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| GENERAL INFORMATION | |
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| Module | ***Module 5: Evaluation of teaching and assessment practices in secondary informatics education*** |
| Unit | 5.2: *Other tools for evaluating teaching practices in informatics* |
| Target Group | Upper primary/ lower secondary education teachers/trainers |
| Duration | 30 minutes (personal studying time included) |
| Prerequisites | Concepts related to authentic and inclusive learning |
| ECTS | 0,02 |

| LEARNING OUTCOMES | |
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| 1 | Describe, develop, and evaluate instruments for evaluation of teaching practices focused on general teaching effectiveness, equity and inclusion in Informatics, or other specific teaching aspects. |

| TEACHING METHODS (select all that apply) | | | | |
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| √ | Learning by doing |  | Peer learning |
|  | Project-based learning |  | Hands-on learning |
| √ | Active learning strategies | √ | Collaborative learning |
| √ | Blended learning |  |  |

| LEARNING MATERIAL | |
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| Required material | * Presentation slides * Computer, tablet, or a smartphone for trying out an audience response system or creating a Google form - **optional** |
| Additional resources | Optional but recommended tools to try:   * [Kahoot](https://kahoot.it/) * [AudIT](https://audit.altii.online/)   Optional but recommended readings:   * [Danielson framework](https://danielsongroup.org/framework/) * [CLASS (Classroom Assessment Scoring System)](https://teachstone.com/class/) * [Marzano Teacher Evaluation Model](https://ospi.k12.wa.us/sites/default/files/2023-10/marzano_teacher_evaluation_model.pdf) |

| UNIT CONTENT | |
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| Introduction | Following the previous lesson where self-assessment of teaching practices was explored, this lesson introduces several techniques for assessment of teaching practices which rely on getting feedback or help from peer teachers or students, specifically: **student surveys / questionnaires, classroom observation protocols, student performance data, interviews / focus groups.** |
| Activities | 1. Introduction and welcome (1 minute)Warm welcome and ask participants to recall the content of the previous unit  * Explain the main topic of this unit and its expected outcomes (Slide 6) |
| **2. Student Surveys / Questionnaires (5 minutes)**Explain student surveys / questionnaires as a tool for getting feedback on the teaching practices with Slide 7 (Student surveys / questionnaires - what and how) and Slide 8 (Student surveys / questionnaires - tools)  * Continue with **Slide 9** (*Example - Google forms*) explaining how a **simple survey can be created and shared using Google docs**. Participants can do this by themselves if they have computers or just follow you going through the example. * Continue to Slide 10 (*Classroom observation protocols*) - this slide is provided for completeness of the unit. Classroom observation protocols use checklists or rubrics (explored in the previous lesson) but they are filled by teachers observing a class and following a predefined protocol. This information is here just for overview. |
| **3. Student Performance Data and Audience Response Systems (10 minutes)**  * Continue to Slide 11 (*Student performance data*) and Slide 12 (*Audience response systems*) explaining how **student performance data can be used as feedback** on teaching practices and how audience response systems can be used as a technology that can help with acquiring data from students. * Continue to Slide 13 (*Example - AudIT*) and shortly demonstrate how AudIT, a minimalistic audience response system, can be used to quickly acquire students’ feedback to *ad-hoc* questions. Ask the teachers to open AudIT and test themselves. If there are no computers for each teacher, let them work in pair or in the group. |
| **4. Interviews / focus groups (5 minutes)**  * Continue to Slide 14 (*Interviews / focus groups*) and Slide 15 (*Focus groups - example*) and present related basic information about focus groups for evaluating teaching practices. |
| **5. #1 Group activity – Used tools and experiences (8 minutes)**  * Continue to Slide 16 (*#1 Group activity – Used tools and experiences*). In this group activity encourage teachers to share their experiences with students’ feedback (formative and summative assessments), tools for facilitating students’ feedback (audience response system, learning management systems), focus groups and/or other similar tools. Use questions provided in the presentation to facilitate sharing experiences. |
| 6**. Lesson end and key takeaways (1 min)**  * Slide 17 (*Reflections and conclusions*) * Encourage teachers to use the described tools and track progress |
| Assessment | Formative assessment (during the lesson)  * Fostered by group activities and sharing experiences between teachers, specifically:   + #1 Group activity – Used tools and experiences (Slide 16) |

| KEY TAKEAWAYS | |
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| Reflection and Conclusion | Student surveys / questionnaires, classroom observation protocols, student performance data, and interviews / focus groups are valuable tools teachers can use to get feedback on their teaching practice. Those tools can be supported by technologies like learning management systems or audience response systems. This lesson provided a brief introduction to such technologies and their usefulness. |
| Homework/ Additional Tasks | No homework assignments are available within the short time allocated for this lesson but teachers are encouraged to try tools listed as *Additional resources*. |