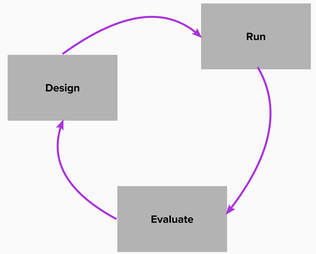
1 Why evaluate

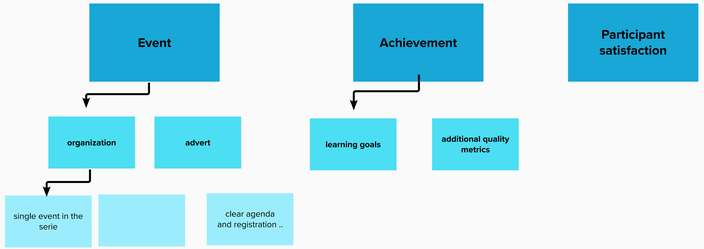
Use knowledge to improve the training. ex ante and ex post (systematic) evaluation to be fed in the training design and a grid to track the time dependency



1b Stakeholders

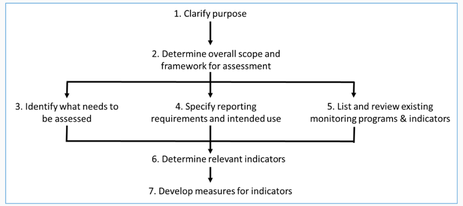
Trainers and coordinators

2 What evaluate

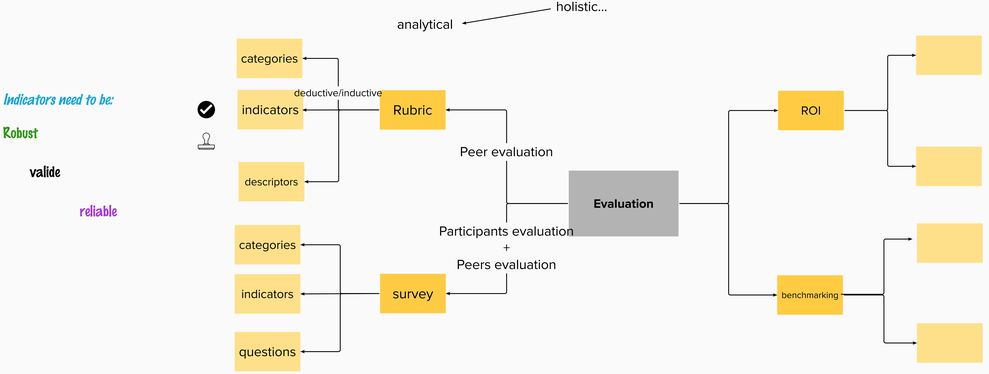


3 How evaluate

Define approach and tools to evaluate a training offer.



Evaluation elements



4 Identify Categories to evaluate

Some definitions:
Dimensions /categories: Characteristics of the event we want to measure

criteria: which aspect to measure

indicators: how to depict what we want to measure and how to measure the target achievement

scores and anchor points: grid representation of the measures
descriptors: detailed explanation of the indicators

example
Dimension: Organization
criteria: efficiency in the event organization
indicators: workshop as single event in a project
descriptors: the event was clearly embedded in a series with a project behind

1. Categories
2. Indicators: univocal, precise, measurable
3. Indicators needs to be validated→pilot course
4. The definition of the categories was done considering the critical elements of the training offer. The definition of the indicators followed the SMART approach: Strategic, Measurable, achievable, Relevant and Time related

5 Identify the minimum set of indicators

- Peers committee: experts in didactic, project management, data manager
- Method: measure the validity but also the reliability and robustness.
- Go for a dense array of indicators and not for a sparse one
- Note the indicators are always an approximate proxy of the measure

Definitions:
Validity: to which degree this measure depict the information we want to measure.
Reliability (this measure tells us of the relative category information without bias or free of errors).
Robustness (independent on the context- not sure we want this)

- Identify possible dependencies between the indicator,
- Define different measures and evaluate how stable is the assessment by replacing the indicators. This is called minimum set of system representation or grid search and minimum misfit

Indi,i
Indi,j
.....
indi,z

Criteria/classes	Indicators/Scores 1	2	3	4	5
Clearness and coherence: All the material is for the learning target, modular and sequencial	poor material, chaotic structure Training goals not indicated	No overview of the training structure but modularity is there. Not all the material is organized per training areas	.....	The training aim has been clearly stated at the beginning of the course but not all the material was coherent to the scope	The didactic/training unit presents a reusable modular structure a learning goal is indicated and all material is coherent to it
Completeness: No redundancy and gaps	The content was redundant and not completely relevant to the scope of the training	.....	.....	The hands-on session is coherent with the course content and learning targets	The presented material was relevant to the learning objectives and training goals
FAIR	the data provenance is not indicated the material is not on line accessible	The data provenance is clear, the material is not completely reusable due to licence problem and portability	Modularity structure of the training product favour the reuse but no guidelines on the hands on session is provided	The learning material is made available in an open-access data publication repository	The learning material is provided in a accessible repository. A setup file is provided to run the provided tools. The toolbox slides+jupnot are OS independent
Goal achievement Awareness Competences engagement Actions (e.g. percentage of registration)	The training does not promote the engagement of the participants in the data curation.	...	...	...	The implementation of FAIR data curation has been fostered and tools have been provided for the direct implementation of the acquired knowledge and competences

6 Identify influence of weight f indicators for different stakeholders