

Alternative evaluation options

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5 methods

Higher Education Didactics and Digital Learning and Teaching Development

Albert-Ludwigs-Universität Freiburg

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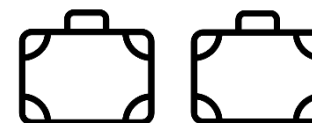
ALTERNATIVE EVALUATION OPTIONS – 5 METHODS

Method	Group size	Time required	Type	Setting
Flashlight	< 25 students	5-25 min	formative	analogue & digital
<p>Goal: To gain a brief sense of the mood during the course of the semester; to gather suggestions for changes to the process</p> <p>Procedure: The teacher provides a question or sentence starter in order to obtain targeted feedback. Participants take turns providing a term or sentence in response. Possible questions include:</p> <ul style="list-style-type: none"> • If you look ahead to the rest of the semester, what would you like to be kept? ▪ When you think about the course, what changes would you like to see? ▪ ... <p>Materials: none</p> <p>Variations:</p> <ul style="list-style-type: none"> • You can vary the focus and amount of time required by changing the number or content of the questions. • Digital boards (Etherpad in ILIAS) or word clouds (Mentimeter) can be used in online courses. • Conducting the activity online offers the advantage of automatically creating written documentation of the snapshot. If you conduct a snapshot as an in-class conversation, be sure to take notes on feedback or ask an assistant to do so. <p>Sources: Dainton (2018), Netzwerk Qualitätssicherung an Thüringischen Hochschulen (2020), Peterßen (1999)</p>				



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Method	Group size	Time required	Type	Setting
Pack your suitcase	< 25 students	30-60 min	summative	analogue & digital
<p>Goal: Final evaluation of a course</p> <p>Procedure: The teacher places two suitcases (or images of suitcases) in the room or on a pinboard. In one suitcase, participants place cards on which they have noted (1 keyword per card) what they will “take home with them” (e.g. ideas, insights). In the other suitcase, participants place cards with feedback for the teacher/on the course. (These are the things that the teacher should “take home with them” or that the student would like to see.) We recommend using different coloured cards for the two different types of feedback. The students “pack” the suitcases and present their cards. This is followed by a discussion about the students’ feedback, during which the teacher can ask questions if anything is unclear.</p> <p>Materials: two suitcases / images of suitcases (approx. A2/flip chart-sized sheets), feedback cards in two colours, pens for each student</p> <p>Variations:</p> <ul style="list-style-type: none"> You can reduce the amount of time required by either using only the first suitcase or by focussing the discussion solely on constructive feedback. You can conduct this activity online using digital boards such as Etherpad in ILIAS. The website www.mentimeter.com is also suitable for this activity. You can use the “Open Ended” tool to ask participants two questions (“What will you take home with you?” and “What would you like me to take home with me?”). Participants write their open-ended answers in the form of speech bubbles and can – if desired – also agree with the statements of others. Each comment, speech bubble, or post-it should contain only one keyword. <p>Sources: Düwel et al. (2024); Netzwerk Qualitätssicherung an Thüringischen Hochschulen (2020)</p>				




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Method	Group size	Time required	Type	Setting
Five-finger method	< 25 students	15-20 min	summative	analogue & digital
<p>Goal: Final evaluation of a course</p> <p>Procedure: Participants trace the outline of their hand on a piece of paper. Each finger represents a prompt or a sentence starter:</p> <ul style="list-style-type: none"> • Little finger: "I didn't get to focus enough on ..."; "Too little time was spent on ..." • Ring finger: "I am satisfied with ..."; "What worked well was ..." • Middle finger: "I was less happy with ..."; "More emphasis should be placed on ..." • Index finger: "I received the following suggestion: ..."; "One good idea was ..." • Thumb: "The best part was"; "Something that definitely shouldn't be changed is ..." <p>We recommend pinning an image of a hand with the sentence starters on the wall. The teacher asks participants to write down statements about the corresponding finger. The statements are then collected and pinned to the hand.</p> <p>To create a safe space for the students, the teacher can wait outside the door for a specified period (e.g. 10 minutes) before returning to the classroom.</p> <p>Materials: pieces of paper, pens</p> <p>Variations: Students write down their feedback collaboratively in an Etherpad that you prepare with sentence starters in advance.</p> <p>Sources: Düwel et al. (2024), Netzwerk Qualitätssicherung an Thüringischen Hochschulen (2020), Schumacher (2014)</p>				



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Method	Group size	Time required	Type	Setting
Target method	< 25 students	15-25 min	formative & summative	analogue & digital
<p>Goal: To gather students' opinions on various indicators of teaching and learning</p> <p>Procedure: The teacher draws a target on a flip chart/poster and divides it into segments, with each segment representing an aspect of evaluation. Students are given dot stickers for each segment and are asked to place their dots accordingly – the closer the dot is to the centre, the greater their satisfaction. This activity can serve as the basis for a discussion about the resulting image and the potential changes that could be made based on the feedback.</p> <p>Segments could include:</p> <ul style="list-style-type: none"> • Interest in course topics • Personal learning success • Didactic design • Support in preparing presentations • Group dynamics • Feedback on exercise sheets • ... <div data-bbox="1424 691 1711 978" data-label="Image"> </div> <p>Icon is created by Freepik - Flaticon</p> <p>Materials: Flip chart, dot stickers</p> <p>Variations:</p> <ul style="list-style-type: none"> • You can conduct this activity online using the websites www.oncoo.de or www.mentimeter.com • Other shapes (creatively designed categories) can also be used in place of a target. <p>Sources: Auferkorte-Michaelis & Hintze (2021), Netzwerk Qualitätssicherung an Thüringischen Hochschulen (2020)</p>				

Method	Group size	Time required	Type	Setting
Triangle discussion	< 25 students	25-45 min	formative & summative	analogue & digital
<p>Goal: To gain a brief sense of the mood during the course of the semester; to gather suggestions for changes to the process</p> <p>Procedure: The teacher hangs up three (or more) posters with key questions.</p> <ul style="list-style-type: none"> • What have you particularly liked (so far)? • What would you like to change and how? • What would you like to see for the rest of the semester?  <p>Icon is created by Pomicon - Flaticon</p> <p>Students attach feedback cards with their comments to the appropriate poster. To build on this activity in a subsequent phase, the teacher can work with the students to create topic clusters. Each student then receives 3 green dots, which they can use to prioritize the aspects that are most important to them by placing the dots on the corresponding cards.</p> <p>Materials: posters, feedback cards, dot stickers, push pins/tape</p> <p>Variations:</p> <ul style="list-style-type: none"> • You can also implement this method online (without prioritization), e.g. by using an Etherpad (ILIAS) or www.mentimeter.com. <p>Sources: Netzwerk Qualitätssicherung an Thüringischen Hochschulen (2020)</p>				