Postcard

Activity	Keywords	Tools
1) Choosing a type of evaluation and the practical modalities adapted to an objective	**Summative evaluation** **Formative assessment** **Diagnostic evaluation** **Self-evaluation** **Co-evaluation** **Training evaluation**	3 tools
2) Conducting the evaluation	**Training objectives** **Methodology of evaluation** **Learner's performance** **Cognitive styles**	3 tools
3) Correcting and providing an efficient feedback to the learner in relation with the objective	**Feedback** **Metacognition** **Empowerment**	2 tools
4) Preparing a learner for an exam	**Criteria of evaluation** **Conditions of an examination** **Coaching**	4 tools

Summary - keywords and notions

Cat. 1 : Choosing a type of evaluation and the practical modalities adapted to an objective

Problem	The manager of a company asked the novice trainer Thomas to conduct an evaluation of the training he provides to the employees. The results of the evaluation of the trainees were very bad and the manager is not very happy. Thomas doesn't know what to do.
Issue	Evaluating is first and foremost about linking evaluation intentions with relevant means and tools to measure results. It is therefore important for the trainer to be familiar with the different types of evaluation and the modalities in order to make appropriate choices according to the objectives and constraints of the training.

Keywords	Definition
Summative evaluation	The summative evaluation is the most traditional. It is usually carried out at the end of a training sessions cycle and focuses on the "product" of the training, which is measured by the performance achieved by the trainees. As a result It enables to measure the learning outcomes. This result may allow or not to select a candidate or to grant a certificate or diploma: this is called a certifying or diploma evaluation.
Formative assessment	The formative assessment is carried out during the training process. It informs, without sanction, a trainee about his successes and mistakes. If necessary, it can be accompanied by personalised guidance or targeted support to progress and overcome difficulties.
Diagnostic evaluation	The diagnostic evaluation is carried out at the beginning of the training: its function is to identify the situation at the beginning of the training and to identify the gap of the objectives of the training. It provides information to the trainee but also to the trainer. If necessary, it allows him to adjust and individualize the activities during the training.
Self-evaluation	Self-evaluation refers to the fact that the evaluation process, possibly with the help of a tool or guide, is carried out by the trainee himself, he provides himself information on his progress.
Co-evaluation	The co-evaluation is carried out by trainees among themselves or in collaboration with the trainer, during training and often using more or less formalized tool. It provides information on successes and difficulties encountered.
Training evaluation	The evaluation of the training, during or after its implementation, allows the trainer to reflect on the different aspects of his practices and, if necessary, to identify areas for improvement for himself or for the training (possibly in relation with the training organization).

Tools:	Description
T71.1 The different types of evaluation	This tool presents the different types of evaluation.
T51.1 Benjamin Bloom's taxonomy	Bloom's taxonomy is a reference tool to help trainers and teachers define the dominant domain of learning competencies and the expected level of performance, which is formalized by objectives. These objectives determine the choice of learning situations and methods.
T71.2 Evaluation of the product and training process	This sheet makes it possible to clearly distinguish the evaluation of the product and the training process.

The different types of evaluation

This tool presents the different types of evaluation.

What is evaluation?

During a training course, each learner is required to pass **different kinds of evaluation**: the objective is to check the progress towards the defined objectives and to inform the learner and the trainer.
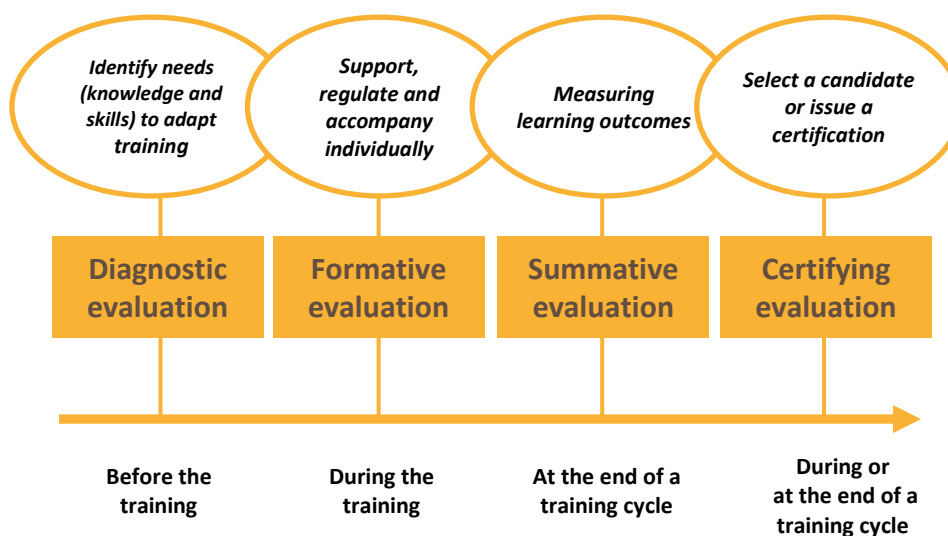
An assessment can be **quantitative** (a score, which must then be explained, especially in the case of a learning disability) or **qualitative** (an assessment).

There are four main forms of evaluation that correspond to key stages, with different functions. An evaluation is most often carried out using specific tools.

It can be **criterized**, i. e. it can measure the level of each learner on the basis of predefined criteria (in particular within the framework of a training program).

It can also be **normalized**, i.e. it can lead to a ranking of students according to their performance on the assessment tests or it can identify the level of each learner in relation to the performance of a group of learners. It can inform the learner about his own progress to encourage him to improve or comfort him.

The different forms of evaluation

Identify needs (knowledge and skills) to adapt training	Support, regulate and accompany individually	Measuring learning outcomes	Select a candidate or issue a certification
Diagnostic evaluation	**Formative evaluation**	**Summative evaluation**	**Certifying evaluation**
Before the training	During the training	At the end of a training cycle	During or at the end of a training cycle

- **Diagnostic evaluation**

At the beginning of a training course, it is essential to know how to identify the learners' level in relation to the objectives of the course: their strengths, weaknesses, knowledge and abilities. This information is important for the trainer to adapt the content of the training to the didactic and pedagogical level. Example: a test of the prerequisites of each person at the beginning of the training.

- **Formative evaluation**

The formative evaluation is used during the course of the training. Its objective is to support learners' learning. It informs them of their successes and mistakes or shortcomings. This information also makes it possible to evaluate the training itself.
If necessary, targeted regulations can be put in place (pedagogy of B. Bloom's mastery, pedagogical differentiation) to take into account the heterogeneity of learners.

- **Summative evaluation**

At the end of the sequence or at the end of a training course, the summative evaluation aims to measure whether the most important knowledge has been acquired by the learners and, at the same time, it makes it possible to measure whether the training has made it possible to build targeted skills (learning effectiveness).

- **Certifying evaluation**

At the end of the sequence or at the end of a training course, the certification evaluation aims to validate the acquired knowledge and deliver a certification according to criteria defined in a reference system. It can condition the selection of candidates according to a level of performance achieved.
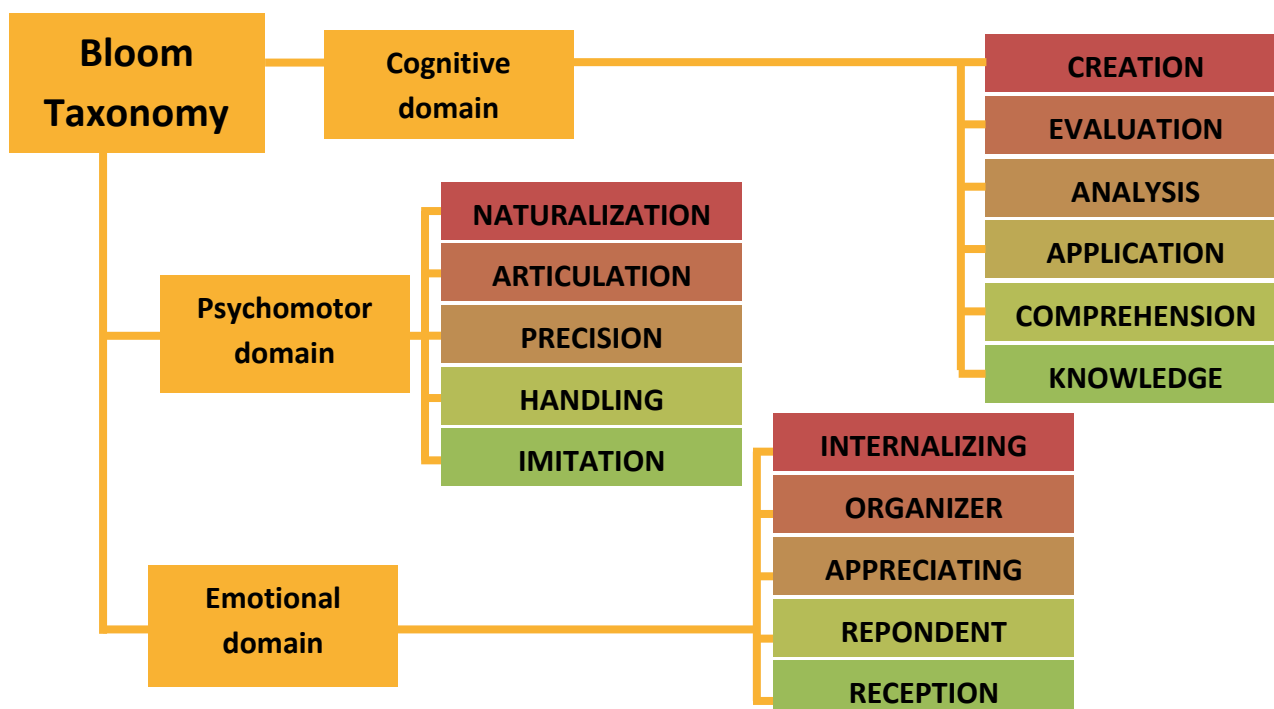
Benjamin Bloom's taxonomy

