

Comprehensive Evaluation of Learners as an Approach to Improve the Outcomes of E-Learning

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Abstract:

The study aimed at exploring the conception, principles, types and levels of student comprehensive evaluation and how it can be a means to improving the output of e-learning. The study used the descriptive methodology to reach the targets in question. To gather the required data, a review of literature was administered. The study came to the conclusions as follows; first, student comprehensive evaluation is a diagnostic remedial assessment that covers student cognitive, affective and behavioral aspects as well as the different levels of every aspect; second, student comprehensive evaluation is not a concluding process, but it is a continuous one that starts before learning and continues with it; third, not only does student comprehensive evaluation aim to investigate the competency of learning process, but to provide a panoramic picture of the student's academic progress and put what he learns into practice as well; fourth, student comprehensive evaluation uses numerous and various tools to estimate the character's different aspects. The study recommended that steps ought to be taken to put into effect the proposal the study suggests to optimize the e-learning output.

Keywords: *Learner comprehensive evaluation, e-learning.*

1- Introduction

Praise be to Allah and Peace and Blessings of Allah upon our Prophet Muhammad, his family, his companions and all who follow his guidance to the Day of Judgment.

(O, believers, be pious to Allah and care nothing but to die on Islam) (Surat Al-Imran, The Family of Imran, III, verse: 102).

(O, people, be pious to Allah Who created all of you from a male and a female and who created the female from the male and created all humans from both of them. O, people, be pious to Allah Who you will stand before for Judgment and He will question you about what you have done with your relatives.

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Remember that Allah observes you all) (Surat An-Nisaa, The Women, IV, verse: 1).

(O, believers, fear Allah and say what is right in order that Allah mend your deeds and forgive your sins. Whosoever obeys Allah and His Messenger shall win a great victory) (Surat Al-Ahzab, The Confederates, XXXIII, verse: 70).

- **To proceed** (Al-Albany, 2000, p.3):

Recent studies refer that e-learning undergoes difficulties that hinder reaching its targeted objectives. Examples of these difficulties are that limiting evaluation to just giving quantitative assessment related to success and fail scores (Dalila Rahmoni, 2017, p. 154), confining to final examinations, estimating the outputs in terms of marks or values (Farid, Bu-Taba, 2011, p. 33)., focusing on assessing memorization mostly and neglecting higher intellectual abilities such as correlation, interpretation, analysis, creativity and innovation. In addition, paying little attention to moral and kinetic aspects of personality. Moreover, control and monitoring examination halls are lenient and cheating is rampant. Besides, the learner is more likely to reveal a false identity (Riham Ahmed, 2013, p. 11, So'ad Umair, 2016, p. 53, A'asha Al-Eidi, and Mohamed Bu-Fateh, 2018, p. 675, Samir Abesh and Rafiq Khakeqa, 2021, p. 92 and Taher Jekhyowa, 2021, pp. 569 – 570).

As a result, e-learning graduates are so poor-skilled that the workforce market does not accept them. Too, it is widely thought that e-learning is not accredited and that it is a second-class education. This is aggravated by the society's dissatisfaction to this system of learning and the reluctance of learners to get involved into it.

Owing to the importance of evaluation in facing these difficulties, enhancing the quality of e-learning inputs, emphasizing assessing all the learner's different sides intellectually, morally, emotionally and socially as recommended by a recent study (Ali Makhoulfi and Lakhdar Lakhil, 2017, p. 56) as well as differentiating tools of assessment to be geared to the personality different aspects as another study confirmed (Mona Tulba, 2017, p. 152), the present study focuses on revealing the role of comprehensive evaluation plays in overcoming the drawbacks of e-learning. This is what the study is going to discuss in the sections that follow.

- **The Problem of the Study**

The study problem is put in the following main question;

What is the definition, principles, types and aspects of comprehensive evaluation and how can it be a basis for improving e-learning outputs?

This main question can be divided into the following subcategories;

- 1- What are the definition and principles of comprehensive evaluation?
- 2- What are the types and aspects of comprehensive evaluation?
- 3- How can comprehensive evaluation be a basis for improving e-learning outputs?

