

FORMATIVE EVALUATION TOOLS WITHIN ESHE: e-PORTFOLIO AND e-RUBRIC

Manuel Cebrián de la Serna¹, José Alfonso Accino²

¹ Department of Educational Technology, University of Málaga, Bulevar Louis Pasteur, s/n 29071 Málaga, Spain. mcebrian@uma.es - ² Computing Central Service, University of Málaga, Bulevar Louis Pasteur, s/n 29071 Málaga, Spain. accino@uma.es

Formative evaluation is one of the most appreciated teaching models due to its positive effects on the quality of learner monitoring, student learning and the assessment criteria used by the teachers during the evaluation. The Bologna process is built with student self-directed learning and quality as essential cornerstones. However, self-learning should not mean leaving students be alone: for developing learning process where self-learning could reach a high quality level, the teachers need to start and maintain adequate monitoring, advising and evaluation processes as well. Precisely because formative evaluation is an ongoing process and focuses in the learning process itself, it looks well fitted to reach the quality exigencies established by the Bologna framework.

However, formative evaluation has greater complexity than other evaluation techniques (i.e. summative evaluation) as it's oriented towards small groups. Implementing such a model would mean higher requirements in resources and teacher's personal effort, but also, in the first place, a lower students/teacher ratio than we are used to on our overcrowded universities. Technological advances have provided us with virtual learning environments allowing a greater monitoring quality levels of self-learning students processes, but most of the available solutions aim to online courses for large groups, where prevails the underlying model typical of transmissive teaching. Moreover, they do not offer neither tools making possible teachers to develop formative evaluation with easiness nor quick and permanent information to students about their self-learning situation.

In this paper we will present an advance of the project being carried out by Department of Research and Educational Innovation at the University of Málaga in close collaboration with other spanish universities (Coruña, Granada, Huelva, Jaén, Tenerife and Vigo) for developing a range of actions aiming to improve the actual evaluation processes and adhering to the ESHE model. The project approach follows a methodological line strongly based on technological tools (e-Portfolio and e-Rubric) specifically developed to implement the formative evaluation model. This project is made up of three stages or subprojects:

- Designing and experimenting an assignments model tailored to rubric based evaluation.
- Testing the model implementing it into small, medium and large groups of students.
- Developing the required tools according to the successive results arising from steps above, following research-action principles.

Tool development is centered on the concept of e-Portfolio, intended as a workspace aiming to learning process monitoring by both the teacher and the student himself. Main workspace component is the e-Rubric module from which the tutor is able to create evaluation matrices, defining the objectives, the criteria to be used as achievement indicators and the weight, as a numeric value, of each one. In this way, the tutor disposes of an easy and effective mechanism for scoring course assignments, but also an overall view of achievement levels for both each student individually and the group as a whole.

The project description completes with a summary of research results and tool use cases.