

PERSONAL ENCOURAGEMENT IN THE DIGITALISED WORLD

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Abstract

Evaluation is not only a method which aim is to measure the students' knowledge, but also a personal feedback. As in the business area, the schools try to reach the most objective way of evaluation, although the materia is the human being. In this article I want to show the satisfaction of students' about the evaluation techniques which are used. I also made a research for the needs of the students; it showed a paradox between the needs and the used evaluation devices. In this research 70 grammar school students took part, and they were asked about how they saw the evaluation techniques now and what they thought about the digitalised evaluations. I wanted to know their opinion about the evaluation accessibility of the oral presentation and written marks, and made a comparison between them and the digitalised personal encouragement. The results showed less efficiency than expected.

Key words: *evaluation, digital vision of the future, ways of rewarding.*

Introduction

The methodology of education has been changing in all parts of the world. Information technology, quicker computers and access to the Internet have been gaining a grater and greater ground in all aspects of life. Slowly but surely there will be a digitalised world in education, as well.

A greater volume of school and educational development project has been launched in Hungary nowadays that supplies schools with modern equipment. Digital technology arises several questions both from the part of the teachers and students. The objective of development is not only technical supply but also the reform of education.

One of such areas that has not been examined too much is evaluation and its objectivity. Although objective, controlled evaluation that excludes sympathy is a key question, behind all marks, oral presentations and assignments we can find socialisation. It can only be achieved by individual evaluation: rewarding and punishment.

In this article I would like to point out the problems of personal rewarding through motivation on the one hand and to present research in which 70 students of secondary education were asked about the present methods and ideas of the „school of the future” on the other hand.

The students were asked by a questionnaire and it had a part of three sections about the evaluation. They filled it by the guidance of their headmasters. The aim was to know their opinion about the oral presentation and written marks. I also made some questions about the computer based evaluation, the agreement or disagreement of it usage. Do they agree or is it an accessible solution for get marked?

Motivation

Motivation is both an inner and outer drive that encourages us to act, a kind of force.

Needs are basic motivation factors. The best known systematisation can be linked to Maslow and his pyramid has been criticised by a lot of people in many different ways but its excess or total replacement have not been successful so far (Atkinson et al. 2003, p. 402).

- a. Under the term „need” we mean the desire of someone or a kind of community for the necessary goods or intellectual properties (Atkinson et al. 2003, p. 300),
- b. Motivators: Herzberg outlined motivators in his two-factor system of incentives. (Herczog, 1996, p. 35). One of the factors is hygienic ones: reward, social performance, working hours, working conditions i.e. everything that is necessary for carrying out activities optimally.

The second factor is motivators, i.e. the extra benefits, bonuses, trainings that make work better and more enjoyable.

These are:

- successful performance: the feeling of a kind of inner pleasure, satisfaction,
- content of the job: varied jobs of individual interest are performed more willingly than monotonous, boring activities,
- responsibility: if somebody is responsible for something and it is recorded, they are striving to do their best concerning the tasks assigned,
- improvement: the possibility of individual career-making and studying, knowing new things (Atkinson et al., 2003, p. 402).

The role of the application of motivation and its role in performance were outlined by Vroom in 1964 expressed in a formula (Bábosik et al., 1999, p. 223).

$$\text{Motivation} = \text{Attraction} \times \text{Expectation}$$

Evaluation

- comparison with, criterion and definition of a kind of requirement,
- considerate judgement of something or somebody (Hámori, 1999, p. 130).

The purpose and point of evaluation:

- to provide the student with feedback,
- if their performance is not appropriate or can be increased, they must have a possibility for improvement,
- their teacher should inform them about support,
- to ensure the possibilities of self-realisation for those evaluated,
- to make professional development possible (Hámori, 1999, p. 151-152).

The basic problems of evaluation are:

- whom,
- what,
- when,
- where,
- how.

Basically it has two types: satisfaction and dissatisfaction. Satisfaction is when somebody performs at least in accord with or even better than expected- it is recompensated by reward. Dissatisfac-

tion is when someone does not meet the requirements or the assessor expected more than the present result and it is expressed by punishment, sentencing and withdrawal (Reznek, 1999, p. 25).

The points of view of education regarding rewarding and punishment

Four main areas of science deal with the question of evaluation in more details: pedagogy, psychology, sociology and economics. All four approach it from a different point and examine as well as define the techniques assumed the best by their own research methods.

Within education we can find pedagogy and andragogy. Motivation is an inner drive for them or a kind of internalised compulsion so they present the assessment of results as their own inner drive. They regard continuous feedback and reinforcement important but, on the other hand, rewarding and satisfaction are based on their own inner needs.

Kempf created the so-called iceberg-model that integrates all knowledge that must be acquired by the child in the process of learning (Figure 1) (Zrinszky, 1993, p. 56).

