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| Student Name: | Mariany Miroya Kivairu |
| Placement Mentor: | Renaat Vandekerkhof |
| Date (DD/MM/YY): | 17/11/2023 |
| Who filled in this form: | Renaat Vandekerkhof |

Half-term Evaluation Form

Halfway through the internship **both the trainee and the mentor** evaluate the trainee’s performance by each completing the Half-Term Evaluation Form independently, using the **Rubric Value Scale provided** (Appendix 5) with any additional remarks and/or comments provided in the allocated spaces.   
Furthermore, the Half-term evaluation asks trainees and mentors to briefly reflect and elaborate upon the trainee’s strengths and weaknesses in regard to being a practicing educational scientist.

Afterwards, an **official feedback moment** takes place between mentor and student in which the Half-term evaluation forms are discussed.

**Scale Values:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***Excellent***  ***+++*** | ***Very Good***  ***++*** | ***Good***  ***+*** | ***Fairly Adequate***  ***+/-*** | ***Insufficient***  ***-*** | ***Under-performing***  ***--*** |

The trainee’s performance will be evaluated by means of competence clusters. The competences are classified in 6 clusters:

1. Professional attitude

2. Project based/Research based work

3. Educational expertise

4. Communication

5. Cooperation

6. Collaboration.

One scale value (+++, ++, +, +/-, -, --) must be given **for each of the 6 overall competence clusters** e.g., Professional attitude (note this is an overall scale value and not an average of the sub-cluster components).

A scale value must be awarded **for each sub-cluster component** and any additional comments and working points can be written in the blank spaces provided. If a component is not applicable, place ‘NA’.

**1. Professional attitude**

|  |  |
| --- | --- |
|  | **Overall Value:**  **+++** |
| **Sub-cluster components** | **Value:** |
| 1. Reflective attitude towards his/her own approach and insight | +++ |
| 1. Willingness to self-adjust | ++ |
| 1. Flexibility | +++ |
| 1. Innovation-oriented | +++ |
| 1. Independent worker | ++ |
| 1. Eagerness to learn and willingness to permanently actualise his/her/their own knowledge. | ++ |
| 1. Self-motivated and motivating towards others | ++ |
| 1. Respectful attitude | +++ |

page2image33589776The student has a good professional attitude with a will to adept herself and to be flexible when possible.

**2. Project based/Research based work**

|  |  |
| --- | --- |
|  | **Overall Value:**  **++** |
| **Sub-cluster components** | **Value:** |
| 1. Analysing complex problem posing and defining them in learning/research questions by functionally using professional literature | +++ |
| 1. Insights in the evolution of the whole and specific fields of the educational frame of reference | ++ |

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**3. Educational expertise**

|  |  |
| --- | --- |
|  | **Overall Value:**  **++** |
| **Sub-cluster components** | **Value:** |
| 1. Analysing and assessing:    1. educative contexts    2. learning processes    3. learning environments    4. learning material    5. assessments | ++ |
| 1. Developing, in dialogue with stakeholders:    1. educational applications    2. learning processes    3. learning environments    4. learning material    5. assessments | +++ |
| 1. Assessing, developing or act as a process supervisor in the development of Curricula and/or training courses | ++ |

The trainee showcases enough proof that she knows her domain, particularly in the field of self regulated learning. In some areas though she could still be developing more, for instance in analyzing certain educative situations in an individual guidance of a student. This can be helped by asking now if the student understands the tips and tricks that are given en asking also more deeply into the ‘problems’ that the student is facing.

1. **Communication**

|  |  |
| --- | --- |
|  | **Overall Value:**  **+++** |
| **Sub-cluster components** | **Value:** |
| 1. Willingness to adapt ones language to the target group | + |
| 1. Use of correct business and scientific jargon | +++ |
| 1. Build a well-structured written report | +++ |
| 1. Convey an oral message in a motivational/convincing manner | ++ |
| 1. Structuring an oral elucidation/argumentation | +++ |
| 1. Illustrating theoretical insights by using tangible examples out of the practice | +++ |
| 1. Using ICT as a visual support in a presentation in which ICT will be an added value to the presentation | ++ |

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Sometimes in talking to a student, the trainee could talk in a more structured way with a slower tempo.

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1. **Cooperation**

|  |  |
| --- | --- |
|  | **Overall Value:**  **+++** |
| **Sub-cluster components** | **Value:** |
| 1. Willingness to declare ones insights and arguments | +++ |
| 1. Willingness to listen to insights and arguments declared by others | +++ |
| 1. Willingness to find solutions based on the best available arguments (made by oneself or others | ++ |
| 1. Capacity to deal with uncertainty | ++ |
| 1. Assuming an experimental attitude | +++ |
| 1. Clearly phrasing ones insights in interactions | +++ |

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1. **Collaboration**

|  |  |
| --- | --- |
|  | **Overall Value:**  **+++** |
| **Sub-cluster components** | **Value:** |
| 1. Dealing with conflicts and problems | +++ |
| 1. Obtaining insights in the dynamics of groups | ++ |
| 1. Obtaining openness, focus in contacts with others and building of relation networks | +++ |
| 1. Integration and teamwork | +++ |

The trainee is very well integrated in the subteam of study advisors and is willing to share insights. At the same time she is open to suggestions and tips, coming from colleagues, to improve her guidance of individual students.

**Global strengths and weakness analysis**:  
Description of the trainee’s functioning at the placement by means of a strengths and challenges analysis in function of his/her/their future practice as an educational scientist:

|  |
| --- |
| **Strengths** – at least 3 |
| The internship student is very patient and very friendly with students and takes her time listening and talking. The advice (regarding to the question of the student at hand) is most of the time accurate and correct.  She is not afraid to take on other tasks and is willing to spend a lot of time on these additional tasks. |
| **Challenges to work on in the second part of the internship** - at least 3 |
| The trainee sometimes talks a bit fast in present of a student who seeks help. Furthermore, in guidance of students, the trainee sometimes still needs a better conclusion (a summary of things to do for the student before the next meeting, for example) to end the particular meeting with this student. Again – as mentioned before - in some areas though she could still be developing more, for instance in analyzing certain educative situations in an individual guidance of a student. This can be helped by asking if the student understands the tips and tricks that are given en asking also more deeply into the ‘problems’ that the student is facing. |
| **Remarks/commentary** |
| At the same time, watching that she needs a better conclusion (a summary of things to do for the student before the next meeting, for example) to end the meeting with the student and to make sure that the student understands what she is saying, she needs to do this by talking at a calmer pace (though this has already much improved since the beginning) and by digging more deeply into the problems the student is facing regarding his/her studies. |

Global trainee value (not an average of the individual clusters): +++

Signature: 