ArtS – Skills for the Creative Economy

R5.5 Toolkit or the evaluation of training seminars

WP 5: Curricula Delivery and pilot testing of online training material

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Project information

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25-09-2017	1.0	CESIE	In order to evaluate the overall quality of the course, including the satisfaction of the students and trainers about various topics, this **evaluation toolkit** consists of different evaluation techniques

Disclaimer:

1. Introduction

ArtS is 3-year project, co-funded by the Erasmus+ Programme KA2 - Cooperation for innovation and the exchange of good practices, Sector Skills Alliances (2014 Call).

The purpose of ArtS project is to respond to a strong need for a partnership between the CCS (cultural sector), social partners and training providers that will identify the current and future skill requirements of the cultural and creative labour market in Greece, Italy and Spain, and develop a joint training programme that will provide sectors with the mix of skills needed for creative entrepreneurship. The target group is the low-skilled, unemployed and self-employed artist, who through the specially tailored ArtS programme get the opportunity to update their general professional competences and acquire management, business and networking skills so that they can have an easily access to the labour market.

ArtS has developed a joint vocational training programme both focusing on transversal skills as well as sector specific skills, coming together in nine training modules. The three common modules consist of a) Business administration and management, b) Networking/digital and media communication, and c) Entrepreneurs skills and social entrepreneurship. The six areas covered for the sector specific modules are: a) Craft, b) Performing arts (music, dance, and theatre), c) Cultural Heritage (archives, libraries, and museums), d) Literary arts (book and press), e) Visual arts, and f) Audio-visual and multimedia.

The three common modules are obligatory for everyone, and furthermore every participant chooses one sector specific module. For each training module, there will be a final assessment exam. To get the ArtS certification is compulsory to attend the three common modules + one specific module (as minimum). Every module consists of 50 hours of teaching and these are methodologically divided as following:

- ✓ Common modules: 35 hours e-learning and 15 hours face to face
- ✓ Sector specific modules: 35 theoretical hours (20 h. e-learning + 10 h. face to face + 5 h. workshop) and 15 practical hours

In order to evaluate the overall quality of the courses, including the satisfaction of the students and trainers about various topics, this **evaluation toolkit** consists of different evaluation techniques such as open and close questionnaires, and face-to-face interview questions.

The questionnaires are divided into four parts:

1. the overall quality of the programme;
2. questionnaires for the face-to-face learning;
3. questionnaires for the e-learning;
4. and open questions about the overall quality that can be used as well for personal interviews.

In order to make the interviewing more easy and effective, a **small guideline on interview techniques and some tips and tricks precedes the open questions**. The open questions can be used in combination with the questionnaires and can be done as face-to-face interviews, on the phone, or as open question questionnaires that participants can fill in themselves. It is however recommendable to do the open questions as personal interviews as the personal interaction and the possibility of reacting to the answers can improve the quality of the answers.

2. Satisfaction and rating of the general programme (closed questions)

1. Name and Surname (optional)

_____

2. Country:

❑ Greece ❑ Italy ❑ Spain

3. I am

❑ Trainer (go to question 5) ❑ Trainee

4. Which module did you attend?

   ❑ Craft
   ❑ Cultural Heritage
   ❑ Literary Arts
   ❑ Multimedia and Audiovisual
   ❑ Performing Arts
   ❑ Visual Arts

5. Which module did you teach?

   1. Craft
   2. Cultural Heritage
   3. Literary Arts
   4. Multimedia and Audiovisual
   5. Performing Arts
   6. Visual Arts
   7. Business administration/management,
   8. Networking/ digital and media communication
   9. Entrepreneur skills and social entrepreneurship

6. The objectives of the programme are clear
   ❑ Strongly agree
   ❑ Somewhat agree
   ❑ Neither agree or disagree
   ❑ Somewhat disagree
   ❑ Strongly disagree

7. The programme achieved it goals

- ❑ Strongly agree
- ❑ Somewhat agree
- ❑ Neither agree or disagree
- ❑ Somewhat disagree
- ❑ Strongly disagree
- ❑ Not applicable because I do not know the objectives

