

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF EDUCATION SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	DEY13	SEMESTER	6th (WINTER)
COURSE TITLE	STUDENT ASSESSMENT: THEORIES AND PRACTICES		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures, Practice exercises, Group work, Discussion	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background Skills development		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	The course is offered to exchange programme students (in Greek)		
COURSE WEBSITE (URL)	http://ecourse.uoi.gr/course/view.php?id=330		

(2) LEARNING OUTCOMES

<p>Learning outcomes The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</p> <p>Consult Appendix A</p> <ul style="list-style-type: none"> ● Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area ● Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B ● Guidelines for writing Learning Outcomes
<p>Knowledge: Students gain knowledge about...</p> <ul style="list-style-type: none"> ● Conceptual definition: assessment, school assessment, educational assessment, evaluation in education, accountability, measure, student assessment, student evaluation, teacher assessment and evaluation, teachers accreditation, self assessment, internal and external assessment ● Fundamental parameters of evaluation: object, purpose, criteria, strategies, process, types, tools ● Student assessment and evaluation: importance, purpose, type, process, tools and recourses <p>Skills:</p> <ul style="list-style-type: none"> ● Make use of appropriate terminology

- Skills for communicating effectively in debates, discussions and presentations
- Critical and analytical thinking
- Identify problems, apply their knowledge and skills in finding solutions
- Work as a member of a team by cooperating with others, negotiating, listening to others in the group and sharing responsibilities
- Application assessment types, specific theories and methodologies, tools
- Communicate result to an audience
- Critical evaluation of alternatives
- Select appropriate theories, methods and tools
- Interpret data

Beliefs and Attitudes

- Reflective practices as means to teacher development
- Positive beliefs and attitudes about educational assessment
- Perception that educational assessment can help schools improvement

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

- Working independently
- Team work
- *Showing social, professional and ethical responsibility and sensitivity to gender issues*
- *Criticism and self-criticism*
- *Production of free, creative and inductive thinking*

(3) SYLLABUS

- **Conceptual definition: assessment, school assessment, educational assessment, evaluation in education, accountability, measure, student assessment, student evaluation, teacher assessment and evaluation, teachers accreditation, self assessment, internal and external assessment**
- **Fundamental parameters of evaluation: object, purpose, criteria, strategies, process, types, tools**
- **Student assessment and evaluation: importance, purpose, type, process, tools and recourses**

(4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face															
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<ul style="list-style-type: none"> ● Use of ICT (powerpoint, videos) ● Use of academic databases and search engines for accessing relevant books and journal articles ● Course website: http://ecourse.uoi.gr/course/view.php?id=330 ● Electronic Communication with the students 															
<p style="text-align: center;">TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><i>Activity</i></th> <th style="text-align: center;"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">39</td> </tr> <tr> <td>Team work</td> <td style="text-align: center;">28</td> </tr> <tr> <td>Study</td> <td style="text-align: center;">55</td> </tr> <tr> <td>Examinations</td> <td style="text-align: center;">3</td> </tr> <tr> <td>Essay writing (optionally)</td> <td></td> </tr> <tr> <td>Course total</td> <td style="text-align: center;">125</td> </tr> </tbody> </table>		<i>Activity</i>	<i>Semester workload</i>	Lectures	39	Team work	28	Study	55	Examinations	3	Essay writing (optionally)		Course total	125
<i>Activity</i>	<i>Semester workload</i>															
Lectures	39															
Team work	28															
Study	55															
Examinations	3															
Essay writing (optionally)																
Course total	125															
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<ul style="list-style-type: none"> ● Written work (40%) ● Conclusive evaluation/ short-answer questions & open ended questions (60%) 															

