

DigiEdu4All EVALUATION TOOL

I. Presentation

The evaluation is, for a numerous number of teachers, the most difficult part to carry out beyond qualifying the academic performance of their students. However, it is an absolutely essential part of the teaching-learning process, since it is what will tell us whether or not we are achieving what we want to accomplish. Therefore, to ensure that a teaching unit is inclusive, it is not enough to think that it is consistent and well designed, but we have to show evidence of it. The key is to keep evaluation in mind from the beginning of the learning unit design, in this way, we can collect useful evidence for evaluation throughout the development of the learning unit.

In the following section we detail step by step how to apply the evaluation tool that the DigiEdu4All participants have created and put into practice during the project and whose core is the following table.

VARIABLE/ELEMENTS OF INCLUSION	PROGRESSION LEVEL 1	PROGRESSION LEVEL 2	PROGRESSION LEVEL 3
Cooperation	The lesson plan promotes interactions between students	The lesson plan includes division of tasks among students to make a common final product	The lesson plan promotes students' self-organisation to make a common final product
Respect of students' capacity	The lesson plan considers different learning objectives adapted to the students' capacities	The lesson plan is designed after knowing the students' starting level and after agreeing with them their learning objectives	The lesson plan allows students display their diverse capacities (artistic, mathematic, empathic...) and reaches the agreed learning objectives
Self-esteem - self confidence	The lesson plan allows teachers to show to their students their values, capacities and potentialities	The lesson plan allows students to discover their own values, capacities and potentialities	The lesson plan allows students to develop new values, capacities and potentialities
Giving value to students' work	The lesson plan includes the elaboration of a final product by students	The lesson plan promotes the elaboration of a final product by students to be disseminated inside the school	The lesson plan promotes the elaboration of a final product by students to be used by teachers or other people (service- learning)

Promoting the emotional involvement of students	The lesson plan includes theoretical information about emotions or may provoke emotions but there is no reflection about them	The lesson plan promotes the recognition of one's own emotions and how to accept and manage them	The lesson plan promotes the recognition of one's own emotions and those of others
Creativity in problem solving	The lesson plan gives students theoretical information about problem solving	The lesson plan shows students good practices related to problem solving	The lesson plan makes students solve real problems by themselves
Autonomy	The lesson plan provides the students flexibility to work at their own rhythm	The lesson plan provides the students flexibility to work at their own rhythm and gives them tools to organise their work themselves	The lesson plan provides the students flexibility to work at their own rhythm and gives them tools to organise their work themselves and includes mechanisms to follow up their work
Adaptation to students' needs	The lesson plan is based on students' needs diagnosed by the teacher	The lesson plan is defined by students and teacher together, based on students' needs	The lesson plan is proposed, implemented and evaluated by students and based on their own needs

2. DigiEdu4All evaluation tool: how to use it

How to measure if our lesson plans are inclusive or not?

In the discussions carried out by the teachers participating in this project, we concluded that to promote inclusion we must go beyond adapting our lessons to issues such as disability, cultural diversity, language or the social background of our students, since that would only be accessibility. On the one hand accessibility is fundamental, it is the first step towards inclusion, but on the other hand to talk about inclusion we need to go further, we need to make the lessons attractive and motivating for all students, in order to engage them in the learning process. Only then we can say that our lessons are inclusive. From this perspective we address inclusion and intend to provide a new resource and good practices to the European Toolkit for Schools.¹

But what can we refer to as a basis to consider a lesson attractive and motivating?

¹ *The European Toolkit for Schools is an online platform for schools and teachers that we highly recommend. The toolkit offers examples of good practices and resources for introducing collaborative approaches in schools to improve inclusivity, provide equal opportunities and tackling early school leaving*
https://www.schooleducationgateway.eu/en/pub/resources/toolkitsforschools/latest_resources.htm

DigiEdu4All participants agreed on a series of elements that would define inclusion. They are the following:

ELEMENTS OF INCLUSION (VARIABLES)			
Cooperation	Respect of students' capacities	Self-esteem self confidence	Giving value to students' work
Promoting the emotional involvement of the students	Creativity in problem solving	Autonomy	Adaptation to student's needs

We assign three levels of progression to each variable. To design a lesson plan that promotes inclusion, we ask the teacher who is designing it to choose between 1 and 3 of these variables and specify the level of progression that she/he wants to achieve in each of them. (See the complete table on the previous page)

Once this is done, the teacher has to include activities in his/her lesson plan that allow him/her to reach the chosen level of progression. That is why it is essential to select the variables and the progression level in the design phase of the lesson plan. In this way, we can choose the right activities to succeed in what we want to achieve.

