

Internal and External Evaluations in the LMD System

**Hidayet Amina
BEREKSI REGUIG - HEMCHE
Université Abou Bakr Belkaid- Tlemcen**

Abstract

Pour rendre les universités Algériennes plus responsives aux multiples challenges imposés par la mondialisation, l'Algérie a pris la ferme décision d'adopter et implémenter le système LMD comme part de la nouvelle réforme au niveau de l'enseignement supérieur.

Ce système apporte de nouveaux concepts ainsi que des procédures inédites qui ne doivent pas être accompagnés de réajustements académiques seulement, mais aussi d'un développement infra-structurel. De plus, la logique de cette réforme impose une évaluation permanente de la dynamique de l'établissement qui l'adopte pour être au niveau de qualité et compétence attendu. Ce type d'évaluation porte sur l'offre de formation, la qualité des services, l'animation pédagogique ainsi que la vie étudiante.

Cependant, le présent article va essayer d'introduire quelques nouvelles orientations et perspectives qui doivent être adoptées pour implanter ce nouveau type d'évaluation qui va de pair avec le système LMD. Il s'articule principalement autour de deux processus interdépendants et complémentaires qui sont l'évaluation interne et l'évaluation externe.

L'évaluation interne est généralement réalisée par le(s) responsable(s) de l'institution concernée(s) et met l'accent sur la réalisation ou non des objectifs de cours. En d'autre terme, elle couvre à la fois l'évaluation du cours et celle de l'enseignant.

Quand à l'évaluation externe, elle est normalement conduite par le Ministère de l'Enseignement Supérieur et porte sur le projet d'établissement dans son ensemble. Elle insiste aussi sur des aspects spécifiques tels que l'offre de formation, les enseignements, les services, la recherche et, notamment, sur l'adéquation entre la qualité et la responsabilité de cette recherche et les défis prioritaires du pays en termes de développement socio-économique.

En résumé, le but de cette nouvelle perspective est de constamment maintenir toute institution appliquant le système LMD à un niveau de qualité optimale.

1-Introduction

Out of a desire to be totally involved in the present and for the sake of rendering Algerian universities more responsive to the challenges posed by globalization, Algeria has taken a firm decision to adopt and implement the LMD system as part of the educational reform at the level of higher education. This Anglo- Saxon program has proved its success and has more or less been adopted by most not only European countries but also most countries of the world.

2-A Glance at the LMD System

Such a system makes provision for three years of study at the undergraduate level to obtain a Bachelor's Degree, two years of study to obtain a Master's Degree and three years for a PhD.

In a nutshell, the LMD system has been conceived to ensure greater spatial, social and professional mobility on the one hand, and diversification on the other. Two indispensable requirements that are unfortunately lacking within the higher education world in Algeria, at the moment.

This system has also the advantage of enabling students to build and define their academic profiles better through personal initiatives, prepares them for subsequent vocational and professional careers, favors a greater mobility of students within their own institutions and the external world and encourages training or studies for those who desire it.

The aim behind changing the system of teaching in our educational structure at university level is to create an overall innovation within the Algerian universities to permit them follow the flow of real foundations adequate with the evolution of not just scientific research and educational techniques, but the world as well.

Such a system brings modern concepts and procedures that must not only be accompanied by corresponding academic re-adjustments, but infra-structural development as well in terms of fund and human resources (ie.information technology, libraries for the research, computing labs, etc). Besides, it imposes a permanent evaluation of the dynamics of the institutions which have adopted it to be constantly at the level of quality and proficiency expected. Such an evaluation turns broadly around the type of training provided to the teachers, the quality of teaching, the educational activities and students' evolution within the institution.

3-Evaluation Defined

Evaluation is a process of enquiry in which data are gathered through different instruments and from different sources. These records are interpreted to make important decisions based on the research results. It will also help us to make a judgment about a given situation.

Generally, any evaluation process requires information about the situation in question. A situation is an umbrella term that takes into account such ideas as objectives, goals, standards, procedures and so on. In an educational setting, evaluations are usually done in the context of comparisons between what was intended (learning objectives) and what was obtained (learning outcomes).

This should be done to stimulate growth, change and improvement in teaching.

4- Types of Evaluation in the LMD Context

The present paper tries to shed light on some new orientations and perspectives that should be adopted to implement a particular type of evaluation that goes hand in hand with the LMD system. It revolves mainly around two interrelated and complementary processes; the first of which is called Internal Evaluation and the second External Evaluation.

4-1-INTERNAL EVALUATION

It is generally carried out by the responsible(s) of the institution in question and focuses on the realization or not of course objectives. To reach this aim, each institution has to put in practice an internal evaluation grid. This will make it possible to constantly proceed to the necessary adjustments.

It should be noted that evaluating the internal efficiency takes into account the outcomes of the system itself without considering the impact (be it positive or negative) of such results outside the institution in question. In other words, internal evaluation seeks only to check if the course objectives fixed are reached.

