Evaluating Global Education Implementation in the Central Asian Republics and Kazakhstan

Technical Manual of Instruction and Instrumentation

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Contents

Preface 3
Introduction 4
Purpose 4

Evaluative Data from Teachers 5
   Teacher’s Reflective Diary 6
   Interviews and Questionnaires 7
      Interviews 7
         Teacher Interview Guide – Start of the Project 8
         Teacher Interview Guide –Middle of the Project 9
         Teacher Interview Guide –End of the Project 10
   Written Questionnaires for those teachers not interviewed 11
      Written Questionnaires – Start of the Project 12
      Written Questionnaires –End of the Project 14
   Observations of Teachers and Classes 17
      Global Education Activity/Lesson Observation Form 18
   Teacher Feedback Following Activities 21
      Teacher Feedback Sheet 22
      Teacher Group Debriefing 24

Evaluative Data from Students 25
   Student Feedback 26
      Written Feedback on Sheets 26
         Grade Five Student Feedback Sheet 27
         Grade One Student Feedback Sheet 28
      Verbal Feedback –Student Group Debriefing 29
      Assessment of Student Learning for Evaluation Purposes 30

Evaluative Data from Parents 31
   Questions for Parent Focus Group 31

Evaluative Data from Administrators 32
   Questionnaire for Administrators 33
Preface

The material in this manual was discussed and developed in a collaborative, consensus-based process at a workshop held in Bishkek, Kyrgyzstan in February 2003. The workshop was held to develop a process and the appropriate instruments to conduct an evaluation of the UNICEF Global Education Implementation Initiative in the CARK region. Representatives from the Global Education National Core teams from Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan participated in this process. A foundation for the evaluation materials and processes came from material created in the Albanian Global Education Project, but all aspects were scrutinized, some were revised, and other new instruments were created.

Further review and revision may take place as this current document is considered by each National Core Team. The goal of the process is to create uniform instruments and processes for much of the evaluation to allow for cross-country comparison. Aspects of student learning assessment will be created specifically for each country.
Introduction

Learning is a complex process and the evaluation of learning is consequently a complex matter. And, although learning is probably the most important dimension of a successful educational reform implementation, aspects of school culture, parental attitudes, teacher perceptions, and administrative opinions are important. No single form of evaluation can be relied upon to give us an accurate picture of learning, teacher attitude, and so on. Consequently, in this project we will collect different forms of evidence. By triangulating the different pieces of evidence, we should be able to achieve a fairly accurate understanding of what has actually taken place.

Four primary stake-holder groups will be used as evaluative data sources: teachers, students, parents, and administrators. The process and instruments for each will be described in a separate section.

Purpose

The evaluative process prescribed and defined in this document is one that will take considerable time, effort, and resources. To warrant this effort and expense it must have a clear purpose. To have value an evaluation must be useful for something.

The primary purpose of the evaluation planned and described here, is the improvement and refinement of the processes and products of the Global Education implementation: the selection, design, and use of activities, the training and education of teachers, the pedagogical practice of teachers, the learning of students, and the communication of Global Education principles to parents and administrators.

The secondary purpose of the evaluation is to provide evidence of the progress and success of the Global Education Project to inform key stakeholders, organizers, governments, and funding agencies.
Evaluative Data from Teachers

Teachers are a very important source of data for our evaluative decision making. Teachers are the key to the implementation of the Global Education curriculum. If they (1) understand what is to be accomplished and taught, (2) actually conduct activities as planned, (3) feel comfortable with the recommended approach to teaching, and (4) feel that students are learning and achieving successfully, then a large part of the Project success is achieved. However, if any of these previous points is negative, the project cannot be considered fully successful. Consequently, it is very important that careful and detailed evaluative data is gathered from teachers implementing the Global Education activities.

There will be five major categories of data gathering from teachers:

1. Teacher Reflective Diary
2. Interviews and questionnaires
   2.1) Tape recorded interviews with selected teachers
   2.2) Written Questionnaires for those teachers not interviewed
3. Observations of teachers and classes while teaching
4. Teacher Feedback Following Activities
5. Teacher Group Debriefing

The process and instruments for each category will now be explained:
1. TEACHER'S REFLECTIVE DIARY

From the very outset of the project (from the first training day of the summer teacher training workshop), the teachers must be asked to keep a diary of personal reflections with an emphasis on feelings, not description. The difference between a descriptive diary and a diary of reflection must be explained in one of the sessions during the first day. A reflective diary focuses on such questions as: What do I think? What do I feel? What questions do I have? What connections to other knowledge of experience do I make? Teachers should be informed that evaluators from the National Core Team will ask to read these diaries at points during the Global Education implementation period and at the end.