8. The programme met my expectations

- ❑ Strongly agree
- ❑ Somewhat agree
- ❑ Neither agree or disagree
- ❑ Somewhat disagree
- ❑ Strongly disagree

9. There is an appropriate range of knowledge and skills developed on the programme

- ❑ Strongly agree
- ❑ Somewhat agree
- ❑ Neither agree or disagree
- ❑ Somewhat disagree
- ❑ Strongly disagree

10. The programme is well organised and running smoothly

- ❑ Strongly agree
- ❑ Somewhat agree
- ❑ Neither agree or disagree
- ❑ Somewhat disagree
- ❑ Strongly disagree

11. The course is coherent

- ❑ Strongly agree
- ❑ Somewhat agree
- ❑ Neither agree or disagree
- ❑ Somewhat disagree
- ❑ Strongly disagree

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12. The programme is intellectually stimulating

- ❑ Strongly agree
- ❑ Somewhat agree
- ❑ Neither agree or disagree
- ❑ Somewhat disagree
- ❑ Strongly disagree

13. How would you rate the workload?

- ❑ Very light
- ❑ light
- ❑ normal
- ❑ heavy
- ❑ very heavy

14. How would you rate the pace at which topics are covered?

- ❑ Very slow
- ❑ Slow
- ❑ Normal
- ❑ Fast
- ❑ very fast

15. The final assessment of each module tested well the covered material

- ❑ Strongly agree
- ❑ Somewhat agree
- ❑ Neither agree or disagree
- ❑ Somewhat disagree
- ❑ Completely disagree

16. The method used as the final assessment was fair and a good way to test the acquired knowledge of the students

- ❑ Strongly agree
- ❑ Somewhat agree
- ❑ Neither agree or disagree
- ❑ Somewhat disagree
- ❑ Completely disagree

17. The outcomes of the final assessment reflect well the knowledge acquired by the students

- ❏ Strongly agree
- ❏ Somewhat agree
- ❏ Neither agree or disagree
- ❏ Somewhat disagree
- ❏ Completely disagree

18. In general, students receive effective support and guidance

- ❏ Strongly agree
- ❏ Somewhat agree
- ❏ Neither agree or disagree
- ❏ Somewhat disagree
- ❏ Strongly disagree

19. Students have gained business competences (that will help them gain employment)

- ❏ Strongly agree
- ❏ Somewhat agree
- ❏ Neither agree or disagree
- ❏ Somewhat disagree
- ❏ Strongly disagree

20. I would recommend this programme to friends, family and colleagues

- ❏ Strongly agree
- ❏ Somewhat agree
- ❏ Neither agree or disagree
- ❏ Somewhat disagree
- ❏ Strongly disagree

3. Questionnaires for face-to-face learning

From agree to disagree (1 is completely agree, 5 is completely disagree)

	1	2	3	4	5
1. I am satisfied with the overall face-to-face part of the programme					
2. Common module					
3. Sector specific modules					
4. I am satisfied with the teacher (if applicable)					
5. I am satisfied with the (other) students and the atmosphere in the group					
6. I am satisfied with the organization of the face-to-face learning					
7. The face-to-face learning is built up:					
a. coherent					
b. logically					
c. other, please specify					
8. The part of the e-learning corresponds well with the face-to-face learning					

9. Is there a difference in <u>pace</u> of topics being taught between the online learning and face-to-face learning?

❑Yes   ❑No

If so, which pace do you prefer and why?

10. What did you like most about the face-to-face learning?

11. What did you like the least about the face-to-face learning?

12. If you could change something about the face-to-face learning, what would it be and how would you change it?

4. Questionnaires for e-learning

From agree to disagree (1 is completely agree, 5 is completely disagree).

