Formative Evaluation for Accelerated Learning Materials Development in Liberia’s AQE Activity

Presenter: Pauline Tee Tee Browne

CIES VIRTUAL CONFERENCE 2020
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Introduction and Overview

- AQE’s evidence-based framework
- Rationale for Investigating AQE Teaching and Learning Materials
- Research Methodology – Focus Group Discussion
- Lessons Learned
AQE’s Evidence Based Framework

• EDC’s ReadRightNow! Approach
• Accelerated Youth Program (AYP) Liberia Accelerated Basic Ed materials (ABE)
• Accelerated Education Working Group (AEWG) Principles for Accelerate Education Programs
The Rationale for Investigating Our TLMs

"Culturally responsive” instruction is defined by Ladson-Billings (2009) as “pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills and attitudes."
Listening to Teachers and Students

TEACHERS

STUDENTS

PARTNERS
Research Methodology

Developing and revising tools and protocols in 2018

- Focus Group Discussions
- Classroom Observations
- Curriculum Evaluation with MoE
- In 2019
- Shadowing
Focus Group Discussions
Research Questions

- Are the lessons providing a scaffold for the teachers?
- Are the scripts constraining the teachers from responding to individual student needs?
- Do the scripted lessons equip teachers with confidence?
- What changes can be made to the scripts that will allow opportunities for teachers and learners to be innovative, adapt, and create learning environments that allow students to thrive and flourish?
- How can teacher training support teachers to use the scripted lesson plans more effectively?
Using selection criteria, sites were selected

14 FGDs
Bong, Grand Bassa, Montserrado Counties

Teacher FGD
Male 30  Female 13

Learners FGD
Male 62  Female 68
Data Collection & Analysis

• Focus Group Discussion Team
• 1 Moderator
• 2 Note Takers
• 1 hour approximately
• Audio-recorded
• Data analysis
• Identification of themes across schools and unique to individual schools
Potential Weaknesses

Small sample of AQE schools

Researcher and participant bias
Findings

- Instructions in guides are clear; materials are contextual.
- Use of materials help teachers learn and improve their skills.
- Guide is a tool for professional development and a factor for change in their practices.
- Multiple advantages of using scripted lesson.

- Workbooks are an opportunity to extend learning beyond the walls of the classroom.
- Teachers are challenged with dealing with mixed ability learners.
- Teachers are not completing the lessons in the suggested time frame.
Actions Taken as a Result of the Research

- Teaching and Learning Materials revised to include recommendations from teachers, learners and shadowing.

- Face-to-Face training revised approaches to allow more practice.

- Coaching and mentoring – targeting common problems.
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Description</th>
<th>2017/18</th>
<th>2018/2019</th>
<th>2019/20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 32</td>
<td>Reduce number of activities in steps in lesson</td>
<td>Reading sub skills-2 activities  ➢ letter sounding  ➢ auditory discrimination –listening to identify sounds in words</td>
<td>Reading subskills-1 activity  ➢ letter sounding only</td>
<td>Reading subskills-1 activity  ➢ letter sounding only</td>
</tr>
<tr>
<td>Lesson 32</td>
<td>Reduce number of steps</td>
<td>Writing from Dictation 13 bullets instructions</td>
<td>Writing from Dictation 13 bullets instructions</td>
<td>Writing from Dictation 3 bullets instructions</td>
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<td>Appendix of low cost teaching aids</td>
<td>No annex of low cost no cost annex</td>
<td>No annex of low cost no cost annex</td>
<td>Low cost no cost annex included</td>
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<tr>
<td>Lesson 32</td>
<td>Include illustrations and TG in LWB</td>
<td>Stories not illustrated in TG and LWB</td>
<td>Stories not illustrated in TG and LWB</td>
<td>Stories illustrated in TG and LWB  Picture book created</td>
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<tr>
<td>Lesson 32</td>
<td>Inserted breaks</td>
<td>Breaks</td>
<td>Breaks</td>
<td>Breaks</td>
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</tbody>
</table>
PICTURE STORIES
LEVEL 1 | SEMESTER 1
Reflection Questions

What steps would you need to take to incorporate this type of formative assessment into your project materials development?

What implications would this have for contractual obligations?

What other tools or methods might be useful for an action researcher/material developer?
Thank You

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