PICTURE COMPOSITION AS A FORM OF EVALUATION LEADING TO CREATIVITY AND INNOVATION AMONG CANDIDATES AND SUSTAINABLE EDUCATION DEVELOPMENT

By

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Abstract

Picture composition was long used in evaluating candidates in all levels of learning in 7.4.2.3 system of education in Kenya. The problem nowadays picture composition is not used in evaluating candidates in primary and secondary levels where learners are supposed to be taught skills to analyses and interpret concepts. Picture compositions is a way of setting photographs/ pictures in a series depicting unrevealed information of concept of the phenomena understudy, and candidate/ learner analyses and interpret and write an essay or composition from their comprehension or understanding of the phenomena. The problem is the Kenya National Examination Council (KNEC) does not set the picture composition for candidates in primary and secondary levels and this gives a leeway for candidates to copy from one another similar points. As a consequence when it is detected by KNEC, either the candidate's results or the school is cancelled. The papers argues if the picture is set it will minimize chances of cheating in English language and the objective of study is to investigate why the setters do not set picture composition in national examination. The paper adopts in-depth interview method to collect data from English language national examination setters from the ten schools in western Kenya, through convenience random sampling. The results are; firstly, candidates are able to give points in essays or composition of two levels of bloom's taxonomy of knowledge and comprehension that is why candidates/learners cannot retain concepts for long period. Secondly, learners or candidates cannot be able to think and apply, analyze, evaluate, create and innovate from the concepts or tests given. It concluded that learners cannot create and innovate from such learning experiences from the revised bloom's taxonomy by Lorin Anderson. Therefore it is recommended in 8.4.4 system of education; Kenya national examination setters to change the mode of setting and apply picture composition in English language to enable learners/candidates to be analytical, interpretive and evaluative as a consequence become innovative and creative in their field of study or specialization.

Key words: Picture composition; Evaluative; Creative; Innovative.

Introduction

The term composition is derived from the English word 'compose' which means to come to terms or to arrange. Therefore, composition refers to the state of putting together or a proper arrangement of words to make sense and bring out the meaning of the situation. Picture composition refers to the state of giving photographs/pictures in a series depicting unrevealed concepts of the phenomena under study, and candidates analyze and interpret a composition from the comprehension or understanding. It is argued that once the photographs/pictures are given, they can be interpreted in differently by candidates in the examination room. Likewise, the interpretation of the marker or examiner cannot be the final because some of the ideas cannot be revealed, whereby candidates give a revelation of some of the points in the photographs or pictures. Research scholars have given different types of compositions, according Sulzby, et al, (2006) which include the following: **personal narrative**-this refers to the communication about the events of a person's life and how he/she felt about them. The personal composition has the following characteristics; it tells about one or more true (non-fiction) or imagined (fiction) events that the writer experienced; it's written from the first person point of view; it mentions the time, place and people involved; it describes events in the order in which they happened; it indicates the writer's feelings about the experience. The second type of composition is **News Article**-refers where a person keeps others informed about current events. These are news stories which appear in print as articles in magazines and newspapers, heard on the radio and seen in the television. A news article has the following characteristics; it reports about an event that has happened or that is going to happen; it answers the questions what? When? Where? Why? Who? and how? The first paragraph summarizes most of the important information in the article; it may contain the writer's first-hand impression of an event but it doesn't contain his/her opinions; it is written clearly and concisely.

The third type of composition is **Descriptive Writing**- refers to when a writer uses words to bring people, places or things to life in our imagination, he/she created a piece of descriptive writing. There are many ways to describe observations and experiences for example dancers the movement, musicians the songs and writers the words. Descriptive writing enables the reader to imagine how something looks, feels, tastes, sounds or smells. Descriptive writing has the following characteristics; it describes a particular person, place or thing; it usually includes a

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description of one or more of the five senses: sight, sound, touch, taste and smell; it expresses or presents images through the use of words. The fourth type of composition is **Persuasive Essay**-convincing people are not always an easy task. It needs careful planning what to say as well as how to say it. At times people speak face to face with the audience. And at other times people may prepare a persuasive essay- writing that offers reasons to support characteristics; it states an opinion about a particular subject; it aims to persuade readers to accept the opinion; the opinion may be divided into several main ideas; each idea is supported by facts and examples; the essay uses persuasive language.

