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

- Todays' students were pupils

- Higher education has it's specificity

- Mary Williams – expert in the Phare project TVET RO 2006/018

Definition of learning

Knud Illeris definition is :

- the outcomes of learning ie what has been learned
- the mental processes used by individuals while learning
- the interactions between individuals and their environment

Seminar Phare TVET RO 2006/018 -
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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*.*

Process of learning knowledge and skils

Personal and secure environment

Know your student

Organize

Participation

Evocation (stimulation, connecting with previous knowledge)

Student attaches and sorts out new skills, ideas and information to existing knowledge

Reflects and evaluate
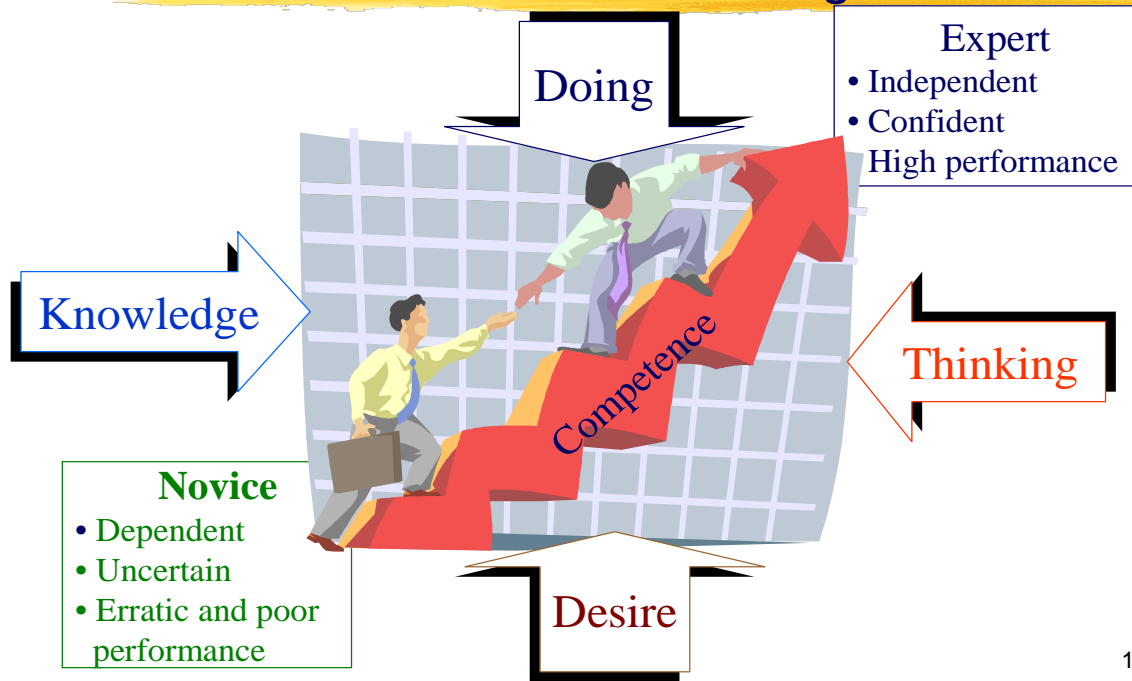
Use new knowledge and skills in a new context

