

The
of Adult **E**valuation Staff

EDUEVAL Curriculum

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Introduction

by Loredana Perla¹

EDUEVAL Curriculum is the first of three volumes based on the results of EDUEVAL – *Evaluation for the Professional Development of Adult Education Staff* Project, supported by the *LifeLong Learning Programme – Grundtvig Multilateral Projects* of the European Commission². The volumes are: *EDUEVAL Curriculum (vol. 1)*; *EDUEVAL How to do Guide (vol. 2)*; *EDUEVAL Handbook (vol. 3)*. Specifically, the *EDUEVAL Curriculum* describes the structure of the training course and addresses all those who are interested in training the professional profile of the evaluator of adult education staff.

- 1 While being the result of shared work, Loredana Perla is the author of the Introduction, of the chapter 1 and of the Conclusions; Viviana Vinci is the author of chapters 2 and 3.
- 2 EDUEVAL – Evaluation for the Professional Development of Adult Education Staff is a project supported by the LifeLong Learning Programme of the European Commission (Project Number: 538743-LLP-1-2013-IT-GRUNDTVIG-GMP Grant Agreement Number: 2013 3800/001/003). For more information: www.edueval.eu.

1.

Towards the professional profile
of the evaluator of adult education staff
by Loredana Perla

The EDUEVAL course aims to train the evaluator of Adult Education (AE) staff: this is a high level professional who works in adult education to improve the quality and impact of the staff working. We are talking about a new and flexible professional figure who can operate in a number of contexts, and requires specific training.

The international debate on the skills and competences in educational work has highlighted the complexity of succeeding in reaching a complete model of procedures and methods required by the evaluation of educational work (Research voor Beleid, 2010; Carlsen & Irons, 2003; Jäger & Irons, 2006; Jarvis, 2009). The concept of *educational work*, indeed, is hard to be defined and thus all definitions come with some limitations. However, it is well accepted that it concerns multiple targets of users and an action that takes place in different contexts and for different purposes³.

Evaluating educational work, as the results of the EDUEVAL Research have shown⁴, is mainly carried out by both *officially recognized evaluators* and by *unofficially recognized evaluators*.

The former, *officially recognized evaluators*, are certifiers of

3 For more information, see the EDUEVAL Public Research Report at: <http://www.edueval.eu/en/outcomes>

4 With reference to the EDUEVAL Public Research Report at: <http://www.edueval.eu/en/outcomes>

quality or personnel from bodies outside the organization, who evaluate conformity to pre-established standards. However, they do not always have an in-depth knowledge of the educational context, of the complexity of the processes and of the work dynamics of the staff operating in them. The latter, *unofficially recognized evaluators*, are professionals from different training and professional backgrounds, with experience in education, mainly in roles of coordination. Unlike the *officially recognized evaluators*, the *unofficial recognized evaluators* have extensive knowledge of adult education contexts but not necessarily specific training for evaluation. In this latter case, staff evaluation often takes place through strategies that have not been standardized to a great extent; moreover, staff evaluation can be carried out using informal tools or ones built up internally by the work group.

There is therefore an *evaluating function* which is carried out in very different ways depending on the professional contexts and on the different European countries, varying between external certification and internal/not formalized evaluation practices. There are multiple consequences of this plurality of roles and figures and they have global repercussions on the professionalization of the operators, as well as on the lack of an evaluation system of educational work that can support and improve the quality of the work processes and of the well-being of the operators.

In the study on the profile of the evaluator of AE staff and in designing the ensuing training model, consideration has been given, on the one hand, to the theoretical framework which considers the *specific professional skills and competences of the evaluator*, who has to master some methodological tools typical of evaluation research, such as *diagnostic and interpretative skills* (such as being able to: design evaluation research; use data collection tools; use tools and methods for data analysis; write a report or documents summarizing and describing the results

obtained; offer insights, advice and support to users, in order to introduce plans for quality improvement of work processes and operators' well-being; analyse and interpret a context of reference). On the other hand, work was performed by recognizing the *transversal professional skills and competences* of the evaluator, through consulting and studying of the ESCO portal (*European Skills/Competences, qualifications and Occupation*).

