



Mitt Valg
EVALUATION

Evaluation Project in a Nutshell

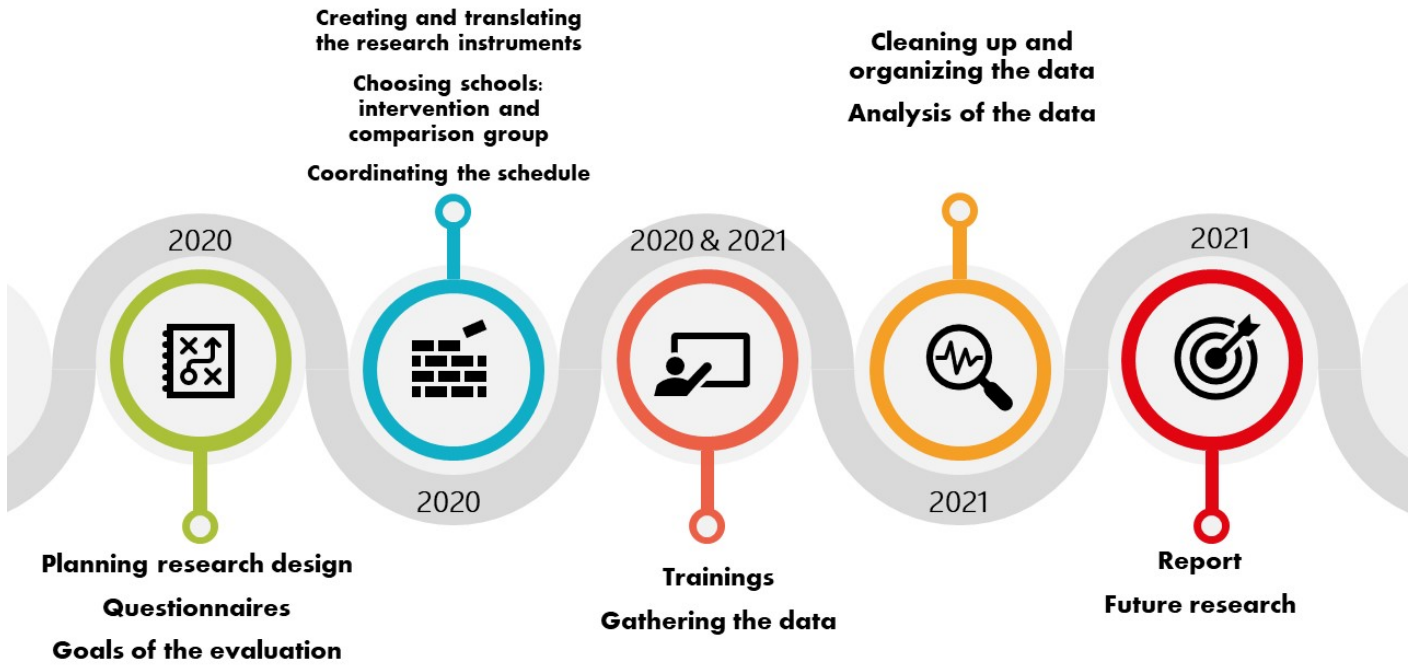
The goal of the present evaluation is to explore the effectiveness of the Mitt Valg -trainings on the teachers participating the trainings and their students. The aims of the evaluation were to investigate the impact of the trainings on:

- 1) **teachers** ` work engagement, readiness to change and implement SEL -goals and social and social and emotional teaching competencies*
- 2) **students** ` study engagement, opinions on school and schoolwork and social and emotional competence in five areas of SEL.*

