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# THE PERSPECTIVE OF THE ONLINE EVALUATION METHOD AND THE STUDENT'S PERCEPTION OF THE EVALUATION

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**Abstract**

This paper discusses the way students of the second and third years, as well as master students perceive the evaluation activity. The use of digital technology in the teaching process, but also for many other activities that we carried out until recently with the physical presence, both we teachers and our partners in education, has produced major changes in the teaching of digital courses, but also in the evaluation activity. A questionnaire was made and applied based on the functions and purpose of the evaluation, which was customized to the pandemic context that we crossed in the last two years. A total of 112 students participated in the questionnaire. The present study aimed to understand how the changes in which the evaluation was made, how the evaluation is perceived and what is the importance of this operation among the students participating in this study whose results the paper presents. The analysis revealed the main themes related to the pedagogical aspects of technological integration, online professional development and work-related electronic communication. Theoretical and practical implications are discussed. The analysis of the results brought to attention some aspects less expected, an example given by students (36%) that evaluation has no contribution in the process of transmitting information, but it also revealed defining aspects related to the pedagogical approach of online evaluation and ectronic communication.

*Key words:* reality, correlation, adaptation, value.

## Introduction

Important changes in the teaching process caused by the pandemic and restrictions imposed at national level on the education system. The end of each teaching activity is the form of evaluation. The purpose of this paper is to identify the correct perception of the assessment form proposed by the teacher. The way in which the valuation modalities have been designed should take into account the way in which customers generally approach and understand the valuation and the forms of online valuation.

The findings revealed that most participants preferred the online method of evaluation ($p<0.001$). A general finding was that mean differences between online and traditional were significant. The paired-t test revealed that online teaching. Some took place during online courses and were used to determine to what extent customers understood the contents transmitted by the teacher at the course. We have tried to carry out such assessments continuously and consistently, so that this approach to provide us with critical and objective feedback, both to new teachers and customers.In the online environment interactions with students can be richer and deeper compared to traditional instruction because online students often spend more time on there is a statistically significant difference ($p < 0.0001$) between the online and traditional evaluation mean scores (Khorsandi, M., Kobra, A., Ghobadzadeh. M., Kalantari M., Seifei M, 2012). At the end of the paper we analyze the different ways in which clients understand the form of online evaluation, providing the teaching staff with information about the evaluation process. We understand that any form of online evaluation must be centered on the learner, starting from the belief that the form and the method of application is important in the final result of testing. The online evaluation additionally has feedback that is integral to the evaluation students. Feedback can perform several functions in direct correlation with the purpose of evaluation (Gibbs & Simpson, 2002).

There were two types of assessments used in reflection (Baglione & Nastanski, 2007). Another form of evaluation used was summative evaluations called final exam and which measure what the student learned after completing a course. Recent studies, carried out during the period when the teaching activity was carried out in the online environment, have shown an increased availability of the teacher for dialog, necessary more than ever in the teaching process.

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A simultaneously fair and efficient society needs a selective and even micro-selective educational system able to offer everyone, from early childhood to senectite, the possibility to develop without any discrimination, on social, racial, religious, etc., within the limits of its hereditary heritage (Guibert, F-X, 2004). The dialog between the teacher and the students represents a way to train the students, but also the encouraged dialogs between the students in which the real life aspects and their own experience are used as examples and explanations of the notes taught in the course. Equally, stimulating the dialogs and exchanges of information between learners, can make a contribution to the accumulation of skills and their preparation for various meetings and presentations. The basic element used in the online evaluation of any online course is software. It can be configured for several levels of difficulty and divided into different categories. Technical support used in the learning environment, e-mail address or browser are basic tools for online education, which teachers have used with efficiency. Online education is the fastest growing form of delivery in higher education in the United States (U.S.). During fall 2006 approximately 20% of all students in higher education in the U.S. were enrolled in at least one course delivered online. In fall 2006, student enrollment in online courses increased nearly 10% as compared to fall 2005 (Allen & Seaman, 2007). Through the formative evaluation we tried to provide students with correct and especially realistic feedback in a timely manner.

**Hypothesis.**

If through a program of preparation and completion of the forms of evaluation used in the last two years, we can objectively achieve an objective and efficient compilation. We also want to check the hypothesis that the evaluation can bring about changes for the students in training.