Bloom's taxonomy is a reference tool to help trainers and teachers define the dominant domain of learning competencies and the expected level of performance, which is formalized by objectives. These objectives determine the choice of learning situations and methods.
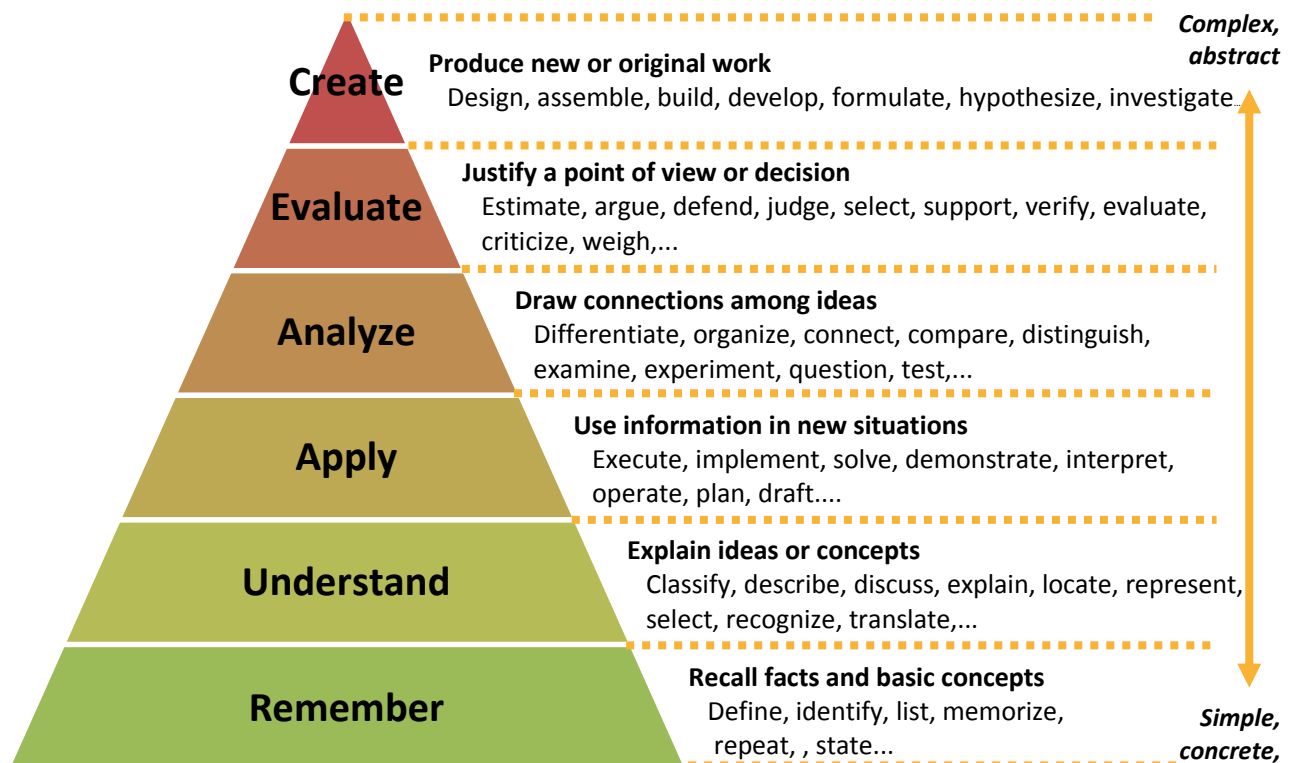
Origin of Bloom's taxonomy

- **Bloom's taxonomy** proposes a rational breakdown of the operations performed by a subject during his or her learning. It is a model, very well known, whose first version dates from 1956, rather focused on learning, comprising three distinct domains (cognitive, psychomotor, psychoaffective) with different levels for each. It gave birth to objective-based pedagogy

- This taxonomy, revised and made more operational and flexible by **Anderson and Krathwolh** in 2001, is a tool that helps the training designer define learning objectives based on the notion of competencies. Because these learning objectives, if clearly formulated, will help to build the pedagogical process that will enable learners to achieve them.

- In the **cognitive domain** which is detailed in this tool. Benjamin Bloom defines 6 levels from action verb. These levels range from simple to complex and from concrete to abstract

Description of the taxonomy domains

Bloom Taxonomy

Cognitive domain
- CREATION
- EVALUATION
- ANALYSIS
- APPLICATION
- COMPREHENSION
- KNOWLEDGE

Psychomotor domain
- NATURALIZATION
- ARTICULATION
- PRECISION
- HANDLING
- IMITATION

Emotional domain
- INTERNALIZING
- ORGANIZER
- APPRECIATING
- REPONDENT
- RECEPTION

Cognitive domain: 6 levels of objectives

Complex, abstract

Create — Produce new or original work
Design, assemble, build, develop, formulate, hypothesize, investigate...

Evaluate — Justify a point of view or decision
Estimate, argue, defend, judge, select, support, verify, evaluate, criticize, weigh,...

Analyze — Draw connections among ideas
Differentiate, organize, connect, compare, distinguish, examine, experiment, question, test,...

Apply — Use information in new situations
Execute, implement, solve, demonstrate, interpret, operate, plan, draft....

Understand — Explain ideas or concepts
Classify, describe, discuss, explain, locate, represent, select, recognize, translate,...

Remember — Recall facts and basic concepts
Define, identify, list, memorize, repeat, , state...

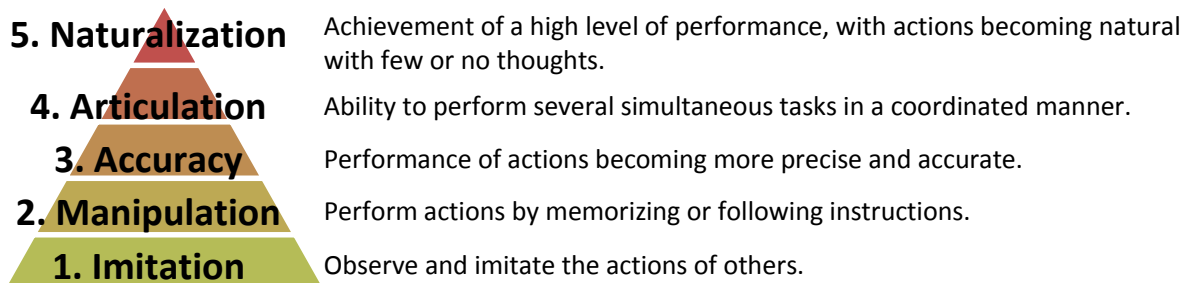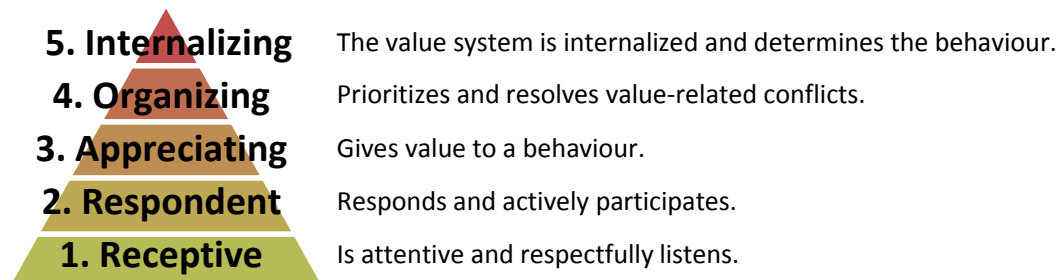*Simple, concrete,*

Psychomotor domain: 5 levels of mastery

In the psychomotor domain, 5 levels of mastery have been defined by R. H. Dave (1975), ranging from the basic level to the more advanced level, for which actions are well integrated.

