

## § 43

### METHODICAL GUIDELINES FOR THE ORGANIZATION OF CURRENT AND MIDTERM CONTROL

One of important learning components when designing and building competence-oriented technology is the issue of evaluation and monitoring of learning outcomes. Even with the best (in terms of solved pedagogical tasks) methods and organizational forms of teaching, the most modern means of instruction, it is impossible to make the learning process manageable and purposeful if the system of monitoring the students' progress and timely assessment of their knowledge, skills and abilities not established, and if there is no feedback .

To determine the quality of education, therefore, the level of achievement of expected learning outcomes the teacher faces the task to choose the methods and forms of control, criteria of mastering the material studied and develop procedures for its implementation, to explain the ways of individual correction of educational activities in compliance with the basic functions of monitoring and evaluation systems.

*The training function* is realized when in the course of performance control improved the knowledge, skills and abilities are considered, deepened and improved, the level of intellectuality, the culture of mental labor and the ability to work independently are enhanced.

*Developing function* is manifested in the fact that under the influence of control such mental processes and personality traits as attention, memory, thinking are improved, cognitive activity is stimulated. This feature can be actualized only if the control tasks (questions) require from him an explanation, proof , but not just conveying the information.

*Educational function.* Evaluation of students' performance reflects public opinion concerning their public activities. It also has a great moral effect, contributes to fostering responsibility, awareness of the educational duties, develops the will, discipline, integrity.

*Stimulating function.* Monitoring progress continually provides feedback showing students and teachers the level of success and the measures to be taken to improve the performance in the future.

*Evaluative and self-evaluative function* allows to monitor the progress and results of student learning activities. In this function, control system consists of control on the part of teachers, students and mutual control of their self-control. The value of self-control is conclusively proven by psychologists who say that the improvement of the results of human activity does not occur even with an infinite number of repetitions, if he does not see his flaws, mistakes, it is not able to critically evaluate the results of its activities.

*The organizing function.* Regular monitoring organizes the work of the student contributes to the development of a rational mode of independent work.

These functions within professionally-oriented technology training can be actualized, i.e. in the fact that it gives a pedagogic effect and only under certain didactic requirements for monitoring and evaluation system, among which it is important to highlight:

- ◆ Individual character, which requires monitoring the performance of each student, for his personal cognitive activity that does not allow the substitution of the results of individual exercises with the results of the team of students (study group) and vice versa;
- ◆ Systematic and regular monitoring at all stages of learning technologies, the combination of it with the other parties of educational activity of students;
- ◆ a variety of forms, that ensure all the above-mentioned functions of control, increasing the interest of students to its implementation and results;
- ◆ Versatility lies in the fact that the control should cover all areas of the curriculum, provide verification of theoretical knowledge and practical skills;
- ◆ Objective control, excluding intentional, subjective and erroneous value judgments and conclusions of the teacher, based on lack of knowledge of students or bias to some of them;
- ◆ differentiated approach which takes into account the specific characteristics of each school subject (its individual sections), as well as the individual characteristics of students.

An important role in the design and implementation of technology-oriented professional training occupies a choice of optimal methods of control over the results of the educational process.

Methods of evaluation are the means by which the outcomes of educational, cognitive and other activities of students are determined. In modern didactics in various combinations of methods oral, written, practical (laboratory), machine control, and self-learning are recommended.

Along with the methods of control, pedagogical sources identify such types of control that can be classified on the scale of the learning objectives - strategic, tactical, operational; the stages of training - current, final, mid-term; temporary orientation - a retrospective, warning, advancing; frequency control - periodic, systematic; the width of the monitored area - local, selective and continuous; organizational forms of training - individual, group, front; by forms of social mediation - external or social, mixed or mutual control, internal or self-control; on the types of training sessions - lectures, seminars, practical and laboratory works in the standings, colloquia and examinations; according to the methods of control - written, oral, standardized, machine and others.

Depending on the timing monitoring is divided into the total and current.

Current is divided into current and boundary.

Monitoring performance determines the quality, the depth, the amount of learning of each section, the topic; shortcomings, measures to address them; the degree of responsibility in the students, the level of development of their abilities and reasons hindering work; the level of mastering the skills of independent work, the ways and means of their development.

In addition, it stimulates the interest of future professionals in the specialty activity in the knowledge, the habit of systematic self-study of educational material. Monitoring is performed by the teachers in their daily work and training is carried out within the normal organizational forms of employment. It lies in the systematic monitoring of the work of the group as a whole and each student individually, checking the knowledge and skills, combined with the study of new material, his fixation (practical application). In the process of monitoring and checked knowledge, skills and abilities of students, closely linked to the new study.

Midterm monitoring. Current control is accompanied by the assimilation of each element of knowledge and each element of formed skill. This is very important, but not enough in terms of depth, conscious holistic perception of the theme, but not part of it. Midterm monitoring is aimed to determine the degree of assimilation of each topic, and the students' ability to relate the course material with the acquired knowledge, to trace the development, the complexity of phenomena, concepts, main ideas. That format may serve as a conducting boundary control in the form Midterm examination.

