

Pedagogical Support in the Form of Educational Audit

NF Efremova* and AA Huseynova

Federal State Budgetary Educational Institution of Higher Education, Don State Technical University, Rostov-on-Don, Russia

***Corresponding Author:** NF Efremova, Federal State Budgetary Educational Institution of Higher Education, Don State Technical University, Rostov-on-Don, Russia.

Received: December 15, 2020; **Published:** February 27, 2021

Abstract

The need to identify the progress of individual achievements of schoolchildren in the educational process requires the development and introduction of new forms of evaluative activity. It is shown that authentic assessment for school practice is a very complex process that requires special training of teachers and the creation of an appropriate base. This problem can be solved in the form of organizational and methodological support for teachers by external professional centers that provide independent assessment on the basis of an educational audit.

Keywords: *Educational Results; Assessment; Quality Assurance; Teacher Support; Educational Audit*

Introduction

Recently, the data of educational statistics of various projects for assessing educational achievements have become the basis for the formation of ratings and monitoring. These assessments are carried out centrally “from above” by orders of the educational authorities according to uniform schedules. The results of the final state exams come after graduation, and the results of other centralized mass assessment procedures are received with a time delay and do not meet the needs of the educational situation and cannot influence the adjustment of the current educational activity. They, as a rule, provide integral information about the achievements of educational organizations in different subject areas. In most cases, generalized statistics are used to identify the weak and strong educational systems and to make administrative decisions. However, these results are not suitable for the formation of school monitoring of individual achievements of students, operational adjustment of the educational process, based on the analysis of individual achievements of students at different stages of training, management of their current educational activities.

At the same time, both those and other assessment procedures pose for teachers the task of preparing schoolchildren not only for mastering the content of subject areas, but also for their readiness for the technologies of standardized assessment activities. Therefore, after the introduction of state exams, the needs of general education organizations in preparing schoolchildren for independent assessment increased.

In management theory, improving the quality of any activity, including educational, is associated with the need to establish reliable feedback, objectivity of control and reliability of assessment results through the development of mechanisms for reflecting on what has

been achieved and developing long-term planning for the next stages. It should be noted that the guarantee of the quality of education is provided by high-quality learning conditions, a high-quality educational process and, which is very important, a high-quality assessment of its results, which requires an increase in the culture of teachers' assessment activities. However, the qualification of a teacher does not provide for his deep readiness in the field of theory and practice of pedagogical measurements and knowledge of the features of modern assessment technologies. Revealing the latent characteristics of students is a rather difficult task, the solution of which requires special training for the developers of pedagogical assessment tools and the availability of software and tools for processing materials. This includes ensuring validity (compliance with the stated learning and assessment objectives), reliability (use of standards, indicators and criteria of achievement), fairness (equal opportunity), developmental character (directions for improving results), timeliness (providing prompt feedback) and efficiency (saving time student and teacher). The development of such a toolkit not only requires certain qualifications but is time consuming and expensive.

A contradiction has developed between the intensively developing system of state certification of graduates and the state of pedagogical practice, using mainly traditional methods of control in the educational process. Performance-based learning management can be effective if it is based on reliable assessments. However, the majority of teachers are not ready to provide the assessment process with high-quality assessment materials in a standardized form. All of these tasks are too difficult to solve in school.

External influences make changes in educational practice and control and evaluation activities, demand from teachers more and more complex and multifaceted responsibility for learning outcomes. And, first of all, to obtain objective information about the preparedness of students, it is important to take into account the key values of modern assessment. Secondly, in the school environment, as a rule, it is difficult to ensure information security of assessment materials and primary results. Thirdly, at school the evaluation process is not free from the teacher's subjectivity.

One of the urgent problems of modern pedagogy is brought to the fore - the use of innovative methods of authentic assessment of schoolchildren's educational achievements by means of standardized testing. Its results are capable of providing a systematic analysis of objective data on the achievements of schoolchildren, monitoring and prompt diagnostics. Of course, in the educational process, copyright materials and various forms of control are necessary and should be. These are oral polls, tests, essay writing, project solutions and much more. However, the practice of state final certification of graduates shows that without preliminary preparation for standardized assessment procedures, even a high level of preparedness of a graduate in the substantive part of the subject area may not give the desired result in the final certification.

Novelty

One of the ways to provide interested parties with prompt, objective and necessary information about the preparedness of schoolchildren is independent assessment in the form of an educational audit [1-3]. An educational audit can be defined as an assessment of the results of educational activities by professional structures that have conditions for assessing by pedagogical indicators, subject to the norms and rules of standardized assessment. One of the main requirements for an audit is impeccable honesty, independence, appropriate professional training and the use of reliable assessment tools and procedures, ensuring information security of assessment materials and primary results. Its purpose is to express an opinion on the reliability of the achievements of students, to ensure trust on the part of consumers: students, teachers and parents. The audit does not replace the control on the part of educational authorities, it is not obligatory for the execution of its instructions and is carried out at the request of individual consumers or at the request of educational institutions.

Centers for assessing the quality of education are starting to operate in some regions with varying degrees of activity and professionalism. For this, appropriate conditions are formed in them: personnel, material and technological base, software and instrumental environment, banks of assessment tools, necessary communication channels. Over the past years, our center has become a professional structure that provides organizational and methodological support to teachers in the operational diagnosis and adaptation of graduates to the technologies of final certification. Such preparation of schoolchildren does not begin at the final stage of schooling, but after graduation from primary school. Educational institutions interact with the center with varying frequency, determining their needs for independent assessment. Many of them form a portfolio of the results of an independent assessment, discuss the results at the methodological commissions, and use the data for intermediate and midterm attestation of schoolchildren.