- **The Objectives of the Study**

The study's main objective is to explore **the definition, principles, types and aspects of comprehensive evaluation and how it can be a basis for improving e-learning outputs.**

Based on the pre-raised questions, the study's sub-objectives are as follows;

- 1- Exploring the definition and principles of comprehensive evaluation.
- 2- Investigating the types and aspects of comprehensive evaluation.
- 3- Exploring how comprehensive evaluation can be a basis for improving e-learning outputs.

- **The importance of the Study**

The study importance is shown in two aspects;

- **First:** Theoretically;

The study seeks to bridge the gap in the area of the educational evaluation of e-learning to develop what previous studies have come to in this field.

- **Second:** Practically;

The study suggests a proposal to improve e-learning outputs through comprehensive evaluation.

- **The Methodology of the Study**

The study has used the descriptive analytical methodology to reach the targets in question. To gather the required data, a review of literature has been administered.

- **The Definition of e-learning**

E-learning that is also known as virtual learning is defined as "a technique of distance learning using modern media of communication to convey information to the learner with the least cost and the least duration of time and in a way that enables the educational administration to control, measure and assess the learner's performance"(Abd Al-Fattah Ahmed, 2006 p. 5). It is also defined as "a type of learning that depends on using modern media of communication such as the computer, its networks, its multiple mediums, paintings, research tools, e-libraries, the internet portals in communicating, receiving and sending information, acquiring skills, interaction between the learner and his teacher, classmates and the school as well" (UNESCO, 1991, p. 18).

In the light of the two previous definitions, it is clear that e-learning agrees with distance learning on depending on modern media of

communication such as the computer, smart phones and the internet. However, e-learning depends only on electronic media in communication and learning, but distance learning includes not only electronic media, but non-electronic ones such as by-post learning as well. In other words, distance learning is more general than e-learning and the latter is just a technique of the former.

- **The Scheme of the Study**

The study has been planned as follows;

- 1- Introduction.
- 2- The definition and principles of comprehensive evaluation.
- 3- The types and aspects of comprehensive evaluation.
- 4- A proposal of how comprehensive evaluation can be a basis for improving e-learning outputs.
- 5- Conclusion.
- 6- Bibliography.

The coming lines are going to tackle these points in further detail.

2. The Definition and Principles of Comprehensive Evaluation

The present section focuses on the definition and principles of comprehensive evaluation as follows;

2.1. The Definition of Comprehensive Evaluation

Comprehensive evaluation is defined linguistically and terminologically. This is to be demonstrated in the following lines.

- **The Dictionary Definition of Comprehensive Evaluation:**

Evaluation linguistically means assessment. It is a noun derived from the verb 'evaluate' which means 'to assess' (Ibn Manzur, 1994, vol. 12, p. 500), i. e., to form an idea of the amount, number, or value of something (Al-Faiyyomu, 1950, vol. 2, p. 530).

- **The Terminological Definition of Comprehensive Evaluation:**

Evaluation is terminologically defined as: "a diagonal and remedial work to a learning situation or to the whole curriculum in the light of the targeted objectives"(Mohamed Abd Al-Mawjoud et. al., 1981, p. 159). According to the previous definition, evaluation is an activity that takes the following steps (Ali Madkour 2001, p. 261):

- Assigning the aims of evaluation,
- Setting the situation that is going to be evaluated,
- Demonstrating the quantity and type of data targeted from evaluation,
- Assigning the tools and techniques that are suitable for evaluation.

- Carrying out the evaluation process and registering the results.
- Putting a remedial work in the light of the evaluation results.
- Following up the remedial work and assessing to what extent the situation improved in the light of the evaluation feedback (Mohamed Abd Al-Mawjoud et. al., 1981, p. 159).

In the light of the above, the terminological definition agrees with the linguistic one on that both of them imply the idea of estimation, i. e., estimating the amount, number or value of something. However, the terminological definition is not limited to this meaning, but it also implies showing strengths and weaknesses and how to enhance the former and overcome the latter.

