

MOTIVATING STUDENTS TO LEARN THROUGH THE APPLICATION OF FORMATIVE ASSESSMENT

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ABSTRAKT

Learning is a continuous process which enriches students with knowledge and prepares for lifelong journey. "To educate is to give man the keys toward the world, which are independence and love and to give him the strength to move on his way, to enlighten the way for a free and unstrained creature" (Grup autorësh, 2008), family and schools should gradually teach, develop and motivate children to generate their ideas consistently.

Different teaching techniques should be used with the aim of adapting the course to stimulate students who are less likely to learn in the absorption of different educational knowledge, by creating for them productive experience. Students should be motivated by providing them interesting and important topics, in order to achieve success in the learning process, by engaging them in solving the tasks ranging from an easier degree of difficulty, for example reading some simple text etc.

Motivating students for a successful learning is an important part of teachers work in the educational process. The study is based on the hypothesis "Application of Formative Assessment in Schools by Teachers Affects Directly the Motivation of the Students, the Degree of Achieving Success for Quality and Sustainable Learning".

The study will provide an analysis of the results for motivation of students in schools, to improve their success in different educational subjects through the application of Formative Assessment. This is based on the filled questionnaires by the teachers about motivating their students in their classrooms.

Key words: motivation, formative assessment, improvement of learning.

INTRODUCTION

As an important issue in the learning process is considered also the student motivation through the application of Formative Assessment in the classroom in order to achieve a positive success. Motivating students is an important aspect of the learning process to achieve a stable and quality learning in all educational subjects.

As a key part of the learning process is the evaluation of students by teachers, who demonstrates achievement of success in the learning process and should be planned and implemented consistently as a motivation for students in all areas for example it should not be taken into account only the last assessment, but the assessment should be carried out systematically.

The purpose of the applying Formative Assessment is that students are more active in acquiring new information, to be oriented towards a positive goal, to revive the desire to learn, so the students will always feel motivated for further learning, to provide feedback information from teachers to measure the progress or stagnation of students.

Assessment forms that are applied in our schools, do not show any successful outcome to motivate students through the application of systematic assessment mainly assessed only after tests at the end of quarters. Consequently, teachers argumentation on this is that educational curriculum is overloaded and there is no time for different assessments, where as an only solution remains the application of Summary Assessment.

LITERATURE REVIEW

For the students it is welcomed the contact that families emplace with teachers and schools, because this bondage creates the feeling of trust, security and success in school for children, "teachers should be successful in order students to be successful, and the students should be successful in order the society to be successful " (Fullan, 2002)

Applying Formative Assessment (for Learning) in schools by the teachers, affects directly the motivation and interaction with students, the recognition of the level of achievement for quality and sustainable learning, for a better communication and cooperation with parents, as well as rib-programing of their schedules by the teachers. "Formative Assessment is a process which is used by teachers and students during the teaching process, that provide feedback to adjust teaching and continual learning to improve student achievements according to aimed learning outcomes. (Popham, Transformative assessment, 2008) Students will express their willingness to cooperate for quality work in a group, in order to achieve internal motivation for quality-creative work, as well as motivation for successful learning.

For an effective school we should know that in which areas or which level of teaching and learning we should interfere to make improvements in order to increase interest in the learning process, to have a mutual communication-cooperation between teaching staff and students' families. Assessment seeks to provide enough information for teachers, to identify the various problems where students have any delay in order to achieve improvement in their learning. It's an instrument that school uses to be systematically in a constant contact with parents. The observation of students and the providing of feedback is one of the motivation forms for students by the teachers for achieving a better success in the learning process in order to identify the degree of students' achievement level by the teachers which is avhieved by their mutual communication in shcool.

Teachers in cooperation with parents should motivate and educate children-students in that way so they will think and talk in logical way in order to create real concepts for life, based on notes and different experiences, so these students consistently show success.

Formative Assessment is designed to assist teachers in determining what students already know, to assist students in establishing the most appropriate learning material, and better inform them for their learning. Formative Assessment according to Popham, helps teachers to better explain and also for students to learn better. ". (Popham, Transformative assessment, 2008)

In children-students we need to install self-responsibility through education and motivation, so they will be familiar with learning process. Parents by recognizing the spiritual side of their children-students, they achieve to make them known that they are very confident in their abilities in order to assist them on time, to make them responsible for their decisions in order not to lack success in school "education in self-responsibility is the best help we can give to our children" (Schnurbein, 2005), parents should embed in their children in early stages of life self-responsibility for the tasks and obligations they have toward the family, school and society and to support them.

