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# Results of the individual in depth interviews and focus group interviews on assessment

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# Background



- ▶ **Goals:**
  - ▶ Identifying the games/tests and/or assignment types that are preferred and used by students
  - ▶ collect past experiences and best practices
  - ▶ Establish a basis for future suggestions/methods
- ▶ **40 students altogether (10 from every partners)**
- ▶ **4 focus groups (1 from every partners)**

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# Results from students



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# About assessment



- ▶ Students find it important
  - ▶ as a feedback
  - ▶ to check themselves
  - ▶ to measure competences and knowledge
  - ▶ to see the strengths and weaknesses
  - ▶ as a motivation to study regularly
  - ▶ for continuous development
- ▶ Students think it is important for themselves as well as for teachers
- ▶ It is also a must, necessary for getting a grade

# Assessment methods



- ▶ Students know a lot of methods - mostly those we have also listed
- ▶ What is liked and what is disliked varies from student to student
  - „I like tests because you do not have to write a lot”*
  - „I hate tests as it is too much stress for me”*
  - It depends much on the personality of the students
- ▶ 28 students out of 34 likes continuous assessment (other 6 have never heard about it/could not decide) - even those who have not tried
- ▶ Group exam is not really experienced - if yes, it is not really liked

# Ideal assessment

- ▶ Most of the students (35 out of 40) would choose a continuous assessment against an exam at the end of the subject/semester
- ▶ Keywords used in terms of the ideal assessment:
  - ▶ hybrid
  - ▶ mixed
  - ▶ small tasks from class to class
  - ▶ continuous
  - ▶ systematic
  - ▶ regular

→ they prefer combining different methods
- ▶ Mentioned „best” methods: situation, project work, debate/discussion, interactive videos, constant reporting, interaction with teachers

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# Preferred games in private life

- ▶ The most surprising fact: almost all the students like board/table games (except for Finnish students)
- ▶ Second most preferred are card games, then sport games and computer games - and some special ones like strategy games, theatre games/pantomime, quiz show
- ▶ Computer games are not that popular:
  - „I do not play on my computer or phone any more”*
  - „Previously I played online games, too”*
  - „I do not like computer games”*
  - „... but no computer games”*
- ▶ Traditional games are still popular!

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# Evaluation of given assessment examples



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# Simple/multiple choice and true or false tests



## ► Students

Not suitable methods as these are way easy to pass - if you do not know the answer you can guess it with very good chances.

But multiple choice tests are hated by many students - mostly if there are minus points for the incorrect answers.

## ► Teachers

A well-structured and clear test can be useful in assessing knowledge in basic topics and lexical knowledge, however other types of assessment methods should be used parallel to get an overall picture.

# Open-ended questions



## ► Students

If students like or dislike it or they find it useful or not depends very much on the student and on his/her personality.

## ► Teachers

First level to assess understanding as well (not only lexical knowledge), however does not provide the opportunity for students to show their level of fully understanding of the topic and it is inappropriate for testing advanced analytical competencies.

Evaluation/correction is time consuming.

# Long essays



## ► Students

Also depends on the students' personality, but they like expressing themselves.

It can be very stressful if the requirements are not clear and if the time for preparing the essay is not enough.

## ► Teachers

Suitable for measuring understanding but the only element of feedback is the grade that students receive.

If they write it at home, it gives them the opportunity to develop strategies on how to acquire knowledge by exploiting various sources of information.

Time consuming evaluation.

# Oral exam



## ► Students

It is good to be able to demonstrate your knowledge - and get the results immediately.

Those students like it who speak better than write.

*But „it is very stressful when you realize that the entire assessment of your work you’ve done during one semester depends on one exam”*

## ► Teachers

Excellent way to examine the understanding of topics, enables to assess several skills besides knowledge.

However, it is time consuming.

But managing of students’ stress during oral exams constitutes a critical factor on the outcome.

# Presentations



## ► Students

Individual presentation is preferred, when you are responsible for the whole.

They also like the group work - in case they can choose the members.

## ► Teachers

It can develop several skills.

Students have the possibility to give feedback to other students - and they can also learn from each other.

In groups, free-riders can damage the motivation of active students.

# Case study



## ► Students

It is preferred in groups: most of the students agree that it can result a more comprehensive decision; it is useful to see and mix each others' different opinion.

## ► Teachers

It allows the evaluation of skills on solving a complex analytical problem; problem-solving oriented.

It has the opportunity to give a direct feedback, too.

# Video film shooting



## ► Students

Surprisingly they do not like it! They like watching videos - but do not really know how to make them.

They think it is too difficult.

But they agree it can be creative and challenging - without a mark or grade (like for extra points).

## ► Teachers

It can be used for indirect assessment.

It might have more difficulties and disadvantages than advantages.

# Situation/simulation



## ► Students

They like it and find it useful.

They have less experience (many students have never tried it).

## ► Teachers

It can be very innovative.

Useful as it is problem based.

But it takes a lot of time - either to elaborate and to evaluate.



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# Further results from teachers



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# General conclusions

- ▶ It makes no difference what teachers use. No assessment will be appropriate for all the students - some differentiation must be made.
- ▶ The assessment methods used within a semester should be harmonised: it happens, that all teachers want an essay till the last week.
- ▶ Methods can be differed by subjects as well: there are some very good methods to be used for a basic, theoretical subject (like tests), while for more practical subjects other methods are appropriate (like situations and/or simulations).
- ▶ It is useful to use different methods for the assessment at the same time.

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# Further suggestions



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# Suggestions



- ▶ According to what the subject allows
  - ▶ Use continuous assessment
  - ▶ Use different methods
  - ▶ The basis can be a kind of board game with different types of „challenges”
- ▶ In the project
  - ▶ Compile a guideline or pilot assessment system

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# Thank you for your attention



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