NEEDS

Report on skills self-assessment

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Report on Skills Self-Assessment:

Collecting and analysing testing results of skills self-assessment

NEEDS Intellectual Output 5 (IO5) – Skills self-assessment

The 'Needs-based education and studies in societal security' (NEEDS) project
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Intellectual Output 5 (IO5) Online course module
Task 5.7

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For further information on NEEDS, see: https://cbss.org/projects-cbss/needs/

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Introduction

Evaluation is a process in which an objective assessment of the value and characteristics of a specific project, program, policy or plan is made at each of its stages. The research concerns every phase - from the very beginning, i.e. planning, through implementation, to the analysis of results, reporting and drawing conclusions. What is the purpose of the evaluation? Evaluation is carried out in accordance with the criteria set at the beginning, in order to improve quality, streamline operations or introduce the required changes to the programme, plan or project. The need for changes may result from various factors - e.g. the passage of time, what stage the program is at, which entities participate in it, etc. The purpose of evaluation is therefore to gain knowledge necessary for making further decisions.

Evaluation is most often used in industries and spheres that require regular checking of the quality and progress of implemented projects, their effects and reception by the public. Therefore, evaluation can often be found in politics, law, higher education or broadly understood education.

For the purpose of evaluation of the online course within the NEEDS project, a self-assessment test was developed. The test/survey consisted of 12 questions. The testers were: the participants of the Intensive Study Program which was held in Klapkalnciems, Latvia, participants of the Intensive Study Program in Porkkala, Finland and other people who tested the online course.

Self-assessment questionnaire

The self-assessment questionnaire which is part of the online course, and therefore included in the e-learning platform canvas, consists of the below following questions. All course takers reply to the questions before and after taking the course.

Question 1: How well can you describe the main concepts of societal security?
Question 2: How well can you describe societal functions and services?
Question 3: How well can you describe societal values?
Question 4: How well can you describe the shared understanding of the societal security culture in the Baltic Sea Region?
Question 5: How well can you describe the societal security risks, threats and vulnerabilities in the Baltic Sea Region?
Question 6: How well can you describe risk management?
Question 7: How well can you describe crisis management?
Question 8: How well do you understand the concept of crisis diagnosis?
Question 9: Do you have adequate theoretical and analytical tools for assessing societal security of a certain event or situation?
Question 10: How well can you apply theoretical and analytical tools for assessing societal security of a certain event or situation?
Question 11: How well can you describe resilience?
Question 12: Any additional comments you would like to share?

ISP in Klapkalnciems, Latvia
Analysis of the self-assessment test results of the Intensive Study Programme participants

During the Intensive Study Program which was held in Klapkalnciems, Latvia, the survey was answered by 20 people on a scale of 1-10, where 1 means not at all, and 10 means extremely well.

The survey was taken before and after the course. Figure 1 shows the distribution of the average for each question. One can see clear differences in the declared knowledge and skills before and after participating in the course.
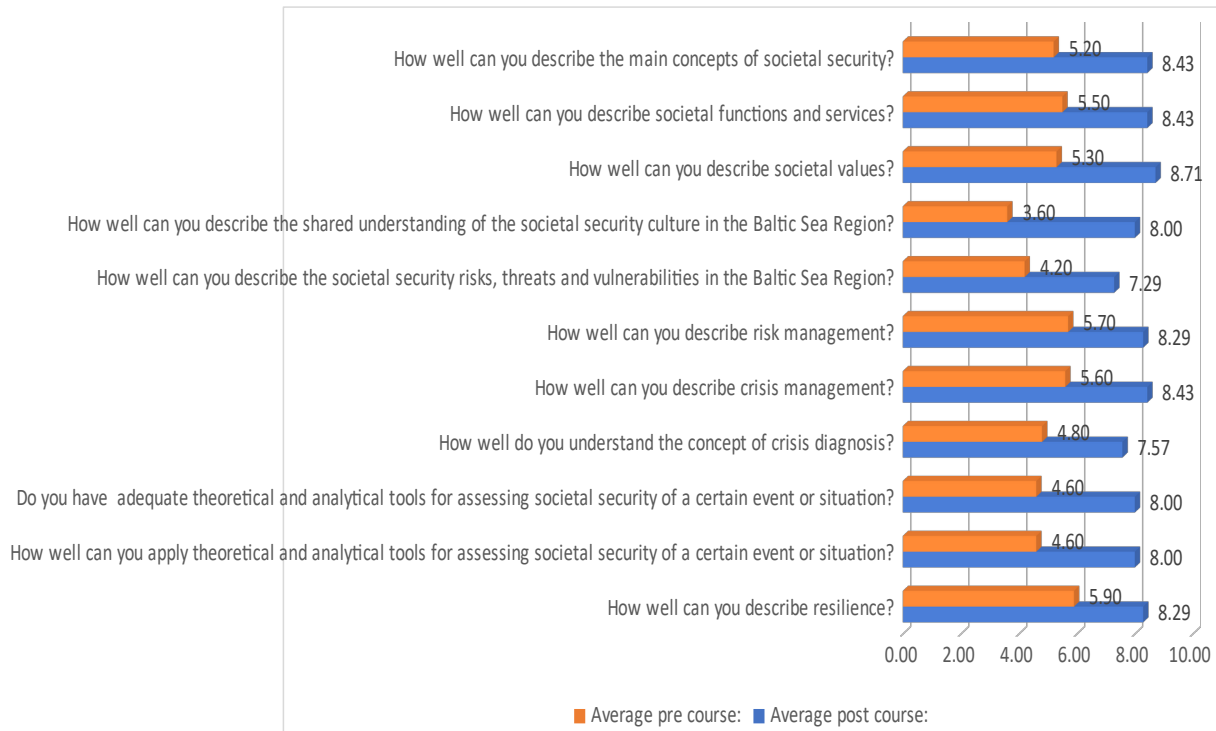
Figure 1. Distribution of the average for each question for ISP in Latvia participants

