

## EVALUATION REPORT

### of Workshop no. 2/2005 CHAGAL-SET UP (CONTENT)

#### 1. INTRODUCTION

This report presents the evaluation of the content of **Workshop no. 2/2005 CHAGAL-SET UP** of the training, held on 21-23 April, 2005 at the European Center for Modern languages in Graz, Austria within the framework of the second midium - term programme of ECML. The workshop was organized and facilitated by the Chagal Set up team including Grete Kernegger (AT) – coordinator, Imke Mohr (AT) – consultant, Mee Foong Lee (UK), Kees Smit (NL) , Roland Forster (D), Penka Taneva – Kafelova (BG). The seminar was attended by 23 participants from 20 countries.

The evaluation is based on the evaluation sheets filled by participants at the end of the workshop.

The evaluation is carried out using a 5-grade scale (1= very poor; 2= poor; 3= sufficient; 4= good; 5= very good). The means for the evaluated elements as well as the frequency distribution are calculated and presented in pie charts for questions 1, 2 and 4. Questions 5 through 9 are open. All comments provided by the participants are included and grouped accordingly (those provided in German are translated into English).

#### 2. SUMMARY OF THE EVALUATION RESULTS

**The overall rating of the workshop is high. The expectations of the participants were generally met, the rating being 4.22 out of 5.**

**The relevance of the workshop content to the participants' needs is somewhat lower – 4.09. This is probably partially due to the mechanism of selection done by the national authorities of the participating countries and also due to the very specific nature of the workshop topic.**

**The duration of the seminar was evaluated as 'just right' by the majority of the participants. There were 2 opinions, however, that it was too short and 1 that it was too long.**

**The opportunity to actively participate and contribute during plenary sessions, group work and in the rest of the time was most highly evaluated – 4.57 out of 5. The group dynamics was very good, the communication, both formal and informal was excellent.**

**The high response rate (100%) could be perceived as an indication for the high level of motivation and interest. The number of participants' comments under the open questions 5-9 is remarkable, which confirms their interest, involvement and high degree of satisfaction.**

### 3. RESULTS OF THE EVALUATION SURVEY

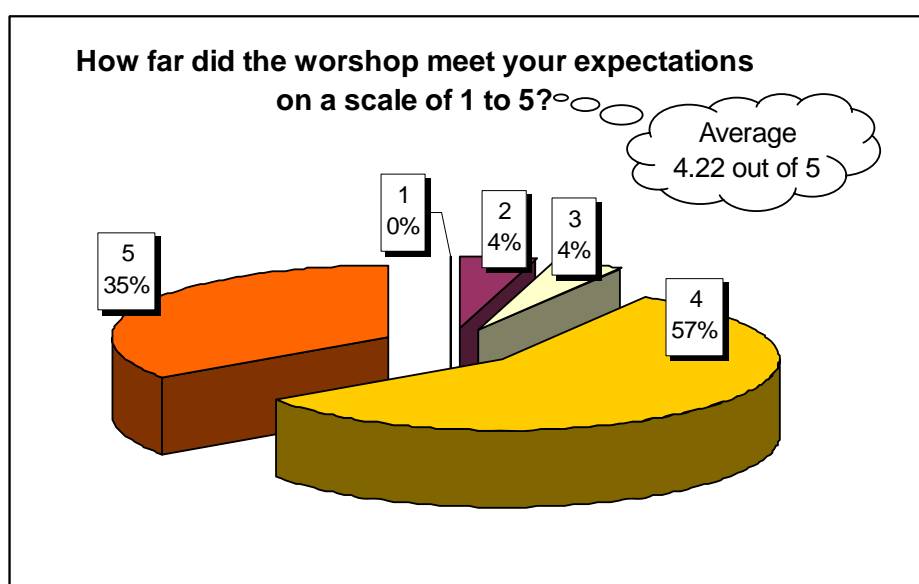
#### 3.1 Response rate

23 participants attended the workshop as a whole (attendance rate 100% of all invited). 23 questionnaires were received (response rate 100%). The high response rate could be perceived as an indication for the high level of motivation and interest. The number of participants' comments is high which confirms their interest and involvement.

