Integrated Reading and Writing Support in Vocational Education

VG-SPS-RP-15-36-013584

Intellectual Output 3:
Needs analysis & evaluation instruments

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Outputs of the project

Overview of the outputs which have been created in the project "Integrated Reading and Writing Support in Vocational Education", the present output is marked in bold letters and blue color, other outputs are in grey:

Output 1: Report impact reading writing (cancelled)

Output 2: Framework "Integrated reading and writing support in vocational education"

Output 3: Needs analysis & evaluation instruments

Output 4: Guidelines – Planning reading and writing activities within scenario-based learing in VET

Output 5: Scenario-based reading and writing classroom materials

Output 6: Workshop for teachers: "Integrated reading and writing support in vocational education"

Output 7: Handbook: "Integrated reading and writing support in vocational education"

Content

Introduction

What is the purpose of the needs analysis & evaluation instruments?

Output 3 contains three sub products: sub product 1 *questionnaires* (print/online) for the primary and secondary target group, sub product 2 *guiideline-based interview* with secondary target group, sub product 3 *tools for easy evaluation* of sub products I and II. Furthermore, it includes the needs analysis which was conducted at the beginning of the project in order to identify the genres used in Vocational Education and Training among the partner countries and professions. A report on the need analysis can be found in the handbook.

The instruments (questionnaires and guideline based interview) and the tools for the analysis of the collected data were used for the evaluation of the teaching approach in each of the participating countries. The evaluation study constists of a pre-, post- and follow-up measure and has as its goal to deliver results about the impact and use of the approach in the partner countries (cases). A comparison among the countries is not subject of the investigation.

The developed students' questionnaire (sub product 1a) was implementing for the assessment of background information about the primary target group (e.g. sex, age, apprenticeship, migration and linguistic migration background) as well as VET students' reading and writing behaviors. Beyond this, it was used for the self-evaluation of students' reading and writing skills before, immediately after and four months after the intervention.

The teachers' questionnaire (sub product 1b) gathers background information about the secondary target group (e.g. sex, age, teaching experience). It also assesses teachers' confidingness with reading and writing teaching methods and approaches as well as their opinion regarding the importance of reading and writing skills in VET. Finally, it invites teachers to estimate the classroom's reading ad writing skills at the beginning of the school year.

Teachers' estimations about the impact of the teaching approach on the students' reading and writing skills were gained through guideline-based interviews. The guideline (sub product 2) includes a description of the interview procedure for the project manager and a list of questions refering to teachers' views about and experiences with the approach, teachers' views about the material provided by the project team as well as their need for further support.

Following illustation describes the design of the evaluation study and the use of the evaluation instruments during project time.

Who could use the needs analysis & evaluation instruments?

As mentioned above, the needs analysis was conducted and the evaluation instruments were developed for research purposes. However, teachers, who would like to get more information about their students in terms of either their reading and writing behaviors or their self-assesed reading and writing skills, can use the questionnaire and gain useful information for lesson planning. Some partner countries reported that the Common European Framework of Reference for Languages (CEFR), that was adapted for the project purposes and used for the students' self-assessment and teachers' estimation of the reading and writing skills of the class, was a new approach for describing and evaluating language skills for an important number of teachers. The competence descriptors (items) used in the questionnaires contribute to a more reflective and differentiated estimation of students' reading and writing skills.

Needs Analysis

(Identification of common genres among countries and professions for the intervention)

t1 (before the intervention)

StQ: Selfevaluation of reading and writing skills; background information; reading and writing behaviors

Intervention

Scenariobased teaching of reading and writing in VET

t2 (after the intervention)

StQ: Selfevaluation of reading and writing skills; background information; reading and writing behaviors

TcQ: Evaluation of classrooms'reading and writing skills; background information; attitudes towards reading and writing

TcI: Evaluation of the teaching approach (experiences, challenges, effectiveness, benefits); evaluation of the provided project material

t3 (3 months after the intervention)

StQ: Selfevaluation of reading and writing skills; background information; reading and writing behaviors

TcI: Sustainability (further work and experiences with the teaching approach; benefits); need for further support

t: Measure time
StQ: Students Questionnaire
TcQ: Teachers Questionnaire
TcI : Teachers Interview

Illustration 1 Study Design and Instruments

How are the needs analysis & evaluation instruments related to other outputs of the project?

