

## Practical Methods to support Evaluation and Reflection with young adult literacies Learners (16-26)

*Perth and Kinross Council*

### I. General information

<b>Field :</b>	Evaluation and reflection from a learner centred perspective
<b>Theme(s) addressed</b>	Youth Literacies (16-26)
<b>Target audience</b>	Literacies and Youth Workers
<b>Pursued objectives</b>	<ul style="list-style-type: none"> <li>• Increased knowledge</li> <li>• Increased Understanding</li> <li>• Increased skills</li> </ul>
<b>Method(s) used</b>	Participative approaches, built around practical tasks. These include listening, discussion, presentation and practical tasks. Interactive activities such as using digital technology and other materials including plasticine and lego to aid reflection and communicate views and opinions.

### II. Description

#### Practical modalities

Tables and chairs set up in a workshop formation.  
Break out rooms or quiet spaces  
A large TV screen to view participants' video productions.  
Multi-coloured Lego and Duplo  
Plasticine/Playdough/Modelling clay  
At least 2 mino camcorders (dependant on group size)

#### Description of the main stage

##### Example of task 1

Participants are asked to find a partner (preferably someone they don't know). Participants must then interview each other and find out about their partners skills, abilities and achievements (We all have these!). With this newly acquired information each participant must speak to camera explaining why their partner should be nominated as Literacies Learning Champion (or context suitable alternative). Finally as a whole group we review the recordings.

### Outcomes

Knowledge - Young people are better able to recognise their own capabilities and achievements

Skills – Young people acquire or develop skills in communicating with others, public speaking and IT

Understanding – Young people are better able to understand the role of literacies in everyday life

### **Example of task 2**

Participants are asked to create a model which describes their learning journey using different coloured plasticine. Participants are then invited to describe their model to camera explaining how it represents their journey. Video footage is then shared with the group.

### Outcomes

Knowledge –recognition of learning as a continuous journey

Skills – improved ability to reflect and communicate ideas and opinions

Understanding – understand that learning is different for every individual

### **Example of task 3**

Participants are asked to evaluate the session by responding to three or four questions. Each participant is provided with a selection of Lego and Duplo and asked to construct towers to a maximum of five bricks high representing their assessment . Participants are then encouraged to use their ‘construction’ as a prop to talk to camera about their assessment of the session. These assessments can be shared immediately with the group or disseminated later.

### Outcomes

Knowledge – better recognition of the role of reflection and evaluation in learning

Skills – increased ability to reflect and evaluate

Understanding – greater awareness of learning as an interactive process

### **Remarks**

---

Young literacies learners typically carry with them a legacy of limited and poor learning experience from the formal education sector. Typically they have a limited experience of having their views and opinions listened to and often have low self esteem. Expressing views and opinions – in other words engaging constructively and critically in the learning process can be both challenging and demanding.

These activities are designed to reduce barriers to critical and constructive engagement in the learning process and particularly in relation to ‘functional literacy’. They provide a vehicle to express ideas, views and opinions in new ways and support learners to appreciate and value their own capabilities.

<b>III. Self-determination evidence</b>
---

Learners are better able to reflect about and define their own learning needs and achievement and express views and opinions.

#### IV. Dissemination

Ann Swinney [ASwinney@pkc.gov.uk](mailto:ASwinney@pkc.gov.uk)

#### V. Contact

<b>Name of the organisation</b>	Perth and Kinross Council
<b>Status</b>	Local Government
<b>Data</b>	
Address	AK Bell Library, York Place Perth PH2 8EP
Country	Scotland UK
Tel/Fax	+44 1738 477091
Web site	<a href="http://www.pkc.gov.uk">www.pkc.gov.uk</a>
<b>Short description</b>	Scottish Local Authority
<b>Contact person(s)</b> (name and email)	Ann Swinney <a href="mailto:ASwinney@pkc.gov.uk">ASwinney@pkc.gov.uk</a>

If relevant, name of the Eur-Alpha partner who served as intermediary  
[Education Scotland](#)



This project has been funded with support from the European Commission.

This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.