

# PLANNING FOR AN EDUCATIONAL CO-OP EVALUATION SYSTEM

*Serves: Administrators, Instructors, and Students*

Cooperative Education gives students a chance to apply course concepts while honing their professional and transferable skills. Key to the development of a student's skills is the feedback that they receive. Done well, it helps students realize their strengths, weaknesses and next steps to actualize their potential. By combining Desire2Learn's tools, you can create a comprehensive and objective evaluation system that encourages students to reflect on their work experiences.

## Benefits:

- Create a centralized evaluation process balancing usability and quality of feedback
- Encourage students to actively think about how their work relates to their future
- Reduce the amount of paper documentation transferring between employers, students and the institution

## WHAT YOU WILL NEED



Requires your institution to have Learning Environment 10.0 or higher.

*Note: Many of the features described in this recipe are present in earlier versions, but you may not be able to complete all tasks in this recipe with older versions.*

Permissions to set up and configure Competencies and Learning Objectives

Permissions to set up Dropboxes and give feedback on submissions

The Allow ePortfolio Objects to be Submitted to a Dropbox Folder permission enabled

## SECTIONS IN THIS RECIPE



Create a Competency structure

Set up assessment and feedback mechanisms

Scaffold work term portfolio templates

Gather evidence of Learning

Complete work term projects

Share presentations

Set up dropboxes

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## CREATE A COMPETENCY STRUCTURE

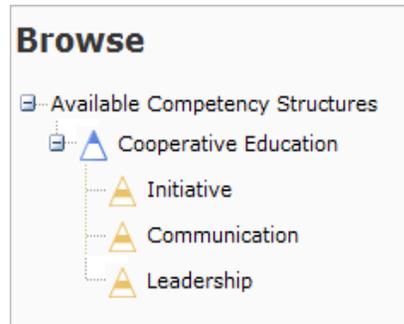
A competency structure can be used as a framework to outline the criteria and skills that students must demonstrate prior to receiving credit for a work term. When setting up a co-operative education system, we recommend creating a separate Co-operative Education course with its own competency that can be nested as a requirement for program plans.

Consider using already-established paper evaluation forms as a basis for creating the competency structure. These qualities will form the various learning objectives that students are measured against.

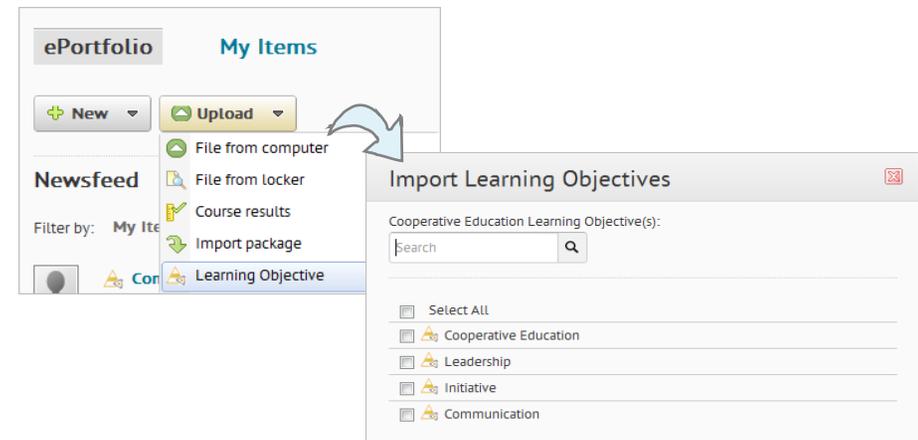
- When creating a learning objective, write the description as you would like to see it appear in your evaluation form.
- Add your learning objectives as children to the competency structure.
- Import your learning objectives from your co-op course into ePortfolio and integrate them into your evaluation templates.



Unlinked learning objectives



Linked learning objectives



Import learning objectives to ePortfolio

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## SET UP ASSESSMENT AND FEEDBACK MECHANISMS

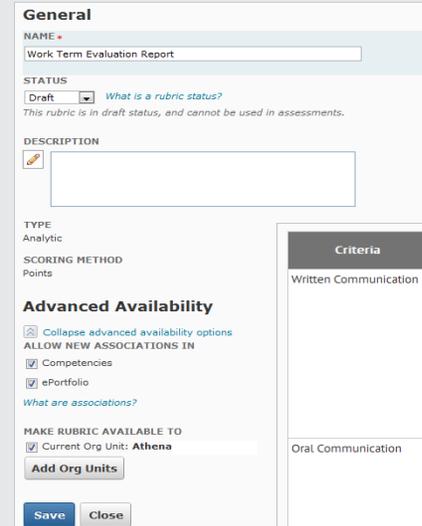
Throughout the work term, many people may review and assess the student's progress and provide feedback. Consider preparing the following tools at each step of the evaluation process to give students valuable advice for further improvements.

