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The Evaluation of Adult Education Staff

EDUEVAL How to do Guide

Loredana Perla
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Introduction

by Loredana Perla[1]

EDUEVAL How to do Guide is the second of three volumes based on the results of EDUEVAL - *Evaluation for the Professional Development of Adult Education Staff* Project, supported by the *LifeLong Learning Programme – Grundtvig Multilateral Projects* of the European Commission[2]. The three volumes are: *EDUEVAL Curriculum (vol. 1*); *EDUEVAL How to do Guide (vol. 2)*; *EDUEVAL Handbook (vol. 3)*. Specifically, the *EDUEVAL How to do Guide* aims to provide the guidelines to plan and implement the EDUEVAL training proposal shown in the Curriculum (vol. 1), and is addressed to those professionals interested in training evaluators of adult education staff.

As we have already said in *EDUEVAL Curriculum (vol. 1)* and in the other EDUEVAL products[3], the evaluator of Adult Education staff is a professional profile which as yet is not very well defined in Europe, even though evaluation is a crit-

1 While being the result of shared work, Loredana Perla is the author of the Introduction, of the chapter 1 and of the Conclusions; Viviana Vinci is the author of chapter 2.

2 EDUEVAL - Evaluation for the Professional Development of Adult Education Staff is a project supported by the LifeLong Learning Programme of the European Commission (Project Number: 538743-LLP-1-2013-IT-GRUNDTVIG-GMP Grant Agreement Number: 2013 3800/001/003). For more information: www.edueval.eu.

3 Specifically, the EDUEVAL Public Research Report. For further information, see the website http://www.edueval.eu

ical aspect in order to guarantee and improve a high standard of quality in adult education system.

The survey carried out as part of the EDUEVAL project in the five Countries involved[4] shows how AE staff are evaluated by different professional figures with different functions. On the one hand, there are professionals with diverse training and professional experience who, internally in the service, perform an evaluation function which is unofficially recognized, in a capacity that could be said to be of *non-professional evaluators* (educators, trainers, supervisors, consultants, coordinators etc). They have been immersed for some time in AE contexts, of which they have extensive knowledge, but they do not necessarily have specific training for evaluation. On the other hand, there are *professional evaluators*, officially recognised, often external to the services, who work as certifiers of quality, from bodies outside the organization, on the basis of conformity with pre-established standards, who may not have an in-depth knowledge of the educational context which is the subject of the evaluation.

The aforementioned EDUEVAL research[5] also shows that the services and types of professionalisms involved in the field of adult education at European level are extremely vast and fragmented, leading in turn to a high degree of fragmentation and complexity in the evaluation practices of AE staff.

The intention of the EDUEVAL Project, starting from the complexity of the evaluation processes, models and practices when referred to the educational work, has been to overcome this gap, contributing to defining the professional profile of the evaluator of AE staff at European level.

4 With reference to the EDUEVAL Public Research Report at: http://www.edueval.eu/en/outcomes

5 See note 4.

Through implementing the EDUEVAL Curriculum, the intention is to offer a contribution of reflections in order to arrive at a professional profile of the AE staff evaluator: a high level professional figure who operates in the field of adult education for the improvement of the educational work of AE staff, therefore a new and flexible professional figure that can operate in various contexts, requiring specific training.

The following document addresses the *trainers* of evaluators of AE staff, those who can implement the EDUEVAL Curriculum, and it is structured in such a way as to provide useful information for establishing a training course, from the definition of the trainers' profile (who they are and which competences they must have) to the detailed description of the training curriculum (organization of activities, methodologies, training methods and tools).

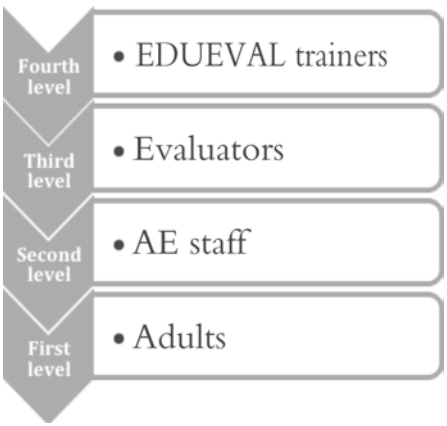
1.
The EDUEVAL course trainers

by Loredana Perla

1.1 Who the EDUEVAL course trainers are

Organizing the EDUEVAL course ought to be overseen by a team of experts with consolidated training experience in the field of evaluation and adult education.

The trainers could be defined as *fourth level* professionals, as they address *evaluators* (third level) of *staff* (second level) who operate in the field of education of *adults* (first level).



This classification is useful in order to understand the definition of the profile of the *trainers*, who are required to have multiple competences, in both the fields of evaluation and education, as well as an in-depth knowledge of the contexts of adult education.

As the target addressed by the EDUEVAL course is very diverse (professionals operating in various contexts of adult education, performing the function of staff evaluator), the training team should be composite and with different professional profiles, cooperating in the same training and methodological framework. Therefore, organizing training groups of this scope is best thought to take place in universities or large research centres, which are capable of coordinating the human and material resources necessary for the training.

