



# Evaluating scholastic chess projects

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# About EVA and DSCF

- ❑ The Danish Evaluation Institute (EVA) is an independent governmental organization that explores and improve the educational system from daycare centers to universities through evaluations, analyses and instruments.
- ❑ The Danish Scholastic Chess Federation – you heard Mads 😊



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- ❑ To **convince** decision makers and funders
- ❑ Focus on the **results and outcome** of the project
- ❑ How can we **verify** that the project works?
- ❑ Provide convincing **evidence** of the expected **effects**
- ❑ **Impact** (summative) evaluation

> **"EXTERNAL"** REASONS



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- Provide valuable **learning** in your project
- Focus on the **processes** in the project
- How can we **improve** the project?
- Understand** your project better and keep it **on track**
- Process** (formative) evaluation

> "INTERNAL" REASONS



# 5 classic things to consider

1. **Student** bias  
(not ordinary students)
2. **Teacher** bias  
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3. **Content** bias  
(teaching concept is flawed)
4. **Implementation** bias  
(not systematic and equivalent)
5. **Measurement** bias  
(the test used is not valid)





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  2. A **range** of teachers (so we can scale it afterwards)
  3. A full teaching **concept** that's mandatory
  4. Ensuring **coherent** implementation across schools
  5. Standardised and **validated** test from e.g. the government



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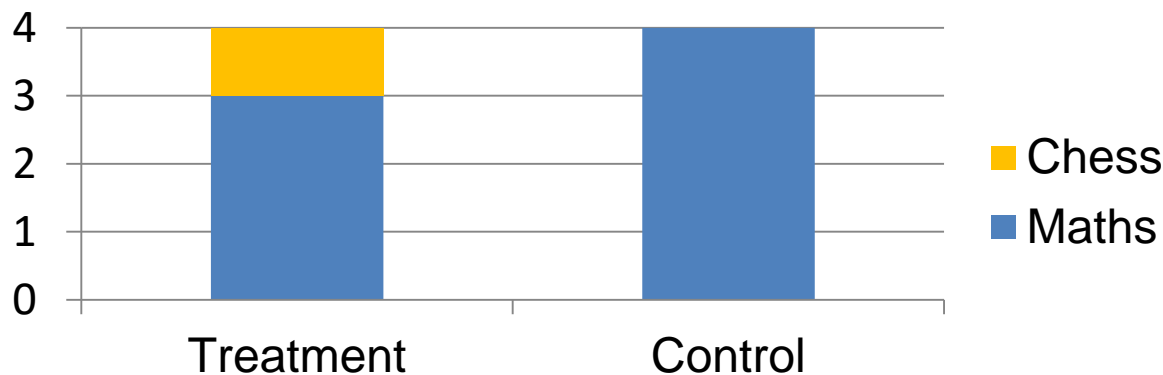




# The Aarhus intervention study

- ❑ 5 primary schools, 17 classes, 482 pupils aged 6-9 years
- ❑ 20 weeks duration
- ❑ Standardized math tests before/after

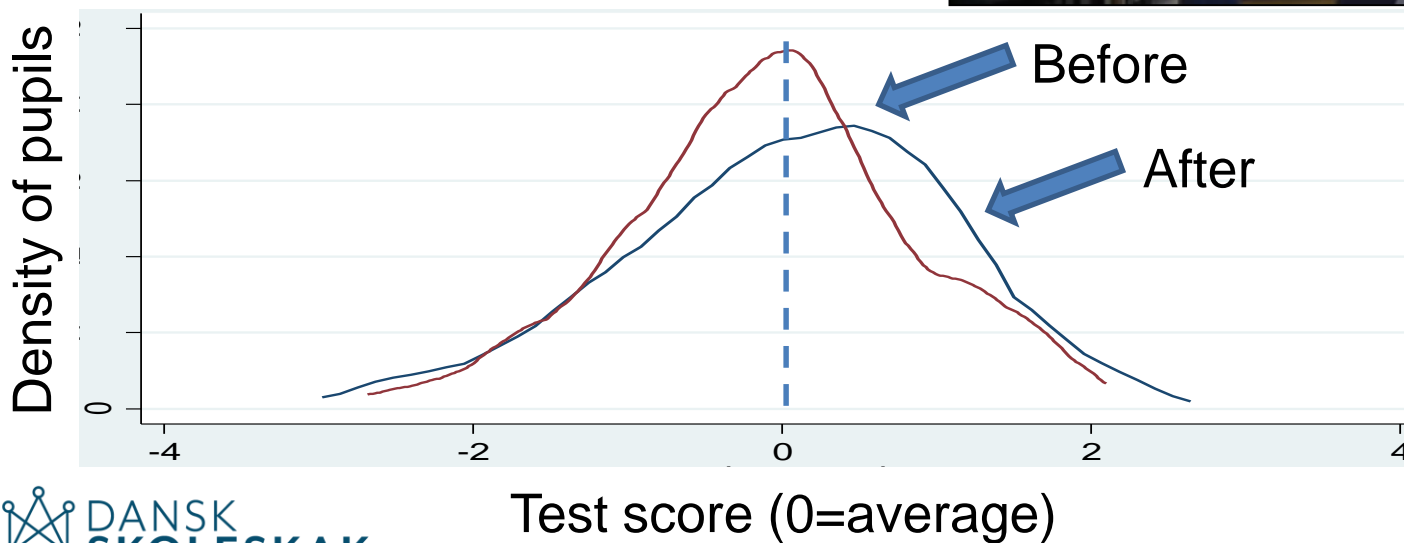
Average weekly lectures of math/chess





# Results

- ❑ All pupils benefit some
- ❑ Boys in particular
- ❑ Direct and indirect effects





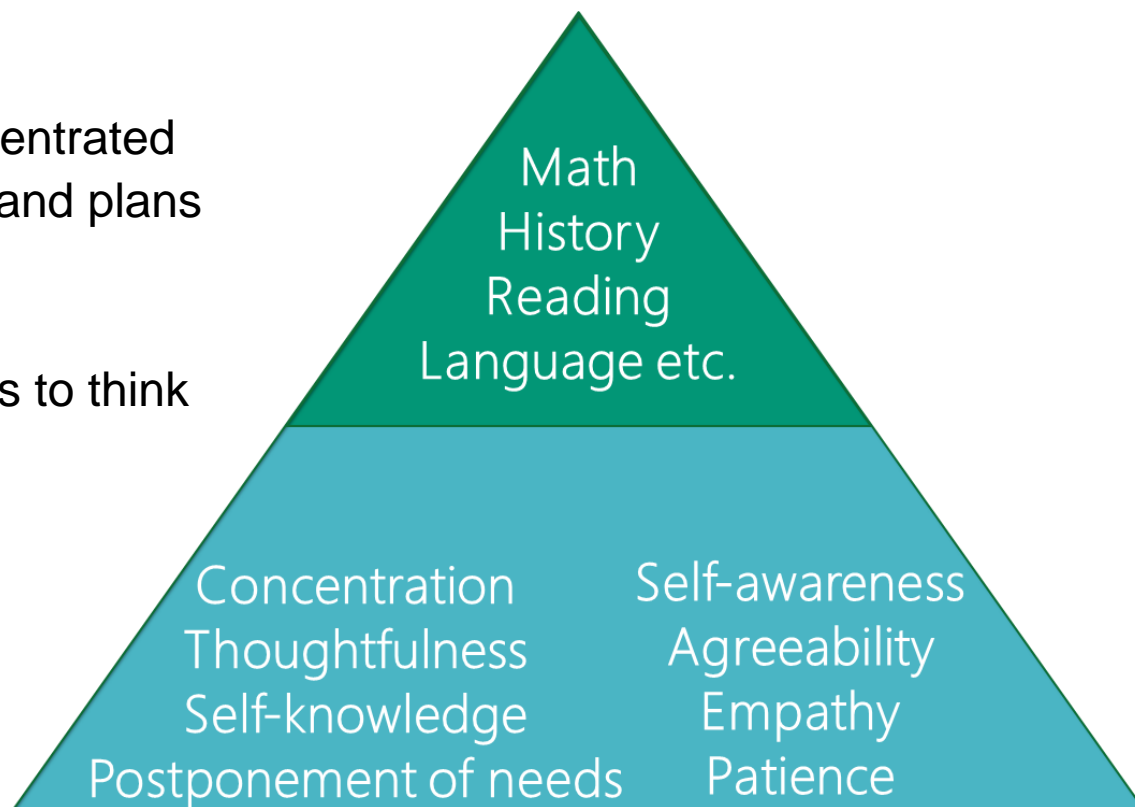
- Why better** at math – despite less math teaching?
- How did we implement: What was **actually going on** in the classes?
- Was it the same thing...?
- Can others just **replicate** the study (and get the same effect)?
- Was it **chess in itself** that made the difference?
- What are **the ‘active’ ingredients** in chess teaching...?





# The 'black box': Training non-cognitive skills

- Be quiet and concentrated
- Identify problems and plans
- Think structured
- Working memory
- To wait – for others to think





# Both sides of the story

- ❑ It's not enough to know THAT a scholastic chess project works
- ❑ We also need to know HOW and WHY it works
- ❑ It's hardly just about the game itself – it's also what's going on around it
- ❑ We should take more interest in how we manage and implement our projects





# Requirements

- Motivation
- Know-how
  
- Funding
- External partner
  
- A systematic approach
- Accept boundaries







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## ***Parallel Workshop 16.30***

*Learn more about tools to evaluate, including how to make a program theory and make use of evaluation in your own (future) projects/applications.*