## **Workshop: Educational Observation and Evaluation**

## Giustina Maltese

***WORKSHOP AIMS AND INTENDED LEARNING OUTCOMES***

The workshop aims to promote the integration of theory and practice in the process of building the educator's professional profile.

More specifically, it aims to:

- promote observational and evaluation competence in educational work;

- grasp the connection between observation, planning, evaluation and documentation (methodological skills);

- introduce some devices and tools for observing and evaluating services (with particular attention to services for children).

At the end of the training path, students will be able to:

-  observe and evaluate with a method;

- critically analyse some observational and evaluation devices and tools;

- use some devices and tools according to the specificity of the contexts (with particular reference to services for children) and the variety of the objects analysed;

- reflect on their own observational and evaluation activity.

***DESCRIPTION OF THE ACTIVITIES***

The workshop activities are aimed at getting an insight of the observation and evaluation that are carried out in educational contexts. In particular, reference will be made to services aimed at early childhood (0-3 years), but also to other educational and training services intended for other types of users (such as, adults, the elderly, disabled people, drug addicts).

The activities concern the following aspects:

* observation and its different aspects: the meaning of observation, why you observe, when you observe, what/who you observe, who observes, how you observe;
* observation in different educational contexts;
* the circularity of the process: from observation to evaluation going through design and documentation;
* the evaluation and its different aspects: formative evaluation, self-evaluation, evaluation at the macro level (the evaluation of the quality of the service), evaluation at the micro level (the evaluation of the child's growth process);
* individual and group observation: sharing practical exercises and reflections, by highlighting the differences that have arisen before and after the workshop.

***TEACHING METHOD***

The workshop promotes the development of observational and evaluative skills as qualifying elements for the education profession. To this end, the teaching methodology used includes the proposal of different activities through which students will reflect, individually and in groups, on the different themes on which the workshop is focused.

In particular, the workshop teaching based on “learning by doing” is used with the purpose of building a cooperative learning context, in which students are considered not as passive receivers of knowledge transmitted by the conductor, but as active builders of their own knowledge. In this way, they have the opportunity to reflect, work, learn, and discuss in a more interactive environment, in which the final outcome of the activities carried out is the result of their joint work. By doing so, the group of students is transformed into a real “learning community” where the conductor acts as a facilitator and mediator of the students' learning process and the students act as builders of shared knowledge.

***ASSESSMENT METHOD AND CRITERIA***

As part of the workshop, a project/artefact will be created and assessed on the basis of the following criteria: completeness, consistency, originality, usability.

The final mandate will focus on the production of a group artifact capable of expressing teamwork and individual processing developed during the workshop.

The methods of participation in the workshop, the activities offered and group work will provide additional elements to verify the acquisition of the intended learning outcomes.

The workshop can be validated after checking the student's attendance at classroom activities for the total number of hours provided.

***NOTES***

Further information can be found on the lecturer's webpage at <http://docenti.unicatt.it/web/searchByName.do?language=ENG> or on the Faculty notice board.