5. Naturalization — Achievement of a high level of performance, with actions becoming natural with few or no thoughts.

4. Articulation — Ability to perform several simultaneous tasks in a coordinated manner.

3. Accuracy — Performance of actions becoming more precise and accurate.

2. Manipulation — Perform actions by memorizing or following instructions.

1. Imitation — Observe and imitate the actions of others.

Emotional domain (attitudes, interpersonal skills): 5 levels of integration

In the affective domain, attitudes and interpersonal skills are classified into 5 degrees from the most basic requiring simple attention to the most complex, when the behaviour is determined by a value system.

5. Internalizing — The value system is internalized and determines the behaviour.

4. Organizing — Prioritizes and resolves value-related conflicts.

3. Appreciating — Gives value to a behaviour.

2. Respondent — Responds and actively participates.

1. Receptive — Is attentive and respectfully listens.

References: Anderson, L. (2004). Increase the effectiveness of teachers (2nd, ed.).
Krathwohl, D. R. (2002). A revision of Bloom's taxonomy: An overview. *Theory Into Practice, 41*(4), 212-218, R.H. Dave (1975), Masia (1973)

Evaluation of the product and training process

This sheet makes it possible to clearly distinguish the evaluation of the product and the training process.

Product evaluation and pre-training process evaluation?

In a training course, the objective is to move each individual from a given level of knowledge and skills to a higher level.

- The training **product** is defined by the higher level knowledge and skills attained by each learner.

- The **process at the** heart of the training is the learning of each person, which the trainer strives to support.

Learner group with level of knowledge and skills 1 → **Training (Process)** → Learner group with level knowledge and skills 2 **(Product)**
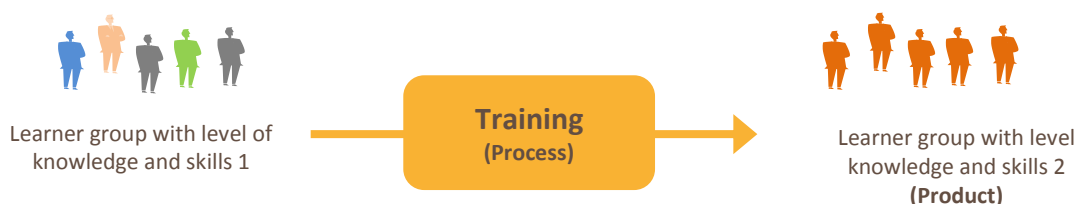
The evaluation may thus concern:

- The **product**, i.e. the achievement of the final objectives, the skills acquired by each learner at the end of the training, or even their integration (for training whose final objective is to obtain a job). This is usually done through a summative or certifying evaluation and follow-up of the insertion.

- The **process**, i.e. how the path, methods and stages through which learners have gone to achieve these results. This can be done by questioning learners, evaluating their satisfaction on different points, evaluating the progress of learning, questioning the course of training, participation, absences and regulations.

In a quality approach, **the evaluation of acquired skills** is often combined with **the evaluation of the process**, as it allows a global analysis of what happened there.

This can lead to questions:

- **The organization of the training**, its structure, its contents,
- The **necessary prerequisites** to enter training and the **public**,
- The **methods** used,
- **Examples**, **case studies** used,
- **Evaluation methods**,
- **The trainer's animation** and **skills**,
- Managing **heterogeneity**
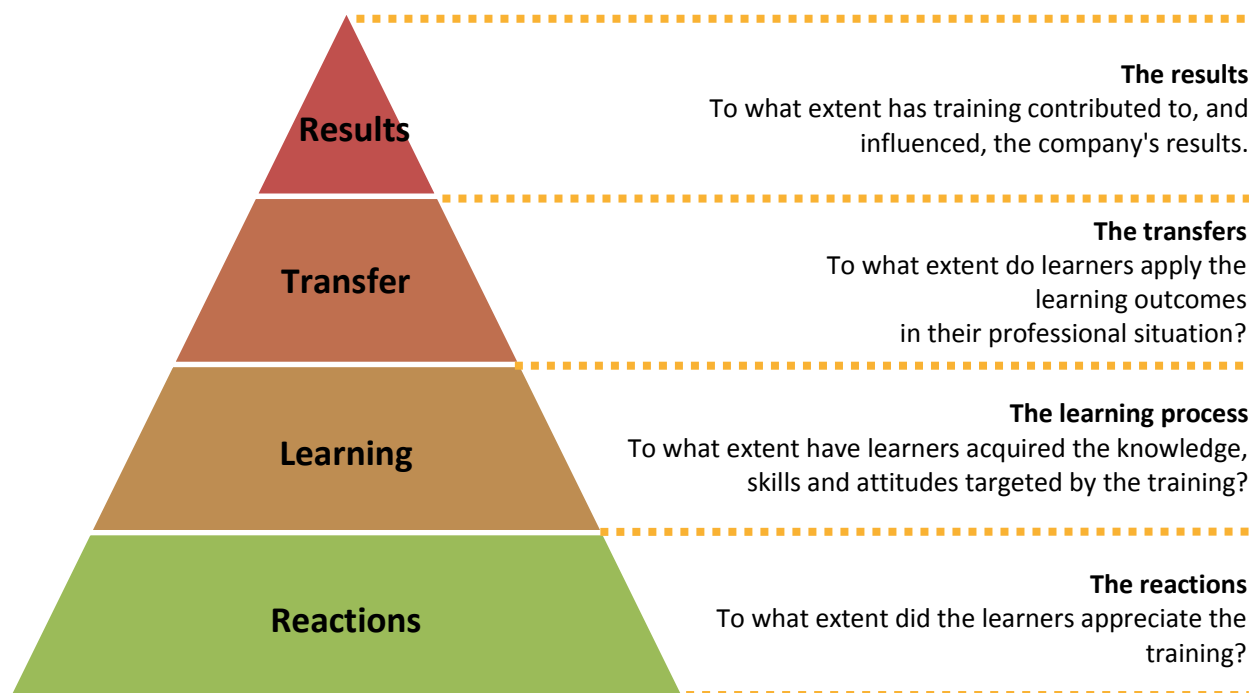- The **relevance of the training** to solve the problem.

The overall evaluation of the training

In a training process, a traditional distinction is made between the phases before the training, during the training itself and after the training. At each stage, different evaluations can be set up according to the case with different objects allowing a more global evaluation of the training.

BEFORE the training	DURING the training	AFTER the training		
Initial evaluation (initial diagnostic evaluation)	**Assessment of achievements** (summative, or certifying evaluation)	**Satisfaction assessment** (evaluation of post-training satisfaction)	**Evaluation of the transfer** (in a professional situation)	**ROI Evaluation** (return on investment)
What's the start point of the trainees? What is their level, their project, their expectations?	*What are the trainees' achievements? What have they learned?*	*Are the trainees satisfied with the training (learning achievement, conditions, progress...?*	*Are the trainees able to apply and transfer knowledge, skills and attitudes in their professional situation?*	*Was this training a relevant and cost-effective response to improve the situation?*

The 4 levels of evaluation of the Kirkpatrick model

D. Kirkpatrick's evaluation model has 4 levels. The first one identifies the reactions of the participants to the training and their level of satisfaction. The second level measures user learning, which is validated by a change in attitudes, increased knowledge and increased skills. The third focus on changes in individual behavior following training and the fourth level is intended to measure final results at the company and organizational level.

The results
To what extent has training contributed to, and influenced, the company's results.

The transfers
To what extent do learners apply the learning outcomes in their professional situation?

The learning process
To what extent have learners acquired the knowledge, skills and attitudes targeted by the training?

The reactions
To what extent did the learners appreciate the training?

Pyramid levels (bottom to top): Reactions, Learning, Transfer, Results

Example of a learning achievement evaluation grid

The learning achievement evaluation grid is a tool that is used at the end of the training cycle to assess the achievement of the pedagogical objectives. It is related to the pedagogical objectives of the training and generally proposes a scale and taxonomy allowing each learner to evaluate his or her level of achievement of each objective.

In general, the trainer summarizes at the end of the training, then asks the learners to complete the learning achievement evaluation grid and comments it.

It is recommended for the trainer to present this grid before the start of the training so as not to surprise the trainees and help them to fill in this grid as objectively as possible.

