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21st Century Skills
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DIGITAL & DISTANCE LEARNING

Distance Education in COVID-19 Times
Challenges and Practices during the Pandemic
Blended & Mobile Learning
MOOCs & Open Educational Resources
Learning Management Systems & Virtual Learning Environments

INNOVATIVE EDUCATIONAL TECHNOLOGIES

AI, Chatbots & Robots
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Social Media in Education
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TEACHER TRAINING & ED. MANAGEMENT

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Professional Development of Teachers
Educational Management

ACTIVE & STUDENT-CENTERED LEARNING

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Problem & Project-Based Learning
Soft Skills Development
Pedagogical Innovations
Non-Formal Learning

ASSESSMENT, MENTORING & STUDENT SUPPORT

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Student Support & Motivation

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MULTICULTURALITY & INCLUSION

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Inclusion in Education

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Engineering Education
STEM Experiences

LANGUAGE LEARNING AND TEACHING

Foreign Languages
Language Learning & Translation Studies
Teaching Foreign Languages during the Lockdown

DISCIPLINE-ORIENTED SESSIONS

Architecture & Interior Design
Health Sciences Education
Computer Science
Business & Tourism Education

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TRADITIONAL TEST VERSUS E-TEST

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Abstract

Traditional tests have long been used in education to differentiate between the degrees of knowledge. To assess students' knowledge of mathematics, they typically use paper-pencil type worksheets created by teachers that contain open tasks, so that the mastery of the solution process can be measured clearly. We still use them today.

Nowadays, there is more emphasis on tests. With the development of technology, it has become increasingly important to create e-tests in mathematics education as well, the items of which include multiple choice, true-false, short answers, and the replacement of omitted concepts. In these cases, the process of solving the tasks is pushed to the background. The tests are delivered to the target group in a downloadable form or via online platforms.

A year ago, we had to switch to distance learning unexpectedly, at which point e-tests, which were used for accountability, played a huge role. In the first semester of the 2020/21 academic year, I conducted research in Ferenc Rakoczi II Transcarpathian Hungarian College of Higher Education among second year Accounting and Taxation major students, in which I examined the accuracy and error possibilities of knowledge level measurement with the multiple-choice test and the traditional worksheet.

The object of the research was to examine how accurately we can measure if we use only a multiple-choice test. To do this, I compare two e-tests (consisting only multiple-choice type of items) and a traditional (open-ended) worksheet the same group of students whose level of knowledge and reflections I observed during the lessons. The result shows that the traditional worksheet reflects the knowledge inferred from the observations, while the e-tests have large fluctuations. From this, I concluded that more accurate results need to be tested by mixed items.

Keywords: tertiary education, e-test, traditional test, e-assessment.

1 INTRODUCTION

Being able to make important and correct decisions in the educational process, as well as in other branches of science, depends on reliable and valid measurement (e.g. [4]). Formative assessment has become an important element in improving teaching and raising standards. Students perform differently on measures of achievement in mathematics depending on the type of test, its content and the population of students being considered (e.g. [5]).

Both education and assessment have been hampered by the introduction of distance learning. Previously, we used traditional worksheets and tests that had to be switched to e-tests. Let's get acquainted with the theory of these and then compare them in practice.

1.1 Traditional test

Measurement is central to the construction of a quality student assessment even in the case of a classroom-designed or non-standardized assessments instrument (e.g. [5]). Traditional tests, often referred to as paper-and-pencil tests, have played and continue to play a very important role in guiding teaching-learning processes, in assessing the effectiveness of education. These tests are mostly in a fixed format, which means that the tasks of the tests are always given to the tested people in the same formal layout (e.g. [1]).

A test can be studied from different perspectives and the items of the test can be evaluated according to different theories. Classical test theory and item response theory are commonly perceived as representing two very different measurement frameworks (e.g. [5], [6]).

In paper-and-pencil and fixed-format tests, a wide variety of items (the smallest, self-assessable unit) can occur: multiple-choice and dichotomous choice (alternative choice, considered a special case of multiple choice), one form of which is true-false, matching (correspondence between elements of two sets). In the case of closed-ended or multiple-choice questions, the test must be solved by choosing

from predefined answers. In the case of open-ended or Constructed Response questions, examinees create the answer themselves, and evaluating this and determining the correctness of the answer requires an additional, mostly personal coding decision (e.g. [1]).

