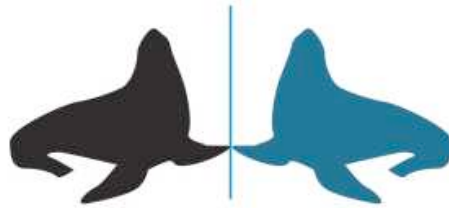


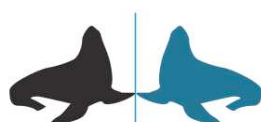
# Self evaluation tools

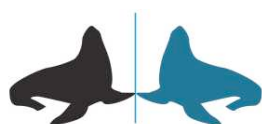


**SELF EVALUATION IN ADULT LIFE LONG LEARNING**

## Table of contents

Introduction	4
I. Individual and responsive methods	5
Interviews and Questionnaires	6
Self Evaluation Profile	9
SWOT analysis	10
Registration and observation	11
Analysis of documents	12
Learning questions related to personal development plans	13
II. Individual and productive methods	14
Emoticons – colour your mind	15
Telling a story	15
Mental map	17
Presentation	18
Letter addressed to yourself	19
Writing an article	20
Creating a web site about the project/programme	21
Reflective silence STAR	22
Serving as a consultant in other similar projects	23
III. Collective and responsive methods	24
Group interview	25
Choosing positions on a line.	27
Delphi rounds	28
Sparring partner / critical friend	29
360° feedback	30
Thermometer	31
IV. Collective and productive methods	32
Cards based reflection	33
A play	34
A group painting	35
Working with scenario's	36
Critical incidents method	37
Prioritizing with tokens	38





# Introduction

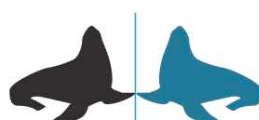
This document is a tool for choosing a method or instrument for a self evaluation activity. Evaluation may be done in many ways and using a variety of instruments and methods. Many of these instruments and methods do exist, but nevertheless in order to fit a particular need these methods and instruments (tools) often have to be either newly developed or revised. Still it is an adequate first step to see if instruments are available that match ones needs.

No matter which tool one wishes to choose, the underlying thought will be a kind of list of things one wishes to know. This implies that there will be always a list of questions behind any evaluation activity. In order to find answers to these questions, many options are available. These options include:

- Questionnaires
- Interviews
- Checklists for observation
- Checklist for document analysis
- A number of other methods

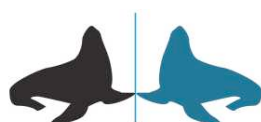
Self evaluation activities may be either of a more individual nature or of a more collective kind. Furthermore they may be responsive. That means that the respondent is involved in a way that requires responses to questions or to checklists. The respondent responds to what is asked, rather than produces what he or she chooses him or herself. The other side of this dimension refers to a more productive activity, implying that the people involved in evaluation produce their own views, their own comments or explanations of what has happened and how they value that. For self evaluation as a learning activity, it is recommended to search for a method that is as collective and productive as possible. The methods in this document are categorised by the four fields in the figure below.

Individual	
Questionnaire Interview Self evaluation profile	Essay, report, analysis, presentation, Photo/video impressions/ drawing/mental map/fl charts/anecdotal records
Responsive	Productive
Group interview Choosing positions on a line Delphi rounds	Atmosphere cards (card based reflection) Play Visual products
Collective	



# I. Individual and responsive methods

Individual	
<p>Interview</p> <p>Questionnaire</p> <p>Self evaluation profile</p> <p>SWOT analysis</p> <p>Registration and observation</p> <p>Analysis of documents</p> <p>Learning questions related to personal development plans</p> <p><b>Responsive</b></p>	<p>Emoticons: color your mind</p> <p>Telling a story</p> <p>Mental map</p> <p>Presentation</p> <p>Letter addressed to yourself</p> <p>Writing an article</p> <p>Creating a website</p> <p>Reflective silence STAR</p> <p>Serving as a consultant in other similar projects</p> <p><b>Productive</b></p>
<p>Group interview</p> <p>Choosing positions on a line</p> <p>Delphi rounds</p> <p>Sparring partner / critical friend</p> <p>360° feedback</p> <p>Thermometer with immediate feedback</p>	<p>Atmosphere cards (card based reflection)</p> <p>Play</p> <p>A group painting</p> <p>Presentation</p> <p>Working with scenario's</p> <p>Critical incidents method</p> <p>Debate</p> <p>Prioritizing with tokens</p> <p>Bull eye</p>
Collective	



