

A portfolio task

Social relations in the classroom diagnostics

Study programme:

Form of study:

School year:

A student's name:

Relation to the state exam: question 13 & 14

Self-assessment					
Social relations in the classroom diagnostics				Egg to egg result:	
5	4	3	2	1	N
Excellent	Above average	Average	Below average	Very poor	Criterion cannot be applied
I use proper terminology					
I choose appropriate methods and tools to achieve the objective of the diagnostic activity					
I document the collection of adequate data					
I evaluate and interpret the data in relation to the objective					
I formulate findings and possible actions in relation to the objective					
Formal arrangement of portfolio task					

Assignment:

Social relations in the classroom diagnostics

1. Group/class characteristics

Characterize the group in which you will carry out the diagnostic activity.

2. Objective of the diagnostic activity

Specify clearly and concisely the objective of the diagnostic activity. Be very specific.

3. Diagnostic plan

Describe the diagnostic plan: when, in what subject, situation and how you will carry out the diagnostic activity.

Choose the appropriate methods for the diagnostic activity: you will choose at least three different methods of pedagogical diagnosis, which you will specify here.

4. Collection and processing of diagnostic data from all methods used according to the principles of data protection (no photographs of students, documentation with names...; you must provide e.g. observation sheets, interview transcripts, scanned questionnaires, ...).

Educational and Psychological Assessment in Teaching Practice

- a. Method (tool) 1. (data collection, data documentation, interpretation of findings)
- b. Method (tool) 2. (data collection, data documentation, interpretation of findings)
- c. Method (tool) 3. (data collection, data documentation, interpretation of findings)

For the purposes of this paper, consider the following as the default method for assessing social relationships

- 1) Unstructured observation. Using descriptions of interactions, characterize the class as a collective (coherent, divided into groups, climate, activity, cooperation and competence).

If possible, try to describe

- informal roles of students in the classroom collective.
- Relationships that support school performance or the adaptation of classmates
- risky or potentially risky interactions and 'disadvantageous' roles.

Focus on dynamics of:

- the impact of relationships on and/or disruption of students' well-being
- the impact of classroom management (e.g. group work, frontal teaching, team building activities...) and teacher interventions (including your own)
- the development of the group
- 'critical incidents', their occurrence, course, resolution, consequences
- the nature of interactions in class and during breaks,
- students with each other and of students with the teacher.

- 2) Confront your findings with the teacher's and/or school counsellor's feedback. In the interview, focus on the characteristics of the class, the development of the collective prior to your practice, and goals in working with the class.

You can use additional methods such as.

- 1) Analysis of documentation (climate survey results, sociometric class structure, etc., if available)
- 2) A game, observation of behaviour in an arranged situation, a playful projective technique ("molecules", class drawing, "holidays with the class"...))
- 3) Analysis of the teacher's targeted intervention (including your own)

Avoid the use of formalised procedures contrary to the ethics of the teacher's work (self-reported sociometric surveys for work purposes only, targeted questioning and publication of "dislike/liking lists").

The choice of this task variant is suitable if you are working with a class where group dynamics play a significant role - e.g. 6th grade after the arrival of pupils from small classes, group work plays a large role in the teaching, classroom relationships are just the subject of intervention, etc.

Educational and Psychological Assessment in Teaching Practice

1. **Overall conclusion for all methods used (from all findings to date, summarize the conclusion, the result of the findings.**
2. **Prepare a plan of action:**
3. **Communication of findings and actions: with whom, when, how did/would you communicate the findings ?**
4. **Reflect on your experience of the diagnostic activity and then carry out a self-assessment according to the criteria on the introductory page.**
5. **The classmate evaluator will provide feedback on the work in the peer assessment part and then evaluate the classmate's work according to the set criteria in the provided table.**

Peer- assessment					
Social relations in the classroom diagnostics			Egg to egg:		
5	4	3	2	1	N
Excellent	Above average	Average	Below average	Very poor	Criterion cannot be applied
Uses proper terminology					
Chooses appropriate methods and tools to achieve the objective of the diagnostic activity					
Documents the collection of adequate data					
Evaluate and interpret the data in relation to the objective					
Formulate findings and possible actions in relation to the objective					
Formal arrangement of portfolio task					

6. **The author of the work comments on the feedback, edits the work, completes it, mentions how the work has been improved and puts the modified version in the homework vaults. The author states the result of the egg-egg check on the front page, in the self-assessment table.**