

Evaluation

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Virtual
Hackathon



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Evaluating Competencies:



Relevant competencies



- Building **digital** skills is important to keep up with the fast-changing environment; why? Digital skills can help:
 - Foster entrepreneurship
 - Build competitiveness
 - Solve issues of the 21st century societies
- **Entrepreneurship** skills are widely viewed as another critical factor for the new economy; why? Entrepreneurship is associated with:
 - Risk-taking
 - Solving consumer or societal problems
 - Creative solutions



Hackathons contribute to....



- One informal learning platform that can serve the development of both **digital** and **entrepreneurial** skills is the hackathon.
- Hackathons are intensive, competitive events during which team activity is focused on solving a specific problem or creating a viable business idea or business model
- Other competencies (knowledge, skills and values) promoted by hackathons:
 - Troubleshooting
 - Critical thinking
 - Teamwork
 - Collaboration
 - Negotiation
 - Communication
 - Time Management
 - Project Management



Rubric



- It is defined as a set of criteria and standards, generally related to learning objectives, which are used to evaluate a level of performance of a task or behaviour
- It can be used as training tool based on their potential to help students develop a vision of success, provide ongoing feedback on progress and what matters ranked from excellent to poor
- It is usually presented as potential assessment tool based on a matrix of learning outcomes along a continuum on the horizontal axis, with the elements (or the criteria) for evaluating learning outcomes shown on the vertical axis.



Example of a rubric for maths



	4 - Exceeding Standard	3 - Proficient	2 - Progressing	1 - Not Meeting Standard
Problem-Solving with Addition and Subtraction	Student can use addition and subtraction to solve complex word problems.	Student can use addition and subtraction to solve basic word problems.	Student is learning to use addition and subtraction to solve word problems.	Student struggles to use addition and subtraction to solve word problems.
Add and Subtract within 20	Student can fluently add and subtract past 20 with a variety of strategies and has memorized all sums of one-digit numbers and some two-digit numbers.	Student can add and subtract up to 20 with a variety of strategies and has memorized all sums of one-digit numbers.	Student can add and subtract up to 20 with one strategy, and is learning additional strategies. They are working on memorizing sums of one-digit numbers.	Student has difficulty adding and subtracting up to 20. They don't have one-digit number sums memorized.



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Rubric used at Hackathons



Evaluation of the process...for a team



Values	1	2	3
Criteria	Maximum	Intermediate	Minimum
Role distribution	A spontaneously leader is established		Roles are imposed
Time distribution	Efficient time		Non-efficient time
Objectives reached	Objectives well-established		Non-control
Collaborative work	Friendly treatment		Unfriendly treatment
Discussion and participation	Constructive feedback on others' ideas		Disregard ideas and opinions
Level of responsibility	High		Low
Launch an initiative	Proposing ideas and solutions		React after tutor and mentor suggestions
Level of autonomy	Works without any incentive from the tutor		The tutor is the main source of information
Source of information	Interest in providing information		Non-interest



Evaluation of the results



	INDICATORS		
	Complete and proper performance	Performance with observations	Non-realized or with few hits
Communication	Communicates effectively and correctly. The communication was creative and ingenious, using different communication formats.	Communicates fairly clearly, concisely and concretely.	Failure to communicate ideas clearly, concisely and concretely.
Critical thinking, initiative and creativity	Lays out problems to be solved questioning the obvious or socially installed. Brings up more than one different problem and different application areas.	Lays out problems to be solved minimally questioning the obvious. Brings up more than one different problem, but within the same scope of application.	Lays out problems to be solved that do not question the obvious. Cannot bring up more than one different problem from different application areas.
Analytical thinking	Relates disciplinary contents of diverse curricular spaces hierarchizing information, consulting reliable and pertinent sources. Compares their ideas with specialists in the area.	Relates disciplinary contents of some curricular spaces, without discerning the hierarchy and reliability of the sources.	Relates disciplinary contents of a curricular space, without hierarchizing the information, consulting a single source. Does not check his/her ideas with a specialist in the area.
Resolution of problems and conflicts	He/she is correctly placed in the thematic context. Relates the problem and approaches it from the appropriate thematic Addresses the challenge using the contents of several disciplines.	After several discussions, contextualizes the challenge within a correct theme. Difficulty in identifying content that may be useful in solving the problem. Finds solution paths after going through different topics.	Failing in situating the problem within a thematic space. It is impossible to relate the problem with known contents. Due to lack of knowledge, does not face the problem and abandon the challenge.
Social interaction, collaborative work	Evaluates and objectively assesses the proposals of his/her peers	Assesses and evaluates objectively the proposals of their peers, but tends to want to impose his/her own proposals.	Does not value or evaluate objectively the proposals of his/her peers and tends to impose his/her proposals.
Responsible citizenship	Offers proposals for problems related to the needs of his/her environment or community.	Offers proposals for general problems little related to the needs of his/her environment or community.	Offers proposals for general problems, unrelated to the needs of his/her environment or community.
Art appreciation	Considers different artistic expressions, generating diverse experiences in relation to the functionality of the proposal.	Considers limited artistic expressions, prevailing the function and realization of the same.	Does not consider artistic expressions and aesthetic experiences, focusing only on the achievable.
Self-care, self-learning and self-development	Looks for problems related to adolescent conflict. Evaluates different sources.	Looks for adolescent issues with limited interests.	Does not relate issues to self-care



Thanks!

