

Agreement number: 2018-1-NL01-KA202-038887
EKFI – Exchange Knowledge for Future Innovation

EKFI project Assessment Form Proposal

1.1 Educational material specifications

The specifications for the creation of the educational material according to which it will be evaluated, subsequently belong to the following interrelated areas:

1. Content
2. Teaching and pedagogical adequacy
3. User interaction
4. Structure - Organization
5. Aesthetics

Table 1.

Related to 1. Content:

The content should:

- not contain scientific inaccuracies
- biased or unsubstantiated views on events and situations should be avoided
- information should not be presented unevenly or selectively
- it should present possible scientific views clearly and objectively
- the way the data is structured and organized should be visible and be assimilated by trainees
- contain internal links where necessary to link the concepts to those found in different sections of the educational material
- include enriched and relevant content modules with useful information for trainees

Related to 2. Teaching and pedagogical adequacy

- **Setting - achieving goals:**
 - o the purpose and objectives to be delivered after the use of the educational material should be indicated;

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- Prerequisite knowledge and skills for the effective use of educational material should be mentioned.
 - Where appropriate, additional teaching material such as appropriate books, addresses on the web of information should be proposed.
 - the average time required for training should be specified for each module of training material.
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- **Learning process:** the learner should be enabled to participate actively. The educational material should motivate, stimulate, and encourage an energetic, collaborative, exploratory, and creative approach to knowledge.
 - **Language - terminology:** texts must be legible and written in everyday language, understandable by the use of fonts, colors, and symbols. The vocabulary should be rich and homogeneous. Syntactic and grammatical consistency should be avoided, and long sentences avoided. Extensive use of technical terminology should also be avoided. Finally, technical terms should not be used without being explained.
 - **Assessment:** the educational material should offer a variety of assessment and self-assessment procedures. Evaluation procedures should be defined by the educational objectives and the learning process.

Related to 3. User interaction

- **Interaction:** the interaction should be at least multilevel. In any case, the level of interaction should be higher than a mere reading.
- Checking information on the amount of information: the learner should be able to control its flow.
- **Multimedia use:** there must be complementarity, coherence, synchronization, and balance between the various means of presenting the information. In the process of enhancing learning, qualitative rather than quantitative use of graphics should be sought, with particular attention to the aesthetic integrity of the material provided.
- **Questions - answers:** the learner must understand how each item will be answered. There should be no ambiguities or doubts. The instructions for the answers must be clear and complete.

Related to 4. Structure - Organization

- **Approach to learning material:** teaching material should be organized into modules through which the learning objectives are gradually approached and achieved.
- **Structure:** the design of the teaching material must be modular so that each section implements a specific unit, and the learner can move forward with ease. It is also useful to have a content map in the educational material.

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- **Help:** the help provided should guide the user on the path through the training material and be complementary to the actions the user performs. In addition, there should be a dictionary of terms and names
- **Only present relevant information:** The trainee should not be presented with a bunch of pictures, diagrams, etc. through which he should discover the information he needs. The information should therefore, be the most necessary and relevant to each activity. In addition, the font size should be specific to make it easy to read.

Related to 5. Aesthetics

- The placement of symbols, icons, tables, and drawings should be uniform. Place the elements in the text in such a way that they are not cut or distorted.
- The design level should be of high quality and in accordance with the age of the trainees. Have a rhythm (repetition of an element), balance (the elements are positioned to give the impression of stability, proportion to the size of the element's relationship, emphasize an element when needed (by changing color or size) harmony is achieved when the elements of a message work together giving the impression that they belong to a single whole.

1.2 Scoring rubric

A scoring rubric is an attempt to communicate expectations of quality around a task. In many cases, scoring rubrics are used to delineate consistent criteria for grading. A scoring rubric can also provide a basis for self-evaluation, reflection, and peer review. It is aimed at accurate and fair assessment, fostering understanding, and indicating a way to proceed with subsequent learning/teaching. A rubric is a tool also used in the process of assessing student work that usually includes Popham's (1997) three essential features: evaluative criteria, quality definitions for those criteria at particular levels and a scoring strategy

2. Methodology for the Evaluation of Educational Materials

2.1 Overview of the process

The following are the axes and criteria that will be used to evaluate the educational material:

Content Rating Axes	List of Evaluation Criteria
1. The content	<ul style="list-style-type: none"> - <i>Does the content serve educational purposes?</i> - <i>To what extent are the knowledge and skills acquired linked to the needs of the educational process?</i> - <i>Is the content meaningful and interesting?</i> - <i>Are there deepening exercises to meet all the needs of the trainees?</i>
2. The language	<ul style="list-style-type: none"> - <i>Is the language of the text understandable?</i>

