

WWGS Online Self-Assessment Tool Guide

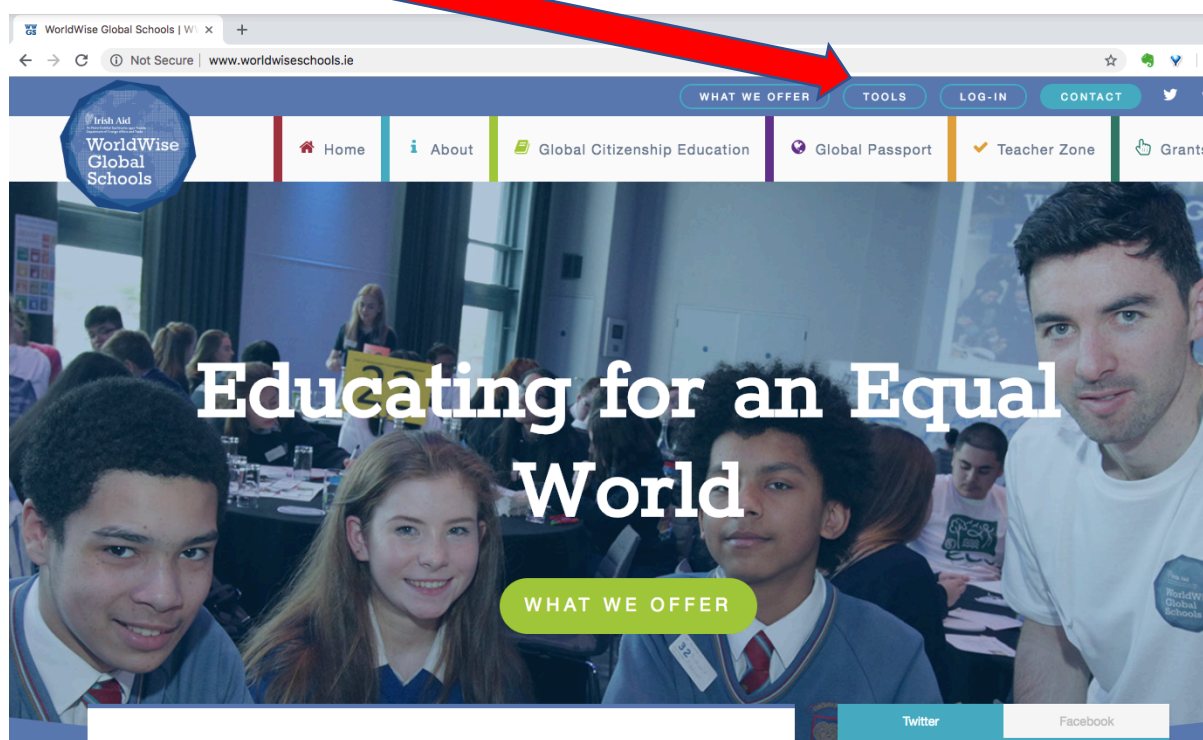
It is important for you and for WWGS that your Global Citizenship Education (GCE, also known as Development Education/DE) work is monitored and evaluated to see the impact of the work that is being done. WorldWise Global Schools use a Self-Assessment Tool (SAT) to measure this impact. Each grantee is required to use our SAT with students and teachers involved in the GCE/DE projects in order to measure its impact.

The SAT aims to find out if there has been a change in the knowledge, skills, attitudes and actions of teachers and students as a result of participating in the GCE/DE class/project/activity. The SAT offers participants the opportunity to think about what they knew before starting the GCE project and what they have learned as a result of participating in it. There is space for them to share their key learning and offer suggestions for improvement. The online version of the SAT tool can be accessed at <http://www.worldwiseschools.ie/wwgs-online-self-assessment-tool/> or by following the steps below.

If you are completing the SAT as part of a training/workshop or other 'one-off' event, you only need to follow the instructions in Section 1.

Section 1: Completing the SAT Before Your Activity/For a Once-off Activity

1. On your phone/tablet/computer visit the WWGS website – worldwiseschools.ie. The website may appear differently depending on the device you use to access it. It is recommended that Mozilla Firefox or Google Chrome be used to access the website and online SAT. Both of these browsers are free to download and work on most devices.
2. Click on the *Tools* button in the top right corner of the home page (see below).





3. Navigate to the second section of this page and click on the link to the Online SAT (see below).


2) Self Assessment Tool (SAT):

This tool allows you to track and measure the learning arising from DE. It allows you to track the progress teachers and students are making in GCE.


