

Planning, Design and Evaluation Activities – A System to Develop Students' Gnostic Approach

Natalia NASTAS^{1,3}, Valerii FILIPOV², Ecaterina LUNGU³

¹ *“Dunarea de Jos” University of Galati (ROMANIA)*

² *“Alecu Russo” Theoretical High School Cojusna (MOLDOVA)*

³ *State University of Physical Education and Sport Chisinau (MOLDOVA)*

Abstract

The portfolio has an important role in the educational process for all subjects of study in the university system, being justified by the need to measure the efficiency of the training process, in order to obtain relevant information on student results. The portfolio provides the necessary feedback to all those involved in education, representing a set of actions and operations, which creates a good mood and awakens the motivation to research, discover and acquire new content independently or through cooperation. An important component of the modernized curriculum is assessment, which must pursue a dual purpose: control and guidance. The evaluation will be carried out by the teacher during all the activities of the educational process and will target not only the competences formed, and knowledge in terms of information but also competences, capacities, qualities and attitudes. The purpose of developing the portfolio resides in confirming the fact that is provided in university curricula and the didactic projects developed by the teachers, are being mastered by the students as well. The portfolio is made in a certain context, which depends very much on the age of the one who prepares it, on the specifics of the discipline, on the taxonomic level of the factors that determine the choice of the didactic strategy by the teacher (objectives/purposes, level of motivation, quantity and complexity of the contents didactic, the level of education of the students, the reserved time, the previously applied didactic strategies and the professionalism of the teacher.

Keywords: teaching, education, portfolio, self-evaluation, communication

1 INTRODUCTION

The portfolio provides summary schemes, models, and practise algorithms to students and teachers, serving as a work tool in the auditorium and at home. Using it daily will help to consolidate knowledge, systematise concepts and theories, and broaden the scientific horizon.

Assessment is an important component of the modernised curriculum, as it must serve two functions: control and guidance [3, 5].

It is recommended to use the following types of assessment to observe student performance and identify difficulties and gaps in the educational process:

1. Initial evaluation;
2. Current evaluation;
3. Final evaluation.

The questionnaire, composition, essay and interview will be used in the initial assessment and will serve as the foundation for the subsequent effective development of the educational process.

The current evaluation seeks to assess the outcomes of subjects throughout the educational process (at each lesson). It provides feedback to the teacher, on which the didactic process is adjusted to meet its objectives.

The final evaluation occurs after each section of the curriculum has been completed, either at the end of the semester or at the end of the academic year.

We will mention that evaluating educational objectives related to the development of cognitive skills, and some capacities, necessitates the use of non-traditional evaluation methods such as:

- Project;
- Investigation;
- Self-evaluation;
- Portfolio.

The portfolio is a complex assessment tool that incorporates the results of other assessment techniques (oral, written, practical tests, systematic observations of school behaviour, projects, essays, and self-evaluations). The portfolio functions as a student's business card, tracking their progress from one learning unit to the next, from one semester to the next, and from one school/university year to the next.

The portfolio's purpose is to confirm that what is provided in school and university curricular programmes, as well as didactic projects developed by teachers, is well-known and mastered by students. The portfolio is created in a specific context that is heavily influenced by the age of the person preparing it, the specifics of the discipline, and the taxonomic level of the factors that influence the teacher's choice of didactic strategy (objectives/purposes, level of motivation, quantity and complexity of the contents teaching methods, level of educating the students, reserved time, previously used teaching strategies, and the teacher's profession). [2, p. 95].

2 METHODOLOGY

The methods of research: Pedagogical observation, benchmarks/concepts reflected in the works of researchers from various times and contemporary authors; theoretical analysis; generalisation of bibliographic sources with a scientific-methodological character, empirical data, and materials from the Internet were used during the study.

For example, in theoretical physical education lessons with high school students or English language lessons with SUPES students, special attention is paid to individualization of learning, which contributes to the valorization of students' efforts.

In this context, the following techniques are used:

Individual worksheets (development, self-training); individual instructional tasks (different subjects from the curriculum, attractive differentiated thematic essays that must correspond to students' intellectual development; individual training (meditations, consultations, etc.).

3 RESULTS

The learning and assessment activity provides students with opportunities to develop and demonstrate progress in the formation of motor skills, cognitive abilities, and other areas that will lead to Ego self-affirmation.

A portfolio will contain the following items:

1. The outcomes of the students' activities:
 - various essays, summaries, reports, and so on topics from the study discipline's curriculum:
1. Healthy lifestyle (fifth grade);
2. Dangerous to human health factors (fourth grade)
3. Man's physical development in harmony (seventh grade);
4. The Olympic Movement in Moldova (ninth grade);

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5. Human health and hypodynamia (tenth grade);
6. Development of professional vocabulary and its application in various communication situations (SUPES students);
- 7 Cultivating dictionary skills for the purpose of translating specialised texts from various bibliographic sources (SUPES students);
 - evaluation tests;
 - biographies of some sports personalities;
 - photos of Olympic athletes accompanied by brief comments, etc.
 - brief essays of a general nature that are not part of the curriculum;
 - photocopies of certain lessons
 - formulas for assessing the level of effort capacity, assessing individual HR during physical effort;
 - interviews conducted by students with Olympic athletes;
 - videotapes containing practical, individual, and group activity, and participation in sports celebrations.

