

# Evaluation in the university environment – experience and examples

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- **3. Evaluation methods and tools**
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- **5. Case studies and examples (CZU Prague)**
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# 1. Introduction

# Definition of evaluation in the university environment

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- **Assessing and judging *the quality, performance, and outcomes of educational programmes, courses, teachers' performance, and student learning.***
- **Collecting and analyzing data -> informed decisions, improvement of educational programmes, ensuring Quality Assurance**

*Evaluation in the university environment refers to the systematic assessment and measurement of students' academic performance, student learning outcomes, academic programmes, teaching methods, and institutional processes and effectiveness. It involves gathering, analyzing, and interpreting data to make informed decisions about the quality and effectiveness of educational practices. The evaluation process encompasses various methods, such as examinations, assignments, projects, surveys, feedback mechanisms, and performance assessments.*

# Importance of evaluation for students\_1

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- **Assessment of student learning:**
  - Evaluation helps determine whether students are acquiring the knowledge and skills required for their chosen field of study.
- **Feedback and improvement:**
  - Evaluation provides valuable feedback to students (their progress, strengths, areas for improvement). It helps them identify their learning gaps, refine their study strategies, and enhance their overall performance.
- **Self-reflection and goal setting:**
  - Through evaluation, students gain insights into their own learning styles, preferences, and personal development. This self-awareness allows them to set realistic goals, manage their time effectively, and align their efforts with desired outcomes.
- **Motivation and engagement:**
  - Regular evaluation encourages students to stay focused, set goals, and actively participate in their education.
- **Enhancing critical thinking and analytical skills:**
  - Evaluation encourages students to think critically, analyze information. It helps them develop problem-solving and self-reflection skills. It fosters intellectual curiosity, creativity, and independent thinking, preparing them for their future careers.

# Importance of evaluation for students\_2

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- **Example: Graded assignments and examinations**
  - Regular assessments through assignments and exams enable students to demonstrate their understanding of the course material.
  - Such evaluations provide valuable feedback for students to identify their strengths and weaknesses.
  
- **Example: Peer and self-assessment**
  - Peer assessment encourages students to evaluate and provide constructive feedback on their classmates' work, fostering a collaborative learning environment.
  - Self-assessment promotes self-awareness, self-regulation, and independent learning.
  - ->> *see an example from the Moodle course*

# Importance of evaluation for educational institutions\_1

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- **Quality assurance and accountability:**
  - Evaluation plays a vital role in maintaining the **Quality Assurance**. It enables institutions to demonstrate **accountability** to stakeholders, including students, faculty, accrediting bodies, and the public. It helps institutions assess teaching methods, curriculum design, and overall programme effectiveness, ensuring to meet established standards.
- **Accreditation and rankings:**
  - Evaluation outcomes contribute to institutional accreditation, rankings -> an influence on reputation and funding opportunities.
- **Curriculum development and improvement:**
  - Evaluation provides insights into the effectiveness of curricula. Evaluation data helps institutions identify strengths and weaknesses in their curricula, instructional materials, and educational processes, leading to necessary continuous improvement and adaptation to evolving needs, trends, and best practices.
- **Evidence-based decision making:**
  - Evaluation provides institutions with evidence to inform decision making regarding resource allocation, faculty development, student support services, and strategic planning. It enables evidence-based policy formulation and promotes institutional effectiveness.

# Importance of evaluation for educational institutions\_2

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## ■ Example: Course evaluations

- Regular student feedback through course evaluations provides valuable insights to improve teaching methodologies and course content.
- It allows academic staff to make necessary adjustments and tailor their teaching approaches to meet students' needs.

## ■ Example: Programme accreditation and ranking

- Evaluation processes are crucial for programme accreditation and ranking, as they provide external validation and recognition of the quality of education offered by the institution.
- Accreditation ensures that the institution meets the set standards and provides students with a quality educational experience.



## 2. Types of evaluation

# The main types of evaluation of the educational process

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- Evaluation is a crucial component of the educational process, providing valuable insights into student progress and instructional effectiveness.
- Each type serves a unique purpose and contributes to enhancing student learning outcomes.
- The four main types of evaluation include:
  - summative evaluation
  - formative evaluation
  - diagnostic evaluation
  - peer evaluation
- Utilizing multiple evaluation methods to ensure comprehensive assessment and enhance student learning is of great importance.

