

ASSESSMENT OF CULTURAL DIVERSE LEARNERS IN RADIO AND TELEVISION PRODUCTION PROGRAM IN HIGHER EDUCATION

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Abstract

The increase in racial, ethnic, and cultural diversity in higher education is reflected in many classrooms. Assessment determines what students need to learn and improve learning. The rationale of developing assessment in radio and television production courses in higher education is to determine how well students are learning. The increasing rate of social change, the expanding awareness of global conditions, and the constancy of advancing technology have stimulated significant interest in minority groups to learn. The need for new skills, increased technical knowledge, and improving basic literacy, many minorities are enrolled in Radio and Television program. However, diversity with practice is complicated, confusing, and dynamic, and for some classroom instructors' it is burdened with uneasiness, difficulty, and discomfort.

Key words: Diverse learner, Assessment, Radio and Television, and Broadcast Journalism.

Introduction

Colleges and Universities are seeing record numbers of non-traditional and minorities returning to the classroom for skill improvement, job advancement, and personal understanding (Merriam, Courtenay & Cervero, 2006). The increasing rate of social change, the expanding awareness of global conditions, and the constancy of advancing technology have stimulated significant interest in minority and culturally diverse groups to learn (Merriam et al., 2006). These changes have led to the relevance of culturally responsive teaching and assessment of diverse learners in higher education (Dogini, 2016).

Educators need to select assessment procedures that consider learners' cultural traits in assessing diverse learners. Assessment instruments are designed to discover what learners' grasp and understanding so that educators can exploit learners' strengths (Richards, Brown, & Forde, 2006). In interpreting assessment results, educators understand that performance assessment depends on backgrounds and experiences of the learner (Dogini, 2015). Incongruous assessment procedures of diverse learners have posed a problem and overrepresentation of students in some educational programs (Klingner et al., 2005; Linan-Thompson & Ortiz, 2009; Ortiz & Artiles, 2010). However, the analysis of practices within culturally responsive assessment is limited. Culturally responsive assessment practices call for educators to choose assessment instruments

and procedures appropriate to validate cultural diverse learners (Gay, 2010) in radio and television production programs. Culturally responsive assessment practices call for educators to acknowledge the impact of classroom instruction, teacher's bias, and performance assessments, assessment procedures and to understand (Lee, 1998, Klingner et al., 2005) that learning in radio and television production is exhibited by continuum performance assessment rather than just knowledge, skills and prior experience (Dogini, 2015; Gay, 2013; Klingner et al., 2005).

Defining Cultural Diverse Learner

According to Sociologist, cultural diversity is referred to the variety of human societies or cultures in the world (Hays, 1996). Cultural diverse learners in higher education refer to the variety of the makeup or the multiculturalism of learner's. It is also called multiculturalism. Cultural diverse learners are students from different social structures, belief systems, and approaches to cultures that are used for adjusting to learning situations in higher education (Smith-Maddox, 1998). Also, the differences in race, language, ethnicity, values systems, religion, and local cultures that makeup learners in higher education accounts for the diversity. Amadeo (2016) stated that cultural diversity is when differences in race, ethnicity, language, nationality, religion, and sexual orientation are represented in community.

Diverse learners in higher education are individual students with differences in the learning styles, and have educational background and language that may affect his or her ability to succeed or cause learning difficulties. Diversity among students and faculty are on the rise, as a result educators must understand and apply different methods of assessment and instruction to enable all students to succeed. In the United State, a cultural diverse learner includes immigrants, indigenous Americans, and descendants of people from every continent on the globe.

This boundless diverse students in higher education bring opportunities that need to be explored and treasures to be appreciated, potentials for enriching our classroom and they help educators challenge the status quo. Dogini (2015) asserted that as broadcast journalism is becoming very demanding globally, educators need to admit their lack of understanding on how to assess and instruct certain student population. This admission creates an avenue for growth for educators and a benefit for the student population when the educators improves (Dogini, 2016). Cultural responsive educators understand diverse learners' cultural differences and beliefs and they listen to the students to adjust his/her instruction and assessment method (Dogini, 2016).

Diversity in radio and television programs

Learners worldwide are increasingly diverse, and this diversity is reflected in science, technology, engineering, and mathematics (STEM) fields. Diversity in radio and television programs in higher education comprises of learners from all races, nationality, genders, color and socioeconomic backgrounds; learners who speak different languages and

cultures, and others. Diversity is increasing in higher education, with a higher enrollment of women than men, lower income learners, more international learners and higher graduation rate from college, particularly in radio and television (Kleinfeld, 2009; Snyder & Dillow, 2010). In the 21st century there has been increase in racial and ethnic minority learners (Snyder & Dillow, 2010) particularly in radio and television programs in higher education. Racial and ethnic minorities attending college has continued to increase as the demographic continues to change (Murdock & Hoque, 1999; Murdock & Swanson, 2008).

Although, some may argue that radio and television programs in higher education is becoming more cultural diverse, minorities still perceive barriers to education and how they are taught. As a former learner of diverse culture, this observation is attributed to the differences in the treatment of learners in the classroom and the inability of instructors to understand learners and be sensitive to and inclusive in their teaching styles and content. Instructors who are acclimatized to differences in cultural communication patterns and sensitive to learner's style of communication are more likely to draw out what the learner grasp, and how he grasps new ideas (Bishop and Glynn, 1999). This study examines how to use assessment techniques to teach learners from diverse cultural backgrounds and tackling the needs of cultural diverse learners in radio and television production course in higher education.

Increasing Opportunities for Learners through Cultural Diversity

The increase in racial, ethnic, and cultural diversity in higher education and in radio and television is reflected in many higher educations. The diverse learners' composition of radio and television production classrooms brings many challenges as well as many opportunities to classroom instructors. A classroom instructor that has knowledge of effective practices, production and with the support of administrators and colleagues can create an environment that are responsive to the needs of all diverse learners. Though instructors recognize the important differences among learners, but uniformity still dominates educational practices (Phuntsog, 1999) in radio and television. Most higher education institutions still function as if all learners were the same because they use the same textbooks and the same materials for learning. The instructor delivers the same information at the same time to everyone.

There is imbalance between uniformity and diversity in terms of practice. Most higher education institutions are biased toward uniformity over diversity. For instructors, sameness is easier to accommodate than difference, because educational practices were developed to consciously promote the same education for all learners. Learners will benefit from an exceptional teacher and an engaging learning experience. Thus, students deserve to be treated with respect and given an opportunity to reach his or her individual potential (Berman, 1998, 2005). The challenges classroom instructor face is to identify what should be the same in schools and what should be different. The curriculum for radio and television production course with diverse learner should acknowledge differences yet point out shared abilities and similarities.

Studies have shown that there are no universal solutions or specific rules for responding to ethnic, gender, and cultural diversity in the classroom. Diversity with practice is complicated, confusing, and dynamic, and for some classroom instructors' it is burdened with uneasiness, difficulty, and discomfort (Davis, 1999). Classroom instructors need to be careful, thoughtful and sensitive and do what they think are best for learners. Bennett (1986) noted that classroom instructors teach as they have been taught to learn; therefore students who share a teacher's ethnic background will be favored. Bennett (1986) also warned that ignoring the effects of culture and learning style affects all learners.

Defining Assessment

Assessment is the process by which an instructor determines the degree to which his goals and objectives are being achieved. Assessment is the act of describing learners' performance, primarily for the purpose of enhancing learning. The purpose of developing assessment for cultural diverse learners in journalism and mass communication course in higher education is to determine how well these learners are learning (Dogini, 2015). Angelo & Cross, (1993) stated that classroom assessment helps college instructors to obtain useful feedback on what, how much, and how well their learners are learning. Angelo & Cross (1993) noted, that the fundamental goal of higher education is "to produce the highest possible quality of student learning" (p. 3). The term assessment is used to measure educational effectiveness.

The driving force behind developing assessment instruments in radio and television production in higher education is the emphasis on the courses, accountability, and learner's progress. Higher education instructors, particularly in radio and television production courses are expected to enhance and document how instruction has affected cultural diverse learners' learning outcomes, because instructors are mostly involved in the delivery of knowledge and skill to these learners. Assessment enables the instructor to reflect upon course instruction, and learners' progress in order to identify areas of strengths and weaknesses, and to plan for instructional improvement.

Studies on "concept of assessment and reaction" is re-interpreted to demonstrate how the procedure can help learners to take control of their learning and help teachers in radio and television production programs modify their projects for all learners. Since, cultural diverse learners in radio/television production courses are self-regulate learners, this reformation is used to identify the principles of good feedback practice that support self-regulation (Nicol, 2009). This study is based on the perspective that individual diverse learners are already assessing their own production and creating their own feedback, which radio and television instructors in higher education should build on this ability. The concept of assessment that supports the principle of feedback, whereby diverse learners are seen as having a proactive rather than a reactive role in generating and using feedback, which has profound implications for the way in which their instructors organize assessments and underpin learning (Nicol, Thomson, Breslin, 2014).

This study argued that formations of assessment have fallen behind formations of

radio/television production in higher education. While diverse learners have been given more responsibility for producing in radio/television in recent years, there has been far greater unwillingness to give diverse learners increased responsibility for assessment processes. If diverse learners in journalism and mass communication are to be prepared for production in radio and television, instructor in these areas must provide them with opportunities to develop the capacity to regulate their own learning as they progress through higher education. This study also argued that assessment and feedback provided principles of good feedback practice that addresses the cognitive, behavioral and motivational aspects of self-regulation. Nicol, Thomson, Breslin (2014) asserted that cognitive, behavioral and motivational aspects of self-regulation relied on assessment and good feedback.

How might teachers use the ideas in this paper? The fundamental proposition of this study is that radio/television production instructors should examine their current assessment practices in relation to the self-regulation model and to the principles. An examination of their current assessment practices might help identify where assessment practices might be strengthened. The principles discussed in this study do not deplete all that instructors do to enhance self-regulated learning radio/television production courses in higher education but a conception. This study's challenge is to cultivate the principles, identify gaps and to gather further evidence about the potential of assessment and feedback to support self-regulation in radio and television programs.

This study examined assessment of higher education learning, cultural diversity, concepts of learning assessment, and learning assessment techniques in radio/television production courses. This study concluded by recommending how radio/television instructors should develop a means of measuring learners from cultural diverse learners' background, attitudes, behaviors, emotions, and personalities in higher education to improve teaching and learning.

Literature Review of Current Knowledge

The outstanding features in studying learning assessment of culturally diverse learner in radio and television in higher education have been the shift in the focus of attention, towards greater interest in assessment and classroom learning. Studies on learning assessment indicate that improvement in learning assessment will contribute to the improvement of learning for diverse learners in journalism and mass communication studies, particularly in radio/television production courses in higher education.

Brookhart and Bronowicz (2003) research on multiple case studies, interviewed learners from different schools looking at different learning assessments. They observed learner's insights of learning assessments, the assignments interests and importance, learner self-efficacy for completing tasks and their goal orientation, and the learning assessment environment. They found that no matter what the learning assessment, learners were more concerned to their own needs and interests (Brookhart & Bronowicz, 2003). Brookhart's (2001) explored learner's perceptions about learning assessment by looking at both formative and summative aspects. The learners selected for the study were

successful diverse learners ready to make transition to higher education. The contribution of this study documented and illustrated the way successful diverse learners use assessment information.

Instructors in higher education are unaware of the assessment effort of colleagues and do not trust or use colleagues' assessment results (Cizek et al., 1995; Hall et al., 1997). In hands-on project, most instructors' learning assessment focuses on basic aims, mainly recall of knowledge and skill. Occasionally, instructor can predict the performance of the learner on the hands-on project reflecting on basic aims, because the instructors' assessments do not tell what he need to know about the learners' learning (Lorsbach et al., 1992; Rudman, 1987). According to Stiggins et al., (1989); Schilling et al., (1990); Pijl, (1992); Bol & Strage, (1996); Senk et al., (1997), there is little focus on such outcomes as speculation and critical reflection, instead learners focus on getting through the tasks and resist attempts to engage in risky cognitive activities (Duschl & Gitomer, 1997).

Ramaprasad, (1983) and Sadler, (1989) in their study identified that the core of the activity of formative assessment lies in the categorization of the leaners perception of a gap between a desired goal and his/her knowledge, understanding and skills. They also asserted that the learner takes action to close that gap in order to attain the desired goal (Ramaprasad, 1983; Sadler, 1989). Ames and Archer (1988) studied the goals that learners already held and found that those with mastery orientation and those with performance direction spoke of the importance of learning, believed in the value of effort to achieve mastery, and had a generally positive attitude to learning. They suggested that the attributed failure to lack of ability, spoke more in terms of their relative ability, about learning with relatively little effort if able, and focused on the significance of out-performing others (Ames & Archer, 1988).

Performance assessment tasks can emphasize knowledge of core concepts and ideas within and across disciplines along with higher order thinking skills. According to Smarter Balanced Assessment Consortium (2010) research study on "Cognitive Demand of Performance Type", found that performance assessments evaluate knowledge and skills of diverse learners used in higher education and in professional work force. The study emphasized deep knowledge of core concepts and ideas in radio and television production course, along with problem solving, communication, and critical thinking, which requires a focus on specific concepts, facts and skill (Smarter Balanced Assessment Consortium, 2010). NWEA (2012) also studied "Cognitive Demand of Test Type" and found that there is a growing recognition that skills are important as content knowledge and learners see critical thinking, problem solving and creativity to be essential for all diverse learners.

Achieve, Inc. (2008) and (2009) study on complexity of use of performance assessment, noted that designing a rubric inherent in the quality performance-based assessments may pose a challenge by using existing rubric to score performance based assessments. Tierney and Simon (2004) asserted that the scoring rubrics used in radio and television in higher education for cultural diverse learner are not as useful, because of inconsistencies

in the descriptions of performance criteria. Achieve, Inc. (2009) found that performance assessment such as in radio and television production courses in higher education are recognized for contributing to increase validity of assessment, but has its challenges, including reliability. Achieve, Inc. (2008) noted that radio and television instructors in higher education collaborate to develop performance assessments that will help instructors in journalism and mass communication to measure full range of cultural diverse learners and their career ready standards. Achieve, Inc. (2009) asserted that important career-ready skill and task assessment such as in radio and television production projects should be measured using performance assessments.

Assessments are designed to measure and reflect broad-based agreement on what culturally diverse learners should know and be able to do. It is important that assessment results and product results match the learning goals and objectives that are important to learners, teachers, and society. Diverse learner in radio and television program in formal higher educational institutions needs direction and support (Pratt, 1988). Pratt (1988) model established the level of learners' competence in deciding what to learn and how to carry out the learning process (direction) and their competence to do so (support). His model provided the foundation for initiating a partnership between instructors and learners (Pratt, 1988).

The information about the category of the direction of what learners require is acquired through a "needs assessment". Learner involvement in needs assessment initiates a partnership with the instructor and the learner. With needs assessment, learners are able to identify their problem areas in relation to the project topics, which are frequently a starting point for their learning (Cranton 1989). Vella (1994) looked at the needs assessment process as the WWW question: Who needs What as defined by Whom, in which Who is the learners, WHAT are their needs, and WHOM are the definers.

Informal learning is the core of education and self-directed learning. It is the process in which individuals take on the responsibility for their own learning process by diagnosing their personal learning needs, setting goals, identifying resources, implementing strategies and evaluating the outcomes. Before an educator design a project for learners, he/she finds some practical and feasible ways of involving a sample of cultural diverse learners who are representative of the class membership so that their themes are heard and respected. Self-directed learning is augmented with facilitation and providing resources. Motivation is key to a successful self-directed learning experience for cultural diverse background learner.

Objectives

The objective of this study is to understand how instructors teaching radio and television production courses in higher education use learning assessment to reach learners from diverse cultural backgrounds. The methodology used in this study is qualitative phenomenological approach, chosen to interpret the feedbacks from instructors and

students' point of view (Moustakas, 1994). The author used a unified review of literature to synthesize descriptive literature on combination of scholarly results. This study was designed to provide classroom teachers in radio and television production courses tools for assessing the learning of cultural diverse learners, and help instructor in radio and television production program in higher education to be involve in the learning process, and develop diversity-inclusive learning assessment that can be used in radio/television production courses.

Methodology

This study ascertained the perceptions of culturally diverse learners and instructors in radio and television production course on whether or not learning assessment addressed their concern. The researcher used a qualitative phenomenological research design. The researcher approach to ideas in this study is relative to what makes sense and to analyze that idea (Lincoln & Guba's, 2000).

Understanding that characteristics of human interactions are unreliable, therefore, this study calls for an interpretative approach. The theory used in this study needs conceptualization of fundamental underlying model that occurs in the action (Glaser, 2004). The examiner used a qualitative phenomenological approach that provided opportunities for the researcher to identify emergent themes in the participant's interpretive response with the most logical platform to study assessment of cultural diverse learners in radio and television in higher education (Moustakas, 1994). The study involved investigation of assessment of the social interactions of instructors and learners of diverse cultural backgrounds.

The purpose of this qualitative phenomenological approach is to generate description and generate an abstract analytical representation of a process (Strauss & Corbin, 1998), and to facilitate a fuller understanding of the phenomenon, context, or culture being examined in learning assessment of diverse learner in radio and television production courses in higher education. This approach involves twelve selected diverse learners and instructors in radio and television production program for comprehensive descriptions of their experiences that can be used as basis for the analysis of a specific phenomenon. Creswell (2009) contends that social constructivism, which is often combined with interpretive method, is a perspective that addresses the meaning of experience and can be directed towards diverse cultural background learners.

Social constructivist perspective believes that instructors will seek to understand the social context (Charmaz, 2002) of the diverse learners in radio and television program, by investigating learning assessment in radio and television production courses.

This approach was used to examine the understanding of phenomena from the perspectives of the diverse learners and instructors (Welman & Kruger, 1999) in radio and television production courses. Kelley (1973) asserted that human interaction as in this study is the crucial component of the investigation result. This study is the foundation for more investigation in assessment of diverse learners in radio and television, which is

positioned to create new studies (Dogini, 2014).

Research Strategy

Leedy and Ormrod (2001) stated that phenomenological research approach allowed the researcher to understand the expressed experiences, perceptions, and perspectives of the diverse learners and instructors in radio and television production courses. This method helped the investigator to understand the phenomena of learning assessment of cultural diverse learners from the fresh perspective of the participants without predetermined philosophy, which can influence the examination method. This phenomenology prohibited the researcher from attempting to defile the understanding and the responses of the participants, identifying his or her personal experience, assumptions, interpretations, and theoretical concepts, but work within the study's collected information of the phenomenon (DeMarris & Lapan, 2004). DeMarris & Lapan, (2004) and Creswell, (2009) asserted that qualitative phenomenological design provided credible access to examination of the lived, human experience from an individual perspective.

The research strategy used semi-structured interviews which were conducted by telephone, recorded, and transcribed to ensure accuracy of participant responses (Kvale, 1973, 1983, 1996). Also, the author reviewed and synthesized descriptive unified literature to ascertain the results of what the diverse cultural background learners learned, their emotions, attitudes and behaviors, and instructor's knowledge to make mid-course changes and corrections to promote better learning. A unified literature review was essential in that it generated new frameworks and perspectives on learning assessment in radio and television production courses (Torraco, 2005). Learning assessment research of diverse learners in radio and television production courses lacks inclusive meta-analysis study, as a result unified literature reviewed was essential.

The author conducted extensive search and found that there was very limited information on learning assessment in radio and television programs in higher education to assess the assumption on radio and television production courses. The absence of recent studies on learning assessment of diverse learners in radio and television production courses suggested the need for a study of radio and television assessment of diverse learners in higher education.

Research Instrument

For the study to be valid and reliable the researcher collected data from representative population for this qualitative approach, and varied perspectives from cultural diverse learners and instructors. The data collection method in the represented population frame is the semi-structured interview (Elliott, 2005), and the evolving themes were categorized to ensure accuracy of respondent's responses (Kvale, 1983). Data was collected through open-ended questions that were very comfortable for the instructors and cultural diverse learners to freely express and volunteer information of their experiences, perspectives and opinions relevant to learning assessment in radio and television program in higher

education (Creswell, 2009).

The results were professionally transcribed to ensure accuracy. Participant were accorded the opportunity to review and modify their initial response before the data was analyzed, using the NVivo® qualitative analysis software program to identify the themes (Godau, 2004). The data were coded to facilitate analysis using the Leeds Attribution Coding Systems (LACS) (Munton, Silvester, Stratton, & Hanks, 1999). Coding helped the researcher connect with the data that supported the comprehension of the phenomenon. Coding established common themes, patterns, terms, or ideas that informed a deeper understanding of the research problem while articulating a rich description (Elliott, 2005).

Sample

The participants in this study were diverse learners and instructors in radio and television programs in higher education who have experienced cultural diverse learners' assessment. The sample size for qualitative phenomenological study is 12 to 20 respondents. Twelve respondents participated in the study, 6 were instructors and 6 cultural diverse learners. The selection of these participants was based upon the potential to volunteer information on the concept of learning assessment in radio and television production courses in higher education.

It is important to recognize that the researcher's background may shape the interpretation, thus it is the responsibility of the researcher to recognize the flow of the interpretation from the instructors and learners' personal, cultural, and historical experiences (Creswell, 2009). With this in mind, conceptual as well as methodological studies relevant to learning assessment were included in the synthesis. Given the focus of this study, the interpretive synthesis provided useful methodological mechanisms.

Data Analysis

The qualitative data collected were interpreted and transformed into a coherent description of the phenomenon being studied. Analysis in this section is an explicit step to interpret the sum of the collected qualitative data and transforming it into a coherent description of the phenomenon being studied. The researcher interpreted the respondents' descriptions of their lived experience for comprehension of their experiential world. The participants' transcribed responses were evaluated for content analysis using NVivo® qualitative software. The software is used to organize qualitative data and to identify significant elements, manifested themes, and explore any emergent attributes in the assessment of cultural diverse learners in radio and television program in higher education. Themes recurred such as values, attitude, behavior, emotion, thoughts, or feelings. This approach allowed the researcher to draw generalizations that helped attain the objective of this study.

The Guiding Questions

The questions that guided this article are

RQ1 How do educators with no prior training or experience in assessment of cultural diverse minority learner in radio and television program provide information and perceive ethnic minority learners?

RQ2 How does educator's lack of knowledge in assessing and teaching cultural diverse minorities learners in radio and television programs affect their emotions, attitudes, and behaviors to promote better learning?

RQ3 Do assessment give students and instructors knowledge to make mid-course changes and corrections?

RQ4 What barriers do cultural diverse minority learners in radio and television programs in higher education still face?

Results

Even though there was increase in diversity, minority learners do not always feel the instructor included them in classroom activities. All the participant reported that diverse learners observed barriers in the Radio/TV programs. All the respondent agreed that educators need training in assessment of cultural diverse minority learner to effectively provide information and perceive them as able learners. Studies have shown that cultural diverse learners observe barriers due to their minority status (Luzzo & McWhirter, 2001; McWhirter, 1997; Mooney & Rivas-Drake, 2008). All the cultural diverse learners and half of instructor that participated reported that cultural diverse learner are isolated by nonminority as a result affects their emotions, attitudes, and behaviors.

The participants noted that their peers' unexposed and educator's lack of knowledge in assessing and teaching cultural diverse minorities learners affect their emotions, attitudes, and behaviors to promote better learning. According to Mooney & Rivas- Drake, (2008) a number of cultural diverse learner perceive isolation from nonminority peers. All the respondent agreed that instructors make some kind of comments about cultural diverse learners' background, language and their ability. Gatta and Trigg, (2001); Leaper and Brown, (2008) confirmed that instructors often have negative sensitivities or make negative comments about diverse learners' abilities versus those that look like him/her.

Cultural diverse learners' participants reported that they still face barrier because they do not participate in extracurricular activities, such as student organizations and clubs, which are unpopular for cultural diverse learners. Andreescu, Gallian, Kane, & Mertz, 2008) stated that cultural diverse learners participation in extracurricular activities, such as student organization and clubs are unpopular. Most of the negative perceptions by stigmatized cultural diverse learners are due in part to differential treatment of their peers and instructors in the classroom. For instance, instructors and their peers interact and engage more often with learners that seen to be non-culturally diverse or look alike than they do with diverse learner in the classroom (Babaria, Bernheim, & Nunez-Smith, 2011;

Jones & Dindia, 2004; Trautman & Stewart, 2007) and use more positive collaborative techniques when engaging themselves as opposed to minority or diverse learners (Tenenbaum & Ruck, 2007). The respondent in this study agreed that instructor engage more with learners and interact more with students that look like them.

The response from the participants in this study indicated that when assessing projects that demand a cultural diverse learner to demonstrate understanding, skill and knowledge, the learning assessment tool becomes more complex. The participants believed that instruction and learning assessment often differentiate the cultural diverse learner. They identified that the sample unit did not always include an example of a learning assessment tool that can be used to measure the learner's competency for the projects. And when the instructor assigns the projects, assessment rubrics are not given at the same time. Opportunities for adjusting the basic requirements are easy to imagine and to add to the rubrics as they are distributed. Flexibility is key here. As often as possible, students should be given the opportunity to suggest how they might better demonstrate an understanding of the material.

Discussion

The purpose of learning assessment in this study is to improve quality of cultural diverse learners' learning. Gronlund & Waugh, (2009) stated that developing or constructing a radio and television projects in higher education, the instructor needs a blueprint that defines what the learners should look like once they have completed the course. In radio and television program in higher education, the institution and department provided the direction on what the goal of the courses will be formulated. Often, the goal of a course in radio and television in higher education are to integrate knowledge, skills and experiential learning that will enable cultural diverse learners to demonstrate a broad mastery of learning for employability in their various industries.

To be employed in media industries, a learner must be able to write well, speak intelligently, communicate visually, develop a sense of aesthetics, and demonstrate creative expression on productions. Skills development will go beyond nuts and bolts. The instructor expects the cultural diverse background learners to use their knowledge and information gathered to complete a project that integrates the various types of expression. Blanchard and Christ (1993) described this approach as cross training which is flexible, fundamental to learning assessment in radio and television production courses in higher education.

In higher education, knowledge gathered from assessments and evaluations is used to shape strategies for improvement of diverse learners. Learning assessment methods help instructors grasp learners understanding, and adjust teaching style to meet identified learning needs. As a result of instructor skillful teaching to meet the diverse learner identified needs, he draws upon a range of learning tasks and challenges to help learners address deficiency. The approach to learning assessment and acclimatization to teaching diverse learner, the learning process should conform to the instructor's pedagogical

strength and subject knowledge.

Stiggins (2001) noted that setting clear and achievable targets is the starting point for creating assessments for diverse learners in radio and television program. Instructors need to determine what exactly your learners should know or be able to do. There are many areas and types of achievement that are targeted in radio and television production courses in higher education, including knowledge, reasoning, performance, product development, and attitudes (Stiggins, 2001).

In radio and television production courses the instructor leads brainstorming sessions, presents factual information, discusses hands-on projects with the entire class. The instructor design hands-on projects in radio and television program for learners to demonstrate that they have achieved the goals for learning established. The courses are designed to assess students' cognitive, emotional and psychomotor learning, which requires the synthesis of knowledge and skills. The content covered integrates learning the skill and knowledge from the radio and television production course and requires the application of what is learned to a project, which serves as an instrument of evaluation.

