**Draft version 1,**
**01.10.2019**

***For the course providers:***

# Evaluate the pilot course and present curricula recommendations

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| **Respondent information** | |
|---|---|
| My name | Trond Handberg |
| My organisation | Vestvågøy Municipality, culture unit |
| My position in the project team | Project leader |
| Date for e-mailing this report to my partners | 5th November 2019 |
| The deadline for concluding this evaluation | 15th October 2019 |

## 1. Info about the pilot courses

| 1.1 Material about the course, which must be attached | |
|---|---|
| Mention the attached course programme (national edition and English translation). | Program in Norwegian and English attached |
| If possible, provide links to websites, social media etc, where more info can be seen! | The Municipality's Newsletter, 1st November https://www.vestvagoy.kommune.no/aktuelt/nyhetsbrev-uke-44.7694.aspx |
| Attach or provide links to possible photos or videos from the course! | Attached |
| Attach or provide links to power-point presentations from the course! | Attached |
| Attach signed participants list | Attached |

| 1.2 The planned content and outcome of the course(s) | |
|---|---|
| Please tell, if the course focussed on<br>a) To introduce and initiate new co-creative activities.<br>b) To qualify already on-going co-creative activities.<br>c) Or on both or some other topic? | The course focussed on both topic by studying two real cases:<br>National day, 17th mai – on-going co-creation activity<br>Vestvågøy cultural forum – new co-creation activity |
| Brief present<br>the key subjects /topics! | • General knowledge of co-creation – basic theory and practice<br>• Strategic knowledge - insight into different types of contexts and tasks of co-creation in the cultural field (knowledge of the typology of co-creation)<br>• Skills on how to moderate and evaluate idea workshops as an initiation of co-creation<br>• Skills on how to initiate, facilitate and coordinate co-creation processes in the cultural field<br>• Characteristics of an attentive and responsive form of facilitating a cross-sector cooperation<br>• Characteristic of an open and dialogue oriented form of coordinating a multilateral cooperation<br>• How to engage local stakeholders from the culture and educational institutions, as well as the municipality including their possible administrative limitations |
| Brief present<br>the planned learning outcomes | Knowledge (mainly by presentation about co-creation as such):<br>• General knowledge of co-creation - basic history, theory and practice. |

| | |
|---|---|
| | • Strategic knowledge - insight into different types of contexts and tasks of co-creation.<br>• Regulatory compliance - insight in legal and political limits for co-creation activities.<br>Skills (the named presentation, presentation of examples and workshop):<br>• Process facilitating<br>• Moderation of idea workshop<br>• Situational project management<br>• Act as liaison in an attentive and responsive manner |

| 1.3 The planned course materials and home work / follow-up | |
|---|---|
| What course material did you provide to the trainees before course start? | • Nordplus Compendium. Idea workshops for co-creation in culture and heritage<br>• Nordplus Report. Good practice for co-creation in culture and heritage |
| What extra course materials did you use during the course? | • Sesam/Kobro: La oss gjøre det sammen!<br>• Workshop tasks<br><br>Just for case 1 – National day 17th may:<br>• Summary from meeting 31th May 2018<br>• Articles, reader comments and celebration programs in newspapers |
| What home-work did you ask the trainees to do / prepare? | Read the two compendiums |
| What follow-up tasks did you plan for the trainees to do? | The last session in the program, "Evaluation and input for good co-creation in the future" contained follow-up tasks. Among other things, most of the trainees signaled that they would continue with co-creative activities |

## 2. Lessons learned – proposals for improvements

| 2.1 The learning outcome in your pilot course | |
|---|---|
| Which 1-2 learning outcomes were best met? Please briefly explain! | Central in the presentation about co-creation as such:<br>• General knowledge of co-creation - basic history, theory and practice.<br>Central in the workshop:<br>• Process facilitating<br>• Moderation of idea workshop |

| | |
|---|---|
| Which 1-2 learning outcomes were poorly met? Please briefly explain! | These outcomes were not mentioned in the pilot course, because of the lack of time:<br>• Situational project management<br>• Act as liaison in an attentive and responsive manner |
| | |