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	<ul style="list-style-type: none"> - Does the terminology correspond to the established terminology for the relevant field of science?
3. Structure - Organization	<ul style="list-style-type: none"> - Is the teaching material organized and structured into modules, through which the educational goals are gradually approached and achieved? - Are the modules graded and coherent? - Does the reference to the beginning of the chapter apply: Content titles - brief introduction - goals and expected results? - End of chapter includes: Questions - Activities - Topics for discussion - Summary / Summary - Glossary - Terms Index; - Is there a bibliography according to international standards?
4. Aesthetics	<ul style="list-style-type: none"> - Is the material release aesthetically attractive? - Have the principles of design for educational material such as rhythm, balance, proportion, variety, emphasis, harmony, etc. been applied? - Is the presentation of symbols, icons, tables, and drawings uniform? - Is the font easy to read, especially if it is targeted to a target population with special needs?
5. Illustration material	<ul style="list-style-type: none"> - Proper correlation of text with visual material - Facilitating learning from visual material

2.2. Evaluation of the learning/research material

For evaluating the educational material, a rubric was created with 17 criteria divided into 5 thematic categories.

Content Rating Axes		Evaluation Criteria				
		<i>Poor</i> (1)	<i>Fair</i> (2)	<i>Satisfactory</i> (3)	<i>Good</i> (4)	<i>Excellent</i> (5)
The content	<i>Does the content serve educational purposes?</i>					
	<i>To what extent are the knowledge and skills acquired linked to the needs of the educational process?</i>					

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	<i>Is the content meaningful and interesting?</i>					
	<i>Are there deepening exercises to meet all the needs of the trainees?</i>					
The language	<i>Is the language of the text understandable?</i>					
	<i>Does the terminology correspond to the established terminology for the relevant field of science?</i>					
Structure - Organization	<i>Is the teaching material organized and structured into modules, through which the educational goals are gradually approached and achieved?</i>					
	<i>Are the modules graded and coherent?</i>					
	<i>Does the reference to the beginning of the chapter apply: Content titles - brief introduction - goals and expected results?</i>					
	<i>End of chapter includes: Questions - Activities - Topics for discussion - Summary / Summary - Glossary - Terms Index;</i>					
	<i>Is there a bibliography according to international standards</i>					
Aesthetics	<i>Is the material release aesthetically attractive?</i>					
	<i>Have the principles of design for educational material such as rhythm, balance, proportion, variety, emphasis, harmony, etc. been applied?</i>					

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	<i>Is the presentation of symbols, icons, tables, and drawings uniform?</i>					
	<i>Is the font easy to read, especially if it is targeted to a target population with special needs?</i>					
Illustration material	<i>Proper correlation of text with visual material</i>					
	<i>Facilitating learning from visual material</i>					

A policy of categorical marking was adopted resulting to the following grade levels:

0 – 20 %	Poor
21 – 40 %	Fair
41 – 60 %	Satisfactory
61 – 80 %	Good
81 – 100 %	Excellent

Following are the results of the implementation of the evaluation axes and criteria for the educational material produced in the Thrive program (<https://www.thriveproject.eu/output-learning-material.html>).

The rubric was applied to the following educational material:

- Thrive Module 1 - Starters / Young Entrepreneurs (Student's manual) https://www.thriveproject.eu/images/outputs/EN-O3-module1-student_manual_complete_version.pdf

Content Rating Axes	Evaluation Criteria	Evaluation Criteria				
		<i>Poor (1)</i>	<i>Fair (2)</i>	<i>Satisfactory (3)</i>	<i>Good (4)</i>	<i>Excellent (5)</i>
The content	<i>Does the content serve educational purposes?</i>				X	
	<i>To what extent are the knowledge and skills acquired linked to the needs of the educational process?</i>			X		

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	<i>Is the content meaningful and interesting?</i>				X	
	<i>Are there deepening exercises to meet all the needs of the trainees?</i>			X		
The language	<i>Is the language of the text understandable?</i>					X
	<i>Does the terminology correspond to the established terminology for the relevant field of science?</i>				X	
Structure - Organization	<i>Is the teaching material organized and structured into modules, through which the educational goals are gradually approached and achieved?</i>					X
	<i>Are the modules graded and coherent?</i>					X
	<i>Does the reference to the beginning of the chapter apply: Content titles - brief introduction - goals and expected results?</i>					X
	<i>End of chapter includes: Questions - Activities - Topics for discussion - Summary / Summary - Glossary - Terms Index;</i>		X			
	<i>Is there a bibliography according to international standards</i>			X		
Aesthetics	<i>Is the material release aesthetically attractive?</i>				X	
	<i>Have the principles of design for educational material such as rhythm, balance, proportion, variety, emphasis, harmony, etc. been applied?</i>			X		