Output 3 "Needs analysis & evaluation instruments" serves the collection of information about the students' reading and writing needs, behaviors and skills. This information together with the teachers views, assessed also with the developed instruments, allow the evaluation of the teaching approach described in the framework in each participating countries. Output 2 "Framework" is the basis of the entire project and should be studied first. It provides the necessary theoretical basis in term of reading and writing concepts and the interaction of these both. Output 4 "Guidelines" is based on the framework and delivers practical aid for teachers. The framework and the guidelines are linked very closely. The framework assists them to develop an appropriate didactical and reading and writing understanding to create scenarios and to support the learners. Output 5 "Scenario-based reading and writing classroom materials" cannot be created without understanding the framework and using the guidelines. Output 6: Workshop for teachers: "Integrated reading and writing support in vocational education" is based on the theoretical concepts of the framework and helps teachers to understand the integrated reading and writing approach and to create scenarios for their students. Output 7 "Handbook" pulls everything together in a comprehensive publication containing the resources produced within this project, and illustrates instances of the partners' efforts to promote and implement the integrated development of reading and writing skills in VET.

The sub products of Output 3 are described in more detail below. Details concern their development, their administration and their practical implementation.

Sub product 1a: Students questionnaire

The stundents' questionnaire was administered online (unipark) by the Zurich University of Applied Sciences. For the translation of the original English version and the online implementation of the versions in the national languages national adaptation forms were used. In the national adaptation forms, partner countries could record changes made for the adaptation of the instrument to the countrys' VET context (e.g. elimination or addition of variables).

Regarding the content of the questionnaire, the items for the self-assessment of reading and writing skills are based on the despriptos of the CEFR self-assessment grid. For the questionnaire of the project, we derived single items from the general competence and level-related descriptors. If necessary, we simplified sentences or added examples in order to increase students's comprehension; we left out genres that are less relevant for VET students or added new genres. In addition, other than in CEFR the response options in the questionnaire of the project include a four point scale (stongly agree- agree – disagree- strongly disagree). Assignements of the items/descriptors to the CEFR levels (A1-C2) are not visible for the participants.

| W R I T I N G | Writing | I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form. | I can write short, simple notes and messages relating to matters in areas of immediate needs. I can write a very simple personal letter, for example thanking someone for something. | I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions. | I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences. | I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select style appropriate to the reader in mind. | I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works. |

Illustration 2 CEFR, Self-Assessment Grid – Writing Skills

Table 1 Examples of adapted items

I can fill in forms with personal details, for example entering my name, age and address on a prize competition.
I can write letters or e-mails highlighting the personal significance of events and experiences.

Sub product 1b Teachers Questionnaire

The teachers' questionnaires was administered by the national agencies. The translation to the national languages demanded again adaptations to each educational context. Countries handeled the administration of the questionnaire differently. While some countries created online versions, other preferred a paper form. Following table gives an overview of the administration of the teachers' questionnaire in each partner country:

Table 2 Administration of the Teachers Questionnaire

Country	Form	Tool
Estonia		
Germany	paper	–
Polen	paper	–
Romania	online	google forms

Sub product 2: Guideline-based interview with secondary target group

In this project, the evaluation of students' reading and writing skills was based on self-assessment before, immediately after and four months after the intervention. Since researchers and teachers express their doubts about the value and accuracy of this technique and the self-evaluation competence of students (Ross, 2006), we decided to involve teachers in the evaluation of the impact of the teaching approach on the VET students' literacy skills and to collect qualitative data through a guideline-based interview with the secondary target group. The qualitative data should deliver not only estimations about the increase of the students' reading and writing competence, but also explanations about it. The interviews immediately after and four months after the intervention should give us the opportunity to discuss with the mediators (teachers) the strengths and weaknesses of the teaching approach: What worked well and why? Who could benefit? What further support is necessary for the everyday implementation of the approach in the classroom?

