

## **ELECTRONIC EVALUATION: FACTS, CHALLENGES AND EXPECTATIONS**

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**ABSTRACT:** *Due to its fundamental role in the teaching and learning process, the concept of evaluation has been widely tackled in academic spheres. As a matter of fact, evaluation can help us discriminate between good and bad courses and thus establishes a solid background for setting success to major courses' aims and outcomes. Whether in electronic or paper form and whether as a continuous or periodic process, evaluation helps teachers to form judgement values and students' development and achievements. With regard to electronic evaluation, more and more university Algerian teachers are performing it though with a low degree through the online Master and Doctorate theses works' supervision, for instance .The current study aims at investigating the teachers' attitude to the use of electronic evaluation as a means to evaluate students' performance and progress. The other aim is also to shed light on other aspects of electronic evaluation which are still under limited experimental process and needs to be upgraded in the university departments' database. This might include mainly the electronic course evaluation system and course work assignment electronic submission. Results which were collected through an online survey submitted in the form of Likert scale questionnaire to 16 teachers randomly selected across different Algerian universities revealed interesting findings. Most teachers agreed that electronic evaluation system can replace paper evaluation system forms since it saves much of the teacher's time and energy. Most importantly, all teachers admitted that the electronic course evaluation system would help them to provide quality courses.*

**KEYWORDS:** electronic evaluation, course submission, supervision, assignment

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## **INTRODUCTION**

Whether through a planned or an undelibrate way, electronic or online evaluation is stepping little by little in the different Algerian universities' administrative planning and academic acts. The aim behind adopting such a new evaluation system has been to replace the traditional paper form in the faculty members and departments. The electronic system has already been launched and developed in worldwide top universities and is currently used for providing quality courses. The current paper aims at shedding light on the potential and challenges that the implementation of the online evaluation system in the Algerian universities institutions' academic and administrative spheres may encounter. The study relied on the views and attitudes of a sample of 16 teachers who are currently in charge of different courses in the different Algerian university faculties and departments. It is obvious that such a focus on the teachers' views as the main source of the study data was due to their close awareness of their current teaching methodology, class environment, course organization and student satisfaction with their courses in general. Since the online supervision of the students' Master dissertation has already gained ground in the online evaluation system, the study aims also to raise the teachers' attention to the importance of the other possible online kinds of assessment such as the electronic course evaluation system and course work assignment electronic submission.

**The Electronic Evaluation System: Scope and Importance**

The electronic evaluation system has been adopted as useful method of assessment for e-teaching and learning in a growing number of the world universities. According to Feng et al., (2013), the teacher evaluation has obtained a new dimension through technology as it can offer the teacher unique opportunity to have a reflections on video data. One important aspect behind the implementation of the electronic evaluation is its enhancement to the teacher self-evaluation. Haung (2010) admits that self –evaluation is likely to promote the professional growth which is necessary in school plan. Indeed, teacher achievement is boosted by the powerful mechanism of self-evaluation (Ross & Bruce, 2007). One other important benefit of electronic evaluation is that it also encourages student to participate in the course assessment and provide objective feedback that would help the teachers to improve their teaching performances and, thus, provide quality courses. Compared to standard evaluation forms (paper evaluation form), electronic course assessment gives students assurance that their responses are unidentifiable. Students can certainly answer anonymously in the traditional classroom education through the utilization of questionnaires; yet this process has several drawbacks such as the presence of errors and the time and effort spent on the data processing ( Galanis et al., 2009).

**The Electronic Evaluation System: Advantages and Challenges**

The aim of any kind of assessment is to provide a direct immediate feedback that would enhance the measurement of both of the teacher or the learner outcomes. Besides providing immediate feedback, electronic evaluation can allow learners in particular to assess their teachers' courses objectively as their feedback is fully anonymous. Alruwais et al., (2018) listed other advantages of using electronic assessment. Students prefer Electronic evaluation because it is fast and easy to use. Most importantly, *"E-assessment provides immediate feedback compared with paper test , which helps improve the learning level."* One other advantage for electronic assessment as stated by Alruwais et al., (ibid.) is that students in remote areas can learn and assess in their locations with flexibility and ease .With regard the to the teacher, through e-assessment ,he or she can improve the quality of the students' feedback quality and track the students' performance and identify students' misconceptions before the exam. E-evaluation is also useful with large class and can reduce the teachers' burden in the assessment of the students' exam papers.