The basic concern of test developers when constructing a test is the nature and quality of test items and how examinees respond to these items. The validity and the reliability of any test depend ultimately on the characteristics of its items. Test theories enable the prediction of outcomes of tests by identifying parameters of item difficulty, item discrimination and the ability of test takers (e.g. [6]).

In mathematics, worksheets used to be mostly open-ended in the past. These are considered traditional worksheets unless they have the goodness indicators: objectivity, reliability and validity. A test is objective if its assessment does not require personal human decisions. The reliability is the degree to which an instrument consistently measures the ability of an individual or group while validity is the degree to which an instrument measures what it is intended to measure (e.g. [5]). The reliability study is possible by considering more than one source of error at the same time (e.g. [4]).

1.2 E-test

The use of a computer not only simplifies the testing process, but also allows for efficient methods that cannot be approached with traditional measurements. (e.g. [1]). With the digitalization of education various electronic tools (hardware and software) aid the measurements. These new digital technologies are excellent for the educational process (e.g. during motivation, repetition, exercise or rating) (e.g. [2]).

The computer testing appeared at the same time as the use of computers for educational purposes (e.g. [1]). Test questions and assignments, which are included in a concrete e-test can be chosen on the basis of different principles and rules. Some authors consider that the test assignments must be chosen according to their type (according to the appropriate classification), and others think that they must be chosen according to their content (including relationship with the subject domain) and/or cognitive objectives of the learning process (e.g. [3]). According to their use we classify the e-tests as follows: 1. We are determining the students' knowledge; 2. We want to increase the motivation of the students; 3. If we use it as an interactive worksheet (this is no longer a traditional test, the electronic test is just a tool here) (e.g. [2]).

Computer-based testing includes its application over both the network and the Internet (e.g. [1]). One of the most important priorities of the automatic e-test assessment and organization is resource saving. Examination using e-Learning environments guarantees reliability, objective assessment and application of identical assessment criteria for each examinee. Once e-tests are created and standardized (after appropriate experiments and evaluation), they can be reused and exchanged and/or shared between different teachers and universities. Using e-tests teachers can check the knowledge and skills in many more domains compared to the classical form of examination. Moreover learners can see outcomes of their achievements and learning progress much faster compared to the time necessary for the classical way of examination (e.g. [3]).

Multiple-choice tasks could be transferred to a computer without any difficulty. Tests consisting of such tasks are often referred to as objective tests (e.g. [1]). In the course of my research, I use this objectivity to examine the accuracy of the measurement of knowledge gained in mathematics lessons by comparing the multiple-choice tests and worksheets I have prepared.

2 METHODOLOGY

The pilot research was carried out in in Ferenc Rakoczi II Transcarpathian Hungarian College of Higher Education with 19 second year Accounting and Taxation major students. Within the framework of the subject Probability Calculation and Mathematical Statistics, I examined the students' knowledge and the accuracy of the knowledge survey, covering the material of 10 practical lessons. For this, I compared the results of two e-tests and a traditional worksheet with each other and with the in class observations. Since the lessons were held online, I could only check and observe the stand-alone task solution using the video call. I created the e-tests using Google Forms.

Using the first test, I measured the students' pre-existing knowledge. I wondered what lasting knowledge they had on the subject based on their previous studies. The e-test consisted of 8 multiple choice items. The second test was at the end of the fourth lesson to assess the students' knowledge of previous topics. In the 5-item e-test, students had answer multiple-choice questions. The topic was closed in the tenth class. I used a traditional worksheet, which consisted of 5 tasks. Through the open tasks, the way

of thinking and the partial results were also visible, so they could also be evaluated. The solution was considered complete only with a description of the process, by prior arrangement I did not accept it if only the final result was on the worksheet.

3 RESULTS

Based on the results of the first test, 10 students passed with more than 70% of the test. The task with the fewest correct answers is shown in Fig. 1, which was solved correctly by only 5 students.

