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Evaluation Of The Trainings In Higher Education: Case Of The Faculty Of Science Ben M'Sik

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Abstract

A University as other levels of education, evaluation is an integral part of the daily work of teachers. The objective of this article is to examine the practices of the evaluation of the trainings in the higher education and in particular to the Faculty of Science Ben Me Sik, after ten years of adoption of system LMD (Licence, Master degree, Doctorate). The methodology of this study is based on shipping a questionnaire to a group of teachers who responded to several items related to these six dimensions: discipline, characteristics of the course, tools of the evaluation, practices evaluation, communication teacher / student and involvement of teachers in improving learning assessment. A second questionnaire was sent to the students of the same faculty, made up by three dimensions: sector, Communication professor / student, Practices of the evaluation. This study allowed us to detect a dysfunction in the evaluation of learning caused by certain conditions of learning (Effective, human and material resources…) and certain practices that concern:The definition of the course objectives, the absence of a framework of controls and exams, communication teacher/student, the competences covered by the evaluation, assessment of prerequisites, tools of the evaluation used and analysis of student errors.

1. Introduction

During the school year 2003-2004, university knew the passage towards system LMD, through the introduction of continuous assessment. The evaluation for each module takes the form of continuous assessments and a final exam. Continuous assessment obliges to work regularly and put an end to the cramming. In a context to single and final

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evaluation, learners will tend to mobilize itself only with the approach of the exam. Moreover, if it concerns a question by material or sampling, the forecasts on the preferences of the teacher will bring the impasse on a number of chapters. Harouchi abderrahim. But the question which arises: Is what reforms allowed to improve quality of evaluation of the trainings within the Moroccan university? In other words is what the introduction of the continuous assessments is sufficient to lead to expected essential qualities of any evaluation? Studies have been made in the practical assessment of learning at the university, we mention (Blais et al., 1997 ; Grilles, 2011 ; Romainville, 2002**;** Dsidibe 2007 ; Melhaoui, 2012)**.** For this purpose, we established an analysis of practices followed in evaluation of learning in the Faculty of Science Ben M'sik, a survey was conducted in spring 2013, she was addressed to teachers and students of the same faculty. We sent a questionnaire to teachers of six dimensions: Discipline, characteristics of the course, tools of the evaluation, practices of the evaluation, communication teacher / student and involvement of teachers in improving learning assessment. Another questionnaire was intended to the students, consists of three dimensions: Sector, communication professor / student and practices of the evaluation.

2. Analysis of results

Questionnaire For Teachers

For the parts with: A, B, C, D, a five-category scale was adopted:"1: Always", "2: often," "3: sometimes," "4: rarely", "5: never."For the part E, it is an open question.
The percentage indicated herewith corresponds to the two categories "always" and "often".

A-Characteristics of the course
- ➢ 92.5% of teachers define the objectives of the course.
- ➢ 89.1% of teachers plan the meeting of the course.
- ➢ 68.1% of teachers show the practical value of the course.
- ➢ (The lowest percentage is appropriate for chemistry 47.8%).
- ➢ 68.8% of teachers confirm the articulation of courses with other matters.
- ➢ (The lowest percentage is appropriate for chemistry 47.8%).

B- Practices of the evaluation
This part exposes the results of the assessment practices of learning by teachers of the Faculty of Science Ben M'Sik. (The lowest percentage is appropriate for chemistry 47.8%).
1 - Organization of controls and exams:
- ➢ 49.5% of teachers affirm that the vision among teachers of the matter in the conduct of exams and controls is unique.
  (80%: Computer science and 36.3% Mathematics).
- ➢ 70.5% of teachers affirm that the evaluation covers the entire program (91.7%: Mathematics and 54.54%: Geology).
- ➢ 48.4% of teachers affirm that the subjects of controls and exams are evaluated after each execution.
  (75%: Mathematics and 27.3%: Geology).
- ➢ 86% of teachers affirm that assessment is oriented along the course objectives.
  (100%: Computer science, Mathematics and 74%: Chemistry).
- ➢ After each controls and exams:
  - • 68.1% of teachers do an analysis of students' grades.
  - • 66.7% of teachers make a synthesis and interpretation of the results achieved.
  - • 64.8% of teachers take a decision on these results.
2-Assessment of prerequisites:
- ➢ 84.2% of teachers say that the prerequisites that the student must know are defined.
  (The low percentage recorded was 65.2% for the discipline: chemistry and the highest percentage is 100% for disciplines: geology and Computer science).
- ➢ 34% of these teachers evaluate the prerequisites for students before starting the course.
  (We note 21.7% of teachers from chemistry, and 50% of teachers from biology).

