

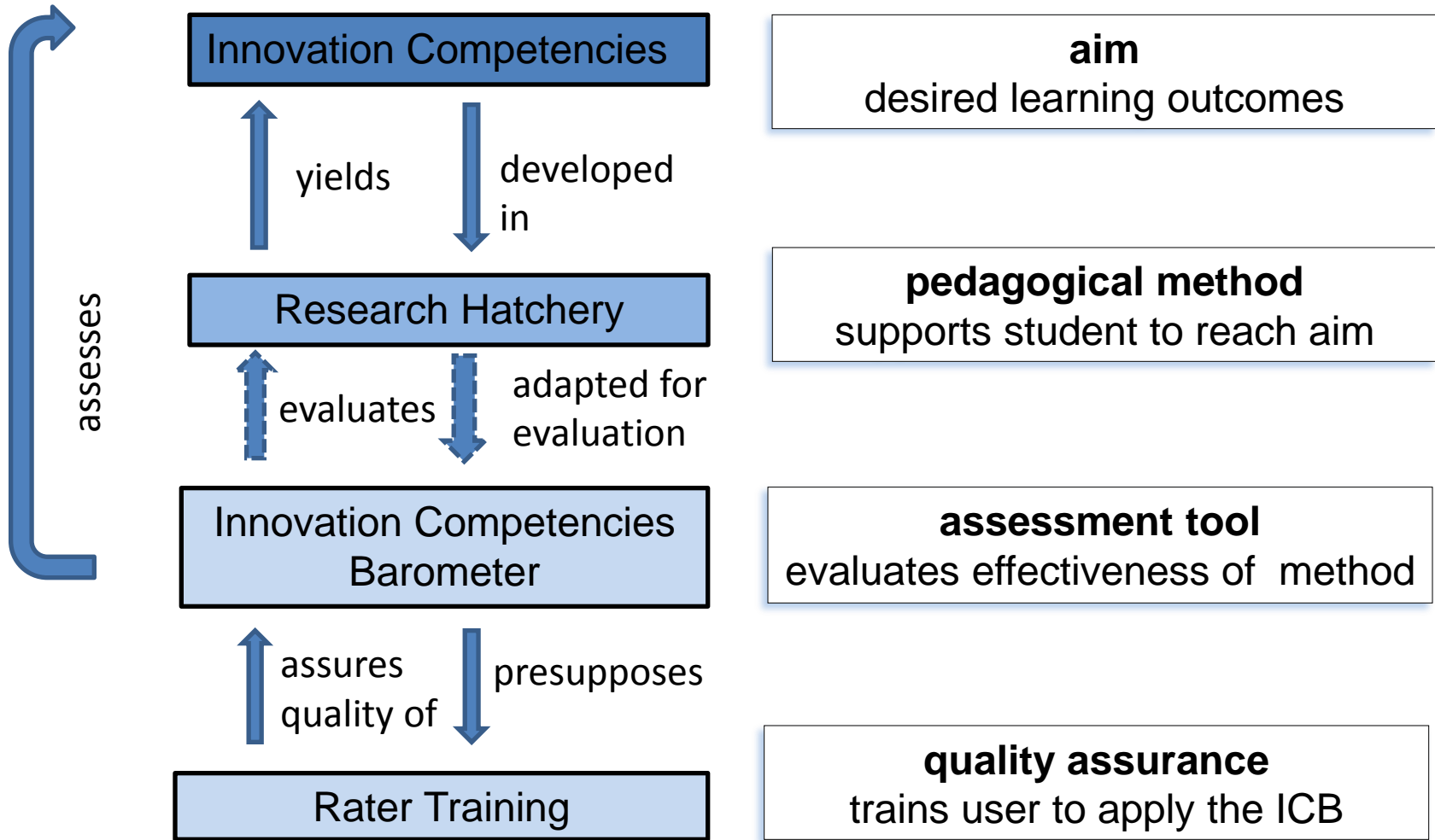
Rater Training for the Assessment of Innovation Competencies Development in Higher Education – First Experiences

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Interviews with Students and Lecturers



INCODE Structure



Research Hatchery: Application of ICB

ICB – framework conditions:

- 3 different assessment versions: teacher-, self-, peer-assessment
- 3 x observation situations of REHA: beginning, midway, end
- Observation of project work during one session
- Assessment according to ICB, comprising
 - documentation
 - quantification
 - qualification

Innovation Competencies Barometer (ICB)

