


Course Guide for Exploitation

Running Multipler Workshops



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The background of the page features several thick, light blue, wavy lines that flow from the left side towards the right. These lines vary in thickness and curvature, creating a sense of movement and organic form. They are set against a plain white background.

If you are reading these lines you are most likely a language teacher/facilitator to a group of migrants and refugees living in your country. Your mission, to endow your learners with the language they need to seek employment and better integrate in your society, is a very challenging one! The European consortium, WeR1, created a series of materials to facilitate rapid language acquisition seeking to empower these vulnerable groups of people. Our materials are translated into Danish, Gaelic, Portuguese, and Czech languages, allowing for a faster integration of refugees and migrants in these countries, both in the labour market and in society.

Introduction of the Project

Background of the Project

Why is it a priority to teach the language of the host country to newly arrived migrants and refugees?

The role languages play in the context of mass movement of people and ideas across national, cultural and linguistic boundaries is unquestioned. Now, with millions of people forcibly displaced in the world, it is more important than ever. Language learning builds resilience, whether it is giving a voice to young people and adults; building social cohesion in host communities, or providing individuals with the skills they need to access work, services, education and information. According to Capstick & Delaney, 2016, the British Council supervised research with refugees shows that for children and young people attending schools or post-school education, and for educators in host communities handling influxes of refugee students, **quality language learning improves attainment and attendance** and builds **safer and more inclusive classrooms**. It also illustrates how creative approaches to language education can **support the development of life skills** and **help meet psycho-social needs** in adults. Below are key findings from the research:

“Every language used by the refugees helps them to build resilience at the individual, family and community levels. Both home language and their additional languages matter:

- Proficiency in additional languages provides new opportunities for education and employment;
- Proficiency in key languages gives people a voice to tell their story in various contexts;
- Language-learning can bolster social cohesion and intercultural understanding;
- Language-learning activities can be supportive interventions to address the effects of loss, displacement and trauma;
- Building the capacity of language teachers can strengthen the resilience of the formal and non-formal education systems in host communities.”

(Capstick & Delaney, 2016, p5)

Access to Education, Training and Employment

Assisting refugees and migrants afflicted by instability to develop competence in additional languages, namely the language of the host country, opens windows of possibility to a much wider range of employment and training opportunities: mastering the host country's language is a core skill that enables adults to enter specific professions or trades.

Therefore, host country's language acquisition and mastering is a **source of protection**, and the lack of it is a **marker of vulnerability**. "Bilingual or multilingual ability can improve livelihood opportunities and economic integration of refugees and people affected by instability" (Capstick & Delaney, 2016, p6). In these contexts, knowledge of language allows for refugee integration and protection since new social networks are forged with the host society as a whole resulting in greater social cohesion.

The WeR1 consortium has created this short and practical course guide to hopefully assist you, the language coach, in navigating through the tools produced with you and the language learners in mind. We aim to strengthen teachers in language centres, trainers in companies in finding new strategies to integrate migrants and refugees with limited numeracy and literacy levels. The consortium of European organizations has produced these materials and tools, to be used in the language classroom, based on CLIL (Content and Language Integrated Learning) and TBL (Task Based Learning) to teach vocational language skills, cultural understanding, and life skills to newly arrived people.

The materials serve as an addition to existing resources and other integration initiatives and seek to make a positive contribution to the integration process.

WeR1 Learner Profile

The target group of the WER1 project are refugees and migrants with limited literacy and numeracy skills. This group of people may find it difficult to adjust to a classroom environment, for reasons such as:

- Lack in experience with attending school;
- Lack of learning skills;
- Illiteracy/low literacy levels in their home country.

These factors may slow down learning of a second language. It is crucial that the language trainer is aware of his/ her audience in order to be able to facilitate learning sessions tailored to this specific group of learners. To cater for learners with lower literacy levels, it is important to use materials that are suitable for the target group. This includes using bigger letters, identical clear fonts, and many visual illustrations (symbols, images and/or videos).

Gombert (1994) reasoned that the more education one has, the easier it is to learn all aspects of a new language. The less education one has, the more difficult it is to profit from formal education, where organisation and thinking skills as well as school-based skills are needed to succeed.

Florez and Terrill's (2003) report on The Mainstream English Language Training (MELT) Australian project for Southeast Asian refugees in the early 80s, concluded that it takes from 500-1,000 hours of instruction for adults who are literate in their mother tongue but have no prior English instruction, to reach a level where they can function satisfactorily with limited social interaction in English.

A TEC report on ESOL gaps and priorities (TEC, 2008, p. 6) acknowledged in particular that 'learning progress for pre-literate learners is extremely slow. The report recognises that these learners' needs are complex and require specialist resources and teaching approaches that are culturally and socially appropriate. An ESOL teacher of refugees (Kaur, 2011) also confirms the slow rate of progress with non-literate learners when first starting their courses. She suggests that the slower rates of learning can be due to poor concentration and short-term memory. To best meet the learning needs of these individuals, she recommends that there should be no more than 10 learners in one class.

Once the program beneficiaries have been profiled, it is important for language trainers to be fully aware of the learners' needs and adjust performance expectations accordingly.

The way we present content and structure activities must always be based on the learners. For this to be done, we need to consider:

- Which skills do learners have? (*What can my learners already do?*);
- What knowledge do learners have? (*What have my learners already learnt?*) What is the group dynamic in the classroom? (*Do they work well together? Is there a risk of conflict between certain learners? etc*);

Teaching and Learning

Adult Learning Principles

According to Hiemstra & Sisco (1990) adult learners assume the control of their own educational process. According to the authors the following 13 ideas should be retained by experienced language facilitators of adult learners:

- 1) Adults stop participating when perceiving it is a waste of time;
- 2) Adult learners view their education as a supplementary activity - earning money and providing for their families takes priority;
- 3) Adult learners enrol in education due to an emergency or necessity;
- 4) Adult learners do not disclose their true motives for enrolling in a course;
- 5) Adult learners come to education to feel comfortable, to develop social network;
- 6) Adult learners are time constrained;
- 7) Adult learners like to be treated as mature people;
- 8) Adult learners appreciate the trainer's care and attention;
- 9) Adult learners desire confirmation they will succeed, they appreciate reward and encouragement;
- 10) Adult learners may be intensely keen on their own education process and can be impatient learners;
- 11) Adult learners have a wealth of experience to share;
- 12) Adult learners may be facing problems;
- 13) Adult learners need clear and well drafted lesson plans.

Obstacles in the educational process of adult learners: Adult learners face obstacles in learning. These obstacles may be related to poor organization of educational activities, they might arise from their social obligations and duties or they might involve internal barriers stemming from the personality of individuals which can be related to the individual's prior knowledge or due to psychological factors.

Efficacy of Learning Strategies for Language Instruction in Adult Basic Education

Creating great TEACHING and LEARNING environments.

Creating Great Teaching and Learning Environments

Why use CLIL as an Effective Teaching Methodology?

Our knowledge about the benefits of CLIL is rooted in second language acquisition research, which suggests:

- Creating classroom environments allowing for language learning in a real and natural environment;
- Clearly defined purpose for using the foreign language;
- Focusing on meaning rather than on form in language acquisition;
- Learners get more exposure to the target language (TL) (Dalton-Puffer, 2007; Dalton-Puffer & Schmit, 2007).

Research evidence from Krashen (1982), Lightbown & Spada (2006), and Swain (2000) offer reasons for integrating content and language, in language instruction using subjects and vocational topics. It is believed that the learner can more effectively acquire a foreign language in conditions which resemble the acquisition of the mother tongue. This takes place because:

- The focus of instruction is on meaning rather than on form;
- The language input is in accordance to the learners' level of competence, while opportunities for engaging in purposeful use of the target language in a learner-friendly setting are provided;
- There is a shift in terms of the focus of language instruction;
- The learners are given opportunities to engage in meaningful exposure and use of the target language through content instruction of their academic subject as part of CLIL (García, 2008; Naves, 2009);
- The target language becomes the medium of instruction and also of communication.