More specifically, the members of the training team should be:

1. 1 head teacher (Scientific Coordinator) for each university/research centre involved in the course;
2. at least 3 training experts who coordinate the in presence meetings and manage the contents of the e-learning training (these experts have to be video recorded to build up the SCORM, the learning objects to be uploaded on to the platform);
3. 1 didactic tutor every 30 students, who has to manage the circulation of information, the calendars, the monitoring and didactic accompaniment of the students;
4. 1 technical tutor, responsible for: the administrative procedures of selection and registration of the participants; the collection of signatures and documentation related to the in presence meetings; the layout of the classrooms and the delivery of the final certificates;
5. 1 platform administrator (super-user);
6. at least 3 planners, responsible for structuring and monitoring the online learning environment, the implementation of the contents and the evaluation activities on the e-learning platform.

1.2 Which skills are required to the trainers

Multiple and flexible skills are required to train professional figures of AE staff evaluators and these have to be guaranteed by a work team that can manage the training activities at various levels. As far as the contents are concerned, it is essential for trainers to be fully proficient in the following thematic focus points:

- theories, models and meanings of evaluation, considered in the light of the different perspectives of international interpretations (cf. *EDUEVAL Handbook – Vol. 3*);
- levels of evaluation, methods and tools used to evaluate the educational work of AE staff; in the EDUEVAL proposal, these are: the levels of self-evaluation, external evaluation and context evaluation; the mixed use of qualitative and quantitative methods; various evaluation tools such as portfolio, audit, rubric, checklist, questionnaires, documentary writing by the staff;
- methodological perspectives based on mixed methods, such as triangulation and the synchronic use of different perspectives and points of view on the same object of study. This competence requires a heuristic view and a research posture that can interconnect different dimensions, both local and global, qualitative and quantitative and structured and non-structured;
- the configuration, characteristics and specificities of *adult education contexts* where the evaluators will be operating: types of services involved, users, professionals/operators (roles, functions, actions, competences), pathways and activities implemented, legislation on the adult education sector, local adult education initiatives and networks;
- organizational learning and quality of the work processes in the adult education contexts, where evaluation can take on a

role of training and improvement only if related to an organizational culture capable of linking the complexity of the educational processes within the context with the demands of the stakeholders and the local area. An organizational culture which reveals itself as capable of enabling dialogue between the *inside* and the *outside of the* context, between individual performances and the mission of the organization;
– ethical principles and the code of ethics of the evaluator, at national and international levels, with special attention to the *EDUEVAL Guidelines*[6].

In addition to expertise on these diverse contents, the EDUEVAL trainers also have to have matured solid methodological and training skills both on classroom management and management of the e-learning community. In particular, the trainers have to be fully proficient in skills related to: group conducting; conflict management, organization of training paths; student accompaniment and monitoring; the use of training methods and techniques required by the curriculum.

The training methodologies – both in presence and distance – will be discussed in greater depth in the following sections, but it is useful to recall the type of posture that the trainer ought to have with the students, i.e. respectful of the *collaborative* and *participatory relationship*. It has to be based on the terms of a *co-equal-relationship* (Day, 1996, p. 32; Biémark, Dejiean & Donnay, 2008; Desgagné & Bednarz, 2005; Lieberman, 1986), i.e. jointly building a partnership (Perla, 2010, 2011) which stimulates building up a *knowledge of practice* (Donnay & Charlier, 2000; 2006), which can be used for professional development.

6 EDUEVAL Guidelines are available at : http://www.edueval.eu/en/outcomes.

2.
The training curriculum
by Viviana Vinci

The curriculum of the EDUEVAL training course will be specified in the following sub-sections, providing precise instructions on the teaching format used, on the organization and planning of the course, on what is necessary for its implementation (how to manage student recruitment; how to organize the contents; how to structure the training setting; which methodologies methods and tools to be used and which evaluation methods and strategies to consider).

2.1 The didactic format of the course

The training curriculum for AE staff evaluators is based on a blended model for a total length of 100 hours, of which 70 in presence (64 effective and 6 hours of individual tutoring) and 30 in e-learning. *Blended learning* (Garrison & Vaughan, 2008; Garrison & Kanuka, 2004; Graham, 2004) represents something more than the simple integration of in-presence and distance training, as it is the result of complex design which integrates different training tools, synchronous and asynchronous[7] and formal and informal methods of commu-

7 *Asynchronous* learning "takes place without the people being online at the same time. Communication between students and teachers is not

nication. It also increases access to information, flexibility and autonomy in learning: it fosters what is defined *peer to peer learning*, which follows the logic of a mosaic or a jigsaw. According to this logic, tasks are assigned to a work group composed by considering the different skills of the individuals, otherwise an exchange of roles between the members of a learning group is planned, according to diffused leadership (Quagliata, 2008, p. 96).

2.2 How to organize the blended model: *instructions and procedures*

For the best possible organization of the training course and careful planning of a blended model of training, the trainers have to build up and follow precise instructions and procedures: a real *Vademecum* of the activities where the following are clearly defined:

– the aims of the training: in this case, the main aim is to train the professional evaluator of AE staff, but the training

in real time, but there is always an interval of time between when the information is sent and when it is received. Examples of this are self-learning courses followed over the Internet or on CD-ROM and lessons on video or audio-cassettes. Tools of asynchronous communication are the groups or discussion groups or forums and email". *Synchronous* learning, on the other hand, "takes place in real time with all the participants connected at the same time and able to communicate directly with one another and with the instructor. Synchronous learning is generally led by the instructor, who has the instruments to control the 'virtual class'. There can be electronic hand-raising to speak, a board or applications can be shared to see work in progress: exactly as in a real classroom" (Di Martile, 2003, *Le parole dell'e-learning*. Indire; http://www.indire.it/ content/index.php?action=read&id=211).