## Interviews and Questionnaires

### What?

**Interview:** Asking questions to one or more persons in a structured or unstructured way.

**Questionnaire:** A list of questions asking facts or opinions.

### How?

In order to develop or choose a questionnaire it is helpful to develop a kind of mental map of the thing you wish to evaluate. This implies that a map is made in which all the related factors, influences, concepts, actors, and their interrelation are drawn. From such a map it is possible to derive the main questions one wishes to ask. It reveals the blanks, the doubts, the convictions, the closed and the open questions one has in this field of "study". Based on the inventory of all this it will be possible to set priorities and to decide what questions have to be included in an instrument. There is always a lot more to be known than one can possibly evaluate, so be as selective as possible in selecting the items to be included.

In formulating the questions for a questionnaire or an interview, many pitfalls are present. Pay attention to the risk of posing:

Suggestive questions (Do you agree that the management is the cause of all the problems?)

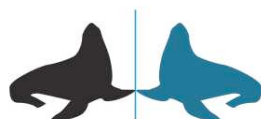
Questions leading to a bias given the position of the respondents (Do you think the work load is too high in this organisation?)

Questions evoking politically correct answers (Do you invest your energy in students no matter their background, their looks, or their socio-economic status?)

Whenever you want to use questionnaires or interviews as tools have a try-out first in a brief. During this try out you will find out where the sources of misunderstandings or the pitfalls are. First ask a colleague to comment. Comments gain value if they are based on actual experience, so ask them to allow you to administer the tool to them. Then have a dry run, with someone of the target group.

The matrix below shows some considerations for choosing either closed or open questions to be posed either orally or in written form. This is far from exhaustive, but it gives a basis for choosing an adequate instrument.

	Open questions	Closed questions
<b>Interview</b>	To gain insight and understanding Administered among a relatively small group of people To form ideas to serve as basis for further investigation	To be able to choose between, or select solutions, options, actions To be used for small to medium sized groups of respondents To reach decisive conclusions or to identify clear options to have a further survey about
<b>Questionnaire</b>	To gain insight and understanding To get a picture of the support for particular ideas or experiences To be administered among medium size groups of people To form ideas to serve as basis for further investigation	To be able to choose between, or select solutions, options, actions To be used for large groups of respondents To get a clear picture of majorities and minorities supporting the issues raised To reach decisive conclusions



### Example: Questionnaire

1. My mentor motivates me to improve my work as a teachers trainee

Yes    1       2       3       4       5       No

2. My mentor provides me with, or shows me the way to new and useful information (Books, persons, sources, materials databases etc.)

Yes    1       2       3       4       5       No

3. My mentor gives me useful feedback on my teaching

Yes    1       2       3       4       5       No

4. My mentor gives me useful feedback on my learning process as a mentee/trainee.

Yes    1       2       3       4       5       No

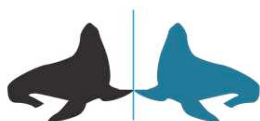
As for the above mentioned domains of mentoring I suggest to my mentor the following improvements:

As for motivating I suggest:

As for pointing the way I suggest:

As for feedback on teaching I suggest:

As for feedback on my learning process I suggest:



### **Example: Interview**

In this interview I would like to reflect with you on the series of mentoring sessions we had so far. Consecutively I would like to focus on:

- The process of mentoring
- The content of our sessions
- The learning outcomes of this process
- In the end I would like you to reflect on the kinds of learning experiences you need in the sessions that are still to come.

I have some questions I would like you to react to. Please feel free to express whatever comes to your mind.

#### *Process*

- Can you describe the mentoring process we went through?
- Do you feel you have the opportunity to discuss what you think is important?
- What do you see as my role and what as yours in this process?
- Do the sessions meet your expectations and your needs?

#### *Content*

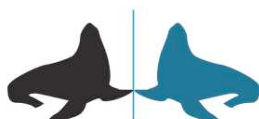
- What content have we spoken about during our sessions?
- Is this content of value to your learning and teaching?
- Have you been missing any content you would have liked to be included?
- If so what would you like to put on our next agenda?

#### *Learning*

- Could you mention some of the things you learned from our sessions?
- What do you consider the most important outcome?

#### *Perspective*

- Given what you have learned so far, what do you consider the next step?
- What do you hope the coming sessions would offer you?
- Shall we try to specify our agenda for our future sessions?