An entry should be made in the diary a) after each teacher training day; b) before the first project lesson or activity when teaching students, outlining hopes and concerns; c) between project lessons, reflecting on what took place in the last lesson and anticipating potential opportunities and problems presented by the forthcoming lesson; d) after the last lesson, reflecting on the last lesson and, more importantly, on the sequence of project lessons as a whole.

The core team's role is to read each diary, summarize (translated into English) the points made and prepare an English translation of significant passages from individual teachers’ diaries that are felt to be especially significant. The summary and translated passages are to be sent to IIGE.

Implementation of the this Step of the Evaluation

1. IIGE and Core team members schedule time during the first day of the training session to introduce the diary requirement.
2. Core team members schedule time during the second teacher training workshop to refresh teachers’ understanding and to emphasize the need to keep the diary.
3. In November, Core team members responsible for evaluation collect teachers’ diaries and examine the diaries for common themes – prepare one summary for all the diaries together and select significant passages individual diaries. These must be translated into English and sent to IIGE by the middle of December.
4. Request that teachers continue the diaries.
5. In May, Core team members responsible for evaluation collect teachers’ diaries and prepare summaries and select significant passages as before. These must be translated into English and sent to IIGE by the beginning of June.
2. INTERVIEWS AND QUESTIONNAIRES

2.1 Interviews

Asking teachers key questions and carefully recording their responses creates a very important source of evaluative data. Teacher perceptions are important and so great care must be taken to assure that this step in the evaluation process is followed precisely. The questions set here for each interview are designed as ‘lead’ questions to trigger teacher response to critical evaluation points. Each should be followed up with supplementary open-ended questions or promptings designed to further illumine their response (e.g. ‘what do you mean when you say…….? ’; ‘give me an example or two of what you are saying”; ‘Could you elaborate that point further?’) Interviewers should listen carefully to the responses so that follow-up questions can be specific to the teacher’s comments.

Implementation of this Step of the Evaluation

1. Select 10 teachers to be interviewed. Try to include a range of teaching experience (e.g., some young teachers, some more experienced), different types of locations (e.g., some rural schools, some city schools), different genders (both men and women), about equal numbers of grade 1 and grade 5 teachers.

2. Each teacher could be interviewed by a different Core team member so that 10 Core team members conduct the interviews.

3. Schedule an hour of time convenient to the teacher and arrange for an appropriate private room.

4. Obtain a tape recorder with tapes and assure that it functions reliably and familiarize yourself with it.

5. Conduct the interview.

6. This same process applies to each of the interviews – before the Global Education activities begin, again (with the same teachers) a few months after beginning (November or early December), and again close to the end of the year (around May).

7. The Core Team member who interviews the teacher should produce a one page summary of the interview emphasizing the most important points, and include key quotations.

8. Translate the summaries and send them to IIGE.
Before the teachers begin teaching the Global Education activities, members of the National Core team should select 10 teachers for interviews. Each teacher should be interviewed individually at a time suitable to the teacher in a comfortable context. The following questions should serve as the lead questions. About an hour should be taken for the interview.

1. What do you think are the most important qualities a teacher should have?
2. What, in retrospect, are your reflections on the two introductory workshops you attended?
3. Are you satisfied that you have been well-prepared for the trials of the experimental lessons?
4. How well, in your view, do the activities help students learn what must be learned in the course of study?
5. Having been introduced to the activities, what are your hopes and concerns regarding their use in the classroom?
6. Could you specify an activity that particularly concerns you and explain the reasons for your concern?
7. Could you specify an activity that you expect will be particularly successful? Can you explain why you think it will be so?
8. In what ways do you anticipate your classroom will be different during the experimental period?
9. How do you think students are likely to respond to the activities?
10. What, as you understand it, is global education?
2.1b. TEACHER INTERVIEW GUIDE – MIDDLE OF THE PROJECT

Again, ten ‘lead’ questions should be put and followed up with supplementary open-ended questions or promptings.

