Internal Evaluation and Instruments for teaching improvement (IQES)

Focusing evaluation and teaching development on learning

IQES in the Secondary school Wädenswil, Winner of Swiss School Award 2013

Frido Koch Schulleiter, Secondary school Wädenswil
Mitglied Beratungsteam IQES und schulentwicklung.ch

Nadja Frei Lehrerin und Steuergruppenmitglied, Secondary school Wädenswil

SICI - General Assembly 2016

Bozen, 6. Oct. 2016

SICI The Standing International Conference of Inspectorates
Better Inspection, Better Learning

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schulentwicklung.ch IQES online

IQES in the Secondary school Wädenswil

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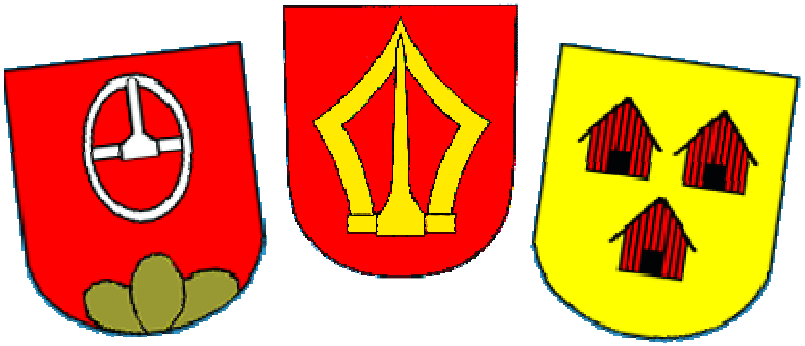
7. *Questions and discussion*

Oberstufenschule Wädenswil

Secondary school students
year 7 – 9 from three communities

- Wädenswil (with Au)
- Schönenberg
- Hütten



Facts and figures

- about 550 students
- 70 teachers
- 30 classes this current year
- 9 school board members
- 4 school buildings (Fuhrstrasse, Rotweg, Steinacher, Untermosen)

Culture and mission statement

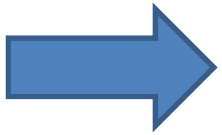
- Learning organisation on all levels
- Collective purpose
- Trust-based collaboration
- Wholeness
- Common cultural traits

Wilber's four-quadrant model applied to organizations

How it all started...

Consulting all stakeholders about the teaching quality at our school:

- Students
- Parents
- Teachers and other staff members
- Companies offering apprenticeships



Start for further development of the school

History

2002 Implementation of the heads of school, development of first mission statement and road map

2006 Numerous projects to foster positive culture at school

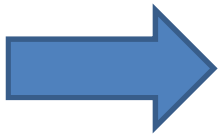
2007 Health-promoting school (label)

2011 Establishment of first „landscaped learning space“, implementation of project LiLO

2002: Defining our mission statement

Quality in:

- Teaching and learning
- Class and school
- Partner schools and other networks
- School management
- Professionality and staff development



Principles of a learning organisation

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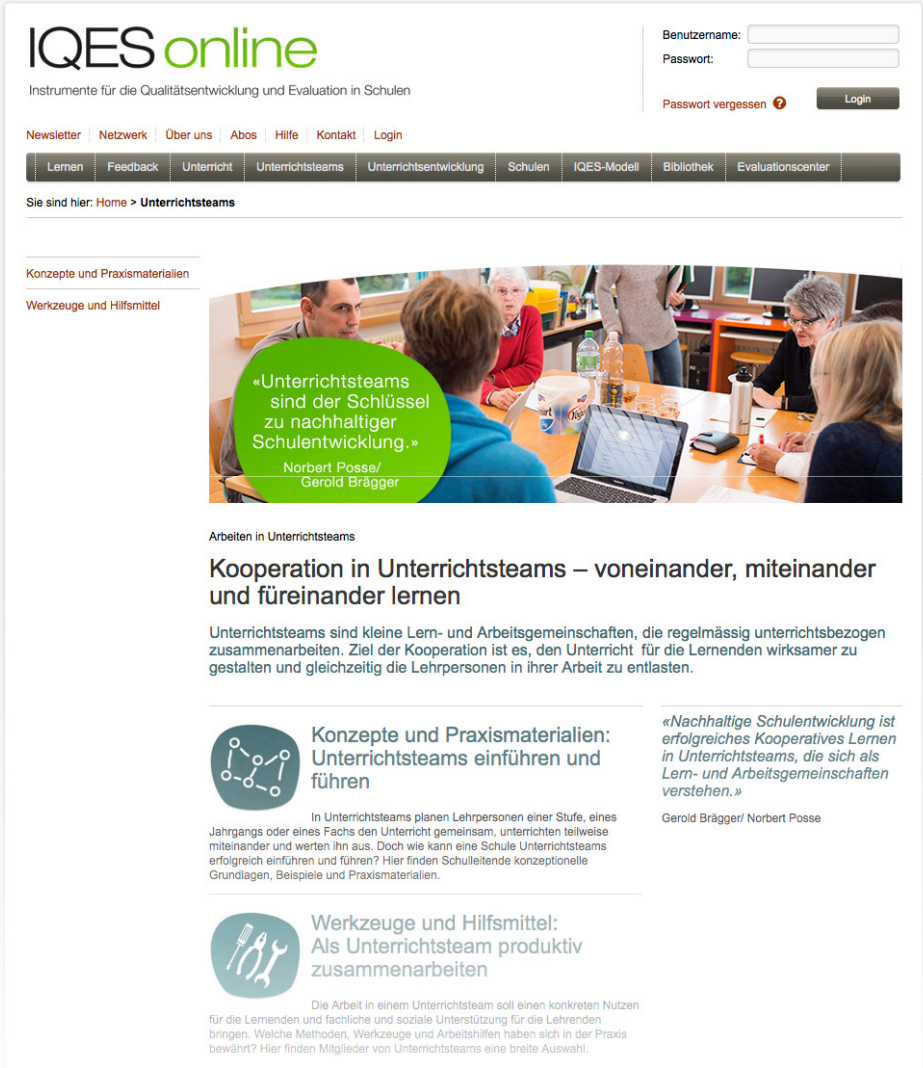
IQES online

- Internet platform for teaching development, self-evaluation and feedback since 2006
- Currently used by 3’800 schools in Europe
- >20’000 online surveys conducted
- >1 500’000 persons polled
- > 900‘000 downloads
- > 500‘000 visitors per year



IQES online

IQES online

Instrumente für die Qualitätsentwicklung und Evaluation in Schulen

Sie sind angemeldet:
Daria Lindner

Konto verwalten | Logout

Newsletter | Lernkompass | Kurse | Netzwerk | Über uns | Abos | Hilfe | Kontakt

Lernen | Feedback | Unterricht | Unterrichtsteams | Unterrichtsentwicklung | Schulen | IQES-Modell | Bibliothek | Evaluationscenter

IQES online ist die Plattform für gute und gesunde Schulen und solche, die es werden wollen. Unser gemeinsames Ziel: Die Qualitäts- und Gesundheitsförderung in Schulen wirksam unterstützen. Mit Instrumenten, die sich in der Praxis bewährt haben.

Sie sind hier: **Home**

Überblick

Video

- Rundgang durch die Website

Basisinformationen

- Basisinformationen für Schulleitungen
  pdf-Dokument mit den wichtigsten Informationen für Schulleiterinnen und Schulleiter
- Basisinformationen für Lehrpersonen
  die wichtigsten Infos für Lehrpersonen

Unterrichtsentwicklung

Sie engagieren sich für einen Unterricht, der auf die Förderung von Kompetenzen ausgerichtet ist und individuelle Lernwege ermöglicht? Hier finden Sie Methodenkoffer, Unterrichtsreihen und weitere Lernmaterialien

- Kooperatives Lernen
- Lernen lernen
- Lesekompetenz
- Schreibkompetenz
- Sozialkompetenz
- Lernvideos im Unterricht

Selbstevaluation und Individualfeedback

Das IQES online-Evaluationscenter ermöglicht Lehrpersonen, Schulleitungen und Schulbehörden mit wenig Aufwand und Vorwissen die Durchführung professioneller Standortbestimmungen.

- Über das Evaluationscenter
- Hilfsvideos, Anleitungen und Vorlagen zur Nutzung des Evaluationscenters

Neue Feedback- und

International platform: IQES network partners

Italy

– Autonomous Province of Bolzano-South Tyrol

Germany

– Federal states of Bremen, Hamburg, North Rhine-Westphalia (state programme education and health), Baden-Wuerttemberg (regional councils and governmental education authorities)
– German schools abroad (Africa, Americas, Asia, Australia, Europe)

International platform: IQES network partners

Switzerland

- Cantons of Basel-Stadt, Basel-Landschaft, Bern, Glarus, Grisons, Lucerne, Nidwalden, Obwalden, St. Gallen, Solothurn, Thurgau, Zug, Zurich (City)
- Swiss Federation of Headmasters (VSLZH)
- Swiss schools abroad (Africa, America, Asia, Australia, Europe)

Austria

- University of Education, Upper Austria

International platform: IQES network partners

Lithuania

- Ministry of education
- all 1300 state schools
- funding through the EU

International platform: IQES network partners

IQES Italia: pilot projects (since 2016)

Dirigenza della scuola e autovalutazione

Gli strumenti IQES online consentono alle scuole di determinare periodicamente la qualità del servizio offerto. Gli strumenti rendono così possibile un controllo post – azione, che in caso di risultati positivi rafforza la scuola nel suo operato e in caso contrario permette di individuare aree di miglioramento. Gli strumenti sono concepiti in modo da individuare i diversi punti di vista dei partecipanti alla vita della scuola, siano questi le alunne/gli alunni, le insegnanti/gli insegnanti, i genitori ecc. Per una scuola che ambisce ad una gestione efficace, conoscere e considerare i diversi punti di vista è irrinunciabile.

IQES online

International platform: IQES network partners

Scientific partners

- Institutes of Education at the universities of Zurich, Bern, Muenster
- Network of international education experts

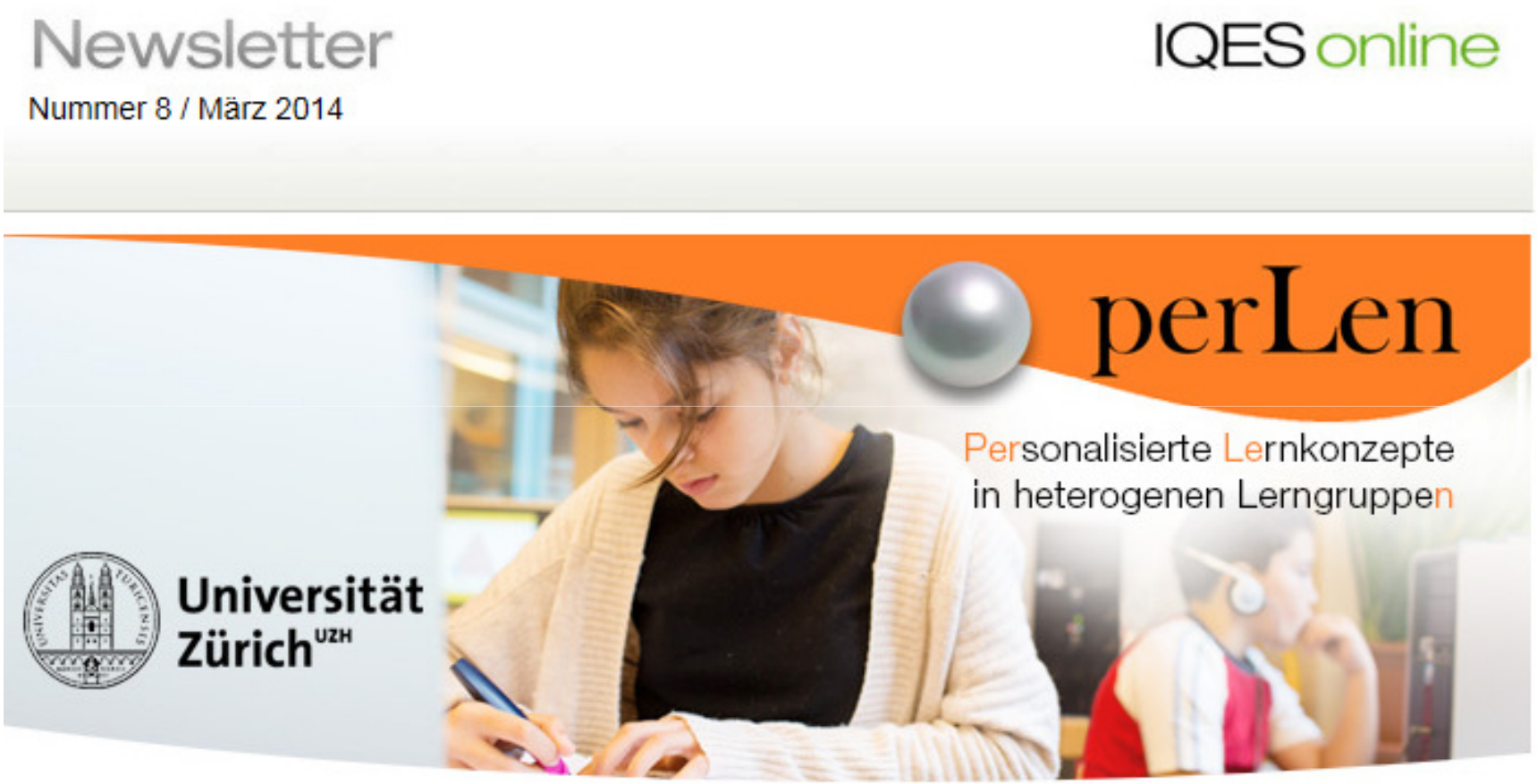
Universität Bern, Institut für Erziehungswissenschaft
Abteilung Schul- und Unterrichtsforschung