## Self Evaluation Profile

### What?

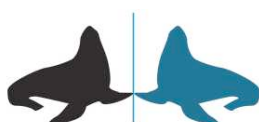
The self evaluation profile is a list of questions you can ask yourself about yourself. These questions can be about your learning, your competences, your vision on a certain subject, your personality, etc. Filling in the form increases the personal awareness.

### How?

The list of questions has to be filled in by the person that wants to know more about himself.

### Example: Tick the numbers you think are applicable

	Yes	No
1. As a Mentor I am sensitive to, and able to connect with mentees during mentoring sessions	1. 2. 3. 4. 5.	
2. I am able to motivate mentees both in the sense of giving the right information as well as in radiating their own enthusiasm	1. 2. 3. 4. 5	
3. I am a good inquisitive learner demonstrating my abilities as a model		
4. I am a skilled teachers, able to demonstrate my ability	1. 2. 3. 4. 5	
5. I can listen well and empathically to my mentees		
6. I can observe accurately the behaviour of the mentees in practice situations and during mentoring sessions	1. 2. 3. 4. 5 1. 2. 3. 4. 5	
7. I am open minded in my evaluation and judgement of the behaviour and personal characteristics of the mentee	1. 2. 3. 4. 5	
8. I am able to give adequate feedback (given the needs of the mentee during mentoring sessions)	1. 2. 3. 4. 5	
9. I am able to find a balance between comforting and confronting (Feedback that makes things move, rather than get stuck)	1. 2. 3. 4. 5	
10. I can be clear and concise in my messages (I reveal things, rather than cover them)	1. 2. 3. 4. 5	
11. I am highly committed but don't get involved too much with mentee matters and mentees		
12. I have a professional interest in mentoring; I value my role as a mentor and act accordingly.	1. 2. 3. 4. 5 1. 2. 3. 4. 5	
13. I am able to work strategically and systematically		
14. I am aware of the theories they use. They are aware of the underpinning of their actions and act accordingly.	1. 2. 3. 4. 5	
15. I am able to reflect upon my work and on its theoretical basis.	1. 2. 3. 4. 5	
16. I am able to relate the information observed and gathered in the mentoring sessions to school development, school policy and to their professional knowledge base.	1. 2. 3. 4. 5	
17. I am able to deal with diversity of many kinds (gender, cultural, style, age, stage, social background).	1. 2. 3. 4. 5	
18. I am evaluative and critical towards my own work	1. 2. 3. 4. 5  1. 2. 3. 4. 5 1. 2. 3. 4. 5	



## SWOT analysis

### What?

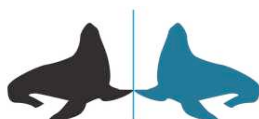
In a SWOT-analysis (Strengths, Weaknesses, Opportunities, Threats) you discuss strong and weak aspects in your mentoring practice, and also your main opportunities and threats.

The goal of opportunities is to enhance or keep the strengths and eliminate the weaknesses. Threats will decrease strengths and create weaknesses.

### How?

Give a short explanation per aspect. Let everyone fill in the matrix below, individually or in a group. Discuss in what way the opportunities and strengths can eliminate the weaknesses.

Strengths	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>
Weaknesses	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>
Opportunities	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>
Threats	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>



## Registration and observation

### What?

If you wish to know the level of participation of learners during classes/meetings; or you would like to know the drop out rates; or the proportion of time trainers devoted to lecturing and other more interactive methods, it will be possible to record these data, or to observe them in practice.

### How?

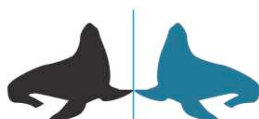
In order to make observations a reliable way of gathering information, it is necessary to define clearly what it is you are looking at. There is a load of books available on how to develop observation schemes properly. It is beyond the scope of this document to go into the detail of all that.

Some questions you will have to keep in mind in either choosing or developing an observation scheme are:

- What do I wish to know?
- What behaviour, or facts, do I have to observe in order to know it?
- How do I define this behaviour in terms of identifiable elements (visible, tangible, otherwise)?
- Do I wish to know whether things happen, or also when they happen and how often they happen?

Compared to other instruments and methods, observation is prone to be subjective unless observers make a prior effort to standardise their observation. By having try-outs, or by having two observers independently observe the same events, you will be able to judge how reliable your instrument is.

By looking at the data and analysing them independently and then comparing the judgements, you may see how valid the tool may be. If what you have observed appears to be related to another thing you consider as a related concept, the instrument proves to be even more valid. If, for instance, the observation of absenteeism appears to show a clear relationship with the outcomes of a questionnaire on school motivation, this supports the validity of the instrument to record absenteeism and, the other way around, the questionnaire on school motivation.



