



# EDU:PACT

## UNIT 4 OUTLINE & SAMPLE CLASS SCHEDULE

*Intercultural Education through Physical Activity,  
Coaching, and Training*

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30 March 2021





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### **EDU:PACT Network**

University of Vienna (coordinator)  
German Sport University  
University of Southern Denmark  
University of Thessaly  
University of Rome "Foro Italico"  
Right To Play Deutschland  
Vienna Institute for International Dialogue and Cooperation – fairplay initiative (VIDC)  
International Council for Coaching Excellence (ICCE)  
Hellenic Ministry of Culture and Sport

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# Unit 4

## MONITORING AND EVALUATION

### Unit Outline

<b>Total Workload</b> <ul style="list-style-type: none"><li>- <b>Contact Hours</b></li><li>- <b>Self-Directed Learning Hours</b></li><li>- <b>Practical Hours</b></li></ul>	30 hours 10 20 0
<b>ECTS Credits</b>	1 credit
<b>EQF Level</b>	EQF 5, 6, or 7
<b>Basic Knowledge Requirements and Prerequisites</b>	Qualification or experience in delivering sport or physical education sessions  Basic understanding of Intercultural Education in sport (namely, through completion of Units 1-3 or equivalent)
<b>Key Competences</b>	Teaching and Reflecting Monitoring and Reviewing Intercultural Learning Approaches and Strategies
<b>Unit Description</b>	<p>The final Unit of the Module, Unit 4 aims to give coaches and physical educators the knowledge and tools to measure, improve and learn from their intercultural learning sessions.</p> <p>Starting with a broad overview of Monitoring and Evaluation, the Unit becomes progressively more focused, presenting the specifics relating to the development of indicators and the different methods to evaluate against these indicators. This content is further oriented to reflect the specific context and requirements faced by coaches and physical educators working to foster intercultural education opportunities through their sessions. All parts of this Unit feature a mix of theory as well as practical and interactive activities meant to reflect the hands-on approach of sport education.</p>
<b>Learning Outcomes (LOs)</b>	By the end of this Unit, Physical Educators and Coaches should be able to: <ol style="list-style-type: none"><li>1) Understand the definition and importance of Monitoring and Evaluation in the context of intercultural learning.</li><li>2) Design measurement indicators in line with the goals and aims of their intercultural learning sessions.</li><li>3) Understand and implement various Monitoring and Evaluation methods to</li></ol>

	measure defined indicators within the context of intercultural learning.
<b>Recommended Literature</b>	<p>Coalter, F. (2008). Sport-in-Development A Monitoring and Evaluation Manual. University of Stirling</p> <p>Elsemann, K., Hebel, M., Jäger, L. and Daraspe, C. (2011). Monitoring and Evaluation in Sport for Development. streetfootballworld: Berlin.</p> <p>Intercultural Learning. (N.D) <a href="http://intercultural-learning.eu">http://intercultural-learning.eu</a></p> <p>Leung, W-C. (2001). How to design a questionnaire. <i>Student BMJ</i>, 9.</p> <p>SELA Advisory Group. (2009). How to Monitor and Evaluate 'sport For Development' Projects. SELA: Copenhagen.</p> <p>Swiss Academy for Development. (2019). Monitoring and Evaluation. <i>SportandDev</i>. <a href="https://www.sportanddev.org/en/toolkit/monitoring-and-evaluation-me">https://www.sportanddev.org/en/toolkit/monitoring-and-evaluation-me</a></p> <p>Tenenbaum, G. and Driscoll, M.P. (2005). Methods of Research in Sport Sciences. Meyer and Meyer Sport: London.</p> <p>Turner, D.W. (2010). Qualitative Interview Design: A Practical Guide for Novice Investigators. <i>Nova Southeastern University</i>.</p> <p>United Nations Development Programme. (2009). Handbook on Planning, Monitoring and Evaluating For Development Results. UNDP: Geneva.</p>
<b>Teaching Methods</b>	<p>Direct Instruction</p> <ul style="list-style-type: none"> <li>• Lectures</li> <li>• Demonstrations</li> <li>• Questioning</li> </ul> <p>Inquiry Approaches</p> <ul style="list-style-type: none"> <li>• Projects and Reports</li> </ul> <p>Social Approaches</p> <ul style="list-style-type: none"> <li>• Discussions</li> <li>• Cooperative Learning</li> <li>• Role Plays, Simulations and Games</li> </ul>
<b>Assessments</b>	Development, implementation and analysis of an own monitoring tool measuring intercultural learning indicators (e.g. questionnaire, observation sheet, reflection game or interview sheet).

## Sample Unit Class Schedule

#	Topics (and sub-topics)	Readings	Activities and Assignments
1	<p><b>INTRODUCTION TO M&amp;E</b></p> <p><b>1.1 Introduction to the Unit</b></p> <p>Objectives, approach, methods, assessment</p> <p><b>1.2 What is Monitoring and Evaluation (M&amp;E)?</b></p> <p>Introduction to M&amp;E</p> <p>Discussion of M&amp;E's importance to different individuals and groups in the context of intercultural education</p> <p>Presentation of the reasons (learning, accountability and information) for doing M&amp;E in intercultural education</p> <p>Principles of quality M&amp;E</p> <p><b>1.3 Introduction to different research methods and tools</b></p> <p>Presentation of the two main research paradigms (quantitative and qualitative)</p> <p>Brief overview of traditional methods including surveys, focus groups, interviews and observation</p> <p>Brief overview of innovative methods, including diaries, videos, blogs, or arts</p> <p>Comparison and discussion of pros and cons of traditional and innovative methods.</p>	<p><b>1.1</b></p> <p>Unit outline and schedule</p> <p><b>1.2</b></p> <p>Slides (Class #1)</p> <p><b>1.3</b></p> <p>Slides (Class #1)</p>	<p><b>1.1</b></p> <p>None</p> <p><b>1.2</b></p> <p>Silent Mind Mapping: M&amp;E for Different Groups</p> <p><b>1.3</b></p> <p>Discussion: Pros and Cons</p>
2	<p><b>HOW TO CHOOSE WHAT TO MEASURE?</b></p>		