Analysis per question

Question 1: How well can you describe the main concepts of societal security?

8 people indicated 9 points, 6 people - 8, 1 person - 7, 3 people - 6 points, 1 person – 5, 1 person- 3 points. The pre-course average for this question was 5.2, the post course average was - 8.43. In conclusion, most people marked this question with high points.

Question 2: How well can you describe societal functions and services?

6 people indicated 9 points, 7 people - 8, 5 people - 7, 1 person - 6 points, 2 people - 5 and 1 person - 1 point. The pre-course average for this question was 5.5, the post course average was 8.43. In conclusion, most people marked this question with high points.

Question 3: How well can you describe societal values?

3 people indicated 10, 5 people - 9 points, 6 people - 8, 1 person - 7, 4 people - 6 points, 1 person – 5, 1 person - 4 and 1 person - 3 points. The pre-course average for this question was 5.3, the post course average was 8.71. In conclusion, most people marked this question with high points..

Question 4: How well can you describe the shared understanding of the societal security culture in the Baltic Sea Region?

1 person indicated 10, 3 people indicated 9 points, 10 people - 8, 1 person - 7, 2 people – 6, 2 people - 5 points, 1 person – 3, 1 person – 2 and 1 person - 1 point. The pre-course average for this question was 3.6, the post course average was 8. In conclusion, most people marked this question with high points.

Question 5: How well can you describe the societal security risks, threats and vulnerabilities in the Baltic Sea Region?

3 people indicated 9, 9 people indicated 8 points, 3 people - 7, 2 people - 6, 2 people - 4, 1 person – 3, 1 person - 2 and 1 person - 0. The pre-course average for this question was 4.2, the post course average was 7.29. In conclusion, most people marked this question with high points.

Question 6: How well can you describe risk management?

7 people indicated 9, 8 people indicated 8 points, 4 people - 7, 2 people - 3 and 1 person indicated 1 point. The pre-course average for this question was 5.7, the post course average was 8.29. In conclusion, most people marked this question with high points.

Question 7: How well can you describe crisis management?

Two people indicated 10 points, 7 people - 9, 7 people - 8, 3 people - 7 points, 1 person - 4 points. The pre-course average for this question was 5.6, the post course average was 8.43. In conclusion, most people marked this question with high points.

Question 8: How well do you understand the concept of crisis diagnosis?

Two people indicated 10 points, 6 people - 9, 9 people - 8, 1 person - 7 points, 1 person - 5 points, 1 person - 4 points. The pre-course average for this question was 4.8, the post course average was 7.57. In conclusion, most people marked this question with high points.

Question 9: Do you have adequate theoretical and analytical tools for assessing societal security of a certain event or situation?

One person indicated 10 points, 3 people - 9, 11 people - 8, 4 people - 7 points, 1 person - 3 points. The pre-course average for this question was 4.6, the post course average was 8. In conclusion, most people marked this question with high points.

