

Evaluation Model for Assessing the Intercultural Educational Objectives of Primary and Secondary School Textbooks

Name of organisation:
Helpdesk for Intercultural Learning Materials

Instructions and Advice for Evaluators

The **CURRENT** instructions and advice for evaluators given below are not obligatory. Their purpose is only to **guide** you through the experience of **previous evaluators**.

Phase [I] – Helpdesk Orientation	
<u>Objective:</u> To enable you to become familiar with the vision and objectives of the Helpdesk, and to position these within the wider social and educational context in Bulgaria.	
1.	[action] Read the Mission Statement (Portfolio Component No.1);
	[advice] <i>This is one of the key documents you have to read. Take your time and think about the meaning of its different components and about their interrelatedness.</i>
	[for example] <ul style="list-style-type: none"> • Paragraph 2 of the Mission Statement clearly shows that according to the Helpdesk the focus of educational processes is placed on the development of the personality of young people • If we ask ourselves – “What does the Helpdesk mean under “cultural identity”?” – we can find the answer at the end of paragraph 5 of the Helpdesk Mission Statement
2.	[action] Read the Critical Review of Educational Materials (Portfolio Component No.2);
	[advice] <i>Educational documents are the normative basis in which we find support for the implementation of Intercultural Education (ICE) therefore it is important to be familiar with the possibilities and limitations that they contain.</i>
	[for example] <ul style="list-style-type: none"> • The principle for non-discrimination is an essential part of the Constitution of the Republic of Bulgaria (see p.2 of the Critical Review of Educational Documents) • Article 15, point 1 of the Law for National Education is in unison with the Helpdesk understanding of the aims of ICE presented in the Mission Statement. (ibid. p.2)
Phase [II] – Evaluation Exercise Orientation	
<u>Objective:</u> To enable you to become familiar with the evaluation instruments and methodology to be used by all evaluators involved in this exercise.	
3.	[action] Read the Evaluation Model (Portfolio Component No.3). Pay attention to the relation between its components (Aims of Intercultural Education, Zones of Focus / content, tasks, language, visual materials /, Evaluation Matrix)
	[advice] <i>Don't panic if the Evaluation Model looks too complicated to you and its components closely related. Once you start working with it things will get better!</i>
	[for example] The Aims of ICE (the top-page quadrangle) are accomplished in the learning process (the bottom page quadrangle) and each of the aims finds its own expression in any of the Zones of Focus of the evaluated materials
4.	[action] Pay attention to the relation between the Mission Statement of the Helpdesk and the Evaluation Model .
	[advice] <i>Compare and contrast not only the two documents but also each one of their components.</i>

	[for example] <i>The stated in paragraph 2 of the Helpdesk Mission Statement processes for modernizing contemporary education in Bulgaria are further developed as a set of aims in the Evaluation Model.</i>
--	--

Phase [III] – Preparation for Undertaking the Evaluation

Objective: To enable you to ensure that you have everything you need for carrying out the specific evaluation task for which you are responsible.

5.	[action] Gather all the necessary materials (i.e. educational documents, textbooks, readers, teacher’s book, audio, video, computer-based components, etc);
	[advice] <i>Make sure you have collected all educational materials regardless of the fact that some of them are not stated to be part of the package of the textbook you are going to work with.</i>
	[for example] <ul style="list-style-type: none"> • <i>Contact the publishing house so that you make sure that you have all the necessary educational materials constituting the package</i> • <i>The teacher’s book is not always published as a separate volume. For example, the Teacher’s book of the 9th grade Psychology textbook is not a separate book - it is part of the Teacher’s book for the whole cycle of philosophy disciplines.</i>
6.	[action] Familiarise yourself with the Evaluation Matrix (Portfolio Component No.5) ;
	[advice] <i>The final version of the evaluation should have the same format, therefore make sure you are clear with what every element of the Matrix includes. The organization of the writing process is up to you. Pay attention to the word limit of each part !!!</i>
	[for example] <i>Having decided on the aims of your evaluation, parts B, C, D, E of the Matrix can be written simultaneously or in any other sequence. Try not to exceed the word limit and keep the balance between components.</i>
7.	[action] Familiarise yourself with the deadlines for writing the Evaluation (to ensure that you have sufficient time to complete your evaluation task within this timeframe); get to know your evaluation team colleagues (since most evaluations will be carried out by small groups);
	[advice] <i>Discuss tasks within the team. Divide the evaluation process in stages. Plan deadlines for first, second and final editing of the text. Each team member has to have a clear idea of his/her tasks and deadlines. Set realistic deadlines and try working within the set time limit!</i>
	[for example] <ul style="list-style-type: none"> • <i>Having decided on the aims work on your own following the agreed schedule of tasks. Write the summary after you have compiled the different parts of the evaluation into one coherent text. Ask colleagues or friends for external evaluation – ask them to comment on the readability of the text and on the clarity of message. Edit the text.</i> • <i>If you plan to make a version of the evaluation in a foreign language, plan time for its preparation.</i>

