

# Influence of the Teacher Evaluation System on the Quality of Education in the Context of the Development of Distance Learning

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## Summary

The article discusses the criteria for the quality of teaching and its evaluation in the context of the spread of modern educational technologies. A modern teacher today requires new knowledge and skills that were not previously used in traditional teaching and pedagogy. The purpose of the presented work is to systematize various factors affecting the quality of teaching in the digital age. The current state of preparedness of teaching staff has been studied. The international standards of teaching activity, international practice of training of teaching staff have been investigated. Various approaches to the formation of the concept and assessment of the quality of the teacher's work have been considered, criteria for evaluating the teacher's work, factors that allow for achieving the required results have been presented. The authors prefer a competency-based approach in the choice of approaches. The optimal set of personal qualities and key socio-professional competencies that are in demand in educational and research activities has been defined and structured. The quality of modern teaching is linked to the possession of distance education skills and digital educational technologies.

## Keywords:

*Quality of education, educational technologies, quality assessment system, competency-based approach, innovations.*

## 1. Introduction

The importance of higher education as a tool for training its competitive participants – initiative and socially responsible individuals who are able not only to create but also to promote innovations after an objective assessment of their quality and competitiveness characteristics [1] is significantly increasing in the conditions of rapid development of the innovative economy. Universities play a key role in the professional development of a person corresponding to the needs of modern society, and as an important element of it, the scientific and pedagogical staff of the university as the main subjects of the educational process, on which the successful formation of human and

social capital depends [2]. In any process, people are always the decisive factor that directly affects its quality. Reality shows that a teacher is always a key factor in determining the quality of higher education [3]. Teaching today is not limited to the process of knowledge transfer, the exchange of teachers' experience. The process of developing students' skills, qualities, and abilities is also important [4]. This is considered a process of "personality-oriented learning", and the teacher, as a director, designer, and organizer, becomes an effective consultant helping students to fulfill their academic tasks [5]. Therefore, it is true that "the quality of education offered by the university is determined by the quality of its teachers. They are the most valuable asset of any university" [6]. Continuous improvement of the pedagogical activity of teachers is required in the context of the current reform of the Russian higher education system, providing for quality in education as a way of existence of an educational organization, the development of the entire education system [7, 8].

Today, the quality of teaching is inextricably linked with the formation and effective use of a set of competencies by teaching staff. The "competence" term is defined as "a basic characteristic of a person, the consequence of which is an effective and/or excellent performance of work" [9] and "a combination of knowledge, skills, motivational factors, personal qualities and situational intentions that ensure an effective solution by the performer of tasks of a certain class in a certain organization" [10].

The formation and development of key competencies of scientific and pedagogical workers, resulting in improving the quality of teaching, is currently under the close attention of Russian and international researchers in the field of sociology, pedagogy, psychology, and management. Several works prove the direct connection of knowledge and competencies with the effectiveness of professional activity of scientific and pedagogical workers

[11]. A.A. Dulzon and O.M. Vasileva presented a competency model of a university teacher in the form of a ranked list of key qualities, skills, and characteristics necessary to achieve standards of quality and efficiency of labor activity that ensure human activity [12]. Structuring the classification of teacher competencies is also presented in the works of I.P. Annenkova [13], T. S. Wibowo [14], and others. A unified system of teacher competencies has not yet been developed in the presence of a large number of studies. There are no clear guidelines that would set out the criteria for assessing the quality of teachers' work. The purpose of the presented work is to develop criteria for the formation of a unified system for assessing the quality of the work of a modern teacher. Research hypothesis. The quality of the work of a modern teacher consists of a large number of diverse competencies, among which a significant place is occupied by the possession of digital technologies and the ability to organize distance learning.

## 2. Methods

The study was conducted based on systematic and integrated approaches, combined with a set of general scientific and private scientific methods. Analysis, synthesis, and generalization were used to study literary sources related to the research problem. The comparative method made it possible to present various models for assessing the quality of teaching used in international practice, to correlate Russian experience with them. The following information materials were used to prove the hypothesis of the study: methods developed and approved in various universities for determining the quality of a teacher's work, published scientific papers, where scholars' opinions on various criteria for teaching quality were presented, official statistical data and other information on the topic available on the Internet. Special research methods were identified based on the proposed hypothesis: a questionnaire and an expert survey on the most important criteria for the quality of a teacher's work.

Thirty-four scientific and pedagogical workers of the Pskov State University, Moscow Aviation Institute, Kuban State University, K.G. Razumovsky Moscow State University of Technologies and Management (the First Cossack University), and Russian State University of Tourism and Service were involved as experts. The experts were selected from among the full-time employees of universities, considering the distribution following gender, age, industry characteristics, work experience in higher education, positions held, and participation in scientific activities. The indicators of their publication activity in journals included in the Scopus or Web of Science citation databases were also taken into account if there are at least three articles on a similar topic. The respondents were

notified that their answers would be used in this study in a general way.

## 3. Results

The study of determining the quality of the teacher's activity in the educational process is associated with the need to clarify the main tasks that the teacher performs at the university at a particular time. In our research, we proceeded from the understanding that today the main task of a teacher is to create conditions for students to adapt to life in an information society; "in the ability to teach their subject well, masterfully, to present educational information in an accessible, deep way, to captivate students with the need for knowledge, to excite diligence and perseverance in them, the desire to independently find a solution to develop the breadth of their views and flexibility of thinking" [15], by establishing optimal contact with students, to ensure their maximum mental activity at all stages of the lesson, to promote the comprehensive development of their scientific and general cultural horizons. The teacher should direct the independent scientific and creative search of students, remaining an active participant in their professional formation.

Therefore, we offered respondents competencies (in the number of 29) (Table 1), representing the distribution of expert opinions on determining the quality of a teacher's work.

Table 1: What competencies, according to the interviewed experts, should determine the quality of work of a modern university teacher

Competence of the teacher	Distribution of the proposed competencies in %
Formed methodological skills.	44
Communicative skills of the teacher, allow for establishing trusting relationships with students	22
Possession of digital competencies and adaptation to the distance education format	17
Conducting fundamental and applied research	6
Efficiency, discipline, and self-control.	4
All others	9

The data given in the table show that, along with traditional competencies that should be characteristic of a teacher, digital technologies, including those related to the organization of distance education, are becoming increasingly important among the competencies of a modern teacher.

In the course of the study, experts estimated that often their personal opinions do not coincide with the actions of regulatory authorities. In particular, the quality of a teacher's work in most Russian universities is usually assessed based on the results of a collective visit to open classes and their subsequent discussion at a department

meeting, as well as an analysis of the teacher's research work. Therewith, the evaluation of the teacher's activity is usually made by the head of the department and a group of colleagues working with them, i.e. there is no external expertise in the activity [16]. their participation in educational work with students and the leadership of the Research Institute is mentioned in the characteristic (reasoned conclusion) submitted to higher administrative bodies, but these parameters are not constitutive when deciding whether the applicant meets the position. The level of pedagogical activity carried out is determined by the degree of qualification of employees participating in the discussion since there are still no clear guidance documents that would set out criteria for assessing the quality of teachers' work [15].

Many universities have adopted a rating system for evaluating teachers. The goal is to maintain interest in the effective performance of the work. However, the criteria for compliance with these requirements are usually based on the number of scientific papers in publications included in Scopus and Web of Science, other publications, for example at scientific conferences, sometimes report the results of new research, and journals not cited in the above publications are not taken into account [17]. According to experts, it is important to publish articles in international scientific journals. They increase the international rating of the university, but the rating approach should not be the only criterion. Experts believe that there is a struggle for indicators that need to be reflected in accreditation documents, following the general principle of "efficiency" imposed several years ago and the scientific side suffers. "No matter what and how you research, the Hirsch index and publications in foreign publications are important" [18]. Experts note exactly the problem, which can be briefly described as "formalism", which reduces the quality side of classes with students. Several studies show that the main criterion for evaluating teaching activity for Russian universities is not "quality", but "teaching effectiveness" (82.8%) [19], which is based on the level of education, qualifications (academic degree, academic title) and work experience.

As the results of our research show, it is necessary to increase the ability to evaluate the effectiveness of a teacher's activity based on a competency-based approach. Such a system of evaluation of the teacher's work allows considering, in addition to individual facts and achievements that can be externally fixed, complex processes of self-regulation, self-assessment, spiritual and moral improvement of the teacher, the growth of their general culture, etc. in terms of competencies. The competency-based approach to assessing the quality of a teacher's work can be seen in several examples of international experience.

The unified state requirements of Australia, which are defined by the document "The Australian Quality Training

Framework" (AQTF) [20], are based on competencies that are indicated by alphanumeric codes, so they are easily reproduced and used in all state universities [21]. The minimum requirements for teachers are set out in the AQTF section "Basic Registration Standards". According to this document, the right to teach at the university is given to persons who: – have the teaching and assessment competencies defined by the National Committee for Quality; – have professional competencies in the field of the discipline being taught; – the level of development of which allows, at least, transferring the existing experience to students and evaluating the effectiveness of training; – continue to develop all their competencies in order to improve the learning process; – have Certificate 4 in Training and Assessment (TAA40104); – or can prove that prior to November 23, 2005, their professional performance was assessed on competencies corresponding to the Certificate 4 in Training and Assessment included in the package of documents defining qualifications for teachers (BSZ98) [21].

Five main factors determining the high level of activity of a teacher were identified in the USA, as a result of a three-year study of what constitutes the concept of "high quality teaching" conducted at the University of Davis: – level of organizational clarity and definition in the preparation and conduct of the sessions (the ability to clearly state the material, highlight the points that they consider most important); – the ability to analyze and synthesize, the ability to consider and discuss points of view that are different from their own, to compare the possibilities of applying the provisions of various theories; – the ability to interact with students, accessibility in extracurricular conditions, a sincere interest in communicating with students; – the ability to interact with the group (encourages discussions in the audience, recognizes in a timely manner when the group ceases to understand it; – possessing a sense of dynamism and enthusiasm, passion for one's subject, the ability to present the material in an interesting way [22].

The Tennessee Technological University has proposed an approximate assessment map of teachers' activities with a list of indicators by which each university should set its assessment scale based on its goals, objectives, and priorities. Therewith, a university teacher should have the following qualities: know subject well; be able to clearly and easily present the content of the subject and use modern technical means in the educational process; link the material to specific examples of practice; be able to ask questions at the right time that would force students from different sides to approach the topic under discussion; be able to listen carefully; have a sense of humor, which helps to establish contacts with students; be an enthusiast (the enthusiasm of the teacher is transferred to the students); have an innovative mindset (the more the teacher tries to learn new things about their subject, the more likely new ideas are to

arise and be put into practice); be able to cheer up and praise the student in time; be objective in summing up; not to hesitate to consult with more experienced teachers; be an active member of a professional organization, where they can exchange ideas with their colleagues, be aware of modern discoveries and trends in their field of knowledge; show patience and always remember that there are no two identical students, so it is necessary to know the individual characteristics of each of them, explain the stated material several times, if necessary [22].

European Trade Union Committee for Education (ETUCE) characterizes teachers as specialists with the ability to integrate knowledge, cope with the complexities of the educational process and adapt to the needs of individual students and groups. Their core competencies are based on "the concept of learning as practice, in which theory, practice and the ability to critically reflect one's own and others' practice reinforce each other, and not on the concept of learning as the acquisition of technical skills" [23]. Digital competence; pedagogical skills ("to teach to learn"); social and civic competences; a sense of initiative and enterprise; cultural awareness are among the requirements for a teacher [24]. There are four components in the structure of the teacher's competencies: humanistic, socio-pedagogical, organizational and methodological, personal, and professional. Their content is revealed in the knowledge, skills, abilities, and personal qualities necessary for the implementation of educational activities in higher education [25].

