Evaluation of the Learning Success in Projects

PIA2
P R O J E C T

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Content

Main premises "Teaching and Examination":

- **Exams provide structure formation in teaching.** It means on the one hand, that the decision on *how to evaluate* includes the decisions on *how to teach* and *how to learn*. On the other hand, knowledge tests at the end of a unit or a course, regardless of whether they are carried out in writing or orally, require a purely cognitive, teacher-centred teaching.

- **Teacher-centred teaching does not represent the *real* problem**. Didactically provided knowledge on a knowledge-based method by the teacher is not only useful but necessary in a society in which the knowledge increases almost explosively. Teacher-centred teaching is a very *efficient* way of teaching, since it saves time through the fact that learners benefit from the experience and knowledge of the teacher. The real problem is not the instruction-oriented and teacher-centred teaching, but the extensive absence of other forms of teaching which enable the learners to gain their *own experience* in an *experiential form of teaching*.

- **Experience-based teaching facilitates the development of professional *and* personal skills.** The goal of an experiential form of teaching is, as well as in knowledge-based teaching, that *knowledge* is developed in a specific professional domain. However, experience-based teaching reaches further: the aim is also to develop *skills* and *abilities* in a specific professional domain. And this goal does not yet describe completely by itself the value of experience-based teaching: in an experience-oriented teaching, a learner can develop different *personal skills* such as the ability to decide independently, or the capability to communicate and to cooperate with others.

- **Experience-based teaching requires experience-based examination.** To examine learning success in an experience-based teaching exclusively through a knowledge test would be tantamount to an examination of the four basic arithmetic operations, which includes only tasks for the addition. As an experience-based teaching allows to achieve a variety of objectives, the examination of learning success must accordingly be designed in a varied way. It is required a multidimensional examination, not a one-dimensional examination of the learning success.

Main premises "Educational Goals and Learning Objectives":

- **Educational goals are based on a social consensus on values.** Therefore they depend both on the social context and on the culture of a society, its traditions, history and customs.

- **Educational goals are more**: Educational goals include, on the one hand, (1) the development of the ability to integrate oneself into a social context, and on the other hand, (2) the development of the ability to develop further this social context. However, society is conceivable, either locally or regionally. Societies are in contact with each other, interact and unfortunately are often in conflict. Therefore educational goals always aim for (3) the development of the ability to transcend one's own personal and social boundaries, to deal with the foreign, to develop an understanding of the other, to recognize diversity, and to be able to deal with the diversity of people and cultures responsibly.

- **Educational goals form the basis of learning objectives:** On the one hand, educational goals are specified and verifiable by means of learning goals. On the other hand, educational goals can never be fully described in learning objectives, since learning objectives are necessarily orientated towards a learning process in a given period of time and in a particular context, and since learning objects also provide the required reference framework at a particular time in order to evaluate a completed learning process. Moreover, educational goals build a framework for a lifelong process of development in an ever-changing society, in a constantly changing world.

- **Learning objectives require continuous reflection and adaptation.** Learning objectives are defined at a particular time for a certain period of time and a certain context. Therefore, they are provisional and always require an ongoing reflection and adaptation. In this sense, the following learning objectives are only provisional proposals.

Main premise "Vocational Competence"

As a learning goal for project-based learning and work in the classroom we define "Vocational Competence" which we divide into three dimensions: personal learning objectives, social learning objectives and professional learning objectives.

(1) Personal learning objectives:

- Development of self-reliance
- Development of responsibility

(2) Social learning objectives:

- Development of communication skills
- Development of cooperation and conflict solving skills

(3) Professional learning objectives:

- Development of professional skills in an specific domain
- Development of professional problem solving skills (project management)

Learning objectives in terms of (a) the ability to reflect, (b) learning itself (learning to learn), and (c) knowledge and application of methods are not shown as independent dimensions, since these form *cross-sectional dimensions* and since they are included in the personal, social and professional learning objectives.

Main premise "Learning Success = Learning Process + Learning Outcome"

In contrast to the knowledge-based teaching, in the experience-based teaching, personal and social learning objectives can be identified and evaluated in the *learning process*. Professional learning objectives are identified and evaluated through the *learning outcome* (product or service). Learning process and learning outcome together constitute the basis for the evaluation of learning success.

