

GreenVETAfrica

Teachers training on Green Waste
Management
Module 2 - Digital Pedagogy
Date



Co-funded by
the European Union

2023-2024 GreenVETAfrica



GreenVETAfrica mission is to offer an innovative capacity building programme on Green Waste Management in Nigeria and Ghana

The evaluation of activities - Designing and testing cooperative learning activities

Unit 2 – Lesson 5

Unit objective:

- Develop skills in evaluating activities and providing constructive feedback.
- Design and test engaging cooperative learning activities aligned with curriculum objectives.

Knowledge domain: Teaching and pedagogical methods



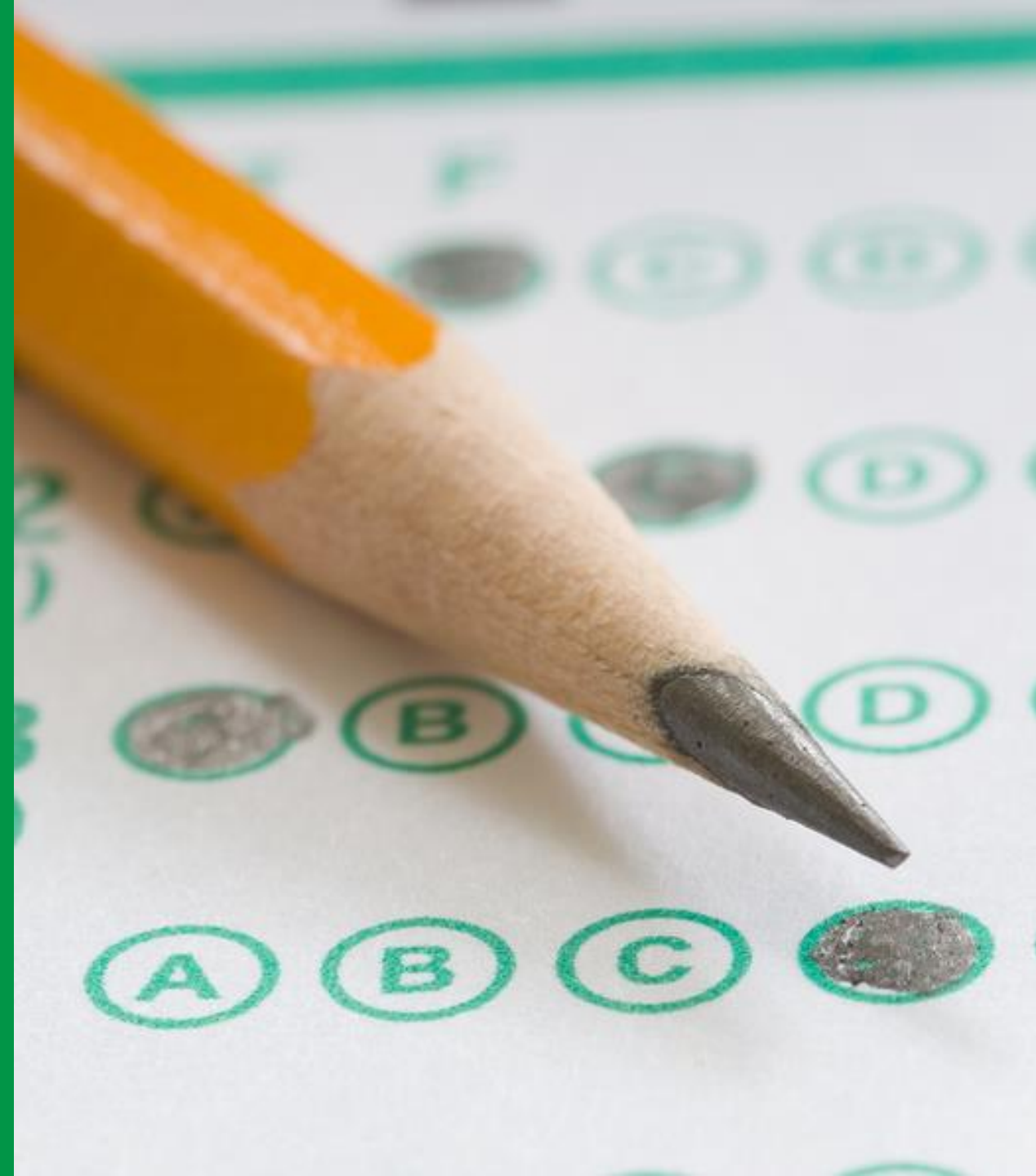
Why technologies are useful for evaluation?

