

WP6		
EVALUATION AND USABILITY		
Description and envisaged results	<p>This will be led by Jönköping University, school of education and communication. The aim of this work package is to evaluate the effectiveness of I AM piloted in Austria, Belgium, Germany and Portugal.</p> <p>The developed questionnaire to evaluate the effectiveness of I AM will be based on the Environmental dimensions of participation developed by Maxwell and Granlund (2011) and Simeonsson (2001) – the “five As”: Availability, Accessibility, Accommodability, Acceptability, Affordability.</p> <p>These five central environmental aspects have an explanatory function regarding the involvement of teachers in using I AM in terms of frequency and intensity as two major aspects of participation.</p> <p>How often (frequency) teachers use I AM will depend on the <i>availability</i>, which refers to necessary skills and knowledge to use it. A further important factor in this regard is <i>accessibility</i> in a sense how easy it is to use I AM in relation to the issues in the classroom.</p> <p>Regarding the intensity of using I AM, <i>accommodability</i> is a crucial factor. It is necessary that teachers can adapt I AM according to their own way of working. Teachers who should be able to adapt the learning environment need a tool that is adaptable and relevant for the situation at hand. This will differ in different contexts, such as different types of schools or countries. Thus, across different schools and countries there will be differences in what can and will be adapted. Furthermore, the <i>acceptability</i> of I AM by teachers and the innovative perspective it brings to the classroom will be a relevant factor.</p> <p>The last environmental dimension refers to the <i>affordability</i> and the relevant question if it is worth using I AM in terms of time and money. If it takes too much time and effort, I AM will not be used. The affordability needs to be given.</p> <p>By measuring teachers’ perception after the first and the second term of the school year using an online questionnaire, differences in the results on the specific “As” will show where adaptations and improvements of I AM are necessary. Furthermore, the evaluation will provide evidence if the Assessment Map can be implemented on a larger scale.</p>	
List of activities/tasks	<p>This WP comprises the following activities/tasks:</p> <ol style="list-style-type: none"> 1. Developing the questionnaire for evaluating the effectiveness of I AM 2. Conducting two online surveys (interim and final) on the involvement of teachers in using I AM in each piloting school 3. Data cleaning and data analysis 4. Research report on the effectiveness of I AM 	
Estimated Start Date	Estimated End Date	Duration in months: 16



(09-2022)	(12-2023)	
Country of activity	Austria, Belgium, Germany, Portugal	
Lead Partner	Jönköping University, Sweden	
Contributing partners	Austria, Belgium, Germany, Portugal	
OUTPUTS		
1. Evaluation of IAM: A comparison of usage in different countries		
Type	Research Report	
Description	Looking at descriptive and inferential statistics regarding the readiness and perceived usability of the tool assessed by the teachers	
Due date	First version December 2023	
Language(s)	English	
Media that will be used (publication on paper, online, other -specify)	Online publication on project website	