



Learner Perceptions of Online Assessment Methods: A study with reference to Business Department at University of Technology and Applied Sciences, Muscat.

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Abstract: The study aims to understand the different learner perceptions towards online assessment methods -with special reference to the Business Department, UTAS Muscat. Our research topic will be helpful to the Business Department, UTAS in specific and to the University and other educational institutions in general to develop effective online formative and summative assessment methods based on the learner perceptions. The main objectives of the study are: (i) To find the different formative and summative online assessment methods offered to students of the department (ii) To examine the impact of different online assessment methods on students results. (iii)To assess the effect of emotional factors on learner perceptions towards online assessment methods.

Data for the study was collected by using questionnaires developed through google forms and given to the sample population (n=111) comprising of learners from different specializations and different academic levels. The data collected is analyzed using EXCEL – Data Analysis Tools and recommendations framed. The study unveiled the major perceptions of learners categorizing them as to: (a) Effect on learner grades; (b) Preference of online assessment methods; (c) Exam Interface and; (d) Effect on affective factors.

Index Terms: - Formative Assessments, Summative Assessments, Online assessment, Exam Interface, Affective Factors, UTAS.

I. INTRODUCTION

With the wide spread of COVID-19 pandemic globally, most Colleges, Universities, and Institutions are forced to assess their student's learning performance through online assessment methods or CAA (Computer Assisted Assessments). Therefore, online assessment is the best alternative method to assess and continue teaching through this pandemic. Singh, V stated in his article established back in (2019) that he strongly believes that online assessment should be involved in the educational system as it reduces stress to students. Moreover, Ainslee, J (2018) stated in her article that online assessment is the most accurate way of assessing student as the results are accurate and quick. Providing effective online assessments gives value to the methods used to examine the students. Generally, quality is an important value than quantity, loading students with information and then assessing them on it is not considered an effective way for learning.

II. REVIEW OF LITERATURE

2.1 Introduction

In the modern era there is a gradual shift in the course evaluation pattern followed by the Institutes of education due to the forced effect of the pandemic and impact of technology. Online assessments methods have taken a significant role in the educational sector. (Fedona, 2020) The chapter aims to make a study into the scholarly materials and published literature available to our topic of research "Perceptions of learners towards online assessment methods ". As it is rightly said literature review is a "Research on research (Elsevier, n.d.), the aim of the chapter is to unfold the available literature on the topic.

2.2 Related Literature

Student perceptions of online learning.

(Sorensen, 2013). Reports a study into students' perceptions of online assessments which covered formative and summative types. The results revealed that the students preferred the method to be implemented in other departments of the university. The survey also highlighted the interest of high achievers to the quiz pattern of examinations as compared to the low achievers.

Online Assessments

According to (Armstrong, 2020) In the transformation that occurred in education sectors during Covid-19 the learning methods shifted from traditional learning to online learning, the fact that made many lecturers to put fewer efforts to create lower order questions may cause problems to assess learning outcomes.

Online formative assessment and its impact on learners.

(Ogange, 2018) In the study analyzed the effectiveness of varied methods used for the formative online assessments. It was revealed that the ranks given by learners on the different online assessment methods were same and further added that computer and peer marked assessments were more preferred by the learners that teacher marked assessments.

(Sorensen & Takle, 2005). Stated that he believes that the combination of different formative assessment in online learning environments could offer a suitable way for continuous meaningful communication among students and the lecturers and adapts good techniques to develop an effective learning community to simplify learning and assessments.

III. RESEARCH DESIGN

In this research, an exploratory research design is planned to be placed as the research aim is to explore and find out the perception or the idea that the students are having towards online assessment. Moreover, it is the most suitable research method as this method is usually used to explain the distinctive characteristics of a study which in this case, is used to explain and explore the perception of students towards online assessments

3.1 Population and Sample

Research Respondents

The study is considered for the Business Department students of UTAS, Muscat to know their perception on online assessment and how their results are been affected. As some of the students are not sure that online assessment is the best idea to get a high GPA during the online semester and others have different perception that it is easy to get a high GPA while all courses are conducted through online. Population N (1770) is considered as the Department of Business and sample size (n 100) is selected from the population which includes students from different academic levels and specializations as Diploma, Advanced Diploma and Bachelor. Learners are being selected as our study aims to analyze their perceptions towards the online method of assessments.

