

The role of assessment: Changing mentality of student from exam oriented to learning oriented.

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One of the main stages of quality assurance are objective evaluation of various levels of educational process and this covers all stages of quality presentation from the very beginning till the labor and public activity of graduate students.

One of the main problems of quality assurance is evaluation of knowledge. Implementation of multipoints evaluation system is aimed at improvement of knowledge evaluation system during the educational activity and growing of its efficiency. This system covers main following directions in educational process by the guarantee of individual approach to student:

- pedagogical proficiency and subject's knowledge level of teacher;
- commentary clearness of teacher's preparatory levels;
- student's level of appropriation;
- level of student's ability to work independently;
- level of student's adoption of research skills;
- level of student's fundamental knowledge;
- level of student's behaviour within the institute and public life;
- level of student's acquisition of get knowledge and ability to bring it to somebody

notice and other factors.

Another factors, which could be taken into account in evaluation of knowledge are:

- student's attendance to lectures, seminars, laboratory lessons and future activity;
- evaluation of knowledge level based on various forms of control works during seminars and other lessons (frontal surveys, answering on test questions, solution of practical problems, etc.);

-execution and turn over works from theoretical point of view within laboratory lessons;

- working out of course projects according to existing standards and its defence;
- results of production experience;
- preparation and defense of graduation works.

There are various forms of knowledge evaluation, but each of them has positive and negative sides. Our proposed system also has some defects, but implementation of this method will be the reason of reduction of relativity percentage. Also the system gives possibility to remove student's dependence on exam.

The maximum scores that student can obtain for semester (academic half year) are equal to 100 points. 75% of these points are for activity during semester (academic half year), 25% - for results of final exam;

- 25% points for results of final exam;
- 10% points for student's everyday activity and attendance to lessons;
- 65% points for results of three control works held at fifth, tenth and fifteens week's end.

It is planned:

- 10% points for defence of course projects.

If course project is not planned, 10% points for it is added to results of three control works held at the end of the fifth, tenth and fiftinith week.

Final points for subject during semester (academic year) for student's knowledge is calculated by following:

- «Very bad» – less than 60 points (including 60 points also);
- «Bad» – 61-70 points;
- «Satisfactory» - 71-80 points;
- «Good» - 81-90 points;
- «Excellent» - 91-100 points.

Everyday evaluation is made by subject teacher according to attendance, preparation to lectures, its lay-out and acquisition, behaviour during lessons, etc.

Process of evaluation held at the end of the fifth, tenth and fiftinith week is made by subject commission with chairperson as head of department. It is advisable to include into this commission representatives of public and state organizations, also representatives from the industry. The subject teachers check materials prepared by student during last five weeks, in order to know level of acquisition of knowledge by given tasks, based on quality of prepared materials, content, use of additional literature. Tasks could be in test questions or ordinary questions forms to be answered in written form, and after checking points is calculated. In both cases two weeks materials must be covered. In case of disagreement

members of commission with mark given by teacher, student is given oral questions on this subject in order to specify his(her) knowledge and calculated marks. Therefore, as a result of these three stages student can obtain up to 65 points. If we add everyday evaluation, student can have 75 points to final exam, and this gives understanding of credit sum for subject. These indicators remove student's dependence on final exam. That is to say participation on final exam depends on students wish to gain more credits to receive better overall score.

It should be mentioned, that if in evaluation of student's knowledge by subject course project is not planned, 10% points for course project will be added from 1 to 4 points to each to fifth, tenth and fiftieth week's checking.

Generally, in written form works must not be cases to copy off from other students. In case of it existence their evaluation process will be stopped and then will start over as from the beginning of semester, which means that student will lose the scores obtained in previous weeks. Whether student doesn't present his(her) work, he(she) will get zero points. In order to remove such cases control should be strengthened and the placement of students in checking rooms should be done with consideration.

If students copy from each other during exam, both students (who copied and who gave possibility to copy) will be removed from exam room and get zero points.

Azerbaijan Tourism Institute faced the problems of students cheating during exams and has a lot of scientific commissions meetings and discussions in order to reduce this problem. Within the dean and international affairs office we started to look to the reasons and motivation of students to cheat during exams. We understood that students mentality orientated these days more on the getting the score at the final exam. This is not the fault of student but result of the different processes going on in our society. We also were surprised to learn from our partner Institution IMC University of Applied Science, Krems, with which we have a joint degree program, that they have these issue as well. The issue is not that much of cheating during exams, which also case, but the facts that student think that in any way they need to obtain the result, nevermind how was the way. Even though it is not possible to change students mind from result oriented to learning process oriented during one semester, we thought that implementation of new evaluation system can help to change the mentality of students steadily. At the last meeting of scientific committee of our institute we accepted decision to create a "Summer school" at Azerbaijan Tourism Institute (ATI) which started its work from 15th July of 2008 and will last till the 1st of September. We advised all

students who failed one or more exams in previous semesters to take part in this summer school, where we implement mentioned above evaluation system. The results obtained during these “summer school” are subject of the next meeting of scientific committee which will be held on 4th of September 2008. The committee will discuss the outcome of experiment and will decide whether to accept credits obtained by students during “summer school”. We hope that the experiment will have positive results and we will deliver comprehensive information about the experiment during conference. Unfortunately we can not bring any figures or tables, or even the number of participating students in this paper at this time since the information is not open. The scientific committee decided to open all the information after the experiment complete, as to avoid any critics or distractive discussions during the experiment. All the figures will be presented in our presentation during conference.

Azerbaijan Tourism Institute Azerbaijan Tourism Institute (ATI) was established according to the decision of the Cabinet of Ministers of the Azerbaijan Republic in 2006. The studying process started in September 2006, when 200 students were enrolled through the State Admission exam. ATI is subordinated to the Ministry of Culture and Tourism of the Republic of Azerbaijan while being government educational concern suitable the government educational standards. For present time ATI has 509 students from which 200 students at the second year of study and 309 students at the first year of studies. Student’s admission to the Institute provided through the State Admission Exam held by the Student Admission State Commission. According to the statistics conducted by SASC in 2007/2008 year ATI held 3rd place among higher educational Institutions of Azerbaijan, as indicated by applicants at the first place and admitted students with the high score.