



Classroom Assessment Practice in Pre-service Teacher Training Program

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Abstract

Important component of the teaching-learning process, assessment needs to be done properly to make the teaching process more effective. Today's 21st century teachers have multiple options available for assessment. By choosing the proper technique from available options and using the right assessment technique tailored to one's subject and content, the effectiveness of one's teaching-learning process can be increased and proper results can be obtained. The present article discusses the use of some of the assessment techniques used in the classroom under the pre-service teacher training program and the results obtained. The use of audio assessment, video assessment and some online tools from various online and offline assessment techniques has enabled prospective teachers to acquire various skills and become professionally sound.

Keywords: Audio Assignment, Video Assignment, Online Tools

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Introduction

There are three main components of the teaching process: teaching, learning and evaluation. Out of these three important components, evaluation reflects the whole learning process. The success/ failure of the teaching-learning process is reflected by evaluation. Evaluating various aspects of Education can yield the right results. Restricting assessment by traditional paper-pen examination alone is not considered appropriate in today's world. The teaching-learning process can also be made more effective by using a variety of assessment techniques. In the present article three selected and important assessment techniques used for the classroom assessment at A. G. Teachers College, Ahmedabad are discussed which provide detailed information about the context, objectives, practice, impact and resources used of that particular technique.

Audio Assignments

Assignment can be given and evaluated by audio format also instead of just the traditional paper-pen assignment. Various skills can be acquired through this type of exercise. Such as Oratory skills, ICT skills, Professional skills etc. It can also be linked to the concept of inclusivity. Because it is very much useful for blind people, the trainees have the opportunity to decide the subject of their choice, flexibility in time.

Objective

Trainees can develop Oratory skills, ICT skills.

Practice

An orientation session was organized for all the trainees to prepare the audio file as an assignment of their pedagogy course. Following points were discussed in this session: Which points to be kept in mind while preparing an audio file, what online tools to use, how to submit assignments, etc. The questions/ queries raised by the students during this session were resolved. Thus a complete understanding of how to create a quality audio file was given. The students successfully completed this task and submitted their assignments.

Impact

Teacher trainees' Oratory skills developed.

Teacher trainees acquired various ICT skills.

The joy of learning to have variety in assignments was also observed.

Resources used for preparing an Audio

ASR Audio, Dolby Digital, Audacity

Video Assignments

Activity of Science practicals is to be done by teacher trainees of Mathematics-Science subject compulsory as a part of University curriculum. This activity could not be carried out in physical mode amid the COVID Pandemic. Mode of submission for this activity was video so that every teacher trainee of Mathematics and Science subject can do this activity at home and it can be properly evaluated.

Objective

Trainees can develop various ICT skills.

Trainees learn to prepare their own E-resources.

Practice

A guidance session was organized for the teacher trainees of Mathematics and Science subjects to prepare a video based on science experiments/ activities for their selected topics of Std. 6 to 8. It was discussed that the teacher trainee should do video recording while performing this activity/ experiment, make necessary editing in the video, add text where necessary and submit the prepared video as a video assignment. From the Science subject curriculum for Std. 6 to 8, the teacher trainees had to choose a teaching point/ topic in which the teaching point could be taught by experimenting/ performing an activity from household materials/ low cost items and there was no need of any particular situation or specific place for that experiment. The students had to choose the content/ teaching point for the experiment themselves. Guidance was provided for selection of the right tool from a number of online tools available for video recording and editing. Adequate time limit was given and the trainees prepared quality video and developed their own E-resources.

Impact

The trainees reinforced the content of the Science subject.

The trainees developed various ICT skills while preparing a video.

The trainees enjoyed creating their own E-resources and used it in their teaching.

Resources used for preparing a Video:

In shot video editor, Kine Master video editor, OBS studio, Open shot video editor

Online tools for Assessment

EduInspire-An International E-Journal (Peer Reviewed)

It has become imperative for 21st century teachers to acquire various ICT skills to become professionally sound. We are all witnesses of the rapid move in online teaching and learning during the COVID pandemic. There are many online assessment tools available to make the assessment process simple and obviously effective too. Online assessment tools were used for the assessment so that the trainees could get an understanding of various online assessment tools such as Google Quiz, Microsoft Forms, Word Wall etc., and could be used in their teaching work.

Objective

Trainees learn about various online tools.

Trainees use various online assessment tools in their teaching work.

Practice

FDP and webinars were organized by the institute so that the trainees could learn various online assessment tools. Proper guidance was provided by experts. In these programs, the trainees were given the task as an assignment for creating a sample online test. The trainees completed the task on time. These tools were used for internal evaluation by the institute during this time and the trainees gave these exams via various online assessment tools. Trainees also used the online tools while evaluating students during the annual lessons. Here the trainee had to go through both the processes. As an examinee in college and as an examiner in the school where the annual lessons were to be taken. Thus both types of roles had to be played. The problems experienced as a student and the challenges of teachers, both of these were to be aware of the situation. Trainees used a variety of tools and evaluated them effectively.

Impact

Trainees examined via online assessment tools.

The trainees started using various online assessment tools in their teaching work.

Special Features

A large group can be evaluated simultaneously within a specific time frame.

Evaluation can take place from anywhere.

Results can be announced instantly.

A detailed analysis of the result is available.

Resources used for Online Assessment

Google quiz, Microsoft forms, Wordwall, Quizizz.

Conclusion

Evaluation as an important component of the teaching process should not be limited to the traditional paper-pen examination only to make it effective. Of the many tools and practices available for online-offline, the appropriate online tool or evaluation technique can be used according to our content. Properly coordinate both online and offline media so that evaluation can be varied and effective. B.Ed trainees who are future teachers must use such techniques during their teaching work to equip them professionally. It is necessary for the trainees to acquire different skills and through these activities different skills are developed.

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