



“Listening to Young Children – WeListen2Y”

(Project No: 2010-1-PL1-LEO0 5- 11479)

A Leonardo da Vinci Transfer of Innovation project

Evaluation Report on Didactic Effectiveness

WP3 “Evaluation and Monitoring”

“This project has been funded with support from the European Commission under the Lifelong Learning Programme. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contain therein.”

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1. Introduction

The “Listening to young children – WeListen2Y” project is a Leonardo da Vinci project for the Transfer of Innovation introduced in December 2010 and coordinated by the Comenius Foundation for Child Development (Poland). Apart from the lead partner, the project’s consortium consists of the following core partners:

- Society for the Development and Creative Occupation of Children (EADAP) – Greece
- Institute for Language and Speech Processing (ILSP) – Greece
- Step by Step Foundation – Bulgaria
- Enoros Consulting Ltd – Cyprus

and the associated partners:

- 2nd EPAL Aigaleo (Vocational High School) – Greece
- Lions Infant and Child Care Centre of Strovolos Industrial Estate - Cyprus

The “Listening to young children – WeListen2Y” was designed to empower professionals working directly with children, aged 2-6, as well as education sector trainers, to improve the quality of programs and policies applied for addressing newly emerging needs of these children. This is based on an innovative approach, the concept of “Listening to young children” approach. The project aims at the creation of expertise transfer from Greece to Poland, Cyprus and Bulgaria in order to develop country-specific frameworks for conceptualizing “Listening to young children” approach. Moreover, the project intends to develop a network of intervention at national level and connect, through an e-platform, professionals from the four partner-countries allowing the implementation of the “Listening to young children” approach and exchanging good practices and results.

The “WeListen2Y” project is pursuing:

- transfer and adaptation of innovative on-line learning solutions for vocational training in the educational sector and
- design and testing a European e-course for teachers and trainers developing key competences in the field, but also to provide quality services on local, national and global levels.

As planned, the tangible outcomes of the “WeListen2Y” project are the following:

- a multilingual, on-line course delivered by e-learning,
- training toolkits suitable for further integrations, reuse and commercialisation after this first delivery, and
- diffusion of innovative, on-line and in-house solutions for European vocational training.

The “WeListen2Y” transfers best practices of the “Listening to young children” approach allowing the trainers and the trainees to compare and exchange each countries experience. So the training course allows the trainees to benefit from the flexible training options and to adjust it depending on their obligations.

The Evaluation Report on Didactic Effectiveness of the “Listening to young children – WeListen2Y” course is a key activity foreseen in the Quality and Evaluation Plan of the project. It analyses the results achieved in the evaluation of the e-course so to indicate the Didactic Efficiency of the training programme at the end of the delivery of each country.

The present evaluation is based on the “Trainers’ Didactic Evaluation Questionnaire” (ANNEX) that was designed to evaluate the quality and the didactic effectiveness of the e-course, the functionality and the structure of the e-platform as well as the innovative approach of the training session and provide valuable information. These questionnaires were answered by the trainers of each country giving valuable information about the on-line course.

2. Implementation of the “Listening to young children–WeListen2Y” e-course

Duration

The training of the trainers has officially started after the 2nd Meeting in Athens, Greece (10-13 July 2011), that is to say 15 July 2011. Along with the Meeting, a Workshop was also took place where all the trainers (two of each country) participated. During the Workshop, EADAP presented the innovative methodology to be followed for the training of trainers while ILSP has shown the way to use the e-platform which was designed by them. The official closing of the training session is on October 30th, 2012. However, there were some adjustments on the dates of the implementation but generally these adjustments were considered significant at the end because in the framework of the Synergy methodology, EADAP who was the responsible for the training had to give an overall feedback taking into account the work of all the trainers.

Methodology of the e-course

During the training process of the trainers, EADAP was the responsible coordinator to support the users (trainers) and to provide them with valuable feedback. Concerning the technological issues, ILSP was the responsible partner to clarify any difficulties and give further instructions on the use of the e-platform.

The trainers had to follow the timetable of the training process and complete all the four (4) Modules on the e-platform. At the end, the Modules were delivered in the four (4) countries (Poland, Greece, Bulgaria and Cyprus) in four (4) languages (English, Polish, Bulgarian and Greek). The schedule of the training process was established as follows:

| Activity | Deadline |
|---|---|
| Module 1 – Principles of Communication | 15 February 2012 |
| Module 2 – Verbal Communication | 15 February 2012 |
| Module 3 – Non-verbal Communication | 29 February 2012 |
| Module 4 – The Mosaic Approach | 15 March 2012 |
| Submission of three proposed good practices by each country | 9 August 2012 |
| EADAP’s evaluation of good practices and | One month after submission of all good practices. |

| | |
|--|--|
| feedback with the involvement of all the trainers: | |
|--|--|

Each Module on the e-platform consists of the following material:

Summary: short text which describes the purpose of the Module.

Theory: folder which contains theory files.

Examples: practical examples to help assimilate the theory.

Exercises: one or two exercises on the theory.

Pedagogical Application Record (PAR): a tool to apply theory in the field.

Project's Good Practices: material provided by the trainers.

Module's Forum: In order the users to exchange their views and experiences on technical, pedagogical and other issues. They can also upload their files concerning Project's Good Practices or Pedagogical Application Record on the relevant Module.

Educators' Space: space where the educators can upload material in their language.

The trainers were provided with the "WeListen2Y e-course Curriculum and Syllabus" as well as with the "User's manual for the e-course" in order to be able to handle any inconvenience during their training process. The trainers had to conclude the full e-course which includes the collection and discussions on best practices. After the completion of the training of the trainers, each country had to deliver the pilot training of the trainees. In detail, the training of the trainees was performed by:

- One Comenius Academy trainer in Poland.
- One pedagogue – special educator and one pedagogue – school counselor in Greece.
- An associate professor and an assistant professor (trainers) in Bulgaria.
- Two pedagogues (trainers) from the associated partner "Lions Infant and Child Care Centre of Strovolos Industrial Estate in Cyprus.

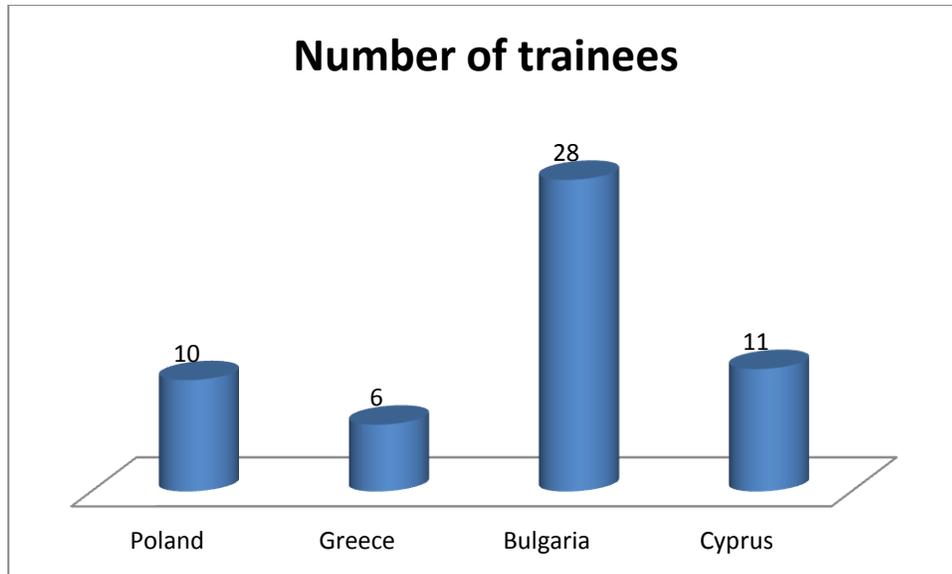
The aforementioned were the responsible to animate and moderate the course and support the trainees during their training. However, the duration of the pilot training was different in each country:

- In Poland, the pilot training was performed from 1/9/2012 to 30/10/2012.
- In Bulgaria, the pilot training was performed from 15/6/2012 to 30/9/2012.
- In Greece, the pilot training was performed from 30/10/2012 to 30/11/2012.
- In Cyprus, the pilot training was performed within four sessions: 28/9/2012, 12/10/2012, 26/10/2012 and 9/11/2012.