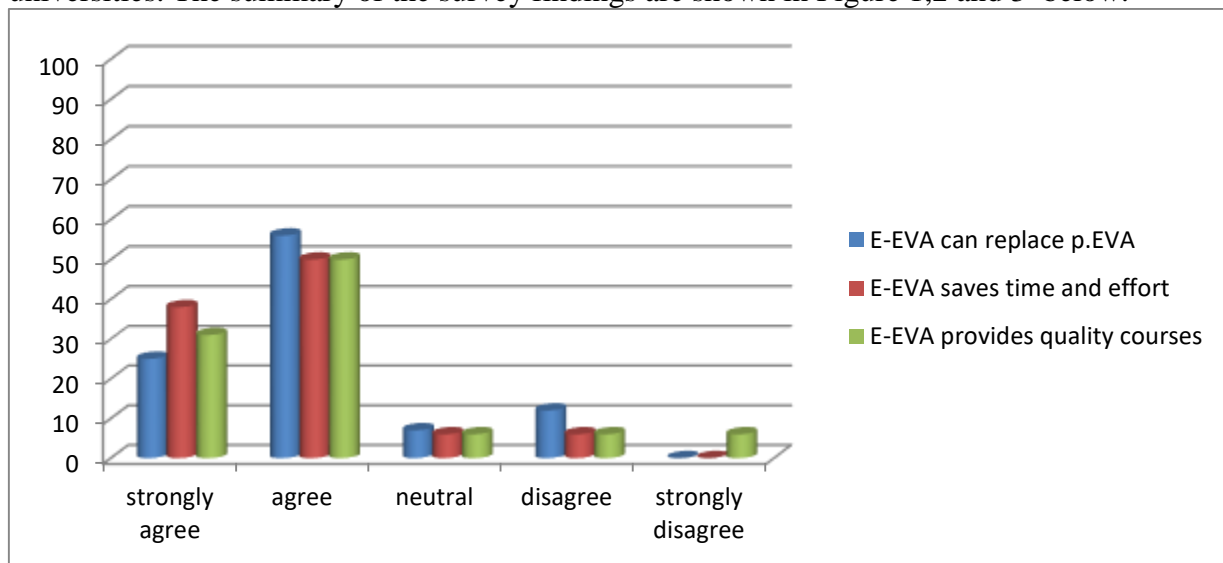
However, there still some challenges that institutions need to overcome for an effective use of the electronic evaluation system. Different studies were carried out and suggested solutions to the expected challenges:

Way (2012) stated that students need to be trained on the computer online use and to familiarise more with the e-assessment. In parallel to the students' training, they should be equipped with sophisticated labs with internet access. Thus, in a country like Algeria, the poor technical infrastructure especially in some universities may hinder the full setting up of the electronic evaluation system. The fact that electronic evaluation system is set out to provide questions of close response may also represent a difficulty in scoring and correcting questions with student open response (Alruwais et al., bid.). Indeed, the computer is set out to correct individual students' direct response and not to assess group project which requires the assessment of each member. Furthermore, the monitoring of the communication skill and providing feedback to each member individually is a hard task for the computer to process. Finally, many of 'old generation' Algerian teachers are not familiar to the use of computer and with ICT's in general,

thus, “*teachers need a training to be confident for using E-assessment system.*” (Ridgway et al.,2004).