# Summative evaluation

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- **Definition:** Summative evaluation focuses on measuring student achievement at the end of a course or programme.
- **Purpose:** To assess the overall learning outcomes, determine grades, and make decisions about student progress or certification/ qualification.
- **Characteristics:**
  - Typically administered at the end of a course or programme
  - Emphasizes evaluation of achievement
  - Often employs formal assessments such as final exams, projects, or research papers
- **Example:**
  - At the Czech University of Life Sciences Prague, summative evaluations are usually conducted through final exams, thesis defenses, and comprehensive projects, allowing students to demonstrate their knowledge, skills and competences acquired throughout the study programme.

# Formative evaluation

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- **Definition:** Formative evaluation is used to provide continuous feedback and improve student learning during a course or programme.
- **Purpose:** To monitor student progress, identify areas for improvement, and adjust teaching and learning strategies appropriately.
- **Characteristics:**
  - Occurs throughout the learning process
  - Focuses on providing feedback for improvement
  - Utilizes various assessment methods, such as quizzes, assignments, and classroom observations
- **Example:**
  - At the Czech University of Life Sciences Prague, formative evaluations are implemented through regular assessments, class discussions, and individual feedback sessions, allowing students to reflect on their learning progress and make necessary adaptations.

# Diagnostic evaluation

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- **Definition:** Diagnostic evaluation is used to identify students' strengths, weaknesses, and prior knowledge to personalize instruction.
- **Purpose:** To gather information about students' current abilities and knowledge gaps, enabling teachers to tailor their teaching methods appropriately.
- **Characteristics:**
  - Usually administered at the beginning of a course or programme
  - Focuses on individual needs and learning profiles
  - Utilizes diagnostic tests, surveys, or interviews
  - By identifying common misconceptions among students and by collecting data on student performance, educators can make decisions about course content, learning objectives, and educational strategies.
- **Example:**
  - At the Czech University of Life Sciences Prague, diagnostic evaluations are conducted at the beginning of certain courses to assess students' prerequisite knowledge, ensuring that instruction is appropriately targeted to their specific needs.

# Peer evaluation

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- **Definition:** Peer evaluation involves students assessing the work, performance, or contributions of their peers.
- **Purpose:** To promote collaboration, self-assessment, critical thinking, and interpersonal skills.
- **Characteristics:**
  - Encourages active participation and engagement
  - Fosters a sense of responsibility and accountability
  - Utilizes rubrics, feedback forms, or structured group activities
- **Example:**
  - **Group projects:** Students evaluate each other's contributions based on predetermined criteria, fostering teamwork and accountability.
  - **Presentations:** Peers provide constructive feedback on presentation skills, content, and delivery, promoting self-reflection and improvement.
  - **Peer review:** Students review and provide feedback on each other's essays or research papers, enhancing critical thinking and writing abilities.

# 3. Evaluation methods and tools

# Evaluation methods and tools

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- The importance of **effective evaluation methods** for assessing students' knowledge and skills.
- The relevance of **fair and objective evaluation practices** in promoting academic success.
- **Various evaluation methods and tools are used in the university environment to gather data and assess different aspects of education:**
  - **Student evaluations:** Surveys and feedback forms to assess courses, teachers, and the overall learning experience.
  - **Examinations and assessments:** Assessing student knowledge and understanding through tests, quizzes, and projects.
  - **Peer evaluations:** Assessing student performance through group work and collaborative projects.
  - **Programme reviews:** Evaluating the overall effectiveness of educational programmes.



