PEER TO PEER EVALUATION

Games4you

ERASMUS+2023-2KA210-ADU-000174J66

GAMES 4
YOU

HOW WAS THE PEER-TO-PEER EVALUATION STRUCTURED FOR THE GAMES4YOU PROJECT?

1 - AIFED evaluated the Module of SYLLOGOS EKPAIDEFSIS KAI ANAPTIXIS ATOMON ME IDIKES ANGKES, and SYLLOGOS EKPAIDEFSIS KAI ANAPTIXIS ATOMON ME IDIKES ANGKES evaluated the Module of AIFED.
AVANZO evaluated the Module of CONTEMPORARY PLEVEN MEDIA FOUNDATION, and CONTEMPORARY PLEVEN MEDIA FOUNDATION evaluated the Module of AVANZO.

2 – Each participant filled out an evaluation questionnaire. It was important that they were honest and thorough in their responses to ensure the best possible final result.

3 - At the end of the evaluation, there wasa section for suggestions. Evaluiators were encouraged to use this space to share any ideas that could improve the Manual.

INFORMATION FOR ASSESSMENT

Before diving into the evaluation, it was essential to establish a clear understanding of the training module being assessed, the institution overseeing the review, and the individual conducting it.

Which training module are you assessing?

On behalf of which institution are you filling out this form?

Your Name and Surname:

Position:

Date of Assessment:

ASSESSMENT CRITERIA

To ensure a thorough evaluation, participants were asked to indicate which of the following criteria they meet.

☐ 3 years of experience in providing formal/informal training to adult audience
☐ 1 year of experience providing on-line training to adult audience.
☐ Specific experience / expertise on developing training programs and materials for adults
☐ Specific experience / expertise on developing training methodologies for adults

CONTENT ASSESSMENT QUESTIONS

The peer-to-peer evaluation was structured to ensure a clear and systematic assessment of the content. Evaluators followed a defined process, selecting the appropriate response by marking an "X" in the relevant of the evaluation sheet.

The evaluation criteria included the following options:

☐ **Appropriate**: The content is suitable and does not require changes.

☐ **Appropriate but needs modifications**: The content is generally acceptable but requires adjustments.

☐ **Not appropriate**: The content does not meet expectations and requires significant revision.

Additionally, the last column was designated for evaluators to propose specific corrections or changes when necessary.

The questions anwered were the following

Assessment Unit	Content Appropiate	Content is Appropiate but Needs Change	Content Not Appropiate	Propose a Correction/Change
Introduction				
To what extent is the introductory text appropriate?				
To what extent does the aim of the module reflect the whole content?				
To what extent do the learning objectives reflect the whole content?				
To what extent do the learning outcomes reflect the whole content?				
To what extent are the expectations from learners clear and appropriate?				
To what extent do the statements in this part compatible and cover the whole content?				

Assessment Unit	Content Appropiate	Content is Appropiate but Needs Change	Content Not Appropiate	Propose a Correction/Change
Clarity and Understanding				
To what extent does this Module serve the overall aim, objectives and needs defined in the project?				
To what extent is this Module compatible with the aims, objectives, and learning outcomes indicated in introduction?				
To what extent is this Module clear in terms of language use?				
To what extent is the content logically structured for easy navigation, facilitating the learner's understanding through the material?				
To what extent does the Module facilitate easy comprehension overall?				
To what extent are case studies or examples provided to illustrate the relevance of the content?				

Assessment Unit	Content Appropiate	Content is Appropiate but Needs Change	Content Not Appropiate	Propose a Correction/Change
Clarity and Understanding				
To what extent do the examples provided effectively contextualize the content for learners?				
To what extent is the progression of ideas logical and easy to follow throughout the unit?				
To what extent does the unit use headings to enhance readability?				
To what extent do transition phrases guide learners through the material smoothly?				
To what extent is there an explanation provided to clarify key terms?				
To what extent do the examples provided effectively contextualize the content for learners?				
To what extent is the progression of ideas logical and easy to follow throughout the unit?				

Assessment Unit	Content Appropiate	Content is Appropiate but Needs Change	Content Not Appropiate	Propose a Correction/Change
Relevance to the Target Group				
To what extent do the learning objectives align with the goals of the target group, and are they clearly written throughout the Module?				
To what extent does this Module address the target group of the project?				
To what extent does the content address the diverse needs and backgrounds of the target audience?				
To what extent is the terminology used appropriate for the target audience's level of understanding?				
To what extent do the strategies align with the content's learning objectives, and are they realistic for the target group?				
To what extent does this Module address the interests of the target group?				

Assessment Unit	Content Appropiate	Content is Appropiate but Needs Change	Content Not Appropiate	Propose a Correction/Change
Engagement				
To what extent do the interactive elements engage learners effectively throughout the material?				
To what extent does the content adapt to engagement and interactivity?				
To what extent does the text of Module engage the learner's interest and motivate them to continue?				
To what extent does the content promote inclusivity and accessibility for all participants?				
To what extent does the unit measure the impact of gamification on learner engagement and success?				
To what extent does the unit address different levels of prior knowledge to ensure all learners feel included and engaged?				
To what extent does the content provide practical applications that learners can implement in real-world scenarios?				
To what extent does the Module facilitate opportunities for reflection and self-assessment to deepen engagement?				

Assessment Unit	Content Appropiate	Content is Appropiate but Needs Change	Content Not Appropiate	Propose a Correction/Change
Inclusivity and Accessibility				
To what extent does the content cater to different learning needs?				
To what extent are learning materials accessible to all learners?				
To what extend are sources cited appropriately and effectively?				
To what extent are diverse perspectives and experiences integrated into the content to enhance relatability and inclusivity?				
To what extent does the content cater to different learning needs?				
To what extent are learning materials accessible to all learners?				

Assessment Unit	Content Appropiate	Content is Appropiate but Needs Change	Content Not Appropiate	Propose a Correction/Change
Overall Assessment				
To what extent does the Unit effectively integrate gamification elements to enhance learner engagement?				
To what extent does the Unit encourage critical thinking and problem-solving skills in the context of the subject matter?				
To what extent does the Unit incorporate diverse perspectives and examples?				
To what extent are the resources utilized effectively to enhance learning?				
To what extent does this content of Unit serve the overall aim, objectives and needs defined in the project?				
To what extent does the gamification approach consider different skill levels and provide appropriate challenges for all learners?				

Assessment Unit	Content Appropiate	Content is Appropiate but Needs Change	Content Not Appropiate	Propose a Correction/Change
Overall Assessment				
To what extent are the intended learning outcomes measurable and achievable?				
To what extent does the Unit address potential challenges or barriers learners may face?				
To what extent does the Unit reflect best practices in adult education and learning?				
To what extent does the design of the Unit accommodate different learning preferences and styles?				
To what extent does the Unit evaluate the effectiveness of the gamification strategies used?				

If you need more information, please write to us: aifed@aifed.es

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