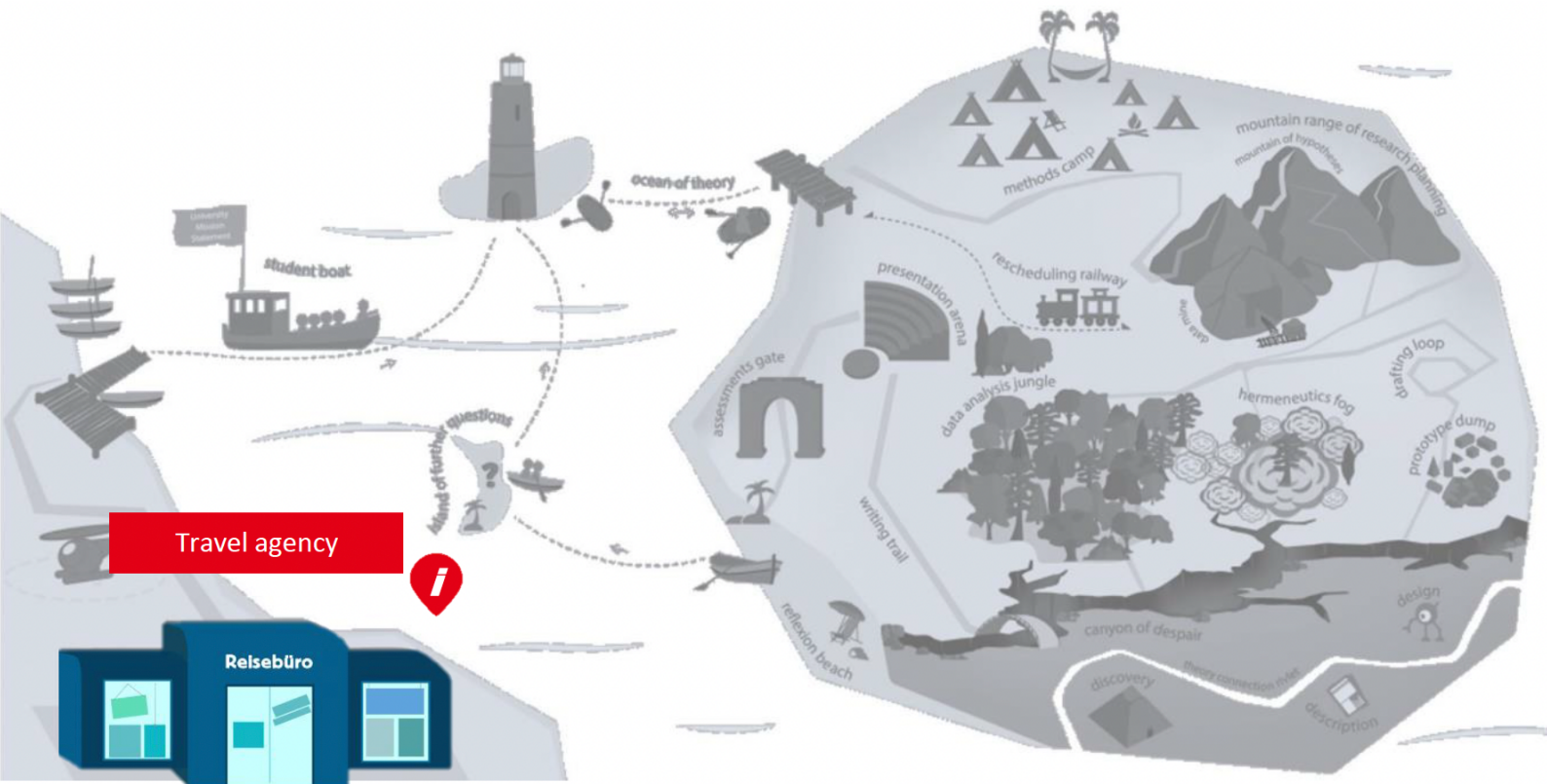




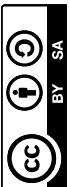
Evaluation

Vignette #19



KEYWORDS:

EVALUATION



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GEFÖRDERT VOM

#19: Evaluation



The following text sequence or vignette describes a situation in the context of a teaching that aims at research-based learning. The situation described challenges you as a teacher and may require you to act directly. The aim of the vignette is to allow you to think about what you are doing in such a situation or how you could prevent it. But you may also consider the situation to be problem-free and more conducive to learning. Either way you can preventively familiarize yourself with possible challenges and reflect upon your own evaluations and impulses for action.

