Education and Culture

Socrates
Grundtvig

HANDOUT 8   EXAMPLES OF MEASURING OBJECTIVES

Introduction
In this handout some advice is given on how to measure objectives. The examples refer to topics addressed in Unit 1 and Unit 2.

Many objectives can be measured using multiple methods. Opinions and attitudes are best measured through questionnaires, while people's action is best measured through observation. However, observing behaviour, especially of many people simultaneously is difficult. It may be impossible when the behaviour has taken place in the past. Therefore, behaviour is often measured through 'reported behaviour'. Some examples are given in the correct way to pose questions and give statements participants can respond to.

Questionnaire elements
General advice:
1. Avoid double barrelled questions and statements. Trying to measure two opinions using one question results in multi-interpretable answers.
Example:
>   Do you feel the course helped technical and social skills?

The answer given to this question can be interpreted in several ways:
>   Yes, technical;
>   Yes, social skills;
>   Yes, technical and social skills.

This is confusing when one tries to draw conclusions.
Therefore, ask question referring to one issue at a time:
>   Do you feel the course helped your technical skills?
>   Do you feel the course helped your social skills?

2. Statements have to be posed extremely. The possible answering categories provide the nuance.
Wrong: I am a little dissatisfies with the course.
The answer 'no' can imply two things:
-"no", meaning "I'm *very dis*satisfied";
or
-"no", meaning "I'm *very* satisfied".

Only in the case of a *positive* answer, the meaning of the response is unambiguous.

A better way to formulate the statements is as follows:
"I am very satisfied with the course";
Or:
"I am very dissatisfied with the course".

Pädagogische Hochschule Freiburg
Université des Sciences de l'Education · University of Education

Education and Culture

Socrates
Grundtvig

Unit 1: Communication and self expression

	Agree completely	Agree	Disagree	Completely disagree
1 I enjoyed working in a group very much				
2 I find it very important to listen to other people's contribution				
3 Helping other people is an important virtue				
4 I was very unsatisfied with the radio program we produced this week				
Etc…				
…				

Note 1
Item 1 is indicative for measuring team cooperation
Item 2 is indicative for measuring respectfulness to other people's work
Item 3 is indicative for measuring mutual support
Item 4 is indicative for measuring (perceived) quality of radio program

Note 2
The first three statements are worded positively, while the fourth statements is worded in negative terms. This is to prevent or identify response set. Response set means –in short- filling in the questionnaire on automatic pilot, mostly by people with little interest in the topic.
Negative wording has consequences for the interpretation of the answer: completely disagree with the statements being unsatisfied with the radio program being produced, means the participant is in fact satisfied with the radio program.

Note 3
Some objectives cannot be measured through questionnaires. For example the change from passive into an active role is best to be measured through observation and group discussion.
Possible indicators for the degree of activity of a participant are:
- Taking initiative
- Asking questions
- Participating in discussions
- Etc.

Pädagogische Hochschule Freiburg
Université des Sciences de l'Education · University of Education

Unit 2: Digital Skills

Indicators of digital skills:

Indicators of digital skills can be subdivided in:

Knowledge on specific aspects of digital equipment

- The advantage of specific digital tools over other (analog) tools
- When what digital tool to use

Experience in how to use digital equipment

- Completion of production of radio program elements
  - Specific elements of radio production
- Positive exercise outcomes
  - Dependent on the type of exercise