team can adapt it to their own context and needs by defining further specific training aims (the same applies to the contents: although the structure of the contents is already defined in the didactic units of the EDUEVAL Curriculum, they should be further defined in the case of any modifications and adaptations);
- the time schedule of activities and the calendar, adjusted according to the blended structure of the EDUEVAL Curriculum;
- indication of the number and type of participating students;
- the human resources inside and outside the organization involved in the training, with an accurate definition of their roles and functions, based on the different professional skills and competences;
- an informative brochure on the course, stating the aims of the course, the structure of reference and the contacts;
- a registration form sheet to collect the personal details of the students and their informed consent on the aims of the course and the protection of privacy (both of their personal information and the material produced during the course);
- a register for the collection of the signatures in presence, showing the name and surname of the participants, the date, starting and ending time of the meeting, the signature on arrival and on leaving, the signature of the tutor and of the trainer/s;
- the instuctions for writing and the outlines of the activities/tasks that the students will have to do;
- the certificate of course attendance, showing its length.

2.3 Organization of the course

The blended model of training has been carefully designed in order to alternate in-presence and online training in a circular fashion, following the phases described here below:

1. start of the *in-presence* training activities, where the aims of the training course are presented, the training group is formed, new topics are introduced and reflection is activated with the aim of bringing out the participants' beliefs and representations – which mainly remain at an implicit and latent level (Perla 2010) – about evaluation of educational work. This first phase of in presence training is fundamental to interconnect EDUEVAL training with earlier personal and professional experience and to create a place of interpersonal exchange in the group of trainees;
2. continuation of the online training activities on the Moodle platform, an open source Course Management System (CMS), designed according to the principles of social constructivism (Vygotsky, 1978) and aimed at strengthening the processes of both teaching and learning. Through the online training, the contents of the different didactic units can be studied in greater theoretical depth through:
   - *SCORM* (*Sharable Content Object Reference Model*; see the section on the methodology for further details);
   - building up a *Glossary*, in order to produce a dictionary and a specific language common to all the students;
   - *repository* of study and supplementary material on the training activities;
   - *wiki* (page of collaborative writing);
   - *forums* and all the e-learning activities that can be implemented on Moodle for managing communication and building up a learning community in an online environment.

– *peer assessment* activities (Limone, 2012; Baldassarre, 2011), such as workshops, Jigsaw and other e-learning activities which require a group task, the object of evaluation (for example the simulation of building up an evaluation tool, such as the rubric, the portfolio or the audit; see the following sections), can also be part of the e-learning training;

3. the third phase again includes in-presence training activities, in which it is possible: to deconstruct and critically re-elaborate what has been learned regarding the contents and the working methods used; to support the trainees in learning; to give and to receive feedback on the *peer assessment* activities; to introduce new topics.

The didactic plan and the structure of the contents in didactic units will be studied in greater depth in the following sub-sections.

2.3.1 *How to manage the recruitment and analyse the pre-requisites of the students*

The process of recruitment must follow three phases:

– widespread dissemination of the course through publishing the informative brochure using the channels available (organization's website, mailing lists…) to reach as many adult education providers as possible;
– collection of applications according to the rules of the organization;
– analysis of the applicants' professional curricula and selection of the participants (maximum 25).

The pre-requisites to be evaluated must include: age (which must be between 25 and 65); professional experience

in adult education (in a capacity of evaluators or coordinators, consultants, trainers of educators); graduate and post-graduate qualifications in line with national regulations (PhD, Master's degree, specialization courses…). The participants in the training course will be selected in order to guarantee a diversity of professional profiles and an exchange between expertise and skills acquired in the field of adult education.

2.3.2 *Didactic units: how to organize the units and their contents*

The curriculum of the EDUEVAL course comprises six didactic units (cf. didactic plan in EDUEVAL *Curriculum – Vol. 1*; as far as the contents are concerned, please see the EDUEVAL *Handbook – Vol. 3*).

The training methodologies, analysed in detail in the following sections, include brainstorming, maps, focus groups and face-to-face lessons in the in presence mode. Various distance training activities – SCORM, material repository, glossary – and evaluation activities (quizzes and workshops) are planned, instead, in the distance learning model. The didactic units, although with some differences, have a fairly uniform hourly structure, with in-presence meetings lasting 5 hours in addition to 5 hours on average in e-learning (3 hours for the training activities and 2 hours for the evaluation activities):

- the first unit is structured in a total of 18 hours (13 hours in presence, planned as follows: 2 hours for presenting the course and forming the groups; 2 workshops in presence lasting 5 hours; 1 hour of individual tutoring. 5 hours of e-learning, planned as follows: 3 hours for the training activities; 2 hours for the evaluation activities);
- the second, third and fourth didactic units each last 16

hours (11 hours in presence, planned as follows: 2 hours for presenting the course and forming the groups; 2 workshops in presence lasting 5 hours; 1 hour of individual tutoring. 5 hours of e-learning, planned as follows: 3 hours for the training activities; 2 hours for the evaluation activities);

- the fifth didactic unit lasts 23 hours (16 hours in presence, planned as follows: 3 in presence workshops, each lasting 5 hours; 1 hour of individual tutoring. 7 hours of e-learning, planned as follows: 3 hours for the training activities; 4 hours for the evaluation activities, which also include a task of simulating the construction of an evaluation tool, such as the rubric, portfolio or an audit);
- the sixth unit lasts 11 hours (8 hours in presence, planned as follows: 1 workshop in presence lasting 5 hours; 1 hour of individual tutoring, 2 hours for follow up and close the course. 3 hours of e-learning, planned as follows: 2 hours for the training activities; 1 hours for the evaluation activities).