1. How, in your view, have the trials gone so far?
2. What have been the particular problems you have encountered?
3. What particular successes have you experienced?
4. Which activity has proved most successful? Why in your opinion?
5. Which activity has proved least successful? Why in your opinion?
6. What has surprised you most about the trials so far?
7. How have students responded to the experimental lessons?
8. Have the experimental lessons caused you to reflect upon or rethink your usual style of teaching?
9. Do you intend to change your lesson management or teaching approach in any way during the second half of the trials? If so, can you give particulars?
10. What do you think are the most important qualities a teacher should have?
1. What is your overall assessment of the trials?

2. Have there been obstacles to carrying out the trials that it have proven difficult to overcome? Please identify and elaborate.

3. What aspects of the trials, in your opinion, have been the most successful?

4. What aspects of the trials, in your opinion, have been the least successful?

5. Have your attitudes to the activities changed in any way over the experimental period?

6. Has the student response to the activities changed in any way over the experimental period?

7. Have the experimental lessons caused you to reflect upon or rethink your classroom management and teaching approach?

8. Have you explained your experimental lessons to colleagues? Was this in a formal or informal context? With what results?

9. Have you discussed your work with your students’ parents. Has this been done in an individual or an official manner? What is their opinion?

10. If you were only allowed four descriptive words to sum up the experience of the trials, what would those four words be?

11. If you were to repeat the experimental lessons, what changes would you wish to make?

12. In our first interview, you identified your hopes for the experimental lessons as . . . and your concerns as . . . . To what extent have your hopes been realized and your concerns justified?

13. What do you think are the most important qualities a teacher should have?

14. What, as you now understand it, is global education?
2.2. Written Questionnaires for those teachers not interviewed

Interviewing takes much time and therefore not all teachers can be interviewed. However, all teachers’ perceptions are important. Therefore, those teachers participating in the implementation of the Global Education Project who are not interviewed should complete written questionnaires.

Implementation of this Step of the Evaluation

1. Prepare questionnaires with enough space for adequate written response on all items.
2. Inform teachers of the nature and purpose of the questionnaire and how much time it will take.
3. Obtain teachers’ cooperation in the completion of the questionnaire.
4. Set a time for the completion.
5. Distribute questionnaire and then follow-up to obtain the completed questionnaire.
6. When all questionnaires are collected, prepare an analytic summary. E.g.

   a. Summary tables across all questionnaire – e.g., sum of teachers in urban schools and rural schools,

<table>
<thead>
<tr>
<th></th>
<th>Urban</th>
<th>rural</th>
<th>State School</th>
<th>Private School</th>
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</thead>
<tbody>
<tr>
<td>total number</td>
<td>??</td>
<td>??</td>
<td>??</td>
<td>??</td>
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</table>

   b. Calculate average ratings for rating questions.
   c. Make ranked lists for questions like “five most important qualities” indicating the frequency each occurred.
7. Translate the summary report and send to IIGE.
2.2a WRITTEN QUESTIONNAIRE: START OF THE PROJECT

1. Name: First _________ Patronymic _________ Surname _________

2. Location of school
   - Urban _____
   - Rural _____

3. Type of school:
   - State school _____
   - Private _____

4. Total number of students in the school _____

5. Grade levels (classes) in the school ______

6. Number of individual classes in the school _____

7. Major language of instruction ________________

8. Type of class:
   - Mixed gender class ___
   - All male class _____
   - All female class ___

9. List the five most important qualities you think a teacher should have?

10. Write down three comments that summarize your reflections on the two
    introductory workshops you attended.

11. How well prepared do you think you are for the trials? Circle the appropriate
    number:

    | 5 | 4 | 3 | 2 | 1 |
    |---|---|---|---|---|
    | Very well | well | adequately | not adequately | very poorly |
    | Prepared   | prepared | prepared    | prepared        | prepared    |

12. What do you see as differences between the proposed Global Education
    activities and your traditional lesson organization methods?
13. What are your hopes and concerns regarding the trials? Express up to three of each.

<table>
<thead>
<tr>
<th>Hopes</th>
<th>Concerns</th>
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14. How do you think your students, in general, will respond to the trials? Circle the appropriate number.

