

Piloting

the *Training Guide* and the *Video Guide for Training Mediators*

at school context

1. The questionnaire

The purpose of the „Mediation Evaluation Questionnaire” was to gain some insight from people involved in the usage of the training guide and the training video, into their opinion of the usefulness and user-friendliness of these tools. As the participants of the project, who compiled the two had been too closely involved in the creation of both the guide and the video, we could not reflect objectively on these issues. Our purpose was to comply a user-friendly, preferably simple questionnaire that the participants would find relatively easy to fill in.

Ref: https://docs.google.com/forms/d/1Ly_eSuUiMCOyg1je-Muc5N-CxHsbJc9yz3l5UsdLoa4/prefill

1.1 Questions on the training guide

The questionnaire contained some biographical data asking participants about their home country and whether they are students or teachers.

These were followed by closed questions, where the participants had to mark on a 1-5 scale where 1 meant 'not at all' and 5 meant „totally”, to what extent they agreed with the statements the questions were referring to. These were the following:

1. To what extent have you understood the role and process of mediation with the help of the guide?
2. To what extent do you agree with the following statement: "With the help of the training guide anyone could become a mediator"?
3. To what extent do you agree with the statement: "The wording of the guide is comprehensible"?
4. To what extent do you agree with the statement: " The diagrams in the guide are clear"?

We also wished to gain some deeper insight into the strengths and weaknesses of the training guide therefore we included the following four open ended questions.

5. What are the strengths of the training guide?
6. What are the weaknesses of the training guide?
7. Have you found any part/s of the guide redundant? If yes, which one/s?
8. Have you found that any point/s in the guide were not clear or detailed enough? If yes, which ones?

At the end of the questionnaire we also left space for any further comments.

1.2 Questions on the video guide

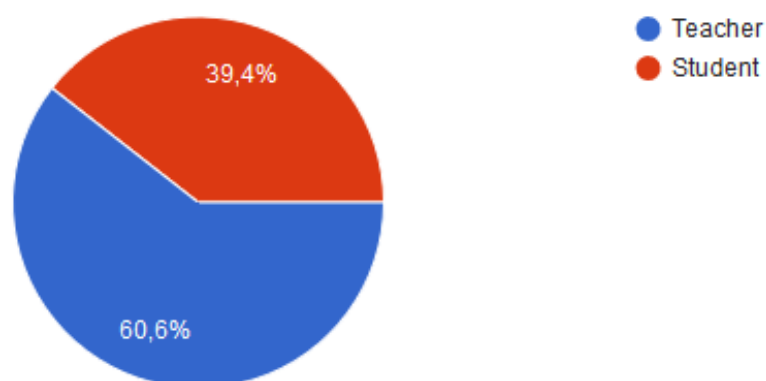
The other target of the piloting process was the evaluation of the video guide accompanying the training guide. Each of the participant countries produced a video representing the process and the steps of the mediation procedure. The videos were slightly different in approach but they all served the same purpose therefore we compiled questions relevant to all of them. The questions are presented below.

1. To what extent do you think that the video is a useful supplement to the guide?
2. Is there anything you think is missing from the video? If yes, what?
3. Is there anything that is not clear in the video? If yes, what?

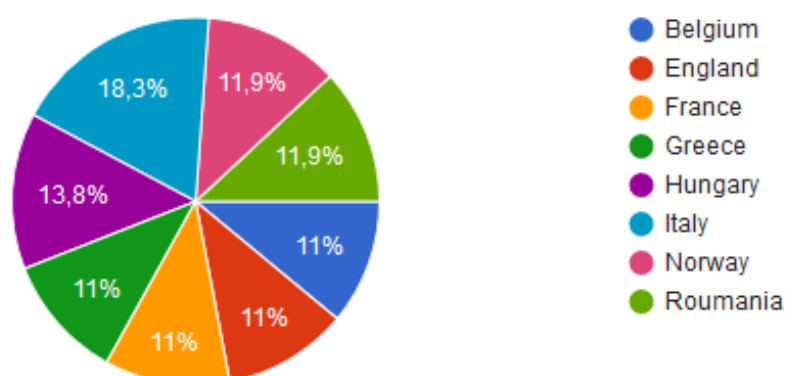
2. The piloting process

In all 110 people have filled in the questionnaire from the 8 participant countries. Out of these there were 44 students and 66 teachers. 12 people from Belgium, 11 from England, 12 from France, 12 from Greece, 15 from Hungary, 19 from Italy, 13 from Norway and 13 from Romania.

