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Examination Of Awareesses Of Teacher Candidates Regarding Measurement And Evaluaton Lesson

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Abstract

Therefore the aim of the research is to examine the awareness of teacher candidates about measurement and evaluation lesson which will play an important role in their professional lives. Research group consists of 95 teachers having this lesson in education faculty. As data collection tool, interview form and personal information form, which were developed by researcher, were used. In the analysis of the data, descriptive statistics, percentage and frequency were used. Their opinions were determined in light of this information, frequency and percentages of data obtained in the applied interview form were calculated and submitted with the help of table and graphs. 93% of the teacher candidates think that measurement and evaluation is the most important lesson in the faculty, 88% of them think that measurements which don't have constant and systematic errors are certainly necessary for objective evaluation, 75% of them emphasized that measurement methods of reliability coefficients which are used in determination of the reliability of measurement tool is important and due to the difficulty of these calculations only 16% of them stated that they will perform these calculations. 96% of the candidates stated that their knowledge about measurement and evaluation before taking the lesson significantly improved at the end of the lesson and that a positive awareness was formed. Candidates stated that measurement is a part of evaluation and that their learning about the points to consider about item writing and how measurements without errors will be made, caused them to question how they were evaluated until that day.

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1. Introduction

Measurement and evaluation is a natural part of education system and was handled by concepts such as exam, grade and promotion until late 1940's (Koc,1990). The subjects of assessment and evaluation in the faculties of education and the place and importance of assessment and evaluation in education, basic concepts related to the assessment and evaluation, the qualifications desired to be in the assessment tools, the assessment tools used in education and their characteristics, tools based on the traditional approaches (written examinations, short-answer examinations, true-false type, multiple choice and matching tests, verbal examinations, assignments), tools oriented to recognizing the student in versatile way, the statistical processes conducted on the assessment results, evaluation, grading and development of assessment tool are included in the education of teachers. It is seen that the assessment and evaluation techniques of the universities are limited to only the traditional tools or methods in the teacher training programs. Together with the modifications made in the programs of the education faculties at the end of 90s, the narrowing of the scope of the assessment and evaluation course has put especially the introduction of new methods and increasing the application areas in danger (YOK,1998). As it is known, one of the most important circles constituting the education is the assessment and evaluation (Kutlu, 2007). It is seen that the teacher candidates could not get the traditional and new assessment and evaluation approaches in a comprehensive way. Generally the classical tests are used in the approaches of traditional assessment and evaluation. Dikli (2003) expresses the multiple choice tests, true-false tests and short-answer questions as the commonly used traditional assessment and evaluation tools. It is considered that the new assessment-evaluation approaches may be efficient on the undertaking of the students in their own learning, their creativity and high-level thinking skills. Kanatli (2008) states that these approaches enable the students to have a point of view oriented to be critical to the events and subjects, creative and problem solver by developing their high-level cognitive skills such as giving meaning, analyzing, synthesizing and evaluating the information. The studies have shown that the teachers prefer the traditional methods more in the determination of the success levels of the students and they feel themselves more proficient in these methods(Cakan, 2004; Parmaksiz and Yanpar, 2006). In a study conducted by Zhang and Burry-Stock (2003) with the teachers in the USA, it has been concluded that the teachers use the objective tests such as written examination, multiple choice items, short-answer questions and true-false questions more as the teachers rise from the primary education to the secondary education. It is also seen that most teachers use the assessment of time as the evaluation until the evaluation related to valuation. Measurement and evaluation are frequently confused with each other and university students do not know according to what they are measured and what kind of evaluation they are subject to during their education lives. Therefore the aim of the research is to examine the awareness of teacher candidates about measurement and evaluation lesson which will play an important role in their professional lives.

2.Method

This study was designed based on a screening model. The study aims to describe an existing situation in the same way that it is observed (Karasar, 2012).

2.1. Participants

Research group consists of 95 teachers having this lesson in education faculty.