Bearing this into mind, the comprehensive evaluation of learners is defining as: that diagonal and remedial work that includes all the learner's cognitive, affective and kinetic aspects as well as the different levels of every aspect. Taking the previous definition into account, the characteristics of comprehensive evaluation of learners are shown as follows;

- Comprehensive evaluation is more general than assessing. That is, it is not limited to tests and exams as it is the case with assessment, but it includes as many different tools as possible, such as personal interviews, observation and research assignments.
- Comprehensive evaluation is a diagonal and remedial strategy. That is, it is not meant to form an idea of the amount, number, or value of something only, but it is also intended to reveal strengths and weaknesses and to reinforce the former and face the latter.
- Comprehensive evaluation is all-inclusive work. It covers all the cognitive, affective and kinetic sides of the learner. It also covers all the different levels of each aspect. It assesses, for instance, all the various abilities of the cognitive aspect such as memorization, understanding, analysis, synthesis, application, innovation and creation.
- Comprehensive evaluation is an ongoing process. In other words, it is not run at the end of the academic year or term, but it continues all the year round.
- Comprehensive evaluation rests upon many various tools and techniques. It is not confined to achievement tests only as it the case with traditional assessment, but it also includes personality, intelligence and creativity tests, personal interviews, observation, field studies and experiments and researches doing.

So, comprehensive evaluation is not just a quantitative estimation to behavior through using grades or marks as it the case with assessment (Hamdi Mahmoud, 2004, p. 18), but it is a qualitative process as well. That is, it diagnoses strengths and weaknesses and suggests remedial work. This is in comparison with assessment which is just a step on which evaluation judgments depends on (Zakariya A-Zahir et. al., 1991, pp. 12 – 13).

It is also noteworthy to stress that comprehensive evaluation is different from valuation. Valuation is a process that uses the results of the assessment to just make a judgment concerning the targeted behavior which can be expressed quantitatively and qualitatively (Hamdi Mahmoud, 2004, p. 22), but comprehensive evaluation is more general than valuation. comprehensive evaluation is not limited to making judgments as it the case with valuation, but it includes diagonal and remedial work as well as estimating and judging (Hamdi Mahmoud, 2004, p. 22).

In the light of what is shown earlier, it is evident that comprehensive evaluation of learners helps gathering data that reveals their progress, diagnoses their strengths and weaknesses and sets remedial work.

2.2. The Principles of Comprehensive Evaluation

Comprehensive Evaluation rests upon a set of principles that are clarifies as follows (Ali Madkour 2001, pp. 262 – 265);

- Comprehensive evaluation is not only a means to judge how efficient the educational process is, but it is a way for educational advancement as well. It is a diagonal and remedial process that aims at exploring the strengths and weaknesses in the educational system so as to improve and renew it to reach the targeted objectives (Hamdi Mahmoud, 2004, p. 27).
- Comprehensive evaluation is directly related to the objectives of education. It is the process by which we judge how successful the educational system is in fulfilling the targeted objectives.
- Comprehensive evaluation is not only a strategy for correction, but it is a pathway to enhancing positive behavior.
- Comprehensive evaluation is not a self-threatening process. Through passing the experience of this evaluation, the learner feels no anxiety. That is, he does not feel that he is under pressure as it the case with traditional assessment that results in emotional disturbance which, in turn, causes incredibility of assessment (Abdu Allah Al-Mutawwi'e, 2014, p. 94).

- Comprehensive evaluation is an inclusive activity taking into consideration all the learner 's cognitive, affective and kinetic aspects (Hamdi Mahmoud, 2004, p. 29).
- Comprehensive evaluation is a continued activity. It is not a final step that comes at the end of the implementation of school curricula, but it goes side by side with the educational process' planning, carrying out and following up (Mohamed Abd Al-Mawjoud et. al., 1981, p. 159).
- Comprehensive evaluation is characterized with validity, reliability and objectivity. That is, Comprehensive evaluation tools and techniques measure what they are set for and if they are re-applied on the same or equivalent sample, they reach the same findings. Too, the results of these tools and techniques are not affected by subjectivity, bias or prejudice or unfairness (Hamdi Mahmoud, 2004, p. 28).
- Comprehensive evaluation is an economical activity. It gives good return to the money, time or effort expended.
- Comprehensive evaluation is characterized by differentiation. It meets students' individual differences.
- Comprehensive evaluation is a humane activity. It is not a punitive action against the learner. It is a positive process that aims not only to investigate weaknesses and overcome them but to explore strengths and enhance them as well (Mohamed Abd Al-Mawjoud et. al., 1981, p. 165).
- Comprehensive evaluation is not an end, but it is a means to enhance the learner's progress as a whole and to improve and renew the educational system in view of the targeted objectives (Hamdi Mahmoud, 2004, p. 28).
- Comprehensive evaluation is a collaborative activity. All those who are concerned with the educational activity, i.e., educationalists, teachers, students, parents and community members, are to participate in planning, implementing, evaluating and renewing it (Hamdi Mahmoud, 2004, p. 29).