## Analysis of documents

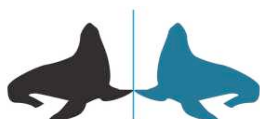
### What?

Basically the analysis of documents is also a kind of observation. This time the documents are observed rather than behaviour.

### How?

Again the main point to keep in mind is to be very concise in the definition of what you are looking for in the documents. Again similar things are important.

- Identify what you wish to know
- Determine how that is shown in the document
- Decide how you are going to do the analysis (just a scan, or word by word?)
- Consider whether you would like to know not only whether things are mentioned but also how often, by whom, or in what context



## Learning questions related to personal development plans

### What?

Too seldom organisation have the habit of allowing their staff, or promoting among their staff the identification of learning questions. If teachers, trainers, managers and others concerned know what they want to learn, they focus much better on the relevant experiences in their work and make progress. Often the learning goals and objectives of the professionals are left vague and ambiguous. This is counterproductive for effective learning and as a consequence for the organisation's quality and its ability to change. It is useful to give people time to define their learning questions and the support to do something with them!

### How?

The definition of learning questions can be done individually. It is recommended to discuss them with a colleague. Also define what should be done to reach the learning goals.

### Example

What I want to learn is:

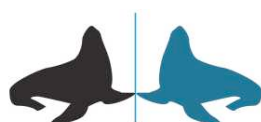
Learning goal:

How will I know I have reached the goal?

What do I want to do?

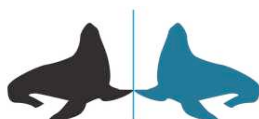
What support do I need?

What is my time schedule?



## II. Individual and productive methods

Individual	
<p>Interview</p> <p>Questionnaire</p> <p>Self evaluation profile</p> <p>SWOT analysis</p> <p>Registration and observation</p> <p>Analysis of documents</p> <p>Learning questions related to personal development plans</p>	<p>Emoticons: color your mind</p> <p>Telling a story</p> <p>Mental map</p> <p>Presentation</p> <p>Letter addressed to yourself</p> <p>Writing an article</p> <p>Creating a website</p> <p>Reflective silence STAR</p> <p>Serving as a consultant in other similar projects</p>
Responsive	Productive
<p>Group interview</p> <p>Choosing positions on a line</p> <p>Delphi rounds</p> <p>Sparring partner / critical friend</p> <p>360° feedback</p> <p>Thermometer with immediate feedback</p>	<p>Atmosphere cards (card based reflection)</p> <p>Play</p> <p>Visual products</p> <p>Working with scenario's</p> <p>Critical incidents method</p> <p>Debate</p> <p>Prioritizing with tokens</p> <p>Bulls eye</p>
Collective	



## Emoticons – colour your mind

### What?

This tool helps you to reflect on several aspects of mentoring.

### How?

Color your emotion, if you're feeling happy about it, if you experience neutral feelings (or if you just don't know), if you're not happy. For any other emotion, fill the empty emoticon .

You can ask people to fill this in and afterward you analyze the reactions.

### Example

What feelings do you experience during mentoring regarding...

Mentor

Mentees

Topics

Activities

Discussion

Feedback

## Telling a story

### What?

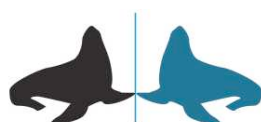
This method is a creative way of telling a story. This process helps you to tell your story (again to yourself) or to others. Leading questions can be:




How did you become a trainer? What was your learning process? What kind of development do you recognize? Any difficulties?

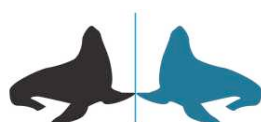
### How?

Make a 'comic' of the way you learned to be a mentor, from the beginning till now.

### Example



Day 1	I don't understand anything...	Don't worry... we've got five days to teach you how to be a mentor!	Day 5
			





