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MODULE N4.

ASSESSMENT OF LEARNING OUTCOMES OF A CAREER-LEARNING PROGRAM





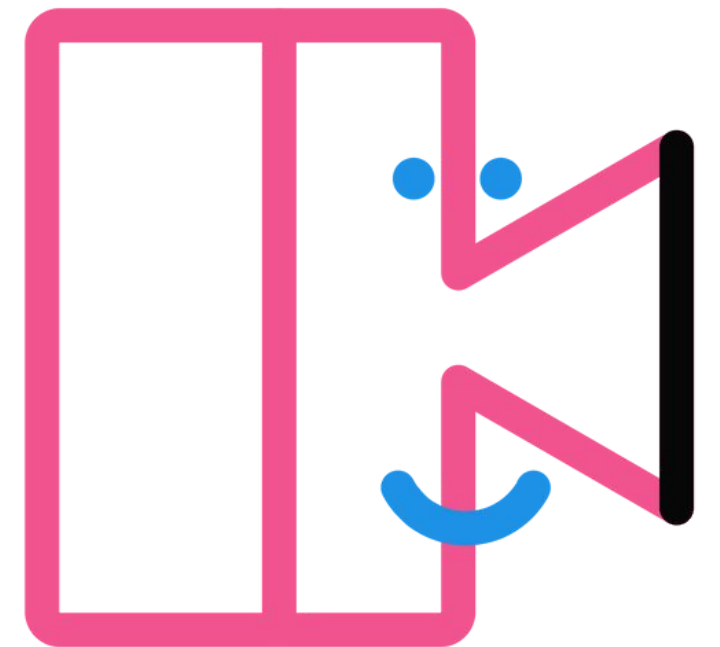
★ P R I M E ★



Assessment of learning outcomes of a career-learning program

- Theories and approaches related to the evaluation of Career Learning
 - Types of assessment for Career Learning
 - Career Learning Assessment Methods and Techniques
-
- Instruments for effective evaluation

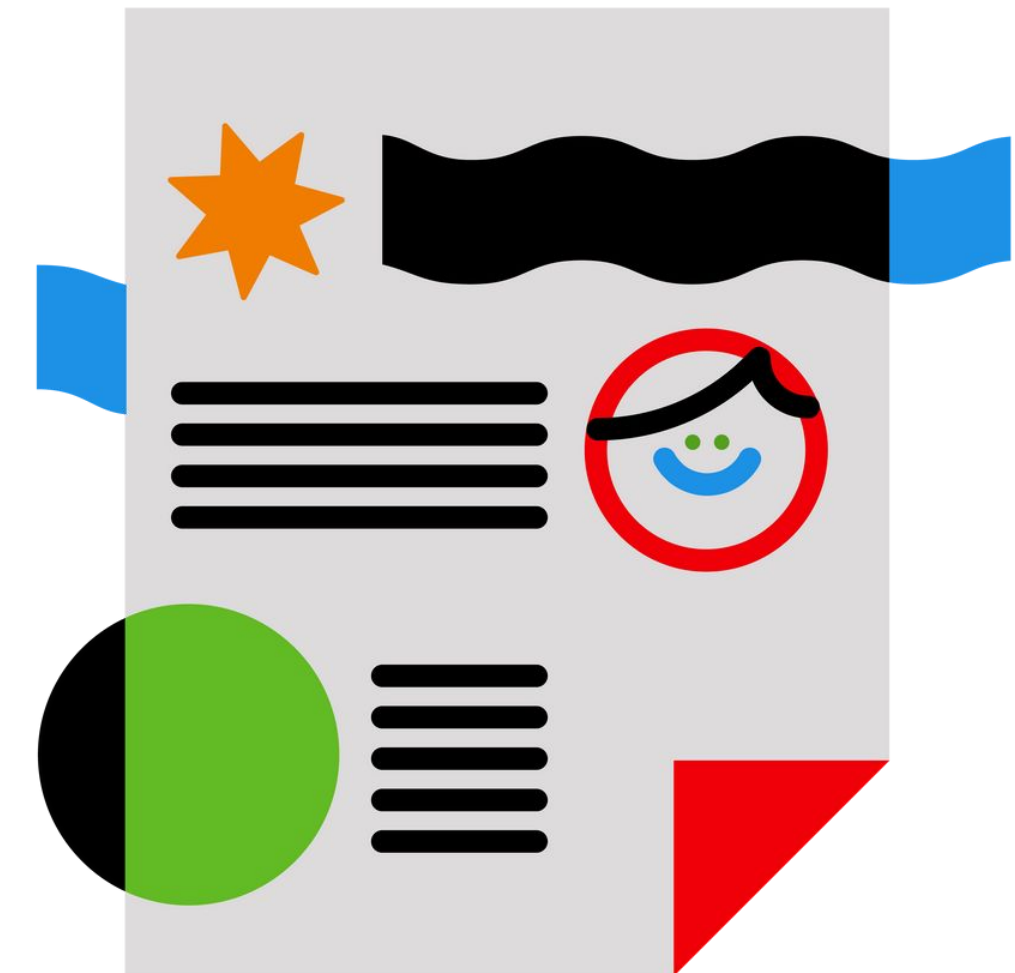
Proposes of the Career-Learning assessment





Proposes of the Career-Learning assessment

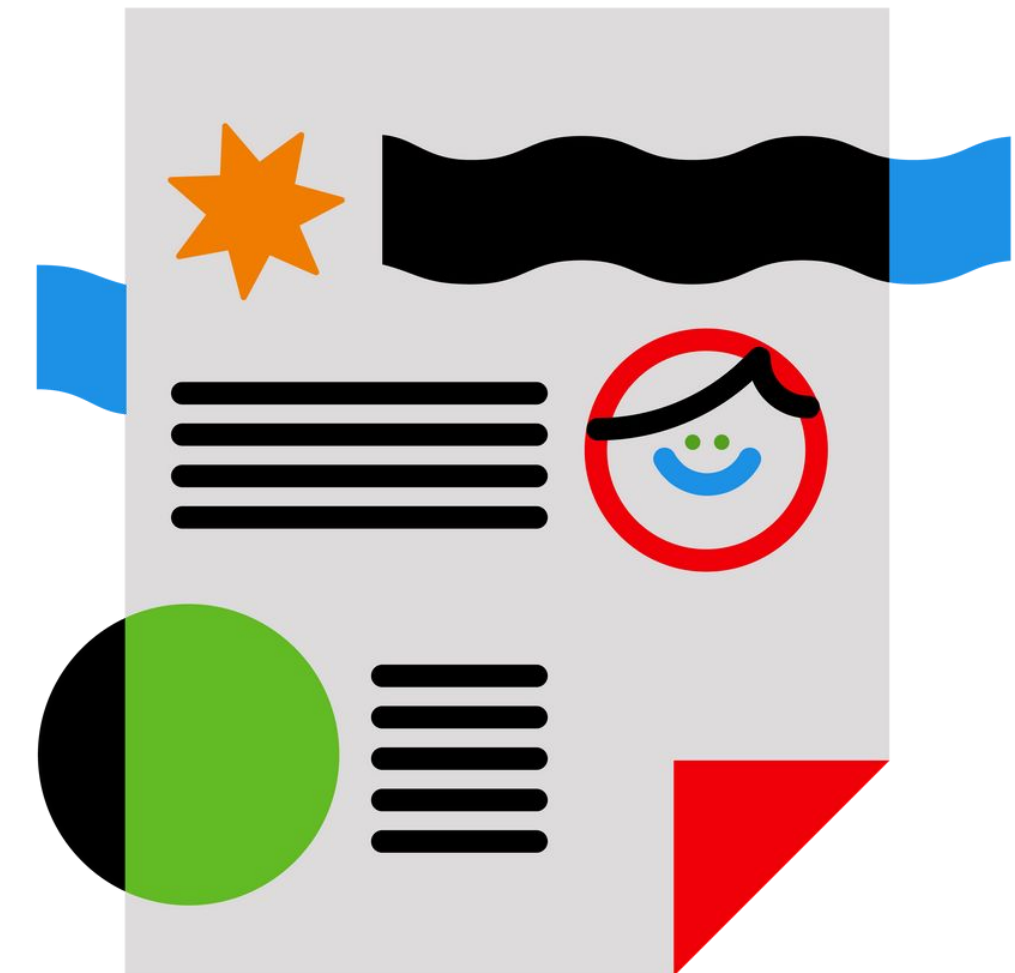
- **Provides information** on the strengths and weaknesses of the program and activities that take place in the classroom to achieve professional learning development
- It **helps to identify areas** in which students excel and areas in which improvement can be made.
- Evaluation data allows project implementers and tutors to make **evidence-based decisions** to improve the





Proposes of the Career-Learning assessment

- The evaluation of learning outcomes should be **an ongoing process**, allowing for continuous improvement of the professional learning program
- We can assess **individual student performance and progress** throughout the project
- Become aware of responsibilities to stakeholders such **as accreditation bodies, employers, and students themselves**



Theories and
approaches related
to the evaluation of
Career-Learning





Theories and approaches related to the evaluation of Career-Learning

1. DONALD SUPER'S THEORY OF VOCATIONAL DEVELOPMENT

Identified **different stages of development and factors such as interests, abilities, values, and personality** that influence vocational choices and satisfaction

He **identifies the phases through which the person develops** a self-concept, the translation of the self-concept to a vocational self-concept and, then, the relationship with himself through working life:


1. Exploration Phase
2. Self-differentiation phase
3. Identification phase
4. The performance of functions





Theories and approaches related to the evaluation of Career-Learning

1. DONALD SUPER'S THEORY OF VOCATIONAL DEVELOPMENT

A decorative graphic on the left side of the slide consists of a red rectangular base with a yellow star and three horizontal white lines. Above this base is a blue wavy vertical bar, a grey horizontal bar, and a grey downward-pointing triangle. To the right of the grey bar is a green star. A large purple arrow points upwards from a purple rectangular box containing text.

