

MALPRACTICE VALUATION

Ioana LEPĂDATU

”Spiru Haret” University, Faculty of Psychology and Science Education, Braşov,
Romania (ioanalepadatu@yahoo.com)

DOI: 10.19062/2247-3173.2016.18.2.14

Abstract: *People with self-esteem adequately evaluate their performance more favorably, think positively about themselves and others and have high standards of performance, and people with low self-esteem evaluates its performance less favorable and tend to disapprove of others, waiting even being rejected by others.*

Research, the observant type, underlining the importance of introducing term aims malpractice in education psychology, particularly malpractice in the evaluation. Intervention is supported based on surveys and research on groups of subjects in Brasov County.

Keywords: *valuation, learning, development, malpractice, self-esteem*

Learning is the process that determines a change in knowledge and behavior. Not every change is an expression of learning. Only selective changes permanent and oriented in a determined direction changes can be considered learning. Learning is defined as the acquisition of knowledge, skills and competencies through individual study, experience or teaching. They are actually learning outcomes. What happens with the process?

Learning is always a personal fulfillment learn to act differently, to think differently, feel differently, as something natural that comes naturally and is part of the process of adaptation to changing circumstances very often.

The word education has its origin in the Latin word ”education”, which means „bring to light”, „to shape”. So teachers bring out the resources and skills of students. After G. Mialeret term may have at least four meanings, namely: as a system or institution; the action of a person or group over another person or group (D. Durkheim); in terms of content (literary, scientific, practical, multilateral); the effect (when someone is well educated, bad or mediocre educated). Mechanisms and functional support of education is the learning process, which is based on the plasticity special nerve activity superior human processes conditioning to adaptation processes storage experience (information), organization of conduct useful adaptation, including social contagion, but especially, rationalization and awareness of social values moral, ideological and reporting them (learning direction). Education is reflected in the efforts of parents, educators and aims to achieve a comprehensive development of the potential of personality characteristics, in order to form the abilities, skills useful skills and capabilities, social integration. Education problems were reported, since the time of Aristotle is a process of great social importance. Its effects on the direction of education has many functions, all important. The most complex aspects of education are generation in conjunction with emotion education, attitudes, creativity, adjustment of temperamental sides [1].

In Neuro Linguistic Programming there is an axiom that already have all the resources we need, or if they have, they can get. Teaching can not stand as an activity in itself. "I

taught this, but students have not learned" is the equivalent of the medical anecdote "The operation was successful but the patient died". Simple injection information leads nowhere and examinations can generate real "educational boulimia" - have thrust forcibly knowledge memory learner and swallowed in one breath, then to regurgitate right time [2].

The educational process is one every day, any mistake can have unexpected consequences. School evaluation is a sensitive area is a moment of high emotional impact for children (both positive - they take a good note and the note obtained is negative as they wanted). That is why it is very important for the process to be a fair, otherwise this may cause students to lose confidence in the educator, but also in own forces can lead to disappointment, indiscipline, stress education.

In the paper "forms of malpractice in education and training" an analogy between malpractice in the medical act as committing a misconduct tortious on the patient, involving civil liability of medical staff or supplier of medical products and services and malpractice act trainer - which means erred educational professional, generating harm to the student as a form of negligence or incompetence on the part of the trainer. "There is no proper assessment without clear objectives", said Viviane and Gilbert Landscheer in "Defining operational objectives." "It is impossible to judge the adequacy of conduct, the effectiveness of an action without knowing the effect desired result." [3]

The initial assessment is to determine the preparedness of students at the time of entering the service, the decisive condition for the success of teaching and diagnosis of training in areas that verifies their content. At the same time, and can accomplish the predictive stating the conditions in which students will be able to assimilate the contents of the new training program. No prediction is the most important function, but organizing a program of recovery, support and motivation for learning.

Cumulative assessment (summative) is performed by partial examination during program and an estimate of the balance sheet of the results for long periods. Continuous assessment (formative) search checks during the learning process, conducted on small sequences, can prevent failures.

Of the three components of the spiral education, teaching-learning and assessment, evaluation is the most sensitive, because changes occur not only within the education system, but also outside it, producing long-term effects in the further development of the child.

Educational talks about an academic himself. Students who have self-esteem and a positive image of their better results. Research shows that poor academic results lead to a decrease in self-esteem and low self-esteem tends to be offset by increasing self-esteem in other areas. Children with poor school performance will draw attention to their acts of rebelliousness, which will make them feel respected by her colleagues and even if negatively. School capacity is an important component of self, self-esteem at school, because self-esteem is positive or negative attitude towards their subject and being able to feel how important, valuable. Self-esteem is relatively constant, but actually has a stable and another that changes difficult periods or during evenings failures. If errors occur in the assessment, talk of a malpractice in educational psychology, which will have an effect of great importance in human life, the emergence and development of his personality in the initiation, implementation and development of relations with the group participating in the formation of self-image, the concept of self-esteem. These effects can not be pursued, students will seek opportunities to preserve esteem and self-respect will avoid unpleasant situations, situations where it will be appreciated, losing confidence in them and can and educators, teachers, teachers, coaches or trainers.

It is known that people with self-esteem adequately evaluate their performance more favorably, think positively about themselves and others and have high standards of performance, and people with low self-esteem evaluates its performance less favorable and tend to disprove others, waiting even be rejected by others.

