READINESS OF E-ASSESSMENT IN SLIATE

M. V. M. Jayathilake

Advanced Technological Institute Gampaha, Sri Lanka Institute of Advanced Technological Education, Sri Lanka
Email: viginimekala@yahoo.com

ABSTRACT

In Education, assessment play an important role to student as well as teacher to understand how much they achieve their core education goals. With advancement of Information and Communication Technology researchers study how it used to assessing students in effective manner. Computer based assessment, e-assessment come up with it as a result. E-Assessment involves the use of information technology in the design, delivery and administration of assessment activities. The present study focuses on the studying readiness of implementing e–assessment system for SLIATE. Sri Lanka Institute of Advanced Technological Education (SLIATE) is a leading public sector institute which produces Higher National Diplomats in many disciplinarians. The aim of the study is to identify factors effecting to measure the readiness of e-assessment in SLIATE. This study has been used qualitative and quantitative research methods. Data was collected using interview, expert survey and questioner distribute among key stake holders. Hypothesizes were derived according to factors identifying literature and they were tested based on collected data. Finally the list of factors which were affected to readiness of e-assessment was derived, and those use to formulate the readiness framework.

Key words: E-assessment, Readiness, ICT in Evaluation, SLIATE

1. INTRODUCTION

Assessment is the most important aspects in education. Assessment measure the performance of the student compare with the learning objectives of the course [1]. Assessment results use for students identify their performance gap and show their grading to society and also lecturers to take the instructional decisions. Therefore the assessment is way to assess student learning and measure students' understanding. Not only that it also way to provide feedback to lecturer to identify whether he meeting his teaching goals and give opportunity to make corrections in instructional strategies. Assessment can be done the throughout the semester. It name as Formative assessments. And it can be done at the end of the semester. It name as Summative assessments.

Formative assessment allows teachers to monitor students on a daily basis and modify teaching based on what students need to be successful. But it needs to provide students with timely feedback that they need to make adjustments to their learning. Also it can used to improves teaching practices.

The Sri Lanka Institute of Advanced Technological Education (SLIATE) student assessment process consists of an end semester examination and continuous assessment.

Continuous assessments are formative assessments. A semester has fifteen weeks and one lecturer conducts lectures in many subjects. Each subject has several assignments with large number of students. Therefore in current practice has following drawbacks.

- Lecturer has to use more effort and time to marking the assessments. It is time consuming task
- Unable to issue the feed back to student quickly
- Unable to understand the weak points of teaching methods.
- As the solution for above mention drawbacks, this study proposed the e-assessment for the continuous assessment for SLIATE evaluation system

E-Assessment involves the use of information technology in the design, delivery and administration of assessment activities. E-assessment offers a range of benefits, including gaining immediate feedback, providing reliable and accurate marking, possessing an efficient assessment moderation process and the possibility of record keeping.

E-assessment is new concept for SLIATE. Before introducing a new concept it is essential for identifying the readiness [2]. It is necessary to success of the implementing this method. The aim of the study is to identify factors effecting to

measure the readiness of e-assessment in SLIATE

2. METHODOLOGY

Conceptual framework (Figure 1) was derived using literature survey and expert opinion. Three factors were derived. They are Subject Assessment Criteria, Attitude of Stakeholders and Technological Infrastructure. Hypotheses were derived from them;

H0: there is positive relationship between Subject Assessment Criteria and readiness of the e-assessment in SLIATE

H0: there is positive relationship between Attitude of Stakeholders and readiness of the e-assessment in SLIATE

Stratified random sampling technique was used to select the sample. Sample was selected among the administrative, academic and academic supportive staff of the SLIATE. Sample size was 85.

Interview, questioners and expert survey were used as data collection instruments. Questioner was formulated according to the Likert scale. It was developed by considering Factor two, attitude of stakeholders. Attitudes were found out using five sub factors. Those are stakeholder attitudes, competency of stakeholders, training needs of stakeholders, attitude of team care, and awareness of stakeholders. Factor one, subject assessment criteria and factor three, technological infrastructures were found out using structured interview.
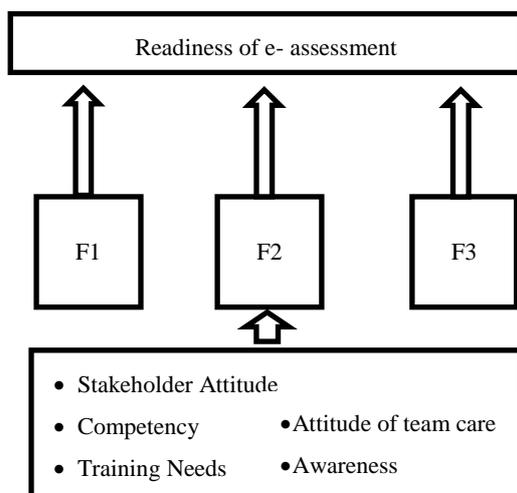
Figure 1: Conceptual Framework
(F1: Subject Assessment Criteria, F2: Attitudes of Stakeholders,F3: Technological Infrastructures)

3. RESULTS

Subjects are assessed according to assessment criteria. That has six levels, which is checking how much students gain those. Current practices used for those are shown in Table 1. Also it has been included proposed e-assessment criteria. Quiz are most effective way.

Attitude of stakeholder was measured using five sub factors. From the sample 68% show positive attitudes to use e-assessment. 100% has IT literacy for basic functionality of computer, using of Internet. 42% of the sample has awareness of the e-assessment techniques. Although stakeholders have computer literacy 62% were expecting training for handling a content management system and its available e-assessment techniques.

Technical infrastructure was analyse by considering centralized infrastructure and Institutional infrastructure. Because SLIATE has 12 Institutes and seven sections Island wide. But the content management server should be located centrally. Because all institutes carryout same course content, within same time period. Dedicated servers, internet connections, computer laboratories are available. That indicate basic requirements were satisfied. But those are not sufficient.

Table 1: Result of Subject Assessment Criteria

Assessment Criteria	Current method	e-assessment
Know	Class Test	Quiz
Understand		
Apply	Mini Projects	Upload Files
Analyse	Report Writing	Upload Files
Synthesize	Discussion	Forums
Evaluate	Spot Test, Presentation	

4. CONCLUSION

Subjects are measured according to its learning outcomes. Bloom's Taxonomy describes six assessment criteria. Depend on the learning outcome assessment criteria should be selected. Among number of e-assessment criteria, quiz is the most effective method. Because quiz are easy to creation and real time results are provide. That facilitate objectives of continues assessment. That is learner can understand his strong and weak area of learning. Same time teacher also can evaluate his teaching methodologies. But quiz are not supported all of assessment criteria

mention in Blooms' Taxonomy. In the other hand some of current assessment types could be directly converted to e-assessments. From e-assessment some skills cannot be improved, such as presentation skill, group work, leadership.

5. REFERENCES

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