LABlearning evaluation
Evaluation of the youth dimension
A guide for the partners and the LABs mentors and teachers

PART 2
TOOLS INSPIRATION

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The LABlearning evaluation framework is split into two documents:
Part 1 is the Common Platform on which all evaluation should be based, and Part 2 offers inspiration and guidance as to HOW to evaluate and informs about WHEN to evaluate.
Part 1 is mandatory: *we must all evaluate on the basis of this common platform*;
the Part 2 evaluation tools are voluntary, meaning that they serve as inspiration.
The evaluation and documentation activities are closely linked to the LAB[reporter] and LAB[journalist] roles.

Roles in documentation and evaluation

LABlearning's core evaluation will be done by comparing the initial expectations with a variety of documentation from the LAB's. Documenting in an effective way the LABs didactics, the activities undertaken by the YP and their results, the changes stimulated and enabled by them, is thus crucial for a successful evaluation.

In order to achieve this, as illustrated in Appendix 2, for each LAB there will be:

- an internal "team reporter" called the LAB^{reporter} who plans the documentation initiatives in collaboration with the LAB^{journalist}, inspires and guides the M&T and the young teams to contribute to those activities, and <u>collects</u> the material produced;

- a person from the partner organization called LAB^{journalist} who works closely with the LAB^{reporter} to ensure a fluent communication of material from the LABs to the project. The LAB^{journalist} <u>elaborates</u> on and <u>organizes</u> the material in a useful way –in particular by summarizing and translating it into English- and <u>forwards</u> it to the project level. The elaborated material from the LABs is intended to reach the project's evaluation team, communication platform and website.

The <u>evaluation team</u> is made of the project's coordinator, the quality assurance expert, the Danish support partner and two representatives from the non-LAB partners. Its task is to perform the evaluation's analytical process –i.e. comparing LABs documentation with the expectations and making sense of the results (how should we understand them, which might be the reasons behind them etc.) - and writing the evaluation reports. This will be done a first time at the project's mid-term break, and then towards the end of LABs activities. In this process, the LAB^{journalists} will be consulted and will also attend the two <u>transnational evaluation and reflection meetings</u> planned at the end of each phase.

Tools for documenting the LABs

In **Fejl! Henvisningskilde ikke fundet.**, second column, we highlighted a number of observable aspects showing whether and to what extent the related expectations are materializing in the LABs. LAB^{reporters} and LAB^{journalist} will identify, discuss with M&T and the YP and agree with them upon the best ways and tools to produce useful evidence about those aspects from the LABs. Given the qualitative character of LABlearning evaluation, we expect story-telling and reporting –with an intensive use of new media- to play a predominant role in documentation activities. Some additional, specific tools which might help in this process are illustrated below.

Folders and portfolios

Folders should be created in the LABs to keep the different versions of different projects that participants have done and/or are working on currently. Folders are important because YP can see in very tangible ways what they have created and how their abilities and interests are evolving. They also serve as a first step toward developing a portfolio, which can be seen as a subset of the folder's content - a collection of samples of individual and group project output- highlighting what the YP want to show off to others. Folders and portfolios can be used by LAB^{reporters} and LAB^{journalists} as an important source of information for their story-telling and reporting activities.

A tool to summarize the content of project folders for reporting is the following:

Short Project Description form

Date ___
Title/name given to the project: ……………………………………
Name/s of YP working on the project: ………………………………..
What are you making? [Animation? Video? etc…. Short description]
Why are you making this? Who is it for? [Short text]
It is: ____ complete ____ still working

The content of Short Project Description forms could be used to produce a **List of projects** with the minimum set of information as in the following scheme

Name of LAB_____ DATE:

Name of project	N° of YP involved	Content in a few words	Project status

Such a list could be created once a first batch of projects is launched in each LAB. It could be updated on a regular basis (every two months?) to be eventually included in the LAB Story document illustrated below.

The Narrative Report

Young participants in the LABs will be encouraged to describe and reflect upon the activities they do, the problems they face, the results they achieve, what they have learnt (about technology, others, themselves etc.) and so on. LAB[reporters] and LAB[journalists] will discuss with M&T and the YP themeselves about how best to do this.