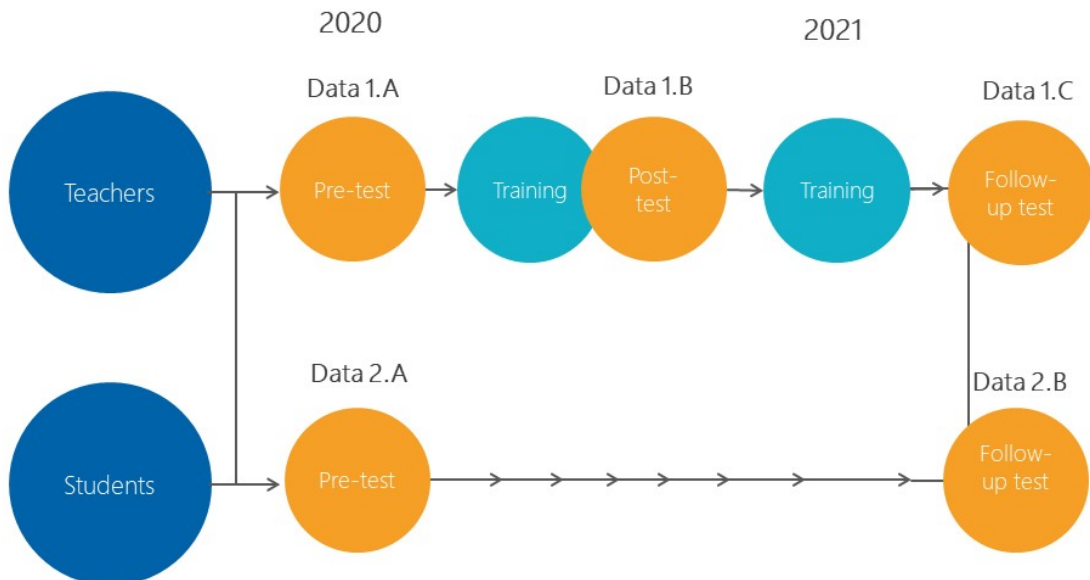
Training and data gathering happened during the years 2020 and 2021. Evaluation process included two groups: **intervention** group and **comparison** group. Intervention group teachers participated in two training periods and were involved in three data gathering points and their students were involved in two data gathering points. Comparison group teachers did not participated trainings, but data were gathered from the teachers and students of the comparison groups two times: approximately at the same time as the intervention group data 1.A, 2.A,1.C and 2.B (*see data points from page 3).



Project Timeline



Trainings and Data Gathering Intervention Group



Mitt Valg!

What is Mitt Valg - training?

Mitt Valg -training program is an international Lion`s Quest program for developing a positive learning environment and social and emotional competency. In this case the teachers had two trainings (either face-to-face or online) during the evaluation process.

Evaluation procedure and data collection

What was the purpose of the study?

The purpose of the evaluation was to investigate the impact of the trainings on:

- 1) **teachers`** *work engagement, readiness to change and implement SEL (social and emotional learning) -goals and social and emotional teaching competencies*
- 2) **students`** *study engagement, opinions on school and schoolwork and social and emotional competence in five areas of SEL.*

Trainings and data collection happened in 16 elementary schools in Norway. The evaluation process lasted almost two years, starting in the spring of 2020, and ended after all the trainings and data collections in the fall of 2021. Evaluation process included two groups of students: intervention group and comparison group.

Translations were conducted by back translation -method in collaboration with the Norwegian team. Questions and statement were also modified suitable for the study context.

How was data collected?

Evaluation was conducted using digital questionnaires. All participants answered the questionnaire using personal code for ensuring the anonymity of the evaluation. Anonymity means that there is no way for anyone to personally identify participants in the study or trace the data to an individual participant.

All participants, teachers, students, and their parents (or guardians) were informed about the subject, content, purpose and nature of the study in advance, as well as about the tasks of the researcher and examinees. Research permits were also required from the students` parents or guardians.

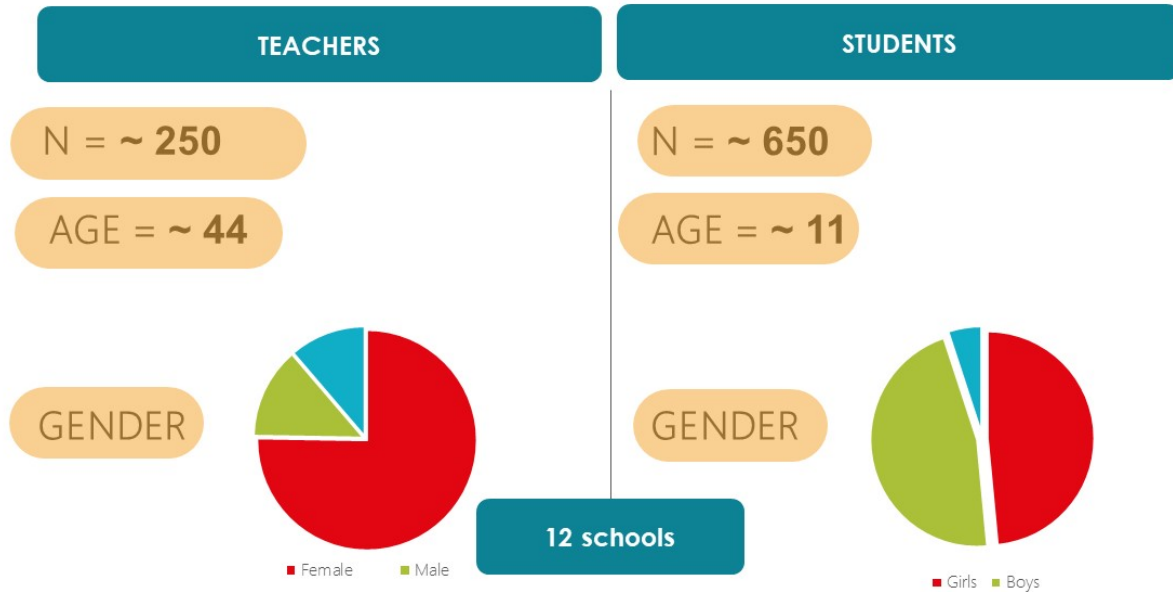
The data management emphasized utmost confidentiality and the anonymity of the participants and evaluation procedures exercised strict academic research ethics: the research consent included that only researchers in the evaluation team could access the anonymous data. The participants were also told that they are allowed to withdraw their participation of the study at any time without giving an explanation.