# Evaluation methods and tools

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## ■ Traditional methods - still commonly used in universities today

- **Exams and tests:** the use of exams as a common evaluation method, the ability to assess students' understanding of course material
- **Interviews and observations:** both interviews and observations are valuable evaluation tools that can provide unique insights and data (in-depth exploration of participants' perspectives and experience, a view of behaviors in real-world contexts), combining these tools can enhance the evaluation process, providing a more comprehensive understanding of the individuals or phenomena being assessed
- **Essays:** the significance of essays in evaluating critical thinking and written communication skills
- **Presentations:** assessment of students' oral communication and presentation abilities, team-work
- **Projects:** the role of projects in evaluating students' application of knowledge to real-world scenarios

# Evaluation methods and tools

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- **Alternative methods - innovative and creative ways of assessing student performance**
  - **Portfolios:** the benefits of using portfolios to evaluate students' progress over time, showcasing their best work across multiple assignments
  - **Group work assessments:** assessment of group work to foster collaboration and interpersonal skills while evaluating individual contributions
  - **Online quizzes:** the convenience and efficiency of online quizzes for assessing knowledge and understanding
  - **Simulations:** the use of simulations as evaluation tools to assess problem-solving abilities in realistic scenarios (e.g. Environmental science, simulations in nursing, in a business management course, etc.)
  
- **The importance of utilizing a combination of traditional and alternative methods to ensure comprehensive evaluation.**

# Evaluation methods and tools

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## ■ Technology in evaluation:

- **Learning Management Systems (LMS):** LMS platforms streamline evaluation processes, facilitation of online assessments, provision of instant feedback to students.
- **Automated Grading:** the benefits of using automated grading tools to assess multiple-choice questions, coding assignments, and numerical problems efficiently
- **Plagiarism detection software:** the role of plagiarism detection software in maintaining academic integrity and ensuring originality in students' work

# 4. Challenges and possible solutions

# Challenges and solutions - subjectivity in evaluation

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- **One of the primary challenges of evaluation is the subjective nature of assessment, which may result in inconsistent and unreliable evaluations. To overcome this challenge, clear assessment criteria and standards are essential to minimize subjectivity.**
- **It is crucial to provide training to teachers/ evaluators to ensure that they understand the criteria and apply them consistently.**
- **Examples:**
  - **Rubrics:** Utilize detailed rubrics that outline specific criteria and performance expectations for each assessment.
  - **Standards-based grading:** Establish clear learning objectives and align assessments with these objectives.
- **The importance of clear assessment criteria -> minimizing bias, providing effective feedback.**

# Challenges and solutions - bias in evaluation

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- **Bias in evaluation can arise from conscious or unconscious prejudices and stereotypes.**
- **Evaluators may be influenced by factors such as gender, ethnicity, or socio-economic background, which can impact the fairness of the assessment. To minimize bias, universities can adopt various strategies:**
  - **Blind grading:** Removing identifying information (such as names or personal details) from assessments to ensure impartiality.
  - **Diverse evaluators:** Involving multiple evaluators from different backgrounds to provide a broader perspective and minimize individual biases.
- **Examples:**
  - **Blind grading:** Assigning student IDs or codes instead of names during the evaluation process.
  - **Diverse evaluators:** Creating evaluation panels consisting of individuals from various disciplines or backgrounds.

# Challenges and solutions - feedback and improvement

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- **Constructive and effective feedback is vital for student growth, development, and improvement.**
- **Rubrics can help provide detailed feedback to students and guide them towards improvement.**
- **Effective ways to provide feedback:**
  - **Timeliness:** Provide feedback promptly after assessments to maintain relevance and facilitate learning.
  - **Specificity:** Offer specific comments highlighting strengths and areas for improvement.
  - **Encouragement:** Balance constructive criticism with positive reinforcement to motivate and engage students.
- **Examples:**
  - **Timeliness:** Returning graded assignments or tests within a reasonable timeframe.
  - **Specificity:** Providing specific examples and suggestions for improvement in written or verbal feedback.
  - **Personalized feedback** can help to address the individual needs of the students.

# 5. Case studies and examples (CZU Prague)



# University education (and the quality)

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- **Respect for the legislation, which also includes quality and the mechanisms associated with it**
- **Under strong social pressure**
- **Closely observed by the public, media, ...**
- **Requires compliance with certain standards**
- **Should be both visible and transparent**
- **All necessary information should be accessible to the public**
- **Assure the public that it works**
- **Accountability ...**
- **->> Evaluation – one of the possible ways how to identify and ensure (assess) the quality of teaching process as well as how to provide information (feedback) on the level of educational activities of individual institutions of CZU and their members.**

