

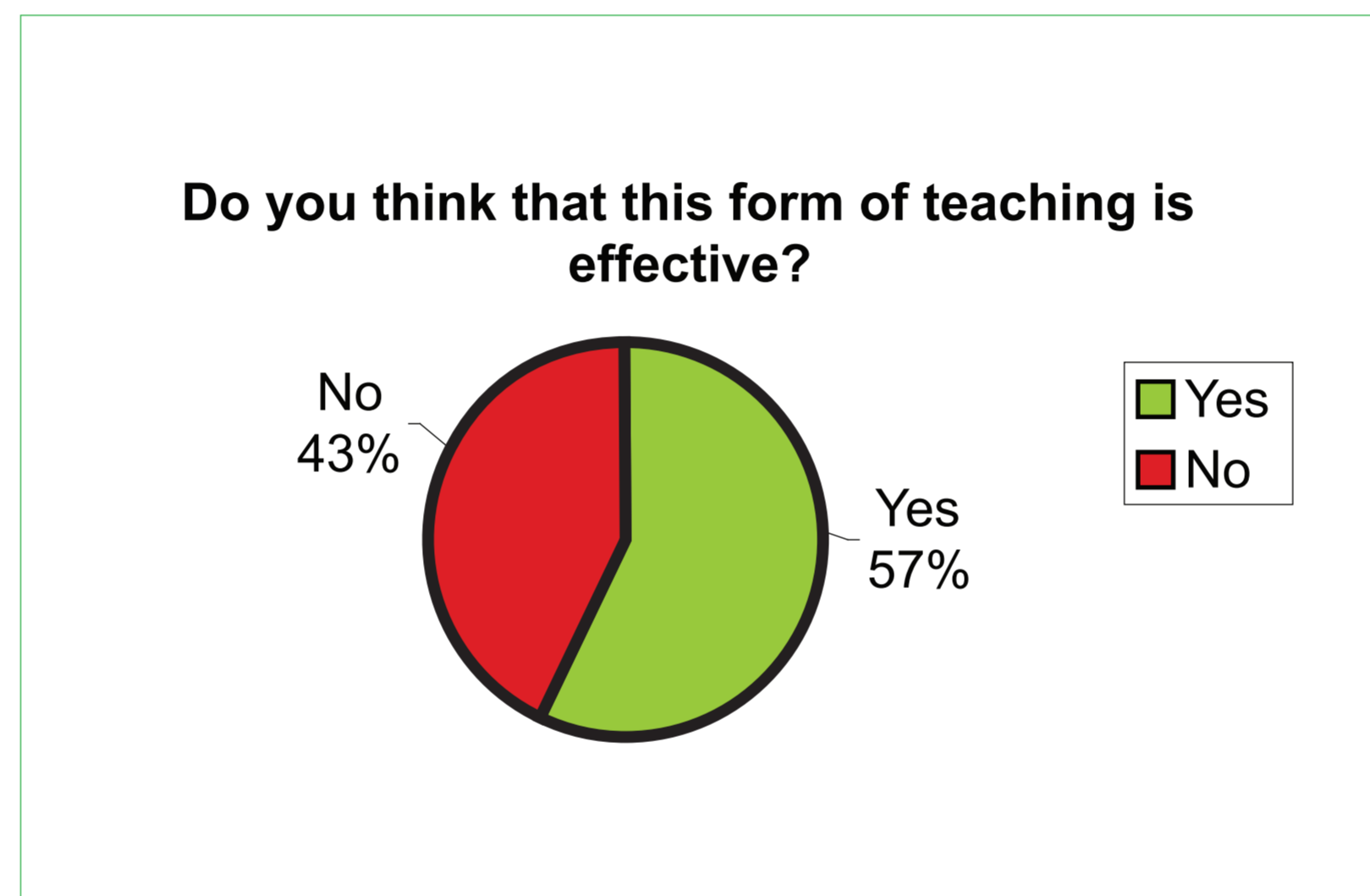
Does the Traffic Light System get the Green Light?

AIM: To discover the effectiveness of this self assessment methodology at the end of a topic.

Method

1. Students were given a copy of the Genetics section of syllabus.
2. Students marked:
'Green' on the concepts they understood fully, 'Orange' on the concepts they just about understood, 'Red' on the concepts they needed further clarification.
3. Students declared which colour they were for each concept and were broken into small groups where 'Greens' taught 'Oranges'. There were no 'Reds' for the period of this research.
4. I introduced a 'Feedback Session' i.e. after the 'Greens' had taught the 'Oranges' one student reported what they had learned to the main group.

Results – student opinion



Recommendations

1. Introduce this method earlier in student career e.g. at Junior Certificate.
2. Use this method as a short revision exercise e.g. 5 mins at end of short sections of the course.
3. Use the feedback session to ensure that each group has learned the information accurately and has understood it fully.

Good points of method

- ✓ "Good for Revision"
- ✓ "Highlighted what I needed to learn"
- ✓ "Greater understanding of areas not previously understood"
- ✓ "Teamwork – learning from another student"
- ✓ "Fun way of learning"

Negative points of method

- ❖ "Didn't take it seriously"
- ❖ "Too time consuming – could have been doing a new topic"

How could method be improved?

- ✓ More organised
- ✓ Taken more seriously
- ✓ Smaller groups
- ✓ More teacher supervision
- ✓ Use only 50% of class time