| **2.2 Priorities of the learning outcomes?** | |
|---|---|
| *Our Curricula Guidelines page 11 mentions possible learning outcomes, but for a short 1 day course we can recommend to select max 3 - 4 of these outcomes.* | |
| How many learning outcomes will you recommend to include in a short 1-day course? And Why? | It depends how much the trainees know about co-creation. If not it's necessary with<br>• General knowledge of co-creation – basic theory and practice<br><br>These can be briefly mentioned:<br>• Strategic knowledge - insight into different types of contexts and tasks of co-creation.<br>• Regulatory compliance - insight in legal and political limits for co-creation activities.<br><br>And the other two outcomes, that were best met in our course:<br>• Process facilitating<br>• Moderation of idea workshop<br><br>So: 5 learning outcomes is recommended |
| Which 2-3 learning outcomes mentioned page 11 in the Curricula Guidelines do you see as most important | • General knowledge of co-creation – basic theory and practice<br>• Process facilitating<br>• Moderation of idea workshop |
| Which 2-3 learning outcomes mentioned page 11 do you see as least important | For a short 1-day course with trainees that know little about co-creation, I think the last outcomes are least important:<br>• Attentive and responsive<br>• Risk willingness<br>• Open and dialogue oriented |

| 2.3 The teaching methodology | |
|---|---|
| *Our Curricula Guidelines gives priority to a learner centred approach, integrating theory and shared experience as well as the transferability of the learning into the culture work at home*. | |
| Did the course overall use a learner centred approach. Please explain! | Yes. The contains of the course program was presented and discussed by the trainees. |
| Did the course succeed in integrating theory and the trainees' experiences! Please explain! | Yes. The course program presentation about co-creation as such (theory) and the other presentations of trainees'experiences, as well as the workshops lead to a good integration. |
| Was the transferability (of the learned to work at home) in focus when you planned the programme | Yes. Transeferability should be the main point of the pilot course. |
| Could the learned be transferred to the trainees' own home situation? Please explain why and how! | Yes. The methods which was used in the examples and in the cases could also be used on activities in the trainees' home situation. In the final evaluation session, the trainees agreed this. |
| Optional – other comments to improve the teaching methodology | More pilot courses – or rather, more co-creation activities. "Learning by doing!" |

| 2.4 Priorities of the teaching methods | |
|---|---|
| *Our Curricula Guidelines mentions the goal to use a blend of lectures, trainers' presentations, plenum discussions, workshops, small group work, and individual learning; and short presentations on the topic prepared by participants should be part of the course.* | |
| How did the home work/presentations by the trainees function? | Very good. The chosen participant's used the same presentations as they used in Rumšiškės, and Nina had a new one. But otherwise, it was not a lot homework. |
| • How can this learning element be improved? | Whith more knowledge about co-creation it could be more homework in general. |
| How did the group work and/or peer-to-peer sessions function? | The group work on the cases was good. There were two sessions with presentations and discussions after each of them. Peer-to-peer work was done on the evaluation session. |
| • How can this learning element be improved? | Perhaps the questions/tasks could have been even better? |
| How did the plenary discussions function? | Very good. The trainees dared to talk, and some new approaches appeared, regards to the group presentations |
| • How can this learning element be improved? | Difficult to say. The time was also limited |
| How did the presentations by the trainers and speakers function? | I refer to the first point in 2.4. In addition, I think the first presentation was important to explain what co-creation really is. Most of the trainees had not much knowledge about that |
| • How can this learning element be improved? | Use of even more time to prepare the presentations, could improved this element |
| Optional – other comments to improve the learning elements? | |

| 2.5 Additional comments | |
|---|---|
| If you have other comments, you wish to share, please tell. | In the evaluation session it appeared that the trainees thought the pilot course was very useful. They was also satisfied whith the metods and the transferibility. It was important to make contacts. The feedback of the pilot course was very good. |

| Time used on filling out this evaluation report | | |
|---|---|---|
| Time I / we have used on the start up phase | | Hours used |
| Name of staff 1 | Trond Handberg | About 5 hours |
| Name of staff 2 | | |
| Name of staff 3 | | |
| Total days and hours used | | About 5 hours |