Priorities in Teaching –a Non-Trivial Question

A basic question of the evaluation is which priorities teaching should have. Are personal and social learning objectives in the foreground, are the three learning objectives of equal value or should the professional dimension have a higher weight? In order to be able to act professionally, the single focus on professional learning objectives is not enough. What is needed is rather the orientation to all three learning objectives. Professional actions are always involved in a social context which requires both personality and professional skills. The target of a vocational course can neither be a

socially incompetent skilled worker, nor a professionally incompetent social worker. The answer to the question what is the right priority can be different according to the current learning context (= the other options in an educational program). We distinguish between two settings: (1) If the project teaching is located in a learning context that is predominantly professionally and cognitive oriented, the social and personal learning objectives will have to be more weighted. (2) If the project teaching is located, however, in a learning context which already enables personal and social experiences, then the weighting may be different. Here are the suggestions for weighting:

Version 1: Learning context is mainly professionally and cognitively oriented.	
Personal learning objectives	30 %
Social learning objectives	30 %
Professional learning objectives	40 %
Total weight	*100 %*

Version 2: In the learning context, the three learning objectives are already well balanced.	
Personal learning objectives	25 %
Social learning objectives	25 %
Professional learning objectives	50 %
Total weight	*100 %*

An evaluation proposal for version 1 is presented below, since it is assumed that a predominantly professional and cognitive oriented learning context is the general rule.

Tools to Evaluate the Three Dimensions

The following table gives an overview of the evaluation tools for the three dimensions.

Learning objectives	Assessment	Tool	Weighting
Personal learning objectives	Evaluation on the learning process	Informative preliminary talk	0 %
		1. Process monitoring and evaluation	0 %
		Feedback - review	0 %
		2. Process monitoring and evaluation	15 %
		Feedback - final interview	15 %
Social learning objectives	Evaluation on the learning process	Informative preliminary talk	0 %
		1. Process monitoring and evaluation	0 %
		Feedback - review	0 %
		2. Process monitoring and evaluation	15 %
		Feedback - final interview	15 %
Professional learning objectives	Evaluation on the learning outcome	Created service/product	10 %
		Colloquium	10 %
		Presentation	10 %
		Documentation	10 %
Total weight			*100 %*

Evaluation on the Learning Process

Social and personal learning goals are monitored and assessed separately. However, they are discussed in the same feedback meeting - but one by one.

- **Informative preliminary talk:** In the informative preliminary talk the teacher explains the criteria for assessment to the student. In this preliminary informative talk the learner should carry out a

self-assessment regarding the evaluation criteria (see appendix: "Sample Evaluation Form - Students: Personal and social learning objectives"). The result of the informative preliminary talk is not included in the overall evaluation.

- **1st Process monitoring and evaluation:** To approximately half the duration of the project (for instance, a project with a duration of four weeks = two weeks), the teacher observes the students and undertakes an assessment (see Appendix: "Sample Evaluation Form - Teacher: Personal and social learning objectives"). The result of the first process monitoring and evaluation is not included in the overall evaluation.

- **Feedback - review:** Halfway through the project, the teacher gives the students a feedback-review. The basis of the feedback conversation is, on the one hand, the self-assessment of learner (see Appendix: "Sample Evaluation Form - Students: Personal and social learning objectives") and on the other hand, the records from the first process monitoring (see Appendix: "Sample Evaluation Form - Teacher: Personal and social learning objectives"). The result of the feedback-review is not included in the overall evaluation.

- **2nd Process monitoring and evaluation:** In the second half of the project (for instance, a project with a duration of four weeks = after two weeks) the teacher observes the learner and carries out an assessment (see Appendix: "Sample Evaluation Form - Teacher: Personal and social learning objectives"). The result of the second process monitoring and evaluation is included in the overall evaluation.

- **Feedback - final interview:** At the completion of the project, the teacher performs a final feedback-interview with the learner which is based on the results of the feedback-review, the self-evaluation of the student as well as the recording of the second process monitoring. The result of the final feedback- interview is included in the overall evaluation.