Phase [IV] – Familiarisation with the Textbook and Other Resources

Objective: To enable you to generate initial, subjective/intuitive but nonetheless valuable practitioner responses to the textbook and other resources being evaluated.

8.	[action] Skim through the textbook and other resources;
----	--

	<p>[advice]</p> <ul style="list-style-type: none"> Do not panic! Be prepared to accept the scale of the task and the seemingly large volume of the raw data! Give yourself sufficient time (e.g. two weeks) to note down the types of text, tables, diagrams, typographical features, pictures, etc.; Pay special attention to educational documentation (the State Education Requirements, National Curriculum etc.) – this is your starting point! <p>[for example] Read the introduction to the book, check what other components there are in the materials package, teachers book, etc, read texts, do some of the tasks for students to get the feel of the book, etc;</p>
9.	<p>[action] Jot down your first impressions (which may or may not be related to intercultural education objectives) using key words and phrases;</p> <p>[advice] Trust your professional expertise, your initial intuition; try to capture your initial response;</p> <p>[for example] <i>geography textbook</i></p>
10.	<p>[action] Attach meaning to your first impressions; think about the implications they have for intercultural education potential;</p> <p>[advice] Relate your impressions to the aims of ICE. Note down you associations before you start summarizing.</p> <p>[for example] Example from the 9th grade music textbook (Georgieva, S et al, (2000), 9th grade Music Textbook, Prosveta):</p> <ul style="list-style-type: none"> Lack of visual representation of people with disabilities – this could be related to the aims: inclusiveness and encouraging empathy with the situations and identities of others based on physical ability, social and economic status Having read the table of context and the authors' foreword the textbooks leaves the impression that it offers multiple perspectives on the subject matter – related to the aim multiperspectivity
11.	<p>[action] Prioritize the most promising of the areas of meaning and significance (as identified in Instruction 10) and decide which parts of the Evaluation Model most sensibly relate to these prioritized areas</p> <p>[advice] Don't worry that one and the same example can be related to different aspect of the Model – they are all interrelated</p> <p>[for example] Dimitrov, T, Manolova, P. (2001), Psychology and Logic for the 9th grade, Sofia, Extrem</p> <p>p. 15 – Case: Aggression – a way of showing strength or weakness – potential for exploring more than one of the aims of intercultural education in more than one of the zones of focus included in the Evaluation Model (there are no tasks to students; visual presentation of the text – sharply outlined meaningful moments)</p>

Phase [V] – Model – Focused Search for Evidence

Objective: To enable you to undertake the more detailed evaluation of the textbook and other resources in terms of the area(s) you have prioritised as extrapolated from your initial reactions to these resources - in practice, this means using the **Model** to structure your search for evidence to both support and challenge the initial responses you have prioritised for evaluative action.

