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Interactive Evaluation – Theoretical and Practical Approaches

Sofia Loredana TUDOR¹

Abstract

The national context in terms of educational evaluation is marked by transition elements regardless of the perspective approach. The last decades brought as a result of the numerous educational reforms, effects on the evolution and on the reconceptualization of teaching-learning-evaluation framework. In this context, we have witnessed the conceptual and operational upgrading of school evaluation, in its relation to teaching and learning, and related to educational closers defined in terms of skills. The present study aims to provide a theoretical and pragmatic analysis of the concept of evaluation in terms of defining its interactive character of this process.

Keywords: interactive evaluation, formative evaluation.

1. Introduction

The place and role of evaluation in a system been in reform, as Romanian pre-university education system is a critical one, even vulnerable. *The evaluation is the culmination of a series of actions such as: the pedagogic goals setting, program design and implementation to achieve goals, measuring learning outcomes, but its status in the triadic relationship teaching - learning - evaluation is fundamental. The essence of the evaluation is to know the effects of the conducted action, because based on the information obtained, this activity can be improved over time* (Potolea et al, 2005, p. 10)

2. A Theoretical Basis of the Theme

2.1. The evolving caractere of the school evaluation

The national context in terms of educational evaluation is marked by transition elements regardless of the perspective approach. In the past decade it has produced a strong conceptual modernization. The concept was

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enriched and diversified by the appearance of many new concepts and changing/ updating traditional. From this perspective we identify the pedagogical literature definitions of "old" that focus on measuring student outcomes; PPO definitions (pedagogy by objectives), which interprets the evaluation in report with the educational objectives; the definitions of "new" in that the evaluation is approached as appreciation, issuing value judgments about what he learned and how he learned the student.

We also assisted in modernizing of the "objective" of the educational evaluation. At the present time, the accents are on the skill assessment of students, not just scientific skills; assessing knowledge, skills and attitudes reflect students' ability to continue to learn throughout life, to apply what they learn outside of school, evaluating their own choices and decisions.

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The modernization of evaluative functions and strategies, though is not bringing new conceptual elements, experienced a reorientation in terms of developing the regulatory function of assessment in line with the general trend to prioritize the interactive and formative evaluative strategies centered on the learning process, on the educational objectives in terms of skills and relative to each student.

Lastly, we recognized assessment tools modernization, the reference system gamma was multiplied in favor of qualitative evaluation criteria, in agreement with movement of the emphasis on the skills assessment; in this direction, the types of items/ evaluation indicators diversified, to allow an optimum measurement of student skills.

2.2. Interactive evaluation as skills-centered evaluation

The European Commission introduced the 8 key competences of the European system for lifelong learning, which is a combination of knowledge, skills and attitudes appropriate to each context. They are especially needed for the formation of fundamental values, such as personal development,

social inclusion, active citizenship and employment (http://www.europass-ro.ro/pagina/cadrul_celor_8_competente_cheie).

In the spirit of these values, education prepares graduates for (http://www.europassro.ro/pagina/cadrul_celor_8_competente_cheie):

- communication in native language - (listening, speaking, reading and writing)
- communication in foreign languages - intercultural mediation
- mathematical skill (solving different problems in everyday situations) and basic skills on science and technology (explaining the world around).
- digital skill - the use of information and communication technology (ICT);
- the ability to learn the learning process - man's ability to track and organize their own learning
- the social skills (social and professional life) and civic (active and democratic participation of the people;)
- the sense of initiative and entrepreneurship - the ability to plan and manage projects
- cultural awareness and expression - cultural expression (music, theater, literature and visual arts).

In this context it was absolutely necessary the transition from the centered on the assimilation of information education to the focused on skills training education. More broadly, the centred on skills evaluation coordinates are:

- switching from measuring student's efficiency to measuring student's progress;
- achieving a genuine assessment of the personal learning process;
- the criteria evaluation of the progress in personal and professional development, in relation to other indicators for measuring the efficiency of the educational process - critical thinking, creativity, initiative, problem solving, risk assessment, decision making and constructive management of feelings);
- respect for the inter-individual differences in evaluation;
- the development of self- evaluation capacity;
- the correlation of learning outcomes with the learning process analysis of students motivation, of the interactive relationships.

