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The comparison of students' assessment in Kosovo High Schools through online test and hardcopy

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Abstract

The use of information technology in every field of life is marking an exponential growth as well as in education.

Digitalization plays an important role in education, where it had a major impact on the time of COVID-19 pandemic due to school closure measures.

The main purpose of this research is to use Information Technology for online assessment of students in the subject of Information Technology, and then to analyze how they affect medical high school. The other purpose of this research is also to extract information or data from practice, which serve to prove the use of online assessment where the classroom has a positive affect on raising student outcomes and which can be shared with fellow teachers in the school where I work, but also in other high schools.

Introduction

For many years it has been discussed about the impact that informatics has and can have, that is, IT, in the school system, at all its levels. This has enabled, especially in recent years with the development of the web, a transformative movement in education, especially in developed countries. The shift to online education has had a major impact in the last two years as a result of the COVID-19 pandemic, where in many countries the education system has skipped to online platforms.

The use of technology to keep education systems functional in different parts of the world, due to the isolation of the population, was considered the most appropriate and only alternative in

this period. The purpose of the research is that, today, technology has gained momentum in its development, the same technology is being incorporated in school institutions. According to the findings from the studies conducted so far, through which it is intended to identify the factors influencing the opportunities of educational systems to integrate technology in teaching, it is suggested that to achieve positive results in the integration of teaching technology is required to understand the types of interactions between teachers, students and technology (Honey, Culp & Carrigg, 2000).

QUESTIONS AND HYPOTHESIS

In this research I will address the question:

-What impact does the use of online student assessment technologies have on the subject of Technology in medical high school?

Helps to prove the hypothesis:

-Students who are assessed according to online assessment methods show better results in learning chemistry in medical high school than students who are assessed by traditional methods.

-The impact of electronic testing on student motivation;

METHODOLOGY OF RESEARCH

For the realization of this research, the quasi-experimental method was used, in which two groups of students were included, the experimental group and control group. As for measuring instruments, pre-test at the beginning of the research and post-test at the end of the research were used in both groups, in which an open observation and a questionnaire were performed. The quasi-experimental method can be used in some situations, where two or more groups of students can be identified that are different, one can be used as a control group and the other as an experimental group. Experiments have two basic components:

-The experimental group is the group of students that manipulates or changes in some way.

-The control group is the group of students that are completely identical to the first group in all aspects, except the manipulated or altered aspect.

The research was conducted from: 14.03.2021-02.04.2021, at the High School of Medicine “Dr. Xheladin Deda” in Mitrovica. There are a total of 75 students. Class 11/5 was a class of control, in which the assessment was performed in a traditional way, while 11/7 was an experimental class in which the assessment was performed online.

In the first phase of the research, the quantitative approach was used, where I will take the assessment of the students through the pre-test, for the knowledge they have about the use of the PC and the online test for unexplained learning topics.

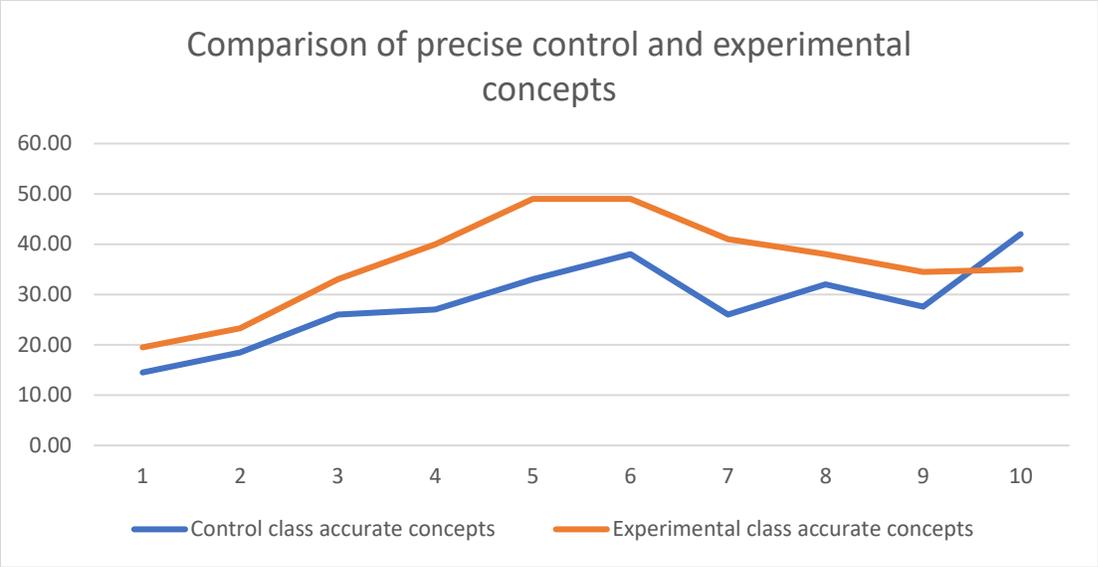
In the second phase, two teaching units are explained, according to the curriculum and research planning in both classes, both control and experimental, and instructions are given about completing the online test for the experimental class. The teaching units are the same for both classes.

