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Evaluation of the USA Teachers' Pedagogical Activity by Students

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Abstract. The article highlights some information about the specialties of evaluation of the USA higher school teachers' pedagogical activity by students. On this bases, the essence of the concept "evaluation of a teaching staff" and its types are defined. The main approaches, principles and methodology concerning evaluation of pedagogical workers' activity are defined. The purpose and procedure of evaluation of teachers' pedagogical activity by students in higher educational establishment of the USA are viewed. During the study it was concluded, that the most popular method of evaluation of higher school teacher's pedagogical activity in the USA is the method which is based on students' questionnaire.

Keywords: *students, pedagogical activity, questionnaire, evaluation of quality, methods of evaluation.*

Today the problem of higher school teachers' pedagogical activity in the USA in opinion of government and society is very popular and important. It is known that the system of education in the USA is decentralizing where each state has its essential system and decentralizing management of education at the considerable autonomy of territorial organs of management and educational establishments. The above-mentioned testifies about complication of only national conception of evaluation of pedagogical workers.

As it was found out, the conceptual principles on the given problem in the USA are analyzed in works of soviet (U. Alferov, D. Badarch, G. Bordovskyi, V. Matiuhin, O. Romanovska, T. Tartashvily) and foreign researchers (Eraut A, Fitch E, Light Richard J, Overton T.).

According to definition given by a well-known scientist U.S. Alferov "evaluation of a teaching staff" is a systematic study and verification of person's duties or qualification, or both in relation to some concrete aim of any higher educational establishment. He distinguishes two types of teachers' evaluation: Formative Evaluation (Current) – performed during the year, intended for the improvement of professional teachers' activity. Such type of evaluation allows not only perform control after current teacher's activity but correct it, stimulate formation of new abilities, and induce a teacher to the professional development. In its tern, Summative Evaluation – does not carry a forming function, its aim to make judgment and estimate, if a teacher corresponds to the professional requirements from the point of view of his qualification and quality of professional activity [1, p.23].

Approaches to the evaluation of teachers' activity in the USA are the following: success of education at any level depends on teachers, and it is in a great deal determined by personal internals and level of his/her professionalism; estimation of

teachers' activity is done periodically, can improve a moral climate in a collective and assist forming of a strong and effective department; most colleges and universities of the USA have or must have a package of official records, which contain concrete information about the process of estimation of teachers' pedagogical activity, and, in particular, information about who, how often and by whom it must be done, about evaluation forms, who can use them, and which of them can be fixed in the teacher's personal file.

One of the major principles, on which the estimation of teacher's activity is based abroad is priority of a personality. In the USA in the standards of teacher evaluation there is a requirement: estimation must correspond to generally accepted norms; be ethic, not to lower human dignity, come forward as a mutual bilateral process. Next to this there is an obligation: pedagogical workers themselves must take an active part in the development of evaluation programs and criteria of estimation.

Methodology of estimation of quality the USA teachers' activity can be as quantitative (digital) – makes easier comparison of teachers' activity and qualitative (shown in a verbal form). Choice of methodology of estimation of teachers' pedagogical activity is determined by the structure of higher educational establishment, its category and its role and place in a scientific activity of a higher educational establishment [10].

Among the methods of pedagogical workers' evaluation there are both traditional and those which appeared relatively recently:

- method of observation (performed by members of territorial bodies of education and experienced teachers);
- method of rating (performed by the university administration);
- method of peer evaluation (performed by experienced teachers and colleagues);
- method of clinical observation (performed by a teacher-methodist);
- method of self-evaluation (performed by a teacher himself);
- method of teachers' portfolio (performed by a teacher himself)
- method of evaluation of teachers' activity by students and post-graduates[1].

The procedure of evaluation of teachers' activity is difficult. The system of estimation, which is used by a concrete department of the USA, depends on requirements which exist in a concrete institute and accepted procedures. The leader together with inferior personnel decides what procedures of estimation will be expressed by quantitative or qualitative marks.

In the result of a scientific search it was noticed that the most widespread method of estimation of higher school teachers' activity in the USA is the method which is based on students' questionnaire. Mark that in foreign universities procedure of evaluation of teaching by students is being used for a long time, well worked out, and positively perceived by students and teachers.

