

**PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA  
EI BACHIR IBRAHIMI UNIVERSITY  
FACULTY OF LETTERS AND LANGUAGES  
DEPARTMENT OF ENGLISH**



**EFL Student's Attitudes Towards Online  
Assessment**

**The Case: Second Year LMD Didactics Student's at  
Bourdj Bou Araridj**

**PRESENTED BY:  
LAABACHI NOURA  
BOUKHABATA IMANE**

**SUPERVISED BY: DR. KHENIOUI NADJAT**

**Examiner: DR. SAHED**

**Chair Person: DR. MECHRI**

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*Dedications*

*I dedicate this dissertation to my family. I love you  
deeply with all my heart.*

*Boukhabata Imen*

*In the Name of Allah, the Most Gracious, Most Merciful, All the  
Praise is due to Him alone, The Sustainer of the entire World.*

*I dedicate this work to*

*My mother and my father, whose unwavering support and  
encouragement have been the foundation of my journey.*

*Thank you for believing in me*

*And inspiring me to reach for the stars.*

*This achievement is as much yours as it is mine.*

*Labachi Noura*

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## **Abstract**

Online Assessment plays a vital role in maintaining educational continuity, supporting remote learning and providing valuable insights into students' progress and learning outcomes. During the Covid 19 pandemic, it demonstrated of technology enabled assessment methods in challenging circumstances. This study aimed to explore the perspectives of 50 second year students at Mohammed El Bachir El Ibrahimi University regarding online assessment. The study employed a questionnaire and interview with two teachers. The findings revealed that students held negative attitudes towards online assessment, mainly due to many issues.

**Key words:** Technology

## **List of Abbreviations**

**EFL:** English as a foreign language

**WWW:** World wide web

**ICT:** Information and communication technology

**LMS:** Learning management system

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## ***Introduction***

## **Introduction**

### **Statement of the Problem and Research Purpose**

Assessment in education involves the process of gathering data on students' performance and knowledge. Law and Eckes (1995) provide a definition that encompasses the various methods used to collect information in different educational contexts. Over time, the advancement of technology has influenced and enhanced assessment practices.

In Algeria, the integration of information and communication technology (ICT) in universities initially had limited the utilization of different ICT tools for assessment purposes. However, with the outbreak of the COVID-19 pandemic and subsequent university closures, educators had to explore alternative approaches to ensure continuity in teaching and learning. E-learning emerged as a viable solution, enabling educational activities to take place remotely, without the need for physical presence.

Numerous studies have examined the challenges associated with implementing e-learning in Algerian universities. For instance, Benharzallah (2019) discovered that distance education in Algeria primarily involved sending course materials to students via email, indicating a limited scope of engagement. Guemide and Maouche (2020) emphasized the significance of ICT skills for achieving success in e-learning endeavors.

Within this context, teachers faced the task of adapting their assessment methods to the online environment. The success or failure of online assessment was found to be influenced by various factors, including students' attitudes towards the assessment process.

Overall, the integration of e-learning and online assessment has been a crucial response to the challenges posed by the COVID-19 pandemic in Algerian universities, with researchers highlighting both the limitations and opportunities presented by this shift in traditional practice. Henceforth, the purpose of this study is to examine students' attitudes towards online assessment and its effectiveness.

### **Research Questions:**

Two questions have guided this research. These are framed as follows:

- I. What are students' attitudes towards online assessment?
- II. How effective is online assessment for the teachers and how credible are the results?

### **Research Hypothesis:**

To check the validity of our research, we hypothesize:

- III. If the students have negative attitudes toward online assessment, they will have difficulties in undertaking it.
- IV. If the results of online assessment are credible, it will be an appropriate tool for measuring students' learning outcomes, which raises their positive attitudes towards it.

### **ResearchMethodology:**

To examine student's attitudes towards online assessment, a mixed method research design was adopted for this study, using a questionnaire and interviews as tools to gather both qualitative and quantitative data. The questionnaire was distributed randomly to second-year students of English at Mohamed El Bachir El Ibrahimi University. The questionnaire is designed to explore students' attitudes and points of view concerning the experience of online assessment and the factors that affect these attitudes. Then an interview was conducted with teachers at the same department to share their experiences with using online assessment and the challenges they faced alongside.

### **Significant of the study**

The importance of this study stems from its ability to enhance our comprehension of online assessment within the specific context of Algerian universities. It tackles the necessity for alternative methods of evaluation, delves into the merging of e-learning and online assessment, examines students' perspectives, and identifies both the constraints and possibilities associated with these practices. The outcomes of this research have the potential to guide educational approaches, policy formulation, and future investigations in the realm of online assessment and e-learning.

### **Presentation of the dissertation**

The current research begins with a general introduction and finished with a general conclusion, it is divided into two main parts: theoretical and practical part, the first part is included one chapter that's divided into two sections. The first section is started with defining of assessment and evaluation, listing some types of assessment, this section also outlines the definition and different tools of online assessment. In addition to, mentioning advantages and disadvantages of online assessment.

The second section is represented the definition and dimensions of attitudes, and the factors that affect students' attitude towards online assessment, we also discussed about the characteristics of teacher and the role online teacher and learner in online classroom.

The second chapter is a field study, it is concerned with the description and the analysis of the student's questionnaire and teacher's interview. Finally, it is provided with a general conclusion.

# **Chapter One: Literature Review**

### **Chapter One: Literature Review**

#### **Section One: A General Overview of Assessment and Online Assessment**

##### **Introduction**

Assessment plays an important role in education since it is crucial for instructors to evaluate students' progress, abilities, and level of responsibility during the learning process. Teachers employ various methods and tools, to measure students' comprehension, abilities and proficiency in a particular subject. According to Ghanbari and Nowroozi (2021) assessment serves as a tool of evaluating students' advancement and measuring the extent to which curriculum aims have been accomplished. This helps in determining whether the teaching methods are successful, and whether the students meet the expectations.

Learning and assessment are closely interconnected, as the evaluation of learning progress is crucial of learning progress such as safety, grading, and providing feedback encompasses online assessment as a new system which is gradually replacing physical learning in the classroom and paper assessment.

Assessment traditionally consists of Formative assessment, summative, and alternative assessments. This chapter reviews the literature on assessment on assessment, its types, and discusses online assessment advantages and drawbacks.

##### **1.1. Definition of Assessment**

Assessment is a method employed to gain insight into the status or level of learning. Instructors use observation and measurement to assess students' progress in a course aiming to enhance their understanding of the learning process, this involves gathering evidence, whether it be graded or non-graded, that reflects a student's advancement throughout the course. In this resource, the term "assessment" encompasses various activities, both graded and non-graded such as observing class discussions, administering exams, evaluating papers, posing reflection questions, and noting in-class students' responses.

Brown (1990), describe assessment as a set of interconnected evaluation employed to ascertain a multifaceted characteristic of an individual or a collective of individuals, this process entails collecting and interpreting data regarding student's level of achievement in relation to their learning objectives.

Furthermore, assessment serve the purpose of identifying individual students' areas of weakness and proficiency, enabling students to offer tailored academic assistance, educational curricular, or social services, it's important to note that assessment are created by various entities, such as teachers, district administrators, and other individuals or group involved in the educational system.

Classroom assessment allows teachers to created andanalyze questions, which in turn increases the Link hood of them using the assessment results to improve their teaching methods, it offers valuable feedback of instruction, enabling teachers to gauge their students' progress, according to Brown (1990), classroom assessment serves two primary purposes firstly, to determine the success of the learning process, and secondly to clarify the teachers' expectations from their students.

Assessment entails four fundamental elements

- a. Tracking progress over a period of time.
- b. Inspiring students to engage in their studies.
- c. Assessing the effectiveness of tracking approaches.
- d. Comparing individual students' abilities to the overall group evaluation.

### **1.2. Evaluation definition**

Evaluation is employed to assess the extent of learning that has taken place, this assessment is conducted by comparing a learning product intended to demonstrate knowledge with either similar products or a predetermined standard. To illustrate, an educator evaluates learning by grading a paper, which can be compared to other papers produced for the same course (similar products) or assessed against or rubric created to grade the paper as a standard.

According to Weir and Roberts (1994) evaluation means measuring or observing the process to judge it or to determine it for its value by comparing it others or the same kind of standard. The evaluation process primarily focuses on grades as a final measure of the quality of the educational. Students' knowledge is often tested through graded officials the official uses the grades to assess quality of the program.

Evaluation involves comparing a student's a set of predetermined standards, taking into account the particular situation and goals of the group or individuals. It involves considering



evidence in the context of value standards. Evaluation encompasses a more comprehensive concept of measurement than traditional tests and exams. The focus of the evaluation is on promoting broad personality changes and achieving major educational objectives.