Evaluation on the Learning Outcome

The evaluation takes place at the completion of the project.

- **Created service or product:** For this we give no criteria, as these derive from the respective product or service. For example, in a project that has to do a catering by contract, the "compliance with hygienic formalities" could be a criterion. In contrast to this, "compliance with security formalities" could be a criterion in a project where a technical product is developed. The evaluation of the service or product is included in the overall evaluation.

- **Colloquium:** In the center of the colloquium (= oral exam) are the service or product created, and respective professional basics as well as technically related areas. For this we also give no criteria, as they result from the respective product or service. The colloquium can take place at the same time with the final feedback- interview. The evaluation (on the one hand, personal and social learning objectives and, on the other hand, professional learning objectives) is, however, separately. The evaluation of the colloquium is included in the overall evaluation.

- **Presentation:** At the presentation, the project team presents *orally* the technical approach, the project management as well as their result, the product or service created. Each team member performs his or her own part, which will be evaluated. For the evaluation of the presentation, we have developed an evaluation scheme. The evaluation of the presentation is included in the overall evaluation.

- **Documentation:** In the documentation, the project team presents *in writing form* the technical approach, the project management as well as their result, the product or service created. For the

evaluation of the documentation, we have developed an evaluation scheme. The evaluation of the documentation is included in the overall evaluation.

Personal and Social Learning Objectives: Self-Evaluation and External Evaluation

The students do a self-evaluation on the achievement of their personal and social learning objectives. This process of self-evaluation draws attention and initiates reflection.

The self-evaluation itself is not directly part of the external evalution. Evaluation is the responsibility of the teacher. However, in the final feedback-interview it is taken into account how a student reflects and justifies his or her own evaluation and actions. Therefore, (1) process monitoring and evaluation (evaluation only by the teacher) *and* (2) evaluation of the final feedback-interview (evaluation by the teacher considering the students reflections) are considered separately in the overall evaluation.

The feedback-review in the middle of the project duration, which is not part of the overall evaluation, prepares the students for the above described final feedback-interview. The feedback-review also has the function to distinguish clearly between the trial phase (first half of the project) and the assessed serious phase (second half of the project).

Evaluation of Personal and Social Learning Objectives

A social as well as an individual norm of evaluation have been applied.

- **Initial level:** The initial level of a student is evaluated (low = 1 point, rather low = 2 points, medium = 3 points, rather high = 4 points, high = 5 points) in relation to other students (social reference norm). The initial level is evaluated at *the beginning of the second half of the project* (point of time). The evaluation of initial levels favours students with a rather high entry level and puts students with a rather low initial level at a disadvantage.
- **Development of performance:** Moreover, the development of performance of a student is evaluated (low = 1 point, rather low = 2 points, medium = 3 points, rather high = 4 points, high = 5 points) relative to his/her initial level (individual reference norm). The development of performance is evaluated *during the second half* of the project (period of time), but concerning his/her own level at the beginning of the second half of the project. The evaluation of the development of performance favours students with a rather low initial level and puts students with a rather high initial level at a disadvantage.
- **Grade 1 (50 %):** 50% of the overall grade is attributable to the sum of the single points of initial level and level of development of performance. By calculating the sums no discrimination takes place. All students have the same chance to get a good grade.
- **Grade 2 (50 %):** 50% of the overall grade is attributable to the level of reflection, which is evaluated in the final feedback-interview (low = 1 point, rather low = 2 points, medium = 3 points, rather high = 4 points, high = 5 points).
- **Overall Grade:** The overall grade is the result of the following formula
  Overall Grade = ½ (Initial Level + Development of Performance) + Level of Reflection

Evaluation Sheet

The table below shows the above mentioned six learning objectives of the three dimensions for which tools for "evaluation on the learning process" and "evaluation on the learning outcome" have been assigned (including reference to evaluation sheets which are applicable for this).

