



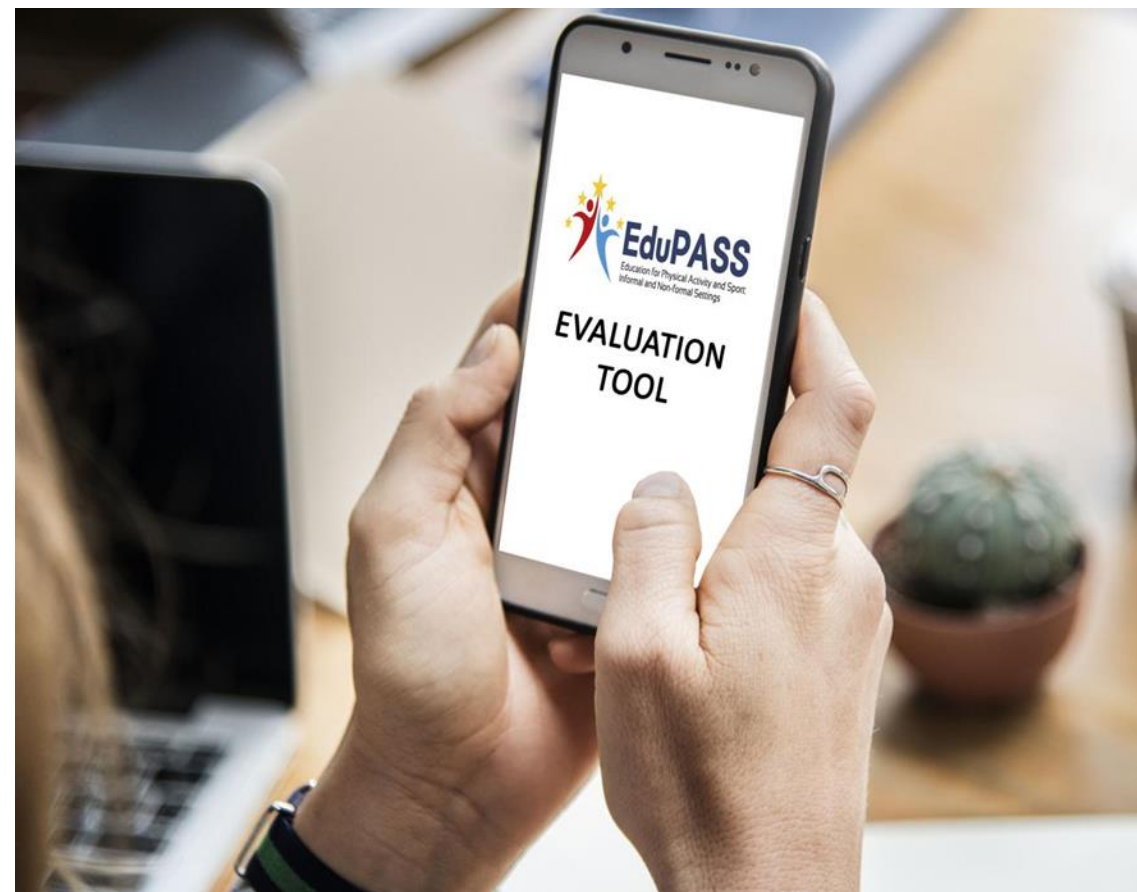
EduPASS evaluation tool, study and report

Results 6 & 7

Education for Physical Activity and Sport:
Informal and Non-formal Settings

Agenda

- R6: Presentation of the Evaluation Tool
- R7: Evaluation Reports of the LTT – Event
- Transfer to practice



Introduction

- Following the previously developed outputs, the aim of R#6 was to develop a method and tool(s) to evaluate the EduPASS LTT event and teaching units

The purpose of this evaluation process was to:

- Provide feedback from the LTTs in Dublin and Luxembourg to feed forward to the planning, design, and development of the teaching units
- Inform the readers of the evaluation process
- Increase the readers' awareness of the results when using the EduPASS website and materials
- Will be used in the following Result *Evaluation study and report* (i.e., R7)
- Can be used in future, similar evaluation procedures

Theoretical background

Steps taken



1. Identify the learning objectives and learning outcomes of the teaching unit(s)
2. Choose a relevant evaluation framework or model (i.e., Kirkpatrick model)
3. Determine the type of questions to ask
4. Use specific references to inform the questions
5. Pilot test the questionnaire



Kirkpatrick Model

(Kirkpatrick & Kirkpatrick, 2006)

