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Suggesting a New Model of Assessment at Chinese Teacher Education Institutions: Perceptions of University Students

Syed Manzar-Abbas
PhD Scholar (Principles of Education), Northeast Normal University, Changchun, P. R. China

Shafqat Hussain Khan
Senior Principal, MC High School Mianwali, Punjab, Pakistan

Wang Yang
Deng Feng Primary School, Distt Lv shun kou, Dalian, P.R. China

Lu Lijie
Professor of Education, Northeast Normal University, Changchun, P. R. China
Email: lvlj@nenu.edu.cn

Abstract

The study was conducted to investigate the different aspects of assessments like fairness, feedback ability, compatibility with the goals, and satisfaction of the students about assessment system in teacher education institutions. The main object of the study was to suggest a model of assessment applicable in the teacher education institutions in China. The students were ignorant of curricular goals. The teachers were not providing proper feedback to the students. Overwhelming majority suggested integrating internal and external assessment system. The majority doubted the fairness and validity of the assessment. A model was suggested to align the goals, instruction, and assessment.

Keywords: Students' perceptions, teacher education institutions, assessment, assessment model

Introduction

Over the past two decades the higher education institutions and educators are very much interested in making assessment effective to improve learning (Sadler, 2005) because assessment plays pivotal in teaching-leaning process (Ahmed & Teviotdale, 2008). Using assessment as a determinant the students regard something important (Brown, 2001). The other important function of assessment is to give feedback to the students and the teachers. The assessment is actually done for the decision making about students' performance or achievement. But at the same time this performance or achievement is compared with some

already set criterion or goal as Ramprasad (1983) had the view that the assessment gives feedback about the gap between the current and the reference level. It implies that the students should be very clear about the curricular and assessment goals. The Sadler (1989) identified three basic requirements for the students if they wanted to utilize assessment results. Those are: a) what is good performance; b) how current performance relates to the specified performance; and by what strategy can the gap be closed between current and expected performance.

Assessment

According to Sadler (2005) assessment is "the process of forming a judgment about the quality and extent of student achievement or performance, and therefore by inference a judgment about the learning that has taken place." But according to Nitko and Brookhart (2011) assessment is not the process of making judgments rather it is the process of collecting information for decision making. They further say that when we say that we are assessing the student' competence or achievement it means we are collecting information to decide about his competence or achievement (p.3). The definition by Salvia and Ysseldyke also supports their view, they say that the assessment is a "process of collecting data for the purpose of making decisions about individuals and groups, and this decision-making role is why it touches people's lives (p.5)." Assessment also may be formal and informal. In formal assessment traditional testing methods are used for data collection while in informal assessments informal techniques like questioning, observation on task etc. are used for data collection (Cunningham, 1998: 5). Sometimes the term assessment is taken different in different contexts or countries i.e. in USA the assessment means the evaluation of vast level process like entry level, attrition rates, student services, physical environment of the institution and students' achievement; in UK, assessment means the project reports, written papers etc. submitted by the students (Sadler, 2005).

Formative Assessment

The basic concept of formative assessment is to provide feedback to learners about their performance (York, 2003). There is research evidence in the literature that formative assessment improves learning of the students (Ahmed & Teviotdale, 2008). Popham (2011) regarded assessment as a process "in which assessment-elicited evidence of students' status is used by teachers to adjust their ongoing instructional procedures or by students to adjust their current learning tactics (p.270)." He negates the concept of confining assessment only to testing and says it is "A process not a test. An instructional strategy (ibid)."All those activities and actions which provide feedback to students and teachers, which are then used to improve teaching and learning are called as assessment (Black & William, 1998). Sadler (1998) also have almost the same view as that of Black and William and said that the intent of formative assessment is to provide feedback for improving learning. The formative assessment also provides feedback to teachers who can identify the level and direction of student performance and then can guide them accordingly (Cowie & Bell, 1999). Formative assessment can be both formal and informal. Formal assessment takes place when the students and teachers are

involved in the activities defined according to a certain curricular framework. Informal assessments are those which are not specified by the curricular frameworks (Yorke, 2003). Formative assessment can also be both continuous and occasional (ibid).

Feedback In Formative Assessment

Feedback is the information about what extent a person is successful in doing something (Sadler, 1998). Feedback is the core and integral element of formative assessment (ibid). The sole intention and purpose of formative assessment is to provide feedback to students and teachers so that they can align their teaching-learning strategies accordingly and, hence, can improve learning. According to Black and William (1998) feedback is "Any information that is provided to the performers of any action about their performance." But Ramprasad (1983) considers feedback as a gap between the current level and the reference level of performance. He further stresses that this information is only feedback when the students and teachers use it for reducing the gap (as cited by Sadler, 1989). The formative assessment is only affective if the students and teachers can perceive the actual and real gap and strive to deal with it (Biggs, 1998). The extent to which a performance is said to be formative is determined by its feedback provided to the system for the improvement (McMillan, 2007).