As undertaken study testifies, evaluation of teachers' pedagogical activity by students in higher educational establishment of the USA is used in order to:

- improve the quality of educational process and teacher's status at the university;
- perfect quality of educational disciplines;

- raise teacher 'salary;
- compare the work results of a certain teacher, who teachers discipline in groups with different level of students' knowledge and teacher's achievement who teaches educational discipline at different courses and faculties;
- analyze the results a few teachers, who teach similar educational disciplines at different courses, faculties in different age groups;
- avoid the general reiteration of educational material in the process of study of contiguous educational disciplines;
- find out the necessity of introduction of a new course from educational discipline;
- balance the study of educational disciplines on corresponding courses and faculties;
- give corresponding information to students, in relation to the study of educational courses and teachers who will teach educational subjects [8, p. 3–4].

In general any questionnaire provides a feed-back that carries a positive influence on educational process. Specialists recommend, that university administration should make conclusion about activity of a concrete teacher on the basis of estimations, which are proposed not one, but by a few students groups, including students of different years of study. They advise to think over carefully the questions of questionnaires and especially students' questionnaire in order to get truthful and reliable answers. Students must be sure that the information given by them will bring a practical benefit for both teachers and students. One of the methods to make sure in this they advise to questionnaire students not at the end, but in the middle a semester in order students could see positive changes which became as the consequence of taking into account of their recommendations and desires [2; 4; 5; 6; 7].

They do not advise to conduct a questionnaire in a day, when students have paper works or tests. They think that possible dissatisfaction after not very successful test can negatively influence on students' behavior. So, in opinion of T. Overton the most essential criterion for determination of higher school teacher's mastery are results of students studies. Thus, to choose the best professionals the researcher advices to take into account not only an achievement in the advanced and methodical study but also such characteristics as efficiency and results of students' studies [9].

The results of students' questionnaire give an important information which is taken into account at the decision of staff questions, allow to reduce strengths and weaknesses of a teacher and more clearly comprehend all positive and negative sides of the involved pedagogical methods of verification and estimation of knowledge, choice of educational themes and textbooks, educational course construction and making time-table.

Interesting there are results students' questioning of the American universities concerning what internals a modern university teacher must own. Respondents specified that a teacher must use time, humor and spontaneity at the class wisely; treat carefully the questions of different racial students belonging; be sensitive to

students, ready to give consultations in extracurricular time; at the examination ask only those questions which were discussed during the semester in a class [3].

As research witnessed, taking into account students' opinion different types of questionnaire of both direct quantitative estimation and open forms are used at the USA universities. As an example, the questionnaire of Evans School Course Evaluation Survey can serve. According to it students must evaluate the quality of teachers' activity according to such positions: personal interest to the course, clarity of its aims, understanding of requirements to the students, useful efficiency of educational time, availability of a teacher for giving help during work at classes and after them, clarity of exposition of the material, personal interest of a teacher in students' success, accordance of control materials to the content of a course, control objectivity, teachers usefulness for students.

Sometimes during the students' questionnaire there are limitations as to the questions (as a rule not more than 10 – 12 questions are asked) which are connected with the content of educational course and teacher's activity and two additional questions of general character are asked, for example: "What did you like in the program of a course most of all? " and " What didn't you like in the program of a course?". Note that in a number of large universities the results of student estimation of individual courses of concrete teachers are published and become popular.

Conclusions. To sum up, one of the advantage of European education is its democratization and transparency. A free choice of educational disciplines, access to teachers' ratings is a present time characteristic feature of the leading European universities. Regular students' questioning, sociological researches, participation in making of teachers' ratings are an integral part of students' work self-government organs and university administration. Approaches to the evaluation of higher school teachers' pedagogical activity in the USA is conditioned by an internal logic system of the country, principles of post structure, conditions of reception to teachers' work and methods of estimation of teachers' pedagogical activity, directed to provide the quality of educational process. The most popular method of evaluation of higher school teachers' pedagogical activity is the method which is based on questionnaire of students. European universities have a good practice annually to make teachers' ratings public. And only the best specialists can continue their activity at the university.

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Ткаченко Е.Б. Оценивание педагогической деятельности преподавателей США студентами

Аннотация. В статье приведена информация об особенностях оценивания педагогической деятельности преподавателей США студентами. На этой основе определена сущность понятия «оценка педагогического состава» и главные типы оценивания. В данной статье рассматриваются цели и процедура оценивания педагогической деятельности студентами. Во время исследования сделан вывод о том, что метод оценивания педагогической деятельности преподавателей, который базируется на оценивание студентов, является наиболее популярным в США.

Ключевые слова: студенты, педагогическая деятельность, анкета, оценка качества, методы оценивания.