Pedagogical objectives (example)	I need to review this objective	I have understood and feel able to practice but I need to deepen some points	I have understood and feel able to practice	Comments
Define the objectives of teamwork				
Define the framework of a teamwork				
Create the conditions for motivation				
Practice effective delegation				
Deal with difficulties and sensitive situations				

Summary - keywords and notions

Cat. 2 : Conducting the evaluation

Problem
Thomas organized a complex evaluation test with his trainees. He is facing protests from them. Trainees think that the evaluation is not representative because they were not informed nor prepared. Thomas is wondering how to better conduct the evaluation.

Issue
Conducting the evaluation properly is important to ensure in a methodical way that the expected objectives are effectively achieved, taking into account the conditions and hazards of its progress.

Keywords	Definition
Training objectives	These are statements of intent that describe the expected outcomes of the training. They constitute points of reference for the trainer in the development and conduct of the training. It is important that the training objectives are clearly identified by the trainer and communicated to the trainees. Often, they are related to a job activities or competences standard which identifies the knowledge, cognitive or motor skills and attitudes to be acquired.
Methodology of evaluation	Evaluation methodology are procedures for collecting and processing information related to a learner's work that allows a measurement and in some cases a decision. They must be adapted to the objectives of the evaluation. An examination leading to a diploma will be defined by strict standards and conditions. A quantitative evaluation (scores) will require a rigorous design with clear evaluation criteria defined upstream. While a more informal and qualitative evaluation, which is very important to boost motivation and identify learning difficulties, will lead, with kindness and rigor, to encouragement and/or adjusted guidance.
Learner's performance	The learning achievements during the training are measurable on the basis of the performance obtained by the learners (examination, projects, files, problem solving, achievements of various kinds, particularly in vocational training), which will make it possible to certify and objectify the knowledge and skills that have been acquired in the training.
Cognitive styles	Cognitive styles are relatively stable and permanent patterns in which an individual collects and processes information in distinct preferential ways (M. Linard, 1990). For example, one would prefer to read information (predominantly visual style) or hear information (predominantly auditory style). While it is important for the trainer to identify the styles of each trainee, it is also important for the trainer to know his own cognitive style so that he does not lock himself in when addressing his trainees.

Tools :	Description
T41.1 Cognitive styles	Tool describing the different common cognitive styles.
T72.1 Evaluation of the product and training process	This sheet makes it possible to clearly distinguish the evaluation of the product and the training process.
T61.2 Checklist of hypothesis about the learner's difficulty	This checklist is a support that proposes various hypotheses that the trainer can ask himself/herself when he/she faces a learner in difficulty. The checklist also includes some indicators to validate these hypotheses.

Cognitive styles

Tool describing the different common cognitive styles.

Definition of cognitive styles

The behavior of each individual is often characterized by personal invariants that correspond to **cognitive styles**. These cognitive styles are defined as follows:

"***Relatively stable and permanent arrangements in an individual to collect and process information according to distinct preferential modes"*** *(*M. Linard).

These styles are not to be prioritized because they all make it possible to perform well, but by following different paths and according to the characteristics of the learning situation.

It is important that the trainer **knows his own cognitive style(s) in** order to not **unconsciously impose them on his learners** and know how to **vary his teaching guidance**.

Otherwise, he or she may "forget" learners who have different cognitive styles from his or her own. The trainer is thus called upon to leave his comfort zone.

There are no "pure" cognitive styles but rather dominant preferential aspects.
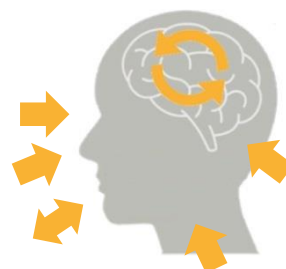
Examples of cognitive styles

■ Hearing / Visual / Kinesthetic
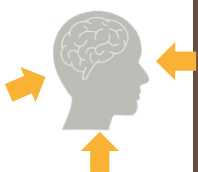
- ▪ **Hearing**: restore knowledge from the process, from the chronological sequence of the elements.

- ▪ **Visuals:** reproduce knowledge from images that connect elements in a stable way.

- ▪ **Kinesthetic**: memorize by writing or from tactile sensations....

■ Field dependent / Field independent

- ▪ **Depending on the field:** importance given to environmental reference points and importance of the social and emotional context; need for external goals.

- ▪ **Independent of the field**: importance given to personal reference points and little space for social or emotional context; self - definition of goals.
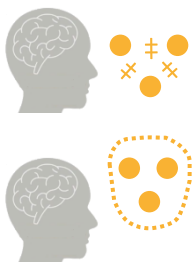
Reflexivity / Impulsivity

- **Reflexivity:** Defer the answer to ensure an exact solution: preferred indecision instead of the risk of error.

- **Impulsivity:** respond quickly, even if it means making mistakes: intolerance to uncertainty.

Accentuation / equalization

- **Accentuation:** Tendency to seek differences, oppositions, contradictions.... even if it means accentuating their character: insistence on the gap with the already known; pleasure in the new.

- **Equalization**: Tendency to seek regularities, known elements, habits of thought... even if it means not seeing the original details; by analogy, bring the new back to the known; pleasure in predictability.

Centration / scanning
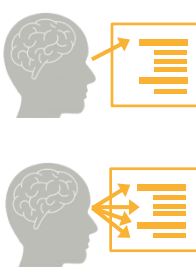
- **Centration:** Tendency to focus on only one thing at a time and to completely clarify one point before moving on to the next: intensive work.

- **Scanning:** Tendency to consider several things simultaneously, examining each only partially, even if it means returning to it later: work that is predominantly extensive.

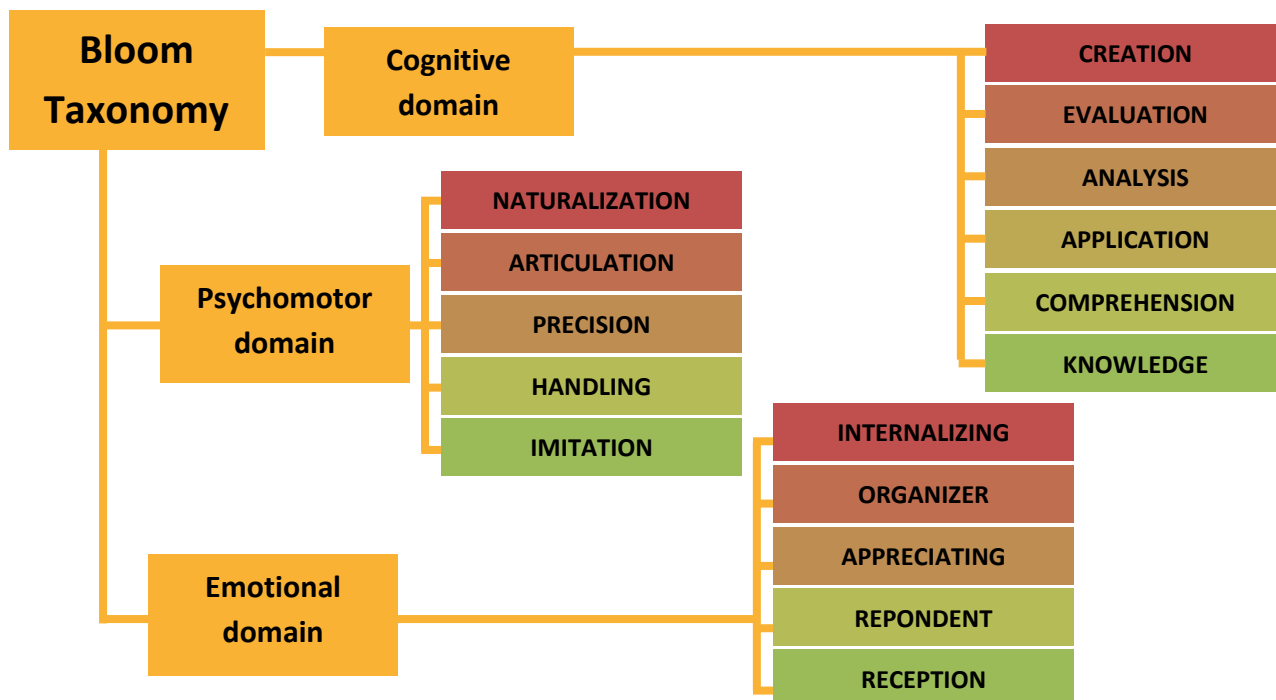# Keys to improve the learning outcomes evaluation

This sheet provides some keys to improve the learning outcomes evaluation.

Domains and levels of evaluation

Benjamin Bloom has worked as a professor and psychologist at the University of Chicago. He has been appointed to evaluate the relevance of the exams and through this, he realized that everyone was evaluating differently. Some exams assessed rather the memorization of concepts, facts, others the reasoning, others problem solving or synthesis. Thus, he formalized the taxonomy of educational objectives.