Are you a teacher or a student?



Which country are you from?



In the following part of the report we are looking at the answers question by question.

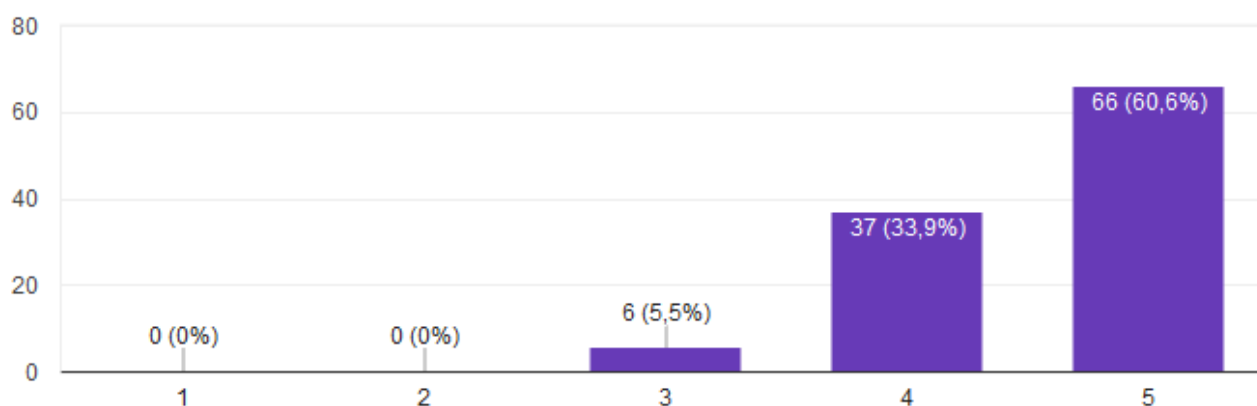
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<https://docs.google.com/spreadsheets/d/1E5yHoNpsFBW4vf3J6G2wGhsR4R6KOVsz05wSrrMGE0w/edit?usp=sharing>

2.1 Piloting the training guide

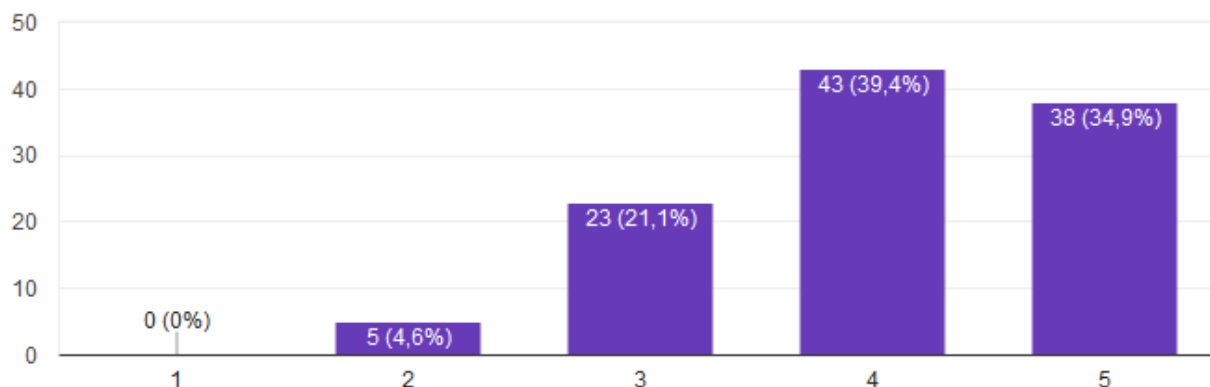
2.1.1 To what extent have you understood the role and process of mediation with the help of the guide?

