Chapter 9
Rating Assessment of Students' Knowledge vis-a-vis Rating Evaluation of University Teachers

Elena Viktorovna Burdenko
https://orcid.org/0000-0001-5073-5062
Plekhanov Russian University of Economics, Russia

ABSTRACT

This chapter focuses on the problem of assessing the quality of higher education. It has been identified that the quality assessment of higher education consists of external and internal assessment of educational services quality. External assessment of educational services quality is carried out by all economic entities that are consumers. Internal assessment of educational services quality should be carried out by the university itself. For these purposes, the university develops a quality management system and organizes a department responsible for organizing and monitoring the quality of educational services. Internal assessment of educational services quality includes such parameters as the quality of student training and the quality of teaching at university. A rating assessment of students' knowledge is developed at university to control the quality of students' training. A rating assessment of the university academic staff is carried out to maintain the quality of teaching.

INTRODUCTION

The rapid development of technology, information technology, digitalization in all sectors of the economy has a serious impact on higher education. Amid these changing conditions, higher demands are placed on higher education. All participants in economic processes want to have reliable information about the quality of educational services. This poses questions related to the assessment of the quality of higher education. To answer these questions, it is necessary to study the accumulated experience in European countries and Russia.

In order to understand the processes currently taking place in higher education, attention should be paid to those joint documents that have had a serious impact: the Magna Charta Universitatum (1988), the Lisbon Recognition Convention (1997), the Sorbonne Declaration (1998), the Bologna Declaration (1999). The modern European model of quality assurance in higher education is based on the positive practices of providing and controlling the quality of higher education used in the UK, France and the Netherlands. European organizations have been created for the exchange of experience and the implementation of the European educational policy: the European Association for Quality Assurance in Higher Education, the European University Association, Education International, the European Quality Assurance Register for Higher Education.

Russia faced the problem of assessing the quality of higher education in the 1970s, which gave impetus to the creation of teaching and methodical associations, the development and implementation of new educational standards, and the implementation of measures to ensure the quality of higher education. The signing of the Bologna Declaration by Russia in 2003 made it possible to integrate Russian education into the European educational space. Therefore, the renewal of the higher education system in Russia is taking into account the requirements of the Bologna Declaration. Self-assessment is the main procedure in assessing the quality of higher education; a report is prepared by a higher education institution based on its results. Students and teachers are primarily involved in the educational process; therefore, among all the indicators and criteria used in self-examination, the assessment of the students' mastery of the disciplines included in the educational program and assessment of the teachers' professional skills are the most important ones.

In this chapter, control of educational services quality was studied using two parameters: the quality of student training and the quality of teaching at university.

The proposed system of assessment and quality control is implemented at Plekhanov Russian University of Economics (Moscow) and is currently in use.

BACKGROUND

In 1993, the American Association for Higher Education developed nine principles that are used to assess students' knowledge in higher educational institutions (Wright, 1993). Assessment of students' knowledge is carried out not for the sake of quantitative measurement, but is aimed at creating a more complete and accurate picture of learning. It allows you to compare the result of educational activities with the original goal (Knowing what students know: The science and design of educational assessment, 2001). In the United States, the National Center for Education Statistics (NCES) in 2013 proposed an identical assessment for schoolchildren achievements in each state (NCES, 2013). The level of knowledge in a limited number of disciplines is assessed: math, reading, writing. Other subjects may be assessed additionally (NRC, 2001).

Griffin, McGaw, & Care (2012) in his article drew attention to the changes that occurred in countries with developed economies. Information and communication technologies change the nature of work and impose new requirements to the knowledge and skills of employees. An article by Gui (2014), Chen (2014) is devoted to assessing the performance of university teachers. The articles show that an in-depth evaluation of university teachers' activities involves the use of comprehensive assessment. Multi-factor decision-making method can be used to assess the quality of teaching. University administration plays a leading role in the management of teaching quality.

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