not discuss the future implementations. In short they did not have ownership and did not deeply believe in the methods.
The teachers were happy with the certificate that was given to them in Istanbul.





INOVA+:

-  The relationship between the teachers and the expert was very good. The teachers felt comfortable to express themselves. Their fears and their success moments with their students.
-  The teachers cooperated with each other when possible. They had continuous follow-up from the expert regarding their lesson plans and implementations.
-  They were advised by the expert when needed, they even proposed their own variations of the implementation that best suited their students and the topics being dealt with.
-  The teachers were motivated and encouraged through the positive impact some methods had on their students, especially in dealing with problems and situations of crisis.
The teachers were happy with the certificate that was given to them in Istanbul.





UCLL:

-  The relationship between the teachers and the expert was good. The teachers felt comfortable to express themselves. Their fears and their success moments with their students.
-  The teachers cooperated with each other when needed. They planned and shared their experiences and consulted with the expert regarding doubts and uncertainties.
-  The expert had several meetings with the teachers at and outside their schools.
-  The expert was in contact with the school principals to further facilitate the piloting of the NFL methods and RMA.











DOGA:

-  The relationship between the teachers and the expert was good. The teachers felt comfortable to express themselves and ask for assistance when needed.
-  The teachers cooperated with each other while using the NFL methods, they fixed their teaching hours in order to facilitate the success of the sessions. The
-  NFL expert introduced the methods to other teachers at the school.
-  The school principal together with the expert and teachers had meetings to discuss future plans to integrate the methods in the school.


VM:







-  The relationship between the teachers and the expert was good. The teachers felt comfortable to express themselves. Their fears and their success moments with their students.
-  The teachers cooperated with each other and with the expert when needed.
-  The expert had meetings with the teachers when needed to clarify uncertainties.
-  The teachers were happy with the certificate given to them in Istanbul.

2. General challenges in implementing the methods

-  Some teachers dropped-out of the demonstration workshop
-  Teachers were interested but afraid at the same time to attend the workshops for the 1st time
-  More work with headmasters is needed to ensure engagement
-  More work and facilitation with other teachers is required
-  Very hard to combine the method with the topics designated in the curriculum Difficult to integrate within the curriculum
-  Time constraints to attend the CARMA Google group to share their experiences and learn from their colleagues' experiences from other partners
-  Technical difficulties related to the software used for 'Learning by Coding'
-  Some difficulties in explaining the tasks to the students
-  Varying rates of student absenteeism, which affected the implementation of the methods
-  Divergent level of student enthusiasm towards the methods

3. General tips for implementing the methods




-  Box of emotions helps spotting students with problems and allows dealing with the problem in a subtle way

-  Before using Box of Emotions, teachers need special preparation. Some might not be willing to hear the emotions and private instances of their students.
-  If the students don't know each other, it is better not to use Box of Emotions, especially older students (16-17 years old).
-  Attention to too much expression of emotions from the students side. This can put the teacher in an awkward situation, a sort of dilemma. You want to be the good caring teacher but at the same time you want to keep your distance from the student's private life. Furthermore, some students might profile themselves as vulnerable towards the rest of the students, who might not be very understanding and this might create a strange atmosphere and can lead indirectly to bullying.
-  Teachers need to be trained ahead of time in working with all the NFL methods in the catalogue. Especially on social abilities for efficacy in teaching and controlling the classroom. If the teacher does not have social skills how can they teach it to their students.
-  The different topics that the teacher brings up in the classroom can play a role in the students learning competencies and skill development. For example: the topic generation gap and/or labor exploitation can provide the students with a platform to express their feelings and develop their language skills.
-  Teach the students on how they should work together (sitting in groups, interpersonal skills, conflict management, active listening, etc.).

4. Tips from the NFL experts for the enhancement of the catalogue

6 Thinking Hats:


INOVA+:

-  Do not use all colors at the same time. Focus on some colors
-  The method could be adapted to the number of groups/students
-  Show the explanation on the blackboard/smart board. This will help the students remember the purpose of each hat.



UM:

-  Adapt the method to the content

DOGA:



-  Make use of the Hatchet Senses¹. The colorful cards combined with the hats are very useful to provide the needed messages and make learning more enjoyable.

UCLL:


-  Explain the method to the pupils thoroughly, it will help them better understand how they need to work. For every hat a story can be used.
-  This method allows the pupils to evaluate their own work (e.g. portfolio, project).

Box of Emotions:


CESIE:

-  Students prepared the box and wanted to guess if they knew their classmates well.
-  The implementation improved from the first time (no emotions) to the second time (it became better, and students from other groups were involved).

PISTES:


-  The focus was in two directions: -on how to place the emotions and –on building on the method to relate it to other disciplines such as theatre. In addition to using emoticons such as Smileys.

INOVA+:

-  The teachers built the box. The method was a bit adjusted to fit the number of students and the infrastructure. It would be good to include such challenges in the catalogue and some ways of tackling them.


Learning by Coding:

PISTES:


-  More theoretical input was needed. Teacher did research to appropriate the method.

UM:

¹ An organizer that allows learners to analyze and sort Brain's experiences into 5 senses – sight, taste, smell, touch, sound. Provides an interesting and fresh way to look at a character's experience. <https://www.teacherspayteachers.com/Product/HATCHET-Sensory-Analysis-5-Senses-784379>


-  The software was not easy to work with. An alternative or user-friendly software could be used

DOGA:


-  Students can use the Scratch² program to code. When combined with storytelling, they can use the Scratch program to code their own stories.

Petal Debate:








PISTES:

-  The teachers were able to implement this method in 3 hours instead of 5, and were able to adapt it to the official program.

UM:


-  The students need to prepare, the leader of the group must say exactly the group's decision without self-interpretation. The debate was better with constructive controversy.

UCLL:

-  Explain debating by showing a movie
-  It helps if the pupils are not assessed in debating at the beginning
-  Moderating is necessary (paraphrasing, supervising, participation, posing questions, formulating conclusions) to maintain the quality of the debate
-  Link the debate to a real life situation or a council at school
-  Allow the pupils to choose the debate topic
-  Discuss with the pupils the criteria of a good debate
-  Add materials and techniques to promote the participation of all pupils. For example, use cards or matches and allow some or one student to be the visual moderator.


Group Investigation:

UM:

-  Prepare instruction design for the students to be used with different content (history, art, biology). Use together with Constructive Controversy.

Constructive Controversy:



DOGA:

-  Prepare instruction cards with useful information to give hints on the topics you want to work on. Especially with young pupils, they need some hints in order to start the discussion.


² <https://scratch.mit.edu/>

Storytelling:

DOGA:








-  Storytelling technique can be done in digital format. The Blabberize³ tool was used. User friendly tool for teachers and students.
-  Storytelling and Learning by Coding can be easily combined to teach specific topics. For example: cyber bullying and digital citizenship concepts.

UCLL:


-  Pupils with less language skills can benefit from drawing during storytelling.

RMA:


UCLL:

-  Use visual materials if possible. Drawing helps pupils with poor language skills
-  Select simple and short questions to fit the age group of the pupils
-  Take good notes during the session, this will help during the reflection part
-  A good question and a meaningful topic need to be selected
-  Multiple rounds are necessary, they provide time for inquiring opinions and ideas and provide space for adapting thinking Set-up the classroom ahead of time
-  Re-assure the pupils before starting that there are no bad or wrong answers
-  Make use of co-teaching, teaching assistants, or teachers in training.


UM:

-  Because of the fixed curriculum, planning the sessions ahead of time is important.


INOVA+:

-  Work in small to medium sized groups. When working in large groups disruptive behavior from pupils is highly possible.


VM:

-  Work in small groups. This will help in achieving the best results for evaluation

³ <https://blabberize.com/>

-  Working with students from different age groups and backgrounds can be very enriching.