<table>
<thead>
<tr>
<th>Number</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>very positively</td>
</tr>
<tr>
<td>4</td>
<td>positively</td>
</tr>
<tr>
<td>3</td>
<td>mixed response</td>
</tr>
<tr>
<td>2</td>
<td>negatively</td>
</tr>
<tr>
<td>1</td>
<td>very negatively</td>
</tr>
</tbody>
</table>

15. What do you think are the aims of global education?
2.2b WRITTEN QUESTIONNAIRE: END OF THE PROJECT

1. Name: First _____________ Patronymic ___________ Surname __________
2. Location of school    Urban _____
                    Rural ____
3. Type of school:    State school ____
                     Private ____
4. Total number of students in the school ____
5. Grade levels (classes) in the school ______
6. Number of individual classes in the school _____
7. Major language of instruction _____________
8. Type of class:    Mixed gender class ___
                     All male class ____
                     All female class ___

9. How successful do you think the trials, in general, have been?

   5  4  3  2  1

   Very     quite               not very        very
   Successful successful     success         successful  successful

Explanation:

10. How, if at all, have your students changed during the Global Education lessons?

11. How have you changed during these activities?

12. How have the conducted activities affected students’ knowledge of the subject?
13 Write down four words that sum up your experience of the trials.

14 Which activities have been the most successful, and the least successful? List two of each and explain why.

   Most successful 1.
   
   2.

   Least successful 1
   
   2.

15 Have there been any obstacles, in your classroom or school, that have made it difficult to carry out the trials? If ‘yes’ please elaborate.

16 What are the advantages of the Global Education activities compared to traditional teaching and studying?

17 What are the weaknesses of the Global Education activities compared to traditional education?

18 How have the parents of your students reacted to the Global Education changes in your classes?

   5 very positively
   4 positively
   3 mixed response
   2 negatively
   1 very negatively
19 How have your colleagues reacted to the Global Education changes in your classes?

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</thead>
<tbody>
<tr>
<td>5</td>
<td>very positively</td>
<td>4</td>
<td>mixed response</td>
</tr>
<tr>
<td>3</td>
<td>negatively</td>
<td>2</td>
<td>very negatively</td>
</tr>
<tr>
<td>1</td>
<td>positively</td>
<td></td>
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</table>

20 How have your students responded, in general, to the trials? Circle the appropriate number.

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<tr>
<td>5</td>
<td>very positively</td>
<td>4</td>
<td>mixed response</td>
</tr>
<tr>
<td>3</td>
<td>negatively</td>
<td>2</td>
<td>very negatively</td>
</tr>
<tr>
<td>1</td>
<td>positively</td>
<td></td>
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</table>

21 How successfully do you think the activities have realized the goals of the program of studies? Circle the appropriate number and explain your answer.

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<tbody>
<tr>
<td>5</td>
<td>Very successfully</td>
<td>4</td>
<td>adequately</td>
</tr>
<tr>
<td>3</td>
<td>not successfully</td>
<td>2</td>
<td>very unsuccessfully</td>
</tr>
<tr>
<td>1</td>
<td>successfully</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

22 If you were to repeat the experimental lessons, would you make any changes? If ‘yes’ please explain.

23 List the five most important qualities you think a teacher should have?

24 What do you think are the aims of Global Education?
3. OBSERVATIONS OF TEACHERS AND CLASSES

Teacher perceptions of how well the implementation is proceeding are valuable, but active participants have a particular view of reality that must be validated through perceptions of another informed observer. Consequently, the 10 teachers who will be interviewed at the beginning, middle, and end of the implementation must be observed while they are teaching. Core Team members should observe the ten teachers with their full knowledge and agreement (it should be emphasized that your interest is in evaluating the activities rather than the teachers’ performance). Observations should be done at least every 3 weeks. The observation form below should be used to record observations. A summary of points noted should be shared with the teacher and a translated copy forwarded to IIGE. Other teachers' lessons should be observed on an occasional random basis.

By TEACHER PAIRS: The two teachers at anyone school should be encouraged to observe each others’ lessons, using the observation form for noting down observations. The observation, and subsequent de-briefing, should be conducted in a non-judgmental manner. Sheets to be forwarded, in translation, to IIGE.

