

SIGNIFICANCE OF EVALUATION IN ART EDUCATION IN THE PROCESS OF PARTICIPANT'S SELF-EXPRESSION

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Abstract: The paper analyzes the possibilities of Art Education evaluation at primary schools. Art Education gives pupils opportunity to express themselves through art. Evaluation processes is a possibility to diagnose and evaluate the process of art making and the final product. The paper presents an analysis and interpretation of different forms of art evaluation in the context of expressive stimuli.

Keywords: Evaluation, expression, artistic creation, interpretation, diagnosis, self-expression, pupil.

1 From self-expression to expressive work

Maintaining and increasing self-esteem has always been considered a basic human need in terms of social life. Self-expression also plays an important role in the creative process of children and students. The creative process is also influenced by the author's self-image, motivation, social interactions and, last but not least, the assigned topic. Self-esteem has been regarded as the highest form of artistic expression of pupils. Art is a process in which authors express their emotions and personal statements in a particular socio-cultural system forming their personality (Helus, 1973). The artistic space is full of situations which at first glance carry an idea representing a consistent structure (in terms of internal logic with accompanying ways of expression in the context of emotions, activities). However, the environment or the very interaction with another person can spark ideas influenced by personal experience, experience of others, or opinion of others (compare Kováčová et al, 2019). For this reason, self-expression is important for individual and group artistic creation (Valachova, 2020).

We understand expression in Art Education in the context of artistic expression and its content. Expression is a specific, emotionally charged, as Slavík (1997) claims, and a more or less deliberately structured representation of one's inner world. In the broadest sense, the word expression is perceived as a concrete, material or physical, sensory perception of a specific meaning. This concept stands on two basic pillars. The first pillar is the sense-perceptible form, the second pillar is the meaning expressed in this sense-perceived form. In addition to the aforementioned, expression is a process that gives an external form to various internal contents (Eco, 2015). Based on the above, it is possible to perceive artistic expression as a form of cognition, construction of knowledge through artistic expression (Valachová, Kováčová, 2020).

With regard to such understanding, expression mean finding one's own way of expressing one's inner personal perceptions through gestures, shapes, colours, rhythm, melody, etc. The key aspects in such understanding of expression (and expressiveness) are the shift from the inside out and the emphasis on the emotional nature of the content (Valachová, Kováčová, 2020).

In a narrower sense, the term expression refers to the field of aesthetic and artistic expressions. Also, words like art and artistic point to the importance of one's own expression. On the one hand, expressiveness is associated with nature and immediacy, has a significant relationship to sensuality, emotions,

instincts, and on the other hand, expression is related to the artifact.

The above forms of perception of the term expressiveness point to the principle of expressing "something in something". This means that expression is metaphorical and there is also the question of understanding the nature of expression. Goodman's theory of expressiveness (2007) provides a useful theoretical framework. According to the author (2007), there are two ways in which we can represent reality, that is, shape its meaning – "label" and "sample." With regard to the label, we talk about denotation - Denotation is the relationship between a "label" and what it labels (a word or picture). According to Goodman (2007), we give such meanings primarily to things and events. In this case, the direction of reference is from the label to the thing itself. However, there is a second way, a reverse reference - exemplification. This method is based on design and is more typical of properties and conditions. Ricoeur's (1997) understanding should also be mentioned – he perceives meaning as the inner meaning of an expression and distinguishes it from the meaning that points to that inner meaning of an expression of reality.

2 Art Education Evaluation at School

In general, according to Slavík (1999), evaluation is "comparing something with something in which we distinguish better from worse and choose better, or we try to find a way to correct or at least improve the one which is worse." From a pedagogical point of view, Slavík (1999, p. 181) states that the term evaluation is understood as "a multilateral evaluation activity that aims at providing strategic evaluation information about the whole pedagogical reality, in particular to measure, compare and assess educational programs, concepts of education and their use in practice. In a slightly different sense, all the results of evaluation processes form an evaluation; at school, these are, for example, assessments, characteristics, testimonials, certificates and the like".

