

Full Length Research Paper

Teaching practice of life study lesson of classroom teacher candidates analysis of the results of peer assessment

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The purpose of this study is to examine peer assessments that the classroom candidates applied at teaching practice on life study lesson. The cross sectional survey method which is one of the survey methods has been used in the research. In this study the sampling criteria, one of the purposive sampling methods, is used. Thus, in the fall semester of 2012-2013 academic year 50 classroom teacher candidates, who were willing to apply peer assessment scale in life study lesson that are taught within the scope of teaching practice and who are studying at Sakarya University, Faculty of Education, Department of Elementary Education, Classroom Teaching Main Branch, have participated in this research. One of the teacher candidates is excluded from the scope of research while the candidate did not fill in the scale fully. The research operations were applied on sets of data that belong to a total of 49 teacher candidates. Due to the number of male students in the study group were 9, non-parametric tests were used in the analysis. It is observed that the classroom teacher candidates who are teaching "Course Preparation and Course Association" in 2 class sub-dimension is better than the teacher candidates who are teaching in the 1 class.

Key words: Classroom teacher candidate, life study lesson, teaching practice, peer assessment.

INTRODUCTION

The classroom teacher candidates undertake the responsibility of teaching a class for the first time with teaching practice lessons in the 4th class. In teaching practice lesson the teacher candidates find the opportunity to apply their theoretical knowledge recognizing the profession of teaching (Sisman and Acat, 2003). The successful completion of this process has a very important place for the teacher candidate to a better preparation of teaching profession.

As a result of advances in educational sciences changes occur in teaching-learning and assessment processes. In this process it is observed that process assessment is emphasized rather than assessments of result. Self-assessment, which is one of the alternative

assessment techniques, that is used as process assessment stands out the peer assessment and portfolio assessment techniques.

Falchikov and Goldfinch (2000) stated that peer assessment is used in many fields such as; business, management, medicine, dentistry, science, engineering, social sciences and art. Owing to the comments of students to help to each other, peer assessment supports the increase of students' performance (Hargreaves, 1997). For classification and correction opportunities peer assessment and self-assessment tools supports the developmental process by providing criteria for good work (Darling-Hammond and Snyder, 2000). Peer assessment is a form of assessment that has an important

contribution to increase students' learning (Cartney, 2010; Ploegh et al., 2009).

Self-assessment has a consistency between peer assessment and teacher assessment. In addition, improvements of students' work are seen after these assessments (Sung et al., 2005). As a result of studies that are made by Zorlu et al. (2012) they stated that they had the opportunity to see a different perspective as teacher of Science and Technology from them and their peers with the peer assessment applications that are made on line by the teacher candidates within the scope of teaching practice lesson. About two-thirds of students want more frequent use of peer assessment in university teaching (Berg et al., 2006).

The 4th class teacher candidates at Faculty of Education, classroom teaching main branch, have been continuing their teaching practice lesson in small groups. Teaching practice is evaluated by practice teacher and practice instructor. However; the teacher candidates just follow and give verbal feedback to each other during this process. As a measuring tool "Teaching Practice Lesson Teacher Candidate Peer Assessment Scale", which will make the process more efficient, is developed by Bektas et al. (2010). Teacher candidates stated that the peer assessment applied in teaching practice increased the awareness of their own success and weaknesses (Koc, 2011).

Although there is a study for this kind of peer assessment for university students, there are a few studies focusing on the work of peer assessment in teacher practice lesson for classroom teaching teacher candidates. This study is on assessments that are made from their peers' point of views in classroom teacher candidates teaching practice lesson. In this study, all the lessons that the teacher candidates taught in teacher practice lesson are not dealt with; only the lectures that the teacher candidates made in life study lessons are dealt with. According to Binbasioglu (2003), life study lesson has an important role in children to maintain a "successful" "active" or "positive" harmony for their environment. The students' happiness in life study lesson, which takes place in the first places in their school life, will have a positive impact on students' attitudes and perceptions of school and learning. Therefore, it is very important for the teacher candidates to teach this lesson successfully.