UNIVERSITÄT BERN

Forschung für die Praxis

Die Abteilung Schul- und Unterrichtsforschung des Instituts für Erziehungswissenschaft an der Universität Bern und IQES online haben eine projektbezogene Zusammenarbeit vereinbart. Diese hat zum Ziel, einen fruchtbaren Austausch zwischen Forschung und Unterrichtspraxis zu fördern.

Personalised learning: cooperation with universities



IQES network: partner schools

Das Churer Modell der Binnen-differenzierung

An der Stadtschule Chur läuft seit dem Schuljahr 2010/11 ein Projekt zum binnendifferenzierten Unterrichten. Waren es beim Projektstart zwei Klassen, sind es nun im dritten Jahr bereits 30 Klassen verteilt auf 1.- 6. Klassen, die in dieser Form unterrichtet werden.

Integrierter Musikunterricht an der Schule Hergiswil am See

Das Hergiswiler Modell des Integrierten Musikunterrichts ist darauf ausgerichtet, durch aktives Musizieren aller Schüler/innen einer Klasse die Sozial-, Selbst-, Lern- und die musikalische Fachkompetenz zu fördern. Die Spielräume der Musik bieten ein unerschöpfliches

Schulnetzwerk im Schulsprengel Welsberg

«Die Schule muss das leben, was sie hervorbringen will.» Der Schulsprengel Welsberg, ein Netzwerk aus 5 Grundschulen und einer Mittelschule, lebt diese Leitidee in vielfältiger Weise. Zu den Entwicklungsschwerpunkten gehören: Individualisierung und

LiLo – Lernen in Lernlandschaften an der OSW

Seit über 10 Jahren verfolgt die Oberstufenschule Wädenswil (OSW) eine klare Zielsetzung in der Schul- und Unterrichtsentwicklung: Das Lernen und die Voraussetzungen dazu

Lernlandschaften an der Sekundarschule Petermoos

Bereits in den 1970er-Jahren war die Oberstufe Petermoos mit ihrem Niveauunterricht eine der führenden

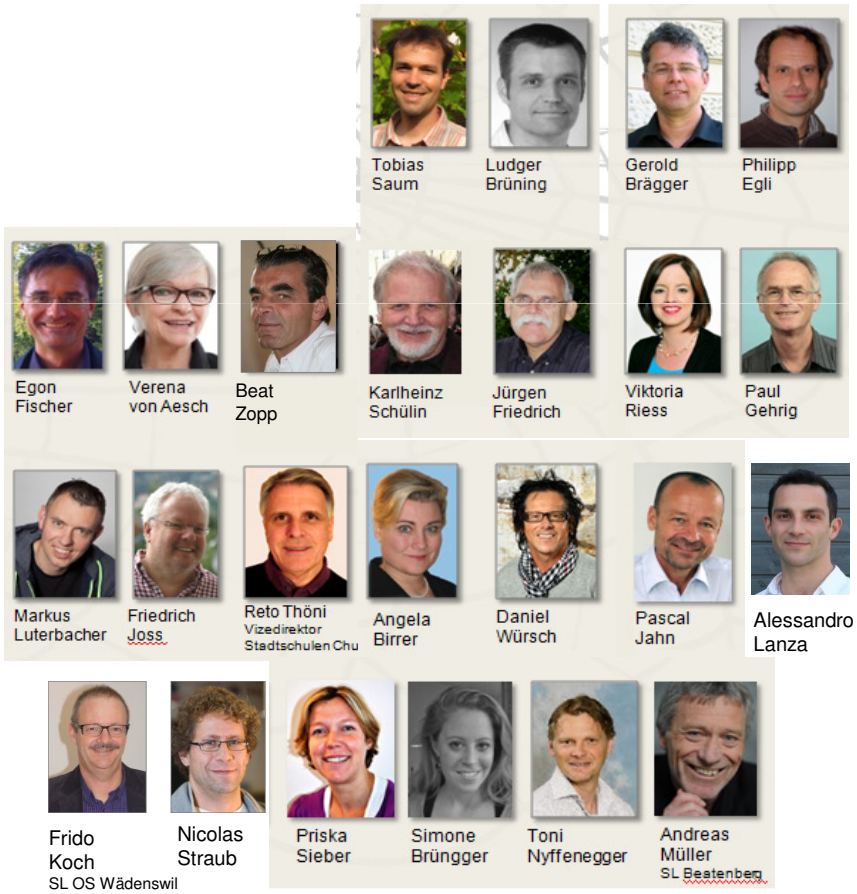
Personalisiertes Lernen am Institut Beatenberg

Das Institut Beatenberg gilt als Pionierschule, die seit vielen Jahren eine Lernkultur pflegt, in der die Lernenden und ihre individuelle und gemeinschaftliche Entwicklung im

Kooperatives und individuelles Lernen an der Sekundarschule Bürglen

Training and consulting services: schulentwicklung.ch and IQES-Seminare.de

- cooperative school and teaching development with schools (> 1400 schools to date)
- projects and multiplyer training courses in various Education Regions (Germany, Switzerland, Italy, Lithuania)
- consulting and coaching of education authorities and school management
- various publications on behalf of education authorities



Workshop

IQES online –
a webtool for teaching improvement and feedback

Frido Koch Schulleiter, Secondary school Wädenswil
Mitglied Beratungsteam IQES und schulentwicklung.ch

Nadja Frei Lehrerin und Steuergruppenmitglied, Secondary school Wädenswil

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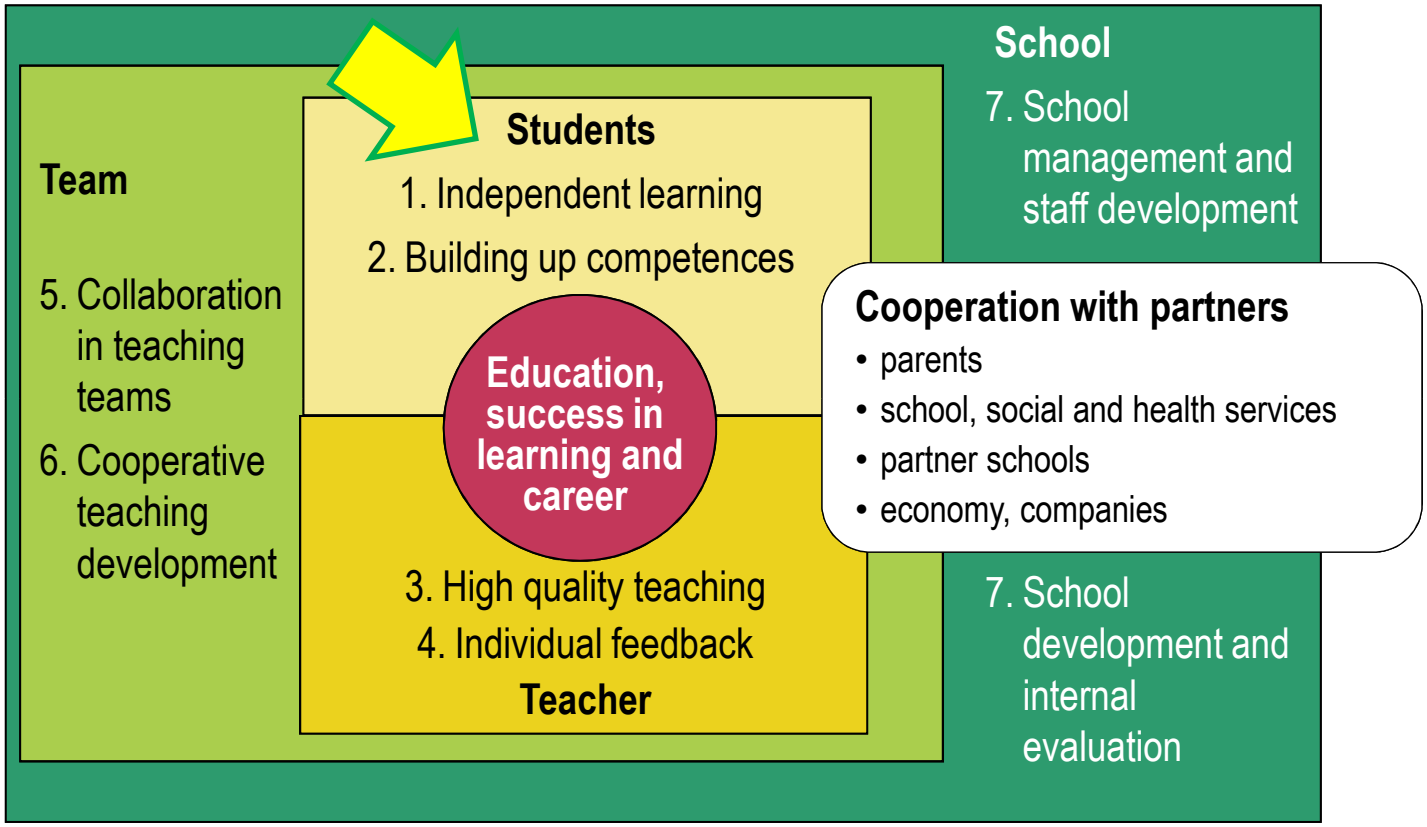
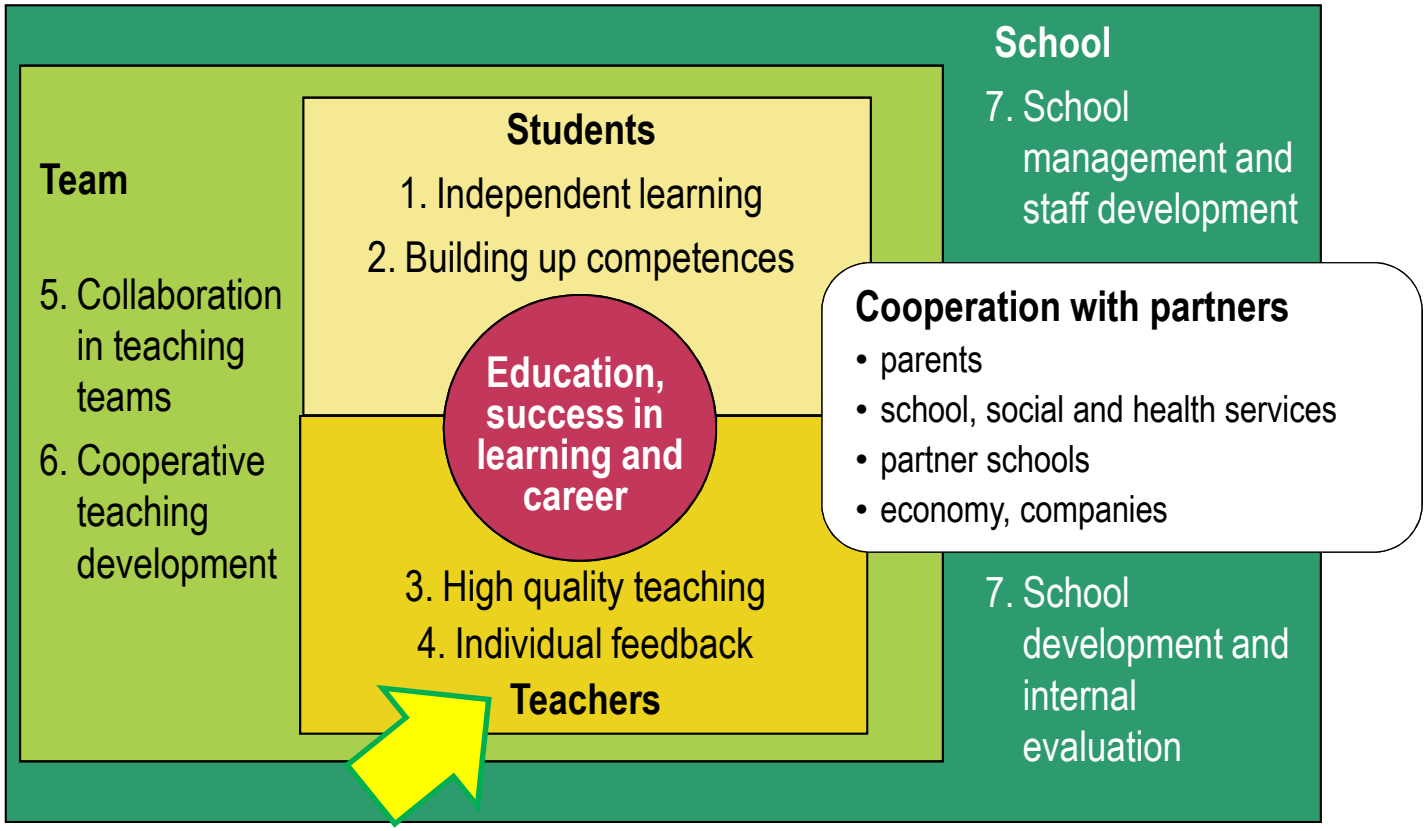
Challenges at schools today