Evaluation serves not only as a tool for measuring learning, but it can also be used continuously as a management and learning tool to enhance the quality of education. According to Kizliz (2010) there are five essential components of evaluation, including defining the purpose of essential components of evaluation, including defining the purpose of the educational system, gathering relevant information, providing valuable and practical ideas for learners, analyzing and interpreting information for learners, and making decisions based on classroom management. The success of well-managed classes and effective programs depends on achieving results, which requires good decision-making based on accurate data analysis. Therefore, good data collection and careful analysis are critical evaluations.

### **1.2.1 Differences between Evaluation and Assessment:**

An assessment and evaluation can be synonymous, as seen when an instructor asks a multiple-choice question in class, allowing for both assessment and evaluation of the students comprehensively. The assessment measures how well the students have learned the concept while the evaluation determines if their answer is correct. Typically, an evaluation includes an assessment, as it not only makes a judgment but also provides insight into the students learning. However, an assessment does not always involve making a judgment. For instance, if a discussion question is posted in class and the students' responses are observed, evidence is collected regarding their learning progress, without necessarily making a judgment about their understanding.

## **1.3 Types of assessment**

### **1.3.1. Formative assessment**

According to Black and William (1998), formative assessment is a crucial aspect of effective teaching and efficient learning. It serves as a type of assessment that help students in their development as learners while supporting teachers in their growth as instructors, ultimately leading to successful learning outcomes. Black and William (1998, p 7-8) referred to formative assessment as: “encompassing all those activities undertaken by teachers and/ or by their

students, which provide information to be used as feedback to modify the teaching and learning activities in which they're engaged”

Juwah et al (2004), emphasize the significant role of Formative assessment in higher education highlighting its importance as a means of providing valuable information to teachers about students' challenges. By incorporating Formative assessment as an integral part of the teaching and learning process, the authors argue that difficulties and adjust their instructional approaches accordingly. They also stress the importance of feedback and “feed-forward” in formative assessment, advocating for their systematic integration into the curriculum. The authors contend that skills, foster the development of more robust ideas and capabilities. Juwah et al (2004) further note that Formative assessment can be conducted by both peers and teachers. Yorke (2005), emphasized that formative assessment can be provided in a formal or informal way. The purpose of formative assessment is to support the learning process, by offering feedback to the learners, enabling them to recognize areas of strength and for improvement. This feedback helps in enhancing their future performance.

### **1.3.2 Informal Formative Assessment:**

Informal assessment combines evaluation with other activities, such as receiving feedback from a lecturer regarding an answer to a question or receiving from a preceptor during a particular procedure. It is primarily employed to offer constructive feedback for learning process and causes intimidation and thus causes less stress for students. Nonetheless, informal feedback can be influenced by subjective opinions or biases, which is potential feedback. The information collected during formative assessment is transient and often remains under order. It can be manifested in verbal forms, such as students' questions or non-verbal forms, based on teachers' observation. The time frame of interpreting and taking action is more immediate compared to formal formative assessment. An incorrect response from a student or an unexpected question can trigger an assessment event.

Responding to this evidence is usually characterized by quickness, spontaneity, and adaptability, manifesting in diverse ways such as asking additional questions, seeking input from other students to gain different perspectives, performing relevant demonstrations, or repeating an activity.

### 1.3.3 Formal Formative Assessment

Formal assessment being summative evaluations, has a significant impact on motivation and often lead to increased stress levels. Due to their role in the decision-making process, it is crucial for formal assessment to meet higher standards of reliability and validity compared to informal assessment. According to knight and Yorke, (2003, p. 225-226), formal formative assessment can be described as a “complex system of signaling between academics and students, in which there is a plenty of scope for misinterpretation.

### 1.3.4 Types of Formative Assessment

**a. During in-class Activities:** non-verbal feedback from students during lectures was observed, it would read something like “while in class activities were taking place, the study observed the non-verbal feedback of students during lectures”

**b. Homework Exercises:** as review for class discussions could be assigning homework exercises can serve as a means of review for exams and as a topic for class discussions.

**c. Journal for Reflection:** that undergo periodic reviews throughout the semester.

During class activities, students have the opportunity to informally present their results. Feedback from students is collected periodically through specific and their self-evaluation of performance and progress, and both planned formal questions sessions and spontaneous informal questions and answers sessions are conducting. In addition to, it’s impact on evaluating student learning and effective teaching several authors have proposed additional advantages of Formative assessment, Yorke (2001) argue that it contributes to student development and retention. He puts forward the idea that formative assessment improves employability, whereas Cassidy (2006) concentrates on the cultivation of employability skills through this approach. Boud (2000) emphasizes the role of formative assessment in fostering lifelong learning. Moreover, Dancer on Kamvounias (2005) discusses how formative assessment can support active class participation while Ghazi and Henshaw (1998) assert that it has the potential to enhance students’ attendance, performance, and presentation abilities.

In recent times, formative assessment has expanded beyond traditional methods such as written or verbal feedback within the classroom. The emergence of information technology has paved the way of new methods of implementing formative assessment through web-based packages on the World Wide Web (WWW). Scholars such as Buchanan (1999, 2000)

Khan(2001);Henley (2003);Prins (2005) have documented various examples of how the internet and computing have facilitated the development of web-based formative assessment tools. Additionally, computer assisted assessment has also gained prominence, as noted by Bull and Stephens (1999); Brown et Al (1999); Hunt and Pellegrino (2002)

### **1.3.5 Summative Assessment**

Summative Assessment is a form of evaluation that takes place towards the end of a teaching period or at a particular moment. It involves comparing a student or abilities with predetermined standards or benchmarks. Summative assessment aims to measure the overall level of mastery in learning. It assesses the collective response of a specific group to an interaction, rather than concentrating on individual performance. It commonly consolidates data from multiple students, serving as an objective measure that enables teachers, administrators, and parents to assess the efficiency of educational materials, curriculum, and teaching methods used to meet national, State or local educational standards.

Summative assessment serves the purpose of documenting or communicating students' accomplishments, as stated by Harler (2005). Essentially, it's a reflection of their past learning. Taras (2005) describes summative assessment as a form of evaluation that combines various evidence to make a conclusive judgment, typically at a specific moment such as an exam or test. Brown (2004) provides further insight into this concept. A summation of students' learning involves reflecting on past experience and evaluating the extent to which the student has achieved his objectives. However, it doesn't necessarily provide guidance or direction for future advancement.

It should be noted that summative assessment primarily concentrates on evaluating past performance and doesn't inherently provide specific suggestions or guidance for enhancing learners' future performance. Henera Mosquera, Mecizs, and Fernando (2015) describe this evaluative method that uses numerical scales to provide teachers with information regarding students' accomplishments or areas for improvement through their learning process.

According to Mc Clam and Sevier (2010), relying solely on numerical scales may not fully capture students' competency at a specific moment. Teachers are given the central role in summative assessment, where the primary is focus on evaluating past progress, However, this approach doesn't hold teachers responsible for critically evaluating their own practices and

making necessary adjustments to their teaching methods in response to the specific needs of the learners.

Based on the definition provided summative assessment can be described as the procedure of documenting students' accomplishments up to a certain point using a numerical scale, its main purpose is to retrospectively evaluate how well students have achieved their objectives.

### **1.3.6 Types of summative assessment**

**A. Major, high-stakes exams:** Refer to assessments that carry significant weight and importance in evaluating students' knowledge and abilities. These exams are typically comprehensive and serve as critical evaluations of students understanding and performance in a specific subject of course.

**B. The final exam:** which is a genuinely conclusive evaluation, serves as a comprehensive assessment that measures students' overall comprehension and mastery of course material.

**C. Term papers:** which are submitted in draft form at various points through the semester, serve as a formative assessment method. These papers allow students to receive ongoing feedback and make improvements based on that feedback, contributing to their learning and development over time.

**D. Portfolios:** which can also be evaluated for their development, offer a formative assessment approach. As students compile their work and document their progress over time, their portfolio serves as a means to receive ongoing feedback and guidance. This process supports their learning and for adjustments and improvements through its development.

**E. Performance:** encompasses two aspects, the evaluation of the course by students regarding the effectiveness of the teaching, and the self- evaluation conducted by the instructor. This entails assessing the overall performance and quality of the course from both perspectives' students provide feedback on the teaching methods and their learning experience. While instructors' necessary improvements, these evaluations play a vital role in enhancing the teaching-learning process.

