



Students' evaluation

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Agenda

- Learning
- Evaluation
 - What do we evaluate?
 - Why do we evaluate?
 - When do we evaluate?
 - How do we evaluate?
 - Who evaluates?



Start points

- Today's students were pupils
- Higher education has its specificity
- Mary Williams – expert in the Phare project TVET RO 2006/018



Definition of learning

Frank Coffield definition is :

Learning refers only to significant changes in capability, understanding, knowledge, practices, attitudes or values by individuals, groups, organisations or society.

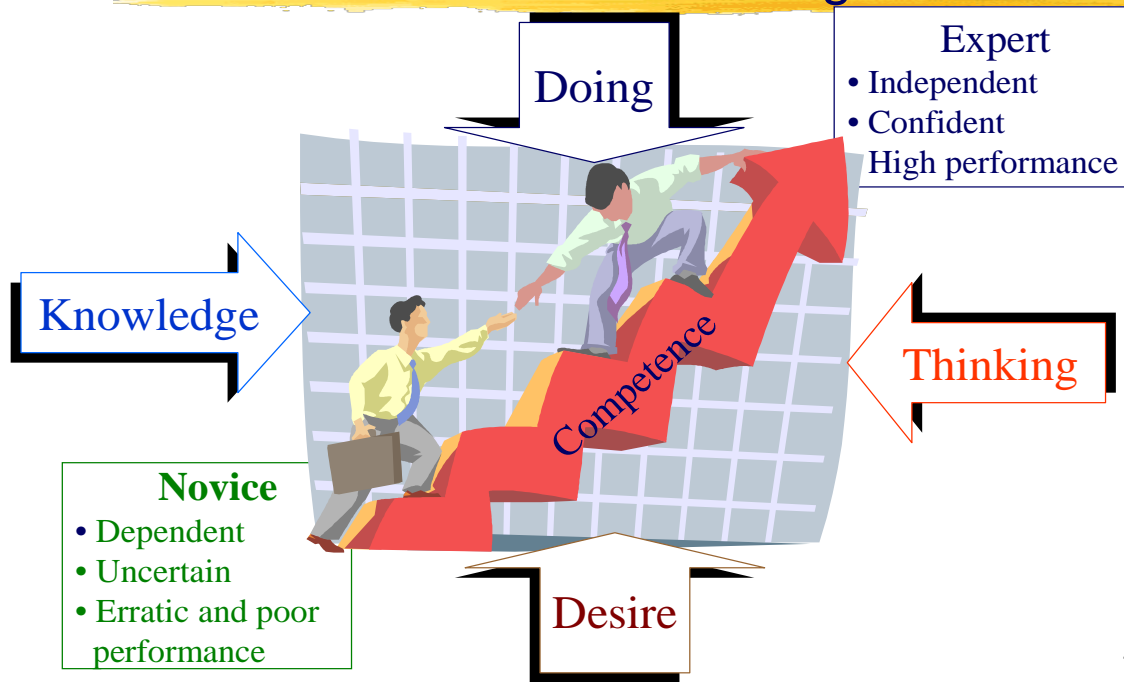
It excludes the:

acquisition of factual information when it does not contribute to such changes;

immoral learning as when prisoners learn from other inmates in custody how to extend their repertoire of criminal activities.

Student-centred Learning

A Practical Model of Learning



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Steve Donohoe – Project SLICE, Plymouth, 2002. www.aced.org.uk

