Think Like My Teacher (TLMT): a New Method in Assessing Millennial Learners

GenerS.Subia, Ph.D.

Nueva Ecija University of Science and Technology

Abstract : *The study aimed to investigate the effectiveness of one of the new methods in assessment of students' learning which was introduced by the researcher. The "Think Like My Teacher (TLMT)". This study utilized the developmental research design. The respondents of the study who were asked to rate and assess the method's effectiveness were 115 students of Assessment of Learning 1(ASL 1) during the academic year 2016-17 who belong to the millennial generation. The data that were gathered by the researcher were tallied and tabulated using weighted mean. The study found out that the TLMT was a very unique and very effective method in providing meaningful, enjoyable and engaging test experience to millennial learners. Furthermore, the TLMT trains the learners for increasing their analytical skills in situational settings by solving both complex and simple problems by making accurate decisions given available information.*

I.   Introduction

"Teachers…are the most responsible and important member of society because their professional efforts affect the fate of the earth". – Helen Caldicott.

Teaching is both science and an art employing strategies, schemes or tactics to achieving a goal. Strategies, to be useful require intelligence, maturity and devotion of teachers.Furthermore, successful teachers should have the knowledge and the sense of purpose that allows them to rise above casual or conventional approaches and to do things others cannot (Boiser, 2000).

According to Crockett (2015), teachers should be creative in their thinking and in their approach. An innovative educator is very uncomfortable with doing business as usual, especially when it yields no result.So they go to work brainstorming ways to make things better. They may change up a lesson to make it more engaging or increase student motivation. They may adopt a more unconventional approach to handling challenging students so as to develop a stronger rapport.

The learners of the digital generation of today who were born from 1981 to 1997 are called the millennials**.** This generation is also referred to as generation Y. They are digital, unique andthey love playing games, watching video clips and doing collaborative activities. They are accustomed to adults showing a great deal of interest in many aspects of their life. They have a degree of expectations that their teachers and professors will continue with this personal connection that there is a rapport with their teachers and they appreciate it when professors show the same interest and they seem to be more willing to pursue learning outcomes when instructors connect with them on a personal level (Price, 2011).

To show support to millennial learners and to established rapport with them in order to make the learning more meaningful, teachers should design their teaching methods, strategies and assessments that will cater the needs of this new breed of learners.

Based on the above situations, this study was conceptualized. This aimed to investigate the effectiveness of one of the new approaches in assessment of students' learning which was introduced by the researcher in his class. He named it "Think Like My Teacher (TLMT)".

II.   Methodology

This study utilized the developmental research design. Developmental research, has been defined as the systematic study of designing, developing, and evaluating instructional programs, processes, and products that must meet criteria of internal consistency and effectiveness. Developmental research is particularly important in the field of instructional technology. The most common types of developmental research involve situations in which the product-development process is analyzed and described, and the final product is evaluated (Richey, 1994).

In this study, the TLMT was the new product that will be analyzed and described. The respondents of the study who were asked to rate and assessed the method's effectiveness were 115 students of Assessment of Learning 1(ASL 1) during theacademic year 2016-17. The data that were gathered by the researchers were tallied and tabulated using weighted mean.

Scoring. The responses were rated using the following scale:

Rating Scale	Verbal Description	Interpretation
4.20 to 5.00	Strongly Agree	The method is very effective
3.40 to 4.19	Agree	The method is effective
2.60 to 3.39	Moderately Agree	The method is moderately effective
1.80 to 2.59	Disagree	The method is not effective
1.00 to 1.79	Strongly Disagree	The method is worst

The researcher also asked the respondents to have reflections and reactions to verbalize their comments regarding the TLMT.

III.   Results and Discussions

3.1.Conceptualization of the Think Like My Teacher (TLMT) as a new Assessment Method.
The researcher based his conceptualization of TLMT assessment in situational problems in the board exam and similar examinations where the students will analyze the problem and try to determine the correct answer by trying to predict what the test constructor's idea was when he/she devise the question.
This assessment method tries to train the students on how to think like an expert test-constructor to help them pass the licensure examination. Likewise, the researcher considers the characteristics of the intended users by making the TLMT a play-based and collaborative assessment activity.

3.2.Description of the TLMT
This is a group activity wherein the teacher will present video clips to the class and the grouped students will guess the term/phrase/statement that pertains to what the teacher thinks about the shown video. The term/phrase/statement must be those that they have studied in their subject.