The selection of the transversal ESCO skills was made in five areas classified hierarchically by levels, according to the *logic for skills*, which promotes knowledge, skills and attitudes developed through experience:

1. *application of knowledge;*
2. *attitudes and values at work;*
3. *social skills and competences;*
4. *thinking skills and competences;*
5. *language and communication.*

In addition to these specific and transversal skills and competences, the professional profile of the evaluator of AE staff includes:

- explanation of who this professional figure is and which roles the evaluator of AE staff holds;
- what this evaluator does, his/her activities, the methods and tools used;
- where this evaluator operates, in which contexts;
- the users this evaluator works with;
- which professional ethical principles underpin the professional action of this evaluator;
- which training and professional pathways are required for this evaluator profile;
- which competences and skills, as mentioned earlier, are expected in defining the evaluator profile.

The EDUEVAL profile of the evaluator of AE staff (please see the EDUEVAL Handbook - Vol. 3 - for further information) was built up in a dialogue with the ESCO model, in a European dimension.

The profile that emerges from the EDUEVAL work, and which is addressed by the training course described here, shows all the complexities and the need for coexistence of different areas of skills, related both to educational disciplines and experiences and to specialized evaluation studies and experiences.

The EDUEVAL model of evaluation by *Viviana Vinci*

Evaluating AE staff is a complex universe, which leads to the difficulty of identifying one single model of evaluating educational work. No theoretical frame exists that can describe, from a univocal perspective, the complexity in the contexts and types of professionalism involved in adult education, in which indicators and areas of professional competence co-exist, and in which the very principle of evaluation has multiple objects and points of reference. Starting from these presuppositions, the EDUEVAL model of evaluation has been conceived in such a way as to develop the *subjective* (self-evaluation), *objective* (external evaluation) and *intersubjective* (context evaluation) dimensions of the educational processes (cf. *EDUEVAL Handbook (vol. 3)* for supplementary information), considered in all their complexity and richness.

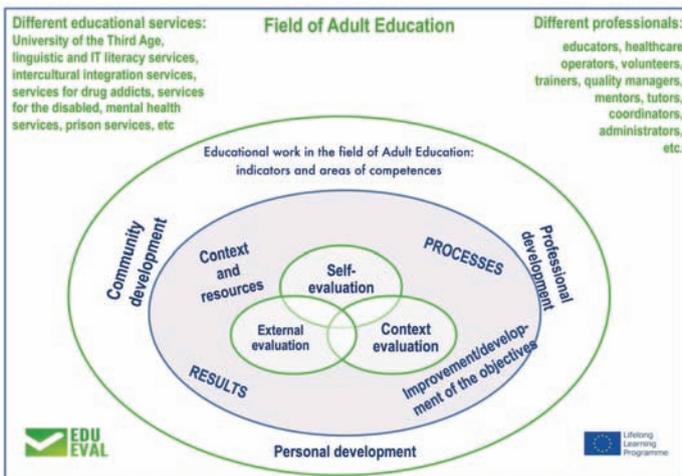
2.1 Triangulation as an explanatory construct of the EDUEVAL model

The methodological principle underlying the EDUEVAL model is *triangulation* (Denzin, 1989, 2010; Greene, 2007; Hussein, 2009), according to which a complex reality characterized by multiple dimensions, like educational work, cannot be evaluated from a single perspective of observation of

the phenomenon, but requires several perspectives of analysis and complementary points of view.

Triangulation is borrowed from the language of mathematics and becomes a typical principle of qualitative methodologies, as a technique that allows appreciating the properties of a phenomenon by comparing several representations of the same object, which can be obtained from different points of view, subjects, tools and perspectives of analysis. The decision to use three perspectives (self-evaluation, external evaluation and context evaluation) in the EDUEVAL model of evaluation is inspired by the *trifocal* perspective that Pellerey (2004) inaugurated in order to understand *competence*, a complex construct that required three levels of observation, which can refer to a subjective, an inter-subjective and an objective dimension (Castoldi, 2012).