European Qualification Framework

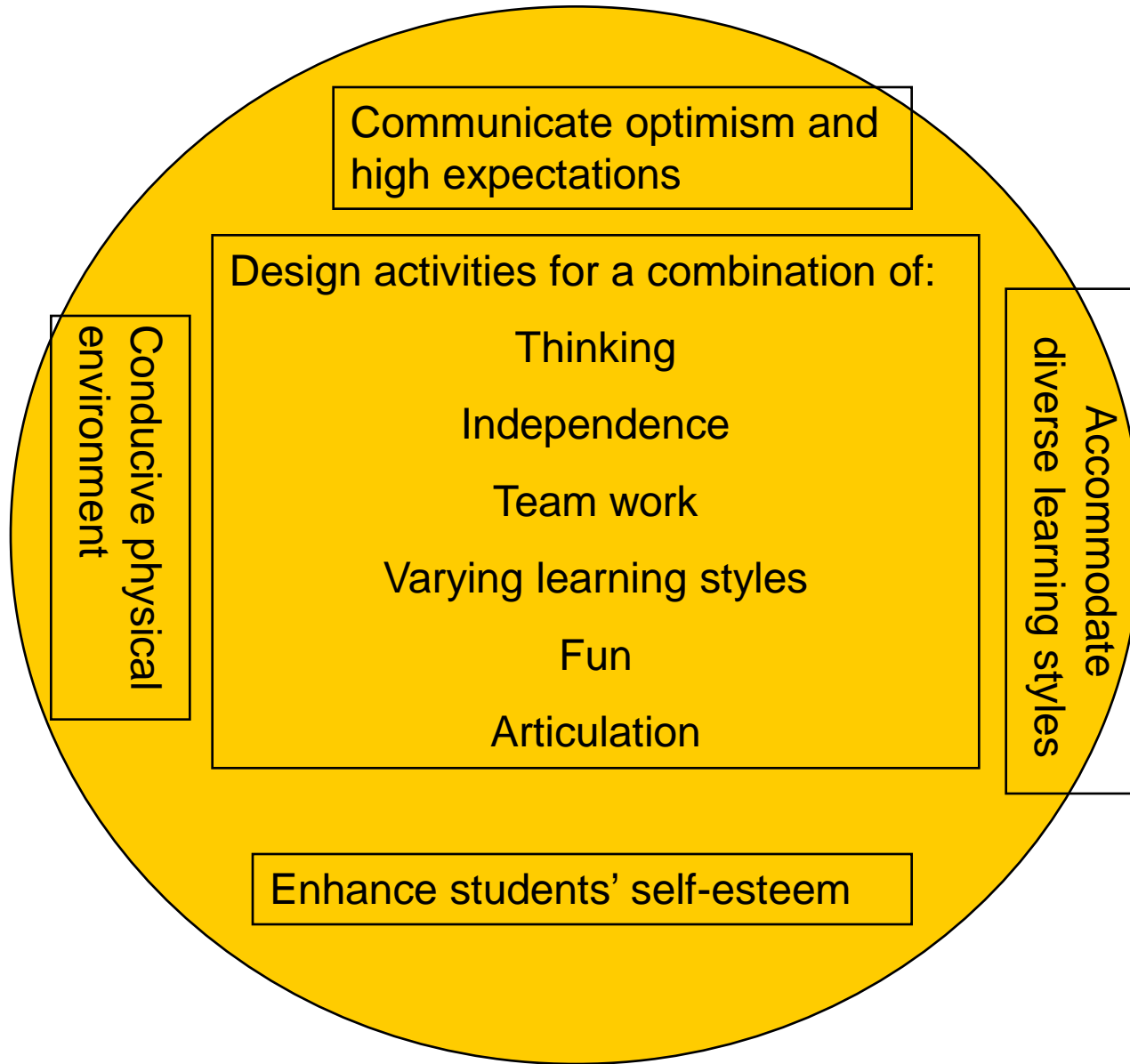
Knowledge	Skills	Competence
<i>In the EQF, knowledge is described as theoretical and/or factual.</i>	<i>In the EQF, skills are described as cognitive (use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).</i>	<i>In the EQF, competence is described in terms of responsibility and autonomy.</i>



EU Key Competences for Lifelong Learning

- Communication in the mother tongue;
- Communication in foreign languages;
- Mathematical competence and basic competences in science and technology;
- Digital competence;
- Learning to learn;
- Social and civic competences;
- Sense of initiative and entrepreneurship; and
- Cultural awareness and expression

Student Centered Learning strategies





Evaluation

- What do we evaluate?
- Why do we evaluate?
- When do we evaluate?
- How do we evaluate?
- Who evaluates?



