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SPECIFIC FEATURES OF STUDENT LEARNING ASSESSMENT IN THE ASPECT OF EDUCATIONAL PARADIGM

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The article discussed about interfaces between the educational paradigm and assessment of students' learning. The results of the research showed that students are not ready to work under conditions of the learning paradigm. A majority of students is unwilling and reluctant to take own responsibility on their learning. Due to lack of mutual understanding and self-criticism, students tend to blame 'improper' learning environment. The reasons for un-preparedness might be students' fear, lack of time and poor communication skills. Transfer from learning paradigm to interaction paradigm is demonstrated by students' preparedness to account according to information and teacher's directions provided, as well as teacher's initiatives to activate learning processes and encourage students' self-evaluation. As the results show, teacher still dominates in the study process due to inadequate preparedness for learning paradigm.

Key words: educational paradigm, assessment of learning, study process.

Introduction

Higher education quality assurance is tightly consistent with assessment. Quality assurance gained its key position in the Bologna process [3] thus, contribution of the study process participants into higher education quality is very significant. Life-long learning enables both students and teachers to take responsibility for study process quality.

Striving for higher quality in higher education, much attention should be paid for improvement of study process and its components such as teaching, learning and assessment. Scientific literature review makes us assume that despite substantive discussions on the quality assessment, existing study system does not guarantee equity and agreement among participants of the evaluation process. Change in higher education assessment role, ambiguity of assessment concept, complexity of assessment process raise a number of problems for participants in the study process. Clearly, assessment has to be based on the methodological approach that teaching, learning and assessment are interdependent processes. Therefore, the assessment process has to be compatible with pedagogical system and educational paradigm, respectively.

The assessment of student's knowledge is one of the hardest tasks for teacher since it is significant for evaluator and evaluate [1, 2, 5, 7]. Search for new teaching and learning methods and innovative methods of assessment are scientist trial to solve issues related to learning assessment. However, issues related to learning assessment are dealt randomly, with more emphasis on practical side of the assessment process, e.g. application of alternative methods of assessment. Assessment of student's learning process has to be based on assessment models with emphasis on the educational paradigm. Change in the educational paradigm which modifies conceptual basis of study makes us rethink over assessment objectives, meaning and

importance within study process as well as consistency between assessment system and concept of the pedagogical system.

The aim of the paper is to identify coherence between the educational paradigm and assessment of students' learning.

The objectives of the research are to identify assessment of students' leaning in the context of the educational paradigm and to evaluate applications of the learning paradigms into college studies.

The methods of the research: review of the scientific literature and natural experiment. The review of the scientific literature revealed changes of teaching, learning and assessment while in transfer from teaching into learning paradigm.

Natural experiment was carried out from September to December, 2014. The participants of the experiment were the first year students of Multimedia Technology (34 respondents). A written questionnaire was employed to survey students participating in the study programme; the aim of which is to determine a real situation within a higher-education institution in respect of learning and assessment and their relationship. Natural experiment has been undertaken of the one chosen study module with an aim to evaluate if and how student learning assessment reacts to the applied educational paradigm. Statistical Package for the Social Sciences (SPSS) software was employed for statistical analysis. Chi-Square (χ^2) criterion was used for non-parametric statistical hypothesis verification. The correlation analysis method was used to evaluate statistical connections and their strength in light of evidence (Spearman's Correlation Coefficient, Rs).

The theoretical justification of the study

An analysis of student learning assessment theories, systems and methods in the context of teaching, interaction and learning paradigms - summarizes the conceptions of the assessment given in the research literature [2, 3, 4, 6, 8], it may be noted that assessment from the educational point-of-view is a component, and feedback affirmative of teaching and learning. Assessing achievements of the learner feedback is not only given, but received too, and helps to foresee the future direction of activity development. During the process of assessment, data about a person's learning achievements is gathered, analysed, interpreted and summarised. Moreover, it is necessary to provide rationale for the decisions about a person's learning progress assessment. When assessing learning achievements, they are given a certain value, i.e. the whole of an objects' features, significant for an individual and the society, are demonstrated, trying to fulfil personal and social needs (cultural, political, social and economic).

The basic point of the assessment process is to assure that assessment is directly related to the learning objectives; i.e. that what was intended should be assessed. Consequently, assessment is a continuous process with the main aim of understanding student learning and with a mind to improve it; the assessment as a process includes: setting suitable criteria and high learning standards; constant gathering, analysis, and interpretation of proofs about the conformity of what is expected from the learner and what is achieved [1, 7, 8].

Results of the research and the analysis

The results of the 'learning' paradigm experiment revealed that a teacher's guidance is still necessary for the study process (teaching/ learning, assessment). Moreover, when traditional teaching and learning methods are applied in the study process, students find traditional assessment methods more acceptable (Rs=0.657, p<0.01). The application of active study methods stimulates cooperation amongst participants of the study process and make alternative methods of assessment more acceptable (Rs=0.531, p<0.05). The main reason for this lies in the student inability to work under the conditions of the 'learning" paradigm. The majority of the students still want the teacher to lead and provide them with all possible 'instructions'. Looking at answers given by respondents, the majority of postgraduates still do not want or are not ready to take the responsibility for their learning. Usually they blame other students or teachers for miscommunication or misunderstanding, or look for reasons in the improperly created learning environment. All mentioned reasons influence the shift of the 'learning' paradigm assessment to the 'interaction' paradigm based assessment, which forces change to the whole teaching/ learning

process. Therefore in answering the question, how does the realized pedagogical system correlate with the assessment, it is necessary to mention that even though the natural experiment was oriented towards the realization of the learning paradigm, the study process and assessment were constrainedly reoriented to the interaction paradigm, where if positive relation characters exist, the applicant collaborates with the assessor and it is important for him to reach a certain level of knowledge and abilities assimilation. Such conditions create favourable assessment conditions and stimulate parity relations, a collaborative atmosphere and solidarity between the assessor and the applicant (they work together on something they are both interested in). This is carried out and demonstrated in the data of the experiment; i.e. the following reliable relations are received when calculating with the Spearman Correlation Coefficient (Rs) (*figure*):

