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THE WAYS OF ASSESSING TEACHING

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ABOUT ARTICLE

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Abstract: Teaching is an art. Every single teacher they must have their own way to teach their students. The writer belief that the belief of teacher according good teaching-learning process must be different one to other. Seems like a same method being used by different teacher perhaps the result will not same or perhaps will be really different.

INTRODUCTION

There are a lot of theory that an English teacher can take as a method or technique to teach the students. The way to teach is very diverts. We cannot claim our way to teach is the best or we cannot claim that one theory is the best. All of method or all of theory and all of teaching learning process must not be perfect. The theory must have strengthened and weaknesses. And we as the teacher should know that we are not perfect and in teaching process we must have a lot of weaknesses. Base on that we as teacher should learn again and again to develop knowledge and skill that we have. As an English teacher particularly, we need to learn from the expert. This is because to teach English is not easy so we need the lightens from the expert so we will be able to teach our student more accurate and more effective. If we follow experts' judgments the teaching learning process will be better because theory that has been found by an expert must had been test and to find the theory an expert must have made detailed research. So, in this case the author belief that as the teacher we need to make our evaluation about teaching learning process that we have made. To make a reflection, based on that we know our strengthen and our weaknesses so we can make some evaluation to make our technique and skill better. In this article the writer would like to make summarize about assessing teaching from international journal and the writer hopes this article will have benefit for all reader.

1. Shaukat Ali Raza, Syed Abir Hassan Naqvi and Ahmed Sohail Lodhi (2011)

The title of their research is Assessing Need for Teaching Development of Faculty at University of Pakistan: A Students' Perspective. This study explored the perceptions of students about the need for teaching development of faculty at Pakistani University. The first research question was posed to explore the need for teaching development of faculty at university of Pakistan. The second research question addressed the variation of degree on need for teaching development of faculty as perceived by students. The third research question was about the difference of opinion among the respondents in respect of their background variables. A spectrum of 670 students from 67 departments of 33 faculties of 15 public sector university constituted the sample. Data were collected through self-constructed questionnaire. Principal component factor analysis generated three factors namely art of teaching, science of teaching and sociology of teaching for which mean scores, alpha coefficients and correlation were calculated. One sample t-test, independent sample t-test and one-way ANOVA were employed for significance and variance analysis. Respondent profile revealed that in gender category males were 385(57%), and female were 285(43%). The discipline spread was found as engineering 41(06%), social sciences 300(45%), physical sciences 118(18%), business 79(12%), languages 68(10%) and agriculture 64 (09%). Degree program distribution of respondents was found as graduate 108(16%). Master 507(76%). M Phil 36 (05%) and PhD 19(03%). The finding reveals that students from most of the sample universities of Pakistan seem to be dissatisfied regarding art, science and sociology of teaching of their teachers. Teaching is composed of sociology, art and science. The behavior of teachers in and outside the class; feed-back patterns of teachers and teachers-students relationship all matter in the development of students. Sociology of teaching, art of teaching and science of teaching respectively are not found as excellent and students of Pakistani universities are not fully satisfied as they pointed out a high degree of need for development of faculty in these areas. For the purpose of comparison, sociology of teaching of teaching was found as the weakest area of university teaching whereas art and science of teaching respectively were relatively at better positions.

2. Maria A. Wamsley, MD, Katherine A. Julian, and Joyce E. Wipf, MD (2004)

The title of their research is A literature Review of "Resident-as- Teacher" Curricula Do Teaching Courses Make a Difference. The object of this research is to examine the evaluation methods of resident teaching courses and to estimate the effectiveness of these teaching courses. The research questions of this research are what methods have been used in evaluating the evocativeness of resident teaching courses. What is the estimate of the effectiveness of resident teaching courses? The method that has been used in this research is the literature using the PubMed MESH terms internships and residency

and teaching. The results of this research are like this Five uncontrolled pre-post studies used resident self-reported teaching skill/behaviors as outcome measure; all reported some improvement in self-reported skills. Three uncontrolled pre-post studies examined live or videotaped resident teaching encounters and all revealed improvement in some teaching skills. One uncontrolled trial and three nonrandomized controlled trials used learners' evaluations of resident teaching behaviors as outcomes and all revealed an improvement in ratings of resident teaching curricula are included in this review. One study did not show any quantitative benefits of resident teaching evaluations before and after course participation showed conflicting results. One study noted improvements in resident teaching skills assessed through videotape analysis. In conclusions, resident teaching courses improve resident self-assessed teaching behaviors and teaching confidence. Teaching courses was linked to improved student evaluations. Further studies must be completed to educate the best format, length, timing, and content of resident teaching courses and to determine whether they have an effect on learner performance.