# A brief introduction to evaluation at CZU Prague

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- **In the past - each of the CZU institutions (FEM, FAFNR, FE, FES, FFWS, FTA, IEC) had its own evaluation procedures (methodology, tools, interpretation, ...).**
  - **disunity of the system of the university**
  - **methodological disunity**
  - **various evaluation tools in a different extent**
  - **difficult or even impossible make any comparison among the institutions**
  
- **->>> The need to unify the system of evaluation of the educational process at CZU Prague.**

# The establishment of the unified evaluation system of the educational process at the CZU Prague

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## ■ 2006

- CZU introduced the unified system of quality assurance in education.
- The IEC CZU Prague was authorized to manage and methodologically implement the evaluation of the educational process of all parts (institutions) of CZU Prague.
- In accordance to long-term vision of the university.
- Use of experience of CZU, other Czech and foreign universities.
- CZU is the member of the Euroleague for Life Sciences (ELLS) - Quality Assurance Support Group.
- Implementation under the direction of the vice-rector of CZU for education (now: vice-rector for quality of educational and creative activities).
- In cooperation with CZU management, management of the CZU institutions, especially with vice-deans for pedagogical activities and quality of particular faculties/ institute.
- Continuous implementation of new methodological approaches and evaluation tools.

# The model of evaluation system of CZU Prague applied by the IEC

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- **IEC acts as an organization in charge of evaluations of teaching process at CZU Prague**
  - **neutrality**
  - **objectivity**
  - **respect for the principles of ethics of pedagogical work**
  
- **The aim is not the inspection (control activities) but to improve the quality of the educational process and to achieve the satisfaction of all stakeholders in the educational process.**
  
- **The purpose is to enhance (correct), innovate, and in response to that develop educational programmes at CZU Prague, to find out teachers' and students' opinions (subjective view) of the educational process of CZU Prague, to provide teachers and the management of CZU and its particular institutions with an overview and therefore feedback on the quality of the educational process.**

# Student (and teacher) course evaluation

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- A widely used evaluation practice.
- These evaluations are typically conducted at the end of each semester of the academic year.
- Collection of feedback from students (and teachers) and on various aspects of the course, including teaching quality, course content, learning materials, conditions of education.
  - 2005/2006 – 2019/2020 (paper questionnaires, personal data collection, data scanning ...)
  - 2020/2021 (covid-19 pandemic, piloting the digitization of data collection in the UIS)
  - From 2021/2022, the potential of evaluation and data collection through the UIS is fully exploited.

- General evaluation of courses by students
- Extended evaluation of selected courses by students and teachers

- ->> Have a look at examples of paper questionnaires and the new version of the online survey of respondents' opinions