You may use the online SAT tool [here](#) or use the paper versions which can be found below.


 SAT Template – Students PDF

 SAT Template – Students doc

 SAT Template – Teachers PDF

 SAT Template – Teachers doc

 Curriculum links to indicators (JC & SC)

 SAT 1 Page Guide

4. The first page of the Online SAT asks for some general information about yourself in order to determine which indicators you will use to track your progress. Depending on your answers to the initial questions one or two additional questions may appear. The following should be noted:
- Students completing the SAT will also be asked to state what year they are in and their gender.
 - For the *Why are you completing this SAT?* question, the teacher should instruct students to state *For my school's WWGS activities* if they are taking part in an activity whose cost is being covered by their WWGS grant. This includes workshops that may be held with external facilitators/NGOs etc. When this option is selected you will be prompted to choose the current academic year, as well as the county and name of your school. This will allow the form to find your school's application reference number (you will be presented with one option which you should choose) so that your SATs can be attached to your application. If you are completing an activity with an NGO which is part of their WWGS-funded activities you should select *Workshop with an NGO/Network* which will present a similar set of options.
 - If you are completing a "once-off" activity or workshop you can fill out the online SAT at the end of your activity and select *After* for *Are you completing this SAT before or after your project/workshop?* If you are completing this SAT at the beginning of a module/academic year or set of workshops/activities taking place over a number of weeks/months, you should select *Before*.
 - Your *Username* should be a combination of numbers and letters, and should not be your actual name.
 - Click *Next* to continue to the rest of the form.

The screenshot shows the 'WWGS Online Self-Assessment Tool' form. At the top, there is a navigation bar with links: 'WHAT WE OFFER', 'TOOLS', 'LOG-IN', 'CONTACT', and social media icons for Twitter and Facebook. Below this is a secondary navigation bar with links: 'Home', 'About', 'Global Citizenship Education', 'Global Passport', 'Teacher Zone', and 'Grants'. The main content area has a title 'WWGS Online Self-Assessment Tool' and a note: 'Please note that your information is saved on our server as you enter it.' The form contains several dropdown menus: 'Are you a:' (with a '-' option), 'Why are you completing this SAT?*' (with a '-' option), and 'Are you completing this SAT before or after your project/workshop?*' (with a '-' option). Below the third dropdown is a note: 'If you are returning to this form to complete your After statements, please change the field below to After.' There is a 'Username*' field with a note: 'Please select a username which will allow you to access this form later if necessary. Do not use your full name. A combination of letters and numbers can be used.' At the bottom, there are two buttons: 'Next' and 'Save and Continue Later'.

WWGS Online Self-Assessment Tool

Please note that your information is saved on our server as you enter it.

Are you a:

-

Why are you completing this SAT?*

-

Ask your teacher or workshop facilitator if you're not sure!

Are you completing this SAT before or after your project/workshop?*

-

If you are returning to this form to complete your After statements, please change the field below to After.

Username*

Please select a username which will allow you to access this form later if necessary. Do not use your full name. A combination of letters and numbers can be used.

Next Save and Continue Later

5. The next page outlines instructions for completing the SAT. It measures changes in four areas – knowledge, skills, values & attitudes, and action. In each area, there are five statements (or indicators) for which you rank your level of agreement, with 0 indicating you completely disagree with the statement and 5 indicating you completely agree with the statement.

WWGS Online Self-Assessment Tool

Instructions on How to Use the SAT

This SAT should be filled out **both** before and after you have completed a global justice project/class/activity within your school. It aims to find out if there has been a change in your knowledge, skills, attitudes, and actions as a result of taking part.

Step 1. Before the project:

Think about what you know about the statements on each of the following pages. Score each of the statements on a scale between 0-5 depending on how much you agree with it (where 0 means you completely disagree and 5 means you completely agree).

Step 2. Filling out the form for the first time:

When you have reached the end of Page 6, click the *Save and Continue Later* button. This will generate a unique link which you can use to later access the form so that you can complete your *After* scores. This unique link can be accessed later using your Grant Application login.

Step 3. After you have completed the project:

Click on the link from Step 2 and change the *Are you completing this SAT before or after your project/workshop?* statement to read *After*. You can now click through the form and enter your *After* scores, as well as answering the four qualitative questions at the end of the form!

Thanks for filling out this SAT, your responses ensure that the WorldWide Global Schools programme can reach its full potential!