2.2. Procedure

As data collection tool, interview form and personal information form, which were developed by researcher, were used. In the analysis of the data, descriptive statistics, percentage and frequency were used. Generally the subjects of examination were knowledge levels of teacher candidates about measurement and evaluation basic concepts, basic obligatory features of measurement tools (reliability, validity and practicability), development of measurement tools, item writing and item analysis. The interview form has been issued in a semi-structured way. The information of the teacher candidates taking place within the scope of the study related to the basic concepts of the assessment and

evaluation and the main characteristics necessary to be in the measurement tools has been examined. The comment form consisting of 4 open-ended questions have been applied in a written way so as to be able to determine the views of the teacher candidates. The studies conducted in this subject have been examined in the development process of the comment form and by taking into consideration from which aspects the assessment-evaluation approaches have been studied, the questions being able to determine the views of the teacher candidates related to this approach have been prepared. Expert view has been taken for the provision of the validity of the prepared questions. Within the direction of the expert views, the data collection tool has been finalized. In the study, the data attained from the comment form have been analyzed and coded and the percentage-frequency values have been determined.

3. Statistical Analysis

The answers given by the teacher candidates to the questions in the semi-structured comment form have been analyzed, tabulated and interpreted. The percentage and frequency values related to the answers of the teacher candidates to the questions and the samples from the expressions of the candidates are given in Table 1.

Table 1. Percentage and frequency values

"Do you see the teaching of this course in the faculty of education necessary? Why?"			
Codes			**Expressions of Teacher Candidates**
	f	%	
-That the course is important	88	93	-I think that this course is necessary and important to be able to make objective assessment and evaluations.
-That the course requires so much technical information and it is hard to apply them	2	2	-There are so much transactions in the course, there are concepts heard for the first time, it is hard to do it.
-That it does not make any contribution because the understandability of it is low	5	5	-It includes more information when compared to the other courses, the students of verbal field are having difficulties.
How do you think that the mistakes in the assessment affect the evaluation? Why?"			
-The impacts of fixed and systematic mistakes	84	88	-I think that measurements which don't have constant and systematic errors are certainly necessary for objective evaluation
-The impacts of the accidental mistakes	6	6	-I think that these mistakes in the assessment are rather stemming from the teacher.
-That the mistakes are not important	5	6	-The important thing is to prepare a good test and conduct the evaluation correctly, the mistakes are not important so much.
"Should the reliability coefficient of the assessment tool be calculated?" Why?"			
	f	%	
-The reliability coefficient should be calculated	71	75	-Measurement methods of reliability coefficients which are used in determination of the reliability of measurement tool is important

-That it is hard to calculate the reliability coefficient	15	16	-I am having difficulty because I do not like transactions
-That it is not necessary	9	9	-I do not think that it has a contribution

*"**What has changed before and after the course of assessment and evaluation?" Why?"***

-That the assessment and evaluation is in each stage of the education process, and s/he has learned	91	96	-I think that their knowledge about measurement and evaluation before taking the lesson significantly improved at the end of the lesson and that a positive awareness was formed.
-That s/he has corrected what s/he knew as wrong before the course	3	3	-I have corrected some mistakes of mine I knew as correct before the course.
-That it has not made any change	1	1	-I do not think that the assessment and evaluation are different concepts.

Their opinions were determined in light of this information, frequency and percentages of data obtained in the applied interview form were calculated and submitted with the help of table and graphs.

4. Results and Discussion

Their opinions were determined in light of this information, frequency and percentages of data obtained in the applied interview form were calculated and submitted with the help of table and graphs. 93% of the teacher candidates think that measurement and evaluation is the most important lesson in the faculty, 88% of them think that measurements which don't have constant and systematic errors are certainly necessary for objective evaluation, 75% of them emphasized that measurement methods of reliability coefficients which are used in determination of the reliability of measurement tool is important and due to the difficulty of these calculations only 16% of them stated that they will perform these calculations. 96% of the candidates stated that their knowledge about measurement and evaluation before taking the lesson significantly improved at the end of the lesson and that a positive awareness was formed. Candidates stated that measurement is a part of evaluation and that their learning about the points to consider about item writing and how measurements without errors will be made, caused them to question how they were evaluated until that day. Students emphasized that current lecturers should also develop themselves by in-service trainings and seminars. It can be suggested that the research should be made with teachers who are employed in education institutions.

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