

Methodology of pedagogical research and evaluation :

12. Evaluation in a wider, comprehensive sense, self-evaluation.

Methodological Concept for Effectively Supporting Key Competencies
Using the Foreign Language ATCZ62 - CLIL as a Learning Strategy at the
College

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"Evaluation generally means an explanatory analysis of phenomena and activities and the expression of benefit or value resulting therefrom."

(A Framework for Evaluating Educational Out-comes in Finland. Helsinki, 1995)

Evaluation

- Questions to Consider: What is the real product of our school system?
- What is the quality of their results?
- How can the level of educational processes be assessed?
- Are educational standards and tests a useful tool for improving quality in education?
- What is the level of educational results achieved in the Czech Republic in comparison with other advanced countries?

Evaluation

➤ Clarification that the notion of *evaluation* can not be identified with the evaluation of learning outcomes only; Has a much wider content.

➤ Pedagogical evaluation:

Theoretical Approach: A Concept according to which all phenomena of educational reality can and must be evaluated in some way.

Methodology: a set of instruments and professional conventions for the application of these instruments for the purpose of implementing the approach.

Process: a set of activities provided by the institutional and organizational research infrastructure.

It takes place at different levels of *educational practice*.

Subject of pedagogical evaluation

- **Assessment of teaching (learning and teaching)** - this field is focused on the identification and evaluation of the characteristics of the course and the conditions of the educational processes = evaluation of the teacher's performance
- **Assessment of educational environments** - the learning process takes place in a particular physical situation and in a psychosocial climate
- **Evaluation of educational results** - the main part of pedagogical evaluation. It detects, measures and evaluates the educational outcomes of pupils and other subjects of education

Assessment of the level of teaching

- Objective techniques - are based on observations = *observational techniques*.
- Subjective techniques - are based on testimonies of learners about certain of their properties.
- *Self-evaluation of teachers* - teachers' testimonies about their own teaching activities.
- *Self-assessment of pupils* - statements by pupils about how they perceive themselves and experience learning.
- A specific area of evaluation is the *evaluation of the quality of higher education*.

Pedagogical evaluation is a systematic and continuous process that includes:

- exploring and collecting information from various sources on the educational process, content, Methods, context and outcomes of educational activity;
- arranging and analyzing this information;
- setting certain criteria (evaluation criteria);
- assessment and evaluation of the analyzed information (according to the established evaluation Criteria and with regard to pedagogical objectives);
- drawing conclusions and recommendations that will allow for reorientation and, where appropriate, for improvement Educational activity.

The evaluation should be:

- Systematic, ie. An explicitly defined area and its structure;
- Done correctly methodically;
- Carried out on a regular basis;
- Managed according to predefined criteria;
- Applicable for decision making and other planning

Evaluation & Rating

Evaluation:

- ✓ Broader term,
- ✓ Theory, methodology, practice evaluation of pedagogical phenomena,
- ✓ Technical term.

Rating:

- ✓ In particular in practice,
- ✓ In relation to individual subjects (pupil, teacher).

Areas of evaluation

- Educational needs (individuals, groups, institutions, municipalities, countries)
- Educational programs (curriculum)
- Textbooks, didactic texts
- Teaching (learning and teaching) - Course, conditions, school, extra-curricular, teacher's performance evaluation (efficacy)
- Educational environment (psychosocial climate, ..)
- Educational Outcomes (Most Processed Area, Standards - Achieving Goals, International Comparative Assessment of Educational Outcomes - TIMSS, PISA, etc.)
- Educational effects (long-term consequences, less measurable)
- School, educational institutions (including universities)
- Alternative schools, alternative education (if better)
- Evaluation based on indicators of the education system (OECD - INES, UNESCO etc. - population growth, literacy indicators, student numbers, graduates, teachers, education expenses and their resources, pupil costs)
- Evaluation of pedagogical sciences and research (the most important topics, focusing on the necessary topics, quality, citation analysis, core magazines, the most influential