

(Samo)evaluacija nastavnog procesa

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Informatika u obrazovanju III

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- Evaluacija
- Aktivnost
- Evaluacija nastavnika i nastave
- Primjeri evaluacije nastavnika i nastave
- Diskusija
- Praktični savjeti
- Zaključak
- Popis izvora

- (franc. i eng.) „određivanje vrijednosti, ocjenjivanje, procjena”
- nastava je **dvosmjernan** proces (dvostrana aktivnost i odgovornost)
- vanjska i **unutarnja** evaluacija
- važnost unutarnje evaluacije (Poljak, Bognar i Matijević)
 - samoevaluacija nastavnika
 - samoevaluacija učenika
 - učenikova evaluacija nastavnika/nastave

(Bognar i Matijević, 2002 p217; Poljak, 1970, p142-143)

Obilježja nastave i obilježja nastavnika

Grupa A

- napišite obilježja nastave

Grupa B

- napišite obilježja nastavnika



Evaluacija nastavnika i nastave

- nastava i nastavnik usko su povezani
- ... ali postoje i razlike

Evaluacija nastavnika	Evaluacija nastave
Upravljanje razrednim odjelom	Sadržaj predmeta
Kreiranje pozitivnog ozračja	Nastavni materijali
Poznavanje stručnih sadržaja	Uključivanje učenika
Poticanje učenika na rad i učenje	Planiranje nastave (vrijeme i opterećenje)
Refleksija vlastitog rada	Aktivnosti i organizacija rada

(Hajdin i Pažur, 2012)

Evaluacija nastavnika i nastave – učenici

- „kriteriji” učenika: fizički izgled, dob, humor, težinu zadataka, jasnoću objašnjavanja, stil poučavanja, simpatičnost, pripremljenost za nastavu, poticanje i motivaciju učenika, uključivanje učenika u nastavu,...
- povezanost subjektivnog mišljenja učenika o nastavniku i ocjene koju mu učenik dodjeljuje
- **učenici ne razlikuju nastavu i nastavnika**
- **zadovoljstvo učenika** = u kojoj mjeri su ispunjena učenikova očekivanja
 - **zadovoljstvo učenika ≠ evaluacija nastavnika**

(Hajdin i Pažur, 2012; Spooren et al., 2013)

Evaluacija nastavnika i nastave – cilj i svrha

- cilj evaluacije:
 - snimanje trenutnog stanja
 - unapređivanje kvalitete
- svrha evaluacije:
 - unapređivanje rada nastavnika
 - unapređivanje procesa učenja za učenika
- važna je i evaluacija nastavnika i evaluacija nastave
- nedostatci:
 - korištenje samo učenika za evaluaciju
 - (ne)dosljednost i kvaliteta upitnika (nastava, nastavnik, oboje)

(Hajdin i Pažur, 2012)

Primjeri evaluacije nastavnika i nastave #1

11. Were you born in the United States?

Yes No

12. Have you ever taken a certain professor because he or she is easier than another professor?

Yes No

13. Please rate each of these factors on a five-point scale according to their importance in evaluating a professor.

1 = Not at all important
2 = Slightly important
3 = Moderately important
4 = Very important
5 = Extremely Important

a. Teaching style.....

b. Attractive, good looking, "hot".....

c. Instructor's grading policy.....

d. Enthusiasm.....

e. Course difficulty.....

f. Time of day when course is taught.....

g. Class size.....

h. Whether required or elective.....

i. Tough grading.....

j. Heavy class workload.....

k. Percentage of majors vs. non-majors.....

l. Higher the level of course.....

m. Instructor's preparation and organization.....

n. How nice instructor is.....

o. How much students learn.....

p. Instructor's availability.....

q. Giving students free time (e.g., walks from class)

Primjeri evaluacije nastavnika i nastave #2

8. All things considered, the course was effective in helping me achieve the learning objectives and outcomes.

Did I ensure the learning objectives and outcomes were clear to students?

Did I create a positive learning environment where students felt supported in their learning?

How did I motivate my students?

Did I provide meaningful learning experiences for students?

Were the assessment items linked clearly to the learning outcomes?

Did students understand from the feedback I provided that they had achieved the learning outcomes for the course?

Part II (A) Overall evaluation of teaching

13. The teacher's explanations helped me achieve the learning objectives and outcomes of this course.

Did I clearly explain the learning outcomes at the beginning of each lecture?

Did I plan meaningful learning experiences for students?

Did I teach difficult concepts in different ways to assist student understanding?