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[Save and Continue Later](#)

6. Over the following four sections you mark your level of agreement with each of the statements. If you have selected *After* on the first page you will be presented with the opportunity to rank your level of agreement with the statements from both before and after your activity. The statements for students and teachers are provided below:

Student Indicators

WWGS Online Self-Assessment Tool

Knowledge

BEFORE: I am aware that we live in a fast-changing, unequal world.*

0	1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BEFORE: I am aware of the major environmental and justice issues in our world.*

0	1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BEFORE: I understand that people in the world are all connected and dependent on each other (trade, food, work, socially, environmentally etc.).*

0	1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BEFORE: I am aware of the changes we need to make in our lives in order to make the world fairer and more sustainable for all*

0	1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BEFORE: I am aware of the root causes of why the world is unequal - the history and forces that have made it so.*

0	1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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WWGS Online Self-Assessment Tool

Skills

BEFORE: I can share my opinions and debate with my classmates on global issues in a respectful way.*

0	1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BEFORE: I am confident sharing my learning about global justice issues with my peers and am open to learning from them.*

0	1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BEFORE: I can search for and identify trustworthy information on global justice issues by myself.*

0	1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BEFORE: I can consider different actions that can be taken on global justice issues and evaluate which one will create real change.*

0	1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BEFORE: I can confidently work as part of a team to take an action on a global justice issue.*

0	1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Student Indicators

WWGS Online Self-Assessment Tool

Attitudes & Values

BEFORE: I think it is important to learn about global justice issues in the world.*

0	1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BEFORE: I believe that the needs and rights of others (in Ireland and around the world) are equal to my own.*

0	1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BEFORE: I think it is a good thing to have a mix of different values, beliefs and traditions in the communities and culture where I live.*

0	1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BEFORE: I feel solidarity with people who are being treated unfairly in the world (I don't just feel sorry for them or grateful for my own life, I stand with them for change).*

0	1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BEFORE: I feel I am an active global citizen (I know my rights and responsibilities, and can take action to make the world a better place).*

0	1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Action

BEFORE: I question and challenge stereotypes (my own and others).*

0	1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BEFORE: I think about and change the way I live (i.e. the things I buy, use, eat) so that people and the planet are not negatively affected by my choices.*

0	1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BEFORE: I have developed a project from idea to action that addresses a global justice issue (by myself or with others).*

0	1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BEFORE: I participate in global justice campaigns/ projects within my school or outside my school.*

0	1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BEFORE: I actively try to inspire and engage others to learn about and take action on global justice issues.*

0	1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please click on [Save and Continue Later](#)

If you are returning to complete this form from the Saved link please return to page 1 and change your last answer to After.

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Teacher Indicators

Knowledge

BEFORE: I know what Global Citizenship Education is (GCE, formerly known as Development Education).*

0	1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BEFORE: I know where to access information and supports on GCE.*

0	1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BEFORE: I know where GCE can fit into various aspects of school life (curricular, extra-curricular, school policy etc.).*

0	1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BEFORE: I understand that people in the world are all connected and dependent on each other (trade, food, work, socially, environmentally).*

0	1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BEFORE: I am aware of the root causes of why the world is unequal - the history and forces that have made it so.*

0	1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Skills

BEFORE: I can confidently use active learning methodologies in the classroom to facilitate learning about Global Justice issues (e.g. role play, walking debate, diamond ranking etc.).*

0	1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BEFORE: I can source trustworthy information on global justice issues for my students.*

0	1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BEFORE: I feel comfortable managing debates and discussions with my students on global justice issues in a respectful way.*

0	1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BEFORE: I can facilitate students to build peer education skills (so they can share their global justice learning with each other/other students).*

0	1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BEFORE: I can facilitate students to consider lots of different actions that can be taken on a global justice issue and can pick which would be most achievable and create real change*

0	1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Teacher Indicators

Attitudes & Values

BEFORE: I see the value of integrating GCE into the school.*

0	1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BEFORE: I feel that students should be empowered to become active global citizens (know their rights and responsibilities, and can take action to make the world a better place)*

0	1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BEFORE: I feel solidarity with people who are being treated unfairly(I stand with them for change and not just feel sorry for them)*

0	1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BEFORE: I believe it is important for students to value diversity (in their communities, Ireland and in the world)*

0	1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BEFORE: I see the importance of taking a strong justice and action based approach to Global Citizenship Education (as opposed to charity and fundraising)*

0	1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Action

BEFORE: I question and challenge stereotypes (my own and the students I work with)*

0	1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BEFORE: I think about and change the way I live (i.e. the things I buy, use, eat) so that people are not negatively affected by my choices*

0	1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BEFORE: I take initiative to collaborate with other teachers to increase the scale and efficacy of GCE in our school*

0	1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BEFORE: I provide opportunities for students to get involved in, and lead on, global justice actions in my school*

0	1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BEFORE: I myself participate in global justice campaigns/ projects*

0	1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please click on [Save and Continue Later](#)

If you are returning to complete this form from the Saved link please return to page 1 and change your last answer to After.

