

# THE SCENARIO OF THE PROCESS OF VERIFYING EDUCATIONAL OUTCOMES



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## 1. Introduction

Verification of training outcomes is a key element of the educational process to assess the extent to which participants have acquired knowledge. This process consists of an end-of-training test that tests the theoretical knowledge and practical skills acquired during the training, as well as an analysis of the results and the provision of constructive feedback.

The purpose of this scenario is to outline the steps a trainer should take in order to effectively review the participants' performance and provide them with support and feedback.

## 2. Preparation for verification

**Definition of training objectives** – the trainer should be clear about the objectives of the training before verifying the outcomes.

**Are participants expected to acquire specific theoretical knowledge or to master specific practical skills?**

**What are the key points that will be assessed?**

**Preparation of the final test** – the final test should include both theoretical and practical questions, reflecting the objectives of the training. It is recommended that the test should include multiple-choice questions, open-ended questions and practical tasks to assess skills in real-life situations.

**Preparation of assessment criteria** – Before assessing the tests, the trainer should define clear assessment criteria. Defining scores for individual questions and setting passing thresholds will enable objective evaluation of performance.

## 3. Conducting a final test

**Organisation of the test** – The trainer should make sure that the conditions for the test are appropriate. The test should take place in a calm atmosphere and participants should have access to all necessary materials.

**Instructions to participants** – before starting the test, the trainer should go over the rules of the test in detail, explain the types of questions and remind participants of the time they have to complete it.

## 4. Evaluation of test results

**Checking answers** – The trainer proceeds to check the tests according to previously prepared criteria. In the case of open questions and practical tasks, the trainer should pay special attention to the participants' way of thinking, their approach to the problem and the application of knowledge in practice.

**Analysis of results** – after assessing the tests, the trainer should make an aggregate analysis of the results. It should be identified which areas were weakest and which areas the participants mastered best. This analysis will help in providing accurate feedback and in planning possible corrective actions.

## 5. Preparation and provision of feedback

**Individual feedback** – The trainer should prepare individual feedback for each participant. The feedback should include the participant's strengths, areas for improvement and concrete suggestions for further development. It is important that feedback is constructive and motivating.

**Meeting with participants** – The trainer holds a meeting with the participants to discuss the results of the tests. At the beginning of the meeting, it is useful to highlight the positive aspects of the group's work in order to then move on to discuss areas for improvement.

**Presentation of group results** – The trainer presents the results to the whole group, highlighting common successes and difficulties. Such a presentation helps participants understand what elements of the training needed more attention and how the whole group can develop.

**Discussion and questions** – After presenting the results, the trainer encourages participants to ask questions and express their concerns. It is important that participants have space to discuss their impressions and understand how they can improve their performance.

## 6. Closure of the verification process

**Conclusion** – At the end of the review process, the trainer should summarise the main findings of the test and discuss further steps that participants can take to improve their skills.

**Further support** – The trainer should offer further support to participants in the form of additional materials, consultations or follow-up sessions. Further support is important so that participants can continue their development and work on areas that needed improvement.

## 7. Documentation and reporting

**Preparation of the report** – At the end of the review process, the trainer prepares a report summarising the results of the test, the feedback given and recommendations for further development of the participants. This report should be available to those responsible for developing and evaluating the effectiveness of the training.

**Archiving of tests** – tests and participant results should be archived in such a way that they can be used at a later stage to assess the progress of participants.

## 8. Final conclusions

The process of verifying outcomes with a final test is a key element in assessing the effectiveness of training. Appropriate preparation, administration and evaluation of tests, as well as constructive feedback, allow participants to understand their strengths and weaknesses and indicate directions for further development. The trainer, in his/her role as a mentor, should ensure that the process is not only an assessment of knowledge, but also a motivation for further improvement.

## 9. Attachments

### Sample final test (attachment 1)

#### MULTIPLE-CHOICE TEST

Answer the following questions by selecting one or more correct answers. Each question may have one, two or more correct answers.

