**Σχεδιασμός και αξιολόγηση στην εκπαιδευτική διαδικασία**

*Τι είναι η αξιολόγηση στη εκπαίδευση, ποιοί οι σκοποί της, τι και πως αξιολογούμε; Πως αξιολογούμε τη γλωσσική γνώση των μαθητών; Ποιά τα χαρακτηριστικά μιάς καλής γλωσσικής εξέτασης; Τι είναι η εναλλακτική αξιολόγηση; Πως μπορώ να επιλέξω ένα κατάλληλο τεστ για τους μαθητές μου;*

Αυτά είναι ορίσμένα από τα ερωτήματα που θα απαντήσουμε μέσα από το μάθημα αυτό. Πιο συγκεκριμένα το μάθημα επικεντρώνεται σε δύο άξονες α) στην αξιολόγηση της εκπαιδευτικής διαδικασίας (αξιολόγηση προγραμμάτων και μαθησιακού υλικού) και β) στην αξιολόγηση της γλωσσικής γνώσης των μαθητών (τεστ, εξετάσεις, εναλλακτική αξιολόγηση). Το μάθημα στοχεύει στην εξοικείωση των φοιτητών/τριών με το χώρο της εκπαιδευτικής αξιολόγησης (φύση, σκοποί, τύποι και χαρακτηριστικά αξιολόγησης και σχεδιασμός αξιολόγησης) καθώς και στην εξοικείωση τους με προσεγγίσεις έγκυρης και αξιόπιστης αξιολόγησης της γλωσσικής γνώσης των μαθητών και πρακτικές εφαρμογές τους σε διαφορετικού τύπου εξετάσεις.

Το μάθημα προσφέρεται με τη μορφή διαλέξεων με τη χρήση powerpoint και βασίζεται στην ανάπτυξη διαλόγου. Προβλέπεται η εξάσκηση των φοιτητών/τριων μέσα από φύλλα εργασίας στη τάξη και μέσω ομαδικών εργασιών. Η ύλη του μαθήματος περιλαμβάνεται σε επιλεγμένα επιστημονικά άρθρα και κεφάλαια από συγγράμματα τα οποία βρίσκονται στην ηλεκτρονική τάξη του μαθήματος. Η αξιολόγηση της αποκτηθείσας γνώσης στηρίζεται στη τελική γραπτή εξέταση και σε προαιρετικές ατομικές εργασίες. Τέλος προβλέπεται η αξιολόγηση του μαθήματος με τη συμπλήρωση ειδικού ερωτηματολογίου από τους φοιτητές/τριες ανωνύμως στο τέλος του εξαμήνου.

Διδάσκουσα

Ευδοκία Καραβά

**University of Athens**

**Faculty of English Language and Literature**

**Evaluation and Assessment in Language Education**

**6th semester**

**Course Instructor: Kia Karavas**

Course descripTion, Course READING and evaluation

**Description**

*What is educational evaluation? Why, what and how can we evaluate? How do we evaluate student learning? What are the qualities of a good test? How do I choose appropriate tests for my students?*

These are some of the questions that this course attempts to answer. More specifically, this course has a dual focus a) evaluation in ELT and b) language testing and assessment. The course aims at raising students’ awareness of the principles and mechanics of educational evaluation and at familiarizing them with principles of good assessment and with a range of assessment tools for language learners.

This is an elective Professional Background Course which is offered as part of our Pre-service Teacher Education and Training Programme (PRE-ED see figure below) to 6th semester students of the Faculty. Course content is delivered through lectures while class discussions and in class group work are strongly encouraged. Guest lectures will also be offered by experts from the field of language testing and evaluation. Teaching materials include journal articles, reference books and relevant chapters from books which are all accessible though the course’s e-class. Students are evaluated through a final written exam and through optional individual tasks. The course is evaluated through a questionnaire completed students anonymously.

**The structure of the Pre-service Teacher Education and Training Programme**

**Aims of the course**

The course provides a basic grounding in educational evaluation, test design and test construction offering participants insights into the goals, principles and concerns of educational evaluation and learner assessment. The overall purpose of this course is to offer participants an introduction to main principles of educational evaluation and language testing and to raise awareness of the mechanics of designing evaluations and developing language tests.

