

# Blueprint of the UDEL21 training on CFR and tools

## 10 principles of effective professionalization as the base:

### 10 principles of effective professional learning (source: E.Sackson)

#### 1. Conceptual

Effective learning for teachers is not always about things you can try tomorrow, but rather [big ideas](#) that shift your understanding of teaching and learning.

#### 2. Self directed

Teachers need opportunities to set their own goals, [choose their own learning](#) and follow their own interests. (Sometimes the most effective medium to achieve that is social media.)

#### 3. Inquiry driven

The most effective learning isn't usually 'delivered and received'. Teachers need to question, experiment, apply, find and solve problems, engage in [action research](#).

#### 4. Collaborative

Learn with and from others. build a personal learning network. Create [communities of practice](#) in your own school, your neighbourhood, the world...

#### 5. Creative

Think beyond one-size-fits-all PD delivered by ‘experts’ on special days set aside for the purpose. Create your own learning opportunities. Visit other classes. Start voluntary groups. Participate in [Teachmeets](#). Engage via Twitter and blogs. [Find your own people!](#)

### **6. Personalised**

How often are teachers compelled to attend one-size-fits-*no-one* sessions, not relevant to their current programs, practice, interests or experience? Even on [school wide ‘PD days’](#), teachers can have a choice.

### **7. Reflective**

Too often, teachers are expected to shift rapidly from one ‘topic’ to the next. Effective learning includes sufficient time for reflection, application... and further reflection.

### **8. Active**

Learning is often less effective when the expectation is for learners to listen passively. There need to be [active participation](#) and engagement, opportunities to interact, reflect and construct meaning.

### **9. Enjoyable**

Teachers like their professional learning to include humour and a sense of fun. It doesn’t need to be a boring chore!

### **10. Challenging**

Professional learning (like any learning) can be messy. There should be tensions to work through and big ideas to connect. It goes beyond solutions and formulae and things to try out tomorrow... which takes us back to where we started!

# The importance of evaluation.

(by Diane Van Hove, Katholiek Onderwijs Vlaanderen)

## Why evaluate?

If someone delivers training for a team, he/she must know how important it is to measure its effectiveness. **Kirkpatrick's Four-Level Training Evaluation Model** can help to objectively analyze the effectiveness and impact of the training, so that the training can be improved in the future.

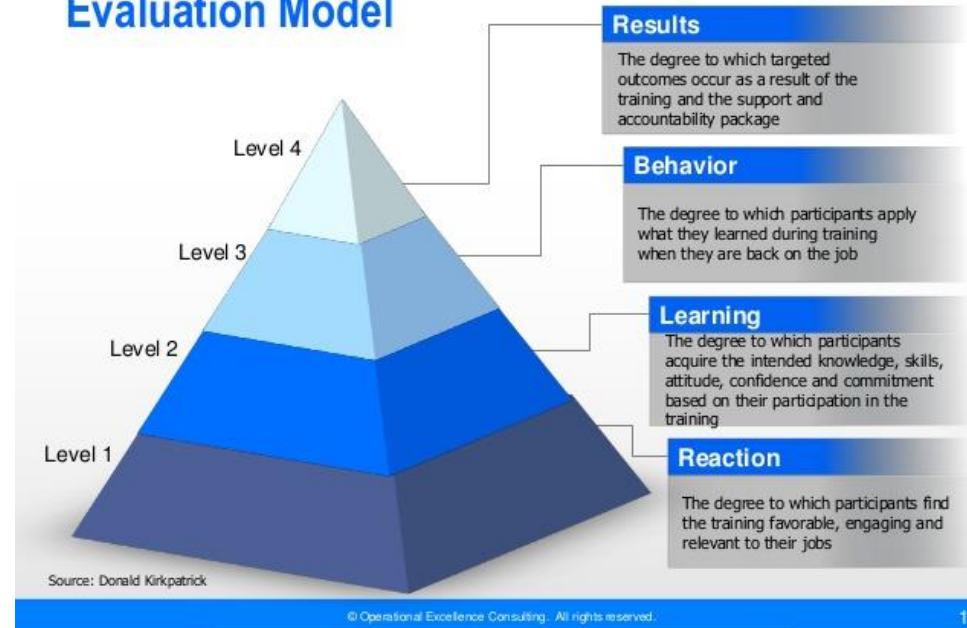
Donald Kirkpatrick, Professor Emeritus at the University of Wisconsin and past president of the American Society for Training and Development (ASTD), first published his Four-Level Training Evaluation Model in 1959, in the US Training and Development Journal.

The model was then updated in 1975, and again in 1994, when he published his best-known work, "Evaluating Training Programs."

The four levels are:

1. Reaction.
2. Learning.
3. Behavior.
4. Results

## Overview of Kirkpatrick's Four-Level Training Evaluation Model



Let's look at each of the four levels of the Kirkpatrick model in greater detail.

### Level 1: Reaction

This level measures how the participants reacted to the training. Obviously, you want them to feel that the training was a valuable experience, and you want them to feel good about the instructor, the topic, the material, its presentation, and the venue.

It's important to measure reaction, because it helps you understand how well the training was received by your audience. It also helps you improve the training for future trainees, including identifying important areas or topics that are missing from the training.

- Did the participants feel that the training was worth their time?
- Did they think that it was successful?
- What were the biggest strengths of the training, and the biggest weaknesses?
- Did they like the venue and presentation styles?
- Did the training session accommodate their personal learning style?

### **Level 2: Learning**

At level 2, you measure what your participants have learned. How much has their knowledge increased as a result of the training?

When you planned the training session, you hopefully started with a list of specific learning objectives: these should be the starting point for your measurement. Keep in mind that you can measure learning in different ways depending on these objectives, and depending on whether you're interested in changes to knowledge, skills, or attitude.

It's important to measure this, because knowing what your trainees are learning and what they aren't will help you improve future training.

### **Level 3: Behavior**

At this level, you evaluate how far your participants have changed their behavior, based on the training they received. Specifically, this looks at how trainees apply the information.

It's important to realize that behavior can only change if conditions are favorable. For instance, imagine you've skipped measurement at the first two Kirkpatrick levels and, when looking at your group's behavior, you determine that no behavior change has taken place. Therefore, you assume that your trainees haven't learned anything and that the training was ineffective.

However, just because behavior hasn't changed, it doesn't mean that the participants haven't learned anything. Perhaps their boss won't let them apply new knowledge. Or, maybe they've learned everything you taught, but they have no desire to apply the knowledge themselves.

- Did the participants put any of their learning to use?
- Are the participants able to teach their new knowledge, skills, or attitudes to other people?
- Are the participants aware that they've changed their behavior?

#### **Level 4: Results**

At this level, you analyze the final results of your training.

UDEL 21 keeps this 4 levels of evaluation in mind in the face of measuring the effectiveness of the course however it's not always easy to evaluate each of the 4 levels. The main reason why it's hard to check each of 4 levels is the continuously change of participants during the course.


### Evaluation methods,used by UDEL21

By Diane Van Hove , Katholiek Onderwijs Vlaanderen

#### **1.1. Plus Delta Evaluation**

A Plus Delta evaluation is a formative evaluation process, an evaluation brainstorm, that provides feedback on an experience or event and collects ideas for future improvements. It is framed in “improvement” language rather than language that might be experienced negatively. The plus identifies what went well. The delta identifies what might be changed to improve a process or particular activity. Plus Delta evaluations can be used with individuals or groups of any size.

UDEL21 used this model of evaluation during trainings. The members of the organization kept the remarks of the participants in mind when designing the following course

<b>PLUS</b>	<b>DELTA</b>
<b>+</b>	
<b>ORGANISATION and ...</b>	
<b>CONTENT</b>	

### 1.2. Padlet evaluation: Portoroz

Padlet is an online virtual “bulletin” board, where students and teachers can collaborate, reflect, share links and pictures, in a secure location. It also can be used as an evaluation template that invites members of a course to evaluate the content.

