

Class-evaluation to bring up Self - learning Ability: Freshman Seminar I. Students' Self - evaluation and Teachers' Evaluation

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Key words :

Abstract

Survey on self-evaluation and teacher-evaluation on nursing students attending the basic introductory class was carried out, together with questionnaires and answers to faculties /teaching staffs/ on the relevance of students' learning outcome. The students held onto their significance of learning goal with good understanding of the aims of study. Self-evaluation is a practical teaching method to stimulate the students' motivation toward self-education. Reinforcement of ability to self-evaluation definitely increases the capability for self-learning.

Introduction

This course, basic seminar, gives guidance to the freshman how to study the basic learning methods including health management, safe living on campus, establishing a good relationship with others, indispensable for campus life, and literature search and report writing, which are essential in course works. This is also a part of collaborative education system on campus, based on the motto of Niigata University of Health and Welfare, as a general education course required for all departments. Japan Central Council of Education made a comment on January 28, 2005 about the definition of general education as following: Concerning the future of our higher education, General education is not a simple introduction to education in toto but an aim the development of enriched culture including common knowledge and ways of thinking beyond

various specialty, and to create the ability of deep thinking and sound understanding of reality. As one can see, an importance of general education has been recognized.

Department of Nursing which carried out the self-evaluation by students and the teachers has evaluated the students' learning attainment, asking the students to look back their learned material to help finding their future calling. Simultaneously, using the evaluation sheet prepared by the committee for development of education, we have obtained some results and considered students' learning and the teachers' contribution.

Morality

I explained a purpose of a study, a method, protection of privacy, arbitrariness of participation for a student / a teacher orally and obtained its consent .I considered it so that an individual was not identified.

Purpose

Investigation of the value that self-learning education method are enriched for self-evaluation and the factors effecting on such system.

Methods:

- 1.The original evaluation list of department of nursing was prepared. This is aiming for education that natures carrier identity with reference to Blume's classification system of education target. For the evaluation,

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Richardo's five grade criterion were employed.

- 2.The evaluation sheets were distributed to students at early stage of seminar, so that the students can imagine the target(s) of learning.
- 3.After the completion of seminar, both students and teacher(s) completed the evaluation list and existing evaluation by students and questionnaires by teachers were investigated.

Analysis

Simple tabulation for student evaluation (student n=76) and teacher evaluation(teacher n=69) were correlated with attainment of learning target. The relation between teacher' guidance and attainment of learning was studied based from the question-and-answers for students' class evaluation.

The result of student's self-evaluation in the Cognitive area about 92.1% of students said "I could understand the other persons' opinion correctly." " I could understand the sentences correctly and summarize the important points of writing and speaking." (Fig. 1.2)

In the Psychomotor area about 94.5% student said "almost good". And Affective area about 72.9% student said "almost good"(Fig. 3.4)

The students' feeling of accomplishment and maturity were reflected in the students' responses; at. "I could maintain a respect and good relation with others." " I could accomplish my role and responsibility." and "I could learn enjoyably and in health" (Fig. 5,6) In addition, student evaluation compared teacher's evaluation . It was lowest about 11.9% "I could summarize the important points of writing and speaking." But Teacher evaluate the article was 40.7% good.(Fig. 7)

From the results of the summary it was important that the teacher guide for student

Discussion

In comparative analysis of self-evaluation of

students and the evaluation of teacher(s), it has been indicated that those students understand meaning of the learning goal. Further, those students feels the completion and the value of learning and appreciate their assignment. The most likely explanation of this result may come from the setting of learning goal into introspective evaluation of basic seminar, such as ① participation to class activities, ② level of improvement and growth, ③ attitude and being accustomed to learning, ④ establishing good personal relationship, and ⑤ group dynamics. The conventional evaluation, focused only for self-education and -learning, cannot be a sufficient tool to evaluate the internal achievement and growth of students.

Self-evaluation is an essential technique what makes ground work for the formation of character. Kitao (1993) stated that self-evaluation was internalized in human's autonomous life and everything would be used for action as a result of self-evaluation. Self-evaluation works for looking over themselves, review own effort, challenge to efficient learning and tackle with problems and alter their behavior on campus. Meta-cognition and meta-learning become possible by reviewing ourselves.

Self-evaluation in basic introductory class is effective teaching method to stimulate the student's motivation toward self-directed learning. Kajita (1985) mentioned that the structural components of self-directed learning requires following four views, namely, ① intention for advanced career, ② objective view and control of self, ③ basis and skill of learning, ④ confidence , pride and stability. Then, he mentions the necessity of both students and teachers to have clear scope and willingness to challenge and strong energy for motivation. This suggests that students will grow up with self-directed learning, provided there is individual evaluation and sincere effort from teachers. Teachers to know student's evaluation and to

recognize the target of teaching drive the students' spiritual growth creating a feeling of understanding and progress, when they are not certain.

