

Historical Recreation

as an educational project

HISTORICAL RECREATION
AS AN EDUCATIONAL PROJECT

Ana Cristina Madeira

José Juan de Paz Sánchez

(eds)



Lagos (Portugal), 2009

HISTORICAL RECREATION AS AN EDUCATIONAL PROJECT

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CHAPTER 6

EVALUATION OF HISTORICAL RECREATION PROJECTS

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6.1. WHAT EVALUATION IS

Evaluation means different things to different people and takes place in different contexts. Thus, evaluation can be synonymous with tests, descriptions, documentation or management. Many definitions have been developed, but a comprehensive definition is presented by the Joint Committee on Standards for Educational Evaluation (1981):

> ***Systematic investigation of the worth or merit of an object...***

There are many types of evaluations that do not necessarily result in an assessment of worth or merit - descriptive studies, implementation analyses, and formative evaluations, to name a few. Better perhaps is a definition that emphasises the information-processing and feedback functions of evaluation. For instance, one might say:

> ***Evaluation is the systematic acquisition and assessment of information to provide useful feedback about some object***

Both definitions agree that evaluation is a systematic endeavour and both use the deliberately ambiguous term 'object' which could refer to a program, policy, technology, person, need, activity, and so on. The latter definition emphasises acquiring and assessing information rather than assessing worth or merit because all evaluation work involves collecting and sifting through data, making judgments about the validity of the information and of inferences we derive from it, whether or not an assessment of worth or merit results (TROCHIM, 2008).

In terms of project evaluation, the term "evaluation" refers to the whole process of planning, controlling and assessing the results of a project in a systematic manner. It involves the determination of project objectives and requirements, the continuous control of the project as it proceeds and the assessment of its results. Evaluation should be a repetitive, cyclical process that will lead to improvement of the project (FEIJEN, REUBSAET & ESPINACH, 2000).

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Types of Evaluation

There are many different types of evaluations depending on the object being evaluated and the purpose of the evaluation. Hopkins (1989), made the following classification for evaluation:

- "Formative-summative". The most pervading distinction is the one between evaluation done during the development of a programme and that done after the programme has been completed... when the cook tastes the soup it is formative evaluation and when the guest tastes the soup it is summative;
- "Formal-informal". Informal evaluation is a universal and abiding human act... Formal evaluation is more operationalised and open to view... It is needed when the results are to be communicated elsewhere;
- "Case particular-generalisation". A most important distinction is between the study of a programme as a fixed and ultimate target and the study of a programme as a representative of others;
- "Product-process". A study of the 'product' is expected to indicate the pay-off value; a study of the 'process' is expected to indicate the intrinsic values of the programme;
- "Descriptive-judgemental". Many evaluators with a background in social science define the task of evaluation largely as one of providing information, with an emphasis on objective data and a de-emphasis on subjective data. Those coming from the humanities are likely to reverse the emphasis;
- "Preordinate-responsive". Preordinate studies are more orientated towards objectives, hypotheses and prior expectations, mediated by the abstractions of language. Preordinate evaluations know what they are looking for and design the study so as to find it. Responsive studies are organised around phenomena encountered – often unexpectedly – as the programme goes along;
- "Holistic-analytic". The more common social science research approach is to concentrate on a small number of key characteristics. A case study is often used to preserve the complexity of the programme as a whole, whereas a multivariate analysis is more likely to indicate the relationship among descriptive variables;
- "Internal-external". Whether [evaluation studies] will be conducted by personnel of the institution responsible for the programme or by outsiders. They differ as to the level of formality of the evaluation, as to how free the evaluators are to raise issues and interpret findings, and as to how changes in plans will be negotiated.

