The Hebrew University of Jerusalem

Syllabus

EVALUATION AND MEASURMENT - 34190

Last update 20-11-2013

<u>HU Credits:</u> 2

<u>Degree/Cycle:</u> 1st degree (Bachelor)

<u>Responsible Department:</u> teachers training

<u>Academic year:</u> 0

<u>Semester:</u> 2nd Semester

<u>Teaching Languages:</u> hebrew

<u>Campus:</u> Mt. Scopus

<u>Course/Module Coordinator:</u> Dr. Tchia Snapiri

<u>Coordinator Email:</u> snapiri.tchia@mail.huji.ac.il

<u>Coordinator Office Hours:</u> monday 11:00-12:00 2nd sem.

<u>Teaching Staff:</u>

Dr. Snapiri Tchia

Course/Module description:
  The course deals with evaluation instruments that are used by teachers. It includes instructions to create reliable and valid instruments and to score them. Various instruments, based on different approaches, are presented.

Course/Module aims:
  To discuss evaluation and measurement of classroom learning , to be acquainted with different approaches to the subject, to learn the requirments of reliability and validity of evaluation instruments, to create various types of instruments and to summarize their results

Learning outcomes - On successful completion of this module, students should be able to:
  To distinguish between evaluation and measurement, to describe the characteristics of traditional and alternative evaluation, to classify existing evaluation instruments and to examine their validity and reliability, to build various types of evaluation instruments according to the criteria taught in class, to execute basic statistical computations and item analysis, to judge whether instruments are suitable for their purposes

Attendance requirements(%):
  100

Teaching arrangement and method of instruction: lecture

Course/Module Content:
  Types of evaluation, evaluation and measurement of classroom learning , traditional and alternative evaluation, taxonomy of educational objectives, reliability and validity, examples of various instruments e.g. multiple choice tests, completion tests, short and long answer tests, , essays, performance tasks, portfolios, cooperative tasks, journal, etc., discussion of advantages and limitations of each instrument, rubrics, scoring, basic statistical analyses, item analysis, critrerion-related and norm-related tests

Required Reading:
 Gronlund, N. E. & Linn, R. L. (1990). Measurement and evaluation in teaching. New York: Macmillan.
-chapters from the book

Additional Reading Material:
  Barton, J. & Collins, A. (Eds.) (1997). Portfolio assessment: A handbook for educators. New York: Dale Seymour.
Black, T. R. (1999). Doing quantitative research in the social sciences. Ch.10: Measuring Achievement. Thousand Oaks: Sage.
Bloom, B. S., Engelhart, M.D., Furst, E. G., Hill, W.H. & Krathwohl, D.R.(1956). Taxonomy of educational objectives. Handbook1: Cognitive domain. New York: Longmans.
Howell, David C.(2008). Fundamental statistics for the behavioral sciences. Belmont, Ca: Thomson/Wadsworth.
Marzano, Robert J. & Kendall, John S. (2007). The new taxonomy of educational objectives. Thousand Oaks, CA: Corwin Press.

 Course/Module evaluation:
 End of year written/oral examination 0 %
 Presentation 0 %
 Participation in Tutorials 0 %
 Project work 80 %
 Assignments 20 %
 Reports 0 %
 Research project 0 %
 Quizzes 0 %
 Other 0 %

Additional information:
  There might be changes due to the progress of learning.