The purpose of this study is to examine the results of peer assessments that the classroom teacher candidates made in life study lesson of teacher practice. For this purpose, answers are searched for the following questions;

1. Are there any differences in classroom teacher candidates teacher practice in life study lesson that are taught according to their gender assessment made by their peers?
2. Are there any differences in classroom teacher candidates teacher practice in life study lesson that are

taught according to their gender assessment that are observed by their peers?

3. Are there any differences in classroom teacher candidates teacher practice in life study lesson that are taught according to their class level assessment that are made by their peers?

METHOD

Research model

Cross sectional survey method, being one of the general survey methods, has been used in this research. In the researches designed in accordance with the cross sectional survey method, measurements are made at a time in accordance with the specialties of the variables to be portrayed (Fraenkel and Wallen, 2006). In this research, the cross sectional survey method is applied in order to examine the assessments that are made by classroom teacher candidates in teacher practice of life study lesson.

Study group

In this study criterion sampling, one of the purposive sampling methods, is used. A study can be created by people who have certain qualities of observation units, events, objects or situations. In this case, the units that meet the criteria specified for sampling are included (Buyukozturk et al., 2013). Thus, 50 volunteer classroom teacher candidates, who were willing to apply peer assessment scale in life study lesson that are taught within the scope of teaching practice and who are studying at Sakarya University, Faculty of Education, Department of Elementary Education, Classroom Teaching Main Branch, in the fall semester of 2012-2013 academic year, participated in this research. One of the teacher candidates is excluded from the scope of research while the candidate did not fill in the scale fully. The research operations were applied on sets of data that belong to a total of 49 teacher candidates. When the demographic data of the study group is examined, it is seen that 40 teacher candidates were females and 9 teacher candidates were males. In addition, 22 teacher candidates taught life study lesson within the scope of teacher practice in 1. class, 10 taught in 2. class, and 16 taught in 3. class. Since one of the teacher candidate did not specify in which class level he taught, the analysis of class level was made in accordance with the data obtained from a total of 48 teacher candidates.

Data collection tool

The data collection tool "Teaching Practice Lesson Teacher Candidate Peer Assessment Scale", that is used was developed by Bektas et al. (2010). In order to express the level of participation of the scale, 5 point Likert-type grading is used. This grading is formed as; "Very Good (5), Good (4), Little (3), Very Little (2) and None (1)". The scale consists of five factors from a total of 29 items. The scale consists of items such as; "Course Preparation and Course Association" factor 6, "Teaching Process" factor 9, "Classroom Management" factor 5 "Feedback" factor 3 and the "Communication and Evaluation" factor 6. The load values of 29 items of the scale change between 0.30 to 0.86. The total variance of five factors in the scale describes the 50%. The total internal consistency coefficient of 29 items that consist of 29 item and five sub-factors was found as .92. The internal consistency coefficient of sub-dimensions of scale are as follows; for "Course Preparation and Course Association" sub-factor is .78, for "Teaching Process" sub-

Table 1. The Mann Whitney U test for differences in classroom teacher candidates teacher practice that are taught according to their gender assessment that are made by their peers.

Factors	Gender	n	Mean rank	Sum of ranks	U	p
Preparation for lesson and lesson association	Female	40	25.59	1023.50	100.50	.550
	Male	9	22.39	201.50		
Teaching process	Female	40	26.86	1074.50	90.00	.053
	Male	9	16.72	150.50		
Classroom management	Female	40	25.69	1027.50	156.50	.484
	Male	9	21.94	197.50		
Feedback	Female	40	26.99	1079.50	105.50	.039**
	Male	9	16.17	145.50		
Communication and evaluation	Female	40	27.25	1090.00	152.50	.019**
	Male	9	15.00	135.00		

factor .81, for “Classroom Management” sub-factor .68, for “Feedback” sub-factor .67, for “Communication and Evaluation” sub-factor .78. These values are seen as acceptable values for the level of reliability of the scale. The lowest point that can be taken from the scale is 29 and the highest point is 145. Moreover, in the entrance of scale there are a total of 4 questions in order to identify the gender of the teacher candidate who is teaching the lesson, the gender of teacher candidate who is observing, the name and classroom level of the lesson that is taught.