### Rubrics

Use rubrics to accurately assess student performance against the defined learning objectives. Consider the following best practices to create merit-based rubrics:

- Design a points-based evaluation system to help to decide a student's final evaluation mark.
- Include multiple means that can satisfy the requirement for each skill assessed. This accommodates for the different types of jobs available.
- Avoid ambiguous words. Include a description or external page that provides details and examples to define the criteria.

**Tip:** Rubrics provide built-in commenting areas so reviewers can personalize feedback or justify a rating.



**General**

NAME \*  
Work Term Evaluation Report

STATUS  
Draft What is a rubric status?  
This rubric is in draft status, and cannot be used in assessments.

DESCRIPTION

TYPE  
Analytic

SCORING METHOD  
Points

**Advanced Availability**

Collapse advanced availability options  
ALLOW NEW ASSOCIATIONS IN

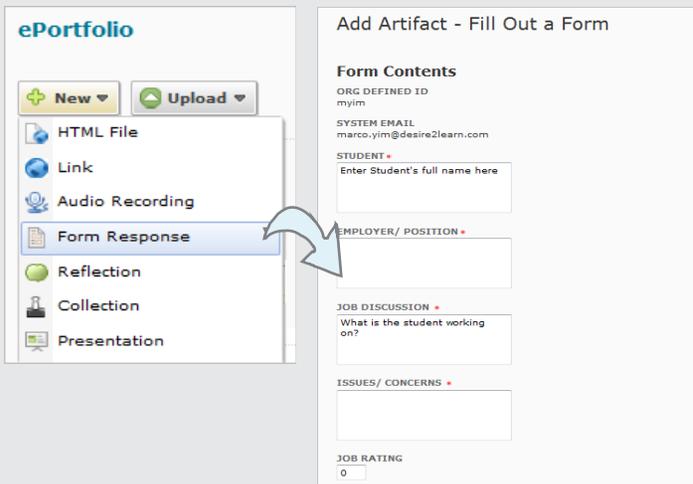
Competencies  
 ePortfolio  
What are associations?

MAKE RUBRIC AVAILABLE TO  
 Current Org Unit: **Athena**

Add Org Units

Save Close

Criteria	Level 4 4 points	Level 3 3 points	Level 2 2 points	Level 1 1 point
Written Communication	Exceptionally clear written messages. Can write in a reasonable amount of time in an organized and concise manner. Has a strong understanding of grammatical foundations.	Clear written messages. Has a strong understanding of grammatical foundations.	Somewhat clear written messages. Uses more than a reasonable amount of time in an organized and concise manner. Has a basic understanding of grammatical foundations.	unclear written messages. Uses more than a reasonable amount of time in an organized and concise manner. Has a basic understanding of grammatical foundations.
Oral Communication	Exceptional oral communication skills and is easily understood. Can present material in a logical and dynamic manner.	Good oral communication skills and is easily understood. Can usually present material in a logical and dynamic manner.	Average oral communication skills and takes time to fully understand their main messages. Can sometimes present material in a logical and dynamic manner.	Satisfactory oral communication skills. Often lacks the ability to present material in a logical and dynamic manner.
<b>Overall Score</b>	<b>Exceptional 7 or more</b>	<b>Very Good 5 or more</b>	<b>Average 3 or more</b>	<b>Below Average 0 or more</b>



ePortfolio

New Upload

- HTML File
- Link
- Audio Recording
- Form Response
- Reflection
- Collection
- Presentation

Add Artifact - Fill Out a Form

**Form Contents**

ORG DEFINED ID  
myim

SYSTEM EMAIL  
marco.yim@desire2learn.com

STUDENT \*  
Enter Student's full name here

EMPLOYER/ POSITION \*

JOB DISCUSSION \*  
What is the student working on?

ISSUES/ CONCERNS \*

JOB RATING  
0

### Forms

Forms allow students to provide feedback about their workplaces. Create forms at the org level for students to fill out and add to their work portfolios. Forms are an effective means to improve the co-op experience, allowing students to:

- Review feedback with their school advisors to pinpoint possible issues and successes.
- Reflect on the elements of the work environment that they like or dislike.
- Tell employers how their work helps or hinders the achievement of their competencies.