The Narrative Report (NR) is a tool that YP can use to document their reflections throughout a LAB. It is a "diary" that narrates the YPs' strategies, choices, doubts, fears and beliefs in confronting the various LABs activities. The NR is a tool (that should be clearly presented as such) that YP feel they can use to express themselves freely and that M&T might use only to better understand their needs for support and not for assessment purposes. The terms of access and use for story-telling and reporting purposes should be agreed by YP with the LAB[reporters] and LAB[journalists].

The NR is typically made either by a sequence of sentences in a text file or by a sequence/collection of written posts, photos with descriptions and comments, status updates in different social media.

Whatever the format and platform, the NR basic item should always associate a date, a YP name (or group name in case an item is produced collectively[1]) and a reflection/comment etc. as in the following scheme:

Narrative Report scheme[2]

DATE	NAME	REFLECTION
…	…	…
…	…	…
…	…	…

Experience shows that a weekly compilation of the NR is sufficient, even though YP should be free to update it as frequently as they wish. In any case, it is important that the NR is created over time through the accumulation of "fresh entries" produced soon after relevant moments/events in the YP's project progress. Ex-post reconstructions of a project history typically made in a final presentation of results or for an interviews have a different meaning and value.

The Demo Prep tool

The final products created by the YP in the LABs will be the "hardest" evidence that many expectations will have materialized. They will be the proof of efforts spent and engagement by the YP; of new tools used and skills acquired; of creative expression and so on. To better gauge these aspects, however, information and explanations are needed along with the disclosure of the final product. This will be done in public presentations and exhibits of projects and results, through spoken, textual and other media documentation. The "quality" of these events and material will itself be an indicator of enhanced self-expression, communication and other capabilities acquired by the YP.

To support the YP in organising their presentation, the Demo Prep tool can be used (). The tool is designed to help individuals prepare to talk about their work, giving them a written record of their thoughts about a particular piece of work and the steps they went through while creating.

LogBook for mentors and teachers

A tool that M&T might consider using by themselves – or that LAB[reporters] and LAB[journalists] might want to use when dialoguing with them - is the LogBook presented below.[3] If filled up on a continuos basis (frequency

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[1] The amount of group and/or individual feedback gathering for evaluation purposes is one of the key methodological aspects that will have to be tested and understood in the LABs.
[2] Drawn from Enzo Zecchi (2012) "Project Based Learning Activities using the LEPIDA SCUOLA Method. Essential Handbook".

is to be decided by interested staff) it could become a very useful source of information for subsequent story-telling, reporting, reflections and interviews. The LogBook contains the following questions:

Period	Start / end dates of period covered with information below
Summary	Write about the main processes organized and their outcomes (2-4 lines)
Activities and processes	More detailed description of specific activities organized in the LAB. Describe the most interesting ones
Tools/Technologies used	Which tools have been used? How did you and the YP use them?
I am happy about	What have you been proud of, what do you consider as a success
I could improve	What could you improve in the process
Participants attitudes and results obtained	Overall evaluation of how young participants have dealt with the LABs activities
Communication	How was the communication among M&T and YP?

A similar, but more articulated set of questions for a semi-structured interview with M&T is also available from the reAct project.

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[3] The LogBook is a slightly adapted version of the tool used in the reAct project.

When: documentation output and deadlines

Given the experimental nature of its evaluation process, for LABlearning's first phase only two specific outputs are planned: one due soon after the start of LABs activities, the other before project time out (end 2012). These outputs are expected to consolidate the results of wider and more frequent documentation activities that LAB^{reporters} and LAB^{journalists} will organize for each LAB. In the light of the latter's results, revised or different outputs might be planned for the project's second phase.

"Time zero picture" of young participants

Many of LABlearning's expectations are defined in terms of "changes": in the YP attitudes and expectations toward learning and education; in their self-esteem and confidence; and in their media practices. It would thus be useful to have a sort of "time zero picture" of these evaluation dimensions, taken with the YP who will join the LABs, just before or at the start of the activities.
Holding a new YouthVoice type of discussion –this time with the real LABs participants- could offer the right opportunity to gather this information.
Appendix 4 provides the YouthVoice discussion guidelines and highlights that, besides producing content from YP's responses for the "time zero picture", such meetings could also generate relevant input to define the LABs activities.
LAB^{reporters} and LAB^{journalists} are expected to attend these meetings and <u>report on them within a month</u>.
In case some LABs might want to produce also a quantitative picture, Appendix 5 and Appendix 6 offer two sets of simple questions to be used for the purpose (already tested in previous surveys) respectively about "Attitude toward School" and "Technological Ability". These questions could be asked again at the end of the LABs.

