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# ICTeEfs

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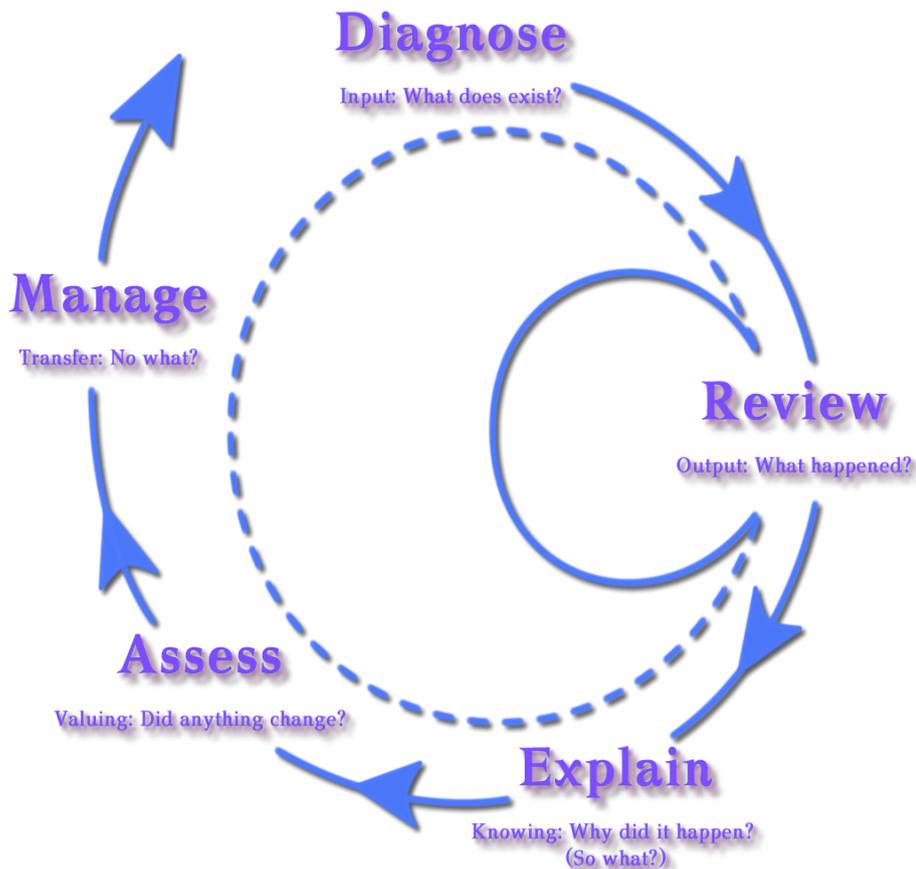
NAME OF UNIVERSITY: .....

COURSE NAME:.....

STUDENT NAME:.....

COURSE INSTRUCTOR: .....

## THE DREAM METHODOLOGY



The **DREAM** (Diagnose, Review/Reflect, Explain, Assess & Manage) is a methodology for course assessment. These processes cover the whole spectrum of the course, that is, what students bring in class before the implementation of the courses (Diagnosing), during the course (Reviewing/reflecting and explaining) and at the end of the course (Assessing and managing). In a way, the DREAM methodology reflects a critical action research process which aims not only assess a course but more importantly to make whatever changes in order to improve it. Through the parts of the DREAM Methodology, the student guided by the course instructor creates a portfolio that he/she has to give back to the instructor at the end of the course. Consequently, the DREAM Methodology is part of the course requirements.

The students' DREAM portfolios must be analysed from the instructor and prepare a report for the whole class. The analysis of the DREAM portfolios will provide very important information that the instructor and the students could discuss and find ways for improving the course.

It is envisaged that the final DREAM report for each course could be a prospective scientific publication if used properly.

## **DIAGNOSE**

Diagnosing previous knowledge on the course can be made by a structured or semi-structured questionnaire and/or through concept mapping. In case you want to use one of these two methods or both, there is need to develop a questionnaire to assess previous knowledge. For publication purposes, it is highly advised to combine both methods. However, the questionnaire needs to be carefully developed and reflect a theoretical background as well as projection of the type of analysis to be done.

In the case of concept mapping, it is important to familiarize students with concept mapping techniques before using it.

**Needless to say, that, diagnosing takes place at the start of the course and preferable the first lecture of the course.**

**Have you ever attended a course on this topic or skill area in the past?**

**Yes..... No.....**

**If Yes, give the title.....**

**Have you ever created a project or written work similar to this course?**

**Have you ever worked in a work dealing with issues similar to the topic of this course?**

**Yes..... No.....**

**If Yes, What are your main responsibilities at work?**

.....