In terms of assessment, this theory emphasizes the importance of understanding students' individual characteristics and needs to help them explore and make informed career decisions.



Theories and approaches related to the evaluation of Career-Learning

2. COMPETENCY-BASED APPROACH

This approach focuses on **identifying and evaluating the professional competencies necessary for success in a specific field.**

The evaluation is carried out through the measurement and analysis of the competences acquired by the students, which allows

This is a long-term process, motivation, discipline and perseverance must be maintained throughout the entire career learning process.

Among the guidelines to take into account, authors such as ***Peralta-Jaen (2020)*** identify:

1. Competency identification
2. Self-assessment
3. Active Learning





Theories and approaches related to the evaluation of Career-Learning

2. COMPETENCY-BASED APPROACH



Identify gaps and areas for improvement.



Theories and approaches related to the evaluation of Career-Learning

3. RESULTS-BASED APPROACH

This approach focuses on the **evaluation of the results and achievements achieved** by students in terms of goals and learning objectives related to their career.

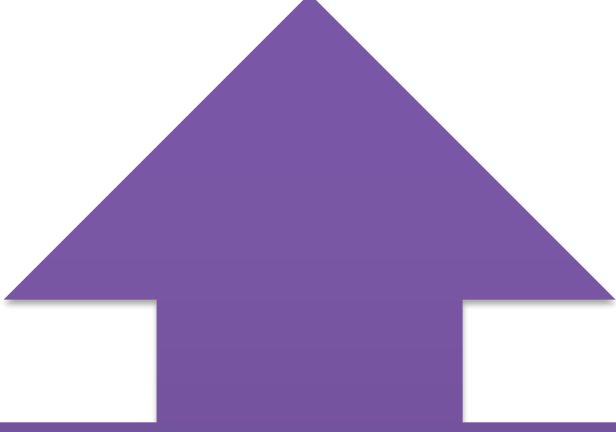
This approach seeks to measure and demonstrate the effectiveness and value of students' career preparation. Among the studies that support this approach, ***Astigarraga, E., & Mongelos, A. (2020)*** established milestones to take this approach into account:

1. Defining clear goals
2. Identifying Indicators of Success
3. Gap Analysis



Theories and approaches related to the evaluation of Career-Learning

3. RESULTS-BASED APPROACH



The degree of mastery of specific skills and knowledge is evaluated, as well as the impact generated in the workplace





Theories and approaches related to the evaluation of Career-Learning

4. PROFESSIONAL ORIENTATION

It is a support and counseling process that helps individuals **understand and develop** their vocational identity, explore different career options, and make informed career decisions

This approach is supported by reports such as the one published in 2021 by C Percy, A Amegah, N Chambers “***Building the foundations for success***”. The authors of the study confirm how children under five years of age and older already present established stereotypes about the jobs that a person could perform based on their gender, ethnicity or social origin.





Theories and approaches related to the evaluation of Career-Learning

4. PROFESSIONAL ORIENTATION

Among the scientific evidence issued in the report that shows that career, guidance produces positive results:

- 82% of some 9,300 children agreed, "**I now understand how learning math/English/science can be useful in many jobs**" after participating in a career-related learning event.
- 78% of some 1,200 children in schools of economically disadvantaged students stated that "**now I know that there are many jobs available for me when I grow up**"; and 74%, "I feel more confident about what I can do after today's activity."



Theories and approaches related to the evaluation of Career-Learning

4. PROFESSIONAL ORIENTATION

Among the scientific evidence issued in the report that shows that career, guidance produces positive results:

- 25% of some 7,900 children declared that they **had changed their minds about their professional future** after a series of activities during a day.
- A study of 5,000 children aged 9 to 10 in the United Kingdom **found benefits in career aspirations**, school attendance and achievement, especially among more disadvantaged children





Theories and approaches related to the evaluation of Career-Learning

4. PROFESSIONAL ORIENTATION

Among the conclusions of this report, we find:

- **Increases motivation and educational results.** Boys and girls discover the importance of learning for their academic and professional future, and develop more positive attitudes towards school, especially in the case of minors from more disadvantaged backgrounds.
- **Expand professional horizons.** The academic and professional orientation guarantees that the little ones do not rule out professional options beforehand, since the details and benefits