More specifically, by the end of the course students will

* be able to distinguish the concepts of assessment, testing, research and evaluation
* develop an understanding of the principles and purposes underlying evaluation
* become familiar with the variety of procedures to be used for an evaluation
* be able to identify and use criteria for the evaluation of textbooks and materials
* understand the purposes and procedures of teacher evaluation
* be able to discuss uses of language tests for different purposes and contexts.
* develop basic competence in writing classroom tests and evaluating published tests;
* become familiar, at a basic level, with the concerns of professional test writers.
* become familiar with the stages and activities in language test development.
* understand the nature and purpose of alternative methods of second language assessment such as oral interviews, portfolios and self assessment
* become aware of issues related to second language assessment such as reliability, validity, fairness, rater's bias, test taker's characteristics, holistic versus analytical assessment
* be able to identify different types of tests (both teacher-prepared and standardized) and various types of test items.
* be able to design different testing exercises to measure students’ learning and competence.
* use testing terminology to describe test elements.
* be able to distinguish between well and poorly written test items.

**Course content-themes**

**The following are the suggested topics to be covered during the course.**

|  |  |
| --- | --- |
| Week 1 | Introduction to the course- Introduction to main concepts |
| Week 2 | Understanding evaluation- why, when, what to evaluate. A framework for planning evaluations |
| Week 3 | How to evaluate (overview of methods): questionnaires, interviews and classroom observation |
| Week 4 | Evaluating textbooks and materials |
| Week 5 | Evaluating teachers and teaching |
| Week 6 | School based evaluation |
| Week 7 | Assessing learner proficiency- some basic concepts |
| Week 8 | Developing tests and quizzes- basic considerations |
| Week 9 | Assessing students reading skills |
| Week 10 | Assessing students’ listening skills |
| Week 11 | Assessing students’ speaking skills |
| Week 12 | Assessing students writing skills |
| Week 13 | Alternative assessment methods |

**Assessment**

Students are evaluated throughout the semester for work they do inside and outside of class, and at the end of the course they are assessed for their ability to discuss issues related to the course syllabus intelligently and to exhibit the skills they have developed, through a formal final exam.

Extra-credit work

Each session will begin with a self-assessment task. Students can earn 0.1 points for every self-assessment task they turn in. Thus, a maximum of 1.3 points can be achieved by participating in class regularly and completing the tasks.

**Course Materials**

There is no specific textbook which forms the core text for the course. Students are provided with a range of articles and other documents in the courses’ e-class which relate to the various themes and topics covered by the course. Two classic reference books related to the foci of the course have been uploaded in the course’s e-class which students might find helpful in organizing their study. These are:

Bachman, L. (1990) *Fundamental Considerations in Language Testing*. Oxford University Press.

Rea-Dickins, P. and Germaine, K. (1992) *Evaluation*. Oxford University Press.

**Web-based resources:**

http://languagetesting.info/ is the official site of the International Language

Testing Association – there is also a link to the excellent Resources in

Language Testing page, created and maintained by Dr. Glenn Fulcher. In the e-class you will find a document with a list of websites related to testing and evaluation.

**Suggested bibliography**

**On evaluation**

Alderson J. C. & Beretta A. (eds.) (1992) *Evaluating Second Language Education*. Cambridge: CUP.

Anivan S. (ed.) 1991) *Issues in Language Programme Evaluation in the 1990’s.* Anthology Series 27. RELC: Singapore.

Aspinwall K. et al (1992) *Managing Evaluation in Education- A Developmental Approach.* London: Routledge.

Bloom B.S., Hasting J. T. & Madaus G. F. (1971) *Handbook on Formative and Summative Evaluation of Student Learning.* NY: McGraw Hill.

Cronbach L. J. (1982*) Designing Evaluations of Educational and Social Porgrams*. San Francisco: Jossey Bass

Eisner E. (1985) *The Art of Educational Evaluation*. London: Falmer Press.

Herman J.L., Lyons Morris L. & Taylot Fitz-Gibbon C. (1987) *Evaluator’s Handbook*. CA: Sage.

Hopkins D. (1989*) Evaluation for School Development*. Milton Keynes: Open University Press.

House E. (1993) *Professional Evaluation*. London: Sage.

Joint Committee on Standards for Educational Evaluation (1981*) The Standards for Evaluation of Educational Programs, Projects and Materials*. NY: McGraw- Hill

Kemmis S. (1986) “Seven principles for programme evaluation in curriculum development and innovation” in House E.R. (ed.) *New Directions in Educational Evaluation*. Falmer Press.

