# Quality Assessment for Educational Projects

## Prof. Katia Montalbetti

***COURSE AIMS***

The course aims to provide students with knowledge to navigate within today's debate on assessment and to promote methodological skills useful for structuring assessment actions in professional practice, for understanding and participating in assessment processes activated in educational and training contexts, and for use of the assessment data with improvement purposes.

***INTENDED LEARNING OUTCOMES***

Knowledge and understanding

At the end of the course, students are expected to know:

- the fundamental themes and problems of assessment in the educational and training field

- the fundamental concepts and the specific language of the discipline

- the different approaches and assessment models

- the methodological structure of a monitoring and assessment device

- the main monitoring and assessment tools

Apply knowledge and understanding

At the end of the course, students are expected to:

- correctly use the fundamental concepts and the specific language of the discipline

- orient themselves critically among different paradigms and assessment approaches

- build a monitoring and assessment device

- develop some monitoring and assessment tools

- use the assessment results for improvement

“Independent judgment”, “Communication skills” and “Learning ability”

At the end of the course, students will be able to:

- show articulated independent judgment in evaluating the quality of educational and training projects

- effectively communicate and argue the methodological choices made in assessment contexts

- learn critically from their own experience by developing reflective working ways.

***COURSE CONTENT***

The following key topics will be investigated during the course:

a. General assessment aspects and issues in the social field

b. Specific assessment aspects and issues in education and training

c. Design and implementation of monitoring and assessment devices

d. Methods and tools for monitoring and assessment

e. Outline of impact assessment

***READING LIST***

Compulsory textbook:

K. Montalbetti, *Manuale per la valutazione delle pratiche formative,* Vita e Pensiero, Milan, 2011.

A textbook to choose from:

E. Restiglian, *Valutazione della qualità nei servizi per l'infanzia*, *Sistemi e strumenti*, Carocci, Roma 2020.

C. Lisimberti, *Valutare per la formazione. Lavorare con metodo nella pratica,* Vita e Pensiero, Milan, 2011.

E. Bartezzaghi, M. Guerci, M.Vinante. *La valutazione stakeholder-based della formazione continua. Modelli, processi, strumenti*, FrancoAngeli, Milano, 2009.

***TEACHING METHOD***

The course involves use of complementary teaching strategies: frontal lectures, participatory lessons, practical exercises, and guided practical activities in class; some lectures may be held in seminar form in co-presence with scholars or specialists of various topics.

The teaching material used during lectures is made available to students on the Blackboard platform.

***ASSESSMENT METHOD AND CRITERIA***

The exam consists of an oral interview preceded by a written test.

The written test will consist in the drafting of a paper in which students will have to demonstrate both their knowledge and critical understanding of the topics covered by the course and the operational skills and competences related to them.

In the paper students will be required to structure a monitoring and assessment device starting from a situation chosen by them. A guideline will be provided for the drafting and made available on the platform at the beginning of the course. The paper must be uploaded to the platform according to the times communicated by the lecturer (approximately ten days before the exam session).

The interview will be inspired by the discussion of the paper and will be aimed at verifying: the students’ knowledge of the course topics; the ability to reflect on different contents, discussing their applicability in specific contexts; and the mastery of the subject-specific language.

There will be only one mark, which will be assigned at the end of the oral interview taking into account all the elements collected in the assessment process.

The quality of the paper will be assessed using the following criteria: completeness, presentation clarity, appropriate language, pertinence, consistency, argumentation, adequacy, validity, conceptual references, critical reflection, feasibility/sustainability.

For the assessment of the oral interview, the following criteria will be considered: correctness and quality of the answers provided, command of language, clarity of presentation, reasoning skills and analytical rigour, quality of logical and methodological argumentation.

***PREREQUISITES***

Knowledge of the basic elements of research and design methodology in the educational and training fields is a prerequisite. Students who have not acquired these skills in their previous training path are invited to contact the lecturer for information on possible supporting textbooks.

***NOTES***

Students *are required* *to regularly consult* the information tools used for the course (lecturer’s web page and *Blackboard* IT platform), where notices and updates will be posted from time to time.

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.