➢ 64.9%, 12% of teachers intervene when they find a lack of some prerequisites for students. (55% of teachers of physics and 100% of teachers of Computer science).

3 - Errors of students:
➢ 59.3% of teachers affirm that the difficulties encountered by students in the course are noted.
➢ 88% of teachers say that the difficulties encountered by students during directed work
➢ 86% of teachers say that the difficulties encountered by students after each control.
➢ 60.2% of teachers analyze the difficulties encountered by students.
➢ 64.1% of teachers put corrective actions to eliminate these problems in the student
➢ 71.4% of teachers put preventive actions to eliminate these problems in the student.

4- The competences aimed by evaluation:
➢ 84.2% of teachers affirm that controls and exams evaluate the capacity of knowledge.
➢ 96.8% of teachers affirm that controls and exams evaluate the capacity of comprehension.
➢ 80.9% of teachers affirm that controls and exams evaluate the capacity of application.
➢ 73.4% of teachers affirm that controls and exams evaluate the capacity of analysis.
➢ 59.6% of teachers affirm that controls and exams evaluate the capacity of synthesis.
  (100% of teachers of computer science, 91.66% of mathematics teachers and 30% of teachers of chemistry).
➢ 52.1% of teachers affirm that controls and exams evaluate the capacity of solving real problems.(100% of teachers of computer science, 72.7% of teachers of geology, 30.4% of teachers of chemistry and 33.3% of teachers of mathematics).
➢ 26.9% of teachers affirm that controls and exams evaluate the capacity of taking decision.(60% of teachers of computer science and 17% of teachers of chemistry).

C- Tools of evaluation:
➢ The tool of the evaluation more used correspond to the "exercises", 87.1% of teachers use the "exercises".
➢ The QCM and sentence to be complemented remain in weak application with a percentage of 6.5%.
We observe a diversification of the tools for evaluation for the disciplines: chemistry, biology and geology.

D-Communication Student / Teacher:
➢ 63.4% of teachers affirm that students are informed by the criteria of evaluation.
➢ 85.1% of teachers affirm that students are advised by the method of calculating the average.
➢ 85.3% of teachers affirm that the controls and exams are conducted according to a defined planning.
➢ 84.8% of teachers affirm that this planning is communicated to students.
➢ 84.2% of the teachers communicate the objectives of the course to their students.
➢ 62.8% of teachers communicate to students the prerequisites before the start of each course.
➢ (39.1% of teachers of chemistry, 80% of teachers in computer science).

E –Implication of teaching staff in the improvement of the evaluation of learning
The synthesis of the answers of the teachers is as follows:
So that an assessment is effective, some learning conditions must be exist.

➢ Effective reduced, adequate human and material resources:
We need a suitable effective of students (this Reform corresponds to a reduced effective, something that is not adapted to our faculty) and stable (integrated education: course, directed works, practical works for one teacher) so we need more teachers, more local and teaching material suitable for communicate with student correctly (detect the problems of the student at right time) to make an accessible and objective controls which are easy to be corrected in conditions (less students per room).

➢ To exceed the problem of the French language in the students
This language problem remains a major obstacle for most students, to communicate or even to understand what is required of them.
To overcome this problem some proposals were designed:
  • To Integrate in controls and exams tools of evaluation such QCM, sentence to complete, true / false.
  • To use at the end of each duplicating of courses, the translation of scientific terms especially for the S1

and S2 levels and be more vigilant when the teaching of the matter of translation in high school.
•To concentrate on how to write and take notes in the matter of communication.

> ➢ For successful learning, it is necessary:
- Normalize and standardize (the course, directed works, practical works) and develop a handbook for each matter.
- To Inform the students:
  - The objectives of the courses.
  - The prerequisites necessary and practical value of each matter.
  - The name of the teacher involved in each course, the location of his office and the evaluation criteria.
- Integrate simple and effective TIC (Course, directed works, practical works, exercises for self-assessment, exams .....).
- Revisit the planning schedule for each matter.
- Provide a semester for an upgrade for S1 students and tutoring for S1, S2, S3, S4.
- It is necessary to influence the student by the matter, to initiate to the appropriation to give a sense of responsibility for making a success of the training.
- To develop and to give more interest to the practice than the theory
- Increase the sessions and controls of the practical works and make a practical exam.
- Organize more outings, courses outside and ask questions in real situations depending on the nature of each matter.
- We need to diversify assessment tools:
  - Include:
    - Questions course, QCM, sentence completions, Questions synthesis and situations problems (S3 to S6).
    - Presentations and oral examination (50% of the final mark for S4, S5 and S6).
  -To connect the questions well according to an order ascending of difficulties and a well studied percentage of each degree of difficulty.

QUESTIONNAIRE FOR STUDENTS

A-Communication Student / Teacher:

> ➢ 25.7% of students are informed by the objectives of the course.
> ➢ 24.7% of students are advised by the schedule of controls and exams.
> ➢ 12.5% of students are aware of the criteria for evaluating controls and exams.
> ➢ 19% of students are aware of the prerequisites which they need to know before the start of each course.
> ➢ 15.1% of students are advised by the method of calculating the average.
> ➢ 16.8% of students are advised by the mistakes of their colleagues.

B-Assessment practices:
> ➢ 10.6% of students say that their teachers assess prerequisites to them before starting each course.
> ➢ 12% of students say that their teachers intervene when they find a lack of a certain prerequisites for students.
> ➢ 29.5% of students affirm that teachers correct their errors during the course.
> ➢ 53.3% of students report that teachers correct their errors during directed works.
> ➢ 8.6% of students say that teachers correct their errors after each control.
> ➢ 27.5% of students say that the exam questions are clearly formulated.
> ➢ 32.4% of students say the controls are related to all chapters seen during the course.
The number of controls per matter:
> ➢ 3% of students pass 0 controls
> ➢ 54% of students pass one control

- ➢ 36.4% of students pass two controls
- ➢ 4.6% of students pass three controls (86% of students S6 course: Biotechnology).

Estimate this number by the students:

- ➢ 7.3% of students say the number is high
- ➢ 45.6% of students say that this number is sufficient
- ➢ 46.6% of students say that this number is low (90% of students S6 course: Environment are only one control is insufficient).

Test distribution of controls by matter during the semester:

- ➢ 10.3% of students affirm this distribution is good.
- ➢ 60% of students say this distribution is average.
- ➢ 29.7% of students say this distribution is bad.
- ➢ 68.7% of students find coherence between the studied contents and the subjects of controls
- ➢ (The percentage indicated attached corresponds to the two categories of "yes" and "rather yes") (53.3% of students S6 course: Physical Electronics and 58.33% of students in mechanical course do not see this coherence.).
- ➢ 68.1% of students say the continuous controls allow students to catch up in time.
- ➢ 68.2% of students say the continuous controls allow students reorient when it is necessary.
- ➢ 49.3% of students say the continuous controls allow the teacher to improve its course.
- ➢ 60.9% of students say that controls and exams are subjective.
- ➢ (90% of students S6 course: materials chemistry and 87% of students in S4: SMC).

The competences most affected are: memory with a percentage of 42.5% and comprehension 37.8%.

3. Conclusion

The evaluation in general is such a key of success to the teaching and learning. The reform of the university system took into account the evaluation system of learning by adopting continuous controls. However, it ignored other parameters that must necessarily accompany them. While the effectiveness of the evaluation of learning depends on the conditions of learning that are defined in detail previously (reduced staff, adequate equipment and human resources), but it can be designed in the presence of a good and structured learning environment based on communication and cooperation between the various stakeholders, oriented to an effective evaluation system and not only on compliance with educational prefectures which are in force and that require continuous improvement in the observations recorded during their implementation application.

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