- How can successful learning take place in heterogeneous student groups?
- What strategies in teaching and learning support the long-term construction of competences?
- How can teachers be motivated to fruitful collaboration?
- How do feedback and evaluation become valuable for teachers?
  - **IQES approach**

IQES approach
A competence-orientated school for students



IQES approach
Teaching development for teachers

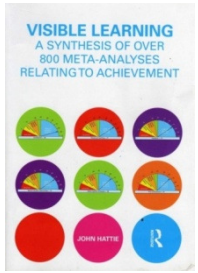


Learning tasks for cooperative and individual learning paths

Teaching in heterogeneous groups requires a good mix and interlinking between good teaching forms

Quelle: entwickelt nach Reusser et al: Universität Zürich; Juni 2013

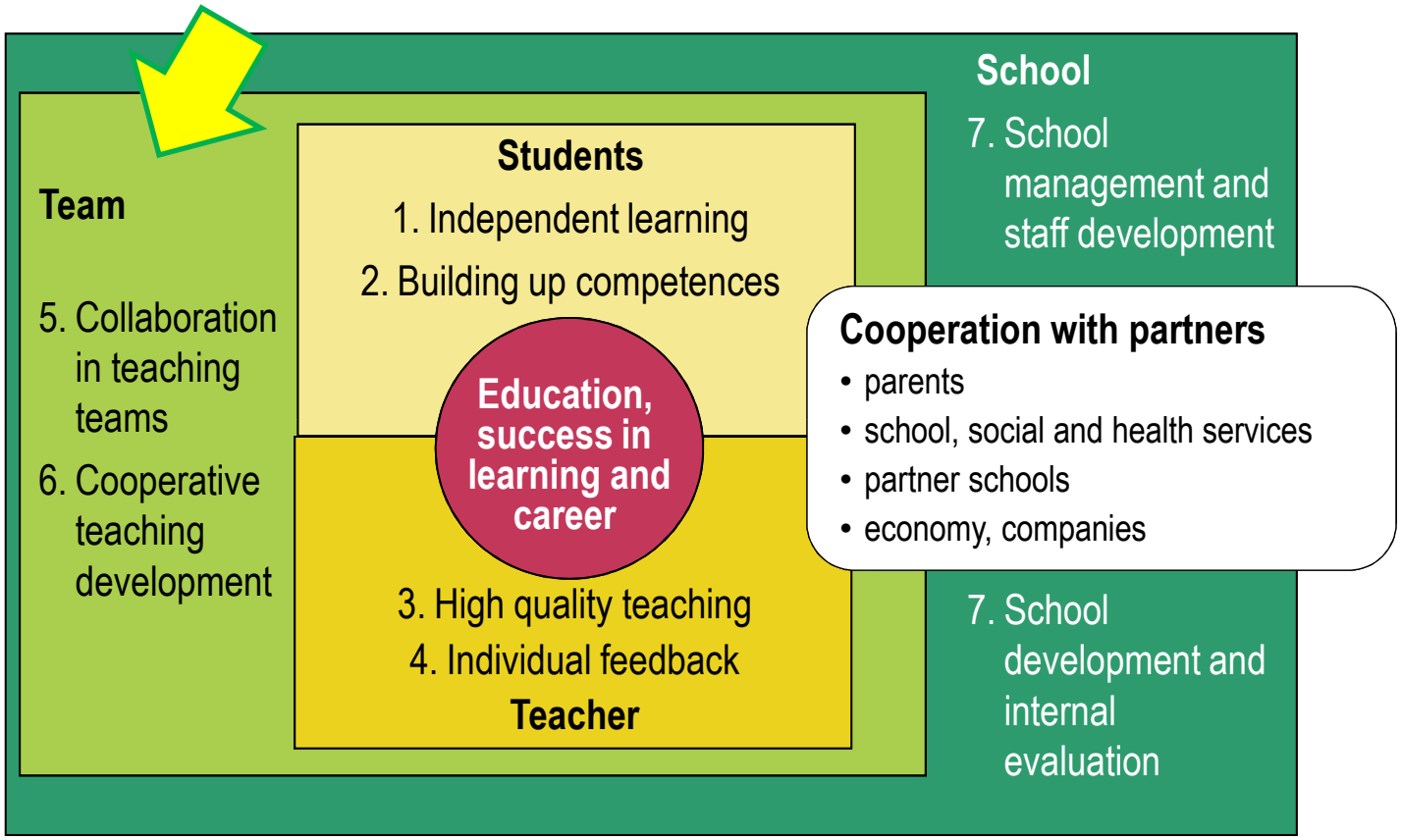
Importance of individual feedback
Through the lens of a student



“Those teachers who are students of their own impact are the teachers who are the most influential in raising students’ achievement.”

- View learning processes through the lens of a student
- Individual feedback as a mean to understand the effects of the own doing (Effektmaß d = .74) is an influential factor for learning success.
- Influental factors for learning success are different forms of students‘ feedback

IQES approach
Teaching teams



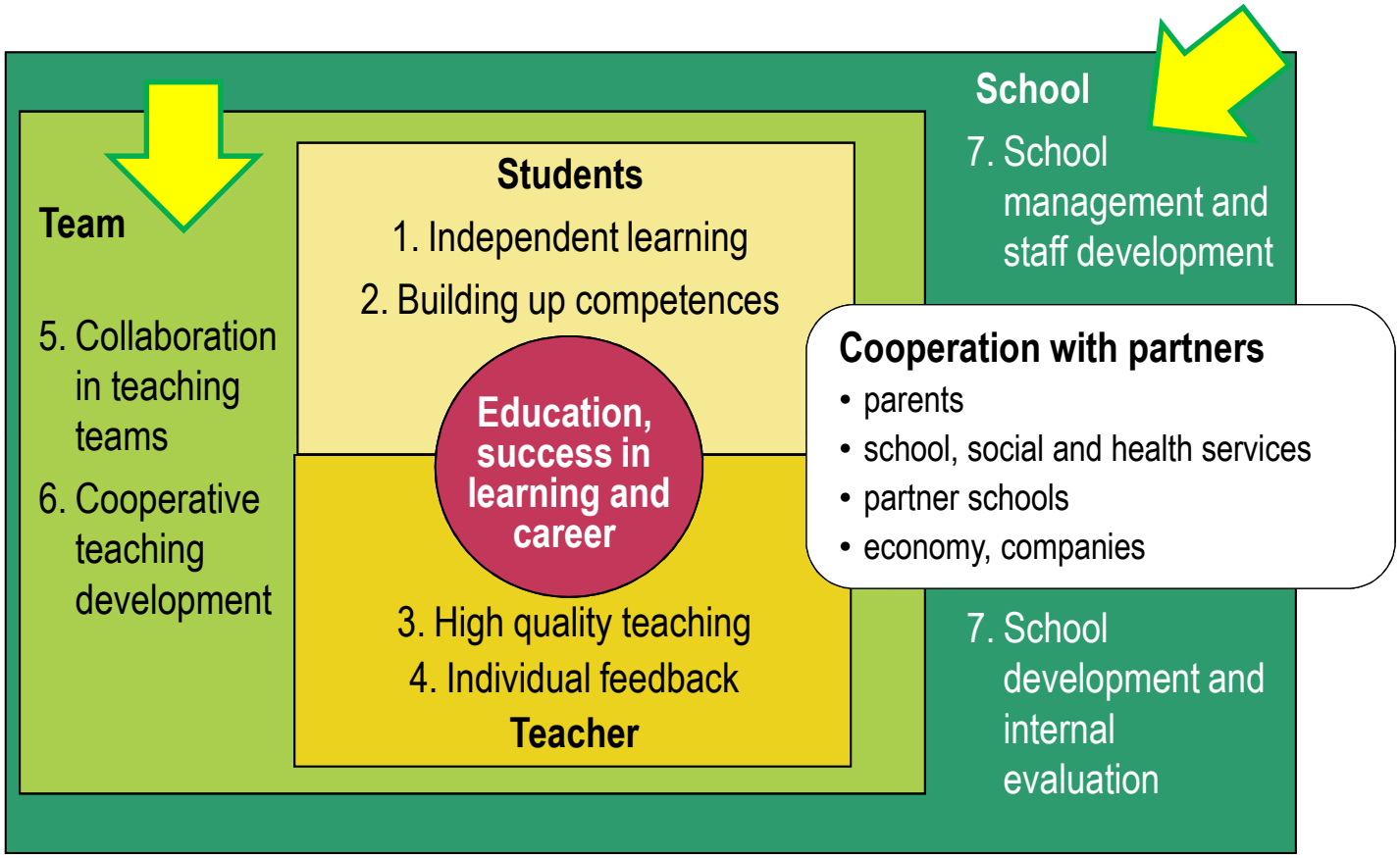
*...the greatest effects on student LEARNing occur when the TEACHers become **LEARNers of their own TEACHing** and...*

*...when students become their **own TEACHers**.*

John Hattie
– Visible Learning (2009, p. 22)

IQES approach

Cooperative school and teaching development in three steps



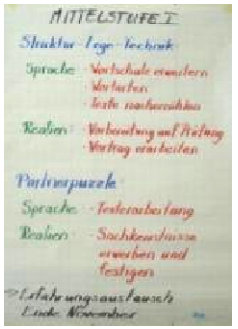
Cooperative school and teaching development in three steps

