



## Course Descriptor

### EDUC 214 Educational Measurement and Evaluation

<b>Proposed Academic Year</b>	FALL 2021-22	<b>Last Reviewed Academic Year</b>	
<b>Course Code</b>	EDUC 214	<b>Course Title</b>	Educational Measurement and Evaluation
<b>Credit hours</b>	3	<b>Level of study</b>	Undergraduate
<b>College / Centre</b>	College of Arts and Humanities	<b>Department</b>	Education Department
<b>Co-requisites</b>	None	<b>Pre-requisites</b>	None

#### 1. COURSE OUTLINE

This course aims to help students (future teachers) to understand the theories, concepts, and practices of educational measurement and assessment in instructional settings. The course also provides students with the skills necessary to prepare and conduct assessments as well as analyzing and interpreting their results.

#### 2. AIMS

This course aims to

- Familiarize students with key concepts and terminologies in measurement and evaluation.
- Equip students with necessary skills to classify measurement and evaluation tools.
- Empower students to differentiate between standard and oral tests.
- Make students understand the key principles in preparing tests.
- Empower students with sufficient knowledge to identify key factors that influence the validity of the test.
- Enable students to interpret tests' results in the light of different criteria.

#### 3. LEARNING OUTCOMES, TEACHING, LEARNING and ASSESSMENT METHODS

<b>Learning Outcomes</b> <i>(Definitive)</i>	<b>Teaching and Learning methods</b> <i>(Indicative)</i>	<b>Assessment</b> <i>(Indicative)</i>
Upon successful completion of this course, students will be able to:		



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<p>1. Recognize key concepts and terminologies in measurement and evaluation.</p>	<ul style="list-style-type: none"> <li>Theoretical: lectures, PowerPoint presentation, some research.</li> <li>Practical: worksheet.</li> </ul>	<ul style="list-style-type: none"> <li>Participation</li> <li>2. Classroom discussion</li> <li>3. Presentations</li> <li>Groups</li> <li>Peer assessment</li> <li>Teacher evaluation</li> </ul>
<p>2. Distinguish between different calendar's types.</p>	<ul style="list-style-type: none"> <li>Theoretical: lectures, PowerPoint presentation, some research.</li> <li>Practical: worksheet.</li> </ul>	<ul style="list-style-type: none"> <li>Exam + participation</li> <li>Classroom discussion</li> <li>Presentations</li> <li>Groups</li> <li>Teacher evaluation</li> </ul>
<p>3. Classify measurement and evaluation tools.</p>	<ul style="list-style-type: none"> <li>Theoretical: lectures, PowerPoint presentation, field-based case studies (written, visual).</li> </ul> <p>Practical: View some research</p>	<ul style="list-style-type: none"> <li>Participation</li> <li>Classroom discussion</li> <li>Presentations</li> <li>Groups</li> <li>Teacher evaluation</li> </ul>
<p>4. Formulate different teaching objectives.</p>	<ul style="list-style-type: none"> <li>Theoretical: lectures, PowerPoint presentation, field-based case studies (written, visual).</li> </ul> <p>available at the university.</p>	<ul style="list-style-type: none"> <li>Participation</li> <li>Classroom discussion</li> <li>Presentations</li> <li>Teacher evaluation</li> </ul>
<p>5. Recognize key principles in preparing tests.</p>	<ul style="list-style-type: none"> <li>Theoretical: lectures, PowerPoint presentation, field-based case studies (written, visual).</li> </ul> <p>Practical: Present some different models of research and analyze</p>	<ul style="list-style-type: none"> <li>Participation</li> <li>Classroom discussion</li> <li>Presentations</li> <li>Groups</li> <li>Teacher evaluation</li> </ul>



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	and compare the samples	
6. Analyze tests' results at the macro and micro level.	<ul style="list-style-type: none"> <li>Theoretical: lectures, PowerPoint presentation, field-based case studies (written, visual).</li> <li>Practical: Present some different models of research and analyze and compare the collected data</li> </ul>	<ul style="list-style-type: none"> <li>Participation</li> <li>Classroom discussion</li> <li>View tutorials</li> <li>Groups</li> <li>Teacher evaluation</li> </ul>
	All teaching and learning methods should utilize e-learning facilities to, further, boost the delivery of the course. Moodle has already been used in teaching and learning, since 2017. Microsoft teams has been used during the breakout of covid 19 pandemic and will continue to be used after the pandemic if online classes are scheduled.	<ul style="list-style-type: none"> <li></li> </ul>

#### 4. ASSESSMENT WEIGHTING

Assessment	Percentage of final mark (%)
Class assignment	10
Quizzes	10
Case study	20
Presentation	10
Participation	10



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Final Exam	40
<b>TOTAL</b>	<b>100%</b>

#### 5. ACHIEVING A PASS

Students will achieve **3** credit hours for this course by passing **ALL** of the course assessments [*alternatively, list the compulsory pass assessments\**] and achieving a **minimum overall score of 50%**

*NB \*Ensure that ALL learning outcomes are taken into account*

#### 6. RECOMMENDED REFERENCES

##### Core text/s:

Robert M. Gagne. 2013. Instructional Technology. Routledge, New York

##### Library + online resources: