New assessment for new educational outcomes: from pen and paper assessment to screen assessment

تقييم جديد لنتائج تعليمية جديدة: من تقييم القلم والورقة إلى تقييم الشاشة

Nouvelle évaluation pour nouveaux résultats éducatifs : de stylo(parc) et évaluation de papier pour examiner

OTHMANE, Meriem[*1] ; BOUYAKOUB, Naima[2]

ملخص:

ما هو التقييم؟ لماذا التقييم أمر بالغ الأهمية؟ كيف تقيم؟ ما الذي يميز التقييم عن الممارسات التعليمية الأخرى؟ بأي وسيلة يمكن للمعلم ضمان صحة وموثوقية الاختبار؟ خلال هذا العمل ، قمنا بتعميق أدبيات التقييم في المقام الأول (الأغاني ومقاطع الفيديو والألعاب) للإجابة على جميع الاستفسارات التي سبق ذكرها. الانتهاء من استخدام الأدوات المبتكرة الموصى بها والتي يمكن أن يستخدمها المعلمون كخطوة ابتكارية من تقييم القلم والورقة لتقويم هذه الأجهزة.

الكلمات المفتاحية: التقيم، الصلاحية، الموثوقية ؛ التقيم عن طريق ورقة وقلم ؛ التقيم عن طريق الشاشة ؛ فيديوهات تعليمية ؛ اغاني تعليمية ؛   العاب تعليمية.

Abstract :
What is assessment? Why assessment is critical? How to assess? What distinguishes assessment from other educational practices? By what means can the educator guarantees validity and reliability of the test? Throughout this work we deepened into the literature of assessment primarily (songs, videos and games)   to answer all the previously stated inquiries. Finishing up with recommended innovative instruments that can be utilized by instructors as an inventive move from pen and paper assessment to screen assessment.

Keywords: assessment; validity ;paper assessment; screen assessment ; videos; games ;songs

Résumé :
Quelle est l'évaluation ? Pourquoi l'évaluation est critique ? Comment évaluer ? Qu'est-ce qui distingue l'évaluation d'autres pratiques éducatives ? Par ce que les moyens peuvent l'éducateur garantir la validité et la fiabilité du test ? Au cours de ce travail nous nous sommes approfondis dans la littérature d'évaluation principalement (des chansons, des vidéos et des jeux) Pour répondre tout des enquêtes précédemment exposées. Se retrouvant avec les instruments novateurs recommandés qui peuvent être utilisés par des instructeurs comme un mouvement inventif du stylo(parc) et l'évaluation de papier pour examiner l'évaluation .

Mots clés : évaluation; validité; évaluation de papier; évaluation d'écran; vidéos; jeux; chansons

Introduction :

The flourishing literature on assessment inspires that assessment is undertaken to provide students with feedback and an achievement certification. But unfortunately this assessment practices in higher education does not accouter students as wished for " a lifetime learning and assessment challenges they would face in the future" (Boud and Falchikov, 2006,p. 400) . That is, assessment should not

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* Corresponding author.

[1] مريم عثمان, **University of Tlemcen. Abou Bekr Belkaid-Algeria**

[2] نعيمة بويعقوب, **University of Tlemcen. Abou Bekr Belkaid-Algeria.**

only address the need for feedback and certification, but rather contribute to the students' future learning; " assessment practices should be judged from the point of view of whether they effectively equip students for lifetime of assessing their own learning" (Boud and Falchikov , 2006, p. 400) .

1. Definition of assessment

It seems that everybody knows what assessment is , this wide term is " used in so many different ways , in so many different content , and for so many different purposes" (Gary , 1997, p.8)so what is assessment , generally speaking , assessment refers to evaluating the worth and importance of something , whereas in educational settings , it refers to evaluating the learners ' achievement and progress (skinner, 2005) .Hopkins (2000) propounds that assessment is the key to an outstanding teaching and learning process .Skinner (2005) goes further by saying that "If you want to know the truth about an educational system you should look at its assessment procedures" (p.41-42) and since assessment is of huge importance , teachers need to be careful of the methods and strategies of assessment being used simply because "Assessment method which is poorly used can be destructive and central to the failure of pupils and courses" (Hopkins , 2000 , p. 170) .

