

- to have an integrated approach, so as to combine both the physical component and the intellectual, aesthetic, technological, moral- civic, musical, etc. ones, and also the critical and the team spirit, etc.

In order to achieve a proper physical education, the teacher must be sure that: the teaching-learning process takes place from inter-, multi- and trans-disciplinary perspectives, that he organizes his activities into extra – scholar forms, that his students develop a great need to manifest their motivation, creativity, abilities and their cooperation skill.

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SELF EVALUATION - TOOL FOR QUALITY ASSESSMENT IN HIGHER EDUCATION

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Abstract:

The paper presents some considerations regarding the teachers' from higher education self-assessment. The data were collected from self-evaluation sheets for eight years and the analysis focused on the extreme values, the minimum and the maximum scores registered. The analysis revealed that at the beginning there was an outstanding increasing of the maximum values, but lately this trend was considerable diminished.

Keywords: quality assurance, self-assessment,

1. Introduction

Internal and external quality assurance in higher education is a priority of all universities, which must develop procedures and mechanisms to provide quality educational services to all stakeholders.

The implementation of quality assurance processes and continuously improvement are the main concerns of higher education management.

All universities have structures, policies, strategies and procedures for quality assurance regarding teaching, learning and research activities, in order to develop a proper quality culture. The policies are focused on quality assurance goals and objectives and the means to achieve them. The strategies are focused on objectives and address how to mobilize resources for achieving the goals institution. Quality culture refers to values, norms and activities related to initiation, evaluation and monitoring the quality of teaching and research activities. Structures, policies and strategies create the institutional framework for the development and effective monitoring of quality and for continuous improvement of quality standards.

2. Quality assessment general principles

Quality assessment has both an internal and an external dimension, according to the European Higher Education Area requirements, thus ensuring international recognition of Romanian diplomas. Quality assurance is a process adapted to each higher education institution being also a mechanism for academic performances improvement. The general principles of quality assurance are shown in fig.1.



Fig.1. Quality assessment general principles

Self-evaluation, as defined in the regulations is an "internal review" which consist of a measuring process of the outcomes, followed by identification of improvement measures to be taken, being the basis of any quality improvement process.

Initiating a process of honest and objective self-assessment, defining correctly the outcomes lead to the recognition of improvement areas and, consequently, to the identification of measures that lead to improved performance and ensure progress in student's learning.

The role of self-assessment consists of constantly and permanently improving quality assurance. Self-evaluation is carried out on basis of the organized evidence.

The process of continuous improvement supported by self-assessment is achieved in order to determine the embodiment level of the assumed objectives, satisfaction level of beneficiaries, but not at least to identify the effect of implementing innovative and creative elements in the educational system. At institutional level, examples of good practice can be emphasized, as a result of internal self-assessment.

Individually each teacher should self-assess, to identify improvement areas or to measure the impact on the services provided to beneficiaries. Also, each student can self-assess as regards the acquisition of knowledge, behavior, and implication.

3. Results and discussions

Since 2007 teachers had to self-evaluate each year regarding the following aspects of their activity:

1. Scientific activity (scientific monographs and chapters, teaching materials, scientific papers, presented papers at scientific meetings and published in proceedings, citations in the reference list, patents, research projects, expert evaluation activities, recognition of professional visibility);
2. Professional, administrative, and cultural activities.

Every year their activity was estimated using points. The data collected since 2007 up to 2014 are presented in table 1. They reveal the fact that there is a certain ascending trend in the evolution.

Table 1 – Data collected from self-assessment sheets

	2007	2008	2009	2010	2011	2012	2013	2014
Min	42.0	25	20	53	29	44	35	45
Max	3359.7	21607.7	11763	17577.6	19104.7	20121.4	19934.2	18849
Average	1700.9	10816.3	5891.5	8815.3	9566.8	10082.7	9984.6	9447
rate (%) - min	-	-40.50	-20.00	165.00	-45.28	51.72	-20.45	28.57
rate (%) - max	-	543.12	-45.56	49.43	8.68	5.32	-0.93	-5.44

Thus, it is noticeable that the maximum value was obtained in 2008, one year after this process started and the minimum value was in 2009. Since then, there were some substantial increases and decreases on both maximum and minimum values (fig.2).

