

### EVALUATION OF COMPETENCE DEVELOPMENT

Parallel to the course development an evaluation reference system was set up based on the evaluation method developed by the SOCRATES Innovation and Analysis project “ACT!” ([www.act-eu.org](http://www.act-eu.org)).

The basic idea of this approach is that the development of the competences in respect to a specific content/topic may be displayed in a visualisation system in relation to cognitive, activity-related and affective dimensions.

The systemic ACT-approach was especially suitable for the Background evaluation since it shapes out the relevant (learning) topics and competences of the beneficiaries.

- § It describes the competence levels in an individualised but still transferable way.
- § It creates a reference system for a not-formalised learning offer. This is especially important for non-formal and informal learning since standardised valuations (e.g. marks) are not applicable in these contexts.
- § It evidences and visualises the competence development of the beneficiaries with the help of a cube graphic.
- § It makes use of web-based software that facilitates both visualisation and documentation.

The evaluation procedure consists of a sequence of evaluation steps that can roughly be comprised in four functionalities:

#### 1. System building

Here the projects are sufficiently described, and the main topic is satisfactorily described. The individual 3-dimensional reference system is set up for the background project describing the 3 dimensions of competence development in relation to the topic DV.

#### 2. Assessment

As the evaluation was carried out by experts who acted as observers in the course the main assessment methodology was “observing”. The experts took



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notes and saved their observations in specific patterns created for the Background project.

### 3. Evidencing

On the basis of the system building works the results from the assessments were included in the specific background reference system patterns.

### 4. Validation

As Background was created in accordance with the evaluation procedure it received the ACT-validation certificate for good pedagogic practice after the completion of the evaluation system after the pilot course in Timisoara.

In the Background project the complete standardised ACT-evaluation procedure<sup>1</sup> was applied, starting from the description of the learning offer, detailed planning and conscious formulation of learning objectives up to the creation of a specific tailor-made reference system for Background.

The ACT evaluation system for Background in detail:

Central element of the system is the three-dimensional reference system displaying cognitive, activity related and affective competences related to the topic of DV.

The Cube is the logical visual model for displaying three dimensions. Cognitive, psychomotor and attitude dimensions have been building the basis for various descriptive systems<sup>2</sup>. The innovative element of ACT in terms of visualisation is to combine the three dimensions in relation to one topic, and to allocate the individual in the spatial model.

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<sup>1</sup> The complete evaluation workflow may be found in the Annex to this report

§ <sup>2</sup> European Commission, IMPLEMENTATION OF EDUCATION AND TRAINING 2010

"<http://ec.europa.eu/education/policies/2010/doc/basicframe.pdf>



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By visualisation the competence development the effect of the learning becomes obvious:

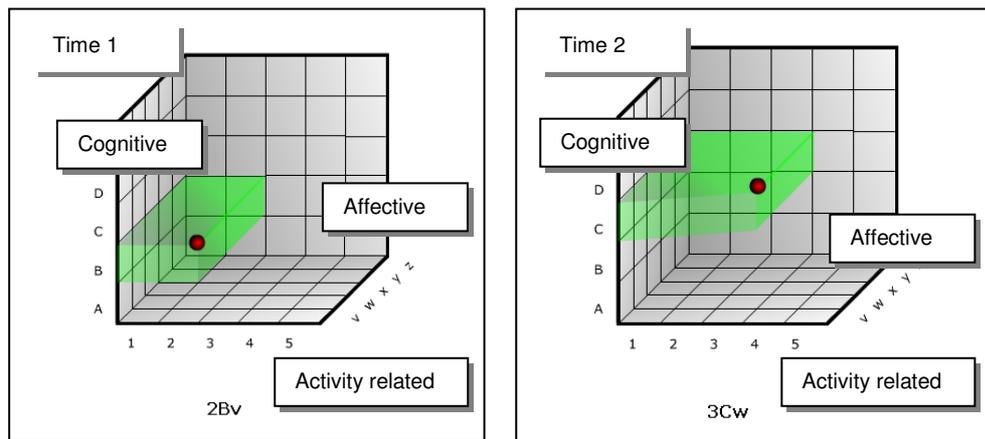


Figure 5: Cube model: 2 competence levels

The scales of the cube are described individually since they depend on target group, context, environment and learning activities.

