Learning and evaluation framework

Distinguish outputs, learning, application and wider change.

Starting position and immediate reflection

Before the activity, invite a short account of the situation and an uncertainty. At the end, ask what changed, which perspective challenged the account and what remains unresolved. Offer oral, written or supported alternatives. Confidence ratings alone do not establish competence.

Review learner-created work

Compare initial and revised maps or explanations using agreed criteria: explicit boundaries, alternative perspectives, justified claims and a revisable next step. Discuss differing judgements. Record prior experience and assistance. A polished artefact is not proof of understanding.

Feedback, inclusion and application

Invite participant and facilitator feedback, including barriers, adaptations and disagreement. Keep attendance separate from learning. Ask where the capability might be used and what action could be tried. An intention is not evidence of use.

Follow-up and interpretation

Agree a later point, for example after 6-12 weeks, to ask what was tried and what helped or prevented application. Record non-response and context changes. Report selection and recall bias, other contributors and contrary observations. A before/after comparison does not establish causation.

Consent and responsibility

Agree necessary data, access, retention and deletion before collection. Publication of learner material requires a separate decision and appropriate permission. Participation must not depend on publicity. Review access barriers without inferring personal characteristics. Do not claim lasting capability or wider impact without suitable evidence.