In order to make learning successful, a positive attitude to the target language on the part of the learner is essential. According to Hartiala (2000), CLIL programmes are considered to develop a more positive attitude towards foreign language acquisition. CLIL can, according to Marsh (2000), nurture “a feel-good attitude” among the students, regardless of how modest their attained proficiency levels are, it may positively affect the students' desire to learn and develop their language competence.

According to Wolff (2005), the development of reading skills comprehension purposes, the instruction of content, and the integration of these with other skillsets are considered very important. However, CLIL, in vocationally oriented language learning, facilitates access to vocation-specific foreign language terminology. This leads to easier comprehension of work-related tasks, increases learners' motivation, and prepares our target group for their new working environments in their host countries.

Why use TBL as an Effective Teaching Methodology

Task-based learning (TBL) is a well- established methodology which seeks to place the learner at the centre of the learning experience. Task-based learning is well suited to language learning as it allows teachers to create scenarios whereby learners are challenged to acquire language by participating in activity which is negotiated by verbal communication. Tasks can range from simple to complex, and can be used as part of language programmes/courses that cater for learners at the basic acquisition level, up to those aiming to achieve advanced competence. The role of the teacher during a TBL session is very different to that associated with 'traditional' teacher-centred approaches, where the teacher talks and the students are expected to listen. During TBL lessons the teacher is a facilitator who will introduce the task, explain its rationale, and highlight the benefits students should expect to gain from participating.

While students are engaged in the task, the teacher makes themselves available as a language expert, assisting with communication where necessary, coaching the learners through the tasks, and noting areas of language use where they need to provide constructive feedback to the learners. The teacher who introduces the task need not necessarily be the person who designed the task, well- articulated task design is very transferable. The task designer should take note of established best practice when planning a new task. TBL lessons are often divided into three phases:

- A Pre-task, or preparatory phase;
- A Task, or activity phase;
- Post-Task, or review phase (see Willis, 1996).

Within these phases, there is a series of additional considerations which the task designer must address, relating to the nature of the challenge presented and learner-learner/teacher-learner interaction.

Ellis (2003, 2) has devised a list of six key considerations which should be borne in mind when designing tasks, namely:

- The scope of a task;
- The perspective from which a task is viewed;
- The authenticity of a task;
- The linguistic skills required to perform a task;
- The psychological processes involved in task performance;
- The outcome of a task.

Following this checklist should enable the task designer to place themselves in the learner's shoes, and empower both learners and teachers to be active participants in a dynamic process whereby language is not merely transacted, but acquired and constructed in a meaningful and, hopefully, enjoyable way.

Enhancing Instruction Through the Usage of Multimodal Resources

A multimodal approach in the classroom can be a source of creativity for both teachers and students. It draws upon available visual, audio and kinaesthetic modes and does not necessarily rely on technology. Underlying a multimodal approach are modes, which are visual, audio, text or speech, and movement channels used in a classical classroom situation.

In the last few decades, the most noticeable shift has been from page to screen, for example from chalk to PowerPoint, greatly influencing design and selection of resources. Research has documented changes in school textbooks (Kress, 2010), and evidence shows how images in 1930s textbooks were used to supplement the text, while today 'image' is the 'carrier' of meaning. These changes occurred without strong influences from digital technologies whereas today's scenario is marked by multimedia images.

In this era of digital 'literacy' the priority is that students learn through the use of different modes of communication so that they develop and use multimodal texts, Power Point presentations, web pages, videos, debates through social networks such as Facebook, etc.

The era 2.0 offers multiple possibilities that enrich the teaching-learning process because it allows that students write and read in virtual environments and add videos and photographs in the development of their skills. In addition, students are able to analyse, deconstruct and design multimodal texts, which contribute to the development of critical thinking and to the acquisition of social competences such as leadership, conflict solving and cooperation. (Lirola, 2016)

Investments and technological resources however require careful re-thinking of the learning process, which is still based on the traditional view of literacy centred on oral and written language. (Jewitt, 2006). Crucial to an understanding of multimodal studies is interaction not only between teachers and students but also with input materials, the classroom environment and external and abstract factors such as students' cultural background, identity, and relationships with the external world.