Partner countries received concrete instructions for the conduct of the interviews as well as a list with possible questions (guideline). The qualitative analysis of tha data was done with a grid developed by the project team (see below). Countries delivered then a report on the results in English language.

Sub product 3: Tools for easy evaluation of SP I and II

Data from the students' questionnaire were analyzed with R by the Zurich University of Applied Sciences. The software is a free environment for statistical computing and graphics. The descriptions and results of the analysis are included in the final report and in the handbook. The scripts developed for the analysis are available. For more information please contact the project manager: stefan.sigges@plrp.de

Data from the teachers'questionnaire were analysed by each partner countries. The results were summarized in English language by each country (see final report and handbook).

Furthermore, we developed a grid for the evaluation of the qualitative data analysis. The grid serves for data coding according following categories: (a) implementation (students' motivation; challenges; advantages and disadvantages); (b) quality of material (relevance of the scenarios for students; integration of reading and writing; quality of tasks and exercises); (c) effectiveness (benefits regarding students' reading and writing skills; autonomous learning); (d) Support (Evaluation of the support provided (guidelines, checklist) and need for further support). After coding the data by the means of this tool, partner countries wrote a report in English language to the attention of the project team. The results are included in the final report.

References

Ross, J.A. (2006). The reliability, validity, and utility of self-assessment. *Practical Assessment, Research, and Evaluation, 11*(10), 1-13.

Appendix

Sub product 1a Students Questionnaire

The student questionnaire is available online. The access is possible only wih login. For a print version please contact the project coordinator: stefan.sigges@plrp.de

In this questionnaire you will find questions about your attitude in terms of reading and writing in school and in private context. The results of this survey will help your teacher to offer a better support for you and your class mates so that you can reach better marks and get a better job.

Please read each question carefully and answer as accurately as you can. In this questionnaire, you will normally answer by ticking a box. There are also a few questions where you will need to write a short response.

Please check your answers carefully before going to the next page. You cannot go back to previous pages to change your answers.

In this questionnaire, there are no right or wrong answers. Your answers should be the ones that are right for you. You may ask for help if you do not understand something or if you are not sure how to answer a question.

Your answers will be combined with others to make totals and averages in which no individual can be identified. All of your answers will be kept confidential.

Next

How much do you agree or disagree with the following statements about <u>reading</u>?

	Strongly agree	Agree	Disagree	Strongly disagree
I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	○	○	○	○
I can read very short, simple texts.	○	○	○	○
I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters or e-mails.	○	○	○	○
I can understand texts that consist mainly of high frequency everyday or job-related language (e.g. the introductory part of textbook addressing students).	○	○	○	○
I can understand the description of events, feelings and wishes in personal letters or e-mails.	○	○	○	○
I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints.	○	○	○	○
I can understand contemporary literary prose (e.g. Subject literature, Novel, Report, Letter).	○	○	○	○
I can understand long and complex factual and literary texts, appreciating distinctions of style.	○	○	○	○
I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	○	○	○	○
I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.	○	○	○	○

Next

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How much do you agree or disagree with the following statements about <u>writing</u>?

	Strongly agree	Agree	Disagree	Strongly disagree
I can write a short, simple postcard, for example sending holiday greetings.	○	○	○	○
I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	○	○	○	○
I can write short, simple notes and messages.	○	○	○	○
I can write a very simple personal letter, for example thanking someone for something.	○	○	○	○
I can write simple connected text on topics which are familiar or of personal interest.	○	○	○	○
I can write personal letters or e-mails describing experiences and impressions.	○	○	○	○
I can write clear, detailed text on a wide range of subjects related to my interests.	○	○	○	○
I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view.	○	○	○	○
I can write letters or e-mails highlighting the personal significance of events and experiences.	○	○	○	○
I can express myself in clear, well-structured text, expressing points of view at some length.	○	○	○	○
I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues.	○	○	○	○
I can write clear, smoothly-flowing text in an appropriate style.	○	○	○	○
I can write complex letters or e-mails, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points.	○	○	○	○
I can write summaries and reviews of professional or literary works.	○	○	○	○

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How often do you <u>read</u> in <test language> <u>inside</u> school?