Summative Assessment

Converse to formative the basic purpose of summative assessment is not that of providing feedback but to help in decision making about certification. According to Sadler (1989) summative assessment is "concerned with summing up or summarizing the achievement status of a student, and is geared towards reporting at the end of a course of study especially for purposes of certification." The nature of summative assessment is passive and normally it neither affect learning immediately and nor is its focus for improving learning (ibid).

Difference Between Formative And Summative Assessments

Formative assessment is regarded as '*assessment for learning*', which is done during the learning process and its purpose is to provide feedback to the students for their performance so that they can reconsider their learning strategies and improve their learning while the summative assessment is regarded as '*assessment of learning*', which is done at the end of any activity to decide for the final grades and certifications (Ahmed & Teviotdale, 2008; Black & William, 1998). Popham (2011) distinguished formative and summative assessments as "Formative assessment has a "make-better" measurement mission, whereas summative assessment tries to answer the "instructional-quality" question (p.271)." According to researcher the difference in the terms lies in their function and purpose not in the timing (Sadler, 1989; William & Black, 1996). Sometimes assessments can also be formative and summative at the same time. The assessments, providing the feedback to the students from which they are expected to learn and also the assessments are used to the overall grade awarding process at the end of term or study unit, are formative and summative at the same time (Yorke, 2003).

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Purpose Of The Study

The purpose of the current study was to know whether the students were clear about the curricular goals of their courses, because if they had clarity about the goals then they could make concerted and targeted efforts to meet the goals. The other objective of the study was to know that what extent the assessments were aligned with the curricular goals of the courses. The main aim of the assessment is to evaluate the achievement of curricular goals. If the assessment is not measuring the goals then it is not valid. The third aim of the study was to know what extent the assessment procedures were providing feedback to the students. By the feedback taken from the assessments, the students can not only know about their current status of performance and achievement but also they can reconsider and, hence, readjust their learning strategies according to the feedback to take maximum advantage utilizing them optimally. One objective of the study was to assess that to what extent the assessment procedures were successful in measuring the real abilities of students. To identify that what extent the assessment was measuring the higher thinking and critical abilities, was also one of the objectives of the study. To what extent the students were satisfied with the assessment process was another objective of the study. The last objective of the study was to suggest that how can the current assessment procedures be improved proposing some new measures and methods.

Methods

Participants and Procedure

The study was conducted in the Northeast Normal University, Changchun, China. The participants of the study were selected from the College of Education Science. The participants were selected both from the master and the undergraduate classes. The total number of the subjects of the study was 177 (the participants of focused groups are not included in this total). The students selected from the undergraduate class were 133 and from that of the master class were 44. The undergraduate programme is for four years and the master programme is for two years (in some cases 3 years). The study was conducted at the end of the study year so the last year students from both the master and the undergraduate classes were not available. Hence, the participants from the undergraduate classes belonged to first, second, and the third years. The participants of the master class were only from the first year. At first 45 students from each study year were selected randomly that made the sum total 180 then the questionnaires were distributed to them. One respondent from the master students and two from the undergraduate students did not respond. Hence, the total number of respondents was 177. Overall there were 89 (50.3%) female and 88 (49.7%) male participants. The master class participants were all females while from the undergraduate students there were 45 females and 88 males.

Among the total participants, the age of 88 students was between 19-21 years of age group which comprised almost 50% of the total number. The second largest age group was of 22-24 years which included 72 participants that comprised almost 41% of total participants. In this

way more than 90% of the participants belonged to 19-24 years of age group. This age can be considered mature enough to understand educational problems and respond aptly. Because all the participants were from the education department so they were also aware of the technicalities and seriousness of the problem. Among the remaining participants the ages of 8.5% (15) were between 25-27 years and the ages of only two participants were between 28-30 years.

Mixed method design was adopted for the study because it provides balance between the two extreme approaches; qualitative or constructivism and quantitative or positivism (Tolan, 2008). For the collection of quantitative data a Likert Scale was used while for the collection of qualitative data focused technique was used. The questionnaire was tailored by the researchers themselves.

Measurements

Focused group was used as a research instrument to collect qualitative data. Four focused discussions were conducted. Only one focused group was held with the master class students because the first year of master students were included in the study sample. Other three focused discussions were administered with the undergraduate students; one each with the fresh students, sophomores, and the juniours. Every focused group consisted of 6-8 participants.