2. The importance of assessment

While teaching , the reflective teacher has to stand for a while and ask himself a couple of questions about his assessment process , to see whether his planned objectives have been accomplished or not .The urgent question at this level is " why to assess ?" Hopkins(2000) states a list of assessment reasons that every teacher be it novice or experienced have to reflect upon ; teachers need assessment to verify whether any progress is being marked by his students , so that he can plan for the next step in the development of his students .Students can be given the opportunity to reflect on their process by their own (self-evaluation) .Also , the teacher can have a knowledge of his students strengths and shortcomings by making use of continuous assessment .this diagnostic process can give the teacher an insight of sources of defects ; is it the teacher himself , his methods and material used ? , or is it the learners or the learning environment? After a deep reflection, the teacher can find out the reason why by his own or with the help of another teacher.

3. Ways of assessment

There are a number of ways in which the teacher might assess his students ; Students' achievement can be is judged with reference to a set of criterion . 'Criterion –referenced test' or s in comparisons to other students 'Norm –referenced test' . (Long et al ,2011) , before doing so , the teacher needs to diagnose his students' weaknesses to figure out what kind of support his learners are in need to in order to promote their language skills and develop their future achievement , the teacher next move is to design an oral language assessment , " observational checklist" is of a great help at this level because it provides evidence of oral English language development .Another way might be

"retelling" ; after exposing students to a written or spoken test , they are asked to retell what stuck in their minds , this kind of tasks is considered as a performance assessment . (Dunlap and Weisman, 2007) .

Assessment takes a number of forms and only by the combination of those forms assessment can be successfully completed:

- **Formative assessment** : refers to the ongoing process where the teacher is supposed to monitor his learner's progress and diagnose their strengths and weaknesses in order to decide about the next step to be taken.There are plenty of activities through which a teacher can conduct a formative assessment,such as, observation , homeworks or just asking questions. Teachers are not supposed to give marks because they have a negative effect on the learners instead he may give constructive feedbacks.So the main goal of formative assessment is to improve learning (Skinner, 2005)

- **Summative assessment:**in contrast of formative assessment, this type of test is set at the end of the unit or semester or a year.It takes the form of tests and examination, it tells a lot about students' progress and teacher' strengths and weaknesses (Hopkins, 2000). The main goal of summative assessment is to measure the extent and quality of learning (Skinner, 2005). Jackson (2000) argues that gathering information about students' progress can be obtained through a number of methods; the teacher observation of the students 'presentations, group activities or through written tests and examinations or even through homework, another method might be the final products (Hopkins,2000)

4. Features of assessment

Boxham and Boyd (2007) identifies Eight features of assessment, "validity and reliability", "effectiveness" that promote quality in the students' learning. In addition to comparability and consistency where students are being assessed for the same reward. Another feature is "Equity" by exposing the students to the same opportunities, equity might include making modifications for students with special educational needs ."Practicability" of tasks as regard to the time needed for table completion and the time devoted for each task .Transparency of tasks on assessment . Finally, "Attribution"; students should make a statement of originality. (Boxham and Boyd , 2007)

5. Ensuring validity and reliability of the test

- **Reliability assurance:**

Subjectivity is one of the greatest fears of classroom assessment .Brown & Hudson (2002) put forward the claim that rating students anonymously helps reducing subjectivity , but this does not work with oral assessment simply because anonymity can be removed right after the teacher listen to his students voices even without seeing them (audio-tape) .in this case , double check of rating after

the test is finished with his task and his learners performances and he may change his mind concerning scoring after checking. (Luoma, 2009)

- **Validity assurance** :

Luoama (2009) recognized a number of steps to guarantee validation of the test. First, identifying the intended purpose of the test, after that the test designers should clarify the type of speaking they intend to assess. Also test construction is of crucial importance which includes implementing test specification and exploring the relevance of the task to the main purpose of the test.

