



ASSESSMENT OF LEARNING OUTCOME IN EDUCATION

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Abstract: Discussing multiple problems related to the teamwork common proficiency, motivational profiles, and academic performance. We suggest four theories: 1) students improve their teamwork ability through specific training and by carrying out a set of activities integrated into an active learning process; 2) students with higher mastery motivation have a better attitude toward teamwork; 3) students with different types of inspirations reach different levels of speculative performance; and 4) students show different impulse profiles in different conditions, such as types of courses, teaching procedures, and different times of the knowledge process. The results indicate that there is a correlation between the motivational profiles of students and their estimation of teamwork competence. Finally, the results point to a clear relationship between some kind of motivation and academic performance. In particular, four kinds of motivation are analyzed, and students are classified into two groups according to them. Show higher spur for avoiding failure obtain, in general, inferior academic performances

Keywords: Teamwork, motivation, generic competences, academic performance.

I. INTRODUCTION

Data mining, the extraction of unseen predictive information from large databases, is a powerful new technology with great potential to help companies emphasize on the most important information in their data warehouses. Data mining tools predict future trends and behaviors, allowing productions to make proactive, knowledge-driven decisions. The automated, prospective analyses offered by data mining move past the analyses of past events provided by retrospective tools typical of decision support systems. Data mining tools can answer business questions that traditionally were too time consuming to resolve.

Although data mining is a relatively new stretch, the technology is not. Companies have used powerful computers to sift through volumes of supermarket scanner records and analyze market research reports for years. However, continuous innovations in computer processing power, disk storage, and arithmetical software are dramatically increasing the accuracy of analysis while driving down the cost.

II. LITERATURE SURVEY

As previous studies, academic motivation has a direct influence on the attitudes and habits of students. For this reason, we consider it is necessary to analyze student motivation depending on different circumstances, as well as its influence on academic performance and on students' attitude towards teamwork. Three experiments have been conducted in order to confirm or reject these theories. The first one is focused on the first theories. In previous works we studied the improvement of students in "teamwork" capability measured by means of the Team Work Behaviour Questionnaire (TWBQ). The results did not show substantial changes in student abilities and we found two reasons that could explain these results. First, a semester might be too short a time to accurately measure the success of the methodologies used, which are evaluated pre- and post-term. Second, it is possible that the methodologies alone do not improve the generic competences that we studied. Theories 2 and 3 were analyzed in the second experiment, in which we used the Achievement Goal Questionnaire (AGQ) in addition to the TWBQ test. Finally, we conducted the third experiment in order to study theories H4. In this circumstance we used the AGQ test in different courses at different universities,

different years, different types of courses, different teaching methodologies and at different times during the term.

III. PROPOSED SYSTEM

Several aspects of student's academic motivation have been studied according to the facets listed in the AGQ test. We have also studied the awareness that students have about their teamwork competence, using the TWBQ test for this study. One of the first conclusions of this study suggests that students improve their teamwork competence if they receive exact training in areas related to this competence. It is not enough for students to work in a group to acquire this ability on their own. It is necessary to schedule training on leadership, conflict management, planning, etc. In addition, it is necessary to program activities within the course that help develop this competence. These actions should target not only specific course content, but also encompass learning some of the facets that will enable them to attain coordination competence. In addition, as it has been shown, the teamwork competence is enhanced if the student has an incentive for learning. We can also conclude that motivation for results is higher in compulsory courses than in elective courses.

This motivation has a double viewpoint: to improve academic performance and to avoid disappointment. However, we have not detected higher motivation for learning (mastery). Regarding the relationship between motivational outlines and academic performance, Mastery motivation does not seem to be determinant to discriminate among students who obtain better or worse academic performance. On the contrary, Avoidance failure is the main feature to expect this difference. Finally, this study suggests a counter theory. It seems illogical that the greater the awareness in learning, the worse the academic results. Surely, some variables that we have not taken into account in this study must impact the results. As these results were obtained through the data analysis of a single group, a further in-depth study will be necessary to test this issue. An automated Q&A system in collaborative learning operates planned work based on the question answering knowledge base. When a student needs some information, he or she can enquire a question through a designed interface. When a new asked question enters the system, query is created

IV. MODULE DESCRIPTION

4.1 Staff

Staff login by using their unique username and password. Staffs are the only authorized person to access staff module for security purpose. So others don't get rights to access this module.

4.1.2 S - ANS

In this module staff can view the students' questions and replies. Staff can choose which answer correct or wrong. It helps to bring the answer top from multiple answers.

4.1.3 S - QRYS

In this module staff can view the students' questions and reply for that questions.

4.2 Student

After Registration here student has to login by using their unique username and password. Students are the only authorized person to access student module for security purpose. So others don't get rights to access this module.

4.2.1 Search

Students can search the existing questions in this module. And students can see the answer for which they selected.

4.2.2 New Question

In this module students can ask their question. It will be show to other students and staffs

4.2.3 Reply

In this module students can answer to other students' doubts.

4.2.4 Rating

In this module students can answer to other students' doubts and answers. And they can give rating for answers. Other user doesn't get rights to access this module for security purpose

4.2.5 Answer

In this module students can view all questions and answers with ranking based list. Other user doesn't get rights to access this module for security purpose

4.2.6 Results

In this module students can view the results based total questions and correct & wrong answers. Other user doesn't get rights to access this module for security purpose.

V. ALGORITHM

Decision trees:

Tree-shaped constructions that represent sets of decisions. These decisions generate rules for the classification of a dataset. Specific decision tree approaches include Classification and Regression Trees (CART) and Chi Square Automatic Interaction Detection (CHAID). Decision tree learning uses a decision tree as a predictive model which maps observations about an item to deductions about the item's target value. It is one of the predictive modelling approaches used in statistics, data mining and machine learning. Tree models where the target variable can take a finite set of values are called classification trees. In these tree constructions, leaves represent class labels and branches represent conjunctions of features that lead to those class labels. Decision trees where the target variable can take continuous values (typically real numbers) are called regression trees. In decision study, a decision tree can be used to visually and explicitly represent decisions and decision making. In data mining, a decision tree describes data but not decisions; rather the resulting classification tree can be an input for decision making. This page deals with decision trees in data mining.

VI. CONCLUSION

One of the first assumptions of this study suggests that students improve their teamwork ability if they receive specific training in areas related to this skill. It is not enough for students to work in a group to acquire this capability on their own. It is necessary to schedule training on leadership, conflict management, planning, etc. In addition, it is necessary to program actions within the course that help develop this skill. These activities should mark not only specific course content, but also encompass learning some of the facets that will enable them to attain teamwork competence. In addition, as it has been shown, the teamwork capability is enhanced if the student has an inspiration for learning. We can also conclude that motivation for results is higher in compulsory courses than in elective courses. This motivation has a double perspective: to improve academic performance and to avoid failure. However, we have not detected higher motivation for learning.

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