Estimation of Educational Results of the Bachelor's Programme Students

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ABSTRACT
The present paper substantiates that the implementation of the educational process of the Bachelor's program students should ensure achievement of new educational results, formulated on the basis of synthesis of competences and activities. Here we reveal the objective of estimating the educational results of Bachelor's program students. We also characterize the forms and kinds of estimation of the students' educational results considering the requirements of activity approach. We lay special emphasis on their didactical capabilities and suggest the estimation criteria. To substantiate the choice of forms and kinds of the students' educational results estimation. The work is methodologically based on the activity approach. We suggested and analytically substantiated the forms and kinds of educational results of Bachelor's program students. The conclusions and experience of implementation of the estimate means may be used in the institutions applying Bachelor's programme.

Introduction

The current modernization of the Russian education is being implemented according to the activity approach. Implementation of the Bologna process defines the necessity of incorporating the concept of 'educational results' at the levels of program and module in the higher education (Fontana, 1990; Hutmacher, 1997; Tuning Educational Structures in Europe, 2003). Focus on educational result in the program management allows transferring the emphasis in the objective definition from the teacher's activities to the activities of the student; as well as from the process of activities to their results (Johnson & Johnson, 1991; Florida, 2012; Hanushek, 2010; OECD/CERI, 1991). Such

approach allows facilitating the organization and increasing the quality of process monitoring and the overall estimation.

Materials and Methods

The requirements to profession in the conditions of the modern Russian higher education imply consideration of educational results of activities, defined by the Professional Standard and the competences set by the Federal State Education Standards (FSES) of the Higher Education (Higher Vocational Education) for formation in the context of the Basic Vocational Educational Program (Vaganova & Ermakova, 2014; 2015).

Implementation of educational process of Bachelor's program students training should ensure achievement of new educational results formulated on the basis of synthesis of competences and activities (Paputkova et al., 2014a; 2014b; 2014c). In accordance with the activity approach the planned educational results have the following structure: the knowledge necessary for performance of the actions; activities; skills as personal characteristics of mastering the activities (Krupa et al., 2015; Markova, Sedhyh & Tsyplakova, 2014). Such approach allows correlating the competences and activities and formulating the educational results which can be measured and estimated. Based on the above said one may define the concept of 'educational results' as the indicators of the students' activities characterizing 'what the student should know, understand and/or be able to demonstrate at the end of the entire educational process or part of it" (Smirnova & Muhina, 2015; Chelnokova et al., 2015).

Results

The objective of estimation of educational results of Bachelor's program students is definition of the degree of mastering the educational results in the context of the completed module and set by the Federal State Education Standards of the Higher Vocational Education in the correspondent training field.

Forms and kinds of estimation of educational results in a module can be both traditional such as interdisciplinary exam or qualification thesis and innovational, e.g. a project, reflection diary of various kinds of portfolio (Paputkova et.al., 2014a). To traditional forms of estimation of educational results one may designate a project, interdisciplinary exam, qualification thesis, Moodle testing, and complex interview. The innovational forms include portfolio, (portfolio of achievements, diagnostic, creative portfolio, etc), conference, universiade, creation of methodical development, reflection diary and video segment of an event (Filchenkova, Grishina & Perevoshhikova, 2015).

Let's consider the main of them.

The objective of implementation and defense of the project as a form of estimation of educational results is systematization, consolidation and increase of theoretical knowledge and their application at solving certain practical tasks; development of the skills of self-guided work performance, mastering the methods of research and experiment at solution of the handled problems and

issues within the sections characterizing the spheres, objects and kinds of professional activities (Barber, Donneliy & Rizvi, 2012; 2013).

The main didactical advantage of the project consists in the fact that the achievement of module educational results happens in the process of implementation by the students of the tasks covering content-related and jurisdictional bases of all the module disciplines. The work on the project begins from the setting of research tasks and the practical component of the project activities is being formed during the practice in the educational (or another) institution. Therewith the leading kinds of students' activities are the project and research activities which ensure the best effect in the process of achievement of the educational results (Koldina, 2013; Smirnova, 2005).

The work on the project may be rather time-consuming and include various stages and phases, such as: preparation, implementation of the project, evaluation, preparation to presentation, the presentation and defense of the project, and reflection. That's why in this case it is important to think thoroughly over both the content of the project task and the objective estimation criteria (Smirnova & Kutepov, 2015).

