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**CM#1**

**PREPARATION WP1**

**Mapping course assessment tools (CATs)**

"EU partners and GE, IL teams will collect common course assessment tools in their institutions".

**Israel**

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| **Country** | **Institution** | **Instructional Activity** | **Context: course title** | **Assessment tools used** |
| Israel | KCJV | Problem-based learning [PBL] | 1. Formal and informal education in different communities A 2. Education and family in the era of information 3. Parents' intervention in education 4. Education for democratic citizenship | Test by the end of the course |
| Israel | KCJV | Value and Knowledge Education (VaKE) | Instructional methods B | Test by the end of the course |
| Israel | KCJV | Project-based learning [PjBL] | Experience in the field of community education | Test by the end of the course |
| Israel | KCJV | Game-based learning | 1. Instructional methods A 2. Formal and informal education in different communities A 3. Cultures and youth cultures | Test by the end of the course |

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| **Country** | **Institution** | **Instructional Activity** | **Context: course title** | **Assessment tools used** |
| Israel | HAC | Flipped classroom | Microbiology & Clinical Microbiology | Quiz |
| Israel | HAC | Problem-based learning (PBL) | Microbiology & Clinical Microbiology | Quiz |
| Israel | HAC | Value and Knowledge Education (VaKE) | Introduction to Patient Care | (formative assessment tool not in hand) |
| Israel | HAC | Evidence based practice ( EBV) | Ocular Anatomy | (formative assessment tool not in hand) |
| Israel | HAC | Evidence based practice ( EBV) | Theoretical Optometry B1theoropt | Quiz |
| Israel | HAC | Evidence based practice ( EBV) | Introduction to Patient Care | Quiz |
| Israel | HAC | Evidence based practice ( EBV) | Binocular Vision Lecture | students are taught to search PubMed or Google Scholar to find clinical / to read scientific papers / required to write up a case based on the scientific paper - assessed by lecturers  (formative assessment tool not in hand) |
| Israel | HAC | Evidence based practice ( EBV) | Clinical Optometry A B2clinoptA | Students are asked to find a research article relevant to curriculum and summarize it - assessed by lecturers  (formative assessment tool not in hand)  Students read scientific papers and present- assessed by lecturers  (formative assessment tool not in hand) |
| Israel | HAC | Evidence based practice ( EBV) | visual perception lab and course | The students are required to present articles- assessed by lecturers  (formative assessment tool not in hand) |
| Israel | HAC | Evidence based practice ( EBV) | Vision Therapy A | The students are required to prepare the management of Contact lens cases and they need to look up the scientific literature – assessed by lecturers  (formative assessment tool not in hand) |
| Israel | HAC | Evidence based practice ( EBV) | Contact Lenses | Each pair of students is carry out an original research on a topic related Optometry  (formative assessment tool not in hand) |

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| **Country** | **Institution** | **Instructional Activity** | **Context: course title** | **Assessment tools used** |
| Israel | SAKH | Problem-based learning [PBL]  Student tasks and activities consist of a set of problems based on intelligent use of computerized simulations | - Science and Technology: Sound, waves and communication systems in an electronic environment  - Quantitative Research Methods  - Exploring Cultures through Literature in English |  |
| Israel | SAKH | Value and Knowledge Education (VaKE) | - Arab Islamic Civilization | Execution task which includes: videos, images, texts analysis  (formative assessment tool not in hand) |
| Israel | SAKH | Project-based learning [PjBL] | - Qualitative Research Methods  - English Methodology I & II  - English Writing, I  - Writing B: Dealing with Diversity | Documentation  (formative assessment tool not in hand) |
| Israel | SAKH | Game-based learning [Gamification] | - Reading Strategies | Paper  (formative assessment tool not in hand/not clear) |
| Israel | SAKH | Case-based learning [CBL] | -Meaningful Learning  -Training for practicum in counseling  - Children Rights | Portfolio  Weekly reporting (formative assessment tool not in hand)  Field paper - assessed by lecturers |
| Israel | SAKH | Evidence-based learning [EBL] | -Group Facilitation | Weekly reporting from observation (formative assessment tool not in hand/ not clear) |
| Israel | SAKH | Place-based Learning (PLBL) | -Sustainability Implementation in Environment | Execution tasks: To what extent and how to use mapping technologies for building information stations, monitoring and follow up  (formative assessment tool not in hand/ not clear) |
| Israel | SAKH | Scenario- based e- learning | - Issues in Arab Education |  |
| Israel | SAKH | Project-based learning [PjBL] | - Program evaluation  - Construction of measurement  tools |  |
| Israel | SAKH | Problem-based learning [PBL] | - Profession and Ethics in Educational Counseling  - Study planning |  |
| Israel | SAKH | Value and Knowledge Education (VaKE) | - Didactic Workshop |  |
| Israel | SAKH | Case-based learning [CBL] | - Issues in Arab Education |  |