### **1.3.7 Differences between Summative and Formative Assessment**

Grubbs and Simpson (2002) offer valuable illustrations, to explain formative and summative assessments efficacy in fluency student learning, in their comprehensive analysis, they present an “idealized” approach to formative assessment employed at Oxford and Cambridge universities. Both institutions meticulously offer individualized feedback on assignments, showcasing an obligation to compose a weekly essay and present it during a personal tutorial session with their tutor. In this setting, the tutor would promptly provide comprehensive verbal feedback. Interestingly, for certain students, this easy feedback became their primary form of instruction. Conversely, summative assessment was conducted through final examinations conducted often three-year period of study. In his conference papers, Crooks (2001, p. 1-2) provide a concise clarification of the difference between summative and Formative.

“Summative assessment is intended to summarize student attainment at a particular time, whereas formative assessment is intended to promote further improvement of student attainment”

Taras (2005) presents a theoretical argument challenging the clear distinction between summative and formative assessment practices. Drawing upon the contributions, of Sadler (1989) and Scriven (1967) notable figures in the field of assessment and evaluation. Taras asserts that formative assessment encompasses both the evaluation of learning outcomes and the provision of feedback used by the learner. In essence, he suggests that formative assessment is essentially summative assessment combined with learners’-oriented feedback (Taras, 2005, Abstract).

### **1.3.8 Definition of Alternative Assessment**

Alternative assessment often necessitates learners to engage in introspection regarding their overall learning progress and identify the specific knowledge and skills required to solve a given problem, According to Nasab (2015), Alternative assessment refers to a specific procedure or techniques employed in classroom and school setting to evaluate students’ performance and understanding in their daily activities and instruction. The author also argues that standardized tests which primarily emphasize scores are not beneficial for assessing student abilities, at the same time, alternative assessment generates data that is straight forward and valuable for interpreting and comprehending students task progression.

Siedentop and Tamehill (2000) define alternative as non-traditional evaluation in physical education that deviate from traditional tools. Instead, these assessments engage students in actively addressing practical problems by applying new information, drawing on their prior knowledge and using relevant skills.

### **1.3.9 Characteristics:**

Alternative of assessment offer novel approaches that not only assess students' language abilities but also foster motivation and inspiration for learning. Nasab (2015) identifies two types of alternative assessment, performance assessment and portfolio assessment, which align with the assessment categories mentioned by (Brown and Hudson 1998). Performance assessment emphasize two crucial aspect which are Performance and authenticity, it is the concept of authenticity prompts students to engage in tasks that reflect real life experiences, which contributes to the creation of meaningful classroom activities through alternative assessment.

(Brown and Hudson 1998) outlined characteristics of alternative assessment as follow:

- a. They require students to engage in performance, creation, production, or practical tasks.
- b. They used real-world contexts or simulations.
- c. They seamlessly integrated into day-to-day classroom activities without disruption.
- d. They assess students based on their regular classroom participation and activities.
- e. They employ tasks that align with meaningful instructional activities
- f. They focus on both the process and products of learning.
- g. They tap into higher- level thinking and problem-solving skills.

### **1.4 Definition of online Assessment**

Online Assessment is a method of administering exams without the need for paper or pen. Instead, exam organizers or examiners can use online assessment platforms to conduct exams using the internet, allowing candidates or students who cannot physically attend to participate. In online assessment, users are required to answer questionnaire on their computer or device once the designated exam time is over, the test window automatically closes. These exams are not limited to multiple choice questions, they can be presented in any required format.

Several researchers have conducted studies on online assessment system as outlined below:

Leucht(2001) focused his research on internet testing and identified various challenges that may arise. These challenges include dealing with unique students' abilities to respond to different types of questionnaires, and the overall maintenance and evaluation of such a system.

In their study, Zenming et Al. (2003) created an online assessment system that used a web browser and serve framework. This system was designed to facilitate the administration of tests and automatically calculate answer for both objective and practical problems. The subjects covered in the examination system included programming, Microsoft Windows operations, Microsoft word, Microsoft Excel, Microsoft PowerPoint editing, and various other topics. (Magdi.Z Rashad et Al 2010) and colleagues presented a proposal for an exam management system tailored to the Arabic language and conducted time online. This system specifically focused on handling objectives, type of questions, the objectives of the proposed system is to efficiently manage the organization of tests or exams, collect responses from participants automatically calculate scores, and generate comprehensive test reports.

According to Jim et al (2004), online assessment can be used in various ways, initially, they designed an online assessment and explored the possibility of transforming it into an online examination system. Over time, they expanded the content until it developed into a comprehensive online assessment platform. This innovative approach represents a departure from traditional methods of conducting entrance assessment, providing improved precision and distinctiveness. Computer-based testing is recognized as a highly effective and fulfilling form of assessment.

### **1.4.1 Guidance of Online Assessment:**

Before starting the online it is necessary to:

- a) It is planned and designed at the beginning of academic year.
- b) The students should be able to access the course syllabus and assessment plan on the learning management software (LMS)
- c) The assessment, instructors, checklist, and rubrics are comprehensive and easy to understand.



- d) To provide students with a platform to address their queries, a discussion board can be set up.
- e) Various assessment methods can be employed to evaluate the comprehensive of the students
- f) To encourage students' engagement, using resources such as case studies, patient video, simulations, and other materials can be made available. Additionally, following the completion of assessment, it is important to provide students with constructive feedback.
- g) Have a backup or contingency plan prepared for submitting or completing assignments in the event of technical difficulties.

### **1.4.2 Online assessment tools**

#### **1.4.3 Discussion Board**

Discussion board is an online platform that facilitates written conversations and discussions among users. It serves as space for individuals to exchange ideas, share opinions, ask questions, and engage in meaningful conversations. Within an LMS, there are discussion formats that can facilitate whole class or small discussion. Students can create posts, engage in debates, analyze case studies, collaborate on ideas, and more.

##### **A. Anticipated challenges**

- a. Students may post content that is not relevant to the ongoing conversation
- b. Some students may experience peer pressure
- c. A few students may not be open to receiving comments on their posts.
- d. Some students may not provide feedback or comments.
- e. Ensure that students' remains engaged with the course material by holding continuous discussion throughout the semester that foster interpersonal relationships.
- f. Instructors can provide specific topics to keep discussions focused.
- g. Personalized feedback can be given to students to improve the effectiveness of their discussion points.
- h. Set word limits for posts to keep discussions manageable and avoid lengthy, difficult to read thread.

#### **1.4.4 Online Quiz**

Online quizzes are typically administered through an LMS allowing students to complete assessment from any location rather than in controlled, supervised setting.

### **A. Challenges**

- a. Possibly of student plagiarism or coping.
- b. Difficulty in assessing higher-order thinking skills through online quizzes.
- c. Time consuming process of developing testing, implementing and providing feedback for multiple choices.

### **B. Suggestions**

- a. Use quizzes as a form of continuous assessment with detailed feedback to keep students engaged with course content.
- b. Provide practice tests through the LMS

Before taking the quiz, students should take some time to get familiar with the online assessment software. This will allow them to become comfortable with the interface and identify any potential challenges they may face. By doing so, they can address any technical issues in advance, and be better prepared to take the quiz.

- c. It is advisable to have a co-instructor conduct a peer-review of quiz questions; this is to ensure that there is no confusion in the phrasing of the questions, as students may not have the opportunity to seek clarification during online assessment, unlike traditional assessment methods.
- d. In order to deter cheating, it's necessary to activate security features in the learning management system (LMS). These measures may include pooling questions, randomizing the order of questions and answers, or other similar features.
- e. Incorporating various tools such as case studies, problem-based scenario, video, simulations, and reflective exercises at the end of the quiz can help evaluate higher order thinking skills, this allows students to apply what they have learned and demonstrate their critical abilities.

### **1.4.5 Essays, Written Assessments and Projects**

The use of online platforms for essays, written assessments, and projects in online assessments offers several advantages. It allows for greater flexibility in terms of access,

submission, and evaluation, as participants can work on their assignments remotely and submit them electronically.

### **A. Challenges**

- a. Students who struggle with typing on the computer may find it challenging to complete written assignments.
- b. Providing feedback to each student on their written assignments can be time consuming task.
- c. The grading process for essays and projects can be deployed due to the substantial amount of time required for evaluation

### **B. Suggestions**

- a. Setting word limits for essays can help students provide the necessary information without feeling overwhelmed.
- b. Posting essays as blogs or discussion posts can encourage interaction among students and facilitate learning.
- c. Providing timely feedback on written assignments can improve the writing process, with focus on both the process and the final product.
- d. Equate time should be allocated for completing written assignments and projects to ensure timely submission.