	Never or hardly ever	A few times per year	A few times per month	A few times per week	A few times per day
Internet? (for school purposes)	○	○	○	○	○
Newspapers / Magazines?	○	○	○	○	○
Books / photocopies? (for school purposes)	○	○	○	○	○
Dictionaries?	○	○	○	○	○

How often do you <u>read</u> in <test language> <u>outside</u> school?

	Never or hardly ever	A few times per year	A few times per month	A few times per week	A few times per day
Internet?	○	○	○	○	○
Newspapers / magazines?	○	○	○	○	○
Books / photocopies? (for school purposes)	○	○	○	○	○
Dictionaries?	○	○	○	○	○
Books / photocopies? (for private purposes)	○	○	○	○	○
Official texts (e.g., Laws, business correspondence)?	○	○	○	○	○
Letters, e-mails or postcards?	○	○	○	○	○
On social media (e.g., Facebook, Twitter, etc.)?	○	○	○	○	○
WhatsApp messages?	○	○	○	○	○

Next

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How often do you <u>write</u> in <test language> <u>inside</u> school?

	Never or hardly ever	A few times per year	A few times per month	A few times per week	A few times per day
Summaries?	○	○	○	○	○
Reports?	○	○	○	○	○
Letters/E-mails?	○	○	○	○	○
Official texts (e.g., business correspondence, motivation letters)?	○	○	○	○	○
In workbooks?	○	○	○	○	○
Explanations / definitions?	○	○	○	○	○
Stories for yourself?	○	○	○	○	○
In chats or forums?	○	○	○	○	○
Blog entries?	○	○	○	○	○

How often do you <u>write</u> in <test language> <u>outside</u> school?

	Never or hardly ever	A few times per year	A few times per month	A few times per week	A few times per day
Emails?	○	○	○	○	○
SMSs?	○	○	○	○	○
A personal diary?	○	○	○	○	○
Stories for yourself?	○	○	○	○	○
Official texts (e.g., business correspondence, motivation letters)?	○	○	○	○	○
in chats or forums?	○	○	○	○	○
Blog entries?	○	○	○	○	○
On social media (e.g., Facebook, Twitter, etc.)?	○	○	○	○	○
Letters or postcards?	○	○	○	○	○
WhatsApp messages?	○	○	○	○	○

Next

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ABOUT YOU

Are you a girl or a boy?

○ Female   ○ Male

How old are you?
(Write a number in the space.)

I am [   ] years old.

Which career are you aiming for in the near future?

○ A

○ B

○ C

○ D

○ other [   ]

Next

Sub product 1b Teachers Questionnaire

Integrated Reading and Writing Support in Vocational Education and Training

Teacher Questionnaire

Main Study

Thank you for taking part in the Erasmus plus project *Integrated Reading and Writing Support in Vocational Education.* With this questionnaire we would like to

- gather background information about the teachers that worked with the project concept and materials;
- learn more about the teachers' experiences within the project;
- get feedback about the impact of the project on the students' reading and writing skills.

All of your answers will be kept strictly confidential and never associated with your name.

Please fill in this questionnaire <u>before</u> you start working with scenarios in the classroom.

I. GENERAL

Q 1   **What subject are you teaching for the majority of hours per week in this school during the current school year?**

If you teach more than one subject for the same number of hours, please tick as many as appropriate

Language Arts (<Mother tongue, Foreign language>) ☐1

Human Sciences/ Humanities (<History, Geography, Civics, Law, Economics, etc.>) ☐2

Profession related subjects (<Accounting, Metal processing, Electro installation etc.>) ☐3

Sciences (<Physics, Chemistry, Biology, Geography, etc.>), Earth sciences, etc.>) ☐4

Mathematics ☐5

Other (<Music, Art, Moral/Ethics, Physical education, Home economics, Personal and social development, etc.>) ☐6