According to what the trainer wishes to evaluate, the evaluation methods must be correlated to the 3 fields of competence (see Bloom's taxonomy sheet).

The competencies cannot be declared, the trainer must put the learner in a situation to solve a problem that may concern one of the 3 domains (Knowledge, skills, attitudes) and for each domain, the associated level.

Bloom Taxonomy

- **Cognitive domain**
  - CREATION
  - EVALUATION
  - ANALYSIS
  - APPLICATION
  - COMPREHENSION
  - KNOWLEDGE

- **Psychomotor domain**
  - NATURALIZATION
  - ARTICULATION
  - PRECISION
  - HANDLING
  - IMITATION

- **Emotional domain**
  - INTERNALIZING
  - ORGANIZER
  - APPRECIATING
  - REPONDENT
  - RECEPTION

Thus the questions that the trainer must ask himself:

- **What do I want to evaluate?** Is it rather an intellectual capacity, rather a motor capacity, a skill or an attitude, a behavior? (Cognitive, psychomotor or socio-emotional domain)
- **How do I want to evaluate?**
- **With which modality** (qualitative or quantitative)?

The evaluation should be correlated with the initial objectives of the training. They are defined to be evaluated at the end of the learning process.
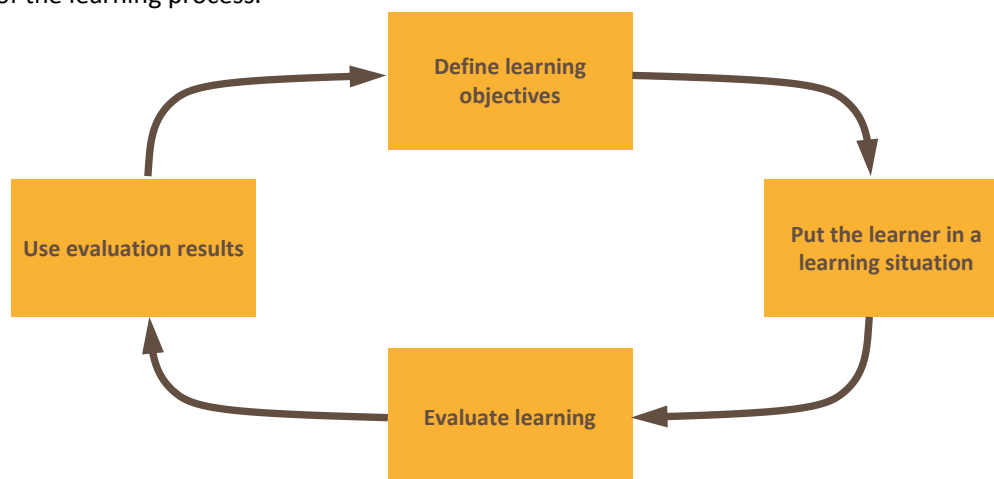
Tips for producing an evaluation

1. Define the **objectives of the evaluation**
2. Choose the **relevant indicators** (to define success / "*The learner has succeeded if...*")
3. Construct the **test** (define a content and form that allows interpretation in terms of mastery of an identified domain of competence / Bloom)
4. Distribute the items by **increasing level of complexity** if necessary
5. Develop a **scale** (qualitative or quantitative)
6. Define the **conditions of the contract** (time, collective implementation methods, supports, etc.)
7. Define a test **correction protocol** (expected answers, criteria, free interpretation...)
8. **Classify** (reference population, calibration, scales...)
9. Prepare the **synthesis of the results**
10. Plan the **modalities of restitution**, in particular for the learner

Different forms of learning outcomes evaluation

There are 4 forms of assessment of learning outcomes, each with its own advantages and limitations:

- **Expert evaluation**
- **Self-evaluation**
- **Mutual evaluation**
- **Co-evaluation**

The evaluation as a training objective is located in the Bloom pyramid at a high level of objective in the cognitive domain. To a certain extent, it is often also an objective for the learner to be able to evaluate his own work, his own production in a logic of self-control.

Thus, these different forms of evaluation more or less promote the development of this evaluation capacity.

Form of evaluation	Description	Comments on the report
The expert evaluation	The trainer evaluates the learner's productions as an expert with regard to the objectives, expectations and criteria.	This form of evaluation does not encourage learners to take ownership of the criteria and objectives. It therefore requires significant mediation by the trainer.
Self-evaluation	The learner evaluates his or her own productions against the objectives, expectations and criteria.	This form of evaluation assumes that the trainer has taken ownership of the objectives and criteria of the evaluation and has been able to distance himself from the outcome. It is suitable for both mature and advanced learners.
Mutual evaluation	Two or more learners engage in a reciprocal or joint evaluation of their respective approaches, progress, difficulties, strategies, results.	Mutual evaluation makes it possible to cross-reference views and mutual appropriation of criteria and objectives. It allows learners to distance themselves as long as they are responsible enough to observe and discuss the results objectively.
Co-evaluation	In co-evaluation, the self-evaluation of the learner (or group of learners) is confronted with the evaluation formulated by the trainer concerning the approaches, progressions, difficulties, strategies, learning outcomes	Co-evaluation makes it possible to empower learners by sharing with them the trainer's expertise, which is brought to the learner's level. It requires agility and a caring attitude from the trainer to promote awareness. It is recommended with mature and responsible adults.

Tool T61.2

E6. Support learning

Author :	**B. Boudey**
Organisation :	**GIP-FAR**
Date :	**05/10/2018**

Checklist of hypothesis about the learner's difficulty

This checklist is a support that proposes various hypotheses that the trainer can ask himself/herself when he/she faces a learner in difficulty. The checklist also includes some indicators to validate these hypotheses.

List of hypothesis and indicators about the learner's difficulty

Hypothesis about the difficulty	Indicators from the learner
➔ **The learner does not have access to all his/her means to understand** Problems due to stress, having a problem in the past …?	Perception of the learner's emotional state, signs of stress, shortness of breath, nervousness, agitation...
➔ **The learner does not have the prerequisites to understand** Problem with the prerequisites?	Knowledge of the learner's work history, signs or lack of previous achievements on the subject, pre-requisite tests that are not successful....
➔ **The learner does not understand because the message is ambiguous or inappropriate in its formulation** Problem of misunderstanding the instructions / miscommunication / ambiguous message	Lack of commitment to the task, expression of misunderstanding, doubts expressed about certain words, passivity, nervousness....
➔ **The learner does not understand because he/she does not connect all of the elements with his/her own knowledge...** Problem of misunderstanding the instructions / lack of connection with other concepts and basics	Lack of commitment to the task, expression of misunderstanding, stuck on certain words, showing doubt, confusion, misinterpretation...
➔ **The learner understands the instructions but is not able to translate them into an action plan and act on them...** Problem of commitment to the task / methodological problem	The learner is able to reformulate, but does not commit to the activity, random approach by trial and error, impulsive behavior…
➔ **The learner is not able to transfer and redo the activity in other contexts** Problem of method and awareness of cognitive activities, identification of the rules that govern the activity	The learner has previously been able to perform a task, but cannot repeat it when the context changes or makes mistakes when elements change in the situation...

Summary - keywords and notions

Cat. 3 : Correcting and providing an efficient feedback to the learner in relation with the objective

Problem	Following the evaluation test with low results, Thomas have proposed a satisfaction assessment to his trainees who are not satisfied. Thomas is thinking about giving more meaning to evaluation to help his trainees progress.
Issue	Correcting an evaluation and providing feedback to the learner is important for: - provide feedback on the learning outcome, - help him/her to better orient himself/herself in the conduct of his/her learning, - facilitate the transfer of learning in other situations, - develop the ability to self-assess work to help develop autonomy

Keywords	Definition
Feedback	This is information in return that the trainer will provide to the trainee. It is a form of regulation that can be the starting point for individualized remediation. It may have a social value (e. g. an encouragement), or refer to a formal criteria for success or a cognitive dimension (on a reasoning)...). The feedback-remediation pair is strategic in any individualized pedagogy.
Metacognition	In a reflexive logic, it is the process used by a person to analyze his own individual functioning (collecting information, memorization, problem solving, conducting an activity...). In this way, it allows to become more aware of one's own functioning, to control and regulate one's learning. Creating a metacognitive posture in a learner allows to gain autonomy in dealing with learning tasks
Empowerment	It concerns the development of the capacity of a person to act and change a situation. It aims at a form of autonomy for learners, which is a more ambitious objective than simply learning a skill. It is a vector for acting with discernment and efficiency for a given class of situation.

Tools :	Description
T73.1 Key attitudes for effective feedback	Advices on how to do an effective feedback to trainees during the training.
T73.2 Checklist to evaluate the training process	List of questions to evaluate a training process in case of difficulties or other issues.

