

THE ROLE OF EVALUATION AND EXAMINATION IN THE SCHOOLS OF REFORM PEDAGOGY

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Keywords: Freinet school, Jenaplan school, Montessori school; Steiner Waldorf school, children's evaluation

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There are several schools of reform pedagogy in Hungary. What is the process of assessment and evaluation of the children's development and efficiency in these schools? What do we mean on pedagogical evaluation at all? Who, what, when and how evaluates? In the course of my research I was looking for the answer to these questions. The practice of evaluation in Montessori-, Freinet-, Jenaplan-, and Steiner Waldorf schools had been under examination.

Reform educators say that during the evaluation process the actual learning process should be confirmed besides quick, definite and accurate feedback. The teacher's task is to evaluate the learning process also as a result and the teacher's task is furthermore to demonstrate the student's competences acquired in the different subjects. The teacher demonstrates the student's capacities in interpersonal communication, the problem-solving capacities, moral development and creativity. In addition I tried to explore how these processes work and how efficient they are in the evaluation and examination systems of the specific reform schools.

The recent research has high priority in my study because the students' systematic evaluation in the school and during the process in the classroom is an indisputable question of primary importance in the whole of the institutionalized education. The exploration of the ways and methods of evaluation applied at schools of reform pedagogy as well as the comparative research of the establishment of the applied methods requires further studies.