

Tim's comments on the evaluation forms

General

All the evaluations had some excellent points - and the forms designed could all be profitably used with classes. Below I will focus on what was unclear to me - and how I think they might be improved. In particular I will note the extent to which I felt that the given forms and activities matched the intended Learning Outcomes (called LO below).

Three general thoughts:

1. if one wishes pupils to construct an evaluation form (i.e. list their own criteria) then this should probably be done in a lesson on its own - or at least before they have seen the presentations - and then revisited after they have used them to evaluate some presentations. Trying to create and use them in the same lesson may be over-ambitious - unless the lesson is a long one.
2. one needs carefully to distinguish between the LO which is expected will derive from the pupils creating and/or using evaluation forms and those which derive from the act of creating the presentations to be evaluated.
3. although it was not the subject of this session, it needs to be recognised that the process of evaluation is not an end-point in itself. The teacher needs to think how s/he will take the information gained from the completed evaluation forms and use it to improve both the understanding of the pupils who completed them and (perhaps by doing things differently) that of future cohorts of pupils

To reduce the risk of any comments being seen as 'personal' I have (I hope) removed all names from the forms.

Form A

Two things

1. this form could have a sharper focus on *either* 'use given criteria to evaluate a presentation' or 'devise criteria to evaluate a presentation'. At present there seems to be a mix of these, for example:
"Is there too much information" - depends on what the pupils regards as 'too much' as does "is there enough information"
2. the example above also indicates that the worksheet does not (I think!) distinguish carefully enough between the *presentation* (i.e. what is said and what is on the screen) and the *PP slides* used in the presentation. For example, one would not want all (or even most) of the information spoken in a presentation to be on the slide (as it was not in the presentations you gave) one would only want the bullet points to be there. However, by asking 'is there enough information' the worksheet may lead pupils to think the opposite - unless of course the point was to see whether the pupils liked PP slides with 'lots of information' - in order the better to make the point above with them.

So perhaps the reworking needs to be in the LO rather than in the worksheet?

Form B

The LO here are clear - and on pupils devising criteria. I think that the second (filed-in) example of the WS is given as an example - and that the pupils would be given the first one, presumably to think about before they saw any presentations in order to agree/discuss what they could put in the general headings. This would fit the LO much better than giving them the more filled-in example - although the 3rd LO fits nicely with the given exemplification of the 'Extra Criteria'. Again then perhaps think through again the extent to which each of the forms meets different LO.

Form C

My problem here is that I cannot see any link between the intended LO and the content of the worksheet.

The LO are

1. For pupils to demonstrate the ability to gather and present information to a targeted audience.
2. For pupils to show the ability to use and understand presentation packages such as power point.
3. Pupils should know how to input simple graphics using digital cameras and scanners and to record sound for their presentation.

and the form is about evaluations. This needs rethinking so that the LO for *this lesson* relate to the activity the pupils will be doing in it - evaluating presentations - rather than activities they have been doing in *previous lessons* - creating presentations (for which the given LO seem very appropriate).

Form D

The *task* here fits the LO very well - I particularly liked the 'sensitivity' bit. What was less clear to me was the role the associated worksheet played. Were the intention for the pupils to use this, then it rather negates the idea of them creating their own pro-forma and key criteria (see the LO). However, it may be given as an example of what it is hoped the pupils may produce. In this case, indeed in all cases where the intention is for the pupils to create their own forms, the introductory discussion will need to be very well structured to give enough guidance without being overly constraining. Perhaps a brainstorm - with ideas shared by being put on the board - would be a good way to start?

Form E

The issue here is similar to that noted with form C. As in that case, the LO are desirable - but again as in that case they do not (other than the last one) seem to be related to the act of *evaluating*. They are more to do with the act of *presenting*. In this example the pupils are given a form to use - so one learning objective would be "to use given criteria to evaluate a presentation"

It would be useful to rethink the LO to focus on the learning that is expected from the pupils *using the form* rather than (as at present) *creating the presentations* which are to be evaluated.

Form F

Very similar comments to E. The LO are clear and thoughtful (as is the differentiation) but are to do with the *creation* of the presentation. The form provided is also clear - but it is difficult to see how its use relates to the LO - although they clearly relate to the 'criteria' which are to do with evaluation. Again, it would be useful to rethink the LO expected from pupils *using* the forms to evaluate each other's presentations, rather than those associated with the creation of the presentations.