6. Assessment of the 21 century skills

Oral assessment is any assessment that relies on spoken words such as oral presentation and vivas . The written mode is the most commonly used. Grading of students depends primarily on what they communicate. And it is not only the mission of the students to speak, the assessor (the teacher) pose questions orally. (Joughin, 2010) . It was first introduced in the 1950s (Luoma. 2004) .The following are examples of oral assessment ;

- **Role play assessment:** providing students with a holistic written information about problems to be solved or dilemma and given them an adequate period of time to prepare for the role play and present it in front of others.

- **Group exercise:** it is similar to role playing but different in term of working collaboratively and negotiates a certain problem. Teachers may use it to try out their students interactive skills.

- **Situation Judgment test:** students are exposed to a specific hypothetical situation and are required to list up to five solutions. This test situation can be distributed in form of handout or presented by video, and students respond wittingly. (Hilton, 2010)

7. Suggested tools

- **Games**

Supposed that everybody is convinced about the importance of using games as a powerful mechanism in the classroom, the next step is to think about models of assessment-based games , so, what is the assessment tool that best fit this instructional intervention? . The use of games in the classroom give the teacher information which can be used as a 'formative assessment' of students' learning, teachers might use observation , discussion , quizzes and group problem tasks (Gosper and Mc Neil ,2012) .All the previously mentioned tools of assessment does not interrupt the game play because disruption prevents the learners from being engaged and interested. Sandford et al (2006) proposed a number of strategies that should be taken into account for supporting learning and

assessment while using games, first checking whether or not learners have understood the main purpose of the game, second deciding about the assessment strategy to be used and finally, checking the students' understanding and reflecting upon the importance of games.(Groff et al., 2016)

- **Songs**

No one can deny the fact that "motivation is one of the most important factors in your success of English" (Brown, 2000, p. 17). Motivation is highly demanded from the part of the teachers and learners and it is directly linked to the use of songs in the classroom. Songs as an effective pedagogical tool of speaking English fosters the curiosity of many researchers o tackle the importance of this innovative tool .Morales (2008) is one of many , he argues that the use of songs promotes the students' speaking skills and pronunciation , also it helps them express their opinions and discuss different topics , in the same vein , Orlova (2003) purports that using songs help the learners to practice the innovation pattern of the language in addition to encouraging the classroom discourse . Using songs in the classroom is of huge benefit , it fosters the learners' creativity and help them develop their performance skills , additionally , it is considered as a fast way of identifying the learners' strengths and weaknesses .Songs can be used as a summative assessment by asking students' to create their own verses at the end of the unit or , it can be used as a formative assessment that can take place instantaneously by observation ("Classroom-Assessment-Theory-into-Practice - Assessment for Rhythmic and Musical Learners", 2018)

- **Videos**

The benefit of audiovisual materials is countless starting from getting the learners' attention and increasing their motivation in addition to fostering their learning experience, all of which led to a raised attention over the past 20 to 30 years.Educational videos develop the learners ' knowledge also it enhance the classroom discussion and suit the different learning styles, additionally, it boosts the teachers 'effectiveness and develop the students' motivation (Cruse,n. d) Furthermore, videos can be implemented " to promote awareness of the interrelationship between modes (pictures, movement, sounds, captions)" (Aiex, 1999, p.2); it is apparent that the use of a multiplicity of modes guarantee a better result than using one mode . In addition to all the previously mentioned utilities, " videos can have a strong positive effect on both motivation an effective learning" (Cruse, n. d. p. 6). Students can assess themselves through the use of videos by recording their performances and reflecting on them ("Using Video as a Powerful Self-Assessment Tool", 2015), they can control the videos by pausing , repeating and using subtitles , all of which help the learners in the motivation and self-evaluation of their work. (Schmidt, n.d.)

Conclusion

Students are constantly inquisitive to know how fruitful they have been at learning and the amount they have gained through the learning procedure. Furthermore, since evaluation implies a great deal for understudies, instructors need to mind their method of evaluation , keeping in mind that assessment is highly used to promote learning rather than to measure it. All through this paper, we cultivate educators to consider non-conventional instruments of assessment, this will have vital results for the students as well as for instructors .

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