1. Individual development and team development

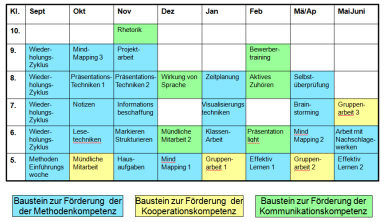
Teachers learn from each other,
with each other, for each other

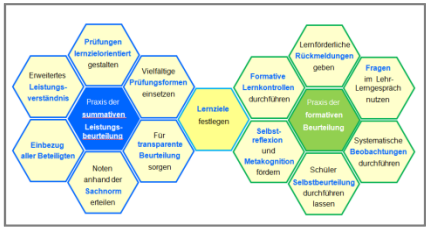
2. Collaboration in teaching teams

Common repertoire of tasks, methods
and assessment tools



3. Roadmap:
Learning competences, internal differentiation and common assessment management





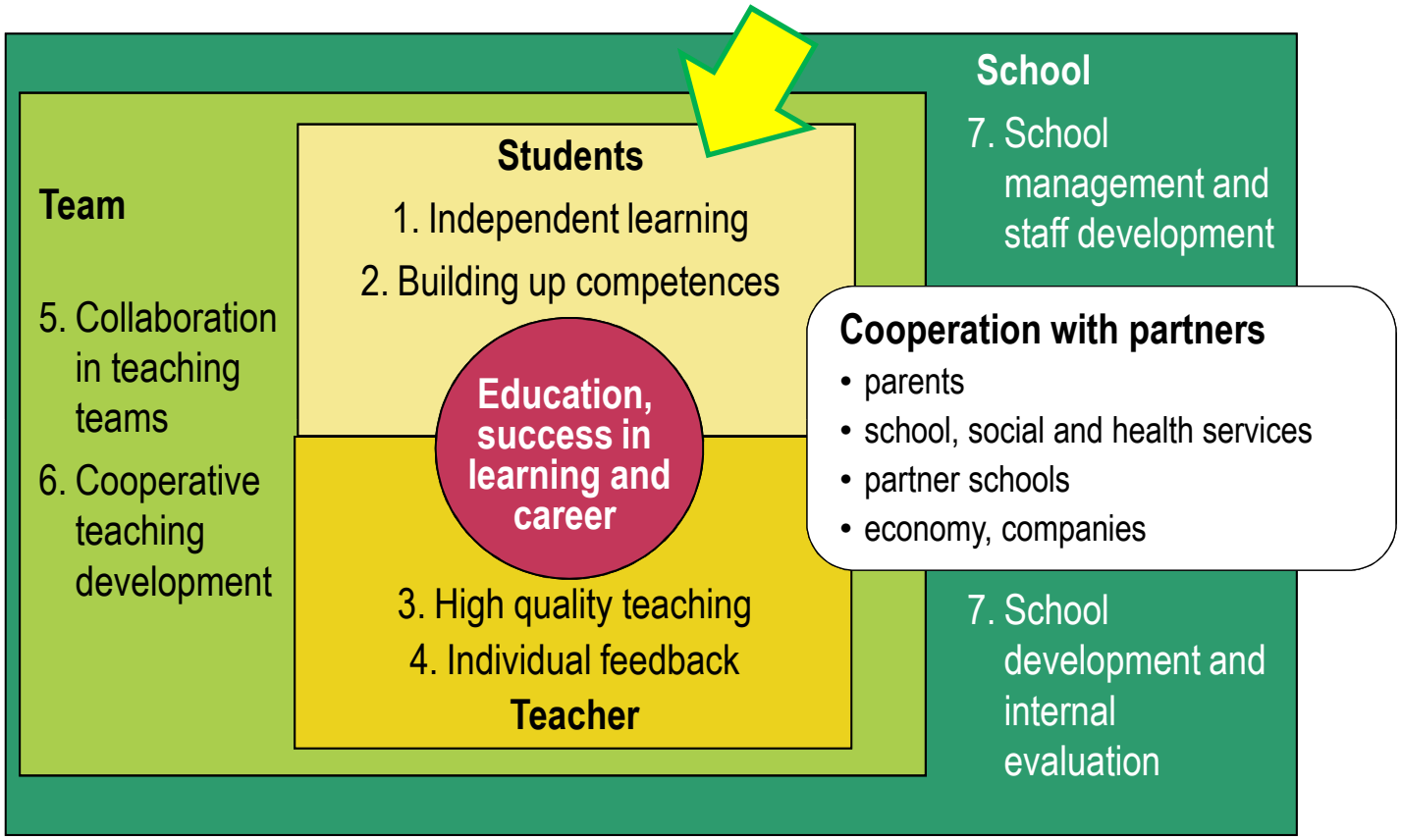
Cooperative school and teaching development in three steps

1. First step: Individual development and team development

Teachers learn from each other,
with each other, for each other

▸Independent learning

Remember? IQES approach
A competence-orientated school for students



First step: Individual development and team development

Three pillars of independent learning

Individual learning

- Individual speed
- Individual processing of content
- Tasks with differentiation in difficulty

Cooperative learning

- Learning from each other
- Learning with each other
- Learning for each other

Learning strategies

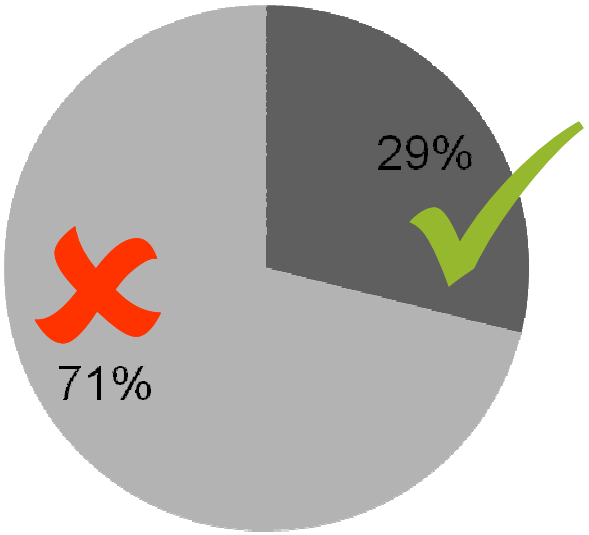
- Knowledge and application of learning strategies
- Development and application of own learning strategies
- Reflecting the own learning process

Facilitate teacher‘s development in these pillars so they can enable the students to learn independently

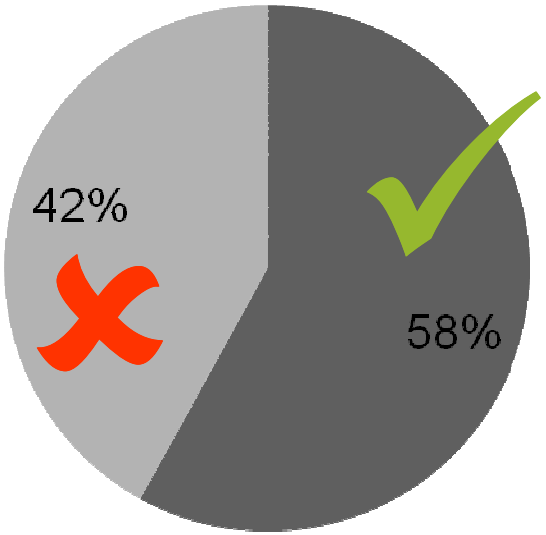
	Firdst word	Second word
Reading	scarf	dream
	sweets	head phones
	guitar	fishing rod
	party	plane
	bed	fork
	sunlight	chair
Inventing	house	raven
	dragon	champagne
	pencil	concert
	trousers	lantern
	car	opera
	stars	table

How much does one remember?

Reading sentences



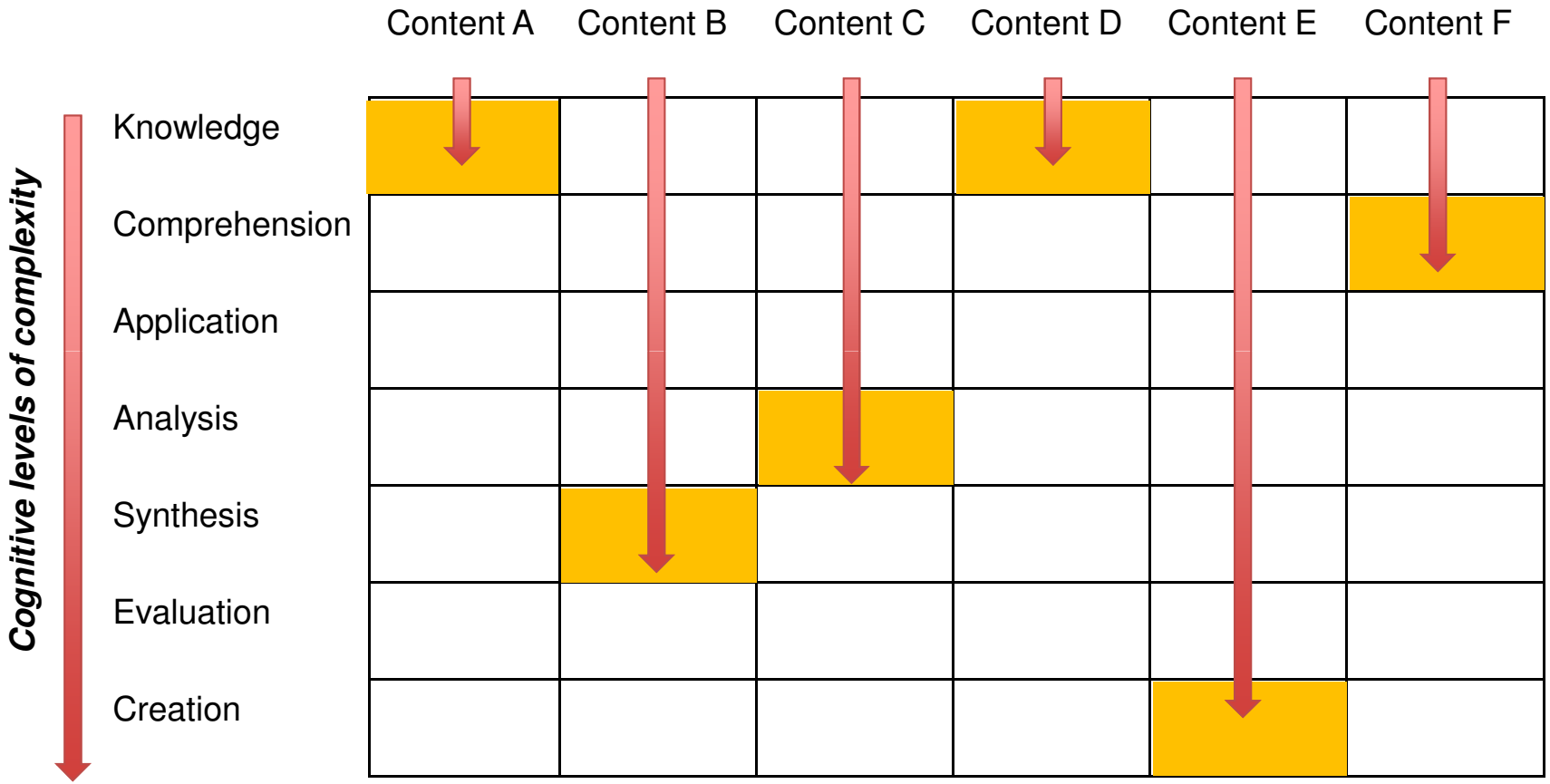
Inventing sentences



Bobrow, S. A., & Bower, G. H. (1969).
Comprehension and recall of sentences. Journal of Experimental Psychology, 80(3p1), 455-461.

How can compences be acquired, identified and assessed?

Bloom‘s taxonomy of educational objectives (1972)



More cognitive processing means deeper knowledge and higher competence

Bottom line:
At the core of competence-orientated teaching, there are learning tasks that demand more cognitive processing and thus facilitate deeper knowledge and higher competences.

