



EVALUATION AND ASSESSMENT OF LEARNING OUTCOMES IN VET STUDENT AND TEACHER MOBILITY PROJECTS

» THE ROLE OF ASSESSMENT IN THE LEARNING PROCESS (IN MOBILITY)

Evaluation and assessment are key elements of any learning process. The quality of assessment has a high impact on the learning process, on the personality development of the learner, and on the student's self-assessment and motivation, thus performance evaluation requires special attention and responsibility.

The careful specification of the learning outcomes, agreed upon by both parties, is not only crucial for setting the appropriate requirements but also for the purposes of assessment. Evaluation and assessment of students' performance makes learning outcomes more visible, and gives value to the mobility, which is essential for establishing mutual trust between the partners.

Design and documentation of the assessment process and procedures is also a key issue for recognition. It is therefore necessary for the sending and the host institutions to specify and agree on the assessment procedures to be applied.



» ASSESSMENT OF LEARNING OUTCOMES IN STUDENT MOBILITY

The basic principles of developing an assessment process in mobility:

- The criteria of assessment should be closely related to the learning outcomes
- Assessment is conducted in the host institution
- Validation and recognition is the responsibility of the sending institution
- The process of assessment is quality assured and stipulated in the partnership agreement

A mobilitásban résztvevő tanuló teljesítményének értékelésére vonatkozó alapelvek:

- be realistic, factual and objective
- ensure standard procedures and circumstances for each student
- students should be able to demonstrate their learning outcomes and the characteristics of their learning in real life situations and in diverse contexts
- give constructive feedback – a sense of achievement enhances students' motivation

» ASSESSMENT OF LEARNING OUTCOMES IN TEACHER MOBILITY

During teacher's mobility, we gain a lot of experience, but we do not learn from the experiences themselves, but from their conscious interpretation and application. Therefore, we need to evaluate the learning outcomes, the mobility process and its impacts during mobility, for ourselves and the purpose of project reporting. In this respect, the following questions should be considered:

- Have I achieved the targeted learning outcomes?
- What professional, methodological and personal competencies have improved?
- What are the „proofs” of competence development and how can I document it?
- How can they be applied in the domestic vocational training environment and in my own work?
- How do I know how can I use what I have learnt for the development purposes of my school?

One of the most efficient ways of presenting and documenting a personal development and learning path is the portfolio, allowing one to document the entire learning process, and provide an opportunity for continuous (self-) assessment and self-reflection.

» THE PROCESS AND METHODS OF ASSESSMENT

The process of assessment



Goal



Requirements and contents



Form, method, tool, task



Levels of qualification requirements

Assessment may be conducted more than once during the mobility process. During mobility, formative assessment is needed to ensure motivation to learn, to identify problems and to provide feedback, whereas at the end of mobility, summative assessment is used to give an overall summary and evaluation of the learning outcomes achieved during the learning process.

The methods of assessment can be:

- stimulated or real situations
- role-plays
- observation during work
- a masterpiece
- project work, etc.

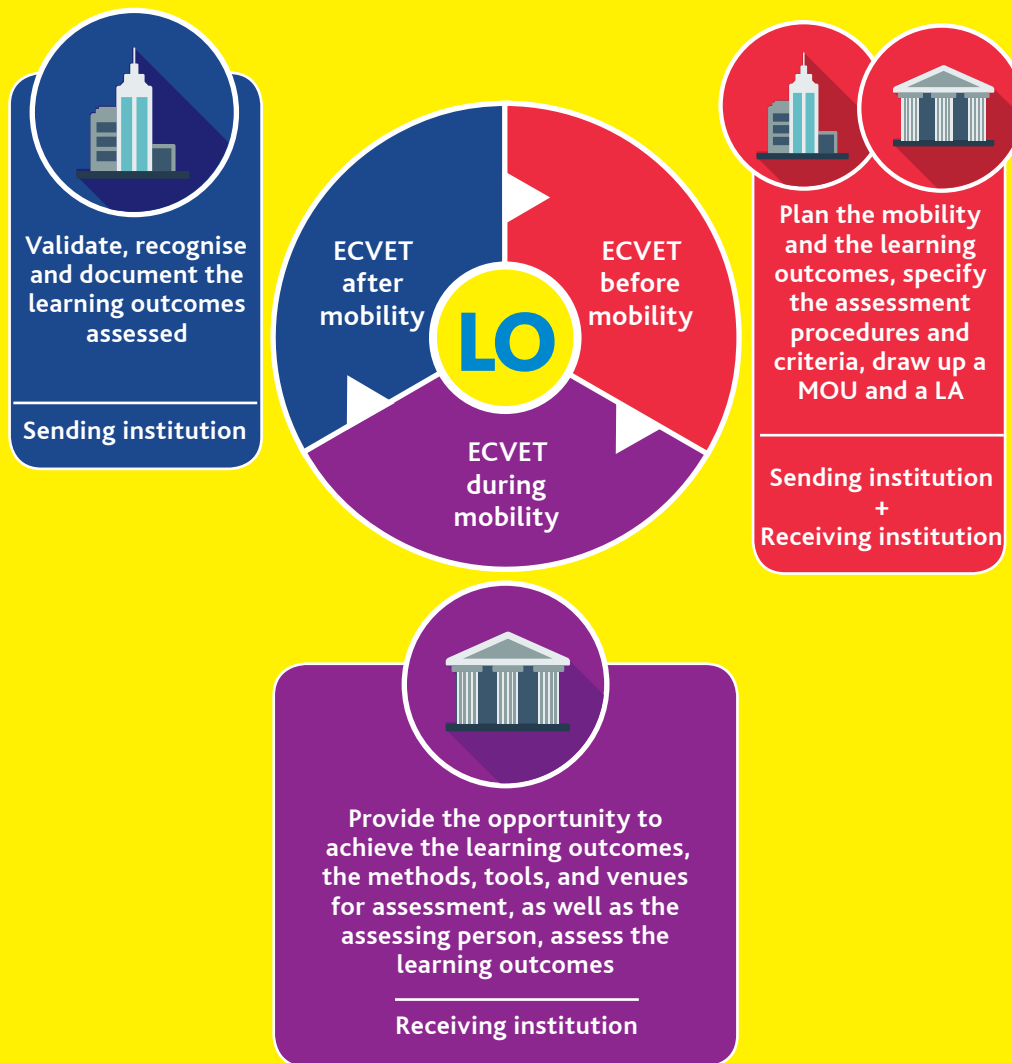
The method of self-assessment and a portfolio may shed light on such competencies of the student which may otherwise remain hidden. Whichever method you apply should be consistent with the learning outcomes to be assessed.



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VET STUDENT AND
TEACHER MOBILITY
PROJECTS

THE PROCESS OF LEARNING OUTCOMES-BASED ECVET MOBILITY



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