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| **Country** | **Institution** | **Instructional Activity** | **Context: course title** | **Assessment tools used** |
| Israel | Gordon College | Problem-based learning [PBL] | All departments: B.Ed.:  Special education  Kindergarten  Literacy  Mathematics  Bible  Communication  Med:  Department of Management  The Department of Education combines | The student doing research and prepare an academic paper  assessed by lecturers |
| Israel | Gordon College | Value and Knowledge Education (VaKE) | Parent - Teacher Relationships  Discipline problems | Research work under the supervision of the lecturer |
| Israel | Gordon College | Project-based learning [PjBL] | All departments: B.Ed.:  Special education  Kindergarten-*"Self-awareness for learning process"*  Literacy  Mathematics  Bible  Communication  Science  Med:  Department of Management  The Department of Education combines | The student doing research and prepare an academic paper - assessed by lecturers  Presentation of the group project or case assessed by lecturers |
| Israel | Gordon College | Game-based learning | Mathematics: B.Ed. | The student doing research and prepare an academic paper - assessed by lecturers |
| Israel | Gordon College | Online interdisciplinary course | Mathematics: B.Ed. | online tests and final test |
| Israel | Gordon College | Mathematics didactical seminar | Mathematics: B.Ed. | Research work under the supervision of the lecturer, a structured. The student doing research and prepare an academic paper - assessed by lecturers |
| Israel | Gordon College | Action research seminar | All departments: B.Ed.:  Special education  Literacy  Mathematics  Bible  Communication  Science | The student doing research and prepare an academic paper - assessed by lecturers |
| Israel | Gordon College | Outdoor activity | Nature and Environment in Kindergarten |  |

**Georgia**

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| **Country** | **Institution** | **Instructional Activity** | **Context: course title** | **Assessment tools used** |
| Georgia | ISU | Project-based learning [PjBL], Case study | Pedagogical Ethics | * Project Portfolio, * lecturer’s feedback, |
| Georgia | ISU | School practice,  Simulations of the lessons | Teaching and learning strategies | * Course Portfolio, * Entrance and Exit ticket. |
| Georgia | ISU | Problem-based learning [PBL] | Reading Strategies | * SWOT analysis - (formative assessment tool not in hand/ not clear) * lecturer’s feedback. |
| Georgia | ISU | Problem based Learning [PBL]  „critical friends” model | Pedagogical Reflection | * lecturer’s analyze of video recording, |
| Georgia | ISU | Project-based learning [PjBL] (Blog of each student and class Edmodo) | Medial Learning Environment while Learning English Language | * For summative assessment - test, the student uploads the second version of the task. |
| Georgia | ISU | Project-based learning [PjBL] (Investigated group projects) | Interdisciplinary approaches while teaching history. | lecture’s assessment while doing group projects. |
| Georgia | ISU | Project-based learning [PjBL], School practice | Teaching Practicum at Elementary School | * Course E-Portfolio * lecturer’s feedback |
| Georgia | ISU | Interactive teaching Methods, Simulations of the lessons | Mathematics at Elementary School | Intensive monitoring of group work and verbal and written feedback issued by lecturer. |

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| **Country** | **Institution** | **Instructional Activity** | **Context: course title** | **Assessment tools used** |
| Georgia | TSU | Problem-based learning | Formation of Identity in Multicultural Environment | Test |
| Georgia | TSU | Case-based learning | Multiethnic and Multicultural Georgia | Test |
| Georgia | TSU | Problem-based learning [PBL],  Case-based learning [CBL],  Game-based learning [Gamification],  Value and Knowledge Education (VaKE) | Intercultural Education - Pedagogical Approaches | Test |
| Georgia | TSU | Problem-based learning;  Case-based learning;  Project-based learning; | Children’s Rights in and Through Education | verbal comments |