Key attitudes for effective feedback

Advices on how to do an effective feedback to trainees during the training.

What is a feedback?

Feedback is, in a common sense, the action in return for an effect on the object that gave rise to the action.

At the end of a sequence, after the acquisition of new concepts, or simply after an exercise, during a correction or an evaluation, a dialogue with the trainee is necessary, to validate the acquired knowledge or understand where a possible error comes from and to be able to correct it. That's the feedback.

Above all, one must not stop at a traditional "It's good" or "it's not true", because:

- A correct answer, or the impression of having understood a notion, may be superficial and insufficient to induce a subsequent transfer,

- An error does not always come from the notion itself; it can have external causes (lack of prerequisites, partly acquired notion, state of concentration, tiredness...).

Some keys for successful feedback

▶ What is the purpose of feedback?

The benefits of feedback are many. One may quote:

- Knowing the effect of your action,

- Adjusting his position in relation to the person's return,

- Recognizing a person's work and/or qualities,

- Have another point of view that you (or the intern) would not have thought of,

- Enrich the relationship with the other.

▶ Who decides on the setting up of a feedback ?

Initially, it is usually the trainer who provides the feedback. To build confidence, feedback should rather be between the trainees concerned and the trainer, without external witnesses.

After some time, when the trainee is confident, it is interesting that he/she challenges the trainer by spontaneously presenting his/her problem-solving strategies for validation, and not just the result.

▶ When to set up a feedback?

At key moments in a training sequence:

- **After the provision of an important notion**, to check the degree of understanding and acquisition of this notion, but also to apprehend the difficulties encountered by the trainee(s) in acquiring this notion, and to induce a reflection on the subsequent transfer and possible reuse of the acquired knowledge in other circumstances.

- **Towards the end of a training sequence**, to control the degree of acquisition of the concepts covered during the sequence, as well as their prioritization (the concepts retained were the most important ones?), to remedy the problems of understanding so as not to finish a training sequence on a failure and to prepare the transfer of the acquired knowledge to subsequent situations.

- **At the end of an exercise**, to check that the method used is consistent, in case of success, and thus validate it; in case of failure understand where the problem comes from to help solve it. Problems can have many origins that must be taken into account in order not to make a monolithic judgment. The cause of a failure can be a lack of prerequisites, a problem of misunderstanding the task statement or response to be given, problems of carelessness, fatigue, motivation... Moreover, the fact that the trainee explains his strategy and the dialogue with the trainer can allow a question to be asked about the implementation of more efficient resolution methods, even if the strategy initially used is consistent.

▶ How to provide effective feedback?

Above all, through a constructive and non-judgmental dialogue with the trainee(s).
2 distinct and complementary registers to be taken into account:

- **The trainee's performance:**

  - ➡ They correspond to expectations: confirm success and encourage for the future,

  - ➡ There is a gap between the performance achieved and the expected performance:
    The feedback interview makes it possible to conduct a survey to identify successes and difficulties and target appropriate help to progress.

- **The trainee's attitude** (commitment and perseverance in training, participation in training, relationship with classmates, punctuality...)

  - ➡ It is in line with the expectations: the trainee can be encouraged and supported in his attitude

  - ➡ There is a gap between the trainee's attitude and the expected attitude: the gap is put in words and from there, the feedback interview allows the trainee to give his opinion and to engage in a dialogue with indicators on the desirable improvement.

Tool T73.2

E7. Ensure evaluation

Author :	**Y. Dionay**
Organization :	**GIP-FAR**
Date :	**25/08/2019**

Checklist to evaluate the training process

List of questions to evaluate a training process in case of difficulties or other issues.

Checklist to evaluate the training process

> The trainer may, at any time or if he/she finds problems in his/her training, for example after an initial summative evaluation of the trainees or an examination, question the training process. Here are some examples of questions he may have about the ongoing process....

Examples of questions about the training process	Possible change, (to be completed by the trainer)
Regarding motivation - Have I encouraged and valued the trainees enough to support their motivation? - Have I given meaning to the training, in relation to each trainee's project? - Have I taken care of each individual?	*Example :* *- Take more time with XX on his project*
Regarding individualization - Have I assessed the needs, feasibility of the project, situation and potential of the trainee? - Have I adapted the pace and activities at the level of each trainee? - Have I mobilized the resources, representations and experiences of the trainees?	…
Regarding the management of difficulties encountered by trainees - Have I made a good diagnosis of learning disabilities? - Have I linked the contributions with the previous knowledge of the training? - Have I adapted my contributions to the level of my trainees? - Have I made my trainees think about their own functioning to anchor what they have learned?	…
Regarding group dynamics - Have I organized the group's life to create its identity and a climate of trust conducive to learning? - Have I organized and regulated group or sub-group work? - Have I made it easier for the group to speak so that everyone can express themselves? - Have I attracted attention? Created an emulation?	…
Regarding the attitudes and behavior of trainees - Have I adopted an ethical and exemplary posture in the eyes of the trainees? - Did I facilitate the group's acceptance of the institution's rules? - Have I properly regulated inappropriate behaviors or attitudes on the part of some trainees?	…

Regarding the activities and materials prepared for the session - Have I prepared the organization of the space to promote educational activities? - Have I chosen the right methods and tools to meet the needs? - Have I written the interns' activities well?	…
Regarding the management of training - Did I structure and adjust the training scenario when necessary? - Have I organized and adjusted the pace of training activities when necessary? - Have I developed learner autonomy? - Have I made sure that the trainees give meaning to their learning?	…
Regarding the evaluation - Did I conduct the evaluation process correctly? - Have I chosen a type of evaluation in relation to the objectives and appropriate modalities? - Have I prepared the trainee(s) well for their certification or selection tests? - Did I provide each of the trainees with effective and adapted feedback in relation to their objectives?	…

Summary - keywords and notions

Cat. 4 : Preparing a learner for an exam

Problem	Following a failed test problem, Thomas suggested to his trainees to do another evaluation test, but they rejected this proposal. Thomas wondered how the evaluation could work better.
Issue	Preparing a learner for an test is often important to enable him/her to better understand the conditions of the test and to be able to demonstrate all his/her achievements despite conditions with which he/she is not necessarily familiar.

Keywords	Definition
Criteria of evaluation	An evaluation criteria is an information that allows to decide on the quality of a performance in relation to the objectives. A criteria is composed of one of several indicators, which must be clearly defined, explained and communicated to learners (in a formative self-assessment logic)
Conditions of an examination	When a formalized exam certifies the training, it is strongly recommended at some point to train the trainees in the conditions of this exam: it is a form of 'mock exam' that allows the expectations and constraints to be anticipated.
Coaching	Coaching is a form of accompaniment that aims to prepare individually a person to achieve a targeted performance. Commonly used in the sports field, this notion of coaching is now used in different sectors of activity, including training. It is one of the functions of a trainer especially when the training leads to a formal exam.

Tools :	Description
T74.1 Tips for exam preparation	Advice sheet to prepare trainees for exams.
T13.1 List of common limiting beliefs	List of limiting beliefs common among learners in training.
T13.2 Strategies to overcome limiting beliefs	A set of strategies and tips to help learners overcome limiting beliefs that may be barriers to their learning path.
T74.2 Classic mistakes and advice to trainees during exams (before and during)	The trainer's role is sometimes also that of a coach to prepare his learners for the exams. This sheet lists some tips for trainees and the mistakes to avoid before and during an event.

Tips for exam preparation

Advice sheet to prepare trainees for exams.

Tips for preparing an exam throughout the training

The trainer's tasks are not just about providing knowledge or managing a group of learners. Trainees generally have a specific objective, which they may not have been able to validate during their schooling. They often tend to act in formation like the students they were, while as adults, their way of thinking and their daily environment have evolved. This is one of the causes of failure in training.

The trainer plays an important role in terms of methodological input, a role of "coach".
Here are some tips to remember to pass on to trainees.

A deadline (exam, tests...) is not prepared at the last moment, but from the beginning of the training. From the first sessions:

- Adopt a **positive attitude**; in case of doubt, rely on your progress, successes rather than difficulties and failures, reflecting on the strategies put in place for these successes.

- Set up in a **comfortable**, **bright**, **airy** and **reassuring place**.

- Start your **revisions** as **soon as possible**; it is inefficient to revise at the last minute.

- It is necessary to review, but it is not always easy to reconcile with an adult life. Set a schedule that is sustainable in the long term and compatible with your external needs. Be careful! The denser a calendar is, the more difficult it is to keep.

- For the important points of your program, write **summary sheets** (see the preparation of a summary sheet at the end of this sheet).

- Do not make any dead ends or **speculate on topics**, especially in light of current events or previous topics.