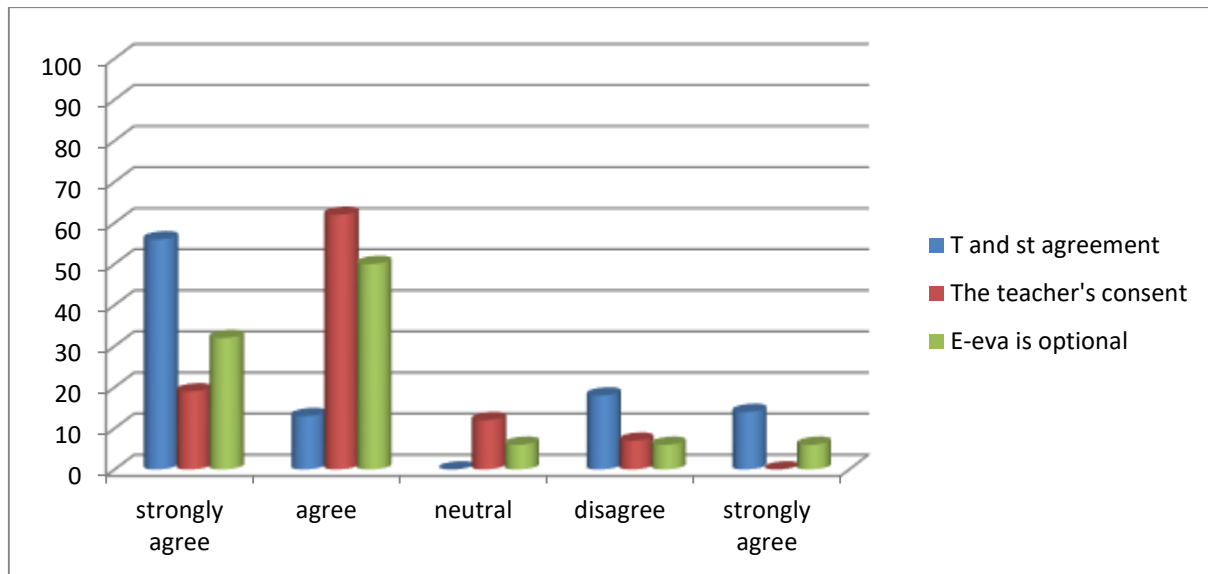
### Data Collection Method and Analysis

The study aimed at investigating the views of a group of Algerian teachers to the potential and challenges of the electronic evaluation system in the Algerian universities. An online survey which entailed a Likert scale questionnaire (ranked from strongly agree to strongly disagree) addressed to 16 university Algerian teachers (most of them are from Chled university while the other teachers are from nearby universities). The questions were grouped under three main categories :The importance of Electronic evaluation , the teacher-student agreement on electronic evaluation and the potential of the electronic evaluation system in the Algerian universities. The summary of the survey findings are shown in Figure 1,2 and 3 below.



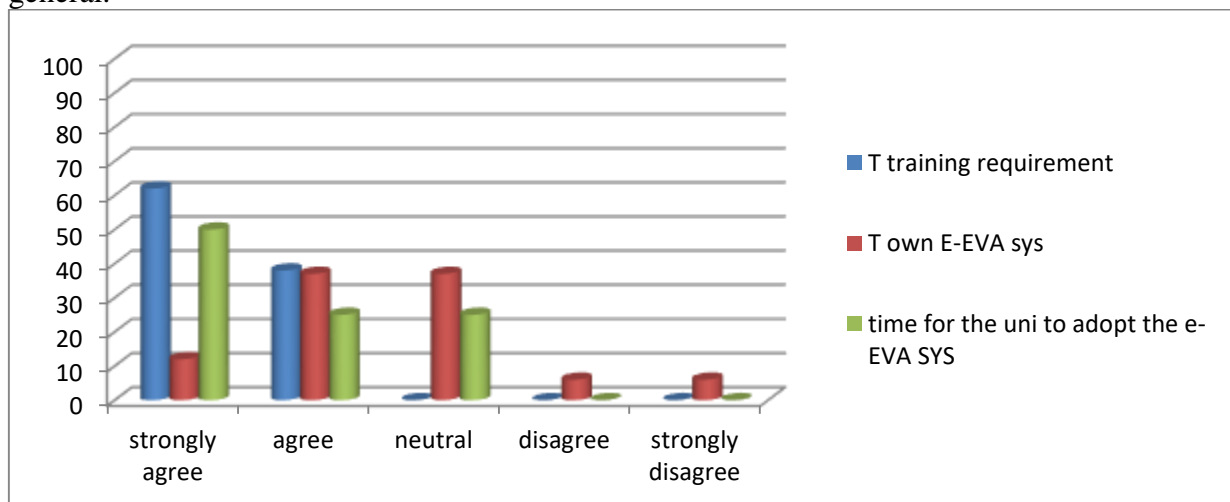
**Figure 1 : The Importance of E-evaluation**