Discussion

Plan

Problem solve

Student-centred Learning

A Practical Model of Learning

Steve Donohoe – Proiect SLICE, Plymouth, 2002. www.aced.org.uk
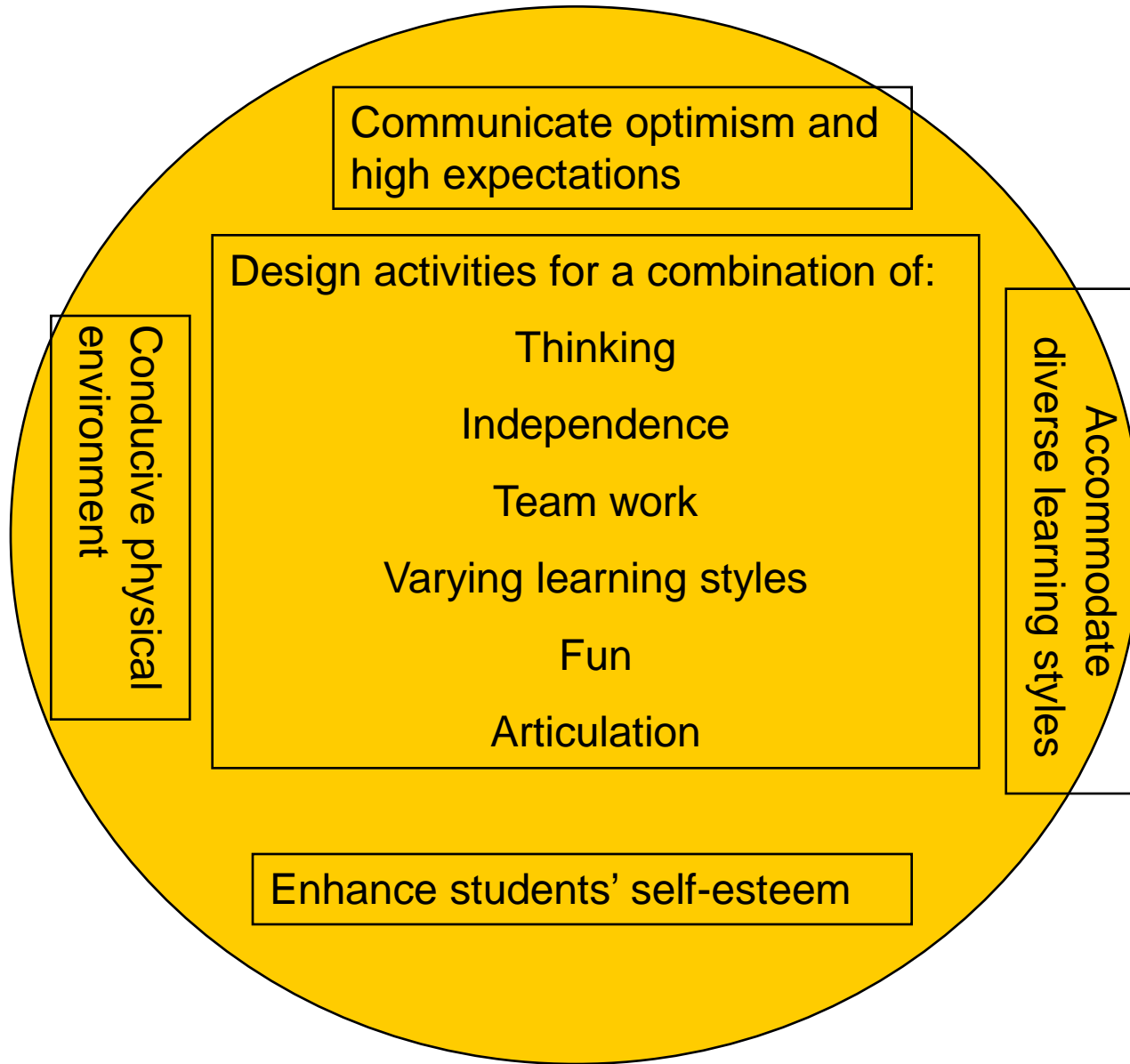
European Qualification Framework

Knowledge	Skills	Competence
In the EQF, knowledge is described as theoretical and/or factual.	*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).*	*In the EQF, competence is described in terms of responsibility and autonomy.*

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

SCL strategies

Communicate optimism and high expectations

Conducive physical environment

Design activities for a combination of:

Thinking

Independence

Team work

Varying learning styles

Fun

Articulation

Accommodate diverse learning styles

Enhance students' self-esteem

Good SCL Practice

- Are you helping the learner to:
  - ☐ *Listen*
  - ☐ *Problem solve*
  - ☐ *Evaluate*
  - ☐ *Plan*
  - ☐ *Read with understanding*
  - ☐ *Retain information*
  - ☐ *Learn how to learn for themselves*

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

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*

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*

What is constructive feedback?

