EXAMINING THE USE OF TRAFFIC LIGHTS TECHNIQUE TO ENABLE STUDENTS TO SELF-EVALUATE

İjlal Ocak,
Ramazan Uzunboy

Abstract. Feedback in education strengthens learning and ensures that errors are corrected on time. Students' ability of self-evaluation prevents wrong learnings by giving feedback in a short time. However, students should be encouraged to give feedback in a short time. In this study, the traffic lights technique was applied to students to evaluate their progress and inform their teachers about their applications while making applications on computer software in information technology.

In practice with ten participants from 6th grade students, each student was provided to make an assessment about himself, according to these results, the teacher gave feedback and corrected quickly.
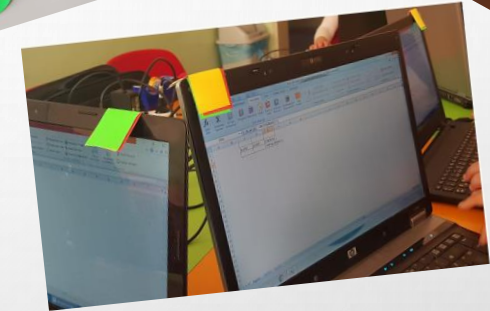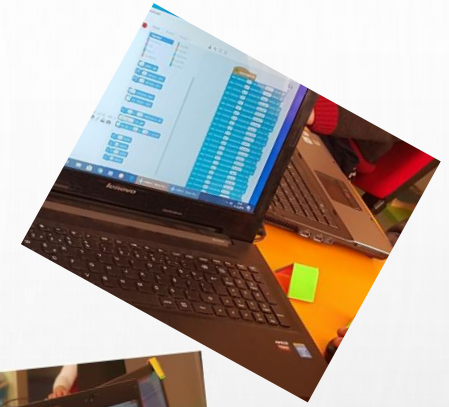
Red card shows no progress

The yellow card indicates partial continuing and some problems

The green card indicates that the subject is understood or that the activity continues without any problems

The color cards are distributed to students and students are wanted to evaluate them selves

In our research, which is a rooted solution to the problems that will arise during the evaluation, feedback and correction, which is one of the most important elements of performing classroom activities, the students used the Traffic Lights Technique while expressing their self-efficacy and the teacher achieved effective learning by giving effective and quick feedbacks. In-class interaction has increased, each student has been contacted and a quiet classroom environment has been provided. In addition, the Traffic Lights Technique used for monitoring students and evaluating the process has proven its effectiveness.