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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 | PortfolioWeekly 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 educationKindergartenLiteracyMathematicsBibleCommunicationMed: Department of ManagementThe 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 RelationshipsDiscipline problems | Research work under the supervision of the lecturer  |
| Israel | Gordon College | Project-based learning [PjBL] | All departments: B.Ed.:Special educationKindergarten-*"Self-awareness for learning process"*LiteracyMathematicsBibleCommunicationScienceMed: Department of ManagementThe 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 educationLiteracyMathematicsBibleCommunicationScience | 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
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| 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 lecturerslecturer’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 afterstudents 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 expertscooperation 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) |