- **Efficiency:** Technologies enable automated assessment processes, such as automatic correction of quizzes and tests, saving time and eliminating human error.
- **Consistency:** Digital tools ensure greater consistency in assessment, as they follow predefined criteria and customizable rubrics, reducing subjectivity.
- **Timely Feedback:** Technologies enable immediate feedback to students, helping them to quickly understand where they have made mistakes and improve their performance.



Why technologies are useful for evaluation?

- **Customization:** Some educational tools use machine learning to tailor assessment to individual student needs, adapting the level of challenge and type of questions.
- **Monitoring and Reporting:** Digital platforms offer the ability to monitor student progress over time, create detailed performance reports and identify any areas of difficulty.
- **Accessibility:** Educational technologies can be designed to be accessible to people with disabilities, enabling equitable assessment for all students.



Why technologies are useful for evaluation?

- **Variety of Formats:** Digital tools enable assessment in a variety of formats, including quizzes, assignments, collaborative projects, online surveys and discussions, adapting to different assessment needs.
- **Secure Archiving:** Digital assessment is often stored in a secure and accessible manner, enabling future reference and simplifying information management.
- **Multimedia Feedback:** Technologies allow the use of multimedia feedback, such as audio or video recordings, which can be more explanatory and useful for students.



Why technologies are useful for evaluation?

- **Formative Assessment:** Educational technologies facilitate formative assessment, which focuses on supporting and improving learning, rather than simply scoring it.



Socrative

| | |
|-----------------------------------|---|
| Link | http://www.socrative.com/ |
| In summary | Allows surveys, tests, and tests to be administered even in the form of team competitions. Test answers/results are returned in real time to the teacher organized within easily searchable tables. |
| It could be useful for: | <ul style="list-style-type: none">• Administering formative assessment activities• Organize challenges among students or groups of students• Keep track of students' learning progress• Have groups of students create a questionnaire on a specific topic and then propose it to their peers• Administer real-time surveys |
| Account: | Required only to create and manage quizzes and activities. In case you only need to answer questions, you can log in without registering by entering the activity ID created by the teacher. |
| Technical characteristics: | <ul style="list-style-type: none">• Web-based• An Android and ios app is also available that simplifies/easy to use on mobile devices |
| Similar instruments | <ul style="list-style-type: none">• Mentimeter - https://www.mentimeter.com/• Kahoot - https://getkahoot.com/ |



How can I properly evaluate a complex learning activity?

How can activities that combine the main teaching strategies seen so far in this course be evaluated?

Competency-based education

Flipped classroom

Meaningful learning

Cooperative Learning

How can I properly evaluate a complex learning activity?



Good learning pathway design is the first step to good assessment

Format



| | |
|--|--|
| Title | Choose a challenging title, preferably one that is posed in the form of a question that already makes the topic to be developed as a challenge - The teacher requests should be clear, leaving no interpretive doubts |
| Task | Clearly state the expected product and the work that will be required. |
| Expected time | It is good to clearly state the expected time frame for the activity, as one aspect to be considered in the evaluation will always be the ability to meet the time frame. |
| Working mode | It should be specified whether the task will be carried out in individual or group mode, how many members the groups will consist of, and the roles to be played by group members. |
| teaching tools and technologies | Indicate what resources students may have and what tools they may use to accomplish the task. |

Format



| | |
|------------------------|--|
| Activity Phases | The steps should scan the activities to be performed/completed to arrive at the task: <ul style="list-style-type: none">- explain the main steps through which to arrive at the goal;- indicate the technological tools to be used (e.g., online research, use particular apps etc.). |
| Self-assessment | The assessment should be shared with students from the beginning to make clear what to look out for. <ul style="list-style-type: none">- A 10-point checklist is recommended (to make the score resemble the grade in tenths)- The checklist should send students toward the goal of the activity |

Our Partners

Front Europe to Africa



GreenVETAfrica

Thank you



@GreenVETAfrica



www.linkedin.com/company/greenvetafrica/



Greenvetafrica



Co-funded by
the European Union

2023-2024 GreenVETAfrica

www.greenvetafrica.eu