



Evaluation, reflection and feed-back

– different methods that support learning



Evaluation, refleksion og feedback

Evaluation

- Investigate, analyze and evaluate
- Preparation and focus
- Based on questions
- Based on data
- A conscious and determined process
- Must contribute to development, improvement or to take stock
- Systematic



Refleksion

- Consider, wonder and relate to something surprising.
- Solve challenge or problem.
- Invest in one or more experiences.
- Can be done deliberately or unconsciously
- Must contribute with new thoughts, ideas and possibilities.
- Associating.
- An internal process?



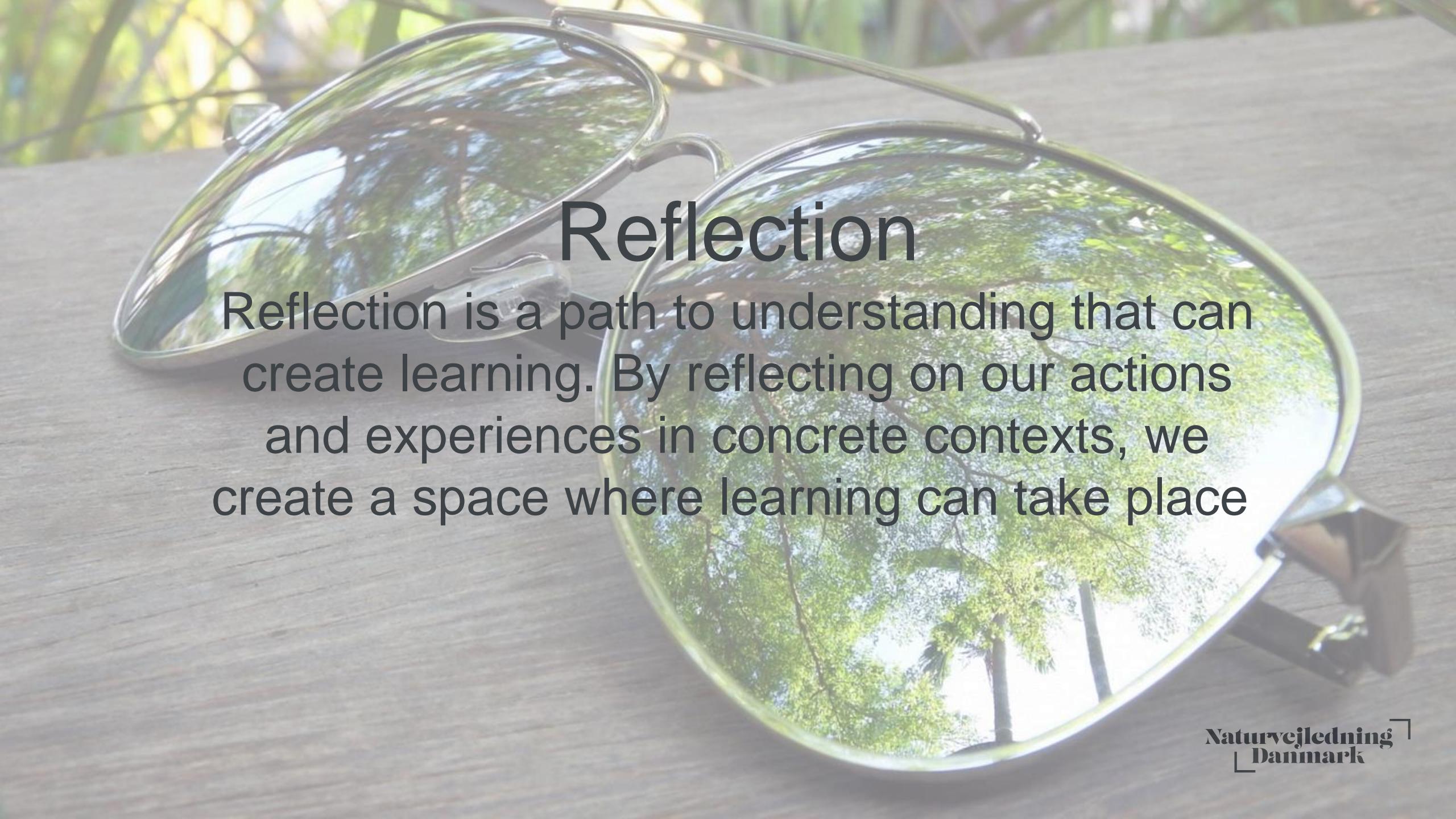
Feedback

- To give feedback to a single person on professional products and processes.
- Does not always contain a rating.
- Should be based on concrete observations.
- Can follow different feedback models and question structures.



*Inspiration from Malene Skov Dinesen(2015) : Hvorfor refleksion ikke er evaluering. <https://ineva.dk/hvorfor-refleksion-ikke-er-evaluering>
& Kristine Bagge Kousholt, <https://emu.dk/grundskole/paedagogik-og-didaktik/evaluering-og-feedback/evaluering-og-feedback>





Reflection

Reflection is a path to understanding that can create learning. By reflecting on our actions and experiences in concrete contexts, we create a space where learning can take place

Schön's Reflective Model

Knowledge in action

- ❖ What do you already know about the situation?
- ❖ How is that information helpful?