One day before the administration of focused group, the participants were informed about the topic so that they could mentally prepare themselves for the discussions. They were told that the information provided by them would be kept confidential and would only be used for the study purposes. Because the participants were native Chinese and some of them could not speak English fluently, so the researchers requested one of Chinese native friend to help during the discussion. She was doing her master in education and was not only native Chinese but also fluent in English. Because she was fluent in English and was master student in education department so she was deemed quite suitable to interpret between the researchers and the participants. The participants were told that they should feel free to express their ideas because that was a discussion and in discussion no one would be wrong. They were convinced that every person had his/her own ideas that could be different but not wrong. The participants were also requested not to take the different ideas of discussion outside. They were also told that their discussion would be recorded for study purposes.

Every discussion was recorded by the researchers. After every discussion the recordings were transcribed and translated into English by the same Chinese friend. General themes were identified and codes were assigned to the information. After coding, the data were analysed systematically and findings were inferred.

The researchers frequently use questionnaires for study purposes (McMillan, 2004; Fraenkel & Wallen, 2000). On the one hand its administration is very easy and on the other hand it is easy to understand by the respondents (McMillan, 2004: 157). For these reasons self tailored

questionnaire was used by the researchers. The Likert Scale form of the questionnaire was adopted for the suitability of the study. The scale was piloted first and then refined according to the feedback. The last draft, consisting of 20 items was finalized for the study. It was five points rating scale. The options for the statements were from strongly disagree to strongly agree.

There were 20 items *in toto* in the scale (excluding questions about demographic information). First four items were selected for the learning objectives of the courses. Three of the items were selected for feedback. Two items were selected about the fairness of the assessment system. The other items were about different aspects of assessment procedures. The final item was about the overall satisfaction of respondents about the current assessment system. After finalization, the scale was translated into Chinese by a Chinese native speaker who was not only master student of education but also fluent in speaking English language. After translation, the questionnaire was checked by two other persons. And at last it was checked and approved by the corresponding author who is not only an educationist in the university but also fluent in English. She has foreign exposure also; one year (last year) study in Canada.

The questionnaire was administered by the researchers themselves with the help of some of Chinese friends. Because of the help of the Chinese friends, not only the administration was done so smoothly but their presence was also helpful in communicating with the participants. Except three questionnaires all the questionnaires were collected within one week. Only three respondents; one from the master class and two from the undergraduate classes did not respond.

Soon after the collection of data, the data were analysed. The data were analysed using Statistical Package for Social Sciences (SPSS) version 17. The five options were reduced to only three options; disagree, uncertain, and agree. The data were analyzed at three levels: a) at the overall level; b) at the gender level; and c) at the class level. Cronbach's Alpha= .75

Results And Discussion

The first four statements were about learning objectives of the courses. Overall most of the participants (41%) responded that students didn't know learning objectives. Only 33% agreed that the students knew the curricular objectives. At the same time 53% of the respondents were agreed that learning objectives were compatible to the national policy goals. Responding to the statement that whether the objectives were achievable during the prescribed time duration, most of the students (44%) remained uncertain, 30% agreed while the 26% disagreed to the statement. Most of the students (39%) agreed that the objectives were clear and understandable. It means the students are not satisfied with the time duration of courses. Especially during the discussion participants disclosed that pedagogy courses had less time duration. It is the responsibility of the teachers that they should make sure that every student knows the objectives. If the students don't know about the objectives, how can they channelize their energies to a specific target? Their struggle will be directionless. Sadler (1989) proposed some conditions for students to benefit optimally from the assessment feedback. The one of them is "what good practice is (i.e. the student must possess a concept of the goal or standard

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being aimed for) [as cited in Nicole & Macfarlane-Dick, 2006].” It implies that for benefitting from the assessment the students should be clear about the curricular and assessment goals. The assessment is conducted particularly to evaluate what extent the curricular goals have been achieved. Students can assess their progress and can own the goals if they know about the learning goals (Sadler, 1989; Black & Wiliam, 1998). If there is difference in understanding goals between students and teachers, then the students can’t perform well. There is correlation between student-teacher’ mismatch in understanding of goals and poor performance of students (Hounsell, 1997 as cited by Nicole & Macfarlane-Dick, 2006). His study was in the field of undergraduate education.