3.3.Mechanics of the TLMT
1.The whole class should participate and form groups with 5 to 6 members.
2.A total of 7 video clips will be shown to the class.
3.All members of each group will write on a piece of paper the term/phrase/statement which they believe is what their teacher thinks in relation to the video clip. The term/phrase/statement must be those that they have studied in their subject.
4.Each member can only write one term/phrase/statement per video clip. If each member has written similar answer only one answer will be given a score.
5.The process will continue until the last video clip is shown.
6.The teacher will then reveal the corresponding terms/phrases/statements which he thought of for each video clip. For each video clip, the teacher will show 5 terms/phrases/statements that he/she have written before the game.
7.The score will be based on every similar answer of the teacher and each member of the participating groups. Each group can score up to 5 points per video clip.
8.After combining the total scores of each group, the 3 groups with the highest scores will then be declared as the winners and will receive perfect scores in the activity.

3.4.Efectiveness of the TLMT as Assessed by the Respondents
Table 1. shows the assessment of the respondents regarding the effectiveness of the TLMT as new method of assessment.
It can be noted on the table that the respondents strongly agreed that the new method of assessment called "TLMT" was very effective.
Among the 10 items enumerated on the table, the top five in rank for the respondents are: the method is very innovative and creative (wm=4.97), the method was very engaging and enjoyable (wm=4.53) and the method trains the students to increase their analyzing skills in situational settings (wm=4.51), the method is very

relevant and meaningful (wm=4.42) and the method capitalize on what the learners like most and do best, compete and play! (wm=4.32).

This means that TLMT, for students as an assessment method is very unique, captivating, likeable, useful and it enhances theirability to participate, visualize, conceptualize or solve both complex and uncomplicated problems by making decisions that are sensible given the available information.

Table 1.Effectiveness of the TLMT as Assessed by the Respondents

Effectiveness of TLMT as New Assessment Method	Weighted Mean	Verbal Description
1.This method was very engaging and enjoyable.	4.53	SA/VE
2.This method is very innovative and creative.	4.97	SA/VE
3.This method satisfies the learning objectives.	4.25	SA/VE
4.This method caters individual differences and promotes divergent thinking.	4.19	A/E
5.This method capitalize on what the learners like most and do best, compete and play!	4.32	SA/VE
6.This method promotes learning using social and collaborative skills.	4.31	SA/VE
7.This method is effective in developing critical and systems thinking.	4.24	SA/VE
8.This method supports the learning of the students with the use of digital technology.	4.14	A/E
9.This method is very relevant and meaningful to students	4.42	SA/VE
10.This method trains the students to increase their analyzing skills in situational settings.	4.51	SA/VE
Overall Weighted Mean	4.39	SA/VE

Legend: 1.00 to 1.79 Strongly Disagree(SD)/Worst (W); 1.80 to 2.59 Disagree (D)/Not Effective (NE); 2.60 to 3.39 Moderately Agree (MA)/Moderately Effective (ME); 3.40 to 4.19 Agree (A)/Effective (E); 4.20 to 5.00 Strongly Agree (SA)/Very Effective(VE)

Education experts advise that effective activities are those that are meaningful to students. It should foster a sense of competence, embrace collaborative learning and promote mastery orientations.In aiming for full engagement, it is essential that students perceive activities as being meaningful. Research has shown that if students do not consider a learning activity worthy of their time and effort, they might not engage in a satisfactory way, or may even disengage entirely in response (Fredricks, Blumenfeld, & Paris, 2004). To ensure that activities are personally meaningful, the teachers should connect them with students' previous knowledge and experiences, highlighting the value of an assigned activity in personally relevant ways.

The notion of competence may be understood as a student's ongoing personal evaluation of whether he or she can succeed in a learning activity or challenge. Researchers have found that effectively performing an activity can positively impact subsequent engagement (Schunk & Mullen, 2012).

Collaborative learning is another powerful facilitator of engagement in learning activities. When students work effectively with others, their engagement may be amplified as a result (Wentzel, 2009). To make group work more productive, strategies can be implemented to ensure that students know how to communicate and behave in that setting. Teacher modeling is one effective method (i.e. the teacher shows how collaboration is done), while avoiding homogeneous groups and grouping by ability, fostering individual accountability by assigning different roles, and evaluating both the student and the group performance also support collaborative learning.

Finally, students' perspective of their activities also determines their level of engagement. When students pursue an activity because they want to learn and understand (i.e. mastery orientation), rather than merely obtain a good grade, look smart, please their parents, or outperform peers (i.e. performance orientation), their engagement is more likely to be full and thorough (Anderman & Patrick, 2012).

3.5.Relections and reactions of some students regarding TLMT

The following are the different reflections and reactions of some respondents who have experienced the TLMT.

Respondent number1

In this subject, I experienced the new method of quiz/group quiz and it was named "Think Like My Teacher(TLMT)". I felt excited because it was a new learning experience. When we tried

the first video, I got the correct answer and I felt happy because "speed test" was one of the correct answers. The sad part of that is that it was just a practice and not counted. After that, my answer was like the answer of Ate Daisy so that I need to think of another answer since similar answer will only be given one point. In the next video and until the 7th or last video, it's often that I have the same answer with my group mates. My group got a score of 9 out of 35 and it was second to the highest. The highest that time was the group named "Cookie-nators". Happily, my group got prize from our teacher.

