Evaluation

KA219- Strategic Partnership for Schools only

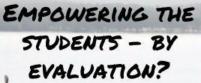# The Finnish Curriculum says

- "Student assessment aims to **guide** and **encourage** learning and to **develop** students' self-assessment skills. Students' learning and work shall be assessed **diversely**." (Section 17(1) of the General Upper Secondary Schools Act (629/1998), as amended by Act 1116/2008)
- Assessment as well as providing feedback during the studies, are part of the interaction between a student and a teacher. Feedback as well as self and peer assessment guide the student to define the goals in greater detail and to develop his or her work as indicated by the goals.

Goals and evaluation

- The goals of studying should be clear to both the teachers and students
- Evaluation should be done based on the goals that were given earlier
- These two cannot be separated: Choosing a pedagogy with its typical goals is also choosing the way to evaluate.

GETTING IN THIS PROJECT, SOCIALIZING, NEW
FRIENDS, MULTICULTURAL EXPERIENCES

NEW INFORMATION, NEW VIEWS, STUDYING
SOMETHING DIFFERENT THAN USUALLY IN SCHOOL

EMPOWERING THE STUDENTS – BY EVALUATION?

PEDAGOGICAL METHODS, PROBLEM BASED LEARNING AND GENRE
PEDAGOGY, BOTH PREFER FORMATIVE EVALUATION ("ASSESSMENT
FOR LEARNING", "DIAGNOSTIVE EVALUATION") OVER SUMMATIVE
EVALUATION:
IT ENCOURAGES THE STUDENT TO SEE WHAT SKILLS HE/SHE
ALREADY HAS AND WHAT NEEDS TO BE PRACTISED. IT EMPHASIZES
SKILLS OVER "PURE" INFORMATION. INFORMATION IS STILL
NEEDED TO BUILD KNOWLEDGE.

Summative   vs.   formative evaluation

- Goals: to get good grades
- Exams might emphasize remembering information, not learning new skills
- Comparing students to others
- Doesn´t necessarily give much information on what has been learned (if learning is understood as building knowledge)

- Goals: to learn skills to find and process information and build knowledge on it (e.g. by writing)
- Exams: a problem-based essay perhaps or there won't necessarily be a (traditional) exam
- Comparing the student's skills to his/her earlier skills
- Evaluation shows where the student has done well and what skills still need improving -> it should give the student tools for future studying

Evaluation in problem-based learning

Goals, Ways, Target skills
(Lonka ym., 2004)

1. Goals

Of Evaluation

- To give the student information on how she/ he is proceeding
- To structure students' work: to have exams or assessed working every once and a while
- **To direct learning by doing**
- **To deepen learning**
- **To develop the students' metacognitive and self-evaluation skills**
- **To practice giving creative critique**

2. Ways

Of Evaluation

- Self-evaluation
- Progressive, continuous evaluation: on all the information that has been produced during the project
- Evaluation of a team of students' output
- Peer evaluation: the students will support each other's work
- Authentic evaluation: exhibitions, lessons etc.
- Evaluation of the output of learning by doing, e.g. a portfolio

3. Target skills

in Evaluation

- Students' skill to make critical **questions with high quality** to work on (YO-exam!)
- Students' skill to create relevant hypotheses for their study
- Critically searching information
- Skill to use the found information so that it is reasonable and instructive
- Skills to build knowledge as a team

Examples

- Peer review of the output (column or editorial)
- Teacher's evaluation of the output
- **Self-evaluation in writing** (next slide) and in peda.net
- Portfolio and evaluation
- Feedback on the process in peda.net (Course Evaluation Form)

Questions for the **self-evaluation**, to evaluate the deepening of the knowledge

1. What did I learn in this project?
2. What are the things that I understand now but didn't understand in the beginning of the project?
3. Why is the phenomenon that we studied hard to understand?
4. What should I do when I don't understand something?