UDEL 21 used Padlet as a warm evaluation template during trainings. Most of the participants were not familiar with it. That’s probably the reason why just few of them used it to post a reaction during the day. The participants had to answer one question: *What is the most important thing you should tell your colleagues at home about today? Please pick up a post-it en right it down.* answers beneath the picture:

### 2.3 Daily evaluation:

On Monday and Tuesday the participants evaluated in group the workshops that had been organized that day. They were asked to answer 4 different questions. At the beginning of the following course-day the organization gave them (visual) feedback about how they evaluated the workshops of the preceding day. The organization changed if possible the method of working in order to fulfill the wishes or needs of the participants

#### EVALUATION

Date:

Diversity Field:

Please, insert X in the appropriate box!

	Good	Needs improvement
1. Theory and practice were balanced.		
2. We had opportunities to explore and work with the UDELL 21 tools.		
3. Participation and interaction were possible and encouraged.		
4. This training experience will be useful in my work.		





**1.3. Exit ticket 3-2-1**

*Write down 3 things you have learned, 2 things you still have questions about and 1 thing you want to try yourself in the near future)*

*If you have a regular meeting with a group of people, you can use this method to evaluate the session. It also involves your commitment to start the next session with an 'entry ticket', where you come back on the questions that still lived after the previous session.*

**1.4 Message in a bottle**

*Participants can write a message on a paper and put it in a big bottle.*

**1.5 Items in a bag**

*Participants can fill a bag with ideas on sticky notes to take back home.*

## The content

By Marleen Clissen, Katholiek Onderwijs Vlaanderen

### The importance of theory and practice

Teachers like to start with practical material, that is why some UDEL21 partners started sessions with an active part: the tools were executed, facilitated by the trainer. Afterwards, reflection and evaluation took place. The introduction of the frame of reference and the introductions of the 4 diversity fields came next. Some UDEL21 partners started with the frames and followed with the practical sessions.

### Narratives about our international (multiplier) events.

#### 1. Short narrative on the first conference in Prague

The first participants were already there at 11 am. After registration and making a choice for the workshops, they had time to explore beautiful Prague. At 2 pm the conference officially started. The conference offered a variety of activities: 4 inspiring keynotes, 7 interactive workshops, a carousel of experiences with tools from each diversity field and an international market place during which everybody could share, learn interesting things about the partner-countries, taste, and have fun. During the evaluation on the last day it became very clear that the conference was a great success, especially in terms of that inspiring message we have included in our title (UDEL21): look at diversity as a richness and use it in your teaching. The UDEL21 can conclude about this conference as “mission accomplished”.

#### 2. Short narrative on the first course in Prague

After the conference, some partners left, some stayed, getting ready to welcome a new group of participants. This time we could stay at the hotel for our course. We had a very eager group of participants with a nice mix of nationalities: our partner countries plus a participant from Spain and one from Germany. The course offered ample opportunities to explore the UDEL21 tools, introduced by a theoretical frame. On Wednesday we had an interesting visit to a school and an early childhood learning center. Each day, the participants worked in groups on the design of a “school where everybody is welcome”. On Friday, the participants shared the results. Each day, all material was put on a google drive platform for sharing. The last day, the participants could fill a bag with ideas on sticky notes to take back home. The plus-delta protocols that were used as an evaluation tool showed that the course was evaluated very well.

### 3. Short narrative on the second course in Portoroz

For this course, our Slovenian partners arranged a very nice and efficient setting, situated very near the Adriatic Sea. We had a nice meeting room at our disposal, and a very good, large room for our course. We were very glad to have again a good and mixed group of participants: 42 participants from more than 6 countries. We followed, more or less, the same design as our first course: exploration of the tools, introduced by theoretical frames. This time, a workshop on UDL (Universal Design for Learning) was part of the program. The school visit on Wednesday was a special school and communication center in Piran. As in Prague, each day, the participants worked in groups on the design of a “school where everybody is welcome”. On Friday, the participants shared the results. As always, all material was put on a google drive platform for sharing. This time, we used 3 types of evaluation: a padlet evaluation, a plus-delta evaluation and a daily evaluation.

