# COURSE OUTLINE

## ASSESSMENT: THEORETICAL APPROACHES AND APPLICATIONS IN EDUCATION

## 1. GENERAL

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|---|---|---|---|
| **SCHOOL** | CLASSICS AND HUMANITIES | | |
| **DEPARTMENT/UPS** | HUMANITIES / PHILOLOGY, HISTORY AND ANTHROPOLOGY | | |
| **LEVEL OF STUDIES** | UNDERGRADUATE – LEVEL 6 | | |
| **COURSE CODE** | XXXXX | **SEMESTER** | 8TH |
| **COURSE TITLE** | ASSESSMENT: THEORETICAL APPROACHES AND APPLICATIONS IN EDUCATION | | |

| **TEACHING ACTIVITIES** *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.* | **TEACHING HOURS PER WEEK** | **ECTS CREDITS** |
|---|---|---|
| | 3 | 5 |
| *Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.* | | |

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| **COURSE TYPE** *Background, General Knowledge, Scientific Area, Skill Development* | SCIENTIFIC AREA |
| **PREREQUISITES:** | NO |
| **TEACHING & EXAMINATION LANGUAGE:** | GREEK |
| **COURSE OFFERED TO ERASMUS STUDENTS:** | YES |
| **COURSE URL:** | https://eclass.duth.gr/courses/XXXXXX/ |

## 2. LEARNING OUTCOMES

**Learning Outcomes**
*Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.*

With this course, students are expected to:
• Secure general and specific methodological tools for successful evaluation.
• Select and prepare the main materials and resources necessary for implementing the evaluation.
• Design, organize, and carry out evaluation programs or activities in education.
• Evaluate any group of human agents within an educational system.

**General Skills**
*Name the desirable general skills upon successful completion of the module*

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| *Search, analysis and synthesis of data and information, ICT Use* | *Project design and management* |
| *Adaptation to new situations* | *Equity and Inclusion* |
| *Decision making* | *Respect for the natural environment* |
| *Autonomous work* | *Sustainability* |
| *Teamwork* | *Demonstration of social, professional and moral responsibility and sensitivity to gender issues* |
| *Working in an international environment* | *Critical thinking* |
| *Working in an interdisciplinary environment* | *Promoting free, creative and inductive reasoning* |
| *Production of new research ideas* | |

• Search, analysis, and synthesis of data and information, utilizing the necessary technologies
• Decision-making
• Independent work
• Teamwork
• Work in an interdisciplinary environment
• Generation of new research ideas
• Project design and management
• Exercise of critical and self-reflective thinking

| • Promotion of free, creative, and inductive thinking |
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## 3. COURSE CONTENT

1. The theoretical background of evaluation. The main evaluation theories.
2. Quality in education and evaluation, with particular reference to the Greek reality. The institutional framework of evaluation. The role of evaluation in the curriculum. The institutional framework and philosophy of student evaluation.
3. Evaluation methodology. Entities, types of evaluation, approaches, methods, techniques, tools and materials, processes, principles. The subjects, purposes, and criteria in evaluation.
4. Evaluation of human agents in education and non-human factors in education. Organization and presentation of evaluation results. Evaluation of programs and evaluation processes.
5. Methodology and preparation of tools and materials for student evaluation.
6. Methods of evaluating assignments, assessment of written exams. Analysis of exam results. Interpretation of grades.
7. The impact of socio-economic and cultural factors on student performance.
8. Descriptive evaluation of students. Types of descriptive evaluation - applications.
9. Self-assessment and peer assessment of students. The student's performance and activity portfolio (portfolio). Creation of a portfolio.
10. Differentiated instruction and differentiation of final learning products.
11. Tools for differentiating final products in the classroom. Differentiation of the assessment of student performance.
12. Presentation of assignments.
13. Reflection.

## 4. LEARNING & TEACHING METHODS - EVALUATION

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| **TEACHING METHOD**<br>*Face to face, Distance learning, etc.* | • Lectures<br>• Active learning (hands-on learning) - Experiential learning<br>• Collaborative learning |
| **USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT)**<br>*Use of ICT in Teaching, in Laboratory Education, in Communication with students* | Use of ICT in teaching and communication with students<br>• PPT presentations<br>• Teaching material, announcements and communication through the eClass platform<br>• Student study of supplementary material related to course content<br>• Communication with students via email |

| **TEACHING ORGANIZATION**<br>*The ways and methods of teaching are described in detail.*<br>*Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.*<br><br>*The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.* | Activity | Workload/semester |
|---|---|---|
| | Lectures | 39 |
| | Essay | 60 |
| | Project Presentation | 10 |
| | Study and analysis of bibliography | 37 |
| | Written examination | 4 |
| | Total | 150 |

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| **STUDENT EVALUATION**<br>*Description of the evaluation process*<br><br>*Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others*<br><br>*Please indicate all relevant information about* | **Formative Assessment**<br>• Mid-term written examination: 15%<br>• Essay (compulsory): 30%<br>• Final written examination: 55% |

| *the course assessment and how students are informed* | |
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## 5. SUGGESTED BIBLIOGRAPHY

**Greek-language bibliography:**

Δημητρόπουλος, Ε. (1994). Εκπαιδευτική Αξιολόγηση. Μέρος Πρώτο: Η Αξιολόγηση της Εκπαίδευσης και του Εκπαιδευτικού Έργου. Αθήνα: εκδόσεις Γρηγόρης.