For the statement ‘teachers give quick feedback for tests and assignments’, 43% of the respondents agreed, 31% remained uncertain, and 26% disagreed. Only 37% of the respondents agreed that the teachers gave written comments over the strengths and weaknesses of the students on tests/assignments, while 35% disagreed and 28% remained uncertain. Almost the same was the case with the statement that current assessment methods gave real feedback to the students and teachers. 38% of the participants agreed, 35% disagreed, and 27% remained uncertain. Less than 50% of the respondents (48%) agreed that the teachers seriously evaluated tests and assignments. Among the other respondents 24% disagreed and 28% remained undecided. The students disclosed that not to speak of written comments the teachers even didn’t bother to check the assignments. The feedback is potential both for students and teachers because the teachers can direct and plan their instructional strategies and the students can reconsider their learning strategies and tactics. Black and Willian (1998) reviewed 250 studies and concluded that feedback enhances learning. The feedback is important for students to assess their weaknesses and strengths and hence, can plan to overcome their weaknesses (Chickering & Gamson, 1987; Schamalz, Feyl, & Schmalz IV, 2004). The feedback makes the students about their direction and velocity of learning (McCabe & Meuter, 2011). McCabe and Meuter, (2011) conducted a study in which they revealed that the students ranked prompt feedback the most important principle of teaching. It is the responsibility of teachers to provide prompt and useful feedback every time after taking assessment (Sadler, 2005). Most of the students revealed that there was no formative assessment system. It implies that the students were not clear about the assessment criteria and the process.

The number of respondents agreeing ‘current assessment procedures evaluate higher cognitive abilities’ was 45% and that of disagreeing was 28% remaining other 27% respondents undecided. A large number of the respondents (40%) disagreed that the assessment system assessed the real abilities of the students. Among other respondents 37% remained undecided and 24% agreed. Almost the same number of students (39%) disagreed that the final assessment covered entire course content. The agreeing number of students was 31% remaining 30% uncertain. A large number of students (57%) agreed that current assessment system promoted rote learning. Responding to the statements about the fairness of assessment procedures, the opinions of the participants were distributed. Among respondents, 38% agreed that having good relations with the teachers, one could get good scores, 37% of the participants were undecided and only 25% were disagreed. But even then, we can see the number of agreeing respondents is more then any other group. Majority of the participants (37%)

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disagreed that the current assessment system was fair. Among other participants 35% remained uncertain and 28% agreed to the statement. When the participants responded to the statement 'Teachers are well trained for developing good tests', they were distributed in their opinions. Only 37% agreed to the statement, while almost the same number (36%) remained undecided. Remaining 28% of the respondents disagreed to the statement.

The students' distrust over examination system can endanger their emotions and motivation for learning objectives. If they suspect the fairness and validity of the assessment system how can they convince themselves that the feedback provided by the assessments can help them to place them aptly and to guide their learning strategies which is the important objective of assessments. The same is the case with the teachers, invalid assessment can not guide rather it will misguide the teachers and students about the achievement of curricular goals. If the assessments are invalid with reference to content validation then we can infer that the teachers actually did not teach the required part of content. The assessment system in Chinese higher education institutions is totally in the hands of teachers who teach the subjects. Hence, they don't care about the completion of required course content and they give the final assessment what they teach. In this way the courses' goals are not being achieved. And the students are not being equipped with the required knowledge and skills. That is why the students endorsed the idea of integration of internal and external assessment systems at least for final assessment.

The number of participants agreeing that 'overall I am satisfied with the current assessment system' was only 31% while 41% of the participants disagreed and other 29% remained uncertain. A large number of participants (44%) agreed that 'Assessment committee should be made that should be responsible for the development and ensure the standard of assessments which should also supervise the whole assessment system.' One third (33%) of the respondents remained uncertain while 27% disagreed. Majority of the students remained uncertain responding 'final assessment tests should be made by other teachers and approved by the assessment committee.' But the number of agreeing participants (31%) was more than that of disagreeing respondents (24%). A large number of participants (69%) had a view that the assessment system should be aggregate of internal (during semester) and external assessments (at the end of semester). Only 12% of the participants disagreed to the idea and 19% remained uncertain. The formative assessment is very important both for the teachers and the students. The respondents suggested that there should be an assessment committee which should be responsible for the quality of teacher made tests or development of tests and it should also supervise the whole assessment system. Most of the participants agreed that there should be a committee which should not only supervise the instruction but also the assessment system. The focused groups also revealed that the idea was quite applicable and excellent but they thought that the teachers might not agree to implement this suggestion.

Gender wise analysis depicted that male and female participants had difference of opinion about some of the statements. Most of the respondents (both male (48%) and female (40%)) were uncertain that objectives were achievable in the prescribed duration of time. At the same time the number of agreed (32%) male participants was more than disagreed (20%). In case of