Nevertheless, according to Kupetz (2011), a sequential, multimodal approach is useful in revealing the subtle resources students deploy to construct meaning, in collaboration with the teacher and fellow students, in the course of an 'explaining'. It is the cooperation between all participants which helps students to accomplish the activity, where language and content problems are displayed through pauses, facial expression, pointing, and gesture, and resolved by fellow students through prompts and additional comments.

Taking such findings into account, CLIL teachers should be encouraged to create opportunities for students to make use of various semiotic resources, allowing for the explainer and for the class to collaboratively negotiate subject-related content as well as linguistic form.

Efficacy Skills in the Context of Adult Education

Mocker and Noble (cited in: Jarvis, 2004, p. 255-256) present the following 24 skills that adult educators should have:

- 1) Communicate effectively with learners;
- 2) Develop effective working relationships with them;
- 3) Strengthen their positive moods;
- 4) Create a climate that encourages learner's participation;
- 5) Create mutual respect foundations;
- 6) Adjust learning style to learner's abilities;
- 7) Adapt teaching to the characteristics of each one member of a group of learners;
- 8) Understand the difference between children's education and adult education;

- 9) Organize teaching conditions that gain the confidence of learners;
- 10) Reinforce the learner's interest in educational activities;
- 11) Adapt training to learners' changing needs;
- 12) Configure venues so as to create a comfortable learning environment;
- 13) Recognize the development potential of learners;
- 14) Adapt learning at learner's level;
- 15) Summarize the key points of each course;
- 16) Participate in self-evaluation procedures about the effectiveness of their work;
- 17) Give learners constant feedback on their progress;
- 18) Focus on areas that are crucial for learners;
- 19) Coordinate and supervise educational activities;
- 20) Apply adult learner's principles;
- 21) Encourage students to innovate and experiment;
- 22) Motivate learners to study in their own independent way;
- 23) Utilize knowledge and educational materials that other trainers have created;
- 24) Link the learning process with learners' experiences.

Facilitating Effective Workshops For Material Exploitation

Effective Teaching Strategies – The Adult Trainer As A Motivator

Nowadays teachers aren't perceived as the "*sage on the stage*" and are more like "*the guide on the side*". The majority of the adult learner theories point out the importance of the exploitation of adult learners' experience: they suggest methodologies that require the active participation of adult learners in all stages of the learning process, perceiving the **adult trainers** mostly as **motivators and coordinators** rather than persons who just transfer knowledge and values. Adult educators who are seeking to foster transformative learning within their classes create a climate that supports transformative learning and employ activities that promote student autonomy, participation, and collaboration. These educators focus on knowing students and the types of learning activities that most appeal to them.

The Adult Learners

Implications for the teachers/facilitators

Are Autonomous and self-directed.

- Involve participants;
- Serve as facilitator;
- Determine interests of learners;
- Actively involve participants;
- Serve as their facilitator, rather than teacher;
- Find out what the participants want to learn before designing the training.

Have a foundation of life experiences and knowledge.

- Recognize expertise of participants;
- Encourage participants to share their experiences and knowledge;
- Recognize the value of experiences and knowledge participants bring to the training;
- Encourage participants to draw on their experiences and knowledge.

Are goal-oriented.

- Be organized;
- Have clear objectives;
- Have clearly defined goals, objectives, and agenda for the training;
- Early in the training, show participants how it will help them achieve their goals.

Are relevancy-oriented.

- Relate to training activities;
- Make sure participants see the relevance of the training, as well as individual activities and topics. (This relates to having clearly defined objectives that are stated early in the training).

