



## SELF-ASSESSMENT AND EVALUATION TOOLS

Sail Training International  
Annual Conference  
November 2009

## Introductions

### The Project:

- Self-assessment and evaluation tools to enable sail training vessel operators to measure and evaluate the effectiveness of their programmes

### The Project Team:

- Pete Allison
- Kris Von Wald
- Johannes Felter
- Steering Group
- Vessel Operators

## The Project

- Phased approach to creating tools for vessel operators to use to improve their practice
  - building on previous research
  - incorporating what is known in related 'fields'
  - evaluation 'good practice'
  - piloting and refining

## Previous Research

- Various descriptive accounts
- A survey of the field (The Otago Project)
- Various small-scale studies
- STI UoE Study 2007
- Expedition research
- Recent overview

## Previous Literature

- Outdoor Education
- Experiential Education
- Youth Development
- Long History



*The shore party (except Clissold & Ponting) of Scott's 1910-13 South Pole Expedition outside the hut at Cape Evans in Autumn 1911. Standing from left: Taylor; Cherry-Garrard; Day; Nelson; Teddy Evans; Oates; Atkinson; Scott; Wright; Keohane; Gran; Lashly; Hooper; Forde; Anton and Demetri. Sitting from left: Bowers; Mearns; Debenham; Wilson; Simpson; Edgar Evans; and Crean.*

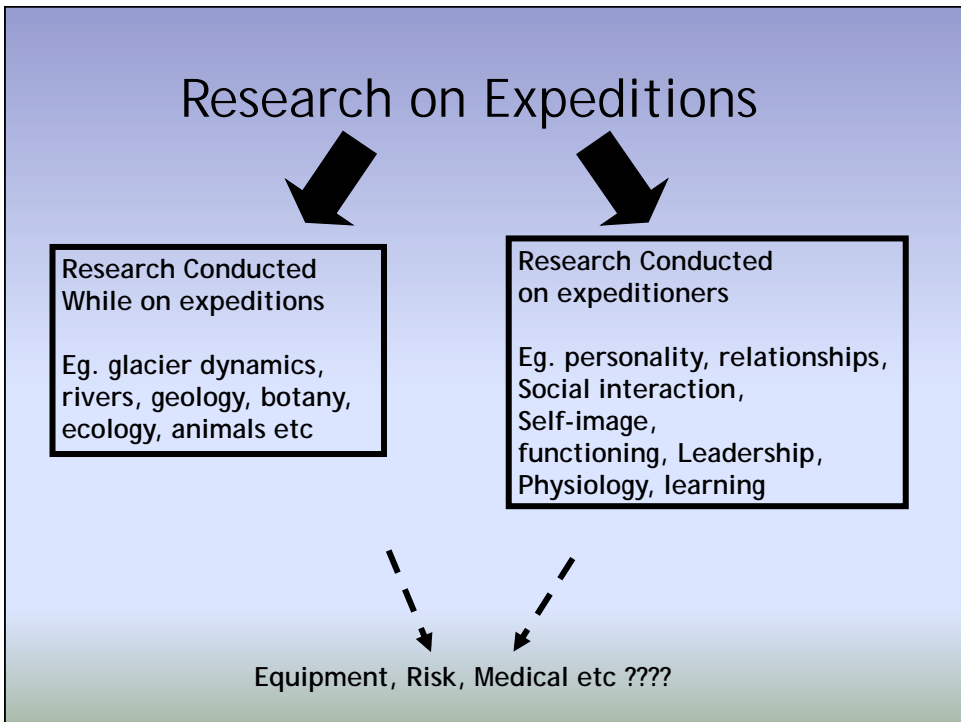
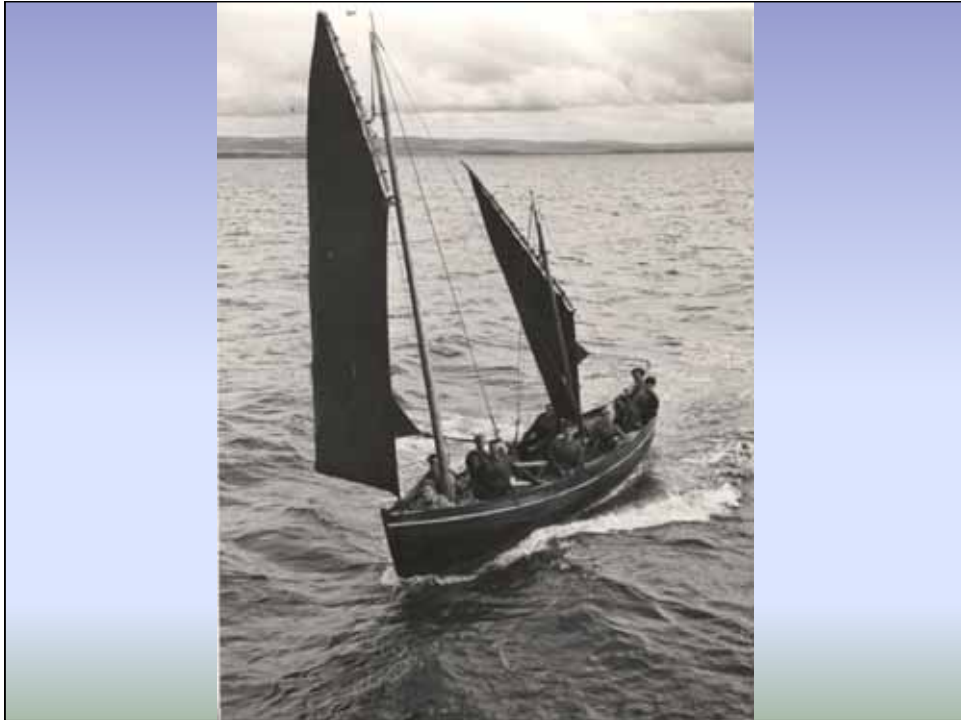