Did I continually check to ensure student understanding?

14. I was able to understand the teacher's explanations.

Did I speak clearly?

Did I use language the students could understand?

Did I build on knowledge students had when introducing new concepts?

Did I check to ensure students understood my explanations?

Primjeri evaluacije nastavnika i nastave #3

Standard III: Teachers know the content they teach

Observation	a. Teachers align their instruction with the North Carolina Standard Course of Study. In order to enhance the <i>North Carolina Standard Course of Study</i> , teachers investigate the content standards developed by professional organizations in their specialty area. They develop and apply strategies to make the curriculum rigorous and relevant for all students and provide a balanced curriculum that enhances literacy skills. Elementary teachers have explicit and thorough preparation in literacy instruction. Middle and high school teachers incorporate literacy instruction within the content area or discipline.				
	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
✓	<input type="checkbox"/> Demonstrates an awareness of the <i>North Carolina Standard Course of Study</i> and references it in the preparation of lesson plans.	... and <input type="checkbox"/> Understands the <i>North Carolina Standard Course of Study</i> , uses it in preparation of lesson plans, and applies strategies to make the curriculum rigorous and relevant.	... and <input type="checkbox"/> Develops and applies strategies based on the <i>North Carolina Standard Course of Study</i> and standards developed by professional organizations to make the curriculum balanced, rigorous and relevant.	... and <input type="checkbox"/> Assists colleagues in applying such strategies in their classrooms.	
✓	<input type="checkbox"/> <i>Elementary:</i> Begins to integrate literacy instruction in selected lessons.	<input type="checkbox"/> <i>Elementary:</i> Integrates effective literacy instruction throughout the curriculum.	<input type="checkbox"/> <i>Elementary:</i> Evaluates and reflects upon the effectiveness of literacy instruction.	<input type="checkbox"/> <i>Elementary:</i> Makes necessary changes to instructional practice to improve student learning.	
✓	<input type="checkbox"/> <i>Secondary:</i> Recognizes the importance of integrating literacy strategies within the content areas.	<input type="checkbox"/> <i>Secondary:</i> Incorporates a wide variety of literacy skills within content areas to enhance learning.	<input type="checkbox"/> <i>Secondary:</i> Evaluates and reflects upon the effectiveness of literacy instruction within content areas.	<input type="checkbox"/> <i>Secondary:</i> Makes necessary changes to instructional practice to improve student learning.	
	b. Teachers know the content appropriate to their teaching specialty. Teachers bring a richness and depth of understanding to their classrooms by knowing their subjects beyond the content they are expected to teach and by directing students' natural curiosity into an interest in learning. Elementary teachers have broad knowledge across disciplines. Middle school and high school teachers have depth in one or more specific content areas or disciplines.				
	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
✓	<input type="checkbox"/> Demonstrates a basic level of content knowledge in the teaching specialty to which assigned.	... and <input type="checkbox"/> Demonstrates an appropriate level of content knowledge in the teaching specialty to which assigned.	... and <input type="checkbox"/> Applies knowledge of subject beyond the content in assigned teaching specialty. Motivates students to investigate the content area to expand their knowledge and satisfy their natural curiosity.	... and <input type="checkbox"/> Extends knowledge of subject beyond content in their teaching specialty and sparks students' curiosity for learning beyond the required course work.	

Primjeri evaluacije nastavnika i nastave #4

Table 8.1: Assessment criteria used by students in teacher evaluation form

Part 1 (5 point Likert-type scale, from very poor to very good):

teacher conducts classes very clearly
 teaching is enlightening
 teaching is smooth and coherent
 case studies are properly used in teaching
 content of course is logically conducted
 important points are made clearly in class
 teacher pays attention to improving students' ability to analyze/ solve problems
 the teaching content is very rich
 teacher uses examples comparing different theories and methods
 class time is well arranged
 teachers try to make teaching interesting and avoid monotony
 teacher gives reference materials/homework to help students better grasp content
 teacher is concentrated and energetic
 teacher has a good sense of responsibility
 teacher is direct and academic, not just trying to be impressive
 teacher is very confident
 teacher's appearance is tidy and well-dressed
 teacher is friendly to every student
 teacher respects the students' opinions
 teacher encourages students to express their points of view
 relative to other teachers, this teachers' performance is:

Part II—multiple choice:

From this teacher's teaching, do you think: (you may choose more than one)
 A/you have learned some pretty valuable things
 B/ you have improved your knowledge and ability in this field
 C/ you have learned what the teacher taught
 D/ you have enhanced your interest in this particular subject

