

How students understand the relation between forms of assessment and motivation

Silvia Traikova*, Silvia Tsoleva

University of Chemical Technology and Metallurgy, 8 Kl. Ohridski, 1756 Sofia, Bulgaria

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ABSTRACT

Acquisition and development of knowledge and competences about various forms of assessment, being a part of the educational approaches used at the university, contribute significantly to the rise of the academic achievements of students and to ensure the quality of training. The engagement of students towards forms of assessment could help them to define their knowledge and achievements, and adequately to interpretate the assessment criteria. The study of learners' opinions for assessment helps to analyse their satisfaction of the learning process. It will increase the motivation through strategies that attract their attention and interest, give importance to the target material and thus connect it with the needs of the students. This will boost confidence in achieving success.

Keywords: assessment, self-assessment, peer assessment, motivation for learning, achievement, skills.

INTRODUCTION

Using various forms and methods of assessment in an academic environment helps to create a positive relationship between the participants in educational communication. The peer assessment and self-assessment are related to the reflective practice, because this process involves self-regulated development and as such is an important skill for career development and management.

Raising the level of motivation for learning implies an increase in the sense of their own effectiveness, understanding of the results achieved, for the formation of skills to organize independently and to manage learning and application of experience gained. The motivation

harmonises training purposes with the interests and needs of the participants in the process. Feedback serves as a corrective to the activity of the subjects in it. Cooperation between teacher and learner are best revealed in the process of acquiring experience in the assessment and as part of this experience. At the core of the partnership model of communication is the understanding of the subject-subject nature of the relations between teachers and learners [1].

RESULTS

The study of students' opinions about the impact of the assessment on motivation to learn is made in order to improve the quality of the

* Correspondence to: Silvia Traikova, University of Chemical Technology and Metallurgy, 8 Kl. Ohridski, 1756 Sofia, Bulgaria, E-mail: s_traykova@uctm.edu

learning process, in which students are active entities. The published results are from a study conducted in 2015. Respondents are 45 (25 current students of III course and 20 with a Bachelor's degree of engineering universities). More than 50 % of the participants in the poll have indicated that assessment highly influences the motivation to learn. Both in an academic environment and beyond, the relationship between the assessment and stimulation of motivation is recognized by students. Those who have graduated (have a Bachelor's degree) sense in a greater degree the influence of assessment on the motivation to learn.

Those who are still students, rely more on the

assessment done by an expert (Professor), than on their self-assessment in the learning process. The findings may be two: 1. the evaluation of the teacher is legitimate; a stereotype is demonstrated that the assessment by the expert is more important. 2. Neither specific tasks are set, nor clear criteria and indicators for self-assessment comparable to the evaluation of the teacher.

The motivation is always associated with the needs of the individual, with his attitudes. It is necessary for students to understand what is expected of them, what determines success, what is the purpose of learning. The results show that a fair and clear assessment criteria are leading in the motivation to learn. 33 students, from 45,

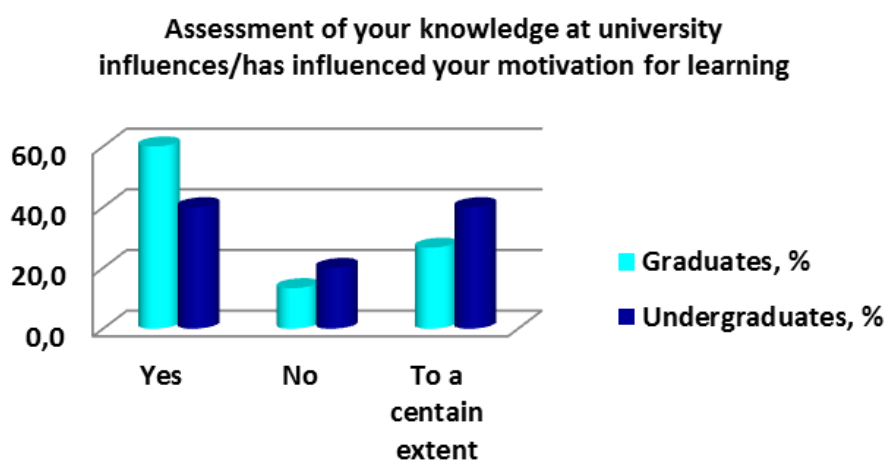


Fig. 1. The influence of assessment on the motivation to learn.

