The Dynamic Approach of Education: Focus on Educational Actions and Subsequent Evaluations

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Abstract

Keywords:
evaluation; assessment; primary school children; dynamic education; systematic review.

This paper explores the multifaceted nature of the educational process, focusing on the complex connections between educational actions, the dynamic nature of education, and subsequent evaluations. With a primary focus on primary school settings, the current paper tries to acknowledge the pivotal role of teachers' approaches to education in shaping students' learning experiences. It recognizes the significant influence of teacher discourse and the classroom dynamic on students' academic progress. Through this review of the existing literature, we examine ongoing discussions surrounding how pupils are influenced by various teaching interactions. We tried to highlight the importance of understanding the complexity of the educational journey, recognizing that in a rapidly evolving world, the student remains at the heart of education and evaluation approaches. The paper emphasizes the need to consider the holistic educational experience, encompassing teaching techniques, classroom dynamics, and students' receptiveness to instruction. The paper presents an understanding of how teachers' instructional approaches and classroom dynamics shape students' learning outcomes and performance assessments. By recognizing the central role of the pupil in the educational journey, this study contributes to the ongoing discourse on effective teaching practices and student-centered evaluation approaches.

Zusammenfasung

Schlüsselworte:
Evaluation; Beurteilung; Grundschulkinder; dynamische Bildung; systematische Überprüfung.

Dieser Artikel untersucht die Vielschichtigkeit des Bildungsprozesses und konzentriert sich dabei auf die komplexen Zusammenhänge zwischen Bildungsmaßnahmen, der dynamischen Natur der Bildung und den anschließenden Bewertungen. Mit einem primären Fokus auf Grundschulumgebungen versucht das vorliegende Papier, die entscheidende Rolle der Bildungsansätze von Lehrern bei der Gestaltung der Lernerfahrungen von Schülern anzuerkennen. Es erkennt den erheblichen Einfluss des Lehrerdiskurses und der Unterrichtsdynamik auf den akademischen Fortschritt der Schüler an. Durch systematische Durchsicht der vorhandenen Literatur untersuchen wir laufende Diskussionen darüber, wie Schüler durch verschiedene Unterrichtsinteraktionen beeinflusst werden. Wir haben versucht, hervorzuheben, wie wichtig es ist, die Komplexität des Bildungswegs zu verstehen, und haben erkannt, dass in einer sich schnell entwickelnden Welt der Schüler weiterhin im Mittelpunkt der Bildungs- und Bewertungsansätze steht. Das Papier betont die Notwendigkeit, die ganzheitliche Bildungserfahrung zu berücksichtigen, die Lehrtechniken, die Dynamik im Klassenzimmer und die Aufnahmefähigkeit der Schüler für den Unterricht umfasst. Der Artikel vermittelt ein Verständnis dafür, wie die Unterrichtsansätze und die Dynamik im Klassenzimmer der Lehrkräfte die Lernergebnisse und Leistungsbeurteilungen der Schüler beeinflussen. Indem diese Studie die zentrale Rolle des Schülers auf dem Bildungsweg anerkennt, trägt sie zum laufenden Diskurs über effektive Unterrichtspraktiken und studierendenzentrierte Bewertungsansätze bei.

1. Introduction

Education emerges as a crucial means through which individuals can navigate and embrace changes effectively. With education viewed as a dynamic process that facilitates individuals' adaptation to the ever-changing world. Given that the existing order undergoes continuous transformation, the field of education must also evolve in response to these changes. Teacher professional development centered around the dynamic approach aims to enhance teaching practices that directly impact student learning (Hattie, 2011). It is thought important for teachers to engage in reflective practices and develop action plans based on their own experiences.

2. The dynamic approach in education

The dynamic interplay between early career teachers perceived Personal Competence and the personal and related proportions of teacher buoyancy contributes to the development of their teaching expertise (Tang et al., 2023). Recognizing that teachers may be at different stages of professional growth, it becomes imperative to address their individualized development needs. Teachers engaged

in lesson study actions focused on analyzing students' work, their comprehension of subject matter and effective instructional practices deepens (Jiang et al., 2019). Simultaneously, their understanding of their students' individual characteristics, experiences, and cultural backgrounds grows, enabling them to tailor their teaching approaches to better meet the dynamic requirements of their students. By engaging in reflective practices, teachers can refine their teaching methodologies, challenge assumptions, and develop a more nuanced understanding of their students, ultimately leading to enhanced instructional practices and improved student outcomes. Teacher career progress models encompass pre-service education, enrolment, initiation, specialized development, and lifelong learning (Raduan & Na, 2020). Traditionally, teacher development models have been viewed as linear progressions, and also recently, non-linear models have emerged, offering concepts that can enhance our understanding of teacher development in a dynamic and interrelation environment.

