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Evaluation of Sri Lankan Youths' Learning Experiences of a Debate-Based Olympic Values Education Program: Design of the Framework

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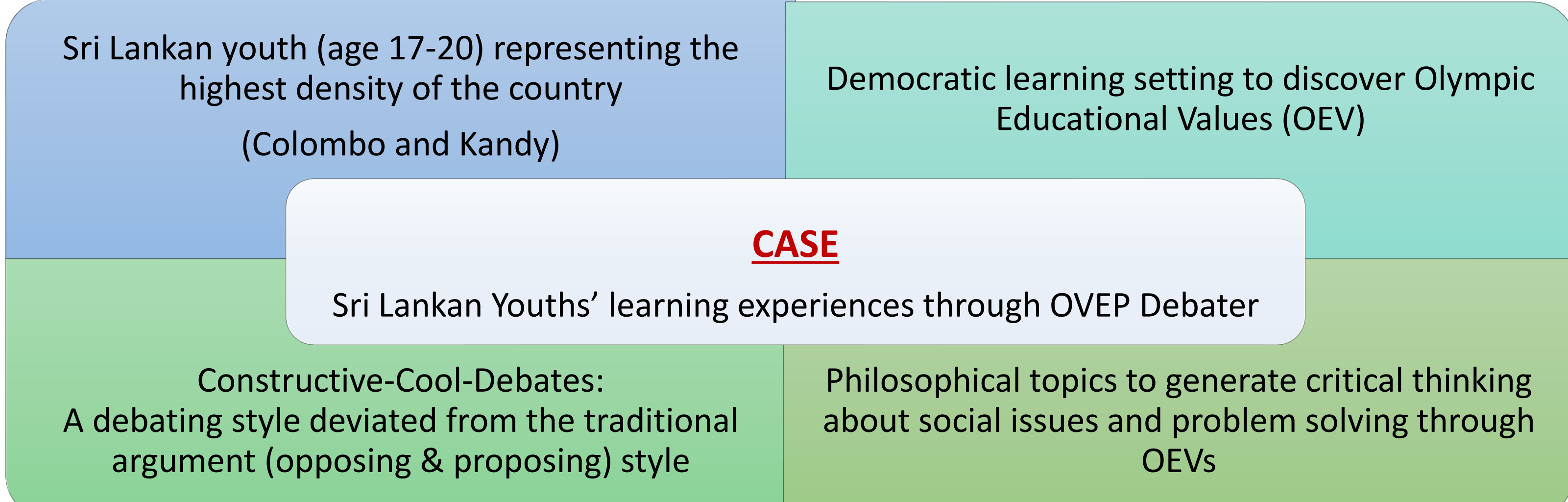
Introduction

Background

- The National Olympic Committee of Sri Lanka (NOC-SL) in collaboration with the Ministry of Education Sri Lanka and the International Olympic Committee, launched 'OVEP DEBATER 2017'.

- Democracy of youth, value-based education and initiating a public debate on 'Olympic values' towards sports and culture were the broad objectives of Sri Lankan 'OVEP Debater' as a mean to overcome local social challenges in learning culture of the entire school system and in the community at large.

- Sixty (60) youth students from twenty schools participated in the pilot project covering two districts (Colombo and Kandy) with the highest density in the country.
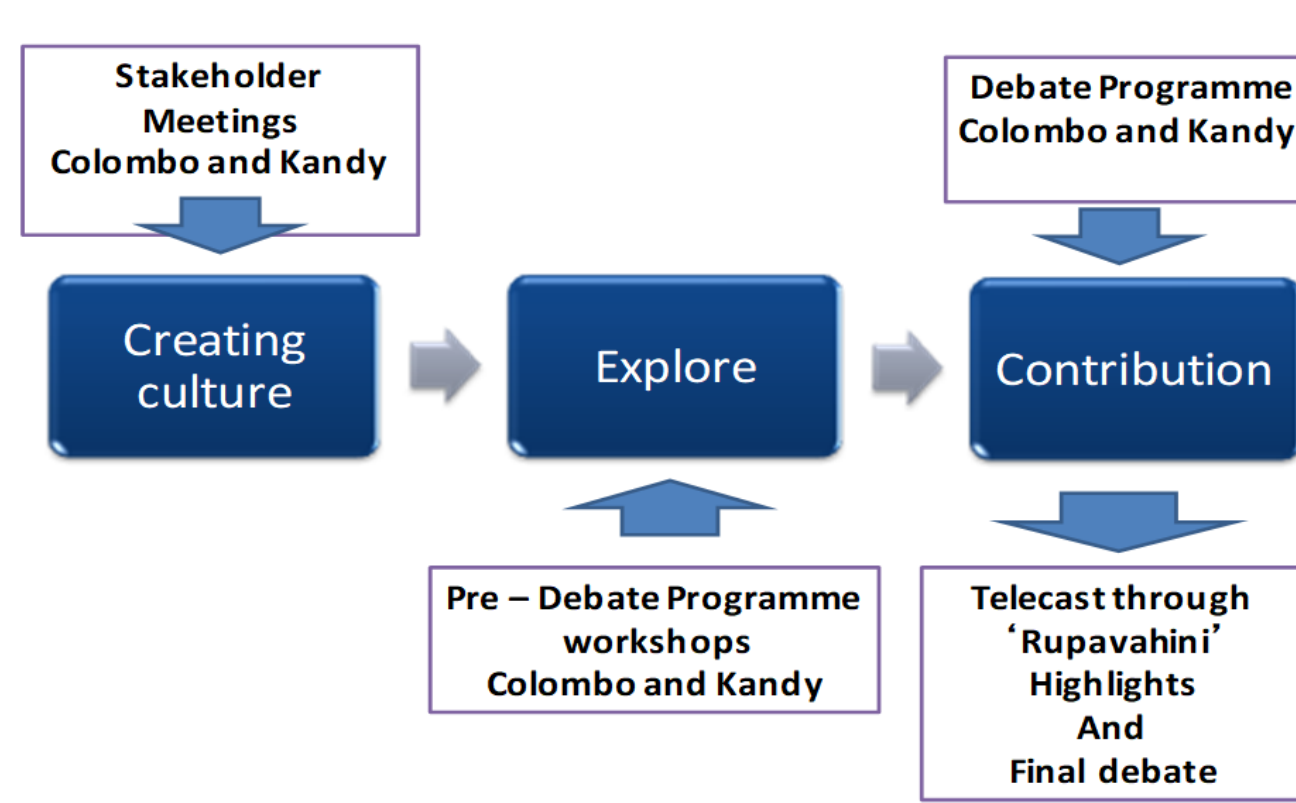
- They debated over the topics which were carefully connected with five **Olympic Educational Themes** of: Joy of effort; Pursuit of excellence; Respect self and others; Fair play; Balance between body, will and mind. The topics guided them to research about contemporary local and global challenges and connected them to Olympic values to find and/or discuss solutions.