Theories and approaches related to the evaluation of Career-Learning

4. PROFESSIONAL ORIENTATION

Among the conclusions of this report, we find:

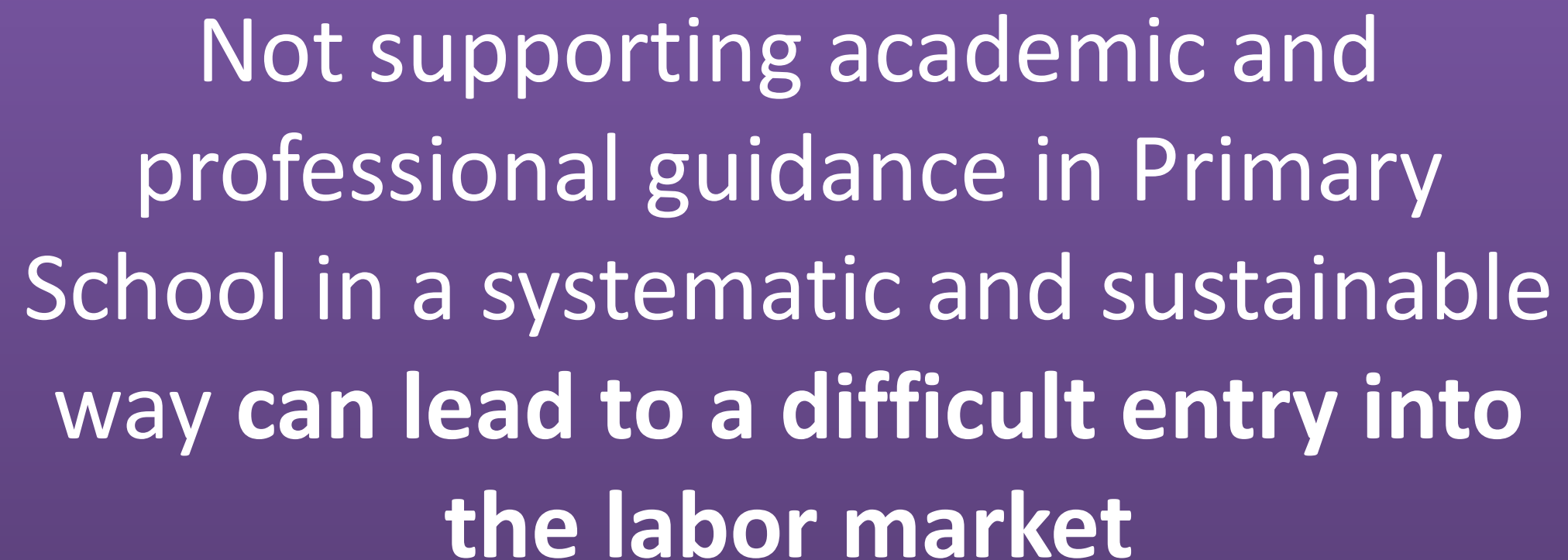

- **Improves social mobility.** Students meet real role models who inspire them and show them that a person's past does not determine their future.
- These theories and approaches **provide conceptual foundations and methodological approaches** for the evaluation of career learning. It is important to select and adapt the approaches that are most relevant and appropriate to the characteristics and objectives of the educational and





