SCIENCE SHOPS EVALUATION OF STUDENTS' TEAM

ANNEX 7.

GUIDELINES

2019

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THE PURPOSE OF EVALUATION

- The purpose of the evaluation is to help students learn.
- This is achieved by involving them into activity of self-evaluation and evaluation of each other. By evaluating their activities and results, students provide feedback to others and themselves. By learning to assess others' and their work according to the provided criteria, students understand the requirements for well-done work or for proper performance, learn to identify the strengths of their own and others' performance and areas to be improved, to foresee improvement methods.
- Evaluation is one of the key aspects of the Science Shop projects (hereinafter projects). Student participation in the process of evaluation, learning reflection, self-assessment and ability to provide feedback gain essential importance in the project.

COMPOSITION OF PROJECT IMPLEMENTATION GROUPS

- Science Shop projects are aimed at working in groups.
- They are designed to analyze various practical problems through empirical research as well as for searching for problem-solving techniques.
- When preparing and analyzing the project, students work in teams of 3-4 students. Groups can be created by students themselves.
- Possibility to choose their own teams results in assuming responsibility for achieving the best result. It helps the students to develop social skills, such as cooperation, tolerance, communication with specialists, seeking answers to occupational questions.
- The student group is consulted by a lecturer who helps students to find answers to the questions and assesses the work of the group. Project implementation lasts one semester.

EVALUATION METHODOLOGY

- Project evaluation is comprised of internal and external evaluation.
- Evaluation weightings: Internal evaluation: 50% and External evaluation: 50%.
- Internal evaluation consists of self-evaluation of students and their evaluation by members of the project team. Evaluation weighting: 50%, where self-assessment is 10% and 40% is by group members.
- The external evaluation is carried out by the project manager and by a commission composed of representatives of the social partners. Evaluation weighting: 50%, of which 30% is managerial assessment and 20% commission assessment.

The project ends with a project report and its public presentation, which should focus on what the students have learned, which aspects of learning have been successful, complex or unattainable. Presentation of the project shall be an invitation to an open discussion, during which each participant of the project expresses his / her opinion and gives his / her assessment. While publicly presenting the project, teams of students use modern video tools, clearly and consistently express their thoughts, and learn to critically accept the comments of students and colleagues.

SELF - EVALUATION

- Selection of evaluation criteria is a very important aspect in the project.
- Criteria used must clearly reflect teaching and learning goals and should encourage students to achieve these goals.
- Students should be provided with the possibility to assess their achievements and development while carrying out a Science Shop project.
- The same criteria can be applied when evaluating the group members.

Self-evaluation

Criteria	Evaluation score (1-10)	Explanation of the evaluation
1. Responsibility		
2. Organization		
3. Ideas and suggestions		
4. Data collection		
5. Data analysis		
6. Writing project report		
Total		

Average evaluation score is calculated.

EVALUATION BY THE GROUP MEMBERS

- When evaluating group work, a significant issue becomes an assessment of the contribution of each member of the group.
- This is best done by group members themselves.
- Peer evaluation can be conducted by completing the evaluation sheets of the other members of the group in compliance with the provided assessment criteria.
- The following criteria for evaluating contribution to the group work are proposed.

Group members' evaluation

Criteria	Evaluation score (1-10)	Explanation of the evaluation
1. Responsibility		
2. Organization		
3. Ideas and suggestions		
4. Data collection		
5. Data analysis		
6. Writing project report		
Total score		

Average evaluation score is calculated

EXTERNAL EVALUATION

- The following aspects of the project are assessed:
- the relevance of the topic,
- the originality of the topic and its development,
- the scope of work,
- the quality of the work (applied artistic expression and visual means),
- the completeness of the work,
- the individual efforts of the student to work independently and creatively.

During the assessment of project presentation, the aspects to be evaluated are conciseness, informative capability, accuracy, ability to respond to questions; ability to draw attention and maintain interest; language culture. The project must be delivered in compliance with the general requirements of the contemporary Lithuanian language.

EXTERNAL EVALUATION

Criteria	Evaluation score (1-10)
1. The originality of the topic and its development	
2. The scope of the work, the quality of the work (applied artistic expression and visual means)	
3. The completeness and applicability of the work	
4. Cooperation, community involvement, project impact on the community	
5. Conciseness, informativeness, accuracy of the presentation	
6. Language culture of the delivery of the presentation	
7. Ability to respond to questions	
8. Ability to draw attention and maintain interest	
Total score	

Average evaluation score is calculated

FINAL EVALUATION

Having evaluated the project, the average of the score is calculated and represents the final evaluation of the student and the level of achievement. It can be excellent, typical, threshold

Student‘s Final evaluation according to the level of achievement

The level of achievement	Evaluation criteria
Excellent (10 /9 points)	• a student demonstrates effective participation and initiative; • a student can make decisions independently; • a student demonstrates good teamwork skills; has a well-grounded opinion, is able to discuss constructively with others;; • a student demonstrates sound knowledge, abilities and skills, • a student works diligently, purposefully and responsibly; • a student is able to critically evaluate his/her own work and can provide suggestions for further development
Typical (8 / 7 points)	• a student demonstrates effective participation and active approach; • a student is able to follow the rules and instructions; • a student demonstrates good teamwork skills; • a student works rather thoroughly (there might be a few discrepancies); • a student is able to objectively evaluate his/her own actions.
Threshold (6 / 5 points)	• a student seeks action, demonstrates initiative; • a student requires guidance; • a student cannot work effectively with other students; • there are serious errors and inaccuracies in the work of a student; • student‘s initiative is hardly observable; • a student is not able to completely objectively evaluate his/her own actions.

[Cite your source here.]

FEEDBACK FROM STUDENTS

- Having evaluated students, it is very important to get feedback from them, to check whether students have understood what and how they should have done, to seek their opinion.
- They should provide feedback on what was the most difficult, uninteresting, useless for them and conversely, what helped to identify the strengths and weaknesses of their work, what were motivating factors and encouraged the project activities to be more successful.
- After the presentation of the project for external evaluation of the project, students are asked to fill in the “Feedback questionnaires” anonymously.
- The aim of the questionnaires is to find out the students' opinion about the project and the quality of its organization.
- Proper feedback is considered one of the most effective teaching and learning methods.

FEEDBACK FROM STUDENTS

Feedback questionnaires

Date_____

Team title	
Have you developed competences that could be useful to you in the future? If so, what are they?	
Three things you most liked about contributing to Science Shop	1. 2. 3.
Three things you most disliked about contributing to Science Shop	1. 2. 3.