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METHODS FOR ASSESSMENT AND TESTING STUDENTS' LEARNING OUTCOMES IN COOPERATIVE TEACHING

1. Introduction

During cooperative teaching process (Teaching) for students as group activities, learning products are often intellectual products of the whole group. However, university students vary in their academic skills, communication abilities, regional characteristics, gender, etc. Thus, the question is how to objectively and fairly assess students' learning outcomes and attitudes.

In fact, in contemporary teaching when it comes to organizing group activities for students, most lecturers are often confused how to assess learning outcomes. Therefore, they tend to generalize them and ignore individual students' progress. So the question arises if it is fair to limit assessment to general group outcomes only. It gives a possibility to more capable students to take charge of more difficult tasks enabling the whole group progress but at the same time individual learning outcomes and efforts, which could motivate individual students to reach better academic results, are ignored.

2. Assessment and Testing Methods for Learning Outcomes of the Students in cooperative

2.1. Personalized assessment and testing methods in groups

Personalized assessment and testing methods in the group is to assess the capability of each student in the group to ensure fairness, objectivity and personalization in

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teaching; simultaneously develop positive dependent relationships among the members in the group.

With this method, testing contents are for all students in the class after working in the group. Each member in a learning group must do a test in the individual form. Each student in a group do a test with his/her own contents to avoid the cases that students rely and be dull to get your results as a result of them. If all members in any group score good marks from 7 and more, each member of that group is added 0.5-1.0 bonus points. (Depending on difficulty level of exams and marks of students that Lecturers can set up bonus marks at the various mark frame). However, the maximum mark for students is still calculated by mark 10.

Strategies for bonus marks added to individual marks in the exam in this method not only ensure the assessment of unique capabilities of each student in the group, but not reduce cooperative positivity and interdependent relationship in learning group. This testing method mounts the responsibilities of each individual with outcomes of the whole group, requiring each student to have greater individual responsibilities.

On the other hand, it is necessary for members in the group to support, help, and talk to each other during working process to achieve results of testing and assessment; since then increase dependence to actively support and help among members in the group. On that basis, the testing and assessment will become their motivation and mean in the development of cooperative learning skills.

* Method of implementation

+ Based on the learning objectives, contents, curriculum and teaching plans of subjects. The Lecturers select contents to prepare the test and assessment criteria. The number of tests is suitable for the number of students in the group. Tests have the same requirements of difficulty level. The Lecturers must notify testing plan, criteria of assessment and reward for the students before participating cooperative learning.

+ This testing method is consistent with the individual testing method during regular testing when performing subject according to training method of current credit system in universities.

Table 1. Example: Marks of students are calculated as follows

No.	Name of Student	Individual Mark	Bonus	Average Mark
1	An	7	0,5	7,5
2	Minh	7,5	0,5	8
3	Hoa	8	0,5	8,5
4	Hop	9	0,5	9,5

Source: own work.

2.2. Assessment and testing method of overall results of the group

This method aims to stimulate, strengthen the efforts of each individual and the close links and interdependence among the members in a cooperative group for the mutual group progress to achieve the best academic performances. This method takes learning results of the group as an assessment unit. The mark of the whole group will be taken as overall academic mark of all members. Therefore, unlike traditional testing method in which the individuals compete with each other for the highest achievement, this method motivates the individuals to know task division and mutual communication, support and cooperation so that the group has the highest achievement because each individual can benefit from the overall success of the group.

There are two methods of scoring overall results of the group. (1) Get randomly mark of a student in the group as overall mark of the whole group. (2) Get the overall learning product of the group as tests, reports, etc. as a result of the whole group.

* Method implementation

Option 1

Mark of the whole group is calculated by random testing mark of a student in the group.

+ Based on the learning objectives, contents, curriculum and teaching plans of subjects. The Lecturers select contents to prepare test and assessment criteria. Test should be more difficult than an individual's capabilities, requiring the efforts of the whole group.

+ The students will receive quickly the test under the prescribed time. Then, the Lecturers call any student in a group to independently do the test; the mark of that test will be the mark of the whole group. The remaining students of that group take in charge of preparing criteria and marking sheet. (The testing time is calculated by the time of receiving the test)

+ This method should be applied in testing and assessment of the group/week, month by the training method of credits. During the process of learning and group working, Lecturers must announce testing method and marking assessment criteria.

Option 2

Mark of the whole group is calculated by results of mutual activities of the group.

+ This method is applied in regular testing and assessment, often after the students work in group during discussion, seminar, or practical hours. During the process of

learning and group working, the Lecturers must announce testing method and marking assessment criteria.

+ Based on the learning objectives, contents, curriculum and teaching plans of subjects. The Lecturers select contents and prepare topics of discussion, seminar and assessment criteria.

+ Lecturers encrypt each student in the group with the sequence number 1; 2; 3; 4. Once assigned the task, all students in the group together complete the task in the prescribed time. The Lecturers call randomly any student in a group to present product and answer the additional question to check that student's awareness around the issue which have presented.

+ Learning results of student's task during seminar, discussion and practical hours are presented in a general report. The report result will be taken as overall testing mark of all students in the group. *For example*, Group 1: No. 1 – Report; Group 2: No. 4 – Report; etc.

In these testing methods, students in the group must take relatively high responsibilities. In particular, they make a positive dependence among members, encouraging and promoting the students in the group to help and supervise each other, seek solutions to resolve the conflict in the group, preventing the lazy and dull students, and the deterrent effects so that all students in the group achieve relatively even quality.

2.3. Assessment and testing method for regularly cooperative behavior

This method can assess positivity in behavior, skills of daily cooperative learning of each student, ensure objectivity, fairness and help students identify their exact behaviors, learning attitudes in the learning process so that they have adjusted and tried by providing reward mark to encourage students to try in the learning process.