The evolving Background reference system for the topic “reconnaissance and adequate reactions when being encountered with victims of domestic violence” is presented in the following tables:



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### Cognitive Dimension:

#### Learners knowledge concerning Domestic Violence

1	2	4	Indicators
Grade/ Level	Corresponding Level Titles	Individual level description -> Your reference scaling	Indicators and expected stages
5	Intuitive Acting	Ability to combine theoretical knowledge (3) and practical experiences (4) in new situations (Transfer), which means to recognition of situations in their contexts. Ability to draw the right conclusions when encountering DV-situations intuitively.	e.g. through their learning diaries This stage could normally only be evaluated with observations in real life. Since most of the participants are not professional counsellors stage 5 will probably be reached by very few participants.
4	Implicit understanding	Understanding the Cycle of Violence in all its variations including perpetrators strategies. Profound understanding of means, instruments and aids to protect survivors. Ability to recognise the Cycle also in unknown situations	Application in role plays in the course. It can be observed how "serious" and "realistic" participants play their roles even strange and irrational behaviours.
3	Distant understanding	Knowing the impact of DV on women and children. Knowing the societal (European) impact of DV	This stage should normally be reached on day 3 latest. As there will be no test the observer should refer to the transfer of the learned details to learners' own contexts.
2	Know how	Knowing and recognising different types and signs of DV.	Can be observed during discussions and in repetitions.
1	Know-that	Knowing the existence phenomenon of DV	Minimum stage. Check by entry tests in pre-phase

### Activity dimension

#### ->learners' activity potential concerning Domestic Violence

1	2	4	4
Grade/ Level	Corresponding Level Titles	Your Individual level description -> Your reference scaling	Indicator
5	Developing/ constructing	Transferring practical knowledge (planning and development skills) in own context	Follow up phase. Learners' projects and
4	Discovering/acting independently	Transferring knowledge in active learning situations.	Applying new skills in exercise on day 4.
3	Deciding/selecting	Trying out new skills (e.g. questioning skills, active listening in test situation	Applying new methods of communication/collaboration. Openness to learning to act in new roles.
2	Application, Imitation	Just doing what they are asked to do	Participation in active learning situation. Application of own communication and collaboration style
1	Reception remembering	Getting information	Observing how learners gather information on DV in their countries and how they apply them



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### Affective Dimension

->learners' affective competences concerning Domestic Violence

1	2	4	4
Grade/ Level	Corresponding Level Titles	Your Individual level description -> Your reference scaling	Indicators
5	Regulating <b>with</b> others	Team-work situation in DV, consciously bringing others to apply the DV approach (e.g. assertiveness etc.)	Like indicated in the cognitive level 5: This might be evaluated in real life. It may be already estimated after the course but this would be expert status.
4	Affective self-regulation	Taking back own ideas and approaches in order to respect the situation of the survivor	Important: Understanding that they sometimes only have to talk Role plays
3	Empathetic concern	Trying to discover reasons and background for the behaviour of the survivor	Here, the person should not only feel sorry but also understand that victims may go back into this situation.
2	Perspective taking	Ability to understand the situation of the survivor	This level is ambiguous since some participants may have been in contact with victims, feel sorry and often derive wrong consequences
1	Perceiving	Noticing the phenomenon but no effort to transfer it emotionally in own context. No contact to the phenomenon in own life.	Not very probable to meet somebody in this affective stage in the course since most of the participants have been somehow in contact with victims/survivors

The observers developed a reference system with specific criteria in order to assess the individual competence development of the participants. With the help of a grid each participant was rated before and after the course.

The development of competences was evaluated during the pilot course in Timisoara. The data were anonymised and included in the ACT-IAS Evaluation software.

The evaluation of competence development was used as instrument to compare the formulated learning objectives with the concrete results to assess the feasibility of the course concept.

Of course the evaluators had to take into account the (professional and experience) background of different participants but after comparing the first 10 learners the observers received quite a clear picture about the impact of the course on the Romanian group (including 2 transnational learners).

The competence development of an exemplary participant is displayed in the following graphs.