## Mental map

### What?

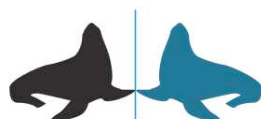
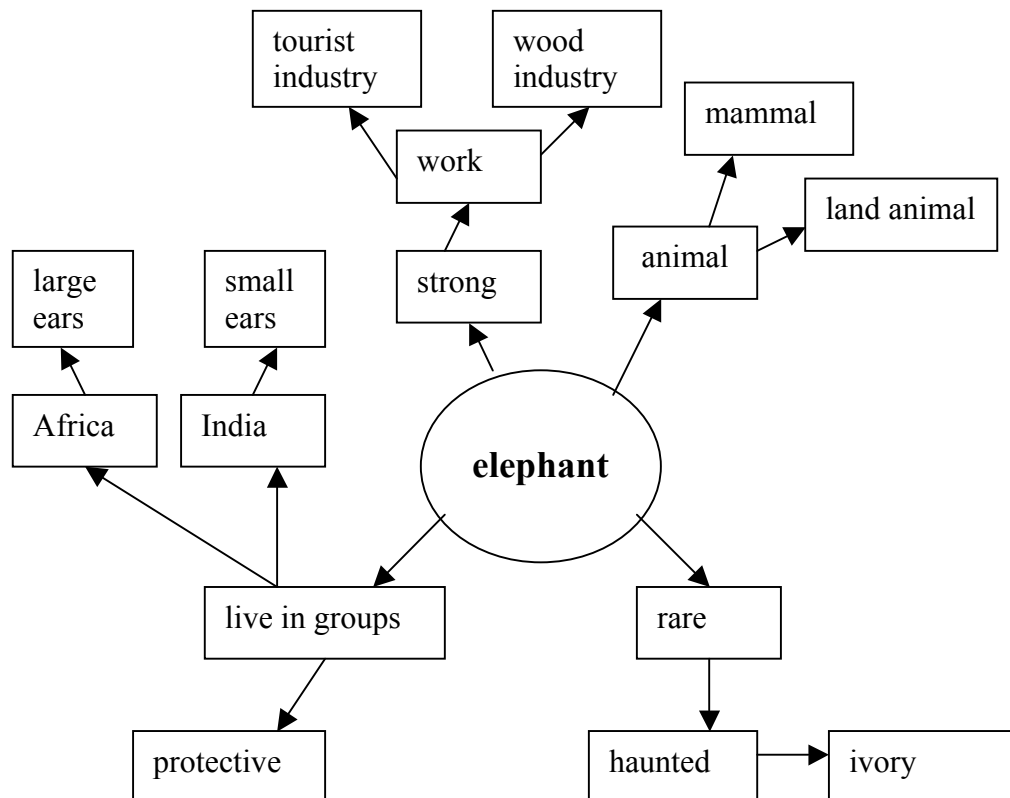
A mental map contains everything you think of concerning the topic you've chosen.

### How?

Choose a topic. Start brainstorming and write down every association you have. Along the way or afterwards you can categorize the associations. You can do this individually or in a group.

### Example

A mental map looks like this:



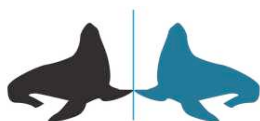
## Presentation

### **What?**

Tell others about what you have learned, want to learn, have observed, etc. The advantage of a presentation compared to an article is the discussion it triggers. The dialogue that follows is one of the richest ways of learning from experience.

### **How?**

Be sure you have an interested audience. Tell your story and support feedback.



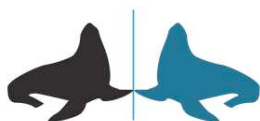
## Letter addressed to yourself

### **What?**

People write a letter to themselves about what they have learned or want to learn. This letter is send to them a few days later. This improves both their learning and the impact of the evaluation.

### **How?**

Ask people to write a letter to themselves including statements of what they have learned or what they intend to go and do with what they have learned. Actually send these letters to the people involved a few days later.



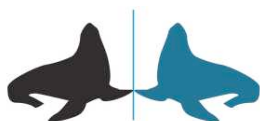
## Writing an article

### **What?**

Nothing is more evaluative than to have to present the experience on paper. This requires analysis, comparisons, reflections, formulation, and articulation.

### **How?**

You write an article to be published in a newsletter, journal. You can ask all members of a group to do so and create a reflection book together.



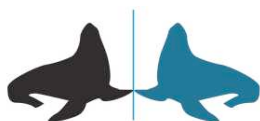
## Creating a web site about the project/programme

### **What?**

The involvement of new technologies adds to the quality of this instrument. Furthermore it serves a similar purpose as writing articles or making a newsletter: writing down experiences to share them with others is very supportive for the learning effect.

### **How?**

Create a website and write items.



## Reflective silence STAR

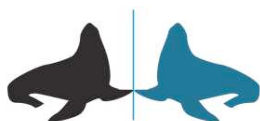
### **What?**

Description of: Situation, Time, Actions, Results (STAR)

It sometimes is very useful to build in silences in the rush, rush, and hectic race of daily professional life. Use these moments to reflect and write down what you wish to remember from the experiences you went through. Consider alternative actions and reflect again on them.

