

A FRAMEWORK FOR MEASURING THE READINESS OF SLIATE FOR E-ASSESSMENT

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ABSTRACT

Assessment is central to the practice of education. Therefore it is essential that we develop systems for assessment which reflect the core educational goals, and which reward students for developing skills and attributes which will be of long-term benefit to them and to society.

E-Assessment is a relatively new concept and an evaluation process which is done using computer assistance. E-Assessment involves the use of information technology in the design, delivery and administration of assessment activities. E-assessment may be used for formative or summative assessment purposes. The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. E-assessment offers a range of benefits, including gaining immediate feedback, providing reliable and accurate marking, possessing an efficient assessment moderation process and the possibility of record keeping.

Sri Lanka Institute of Advanced Technological Education (SLIATE) is a leading public sector institute which produce Higher National Diploma holders in many disciplines. SLIATE has been established by a parliamentary act and comes under the Ministry of Higher Education. The SLIATE student assessment process consists of an end semester examination and continuous assessment. Continuous assessments are formative assessments.

Readiness is very important to all aspects of E-assessments. This study was carried out to formulate a framework measuring readiness of the SLIATE for the use of e-assessment for continuous assessments. This study has been used qualitative and quantitative research methods. Three main factors were identified using a literature survey and an expert survey. They are Subject Assessment

Criteria, Attitude of Stakeholders and Technological Infrastructure. Each of these factors consisted of a number of sub-factors.

Data was collected using expert survey and questionnaires which were distributed among key stakeholders. Factors were expressed using a graph theory. The purpose behind this approach is to quantify the factors and then to comment on the overall e-assessment readiness level as low, low-medium, medium, medium-high or high. Finally a framework was developed to measure the readiness of SLIATE for e-assessment.

KEYWORDS: E-assessment, Readiness, Framework, Evaluation, SLIATE