The average point given to this question was 4.44. The average point given by the students was slightly lower (4.51) than that of the teachers (4.57). These answers show that both the teachers and the students mostly found the training guide comprehensible and helpful in the mediation process.



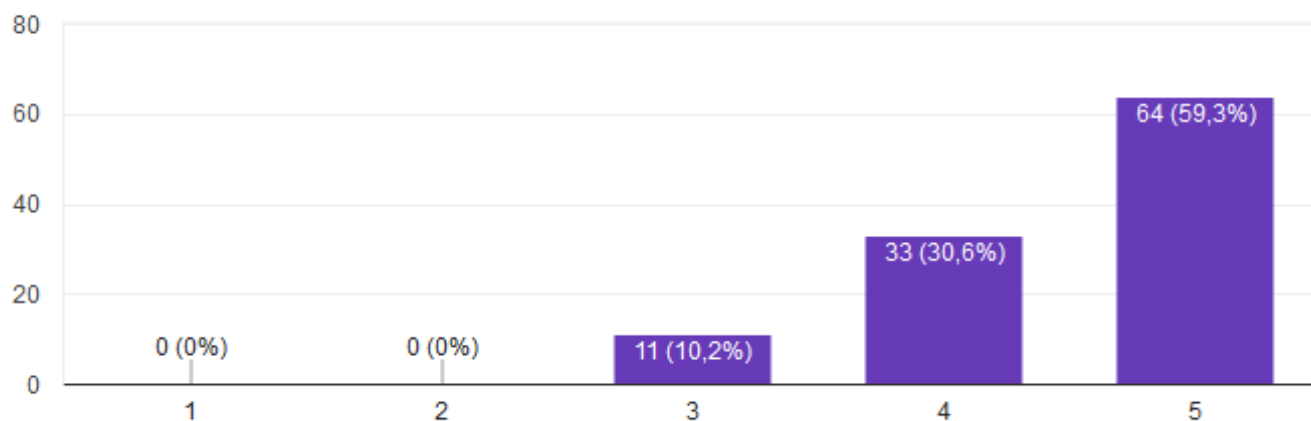
2.1.2 To what extent do you agree with the following statement: "With the help of the training guide anyone could become a mediator"?

The average this time was somewhat lower, 4.04 than the average given to the previous question. In this case students gave higher points, 4.30 on average, than the average, 3.86 of the teachers. The reason may be that teachers have a wider overlook on the complexity of the mediation process, therefore they can see the weaknesses of the guide more clearly than the students.



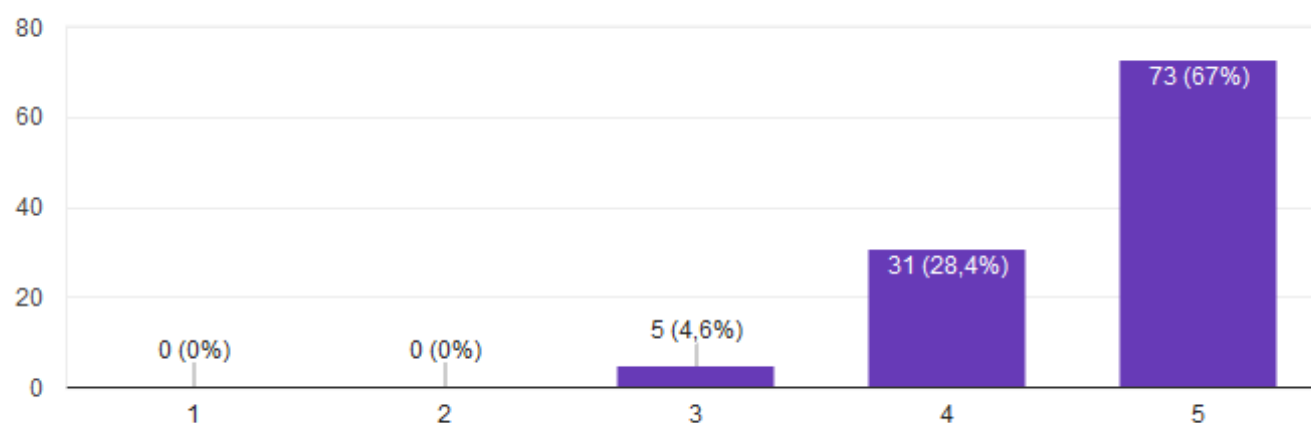
2.1.3 To what extent do you agree with the statement: "The wording of the guide is comprehensible"?

