

5.2 How to proceed in a formative evaluation

Set priorities; be clear in your objectives.

Short description of the material concerned

- Aim
- Type of material

Content and didactic form

While evaluating the content and ordering the material for presentation, the following issues can arise:

- Selection, volume, degree of difficulty of the content
- Current relevance of the content
- Relation to practice of the content
- Taking foreknowledge into account
- Help, feedback and opportunities for interaction
- Adequacy of the didactic strategies
- Subjective and objective learning achievement

Central Issues with regard to the object of evaluation

- “Are we doing the right thing?” (Fitness for purpose)
- “If we do it right, is it right?” (Fulfilment of a specification)

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- Practicability within the framework (Which models, modifications present themselves?)
- Practicability of the material
- Impulses and ideas for an independent, further approach to the topic
- What should be changed?
- What should (definitely) be added?

What must the pre-conditions be for practical use?
Are procedures and/or methods sufficiently explained?

Which basic competences are necessary to work with the material?

Is the material only usable as a package, or are individual modules available?

Is accompanying material available to carry out the activities?

What methodological choices are open within the material itself?

- Relevance of experience, interactivation potential, reflection, adaptability to existing learning situations

In which contexts could the material be used in your work?

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