The EDUEVAL theoretical structure has been built up by transposition, focusing on educational work as a complex construct to be evaluated through a subjective (self-evaluation), objective (external evaluation) and intersubjective (context evaluation) level.



These three levels of evaluation, according to the EDUEVAL model, cannot be considered hierarchically or in a clearly separate way but intersect, because they are intertwined and, at times, overlapped.

The proposed structure of the evaluation of educational work requires simultaneously activating three dimensions and a *trifocal* view that can form an overall picture, using specific and different tools.

From a methodological point of view as well, a structure built up on either a qualitative or a quantitative basis should be superseded, in favour of a *mixed methods evaluation* perspective (Bledsoe & Graham 2005; Greene, Benjamin & Goodyear 2001; Mertens, 2010), based on the mixed use of qualitative and quantitative evaluation data and methods: this is a perspective that can highlight the diversity of the points of view, the participation of the different social players (evaluator and evaluatee but also the stakeholders), to give the evaluation research greater social utility, validity, credibility and completeness (Bryman, 2006). The use of a *mixed methods design* perspective (Hesse-Biber & Johnson 2015; Tashakkori, & Teddie, 2003; Creswell 2003; Creswell & Plano Clark 2011) entails the possibility of drawing from different techniques, tools and sources, in order to give greater visibility to the results obtained, without using reductive or limiting perspectives of evaluation, especially in complex social contexts.

3. The training curriculum *by Viviana Vinci*

The Curriculum for the training for evaluators of AE staff uses a *blended* model for a total of 100 hours, of which 70 in presence (64 effective and 6 hours of individual tutoring, on the request of the student) and 30 in e-learning.

3.1 Aims of the course

The principal aim of the course is to train the professional evaluator of AE staff. More specifically, the course aims at the following training objectives:

- to bring out the representations, implicit theories and beliefs of the trainees on evaluation;
- to understand the theoretical frame underpinning EDUEVAL model;
- to understand the meaning of triangulation in evaluation models;
- to develop knowledge on the professional skills and competences expected of the AE staff evaluator;
- to promote in-depth awareness about the profile of the AE staff evaluator;
- to understand the training role of evaluation in order to improve the organization;

- to develop a more complex vision of the work processes in AE contexts;
- to develop knowledge about the main levels of evaluation;
- to train the student to learn and use some qualitative and quantitative methods and tools to perform evaluation at the three levels presented in the EDUEVAL model;
- to develop knowledge about the main ethical principles underpinning the evaluation.

3.2 The didactic format of the course: *blended method*

The course is based on *blended learning* (Garrison & Vaughan 2008; Garrison & Kanuka 2004; Graham, 2004), with a number of special characteristics:

- the integration of in presence and distance training;
- attentive pre-planning, that can integrate different training tools, synchronous (that takes place in real time) and asynchronous (that do not take place in real time, with an interval of time between when the information is sent and when it is received) and formal-informal methods of communication;
- greater possibility of access to information;
- greater flexibility and autonomy in learning;
- *peer to peer learning*, in which tasks are given to a work group based on the different individual competences of the members; moreover, roles are exchanged between the members of a learning group, based on diffused leadership (Quagliata, 2008, p. 96).

3.2.1 Time schedule of the course

The didactic units have a fairly standard time structure, with in presence meetings lasting 5 hours, with in addition an average of 5 hours of e-learning (3h for training activities and 2h for evaluation activities):