Midterm exam in accordance with the policies of the academic discipline, teacher, can be carried out in various forms.

Oral Exam - an examination in which a professor asks students questions requiring oral answers, the answer is not recorded on paper.

*Written examination* "with a closed book" (Closed book Exam) is the "normal" form when the student first sees the questions and writes the answers during the exam.

*Open-book Exam or Open paper Exam* . The exam, in which students are allowed to use textbooks and other books. This means that the focus is not on "what the student remembers," but "how they can use the material," which he learned. In this format, the exam is very important to make analysis carried out by the student.

*Open paper Exam* - difficult form of examination, when one or two issues are communicated to students in advance (one week). Usually it is necessary for the student to show his abilities to do research and his analytical skills. The result takes the form of a short essay on a given topic. On the day of the exam, students simply write their essays, which were prepared in advance. Responses to the proposed questions of this type of exam can not be directly found in textbooks. In order to succeed, students often get together to exchange ideas and discuss the preliminary results of their research.

*Open book Exam* is a form of exam, where students have the right to use the textbooks. However, the number and type of books is limited. While it may seem easy enough shape to pass it really difficult. For example, such an examination is usually used for subjects in which have a lot of formulas and calculations (statistics). The student successfully passes the exam if he/she is good in this subject and uses most of the time given to prepare to solve problems. The key to success is to plan their time, because the time allowed for preparation during the exam is not designed to search for a student of the formula for solving this problem

or other information to complete a task. Therefore, they should carefully use the time and not spend it on writing out quotes or search for books. They can, for example, only use a list of formulas and programmable calculators or materials of their essay or lecture notes, which helps to save time for assignments.

Example of open-book exam in jurisprudence:

"They can take the exam any book, plus any materials related to the theme, including previous essays and lecture notes.

They are allowed to bring only one book! - But they can bring a variety of materials for the course. They are not required to remember all the details, so they can use the links to the sources. "

«Thinking» exam. This type of test involves students writing a large text on a specific issue. For example, students are offered for three hours to write one long essay. It is expected that within one hour of the students reflect, make sketches and prepare the structure of the essay. Then, during the two hours they write. This format requires the examination to put together many different elements of the course, using their "brains", and their analytical skills. It should be noted that in western universities essay writing on the exam the traditional type of exam (Essays in exams). This fixes the following problem: how does this type of exam is focused on tracking students' ways of thinking. Perhaps that is why there is this form of examination as the «Critical Thinking exam».

«Take-Home» exam. Students take home their examination tasks. Students are usually given time (from several hours till several weeks) to complete the work.

Example of «Take-Home» exam.

"Thinking about thinking"

This take-home exam. It offers 8 hours for reading, research, writing and editing text. Their answer should be limited to 6 pages A-4 format (with an interval of two spaces). They can use any written material, but they may not consult with anyone else.

Questions:

1) Science, religion and the law have different power resources, different methodologies, different criteria of truth, relevance and responsibility, and even different styles of discussion and learning. Open these differences in the context of the following 4 aspects:

- a) Mortality
- b) Dissent
- c) Empiricism, faith and natural law
- d) The good will and determinism

2) We often find in this course that virtually any typology and classification of almost all-GDS lead to a "ranking" of people or groups. If so, why? In case of disagreement, if they can offer a counter-argument?

To reflect on these issues, consider two sources of data, based on the theory of the evolution of human origin, which indicate the existence of minimal and insignificant differences between human groups. Or, if they do not agree with this

statement, explain why, provide and explain the interpretation of the data that would support this alternative conclusion. "

*Practical examination.* Some exams include practical tasks or projects. In this case, students have to demonstrate their skills, ability to apply the knowledge (this may be the test to create a portfolio, or a job for the construction of a thing or an object, or a demonstration of motor, artistic, and so on. N. Skill).

Example for exam in English:

"At the exam students are offered to convert some text materials from one form to another. They are not given exam questions in advance, but they are informed what topics will be at the exam. They are given the materials that they can take home and study for two days. They are not allowed to consult with the teacher, but it is allowed to discuss all their questions with others.

When they come to the exam, they are asked to answer one of the three proposed questions.

Their task is to convert the materials into different shapes (for example, for certain type presentation, poster, and text type)."

Multiple-choice exam or Shot-question exam. The exam, where each question has two or more responses from which the student should choose the correct one. This type of exam is usually used to test factual knowledge. On the one hand, this type of test requires accuracy, on the other hand, it does exclude random answers.

It should be considered the following when carrying out midterm exam:

- Assessment should be valid;
- Assessment should be reliable;
- Assessment should be fair (different students should have an equal opportunity to succeed);
- Assessment should be developmental (to fix what the students can and how to improve their results);
- Assessment should be well-timed (to support developing feedback);
- Assessment should be effective (doable, not to take up all your students and your time).

