

## WAYS OF IMPROVING THE RESPONSIBILITY OF STUDENTS FOR THE EVALUATIVE ACT

**Evelina Balaş, Ph.D.**<sup>98</sup>

“Aurel Vlaicu” University of Arad

**Larisa Chiţu**<sup>99</sup>

"Alexandru Gavra" Teacher Training Centre, Arad

**Abstract:** *Evaluation is not an end in itself but should lead to the optimization of the entire school proceedings. It should be formative, situative and developing a self-evaluation process. One possibility to increase the efficiency of school evaluations is to move the focus from measuring the products to measuring the effects of valuable actions and to stimulating the self-evaluation capacity. For a quality training and a good personal development of the student we present some ways in which the teacher is able to make the student responsible for the evaluative act, to increase the quality of the education and to develop the student abilities for an conscious and active involvement in his own development.*

**Keywords:** *evaluation, self-evaluation, responsibility, development*

### **Introduction**

In the following study we present the *system for improving the responsibility* that appeared with the goal of promoting responsibility among young people, which is not a feature commonly associated with the “intrinsic” motivation. The motivation for responsibility is rather cognitive than emotional, and it is rooted in ethics and values.

The system for improving the responsibility is not limited, just a tool to get better discipline in the classroom, it proved his enormous potential and the value of hierarchy in stimulating children in all areas of their lives. It can be applied throughout the learning process, and therefore in evaluation. To see how this system works during the evaluation we must first understand its operating model.

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<sup>98</sup> Mail [evelinabalas@yahoo.com](mailto:evelinabalas@yahoo.com)

<sup>99</sup> Mail [ccd\\_arad@yahoo.com](mailto:ccd_arad@yahoo.com)

### **The importance of a system**

The existence of a *system* brings more benefits than the existence of *talent*. There are many "*born teachers*" that show the limit of their talent in relation with some students. When you rely on a system and not on talent, there is always some kind of support in difficult situations. At the same time, for a system to be implemented and reproduced, it must be simple.

The creator of the system for improving the responsibility is MARVIN MARSHALL, returned to classroom after 24 years of working in counseling and administration. He encountered many difficulties: graffiti everywhere met, rudeness, lack of respect and interest in education. He came back to be a teacher, a mentor, a facilitator, a model, an instructor, to mold young characters and not be a cop. Dissatisfaction with this role motivated him to design a system that promotes responsible behavior. The system was based on his experience in teaching, counseling and administration, but also the opinions of other people who studied human potential.

He created his system based on the following studies: from Stephen Covey he took *the responsible, proactive behavior*, the first of the "seven habits of highly effective people"; from Abraham Maslow he took the social hierarchy which established:

- *anarchy and aggression*, the two lower levels of the hierarchy
- *cooperation-compliance*, the third level in the hierarchy of social development. Society can not exist without institutions, without external controls. A society becomes civilized when people cooperate and live by these external influences. The strong desire to conform - even to improper external influences - needs to be recognized in the hierarchy;
- *democracy* - to do what is right just because it is right - and not because it was asked or told - is the concept that characterizes the fourth and the most advanced level. As they grow, the young matures, they cultivate their manners and develop their "good-bad" value system, and the initial external impetus to politeness becomes internal. Taking on the initiative to be responsible is an essential feature of self-government;
- Neither *anarchy* nor *aggression* can be accepted in the classroom behavior;
- From Douglas McGregor he took the *Y Theory*, according to which:
  - expenditure through physical and mental effort is as natural in work as in play. Depending on controlled environmental conditions, work can either become a source of satisfaction or a form of punishment;
  - people will self-manage and self-control in order to achieve their dedicated goals;

- the commitment in achieving a goal depends to the rewards associated with their successful completion. *The most significant reward is the internal one, the self-satisfaction;*
- ordinary people learn in proper conditions not only to accept responsibility but also to desire it. Avoiding responsibility is generally considered a consequence of past experiences, and not an inherent human characteristic;
- the ability to use a relatively high degree of imagination, ingenuity and creativity in solving problems is widely distributed and not limited in the general population;
- in conditions frequently encountered in modern life, the intellectual potential of an average person is only partly used.

From William Glasser he also took: assuming responsibility for their own behavior; dropping the coercive approaches, investing time, however little, to identify behavioral motivation; creating a safe environment., and from W. Edwards Deming – the continuous *self-inspection*, according to which everybody wins in a cooperative and collaborative environment, a vision which is in contrast to the competitive traditionalist approach which assumes that if a person wins, another one loses - the winner takes the loser portion. People work better together. Rather than erect barriers, which are often the result of competition, he believed in taking down barriers in order to make people enjoy their efforts. Its fundamental principles were *continuous improvement, the elimination of fears and building confidence instead of control*. Desires can not be imposed or dictated, the internal motivations, such as desires, are the key stone for achievements.

Three practical principles in applying system for improving the responsibility:

1. to be *positive* in everything you say and do. Students perform better when they feel good about themselves;
2. students are free to *choose their resolutions* - in any event, becoming more controlled and more responsible, feeling stronger;
3. to make students reflect and self-assess themselves.

By using these three principles, namely *positivism*, providing power through the *right of choosing* and encouraging *reflection*, the teacher stress significantly reduces and addressing inappropriate behaviors becomes a learning opportunity rather than a problem. The aim is to influence students, and not force them to change.

The three steps in the system for improving the responsibility: When applied in the classroom, the system has three phases: *teaching, questioning and challenging answers*.

**Applying the system for improving the responsibility for assessing behaviors**

*Step 1: Teaching the hierarchy.* Class behaviors can be associated with the various levels of hierarchy. These behaviors are established together with students.