### 4. Short narrative on the second conference in Perugia

Last May, University of Perugia welcomed Education staffs to the 3-day final conference of UDEL21 project. Right from the beginning, all participants were impressed by the location rich of its past and filled with powerful emotion. In order to put an end to a 3-year project, scholars from Belgium, Austria, Czech Republic, Slovenia and Italy presented their work and discussed about diversity. We had lectures and workshops on how to deal with diversity in the class. These were held by teachers who created some of them, which gave a new insight to the conference and allowed participants to become more familiar with UDEL21 tools. Apart from the workshops, the organizers had also planned a multicultural aperitif with a poster session in order for the participants to present their institutions and to get to know each other. On the whole, the conference was a great success, enriched by heterogeneity of the group, their will to learn and their desire to discover new people and cultures. Once again, UDEL21 reached its goals and enhance the interest towards diversity.

### 5. Short narrative on the fifth course in Perugia

Our last course happened in beautiful Umbria. We chose the excellent location of Castiglione del Lago as our venue for a number of reasons, but mainly the cultural heritage was very appropriate in a project about our topic. We had, again, a nice mixture of nationalities and a good number of participants (40!). Some of our earlier participants came back for this last one, as did our participant from Spain! This course presented a number of challenges, as the expectations were very different and diverse: some wanted to learn more about diversity and the tools, some wanted to learn more from diversity experts, some were already doing trainings at their schools and wanted to enrich this, some had no experience in trainings at all, and so on. Some really

aimed at being trainers, some did not have this ambition and just wanted to continue the work at their school on a lower profile. It was not easy to make a program that would keep everybody satisfied and we also made some changes along the week. By this we also made obvious that the UDL-concept is on the base of our work by trying to meet the needs of all learners and always taking the participant's context into account. We did put a lot of emphasize on criteria for good professional training, how to evaluate and use the results for sustainable actions, how to start from an assessed beginning situation, how to manage change processes, and so on. All participants developed an action plan to set up training or coaching back a their school(s) and presented it to each other and get inspired by others. UDEL21 will keep on existing in the different partner countries and beyond as will be obvious in the dissemination documents. We also had our traditional school visit, with the possibility to visit different levels. We were presented a full view of the Italian school system including the new legislation on inclusion and participation. As usual, all material was put on a google drive platform for sharing. Again, we used 3 types of evaluation: a padlet evaluation, a plus-delta evaluation and a daily evaluation. The team of Laboratoria del Cittadino looked after us in a splendid way: great hotels, nice evening programs with a lot of culture, great Umbrian food!

### **A sample of our sessions.**

1. Professional dialogue at the end of the day: 'Our school where everybody is welcome'  
By Annemie Jennes, Katholiek Onderwijs Vlaanderen

Every course day, professional dialogue groups were formed. They worked together on the design of an inclusive, open school. During the last course, the focus was on action plans to work on diversity in school, either as a trainer, either as a 'diversity coach'.

If you could start from scratch to build a school for the future, where everybody is welcome, how would it look like? ...

The objectives of these sessions are:

- help to understand the themes in this course, reflect about the content
- get a better understanding of the opportunities, to integrate broad defined diversity in education and therefore to realize better learning
- find concrete actions to implement in your future professional situation

Roadmap:

- Work on it at the end of each day (1 hour) in the same groups
- Present the "everybody welcome"-school to each other on Friday morning

- Be creative in the way how you will present it !

## 2. The complex change model of Ambrose.

Vision	Skills	Incentives	Resources	Action Plan	Meaningful change
	Skills	Incentives	Resources	Action Plan	Confusion
Vision		Incentives	Resources	Action Plan	Anxiety
Vision	Skills		Resources	Action Plan	Resistance
Vision	Skills	Incentives		Action Plan	Frustration
Vision	Skills	Incentives	Resources		False start

By Diane Van Hove, Katholiek Onderwijs Vlaanderen

Change does not happen automatically and working on a mind shift is not different. In our last course (train the trainer) we presented 3 different change models: Kotter, De Caluwé and Ambrose. We present the complex change model of Ambrose as an example and include some exercises.

