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Issues

## Practical and applied aspects regarding the development of the self-evaluation ability of students - future teachers

Florentina Mogonea<sup>a</sup>, Florentin-Remus Mogonea<sup>b\*</sup>

<sup>a</sup>University of Craiova, 13 A.I. Cuza, Craiova 200585, Romania

<sup>b</sup>University of Craiova, 13 A.I. Cuza, Craiova 200585, Romania

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### Abstract

This study deals with the problem of self-evaluation seen from the perspective of shaping the self-evaluation skill to the students – future teachers. We have initiated an action – research, aiming to form the self-evaluation skill to the students – future teachers. The objectives of the research have pursued: to know the initial level of the sample students about their self-evaluation ability; encouraging the building of the self-evaluation skill by using certain specific methods and instruments; exploiting the results of the research. The results proved the efficiency of the proposed actionable-methodological means. We consider that the objectives of the research have been touched.

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### 1. Introduction

The surveys of Ruffin [1], Campanale [2] and de Peretti [3] prove that the self-evaluation ability is a cross-jurisdiction one, with important implications on the effectiveness of one's work, regardless the place it happens: scholar, vocational or technical. Self-evaluation underlies personal progress because it creates opportunities to the person who is self-evaluating to self-regulate, to raise awareness to effective steps and to build and avoid the less successful ones, and to overcome any obstacles or difficulties.

We believe [4] that self-evaluation is a "self-deliberative process, based on self-analysis, self-esteem and by which a person performs a quantitative and qualitative measurement of its own success/failure, achievements/collapses" and the self-evaluation ability "combines both knowledge (of their success,

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\* Corresponding author. Tel.: +4-025-142-2567; fax: +4-025-142-2567.

E-mail address: [mogonea@yahoo.com](mailto:mogonea@yahoo.com); [fmogonea@yahoo.com](mailto:fmogonea@yahoo.com)

achievements failure, their own results, options), skills, abilities, skills to appreciate the value of the results of their own work, attitude towards them and towards themselves in general" [4].

Building ability is actually a summation of knowledge, skills, abilities which are achieved by the learner and after a long and tortuous way [5]. Chiş [6] considered that, in fact, developing individual axis involves getting through some important steps: from know (as information) to know (as action), then to make and finally to be "expert".

The complexity of the concept can also be drawn from the analysis of the elements of self-evaluation ability (see figure no. 1).

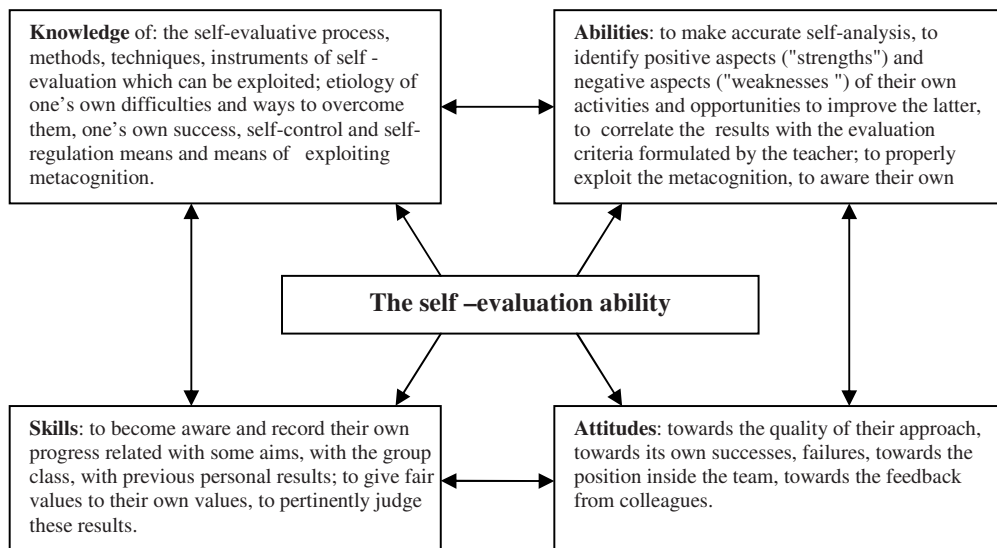


Fig. 1. The components of self-evaluation ability [4]

Within the process of developing the self-evaluation ability we cannot ignore the metacognitive skills, of building the self-image, of shaping a positive self-esteem, the so-called personal management.

For students - future teachers, the self-evaluation ability is important for the implications it has on the evaluative one, with which it is closely interrelated.

## 2. Research design

### 2.1. Hypotheses and objectives

In order to achieve the self-evaluation ability, we initiated a research - action, having as subjects students-future teachers from several faculties of the University of Craiova (Faculty of Letters, Faculty of Economics and Business Administration, Faculty of Education).

The research aimed at validating the following hypotheses:

General hypothesis: The frequent use of certain methods, techniques and instruments of self-evaluation will accelerate the process of developing the self-evaluation ability of the students - future teachers.

Specific hypotheses:

a) Frequently putting the students in a position of analysing and appreciating themselves, this will determine the awareness of the criteria of evaluation and proper reference at them.

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