Stay@School

Workshop on Module 4 "Educational Evaluation and early school leaving prevention"

20th Feb 2013

Minutes

Participants
Juan Murgui, Juan Miguel Marin, Joaquin Escriche y Matilde Guillem.

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All participants mentioned above attended the workshop and the chairwoman called the meeting agenda at 9:20 which was discussing Module 4 of the European Project Stay@School which regards Educational Evaluation and Early School Leaving Prevention, making suggestions for the posts to the forum and proposing future actions in our school. The meeting was held during two sessions on the mentioned dates.

1. In relation to the first point we went through its educational evaluation approach in a theoretical and practical way. We learnt to analyse the meaning of evaluation in chapter one , its distinctions and its necessity in the modern educational reality. The types of evaluation and how they are described in second and third chapters.
Within the evaluation models chapter we focused our attention to reciprocal Evaluation, which deepen at widening the participation of factors, within an education programme, in the evaluation procedures and decision-making. This kind of evaluation, which is based on reciprocity, has the following characteristics:
-It promotes renegotiation of the programme involved, during its course and on the basis of the emerging problems.
-It is focused more on the programme actions and not on the programme's initial design.
-It responds to the participants' demands for updating and information in relation to the programme's course.
-It regards "success" or "failure" of a programme as relative meanings which are defined on the basis of value systems which have to be stated in the reports of the final judgments.

We have also learnt from the mentioned four-level evaluation   proposed in 1959 by Donald Kirkpatrick and referred to the evaluation of the educational: the response level, the learning level, the behaviour level and the results level.; and from the CIPP model related to context, Input, Process, and Product concerning the four distinct model phases.

The process evaluation concerns the follow-up, the assessment and the continuous

supervision aimed at the achievement of the goals and the strategy of the educational programme of the teaching unit.

Regarding the sixth Chapter a description of the evaluation techniques is made and in the seventh one an analysis of the meaning and content of the meta-cognitive evaluation is attempted. The Module is completed with the eighth Chapter, which includes an analysis of the meaning of the skills that are necessary for a successful issue of any educational activity.

2. Regarding the suggestions for the forum we would like to contribute with the following post:

Hello everybody,
As we already said in the discussion of the previous module about Teaching methods, we think cooperative learning is the best methodology we can apply in VET studies. Moreover, this methodology help us to prevent early school leaving because it requires a strong implication between students in the group. In order to implement this methodology, we have found very interesting Chapter 8 about Development of Skills. In Cooperative learning, we have to evaluate, not only if students have learned the subject but also if they are developing the skills mentioned in chapter 8 such as cooperation and team work, the ability in tackling disputes and effective negotiations, the acceptance and tackling the ongoing changes, learning to learn, etc. Actually, the document "Scale for the assessment of student's social skills" is very useful to us to do the evaluation on these skills.

3. Finally and as far as actions or proposals are concerned all members agreed
to high light the importance of quality indicators for team work and cooperation proposed and related to cooperative learning:

-The interaction degree between the members of the educational team (learners- teachers)
-The awareness of membership property on the part of the individuals forming the educational team
-The presence of common goals among the members of the educational team
-The acceptance degree of the operation rules governing the educational team on the part of its members
-The development of collective awareness spirit on the part of the members of the educational team.
-The extent to which the training needs and expectations of the members of the educational team (learners – teachers) are met

All members are reminded to continue on module 5, to have a preliminary reading before the next workshop to discuss the content of it.

Signed by   **Recorded by**
Juan Murgui, Joaquin Escriche,   **Mati Guillem**

Juan M. Marin