- Don't drown in **details**, always get back to the **basics**. A sentence, an exercise not understood does not mean that the notion is not acquired. Use your summary sheets to determine what is essential.
  - To learn, as much as you can, focus on **understanding** rather than "by heart". If you know reliable **mnemonic tricks**, use them.
  - Proceed as follows:

■ Choose a chapter logically.	■ First of all, without looking at the notes or the answers.
■ Take a sheet of paper and write down the important points, without looking at your notes.	■ If you have a problem, check your notes
■ Compare with your notes. In case of error or omission, relearn and repeat the previous steps.	■ If after consultation, the method returns, do some additional exercises.
■ Repeat some exercises that you have corrected	■ If you still can't do it, ask the trainer for further explanations as soon as possible

Advice (Continued)

- If you have the opportunity, organize sessions with a **revision partner**, this reinforces motivation and makes it possible to clarify uncontrolled concepts.

- Keep up **outdoor activities**, relax especially as the deadline approaches.

- Take care of yourself, **eat a healthy diet** and don't forget your **sleep**!

- Avoid excessive coffee, excitement, or on the contrary medication (other than your usual treatments) and products that relax or boost memory, a healthy lifestyle should be enough to keep you in shape for your learning and revision.

Note :

It often seems as if the memory fades with time. In fact, even if we forget many of the details that we see, hear or feel on a daily basis, everything that marks us or seems important remains in our short-term memory for a few days, just long enough to be classified in long-term memory (if it is important or significant) or eliminated (if it is not) by leaving only vague and punctual traces in memory.
When an item is stored in memory, it stays there for a long time... but not always well classified!

It is essential to review each notion several times in order to improve the classification, to reactivate the memory (as for a pile of laundry in a cupboard, what is below is difficult to recover).
It is advisable to review the concepts after one day, one week, one month, one year.

Memory loss is often only a problem of using it, a problem of connection between long-term memory (storage) and short-term memory (work).
The causes can be stress (examination), fatigue... but not forgetting (reassuring, no?).
If you have a memory lapse, think of something else (otherwise, the fear of forgetting creates stress that further blocks memory); on exams or contests, move on to the next question, usually memory will come back.
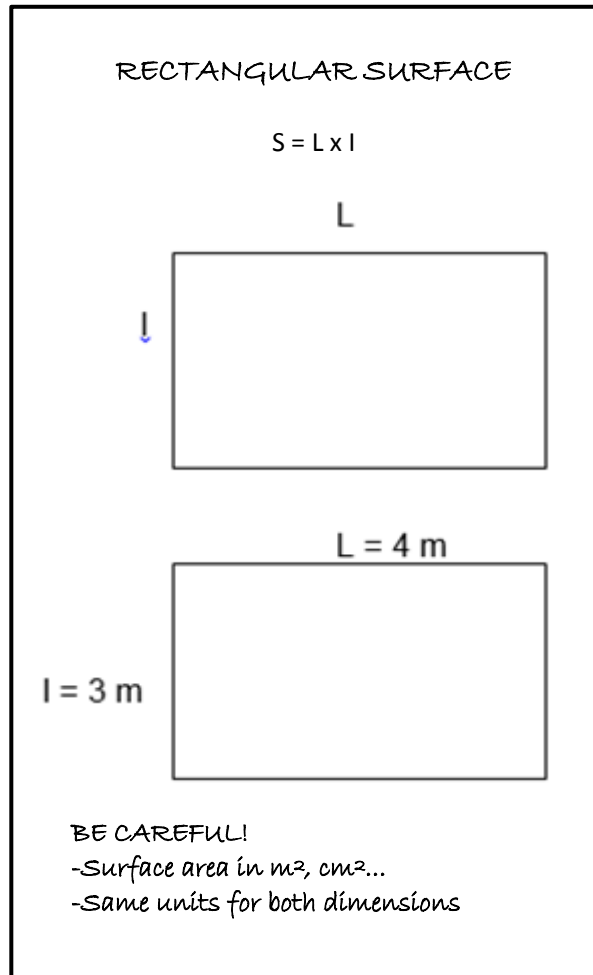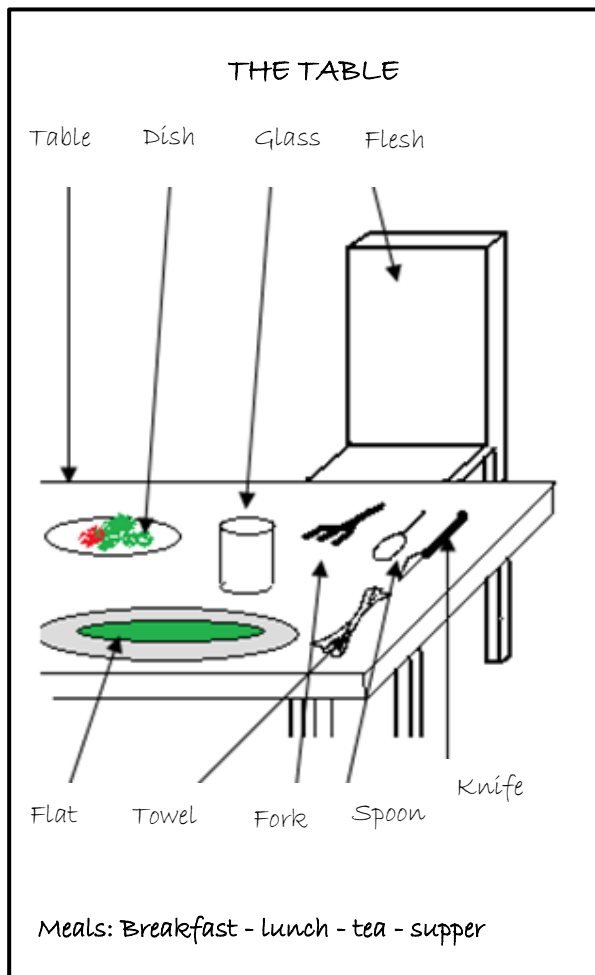
1. Write a summary sheet: what to advise trainees

- Take a notebook or, much better, cardboard cards that you file together in a binder according to your preferences

- Write down important notions, rules, definitions as simply as possible, without making sentences. The rule must be visible at a glance. The most effective is, if possible, the following content:
  - ➜ **Title**
  - ➜ **Rule** or **law** or **scheme**, noted as simply as possible
  - ➜ A **simple example**
  - ➜ A "**Warning**" **section** where you will note the **mistakes to avoid**, your mnemonic means.

- Write your sheets in the **format that suits you best** (not necessarily the one adopted during the course or on the documents provided). If you prefer signposts, or tables, or colors, it is up to you. This can help you to better understand a given concept in a form that does not suit you.

- Write your forms **immediately after the training sessions**, so as not to be late. In an individualized workshop, it is best to write the form at the end of the session, which makes it possible to ask the trainer if necessary what the most important point was.

- Repeat your collection of cards as often as **possible, so** that you can immerse yourself in them almost unconsciously. To leaf through them is not to sit and learn by heart, it is simply to fly over them when you have five minutes free... think about it, it's in a day's time!

2. Some examples of summary sheets

ENGLISH (Vocabulary)

THE TABLE

Table   Dish   Glass   Flesh

Flat   Towel   Fork   Spoon   Knife

Meals: Breakfast - lunch - tea - supper

RECTANGULAR SURFACE

$S = L \times l$

L

l

L = 4 m

l = 3 m

BE CAREFUL!
-Surface area in m², cm²...
-Same units for both dimensions

Tool T13.1

E1. Driving motivation and commitment to the training

author : **B. Boudey / JJ. Binard**

Organization : **GIP-FAR**

date : **11/12/2018**

Src: Martin Seligman

List of common limiting beliefs

List of limiting beliefs common among learners in training.

Limiting beliefs and learned helplessness

Most **limiting beliefs** come from those around us, parents, or teachers. They are reinforced throughout life and contribute to failure. Martin Seligman speaks of **learned helplessness** as a psychological state resulting from learning in which the subject experiences his/her own **lack of control over events** in his/her environment. This experience would tend to lead to the subject, animal or human, adopting a resigned or passive attitude. This impotence is "learned" because it is generalized even to classes of situations in which the subject's action could have been effective. It manifests itself at the motivational, cognitive and emotional levels.