Question 10: How well can you apply theoretical and analytical tools for assessing societal security of a certain event or situation?

One person indicated 10 points, 3 people - 9, 10 people - 8, 2 people - 7 points, 3 people - 6 points. The pre-course average for this question was 4.6, the post course average was 8. In conclusion, most people marked this question with high points.

Question 11: How well can you describe resilience?

Two people indicated 10 points, 8 people - 9, 5 people - 8, 2 people - 7 points, 1 person - 6 points, 2 people - 5 points. The pre-course average for this question was 5.9, the post course average was 8.29. In conclusion, most people marked this question with high points.

Question 12: Any additional comments you would like to share?

This question was open. Here, respondents added the following comments:

- I have improved my understanding of the theoretical concepts in this course.
- The level of the education was low and some people could not speak good. Some people were not focused.
- I would like to add that I really like and appreciate not only the theoretical knowledge that I get through the week but I also appreciate the practical part on the last day. It would be also interesting to do some activities that are connected to leaders'/teachers' work ; risk management with help of for example of special programs on computers etc.
- Thank you for this big experience and knowledge.
- Super helpful project, thank you.

Taking into account all the questions, the course was highly rated, and the last question showed that many people had increased their knowledge, experience and were very happy with the participation in the course.

ISP in Porkkala, Finland
Analysis of self-assessment test results of the Intensive Study Programme participants

During the Intensive Study Program which was held in Porkkala, Finland, the survey was answered by 19 people on a scale of 1-10, where 1 means not at all, and 10 means extremely well.

The survey was taken before and after the course. Figure 2 presents the average of the answers of the ISP Finland course.
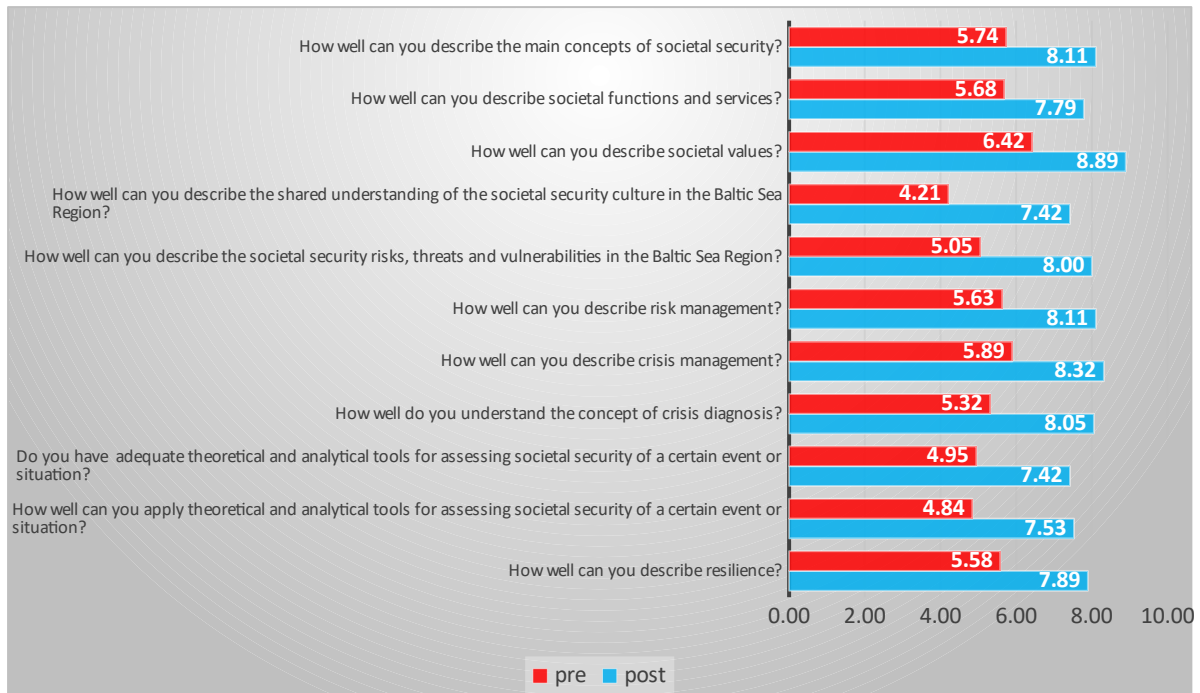
Figure 2. Distribution of the average for each question for ISP in Finland participants

The results showed that the greatest progress could be observed in question 4, over 3.5 points. Question 4: How well can a common understanding of social safety culture in the Baltic Sea region be described? was the most difficult to answer before the course. After the course, the knowledge to answer it was similar to the other questions.

