

Jury - Assessment sheet

Project:

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Assessment: 0–3; X = don't know; Not true = 0 points; Completely true = 3 points
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On the project in general:

Organisation and media appropriate realization:

Import and thrust of contents: (e.g. comprehensibility of the theme, how the theme is dealt with)

Documentation: Is there documentation available? (details of production process and a short description of the end product of the work)

Can the documentation provided be used by other schools as an aid within the meaning of “Good Practice”?

Catalogue of criteria for assessing the project(derived from the basic regulations for media education):

1. Does the project promote communication skills and powers of discrimination?
 2. Does the project promote creativity and enjoyment of “one’s own creation”?
 3. Does the project serve subject specific ends (contents of specialist classes)?
 4. Does the project lead to critical and reflective use of media?
 5. Which areas of competence were in the foreground during realization of the project?
 - a) technical skills
 - b) ability to structure
 6. Were participants role expectations, communication needs and deficiencies examined?
 7. Were the structures, means of production and design and the effective possibilities of individual kinds of media thematized?
 8. Is there any reflection of the fact that identical content can be presented in different ways and thus have different effects?
 9. Does the project reflect on clichéd representations of social and gender specific roles?
 10. Does the project under consideration combine practical activity with critical reflection?
 11. “Mediums are never neutral containers for information.” – Are terms such as truth and authenticity thematized?
 12. Is the project appropriate to the age of the participants?
Is the project oriented on the experiences and possibilities (the life environment) of the participants?
 13. Were subject specific aspects and subject overlapping aspects of the project linked?
 14. Were the ability to express feelings and thoughts—verbal and non-verbal—improved?
 15. Did the project enable participants experience of making something?
- Supplementary question: Was the experience of making something bound up with cognitive knowledge?

Total points:

Comments: