



Evaluation Framework

Grundtvig Multilateral Project: Identity and Difference - Creative Artistic Exercises as Didactic Support in Adult Education

Subject of Evaluation

Within the ARTID-Project, evaluation has the task to monitor and evaluate the projects developments and impacts using an utilisation and scientific focus in equal measure.

Subject of the Evaluation within ARTID are effects on two different levels:

- First the evaluation will focus on the effects, the adult education actions, developed by the partners, have on the participants coming from different target groups with respect to the frame topic: “Identity and Difference”
- Second the evaluation will examine the potentials and effects of artistic exercises in adult education with respect to the enhancement and promotion of behavioural and attitude aspects of relevant competencies.

Objectives of Evaluation

The Evaluation within ARTID has three different objectives:

- Internal: First evaluation shall be used within the project for the control and the optimization of the development process of the adult education actions and especially the application of artistic exercises within them
- External: Second the evaluation shall document and assess the development process within the ARTID project in a way, which makes it possible for external people to retrace and understand its results and findings
- Documentation: Finally the evaluation shall collect, interpret and present all relevant findings and results with respect to the research question of the project.

Approach of Evaluation

Evaluation means the documentation and assessment of processes and results with respect to their effectiveness.

Evaluation approaches differ generally with respect first to the point of time, when it is applied and second to the methods used.

Within the ARTID-project, the Evaluation applied by GAB München will be an integrated part of the project process. It will follow a formative approach, which means that it will support the projects development by feeding in its results into the process, so they can be used for optimisation and quality management

In this sense, evaluation is understood as a partnership of learning, in which both sides, the AAE partners and the GAB München can introduce important aspects. This way, evaluation is designed not as control from outside but as a support for the self-control and self-development of the partners.

For this purpose the GAB will use scientific instruments to come to results which are as objective as possible. At the same time, it has to be said, that the evaluation of educational methods and actions does not follow the rational logic of a scientific experiment with clear relationships between inputs, action and measurable outputs. This is especially true for the use of artistic exercises in educational settings. Their effects on behaviour of participants are rather indirect and are mediated by the inner experiences the participants make within the artistic work and the reflexion on these experiences.

Evaluation Methods

Therefore the evaluation within ARTID will mainly use methods from the context of qualitative social science, since these methods seem to be more suitable for exploring the complex and multifaceted processes taking place in educational workshops. The data gained with the help of qualitative instruments will be analysed and interpreted on the basis of the qualitative approach “grounded theory”, developed by Barney G. Glaser; Anselm L. Strauss. In this approach, theory gets developed on the basis of a coding process, which leads to informative categories, which in a next step get condensed to a set of empirically saturated concepts. This way, the method allows a brought qualitatively Interpretation of the data with a high degree of control of the interpretation process.

Beside this qualitative approach, the GAB will also use a quantitative instrument, which allows to have a very fast overview on some of the

relevant criteria and by that a benefit with respect of the comparison between the actions.

Evaluation Instruments:

The following instruments of evaluation will be used:

Participatory Observation

The Evaluation Team will participate in the first application of all adult education actions and - if necessary - in some of the second applications. Doing that, they will observe the social dynamic of the workshop, the reactions of participants, the behaviour of and interaction between participants and the effects the artistic exercises have on these aspects. The result of these observations will be discussed within the evaluation team and on the Symposia (see below).

Questionnaire

All Participants of the ARTID-Workshops will be invited, to fill in a questionnaire with multiple choice and open questions. This questionnaire will be a quantitative instrument, which allows a very fast and comparable survey about certain important aspects.

Portfolio

After every workshop, all participants are invited to fill in a portfolio about the exercises in the workshops. The portfolio-method is a very fruitful instrument used in the context of education to identify the experiences made during the workshop, the challenges related to these experiences, the skills applied to face these challenges and the skills newly developed in this context.