TLMT was exciting but it was very hard to have a high score because you need to think what your teacher's thinking too. If you got the correct answer, you will be happy. I will suggest to our professor to share it to other teachers because it was exciting, with great learning experience and it will enhance your understanding and your thinking skills.

Respondent number 2

My reflection in the "think like my teacher" is: This activity is not familiar to us, especially to me. I feel nervous at first because watching movies and video clips for me are boring and not interesting. But when the example (practice) video was played I got interested because the video is all about father and daughter. At the end of the movie clip, I cried because I remembered all the happy memories with my daddy and also when the song "dance with my father" plays. I remembered how my daddy cried, how he played with us and how he danced with me during my 18th birthday. I feel proud, happy and blessed because I have a dad like him. And one thing came to my mind: daddy is very important to us. When the first movie clip plays, my idea is about bodily kinesthetic but it is not similar to what my teacher thinks so I did not get a point.

At the end of the activity, I got three answers and we were one of the top three winners and we got high grade and prize from our teacher, cookies with nips. This activity is exciting because it is different from other activities and every one of us share different ideas and the most important thing is that our group enjoyed it and we learned new knowledge together.

Respondent number 3

"Think like my teacher" was an assessment activity created by our professor to determine if he and students think alike in terms of concepts needed to be addressed in different video clips that he gathered. According to him, it is very advantageous on the part of students to think similar to professor who is involved in test construction (standardized) and LET reviewer like him for us to pass our licensure examination.

There were seven video clips. I got interested in the activity because watching videos or movies is one of my hobbies. The task was that individual members of the group must be able to contribute and write one concept related to assessment of learning that each video clip conveys. The concepts that the members of the group have written must be similar to what the teacher has previously written when he had watch the videos.

When the first video clip was initially being played, I already got an idea. In half of all the videos, I was the first in our group to write down a concept (and it turned out that many of my answers were correct). I was surprised of my own mental process. It was because usually, I have a slow mental processing ability. I was grateful that the activity gave me a moment of self-discovery.

My other groupmates got some hardships on thinking other concepts because they sometimes thought of the same ideas. That made me realized that we haven't got a wide array of concepts yet. Nonetheless, learning is a continuous and lifelong process. There's still time and space for improvement.

Respondent number 4

Every teacher has its own strategy in teaching and assessing students. How will the students attain the learning objectives and at the same time, the students will not be bored inside the classroom while the teacher is teaching. There are many strategies that the teachers use in teaching and in testing the students and most of these strategies are very common or usual.

In ASL, we had oura group activity/quiz called "think like my teacher" which was invented by our professor. I have never encountered this kind of activity until sir introduced it. It was fun and enjoyable because it is different from other activities. We should think what our teacher thinks, not what we think is the answer. There were 7 video clips and each of them, we gave five words, terms or phrases that we have studied in ASL which correspond to the video we had watched.

I can see myself using this strategy in my future career which is educator or teacher. In this activity, I have realistically learned that it is in the hands of the teachers if their students will learn meaningfully, how their students will grow and how will they inspire others.
Respondent number 5

"Don't put a limit on anything. The more you dream the further you get"-Michael Phelps. This statement is being manifested on the concept of the activity entitled "Think Like My Teacher". I find it very innovative and unique. It requires and develops critical thinking and higher order thinking skills. Simple video clips have been incorporated in teaching in particular to the assessment. It is very interesting, motivating and meaningful.

As my reflection, being a teacher in the future, I should practice myself to become more creative, innovative and realistic in terms of developing assessment tasks. It will ensure me the efficiency and effectively of the learning tasks considering the appropriateness to the students. As the driver of the educational wheel, I should remember that the attainment of the learning goals maybe dependent upon the methods we are using. That's the reason why we should be critical on establishing and conducting instruction up to evaluation.

"Our task, regarding creativity, is to help the children climb their own mountains as high as possible. No one can do more."-Loris Malaguzzi.

IV. Conclusions and Recommendations

The TLMT is a new play-based and collaborative assessment method which aims to train the students to increase their analysis and test taking skills.

It was rated very effective by the respondents because of its uniqueness and its nature as some sort of a game because of its play-based characteristics.Likewise, it is very meaningful and engaging and trains the learners to analyze and think critically.

Based on the conclusions it is recommended that: a.TLMT should be shared by the researcher to his colleagues so that more students will be benefited; b.Professors should take initiative in trying to develop assessment strategies that will facilitate their teaching-learning process; and c. Administrators of schools and universities should support this kind of developmental research to address the needs of the millennial learners.

V. Acknowledgements

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