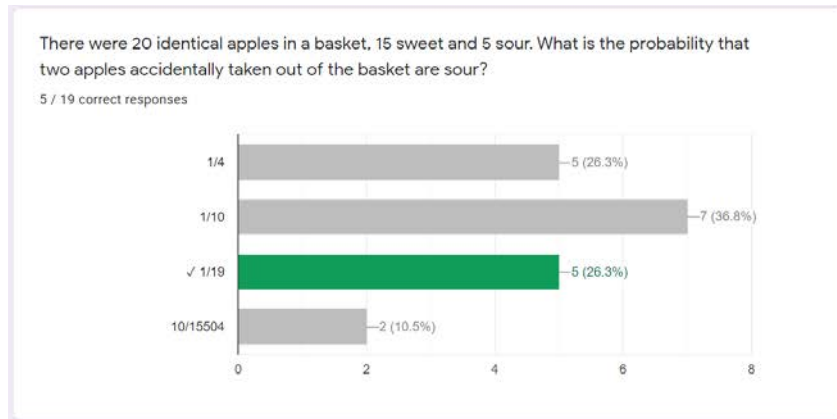


Figure 1. Item from the first test.

They came to the wrong solution mostly by incorrectly applying classical probability. In the case of the 1/10 answer, the 7 students calculated the selection only from the sour apples correctly, and then not paying attention to the fact that the 2 sour apples had to be selected from the total quantity too, marked the answer closest to their own result. This may be inattention, but the student may not have fully mastered the required curriculum. After completing the test, 2 students said that the value they calculated in this task was not included in the answers, so they guessed it, although incorrectly.

The result of the second e-test got worse. Here, only 3 students achieved more than 70%, and another 5 students between 50-70%. Several tasks proved difficult for them, even though they were based on recent studies at that time. One of the least correctly marked tasks is shown in Fig. 2.

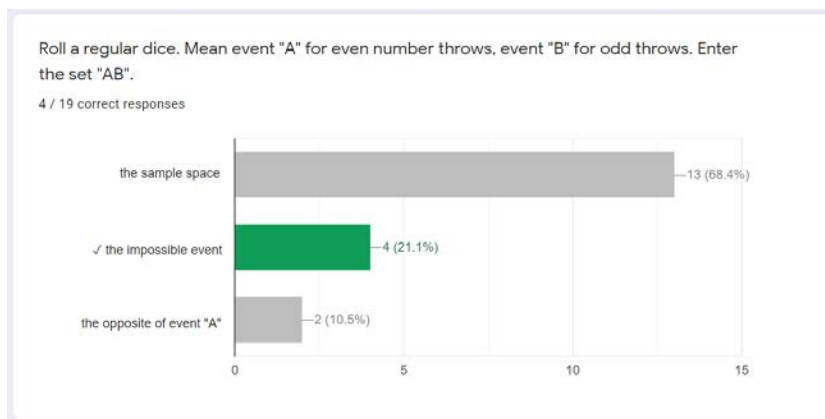


Figure 2. Item from the second test.

This would have been a simple introductory task from Probability Space, which could have been solved by the concept and drawing of sets, but also by writing an example. Based on the observation and the questions after completing the test, it turned out that they were trying to imagine solving the task rather than drawing it. Thus, 13 students incorrectly came up with the "sample space" solution because they thought of the number line. One correct solution was guessed by one of the students, who is not mathematically minded based on observation and his own testimony.

To conclude the topic, all 6 tasks of the traditional worksheet were solved by only 6 students with minor or major errors, thus exceeding the 70% knowledge level. Another 7 students completed a level between 50-70% by solving tasks 1-4, and the results of 6 students showed less than necessary knowledge of the given topic. The most common mistakes were misinterpretation of the task and lack of necessary knowledge. This is also reflected in the task shown in Fig. 3, in which one student interpreted the required initial calculations as a complete solution and made a mistake in it as well.

There are red and white balls in two identical urns. In the first ballot box 4 red and 5 white, in the second 5 red and 7 white. Randomly, we take a ball out of one of the urns. (We choose from the urns with equal probability)

a) What is the probability of pulling out the white balls?
 b) What is the probability that we draw a white ball from the first ballot box?