3. The Types and Aspects of Comprehensive Evaluation

The present section sheds light on the types and aspects of comprehensive evaluation as follows:

3.1. The Types of Comprehensive Evaluation

In view of time of operation, evaluation is divided into three main types shown as follows (Hamdi Mahmoud, 2004, p.35);

- **Initial Evaluation:** The initial evaluation is a diagonal assessment that occurs before the start of implementing the school curriculum and before the learning activity. It aims at providing information about learners' intellectual, emotional, social and physical nature, background, interests as well as their eligibility to interact with new learning experiences. In other words, the objective of this type of evaluation is to gather information about learners to set the educational aims, content and teaching strategies and aids in view of these information as well as taking into consideration the available human and natural resources (Mohamed Mursi, 1985, pp. 291 – 292)

- **Formative Evaluation:** Formative evaluation is a remedial evaluation that accompanies the implementation of the school curriculum. It aims to give simultaneous feedback to teaching and learning activities. This type of evaluation enlightens both the teacher and the learner with the latter's mistakes, level of achievement, weaknesses and strengths and the extent to which the educational objectives are met. It also gives information about what to do to overcome weaknesses and get the learner meets the targeted specifications and standards (Mohamed Abd Al-Mawjoud et. al., 1981, p. 161 and Farid, Bu-Taba, 2011, p. 35).

- **Summative Evaluation:** Summative evaluation is a concluding assessment that takes place at the end of the implementation of the school curriculum. It aims to give judgments about the achievement of the learners after learning a given syllabus and ranking them in view of their achievement (Jabir Abd Al-Hameed et. al., no. date, p. 401). In addition, it provides decision makers with feedback to review, improve and modernize the curricula (Ali Madkour 2001, pp. 265 – 267).

3.2. The Aspects of Comprehensive Evaluation

In light of the educational objectives, evaluation covers three main aspects demonstrated as follows (Ali Madkour 2001, pp. 267 – 269);

- **The Cognitive Aspect:** The cognitive aspect is concerned with the intellectual abilities. This aspect covers six levels arranged in ascending order as follows: memorization, understanding, application, analysis, synthesis and assessment. Each level depends on what is descending. Application, for instance, is based on memorization and understanding.

- **The Affective Aspect:** The affective aspect is related to emotions and feelings such as love, appreciation and affiliation. It is also related to religious and moral values, academic, artistic and aesthetic interests as well attitudes. It covers five sub-levels as follows; satisfaction, favorable reaction, assessment, value organization and specification.

- **The kinetic Aspect:** The kinetic aspect is concerned with skills. It covers three sub-skills as follows:

- Simple skills such as finger raising and eyes' shutting.
- Complicated skills such as running, reading and writing.
- Manipulating skills such as driving, machines' screwing and unscrewing.

So far, it is obvious that comprehensive evaluation comprises all the pre-mentioned aspects and levels. It does not focus on the cognitive aspect and memorization and paying no or little attention to higher intellectual levels such as application, analysis, synthesis and valuation that result in learners' indifference to these aspects and levels as it the case with traditional assessment.

4. A Suggested Proposal of How Comprehensive Evaluation Can Be a Basis for Improving e-learning Outputs

The present part sheds light on a suggested proposal of how comprehensive evaluation can be a basis for improving e-learning outputs. This is shown in the sections that follow.

4.1. The Philosophy of Comprehensive Education of Learners

Comprehensive evaluation of learners' rests upon the idea that human nature is an indivisible entity that is made up of multiple and various sides. These sides are religious, moral, intellectual, emotional, social and physical sides. These sides are integrated. That is, building up a side depends on others. If a side is not considered, other sides are badly affected. That's why Islam calls for paying equal attention to all different aspects of the human nature. Allah, exalted be He, says, (He has succeeded who purifies it * And he has failed who instills it with corruption) (Surat A-Shams, The Sun, verses 9 – 10). His saying, exalted be He, (He has succeeded who purifies it) means that a person is successful in this world and the world to come if he refines himself spiritually, physically, intellectually, emotionally and socially on equal basis and integrally on the teachings of Islam.

