Student work in hours

- One credit equals 27 hours of work

- For example, the completion of five credits corresponds to 135 hours of student work

- To help to estimate of how much time a student needs to read and write are collected in the tables (next slides)

- Tables and a counter (an excel based tool) can be used as a tool to measure student workload

- Consider the time spent on the student's other work (for example, group work, presentation, review, etc.)

- Students should also be told in the course instructions how much learning work they are expected to do for each task

The student reads on average

The style of the text and the desired level of learning	The student reads in an hour
General text, eye-catching reading	13-15 pages
Demanding text, eye-catching reading	10-12 pages
General text, in-depth reading	7-9 pages
Demanding text, deep reading	6-7 pages

The student writes on average

The style of the text and the complexity of the task	The student writes in 10 hours
General text, requires little work (e.g., hands-on training report)	7 pages
Demanding text, requires little processing (eg abstract)	4 pages
General text, requires a lot of work (eg learning diary)	4 pages
Demanding text, requires a lot of work (eg research report, thesis)	2 pages

Test: multiple choice exam, written exam, oral exam

- Summative

- Traditional?

- Digital / paper+pen

- How much time it takes to assess?

- Does multiple choice fit for all studies? (teacher identity)

- International exams vs. local features

What to expect in an exam answer?

- Essay-type answers are usually requested in literature and lecture examinations

- An essay refers to a limited, structured, and unambiguous form of writing in which the main points and side points are distinguished

- The intention is to write complete sentences, not just lists or glossaries!

- In Moodle (electric platform) can have an electronic exam, a self-correcting exam, etc. (A student can not proceed unless they have past the previous level)

Learning diary

- In the learning diary, the author reflects on and structures the subject being studied and reflects on his or her own learning

- The aim of the learning diary is thus to deepen the view of the subject to be studied and to structure new information in relation to one's own experiences and what has been learned before

- A learning diary can be a private study aid, but often a learning diary is a guided learning task for a course or course of study that serves as an assessment tool

- You can also write a learning diary in the form of a blog

- In the learning diary, the author examines, among other things, what was learned and what remained unclear. It is worth starting to create a learning diary by defining the goals of the course for yourself

Learning diary

- It is a good idea to write a learning diary throughout the course (not the last night only!)

- The diary can proceed chronologically, but it can also proceed thematically or be a synthesis, i.e., a summary presentation of one's own learning process.

- The supplementary literature of the course can also be utilized in the learning diary

- The sub-categories of the learning diary are e.g., **lecture diary, dialogue diary and writing diary**

Assesment of learning diaries

- Bloom's taxonomy of levels of knowledge acquisition can be utilized in the assessment of learning

- Criteria to be known for students in the beginning of the course

- It is also helpful for the author to consider how these levels appear in their own learning diary or other text that requires the author's own input

- It is worthwhile to strive for the analysis, synthesis and evaluation of what you are studying and your own learning

- The following level classification will help you outline what features you would expect from an excellent learning diary

Assesment of learning diaries

- The classification has been influenced by Bloom's taxonomy, but different levels have been combined:

- Level1: refer, describe, recognize

- Level2: define, classify, summarize

- Level3: compare, explain, apply, develop, combine

- Level 4: evaluate, analyze, criticize, interpret, relate, expand

- If there are only level 1 features in the text, one can consider whether the text type is an abstract rather than a learning diary.

- An excellent learning diary, on the other hand, may have features from all levels, from referencing to analysis and assessment, but the emphasis is on the elements at level 4.

Lecture diary

- The lecture diary considers and comments on a series of lectures or lectures

- It is worth focusing on the main points of the lecture and considering them, but it is not worth referring to the course of the lectures as such

- Reasonable commentary on the issues and problems raised in the lecture is essential

- It is important that the lecture diary includes the author's own voice and not just the lecturer

- The following questions can be considered in the lecture diary:

  ◦ What issues did the lecture cover? What was the lecturer aiming for?

  ◦ How did things relate to what you learned earlier? How did the lecture change your perceptions?

  ◦ What things were you most interested in? Why?

  ◦ What remained unclear? Why?

Dialogue diary

- A dialogue diary refers to a conversational writing process between two or more people, in which the authors take turns answering and commenting on each other's texts

- The dialogue diary can be used to make the learning process shared and to strive for a common understanding or a fruitful exchange of views

- The dialogue diary can also be used as a means of communication between the student and the teacher, giving the teacher feedback on how the issues have been understood and answering questions from the students and supporting the learning process during the course

Writing diary

- The writing diary supports a long-term study and writing project

- The terms master's diary, bachelor's diary, or research diary are often used

- The diary can be used to plan a bachelor's or master's thesis, develop ideas and work on problems, take notes, and reflect on one's own activities or research

- Writing supports thinking and makes it easier to write the actual thesis text, so it is worth using it throughout the work process

- The writing or dissertation diary can be private, but the diary can also be kept online, in which case it provides peer support to others as well

Feedback-feedforward discussion

- (Before), during and after the practicum

- Can be combined with learning diary

- Structured themes: Goals (for present practicum and for the future teachership), self-reflection, what is learned, strenghts and challenges

- Supportive and positive athmosphere, no judging!

