



CLIL in Medical Education:
Reaching for Tools to
Teach
Effectively in English in a Multicultural
and Multilingual Learning Space

2019-1-PL01- KA203-065700



This project is co-funded by the European Union



Evaluating quality of education

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The course evaluation process

- Standardized procedure to evaluate quality of education at KI.
- A course evaluation should be sent out to students after the completion of each course.
- Five general questions common to all courses at undergraduate level.
- Possibility to add program-specific and course-specific questions.



The course evaluation process

- Data from the five general questions are analyzed each year and presented in a yearly report to the Committee of higher education at KI.
- The quality indicators are reported to departments and programmes.
- Quality indicators are 1. the frequency rates and 2. the composite score of the five general questions.



The five general questions

- Compulsory to all courses at undergraduate level.
- Index of student-perceived quality. Scale with high internal consistency.
- Measures five quality aspects of education as experienced by students at course level. These are:
 - Relevance
 - Learning objectives achievement
 - Constructive alignment
 - Scientific approach and link to research
 - Student influence



- To see examples of the questions, please go to:
<https://medarbetare.ki.se/kursvarderingsenkatens-fragor>

The concept of validity

- A judgement of an estimate of how well a test measures what it purports to measure in a particular context.
- This means that throughout the measurement procedure or process we need to gather evidence about the appropriateness of inferences drawn from the test results.
- A judgement of an instrument's validity shows how useful the instrument is for a particular purpose with a particular population of people.
- What should it mean then that a test is valid?
- Important: Validation process – evaluating evidence about validity.



The importance of evaluation

- Monitoring and evaluation of any programme or intervention is vital to determine whether it works, to help refine programme delivery and to provide evidence for the continuation of the programme.
- Evaluation provides feedback on the effectiveness of a programme but also help determine whether the programme is appropriate for the target population and whether there are any implementation problems that need to be resolved.



The evaluation process

- Developing and conducting an evaluation can be divided into three sections:
 - Planning the evaluation – collecting baseline data to assess the situation before developing the programme. Based on this – define the aims of the evaluation considering the different types of the evaluation methods.
 - Choosing the evaluation method – there are different types with performance indicators that can be used to measure the success of a programme (quantitative and/or qualitative).
 - Dissemination and feedback – important to feed the result of an evaluation back into the different interested parties.



Let's talk!

- How do you evaluate quality of education at your university? Examples?
- How do we evaluate whether we reached our goals?
- How will we know that our “intervention” works the way we thought it should?



Let's talk!

- How will we know that we help our students become “sustainability citizens”?
- How will we know whether we enable students to practice and develop these qualities?
- How do we evaluate the extent to which our teachers have the capacity to teach in an international classroom?