**1. Which of the following best defines critical thinking? (Select all the correct answers)**

- A) Analysis and evaluation of available information before decisions are made.
- B) Decision-making based solely on intuition.
- C) Considering different perspectives before drawing conclusions.
- D) Trusting only in authorities without further analysis.

**2. What are the main cognitive processes involved in critical thinking? (Select all the correct answers)**

- A) Analysis.
- B) Synthesis.
- C) Intuition.
- D) Evaluation.

**3. Which of the following methods are effective in analysing environmental problems? (Select all the correct answers)**

- A) Identification of the problem.
- B) Evaluation of the effects of the proposed solutions.
- C) Ignoring available data.
- D) Information synthesis.

**4. Which of the following tools can support critical thinking in the decision-making process? (Select all the correct answers)**

- A) Mind maps.
- B) Cause-and-effect diagrams.
- C) Spontaneous decisions without prior analysis.
- D) Decision-making analysis.

**5. \*\* Which of the following sentences best describes the importance of critical thinking in green jobs? (Select all the correct answers)\*\***

- A) It enables the assessment and understanding of complex environmental problems.
- B) It helps to make quick decisions without analysis.
- C) It supports the development of innovative, sustainable solutions.
- D) It is superfluous because decisions in green competitions are always unambiguous.

**6. \*\* What are the most common logical fallacies that can occur in the critical thinking process? (Select all the correct answers)**

- A) False dichotomy.
- B) Post hoc error (after that, so as a result).
- C) Ad hominem argument.
- D) An apt reference to authority.

**7. Which of the following can be considered as examples of critical thinking in practice? (Select all the correct answers)**

- A) Systematic analysis of available information.
- B) Decision-making based on beliefs without analysis of evidence.
- C) Careful consideration of alternatives.
- D) Ignoring data that does not fit the original assumptions.

**8. Which techniques are useful for effective communication supported by critical thinking? (Select all the correct answers)**

- A) Argumentation based on facts and evidence.
- B) Defending a position without analysing other opinions.
- C) Persuasive presentation of reasoned arguments.
- D) Using emotional manipulation in discussion.



**9. What are the steps in analysing an environmental problem according to critical thinking? (Select all the correct answers)**

- A) Identification of the problem.
- B) Ignoring expert opinions.
- C) Impact assessment of possible solutions.
- D) Synthesising information to develop a solution.

**10. Why critical thinking is key to decision-making in green jobs? (Select all the correct answers)**

- A) It allows the risks and benefits of different options to be assessed.
- B) It enables rapid decision-making without data analysis.
- C) It supports the creation of sustainable and innovative solutions.
- D) Allows environmental problems to be ignored.



**Answer key:**

1. A, C
2. A, B, D
3. A, B, D
4. A, B, D
5. A, C
6. A, B, C
7. A, C
8. A, C
9. A, C, D
10. A, C

**Assessment:**

Each correct answer is worth 1 point. The maximum number of points is 25. The minimum pass mark is 15 points.

This multiple-choice test assesses participants' knowledge of critical thinking and its application in the context of green jobs.



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## Test assessment form (attachment 2)

### TEST ASSESSMENT FORM

General information:

Name of participant:

Date:

Trainer:

Question no.	Selected answers	Correct answers	Points (0-2)	Trainer's comment
1		A, C		
2		A, B, D		
3		A, B, D		
4		A, B, D		
5		A, C		
6		A, B, C		
7		A, C		
8		A, C		
9		A, C, D		
10		A, C		

### Evaluation of the answers:

Total points: \_\_\_\_\_/25

Final evaluation: \_\_\_\_\_ (Pass/Fail)

## Final comment:

The trainer should summarise the evaluation of the participant's work, identifying strengths and areas for improvement. It is also useful to include a general observation of how the participant dealt with the questions and whether he/she demonstrated an understanding of critical thinking in the context of green jobs.

