REFLECTIVE QUALITY DEVELOPMENT FOR TEACHERS AND TRAINERS THROUGH SELF EVALUATION

REFLECTIVE EVALUATION

(SECOND COUNTRY REPORT)

(PORTUGAL)

(GUIDA LOURENÇO & EDUARDO FIGUEIRA)

(ACADEMUS)

(JULY 2007)

TABLE OF CONTENTS

1. Introduction

This second report is based on the tool which was built accordingly with purposes of Reflektive Evaluation Project. This has the aim of helping teachers and trainers to reflect about their practices and futhermore improve the development of quality in CVET.

The tool is constituted by six dimensions or working areas: valores & Roles, Teaching & Learning, Self-evaluation & Quality Development, work conditions, Assessment & Recognition, Teaching & Learning and each these dimension it is divided in four levels: individual, group/team, institucional and system.

So this report pretends summarize the results of testing phase made to the teachers/trainers and also to the responsible that belong to our partner institutions. Therefore this report is the evaluation of the testing phase, it has comments and opinions expressed by the interviewed and what they recommend for improving in the tool and to became more optimized.

1.1 Context of testing

In this topic we pretend to give an idea about the procedures of the testing and in which conditions it occurred:

So the institutions/entities that we previously established some contacts and which we considered our partners, cooperated and collaborated more or less since the beginning of the project, because they will be the main beneficent of project. The interest was notorious in taking part of it and seemed very enthusiastic to will have available a tool of self-evaluation which promotes the quality in CVET.

All testing happened in Évora and took place in the institutions/entities with the exception of one that occurred in ours premises, due the fact they were with problems in the internet access (in the that specific day).

1

The adopted strategy was the following: first we introduced the tool it's goals and expected results to the interviewed, then we explained how the system/tool run in order them use it: the six dimensions, the four levels, the steps that they had to follow to answer the questions/exercises.

To make the testing, we opted to translate to Portuguese some questions of each dimension and use the pathway in order to simplify the testing to teachers, trainers and responsible, but they had the possibility of "navegate" in the whole tool (dimensions and levels).

As long they went answered the questions they pointed out some aspects which they considered more or less important in the tool or expressed theirs own opinions about it…

To finalise the testing we gave them a standardized questionnaire for them to fill in (designed by the Coordination and which we translated and applied to our target group) in order to gather more information concerning the structure, layout, usability, content/information…

And we tried to find out the importance of the tool for them:
What teachers/trainers think about self-evaluation in their profession? In what sense this might determine and influence the quality development in CVET? And if this tool will make them to reflect about the whole teaching/training process?

1.2   Background of testing

The testing was made essentially to trainers, teachers and some responsible that work in institutions/entities in our region; these institutions are all related with training and teaching, therefore they have impact and influence at regional level and even at national level.

The teachers/trainers and responsible/experts which were interviewed all of them have experience in CVET, but some only work as freelancers (independent professionals) in this type of training.

2.1   Working with a self evaluation instrument

Every instrument that make people reflect about their profession, it's a more value, so in this sense the teachers, trainers and responsible which make the test, referred that this tool as good help in order to improve

2

their practices, attitudes, behaviours, performances while a professional. Consequently, the fact of having a tool that could use in every working day, the possibility of in find some similar experiences and discussing or sharing with others colleagues, relation teaching/learning with trainees/students in a specific situation, to see some hypothetic situations/cases that could happen, different teaching/training realities…

Therefore, the interviewed considered important this kind of reflection to improve the quality development on their work and therefore in CVET.

2.2   Feedback on the tool structure

Our tool was divided in six main work areas/dimensions: Values & roles, Teaching & Learning, Collaboration & Networking; Work Conditions, Assessment & Recognition; Self-Evaluation & Quality Development, and each dimension is divided in four levels: individual, group/team, institutional, system.

Concerning the dimensions they were considered by the interviewed suitable for the purposes of the self-evaluation and enclose all relevant points that should be considered to make the reflective evaluation.

The division of the dimensions in levels was referred by the interviewed a way of splitting the information, though this became easier for them to look for something subject or topic that they want or need.

The idea of having in the future bibliography to support the dimensions and levels was positive by the interviewed, because if they want deeper some subject/theme, the tool provides them the information need it. The design of the questions it was appreciated by the interviewed, because the title and description of question, give them the opportunity of choosing the answer or exercise they wanted to reply, i.e., after reading the title and description they took the decision of go ahead answering the question, or opting by another that goes to the encounter of expectations.

These functions of tool allow some freedom to the interviewed and they liked that.