Reading and learning strategies

Visualise

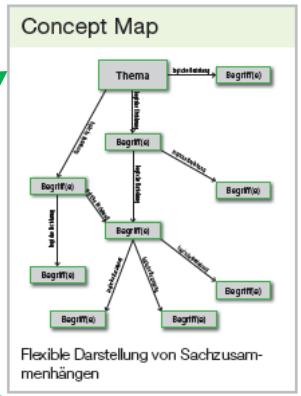
Connecting the dots

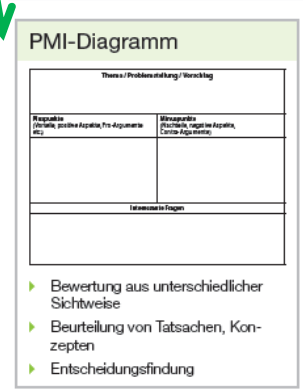
Verbalise

(Own) explanation

Cooperative learning

Visualisation methods





Learning to learn:

Students need a specific vocabulary to talk about how they learn, what happens during the learning process and what good teachers do.

Mit Vorwissen und Erfahrungen verbinden 1

Ich frage mich, was ich zum Thema schon weiss und welche Erfahrungen ich schon gemacht habe.

IQES online

Beispiele finden 13

Ich überlege mir Beispiele zum Thema.

IQES online

Wichtigkeit herausarbeiten 17

Ich überlege mir, wie der Inhalt für mein Leben wichtig sein kann.

IQES online

Tina Hascher, Gerda Hagenauer, Gerold Brägger: Lernstrategien: Fachartikel, Lernstrategiekarten und Itempool. IQES online 2016

Aufgabe / Lernprodukt | **Prozess** | **Selbstregulierung** | **Person / das Selbst**

Cards with learning strategies and reflection methods (Hascher/Uni Bern)

Kognitive Strategien 1

Wiederholen:
Ich wiederhole den Lerninhalt so oft, bis ich ihn mir gemerkt habe.

IQES online

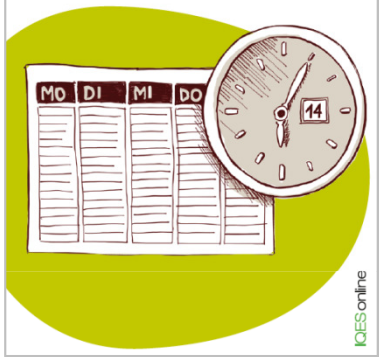
Kognitive Strategien 2

Auswendig lernen:
Ich lerne den Lerninhalt auswendig, indem ich mir Eselsbrücken baue oder sie mit Bildern verknüpfe.

IQES online

Kognitive Strategien 3

Lernplan erstellen: Bei grösseren Stoffmengen fertige ich einen Lern- und Arbeitsplan an.



IQES online

Kognitive Strategien 4

Zusammenfassen:
Ich fasse den Lerninhalt zusammen.

IQES online

Kognitive Strategien 5

Wesentliche Inhalte hervorheben: Ich schreibe mir die wichtigsten Punkte heraus.

IQES online

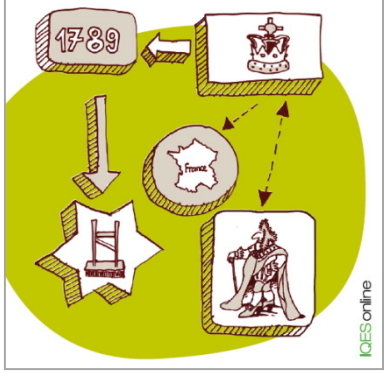
Kognitive Strategien 6

Markieren: Ich markiere die wichtigsten Textstellen.

IQES online

Kognitive Strategien 7

Gliedern: Ich gliedere den Stoff, so dass ich die Zusammenhänge und die Struktur besser erkenne.



IQES online

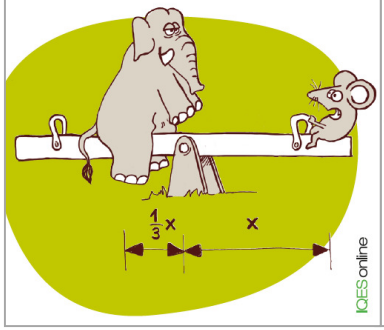
Kognitive Strategien 8

Listen erstellen:
Ich schreibe wichtige Begriffe auf eine Liste.

IQES online

Kognitive Strategien 9

Mit Vorwissen und Erfahrungen verbinden:
Ich frage mich, was ich zum Thema schon weiss und welche Erfahrungen ich schon gemacht habe.



IQES online

Kognitive Strategien 10

Eine Skizze gestalten:
Ich mache mir eine Skizze, die aufzeigt, wie die Dinge zusammenhängen (z.B. eine Mindmap, ein Bild oder eine Tabelle).

IQES online

Three pillars of independent learning

Individual learning

- Individual speed
- Individual processing of content
- Tasks with differentiation in difficulty

Cooperative learning

- Learning from each other
- Learning with each other
- Learning for each other

Learning strategies

- Knowledge and application of learning strategies
- Development and application of own learning strategies
- Reflecting the own learning process

Facilitate teacher‘s development in these pillars

Activation of students and learning tasks

Questions:

- How can the independet learning be facilitated?
- How can the teacher define good learning tasks that activate as many students as possible?

Activation of students and learning tasks

What‘s the difference between the **blue** and the **black** tasks?

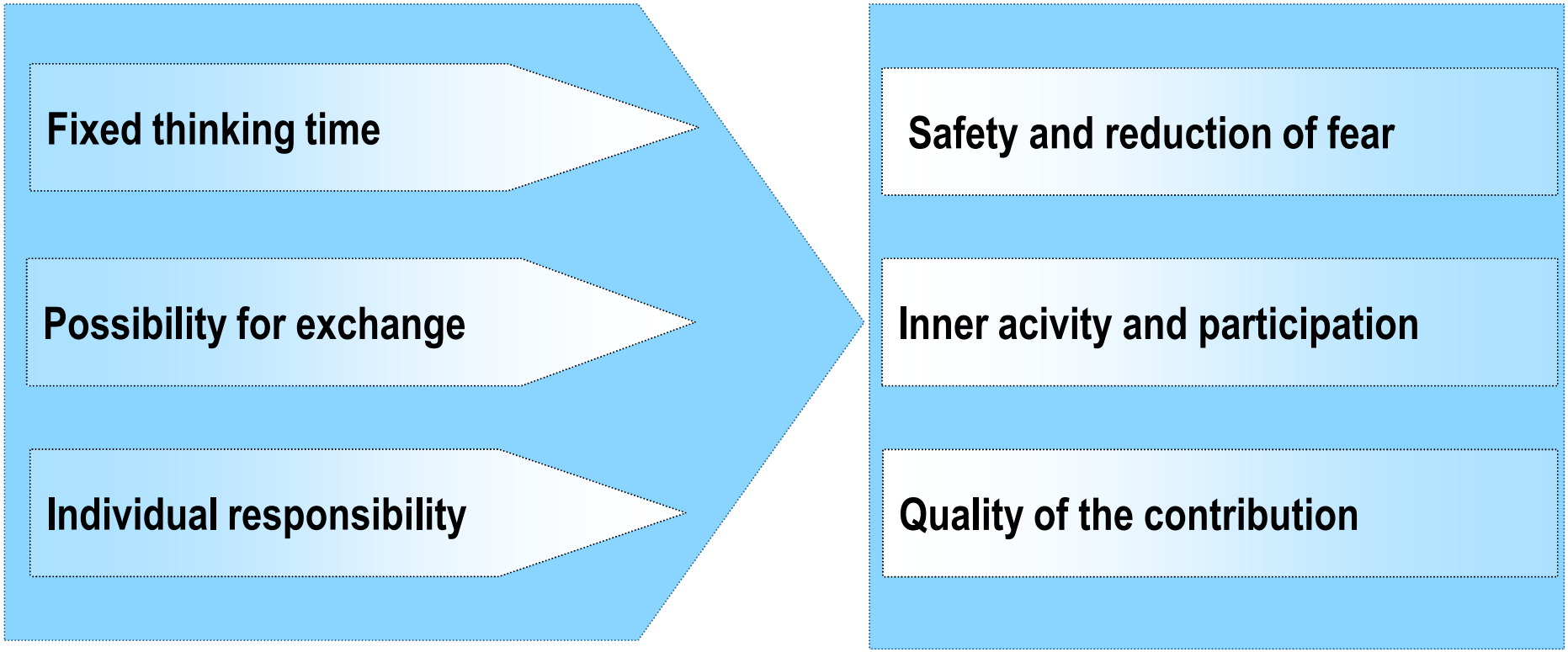
Read and discuss with your neighbour(s) for five minutes.

- Who can tell me what we‘ve done the past lesson?
- Think about what we‘ve been talking about in the past lesson and talk with a partner about it. You‘ve got two minutes. After that, I‘m going to call somebody up to present what you‘ve talked about, you‘re going to share your ideas in class.
- You have now worked on the task for 30 minutes. Who of your group can present the findings to the class?
- First, write down what the topic „Prevention of accidents at work“ means to you. Then, talk with a partner about it and note down the three most important points. After five minutes, you‘re going to share your ideas in class.
- Peter, we talked about microsleep yesterday. Please explain what this phenomenon means. You can use your notes.
- Work alone: Do you think it is useful to participate in the contest? Think about this for 30 seconds. Then, present your opinion in the group. After three minutes, you diskuss about your opinions. Make sure you could present the result of your discussion in class.

Good learning tasks (blue)

Traits and structures of the learning tasks (→ cause)

Effects



Three steps: Think – P – S

T

Single person working

- Individual analysis of the task
- Interlinking with personal preknowledge
- Construction

Three steps: T – Pair – S

P

Working with a partner or in small groups

- Comparison of ideas or results
- Discussion about different ideas or results
- Co-construction
- Collective result

Three steps: T – P – Share

S

According to the findings of brain research, presentations are so important because of the emotions connected to them: Hope, anxiety, nervousness and uncertainty result in concernment and cause an emotional connection to the content.

vgl. Jensen in: D'Arcangelo 1998

Placemat

Activation of preknowledge – Development of new knowledge – Repetition of knowledge

1. **Think** (5 minutes)
   Define a concrete learning task for students with the three steps „think – pair – share“

   Subject/ topic/ grade: .....

2. **Pair** (15 minutes)
   Share your individual notes. Look for similarities and differences in your tasks.

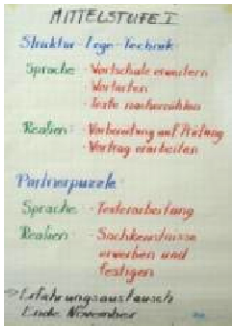
   Note down your insights and questions concerning **the assignment of learning learning tasks** in the square in the middle.

3. **Share** (10 minutes)
   Somebody of the group presents the findings in the plenum.

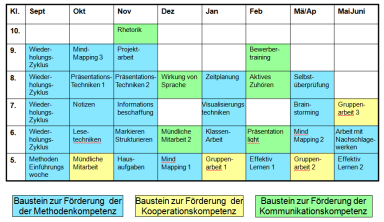
Cooperative school and teaching development in three steps

1. **Individual development and team development**
   Teachers learn from each other,
   with each other, for each other

2. **Collaboration in teaching teams**
   Common repertoire of tasks, methods
   and assessment tools



3. Roadmap:
   Learning competences,
   internal differentiation and
   common assessment management



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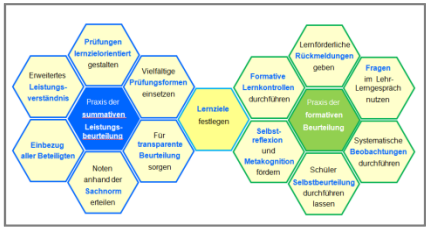
9.	Wieder-holungs-Zyklus	Mind-Mapping 3	Projekt-arbeit			Bewerber-training		
8.	Wieder-holungs-Zyklus	Präsentations-Techniken 1	Präsentations-Techniken 2	Wirkung von Sprache	Zeitplanung	Aktives Zuhören	Selbst-überprüfung	
7.	Wieder-holungs-Zyklus	Notizen	Informations-beschaffung		Visualisierungs-techniken		Brain-storming	Gruppen-arbeit 3
6.	Wieder-holungs-Zyklus	Lese-techniken	Markieren Strukturieren	Mündliche Mitarbeit 2	Klassen-Arbeit	Präsentation lobt	Mind Mapping 2	Arbeit mit Nachschlage-werken
5.	Methoden Einführungs-woche	Mündliche Mitarbeit	Haus-aufgaben	Mind Mapping 1	Gruppen-arbeit 1	Effektiv Lernen 1	Gruppen-arbeit 2	Effektiv Lernen 2

Baustein zur Förderung der Methodenkompetenz | Baustein zur Förderung der Kooperationskompetenz | Baustein zur Förderung der Kommunikationskompetenz



2. Second step: Collaboration in teaching teams

Common repertoire of tasks, methods and assessment tools

- **Common agreements**
- **Feedback**

Common agreements

- The teachers of a teaching team agree on certain methods (cooperative-learning, individual and personalised learning, learning methods),
  - that they are going to use in their lessons
  - that the students are going to learn and master.