## **1.5 Advantages of online assessment**

Universities have implemented online assessment as an alternative to traditional paper-based testing. In order to achieve more precise, efficient and rapid evaluation of students, this particular section highlights the benefits of employing online assessment in various areas, such as for students themselves, teachers and educational institutions.

### **A. Students**

Students prefer online assessments over traditional paper-based tests because it allows them to have more control user like simulation that resembles learning environment and recreational activities. Additionally, online assessment is fast and easy to use, providing immediate feedback that can help improve learning levels. Students conducted at Glamorgan university and Leeds Metropolitan University indicate that online assessment can enhance students' performance,

which is further supported by a study conducted at the University Winchester that found online assessment increase student motivation to improve their performance.

Moreover, online assessment offers the flexibility of taking tests anytime, anywhere, which is particularly beneficial for students in remote areas who may not have easy access to testing facilities

### **B. Teachers**

Using paper-based tests requires teachers to spend a significant amount of time grading each paper. However, using online assessment can save teachers time, as indicated by several studies. For instance, research conducted at Leeds Metropolitan university found that online assessment can save up to £300 per cohort in staff time; additionally online assessment allows teachers to provide more accurate and consistent feedback, which can further enhance student learning.

### **C. Educational Institutions**

The number of students in universities is increasing, leading to a greater demand for fast and accurate assessment methods, universities also require timely results to allocate places for qualified applicants, which can be easily achieved using online assessment, and this approach also reduces the cost of assessing students by saving time. Online assessment has security measures in place to prevent cheating, including unique question sets and identify verification through passwords and identification checks, additionally it reduces cheating by presenting questions in a different order for each student.

### **1.6 Disadvantages of Online Assessment**

Online assessment is not completely free of disadvantages that prevent its widespread implementation and acceptance (Bacigalup et al, 2010). Several studies have identified these drawbacks. Firstly, there is a lack of technological infrastructure in many institutions (Isaias & Issa, 2013). Secondly, there is a lack of trust between students and teachers, mainly due to technological inadequacies (Whitelock & Brasher, 2006). Thirdly, online assessment negatively affects students' motivation (Bacigalupo et al., 2010). Fourthly, there are doubts about the effectiveness and impartiality of teachers (Redecker et al, 2012). Fifthly, computer distraction is a disadvantage for online assessment and effects the overall success of students'(Mason, 2014). Sixthly, online assessment gives incomplete feedback (White Lock,

2009). Seventhly, students participate in online assessment have certain difficulties with authentication (Kocdar et al, 2018). Finally, there is a possibility of cheating, which is a serious concern associated with online assessment compared to traditional paper-based assessment (Xu & Mahenthiran, 2016). Some studies have argued that cheating and plagiarism are easier and more common in online evaluation, effecting its validity and reliability (Koçdar et al. 2018, Apampa et al, 2011, Mellar et al, 2018, Dermo, 2009).

### **Conclusion**

To be an effective online educator, it's crucial to demonstrate that students have indeed learned the material. However, relying on just one type of assessment won't suffice in measuring all the objectives and outcomes desired. Therefore, online instructors should broaden their assessment measures throughout the course delivery to make online assessment more effective. The trend towards outcome-based assessment in education makes online education a valuable tool for evaluating students learning outcomes and practical application of knowledge. Moreover, traditional assessment techniques can be modified to suit the traditional assessment techniques can be modified to suit the nature and pedagogy of online

### **Section Two: Student's Attitudes**

#### **Introduction**

Human beings are highly responsive to their environment, constantly engaged in a continuous process of evaluation and decision-making. This evaluative process encompasses various aspects of human behavior and attitudes.

One of the fundamental aspects of human evaluation is the care and protection individuals demonstrate towards their family members. Humans possess a strong innate drive to ensure the well-being, safety, and overall happiness of their loved ones. This deep sense of care influences decision-making processes as individuals prioritize the needs of their family members when making choices.

Another crucial aspect of human evaluation is the concern for self-image and social evaluation. Humans strive to maintain a positive self-image by behaving in ways that align with their personal values and societal expectations. Additionally, individuals evaluate the opinions and judgments of others in their social circles, as they seek approval, acceptance, and a sense of belonging.

Furthermore, humans tend to form opinions about the physical appearance and appeal of others, known as attractiveness evaluation. This evaluation of attractiveness plays a role in social interactions, forming relationships, and even influencing romantic and sexual preferences. However, it is important to recognize that attractiveness is subjective and can vary across cultures and individuals.

When making decisions, humans frequently evaluate the qualities and capabilities of individuals. This evaluation becomes particularly significant in contexts such as employment, partnerships, or collaborations. By assessing factors like skills, knowledge, experience, and compatibility, individuals make informed decisions that align with their goals and requirements.

Humans also regularly evaluate the options available to them and make choices regarding resource allocation. Resources can include money, time, effort, attention, and more. Through this evaluative process, individuals prioritize their preferences and goals, determining how best to distribute their resources to fulfill their needs and achieve desired outcomes.

Moreover, human evaluation extends to future-oriented thinking, as individuals engage in planning and strategy. They envision their desired outcomes and develop strategies to achieve them. This planning process involves evaluating potential paths, considering risks and rewards, and making decisions based on individual priorities and aspirations.

### **1.7 Definitions of Attitudes**

The way a person feels and thinks about something is reflected in their attitude, and it is related to feelings and emotions. According to Crystal (1997), attitudes are the feelings people have about their own language or the language of others. Allport (1935) defines attitude as a mental or neutral state of readiness, organized through experience exerting a directive or dynamic influence upon the individual's response to all objects and situation with which it is related. Eagly and chaiken (1993) defines attitude as a “psychological tendency that is expressed by evaluating a particular entity with some degree of favor and disfavor”.

#### **1.7.1 Dimensions of Attitude**

According to the international dictionary of Education (1977, p.32) there are three dimensions for attitudes: beliefs, behaviors and feelings.

##### **A. Beliefs**

Beliefs have an effective role in determining how teachers and students interact in the classroom, they enable them to utilize their knowledge with the teaching strategy

they are using. Burns (1992) mention that beliefs motivate instructional practices in the classroom. Beliefs are a serious element of attitude according to Pajares (1992) “beliefs play a critical role in defining behavior and organizing knowledge and information “

### **B. Behaviors**

Students’behavior is determined by their thoughts and sentiments about an approach. The behavioral dimension is the attitude of action that form behavior. According toEiser (1984) the behavior will be accepted according to the attitudinal effect and the belief.

### **C. Feelings**

The international dictionary (1977, p.14) defines feelings as “those aspects that emerge from the experience of teacher that will develop emotionally in them”. We might state that feelings of both teachers and students have an important role in language teaching approaches

### **1.7.2The Factors that Affect Students Attitudes towards Online Assessment**

Students’ opinions differ about the online assessment, between those who said that there were some factors that hindered the progress of their studies. And others who supported it because the factors that facilitated their studies such as: technology control, student’s characteristics and system Quality.

### **1.7.3Technology Control**

One of the most important factors that may affect students’ attitudes towards online learning is their qualification in using technology. Butnaru (2021) found that when students feel comfortable in using technology and have competency in using the internet and technology, it will positively affect their learning and increase their feeling of satisfaction with the online



learning experience. According to Taipjutorus (2012) mention that when students are not familiar with computer and technology usage and skill, they might feel less confident and less motivated to attend online learning courses and might negatively influence their performance.

### **1.7.4 Students Characteristics**

Ghaderizfreh (2018) found that students' characteristics are one of the factors that influence their satisfaction with online learning and affect their learning and achievement. Song (2010) stated that students' characteristics include the self-confidence, motivation and learning styles. According to Hammoud (2010) linked students characteristics and behavior to the learning experience perceptions and attitudes.

### **1.7.5 System Quality**

Hammoud (2010) stated that these system characteristics are considered key factors that could affect and influence students' satisfaction and perceptions about online learning. Delon and McLean (1992) reported that system quality can be measured by data currency and accuracy responsetime, reliability

### **1.8 Characteristics of teacher**

The characteristics of instructor play a crucial role in determining students' satisfaction and achievement in online learning, According to Song (2010), teachers characteristics refer to the abilities, efforts, and pedagogical techniques employed by instructor. Hammond (2010) emphasized the significant impact instructors have on the success of online courses. The instructors' interaction, supervision, and communication with students' achievement and active participation in an online course. Conversely, Smidt et al. (2016) argued that a negative relationship with the instructor in the online environment can hinder students learning experiences. Inadequate feedback from instructors, for example, can lead to students' anxiety during the course (Hara & Kling, 1999). Eom et Al. (2006) discovered that instructor's knowledge and facilitation positively influence students' satisfaction with the online learning experience.