Do you think in the course's exam, you will get:

A/ very poor result
 B/ poor result
 C/ mediocre result
 D/ good result
 E/ extremely good result

In your opinion, the teacher, in addition to teaching, pays attention to:

A/ educating the students' world outlook
 B/ moral education
 C/ patriotic education
 D/ good academic habits

In your opinion, the teacher, in addition to teaching, also:

A/ cares about students and gives sincere help when students are in trouble
 B/ help students to clarify the purpose of study, strengthen their confidence in study, and help them to overcome difficulties.
 C/ is considerate and patient with students
 D/ often gives students encouragement

Part III—written response

A/ In addition to the above-mentioned strong points, what other noticeable strong points in teaching does the teacher have?
 B/ what aspects do you think this teacher needs to improve in his/her teaching

Primjeri evaluacije nastavnika i nastave #5

Teacher's name: _____

Your name: _____

The number rating stands for the following: 1 = rarely 2 = once in a while 3 = sometimes 4 = most of the time 5 = almost always
If it doesn't apply, leave it blank. Circle the answer that fits with your experience of this teacher for each item.

EXPLICIT CURRICULUM: How well does the teacher teach the core subject?						If you circled #1: Write why Write the core class	
1	2	3	4	5			
1	Teacher is prepared for class.	1	2	3	4	5	
2	Teacher knows his/her subject.	1	2	3	4	5	
3	Teacher is organized and neat.	1	2	3	4	5	
4	Teacher plans class time and assignments that help students to problem solve and think critically. Teacher provides activities that make subject matter meaningful.	1	2	3	4	5	
5	Teacher is flexible in accommodating for individual student needs.	1	2	3	4	5	
6	Teacher is clear in giving directions and on explaining what is expected on assignments and tests.	1	2	3	4	5	
7	Teacher allows you to be active in the classroom learning environment.	1	2	3	4	5	
8	Teacher manages the time well.	1	2	3	4	5	
9	Teacher returns homework in a timely manner.	1	2	3	4	5	
10	Teacher has clear classroom procedures so students don't waste time.	1	2	3	4	5	
11	Teacher grades fairly.	1	2	3	4	5	
12	I have learned a lot from this teacher about this subject.	1	2	3	4	5	
13	Teacher gives me good feedback on homework and projects so that I can improve.	1	2	3	4	5	
14	Teacher is creative in developing activities and lessons.	1	2	3	4	5	
15	Teacher encourages students to speak up and be active in the class.	1	2	3	4	5	

IMPLICIT CURRICULUM: How well does the teacher model the core values through how he/she behaves with students and with other staff persons?							If you circled #1: Write why Write the core class
16	Teacher follows through on what he/she says. You can count on the teacher's word.	1	2	3	4	5	
17	Teacher listens and understands students' point of view; he/she may not agree, but students feel understood.	1	2	3	4	5	
18	Teacher respects the opinions and decisions of students.	1	2	3	4	5	
19	Teacher is willing to accept responsibility for his/her own mistakes.	1	2	3	4	5	
20	Teacher is willing to learn from students.	1	2	3	4	5	
21	Teacher is sensitive to the needs of students.	1	2	3	4	5	
22	Teacher's words and actions match.	1	2	3	4	5	
23	Teacher is fun to be with.	1	2	3	4	5	
24	Teacher likes and respects students.	1	2	3	4	5	
25	Teacher helps you when you ask for help.	1	2	3	4	5	
26	Teacher is consistent and fair in discipline.	1	2	3	4	5	
27	I trust this teacher.	1	2	3	4	5	
28	Teacher tries to model what teacher expects of students.	1	2	3	4	5	
29	Teacher is fair and firm in discipline without being too strict.	1	2	3	4	5	

What is one thing that your teacher does well?

What is one thing that you can suggest to help this teacher improve?

Thank you for taking the time to think through the items carefully and write down your thoughts honestly.