An assessment instrument creates an opportunity for cultural diverse students and the instructors to have an open line of communication. The items on the assessment instruments are objective and specific, and offers concrete topics to initiate discussion and dialogue. The instructor uses assessment instrument to monitors learning beyond simple recall of information using a variety of assessment strategies.

Recommendation

As a result of negative perception of diverse learner in higher education reported by the participants, Instructor should adopt varying teaching styles and design multiple assessments that can be assigned to diverse learners based on their interests and skill levels or areas in which they need improvement. Instructors of radio and television should create class spreadsheet and encourage learners to develop their production reels and portfolios, which would be especially helpful and easy for the instructors to assess diverse learners in higher education. Radio and television production instructors understand and recognize that they have to provide assessment differentiation.

Radio and television instructors need to be responsive of differences within minority groups, different ethnic groups and attitudes. They need to believe that all learners can succeed regardless of diversity and show this belief to the learners. In addition, radio and television instructors need to provide challenging work instead of mechanical curricula, which is usually the norm for many ethnic and minority learners. Radio and television instructors should help learners of cultural minorities to adapt to the dominant culture as long as the minority does not lose their cultural identity. In order to teach diverse learners, classroom instructor needs to have knowledge about the diverse cultures of learners in their programs and then use this knowledge in the organization of their curriculum and instruction to stimulate learning. Zeichner, (1992) asserted that knowledge of diverse

cultures of learners should be used in organization of curriculum and instructions.

In order to teach a culturally diverse society effectively, radio and television instructors must understand that different cultures have different sets of values and attitudes that can reflect on learning in both positive and negative ways. To increased opportunities afforded for learners: radio and television instructors must know their subjects personally and not generalize; communicate to the learners that he respects all cultures and value the contributions that cultural differences make to learning and involve all learners in learning activities. Friedman (2005) pointed out that the trend toward cultural diversity would not change. Thus, radio and television instructors should be ready to make changes in their curriculum, use appropriate learning assessment, which will allow every learner to feel included in the program.

According to Schunk (2000) assessment helps learners to obtain knowledge and discover learning. An assessment technique helps diverse learners form their own schemas about how to be effective in radio and television production projects. Assessment allows elaborate level of processing--semantic (Schunk, 2000). Behaviorist and cognitivist recommend that instructors of radio and television programs continue to perform assessment techniques. After each assessment, the instructor should guide the learners in self-reflection regarding their answers. Instructors should use self-socialization to integrate personal observations and self-constructed standards for assessing cultural diverse learners and choose their actions accordingly.

Alternatively, instructor should make a list of learning assessment method options to demonstrate their ability to recall facts, assess skills and knowledge, and have learners choose an assessment method that will help meet their needs to improve his/her learning. Diverse learners could use the list of recall, skills and knowledge assessment options whenever the list of learning assessment option is the objective. This method would make learning assessment more reliable, dependable and accountable for the instructor and the learners, particularly cultural diverse learners. It is important for the instructor to keep the goal of instruction in higher education in mind. The thought-provoking ideas that there is only one curriculum and all learner should be in the same classroom, taught the same way, assessed with the same assessment instrument at same time need to be looked in more adeptly.

Conclusion

Social science instructors and institutions use learning assessment to measure attitudes, behaviors, emotions and personalities. Whatever the focus and format, the basic purpose of a learning assessment is to determine what learners want and need to learn. When curriculum content, materials, and teaching approaches match learners' perceived and actual needs, learner motivation and success are enhanced. In radio/television production course, the university policy recommends learning assessment for cultural diverse learner; evaluation and communication of diverse learner learning are based on the department curriculum, course descriptions, and on statements of expected learning outcomes. The

learning assessment is appropriate because it encourages the use of evaluation practices that are consistent with student-centered instructional practices. It helps cultural diverse learners to make judgments about their own learning and incorporate varying learning styles appropriate to accommodate their particular learning needs and provides feedback on a regular basis.

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