

AN INNOVATIVE PRACTICE FOR THE FORMATIVE ASSESSMENT AND TO ENHANCE THE STUDENTS' ATTENTION IN THE CLASS

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ABSTRACT

The researcher conducted an experiment to enhance the qualitative attendance during the classes of B.A.B.Ed taken by her. The attempt to take the attendance in a specially developed format wherein the student-teachers were not only to mention their enrolment, Name and Sign but they were also to mention 3 points or one question learnt during the class. With this, the researcher got positive result in the following ways;

- *The minimum learning and maximum learning could be ensured.*
- *Thinking skills were developed*
- *To draw out the learning potential of the student-teachers*
- *Learning opportunity to gifted students to exhibit their higher order of thinking*
- *Effective tool for formative assessment*
- *Activates class room participation*
- *Helps in conceptual clarity*
- *Reinforces learning*
- *Owes potential for autonomous learning.*

Keywords: *Qualitative Attendance, Student-Teacher, Formative Assessment, Autonomous Learning.*

Introduction

The quality of education depends on the active participation of the students in the Teaching-learning process be it offline mode or online mode. Formative Assessment is the key to ensure the participation. There are many techniques for the Formative Assessment. It is the active participation with which the students develop higher order of thinking and enriches them. Active Participation authenticates the teaching-learning process. Formative Assessment also creates enabling environment in the class for learning.

A researcher has attempted an innovative technique for the Assessment that also ensures the attendance in the class.

Rationale of the Research

The Researcher observed that the students generally remain present in the class but it still does not ensure their active participation or attention in the class because of which the teaching –learning process fails to generate optimum learning in the class. Besides this, the teacher also fails to identify the level of learning of each student in the class. Such state is puzzling state for the teacher and for the students too. Awareness regarding the learning is essential for any learner. And awareness regarding the students' learning is equally essential for the teachers to achieve the set educational objectives and

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goals. Hence, the researcher has undertaken the research regarding the implementation of an innovative technique for the formative assessment to enhance the students' attention in the class in terms of taking Qualitative Attendance.

Research Title

Innovative practice for the formative assessment and to enhance the students' attention in the class

Research Objectives

- To enhance student-teachers' attention in the class
- To ensure minimum level and the maximum level of learning
- To enable the students to reflect over their learning in the class
- To develop Reflective Thinking of the student-teachers

Research Method

The Researcher has adopted Action Research on B.A.B.Ed Semester VI in Indian Institute of Teacher Education

Class Strength

83 student-teachers

Problem identified for the Research

Student-teachers' inactive presence in the class was found by the researcher.

Probable Reasons

- Teacher Educator's erroneous method of teaching
- Student-teachers' attitude towards learning the subjects of B.A.B.Ed
- Student-teachers find the nature of the subject not interesting

The researcher, on the observation of the student-teachers' conduct and on the basis of the reflections on her own classes with B.A.B.Ed Semester V, could realize that the student-teachers' attitude towards learning is weak. Their purpose behind attending the classes is mainly to secure the eligibility criteria of 80 % set for their taking exam. Because of this, remarkable irregularity was found in the attendance of the class. It was also found that the problem remains similar in all the classes which reflects that problem is prevalent irrespective of teacher's teaching styles. Apart from this, it was found that though student-teachers remain present in the class, their class participation was meager.

Strategy

With this realization, a researcher employed an innovative strategy for taking attendance of the student-teachers. The researcher set an innovative format for taking attendance in which the student-teachers are to mention their name, enrolment number and one question or 3 points based on the discussion in the class. The student-teachers would fill up the attendance sheet in the aforesaid format during the concluding time of the class.

Implementation

The Researcher has implemented this Innovative Format. The Researcher has implemented this Innovative Format in which the student-teachers were to mention their Names, Enrolment Numbers and one question / 3 points based on the discussion during the class.

They were to fill up their such specially designed Attendance Sheet during the Concluding time of the Class.

Sr. No	Date	Topic	Total Attendance	Minimum Level of Learning	Average Level of Learning	Maximum Level of Learning
1	7 th Jan'23	Features of Effective Teaching and an Effective Teacher	35	23	11	1
2	9 th Jan'23	Principles of Advance Pedagogy	25	23	02	-
3	12 th Jan'23	History and Meaning of STEM and STEAM	39	37	1	1
4	16 Jan'23	STEAM as an Approach	29	-	-	-

5	17 th Jan'23	Skills required for Advance Pedagogy	40	38	-	2
6	23 rd Jan'23	Constructivism	48	44	3	1
7	24 th Jan'23	Constructivism	37	36	1	1
8	24 th Jan'23	Constructivism	16	14	1	1
9	16 th Feb'23	Concept Map	39	37	1	-
10	20 th Feb'23	Concept Map	13	10	3	-
11	22 th Feb'23	5 E Model	35	-	1	-
12	23 rd Feb'23	5 E Model	51	49	2	-
13	13 th March'23	Collaborative learning through Auditory Method	42	41	1	-
14	14 th March'23	Collaborative learning through Auditory Method	35	28	7	-
15	20 th March'2023	Collaborative learning	33	26	7	-
16	21 st March'23	Techno Pedagogy	26	25	1	-
17	27 th March'23	Techno Pedagogy	23	24	1	-
18	27 th March'23	Techno Pedagogy	53	49	4	-
19	6 th April'23	Action Research	50	20	7	8
20	10 th April'23	Diagnostic Test	20	19	-	1
21	Not Mentioned	Rubrics	54	50	5	-
22	Not Mentioned	Remedial Teaching	33	26	5	2

Findings

- Almost all the students made attempt to mention their minimum level of learning.
- Very less number of students made an attempt to mention Reflective Level Question.
- A researcher could see the positive behavioural changes in the class in terms of their attention.
- A researcher could analyse that even those students have made an attempt to mention the essential points from the class discussion who used to remain quite silent and non participative in the class
- Some of the questions mentioned in the attendance sheet were of reflective level that the students could think of on their own and were not discussed directly in the class.
- A researcher could also see the significant increase in the attendance in terms of number of students
- A researcher could see the positive change in the learning attitude in the class. Earlier, the students were found to be distracted, not paying attention, whispering, blank look on the face, sitting idly, not able to answer even the Knowledge level questions/memory level questions, not even paying heed to what topic was being discussed. But with such qualitative attendance, a researcher could observe aforesaid positive and desirable behavioural changes in student-teachers.
- A researcher could conduct this Action Research for 22 classes and could find the result quite desirable to be optimistic for continuing this innovative practice of taking qualitative attendance of the class. This has also encouraged the students to study the concept with depth and be reflective about their learning.
- This has also provided the student-teachers an opportunity to reflect over their learning during the class.

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