The didactic plan of the course, with the activities in presence and online specified, is as follows.

DU 1 The EDUEVAL Evaluation Model						
Modules	**Aims**	**Contents**	**In presence training**		**E-learning**	
Present-ation	To introduce the course To form the group			2h	For the training - SCORM -REPOSITORY - GLOSSARY	h 3
Theoret-ical back-ground Triang-ulation as an explan-atory construct of the EDUEVAL model	To bring out the representations, implicit theories and beliefs of the trainees on evaluation To understand the theoretical frame of EDUEVAL To understand the meaning of triangulation in the evaluation models	Theories and models of evaluation Meanings of evaluation Theoretical frame of the EDUEVAL model Triangul-ation	Training methods: Brain-storming Maps Focus groups Lessons	2 meeting lasting 5 hours each (5h+5h)	For the evaluation of the trainees: - QUIZ - WORK-SHOP	h 2
Meetings with the tutor on request				1h		
Chat Support: Forum; for all the activities				**12+1= h 13**	**5h**	
DU 1 - Total h 17+1 = 18 hours						

DU 2 Towards the Profile of the Evaluator of Adult Education Staff						
Modules	**Aims**	**Contents**	**In presence training**		**E-learning**	
1.1 Profess-ional/ Non-profess-ional evaluators Evaluating function: a new profile 1.2 EDUEVA L profess-ional profile	To develop knowledge on the profess-ional skills expected of the AE staff evaluator To promote in-depth awareness of the AE staff evaluator profile To understand the role of the AE staff evaluator	The ESCO model for the professional development of AE staff EDUEVAL Evaluator profile: - Who s/he is (which roles and positions) - (what s/he does) activities, methods and tools - Where s/he operates (in which services) - Which users s/he works with - Professional skills - Training and professional background - Professional ethical principles	Training methods: - focus groups - lessons - case studies -reflective writing	2 meet-ings each lasting 5 hours (5h+5h)	For training: - SCORM - REPOSITORY - GLOSSARY	h 3
					For the evaluation of the trainees: - QUIZ - WORK-SHOP	h 2
Meetings with the tutor on request				1h		
Chat Support: Forum; for all activities				**10+1= h 11**	**5h**	
DU 2 - Total 15h +1 = 16 hours						

DU 3 Aims of the Evaluation: Why the Evaluation?						
Modules	**Aims**	**Contents**	**In presence training**		**E-learning**	
How to use evaluation for professional development of AE staff	To understand the training role of evaluation for improving the organization To develop a more complex vision of the work processes in AE contexts To define the processes of educational work and the areas of competence in AE contexts (which should be the object of evaluation)	Evaluation for the quality of educational work: impact on the educators, impact on the educational programmes, impact on the users Evaluation for the professional develop-ment of the AE staff Decon-struction, discussion and reflective re-elaboration of personal experience Evaluation as reflective learning from practices	Training methods: - narration - analysis of practices - case studies - reflective writing	2 meet-ings each last-ing 5 hours (5h+5h)	For training: - SCORM -REPOSITORY - GLOSSARY	h 3
					Evaluation: - QUIZ - WORK-SHOP	h 2
Meetings with tutor on request				1h		
Chat Support: Forum; for all activities				**TOT. 10 h +1**		**h 5**
DU3 – Total 15 h +1 = 16 hours						

DU 4 Evaluation Levels						
Modules	**Aims**	**Cont-ents**	**In presence training**		**E-learning**	
Eval-uation levels	To develop knowledge on the main evaluation levels To develop knowledge on the main quantitative and qualitative methods of evaluation	Self-evaluation External evaluation Context Eval-uation	Training meth-ods: - case studies - focus groups - lessons	2 meetings each lasting 5 hours (5h+5h)	For training: - SCORM - REPOSITORY - GLOSSARY	h 3
					Evaluation: - QUIZ - WORKSHOP	h 2
Meetings with tutor on request				1h		
Chat Support: Forum; for all activities				**TOT. 10+1 hours**	**TOT. 5 hours**	
DU 4 – Total 15 h +1 = 16 hours						

DU 5 Evaluation Tools: How to Evaluate?						
Modules	**Aims**	**Contents**	**In presence training**		**E-learning**	
Evaluation tools	To teach how to learn and use qualitative and quantitative tools for evaluation at the levels presented in DU 4	- Portfolio - Audit - Rubric	Training methods: - case studies - focus groups - lessons - simulations	3 meet-ings each lasting 5 hours (5h+5h+ 5h)	For training: - SCORM - REPOSITORY - GLOSSARY	h 3
					Evaluation: - QUIZ - WORKSHOP Jigsaw (*)	h 4
Meetings with tutor on request				1h		
Chat Support: Forum; for all activities				TOT.h.1 5+1	TOT. h. 7	
(*) Task: simulation of the construction of a rubric or portfolio or audit)						
DU 5 – Total 22 hours+1 = 23 hours						

DU 6 Ethics						
Modules	**Aims**	**Con-tents**	**In presence training**		**E-learning**	
Ethics	To develop knowledge on the main ethical principles underlying the evaluation role	Inter-national ethical guidelines EduEval guide-lines Ethical princ-iples	Training methods: -focus groups -lessons -case studies -brainstorm-ing	1 meeting lasting 5 hours	For training: - SCORM - REPOSITORY - GLOSS-ARY	h 2
					Evaluation: - QUIZ	h 1
Follow up and close of course				2h		
Meetings with tutor on request				1h		
Chat Support: Forum; for all activities				**TOT. h 7+1**	**TOT. h. 3**	
DU 6 – Total 10 h +1 = 11 hours						