INDICATORS OF CAPACITY / SKILL		0	1	2	3	4	5
INDIVIDUAL							
1	makes proposals appropriate to the demands of the task.						
2	offers ideas that are original in content.						
3	offer s new ways to materialize the ideas.						
4	critically evaluates the fundamentals of contents and actions.						
5	identifies relationships among different components of the task.						
6	approaches the task from different perspectives.						
7	uses resources ingeniously.						
8	foresees how events will develop.						
9	shows enthusiasm.						
10	is tenacious.						
11	takes intelligent risks.						
12	orients the task towards the target.						
INTERPERSONAL							
13	transmits ideas effectively.						
14	listens to teammates.						
15	uses dialogue to establish constructive group relationships.						
16	collaborates actively.						
17	contributes to group functioning.						
18	takes initiatives.						
19	moves others to act.						
20	confronts problems constructively in order to reach a consensus.						
NETWORKING							
21	applies ethical values.						
22	adds social impact to task.						
23	can work in cooperation in multidisciplinary / multicultural contexts.						
25	makes working relationships with actors engaged in local, regional or international endeavors.						

Rater Training - General objectives

A rater training should aim at these goals:

- Familiarization with measurement tool (ICB)
- Improvement of observation skills.
- Reduction or elimination of judgmental biases.
- Improvement of evaluation skills
- Improvement of the ability to give constructive feedback
- Screening of qualified raters

Rater Training: Three approaches

- **Behavioural Observation Training (BOT)**
to become familiar with the complexity of observation processes, and to improve observation skills.
- **Rater-Error-Training (RET)**
to know common rater errors and how to avoid them.
- **Frame of Reference Training (FOR)**
to become acquainted with relevant behavioural indicators of innovation competence and to share a common understanding of performance standards.

Rater Training: BOT

- **Behavioural Observation Training (BOT)**
to become familiar with the complexity of observation processes, and to improve observation skills

Rater Training: BOT

Training Situations:

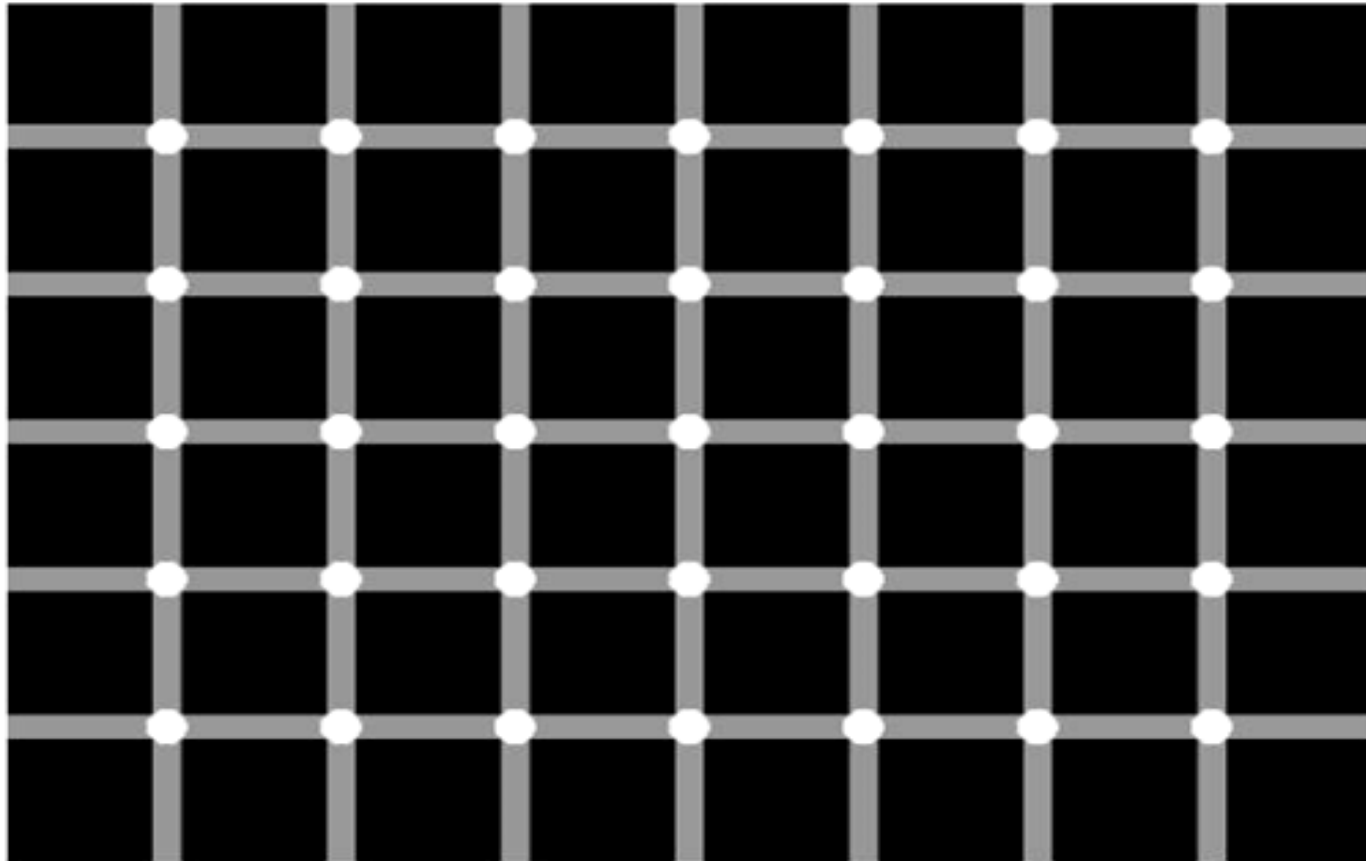
- **Conflict situation**
- **Video (behavioural clues)**
- **Role play (general problem solving competence, scale from 1-10)**

