The Knowledge Ideal Measurement Model

V. Srinivas; May 2007

Description of the Model

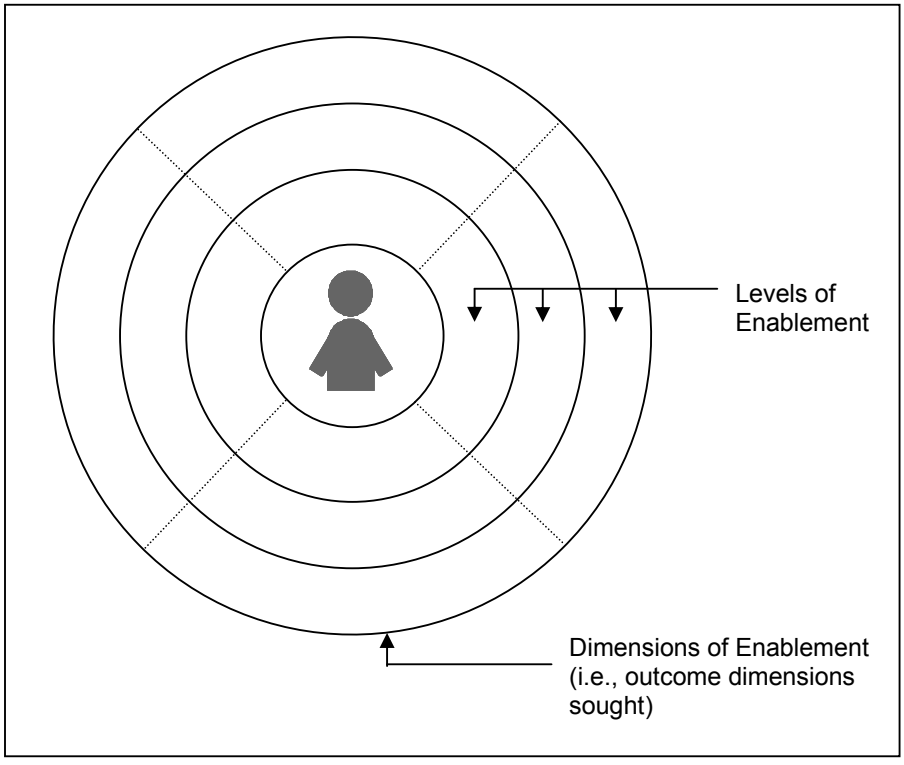
1.0 The Knowledge Ideal Measurement Model is a framework for

(i) defining the outcomes expected from a learning intervention.

(ii) establishing the current "state" of a student in relation to those outcomes

(iii) providing a "roadmap for improvement" to the student – thereby making the measurement model "enabling" rather than "evaluative" in nature.

2.0 The Knowledge Ideal Measurement Model is described below in a schematic structure



As the schematic indicates, the KIMM has four distinct features:

(1) It is an "end state" model – i.e., it perceives a student as the center of the learning process and perceives the student to be steadily coming closer to an "end state" that is desired by the curriculum setting authorities/ learning intervention designers.

(2) It is a "realizational model" – i.e., it assumes that every student goes through three levels of cognitive enablement in a learning journey.

LEVEL 1: The student is able to "*recognize*" the outcome being sought (i.e., what is the end-state expected of him/ her).

LEVEL 2: The student is able to "*engage*" effectively with the practices associated with the realization of the outcome/ end state.

LEVEL 3: The student is able to "*live*" in the expected end state/ outcome.

(3) It is an "enabling model" – It allows each student to grow using the model. In other words, it steps out of the evaluative frame of grades and instead points students in the direction of an articulated ideal.

(4) It is a "customized model" – The model demands that the end state, the levels of cognition enablement, and the specific outcomes sought (which together represent the end state), are all clearly specified as part of the construction of the model, in a specific context.

History of the Model

4.0 The KIMM has been in development for a number of years in order to reach its current elegant and simple architecture. In this period the KIMM has been tried out in a number of contexts including the teaching of school algebra, training of sales people in organizations, certification of accountancy in organizations, and other contexts where it is felt that the purpose of the learning intervention is not "acquisition of knowledge" but carrying out measurable "shifts" or state changes in the people involved.

5.0 During this period of development, a notable application was the use of the KIMM to support personality development in petrol pump (gasoline station) attendants in India. (These are called 'Driveway Salesmen – DSMs – and are referred to DSMs hereafter)

(1) Our research team faced three critical questions in the development of the KIMM in this context:

a. How do you describe a "good" DSM? (in other words – what is the end state which the learning intervention sought to accomplish)

