

THE LEARNER'S EVALUATION OF THE LESSON ACTIVITY

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Abstract

Evaluation of lesson activity by learners has been an age long gesture by educators and educationists. The teacher cannot perform very well in the absence of appraisal just as the learners cannot perform well in the absence of assessment. The learner's evaluation of the lesson activity will add more force to the teaching and learning process. The paper examined the roles a learner is expected to play and in this, the learner becomes the stimulus that motivates the teacher and the school activity. The paper also examined the highest impact a teacher makes on the learner in the form of entry behaviour which creates great impression of the teacher on the learner. A learner in the process of learning evaluates not only the teacher but also himself and such evaluation gives room for improvement. The paper concludes that evaluation of the lesson activity leads to effectiveness on the part of the teacher.

Among the major developments in educational research during the 1960s was increasing interest in classroom interactions (Gage and Unruh, 1967; Biddle, 1967 and Campbell, 1968). Learning cannot be effective where the learner does not take active participation. Teachers have taken cognizance of this fact and have endeavoured with much exertion of energy to ensure teacher-learner interaction and teacher-material interactions. These procedures over the years have been found very useful in ensuring effective learning process among school learners, educators and educationists. In recognition of this, the instructional material departments (educational technology) have been set up almost all tertiary institutions to ensure adequate production of instructional

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aids and also to enhance adequate student's participation and interactions with these instructional aids.

Benjamin S. Bloom, a revolutionary educationist in "human characteristic and school learning" says that "most students can attain a high level of learning capacity if instruction is approached sensitively and systematically, if students are helped when and where they have learning difficulty, if they are given sufficient time to achieve mastery, and if there is some clear criterion of what constitutes mastery.

Education it is known is for the all round development of the learner. This implies that the central piece of education is for the benefit of the learner. The learning process, the instruction materials and other paraphernalia in the education and learning industries are for the development of the learner. Hence learning cannot take place in a vacuum except in the presence of the learner. Hence the learner is of immense importance in the sphere of learning and learning activities. For learning to be actually implemented, strategies have to be formulated to ensure its success. This the educationists do by drawing up the scheme of work. The scheme of work is a plan of studies which is considered to span for a certain number of years for the benefit of the learner to ensure faster implementation of the learning process within the specified period the learner will be actively involved in learning. It is the scheme which determines the length of the study process, that is, the time limit within which the learner would have been said to have learned or achieved mastery or the opposite. This strategy of the scheme spans across the primary through to the tertiary institutions.

The scheme is just like the lesson plan. This is designed to meet the need of the learner in terms of age, aspiration and disposition. This outlines what is to be taught and studied by the learner within a particular period, say within the term or semester as the case may be. The same is applicable to the lesson plan and other learning strategies that the educators may want to adopt to make learning effective. Research in education has been geared towards the improvement of instructional process and the learning effectiveness of the learner.

Recent instructional innovations by teachers seem to reflect concern for the development of teaching techniques that could facilitate learning. Research findings in education tend to indicate that the instructional strategy adopted by the teacher can influence the cognitive and affective outcomes of the students (Mkpa, 1981, 1984, Bekee 1987).

Bloom (1968) has hypothesized that instruction can be organized such that students in a class can achieve at a high level that is now accomplished only by the best students. The cognizance of this hypothesis has made teachers to go into more research to make possible the learning of all and not only some students.

Based on the above, some educators in Nigeria according to Mkpa (1981) Egbugara (1983) & Ogunbayo, (1984) have laid emphases on the need for the re-

examination of the current instructional practices in our educational institutions. The use of behavioural objectives to improve students learning has been of many interests on educators and researchers alike.

All these efforts are in the interest of the learner and go a long way to show how important the learner is in the learning environment and the society as a whole.

Roles of the Learner Generally and in Lesson Situation

Models designed to analyze social interaction have been widely used in research involving small groups and classroom situation. Bales (1950), the sociologist, adopted interaction techniques to the study of small face to face problem-solving groups. Anderson (1930) in his observation of dominative and integrative acts of children and teachers developed one of the early systems for observing teacher behaviour in classroom. More recent research on teacher behaviour by Withal (1961) Hughes (1961) and before then Flanders (1960), also utilized the approach of analyzing the interaction between teacher and children concentrating on obtaining an objective picture of interaction.

In this respect, the learner becomes the stimulus that motivates the teacher, the educators and the school activities. The teacher is designed for the learner. He is trained to be able to impart knowledge to the learner. The motivational situation of the learner and his level of progress in his learning disposition are all available to the teacher.

More to this is the attitude of the learner to the learning situation and the teacher. The learner who has positive attitude to the teacher and the learning situation encourages learning and teaching situation. In other words, the attitude of the learner creates a conducive atmosphere for teaching and learning to take place. The behaviour problems of children have generated a lot of attention such that the early identification has become very pressing in our society.

The learner exhibits willingness to learn and enhances the production of instructional aids that will promote the learning process. At the learning process the student's reactions to the teacher's teaching are also very important in motivating the teacher. The negative reaction of the learner encourages the teacher to adopt a new strategy that will ensure that the learner acquires knowledge. The positive reaction to the learning situation encourages the teacher to make progress and develop more learning situation for the learner. The learner therefore plays a very important role in the learning process.

The Learner's Evaluation of the Lesson: Principles and Activities

The lesson is the piece of information which the teacher wants the learner to learn. The quality of the lesson depends on the quality of the teacher. The learner is therefore disposed to make an assessment of the learning materials beginning from the lesson to the teacher and the instructional material used in imparting knowledge among the learners. In a classroom environment the learner evaluates the lesson using certain criteria. Some of the criteria include the following.

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The Entry Skill The highest impact a teacher makes on the learner is based on the entry skill. The entry behaviour of the teacher creates great impression of the teacher on the students. This also has much effect on the attention and understanding of the lesson and eventually on the evaluation of the lesson. A skilled teacher adopts appropriate entry skill. This motivates the learner and his learning skills and ability. Poor entry skill dulls the mentality of the learner and makes learning difficult. The learner therefore evaluates the lesson based on the entry skill of the teacher and how much he is able to motivate the learner to the learning situation.

Motivation is another area of evaluation of the lesson by the learner. Motivation is an engineering of the learning abilities of the learner to the learning situation or the lesson. The learner is motivated by the teacher through the lesson delivering process and the use of instructional materials. Students' interaction with the materials, through question and response techniques, use of appraisal method and assessments are all motivational methods the teacher uses to enhance teaching and learning process. The teacher's ability to use motivation effectively makes the students evaluation of the teaching process sound and appropriate.

Learner's Evaluation of Lesson: Profits and Problems

Evaluation is an important aspect of learning. A learner in the process of learning evaluates not only the teacher but also himself. For the teacher, he assesses him to be able to appreciate his work, his standard and the motivational level. For himself, the learner assesses himself to see whether what the teacher has taught has been well understood. This personal assessment of the teacher gives room for asking questions for further explanation and clarification. The learner's evaluation of the lesson has some benefits or profits as well as some problems which may hinder such assessment.

The learner's assessment gives room for improvement. If the lesson was not properly delivered due to either the teacher's inability to deliver the lesson or lack of deep knowledge of the subject matter, the appropriate amendment, and corrections could be made to enhance understanding and improvement. Such evaluation places the teacher in the good record of the students; promotionally and also encourages him for more and better improvement of his method. Teachers are best evaluated on the method of lesson activity. A teacher who uses appropriate teaching method creates more impact on the students and makes a judicious impact on the lesson. It gives joy to perform well and when such approval comes from the students, the teacher is ranked high. Evaluation of the lesson by the learner is important to the learner in that it helps the learner to know how much he has been able to learn or benefit from the teacher and the lesson. It creates opportunity for them to interact more effectively with the instructional materials, the lesson and the teacher to ensure proper benefits from them. The learner is able to know his areas of progress and deficiency and make necessary adjustments and amendments to enhance improvement. One problem of learner's evaluation of the learner process is that of technique and manner of evaluation. The learner it is known is the one who taps knowledge from the instructor or teacher. His assessment of the teacher's work poses a

problem because of the manner in which such evaluations are made. The manner and technique for such evaluation have not been formulated. The same goes to the environment. This is because it may not be possible for the learner to be concerned with learning from the teacher and at the same time evaluating him.

Another problem is that of standard. The standard to be adopted by the learner in assessing the work of the teacher is hard to come by or has not been formulated. So when it comes to assessing the teacher in the area of his teaching it becomes hard and impossible. This is because no set standard has been set for such evaluation.

Conclusion

It is quite understood that students are more motivated to learn when there is a means of measuring their areas of strengths and weaknesses and in most cases take responsibility for their own learning. As a basic tool for curriculum and instructional improvement, a well planned evaluation can help answer the following question. How is instruction being implemented? To what extent have objectives been met? How has instruction impacted on its target population? What contributed to success and failure? What changes and improvements should be made? In sum, evaluation involves the systematic and objective collection analysis and reporting of information or data. Using the information of evaluation of the lesson for improvement and increased effectiveness then involves interpretation and judgment based on prior experience

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