

Students' Conceptions of Understanding and Its Assessment methods

Noila MUSTAFOYEVA,

Senior teacher at Foreign languages department, TSUL

E-mail: mustafoevanoila@gmail.com

Abstract

Understanding implies distinctive things to diverse individuals, affecting what and how understudies learn and instructors instruct. Understudies comment that different choice testing empowers learning centred on review and recognition, while scholastic understanding is not evaluated frequently and more complex shapes of understanding are barely surveyed at all in higher instruction. In any case, on the off chance that pondering victory depends on assessments-of-learning that credit them for meaning arranged learning and more profound understanding, understudies will put in exertion to succeed. This article presents the concept of understanding, which refers to the ability of a student to comprehend, the capability to analyse, apply, and synthesize what they have learned to solve problems and make connections and various methods of evaluating their understanding.

Key words: understanding, assessment, concept, critical thinking, assessment methods, research

Introduction

There are several different conceptions of understanding that students may hold. Some students may view understanding as simply being able to recall information, while others may view it as being able to apply knowledge in new situations or to solve complex problems. Some students may also view understanding as a more holistic concept that involves both knowledge and personal meaning-making.

These conceptions of understanding can impact how students approach learning and how they believe understanding should be assessed. For example, students who view understanding as simply being able to recall information may focus on memorization and rote learning, while those who view understanding as a more holistic concept may focus on deepening their conceptual understanding and developing personal connections to the material.

In order to promote deeper understanding and more meaningful learning, it is important for educators to be aware of students' conceptions of understanding and how these beliefs influences their approaches to learning. Educators can also work to promote more robust conceptions of understanding by using assessments that prioritize deeper learning and by providing opportunities for students to engage in personal meaning making and application of knowledge.

Assessment is also a key factor in shaping students' conceptions of understanding. Students may view assessment as simply measuring their ability to recall

information, or they may view it as an opportunity to demonstrate their deeper understanding of the material. The type of assessment used can also impact students' conceptions of understanding, as different types of assessments may prioritize different aspects of understanding. The focus of learners in formal education on study success and passing exams makes assessment a powerful tool to influence student learning (Gibbs, 1999). Unfortunately it has proven more common that assessment shifts learners towards learning focusing on recall and reproduction than towards higher quality learning (e.g. Newble & Clarke, 1986). It remains difficult to design valid and reliable assessments fostering deep learning and understanding unless they are designed so that “students can show [deep understanding] and gain credit for it” (Newton & Newton, 1998, p. 356, emphasis added).

Assessment of a student's understanding involves evaluating their ability to apply what they have learned in a meaningful way. This can be done through a variety of methods, including tests, quizzes, essays, projects, and presentations. The goal of assessment is to determine whether or not a student has achieved the learning objectives of a particular course or lesson.

Methods

It is important to use a variety of assessment methods to get a comprehensive understanding of a student's understanding. Assessment is an integral part of the learning process. Assessment is not just a way to measure what students have learned; it is also a way to promote learning by providing feedback and guiding instruction.

Different assessment methods can provide different types of information. Different assessment methods, such as multiple-choice tests, essays, and performance tasks, can provide different types of information about students' understanding. Moreover, assessment methods should be aligned with the learning objectives of a particular course or lesson, and the assessment criteria should be clear and transparent to students. By using effective assessment methods, teachers can provide students with valuable feedback to help them improve their understanding and achieve their learning goals.

There are many different methods to assess students' understanding, depending on the subject matter, the learning objectives, and the age and ability of the students. Some examples of ways to assess understanding include:

Written assessments: This can include quizzes, tests, essays, and other written assignments that test students' knowledge and understanding of the material.

Performance-based assessments: This can include projects, presentations, simulations, and other activities that require students to demonstrate their understanding through performance.

Self-assessment: This can involve asking students to reflect on their own learning and to evaluate their own understanding of the material.

Peer assessment: This can involve having students evaluate each other's work and provide feedback on how well they understand the material.

Classroom discussion: This can involve asking students to participate in class discussions and to explain their thinking and understanding of the material to their classmates.

Formative assessment: This can involve ongoing assessment throughout the learning process, such as quick checks for understanding or exit tickets.

Summative assessment: This can involve assessing understanding at the end of a unit or course, such as through a final exam or project.

Rubrics: This can involve using a rubric to assess students' understanding based on specific criteria, such as accuracy, depth of understanding, and coherence of ideas.

Valid, reliable, and differentiated assessment methods help ensure that students are being evaluated fairly and consistently, and that teachers are providing effective instruction that supports student learning.

Research

Evaluating students' understanding is an important part of the learning process, as it allows teachers to determine whether students are meeting learning objectives and to identify areas where further instruction may be needed. By using a variety of assessment methods, teachers can gain a more comprehensive picture of students' understanding and can provide more targeted feedback and support

Assessment is any act of interpreting information about student performance, collected through any of a multitude of means. Assessment should be communicated clearly to students, they should understand the purpose and expectations of assessment, as well as how they will be assessed, in order to reduce anxiety and promote engagement.

In order to assess understanding of EFL students, we conducted a research of EFL students at Tashkent State University of Law (TSUL) in Tashkent. The research study consisted of peer assessment of the student's language proficiency, writing and speaking competence, and views on the importance of understanding legal contexts. The study found that peer assessment was effective in promoting understanding, as it allowed students to receive feedback from multiple perspectives and to reflect on their own understanding and performance.