2.3.3 *Structuring the training setting*

A learning environment is always in a specific cultural setting, characterized by precise interactions between people, cultural

artefacts and educational and didactic devices, i.e. by cultural, conceptual and normative frames which, through a precise organization of spaces, times, bodies, signs, contents and relations, allow structuring the experience, in order to give it an internal organizational logic and a latent structure (Parmigiani; Massa, 1986, 1987; Rossi & Toppano 2009). In a didactic context, the device can be defined as the internal organization of the elements that orient life in the classroom and the actions of the learners (Damiano, 2006). Rossi and Toppano (2009) divide the devices into three types:

– *instructional* devices, structured with the aim of allowing knowledge and procedures to be learned (for example, the lessons or the learning objects);
– devices with the aim of *reflection, self-evaluation, written production, documentation of knowledge* (for example, the production of a Portfolio or case studies);
– devices with activities of *regulation, collaboration and group interaction* to build up knowledge (for example *peer assessment* or wiki activities).

Planning the EDUEVAL training setting must be done respecting all three requirements: the aim of *allowing knowledge and procedures to be acquired* related to the evaluation through lessons and learning objects (online SCORM and supplementary material); the *reflective requirement*, through metacognitive devices of writing (maps, reflective writing, portfolios); the *collaborative requirement*, through all the activities for jointly building up knowledge in the peer group, developed in particular in the context of e-learning.

In structuring the training setting, it is important to pay attention to removing the barriers to learning and participation, increasing in particular the so-called *facilitating* elements.

In the in presence training activities, for example, the classroom has to be laid out in such a way as to encourage the widest participation of all the trainees, adopting *movable desks*, to be arranged in a circle (for brainstorming, shared reflection in the group, or lessons) or in small groups (for example 4 desks joined together to form a rectangle or a square) to foster group work. This requires the possibility of using workshop-classrooms or rooms prepared especially for training, with boards, interactive whiteboards, projector, felt-tip pens, sheets and stationery useful for the activities. The internal organization of the virtual learning environment also has to be structured in the online training activities through the role of some facilitators such as: the *e-tutor* (Rivoltella, 2006), the use of the *forum* (which replaces communication by email and increases the shared reflection in the group), discussion and learning groups engaged in activities such as the workshop, wiki and compiling a glossary.

Knowledge ought to be built up jointly, unlike – to use the words of Damiano (2013, p. 213) – the "loneliness of the subject in training", and be transformed from an individual event to a process of *social* learning. This is what should be facilitated by the interaction of the in presence training with e-learning which, as highlighted in literature, has revolutionized the ways of sharing and reflecting on experience, allowing even people who are far away to "synergize their intelligences" and share not only products of knowledge but also processes built up interactively (Laici, 2007, p. 14).

Planning the didactic devices, organizing spaces and time, selecting the work assignments, the instructions and the materials: thus represent essential elements to guarantee the quality of the training and attaining the training aims.

2.4 Training methodologies, methods and tools

The choice of the methodologies, methods and tools that the EDUEVAL trainers will have to adopt for the training course in both the e-learning and in presence models, will be specified in the following sub-sections.

2.4.1 *In presence training*

The activities of in presence training have a duration of 70 hours and act as a frame for the online activities considering that, as already stated, they start off the training activities before entering the platform, and complete the didactic unit with a second meeting after the hours of e-learning. The activities in presence will be structured based on methodologies – and relative methods and tools – examined in further depth in the following sections.

2.4.1.1 Methodological frames of in presence training

– *Reflectivity and metacognition*

The epistemological and methodological frame of a reflective type starts from the reflections by Dewey (1938) and Schön (1983, 1987) on the limits of the models of technical-instrumental rationality to orient the study of professional practice, especially in relation to professional contexts, such as education, in which professionals are asked not to apply theories or linear solutions, but to work out hypotheses of action which take into account the complexity of the processes under way, the issues, the instability and the flexibility of the experience.

The educational work of the AE staff is pluri-articulated, unpredictable and problematic and requires, more than technical rationality, a heuristic, reflective and metacognitive rationality, capable of *reflecting in the course of action,* of exploring the problematic situations, of questioning and deconstructing pre-established solutions which are not easily adaptable to the uniqueness of the educational situations. Superseding the models of technical rationality, which consider the professional as the mere material executor of procedural standards, asked to solve decision-making problems through selecting the most appropriate means, the reflective paradigm, fosters learning by experience, *testing* theories and models, putting experience *at a distance* through involving operators in becoming aware of, formalizing and documenting their professional practices. This model of professionalism, based on the figure of the practical-reflective expert, with specific competences, and the result of knowledge deriving from experience have aroused great interest and development in particular in the scholastic environment (Perla, 2010, 2011, 2012; Mortari, 2003, 2009; Fabbri, 2007; Striano, 2001; Altet, Paquay & Perrenoud 2002; Fabbri, Striano & Melacarne, 2008; Montalbetti, 2005; Brookfield, 1995; Korthagen, 2001; Perrenoud, 2001).

The EDUEVAL Curriculum includes using reflective and metacognitive devices for the professional development of the AE staff evaluator, which are useful for understanding a complex and unpredictable system that cannot be reduced to theoretical standards, as is that of AE. Moreover, these reflective and metacognitive devices help in building up – not as an a priori but intersubjectively, thanks to exchanges between the group of trainees, AE professionals, and the trainers, evaluation professionals – evaluation tools that are appropriate for the context.