female participants 32% disagreed and only 28% agreed. In case of class wise analysis we can see that the overall tilt of female participants is towards disagreement and all the master participants were females so they might affected the overall female opinion about the statement. Lots of males (41%) disagreed that teachers gave written comments on tests or assignments while a lot of females (42%) agreed. All the male students belonged to the undergraduate classes which implied that the feedback system was much weaker in the undergraduate classes. A large number of male respondents (44%) agreed that having good relations with the teachers, one could get good scores while most of the females (37%) remain uncertain although the number of agreed (33%) females was also more than that of disagreed (30%) ones. We can easily infer that the assessment system was unfair because among the respondents who gave decisive opinions, both the genders (male and female) agreed that having good relations could help in getting good scores. Among other males only 19% disagreed and 36% remained undecided. Male respondents were almost equally distributed when responding the statement 'Final assessment covers the entire course content' because 33% agreed and the same number disagreed, while 34% remained uncertain. Majority (45%) of the females disagreed, 26% remained uncertain, and 29% agreed to the statement. It implied that the assessments given to the students were not valid with reference to the content validity. A decisive number of female participants (54%) agreed that there should be an assessment committee which should be responsible for the development and standard of tests and should supervise the whole assessment system. The male participants were distributed over this statement. Among male respondents 35% of the males disagreed, 32% remained uncertain, and 34% agreed to the statement. It suggested that the students were not satisfied with the current assessment system which was also revealed in response to the statement when asked that whether they were overall satisfied with the assessment system (Table 1).

Table 1.Gender wise differences among respondents (numbers show %ages)

Items	**Female (89)**			**Male (88)**		
	D	UN	A	D	UN	A
Objectives are achievable in the prescribed duration of time.	**32**	40	28	20	48	**32**
The teachers give written comments on strengths and weaknesses of students on assignments/tests.	29	29	**42**	**41**	27	32
Having good relations with the teacher, one can get good marks	30	**37**	33	19	36	**44**
. Final assessment covers the entire course content	**45**	26	29	33	**34**	33
Assessment committee should be made that should be responsible for the development and standard of tests and should oversee the whole examination	11	35	**54**	**35**	32	34

D=disagreed, **UN**=Uncertain, **A**=Agreed

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Class wise analysis revealed that the respondents of different classes had difference of opinion over seven statements. Among master students the large number (41%) was uncertain about the statement that objectives of the courses were clear and understandable to students. The same number (41%) of undergraduate participants agreed. The agreeing number of undergraduates was also much less than half number which meant that majority of both the classes at least did not agreed. Most of the participants (both master (41%) and undergraduate (45%)) remained uncertain that curricular objectives were achievable during prescribe duration of time. Among other participants, the number of disagreed master students (39%) was more than that of agreed students (21%), while the number of agreed undergraduate students (33) was more than that of disagreed ones (22%). Most of the master students (39%) disagreed that teachers gave written comments on tests and assignments while most of the undergraduates (38%). agreed. Most of the master students (41%) disagreed that current assessment procedures gave real feedback to the students and teachers while almost the same number of undergraduates (40%) agreed. A large number of undergraduates (44%) agreed that having good relations with the teachers, one could get good scores while almost the same number of master students (43%) disagreed. Most of the respondents remained uncertain that final assessment tests should be developed by other teacher(s) and approved by the assessment committee. Among other participants, most of the undergraduates (33%) agreed but most of the master students (32%) disagreed. Most of the master students (36%) remained uncertain about 'Current assessment system is fair' while most of undergraduates (39%) disagreed to the statement. If we see overall trend of master and undergraduate students, the master students' tilt is towards disagreement and the inclination of undergraduates is towards agreement to the statements. But the majority of both the classes did not agree which implied that both the classes were not satisfied with the assessment system. The difference might be the depiction of teachers' behaviour while teaching either the classes or it might be because of the maturity of giving responsible opinion to the statements (Table 2).

Table 2.Class wise differences among respondents (numbers show %ages)

Items	**Master (44)**			**Bachelor (133)**		
	D	UN	A	D	UN	A
Objectives of Courses are clear and understandable to students.	25	**41**	34	26	34	**41**
Curricular objectives are achievable in the prescribed duration of time.	**39**	41	21	22	45	**33**
The teachers give written comments on strengths and weaknesses of students on assignments/tests.	**39**	30	32	34	28	**38**
Current assessment procedures give real feedback to students and teachers.	**41**	25	34	34	27	**40**
Having good relations with the teacher, one can get good marks	**43**	34	23	19	38	**44**

Final tests should be developed by other teacher(s) and approved by the assessment committee.	**32**	43	25	22	45	**33**
Current assessment system is fair.	32	**36**	32	**39**	34	27

D=disagreed, **UN**=Uncertain, **A**=Agreed

Focused discussions disclosed the following findings:

- Students didn't know the curricular objectives. Even some of the teachers themselves were not clear.
- Learning objectives of courses were compatible to national policy goals.
- Objectives of courses were very broad and general and unattainable.
- The teachers were not sincere in checking the assignments and tests and didn't give feedback to the students. The teachers were less interested in teaching but were interested in publishing research work because it was given more weightage in the teachers' evaluation criteria.
- Assessment system was not able to assess the real abilities and higher cognitive skills of the students.
- The assessment system was not fair and having relations with the teachers, one could achieve good scores.
- The current assessment system was promoting rote learning and did not have the capability of measuring real students' achievement or progress in learning.
- An assessment committee should be organized to oversee the teaching activities and also the whole assessment process.
- The participants of discussions agreed that the assessment system should be aggregate of internal and external assessment procedures especially they had consensus that the final assessment (summative) should be developed and assessed by assessment committee not by the teachers.
- The participants were not satisfied with the current assessment system and they had a view that the teachers focused over final assessment only and there was no formative assessment.