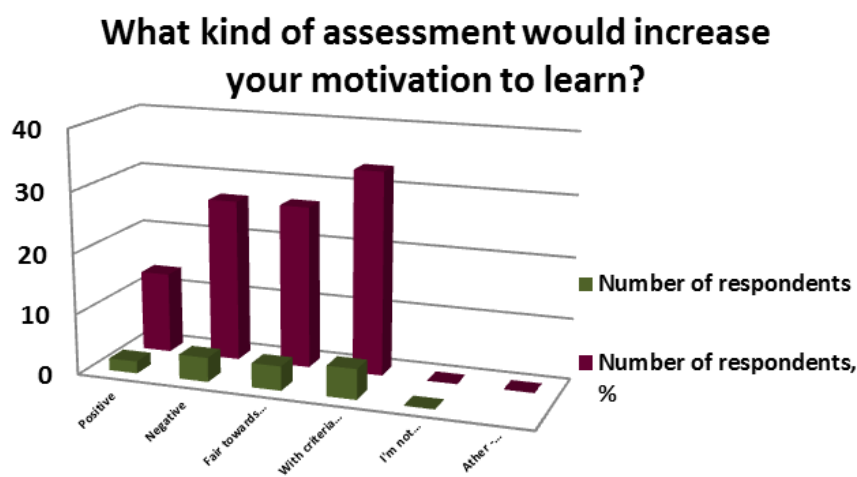


Fig. 2. Influence of the kind of assessment on the motivation to learn.

Assessment by experts or self-assessment is/has been more important for you?

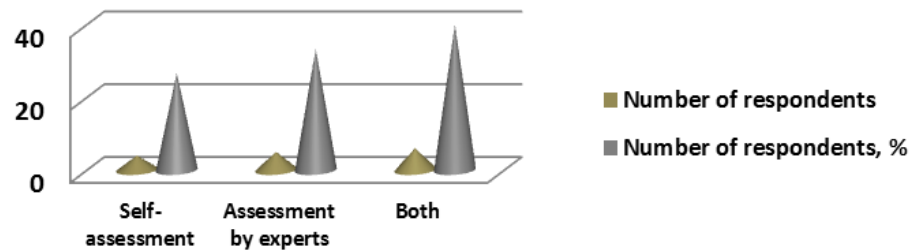


Fig. 3. Choosing between assessment by experts and self-assessment.

Have you used self-assessment in the process of learning?

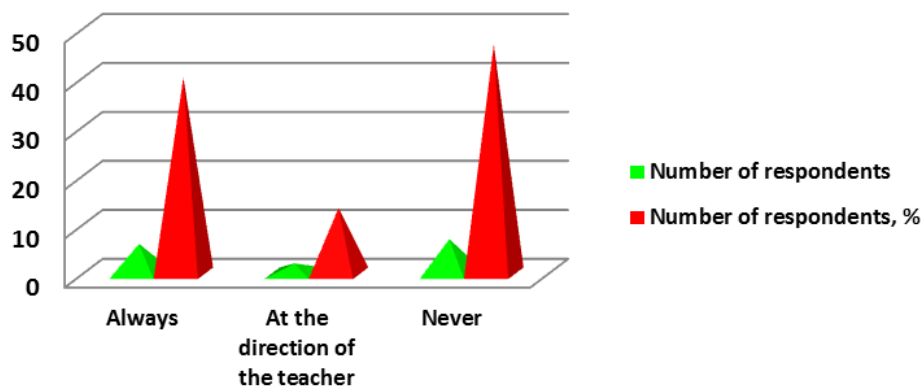


Fig. 4. Self-assessment in the process of learning.

indicate response 4 for leading.

Assessment, as systematic method for collecting information on the impact and effectiveness of learning and teaching, requires clear and correctly set standards, criteria and indicators. Self-assessment may be perceived as determinative and regulatory factor in the efficiency of learning processes [2]. Students require achievable evaluation criteria, fair assessment, without effects of subjectivity and with a positive focus.

Over 40 % of graduates considered the assessment of teacher as significant as the self-assessment. They have more experience as being assessed and assessing; to a greater

extent understand the benefits of skills for self-assessment; realize the criteria; easier accept criticism and negative evaluation (Fig. 3).

Students who have figured out the criteria for assessment and self-assessment are not worried by the evaluation; acquire skills for self-monitoring and self-controlling of learning; become more confident in achieving success and more proactive. In a deeper sense, the purpose of learning is to reach understanding and awareness of development and application of improvement of personality [3].