Overall, participants felt most confident replying to the question: How well can you describe societal values?

Analysis per country

The survey was taken before and after the course. Figures 3-7 show the distribution of the average for each question for the participants from different countries. There are significant differences in the declared knowledge and skills before and after participating in the course.
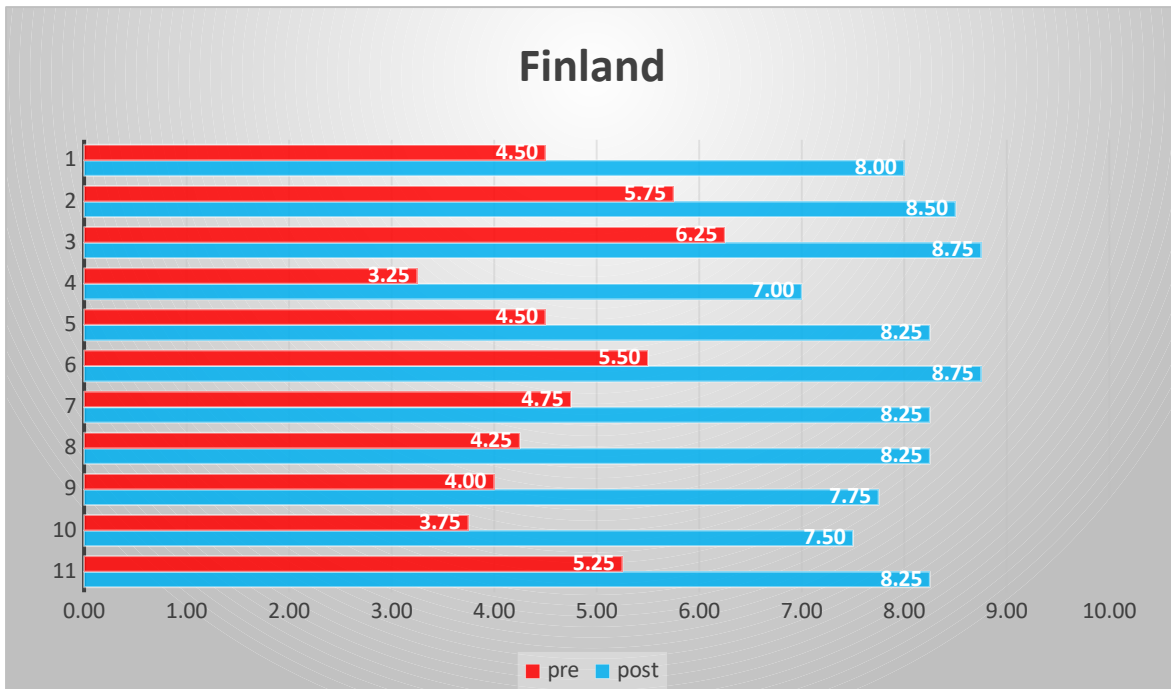
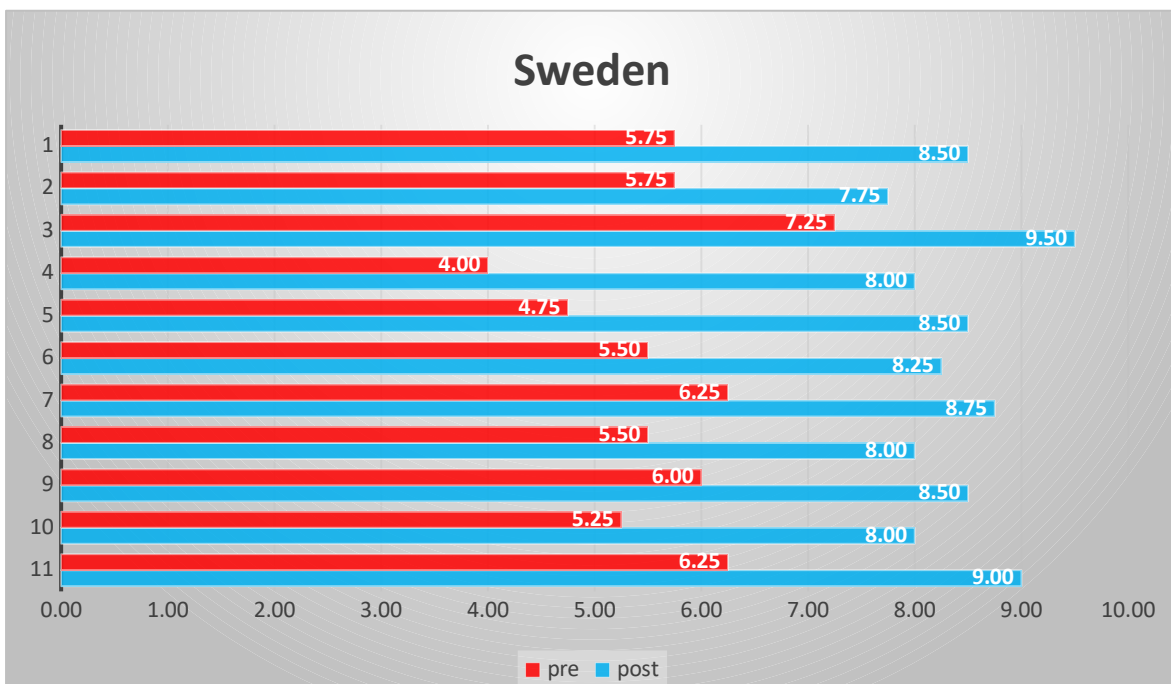**Figure 3.** Distribution of the average for each question for the participants from Finland