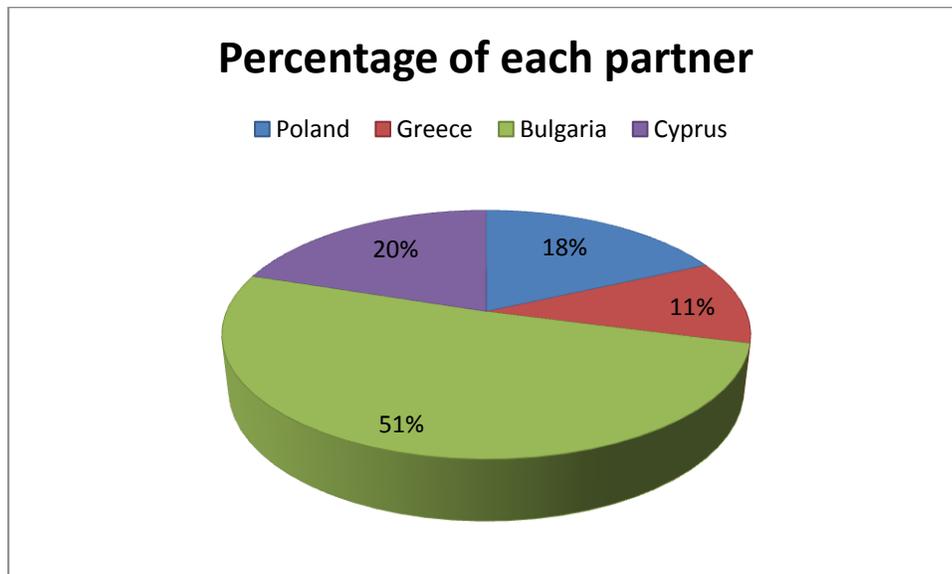
Information on the pilot training

-Number of trainees

A total of 55 trainees have been enrolled in the pilot training procedure for the “WeListen2Y” project: 10 participants from Poland, 28 participants from Bulgaria, 6 participants from Greece and 11 participants from Cyprus. The second draft depicts the percentage of each partner of their trainees’ participation in the pilot training.



Draft 1: Number of the trainees in each country.



Draft 2: Each partner’s participation percentage in the pilot training.

-Gender

All the participants (trainees) were female.

-Level of education

The educational background of the “WeListen2Y” trainees referred to university degree (bachelor to Higher education - MSc).

-Experience and Status

All the participants were working directly with young children (2-6 years old) and their parents.

3. Evaluation of the “WeListen2Y” e-course

The evaluation was conducted in the final phase of the “WeListen2Y” project and after the completion of the training of the trainers. Each partner distributed and collected the “WeListen2Y Didactic Evaluation Questionnaire” to the trainers in their country.

Below, the data received will be analyzed and discussed while graphical representations of the results will be provided. The first section gives a description of the main characteristics of the Didactic Evaluation Questionnaire while the second section presents and comments the results of the trainers’ survey.

4. Results of the evaluation of the “WeListen2Y” e-course

4.1 Presentation of the questionnaire to evaluate the didactic effectiveness

As aforementioned before, the didactic evaluation questionnaire has been filled in by the trainers of each country so to evaluate the overall Didactic Efficiency of the “Listening to young children – WeListen2Y” project. The questionnaire includes technological and didactic aspects of the e-course. The first part of the questionnaire examines the structure and functionality of the e-platform using closed answers. This section investigates the following:

- Evaluation of the access of the e-platform.

- Evaluation of the navigation of the e-platform.
- Evaluation of the graphic interface.
- Evaluation of the usability of the e-platform.

The second part of the questionnaire examines the structure of the e-course, the didactic programme, the didactic material and the tutoring. Likewise, the trainers had to choose between closed answers for each question. The section investigates:

- Course structure (adequacy and efficacy).
- Didactic programme (adequacy, quality, usefulness)
- Didactic material (adequacy, quality, usefulness)
- Tutoring (adequacy and usefulness)

The third part of the Didactic Questionnaire contains a table with strengths and weaknesses where the trainers had to agree or disagree but also to express any further comment.

4.2 Results of the questionnaire to evaluate the didactic effectiveness

The results of the “Trainers’ Didactic Evaluation Questionnaire” derived from the answers given by the seven (7) trainers of the four (4) countries. The trainers had to choose one of the following answers to the given questions:

-very good

-good

-fair

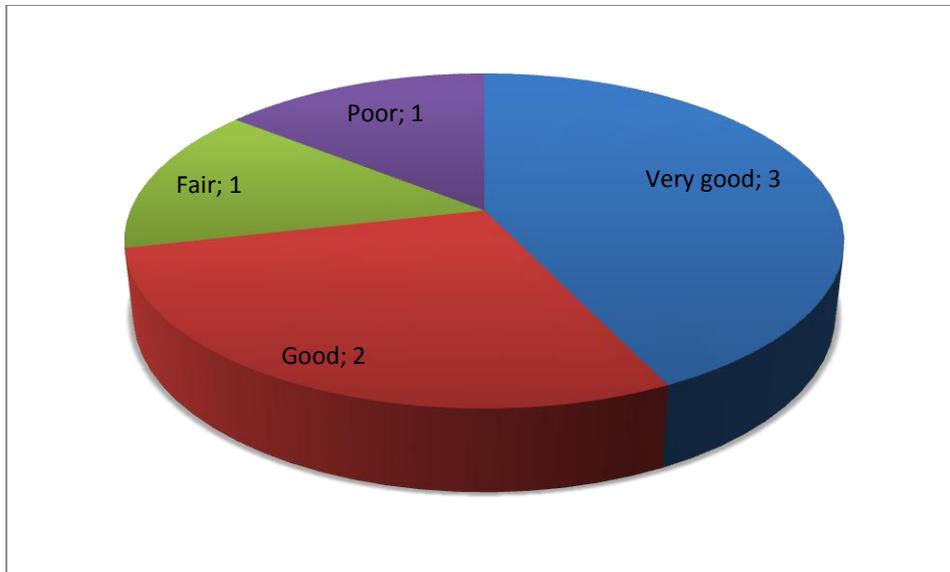
-poor

-N/A

“WeListen2Y” e- platform structure and functionality

The first group of questions examined the structure and functionality of the e-platform of the project.

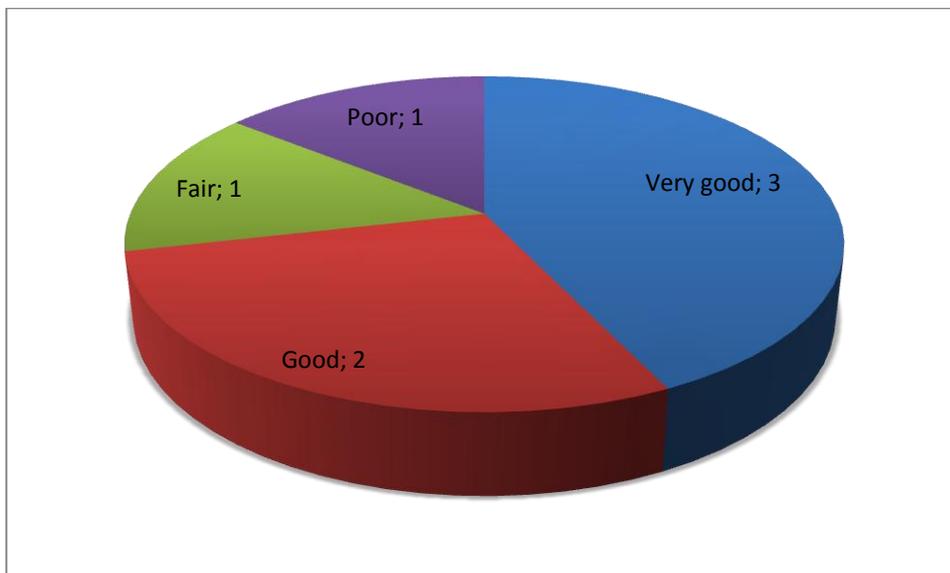
Access to the e-learning Platform



Draft 3: Access to the e-platform.