Totally about 300 teachers and 800 students from 16 schools participated the evaluation. 250 teachers and 650 students from the intervention group and 40 teachers and 150 students from the comparison group. The answers were downloaded later to the database and analysed.

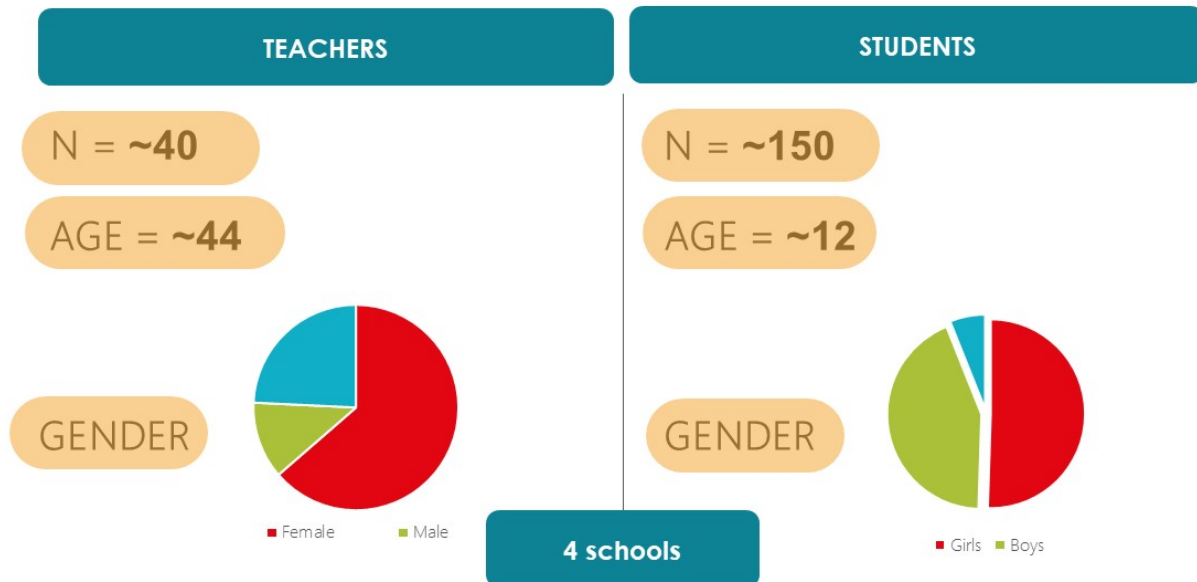
Intervention group included the teachers and their students who participated the Mitt Valg -trainings. Comparison group consisted of teachers and their students who answered to the questionnaire but did not receive the any training. The intervention and the comparison group answered to the questionnaires about the same time (within the same week).

The data collection was organized in close collaboration with the headmasters of the participating schools for motivating the whole school community taking part in the evaluation.

Intervention Participants



Comparison Participants



Measures

What measures were used?

Teachers` work engagement was measured by an adaptation of the original Utrecht Work Engagement Scale (UWES-S) (Schaufeli, Bakker & Salanova, 2006). The adaptation was chosen because it has been tested rigorously with teachers in many cultures. Work engagement measure utilizes three scales to determine the level of work engagement: vigor, dedication, and absorption.

Teachers` readiness to change and implement social and emotional learning goals was measured using two scales: the self-reported **importance and skills**. Scale for importance was used to investigate how important teachers see specific SEL -goals and aims related developing positive learning environment. Statements included for instance: “It is primarily the teacher's duty to create a classroom environment where all students feel valued”, “It is the teacher’s duty to teach interactive skills such as listening and conversation skills” and “It is the teacher’s duty to teach emotional skills such as self-control”.

