



21st Century European Classrooms:

Meeting the challenge of the digital era with innovation and creativity

Chapter 4: FUTURE CLASSROOM: Students' evaluation system

1. School/Institution

SOUUE "Konstantin Kiril Filosof" – Ruse, Bulgaria

2. Theoretical approach or conceptual guideline

- Assessment – systematic determination of a subject's merit worth and significance using a set of standards
- Main functions – controlling, feedback, educational and social informative
- Methods of docimology
 - Formal – standardized tests
 - Informal – flashcards and pop quizzes
 - Observation – assessing students' social progress
 - Grading – to score students' performance and individual testing
 - Portfolio – review of our students' progress

3. Context references pertinent to the main issue

- Variety of ICT methods of assessment
- Boost online assessment including multimedia, different question types
- Use of personal response systems
- Use of virtual learning environment to manage assessment

4. Good practices identification

Edmodo, Wiki, Voki, Animoto, ActivInspire, Physics Time.

a. Justification (why is that a good practice?)

i. Context

1. Careful identification of the departure point

SOUEE “Konstantin Kiril Filosof” is a secondary school with the study of European languages. The process of increasing the application of ICT at school gives our students the opportunity to be up-to-date and advanced.

2. Problem situation or Dream departure

- Rise of students’ motivation
- Respect the different learning styles
- Encourage attitude to otherness

ii. Difficulties and problems

1. Technological

Lack of sufficient number of devices and the need of a better technological provision

2. Training

Need of relevant training of both teachers and students

3. Human

Inadequate skills, motivation and fear of using ICT among some of the teachers

4. Budget

Insufficient budget

b. Process (How are we developing the practices)

1. Edmodo

A free and safe site for educational purposes. Used by teachers to track their students' progress, share teaching materials, assign homework. The students are given a classroom code by the teacher. Students' results are shown in a diagram. Teachers can set a time limit for tasks.

2. Wiki

A collaborative website that collects and organizes content, created and revised by its users. Wikis are a way to grow knowledge base around. A particular content area – the most well-known example is Wikipedia.

3. Voki

An educational tool that allows users to create their own talking character. Voki is brought to us by Oddcast, the leader in cutting-edge. Voki speaking avatars are great tools for the class room, making learning fun and more accessible

4. Animoto

Students use it to create short digital videos and share them electronically. It could be used by students to introduce themselves or their classmates and to illustrate their own poetry using digital images to present research information to the class as well as illustrate writing procedure

5. ActivInspire

Use ActivInspire's assortment of tools, images and activities to learning lessons to life in the modern-day classroom. This very useful software, including the personal response system ActivExpression was kindly provided by the Promethean and is used by many of our colleagues especially for evaluation students', knowledge and progress.

Due to the Promethean project within the Erasmus+ project Digital Leaders our students have successfully accomplished additional online training and provide training to their peers and teachers.

6. Physics time

Used often in our school by science teachers with students from 5th to 11th grade. Introduces numerous charts, tests, visualization of some formulas and rules in Physics.

c. Assessment

i. Good results

- Rising the motivation of teachers' and students' awareness of the need for relevant training
- Change of school authority's understanding for the need of the better technological provision

ii. Impact

1. On school

- Greater motivation for using ICT in all spheres of teaching and learning
- Gradual replacement of traditional methods of teaching with more attractive contemporary ones.

2. On community and feedback

- The local community should welcome the better prepared in using ICT future specialists.
- Parents committed to the development of their children's digital skills.

iii. The next steps

1. Presenting the good future of each good practice – involvement of more teachers in using ICT tools and approaches

2. Problems to overcome

- Lack of common standards
- Combining and differentiation of various forms of assessment
- The relationship between the current (formative) and final (summative) evaluation
- Deficiency of formative assessment in practice
- Subjective evaluation – to overcome different evaluation criteria
- Lack of particular time for assessment

d. Debate about the good practices presented

i. Sharing opinions

Useful and efficient talks after the presentation. Raising the understating of our team how such presentations should be developed.

ii. Peer assessment

Extremely useful and fruitful way of evaluation

iii. Projection of the good practices for the near future

Planning the improvement of presenting our good practices