

propeto
Leonardo da Vinci programme project
DEVELOPMENT OF SYSTEMS FOR VOCATIONAL TEACHER QUALIFICATION IMPROVEMENT
LT/06/B/F/PP-171009

Evaluation of the Tutors' Training in Stuttgart



Content

- Tutors' Training: Schedule
- Questionnaire – Feedback on the Tutors' Training
 - Expectations
 - Evaluation
- Role of a Tutor from the Participants' Point of View



Schedule of the Tutors' Training (1)

Date	Activity Area of a Tutor	Trainer
Tuesday, 4 th November	Opening, introduction and organisational issues	Prof. Dr. Nickolaus/Stephan Abele
	Curriculum designing and development of the study programme	Dr. Odeta Gurskiene (Kaunas, Lithuania)
Wednesday, 5 th November	Opening	Stephan Abele
	Vocational teacher education	Mr. Well/Mr. Beutenmüller (Stuttgart, Germany)
	Networking	Dr. Odeta Gurskiene (Kaunas, Lithuania)



Schedule of the Tutors' Training (2)

Date	Activity Area of a Tutor	Trainer
Thursday, 6 th November	Opening	Stephan Abele
	Management of curriculum implementation	Dr. Riitta Metsänen (Hämeenlinna, Finland)
Friday, 7 th November	Opening	Stephan Abele
	Quality assurance of the study programme	Mr. Well/Mr. Beutenmüller (Stuttgart, Germany)
	Final discussion/ Evaluation of the training and the training programme	Dr. Odeta Gurskiene (Kaunas, Lithuania)