The access to the e-platform has been evaluated by the three trainers of the project as “very good”, two trainers as “good”, one trainer as “fair” and one as “poor”.

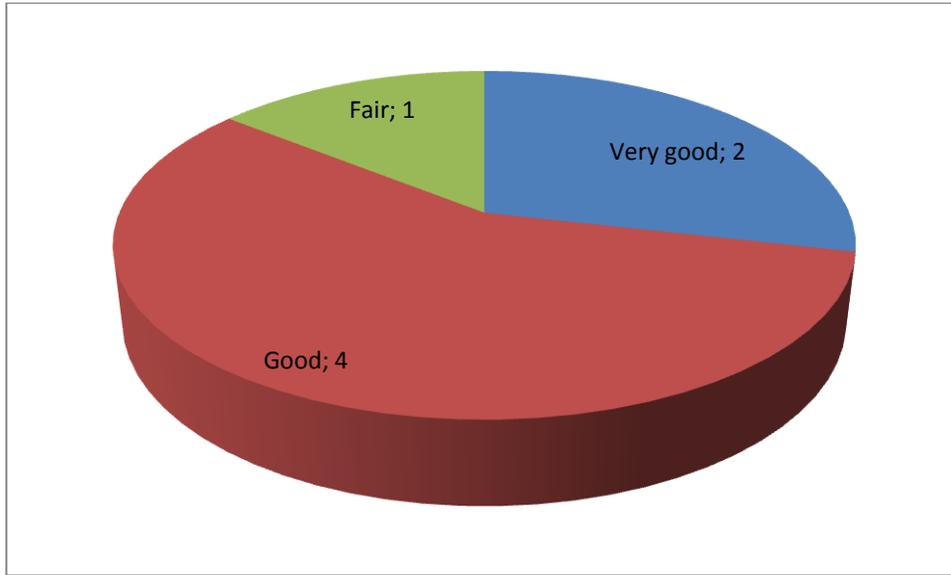
Navigation on the e-learning Platform through the menus



Draft 4: Navigation on the e-platform.

Three of the trainers evaluated the navigation of the electronic platform through the menus as “very good” while two of the trainers as “good” and the other two trainers as “fair” and “poor”.

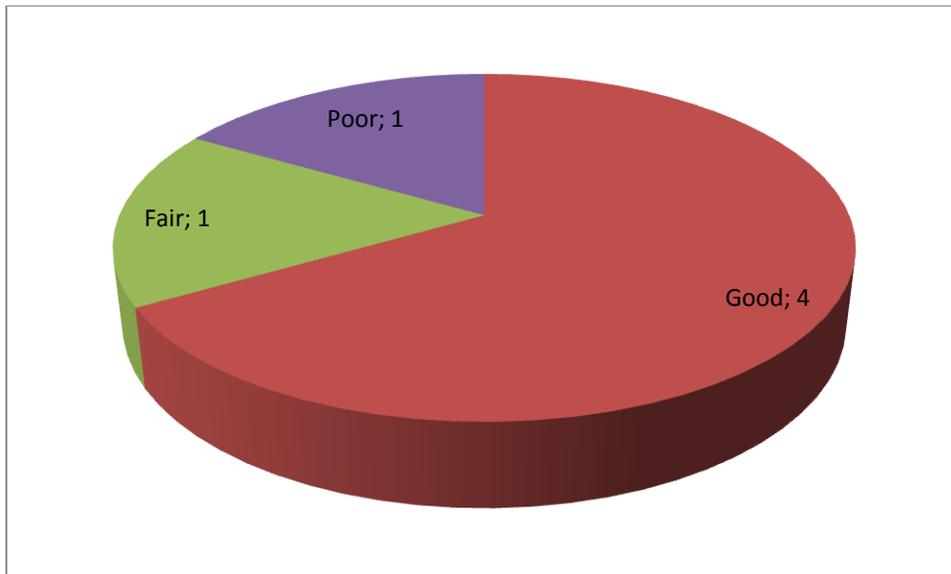
Graphic interface of the e-learning Platform



Draft 5: Graphic interface of the e-platform.

The graphic interface of the e-learning Platform has been positively evaluated by the most of the trainers who used it. Only one trainer chose that the graphic interface of the platform is fair.

Overall user-friendly of the e-learning Platform (in terms of usability and accessibility)



Draft 6: Overall user-friendly of the e-platform.

The e-learning platform has been positively evaluated user-friendly by most of the trainers who used it (in terms of usability and accessibility). However, one trainer believes that the e-platform is “poor” and one trainer considers that the e-platform is “fair” in terms of usability and accessibility.

Evaluation of Course Structure, Didactic programme, Didactic material and Tutoring

This group of questions investigated the trainers’ views on the course structure, didactic programme, didactic material and tutoring.

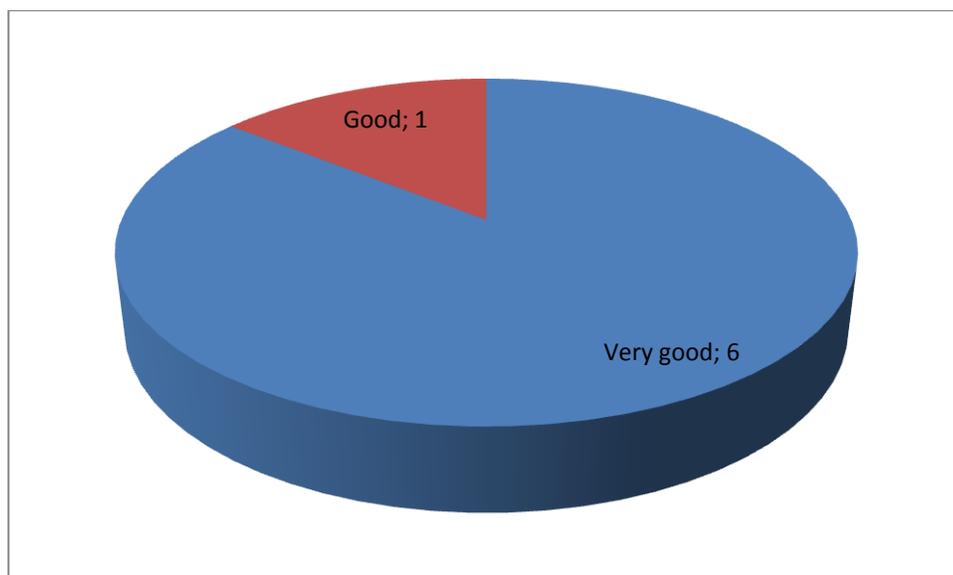
A) Course Structure (adequacy and efficacy)

The data collected by this part of the questionnaire produced the following conclusions:

- The instructions to attend the e-course were very good to most of the trainers.
- The e-course objectives were very clear and understandable to all of the trainers.
- The e-course was well structured to achieve the learning outcomes.
- The structure of the e-course into 4 Modules was coherent with the e-course objectives.