Evaluation Sheet

Evaluation forms	Sample Evaluation Form	Learning objectives						Personal learning objectives					Social learning objectives					Professional learning objectives			
		Self-reliance	Responsibility	Communication skills	Cooperation and conflict solving skills	Professional skills (domain)	Professional problem-solving skills (PM)	Informative preliminary talk	1. Process monitoring and evaluation	Feedback - review	2. Process monitoring and evaluation	Feedback - final interview	Informative preliminary talk	1. Process monitoring and evaluation	Feedback - review	2. Process monitoring and evaluation	Feedback - final interview	Service/product created	Colloquium	Presentation	Documentation
Students: Personal and social learning objectives	X	X	X	X	X			X		X		X	X		X		X				
Teacher: Personal and social learning objectives	X	X	X	X	X			X	X	X	X	X	X	X	X	X	X				
Teacher: Service/product created	*					X												X			
Teacher: Colloquium	*					X													X		
Teacher: Presentation	X					X	X													X	
Teacher: Documentation	X					X	X														X
* = The evaluation depends on the specific project order resp. on the service/product to be created.																					

Sample Evaluation Form - Students: Personal and social learning objectives

Self-evaluation of the Student: _____

☐ **Preliminary talk**   ☐ **Feedback - review**   ☐ **Feedback - final interview**

Personal learning objectives		rarely	now and then	often	very often
Self-reliance	I finish my work on time and I do not need to be urged or reminded by others.	☐	☐	☐	☐
	I finish my work thoroughly, even if I am not in the mood.	☐	☐	☐	☐
	I get missing information by myself.	☐	☐	☐	☐
	I look for solutions to a problem and do not wait until someone presents me the solution.	☐	☐	☐	☐
	I get a clear look at my tasks and consider how I best solve them.	☐	☐	☐	☐
Responsibility	I am reliable; people can rely on me.	☐	☐	☐	☐
	I do not cop out of tasks and also I take on unpopular tasks.	☐	☐	☐	☐
	I make sure that we reach our goal together as a team.	☐	☐	☐	☐
	I do not cop out of decisions, I take responsibility in a team and I do not look for excuses.	☐	☐	☐	☐
	I pay attention when I handle tangible objects so that nothing gets broken.	☐	☐	☐	☐

Social learning objectives		rarely	now and then	often	very often
Communication	I listen to others carefully and try to understand their point of view.	☐	☐	☐	☐
	I explain the reasons of my own behavior to others.	☐	☐	☐	☐
	I inform the others timely, understandable and fully.	☐	☐	☐	☐
	I can also comment on unpleasant things so that the other person does not feel injured.	☐	☐	☐	☐
	In a conversation I can also retract myself and let others have their say.	☐	☐	☐	☐
Cooperation & Conflicts	I make sure that nobody is left behind in the team and everyone can participate.	☐	☐	☐	☐
	I stick to rules and agreements.	☐	☐	☐	☐
	If I see that classmates have difficulties with their work, then I try to help.	☐	☐	☐	☐
	I can accept that opinions may be different.	☐	☐	☐	☐
	I can strike a compromise.	☐	☐	☐	☐

Sample Evaluation Form - Teacher: Personal and social learning objectives 1.1

Student: _____

Informative preliminary talk & 1st Process monitoring	

Informative preliminary talk & 1st Process monitoring

The following three goals are part of the informative preliminary talk "personal and social learning objectives":
(1) Students understand the elements of action and can link them with their own experiences.
(2) Students commit themselves to a total of eight elements of action (two per category), in whose development they want to focus their attention during the first half of the project.
(3) Students understand the process.

Questions for the preliminary talk "Personal Objectives":

- "In which situation have you ever been successfully able to act independently? Can you describe this situation? How did it start, what have you done?"
- "In doing so, which personal elements of action were very important? Which were less important? Why?"
- "In which elements of action (two per category) do you want to improve and to pay special attention to during the first half of the project?"
- "Up to half of the project, I will pay special attention on these elements of action and give you feedback on them in the feedback-review. The first half of the project is useful to practice and is not yet evaluated. It will be evaluated and graded in the second half of the project."

Self	I finish my work on time and I do not need to be urged or reminded by others.	☐
	I finish my work thoroughly, even if I am not in the mood.	☐
	I get missing information by myself.	☐
	I look for solutions to a problem and do not wait until someone presents me the solution.	☐
	I get a clear look at my tasks and consider how I best solve them.	☐

1st Process monitoring: Please take note of situations where the elements of action were observed.