Implementation of this Step of the Evaluation

1. Identify the teachers who were interviewed.
2. Assign a Core Team member to observe lessons involving Global Education activities.
3. Communicate with the teacher to determine the appropriate lessons to observe.
4. Observe whole lessons as unobtrusively as possible.
5. Use the observation form to guide and record observations
6. Continue observing lessons at least every three weeks.
7. Share observations with the teacher in a non-judgmental way. Focus evaluation on the Global Education activity and make helpful suggestions.
8. Translate the observation sheet and send to IIGE.
GLOBAL EDUCATION ACTIVITY/LESSON OBSERVATION FORM

1. Name of Teacher __________________________

2. School __________________________

3. Location of school        Urban _____
                             Rural  ____

4. Type of school:   State school ____
                             Private ____

5. Type of class:   Mixed gender class ___
                             All male class ___
                             All female class ___

6. Name of Activity Observed ________________________________

<table>
<thead>
<tr>
<th>Focus of Observation</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Explanation of Activity</strong></td>
<td></td>
</tr>
<tr>
<td>• is procedure clearly understood by all/most students?</td>
<td></td>
</tr>
<tr>
<td>• Is necessary clarification provided?</td>
<td></td>
</tr>
<tr>
<td><strong>Resources</strong></td>
<td></td>
</tr>
<tr>
<td>• are necessary resources (including classroom space) available and appropriate?</td>
<td></td>
</tr>
<tr>
<td><strong>Student involvement</strong></td>
<td></td>
</tr>
<tr>
<td>• are all/most/ some/few students actively involved in each part of the activity?</td>
<td></td>
</tr>
<tr>
<td>• Do all/most/ some/few the students participate in the discussions?</td>
<td></td>
</tr>
<tr>
<td>• Do all/most/ some/few of the students accept other points of view?</td>
<td></td>
</tr>
<tr>
<td>• Are all/most/ some/few the students ready to learn and share knowledge?</td>
<td></td>
</tr>
<tr>
<td><strong>Students’ interest/motivation</strong></td>
<td></td>
</tr>
<tr>
<td>• are all/most/some/few students interested in or motivated by the activity?</td>
<td></td>
</tr>
<tr>
<td>Student abilities</td>
<td></td>
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<tr>
<td>-------------------</td>
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</tr>
<tr>
<td>do students have sufficient knowledge, skills and attitudinal abilities to carry out the activity successfully?</td>
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</tr>
<tr>
<td>Do the students understand the ideas and concepts of the topic under discussion?</td>
<td></td>
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<tr>
<td>Can the student establish links with other issues?</td>
<td></td>
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<tr>
<td>Do the demonstrate group work skills, cooperation skills.</td>
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</table>

<table>
<thead>
<tr>
<th>Changes to the activity</th>
<th></th>
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<tbody>
<tr>
<td>are modifications to the activity made, or stages omitted, or additional stages introduced?</td>
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<table>
<thead>
<tr>
<th>Debriefing the activity</th>
<th></th>
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<tbody>
<tr>
<td>how well does the teacher draw out from, and expand upon, the students’ experience of the activity?</td>
<td></td>
</tr>
<tr>
<td>Are all/most/some/few students involved in the debriefing?</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Curriculum objectives</th>
<th></th>
</tr>
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<tbody>
<tr>
<td>how successfully does the activity meet the curriculum objectives for this lesson?</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Time</th>
<th></th>
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<tbody>
<tr>
<td>is there not enough/enough/too much time to carry out all stages of the activity (including debriefing)?</td>
<td></td>
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</tbody>
</table>
**Teacher/Student Direction (summary)**

- What percentage of the lesson has been teacher directed? What percentage has been student directed?
- What percentage of the lesson has been spent by students on:
  - Listening to the teacher
  - Working on individual tasks
  - Working in small groups
  - Whole class discussion
  - Other (please specify)

**Other observations**
4. TEACHER FEEDBACK FOLLOWING ACTIVITIES

The introduction of Global Education features the use of activities as the primary implementation strategy. The design and refinement of these activities is important to the development of the curriculum. Consequently, teachers should evaluate each activity after they have used it with their class.