The learner worked hard and the soup tastes OK, but could do with more salt

Now it is time to tell the the learner this.

Constructive feedback:

➢Motivates learner

➢Informs them of good and bad practice

➢Tells them how to improve
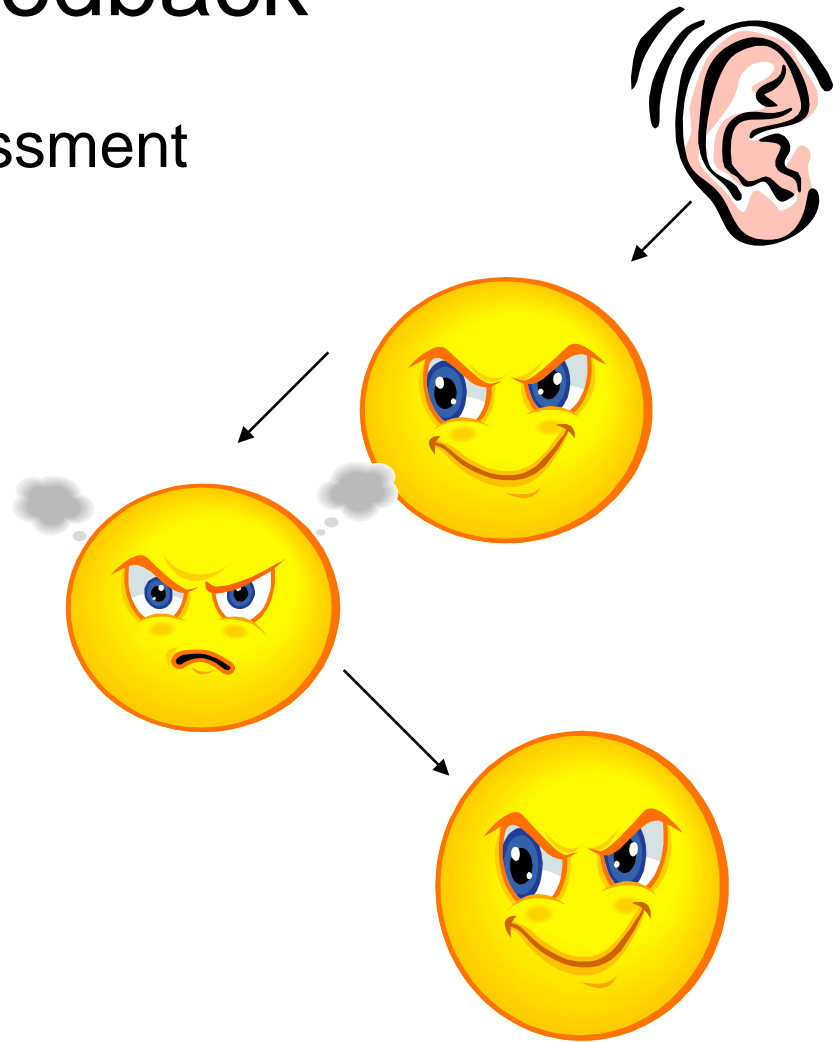
➢Raises expectation

How to give constructive feedback

Always link to learning objectives

- Begin by inviting the learner's own view of their work
- React positively to good things
- Correct misapprehensions revealed in their work
- Make helpful suggestions on how their work may be improved
- Suggest how they can change their approach in the future
- Always respect the individuality and worth of each student

