

CONTINUOUS ASSESSMENT RUBRICS BASED ON PROFESSIONAL SKILLS. TEACHER COLLABORATION NETWORKS BASED ON ICTS

A.J. García, J.R. González-López, M.M. Miras-Rodríguez, P. Álvarez, N. Castro

University of Seville (SPAIN)

Abstract

The main objective of this project is to promote the innovation and teaching improvement in a broad number of completely different subjects. The contribution of the project is to enhance the quality of the teaching on the different degree courses involved at University of Seville and University of Extremadura: Primary Education, Pre-primary Education, Sport Physical Education, Law, Nursing and Business Administration. This objective is concreted in: a) designing assessment activities to support innovative learning and to promote the use of ICTs such as tools for teaching, b) consolidating an interdisciplinary network of teachers for the use of innovative methods of teaching, c) creating new teaching materials.

Concretely, the consolidation of the network is relevant for (1) the development of methodological innovations based on the significant learning of students and the different kinds of assessment (based on statistical programs), (2) the creation of new teaching resources that would be shared through our website (<http://usinnovadocentia.es>), (3) the production of an Excel package where all the assessment of the rubrics were processed.

In order to share innovative experiences in the field of education and innovation research with other experts, we are going to attend different conferences (8th International Conference of Education, Research and Innovation – Seville, 2015-; 5th International Conference on Best Practices in ICT – Malaga, 2015). Additionally, we hope to be able to develop a research work considering this experience in order to be published in a top journal in the education field.

The project was applied for funding at University of Seville. In July, we received a positive answer. Currently, this project is being implemented (first semester of academic year 2015-2016 – June to January).

Keywords: Rubric, evaluation, innovation, social perception.

1 INTRODUCTION

Our project is based on designing, implementing and evaluating different teaching strategies focusing on (a) participatory methodologies, (b) competence formative assessment, (c) sharing information to improve teaching. The reasons for choosing these topics for the development of the innovation project are:

1. To consider the methodological approaches and assessment ruled by the European Higher Education Area (EHEA). Particularly, we are going to address these two questions: a) How can you carry out formative assessment in the particular circumstances of a university in order to be useful as an example for the university community?, b) How practice methodologies and participatory assessments can be implemented?
2. To renovate the methodology and evaluation methods focused on student learning, demanding to be an active and autonomous agent in the process.
3. To analyze and share individual experiences of the classroom, looking for solutions according to our proposals. The real value of this project is to facilitate the professional development of teachers involved through the exchange of experiences, uncertainty and doubts in order to search solutions. The website created was a nice place to share these experiences.
4. This project was proposed based on the experience developed by the participating teachers, which has extensive experience in implementing innovative teaching projects. Next, it is shown a list of the innovation projects of the teachers involved:

- ICTs for teaching collaboration networks: Problem-Based Learning, Digital Portfolio and Rubrics as elements of innovation and teaching improvement.
- Roles and responsibilities of teacher-tutor in the framework of European convergence: development and implementation of a tutorial program for university students.
- Teaching psychology of groups and organizations through collaborative research projects. Approaching to the European Higher Education Area.
- Mentoring to support learning and tutorial action in Law degree.
- Learning in the context of European convergence: Development of models of action research in students to analyze the education of adult people.
- An active knowledge construction methodology group: cooperative learning.
- Development of a participatory methodology through training in assertive communication skills.
- Comparison between learning styles, dropout and efficiency rates considering a sample of university students.
- The teacher-tutor university in the European Higher Education Area.
- Encourage teamwork in adult students of the University of Seville.
- Improving skills of teamwork and communication among university students.
- Evaluation of social climate of students in subjects where the WebCT e-learning platform has played a leading role.
- Development of a program of tutorial action for university students in the context of European convergence: towards education quality.
- To support and promote the activities of educational innovation implemented by teachers in their subject in order to improve the quality of teaching.
- To promote teaching reflection, the creation of educational resources, innovation teams and groups of educational research to help improve university teaching.
- Discovering the recent pass of education from the oral history (II).
- The use of new tools to develop and implement ECTS Teaching Guides in the degree of Pedagogy.
- Production of materials on-line.
- Development of extracurricular skills workshops through critical media.
- The portfolio as a method of training and innovative learning in higher education.
- Implementation of innovative teaching-learning and assessment in the new subject of Contemporary Currents of Education Degree Child.
- Education, Identity and Immigration: historical and contemporary factors.
- The new professional skills of teachers in multicultural contexts.
- New Strategies in Teaching the Course of Educational Planning and Forecasting from a professional and practical approach.
- The educational experience of Pedagogical Museums: development of new techniques for learning the history of education in Spain.
- Teacher-student joint development of training materials on-line for Educational Policy and Legislation subject.
- Oral memory and school memories.
- 1st Educational Travel: Taking historical and educational suitcases in Valencia to visit and meet the University of Seville.
- Implementation of innovative teaching-learning and assessment in the new subject of Contemporary Currents of Education Master Degree Child.
- Ethical and participatory look at the Practicum Grade Education.
- Personal Learning Network (PLN): School and History 2.0.