Scale for skills was used to investigate how skillful teachers experienced at specific SEL -goals and skills related developing positive learning environment. Statements included for instance: “I am very skilled at creating a classroom environment where all students feel valued”, “I am very skilled at teaching interactive skills such as listening and conversation skills” and “I am very skilled at teaching emotional skills such as self-control”.

Students` study engagement and attitudes toward school was measured by an adaptation of the study engagement scale (Salmela-Aro & Upadaya, 2012) which is adapted from the original Utrecht Work Engagement Scale (UWES-S) (Schaufeli, Bakker & Salanova, 2006) and by collected statements related to The adaptation of the scale was used because the students were so young and the simpler study engagement inventory (used also in Finnish National School Survey) has been noticed to work better with younger students (in this evaluation study the average age of a student was 12).

Students` social and emotional competence was measured by Social Emotional Competence Questionnaire (SECQ) (Zhou & Ee, 2012), which has been designed to evaluate how competent children (from grades 4 to 12) are in five elements of social and emotional learning (SEL) (www.casel.org). The five elements of SEL are very closely related to the skills that Mitt Valg -trainings are emphasizing.

The five elements of the SECQ are self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Self-awareness means the ability to be aware of one`s inner life: emotions, thoughts, values, goals, strengths and how these elements are related to one`s behavior. Sample item: “I know when I am moody”. *Social awareness* refers to one`s ability to read social cues and to respond to other persons` feelings. This skill is naturally closely linked to the notion of empathy. Sample item: “If someone is sad, angry or happy, I believe I know what they are thinking”. *Self-management* means ability to manage one`s own emotions and impulses. Sample item: “I can control the way I feel when something bad happens”. *Relationship management* relates to one`s ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. Some studies have stated that students who can establish and maintain good relationships with peers are also more engaged with their academic activities. Sample item: “I always try and comfort my friends when they are sad”. *Responsible decision-making* refers to one`s ability to consider different kinds of factors when making decisions. These factors are related to e.g. safety, societal and ethical aspects. Responsible decision-making includes the idea of building a sense of social responsibility. Sample item: “When making decisions, I take into account the consequences of my actions”.

Students rated these items using 6-point Likert scale with response options ranging from “completely disagree” to “completely agree”. This categorization of social and emotional competence is based on SEL model developed by CASEL (www.casel.org)

References:

Salmela-Aro, K., & Upadaya, K. (2012). The Schoolwork Engagement Inventory: Energy, dedication, and absorption (EDA). *European Journal of Psychological Assessment*, 28(1), 60–67.

Schaufeli, W., Bakker, A. and Salanova, M. (2006) The Measurement of Work Engagement with a Short Questionnaire: A Cross-National Study. *Educational and Psychological Measurement*, 66, 701-716.

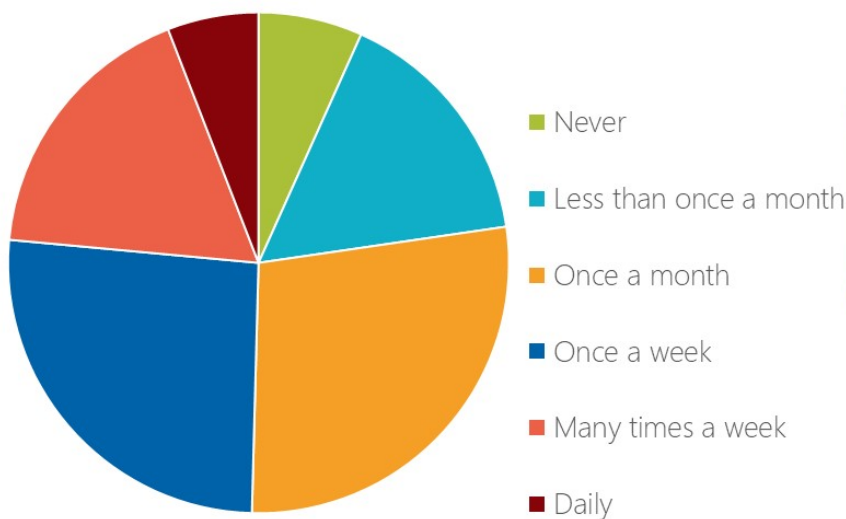
Zhou, M., & Ee, J. (2012). Development of the Social Emotional Competence Questionnaire (SECQ). *The International Journal of Emotional Education*, 4, 27-42.