#### **1.8.1 Teacher Role in online Classroom**

The role of teachers, whether in a traditional classroom or an online setting has consistently been associated with the provision of a carefully planned teaching and learning environment. Even with the substantial incorporation of technology, the teachers' role remains pivotal in an online learning environment, serving as a motivating and organizing force in facilitate students' integration into online learning. Many aspects of the teachers' role remain unchanged in the online learning context, including the encouragement and motivation of students, guidance and supervision of their progress, provision of constructive criticism, enhancement of confidence, and sustenance of motivation as outlined by Marsh (2012), several key roles can be attributed to teachers in online setting.

### **1.9 The Role of Online Learner**

The role of online learner consists a range of competencies that contribute to their effectiveness in the online learning environment, these competencies are essential for successful engagement and achievement in online learning.

#### **1.9.1 Operational Competence**

Operational competence refers to the proficiency in using information and communication technology (ICT) tools, particularly computers and web applications for learning, communication, collaboration, and self-directed work, it entails the following key skills:

- a-** Adequate knowledge in employing ICT tools for effective communication and collaboration.
- b-** Sufficient proficiency in navigation online and using their features.
- c-** Competent response to the demands and expectations of online tutors (Borges, 2008)

#### **1.9.2 Cognitive Competence**

Cognitive competence encompasses a set of mental abilities that enable learners to comprehend course content, apply it in different contexts, and seek assistance, when necessary, its main skills include:

- a.** Familiarity with the appropriate procedures for accessing course instructions, such as the syllabus
- b.** Awareness of available assistance resources and the ability to request aid when needed.
- c.** Cultivating a sense of tolerance by offering support to peers and even instructors.

- d. Development of critical thinking skills.
- e. The capability to identify content and apply personal understanding to specific situation.

### **1.9.3 Collaborative Competence**

Collaborative competence pertains to the ability to work together with peers or teachers in the online learning environment. Students need to possess the following skills:

- a. Effective collaboration with others, either fellow students or the instructor.
- b. Active engagement in group work and contribution to collaborative tasks.
- c. Proficiency in using online tools and platforms for collaborative activities.
- d. Effective communication and cooperation with team members.
- e. Respectful and constructive interaction with peers and teachers, fostering a positive environment (Borges, 2008)

### **1.9.4 Self Directing Competence**

Self-directing competence pertains to students' personal capacity and engagement in online learning. It consists of their attitudes, perspective, and motivation to learn autonomously. Key skills associated with self-directing competence involve taking responsibility for one's learning, demonstrating autonomy and proactive behavior, and avoiding reactive tendencies, it also involves recognizing one's learning style within the online learning environment. Furthermore, resilience to failures, disappointment, and uncertainty is crucial, as is maintaining authenticity and avoiding plagiarism or cheating. Additionally, Self-directing competence entails determining one's needs, desires, and goals independently and effectively managing online learning materials in manner that suits individual preferences (Borges, 2008).

### **1.9.5 Course Specific Competencies**

Course-specific competencies include the specific abilities required to navigate and comprehend knowledge within a particular subject area. This competence may involve using language skills acquired through:

- a. Communication in chat rooms, actively engaging with rooms.
- b. Actively engaging with classmates' contributions in form discussion.
- c. Actively familiarizing oneself with new terminology introduced by the instructor or fellow online learners.

- d. Engage actively in class discussion by contributing ideas, opinions, and personal experiences, surpassing the role of a passive reader.
- e. (Borges,2008) demonstrates preparedness and authenticity during synchronous sessions that students are expected to attend.

### **Conclusion**

In conclusion, attitudes influenced by beliefs, behaviors, and feelings, are crucial in shaping individuals' perceptions and experiences of online assessment, factors such as technology control, students' characteristics and system quality play significant roles in shaping students' attitudes. Teachers also play a vital role in online assessment, influencing students' satisfactions and achievement through their characteristics and instructional techniques. Online learners require specific competencies to succeed, including operational, cognitive, collaborative, self-directing, and course-course-specific competencies. A positive attitude towards online assessment, supported by effective teacher characteristics and students' competencies, leads to successful online experience.

Addressing factors that hinder attitudes and providing necessary support can enhance students' engagement and achievement in online assessment, making a valuable tool in education.

## **Chapter Two: Field work**

## **Chapter Two: Field work**

### **Introduction**

This chapter focuses on the field work conducted for the current study which examines the attitude of second-year English students at Mohammed El Bachir El Ibrahimi University towards online assessment. The study adopted a mixed-method approach where both quantitative and qualitative data were collected a questionnaire with the students and interviews with the teachers to obtain their responses in relation to online assessment. The main objective is to outline the data collection procedures, as well as, analyze, and discuss the findings of this investigation.

### **2.1 Data Collection Procedures**

To collect the necessary data, a questionnaire was distributed to second-year English at Mohammed El Bachir El Ibrahimi University, aiming to explore their various attitudes and perspectives towards online assessment, the questionnaire was personally submitted to the students face to face, and a total of 50 students completed a hard copy of the questionnaire.

Additionally, interviews were conducted face to face with two teachers of Mohammed El Bachir El Ibrahimi University in order to gain deeper insights about online assessment from teachers' perspectives.

### **2.2 Population and Sampling**

The population targeted in this study is that of second year students at Department of English of Mohammed El Bachir El Ibrahimi University. Fifty second year were randomly chosen to participate in this research.

Selecting second year LMD students as the target population is justified by their experience to online assessment during the pandemic. As they have already undergone a year of online assessment, they possess a greater familiarity with the concept compared to first year students', this makes their responses more reliable. Moreover, conducting this study can be benefit these second-year students as it can improve their comprehension and use of online assessment techniques, thereby possibly influencing their future academic pursuits.

## **2.2 Student Questionnaire**

### **2.2.1 Description and administration of the questionnaire**

The questionnaire comprises 20 items that primarily required students to select the most suitable answer. These items are categorized into three sections, the first section, is titled personal information of the students including year and gender, the second section focuses on students'

Attitudes towards online learning and comprises 10 sentences from 1 to 10 sentence with yes, no, and sometimes options. It aims to gather students' perspectives on the advantages and disadvantages of online learning compared to traditional face-to-face instruction. They explore various aspects, such as focus, computer competency, stimulation, ease of task submission, the relationship between online and traditional learning, and communication with teachers.

The third section deals with Likert 03-point scale questionnaire ranging from strongly disagree to strongly agree, the questionnaire gathers data on participants' understanding of online assessment including the content, accessibility, usefulness, and satisfaction of such assessment methods.

**2.2.2 Data Analysis**

**2.2.2.1. Student's Data Analysis**

**Background Information**

**Table 01:** Student's Gender

<b>Options</b>	<b>N</b>	<b>Percentage</b>
<b>Male</b>	10	20 %
<b>Female</b>	40	80 %
<b>Total</b>	50	100 %

As table 1 shows, we can observe that most of 50 students with percentage 80% were females while only 20% of them are males.

**Table 02;** Students Age

<b>Options</b>	<b>N</b>	<b>Percentage</b>
<b>20-25</b>	47	94 %
<b>25 above</b>	3	6 %
<b>Total</b>	50	100 %

The majority of students are young 94% of them aged between 20 to 25 years old while 6% their age is 25 above

**Attitudes Towards Online Learning**

**Table 03:** Student's find face –to-face interactions to be more centered compared to e-learning methods

<b>Options</b>	<b>N</b>	<b>Percentage</b>
<b>Yes</b>	33	66%
<b>Sometimes</b>	11	22%
<b>No</b>	6	12%
<b>Total</b>	50	100 %

The results above show that 66% of students have find face to face interactions more centered than e-learning methods. This means that majority of students prefer the traditional classroom setting, where they can directly interact with their teachers and peers, however 22% responded



with sometimes, indicating a mixed perspective, these students recognize the benefits of both face-to-face interactions and online learning, 12% of students don't find face to face interactions to be more centered than e-learning

**Table 4:** Student's often make mistakes when utilizing a computer, although I still feel competent and capable in its use

<b>Options</b>	<b>N</b>	<b>Percentage</b>
<b>Yes</b>	21	42 %
<b>Sometimes</b>	20	40 %
<b>No</b>	9	18 %
<b>Total</b>	50	100 %

The findings presented in the table above show that 42% of students responded with yes, indicating that they make mistakes when using a computer. This means that many students face struggles in using computers, which can result in errors during their online assessment. 40% response with sometimes indicating a mixed perspective, these students often make mistakes when using computers while still feeling competent in computer use. Only 18% of students don't make mistakes reflect on higher-level of computer proficiency.

**Table 5:** Student's think that online learning tends to be more stimulating and encouraging than traditional learning methods

<b>Options</b>	<b>N</b>	<b>Percentage</b>
<b>Yes</b>	19	38 %
<b>Sometimes</b>	15	30 %
<b>No</b>	16	32 %
<b>Total</b>	50	100 %

The result, above show that 38% of students think that online learning tends to be more stimulating encouraging than traditional learning methods. 30% of them select the option sometimes and 32% of them said no.

**Table6:** Sending assignment and tasks are so easy through online learning for students

Percentage	N	Options
64 %	24	<b>Yes</b>
20 %	18	<b>Sometimes</b>
16 %	8	<b>No</b>
100 %	50	<b>Total</b>

Based on the table above, show that majority of students (64%) find sending their assignments and tasks through online learning to be easy. This mean that most of them are comfortable with this process. 20% of students selected sometimes, indicating that they find sending their assignments and tasks through online learning to be difficult, while 16% of students answered No, they find it difficult and struggling with this process.

**Table07:** Students can communicate easily with their teachers in traditional classes

	N	Percentage
<b>Yes</b>	24	48%
<b>Sometimes</b>	18	36%
<b>No</b>	8	16%
<b>Total</b>	50	100%

According to the table above, 48% of students find it easy to communicate with their teachers in traditional classes, this mean that almost half of the students feel comfortable and have no significant difficulties in their communication with teachers, 36% of students select the option sometimes, indicating that they experience occasional difficulties When communicating with their teachers in traditional classes. While only 16% of students answered No, indicating that they find it difficult in traditional classes.

**Table08:** Online learning helps students to learn from home

	<b>N</b>	<b>Percentage</b>
<b>Yes</b>	24	48 %
<b>Sometimes</b>	20	40 %
<b>No</b>	6	12 %
<b>Total</b>	50	100 %

The findings presented in table above show that 48% of students believe that online learning helps them learn from home, 40% of students answered sometimes and have mixed experiences, suggesting that online learning is effective at time but not always, 12% of students believe that online learning doesn't help them learn effectively at home.

**Table09:** Online learning helps students to learn while working

	<b>N</b>	<b>Percentage</b>
<b>Yes</b>	27	54 %
<b>Sometimes</b>	19	38 %
<b>No</b>	4	8 %
<b>Total</b>	50	100 %

The findings presented in the table above show that 54% of students said that the use of online learning helps them to learn while working .38% answered that online learning helps them to learn while working just sometimes and 8% of them said no online learning doesn't help them to learn while working.

**Table 10:** Online learning is not appropriate with courses that need practice

	<b>N</b>	<b>Percentage</b>
<b>Yes</b>	25	50 %
<b>Sometimes</b>	16	32 %
<b>No</b>	9	18 %
<b>Total</b>	50	100 %

As it is revealed in the table, 50% of students said yes that online learning is not appropriate with courses that need practice. While32% said sometimes online learning it can be not appropriate with courses that need practice and 18% said no online learning is not appropriate with courses that need practice.

**Table 11:** Online learning can be used beside traditional learning but never replace it

<b>Options</b>	<b>N</b>	<b>Percentage</b>
<b>Yes</b>	36	72 %
<b>Sometimes</b>	7	14 %
<b>No</b>	7	14 %
<b>Total</b>	50	100 %

The results above show that 72% find that online learning can be used beside traditional learning but never replace it, 14% of students said that online learning can be used beside traditional learning but never replace it sometimes and 14% of them have chosen the option no

**Table 12:** Students understand their lessons well in traditional classes

<b>Options</b>	<b>N</b>	<b>Percentage</b>
<b>Yes</b>	30	60 %
<b>Sometimes</b>	14	28 %
<b>No</b>	6	12 %
<b>Total</b>	50	100 %

From the analysis of the results obtained 60% of students understand their lessons well in traditional classes while 28% of them select sometimes with percentage 28% because most of the time they don't understand their lessons well in traditional classes and few students with percentage 12% said no.

**Students Attitude Towards Online Assessment**

		<b>Disagre e</b>	<b>Neutra l</b>	<b>Agree</b>	<b>Mean</b>	<b>Standard deviation</b>
<b>1</b>	Online assessment provides a more engaging experience than using paper.	<b>60%</b>	<b>10%</b>	<b>30%</b>	<b>2,30</b>	<b>,909</b>
<b>2</b>	The rules for taking an electronic exam are simple to understand.	<b>44%</b>	<b>16%</b>	<b>40%</b>	<b>2,04</b>	<b>,925</b>
<b>3</b>	Online assessment increase student accomplishments effectiveness.	<b>60%</b>	<b>14%</b>	<b>26%</b>	<b>2,34</b>	<b>,872</b>
<b>4</b>	The online assessment reduces cheating.	<b>60%</b>	<b>4%</b>	<b>36%</b>	<b>2,24</b>	<b>,960</b>
<b>5</b>	Online assessment takes less time than on paper.	<b>40%</b>	<b>16%</b>	<b>44%</b>	<b>1,96</b>	<b>,925</b>
<b>6</b>	Online assessment reduces stress exams	<b>42%</b>	<b>14%</b>	<b>44%</b>	<b>1,98</b>	<b>,937</b>
<b>7</b>	I would like to have my classes online rather than in the classroom	<b>50%</b>	<b>10%</b>	<b>40%</b>	<b>2,10</b>	<b>,953</b>
<b>8</b>	I prefer online assessment than the traditional assessment.	<b>66%</b>	<b>6%</b>	<b>28%</b>	<b>2,12</b>	<b>,940</b>
<b>9</b>	Online assessment is applicable to all module.	<b>58%</b>	<b>10%</b>	<b>32%</b>	<b>2,26</b>	<b>,922</b>
<b>10</b>	Online assessment raises the standard of instruction	<b>66%</b>	<b>6%</b>	<b>28%</b>	<b>2,38</b>	<b>,901</b>

**Statement 01:** earned the highest at 60% disagree with the statement that online assessment provides a more engaging experience than using paper. On the other hand, 30% of respondents agree with statement, and 10% of respondents neither agree or disagree, suggesting a neutral stance, the mean score 2,30 support that the average rating falls closer to the neutral position

**Statement 02:** the second statement received 44% of respondents disagree with the item that rule for taking an electronic exam are simple to understand, 40% agree with statement, indicating that they find the rules easy to comprehend. However, there is still a significant of students 16% that remains neutral. The mean score (2,04) support that there is a mixed perception.

**Statement 03:** the majority of students 60 % disagree with the item that online assessment increase student accomplishments effectiveness, 26% of students agree with the statement, the remaining 14% have neutral stance, the mean score of this sentence is 2,34 suggest a moderate level of agreement with the item.

**Statement 04:** the result above, show that the majority of respondents 60% disagree with the item that online assessment reduce cheating. 36% of respondents agree with the statement, and 4% have neutral opinion, the mean score of sentences 2 is 24 suggest a moderate level of agreement with the item.

**Statement05:** 40% of students disagree with the item that online assessments take less time than paper based online assessment, while 44% of respondents agree with statement and 16% have a neutral opinion. The mean of this item is 1,96 suggests that a tendance towards disagreement.

**Statement 06:** According to the result above 42%of students disagree that Onlineassessment reduces stress exams and 14% preferred to be neutral whereas 44% of them agree with the statement. The mean of this statement is1, 98 which represents a neutral stance.

**Statement 07:** According to the findings 50% of students disagree to have their classes online rather than in the classroom, 10% of them choose the second option neutral and 40% of them agree. The mean of this item is 2, 10 which indicates that the majority of respondents had neutral perspective.

**Statement 08:** the answers tabulated above show that 66% of students doesn't prefer online assessment than the traditional assessment, 6% of them are neutral and 28% of them agree. The mean of this statement is 2, 12 which represents a neutral stance.

**Statement 09:** the majority of students with percentage 58% disagree that online assessment is applicable to all module only 10% of them preferred to be neutral and 32% of them agree with the statement. The mean of this item is 2,26 which represents neutral stance.

**Statement 10:** the result above show that 66% of students disagree that Online assessment raise the standard of instruction while 6% of them select the second option neutral and 28% were agree on this statement. The mean of this statement is 2,38 which represents a positive stance.

### **2.2.2.2 Students' Data Discussion**

The results indicate that students have varying attitudes towards online learning and online assessment. While some students still prefer face to face interactions and traditional classroom settings, there are students who recognize the benefits and effectiveness of online learning. Regarding computer proficiency, a considerable number of students struggle with using computers during online assessment, which can lead to mistakes, however. most students find it easy to send their assignments and tasks through online learning platforms, indicating comfort with this process. Communication with teachers in traditional classes is generally perceived as easy by nearly half of the students, while a significant portion experience occasional difficulty. As for effectiveness of online learning, opinions are mixed with some students believing it helps them learn effectively from home, while others haven't. The findings also highlight that online learning while working, but there are some students who do not find it beneficial in this regard. Similarly, students have mixed opinions about the appropriateness of online learning for practical courses.

Overall, the majority of students believe that online learning can be used alongside traditional learning but not as a complete replacement. Additionally, understanding lessons untraditional classes varies, with some students having difficulty comprehending the material.

Turning to online assessment, students generally disagree that online assessment is applicable to all modules and raises the standard of instruction. These findings emphasize the importance of condensing students' perspectives and needs when implementing online learning and assessment strategies. Educator's and institutions should aim to address the challenges students face with computer proficiency and ensure clear communication channels. Additionally, understanding the preferences concerns of students can help design online learning and assessment experiences to better meet their expectations and enhance their overall learning outcomes.

### **2.2.3 Teacher Data Analysis**

The present study employs a content analysis approach to examine the documented data in the form of tests, this tool aim to explore and evaluate the results and effectiveness of online assessment for the teachers, initially the data are thoroughly familiarized with through multiple interactions, subsequently, data obtained from face to face interviews, the subsequent phase involves the development of a framework in which coding is employed to

categorized the collected data for frequently used words and phrases by the participants, the responses provided by the participants are then coded and interpreted within relevant thematic categories, while all statements are systematically classified, statements falling within each theme are further grouped into sub categories are thoroughly examined to derive meaningful findings that address the research questions posed in the study.

The second research tool used was an interview addressed to two teachers of English department of Mohammed El Bachir El Ibrahimi.

### **Q1: What are the challenges that you have faced while using online assessment?**

#### **Teacher A**

“Among the most important challenges the non-availability of the necessary materials for online assessment with technical problems, like network issues, in addition to the students face difficulties accessing online platforms and sometimes lack the necessary knowledge to navigate and take tests on these platforms Beca the students have a data of open and paper exams to online assessment “

#### **Teacher B**

“There are many challenges, the main one was low internet, the website was not 100% user friendly, the low engagement of the students and the catastrophic impact on their curriculum “

The question interview aims to gather information about the specific issues that may arise during the process.

According to the answers of teachers that claimed the technical issues like lack of materials, low students’ engagement, negative impact on the curriculum, low internet, connectivity, non-user-friendly websites, and distributions to the learning routine. The unfamiliarity of online assessment and absence of traditional test further Hinde students’ engagement. These factors collectively faced by both students and teachers during the transition to online assessment methods

### **Q2: What strategies do you use to engage students during online assessment?**

#### **Teacher A**

“The use of online assessment test needs some strategies, starting from the development of test, which need to be structured in order to make it easy for students. Online test is different from traditional test, there are some characteristics of online test, such as the need to choose the appropriate question format (E.g multiple choice or gap filling) ended questions may not



be favored in online assessment due to the difficulties students may face in answering them digitally”

The question aims interview aims to explore techniques than can enhance student participation and attentiveness in an online assessment setting.

The teacherrecreated the importance of effective strategies in designing online assessment tests. And also demonstrate an understanding of the differences between online and traditional assessments, particularly in terms of question format selection. This analysis highlights the teacher's focus on creating online assessments that are user-friendly and aligned with the unique features of the digital environment.

### **Teacher B**

“The strategies that students could look for information themselves, buil their research techniques skills, the use of resources found on the internet, with much time to do the task sometimes weeks to answer, but none was effective, students wanted to get over the module and get the grade”

Additionally, there was an expectation for students to take responsibility for their own learning and employ strategies such as independent information retrieval and research techniques. However, the effectiveness of these strategies appears to be limited in achieving the intended goals. The focus on completing the module and achieving grades suggests a potential misalignment between the students' priorities and the intended learning outcomes. It raises questions about the level of engagement and the efficacy of the strategies employed by the students in effectively acquiring and applying knowledge.

### **Q3: How do you ensure that students are not cheating during online assessment?**

#### **Teacher A**

“it’s one the challenges of online testing on way to address this is by conducting tests in a computer laboratory under teacher supervision rather than allowing students to take them at home, this allows for direct monitoring. to controlled environment students are given a specific time period to complete the test, ensuring fairness. However, implementing this approach can be logistically challenging and may not be flexible for all situations”

#### **Teacher B**

“By letting them answer with their own way, and use a negative system with copy- pastes “  
The aim of interview question is to inquire about the measures or strategies implemented to prevent cheating in online assessments.

Every teacher had their own different strategies to address this issue of cheating

By suggesting a controlled environment such as a computer laboratory, where students can be supervised by teachers, this approach aims to reduce the likelihood of cheating by providing direct oversight and monitoring of students' actions. However, it's knowledge potential logistical challenges in term of arranging transportation and ensuring access to computer labs. And employing mechanisms to detect and discourage plagiarism or copying and pasting of answers.

Q4: Do you prefer online assessment or traditional learning

Teacher A

"Both are good ways of testing, but each of them has advantages and disadvantages. It's matter of using the most appropriate one in most appropriate situations"

**Teacher B**

"Each has benefits and obstacles. But I prefer traditional learning/ assessment "

The question interview aims to gather the individual's preference regarding the mode of assessment.

Each of teachers had multiple attitudes, one of them take a more nuanced approach, considering the advantages and disadvantages of Both methods and emphasizing the need to choose the most appropriate one, and the other expresses preference for traditional learning.

**Q5: What did you like / dislike about online assessment?**

**Teacher A**

"It allows teachers to gain time both in terms of test administration or correction. It provides immediate scores once the student completes the test, a potential drawback of online test is the difficulty in ensuring that students do not engage in dishonest practices, like cheating, when taking the test remotely, such as at home"

**Teacher B**

"It has advantages such as automated grading and the ability to quickly identify cheaters. However, it has drawbacks like the potential of copy-pasting answers, a lack of information, and no direct interaction between students and the module "

Question interview aim to elicit the person's feedback and opinion regarding their experience with online assessments.

Both of teachers claimed about advantages and disadvantages of online assessment, including the benefits of automated grading and quick identification of cheaters, which enhance efficiency and academic integrity. However, there is also drawbacks, including the

ease of copy-pasting answers, potential lack of interest in understanding the some material, and limited direct interaction between students and the assessment module.

### **Question 6: How do you evaluate the effectiveness of online assessments?**

#### **Teacher A**

“it’s effective but not always, such as large student population, online assessment proves to be more efficient compared to traditional methods. However, misuse of online assessment, whether by teachers or students, can hinder its effectiveness and become burdensome “

#### **Teacher B**

“Not effective at all”

The interview question aims to investigate how the person evaluates the effectiveness of online assessments.

Every teacher divergence in opinions regarding the effectiveness of online assessments. One of them claimed their potential benefits, particularly in handling large student populations, but also recognizes the negative impact of misuse. However, the other firmly believes that online assessments are ineffective.

### **2.2.4 Discussion of Data**

According to this results, the teachers attitude towards online assessment can be described as mixed or varied, the first teacher attitude towards online assessment is more positive and balanced, the teacher recognized the advantages of online assessment, such as time saving and immediate scoring, also expressed concerns about ensuring academic integrity and preventing cheating during remote testing, the result are compatible with the results of (Koçdar et al., 2018, Apampa et al, 2011; Mellar et al., 2018; 2018; Dermo, 2009) argued that cheating and plagiarism are easier and more common in online evaluation, effecting its validity and reliability.

The second teacher attitude toward online assessment is more negative and learning towards a preference for traditional learning, based on the related studies showed that many reasons contributed to this negative attitude (Xu & Mahenthiran, 2016) explained that there is a possibility of cheating, which is a serious concern associated with online assessment compared to traditional paper based assessment and the result of interview showed that teachers agreed with this idea as teacher claimed “... it has drawbacks like the potential of copy-pasting answers, a lack of information, and no direct interaction between students and the module “

Additionally, both teachers also agreed with the result of (Isaias & Issa, 2013) explained that there is a lack of technological infrastructure in many institutions. They claimed that “.... non availability of the necessary materials for online assessment with technical problems”, “.... the main one was low internet; the website was not 100% user friendly”

### **Conclusion**

This chapter focuses on the field work conducted for the present study. It encompassed various aspects such as data collection procedures. The targeted population and sampling methods, and the comprehensive analysis and discussion of the student questionnaire and teachers’ interview. By examining the gathered information,

The current study aimed at collecting data about students’ attitudes toward online learning. The analysis of this section showed that the students have positive attitudes toward online learning which means that they find it interesting and enjoyable as a mode of learning, however in statements 5 and 9 the results showed that students think online learning can’t replace traditional learning. It means that students want some interaction in the classroom to make them understand the lessons well. While the second section aimed to gather information of students about online assessment, the findings showed that students have negative attitudes due to several obstacles. They feel themselves not motivated and depressed, which affects their performance in learning as well as the lack of teachers’ interaction will prevent them from understanding as in the classroom. According to the findings of teachers their attitude is between negative and positive about the position of online assessment in their university. Their dissatisfaction is due to many factors. Such as the lack of materials like the internet and students in many times face difficulties to access online platforms. The other teacher finds it appropriate and he has a positive vision about it.

