

# Current Trends in Educational Science and Practice **II.**

Pavel Doulík (ed.)

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**FACULTY OF EDUCATION**  
CONSTANTINE THE PHILOSOPHER UNIVERSITY IN NITRA

**FACULTY OF EDUCATION**  
UNIVERSITY OF JAN EVANGELISTA PURKYNĚ IN ÚSTÍ NAD LABEM  
**TEACHERS' TRAINING FACULTY IN UŽICE**  
UNIVERSITY KRAGUJEVAC IN KRAGUJEVAC

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## **IN EDUCATIONAL SCIENCE AND PRACTICE**

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# EVALUATION OF STUDENTS' TEACHING AND RESEARCH PRACTICE FROM THE STANDPOINT OF THE BOLOGNA PRINCIPLES<sup>1</sup>

Milenko KUNDACINA, Radmila NIKOLIC,  
Jelena STAMATOVIC

## Abstract

*The reform of higher education, started with the Bologna Process, is focused on improving education quality, increasing studying efficiency and international competitiveness of universities, in the environment of stronger competition in the education market. The basic mechanism for achieving quality education is evaluation, which should provide insight into advantages and disadvantages, strong and weak points of the process, and therefore a further development toward the goals of the reform. There are still no extensive and comprehensive analyses of the application of the Bologna Principles in the reform of higher education, there are only partial studies limited to a certain number of segments of university education. Since evaluation is a multidimensional and complex process, essential for overlooking the progress and the success of the reform, we have decided to find out what are the opinions of university professors of the process, by studying some aspects of evaluation and by applying the Bologna Principles.*

**Key Words:** university professors, principles, evaluation, teaching, learning, grades.

## 1. Evaluation – A Path toward Quality Assurance

Reform procedures adopted after the Bologna Declaration, with a goal of creating the European space of higher education and increasing competitiveness of universities, brought autonomy to universities, which is also reflected in their interest for personal survival in the education market. That was also the key reason for embedding the mechanisms of *evaluation* and *quality assurance* in their operation. Quality should ensure survival to universities, as well as further

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development and reformation, continuous and corrective self-regulation in the environment of stronger competition on the knowledge market. Simultaneously, the process of evaluation and self-regulation implies constant analysis of advantages, disadvantages, opportunities and dangers, with a clear orientation concerning aspirations and directions. A successful university is the university which does not conform to changes, but controls them.

The system of evaluation, as a way of quality assurance of teaching process in higher education, implies monitoring, measuring and evaluating the appointed goals and the expected outcomes. Not an easy task, on the contrary, a very complex one, which demands complex teachers' competencies, supposed to encompass several dimensions and which do not relate to knowledge only, but also to one's skills and numerous aspects and personality traits. Methodological competencies of a teacher are also very significant. It means that success of a teacher in the teaching process is dependant on the so-called evaluative competencies, in other words, besides specialized knowledge, it is necessary that he/she should possess the knowledge of pedagogy, psychology, didactics, teaching methods and research methodology.

Evaluation of student achievement is never a simple task, neither for teachers, nor for students. It is full of affects and it encompasses the entire situation that demonstrates teaching comprehension. Grade is not only a measure of student achievement, but also of the teacher's personal success. However, grades as measures of students' success are primarily subjective assessments that vary from teacher to teacher, which is why there is a tendency toward increasing objectivity by replacing subjective for objective „measurement“ of knowledge, with the application of appropriate standards. Students' knowledge is an existing quality with varying characteristics that is hard to measure objectively, and it should evaluate, as objectively as possible, the level of curriculum comprehension, adoption of skills and habits, i.e. the level of cognitive affective development.

The Bologna Principles imply constitution of such grading standards, as should be objective and impartial, should encourage students to work continuously, and teachers to adhere to familiar criteria of grading, specified in the course program. They also imply constitution of grading coherency for both pre-exam obligations and the final exam. Furthermore, students should finish their pre-exam obligations within specified time, exams should take place on defined schedule, students should be able to see their written exams, test scores should be explained, grading should be executed without discrimination of any sort, exams should be transparent etc. Exam score should be based on the





