



Dialogue and Argumentation for cultural Literacy Learning in Schools (DIALLS)

WP4 – Datasets

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Contents

- Description of the data 3
- Comparability of the data – Information on data collection 3
- Corpus description 3
- Socio-economic information (UBER, UCAM, HUJI, NOVA) 4
- Appearance of the data..... 5
- Anonymisation of the data 6
- Labelling of the data 6
- Format and Software required to read the files 6
- Licensing of the datasets 6

Description of the data

This dataset is part of the deliverable 4.1 of the DIALLS project (www.dialls2020.eu/) and consists of quantitative data assessing the quality of the DIALLS open educational resources (OER) as well as the quality of the discussion forum for building and maintaining a DIALLS community of practice (CoP). Teachers from Germany (UBER), UK (UCAM), Portugal (NOVA), and Israel (HUJI) participated in the programme involving professional development aiming at promoting students' cultural literacy.

The evaluated materials to be provided as open access resources cover following areas:

- Professional Development (PD) materials regarding cultural literacy, dialogue and argumentation, as well as wordless films.
- Lesson plans (LP) for the ten DIALLS lessons from the CLLP (Cultural Literacy Learning Programme; for more information see www.dialls2020.eu/).
- Scale of Progression for Cultural Literacy Learning (SPCLL)

Furthermore, the evaluation of the discussion forum (DF) for participating teachers was included in the analysis.

Comparability of the data – Information on data collection

The data was collected between September 2020 and February 2021 in the four participating partner countries (i.e., Germany, UK, Portugal, Israel) from the project consortium. The development of the materials was flexible in its implementation but followed the same goals, i.e., providing stand-alone OER. UBER, as responsible partner, developed the items and analysed the data. Based on Kirkpatrick and Kirkpatrick's (2006) evaluation model the assessment of the OER (i.e., PD materials, lesson plans, SPCLL) was developed resulting in three items covering each, the materials' application, content, design, and value. As the discussion forum functioned as foundation for building a DIALLS Community of Practice (CoP), its structure as well as assessment have been designed according to Wenger et al.'s (2011) Value Creation Framework (VCF). Thus, items in the quantitative assessment covered aspects of motivation (3 items), participation (5 items), topic (3 items), and value (5 items).

All teachers participated in the project and conducted the DIALLS lessons with different age groups. All materials and instructions (i.e., the teaching and professional development materials, the discussion forum) could be accessed through the DIALLS members' area on the DIALLS website. Throughout their participation, teachers have been supported by their respective partner, for example, via email, zoom, and the discussion forum. Teachers gave their systematic feedback via following hyperlinks next to the materials on the website directing them to online surveys. Teachers were asked to evaluate the materials after using them in classes – at the latest at the end of February 2021.

Data description

The quantitative data were collected using questback's online survey tool unipark.com and exported in .sav and .xlsx files for analysis in SPSS. The datasets in each partner language have

been merged into one dataset containing all four surveys from all four partners. The structure and abbreviations are explained below. The bundled dataset thus contains answers from 140 participating teachers to four surveys (i.e., PD material, lesson plans, SPCLL, discussion forum). Response rates differ from survey to survey (i.e., not all teachers answered all four surveys). The open feedback given by the teachers is included in its original language. In order to match the different surveys to a respective individual, teachers were asked to generate a specific personal code at the beginning of each survey (RGPC items, see Table 2).

The dataset had two specific purposes:

- 1) Assess the quality of the provided resources as stand-alone materials.
- 2) Assess the DIALLS discussion forum.

The quantitative survey data from PD, LP, and SPCLL serve the first purpose; The quantitative data regarding the DF is concerned with the second purpose.

Socio-economic information (UBER, UCAM, HUJI, NOVA)

Participating teachers, as mentioned above, conducted the DIALLS programme with different classes, i.e., age groups. Due to the pandemic, not all of them were able to complete the programme, i.e., conduct all ten lessons. From September 2020 until February 2021, $N = 140$ teachers participated in the final project phase. Not all of the demographic information has been collected through the surveys, limiting their validity. Further, as mentioned above, not all teachers replied to all surveys, which is why the characteristics of the total sample can only be estimated. Teachers from different school types and schools were recruited diversifying the sample (Table 1). From feedback based on a subsample of $n = 67$ teachers (approximately 48.02 % of the entire sample), we know that more than 2800 students participated in the DIALLS programme. These 67 DIALLS teachers alone conducted a total of 668 lessons of the CLLP. Looking at the age groups, we can see that we recruited teachers covering all three stages. According to the estimated numbers gathered from responses and e-mail exchange with 24 teachers, mostly teachers conducted the CLLP for age 4 to 7 (32.85 %) or for age 8 to 11 (43.07 %). Furthermore, several information more can be inferred from the surveys: experience with teaching in general, teaching with dialogue and argumentation, cultural literacy, or wordless films, experience with discussion forums.

Table 1.

Description of Sample Regarding Numbers of Teachers, Schools, School Forms, and Age Groups Taught.

Partner	Schools	School Forms	Teachers	Number of Age Groups Taught
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	How many schools participated?	How many schools in each school form participated?		How many teachers participated?	How many age groups taught?	
		(Pre) Primary	Secondary		4-7	8-11
UBER	21	15	6	28	4-7	8
					8-11	17
					12-15	7
UCAM	21	18	3	38	4-7	10
					8-11	20
					12-15	8
HUJI	25	22	3	46	4-7	12
					8-11	2
					12-15	8
NOVA	20	14	6	28	4-7	15
					8-11	20
					12-15	>10

Note. Some teachers conducted the DIALLS programme in more than one of their classes. The number of age groups taught is an estimate based on the email contact with teachers and the responses to the survey which only 67 teachers responded to meaning that the actual number is likely higher.

Appearance of the data

The data are bundled in one file following the structure explained in Table 2. Values and variables are defined in the available codebook, which should be consulted to gain a detailed overview of all variables. The structure follows the same pattern for all four surveys (PD material (including Cultural Literacy (CL), Dialogue and Argumentation (DA), Wordless Films (WF), Lesson Plans (LP), SPCLL, Discussion Forum (DF)).

Table 2.

Explanation of structure/order of bundled quantitative data.

Variable abbreviation	Description
Country	Specifies participants' project partner (i.e., UBER, UCAM, NOVA, HUJI)
VP_NR/VPN_NR2/VPN_NR3/VPN_NR4	Continuous participant numbers as specific identifier

RGPC_1 to _4	Respondent generated personal code to match responses across surveys
(Demographics/Experience)	Some demographic variables to characterise the sample
_app, _con, _des, _val _mot, _par, _top, _val	Items assessing the levels of application, content, design, and value respectively (motivation, participation, topic, and value for DF)
_Feedback	Written feedback
re_	Recoded items
mean	Mean values for indicated materials

Note. Items in brackets not assessed in all surveys.

Anonymisation of the data

At no point of the survey was it possible to draw conclusions about the individual from the data. The use of a respondent generated personal code (see above) enabled a completely anonymous participation in the four different surveys. Data collection was thus in line with general data protection regulations.

Labelling of the data

The data is provided in .sav format. The naming is consistent with DIALLS_evaluation_materials.sav.

Format and Software required to read the files

SPSS, PDF reader, unzipper.

Licensing of the datasets

These data and their description are licensed under [CC BY 4.0](#).

References

- Kirkpatrick, D. L., & Kirkpatrick, J. D. (2006). *Evaluating Training Programs: The Four Levels*. San Francisco, CA: Berrett-Koehler Publishers.
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