- The teachers agree on certain types and quality of learning tasks that they are going to use.

.

Typical common agreements in teaching teams I

Individual responsibility–

positive interdependence

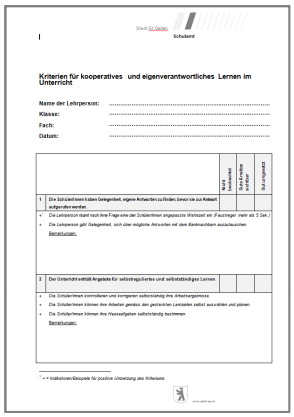
- Single person work:
  Each teacher creats a series of lessons with individualised, personalised and/ or cooperative learning tasks, with methodical guidelines (scaffolding) for the students.

Typical common agreements in teaching teams II

- Teaching team (exchange):
  Presenting material for lessons, sharing experiences, discussing findings of feedbacks
- Single person work:
  Processing peer feedback, improving learning tasks and material for lessons and saving them on the shared server

Feedback from peers and the head of school

- Peer feedback about professional practice and development of the teaching together.
- Attendance at lessons by the head of school focussing internal trainings and teaching teams.



Kriterien für kooperatives und eigenverantwortliches Lernen im Unterricht

Name der Lehrperson: .....

Klasse: .....

Fach: .....

Datum: .....

Cooperative school and teaching development in three steps

1. Individual development and team development

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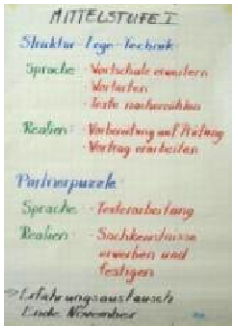
with each other, for each other

2. Collaboration in teaching teams

Common repertoire of tasks, methods
and assessment tools



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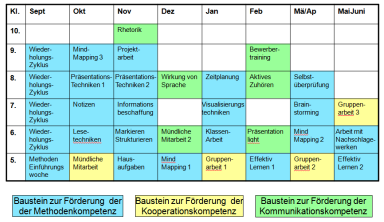

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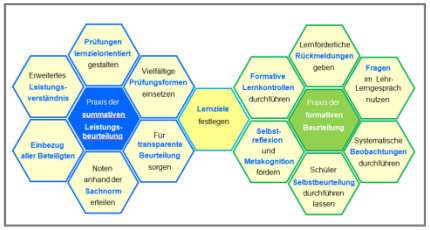

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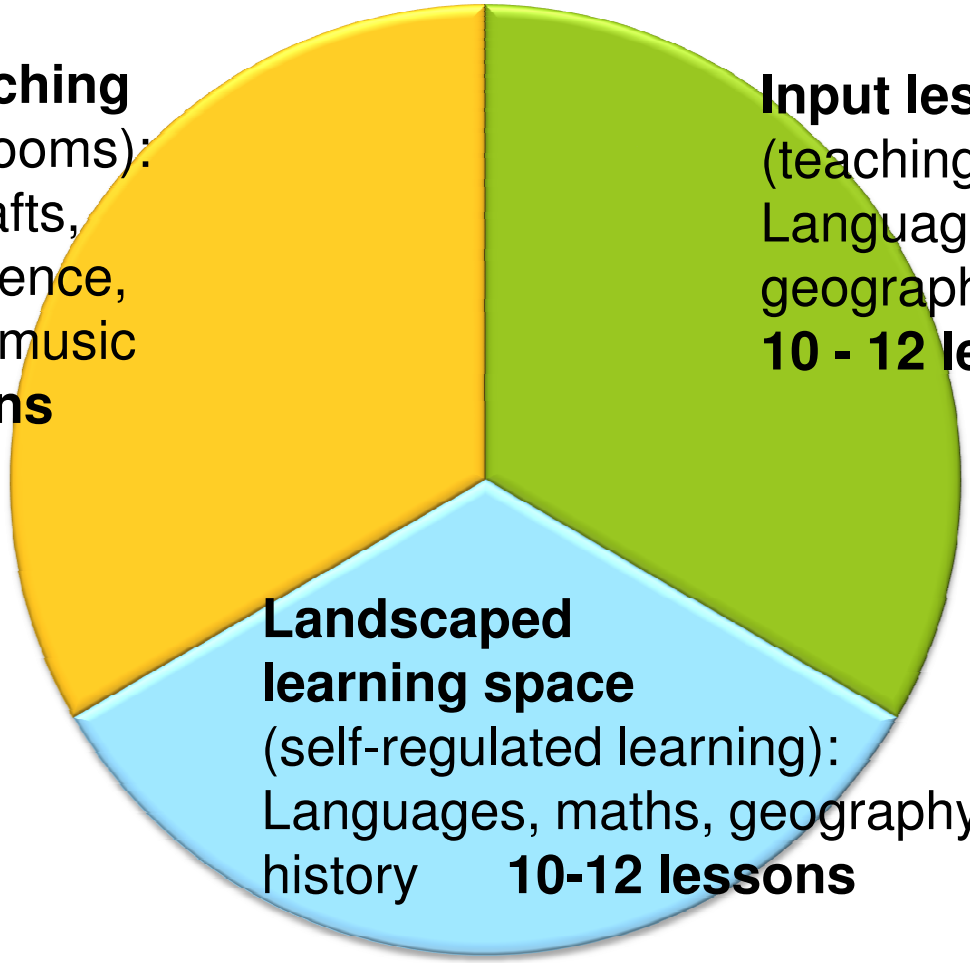
Some facts about project „LiLO“

- Focussing on self-regulated learning at a personal desk within the landscaped learning space (=Lernlandschaft)
- Selforganisation with the help of weekplans and learning journals
- Cooperative learning in mixed learning groups (age/grade)
- Regular coaching teacher – student
- Learning in three steps:
  - Plan
  - Execute
  - Reflexion

Composition of the lesson plan

Subject teaching
(in specific rooms):
PE, handicrafts,
domestic science,
art, religion, music
10-11 lessons



Input lessons
(teaching):
Languages, maths,
geography, history
10 - 12 lessons

Landscaped learning space
(self-regulated learning):
Languages, maths, geography,
history **10-12 lessons**

Personalized and cooperative learning in the Secondary School Wädenswil

Meine Woche

Datum _____ **Woche** _____

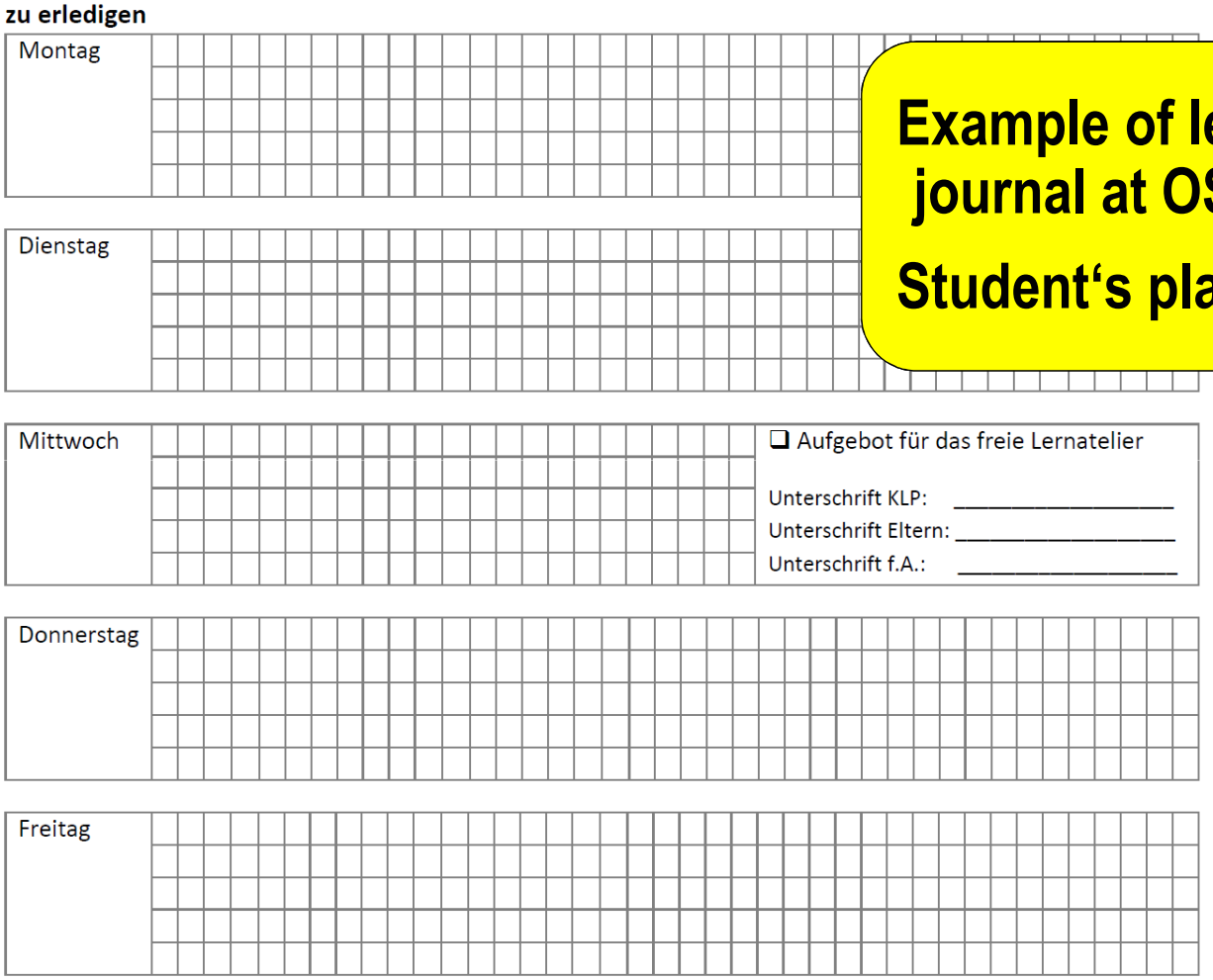
Mein Stundenplan

	Montag	Dienstag	Mittwoch	Do		
07.30-08.15						
08.20-09.05						
09.15-10.00						
10.15-11.00						
11.05-11.50						
13.30-14.15						
14.20-15.05						
15.15-16.00						
16.05-16.50						
Freizeit						