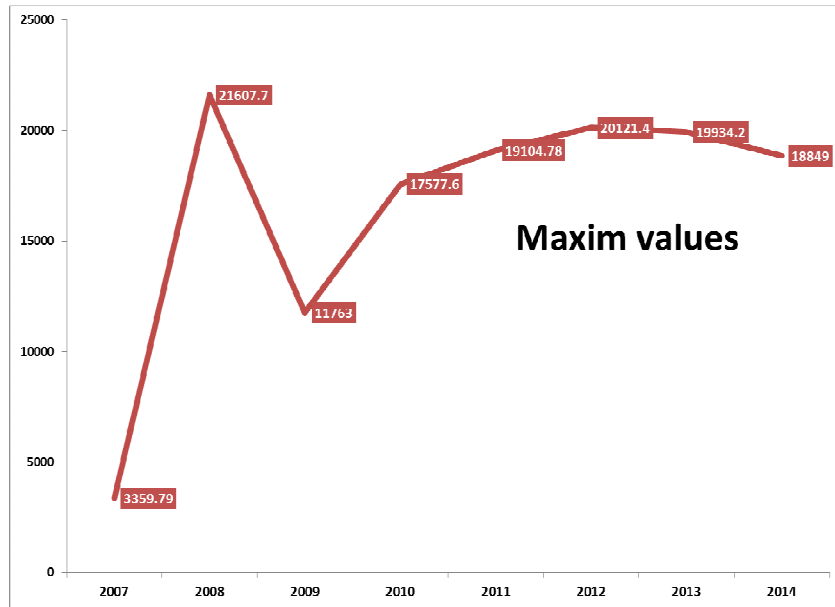


Fig.2 Maximum values on self-assessment sheets

The most important increasing period was from 2007 to 2008 of 543%, while the following periods the maximum values have increased with no more than 49%. There were some decreasing periods, like 2008-2009 when the maximum value has decreased by 45%.

The minimum values registered on teachers' self-assessment sheets are shown in fig.3. We can now see that there are also stages of increasing and decreasing for the minimum value. It is important to see that there are significant differences between the maximum and minimum values, which mean that there are still teachers that are focused only on teaching activities and less on research, which is mandatory for higher education.

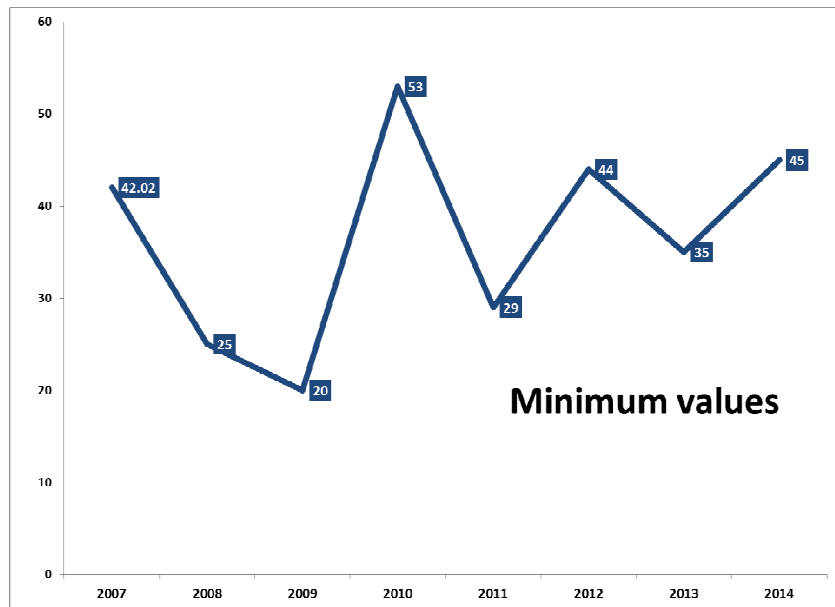


Fig.3 Minimum values on self-assessment sheets

The average scores follow the same path as the maximum values, which is quite understandable given the huge difference between maximum and minimum values obtained on self-assessment sheets.

The global average shows however a value that could be target for the coming years and thus established this benchmark will likely improve academic quality.

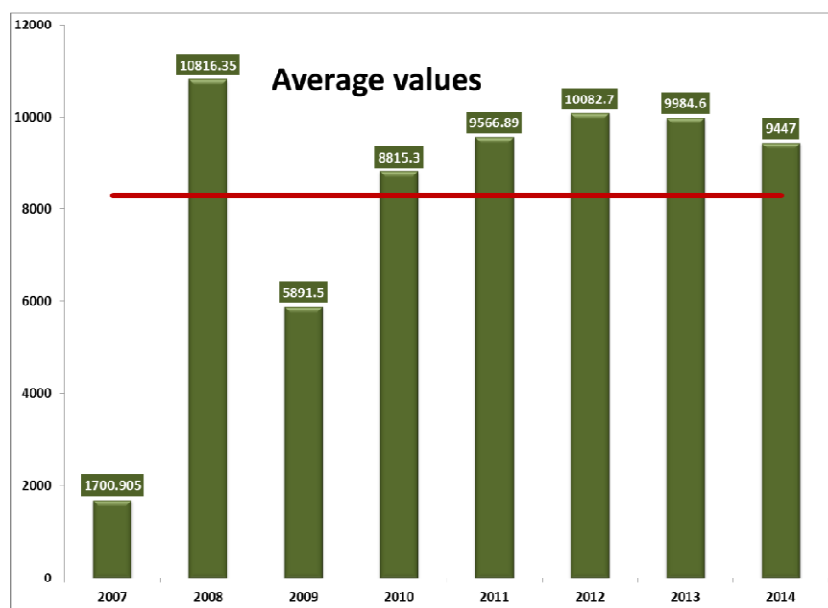


Fig.4 Average scores on self-assessment sheets

4. Conclusions

This study provides a real image on the self-assessment of teachers in higher education system. There is a tendency to score all the chapters from the self-assessment sheet and to obtain the best possible scores. Analysis should be more relevant on the study the average values of the scores, given that they normalize the situation and exclude the extremes. For the following stage, it is important to see if the scores are around average, which means that there is a tendency of stability, at least for the extremes. There will always be outstanding teachers with important results, and they will get the highest scores, thus the maximum values will leap continuously. At the opposite there will be teachers that will be involved only in teaching activities and will not be engaged in scientific research or academic life.

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