

**FINLANDE : dix années de partage d'une culture de
l'évaluation**

**Les impacts des évaluations sur l'évolution des méthodes
et des contenus des nouvelles formations**

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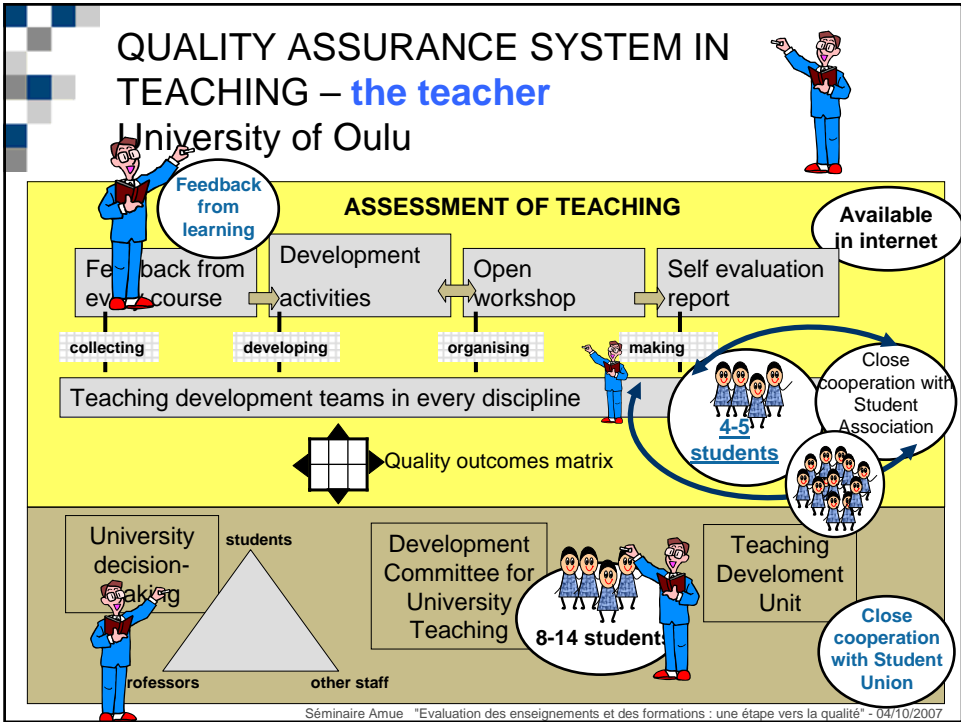
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STUDENT'S INVOLVEMENT IN QUALITY ASSURANCE – Teachers point of view


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Séminaire Amue "Evaluation des enseignements et des formations : une étape vers la qualité" - 04/10/2007




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Feedback from every course!

- Forms of feedback
 - Written, face-to-face, electronic
 - End-of-course, during the course, end-of-term, mid-term
 - Anonymous, with the student's own name
 - Individual, group
- Teachers are expected to ask feedback from students

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Practical examples

- Open workshop October 1999,
Department of Process Engineering
- Feedback to teacher
 - Chemical reactor design
 - Chemical process design

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The pitfalls of feedback

- The charm of numbers
– when one can not do any better....
- The 'negative coefficient'
- Feedback on what?
– Teaching material, teachers actions, subject's structure, learning environment, timetable,...



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TEACHING DOES NOT MEAN LEARNING

TEACHER GUIDES STUDENT'S LEARNING PROCESS WITH THE HELP OF TEACHING METHODS

TEACHING ACTIVITIES → LEARNING ACTIVITIES


LEARNING OUTCOMES

- ROTE MEMORISATION
- WEAK CONCEPTION
- MISCONCEPTION
- CORRECT CONCEPTION
- DIVERGENT CONCEPTION

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Processing the feedback

- The faculty's culture; teacher vs. researcher?
- The peer model
 - junior and senior teachers
- Feedback on feedback
 - development organizations
- Time for reflection
- Teaching is highly contextual, do not try to do everything at once


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Feedback to improve quality




Proper analysis

- Student's situation
- A course is a part of a curriculum
- Trends

- AND Proper actions
 - Course feedback is not solely the course teacher's concern
 - Show the students that their feedback is important
 - What can be changed




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Adapted from M.Marinocovich, Stanford University

What to do – seven steps for a faculty

1. situate the evaluation system firmly within the academic context; structure and practise
2. strive for quick processing and return of forms; give students feedback on their feedback
3. help faculty interpret the evaluation results; get to know the aims of curriculum and the degree structure
4. create opportunities for peer evaluation;
5. educate students regarding their role in an evaluation system;
6. the midterm and midcourse feedback is as important as end- of-term and end-of-course, feedback;
7. create opportunities for faculty to process and reflect on their teaching evaluations.

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