This method takes positive results in daily group co-operation of students as reward mark to review attendance, positivity and attitudes toward learning. This mark will be added to the average mark of all individuals in the learning process managed by course instructors, including: regularly test marks (individual tests marks, self-study, group / week marks; group / month marks) and mid-term marks according to the training form of credits at universities today to motivate, encourage, stimulate students to learn with a sense of responsibility more active in the performance of general duties of group.

* How to perform the method

Option 1

+ Developing assessment criteria based on the positive learning expression of students; on principles for reward mark. In our opinion, the highest reward mark is 1.0 with hierarchy: 0; 0.25; 0.5; 0.75; 1.0 corresponding to the following acts:

- **0** -> **0.25**: Not attending school, not cooperating or refusing to cooperate; being warned several times, making quarrel and hurting friends while working in group. Frequently deviating topic; teachers and members of the group must monitor to implement activities; express their opinions, views unclearly and listeners do not understand; not receiving feedback; evading personal responsibility.

- **0.5**: Making cooperation with friends in the group but not high efficiency; expressing ideas too much time and without the logic, listeners feel confused; controlling emotion with weak level but not making quarrel with others; Not express their views in active manner, being called several times; not know to put yourself in other people's point of view to sympathize with friends and making friends not satisfied. Completing task but the result is not high.

- **0.75**: Students actively cooperate with friends and fulfill their tasks. Having receiving skills and expressing ideas clearly, logically; how to know control their emotions; attentively listening to others and how to know interest in others' activities; not affecting learning and encouraging each other to complete tasks. Results of completed tasks are relatively high.

- **1.0**: For students who enthusiastically participate in cooperative learning; are happy to help friends; think about other people, etc. have the academic and cooperative skills; successfully completing tasks (excellent students in groups).

* Marks assessment method is recorded daily in each lesson; therefore, lecturers must declare criteria (photo) to each student so that they can understand from the start of the course. At the end of each session, it should take 3-5 minutes for commenting, rating. Besides comment, assess learning outcomes, group activities. Students will spend time assess individuals on above criteria with the daily assessment. In general, in each session, students vote one or several excellent members who achieve maximum marks (Except groups who do not complete tasks).

+ In addition, to ensure objectivity and fairness in assessment, teachers must monitor, record every day. Along with assessment, comment of students, teachers make the final decision based on the average mark that teachers monitor and students self-observe. In general, every month teacher summarize once.

Table 2. Example: Behavioral assessment of each student in the group

Group 1	<i>Lesson 1</i>	<i>Lesson 2</i>	<i>Lesson 3</i>	<i>Lesson 4</i>	<i>Lesson 5</i>	Everage mark
Minh	0.75	0.5	0.75	0.1	1.0	0.8
Hoa	0.75	0.75	0.5	0.1	0.75	0.75
Lan	0.5	0.75	1.0	0.5	1.0	0.75
Hop	1.0	1.0	0.75	0.5	0.75	0.8
Manh	0.25	0.25	0.5	0.75	0.75	0.5

Source: own work.

+ With this assessment method, teachers can assess daily behavior and progress expression of each student, but this is the testing form that is relatively time-consuming and requires much effort; requires teachers to have enthusiasm, perseverance, pedagogy art, observation as well as experience in organizing cooperative teaching. But it helps teachers to assess fairly and objectively learning attitude, behavior of each student in learning.

Option 2

+ Developing reward marks for progress among groups in lesson. Based on effectively cooperative behavior, teachers can develop criteria of reward marks for student groups to stimulate and encourage effective learning, as follows.

- 0.25: For quick establishment of group under 1 minute.
- 0.25: For group that complete tasks before the earliest possible time.
- 0.25 -> 0.5: For groups whose students work actively and effectively.

This option builds motivation and interest, stimulates members in groups to try to support and help, push each other with greater personal responsibility, etc. to complete tasks. As a result, cooperative learning skills of each member may develop.

3. Conclusion

Cooperative teaching includes diversity, complexity of objectives, content and teaching methods. Therefore, assessment and testing methods require diversity. Teachers should not pay too much attention to general learning outcome of a group and ignore individual results. The assessment and testing methods presented above have both advantages and disadvantages and have separate assessment goals. During the learning process, teachers should combine methods to achieve comprehensiveness, objectivity and fairness.

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Methods for assessment and testing students' learning outcomes in cooperative teaching

Abstract: This article presents some methods for assessing and testing student learning outcomes in cooperative teaching in order to help lecturers to assess objectively as well as to clearly present the results achieved by various groups and individuals. Understanding the basics of assessment can have a positive impact on every student. It is essential to adjust the methods of assessment to teaching and create incentives that will increase students' interest in learning.

Keywords: assessment and testing methods, cooperative teaching, method of implementation, cooperative behaviors, cooperative learning skills

Metody oceniania i testowania efektów kształcenia studentów w nauczaniu we współpracy

Streszczenie: Artykuł prezentuje kilka metod oceniania i testowania efektów kształcenia studentów w ramach nauczania opierającego się na współpracy w grupie. Przykłady metod zaprezentowanych w tekście mogą pomóc wykładowcom w obiektywnym ocenianiu, a także w jasnym prezentowaniu efektów osiągniętych przez poszczególne grupy i osoby. Wyjaśnienie podstaw oceniania może wpłynąć pozytywnie na każdego studenta. Podstawą jest dostosowanie metod oceniania do nauczania, a także tworzenie zachęt, które zwiększą zainteresowanie studentów uczeniem się.

Słowa kluczowe: metody oceniania i testowania, nauczanie kooperatywne, metody realizacji, zachowania kooperatywne, umiejętności kooperatywnego uczenia się