

An Overview on Online Education

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ABSTRACT: As blended and online learning grow less common education, instructors must rethink fundamental issues such as educating, learning, and assessment in unconventional settings. Such concerns include knowing how formative assessment works for online and blended learning, as well as the reliability and validity of evaluation in digital environments in regard to achieving the intended purposes. The purpose of this article is to provide a systematic qualitative review of the research literature on online formative assessment for higher education. One method used in this review was an integrative story review that includes methodical searching, reading, then writing of the literature to draw up major themes and findings of work in this topic. The authors used qualitative research criteria for choosing and examine the existing literature, focusing on examining and defining the core themes that are central to the concept of formative assessment, with a special emphasis on its implementation in online and blended settings. For summative assessment, students, peers, and instructors employed a range of tactics, many of which were connected to digital sites such as self-test quizzes, conversation forums, and e-portfolios. The advantages claimed include increased student participation and centrality within the process as important participants, as well as the formation of a learning society[1].

KEYWORDS: Computer, Exam, Education, Online Assessment.

I. INTRODUCTION

The students' perceptions of the online assessment were investigated using a journal article questionnaire as well as in interviews. The tools that were used in the investigation are listed below. Survey for user feedback[2]. This questionnaire was developed primarily glean data on the students' computer familiarity and previous online test experience, as well as their assessments of specific components of the online test web site, such as the user interface, effects just on learning process, and system usage. The questionnaire was made with the help of two assessment and reporting specialists and one distance learning expert from METU's Faculty. Nominal data replies, Likert 5 scale items spanning from strongly agree, agree, neutral, dislike, to strongly disagree, and ajar responses have been the three sort of questions. Interviews with experts[3].

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We chose to augment the study with obey interviews in order to gain a better understanding of the answers and ideas for the online evaluation process, particularly in terms of system design, implementation, and Company's website creation. In-depth interviews elicited consumers' thoughts and suggestions on unanswered answers and controversial problems that were not mentioned in the previous survey. Following the analysis of the survey results, a research scientist interview guide was created[4].

A. Gathering and evaluation of data

One and a half days after the course started, an assessment poll was completed. The questionnaire was given to a class of 46 pupils who were enrolled in the program[5]. Ratios and mean figures were computed from the replies. Following the completion of the course, five randomly chosen students were interviewed in-depth individually using a randomized selection series. The comments of the pupils were written down throughout the interviews. Each interview lasted about a half-hour. The replies were connected to the quantitative poll data and unstructured answers once the data was compiled. In furthermore, the Web site's utilization statistics were published[5]. Before awarding final grades, the course teacher was not authorized to review the data collected through surveys and interviewees[6].

B. Computer Proficiency of Participants

The goal of this question was to find out how well students knew how to use computer application programs like Internet browser and e-mail programmes, since knowing how to use such programs is a requirement for utilizing the Web-assisted evaluation program. Four % of all pupils said they had a poor understanding of how to use a web browser[7]. It was sufficient to have an intermediate skill level to utilize the created online evaluation tool effectively[8]. A total of 96 percent of the pupils had advanced above the initial competency level. Learners were given practice questions and instruction on how to use the internet assessment instrument before the final test. As a result, all issues caused by browser use were eradicated[9].

C. Quizzes, Tests, and Exams

Most pupils detest taking exams, and many teachers dislike preparing and grading them. Tests, on either hand, are effective educational tools that serve at least four objectives. To begin with, tests assist you in evaluating students and evaluating whether they are learning whatever you expect them to learn[10]. Secondly, well-designed tests inspire students and assist them in planning their academic efforts[11]. According to Crooks, students study in ways that reflect how their expect to be examined. They will remember specifics if they expect a test that will

involve problem solving or characterized by deep; they will work toward comprehending and applying information if they expect a test that will require problem solving or integrating knowledge. Third, tests can assist you in determining how well you present the subject. Finally, tests can help pupils remember what they've studied by indicating which topics or skills they haven't yet mastered and therefore should focus on. Despite these advantages, testing is an emotionally exhausting and anxious experience[12].

D. Performance Assessment

Performance appraisal, Alternative or authentic assessment is a sort of testing that requires students to accomplish a task instead than choosing from a previously provided list of answers. For example, a student may be intended to know history facts, develop scientific theories, solve arithmetic issues, communicate in a second country, or do research on a certain subject. Then there are the seasoned raters. Educators or other qualified individuals. Evaluate the level of the pupils' work based on a set of pre-determined criteria. This innovative form of assessment is most typically utilized to examine writing abilities based on material written by students with the goal of assessing them[13].