### **How?**

Give everyone a piece of paper. Ask for absolute silence. Use this method at the end of a course for example.



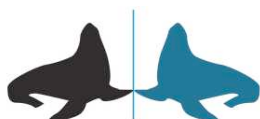
## Serving as a consultant in other similar projects

### **What?**

Helping others in evaluation actively is often a very good way to analyse your own situation. Because others want to know what your advice is, you will have to be very explicit about what you think may work out, and what you think won't. Questions will be asked about evidence and the background of your advice. Thus you will have to make up your own mind systematically.

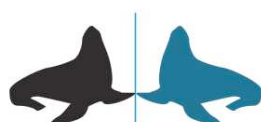
### **How?**

Be sure you know what the other one expects from you. What is to be evaluated? Also be transparent about your learning motives.



### III. Collective and responsive methods

Individual	
<p>Interview</p> <p>Questionnaire</p> <p>Self evaluation profile</p> <p>SWOT analysis</p> <p>Registration and observation</p> <p>Analysis of documents</p> <p>Learning questions related to personal development plans</p>	<p>Emoticons: color your mind</p> <p>Telling a story</p> <p>Mental map</p> <p>Presentation</p> <p>Letter addressed to yourself</p> <p>Writing an article</p> <p>Creating a website</p> <p>Reflective silence STAR</p> <p>Serving as a consultant in other similar projects</p>
Responsive	Productive
<p>Group interview</p> <p>Choosing positions on a line</p> <p>Delphi rounds</p> <p>Sparring partner / critical friend</p> <p>360° feedback</p> <p>Thermometer with immediate feedback</p>	<p>Atmosphere cards (card based reflection)</p> <p>Play</p> <p>A group painting</p> <p>Working with scenario's</p> <p>Critical incidents method</p> <p>Debate</p> <p>Prioritizing with tokens</p> <p>Bulls eye</p>
Collective	





## Group interview

### What?

A group interview means asking questions to a group of people in order to get information. Choose to do this group wise if you want people to inspire each other and to share information. It also saves time compared to individual interviews.

### How?

Be sure about what you want to know to be able to lead the discussion. Introduce the purpose of the interview. Ask your questions (open or closed). Make sure people stick to these questions.

### Example

Dear fellow mentees,

In this group interview we would like to share with you your experiences with, and evaluation of the work of the mentor during this mentoring period. In order to do so we prepared a questionnaire.

We suggest the following procedure:

- We will meet and start filling out our questionnaires individually.
- We will discuss our answers and our motivation behind the answers given
- We will have the opportunity of adding to our answers (not changing our original answers, only adding)
- We share our changes view, if any.
- We try to identify common recommendation to our mentor, if applicable.

#### The questionnaire (same as the individual tool)

1. My mentor motivates me to improve my work as a teachers trainee

Yes    1        2        3        4        5        No

2. My mentor provides me with, or shows me the way to new and useful information (Books, persons, sources, materials databases etc.)

Yes    1        2        3        4        5        No

3. My mentor gives me useful feedback on my teaching

Yes    1        2        3        4        5        No

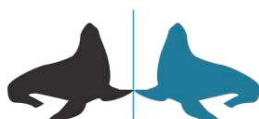
4. My mentor gives me useful feedback on my learning process as a        mentee/trainee.

Yes    1        2        3        4        5        No

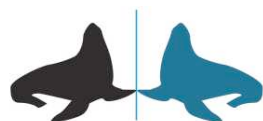
As for the above mentioned domains of mentoring I suggest to my mentor the following improvements:

As for motivating I suggest:

As for pointing the way I suggest:



As for feedback on teaching I suggest:



## Choosing positions on a line.

### What?

To make visible where people stand, what their opinion, vision of feeling is, you can ask them to choose a position on a imaginary line in the room. You force them to take a position, and you make visible what differences exist in the group.

### How?

Make sure that it is clear what each pole of the imaginary line means: yes/no, 0 %/ 100%, etc. Ask a question or set a statement. Invite people to choose position. Ask around: why did you choose this position?

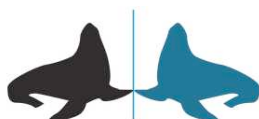
### Example

To reach the objective of this mentoring process you have to travel through a long learning process. If we compare the length of that traveling process with the length of this room starting from an identified wall to the other side, how far have each of you come thus far?

Please show your answer by choosing your position on the line that leads from the indicated wall to the opposite wall. We invite you to go and stand on the chosen positions.