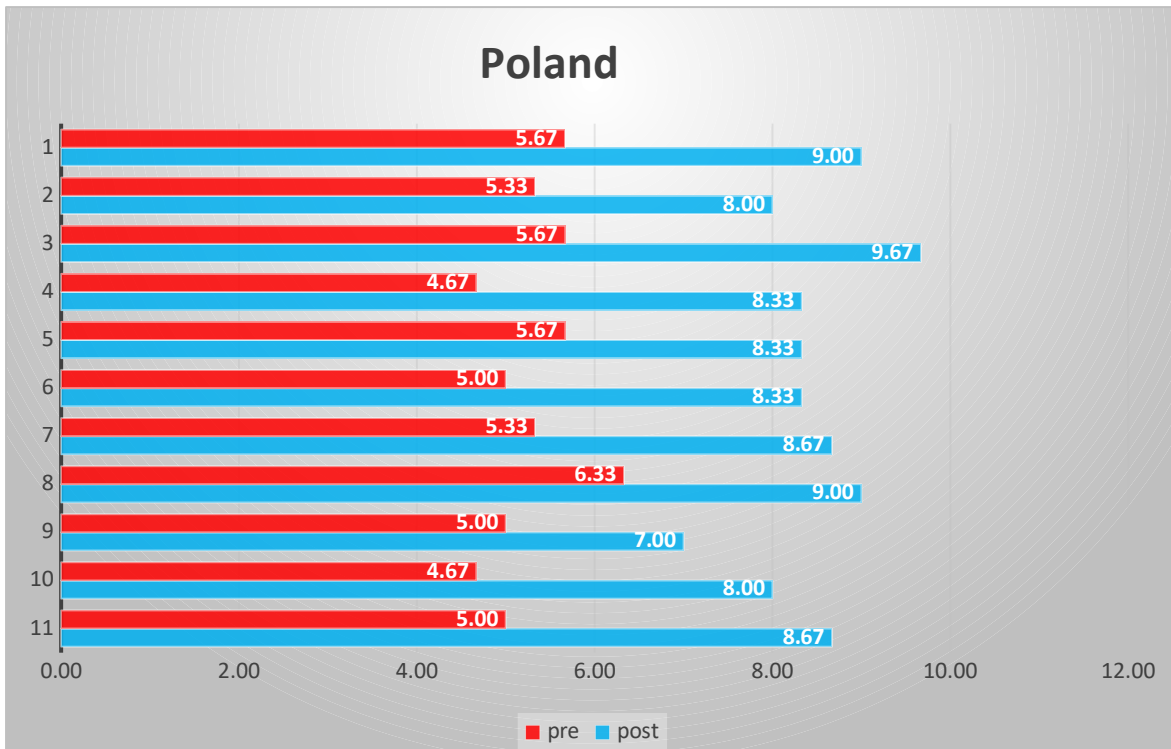**Figure 4.** Distribution of the average for each question for the participants from Sweden