Example of learning journal at OSW

Student‘s planning

Personalized and cooperative learning in the Secondary School Wädenswil



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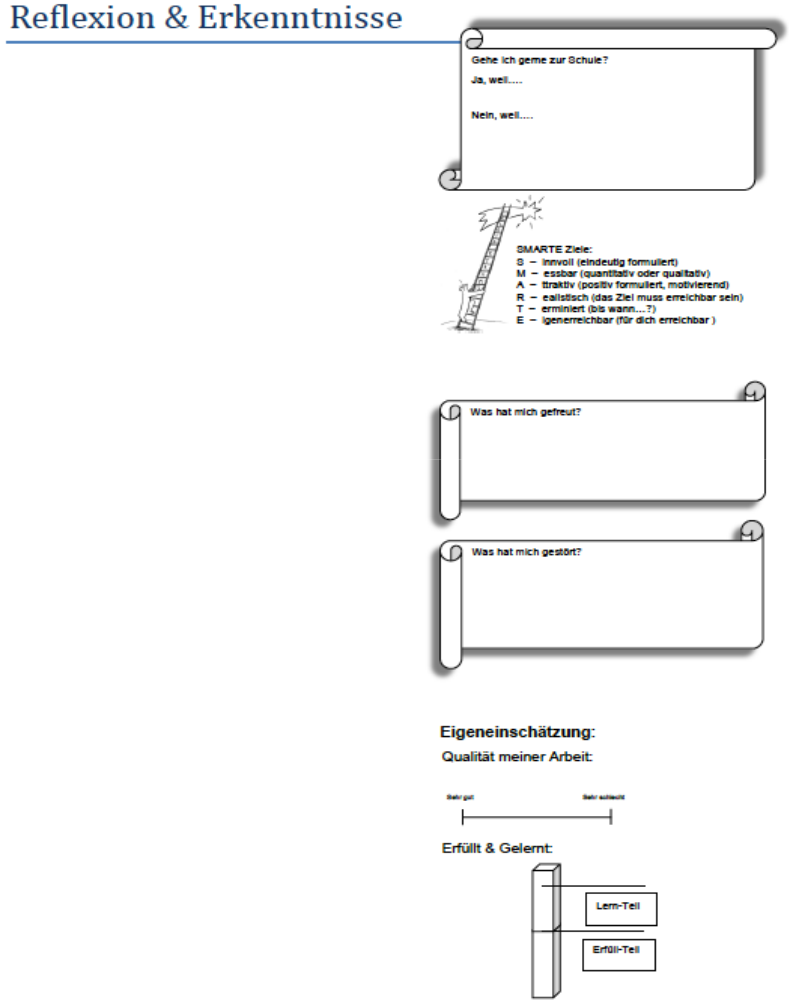

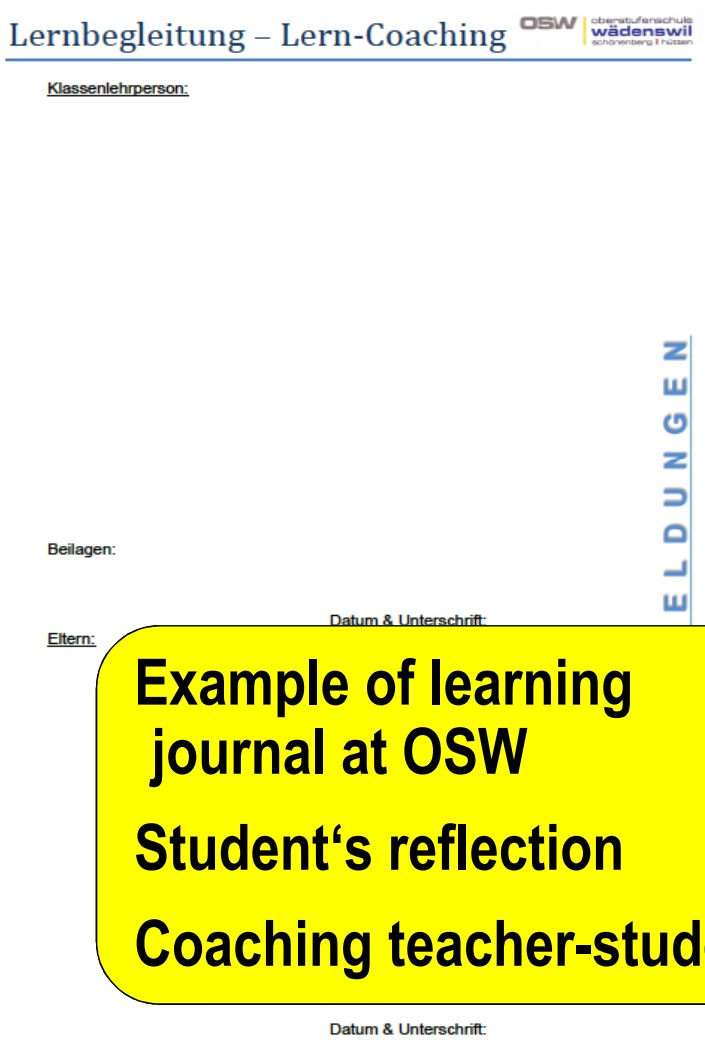

Example of learning journal at OSW

Student‘s reflection

Coaching teacher-student

Personalized and cooperative learning in the Secondary School Wädenswil

Feedback

Bereiche	1	2	3	4	5	6	7	8	9	10
	kaum		ansatzweise		durchgängig		deutlich		besonders stark	
Layout: Sorgfalt, Vollständigkeit										
Nutzung der Zeit, Anstrengung										
Umgangsformen: Höflichkeit										
Arbeitsplatz: Ordnung, Sauberkeit										
Hilfsbereitschaft, Engagement										

Example of learning journal at OSW

Student‘s feedback

IQES in the Secondary school Wädenswil

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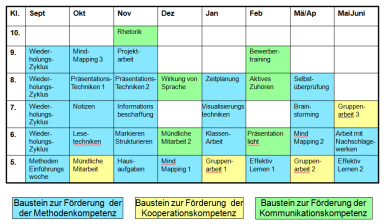
Feedback and self-evaluation



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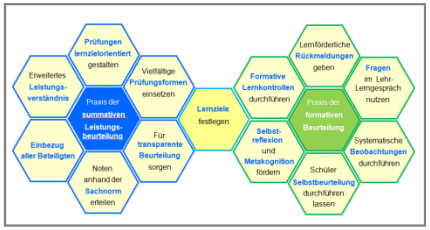


Using IQES: Feedback from students and parents about their feeling towards school

Wädenswil Oberstufenschule

IQES online

"Wie geht es unseren Schülerinnen und Schülern?"

Liebe Schülerin, lieber Schüler

Wir interessieren uns, wie es euch Schülerinnen und Schülern an unserer Schul
Die Befragung erfolgt anonym. Das bedeutet, dass nicht herausgefungen werde
gegeben hat. Es sind keine Rückschlüsse auf dich möglich.

Example of feedback from students about teir feeling towards OSW, june 2016

1 - Schulgemeinschaft und Klassenklima

	trifft nicht zu	trifft eher nicht zu	trifft eher zu	trifft zu	keine Angabe
1.1 - Ich fühle mich wohl an meiner Schule.	○	○	○	○	○
1.2 - Ich kenne die Regeln, die an unserer Schule und in unserer Klasse gelten.	○	○	○	○	○
1.3 - Ich weiss, was passiert, wenn ich die Regeln übertrete.	○	○	○	○	○
1.4 - Die Regeln sind sinnvoll und nicht übertrieben, damit sich alle wohl fühlen können.	○	○	○	○	○

Effects on the school development

Analysis of the survey results in different groups: Heads of school, members of the health-promotion group, teachers

- Reinforcement of positive feedback (where posible)
  Example: „The teachers make sure that the students treat each other with respect.“
- Finding ways of improvement in case of negative feedback
  Example: „I experience verbal abuse.“

Using IQES: Feedback from teachers on the performance of the heads of school

Lehrpersonen-Befragung für Schulleitungsfeedback OSW 2016 FK

Gesamtbericht

Example of feedback from teachers on the performance of the heads of school at OSW, june 2016

Allgemeine Angaben zu dieser Befragung

Abschlussdatum der Befragung:	23.06.2016
Verwendeter Fragebogen:	Lehrpersonen-Befragung für Schulleitungsfeedback OSW 2016 FK
Per E-Mail eingeladene Befragte:	21

3 - Schulorganisation und Vertretung nach aussen / Schulentwicklung und Zusammenarbeit im Kollegium

	Durchschnittswerte Ø	Qualitätseinschätzung						
	1 2 3 4	1 trifft nicht zu	2 trifft eher nicht zu	3 trifft eher zu	4 trifft zu	3–4	N	KA
3.1 - Frido Koch hat als Schulleiter den Überblick über die organisatorischen Belange der Schule.	3,7	0% (0)	0% (0)	26% (5)	74% (14)	100%	19	0
3.2 - gewährleistet einen reibungslosen Schulbetrieb.	3,8	0% (0)	0% (0)	16% (3)	84% (16)	100%	19	0

schulentwicklung.ch IQES online

Effects on the school development

Analysis of the survey results by the heads of school.

- Reinforcement of positive feedback (where posible)
  Example: „trust-based collaboration“

- Finding ways of improvement in case of negative feedback
  Example: „addresses conflicts at an early stage“

Using IQES: Feedback from students on the performance of the teachers

Schüler/innen-Befragung zum Mathematikunterricht

(6. – 9. Klasse)

Example of feedback from students on the performance of the math teacher at OSW, march 2016

Liebe Schülerin, lieber Schüler,

dieser Fragebogen enthält Fragen zum Mathematikunterricht.

Lies bitte den Fragebogen aufmerksam durch und gib an, welche Antwort t
um Deine persönliche Meinung. Deshalb gibt es keine ‚richtigen' oder ‚falschen' Ar

	Die Aussage …				
Lösen von Aufgaben	stimmt gar nicht	stimmt wenig	stimmt ziemlich	stimmt genau	keine Antwort
Unsere Mathematiklehrerin / unser Mathematiklehrer …					
1. betont oft, dass es mehrere Wege zu einer Aufgabenlösung gibt.	1	2	3	4	
2. ermuntert uns, eigene Lösungswege zu probieren.	1	2	3	4	

Effects on the personal/ staff development

Analysis of the survey results by the teachers and in teaching teams (quality team)

- Reinforcement of positive feedback (where posible)
  Example: „The math teacher motivates us to follow our own solution process.“

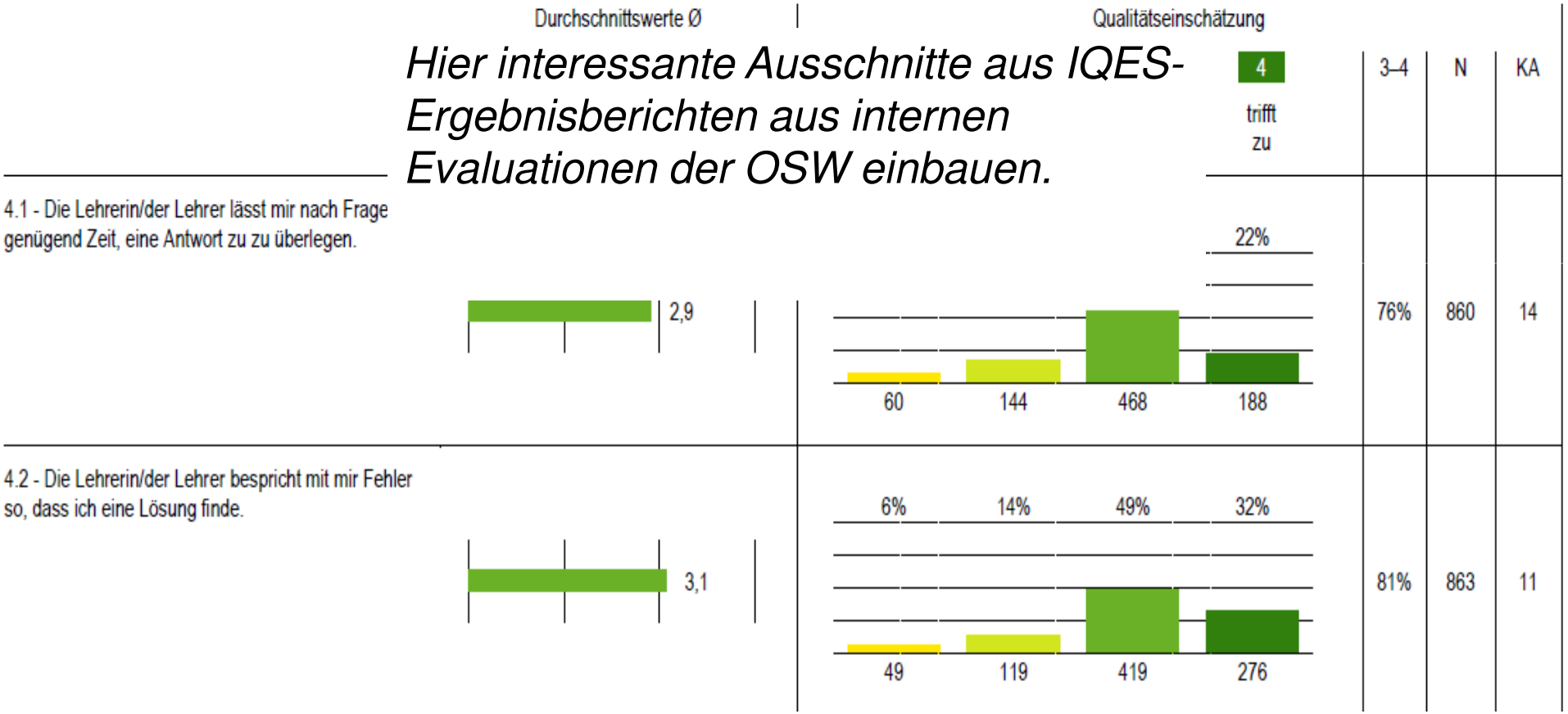
- Finding ways of improvement in case of negative feedback
  Example: „At the end of a lesson, the math teacher always summarizes the content of the lesson.“

