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**IMPROVING EDUCATION TECHNOLOGY
ON THE EXAMPLE OF WORKSHOPS DEVELOPING
SUBJECTIVE DISPOSITION AND THE EVALUATION PROJECT**

***Annotation.** The article reveals the improvement of education technology on the example of workshops developing subjective disposition and the evaluation project.*

***Анотація.** У статті розкривається удосконалення технології навчання на прикладі практичних занять з розвитку суб'єктивної диспозиції та оцінки проекту.*

***Key words:** education, education technology, evaluation, project.*

***Ключові слова:** освіта, освітні технології, оцінювання, проєкт*

Introduction. Teaching methods, together with the organisational forms of the education process and the means of education, are covered by the term 'education technology'. Education technology is considered to be a part of general didactics, which deals with the determination of optimal educational paths. It is focused on improving educational practice. By enriching the range of teaching methods, especially problem-

based methods, with other ways of teaching, it is possible to significantly influence the quality of education.

The aim of the article is to reveal the improvement of education technology on the example of workshops developing subjective disposition and the evaluation project.

Research results. The achievements of famous scientists were used during the research [1 - 7].

Caring for the quality of education requires the improvement of education technology by enriching the repertoire of teaching methods and techniques [4]. An example of this is the workshop described below.

Acquiring knowledge is considered to be the traditional objective of teaching. Nowadays we are aware that this aim is not sufficient any more. Development of subjective dispositions appears to be right now equally important and essential¹.

Workshops developing subjective dispositions are focused on the causative activity of a young person and include:

- generativity, i.e. spontaneous emission of behaviors, trying new patterns of behavior and action;
- optimism, i.e. focusing on positive events, expecting success;
- self-confidence, i.e. awareness of one's own capabilities and preferences, ideas and intelligence;
- selectivity, expressed in clear, decisive evaluation, directing attention only to certain aspects of the environment, selective reception and information processing;
- search for causality, i.e. focusing on detecting cause-and-effect relationships between phenomena, especially relationships between one's own behavior and possible consequences [5].

The formation of subjective dispositions is a long and difficult process, because many educational situations are needed for the components of subjective orientation to be created and consolidated. Nevertheless, the effect of such action is the formation of

a sense of subjectivity in a young person, i.e. exercising cognitive and causative control of reality, based on their own categories (goals, standards, values)².

The students of the Institute of Social Sciences of the College of Business and Health Sciences in Lodz have such a possibility. Developing subjective dispositions is realized subsequently within the whole course of studies and it includes in turn: lectures and tutorials of philosophy, workshops of psychology, tutorials of creative proceeding. Teaching of subjective dispositions ends up with carrying out students` own projects.

Workshops of creative proceeding are divided into two stages. During the first stage students acquire and develop abilities of creative thinking, i.e.:

- overcoming habitual ways of perceiving tasks,
 - fast and appropriate adjusting to the situation,
 - effective use of intuition and exploration of unconsciousness,
 - search for analogies,
 - perceiving various features and functions of “objects”
- and
- stimulating sensibility,
 - developing imagination,
 - determining emotions, attitudes and approaches,
 - deepening reality understanding [3].

Abilities of creative thinking are used and developed during the second stage of workshops. During the workshops students are supposed to analyse what can be considered as complete life, they address such problems as success, health, home, family, school, work.

Evaluation within the course of creative proceeding is difficult and complex. If we wanted to examine skills of creative thinking we would have to use commonly recognised determinants of creative thinking, i.e. flexibility, fluency, originality or metaphorical thinking. However, if we intend to explore the development of subjective

disposition, i.e. development of one`s personality and ability to become the subject of wilful acting, then the situation becomes complicated. We are, indeed able to make use of the aforementioned determinants which provide us with precise results, yet, they do not reflect all the occurring changes. The entire emotional and experiential sphere is omitted.

Therefore, checking the value and effects of the creative activities workshops is based on our own evaluation project.

The Evaluation Project [2] involved 180 students from different departments (educational sciences, cosmetology, dietetics, internal security). It was divided into two parts.

The first part was titled «Travel in time» and had three realisation stages:

- first stage – «Long, long time ago» (presented during one of the first meetings with the students),
- second stage – «Now, today...» (presented to the students before the beginning of the second semester),
- third stage – «Tomorrow, in the future...» (presented to the students at the end of the workshop cycle).

The entire first part of The Evaluation Project had both descriptive character, making it possible for students to express their opinions about the workshop and development of subjective disposition, and also non-verbal character. The following instructions were given to the students:

- Try to recall what you were thinking about creativity and development of subjective disposition (refers to the first stage: «Long, long time ago...»),
- To what extent your views on creativity and development of subjective disposition (refers to the second stage: «Now, today...»),
- What abilities will you possess once this workshop is over? What skills will you use? (refers to the third stage: «Tomorrow, in the future...»).

Students were also asked to illustrate their statements in the form of a graphic representation. In order to summarise their written and graphic statements, students had to give the title to their considerations.

The second part of The Evaluation Project was a survey: «Me as creative person» and «My way». In the first questionnaire: «Me as creative person», students had to declare their own skills and abilities. They could choose the abilities from the list or write their own skills which they acquired during their subjective disposition education. In the second questionnaire: «My way», students were asked to make an analysis of their life objectives, to compare their life objectives in different moments of their lives: at the moment when they started the subject disposition workshops and when they finished the series of workshops.

It is difficult to systematise and describe with a single word the multitude and diversity of opinions expressed in The Evaluation Project. Therefore, only a few most representative ones are presented here:

- workshops developing subjective dispositions were associated by students rather with art, practical and technical work or artistic activities;
- the view on subjective dispositions during the workshops has changed radically;
- the multitude of acquired skills is important for the students and will be used and further developed by them in the future.

Special attention should be paid to the students` analyses of their life objectives. At the time of joining the workshops developing subjective dispositions, students indicated specific professions that they would like to practice in the future [7]. However, having completed the workshop series, the plans for the future were re-evaluated, i.e. they changed their nature or multiplied their repertoire – example: «I will be an English language teacher» changed to «I want to be a popular teacher, I want to sink in the memory of my students, I want to be strong, I want to be a decent man».

Out of the total number of students taking part in The Evaluation Project only:

- 6 students gave incomplete or negative answers,

- 5 students dropped from the project resigned from studies or went for scholarships abroad,

- 2 students did not return their papers, which makes only 7,2% of all negative marks.

Conclusions. From the gathered data we can draw the conclusion that students think of workshops developing subjective disposition as needed and valuable. Therefore, one can be tempted to make a more general statement: all kinds of activities developing subjective dispositions are not only necessary or valuable, but also necessary. After all, it is about shaping young people to be aware of their choices, responsible for these choices, creative, independent, mature.

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