Thus, research shows that different countries use different criteria for evaluating the quality of a teacher's work. Undoubtedly, a positive international experience should be used, but it is necessary to take into account the peculiarities of the mentality of Russian teachers and students. The different attitudes to the assessment of the quality of teaching activities for greater clarity are presented below in the form of a table

Table 2: Systems and approaches to assessing the quality of a teacher's work used in international practice

Country	Evaluation system	Brief description of the approach
Australia	Unified state quality standards	Competency-based approach
USA	Professional quality standards developed by the university, a survey of colleagues and students	Competency-based and point-rating approaches
Russia	Decisions of the intra-university qualification commission, meetings of the department	Formal evaluation and rating approaches

#### 4. Discussion

The analysis of the results of the presented study showed that the list of teacher competencies is mainly

consistent with the data of Russian and foreign specialists. The received ideas about the criteria for the quality of a teacher's work are divided into three main categories: firstly, personal qualities; secondly, competencies that ensure the teaching of disciplines; thirdly, skills that allow increasing scientific knowledge during the research process. B. Furuhaugen, J. Holmén, J. Sääntti came to a similar division of the image of the ideal teacher [26]. The teacher for them is a key socializing agent who implements social goals in addition to professional ones. This aspect is consistent with the concept of "pedagogical care" (C. Walker, A. Gleaves) as a guarantor of an effective educational process [27]. A high school teacher can change a student's worldview, influence their personal and professional development. Therefore, the human capital of the university, in particular the personal qualities and socio-professional competencies of the teacher, is of high importance. It is important whether they show interest and a caring attitude towards students and participate in their professional destiny [28].

The set of competencies in the process of transformation of higher education is changing – updated ones ("competencies of the future") are added to the traditional ones, including those related to online technologies. In our opinion, the teaching-learning process requires both teachers and students to be very dynamic and creative. In other words, each teacher should constantly innovate to improve the quality of teaching. People are the subject of innovation [7]. According to Sergey Trapitsin [29], the innovative nature of education is determined by the innovative activity of teachers, their attitude to innovation, their willingness and ability to create new educational products and educational technologies. A teacher in higher education is considered a subject of innovative activity. The innovative activity of a teacher is one of the most urgent pedagogical problems in modern reality. Possession of digital competencies and adaptation to the distance education format is becoming increasingly important among teaching competencies [30]. The transition of education to a distance format in the context of a pandemic of a new coronavirus infection actualized the teacher's willingness to adapt to digital changes and use information and communication technologies. "The educational process is changing, moving to an online environment. The teacher should keep up with these changes and be able to correct the presentation of the material, to interest students no longer in the space of classrooms, but on the Internet, where, in addition to you, their family members, friends, Internet sites, and social networks compete for their attention" [28]. Focusing on the innovative pedagogical activity of teachers does not mean ignoring the philosophy of "personality-oriented learning", but in fact, this activity helps to raise this philosophy to a new level and express it more deeply.

## 5. Conclusion

The data obtained as a result of this study allow formulating a conclusion that today there is a change in awareness and updating of teaching competencies – the components of the quality of the teacher's work, as well as awareness of the need to consolidate the new competencies in demand in legal regulation. The modern management system of educational activities of the university should be based on monitoring the quality of teaching activities, a clear methodology for its assessment. The corresponding organizational mechanism, which assumes, among other things, the support and encouragement of innovative activities of scientific and pedagogical staff of the university, will significantly improve the quality of higher education. The results of this study fully confirm the hypothesis put forward. The continuation of this research is seen in the study of the impact of innovations in teaching on its quality.

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