### **Pedagogical recommendation**

The aim of this research is to gain insight into online assessment as a new system, examine students' perspectives towards online assessment, and investigate the effectiveness of online test, the study has resulted in several significant findings and conclusions. In light of this outcomes, the researchers propose the following recommendations:

#### **1. Improve resources availability**

Universities should address the issue of limited resources, such as ensuring reliable internet access and providing necessary technical tools to both teachers and students, this will help them to create a more conducive online assessment environment.

#### **2. Enhance technical support**

It's important for the university administration to establish a robust technical support system to assist teachers and students in navigation online platforms and resolving any technical difficulties they may encounter. This can include providing training and resources to improve computer proficiency.

#### **3. Enhance accessibility**

Universities should take steps to minimize the challenges students face in accessing online platforms. This could involve ensuring user. Friendly Interfaces, clear instructions, and providing alternative options for students with limited access to technology or the internet.

#### **4. Clear Guidelines**

By developing clear Guidelines and policies regarding academic integrity and cheating in online assessment. University educates both teachers and students about the importance of maintaining integrity in online assessment and provide effective strategies to present and detect cheating.

## **5. Supportive environment**

Educational institutions can combine both online and traditional learning methods. By encourage teachers to incorporate interactive elements into online assessment, such as discussion forums or virtual collaboration, to promote student engagement and comprehension.

### **Limitation**

Although the study produced interesting finding and proved valuable in exploring students' perspectives on online assessment I, it faced some obstacles and limitations that typical in research endeavors.

✓ Adjustments were necessary in the study's content because certain sources, such as books and articles that were not freely available, could not be accessed.

✓ the theoretical section lacked references for specific aspects, likely, due to their unavailability.

✓ Distributing the questionnaire during exams period posed challenges in engaging with second year English students.

## *General conclusion*

## **General conclusion**

The research is conducted to perceive students' attitude towards online assessment, this study is made up of two parts: a theoretical part and practical part. The first chapter is devoted to theoretical part. It divided into two section that provides for a better understanding of the concept of online assessment and students attitude towards online assessment.

In the initial chapter, the first section started presenting definition and different types of assessment, highlighting the transition from face-to-face evaluation to online assessment, the section further involved precise definition and different tools of online assessment. Additionally, it thoroughly discussed the essential guidance, advantages and disadvantages of online test. The second section represented the definition of attitude and some dimensions of attitude, it focused on the characteristics of teacher in online classroom, as well as the factors that influence students' attitudes towards this mode of test and education.

The second chapter focused on the practical aspects of the study, specially examing the outcomes derived from the collected data. The data was gathered by administering a questionnaire to second year English students at Mohammed El Bachir El ibrahimi University BBA and evaluate the effectiveness of online assessment from teachers. This chapter represented through analysis and interpretation of the obtained results. The findings from the student's questionnaire tend to be positive attitude towards online education. However, they also believed that online learning cannot fully replace traditional learning, as they desire interaction in the classroom for better understanding, of the lessons, in term of online assessment, students have negative attitude due to obstacles such as lack of motivation, and interaction with their teachers, which can affect their performance and understanding of materials. Based on the teachers' findings, their attitudes towards the role of online assessment in their university fall somewhere between negative and positive. Their



dissatisfaction stems from many reasons, such as the limited availability of resources like the internet and the challenges students often encounter in accessing online platforms. However, there are also teachers who perceive online assessment as suitable and hold a positive outlook on its implementation.

Using technology in Algeria is currently undergoing development. Nonetheless, in order to ensure the effectiveness of online assessment in the future, it's important to take into account and foster positive changes in student perceptions and attitudes, in this era of technological advancements. It is crucial to provide students with increased exposure to the supplementary recognizing the significance of traditional assessment methods.

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# *Appendixes*



## STUDENTS QUESTIONNAIRE:

This questionnaire is a part of our research work whose aim to investigate the second year LMD students' attitude towards online assessment and ideas according to your experience and perceptions toward online assessment during Covid-19 pandemic at department of English University Mohamed El Bachir Ibrahimi. We would be grateful if you could take the time to respond to the following questions. Your answers would be of a great help in finishing this work. Thank you in advance for your collaboration.

### Instructions:

Please rate how strongly you disagree or agree with each of the following statements by ticking the appropriate number.

### Section one:

#### Personal information

Age: .....

Gender:                      Male                       Female

### Section two: Students attitude toward online learning:

**Please check only one.**

		<i>Yes</i>	<i>Sometimes</i>	<i>No</i>
1	I find face-to-face interactions to be more centered compared to e-learning methods.			
2	I often make mistakes when utilizing a computer, although I still feel competent and capable in its use.			
3	I think that Online learning tends to be more stimulating and encouraging than traditional learning methods			
4	Sending my assignment and my tasks are so easy through online learning.			
5	Online learning can be used beside traditional learning, but never replace it.			
6	I can communicate easily with my teachers in traditional classes.			
7	Online learning helps me to learn from home			

8	Online learning helps me to learn while working			
9	Online learning is not appropriate with courses that need practice			
10	I understand my lessons well in traditional classes			

**Section three: Student’s perception of the online assessment system**

What is your opinion about the following Questions?

		<i>Disagree</i>	<i>Neither</i>	<i>Agree</i>
	<b>Questions</b>			
1	Online assessment provides a more engaging experience than using paper.			
2	The rules for taking an electronic exam are simple to understand.			
3	Online assessment increase student accomplishments effectiveness.			
4	The online assessment reduces cheating.			
5	Online assessment takes less time than on paper.			
6	Online assessment reduces stress exams			
7	I would like to have my classes online rather than in the classroom			
8	I prefer online assessment than the traditional assessment			
9	The online test raises the standard of instruction			
10	The online assessment is applicable to all modules			

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## Interview

Q1: What are the challenges that you have faced while using online assessment?

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Q2: What strategies do you use to engage students during online assessment?

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Q3: How do you ensure that students are not cheating during online assessment?

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Q4: Do you prefer online assessment or traditional learning?

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.....

.....

Q 5: What did you like/ dislike about online assessment?

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.....

Q 6: How do you evaluate the effectiveness of online assessments?

.....

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.....

## **Résumé**

L'évaluation en ligne joue un rôle essentiel dans le maintien de la continuité éducative, le soutien à l'apprentissage à distance et la fourniture d'informations précieuses sur les progrès des étudiants et les résultats d'apprentissage. Pendant la pandémie de Covid-19, elle a démontré l'efficacité des méthodes d'évaluation basées sur la technologie dans des circonstances difficiles. Cette étude visait à explorer les perspectives de 50 étudiants de deuxième année de l'Université Mohammed El Bachir El Ibrahimi concernant l'évaluation en ligne. L'étude a utilisé un questionnaire et une entrevue avec deux enseignants. Les résultats ont révélé que les étudiants avaient des attitudes négatives envers l'évaluation en ligne, principalement en raison de plusieurs problèmes.

Mots Clés : Technologies

## ملخص

يلعب التقييم عبر الإنترنت دورًا حيويًا في الحفاظ على استمرارية التعليم ودعم التعلم عن بُعد وتوفير رؤية قيمة حول تقدم الطلاب ونتائج التعلم. خلال جائحة كوفيد-19، أثبتت أهمية أساليب التقييم التي تعتمد على التكنولوجيا في ظروف تحديّة. هدفت هذه الدراسة إلى استكشاف آراء 50 طالبًا في السنة الثانية بجامعة محمد البشير الإبراهيمي حول التقييم عبر الإنترنت. استخدمت الدراسة استبيانًا ومقابلة مع اثنين من المعلمين. كشفت النتائج أن الطلاب يحملون مواقف سلبية تجاه التقييم عبر الإنترنت، وذلك بشكل رئيسي بسبب وجود العديد من المشاكل.

كلمات مفتاحية: التكنولوجيا