



Report Form for Assessment and Evaluation for Promotion of Thinking

Suan Sunandha Rajabhat University

21 May 2019

1. Personal Information

Name-Surname Ms.Nalin Simasathiansophon

Position Lecturer

Category ☒ Academic Staff

☐ Supporting Staff

2. Curriculum or Topics of the Meeting/ Workshop/ Study Visit

Assessment and Evaluation for Promotion of Thinking

3. Keynote Speaker in Meeting / Seminar/ Conference/ Study Visit

Assoc.Prof.Chaweewan Kaewsaiha

4. Institute or Corporate hosted of the Meeting / Seminar/ Conference/ Study Visit

International College, Suan Sunandha Rajabhat University

5. Duration of the Meeting / Seminar/ Conference/ Study Visit

21 May 2019

6. Budget use for Meeting / Seminar/ Conference/ Study Visit

None

7. Objectives of Meeting / Seminar/ Conference/ Study Visit

7.1 To educate all lecturer on assessment and evaluation method

7.2 To change lecturer perspective of building assessment for students

8. Conclusion from Meeting / Seminar/ Conference/ Study Visit

The process for development of higher level thinking skills consists of 5 steps: 1) determine learning objective, 2) teach through questioning, 3) practice before assessment, 4) review, refine, and improve, and 5) provide feedback & assessment of learning. Throughout the process, teachers must follow the assessment-evaluation process using either

measurement or non-measurement or both type of assessment process to get the result of evaluation (value judgments), which should be a good learning progress when comparing with the pretest). There are varieties of procedures used to obtain information about student learning. These include measurement which is the assigning of numbers to the results of a test, non-measurement which is the assigning of value of performance, and test which is a process or device that yields information about a sample of behavior or cognitive process in a quantified manner. Evaluation will be judged using a set of criteria, such as scores 86-100 equals A grade or 82-85 equals A- grade. Furthermore, the evaluation method is related to the way that assessment has been designed. Firstly, assessment method should correlate with student learning outcomes in TQF2. Secondly, learning objectives should also be designed for the particular topics of each course and should be based on Bloom's Taxonomy: cognitive domain, affective domain, and psychomotor domain. The table below shows hierarchy of cognitive domain.

Words	Description
Knowledge	Remember
Comprehension	Understand
Application	Apply
Analysis	Analyze
Synthesis	Evaluate
Evaluation	Create

The last two categories have been reversed, putting create as the most complex level.

Overall, all task should be able to evaluate and assess student learning outcomes.

9. Problem and issues of the Meeting /Seminar/ Conference/ Study Visit

None

10. Benefit from Meeting /Seminar/ Conference/ Study Visit

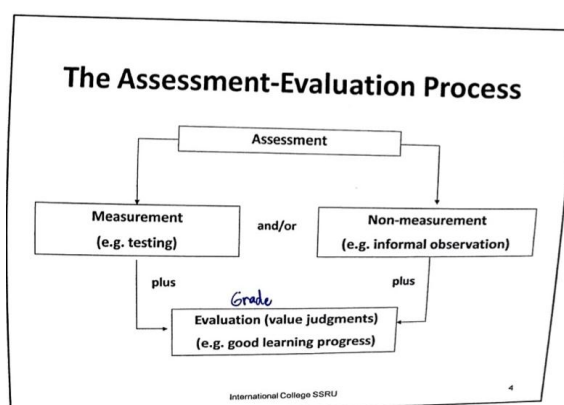
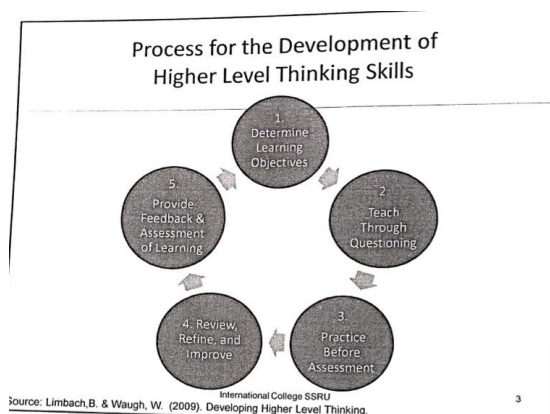
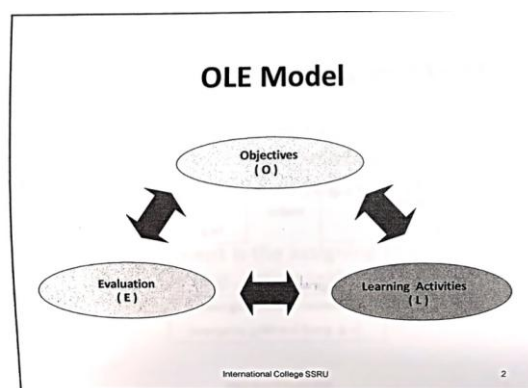
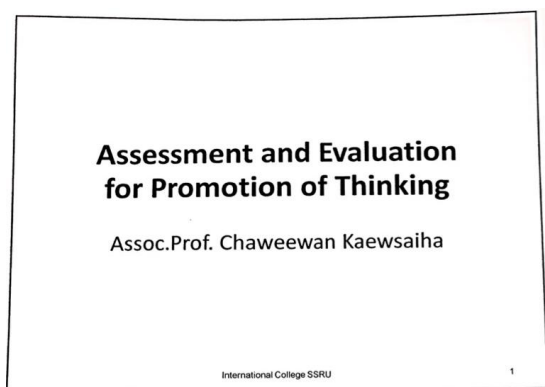
10.1 To Yourself

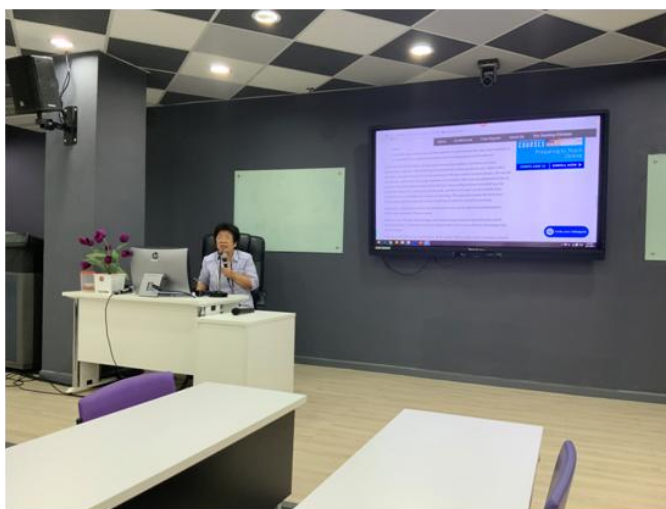
- Know how to create a good assessment plan
- Can create questions or test according to type of assessment

10.2 To the College/ Institution

- Lecturer knew how to create assessment question or test
- Have the effective evaluation method for students

11. Handouts or Important Documents related to Meeting /Seminar/ Conference/ Study Visit





12. Certificate of the Meeting /Seminar/ Conference/ Study Visit

None

13. Recommendations and Suggestion

All participants should have more chance to participant in the workshop.

(Reporter).....*Nalin*.....

(Ms.Nalin Simasathainsophon)

Date13-09-2019.....

Comments from the Superior

The training was very helpful. It met the program expectations.

(Name).....

Dr. Vincent Vongphol

Date

13/09/2019