- the first unit (*The EDUEVAL evaluation model*) lasts 18 hours (13 hours in presence planned as follows: 2 hours for presenting the course and forming the groups; 2 workshops in presence lasting 5 hours; 1 hour of individual tutoring. 5 hours of e-learning, planned as follows: 3 hours for the training activities; 2 hours for the evaluation activities);
- the second, third and fourth didactic units (*Towards the profile of the AE staff evaluator; Aims of evaluation: why evaluate; Levels of the evaluation*) each last 16 hours (11 hours in presence planned as follows: 2 hours for presenting the unit; 2 workshops in presence lasting 5 hours; 1 hour of individual tutoring. 5 hours of e-learning, planned as follows: 3 hours for the training activities; 2 hours for the evaluation activities);
- the fifth didactic unit (*Evaluation tools: how to evaluate?*) lasts 23 hours (16 hours in presence, planned as follows: 2 workshops, each lasting 5 hours; 1 hour of individual tutoring. 7 hours of e-learning, planned as follows: 3 hours for the training activities; 4 hours for the evaluation activities, which also include a task of simulating the construction of an evaluation tool, such as the rubric, portfolio or an audit);
- the sixth didactic unit (*Ethics*) lasts 11 hours (8 hours in presence, planned as follows: 1 workshop in presence lasting 5 hours; 1 hour of individual tutoring; 2 hours for follow up and close of course. 3 hours of e-learning, planned as follows: 2 hours for the training activities; 1 hour for the evaluation activities).

DU	TITLE OF DIDACTIC UNIT	HOURS TOTAL	HOURS IN-PRESENCE	HOURS E-LEARNING
1	The EDUEVAL evaluation model	18	13	5
2	Towards thee profile of the AE staff evaluator	16	11	5
3	Aims of evaluation: why evaluate?	16	11	5
4	Levels of the evaluation	16	11	5
5	Evaluation tools: how to evaluate?	23	16	7
6	Ethics	11	8	3
Total hours = 100			70	30

Table 1 - Hourly structure of the EDUEVAL training course

3.3 Organization of the course

The course is organized in order to alternate circularly in presence and online modes:

1. start of the training activities *in presence*, when the aims of the course are introduced, the training group is formed, new topics are introduced and metacognitive and reflective activities are activated to bring out the participants' beliefs and representations, which mainly remain at the implicit and latent level (Perla, 2010), about the evaluation of educational work;
2. continuation of the training activities online - where the contents of the various didactic units can be studied in greater depth - on a Moodle platform, an open source Course Management System (CMS), aimed at strengthening the process of both teaching and learning through different e-learning training *peer assessment* tools (Limone, 2012; Baldassarre, 2011);

3. activities of in presence training, in which to deconstruct and critically re-elaborate what has been learned; to support the trainees in learning; to give feedback of the *peer assessment*; to introduce new topics.

3.3.1 *Recruitment methods*

The participants will be recruited through an analysis of the pre-requisites with an evaluation of the professional curricula of the aspiring candidates.

The maximum number of participants is 25.

The pre-requisites for taking part in the course are:

- age between 25 and 65;
- professional experience in adult education (in a capacity of evaluators or coordinators, consultants, trainers of educators);
- graduate and post-graduate qualifications in line with the regulations of the individual country (PhD, Master's degree, specialization courses...).

The training course participants will be selected to represent a diversity of professional profiles and the exchange between expertise and skills and competences acquired.

3.3.2. *Didactic units*

The EDUEVAL training course is made up of six didactic units, concisely described as follows.

3.3.2.1 The EDUEVAL evaluation model

The first Didactic Unit, lasting a total of 18 hours (13 in presence and 5 online) is structured in two parts:

- a first phase of presentation, in which the course is introduced and the training group is formed;
- a second phase, focused on the theoretical background of the EDUEVAL model and on the principle of triangulation as the explanatory construct of the proposal.

The main contents of the first Didactic Unit are:

- theories and models of evaluation;
- meanings of evaluation;
- theoretical frame of the EDUEVAL model;
- triangulation.

3.3.2.2 Towards the profile of the evaluator of AE staff

The second Didactic Unit, lasting a total of 16 hours (11 in presence and 5 online) is focused on the subject of the professional profile of the EDUEVAL evaluator.