2.2.1   System level

Concerning this level is the relation of the trainer/ teacher to the society in general and influences of social and economic conditions and even with the politic system, because that rules all the educational systems. The teachers considered this level fundamental, due the impact that system has in their profession.

2.2.2   Institutional level

This level is related with the institutions, its structures, its funding, its organisation, its network and the relation that they maintain with teachers/trainers that work there. Accordingly with this the role of institutions of CVET and their working it is also determinate for the work of the teachers and trainers, so the interviewed considered the level important to understand in a better how to deal with their institutions.

2.2.3   Team/Interpersonal level

This level refers to the relations and communications of the teachers/trainers as well as the interaction that they establish among them.

The teacher and trainers appreciated the idea of having this level, because it allows knowing some aspects of relationship with peers and even and give them some clues in order to improve their work, it runs better if it was made in team and not alone.

2.2.4   Individual level

Consider by all interviewed as an important level, in here they could interrogate about their own experiences and practices on teaching, as well as the feed-back given by their trainees/students or if these last ones are acquiring the correct apprenticeships that they are try to transmit. In this sense, they affirmed that this level make them reflect about their teaching methods, attitudes before their trainees and students.

4

2.3   Six transversal quality areas

After a serious debate among the partnership of the reflective evaluation which will be working areas that were considered essential to develop the reflection in Teachers and Trainers, and consequently in CVET. The final result were six dimensions, which tried to involve of all main areas that have some causes and effects in the teaching/training process. The reflection in these areas may improve the performance of teachers and trainers in daily basis and improve quality in CVET.

Teachers and trainers referred the pertinency of the dimensions, but they felt more curiosity in seeing the exercises of the Networking & Collaboration and Teaching & Learning. Like we said previously our testing was realised through the pathway, where we gather some questions and exercises of each dimension in order to simplify the testing to the interviewed. In this sense, our interviewed only give us a general opinion of all dimensions and didn't specify one by one, therefore we don't have enough data about each dimension.

2.3.1   Values & Roles

In order to improve their practices the teachers and trainers should be aware about their role and values while has an educator and the importance of their acts in teaching/training or before their trainees and students.

2.3.2   Teaching and Learning

This dimensions pretends to lead the teachers and trainers reflect about the apprenticeship process, and the environment that's surround it. This dimension was one of the interviewed showed very interest in seeing the questions/exercises, because they felt necessity in knowing what the others teachers/trainers do, think, act in certain situations, and they also referred the need of orientations regarding the methods and practices.

5

2.3.3   Self evaluation and quality development

The self-evaluation and quality development concerns to the teaching/training process, more specifically to the reflection of performances of teachers/trainers and the whole process since the planning until the results.

2.3.4   Work conditions

In what way the work conditions should affect the work in institutions, of the trainers/teachers and what could be done to improve the quality in teaching/training.

2.3.5   Assessment and Recognition

The title of this dimension caused some doubts in the some of the interviewed due the fact in Portuguese language we don't had the word assessment (for us assessment and evaluation is the same thing), and we had to explain what was the meaning of it.

This dimension pretends to make reflect about all perspectives, impacts, and methods of the learner assessment.

2.3.6   Networking and Collaboration

To improve the teaching/training, it is necessary the support of a networking well structured and the existence of collaboration among the intervenient that make part of it. This dimension raise in the interviewed curiosity (in seeing the exercises/questions), some referred that it's very difficult to establish a network that works, although they considered an important dimension, because through the discussing, sharing, exchange experiences with others, it's possible to develop quality.

2.4 Reflection methods

The whole tool has the intention of making reflect the user, so in this sense were designed various reflection methods.

The questions/exercises are structured of following way: firstly, it has the title of the question, then the description, in last appears the question that can be presented of the several ways: Checkbox, Drag and Drop, Radio choice Continuing text phrase, Textbook.

The general opinion of the interviewed was that, these reflection methods should be combined with the multimedia to turn more attractive the tool.

2.4.1 View of teachers and trainers

Teachers and trainers of CVET preferred the radio choice, checkbox and drag and drop instead of continuing text phrase and textbook questions. The justification for this, first they considered more attractive having available in the question the several possibilities of response, they showed more enthusiasm in answering these questions; second reason which they enumerated, it was easier and quicker for them. However, they stated that in some questions, they understand why the use of the continuing text phrase and textbook questions, it was necessary to write justifications of the answers and some of the questions didn't fit in predefined responses, consequently these kind of questions made sense to be in the tool.