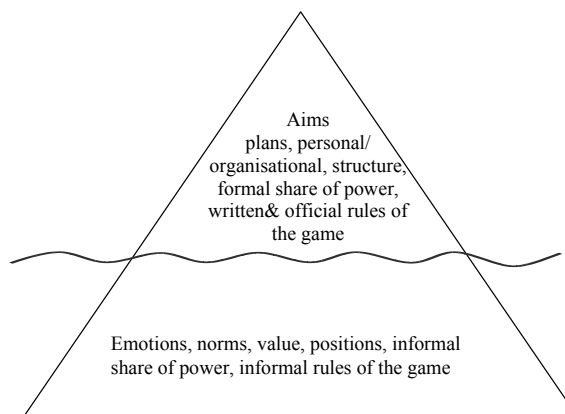


Figure 1. The organisational iceberg model by Kempf (Bábosik, 1982, p. 103).

According to Kempf when we talk about culture it is the things that are above the line and those underneath are regarded as taboo. Keeping this boundary depends on the teachers- in the present case, on the managers. Tausch made a difference between four types: strongly autocratic, authoritative, socio-integrative and laissez-faire (Bábosik, 1982, p. 103).

Pedagogy regards the method of evaluation appropriate if it can influence the students' level of performance, general feeling and the way of total relation to school and studying. It advises the teacher to accept that conditions are continuously changeable and improvable possibilities and all evaluations must be continuous and complex. The third big question taken from pedagogy is the question of requirements. It has two big groups: direct and indirect. It is transferred to control as well as evaluation/incentive. In the case of collective praise or sentencing evaluation derives from the teacher and targets at a group, it is reproduced and irradiated to all its members (Figure 2).

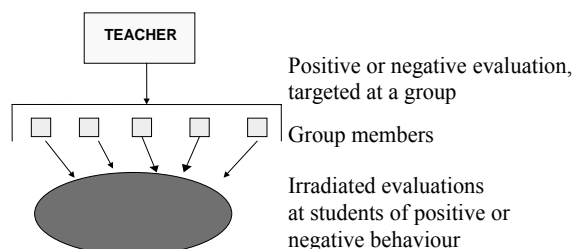


Figure 2. Evaluation targeted at a group (Forgách, 1993, p. 206).

Reward

Reward is acknowledging well-performed jobs, it expresses satisfaction and appreciation.

Its effect is many-sided:

- satisfies the human needs of a higher rank,
- moral reward for work,
- motivating factor for performing better or similarly good work,
- shows example and encourages the other student (Andorka, 1997, p. 503).

Methodology of Research

They have high hopes and expectations towards digital schools. There are some countries, e.g. the USA where marking systems controlled by computers and built on the greater and greater exclusion of subjectivity have bigger tradition. We are on the way to acquire it. There is no or only restricted experience but most of the students have ever met such a form of evaluation.

I asked 70 students of a secondary school to fill in a form asking about the present and the expected forms of evaluation. 61 of them could be assessed. The target group was aged between 17-19. The questionnaire had several parts but I wish to discuss only three questions now.

Results of Research

The first is about the present form of evaluation: both oral and written. Oral presentation was regarded to be reliable (50%), which is quite a big proportion but only 8% saw it as totally reliable, so totally 58% despite the fact that most critics say it is mainly a subjective way of evaluation. Only 15% of the respondents thought this method was not reliable. A sixth question was also asked about the personal sympathy of the teacher and its result was also 13% so it is also in contrast with the arguments.

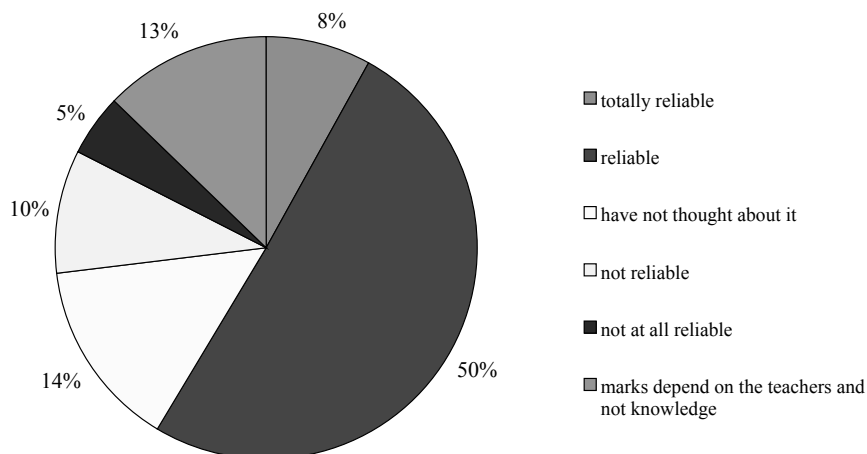


Figure 3. Oral presentation.