This educational philosophy echoes itself in evaluation. As education is an organized human activity that aims to develop the individual as whole, evaluation also focuses on assessing all the different aspects of the human character. Unlike the traditional assessment, comprehensive evaluation does

concentrate on valuating the spiritual aspect side by side the physical one, the affective and kinetic aspects side by side the cognitive one and higher intellectual abilities such as imagination and creativity side by side understanding.

4.2. The Goals of Comprehensive Evaluation of Learners

Comprehensive evaluation of learners aims at fulfilling many different goals as follows;

- Assessing how effective the educational process is,
- Making judgments on how the learner progresses religiously, morally, intellectually, psychologically, physically and socially,
- Exploring the learner's ability of discipline transfer,
- Investigating weaknesses in learning and how to overcome them,
- Exploring strengths in learning and how to enhance them.
- Developing pathways to push forward learners' extensive growth.

As a whole, comprehensive evaluation of learners' goals revolve around fostering the students' advancement at all levels of development.

4.3. The Areas of Comprehensive Evaluation of Learners

Comprehensive evaluation of learners covers their information, skills, attitudes, interests as well as their psychological and social adjustment as detailed in the following sections (Hamdi Mahmoud, 2004, pp. 61 – 70).

- **Evaluation of Learners' Information:** This evaluation aims at assessing the learner's cognitive aspect. It explores the extent to which the learner can research information. It uses achievement examinations including oral, practical as well as essay and objective written tests.

- **Evaluation of Learners' Skills:** A skill is an ability of easily and accurately doing regular and integrated performance of kinetic activity in adaptation with changeable environment circumstances (Mandur Fathu Allah, 2000, p. 240). The assessment of skills cover two main aspects as follows;

First; The Cognitive Aspect: Assessing this aspect is through the steps that the learner ought to take to achieve the topic of the skill such as report writing. Cognitive skills such as analysis, correlation, comparing, interpretation and application are to be assessed.

Second; The Kinetic Aspect: This aspect pace, accuracy, time, effort and cost reduction related to the steps skill acquisition such as screwing and unscrewing machines, swimming, dissection, safety and security regulation pursuing, taking temperature as well as typing and printing using the computer.

- **Evaluation of Learners' Attitudes:** An attitude is a psychological readiness to act for or against a given situation (Hamdi Mahmoud, 2004, pp. 63 –64). Assessing attitudes is run through fixed scales that measure the degree of acceptance or reluctance to a situation or a behavior such as the case with assessing the attitude towards women's work.

- **Evaluation of Learners' Interests:** An interest is a psychological readiness for a certain topic or area of knowledge. Assessing interests is administered through school activities that are based on the freedom of the learner to select a specific activity, questionnaires, learners' curriculum vitae, accumulated registers, teachers' nominations, specific scales such as those of mechanical, management and social work interests,

- **Evaluation of Learners' Psychological and Social Adjustment:** This aspect investigates the degree to which the learner is adjusted with himself and with others. This is assessed through many and various techniques such as the personal accumulated register, parents' and peers' reports as well as psychological and social adjustment scale.

- **Evaluation of Learners' Creativity:** Creative thinking is a type of productive reasoning. Using this pattern of thinking, the learner is able to work out many solutions to the same problem (Fouad, Abu-Hatab, 1993, p. 105). Assessing creative thinking is done through specific scales and tests. The main criterion to assess creativity rests upon ideational fluency ^a, flexibility ^b, originality ^c, elaboration ^d and sensitivity to problems ^e in addition to the importance of the creative work to society as well as individuals.

^a Ideational Fluency is the ability to generate as many ideas as possible in a fixed time. For example, generating the greatest number of uses of bikes and the greatest numbers of the consequences resulted from the imperialist occupation to Muslim countries. See: Rashied Al-Bakr, 2003, p. 111.

^b Flexibility is the ability to change one's way of thinking to adapt quickly to the change in the situation or the problem. For example, suggesting as many solutions to find work when going idle. See: Rashied Al-Bakr, 2003, p. 112.