In forming skills for self-assessment and peer assessment students learn to understand and transform information, to implement it in

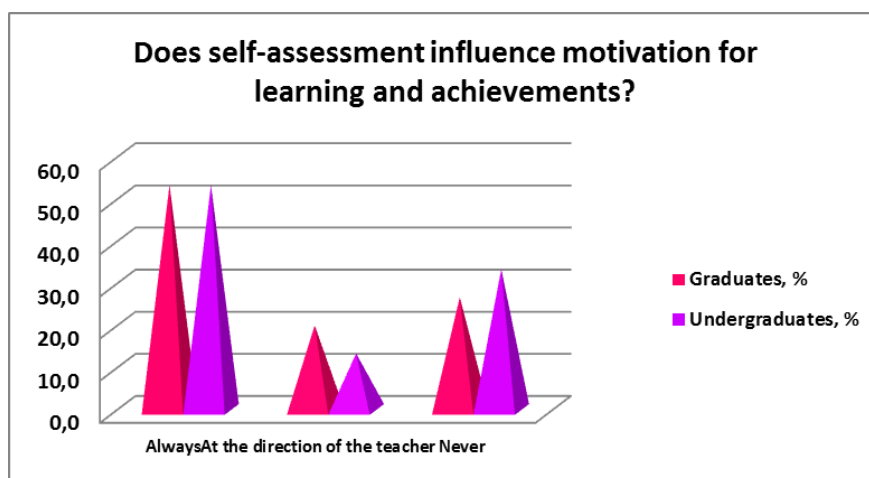


Fig. 5. When self-assessment influences motivation.

dynamic situations. Notice that the rate of those who have used self-assessment in the learning process is almost equal to the percentage of respondents who say they have not used this form of evaluation (Fig. 4). The reason for this can be searched in the reluctance of students for the submission of self-assessment, due to shyness, insufficient knowledge and skills to perform this process, etc., internal motives and personality characteristics. Studies show that students understand the material and retain knowledge better when given the opportunity for self-assessment and for practical application of acquired skills.

The practice in the identification of criteria for the assessment of one's knowledge and their application in varying circumstances, is a key element of sustainable assessment necessary for lifelong learning [4].

Self-assessment in an academic environment is a reflection of the student assessment about his personal progress in knowledge, skills, and relationships. Self-assessment leads students towards greater rigor and understanding. Students strongly agree that self-assessment affects their motivation for learning and achievement (Fig. 5). They consider themselves more independent of the assessment of the experts/professors.

Self-assessment and reflection give the opportunity to assess their own development and progress,

efficiency of the learning process, the ways and means to improve [5].

Less known among the students, but just as interesting for them form of evaluation is the peer assessment (of the partner at work, of the equal of rank) (Fig. 6). Current students admit that this strategy applies only at the discretion of the teacher and this is rare in the learning process, only in some subjects.

Peer assessment helps students to cooperate as equal members of the scientific community/group. Active participation in this community helps to understand the meaning of the criteria and standards in the activity. Students show interest in the evaluation and feel that this affects their motivation for achievements. Engaging them in the process helps to build trust and a lack of fear of the opinion of the expert (that is what they refer to as "Other" in Fig. 7).

40 % of students take the assessment as a process for verification of knowledge (Fig. 7). Half of those surveyed associate evaluation with motivation, only 7 % understand it as an opportunity for realization. Motivating factors for effective activity are the possibility of achievement, personal development, responsibility. 60 % of the respondents who have graduated, strongly indicate a high degree of influence of evaluation on motivation to achieve high results (achievements).

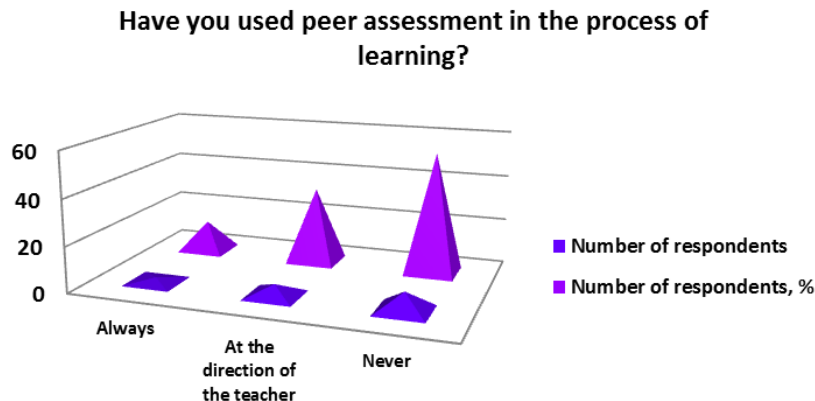


Fig. 6. Peer assessment in the process of learning.