Results

How often teachers used Trained methods during the evaluation process?

Teachers reported very active use of Mitt Valg -methods during the evaluation process. More than half of the teachers reported that they use more than once a week method they learned from Mitt Valg -trainings. **This appears to indicate that teachers experienced Mitt Valg -trainings useful and important for every day teaching practices.** Teachers also reported that Mitt Valg -trainings were overall a positive experience: the trainings were experienced useful both for teaching and for outside of the school practices and overall important for professional development.

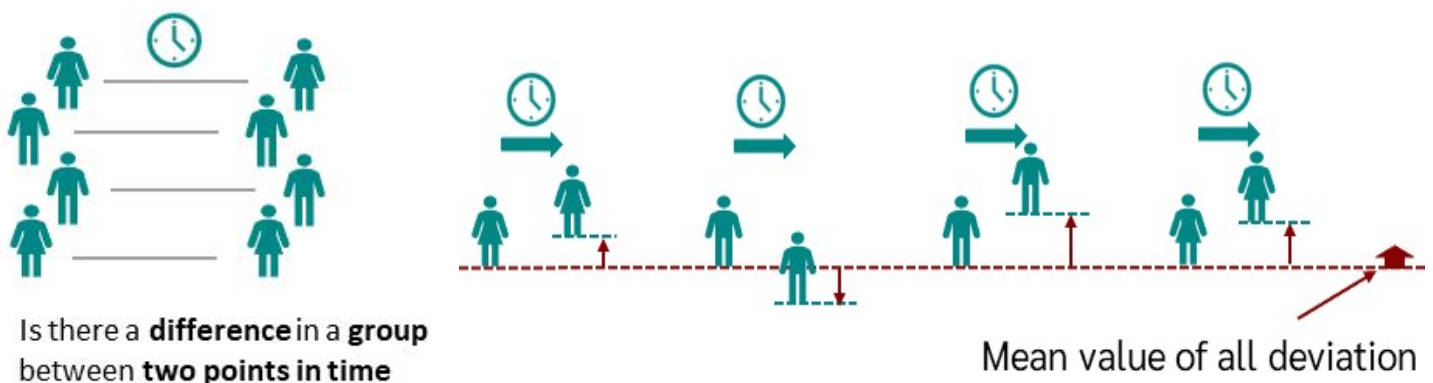
How often teachers used Mitt Valg-methods during the evaluation process?



18 % = Less than once a month
25 % = Once a month
25 % = Once a week
20 % = Many times a week
6 % = Daily

Did the trainings have an effect?

The analysis was done by paired t-test that is used to determine whether the mean of the *variable* (for example salary, consumption or competence) is the same or different in two *groups of participants* or at *two different time points*. For example, we can use this test to investigate whether there is a difference in workers' salaries before and after undertaking professional development trainings. Here the *variable* would be the amount of salary and the two *groups* would be the two different "time points", salary before the training and salary after the training.



The data was analyzed comparing differences of measured means between pre-, post- and follow-up tests within the intervention and comparison group.

Work and study engagement

There was no statistically significant difference in means before and after the training in work or study engagement in intervention or comparison groups. Work and study engagement can be very stable measurements that do not change until major changes happen in learning environment. From this perspective, it is quite normal, that work, or study engagement do not change in this kind of intervention. Also, there was no statistically significant difference in means related to students' attitude and opinions toward school.

Teachers' readiness to change and implement social and emotional learning

There was no statistically significant difference in means before and after the training in experienced importance related to SEL -goals. This means that teachers did not report any positive or negative change how important they see the specific SEL -goals and aims related developing positive learning environment.

However, there was statistically significant difference in means, before and after the teachers` training related to the experienced social and emotional teaching skills. This means that teachers experienced to have more skills after the trainings related to teaching specific SEL -learning goals and developing positive learning environment.

At the same time there was no statistically significant difference in means in comparison group. This confirms and highlights the impact of the Mitt Valg – trainings for the increase of the experienced skill levels.

Students` social and emotional competence

Among the intervention group the mean values of certain areas of the students` social and emotional competence measures were higher after the teacher trainings. At the same time there was no significant difference in comparison group. These areas of social and emotional competence were: self -awareness and social awareness.

This means that Mitt Valg -trainings appears to have a positive impact on the students` social and emotional competence related to self-awareness and social awareness.

Mitt Valg -training appears to have a positive impact on:

- 1) How skillful teachers see themselves teaching social and emotional learning and how to develop positive learning environment**
- 2) Students` social emotional competence related to self-awareness and social awareness**