^c Originality is the ability to suggest as many unfamiliar ideas or solutions to problems. For example, suggesting as many unfamiliar uses of the car. See: Rashied Al-Bakr, 2003, p. 113.

^d Elaboration or the ability to reveal details means that a person is capable of adding further ideas to a main topic. See: Rashied Al-Bakr, 2003, p. 114.

^e The sensitivity to problems is the ability to rapidly realize weaknesses in comparison with others. See: Rashied Al-Bakr, 2003, p. 114

4.4. The Tools and Techniques of Comprehensive Evaluation of Learners:

It is stated that comprehensive evaluation covers all the personality sides. It is also stressed that it is an ongoing activity that goes side by side with the educational process planning, implementation and follow up. It is not an activity that comes at the end of the learning process as it is the case with traditional assessment, but it is a continuous process that starts before learning and continues with it. It is also mentioned that comprehensive evaluation uses many different tools and techniques so as to give a full detailed description of the learner's progress. That's why the suggested proposal to improve e-learning outcomes intensifies making full use of tools and techniques of evaluation as numerous and various as possible. These tools and techniques are going to be dealt with in further detail as in the following sections (Sahir As-Sabah, 2013, pp. 45 – 46 and Ashour Allouti and, Misbah Jallab, 2018, pp. 93 – 94).

- **Achievement Tests:** Achievement tests aims at assessing the learner's cognitive development. It includes oral, written and practical tests. Written tests includes two sub-types as follows (Hamdi Mahmoud, 2004, p. 105);

- **Essay Questions:** In this type of testing, the learner is given a topic or more and asked to answer it using his own expression for a fixed time.

- **Objective Questions:** In this form of testing, the learner is given multiple-choice or put-a tick – or – a cross questions and asked to select the correct answer.

It must be taken in consideration that these tests assess not only memorization and understanding, but higher intellectual abilities such as interpretation, comparison and creativity as well.

Moreover, these tests are to be set in e-learning head and local centers so as to combat cheating, plagiarism and revealing false identity.

- **Performance Tests:** These tests require that the learner to do a performance in a given field in order to assess the degree of acquisition of a certain skill such as doing a mathematical sum, writing an article for the press and giving a Friday sermon. In these tests, the learner is asked to practice what he learns in real life situations that can be observed and assessed. The learner's performance of the target activity is supervised and valued according to specific standards.

- **Achievement Packages:** An achievement package is a file or a register that contains all the achievements the learner has carried out in a

specific area in a fixed time. These achievements are to be assessed in light of given specifications that are set in advance (Faridah Rajah, and Ushiesh Al-Judi, 2017, p. 19).

- **Academic Projects:** An academic project is an activity related to an academic topic or more which is set by the teacher in order to be done by the learner inside or outside school. The learner's ability to do the project as well as the information, values and skills to do it are to be assessed.

- **Scientific and Practical Displays:** In the displays, the learner is asked to show all the achievements he has done to his teachers, peers and those who may be concerned.

- **Student Journal:** Student journal is a self-written report the learner is asked to do to describe his progress in learning. He also mentions his strengths and how to enhance them and his weaknesses and how to overcome them.

- **Acquisition Tests:** Acquisition tests are short quizzes that last for a few minutes. They concentrate on the different levels of the cognitive aspect. The learner is asked to answer an open-ended question or multiple-choice questions that revolve around a specific topic. The learner is also asked to justify his answers.

- **Observation:** The observation is a close direct and indirect perception of the learner's behavior using audio and visual techniques so as to explore his progress. It is divided into two sub-categories as follows (Mandur Fathu Allah, 2000, pp. 196 – 197);

- **Direct Observation:** This observation is intended, prepared in advance and done regularly without intervening factors using a regular tool to register what is perceived. This model of observation is used to investigate the learners' performance in order to assess points of strengths and weaknesses and set remedial work.

- **Indirect Observation:** This observation is neither intended, regular nor prepared in advance. In this pattern of observation, the teacher watches the learner while doing assignments and objectively writes down what he observes about the learner's progress.