- However, as frequently discussed, the complexities of measuring the changes in values and behaviours as a result of this Olympic values education intervention (Binder, 2017) remains a challenge.

- Nevertheless, NOC Sri Lanka educators expressed the need of discovering what and how youth (primary user) have experienced Olympic educational values learning in the created learning setting and in the living context. In other words, the perceived learning outcomes of the 'OVEP Debater' on youth participants and their learning process is needed to study.

Sri Lankan youth (age 17-20) representing the highest density of the country (Colombo and Kandy)	Democratic learning setting to discover Olympic Educational Values (OEV)
CASE Sri Lankan Youths' learning experiences through OVEP Debater	
Constructive-Cool-Debates: A debating style deviated from the traditional argument (opposing & proposing) style	Philosophical topics to generate critical thinking about social issues and problem solving through OEVs

Purpose & Research Questions

Purpose of this evaluation is to discover the Sri Lankan youths learning experience in consequence of OVEP-Debater, post three years of the pilot program.

RQ1: What are the factors according to youth participants that have contributed to construct knowledge about Olympic educational values during OVEP Debater?

RQ2: How has learning Olympic values made a difference as experienced by the youth participants?

RQ3: What are the stimuluses of and barriers to OVEP-Debater becoming an Olympic educational values learning program?

(Evaluative) Research Design

Crotty's (1998, p. 4) steps in research designing, known as 'Methodological Scaffolding Process' was used in this study (adapted from Moon and Blackman, 2014).

Step 1	Identification of the current study objectives

Based on:
- the previous research {Impact of Olympic Value Education Program on Sri Lankan Youth's Sport Involvement and Pro-Social Behavior (Wijayagunasekara, 2020)} gaps and
- the needs expressed by NOC-SL, OVEP Debater organizing committee of the pilot project to evaluate the learning experience.
- "Evaluation is one of the three basic forms of disciplined inquiry, the others being research and policy analysis. It is that form of inquiry whose focus is some evaluand (program, process, organization, person, etc.) and which results in "merit" and/or "worth" constructions (judgments) about it. Merit constructions converge on the intrinsic quality of an evaluand, irrespective of the setting in which it may find applications. Worth constructions converge on the extrinsic usefulness or applicability of an evaluand in a concrete local setting. Evaluation of a proposed or developing evaluand is termed "formative," while evaluation of some developed evaluand is termed "summative" (Guba & Lincoln, 2001)
- Hence, overall objective: to comprehend the OVEP-Debater (pilot program) impact through participants' learning experiences, using their reflective judgements and self-evaluation.

Step 2	Epistemological Framework

- Aim of this evaluation study aligned with "**Constructionism**".
- It accepts the idea that each individual construct his/her own meaning of reality as they engage and interact with their environment .
- The value of constructionist research is in generating contextual understandings of a defined topic or problem (Moon and Blackman, 2014), which is the case of youth participants' learning experience in the context of OVEP-Debater in Sri Lanka, even post the program.

Step 3	Theoretical Perspective

Interpretivist paradigm in evaluation (Greene. J., 1994)
It's ideological framework allows:
- planning the evaluation to "<u>understanding</u>", which is the aim of the current evaluation.
- Typical evaluation questions include: How is the program experienced by various stakeholders?
- Seek procedural guidelines and support for their work
- Method(s) prefer: Qualitative; Case studies
- Credibility of inferences: (methodological) Triangulation (Denzin, 1978), member checks, peer debriefers (Lincoln and Guba, 1985)

Step 4	Methodology

Case study methodology
Single-case design with embedded/ multiple unites of analysis (Yin, 2012)

Different Characteristics of the Sample (Purposive, **Maximum Variation Sampling**)	
Age (18-21)	Seniority in the debating team
Gender	Geographical location of the school
Ethnicity	Experience in the OVEP-D

Step 5	Data Collection and Data Analysis Methods

1. Interview (One-to-one, semi-structured) ⟹ Transcribed verbatim
2. Archival Records (exit videos, media presentations, documents)
3. Artifacts

Data Analysis: 'Thematic Deductive Analysis' (Braun & Clarke (2006)) based on priori codes guided by a conceptual framework developed using RQs, Constructivist Learning Theory, and selected elements from the Educational Component of Olympism in Action Theory (Lyras, 2007)