	1	2	3	4	5
1. I am satisfied with the overall e-learning part of the programme					
a. Common modules					
b. Sector specific modules					
2. I am satisfied with the online platform					
3. The online platform is:					
a. Clear					
b. Accessible/easy to use					
c. Useful					
d. Other, please specify					
4. The e-learning part of the program is built up:					
a. coherent					
b. logically					
c. other, please specify					

5. What did you like most about the e-learning?

6. What did you like the least about the e-learning?

7. If you could change something about the e-learning, what would it be and how would you change it?

5. General programme, open questions or interviews

Apart from structured questionnaires that interviewees can fill in themselves, this part of the evaluation toolkit focusses on face-to-face interviews. In interviews, participants are asked the information directly, which can give a better response rate and more in-depth information about people's experiences or perspectives. It also gives the possibility to interact with participants and ask for clarification and elaboration where it seems necessary.

Why interviews?

- Interviews provide opportunities to get information that you may not otherwise think to ask for in a written questionnaire.
- Interviews give you information and stories that people may not otherwise share in a written survey.
- Interviews help to explain trends in quantitative data, explaining questions such as "why" and "how." They can give you a good idea of how programs work and can help you generate a program description that is critical for every evaluation. Interviews can provide rich data that paint a picturesque portrait of your program.

Styles of interviews:

There are different kinds of interviews such as structured interviews, semi-structured interviews, unstructured interviews and conversations. Depending on the style of interview, a different kind of rapport is necessary between the interviewer and the interviewee. However, in any case it counts that the more the interviewee (and the interviewer) feels at easy, the better the results of the interview.

Semi-structured interviews serve best the purpose of this evaluation since they are least time consuming and still structured, which makes them good for comparison. Although the questions and topics are fixed, feel free to ask extra questions or explanations when you think this is possible or relevant.

Tips and tricks for interviewing[1]:

There are some things to keep in mind while interviewing:

- Explain the reason of the interview, the time it will take, what kind of questions you will ask and most importantly, be enthusiastic.

- Keep in mind that the participant is always right, as an interviewer, you cannot judge him or her. In the end, interviews help to tell the story and experiences of the interviewees and experiences are always personal and never wrong.

- If people do not want to answer a question, skip the question. You can ask at best why the person does not want to answer the question, but do not insist. If the interviewee does not feel comfortable, the answers will not be honest and thus not valuable.

- In case participants refuse to participate in the interview, the interviewer can careful try to detect what the reasons are for not participating and if there are any barriers that could be overcome. However, keep in mind that not everyone has the time or interest to participate and in this case, it is ethical and professional to respect an individual's decision.

- It is important not to ask directing questions: "What are the some of the challenges program participants face in getting to classes?" Versus "Do participants face challenges in getting to classes?")

- Encourage responses with occasional nods of the head, "uh huh"s, etc.

- Provide transition between major topics, e.g., "we've been talking about (some topic) and now I'd like to move on to (another topic)."

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[1] For more useful information about interviews: https://www.wilder.org/Wilder-Research/Publications/Studies/Program%20Evaluation%20and%20Research%20Tips/Conducting%20Interviews%20-%20Tips%20for%20Conducting%20Program%20Evaluation%20Issue%2011,%20Fact%20Sheet.pdf
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Interview questions:

1. What did you like best about the programme? (how was your experience of the programme /of the face-to-face part/ of the e-learning part)

2. What did you like least about the programme? Is there something you would like to change, add or drop?

3. To what extent did the programme duplicate what you had learned previously?

4. In your view, would you say that the programme is effective? Please explain your answer

5. What do you think of the final assessment (if the participant has not (yet) filled in the questionnaire)

Conclusion

The aim of this evaluation toolkit is get hold on the opinion and experiences of participants as well as trainers after the first teaching cycle. The ArtS training programme consists of two cycles of teaching, and in between there will the moment for adaptation. During the first cycle of the programme delivery, the training seminars will be evaluated using this toolkit and the results will be used to improve the programme. The input and participation of trainers and trainees in filling in the questionnaires and doing the interviews is thus vital for the improvement and quality of the programme.