Data collection and analysis

The data collection tool was applied to the classroom teachers who participated in the research as delivering and picking up by hand. The data obtained in the research were uploaded to the SPSS 13.0 package software and statistical processes were carried out. Since the number of male students in the study group was 9 and the data did not show normal distribution, non-parametric tests were used in analysis. For the differences of teacher candidates teacher practice in life study lesson that are taught according to their gender assessment that are made by their peers were observed by Mann Whitney U test, for the differences in classroom teacher candidates teacher practice in life study lesson that are taught according to their gender assessment that are observed by their peers were observed by Mann Whitney U test, and finally for the differences in classroom teacher candidates teacher practice in life study lesson that are taught according to their class level assessment that are made by their peers were observed by Kruskal Wallis H test. The Kruskal Wallis H test is made from the data that are obtained from 48 teacher candidates while one of the teachers did not state in which classroom level he taught.

FINDINGS

In the study primarily it is observed that there are differences in classroom teacher candidates teacher practice in life study lesson that are taught according to their gender assessment that are made by their peers. Mann-

Whitney U test is used to find out if there is a significant Table 1.

When Table 1 is examined, for differences in classroom teacher candidates teacher practice that are taught according to their gender difference by gender. The result of this test is given in assessment that are made by their peers “Preparation for Lesson and Lesson Association” (U=100.50), “Teaching Process” (U=90.00), “Classroom Management” (U=156.50) sub-dimensions there is no statistically significant ($p>.05$) difference. Besides, for differences in classroom teacher candidates teacher practice in life study lesson that are taught according to their gender assessment that are made by their peers “Feedback” (U=105.50) and “Communication and Evaluation” (U=152.50) sub-dimensions ($p<.05$) statistically difference is found. It is find out that the “Feedback” scores of female teacher candidates (MR=26.99) who participated in the survey are higher than the male participants (MR=16.17). Also, “Communication and Evaluation” scores of female teacher candidates (MR=27.25) who participated in the survey are higher than the male participants (MR=15.00). This finding is considered to have a different level in the form of sub-dimensions of “Feedback” and “Communication and Evaluation” that are taught according to their gender assessment made by their peers.

Secondly, in the study it is observed that there are differences in classroom teacher candidates teacher practice that are taught according to their gender assessment that are observed by their peers. Mann-Whitney U test is used to find out if there is a significant difference according to gender that are observed by teacher candidates. The result of this test is given in Table 2.

When Table 2 is examined, for differences in classroom teacher candidates teacher practice that are taught

Table 2. The Mann Whitney U test for differences in classroom teacher candidates teacher practice that are taught according to their gender assessment that are observed by their peers.

Factors	Gender	n	Mean Rank	Sum of Ranks	U	p
Preparation for lesson and lesson association	Female	40	23.83	953.00	133.00	.234
	Male	9	30.22	272.00		
Teaching process	Female	40	24.70	988.00	168.00	.770
	Male	9	26.33	237.00		
Classroom management	Female	40	24.10	964.00	144.00	.366
	Male	9	29.00	261.00		
Feedback	Female	40	24.05	962.00	142.00	.339
	Male	9	29.22	263.00		
Communication and evaluation	Female	40	24.00	960.00	140.00	.313
	Male	9	29.44	265.00		

Table 3. Kruskal Wallis H test for differences in classroom teacher candidates teacher practice that are taught according to classroom level.