– *Narration*

Narration is also one of the qualitative devices used in the EDUEVAL Curriculum due to its epistemic (Lyotard, 1979; Clandinin & Connelly, 2000) and training (Biffi, 2014, Formenti, 1998; Demetrio, 1996; Bruner, 1992, 2002) function. Through narration, it is possible, according to Perla (2012a), to: explore all the *inner* psychic, existential, motivational and relational processes of the narrator; deconstruct and reconstruct the meanings attributed to events, triggering off processes of reflective re-elaboration of the experience; make explicit the structures of knowledge and rationality that underpin actions; reconstruct the past and preserve its individual and collective memory through the practices of writing in the documentary function (Perla, 2012b).

Using narrative devices, the EDUEVAL training course intends to recognize the cognitive work of the practitioners' testimonies, stimulating their production in a narrative form.

– *Analysis of professional practices*

Together with the reflective, metacognitive and narrative frame, maximising the expertise of the professional in action, one central theoretical frame of the EDUEVAL Curriculum is provided by the *analysis of educational practices*, a line of study on professional practice which is consolidated especially in French-speaking (Altet, 2003; Réseau Open, *Observation des pratiques enseignantes*) and English-speaking areas (Day 2004; Bain 2004; Jackson 2009; cf. ISATT *International Study Association on Teachers and Teaching*). Analysis of practice is conducted starting from a real educational situation, to obtain and try to formalize in theoretical models – a posteriori, by inference – the knowledge inherent in professional practices (Altet, 2003; Damiano, 2006). Educational practices are the

only source that can provide data, subjects and problems to investigate, therefore any educational theory always finds a basis in practice (Dewey, 1967). The EDUEVAL course includes the use of devices of analysis of professional practices, such as those studied in greater depth below.

2.4.1.2 Methods and tools

– *Case study*

One example of a device suggested is the study and analysis of a case of work in AE contexts. A *case study* can be defined as the intensive and in-depth study of a remarkable situation or an event, that is unmistakably original, considered at the different levels and dimensions of which it is made up (Yin 1994a, 1994b; Mortari, 2007; Riva, 2007). Starting from a real situation, the case study allows analysing its context, the time dimension, the situation (the reason that caused it), the participants and the actions. Taken as an effective method of investigation to analyse and understand complex realities, the case study also becomes a model of writing – that can give the experience meaning and produce knowledge – particularly recommended for supporting training through studying one's own professional experience (Biffi, 2014; Damiano, 2007).

The EDUEVAL training curriculum includes the study of concrete cases of AE staff evaluation, in which the trainees can reflect on *exemplary situations* of AE staff evaluation: the devices used, the criteria and methods adopted, the representations that emerged and the emotive and relational dynamics.

– *Focus group*

As the name states, the *focus group* is a technique that allows, through the interaction of a group of people, *focusing on a subject,* a problem or a concept. It differs from the interview, which asks questions often on different topics, as it is focused on a single topic, even though approached through different prompts. The expected result consists of one or more arguments that can describe the topic and discuss its most important dimensions (Bezzi, 2013, p. 27).

Using the focus group in the EDUEVAL in presence training can be functional for focusing on a topic which is the subject of reflection, analysing the representations of the trainees. This allows to re-adjust, replan and adapt the training proposal according to what has emerged during the focus group. It can be used in an initial phase and during the first training meetings, so that the trainers can build up a map of the topics and problems to be subsequently studied in depth. Alternatively, the focus group can be used in a final phase, as a form of thematic focusing and discussion on the information and data learned during the course. Sessions of an hour and a half (maximum two) should be planned, where a group of people (generally 7-8) can discuss topics and stimuli proposed by a leader/facilitator; recording the conversation and later analysing what emerged is also recommended. As the focus group is not used in this case as a research session but as a training course, it obviously has to be integrated into the meetings as an opportunity for in-depth reflection, in continuity with the activities in the curriculum, therefore it will deal with topics and issues that emerge from the training. In the words of Bezzi, the leader will have to "divide his brain into four" (*ibid.*, p. 46), i.e. manage multiple elements simultaneously, like the pace of the discussion, the group dynamics, the variable length of time that people can speak and the way of conducting the group.

– *Maps*

Another device of reflective and metacognitive training in the EDUEVAL Curriculum is maps, in particular mental maps, graphic representations of information, in a hierarchical-associative structure. They are based on a cognitive matrix of the associationist type, in which learning and the development of cognitive concepts are based on free mental associations, starting from the central element and the subsequent combination of concepts. The images, colours and different connecting lines that characterize mental maps are elements that are far more evocative than words and, by stimulating an infinite number of associations, suggestions and ideas, also increase the creative skills (personal and of the group), the imagination, the memory, the unconscious mental resources, the thinking skill and confidence (Novak & Gowin, 1995; Novak, 2001; Buzan, 2006; Buzan & Buzan, 2003). Mapping is one of the most effective and functional forms of representing knowledge. Each map represents the ways through which the mind organizes and applies knowledge, forming relations between concepts relative to a certain area of knowledge with one another, i.e. illustrating how knowledge is organized in the mind. Maps are a type of mediators which are between reality and representation and are widely used in didactics by concepts, as they are useful for the self-reflective exploration of the implicit, emotive, motivational, ideological, cultural and experiential dimensions underlying the profession (Vinci, 2012).

