



# Formative Evaluation for Accelerated Learning Materials Development in Liberia's AQE Activity

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Presenter: Pauline Tee Tee Browne

CIES VIRTUAL CONFERENCE 2020





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# Introduction and Overview



AQE's evidence-based framework



Rationale for Investigating AQE Teaching and Learning Materials



Research Methodology – Focus Group Discussion

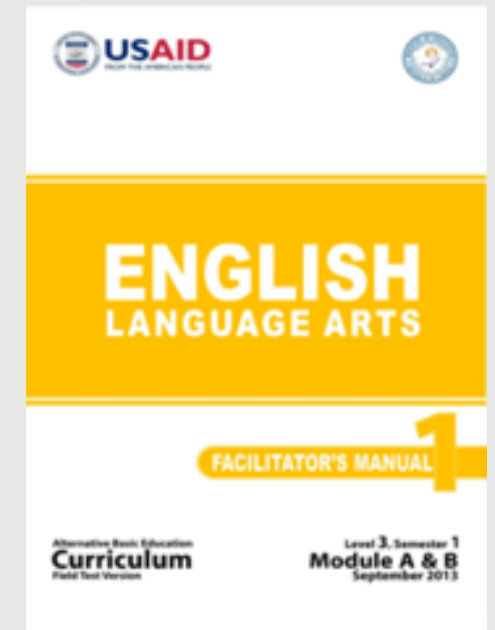
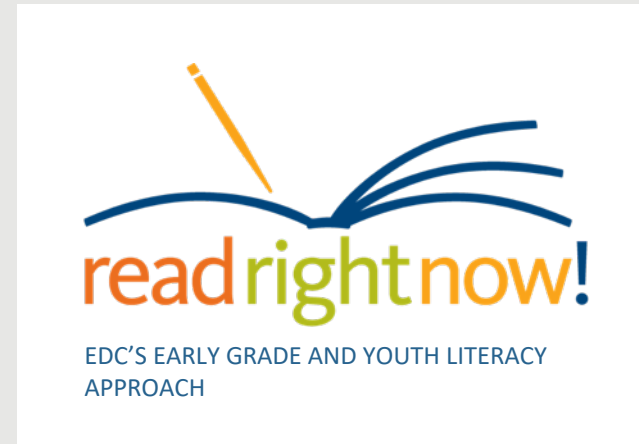


Lessons Learned



# AQE's Evidence Based Framework

- EDC's ReadRightNow! Approach
- Accelerated Youth Program (AYP)  
Liberia Accelerated Basic Ed materials (ABE)
- Accelerated Education Working Group (AEWG) Principles for Accelerate Education Programs