- **Personal Interviews:** The interview is one of the educational techniques of assessment. During the interview, the teacher seeks to stimulate the learner to express his opinion and attitude for or against a given situation in order to assess his progress. The interview is also used to help the learner decide the scientific and vocational specialization that

meets his needs and abilities. Too, it is used to help him to adjust mentally and socially (For further details about the forms, fields and steps of the personal interview, refer to: Hamdi Mahmoud, 2004, pp. 76 – 79).

- **Questionnaires:** A questionnaire is a set of questions that are directed to the learners to answer in secret and return it to the teacher. The questionnaire is used with the purpose of investigating the learner's opinion on a given topic in order to explore motives that are behind. It is also used to investigate the learner's problems, attitudes, beliefs, feelings, aims, hopes and expectations. It is divided into three categories.

- **Close - ended Questionnaire:** In this type, the learner is given multiple choice questions and he is asked to select the suitable answer

- **Open - ended Questionnaire:** In this model, the learner is given open ended questions and he is asked to answer freely using his own way of expression.

- **Mixed Questionnaire:** In this category, the learner is given close – ended as well as open-ended questions to benefit from the advantages of the first two categories and to avoid their disadvantages.

The teacher must take into account that the learner can read and understand the questions of the questionnaire. In addition, he must check that the students have the knowledge and the experience that enable them to answer the questions. Furthermore, the teacher must make sure that the learner has freedom of express and can give unbiased answers (For further details about the forms, fields and steps of the questionnaire, refer to: Hamdi Mahmoud, 2004, pp. 80 – 90).

- **Social Graphs:** Social graphs are illustrative representation for the social relationships in classrooms to investigate the degree to which the learner is aware of social relationships (Mandur Fathu Allah, 2000, p. 91). A set of questions that focus on social relationships are directed to learners to answer. The teacher gathers, classifies and graphically represents the learners' answers to explore their social characteristics. Knowing these characteristics helps to organize team working, divide learners into equivalent groups in different school activities, recognizing introverted, extroverted, talented, gifted and slow learners (Mandur Fathu Allah, 2000, p. 91).

- **Accumulated Cards:** An accumulated card is a written register for every learner contains and summarizes the main information about him using different means and which grows with him accumulatively and chronologically. The information it contains is about the learner's linguistic, intellectual, emotional, social and physical development as

well as his interests, medical checks and teachers' reports (For further details about the forms, fields and steps of the accumulated register, refer to: Hamdi Mahmoud, 2004, pp. 94 – 98).

To sum, adopting numerous and various tools and techniques is a must in order to fulfill the due comprehensive evaluation of learners. This stipulates that the teachers are to be highly prepared and well trained on these techniques. This also requires specifying units for educational evaluation in schools to enhance teachers' abilities in the field of educational evaluation, overcome the difficulties they face and update their knowledge in this field (Samir Bin Lakhali, and Al-Bashir Bukhaiti, 2017, p. 11). It is also important to bear in mind the opinions of graduates on academic programs (Naif Al-Mutawwi'e, 2017, p. 94). In addition, it is essential to continually evaluate and modernize the tools and techniques of comprehensive evaluation of learners (Sarah, Qwadri, 2021, p. 473).

5- Conclusion

The current study aimed at exploring the definition, principles, types and aspects of comprehensive evaluation and how it can be a basis for improving e-learning outcomes. The study came to the following findings:

First: comprehensive evaluation of learners is a diagonal and remedial activity that covers all the student's cognitive, affective and kinetic aspects as well as the different levels of every aspect, uses many various tools and techniques and gives a panoramic view of the student's progress in all these aspects.

Second: comprehensive evaluation of learners is not a final activity that comes at the end of learning, but it is an ongoing process that starts before the learning activity and continues with it.

Third: comprehensive evaluation of learners aims not only to judge how efficient the educational process is, but to give an overview of the learner's achievement and to check his ability to transfer discipline as well. In addition, it is a pathway to educational advancement. It explores weaknesses and sets remedial work. Too, it investigates strengths and sets enhancing programs.

Fourth, comprehensive evaluation of learners makes use of different techniques of assessment such as achievement exams, intelligence, creation, innovation and personality tests, personal interviews, observation, projects and research assignments so as to give a detailed and inclusive picture of the student's progress.

In view of the previous findings, the study makes the recommendation that decision makers ought to make optimal use of the study suggested proposal so as to push e-learning forward and improve its targeted outcomes.

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