DOGA:

-  Sticky notes are very helpful to remember the keywords mentioned throughout the discussion.

Concluding notes

Evaluation with non-formal experts included collecting feedback and case study evaluation during the piloting phase of the 7 Non-Formal Experts who acted as support guides for the DTG1 of teachers at local level. Evaluation was carried out through questionnaires, online and face to face meetings. Monitoring of progress and results included the evaluation of the pilot process, collaborative relationships with the teachers and feedback on the competences by teachers, the impact on student's motivation and attainment and the tools, materials and methods used during the pilot phase.

It was evident that the teachers across the 7 partner institutions had a good relationship with the non-formal experts. The experts were available when needed to support and assist the teachers. Some had several school visits and were attending and assisting during the NFL sessions, others were in contact through private groups created on social media. Some teachers were extremely happy in taking part in the CARMA project. It helped them broaden their vision on education in general and on education for the 21st century in specific. It provided them with a window for innovation in their teaching and a platform for exploration; they got to know their students better which provided them with insights to how they learn better and how they can achieve better results and be successful.

The teachers were faced with several challenges. Each partner had difficulties related to the politics of their education system and tradition of teaching and schooling. But they all shared some specific challenges. These could be all categorized under the function of introducing something new. The teachers are trained to teach in a strict manner, i.e. sticking to the curriculum and teaching to the book (some partners less than others) in order to achieve the final objectives assigned by the curriculum. The introduction of non-formal learning methods in a formal school environment was a huge change and challenge to some teachers. They had to adapt their learning and teaching theories, introduce it to the students, headmasters, and parents. A sudden change that was not immediately appreciated in some partner countries. Learning became a process of creating knowledge, very close to experiential learning, whereby social knowledge is

created and recreated in the personal knowledge of the learner. This stands in contrast to the 'transmission' model, on which much current educational practice is based, where pre-existing fixed ideas are transmitted to the learner⁴. The teachers as well as the students were learning. To most teachers, they were learning about their students for the first time and they were learning and discovering new horizons that they were not introduced to or were not allowed to investigate in because of the strict curriculum. For most of the teachers, they discovered that teaching is a holistic process of adaptation to the world. It is not just the result of cognition, but involves the integrated functioning of the total person: thinking, feeling, perceiving and behaving.

General tips for implementing the non-formal learning methods were provided by the teachers. They provided specific tips related to some specific methods in addition to providing general remarks that any teacher need to take into consideration when using NFL methods in the classroom (formal education setting). Learning is best facilitated by a process that draws out the students' beliefs and ideas about a topic, so that they can be examined, tested and integrated with new, more refined ideas. In order to do so and according to the teachers, training is very important. The teachers need to be well trained in order to be able to run and manage the classroom. Topics need to be well defined and well prepared for ahead of time. Students need to be introduced to the dynamics of working in groups. And finally, teachers need to be more conscious and aware on how to deal with sensitive situations especially when students express their emotions.

The teachers provided with specific tips related to the NFL methods they piloted with their students. These tips were aimed for the enhancement of the CARMA catalogue. The tips were specific for the following non-formal learning methods: Six Thinking Hats – Box of Emotions – Learning by Coding – Petal Debate – Group Investigation – Constructive Controversy – Storytelling – RMA. Other methods were piloted, but the teachers limited their tips to the above mentioned seven methods and RMA.

In conclusion, learning is best understood as a process, not in terms of outcomes. When the process is appropriate and innovative, the outcomes will follow. The primary focus should be on engaging students in a process that best enhances their learning, a process that includes feedback on the effectiveness of their learning efforts. As John Dewey said (1916, p. 1): 'education must be conceived as a continuing reconstruction of experience: the process and goal of education are one and the same thing⁵.'

⁴ Kolb, D. A., & Kolb A. (2005). *The Kolb Learning Style Inventory – Version 3.1, 2005 Technical Specification*.

⁵ Dewey, J. (1916). *Democracy and education*. New York: Macmillan

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