Implementation of this Step of the Evaluation

1. During the teacher training, before teachers begin using Global Education activities, teachers should be introduced to this Feedback Sheet.
2. Explain to the teachers why this is important
3. Discuss each of the questions.
4. Attach a sheet to each activity plan.
5. All feedback sheets should be collected by the Core team.
6. Create a single summary of all teachers’ feedback sheets for each activity.
7. Translate the summary and send to IIGE.
TEACHER FEEDBACK SHEET

1. Name of activity __________________________
2. Location of school
   Urban _____
   Rural _____
3. Type of school:
   State school ___
   Private ____
4. Type of class:
   Mixed gender class ___
   All male class ____
   All female class ___
5. Number of minutes activity took including discussion: _______ minutes
6. Was the activity, in your view, appropriate for realizing the goals of the particular curriculum topic (explain your answer)?
7. How was the activity received by the students (describe how they responded to separate parts of the activity, if necessary)?
8. In your view, were the objectives, as described under “potential” achieved? Explain your answer.
9. Were there positive gains other than those described under “potential”? if so, please give detail.
10. Was the description of the activity under “procedure” sufficiently clear?

   Yes ___  No ___

11. Did you follow just the steps described under “procedure” and in the sequence suggested?

   Yes ___  No ___

   If “no” what did you leave out/amend/add (give details)

12. If you were to do the activity again, would you change it, and in what ways?
5. TEACHER GROUP DEBRIEFING

At the end of the field testing period, the appropriate members of the core team will lead a group debriefing with the teachers. The evaluative discussion in a group context is particularly important since one teachers’ observations may lead another teacher to think of something they would not otherwise think. Inter-teacher discussion should be encouraged. Open-ended questions should be used to elicit responses (e.g., What have been the principal gains from the experimental lessons? ’ to what extent were your concerns about the activities dispelled?’ The debriefing will be tape-recorded and then summarized in English (important quotations written out in full), and the summary sent to IIGE.

Implementation of this Step of the Evaluation

1. When the classes are nearly completed for the year, all teachers participating in the Global Education project should be organized into regional groups of about 8 teachers.
2. One or two members of the Core Team should organize a time and place to meet with the group for about 90 minutes.
3. A tape recorder with an adequate microphone to record group discussion should be obtained.
4. The core team members lead the group in a debriefing discussion encouraging each member of the group to contribute and discussion among members of the group.
5. Questions ought to be similar to those used in the teacher interviews.
6. Following the debriefing, the core team members must write a summary, translated into English and sent to IIGE.
Evaluative Data from Students

The educational enterprise is about student learning. Consequently, students are a key source of data for our evaluative decision making. Of course, student opinion of what is to be learned is only one factor in decisions about curriculum, but students’ affective response to educational material and teaching strategies is of great important to the effectiveness of the curriculum, and is especially important to the values Global Education seeks to develop in learners as an indispensable part of education. There are two main focuses for evaluation from students: (1) students expression of response regarding their experience with the Global Education approach introduced by teachers, and (2) evidence of effectiveness of the Global Education activities and strategies in the actual learning – factually substantive as well as in terms of beliefs and attitudes. Consequently, it is very important that careful and detailed evaluative data is gathered from students related to the Global Education activities.

Because there is considerable difference in ability between grade one students and grade five students, different instruments will need to be used.

There will be two major categories of data gathering from students:

1. Feedback of response related to activities and strategies
2. Assessments of learning related to activities
1. STUDENT FEEDBACK

1.1 WRITTEN FEEDBACK ON SHEETS

Two types of feedback will be used. The first type is written feedback on a prepared sheet completed at the end of, or immediately after selected activities or lessons using activities. Not all lessons should use feedback sheets. If students do this with all activities they will become bored with the process and do the feedback hurriedly and thoughtlessly. As well, completing feedback sheets for all activities would take too much class time. About one activity per week should be followed with a feedback sheet.

Students should be encouraged to write freely about their response and assured that their school achievement grades will in no way be affected by this. They should be assured that the fact they might not have liked a lesson or activity, is not their fault, but that we need their honest reaction so the activities can be changed. These sheets should be collected and forwarded to the core team.