The main contents of the second Didactic Unit are:

- the ESCO model for the professional development of AE staff;
- the profile of the EDUEVAL evaluators:
 - who they are (which roles and positions);
 - what they do: activities, methods and tools;
 - where they operate (in which services);
 - the users they work with;
 - professional competences and skills;
 - training and professional backgrounds;
 - professional ethical principles.

3.3.2.3 Aims of the evaluation: why evaluate?

The third Didactic Unit, lasting a total of 16 hours (11 in presence and 5 online) is focused on the topic of the purposes of evaluation and its role in the professional development of adult education staff.

The main contents of the third Didactic Unit are:

- evaluation for the quality of educational work: impact on the educators, impact on the educational programmes; impact on the users and impact on the contexts;
- evaluation for the professional development of AE staff;
- deconstruction, discussion and reflective re-elaboration of the participants' own professional experiences;
- evaluation as reflective learning from practices.

3.3.2.4 Levels of evaluation

The fourth Didactic Unit, lasting 16 hours (11 in presence and 5 online) is focused on the topic of the levels of evaluation in adult education proposed by the EDUEVAL model. The main contents of the fourth Didactic Unit are:

- self-evaluation;
- external evaluation;
- context evaluation.

3.3.2.5 Evaluation tools: how to evaluate?

The fifth Didactic Unit, lasting a total of 23 hours (16 in presence and 7 online) is focused on the topic of evaluation in adult education proposed by the EDUEVAL model. Unlike the other Didactic Units, in which only 2 hours are on online

hours of evaluation (with quizzes and workshops), the fifth Unit comprises 4 hours for evaluation activities, which also include a task of simulating building up an evaluation tool, such as the rubric, the portfolio or an audit.

The main contents of the fifth Didactic Unit are:

- portfolio;
- audit;
- rubric.

3.3.2.6 Ethics

The sixth and last Didactic Unit lasting for a total of 11 hours (8 hours in presence and 3 hours online) is focused on the main ethical principles underpinning the role of the AE staff evaluator. The main contents are:

- international ethical guidelines on evaluation;
- EDUEVAL Guidelines⁵;
- ethical principles of the evaluator.

3.3.3 Methodologies, methods and tools for training

The training methodologies include brainstorming, maps, focus groups and face-to-face lessons in the *in presence* mode and different distance training activities – SCORM, material repository, glossary – and evaluation (tests and workshops) in the *distance mode*.

The training setting has been structured paying attention to the removal of barriers to learning and participation, in-

5 For further information see: <http://www.edueval.eu/en/outcomes>

creasing in particular the so-called *facilitating* elements. In the training activities in presence, for example, the classroom is laid out in such a way as to encourage the widest participation by all the trainees, with *movable desks*, arranged in a circle (for brainstorming, shared reflection in the group or lessons) or in units of small groups (for example 4 desks put together to form a rectangle or a square) to foster group work.

The training course will be held in workshop rooms or specially arranged rooms, with boards, interactive whiteboards, projector, felt tip pens and stationery that can be useful for the activities. The internal organization of the learning environment in the online training activities will also be organized through the role of some facilitators, such as: the *e-tutor* (Rivoltella 2006), the *forum* (which increases shared reflection in the group), the discussion and learning groups activated in the activities such as the workshop, the wiki and the joint building up of a glossary.

3.3.3.1 E-learning training

The online learning environment will be hosted on a Moodle platform, an open source *Course Management System* (CMS). On the platform the students will find all the supplementary material of the contents introduced during the meetings in presence; at the same time, with the support of the didactic tutor, collaborative practices to build up a learning community will be stimulated in practical activities, building up a learning community. Distance training supports in presence training, extending the possibilities of entering into relations, sharing information and working on the common construction of knowledge.

3.3.3.1.1 Methods and tools

The e-learning training will be implemented on a Moodle platform, an open source Course Management System (CMS), aimed at strengthening the processes of both teaching and learning through:

- *SCORM* (*Sharable Content Object Reference Model*; see the section on methodology for further details);
- building up a *Glossary*, to compile a dictionary and a specific language common to all the trainees;
- *repository* for the study and learning materials of the training activities;
- *wiki* (page of collaborative writing);
- *forums* and other e-learning activities which can be implemented on Moodle to manage communications and build up a learning community in an online environment (e.g. Lesson Module, Glossary, Forum, Choice Module);
- *peer assessment* activities (Limone, 2012; Baldassarre, 2011), such as workshops, Jigsaw and other e-learning activities which require a group task (e.g. simulating building up an evaluation tool)⁶.

3.3.3.2 Didactic methodologies of in presence training

The EDUEVAL course includes using reflective, narrative and metacognitive devices – maximising the expertise of the professional in action – for the professional development of the AE staff evaluator. These devices are useful for understanding a complex and unpredictable system which cannot be re-

6 For further information, cf. EDUEVAL *How to do Guide – VOL.2*.

duced to theoretical standards, as is that of adult education, and the same device is useful in order to build up – thanks to the exchange between trainees (AE professionals) and trainers (evaluation professionals) – evaluation methods and tools that are suitable for the context.

Reflectivity and metacognition: superseding the models of technical rationality, which consider the professional as a mere executor of procedural standards, asked to solve decision-making problems through selecting the most suitable means, the *reflective paradigm* promotes learning from experience, the *testing* of theories and models, *putting the experience at a distance*, through the involvement of the operators in becoming aware, officialising and documenting their professional practices. This model of professionalism is based on the figure of the practical-reflective expert, with specific skills and competences (Altet, Paquay & Perrenoud 2002; Brookfield, 1995; Dewey, 1938; Fabbri, 2007; Fabbri, Striano & Melacarne, 2008; Korthagen, 2001; Montalbetti, 2005; Mortari, 2003, 2009; Perla, 2010; Perrenoud, 2001; Schön, 1983, 1987; Striano, 2001).

Narration: narration is also one of the qualitative devices that has an important epistemic (Clandinin & Connelly, 2000; Lyotard, 1979) and training (Biffi, 2014; Formenti, 1998; Demetrio, 1996; Bruner, 1990, 2002) function. Through narration, all the narrator's inner psychic, existential, emotive, motivational and relational processes can be explored; the meanings attributed to events can be deconstructed and reconstructed, triggering off processes of reflective re-elaboration of the experience; the structures of knowledge and rationality that underpin action can be made explicit; the past can be reconstructed and the individual and collective memory of it preserved, through the practices of writing and documentation (Perla, 2012b). Using narrative devices, the

EDUEVAL course intends to recognize the cognitive value of the practitioners' testimonies, prompting their production in narrative form.

Analysis of professional practices: together with the reflective, metacognitive and narrative frame, a central theoretical frame of the EDUEVAL training curriculum is provided by the *analysis of educational practices*, a line of study of professional practice consolidated internationally, especially in French-speaking (Altet, 2003; Réseau Open, *Observation des pratiques enseignantes*) and English-speaking areas (Day, 2004; Bain, 2004; ISATT *International Study Association on Teachers and Teaching*). Analysis of practice is carried out by starting from a real educational situation, to obtain and try to formalize in theoretical models – a posteriori, by inference – the knowledge inherent in professional practices (Altet, 2003; Damiano, 2006).

3.3.3.2.1 Methods and tools

Case study: one example of a device used in the EDUEVAL course is the study and analysis of a case of work in AE contexts. The *Case study* can be defined as the intensive and in-depth study of a situation or an event, considered in the different levels and dimensions that form it (Biffi, 2014; Yin, 1994a, 1994b; Mortari, 2007; Riva, 2007). From a real situation, the case study allows analysing its context, the temporal dimension, the situation (the motivation that caused it), the participants and the actions.

Focus group: this is a technique which allows, through the interaction of a group of people, *focusing on a topic*, a problem or a concept. It differs from the interview which generally asks questions on different subjects, as it is focused on only one question, even though it is approached from different

stimuli. The expected result consists of one or more arguments capable of describing the topic and discussing its most important dimensions (Bezzi, 2013, p. 27).