At the end of the research, an interview and a test were performed, where through these instruments I will make the final evaluation of the research, for class XI-5 and XI-7.

Comparison of past test results for control and experimental class

Table 1. Comparison of precise concepts of control and experimental class. This table presents the comparison of each student how much they have achieved the results of the test in both classes (control and experimental).

	Control class accurate concepts	Experimental class accurate concepts
1	14.50	19.50
2	18.50	23.30
3	26.00	33.00
4	27.00	40.00
5	33.00	49.00
6	38.00	49.00
7	26.00	41.00
8	32.00	38.00
9	27.60	34.50
10	42.00	35.00

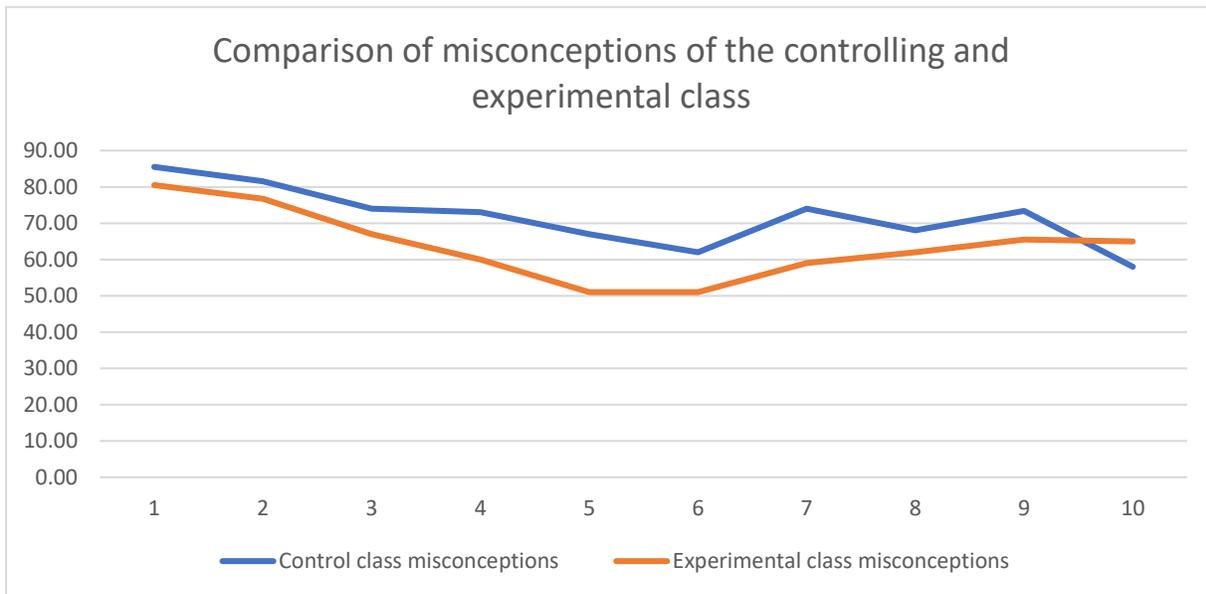


Histogram 1. This histogram presents the continuity of comparisons of accurate given concepts for control and experimental classes.

Table 8. Comparison of misconceptions of control and experimental class.

	Control class misconceptions	Experimental class misconceptions
1	85.50	80.50
2	81.50	76.70
3	74.00	67.00
4	73.00	60.00
5	67.00	51.00
6	62.00	51.00
7	74.00	59.00
8	68.00	62.00

9	73.40	65.50
10	58.00	65.00



Histogram 2. This histogram shows the continuity of comparisons of erroneously given concepts for control and experimental classes

Discussion and conclusion

Changes in education are always evident, but lately they are becoming faster and more frequent (Ismaili, 2012).

From this research it was expected that in the classroom where online assessment strategies are used there will be an increase in students' interest in online assessment and will positively affect the measurement of their knowledge. No matter what the result will be in the end, students express their desire in the future to take online assessment.

This type of assessment is especially important because it is used to help students improve their performance in acquiring knowledge not only in the subject of ICT but in all other subjects. Technology has become an integral part of us, and very much accepted by students. According to the study findings, students possess sufficient technological equipment to attend online learning. The obtained results confirm the hypothesis presented at the beginning of the research. The research in question has observed the positive effect of online assessment in addition to traditional assessment.

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