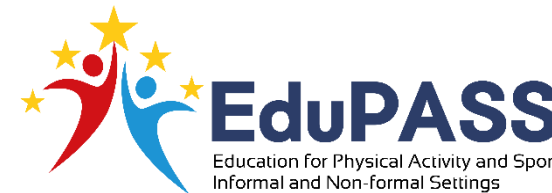
The development of the EduPASS questionnaire for the participants was based on **three** of the four levels of evaluation proposed by Kirkpatrick and Kirkpatrick (2006)

- **These three levels included:**
 - *Satisfaction and acceptance*
 - satisfaction and acceptance regarding the content
 - satisfaction and acceptance regarding the training
 - *Self-assessed learning progress*
 - *Assessment of behavioural change through the training*

Development procedure

- Loosely based on the questionnaires developed in the PRIME PETE project
- Review process of previously developed questionnaires that evaluate sport-related modules in the EduPASS partner institutions and worldwide
- 2 initial draft questionnaires were developed (ECE - ECED)
- The questionnaires were adapted and improved based on feedback
- The final questionnaires were based on a larger pool of test items

Evidence of face and content validity



- All project partners, who are experts in EduPASS, participated in the discussion and feedback process
- Expert judging was used to obtain some justification for the face validity of items when those items are not the focal point of the research
- Partners evaluated the appearance of the questionnaires
- Finally, partners agreed that the questionnaires measure what they have been designed to measure, as well as the questionnaires include items that assess every domain of the construct



Questionnaires

Demographic information

- Age
- Gender
- Country of residence
- Sport participation
- Years of coaching experience
- Coach training attendance
- ... etc.

Evaluation of the LTT event

- Organizational aspects (5 items), teaching and content (11 items for sport educators and 16 items for coach educators), implementation and feasibility of the event (5 items), and 1 item about recommending the event to peers
- Disagree (1) to Agree (5), and (N/A) answers
- 4 open-ended questions (e.g., best features, changes, etc.)

Evaluation of the teaching units

- Items regarding the learning, teaching, assessment, feedback, workload, skills development, management, learning environment and overall satisfaction with the teaching unit (26 items)
- Very dissatisfied (1) to Very satisfied (5), and (N/A) answers
- 1 question about recommending the teaching unit to peers, Disagree (1) to Agree (5)
- 5 open-ended questions

Experience and recommendations for the use of the evaluation tool



- Immediate and direct feedback
- No distortion and mixing of units
- Realistic application
- Mix of formal and informal feedback



- Allow enough time for the evaluation
- Adaptation of the questionnaire to the target group and teaching units
- Does not replace informal feedback
- No direct adjustment of the next unit possible

Example

Part 2: Early Childhood Educators training event

To ensure the quality of the event as well as improving it, we kindly ask you to answer the following questions. Please select the most relevant answer for each statement.

2.1. To what extent do you agree with the following statements about training event?

Disagree

Organizational aspects

- 2.1.1 The event was adequately and logically structured. ☐
- 2.1.2 The event was well designed. ☐
- 2.1.3 The time frame of the event was appropriate. ☐
- 2.1.4 The event was delivered at an appropriate pace/rhythm. ☐
- 2.1.5 The materials and resources were well prepared. ☐

Teaching and content

- 2.1.6 The content was presented in a clear and understandable way. ☐
- 2.1.7 The teaching enabled the learners to attain the learning outcomes. ☐
- 2.1.8 The learners seemed to enjoy the event. ☐
- 2.1.9 The learners engaged and actively participated during the event. ☐
- 2.1.10 The overall topic of the event referred well to the practice. ☐
- 2.1.11 The specific content of the event referred well to the practice. ☐

3

Teaching unit Title:

Teaching unit Code:

Date:

Part 3: Teaching unit content

3.1. Indicate your level of satisfaction with each of the following items by selecting the most relevant answer.

RATING: 1 = Very Dissatisfied 2 = Dissatisfied 3 = Neutral 4 = Satisfied 5 = Very Satisfied		1 ☹	2	3	4	5 ☺	N/A
3.1.1	The overall teaching of the teaching unit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.1.2	The delivery of the teaching unit (e.g., lectures, practical sessions, group discussions, sharing of ideas and experiences, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.1.3	The pedagogical approaches presented to teaching sports.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.1.4	The description of the teaching unit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.1.5	The content of the teaching unit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.1.6	The clarity of the teaching unit content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.1.7	The balance between theory and practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.1.8	The defined learning outcomes and/or objectives were adequately explained.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.1.9	The learning materials (e.g., handouts, workshop material, case studies, websites, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.1.10	The appropriateness of the assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.1.11	The explanation of the assessment criteria.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.1.12	The assessment methods effectiveness in identifying early childhood educators' strengths and areas for future development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.1.13	The communication of the learning outcomes and assessment model.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.1.14	The collaboration through shared knowledge with peers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.1.15	The overall workload (achievable, realistic, adequate).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.1.16	The effectiveness of the teaching unit in raising early childhood educators' professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.1.17	The quality of the support given by the teaching staff on assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.1.18	The preparation of the teaching staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.1.19	The approachability and support of teaching staff (i.e., instructive, inspiring, encouraging, and motivating).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7



EduPASS Early Childhood Educators training event and teaching unit evaluation tool for Early Childhood Educator-Developers

Please help enhance the quality of the Early Childhood Educators training event and the teaching units by spending a few minutes completing this questionnaire. Participation in this study is voluntary. All information provided will be confidential and participant anonymity will be protected throughout the study. IP addresses will not be collected at any point, meaning the data you provide cannot be traced back to the participant. The results of the evaluation process will be published without sharing any information about the respondents in an open access publication in the frame of the EduPASS European project.

Part 1: General Information

1.1. What is your age? _____

1.2. What is your gender? _____

1.3. Country _____

1.4. University / Faculty / Department / Organization _____

1.5. Are you currently practising any sport? Yes No

1.6. Have you practised any sport in the past? Yes No

1.7. If you answered **YES** in one of the previous questions (1.5 and/or 1.6), what is/was the main sport that you have been practicing? Type of sport: _____

1.8. How many years have you been practicing this sport? _____ years

1.9. What is your major achievement in this sport (e.g., awards, competitions on local, district, region, national, international level)? _____

1.10. Are you currently an early childhood educator-developer? Yes No

1.11. Have you worked as early childhood educator-developer in the past? Yes No

1.12. If you answered **YES** in the previous questions (1.10 and/or 1.11), in which sport(s) have you been early childhood educator-developer? Type of sport(s): _____

1.13. If you answered **YES** in the previous questions (1.10 and/or 1.11), for how many years have you been an early childhood educator-developer? _____ years

1



n

Part 1: Demographic information

1. How old are you?
2. What is your gender?
3. Country
4. University / Faculty / Department / Organization
5. Are you currently practicing a sport? Yes/No
6. Have you ever done sports in the past? Yes/No
7. If you answered YES to any of the previous questions (5 and/or 6), what is/was the main sport you practiced? Type of sport: _____
8. How many years have you been practicing this sport? ____Years
9. What is your greatest achievement in this sport (e.g. awards, competitions at local, regional, national or international level)? _____
10. ...
11. 23.

Part 2: Event

		Disagree	Rather disagree	Neutral	Rather agree	Agree	N/A
2.2.1	The event motivated me to consider implementing the contents in my teaching.	C	C	C	C	C	C
2.2.2	I will use the materials and resources which I received in the event in my future lessons and teaching.	C	C	C	C	C	C
2.2.3	I can imagine myself implementing EduPASS resources with other future early childhood educators.	C	C	C	C	C	C
2.2.4	I believe that the sport club environment will be supportive for the implementation of the EduPASS resources.	C	C	C	C	C	C
2.2.5	I consider the EduPASS resources useful as they can be easily implemented during teaching.	C	C	C	C	C	C
Organizational aspect							
2.1.1	The event was adequately and logically structured.	C	C	C	C	C	C
2.1.2	The event was well designed.	C	C	C	C	C	C
2.1.3	The time frame of the event was appropriate.	C	C	C	C	C	C
2.1.4	The event was delivered at an appropriate pace/rhythm.	C	C	C	C	C	C
2.1.5	The materials and resources were well prepared.	C	C	C	C	C	C