Planning, implementation and evaluation are important and inseparable parts of every educational process. For this reason, too, evaluation should be defined in the context of "systematic collection, classification and evaluation of data according to certain criteria in order to take further decisions that will significantly affect the further activity of the participants" (Pavlov, 1999, p. 10) and should be part of the evaluation of each art class. According to Kolář et al. (2012), in the field of education, evaluation is perceived as an evaluation process/ an evaluation analysis according to predetermined criteria. In the context of the statement, it is an analysis of facts, facts related to the effectiveness of the results of institutions and persons providing formal and non-formal education. This can cover school evaluation, teacher evaluation, external evaluation, internal evaluation, evaluation of educational processes (Danek, 2019).

It can be stated that evaluation is a means by which the level of abilities of the evaluated object is compared with regard to a group or several entities in a similar situation (Valachová, Lipárová, 2020). Evaluation and its form depend on the area it is to take place. Work performance evaluation leads to the optimization of the work process. Self-evaluation can serve as a source of self-regulation, self-improvement, etc. The main feature of the evaluation is the subjective attitude of the evaluator, their values and experiences on the basis of which they can balance and draw own final conclusions (Read, 1976).

2.1 School evaluation

School evaluation is a specific type of evaluation, especially when the evaluation processes and their manifestations affect teaching methods (Kalhous, Obst, 2002).

School evaluation is part of a three-phase teaching process which consists of preparation, implementation and evaluation. The third phase of the process brings various pitfalls, as it greatly affects teaching and many other aspects, such as the learning environment, the teacher-student relationship, the student's motivation for self-improvement. At the same time, it provides incentives to improve and streamline the teaching process and evaluates whether pre-set goals were achieved or not. An important part of evaluation is information as it is information which provide answers to the questions – feedback (Uždil, 1988).

Given the fact that evaluation belongs to everyday life, it can be said that we evaluate almost everything – that also applies to pedagogical evaluation, too. We evaluate the goals of the activity, the conditions set for the activity, the suitability and meaningfulness of the means used in the teaching process, etc. We can also evaluate other processes and operations within the teaching activity (Kolář, Vališová, 2009).

As a systematic process that determines the quality of activities and performance, evaluation should cover all these aspects. Evaluation provides feedback to teachers on how pupils progress and at the same time pupils get feedback on the level of acquired knowledge and their overall progress. In the long run, evaluation provides teachers with a comprehensive view not only of the study-related progress of pupils, but also the overall development of pupils. Thus, evaluation can serve as a basis for communication with students and parents and also help decide on the further course of teaching. Evaluation should motivate pupils and provide them with the opportunity for further development (with a view of a possible future profession). Evaluation brings various pitfalls, including the fact that both the teacher and the pupil may be too focused on giving a good performance. Achievement failures can lead frustration and resignation. Evaluation preparation is also too time-consuming (Valachová, 2012).

Evaluation is an integral part of teaching, as it provides partial as well as overall overview of achievements of all parties involved, i.e. on the one hand, the teacher's ability to manage their role in the educational process and to pass on all the information so that the pupil is willing and able to accept it, and on the other hand, the pupil's ability to acquire required skills and knowledge (Sternberg, 2002). Evaluation should therefore guide the process of teaching and behaviour of both participants on the path towards process optimization (Valachová, 2012).

A new approach to evaluation, as opposed to the traditional understanding of this process, is to accept not only the cognitive dimension of education, but also to place emphasis on the experiential dimension. The main task of such an approach is to make the student take responsibility for their own well-being, their progress and the acquisition of competencies.

It follows from the above that evaluation actually focuses on finding errors, identifying their cause and correcting them. Grade classification states the level of acquired knowledge without an individual approach and is aimed at finding normative deviations, while verbal assessment opens the way to a deeper insight into the overall performance and personality of a pupil. However, the task is not to decide which of these ways to choose, but to combine the two forms of evaluation presented so that they complement each other and thus give a comprehensive picture of the evaluation.