#### 3.2 Survey results – facts and figures

3.2.1 On a scale of 1-5, how far did the workshop meet your expectations?

Auf einer Skala von 1 – 5: wie weit hat der Workshop Ihren Erwartungen entsprochen?



The overall meeting of participants' expectations is quite high – 4.22 (see the chart above). Only 4% of the respondents (1 person) are giving a score of 3, and the other 4% (1 participant) - a score of 2 together with the following explanation:

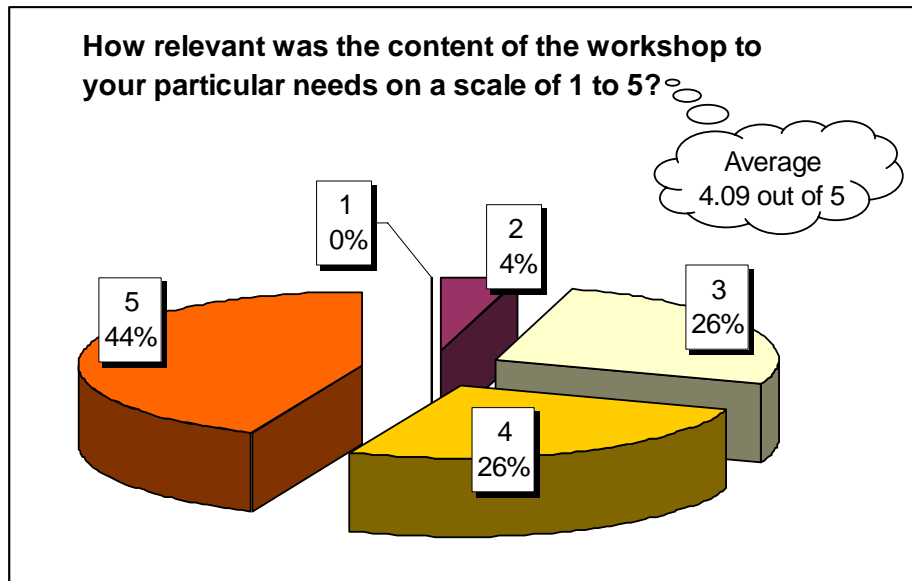
- ✓ *I expected more on design of internationally acceptable access courses that contained subjects, even if taught in LC approach, further than host country language. (Evaluation: 2)*

3.2.2 How relevant was the content of the workshop to your particular needs?

Wie wichtig war der Inhalt des Workshops für Ihre speziellen Bedürfnisse?

44% of the participants have given a maximum score while the other two quarters are equally distributed between the 4 and 3 grades (see the chart below). One of the participants has made the following comment:

- ✓ *I say this (evaluation grade: 3) as I do not teach CHAGAL. It was, however, useful for my work in a more general sense.*



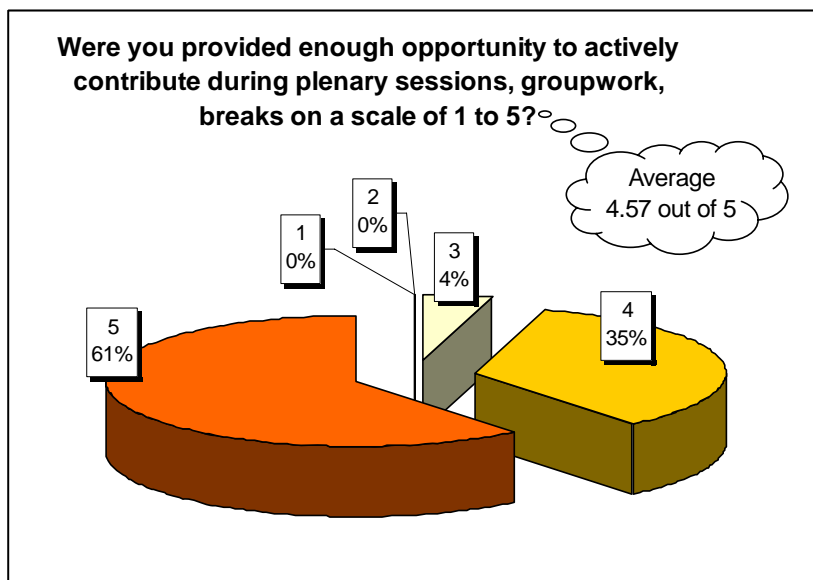
This result of 4.09 is probably partially due to the mechanism of selection done by the national authorities of the participating countries and is also due to the very specific nature of the topic of the workshop.