Some of you will be asked to explain why you have chosen the position in which you are standing.

The procedure will be completed by sharing a few thoughts on how we evaluate the situation as indicated by the positions chosen. (have we come far/not far; where might we speed up/ do better, what are we proud of etc.)



## Delphi rounds

### What?

A Delphi round is a method to explore the opinions of people. People give their opinion individually. There are several rounds. In each round the given opinions are shared on paper, so that this can influence the way people think and their opinions.

### How?

Take a look at the example.

### Example

#### *Goal*

To develop a common view on what good mentoring is

#### *Question*

What do you think are important features of good mentoring?

#### *Process*

Everybody is invited to add one feature to a list that will be put into writing on a flip chart.

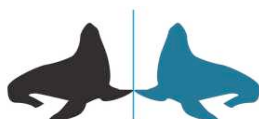
Once it is your turn again you may also add a tick to one of the feature already mentioned by others (not yourself).

We make at least two rounds.

Then in a last round every body is asked to tick the three features they think are the most important.

This way we get an overview of:

- Important features of good mentoring
- The support of the respondents for the features mentioned
- The relative importance of the features as indicated by the respondents.



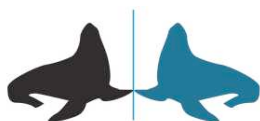
## Sparring partner / critical friend

### **What?**

Having someone to talk to, to have debates with, to share doubts with, to share your professional kicks with, enriches the learning process enormously.

### **How?**

Look for a person that asks you the kind of questions that help you learn. You can talk. You can also invite someone to a meeting and observe and afterwards evaluate together.



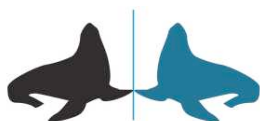
## 360° feedback

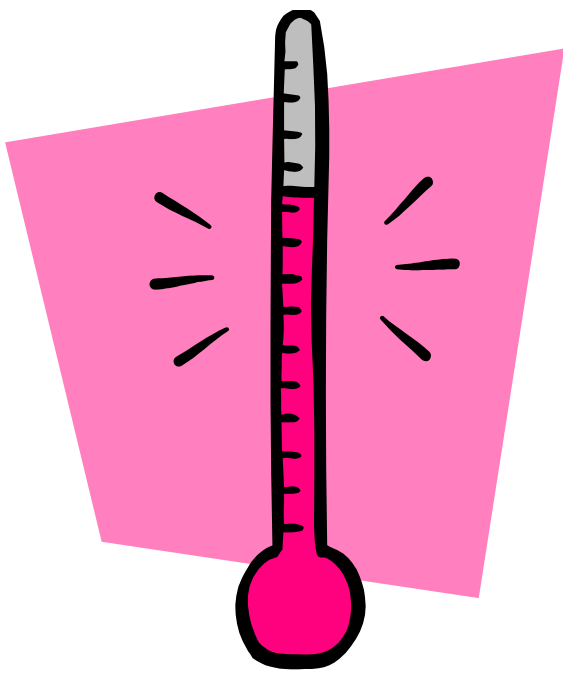
### **What?**

This is a deliberate confrontation of observations/views of a professional with the observations or views of superiors, colleagues, subordinate staff or students. The focus is on the difference of perspective to which the difference in position might lead, in order to understand better the dynamics of the world in which one operates.

### **How?**

### **Example**

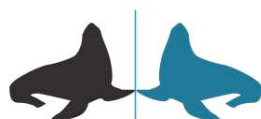




a placing a mark on a drawing of a thermometer. This gives questions: how do you value this workshop? What level of in these two days?

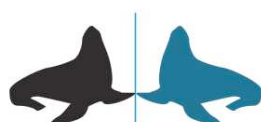
art to indicate how participants value the event in hart is turned away from the people and one by one mark their position on the line of the "thermometer". ant to identify the dimension on which they score or

leave that open. Afterwards you turn around the flipchart and the distribution of positions on the line drawn is visible to everybody and may be discussed and clarified.



