Session III: The Importance of Research and Evaluation in Supporting the Learning and Teaching process

انواع التدخل واستراتيجياته في التقييم التكويني: أنشطة مركز التميز في التعلم والتعليم تموزجا

Dr. Nabil Alawi (alawi@najah.edu)
Prof. Hikmat Hilal (hikmathilal@yahoo.com)
Dr. Denise Drane (d-drane@northwestern.edu)

In formative evaluation, evaluators are in constant interaction with stakeholders and are expected to give immediate feedback so that the maximum benefit of activities is achieved. There are certain cases which, if left unchecked on time, can lead to undesirable consequences and perhaps some inconvenience in the learning/teaching process. Excessive and unrestrained intervention may have reversed consequences. Intervention is decided by the type of activity, its duration, and the nature of relationships among stakeholders. In the evaluation of CELT activities, evaluators began from the early stages of planning until the recommendations stage. This research aims at examining intervention types and strategies in formative evaluation of the learning and teaching activities. The researchers use their assessment of CELT activities at An-Najah National University to recapitulate on intervention strategies and types and to make recommendations for future consideration.