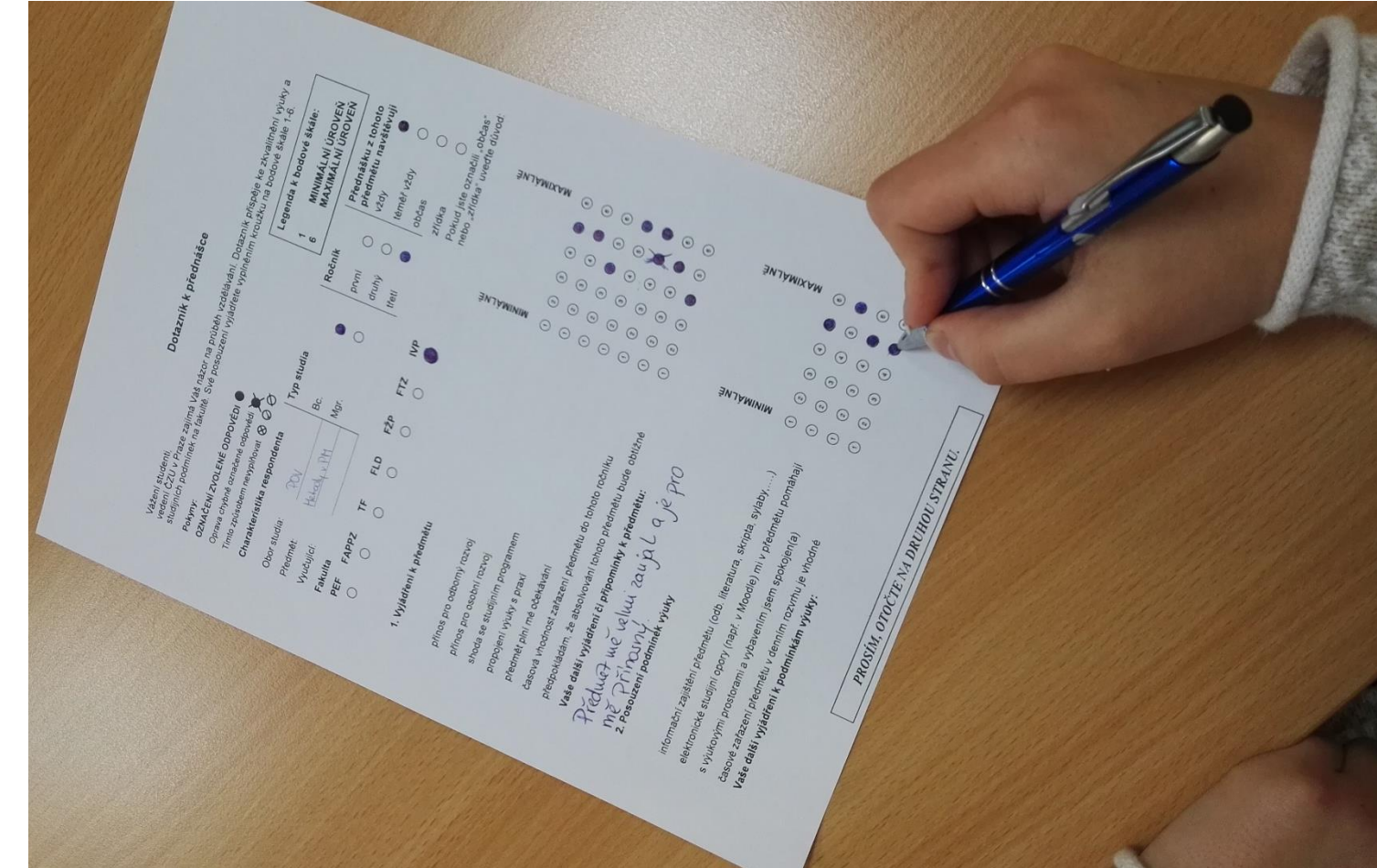
The image shows several examples of evaluation forms. One form includes instructions for marking answers and a scale for 'The degree in teaching (choose teacher)'. Another form is a questionnaire for 'CZU' with fields for 'Obor studia', 'Předmět', 'Vyučující', 'Fakulta', 'Specialization', 'Subject (lesson)', and 'Teacher'. A third form is a 'Legenda k bodové škále' (Legend for the point scale) with a table of marks and their corresponding levels.

Mark	Minimal level	Maximal level
1	MINIMÁLNÍ ÚR	MAXIMÁLNÍ ÚR
6	MINIMÁLNÍ ÚR	MAXIMÁLNÍ ÚR

Other forms include a '1. Vyjádření k předmětu' (Statement on the subject) and a '1. Evaluation of the subject' form with a scale from 1 to 6.

# Case studies and examples (CZU Prague)

## Data collection and processing before and now



### Evaluation results

📄 📅 📊 📈 📉 Total

Teacher	Lecture							Total						Questionnaires with responses	Text. answ.	Surv. sheets	Export Excel
	Scale			Dichotomous				Scale			Dichotomous						
	Av. eval.	Answers with assessment	Answers no assessment	Yes	No	Doesn't know	Av. eval.	Answers with assessment	Answers no assessment	Yes	No	Doesn't know					
☰ Němejč Karel, Ing., Ph.D.	3.96	663	0	0	0	0	3.97	759	0	0	0	0	51	7			
☰ Course contents	3.94	204	0	0	0	0	3.94	204	0	0	0	0					
☰ Course organisation	3.97	204	0	0	0	0	3.97	204	0	0	0	0					
☰ Lecturer's competence	3.98	255	0	0	0	0	3.98	255	0	0	0	0					
☰ Further comments on the course and its delivery	0.00	0	0	0	0	0	0.00	0	0	0	0	0				6	
☰ Questionnaire after exams	0.00	0	0	0	0	0	4.00	96	0	0	0	0				1	
<b>Total for report</b>	<b>3.96</b>	<b>663</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3.97</b>	<b>759</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>51</b>				

### Questionnaire for the academics

For each item **INDICATE THE LEVEL** that best represents your opinion **BY FILLING IN A CIRCLE**.