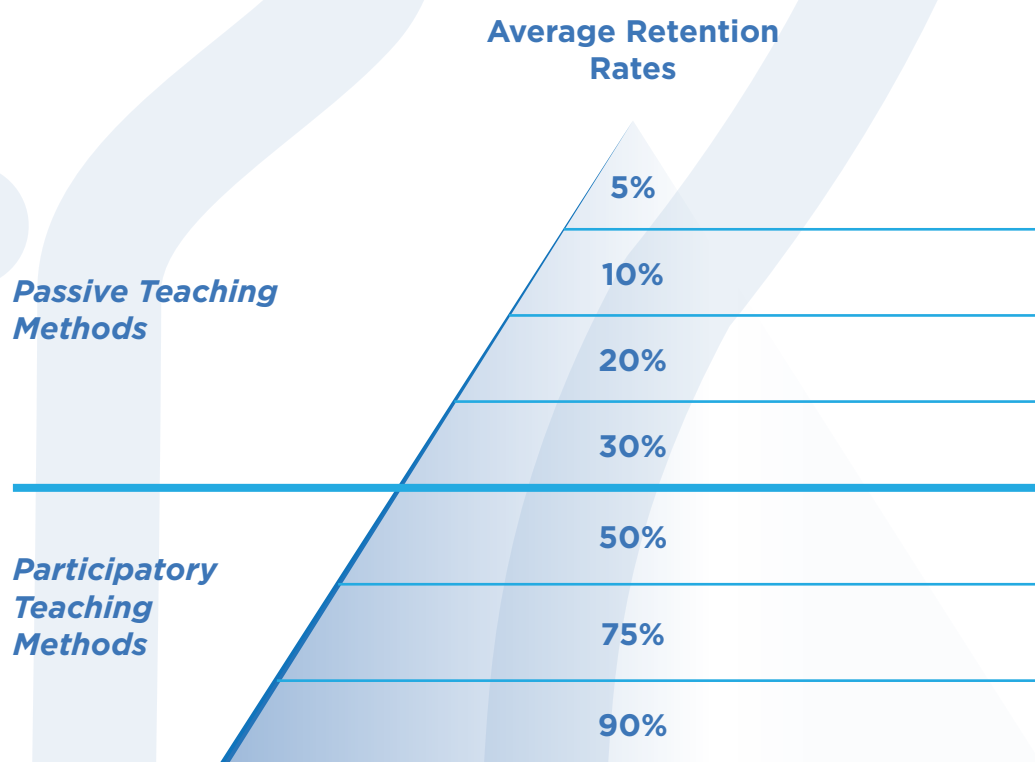
Are practical

- Learning is not a spectator sport;
- The more actively engaged the learner is, the more learning takes place;
- Different instructional methodologies have greater rates of retention;
- Implement active learning strategies in your trainings. The more actively engaged the learners are, the more learning takes place.

Need to be shown respect.

- Acknowledge the wealth of knowledge and experiences the participants bring to the training;
- Make sure to recognize participants' knowledge, and treat them like equals.

Different instructional methods have greater rates of retention as we can observe in the pyramid below:



*Adapted from National Training Laboratories. Bethel, Maine

The use of World Café Methodology in Workshop Facilitation

The world café methodology was elected as one of the strategies in WeR1 workshops facilitation in order to encourage learning and sharing in the group, and to gather ideas about the most effective ways to teach a foreign language to people with low literacy skills so that they can quickly integrate in the labour market of host countries.

The world café methodology allows for the discussion of topics in small groups, move around and connect their conversations. World Cafés can be used to generate energy, ideas and discussion around language learning for groups of migrant and refugees with low levels of literacy.

Materials: Tables, chairs, flipcharts, pens.

Preparation: The room should be set up like a café with different tables and chairs around each table. Providing refreshment can also help to create a good atmosphere for sharing.

Implementation steps:

- 1. Introduce the process to the participants:** “We will shortly place a different question in the centre of each table. You will be invited to sit at a table where you will be invited to discuss the topic in question with other workshop participants for 20 minutes. Each table will have a note-taker who will capture the key points from the conversation. After 20 minutes everyone, except the note taker, will be asked to move to a different table. You will have the opportunity to visit three tables. At the end we will hear from the note-takers about the key points raised”;
- 2. Divide the workshop participants among the 3 tables:**

1

QUESTION:

Can you list the **FIVE** main hurdles to **TEACHING** a foreign language to people with low literacy skills?