Stages in giving feedback

1. Allow learner's self assessment time

2. Give good news
   - Clear
   - Specific
   - Personal
   - Honest
2. Give bad news
   - Specific
   - Constructive
   - Kind
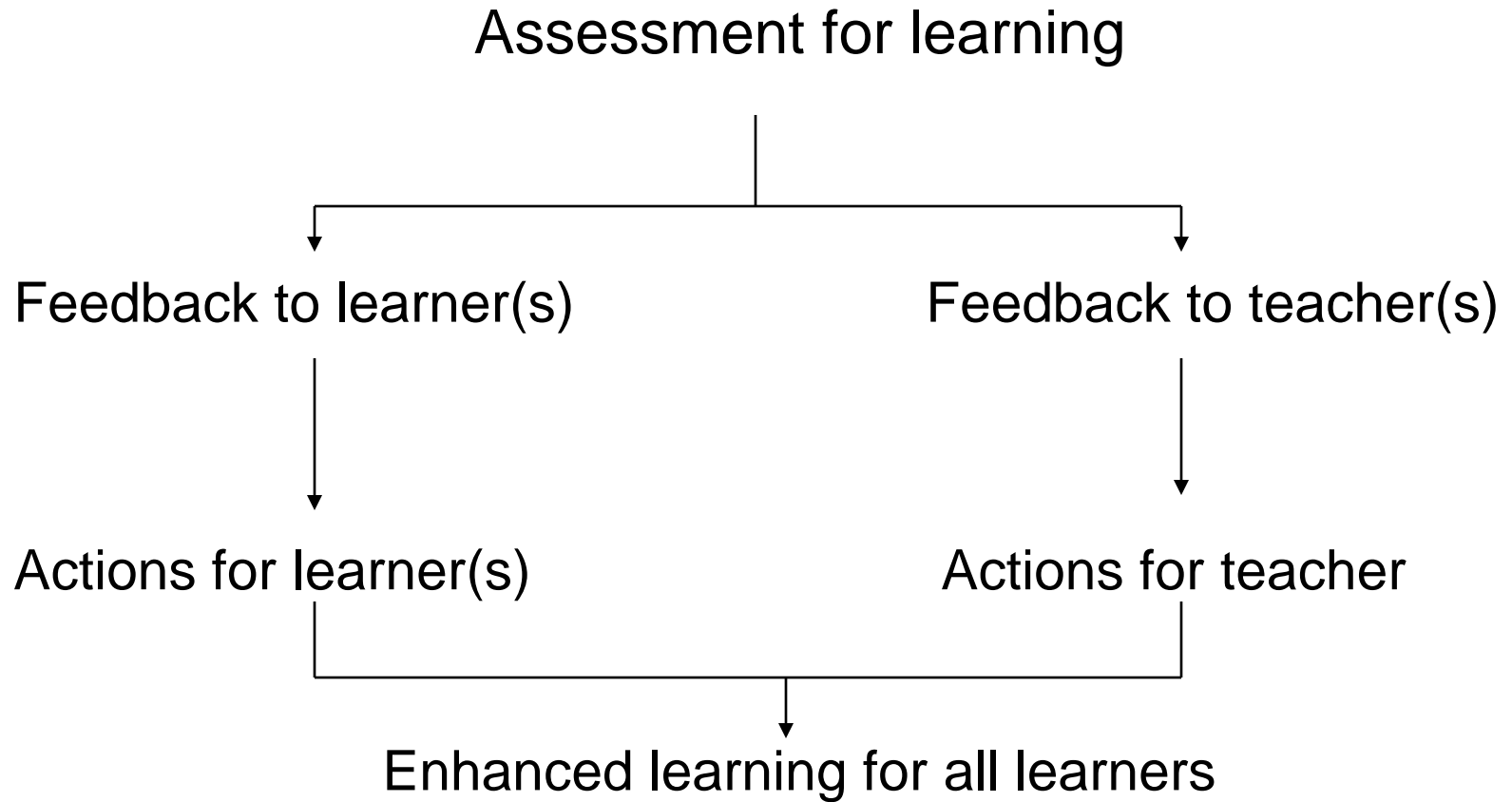   - Honest
3. End on a high note

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 şi Wiliam, 'Working Inside the Black Box'

Assessment for learning

Assessment for learning

Feedback to learner(s)   Feedback to teacher(s)