## IV. Collective and productive methods

Individual	
<p>Interview</p> <p>Questionnaire</p> <p>Self evaluation profile</p> <p>SWOT analysis</p> <p>Registration and observation</p> <p>Analysis of documents</p> <p>Learning questions related to personal development plans</p>	<p>Emoticons: color your mind</p> <p>Telling a story</p> <p>Mental map</p> <p>Presentation</p> <p>Letter addressed to yourself</p> <p>Writing an article</p> <p>Creating a website</p> <p>Reflective silence STAR</p> <p>Serving as a consultant in other similar projects</p>
Responsive	Productive
<p>Group interview</p> <p>Choosing positions on a line</p> <p>Delphi rounds</p> <p>Sparring partner / critical friend</p> <p>360° feedback</p> <p>Thermometer with immediate feedback</p>	<p>Atmosphere cards (card based reflection)</p> <p>Play</p> <p>A group painting</p> <p>Working with scenario's</p> <p>Critical incidents method</p> <p>Debate</p> <p>Prioritizing with tokens</p> <p>Bulls eye</p>
Collective	





## Cards based reflection

### **What?**

Via this method people are invited to reflect on a process via a picture, an image. This enlarges their creativity.

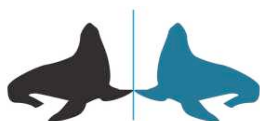
### **How?**

From a selection of cards people are invited to choose one card that in a way matches their impressions of the process.

Each one is invited to explain in plenary why this particular card was chosen.

After everybody has explained the impressions the dialogue turns to the final question:

What does this tell us about the process so far and does it give any clues as to how to proceed with it in future.



## A play

### What?

Reconstructing an experience or a process in order to discover the important elements.

### Example

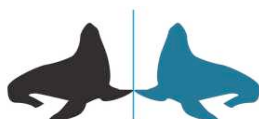
#### BEFORE & AFTER

Play a play in groups of +/- five persons. How did you feel/ think about your teaching before we started the mentoring sessions and how are you feeling/ thinking about your teaching now? Show the differences!

Try to be specific and imaginative. You may think of a plot, the setting, the characters involved, the text, but also body language, requisites, etc.

To help you arrange a play, fill in this table together:

BEFORE	AFTER
<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>



## A group painting

### **What?**

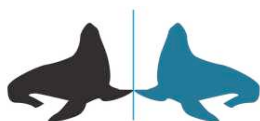
Making a painting in sub groups in order to define characteristics of a process.

### **How?**

People are asked to form groups of three or four. The assignment give to them is to create a painting together that shows the main characteristics of the process and its context and the roles of the trainer, participants within it.

It is important that the painters really work on one painting on which they agree.

Between the subgroups of (painting participants) after completion of the paintings a dialogue must be evoked about the meaning and the implications of the paintings. It is important to point out that this is really an attempt to reveal important issues and not only fun. It will be fun nonetheless and probably even more so if you succeed in making it meaningful. It is not the artistic quality that matters; it is the message/the meaning of it.



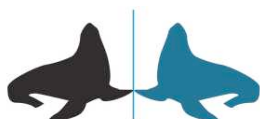
## Working with scenario's

### **What?**

One aspect of learning is the ability to do things better in future. Developing future scenarios immediately turns present experiences into options for the future. This facilitates the transfer of what is learned, to future actions, or decisions about the future. It is desirable to develop two or three scenarios rather than one, in order to promote/trigger the dialogue that is needed to provide the rich learning context that makes self evaluation a learning experience.

### **How?**

Invite people to think in a 'what if...?' mode. Write down, or draw things down. Make sure the scenarios are consistent.



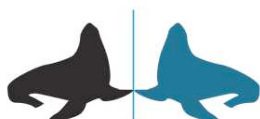
## Critical incidents method

### **What?**

This method enables you to reflect on important situations that have occurred or will occur. What is done? What should be done? What do we have to know and be able to do to make this work? Etc.

### **How?**

Reconstruct events from your experience and identify critical moments where you had to decide. Ask others to think about what they would have done in this situation. Describe your choice and compare it with the choices others have made. Identify what it implies for future action.



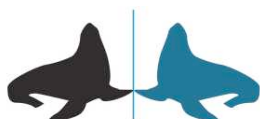
## Prioritizing with tokens

### **What?**

Allocating money as a token of the priorities given to different parts of the project. Dividing money clearly shows the values given to various aspect of schooling. It is a way to operationalize the value given to things. People tend to be willing to fight really hard about money. The fight over money makes it clear where people put their priorities, the debate about why and about the evidence that is what it is all about. This is what provides the learning and the clarification the positions of all parties involved.

### **How?**

Point out to what items money can be given. Tell people how much money they all have. Ask them to decide how much money will be given to each item. Afterward, discuss the results.



How satisfied am I regarding...



up on for instance a  
about the content, the  
. This opinion is  
can be written down  
uation is visible

pty piece of paper  
planation of the items  
down any remarks.