– *Reflective writing*

The EDUEVAL curriculum for AE staff evaluators includes narrative training devices, dispensed both in presence and online. One example is *reflective writing*: this is a form of professional writing taken as a device of adult self-training (Perla,

2012). Professional writing represents an elective organizer which allows developing professional skills through analysing work processes, through a "view of the complexity that characterizes organizational contexts" (Perla, 2012, p. 10; Biffi, 2014; Habboub, Lenoir & Tardif 2008; Pastré, 2002; Pastré & Lenoir, 2008; Pastré, Mayen & Vergnaud, 2006). Through reflective writing, the participants can *distance themselves* from the training experience with a reflective gaze, capable of retrospectively interconnecting what they have learned with their personal affective, ethical and ideological beliefs which underpin their professional action.

– *Brainstorming*

Unlike the focus group, which, as stated, leads the group to explore a thematic focus (conducted by the moderator in a way that may even verge on controlling and ensuring that the participants' contributions converge on the topic selected), brainstorming is a technique that allows the spontaneous representations of the participants to emerge, according to the logic of associations of ideas, in which new ideas emerge from those that have already been produced (Bezzi, 2006; Gallagher 2013; Diehl & Stroebe 1987; Sutton & Hargadon, 1996). Known as a problem solving technique in organizations – especially in corporations and training – brainstorming is used to increase creative thinking and generate many ideas, not for the purpose of analysing and implementing them (Rich, 2003). This technique is not highly structured or standardized, it is flexible and very useful for encouraging self-expression in the group, expressing emotions, experiences and beliefs and eliminating censure on what is produced by the mind (Di Maria, Lavanco, Varveri & Montesarchio, 2002). The conducting mode is less controlling; moreover, the number of people can also vary, from a few to quite a large number

(Clark 1958). A recorder is not usually used and it is replaced by a board on which the ideas produced are made visible to participants. It is very important for the trainer/facilitator to write the ideas in large letters as they emerge, with a clearly visible pen. At the same time, the participants themselves can write the idea on a post-it to be stuck on to the board, so that everyone can see them and be stimulated to generate new ideas on the basis of the ones that have already emerged. The principle underlying brainstorming is more quantitative than qualitative: free expression has to be given to everything that comes into the mind, without thinking about the quality of the ideas and how plausible or applicable they are.

Having completed the phase of production, the ideas should be aggregated and some collected (in a corporate context, the selection is made on the basis of pre-established criteria, such as concrete realizability, the costs for implementation, the cost-benefit analysis; in a training context, the criteria can be chosen and agreed by the group of trainees).

In the EDUEVAL course, using brainstorming is recommended both at the start of the activities and during the meetings, in order to bring out the representations and the free associations of the participants on some of the problems relative to the evaluation of educational work (for example in answer to questions such as: *Which tools could we use to evaluate the work of AE staff?*).

2.4.2 *E-learning training*

As already anticipated in section 2.3, the online learning environment will be hosted on the Moodle platform, an open source *Course Management System* (CMS). All the supplementary material of the contents introduced during the in presence meeting will be published online on the platform. At the same

time, through the support of the didactic tutor, the trainees will be stimulated to take part in collaborative practical activities in order to build up a learning community, engaged in doing tasks and objects that are the study of evaluation. Distance training, alongside in presence training, extends the possibilities of relating to others, sharing information and working on the common construction of knowledge.

The Moodle platform offers about 20 different types of activities (*Moodle Activities*, 2015), some of which are particularly useful for attaining the training aims and this is why they have been selected in the EDUEVAL Curriculum:

e-learning activities	
Wiki	This is a collection of web documents written collaboratively. Wiki is therefore a web page where the trainees can write collaboratively, directly through the browser, without having to use the HTML code. The expression *wiki* comes from the Hawaiian «*wiki wiki*» which means "very quickly". It is a very fast method for creating contents through group activities.
SCORM	Acronym of *Sharable Content Object Reference Model*, this is a collection of specifications which allow interoperability, accessibility and reusability of web-based contents. The SCORMs allow the trainees to : – access in preview and review modes; – have check boxes that indicate the sections of the SCORM that have already been displayed; – start the display from the beginning again; – navigate in the contents. On the other hand, SCORM offers the teachers four different types of report for monitoring the activities: – *basic report*: a table summarizing the accesses to SCORM; – *graph report*: provides summarizing graphs of the activities carried out on that SCORM; – *SCORM interaction report*: shows the answers given by the students to any evaluation tests it includes; – *objective report*: shows the accesses to the individual parts that make up the SCORM.

Lesson Module	The tool that presents a series of HTML pages in which the trainees are asked to make decisions with respect to a given question or situation. The decision will direct them to a specific page of the lesson. The *lesson module* has been designed to be adaptive and to use the decisions of the learners to create a self-directed training pathway. Each decision made by the trainee will direct him/her to a different answer or comment by the teacher and a different page of the lesson. Through meticulous lesson design, the tool allows personalizing the presentation of the contents and questions for each trainee
Glossary	This is a tool which lets the trainees create a list of definitions. It can be organized as a collaborative activity or it can be an activity done exclusively by the teacher. The entries in the glossary can be grouped into categories; thanks to the auto-linking tool – specific to Moodle – every *key* word used in the contributions to the forum automatically becomes a link which directs to the corresponding glossary entry.
Forum	The forum can make a significant contribution to communication and building up a learning community in an online environment
Choice Module	A *choice activity* is a useful and simply way to do a survey and stimulate reflection on a subject, allowing the trainees to vote for a proposal put forward by the teacher
e-learning activities of peer assessment functional to the evaluation of the course	
Workshop	(see the last section for the description)
Jigsaw	(see the last section for the description)

The specific techniques to create the e-learning environment are illustrated below.

