

4. Evaluation

4.1. Evaluation of programme

Evaluation is designed to assess the programme, improve its effectiveness and inform about programme decisions.

When performing evaluation, we should consider:

- **teaching** (relevance of the proposed activities, quality of teaching materials, different methods and didactic aid used, communication tools, organization of teaching units, coherence – how different parts are unified, taking students individuality into account – teacher should tailor their instructions to the needs, abilities and learning style of each student),
- **learning** (learning effectiveness, interactions within and between groups, assessment strategies, development of competencies, type and relevance of assessment tools, etc.),
- **course outcomes** (learning objectives of the course - specific knowledge and skills),
- **resources** (effectiveness of teaching and learning resources in achieving the goals and objectives of teaching),
- **cost effectiveness** (comparing the cost and effectiveness of a programme to determine whether the value of an intervention justifies its cost),
- **accessibility of the programme,**
- **faculty satisfaction,**
- **student satisfaction** (students active participation), etc.

Students should be active participants in the evaluation process, but this does not mean that they should replace other forms of evaluation. They should only be an additional source of information.

Evaluation can take place during and/or after the programme. It is best to do both, as **formative** evaluation – evaluation carried out during the programme – is more diagnostic and provides feedback on course content, teaching methods, learning activities and achievement of objectives. Formative evaluation is usually carried out through classroom polls, exit tickets, quizzes, check-ins, stoplight approach, rating, etc.

The purpose of **summative** evaluation – carried out at the end of the programme – is to provide information on the achievement of program's goals, objectives and students learning outcomes. Teachers can carry out summative evaluation through tests, projects, portfolios, etc.



The most useful type of evaluation is oral evaluation, which is carried out during the training. The quality of the evaluation depends on the questions asked. You might ask “Do you think you can now apply what we have just discussed? Did you miss any insights or findings?”

An additional source of feedback can be experienced trainer who attends the lessons and writes down comments and suggestions to inform the improvement of the materials and teaching.

In addition to information gathered during face-to-face evaluation, the online part provides group and individual usage data (learning analytics). This data allows early detection of issues with the course or learners, that can be addressed during a course. The analysis can also provide a basis for feedback and discussion in both the online and the face-to-face sessions.

4.2. Improvements

Blended learning has many advantages over traditional and online learning (when used separately). The trainer must be aware of the benefits of blended learning and take advantage of them.

Benefits of blended learning:

- **Increased productivity thanks to flexible learning.** Learners can learn at their own pace.
- **Increased autonomy of learners. They decide when to learn and how to learn.**
- **Extended access to online resources** and the **ability to return to content** for review.
- **A shift to student-centred teaching brings more personalized instruction and support through a variety of learning strategies.**
- **Blended learning provides** more opportunities for one-on-one and small group interactions with peers and teachers. **Collaboration between learners allows them to discuss their learning and share experiences and information.**
- **Reduced meeting time.** Reduced time to attend training in person and replacing them with efficient blended learning opportunities.
- **Reduction in the number of failing learners as wider range of learning needs are met.**
- **Using the data, the trainer can identify the areas where students need help.**
- **Blended learning allows you to close gaps in learners’ knowledge more effectively using digital content and assessment tools.**



Blended learning also has **disadvantages** that the trainer needs to be aware of. It is recommended that solutions to potential obstacles are considered before the training takes place.

One of the biggest problems that can occur is **technology failure**. The trainer needs to ensure that the technology itself is efficient to serve a wide array of learners. The unreliability of technology can quickly stall online learning efforts.

Blended learning can lead to **loss of personal connection** between the trainer and the learners. Connection can be achieved online but establishing a real human connection through a screen is more challenging than in a real environment.

The trainer must take into account **different approaches to learning**. Some learners prefer to procrastinate and work through the materials in one sitting, others prefer to work step by step, and some even move ahead and challenge the trainer by pacing ahead of the scheduled learning.

The **workload of trainers**, who are usually trained in face-to-face learning, increases, which means they need to quickly upgrade their knowledge and skills to meet the demands of technological requirements and online learning.

4.3. Dissemination

It is best to develop a structured dissemination plan:

- **timetable** (what to do and when to do it, when will dissemination activity occur),
- **objectives** (what do you want to achieve)
- **target-groups** (who you want to reach, who is your primary audience),
- **resources**
- **a series of events**

During the training it is best to spread the work about your plan, your work and the results of the training to a wider audience via social media and network.

If you decide to produce brochures, leaflets and other materials, think about the content, the number of copies, target audience, etc.

