

Evaluation form Learning diary HELP pilot week Bachelor module



Name student:

Home University:

Criteria	Excellent	Good	Sufficiënt	insufficiënt	Feedback
1. The student is able to reflect on what is newly learned and why did this influence or changed own view on Healthcare logistics	Student demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable.	Student demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable.	Student demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to topics and themes covered	Student demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the course materials. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided	Excellent / Good/ Sufficient / Insufficient Comment by teacher:
2. The student is able to reflect to dilemmas and questions related to what has been covered during the pilot week	Student demonstrates an in-depth reflection on, and personalization of dilemmas and questions related to the course materials. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable	Student demonstrates a general reflection on, and personalization of dilemmas and questions related to the course materials. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable.	Student demonstrates a minimal reflection on, and personalization of dilemmas and questions related to the course materials. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to topics and themes covered	Student demonstrates a lack of reflection on, or personalization of dilemmas and questions related to the course material. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided	Excellent / Good/ Sufficient / Insufficient Comment by teacher:
3. The student is able to reflect on implications and impressions received from the theme/ topic covered during the pilot week	Student demonstrates an in-depth reflection on, and personalization of implications and impressions received from the theme/ topic covered during the pilot week. Viewpoints and interpretations are insightful	Student demonstrates a general reflection on, and personalization of implications and impressions received from the theme/ topic covered during the pilot week. Viewpoints and interpretations are supported.	Student demonstrates a minimal reflection on, and personalization of implications and impressions received from the theme/ topic covered during the pilot week. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when	Student demonstrates a lack of reflection on, or personalization of implications and impressions received from the theme/ topic covered during the pilot week. Viewpoints and interpretations are missing,	Excellent / Good/ Sufficient / Insufficient Comment by teacher:

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	and well supported. Clear, detailed examples are provided, as applicable	Appropriate examples are provided, as applicable.	applicable, are not provided or are irrelevant to topics and themes covered	inappropriate, and/or unsupported. Examples, when applicable, are not provided	
4. The student is able to reflect on how groupwork has been experienced and what his or her part has been in group work and what to do differently next time	Student demonstrates an in-depth reflection on, and personalization of how groupwork has been experienced and what his or her part has been in group work and what to do differently next time. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable	Student demonstrates a general reflection on, and personalization of how groupwork has been experienced and what his or her part has been in group work and what to do differently next time. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable.	Student demonstrates a minimal reflection on, and personalization of how groupwork has been experienced and what his or her part has been in group work and what to do differently next time. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to topics and themes covered	Student demonstrates a lack of reflection on, or personalization of how groupwork has been experienced and what his or her part has been in group work and what to do differently next time. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided	Excellent / Good / Sufficient / Insufficient Comment by teacher:
5. The student is able to reflect on the relevance of the knowledge for his or her own background	Student demonstrates an in-depth reflection on, and personalization of the relevance of the knowledge for his or her own background. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable	Student demonstrates a general reflection on, and personalization of the relevance of the knowledge for his or her own background. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable	Student demonstrates a minimal reflection on, and personalization of the knowledge for his or her own background. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to topics and themes covered	Student demonstrates a lack of reflection on, or personalization of the knowledge for his or her own background. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided	Excellent / Good / Sufficient / Insufficient Comment by teacher:

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<p>6. The student is able to reflect on what is needed to know more about covered topics and themes, and what efforts could be made to find out more</p>	<p>Student demonstrates an in-depth reflection on, and personalization of what is needed to know more about covered topics and themes, and what efforts could be made to find out more. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable</p>	<p>Student demonstrates a general reflection on, and personalization of what is needed to know more about covered topics and themes, and what efforts could be made to find out more. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable</p>	<p>Student demonstrates a minimal reflection on, and personalization of what is needed to know more about covered topics and themes, and what efforts could be made to find out more. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to topics and themes covered</p>	<p>Student demonstrates a lack of reflection on, or personalization of what is needed to know more about covered topics and themes, and what efforts could be made to find out more. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided</p>	<p>Excellent / Good/ Sufficient / Insufficient</p> <p>Comment by teacher:</p>
<p>7. The student is able to write a proper, well-structured and easy-to-read learning diary</p>	<p>Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing.</p>	<p>Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than eight spelling, grammar, or syntax errors per page of writing.</p>	<p>Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are more than 11 spelling, grammar, or syntax errors per page of writing.</p>	<p>Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors throughout the response.</p>	<p>Excellent / Good/ Sufficient / Insufficient</p> <p>Comment by teacher:</p>

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Your learning diary will be graded according to grading in Finnish System:

0 = Failed

1 = Passed (Poor)

2 = Fair

3 = Good

4 = Very Good

5 = Excellent

The following criteria is used:

7 x Excellent = 5

6 x Excellent rest good/sufficient = 4

3 x Good rest Sufficient = 3

All Sufficient, no Good or Excellent = 2

5 x Sufficient, rest Insufficient = 1

All insufficient, no sufficient, good or excellent = 0

Note: If the result is a combination other than the one mentioned above, the assessing teachers will make their own assessment.