Like Hopkins' classification, Davis (1997) made the classification below:

- "Context evaluation": examines the political, social, financial and other contexts for the programme and the evaluation;
- "Needs assessment": may be used to determine the need for the programme, justify it and design it
- "Process evaluation, programme monitoring": determines whether the programme was implemented as intended and how it was delivered and received;

- "Formative evaluation": uses information collected during the early stages of the programme to modify the later stages;
- "Outcome evaluation, summative evaluation": determines whether the objectives of the programme were met. Data to be collected comes directly from the programme's objectives;
- "Efficiency evaluation, cost-effectiveness, cost-benefit analysis": compares the costs and benefits of the programme;
- "Utilisation": evaluates whether the evaluation itself was used. Many good evaluations are not used for reasons unrelated to the evaluation itself.

Perhaps the most important basic distinction between types of evaluation is that between formative and summative evaluation. Formative evaluations strengthen or improve the object being evaluated - they help form it by examining the delivery of the programme or technology, the quality of its implementation, and the assessment of the organisational context, personnel, procedures, inputs, and so on. In contrast, summative evaluations examine the effects or outcomes of some object - they summarise it by describing what happens subsequent to delivery of the programme or technology; assessing whether the object can be said to have caused the outcome; determining the overall impact of the causal factor beyond only the immediate target outcomes; and estimating the relative costs associated with the object (TROCHIM, 2008).

6.2. WHAT TO EVALUATE

Evaluation can be conducted to identify the needs, to obtain information about the process and to identify the product, the outcome and the achievement itself. Therefore, the individuals, the programme itself, the politics, technology, activities, project, etc. can all be evaluated. In the case of assessment of individuals, their cognitive, affective and psychomotor characteristics before the programme, their performance in the process and the outcomes (academic success, changed affective characteristics, skills and change in the speed of learning) at the end of the process are taken into consideration. Programme evaluation involves identifying the needs, the consistency and appropriateness of the main elements of the programme (aims, content, learning-teaching process, assessment), and improving the programme. Project evaluation is carried out for the purpose of evaluating every aspect of the project (programme, individuals, meetings, materials, products, processes, environment, needs, etc).

For example, in this project the following aspects were evaluated:

Teacher Training Programme

Before the start of the teacher training programme in each country, the needs analysis was undertaken to find out the teachers' training needs in respect of Historical Recreation. As a result of the findings, the teacher training programme was modified.

The teacher training programme involves two parts: theoretical and practical. The theoretical part was evaluated using the pre-post test design. At the beginning of the programme, the

teachers took an achievement test and their readiness levels were identified. The same test was administered again to find out their learning outcomes. Through comparison of the results, the achievement level was identified. Furthermore, teachers were given the questionnaire to find out their opinions about the teacher training programme (see ex.IV).

To evaluate the school project, two questionnaires were designed to find out the opinions of the teachers and pupils (see ex. II and III).

The evaluation process for the Historical Recreation Project can be summarised as in Figure 1.

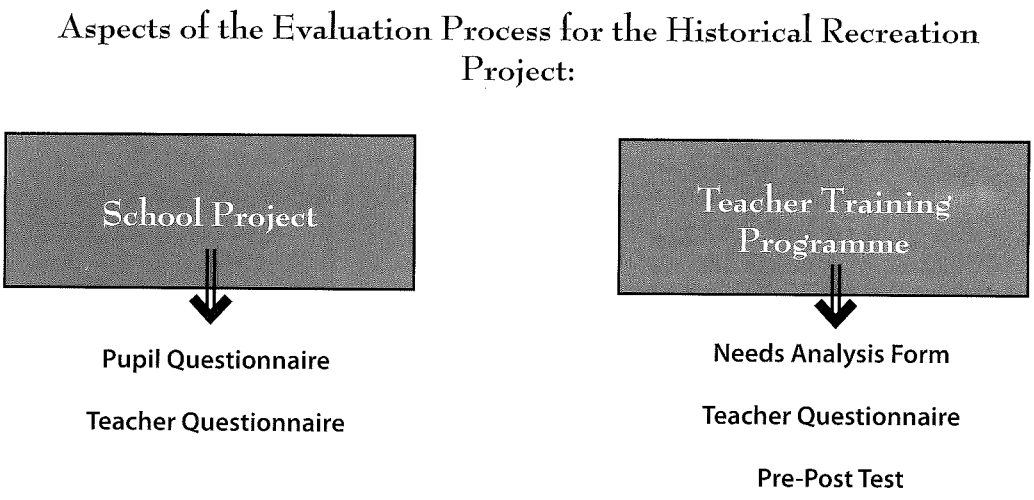


Figure 1. Aspects of the Evaluation Process for the Historical Recreation Project

