Evaluating & assessing social learning processes of knowledge alliances
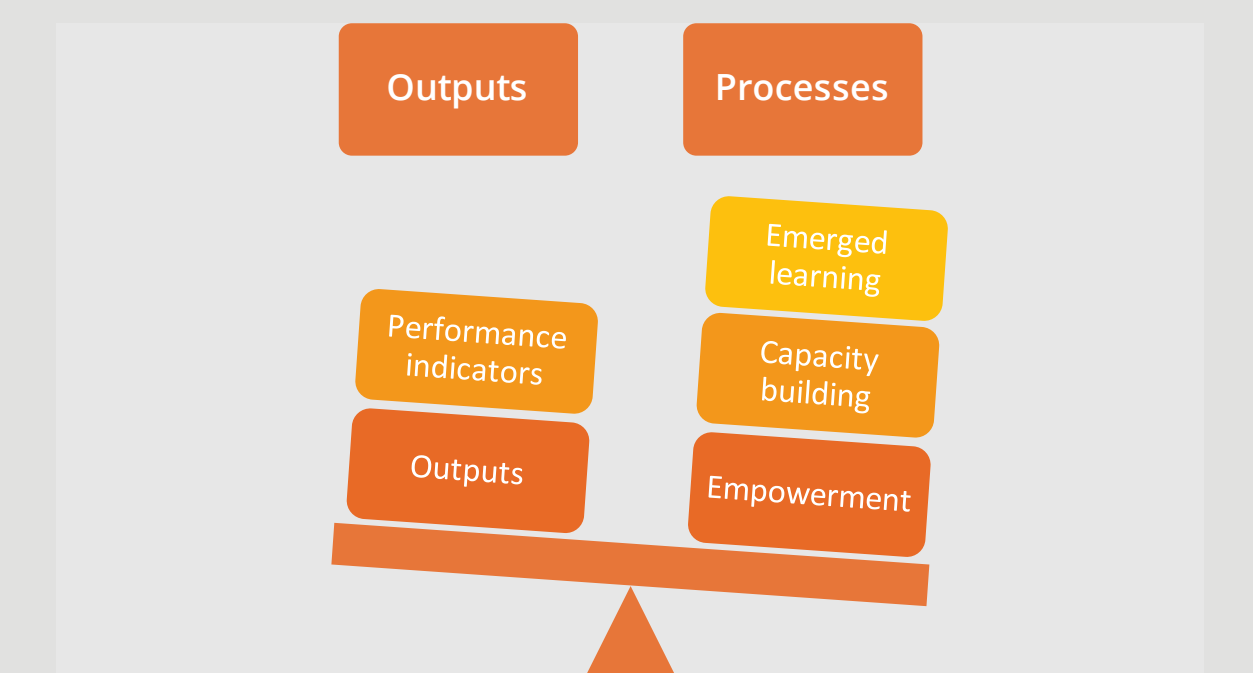
Does the process matter?

Courtesy of RCE Vienna

ERASMUS+ projects: processes vs. outputs?

What is the best balance between project outputs and processes?
Why do outputs matter?
What do we need to measure?

The magic of the unexpected. Time for a new perspective?

Outputs Processes
Performance indicators Emerged learning
Outputs Capacity building
Empowerment

How to evaluate processes?

Qualitative or quantitative? Objective "truth" or subjective "feelings"?

Evaluation questions:
- What did participants expect & achieved?
- What processes of social learning emerged?
- What mechanisms helped to facilitate social learning?
- What barriers blocked social learning?

Data collection:
- Regular observations
- Interviews
- Questionnaires

Data analysis:
- Qualitative, codes, categories

Forming a vision of a new joint-degree Master.
Courtesy of RCE Vienna

"I have learnt different methods to organize workshops which I found very interesting, presentations are not the best way of contributive work... Also to have a time for informal meetings (evenings) is important for the team."

"I think it is useful to facilitate group dynamics. When there is time for people to speak about their personal feelings, expectations and fears, there is more trust in the group and more respect for everyone's contribution."

What have we learnt?