In the field of teacher professional learning, there is a noticeable trend towards the adoption of inquiry-based learning approaches (Nelson et al., 2010). These approaches emphasize the active engagement of teachers in ongoing and sustained dialogue with their colleagues and instructional coaches. The purpose of this dialogue is to discuss and analyze instructional practices, with the ultimate goal of improving teaching effectiveness over an extended period (Fox & Poultney, 2020). This shift towards inquiry-based learning is substantiated by research (Widjaja et al., 2015; Ylonen & Norwich, 2013) which indicates that this form of professional development has a more significant impact on enhancing teacher knowledge and improving instructional practice compared to traditional methods like workshops or presentations.
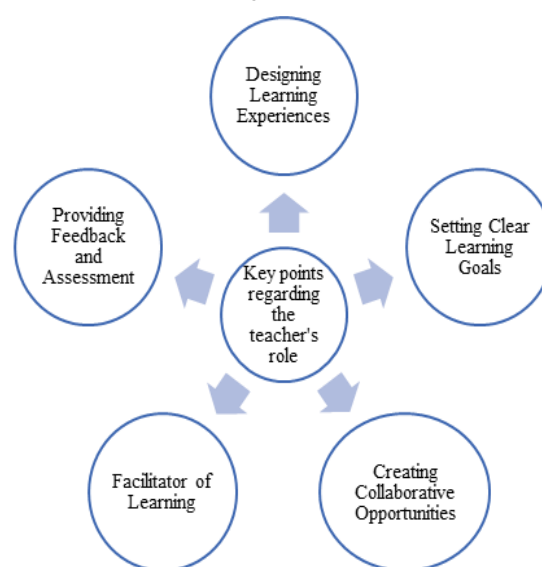
3. Active Learning

The term 'active learning' incorporates a extensive range of learning activities where students are actively involved in the education process. These activities can take place individually, in pairs, or in groups, and they stand in contrast to traditional didactic approaches to learning where students assume a passive role as mere listeners (McGuinness, 2011). In active learning, students are required to take an active role by doing something, such as solving problems, discussing ideas, or collaborating on projects. Active learning approaches recognize the importance of student engagement and participation in the learning process. By actively involving students, these approaches

promote deeper understanding, critical thinking, and the application of knowledge. Rather than passively receiving information, students become active contributors to their own learning experience, which can lead to increased motivation and retention of knowledge.

The teacher's role in active learning (figure 1) is not to dictate the learning outcomes or solutions but rather to facilitate and scaffold the learning process (Kim et al., 2019). They create a caring and all-encompassing education atmosphere where students feel comfortable taking risks, making mistakes, and engaging in collaborative problem-solving. The teacher's expertise lies in understanding each student's needs, guiding their learning, and fostering a positive and interactive classroom dynamic. It is important to note that the transition from a content provider to a guide or coach requires a shift in pedagogical mindset and instructional strategies (Klipfel & Cook, 2020). Teachers need to be skilled in designing meaningful learning experiences, facilitating discussions, and adapting their approaches based on individual student needs.

Figure 1. Five key points regarding the teacher's role in the active learning model

Ongoing professional development and reflection are the determination for teachers to effectively embrace their role as facilitators of active learning. Applying active learning strategies can vary depending on the subject, context, and desired learning outcomes. Examples of active learning activities include problem-solving exercises, group discussions, case studies, role-playing, simulations, and hands-on experiments (Pham, 2021). These activities encourage students to think critically, collaborate with peers, and

develop essential skills such as communication, problem-solving, and teamwork.

4. Student-centred Learning

In the present era, learners exhibit various characteristics that align with the principles of flexible learning. They are technologically knowledgeable, adaptable, capable of multitasking, involved in interactive and networked settings, insightful, imaginative, and adaptive. Moreover, learners have become "anywhere anytime" learners (Ozola, 2012), indicating their ability to access learning opportunities regardless of physical location or time constraints. The emergence of digital technologies and online platforms has significantly contributed to the expansion of flexible learning opportunities (Wang, 2023). Learners can now access educational resources, collaborate with peers, and interact with instructors through various digital tools and online platforms. This flexibility allows learners to tailor their learning experiences to suit their preferences, schedules, and individual needs. They can engage in self-paced learning, participate in virtual classrooms, access multimedia materials, and utilize interactive learning resources. By embracing flexible learning, educational institutions and instructors can provide to the diverse needs and preferences of learners with the use of promoting learner agency and autonomy, as students can choose the most suitable learning environments and approaches for their individual learning styles. The flexible nature of learning enables learners to integrate their educational pursuits into their daily lives (Rodriguez, 2013), making education more accessible and cooperative to different lifestyles and assurances.

A student-centred school departs from the conventional "one-size-fits-all" (Moeller & Reitzes, 2011) approach to education by embracing a more adaptive and flexible model that prioritizes customized learning opportunities to maximize learning outcomes. In such schools, students actively collaborate with advisors and subject-area coaches to establish and evaluate their learning goals. They also design a personalized schedule of learning activities that best suits their individual progress through courses. The curriculum content, delivery methods, and learning supports are tailored to address the unique needs and aspirations of each learner (Alrabai, 2021). This approach grants students a certain degree of autonomy in determining what, when, and how they learn.

Figure 2. A literature review five key points for the student-centered model
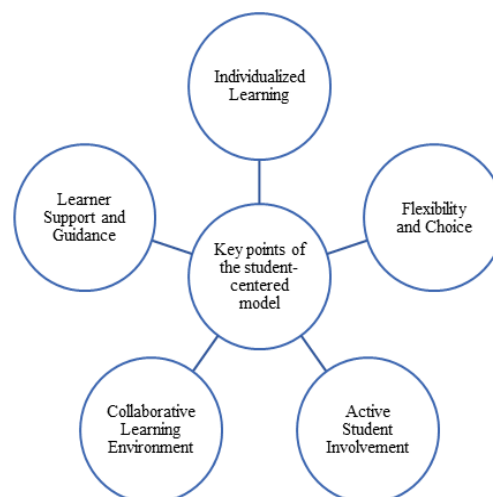
Considering this model where students have autonomy in the student-centred model (figure 2), they also receive support and guidance from educators. Teachers act as facilitators, mentors, and advisors, providing feedback, assistance, and resources (Hayes & Pridham, 2019) to help students achieve their learning goals. This support ensures that students receive appropriate scaffolding and develop essential skills for self-directed learning. While students are empowered with choices, it is important to note that certain targets outlined by the curriculum still need to be met. The student-centred approach aims to strike a balance between learner autonomy and meeting prescribed learning objectives (Lathika, 2016). By incorporating personalized learning pathways, students can explore topics of interest, engage in meaningful projects, and leverage various resources and technologies to enhance their learning experience.

Teachers find assessments that provide specific insights into students' thinking highly valuable for informing their instructional decisions (Moeller & Reitzes, 2011). However, many assessment systems designed for classroom use, linked to standards and responsibility, lack the capacity to provide such understandings. These structures primarily focus on determining whether students have achieved mastery (Winget & Persky, 2022), but fail to explore into their thought processes. Often relying on multiple-choice tests, these assessments prioritize factual recall, name recognition, and disconnected procedures over profounder thoughtful and conceptual relationships.

Assessments that offer teachers a glimpse into how students think are more beneficial in guiding the selection of appropriate learning experiences that match students' individual strengths and needs (Ernst-Slavit & Egbert, 2010). Nevertheless, both types of

assessments are likely to coexist in the classroom and both approaches place significant demands on teachers, requiring subject expertise and an understanding of how students think and problem-solve within specific content areas.

5. Authentic Assessment Methods

The concept of authenticity in assessment has evolved beyond its original definition of "real-world tasks with real-world evaluation." (Frey et al., 2012). Imprecision in terminology such as formative and authentic assessments has led to overlap and divergence from the core definition of authenticity. One important aspect emphasized in the scholarly literature analysed by Frey and colleagues is the inclusion of multiple indicators of performance, such as portfolios and scoring rubrics. While portfolios and scoring rubrics enhance assessment practices in the classroom, they may not automatically replicate real-world evaluations of authentic tasks. Practical job expectations may rely on single-task performance, although portfolios can be relevant in certain contexts, such as advanced degree evaluation or promotion selection.

Mueller (2005) emphasizes the following three key aspects of authentic assessments:

▪ Application of Knowledge: Authentic assessments go beyond measuring students' knowledge of content; they focus on students' ability to apply that knowledge in practical contexts. The assessments are designed to determine whether students can effectively use and apply the knowledge they have acquired.

▪ Constructive Learning: Authentic assessments recognize the constructive nature of learning by involving students actively in the learning process. These assessments serve not only as evaluative tools but also as educational experiences that engage students in meaningful ways. Students take an dynamic role in their personal learning and demonstrate their understanding through hands-on tasks or real-world applications.

▪ Integration of Teaching, Learning, and Assessment: In courses that incorporate authentic assessments, students have numerous opportunities to practice skills and apply their knowledge. The instructor plays a facilitative role, providing formative assessments and regular feedback to support students' progress. The assessment process becomes integrated with teaching and learning, creating a seamless connection between instruction and evaluation.

Designing an evaluation task should take into consideration aspect that at first might elude the teacher but are essential to proper assess later. Teachers should guarantee that students possess the requisite knowledge and skills to effectively complete the tasks, guaranteeing their enthusiasm and competence in the given setting, and that they realize the expectations and criteria for assessment (Ajjawi et al., 2020):

▪ Are students familiar with the structure and format of a report, distinctive from academic essays?

▪ Do they possess the necessary skills to deliver oral or written presentations to a wider audience?

▪ Do students understand the legal considerations when designing a website?

▪ Are they mindful of the ethical aspects related to writing their comments?

In their study, Ajjawi and colleagues (2020) remark that in order to truly develop and grow, students must actively and purposefully engage with the experiences provided, rather than simply replicating established practices without critical thought. Their participants viewed assessments that encouraged students to incorporate elements of their current and future selves, such as learning plans, performance evaluations, or reflective activities, as more authentic. These assessments created opportunities for stakeholders to negotiate the meaning of the learning experiences. However, the findings revealed a lack of flexibility in assessment practices to accommodate the dynamic nature of knowledge that emerges in the workplace. When placements did not unfold as expected, students were able to adjust their learning expectations, but there were limited opportunities for assessment instructions and existing artifacts to be adapted to meet the changing demands of the placement. This highlights the need for assessment approaches that are responsive and adaptable, allowing for ongoing renegotiation of meaning as knowledge evolves in real-world contexts.

6. Conclusions and discussions

Through this paper we tried to explored various aspects of the educational process and we focused on the dynamic nature of education, the role of teachers, and the central role of the student in the educational process. The findings from various studies underscore the significance of teachers' approaches to education and their influence on students' learning experiences. We can see how teacher's discourse and classroom dynamics play an important role in shaping students'

academic progress and achievement through various interactions. As educators we have to understand the complexity of the educational journey that we take and the students embark, considering teaching techniques in the classroom dynamics, and students' receptiveness to instruction.

The review of literature has put an emphasize on the need of a holistic approach to education, which takes into account the diverse needs and preferences of students where student-centered learning approaches that prioritize individualized learning pathways and student autonomy can enhance learning outcomes and engagement. We need active learning strategies in classrooms where students are actively engaged in the learning process, promote deeper understanding and critical thinking skills.

Assessment practices tend to play a dynamic role in the educational process and authentic assessments that allow students to apply their knowledge in practical contexts through hands-on tasks or real-world applications. Assessment tasks should consider the necessary knowledge and skills required for students to effectively complete the tasks, while also incorporating aspects such as report writing, oral or written presentations. We could agree that there is a need for flexibility in assessment practices to adapt to the dynamic nature of knowledge that emerges in real-world contexts and assessments should be responsive and adaptable, allowing for ongoing renegotiation of meaning as knowledge evolves.

We highlight the importance of student-centred approaches along with active learning strategies, and authentic assessments in promoting meaningful learning experiences and improved educational outcomes for all students, no matter the context. Further research and discussion in these areas are essential for advancing effective teaching practices and student-centred evaluation approaches.

Authors note:

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