The wording of the guide received a high score from the participants, with a 4.49 average. Students gave 4.6, while the teachers 4.45 on average. We can conclude from these data that the wording of the guide was comprehensible for both groups.



2.1.4 To what extent do you agree with the statement: " The diagrams in the guide are clear"?

The average given by all the participants was 4.63. Students rated the diagrams higher (4.74) than the teachers (4.54). The reason behind the difference might be that students value diagrams more in general than teachers.



3.1.5 Strengths and weaknesses of the training guide

The chart below presents some typical examples of the participants' comments on the strengths and the weaknesses of the guide using the word by word quotes.

	STRENGTHS
<i>usefulness</i>	<p>The guide is a comprehensive resource. It covers the definition and context of conflict and mediation, the processes and implementation of peer to peer mediation and all the relevant theory related to the subject.</p> <p>It gives you all the relevant information you need to understand mediation and how to put it into practice.</p> <p>Very detailed, good balance of writing and diagrams, well written and presented.</p> <p>adapted to the school environment and accessible to both students and teachers</p> <p>Very comprehensive guide, covering both the theory and practical considerations of mediating conflicts in educational settings. The guide has a good mix of theory, step by step advice and is presented in a coherent way.</p> <p>The strengths of this guide is: who you can remedy the conflict between two students.</p> <p>It shows clearly and distinctly the stages of mediation and examples for each distinct situation encountered in the conflict resolution process.</p> <p>Covers the theory and process of mediation well</p>
<i>reader-friendliness</i>	<p>The guide is really informative and easy to follow.</p> <p>The information is accessible and easy to apply.</p> <p>The comprehensible wording</p>
<i>examples</i>	<p>good examples</p> <p>Examples, useful samples of expressions and prompts for the mediator to use, charts and other visual aids.</p>
<i>structure</i>	<p>Very well structured.</p>

<i>adaptability</i>	adapted to the school environment and accessible to both students and teachers
<i>clarity</i>	<p>clear and actual</p> <p>Detailed and clear step by step guide to conducting mediation.</p> <p>Its language is simple and direct.</p> <p>It appears logical</p>
<i>presentation</i>	<p>Well-presented and professional looking.</p> <p>Very thorough, beautifully compiled</p>

	WEAKNESSES
<i>general view</i>	<p>I would need more information on how to train the students to become mediators.</p> <p>We didn't find any weaknesses.</p> <p>To my view, the guide didn't have any drawbacks.</p> <p>The guide has no disadvantages.</p>
<i>length</i>	<p>Too much text.</p> <p>It's maybe too long, and have too much repetition</p> <p>It's too long and detailed</p>
<i>language</i>	<p>Language is too difficult</p> <p>hard to understand completely in English</p> <p>It's written in English, a foreign language, and that is difficult somehow.</p>
<i>presentation</i>	<p>It could use a better formatting style to increase training effectiveness (for instance, section headers of different sizes and colours).</p> <p>Could be more illustrations?</p>

From the comments it looks obvious that the participants have found much more strengths than weaknesses concerning the training guide.