6.3. HOW TO EVALUATE

The evaluation should be planned according to the purpose it is intended to serve. Once you have decided the goals of your study and the questions you want to address, it is time to design the study. What does this mean? According to Scriven (1991) design means:

"The process of stipulating the investigatory procedures to be followed in doing a certain evaluation."

In line with the aims stated in the programme, reflective, formative and summative evaluation can be used when designing the evaluation process. Reflective evaluation is a technical paper-based evaluation carried out prior to implementing the programme. Formative evaluation is a continuous evaluation, carried out during the implementation of the programme. In formative evaluation necessary changes can be made. Summative evaluation assesses all aspects at the end of the programme (GÖZÜTOK, 2001).

There is a useful discussion about choosing the general evaluation approach in Herman, Morris, & Fitz-Gibbon (1987) which concludes with the following observation:

> ***"There is no single correct approach to all evaluation problems. The message is this: some will need a quantitative approach; some will need a qualitative approach; probably most will benefit from a combination of the two."***

After deciding which type(s) of evaluation will be used, the appropriate tools are selected and developed. A summary of the advantages and disadvantages of these tools is given in Table

Table 1. Advantages and Disadvantages of Various Data Collection Procedures

Procedure	Advantages	Disadvantages
Self-administered questionnaire	Inexpensive. Can be quickly administered if distributed to group. Well suited for simple and short questionnaires.	No control for misunderstood questions, missing data, or untruthful responses. Not suited for exploration of complex issues.
Interviewer administered questionnaires (by telephone)	Relatively inexpensive. Avoids sending staff to unsafe neighbourhoods or difficulties gaining access to buildings with security arrangements. Best suited for relatively short and non sensitive topics.	Proportion of respondents without a private telephone may be high in some populations. As a rule not suitable for children, older people, and non-English speaking persons. Not suitable for lengthy questionnaires and sensitive topics. Respondents may lack privacy.
Interviewer administered questionnaires (in person)	Interviewer controls situation, can probe irrelevant or evasive answers; with good rapport, may obtain useful open-ended comments.	Expensive. May present logistics problems (time, place, privacy, access, safety). Often requires lengthy data collection period unless project employs large interviewer staff.
Open-ended interviews (in person)	Usually yields richest data, details, new insights. Best if in-depth information is wanted.	Same as above (interviewer administered questionnaires); also often difficult to analyse.
Focus groups	Useful to gather ideas, different viewpoints, new insights, improving question design.	Not suited for generalisations about population being studied.
Tests	Provide "hard" data which administrators and funding agencies often prefer; relatively easy to administer; good instruments may be available from vendors.	Available instruments may be unsuitable for treatment of population; developing and validating new, project-specific tests may be expensive and time consuming. Objections may be raised because of test unfairness or bias.
Observations	If well executed, best for obtaining data about behaviour of individuals and groups.	Usually expensive. Needs well qualified staff. Observation may affect behaviour being studied.

Resource: STEVENS, F., LAWRENZ, F. & SHARP, L. (1995). Evaluation Handbook, p.44.

The tools mentioned below were used to assess inputs, processes and products of the project:

Questionnaires: The opinions of the pupils and teachers about the school project were obtained and evaluated through questionnaires.

Achievement Test: The efficiency of the teacher training programme was evaluated by the achievement test, applied at the beginning (as pre-test) and at the end (as post-test) of the programme thus enabling the achievement of the programme to be identified.

The Needs Analysis Form: The needs analysis form was used to identify the training needs of the teachers in respect of Historical Recreation method (see ex.1).