Respons.	I am reliable; people can rely on me.	☐
	I do not cop out of tasks and also I take on unpopular tasks.	☐
	I make sure that we reach our goal together as a team.	☐
	I do not cop out of decisions, I take responsibility in a team and I do not look for excuses.	☐
	I pay attention when I handle tangible objects so that nothing gets broken.	☐

1st Process monitoring: Please take note of situations where the elements of action were observed.

Sample Evaluation Form - Teacher: Personal and social learning objectives 1.2

Student: _____

Informative preliminary talk & 1st Process monitoring

Questions for the talk "Social Objectives":

- "In which situation have you ever worked successfully with others? Can you describe this situation? How did it start, what have you done?"
- "In doing so, which social elements of action were very important? Which were less important? Why?"
- "In which elements of action (two per category) do you want to improve and to pay special attention to during the first half of the project?"
- "Up to half of the project, I will pay special attention on these elements of action and give you feedback on them in the feedback-review. The first half of the project is useful to practice and is not yet rated. It will be evaluated and graded in the second half of the project."

Comm.	I listen to others carefully and try to understand their point of view.	☐
	I explain the reasons of my own behavior to others.	☐
	I inform the others timely, understandable and fully.	☐
	I can also comment on unpleasant things so that the other person does not feel injured.	☐
	In a conversation I can also retract myself and let others have their say.	☐

1st Process monitoring: Please take note of situations where the elements of action were observed.

Coop.	I make sure that nobody is left behind in the team and everyone can participate.	☐
	I stick to rules and agreements.	☐
	If I see that classmates have difficulties with their work, then I try to help.	☐
	I can accept that opinions may be different.	☐
	I can strike a compromise.	☐

1st Process monitoring: Please take note of situations where the elements of action were observed.

Sample Evaluation Form - Teacher: Personal and social learning objectives 2.1

Student: _____

	Feedback - review & 2nd Process monitoring	

Feedback - review & 2nd Process monitoring

The following three goals are part of the feedback-review "personal and social learning objectives":

(1) The teacher gives feedback, explains his/her observation and students understand the points to which the teacher pays special attention to.

(2) Students reflect on the situations observed by the teacher. The reflection consists (a) of the intellectual analysis of various alternative courses of action ("What would have happened if ...?") and also the analysis of the observed situation from (b) different positions ("What did XY think about it?", "How has it affected the behavior of XY"?).

(3) Students understand that the project phase which is being evaluated begins after the feedback-review and that now all the elements of action are in focus.

Self	I finish my work on time and I do not need to be urged or reminded by others.	☐
	I finish my work thoroughly, even if I am not in the mood.	☐
	I get missing information by myself.	☐
	I look for solutions to a problem and do not wait until someone presents me the solution.	☐
	I get a clear look at my tasks and consider how I best solve them.	☐

2nd Process monitoring: Please take note of situations where the elements of action were observed.

Respons.	I am reliable; people can rely on me.	☐
	I do not cop out of tasks and also I take on unpopular tasks.	☐
	I make sure that we reach our goal together as a team.	☐
	I do not cop out of decisions, I take responsibility in a team and I do not look for excuses.	☐
	I pay attention when I handle tangible objects so that nothing gets broken.	☐

2nd Process monitoring: Please take note of situations where the elements of action were observed.

Sample Evaluation Form - Teacher: Personal and social learning objectives 2.2

Student: _____

Feedback - review & 2nd Process monitoring		

Comm.	I listen to others carefully and try to understand their point of view.	☐
	I explain the reasons of my own behavior to others.	☐
	I inform the others timely, understandable and fully.	☐
	I can also comment on unpleasant things so that the other person does not feel injured.	☐
	In a conversation I can also retract myself and let others have their say.	☐

2nd Process monitoring: Please take note of situations where the elements of action were observed.

Coop.	I make sure that nobody is left behind in the team and everyone can participate.	☐
	I stick to rules and agreements.	☐
	If I see that classmates have difficulties with their work, then I try to help.	☐
	I can accept that opinions may be different.	☐
	I can strike a compromise.	☐

2nd Process monitoring: Please take note of situations where the elements of action were observed.