What do we evaluate?

- Learning outcomes



Why do we evaluate?

Initial and diagnostic assessment

- To identify individual learners' needs, abilities, interests, preferences and prior learning so that appropriate choices can be made and individual support provided if necessary
 - *Screening*
 - *Initial assessment*
 - *Diagnostic assessment*
 - *Learning styles inventory*
 - *Vocational aptitude tests*

Why do we evaluate?

Assessment for learning

To assess learners' progress in order to:

- feed back to the learner and agree actions to help him/her improve
- enable the teacher or trainer to adapt his/her methods if appropriate
 - *Formative assessment or 'Assessment for learning' within teaching and learning sessions*
 - *Individual review, action planning, target setting*
 - *Written feedback*

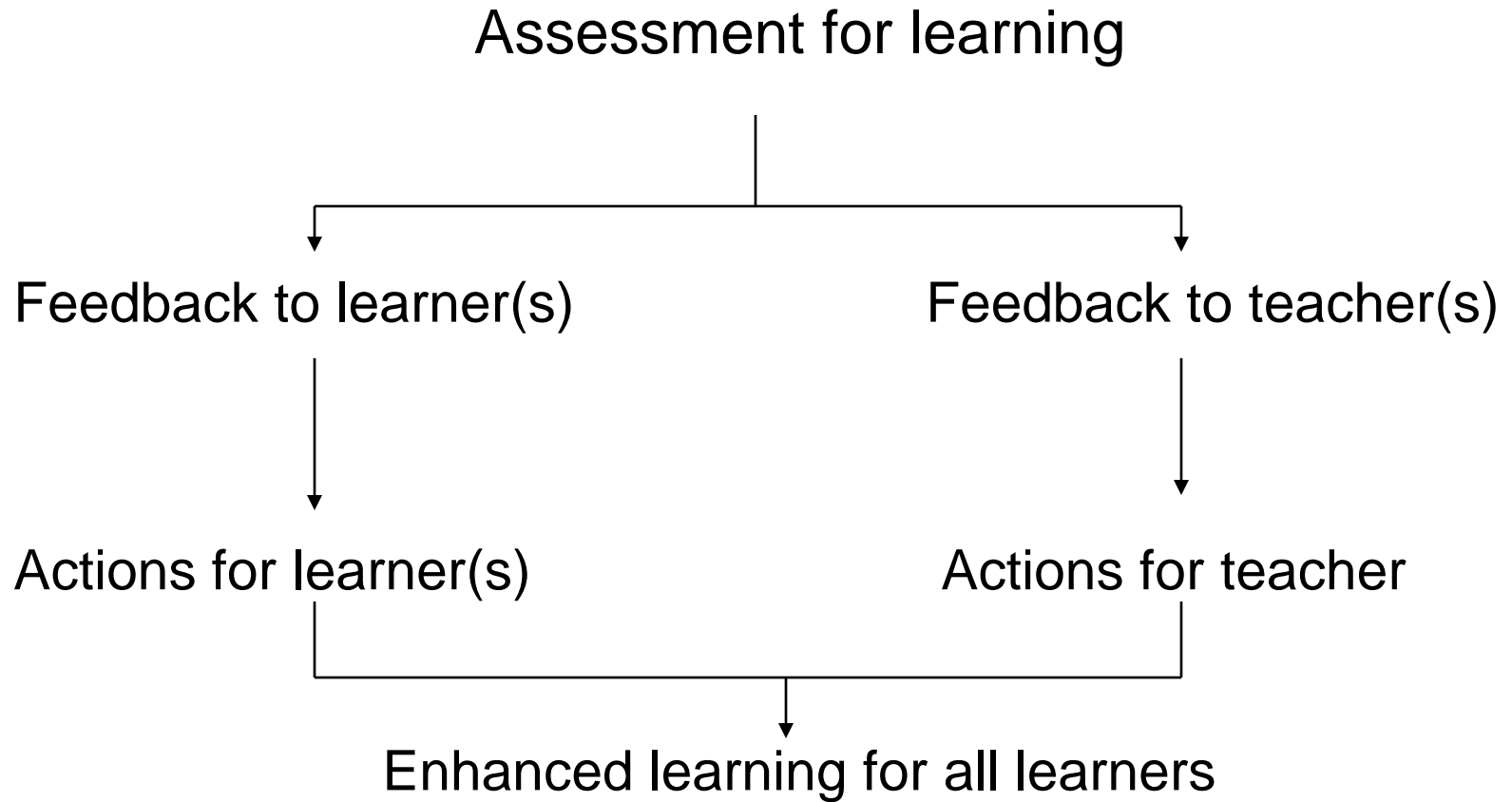
Why do we evaluate?