Internal evaluation covers both the evaluation of the course and that of the teachers. It is essentially based on the learners' appreciation of the course in general and points at two major objectives. It enables; at the one hand; each teacher to be aware of his students' opinion about the pedagogic and educational elements of his/her teaching. On the other hand, it assesses the organization

of the studies according to the principle modalities fixed by the responsible(s) of the institution concerned.

In other words, teaching evaluation makes it possible to check if that teaching is responsive to efficiency objectives and if the teachers have the knowledge and competencies required to provide students with the best possible training /formation in their respective disciplines.

To support this process of Internal Evaluation also referred to as Teaching Evaluation, the present grid can be suggested.

<i>Teacher</i>		<i>Student's Level</i>		<i>Course</i>	
		<i>Po or</i>	<i>Average</i>	<i>Good</i>	<i>Very good</i>
<i>Form of the course</i>	A	Tick the appropriate boxes			
• <i>Structure</i>	A1				
• <i>Presentation</i>	A2				
<i>Content of the course</i>	B	Tick the appropriate boxes			
• <i>Interest</i>	B1				
• <i>Level</i>	B2				
<i>Teachers' performance</i>	C	Tick the appropriate boxes			

• Punctuality	C1				
• Presentation of the course	C2				
• Mastery of the content	C3				
• Teaching methods	C4				
<i>Other remarks or observations</i>					

Internal Evaluation Grid

This latter focuses on three main variables namely:

A/ The form of the course: that is, how is it structured and presented to the students or audience.

B/ The content of the course: i.e. is the content provided interesting and does it cope with students' needs and level.

C/ The teachers' performance: here, the teachers are judged in terms of their punctuality, presentation of the course, mastery of the content provided and pedagogy (the teaching methods used).

To each of these variables and at the end of each teaching, students are asked to give their opinions in a totally anonymous way. For the sake of having objective results, each teacher should be evaluated by at least two classes of different levels and from two distinct cycles, if possible. (License and master; or master and doctorate).

This type of evaluation, which may be difficult to accept by the teachers gives a broad view about the state of the institution concerned at the pedagogic or educational level and enables to bring solutions for the drawbacks identified.

To end with this section of Internal Evaluation, the importance of such a process should be highlighted as a necessary condition to join the objectives of institution development with international standards.

4-2-EXTERNAL EVALUATION

At the national level, external evaluation is to be normally carried out by the Ministry of Higher Education and judges the institution as a whole. This revolves around some specific aspects such as training services, teaching quality, and students' life inside the institution. Besides, external evaluation covers research and notably the adequacy between the quality and responsibility of such a research and the priority objectives of the country in terms of the socio-economic development. External evaluation encloses mainly:

A / Assessing Institutions' projects:

Each institution should undertake a clearly defined and purposeful project under the guidance, monitoring and funding of the Ministry of Higher Education. Such a project should be based on a sound contract insisting on its total respect, the transparency of the data (i.e. facts and results) reported and the promise to search for/or suggest new practices and perspectives.

B / Assessing training offers:

This process is highly necessary since it gives an idea about the amount and qualifications of the teachers trained to be ready to take in charge teaching sessions. Such information will make it easier to allocate the

different institutions in terms of their staff's competencies.

For instance: to create an ESP department because we have teachers who have been trained to teach ESP

C / Teaching assessment:

As previously mentioned, evaluating teaching is an approach which seeks to improve the institution's level. As such, it contributes to the reinforcement and promotion of the institution's credibility vis à vis the outside world (i.e. the other departments, universities and the Ministry of Higher Education).

At the same time as internal evaluation is put to use, it is as necessary to evaluate teachers at an external level.

D / Services' quality Assessment:

Each institution which implements the LMD system has to cope with the issues of this important reform and to adapt its services to direct students efficiently at different levels (such as education and mobility) and provide the required facilities such as information technology (like the Internet and virtual classrooms), libraries for studies and research and computing labs.

E / Assessing the Quality and Responsibility of University Research:

Speaking about research is to make reference to the scientific system, a dynamics which comprises research laboratories, and higher education institutions. Such a structure has a great importance in the promotion of knowledge since it contributes to accomplish three major functions, namely:

- **Knowledge Production:** to develop and provide new knowledge.
- **Knowledge Transmission:** to teach and develop human resources.
- **Knowledge Transfer:** to spread knowledge and provide the required elements to solve problems.

5-Conclusion

In what has preceded, we have shown that one of the most prominent conditions to bring the LMD reform to success and maintain its running at an international level, is the adoption of the principle of permanent evaluation, be it internal or external. Such a process will fix the objectives, clarify the organization, formalize the practices and sensitize all the partners concerned being the responsables, administrators, teachers, students and service staff about the question of the efficiency of the institution to bring it to an optimum quality level, provided that the necessary tools required to reach such an objective are developed and implemented.

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CV

Hidayet Amina BEREKSI REGUIG - HEMCHE
 Linguistique Appliquée et Didactique
 Maître Assistante
 Faculté des Langues Etrangères
 Université Abou Bakr Belkaid- Tlemcen
 Email: hidoobh@yahoo.fr