12.	<p>[action] Look for evidence in the resources to support or challenge your first impressions; record this evidence in a way which enables you to retrieve it easily afterwards;</p> <p>[advice] Write down even the most insignificant at first sight examples. You will need them at some of the later stages. You can create different lists of the evidence you have found (e.g. examples from each of the educational documents, from the textbook, the teacher's book etc.).</p>
-----	--

	<p>[for example] Grozdanova, L et al (1998), Moving On, Plovdiv, Lettera p. 200, ex 4 Discuss the slogan: All Different. All equal. Unfortunately the great potential for ICE of this task fails to be developed into a meaningfully structured lesson unit?</p> <p>pp. 281-282 'Agony Column' Promotes multiple perspectives, empathy and active citizenship</p>
13.	<p>[action] Explore/analyse your notes carefully and note recurring patterns or remarkably striking examples which offer intercultural potential or which are problematic with regard to Intercultural Education</p> <p>[advice] You may use a 3-dimensional scale for evaluating the gathered material in terms of its relation to the principles of ICE: positive examples, examples having potential for ICE, problematic examples</p> <p>[for example] Grozdanova, L et al (1998), Moving On, Plovdiv, Lettera p 98 positive: Focused on developing ICC skills; a small scale research on the language of boys and girls – a number of intercultural education objectives involved; potential for developing students' ethnographic skills – observation, interviewing, data collection, analysing data and writing up the ethnography</p>

14.	<p>[action] Choose which parts of the focus possibilities offered by the Evaluation Model best suit your own chosen area of focus;</p> <p>[advice] Define carefully your criterion for summarizing: whether you would focus on the frequency of your findings, on their illustrative value or on their leading role in terms of other aims or zones of the Evaluation Model. This will be the central point of your summary and will provide an opportunity to organize the rest of your observations.</p> <p>[for example] You might want to examine how the visual materials (one of the Zones of Focus) help in presenting the content of the lesson in terms of providing multiple perspectives (one of the aims of ICE) /see Evaluation of the 9th grade geography textbook, Mandatory, Popov, A. (eds), Siela Publishing House, 2001/</p>
15.	<p>[action] Analyse your notes and select chunks from the textbook which typify what you want to say about the potential of the textbook for Intercultural Education</p> <p>[advice] To support the argument you are going to make, look for examples in other sections of the textbook.</p> <p>[for example] Pay attention to those chapters and particular lessons or units that illustrate / support your area of focus</p>
16.	<p>[action] Articulate/formulate your findings for your own purposes and as a means of rehearsing them for the Review;</p> <p>[advice] You may find it useful to share these findings with other team members and receive feedback on them. Their comments might be of help.</p> <p>[for example] Vachkov, D, History and Civilization, 9th grade, Mandatory, Sofia, 2002 working version: The centre of the authors' presentation is the development of thinking during a period of about 500 years, in the core of which is</p>

Phase [VI] – Template-based Review Writing.	
<p>Objective: To enable you to use the Template to produce a persuasive Review which most effectively captures the findings you have reached for the tightly defined area you have prioritised.</p>	
17.	<p>[action] Determine and formulate the objectives of your Review;</p> <p>[advice] Your Review objectives stem from the message you want to communicate to your audience about the change that will occur as a result of the evaluation. Choose not more than one or maximum two of the aims of ICE (from the Evaluation Model) so that you can as precise as possible.</p>

	[for example] <i>Aims of an evaluation of a history textbook: To explore the extent to which historical sources provide multiple perspectives of the past; to examine the possibilities these documents offer to students so that students become aware the multi-perceptivity in history</i>
18.	[action] Decide which of the findings relate closest and strongest to the objectives and best illustrate the potential or challenge for Intercultural Education
	[advice] <i>Look out for cohesion and build up a persuasive argument; you may choose to focus on one objective of Intercultural Education (from the Evaluation Model) or two. Key here is the quality of the discussion, not the quantity of examples you give.</i>
	[for example] <i>Each of the evaluation reviews included in the Portfolio can be an example.</i>
19.	[action] Follow the Template and write your Review.
	[advice] <i>Always keep in mind your audience. Avoid talking about “good” or “bad” sides of the textbook. You’d better talk about “successful” or “lack of” opportunities for ICE. Avoid making generalizations that you can’t support with examples.</i>
	[for example] <i>Evaluation of a music textbook: Our analysis focuses on the issues of diversity and equality in the ways they appear on all levels which contribute to the learning experience of the young people in music classes. We also offer suggestions for ways in which the intercultural potential of the 9th grade teaching materials can enhanced.</i>