Assessment for learning

- 'An assessment activity can help learning if it provides information to be used as feedback, by teachers, and by their pupils in assessing themselves and each other, to modify the teaching and learning activities in which they are engaged.
- Such assessment becomes "formative assessment" when the evidence is actually used to adapt the teaching work to meet learning needs

Black și Wiliam, 'Working Inside the Black Box'

Assessment for learning





Why do we evaluate?

Summative assessment

To assess and record learner attainment:

- for the learner's own record
- as evidence for entry to further study or employment
- for 'management' accountability
 - *end of unit/module assessment*
 - *end of course/programme assessment*



When and where do we evaluate?

- In the examination session

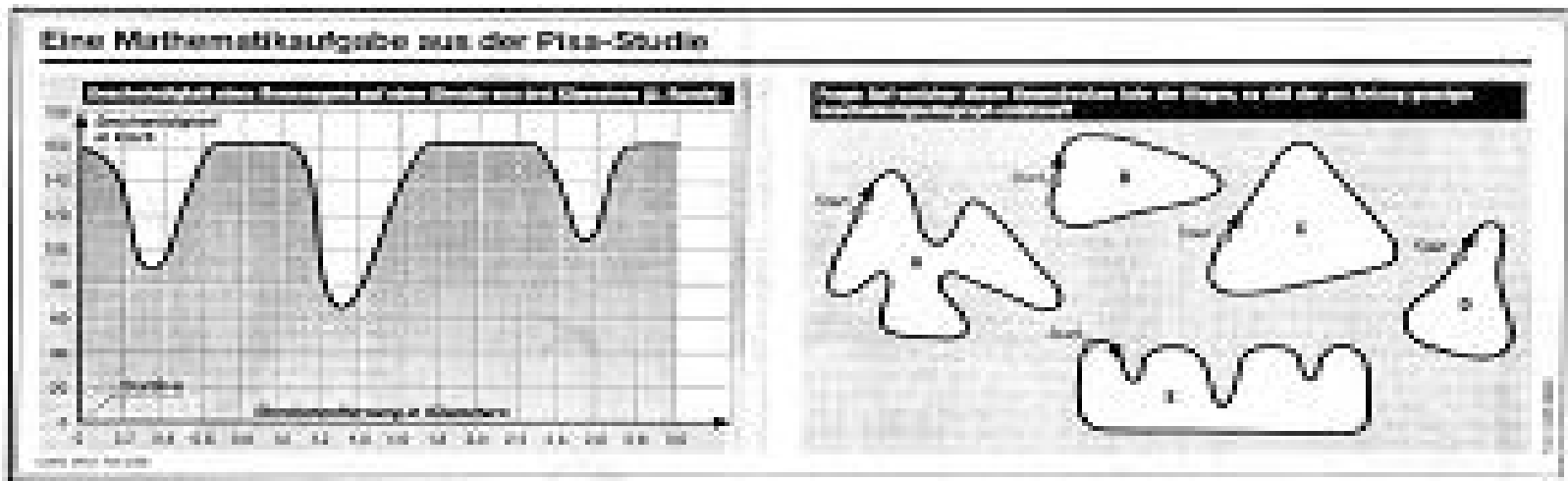
Between the teaching moment and the evaluation there is a period of time

- During the semester

- during the practical activities
- during the lecture
- through intermediate evaluations
- through homeworks or projects

How do we evaluate?