2.4.2 View of institutions

The opinion of the responsible of institutions is similar to the teachers and trainers, mainly because some of them are also trainers and teachers. The perspective of institutions assert that the questions of text are essential in the way we can withdraw some deductions, because in these type of questions the teachers/trainers express more their opinions and even feelings regarding certain situation or experience.

2.4.3 View of stakeholders

Not applicable

7

2.5 Reflection applications (pictures, video, audio)

Until so far, the tool has few reflections applications, i.e., in the time of the testing the tool, we were more concerned about the content, structure and layout of it, therefore the interviewed didn't have the possibility of seeing the tool with multimedia applications, there are only some pictures in the tool in some questions, when the interviewed saw the questions with the pictures they seemed very interested and affirmed that turn easier the answer, because they are visualizing the answer…

Our next steps concerning multimedia, it is to insert more in some questions, so the use of multimedia will enrich our tool and it will become more attractive for the users, but we can not forget that we can not based our tool only in multimedia this should a more value to it .

2.5.1 Using pictures for reflection

The presentation of pictures in some questions will be a way of reflection, the teachers and trainers will have the opportunity in identify through the pictures some experiences lively by them or possible future situations.

2.5.2 Using audio for reflection

The opinion of the interviewed also like the idea of having audio, depending on the type of audio, it can not be too long; we are thinking to transform some written questions/exercises in audio.

2.5.3 Using video for reflection

Putting videos in tool was well seen by interviewed, because they affirmed this could facilitate the understanding of the exercise, but it should concerning a situation of teaching/training that teachers and trainers could easy identify with it or it would be possible withdraw some conclusions from it.

3. Conclusions

3.1 Recommended improvements for the tool

These tool is seen as user friendly by the teachers an trainers, because it make them reflect about their pedagogical practices offers the possibility of knowing different realities of training/teaching in CVET. And like one teacher referred it presents a systemic vision about training/teaching.

The testing was useful to see what need to be improved or developed, the opinions of the interviewed will help us to make the necessary adjustments in order to be well use by the target group. In this sense the next points, there will be the improvements that ours interviewed considered more determinant.

3.1.1 Improving the layout

The general opinion of interviewed was positive, considering it attractive and well conceived.

3.1.2 Improving the structure

In relation to the structure, the six dimensions and levels, it made sense to the interviewed, and the possibility of having available bibliography in the tool corresponding to each dimension, it is seen as improvement.

3.1.3 Improving the content

Regarding the content was referred by the interviewed that the levels have too much questions/exercises and it appears repeated in some levels, the need of more practical examples (the applications of multimedia could help this point) or less theoretical.

3.1.4 Improving the methods

The improvement remains in putting more multimedia applications (pictures, audio, video), but this should be adapt accordingly with the questions/exercises in order to help the trainers/teachers reflect all process of teaching/training, since the diagnosis until its practicability.

3.1.5 Improving the usability

Besides of favourable opinion of the interviewed, regarding the usability it needs some adjustments in order to be more optimized by the user, some of changes which were more pointed out by the interviewed it was difficulties in navigate inside of the tool, specially when the user turn for the questions list after answering a question, the necessity of mark (or a different colour) in the question already answered by the interviewed.

Besides this, they referred little changes which they noticed: an introduction of scroll bars in dimensions in levels and the impossibility of rank some responses in questions of radio and checkbox.

3.2 Help teachers and trainers reflect

The aims of tool it is help teachers/trainers reflect about their practices, attitudes, behaviours, performances and then improve the quality of their work.

Through the dimensions, levels and their questions/exercises, the tool tries to lead the user rethink about his professional life, but this goes further than the professional field, and reaches the personal.

One of aspects widely referred by the interviewed it is the chance of viewing the answers of others teachers/trainers, though the possibility of knowing what others think, do in certain situation, it could made them reflect and therefore to act in the same way if they have before an identical situation. Nevertheless, this exchange of experiences, thoughts and feelings regarding the teaching/training process, brings also benefits to collective: peers, institutions and system (society in general). So through reflection, the tool can facilitate the work of pedagogical teams, of respective institutions, and improve the quality of trainings, and thus the quality in CVET.

The teachers/ trainers have an important role in society they are responsible for the training individuals, so if they will be well prepared to face their profession, so the teaching and training will be performed under high standards of quality, consequently the trainees/students will have a

good results and probably will have a successfully career in the labour market.

3.3 Reflective quality development in Europe

Actually, there is tendency of our educational policy approaches itself of the others European countries, being this tool constructed by a European partnership, has in it several perspectives of the CVET system. This fact motivate the teachers/trainers to use the tool, because some of them point out the curiosity in knowing what happen in others institutions beyond Portugal: how they started, their policies, the knowledge of different realities of teaching/training, different experiences and approaches among others.

