EVALUATING A PROJECT ON INTERCULTURAL AND INTERRELIGIOUS DIALOGUE THROUGH ICT DEVICES

Jaap Scheerens
University of Twente, the Netherlands
j.scheerens@utwente.nl

Evaluation Orientations

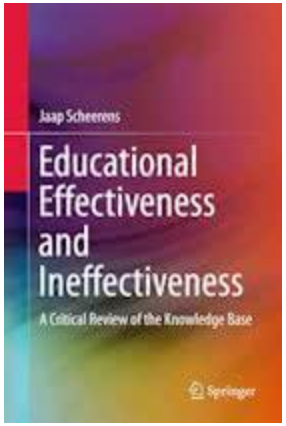
Before	Analytic evaluation (conceptual model, program theory) Stake holder identification Evaluability analysis
During	Monitoring Formative evaluation Engaged description of processes (demonstration project)
After	Outcome only evaluation Outcome pre-post analysis Process/Outcome analysis (attribution of outcomes to process or input characteristics)

The value of initial conceptualization at this stage (analytic evaluation)

- Clarification of key concepts defining the nature of the program; e g a “device” in the sense of norms, tasks, tools and atmosphere
- Pre-thinking on essential means and goals
- Basis for further choices about evaluation type, key factors, data collection and eventual measurement
- Hand in hand with program development

Some examples

- Input and process variables in effective teaching (Scheerens, 2016)
- Potential outcome variables in 21st century skills (Scheerens, 2017)
- Process outcome model on “Informal learning for active citizenship” (Scheerens, 2009)


Jaap Scheerens
Educational Effectiveness and Ineffectiveness
A Critical Review of the Knowledge Base
Springer

Teacher background characteristics	Classroom ecology and climate	Teaching processes
Professional knowledge – content knowledge – pedagogical knowledge – insight in student learning – professional content knowledge Professional motivation – work satisfaction – locus of control Preferred teaching styles – direct teaching – "constructivist" teaching	– class size – classroom composition (average and heterogeneity) – match of teachers and classes – aspects of classroom climate, achievement orientation, discipline, support, ethos – teacher expectations on students' achievement	Pro-active strategies – opportunity to learn – selection and design of adequate learning tasks – technology enriched learning environments Interactive strategies – classroom management aimed at optimizing active learning time and opportunity to learn – optimizing structure and independence in teaching – learning to use learning strategies – allowing for manageable adaptivity in teaching – active teaching, diversity in preparation formats – a challenging presentation; cognitive activation; – enacting high expectations Retroactive strategies – setting realistic motivating standards – progress monitoring and assessment – adaptive testing – instrumental feedback

Figure 1: a first rough and arbitrary charting of non-cognitive attributes considered in education, related to 21st century skills

Areas of modernization	Social skills	Emotional skills	motivational	Character education
ICT (literacy, ethics, wellness)	Cooperative skills	Self-awareness, emotional literacy	Self-esteem, internal locus of control, self-management skills	intelligence
Citizenship (democratic values, intercultural skills)	adaptability, flexibility	creativity	Engagement, intrinsic motivation	Conscientiousness Locus of control
Global competencies (tolerance, cosmopolitism, commitment to peace)	leadership skills	Basic goodness	Conscientiousness, Perseverance, "grit"	mindfulness
Entrepreneurship (financial skills)		Emotional intelligence	resilience	curiosity

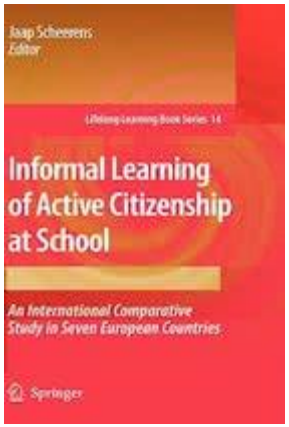
Figure 4: From general innate traits to manifest situation specific behavior; examples from affective and conative domain (J. Scheerens, 2017, in press)

