

Instruments for Students' Self Evaluation

Nelu CÎRNEANU

„Mihai Viteazul” Combat Units Training School, Pitești, România

Toma PLEȘANU, Mirela PUȘCAȘU

“Carol I” National Defence University, Bucharest, România

cirneanu_nelu@yahoo.com, tomaplesanu@yahoo.co.uk, mrl_puscasu@yahoo.com

Having in mind that quality is realized at the level of main educational relationship, it is obviously understood that the first main way of evaluation, analysis of the quality is the school itself. Evaluation of education quality within „Mihai Viteazul” Combat Units Training School Pitești, is based on three main processes: internal quality assurance, quality control and external quality evaluation. Taking into account evaluation as general method of evaluation and interpretation of the training process it was drawn up the Model of evaluation of educational quality at the school level. The way by which students' competences are formed, as they are presented in the “Graduate Model”, is realized according to the standing operation Procedure which concerns students' evaluation. Changing the role of student from passive one to an active one within the training process, this becoming one who has equal rights within an educational relationship which is based on a “pedagogical contract”, needs the improvement of self evaluation importance, this one becoming the main element of the evaluation strategy. The paper presents the main instruments of student's self evaluation that are used within tests in the 2006-2007 education year, the new Conception concerning development of the new educational curriculum in „Mihai Viteazul” Combat Units Training School of Pitești.

Keywords: *self evaluation, student role, quality assurance, evaluation of educational quality.*

1 Development of students' self evaluation capacity

Development of the educational curriculum based on the model focused on competences within „Mihai Viteazul” Combat Units Training School, Pitești implied evaluation conception as a process of regulating – self regulation of learning.

This conception which was considered as formative evaluation, has as main purpose student's own learning. This way, evaluation concept is strongly associated with self evaluation.

Changing the role of student from passive one to an active one within the training process, this becoming one who has equal rights within an educational relationship which is based on a “pedagogical contract”, needs the improvement of self evaluation importance, this one becoming the main element of the evaluation strategy. Within concept testing in the 2006-2007 education year, within career courses, for officers, warrant officers and non commissioned officers from infantry, mountain troops and

tank and driving specialties, instructors used different methods of students' self evaluation capacity:

1. Presentation, in the course beginning, of competences, performance criteria, application conditions and subject for evaluation.
2. Within evaluation the students gave themselves marks which were negotiated together with the teacher and their colleagues, the instructor being forced to bring arguments and emphasize the correctness or incorrectness of the anticipated appreciations.
3. Giving, by instructors, a 10% bonus from the total score got by students in the following situations:
 - a) they helped to quality assurance of education activity;
 - b) team leadership between NCOs and officers.
4. Presentation of an evaluation which the group realized in advance for each member obeying the following criteria:
 - a) group competences recognition;
 - b) own mistakes recognition;

- c) taking the role within the group;
 - d) settlement and establishment of an atmosphere which encourages debates and discussions based on mutual trust and respect.
- If the group presented an evaluation, the final score got by each of them was calculated as a mean between the score which instructor

gave to the group ($\frac{3}{4}$ of that mark) and the score given by the group to each member ($\frac{1}{4}$ of the mark).

5. Students' evaluation by the students with the help of the *Evaluation records of students by the students*.

Evaluation record of students by the students

Course	Name	Tank Staff Officers
	Code
	Period
Group	
Module	General and tactical training	
Subject	Leadership	
Topic	Command and control, attribute of battalion Staff	
Lesson	Counseling	
Training lesson	Counseling for taking part on mission within operational theatres.	
Instructor	
Evaluated group	
Organizational method	Practical lesson	
Date and place	
Lesson time	
Person who evaluates	

This evaluation record, if you complete it seriously, will help your colleagues to counsel efficiently subordinates. Evaluation results and comments made by you won't be presented to the evaluated group. Be as objective as possible so that future leaders may act as efficient as possible.

Write each criteria with points between 1 and 5: 1 = inadequate; 2 = mediocre; 3 = satisfactory; 4 = good; 5 = very good in the table below. After giving marks, make relevant comments.