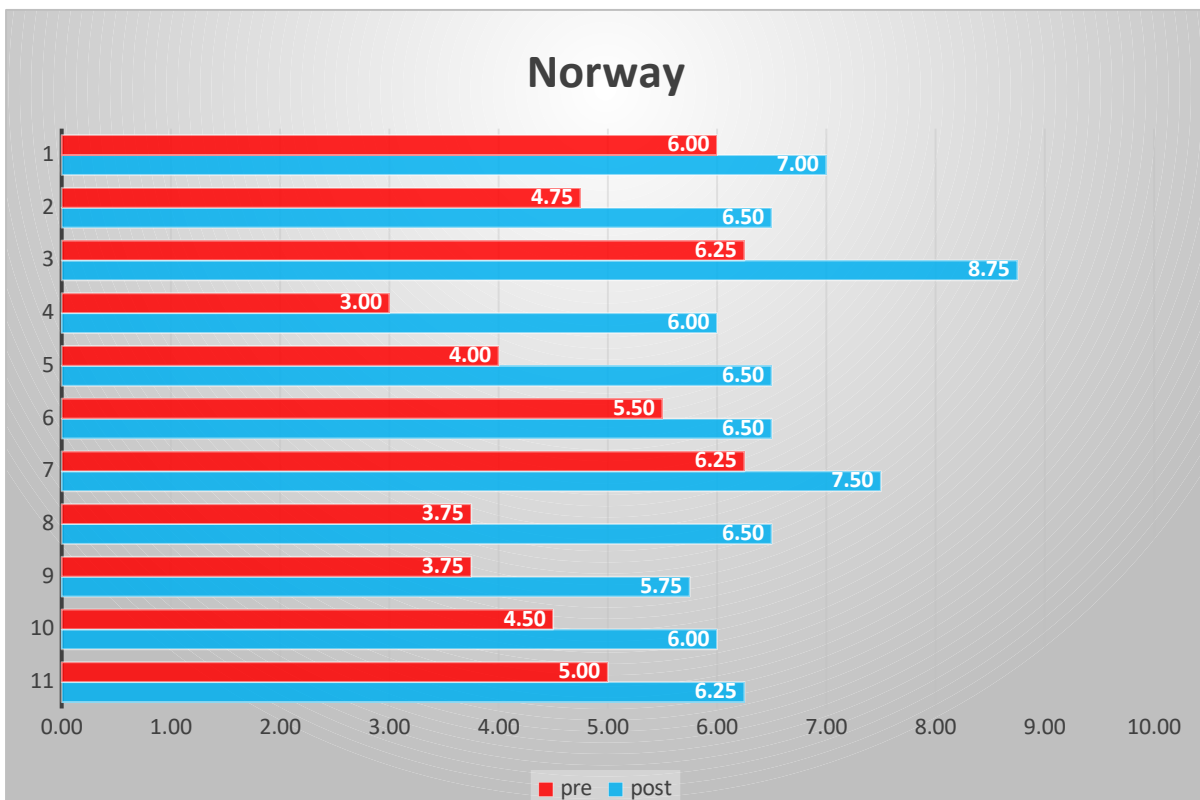**Figure 5**. Distribution of the average for each question for the participants from Poland