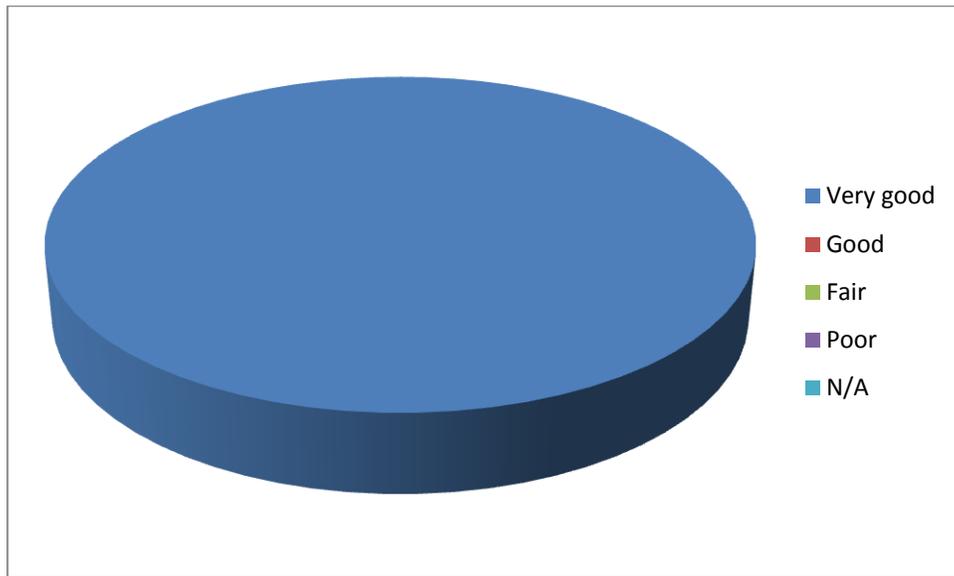
The graphs below present the results of the trainers’ answers.

Instructions for the e-course



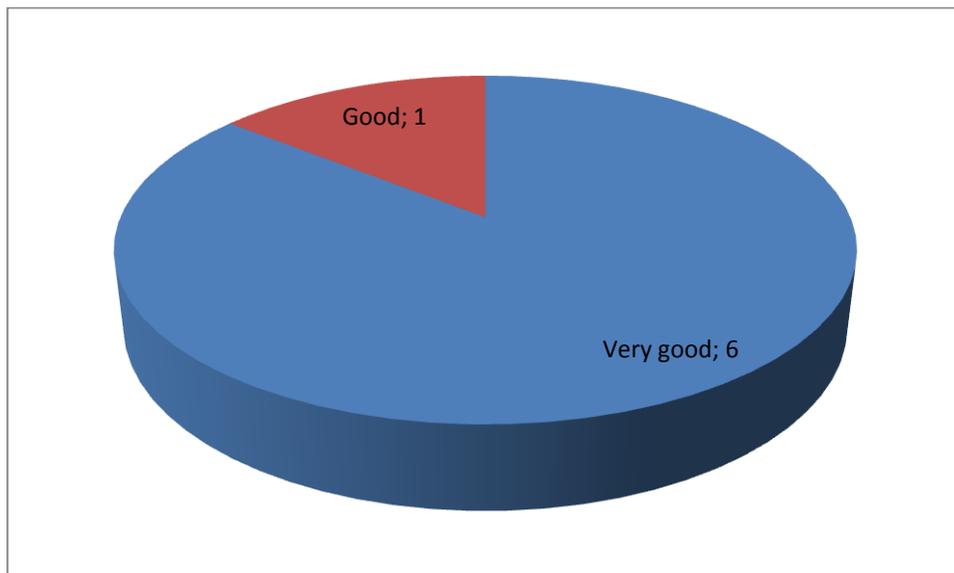
Draft 7: Instructions for the e-course.

Course Objectives



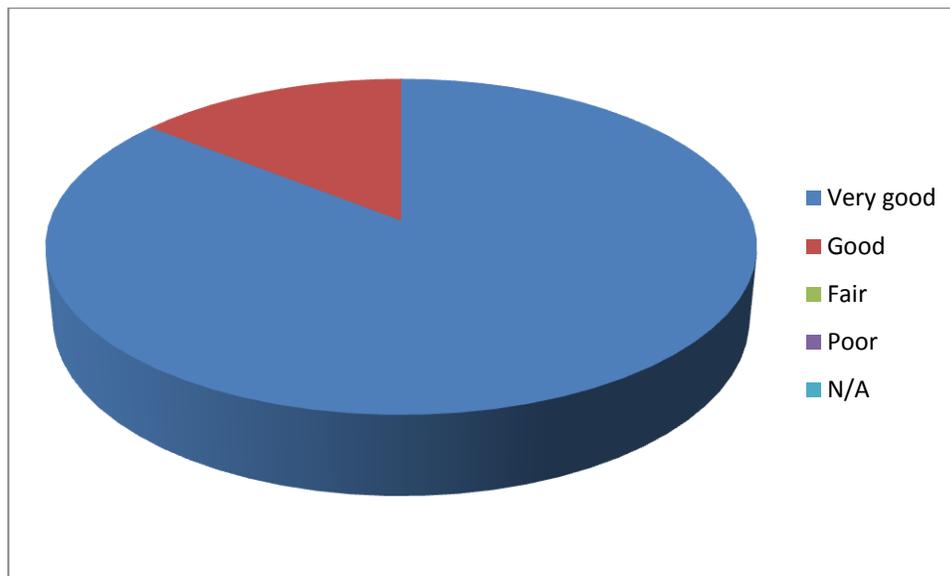
Draft 8: E-course objectives.

Achievement of the learning outcomes



Draft 9: Achievement of the learning outcomes.

Consistency between the Modules and the e-course objectives



Draft 10: Consistency between the 4 Modules of the e-course and its objectives.

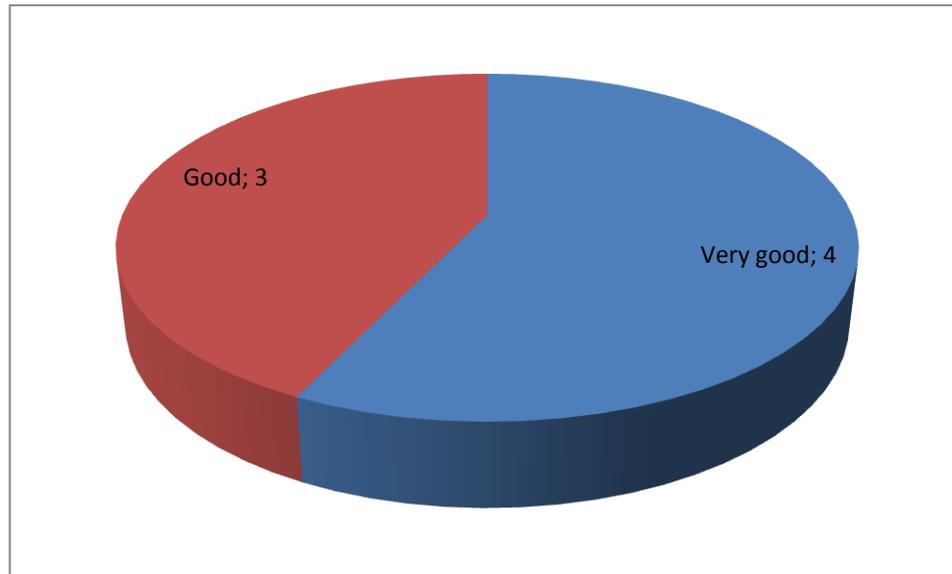
B) Didactic programme (adequacy, quality, usefulness)

The data collected by the answers concerning the didactic programme in terms of adequacy, quality and the usefulness produced the following results:

- Most of the trainers found that there is an adequacy between the didactic programme and its contents relating to the target group.
- The e-course topics are characterized by most of the trainers very clearly defined and explained.
- The didactic objectives of the e-course are coherent with its contents.
- The trainers were very pleased from the e-course and their expectations were satisfied.