(5) ATTACHED BIBLIOGRAPHY

<p>ΒΑΣΙΚΑ ΕΓΧΕΙΡΙΔΙΑ (Από τον Εύδοξο): Κωνσταντίνου, Χ. & Ι. Κωνσταντίνου (2017). Η αξιολόγηση στην εκπαίδευση. Η αξιολόγηση του εκπαιδευτικού έργου, του εκπαιδευτικού και του μαθητή ως θεωρία και πράξη. Αθήνα: Gutenberg.</p> <p>ΠΡΟΤΕΙΝΟΜΕΝΗ ΒΙΒΛΙΟΓΡΑΦΙΑ Αθανασίου, Λ. (2003). Αξιολόγηση της επίδοσης του μαθητή στο σχολείο και του διδακτικού έργου. Ιωάννινα. Βαρσαμίδου Α. (2011). Αξιολόγηση βάσει φακέλου: ο ρόλος της στην προσωπική ανάπτυξη του μαθητή και την επαγγελματική ανάπτυξη του εκπαιδευτικού (διδ. διατριβή), Ρέθυμνο.</p>

- MacBeath, J. (επιμέλεια-μετάφραση Δούκας, Χρ., Πολυμεροπούλου, Ζ., 2001). Η Αυτοαξιολόγηση στο Σχολείο. Ουτοπία και Πράξη. Αθήνα: Ελληνικά Γράμματα.
- Δημητρόπουλος, Ευστ. (1999). Η Εκπαιδευτική Αξιολόγηση (β' μέρος). Η αξιολόγηση του μαθητή. Θεωρία, πράξη, προβλήματα. Αθήνα: Γρηγόρης.
- Κασσωτάκης, Μ. (1999). Η Αξιολόγηση της επιδόσεως των μαθητών. Μέσα, μέθοδοι, προβλήματα, προοπτικές. Αθήνα: Γρηγόρης.
- Καψάλης, Α.- Χανιωτάκης Ν. (2011). Εκπαιδευτική Αξιολόγηση. Θεσσαλονίκη: Αδελφοί Κυριακίδη.
- Κωνσταντίνου, Χ. (2006). Η Αξιολόγηση της Επίδοσης του Μαθητή ως Παιδαγωγική Λογική και Σχολική Πρακτική. Αθήνα: Gutenberg
- Κωνσταντίνου, Χ. (2014). Η αξιολόγηση, ο εκπαιδευτικός και το εκπαιδευτικό έργο από την οπτική της παιδαγωγικής λογικής και της επικρατούσας δυσπιστίας, ιστοσελίδα ΔΟΕdoe.gr/27.02.2013.
- Μαυρογιώργος, Γ. (1993). Εκπαιδευτικοί και Αξιολόγηση. Αθήνα: Σύγχρονη Εκπαίδευση.
- Μπαγάκης, Γ. (επιμ. - 2001). Αξιολόγηση εκπαιδευτικών προγραμμάτων και σχολείου. Αθήνα: Μεταίχμιο.
- Μπάλιου, Ε. (2011). Οδηγός αξιολόγησης εκπαιδευτικού έργου: εξωτερική αξιολόγηση και αυτοαξιολόγηση στις χώρες της Ευρωπαϊκής Ένωσης και στην Ελλάδα. Αθήνα: Μουρούσια.
- Ντολιοπούλου, Ε.-Γουργιώτου Ε. (2008). Η αξιολόγηση στην εκπαίδευση. Αθήνα: Gutenberg.
- Παιδαγωγικό Ινστιτούτο (2008). Η ποιότητα στην εκπαίδευση. Έρευνα για την αξιολόγηση ποιοτικών χαρακτηριστικών του συστήματος πρωτοβάθμιας και δευτεροβάθμιας εκπαίδευσης. Αθήνα: Παιδαγωγικό Ινστιτούτο.
- Ρέλλος, Ν. (2003). Έλεγχος μάθησης, αξιολόγηση μαθητικής επίδοσης. Αθήνα: Gutenberg.
- Σολομών, Ι., (επιμ.-1999). Εσωτερική αξιολόγηση και προγραμματισμός του εκπαιδευτικού έργου στη σχολική μονάδα, Παιδαγωγικό Ινστιτούτο/Τμήμα Αξιολόγησης, Αθήνα.
- Χιωτάκης, Στ. (1999). Η αμφισβήτηση των εξετάσεων και βαθμών στο σχολείο. Αθήνα: Γρηγόρης.