

EDUCATIONAL QUALITY MONITORING IN INSTITUTIONS OF HIGHER EDUCATION

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Abstract: The article reveals the features of quality monitoring in educational activities for students. The authors pointed out the role of the developed procedures for the evaluation of educational activities for students in educational quality management. For quality evaluation the rating system is proposed to be used. The article reflects the author's approach to the evaluation of educational activities for students.

Keywords: monitoring, quality of education, quality assessment, educational quality management.

Resumo:.. O artigo revela as características de monitoramento da qualidade em atividades educacionais para estudantes. Os autores salientaram o papel dos procedimentos desenvolvidos para a avaliação das atividades educativas para estudantes na gestão da qualidade educacional para avaliação da qualidade dos sistemas de classificação proposta para ser usada. . o artigo reflete a abordagem do autor para a avaliação das atividades de ensino para os alunos.

Palavras-chave: monitoramento, qualidade da educação, avaliação da qualidade, gestão da qualidade educacional.

With regard to the development of higher education in all international systems, particular attention is paid to the requirements for the results of students' educational activities in the form of a competency. Now questions about methods for assessing competencies and learning outcomes of students in accordance with the education quality management standards arise. Education quality management has many functions and control is the main one. Control arrangement includes a number of stages.

The first step in the control process is to define standards for educational quality management evaluation. This step is realized through creating basic educational curricula.

Educational monitoring should become the second step for educational quality management evaluation [1].

Monitoring provides data and grounds for comparison, for ongoing analyses and correction of managerial decisions [2, 3].

Monitoring is stipulated by the University educational quality ideology. Educational quality reflects the managerial skills of leaders, the degree of involvement of teachers in monitoring, etc.

Electronic data processing is carried out at each level of management, taking into account its specificity to make the appropriate synthesis and analysis. Each level of management (Lecturer, Department, Institute, etc.) provides necessary information for comparative analysis and forecasting.

The third phase of educational quality management is the analysis of the information collected. The purpose of the analysis is to draw up a coherent picture of educational process and to reveal priority problems concerning the quality of education.

The fourth phase of educational quality management is taking a management decision. Monitoring and analyses warn against rejection of the system status from the standards. This situation leads to the decision-making. Management decision is aimed at elimination of problems identified.

The object which has been selected for students' activities monitoring within the framework of our experiment combines the current as well as intermediate control for students' competence.

The objectives for the educational quality monitoring are:

- 1) to develop objective procedures to evaluate students' skills in accordance with the standard requirements, to evaluate graduates' competencies required;
- 2) to increase students' motivation for educational activities;
- 3) to introduce modern technologies for education quality management assessment and to develop continuous control (monitoring) with reference to the competence-based approach.

The development of monitoring system involves the definition of the object and the subject for control, its forms and functions. The generalized object for monitoring in our case is the educational activities of students. The generalized object finds its concrete expression in terms of indicators.

The basis for the indicator selection is the educational standards and curricular.

The competence-based approach provides for extensive use of active and interactive teaching forms, combined with extracurricular activities of students.

Thus, the indicators reflect curricular and extracurricular activities, which are taken into account within the realization of the competence-based approach.

We distinguish two indices of educational activities of students.

1. Academic skills and value relationships to professional activity, obtained by the students.
2. Students' active participation in the educational process:
 - 2.1. Regular lecture attendance.
 - 2.2. Taking part in discussions and disputes held.
 - 2.3. Execution of independent work curricular.

The process of monitoring assumes selection of types and forms of control. In determining the types of control, a preference was expressed for classification according to the stages of control. Within this classification we distinguish preliminary, current and final control.

Preliminary control for educational activities of students involves the elaboration of requirements for the results of the development of educational curricular, availability of monitoring instrumentation as well as the final ranking of the student group on related subjects (modules).

For the current and final control various forms can be used. Tests can be considered as a form of control.

Optimally the number of the tests should correspond to the number of parts (sections) of the curriculum.

Teacher determines individually the schedule of the current control in the form of tests, usually after completing a course section.

Rating as a form of final control for students' educational activities was selected. On the basis of final control students receive examination [pass] rating.

The monitoring process assumes evaluation of the final and intermediate results of the educational activities of students in accordance with the specified settings.

In our case the grounds for developing a mechanism for evaluation are:

1. Principles of the rating system (5-point, 12-point, 100-point); assertion, that the use of 5-point rating is the most advisable.
2. Determination of each indicator of the educational activity of students in the evaluation system.

For the evaluation of indicators in the process of monitoring we use 5-point rating system (0,+1,+2,+3,+4,+5). This system is converted into a 100-point (per cent) rating when in final control.

Each indicator finds its place in the assessment system:

- academic skills, experience, value relationships to professional activity – 30%;
- lecture attendance- 20%;
- class activities –30%;

- implementation of independent work curricular - 20%.

Total: 100%.

Generalized evaluation mechanism stipulates the following sequence of operations on the side of teacher[2]:

- estimating the coefficient of each indicator for a specific student;
- converting the indicator coefficient into a student's rating;
- calculating the final rating for a student on a specific discipline(module);
- converting the final rating into the examination(pass) rating for a student.

The overall rating for a student we transform into the mark, adhering to the following scale: 100-86% - «excellent»; 85-69%- «good»; 68-50-«satisfied»; 50-0% - not certified.

The ranges of the overall rating are as follows: 100 points – 66%-«passed», 65 points -0% -«failed».

The subjects of our monitoring system are – Teachers, Chairs, Departments, Institutes.

Teachers implement individual education control for students in their disciplines. The Administration monitors the educational activities of students at the level of groups and years (courses).

The summarizing of the results of the monitoring are carried out at the levels of Teachers, Chairs, Departments and Institutes.

Charts have been developed for each level to fix the holdout data.

Teacher participation in the monitoring system requires the following training:

- on the current control - to determine the number of tests and their content and evaluation criteria; to determine how to record lecture attendance and class activities of students;
- on the final control - to define figures to calculate rankings, to develop independent work curricular and the criteria for their evaluation.

Thus, the monitoring system of the educational activities of students includes the following elements: indicators of educational activities of students (object for monitoring); monitoring process; mechanism for evaluation of educational activities of students; methods of fixing scheduled figures at the level of different monitoring entities.

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