The LAB Story

The LAB Story –one for each LAB- is the name given to a collection of selected LABs documentation items that LAB^{reporters} and LAB^{journalists} will put together <u>by the end of project phase 1.</u> This should be the "best evidence" to transmit to the evaluation team for them to understand what happened in the LABs and check progress in the materialization of project expectations.
The format in which the LAB Story will be produced is open to LABs participants' choice. Whatever the format, however, LAB^{reporters} and LAB^{journalists} will have to prepare a textual Table of Content.
The LAB Story's content will vary depending on each LAB's specific organisation and development. In principle, the following items/chapters might be included:

Info about LABs participants and attendance
> This information concerns both young and adult participants. For YP, basic demographic data would be useful (age, sex, current or last grade attended at school). For the adults (teachers, mentors, tutors, media experts, local community people etc.) the following information would be useful: age, sex, role in the LAB and background. The measurement of attendance to LAB activities by all participants is also important in order to assess at a basic level their engagement and contribution.[4]

LAB developments and products
> Here we expect an illustration of the <u>main</u> activities organised in the LABs, technologies used and results produced. Accounts by M&T and by YP can both contribute to this description. At a later stage, an important content of this part of the story should concern the LAB's final products. These should be listed and illustrated, along with relevant elements from the presentations concerning the evaluation dimensions (the Demo Prep tool can help to do this)

Reflections on the LABs
> Here we expect to find reflections on different aspects of the LABs experience and specifically on the evaluation dimensions, including LABs didactics. The sources can be the group meetings that will likely be held in the LABs, possibly in the different activity development phases (ideation/planning; implementation; results presentation). LAB^{reporters} in particular, but also LAB^{journalists} will participate to these meetings and report on them (each time or all together). Another source might be the Narrative Reports (in case they are produced) and/or individual interviews carried out by LAB^{reporters} and LAB^{journalists} to YP, M&T, media experts etc.

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[4] LAB^{journalists} should urgently identify the tools that LABs staff already have/plan to use for this, in order to know what kind of info will be available about LABs attendance.

Appendix 1 - LABlearning Principles

[SET-UP]

LABlearning is not about classrooms and teaching. LABlearning is about establishing a laboratory of learning in which the learners take part in all processes, including defining the learning missions. The laboratory metaphor signals experimentation and exploration and trying out different pathways.

[PROBLEM BASED]

LABlearning includes learners' participation in defining and understanding the learning missions, as well as participation in the organisation of the learning activities. LABlearning sets out from a problem or a group of problems, from which the mission can be defined.
Learning based on problems and challenges, and not on the consumption or transfer of ready-made knowledge, aims to increase the *learning to learn* capacity and motivation of the learners.

[LEARNING AS PRODUCTION]

LABlearning is about a laboratory in which knowledge and competences can be produced, instead of being re-produced. The production of knowledge and competences encompasses both the mental and collaborative construction of knowledge from a variety of sources, as well as the production of digital and physical products.

[PRODUCING FOR OTHERS]

As much as possible, the learning productions should be made useful to other learners, or other people in the community.
The *producing for others* should not be reduced to simulations, but should as far as possible aim to create circulate real and useful knowledge and competences in the community.

[OWN TALENTS AND ASPIRATIONS]

No matter the topics and contents of the learning, the learning should link to the learner's own talents and aspirations: to what the learner is good at, and to what the learner would like to be good at.
This includes technological talents, artistic talents or different forms of technical skills.

