

Stay@School

Workshop 2 on Module 4 "Evaluation"

Florence (IT) 27 February 2013
Datini

Participants

Costantina di Giglio	Is. Agrario Firenze
Francesca Pirri	Is. Agrario Firenze
Angela Baldini	Is. Agrario Firenze
Anna Maria Manciagli	Is. Agrario Firenze
Giovanni Ricci	Ist. Simondi Pescia
Bianchi Laura	Ist. Einaudi Pistoia
Maria Chiara Marchetti	ISI BARGA
Bianca Maria Pasquinelli	ISI BARGA
Antonietta Farina	Ist. Vegni

At 1p.m. Mrs Paola Bertini presents a summary of the discussion on the 'Evaluation' module which took place among the European partners in the forum. She reported that the forum was attended by 25 people for a total of 42 interventions. The content of the interventions on the forum highlighted the objective difficulties at different times of assessment (initial, mid-term and at the end), different forms of assessment were identified: diagnostic questionnaires, educational meetings, cooperative learning, descriptive assessment, evaluation grids diversified depending on the different subjects taught, or on the test to be evaluated (written or oral).

A reference is made to the speech by Professor C. Favilli, who was not present at the workshop, concerning the high rate of drop outs in Vocational Education. Currently Italy is experiencing a new form of regional qualification, mainly based on the development and supervision, by students, of technical and vocational skills closely linked to a specific job and in this system the "Internship activities" are of fundamental importance: students work in companies in their professional field for at least three months in two years, and this allows teachers to know and then to assess their students in a different way. Many are the cases of students who, lazy, rude and unruly in the classroom, reveal to be full of initiative, alert and active, capable and competent in the internship

The evaluation form that the school receives is then completed by the company tutor who has followed the student during the internship, and teachers often discover that the worst student of the class was punctual, fast, responsive, attentive In short, the student reported the highest levels in all the indicators established by the school.

This could mean that school probably is unable to take into account, for evaluation purposes, the competent behavior of the students, it does not focus its attention on performance (for example, watching), remaining, on the contrary, still tied to the assessment of knowledge, the maximum application of knowledge in the exercises.

Assessment is closely connected to early school leaving, the proof being the fact that the student who leaves never leaves a framework of good grades, on the other hand he leaves school with bad grades and, as such, demoralizing, demotivating and depressing. A positive evaluation or recognition that an external body (the school) can give a lazy and rude kid, telling him that he has not failed yet, but, on the contrary, he has a chance to succeed and shows him that she has done this and that, is perhaps



Istituto Professionale di Stato
"F. Datini"
Prato



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the most effective way to fight early school leaving. As Marcello Aprea has written on the forum, evaluation can be either an instrument to approach or to expel from school. Thus, it cannot be true that the problem of evaluation occurs when you have already solved the problem of early school leaving.

After Mrs Bertini's presentation a brief discussion follows, summarizing the observations of the group on the Module, coordinated Mr Marco Manzuoli.

At the end of the debate the following conclusions are drawn:

The group shares the view expressed by Professor Favilli and repeats the need of:

- enabling new teaching methods of cooperative learning, active learning, peer education, teaching skills in order to bring out all the potential skills of the students
- taking account of the steps of students' individual growth starting from the beginning of the learning process
- evaluating also the social skills, the ability to work in groups.

At 2.40 p.m. the group discuss about the tools to be produced, the teachers team coming from Barga (LU) reports about their project and its development.

At 3.00 p.m. end of the meeting



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