### 3.2.3 The duration of the workshop / Die Dauer des Workshops:

Almost all participants evaluated the length of the seminar as „just right“, however 2 of them shared that it was too short, and 1 – that it was too long.

### 3.2.4 Do you think you were provided enough opportunity to actively contribute during plenary sessions, group work, breaks?

Hatten Sie genügend Gelegenheit, sich im Plenum, in den Arbeitsgruppen, während der Pausen einzubringen?



The overall provision of opportunities for participants' active participation and contribution expectations is high and near to the possible maximum - 4,57 out of 5. Only 4% of the respondents (1 participant) have given a score of 3, while 61% have given the maximum score of 5 and 35% - 4.

### 3.2.5 What did you particularly like about the workshop?

Was hat Ihnen am Workshop ganz besonders gefallen?

The positive answers can be grouped under the following categories:

#### a) Seminar content and exchange of experience:

- ✓ *I got a much better understanding of the guidelines and how CHAGAL guidelines are implemented in other countries*
- ✓ *Diversity and practicability of the content.*
- ✓ *Multiculturality, intercultural communication, intercultural exchange of experience, openness and realism/objectivity in discussions of issues/problems.*
- ✓ *Most of all I like that I was given a opportunity to listen to my colleagues from other countries and share my experience with them.*
- ✓ *Exchange of experience; that I could communicate my ideas and my experience and get to know those of others.*
- ✓ *Opportunity and enough time to share ideas*

#### b) Seminar organization and atmosphere:

- ✓ *Detailed, well elaborated programme, open discussions.*
- ✓ *Organisation, atmosphere.*
- ✓ *Division into groups, introduction of participants.*
- ✓ *I liked the atmosphere - balance between work an leisure activities*
- ✓ *Inclusive - nice links between programme and social*

#### c) The multinational/multicultural group:

- ✓ *Meeting with colleagues from all over Europe! The city - the ECML target group!*
- ✓ *Getting into contact with colleagues.*
- ✓ *Meeting people in charge of similar issues*
- ✓ *Having the opportunity to meet other professionals with similar interests*
- ✓ *The mixture of participants' background: intercultural and highly diverse experiences.*
- ✓ *people from different fields providing interesting perspectives; some concrete examples; ... of problem-based learning as one way of student-centered approach*
- ✓ *The points of view from an international context.*

#### d) Integral:

- ✓ *1) The international communication; 2) the setting and organization of activities; 3) the integration of multiplicity (resources, communicational methods) towards a goal or aim.*
- ✓ *The group and the sharing of ideas and description of situations concerning CHAGAL. This focused the workshop and allowed an overview to be formed of what is/is not happening throughout Europe, and on the various interpretations of CHAGAL and the implementations of its Guidelines.*
- ✓ *The working atmosphere, people with different cultural and language background, discussions in groups very good feedbacks in informal part of the workshop.*
- ✓ *The presentations - the personal contact.*

### 3.2.6 6. Was there anything that could have been different/better?

Gab es etwas, das anders/besser hätte sein können?

This question is targeted at negative feedback and therefore recommendations in view of future improvements. Responses can be grouped in the following categories:



a) Happy participants:

- ✓ *It's all OK*
- ✓ *No.*
- ✓ *Nope...*
- ✓ *No*
- ✓ *-- (several no comment signs)*

b) Related to workshop content:

- ✓ *CG could have been discussed more thoroughly in the beginning.*
- ✓ *Yes, some presentations were not so interesting and the relation to CHAGAL was not always evident. More time for group work, fewer plenary sessions, more participant centred activities.*
- ✓ *a) the delegates' presentations (their presentation skills); b) their knowledge of one of the working languages (German or English); c) their understanding of the CHAGAL Guidelines (and adapting, focusing their presentations on that).*
- ✓ *workshop - small - on first day to talk to all participants*
- ✓ *more interactive; got the impression not everybody was clear as aims of workshop; a lot of the information given in the presentations was not always new; to the good practice questionnaires - if it had been clear what everybody had to do before the workshop, the time could have been used in a far more concrete way (not all presentations though!)*
- ✓ *Trish from Liverpool could have been given a key speaker slot as her university has achieved many CHAGAL goals and has implemented a successful infrastructure*

c) Related to the prospective workshop publication & miscellaneous:

- ✓ *Work more concretely on publication, CD's etc. We should have started earlier to do so in order to develop clear tasks (for the submission of "Good practice" examples for the publication).*
- ✓ *More time to discuss future possible forms of collaboration*
- ✓ *It would be better that not only language teachers gathered here, the diversity of subjects would contribute more to the ideas and projects.*
- ✓ *(Organized trip to some interesting places in/out of Graz) - this comment is out of the scope of the survey*

3.2.7 Will your work change in any way as a result of your attending this workshop (projects, innovations, etc.)?

Wird Ihre Teilnahme am Seminar irgendetwas an Ihrer zukünftigen Arbeitsweise ändern? Wenn ja, erklären Sie bitte kurz in welcher Weise (Projekte, etc.)?

The workshop participants envisage the changes that the workshop may bring about mainly in the field of implementation of the CHAGAL principles and a shift to more student-centred teaching. They also plan dissemination of the workshop central topic locally among their colleagues. Some of them suggest disseminating the CHAGAL approach at decision-makers' level.

- ✓ *Sure, I will intensify the intercultural and the learner centred approach (in my teaching) and it will become more crucial to me.*
- ✓ *I will work even more student-centred. I will inform my colleagues, the director, the ministry and the association of German teachers.*
- ✓ *I will try to work even more student centred and to learn more about the students' needs at High school level.*
- ✓ *Yes, I'll try to implement: 1) inform colleagues 2) methodology as well as analysis etc. implement in teaching and learning.*

- ✓ *Of course, new methodologies.*
- ✓ *Sure it will, because CHAGAL is a process which cannot be switched on and off (once you are involved in it).*
- ✓ *Implement my material.*
- ✓ *Yes it will. I will concentrate more on a learner centred teaching approach. I will even more take into account the CHGAL Guidelines for my teaching. I will communicate the CG to other teachers in Romania and will inform others - by using the newsletter of the association of the German teachers.*
- ✓ *Towards the creativity, finding new ways of teaching to meet the needs for language skills of more people in united Europe*
- ✓ *Will use some of the good practices in my teaching practice*
- ✓ *It will be better!*
- ✓ *Yes, in sharing main principles of CHAGAL with my colleagues, rethinking my own way with international students*
- ✓ *Yes, it will develop using CHAGAL 'hooks'. I will use the CHAGAL publications to draw the interest of International Offices and 'gate keepers'.*
- ✓ *increase in awareness of need for regular evaluation of students' needs; increase in awareness to highlight these issues wider at institutional level, to get boss look at it; will hopefully have opportunity to present some of the ideas to some colleagues*
- ✓ *YES - I will be even more aware that teaching language is a holistic piece of work - socially, emotionally, intellectually.*
- ✓ *Definitely, I will try to implement the CHAGAL principles into discussions with the management of my University and Faculty.*
- ✓ *Certainly all the ideas and programs implemented in various countries give productive food for its further elaboration and implementation in my country.*
- ✓ *Yes, especially when dealing with Asian students.*
- ✓ *Not particularly as 'learner-centred' - life-long education is my approach and in various forms has been for years. However, it is interesting to see how CHAGAL fits my work and in this sense it will reinforce my sense that LC is the best, It will also help in the areas of m work (outside university), being a CHAGAL kind of student in the place I live.*
- ✓ *Yes, in three main points: 1) learner-centered methodology; 2) inclusive education; 3) flexibility and holistic use of resources.*
- ✓ *Yes, I will represent the ideas and information to colleagues and others who could profit by that information.*
- ✓ *(I'd) like to develop more transnational projects*

### 3.2.8 Any other comments related to the workshop:

#### Sonstige Anmerkungen:

The 'any other comments' are very positive and vary from gratitude to suggestions and plans for future activities. The overall impression is one of a useful, good reasoned and well organized workshop, highly appreciated by the respondents.

