Abstract of the thesis *Current guidelines in the theory and practice of didactic assessment and self-assessment*

Cristian Nicolae Stan is Professor Ph.D. at the Educational Sciences Department, Faculty of Psychology and Sciences of Education, Babes-Bolyai University, Cluj-Napoca, Romania (*http://dse.psiedu.ubbcluj.ro/*). His teaching and research activity covers several domains (including interdisciplinary ones), such as the theory and methodology of educational evaluation, school violence, the typology of interpersonal relationships and conflict resolution in the educational space, teacher personality and skills and the pedagogy of communication. His Ph.D. in Science Education was obtained in 2000 by presenting the thesis entitled "The assessment-self-assessment relationship in the didactic act" at the Babes-Bolyai University, PhD coordinator Miron Ionescu.

The first section of the habilitation thesis – **Summary of professional, academic achievements and scientific performances**, begins with the summary of the candidate's publications : 3 authored books published by National A2 category publishing houses, 2 ISI articles published in journals with an impact factor greater than 0.25, 4 articles in-extenso published in ISI journals without an impact factor or in Peer-Review proceedings volumes of Thomson ISI international conferences, 11 articles published in BDI indexed journals in minimum 3 international databases, 12 articles published in journals indexed in international databases or international conference proceedings indexed in international databases, 4 books published as co-author by A2 category national publishing houses, 12 coordinated volumes, published by category A2 publishing houses or acknowledged by CNCSIS, 17 chapters published in collective volumes by category A2 publishing houses or acknowledged by CNCSIS and eight articles published in Romanian journals recognized by the academic community and the CNADTCU Commission. The candidate, Cristian N. Stan, was the director of a research and development project with a value of more than € 10,000 and a team member in 8 research and development projects achieved through national competition. Also mentioned are a

number of professional and academic achievements of the candidate, Cristian N. Stan, among which the participation in the scientific organization committee in Romania regarding 4 international conferences on education, involvement in the development of open and long-distance pedagogical education of the Babes-Bolyai University and the quality of expert evaluator in the Romanian Agency for Quality Assurance in Higher Education, the Commission of administrative sciences, of education and psychology. It is also worth mentioning that, to date, Cristian N. Stan was a member of the evaluation committee and public support of a number of 13 PhD theses and member of the guidance committee of a total of 29 doctoral students of educational sciences. Following this first part, the habilitation thesis refers to the educational evaluation, area where the candidate Cristian N. Stan has already published several books and papers.

The second section, regarding the issue of **Current guidelines in the theory and practice of didactic assessment and self-assessment**, uses as a starting point the analysis of the evaluative process, describing its main constituent parts in detail: verification, measurement, quantification and reasoning. This context emphasizes both internal determinants regarding the way the student evaluates himself (the level of his aspirations, of his immediate expectancy, his ability to estimate the difficulty the tasks and the capacity of estimating his own learning potential), as well as external determinants of this process: teacher assessment, the school status and the student's family status. Further, given that the student is not only the object but also the subject of education, the interactional model of the educational process is shown, a model which not only takes into account the central role of education in the context of actual school performance but also highlights the importance that, together with teaching, learning and assessment, educational self-assessment has on the organization of the educational process. Special attention is given to the variability of academic performance over time, the elements that influence it as well as the action strategies brought into play in situations where school performance is below expectations. Both the main conditions that ensure the objectivity of educational assessment (validity, reliability and docimologic relevance) and the main sources of error that can affect the quality of evaluative process are further analyzed. Another aspect studied is that of school failure and self-defense mechanisms that students in this situation resort to in order to reduce the discomfort

caused by the discrepancy between the expected results and the actual performance achieved. Also presented are the main ways of developing the students' capacity for self-evaluation as well as the concrete experimental results of personal studies undertaken in this regard. The end of this subchapter addresses both the system of of contemporary docimological principles as well as the main major restructuring directions currently existing in the theory and methodology of educational evaluation.

In the third section of the habilitation thesis – **Plans of career development and evolution**, the candidate describes the main directions of professional and research that he wants to follow. These priorities are related to the two areas previously exposed and are aimed mainly at the following aspects: investigation of student anxiety in relation to educational assessment, the study of methodological exigencies necessary for the design and management of assessment tests that include multiple choice items.