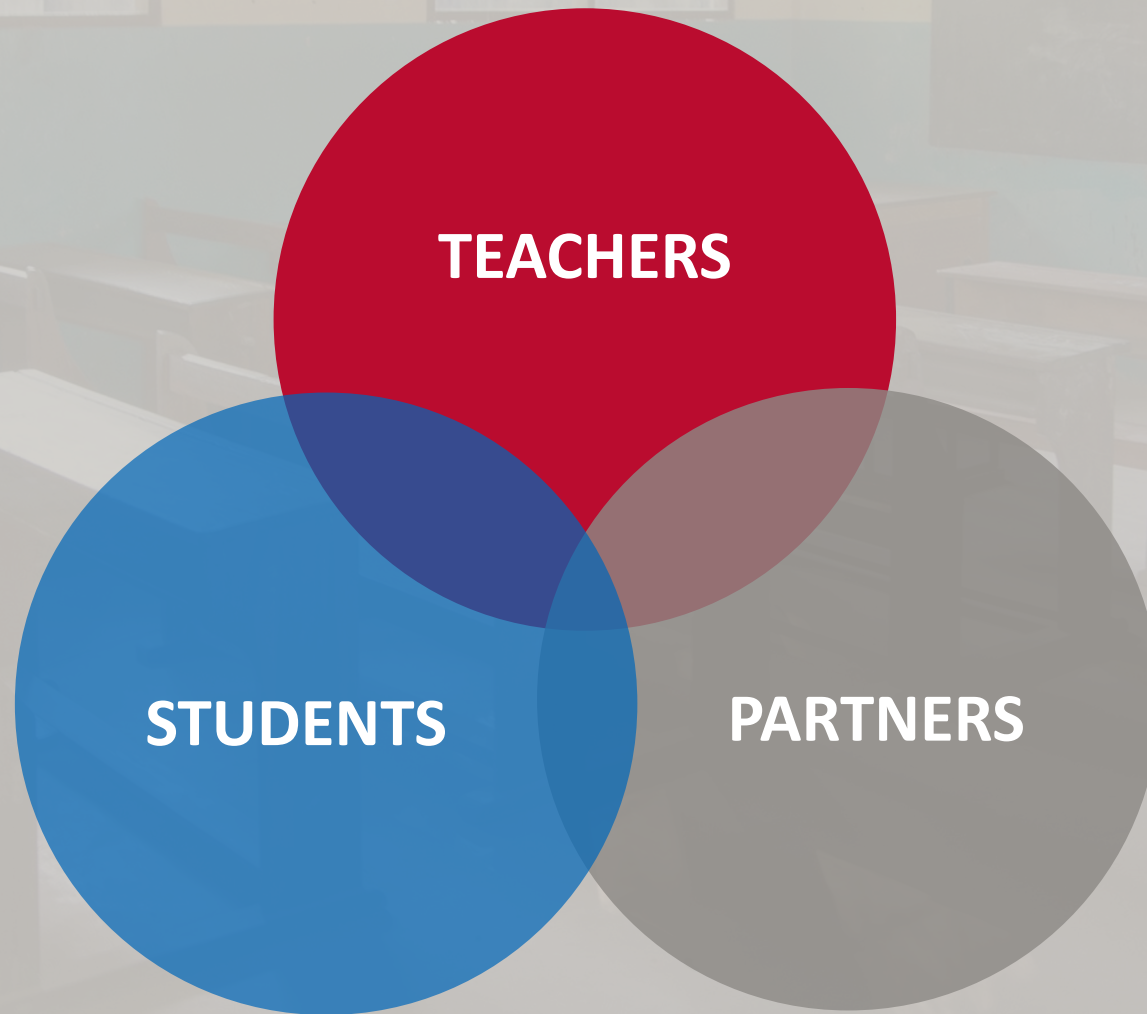


# The Rationale for Investigating Our TLMs

“Culturally responsive” instruction is defined by Ladson-Billings (2009) as “pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills and attitudes.”



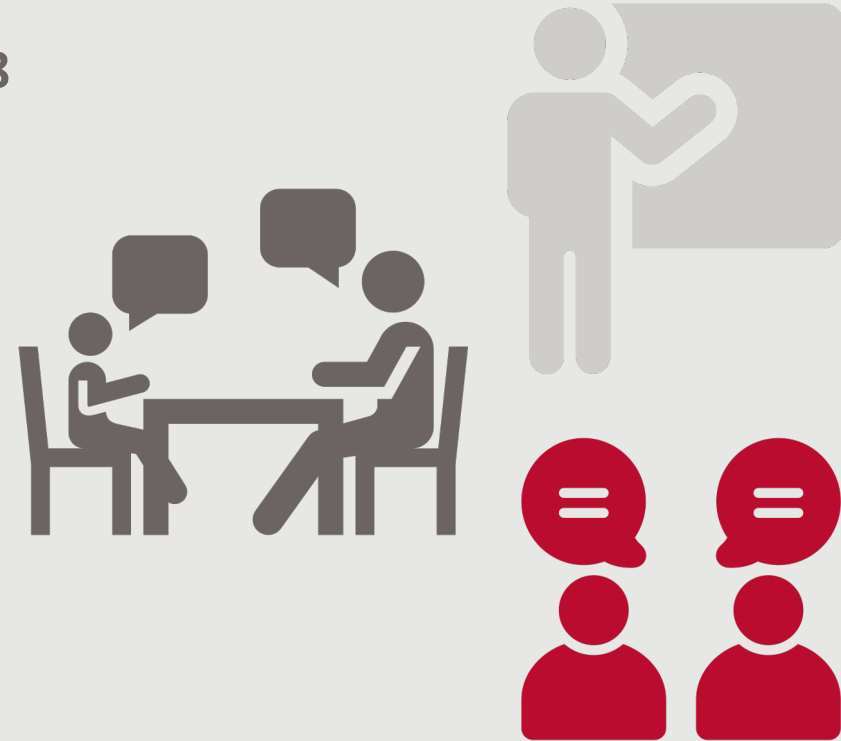
# Listening to Teachers and Students



# Research Methodology

## Developing and revising tools and protocols in 2018

- Focus Group Discussions
- Classroom Observations
- Curriculum Evaluation with MoE
- In 2019
- Shadowing



# Focus Group Discussions





# Research Questions

- Are the lessons providing a scaffold for the teachers?
- Are the scripts constraining the teachers from responding to individual student needs?
- Do the scripted lessons equip teachers with confidence?
- What changes can be made to the scripts that will allow opportunities for teachers and learners to be innovative, adapt, and create learning environments that allow students to thrive and flourish?
- How can teacher training support teachers to use the scripted lesson plans more effectively?



