

## **PEDAGOGICAL IMPLICATIONS OF LEARNING AND ASSESSMENT METHODS IN THE DEVELOPMENT OF CREATIVITY**

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*Abstract: The present research covers issues related to the modernization of the education system, namely the shift from mechanical recording of information transmitted from the instruction that allows students to use and apply the acquired acquisitions in new contexts. To this end features compared to traditional methods are presented in relation to the modern pedagogical approaches and the fact that implementation of alternative methods ever closer assessment of learning. In this chapter presents an inventory of the procedures and methods to stimulate students' creativity in the classroom and beyond, offering and examples in the various disciplines or curriculum areas, and also techniques and special experiences that can be used successful classes 0-IV to challenge and encourage creative behavior. In opposition to these factors are presented jams or inhibitors creativity, to be rooted out of our being to ensure original and creative thinking that contributes to our success personally and professionally.*

*Keywords: education system, traditional methods, modern methods, alternatives, creativity.*

Romanian education has undergone an intense process of reform in order to adapt education to the functioning of a democratic society and market economy. It was found that the evaluation system centered on memorization and inference, do not cultivate the ability to investigate, to use acquisitions in new contexts and to facilitate orientation in the bibliography. The school system was fascinated by abstractions based on unilateral communication which students form conformists in reproducing knowledge. It highlighted thus necessity of an open education to applied research, learning from conformist to the innovative assessment, focusing on individual progress, have qualitative meanings. The

teacher must be a professional who knows and uses appropriate working tools and material basis. In the new context, the emphasis is on cultivating receptivity and holistic skills training that enable students to join the new information quickly and efficiently, facilitating access to information sources directly concern for individual performances, stimulating creativity and team work

The education system based exclusively on the cultivation of thought converged and acquire knowledge perceived as closed systems tends to be replaced centered education competitive spirit, stimulating the capacity of moral volition, imagination and creativity emphasis on responsiveness to the new reciprocity learning , using training methods that promote creativity and activates imperfect imagination, the instrumental use of technical means and enhancement of community-student-teacher relationship. Pedagogies inspiration herbartiană or non-directive given by complementarity of educational solutions timely and relevant. (C. Cucos cited Mariana Pintilie, 2003, p. 13).

The transition from static to acquire knowledge in a practical and creative that encourages ingenuity, determined adaptation and evaluation of new methods to quantify the response from reproducing moving subject taught by a folded measuring creativity and pragmatism. Thus, school evaluation is flexible, with ancillary role, descriptive and subordinate. (Mariana Pintilie, 2003, page 14).

The term educational curriculum (Latino) is understood as a system that integrates and aligns the objectives of education and instruction, learning content and methods of teaching, learning and assessment. In the context of education reform, they were restructured curricula and programs, alternative textbooks were introduced, aiming at diluting the sterile memorization and assimilation of information irrelevant to the formative steps. In the theory and practice of curricular emphasis was placed on developing students' critical thinking, encouraging argumentative skills and capabilities of dialogic communication. Curriculum reform, school education started in Romanian, was accompanied by a reform of the evaluation system. Outstanding concerns regarding evaluative processes were generated on the one hand, the need to make compatible the Romanian education system with the European one, and secondly to acknowledge the essential role of assessment in teaching. The main objectives of the reform were presented evaluation by the Ministry of National Education "Report on activities carried out within the reform project" (M. Pintilie, 2003, p.16):

- shift the focus from quantitative assessment on the formative;
- standardization of assessment and examination using performance descriptors as a basis for grading;
- widening the range curricular objectives evaluated using alternative means and methods;
- increase the objectivity and accuracy of the assessment and examination;
- diminishing the role of entrance examinations

The curriculum focused on skills has advantages, such as: can embed any time of the new means or resources for teaching staff; thereby enhancing the entire teaching experience of teachers and the possibility of estimating student performance; is oriented towards the learner or by its availability, will make them better value; teachers create learning practical situations involving asset class, establish evaluation criteria for acquiring competence, evaluate students in a complex and educational offer; students have representation and final procurement approach (theoretical and practical) to acquire them; the evaluation criteria and performance indicators, understand how each student is evaluated and what it takes to win / acquisition competence. (Stephen Păearca et al teacher's guide, 2012).

Given that the school no longer has a monopoly on dissemination of information to train students means beyond the structured transmission of knowledge, to teach them to learn. P. Pelpel believes that training is functional to the extent that through steps implication, operation and integration are structured learning activities. The implication requires enrollment in a dialectic of meaning and value that provides motivation and interest in learning. Operation and integration means assimilating new information, achieving balance between them and existing transfer and acquisition capacity. (P. Pelpel cited M. Pintilie, 2003, page 27).

