

În perioada 14-15 martie 2024 s-a desfășurat la Sinaia a doua întâlnire intermediară de evaluare în cadrul proiectului internațional Digital Effective School Self-Assessment for Sustainable School Improvement, coordonat de doamna inspector școlar general Ilona Rizea. Prin activitățile proiectului, Inspectoratul Școlar Județean Prahova, în parteneriat cu Ministry Of National Education Presidency of Inspection Board, Ankara Milli Egitim Mudurlugu și Hacettepe Universitesi din Turcia, Universidade de Lisboa din Portugalia, EduXprss Coöperatie U.A din Olanda, Universitat Jaume I de Castellon din Spania și Universita Degli Studi di Firenze din Italia, urmărește îmbunătățirea calității autoevaluării unităților de învățământ prin implementarea unor instrumente de lucru inovative. Experiența internațională, dezvoltarea parteneriatelor, cunoașterea și comunicarea interculturală, raportarea la standarde europene de educație și formare reprezintă modalități eficiente de promovare a dimensiunii europene în educație.



















DIGJESSA 4 SCHOOLS Digital Effective School Self Assessment for Sustainable School Improvement
DIGJESSA 4 SCHOOLS

Project Web Page
<https://digjessa4schools.com/>

Project Social Media Accounts

Instagram @digjessa4schools
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THE QUALITY OF ASSESSMENT IN THE PRE-UNIVERSITY EDUCATIONAL SYSTEM FROM ROMANIA



FIELD: B. EDUCATIONAL EFFECTIVENESS

Criterion: a) The content of the study programs

Indicator 1.0: Curriculum design and planning of learning activities

- Respect, in planned learning activities, including homework, online learning activities and extracurricular activities, the balance between learning activity and recreational activities. Ensuring the relevance of learning activities designed for the development of key skills with an emphasis on literacy and digital skills - or professional, as the case may be - and ensuring the relevance of learning activities designed for the learning of children/students.
- Applying team learning activities (at the level of the class/teachers from the same group), to ensure the relation of the rhythmic and coherent progress of the learning activities with the extracurricular activities.
- Integrated and team design of learning activities (at the level of a group of children/students).
- Focusing learning activities designed on building knowledge - interpretation, analysis, synthesis or evaluation, and not on information reproduction.
- The use of information and communication technologies in designed learning activities.
- Applying, in at least 50% of the planned learning activities, strategies, methods and techniques that require collaboration between children/students, such as: teamwork, pairs or small groups, mutual learning, learning based on project etc.
- The existence of the social and emotional learning dimension in the designed learning activities.
- The existence of elements of self-regulation on the part of children/students in the designed learning activities.



DIGI ESSA 4 SCHOOLS
(DIGITAL EFFECTIVE SCHOOL SELF-ASSESSMENT FOR SUSTAINABLE SCHOOL IMPROVEMENT)



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