Part 3: Teaching unit

RATING:		1 ☹	2	3	4	5 ☺	N/A
1 = Very Dissatisfied							
2 = Dissatisfied							
3 = Neutral							
4 = Satisfied							
5 = Very Satisfied							
3.1.1	The overall teaching of the teaching unit.	C	C	C	C	C	C
3.1.2	The delivery of the teaching unit (e.g., lectures, practical sessions, group discussions, sharing of ideas and experiences, etc.).	C	C	C	C	C	C
3.1.3	The pedagogical approaches presented to teaching sports.	C	C	C	C	C	C
3.1.4	The description of the teaching unit.	C	C	C	C	C	C
3.1.5	The content of the teaching unit.	C	C	C	C	C	C
3.1.6	The clarity of the teaching unit content.	C	C	C	C	C	C
3.1.7	The balance between theory and practice.	C	C	C	C	C	C
3.1.8	The defined learning outcomes and/or objectives were adequately explained.	C	C	C	C	C	C
3.1.9	The learning materials (e.g., handouts, workshop material, case studies, websites, etc.).	C	C	C	C	C	C
3.1.10	The appropriateness of the assignments.	C	C	C	C	C	C

The BEST features of the training unit were:

I did NOT like the following:

I would like to see the following CHANGES:

I have specific notes about this lesson:

I will try to implement the teaching unit's topics (maximum 3) in my teaching practice:

Evaluation of LTT reports

EduPASS

Education for Physical Activity and Sport:
Informal and Non-formal Settings



Participants

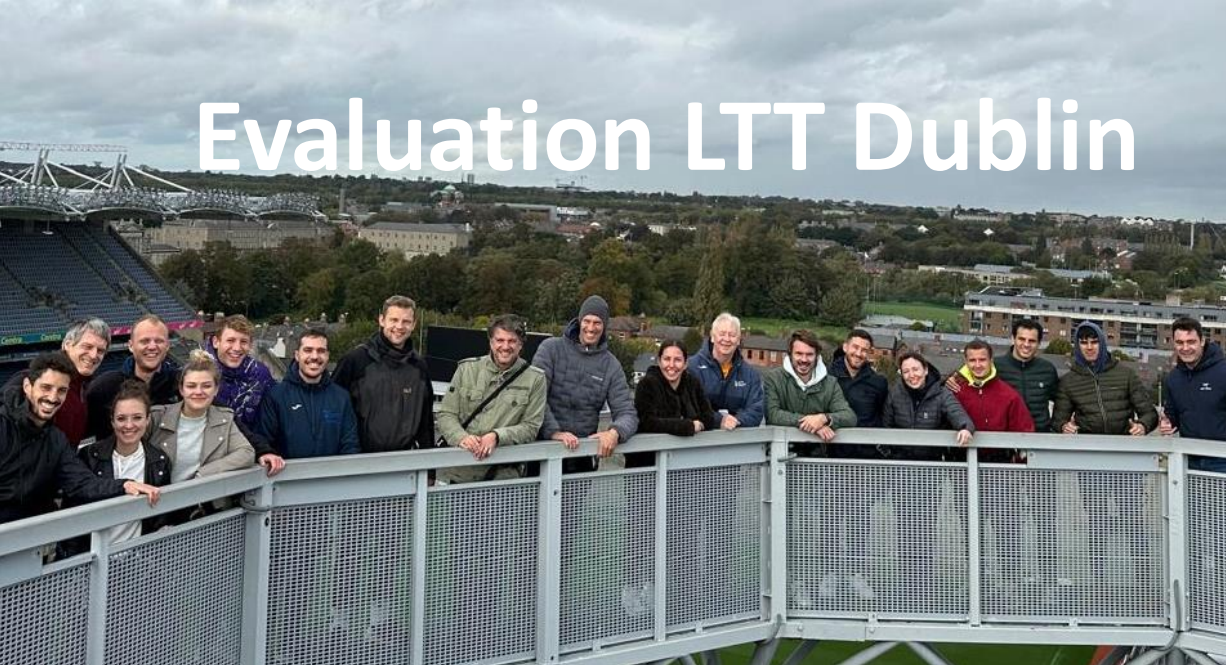
LTT EVENT IN DUBLIN

- **6 Youth Sport Coach-Educators** (5 males, 1 female; 43.50±11.98 years)
- **9 Youth Sport Coaches** (8 males, 1 female; 25.22±6.85 years)
- 15 LTT evaluation forms
- 124 teaching unit evaluation forms

LTT EVENT IN LUXEMBOURG

- **4 Early Childhood Educator-Developers** (3 males, 1 female; 48.75±7.63 years)
- **12 Early Childhood Educators** (3 males, 9 females; 27.67±7.48 years)
- 16 LTT evaluation forms
- 83 teaching unit evaluation forms

Evaluation LTT Dublin



Evaluation LTT Dublin

- Most of the Youth Sport Coach-Educators and Youth Sport Coaches agreed that the LTT event was well designed and logically structured
- They were satisfied with the various elements of the teaching units
- The overall satisfaction with all teaching units was high