The contribute of this Reflective Evaluation tool could be enlarged to others European countries that desire to improve and develop quality in teaching and training.

4. Attachments

4.1 Questionnaires

The following questionnaires were built in English by the coordination of the project, and we decided to use but we translated to Portuguese in order to be apply to the interviewed. In the earliest testing we applied the first questionnaire that you find below, after the coordinator sent us another questionnaire and we decided apply it.

Questionnaires in Portuguese:

1º) Avaliação Reflexiva para Professores e Formadores

Instituição:

Projecto/Área de responsabilidade:

Posição

Nome:

E-mail: nº de telefone:

I. Trabalhando o instrumento como utilizador

1. Gosta da aparência do instrumento?

2. Que pensa da estrutura do instrumento: das seis dimensões e quatro níveis (sistema, institucional, equipa/interpessoal, individual)?

3. O que pensa das possibilidades de reflexão metodológica: caixa de controlo, texto, rádio, etc…?

4. O que pensa de usar fotografias, áudio, vídeo para reflexão?

5. O instrumento vai de encontro às suas necessidades?

    a. Que métodos prefere para a reflexão sobre a qualidade do seu trabalho?

    b. Que métodos acha úteis no instrumento para reflectir sobre a qualidade do seu trabalho ou das suas experiências?

    c. O que é que gostaria de especificar, melhorar ou mudar no instrumento?

6. Acredita que instrumento possa ser um auxílio para o utilizador? Falta alguma coisa?

7. Pensa que a reflexão sobre os sistemas educacionais internacionais pode ajudá-lo a melhorar o seu trabalho?

8. Pensa que a sua instituição pode lucrar com este instrumento?

II. Construindo o instrumento

---

    1. Gostaria de constuir um instrumento com esta a finalidade para a sua instituição?

13

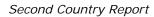**2. Pensa que os seus colegas/a sua instituição gostaria de utilizar este instrumento ?**

3. O que gostaria de melhorar/mudar para usar este instrumento na sua instituição?

Comentários:

Agradecemos a sua colaboração. Os resultados deste estudo serão usados para o desenvolvimento para o Projecto "Avaliação Reflexiva" do Programa Leonard da Vinci.

2º) Avaliação Reflexiva: Feedback do instrumento de auto-avaliação

Instituição:

Projecto:

Posição:

Nome:

E-mail: Telefone.:

I. Trabalhando com o instrumento como utilizador (Formador /Professor)

---

1. **O que pensa da apresentação (disposição visual), ele é:**
   - **a)** atractivo
   - **b)** clara apresentação
   - **c)** confuso
   - **d)** demora, algum tempo, a habituarmos a usá-lo
   - **e)** bem reconhecido através de outras aplicações
   - **f)** não agradável

2. **O que pensa da estrutura do instrumento?**

   - **a)** **Seis dimensões**
     Bom ☐☐☐☐☐**Mau**

   - **b)** **Quatro níveis (Sistema, Instituição, equipa/interpessoal, individual)**
     Bom ☐☐☐☐☐ **Mau**

3. **Qual a conveniência em usar este instrumento para auto-avaliação? Ele é:**

   Bom ☐☐☐☐☐ **Mau**

4. **Acredita que este instrumento pode ser um "amigo" para o utilizador? Ele é:**

   Bom ☐☐☐☐☐ **Mau**

5. O que pensa da quantidade de informação dada?

Demasiada ☐☐☐☐☐ **Muito pouca**

6. O que pensa dos métodos para reflexão?

    a) "Checkbox"

    Bom ☐☐☐☐☐ **Mau**

    b) "Drag and Drop"

    Bom ☐☐☐☐☐ **Mau**

    c) Texto de frase contínua

    Bom ☐☐☐☐☐ **Mau**

    d) Radio (escolha múltipla)

    Bom ☐☐☐☐☐ **Mau**

    e) Caixa de texto

    Bom ☐☐☐☐☐ **Mau**

7. O que pensa de usar os seguintes itens de multimédia para reflexão?

    a) fotografias
    sim ☐☐☐☐☐ **não**

    b) Som
    sim ☐☐☐☐☐ **não**

    c) vídeo
    sim ☐☐☐☐☐ **não**

8. Este instrumento vai de encontro às suas necessidades para reflexão?

  sim ☐☐☐☐☐ **não**

    a) Que métodos prefere quando reflecte sobre si próprio e o sobre o seu desempenho?

    _____
    _____
    _____

16

b) Que métodos no instrumento pensa que o ajuda a reflectir sobre as suas experiências e a qualidade do seu trabalho?