## Previous Research

- Belief
- Outcomes Focus
- Participant perspectives
- The opinion of who?



The 'Mansefield Cumming'.



A growing body of literature is now available which reports investigations of participants' personal gains from Adventure Education, Outward Bound, Outdoor Education

- Smith, 1989;
- Miles and Priest, 1990;
- Hopkins and Putnam, 1993;
- Barrett and Greenaway, 1995 ;
- Hattie *et al.*, 1997;
- Wurdinger, 1997;
- Allison, 2000, 2009
- JAEOL, JEE, AJOE

Benefits of wilderness experiences/therapies to the individual and to groups have been reported

- Gibson, 1979;
- Hendee and Brown, 1987;
- Miles, 1987;
- Bunting, 1989;
- Sakofs, 1992;
- Gass, 1993;
- Smith, 1996
- Friese, Hendee & Kinziger 1998;
- Gibson, 2005
- Russell, 2006

### Recent Research About Young People on Expeditions

- Watts *et al.*, 1992, 1993a,b, 1994;
- Allison, 1998, 2000 a,b, 2001, 2002;
- Alison & Pomeroy, 2000;
- Stott & Hall, 2003;
- Beames, 2003, 2004, 2005;
- Pike & Beames, 2007;
- Allison, 2009;
- Allison & Von Wald, 2010;
- Allison *et al.*, 2010

## Which vessels 'represent' sail training?

- Young People's interpretations of their experiences
- Voyages selected for study to represent 'key dimensions of difference'
- National context, type & size of vessel
- 1-3 voyages on each of 18 vessels

## Research Focus and Boundaries

- defined/declared philosophy and intent/purpose
- voyages of 5-15 days
- Class A
- Class B
- Class C & D
- NW Europe
- E Europe
- Scandinavia
- S Europe
- North America
- Australasia

## What we did

- Interviews at the start of the voyage
- Overall description of the voyage
- Observation of life aboard
- Interviews after the voyage
  
- Associate Researchers

## Benefits and effects

### Anticipated

- Previous +ve experience, ideas of challenge and novel experience, meeting new people, and simply going to sea.
- Anxieties included seasickness, heights, strangers, danger and discomfort
- Positive anticipation regarding adventure, excitement, heights, new friends, being at sea.