Q 2   **How long have you been teaching altogether, including the current school year?**

_____ year(s)

Q 3   **How long have you been teaching altogether at a VET school, including the current school year?**

_____ year(s)

Q 4   **What is the highest level of education that you completed?**
(<Higher Education diploma, Teacher diploma, etc.>)

_____

_____

_____

Q 5   **Are you female or male?**

female	$\square_1$
male	$\square_2$

Q 6	**How old are you?**		
	Less than 25	$\square_1$	
	25 – 29	$\square_2$	
	30 – 39	$\square_3$	
	40 – 49	$\square_4$	
	50 – 59	$\square_5$	
	60 or over	$\square_6$	

YOUR EXPERIENCES

Q 7 How confident do you feel about using the following teaching methods and approaches?

Please tick only one box in each row.

		Very confident	Quite confident	Not very confident	Not confident at all	Not applicable
a)	Scenario-based-learning	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
b)	Reading Strategies	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
c)	Writing Strategies	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
d)	Peer-Feedback	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
e)	Integration of reading and writing in profession related subjects	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$

Q 8 How much do you agree or disagree with the following statements?

Please tick only one box in each row.

		Strongly agree	Agree	Disagree	Strongly disagree
a)	Reading skills are important for my students' <u>professional life</u>.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
b)	Reading skills are important for my students' <u>professional education</u>.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
c)	Reading skills are important for my students' <u>private life</u>.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
d)	Reading skills are important for my students' <u>access to the labour market</u>.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
e)	Reading skills are important for my students' <u>participation in the society.</u>	$\square_1$	$\square_2$	$\square_3$	$\square_4$

Q 9   **How much do you agree or disagree with the following statements?**

Please tick only one box in each row.

		Strongly agree	Agree	Disagree	Strongly disagree
a)	Writing skills are important for my students' <u>professional life</u>.	☐₁	☐₂	☐₃	☐₄
b)	Writing skills are important for my students' <u>professional education</u>.	☐₁	☐₂	☐₃	☐₄
c)	Writing skills are important for my students' <u>private life</u>.	☐₁	☐₂	☐₃	☐₄
d)	Writing skills are important for my students' <u>access to the labour market</u>.	☐₁	☐₂	☐₃	☐₄
e)	Writing skills are important for my students' <u>participation in the society.</u>	☐₁	☐₂	☐₃	☐₄

II.   Estimation of students´ reading and writing skills

In the following questions you will find statements about your students´ reading and writing skills.

Please read the statements below carefully, take this paper with you during the lessons and observe your students in terms of reading and writing at least for a period of 4 weeks and answer the following the questions.

For every statement please fill in the column "Percentage of students" a number (only 0, 10, 20, … 100%) which indicates the percentage of your students who is able to fulfil the statement.

Please fill in one questionnaire per class.

How many percent of your students can do the following?

	Percentage of students	Level
My students´ can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.		A 1
My students´ can read very short, simple texts.		A 2
My students´ can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters or e-mails.		A 2
My students´ can understand texts that consist mainly of high frequency everyday or job-related language (e.g. the introductory part of textbook addressing students)		B 1
My students´ can understand the description of events, feelings and wishes in personal letters or e-mails.		B 1
My students´ can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints.		B 2
My students´ can understand contemporary literary prose (e.g. Subject literature, Novel, Report, Letter)		B 2
My students´ can understand long and complex factual and literary texts, appreciating distinctions of style.		C 1
My students´ can understand specialised articles and longer technical instructions, even when they do not relate to my field.		C 1
My students´ can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.		C 2

How many of your students can do the following?