**What do you expect from this course?**

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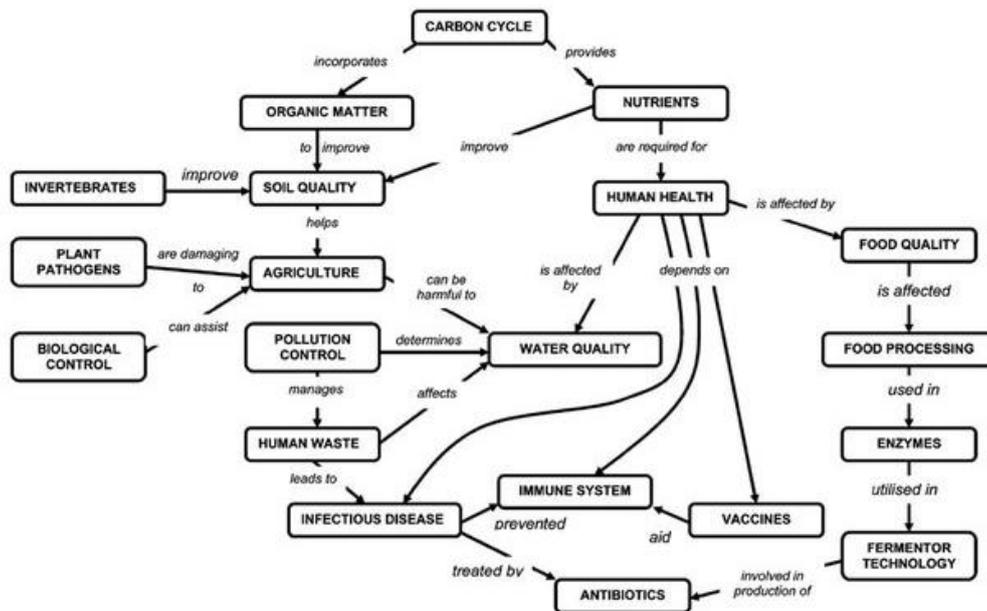
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In this page, you are given an example of a diagram or graphical tool (concept map) that visually represents relationships between concepts and ideas. The lines that connect the boxes can phrases that explain the connections between concepts referring to the key concept in the box.

Write in the middle the title of the course. The title consists of a number of key concepts or words that the course focus. Imagine with what other concepts or keywords the course could be related. See the following example, where the key concept is CARBON CYCLE



## REVIEW/REFLECT

This process takes place when students have completed **half of the total lectures**. The questions to be posed are the following:

**What happened during the half period of your course? (Describe briefly the positive and negative incidents)**

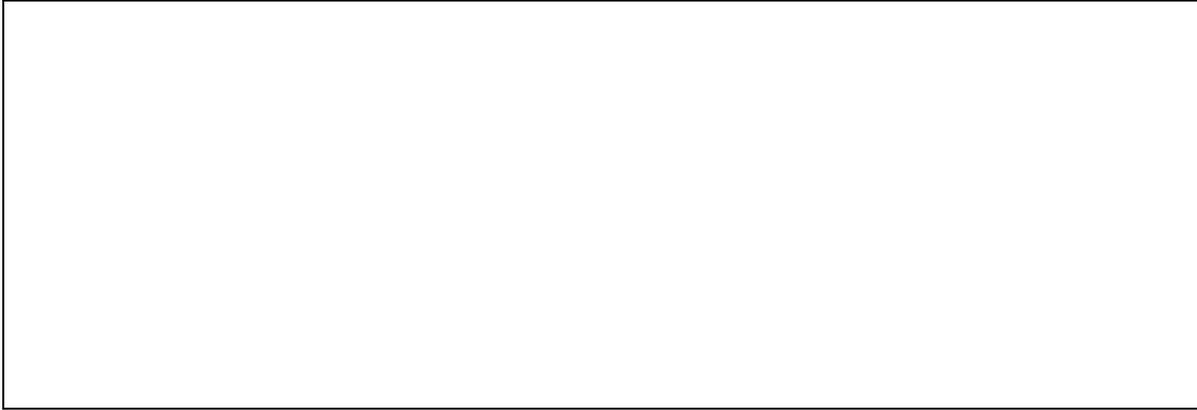
Positive	Negative

**What did you expect and what was different?**

<b>Expectations</b>	<b>Differences from what expected.</b> Here you have to state what was different from what you expected as well as unexpected things that possible happened)

**What was your reaction due to differences in your expectations? Have you or could you suggest anything to improve the course?**