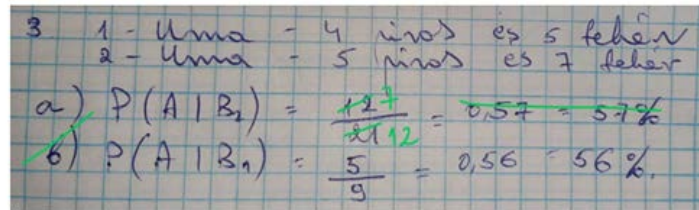


Figure 3. Item from the worksheet.

Examining the three results, we see that there are those who show evolving knowledge from e-tests to the traditional worksheet, and there are those who has decreasing values. The comparison is shown in Fig. 4.

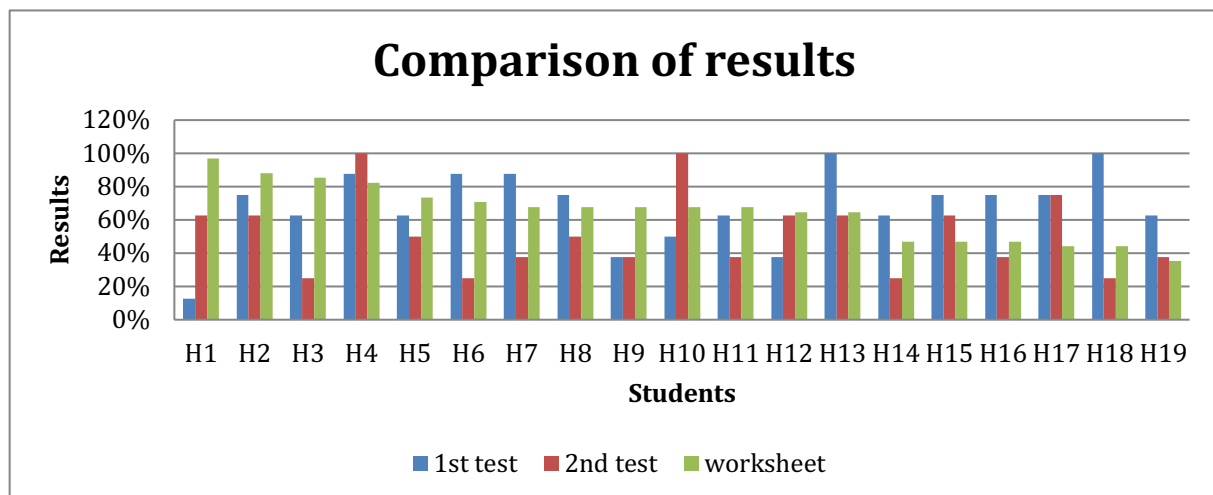


Figure 4. Comparison of student results.

Comparing the results of the students the green column of Figure 1 shows the results of the worksheet, which I arranged the students in descending order according to the level of knowledge (H = student, 1,2,3,..., 19 - serial numbers). Based on my observation in class and talking to students, I could create roughly the same order. We can see the fluctuations in the results of the e-tests compared to this order. Examining the students with the best knowledge, the H1 result indicates a gradually evolving level of knowledge while being active in the classes and H1's solutions are correct. Based on the observation, the results were expected to be similar for student H4. Equally interesting e-test results has the students of intermediate knowledge for whom one or the other test indicates 100% knowledge. The same oscillation appears in the result of the H18 student, although there the second e-test may already indicate the error of the first one.

4 CONCLUSIONS

Examining the results, we see that the multiple-choice e-test does not give all students enough motivation to solve the task. From the well-prepared test and the students incorrect answers, it can be

determined where the student was lacking in mastering the process, but there is also a possibility of guessing with each item.

The solutions to the open tasks in the worksheet showed a more accurate picture of how far the student had come in mastering the processes. Although the level of motivation can be as low as in the case of e-tests, there is no way to guess the end result without calculation. The result of the worksheet was close to the conclusions drawn from the observations.

At the end of the research, I came to the conclusion that we cannot measure mathematical knowledge accurately enough with the help of e-tests consisting only of multiple-choice items. In my opinion, in order to obtain a more accurate result, it is necessary to use a mixture of item types from the e-tests, and sometimes it is also expedient to use a traditional worksheet.

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