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## Investigating the effects of online assessment on students' learning experience

**Amaria Fehaima** <sup>a1</sup>, The University of Ain-Temouchent, N101, Ain Temouchent 46000, (FLPATP Lab) Tlemcen, Algeria. [amarise.tlemcen@yahoo.com](mailto:amarise.tlemcen@yahoo.com)

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### Abstract

During the pandemic outbreak teaching and learning process has changed into an online mode and thus online evaluation became a requirement. Therefore, the current paper attempts to investigate the effects of online assessment on students' learning behavior and teachers' views. It also includes the results of a questionnaire from 60 students followed by an interview with 07 EFL teachers from the Department of English in the University. The results from the questionnaire indicated that students have positive attitudes towards the administration of online assessment. Furthermore, the results from the interviews showed that there are four factors for valuable effects which are showing flexibility in assessment, enhancing evaluation adaptability, and increasing teachers' and students' awareness of the importance of evaluation by enlightening students' autonomous learning abilities.

**Keywords:** Online assessment; online learning experience; student attitudes; teachers' views.

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\* ADDRESS FOR CORRESPONDENCE: Amaria Fehaima, The University of Ain-Temouchent, N101, Ain Temouchent 46000, (FLPATP Lab) Tlemcen, Algeria. E-mail address: [amarise.tlemcen@yahoo.com](mailto:amarise.tlemcen@yahoo.com)

## 1. Introduction

Research on learning in an EFL context has grown in importance. The impact of assessment is still important in this quickly evolving world and may manifest itself in different ways for online and offline assessments. Xu and Liu, (2018) state that assessments can have either a positive or negative impact. It happens as a result of taking an exam. An exam is designed properly and evaluates the material that needs to be evaluated. Since language instruction is impacted by a complex of social psychological, political, technological, and data-driven accountability factors in which assessment and instruction are anchored, a positive effect appears while the negative effect happens for various reasons (Ali and Hamid, 2020; Furaidah et al., 2015). It manifests itself when testing is carried out in a technical way (online versus paper-based) (Cox et al., 2018).

Furthermore, comparative examinations of online formative and summative assessments combat test-taking behaviors including anxiety, confidence, and participation from students (Cassady and Gridley, 2005; Han and Finkelstein, 2013). Second, multiple choice and matching questions can have their response sets and question orders automatically randomized by online software. Thirdly, varying degrees of feedback, such as an exam result, a test result with precise responses, or a test result with comprehensive solutions. Teachers are accountable for the input they receive as well including time management for questions asked and answered.

### 1.1. Related studies

Many researchers have collaborated in the work on this topic. It's very important to find the best assessment as it's necessary to know how to use the chosen kind. Among those scholars, Biggs, (1993) divided the types of assessment into two theories of learning; the quantitative theory is based on the teacher's choice, whereas the qualitative theory of learning focuses on the student who chooses the topic and works on it like conducting research. Another collaborator who works in the field of assessment, especially the online one.

In addition, some scholars have conducted research on the online study. Yan et al., (2021) have created a survey study in which they got along with the Chinese educational system in relationship with the online study. They concluded that the student faces a different way of online studies across the 12 grade and this way should be improved by the government. Fitriyah and Jannah, (2021) conducted research in one of the Indonesian universities. They created a questionnaire to be answered by 30 IC students and an interview to be done with 7 EFL teachers. They concluded that students support the idea of online assessment and teachers gave some benefits of this assessment like improving student level as they had cons like decreasing the real interaction.

Liu et al., (2022) conducted a descriptive analysis in China. They dealt with the online assessment in covid 19. The high statistics of students represent that they are appointed with the online assessment as they have a positive attitude towards it. High engagement and other elements play a major role in students' success in online education (Sun & Zhang 2024; Prasad et al., 2023; Lu & Cutumisu 2022). High engagement is facilitated by collaborative online learning (Porter, 2022).

Many scholars dealt with this field. Among them Deborah, (2017) says: "purpose statement talks about " collecting data or evaluations but does not state how those evaluations should take place".

- Formative assessment:

It is the systematic collection review and use of information about the programs of educational systems and services aiming for improvement of quality and planning and decision making.

- Summative assessment:

It includes complete chapter or content areas for 2 examples: one evaluation at the end of a chapter unites final test learning has already happened.

- Medical diagnostic assessment:

It refers to helping teachers identify what students know and can do in different domains to support their students' learning.