Rearing of self-driven learning is an important ability for students to become the professional nurse in future. Nursing is a profession that requires learning throughout life including training of freshmen and core people. Proper education for career identity depending on their advancement is important for the students.(Fig. 8 , 9)

Conclusion:

Self-evaluation is a practical teaching method to stimulate the students' motivation toward self-education. Reinforcement of ability to self-evaluate definitely increase the capability for self-learning.

Acknowledgements.

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Table 1: Evaluation items and the standard for students' self evaluation and teacher evaluation in basic seminar I in department of nursing.

<p>I . Areas of Cognitive (Ability of knowledge · understanding · application · analysis · generalization)</p> <ol style="list-style-type: none">1. I could understand the other persons' opinion correctly.2. I successfully transmit my opinion to the others.3. I could integrate knowledge through discussion and consider them with various views. <p>1. I could understand the sentences correctly.</p> <ol style="list-style-type: none">2. I could summarize the important points of writing and speaking.3. I could logically present my opinion orally and in writing. <p>II . Area of Psychomotor (Ability of learning)</p> <ol style="list-style-type: none">1. I could search literatures related with the question.2. I could collect the necessary information.3. I could tackle the problems as planned and share learning.. <p>1. I could advance GW in discussion..</p> <ol style="list-style-type: none">2. I could cooperate with others in leadership and membership.3. I could tackle with the problems as planned and shear learning. <p>III . Area of Affective (Understanding of responsibility · positiveness · cooperability · study- mind · value-judgment)</p> <ol style="list-style-type: none">1. I could maintain a respect and good relation with others.2. I could accomplish my role and responsibility.3. I could participate my classes actively and subjectively.4. I could deeply involve in research of problems and questions. <p>1. I could keep my time without leaving or absence from class.</p> <ol style="list-style-type: none">2. I could present my report in time. <p>1. I could learn enjoyably and in health.</p> <ol style="list-style-type: none">2. My way of thinking has been influenced through the seminar. <p>Scale of evaluation :</p> <p>5. sufficient, 4. almost, 3. nearly, 2. more or less, 1. fail.</p>
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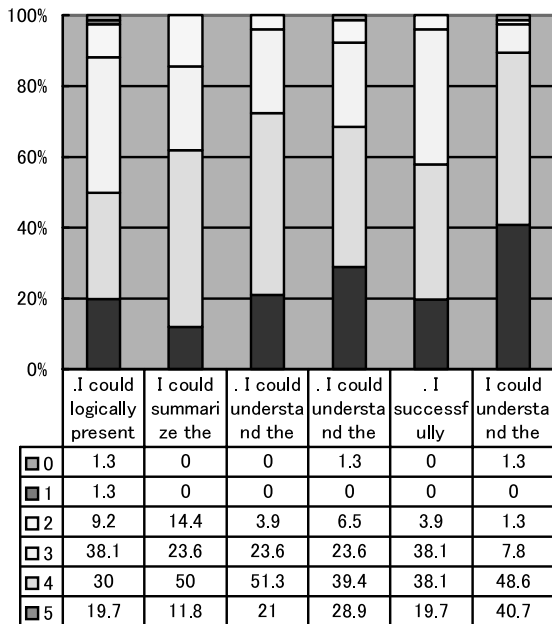
Table 2: Aim of self-evaluation³⁾

1. Stimulate an internal self-learning ability.
2. Relate teacher's evaluation with the self-evaluation and fix the will and content of learning.
3. Use as a method of communication with teacher.
4. Evolve the value of evaluation.
5. Make a method for students to evaluate teachers.

