

SCENARIO FOR THE EDUCATION OUTCOMES VERIFICATION PROCESS



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1. Introduction

Verification of training outcomes is a key element of the educational process, allowing for the assessment of participants' knowledge acquisition. This process includes a final test that assesses both the theoretical knowledge and practical skills acquired during the training, as well as the analysis of results and providing constructive feedback.

The purpose of this scenario is to outline the steps that the trainer should take to effectively verify the participants' achievements and provide them with support and feedback.

2. Preparation for Verification

Defining Training Objectives: Before verifying outcomes, the trainer should clearly define the training objectives.

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

What are the key points that will be assessed?

Preparing the Final Test: The final test should include both theoretical and practical questions that reflect the training objectives. It is recommended that the test contain multiple-choice questions, open-ended questions, and practical tasks to assess skills in real-life situations.

Preparing Assessment Criteria: Before evaluating the tests, the trainer should define clear assessment criteria. Establishing point values for each question and setting passing thresholds will enable an objective evaluation of the results.

3. Conducting the Final Test

Organizing the Test: The trainer should ensure that the testing conditions are appropriate. The test should be conducted in a quiet atmosphere, and participants should have access to all necessary materials.

Instructions for Participants: Before starting the test, the trainer should thoroughly explain the test rules, clarify the types of questions, and remind participants of the time allocated to complete it.

4. Assessing Test Results

Checking Answers: The trainer proceeds to check the tests according to the predefined criteria. For open-ended questions and practical tasks, the trainer should pay particular attention to the participants' thought processes, their approach to the problem, and their application of knowledge in practice.

Results Analysis: After evaluating the tests, the trainer should conduct an overall analysis of the results. It is important to identify which areas were the weakest and which the participants mastered best. This analysis will aid in providing accurate feedback and in planning potential corrective actions.

5. Preparing and Providing Feedback

Individual Feedback: The trainer should prepare individualized feedback for each participant. This feedback should highlight the participant's strengths, areas needing improvement, and specific suggestions for further development. It is crucial for the feedback to be constructive and motivating.

Meeting with Participants: The trainer organizes a meeting with the participants to discuss the test results. At the beginning of the meeting, it is beneficial to highlight the positive aspects of the group's work before moving on to discuss areas needing improvement.

Presentation of Group Results: The trainer presents the group's overall results, emphasizing common successes and difficulties. This presentation helps participants understand which elements of the training required more attention and how the entire group can develop.

Discussion and Questions: After presenting the results, the trainer encourages participants to ask questions and express their concerns. It is important for participants to have the opportunity to discuss their impressions and understand how they can improve their results.

6. Closing the Verification Process

Summary: At the end of the verification process, the trainer should summarize the main findings from the test and discuss further steps participants can take to improve their skills.

Ongoing Support: The trainer should offer participants further support in the form of additional materials, consultations, or follow-up sessions. This support is essential for participants to continue developing and working on areas that needed improvement.



7. Documentation and Reporting

Report Preparation: After completing the verification process, the trainer prepares a report summarizing the test results, feedback provided, and recommendations for participants' continued development. This report should be accessible to those responsible for training development and effectiveness evaluation.

Test Archiving: Tests and participants' results should be archived in a way that allows for their future use in evaluating participants' progress.

8. Final Conclusions

The process of verifying outcomes with a final test is a key element in assessing training effectiveness. Proper preparation, administration, and evaluation of tests, along with constructive feedback, allow participants to understand their strengths and weaknesses and identify areas for further development. In their role as a mentor, the trainer should ensure that this process is not only an evaluation of knowledge but also a motivation for continued improvement

9. Attachments

Sample Final Test (Attachment 1)

MULTIPLE CHOICE TEST

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

1. Which of the following factors contribute to the increase in global warming?

- A) Emission of greenhouse gases like CO₂ and methane
- B) Increase in ice and snow-covered areas
- C) Burning of fossil fuels
- D) Increase in Earth's surface albedo

Correct Answers: A, C

2. Which actions can help reduce the effects of global warming?

- A) Reducing greenhouse gas emissions
- B) Increasing deforestation
- C) Implementing energy-efficient technologies
- D) Increasing industrial emissions