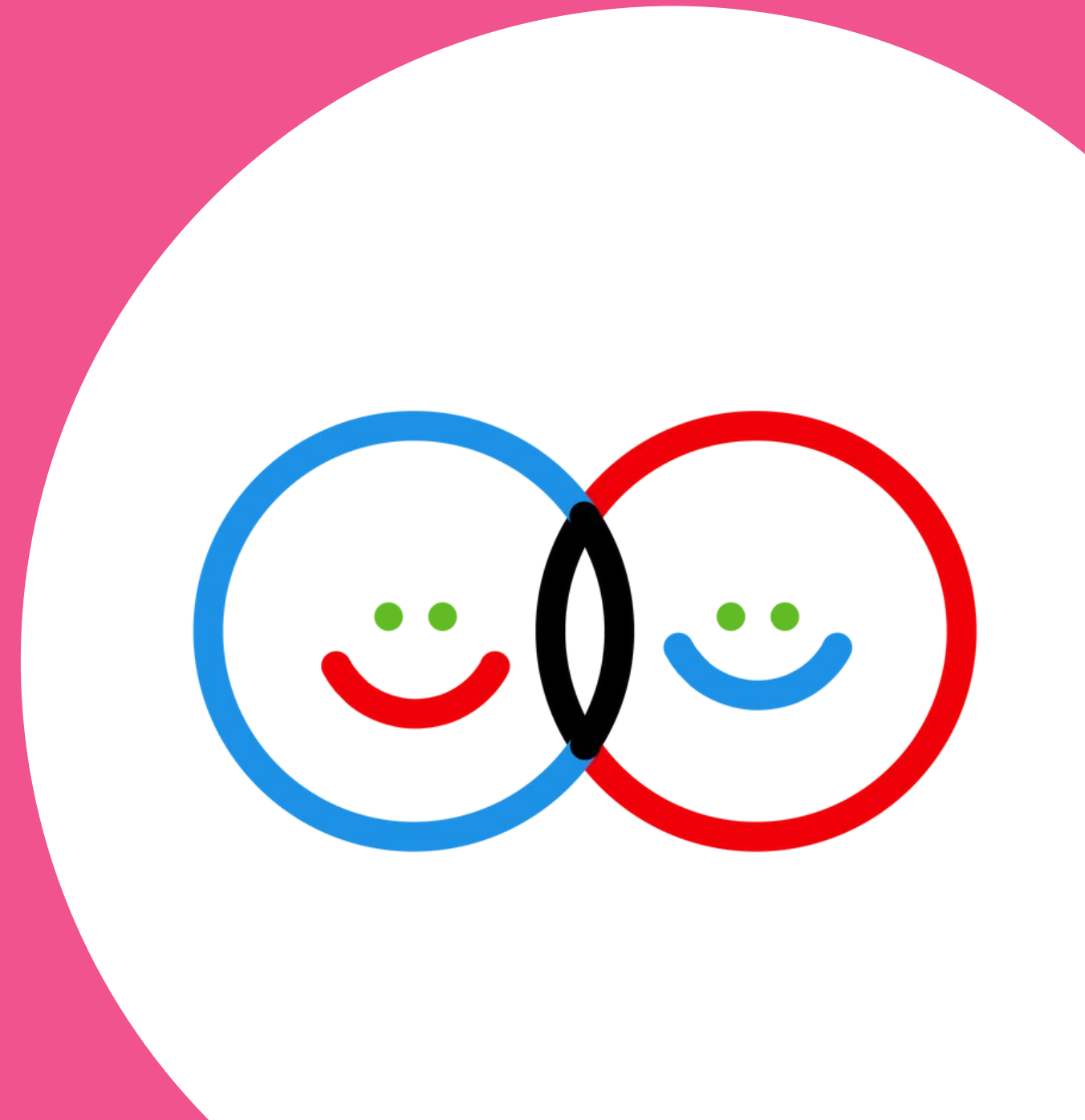
Theories and approaches related to the evaluation of Career-Learning

1. DONALD SUPER'S THEORY OF VOCATIONAL DEVELOPMENT



Not supporting academic and professional guidance in Primary School in a systematic and sustainable way can lead to a difficult entry into the labor market

Types of assessment for Career- Learning



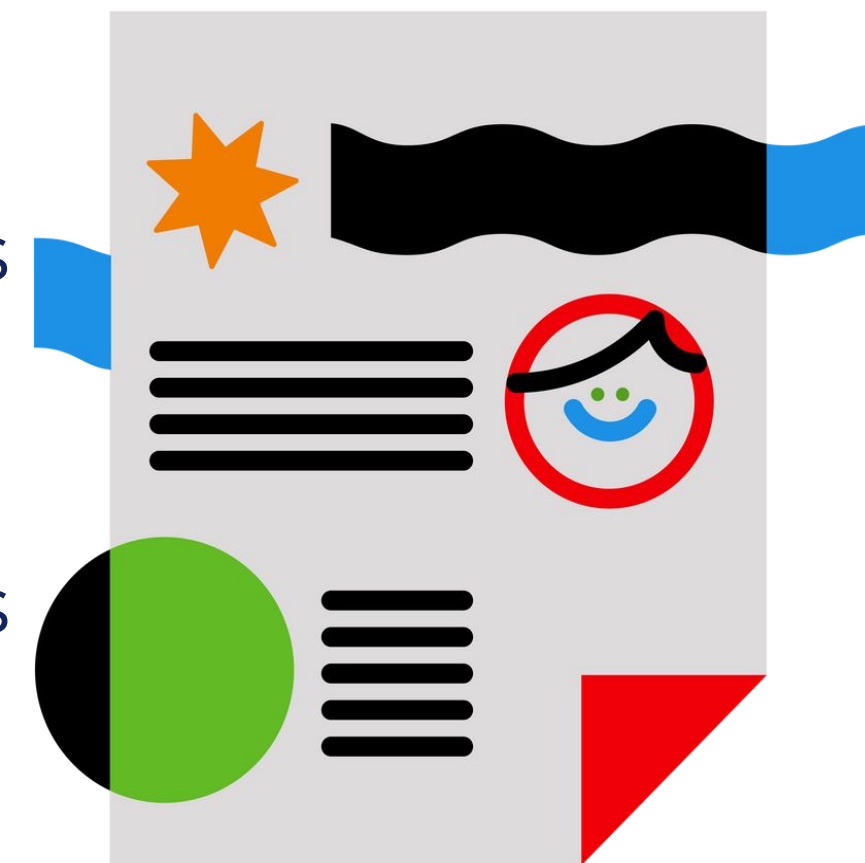


Types of assessment for Career Learning

It is important to use a combination of different assessments to get a full picture of primary school students' professional learning and development in the context of Career Learning.