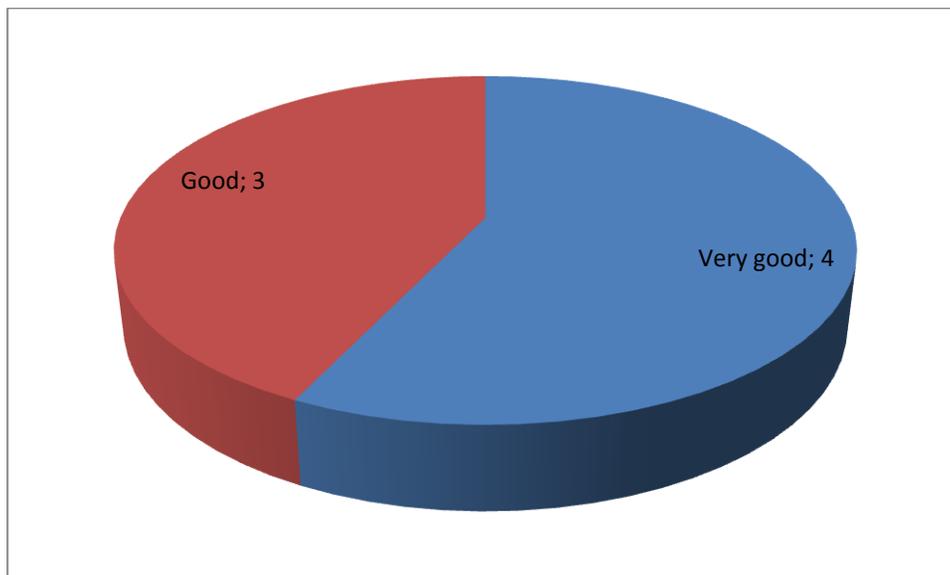
The graphs below present the results of the trainers' answers.

Adequacy between the didactic programme and the contents with the target group (e.g pedagogues, educators, etc.)



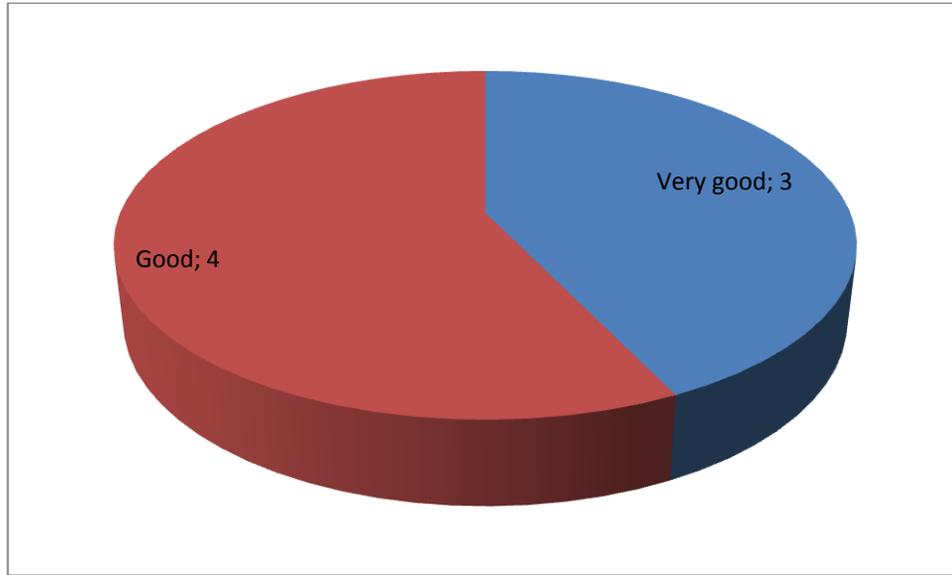
Draft 11: Adequacy between the didactic programme and the contents with the target group.

Clarity and explanation of the e-course topics



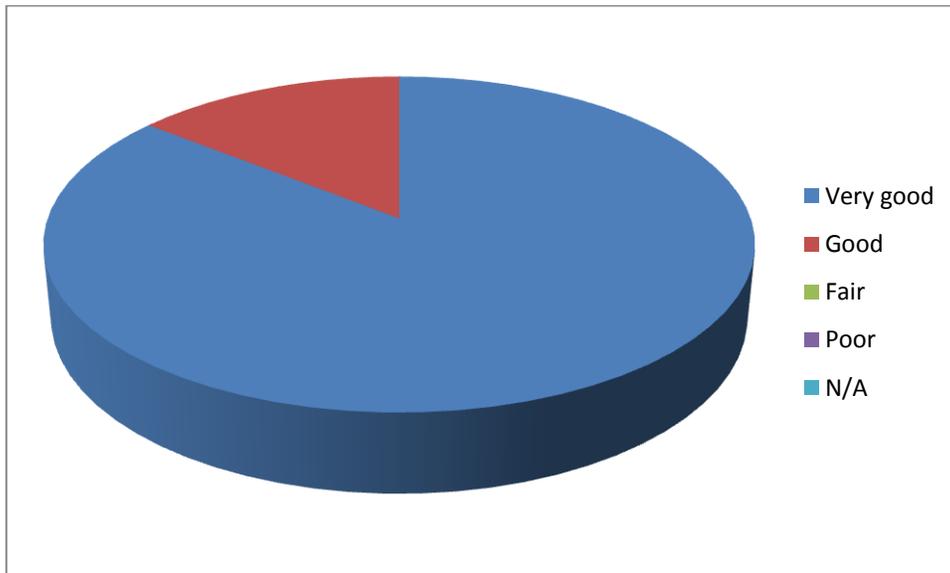
Draft 12: Clarity and explanation of the e-course topics.

Consistency between the didactic objectives and the contents of the e-course



Draft 13: Consistency between the didactic objectives and the contents of the e-course.

Satisfaction of the trainers' expectations to attend the e-course.



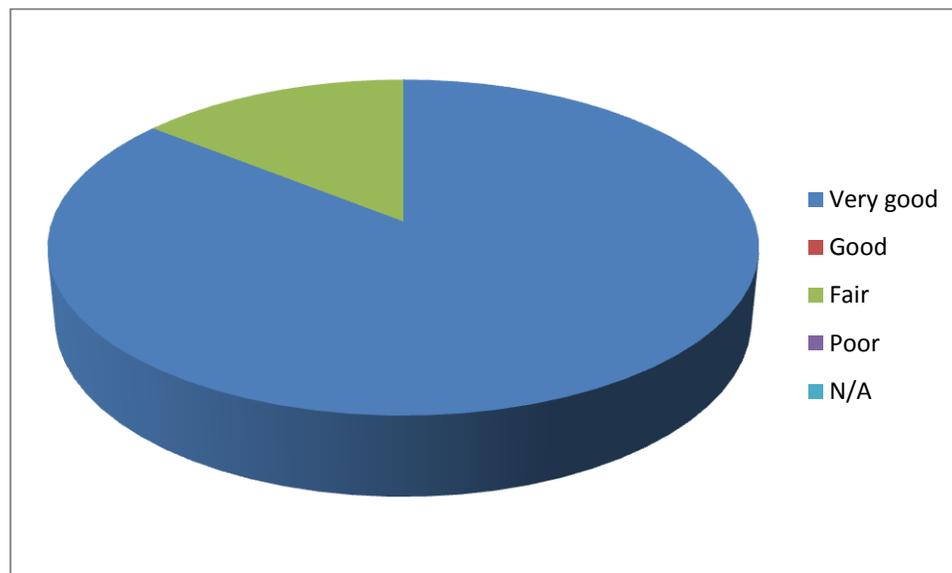
Draft 14: Satisfaction of the trainers' expectations to attend the e-course.

