

## The Educational Assessment and It's Fashions of Application

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**Abstract:** Our scientific and academic formation, as well as our professional experience in the teaching permitted us to acquire some theoretical and convenient knowledge. Are however that it is sufficient to say that we possess the suitable and perfect technique to succeed our courses and the capacity to examine and to certify the expertise of our students?. We think that the problematic that puts himself today and that will put himself later in the academic and general teaching is, the existence of a divergence between the knowledge and the technique of teaching in the practice of educational function. To our opinion the solution to this problematic is the restraint of the educational assessment. Our research consists to: To define the educational assessment and to present its fashions of exercise. To define the problematic: To know-technique of teaching. The interrelationship between the educational assessment and the problematic, knowledge-technique of teaching.

**Key words:** Pedagogy, to know, teaching, assessment, expertise

### DEFINITION OF THE EDUCATIONAL ASSESSMENT

The assessment is a stage in the educational gait and consist to know the degree of assimilation and realization of teaching objectives, fixed initially at the learning. The analysis of the assimilation degree has for objective to verify on the one hand; the transmission quality of information by the emitter (teacher) and on the other hand its understanding by the receptor (student).

Concerning docimology, the assessment has therefore, two different functions (Bonboir, 1972). But complementary. The first consists in verifying the efficiency of the teaching method (the active teaching activity or no). The second concerns fairly the student himself, in relation to the quantity and the quality to the notional data that is acquired. Then, we define educational assessment as the verification of value of information (notional content) taught and the quality of it's transmission. Differently says, he is question to this level of strategy of teaching and educational judgment applied at it's consideration. In others words, we can say that more the notional content is applicable and

consistent of an effective transmission technique, better the understanding and the student's receptiveness are assured. it is that names, in pedagogy, by the expression of objective level taxonomic hierarchized, that will be achieved. Levels taxonomic (Bloom, 1975) are classified therefore in progression of the following way: Memorization, understanding, application and analysis of notions.

### FASHIONS OF EDUCATIONAL ASSESSMENT

There are several shapes docimologiques that can take an assessment. The educational assessment can be exercised during the sitting of the course; as one can dedicate him complete sitting. Other shapes of assessment exist whose formulation is modern advantage and more adapt to the present teaching. To this consideration one can review the different types of exams of which qualities métrologiques (sensitivity, validity and constancy) were extensively recognized: it is about the formula of M.C.Q (Multiples Choice of Questions), M.C.A (Multiples Choice of Answers), M.C.Q.A (Multiples Choice of Questions and Answers), exposition,

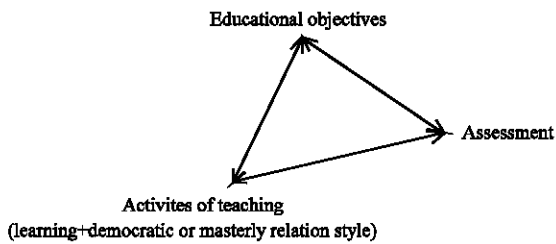


Fig. 1: Educational assessment

practical work and practicums of the land. It is useful for the beginning of all teaching to know the pre required (knowledge acquired preceding) of students by the slant of pre-tests.

The method to list well and better to diagnose the pre-requisite of students consists in a reformulation of questions relating to the landed before programs. To this initial stage of evaluation the teacher will have to identify strong as well that weak points of his students. It will allow him to do the final assessments, following activities of masterly and convenient teaching, dispensed successively (Fig. 1).

**The assessment in the sitting of the masterly courses:** It is subdivided in three fashions of examination:

**M.C.Q (Multiples Choice of Questions):** Thanks to the variety of answers proposed for only one question this fashion permits to surround large left of content notionel. Thus, it permits to activate the mind of recall, reflection and cognitive research at the student.

**M.C.A (Multiples Choice of Answers):** It exists a variety of questions affected to only one answer. This fashion permits also to activate the mind of recall, reflection and cognitive research at the student.

**M.C.Q.A (Multiples Choice of Questions and Answers):** According to the variety of questions and answers proposed, this fashion allows the student to have general view on his level. Precisely this large vision is assured by the panoply and the wealth of questions and answers put. In an optics formative assessment it should engage otherwise, in him an incentive driving it toward a better training.