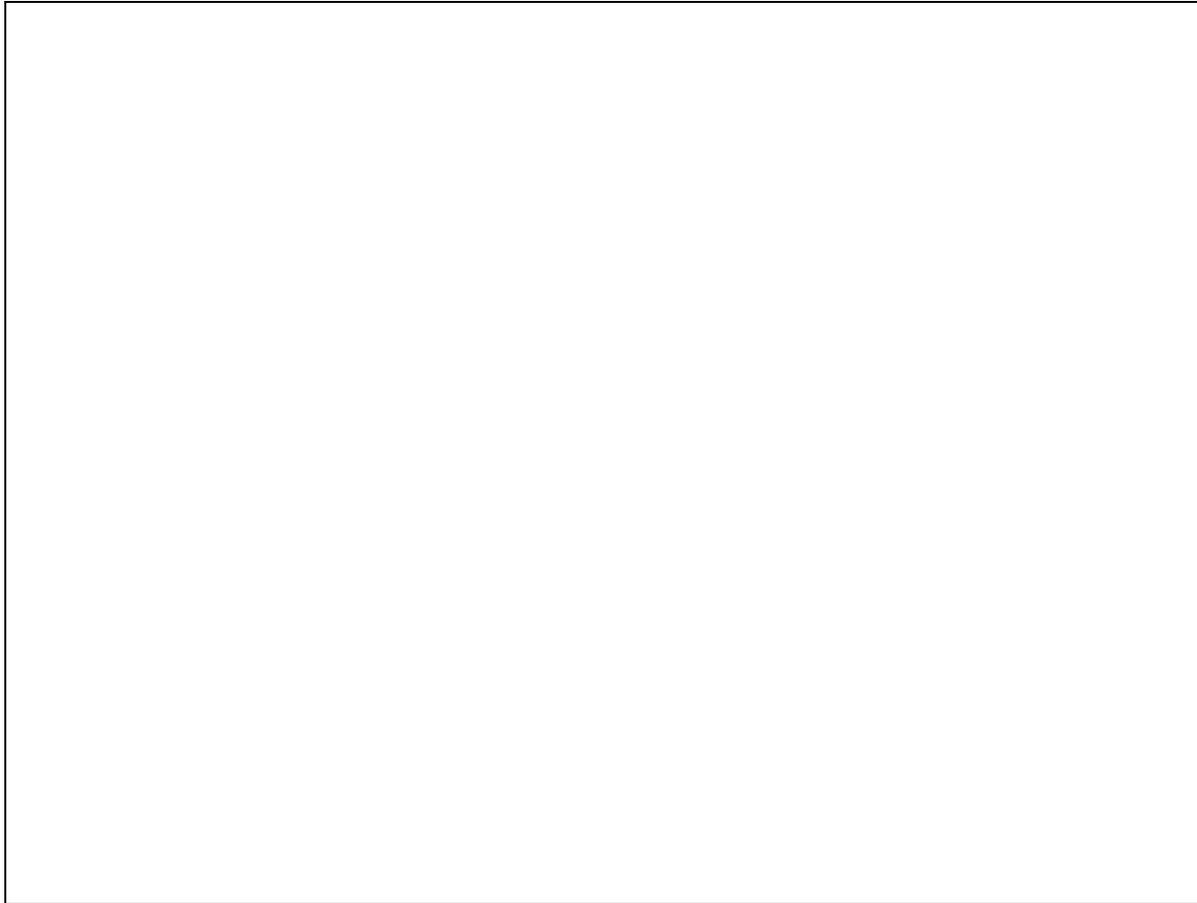
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**EXPLAIN**

This process follows-up the previous questions.

**In case that some of your expectations from the first half of the course have not been in the way you expected, why is it so? How do you explain that?**



## ASSESS

This process should be completed at the end of the course. Preferably at the last day of the course. It usually happens that if these questions are given to be completed t home, students do not do it! Make sure that the assessment of the courses through the DREAM methodology is part of the course. This means that all students are obliged to be part of the assessment. Otherwise, they will not fulfill the course requirements!

**Draw a new concept map in the same way as you have done it in the diagnosing stage.**

**It is also possible to use the same questionnaire you have used in the diagnosing stage with changes in the grammar tense to comply with the timeframe. In this sense, the questionnaire used before functions as a pre-test while the same questionnaire used at the end functions a post-text.**

**What was the impact of what you have learned in terms of?**

- 1) Academic development
- 2) Professional development
- 3) Social development
- 4) Personal development

<b>Impact on your knowledge that contributes to your academic development</b>	
<b>Impact on your professional development that makes you more competent in terms of employment</b>	

<b>Impact on the society you live in terms of turning your community and country more sustainable</b>	
<b>Impact on your personality. In what ways, what learning you have achieved so far has contributed to your personality. How do you feel now?</b>	

**If you would take the same course again, what would you suggest to be different?**



**MANAGE**

This process should also be completed at the end of the course as described above.

**What you can change or how can you apply the new knowledge learned from the course in the future?**