2.2 Art Education Evaluation

The aim of the Art Education is to develop the creative side of a pupil, their imagination, creativity, as well as many other aspects. The scope of these activities includes a wide range of activities aimed at sparking the interest in pupils. This places great demands on the teacher. The teacher often has a difficult task of maintaining discipline in the classroom, unlike a mathematics teacher, where the subject itself arouses a certain degree of respect. Despite the fact that Art Education is an established subject in school education, however, teachers

themselves often do not pay sufficient attention to this subject, mainly due to “*the fact that it is a subject perceived as marginal and not very important*”. The subject is often considered to be a form of relaxation and its real purpose is pushed into the background. Art Education tends to be reduced from its original meaning - the teacher should support pupils in their emotional, psychomotor and cognitive visual development (compare Slavík, Chrz, Štech, et al., 2013). It is essential for pupils to understand the features of the visual arts and see them as holders of meaning. In this regard, pupils should be able to interpret them. As a whole, Art Education represents an opportunity for pupils and teacher to exchange information and interact.

Given the diversity of Art Education, it can be confirmed that this subject has many specifics, which, however, require an individual approach of each participant in order to achieve the goal set in the curriculum (Valachová, Lipárová, 2020).

3 Research

The research plan was based on assumptions and available but not yet verified information about the position of Art Education in primary schools and related evaluation.

The research plan was conceived using qualimetrics and combined research design to obtain the most objective data possible. Obtained data were later analysed.

3.1 Research Methodology

The research makes use of both qualitative and quantitative methodology. The aim of the research in terms of qualitative approach is to interpret and understand phenomena using in-depth exploration and description (Strauss, Corbinová, 1999). The aim of the quantitative research is to propose hypothesis, explain phenomena and determine causal connections. The data collected for qualitative research will be of textual and visual nature; in the case of quantitative research data will be of standardized quantifiable nature. According to Hendl (2012), interpretive methods aim at searching for regularities using statistical analysis and quantitative interpretation. Through a complementary approach, the research will focus on the study of didactic method used in an authentic environment in order to obtain a comprehensive picture of the observed educational phenomena. Through a qualitative and quantitative approach, we will be able to describe the research problem from a very detailed point of view.

The subject of the research is the conceptual expression of the researched reality – Art Education evaluation at primary school.

Research Goals:

The main goal of the research was to examine opinions on the subject of Art Education and its evaluation at primary schools.

Research Methods:

The research made use of three basic methods which suited the set research goals the best.

Questionnaire:

It is one of the most commonly used methods in research. Questionnaire asks questions and seeks answers to these questions (Gavora, 2001).

In addition to the identification data, the questionnaire contained only two questions, deliberately formulated.

Figure 1: Questionnaire questions



Source: author's own work

The replies to the first question were interpreted on the basis of statistical methods. The replies to the second question were interpreted on the basis of content analysis.

Text Analysis:

The text analysis and content analysis were used to interpret the second question. The aforementioned methods were also used to analyse statements of the respondents in the second part of the research survey.

Analysis is employed in any research which researches texts. The text is usually understood as a written sequence of statements (Hendl, 2012).

The content analysis is one of the methods used. Content analysis forms the core of the method. The research will be based on several specific procedure. The very name of the research method suggests its nature, i.e. the analysis and evaluation of the content of written texts (Gavora, 2001).

Visual Display Analysis:

In the visual display analysis, we used our own criteria focusing on the visual display - the third part of the research.

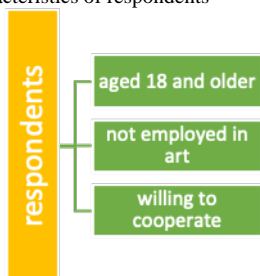
The visual part consisted of suggestions for ways of evaluating Art Education at primary schools. The proposals were processed visually and did not correspond to classical evaluation methods such as classification. The intention was to offer new possibilities and ways of evaluating Art Education at primary school.

3.2 Interpretation and Analysis of Findings

Questionnaire Analysis

The questionnaire survey targeted the general population of adult respondents. The respondents were selected based on several basic conditions.

Figure 2: Characteristics of respondents



Source: author's own work

With regard to the above characteristics, the questionnaire was distributed to 270 respondents. We got back 184 questionnaires and the return rate was 89%.

In terms of profession and jobs, respondents were divided into several groups.