C) Didactic material (adequacy, quality, usefulness)

The data collected by the answers concerning the didactic material in terms of adequacy, quality and the usefulness produced the following results:

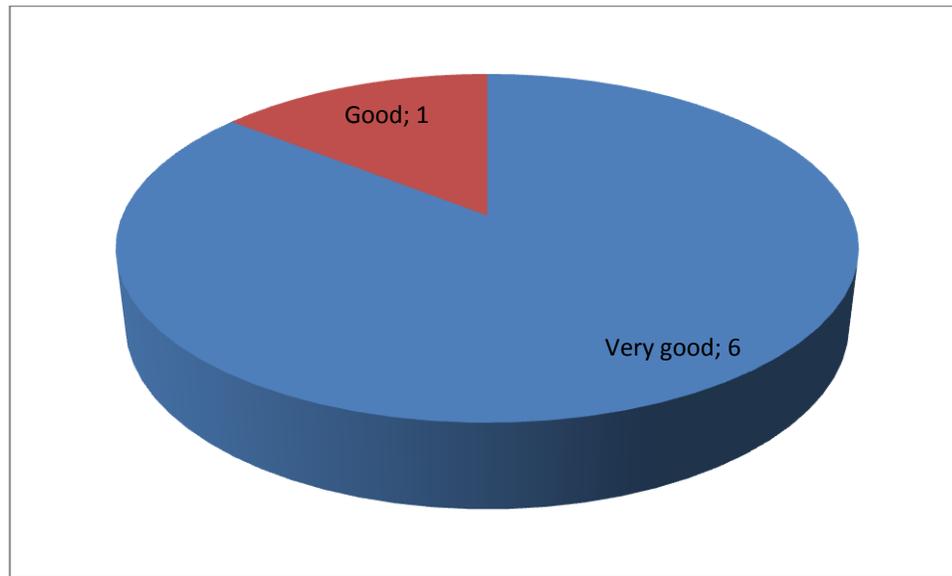
- The didactic material of the e-course was very relevant and useful to most of the trainers.
- The didactic material was well organized and presented to the trainers.
- All the partners found that the examples used in the didactic material were adequate, appropriate and suitable with the occasions presented.
- The exercises were relevant and suitable and the theory part of the course was very useful support to deepen the main topics of the e-course.
- The terminology used in the didactic material was relevant and useful by all the trainers.

Relevance and usefulness of the didactic material



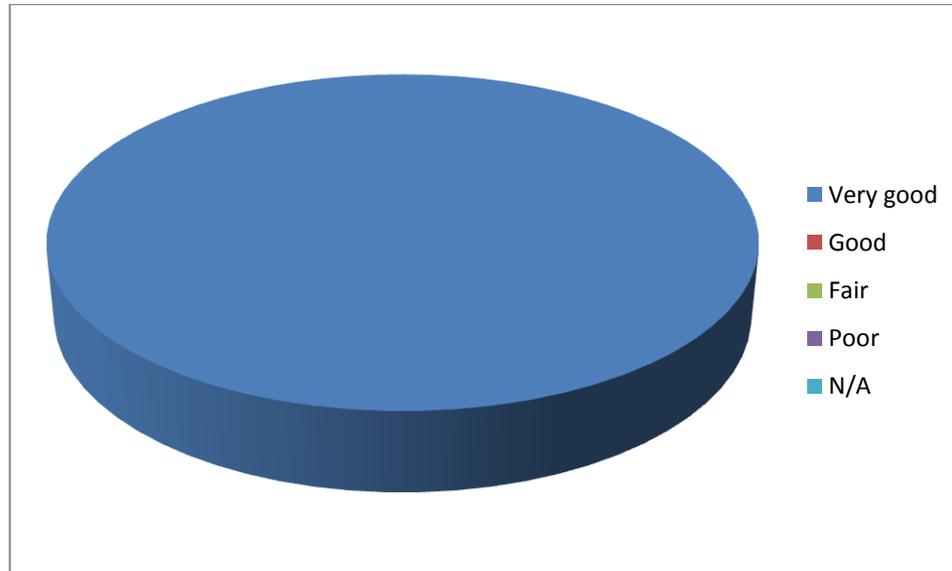
Draft 15: Relevance and usefulness of the didactic material.

Structure, organization and presentation of the material



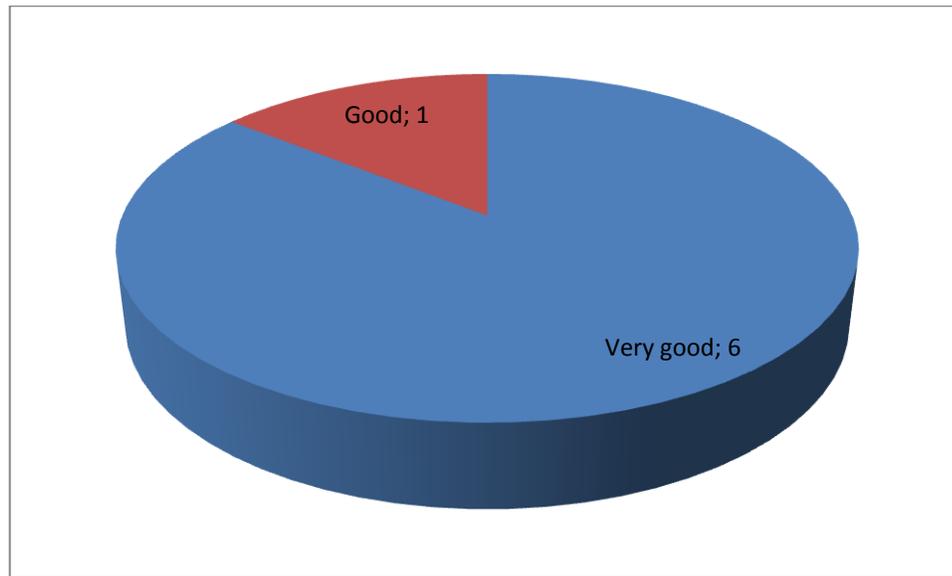
Draft 16: Structure, organization and presentation of the didactic material.

Adequacy and suitability of the examples of the didactic material



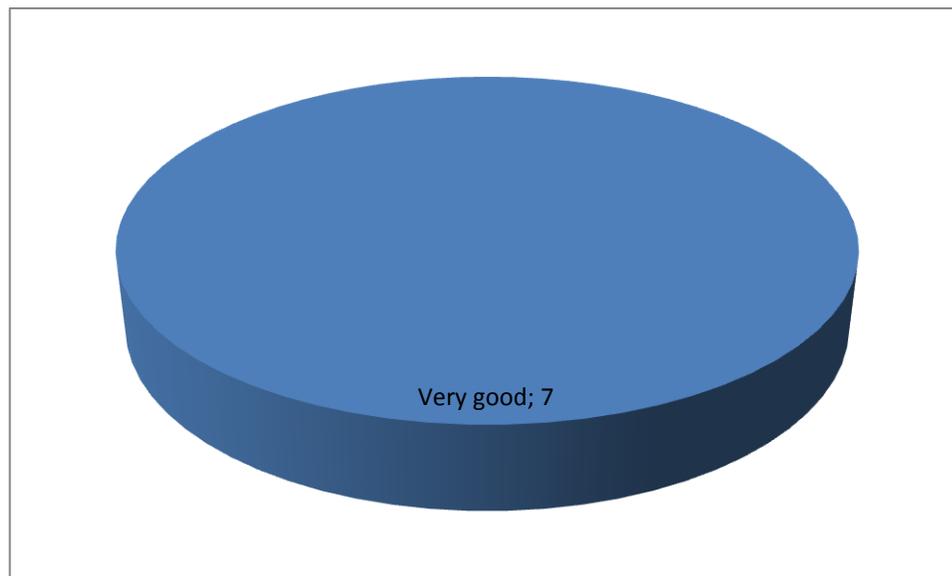
Draft 17: Adequacy and suitability of the examples of the didactic material.