The teacher determines the content of the portfolio, but the student is free to include materials that he or she believes are necessary and best represent him or her. In general, the portfolio validates the students' knowledge and abilities.

In order to determine the purpose of a portfolio, the teacher, in collaboration with the students, must first answer several types of questions:

What are the facts, laws, and theories assimilated in this chapter? (theme, training sub-skills)

What should students be able to do (recording observations, creating a problem situation and solving it, structuring an argumentation or interpersonal communication within student-student, teacher-student, and student-teacher relationships)?

The portfolio's purpose is also determined by its destination or recipient (person, student, or institution), as a value analysis will be issued to the student based on it.

The coordinates for writing an essay

The essay is a literary composition or a study, through which the author presents his point of view on a problem.

Essay plan:

Establish the component parts of the essay.

- to form in advance (on a draft) the idea (message) that will be developed in the essay.
- to know that a good plan rests on 2-3 essential moments.
- to present their own opinions, but also referring to other opinions.

Introduction:

- to outline and specify the problem in the statement.
- to highlight the importance of the problem.
- to find a suitable starting point.
- the way to approach the problem is to break down the ideas from the essay's compartments.
- to not turn the introduction into a summary plan.

Contents:

- to develop the parts of the work according to their importance.
- the ideas of one compartment should not contradict those of other compartments.
- distinct paragraphs should be replaced by distinct ideas.
- at the end of a paragraph, to prepare the introduction of the next paragraph.

Conclusion:

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- to propose one or several solutions.
- to be expressed in clear terms.
- to suggest a fresh idea.
- contain at most 2 sentences.
- it should not be categorical, but only as a variant, with possibilities of completion [4].

The portfolio will serve as an evaluation tool for the teacher (a cumulative portfolio model as a source of information) or as a self-evaluation tool for the student, which can include relevant moments of his/her progress; and as an evaluation tool for parents, with the portfolio containing the student's best products.

As a result, some experts believe that the portfolio has numerous applications that are directly related to the purpose for which it was designed [3].

The context is another important aspect of the portfolio that must be considered when creating it. Dimensions of this concept can include the students' ages; the specifics of the discipline: their needs, abilities, and interests, and so on.

The portfolio's design incorporates both the purpose and the context, which have already been mentioned.

The most important decision in portfolio design is the one aimed at its content, the identification of representative elements for the student's activities.

Another critical decision in portfolio design is related to:

The number of subjects and sub-competencies that must be included in the portfolio; how they will be systematised; and who will make the selection (a possible variant: the teacher describes the content requirements of the portfolio, and the student chooses the samples they consider representative).

Significantly, the entire portfolio content is related to certain standard requirements that were clearly formulated at the time of design and were known before its actual realisation.

The investigation of student products, which usually go unnoticed in the evaluation act, is an important function of the portfolio, serving as an incentive to carry out the full range of activities (not only the preparation for knowledge tests).

Each of the portfolio's constituent elements is evaluated at the time. If a global evaluation of the portfolio is desired, clear evaluation criteria must be established and made available to students before they begin designing and completing the portfolio.

The formative functions of the portfolio as an evaluation tool are as follows: It allows the teacher to obtain milestones and gather information on the progress of the student's activity, thus allowing him to show what he knows in a variety of contexts and situations; It provides the teacher with an up-to-date picture of students' performances and a picture of the general profile of students' knowledge.

This assessment method has been used for several years at the "Alec Russo" Theoretical High School in Cojusna village, Straseni district, as well as the State University of Physical Education and Sport in Chisinau (SUPES).

The evaluation and self-evaluation of students' results is an integral part of the educational process, both in physical education in high schools and in foreign languages taught at SUPES and is an important and difficult aspect of special didactics in the Republic of Moldova [1, p. 12].

Increasing the formative weight of assessment methods entails combining all forms and techniques of assessing students' cognitive and affective skills.

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As a result, the portfolio is a technique that must be used in the educational process for knowledge consolidation, cognitive skill formation, and evaluation. The portfolio reflects how well-formed the student is conceptually in various subjects; it contributes to the examination, appreciation, and objective marking of school results in order to reduce the risk of error. The use of a portfolio in the educational process accelerates the acquisition process, captivates students, increases work efficiency, and arouses interest, will, and desire to learn as much as possible [4].

Findings. The use of the portfolio in the instructional-educational process increases the formative weight of continuous assessment methods while also improving all forms and techniques of checking cognitive results. Similarly, we have observed that the use of our methodology, we mean the Portfolio of Student is the acquisition process, increases work efficiency, forms motivation, interest, will, and love to know as much as possible.

4 CONCLUSIONS

The portfolio is a collection of actions and operations that create a good mood and awaken motivation to research, discover, and acquire new content either independently or collaboratively. Students improve their attention, logical thinking, perception, and memory skills through the portfolio. Students must be creative as well as serious when developing their portfolios.

The portfolio can be used in both physical education and modern language lessons, considering the age of the students, their level of interest, and their cognitive preparation. Students' intellectual efforts must be stimulated, encouraged, and objectively evaluated in order to mark the subjects' performances obtained during the educational process.

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