The Ministry of Education said how learning and assessment of school performance that he called alternative methods for assessing type:

- debates problematized;
- Photo editing drawings;
- edits informative, minidictionare and school magazines;
- cinema and theater and debate on them;

- establishing several common themes curricular subjects in the same area or in different curricular areas;
- excursions, visits to museums;
- realization of laboratory experiments;
- investigations, research projects;
- unstructured and structured essays;
- essays, portfolios.

Acknowledging the need to professionalise the current assessment and summative, National Assessment and Examination developed assessment in primary education, achieving passing scores from assessing the results in grading student work through scores based on performance descriptors. Legislative reform and content enjoyed by the Romanian education system, offered autonomy of schools and teachers the freedom to choose methods of teaching, learning and assessment. Methods such as the research project, portfolio or journalism school, promoted by personalities of universal pedagogy (as John Dewey and Celestin Freinet), became the main ways of expression and manifestation of individual and group creativity in different educational systems (M. Pintilie 2003, pp. 17-18).

In a world in constant transformation aims of education are results of choices. Modernize education by using new methods of learning and assessment, allowing reassembly, readjustments and adaptations to the subjects, ultimately depends on the knowledge, understanding and ability to use them. (Mariana Pintilie).

The teacher must learn, in turn, be creative in teaching. If the teacher is not itself evidence of creativity, it will be very difficult to develop this feature to students. In this perspective stimulate students' creativity, the teacher should pay more attention to how the assessment is conducted. As part of the educational process, teacher evaluation is a complex act which considers:

- level and quality of knowledge acquired;
- usability of acquisitions (abilities, skills, ability to use various techniques);
- intellectual potential (inductive and deductive reasoning, creativity);
- personality traits (behaviors, attitudes).

Evaluation the efficiency of learning has the function of finding and assessment by highlighting and estimation of knowledge, skills, and skills acquired by ranking results

diagnosis and prognosis and prediction of future evolution learned behavior. Evaluation is possible to check the progress of learning, improvement of teaching and learning by correcting mistakes and adapting tasks to the intellectual level and age peculiarities of students and also stimulates self-knowledge and self-esteem. Weighted Efficiency Act is indicated by achieving goals and achieving feedback. (Mariana Pintilie, 2003, page 27).

Benjamin Bloom distinguishes between formative assessment and summative evaluation of the diagnostic. Predictive evaluation (initial) knowledge is used for learning ability and cognitive level of students at the beginning of teaching or an annual experiment. The information obtained from this evaluation for adjusting the scroll rate of the matter, to determine the depth and teaching methods. Formative assessment (continuous) systematic verification requires students during the learning process, usually at the end of a sequence of learning. Professor aims to benefit students during a lesson, spontaneous participation, the implication in practical applications, etc. correctness examples The frequency of these assessments is determined by the evaluator based on the objectives it proposes.

The data allow improving the educational process by adapting it to the students. Summative assessment (cumulative) are scheduled at the end of a long learning period (semester, school year), and results in probing the matter taken in completing and supporting essays, essays, research projects, portfolios. The results are compared with objectives and classroom level found by evaluating predictive.

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It is necessary to shift the focus of evaluation objectives, the goals of order information (checking volume of knowledge, skills and abilities they have acquired student) targets the order formative (assessing functional skills of the student, ie critical thinking, independent and original application of knowledge and skills in new contexts, theoretical and practical problem solving, processing and contextual use of complex information). Scoring will not have students in the eyes of a coercive and punitive.

Tension and frustration that usually accompany evaluative act can only be harmful expressing his creativity. Evaluation must be geared towards highlighting the positive aspects and progress of each student. Release of fear assessment can be done by postponing assessment (as happens in brainstorming) or through the establishment of untimely assessment period. The purpose of these actions is to create conditions for the free expression of the possibilities of each student, developing the ability to attack and solve creative problems without fear of being wrong and being punished, increase self-confidence, develop the courage to take risks . Full confidence and esteem that they feel the student from the teacher make him chase shyness and inhibitions, considering himself worthy to reveal and externalize. (D. Sălăvăștru 2004, page 115).

Pending review can undermine a child's creativity, can inhibit or discourage. Might he no longer focus on the content of his work, but on of what others might say about his work, how it will be received, understood or accepted. Some experiments have shown that even the feeling of being watched at work can undermine creativity, probably because supervision makes people feel evaluated. (T. Amabile cited G. Albu, 2005 pag.275).

To prevent school evaluation becomes a way of destroying the creativity, the teacher might try: (T. Amabile cited G. Albu, 2005 pag.299).

- ✓ use feedback in a constructive and meaningful instead to make use of an assessment vague and absurd. Routine in school evaluation kill, indeed, originality, spontaneity, courage assertion own point value / analysis;
- ✓ to involve pupils in assessing their own work and to lead them to learn from their mistakes;
- ✓ to focus on what students have learned, not on what they have learned.