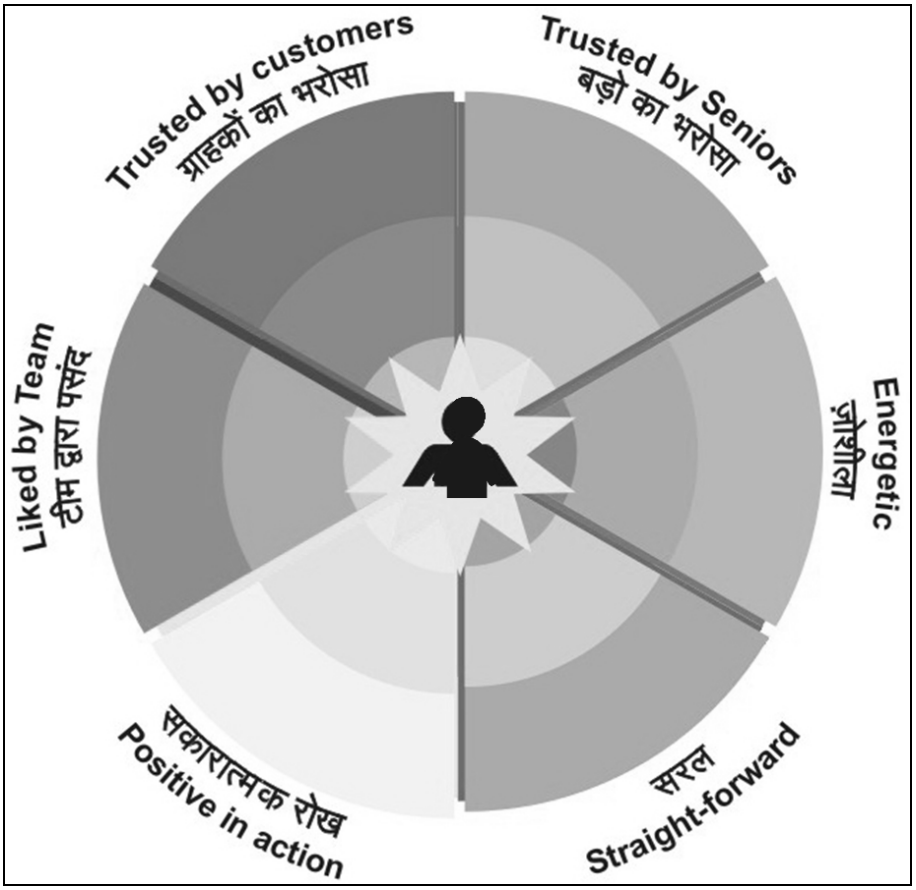
b. Could this end state be specified in precise terms at multiple evolutionary stages?

c. How would the KIMM tool be used to (i) assess the impact of the intervention, and (ii) provide a guide map for future action.

(2) In response,

a. the "good" DSM was described in terms of 6 key "end state dimensions" - these dimensions are described in the diagram below.

DSM Personality Radar



b. Each end state dimension was then specified further in precise terms that were (i) clearly definable (ii) clearly providing a statement of progression from one level to another. Given below are the specifications at each level from two of these dimensions:

Trusted by Customers	Energetic
Level A: – Capable of working with honesty in day to day dealings – Clean and neat in one's daily life and at the workplace	**Level A:** – Able to handle physical work allotted to me without difficulty – Capable of being regular at work due to general good health
Level B: – Capable of being helpful and communicating this attitude – Capable of being liked by customers	**Level B:** – Able to work long (double shift hours) without getting too tired or exhausted – Good resistance to illness – Capable of helping out with heavy work / work involving hard physical labor
Level C: – Capable of being viewed by customers as a "solution provider" (one who will solve the customer's needs/ requirements).	**Level C:** – Capable of working long hours even with slight illness (eg. Sardhi/ cold) or when harder than normal physical work is involved

c. The KIMM tool was given to the DSMs in three different application contexts

Application Context 1	The KIMM tool was used by the students to *explore* the ideal expected of them in a work context
Application Context 2	The KIMM tool was used as a self-evaluation/ peer group evaluation tool by each DSM team in order to identify where they were placed.
Application Context 3	The same tool was used later as a framework for "improvement" and further "career management" exercise conducted by the owners of the gas station and oil company representatives. In fact the tool has become the central building block of a "change plan" process for over 1,00,000 DSMs who are employed with the 700 gas station dealers of a Fortune 500 oil company in India

6.0 *The learnings from the experiments carried out so far indicate that the KIMM model forces a much deeper evaluation of learning goals/ tacit expectations associated with a learning intervention, and at the same time provides a simpler frame for large scale implementation on the ground.*

7.0 The rigor of the process of model building usually depends on the following sequence:

(1) The team building the KIMM first meet the designers of the learning intervention/ key stakeholders to build a hypothesis for the end states expected from the intervention. Often a set of meetings is followed by an "end state/ outcome envisioning session". This exercise has invariably proven to be extremely provocative – in that it has forced reevaluation/ deeper clarification/ alignment between intervention designers and the community at large.

(2) This is followed by a 'specification' building stage where the detailed "levels of enablement" are defined in (i) precise (ii) locally understandable and (iii) mutually independent terms

The specification building process involves an iterative procedure involving the learning intervention designers, community representatives, and some of the actual participants.

(3) This then leads to the formally defined and specified model being converted into a usable/ shareable measurement tool. Measurement tools are usually one of four kinds:

a. those that enable a large scale qualitative assessment of the actual/ delivered results of the intervention,

b. those that allow individual students who have not moved close to the ideal to be identified for further support

c. as guides for improved intervention design, and

d. as "roadmaps for change" for ongoing use by the students.