**The assessment by exposition:** The exposition (Chasse *et al.*, 1997) is a technique that includes the second and the third level of the educational methodology. It is about therefore, the activity of the

teaching combined to the exposition evaluation allows the student to be active and to the teacher to be able to carry a evaluation judgment.

The exposition is an educational activity shape that aims to help students, first to prepare precise theme, then to understand it and in short to explain him in demonstrative way to his friends. This method achieves itself by the accomplishment of work of bibliographic research, documentation and the technical procedures in relation with the studied theme. Situation that will permit to treat and to analyze the different notions and concepts of the theme in question.

**The assessment in practice context:** It is a relative assessment to sittings of practical work achieved in an educational laboratory or within an enterprise in the sitting of practicum formation to determine to students. The assessment in practice context is more valid that the one applied in a masterly type context. A good academic formation requires, in addition of this notional dimension, a knowledge to make operative in relation with data of the first.

#### DEFINITION OF THE PROBLEMATIC OF THE RELATION OF THE KNOWLEDGE WITH TECHNIQUES OF TEACHING

The problematic between the knowledge and techniques of teaching always have exist in the practice of the academic teaching as besides in the teaching in general.

One designates by this problematic, the shift between knowledge detained by the teacher and the techniques of teaching of which he uses in his practice of educational activity.

One can assign this shift to three factors:

- Absence of formation in psycho pedagogy and in didactic disciplinary for different cycle teachers.
- Educational unit absence whose role consists in analyzing and to think methodically on themes and the problematic of teaching.
- The improvisation concerning practice of teaching instead of proven to be educational steps.

#### EDUCATIONAL AND PROBLEMATIC ASSESSMENT OF THE KNOWLEDGE IN RELATION WITH THE METHOD OF TEACHING

The educational system (Education Sector Analysis in Africa, 1999) is constituted by three different stages but

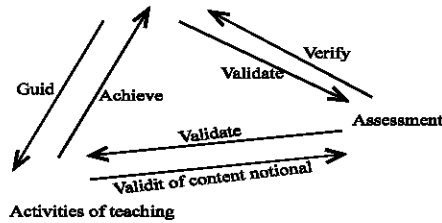


Fig. 2: Educattional objective

complementary and interdependent, to know: the good definition, the good choice and the good educational objective formulation describing expertise to make appear at students; the application of an active and heuristic teaching activity, putting learning it in a position of discovery of the knowledge by him even, following the good questions put by the teacher and in short an objective assessment and formation, in measure to verify the achievement of objectives of the teaching objectives (Fig. 2).

This assessment must be based on the three criterias docimilogiques that confer its value: the validity (one measures objectives tracings and not something else), the sensitivity (to distinguish with precision and cleanness between answers given by students) and the constancy (it exists constancy between the calm questions and answers brought). The transmission of the knowledge is assured therefore by the technique of teaching and one observes this objectively and with relevance thanks to the good definition of objectives, the choice discriminating of the activity of teaching and the development of a valid constant.

The educational objectives guide the activity of teaching that is a knowledge more the democratic or masterly relation style. Activity of education achieve the educational objectives. The educational objectives validate the assessment. The assessment verifies if objectives are reached or no. Otherwise, the activity of teaching validates content notional (content and value of questions) of the assessment and some against part the one confers a validity here to the activity of teaching that is composed of the knowledge and the democratic or autocratic relation with students.

## MODEL OF FORMATION IN ALGERIA CONCERNING DOCIMOLOGY

Teachers of countries developed follow the educational norms of the three stages of teaching process correctly: the relevance of objectives, a heuristic teaching activity (of the rediscovery) and an assessment endowed of the three qualities metrologiques. Nevertheless, for our teachers in Algeria, difficulties are so to speak, nearly of educational and didactic order. That sways on the set of the educational process. it is about the educational objective relevance, of an activity of teaching to autocratic relation and content notional of memorization and in short a non valid assessment.

## CONCLUSION

A good system of teaching must have the educational objectives having a high axiologique and taxonomic level (favorite understanding to the memorization etc.), an activity of teaching taking the presentation of the problematic by the teacher who will be followed by the gait of the re discovered of content notional by students as a basis and in short a construction of exams compliant to objectives, to the content and having qualities to really measure the rate and the quality of the knowledge acquired as well at the learning that to the level of the activity of the teaching opened out; according to the rule of Gavini (1969) that stipulates that a good teaching must conform itself to the following rule: 80% of the learning must assimilate and must understand 80% of the educational objectives.

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