Table 3: Structural elements of ability for self-education ability⁴⁾

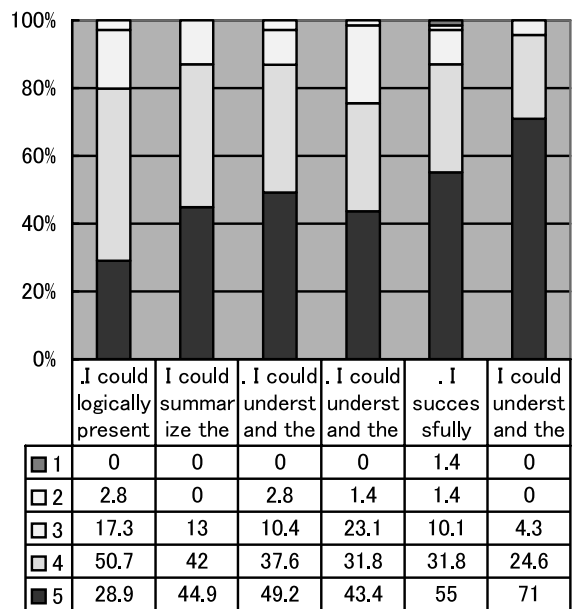
- (1) Formation of learning will and power
 - a) Motivation for learning,
 - b) Nurturing of feeling of accomplishment and mature,
 - c) Penetration of basics and fundamentals
- (2) Learning of techniques for learning
 - a) Formation of basic attitude for learning
 - b) Training of will and patience for problem solving · problem finding education
 - c) Learning from participation and experience

Fig. 1 Students' self-evaluation
I. Aeos of Cognitive : n=76 (student)



Scale 5.sufficient 4.almost completely 3.nearly
2.more or less 1.fail

Fig. 2 Teavher evaluation
I. Aeos of Cognitive n=69 (teacher)



Scale 5.sufficient 4.almost completely 3.nearly
2.more or less 1.fail

Fig. 1 Students' self-evaluation in basic seminar 1

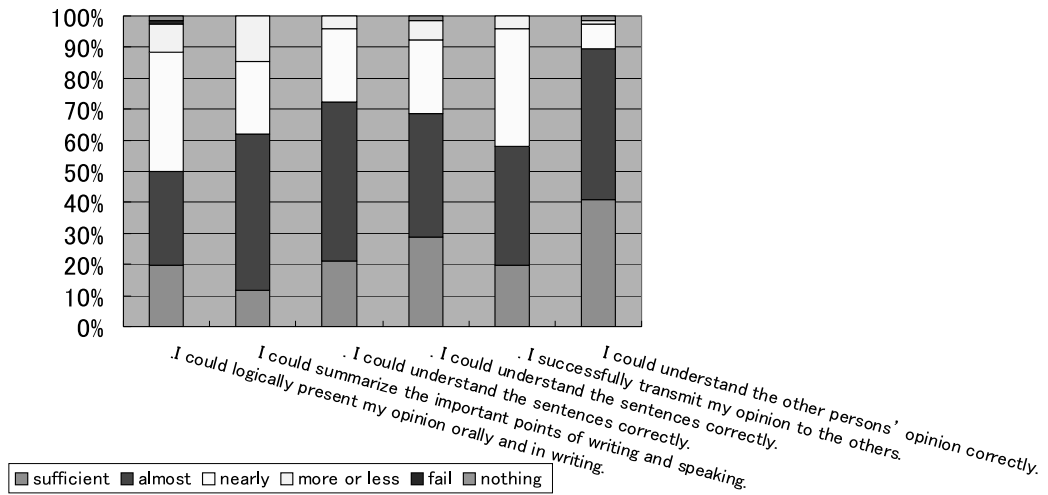


Fig. 1 Students' self-evaluation in basic seminar 1

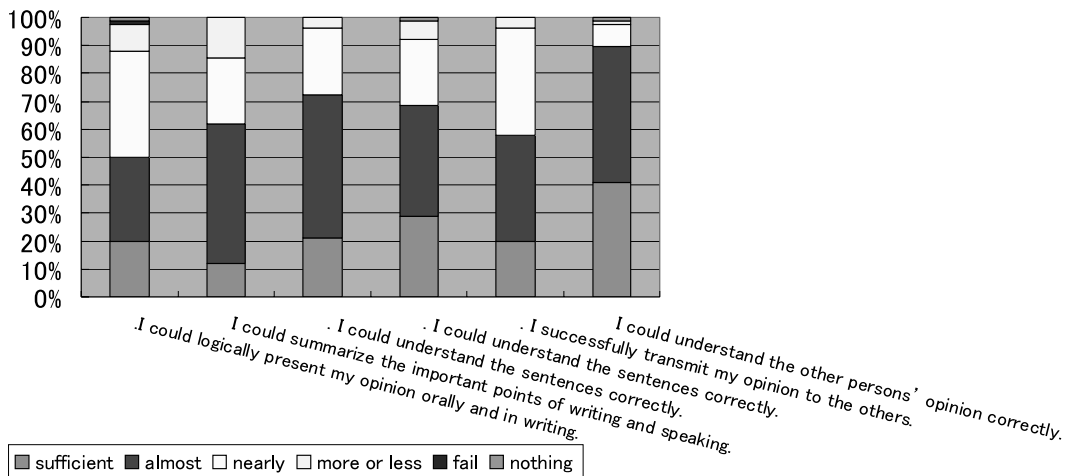
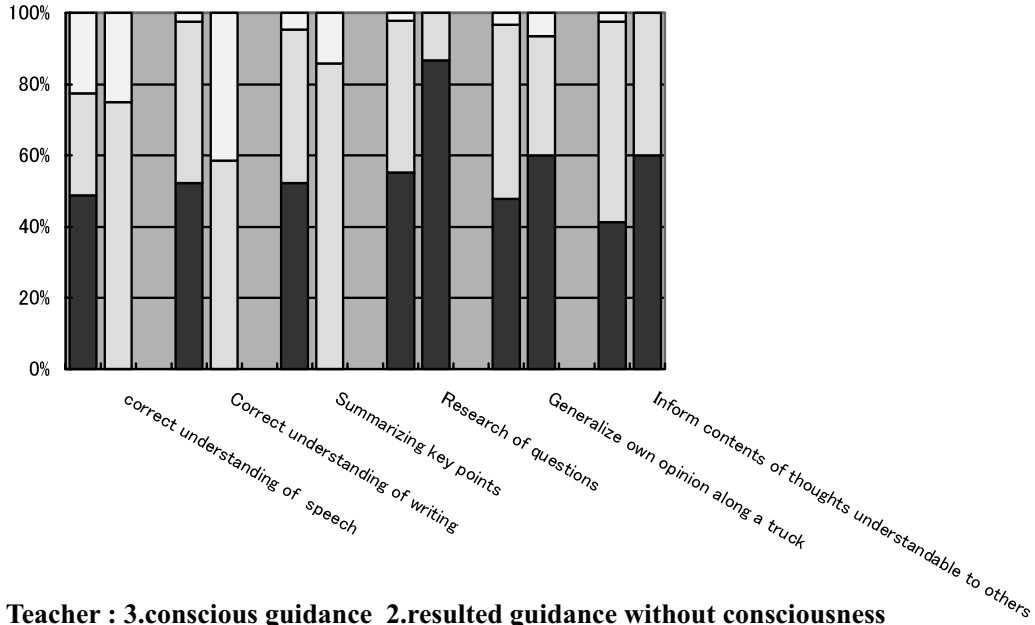


Fig. 7 Obtaining of learning basic skill by student and guidance by teacher left:n=86(student) right: n=11(teacher)



**Scale Teacher : 3.conscious guidance 2.resulted guidance without consciousness
1. no guidande . Student : 3 skill improved 2.result undecided 3.no change**

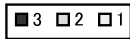


Fig. 8 Relationship model between liberal education/professional education and basic seminar/comprehensive seminar

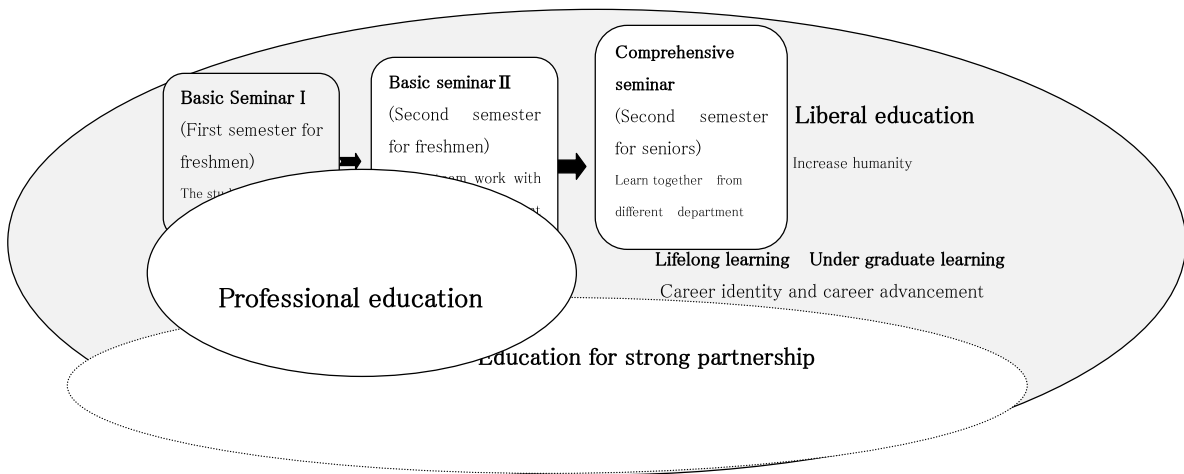


Fig. 9 Nurture of career identity and cooperation between general education and professional