Evaluation report (excerpt)

Detailed results

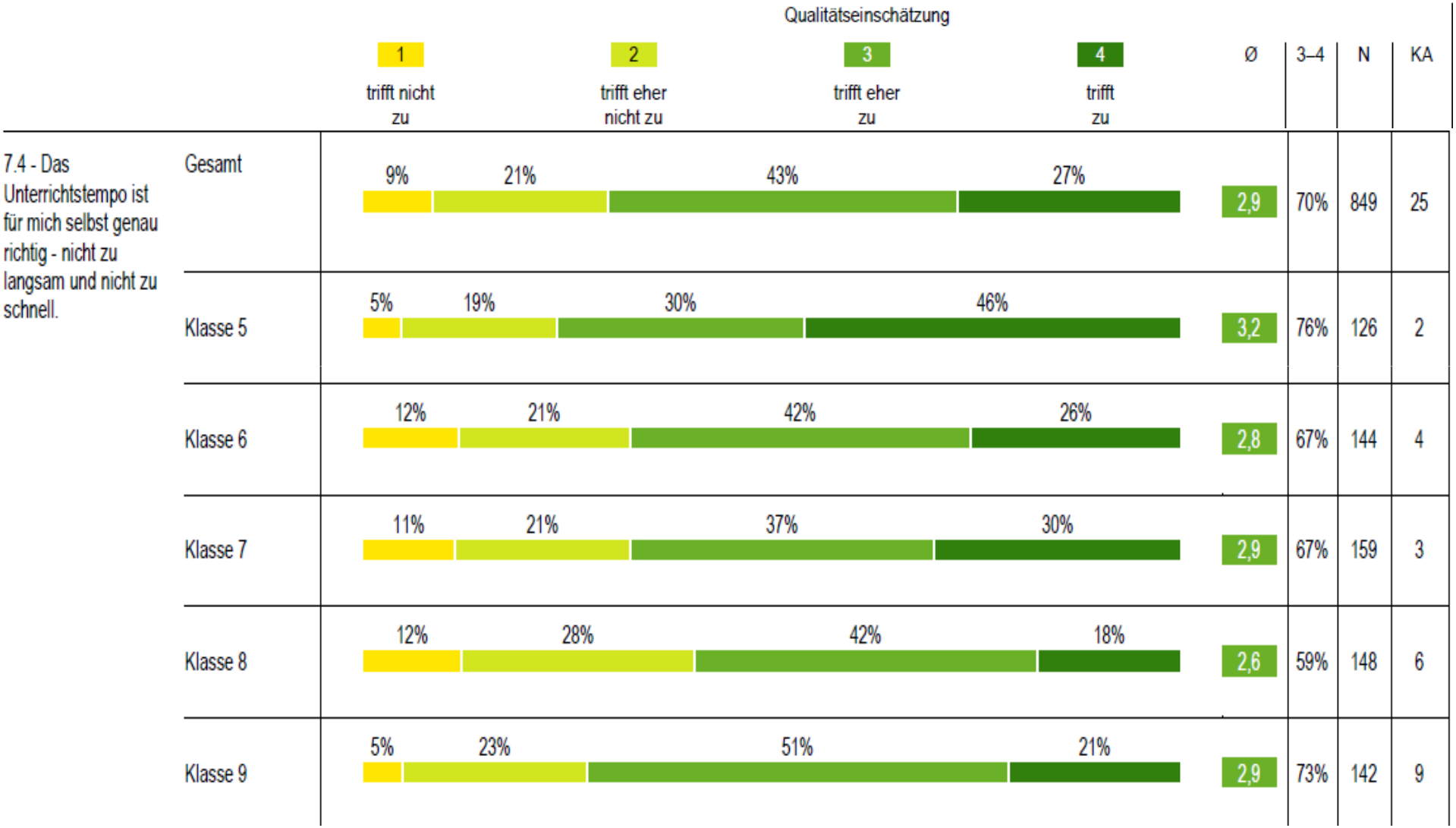
4 - Lernförderliches Klima / Interessanter Unterricht

Hier interessante Ausschnitte aus IQES-Ergebnisberichten aus internen Evaluationen der OSW einbauen.



Evaluation report (excerpt)

Detailed results: comparison between different groups



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Why a new culture of learning and assessment?

What are the effects of traditional ways of assessment? Here another experiment...

We kindly ask you to stand up for the next few minutes.

Traditional ways of assessment: Achievements and effects

Common traits of traditional ways of assessment:

- Small tests
- Questions where „right“ answers have to be given
- Often: Questions about knowledge
- Short thinking and working time
- No or few support
- Individual work, individuelles Arbeiten
- Low level of personal challenge
  (e.g. self-defined high goals with active learning products)

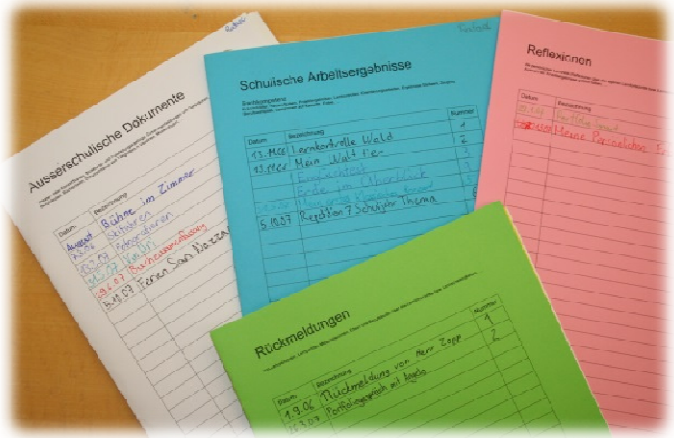
Quelle: Felix Winter: Klassenarbeit passé? Neue Formen der Leistungserbringung in der Diskussion. In. Fischer (Hrsg.), Waxmann 2012

Why a new culture and new forms of assessment?

- The culture of learning and teaching has changed at many schools
- Active, individual, action-orientated and cooperative learning asks for new ways to assess the performance.

Possible forms and methods for assessments

example: Portfolio boxes



example: Files listing descriptors of competences

Assessment of process

Learning progress and state of development:

- Portfolio
- Assessing state of development in longer learning phases
- Projects
- Weekplan
- Learning stations
- Learning atelier

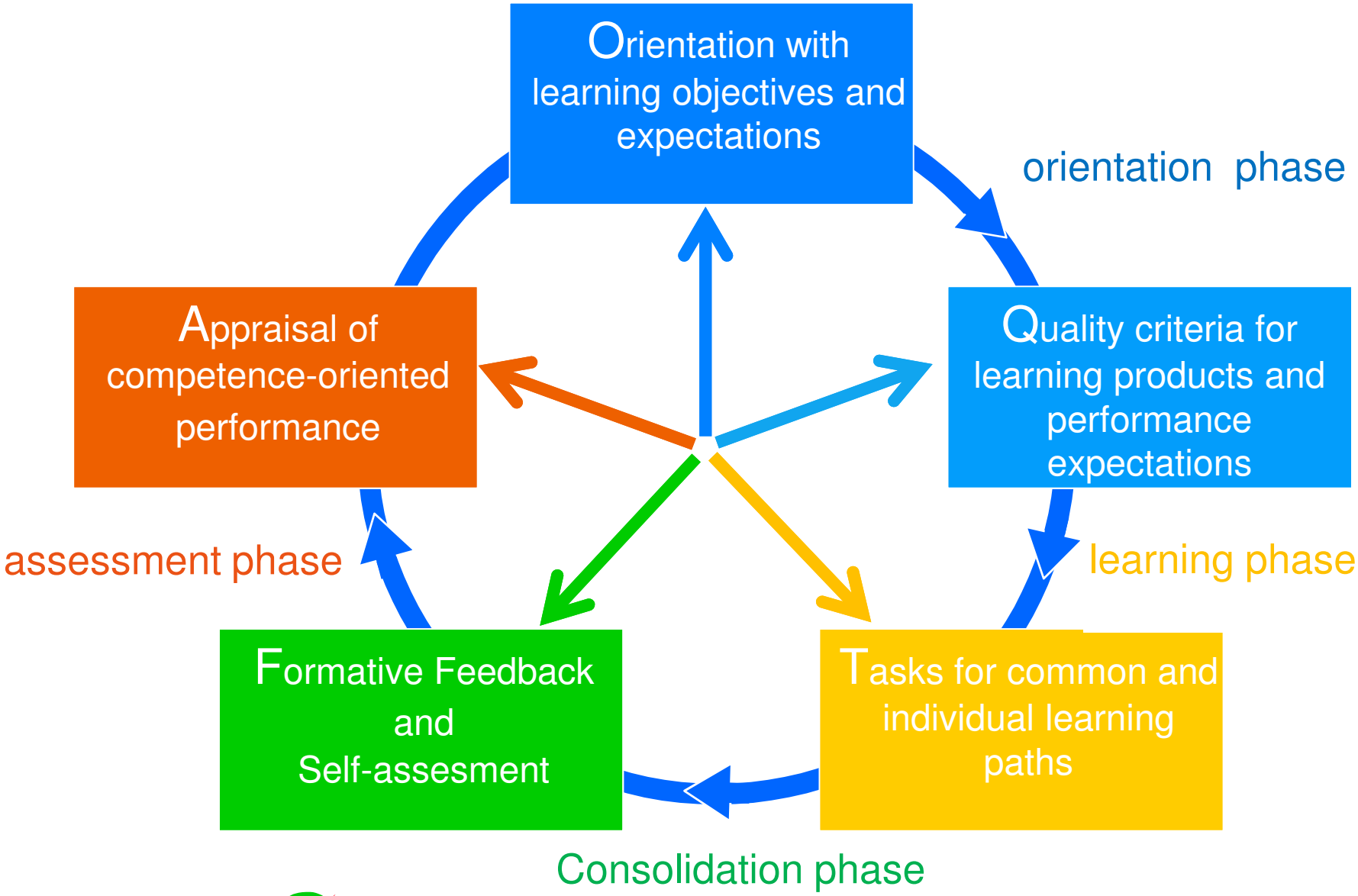
Assessment of individual development in a longer learning process

Quelle: Stern 2008; Fröhlich 2006; Nüesch, Bodenmann, Birri 2008; Zopp, Egli, Birrer, Würsch: Portfolio-Leitfaden, IQES online

Why a new culture and new forms of assessment?

- Because studies have shown :
  «assessment for learning» and
  «assessment as learning» are highly effective

The IQES Lernkompass learning cycle



IQES online IQES Lernkompass

IQES in the Secondary school Wädenswil

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Thank you for your attention.

IQES online