



Evaluation

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The assessment guides the student's activities. The evaluation strongly guides where the student invests in the course. The assessment must be fair and reasoned. The assessment is always based on the evaluation criteria that are presented at the beginning of the course. The evaluation criteria are drawn up in such a way that they measure the student's competences. Evaluation is always based on measurable performance. For example, student activity is not a good evaluation target. When the activity is reflected in the student's performance, the evaluation can be done appropriately.

Self-evaluation

- Self-evaluation is the process of systematically observing, analyzing, and improving one's own actions or results. Self-evaluation takes place at an individual level, but also at a department or organizational level.
- As a teacher, you can use self-evaluation as a support and supplement for the course evaluation, or the course evaluation can be completely based on the participant's self-evaluation.
- The self-evaluation should be well-instructed and based on the goals and evaluation criteria of the course.

Peer evaluation

- Peer assessment or peer review provides a structured learning process for students to critique and provide feedback to each other on their work. It helps students develop lifelong skills in assessing and providing feedback to others and equips them with skills to self-assess and improve their own work.
- As a teacher, you can use peer assessment to evaluate group work, for example. The importance of peer assessment is emphasized when the course is done entirely or mainly in teams.
- The peer assessment should be well-instructed and based on the goals and evaluation criteria of the course.

An example of Evaluation criteria next page!



Evaluation criteria of Dual AFS learning eLearning course

5 = Excellent performance

All tasks have been completed. The tools have been tested and applied in practice in a variety of ways. The use of the tools is pedagogically justified. Own competence has been assessed realistically and described with practical examples. A detailed plan has been drawn up for the development of own competence.

3-4 = Good performance

Most of the tasks have been completed. The tools have been tested and applied in practice. The use of the tools is pedagogically justified. Own competence has been assessed realistically and described with practical examples.

1-2 = Acceptable performance

Some of the tasks have been completed. A few tools have been tested and put into practice. The use of the tools has been insufficiently justified. Own competence has been insufficiently evaluated.

0 = Fail

Tasks have not been completed or are still in progress