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| **Country** | **Institution** | **Instructional Activity** | **Context: course title** | **Assessment tools used** |
| Georgia | SJSU | Problem-based learning [PBL] | General English; Sustainable development of Agriculture | Discussion, Debate (formative assessment tool not in hand/ not clear)  portfolio; |
| Georgia | SJSU | Project-based learning [PBL] | Project management; General English, Strategic management, Environment protection |  |
| Georgia | SJSU | Game-based learning | General English |  |
| Georgia | SJSU | Continuum | Democracy and Citizenship |  |
| Georgia | SJSU | Debate | Democracy and Citizenship | Assessment of Arguments (formative assessment tool not in hand/ not clear) |
| Georgia | SJSU | Bono’s 6 Hats | Democracy and Citizenship | Debriefing (formative assessment tool not in hand/ not clear) |
| Georgia | SJSU | Case Study | Criminal Law | Keep the Question Going, Summery (formative assessment tool not in hand/ not clear) |

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| **Country** | **Institution** | **Instructional Activity** | **Context: course title** | **Assessment tools used** |
| Georgia | SSU | Value and Knowledge Education (VaKE)  Heuristic Method | Multiethnic and Multicultural Georgia | Test |
| Georgia | SSU | Problem-based learning [PBL];  Case-based learning | Children’s Rights in and through Education | Test |
| Georgia | SSU | Project-based learning [PjBL];  Problem-based learning PBL | Pedagogical Approaches that Promote Inter-Cultural-Ethnic Relations in the Classroom | Test |

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| **Country** | **Institution** | **Instructional Activity** | **Context: course title** | **Assessment tools used** |
| Georgia | NCTPD | Case Study | Assessment in Georgian Language and Literature teaching |  |
| Georgia | NCTPD | Interactive games | Museum displays for the effectiveness of the teaching of Georgian Language and Literature | Observation –  (formative assessment tool not in hand/ not clear) |
| Georgia | NCTPD | Game-based learning | Music teaching methods |  |
| Georgia | NCTPD | Role-playing | Music teaching methods | Presentation assessed by lecturers  lecturer’s feedback |
| Georgia | NCTPD | Media analysis | Visual art teaching strategies | Discussion, Questionnaires; Essay  (formative assessment tool not in hand/ not clear) |
| Georgia | NCTPD | Sketching to learn | Visual art teaching strategies | Charts  (formative assessment tool not in hand/ not clear) |
| Georgia | NCTPD | Modeling | Planning of the Science teaching | Oral feedback |
| Georgia | NCTPD | Interactive Game “Migration” | Funny methods of teaching earth science | Oral feedback |
| Georgia | NCTPD | Game-based learning | Methods of teaching German language | Oral feedback |
| Georgia | NCTPD | Proust questionnaire | Teaching of the French language | Oral feedback |
| Georgia | NCTPD | Image description | Teaching of the Russian language | Oral feedback |
| Georgia | NCTPD | Questionnaire – Identification of violent actions | Preventing bulling in schools and promoting development of tolerant culture | Discussion about filled questionnaires, teacher's oral feedback |
| Georgia | NCTPD | Using of the reverse classroom method | Preventing bulling in schools and promoting development of tolerant culture | Discussion; oral feedback |
| Georgia | NCTPD | Comparing the historical sources | Method of teaching of history of the XIX-XX centuries | Oral comments |
| Georgia | NCTPD | Practical work | Subkect training program for teachers of primary level |  |
| Georgia | NCTPD |  | Effective strategies of teaching and learning | Written comments |

**EU**

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| **Country** | **Institution** | **Instructional Activity** | **Context: course title** | **Formative Assessment tools used** |
| Austria | PHDL | Inquiry-based Learning | Teaching and Learning | Discussion, peer assessment, participative assessment |
| Austria | PHDL | VaKE | Theories and concepts of education | Viability checks of the following types: argumentative, peer, reflective, social |
| Austria | PHDL | Problem-based Learning | Logopedics | Discussion |
| Austria | PHDL | Inquiry-based Learning | Social research | Discussion, peer assessment, participative assessment |
| Austria | PHDL | VaKE | Social research | Viability checks of the following types: argumentative, peer, reflective, social |
| Austria | PHDL | Inquiry-based Learning | Lesson planning | Discussion, peer assessment, participative assessment |