Table 1: Groups of respondents

Respondent specification	N	Fields of study
University students	34	languages
		psychology
		philosophy

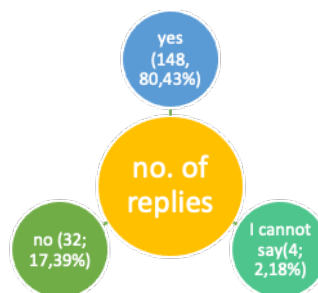
		IT
Primary school teachers	38	Slovak language
		English language civics
		mathematics
University degree	62	the law
		IT, economics
		medicine
		management
		geologist, natural sciences
Secondary education	50	confectioner, seamstress,
		white collar, office
		cleaning services
		fitness and services
		firefighter
		technology
unemployed		
Σ	184	

Source: author's own work

Respondents with a university degree made the biggest group, followed by respondents with secondary school degree. Smaller groups consisted of teachers of various subjects at primary school and university students.

After a deeper analysis, we can state that the differences in the answers to the first question were not significant due to the occupation and education of the respondents.

Figure 3: Respondents' replies



Source: author's own work

Based on the results shown in Picture 3, it is evident that up to 80% of our respondents stated that they consider Art Education to be an important subject at primary school. 17% of respondents do not consider Art Education to be an essential subject. Only 2% of respondents could not decide and explained their stance in the second question. Overall, the results surprised us, as it is known that the subject of Art Education is often taught by unqualified teachers, it is not popular especially at the second stage of primary school and other teachers at primary school consider the subject to be a form of relaxation. However, our respondents were inclined to consider the subject to be essential and important at primary school and expressed their opinion in more detail in the following question.

Table 2: Answers to the second question

Yes	develops creativity
	develops imagination
	develops interests
	develops fine motor skills
	develops a relationship with art
	aesthetic feeling
	should be taught differently
	helps to express feelings
No	develops a relationship to personal creation
	there are more important subjects all students have good grades

	they can draw at home
	painting supplies are expensive
	good for relaxation
	it's a specialization
I cannot say	I have no good experience
	should be taught differently

Source: author's own work

Based on the table, we have developed a concept map which visualizes data obtained from the content analysis of the second question in the questionnaire. In it, respondents were required to explain their opinion on why they think that Art Education is or is not an important subject at primary school.

The content analysis revealed that the respondents who stated *yes* argued that Art Education develops creativity, imagination, interest, fine motor skills. Less often, respondents argued that Art Education develops a relationship with art, aesthetic feeling.

Some respondents argued that they perceive the subject as important, but they think it should be taught differently. These answers surprised us. There were also opinions that Art Education is important because it helps students express feelings and develops a relationship with personal creation.

Respondents who replied *no* argued that Art Education is not important, because there are more important subjects at primary school and that everyone has good grades. Less often, respondents stated that pupils can draw at home, Art Education is a waste of money and that Art Education is too specific to be taught at primary schools.

With the reply *I cannot say* only two arguments were stated, namely that the respondents do not have a good experience with the subject and that if the subject were taught differently, they might consider it important.

Text content analysis

The research results prompted us further research the phenomenon of Art Education in terms of its evaluation (Gavora, 2012).

We used the content analysis to examine opinions of students of Art Education study program at university (master degree). During the three academic years, we invited students to write a text in which they would comment on two topics.

Figure 4: Essay questions



Source: author's own work

The sample of respondents consisted of master studies students (first year) in order to have as diversified sample as possible.

Table 3: Sample of respondents

Academic year	No. of students
2018-2019	34 students
2019-2020	36 students
2020-2021	35 students
In total	105 students

Source: author's own work

The range of analysed texts was set at 250-300 words, the average number of words was 273 words.

In the first statement of art education students, we identified the following statements.

Table 4: Results of text content analysis

Experience with Art Education at primary school	positive	I have nice memories
		I've always been looking forward to it
		we had a lot of fun
		we had an excellent teacher
		we did different art techniques
		they didn't force us into anything
	negative	we could do art however we preferred
		annoying teacher
		we didn't do anything
		we just drew
		we just relaxed
		it was not an art class – we had student-teacher meetings
	Both positive and negative	the art always had to look like the teacher wanted
		good in the first stage, terrible in the second stage
	I do not remember	I preferred to go to specialized art school
it was stressful for me		
		I have no memory of it

Source: author's own work

Our respondents attended primary school approximately in the years 2003-2012, which is why we consider their statements to be valid.

