

Pedagogical and Psychological Assessment in Teacher's Practice SZ6652

Organizational guidelines

Course Objective:

The aim of the course is to experience selected methods of educational and psychological assessment in specific school situations, to learn how to process the information provided during instruction and in school environment, and to gather additional data relevant for understanding the individual learning characteristics of specific students. Furthermore to build on the experience of targeted diagnostic activities from the Bachelor's studies and to focus preferably on: a) the diagnosis of the pupils' learning process and their results, b) the teachers' experience of dealing with pupils' problematic behaviour and the diagnosis of classroom relationships.

Course format:

Lecture and seminar: both in a two-hour block. The course is taught by Members of the Department of Education and Psychology.

Classes run on:

23.9. at 14:00 – 15:50 in room 34;
7.10. at 14:00 – 15:50 in room 20;
25.11. at 14:00 – 15:50 in room 34.

In a meanwhile students work on the portfolio assignment during their Teacher's Degree Programs internship. Active attendance and participation in the seminar is essential, as well as completion of the assignments, including the portfolio task. The portfolio assignment is part of the State Examination.

Course completion requirements:

- Active participation of students in the course (even in the case of online teaching with the camera on),
- submission of a written form of portfolio assignment and self-evaluation,
- evaluation of the work of a classmate and improving own work based on a feedback from a classmate,
- presenting the results of own work at the final colloquium,
- completing continuous assignments during the course including the self-study activities.

How to process the portfolio task:

a) **Choose one** of the tasks below for your diagnostic task, or you can do more than one. For each task, you will find a form in the learning materials to process the task.

- Diagnosing learning outcomes and the process of learning
- Diagnosing social relationships in the classroom
- Case studies of problem behaviour of pupils
- Using assessment to support learning

b) Processed the portfolio task by following steps in a prepared document, which is provided in Information System in Learning Materials file.

c) After fulfilling the portfolio task, evaluate your work.

d) Send your work by e-mail to a selected classmate for peer evaluation.

e) The classmate studies your work, evaluates it, writes a recommendation for possible modifications and sends it back to you by e-mail.

f) Improve the quality of your work, react to recommendations and put it in the homework vaults (including feedback and evaluation of a classmate).

Completion of the course:

Colloquium (six-member groups - three pairs of classmates (according to mutual evaluation) will present their experience with diagnostic activity in practice.

Questions about teaching in seminars should be directed to your teachers by e-mail. In your e-mails, always include the number and name of the subject, so that the teachers can respond to your question as soon as possible.

Please, respect the deadlines for handing in the task:

- send your portfolio task to designated classmates **by 8.1. 2023;**
- provide a feedback to your classmate **by 15.1.,**
- submit final version of the portfolio task to the homework vaults **by 22.1.2023.**

Colloquium dates

Colloquia will mainly take place between **23.1.2023 and 27.1.2023**. If needed, additional dates will be offered based on personal communication. The students will bring their work in **printed form** to the colloquium.

Peer-assessment couples

Lashuk, Anastasiya - Lemis, Raechel