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7. When you reach the bottom of the Action page, you should click on *Save and Continue Later* if you are not completing a once-off activity and go to Step 8 below. If you are completing a once-off activity click *Continue* to complete the qualitative questions and see step 9 below.
8. When click on *Save and Continue Later*, you will be brought to a page which shows a unique link to access the form at a later date. You can note this link but if you and your students are completing this SAT as part of your school's activities, a shorter version of this link will be available by logging into the same account where you submitted your original grant application. Instructions on how to access these can be found in Section 2 below.
9. The qualitative questions will vary depending on whether you are a teacher or student. The last field at the bottom of the form should be left blank for validation purposes (in the example below this is the *Comments* field) . Do not enter any information into this field as it will invalidate your submission. When you have completed this page, click Submit to finish your SAT.

Qualitative Questions

What did you learn most from leading the Global Citizenship Education project/activity/class in your school?*

0 of 2500 max characters

Click and drag on the bottom right corner of the text box to make it larger. You may enter up to 500 words.

What did you find most challenging about running a GCE/DE project in your school?*

0 of 2500 max characters

Click and drag on the bottom right corner of the text box to make it larger. You may enter up to 500 words.

What do you see as the biggest impact of your project in your school?*

0 of 2500 max characters

Click and drag on the bottom right corner of the text box to make it larger. You may enter up to 500 words.

What specific GCE training or support would you like to have from WWGS?*

0 of 2500 max characters

Click and drag on the bottom right corner of the text box to make it larger. You may enter up to 500 words.

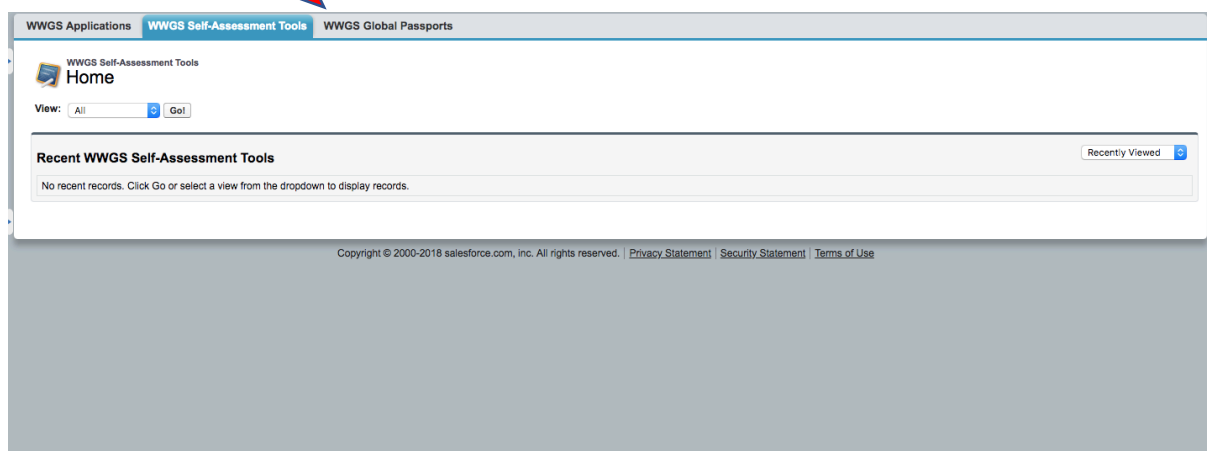
Please click Submit below!