3.2 Data and Sources of Data

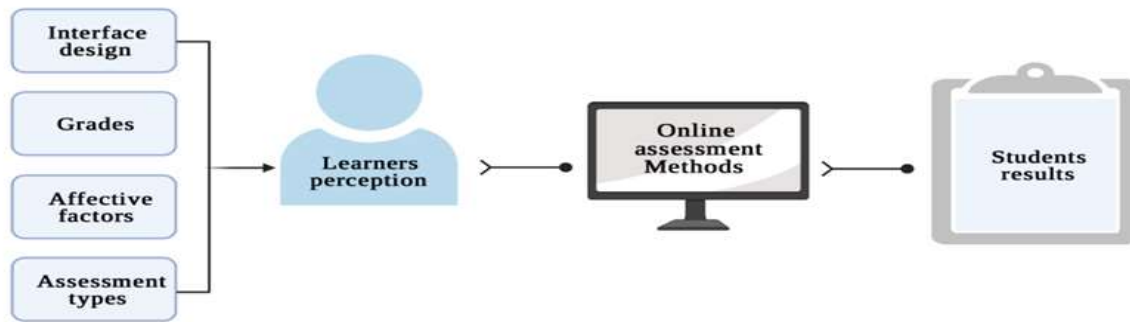
a) Gathering of Information:

Both primary and secondary data are taken for this research to make sure the information gathered are accurate. Primary data will be collected through an online survey to gather opinions and ideas about the perceptions of learners to online assessments and secondary data has been taken from different articles related to the topic of the research.

b) Treatment of Data:

The information thus gathered will be used to calculate mean and percentages using the excel features which will be further transferred to graph charts and diagram for a clearer view for the readers of the report. A 5-point Likert scale with close-ended questions will be provided to the respondents to evaluate and determine the percentage of agreeableness that the learners have towards online assessments. The data collected will be converted to meaningful information by using statistical tools with a graphical presentation. And one open ended question would be provided to the respondents to suggest separate ways to improve the online assessment or examination system. The 5-point Likert scale would be used as a form of identification as the students would choose from 5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree to the statements that would be provided to them about the learner perceptions toward online assessments.

3.3 Theoretical framework



The relationship between independent and dependent variables are analyzed in conceptual framework above

3.4 Methodology and Tools

The sampling method that will be used in this research is the stratified sampling method. The reason for using this method is that it can specify the characteristics which will be distributed among the sample population which in this research, will focus on the students that are strictly in business department and from various levels like (first year diploma, second year diploma, advanced diploma, and bachelor level) students. Also, it takes into consideration the different specialization offered in business department. Moreover, these characterized sample population would be divided into groups that are known as ‘Strata’ then a random sampling will be used in presenting the data among those strata groups.

The research tool that will be used in this research is Google forms to construct and deliver the questionnaire to the respondents. The questionnaire is divided into 4 distinct parts. Part A is the part where respondent fills out the demographic profile details to identify the required information to better compare among the different students. Part B is collecting data about the several types of assessment/Examination that the students are familiar with. Part C is the question part that the respondent will answer to better understand the learner opinions to online assessments. Lastly would be part D, which is the open-ended question. Here, the students give suggestions on how the online exam system can be improved through the experience they are facing.

3.5 Research Objectives

Aim:

To identify the impact of the online assessment methods on students results, behavior, attitude, and academic performance.

Objectives:

To find the different formative and summative online assessment methods offered to students of Business Department at UTAS, Muscat.

To examine the impact of different online assessment methods on the students results.

To assess the effect of emotional factors on learner perceptions of Online Assessment.