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| **Country** | **Institution** | **Instructional Activity** | **Context: course title** | **Formative Assessment tools used** |
| Germany | OFUB | Case-oriented learning | Teaching professionality | measuring students’ perception of the learning environment: asking for emotional, volitional and cognitive states at particular points during the course |
| Germany | OFUB | Learning by teaching,  added by frontal teaching and teacher-students-discussions | Advanced Scientific work | E-Quiz via Audience-response system as check of students’ understanding and starting point for deeper discussions  peer feedback after  students prepare statements for panel discussions and participate in a panel discussion in different roles |
| Germany | OFUB | Self regulated learning | Challenges in business education | Mindmaps/ Concept Maps,  Poster presentation as a simulation of the final test  Peer feedback |
| Germany | OFUB | Project based learning | Research projects in vocational and business education | Inbetween presentations, discussions and peer feedback,  feedback of experts  cooperation with practitioners |
| Germany | OFUB/ Projekt at Johannes Gutenberg-University Mainz (in summer term 2018) | Flipped Classroom with game based elements | Statistics | Regular e-Quiz throughout the semester;  audience response systems to discuss students solutions;  e-learning platform with video related quizzes; |
| Germany | OFUB | Self regulated learning | Media Didactics | Multimedia presentations;  Expert feedback from school teachers;  Peer feedback; |

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| **Country** | **Institution** | **Instructional Activity** | **Context: course title** | **Formative Assessment tools used** |
| Ireland | UCC | Online Discussion boards | Postgraduate certificate in T&L | Online discussion board - VLE |
| Ireland | UCC | Twitterchat | Postgraduate certificate in T&L | Twitter |
| Ireland | UCC | Padlet posts | Postgraduate certificate in T&L | Padlet |
| Ireland | UCC | Classroom Assessment Techniques | Postgraduate certificate in T&L | Choice of 50 CATS to be drawn from e.g. One Minute Paper, Muddiest point etc |
| Ireland | UCC | Self-assessment | Postgraduate certificate in T&L | Students completed a self-assessment form prior to submission of assignment |
| Ireland | UCC | Online Discussion boards | Postgraduate diploma in T&L | Online discussion board - VLE |
| Ireland | UCC | Twitterchat | Postgraduate diploma in T&L | Twitter |
| Ireland | UCC | Padlet posts | Postgraduate diploma in T&L | Padlet |
| Ireland | UCC | Video introduction | Postgraduate diploma in T&L | Video capture, discussion board and VLE |
| Ireland | UCC | Peer review of teaching via vlog post | Postgraduate diploma in T&L | Video capture, discussion board and VLE |
| Ireland | UCC | Personal reflection on Nearpod | Postgraduate diploma in T&L | Nearpod |
| Ireland | UCC | Self-assessment | Postgraduate diploma in T&L | Students completed a self-assessment form prior to submission of assignment |
| Ireland | UCC | Reflective journal | PG module in Community based participatory research | Word document |