	<p><b>2.1 Establishing the goals of your courses and coaching sessions</b></p> <p>Presentation of tools to identify problems, causes and solutions (e.g. planning and review sheet, problem tree, theory of change)</p> <p><b>2.2 Measuring the goals of your courses and coaching sessions in intercultural learning</b></p> <p>Discussion of how to turn intercultural education goals into concretely measurable and trackable indicators.</p>	<p><b>2.1</b></p> <p>Slides (Class #2)</p> <p><i>Planning and review sheet from Unit 3 (TBC)</i></p> <p>UNDP (2010). <i>Handbook on Planning, Monitoring and Evaluating</i> → p. 33 to 48</p> <p><b>2.2</b></p> <p>Slides (Class #2)</p> <p>UNDP (2010). <i>Handbook on Planning, Monitoring and Evaluating</i> → p. 61 to 76</p>	<p><b>2.1</b></p> <p>None</p> <p><b>2.2</b></p> <p>Problem Tree and Indicator Design</p>
3	<p><b>QUESTIONNAIRES</b></p> <p><b>3.1 What can be measured through a questionnaire?</b></p> <p>Presentation of the possibilities and limitations of the questionnaire.</p> <p><b>3.2 How to design a questionnaire</b></p> <p>Presentation of overall objectives of a questionnaire, discussion of the type, wording, format, and order of questions.</p> <p><b>3.3 How to administer a questionnaire</b></p> <p>Presentation of different possibilities, including pre-post, control and single survey designs. Tips on testing the questionnaire and avoiding response biases.</p>	<p><b>3.1</b></p> <p>Slides (Class #3)</p> <p><b>3.2</b></p> <p>Slides (Class #3)</p> <p>Leung, W-C. (2001). How to design a questionnaire</p> <p><b>3.3</b></p> <p>Slides (Class #3)</p>	<p><b>3.1</b></p> <p>None</p> <p><b>3.2</b></p> <p>None</p> <p><b>3.3</b></p> <p>Collective Questionnaire Design</p>

4	<p><b>SELF-EVALUATION AND OBSERVATIONS</b></p> <p><b>4.1 How can you self-evaluate an intercultural learning session?</b></p> <p>Good practices in self-evaluation. Presentation for self-evaluation tools</p> <p><b>4.2 Observation in intercultural education</b></p> <p>What is observation and how can it be done?</p>	<p><b>4.1</b></p> <p>Slides (Class #4)</p> <p><b>4.2</b></p> <p>Slides (Class #4)</p> <p><i>Right to Play Teacher and Coach Observation Sheet</i></p>	<p><b>4.1</b></p> <p>None</p> <p><b>4.2</b></p> <p>Observation Role Play</p>
5	<p><b>INTERVIEWS AND REFLECTION</b></p> <p><b>5.1 Interviews</b></p> <p>How are interviews conducted, and what is their value? How can they be applied to intercultural education or in younger groups?</p> <p><b>5.2 Reflection</b></p> <p>How end-of-session reflection sessions be used as an evaluation tool.</p>	<p><b>5.1</b></p> <p>Slides (Class #6)</p> <p>Turner, D.W. (2010). Qualitative Interview Design: A Practical Guide for Novice Investigators</p> <p><b>5.2</b></p> <p>Slides (Class #6)</p> <p>Intercultural Learning (N.D). Evaluation Methods. <a href="http://intercultural-learning.eu/evaluationmethods-2/">http://intercultural-learning.eu/evaluationmethods-2/</a></p>	<p><b>5.1</b></p> <p>None</p> <p><b>5.2</b></p> <p>Five Fingers Activity</p>
6	<p><b>INNOVATIVE METHODS</b></p> <p><b>6.1 Overview of innovative M&amp;E methods</b></p> <p>Presentation of innovative evaluation methods. Discussion of their potential application in sport and intercultural education</p> <p><b>6.2. Most Significant Change (MSC)</b></p>	<p><b>6.1</b></p> <p>SELA. (2009). <i>How to Monitor and Evaluate 'sport For Development' Projects</i> → p. 23-35</p> <p><b>6.2</b></p> <p><i>See 6.1</i></p>	<p><b>6.1</b></p> <p>None</p> <p><b>6.2</b></p> <p>None</p>

	<p>Presentation of story-based approach of MSC, as well as its advantages and limits.</p> <p><b>6.3 Participatory Methods</b></p> <p>Presentation and discussion of participatory video, poetry and story telling techniques</p>	<p><b>6.3</b></p> <p><i>See 6.1</i></p>	<p><b>6.3</b></p> <p>None</p>
7	<p><b>FEEDBACK AND CONCLUSION</b></p> <p><b>7.1 Course Summary</b></p> <p>Summary of main Unit content and presentation of final assessment (if applicable)</p> <p><b>7.2 Feedback Session</b></p> <p>Presentation of BID Feedback technique. Group feedback session using this technique and reflecting on their experiences in the Unit.</p>	<p><b>7.1</b></p> <p>Slides (Class #7)</p> <p><b>7.2</b></p> <p>Slides (Class #7)</p>	<p><b>7.1</b></p> <p>None</p> <p><b>7.2</b></p> <p>BID Feedback Activity</p>