Δημητρόπουλος, Ε. (1994). Εκπαιδευτική Αξιολόγηση. Μέρος Δεύτερο: Η Αξιολόγηση του Μαθητή, Αθήνα: Εκδόσεις Γρηγόρης.

Ευρωπαϊκή Επιτροπή (2000). Πρόταση περί Ευρωπαϊκής Συνεργασίας για την Αξιολόγηση της Ποιότητας στη Σχολική Εκπαίδευση, COM(2000) 523 τελικό Βρυξέλλες, 03.08.2000.

Ευρωπαϊκή Επιτροπή (2000). Ευρωπαϊκή Έκθεση για την Ποιότητα της Σχολικής Εκπαίδευσης: Δεκαέξι Δείκτες Ποιότητας, Βρυξέλλες, Μάιος 2000.

Ευρωπαϊκό Πρότυπο Σχέδιο για την Αξιολόγηση της Ποιότητας της Σχολικής Εκπαίδευσης (1997). Πρακτικός Οδηγός για την Αυτο-Αξιολόγηση, Πρόγραμμα Σωκράτης, Δράση ΙΙΙ.3.1.

Κασσωτάκης, Μ.(2013). Η Αξιολόγηση της Επίδοσης των Μαθητών: Θεωρητικές Προσεγγίσεις και Πρακτικές Εφαρμογές. Αθήνα: Εκδόσεις Γρηγόρη.

**Foreign-language bibliography:**

Antoniou, P. & Kyriakides, L. (2011). The impact of a dynamic approach to professional development on teacher instruction and student learning: results from an experimental study. School Effectiveness and School Improvement, 22(3), 291-311.

Blanchard, J. (2002). Teaching and Targets. Self-Evaluation and School Improvement. London and New York: Routledge Farmer.

Creemers, B. P. M. & Kyriakides, L. (2008). The dynamics of educational effectiveness: a contribution to policy, practice and theory in contemporary schools. London and New York: Routledge.

Nevo, D. (2002). Dialogue evaluation: Combining internal and external evaluation. In: Nevo D. (Ed.). School-based evaluation: An international perspective (3-16). Emerald Group Publishing Limited.

OECD (2013). Synergies for better learning. An international perspective on evaluation and assessment. Paris: OECD. Senge, P. (1990). The Fifth Discipline: The art and practice of the learning organization. New York: Doubleday.

# ANNEX OF THE COURSE OUTLINE

## Alternative ways of examining a course in emergency situations

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| **Teacher (full name):** | I. KORRE |
| **Contact details:** | ikorre@helit.duth.gr |
| **Supervisors: (1)** | YES |
| **Evaluation methods: (2)** | Mid-term written examination: 15%<br>Essay (compulsory): 30%<br>Final written examination: 55% |
| **Implementation Instructions: (3)** | The written exams (both mid-term and final) will be conducted via the eClass platform on a date and time that will be announced in advance. Students will be informed of the exam duration and content well ahead of the scheduled exam.<br><br>The assignment must be submitted through eClass by a specified deadline. |

**(1)** Please write YES or NO

**(2)** Note down the evaluation methods used by the teacher, e.g.
  ➢ *written assignment* or/and exercises
  ➢ written or oral examination with distance learning methods, provided that the integrity and reliability of the examination are ensured.

**(3)** In the **Implementation Instructions** section, the teacher notes down clear instructions to the students:

  a) in case of **written assignment and / or exercises:** the deadline (e.g. the last week of the semester), the means of submission, the grading system, the grade percentage of the assignment in the final grade and any other necessary information.

  b) in case of **oral examination with distance learning methods:** the instructions for conducting the examination (e.g. in groups of X people), the way of administration of the questions to be answered, the distance learning platforms to be used, the technical means for the implementation of the examination (microphone, camera, word processor, internet connection, communication platform), the hyperlinks for the examination, the duration of the exam, the grading system, the percentage of the oral exam in the final grade, the ways in which the inviolability and reliability of the exam are ensured and any other necessary information.

  c) in case of **written examination with distance learning methods**: the way of administration of the questions to be answered, the way of submitting the answers, the duration of the exam, the grading system, the percentage of the written exam of the exam in the final grade, the ways in which the integrity and reliability of the exam are ensured and any other necessary information.

  There should be an attached list with the Student Registration Numbers only of students eligible to participate in the examination.