# Site, Setting, Participants



Using selection criteria, sites were selected

14 FGDs



Bong, Grand Bassa,  
Montserrado Counties

Teacher FGD



Male 30    Female 13

Learners FGD

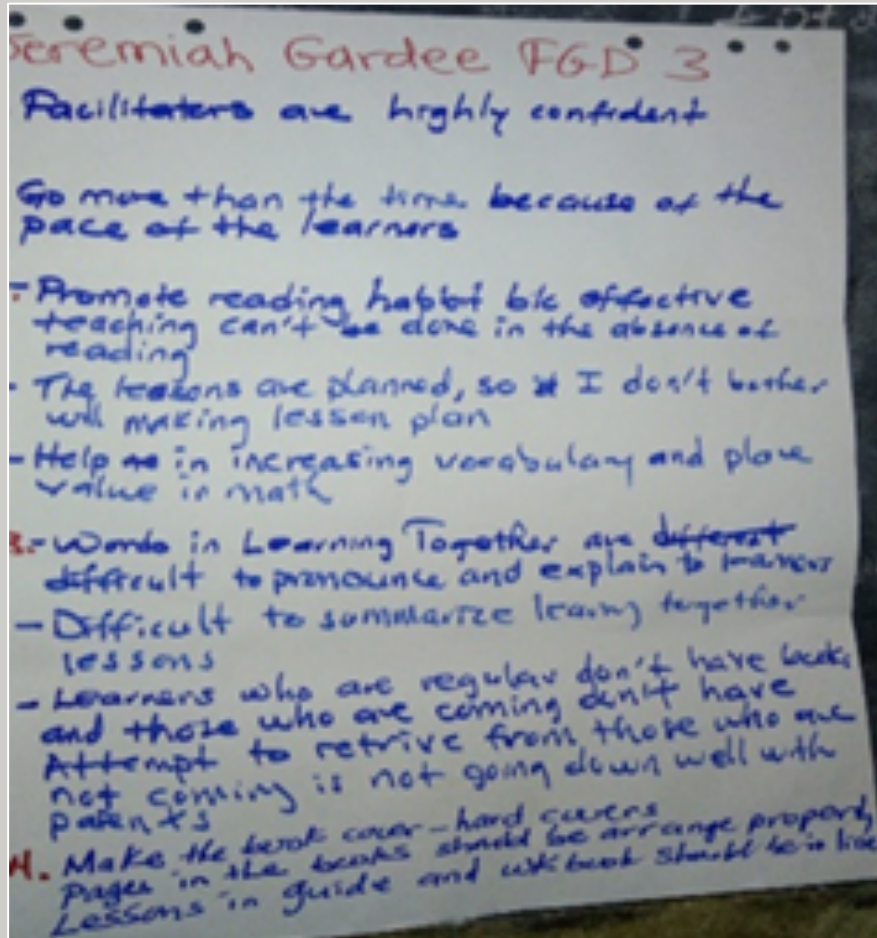


Male 62    Female 68



# Data Collection & Analysis

- Focus Group Discussion Team
- 1 Moderator
- 2 Note Takers
- 1 hour approximately
- Audio-recorded
- Data analysis
- Identification of themes across schools and unique to individual schools



# Potential Weaknesses

**Small sample  
of AQE schools**



**Researcher and  
participant bias**



# Findings

- Instructions in guides are clear; materials are contextual.
- Use of materials help teachers learn and improve their skills.
- Guide is a tool for professional development and a factor for change in their practices.
- Multiple advantages of using scripted lesson.
- Workbooks are an opportunity to extend learning beyond the walls of the classroom.
- Teachers are challenged with dealing with mixed ability learners.
- Teachers are not completing the lessons in the suggested time frame.



# Actions Taken as a Result of the Research



- Teaching and Learning Materials revised to include recommendations from teachers, learners and shadowing.



- Face-to-Face training revised approaches to allow more practice.



- Coaching and mentoring – targeting common problems.



# Lessons Learned



Lesson	Description	2017/18	2018/2019	2019/20
<b>Lesson 32</b>	Reduce number of activities in steps in lesson	Reading sub skills-2 activities <ul style="list-style-type: none"> <li>➤ letter sounding</li> <li>➤ auditory discrimination –listening to identify sounds in words</li> </ul>	Reading subskills-1 activity <ul style="list-style-type: none"> <li>➤ letter sounding only</li> </ul>	Reading subskills-1 activity <ul style="list-style-type: none"> <li>➤ letter sounding only</li> </ul>
<b>Lesson 32</b>	Reduce number of steps	Writing from Dictation 13 bullets instructions	Writing from Dictation 13 bullets instructions	Writing from Dictation 3 bullets instructions
	Appendix of low cost teaching aids	No annex of low cost no cost annex	No annex of low cost no cost annex	Low cost no cost annex included
<b>Lesson 32</b>	Include illustrations and TG in LWB	Stories not illustrated in TG and LWB	Stories not illustrated in TG and LWB	Stories illustrated in TG and LWB Picture book created
<b>Lesson 32</b>	Inserted breaks	Breaks	Breaks	Breaks





# PICTURE STORIES

## LEVEL 1 | SEMESTER 1

Learner's Workbook

Literacy Level 1

116

2



4



6



8





# Reflection Questions



What steps would you need to take to incorporate this type of formative assessment into your project materials development?



What implications would this have for contractual obligations?



What other tools or methods might be useful for an action researcher/material developer?





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# Thank You

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