THE EVALUATION OF THE LEARNING PROCESS AFFECTS IN THE RESULT OF LEARNING

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Abstract

The process of learning at school is a complex activity. It is an interaction of students and the teacher. After introducing, explanation and discussing the subject at the class, learning from the students at home, scoring , for sure has it's importance too. The evaluation and improving of this process increases the results. On the chain of the components of the process of learning I'm introducing a new step that comprises the activation of the students when the subject is being developed or explained by the teacher. How it works? Students are supplied with three different cards: green, orange and red. Let say, when the first part of the subject is over, student raise one of the cards showing how do they feel so far: Clear (they understand what is being discussed about, or not). This helps also the teacher as a feedback on how good is he delivering the lesson. I t helps the process of learning because it is not good to jump on the second part before the first one is clear. On the other hand, it is a civil act, speechless, noiseless, good for the class work, good behavior for their future. To test this method (this new step) are prepared and spread hand-outs questioning teachers of different schools, students, parents etc. trying to collect opinions and feedback about this paper.

Key words: *evaluation, learning process, result of learning, card.*

Introduction

The evaluation of the students' progress is an important component of the teaching process and it should contribute to the development of skills that the modern society requires. Opinions about evaluation are variable and at times contradictory. In the present perspective learning and evaluation are two sides of the same coin and when students get involved in their self-assessment, they learn better. Viewed as such, the process of the evaluation of the students' progress is not reduced to the act of grading; it becomes an inseparable part of the whole process

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University of Shkodra "Luigj Gurakuqi", Shkodra, Albania

of teaching and learning. Henceforth, evaluation is simultaneously, part of the process as well as its outcome. The more importance we give to evaluation in the teaching and learning practices, the better will be the results. Based on the mutual interdependence of evaluation and learning, this study focuses on a new technique of self-assessment in class. The students may use cards of three colors (green, orange and red), each indicating as follows:

The green card indicates that the students has understood a certain item and can also explain it to his friends, the orange one indicates that he students has generally understood, but has a few questions, while the red one shows incomprehension.

The use of the colored cards (in short SAC, self-assessment cards) as a form of non-verbal communication in class offers every student the possibility to reflect on how much he or she has understood an item treated, or a task assigned and to demonstrate his or her level of comprehension and ability. By resorting to cards the students become more responsible, and the teacher gets an overall view of the acquisition of the new material. However, the teacher has to intervene time and again to get feed back from the students in order to evaluate more realistically the effectiveness of the whole process. The conclusions were draws on the basis of the results of the questionnaires.

The questionnaires were completed by 112 teachers (of the first to the fifth form at four different schools in the city of Shkodra, some of whom were either part-time, or full time BA students having their internship at these schools), 406 pupils of these schools and 406 parents.
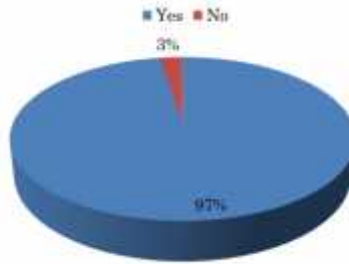
Within the framework of the cooperation agreement the University of Shkodra "Luigj Gurakuqi" and the primary as well as the secondary schools of the city, this project was piloted at four schools in the city, where the university students had their teaching practice in March- April 2014. The BA part-time students who have their teaching practice at their schools in other towns or villages.

Two months after the application of use of the colored cards, there were compiled the questionnaires for the school headmasters, teachers, full and part-time students on internship, and parents. The data gathered by the questionnaires constitute the basis of the conclusions of this study.

The data support the hypothesis of this study, which is: The use of colored cards in the process of evaluation affects the learning outcomes positively.

*The results of the questionnaires(for teacher) are displayed in the following graphs:*

1.   Do you evaluate whether positive or negative the fact that besides "Peet" card teachers and pupils should have a card for their selfevaluation of knowledges in class?

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University of Shkodra "Luigj Gurakuqi", Shkodra, Albania

2. If yes, is SAC (self-assessment card) an efficient form to get a feedback from pupils about the acquisition of new knowledge?
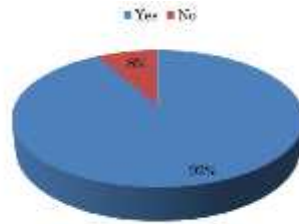

3. Did SAC help you get a feedback from pupils in every time or phase of teaching that you needed?
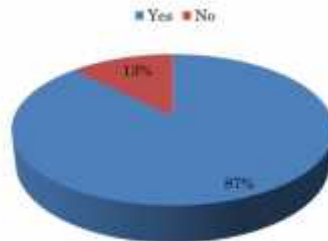
4.   Does the use of S.A.C help the teacher and pupil to not pass in the second step of teaching/learning without understanding the first step?

5.   Does the use of SAC puts the pupil in the role of a true partnership, where not only the teacher evaluates the pupil but also he evaluates himself?