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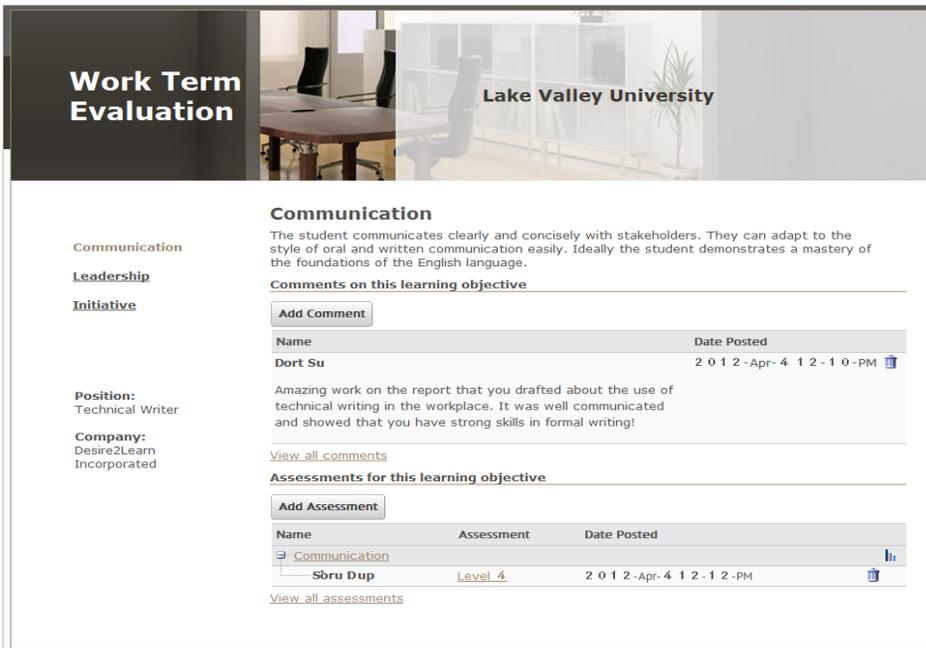
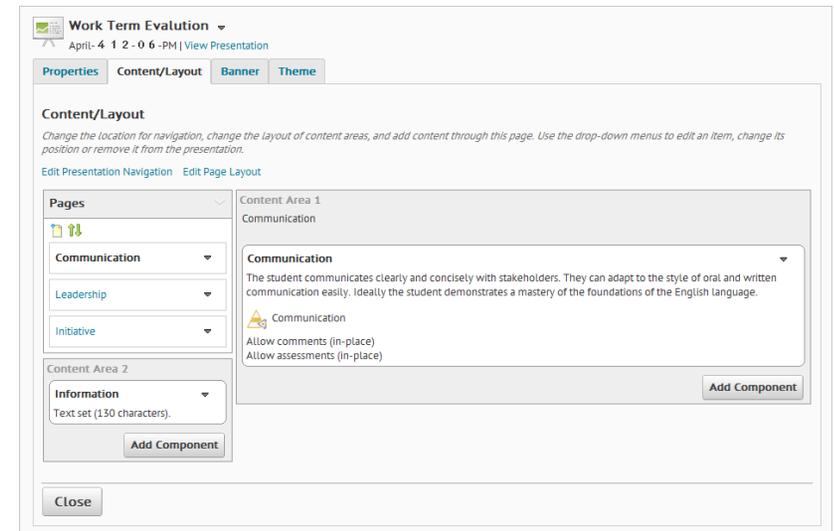
## SCAFFOLD WORK TERM PORTFOLIO TEMPLATES

Desire2Learn ePortfolio can be used as a centralized location for student reflection, self-evaluations and advisor evaluations. When creating work term portfolios, it should define the various criteria that students will be measured against in an organized and visually appealing manner.

When creating the template, we recommend one of two layouts:

- Use the left navigation panel to list individual pages for each defined learning objective. Include assessment rubrics along with important components on each page.
- Place related or all learning objectives on one page so that evaluators can quickly navigate through the list when providing feedback.

**Tip:** Add a separate About Me page, allowing students to list information about themselves and a description about their current position.



The work term evaluation template may also include some of the following sections:

- An overview and explanation of what the student should achieve for each evaluated learning objective (such as communication skills).
- Evaluation rubrics associated with the learning objective.
- A comments section to outline examples of how students' rankings were determined.
- Information about the employer.