Nearly all questioned teachers seem to be aware of the important results that the launching of the electronic evaluation system would have on the quality of their courses which are expected to progressively match their students' expectations. Furthermore, all teachers admit that the electronic evaluation system can surely save their time and effort they often spend in correcting their students' assignment and exam paper forms especially for those in charge with lectures where the number of students is usually large. In brief, the results as shown in Fig.1 confirm the positive expectations of the researcher with regard to the positive teachers' attitude to the possible implementation and adoption of the E-evaluation system in Algerian universities and institutions . Yet, such teachers' high spirit vis a vis the E-evaluation system is objected by their limited ability ( at least for an important number of them) to monitor the computer use and the ICTs in general beside other factors that may challenge the exclusion of the use of paper evaluation forms definitively.



**Figure 2: Teacher-student Agreement on Electronic Evaluation**

The aim of the questions as depicted through the teachers' responses in Fig. 2 was to investigate to what extent is both of the teacher and students' consent on the use option of the E-evaluation system important. Thus and as expected almost all teachers under investigation believe that before university launches the electronic evaluation system, it is necessary to take the teachers' degree of willingness and readiness to use such a system into consideration. Indeed, the teacher is the core element in any university evaluation process including the electronic assessment system since it involves factors that set out his or her course success such as teaching methodology, class environment, course organization and student satisfaction with a course in general.



**Figure 3: E- Evaluation System University Implementation Potential**

The last range of questions as depicted in the findings of Fig. 3 aimed at identifying to what extent is the Algerian university staff and administration ready to adopt and launch the Electronic evaluation system. Though most teachers admitted that they still need more training on the Internet and Technology use, they confess that it is time for the university to adopt such a new form of evaluation system for it will contribute to the development and improvement of the Algerian university. As an initiative, some teachers even accepted the idea that they can

devise their own 'small scale' electronic evaluation frame before their universities takes the decision to officially launch and develop such a system.

It is clear that teachers in current study hold a positive attitude towards the use of the electronic evaluation system and its final implementation by their faculties and departments. In fact ,the teachers' enthusiasm stems out from the advantages that the adoption of such a system can offer to them such as providing an objective students' direct feedback to their courses, reducing their time and effort made to correct the student exam papers and improving their courses' quality.

## CONCLUSION

This paper points to the challenges and the potential of the electronic evaluation system implementation in the Algerian universities. The paper relied on the views of university teachers who expressed their enthusiasm to the positive impact that adoption of such system would have on the quality of their course in particular and on the improvement of the Algerian university in general. Yet, such teachers' inclination and readiness to the use of electronic evaluation system is faced by a poor university technical infrastructure in terms of the lack of sophisticated labs and appropriate teaching learning IT centres without which the implementation of any new innovative technological system such as the e-assessment system is unachievable. One of the current study limitations is that it did not include the students and administrators' attitudes and views to the use of the electronic evaluation system .Hence, the study may serve a milestone in the way for further research that would help to cover the study issue of electronic assessment from different perspectives to set up an appropriate foundation for the launching of the electronic evaluation system in the Algerian universities different administrative and academic spheres.

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