4.1 Analysis and Interpretations

Part A

Table 1

Gender	Numbers	Percentage
Female	73	66%
Male	38	34%
TOTAL	111	100%

Table 2

Academic Level	Number	Percentage
Diploma First Year	1	1%
Diploma Second Year	28	25%
Advanced Diploma	35	32%
Bachelor	46	42%
TOTAL	110	100%

Table 3

Specializations	Numbers	Percentage
Human Resource	50	45%
Marketing	23	21%
Accounting	37	33%
Common	1	1%
TOTAL	111	100%

Interpretation:

Table 1: shows the percentage of females and males' participants.

Table 2: shows the percentage representing the academic level of participants.

Table 3: shows the percentage of the specialization of participants.

Part B _ Assessment/Examination Types familiar with:

Table 4

Interpretation:

NO.	Assessment/Examination Types	Numbers	Percentage
1	Multiple Choice	51	34%
2	Short Answer Questions	15	10%
3	Case Studies	16	10%
4	Assignments	27	18%
5	Others	42	28%
TOTAL		151	100%

In Part B, table4, the assessment types preferred by the participants are shown in the form of percentages for different assessment types.

Part C _ Likert Scale Questions:**Effect on Learner Grades**

Questions about the accuracy of exam results: -

Table 5

My grades have been better though online assessment			
No.	Options	Frequency	Overall Percentage
5	Strongly Agreed	12	11 %
4	Agreed	24	22 %
3	Neutral	29	27 %
2	Disagree	13	13 %
1	Strongly Disagree	29	27 %
TOTAL		107	100 %

Table 6

I believe that the grades are fairly marked			
No.	Options	Frequency	Overall Percentage
5	Strongly Agreed	18	17 %
4	Agreed	10	9 %
3	Neutral	26	25 %
2	Disagree	33	31 %
1	Strongly Disagree	19	18 %
TOTAL		106	100 %

Table 7

I think that the online assessment is often good			
No.	Options	Frequency	Overall Percentage
5	Strongly Agreed	14	13 %
4	Agreed	27	25 %
3	Neutral	27	25 %
2	Disagree	25	23 %
1	Strongly Disagree	15	14 %
TOTAL		108	100 %

Interpretation:

As reflected in Table and Figure 5, 107 responses were received for the statement : My grades have been better through online assessments from students in business department. The responses are shown as percentages based on the likert scale.

As reflected in Table and Figure 6, 106 answers were collected from the learners in business department for the statement – I believe grades are fairly marked. As reflected in the table and graph the statement provides the frequencies in the form of percentages.

As reflected in Table and Figure No 7, 108 responses and opinions were collected for the statement: I think that online assessments are often good. Percentage wise frequency distribution provides us ample space for further discussion

Preference of Online Assessment Types:**Most suitable Online Assessment Type:**

Table 8

I believe case studies are the best method of online assessment			
NO	Options	Frequency	Overall Percentages
5	Strongly Agree	10	9%
4	Agreed	20	19%
3	Natural	38	36%
2	Disagree	12	11%
1	Strongly Disagree	26	25%
TOTAL		106	100%

Table 9

I believe multiple choice is the best method of online assessment			
NO	Options	Frequency	Overall Percentages
5	Strongly Agree	37	34%
4	Agreed	25	23%
3	Natural	16	15%
2	Disagree	12	11%
1	Strongly Disagree	19	17%
TOTAL		109	100%

Table 10

I believe short answer questions is the best method of online assessment			
NO	Options	Frequency	Overall Percentages
5	Strongly Agree	19	18%
4	Agreed	19	18%
3	Natural	27	25%
2	Disagree	16	15%
1	Strongly Disagree	25	24%
TOTAL		106	100%

Table 11

I believe a mixture of assessment types would truly assess the students' abilities			
NO	Options	Frequency	Overall Percentages
5	Strongly Agree	13	12%
4	Agreed	38	37%
3	Natural	29	27%
2	Disagree	14	13%
1	Strongly Disagree	12	11%
TOTAL		106	100%

Interpretation:

As reflected in Table and Figure No 8, the number of the student responses were 109, for the statement supporting multiple choice as the best method of assessment. Percentage information is collected for the responses for further analysis.