2

QUESTION:

Can you list at least **FIVE EFFECTIVE** teaching strategies that could be used with this type of learner? Can you list **FIVE INEFFECTIVE** teaching strategies that should not be used with this type of learner?

3

QUESTION:

Can you list **Multimodal resources** that could enhance instruction and contribute to knowledge retention?

3. “Now identify someone who is prepared to act as a note-taker for each of the questions. This could either be a participant or a member of your group or organisation. The role of the note-taker is to capture key discussion points. The note-taker does not change tables. After each round they should give the new group a quick summary of the previous conversations before inviting them to continue the conversation”;
4. At the end of the World Café it’s usually a good idea to have a short break which will allow the note-takers to prepare a 5- minute presentation on the outcomes of the conversation at their table;
5. Invite the note-taker to deliver a brief presentation of the discussions and invite comments from the group. Remember the group should not seek to achieve consensus (everyone agreeing the same thing), different perspectives should be acknowledged;

Debrief:

- Were there any similarities, differences or common themes between groups?;
- Is there any outstanding issues the group feel they would like to discuss in more detail before moving forward?

Task Based Learning hands on Approach to ILearning: doing a survey in Portuguese by A1 Level Students (Appendix I)

TBL in short: Task-based language learning is a sub category of communicative language teaching; it is focused on a pragmatic meaning, has some kind of “gap” to be filled in; the learners choose the linguistic resource they prefer to complete the task and the outcome is clearly non-linguistic.

TBL outline:

Pre-task: the language facilitator announces the task. It is possible for the facilitator to provide students with the vocabulary and grammar constructs needed to complete the task. They can also prime them with a role play of the task, audio or video demonstrating the task.

During the **task phase** the teacher acts as guide on the side, observing and offering instruction as needed, making the whole lesson student centred. There are three types of tasks focused on a pragmatic gap to be filled: information-gap; reasoning-gap; opinion -gap.

Review: once the task is completed and if there are tangible outputs (a video, a role play, a presentation) the language facilitator should encourage peer review for constructive feedback.

Activity Debrief

4

The workshop facilitator now asks the participants to share in small groups their reaction to doing a Survey in Portuguese. Their reaction to the tasks asked of them.

Their perception on the advantages and disadvantages of the methodology used.

WeR1 Lesson Plan (Task-based learning)

Theme	Personal Introductions
Topic	Personal information obtained through a Survey
Learner Level	A1
Rationale	This lesson aims at facilitating the language necessary to introduce oneself in the host country's language. The task based learning planned for this introductory lessons aims at enhancing class/group dynamics having students actively seeking to get to know each other.

Intended Learning Outcomes

At the end of this lesson learners will have:

- Learned vocabulary necessary to introduce themselves;
- Learned how to ask questions in order to collect information;
- Learned how to use target phrases to seek information, etc.

Materials to be Used

During the lesson the class will participate in a series of activities that are designed to facilitate the learning process. These activities will be supported by the following materials:

- Lesson plan;
- Vocabulary handout;
- Task handout;
- A smart phone to register the dialogues.

Methodology

Pre-task:

Prepare the learners for the lesson by reading out loud the dialogue between 2 people. (Handout 1) in Appendix 1 of the Course Guide.

Ask learners to practice the dialogue in pairs.

Task 1:

Split the class into groups of two (interviewer and interviewee) and ask the pairs to create a dialogue in order to fill-in a survey. The dialogue should include:

- Polite greeting;
- Questions to collect information regarding;
- Name/Nationality/Age/ Address/ Marital Status/Number;
- Siblings/ Favourite Colour;

Task 2:

Students are encouraged to introduce one of the colleagues to the whole class based on the information collected through the survey.

The teacher will support the learners during the task by walking around the class, offering assistance for language production and completion of task, keep track of progress, noting any general or learner-specific problems or successes.

Learners will record their dialogue which will be played for the class at the end of the lesson.