What matters in Knowledge Alliances: knowledge or competencies? What to focus on more? What changes in implementation strategy does it call for?
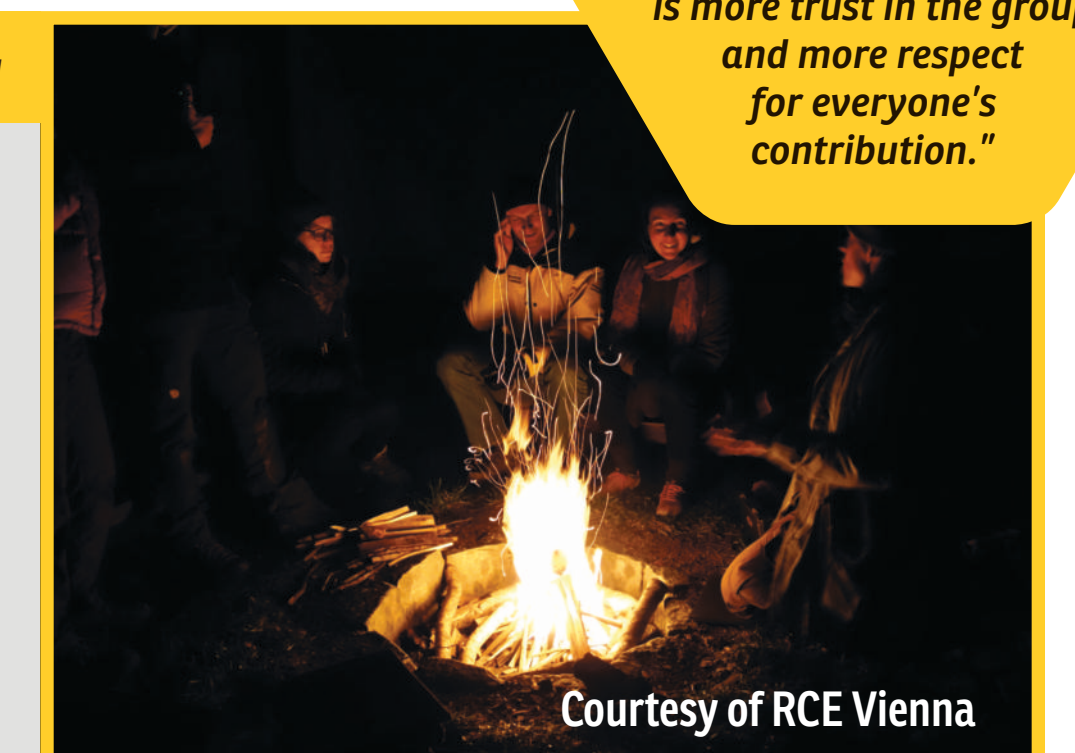
CASE Objectives

CASE has the aim to develop innovative ways of teaching, learning and research for tackling the recent challenges of a sustainable socio-economic development

4 types of learning emerged:
content (SD-oriented) knowledge, personal development, teaching competence and processual learning (how to facilitate social learning).
2 contextual factors matter:
- Group dynamics (consistency, trust, cooperation skills...)
- personal involvement (motivation, hidden agenda...)

A Social evening during the project meeting
Courtesy of RCE Vienna

What supports social learning?

Should facilitation of group dynamics be part of the projects? Do projects need an external (experienced) facilitator?

Facilitation strategies
- Debriefing sessions
- Evaluation strategies

Processing the experience
- Claryfing project goals
- Emotional balance in the group
- Balancing top-down / bottom-up style of facilitation

Debriefing session in project meeting.
Courtesy of RCE Vienna

"I learned how important it is to have not only one "bulldozer" in a project. It is a task that has to be shared, at least between WP-leaders."

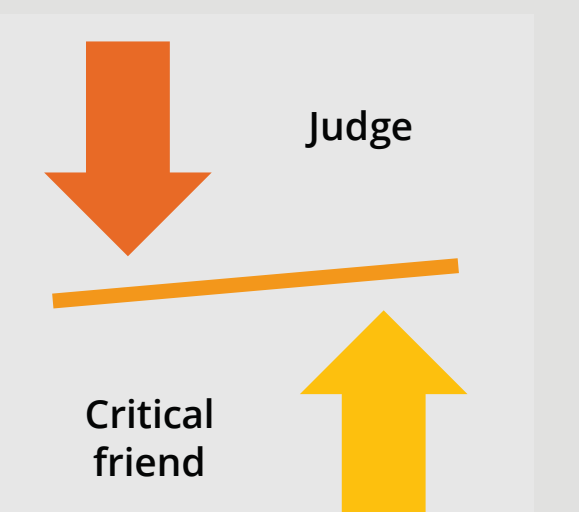## What is the role of an evalutor?

How close / distant an evaluator should be? Is it OK to influence the process / to be part of the process? Who will evaluate the evaluator?

Courtesy of RCE Vienna
Facilitator, or evaluator?

"(The first) evaluation report surprised me in a positive way (...). First, I was shocked, it was too much maybe ... I was a bit surprised about some kind of criticism but then I said, it is the truth, it is correct. (...) So it was not a shock, it was fruitful, I would say."

Judge
Critical friend

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