**Objectives** of the work - evaluation measures a reality and provides the further evolution of our clientele, but also the efficiency of face-to-face evaluation, in the next construction of didactic content. We intend to verify the most accepted ways to organize the assessment of the theoretical knowledge that students must accumulate.

**Method.**

The need to correlate the contents of our assessments with the level of expectations and the amount of knowledge gained through the study or the resolution of various tasks led to the idea of conducting this study. In order to carry out the present study, a series of specialized articles, press releases or specialist declarations, relevant to the topic, theoretically Often, the customers' perception of the mastery of the course material and learning objectives, established and communicated is different to a large extent compared to the result of the teacher's evaluation. In fact, we teachers check the degree of knowledge accumulation and provide results-based feedback to adapt the content of the subjects taught, to supplement them with various illustrations, informative charts, thus contributing to the accumulation of new learning experiences. Students can use feedback to identify areas of weakness for further studies. In the other variant, the summary evaluation generates the summary results of the evaluation, which are used to assign the names of the clients and to be able to make comprehensive conclusions about mastering the learning objectives of the course.

Even though more tasks for evaluation may be better than too few, instructors must be cautious in using an excess of tasks. If there are too many assessments, students can focus on quantity rather than quality of deeper learning. The use of electronic applications in the evaluation obviously helps to overcome some difficulties we face in the online teaching activity and delivers results in a much shorter time compared to the traditional form of exams in which the clients supported the checking with writing the subjects. The digital version of the evaluation implies a considerably less effort on the part of teachers in the process of correcting the works, but also a higher degree of objectivity by standardizing the grids and the scale used.

substantiated or other relevant researches on the proposed topic, various forms of evaluation traditional but especially the one used in the form of online education. Research methods and tools represented by the dynamic documentation, the characteristic of this discipline and the proposed study theme were used. Based on the data of our observations, we have compiled, by recording the information, tables for the 8 items of our research tool, thus each question having different answer variants, the subjects being asked to choose at least one answer variant. The survey is part of the complex methods of research in higher education of physical education and sport. We used this method especially for the purpose of knowing the opinion of the students of the Faculty of Physical Education and Sport from Ovidius University of Constanta, who wanted to participate in our research. The actual conduct of the research was initiated by the establishment of the research plan, tasks, stages, assumptions, subjects and schools where a questionnaire-based inquiry had to be carried out.

The statistical data presented represent a

segment of a study that started at the beginning of 2021, which was conducted on a sample of 141 subjects, students and master students, who were previously informed about the subject around which the questionnaire was placed. The questions were sent through an application to the target group. The form in which the questionnaire was completed was based on the survey products provided by Google Forms. In this form, subjects received a link that, accessing it received the question and all possible answers.

The subjects chose the right answers with their own convictions and needs, the centralization of all results being made by the application. The obtained results have been recorded and their interpretation is part of this paper. Based on the careful analysis of the data presented in the tables, the statistical process of processing and interpretation of the obtained percentages was initiated.

**Results.**

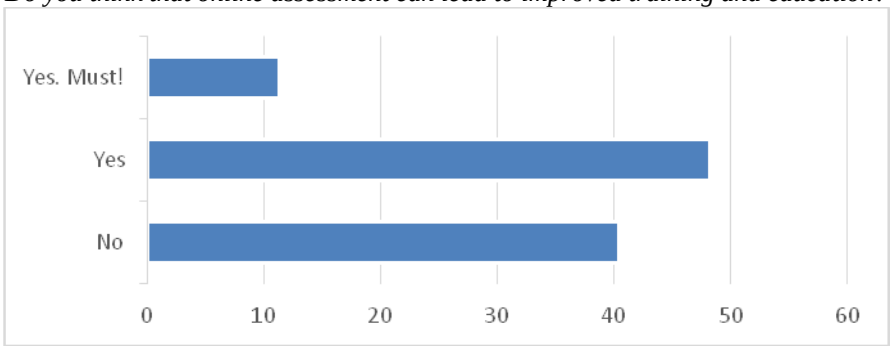
The analysis revealed the main topics related to the pedagogical aspects of technological integration, online professional development and electronic communication related to the theoretical university activity. The theoretical and practical aspects are discussed in terms of the projected implications in the future professional activity and the tasks that result inherently. The analysis of the results brought to the attention some less expected aspects, which the entire teaching staff must focus their attention in order to increase the awareness of the clients on the importance of the process of accumulating theoretical and practical knowledge to an equal extent.

