



Lifelong Learning Programme

N°. 531300-LLP-1-2012-1-GR-KA3-KA3NW



DigiSkills: Network for the  
enhancement of digital  
competence skills

## *DigiSkills*

### **D.5.1 Evaluation and Quality Assurance Plan**

<b>Project:</b>	N°. 531300-LLP-1-2012-1-GR-KA3-KA3NW
<b>Work package:</b>	WP5 Evaluation
<b>PARTNER:</b>	EFQUEL
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<b>Document Type:</b>	Report
<b>Distribution:</b>	Public
<b>Status:</b>	final
<b>Document file:</b>	D5_1_Evaluation-and-Quality_Assurance_Plan
<b>Version:</b>	1.0
<b>Date:</b>	August 2013
<b>Number of pages:</b>	16

### Versions of the Document

<b>Version</b>	<b>Date</b>	<b>Contributor</b>	<b>Summary of Changes</b>
0.1	May 2013	Anne-Christin Tannhäuser	Document creation
0.3	June 2013	All consortium	Revisions based on meeting discussion
0.5	July	Andrina Granic (USP)	Usability test with teachers specified
1.0	August 2013	Anne-Christin Tannhäuser	Final version



## Table of Contents

<b>1</b>	<b>Introduction.....</b>	<b>5</b>
<b>2</b>	<b>Methodology .....</b>	<b>7</b>
<b>2.1</b>	<b>Supporting Internal Processes – Monitoring, Reviews, and Feedback.....</b>	<b>7</b>
2.1.1	Monitoring .....	7
2.1.2	Quality Review .....	8
2.1.3	Feedback on Meetings and Dialogue on Current State.....	8
<b>2.2</b>	<b>Evaluation Targeting End Users and Project External.....</b>	<b>10</b>
<b>2.3</b>	<b>Operational steps: Task Distribution and Timeline .....</b>	<b>16</b>

## Scope of the Document



This document has been authored in order to accompany the implementation of the project activities of the Leonardo “DigiSkills” Project. It lays out the purpose of evaluation and quality assurance methodology. More precisely it is intended to answer the following questions:

- 1) what is the purpose of the evaluation (why)
- 2) what will be evaluated (evaluation objects) and on what basis (evaluation criteria)
- 3) who will be the evaluation source (target)
- 4) what instruments will be applied for evaluation purpose (evaluation instruments, Deliverable D5.2)
- 5) when and in what order the evaluation activities will take place (timeline and partner responsibilities)

In terms of quality assurance, this document describes

- 1) timeline and partner responsibilities of the internal QA activities
- 2) what instruments and methods will be applied

## 1 Introduction

Overall objective of evaluation and quality assurance is to provide support to the DigiSkills consortium by enquiring and feeding back in a clear way:

- What is working well?
- What can/should be improved?
- What has been achieved?

More specifically activities shall help

- to measure achievements against stated **aims and objectives** of the DigiSkills project
- to accompany and support project management by collecting and providing information on project achievements and critical aspects and thus add an element of self-correction (improve the performance)
- to stimulate learning among involved parties in planning current and future projects

In order to enable the evaluating partner serve the above purpose, two different approaches which have proven themselves effective in wide practice, namely formative and summative.

*Formative evaluation* is an on-going process during the project's life cycle. The continuity of evaluation activities will aid to "critically reflect on whether the processes, such as project management and monitoring systems, are effective and how they might be enhanced as well as identifying improvements to any products being developed."<sup>1</sup>

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<sup>1</sup> Understanding achievements - An evaluation handbook for everyone involved in the Lifelong Learning Programme (p.18)  
[http://www.leonardo.org.uk/core/core\\_picker/download.asp?id=535&filetitle=Understanding+Achievements+%2D+Guide+to+Evaluation](http://www.leonardo.org.uk/core/core_picker/download.asp?id=535&filetitle=Understanding+Achievements+%2D+Guide+to+Evaluation)



Lifelong Learning Programme



Summative evaluation on the other hand is meant to assess the overall lessons learned from a project; conclusions will be drawn on the overall achievements after the production of project outputs.

Evaluation and QA activities will concern both outputs and processes, i.e. how the output was achieved, including how the project was managed.