Written tasks are seen as more objective. It is also supported by the fact that 58% chose „reliable”, totally 73% saw it more objective. No one stated it was not reliable. However, 7% thought it was suitable.

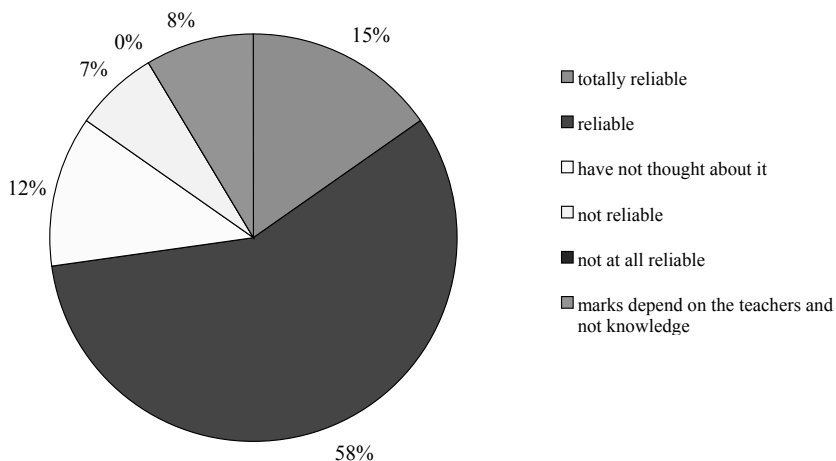


Figure 4. Written marks.

As we had no experience in connection with digital marking at the time of compiling the questionnaire, I could only ask about their opinion and ideas. They could pick more than one of the 11 answers and the twelfth fell in to the category of „other” where they could give their views. Highlighting impersonality was striking high, which means twice as much a proportion in comparison with the others. If we examine relations, we have to notice that students regard it rather more precise than reliable. 8% of them thought it also depended on the teacher. 20% saw it more objective although 7% said it would remain subjective. There can be diverse views on the quality of the expected marks, 15%-15% thought marks would be better or worse, respectively.

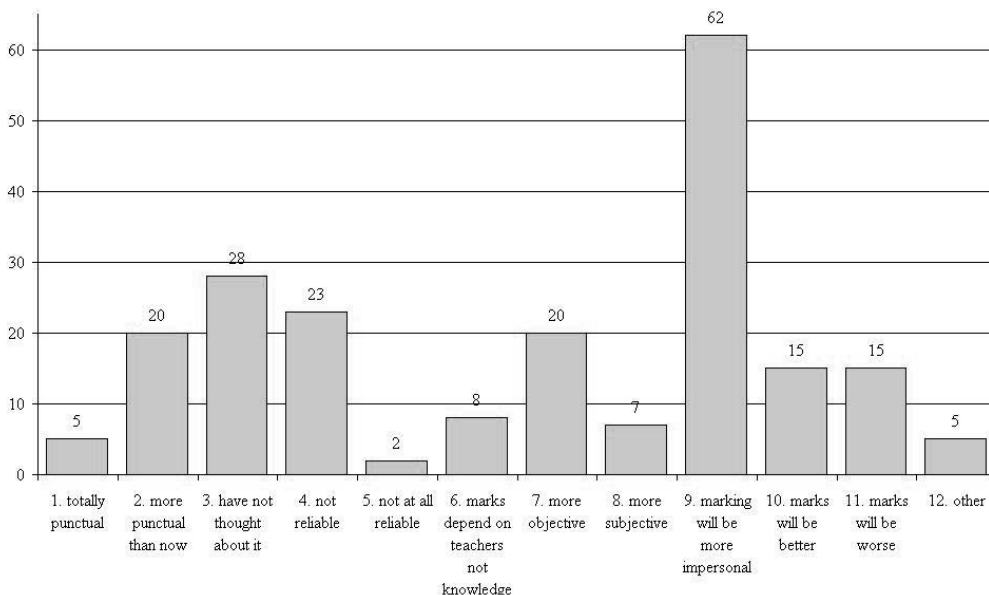


Figure 5. Opinions about digital marking.

It is worth noticing the students' own opinion as they highlight the possible shortcomings:

- although it can make improving the mark better, it is not so good at indicating the stu-

dent's own shortcomings and can modify the methodology of studying-teaching to a lesser extent

- the machine can accept only one solution in contrast with the teacher
- there will be less need for working, thinking and this will have an impact on prevailing in life.

Conclusions

The technique of digital assessment and marking is a question of programming but in the meantime we must not forget about the emotional and psychological development of the students, either, whose important part is getting to know social norms through interpersonal feedback. One of the indispensable tools is school report that cannot be changed to objective measuring of knowledge.

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