

OpenQAsS

Open Source **Q**uality **A**ssurance **S**ystem for
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**A draft reminder of teachers' opinion in the
Hungarian event on basic indicators**

iTStudy Hungary Ltd.

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Author: Laszlo Muller

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NOTE to partners: This is just a basic collection of teachers' ideas on indicators drawn at the Hungarian event - to be further systemized later.

Main indicators¹

- **Unified samples for sub items of main curricula:** based on the classic quality management systems: define purposes, specific processes (with priorities); unique process disassembled: continuous monitoring; almost everything is stored in excel format (like e-naplo [e-logbook])²;
- **Internal Knowledge share:** the documents of last year are uploaded to the platform, it's easy to check and use of each other's; currently they are working to a common share, mostly just via e-mail. Common platform: Google Drive; Moodle; KIR [Public-educational Information System];
- **Internal communication:** vocational co-ordination and communication on daily basis, currently just the e-mail works, and via Facebook! after a fashion
- **National curriculum:** both of the last and next years' in one graphical look loads automatically the chosen (e.g. grade, subject), or rather can paste from an earlier one. (Currently every year have to recreate the curriculum « inner process: administration of
- **Tool for strategic planning:** it is varying per school. Operative guide will be appreciated (define purposes) « database?
- **Notifications! updated follow ups³:** just where they stand; marginal notes (e.g. 6 lessons were slipped this year, next year must make allowance for the curriculum)
- **Questionnaires for students-parents-teachers⁴:** yearly through Google Drive (a 5 years for institutes, a 2 years for teachers and yearly for headmasters as well)
- **Subjective feelings of students/teachers on the school:** how many is smiling at put in; how is he/she feeling during lesson, is he/she like the teacher; how many sick days are in a semester, how many teacher has stomach ulcers, etc.
- **Alumni: vocational success and happiness in life⁵:**
 - how many ex-student becomes successful entrepreneurs (take family, happy at work), how much is the recurring financial support?⁶
 - how many student are located successfully/happy: hearing in class reunion, or tracking on Facebook
 - were they take after 5 years? Remain in business or success in other areas?⁷
 - are they remember back anyone? The more the better:)
- **Goals of students and follow up how they were achieved after 1 year:** e.g. entered the college, successfully worked on themselves⁸
- **Relation between input and outcome ... and drop-outs:** changing, exit reasons (e.g. half goes to give birth to girls)

¹ most of these indicators are not collected to databases

² import from different sources is relevant point (excel, e-naplo, Moodle)

³ e-naplo works with only the actual years' data, if they would like seeing the changes the old data must be reloaded (no trends, statistic)

⁴ there is a fear from subjectivity and authenticating problems

⁵ path tracking systems do not work, feedbacks are uncertain (appr. 15 years need to materialize)

⁶ the exam results does not mean much

⁷ they listed so far are not valid in the school of arts

⁸ at travel guide training: how many has foreign language exam?

- **Rate of applicants and admitted students**
- **Added knowledge measurement:** competence assessment yearly – the difference between the two year indicates growth, or rather the same years' between the classes
- **Events (optional, extracurricular):** how many is?
- **Student and teacher committees (existence, ideas etc.):** how many meaningful and successful idea arise?
- **Workshops for talents:** complex talent workshops exist and operate well?
- **Participations at competitions:** how many students, what kind of competition, what results?
- **Help from school:** or even from the school employee
- **Test for atmosphere:** compared to develop into the core? « competency test; teacher case: how do you feel in the school, in your life?
- **Relation with the world of work:** nature and number
- **Rate and level of further education/work:** how many young unemployed exists in the examined profession after half a year?

It can only be measured individually the students in the special schools, there is no common denominator.