Rater Training: RET

- **Rater-Error-Training (RET)**
to know common rater errors and how to avoid them.

Behavioural Observation Training (BOT)

Count the black dots at the crossings of the grey lines:



Rater – Error - Training (RET)

Rating Errors

intentional

Leniency

Severity

Central Tendency

unintentional

Selective Perception

Similar to Me Effect

Projection

Stereotyping

Personal biases

Projection

Primacy Effect

Recency Effect

Halo- or Horns- Effect

Attribution

Contrast/Context

Rater – Error - Training (RET)

Golden Rules

Be aware of possible biases.	Address each behavior assessed as independent from all other items.	Consider the whole range of behaviour, not the first or the last.
Separate observation from judgment.	When taking notes, record your observations in behavioural terms.	Don't rely on your gut feelings. Respect the scale.
Compare the performance observed to the rating scale, not to other performers.	Evaluate only on the basis of evidence.	Rate performance on each dimension separately.
Do not try to compensate for a near miss on one dimension with a generous rating on another.	Describe specific behaviour rather than describing an individual's personality.	Do not use just a limited range of scores, do use all the scale.
Do not assign average ratings only and avoid using high or low ratings.	Do not rate people more favourably who you perceive as similar to yourself.	

Frame of Reference Training (FOR)

- **Frame of Reference Training (FOR)**
to become acquainted with relevant behavioural indicators of innovation competence and to share a common understanding of performance standards.

Frame of Reference Training (FOR)

- **INCODE Barometer Guide**

Frame of Reference Training (FOR)

Task:

Evaluate the video sequences on the ICB scale and record your justification for your ratings. Use:

- **ICB 2** (“presents creative ideas”) and
- **ICB 13** (“transmits ideas effectively”)

Discuss your results and compare them with expert solutions.

Material:

Video - Apple 12, KdG

Task for the student group on the video:

“Do something inspiring with an apple, a lamp and post-its.”

Frame of Reference Training (FOR)



INCODE Rater Training

Feedback – construction of the training

positive +

- Videos generally useful
- Subtiteling helpful for international groups

negative -

- Large number of items of ICB
- Some videos too short
- Some videos allowing only for too superficial ratings

INCODE Rater Training

Things to be considered 1

Individual level:

Teachers:

- Rating results considered a reflection of own teaching skills.
- Data-base for rating innovation competence not only the behaviour of the students during project group work alone.
- Personal relationships
- Face-to face feed back situations may lead to leniency of the ratings

Team teaching:

- Communication about students: ratings may be influenced by opinions of colleagues.

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Things to be considered 2

Social level:

- Cultural differences?
- Different versions of the training for teacher-, peer-, self-assessment?
- Modularised training for raters with different pedagogical expertise?
- Translation of Rater Training Manual?

INCODE Rater Training

Things to be considered 3

Further Questions and Remarks:

- Always application of the whole ICB?
- Additional monitoring of training sessions?
- Integration of Feedback-Training
- Screening of qualified raters
- Re-training indispensable



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