

THE CLASSROOM QUALITY WORK SELF-ASSESSMENT AND ITS IMPORTANCE

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Svi znamo koliko problema stvara nam evaluacija sa učenicima i roditeljima. Ali često mi ovaj veoma složen posao i odgovornost i ne želimo podijeliti s drugima. Naravno da to predstavlja staru paradigmu. Nova paradigma bi trebalo da bude i kreće u smjeru za studente i oni sami da budu dio odgovornosti kao sastavni dio školskog života. Važno je da učenici sami da procijene svoje znanje na kraju svake lekcije. Ovo će pomoći njima da misle za svoj uspeh, kao i za ono što treba da se poboljša za sljedeći put. Također važno je da nastavnici trebalo voditi i evidenciju studentske procjene u vezi da li su ispunjeni ciljevi učenja, i stalno evaluirati znanje studenata o sadržaju plana nastave i samog razreda.

Ključne riječi: učionica, samoprocjena, kvalitet, studenti, postignuće

ABSTRACT

We all know how much trouble cause to us evaluation marks with students and their parents. But we often this responsibility and very complex work do not want to share with others. Of course that this represents an old paradigm. The new paradigm should be moving in that direction for students themselves to take a part of the responsibility as an integral part of school life. It is important for students to evaluate themselves at the end of each lesson. This will help them think of their success, as well as what needs to be improved for the next time. Also among the important thing is that teachers should keep records of students assessments regarding whether they have met the learning goals, and continuously evaluate student's knowledge about the content of the teaching plan and class.

Keywords: classroom, self-assessment, quality, students, achievement

1. INTRODUCTION

We cannot transform higher education without the participation of the students since they represent a *conditio sine qua non* matter. And whether the Ministry or the government transforms higher education from outside? The efforts by the successive changes of the Law on higher education in Macedonia during 2013-2015 when 12 changes were made, all failed. Causes of failure were of such a nature that the whole process began in a wrong way; It started by the ministry not by students and teachers of those who are the working basis in universities. But I want to emphasize that changes at that time that were done and proposed as a solution were not quite out of place; and there were many changes which would help increase the quality of higher education and the implementation of best practice in scientific research work. But the mistake was in the not involvement of students. So the steps were wrong; the ministry to decide about students and their future without students participation.

But students also cannot stand aside and watch what happens. With the principles and recommendations of Bologna the student's position changes fundamentally. It is being transformed from a receiver of information, rules, and methods of work by teachers into a necessary university partner with direct participation in setting the rules, criteria and even in the evaluation process.

But our question has to do with the fact we want to witness how it is developed the working quality in the classroom and whether students decide for their evaluation and whether can teachers hold power constantly and always come out on top in class and do not have a minimal consensus for the teaching plan, assessment and all things that happen within the teaching hours. Another question is how much are respected the rights, needs and interests of students by faculties and teachers?

We know that learning is a very complex process. *Orbis pictus* of Comenius (Vertecchi, B., 2010) not only encourages us to make teaching and learning as more accessible as we can for the students but in recent time issues of raising the working quality in schools are becoming more and more regulated by laws and become part of school life and government policies. The search of new methods of working with students is in line with the social life and development of the society networks. Today, in addition to film and internet – the multimedia are part of family life before the arrival of children in the school environment. Therefore, the new teaching technologies are not only excellent and innovative tools and actions in school life but they are also a continuation of their familiarization with students as a process driven at an early age of the children. To high school students the multimedia picks up a large part of their free time. Students' teamwork also has a great significance: Devieu, Maria Montessori and others by right have dedicated a particular attention to this issue. Working with friends is an inspiration, game and challenge for the psycho physical development of children.

2. METHODOLOGY

This research aims so that by research techniques and methods, using various resources, collect data for teachers and their activities in order to encourage self-evaluation by the students. It is very important to be collect data, to elaborate and interpret them. The research illuminates situations on how teachers keep records of student assessment as to whether they meet learning targets. How they continuously evaluate students' knowledge about the content of the curriculum and teaching hours. There is a close connection between lesson planning, teaching and assessment based on class.

For this topic there are a large number of data, especially the electronic media which make it closer for the researchers the look and the concretization of work and classroom hour management for a transparent and authentic assessment.

Also in this paper it is greatly used the observation and self-experience.

In writing are used the first, second and third hand data.

3. LITERATURE REVIEW

It seems to me that teachers rarely make the question whether students' should be asked and should be part of the decision making process when it comes to the grades that show their achievements. Or we, the teachers have a bad habit not to agree easily when our decisions that we take for students without asking them at all, we encounter resistance. Sometimes one gets the impression that the teacher through his right for assessment provides a power over students. So, he is privileged and when we consider that he has a higher position in front of them, so a chair in the head of the class, often in a front seat set in a higher position in the class then we get the fact that he really stands above others and hence looks at them from above. But this is already an old paradigm. The new paradigm is that the teacher is a motivator, a working leader

with his associates, in front of the students. Only without their cooperation cannot achieve anything.