Before choosing the progression level, the teacher has to verify where the students are with respect to that variable. Because if you choose level 3 when your students have not even reached level 1, this level will be difficult to achieve, but if the opposite happens, that is, that the objective of the lesson plan is to reach level 2 when the real level of the students is set to level 3, there will be no new learning.

Let's explain it with an example: a teacher wants to make his/her lesson inclusive through the variable Promoting the emotional involvement of students:

Variable	Progression level 1	Progression level 2	Progression level 3
Promoting the emotional involvement of students	The lesson plan includes theoretical information about emotions or may provoke emotions but there is no reflection about them	The lesson plan promotes the recognition of one's own emotions and how to accept and manage them	The lesson plan promotes the recognition of one's own emotions and those of others

But this teacher doesn't know if her/his students already recognise and accept their own emotions or not. If not, the chosen progression level should be 1 or 2, but if they already recognise and accept their own emotions, you'll need to aim for level 3. To find out whether or not your students recognise their own emotions you will have to perform a previous activity (or several), and the result of that activity will tell you which level to choose.

An example of previous activity related to this could be a brief role play related to close and not so close situations (a teenager who has just had his heart broken, a Syrian teenager who has just arrived in your country with his family, a woman who has just lost her job ...) to see how the students react.

It may also happen that, although our objective is to reach level 2, the actual level reached by the students is 3. For this reason, when evaluating the inclusion of the lesson plan, it is important to indicate what the final level of progression achieved has been.

To make sure our evaluation is solid, it is necessary to collect evidence. Therefore, it is necessary to explain what activities have been carried out in relation to the variable, what evidence has been collected and how it has been collected.

It is not easy to collect evidence related to, for example, the recognition of one's own emotions. This is not something that can be done with an exam, rather we need other types of instruments. In the following table we collect some of them classified according to the technique used:

Techniques	Instruments
Interrogation techniques	Survey, written and oral tests, interviews, focus groups
Observation techniques	Checklist, rating scale (rubric), anecdotal record
Production techniques	Self-report, portfolio of completed works, peer-to-peer evaluation, class journal

The choice of one instrument or another will depend on several factors such as the nature of the activity, the time available or the type of information to be obtained.

With the information obtained, we will be able to assess whether we have reached the level we intended to reach in the rubric and whether, therefore, our lesson plan is inclusive or not.

Going back to the example of the previous activity (role play of emotions), to find out if the students recognise their own emotions and/or those of others, the most important thing is the analysis of their speeches, that's why we can use interrogation techniques (asking students after each role play how they think their characters feel) and observation techniques (writing down in an anecdotal record the body language and attitude of students when asked about emotions). We can even record the scenes so you can keep an eye on the reactions of all the students.

A final reminder, as these lesson plans are intended to be replicated or to inspire other teachers, is essential to explain each activity in detail.

Evaluation tool

For all these reasons, on DigiEdu4All website www.digiedu4all.eu you will find a section to share your experience evaluating the inclusiveness of your blended lesson plans.

After registering on the website, you can upload your evaluation in the Evaluations > My evaluations section. Click on 'New' and fill in the sections of the form.

First, include the title of the lesson plan, the name of the author(s), the time period in which you implemented the lesson plan, the number of students, and mention, if applicable, other people involved.

Next select the target variable levels from the lesson plan using the dropdowns next to each variable and then select the variable levels you achieved using the dropdowns next to each variable.

In the 'Justification' section, describe how you achieved those improvements. The description can be short but it must be very specific, in order to demonstrate why you believe you have reached the level you have stated.

Finally, you can upload any document and link that you consider necessary to complement the justification for your evaluation (written tests, checklists, portfolios, videos...). The objective is that the 'DigiEdu4All' administrators can check the quality of the evaluation. For this reason, the documents and links will not be public, only the author and the 'DigiEdu4All' administrators will have access to them.



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