Sample Evaluation Form - Teacher: Personal and social learning objectives 3.1

Student: _____

Feedback - final interview

The following three goals are part of the final feedback-interview "personal and social learning objectives":

(1) The teacher gives feedback, explains his/her observation and students understand the points to which the teacher pays special attention to.

(2) Students reflect on the situations observed by the teacher. The reflection consists (a) of the intellectual analysis of various alternative courses of action ("What would have happened if ...?") and also the analysis of the observed situation from (b) different positions ("What did XY think about it?", "How has it affected the behavior of XY"?).

(3) The teacher explains his/her evaluation (initial level, development of performance and reflection level) and provides guidance on how the students can continue to improve.

Self	I finish my work on time and I do not need to be urged or reminded by others.	☐
	I finish my work thoroughly, even if I am not in the mood.	☐
	I get missing information by myself.	☐
	I look for solutions to a problem and do not wait until someone presents me the solution.	☐
	I get a clear look at my tasks and consider how I best solve them.	☐

Notes on the level of reflection:

Respons.	I am reliable; people can rely on me.	☐
	I do not cop out of tasks and also I take on unpopular tasks.	☐
	I make sure that we reach our goal together as a team.	☐
	I do not cop out of decisions, I take responsibility in a team and I do not look for excuses.	☐
	I pay attention when I handle tangible objects so that nothing gets broken.	☐

Notes on the level of reflection:

Sample Evaluation Form - Teacher: Personal and social learning objectives 3.2

Student: _____

	Feedback - final interview	
Comm.	I listen to others carefully and try to understand their point of view.	☐
	I explain the reasons of my own behavior to others.	☐
	I inform the others timely, understandable and fully.	☐
	I can also comment on unpleasant things so that the other person does not feel injured.	☐
	In a conversation I can also retract myself and let others have their say.	☐

Notes on the level of reflection:

Coop.	I make sure that nobody is left behind in the team and everyone can participate.	☐
	I stick to rules and agreements.	☐
	If I see that classmates have difficulties with their work, then I try to help.	☐
	I can accept that opinions may be different.	☐
	I can strike a compromise.	☐

Notes on the level of reflection:

Sample Evaluation Form - Teacher: Personal learning objectives: Evaluation

Student:		low	rather low	medium	rather high	high

Personal Learning Objectives

Self-reliance	Initial Level	Level of Development	Level of Reflection
I finish my work on time and I do not need to be urged or reminded by others.			
I finish my work thoroughly, even if I am not in the mood.			
I get missing information by myself.			
I look for solutions to a problem and do not wait until someone presents me the solution.			
I get a clear look at my tasks and consider how I best solve them.			
Responsibility	**Initial Level**	**Level of Development**	**Level of Reflection**
I am reliable; people can rely on me.			
I do not cop out of tasks and also I take on unpopular tasks.			
I make sure that we reach our goal together as a team.			
I do not cop out of decisions, I take responsibility in a team and I do not look for excuses.			
I pay attention when I handle tangible objects so that nothing gets broken.			

Total score:

Self-reliance	Initial level: ☐ (max. 25 points)	Level of development: ☐ (max. 25 points)	Score: ☐ (max. 50 points)
Responsibility	Initial level: ☐ (max. 25 points)	Level of development: ☐ (max. 25 points)	Score: ☐ (max. 50 points)
Total (Score Self-reliance + Score Responsibility)			Total: ☐ (max. 100 points)	½ Total: ☐ (max. 50 points)
Reflection			Total: ☐ (max. 50 points)	
Total Score Personal Learning Objectives = ½ (Total Score Self-reliance + Total Score Responsibility) + Reflection			Total: ☐ (max. 100 points)	

Sample Evaluation Form - Teacher: Social learning objectives: Evaluation

Student:	low	rather low	medium	rather high	high

Social Learning Objectives

Communication	Initial Level	Development of Performance	Level of Reflection
I listen to others carefully and try to understand their point of view.			
I explain the reasons of my own behavior to others.			
I inform the others timely, understandable and fully.			
I can also comment on unpleasant things so that the other person does not feel injured.			
In a conversation I can also retract myself and let others have their say.			
Cooperation and Conflict Solving	**Initial Level**	**Development of Performance**	**Level of Reflection**
I make sure that nobody is left behind in the team and everyone can participate.			
I stick to rules and agreements.			
If I see that classmates have difficulties with their work, then I try to help.			
I can accept that opinions may be different.			
I can strike a compromise.			