Each type of evaluation provides valuable information and serves different purposes in the evaluation process:

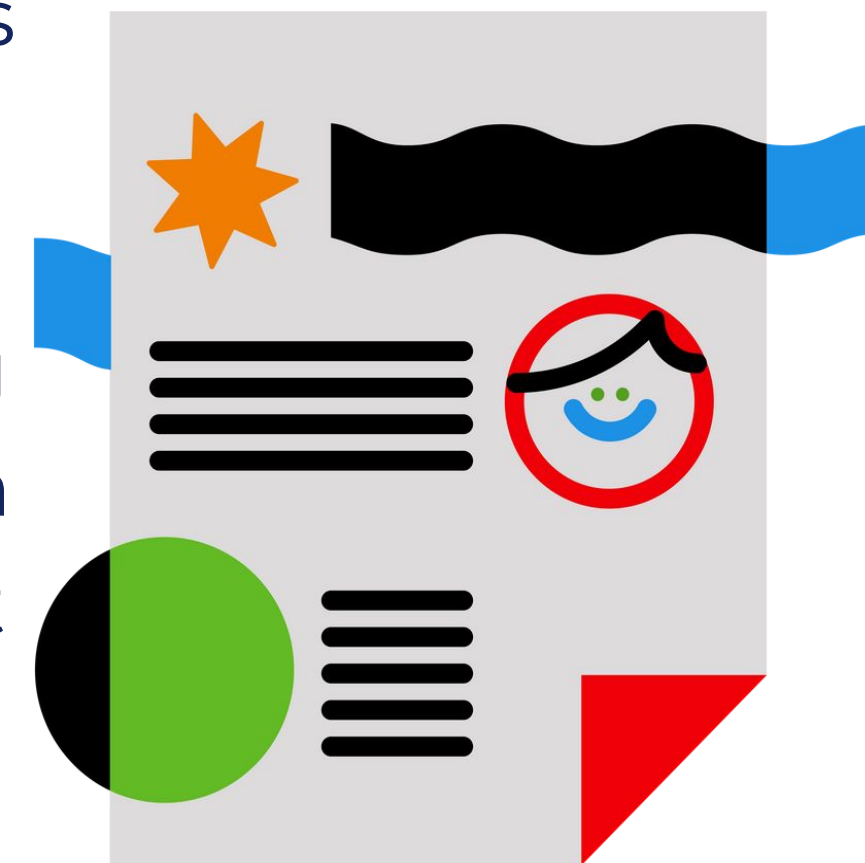
- **Formative evaluation:** This type of evaluation is carried out during the learning process and aims to provide continuous feedback to students
- **Summative evaluation:** This evaluation is carried out at the end of a learning period or of a project and its objective is to determine the level of achievement of the students in relation





Types of assessment for Career Learning

- **Self-assessment:** Self-assessment allows students to reflect on their own learning and professional development. It gives them the opportunity to assess their strengths, identify areas for improvement, and set personal goals.
- **Peer Assessment:** This approach involves students evaluating the work and performance of their peers. Peer evaluation encourages collaboration, the exchange of ideas and the joint construction of knowledge.
- **Portfolio-Based Assessment:** Portfolios are collections of work, projects, reflections, and evidence of learning that students have completed during their career learning

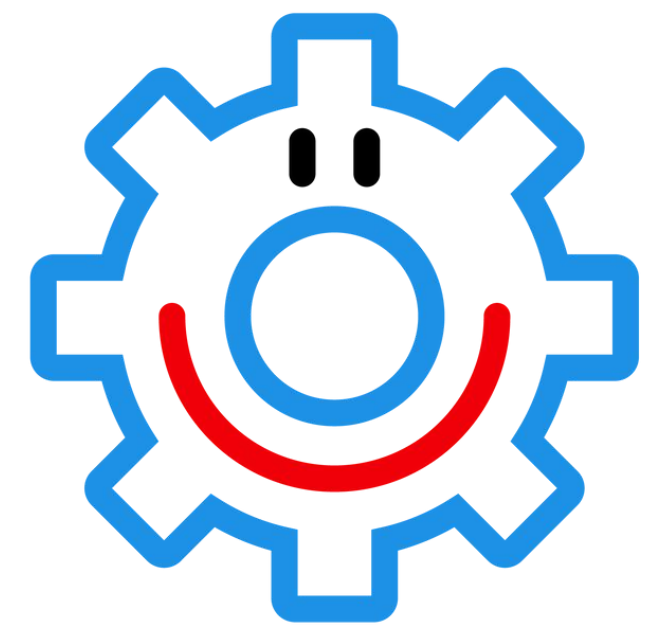


Career-Learning

Assessment

Methods and

Techniques





Career Learning Assessment Methods and Techniques

There are various evaluation methods and techniques that can be used to evaluate Career Learning in educational projects that take place in the classroom:

- **Interviews:** Individual or group interviews allow obtaining detailed information about students' experiences in the work context and their related learning. Questions can focus on skill development, knowledge acquisition, and practical application of learned concepts.
- **Questionnaires and surveys:** Questionnaires and surveys are useful tools for collecting quantitative and qualitative information on the perception and satisfaction of students in relation to their learning in the workplace. Closed questions





Career Learning Assessment Methods and Techniques

- **Direct observation:** Direct observation involves witnessing the performance of students in real work situations or in simulations. It allows to evaluate practical skills, professional attitudes and behaviors in an authentic environment.
- **Portfolio analysis:** Portfolios are collections of work and evidence that students have done during their learning in the workplace. Evaluators can analyze the projects, reports, reflections, and other types of evidence included in the portfolio to assess the progress and level of proficiency of the students.
- **Performance evaluation:** This approach involves evaluating the performance of students in real work situations, using predefined





Career Learning Assessment Methods and Techniques

- **Feedback from supervisors or mentors:** Feedback provided by supervisors or mentors who work directly with students is a valuable source of evaluation. Your feedback and evaluations may focus on student performance, professional growth, and areas for improvement.
- **Metacognition Activities:** Students reflect on their own learning process, identifying strengths, weaknesses, and effective learning strategies. This helps them develop a greater sense of awareness and responsibility for their own learning.



Instruments for effective evaluation





Instruments for effective evaluation

To carry out an effective evaluation of the learning service, various instruments and tools can be used to **collect relevant information** about the learning process and results:

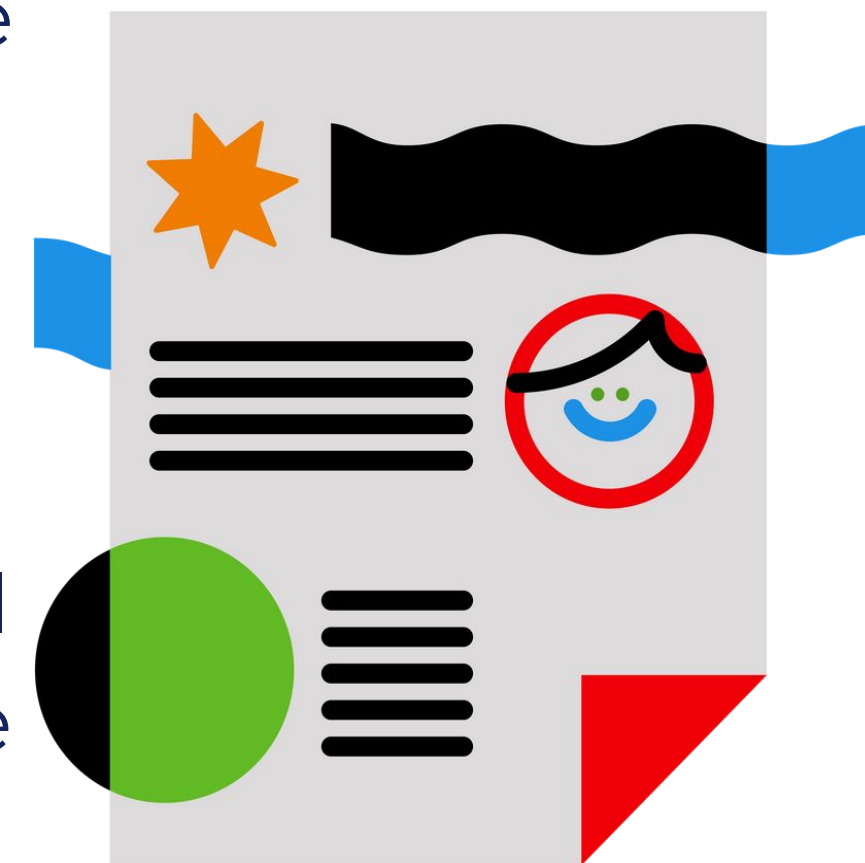
- **Questionnaires or surveys:** These are used to collect quantitative and qualitative data about the service learning experience and the development of skills and competencies, among other relevant aspects.
- **Projects:** Students carry out a project related to the subject studied, applying the knowledge and skills acquired. They can be presentations, reports, research, modeling, among others. The projects allow evaluating critical thinking, creativity and the ability to apply what has been learned.