## 2 Methodology

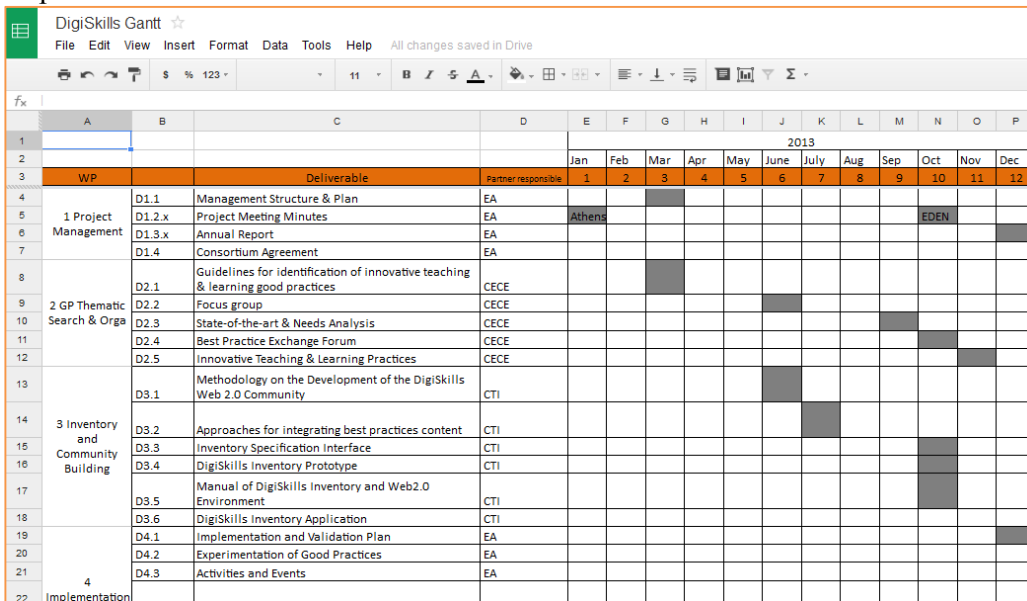
This section is divided in methods which concern the project consortium internally and those which target project externals: experts and end users

### 2.1 Supporting Internal Processes – Monitoring, Reviews, and Feedback

EFQUEL will engage in a set of evaluation and quality assurance procedures during the run of the project, evaluating gathered data, products and processes.

#### 2.1.1 Monitoring

A live Gantt has been created to ease monitoring of progress and sensible planning by the project partnership.



				2013											
				Jan	Feb	Mar	Apr	May	June	July	Aug	Sep	Oct	Nov	Dec
WP	Deliverable	Partner responsible		1	2	3	4	5	6	7	8	9	10	11	12
1 Project Management	D1.1 Management Structure & Plan	EA													
	D1.2.x Project Meeting Minutes	EA	Athens										EDEN		
	D1.3.x Annual Report	EA													
	D1.4 Consortium Agreement	EA													
2 GP Thematic Search & Orga	D2.1 Guidelines for identification of innovative teaching & learning good practices	CECE													
	D2.2 Focus group	CECE													
	D2.3 State-of-the-art & Needs Analysis	CECE													
	D2.4 Best Practice Exchange Forum	CECE													
	D2.5 Innovative Teaching & Learning Practices	CECE													
3 Inventory and Community Building	D3.1 Methodology on the Development of the DigiSkills Web 2.0 Community	CTI													
	D3.2 Approaches for integrating best practices content	CTI													
	D3.3 Inventory Specification Interface	CTI													
	D3.4 DigiSkills Inventory Prototype	CTI													
	D3.5 Manual of DigiSkills Inventory and Web2.0 Environment	CTI													
	D3.6 DigiSkills Inventory Application	CTI													
4 Implementation	D4.1 Implementation and Validation Plan	EA													
	D4.2 Experimentation of Good Practices	EA													
	D4.3 Activities and Events	EA													

The document will be updated with a color code throughout the project by all partners and EFQUEL in particular.

Not started (no color)
Started (Yellow)
Done (Green)
Pending (Red)

The same document will serve also to arrange for the Quality Review as described below.

## 2.1.2 Quality Review

This process will be undertaken in order to ensure the quality of some main outputs. A selection of written deliverables will be reviewed on format, language and content. This process will be supported by a review sheet and a live table as part of the project Gantt.

All consortium members will act reviewers throughout the project based on interest and expertise.