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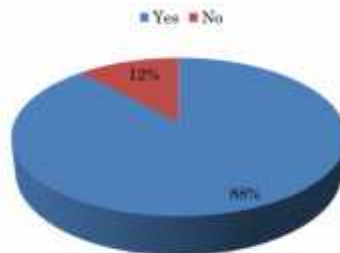
6.   With the use of SAC are the pupils more motivated in class?
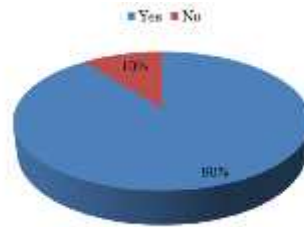

7.   Does the use of SAC make the pupils more responsible during the teaching process?


8.   With the use of SAC has the pupil more clear the challenge: Where am I? Where I have to go? How I have to go?

9.   Does the use of this card has a positive impact in the pupil's performance during teaching process?

10.   Does the use of SAC affects the creation of a positive climate in classroom, necessary for the development of the independent, critical and creative thinking of the pupils?
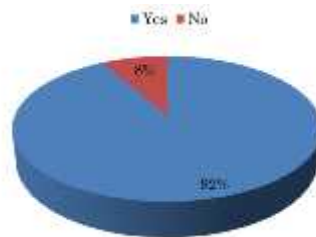

- 11.   Does the use of SAC affects in the realization at the highest level of the teaching objectives according in Bloomfield's Taxonomy?
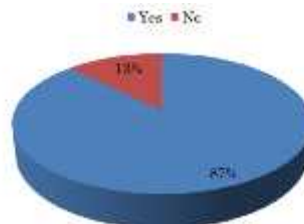
12.   Is the use of SAC an efficient form to encourage pupils to make questions about the teaching topic?

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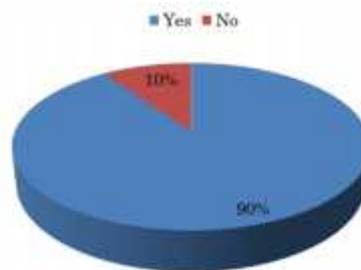University of Shkodra "Luigj Gurakuqi", Shkodra, Albania

13.   Does the use of SAC (especially the orange color) give a new dimension to the learning process, encourages pupils to say something extra according the topic that is being discussed during the teaching process?
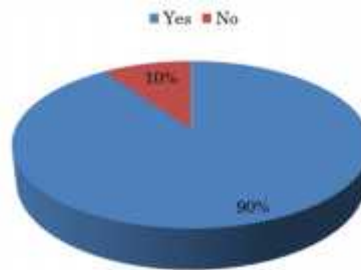
14.   Is the use of SAC a form or an expression of respect for the children's right during the teaching process?
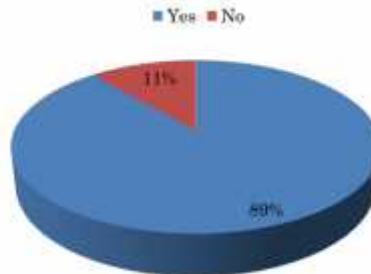
15.   Is the use of SAC is a form of non-verbal communication in the classroom?

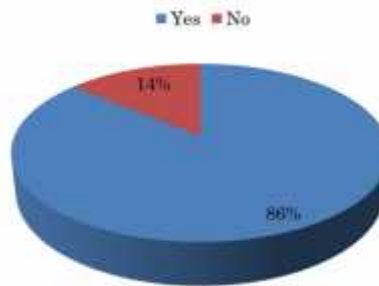16.   Does the use of this card express a civic or ethical value?

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17.   Does the use of SAC affect in the increase of the level of responsibility of teachers and pupils during the teaching process?

18.   Does the evaluation of the teaching process by this card affecrs in the result of learning?

The summary results of the questionnaire for teachers

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Conclusions:

Based on the results of the research, it was concluded, the use of the cards is:

- An effective means of getting feedback from the students in order to improve the teaching process;
- Helpful in identifying the level of acquisition of the new material;
- Interceding right in time, whenever the teacher wants to know about the students' understanding;
- A useful indicator to the teacher to either reinforce what was taught, or to pass to the new item;
- Encouraging to the students to improve their learning outcomes;
- Motivating the students to raise their expectation standard;
- Helps in identifying the students' strengths and weaknesses;
- Awardable to the students who find themselves in the position of partnership with the teacher, who is not the only one to asses the students' understanding as the students can evaluate their own;
- Yielding positive results in the students' performance;
- Elucidating to the students, who question themselves: Where am I? Where am I going? Where do I plan to go?;
- A means to create a positive atmosphere in the class, where the students can develop independent, creative and critical thinking;
- An instrument that contributes to the fulfillment of the objectives of teaching as defined in Bloomfield's Taxonomy;
- An effective form to stir the students to ask questions concerning the topic in question;
- A new element in the teaching and learning process that if well employed, especially the orange card, provides space to the teacher to add to his/her explanations;
- Supportive to the students, whose rights are better respected;
- A form of non verbal communication that gives vent to citizenry etiquettes;
- Inspiring the teachers and students to be more responsible in the teaching and learning process.

In conclusion, it is to be highlighted that the use of the color cards in the process of teaching affects the learning outcomes positively. The feedback of this study testifies to this. Consequently, in the academic year 2014-2015, there will be a wider use of them in the schools of the city. If their implementation turns out to be successful at the local level, they can be used at the national level.

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