

CREATE A CHECKLIST

TO BETTER EVALUATE A WORK OF A STUDENT AND HIS/HER COMPETENCE

Once you have decided to work about a topic (Learning UNIT) you can have *at least* **2 approaches** :

A) You explain the main concepts, the main applications, the contents

B) You suggest your student to work by their own, giving them only a subject and a step-by-step CHECKLIST

TWO DIFFERENT APPROACHES

Approach A (traditional, frontal)

- 1) You work alone at home
- 2) You prepare a kind of explication of what are the main concepts (definition needed)
- 3) You prepare some materials (slide, reading, book, exercise)
- 4) You verify (quiz, open questions, short essays, video, slides etc)

Approach B (flipped)

- a) You give a subject
- b) You divide the class in little groups (no more than 5/6)
- c) You ask your students to prepare a video (or a presentation) about the subject
- d) You prepare a **checklist** to guide the process of preparing (evaluation too!!!)
- e) The groups propose their presentations/videos

Simplified description of a “flipped” classroom

1. the professor’s lecture is delivered at home **and**
2. the student’s homework is done in class.

In the traditional classroom, professors spend the majority of their time dispensing information. The students spend the majority of their class time taking notes. Professors have little time to help them connect the analytical dots.

In the flipped model, new content is presented in online, out-of-class videos. Class time may then focus on activities enhancing the overall learning environment.

https://www.youtube.com/watch?v=qdKzSq_t8k8

So, let's go through (the idea, the concept of) a checklist
(point b of a flipped classroom)

A. What is a check list?

B. How is it made?

C. What is it useful for?

D. When is necessary to think the checklist?

E. What's the add-value of using a checklist ?

One possible answer...

- A. What is a check list? An assessment tool**
- B. How is it made? It is made of a set of specific criteria**
- C. What is it useful for? Educators and students can use it to gauge skill development or progress**
- D. When is necessary to think the checklist? The checklist must be set **BEFORE** the learning activity begins and must be shared with the students**
- E. What's the added value of using a checklist ? It offers a clear (to students and to educators) way to systematically organize information about a student or group of students**

Going deeper...

A checklist consists of a set of statements that correspond to SPECIFIC criteria.

The answer to each statement is “Yes” or “No” (“Done” or “Not Done”)

- a. provides tools for systematically recording observations;**
- b. provides students with tools that they can use for self-evaluation;**
- c. provides examples of criteria for students before facing a project or learning activity;**
- d. documents the development of the skills, strategies, attitudes, and behaviours that assess effective learning;**
- e. identifies students’ learning needs by summarizing learning to date**
- f. can help to communicate a student’s learning to his/her parents**

HOW to create a checklist (some hints)

According to the curriculum, age of students, and the outcomes of the curriculum

1. **Ensure that descriptors and indicators are clear, specific, and easy to observe;**
2. **Encourage students to help create appropriate indicators;**
3. **The Checklist MUST guide the student in realizing his/her own REAL TASK.**

HOW TO USE A CHECK LIST FOR A REAL TASK

Let's go through a Real Task – for students aged 15-16
(3[^] class of a technical school) – Computer Science

The Real Task proposed is made of 4 parts plus one optional

- 1. A GREAT TITLE**
- 2. A short video (or a presentation) introducing the concept or explaining the idea**
- 3. A challenging and compact question**
- 4. A check list that details the different activities needed to realize the TASK**
- 5. An appendix (optional) that contains suggestions**

REAL TASK: TELL US about the SELECTION construct in programming

Realt Task: TELL US The magic formula TO lead you to CHOOSE

1. **Find one or more real situations where you expose the need to choice among two alternatives and HOW you choose (conditions... and so on)**
2. **Work in couple**
3. **Introducing video https://www.youtube.com/watch?v=Q553s_qTYgk**
4. **Process: the video given is really short and is only introducing the work. You must find in the web more examples and situations, even not connected to programming.**
5. **Before presenting your work, try to present it in couple (divide the items). Pay attention to the time and keep your limit time under control (maximum 240 seconds). During the presentation you can follow the check list (not personal notes)**

Example: the checklist (driving the student to do his best) for the previous Real Task

AUTOEVALUATION CHECKLIST (1 point for each yes)

1. Did you talk for at least 60 seconds each ?
2. Did you talk for a maximum of 120 second each ?
3. Did you explain every **COMPLEX** word?
4. Did you try the speech to verify the length?
5. Did you write the websites where you took your extra information and ideas?
6. Did you cite the 'condition'?
7. Did you define the **CONDITION**?
8. Did you define/describe the selection simple?
9. Did you define/describe the selection with two arms ?
10. Did you define/describe **MULTIPLE** selection?
11. Did you explain why you didn't advice to use some sites?
12. Did you explain why you advice to use some sites?
13. Did you explain what are Boolean expression?
14. Did you explain which are the Boolean operators?
15. Did you explain which are the relational operators?
16. Did you furnish an example of a Boolean operator?
17. Did you furnish an example of a relational operator?
18. Did you provide a **PSEUDO CODE** proposal for the construct?
19. Did you provide a **CODING** example ?
20. Did you provide a **TESTING** example ?