As reflected in Table and in figure No 9, 106 answers were gathered from the students in Business Department for the statement supporting case study questions being the best method to assess the learner. The data collected will be further verified to formulate the findings and recommendations

As reflected in Table and figure No: 10 -106 respondents have answered the question on short answer questions being taken as the best method of assessment. Percentage information collected helps to depict the perceptions of the learners for the statement.

As reflected in Table and Figure No 11, 106 responses were received for the statement supporting combination of assessment types as the best method of an assessment. As seen in the analysis above majority of participants supported the statement.

Exam interface:

Questions related to the exam / e learning portal functions and design: -

Table 12

The exam interface is simple and well organized			
No.	Options	Frequency	Overall Percentage
5	Strongly Agreed	17	16%
4	Agreed	24	22%
3	Neutral	35	33%
2	Disagree	22	20%
1	Strongly Disagree	9	8%
TOTAL		107	100 %

Table 13

Exam interface allows navigation between questions during assignments			
No.	Options	Frequency	Overall Percentage
5	Strongly Agreed	17	16%
4	Agreed	12	11%
3	Neutral	34	32%
2	Disagree	14	13%
1	Strongly Disagree	29	28%
TOTAL		106	100 %

Table 14

Exam interface allows navigation between questions during mid and final exams			
No.	Options	Frequency	Overall Percentage
5	Strongly Agreed	16	15%
4	Agreed	16	15%
3	Neutral	22	21%
2	Disagree	15	14%
1	Strongly Disagree	37	35%
TOTAL		106	100 %

Table 15

The chances of website error are minimum/low			
No.	Options	Frequency	Overall Percentage
5	Strongly Agreed	10	10%
4	Agreed	14	13%
3	Neutral	32	30%
2	Disagree	29	28%
1	Strongly Disagree	20	19%
TOTAL		105	100 %

Table 16

Cheating is minimal with the exam interface			
No.	Options	Frequency	Overall Percentage
5	Strongly Agreed	17	16%
4	Agreed	27	26%
3	Neutral	39	37%
2	Disagree	13	12%
1	Strongly Disagree	9	9%
TOTAL		105	100 %

Interpretation:

As seen in table and figure 12 – participants provided responses on the statement that the exam portal is simple and well organized. Percentage of frequencies collected will be used for findings and recommendations.

As depicted in table and figure no: 13 as response to the statement regarding the navigation between questions during assignments as a part of formative assessment, learners have put forth the perceptions which are converted to percentages.

As seen in table and figure no: 14 as response to the statement of having navigation facility of questions during mid and final examinations as a part of summative assessments the responses for each category of Likert scale is converted to percentages for easy identification.

Regarding the performance of exam website and chances of errors being minimal the strongly agreed percentage totaled to 10%, agreed to 13%, neutral opinion to 30%, disagreed percentage totaled to 28% and strongly disagreed perceptions totaled to 19%.

As seen in table and figure no: 16 in response to the statement – Cheating being minimal with the exam interface -16% of students strongly agreed to the statement, while 26 % agreed ,37% had a neutral opinion, 12 % disagreed with the statement and 9% strongly disagreed with the statement.

Effect on Affective Factors:

Questions on the student's emotional factors towards online assessments: -

Table 17

Online assessment methods are less stressful to the learner.			
No	Options	Frequency	Overall percentage
5	Strongly Agreed	18	17%
4	Agreed	28	26%
3	Neutral	32	30%
2	Disagree	15	14%
1	Strongly Disagree	14	13%
Total		107	100%

Table 18

Immediate response by exam help desk gives more confidence.			
No	Options	Frequency	Overall percentage
5	Strongly Agreed	14	13%
4	Agreed	39	38%
3	Neutral	31	30%
2	Disagree	15	14%
1	Strongly Disagree	5	5%
Total		104	100%

Table 19

Immediate display of exam results gives more motivation.			
No	Options	Frequency	Overall percentage
5	Strongly Agreed	23	22%
4	Agreed	31	30%
3	Neutral	24	23%
2	Disagree	16	15%
1	Strongly Disagree	11	10%
Total		105	100%

Table 20

It takes less time to study for online assessment.			
No	Options	Frequency	Overall percentage
5	Strongly Agreed	11	11%
4	Agreed	20	19%
3	Neutral	37	36%
2	Disagree	17	16%
1	Strongly Disagree	19	18%
TOTAL		104	100%

Interpretation:

As shown in table and figure no: 17, 107 respondents have answered the statement and 17% of them strongly agreed that online assessment methods are less stressful to the learner. However, 26% agreed, 30% stated had a neutral opinion, 14% disagreed and 13% strongly disagreed to the statement in question.