Interviews

After every workshop, a group of participants will be interviewed in a group or single setting. These interviews will be guided by a set of leading questions, using a qualitative interview method. These leading questions will be adapted to the interview situation and new emerging issues during the interview process. With this method, the relevance and meanings of the participants will mainly guide the interview process. At the same time the interviewer will take care that all relevant aspects are covered in the interview. The interviews will be recorded and - where necessary - transcribed.

Symposia:

Finally the Symposia after every workshop will be an important instrument of the evaluation process. In their context, the Partners will explain their approach and the methodological setup. After that the Members of the ARTID-Team will discuss the workshops altogether, will describe their own experiences within the workshops and will identify perspectives for optimization. These symposia will be recorded and documented by GAB München.

Instrument of Self-Evaluation

The second application of the adult education workshops will be mainly evaluated by the ARTID-partners themselves. For this purpose, an instrument will be developed, focussing on the process of development, the targets of the workshop and the results of the second application.

Evaluation Dimensions:

The Evaluation of ARTID will deal with the following dimensions:

Acceptance of workshops by participants

One basic dimension of the evaluation of workshops is the general satisfaction of the participants with the issue, the methods and the social climate of the workshops. This dimension will be examined with the help of the questionnaire but also with the interviews.

Acceptance of the artistic exercises by participants

A strong focus will be put on the acceptance of the artistic exercises within the workshops. For some of the participants, using art as a method in adult education might be quite unusual. Therefore it is important to find out, how they react on this methodological approach, how they assess the impact and the importance of artistic exercises and which resistance did appear during its application. This dimension will be examined with the help of the questionnaire, the participatory observation and the interviews.

Changes in attitude of participants

Evaluation will focus on the effects the workshops and especially the artistic exercises will have on attitudes of the participants concerning the subjects of the workshops. All workshops deal with the entanglement of conflicting social groups. So evaluation will examine, in how far the workshops and the artistic exercises can provoke processes of self-reflexion and by that changes in the attitude with respect to the conflict

as such, to members of the other conflicting groups and to the issue of Identity and Difference in general. These changes will be examined with help of the questionnaire, the participatory observation and the interviews.

Changes in behavioural concepts

Due to the limited resources of the project, it won't be possible to evaluate long term changes of the behaviour of the participants since that would ask for a very precise "before-after" analysis which is not possible in the context of this project. Nevertheless, it is possible to analyse in how far the participants themselves have learned through the workshops about alternative behavioural possibilities and are willing to apply them in the future. This dimension will be examined with help of the interviews.

Changes of behaviour within the workshops

Changes of behaviour can be evaluated in the context of the workshop itself. The question here is, in how far the program of the workshop and especially the artistic exercises help to change the behaviour of the participants within the workshop. A strong focus will be led on the interaction between members of conflicting groups. Does the amount of interaction between groups increase during the workshop? Does the approach between the members of conflicting groups become more active? Which behavioural dynamics do appear within the workshops? This dimension will be evaluated with help of participatory observations and interviews.

Thematic relation of artistic exercises

Since artistic exercises are the core element of the adult education actions, a special focus of evaluation has to be put on their thematic relation. How strongly do artistic exercises refer to aspects of the topic of the workshop? In how far do participants comprehend the relation between the exercises and the issue of the workshop? In how far do they experience the artistic exercises helpful for dealing with the thematic issue? How far do artistic exercises help to promote learning processes concerning the issue? This dimension will be evaluated with help of interviews, questionnaire and portfolio.

Competence related effects of artistic exercises

Furthermore evaluation will discuss the question, how far artistic exercises are a good tool to promote social and personal competencies and skills, especially with respect to the issue of identity and difference and to creative and promotive ways of dealing with diversity. The question

here is which direct and indirect effects can especially be provoked by the creative, process-orientated and non-formal character of artistic exercises? What are the necessary preconditions? In how far can these competencies be used in non-artistic exercises? This dimension will be examined with the help of the interviews and the portfolio.

Results of the Evaluation

The results of the evaluation will be constantly feed into the ARTID- Development process. After the last application, an Evaluation Report will be prepared by the GAB München.