_____

_____

_____

9. **Pensa que existe a necessidade para tal instrumento de reflexão (não necessariamente na sua instituição)?**

   elevado ☐☐☐☐☐ **baixo**

10. **Pensa que a sua instituição pode lucrar (ganhar) com tal instrumento?**

    sim ☐☐☐☐☐ **não**

11. **Acredita que este instrumento pode ajudar a melhorar a qualidade do seu trabalho?**

    sim ☐☐☐☐☐ **não**

12. **Acredita que a reflexão sobre as estruturas nacionais e internacionais da Formação Profissional Continua (FPC) pode melhorar a qualidade do seu trabalho?**

    sim☐☐☐☐☐**não**

13. **É o computador um instrumento útil para a sua auto-avaliação, ele é**
    - a) **aborrecido**
    - b) **útil**
    - c) **motivador**
    - d) **indiferente, pode-se esperar o mesmo quando se trabalha com papel .**

14. **Constata que esta forma de auto- avaliação é parte da sua própria formação contínua?**

    sim ☐☐☐☐☐ **não**

15. **Em que medida se descreve você mesmo?**

    _____

    _____

16. Necessita de ser encorajado para usar este instrumento? Se é o caso, qual é o incentivo que precisa?

sim ☐ ☐ ☐ ☐ ☐ **não**

_____
_____
_____

17. Gostaria de acrescentar o seu próprio material ao instrumento (critério de auto-avaliação)?

sim ☐ ☐ ☐ ☐ ☐ **não**

18. Que recomendações e desejos tem para um desenvolvimento posterior deste instrumento de auto-avaliação?

_____
_____
_____

II. Trabalhar com o instrumento como um colaborador de materiais (questões)

1. O material ou as questões encorajam-no a reunir mais informação?
sim ☐☐☐☐☐ **não**

2. Gostaria de desenvolver mais materiais para a sua instituição?
sim ☐☐☐☐☐ **não**

3. Gostaria a sua equipa/colegas usar este instrumento?
sim ☐☐☐☐☐ **não**

4. O que gostaria mudar/melhorar neste instrumento?

5. O que é que gosta mais neste instrumento de auto-avaliação?

6. Para que é que gostaria de usar este instrumento de auto-avaliação?

Obrigada pela sua colaboração!

19

REFLECTIVE QUALITY DEVELOPMENT FOR TEACHERS AND TRAINERS THROUGH SELF EVALUATION

III. Aos Responsáveis

1. **O que pensa da estrutura do instrumento?**

   a. **Seis dimensões**
   bom ☐☐☐☐☐ **mau**

   b. **Quatro níveis (Sistema, Institucional, equipa/Interpessoal, individual)**
   bom ☐☐☐☐☐ **mau**

2. **Em que medida estima a necessidade de usar um instrumento de auto-avaliação (não necessariamente este) na sua instituição?**
   elevado ☐☐☐☐☐ **baixo**

3. **Acredita que a sua instituição pode ganhar (lucrar) com este instrumento de auto-avaliação?**
   sim ☐☐☐☐☐ **não**

4. **Gostaria o seu departamento/projecto usar este instrumento de auto-avaliação?**
   sim ☐☐☐☐☐ **não**

5. **O que gostaria de ver mudado?**

6. **O que é que gosta mais neste instrumento?**

7. **Para que é que gostaria de usar este instrumento?**

Obrigada pela sua colaboração!

REFLECTIVE QUALITY DEVELOPMENT FOR TEACHERS AND TRAINERS THROUGH SELF EVALUATION

4.2. Institutions participants in the testing

Name of partner organisation	Date	Interviewed	Function/Profession
ECO-HUMANUS-Associação para o Desenvolvimento dos recursos Humanos (sattelite partner)	11/05/07	Teresa Batista	Associate and trainer
Associação de Jovens Professores da Região Alentejo	4/05/07	Maria José Barão	President of the Association and trainer
CRVCC-Centro de Reconhecimento, validação e certificação de Competências da Fundação Alentejo	7/05/07	Ana Sofia Pessoa	Trainer
		Sónia Figueira	Trainer
	24/05/07	Adelina Santos	Coordinator of training
Epral - Escola Profissional da Região Alentejo - Fundação Alentejo	22/05/07	Fátima Galope	Technicien and trainer
	10/07/07	João Lazáro	Pedagogical Director and trainer
Sindicato Democrático dos professores do Sul	9/07/07	Josefa Lopes	President of the Union, teacher and trainer
Universidade de Évora	6/07/07	Luís Santos	Teacher and Trainer