In addition to the study, we also conducted interviews with EFL teachers and professors at the university. The interviews focused on their views on the importance of evaluating students understanding and the effective methods they used to help their students develop their understanding.

There have been many research studies conducted by psychologists, educators, and other social scientists to assess students' understanding in different subject areas and using different assessment methods. Their work has helped to advance

understanding of the role of assessment in education and to inform the development of effective assessment practices.

Robert Marzano, who is a researcher and educator who has conducted extensive research on classroom instruction and assessment, has written numerous books and articles on the topic, including "Classroom Assessment and Grading That Work" and "The Art and Science of Teaching." The book provides practical guidance for teachers on how to design and implement effective classroom assessments and grading practices.

Throughout the book, Marzano emphasizes the importance of alignment between instructional goals, assessments, and grading practices. He also emphasizes the importance of involving students in the assessment and grading process, and provides practical strategies for doing so.

Another educator and assessment expert, Grant Wiggins, who conducted research on authentic assessment and understanding by design, wrote numerous articles on the topic, including "Educative Assessment." "Educative Assessment" is an article by Grant Wiggins that was published in the Journal of Educational Psychology. The article provides a framework for assessment that emphasizes the importance of assessment as a learning opportunity for students, rather than just a measure of what students have learned.

Wiggins argues that traditional assessment practices often fail to promote deep learning and understanding, as they focus too much on measuring what students have learned, rather than promoting ongoing learning and improvement. He suggests an alternative approach to assessment, which he calls "educative assessment."

Educative assessment is an approach to assessment that is designed to promote ongoing learning and improvement. It involves assessments that are aligned with learning goals and objectives, and that provide students with feedback that is informative, formative, and actionable. Educative assessment also involves the use of assessments that are designed to promote deep learning and understanding, such as performance tasks and projects.

Throughout the article, Wiggins provides practical strategies for implementing educative assessment in the classroom. He emphasizes the importance of involving students in the assessment process, and of providing them with clear and meaningful feedback that helps them to understand their strengths and weaknesses and to identify areas for improvement.

"Visible Learning Feedback" is an article by John Hattie that was published in the journal Educational Psychologist. In the article, Hattie provides a comprehensive review of the research on feedback and its impact on student learning. Hattie argues that feedback is one of the most powerful tools for promoting student learning and achievement. He emphasizes the importance of feedback that is

timely, specific, and actionable, and that provides students with clear guidance on how to improve their performance.

The article provides a framework for effective feedback that is based on the research evidence. The framework includes seven key elements of effective feedback, including:

- a) Clarifying learning intentions and success criteria
- b) Providing feedback that is specific and related to learning intentions
- c) Providing feedback that is timely
- d) Providing feedback that is actionable
- e) Encouraging self-assessment and reflection
- f) Providing opportunities for students to act on feedback
- j) Involving students in the feedback process

Throughout the article, Hattie provides practical strategies for implementing the framework in the classroom. He emphasizes the importance of involving students in the feedback process, and of using multiple sources of feedback, such as peer feedback and self-assessment.

Conclusion

In conclusion, understanding is a crucial component of learning that goes beyond simply memorizing information. Assessment of a student's understanding is essential to determine whether or not they have achieved the learning objectives of a particular course or lesson. Assessment methods can include tests, quizzes, essays, projects, and presentations, and can be performed in formative or summative ways.

It is important for teachers to assess a student's understanding in a fair and objective manner using valid and reliable assessment tools. Teachers should also provide students with clear expectations and criteria for assessment and give them opportunities to demonstrate their understanding in multiple ways. By doing so, teachers can ensure that their students are learning and retaining the knowledge and skills they need to succeed in their academic and professional lives.

REFERENCES

1. Gibbs, G. (1999). Using assessment strategically to change the way students. *Assessment matters in higher education*, 41.
2. Gibbs, G. (1999). Improving teaching, learning and assessment. *Journal of Geography in Higher Education*, 23(2), 147-155.
3. Brown, G. T., & Hirschfeld, G. H. (2008). Students' conceptions of assessment: Links to outcomes. *Assessment in education: principles, policy & practice*, 15(1), 3-17.
4. Marzano, R. J. (2010). The art and science of teaching/representing knowledge nonlinguistically. *The Key to Changing the Teaching Profession*, 67(8), 84-88.

5. J. Hattie, & S. Clarke (2019). Visible Learning: Feedback. Routledge, 176, pp., 48.99 (AU Paperback) (ISBN: 978113859989), 221.00 (AU Hardcover), (ISBN: 9781138599888)
6. Wiggins, G. (1990). The case for authentic assessment. *Practical assessment, research, and evaluation*, 2(1), 2.
7. Walshe, N. (2008). Understanding students' conceptions of sustainability. *Environmental Education Research*, 14(5), 537-558.
8. Steel, A., Laurens, J., & Huggins, A. (2013). Class participation as a learning and assessment strategy in law: facilitating students' engagement, skills development and deep learning. *The UNIVERSITY OF NEW SOUTH WALES LAW JOURNAL*, 36(1), 30-55.