"Halo Effect" can be positive or negative. Halo positive is when a person is assigned attributes positive and mental abilities who might not have, what it negative, when a person is given a trait negative which could not have. Halo effect is established by force suggestive influence. Teacher-student relations are impregnated halo effect[1] when teachers are not longer willing to observe good students gaps or weak student progress.

Robert Rosenthal is most known for his research and studies conducted on experimenter expectancy effects, which is the influence that a researcher can have on the outcome of an experiment. „Pygmalion effect” or Rosenthal effect also known as the advance effect is the phenomenon that higher expectations result in an increase in performance. The effect is named after the Greek myth of Pygmalion, a sculptor who carved the statue in love with him [4], occurs when the teacher's predictions not only expected, but also facilitate the phenomenon. Pygmalion effect is the phenomenon that explains better performances by people when greater expectations are put on them. "Contrast effect" occurs when the student receives the same result in better mark if following the assessment of a lower score, or receives a lower mark if it follows a student responses were rated as very good.

"The effect of order" is when the examiner, because of inertia, maintain the same level of appreciation for a series of answers that actually has some qualitative differences, or "fallacy" when substituting objectives and key parameters of assessment by secondary objectives as accuracy, exposure or systematically the effort of students. There effects related to personal equation examiner, evidenced by the appreciation trend of the results by the efforts, or by penalizing any failure; pointing originality of answers, or, conversely, fidelity responses compared to those taught, and errors related to the state of time assessor, other subjective factors that occur not only in the educational process conducted in school but also outside school in extracurricular activities that students do like sports, music, art ...

Research, the observant type, underlining the importance of introducing term aims malpractice in psychology and education, particularly of malpractice in the evaluation.

Intervention is supported based on surveys and research on groups of subjects in Brasov County.

The disciplines accurate lends itself to a more objective assessment to the humanities that can be marked by subjectivity evaluator personality evaluator state time, fatigue factors adventitious that can promote errors in evaluation and hence malpractice in education and training. I chose mathematics.

Objectivity in scoring can be influenced by certain circumstances that may induce significant variation either a teacher to another (variability) or the same teacher at different times (intra-individual variability).

Paper was the following assumptions:

H1. Suppose that teachers know the errors that may occur in the evaluation of the teaching process;

H2. There is subjectivity in assessing oral more than the other methods of valuation;

H3. Children with poor in mathematics scores do not like matter in question.

It worked with a sixth class of 28 students and 16 teachers from secondary schools.

For the first scenario, we compiled a questionnaire seeking to identify issues related to errors that may occur in the evaluation of the teaching process. They followed, equally, the views of teachers linked to their role in the results achieved by pupils and they are

aware of possible types of errors in evaluation. All teachers interviewed know the errors related to personal equation examiner and define it. Pygmalion effect is not known for 14 of them, the halo effect is not known for 9, the effect of order, logic defined but not called, the contrast remains unknown to all teachers surveyed.

So the first hypothesis is partially confirmed. Evaluators know at least one error that can be committed in the evaluation.

For the second scenario, students were corrected and the same works in another school, without knowing names of the students. There were no errors greater than 0.50 points so 1 point by rounding the final mark. We failed to identify where errors have been reduced and that this valuation was made once teachers knew the experiment so that the experiment could be compromised. Also found on this occasion that written in mathematics assessments are objective. Hypothesis two could not confirm because of these limitations and research.

For the third hypothesis, we asked the children if they like math. We wrote down the answers and compared with notes in the catalog at the course. Those with scores over 8 gladly teach this discipline like math. Those with scores below note 7 do not like math and consider the teacher does not give the right notes.

If the teacher believes the student is shone on the matter because this tends to give him all the time higher grades, and if the opinion he has done on the child is to have learning difficulties, tends to lower grades than the deserved. The consequences of such errors are sometimes devastating child feeling powerless and unable has an impact on the teacher's opinion about it.

Medium and long term these errors lead to lower self-esteem, loss of confidence, motivation and sometimes even drop out. The child remains with the idea that no matter how hard they try still will not get good grades, or will fail to change others' opinions of him.

Now the most important task of the school is to teach the student to learn and motivate him to learn. The problem of individual differences capacity pace of acquiring knowledge and learning or processing information, is increasingly attracting the attention of psychologists and pedagogues today, when the volume of knowledge is increasing, and their content is always complicated. When errors occur attitude towards the teacher will be one unwarranted.

The student learns from the teacher because no matter how hard they try, all will fail. When on the contrary, the student is appreciated more than merit, you will learn that you do not need to work harder to defeat. And in one case and the other student will be demotivated teaching, school capacity is an important component of self, self-esteem at school. Lack of self-esteem, self-esteem and self-love will prevent the formation of normal and mature.

REFERENCES

- [1]U. Schiopu, (Coord.), *Dictionary of Psychology*, Editura București, 1997;
- [2] J. O'Connor, *Manual NLP. Practical Guide to get the results you want*, Curtea Veche Publishing House, 2010, Bucharest, p.45;
- [3] V de Landscheer, G de Landschee, *Defining operational objectives*, E.D.P., Bucharest, 1975;
- [4] (https://en.wikipedia.org/wiki/Pygmalion_effect), accessed on 1 Apr. 2016