

What is Evaluation?

Evaluation refers to assessing Design Thinking (DT) learning with Emerging Technologies (ET) from multiple sources and diverse angles, such as regarding the students' outcome (e.g., learning, skills and attitudes), the effectiveness of Teacher Professional Development (TPD) in integrating DT with ET, the role of the platforms and infrastructure and other aspects that each stakeholder may think are relevant of evaluation in their context.

Guidelines for Evaluation Component

Think about the evaluation in your context in terms of measures to evaluate students, teachers, and the use of ET in DT activities.

- Check and align the assessment with the learning goals.

Examples: check students' learning goals (and refer to rubrics), reflection, portfolio and documentation of learning activities and digital artefacts to get inspiration for assessment (the same applies for the teacher's aspect, for example, for the evaluation of their PD and the delivery of the teaching practices)

- Evaluate the usability of the tools and the impacts on learning outcomes.
- Evaluate students' DT knowledge, skills and attitudes that are stimulated and enabled with the use of ET during DT.
- Consider the gendered, cultural, geographical and societal effects regarding the use of ET in DT activities as aspects of evaluation.

Collect data from multiple sources relevant to the evaluation in your context.

- Collect data from learning outcomes, surveys and interviews, and Learning Analytics (LA) to systematically evaluate how students' DT knowledge, 21st-century skills and attitudes are stimulated and enabled with the use of ET during DT.
- Evaluate the quality of pre-service and in-service teachers' professional development outcomes based on interviews, focus groups, or other means.

Examples: Consider offering students insight into their learning via the LA dashboard, enabling them to self-evaluate.