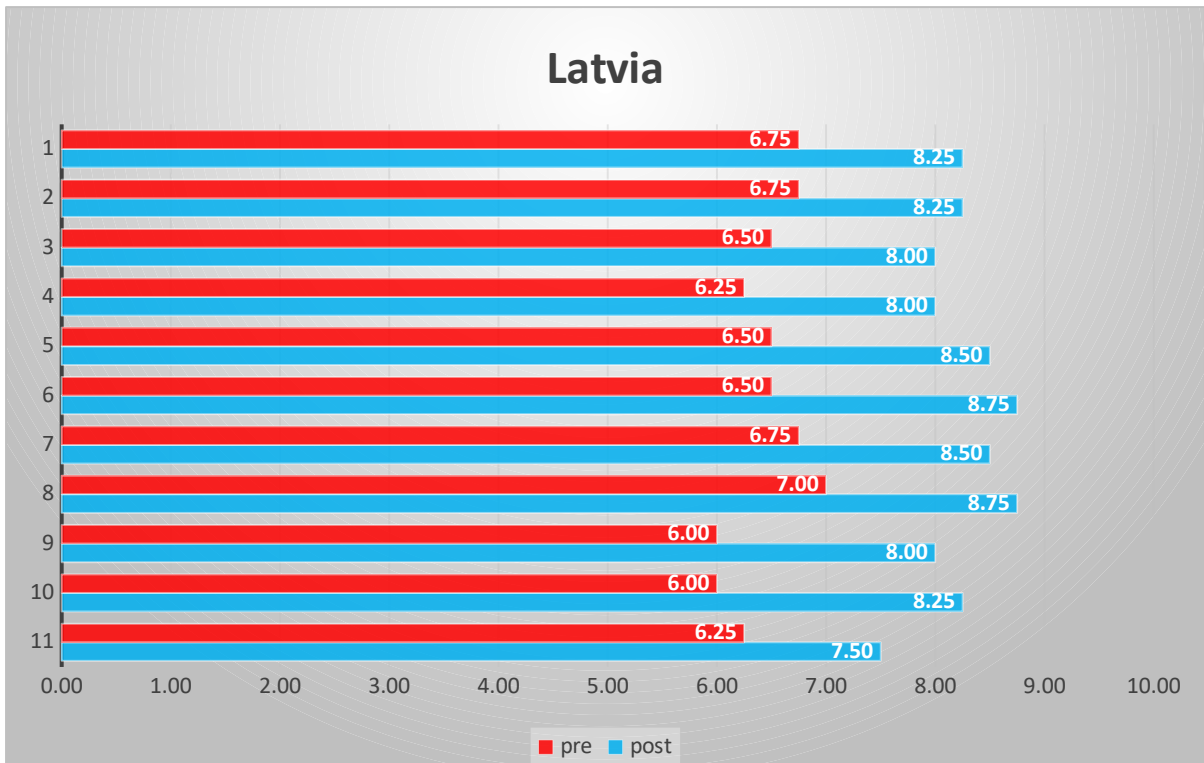**Figure 6.** Distribution of the average for each question for the participants from Norway

Figure 7. Distribution of the average for each question for the participants from Latvia

The following figure shows the average of the self-assessment test before and after taking the course. The results are presented according to the countries.
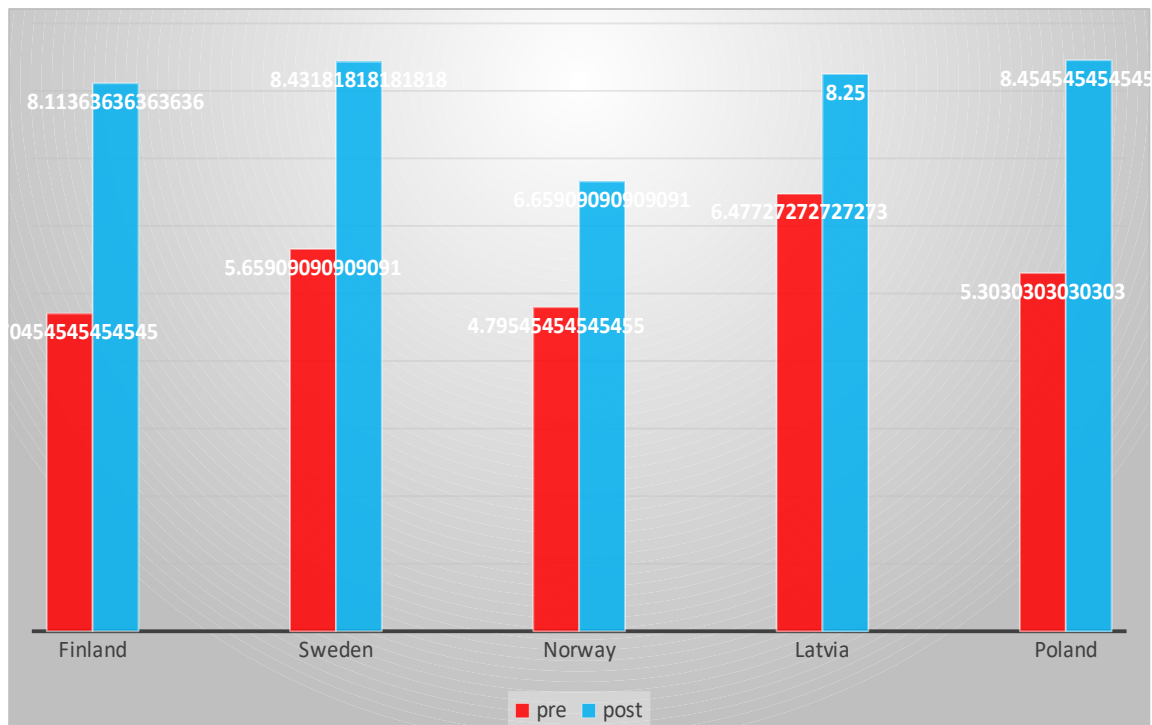

Figure 8. Distribution of the average of self-assessment per country participants

In general, the participants from Poland and Sweden were most confident in their skills after taking the course. However, Latvia and Finland are not far behind.

Online Course testers

Analysis of the self-assessment test results of people who tested the online course

Besides the participants of ISPs, there were other people who tested the course – 7 testers. 6 testers gave the answers to the survey before taking the course, only 1 tester provided the answers before and after the course. Due to the fact that testers did not fill in the self-assessment after the course, the results of pre and post course assessment cannot be compared.

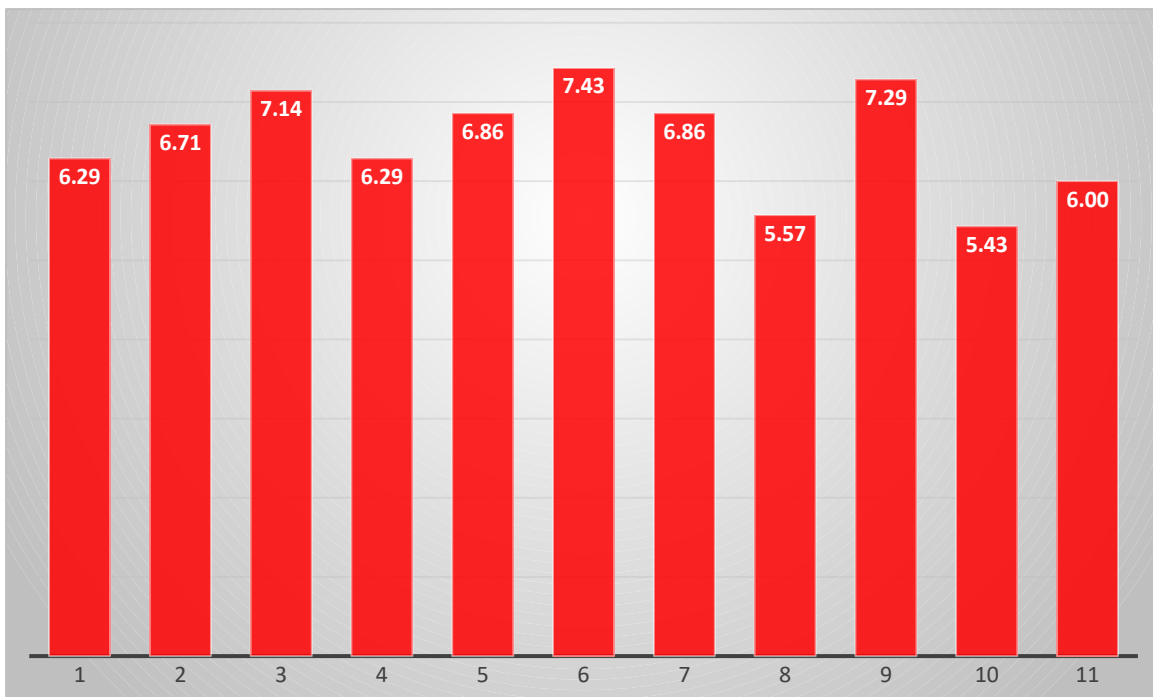The Figure 9 shows the results of the pre-course survey.

Fig 9. Distribution of the average for other participants testing the online course (pre)

From this section, it is difficult to formulate a result or draw conclusions regarding the effectiveness of the skills self-assessment test or thereby indirectly for the success of the course. In this round of testing results from the self-assessment test exist only in parts. This is an important insight though, as well, and the importance and visibility or user-friendliness of the self-assessment should be reviewed. It also shows the human flaw of potentially not remembering one's own assessment from before taking the course (especially if the learner stretches the course over a longer period of time).

Conclusions

All in all, it is important to have the skills self-assessment test because it is a self-study course. Such a test, taken before and after the course, is a good pedagogical tool for estimating one's learning success and skills progress.

The NEEDS project gets positive feedback for a good online course that indeed furthers knowledge and skills: at least two groups of students (basically two classes) report an overall significant increase in their skills from taking the course.

Critical feedback is or attention has to be paid to the fact that the two groups were guided in the ISPs and that self-study learners were potentially not aware enough of the assessment test (be it place or importance).

NEEDS

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