## Example:

**Strengths** – Participant has a good understanding of the cognitive processes involved in critical thinking and can identify logical fallacies in the context of green jobs.

**Areas for improvement** – it is worth paying more attention to the use of tools supporting critical thinking in practical work situations, such as decision analysis.

**Trainer's signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

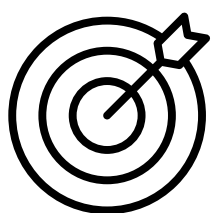
*Note: The evaluation form is intended for internal use and should be completed carefully to ensure an objective assessment of the participant's knowledge and skills.*

## Example of final report (attachment 3)

Workshop title: Developing critical thinking skills in green jobs

Date:.....

Trainer:.....



### Purpose of the report:

This report aims to summarise the results of the final test, analyse the learning outcomes achieved by the workshop participants and make recommendations for the further development of critical thinking skills in the context of green jobs.

### Results of participants:

Example

Name	Score (points/25)	Final evaluation (Pass/Fail)	Trainer's comment
Anna Nowak	22/25	Passed	Very good understanding of critical thinking and its applications. Worth working on communication techniques.
Michał Wiśniewski	18/25	Passed	The participant has good theoretical knowledge but needs more practice in applying critical thinking tools.

Karolina Kowalska	25/25	Passed	Excellent performance in every area. Karolina demonstrated excellent analytical and problem-solving skills in green jobs.
Piotr Zieliński	14/25	Failed	Missing knowledge of cognitive processes and their application in practice. Requires additional training sessions.
Maria Wiatr	20/25	Passed	Well-acquired basics, but more in-depth knowledge of logical fallacies and their avoidance is needed.

## Group performance summary

Average number of points scored by participants: 19,8/25

Number of participants who passed the test: 4/5

Pass percentage: 80%

## Most common problems and challenges

- ➔ **Problems in understanding and applying critical thinking tools:** Some participants found it difficult to use tools such as mind maps and cause and effect diagrams effectively.
- ➔ **Insufficient recognition of logical fallacies:** Participants often overlooked or incorrectly identified logical fallacies, which affected their ability to make correct judgements.
- ➔ **Lack of confidence in arguing and defending their own views:** Some participants found it difficult to present their arguments convincingly, indicating the need for further work on communication skills.

## Strengths of participants

- ➔ **Good understanding of the basics of critical thinking:** Most participants demonstrated a solid understanding of the definition and importance of critical thinking in green jobs.
- ➔ **Effective analysis of environmental problems:** Participants were able to identify environmental problems well and propose meaningful solutions, demonstrating their analytical skills.
- ➔ **Ability to work in a team:** During the simulation workshop, participants demonstrated their ability to work together effectively, which is key in the decision-making process.

## Recommendations for further development

- ➔ **Further training in advanced critical thinking tools:**  
additional workshops on the practical use of tools to support critical thinking are recommended.
- ➔ **Training in recognising and avoiding logical fallacies:**  
participants should continue to learn how to identify logical fallacies and cognitive biases to enhance their ability to analyse information.
- ➔ **Development of argumentation and communication skills:**  
it is useful to organise workshops that focus on developing skills in argumentation and defending one's own views, so that participants can communicate their thoughts and beliefs effectively.

## Final conclusions

The workshop met its programme objectives and the majority of participants showed significant progress in developing critical thinking skills in the context of green jobs. The results achieved confirm that critical thinking is a key element in effective environmental problem solving and sustainable decision making.

Continued learning and further development of skills is recommended, particularly in areas related to the practical application of critical thinking and communication.

Trainer's signature: .....

Date:.....

This final report provides a comprehensive summary of the test results and suggests further steps in the participants' skills development process.



## Scenario conclusion

This scenario provides a complete guide for the trainer to verify the effects of the training with a final test. This document not only facilitates the assessment of participants' knowledge, but also supports their further development through constructive feedback.



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