

The One Year Evaluation Course A Conceptual Framework

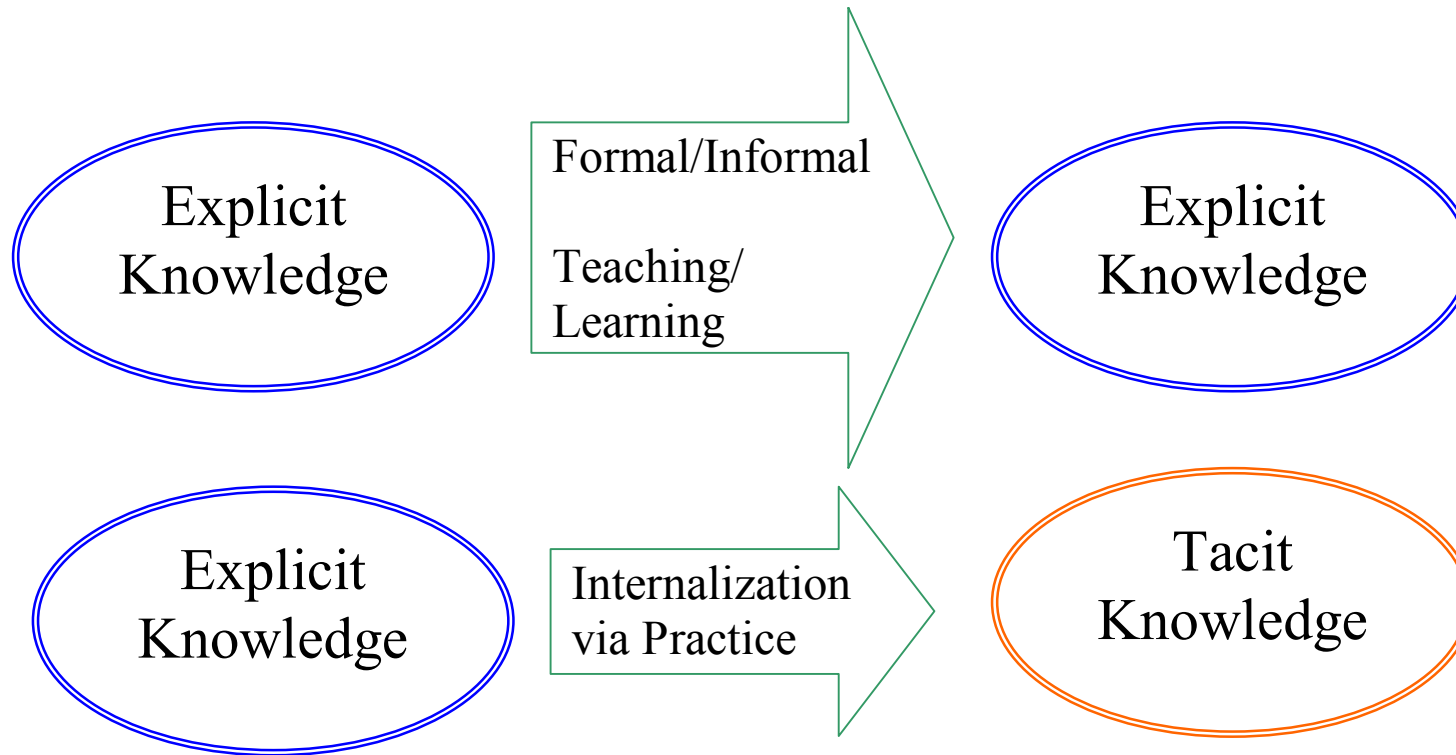
Miri Levin-Rozalis and Barbara Rosenstein