The focused group findings were almost the same as that of survey with one difference that during the focused group the students gave more detailed and truer responses. They were much straight and blunt to express their opinions. For instance, the students were very clear that the objectives were not known to the students even they expressed that some of the teachers might also be unknown to the objectives. They explained that the time was insufficient especially for the pedagogy courses. They also disclosed that the main objective of the teachers was to publish their work and not the teaching. They strongly supported the committee idea but they were afraid that the teachers would not agree to the idea.

Proposed Model

We are suggesting a model for assessment in teacher education institutions in both the college and the university. The idea is primarily for the teachers' education institutions which may be extended with some amendments to the other institutions also. The researchers have proposed this model after their self expertise, students' responses, and informal discussions with faculty and PhD scholars. This proposed model is not a new concept; committee approach is already functional in some of American universities (Lewis & Swerdzewski, 2009). In this approach the administration, faculty, and staff are involved in providing guidance on evaluation. There are some other approaches also available and applied like internal consultant model (ibid). In the internal consultant model there is a concept of client and consultant. The consultant is an expert in assessment procedures and the client has the expertise in subject matter. So for other colleges like natural sciences and humanities, there is one difficulty or disadvantage of this model. The client is only expert in subject matters and the college has to seek consultancy from an alien expert who is not only stranger for the department but also to the subject matter altogether. As for as the education department is concerned, the consultant and the client belong to the same department. They are neither alien to department nor to one another. So the researchers have proposed that at least for education departments both approaches, committee and client consultant model, can be integrated. So the researchers suggest that the experts of curriculum and assessment, with some of members from other departments (psychology, philosophy, etc.) will comprise the committee.

A model can represent new ideas, previous ideas in a new whole, and previous unclear ideas in a clearer way (Joughin & Macdonald, 2003). In this proposed model, the researchers suggested to integrate both the committee approach and internal consultant model approach. The researchers proposed a committee in which both the subject and evaluation experts comprise the committee. There should be committee which should be comprised of members from evaluation and assessment, curriculum development, psychology, philosophy, teacher education departments. Mentioned above are all the different departments in the education colleges and universities. The committee members will also be the faculty members hence, the other responsibilities like teaching may be decreased for them because their main job will be to develop, supervise, take feedback, revise or revamp, get approval from the committee, and disseminate the curricular and assessment goals, activities and procedures, and criteria to the different elements of the model.

