

TEACHER EDUCATION: A PROJECT FOR EVALUATION/SELF ASSESSMENT IN EDUCATIONAL PERSPECTIVE. FIRST REPORT OF RESEARCH EXPERIENCE IN THE COURSE OF PRIMARY EDUCATION AT THE UNIVERSITY OF MACERATA

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Abstract: Nowadays, the pedagogical issue about evaluation matter has become a priority both in everyday school and university life and in debate among scholars and in the most recent educational policies through a series of legislative measures that have resulted, among other things, in establishment of INVALSI institution (which replaced the CEDE) as well as the "younger" ANVUR and AVA, as it is taken to follow up on awareness at all levels that the evaluation is a strategic lever to revive and upgrade the system of education and training. In fact, it has come to have, on the one hand, a considerable literature – pedagogical one too – on the subject and, on the other hand, a significant wealth of experience in/of schools.

However, in this debate the risk both of the absence of an adequate systemic overall design and of the "actual" marginality of the teachers professional , with the de-empowerment of those involved, is still present. The plurality of times and school assessment tools are likely to be devoid of meaning and direction , without a vision system and a non-adequate initial and in-service teachers education and training (in a perspective of lifelong learning and education). In this perspective, the years of teachers university education and training can be an important resource in theoretical (docimological education) and practice (internship experience) terms, especially in a strategic pedagogical perspective to promote a culture of evaluation and self-assessment. It is therefore relevant and meaningful, in terms of pedagogical reflection and educational research, to reflect about the idea that the future teachers have of the purpose of school evaluation and of the characteristics that the teacher must have to be a good evaluator; and propose to such students evaluation tests and self-assessment about their curricular knowledge, also in view of the Dublin descriptors that make up the references in preparing the educational objectives of university courses, as well as bearing in mind the subject areas of the curriculum of school cycles at which they will teach.

This paper discusses the results of a first experience of survey in the initial stages of a research and evaluation project in order to university education and training (in this step we refer to the initial one) of teachers of kindergarten and primary school, at the University of Macerata, which is part of a larger research project. This phase of the research is based on the use of a test made up of several areas for evaluation/self-assessment of knowledge and competences of the students, we have already said, of Primary Education Sciences Courses at the University of Macerata. In this first report will be highlighted positive aspects, deficient or to be implemented or improved through a careful pedagogical reflection that will result in proposals for revision/integration of both the initial university curriculum and in the perspective of lifelong education.

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