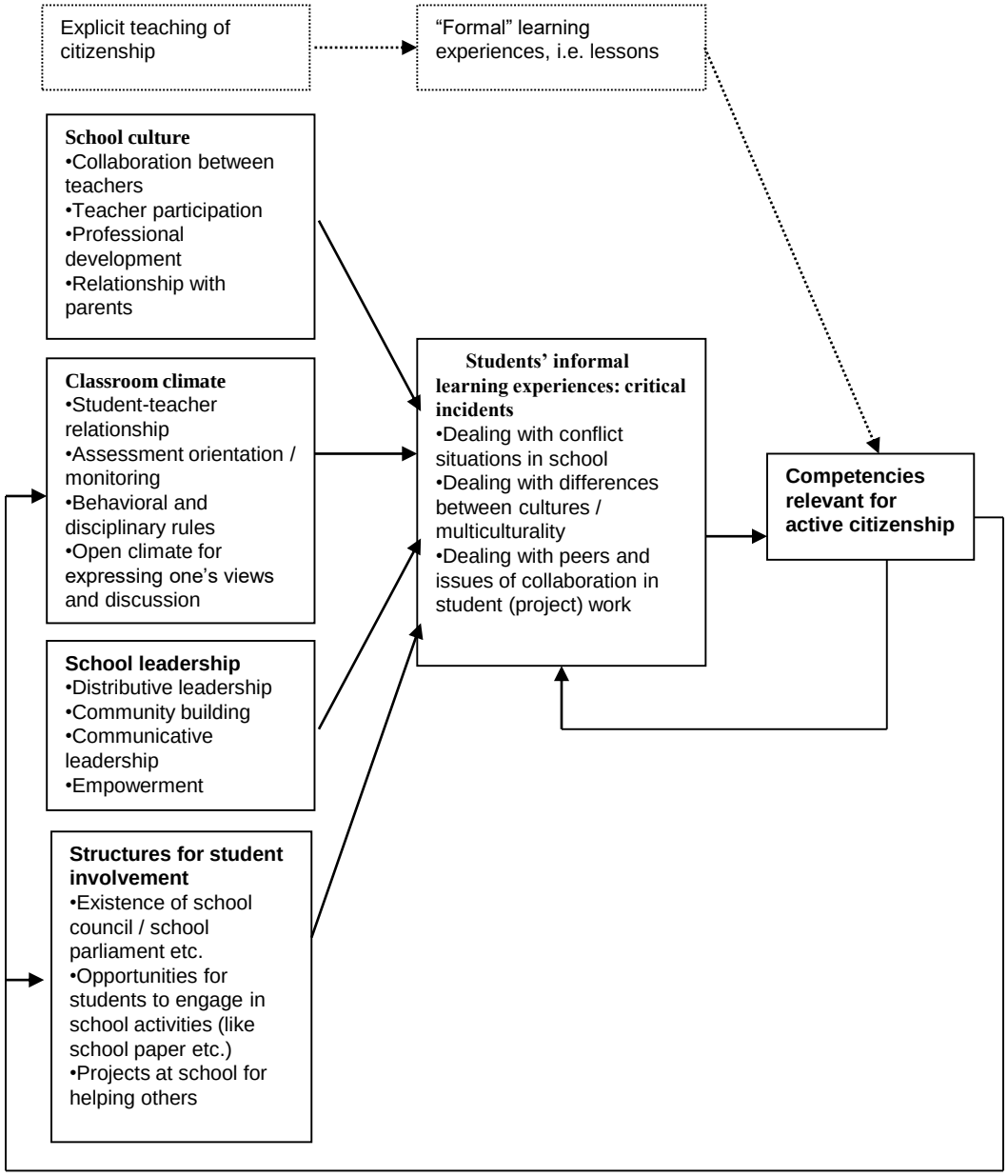
Innate>>>>>>>>>>>>>>Shaped by experience and learning				
Trait of temperament	Personality trait	Behavioral disposition (general)	Behavioral disposition (situation specific)	Manifest behavior
Negative emotionality	Neuroticism	Vulnerability	Fear of failure in examinations	Acting nervously
Effortful control	Conscientiousness Internal locus of control	Achievement oriented	High motivation to succeed in math.	Always does homework

Informal Learning of Active Citizenship at School

An International Comparative Study in Seven European Countries (2009)

Jaap Scheerens (ed.)




Explicit teaching of citizenship
"Formal" learning experiences, i.e. lessons
School culture
•Collaboration between teachers
•Teacher participation
•Professional development
•Relationship with parents
Classroom climate
•Student-teacher relationship
•Assessment orientation / monitoring
•Behavioral and disciplinary rules
•Open climate for expressing one's views and discussion
School leadership
•Distributive leadership
•Community building
•Communicative leadership
•Empowerment
Structures for student involvement
•Existence of school council / school parliament etc.
•Opportunities for students to engage in school activities (like school paper etc.)
•Projects at school for helping others
Students' informal learning experiences: critical incidents
•Dealing with conflict situations in school
•Dealing with differences between cultures / multiculturality
•Dealing with peers and issues of collaboration in student (project) work
Competencies relevant for active citizenship

Conclusions; tentative recommendations

- Consider degree of structure and independence of teaching/learning situations
- Select evaluation orientation accordingly; given complexity and richness of the contents of the project, perhaps a descriptive demonstration orientation could be a first approach to be considered
- Development of content analysis of registered digital material (.e. the conversations between students)