Towards Students Friendly Evaluation Techniques, Overcoming the Odds

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Abstract*: Types of student evaluation: 1. Student evaluation is also a means of teacher evaluation since it is his or her teaching process that is being evaluated. Purpose of Evaluation is for the teachers to ensure that their teaching is meeting the students learning needs. How effective are teachers teaching methods? At what time within your teaching process should you evaluate? Steps of Evaluation process Evaluation is not strictly sequential, it can be viewed as a cyclical process made up of four phases: Preparation/Planning, Implementing, Assessment and Responding. Formative evaluation is an ongoing classroom process that keeps students and educators informed of students' progress toward program learning objectives.*

Keywords: Students Friendly Evaluation, Techniques

I. INTRODUCTION

In the whole process of teaching and learning, a researcher or a reformer is always seeking answers to two fundamental questions:
How well are students learning?
How effective are teachers teaching methods?
Answers to these fundamental questions could only be derived by evaluating what students have learned during the process of teaching and learning. Hence, evaluation plays a pivotal role. It is through evaluation that both the learner and the teacher can know whether they are moving in the right direction.

1.1 Purpose of Evaluation

Evaluation is for the teachers to ensure that their teaching is meeting the students learning needs. Whatever is taught is absorbed sufficiently by the students. In between, evaluation is a must for teachers, which can help them track their correct direction of teaching

If they are not going in the right direction, then it will help them decide their teaching strategy. Whether a change in strategy is required or whether the tools used for teaching need to be changed, etc. It can help teachers allocate resources to the various subjects. The teachers would be able to identify where more investment needs to be made or where it can be cut. Student evaluation is also a means of teacher evaluation since it is his or her teaching process that is being evaluated. It's a student's feedback to the teacher.

Since, depending on the results of evaluation, a teacher proceeds, repeats, or makes changes to the teaching strategy to accelerate the teaching process, it definitely supports the development of the curriculum as a whole.

1.2 Why Student Friendly Evaluation (SFE)

Evaluation of a student's progress is an expectation of all teachers, and teachers routinely employ a variety of tests and less formal techniques to accomplish this objective. Typically, colleges provide instructions in measurement and evaluation to teachers, which are called examinations or examinations in short. While these exams have the potential to improve learning for students, historically, exams have acted as a barrier rather than a bridge to educational opportunity. Exams have been used to label students and put them on a dead-end track, which can be highly hazardous for the students. Learning is and should be an ongoing process that should not stop at any point in life. To use

evaluation as a positive tool for knowing, encouraging, and improving, we have to see to it that our evaluation is student-friendly and not teacher-friendly.

1.3 Characteristics of SFE
Reliability
The reliability is a measure of the consistency with which the question, test or examination produces the same result under different but comparable conditions. It is independent of the characteristics of individual evaluators. This is often difficult to achieve in practice. It is obviously important to have reasonable reliable evaluation procedures when a large number of individual evaluator assess the same question (e.g. in Central Board Examination). A student answer which receives a score of 75 per cent from one marker and 35 per cent from another reveals a patently unreliable evaluation. Besides this Marker/Examiner reliability also plays its role in this phenomenon.

Validity
A valid evaluation is one which actually tests what is sets out to test i.e., one which actually measures the behaviour described by the objective(s), under scrutiny. Obviously, no one would deliberately construct an evaluation item to test irrelevant material but very often non-valid test items are in fact used e.g. questions that are intended to test recall of factual material but which actually test the candidate's powers of reasoning, or questions which assume a level of pre-knowledge that the candidates do not necessarily possess. We see that validity related problems are common weakness of many of the widely used test items.

Inexpensiveness/Practicability
Evaluation procedure should be realistic, practical and efficient in t e r n of their cost, time taken and ease of application. It may be an ideal procedure of evaluation but may not be put into practice.

Fairness
Evaluation must be fair to all students. This can be possible by accurate reflecting of range of expected behaviour as desired by the course objectives. To keep fairness in evaluation, it is also desired that students should know exactly how they are to be evaluated.

Usefulness
An Evaluation should also be used for students. Feedback from evaluation must be made available to the students and help them to prove their current strengths and weaknesses. By knowing their strength and weakness, students can think of further improvement. Evaluation should suggest all the needful requirements for their improvement.

When to Evaluate
Along with the method the timeliness of Evaluation is also important. At what time within your teaching process should you evaluate? It should be periodic rather than at the end. A teacher is require to evaluate her process of learning periodically, so that she can make necessary changes to her strategy if required. Similarly student too is required to know whether he/she is learning because if not then he/she can approach the teacher at the right time.

Also Evaluation can be at the beginning of the teaching process (Diagnostic) just as to know if students are starting at the same point. Evaluation at the beginning can help a teacher know the average pre-knowledge that the class of students possess instead of just assuming their pre-knowledge and hence will know exactly at what point should he/she start the teaching.

Steps of Evaluation process
Evaluation is not strictly sequential, it can be viewed as a cyclical process made up of four phases:
- Preparation/Planning,
- Implementing,
- Assessment and
- Responding

This process involves the teacher as a decision maker throughout all four phases.

Planning/Preparation

During the preparation phase, decisions are made to identify what is to be evaluated, the type of evaluation to be used (i.e., formative, summative or diagnostic), the criteria against which student learning outcomes will be judged, and the most appropriate assessment techniques with which to gather information on student progress. The teacher's decisions in this phase form the basis for the remaining phases.

II. IMPLEMENTING

During the assessment phase, the teacher identifies information gathering strategies, constructs or selects instruments, administers them to the students, and collects the information on student learning progress.

- Written Exam
- Team work
- Discussion
- Seminar
- Project Work
- Internship
- Model making
- Choosing a wrong technique will lead to disappointing result

As a teacher you will

- Be a polite and positive participant
- Check the Place or vicinity (ventilation condition, Lighting, Sitting arrangement, sound proof, etc)
- Should Inform students in advance about the topic of evaluation, hence students will be prepared for it.
- Students should be provided sufficient time for preparation and practice
- Be Unbiased
- Plan a feedback format

As a teacher you will

- Praise liberally
- Be assertive- Always work for positive change
- Be individual
- Give immediate feedback
- Give proper explanations and supplement your feedback with examples
- Give suggestions for improvement
- Provide opportunity to students to speak, Make Dialogue avoid Monologue, Keep a space for student's remark in evaluating format sheet.
- If you have to grade the students, than even the grades should be encouraging and not discouraging.
- Eg. A+ and Not F-

The Don't Dos while Responding

- Don't criticize the behaviour
- Don't label students
- Don't compare
- Don't point out weakness but provide suggestions for improvement
- Don't be over critical
- Don't be prejudice
- Don't generalize the behaviour of students

III. BENEFIT OF EVALUATION FOR TEACHER

The whole evaluation allows the teacher to consider the extent to which the previous evaluation process have been successful. Specifically, the teacher evaluates the utility and appropriateness of the assessment techniques used. It

assists the teacher in making decisions concerning improvements or modifications to subsequent teaching and evaluation.

IV. SUMMARY

Evaluation should not be just merely overseeing or giving feedback, but it should reinforce the strength, point out all the points to be improved upon, and formulate the plan of action for transforming weakness into strength to achieve the goal of education.

Our Pledge as an Evaluator

Evaluation is to check if my students are learning what I am teaching.

- I will work with students to meet learning goal
- I will always work out a student friendly evaluation
- I will give my feedback promptly
- I will give a positive feedback to motivate the students to learn more
- I will work with students to solve problems
- I will make necessary additions or changes to my teaching
- I will offer extra credit and alternative assessments if the student requires it.

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