Evaluation Questions and Methods

Evaluators ask many different kinds of questions and use a variety of methods to address them. These are considered within the framework of formative and summative evaluation.

In formative evaluation, the major questions and methodologies are (Trochim, 2008):

- What is the definition and scope of the problem or issue, or what's the question?

  Formulating and conceptualising methods might be used, including brainstorming, focus groups, nominal group techniques, Delphi methods, brain writing, stakeholder analysis, synectics, lateral thinking, input-output analysis, and concept mapping.

- Where is the problem and how big or serious is it?

  The most common method used here is "needs assessment" which can include: analysis of existing data sources, and the use of sample surveys, interviews of constituent populations, qualitative research, expert testimony, and focus groups.

- How should the programme or technology be delivered to address the problem?

  Some of the methods already listed apply here, as do detailing methodologies like simulation techniques, or multivariate methods such as multi-attribute utility theory or exploratory causal modelling; decision-making methods; and project planning and implementation methods such as flow charting, PERT/CPM, and project scheduling.

- How well is the programme or technology delivered?

  Qualitative and quantitative monitoring techniques, the use of management information systems, and implementation assessment would be appropriate methodologies here.

The questions and methods addressed under summative evaluation include:

- What type evaluation is feasible?

  Evaluability assessment can be used here, as well as standard approaches for selecting an appropriate evaluation design.

- What was the effectiveness of the programme or technology?

  One would choose from observational and co-relational methods for demonstrating whether desired effects occurred, and quasi-experimental and experimental designs for determining whether observed effects can reasonably be attributed to the

intervention and not to other sources.

- What is the net impact of the programme?

  Econometric methods for assessing cost effectiveness and cost/benefits would apply here, along with qualitative methods that enable us to summarise the full range of intended and unintended impacts.

Evaluation is a thoughtful process of focusing on questions and topics of concern, collecting appropriate information, and then analysing and interpreting the information for a specific use and purpose. The purpose of the evaluation is largely to improve educational efforts and to address accountability. In action, these purposes translate into more specific reasons for conducting an evaluation. The purpose of the evaluation may change depending on your aim (Taylor-Powell, Steele and Douglah, 1996):

- Helping others (administrators, participants, colleagues, pupils, committee members etc.);
- Understanding the programme and its results;
- Improving the programme;
- Improving your teaching;
- Measuring whether the extension programme made a difference in people's lives;
- Determining if the programme is worth the cost;
- Answering questions posed by financial sponsors and influential members of the community;
- Meeting administrative requirements.

The first step in evaluation is to have a clear understanding of why it is being carried out in the first place. Is it to satisfy a grant requirement? Provide information to continually improve centre functioning? Decide what programmes to continue and which ones to cut? Certainly, many evaluations have multiple purposes and audiences, but these have to be clearly identified and prioritised. Once the purpose of the evaluation is understood, the aspects of the programme to be investigated and those who might see, use and or be affected by the evaluation results obtained (audiences) become clearer. As the purpose of the evaluation becomes clear, evaluators list 'objects' or 'processes' to be evaluated.

6.4. WHEN TO EVALUATE

You can evaluate a project or programme at a number of different stages. The most appropriate time to evaluate will be determined by what you wish to find out which will, in turn, affect the research methods you use and what areas you explore. An evaluation will be most useful and effective if it is introduced at the start of a project.

In this project, the evaluation is conducted in the following stages:

Before and After the Teacher Training Programme:

The teacher training programme was evaluated by the achievement tests conducted before and after the programme. In addition, a questionnaire was given to teachers to find out their opinions about the programme.

After Finishing School Projects:

The school projects undertaken in each participating country were evaluated by means of questionnaires given to the pupils, teachers and instructors at the end of the project.

6.5. THE IMPORTANCE OF EVALUATION

Evaluation provides information that can be used to improve the project as it develops and progresses. Information is collected to help determine if the project is proceeding as planned and if it is meeting predetermined programme goals and project objectives according to the proposed timeline (STEVENS, LAWRENZ & SHARP, 1995).