In recent discussions on examinations, the term "assessment for learning" (A f L) in formative assessment has emerged as a fresh concept, in contrast to "assessment of learning" (A o L) in summative assessment (Hill and McNamara, 2011). The first step in using A f L is to comprehend the relationship between teaching the online assessment effect in EFL Classroom and how assessments may be utilized to inform teaching and learning. Online education is still relatively new in poor nations, even though it is growing increasingly widespread in wealthier ones. The implications of using such tests on elements of teaching-learning activities should be understood by education policymakers. There could be a favorable or bad outcome from the teacher-conducted assessment for the students, curriculum, institution, and teacher. The results showed that students' learning and teaching practices may be positively or negatively impacted by online assessment. Thus, the following primary questions are posed:

- 1) What is the effect of online assessment in an EFL classroom?
- 2) How might online assessment improve EFL learning achievement?

## **1.2. Purpose study**

The majority of universities permit instructors to finish their evaluations online during the pandemic since social and physical segregation is being enforced. Teachers should thus be aware of the availability of technology to support the online assessment (instruments and internet connection). Thus, the impact of online assessments on EFL students is the subject of this study. The primary objective of this study is to examine how digital tools can be integrated into the classroom to assess students' performance and evaluate them. Additionally, the research aims to explore the ways in which games can be used to enhance student learning and improve student performance.

## **2. METHODS AND MATERIALS**

An exploratory study of the effect of an online evaluation efficiency on student evaluation of education. The process of collecting information to solve issues or answer some particular questions. Research are series of steps used to gather and analyze to better understand a subject or problem. In this context, research is a structured process of gathering information, formulating assumptions, answering questions, analyzing results, and drawing conclusions. Certain types of research problems call for different approaches. When a situation is about identifying factors that influence an outcome or understanding predicted outcomes, the appropriate approach to use is qualitative-quantitative.

### **2.1. Data collection instruments**

According to Creswell (1999), the mixed method approach is based on quantitative and qualitative methods in a single or multiphase study. Data collection instruments are tools that researchers use to gather data. It is a way of obtaining as much possible information from the participants of the study, and various tools can be used to collect data such as observation, tests, questionnaires, and interviews.

Aiming to confirm the hypotheses and gather the information required to meet the objectives of this study; this research was conducted via a Qualitative and quantitative measurement of multiple-choice questionnaire and interview administered to understand and interpret perspectives from the other side of the teaching and experience.

### **2.2. Participants**

Sampling techniques are classified into two categories, according to Dornei (2007): probability sampling and non-probability sampling. Probability sampling, often known as chance or random selection, is the process of selecting a sample from a population using the randomization principle. Non-probability sampling in contrast to random selection sampling, is a sampling approach in which

samples are selected based on the researcher's subjective judgment. Additionally, a sample is a group of people that are part of a large population for a measurement, it should be representative of the population to guarantee the generalization. Sampling is the action of choosing an appropriate sample or a representative portion of a population (Mujere, 2016).

Therefore, the sample population under the present investigation is university students notably M1 the fact that they have a generally high level of network connectivity and access to resources; approximately 60 from the English department were selected at the University of Ain Temouchent as a focus population. Therefore, the number of volunteers who responded to the study is 60 students, in addition to 07 teachers from the same department.

### 2.3. Analysis

Statistical analysis will be used to interpret the data collected from students and to measure teachers' responses to the interview.

## 3. RESULTS

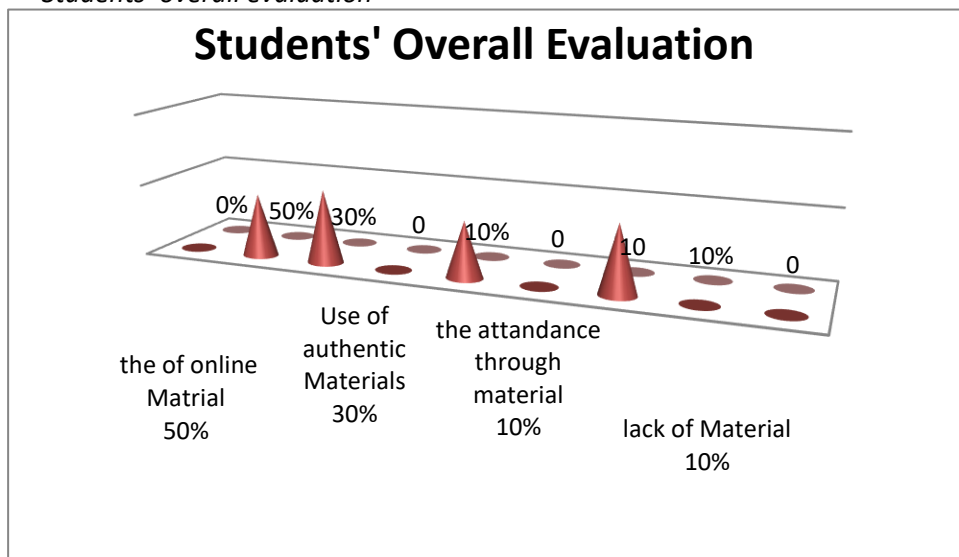
To achieve the aims of the research and answer the above inquiries, a descriptive method was selected to collect data as mentioned earlier two questionnaires have been administered to both teachers and students. Thus, this section is mainly concerned with the analysis of both student's and teacher's questionnaires then the results will be addressed following the presentation of the research achievement.