A feature of the educational audit is that standardized testing is carried out really independently: regardless of the teacher, educational authorities, regardless of the school administration. The decision is made by the teacher and the parent, they determine the goals and objectives, the timing and the amount of controlled content. The center prepares an assessment toolkit, provides a procedure for conducting, automated processing of materials, the formation of results protocols and individual information for students about completed and unfulfilled tasks. The teacher can only use this data. Further, teachers and parents decide for themselves how to use the information received and who to provide it or not to anyone.

Impact of the results

A reliably conducted educational audit becomes one of the means of improving the quality of education and development of schoolchildren, providing motivation for self-study and self-development. The deep meaning of objective control is not in one-time procedures, but in the creation of an integral system of training, development, self-control, monitoring, analysis and interpretation of results to assess the quality of education and improve educational activities. Rapid diagnostics of content mastering allows the teacher to quickly analyze the achievements of schoolchildren without spending a lot of work and time. For schoolchildren, the analysis of achievements allows them to determine the methods and intensity of self-preparation. They develop skills of reflection and self-esteem, there is a psychological readiness to perform as many tasks as possible and a desire to improve the result. General educational competencies are formed to apply knowledge and skills most universally.

The concept of independent assessment is undergoing significant changes, affecting not only the student and his achievements, but also teachers, the management of the educational process is moving to the level of self-government, the level of qualimetric culture of teachers is increasing, ensuring the development of more objective criteria for traditional assessment. The analysis of the results raises the problem of revising one's own readiness in using various forms of control in the educational process with a significant decrease in the subjective factor. This manifests itself in a decrease in the differences between the values of independent and traditional teacher grades.

Reliability of the results

In the pedagogical culture of assessing educational achievements today, it is necessary to rely on a number of important principles of control and evaluation activities. These include the link between assessment and learning; a combination of traditional and innovative assessment methods; independence of assessment procedures; reliability and validity of estimates; comparative data analysis; availability of reasonable indicators and criteria for achievement, norms and scales of assessment; availability of results for self-control and introspection. Given that not all tests can give the desired result, control measurement materials should be treated with a certain degree of caution. For all its apparent simplicity, the development and application of standardized tests have many pitfalls. And, first of all, it is

the difficulty of taking into account the latent nature of not only the preparedness of the subjects, but also the nature of the assessment materials themselves. It is, as a rule, impossible to assess the difficulty levels of copyright assignments in a school practice.

Obtaining to a large extent objective and comparable educational information with differentiation according to the degree of preparedness of students requires the use of pedagogical indicators corresponding to the stage of training and provided with statistical data of approbation (Figure 1).

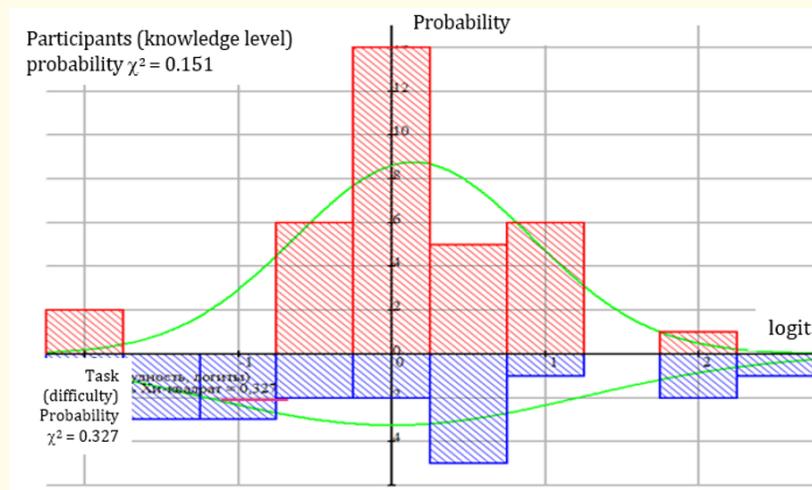


Figure 1: Distribution of individual points and difficulty of tasks.

To obtain latent characteristics of the difficulty of tasks and the level of preparedness of the participants, an automated verification of the results and a special program of statistical analysis were used [4-6]. It can be seen that the test used in a wide range of logits (from -2.5 to +2.5) differentiates the difficulty levels of test tasks and levels of preparedness of students, the central tendency and symmetry of the distribution of results are traced. In general, the use of materials and technologies of modern independent assessment helps to improve the quality of educational services and the competitiveness of the school; provide complete, relevant, reliable consumer information about the quality of the educational organization; create conditions for monitoring and ratings; stimulate the educational motivation of subjects and develop the interest of parents and schools in improving the quality of education.

Conclusion

At the present stage of the development of the educational process and its dynamic nature, taking into account the peculiarities, timely and targeted impact on it can be effective, capable of improving the quality of education and development of schoolchildren with a systematic and reliable assessment of educational achievements.

Bibliography

1. Efremova NF. "Audit of the quality of the educational process and its results". Testing questions in education. Moscow, TsTMO (2004): 79-86.
2. Efremova NF. "Independence of estimation as an instrument of improving the quality of education. Science, Technology and Higher Education. Materials of the International research and Practice Conference". Canada, Westwood (2014): 193-196.

3. Efremova NF. "Testing and monitoring: recommendations for the teacher. Standards and Monitoring in Education (2001): 55-60.
4. Efremova NF. "Development of competencies in schoolchildren by means of testing. Secondary and high school pedagogy". Kryvyi Rih, KPGU (2004).
5. Eliseev IN. "Experimental confirmation of the consistency of estimates of the difficulty of test items. Software products and systems". *Automation Computing* (2012): 153-156.
6. Eliseev IN. "RILP-1 software package". Software products and systems (2009): 178-181.

Volume 10 Issue 3 March 2021

©All rights reserved by Magda Vercellino and Rodolfo Philippi.