



ik.impact

EDUCATIONAL IMPACT ASSESSMENT

Are we really getting the results we intended to? How are our efforts contributing to an effective change? What parameters and targets are we reaching through a given educational investment?

Growing in a complex century, driven by massive communications, pervasive technologies, and global economies – under the relentless threat of terrorism, natural disasters, and pandemics – Education has never been so potentially protective, both individually and collectively. In fact, better academic performances, increases on retention rates, equitable opportunities, broader and deeper knowledge can positively relate to higher social participation and democracy, higher mother-child health care, increased employment, higher employability rates, and higher productivity.

So, holophotes are now turned into educational proposals that might be capable of responding to broadband goals, far beyond curricula acquisitions.

To assist this process, the **ik.impact service** was developed through a deep research that **aims at supporting educational projects improvement, under consistent monitoring conditions and mixed impact analysis**. It is **centred on real beneficiaries: teachers, students, and their families!**

Throughout this journey, many dimensions may be considered to understand valuable development on each one of these targets. Was there an increase on motivation rates towards learning? Any accountable change on edtech literacy levels? What about school-community synergies? And how much of these gains can be explained by the educational initiative we have promoted in this country/region/school?

The ik.impact will help you understand gains, needs and opportunities regarding people, groups, and regional Development that can be understood through the educational Digital Learning initiatives in place.

It will strengthen projects' identity, building capacity to deal with upcoming needs in complex educational systems.

What does it aim for?



ik.impact targets and outcomes



Enhancing teachers' capability to reshape their professional role and improve learning environments, by evaluating a project's impact on teachers' daily action, in terms of:

- **edtech Literacy** – teachers' capacity to understand the challenges and opportunities of digital universe, choosing the most accurate and meaningful tools for learning across a variety of resources and contexts
- **Pedagogical Practices Transformation** – teachers' intentional strategies to create moments of exploration and integration that enhance learning experiences towards meaningful outcomes
- **Professional Identity** – teachers' perceptions and storytelling about themselves – attributes, beliefs, values, motives, and experiences – in terms of their occupational context and professional roles



Building students' capacity to become active and committed lifelong learners and citizens, by evaluating a project's impact on students' specific developmental areas that comprise:

- **Learning Outcomes** – the cognitive, emotional, and behavioural acquisitions learners have achieved and can reliably reveal or demonstrate across a variety of contexts
- **Motivation for Learning** – the positive attitudinal disposition towards formal learning experiences, based on expectations of meaningful outcomes and perceived value when dealing with a particular task

- **Life and Career Development** – students' capacity of planning their academic and professional paths throughout time, according to their values, interests, skills, influences, exploration resources, and perceived opportunities, within an emotional personal pattern
- **edtech Literacy** – students' capacity to understand the challenges and opportunities of digital universe, creating experiences of exploration that are meaningful for their development from a variety of resources and contexts



empowering families and communities for a sustainable development, by measuring a project's impact on:

- **Community Development** – the way parents, legal guardians, new partners and extended families connect with children, teachers, staff, and school coordinators to create opportunities for meaningful experience and knowledge sharing towards high achievement and global improvement (through formal, non-formal, and informal activities) + the way schools and local employers, agencies, and organisations cooperate to develop knowledgeable and responsive resources, programs, and services that better respond to the challenge schools and institutions face when promoting lifelong learning for challenging contemporary societies.

How does it work?

It is made through a comprehensive mixed evaluation approach, that combines qualitative ethnographic methodologies with quantitative measures. Each assessment will most commonly consider only one target-outcome combination, as it is intended to be a deep focused driver of effective self-improvement processes. ik.impact assessment projects may follow the full-sequence below or only a part of it.

By the end of the process, you will not only get a report with insightful data on how the project is producing (un)expected impacts, but a structured set of evidences and conclusions that will support us to move forward in the project, in a self-improvement path.

