

## TYPES OF EVALUATION USED IN EXTRACURRICULAR DIDACTIC – GEOGRAPHIC ACTIVITIES

### TIPURI DE EVALUARE UTILIZATE ÎN ACTIVITĂȚILE DIDACTICO-GEOGRAFICE EXTRAȘCOLARE

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**Abstract:** Extracurricular didactic-geographic activities contribute to the enhancing and the evaluation of the knowledge assimilated by the students during class hours. During these activities, the students can directly observe the phenomena and processes in nature, not being forced to use substitutes of reality as learning tools. Through the practical exercises performed, teamwork, the student-student, teacher-student relationship are improved. Students rediscover the motivation to learn, get involved in decision-making, approach innovatively: learning, transferring theoretical knowledge in practical activities.

**Key-words:** *extracurricular, didactic-geographic activities, evaluation, types of land relief, competencies*

**Cuvinte-cheie:** *extrașcolar, didactico-geografice extrașcolare, evaluare, tipuri de relief, competențe*

#### I. INTRODUCTION

The extracurricular didactic-geographic activities offer students the opportunity of getting involved in community life, the relation school-student-community being reinforced.

Students can approach geographic knowledge trans disciplinarily, finding practical solutions, useful for the community. The self-evaluation capacity is also developed, students becoming aware of the importance of logical as opposed to mechanical memorizing of geographic information. They actively participate at performing work tasks, developing a positive attitude towards education, knowledge, society, culture, civilization, their curiosity to explore the geographic environment and desire to protect it, preparing for a constructive social insertion, all of the above being aspects that the current curriculum aims at.

In order to highlight the types of evaluation used in extracurricular didactic-geographic activities we have chosen as example hiking, made after studying with the students the informative content regarding land relief (Earth crust as basis for land

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relief: structure and petrographic composition, Major units of the terrestrial relief, Agents, processes and relief types, relief types and units, relief analysis and interpretation, relief and human society, the relief of the local horizon, practical applications in the local relief), in accordance with the school curriculum for grade IX.

## **II. DATA AND METHODS**

**Type:** final hike, organized after studying "Terrestrial relief" learning unit.

**Purpose:** consolidating knowledge, skills and abilities related to terrestrial relief, offering practical examples for theoretical acquisitions.

**Hike itinerary:** Craiova – Melinești - Vârteju.

**Duration:** one day (at the end of the week).

**Means of transportation:** minibus.

**Participants:** Students of grade IX.

**Elements analysed:** types of relief, hydrographic network, vegetation, and correlation of the elements with the specificity of the climate in the respective land, types of soil, natural resources, natural resources and means of exploitation, information on population and settlements etc. Rest periods are taken for observing places where the land has degraded due to anthropic activity or water pollution.

### **Advantages:**

- Logical and durable learning is ensured, students understanding the causal links and inter conditioning between the components of the environment.

### **Specific competencies:**

- 1.1. Use of specific and scientific disciplinary terminology (concepts, notions) to present pertinent information;
- 3.2. Noticing a sequence of natural processes;
- 5.4. Use of simple methods and techniques, specific to various scientific disciplines, for the analysis of items of the relief in the context of the environment.

## **III. RESULTS AND DISCUSSIONS**

a) First study: Melinești, confluence of Plosca stream with the Amaradia river;

The evaluation is made through: observation, verbal questioning, and practical applications - measurements;

The students will be able to:

- define the terms valley, riverbed, meadow, terrace, slope;
- identify the composing elements of the valley;
- calculate the water draining speed, width and depth of a flowing water.

The students analyse the map of Romania in order to localize in the territory, to identify the Amaradia river, the Plosca stream and the relief units they cross, correlating the actual geographic elements on the field with those represented cartographically (Photo no. 1, no. 2, no. 3).



**Photo no. 1. The Amaradia riverbed and floodplain**



**Photo no. 2. Terrace 1 of the Amaradia River**



**Photo no. 2. Confluence of the Plosca stream with the Amaradia River**

The students fill in an **observation chart** of the *fluvial relief*:

**Name of river:** .....

**Location of observation:** .....

**Date of observation:** .....

**Tributaries:** .....

**Observations regarding morphogenetic agents:** .....

**Observations regarding geomorphologic processes:**

- Erosion (lateral, in depth, regressive) .....
- Transportation (rolling, crawling, hopping, suspension, solution) .....
- Accumulation. ....