[COMMUNITY APPROACH]

LABlearning should open the doors to relevant resources in the community that might be included in the learning mission, or might benefit from the produced knowledge and competences.
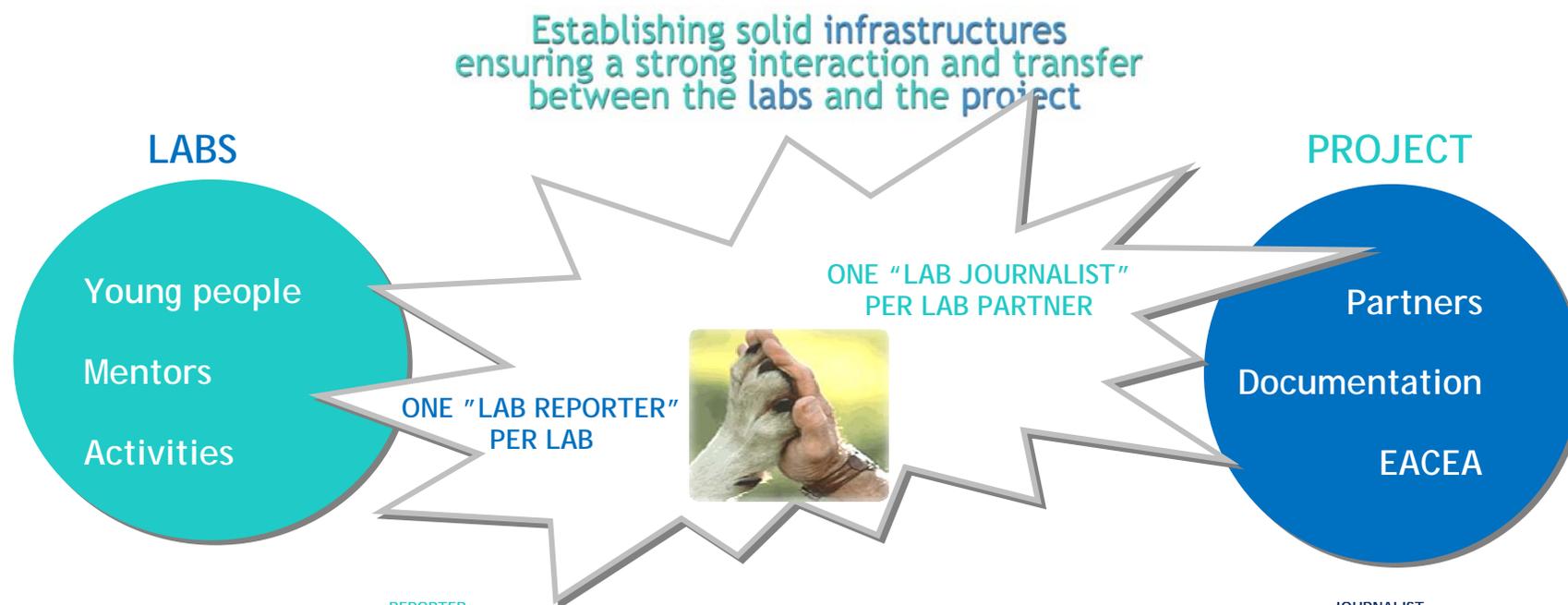
[MEDIA AND TECHNOLOGY]

LABlearning should include all sorts of state of the art, emerging and social technologies to allow the learners to be creative and express themselves to the max, collaborate in virtual environments, to enhance the learner's mastery of media technologies, and to exploit the great learning potentials of interactive technologies, including media production and gaming.

[ATMOSPHERE]

LABlearning should not smell like "school", but should offer an open environment, based on mutual interests, trust and respect, in which the different players jointly pursue their learning goals and help others reach theirs.
The supportive LABlearning environment should be accompanied by clear and strong challenges and hard fun, demonstrating that learners and learning missions are taken very seriously.

Appendix 2 – Interactions between LABs and Project

Establishing solid infrastructures ensuring a strong interaction and transfer between the labs and the project

LABS

Young people

Mentors

Activities

ONE "LAB JOURNALIST" PER LAB PARTNER

ONE "LAB REPORTER" PER LAB

PROJECT

Partners

Documentation

EACEA

THE ROLES OF THE LAB^{REPORTER}

The LAB^{reporter} has an important task in the project: to make sure that the life of the labs reach the project, that stories are told and that it is possible for the project to evaluate and document important things from the young people's activities.

So, the LAB^{reporter} is a kind of "team reporter": all teachers and mentors will be engaged in story-telling and reporting, but the LAB^{reporter} is responsible for the fluent communication of all this to the project, in close collaboration with the local project partner's LAB^{journalist}.