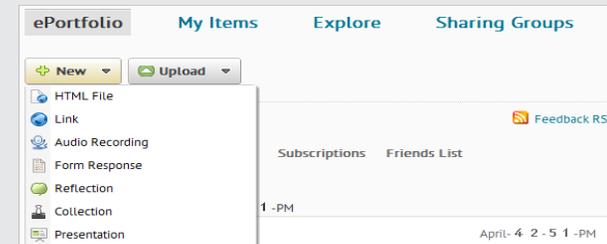
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## GATHER EVIDENCE OF LEARNING

Throughout the term, students can create artifacts and reflections to document evidence of achievement and to track skills development. Some examples may include the following:

- Progress reports and final products of completed work.
- Pictures or videos of lunch-and-learns attended.
- Reflection posts on lessons learned or thoughts about their position.
- Links to research they conducted online, used to retain a knowledge base for the future.



All their evidence of learning can be uploaded onto the provided template to allow managers to make informed decisions without navigating out of the presentation page. They may also use hyperlinks to connect managers to collections or presentations that showcase their artifacts.

**Tip:** This is especially effective for students who report to one manager but work with multiple people on their team, so managers get an accurate overview of the work done.

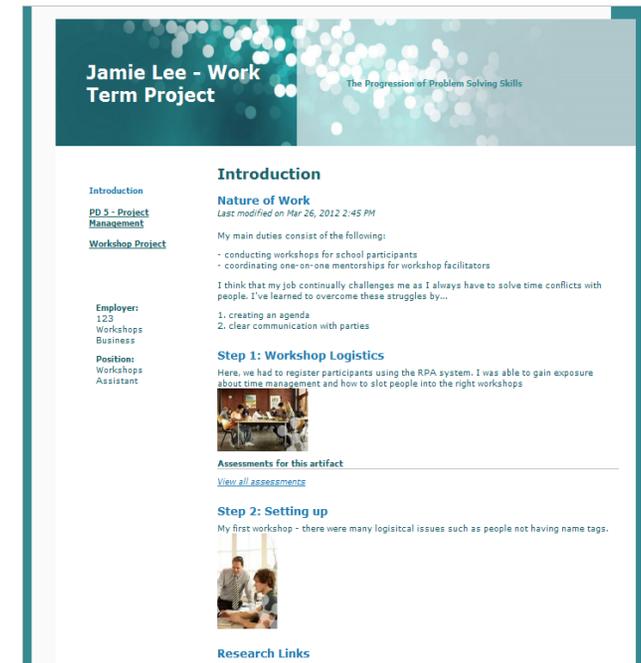
## COMPLETE WORK TERM PROJECTS

Instead of writing a formal report, allow an alternative option that achieves the same purpose. Ask students to compile a work term project by designing a presentation. They can combine their original artifacts with additional supportive ones on a particular skill set.

For example, a student includes the following artifacts for her final project:

- The nature of her work, expressed through written posts.
- An imported dropbox submission from her professional development course indicating a weakness in problem solving.
- A pictorial collection showing the progression of her main project and how she overcame obstacles.
- Reflection pieces relating her course work, experiences and future aspirations.

**Tip:** For technical projects, you can use ePortfolio as a repository for research findings.



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## SHARE PRESENTATIONS

Managers must be given permissions to view and assess the students' work term and projects. We recommend having students manage and share presentations externally by inviting managers using an e-mail account.

Students can send their presentations to people external to the system. There are multiple permissions that can be granted for visitors:

- Colleagues that work closely with them may be able to view and comment on their work.
- Managers should get permissions to add assessments.

**Note:** Invites sent externally will expire after three days.

Also, allow peers at the same workplace, students from the program or advisors to leave comments and suggestions on the artifacts compiled.



Visitors should appear in Sharing List

## SET UP DROPBOXES

Set up dropbox folders for students' final work term portfolios. When setting up the dropbox, consider the following tips to help make the administrative tasks post-submission simpler:

- Try categorizing folders based on discipline or program to organize all the submissions.
- Set dropbox availability dates to determine the deadline of when students can submit their evaluations/work term projects.
- Associate a dropbox folder with learning objectives set out by the institution.
- Record the final rating achieved on their work term using rubrics.

**Note:** Select the option **Allow users to add this folder to their ePortfolio** for students to showcase their work to future employers.

	Folder	Total Files	Unread Files	Flagged Files	End Date
<b>No Category</b>					
<input type="checkbox"/>	Arts - Sociology ▼	0	0	0	Apr 23, 2012 1:21 PM
<input type="checkbox"/>	Arts - Psychology ▼	0	0	0	Apr 28, 2012 1:22 PM
<input type="checkbox"/>	Arts - Fine Arts ▼	0	0	0	