Teachers and parents should be careful to motivate children-students by providing and checking homework, various educational and extracurricular activities to show interest in various curiosities. Various planning for visiting museums, exhibitions, various institutions and their implementation will be bringing students pleasure and attractiveness in order to create self-confidence in them and positive experience in the process of learning "extra-curricular activities will enable children to insist on greater achievements and more difficult ones" (Bojaxhi, 2004)

METHODOLOGY

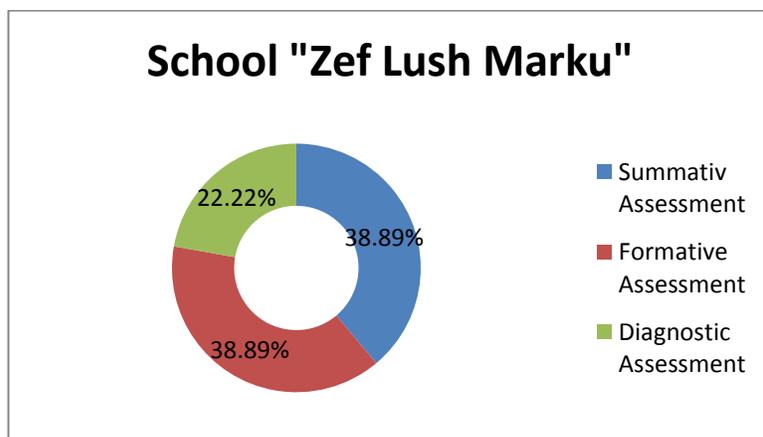
In this paper important elements as quantitative and qualitative methods have been used. As a research instrument there has been used a questionnaire with teachers, half structured interviews with students which has been realized in the "Zef Lush Marku" elementary school, in the Brekoc of Gjakova with teachers and students from I - IV grade. This school was chosen in order to observe whether or not the Formative Assessment is applied. This research is based on the importance of the planification and application of this evaluation form and in the learning

process of students. The sample is intentional, it includes 1 school of Gjakova with 11 elementary school teachers and 25 low cycle students.

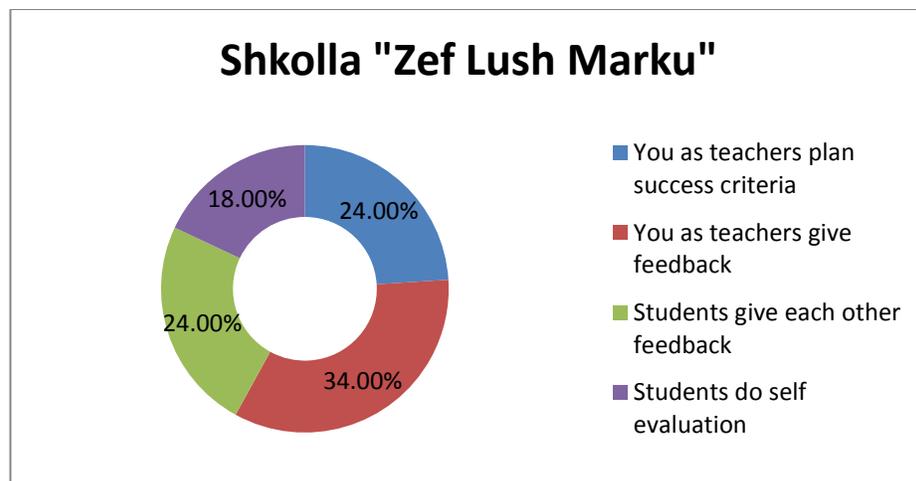
RESULTS

The results of this study reveal different recommendations for teachers and other educational institutions.

Based on the data results from the realized questionnaire with teachers we notice that in this school the Formative Assessment and Summary Assessment are realized. 22.22% of teachers think that these two assessments motivates the students for a qualitative learning, also these teachers think that from the assessment which they do in class the students as well as parents are motivated. Even then this result is not enough because all of these teachers are trained in the importance of Formative Assessment.

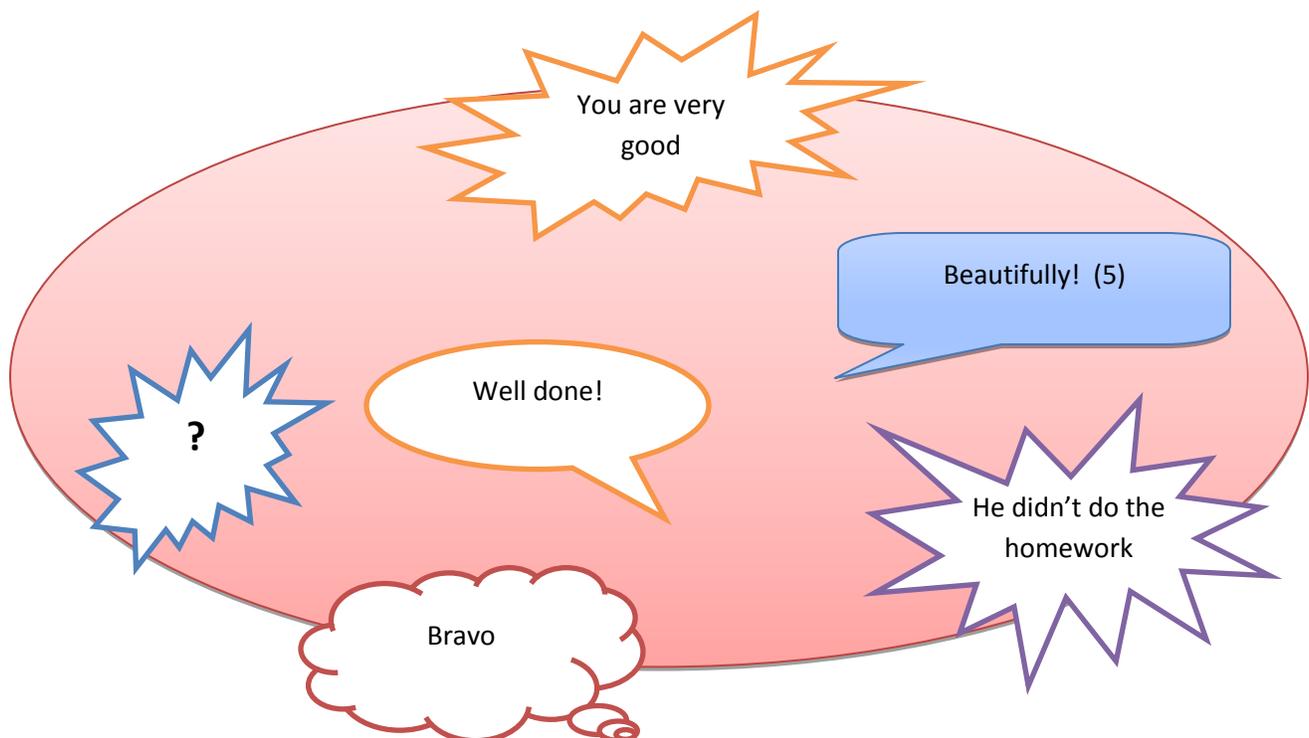


From the research it appears that 24% of these teachers plan the criteria of success and give students the chance to write their friends' feedback for the realized task, while 18% teachers show that students can make their own self-evaluations for the realized tasks.



In the data of this paper obtained by the realized interview with students from Ist to Vth grade, by their answers we notice that the students are not very motivated by the assessment which was done to them because the feedback are short and not very guiding for them.

Feedback which student receive by the teachers mainly are:



These comments do not precisely identify the work done by students, they are not the best comments, they don't guide students for the improvement of their learning, students don't understand where their mistakes are, for the parents the comments are not very clarifying, so they don't know where their child is having difficulties and therefore are not able to help him toward success, students don't get motivational comments for the correct realization of the task.

Comments which are foreseen to be given to the students orally or by writing should be more clarifying either to improve their learning or to identify their weakness or their progress in a qualitative learning.

Anesa, if you don't understand, that means you are really learning. Now we'll find what are you interested in.

Donat, if we always know everything, than we haven't learned anything new.

Wonderful answer Teuta, you have mentioned the main kinds of... now focus in comparing them with each-other

Good thought Rita, you have justified the use of punctuation marks summa cum lade

You have given a good example for Illyrians. Agon can you add another example?

(Përmirësimi i të nxënit nëpërmjet vlerësimit, Prishtinë, 2012, fq.30)

Equipping the student with important, motivational, attractive or consulting feedback for systematic learning should be realized to distance them from the continuous learning just to get a grade, and from the comparison with others.

CONCLUSION

While knowing that education is the key for developing a country and that no country could function without it, a change should be started initiating with the elementary education as a plank by discussing where we are, where do we want to be, and how can we be it. The great Nelson Mandela has said: "Education is the most powerful weapon which you can use to change the world". (<http://www.brainyquote.com/quotes/quotes/n/nelsonmand157855.html>)

Since assessment is a key part in education and aims to strengthen the learning of the students, the guiding of the students toward success, the improvement of quality in learning and the reporting of students' work progress to their parents and others that are involved in the learning process. The assessment should be planned and realized successfully, this includes the Formative Assessment too.

To reach the acknowledgment of students work and their achievement in qualitative learning, communication and cooperation with parents as well as planning and re-planning of teachers work, the planification and application of various forms of assessment in school is important.

Also, we arrive to the conclusion that the application of Formative Assessment through the feedback affects in the acknowledgment of students achievements, the direct motivation of students for the improvement of qualitative learning, as well as the cooperation with parents for the improvement of students achievements.

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