E. Formative assessment

Line with the broader with the hope of creating adjustments. Although the most prevalent distinction in the literary works is created between formative and summative evaluation, many evaluation activities that learners engage in both are formative and summative: for example, a student may finish a piece of work and obtain extensive feedback from the tutor to mentor him or her in lifelong education[14]. Or for the same reason, numerous assessment activities that individuals learn in are both formative and summative. As according Brown, Bull, and Pickard, integrating formative or summative evaluation in this way may well have a negative effect on the overall of feedback learners get. The assessment's various objectives may make it difficult to provide useful feedback. If students are distracted by personal views about the grade they received, it may be more difficult for them to focus on the development parts of the feedback. Indeed, as according Biggs, for formative evaluation, students must feel free to reveal their ignorance and errors in thinking, and if the results are to be used for grading, they will be greatly driven to hide any potential flaws[15]. He contends that formative assessment should always be present as a critical component of teaching, but that the findings should not be 'counted' unless student agrees. Tutors face a challenge when it comes to education and willingness to participate in formative evaluation activities[16].

F. Design and Tools for Online Assessments:

Assessments, whether internet or not, is one of the most important aspects of any course. The fundamental goal of testing is to see whether students comprehend what the course is trying to teach them. Evaluation is required in order to evaluate pupil progress and issue final course marks. Pupils are being assessed online in all types of education today, especially colleges, business, and industrial training. Almost every LMS includes some type of assessment.

G. Forms of Usage

Formative or summative assessment activities are both done with online quizzes. Some instructors believe that educational dishonesty on the part of the students is an unsolvable challenge, and they are reluctant to employ online exams for summative assessment. Others are using it into parts of their summative evaluation. The type of the topic matter, the nature of a student group, and the rules of the school will all play a role in determining whether or not this is acceptable to employ[17].

H. Advantages with Online Assessment

In compared to the old class, online assessment for remote education can make use of Web technologies that allow for more interaction, interactivity, and collaboration. Moreover, online survey can make use of certain computer applications' features to create interactive web assessments with a range of purposes. Interactivity can be used by integrating visuals, video, and motion elements within queries. After that, the student might observe and react to queries based on various events. Other advantages include the simplicity with that which content can be delivered and the able to undertake timed tests. Feedback scores and explanation can be sent out right away; e-mail could be used for both personal and group feedback. Many students are juggling education, employment, and family obligations, and as a result, they are learning at strange hours, such as evenings and weekends. Learners may also be from various countries[18].

I. Limitations of Online Testing

One issue with assessment task is that learners have varying levels of access to resources and technology, such as limited bandwidth, which affects video learning activities like videos. One issue is the amount of time course admins devote to test scoring and reporting. Online assessment is also limited to objective type questions that may be good for college studies but not for graduate courses that stress case study, discussion, critical reasoning, and reasoning. Moreover, while digitally graded exams provide feedback to students, they leave out the private nature of positive reinforcement supplied by instructors' remarks when using a traditional paper-based form of media to inform students why their answer was marked incorrect rather than providing a canned response and the correct answer. Instructors who believe that online assessment is appropriate for their programs seem to have a range of possibilities. Although the fact that high-end goods provide greater capabilities but need extensive technological setup and are considerably more costly, there are low-cost shareware and freeware apps that may be employed. Another concern with internet evaluation is the instructor's lack of control over the certification process. Because students take examinations online, it's impossible to detect whether they're being completed by pupils who have re-registered for the course without the assistance of other pupils or references sources such as manuals. Students blaming their faults on technologies, trading answers, and computer or server problems during examinations are all challenges that need to be addressed[19].

J. Authentication

Verification is the act of verifying a user's character, or the owner of data. The verification system does not allow the user entry to resources; instead, the authorization process does. A review of the literature revealed that there is a major shift toward distance education as a result of massive advances in computer and network technology. There are various types of distance learning available today, and also numerous distance education research papers. However, there are few research on the analyzed data of online education systems. The assessment component of online learning systems is a complex issue for distance education. There are a lot of questions that come to mindset when it comes to online assessments. The main problems of online assessment methods are authentication, safety, technological difficulties, user views of online assessment systems, questions, believability, and etc. The challenges of assessment task will be remedied as technological advancements and people's learning - style change, and online survey will become more widely used in our education system in the near future.

II. DISCUSSION

We live in a digital age these days. Computers are most significant development of an information age. The Internet, which would be a network of networks, were born as a result of massive advances in computers and computer network systems. Obtaining information has become extremely easy and economical thanks to the internet. The industry's key qualities are what have made this so popular. It has supplanted paper as the main mode of communication, finance, and instruction. As the World Wide Web's reach expands to embrace a wide range of applications, it's only logical that schooling should be one of them. The instructional potential provided by the rise of the Internet must not be overlooked. The possible crowd for a presentation has risen from the quantity of participants who can fit inside a classroom to the number of individuals who have connection to Internet devices. We have the able to deliver high education to a significant number of people. Because this field is still relatively new, several universities & businesses are working to develop practical, marketable Internet course delivery solutions. Web Class in a Box is one notable example. The focus of this research was to find out just how students felt about doing assessment tasks. Masaüstü Yayincılık, a course offered in the spring quarter of each scholastic year at Konya University, was used for summative assessment of computer technology graduates, a Web site and examination system were employed. The most significant elements of the system, per a descriptive results of the questionnaire and interviews, were feedback, randomized question sequence, item analysis of the answers, and receiving the scores soon after the exam. Overall, respondents acknowledged that the online assessment system was effective. The majority of the students stated that the advantages of receiving rapid scores and feedback inspired them and helped them perform well on exam. These are the main priorities of computer-based exams over journal article exams. The interaction and physical

