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THE ASSESSMENT OF PROJECT WORKS AT HIGHER EDUCATION

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Abstract:	Keyword
The current article discusses the main priorities of assessing project works given to students to accomplish at higher education. Mostly project works are evaluated according to language and presenting skills. The author is intended to add other transferrable skills those to improve project works quality and comprehension.	team work, feedback, authentic work, project management, evaluation grid.

Introduction

Project work challenges students to think beyond the boundaries of the classroom, helping them develop the skills, behaviors, and confidence necessary for success in the 21st-century. Designing learning environments that help students question, analyze, evaluate, and extrapolate their plans, conclusions, and ideas, leading them to higher–order thinking, requires feedback and evaluation that goes beyond a letter or number grade. The term "authentic assessment" is used to describe assessment that evaluates content knowledge as well as additional skills like creativity, collaboration, problem-solving, and innovation.

Literature review. Authentic assessment documents the learning that occurs during the project-building process and considers the real-world skills of collaboration, problem solving, decision making, and communication. Since project work requires students to apply knowledge and skills throughout the project-building process, you will have many opportunities to assess work quality, understanding, and participation from the moment students begin working.

For example, your evaluation can include tangible documents like the project vision, storyboard, and rough draft, verbal behaviors such as participation in group discussions and sharing of resources and ideas, and non-verbal cognitive tasks such as risk taking and evaluation of information. You can also capture snapshots of learning throughout the process by having students complete a project journal, a self-assessment, or by making a discussion of the process one component of the final presentation.

Authentic project work should reflect the questions, problems, and needs of the world beyond the classroom. If the work is something that has real value, make sure there is a wider audience for the final product presentation. Having students create web pages to display their ideas and findings enables their products to easily reach a wider audience. If the project deliverable involves an oral presentation, invite peers, family, or community members to attend.

There are numerous ways to define project success, and each of these ways differs based on the kind and scope of the project [2]. Typically, project success is described as the fulfillment of some externally perceived criteria [3]. Criteria, however, refer to a rule or standard by which something is assessed [17]. Project success is traditionally assessed

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based on the three major criteria of the so-called "iron triangle": cost, time, and quality (or scope) [7]. Moreover, even though these ideas are distinct but related to one another, success factors and success criteria have been used synonymously in project management literature. The collection of circumstances and events that help a project to succeed are known as success factors [1], and success criteria are the successful outcomes of projects and are the parameters by which success is measured.

Methodology

Project success as the heart of project management, and the factors that affect it, is a commonly discussed topic in research in project management and it is therefore among the top priorities of PMs and further stakeholders. The understanding of success has changed over the years, with different focus points, as depicted in Table 1

1960s	1970s	1980s	1990s
Technical Performance	Time, Cost, Quality	Customer Acceptance	Organizational and Cultural Impact

The evaluation grid should be used flexibly. There are no rules in the ways of description, and a new column (e.g., sampling method, gender ratio, etc.) can be added when necessary. The important thing is that the way of answering evaluation questions is clearly specified and the effective methods within limited sources are identified. After completing the grid, it is also important to properly reflect the contents of the grid on the questionnaire or a question sheet to actually conduct surveys. In the case that stakeholders are directly involved in evaluation (e.g., joint evaluation with the partner country), they should share the common undertaking of the evaluation methods. By utilizing the evaluation grid as a communication tool, those concerned are able to share the ideas of evaluation. The quality of evaluation can be improved by fully utilizing the views and the experiences of instructors.

Table2 . Evaluation Grid Format.

Evaluation Criteria	Main questions	Subquestions	Basis for judgement	Data Needed	Data Sources	Data Collection Methods
Relevance						
Effectiveness						
Efficiency						
Impact						
Sustainability						
Others						

Moreover, there are some criteria's for good way of assessing of project works in education. According to Atkinson good assessment criteria are:

- Clear and easy to understand as a guide for students

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- Attainable rather than beyond students' grasp in the current place in the course
- Significant in terms of the learning students should demonstrate
- Relevant in that they assess student learning toward course objectives related to that one assessment [1].

To create your grading criteria, consider the following questions:

- What is the most significant content or knowledge students should be able to demonstrate understanding of at this point in the course?
- What specific skills, techniques, or applications should students be able to use to demonstrate using at this point in the course?
- What secondary skills or practices are important for students to demonstrate in this assessment? (for example, critical thinking, public speaking skills, or writing as well as more abstract concepts such as completeness, creativity, precision, or problem-solving abilities)
- Do the criteria align with the objectives for both the assessment and the course?

Once you have developed some ideas about the assessment's grading criteria, double-check to make sure the criteria are observable, measurable, significant, and distinct from each other.

Conclusion. As explained above, the criteria for defining whether a project is successful or not depend on a series of factors related to the point of view, or the moment at which the measurement is made. Future research is needed to further study the reasons behind the lack of success of the projects carried out in the education, to determine and analyze whether they are related to the success criteria evaluated here. Furthermore, to overcome some limitations, this research and approach should be taken further on a greater scale to validate the findings. This might strengthen the factors found or introduce new factors.

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