Programme evaluations are systematic studies conducted periodically or on an ad hoc basis to assess programme performance. As good management practice, they help managers determine if timely adjustments are needed in programme design to improve the rate or quality of achievement relative to the committed resources. They can also help programmes quantify impacts or benefits (EERE Program Evaluation, 2008).

Project evaluations may also include examination of specific components. A component of a project may be a specific teacher training approach, a classroom practice, or a governance strategy. Evaluation of a component frequently involves looking to see the extent to which its goals have been met (these goals are a subset of the overall project goals), and to clarify the extent to which the component contributes to the success or failure of the overall project (STEVENS, LAWRENZ & SHARP, 1995).

A key benefit of evaluation is that the lessons learnt can be used to inform and improve future projects and / or the next stage of delivery and, more broadly, policy decision making. Evaluations can be conducted at different levels - individual projects, programmes, policy and strategic levels - and can be used to answer a variety of questions (Research and Evaluation, 2008):

- How effective was the project management and service delivery?
- What were the variations in service delivery and why did they occur?
- How was the programme resourced?
- What are participants' experiences of the programme?
- What activities were successful and why have some perhaps failed?
- What problems need to be avoided in the future?

Evaluation is a fundamental tool for improving good practice and therefore the performance of any project. It shows that the project is flexible and helps to convince the partnership that

the process of evaluation is for their benefit as well as being a requirement of the financial sponsors. It should also show how others outside the project have benefited and help to raise standards for future centralised projects. The evaluation process aims to (BIENZLE, 2001):

- Simplify the consultation process within the project partnership;
- Predict the development of the project and prepare the project team for pressure points in the course of the project life span;
- Assist the project coordinator in quantifying results and relating these to the project objectives;
- Reduce the workload of constructing the final or interim reports.

Unfortunately, some programme managers view evaluation-related activity cautiously. This is based in part on misconceptions or pitfalls that can be avoided. The view is gaining ground, however, that the primary reason for carrying out evaluation is that is essential to good management practice and should be seen as a tool that not only measures a programme's performance but also can contribute to its success (EERE Program Evaluation, 2008).

The Role and Importance of Evaluation in Projects

Measuring the impact of projects is not easy; it is much more straightforward to measure the outputs, publications, courses and websites. Work already carried out on the evaluation of projects indicates that the most productive form of evaluation is one which involves all the project partners, begins with the project itself and is a result of debate and agreement within the partnership. Above all evaluation is a process that must not be left to the final stages of the project. By this time objectives and results will have been achieved but without evaluation. As a consequence, the project team may have failed to put forward, or even to have noted, desirable modifications. Thus opportunities will have been lost and the quality of the project impaired (BIENZLE, 2001).

In the context of project work, evaluation:

- Supports the project and acts as a check on whether its targets have been met;
- Allows the results to be improved based upon judgements made about the value and quality of the project;
- Simplifies decision making and can assist with fundamental changes in the project, should these be necessary.

Formative evaluation is a fundamental tool for improving good practice and therefore the performance of any project. Indeed, an evaluation strategy is a requirement of most funding programmes. Improvement is in itself important. It shows that the project is flexible and helps to convince the partnership that the process of evaluation is for their benefit as well as being a requirement of the financial sponsors. It should also show how others outside the project have benefited, and help to raise standards for future centralised projects (BIENZLE, 2001).

Evaluation will be most useful and effective if it is introduced at the start of a project. This may be at the initial meeting with partners or better still during the preparatory visit when the

project is still being shaped. Project coordinators may find a variety of responses to these ideas from their project partners. Working in a culture of evaluation may not fit in with everybody's operating style and it may be necessary to have some arguments ready that will increase awareness of the evaluation process. It could be, for example, that colleagues may wish to adopt some of these strategies for other purposes not related to the project, or for use in other projects. This should be welcomed by an institution which understands that the relevance of evaluation will enhance the whole partnership (BIENZLE, 2001).

6.6. REPORTING AND DISSEMINATION

Although we usually think about report writing as the last step in an evaluation study, a good deal of the work actually can and does take place before the project is completed. The background section, for example, can be based largely on the original evaluation design document. While there may be some events that cause minor differences between the study as planned and the study as implemented, the large majority of information, such as research background, the problem addressed, the stakeholders, and the project's goals, will remain essentially the same.

Successful reporting involves giving careful thought to the creation and presentation of the information in ways that will be accessible to broad lay audiences, as well as to professional audiences (FRECHTLING, 2002).

The final stage in project evaluation is dissemination. Ideally, planning for dissemination begins in the early stages of developing a project, with audiences and their needs for information determined simultaneously with project design. It is useful to make a listing of the various audiences with whom you would like to share findings.

In developing an approach to dissemination, two areas need to be considered: what these various groups need to know, and the best manner for communicating information to them.

A report to the community that is directly involved, or might be involved, would be presented in a less formal and detailed fashion, with a minimum of technical detail. This report could take many forms, e.g., a newsletter, a fact sheet, or even a short journalistic article. In-person presentations in which interactive discussion can occur may be especially useful. In developing a report for this group, it is important both to share the results and to help these stakeholders understand what the results mean for them and what they might do with the information.

Since the dissemination of products is a more tangible activity, the attention of many project partnerships tends to be focussed in this direction. The products may include training manuals, training course curricula, software, websites or the products of data analysis. The processes can cover all of the experiences gained in a project. Process dissemination is important whatever the results of the project. It is important that the lessons learned are passed on to others especially where aspects of the project are considered to be innovative.

The focus of dissemination and the approach to it will also vary depending on the interests of the people involved, the different organisational types in a partnership and their motivation for developing the project.

Projects should aim to develop a dissemination plan at an early stage. The plan must be clear about which partner is responsible for which task and exactly what each task entails. Dissemination during the project tends to be about ensuring that the project is addressing the needs and demands of the target group. By the end of the project the process will move on to potential marketing opportunities.

There are as many ways of disseminating a project as there are projects but most partnerships will consider:

- The press, especially the specialist publications that are concerned with the subject matter of the project;
- Newsletters and newsgroups;
- Flyers and brochures;
- The internet – using the project website and actively searching for links to associated sites;
- Exhibitions and displays;
- Conferences and seminars.

6.7. SOME EXAMPLES OF EVALUATION TOOLS (see next pages):

Example I: Needs Analysis Form for Teachers

NEEDS ANALYSIS FORM ON HISTORICAL RECREATION AS A PEDAGOGICAL PROJECT
INSTRUCTION
Dear Teacher, We are partners in a European Project called "Historical Recreation as a Pedagogical Project" affiliated with Ankara University's Faculty of Educational Sciences. We would like to obtain information on teachers' training needs as regards the use of Historical Recreation as a teaching method. Please answer all the questions. ***Thank you for your contribution!*** ***Comenius Project Team from Ankara University's Faculty of Educational Sciences***

Name of School:	
Address of School:	
Telephone Number of School:	
Type of School	( ) Primary ( ) Secondary
Your Age:	
Your Professional Experience:	... Years
Your Gender:	( ) Female ( ) Male
Your Level of Education:	( ) Undergraduate ( ) Graduate ( ) Master (M.A.) ( ) PhD ( ) Other Please Specify)
Branch:	( ) Social Sciences ( ) History ( ) Other (Please Specify)
Communication Information (Address-Tel. no.):	

1- What does "Historical Recreation" mean to you?

2- If you were asked to prepare an activity on Historical Recreation:

a-which subject would you choose?

b- why would you choose this subject?

c- with whom would you discuss the choice of subject?

-What kind of resources do you need when using the method of Historical Recreation to obtain your objectives?

4- Do you have any experience in the "Project Methodology"?

5- Do you think that you need training on the "Project Methodology"?

6- Do you think that you need the services of an expert consultancy?