• If preparing for lectures and taking examinations becomes the main activity of studies, then using of traditional methods of assessment (written or oral) during the assignments is less successful in showing what a student knows (Rs=0.481). Students reveal their knowledge and perception better taking part in discussions (Rs=0.540) and idea mapping (Rs=0.471); i.e. applying non-traditional assessment methods.

• When the teacher leads the teaching/ learning process; i.e. he chooses the teaching/ learning content and coordinates student learning, then such learning methods as discussion or subject related games and so on are not acceptable (Rs=-0.510).

• Participating in discussions motivates students and teachers to join the collective activity (Rs=0.566), it encourages students to share their ideas and perception with other participants of the study process (Rs=0.744).

• When there is the wish to learn independently and to formulate one's learning aims, non-traditional assessment methods, such as reflection of the activity (Rs=0.499), idea mapping (Rs=0.497), preparation and presentation of the competence portfolio (Rs=0.450) become more acceptable. Moreover, self-assessment better demonstrates what students know and are capable of (Rs=0.450).

• When traditional teaching methods (lecture, practice), where a teacher chooses the content of teaching and learning are applied, students are liable to adapt (Rs=0.548) and to agree with the provided assessment of knowledge (perception is not assessed, the quantity of knowledge is assessed) (Rs=0.472).

• The following methods of assessment should be applied instead of reporting in writing or orally (Rs=-0.481): idea mapping (Rs=0.501), completion of a competence portfolio (Rs=0.739).

• The application of traditional teaching/ learning methods suppresses students' desire to learn independently and to formulate their learning aims (Rs=-0.481), whereas equal partnership (Rs=0.448), sharing one's ideas and perceptions with other students and the teacher, encourages it (Rs=0.614).
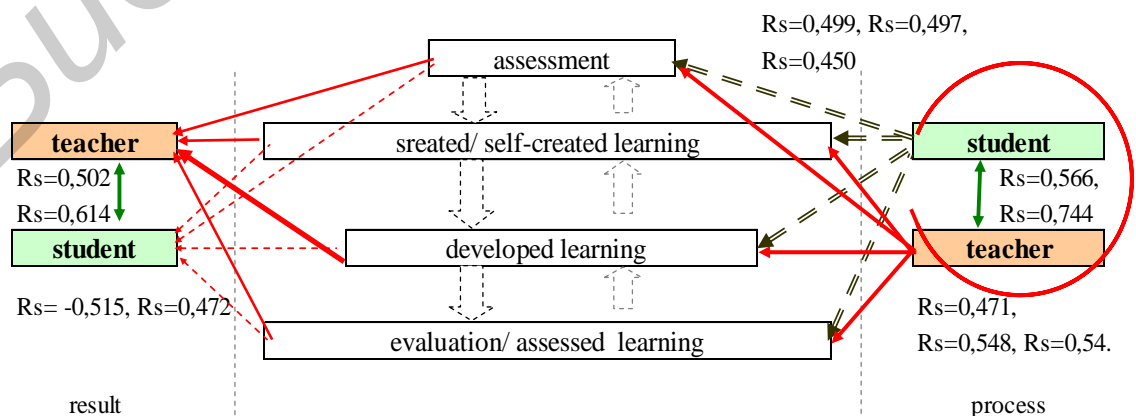

Figure. Teaching, learning and assessment relations. Results of the experiment, p<0,05

- When both teacher and student are involved in collective activity they become equal partners: the *teacher* can become the consultant/ expert of student learning, to attend to the creation of learning environments, considering the student's experience, knowledge, and competences (Rs=0.502); the *student* formulates learning aims, solves problems himself, and studies willingly (Rs=0.614).

CONCLUSIONS

- The assessment is the primal and central point of attention in trying to support and provide the connection of special importance between teaching and learning.
- In the learning paradigm the assessment/ self-assessment process is dominant, which accompanies practically every step of the learning process and becomes a connecting link: a student's experience is evaluated (available knowledge and abilities) ↔ the learning environment is created ↔ learning is developed ↔ learning is self-assessed and/ or assessed.
- As shown by the research, the application of new teaching/ learning methods largely depends on the competence of the teacher and his ability to work actively for the purpose of activating student learning. On the other hand, students lack the skills of the independent work and the teacher has a good chance to control processes of learning and assessment, imposing the 'order' of teaching/ learning and assessment, whereas in the case of the learning paradigm students would have to take care of it.

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СОВЕРШЕНСТВОВАНИЕ МЕТОДИКИ ПРОВЕДЕНИЯ КОНТРОЛЬНЫХ РАБОТ

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Авторами статьи рассматривается один из вариантов совершенствования методики проведения контрольных работ. В статье приводятся некоторые виды контрольных заданий, мотивирующих к дальнейшему изучению той или иной дисциплины. Примерами могут являться задания, подразумевающие исключение неправильного ответа или поиск ошибки; задания с иллюстрациями, аудио- и видеофрагментами; задания по поиску ответа на основании сопоставления ряда данных.