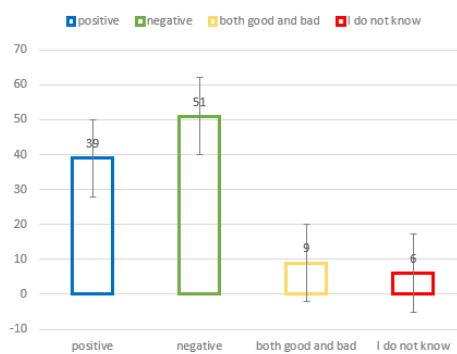
The following table presents data related to frequency. Although these are not significant statistical differences, but we consider them important.

Table 5: Frequency of expressions

Statements	Frequency	%
Positive	39	37,14%
Negative	51	48,58%
Both good and bad	9	8,57%
I do not know	6	5,71%
	105	100%

Source: author's own work

Figure 5: Frequency of expressions



Source: author's own work

We find it very worrying that almost half of our respondents have a negative experience with Art Education at primary school. This is a particularly alarming fact, as our respondents attended primary school around 2003-2012. We also consider the statements *we did not do anything*, *we just relaxed* and *it was used for other purposes* to be particularly serious.

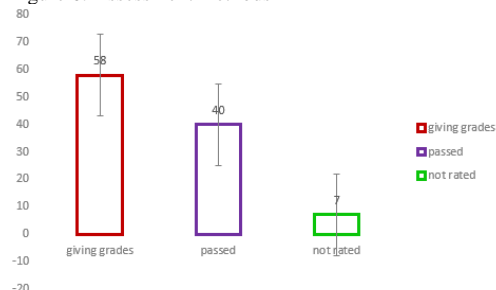
The second part of the text was devoted to the method of evaluation in Art Education.

Table 6: Assessment methods

evaluation method	frequency	%
giving grades	58	55,4%
passed	40	38%
not rated	7	6,6%
N	105	100%

Source: author's own work

Figure 6: Assessment methods



Source: author's own work

Based on the analysis of the texts and also the number of statements of our respondents, it is clear that our respondents state that their work during art classes was usually graded. Some state that they were given only "passed" in their evaluation. Only a small group stated that the subject of Art Education was not evaluated. It is alarming to find that other forms and methods of evaluation have not been mentioned.

Based on the above findings, we conducted a third research survey.

Analysis of visual images

The third research survey focused on the visual representation of new, more creative ways of evaluating Art Education at primary schools.

The master's degree students in the Art Education study program were asked to propose new, creative way of evaluation.

Students came up with several possibilities and ways of evaluating Art Education based on various methods:

- evaluation based on emoticons
- the more complex design base on the use of colours,
- another quite complex proposal was based on a management strategy.

4 Discussion

This part of paper comment on the fulfilment of the objectives of the research.

Our goal was to explore conceptual reality in Art Education at primary schools. The research focused on presenting the views of the general public based on the questionnaire survey.

Subsequently, we analysed the texts of university students in Art Education study programs. As part of the analysis, we focused on experiences of students with Art Education at primary schools and forms of evaluation they experienced.

In the third part of the research, we presented several proposals for innovative ways of evaluating Art Education at primary schools.

Based on our research, we can state that despite the fact that our respondents consider Art Education to be important, there were still opinions about the insignificance and uselessness of the subject.

A group of respondents consisting of university students presented their experiences with Art Education. It is striking that their experiences are mostly negative. According to the analysis,

they experienced only the traditional ways of evaluating Art Education at primary schools.

Based on their suggestions, we have given several examples of an innovative, interesting way of evaluating Art Education at primary schools.

5 Conclusion

Art Education at primary school is a subject that divides the general public. The theory presented is based on the results of data collected using three research methods. Nevertheless, it is clear that Art Education not only develops the creativity and imagination of pupils, but also contributes to the development of the personality of children. Evaluation in Art Education brings various situations which can positively and negatively affect not only the progress of pupils, but also the overall attitude to art. The topic should be researched further so as to find more interesting ways and forms of evaluation Art Education at primary schools. We believe that the research results can be used as a basis for further research.

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