Primjeri evaluacije nastavnika i nastave #6

C. Delivery of Instruction				
	4 Expert	3 Proficient	2 Needs Improvement	1 Does Not Meet Standards
The teacher:				
a. Expectations	Exudes high expectations and determination and convinces all students that they will master the material.	Conveys to students: This is important, you can do it, and I'm not going to give up on you.	Tells students that the subject matter is important and they need to work hard.	Gives up on some students as hopeless.
b. Effort-Based	Teaches students to be risk-takers, learn from mistakes, and believe that through effective effort, they will get smarter.	Tells students it's okay to make mistakes; effective effort, not innate ability, is the key.	Tells students that making mistakes doesn't mean they're stupid; they can learn from errors.	Doesn't prevent many students from feeling embarrassed when they make mistakes in school.
c. Goals	Shows students exactly what's expected by posting essential questions, goals, rubrics, and exemplars.	Gives students a clear sense of purpose by posting the unit's essential questions and the lesson's goals.	Tells students the main learning objectives of each lesson.	Begins lessons without giving students a sense of where instruction is headed.
d. Connections	Always grabs students' interest and makes connections to prior knowledge, experience, and reading.	Activates students' prior knowledge and hooks their interest in each unit and lesson.	Tries to make the subject interesting and relate it to things students already know.	Rarely hooks students' interest or makes connections to their lives.
e. Clarity	Always presents material clearly and explicitly, with well-chosen examples and vivid and appropriate language.	Uses clear explanations, appropriate language, and good examples to present material.	Sometimes uses language and explanations that are fuzzy, confusing, or inappropriate.	Often presents material in a confusing way, using language that is inappropriate.
f. Repertoire	Orchestrates highly effective strategies, materials, and groupings to involve and motivate students.	Orchestrates effective strategies, materials, and classroom groupings to foster student learning.	Uses a limited range of classroom strategies, materials, and groupings with mixed success.	Uses only one or two teaching strategies and types of materials and fails to reach most students.
g. Engagement	Gets all students highly involved in focused work in which they are active learners and problem-solvers.	Has students actively think about, discuss, and use the ideas and skills being taught.	Attempts to get students actively involved but some students are disengaged.	Mostly lectures to passive students or has them plod through textbooks and worksheets.
h. Differentiation	Skillfully meets the learning needs and styles of all students by differentiating and scaffolding.	Differentiates and scaffolds instruction to accommodate most students' learning needs.	Attempts to accommodate students with special needs, with mixed success.	Fails to provide for differentiated instruction for students with special needs.
i. Nimbleness	Defly adapts lessons and units to exploit teachable moments and correct misunderstandings.	Is flexible about modifying lessons to take advantage of teachable moments.	Is focused on implementing lesson plans and sometimes misses teachable moments.	Is rigid and inflexible with lesson plans and rarely takes advantage of teachable moments.
j. Application	Consistently has students summarize and internalize what they learn and apply it to real-life situations.	Has students sum up what they have learned and apply it in a different context.	Asks students to think about real-life applications for what they are studying.	Moves on at the end of each lesson and unit without having students summarize.

Overall rating: ____ Comments:

- Provodite li (samo)evaluaciju nastavnog procesa?
 - Kako ju provodite?
- Kako planirate provoditi (samo)evaluaciju nastavnog procesa?



- savjeti za provođenje (samo)evaluacije nastavnog procesa:
 - postaviti četiri pitanja
 1. provjera znanja (osnovni pojam)
 2. provjera znanja (povezivanje / razumijevanje / primjena)
 3. što im se svidjelo na nastavi
 4. što bi na nastavi promijenili (i kako)
 - ocjena nije potrebna

Praktični savjeti - interpretacija

- savjeti za interpretaciju rezultata:
 - učenici ne razlikuju nastavu i nastavnika
 - učenici nisu stručnjaci
 - pristranost odgovora
 - **kvalitativna interpretacija** rezultata
 - korištenjem predloženog upitnika (4 pitanja) dobiva se povratna informacija o:
 1. znanju učenika koji evaluira nastavnika
 - težina koju se pridaje rezultatu pojedinog upitnika
 2. što je **učenik** primijetio kao pozitivno
 3. što se **učeniku** nije svidjelo na nastavi
 - kako bi se to moglo unaprijediti

Praktični savjeti - provođenje

- kada provoditi (samo)evaluaciju:
 - samoevaluaciju provoditi na kraju svakog održanog sata
 - upitnik provoditi na kraju polugodišta/šk. godine
- vremensko trajanje
 - 15-ak minuta
 - vrijeme za učenike da promisle

- (samo)evaluaciju je poželjno provoditi
 - refleksija nakon nastavnog sata
 - upitnik na kraju polugodišta/šk. godine
- voditi računa o interpretaciji rezultata
- **primijeniti rezultate** (samo)evaluacije
- usmjeriti se na postavljene ciljeve
- evaluacija je **proces**

Popis izvora

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Zahvaljujem na pažnji!

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