Total score:

Communication	Initial level:	☐ (max. 25 points)	Level of development:	☐ (max. 25 points)	Score: ☐ (max. 50 points)
Cooperation and Conflict Solving	Initial level:	☐ (max. 25 points)	Level of development:	☐ (max. 25 points)	Score: ☐ (max. 50 points)
Total (Score Communication + Score Cooperation and Conflict Solving)					Total: ☐ (max. 100 points) ½ Total: ☐ (max. 50 points)
Reflection					Total: ☐ (max. 50 points)
Total Score Social Learning Objectives = ½ (Total Score Communication + Total Score Cooperation and Conflict Solving) + Reflection					Total: ☐ (max. 100 points)

Sample Evaluation Form - Teacher: Presentation

Student: _____

		Strongly disagree	Disagree	Agree	Strongly agree	Score
Structure and Content	At the beginning of the presentation, an overview is given. An agenda is given.	1-2	3-5	6-8	9-10	
	The main part is clearly structured. There is a common thread running through the presentation.	1-2	3-5	6-8	9-10	
	The relevant technical contents are suitably formulated (oriented on target group).	1-2	3-5	6-8	9-10	
	The presentation is well-founded in content (sources are referenced) and factually correct.	1-2	3-5	6-8	9-10	
	The presentation closes with a summary and an outlook.	1-2	3-5	6-8	9-10	max. 50 points
Language and Content	The lecturer speaks to the audience.	1-3	4-6	7-9	9-12	
	The lecturer speaks clearly and understandably.	1-3	4-6	7-9	9-13	max. 25 points
Media and Direction	The use of media is appropriate and supports the presentation.	1	2	3	4-6,25	
	The design of the presentation is appealing and expressive.	1	2	3	4-6,25	
	The lecturer has a good time management and sticks to the time limit.	1	2	3	4-6,25	
	The direction of the team suits: tasks, order and transitions are clarified.	1	2	3	4-6,25	max. 25 points
Overall	max. 100 points					

Sample Evaluation Form - Teacher: Documentation

Student: _____

Outline of the Documentation	Comment	Score
Table of contents	**Complete? Clear structure?**	max. 10 points
Brief description of the project	**Ground or antecedents of the project, purpose, target, approach and results briefly and understandably shown?**	
Bibliography	**Are all sources mentioned quoted in the documentation? Are all sources listed?**	
Written Reflection	**Problem:** • How do you evaluate the technical difficulty of the project? • What have you learned? **Project Management:** • How do you evaluate your project planning and your project execution? • How do you explain any deviations from the plan? • What have you learned?	max. 20 points
Project Management Documents (Project Planning)	**Stakeholder Analysis** • Groups of people and institutions (stakeholders) are identified. • Interests and possible behavior of the stakeholders are identified and visualized. • Measures to be taken are identified and matched to the expected behavior.	max. 10 points
	Goal Matrix • The overall objective and sub-objectives (target results) are named. • The goals are SMART formulated and correspond with the assignment description. • Indicators for the achievement of the objectives are set out. • Prerequisites (KO-criteria) are named.	max. 10 points
	Phase Plan • The phases and milestones of the project are visualized completely and correctly.	max. 10 points
	Work Breakdown Structure • Sub-projects and work packages completely derived from the goal matrix. • The work packages have understandable designations. • The work packages are logically and functionally arranged in a hierarchical tree structure. • Responsibilities for work packages (possibly even sub-projects) are named.	max. 10 points
	Project schedule • The activities are disposed in a logical sequence in accordance with the work breakdown structure. • The individual phases of work are realistic. • The phases and milestones visualized are coordinated with the phase plan.	max. 10 points
Documentation of the Results	Presentation of the project results, e.g. product documentation, a concept or the detailed documentation of an event.	max. 20 points
Total score (max. 100 points)		