ELABORATION OF RUBRICS OF ASSESSMENT OF SMALL GROUPS OF STUDENTS OF NURSING, AS A STRATEGY TO IMPROVE THE QUALITY OF TEACHING

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INTRODUCTION

This project proposes tutoring activities and continuous assessment in small groups so that students can acquire transversal basic skills related to teamwork, autonomous learning and the management of information such as the ability to collect and interpret relevant data, and can develop learning skills necessary to undertake further study with a high degree of autonomy.
To improve the learning process in small groups, it is proposed an approach of Learning Oriented Assessment (LOA) so that the students can learn in a more effective way by diagnosing the strengths and possible improvements in their learning process.

The LOA is focused on the development of student autonomy and responsibility to guide and manage learning process by themselves. In this sense, tutoring and assessment will take place through continuous feedback understood as feedforward.
The innovation experience will be carried out in 2014/15 for the following subjects from the 3rd year in the Degree in Nursing at the University of Seville:

- Ethics and Management Nursing
- Adult Nursing in Community Health
- Mental Health Nursing

And the following teaching units:

- Virgen Macarena
- Virgen Rocio
- Virgen Valme

Participants: 15 professors and 240 students
OBJECTIVE

• To develop rubrics to evaluate transversal competences and specific skills that students must acquire in small groups teaching.

With this project we will try to get closer to the realities of each of the subjects by working to develop an evaluation tailored rubric, promoting autonomous and collaborative learning and the use of ICTs to search scientific information.

We thought that it is also needed that students can know and participate in the development of evaluation criteria.
METHODOLOGY

• Students and professors will participate in the development of the rubrics.
• A serial of team teacher meetings are proposed.
• The needed information and documentation regarding to the theoretical framework and background of rubrics will be given to professor.
• Information from English to Spanish will be translated.
METHODOLOGY

• With student participation, we want:
  – To make the rubrics more understandable
  – They can be more sensitive to the way of evaluation criteria are measured
  – By having students with information on this topic, the active and responsible participation is encouraged

That is why this innovative strategy will encourage students to participate in managing their own learning processes, improving academic performance and therefore reverse in their education with quality.
METHODOLOGY

• To collect information about student participants’ opinion on the rubrics, a technique of nominal with small groups of students will be carried out.

• Once rubrics are developed they will be shown to the rest of course students to carry out a pilot study to detect the strengths and weaknesses of them.
EVALUATION

• The mechanisms for the implementation of innovations and enhancements designed in each of the subjects as well as to evaluate and monitor them will be based on the development, presentation and use of assessment rubrics of teaching in small groups.

• Tracking of skills acquired (feedfoward) throughout the teaching-learning process will be carried out, culminating in the assessment of these skills through the assessment rubrics designed.
The evaluation system will be carried out as follows:

1. Project Monitoring:
   - Journal of scope for tracking the project
   - Strengths and weaknesses of the learning process
   - Memory of the evolution of the activities carried out

2. Instruments of assessment of the academic performance:
   - Evaluation Rubrics
   - Marks obtained by students in the process of working in small groups
   - Questionnaires to assess the experience and satisfaction of students and teachers