Factors	Classroom	n	Mean Rank	sd	χ^2	p
Preparation for lesson and lesson association	1	22	19.73	2	6.94	.031**
	2	10	33.80			
	3	16	25.25			
Teaching process	1	22	20.07	2	3.80	.150
	2	10	29.85			
	3	16	27.25			
Classroom management	1	22	23.05	2	0.33	.848
	2	10	26.25			
	3	16	25.41			
Feedback	1	22	22.05	2	1.25	.535
	2	10	26.90			
	3	16	26.38			
Communication and evaluation	1	22	25.30	2	0.17	.919
	2	10	24.50			
	3	16	23.41			

according to their gender assessment that are made by their peers "Preparation for Lesson and Lesson Association" (U=133.00), "Teaching Process" (U=168.00), "Classroom Management" (U=144.00), "Feedback" (U=142.00) and "Communication and Evaluation" (U=140.00) sub-dimensions there is no statistically significant ($p > .05$) difference. This finding can be interpreted as the observer teacher candidates who made the assessment did not make a gender discrimination that formed significant difference.

Thirdly, in the study it is observed that there are differences in classroom teacher candidates teacher practice that are taught according to their classroom level. Kruskal

Wallis H test is used to find out if there is a significant difference according to classroom level. The result of this test is given in Table 3.

When Table 3 is examined, for differences in classroom teacher candidates teacher practice that are taught in life study lesson according to classroom that are made by their peers, "Teaching Process" ($\chi^2(2)=3.80$), "Classroom Management" ($\chi^2(2)=0.33$), "Feedback" ($\chi^2(2)=1.25$) and "Communication and Evaluation" ($\chi^2(2)=0.17$) sub-dimensions there is no statistically significant ($p > .05$) difference. Besides, "Preparation for Lesson and Lesson Association" ($\chi^2(2)=6.94$), sub-dimensions there is statistically significant ($p < .05$) difference. It is find out that

teacher candidates who participated in the survey and taught in 2. class, the scores in "Preparation for Lesson and Lesson Association" (MR=33.80) are higher than the teacher candidates who taught in 1. class (MR=19.73).

DISCUSSION, CONCLUSION AND SUGGESTIONS

In the assessment that are made by their peers that are taught by the classroom teacher candidates who participated in the survey according to gender it is found out that there is no statistically significant difference in the three sub-dimensions. In addition, in the assessment that are made by their peers that are taught by classroom teacher candidates it found out that there is a statistically difference in favor of female teacher candidates in "Feedback" and "Communication and Evaluation" sub-dimensions. Peer assessment is a form of assessment that has an important contribution for enhancing students' learning (Cartney, 2010; Ploegh et al., 2009). Ozerbas et al. (2007) stated in their studies that the communication skills of female teacher candidates are higher than male teacher candidates. According to this result, it can be suggested that the male teacher candidates can take female teacher candidates as a model or receive additional support in teacher responsibilities such as feedback, communication and evaluation.

It is found out that in the assessments of classroom teacher candidates peers, who participated in the survey, there is no statistically significant differences according to gender in all sub-dimensions. This finding shows us that the observer teacher candidates, who made the assessments, did not make a gender discrimination that forms significantly difference. Through the comments of peers made to help each other, peer assessment supports the increase of the peers' performance (Hargreaves, 1997). According to this result, it is not important whether the person who made the assessment is in the same gender or opposite gender. While encouraging teacher candidates' peer assessment, gender may be ignored.

It is find out that teacher candidates who participated in the survey and taught in 2. class, the scores in "Preparation for Lesson and Lesson Association" are higher than the teacher candidates who taught in 1. class. For classification and correction opportunities, peer assessment supports the developmental process by providing criteria for good work (Darling-Hammond and Snyder, 2000). Classroom teacher candidates are better in subjects such as preparation for lesson and association may be an exemplary practice for other class levels that are applied in class levels.

The studies of classroom teacher candidates' assessment studies of their peers may be extended to other subjects outside life study lesson. In addition, studies can be designed to make peer assessments of other branch teacher candidates. Studies on comparing classroom teacher candidates' peer assessment results with application teacher and application lecturer assessment results can be designed.

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