Implementation of this Step of the Evaluation

1. Class Sets of Feedback sheets should be prepared and given to teachers for use with appropriate lessons.
2. When the selected activity is concluded (or the lesson in which the activity is used) students should be given the sheet and adequate time to complete it thoughtfully.
3. Sheets should be collected and placed together in a batch and marked with school name, teacher name, and activity name.
4. Batches of feedback sheets should be forwarded to the Core Team.
5. Core team members summarize each batch. The written answers in the grade five feedback sheet should be summarized as a written overview. Where quantitative analysis is possible use this. Team members should watch for any gender differentials in response.
6. A one page summary with the quantitative ratings should be sent to IIGE in English.
Grade 5 Student Feedback Sheet

1  What if anything did you like about the lesson? (give details)

2  What if anything did you dislike about this lesson? (give details)

3  What if anything surprised you about the lesson? (give details)

4  What if anything did you learn from the lesson? (give details)

5  If the lesson was to be taught again, would you like it changed? And if so, in what ways?

6  Rate the lesson on a 1-4 scale by circling one of the numbers

   1          2          3          4
I liked the lesson liked the disliked the disliked the
Very much lesson lesson lesson very much
Grade One Student Feedback Sheet
Students can circle the appropriate response. If children cannot read, the questions should be read to them and they can circle the appropriate number.

1. What did you like about this lesson?
   a. work
   b. socializing and communicating
   c. result (something you have made or achieved)

2. What didn’t you like?
   a. work
   b. socializing and communicating
   c. result (something you have made or achieved)

3. Have you discovered anything new at this lesson?
   a. yes
   b. no
   c. not sure (have doubts)

4. Have you been surprised by anything at this lesson?
   a. yes
   b. no

5. Would you like all the lessons to be conducted in such a way?
   a. yes
   b. no
   c. don’t care

6. How did you feel at the end of the lesson?
   😊 ☹️ --
1.2 VERBAL FEEDBACK - STUDENT GROUP DEBRIEFING

Implementation of this Step of the Evaluation

1. A group of 5 or 6 students taught by the ten teachers who are observed regularly should be selected and assembled at a time organized by a Core team member for debriefing. The teacher should not be present during this debriefing.
2. This debriefing should take place toward the end of the school year.
3. The core team member responsible for observing the teacher should conduct the debriefing.
4. Inform students that there are no right and wrong answers, but that we are interested in their honest feelings.
5. The questions supplied should be used as well as similar open-ended follow-up questions, such as “why” or “please give me an example.”
6. If students are not producing thoughtful responses, suggest they think about a specific lesson or activity you identify.
7. The session should be tape-recorded.
8. The debriefing comments should be summarized, and a summary sent to IIGE.

Suggested Focus group questions: Both Grade 5 and Grade 1

1. What subjects, taught in your class, do you like? Why?
2. Can you describe experiences that you remember as especially enjoyable?
3. What things did you do in school this year that you would like to keep on doing?
4. Are there any things you did in school this year you would like to stop doing?
5. What ideas do you have for things you would like to start doing in school?
2. ASSESSMENT OF STUDENT LEARNING FOR EVALUATION PURPOSES

What students actually learn is important for the goals of the parents, the school and the academic expectations of the Ministry of Education. However, what students learn is also an indicator of the success of a curriculum or a pedagogy. Since Global Education is directed at changing the content of schooling as well as the pedagogy, evaluation of the implementation of Global Education must take into account what students learn. For example, if no attitude changes toward environmental issues were evident in students, the Global Education initiative could not be considered successful.

A very important step in the evaluation of this project is then the acquisition of data that represent student learning. These data result from student assessment processes associated with specific activities, lessons or groups of lessons.

NOTE: This step will be different in each country.

Implementation of this Step of the Evaluation

1. Core Teams must identify activities in each subject stream for which assessment activities can be constructed.

2. The activities identified should be from those approved by IIGE.

3. The selected activities should occur about at the rate of one every two weeks (more assessment may take place but student assessment’s resulting in data for the evaluation of the project should occur only about once every two weeks). We do not want to see activities selected so that several occur in a week and then none for many weeks. The activities should occur at a regular interval.

4. The Core team designs the assessment activity for specific activities and submits the proposed activity to IIGE for feedback.