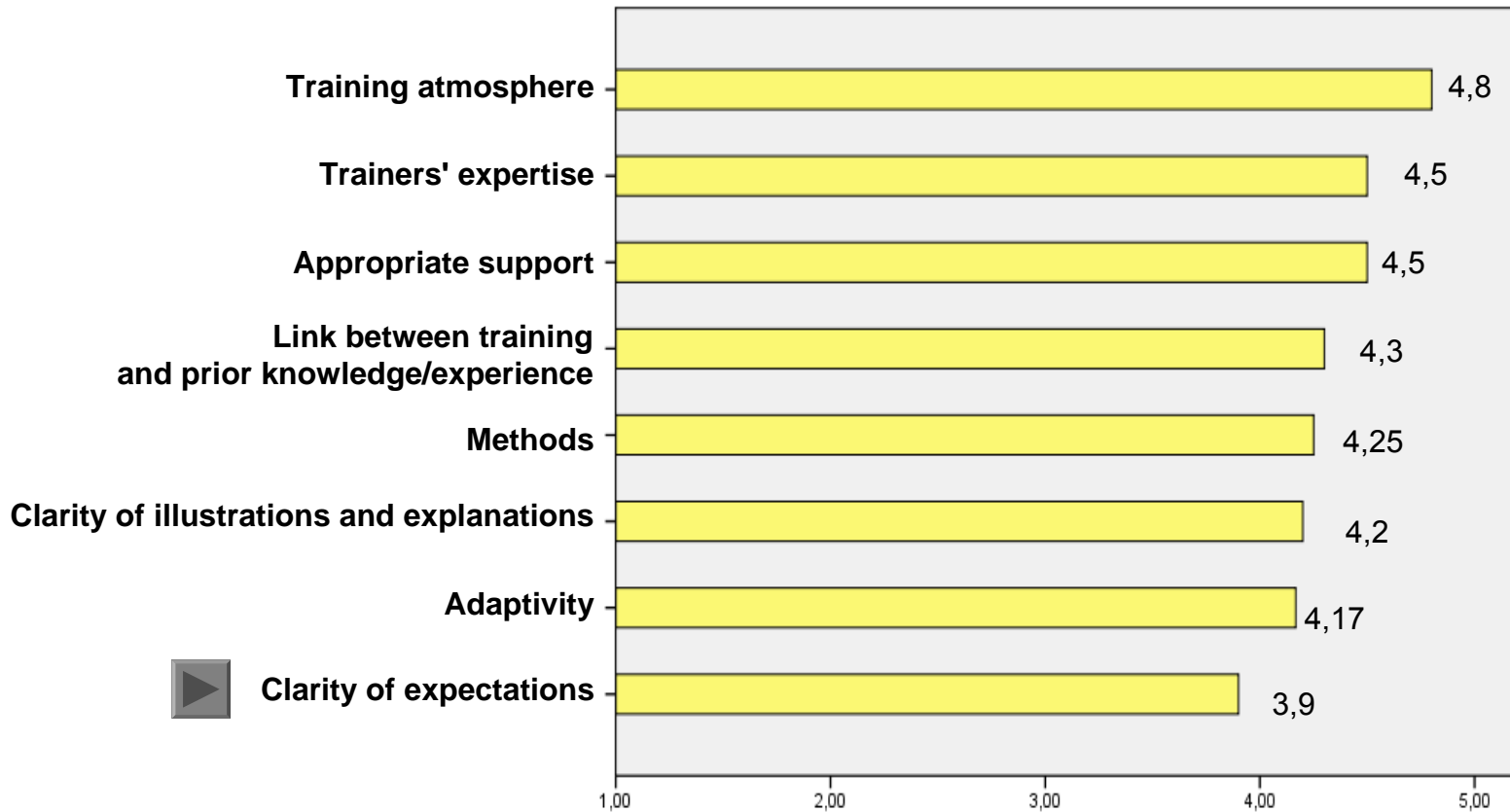


Questionnaire – Feedback on the Tutors' Training

- Part 1:
closed questions covering predictors of successful learning (based on empirical findings of teaching/learning research)
→ quality indicators
- Part 2:
Participants' feedback on training and training programme

