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## **Transitioning from Absolute to Creative Evaluation: Applying Trial and Error on the Time Axis**

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### **Abstract**

This paper investigates evaluation in music education from a philosophical point of view. In traditional evaluation, achievement is measured by tests developed based on attainment goals set by the teacher. However, achievement based on a quantitative assessment and ranking is separate from the student's individual learning process, and it may even hinder a student's progress and growth potential. To prevent this, it is necessary to review the evaluation protocols used in music education. David J. Elliott, Marissa Silverman, Gary E. MacPherson, and other researchers assert that music education should be based on the student's happiness. However, few studies have addressed the issue of how evaluation relates to the purpose of happiness, as most have focused instead on efficient evaluation methods. However, the methods of evaluation are changing. In recent years, performance evaluation methods that use portfolios and rubrics have emphasized the process of learning and qualitative dimensions. Even so, these methods focus only on experiential knowledge based on the student's unique context without considering the significance of the student's life and happiness. Therefore, it is necessary to reexamine the existing evaluation methods, including portfolios and other approaches, after defining the significance of evaluation in the relationship between recognition and desired goals, based on conscious and unconscious goals oriented toward life and happiness on the time axis. This is a philosophical question. Thus, this paper discusses the significance of evaluation in music education from the perspective of philosophy, especially the epistemology of Japanese philosophers Bin Kimura and Kitaro Nishida. The results show a need to shift from absolute evaluation to creative assessment. In ontology, maintaining existence through evaluation and future choices is a deliberate act of the pursuit of happiness through trial and error. In such a system, the subject of one's own self and the world is constantly renewed. Moreover, plurality is unity, unity is plurality, and the two cannot be separate. Nevertheless, contradictions that cannot be recognized without segmentation generate trial and error of the movement and action of the phenomenon. Given such contradictions and non-persistence of phenomenon, people must have the ability to assess new values. In other words, teachers and researchers must investigate ways to create viewpoints, criteria, and measures for evaluation itself for a better educational practice. This investigation is a basic study that pursues the essence of evaluation and offers a practical perspective to recapture evaluative behavior.