

Evaluation 1: is the "treatment" successful?

- Does ICT for learning make a difference?
 - to grades
 - to understanding
 - to awareness in students and teachers
 - to motivation in students and teachers
 - to the ease with which students solve problems
 - to the ability in students to cooperate
 - etc

Evaluation 2: how can a teaching/learning activity be improved?

- Evaluation *during* the activity
- "Formative" evaluation

Evaluation 3: feedback to the individual learner

- Evaluation as an intrinsic part of the process of learning
 - model
 - evaluation in the form of monitoring own actions and behaviour, comparing them to the model
 - evaluation as a prerequisite to improving
- suggests that students and teachers can profit from evaluation *during* the course of a learning activity

Experimental approach: isolating and evaluating the influence of precisely the treatment

- pre-test, treatment, post test
- comparing an experiment group to a control group
- large scale study to make possible statistical inference to the whole population
- the result of the evaluation is known *after* the completion of the activity or learning process

explorative approach:

- relaxing the experimental condition; exploring the interaction between the treatment and other important factors influencing the students' results and motivation

evidence-based feedback to students and teachers

- taking advantage of the fact that the learners interact with computers
 - online logging
 - order of actions
 - speed
- direct feedback on performance and learning (automatically) derived from how they use an ICT resource
- can be tapped for studies of developmental change in larger groups



ideally...

- meaningful to as many of the parties involved in the project/activity as possible
- close to the learning process