Post-task review:

The teacher will provide an analysis of the task to the learners by highlighting examples of good use of language, adherence to the instructions given, noting any problem areas and suggesting how these may be improved upon.

Evaluation

Following the lesson, the teacher may use this space to reflect upon how the lesson went and note any modifications to the learning materials or methodology that should be made in order to achieve better outcomes the next time it is run. The teacher assesses the extent to which the learning outcomes were achieved and considers how progress may be built upon.

Delivering a WeR1 lesson: a Step by Step Approach

Delivering a WeR1 lesson – Step by Step Approach to One of the Lessons out of the Toolkit

Once the facilitator has ended the experiential module of the workshop, it is now time to lead the participants to experience one of the lessons part of our IO2. If there is access to computers and the Internet, the facilitator shares the WeR1 website link and does an expository type presentation of one of the lessons contained in the toolkit through a step by step approach to the lesson introducing the lesson's:

- Intended Learning outcomes;
- Materials to be used;
- Methodology;
- Post task review;
- Evaluation.

At the end of the presentation the facilitator makes himself available to answer any questions the workshop attendees may have regarding the lesson.

Non-digital access to the toolkit:

In case there is no access to the Internet and to computers the workshop facilitator needs to ensure he/she has enough copies of the materials to be used in the lesson to be distributed amongst the attendees. He /she then leads the participants through the different stages of the chosen lesson.

Below is an example of a lesson extracted from the IO2- Toolkit:

WeR1 Lesson Plan (Task-based learning)

Theme	Auto Industry
Topic	What to Visit
Learner Level	A2-B1
Rationale	This lesson can be helpful to learners aiming to work in the transportation industry, such as taxi or bus drivers. The lesson will prepare them to converse with passengers and give directions and suggestions for sights to visit or how to arrive at a final destination.

Intended Learning Outcomes

At the end of this lesson learners will have:

- Learned vocabulary necessary to introduce passengers;
- Learned how to give directions to passengers wishing to visit the area;
- Learned how to use polite phrases, etc.

Materials to be Used

During the lesson the class will participate in a series of activities that are designed to facilitate the learning process. These activities will be supported by the following materials:

- Lesson plan;
- Task handout.

Methodology

Pre-task:

Prepare the learners for the lesson by reading out loud the dialogue between 2 people.

Ask learners to practice the dialogue in pairs.

Task:

Split the class into groups and ask them to create a dialogue between a driver (bus or taxi) and a passenger (tourist). The dialogue should include:

- Polite greetings;
- At least one suggestion to an attraction/restaurant/bar in the area to visit;
- Directions on how to get there from their current location (i.e. the language school).

The teacher will support the learners during the task by walking around the class, offering assistance for language production and completion of task, keep track of progress, noting any general or learner-specific problems or successes.

Learners will record their dialogue and will be played for the class at the end of the lesson.

Post-task review:

The teacher will provide an analysis of the task to the learners by highlighting examples of good use of language, adherence to the instructions given, noting any problem areas and suggesting how these may be improved upon.

Evaluation

Following the lesson, the teacher may use this space to reflect upon how the lesson went and note any modifications to the learning materials or methodology that should be made in order to achieve better outcomes the next time it is run. The teacher assesses the extent to which the learning outcomes were achieved and considers how progress may be built upon.

Course Evaluation Forms

End users feedback on the workshop (Appendix II)

1) What is your overall assessment of the event? (1 = insufficient - 5 = excellent)

1 2 3 4 5

2) Which topics or aspects of the workshop did you find most interesting or useful?

- _____
- _____
- _____
- _____

3) Did the workshop achieve the programme objectives?

Yes No

If not, please justify your answer.

4) Knowledge and information gained from participation at this event?

Met your expectations Yes No Somehow

Will be useful/applicable in my work Definitely Mostly Somehow Not at all

5) How do you think the workshop could have been made more effective?

6) Please comment on the organization of the event (from 1 = insufficient to 5= excellent)

1

2

3

4

5

Further comments or suggestions



Funded by the
Erasmus+ Programme
of the European Union