Instruments for effective evaluation

- **Interviews:** Individual or group interviews allow you to collect detailed and in-depth information about the service learning experience. Open-ended questions can be used to explore student perceptions, challenges, and achievements.
- **Evaluation rubrics:** These are structured tools that establish clear and measurable criteria to evaluate student performance in specific areas, such as teamwork, communication, critical reflection, among other relevant competencies for service learning.
- **Portfolios or Evidence Folders:** Students can collect and present a selection of service learning related work, projects or

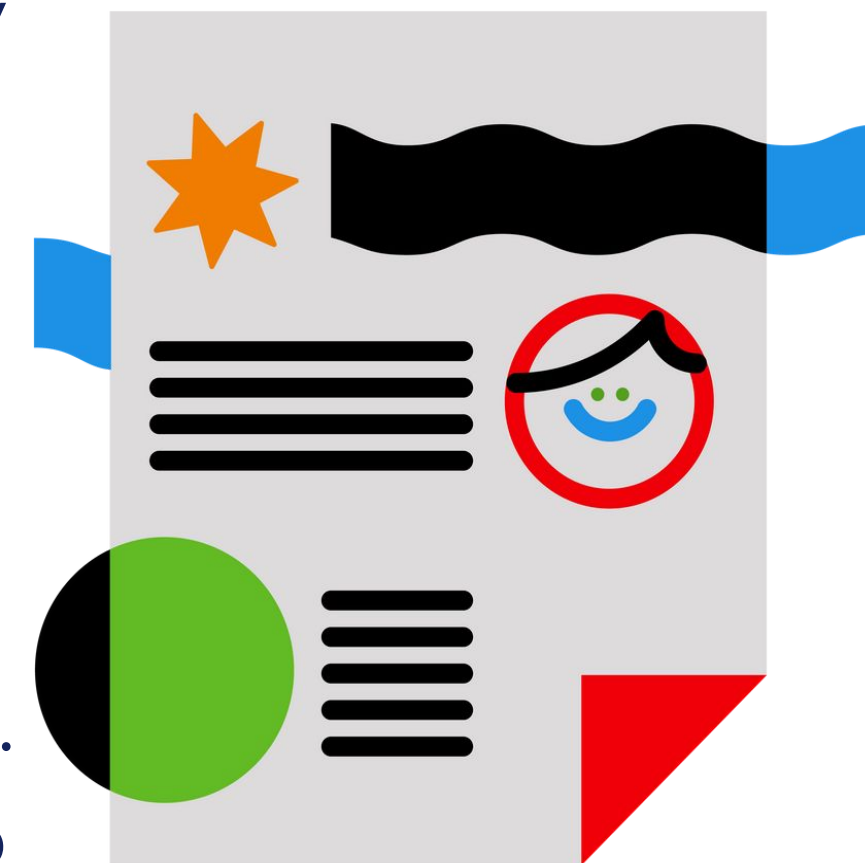




Instruments for effective evaluation

- **Direct Observation:** Teachers or evaluators may conduct direct observations during service learning to assess student performance and interaction with the community. They may use checklists or rating scales to record and rate specific aspects of the service.
- **Analysis of products or results:** The products or results generated through the learning service can be evaluated, such as reports, presentations, projects or solutions to real problems. These products can be reviewed and evaluated according to

Confidentiality and ethics must be considered when collecting and analyzing the information collected.



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PRACTICE

The image features three stylized human figures on the left side. The top figure is green, the middle one is pink, and the bottom one is blue. They are depicted in a dynamic, overlapping pose, suggesting movement or interaction. Each figure has a simple circular head and thick, rounded limbs. The green figure is at the top, the pink one is in the middle, and the blue one is at the bottom, all appearing to be in a similar pose of reaching or supporting each other.


PRACTICE

The evaluation of a project is as important as the development of the activities themselves. It involves a detailed review of all the actions carried out and the issuing of a justification of the contents and competences acquired.

In order to put into practice what has been learnt, it is time to develop comprehensive training processes.

Using the three activities developed in module 3, we are going to create evaluations using: **the theories, types of evaluation, methodology and instruments from the theory.**

Remember that for an evaluation **to be as complete as possible, you must combine different methodologies and instruments.**

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PRACTICE

Each evaluation process should contain:

1. How is compliance with the objectives ensured?
2. Which theory is most appropriate for this activity?
3. What types of evaluation will you use for this process?
4. What evaluation techniques will you use for this process?
5. Do you think it assesses students holistically: knowledge, skills and attitudes?



Thanks for
your attention