Reflection IN action

- ❖ What is happening?
- ❖ What are you feeling?
- ❖ What other factors are involved?

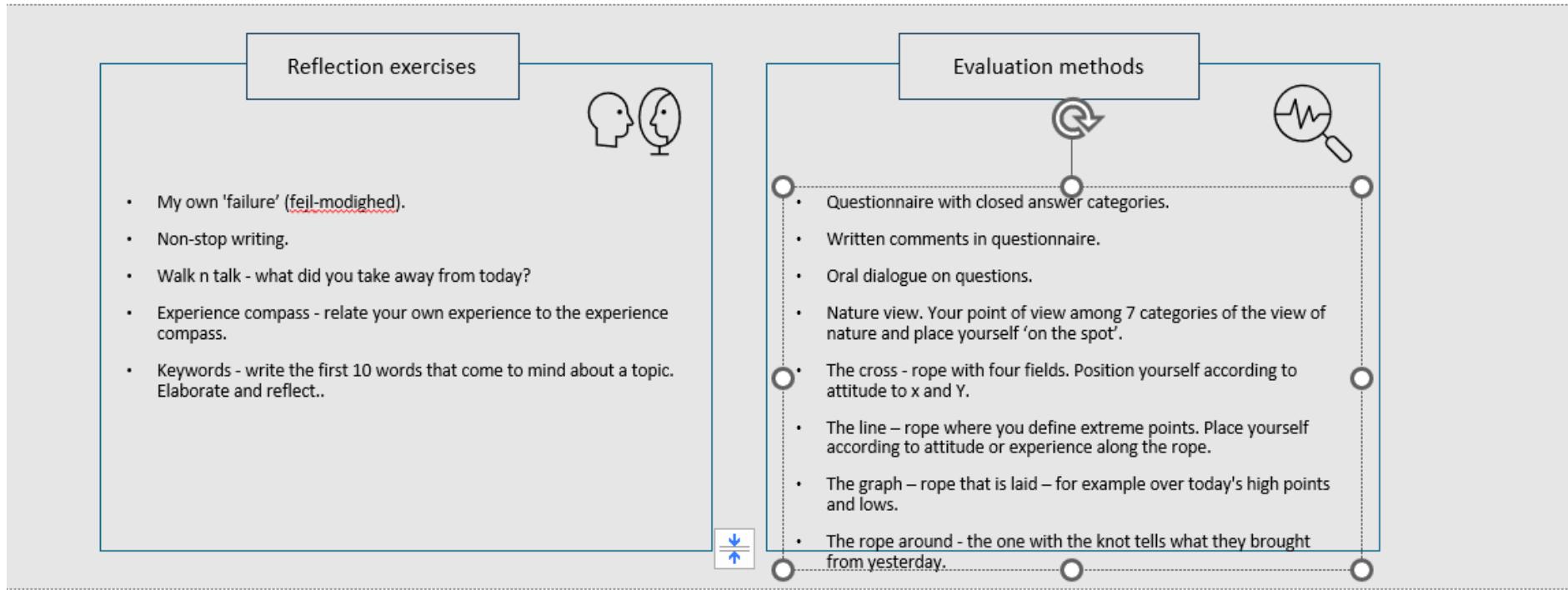
Reflection ON action

- ❖ What happened?
- ❖ Why did it happen?
- ❖ How can we deal with this situation in the future?





Evaluation and reflection examples from the Nature Interpretation education



Pluss.



Metoder til evaluering, refleksion og feed-back

Naturvejlederuddannelsen, kursus 1, hold 35

| Øvelsen | Formål | Metode | OBS! | Er det evaluering, refleksion, feed-back | Hvem skal bruge resultatet? |
|-------------------------------------|---|---|-------------------------------------|--|---|
| Stil nysgerrige spørgsmål (dag 1) | <ul style="list-style-type: none">• At lære en medstuderende lidt bedre at kende (skabe relationer)• At introducere 'nysgerrighed'• At øve sig i at spørge ind/stille spørgsmål• At øve sig i at lytte• At samtale (og ikke bare snakke om det der falder en ind) | Mens vi går i gruppen – find sammen 2 og 2. Den ene spørger, den anden svarer. Du må kun fortælle om noget du bliver spurgt om 😊 | | Refleksion, feed-back | |
| Hvad er god naturvejledning (dag 1) | <ul style="list-style-type: none">• At de studerende selv sætter ord på og diskuterer begrebet• at øve sig i refleksion og samtale• præsentation af en metode | <ol style="list-style-type: none">1. Individuelt (15 min) på post-it2. 3 samme (30 min) – kategoriser – ligheder og overskrifter3. Besøg andre gruppe og bliv inspireret (10 min)4. Kvalificer egen planche (30 min) | Variation dag 3: Ønsker til samvær. | Refleksion | De studerende: til det videre arbejde Kursuslederne: hvor ligger niveauet? |



Now it's your turn to reflect 😊

- In which situations do you actively reflect on your own practice?
- Do you use a certain method?
- What thoughts does this workshop give rise to? Write your comments in the chat



Naturvejledning Danmark

L

Overskrift/Emne