Example II: Pupil Questionnaire about the School Project

Dear pupil,

Thank you for taking the time and effort to complete this questionnaire. Please answer the following questions. Your answers will be treated in confidence.

1- Gender	☐ Female ☐ Male
2- Age :	
3- Name of school	

Kind and Name of the Activity:
Place of the Activity:
Time of the Activity:

1. What are your impressions of the project?
2. What most attracted you to participate in this project?
3. Do you think that this project was useful for you personally?
4. What did you expect to gain from this project on a personal basis?
5. Did you think that this project was useful for developing your knowledge of History?
6. Did you receive the necessary information about the project before it began?
7. Have you ever participated in a group project before?

   ☐ Yes ☐ No

8. If your answer to question 7 is "Yes"; what was the group project called?
9. How old were you when you participated in the group project?
10. Did you find it easy to cooperate with the other participants in the project?

11. Do you have any experience of theatrical performances?

☐ Yes ☐ No

12. If your answer to question 9 is "Yes", how did you obtain it?

13. Do you think that this project was useful for improving your role playing ability?

14. What other possible activities would you propose in terms of the project?

15. What is the most valuable aspect of this project that could easily be shared with the rest of the community?

16. What is your level of satisfaction in terms of active participation in the project activities?

17. What overall rating would you give the project?

Thank you for your cooperation!

Example III: Teacher Questionnaire about the School Project

Dear Teacher,

Thank you for taking the time and effort to complete this questionnaire. Please answer the following questions. Your answers will be treated in confidence.

1- Gender	☐ Female ☐ Male
2- Age :	
3- Name of school	
Speciality	

Name of the Historical Recreation Activity:
Where did the activity take place?
When did the activity take place?

1. What are your impressions of the project?
2. What most attracted you to participate in this project?
3. Do you think that this project was useful for you personally?
4. Did the project fulfil your expectations on a personal basis?
5. Do you think that this project was useful for developing your knowledge of History?
6. Did you receive the necessary information about the project before it began?
7. Have you ever participated in a group project before?

   ☐ Yes ☐ No

8. If your answer to question 7 is "Yes"; what was the name of the group project?
9. Did you find it was easy to cooperate with your colleagues during the project?
10. Did you find it was easy to cooperate with foreign partners during the project?

11. Do you have any experience of theatrical performances?

☐ Yes ☐ No

12. If your answer to question 11 is "Yes", how did you obtain it?

13. Did you have any project experience before this project?

☐ Yes ☐ No

14. If your answer to question 13 is "Yes", how did you obtain it?

15. Did you have any experience of international cooperation before this project?

☐ Yes ☐ No

16. If your answer to question 15 is "Yes", how did you obtain it?

17. Do you think that the activities carried out during the project were sufficient to achieve its aims?

18. What other possible activities could have been carried out as part of the project?

19. What is the most important part of the project that could easily be shared with the rest of the community?

What is your level of satisfaction in terms of active participation in the project activities?

Definitely Low	1	2	3	4	5	Definitely High

21. What overall rating would you give the project?

Definitely Low	1	2	3	4	5	Definitely High

Thank you for your cooperation!

Example IV: Teacher Questionnaire about the Teacher Training Programme

Dear Teacher,

Thank you for taking the time and effort to complete this questionnaire. Please answer the following questions. It is assured that the information you share here is confidential.

1- Gender	☐ Female ☐ Male
2- Age :	1. ☐ 25-35 2. ☐ 36-45 3. ☐ 46-55 4. ☐ 56-65
3- I am from	1. ☐ Pre-primary School 2. ☐ Primary School 3. ☐ Lower Secondary School 4. ☐ Upper Secondary School 5. ☐ Other institution (Please specify):
4- Specialty (Subject of Teaching) :	

PLEASE CHOOSE ONE OF THE FOLLOWING SCALE BOX WHERE 5 IS THE HIGHEST RATING.