Maps: graphic representations of information, in a hierarchical-associative structure, i.e. with a cognitive matrix of the associationist type, where learning and the development of cognitive concepts are based on free mental associations, starting from the central element and the progressive combination of concepts. The images, colours and connecting lines that characterize the mental maps, in particular, are far more evocative than words and, by stimulating an infinite number of associations, suggestions and ideas, also increase the creative capacities (personal and of the group), the imagination, the memory, the unconscious mental resources, thinking skills and confidence (Buzan & Buzan, 2003; Buzan, 2006; Novak & Gowin, 1995; Novak, 2001; Vinci, 2012).

Reflective writing: a form of professional writing used a device of self-training of the adult (Biffi, 2014; Perla, 2012). Professional writing represents an elective organizer which allows developing professional skills and competences through the analysis of the work processes, through a view of the complexity that characterizes organizational contexts (Habboub, Lenoir & Tardif, 2008; Pastré, 2002; Pastré & Lenoir, 2008; Pastré, Mayen & Vergnaud, 2006).

Brainstorming: this is a technique which allows bringing out the spontaneous representations of the participants, according to the logic of associations of ideas, in which new ideas emerge from those that have already been produced (Bezzi, 2006; Gallagher 2013; Sutton & Hargadon, 1996). Used as a problem-solving technique in organizations – especially in corporations and training – it is used to increase creative thinking and gen-

erate many ideas (Rich, 2003): it is a technique that has not been clearly standardized and is a flexible one. For that reason, brainstorming is useful for developing self-expression, as the expression of one's emotions, experiences and beliefs (Di Maria, Lavanco, Varveri & Montesarchio, 2002).

3.4 Evaluation of the course: questionnaires and peer assessment activities

The training course is due to be evaluated in three distinct ways:

- tests on the contents of the course;
- a satisfaction questionnaire, focused on the quality of the contents, the trainers, the organization, the usefulness and the consequences of the course on the participants' profession;
- *peer assessment* activities (Baldassarre, 2011; Limone, 2012, Muirhead, 2002), which have an important metacognitive function on the object of the training and its pathway, as they are based on the responsibility and autonomy of the trainees, who reason on the very criteria with which they are evaluated. These activities include, for example:
 - *workshops*: a task which consists of creating (individually or collaboratively) a document (text or of a different nature) by the participants, which allows evaluating the contents learned, through an evaluation grid defined by the teacher and which can be tested by the participants themselves. According to the logic of *peer-assessment*, the tool of the workshops integrates, for each individual activity, two evaluations: one for the product sent and one for the evaluation given to colleagues;
 - *jigsaw*: conducting group work based on the specialization of the task. Each trainee has a task which con-

tributes to attaining the objective of the group. The learning task is divided and each trainee is given one part, on which to work independently from the others. Each member of the group becomes an expert on their part and is responsible for teaching the information learned to the other members of the group. The competence of the group is ascertained by evaluating all the members of the group on the assigned subject (Aronson et al., 1978). In the EDUEVAL course, the Jigsaw will be used to carry out a task such as simulating the construction of an evaluation tool, assigning one portion of the task to the different trainees.

The EDUEVAL training course meets three fundamental requirements:

- *allowing knowledge and procedures about evaluation to be acquired* through lessons and *learning objects* (online SCORM and supplementary material);
- fostering a *reflective* posture, through metacognitive devices of writing (maps, reflective writing, portfolio);
- fostering the *collaborative* dimension of learning, through jointly building up knowledge in the peer group, developed in particular in e-learning training.

The construction of the Curriculum is the result of work over a long period of time, in which a staff of experts/researchers and practitioners/operators – who work as adult education staff evaluators – discussed and exchanged views collaboratively in order to offer a reflection and concrete tools that can be useful for developing a system and a culture of evaluation of educational work in Europe.

The long-term goal, which is possible only through experimenting training pathways such as the one proposed, consists of aiming at a legislative recognition of the profession of AE staff evaluator, including through the creation of a professional register.

For more information, see <http://www.edueval.eu>.

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