size of the display area were viewed as the most significant physical distinctions between computers and paper test administration. A laptop display can only display about one-third of the information that a normal sheet of paper can. For example, Hayes and Hayes. Found that when a test item required more than one page of text, computer admin resulted in lower scores than paper-and-pencil administration, owing to the difficulties of reading the longer material on-screen. A learner can quickly scan all of the answers on a page and quickly flip back and forth between other pages. One measurement instrument is shown on each computer screen in computer-based evaluation, and the student must physically act to go from screen to panel. With each laptop item, this distinction is likely to result to more focus and finality. As a result, laptop items. May lengthen changeover times and increase memory load by requiring a greater focus on again and closure of each individual item. If we go back 10-20 decades, the method of giving education has undergone a significant transformation. Technology has infiltrated practically every aspect of our lives, and the introduction of internet programs was a game-changer. It was no longer necessary to have accessibility to institutions, time, or a large sum of money! A decent web connectivity and a computer were all that was required [1].

Schooling system is learning that takes place outside of a conventional classrooms and involves the use of digital devices to obtain instructional content. In most circumstances, it refers to an entirely online course, program, or degree. The right to schooling is a fundamental right of every Indian citizen, regardless of whether the child lives in a high-profile society or in a remote, underdeveloped village. As per Article 45 of the Indian Constitution, all kids up to the age of fourteen must receive a basic elementary education. To give great value, online learning combines instructional services and technology. Despite the fact that India is still in its infancy when it came to online learning in comparison to wealthy countries, it is increasing at a pace of 55 %. In India, edutech is unquestionably ushering in a new era of teaching. By the end of 2017, the edutech market is expected to have doubled in size, from USD 20 million to USD 40 million. In India, education is no longer limited to the classroom. The online learning industry in India is expanding rapidly, owing to new start-ups and increased online and cellphone usage. India's e-learning sector is projected to be worth \$3 billion. The federal government's initiatives to make electronic schooling accessible to pupils throughout the nation are also helping the industry. In India, online training is now focused on secondary and university programs as well as mid-level vocational programs. For example, Entrance India, situated in Bengaluru, offers exam problems for all technical and professional entrance exams in India. Instead of swimming aimlessly through an oceans of study resources accessible across many media, the organization wants to assist students concentrate on the proper topics and themes. They also emphasize convenience-based training since online capabilities allow students to access courses at any time and from any location. According to research, China would lead the way in project management job development, with

4 billion and 8.1 billion jobs created by 2020, respectively. As a result, the company seems to be on the rise. The requirement for re-skilling is additional reason education could gain traction. For example, roughly a decade ago, all a software developer needed to learn were coding languages. These specialists now need to brush up on additional topics such as data analytics and internet technology. Individuals enroll in new courses for a variety of reasons, including higher salaries and promotion. Many start-ups are already stepping into what they believe will be India's second big thing after e-commerce. While some firms, such as Simplilearn and Intellipaat, attempt to create material, particularly for mid-level professionals, others, such as Learnsocial, serve as an aggregator. These businesses also provide hybrid courses, which include online and offline learning, as well as self-paced courses. Simplilearn, situated in Bengaluru, provides over 200 certificate programs in projects administration, IT service leadership, Microsoft certification, quality governance, and finance maintenance. With over 600 workers and over 300 courses in 150 countries, the firm has taught over 200,000 individuals throughout the world. Since its inception in 2011, Intellipaat has provided internet education to IT workers, including business education and self-paced courses, and now offers over 80 technology courses in a variety of fields. Diwakar Chittora, the business's chief executive officer, claims that the business has grown by about 1,000 percent.

III. CONCLUSION

Basis of the findings, we believe the familiarity with the The most crucial aspects in the perspective of internet evaluation are the computer and examination software, particularly for novel material and/or low-cost examinees. In general, greater students will adapt to new assessment methods the fastest. Or create test-taking techniques that benefit from new method. Since the participants are from the Institute of Computer Learning, it is likely that the greater students were accepted sooner and hence benefited more from laptop assessment. After all pupils have a comprehensive understanding of computers, familiar should become less of a factor. Despite having received training about how to utilize the online evaluation method before to the test, several students felt nervous throughout the exam. To avoid such issues, students must be familiar with the online assessment method, and the atmosphere in which they are taking the test should be welcoming. The use of online assessment necessitates strong collaboration between academic or technological departments. To begin with, creating questions for online contexts necessitates additional work. The desired degree of knowledge must be measured by the questions. Teachers should be taught how to run a class online and field questions through email. Administration entities must support such a required to teach environment and ensure the system has the necessary structure. Finally, this kind of evaluation method relies upon technical devices such as computers and network devices. The server has to be reliable, and the computers must be strong enough to run the Web pages.

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