Correct Answers: A, C

3. Which of the following statements describe the effects of rising global average temperatures?

- A) Rising sea and ocean levels
- B) Decrease in the frequency of extreme weather events
- C) Increased melting of glaciers
- D) Increased stability of Arctic ecosystems

Correct Answers: A, C

4. Which of the following statements relate to the role of science in environmental protection?

- A) Science only allows for the identification of greenhouse gas emission sources.
- B) Science helps regenerate the environment by developing technologies that reverse damage.
- C) Science focuses exclusively on theoretical research without practical implementation.
- D) Science supports the development of technologies that prevent further environmental harm.

Correct Answers: B, D

5. Which of the following technologies are examples of efforts aimed at environmental regeneration?

- A) 3D-printed coral reefs
- B) Solar-powered fabric
- C) Biochar for soil restoration
- D) Detecting greenhouse gas emissions with artificial intelligence

Correct Answers: A, C

6. Which of the following definitions best describes climate disinformation?

- A) Climate disinformation refers to misleading content about the existence, causes, and effects of climate change, misrepresentation of scientific data, and attacks on climate crisis mitigation measures.
- B) Climate disinformation consists of true scientific information about climate change but presented in a satirical form.
- C) Climate disinformation exclusively refers to content denying the existence of climate change.
- D) Climate disinformation involves presenting scientific information in a complex way to make it difficult for the general public to understand.

Correct Answer: A

7. What are the main strategies used by the fossil fuel industry to spread climate disinformation?

- A) Supporting front groups that appear as grassroots initiatives, creating false advertisements, and paying influencers to promote natural gas.
- B) Publishing scientific studies that confirm climate change.
- C) Supporting environmental organizations and funding research on renewable energy.
- D) Conducting campaigns to reduce greenhouse gas emissions.

Correct Answer: A

8. Which of the following strategies are considered crucial for successful community-driven sustainable development initiatives?

- A) Utilizing local knowledge and resources – Engaging the community in planning and using local resources.
- B) Collaboration with governments and organizations – Partnerships with various entities to increase reach and impact.
- C) Developing global social networks – Creating and expanding international social platforms.
- D) Using technology and innovation – Implementing new technologies and solutions to improve efficiency.

Correct Answers: A, B, D

9. Which of the following characteristics describe a project according to the definition provided in the text?

- A) Unique – The project has specific conditions and goals, and each project is different.
- B) Time-bound – Projects have a set beginning and end.
- C) Repetitive – The project is a routine action that occurs frequently.
- D) Undertaking – It is an organized effort involving coordinated activities and the use of various resources.

Correct Answers: A, B, D

10. What are the benefits of implementing an action plan in a project?

- A) Greater transparency – The action plan provides a clear overview of the project's objectives, assumptions, and schedule.
- B) Increased efficiency and productivity – The action plan can help break the project into smaller tasks and allocate resources effectively.
- C) Faster project completion – The action plan automatically speeds up the project's completion time.
- D) Reduced risk of project failure – The action plan facilitates risk identification and mitigation.

Correct Answers: A, B, D

Scoring:

Each correct answer is worth 1 point. The maximum score is 25 points. The minimum passing threshold is 15 points.

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

Test Evaluation Form (Attachment 2)

TEST EVALUATION FORM

General Information:

Participant's Name:

Date:

Instructor:

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

Answer Evaluation:

Total Points: _____/25

Final Grade: _____ (Pass/Fail)

Final Comments:

The trainer should summarize the assessment of the participant's performance, highlighting strengths as well as areas that need improvement. It is also worth including a general observation of how the participant handled the questions and whether they demonstrated an understanding of the impact of science on environmental protection, as well as the role of critical thinking and creativity in this aspect.

Example:

Strengths – The participant possesses scientific knowledge.

Areas for Improvement – It is advisable to pay more attention to utilizing tools that support the implementation of local climate protection projects.