2.1.5 Redundancy and the appropriate degree of detailedness of the training guide

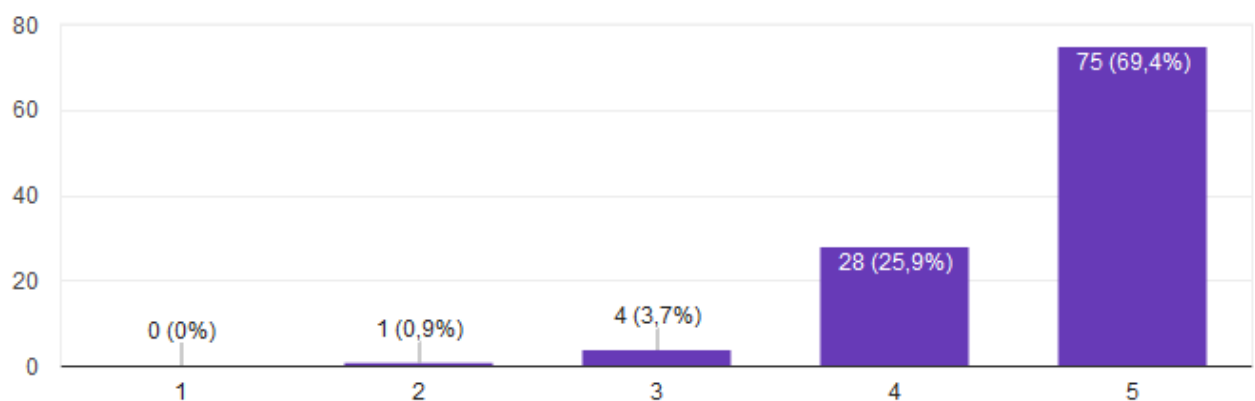
To the question if the participants have found any of the parts of the training guide redundant the participants gave negative answers. Similar was the situation concerning the clarity of the document. Participants found the guide detailed enough to understand.

2.2 Piloting the training video

Similar questions were asked about the training video. The data received is presented below.

2.2.1 To what extent do you think that the video is a useful supplement to the guide?

The average of the answers on a five-point scale was exactly the same, 4.6 both for the students and the teachers. This is a very high average suggesting that all the participants found the video very useful in the mediation process.



2.2.2 Is there anything you think is missing from the video? If yes, what?

Participants were mostly satisfied with the video, however there were some comments I would like to present here. There are both positive and negative comments. Some useful conclusions could be drawn from them for the future usage of the video.

Positive comments concerning the video	Negative comments concerning the video
The range of videos is very good. They are well presented and clear. They seem to complement the training guide well.	Maybe a video that represents a really challenging or complex conflict scenario (based on real life situations) I.e. one that has serious consequences for those involved. These situations can be really

	challenging and difficult to solve so an example of how to deal with one would be helpful.
No, there are a few videos and they are all slightly different. They all are useful and support the written guide well.	The appointment for next meet with students was missing.
No, the videos are very detailed and cover situations, the theory and the practical aspects of mediation.	The students did not schedule a new mediation session.
i think that the video was complete	I would have liked to see another kind of solution.
No, if you watch all of them then you get a good picture of everything. Some of the theory is covered in some films but not all of them.	Maybe a little more depth and context to the theory and process of mediation.
In my opinion all the parts of the mediation process are respected and well shown	the students didn't sign any agreement document
No, the video was very informative.	I would have liked to see the part where they change roles, I think it is one of the most important parts of conflict resolution - see be able to change perspectives
I don't think so, but we could have more people maybe	There isn't production of various solutions and their consequences, so the viewer can't see the phases of decision making by using decision trees, choosing common agreements and 'contract' writing
I think the video is very complex, nothing is missing from it.	From some videos the subtitles in English
	I would like to see in the video the follow-up. That means what will happen one week after the mediation process
	I feel the parties should've expressed their emotions towards the matter more to resolve the conflict in more depth.

2.2.3 Is there anything that is not clear in the video? If yes, what?

To this question all participants reassured us that everything was clear, if not from the first moment, then later on throughout the video session all questions were clarified.

3. Conclusion

All in all, the reception of both the training guide and the training video was very positive. Participants found them clear, well-structured, comprehensible and user-friendly. As in case of almost all these types of documents there could be place for minor changes, the answers make it clear that even without alterations both the guide and the video serve their purposes well.

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