2 OBJECTIVES

The main objective of this project is to promote the innovation and teaching improvement in a broad range of completely different subjects. The contribution of the project is to enhance the quality of the teaching on the different degree courses involved at University of Seville and University of Extremadura: Primary Education, Pre-primary Education, Sport Physical Education, Law, Nursing and Business Administration. This objective is concreted in: a) designing assessment activities to support innovative learning and to promote the use of ICTs such as tools for teaching, b) consolidating an interdisciplinary network of teachers for the use of innovative methods of teaching, c) creating new teaching materials.

Such as sub-objectives, we could state:

- a) Implementing alternative methods to the assessment in the subjects involved.
- b) Developing cooperative and group activities based on real situations that students will have to solve that allow its peer assessment.
- c) Designing formative evaluation instruments, as rubrics to enable hetero-assessment, peer assessment and self-assessment.
- d) To Expand and optimize the website with innovative teaching resources for the university community (<http://usinnovadocentia.es>).
- e) Learning new innovative proposals by attending the 8th International Conference of Education, Research and Innovation (ICERI2015) and the 5th International Conference on Best Practices in ICT.
- f) To enhance the impact of innovation through research that exposes the main results obtained in this project in order to have an impact on the scientific community.

3 METHODOLOGY

In terms of methodology, the basis of our innovation is based on: a) acquiring a greater commitment as teachers and students approach the break with tradition, b) developing methodological approaches consistent with democratic evaluation practices, driving the role and responsibility of students, based on dialogic learning and not just guided by qualification (10, 11).

Among the activities that we consider of particular relevance is the training and retraining of teachers participating in the project. Thus, attendance at 8th International Conference of Education, Research and Innovation (ICERI2015) to be held in Seville from 16 to 18 November, and the 5th International Conference on Best Practices in ICT in Malaga between 14 and 16 of October as a way to share with other experts innovative experiences in the field of education and research. In this line, it is intended to develop teacher research work based on the main results of the innovative experience, would be published in English to achieve the greatest possible impact on the scientific and educational community. Already in the innovation project funded in 2014, two papers at international conferences whose proceedings have been accepted as Thomson Reuter's proceedings were published. It is also important to learn from innovative experiences in other university settings successfully as in the case of the University of Extremadura, with a visit by five teachers participants project (one for each grade involved in the project).

The main methodological proposal which we based on the Formative Evaluation Competence as one of the paradigms that fits better to the diversification of subjects including this project. In this sense, the cooperative student learning is as one of the basic pillars, which encourages teachers to offer students interesting activities, where the debate on progress made and the results were able to share (8, 9, 12). Another of the pillars of the Formative Evaluation Competence is the continuous assessment of the learning process based on evidence and continuous feedback from the learning of students. For this, it is required to apply peer assessment among workgroups.

When developing hetero-assessment, peer assessment and self-assessment based on the analysis of real interest centers, interdisciplinary between subjects and a stronger link between theoretical and practical aspects are provided. Therefore, teachers assume a role of guide of the group and cooperative processes of students, raising learning objectives and facilitating the acquisition of transversal skills such as public speaking, seeking for information or making report.

4 EVALUATION

Regarding the Formative Evaluation Competence is necessary not only to innovate through new assessment tools, substitutes or complementary to the examination, but requires: a) Making students protagonists of their learning process, b) Generating a process that guides a valuable and deep learning (autonomous, meaningful and useful) (1, 3, 5, 13, 14). Continuous and formative assessment is supported by a review of the learning process of students, which allows an improvement being a central aspect of our training activity.

To do this, the development of tools for evaluating the methodological innovation is proposed:

- a) Publication of common resources and learning materials developed in each of the materials innovative aspects (i.e. rubrics for assessment).
- b) Repository with experiences of innovation and teaching improvement (website created for this purpose).

5 TIMELINE

The innovation project will be implemented in the first semester of academic year 2015-2016, especially between the months of June 2015 and January 2016. Considering that temporary space, the project will be carried out as follows:

- June to September 2015: preparatory for the design of teaching resources and evaluation methodology meetings (digital signatures). Expanding web-design repository page. To coordinate the implementation of Formative Assessment Competence in the different subjects (2, 4, 6, 7).
- October 2015: extension repository web-page introductory activities and development of Formative Assessment Competence. Visit the University of Extremadura for innovative experiences.
- November 2015: Attendance 8th International Conference of Education, Research and Innovation (ICERI2015). Coordination meeting to consider what they learned in the meeting regarding the teaching of the subjects involved in the project. Follow-up meeting of the achievements so far raised based on operational objectives. Development activities formative assessment competence for publishing on the web-repository.
- December 2015: end of the activities proposed in the project Production of the final report of the innovation project.
- January 2016: Production and submission of the final report of the project.

6 CONCLUSION

As it was stated in the abstract, the project is currently implementing. We hope to be able to present some results and conclusions by mid 2016.

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