Characteristic / feature	Score	Comments

Characteristic:

1. Active listening:
 - Visual contact, body position, nodding, face countenance, leader oral attitude.
2. Questions answers:
 - Did the leader answer subordinate orally as well as non orally?
3. Asking questions:
 - Were there too many questions which emphasized the difference between authority that exists between leader and his subordinate, making the latter one have a passive at-

titude?

- Were the questions well asked so that to encourage and develop the answer?

4. Counseling training:

- Was the place where the lesson took place the right one?
- Was there a good atmosphere for counseling?
- Was the information well organized?

5. Beginning of the counseling lesson:

- Was there a good, relaxing atmosphere which was necessary to encourage communication on both sides?
- Did the leader announce clearly the counseling lesson purpose?

6. Problems analysis:

- Did the leader understand subordinate's problems?
- Did the leader encourage subordinate through positive appreciation of the results so far?
- Did the leader allow subordinate to present in detail what he has to say?

7. Issuing the action plan:

- Were methods for the result identified in order to realize the right result?

- Did the leader present subordinate what does he have to do in order to accomplish the objective which were settled within counseling lesson?
- Were terms, simple, concrete phrases used without allowing interpretation?
- Is the plan clear, and with objectives that can be realized?

8. Recording and ending of the lesson:

- Were the main elements of the lesson re-vised?
- Is the leader sure of the fact that subor-dinate has understood the action plan?
- Did the subordinate and leader settle to-gether the following measures in order to ap-ply the action plan?
- Has the leader plan a new counseling les-son?

General questions:

1. What was the main point of the presenta-tion?
2. What was the weak point of the presenta-tion?
3. According to you, are the group members prepared to plan, organize, carry on and eva-luate the counseling process?
4. What could the group members do in order to improve subordinate counseling competences?
5. Do you have any other ideas concerning counseling lesson which took place within the group?
6. General mark:

Signature

2. Instruments for students' self evaluation

Within concept testing, students' self evalua-tion was realized at the end of each training module with the help of *Self evaluation records*, which in order to have a real signifi-cance for student's formation, were valo-rized as follows:

- comparison between information got by the instructors through the help of other addi-tional methods;
- introduction in the student's portfolios.

If you complete seriously, this self-evaluation record will help you get involved actively and passively in your education. Self-evaluation results and your comments will be a real support for the instructors who evaluate.

Self-evaluation record

Student		
Course	Name	
	Code	
	Period	
Group		
Module		
Instructor		
Date		

The final mark which you got will be calcu-lated as a mean between the mark given by the instructor to the group (3/4 of mark) and the score given by you (1/4 of mark). Be as objective as possible as future, leaders, to be able to act properly.

Write each criteria with points between 1 and 5: 1 = inadequate; 2 = mediocre; 3 = satisfactory; 4 = good; 5 = very good in the table below. After giving marks, make relevant comments.

Characteristics / feature	Score	Comments
1. Education performances		
2. Interest for own training (self-training)		
3. Initiative		
4. Team spirit		
5. Responsibility taking		
6. Participate in group dis-cussions and debates		
7. Progress which was made		
8. Subject		

General questions:

1. What competences have you formed with-in this module?
2. What were the steps which you took in order to realize efficiently the task you re-ceived?
3. According to your opinion are you prepared to accomplish the performance criteria specific to this module competences?
4. What were the difficulties that you had within this module?
5. How do you think you'll be able to im-prove performance?
6. General mark:

Signature

3. Conclusions

1. Development of the educational curricu-lum on the basis of the model focused on

competences, within „Mihai Viteazul” Combat Units Training School, Pitești, required passing from the classical to complementary methods to evaluate the student’s competences.

2. School doesn’t want to make from evaluation only an instrument for control and also an instrument for formation which students have in order to accomplish his personal objectives and in order to build his own way of learning.

3. Changing the role of student from passive one to an active one within the training process, this becoming one who has equal rights within an educational relationship which is based on a “pedagogical contract”, needs the improvement of self evaluation importance, this one becoming the main element of the evaluation strategy.

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