The fifth type of composition is **Book Review**- there are reviews for many kinds of entertainment, such as plays, concerts, records, dance and ballet and books. A book review contains short summary of the contents of a book. A reviewer evaluates the merits of a book and gives a recommendation based on his/her opinion of the book. A book review should help the audience to determine whether to read the book. A book review has the following characteristics; it names the title and author of the work; it gives an overview of the subject matter of a non-fiction book or the plot, characters and setting of a fiction book; it evaluates the author's treatment of the subject matter or the story; it gives the reviewer's opinion and recommendation based on an evaluation of the work. The sixth type of composition is **Research Report**- this refers to the person to share the information found in written form with others. A research report has the following characteristics; it has a, a one-sentence statement that indicates the goal or purpose of the paper; it gives information about a particular topic; the topic is divided into several main ideas; each main idea is supported by facts or details; the information is gathered from many sources such as books, encyclopedias, magazines and newspapers; it has a bibliography at the end of the report that lifts all the sources that were used.

The seventh type of **composition is Letters**- there are two types of letters; business letters and friendly letters. A business letter differs from a friendly letter. It is a formally written letter that has a specific purpose. A friendly letter is more personal and conversational in tone and is written mainly to share news with relative or friends. The following are characteristics of business letters; it is written to request information, place an order, to request an adjustment or register a complaint; it is written in formal language; it is as brief as possible; it includes a

heading, inside address, salutation, body, closing and signature. The salutation is followed by a colon (:) A friendly letter has the following characteristics; it is written to communicate with friends or family; it is written in informal language; it can be any length; it includes heading, salutation, body, closing and signature. The salutation is followed by a comma.

The eighth type of composition is **Short Story**- when a person invents setting, characters and plot, is developing story. A short story is a brief work of fiction and can be written about any kind of situation, real or imagined. The only thing that limits the possibilities is the writer's imagination. A short story has the following characteristics; it has a plot or a series of events; it includes characters; it describes the setting(s) or time(s) and place(s) in which the events occur; it has a problem or conflict that characters must face or overcome; it has an outcome that may be the point at which the conflict is resolved or the goal is reached. However, the outcome may simply be a statement that ends the story. Sometimes, there is no absolute resolution (Sulzby, et al, 2006).

Picture composition was long used in evaluating candidates in all levels of learning in 7.4.2.3 system of education in Kenya. The problem nowadays picture composition is not used in evaluating candidates in primary and secondary levels where learners are supposed to be taught skills to analyses and interpret concepts. Picture compositions is a way of setting photographs/ pictures in a series depicting unrevealed information of concept of the phenomena understudy, and candidate/ learner analyses and interpret and write an essay or composition from their comprehension or understanding of the phenomena. It is important note that 8.4.4 system of education was a more practical curriculum while 7.4.2.3 was geared towards white collar jobs. Soon the government would have curriculum reform that will help learners to gain practical skills and competencies for self reliance through the proposed 2.6.6.3 system of education.

Statement problem

The problem the Kenya National Examination Council (KNEC) does not set the picture composition for candidates in primary and secondary levels and this gives a leeway for candidates to copy from one another similar points. As a consequence when it is detected by KNEC, either the candidate's results or the school is cancelled.

Objectives

The papers argues if the picture is set it will minimize chances of cheating in English language and the objective of study is to investigate why the setters do not set picture composition in national examination.

Methodology

The paper adopts in-depth interview method to collect data from English language national examination setters from the ten schools in western Kenya, through convenience random sampling.

Data collection Procedures

The in-depth interview was focused on whether the picture composition is set in the national examination Kenya Certificate of Primary (KCPE) and Kenya certificate secondary Education (KSCE) Examinations, and if not why? The twenty English teachers were selected from ten schools primary and secondary were sampled from ten counties through convenience random sampling technique.

Data analysis and interpretation

Data was analyzed and trustworthiness was ensured in the interpretation of the facts given. Trustworthiness is the degree or extent of certainty that the research process is truthful, careful, and rigorous enough to qualify to make claims that it does (Creswell, 2009). In qualitative research, trustworthiness involves credibility, transferability, dependability and conformability. The research ensured the trustworthiness of the study by giving a detailed account of the research process, excerpts from the field notes, quotes from interviews and ensuring reflexibility (Jwan,2010),by acknowledging the role in research process and admitting any possible influences. The following were the key findings:

Table 1.Picture composition set in KCPE

Picture composition set in KCPE	Frequency	Results/Percentage
Yes	00	00
No	20	100
Total	**20**	**100**

Table 1 show that 100 percentages, picture composition has not been set in the national examination since the time 8.4.4 system of education was introduced thirty years ago. The respondents gave the reason that picture composition is not included in the syllabus and therefore it was not set in the national examination.

Table 2.Picture composition set in KCSE

N=20

Picture composition set in KCSE	Frequency	Results/Percentage
Yes	00	00
No	20	100
Total	**20**	**100**

Table 2 shows that 100 percentages, picture composition has not been set in the national examination. The respondents explained that picture composition is not included in the syllabus and therefore it was not set in the national examination. According KNEC (2014) the 8.4.4 system of education, **English subject syllabus**, it is divided into the following content in the curriculum: **Grammar** and specific objectives are: the learner should be able to; (a) express Himself/herself clearly and precisely; (b) understand and appreciate what hears and reads; (c) demonstrates creativity and flexibility in sentence construction. **Reading** and specific objectives are: (a) Carry out silent reading: skimming and scanning; careful reading for detailed comprehension; (b) acquire interest in further reading; (c) read for pleasure; (d) build on

vocabulary and sentence structure; (e) appreciate different forms of language use; (f) develop the ability to read critically and selectively; (g) improve further his/her skills in inference, criticism and appreciation. **Writing** and it has the following content :(a) *Composition writing (Essay writing)*. In this the learner should be able handle with competence the different types of compositions. The learner should be able to write compositions of between 400 and 600 words in agiven.planning and organization must be emphasized as the key to producing a good piece of written work. The learner should be able to write effectively the following types of composition: narrative (fiction and nonfiction); Argumentative/ discussion; descriptive; expository. *Summary skills*; as a writing skill, summary needs to be developed from Form 1.however,at this stage, the micro-skills for note-taking and note-making need to be practiced. Such micro-skills include identification of key points, ordering and numbering, sentence coordination, use of conjunctions, connectors and other forms of cohesion. *Dictation*; this communication skill should enhance the learner's ability to listen and record at the appropriate speed, spell and punctuate by detecting the right pronunciation intonation. *Functional writing*; refers to that "practical" writing learners will require in their everyday communication, during and after school. Some type of writing skills that will be required after school will include the writing memorandums, notices, minutes, reports and so on. the following should be learned: letters(formal and informal); instructions; diaries; recipes; filling forms; telegrams; notices; reports; minutes; lists(organizing and classifying data); memoranda. *Creative writing:* in form 1 level, the following should be learned and more and more advanced types of creative writing developed; writing dialogue; plays; poems; short stories (KNEC, 2014-2015).Therefore, the research paper confirmed picture composition was not set any level of education in Kenya.

Key results

The results are; firstly, candidates are able to give points in essays or composition of two levels of bloom's taxonomy of knowledge and comprehension that is why candidates/learners cannot retain concepts for long period. Therefore, when picture composition will be set, learners or candidates will express their intelligence in all levels as illustrated in the revised Blooms Taxonomy in figure 2. Secondly, learners or candidates cannot be able to think and apply, analyze, evaluate, create and innovate from the concepts or tests given.

Picture I

Picture 2

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Picture 3

Picture 4

The pictures from 1 to 4 can be interpreted differently by candidates and write a story according each one's understanding. In this sense it will lead to creativity and innovation among learners and curb the problem of cheating in national examinations. More recently, the government needs to overhaul the 8.4.4 system of education structure which many Kenyans said does not promote wholesome learning. The government proposed to introduce 2:6:6:3 system of education which many Kenyans supported and proposed because it would be a three-tier arrangement of early education; middle education and high school/tertiary education. In this system the learners will spend two years in nursery, six years in primary, another six in secondary and three years at the university education. The pre-primary and lower primary education would form the first tier of education called 'Early years education' and the focus will be fundamental skills. The upper primary and secondary education will constitute middle school education and the focus will be on 'exploration, broad-based curriculum and selection of pathways at the end of junior secondary education. The Kenyans suggested the third tier constitute high school and tertiary education which would focus on pathways including general,vocational,talents,so as to prepare the learners for careers, higher education and the world of work(Standard,31st march 2016). Cognitivists believed that for learning to take place, the students mind needed to be actively engaged in processing of information, because engagement was essential for recalling the information at later times(Smaldino,et al,2008),therefore, learners would learn new information and store it away according to their existing knowledge, experiences and expectations about that information.

Conclusion

It is concluded that learners cannot create and innovate from such learning experiences from the revised bloom's taxonomy by Lorin Anderson. The highest level is creating this can be illustrated by picture composition. The Bloom's Taxonomy was created in 1948 by psychologist Benjamin Bloom and several colleagues. Originally developed as a method of classifying educational goals for student performance evaluation, Bloom's Taxonomy has been revised over the years and is still utilized in education today. The original intent in creating the taxonomy was to focus on three major domains of learning: cognitive, affective, and psychomotor. The cognitive domain covered "the recall or recognition of knowledge and the development of intellectual abilities and skills"; the affective domain covered "changes in interest, attitudes, and

values, and the development of appreciations and adequate adjustment"; and the psychomotor domain encompassed "the manipulative or motor-skill area." (Bloom, 1956). Despite the creators' intent to address all three domains, Bloom's Taxonomy applies only to acquiring knowledge in the cognitive domain, which involves intellectual skill development. But if picture composition is set in all levels of education in primary, secondary, high schools and university, students can think critically and create from the series of pictures.

The original Bloom's Taxonomy contained six developmental categories as illustrated in figure 1: knowledge, comprehension, application, analysis, synthesis, and evaluation. The first step in the taxonomy focused on knowledge acquisition and at this level, students recall, memorize, list, and repeat information. In the second tier, students classify, describe, discuss, identify, and explain information. Next was comprehension, students demonstrate, interpret, and write about what they've learned and solve problems. In the subsequent step was application, students compare, contrast, distinguishes, and examine what they've learned with other information, and they have the opportunity to question and test this knowledge. In synthesis, then students argue, defend, support, and evaluate their opinion on this information. Finally, evaluation, in the original model of Bloom's Taxonomy, students create a new project, product, or point of view (Overbought, R. & Schultz, 2008).
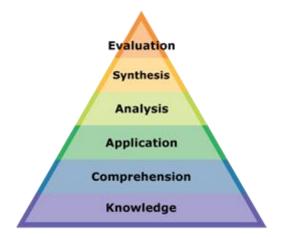

Figure 1.Original Bloom's Taxonomy, Adopted by the researcher (2016)

In the 1990s, Lorin Anderson, Bloom's student revised the original taxonomy. In the amended version of Bloom's Taxonomy, the names of the major cognitive process categories were

changed to indicate action because thinking implies active engagements. And in this sense when a series of pictures are used to illustrates this. Instead of listing knowledge as a part of the taxonomy, the category is divided into different types of knowledge: factual, conceptual, procedural, and met cognitive (Krathwohl, 2002). This newer taxonomy also moves the evaluation stage down a level and the highest element becomes "creating", as illustrated in figure 2.

Figure 2.Lorin Anderson revised taxonomy Adopted by the researcher (2016)

Bloom's Taxonomy can be used across grade levels and content areas in the classroom. By using Bloom's Taxonomy in the classroom, teachers can assess students on multiple learning outcomes that are aligned to local, state, and national standards and objectives. Within each level of the taxonomy, there are various tasks that move students through the thought process. This interactive activity demonstrates how all levels of Bloom's Taxonomy can be achieved with one image or a picture. The series of picture would make learners think and start writing according to their understanding of the picture given.

In order for teachers to develop lesson plans that integrate Bloom's Taxonomy, they write their lessons in the language that focuses on each level.

Recommendation

It is recommended in 8.4.4 system of education; Kenya national examination setters to change the mode of setting and apply picture composition in English language to enable learners/candidates to be analytical, interpretive and evaluative as a consequence become innovative and creative in their field of study or specialization. This means the curriculum will shift subject based to a competence based curriculum, which will make learners become competent in the labour market after graduating from levels of education.

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