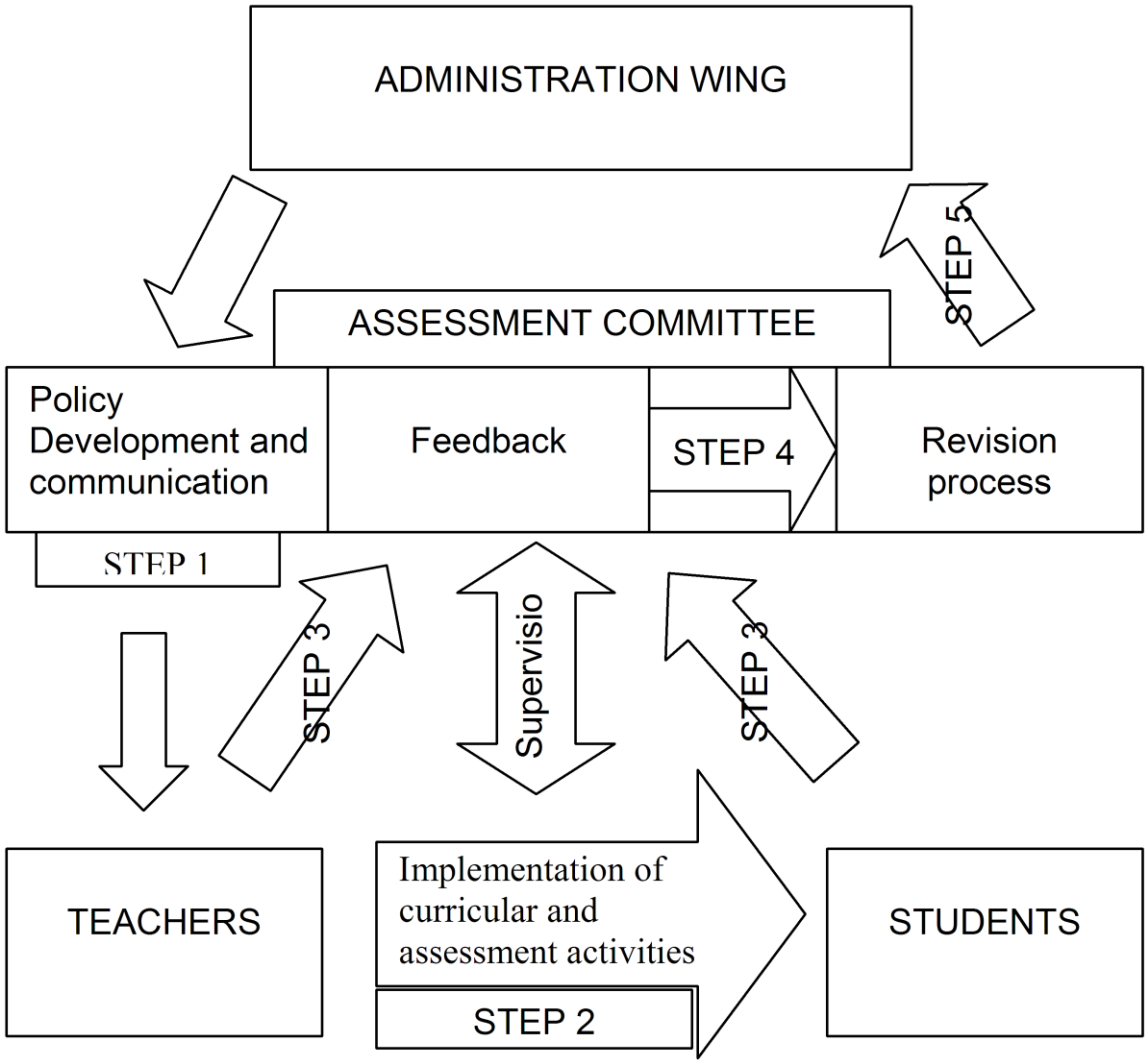

Figure 1.Graphic representation of suggested model

The model consists of four elements and five steps as shown in the figure (Fig. 1). Four elements are the evaluation committee, teaching faculty, students, and administration wing.

Functions Of Different Elements

All the four elements have their respective functions.

Functions of administration wing: The administration wing has following functions according to the suggested model.

- To facilitate the assessment committee by providing required material.
- To coordinate between assessment committee and the faculty of different departments.
- To consider suggestions from the assessment committee for policy formulation.
- To consider suggestions about teachers' evaluation from the assessment committee.

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- To consider feedback about teachers from students through assessment committee.
- To recommend and approve policies according to the feedback by committee.

Functions of evaluation committee: The different functions and responsibilities of the committee are illustrated as follows:

- Formulate curricular goals according to the policy of administration.
- Develop syllabi (courses outline) or scheme of studies according to the goals and communicate written curricular goals and courses outline to the teachers and make sure that both the teachers and the students know the curricular goals.
- Provide guidance to the teachers regarding curricular activities and assessment procedures.
- Communicate assessment criteria and procedures to the teachers and students and also make sure that both teachers and students are clear about assessment criteria and procedures.
- Supervise teaching and assessment processes rendered by teachers and provide them prompt guidance on instructional and assessment activities.
- Ensure that the teaching is being rendered according to the prescribed schedule and the suggested assessment procedures are being implemented in the true sense of their spirit.
- Develop final (summative) assessment or check its worth if developed by the teachers.
- Make sure that the teachers are giving prompt and proper feedback to the students during the formative assessments.
- Receive proper feedback from teachers and students, teachers' teaching and assessment activities, students' learning activities and performance outcomes.
- In the light of feedback from students and teachers revise curricular goals, courses outline, assessments criteria and procedures, and after getting recommendation and approval from the administration wing communicate them over to the teachers and students.
- Play a role in the teachers' evaluation and give suggestions to the administration about teachers' evaluations.
- To involve students in teachers' evaluation process and seek written feedback about teachers' performance from the students.

Functions of teaching faculty: According to the proposed model the functions of the faculty will be as follows:

- Receive curricular and assessment goals from the assessment committee and align their activities according to the suggested standards.
- Communicate curricular goals, assessment criteria, and assessment procedures to the students in black and white.
- Make sure that every student is aware of curricular and assessment goals and assessment criteria.