**Instructions:**

**THE WAY IF MARKING OF YOUR ANSWER:** ●

The way of **correction** of your answer: ✖

Do not mark the answer in this way: ⊗ ⊘ ⊙

**I work as a university teacher**

- 0 – 3 years
- 4 – 8 years
- 9 and more years

**The subject is taught in the language**

- Czech
- English
- other language

**The degree in teaching (choose one answer)**

- I **acquired it** by graduation in the field of teacher training
- I **acquired it** in short-term courses aimed at teaching at university
- I **acquired it** in the complementary teaching studies (so called teaching minimum)
- I **have no teacher education** but I feel the need to educate in this area
- I **have no teacher education** and I do not feel the need to educate in this area

**Legend to point scale:**  
**1** MINIMAL LEVEL  
**6** MAXIMAL LEVEL  
**N** IF YOU ARE NOT ABLE TO ASSESS IT (or you will not respond)

	MINIMAL						MAXIMAL	NOT ABLE
	1	2	3	4	5	6	N	
1. Time convenience of the placement of the subject in this grade	①	②	③	④	⑤	⑥	N	
2. I acquaint students with the content, learning objectives and their obligations at the beginning of the courses	①	②	③	④	⑤	⑥	N	
3. The structure of the lecture (or seminar) is in accordance with teaching principles	①	②	③	④	⑤	⑥	N	
4. My lectures (seminars) are interesting and motivating	①	②	③	④	⑤	⑥	N	
5. I can manage the principles of higher education teaching including the evaluation of learning outcomes	①	②	③	④	⑤	⑥	N	
6. My courses are understandable	①	②	③	④	⑤	⑥	N	
7. I try actively to make enough space for discussion and expression of opinions of my students	①	②	③	④	⑤	⑥	N	
8. This course is linked with the practice	①	②	③	④	⑤	⑥	N	
9. I am able to create a positive and friendly atmosphere during the lecture (seminar)	①	②	③	④	⑤	⑥	N	
10. Students are given written (or other) work for self-study activities	①	②	③	④	⑤	⑥	N	
11. I evaluate (check) the assignments given to the students	①	②	③	④	⑤	⑥	N	
12. Number of students in the group (during lectures, seminars) is convenient for me	①	②	③	④	⑤	⑥	N	
13. I am satisfied with classrooms and teaching facilities	①	②	③	④	⑤	⑥	N	
14. Literary and other resources that are available to students for this subject are sufficient	①	②	③	④	⑤	⑥	N	
15. I am satisfied with the participation of students in my classes	①	②	③	④	⑤	⑥	N	

How do you characterize this group of students as a whole?

Your additional expressions to your teaching - what would you need for its improvement?

**Course:** \_\_\_\_\_

**Field of study which I teach now:** \_\_\_\_\_

**Faculty**

- FEM
- FAFNR
- FE
- FFWS
- FES
- FTA
- IEC

**Form of teaching**

- lecture
- seminar
- part-time study

Thank you very much for your time and for true answers.  
**Institute of Education and Communication CULS Prague is charged with evaluation of courses at the CULS Prague.**

## Questionnaire to the lecture

Dear students,  
The management of CULS is very interested in your opinions on the educational processes at the university. This questionnaire will contribute to the upgrading of educational services and study conditions at your faculty. Please, mark the indicators by **circle** and use scale 1-6.