List of common limiting beliefs and associated helping beliefs

Limiting beliefs	Caring Beliefs
I'm too old or too old to learn	*Experience is valuable in meeting the challenges of learning. We learn at any age.*
I've always had difficulties at school and that's not going to change now	*Adult education is not school.* *I am here to acquire things that are useful for my personal or professional life.*
I'm not worthy.	*I also deserve my chance.*
You can't have everything in life	*If I want it, I can have it...* *Everything comes to the one who perseveres...*
I will not succeed because I belong to a certain social class	*If I wish, I can, follow a different path from my family*
I'm not up to the task	*I'm going to make it, I'm quite capable of doing it.*
I'm rubbish, I have no value	*I am competent in this and that area.* *I have a real talent for...*
It is forbidden to express your desires and needs	*I have the right to express my needs and desires*
At 50 years of age, you can no longer be hired	*At any age, you can convert, change.*
Money doesn't make you happy	*I deserve to earn money*
You can't have everything in life	*My dreams are accessible*
I'm not good at maths	*I know how to solve problems, I have already solved...*
I'm not capable of doing that	*I am able to succeed*

Self-positioning on limiting beliefs

This self-positioning can be used at different times during the training course.

- At the beginning, to quickly identify potential obstacles and prevent them from happening.
- During the training course, to measure the evolution of his/her image, his feeling of personal effectiveness.
- At the end, to allow the learner to assess his/her personal development on his/her learning abilities.

This questionnaire can only be used in a sincere and secure dialogue for the learner because it addresses intimate questions about himself/herself. It can be used in an individual or group interview, with careful and respectful mediation by the trainer.

Limiting beliefs	Personal positioning			
	Strongly disagree	Mainly disagree	Mainly agree	Strongly agree
I'm too old or too old to learn				
I've always had difficulties at school and that's not going to change now				
I'm not worthy				
You can't have everything in life				
I will not succeed because I belong to a certain social class				
I'm not up to the task				
I 'm rubbish, I have no value				
It is forbidden to express your desires and needs				
At 50 years of age, you can no longer be hired				
Money doesn't make you happy				
You can't have everything in life				
I'm not good at maths				
I'm not capable of doing that				
…				

Strategies to overcome limiting beliefs

A set of strategies and tips to help learners overcome limiting beliefs that may be barriers to their learning path.

Background information

Once limiting beliefs have been identified (e. g. through the self-positioning tool T11.5), the trainer can use different strategies to help learners overcome them.

These are the main 4 strategies:

- discuss the origin of beliefs
- highlight the learner's successes and progress
- provide counter-examples, invalidating limiting beliefs
- have "experienced peers" testify

The 4 strategies

Strategy	Comments on the report
▶ **Discuss the origin of beliefs**	In this strategy, the aim is to enable the learner to **put these beliefs into perspective** by helping him/her to understand how they have become part of his/her functioning. It is a dialogue and position that allows us to take a step back. *Sample questions: What makes you think that...? How do you know that...? Don't you think that....*
▶ **Highlight the learner's successes and progress**	For this strategy, it is a question of helping the learner to **take a step back by himself/herself**, to measure his/her evolution, to identify his/her progress based on his/her successes, whether in the field of the training course or in the personal field (leisure, hobbies,...). Practically, this is achieved by identifying and giving value to the activities implemented, the successes and the skills that have been used. *Example of interventions: "you see you have done..., you have thus been able to use this and that skill...* *When analysing a task, it can be by specifying: "So far, everything is right... this and that is right...".*

▶ Provide counter-examples, invalidating the learner's beliefs

The purpose of providing counter-examples is to allow the learner to overcome negative generalities that limit motivation and that reappear on a recurrent basis. Quite often beliefs and generalizations occur through an automatic reaction to a word or difficulty. It is therefore a question of substituting the limiting belief or generalization by a positive and motivating counter-example. This substitution is important because, paradoxically, for a learner, being comforted in failure can be reassuring.

Example of intervention: When the belief that I can't learn because I am ... comes up, think about [such and such an inspiring person]...

▶ Have "experienced peers" testify

Sometimes all of the trainer's energy and belief cannot do anything about a trainee's deep-seated belief. Especially if there is an age gap, or difference in levels of experience or environment between the trainer and the learner in relation to their limiting beliefs.

In this case, the **intervention of experienced peers**, who may be former trainees of the same profile and who have succeeded, can be of great help.

These peers can be real model **examples**, providing living evidence of possible successes and thus supporting motivation...

Example of an intervention: I invite you to meet such a person who can tell you about his or her journey....

Tool T74.2

E7. Ensure evaluation

Author : **Y. Dionay**

Organization : **GIP-FAR**

Date : **29/08/2019**

Classic mistakes and advice to trainees during exams (before and during)

The trainer's role is sometimes also that of a coach to prepare his learners for the exams. This sheet lists some tips for trainees and the mistakes to avoid before and during an event.

The importance of the trainer's role in preparing for an exam

The trainer's tasks are not just about providing knowledge or managing a group of learners. Trainees generally have a specific objective, which they may not have been able to validate during their school or professional life. The approach of a deadline (exam, interview, admission tests for training or employment, competition) often generates stress or can remind you of past failures. These are elements to be taken into account during the training, especially towards the end, when the deadline approaches.

The trainer plays an important role in terms of methodological input, a role of "coach". He must help the trainee to prepare as well as possible for this deadline and overcome any obstacles.

It may be important to train trainees to apply certain tips so that they acquire good habits when deadlines allow them to validate their objective.

This is done during exam situations or tests, followed of course by effective feedback.

Here are some tips as they can be passed on to trainees.

Advice to trainees to prepare the day before the event

Stress should not block your memory and attention. If you feel ready, there's nothing to panic about! We often have the impression that we don't know anything anymore, it's normal. Here are some rules to follow.

- **Don't review at the last minute**; you will confuse your memory more than you learn. You will also tend to focus on details that you may not have understood well and you will forget the essential.
- **Relax - you**, play sports, walk, lick, shop window: you have to channel your stress, transform it into physical fatigue, easier to manage. You'll sleep better and think of something else. On the other hand, yoga is also effective (you can also, in advance, try relaxation, sophrology).
- **Go and find the place of the event**, if you don't know it.
- **Avoid excesses**:
  - → Make physical efforts but not too much.
  - → TV or cinemas, choose low-impact films.
  - → No alcohol (or very little), no drugs, no sleeping pills.
  - → No drugs other than your usual treatments
- **Eat light** (fruit, vegetables, fish, nuts...).
- **Go to bed early** (even if sleep has trouble coming).
- **Stay calm**, avoid overly "passionate" discussions.
- **Prepare your tools**:
  - → Pens (several), ruler, pencil, eraser, highlighters
  - → Compass, square, protractor (if required)
  - → Calculator (with battery or backup calculator)

→ **Prevent hunger** (marzipan, chocolate cereal bar, chocolate) in case of cravings (without this "whiplash", your ability to think and your memory will be reduced if hunger occurs). Remember that thinking absorbs a lot of energy, so nutrients.

Tips for trainees to succeed on the day of the test

- Get up early enough and have a good breakfast (you will need energy!).
- Don't touch your courses !
- Leave early (a traffic jam, a late bus, it's stressful!).
- You will need relaxation and oxygen, then:
  - → Park or leave the bus a little before the examination site and walk!
  - → Do not discuss the test with other candidates.
  - → Avoid waiting in a noisy and smoky place, wait outside in a quiet place.
  - → Don't rush into the room, take your time.
  - → Settle down quietly, find a good posture.
  - → Take a deep breath, clear your head.

We give you the subject:

- **Draft** all the formulas that clutter your head (you will free your memory).
- **Make a complete reading of** the subject, pencil in hand.
- **Write down in the draft** any comments you have about the subject.
- **Start with what you know how to do** (earn your first points), it's important to be positive.

  - **Allow time to review** and correct (it is best to stop every 3 or 4 questions to review what you have done and then continue).

  - **If you have a memory lapse**: do another exercise, or start your proofreading. The more you try to remember, the more likely you are to stress and therefore to block the functioning of your memory (stress is the number one enemy of memory). When the forgotten notion comes back to mind, write it down in the draft to remember it when you repeat the exercise.

  - **Too much stress, anxiety?** Stop - you for a few seconds, close your eyes and take a few deep breaths, focusing on your breathing. Feel free to stretch (but quite discreetly!).

Be careful! Don't be obsessed with the 100/100. You can afford to lose a few points to ensure a good copy. Don't get discouraged if you can't answer a question. If you take an exam, remember that it is often an average of the scores with their coefficients that is taken into account. An average score in a poorly mastered subject can be a positive result, if it is compensated by good scores elsewhere.

Advice to trainees after the test

- Throw away your draft, don't try to check your results: it's too late, and you don't know the exact modalities and scale of the correction. Don't ask the best member of the group what they said... they may very well have made a mistake. The same is true for the majority of the group.
- Forget the past test, prepare yourself for the next one.
- LET OFF STEAM - YOU!!!!!

PANICKING IS USELESS!
- You're not up to the task: assume and trust yourself!
- Before you get the subject, you don't know what you'll get: it can, it must work (for the most part)
- We give you the subject: too late to panic, you have to go for it!