The first question of the questionnaire - *Do you believe that the online evaluation can make an objective verification of purchases?* brings from the very beginning a confirmation of the hypothesis on the way of evaluation preferred by the clients to the university. For answers - written exam - to a small extent - 14 answered, meaning 9.92%. Second response, so, 53 answers, that's 37.58%. Last written exam response variant - Yes, you can 74 answers, most, 52.48% meaning more than half of the total answers provided. The second part of the first question refers to the form of assessment by oral examination. Customers consider that - oral exam - in a *small measure* 24, representing 17.58%, the second variant of response - *somehow*, 60 customers chose, in 42%, the last variant of the three in the case of oral exam - *Yes*, it can 57, significantly less 40.42%, compared to the written exam variant where the percentage was 52.48%.

Question number 2 - *Do you think that online assessment can lead to improved training and education?* - unexpectedly brings 48 customers, that is 40.4%, for the variant - *No, almost* 18% less than the variant of answer - *Yes*, 57 accumulated answers, 48.2% of the total number of answers. Only 11.4% is clearly positioned by choosing the variant - *yes I have to*, 16 respondents. So a large percentage, 40.4% is of those who believe that evaluation has no influence on the process of improving and improving the teaching methods.

The next question is the question with the number 3, *Can assessment produces certain changes in students in training?* A percentage of 11.34%, in our opinion too high, chose the answer-no variant, in the number of 16 subjects. Summed up the first variant with 11.34% by the percentage of those who chose the variant - you do not have to! 13, subjects with 9.2% resulted in a percentage of 20.54%, representing a significant part of those who participated in the questionnaire and who believe that the evaluation cannot and should not bring about changes in the training of students. The majority share was generated by the 97 participants in the questionnaire, which provided a percentage of 68.79% for the reply variant - *Yes*. The last answer - *yes, must*! 10.6% selected by 15subjects.

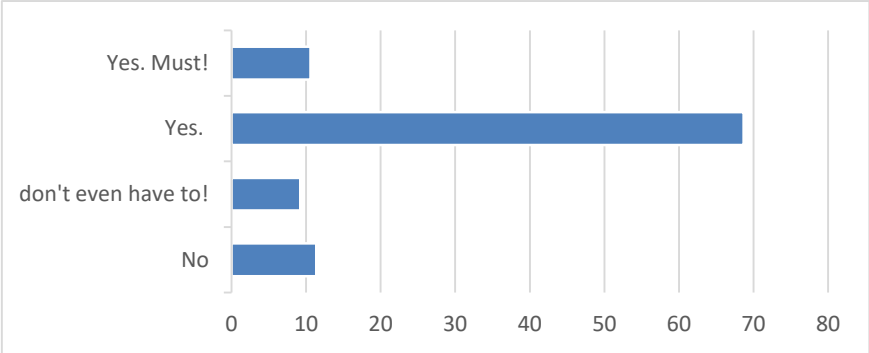
Graph number 1, Question number2
*Do you think that online assessment can lead to improved training and education?*



Question number 4.- *Do you consider that the ONLINE evaluation should establish the ranking of the students according to the results?* Totally unexpected the percentage achieved to the response variant - definitely not, customers in the number of 49 consider that a form of online evaluation should not generate results based on the corora can classify knowledge and practical experiences. So 34.75% believe that online evaluation should not influence their hierarchy within their group.