The LAB^{reporter} plans the documentation initiatives in collaboration with the LAB^{journalist}, inspires and guides the teacher and mentor team and the young teams to contribute to the documentation activities, and *collects* the material produced.

The LAB^{reporter} is supported by guidance, small instructions and deadlines from the project.

The LAB^{reporter} *gives* things to the project partner – the LAB^{journalist} *receives* things from the labs and takes the material to the project level.

The LAB^{reporter} "feeds" the project through the LAB^{journalist}.

THE ROLES OF THE LAB^{JOURNALIST}

The LAB^{journalist} is a person from the partner organization and takes the lab material to a project level; *receiving* and *passing on*.

The LAB^{journalist} works closely with the LAB^{reporter} to ensure a fluent communication of material from the labs to the project.

A very important role for the LAB^{journalist} is not only to collect material from the labs, but to *elaborate* on and *organize* the material in a useful way, and to *forward* the material to the project level.

What does "project level" mean?

It means to ensure that the elaborated material reaches the project's evaluator team, the project's communication platform and the project's website.

An important mission for the LAB^{journalist} is to protect the teachers and mentors against evaluation and documentation "overload", thus allowing them to focus their resources on the lab activities with the young people.

The LAB^{journalist} is therefore a frameworker for the local evaluation and documentation activities and helps the teachers and mentors design and carry through these activities.

The LAB^{journalist} and the LAB^{reporter} should be aware of: the core thematics of evaluation and documentation in the project, basic methodologies recommended, as well as of agreements on and deadlines for the different activities

Appendix 3 – The Demo Prep(aration) tool

The Demo Prep tool presented below is drawn from the EDC 2003 report for ICCN. The tool is designed to help individuals prepare to talk about their work, giving them a written record of their thoughts about a particular piece of work and the steps they went through while creating.

The tool is structured in two columns: the left one raises questions a provides answering options (more could be added); the right one is empty, offering space to write short notes/reflections to be used in the presentation.

Below, the full content of the Demo Prep Tool [in sqaure brackets reference to LABlearning evaluation dimensions]

Name of YP/project: _____

Product [express themselves and communicate in new ways]
My piece is a… (drawing, painting, download…)

I'm trying to get across… [self-confidence]
☐ my opinion
☐ my interest
☐ a mood
☐ an idea
☐ a feeling
☐ information
I made this… [diversification of media use-creative production]
☐ for fun, to entertain
☐ to give to someone
☐ to let others know how I feel
☐ to show my support for others

- to master a new skill
- to get others thinking
- because it was a good place to start

Process

I went through these steps… [interest and involvement in LAB activity, problem solving, collaborative learning]
- brainstormed
- talked with other YP
- saw something similar
- decided to try something new
- made a plan
- showed it to others
- made revisions
- asked for advice
- experimented (trial & error)
- spent lots of time
- dealt with unexpected things

Looking at my piece, I can explain….[self-confidence]
- what tools I used
- how I made this my own
- what I learned from other YP and M&T
- where I was challenged

Breakthroughs

When making this piece, I had a breakthrough when I discovered…[several evaluation dimensions]
- I could finish a big project
- how to overcome obstacles
- how to work with others
- I had acquired more tech skills

The best things about this piece are…[self-esteem, self-confidence]
- it looks how I want it to look
- it's imaginative
- I'm saying what I want to say
- it was fun to create
- it's technologically advanced

The thing I most like about this piece is…

Blocks

I'm blocked because…
- I'm not sure what to do next
- I want to make it more original
- I'm having technology trouble
- I don't know who can help me

I'd like help with…
- trying something new
- working on a group project
- learning a new tech skill

Next Steps [general attitude toward learning, sense of future]

My next steps for this piece are to…
- redesign it
- work with someone else
- show it to others/bigger audience
- spend more time enhancing it
- ask for help
- learn more technical skills
- move on and start another project

Beyond this piece, I plan to…
- tackle more complex work
- try to go for simple, sleek designs
- work with others
- become a professional (artist, music producer…)

Appendix 4 – Youth Voice Guiding Questions

The LABlearning Guiding Questions from the Youth Voice Guide (February 2012) are reproduced in the list below (a few have been removed). In yellow are highlighted the higher level questions that could be addressed in the meeting at the start of the LABs. The questions highlighted in green, besides relating to specific evaluation dimensions [see square brackets], could provide also useful input for designing with the YP the LABs activities.