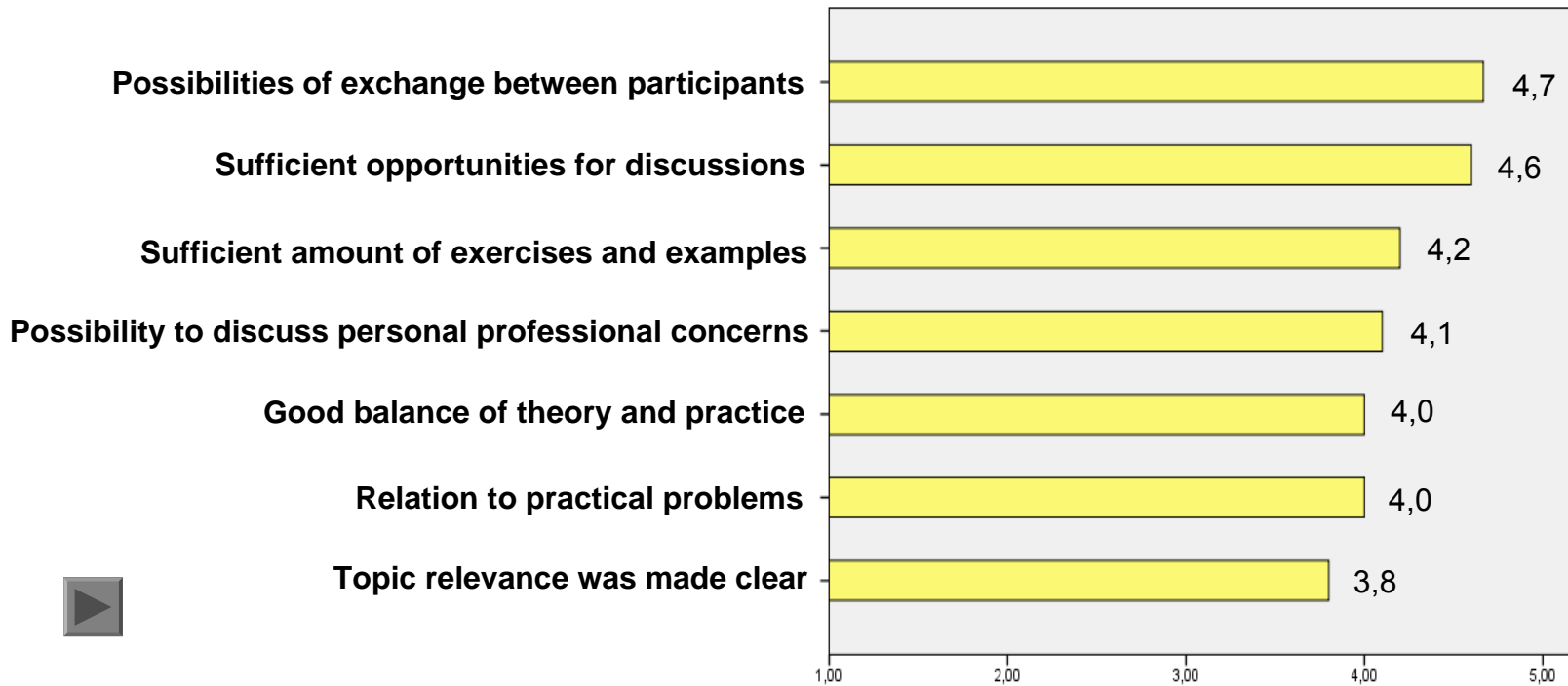


Questionnaire – Part 1: Evaluation





Questionnaire – Part 1: Evaluation





Questionnaire – Part 2: Evaluation

“To what extent did the training meet your expectations?”

- Overall the training has met the expectations (2x)
- Objectives of the whole training was not clear, a continuous thread was missing (2x)
- Some parts were too theoretical (3x)
- Differences in the system of the countries poses difficulties to contribute to all topics



Questionnaire – Part 2: Evaluation

“How important was the training for your professional activities?”

- Training was helpful for the tutors’ practical experience and offered new ideas, perspectives and methods for their profession (7x)

“How helpful do you think the training will be for solving the practical problems of a tutor?”

- Training mostly offered helpful solutions (6x)
- Some topics were more helpful than others (4x) → different opinions



Questionnaire – Part 2: Evaluation

“Which topics that have been discussed in the training do you consider especially important for the activity areas of a tutor?”

- No particular topic – all are related and important (3x)
- Counselling of trainee teachers/ students (3x)
- Analysis of evaluation procedures and its practical conclusions

“In your opinion, which topics were missing in the training or should be strengthened?”

- Issues that were discussed were covered sufficient – no more space for further topics (3x)
- Counselling (subject-related aspects and career planning)



Questionnaire – Part 2: Evaluation

“Which topics do you think could be left out in the training?”

- None of the topics should have been left out (7x)
- Competencies
 - too difficult to find a common European definition
 - too theoretical

“Where do you see the greatest challenges in your country regarding your activities as a tutor?”

- Challenges are very diverse (e.g. curriculum design, quality assurance, counselling, building up networks)



Questionnaire – Part 2: Evaluation

“What did you consider to be particularly positive in the training?”

- Positive atmosphere (7x)
- Training was a good chance to exchange ideas and experiences (5x)
- Training gave a better insight into the educational system of the partner countries (4x)
- Expertise and skills of the trainers (5x)



Role of a Tutor from the Participants' Point of View

Point of view – related to participants' country of origin/ daily activities?

1 Participants' daily activities

- Most participants engage in teaching (8x)
 - students in vocational schools and/or
 - trainee teachers or
 - VET students in university
 - Counselling of students or trainee teachers (5x)
 - Counselling of tutors, coordination of training courses for tutors (2x)
- Other activities are mostly not shared – heterogeneity (even among the participants of the same country)



Role of a Tutor from the Participants' Point of View

2 Role of a tutor – participants' point of view

- Tutor is a counsellor and guide for students or trainee teachers (9x)
 - Tutor is involved in curriculum design, evaluation of study programme, quality assurance (3x)
- Other views are shared by minority of participants – heterogeneity
- Strong link between participants' own tasks and their view on a tutor's role



Thank you very much for your attention



Questionnaire – Part 1: Expectations

Expectations

- Mean value of “clarity of expectations“ lower than those of other indicators
- In particular:
 - item “I had clear expectations of the objectives of the training”
mean = 3,4
 - Heterogeneity of group members (range between “rather unclear” and “very clear”)





Questionnaire – Part 1: Evaluation