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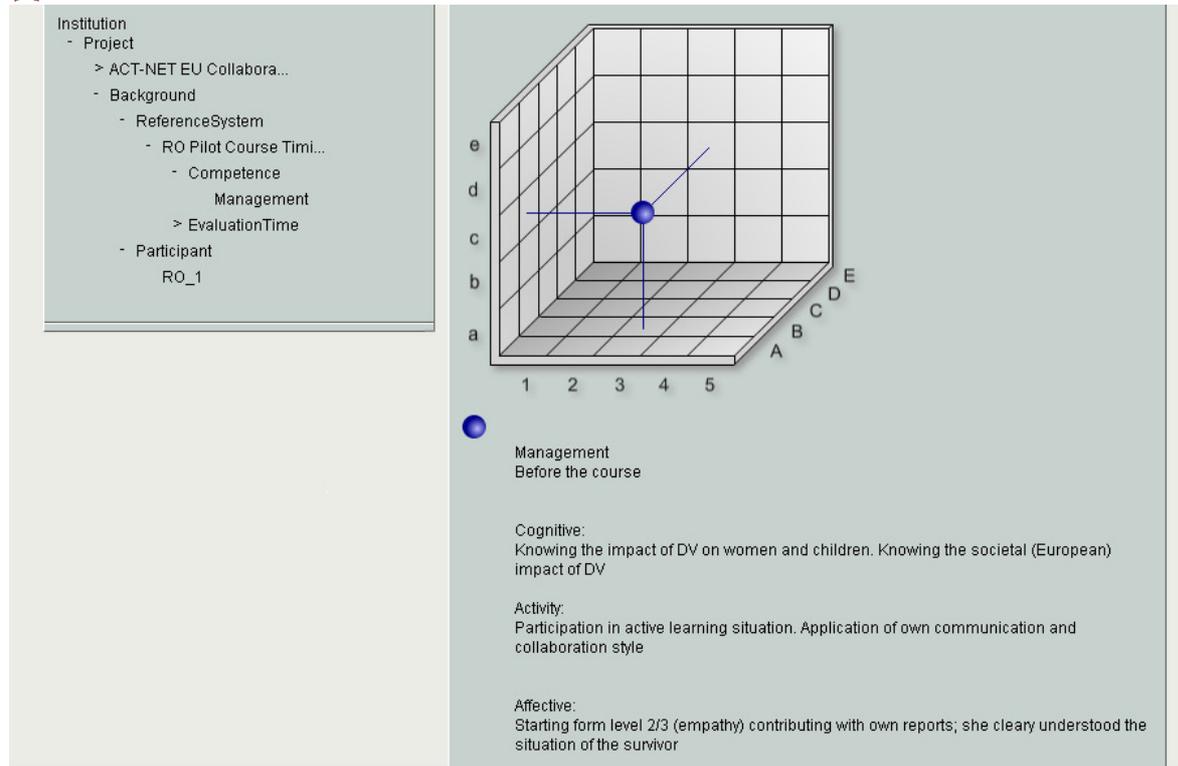


Fig. 6: Level of cognitive (3), activity related (c), affective competences (B) of 1 participant prior to course

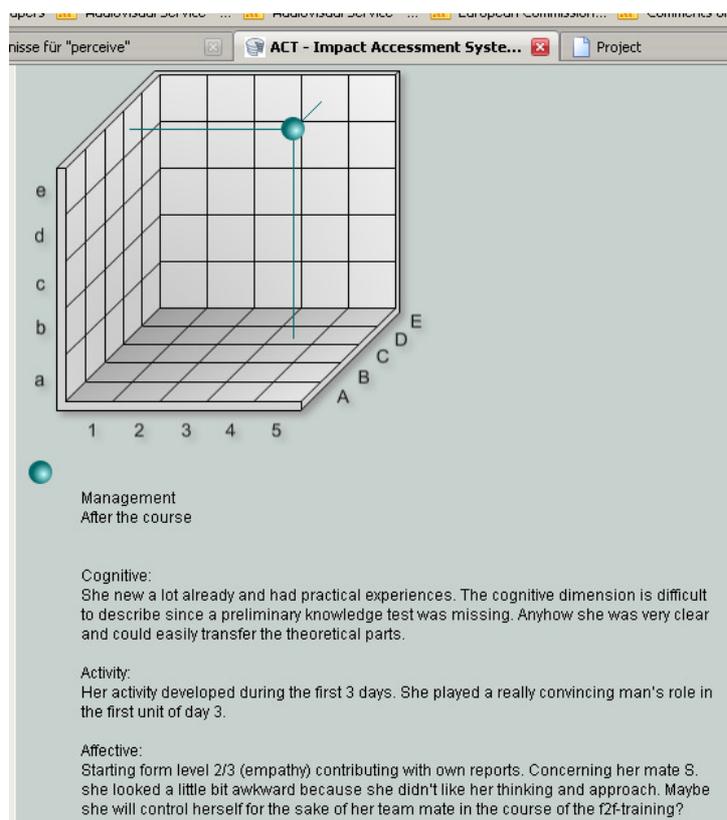


Fig. 7: Level of cognitive (4), activity related (e), affective competences (E) after the f2f- course phase



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After each day of the pilot course the observers discussed the strengths and weaknesses of each sequence and delivered recommendations to the trainers. This way each segment of the pilot course was analysed in detail.

The observations of the evaluators showed that the fact related course units were well delivered and that most of the participants well received most of the knowledge related parts of the course.

The activity related course objectives were also met due to a lot of exercises and concrete action related course segments.

The most critical dimension in a DV-course is certainly the affective level. The evaluation of the pilot course showed that also this dimension was well considered by the training concept, especially because of the conscious implementation of different role plays in crucial course phases. Both newcomers in the field and also well experienced learners with profound pre-knowledge could profit from the course.



# ACT Evaluation Workflow