Part 1 -Current situation and experience in the "traditional school" perspective
Overall attitude toward school[5] [attitude toward school and education]
1) *How to you feel being a student here?*
2) *Do you like being a student; do you like what you are doing?*
3) *How do you feel about being in a class and about the teaching?*

What/how do you like to learn things + perceived personal strengths/abilities? [self-esteem / self-confidence]
4) *What kind of "learning" do you like; what kind do you not like? Why?*
5) *What kind of activities in the school do you prefer?*
6) *What do you feel you are good at and not so good at?*
7) *Are there things you really like or that you are good at that you cannot work on in the school?*

Current use and desired/potential use/knowledge of digital tools/media [attitude toward learning and technology fluency]
8) *Do you like using computers, mobiles, internet and things like that?*
9) *What are you using these things for?*
10) *Have you tried to work with computers in other ways, like more for learning something, more challenging?*
11) *Would you like to use more technology in school, and for what?*
12) *Would you like to learn more about computer programs, video, animation or things like that? Why?*

Part 2 - Beyond the "traditional school" perspective
Learning elsewhere and learning differently: does it happen, could it happen? [attitude toward learning]
13) *Do you think you are learning anything outside the school?*
14) *(in case of negative answer) Do you think you could learn something if you were not in a classroom?*
15) *Can you think of other ways of learning things?*

Could this different perspective be brought into the school, and how? Ideas, suggestions, desires…
16) *If you could choose, how would you like to work in the school?*
17) *How would that be good for you, why would it make you interested?*
18) *Would you like to be involved in such projects, like working more with computers, multimedia, etc.? Why?*
19) *Would you like to work more with computers, video, animation, etc. after school? What kind of things? Where?*
20) *If there were no "teachers", how would you learn something in school?*
21) *Would you like to try to organize the things in school without a "teacher"?*
22) *What would make you like "learning"?*

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[5] The title of this section was actually "Perceived strength and weaknesses of the (current/recent past) school/education situation". It has been changed to better reflect content and relate it to evaluation dimensions.

Appendix 5 – Questions about attitude toward school

The following table corresponds to Question H1 and H2 in the ICCN "Youth Impact Survey" carried out by SRI in January 2005.

How much do you agree with these ideas about school?

	I don't agree!!	I agree a little	I'm in the middle	I agree kind of a lot	I agree a lot!!
1. I look forward to going to school each day.	☐	☐	☐	☐	☐
2. I like being in school.	☐	☐	☐	☐	☐
3. I am happy when I am in school.	☐	☐	☐	☐	☐
4. I work very hard for school.	☐	☐	☐	☐	☐
5. When I have schoolwork to do, I keep working on it until it is finished.	☐	☐	☐	☐	☐
6. I care a lot about getting good grades at school.	☐	☐	☐	☐	☐
7. I can really pay attention in class.	☐	☐	☐	☐	☐
8. When it comes down to it, I can really work hard at school.	☐	☐	☐	☐	☐
9. I have a hard time making myself listen carefully to my teachers.	☐	☐	☐	☐	☐
10. I often think that I am not as smart as my classmates.	☐	☐	☐	☐	☐
11. Although I often try very hard, I don't master things that others do easily.	☐	☐	☐	☐	☐
12. I think I'm just as smart as other kids are.	☐	☐	☐	☐	☐

Appendix 6 – Questions about technical ability

The following table corresponds to Question G1 in the above survey. <u>Questions should be adapted to reflect the concrete offer of tools envisaged in the LABs and recent technological evolution</u>.

How well can you do the following?

	I don't know how to do this	I can do this but sometimes I need help	I can do this by myself	I can do this by myself and teach others how to do this
1. Use drawing or painting software to create pictures.	☐	☐	☐	☐
2. Use a video camera and editing software to make a video	☐	☐	☐	☐
3. Use a digital camera and/or scanner to get pictures into computer.	☐	☐	☐	☐
4. Use presentation software (like PowerPoint) to create a presentation	☐	☐	☐	☐
5. Use multimedia software to create a product	☐	☐	☐	☐
6. Create a Web site	☐	☐	☐	☐
7. Programming with …. (MicroWorlds, Visual Basic, or Java)	☐	☐	☐	☐