- ✓ *Thank you for inviting me! I have met so many beautiful people with great ideas, and I feel blessed!*
- ✓ *Everything was great*
- ✓ *Very welcoming*
- ✓ *very interesting - learnt a lot*
- ✓ *Very friendly atmosphere, the opportunity to see the documentation center*
- ✓ *The atmosphere was great - so many nice people eager to contribute and learn.*
- ✓ *Well organized - timing good.*

- ✓ *Workshop raised general issues which should be discussed in future (e.g. financing ⇔ CHAGAL ideas)*
- ✓ *Provided the target groups are language teachers I would suggest/recommend to address all associations of language teachers (e. at conferences etc.)*
- ✓ *I do hope that the motivation to develop products (for the publication) will not fade away (after the WS).*
- ✓ *Some of the presentations did not seem relevant to CHAGAL - interesting but not helpful.*
- ✓ *I think CHAGAL target group should be extended to include not only those who are included.*
- ✓ *Suggestions: ask delegates to suggest textbooks/titles reading material on topics covered by the Chagal guidelines (e.g. learner-centered approach); supply a reading list; give written guidelines for our submission to the publication - saves a lot of time in discussion on the last day.*
- ✓ *I will contact 'private' institutions who are the only ones at the moment, who deal with CHAGAL and also deal with it further than language teaching. The heads of the multicultural schools may be contacted for awareness purposes and also I will investigate advocacy to see what has to happen to draw CHAGAL students better into the idea that they are entitled to better university preparation courses.*

### 3.2.9 What future action would you like to see from the Council of Europe/ECML to support multilateral co-operation? In which ways would you be willing to and able to contribute?

Welche weitere Vorgehensweise erwarten Sie nun vom Europarat / EFSZ zur Förderung der multilateralen Zusammenarbeit? Auf welche Weise würden und könnten Sie dazu beitragen?

The future action of ECML and the participants' contribution to it is envisaged by the respondents through:

#### a) Further practical assistance for the dissemination and implementation of the CHAGAL Guidelines :

- ✓ *I would appreciate further information about CHAGAL. I would like to consider prospective cooperation and will inform you about the outcome afterwards/later on.*
- ✓ *Dissemination of CHAGAL ideas - joint groups of members present in Graz, able to submit project proposals (e.g. Erasmus Mundus)*
- ✓ *Material related to the practical teaching in order to implement the 12 CG, e.g. supporting material, models for needs analysis etc.*
- ✓ *use ECML as a means of information and communication concerning my own material and experience and keep myself informed about CHAGAL project and other multilateral cooperation projects.*
- ✓ *Contact with Ministries of Education in order for them to see how to implement suggestions on CHAGAL kinds of students and courses. This, I assume, ECML knows how to do, but the point is that institutional awareness is essential.*
- ✓ *Suggest a way in which we go from (CHAGAL) theory to practice*
- ✓ *It should be our aim to spread the CHAGAL principles in our institutions and among our colleagues. We should discuss this dissemination strategy!*

#### b) Providing opportunities for publications:

- ✓ *To provide - a) opportunities to publish (in brochures, CDs); b) Dissemination support (addresses, links); c) Further seminars.*
- ✓ *The future publication will be helpful. Perhaps International Offices and 'Gate Keepers' could be invited to comment - positively and negatively.*

#### c) Networking and organizing workshops:

- ✓ *Experience of and information exchange; promotion and involvement of more countries*
- ✓ *More networking / work-shops. I would like to be a part of this evolutionary work!*
- ✓ *further seminars or workshops dealing with topical issues of language teaching, e.g. textbooks.*

- ✓ *Multiculturalism - young people education family support - vocational education. The role of counselors in the supportive part.*
- ✓ *take part in forthcoming workshops*
- ✓ *Continue! I am in the team.*
- ✓ *I don't know.*

#### 4. CONCLUSION OF THE EVALUATION SURVEY

The very **high response rate (100%)**, the ratings in questions 1-4, and the thorough comments provided while answering the open questions 5-9 indicate that the workshop participants' level of understanding and involvement in the implementation and dissemination of the CHAGAL Curriculum Guidelines is very high. This is the enjoyable result of a well thought of, well organized and carried out seminar – a successful 'joint venture' of the CHAGAL Set up team and the excellent supportive team of ECML, Graz.