COURSE OUTLINE

1. OVERVIEW

FACULTY	FACULTY OF HUMANITIES AND SOCIAL SCIENCES
SECTION	DEPARTMENT OF PRIMARY EDUCATION
LEVEL OF STUDY	UNDERGRADUATE

COURSE TITLE			
Educational Evaluation			
COURSE CODE	ΠΕ0404	**SEMESTER**	4
HOURS per WEEK	3	**ECTS**	4
COURSE CATEGORY	Compulsory	**COURSE TYPE**	General background, Scientific area
LANGUAGE OF INSTRUCTION AND EXAMINATIONS	Modern Greek	**PREREQUISITES**	-
OFFERED TO ERASMUS	YES	**ECLASS PAGE**	https://eclass.uth.gr/courses/PRE_U_164/

2. LEARNING OUTCOMES

Learning Outcomes

The aim of the course is for students to get acquainted with and understand the role, functions and educational, social, economic, and ideological-political components of both the evaluation of educational work in general, and the evaluation of student performance by the teacher.

In this spirit, students are invited on the one hand to get to know and become aware of the difficulties, problems and contradictions inherent in the evaluation of student performance, and on the other hand to become familiar with modern qualitative evaluation methods (Portfolio, Descriptive Evaluation) so that they are able to respond with pedagogical criteria and principles to the needs of their evaluative role.

Upon successful completion of the course, students will have:

- understood the historical, social, economic, ideological-political and educational parameters of the evaluation of educational work
- been informed and reflected on the historical development, the current scientific approaches and the institutional framework of the evaluation of the educator
- been informed about the evaluation of educational work at the School Unit level and the way it is implemented in today's educational reality.
- understood the existing institutional framework for the evaluation of educational work in Greece with its related interactions with international data (Greek PISA and OECD PISA survey)
- become aware of the difficulties and inherent weaknesses of evaluating student performance through grading scales
- been informed about the traditional and modern trends that prevail today in the evaluation of student performance (qualitative versus quantitative evaluation)
- evaluated in practice written student performance with differentiated criteria
- become familiar with alternative forms of assessment, such as Portfolio and Descriptive Assessment
- become familiar with the analysis of assessment cases/problems

General Competencies

Data and information search, analysis and synthesis, using IT as needed

Adaptability to new situations

Decision-making

Autonomous work

Teamwork

Work in interdisciplinary contexts

Respect for diversity and multiculturalism

Respect for natural environment

Demonstration of social, professional and moral responsibility and sensitivity to gender issues

| Critical and self-critical thinking |
| Advancement of free, creative and inductive thinking |

3. CONTENT

| The necessity and problems of evaluating education - international trends. |
| Clarification of related concepts: areas, models, typologies of evaluation. |
| External and internal evaluation (self-evaluation) of a school unit. |
| Evaluation of the teacher: historical-social context in Greece - institutional framework – evaluation methods - research data. |
| The out-of-school evaluation of student performance as a means of assessing the educational work produced at national and local level (Greek PISA)– international evaluation surveys (PISA, TIMMS). |
| Assessment of student performance: the pedagogical problem of performance |
| The assessment of the student in the Greek primary school: historical evolution of grades and examinations – the current institutional framework. |
| Functions, criteria and forms of students' assessment. |
| The problem of grades: advantages and disadvantages of grading. |
| Factors influencing the teacher's judgment. |
| Deficiencies and errors in grading: the problem of objectivity – reliability – validity. |
| Types of examinations: written and oral examination. |
| Types of questions. How to submit examination questions. |
| Alternative methods of student evaluation: evaluation based on the portfolio. |
| Descriptive evaluation. |

4. TEACHING AND LEARNING METHODS - ASSESSMENT

TEACHING MODE	In person		
USE OF ICT	Supporting teaching and learning through the e-learning platform (eclass), displaying ppt presentations, viewing videos, using mobile phones to answer questions posted on the MsForms platform, communication via webmail, eclass.		
COMPULSORY ATTENDANCE	NO	MAXIMUM NUMBER OF ABSENCES:	

TEACHING ORGANIZATION	Activity	Semester Workload (hours)
	Lectures	39
	Literature study & analysis	30
	Essay writing	20
	Study	20
	Examination	3
	Course total	*112*

EVALUATION	Type	Format	Weighting
	Final written exam	Multiple Choice Questions Short Answer Questions Open-Ended Questions Essay Development	100%
	Description of other evaluation method / Evaluation criteria:		

5. RECOMMENDED BIBLIOGRAPHY

| Core textbooks (available through the *Eudoxus* service) |
| Κωνσταντίνου Χ. & Κωνσταντίνου Ι. (2017). Η Αξιολόγηση στην Εκπαίδευση, Gutenberg, Αθήνα. |
| Καψάλης Α. & Χανιωτάκης Ν. (2015). Εκπαιδευτική αξιολόγηση, Θεσσαλονίκη, Αφοί Κυριακίδη |
| **Other books / Notes** |
| Λιάμπας, Τ. (2023). Η αξιολόγηση του μαθητή στο δημοτικό σχολείο. Θεσσαλονίκη, Gutenberg. |
| Παπαδοπούλου, Α. & Χαλκιαδάκη, Α. (2022). Εκπαιδευτική Αξιολόγηση. Σύγχρονες θεωρητικές προσεγγίσεις και πρακτικές εφαρμογές. Θεσσαλονίκη, Αφοί Κυριακίδη. |
| Παπακωνσταντίνου, Α-Α. (2024). Αξιολόγηση στην εκπαίδευση και αντισυστημικότητα. Αθήνα, Gutenberg. |
| Ρεκαλίδου, Γ. (2011). Αξιολόγηση της μάθησης ή αξιολόγηση για τη μάθηση; Αθήνα, Πεδίο. |

Ι.Ε.Π. (2020). Οδηγός εκπαιδευτικού για την περιγραφική αξιολόγηση στο δημοτικό https://iep.edu.gr/el/deltia-typou-genika/odigos-ekpaideftikoy-gia-tin-perigrafiki-aksiologisi-sto-dimotiko

MacBeath, J., Schratz, M., Meyret, D. & Jacobsen, L. (2004). Η αυτοαξιολόγηση στο ευρωπαϊκό σχολείο. Πώς άλλαξαν όλα. Αθήνα, Μεταίχμιο.

Scientific journals

Ελληνική Επιθεώρηση Εκπαιδευτικής Αξιολόγησης

Παιδαγωγική Επιθεώρηση

Επιστήμες Αγωγής

Έρευνα στην Εκπαίδευση

Νέος Παιδαγωγός Online

Scientific articles

Lopez-Crespo, G., Blanco-Gandia, C. M., Valdivia-Salas & Sancez-Perez, N. (2022). The educational e-portfolio: preliminary evidence of its relationship with student's self-efficacy and engagement. Education and Information Technologies, 27, 5233-5248. https://link.springer.com/article/10.1007/s10639-021-10827-2

Kouzouli, S. (2012). Investigating Portfolio Assessment with Learners of the 3rd Grade in a Greek State Primary School. Research Papers in Language Teaching and Learning, 3 (1), 146-164.

Zafiropoulou, B. & Darra, M. (2019). Contribution of the E-Portfolio to the Improvement of Students'Performance: Results from a Pilot Survey in the Second Grade of Primary School in Greece. International Education Studies; 12, (7); 119-128. https://doi.org/10.5539/ies.v12n7p11.

Abeywicrama, P. (2011/2012). Rethinking Traditional Assessment Concepts in Classroom-Based Assessment. The CATESOL Journal, 23 (1), 205-213.