- Follow the courses outline provided by the committee according to prescribed schedule.
- Conduct formative assessments according to suggested intervals and promptly give feedback to the students.
- Organize formal formative assessments after every six weeks study period (at least three formative assessments should be compulsory during each semester).
- Give suggestions about curricular goals, courses outlines, curricular activities, assessment goals, assessment criteria, and assessment procedures to the assessment committee.
- Keep record of formative and summative assessments of the students.

Functions of the students: The students will have the following responsibilities.

- Receive written copies of curricular goals and assessment criteria and procedures from the teachers about every subject.
- Receive proper written feedback after every formative and summative assessment from the respective teacher and adjust learning strategies according to the feedback.
- Provide feedback about the teachers' performance (to take feedback should be, actually, the responsibility of the assessment committee not that of students).

Processes

Step 1(Development phase): First of all the evaluation committee will formulate curricular goals and develop courses outline with the consultation of teachers according to the policies and guidance of the administration. The assessment procedures and criteria will also be developed by the consultation of teachers. After the development of goals, outlines, assessment, and the procedures; the committee will send it to the administration wing for the approval. When finalized, the curricular goals, curricular outline, assessment criteria, assessment procedures, and the schedule will be printed and communicated to different departments.

Step 2(Implementation phase): The faculty will follow the guidelines provided by the assessment committee. The faculty will implement the curricular activities and assessment procedures according to the prescribed methods and schedule. The teachers are responsible for communicating feedback to the students after every assessment. The committee will ensure whether the teaching activities and assessment procedures are being implemented according to prescribed methods and schedule. The committee will also ensure that after every formative assessment the students are being provided proper and prompt feedback by the faculty.

Step 3(Feedback phase): The committee will supervise every teaching activity and formative assessment and will provide guidance if necessary. The committee will receive feedback both from teachers and students regarding assessment procedures and curricular goals. Committee will supervise whether the teachers are teaching according to the goals and courses outline and make sure that during a certain prescribed period the whole suggested course content has been taught to the students. Committee will supervise and ensure that not only the

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assessments are being conducted regularly according to recommended methods and schedule but also it will ensure that assessments developed by teachers have content and construct validity.

Step 4(Revision phase): Having taken the feedback from students and teachers and considering any new enhancement in the different fields, the committee will revise courses goals, courses outlines, assessment criteria, and assessment procedures accordingly.

Step 5(Approval phase): In the last step the changes and improvements will be sent to the administration wing and recommendations and approval for the suggested changes will be received. After getting approval from the administration wing the new improved curricular goals, courses outlines, assessment criteria, and assessment procedures will be printed and communicated to the teachers.

This is a cyclic process and it is flexible and can be improved and enhanced during and after each cycle. The input by the committee and feedback by the students will be considered as a part of the teachers' evaluation process. The assessment system will be consisted of formative and summative. After every six weeks the faculty will be responsible to conduct a formal assessment (tests) of students and to give feedback to the students and evaluation committee. These tests will involve, to the larger extent, the extended response questions than that of multiple-choice because the extended response will enhance students' higher order skills and will give teachers feed back about students' concept clarity (Wenglinsky, 2000). There is literature evidence that to test the students once a month is good for their learning and also it revealed that the students who took point-in-time tests performed better than those who took ongoing forms of assessments (ibid). The teachers will give feedback to the committee both for the teaching learning process and also about the reliability and practicability of the suggested assessment procedures. The summative assessment will be administered both by the teachers and the evaluation committee. The summative assessment by the teachers will have 40% weightage in the whole assessment system and summative assessment by the committee will have 30% weightage. The 30% weightage is suggested for formative evaluation. During formative evaluation three formal assessments will have 18% weightage, five percent for each class participation and overall behaviour, and two percent for attendance.

The summative assessment given by the teachers will be developed by the teachers but checked by the evaluation committee and evaluation committee will develop test according to suggested outline itself. Summative assessment has been given more weightage because the objective of summative assessment is to evaluate the curricular goals' achievement. The objective of formative assessment is basically to give feedback to the teachers and students, hence, has been given less weightage.

Conclusion

The curricular goals are not known to the students and the goals are not attainable in the prescribed time especially the time for pedagogical courses is less than the required one. There

is no proper feedback system and hence the teachers don't give proper feedback to the students. The focus of the teachers is on their work to be published not on the teaching so there should be change in the criteria of teachers' evaluation and the teaching also should be given central importance in teachers' evolution. The students don't trust the fairness and validity of the assessment. The model is the not the final endeavour but it might be taken as a first though (in China) and the researcher will work on it further. In china the assessment system is totally in the hands of teacher, there is no alignment in the curricular goals and assessment and no central body to check whether the assessment is properly conducted and/or the goal have been achieved or not. Hence there is immediate need to change the assessment procedure and also to align the curricular goals, instructional activities, and assessment process. In this model the researchers made a little endeavour to serve this purpose which might be improved in future also.

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