They enjoyed participating in this LTT event and they would recommend it to other Youth Sport Coaches

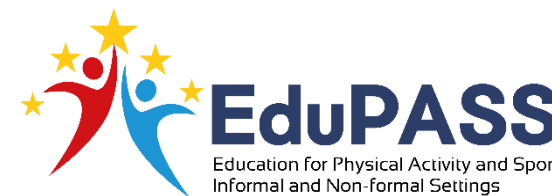
Evaluation LTT Dublin: Strengths

- **High-quality organization:** All participants praised the well-structured and logically organized nature of the event
- **Hands-on teaching and practical experiences:** The event emphasized the importance of practical learning
- **Adequate mix of theory and practice:** The event balanced theoretical sessions with practical experiences, ensuring a comprehensive learning experience for the participants
- **Positive interactions between Youth Sport Coaches and Youth Sport Coach-Educators:** The event fostered a supportive and collaborative environment where Youth Sport Coaches and Youth Sport Coach-Educators could engage with each other and learn from one another

Evaluation LTT Dublin: Strengths

- **Well-designed teaching units:** The teaching units were praised for their clarity, relevance, and effectiveness in addressing the learning outcomes
- **Debriefing and reflection opportunities:** The event provided opportunities for Youth Sport Coaches to reflect on their experiences and learn from their successes and challenges
- **The 10 principles of I Coach Kids Pledge and the game “Snakes and ladders”** are useful additions to the teaching units

Evaluation LTT Dublin: Development opportunities



- Teaching units could benefit from further attention and improvement during development and finalization
- Inclusion of more insights into methods used in different countries and the potential application of lessons learned in a variety of real-life contexts
- More practical sessions and more critical feedback following these sessions
- **More materials** (e.g., slides, references, notes, handouts, etc.) and resources shared during the event would be beneficial
- Teaching units do not present similar topics and information, to avoid repetitions
- **More constructive and critical feedback and Informal opportunities for reflection**

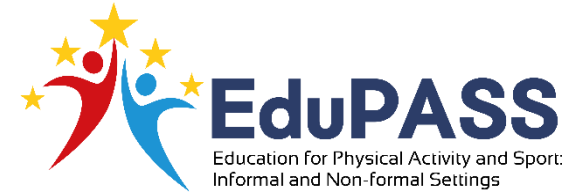




Evaluation LTT Luxembourg: Strengths **EduPASS** Education for Physical Activity and Sport: Informal and Non-formal Settings

- Early Childhood Educator-Developers and Early Childhood Educators generally agreed that the event was well-structured and presented content effectively ...
- ... however, there were notable differences in their evaluations
- Participants appreciated the **combination of theoretical and practical sessions**, the international exchange, and the usefulness of the EduPASS resources
- Early Childhood Educator-Developers were particularly satisfied with the teaching units, finding the **content clear** and the **balance between theory and practice** appropriate

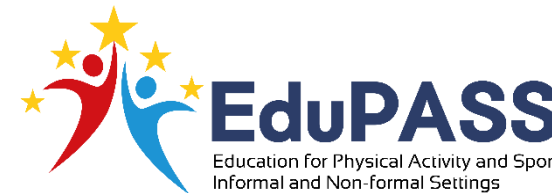
Evaluation LTT Luxembourg: Development opportunities



- Clearly communicate the main aim and expected outcomes of the LTT event to all participants
- Achieve a more adequate balance between practical and theoretical activities, with more hands-on sessions
- Provide more critical feedback and structured reflection moments, focusing on attitudes and value
- Improve the transparency of the agenda and expected outcome
- Enhance the quality and diversity of learning materials and teaching methods



Differences between Early Childhood Educator-Developers and Early Childhood Educators



- Early Childhood Educator-Developers generally had a more positive evaluation of the event and teaching units
- Early Childhood Educators expressed concerns about the balance between theory and practice, learning materials, motivation to learn, and overall knowledge gained

These differences underscore the importance of considering the perspectives of both groups to improve future events effectively



Transfer of LTT results to other training contexts



- **High-quality organization and structure**
- **From theory to practice**
 - Practical units to internalize the theory
- **Interactive exchange of experience and knowledge**
 - Also, internationally
- **Reflection and feedback**
 - Formal (Evaluation Tool)
 - Informal
 - Within the learning group