3. Cornella R.M.G., Fluit, MD, Richard Grof, PhD and Michel Wensing, PhD. (2010)

The title of their research is Assessing the Quality of Clinical Teachers; A Systematic Review of Content and Quality of Questionnaires for Assessing Clinical Teachers. The objectives of this research are to systematically review the content, validity and aims of questionnaires used to assess clinical teachers. The data sources are MEDLINE, EMBASE, PsycINFO and ERIC from 1976 up to March 2010. As the methods, the searches revealed 54 papers on 32 instruments. Data from these papers were documented by independent researchers, using a structured format that included content of the instrument and its setting. The results of this research have revealed that aspects covered by the instruments predominantly concerned the use of teaching strategies (included in 30 instruments), supporter role (29), role modeling (27) and feedback (26). Providing opportunities for clinical learning activities was included in 13 instruments. Most studies referred to literature on good clinical teaching, although they failed to provide a clear description of what constitutes a good clinical teacher. Instrument length varied from 1 to 58 items. Except for two instruments, all had to be completed by clerks/ residents. Instruments served to provide formative feedback (instruments) but were also used for resource allocation, promotion, and annual performance review (14 instruments). All but two studies reported on internal consistency and reliability; other aspects of validity were examined less frequently. As conclusions, no instrument covered all relevant aspects of clinical teaching comprehensively. Validation of the instruments was often limited to assessment of internal consistency and reliability. Available

instruments for assessing clinical teachers should be used carefully, especially for consequential decisions. There is a need for more valid comprehensive instruments.

4. Amy J. Warner

The title of her research is Quantitative and Qualitative Assessments of the Impact of Linguistic Theory on in formation Science. This research has investigated the relationship between linguistics and information science. Overall, this study explored both the extent and nature of the contributions of linguistic theory to information sciences research from 1950 to 1984. More specifically, it attempted to provide both an indication and a measure of the use of linguistic theory cited sources within a body of information science subject literature through both quantitative and qualitative an analysis of those cited sources. In order to address the questions previously raised, a citation analysis was performed as follows. First of all, the CITING (information science) literature was identified as all full-length articles in a portion of the information science serial literature. Second, the CITED (linguistic theory) literature was identified and extracted from the bibliographies and footnotes of the citing information science article. Thirty, each citation to linguistic theory was identified as belonging to a particular branch of linguistic. Forth, each citation to linguistic theory was examined in its citing context and classified in a qualitative manner. The results of this study suggest, through citation analysis, that linguistic theory may not have been widely exploited by information science researchers. However, although the overall frequency of citation was quite small, further data analysis revealed citation patterns and practices which allowed some reasons to be suggested for the possible under exploitation of linguistic theory by information science research. It was then suggested that linguistic theory is widening its domain of inquiry; that information scientists may be unaware of this fact; and that it is therefore premature to conclude that linguistic theory is only of limited use to information science.

5. John J. Chiodo

The title of this research is Students Perceptions of Teaching; Assessing Their Mental Images of Teaching Social Studies. This research tried to attempt to assess the ideas and beliefs of pre- service students entering a social studies education program. Using drawing and written statements, the authors have developed an evaluation instrument that assesses pre-service social studies student 'beliefs regarding instruction in social studies. Fifty-two secondary pre-service social studies teachers tool part in a study which explored the use of evaluations instrument. We see the use of instrument as a way for pre-service students to reflect on their personal beliefs about teaching social studies and also help faculty with understanding how their student's attitudes and beliefs coincide with their

instructional approach. The result of this study has shown that The Draw a Social Studies Teacher Evaluation analyzed students 'drawings and written comments related to their perceptions of themselves teaching social studies. An analysis was conducted in three areas: and the teaching environments.

CONCLUSION

Base on the data that the writer has summarized the writer conclude that there are a lot of theory related to teaching assessment. According to the writer different country they have different theory. I think this is because the students from different country they must be different. And according theory that the writer has understood the theory of teaching always growing every year. So, theory that has been popular being studied in this time next year's perhaps will not be popular again and really possible being substituted with new theory. So as the teacher we have to be more dynamic and always follow the information because the information has been running so fast in this time. Sophisticated technology has changed the society, has changed the students and as the teacher we have to develop our skill to teach our students because the students in this time are different with the students in past. And the students in future will be different also. So, we as the teacher should always study to be better and better.

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