Relevance and suitability of the exercises



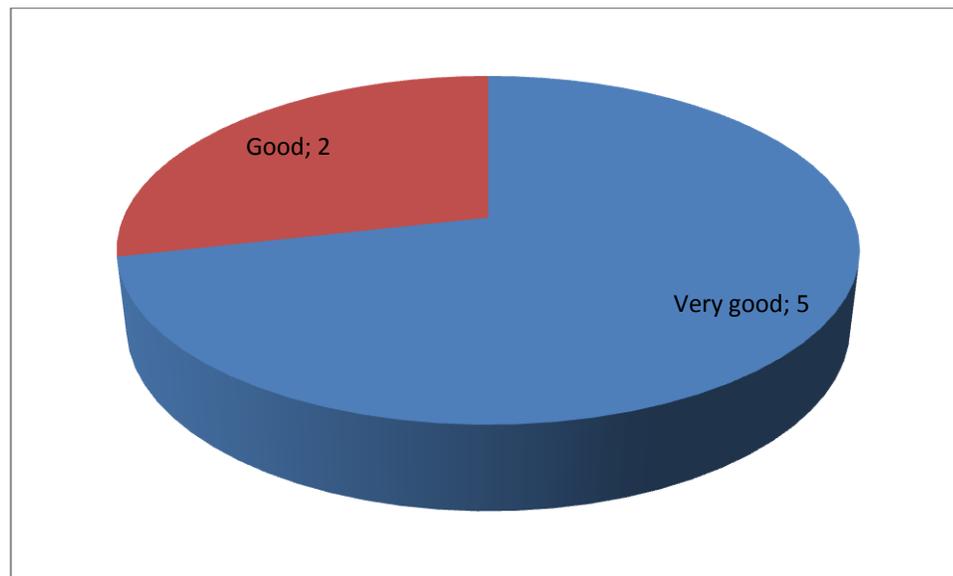
Draft 18: Relevance and suitability of the exercises of the didactic material.

Adequacy of the theory section



Draft 19: Adequacy of the theory of the didactic material.

Relevance and suitability of the glossary (terminology)



Draft 20: Relevance and suitability of the glossary (terminology).

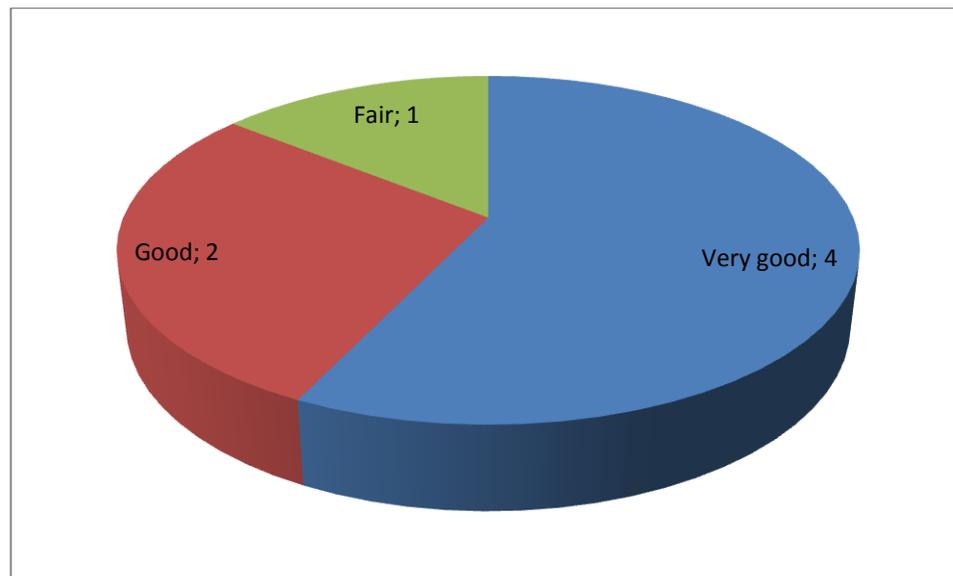
D) Tutoring (adequacy and usefulness)

The data concerning the tutoring regards the following:

- Most of the trainers found very useful to participate in the forums during the training. However, one trainer believes that the usefulness of the forums is fair.
- The tutor's explanations were very adequate and helpful to all of the trainers.

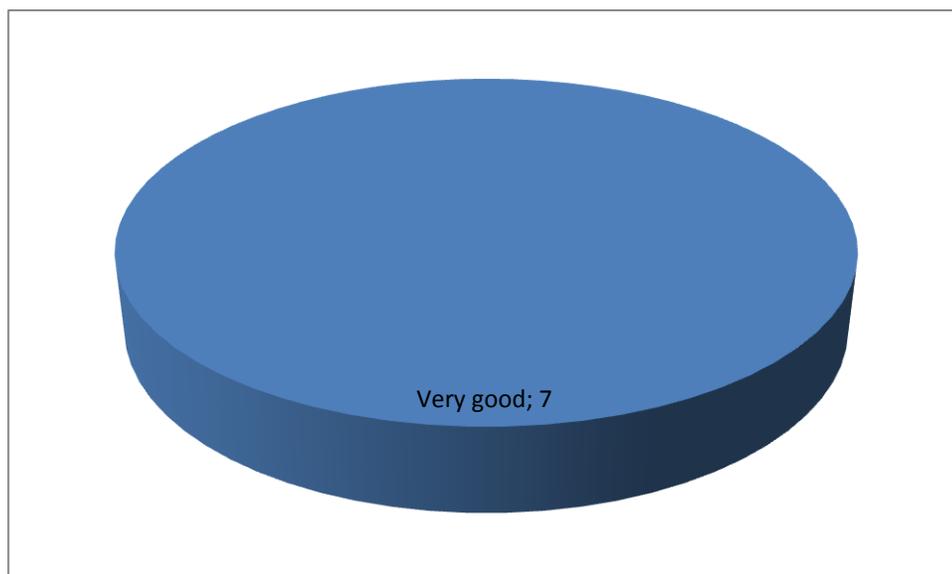
The following graphs depict the aforementioned results.

Usefulness of the forums



Draft 21: Usefulness of the forums.

Adequacy of the tutor's explanations



Draft 22: Adequacy of the tutor's explanations.

All the above aspects investigated the overall evaluation of the “WeListen2Y” e-course didactic effectiveness. Briefly, the trainers expressed their judgments on the following aspects:

- The **course structure (adequacy and efficacy)** has been evaluated mainly **“very good”**.
- The **didactic programme (adequacy, quality, usefulness)** has been evaluated mainly **“very good”**.
- The **didactic material (adequacy, quality, usefulness)** has been evaluated mainly **“very good”**.
- The **tutoring (adequacy and usefulness)** has been evaluated mainly **“very good”**.

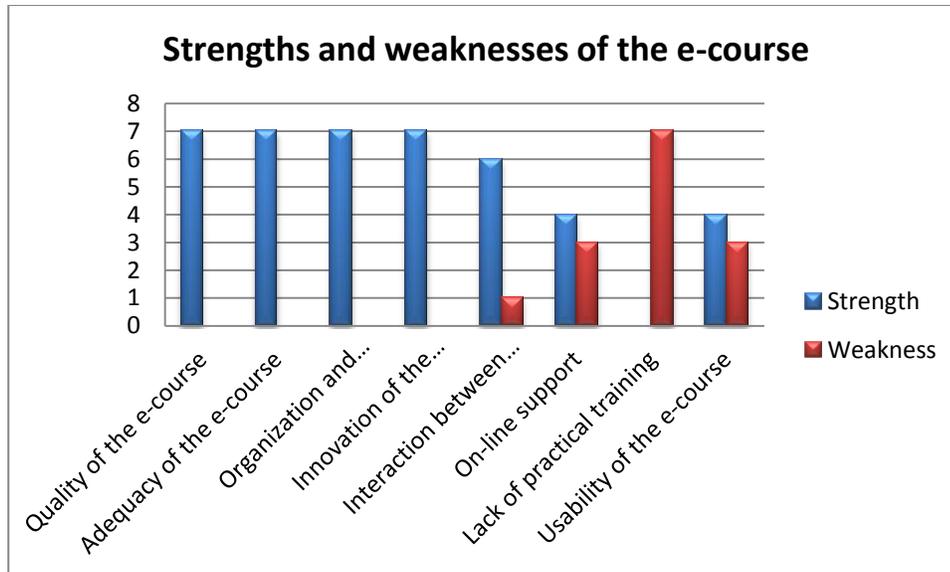
Namely resulting that the **overall Didactic Effectiveness of the “WeListen2Y” e-course** has been evaluated **“very good”**.