This is the complex change model of Ambrose. It contains the components necessary to bring about and manage change. According to the model, it takes vision, skills, incentives, resources and an action plan to change things. If you have all five, you will likely end up with change. And, if you leave one of the components out, you will likely end up with something different. When just one of these components is missing - confusion, anxiety, gradual

change, frustration or false start – instead of change. We will do some practical exercises with cases.

Practical exercises, based on cases:

Case nr.1
<p>We do want our teachers to take part in the UDEL21 course. Yesterday our teachers asked us why because there was no communication about it. They asked us if this decision was part of a bigger goal and what we actually wanted to achieve with their participation and the knowledge and skills they would acquire.</p> <p>The answer was pretty easy. Colleagues of a secondary school in the neighbourhood told us a few of their teachers took part in a course. They came back enthusiastic and full of ideas. Since we have the money to send our teachers abroad to enhance their knowledge and since we have really motivated teachers, we will do the same.</p> <p>So we gave them this answer. They were a bit surprised when we weren't able to provide a clear point of view on how we would deal with diversity as a school</p>
Result: (pick one)
<ul style="list-style-type: none"><li><input type="radio"/> CONFUSION</li><li><input type="radio"/> ANXIETY</li><li><input type="radio"/> RESISTANCE</li><li><input type="radio"/> FRUSTRATION</li><li><input type="radio"/> FALSE START</li></ul>
Solution:

Case nr. 2

We want to be a school where everybody learns and lives better together in diversity. And we know exactly what steps we have to take to achieve this goal. We want to equip every single teacher with the right knowledge and skills to be able incorporate local diversity into their practice. We asked our teachers if they wanted to take part in the course UDEL21. No one was prepared to go. You know we have a lot of young mothers who want to be with their children in the evening. It's a pity that nobody wants to go. I'm afraid that when they don't take part in the course, they will miss very important information and knowledge to incorporate local diversity into their own practice.

Result: (pick one)

- CONFUSION
- ANXIETY
- RESISTANCE
- FRUSTRATION
- FALSE START

Solution:

Case nr. 3

We see integrating diversity in our school as a crucial thing. We believe that it is important to equip teachers with the right knowledge and skills to be able incorporate local diversity into their practice. That is why we give all of them the opportunity to follow a training on diversity. We expect that they apply in their classroom what they have learned in the training. We don't like to pat them on the back when they do excellent work, because it is simply part of the job.

Result: (pick one)

- CONFUSION
- ANXIETY
- RESISTANCE
- FRUSTRATION
- FALSE START

Solution:



## Case nr. 4

We want to be a school where everybody learns and lives better together in diversity. And we know exactly what steps we have to take to achieve this goal. We want to equip every single teacher with the right knowledge and skills to be able incorporate local diversity into their practice. Every single teacher is willing to take part in the course UDEL21. We are very happy for that. There is only one problem and it is a big one. We don't have the money to send our teachers abroad to this course.

Result: (pick one)

- CONFUSION
- ANXIETY
- RESISTANCE
- FRUSTRATION
- FALSE START

Solution:

N°5
<p>We want to be a school where everybody learns and lives better together in diversity. And we know exactly what steps we have to take to achieve this goal. There is only one problem. Those steps only exist in the heads of the headmaster and his team. We did not write them down. We know having them is important to guide change, but still we don't have them. Having these steps on a paper provides everyone in our school with a 'road map' to change. In short, it allows all our teachers in the change process to know exactly what is expected, who is responsible, and the timeline and process for achieving tasks to effect change.</p>
<p>Result: (pick one)</p> <ul style="list-style-type: none"><li><input type="radio"/> CONFUSION</li><li><input type="radio"/> ANXIETY</li><li><input type="radio"/> RESISTANCE</li><li><input type="radio"/> FRUSTRATION</li><li><input type="radio"/> FALSE START</li></ul>
<p>Solution:</p>



Use Diversity to Enhance  
Learning in the 21 century



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