|  |  |
| --- | --- |
| Student Name: | Mariany Miroya Kivairu |
| Placement Mentor: | Renaat Vandekerkhof |
| Date (DD/MM/YY): | 31/01/2024 |
| Who filled in this form: | MARIANY KIVAIRU |

**End-term Evaluation Form**

At the end of the internship **both the trainee and the mentor** evaluate the trainee’s performance by each completing the End-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 End-term evaluation asks trainees and mentors to briefly reflect and elaborate upon the trainee’s strengths and weaknesses in regards to being a practicing educational scientist.

Afterwards, an official feedback moment takes place between mentor and student in which the End-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 | +++ |

page2image33589776

The student continues to have 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 | ++ |

/

**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. This improved much though, since the mid-term evaluation.

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 | +++ |

page3image37486704

Sometimes in talking to a student or to colleagues (when presenting for example), the trainee could talk in a more structured way with a slower tempo. Again, this has much approved since the mid-term evaluation.

page3image37670064

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 | +++ |

*Additional Comments:*

/

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 continued to be 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 future practice as an educational scientist:

|  |
| --- |
| **Strengths** *(in comparison to the half-term evaluation)*– at least 3 |
| I had strong collaboration and networking skills that greatly contributed to building positive relationships, which were key for my professional growth. I was patient and attentive when listening to the challenges faced by both students and colleagues, and I provided helpful solutions that addressed their concerns effectively.I also actively participated in various research tasks and other departmental activities, including working with partner organizations. Additionally, I engaged in extracurricular activities such as welcoming new students to VUB and celebrating the achievements of the department and my colleagues, further enhancing the sense of community and teamwork. |
| **Challenges** *(in comparison to the half-term evaluation)* – at least 3 |
| Initially, I didn't spend enough time exploring the specific challenges students faced, but I made significant improvements by applying needs analysis techniques. This approach allowed me to better understand their issues and provide more concrete solutions, leading to more effective guidance and support. |

|  |
| --- |
| **Working points/feedback:**  How can the intern use his/her/their strengths to successfully address the abovementioned work points/challenges? |
| Improve the pace of speaking, which I have adapted to and now speaking slower than before thanks to the feedback moments that has fostered this aspect |
| **Remarks/commentary** |
| / |

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

|  |
| --- |
| **Filled in by the mentor only:** |
| I, Renaat Vandekerkhof, declare that I have reviewed the trainee’s Weekly Internship Journals and confirm the mentioned working days / tasks / hours to be accurate.  Signature: M.K |

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_