Strengths and weaknesses of the e-course

This section investigated the main strengths and the weaknesses of the “WeListen2Y” e-course expressed by the seven (7) trainers from the four (4) countries. Unanimously, all the trainers identified the following main strengths of the “WeListen2Y” e-course:

- Quality of the e-course.
- Adequacy of the e-course.
- Organization and structure of the e-course.
- Innovation of the methodology.

Furthermore, four trainers believe that the on-line tutoring support constitutes a strength point of the e-course while the rest of the trainers believe the opposite. Moreover, the usability of the e-course is characterized by four trainers as a strength point while in contrary the other three trainers consider it as a weak point. One trainer considers that the interaction between the trainers and the tutor and between the trainers themselves is a weak point of the e-course while all the other trainers regard this as a strength point. However, all the trainers have highlighted the lack of the practical training.



Draft 23: Strengths and weaknesses of the e-course.

5. Conclusions - Results

According to the results achieved in this survey, the “WeListen2Y” e-course proved to be very successful with the participating trainers:

- The **overall user-friendly of the e-learning Platform (in terms of usability and accessibility)** has been evaluated mainly **GOOD**.
- The **overall didactic effectiveness of the “WeListen2Y” e-course** has been evaluated mainly **VERY GOOD**.
- The **“WeListen2Y” e-course** can be considered as a **very successful and useful tool** for training pedagogues and professionals working with children.
- The **“WeListen2Y” e-course** is suitable for further integrations; reuse as well as commercialisation after the first application succeeded.
- The **innovative approach** of the e-course broadened the existing knowledge of the pedagogues.

List of Drafts

- Draft 1: Number of the trainees in each country.
- Draft 2: Each partner's participation percentage in the pilot training.
- Draft 3: Access to the e-platform.
- Draft 4: Navigation on the e-platform.
- Draft 5: Graphic interface of the e-platform.
- Draft 6: Overall user-friendly of the e-platform.
- Draft 7: Instructions for the e-course.
- Draft 8: E-course objectives.
- Draft 9: Achievement of the learning outcomes.
- Draft 10: Consistency between the 4 Modules of the e-course and its objectives.
- Draft 11: Adequacy between the didactic programme and the contents with the target group.
- Draft 12: Clarity and explanation of the e-course topics.
- Draft 13: Consistency between the didactic objectives and the contents of the e-course.
- Draft 14: Satisfaction of the trainers' expectations to attend the e-course.
- Draft 15: Relevance and usefulness of the didactic material.
- Draft 16: Structure, organization and presentation of the didactic material.
- Draft 17: Adequacy and suitability of the examples of the didactic material.
- Draft 18: Relevance and suitability of the exercises of the didactic material.
- Draft 19: Adequacy of the theory of the didactic material.
- Draft 20: Relevance and suitability of the glossary (terminology).
- Draft 21: Usefulness of the forums.
- Draft 22: Adequacy of the tutor's explanations.
- Draft 23: Strengths and weaknesses of the e-course.

ANNEX

“Listening to Young Children – WeListen2Y”

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Trainers’ Didactic Evaluation Questionnaire

WP3 “Evaluation and Monitoring”

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which may be made of the information contain therein.”

To be filled in by the trainers.

1. WeListen2Y e- platform Structure and functionality

Access to the e-learning Platform

| | |
|-----------|--|
| Very good | |
| Good | |
| Fair | |
| Poor | |
| N/A | |

Navigation on the e-learning Platform through the menus

| | |
|-----------|--|
| Very good | |
| Good | |
| Fair | |
| Poor | |
| N/A | |

Graphic interface of the e-learning Platform

| | |
|-----------|--|
| Very good | |
| Good | |
| Fair | |
| Poor | |
| N/A | |

Overall user-friendly of the e-learning Platform (in terms of usability and accessibility)

| | |
|-----------|--|
| Very good | |
| Good | |
| Fair | |
| Poor | |
| N/A | |

2. Evaluation of Course Structure, Didactic programme, Didactic material and Tutoring

Course Structure (adequacy and efficacy)

Instructions for the e-course

| | |
|-----------|--|
| Very good | |
|-----------|--|

| | |
|------|--|
| Good | |
| Fair | |
| Poor | |
| N/A | |

Course Objectives

| | |
|-----------|--|
| Very good | |
| Good | |
| Fair | |
| Poor | |
| N/A | |

Achievement of the learning outcomes

| | |
|-----------|--|
| Very good | |
| Good | |
| Fair | |
| Poor | |
| N/A | |

Consistency between the Modules and the e-course objectives

| | |
|-----------|--|
| Very good | |
| Good | |
| Fair | |
| Poor | |
| N/A | |

Didactic programme (adequacy, quality, usefulness)

Adequacy between the didactic programme and the contents with the target group (e.g pedagogues, educators, etc.).

| | |
|-----------|--|
| Very good | |
| Good | |
| Fair | |
| Poor | |
| N/A | |

Clarity and explanation of the e-course topics

| | |
|-----------|--|
| Very good | |
| Good | |

| | |
|------|--|
| Fair | |
| Poor | |
| N/A | |

Consistency between the didactic objectives and the contents of the e-course

| | |
|-----------|--|
| Very good | |
| Good | |
| Fair | |
| Poor | |
| N/A | |

Satisfaction of the trainers' expectations to attend the e-course.

| | |
|-----------|--|
| Very good | |
| Good | |
| Fair | |
| Poor | |
| N/A | |

Didactic material (adequacy, quality, usefulness)

Relevance and usefulness of the didactic material

| | |
|-----------|--|
| Very good | |
| Good | |
| Fair | |
| Poor | |
| N/A | |

Structure, organization and presentation of the material

| | |
|-----------|--|
| Very good | |
| Good | |
| Fair | |
| Poor | |
| N/A | |

Adequacy and suitability of the examples of the didactic material

| | |
|-----------|--|
| Very good | |
| Good | |
| Fair | |
| Poor | |

| | |
|-----|--|
| N/A | |
|-----|--|

Relevance and suitability of the exercises

| | |
|-----------|--|
| Very good | |
| Good | |
| Fair | |
| Poor | |
| N/A | |

Adequacy of the theory section

| | |
|-----------|--|
| Very good | |
| Good | |
| Fair | |
| Poor | |
| N/A | |

Relevance and suitability of the glossary (terminology)

| | |
|-----------|--|
| Very good | |
| Good | |
| Fair | |
| Poor | |
| N/A | |

Tutoring (adequacy and usefulness)

Usefulness of the forums

| | |
|-----------|--|
| Very good | |
| Good | |
| Fair | |
| Poor | |
| N/A | |

Adequacy of the tutor's explanations

| | |
|-----------|--|
| Very good | |
| Good | |
| Fair | |
| Poor | |
| N/A | |

3. Strengths and weaknesses of the e-course

Add S for Strength and W for Weakness where you agree

| | |
|--|--|
| Quality of the e-course | |
| Adequacy of the e-course | |
| Organization and structure of the e-course | |
| Innovation of the methodology | |
| Interaction between users and tutor and between users themselves | |
| On-line support | |
| Lack of practical training | |
| Usability of the e-course | |

Add if you have something else