Any form of control should facilitate an accurate assessment of learning outcomes, all the tasks in the disciplines should be developed under the criterion-oriented approach. The contents of tasks should include educational information, and the content of the response should correspond to the future professional activities of graduates.

Since the factor of validity is one of the most important criteria for choosing assessment methods, the aims of the courses and assessment methods used should correspond to each other. Examples of correlating different training methods and results of evaluation are shown in the Table.

Competences	Outcomes	Evaluation models
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<p>Critical thinking, judgments formulating</p>	<p>Argumentation, reflection, evaluation, inference, etc.</p>	<p>Essay Writing (focus on the presentation and development of reasoning, reflective assessment).  Critical analysis of the situation.  Critical evaluation of the literature studied.  Keeping a reflective diary.  Preparation of posts / performance (fixing the problem and ways of solving it).  Preparation / writing of an article.  Comments to the articles, books and monographs.</p>
<p>Problem solving / planning</p>	<p>Definition and formulation of the problem, data collection and analysis, interpretation, design of experiments, theory and application of information, etc.</p>	<p>Analysis of the situation / event. Scenarios of problems. Simulation of the situation.  Group work (brainstorming highlighted the problem and find its solution).  Discussion and reflection of problems with colleagues / their own work experience.  Preparation of a draft of research applications on real problem.</p>
<p>action performance / demonstration of operations and techniques</p>	<p>Calculations, work with texts, use of equipment, performance of procedures, filling out of protocols, fulfillment of instructions, etc.</p>	<p>Preparation of the report on laboratory work.  Demonstration of experience / experiment.  Participation in the role-playing game.  Using software and video. Preparing the poster presentation.</p>

		<p>Preparation of the manual on the use of the equipment for specific audience.</p> <p>Observation and reproduction of real professional activities.</p>
<p>Management / Development (self-management and self-development)</p>	<p>skills of individual and cooperative work, responsibility for their own learning and development, the ability to diagnose their own training needs, carry time-management, search for learning resources for self-assessment, etc.</p>	<p>Sign and implementation of training contracts (a form of self-managed projects in which students formulate the problem, design and perform the project, evaluate their achievements on independent criteria). Create a portfolio. Implementation of self-esteem. Writing an autobiography. Keeping reflective diaries. Mutual evaluation</p> <p>Participation and assessment of group projects. Mutual learning.</p>
<p>Demonstration of knowledge / understanding</p>	<p>retelling, descriptions, transfer numbers, recognition, presentation, etc</p>	<p>Exam (oral and written). Essay Writing (focus on playing information.) Filling multivariate questionnaires. Running tests / mini-test. Quizzes.</p>
<p>Development / creation</p>	<p>design, visualization, invention, creation, implementation, etc.)</p>	<p>Create a portfolio. Preparation of the presentation. Performance</p> <p>Participation in group projects.</p> <p>Participation in the contest. Design and implementation of the</p>

		project. Assessment of quality of performance.
Communication	verbal skills, nonverbal, written, oral, group communication; reasoning skills, defense, negotiations, presentations, interviews, etc.	Participation in group work. Participation in discussions (debates, negotiations). Participation in role-playing games. Prepare a written presentation (essay, report, reflective journal, etc.). Participation in the public presentation of a video recording of what is happening. Observation of a demonstration or a real professional skills.
The selection / processing of information	search, selection, sorting information, etc.	A study of library resources. Database creation. Designing sites. Annotate bibliography.

### **The procedure for the organization midterm control in the format Midterm Exam**

1. Grade for each job monitoring (solution of the problem, preparing presentations, essays, laboratory work, etc.) is given by the accumulation system and a total of 100 points in one midterm control.
2. Grades for MC1 and MC2, defined as the sum of grades for all kinds of monitoring tasks, are put in a module control sheet, respectively, on the 7th and 15th weeks.
3. It is allowed to put no more than 50 points in one week on a single discipline.
4. Midterm Exam is held on 7-8th week.
5. The teacher determines the form and develops a program for Midterm Exam on each discipline in a list of the issues, guidelines for the implementation, a clear formulation of tasks, list of literature necessary for the preparation.



6. For each task the answer quality scale, which allows to determine the degree of formation of learning outcomes and the corresponding assessment should be made.
7. Midterm Exam Program is allocated in EMCD teacher in the "Univer" in the section "Exam questions."
8. Grade for Midterm Exam is put on the eighth week in a separate examination sheet on a 100-point scale and is taken into account in the final grade on discipline as follows:

$$\text{The final grade for the discipline} = \frac{\text{MC1} + \text{MC2} + 2 \cdot \text{MT}}{2} \cdot 0,6 + 0,1 + 0,3 \text{ FG}$$

Here MC1, MC2 are the grades for midterm control (the sum of current control grades), MT - Midterm Exam grade; FG - final exam grade (exam during the session). The final score on the discipline is calculated and rounded in the "Univer" system automatically.