Long M.H. (1984) “Process and product in ESL program evaluation” *TESOL Quarterly* 18/3: 409-425

Lynch B. K. (1996) *Language Program Evaluation*. Cambridge: CUP

Mackay R. (1994) “Undertaking ESL/EFL programme review for accountability and improvement” *ELT Journal* 48/2:142-149

Murphy D.F. (1995) “Developing theory and practice in evaluation” in rea-Dickins P. and Lwaitama A.F.L. (eds*.) Evaluation for Development in English Language Teaching*. Basingstoke: Modern English Publication/British Council.

Norris N. (1990) *Understanding Educational Evaluation.* London: Kogan Page

Rea-Dickins P. (1994) “Evaluation and English language teaching” in *Language Teaching Abstracts* 27/2:71-91

Rea-Dickins P. and Germain K. (1992) *Evaluation.* Oxford: OUP.

Rutman L. (ed.) (1984) *Evaluation Research Methods: A Basic Guide*. Beverly Hills, CA: Sage.

Stecher B.M. & Davis W. A. (1987) *How to Focus an Evaluation*. CA: Sage

Taylor Fitz-Gibbon C. & Lyons Morris L. (1987) *How to Design a Program Evaluation*. CA: Sage

Weir C. & Roberts J. (1994) *Evaluation in ELT*. Oxford: Blackwell

Williams M. & Burden R. (1994) “The roles of evaluation in ELT project design” *ELT Journal* 48/1:22-27

Henning, G. 1987. *A Guide to Language Testing*. Cambridge, Mass: Newbury House. Hughes, A. 1989. *Testing for Language Teachers*. Cambridge: Cambridge University Press.

**On testing**

Alderson, C. 2000. *Assessing Speaking*. Cambridge: Cambridge University Press.

Alderson, C. and Banerjee, J. 2001-2. Language testing and assessment (state-of-the-art review). *Language Teaching*, 34: 213-236 and 35: 79-113.

Alderson, J.C., Clapham, C. & Wall, D. (1995). *Language test construction*

*and evaluation.* Cambridge. Cambridge University Press

Alderson, C. and North, B. (eds.). 1991. *Language Testing in the 1990s: The Communicative Legacy*. London: Macmillan.

Bachman, L. 1990. *Fundamental Considerations in Language Testing.* Oxford: Oxford University Press.

Bachman, L.F. & Palmer, A.S. (1996). *Language testing in practice: designing*

*and developing useful language tests.* Oxford. Oxford University Press

Baker, D. 1989. *Language Testing: A Critical Survey and Practical Guide*. London: Arnold.

Buck, G. 2001. *Assessing Listening.* Cambridge: Cambridge University Press.

Carroll, B. and Hall, P. 1985. *Make your own language tests*. Oxford: Pergamon.

Council of Europe. 2001. *A Common European Framework of Reference for Teaching, Learning and Assessment*. Cambridge: Cambridge University Press.

Cushing-Weigle, S. 2002. *Assessing Writing*. Cambridge: Cambridge University Press.

Douglas, D. 2000. Assessing Languages for Specific Purposes. Cambridge: Cambridge University Press.

Fulcher, G. 2003. *Testing Second Language Speaking*. Harlow: Pearson.

Harris, M. and McCann, P. 1994. *Assessment*. Oxford: Heinemann.

Harrison, A. 1983. *A Language Testing Handbook*. London: Macmillan.

Heaton, J. 1975. *Writing English Language Tests*. Harlow: Longman.

Luomi, S. 2003. *Assessing Speaking*. Cambridge: Cambridge University Press.

McNamara, T. (1996). *Measuring Second Language Performance*. Harlow:

Pearson Education Limited

Purpura, J. 2003. *Assessing Grammar*. Cambridge: Cambridge University Press.

Rea-Dickins, P. The testing of grammar. In C, Clapham and D, Corson (eds.) *Language Testing and Assessment,* Vol. 7, Dordrecht: Kluwer: 87-97.

Read, J. 2000. *Assessing Vocabulary*. Cambridge: Cambridge University Press.

Spolsky, B. 1995. *Measured Words*. Oxford: Oxford University Press.

Swain, M. 2001. Examining dialogue: another approach to content specification and to validating inferences drawn from test scores. *Language Testing*, 8, 3: 275-302.

Weir, C. 1990. *Communicative Language Testing.* London: Prentice-Hall

Weir, C.J. (2005). *Language Testing and Validation.* Basingstoke: Palgrave

Macmillan