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	<i>Is the presentation of symbols, icons, tables, and drawings uniform?</i>				X	
	<i>Is the font easy to read, especially if it is targeted to a target population with special needs?</i>			X		
Illustration material	<i>Proper correlation of text with visual material</i>				X	
	<i>Facilitating learning from visual material</i>			X		

The overall score of the rubric is 75/100 (Good)

- Thrive Module 2 – Employees in companies with growth potential or growth ambition (Students’s manual)
https://www.thriveproject.eu/images/outputs/stud_mat_04_d/en-o4-module2-student_manual_complete_version.pdf

Content Rating Axes	Evaluation Criteria	Evaluation Criteria				
		<i>Poor (1)</i>	<i>Fair (2)</i>	<i>Satisfactory (3)</i>	<i>Good (4)</i>	<i>Excellent (5)</i>
The content	<i>Does the content serve educational purposes?</i>				X	
	<i>To what extent are the knowledge and skills acquired linked to the needs of the educational process?</i>			X		
	<i>Is the content meaningful and interesting?</i>					X
	<i>Are there deepening exercises to meet all the needs of the trainees?</i>				X	
The language	<i>Is the language of the text understandable?</i>					X
	<i>Does the terminology correspond to the established terminology for the relevant field of science?</i>				X	

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Structure - Organization	<i>Is the teaching material organized and structured into modules, through which the educational goals are gradually approached and achieved?</i>				X	
	<i>Are the modules graded and coherent?</i>				X	
	<i>Does the reference to the beginning of the chapter apply: Content titles - brief introduction - goals and expected results?</i>			X		
	<i>End of chapter includes: Questions - Activities - Topics for discussion - Summary / Summary - Glossary - Terms Index;</i>			X		
	<i>Is there a bibliography according to international standards</i>	X				
Aesthetics	<i>Is the material release aesthetically attractive?</i>				X	
	<i>Have the principles of design for educational material such as rhythm, balance, proportion, variety, emphasis, harmony, etc. been applied?</i>				X	
	<i>Is the presentation of symbols, icons, tables, and drawings uniform?</i>				X	
	<i>Is the font easy to read, especially if it is targeted to a target population with special needs?</i>			X		
Illustration material	<i>Proper correlation of text with visual material</i>				X	
	<i>Facilitating learning from visual material</i>					X

The overall score of the rubric is 85/100 (Excellent)

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- Thrive Module 3 – Female Entrepreneurship (Student’s manual)
https://www.thriveproject.eu/images/outputs/stud_mat_fem_entre/EN-O5-module3-student_manual_complete_version.pdf

Content Rating Axes	Evaluation Criteria	Evaluation Criteria				
		Poor (1)	Fair (2)	Satisfactory (3)	Good (4)	Excellent (5)
The content	<i>Does the content serve educational purposes?</i>				X	
	<i>To what extent are the knowledge and skills acquired linked to the needs of the educational process?</i>			X		
	<i>Is the content meaningful and interesting?</i>				X	
	<i>Are there deepening exercises to meet all the needs of the trainees?</i>			X		
The language	<i>Is the language of the text understandable?</i>				X	
	<i>Does the terminology correspond to the established terminology for the relevant field of science?</i>				X	
Structure - Organization	<i>Is the teaching material organized and structured into modules, through which the educational goals are gradually approached and achieved?</i>				X	
	<i>Are the modules graded and coherent?</i>				X	
	<i>Does the reference to the beginning of the chapter apply: Content titles - brief introduction - goals and expected results?</i>					X

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	<i>End of chapter includes: Questions - Activities - Topics for discussion - Summary / Summary - Glossary - Terms Index;</i>		X			
	<i>Is there a bibliography according to international standards</i>				X	
Aesthetics	<i>Is the material release aesthetically attractive?</i>				X	
	<i>Have the principles of design for educational material such as rhythm, balance, proportion, variety, emphasis, harmony, etc. been applied?</i>				X	
	<i>Is the presentation of symbols, icons, tables, and drawings uniform?</i>				X	
	<i>Is the font easy to read, especially if it is targeted to a target population with special needs?</i>			X		
Illustration material	<i>Proper correlation of text with visual material</i>				X	
	<i>Facilitating learning from visual material</i>					X

The overall score of the rubric is 65/100 (Good)