The second variant of question number 4 was - *To a small extent*, and represented a percentage of 41.84%, being the option of 59 subjects. The two response variants that show the negative perception on the evaluation process and the influence of the results obtained by clients in the evaluation, add up to 76.59%. The last response variant represented by - *of course*, was chosen by 33 participants in the study, which represented a percentage of 23.40%. To question number 5 - Do you consider that the evaluation measures a reality and foresees your evolution after the completion of the university studies? A percentage of 11.34% chose the response variant - in a small measure, the number of clients was 16 for this response. The second option was that evaluation can't predict my future evolution, chosen by 51 subjects, at 36.17%. The next answer to question number 5 was the option of a percentage of 23.4%, a number of 33 subjects chose -yes. The last option was - *I consider that the evaluation can help me*, chosen 41, representing a percentage of 29.07% of the total number of participants in the study. Continuing in the same register of responses, we notice that a significant percentage of 36.17% consider that the evaluation of knowledge is not representative for the level of training and goals. Our curiosity is the natural and implicitly the question, how is it objective to achieve a hierarchy, and whether a hierarchy among students should be achieved. Keeping the logic, we can discuss the variant in which no hierarchy should be achieved, as all customers are very well trained and have high intellectual level, based on a wide base of theoretical competence of the clients and does not represent an indicator of future evolution. The discrepancy between the way the level of training is perceived and the one provided by the evaluation result brings a series of questions related both to the content of the subjects taught, the correlation of the objectives and the means used in teaching with the new challenges and the current trends.

Graph number 2, Question number3
*Can assessment produce certain changes in students in training?*

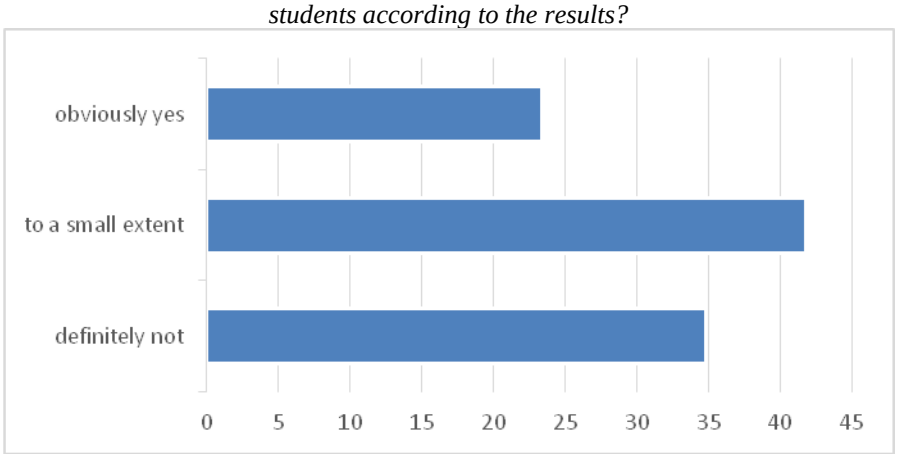



Question number 6 - Online evaluation can... The first variant of the answer - *raises problems of consciousness in both partners of educational relationship*, was chosen by 16 subjects, a percentage of 11.34%. The second variant - *motivates for other exams*, chosen by the majority 59 subjects, a percentage of 41.84%. The variant - *leads to self assessment*, was chosen by 31 subjects, a percentage of 21.98%. A less optimistic response variant - *demobilizes* 19 subjects, 13.47%. The last variant - *disarmament morally*, 16 subjects, 11.34%, correlated with the previous variant requires in the preparation and presentation of the conditions in which the evaluation is to take place a greater attention.

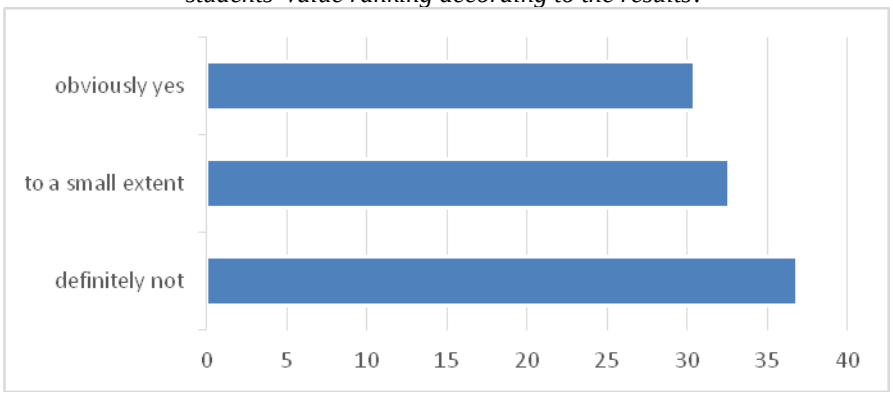
Question number *7* - *Do you consider that the evaluation of the FORNT IN FRONT must establish the students value ranking according to the results?* The first option was - definitely not, the chosen 52 subjects, which represented a percentage of 36.87%. The second variant - to a small extent 32.62% was calculated for this variant chosen by 46

participants, the next variant was - obviously yes, the option of 43 subjects, 30.49%.

