Tream – the strategy – basis for summative assessment and acquisition of competences

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„Criticizing is easy. Assessing is difficult"
Luc Vauvenargues

Annotation: *Emerging technologies in the global world are posing new challenges to education in all degrees. Especially relevant is the challenge posed by the competency approach. The development presents an understanding of the dependency summative-competencies underlying the TREAM strategy.*
KEY WORDS: *COMPETENCY APPROACH, COMPETENCES, SUMMATIVE ASSESSMENT*

In the recent couple of decades, strategies for improving the quality of educational-training (mostly the educational) work in school (including higher education) are sought for. A philosophy about education different from the former one emerged, where the focus is moved from learning facts to acquiring competences. As result, there are not only Ministry of Education's requirements available, but also prosperous theories directed towards changes in the entire pedagogic interaction as well as in certain structural elements of studying and teaching (methods, organizational forms, tools). Part of them reflected directly on the style of a great part of the Bulgarian teachers – respectively, on the school life (saturating the interaction with interactive practices, with visualization improvement, with considering the principle of environment friendliness, etc.). Results are positive but not satisfying enough. There are reserves existing in the docimology procedures as one of the factors of motivation, not only of students but for teachers, too. One of them is in the summative approach.

In the present presentation, the traditional understanding of that approach as an option for objectifying the assessment"[1], is not in its just traditional sense. Also, here the subject of commentary is not to what an extent the knowledge is assessed, but the attention is rather focused on its use on the grounds of the TREAM-strategy regarding accenting in the dialogue learner-trainer on the ways of managing with tasks, on the understanding and the sense and their connection with acquiring competences.[2] In this line of thinking, the suggested goal for a different summative assessment emerges – result of joint discussion of the results and their positive effect on the learner. Such a philosophy of multi-component (summative) assessment moves the entire learner's view towards himself as a progressing personality. The meaning set in a study within two-years time is synthesized in the following hypotheses, if the approach is applied in practice, the following expectations exist, with reflection on:

- Regulation of the Self as an active subject concentrated on the particular aspects of its own brain activity, in the pedagogic process.
- Relief of the tension connected with the presenting and the digital assessment.
- Enhancing cooperation as a result of assessment of the others' strong aspects and the lack of necessity to compare with them.
- Building respect for the leader as far as he appears to be rather a moderator and/or assistant, not assessor.

Strategy's presenting is visualized schematically by a five-element structure

It premises productive teacher's strategy regarding the goals in the process of pedagogic interaction – forming competencies. Approbated with 580 students from the pedagogic specialties, in the course of school year 2018/ 19 and 2019/ 20 during seminar and practice exercises, and also during examination procedures – current and final, the strategy has been analyzed on the grounds of the results from the following applied research procedure:

- Pedagogic observation (held at first stage, focused on the competences and barriers).
- Locus of control (held at second stage – in the beginning and in the end).
- Analysis of documents from individual and joint activities connected with completion of given tasks and with freely chosen by the students tasks (held at the second stage – in the beginning and in the end).
- Study of the status of the person in the group (held at first and at third stage).

The research's design is to a great extent dependent on time (on the curriculum) and is conformable to the experience of the studied persons from various courses – 1, 2, 4. It was structured at three stages:

- Getting acquainted with the philosophy of studying, directed towards self-improvement connected with future professional activity. Here the focus was put on assessing the activeness and the freedom from creativity.
- Practical activities connected with completion and analysis of tasks, where alongside with setting them up, the following has been clarified: variants and approaches for individual or work in the conditions of cooperation – group, team; criteria for assessment – different from the digital one, which directs the learners' attention towards the elements of the TREAM-strategy as it turns them operative in a criteria way. Special attention was paid to the effectiveness and accompanying motivation, defined in the goals stated by the participants.
- Assessment – includes grounded self-assessment, assessment of individual and group work of various types (preparation of a project, setting up a task with certain goal, planning activities for coping with the pedagogic situation and others) – on exchange grounds (preliminary criteria are preset for it and explanation connected with: reflection, activeness, creative decisions were given.

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[1] **See** in details, the studies financed by the Nuffield Foundation and the Information and Coordination Center „Data for the policies and the practice", http://eppi.ioe.ac.uk

[2] **Note** under competences, the interpretation of D. Lefterov for the relation competences-competence is accepted (particular-towards general).
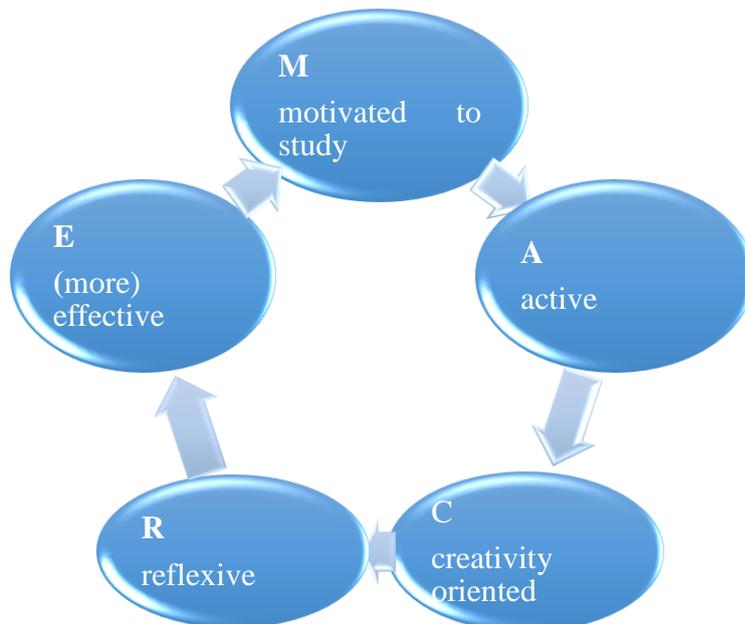
Fig. 1: *tream-strategy of the teacher*

The locus of control understood in interrelation with motivation "is strongly dependent on the assessment about the rest (about the others)" [10, 29], considering their activity as dependent on the particular person or other factors, studied through a standard procedure, showed significant changes in the course of time. It is clearly seen on

figure 1 that in the end of the period there is a significant preponderance of internal control and data for close values according to the interval evaluations of the average values of percentages for the beginning and the end of the research period. They directly correspond with the data from the held pedagogic study and prove stability of results.

Means and 95.0 Percent LSD Intervals

nn78 nn79 nn70 nn71 nn72 nn73 nn74 nn75 nk78 nk79 nk70 nk71
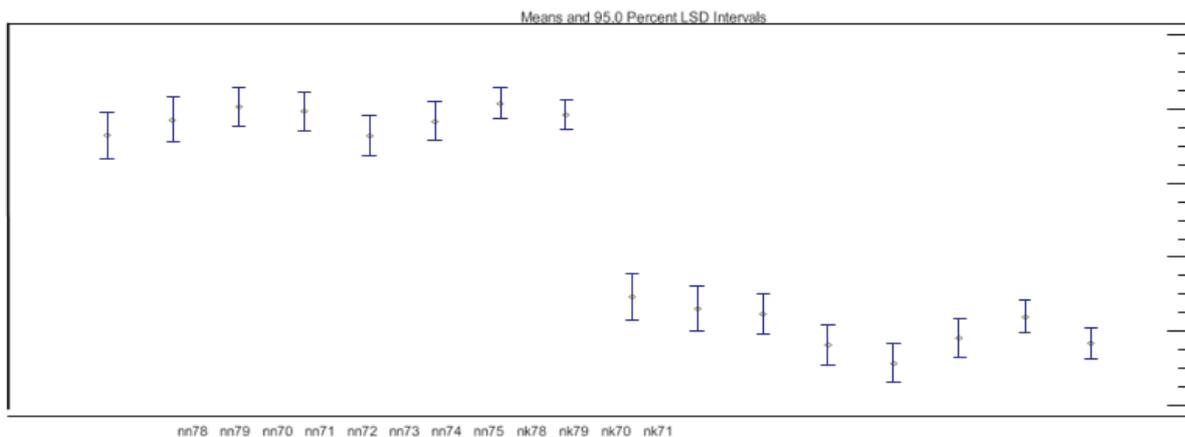
Graphic 1: Locus of control

The summarized analysis from both research procedures gives grounds for the following conclusions:

In the beginning:

- Students are rather uncertain; they think that mostly external factors influence the educational process quality.
- There is relatively great number of individuals that are lead by their emotions and act impulsively as result.
- There is lack of skills for making plans and prognosis.
- Great percentage of participants tends to reject acting.

The summarized opinion is that relatively bigger share of participants have external locus of control. In the end there are significant differences in the following directions:

- The number of students, who demonstrate persistence

and confidence, is great.

- Emotional intelligence advances.
- There are competences for planning.
- The results are mainly connected with the own efforts.

The locus of control is considerably changed and stable – from external to internal one.

The results of the status change, according to the data, received while studying the group dynamics (by periods, series according the statistic procession and the summary assessments), in the beginning – series 1 and at the end - series 2 of the study for all groups is showed graphically on fig 2.
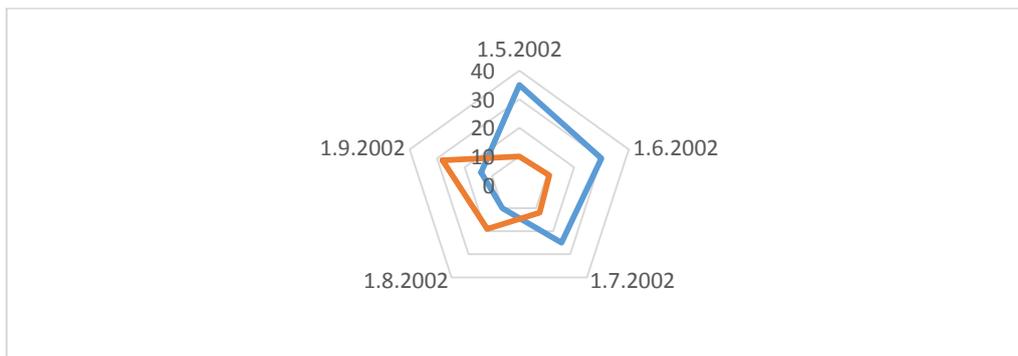
Graphic 2: Group dynamics

There is a range of percentages relevant to the comparative analysis of the stability indexes (,,X"). They clearly show that in the end of the work period the group of the outcast[3] individuals is insignificant, while the one of the accepted has grown and manifests sustainability.

As it became clear, the empiric work efforts aimed to prove the inconsistency of traditional assessing in relation to the needs of acquiring professional competences. At the same time, they were directing regarding approbating an adequate docimologic approach based on target strategy directed not towards certifying at academic level but towards a socially adequate number of goals connected to establishing the following:

- Indicators for successful competences of national significance in the context of the profession that serve for real change in the assessing practices with view to optimizing studying in personal aspect, through assessing.
- Change in the relations in the studying groups from individualism to community.
- Humanization of study environment through clearing fear of coping, defined through digital assessing.
- Change in the understanding for summative assessing through clearing the sense for accumulation of many facts and focusing on the personal growth according the student's individuality and the needs claimed by the profession.

The concrete results justified to a great extent the efforts and can be synthesized the following way:

- There is change in The Self as an active subject – developed skills for analysis, synthesis, planning and making prognosis.
- Creative thinking and personal motivation for acquiring professional competences are fact in the process of work – this is another reason for the dropping out the focusing on assessment and the tension connected with it.
- There is available extended formal and informal dialogue, in which center are: discussing the goal of studying and the ways for improving the studying process, assessment of the progress in it for each of the learners, its steps, the possible and necessary cooperation.
- The self-assessing procedures have improved as well as the overall evaluation of the studying process, which leads to change in the relation student-teacher in the direction of respect, looking for support and cooperation.

Recently, we witness new needs connected with studying and teaching – organizing technologies for synchronous and asynchronous interaction and use of variety of technologic competences – work with interactive tools, combining interests, groups and individuals for performing organizational and educational tasks, etc. There are more and more components of the suggested strategy coming with them – mainly: activeness, motivation, creativity, effectiveness. Results prove the effectiveness of the held research and direct to new searches connected with developing the general professional skills as: assessment of fake information, keeping virtual space from unwanted interference, preserving and transmitting data of various access (off-line and on-line), web-services with wider publicity, blogs, forums, etc. Work on the following is forthcoming:

- on-line and off-line consulting;
- practical convincing about the sense of educational goals and the personal aspect;
- change in the learners' values connected with studying;
- building various structures in teachers' professional interactions – respectively, processes.

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[3] Note ,,outcast" in this case is a criterion that includes three indicators for acceptance in the group