2.3. The interactive evaluation - conceptual delimitations; practical approach

Currently, due to the evolution of pedagogical paradigms, which emphasizes the role of the student in the didactic activity (constructivist paradigms and socio-constructivist) the evaluation gains new dimensions.

The pedagogical literature identifies the following meanings of the concept of interactive evaluation:

- it's a type of assessment that is adapted to the STUDENT: compliance of the differentiation and individualization, diversified educational activities appropriate for the psychological peculiarities of the individual, by differentiated workloads, by compliance his own rhythm, by harnessing the skills, interests, personal preferences; (Manolescu, 2013)

- by reference to the didactic activity, the formative assessment provide training / development of students skills in relation to teaching and learning; the interactive evaluation measure, assess, adjust, motivate, it has strong effects on learning and the students' personality; Also, interactive assessment measures the performance of the teacher teaching

- from a methodological perspective, the concept analysis is done today in several dimensions dichotomous, primarily through dichotomy with the summative evaluation.

	Evaluation			
INTERACTIVE evaluation		SUMMATIVE evaluation		
↓		↓		
<i>Continuous/ during didactic process</i>		<i>National evaluations/ national exams</i>		
↓		II-nd grade	IV-th grade	
To know → to know to tell → to know to do → to know to be → sti sa		VI-th grade	NATIONAL EVALUATION	BACCALAUREAT
↓		↓		
Framework competences/ specific for the disciplines		Performance standards on curricular cyclescycles		

Fig. 1 INTERACTIVE evaluation - SUMMATIVE evaluation

Micro analyzed, at the learning process level, at the evaluative strategies involved in teaching process level, the interactive evaluation is relating to the objectives or competence units formed. The classical structure of the design of a teaching activity - from the derivation of the framework and specific skills and formulating the operational objectives, which are defining the concrete situation of teaching/ learning for the transmission of a teaching content (transmission of knowledge, skill, practical/ intellectual skills, the consolidation of knowledge, abilities, skills, intellectual capacity training - argumentation, interpretation, creativity logic action) highlights the role of interactive evaluation to identify the progress of the behavior provided by the operational objective.

It is an assessment in small, successive steps, performs a continuous, operational feedback of the teaching activity, the teacher needs this feedback to continue routing learning activity. The teacher has the role of identifying strengths and weaknesses of educational approach, to detect the learning mistakes and improve them – „detect faults and correct them ”

Fig. 2 The structure of educational approach**2.4. The interactive evaluation is a formative evaluation**

The interactive evaluation, by the powerful impact on teacher and learner, acquires a strong formative character. From this perspective, the evaluation is seen as an effective way of achieving a self-regulated learning, is an made by the student formative evaluation on its own learning process for managing and correcting his own mistakes.

Fig. 3 Evaluation: purpose, teacher roles, student roles**3. Discussion and conclusions**

Skills training by creating complex learning situations that determine the mobilization and coordination of knowledge, skills and attitudes requires

finding relevant evaluation situations and strategies. (Potolea et al., ***, p. 42) The centered on skills assessment activities is an effective way to find if the skills of the students have passed from the theoretical plan to the application one.

Thus, the evaluation of skills is prescribed by several dimensions (Potolea et al, 2005, p. 42):

- to observe the student during work and to establish the indicators that prove the presence of the competence, the level of its development, progress, to achieve a "balance of powers" (P. Perrenoud);
- Issuing a value judgment about all the skills components, the mobilized acquisitions, and their synergies;
- will be pursued what the students knows to do, the obstacles they encounter, knowledge and schemes they operate, what it lacks for identifying and solving difficult problems.

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