### 3.1. Students' questionnaire analysis

#### 3.1.1. Students' perceptions of tools and materials

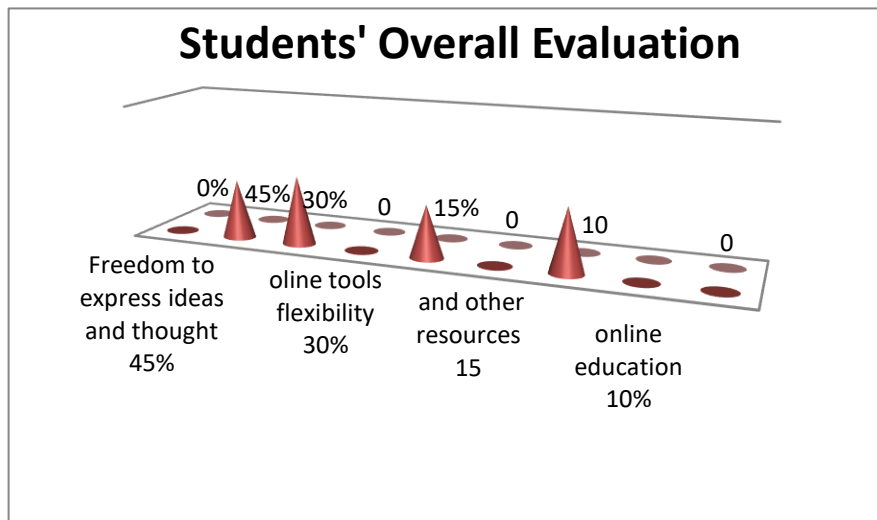
The results showed that (50%) of the student's perception toward online Materials was positive with a rate of (30%). Writing When it comes to attending online courses, (10%) were able to attend on the other hand, 40% of the learners could not due to the Lack of materials (10%). Figure 1 will illustrate what has been said:

**Figure 1**  
*Students' overall evaluation*



Another pleasant result, mentioned by 45% of respondents who showed freedom to express ideas and thoughts besides a wide range of nearly about 30% of online tools Flexibility. 15% of platforms, materials, and resources accessibility, 15% of the students preferred to continue with some online education even after, and 10% felt that they learned less. This is summarized in Figure 2:

**Figure 2**  
*Students' overall evaluation*

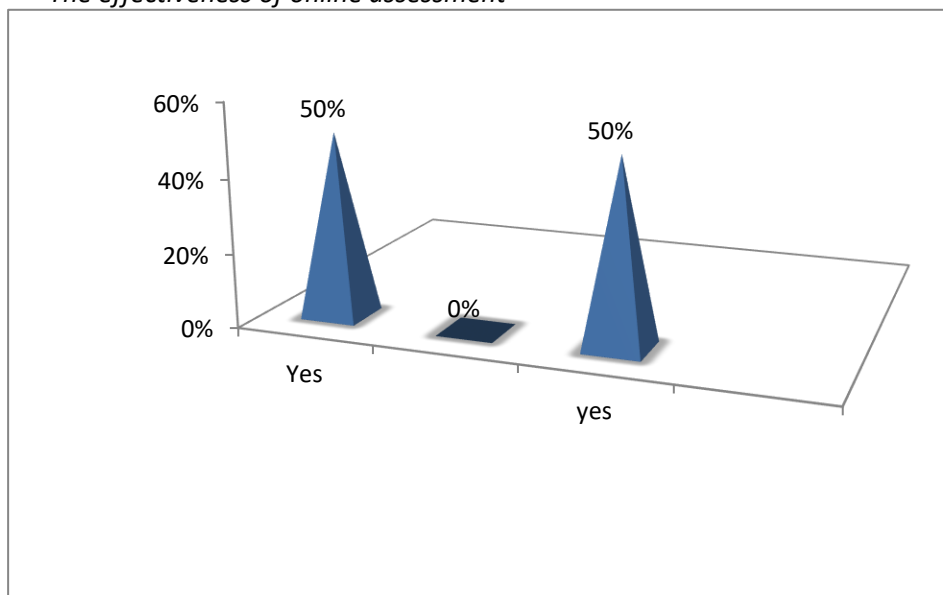


### 3.2. Teachers' interview analysis

#### 3.2.1. Teachers' views towards online assessment

In testing the effectiveness of online assessment on the continuity of lectures from the teacher's perspectives: 50% of teachers' answers stand for "yes" whereas, 50% of the remaining teachers disagree.

**Figure 3**  
*The effectiveness of online assessment*



According to the teachers, online assessment is effective because it can serve the continuity of lectures without wasting time (figure 3). On the opposite, some teachers think that online assessment should not be used as the only way to teach because of the bad quality of the internet, lack of technical competence in addition to low motivation.

## 4. DISCUSSION

When setting up their lesson plans, teachers can get a lot of assistance from online technology. Teachers can now generate study materials of various modalities and objectives using a large range of cost-free, advanced online tools, which include anything from ordinary text-based papers to varied image files, interactive models, and multimedia presentations.

Additionally, a variety of online databases created especially to aid teachers in their preparation for different teaching topics provide a wealth of pre-made materials and study modules. Depending on specific copyright declarations, such content can typically be used with minimal or no alterations, which presents substantial time savings. Students can quickly access study resources through a variety of channels via e-mail, on websites that post content online, via LMS, over videoconferencing services, and through social media.

Using technology in the classroom generally has several advantages, one of which is the capacity to record and show processes that students would not normally be able to witness in real-world situations. This can include a wide range of activities, including linguistic research, chemical experimentation, environmental modeling, and academic disciplines of many kinds.

Technology may make it simpler to assess and test pupils' skills and knowledge. Numerous student monitoring and learning analytical methods are already benefiting teachers (especially when utilizing an LMS). In addition to seeing access-success linkages and student participation across various study modules, they frequently have access to more advanced grading metrics and statistics. These data can serve as the basis for upcoming classes or the creation of new materials, in which learning analytics will control concrete editing processes. Online technologies promote communication among all course participants, including teachers and students. This place offers several modalities: In addition to utilizing a blend of face-to-face and virtual interactions, communication via text, images, and videos is also employed.

The ability to return to the conversation later, evaluate other participants' contributions, and use individual reasoning tactics can all be very beneficial. Instant feedback among the entire group can also be very beneficial in learning (Peungcharoenkun & Waluyo 2024). Students will have the ability to speak with professionals in the field, educators from other universities, successful practitioners, and others in this fashion.

Instructors can support successful teaching methods and further their professional growth with the use of online resources. These days, educators can actively engage in a wide range of open online courses that are accessible over the Internet, gaining more subject-matter knowledge and pedagogical experience in the process.

## **5. CONCLUSION**

Finally, from the Results obtained some conclusions are reached and it comes out with a set of consequences; Technical and methodological support appears to be necessary in this situation; otherwise, the quality of learning could significantly decline, raising doubts about the real benefits of a certain technology installation. The inescapable dependency on technology infrastructure, which highlights episodes of technical failures and similar events, is perhaps the most commonly perceived drawback of e-learning systems. However, this argument has been at the bottom of the list because, in contrast to the other challenges described above, most of these problems can be solved quite simply. Therefore, Students should be integrated into online educational programs as teachers should vary strategies to reduce students' stress and anxiety to increase their motivation as well as Students also have to overcome their weaknesses which are considered as issues encountered.

Joining a range of online expert forums, following experts on social media, and creating goal-driven organizations that combine in-person meetings with online resources and experience sharing can all be beneficial for teachers. Similar to this, conferences, meetings, and consultations may all only take place virtually thanks to a variety of online technology (such as screen sharing, webinar tools, internet telephony, and others). Instructors can support successful teaching methods and further their

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**Conflict of Interest:** The authors declare no conflict of interest.

**Ethical Approval:** The respondents' identities were kept private, and the researchers made sure that participation was completely voluntary.

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