The situations described are taken from interview data with coordinators of research-based learning projects and have been sharpened for the purpose mentioned above. The most common challenges in teaching courses to promote research-based learning have been selected and converted into vignettes.



Evaluation

You did it. You have prevailed against all opposition and now finally got the green light: you are allowed to conduct a course in the format of research-based learning. However, you got the message that it will only be continued if the evaluations turn out well. When you look at the standard evaluation forms, you immediately realise that they do not cover what your desired format is. You consider how you could evaluate your course in a different way and which components an evaluation needs in order to adequately capture the results.

Keywords: Evaluation



Reflective questions

The situation described above is a typical challenge that you could face if you implement research-based learning in your teaching. The following questions of reflection serve as impulses to look at such or similar situations from different perspectives and then to come to different decisions:

What do you want to find out with your evaluation?

What components does an evaluation need to capture your course?

Which evaluation methods do you already know and which of them could be used for research-based learning?

Are there colleagues who can support you in your evaluation or give you advice?

Fundamentals

The next section will first address fundamental issues.

Develop an own evaluation concept

Many research projects are too heterogeneous, even at the same department, to be represented by a uniform evaluation concept. It may therefore be worthwhile to develop your own concept – possibly in consultation with your evaluation office and your colleagues.

Make use of existing instruments

There may already be evaluation sheets at the faculty that contain at least some components related to research-based learning. If necessary, ask the evaluation office at your university. You will also find further suggestions on the „Island of Research“.

Cooperate with researchers that investigate the impact of RBL

For example, contact the „AG Forschendes Lernen“ of the DGHD. Some of their members have worked on the evaluation of research-based learning Specialist societies such as the DGHD (Deutsche Gesellschaft für Hochschuldidaktik, German Society for University Didactics) or the DGEval (Deutsche Gesellschaft für Evaluation, German Society for Evaluation) bring together expertise from various research projects on the topic of research-based learning.

Conduct an online evaluation

Use digital tools for evaluation or contact your evaluation office. This makes it easier, for example, to carry out a post-evaluation after a longer period of time. Furthermore, information in free text fields is easier to read.

Use customized EvaSys sheets

Talk to your evaluation office. If, for example, EvaSys is used at your university, you can probably have the questions adapted.

Framework of the evaluation

This section discusses possible aspects of the evaluation framework.

Conduct a pre- and post-evaluation

Evaluate at two points in time in order to be able to follow the development of your project more closely. Students could, for example, indicate their initial level of knowledge and competence in terms of research ability and then the change (they themselves observed).

Conduct a post-evaluation after 2 years

You design a questionnaire that will only be used two years after the end of the course. This allows the project to be evaluated against the background of the further course of the study.

Integrate into graduate survey

It may be possible for you to have some questions about the project and the relevance of research experienced with it integrated into the graduate survey, which will provide information about how your research project is seen in the context of the course of studies.

Organise the evaluation as a dissertation

In some cases, relevant evaluations have been developed as part of a PhD thesis.

Gathering informal feedback

Ask the students or the tutors regularly so that you can get feedback in between. You will also encourage students to reflect.

Possible content of the evaluation tool

Different possible topics of an evaluation tool are presented below.

Research relation

Was the research connection clearly visible? Which research skills could be improved? Which phases of a research process were completed independently?

Key Competences

How do students assess the growth or acquisition of key competences (such as presenting, moderating, but also specific research competences)?

Motivation

With what motivation did students take part in the project? Has the motivation with regard to further course of study changed through the participation? You can, for example, also find out the basic motivation for the studies.

Knowledge

Was there any prior knowledge? Was new knowledge built up? Could the contents be connected with existing knowledge or with the previous studies?

Scientific argumentation skills

Were there different opinions or conflicts? Did one's own point of view have to be defended?

Structure of the course

Was the structure of the course understandable and helpful for the students?

Satisfaction

How satisfied were students with the course?

Free text fields

The information in the free text fields can contain very valuable feedback – for example, topics that were not even considered in the evaluation concept.