An example from the PISA – OECD study



Programme for International **S**tudents **A**ssessment



Evaluation instruments

- Instruments for knowledge assessment
 - Quiz-questions: yes/no answer
 - Questions with extended answers
 - Multiple choice
 - Structured questions
 - Questions with limited answer



Effective assessment for learning

- Should be part of planning teaching and learning
- Is about learning
- Is learner centred
- Requires specific skills



Effective assessment for learning

To promote effective assessment teachers need to:

- Share learning aims with learners and check their understanding of these
- Share the criteria by which learners' achievements will be assessed



Effective assessment for learning

- Provide opportunities for teacher and learner to reflect on learners' performance
- Develop learners' self-assessment skills



Validity

It actually assesses what it sets out to assess.

Credibility

It is likely to produce consistent, repeatable results.

Practicability

It is not inordinately difficult or expensive to implement.

Fairness

It does not make unreasonable demands of the students.

Impact

It contributes to the effectiveness of the learning process.



Who evaluates?

- The lecturer
- The assistant (in charge with practical activities)
(seminar / laboratory / project)
- Students
- Institution

Who evaluates- example

ACADEMIC YEAR: 2008-2009
:DISCIPLIN "xxxxxxxxxxxxxx"

Lecturer*:

Assistant*:

We want to hear your opinion regarding the teaching process.
Please, answer sincerely and objectiv, the following questions .

The evaluation scores are:

4 = VERY WELL

3 = GOOD

2 = SATISFACTOTY (ENOUGH)

1 = NOT ENOUGH

0 = I CANNOT APPRECIATE

Who evaluates- example *cont.*

A. QUALITY OF TEACHING AND TEACHING STYLE

- Was the lecture clear?*
- Was the lecture interactive?*
- Existence and quality of documentation: books/lecture notes*
- Connection between practical examples and theory?*
- Punctuality and time management during the lecture?*
- Behaviour of the lecturer towards the student?*
- Attractivity of teaching*
- Stimulation of interest for the lecture?*
- General evaluation*

Who evaluates- example *cont.*


B. EVALUATION OF PRACTICAL ACTIVITIES AND OF RESSOURCES

- Were the practical activities clear?*
- Punctuality and time managment during the practical activities (seminar/laboratory/project)?*
- Behaviour of the teaching staff towards the student , during the practical activities?*
- Connection between the practical activities and lecture?*
- Exercise books?*
- Labour outfit/ IT ressources*
- Counceling out side the classes?*
- Do the practical activities stimulate self-preparation*
- General appreciation of the practical activities(seminar/laboratory/project)*

Who evaluates- example *cont.*

C. QUALITY OF EVALUATION

- Were the students announced from the beginning of the course about the evaluation method?*
- The announced evaluation method was respected?*
- The homeworks during the semester were relevant?*
- The homeworks were: (quantitative evaluation)*
- The homeworks were: (qualitative evaluation)*
- How do you evaluate the examination subjects related to the course content?*
- Was the time for solving the exam questions appropriate?*
- Was the evaluation correct?*
- I attended the activities in a ratio of: (in [%])
- Estimate the hours you needed to prepare yourself (hours/week)*
(maximal: 50)



Who evaluates- example *cont.*

D. PERSONAL COMMENTS OF THE STUDENT

Were the students announced from the beginning of the course about the evaluation method?*

- D.1 POZITIVE ASPECTS :
- D.2 NEGATIVE ASPECTS :
- D.3 OTHER PERSONAL COMMENTS / SUGGESTIONS



Evaluation best practices in SCL

- Do you assess the learner appropriately for SCL? - **not just tests?**
- Self assessment?
- Peer group assessment?
- Agree with learner what their performance is in respect to the learning outcomes?



**Thank you for your
attention!**