<b>Level D</b>	<b>Democracy</b>	Is self-disciplined. Is considerate with those around him/her. Is self-confident. Does good deeds because it is right. <i>The motivation is internal.</i>
<b>Level C</b>	<b>Cooperation/ compliance</b>	Listens. Cooperates. Does what it is expected of him/her. <i>The motivation is external.</i>
<b>Level B</b>	<b>Aggression</b>	Acts as the leader. Disturbs others. Is aggressive towards others. Violates class standards. <i>Needs to be dominated to act correctly.</i>
<b>Level A</b>	<b>Anarchy</b>	Noisy. Uncontrollable. Uncertain.

It is important for students to understand the following ideas:

1. Behaviors at levels A and B are never acceptable. It requires the authoritarian intervention of the teacher at each of these levels.
2. The level C behavior is acceptable, but the motivation is *external* - acquiring approval or avoids punishment.
3. The levels C and D are different by the type of motivation and not necessarily by behavior.
4. Level D is the target to be achieved, the motivation is *internal* - the initiative to do what is right, what is appropriate or responsible.

*Step 2: Reflective questions.* The students are asked to reflect on their behavior. The purpose of this stage is to convince students that their behaviors are inappropriate and to self-evaluate. First question: "At what level that behavior falls?". By referring to a particular level and not to a certain student's behavior, the successful separation between the one who commits the offence and the deed itself, it's achieved. Students no longer feel the need to defend themselves. Once they have learned the hierarchy, it was easy for students to assess the appropriate level for their behaviors and after identifying a

particular action as unacceptable they felt compelled to correct or at least not repeat that action.

Step 3: Inducing behavioral changes. Sometimes a student continues to behave inappropriately, even if he/she realized that this is unacceptable. In these cases "guided choices" were used. The student received a task designed to provoke a self-evaluation, with the goal of choosing (rather than imposing) an action plan. In this way, the student can develop a procedure to redirect his impulses and to help prevent similar inappropriate behavior in the future. This approach demonstrates that authority may be used when necessary, but without becoming punitive.

### **Applying the system for improving the responsibility for assessment in other school objects**

The system for improving the responsibility can be applied to any school discipline by analogy to the assessing behaviors one. The three phases are noted: teaching, questioning and challenging answers.

Step 1: Teaching the hierarchy. Together with students the four development levels: A, B, C and D for one academic skills covered are stated, where A and B are the levels of skills development which are unacceptable in the classroom, C- a good level of skills development based on an external motivation of recognition and compliance, D- a very good skills development in which the motivation is *internal* - the initiative to do what is right, what is appropriate or responsible to surpass yourself. It is required to describe the behavior of students that corresponds to each level for the targeted skill. Debates aspects pointed out by students for each level.

Step 2: Reflective questions. After reviewing various examples for all levels of development, specific discussions are started about the consequences and the benefits of each level (A and B - for these students their choices and actions lead them in the exactly in the opposite direction, C- they conform to class expectations, but fails to do so with pleasure. With moderate efforts the results are also moderate; D - this is the level at which people take the initiative to do what is right or appropriate. Individuals at this level tend to *motivate themselves* to work hard and get results. The results are long-term and visible. Individuals at this level have a good opinion of themselves and are aware that it is the result of choices made in a conscious manner). After these discussions students are invited to reflect and asked to analyze their own behavior related to the academic skill called into question, to think on their own a few minutes and then honestly assess their own choices.

Step 3: causing behavioral changes. The students were given a task to provoke the self-assessment, the development (rather than imposing) of a personal plan of action for self-evaluation.

**The personal action plan**

Another way in which the teacher may involve the student in the assessment process, to make him/her responsible and to determine him/her to actively contribute to their own development by setting clear targets, is the personal plan of action. It offers students the opportunity: to get feedback on the effectiveness of learning, and to identify areas where improvements could be made, to plan the way on how they will apply the elements learned to their activity.

The Structure of the action plan is as follows:

- Sheet 1: An individualized index, including personal assessment of the strengths and weaknesses in the unit content. It describes all targeted behaviors in the first column, one behavior for each row;
- Sheet 2: A general index comprising the improvement plan for weaknesses identified in sheet 1;
- Sheet 3: A general index comprising individual projects aimed at implementing the aspects learned.

Sheet 1: what have we learned?

<b>Content</b>	<b>Uncertain</b>	<b>Certain</b>	<b>Very certain</b>
How certain do you feel about the following:			

Sheet 2: areas requiring future development

Fill the following table for any area that you marked "uncertain" in Sheet 1.

<b>Field</b>	
	What should you do to develop this field?
	How will you develop this field?
	When will you develop this field?

Sheet 3: IMPLEMENTING THE ASPECTS LEARNED

Fill the following table for any area that you marked "certain" in Sheet 1.

What field in the first table you can use in school, in your class, in your ongoing activities?	
How would you implement that field?	
What resources you need to develop this field?	
When are you going to plan this activity?	

The personal action plan can be part of the personal development portfolio. After its completion, the support of a teacher or other authorized person who can assist the student can be asked.

### **Conclusions**

Looking at the assessment form a student's perspective and form the benefits their personal development throughout the educational process provides, we can metaphorically define it as "a gift for life", because with each passing moment, with every choice we make we are building our lives. The quality of life depends on the choices we make. Becoming aware, we can make decisions that lead to positive results, which gives young people and even children the vision they need to analyze their choices and to plan their future actions. Although initially it seemed that only students that displayed an inappropriate behavior benefited from the system for improving the responsibility, it was seen fairly quickly that *all* students were receiving an incredible gift. By its very nature, the hierarchy causes people to aim to be placed at the most advanced level. The children found out that they can become better by consciously choosing to aim for level D, the level at which they acquired their autonomy, making the right choices without the need for a teacher to direct them.

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