Graph number 3, Question number 4
*Do you consider that the ONLINE evaluation should establish the ranking of the students according to the results?*




Graph number 5, Question number 7
*Do you consider that the evaluation of the GIRL IN FRONT must establish the students' value ranking according to the results?*




The last question of the questionnaire is number 8- *What is the most desired form of evaluation?* - for supplied a complex answer, the values in table number 1 confirm the results recorded to the previous questions. Most clients opt for the form of assessment of theoretical knowledge in the form of a grid.

This variant of verification does not require the subjects who take an exam, to have the ability to formulate texts through which to express both in writing and in spoken form the knowledge accumulated by individual study and especially during meetings with teachers.

The decrease in the number of students of these abilities raises the question of the future didactic activity and the results that each student under the guidance of a teacher must obtain. The highest value was registered for the answer variant - *the multiple-choice exam*, with 53 votes, *while the oral exam variant*, gathered only 9 votes, both for the eighth - *each time.* For the option - *never*, were registered the most values for the options, oral presentation of a project, 19 votes and oral exam, 25 elections.

Both versions previously requested from the customers effort to communicate verbally the embodiment of the accumulated knowledge.

| Tabel numarul 1 | never | sometimes | most of the times | each time |
|---|---|---|---|---|
| subject exam | *13* | *47* | *29* | *28* |
| multiple choice | *8* | *15* | *55* | *53* |
| project portfolio | *6* | *25* | *45* | *39* |
| oral examination | ***25*** | *51* | *30* | *9* |
| oral presentation of a project | ***19*** | *42* | *38* | *22* |

**Conclusions**

This paper focused on identifying the ways of organizing and designing the assessment form, keeping the interest of the client and the objectives pursued in the teaching process. The paper discussed the role of feedback in the evaluation at the end of a significant e-learning stage based on the analysis of the results obtained from the previous evaluations as a tool for adapting the entire online activity. After discussing the design and detailed description of the module that was used this questionnaire, as a case study, the focus was on identifying and adapting the present assessment forms used, so that the volume of information that customers must accumulate to be as well structured, correlated with the future situation in the professional activity and understood interdisciplinarity. Clearly, customers understood that ratings are not simple ratings, or notes. In the situation when the evaluation was well prepared by both the teacher and the student, the results are significant, help the construction of the future specialist, produces a flow of thoughts that provokes interactions and that finally provides answers to various questions or to solve the various problems that have arisen. The results of this study, presented in tables or graphic form, show significant trends of this stage. The two criteria that we follow in the construction of an evaluation, namely functionality and usefulness can improve following the present study. The results of the questionnaire have provided enough evidence to support the theory that the student considers as the most objective the simplest approach. We cannot accept this vision of evaluation, as we do not consider as objective a form of evaluation that subjects the client for a long period of time to a form of evaluation and which involves the rendering of a considerable volume of theoretical knowledge, without checking whether those notions are understood logically and practically, in correlation with future professional tasks.

The study also showed a change in the waiting level of students who followed in the period 2020-2021, in the form of online education. Clearly the way of construction of any form of evaluation must include all the factors that are important, both for the client and for the teacher. We believe that the purpose of this study can bring a new perception for our customers regarding the evaluation, which we hope will not be understood as a simple form generating notes. At the end of the courses we teach in college, we want to develop evaluation forms that generate significant results, proof of a logical and pragmatic construction. The evaluation must help the faculty's clients to prepare them for future professional confrontations, by increasing the capacity to understand the requirements, regardless of complexity or field they come from, in correlation with the limits of his hereditary heritage. The evaluations must produce interdisciplinary interactions, to provide answers and solutions to the multitude of problems in the educational sphere, of performance sport, recovery in sport and other complex and related fields.

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