- **Materials and resources**
- **Objectives clearly and transparently stated**
- **More space for the exchange of learning experiences**
- **Incorporating the experiences of the participants**
- **Enable and reflect on your own practical experience**
- **Allow enough time for reflection (and completing the evaluation tool)**
- **Adequate differentiation of learning content**



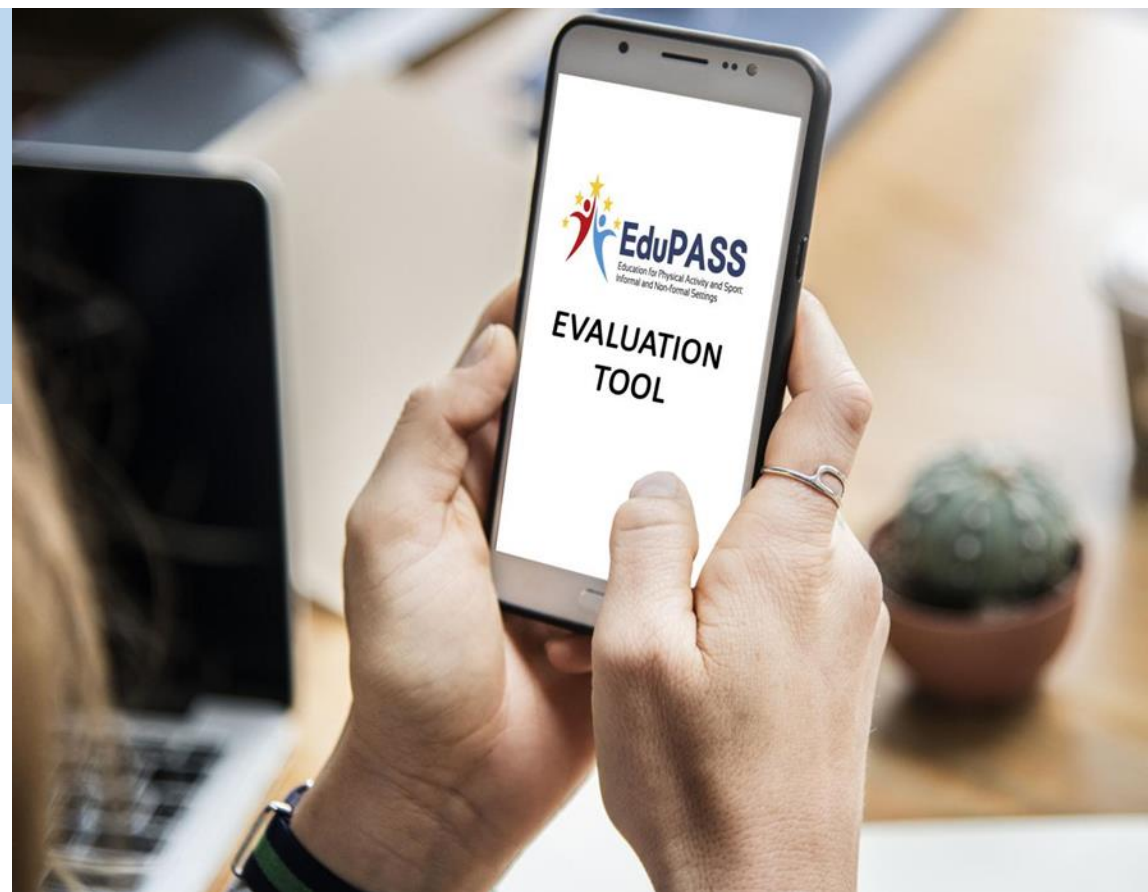
Final thoughts

- Overall, the teaching units were well-received, with a few identified areas for enhancement to:
 - Optimize the balance between theoretical and practical content
 - Provide more realistic and inclusive teaching experiences
 - Incorporate specific methodological strategies to improve future events
 - Provide more resources

Thank you for your attendance!

For more information, have a look at the
official EduPASS R6 and R7 Reports

<https://edupass-project.eu/>





- **Questions about the Evaluation Tool**
structure
development
- **Questions about the Evaluation Report**
structure
development

Discussion & Exchange – Prompts

- Which aspects, content of the EduPASS Evaluation Tool are already included in your evaluation in your country/context?
- Which EduPASS Evaluation Tool aspects, content are new and should be adopted?
- What specific ways and possibilities are there to incorporate and implement EduPASS Evaluation Tool aspects, content?
- What problems, issues might there be when trying to incorporate and implement EduPASS Evaluation Tool aspects, content?