A Comprehensive Mode of Student Participatory Assessment of Academic Achievement

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Keywords: Student participatory, Academic achievement assessment, Assessment of process and growth.

Abstract. In the time of internet, the people have increasingly multiple and convenience channels for learning knowledge. For the students in university, it is more important to learn how to find and use the knowledge when needed than memory. Traditional Examination Mode puts on much emphasis on memory of knowledge falls into ineffective predicament in assessing students’ ability and quality of acquiring and applying knowledge. A comprehensive model of student participatory assessment of academic achievement based on process and growth can partly solve above problem. Furth, the teachers can use the comprehensive assessment model to guide the students to improve and perfect their quality and ability in the profession study. And the new mode also can use to assess some unmeasurable learning results in new teaching mode.

Introduction

With the development of internet, study action of college students have changed a great deal. They acquire knowledge not only from the classroom, but also from the internet. The function of knowledge-transference in the classroom greatly declines. The students wish the teachers in the classroom can tell them how to analyze and use the knowledge when needed than memory. Some new teaching models such as the flapping classroom and project-based learning are born at right moment. To new teaching styles, traditional examination mode puts on much emphasis on memory of knowledge doesn’t work in assessing students’ ability and quality of acquiring and applying knowledge. Changing tradition examination mode is imperative. In this paper, the author analyzes predicament of traditional examination mode, puts forward a comprehensive mode of student participatory assessment of academic achievement, and explains the application process of the mode. This new mode can use to assess some unmeasurable learning results in new teaching mode.

Predicament of Traditional Examination Mode

Before the information era, teachers and books are keepers of true knowledge, and the process of learning, for students, is the accepting and accumulating of knowledge. In the classroom, the teachers speak, the students passively receive the knowledge from the teachers by unilaterally. Academic achievement mainly depends on memory effect of the knowledge from book and teachers. Generally, the teachers use test papers and attendance rate to assessment measurable learning results. (as shown in the table1)

The rapid development of the Internet had led to a geometric growth of knowledge available on the Internet. The students have increasingly multiple channels for learning knowledge, such as MOOCs, TED, google (Deng Jiarong, 2011). On the one hand some unmeasurable learning results, such as metacognitive ability, ability of integration and application knowledge, the innovation ability, cooperation ability, communication ability, are increasingly important for the individual and for the community. On the other hand, students’ complaints of unfairness in traditional grading are increasing (Li Li, Li Hong, 2007). They wish to change the traditional examination mode, and ask for more process assessment, learning attitude (Xiongwu, etc., 2013).

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Table 1. Traits of traditional examination mode.

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<th>Basic hypotheses</th>
<th>focus</th>
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<th>estimator</th>
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<td>1. keepers of knowledge: teachers and books</td>
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Assessment mode of academic achievement, to a large extent, influence and control the students’ learning action. With changing of learning conditions and teaching mode, traditional examination mode puts on much emphasis on memory of knowledge will severely obstructs students’ growth.

A Comprehensive Mode of Student Participatory Assessment of Academic Achievement

In internet era, intellectual authority position of teacher is on the wane. The relation between the teacher and student is changing. Some new teaching modes, such as MOOCs, SPOC, flapping classroom, spring up. These new teaching modes put on much emphasis on ability and quality of students, not memory of knowledge. The traditional examination mode has not already adapted to new teaching modes, and led to mounting public criticism.

Based on the deficiency of traditional examination mode, we explore and practice a comprehensive mode of student participatory assessment of academic achievement. (as shown in the Figure 1).

This new assessment mode assumes that learning is the process of self-growth of students. In the process, teachers build learning support space for students, promote and assist students’ self-growth. The role of teachers in the classroom is not just organizers and participants of teaching action, but assistants and promoters of students’ learning action. The comprehensive assessment of academic achievement focuses on some unmeasurable learning results such as ability and quality of students. Student participatory multiple estimators and assessment kit including all kind of assessment tools can reduce unfairness and ineffectiveness of assessment.

Implementation of the Comprehensive Assessment mode: Take “Public Policy Analysis” for Example

The academic achievement of student reflects the degree of achieving teaching goals. Only when the students fully understand the teaching goals, can they confirm the direction of efforts. It is an effective method that students and teacher jointly decide the goals of teaching and learning. The teaching goals which students take part in drawing up fully consider the needs of students, and will easily be supported by students. After clear goals, the students find out the methods of achieving different goals and Select the evaluation tools and estimators in the help of the teacher. Then they confirm assessment principles together and build system of complaint.

Take “Public Policy analysis” for Example (as shown in the Figure 2).

Firstly, the teacher and students together confirmed three-dimensional integrated goal including in learning knowledge, development knowledge and application knowledge.
Secondly, the students thought they could finished goals of learning knowledge by autonomously study, and the teacher could examine the learning results by test and reading notes. They hoped that the teacher could talk about more knowledge except textbook in the classroom. They also wished to learn how to apply the knowledge to solve the actual problem. They found out the approaches of development knowledge by looking up document literature and looking for different view. And group debate and presentation are good assessment methods of development knowledge. The students also found out the approach to achieving the goals of application knowledge by project-based collaborative learning. Because the otherness of difficult degree of difference project, it is reasonable that put on much emphasis on the process of the project and growth of students, that bring in multiple assessment subjects.

Thirdly, the students founded the committee including in teacher and student delegates for handling complaints about assessment of academic achievement.

![Diagram](image)

Figure 2. Take “Public Policy Analysis” for Example.

**Conclusion**

In the internet era, the change of learning action of college students led to reform teaching mode in the classroom. The new teaching mode puts much emphasis on ability and quality of students. Tradition examination mode showed more and more deficiencies in assessment unmeasurable learning results. The comprehensive assessment mode of academic achievement of students focus on assessment the learning process and students’ growth. It has synthesized the advantages of all kinds of assessment tools to build a tool kit. We can choose fitting tool according to the difference teaching aim. And the assessment mode also emphasizes on the students’ full participation in the process of teaching. The assessment mode can arouse students’ learning initiative, and formed a good style of learning.

**Acknowledgement**

This paper is one of the periodic achievements of teaching reform research project in Southwest Jiaotong University and online research fund project of Ministry of Education.

**References**