A big number of perpetrators have been and are dealing with the issue of student assessment and their work in the classroom. But a small number have been and are dealing with the self-esteem of the students themselves. School students and university student's organizations, for them we can say that they often seem to agree that this work remains to teachers. But our next question is how much this way of working is present in class and is part of the educational philosophy?

If we refer to authors like McMillan and Hearn (2008, a) then according to them self-esteem in school strengthens the academic community. It is therefore a good practice. This enables students and teachers as well to become visible, to be given the word so they can tell the truth, so their knowledge and their best communication practices in the teacher - student relationship.

"Context School Self-Evaluation (SSE) empowers a school. It gives teachers and schools the opportunity to tell their own story. SSE enriches the learning and the teaching experience for the benefit of all concerned. SSE is primarily about schools taking ownership of their own development and improvement." (McMillan,H.,J.,Hearn.,J.: 2008,1-10)

The other question that is also elaborated by the above mentioned authors has to do with the clear explanation and the question that they make out about what assessment is indeed? According to them self-esteem is a phenomenon where the student has access to every instance of the evaluation of his work: in control of answers given in the written examination and evaluation of teacher and to count points of the paper. But the author thinks that much more should be done. So the self-esteem means surveillance on his own work, understanding of things, improvement of judgment and performance. So everyone has access on self-esteem and on the achieved results in teaching.

(McMillan H,J.,Hearn J.,: 2008, p. 40-41). Participation in the process and transparency of all cooperation in class, open process strengthens the performance of the student and his success. Participation in the process, transparency and cooperation of all in class, open process strengthens the performance of the student and his success.

English philosopher John Locke is one of the luminaries of education and realistic outlook of pedagogy, philosophy and political freedom of people. His writings concerning education he prepares in some letters that he sends to friends that have to do with education of their children. Some Thoughts Concerning Education

Locke believed that the purpose of EAs of education is to bring children up to be virtuous, using the decisive reason to overcome the wish. This meant that children should be trained in self-control: 'The Principle of all Vertue and Excellency lies in a power of denying ourselves the satisfaction of our own Desires, where Reason does not authorize them' (section 38). - See more at: <http://www.bl.uk/collection-items/some>).

The author Star Saickstien writes that for work in the classroom self-assessment is necessary to help students develop and the teacher should teach them about these things. They need to build metacognition skills. And this means that they should be aware of their own thinking process " If we teach students to know them self well, they can ask the right questions and garner the help they need to become successful in every situation". (Sackstein s., 2015, Virginia, ASCD, Teaching students to self-assess. How do I help students reflect and grow as a learners? (Saickstien, 2003 pp 148-9).

4. STUDENTS' SELF EVALUATION

The real evaluation of the achievements of students expressed through grading, to students and their school life represents a critical moment. But the grading process does not end with the act of knowledge assessment and public presentation of notes, but as an act as a result has further social consequences. Firstly, students with their teachers comment grades, then teachers with their teacher colleagues, and later the educational center director has to comment on them and thus to continue to the parents who usually are the most vocal and according to a unwritten rule they often accuse teachers.

In the interest of our research process is to consider this problem from another point of view, more accurately how students' knowledge is summed up and whether this process has a broader scientific verification or not.

In various countries of the world there are different ways of grading- student assessment and their achievements. In some countries assessment is done same as in our country, so with numbers from one to five in primary and secondary education from five to ten in higher education. In most other countries is the opposite, or even happens grading to be with numbers of ten to twenty. In some countries are used precision and diluted measuring parameters that during the grading enable extraction of marks such as 3.8 or 7.29 and alike. In primary schools there is a written assessment as well. This way of grading is the same in almost all states, of course by partial changes. Let's see how the grading system is in the vast majority of different countries where as we said it is almost the same way of grading, as follows:

- Oral assessment, includes the act of evaluation of student knowledge from the teacher, during the student response of the oral questions to teachers. This is a more democratic act because it enables verification of knowledge in front of an audience as are students in the class.

- A written assessment or students' testing, is a way of marking which allows a little more precision in measuring knowledge bearing in mind the fact that for all students are applied the same rules and conditions, so they are given questions that are the same for all, also have the same time for solving the assigned tasks and have the same conditions for the compilation of earned points that teachers collect about the answers given by students.

In all schools should create conditions to open dialogue about the assessment process with particular emphasis on how grades affect students' motivation process, their progress in learning and into further their education . Analysis and comparison of the earlier works the way work serves as a model for oversight gaps and possible advantages of the evaluation method. The best schools are better just for the sake of more accurate measurement of knowledge for the measurement more accurate knowledge in schools is very important and is implemented in practice.

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According to the scientific data, but also according to Bloom's taxonomy, it is the teacher who gives assignments. Time of assignments is assigned, respectively, it consists of a given time, which is enough to learn and to acquire a certain topic (eg three lessons of grammar category of names) that does not necessarily mean that all students would learn what is foreseen for that period of time. So, the time should be planned, students should be engaged and learn what they

would be able to show through a certain degree of success. How much the students have learned the teachers will understand by asking questions. The more the teacher asks, the more the students learn. But the key is how the teacher poses questions. It is assumed that about 90% of the questions relate and belong to the lowest layer of Benjamin Bloom's taxonomy. Likewise it is concluded that for genuine knowledge in the field of knowledge it is required that students should "get in trouble (sets)" to scientifically ascertain if they know some data or not. Teachers unfortunately rarely require students in realizing what they explain in class and even fewer require students to practice or to analyze and even fewer require students to make their own assessment about something.

If the questions would begin with: how much and when, will not get out of thinking frame of the lower layer of the taxonomy. This is known as "what syndrome". Teachers rarely use questions that begin with why, how, what, what's and similar. Through questions, the student is forced to think about their own thinking about a particular issue and this is known as "etarecognition" which presents *Self-knowledge* so how he decides to give his opinion and answers about the submitted question an opinion which he has in his consciousness.

In the context of these relations the question is how to proceed to link faith.

Trust between students and teachers should be built on the basis of the success that is achieved and built on common effort. School is undoubtedly the second home of the student therefore it should be done everything in order for him to feel safe and very good. School must be understood as an institution that stimulates and prepares students for life while the teacher should be understood as one that supports and gives them optimism.

All scientific research and approaches clearly define the leaderships role as the driving force of the institution. The teacher is to support the students, to know exactly when to help and when to criticize or to praise in order to enhance them. When their progress is observed then the teacher should enable to grow and so it is allowed to have privileges.

5. WAYS OF SELF GRADING

It is important that students grade themselves at the end of each lesson. This will help them to think about their success, as well as what they need to improve next time. Also it is important for teachers to keep records of student assessment as to whether they have met the learning goals and constantly to grade the students knowledge about the content.

It is important to note that there is a close connection between lesson planning, teaching and assessment based on class.

6. EXERCISE; TEAMWORK ATTENDED BY ALL STUDENTS

The process of student assessment is very difficult and in order to make it more meaningful is selected a way that has to do with lists. Choose a product that you usually buy for example biscuits and make a list of your individual priorities which lead you when you decide what kind of biscuits to buy. Of course you try the taste and try everything else of the three types of cookies. Each group should present the five most important criteria for them. Then each group must choose from the list four criteria which have, according to the group's opinion, the greatest importance for the decision. Representatives of the groups must vote on the criteria that they think are most appropriate. Five criteria with the highest number of votes will be the criteria on which the cookies will be evaluated.

Each participant will receive three different biscuits - marked A, B and C - to be assessed based on five selection criteria. For each cookie will be given information on the selected criteria (price, date of manufacture, composition, etc.). Each biscuit estimate using a scale of five points (one-insufficient, 2-sufficient, 3-good, 4-very good and 5 excellent).

Table 1. Evaluation of students taste of biscuits after having tried several types of them

The criterion of assessment / biscuits	Biscuit A	Biscuit B	Biscuit C
• Content	4	3	3
• Price	3	3	3
• Production date	5	3	5
• Taste	3	4	5
• Brand	4	2	5
Average	3.8	3	4.2

- Each participant must record their own assessments with grades in the graph. Find the arithmetic average and find out which of them has received the best grade.
- The same thing you do with essays of the students and finally think about it whether lists rise the assessment objectivity, it should also be informed how much is important for students to know from before what and at what level should reach in order to get a certain grade.
- The largest number of tasks to submit in time

Now it is very easy to make assessment for whatever activity whether for a research study, test with questions with open-end, presentation to the class, project or something else which students have created or debate. Charts which should fit with the course and should contain elements that are specific to content for:

- headings and sub-headings
- a clear opening
- facts to describe the main ideas
- facts in a clear and logical order
- suitable words and phrases
- an appropriate conclusion. –

see more at:

<http://www.starding.com/teaching-and-learning-strategies/#sthash.wfrmhtkq.dpuf>

7. CONCLUSIONS

- There is no ideal work with students in the classroom and each class hour is a new experience
- Evaluation and self-evaluation are an extremely complex process and often interpreted by authors in different ways, but generally a quite positive process
- Self-esteem in the classroom as a reflection of the cooperation student- teachers, however increases transparency, self-development, responsibility, democratization of education and school life
- Self- esteem promotes activity, motivates the student and creates values for the school
- There is an extensive use of various forms of self-esteem
- In schools and universities there are concrete initiatives on how students and teachers implement self-esteem

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