The project may be implemented in the following variants:

- a paper with the formulated and proved theoretical statement (problem, argument), defined possibility of using the studied problem in the Russian and international practice and estimated efficiency of the practical implementation;

- a paper with the suggested description of the self-guided individually developed project (excursion, model of the lesson, presentation, or stage play) considering the best practices.

This form expresses individual impressions and ideas on a certain event or issue, should combine the original view of the author on the scope of research, the problem and may not coincide with the accepted (so called 'normative') view. Formation of the project allows the student to learn how to formulate thoughts clearly and correctly, to structure information, to use the main categories of analysis, to extract cause-and-effect relationship, to illustrate the notions with the corresponding examples, to substantiate the conclusions and to master the scientific style (Kutepova, Muhina & Smirnova, 2014).

The themes of the project should correspond with the modern level of the scientific development, the modern requirements to the level of knowledge and competences, to have topicality and practical relevance and can be implemented by the offer of the higher educational institution, organizations and enterprises, scientific and research as well as creative teams who are potential employers of the graduates.

As a form of the material description we recommend using presentation or text work containing the demonstration of knowledge of the Russian and foreign strands of thought and the skill to use various argumentation tricks. At the defense of the project the student displays the following things:

- skills of planning, projecting and implementing professional activities;

- skills of creative approach towards the solution of professional tasks.

There are the following criteria of the project estimation: adequacy of the content to the theme of the paper, logic, scientific character, reasonability, founding (references to 2-3 authors, concepts, schools/strands of thought), completeness of the problem revelation (3-4 aspects, perspective of the problem), distinctiveness of the suggested solutions, and literacy.

Discussion

Interdisciplinary exam

Interdisciplinary exam is called this way as it is of interdisciplinary character; it has one or several stages and includes various theoretical and practical tasks. If necessary the examination commission should be formed, which will prepare and carry out the exam.

I.F. Filchenkova, A.V. Grishina & E.N. Perevoshhikova (2015) suggest the following criteria of attestation at the interdisciplinary exam:

−level of theoretical and practical competence in the basic disciplines of the educational module;

−level of competence in the solution of practical tasks (cases etc.);

−level of mastering the professional.

Qualification paper

Qualification paper is a scientific research connected with the development of theoretical and practical aspects of the recent problems in the corresponding training profiles. The themes of the qualification papers are formulated in accordance with the educational results, obtained in the volume of the basic disciplines of the educational module. The requirements to the content, structure and execution of the paper as well as the requirements to the procedure of defense are defined by the director of the module and the team of teachers implementing its realization.

Testing in the Moodle system

Testing in the Moodle system may include both the complex testing with the insertion of materials of all the module disciplines and component-wise testing with the each separate discipline included in the module (Vaganova & Khizhnaya, 2016).

Complex Interview

Complex Interview allows testing the knowledge of all the disciplines of the module in the form of conversation, discussion, presentation of a report etc. The interview is carried out by the academic staff implementing the disciplines and practices in the context of a certain module. Complex interview should be directed to the diagnostic of the formed educational results in the module and evaluation of the ability to feel confident in the cross-curriculum field of the module.

Portfolio

Portfolio (for educational field of creative profiles) belongs to the category of true individualized estimates which are the most proximate to the real estimation and focused not only on the estimation process, but also on self-estimation.

The estimation by means of portfolio is the educational strategy of collection and systematic organization of such data (Vaganova et al., 2016). Creation by the students of their own file of works may contribute to the achievement of such aims as: formation of self-esteem and external esteem, development of professional skills and profound concept of learning.

Conclusions

The results of the qualification testing included into the final assessment in the educational module is defined by grades 'excellent', 'good', 'satisfactory', 'unsatisfactory'. For the disciplines and kinds of work by which the form of intermediate control is credit, grades 'passed' and 'not passed' are prescribed.

For the period of learning a module, the teacher fills up the rating table. For one term a student may rate from 0 to 55 points. The rating may be both general in the module and separate in each subject depending on the structure and complexity of the module (Filchenkova et.al., 2015).

The final list of the estimation forms of the educational results in module is rather difficult to draw up. The estimation of the educational results is also possible in the forms reflecting the peculiarities of the content of a certain module and that's why being specific exactly for certain training profiles.

Disclosure statement

No potential conflict of interest was reported by the authors.

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