- Teacher-identity reflections

Essay

- The focus of the essay is on the topics and contents covered in the course, while the learning diary always also looks at the author's own learning

- The text type of the essay also has a long history as a fictional expression medium and a tool for social discussion where the primary goal of a learning diary is to promote the author's own learning process

- The essay is used, among other things, to create a goal for the text, i.e., research question or hypothesis

- In addition, students learn to refer to a few sources and bring their own arguments so that their own and borrowed material are separated

- The essay also allows to train the formal aspects of scientific writing, such as written subject style and the preparation of citations and bibliographies in accordance with your own scientific conventions

- A kind of form factor is also the well-established structure of the text:

  ○ the introduction

  ○ the reading section

  ○ the conclusion.

An academic essay

- An academic essay differs from these in that it strives for objectivity

- It usually lacks the personal reflection or fictional means typical of school subjects

- For example, in a school subject, the author may have an effort to demonstrate linguistic proficiency in painterly phrases, which is not in keeping with style in a scientific essay

- Compared to, for example, a review, the author of an academic essay can put forward his or her own views a little more strongly and take a stand, but this must be done with good reasoning

- In general, the scientific credibility of a text is enhanced by the fact that it is based on reliable scientific works

- Summarize the main points further: Outline a question or argument that you could look at in your essay

- Include a few sources

- Introduce the research question / hypothesis first, then address it in a couple of paragraphs (or more broadly depending on the length requirement) and conclude with a summary of what you found out

- In long essays, subheadings can be used to facilitate the perception of the structure

The review

- The review can be its own independent research article or, for example, a bachelor's thesis

- In addition, the review can be part of a research report, i.e., it forms, for example, a theoretical framework for a master's thesis

- The aim is to compile and structure research in a limited area analytically

- The review identifies from which perspectives, with what methods and results the selected topic has already been studied

- In addition, it is considered whether there are any inconsistencies, gaps or deficiencies in the studies and what further research may be needed

- Depending on the type of literature review, the author describes, classifies, summarizes, synthesizes, or critically analyzes the selected literature using a variety of qualitative or quantitative methods

- Thus, a review of the literature is not merely a reference to the literature under consideration but includes the author's own analytical contribution. Indeed, a good review of the literature is an independent text whose red thread consists of an examination of a well-defined subject or problem

Different reviews

- Literature reviews are classified into different types according to their accuracy, methods, and uses

- Three main groups can be distinguished from the different types of literature review

    - **The descriptive review** is the most comprehensive and the most extensive in its methods. The author creates an overview of the topic he delimits and summarizes. Descriptive analysis allows for a variety of perspectives and extensive data, as no rigorous screens have been used in the selection of literature. However, a descriptive review may also include a critical appraisal of the literature, approaching a systematic type of review.

    - **The systematic review**, the research problem is precisely delineated, and the source material is screened according to predefined criteria. Sampling methods and the research process are also described in detail in the text.

    - **A meta-analysis** is an extensive, usually statistical, summary of a research area that seeks to reach a broader synthesis than a summary of individual studies. Meta-analysis on the same topic may reveal conflicting research results, the weight of which is then measured by statistical or qualitative methods to perceive the overall picture. Meta-analysis plays an important role in the scientific community in creating new knowledge and structuring previous knowledge.

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE

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Portfolio

- Collecting your achievements together

- Portfolio is a "competence folder"

- An assessment of own competence and development is the core of the portfolio

- The portfolio describes and reflects on one's own development, competence and the ideas and values behind them

- Depending on the industry, the portfolio can be, for example, a folder, a publication, a video, a CD, a podcast, a blog etc.

Interview and its reporting

- Find an expert in the field of education / teacher education / teaching profession - the interviewee can belong to any professional group related to education.

- Choose the interview questions for the assignment. Make an appointment or a telephone conversation with the interviewee.

- Reporting options

- Make a written report of the interview

- Restore the recorded / recorded interview

- Record your own explanation of the content of the interview and its main points - restore as an audio file

- Assessment of content and form separately? – criteria known beforehand

Group exam

- The group exam is a collaborative form of exam in which students complete exam 2-4 in groups of people

- Students solve tasks either alone or together, but in a group and return only one written response

- The group exam is usually assessed as one

- All members of the group will receive the same grade in the exam

- The group exam process is supportive of in-depth learning, critical thinking, and decision-making skills assessment and learning method.

- A good group exam helps to learn at best required content and to acquire the teamwork skills needed in working life

- "Free riders" – responsibilities shared equally

Research report

- Research reports include most scientific articles, dissertations, and master's theses.

- Sometimes a bachelor's thesis can also follow the model of a research report, i.e., it can be a kind of mini-degree.

- In many subjects, however, the bachelor's thesis is a review rather than a research report.

- The structure of the research report may vary from discipline to discipline

- IMRD: introduction, methods, results, and discussion.

- However, especially in qualitative research, the model is often looser; for example, theory is not necessarily separated into its own part, but is brought along the way in the context of the results.

- At the beginning of the research report is usually a summary, which is like a report in miniature.

Parts of the research report

- The completed work is assembled in the following order:

  - Cover page

  - Summary (s)

  - Possible preface

  - Table of contents

  - The actual text

  - Sources

  - Attachments

How to develop quality of teacher education assessment?

Formative assessment	Summative assessment
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.