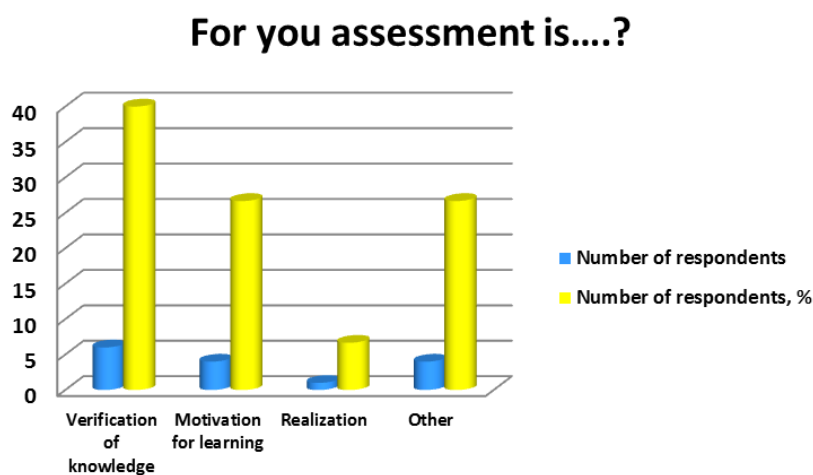


Fig. 7. Understanding the assessment.

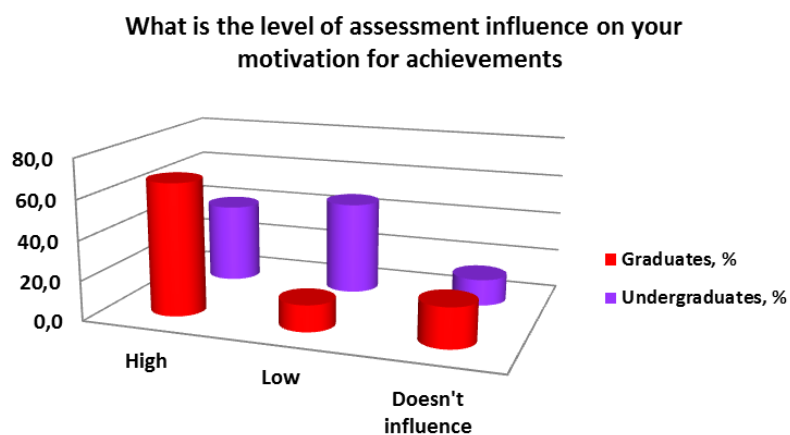


Fig. 8. The influence of the assessment on the motivation for achievements.

40 % of those still studying, state that assessment influences in low degree the motivation for achievements (Fig. 8). The views of learners

and graduates are the same in reference to the low level of assessment influence on their skills in learning 35 %.

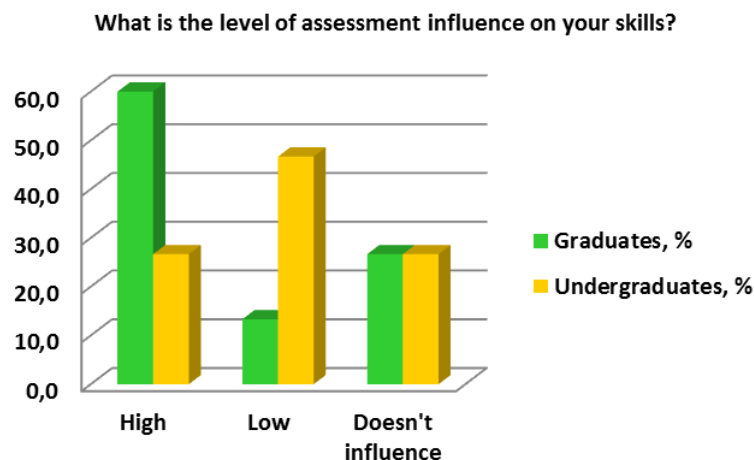


Fig. 9. The level of assessment influence on skills.

Another clear indicator of the importance of motivation in learning is the relationship that students see between their specialty and the opportunities to work (Fig. 9).

CONCLUSIONS

The assessment process in an academic environment and beyond will be understood and be interesting, if you are given assignmentst for self-assessment and peer assessment with correctly defined result criteria. This increases the motivation for achievement and evelops social and emotional competence of the learners. Only students taught of self-learning and motivated to learn, to be active participants in the training and possessing skills for different approaches and forms of assessment will be competitive and enterprising.

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