Tab.3: Exemple of soft skills evaluation

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  **Analytical phase** | **1** | **2** | **3** | **4** | **5** |
| **Cognitive** | Sources | Understanding sources | Trends | Problem def. | Critical analytics |
| **Creative** | Parameters | Objectifs | Sorted Data | Pro and contras | Conclusions |
| **Cooperative** | Individual work | Roles and plan of the team | Meetings of the team | Experts – extern subjects integration | Team spirit |
| **Communicative** | Basic communication (but chaotic) | Communication plan(but not clear comm.) | Clear and concrete communication | Complex team communication system | Complex team communication system (incl. other players as experts) |
|  |  |  |  |  |  |
|  **Conceptual****phase** | **1** | **2** | **3** | **4** | **5** |
| **Cognitive** | Idea | Idea based on target group needs | Inputs (p.ex. from experts, from practice) | Solutions and Alternative solutions | Risks analysis of the solutions |
| **Creative** | Description | Methods | Plan with appropriate methods | Processes | Complex solutions |
| **Cooperative** | Individual work | Roles and plan of the team | Meetings of the team | Experts – extern subjects integration | Team spirit |
| **Communicative** | Basic communication (but chaotic) | Communication plan(but not clear comm.) | Clear and concrete communication | Complex team communication system | Complex team communication system (incl. other players as experts) |
|  |  |  |  |  |  |
|  **Verification phase** | **1** | **2** | **3** | **4** | **5** |
| **Cognitive** | Discussion in the class | Basic questionnery in the class (Data) | Data in the class and online data analysis, f.ex. Facebook and others | Complex survey system (quantitative and qualitative) | Comprehensive feedback from practice |
| **Creative** | Feedback <10% | Feedback 20% | Feedback 30% | Feedback 40% | Feedback>40% |
| **Cooperative** | Individual work | Roles and plan of the team | Meetings of the team | Experts – extern subjects integration | Team spirit |
| **Communicative** | Basic communication (but chaotic) | Communication plan(but not clear comm.) | Clear and concrete communication | Complex team communication system | Complex team communication system (incl. other players as experts) |
|  |  |  |  |  |  |
|  **Argumentation phase** | **1-2** | **3-4** | **5-6** | **7-8** | **9-10** |
| **Cognitive** | Situation description | Good potential of the project | Clear goals | Financial balance | Complex solution with ROI |
| **Creative** | Facts | Plan, Budget | Marketing | Acceptance from experts | Adoption in practice |
| **Cooperative** | Individual work | Roles and plan of the team | Meetings of the team | Experts – extern subjects integration | Team spirit |
| **Communicative** | PPT standard or others | PPT high standard or others | Personal targeting | Video2D, 3D | Complex presentation of the solutions |

|  |  |
| --- | --- |
| **Points** | **Marks** |
| 91 – 100 | A |
| 81 – 90 | B |
| 71 – 80 | C |
| 61 – 70 | D |
| 51 – 60 | E |
| 50 and less | Fx |

|  |  |  |
| --- | --- | --- |
| Automatic conversion of points to a mark on the portal during the evaluation of individual phases: |  |  |
| **Phase** | **Max. points** | **100% points =** |
| **Analytical** | 20 | 20 |
| **Conceptual** | 20 | 40 |
| **Verification** | 20 | 60 |
| **Argumentation** | 40 | 100 |

**Example:**

If you only evaluated the analytical phase, then 20 points are considered 100% points. This means that when allocating e.g. 15 points the system calculates a grade of C (= 75%) If you have evaluated the analytical, conceptual and verification phase, then 100 points is considered 100%. This means that when allocating a total of e.g. 50 points, the system calculates a score of B (= 83.3%) If you missed the running phases, then it is possible to evaluate only in the last (argumentative) phase, then 40 points are considered 100% (10 points for each OCTO criterion). This setup of the software is because not every team manages to complete all 4 presentations by phases.

Dalen, J. & Prince, C.J.A.H. & Scherpbier, A.J.J.A. & Van der Vleuten, Cees. (1998). Evaluating Communication Skills. Advances in health sciences education : theory and practice. 3. 187-195. 10.1023/A:1009741016453.