WEB HOSTING PROVIDE[8]: Media Touch (Moodle partner)

The Managed Hosting Moodle "Cloud 500" plan includes the supply of a Moodle service with the following features:

8 The authors thank to Dr Valeria Tamborra, of the Università degli Studi di Bari Aldo Moro, for her collaboration in drafting the described proposal of Managed Hosting Moodle.

– 1 Moodle two cores dedicated instance, latest weekly build hosted and configured in the following infrastructure:
  • A completely scalable cloud infrastructure hosted on high performance systems with:
– redundant hardware nodes;
– backhaul network between hardware nodes and SAN at 10Gbit;
– high performance SAN storage;
– multiple web servers with load balancer;
– cluster of database servers;
– external firewall;
– connection to the Internet up to a max of 1Gbit;
– Moodle data outside the web space, PHP setting for Moodle, proactive updating of Moodle on the weekly build (usually on a weekly basis), monitoring and installation of security fix, enforced security profile and captcha for self-registration, cron from control line, Clam antivirus installed and interfaced with Moodle.
– 5 hours of consulting on conducting: the consulting ranges over all the topics connected with the technical-teaching use of Moodle, such as assessment, administration strategies, support for conducting the environment, training strategies for dispensing the course;
– nightly backup with backup agent;
– support ticket system for the administrator: standard, business hours;
– firewall on a separate system;
– weekly log rotation, log retention 7 versions;
– database space: no space limit;
– space for files: 15GB;
– monthly traffic: unlimited;
– active users: up to 500;
– service availability: 98.5% (on an annual basis).

2.4.3 *Course evaluation: questionnaires and peer assessment activities*

Evaluating the course must take place in distinct ways:

1. through tests on the course contents;
2. through satisfaction questionnaire, focused on the quality of the contents, the trainers, the organization, the usefulness and the fallout of the course on the participants' profession;
3. through *peer assessment* activities (Baldassarre, 2011; Limone 2012), with the objective of developing critical thinking skills, connections between learning and professional life, integration between individual study, group work and the creation of transfer of learning (Muirhead, 2002). These activities play an important reflective role on the object and pathway of the training. They are also based on the trainees' responsibility and autonomy, who adopt the same criteria as those with which they are evaluated: "The students can negotiate the content of a task […] and this faculty increases the internal motivation to learn […]. Adopting the criteria and properties of a task or an exercise are useful processes for strengthening the authenticity of an evaluation, necessary to achieve learning processes anchored to the needs of the learners and professional requirements, as well as to monitor and reflect on the progress made" (Limone, 2012, p. 4).

e-learning peer assessment activities functional to the evaluation of the course	
Workshop	*peer assessment* activity. The teacher prepares a task which requires participants to create a document (which can be a text or other types of content). The activity can be organized both individually or collaboratively. The contents produced are evaluated through an evaluation grid defined by the teacher. The tool supports various types of evaluation grids and all allow a *multi-criteria* evaluation. The evaluation grid can be tested by the student, with the support of the teacher, thanks to the *example submissions* tool which allows uploading examples of document to be evaluated by the student. To facilitate *peer assessment*, the tool integrates a system of coordination and management of the distribution of the tasks to be evaluated between the trainees. They receive two evaluations for a single activity: one for the product sent and one for the evaluation provided to their colleagues.
Jigsaw	the method[9] is based on strict planning of work in groups and is ideal in particular in applications for blended training. It consists of conducting group work based on the specialization of the task: each learner has a task that contributes to reaching the objective of the group; the learning task (such as a lesson in the class context, for example) is divided up and each learner is given one part, on which to work independently from the others. Each member of the group becomes an expert on one part of the tsk and is responsible for teaching the information learned to the other members of the group. The competence of the group will in the end be ascertained by evaluating all the members of the group on the assignment (Aronson et al., 1978). In the EDUEVAL course, Jigsaw can be used in performing a task such as the simulation of building up a rubric or portfolio or audit, assigning a portion of the task to the different learners.

9 For further information on the Jigsaw method, see: <https://www.jigsaw.org>

Conclusion
by Loredana Perla

Together with the *EDUEVAL Curriculum* (vol. 1, addressed to a wider public, which describes the structure of the curriculum of the training course for AE staff Evaluators according to the EDUEVAL model), and the *EDUEVAL Handbook* (vol. 3, addressed to the trainees on the EDUEVAL course, i.e. the professionals operating in the field of adult education as staff evaluators) the *EDUEVAL How to do Guide* (vol. 2, addressed to the trainers of the EDUEVAL course) represents part of the final products of the *EDUEVAL project – Evaluation for the Professional Development of Adult Education Staff.*

For further information, see http://www.edueval.eu.

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EDUEVAL How to do Guide is the second of three volumes, based on the results of the EDUEVAL Project - *Evaluation for the Professional Development of Adult Education Staff* (http://www.edueval.eu). The three volumes are: *EDUEVAL Curriculum (vol. 1)*; *EDUEVAL How to do Guide (vol. 2)*; *EDUEVAL Handbook (vol. 3)*. Specifically, the *EDUEVAL How to do Guide* aims to provide the guidelines to plan and implement the EDUEVAL training proposal shown in the *EDUEVAL Curriculum (vol. 1)*, and is addressed to those professionals interested in training evaluators of adult education staff.

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