	Percentage of students	Level
My students´ can write a short, simple postcard, for example sending holiday greetings.		A 1
My students´ can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.		A 1
My students´ can write short, simple notes and messages.		A 2
My students´ can write a very simple personal letter, for example thanking someone for something.		A 2
My students´ can write simple connected text on topics which are familiar or of personal interest.		B 1
My students´ can write personal letters or e-mails describing experiences and impressions.		B 1
My students´ can write clear, detailed text on a wide range of subjects related to my interests.		B 2
My students´ can write an essay or report, passing on information or giving reasons in support of or against a particular point of view.		B 2
My students´ can write letters or e-mails highlighting the personal significance of events and experiences.		B 2
My students´ can express myself in clear, well-structured text, expressing points of view at some length.		C 1
My students´ can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues.		C 1
My students´ can write clear, smoothly-flowing text in an appropriate style.		C 2
My students´ can write complex letters or e-mails, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points.		C 2
My students´ can write summaries and reviews of professional or literary works.		C 2

Sub product 2 Guideline-based Interview with teachers t2

Guideline-based Interview with teacher t3

Integrated Reading and Writing Support in Vocational Education and Training

Guideline-based group interviews

Main Study

Post-test (immediately after intervention)

Participants:

- Interviewer: project coordinator
- Interviewees: teachers, who worked with the scenarios
- minute taker

Method:

- Guideline-based group interview

Procedure:

- Read the questions before the interview
- Ask a colleague to record the minutes of the interview and give a brief introduction to the project beforehand
- Record the interview for documentation purposes
- After the interview check and complete the written documentation of the interview together with the minute taker
- Save the written and audio documentation of the interview and keep it for the next five years

Questions for guideline-based interview:

1. How did you experience the work with the scenarios? / Did you feel comfortable teaching with this approach? / Was the approach new to you?

2. Which scenarios were especially successful with respect to their combined purposes, (problem-solving, promotion of reading and writing skills, students' motivation, etc.)

3. How did students respond to scenario-based learning?

4. Do the results of the students' self-evaluation correspond with your impression of the students' reading and writing skills? If not, where are the main differences?

5. How do you evaluate the effectiveness of scenario-based learning?

6. How do students benefit from scenario-based learning regarding their reading and writing skills?

7. What are the challenges of teaching reading and writing in vocational education and training?

8. To what extent was the guideline helpful for your understanding of scenario-based learning?

9. Did the checklist help you develop the scenarios? If not, why?

10. Which further support do you need for implementing scenario-based learning, e.g. ideas for new scenarios, ideas for scaffolding, ideas for strategy training, etc.?

Integrated Reading and Writing Support in Vocational Education and Training

Guideline-based group interviews

Main Study

Follow-up (four months after intervention)

Participants:

- Interviewer: project coordinator
- Interviewees: teachers who worked with the scenarios
- Minute taker

Method:

- Guideline-based group interview

Procedure:

- Read the questions before the interview
- Ask a colleague to take minutes of the interview and give a brief introduction to the project beforehand
- Record the interview for documentation purposes
- After the interview check and complete the written documentation of the interview together with the minute taker
- Save the written and audio documentation of the interview and keep it for the next five years

Questions for guideline-based interview:

1. Do you still work with scenarios in your lessons? If yes, did you develop new scenarios? / If no, why?

2. Which further support do you need / would you like to have for implementing scenario-based learning, e.g. ideas for new scenarios, ideas for scaffolding, ideas for strategy training, etc.?

3. How do students benefit from scenario-based learning in regards to their reading and writing skills? Name some advantages of scenario-based learning.

4. What advice would you offer your colleagues who would like to work with scenarios?

Sub product 3a Evaluation Tool Students Questionnaire

The data analysis was made in R. If you need more information about the data collection, entry and analysis, please contact the project coordinator: stefan.sigges@plrp.de

Sub product 3b Evaluation Tool Guideline-based Interview with teachers

Integrated Reading and Writing Support in Vocational Education and Training

Tool for the analysis of the interview data

Main Study

Guideline-based Interviews – Data Analysis				
Implementation	**Quality of Material**	**Effectiveness**	**Support**	**Further Information**
Students' motivation; challenges; advantages and disadvantages	*Relevance of the scenarios for students; integration of reading and writing; quality of tasks and exercises; etc.*	*Benefits regarding students' reading and writing skills; autonomous learning*	*Evaluation of the support provided (guidelines, checklist) and the need for further support*	