	Main Author	Reviewer1	Reviewer2
D1.3.1 Interim Management Report	EA	BMUKK	CECE
D2.3 State-of-the-art & Needs Analysis	CECE	EA	MCSU
D3.5 Manual of DigiSkills Inventory and Web2.0 Environment	CTI	Yinternet	CECE
D4.1 Implementation and Validation Plan	EA	EDEN	EFQUEL
D4.5 Integrated Implementation report	EA	EDEN	EFQUEL
D5.1 Evaluation and Quality Assurance Plan	EFQUEL	BMUKK	USP
D5.3 Evaluation Report on 1st Implementation Cycle	EFQUEL	EA	CTI
D5.5 Final evaluation report of DigiSkills	EFQUEL	EA	CTI
D6.2 Newsletters	EDEN	Yinternet	EFQUEL
D6.5.x Interim/Final Dissemination Report	EDEN	EA	CTI
D7.1 Initial Exploitation Plan	BMUKK	USP	MCSU
D7.4 Final Exploitation & Sustainability Plan	BMUKK	USP	MCSU
D7.5 DigiSkills Best Practice Guidelines	BMUKK	Yinternet	EDEN

The review process will be organized and monitored by EFQUEL.

## 2.1.3 Feedback on Meetings and Dialogue on Current State

The meetings will be evaluated on 4 topics:

- Overall satisfaction
- Meeting preparation
- Working climate
- Contents and outcomes

Online questionnaires will be used to gather partner feedback and EFQUEL will provide the results within 1 month after the answers have been received.

Two meetings will have an evaluation session in which the following topics will be discussed and decisions taken collaboratively:

- (past) positive outcomes & achievements
- (present) areas for improvements & challenges
- (future) concrete suggestions to meet the challenges
- (future) possible risks & ideas for contingency measures





Lifelong Learning Programme

as well as

- Internal Communication
- Project Management
- Project objectives versus current results

The penultimate or final meeting will also be accompanied by additional questions on the project, focusing on the consortium work during the project life cycle and “lessons learnt“, respectively. For the former, the following aspects will be assessed:



## ***2.2 Evaluation Targeting End Users and Project External***

Subject to evaluation is whether the DigiSkills project reaches its goals and objectives, i.e. these are<sup>2</sup>:

First, to **develop a detailed and systematic methodology to define the criteria for identifying the best practices** (as identified in each partner) and **then operate as the frame for the collection and formation of exceptional teaching and learning approaches** with the view to provide/collect **innovative teaching and learning practices**.

Second, to **design and develop a web-based Inventory**, which will include a collection and categorization of best practices that can support learning community and where users will be able to find, exchange and adapt innovative teaching and learning practices and exchange ideas and best practices (termed as the DigiSkills Inventory).

Third to **establish a constantly-expanding network** of SE, HE and AE communities informed on the necessity of innovative teaching and learning practices and trained in effective use of ICT in teaching. This network shall operate in an independent way, with teachers supplying the educational material and ultimately being responsible for the preservation and further enhancement of the inventory and through Web2.0-based approaches and tools.

Fourth, to **collect and develop innovative, relevant and multilingual content** that will support the proposed approach, which will be described and stored (in the form of learning objects) in the Inventory's repository of content.

Fifth, to **develop ICT literacy skills and ensure the access to and use of innovative teaching and learning practices by the users under the umbrella of community building**. Community building is critical component that will enable their success in learning programs by reducing

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<sup>2</sup>as stated in the project application [531300-LLP-1-2012-1-GR-KA3-KA3NW]



Lifelong Learning Programme



isolation, mentoring success, transforming experiences of exclusion to ones of inclusion, offering encouragement and hope, and fostering group dialogue and peer learning from secondary to higher and adult education communities.

Additionally, to **carry out a set of pilot sessions with a number of representative user groups** (teachers, students, parents, policy makers, adults returning to higher education, learners entering the workplace) in order to enrich/ localize/ adapt content to current needs and evaluate the proposed approach.

The expected impact from project activities and outputs is that

“[...] the SE, HE and AE teachers and adult educators of the European Union who are willing to gain experience and expertise in innovative teaching and learning practices processes for teaching and learning. Indirectly, their students are a target group as well, as through their participation in a range of learning activities based on DigiSkills methodology will be able to further develop their competences. “[long-term target]

After consultation with the project consortium during the Kick-off meeting the following objects for evaluation have been agreed on:

The DigiSkills Inventory (D3.4 Prototype, D3.6 Final Version)

The DigiSkills experimentation events (D4.3)

Impact of both (Follow-up)

Participants will be

Mainly teachers participating in the DigiSkills event (1<sup>st</sup> and 2<sup>nd</sup> training cycle)

But also a small group of researchers and practitioners in the area of technology-enhanced learning sharing their expertise

Further evaluation objects could be taken into account for a summative evaluation e.g. during the final European conference foreseen to take place in the last six project month.