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| **Country** | **Institution** | **Instructional Activity** | **Context: course title** | **Formative Assessment tools used** |
| Estonia | TU | Problem-based learning | Enhanced Learning Unlimited (ELU); Information Management and Performance Assessment; Information and knowledge management, etc. | - Online Diagnostic Analysis Survey;  -buzz/brainstorm sessions;  -ePortfolio reflection;  -ePortfolio assessment &feedback;  -feedback system in the Study Information System (ÕIS) |
| Estonia | TU | Inquiry-based learning | Information Behaviour and Retrieval; Research Methods and Theory of Science; Research Seminar, etc. | -Online Diagnostic Analysis Survey; -reflection based on Kuhlthau’s ISP model;  - Web-based peer assessment;  - ePortfolio reflection;  - ePortfolio assessment & feedback;  - feedback system in the Study Information System (ÕIS) |
| Estonia | TU | Case-based learning | Learning Environments and Networks; Information and Records Management Systems; Management and Preservation of Documentary and Digital Cultural Heritage, etc. | -Online Diagnostic Analysis Survey; - personal Vignette;  - reflective journals;  - feedback system in the Study Information System (ÕIS) |
| Estonia | TU | Project-based learning | Research Methods; Information Security Management; Research Methods and Theory of Science, etc. | -Online Diagnostic Analysis Survey; -project interim reports assessment;  -self-assessment;  -peer assessment;  - feedback system in the Study Information System (ÕIS) |
| Estonia | TU | Flipped classroom | Information and knowledge management in theory and practice;  Digital knowledge organisation;  Theories and methodology of information science, etc. | -Online Diagnostic Analysis Survey; -online progress Quizzes;  - in-class discussions problem sets and case studies;  -three points summary;  - 1-minute reflection writing assignments;  - online badges (or online visual icons);  - feedback system in the Study Information System (ÕIS) |
| Estonia | TU | Role Play | Human Resource Management; Information and Knowledge Management; IT Risk Management, etc. | -feedback based on video recordings;  -self-assessment;  - online badges (or online visual icons);  -feedback system in the Study Information System (ÕIS) |
| Estonia | TU | Weekly Online Discussions | Technology-enhanced Learning in Organization; Research Methods and Theory of Science; Information and Knowledge Management, etc. | -critical synthesis of discussions;  -reflective blogs;  - feedback system in the Study Information System (ÕIS) |
| Estonia | TU | Context-based learning | Human Resource Management; Innovation Technologies;  Digital Library Technologies and their Management, etc. | - reflective blogs;  - Mindmaps/Concept Maps assessment;  - feedback system in the Study Information System (ÕIS) |
| Estonia | TU | Game-based learning [Gamification] | Information and Knowledge Management; Transmedia Storytelling Theories and Methods | -stealth assessment  -self-assessment;  -peer assessment;  - online badges (or online visual icons);  - feedback system in the Study Information System (ÕIS) |
| Estonia | TU | Seeking and evaluation of information sources | Searching for Information: Strategies and Methods; Web Content Analysis and Communication; Research methods, etc. | -Interim bibliography assessment; - feedback system in the Study Information System (ÕIS) |
| Estonia | TU | Analysis and synthesis of the literature | Theories and methodology of information science; Research Methods and Theory of Science; Information Behavior and Retrieval etc. | -Interim literature review assessment;  - peer assessment;  - Mindmaps/Concept Maps assessment;  -feedback system in the Study Information System (ÕIS) |
| Estonia | TU | Virtual Reality Simulations | Human Resource Management; Learning Game Design;  Management and Marketing in Memory Organizations, etc. | - team observation;  - team-reflection;  - group feedback via Skype;  -feedback system in the Study Information System (ÕIS) |
| Estonia | TU | Scenario-based learning | Information Services and Service Processes; Electronic Publishing Processes; Human Resource Management, etc. | - learning agreements  - reflective blogs;  - feedback system in the Study Information System (ÕIS) |
| Estonia | TU | Prototype design and modeling | Information Architecture and Information Design; Multimedia Development; Development of Interactive Systems, etc. | - team observation;  - team-reflection;  - group feedback via Skype;  -feedback system in the Study Information System (ÕIS) |
| Estonia | TU | Reflective learning | Information Ethics and Legal Aspects of Information Resources;  Information and Knowledge Management Politics and Strategies;  Research Methods and Theory of Science, etc. | -questioning strategies;  -reflective journals;  -feedback system in the Study Information System (ÕIS) |
| Estonia | TU | Crossover Learning | Models and Development of Information Systems; Human Resource Management;  Information Services, etc. | -rank and report assessment;  - pyramiding (Snowball Groups);  - reflective blog;  -feedback system in the Study Information System (ÕIS) |
| Estonia | TU | Learning Through Argumentation | Research Methods and Theory of Science; Human Resource Management; Legal Issues Related to IT-Development; | - assessment of group work and performance;  -peer assessment;  - feedback system in the Study Information System (ÕIS) |
| Estonia | TU | Analytics of Emotions | Cognition and Emotion of Digital Media; Human Resource Management; Digital Library Services and Use, etc. | -reflective blog  -self-assessment and self-diagnostic opportunities  -feedback system in the Study Information System (ÕIS) |
| Estonia | TU | Learning through storytelling | Human Resource Management; Information and Knowledge Management; Research methods and theory of science, etc. | - the use of wikis;  - social network analysis (SNA);  - online badges (or online visual icons);  -feedback system in the Study Information System (ÕIS) |