SCHEDULE OF ACTIVITIES

Activity	Content	Goals of particular work phase	Detailed suggestions for teaching methods / materials	Time
Activity 1	**Introduction**			55 min
1.1.	What is evaluation?	Participants are introduced to the subject	Lecturing by trainer, assisted through powerpoint presentation or sheets, (handout 13)	5 min
1.2.	Reflection on objectives, methods and reasons for evaluation	Discussion of each unit's objectives (referring to the META Unit training course participants participate in) What were objectives of the unit? How do we know whether objectives were achieved? Why does such knowledge matter?	Small groups (4 groups with about 3 participants per group) (Key words for trainers: Meta Unit objectives and indicators)	15 min
1.3.	Discussion of findings, reflection on on objectives, methods and reasons for evaluation	Each subgroup prepares 'findings' on above bullets on a transparency; Subgroups prepare comments on bullets on both transparencies and on paper; both are handed in.	These transparencies are presented by the trainer and not the groups (in order to save time) Trainer comments, facilitates discussion, summarizes	35 min
Activity 2	Basic information about evaluation	Trainer presentation: rationale of evaluation, types of evaluation and their limitations, modes of collaboration, evaluation instruments, etc.	-Trainer presentation: Trainer uses materials, including transparencies / powerpoint for this presentation. -Presentation itself should be limited to about 15 minutes, allowing an additional 15 minutes for questions and discussion. Trainer comments and summarizes. (handout 13)	30 min
Break				10 min
Activity 3	**Exercise**			75 min
3.1.	Case studies: subgroups examine instruments	Participants get a closer look to evaluation instruments, reflect on how and why to use them, on pro's and con's	-subgroup task: examine instruments questionnaires, external reports, diaries, field notes (handouts 2 through 9, 11 and 12); -subgroups identify context, situation from which the	20 min

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			instruments are examined. Example of text on transparency: "Describe a context for using this instrument", "Describe pros and cons of instrument for this context" -Subgroups apply instruments to their own situations; respond to questions on transparency (e.g., pros and cons of instrument when using in own situation) Trainer moves between subgroups during group tasks.	
3.2.	Plenary discussion of different evaluation instruments	Reflection of pros & cons of different evaluation instruments	-The subgroups present and apply instrument to own situation, including the pros and cons of the instrument. -During plenary, discussion on the following topic should emerge: "Indicate when this instrument is not advisable". Participants are encouraged by trainer to be critical during plenary discussion of instruments, playing 'devil's advocate'. Trainer summarizes, providing interpretation (needed to compensate for limitation), processing outcomes & uses of evaluation (Handout 10)	40min
3.3.	Conclusions	Focussing on the essentials awareness for the importance of evaluation in teaching and learning processes	-Trainer summarizes. One of tasks of trainer during plenary discussion is to show value in using multiple instruments (Handout 10)	15min
Activity 4	**Evaluation of overall META Europe training course**			40 min
4.1.	Introduction	Awareness for the importance of evaluation of the META-Europe course itself	-Trainer introduces, hands out instruments	10 min
4.2.	Final questionnaire	Detailed written evaluation	Participants: individual completion of course final questionnaire	10 min
4.3.	Oral feed back	Continuing detailed evaluation of course	Plenary: oral feedback on course: quotations from trainee diaries	10 min
4.4.	Conclusion of	ideas and suggestions for	Trainer emphasize that the	10

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	course	further activities of participants	course is limited and is only a start. Provides suggestions where can go for further assistance and help; makes suggestions how trainees can establish their own networks for further contact. Suggestions for resources, key persons, self-help network	min