

Product evaluation

This method can be used to support learning through evaluating a product (output) generated by any learning activity in which children work individually or cooperate with peers to create something. In addition to this principle, this activity supports Learning Through Dialogue and Interaction and Learning through Structured Processes.

Expected Outcomes – students will:

- Be able to evaluate a product (output) generated during a learning activity.
- Be able to formulate and assess the importance of evaluation criteria.
- Demonstrate analytical and critical thinking skills in evaluating a product against a set of criteria.
- Demonstrate tolerance of ambiguity by accepting that other colleagues or groups can have different views.
- Demonstrate conflict management skills to aim at a consensus among different views.

Timing

The timing of this activity is dependent on many factors: experience, classroom culture, and how you implement it, etc., the minimum amount of time you should plan for this method is one hour, if criteria are defined in advance, and two hours for the full process.

Material

Offline	Blended
<ul style="list-style-type: none"> - A whiteboard - Post-its - Markers - A piece of paper for every student 	<ul style="list-style-type: none"> - A piece of paper for every student - Create a Miro account. - Create a Miro for step 1 and 2. - A device for every group

Prepare yourself!

Prepare the Miro board as indicated below or gather all the offline tools mentioned in the section above.

Step-by-step or course

1 Evaluation Criteria

This example assumes that evaluation criteria have, either been previously defined through a previous process before the start of the activity that generated

the product (output), or had been given as part of the task related to that activity. You haven't set any criteria yet? Read the information in the frame below.

If this is not the case, a preliminary activity to define evaluation criteria will be added. This can be done, for example, by asking students to discuss in small groups and to share on Miro/Mural a list of answers to the following questions: How would you describe a good product? What makes it good?

The teacher can give an example but allows students to think about other different options. For example, if the product is a poster made by students, useful quality criteria can be:

- *It is easy to understand what its message is.*
- *It looks nice and attractive to those who see it.*



Set up a digital whiteboard such as Miro. Put the criteria on the board and make sure there is enough room next to the criteria for students to add comments about it.

Ask them to score the importance of the criteria and invite them to suggest a rephrasing if needed.

All students will see in real time the comments made by peers and the score each criterion gets. Depending on how many devices you have (could be a tablet/PC/Chromebook), make them work in pairs.

Goal: based on the results, the final list of criteria to use for the evaluation is defined and published on the online board.

2 Evaluation of the product

Students work in groups or individually (depending on how the project/activity was completed) taking time to discuss each criterion and to what extent the product meets it. The product can also be placed into the digital whiteboard (can be an image, a text, a screenshot) and students can place post-its next to it. Agree with your students on the colour for each criterion, this makes step number 3 easier.

3 Comparing Group Evaluations

The digital board is displayed to the whole class and students are asked to compare the results of the groups and discuss similarities and differences.

Similarities can be considered as agreement. If there are differences, they can be either complementing each other, or reflecting contradictory views. In such a case, further discussions are needed, based on the reasons shared on the last column. The teacher will make it clear that the discussion is about the degree to which a criterion is met by the product, and not about which group is right. Even if a consensus is not achieved, the discussion is useful, and it will be important to address this in the reflection.

4 Reflection

Either as a whole group, or in the working groups have the students consider some of the following suggested questions:

- ✓ How did it feel to go through and evaluate the product like this?
- ✓ Was everyone equally involved in the evaluation (if it was a group evaluation)?

- ✓ Were any of the criteria difficult to apply? Why?
- ✓ Were any of the criteria easy to apply? Why?
- ✓ When disagreements in the group happened, how did you resolve them?
- ✓ What suggestions do you have to make future evaluations go better?