

Proceedings of the 6<sup>th</sup> AGILE  
April 24<sup>th</sup>-26<sup>th</sup>, 2003 – Lyon, France

**EVALUATION IN EUROPEAN GI EDUCATION – AN INQUIRY**

**Roland Helmich, Wolfgang Reinhardt, Birgitta Kopp, Heinz Mandl**

AGIS, University of the Bundeswehr Munich,  
Werner-Heisenberg-Weg 37, D-85577 Neubiberg, Germany  
e-mail: roland.helmich@unibw-muenchen.de, wolfgang.reinhardt@unibw-muenchen.de

LMU, Ludwig-Maximilians-Universität, Leopoldstr. 13, D-80802 München  
e-mail: koppb@emp.paed.uni-muenchen.de, mandl@edupsy.uni-muenchen.de

**1. INTRODUCTION**

A main objective for the AGILE Working Group on GI education [[http://agile.isegi.unl.pt/Working\\_Group\\_main.html](http://agile.isegi.unl.pt/Working_Group_main.html)] is to ensure the quality of GI teaching. Currently an increasing number of higher education institutes are offering GI courses or equivalent GI qualifications or certifications. For reasons of quality assurance it is necessary to have a mechanism to guarantee that both, the curriculum and the lecturer meet the presently high quality requirements. At the moment, there are no standards for quality assurance in the European GI education. In some countries, eg. Austria, according to the law the universities have to evaluate their departments and their lecturers every two years, but many other countries do not have such a system.

The work presented here, carried out by AGIS the GIS lab of the University of the Bundeswehr in Munich, is an initiative inquiry to find out what kind of evaluation processes being currently employed in the present European GI education and what role do these evaluation processes play. For that reason a questionnaire will be developed and sent to European GI-labs. The final results will be presented at the 6<sup>th</sup> AGILE conference in Lyon/France.

This paper will discuss, what evaluation means in the context of university, why it's important, who the involved persons in an evaluation process are and how it takes place (evaluation methods).

**2. EVALUATION**

**2.1 What is Evaluation?**

Evaluation is the data-based description and assessment of lectures or courses of studies. According to its purpose, evaluation is an important mechanism for quality assurance.

**2.2 Why to evaluate?**

In general evaluation gives *feedback* on the courses and the way of teaching. It may be used to continuously *improve* the quality of teaching.

**2.3 Who is involved?**

At a higher-education institute the evaluation process involves 3 groups of people, students, teachers and the evaluators. Usually, the students are asked for data collection, the teachers lecture and the evaluators plan and realise the evaluation.

## 2.4 What to evaluate?

In the context of a higher education institute, the main focus lies in the evaluation of teaching methods to guarantee a certain standard.

## 2.5 Who evaluates?

There are two main evaluation methods. In the first, Self-reports, in which a lecturer evaluates himself. In the second, External peer reviews, in which external experts evaluate the teaching methods.

## 2.6 How to evaluate?

### a) Summative/retrospective evaluations

This form of evaluation takes place *at the end* of a teaching or learning experience. It should give a retrospective view of the overall value of that experience. The goal is to assess the evaluated teaching method.

### b) Formative/developmental evaluations

This form of evaluation takes place *during* a teaching and learning experience. The goal is the improvement of the evaluated teaching or learning method.

## 2.7 Evaluation Techniques:

There are several different evaluation techniques:

- questionnaires, checklists: There is a list of questions or items to be answered.
- interviews: Conversations where the outcome is a co-production of the interviewer and the interviewee.
- confidence logs: Measurement of student's confidence level in a particular part of the course. Provides a 'snapshot' of the class at a given point.
- group discussions: Moderated meetings of "involved" people discussing their experience of an educational intervention.

## 2.8 How often does evaluation take place?

- once,
- after each course,
- periodically (each semester/trimester, yearly, every two years),
- several times during one course.

## 2.9 Use for evaluation results?

At many universities evaluation results are used for personal and organizational decisions. Evaluation should result in a quality improvement of teaching methods.

## 3. QUESTIONNAIRE

The questionnaire will be developed in the following weeks and then sent to the European GI-labs. The main questions will be on the evaluation methods and how often does evaluation takes place.

## 4. REFERENCES

- [1] 5. Tagung der Fachgruppe „Methoden und Evaluation“ der Deutschen Gesellschaft für Psychologie, 06. 09. – 08. 09. 2001 (URL: <http://ww.MethEval.de>).
- [2] Carstensen, Doris; Reissert Reiner, 1998 – Praxis der internen und externen Evaluation. Handbuch zum Verfahren.
- [3] Evaluation of Teaching – An online workshop / resource – (URL: <http://www.admin.qmc.ac.uk/esd/evaluation/info.htm>).

- 
- [4] EvaNet, Evaluations-Netzwerk zur Evaluation und Qualitätssicherung an deutschen Hochschulen (URL: <http://evanet.his.de/>).
  - [5] LTDI – Learning Technology Dissemination Initiative – “Evaluation Cookbook” (URL: <http://www.icbl.hw.ac.uk/ltidi/cookbook>).
  - [6] Practical Assessment, Research & Evaluation. A peer-reviewed electronical journal. ISSN 1531-7714 – (URL: <http://ericae.net/pare/Articles.html>).
  - [7] Schelten, A., 1997 - Testbeurteilung und Testerstellung. Stuttgart: Franz Steiner Verlag.