### Achieved

- Challenge
- Teamwork and friendship
- Being at sea
- technical skills
  
- Personal Discomfort
  
- Confidence (prior experience and novice trainees)



## Approaches to Sail Training

### Three Dimensions

- More formal or authoritarian styles vs. More participatory approaches.
- More hierarchal vs. More egalitarian *structures*
- Structured, purposefully educational programmes vs. letting the seafaring experience itself provide the basis for trainees' learning.
- Sail training has many different variants
- More similarities than differences

## Underpinning ST

Techne

Episteme

Phronesis

Eudamonia

### Codes for foci of papers published in the AJOE, JAEOL, and JEE between 1998-2007.

- Safety management
- Risk management
- Curriculum issues
- Teaching and teacher issues
- Theoretical foundations
- Gender, race, social justice issues
- Special needs
- Environmental/ecological/ spiritual/ sustainability
- Adventure
- Program design/facilitation
- Profession/professional issues
- Outcomes/effects/ participant experiences
- Relationships with nature/self/others
- Research processes

### Potential areas for future research

- Health and well being / obesity
- Schools and curriculum
- Personal and social values
- Youth justice, probations and rehabilitative practices
- Environmental sustainability
- Social justice / inclusion
- Regulation, licensing and legal aspects of practice
- Expeditionary learning
- Ethical and moral issues
- Religion and spirituality
- Knowledge development

Thomas, Potter & Allison, 2009, p. 27

## Potential Areas for Future Research

The areas that we see as potentially fruitful for exploration are summarised. Note that we see these areas as fruitful on the basis that we believe they have potential, in varying degrees, to (a) **influence day-to-day practice and improve the experience of participants**; (b) influence policy development; and (c) help to build a cumulative, meaningful and credible body of knowledge.

Thomas, Potter & Allison, 2009, p. 27

## Why this matters?

- Bridging
- Specific to systems
- Enabling
- Embracing diversity

## Good Practice in Evaluation



If you don't know where you are going, then any road will get you there.

## Good Practice in Evaluation



If the only tool you have is a hammer, then every problem is a nail.

## Good Practice in Evaluation

Being interested in specific objectives and using the right tools



## Why Evaluate?

People mistakenly assume that their thinking is done by their head; it is actually done by the heart, which first dictates the conclusion, then commands the head to provide the reasoning that will defend it.

Anthony de Mello

## Why Evaluate?

To translate what you believe into what you want others to know about sail training.

To be able to describe what you do in terms of impacts and outcomes.

To engage in on-going programme improvement.

## Self-Assessment and Evaluation

1. Internally referenced - improving sail training practices based on specific organisational / programme objectives
2. Externally 'validated' - based on existing theory and practices in sail training and experiential learning
3. Accessible and practical - doing it 'in the field'
4. Relevant and appropriate sources of information - indicators

## Self-Assessment and Evaluation

Based on **my** objectives and objectives of sail training . . .

1. What works?
2. What does not work?
3. For whom?
4. Why?

## Self-Assessment and Evaluation

Based on **my** objectives and objectives of sail training . . .

1. What do we / should we do that makes a difference?
2. How can we do that better?

## Self-Assessment and Evaluation

Sources of Information

1. Trainee Feedback / Parents' Feedback
2. Captains and Crew
3. Administrative Staff
4. Accounts, Trends, Returns
5. ???

# Self-Assessment and Evaluation

## Timing of Information

1. Now
2. Just After
3. In a Little While
4. After a Bit

# This Project

## Connecting the dots . . .

what we know/believe (from sail trainers, related fields, previous research, literature) about the impact of sail training

programme evaluation

interpreting information for the purposes of improving practice



## This Project

And being bigger than . . .

Contributing to what is known about what makes a positive difference for young people.

## Phase One

1. Review existing methods of evaluation and programme assessment.
2. Identify needs and wants.
3. Assess how operators perceive and demonstrate 'effectiveness'.
4. Identify ways in which operators engage in programme development or improvement.
5. Specific resources available to facilitate or provide training and development.

15 January 2010

## Phase Two

1. Create self-assessment tools and training resources.
2. Work with steering group and Sail Training International to finalise scope of assessment.
3. Consult with vessel operators to ensure tools achieve purpose and are practical in use.
4. Analyse consultation results.

15 May 2010

## Phase Three

1. Pilot self-assessment tools and training resources with other vessel operators.
2. Analyse results.
3. Refine and revise based on pilot results.
4. Identify constraints of instrument and its use for all sail training operators; suggest modifications/accommodations to address constraints.

15 August 2010

## Phase Four

1. Provide access to revised instrument to all sail training operators.
2. Establish review and monitoring schedule for instrument use.
3. Publish tools and documentation on their use.

10 November 2010

## Destination

A practical resource that all vessel operators can use to assess and improve their practice.



## SELF-ASSESSMENT AND EVALUATION TOOLS

### GET INVOLVED!!

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