SCALE: (1-NONE; 2- A LITLE; 3-ENOUGH; 4-MUCH; 5-VERY MUCH)

SCALE

1- The training fulfilled my initial expectations	1	2	3	4	5
2- The training had impact in terms of my personal development (self-awareness, self-evaluation, self-satisfaction...)	1	2	3	4	5

3 - The training increases my interest in historical topics that has potential for Historical Recreation.

1	2	3	4	5

COMMENTS (If any):

4 – The aims of the training were achieved

1	2	3	4	5

COMMENTS (If any):

Please state your level of satisfaction in the following dimensions of the training given in teacher training program

5- Part 1: "Theoretical Conceptualization" :

What is Historical Recreation?

1	2	3	4	5

Historical Recreation as a pedagogical project.

1	2	3	4	5

Historical Recreation and its potentiality for European citizenship education and for the preservation of European Historical and Cultural heritage.

1	2	3	4	5

6- "Project methodology":

How to organise a Historical Recreation project at school.

Planning and Management of a Historical Recreation project

1	2	3	4	5

The cross-curricular dimension. Integration of different curricular subjects.

1	2	3	4	5

The evaluation of a Historical Recreation project.

1	2	3	4	5

7- Research-action:

To choose a historical period – Research methodologies in History, Society and Culture

1	2	3	4	5

8- Drama Expression training / role study: characters, action, time and place

1	2	3	4	5

9- Concretization of the school projects: From drama conception to scenic materialization.

Specific workshops / training with teacher and students (Example: Workshops of Dance, Music, Handicraft, etc)	1	2	3	4	5
Choosing historical topic / local monument / historical figures					
Text production (outline, screenplay, script...)	1	2	3	4	5
Drama / role study: characters, action, time and place	1	2	3	4	5
Scenario, adornments, costumes	1	2	3	4	5
Local resources, consultancy and collaborators of the community in school projects	1	2	3	4	5
Participation of families	1	2	3	4	5

10. Which part of the training was the most important? Please order from 1 (most important) to 5 (less important).

Theoretical Conceptualization	☐
Project methodology	☐
Research-action	☐
Drama Expression training / role study	
Concretization of the school projects: From drama conception to scenic materialization.	☐
Specific workshops / training with teacher and students	☐

11. What kind of adjustments do you suggest for training program?

12. Did this training have a contribution for your knowledge about Historical Recreation?

1☐ 2☐ 3☐ 4☐ 5☐

13. Did the knowledge you got was important and new for you?

1☐ 2☐ 3☐ 4☐ 5☐

14. Did this training develop your knowledge on the subject of your school's recreation activity?

1☐ 2☐ 3☐ 4☐ 5☐

15. Did this training have a contribution on developing innovative teaching?

1☐ 2☐ 3☐ 4☐ 5☐

In which way did the training contribute to develop innovative teaching?

Suggestion of other actions:

26 - Global impression of the experience:

Regarding the training, name the two aspects which seemed to you as the most positive:

1

2

Regarding the training, name the two aspects which seemed to you as the most negative:

1

2

27 – Final Reflection:

Thank you for your collaboration!

Example V: Goal and Objective Worksheet

GOAL AND OBJECTIVE WORKSHEET	
Name of School:	
Address of School:	
Telephone Number of School:	
Type of School	☐ Primary ☐ Secondary
Your Age:	
Your Professional Experience:	... Years
Your Gender:	☐ Female ☐ Male
Your Level of Education:	☐ Undergraduate ☐ Graduate ☐ Master (M.A.) ☐ PhD ☐ Other. Please Specify
Branch:	☐ Social Sciences ☐ History ☐ Other. (Please Specify)
Communication Information :	
1. Briefly describe the purpose of the project.	
2. State the above in terms of a general goal:	

3. State an objective to be evaluated as clearly as you can:
4. Can this objective be broken down further? Break it down into the smallest unit. You must make clear what you specifically hope to see documented or changed.
5. Is this objective measurable (can indicators and standards be developed for it)? If not, restate it.
6. Once you have completed the above steps, go back to no. 3 and write the next objective. Continue with steps 4 5 and 6.

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