5. IIGE will provide feedback about the appropriateness and design of the assessment activity.

6. The assessment activity should be supplied to teachers together with the activity plan and resources.

7. Teachers conduct the assessments in conjunction with the activity.

8. Appropriate analysis – e.g., grading, or summarizing, -- should be done by the teacher for each activity.

9. The summary of the results should be submitted to the Core team.

10. The Core team compiles assessment results for the activities and prepares reports and submits these to IIGE.
Evaluative Data from Parents

Global Education fundamentally values connections and inter-dependency. No where is this interdependency more important than between teachers and parents, school and community. How parents understand and feel about their children’s education is important to their support of their child and the teacher. Consequently, the implementation of Global Education must attend to the responses of parents.

Implementation of this Step of the Evaluation

1. About 3 months after the start of the Global Education activities, Core team members should work with the administrators and teachers to invite a group of 5 or 6 parents (individuals, not couples) to meet for about an hour.
2. The children or teachers should not be present at this meeting.
3. The meeting should be tape recorded.
4. The following questions should be used as a guide. Other follow-up questions can be asked.

QUESTIONS FOR PARENT FOCUS GROUP

1. Generally, how does your child feel about school?
2. What do you know about the Global Education experiences in the class where your child studies?
3. What do you think about this?
4. Do you feel that Global Education has influenced or affected your child or yourself?
5. Have you noticed any changes in your child over the last three months? Regarding
   • interest towards school, studies
   • friends
   • attitude towards the family, parents
   • attitude towards the environment
   • passions towards something
   • attitude towards himself/herself, his/her future
6. Has your attitude towards the school that your child attends changed over the last three months, and if so, how?
7. What would you like the school/class continued to do?
8. What else would you like the class/school to start doing?
9. What would you like to see discontinued in the class/school?
Evaluative Data from Administrators

Administrators are of crucial importance in the success of curriculum and pedagogy changes and initiatives. The Global Education Initiative will be helped by the support and facilitation of the school administrator or it will be hindered by neglect or opposition. Consequently, the evaluation of the project requires a measure of the support of administrators.

Implementation of this Step of the Evaluation

1. A representative of the Core team should request the administrator(s) in each Global Education school to complete the following questionnaire. This should be done about 3 months after the beginning of the project.
2. When the administrator agrees to complete the questionnaire, a copy of the questionnaire should be supplied.
3. When the questionnaire is given, a date should be agreed upon when it will be completed.
4. When the completion date arrives, the Core team member should request the copy of the questionnaire from the administrator.
5. Core team members should compile a summary report of the questionnaires – with statistics for quantitative items.
6. A translation of the summary should be sent to IIGE.
QUESTIONNAIRE FOR ADMINISTRATORS

1. Name: First _____________ Patronymic _____________ Surname _____________

2. Location of school  
   Urban ____  
   Rural ____

3. Type of school:  
   State school ____  
   Private ____

4. Total number of students in the school ____

5. Grade levels (classes) in the school ______

6. Number of individual classes in the school _____

7. Major language of instruction _____________

8. What is your present attitude towards Global Education? (please circle the appropriate number)

   5  4  3  2  1
   very positive  positive  not sure  negative  very negative

Comment:

9. What was your reaction when you were first invited to participate in the project?

   5  4  3  2  1
   very positive  positive  not sure  negative  very negative

Comment:

10. To what extent did the Global Education activities become part of the educational process?

    5  4  3  2  1
    very successfully  successfully  not sure  unsuccessfully  very unsuccessfully

Comments:
11. List three important changes that took place during the implementation of GE. 
   Three Positive changes:

   Three negative changes:

12. Would you like to continue working on this project in the future? 
    _____ yes, but with expansion to more classes 
    _____ yes, without any changes 
    _____ not sure 
    _____ no, I would like to stop 

13. How has the professional level of the teachers (participants of the project) changed over the period?

14. What is the attitude of the teachers from classes that are not implementing Global Education towards the participants of the project? 

   5       4      3       2      1 
   very positive     positive  not sure    negative    very negative 

   Comment:

15. What is the attitude of the students from classes that are not implementing Global Education towards the participants of the project? 

   5       4      3       2      1 
   very positive     positive  not sure    negative    very negative 

   Comment:
16. What is your role in this Global Education Project?

17. Are you planning any changes in your school as a result of the Global Education experience? If so, what changes?

18. In your opinion, what qualities of the administrators and teachers would promote successful implementation of this program in other schools?

19. In what ways, if any, have the students in the Global Education classes changed?