**Observations regarding relief forms:**

- Minor riverbed (width, depth, shape of water flow: meander/ rectilinear) .....
- Floodplains, meadow (micro shapes of relief, vegetation, etc.) .....
- terraces (bridge, forehead) .....
- slopes (types of rocks, evolution, geomorphological processes that affect slopes).....

**Practical evaluation:**

Students are grouped into teams of 4 and receive the following tasks:

- to measure the depth of the water, in different spots, by lowering a rope tied at one end with a heavier object (the wet part of the rope shall be measured with a measuring tape);
- to measure the width of a flowing water with a rope;
- to calculate the water flow speed by launching a floating object: one student launches the object, another times the time ran from launching, for a distance of 100 m, downstream.

$$V \text{ (speed)} = \frac{D \text{ (distance)}}{T \text{ (time)}}$$

The used formula used is:

The vegetation in the river meadow is analysed.

A case study – The occurrence of floods on the Amaradia River – is proposed, the students need to identify the causes, effects and give examples of methods of preventing these natural phenomena.

**b) Second study:** Vârteju – forms of *rain caused erosion relief type, landslides*;

The evaluation shall be made through: observation, verbal questioning, and practical applications – measurements;

The students will be able:

- to analyse a ravine;
- to explain the method of formation of ravines;
- to identify the causes of ravines forming;
- to present measures for preventing the formation of ravines.

Students will analyse the way human activity, the type of soil, lack of vegetation, rain falls, and have all lead to the formation of ravines, their evolution and the formation of „bad lands” that have been taken out of the agricultural circuit (Photo 4).



**Photo no. 3. Bad-lands formed in the vicinity of Vârteju village as a result of oil exploitation activities**

In order to highlight the types of rocks water is poured onto a portion of land and the method in which it infiltrates the soil is analysed: on sandy lands water infiltrates rapidly, on clay lands water infiltrates harder.

**Practical evaluation:**

- the depth, length and height of the ravines are measured.

The teacher requests to the students to exemplify the methods of combatting soil erosion.

**Verbal questioning:**

The teacher uses this conversation to check the degree of quantitative and qualitative appropriation of the knowledge by the students, their capacity to operate with them, by following the below stages:

- the teacher asks the question (*How does erosion occur? When does it occur? Why does it occur? What are the conditions that determine the production of erosion? What are the effects/consequences of the occurrence of these geomorphological processes?*);

- give the student time to formulate an answer;
- appoints a student to answer;
- analyses the answer;
- asks support questions if needed;
- offers feedback by verbal appreciation;
- writes down the answer.

Analyses landslides in the studied perimeter.

Students will be able to:

- identify the parts of a landslide;
- represent through schematic drawing a landslide;
- mention the causes for the occurrence of landslides;
- mention places where landslides occur;
- enumerate the consequences of the occurrence of landslides;
- exemplify measures for combatting landslides;

The evaluation of the competence to explain the occurrence of landslides:

Tasks:

1. Fill in the evaluation sheet with information about landslides (1 point is granted for each correct answer, in total 6 p);

- a. Define landslides;
- b. Mention the places where landslides occur;
- c. The causes of the occurrence of landslides;
- d. The effects of the occurrence of landslides;
- e. Measures for preventing landslides;
- f. Measures for the management of lands affected by landslides.

2. Represent through a schematic drawing a landslide, mentioning its composing parts (3 points); 1 point is a granted point.

#### IV. CONCLUSIONS

Due to the active participation to the extracurricular didactic-geographic activities, students develop their capacity:

- to analyse the types of relief;
- to characterize a type of relief;
- to classify geomorphological processes;
- to explain geomorphological processes;
- to interpret maps;
- to issue sketches of the various types of relief;
- to take measures regarding the relief.

Feedback shall be collected from the students (by written messages, group reflection, focus group) with regards to their impressions of the hike in order to improve future extracurricular activities. Students shall self-evaluate their activity and evaluate each other. Through the contents studied, an interdisciplinary of geography is established with other sciences in the „Man and society” curriculum.

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