In classes that encourages creativity, knowledge and teachers estimated students' progress through continuous interaction with them. Their works are returned with more

comments; both aspects are observed less successful, but also good aspects, successful. When students can not charge teacher comments that rewards and punishments for their control, but as useful information about their own level of learning and success. In this case, T. Amabile (1997) believed that intrinsic motivation and creativity should not be undermined, it would even be possible for them to intensify. (T. Amabile cited G. Albu, 2005 pag.300).

While integration of assessment in teaching is a constant concern, methods of assessment and grading are separated, typically those learning. In most of the works are presented as teaching learning methods solving, case studies, modeling, dramatized learning, discovery learning, brainstorming, etc. 6-6 Philips method without highlight evaluate participation of students. On the list of traditional assessment methods (standardized) indicate: questioning (sample) current or final oral, written tests, practical tests and evidence docimologic, dissociation, thus learning of the evaluative.

As education modernizes and diversifies, pedagogical approaches increasingly closer assessment of learning. Referring to the research project, John Cerghit, in "educational methods" (pag.162) finds it an excellent global method of testing and verifying intellectual capacities and creative skills, a diagnostic and prognostic assessment tool which was unjustifiably neglected. Because it captures information in a summary form, behaviors, feelings, attitudes and contribute to the formation of personality, the research project, recommended Cerghit must become current school practice. (M. Pintilie, 2003, page 32).

Recent approaches propose alternative wording / complementary evaluation and fall into this category:

- systematic observation of student behavior during the course of teaching using observation sheets current qualitative evaluation or grading scale;
- investigația- way to apply knowledge in new contexts, to promote interpersonal relations, communication skills, training techniques of individual and group work;
- essay- particularly instructive value method because it gives students the opportunity to work independently with sources other than manual; the report has a wider application than the essay;
- the research project activity that allows ample complex and nuanced appreciation of learning helps to identify qualities that individualizes;

- portfolio - complex assessment tool that provides students active role in learning, incorporating relevant experience and results obtained by other methods of assessment; overall progress of the student pursues a long drive and act as a factor of personality development; is an effective means of valuing individual activity;
- by-case study method and applied active heuristic value that enables confrontation with real situations; Modern inductive method of learning-assessment, which facilitates the transition from private to general.

Going beyond the discovery phase, essay, review, essay, research project and portfolio are ways of learning, expression of creative capacity, originality and also valuable assessment tools. The application of these methods based on individual or group activities that stimulate creativity and allow the assessment is in line with the modernization of the educational process. (M. Pintilie, 2003, page 33).

Below we present, in contrast, features traditional and the modern methods used in teaching, learning and assessment:

*Traditional methods*

- a) Focus on content acquisition, targeting mainly informative aspect of education;
- b) It has focused on teaching the teacher, the student is seen as an object of training, so communication is one-way;
- c) It has predominantly communicative;
- d) It has geared toward the final product, the assessment is actually a reproduction of knowledge;
- e) Have formal and stimulate competition;
- f) Stimulates extrinsic motivation for learning.

These methods generate passivity among students.

Modern methods (interactive / alternative):

-granted priority to developing students' personality, targeting the developmental aspect of education;

-is has centered learning activity-evaluation of the student, who became the subject of the educational process;

-is has action centered on learning through discovery;

-are oriented process;

-is has flexible encourages cooperative learning and student self-assessment capacity, is one formative assessment;

Stimulates intrinsic motivation;

-relationship teacher-student is democratic, respectful and collaborative.

Modern methods encourage student participation, initiative and creativity. (Teacher's guide, 2012).

Professor mission is to design, organize and carry out learning and evaluation to stimulate direct participation of all students in practical learning activities and their active involvement in their own development. By combining careful and balanced interactive methods with the traditional teacher will organize lessons engaging, attractive, based on direct action, creating conditions for the formation and development of all mental processes, but also playful spirit, the spirit of competition and cooperation in the team, the courage to try new things, creativity, confidence in their own capabilities and not least the capacity for self-assessment and peer feedback.

## **Conclusions**

Following strategies to stimulate students' creativity applied creativity level has increased. Modern methods and procedures applied in the classroom proved effective and favorable development of the creative potential of most students.

It was observed that the students came up with the idea / solution in achieving new and exciting tests of creativity, both in terms of creative skills verbal and figural ones.

It was intended permanently to ensure a climate of educational best event free to the students, to be provided materials and resources to develop their curiosity and desire to learn, taking into account the individual characteristics of each current knowledge and previous experiences of Multiple Intelligences and the creative potential of each student.

In conclusion, it can make many efforts to educate the creative spirit in school.

Above all, however, it is necessary to change the way of thinking and style of work in the classroom to focus on this aspect of the student's personality - thinking creative- which acquires value today of increasingly important .

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