### Instructions:

**THE WAY IF MARKING OF YOUR ANSWER:** ●

The way of correction of your answer: ●

Do not mark the answer in this way: ⊗ ⊘ ⊙

### Legend to point scale:

1 MINIMAL LEVEL  
6 MAXIMAL LEVEL

<b>Characteristics of the respondent</b>	<b>Form of study</b>	<b>Year of study</b>	<b>I attend lecture of this subject</b>
Specialization: _____	Bachelor <input type="radio"/>	First <input type="radio"/>	Always <input type="radio"/>
Subject (lesson): _____	Master <input type="radio"/>	Second <input type="radio"/>	Very often <input type="radio"/>
Teacher: _____		Third <input type="radio"/>	Sometimes <input type="radio"/>
<b>Faculty</b>			Rarely <input type="radio"/>
FEM <input type="radio"/> FAFNR <input type="radio"/> FE <input type="radio"/> FFWS <input type="radio"/> FES <input type="radio"/> FTA <input type="radio"/> IEC <input type="radio"/>			If marking „Sometimes“ or „Rarely“ give the reason why:

### 1. Evaluation of the subject

	MINIMAL		MAXIMAL
Beneficial to professional development	1	2	3 4 5 6
Beneficial to personal development	1	2	3 4 5 6
Accordance with study programme	1	2	3 4 5 6
Coherence of class work with the practical training	1	2	3 4 5 6
Subject fulfils my expectations	1	2	3 4 5 6
Time convenience of the placement of the subject in this year	1	2	3 4 5 6
I expect that passing of the subject will be difficult	1	2	3 4 5 6

Your additional comments and remarks to this subject:

### 2. Evaluation of the conditions for education

	MINIMAL		MAXIMAL
Information ensuring the subject (special literature, study materials published by CULS, syllabi ...)	1	2	3 4 5 6
Electronic study materials (e.g. Moodle) help me with the subject	1	2	3 4 5 6
Satisfaction with the class rooms and their facilities	1	2	3 4 5 6
Adequacy of the time placement of the subject in the daily schedule	1	2	3 4 5 6

Your additional comments and remarks to conditions for education:

PLEASE, TURN ON THE OTHER SIDE.

### 3. My opinion on work of the teacher

	MINIMAL		MAXIMAL
He/she acts as a professional in his branch	1	2	3 4 5 6
He/she utilizes modern technology during lessons	1	2	3 4 5 6
He/she is capable to take students' interests and motivate them	1	2	3 4 5 6
He/she is capable to create positive and friendly atmosphere during lecture	1	2	3 4 5 6
He/she is willing to pay full attention to students	1	2	3 4 5 6
He/she gives to students opportunity to say their opinion	1	2	3 4 5 6
His/her teaching is understandable	1	2	3 4 5 6

### IF YOU MARKED NUMBER 1-5 AT UNDERSTANDABLENESS OF TEACHING, PLEASE FILL IN THE NEXT POINTS BELOW:

Understandableness of teaching is influenced by these indicators (you can fill in more answers than one):

- I miss some knowledge from previous study
- I have no interest in this
- Too fast work pace of the teacher
- Unsatisfactory or unsuitable way of teaching and explanation
- Too complicated content of the subject
- Formal and distant approach of the teacher
- Difficulty in understanding the language of the lecture because I have trouble with it
- Difficulty in understanding the language of the lecture because the lecturer has some trouble with expression

Your additional comments and remarks to the teacher:

Thank you very much for your time and for true answers.  
Institute of Education and Communication CULS Prague is charged with evaluation of courses at the CULS Prague.



# Promotion and dissemination of awareness of evaluation processes and the results

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- E.g.



# 6. Conclusion

**■ The key points:**

- Evaluation serves multiple purposes in the university environment, including promoting institutional effectiveness and improving quality, accountability, and decision-making.
- Evaluation methods can vary depending on the purpose and context, but commonly include self-assessment, peer review, and external review.
- Evaluation can be challenging due to various factors, such as the complexity of the university environment, the diversity of stakeholders, and the potential for unintended consequences.
- Examples of evaluation in the university environment include course evaluations, research assessments, accreditation reviews, and performance indicators.
- The CZU Prague utilizes a combination of formative and summative evaluation approaches both to help students track their progress and make improvements, and to assesses the overall achievement at the end of a course/ study.

**■ It is essential to underline the significance of evaluation in the university environment, as it:**

- Promotes a culture of continuous improvement
- Provides feedback for growth and development
- Ensures accountability and quality assurance
- Drives Innovation, trends, demands, and challenges

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**Thank you  
for your attention**



**Czech University  
of Life Sciences Prague**