

Stay@School

Workshop on Module 4 “Educational Evaluation and early school leaving prevention”

Iasi (Romania), 07.02.2013

Minutes

Participants

	Name and Surname	School
1.	Homutescu Claudia	Nicolina
2.	Lupulean Daniela	Col. Ec. Adm
3.	Lupulean Radu	Col. Ec. Adm
4.	Cucuteanu Ion	Lic. Dimitrie Cantemir.
5.	Peste Mioara	„N.lorga” Iasi
6.	Robota Daniela	Nicolina
7.	Lencu Margareta	Sc „N.lorga” Iasi
8.	Iacobute Nicoleta	Sc „N.lorga” Iasi
9.	Alexandrescu Lacramioara	Col Economic de Electronica si Telecomunicatii
10.	Tareuceri Daniela	Sc. „N.lorga” Iasi
11.	Baban Daniela	CTETC
12.	Gavriloaiei Doina	CTETC
13.	Frentescu Ioan	CTETC
14.	Bruma Ana	Sc. Dolhesti
15.	Gorban Maria Elena	Col Economic Adm.
16.	Albastroi Simona	Liceul Teh „p. Rares” Tg. Frumos
17.	Sandu Sorin	Sc. Stefan cel Mare
18.	Sarghie Mihaela	Sc. Dobrovat
19.	Prodan Daniel	Sc Dobrovat
20.	Toma Mihaela	Lic. Tehn. „Nicolina”
21.	Matei Cornel	Lic. Tehn. „Nicolina”
22.	Andreea Cleminte	Fundatia EuroEd
23.	Lucia Petrescu	EuroEd Primary School
24.	Smirnov Cristina	Lic. Vasile Alecsandri
25.	Mihaela Ciocan	Lic. Vasile Alecsandri
26.	Patrascu Iulia	Scoala EuroEd
27.	Marinica Maftei	EuroEd Kindergarten
28.	Vasilica Botezatu	SC. C-tin Paunescu
29.	Adela Serea	Constantin Paunescu Special school
30.	Gabriela Tiplic	Economic HighSchool
31.	Dragos Zamosteanu	Fundatia EuroEd
32.	Zanet Alexandra	EuroEd Primary School
33.	Evelina Zaporjanu	Scoala EuroEd
34.	Stefan Colibaba	UAIC University Iasi
35.	Gheorghiu Elza	Lic V.Alecsandri
36.	Anca Colibaba	Fundatia EuroEd

For the 4th Module training we received the participation of 36 people (33 teachers and 3 EuroEd staff) from 15 institutions.

Minutes

The workshop has been prepared in advance by sending emails and maintaining the correspondents with the teachers. Also the EuroEd team prepared different presentations and support materials for the smooth development of the workshop. The agenda of the event and the schedule were established and the activity venue was one of the schools involved.

The workshop started in an informal manner, with a short introduction of the objectives of this workshop and with a self-introduction of the participants, to give the opportunity to the participants to know each other, facilitating the open atmosphere and a better interaction.

The first part of the workshop has been reserved for the presentation of the project and of the training package for the new participants and as a remainder for the participants from the last training.

The second part of the training was a section for evaluation and feedback of the previous training on the third module. The participants had the opportunity, after they followed the modules content to discuss about the relationships between actions to recover students at risk and interactive teaching methods and to discussions on the role of the collaborative teaching strategies: cooperative learning, peer education and the creative use of learning technologies.

The third part of the training was reserved to the introduction on the Module 4 “Educational Evaluation and early school leaving prevention”. Beginning with a presentation of the module topics, objectives and competences, which will be reached after going through the module, the participants were introduced in the theme and context of the workshop. They had been challenged to discussions about the evaluation system from the Romanian schools, what the teacher evaluate, how are the students evaluated. Also they discussed about the role of the evaluation system, which can identify pupils' learning difficulties and point out what kind of intervention is appropriate for each pupil in order to prevent early school leaving.

At the question raised on what is the true purpose of the evaluation in adolescent students at risk? Teachers answered that students are usually evaluated together with their fellows. Teachers evaluation targets all students, highlighting their progress and difficulties. In their opinion the satisfaction you get from your work and the recognition/appreciation of your work and progress is excellent incentive to go on learning and therefore stay at work/school. What they mean is that if the teachers know the difficulties encountered by their student at risk, can work on his learning so that he can also register progress and thus enjoy satisfaction from his work.

Discussing about the modern meaning of evaluation, evaluation types and forms, evaluation models, techniques and tools, the teachers found the Scale for the assessment of student's social skills very interesting. It is true that students' communication skills, team work and cooperation skills, disagreement skills and acceptance of changes skills speak volumes about their self-esteem, adaptability and even school success. They can be indicators of students' school performance. However, never have they realized the relation between these skills and school dropping out.

To make the training more interactive the participants were involved in group activity – participants were distributed in groups and each group had to discuss and identify **what types of evaluation methods/ tools teachers use**. The activities were a great opportunity to introduce the participants into the discussions and to discuss about their experiences and cases of students school ‘drop outs’ or early course leavers and to share methods and tools used at class to create an effective evaluation system. Also it was very important to find out real life situations and solutions or methods used to prevent or solve these issues. Also the participants discussed about the problems encountered, about the gaps on the educational system, lack of technologies in schools and solutions were identified. One of the experiences shared “These days, I confronted myself with a situation of evaluation. A teacher

from the primary classroom noticed that a girl from his class gave up school, the reason was that she didn't want to come to school because she was afraid of evaluation. Probably of failure. She accused the headache, that was what she says, but she does a lot of things at home, running, jumping, helping parents at their daily activities. Well, What is the problem? Could be the evaluation, could be the curriculum or the teacher.... or the parents... ? Anyway, the situation is really weird because we are speaking of a 10years girl. I personally think that evaluation is in fact a sort of confirmation for what the students know. Teachers exist because of the students. Students should be familiar with the way they are going to be evaluated. Clearly said from the beginning of the semester”

From the teachers' point of view, all participants found Module 4 very useful and everybody agreed that evaluation is an essential component of education as it lies at the basis of understanding and promoting the learning process. Teachers highlighted the complexity of the issue which covers a vast area ranging from evaluation of school systems, schools and students.

The focus of the discussion was on evaluating students. It is important in identifying students' learning difficulties (which often determine students to leave school by not being able to meet its requirements). Evaluation helps teachers identify pupils' learning difficulties and define the intervention suitable for each pupil.

Taking into consideration the importance of evaluation teachers need to be familiar with its types and forms, techniques, models and tools in order to become able to use them effectively. Participants mentioned that it is a pity that some of the links leading to samples/ examples on the platform are in Greek. They should be translated in an international language.

One of the most appreciated chapters was the one on evaluation techniques. Participants exchanged experiences and opinions related to using these techniques (questionnaires diagnostic tests, observation, tape-recording of an educational meeting, video-recording of an educational meeting, interviews given by learners). The common idea was that teachers need to know and use a vast variety of techniques as well as a combination of these techniques (necessity of samples/examples on the platform).

A very interesting discussion was raised by testing skills (what and how to test skills); teachers signaled lack of materials and models/ samples in this respect.

Teachers concluded that Module 4 is very useful but it should encompass more practical examples (for different school subjects, having students at risk in mind).

The last part of the training was reserved for discussions on the forum (post, questions raised) and on the virtual meeting held up to now and of course for providing feedback and discussing about the training. We received a very positive feedback from the participants.