A mix of evaluation methods and instruments will be deployed. All partners will be involved in the activities at different times throughout the project. The below table gives an overview.

Evaluation object/goal	Method	Consortium members involved	Objective	Instrument	When?
<b>DigiSkills Inventory</b>	Internal evaluation via collaborative feedback	All consortium members	Test of main functionalities  Formative input to developers (CTI)	Annex 3  D5.1 Evaluation Instruments	Before experimentation events
	Semi-structured interviews with 3 TEL expert feedback	EFQUEL	Formative input to developers (CTI) provided by experts in the area of innovation for learning and teaching with focus on TEL	Annex 5  D5.1 Evaluation Instruments	first cycle training events
	Group interview with volunteer 3-4 teachers at the end of the experimentation events	All partners involved in experimentation events including report on discussion outcomes	Formative input to developers (CTI) provided by future users	Annex 6.1  Annex 6.2  D5.1 Evaluation Instruments	first cycle training events
<b>DigiSkills experimentation events</b>	Online questionnaires issued during fixed timeslot at the end of the experimentation events.	All partners involved in experimentation events including translation of questionnaire and answers to open answers	Formative input to all partners involved in experimentation events	Annex 7  D5.1 Evaluation Instruments	All training events 1 <sup>st</sup> cycle
<b>Measure impact of Inventory + Training events</b>	Follow-up online questionnaire	EFQUEL with contacts from training cycle.  All partners involved in experimentation	Provide summative information on success of DigiSkills project based	Annex 8  D5.1 Evaluation Instruments	End of 2 <sup>nd</sup> cycle

## D5.1 Evaluation and Quality Assurance Plan

Evaluation object/goal	Method	Consortium members involved	Objective	Instrument	When?
		n events including translation of questionnaire and answers to open answers	on teachers' subjective feedback		
	Analysis of log data from the DigiSkills inventory	CTI (+ EFQUEL)	Provide summative information on success of DigiSkills project based on activity at the DigiSkills inventory	No specific instrument <sup>3</sup>	End of 1 <sup>st</sup> cycle + End of 2 <sup>nd</sup> cycle
	Integration of collated dissemination results	EDEN (+ EFQUEL)	Provide summative information on success of DigiSkills project based on numerical reach-out of events throughout the project	No specific instrument developed, based on dissemination monitoring	

<sup>3</sup> Number of users, active users in particular, uploaded practices, ratings on practices



The development of customized evaluation instruments used *during the experimentation* events is inspired based the following evaluation criteria, which have proven useful for a successful transfer of innovation into practice concerning ICT in education and training.

Evaluation Criteria	Criteria Description
Innovation	Extent of the presence of new and distinctive features; What distinguishes the product from tools with similar characteristics and purposes; Is there an added value in relation to conventional solutions
Empowerment	To what extent were beneficiaries and target users involved in the product design, and how much will its use enhancing the users' integration and participation in their organizational and social contexts?
Suitability	To what extent are teachers' needs addressed in terms of their culture, as well as social and vocational experience?
Usefulness	Does the product actively contribute to solving the problems and addressing the needs of users and end beneficiaries? Are the product benefits recognized and valued by the users and end beneficiaries? Does the product raise motivation to innovate learning and teaching? Is it attractive to teachers of the different sectors (secondary, higher, and adult education)?
Universality/Trans-nationality	Are the product and activities capable of being applied/used in different contexts and with diverse target groups? Are they culturally and politically neutral and thus fully exchangeable?
Scalability	Is the knowledge and content organized in small updatable units, ensuring modularity of contents and of the resources, facilitating update and renewal
Autonomy	Ease and extent of independence of the end-users in terms of exploiting and using the contents and materials
Partnership	Do the product and activities facilitate exchange of knowledge, inspiration, and learning?
Mainstreaming	Can the product be adapted and integrated into the normal daily practices of the end users?

### 2.3 Operational steps: Task Distribution and Timeline

Evaluation and quality assurance activities will be led by EFQUEL with all partners involved in the activities at different times throughout the project  
 The timeline for activities:

