

**QUALITY ASSESSMENT OF TEACHING THE COURSE “THE
BASICS OF STATE AND LAW” IN TERMS OF STUDENTS’
OPINIONS FROM THE FACULTIES WITH SPORTING
PROFILE**

Ina Pârlîi¹

*¹State University of Physical Education and Sport from Chisinau,
Republic of Moldova*

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Abstract. The assessment of the teaching quality implies a process that allows the appreciation of the effectiveness of academic staff which ensures a specific component from a specific study program. Assessment practices raises questions on what counts as a "science / to know" or "knowing / knowledge" in a certain culture. By the skill to utilize resources and management capacity of the educational process (therefore, the teaching strategy) depend, ultimately, the academic obtained performances by the students. Thus, to establish an evaluation strategy in education is equal to fixing when assessing, in what form, by what methods and means, how you value the information obtained etc. Of course, in the end, according to the conclusions, the student will change its strategy of learning, the teacher the one of teaching and manager the managerial strategy. The assessment strategy shows how to integrate the action of assessment (achievable by the measuring-appraisal-decision operations) in the structure of didactic teaching activity functioning. The evaluation strategy reflects the increasing trend of evaluative actions: from the traditional checks to assess processes and progress conditions of teaching activities, situations of training / learning.

Introduction

Quality assessment in higher education has increased greatly in recent decades, the researches being focused specifically on the quality of teaching - practice increasingly common in higher education in different countries. In this context, teaching is an important factor in assessing the professional quality of the teaching staff.

The researches targeting the higher education from the Republic of Moldova are insufficient, especially, in assessing the quality of teaching,

although we could say that its share in the educational process is through a significant percentage of over 50% of a teacher total activity. The assessment of the teaching quality implies a process that allows the appreciation of the effectiveness of academic staff which ensures a specific component from a specific study program [1]. Thus, the goal of the evaluation is to monitor and determine continuously the measure assessment whether the learning outcomes correspond to the target objectives, teaching methods and curriculum content. Moreover, the essential component of teaching process, the assessment, helps to improve the quality of teaching by monitoring innovations in teaching, improvement of courses, identifying the strengths and weaknesses of teaching, active involvement of students in teaching and learning, identifying the problems, the difficulties encountered by students, checking the students' expectations by measuring satisfaction degree regarding the teaching provided in the disciplines of studies [3,4].

The assessment of education process quality through the students opinions is part of the quality system implemented at the State University of Physical Education and Sport, there being internal rules and procedures in this regard.

The goal of research is to evaluate the quality of teaching the course "Basics of State and Law" through the students' opinion to identify the specific components of it, concrete techniques used by the didactic staff and not least, to implement within this process, new elements, as effect of the essential questions of the students, but without pretending to an exhaustive statement, given the scale and complexity of the problem addressed.

The methodology of research: literature review, investigation, self-observation, systematic observation, statistical mathematical analysis and graphical method.

Administrarea și chestionarea studenților a avut loc prin distribuirea (chestionarului) și interpretarea răspunsurilor acordate de către studenți, cu referire la calitatea predării disciplinei de studiu "Bazele statului și dreptului". Activitatea de răspuns la chestionare a fost realizată în cadrul seminariilor desfășurate cu studenții de la facultățile de Sport, Kinetoterapie, Pază, protecție și securitate ale USEFS.

The processes of students questioning and results analysis

Administration and questioning students was held by distributing (questionnaire) and interpreting the answers given by the students, referring to the quality of teaching the study subject "Basics of State and

Law". Activity response to the survey was conducted within the seminars conducted with students from the faculties of Sports, Physical Therapy, Guard, Protection and Security of SUPES.

The methodology for calculating assumed the weighting of responses to declared presence at the course. This self-confessed presence of students, not always show absolute credibility, but the anonymity of questionnaire however incubates a note of sincerity from the respondents. Below there are the results of the analysis of questionnaires. Because of information confidentiality are presented only the synthetic values. In Table 1 we present the number of respondents, the number of valid answers, evaluation criteria of teaching study subject "Basics of State and Law" and the percentage of the results from it.

Table 1.
The number of respondents and evaluation criteria of teaching study subject "Basics of State and Law"

Nr. of crt.	Nr. of respondents	Nr. of valid answers	Evaluation criteria of reference subject \	Answers (%)
1.	127	127	Structuring of curricular content Difficulty degree Volume and applicative value of discipline Connection with other subjects and interdisciplinary nature Teaching way and rhythm Interactivity degree Innovative content and degree of intellectual and creative development Availability to questions The presence at the course	To more than 80% of questions were received the expected responses

In Figure 1 and Figure 2 we reflect the situation and reasons for student absences (according to their statements) at the study discipline "Basics of State and Law"

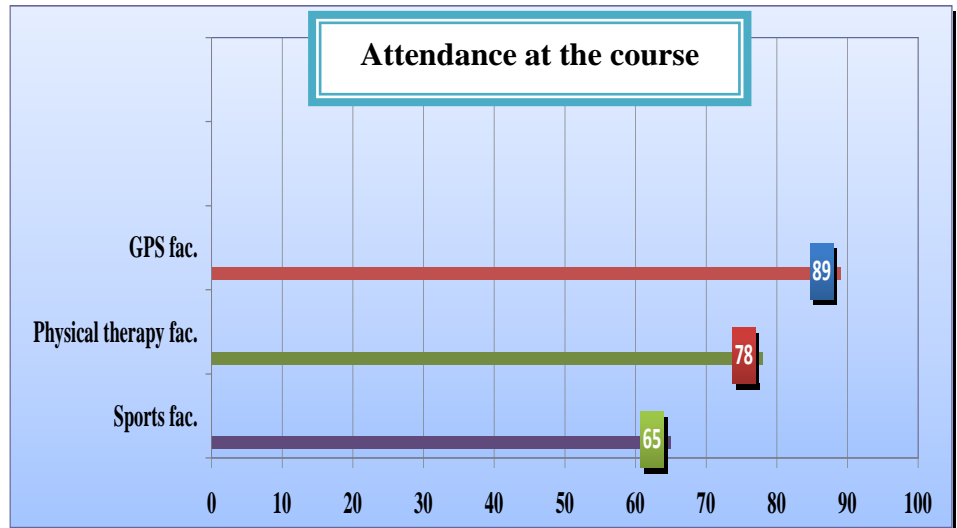


Figure 1. Students' attendance at the subject "Basics of State and Law"



Figure 2. The reasons for missing the course

In the Table 2 we present criteria for evaluating the subject "Basics of State and Law" and the results from each of it. The evaluation criteria are included in the value scale of 1 to 5 points, which is the minimum (1)

and maximum (5) satisfaction degree of students on study discipline submitted for evaluation.

Nr. of crt.	Evaluation criteria	Minimal criteria	1	2	3	4	5
1.	Structuring of curricular content	Answer = 2: it is required material restructuring	1	2	3	4	5
2.	Difficulty degree	Answer = 3: it is required to change the way of transmission the knowledge Answer = 4: optional modification of the teacher	1	2	3	4	5
3.	Volume and applicative value of discipline	Answer = 2: filling content with discipline with New topics Answer = 4: focus on content material	1	2	3	4	5
4.	Connection with other subjects and interdisciplinary nature	Answer = 2: differentiated approach to complementary disciplines	1	2	3	4	5
5.	Teaching way and rhythm	Answer = 3: Requesting restructuring of speech / presentation for response, appropriate teaching rhythm	1	2	3	4	5
6.	Interactivity degree	Answer =3: good enough	1	2	3	4	5
7.	Innovative content and degree of intellectual and creative development	Answer = 3: fairly high, the teacher manifests a concern in this regard	1	2	3	4	5
8.	Availability to questions	Answer = 3: quite high, the teacher manifests an availability to questions	1	2	3	4	5

From Table 2 we can see that in terms of the structure of the course "Basics of State and Law", this must be restructured according to student opinion. Specifically, the course structure is not sufficiently clear and contains few examples of topics on practice as compared to what is required in the exam.

Regarding the difficulty of the subject, the students said that it must be changed the method of transmission the knowledge, namely, it would be more effective if the teacher would proceed to explain more concrete on the terminology addressed in teaching and theoretical content curriculum it would be filled on examples of legal court cases in sport.

On the volume and value of the discipline, the students reflected the fact that it is too big and theorized, recommending completion the content with new problematic. We can also notice in Table 2 respectively in terms of relationship with other disciplines and interdisciplinary character, a score insufficient given by students, only 2 points, which requires the use of learning as a method, which would help to solve problems regardless of discipline. For example, by using algorithms as a tool for solving various problems and presenting them in visual form (games, simulations, legal cases and simple applications), it would be provided inter- and transdisciplinary, it would be realized the connection between different disciplines, through the use of modern technology, thus developing creativity, teamwork and critical thinking.

Referring to the difficulty of the subject "Basics of State and Law", students consider that this course could be restructured and organized in a context accordingly the training activities in relation to the specific situation of learning. For example, communication addressed by the teacher in teaching, pedagogical message prepared and submitted by him to be clear, concrete and easy to be perceived, treated and valued by the student.

In the end we can affirm that it should be achieved continuous assessment of the discipline of study so as to ensure regulation - self-regulation of the activity of permanent education / training. Thus, the correlation of capabilities to know the wishes of students, teaching specific requirements to optimize design, routing business education / training and continuous assessment of the subject they teach, can outline the ideal image of the teaching profession, a structured pedagogical competence. Moreover, it operationalization reflects the overall performance virtually, adaptable to any context, to the extent that

provides design, construction, development and completion of training curricular activity [2,5].

The worldwide practiced models of analysis in recent years and reproduced in documents of national and European policies (e.g. Ministry of Education and Research of Romania, 2002; Ministry of Education of the Republic of Moldova, 2014) outline a profile of pedagogical competence of the teacher of any subject which "means more than the fulfillment of separate standard." All these standards - knowledge and understanding of scientific and pedagogical field, classroom organization, teaching planning, monitoring and evaluation activities - "should be taken as a whole to fully appreciate the creativity, the energy required by teaching, managerial abilities own to teaching profession" [5].

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