Actions for learner(s)   Actions for teacher

Enhanced learning for all learners

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?
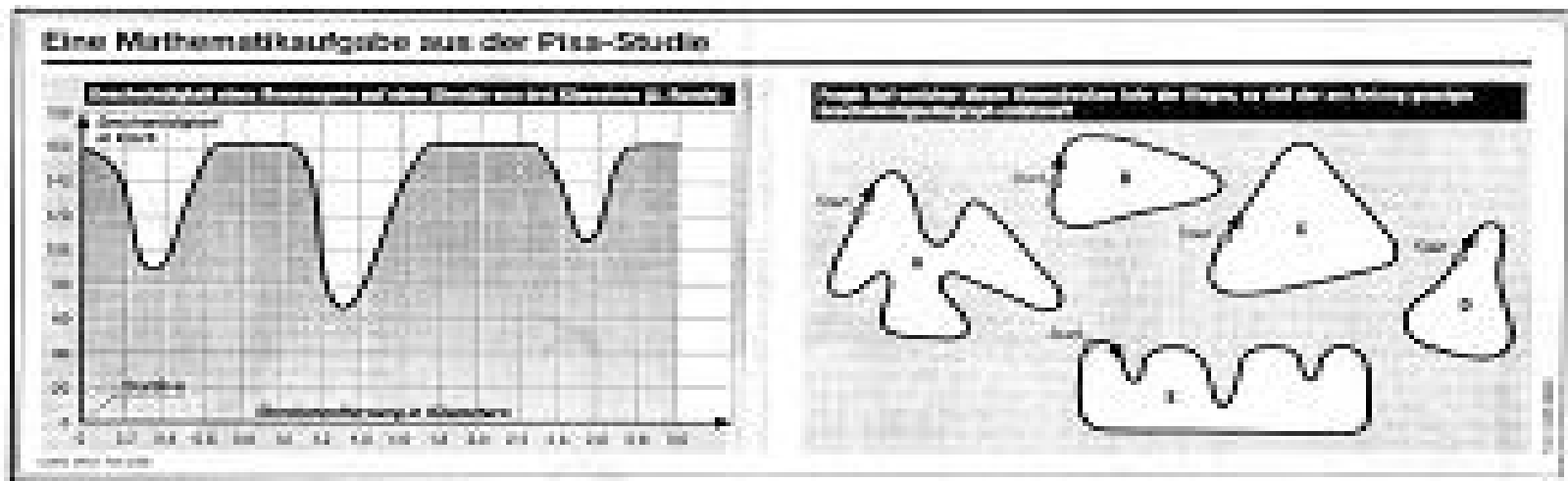
- **In the examinanion session**

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 **I**nternational **S**tudents **A**ssessment

Evaluation instruments

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

Evaluation instruments

- Instruments for skills and competence evaluation
  - ☐ Homework
  - ☐ Case study
  - ☐ Role play
  - ☐ Practical excercise
  - ☐ Project
  - ☐ Journal
  - ☐ Portofolio

What research tells us

Black şi Wiliam 1998

Teachers need to:

- create a culture of success, a belief that all can achieve: ability is incremental rather than fixed
- ensure learners have a clear understanding of what is wrong, what must be done to put it right
- avoid reference to ability, competition, comparison with others
- give learners a medal and mission.

- *Note: Students often don't understand what they are meant to be doing and how it is assessed*

What research tells us

'If you are going to grade or mark a piece of work, you are wasting your time writing careful diagnostic comments.'

Wiliam, 1999, 2000

What research tells us

One third given comments only	Performance improved by 33%
One third given grades only	Performance declined significantly
One third given grades and comments	Performance declined

In the case of low achievers, interest was undermined by grading with or without comments

Butler, 1988

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 evaluets?

- The lecturer
- The assistant (in charge with practical activities)

   (seminar / laboratory / project)
- Students
- Institution

Who evaluates- example

ACADEMIC YEAR: 2008-2009
:DISCIPLIN "xxxxxxxxxxxxx"

Lecturer*:

Assistant:*

We want to hear your oppinion 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?*
- Atractivity 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 managament 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 yourselve (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!