 **ANNEX 2**

Project № 617496-EPP-1-2020-1-IT-EPPKA2-CBHE-JP

**UNI-TEL e-course: Draft syllabus and questions on the material production process**

**WHEN YOU UPLOAD THE FILE, PLEASE NAME FILE “MX-Y\_Draft\_syllabus\_question” (X = number of the module, Y = number of the topic)**

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| **Code of the topic**  **M6-4** | **Name of the topic**  **Survey analysis of the course feedback for the quality management of teaching.**  How to utilize feedback as a source of development?  How the results of different evaluations are utilized by the teachers, departments and by the university | |
| **Names of subject experts** | | **Email** |
| First name | Surname |  |
| Azam | Naghavi | [naghaviaz@gmail.com](mailto:naghaviaz@gmail.com) |
| Hamid Reza | Marateb | [marateb@gmail.com](mailto:marateb@gmail.com) |
| **Learning objectives**   * Objective 1: Learners are introduced to the vitality and pitfalls of teacher evaluation systems * Objective 2: Using effective evaluation feedback will be discussed with the learners. * Objective 3: Different surveys for the course validation are discussed. * Survey analysis is introduced as a feedback source for quality management of teaching. | | |
| **Content of the topic:**   * the main content of the topic (4-6 themes) * There are different types of evaluation systems with different purposes. Summative evaluation is often employed for accountability, and the result will lead to a decision about the teachers’ future employment in the respective school. Summative evaluation is essential; however, it has its pitfalls. * The formative evaluation aims to promote professional growth and development. A successful formative evaluation is a continuous cycle of assessment, planning, and action. * There is a debate about integrating or separating summative and formative evaluation. While some experts believe that these two types of evaluation are intertwined, others believe that by integrating them, the internal consistency of both of them will be in danger. * Advantages and some of the methods of formative evaluations * Evaluation can be a learning process and can be used for decision-making. * To use the benefits of evaluation, feedback planning strategies including Disclosure, timing, consultation, devolution, and quality control need to be designed. * In a “Good Feedback Practices”, three areas need to be considered: the audiences for feedback, the nature of evaluation findings, and the need to monitor feedback action. * Survey analysis, including the validation and reliability of the questionnaire and the required statistical methods for such analysis, is introduced. | | |
| ***Evaluation methods and criteria***   * The learning experiences during topics and modules in UNI-TEL e-course are integrated in a project work elaborated by all participants of the course. The course leader P2 – UTU will cooperate with subject experts to split the project work in pieces by the modules/topics. * In addition to that the institutional subject expert team can discuss are some other assessment methods used and what are criteria for successful finishing of the topic? | | |
| **Questions at this point of the process?** | | |

***Note: add the names of subject experts also in GoogleDrive:***

<https://drive.google.com/drive/u/1/folders/1Hgmec15bL0vKGilI2y01SJioH0ysq77b>