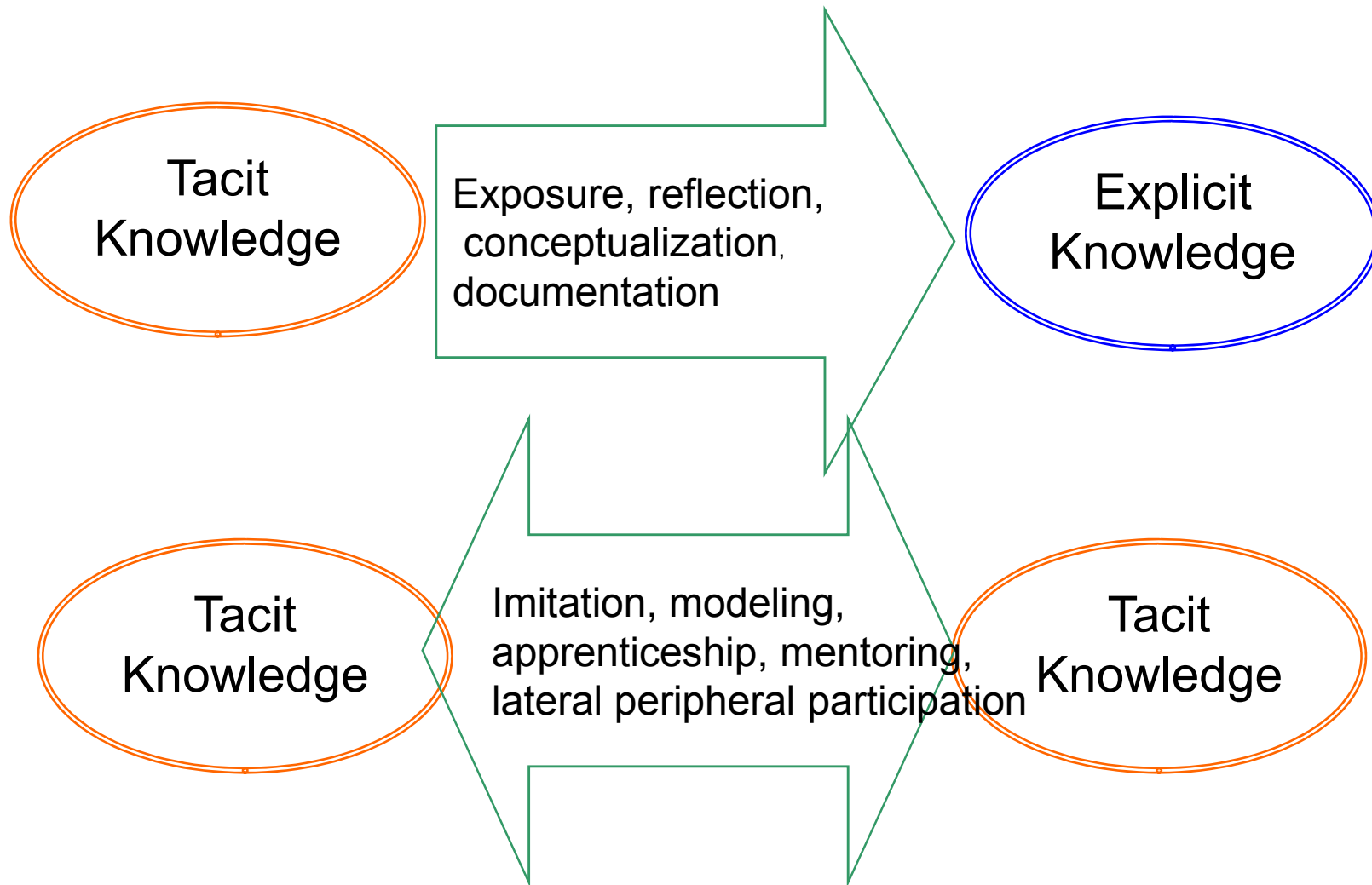
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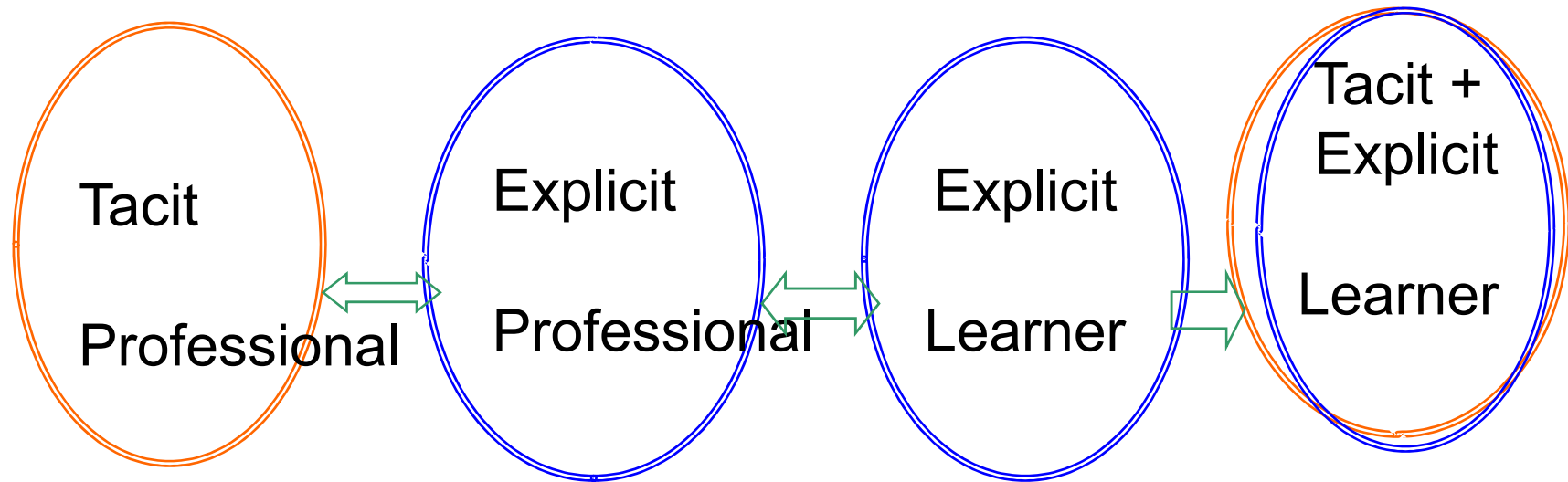
Transforming knowledge





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The Challenge of Mentoring



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Four Types of Knowledge

Type	Learning	Teaching
Theoretical	Formulated (Explicit) to formulated (explicit)	Lectures
Methodological	Explicit to Tacit Tacit to Actionable	Mentoring Workshops Simulations Practice
Conceptualization of the Practical	Tacit to Explicit Explicit to Explicit Tacit to Actionable	Lectures Small groups Individual
Practical Personal	Explicit to Conceptualized to Tacit to Actionable	Small groups Individual Field experience

Type	Material	Difficulties
Theoretical	Articles, Books, Journals, Evaluation Reports	Relevancy Ambivalence Barriers to learning -
Methodological	Students' ongoing field experience Mentor's tacit knowledge Tools, Manuals, etc.	Chaos, Zig zag
Conceptualization of the Practical	Reflection on students' Portfolio, Analysis of Evaluation reports	Relevancy to all
Practical Personal	Case analysis, Role play, Practice, Reflection on actions, Simulations	Adult learners "Relearning"

Type	Solutions
Theoretical	Constant and immediate connection to field work
Methodological	Work according to stages of evaluation Explanation of the process of Abduction, Reflection
Conceptualization of the Practical	Discussion, reflection, repetition
Practical Personal	Creation of a Community of Practice Safe environment Peer learning and practice