Comments

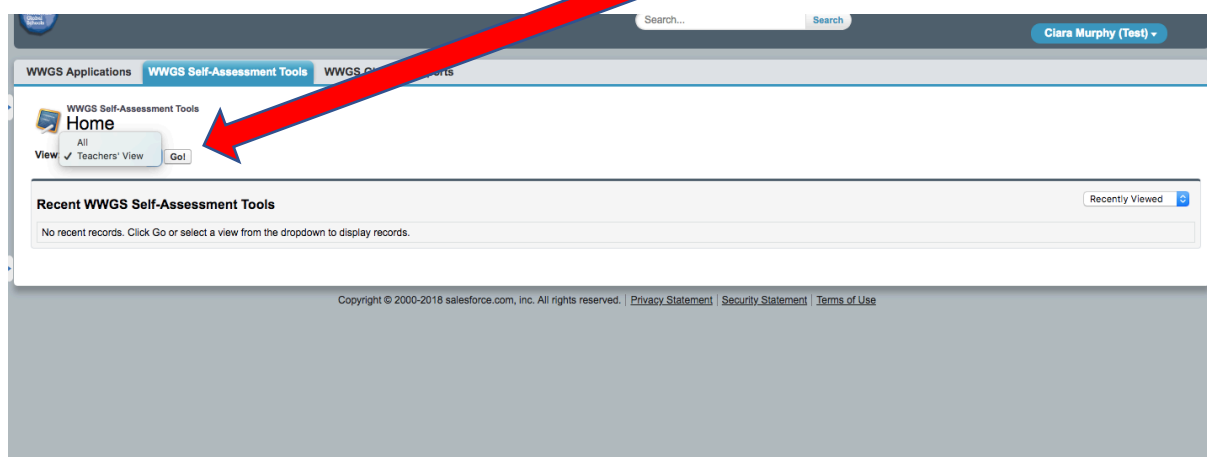
This field is for validation purposes and should be left unchanged.

Section 2: Returning to complete your SAT after completing your activities/at the end of the academic year.

1. To access the links that allow you and your students to return to complete their SATs, you can log in to the same account that you used to apply for your grant. The login page can be found at:
<https://sha-wwgs.force.com/application/login>
Your username is the email address that was used to apply for your school's grant. You can reset your password by clicking on the *Forgot Your Password?* link.
2. When you log in to your account, you will see three tabs at the top of the page, one of which is for WWGS Self-Assessment Tools:



3. Click on the View dropdown and select *Teacher's View* and click *Go!*



4. The *Teacher's View* will bring up a list of every SAT submitted that was associated with your most recent grant. The list includes the username which allows each student to find the unique link that allows them to access their application. This link is a shortened version of the link on the online form.

WWGS Applications | **WWGS Self-Assessment Tools** | WWGS Global Passports







Teachers' View

Online Form Username	Are you a:	Year	Unique Link
carlow99	Student		zpr.io/wdwb
johnk56	Student		zpr.io/buyy2
killian_cb	Student		zpr.io/pwqqqcd
olsenn89	Student		zpr.io/gwd7
pavl_67	Student		zpr.io/cdjmkxs

5. The link should be entered into your web browser and will allow you and your students to return to their form. Click on the *Previous* buttons to return to the first page where the *Are you completing this SAT before or after your project/workshop?* question should be changed to *After*. On the following pages, *After* scores can be entered and *Before* scores can be edited if necessary.

Knowledge

BEFORE: I am aware that we live in a fast-changing, unequal world.*

0	1	2	3	4	5
					

AFTER:*

0	1	2	3	4	5
●	●	●	●	●	●

BEFORE: I am aware of the major environmental and justice issues in our world.*

0	1	2	3	4	5







AFTER:*

0	1	2	3	4	5

BEFORE: I understand that people in the world are all connected and dependent on each other (trade, food, work, socially, environmentally etc.).*

0	1	2	3	4	5
					

AFTER:*

0	1	2	3	4	5
					

BEFORE: I am aware of the changes we need to make in our lives in order to make the world fairer and more sustainable for all*

0	1	2	3	4	5

AFTER:*

0	1	2	3	4	5
●	●	●	●	●	●

6. When you reach the end of the Action page click on *Next* to continue to the qualitative questions (which will vary depending on whether you are a teacher or student). The last field at the bottom of the form should be left blank for validation purposes (in the example below this is the *Comments* field) . Do not enter any information into this field as it will invalidate your submission. When you have completed this page, click *Submit* to finish your SAT.

Qualitative Questions

What did you learn most from leading the Global Citizenship Education project/activity/class in your school?*

0 of 2500 max characters

Click and drag on the bottom right corner of the text box to make it larger. You may enter up to 500 words.

What did you find most challenging about running a GCE/DE project in your school?*

0 of 2500 max characters

Click and drag on the bottom right corner of the text box to make it larger. You may enter up to 500 words.

What do you see as the biggest impact of your project in your school?*

0 of 2500 max characters

Click and drag on the bottom right corner of the text box to make it larger. You may enter up to 500 words.

What specific GCE training or support would you like to have from WWGS?*

0 of 2500 max characters

Click and drag on the bottom right corner of the text box to make it larger. You may enter up to 500 words.

Please click Submit below!

Comments

This field is for validation purposes and should be left unchanged.