Trainer's Signature: _____

Date: _____

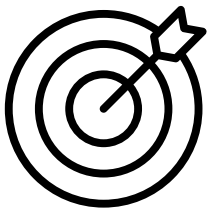
Note: The evaluation form is intended for internal use and should be filled out carefully to ensure an objective assessment of the participant's knowledge and skills.

Example of the Final Report (Attachment 3)

Workshop Title: Development of Knowledge and Skills in Environmental Protection Using Critical Thinking and Creativity.

Date:

Instructor:



Purpose of the Report:

This report aims to summarize the results of the final test, analyze the educational outcomes achieved by the workshop participants, and provide recommendations for further development of knowledge regarding climate change and environmental protection, as well as skills related to the application of critical thinking and creativity in environmental protection, and competencies associated with implementing climate protection projects in the local community.

Participant Results:

Example

Name and surname	Score (points/25)	Final grade (Pass/Fail)	Trainer's comments
Anna Nowak	22/25	Pass	Very well-developed knowledge of climate change and its causes, as well as an understanding of critical thinking and creativity in environmental protection. Needs to work on skills related to preparing and implementing local projects.

Karolina Kowalska	25/25	Pass	Excellent results in every area. Karolina demonstrated outstanding knowledge and skills in environmental protection and the implementation of local environmental projects.
Piotr Zieliński	14/25	Fail	Lacks understanding of cognitive processes and their practical application. Requires additional training sessions.
Maria Wiatr	20/25	Pass	Good grasp of the basics, but further depth of knowledge on climate disinformation and its consequences is needed.
Michał Wiśniewski	18/25	Pass	The participant has good theoretical knowledge but needs more practice in applying critical thinking tools.

Group Results Summary

Average score achieved by participants: 19.8/25

Number of participants who passed the test: 4/5

Pass percentage: 80%

Common Problems and Challenges

- ➔ **Complexity of Scientific Issues:**
Participants often faced difficulties in understanding complex scientific issues related to climate change. The need to absorb a large amount of technical information was a challenge, especially for those without experience in natural sciences.
- ➔ **Limited Time to Discuss All Topics:**
The complexity of the subject required discussing many issues, which, given the limited training time, led to a superficial treatment of some topics or the necessity to skip less crucial subjects.
- ➔ **Lack of Confidence in Argumentation and Defending One's Views:**
Some participants struggled to present their arguments convincingly, indicating a need for further work on communication skills.

Strengths of Participants

- ➔ **High Engagement and Motivation:**
Participants demonstrated strong commitment and motivation to gain knowledge about climate change and environmental protection. Their willingness to learn and actively participate in the training was evident at every stage.
- ➔ **Ability to Think Critically:**
Participants were able to critically analyze the presented content, ask questions, and challenge the data provided, demonstrating their analytical skills and reflection on complex issues.
- ➔ **Interest in the Latest Technological Solutions:**
Participants showed interest in modern technologies and innovations that can help combat climate change, indicating their readiness to seek out and adopt new solutions.

Recommendations for Further Development

- ➔ **Engagement in Local Pro-Eco Initiatives:**
Participants should actively seek opportunities to engage in local environmental protection projects and initiatives. Actions within the community, such as tree planting, waste reduction, and promoting sustainable transport, allow for the practical application of the knowledge gained and real impact on the environment.

- ➔ **Continuing Education on Climate Change:**
It is recommended to further deepen knowledge about the scientific foundations of climate change and the latest research in this field. Regularly following scientific publications, reports from international organizations (e.g., IPCC), and participating in webinars and conferences on climate topics can help maintain current knowledge.

- ➔ **Development of Argumentation and Communication Skills:**
It would be beneficial to organize workshops focusing on developing argumentation and defense skills so that participants can effectively communicate their thoughts and beliefs.

Final Conclusions

The workshop met its program objectives, and most participants showed significant progress in knowledge regarding climate change, as well as skills in applying critical thinking and creativity in environmental protection, and skills related to implementing climate protection projects in the local community.

Continued learning and further skill enhancement is recommended, particularly in areas related to the practical application of critical thinking and creativity.

Trainer's Signature:

Date:

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

Conclusion of the Scenario

This scenario serves as a complete guide for trainers conducting the verification of training outcomes using 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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