As reflected in table and figure no: 18 – 104 respondents have answered the question and 13% of them strongly agreed that immediate response by exam help desk gives more confidence. However, 38% agreed, 30% stated that it is neutral, 14% disagreed and 5% strongly disagreed with the statement.

As seen in table and figure no: 19, 105 respondents answered the question and 22% of them strongly agreed that immediate display of exam results gives more motivation. In addition, 30% agreed, 23% had a neutral opinion, 15% disagreed and 10% strongly disagreed to the statement.

As seen in table and figure No 20, 104 respondents answered the question and 11% of them strongly agreed that it takes less time to study for online assessment. Furthermore, 19% agreed, 36% stated that it is neutral, 16% disagreed and 18% strongly disagreed to the statement.

Descriptive statistics of Part C: -**Scale of Measurement:**

Scale	Verbal Scale
1.00 - 1.79	Strongly disagree
1.80 - 2.59	Disagree
2.60 - 3.39	Neutral
3.40 - 4.19	Agree
4.20 - 5.00	Strongly agree

Effects on learner grades:

	Mean	Standard Deviation
Statement 1	2.79	1.360
Statement 2	2.76	1.328
Statement 3	3.00	1.253

Interpretation:

Descriptive data analysis of Part C: Effect on learner grades reflect the perceptions of learners with regard to their corresponding: Mean, and Standard Deviation values. As seen from the table and chart above the mean values for the questions are 2.79,2.76 and 1.253 The Standard deviation of the perceptions from the mean are calculated as 1.360 ,1.328and 1.253

Preference of Online Assessment Types:**Table22**

	Mean	Standard Deviation
Statement 1	3.45	1.488
Statement 2	2.77	1.275
Statement 3	2.92	1.415
Statement 4	3.25	1.178

Interpretation:

Descriptive data analysis of Part C: (ii) Preference of Online Assessment Methods are calculated to their corresponding: Mean and Standard Deviation and as seen from the table and chart above the mean values for the questions are 3.45, 2.77, 2.92 and 3.25 the Standard deviation of the perceptions from the mean are calculated as 1.488,1.275,1.415 and 1.178.

Exam Interface:**Table 23**

	Mean	Standard Deviation
Statement 1	3.17	1.178
Statement 2	2.75	1.393
Statement 3	2.61	1.471
Statement 4	2.67	1.206
Statement 5	3.29	1.141

Interpretation:

Descriptive data analysis of Part C: (iii) Exam Interface are calculated to their corresponding: Mean, and Standard Deviation and as seen from the table and chart above the mean values for the questions are 3.17, 2.75, 2.61, 2.67 and 3.29 the Standard deviation of the perceptions from the mean are calculated as 1.178,1.393,1.471,1.206 and 1.141.

Effect on Affective Factors:**Table 24**

	Mean	Standard Deviation
Statement 1	3.20	1.255
Statement 2	3.40	1.048
Statement 3	3.37	1.273
Statement 4	2.88	1.288

Interpretation:

Descriptive data analysis of Part C: (iii) Affective Factors are calculated to their corresponding: Mean, and Standard Deviation and as seen from the table and chart above the mean values for the questions are 3.20,3.40,3.37 and 2.88 the Standard deviation of the perceptions from the mean are calculated as 1.255,1.048,1.293 and 1.288.

RESULTS AND DISCUSSION:**VI. FINDINGS****Part A**

Demographic Profile:

As seen in table 1 the number of participants is 111 students from the Business Department at UTAS, Muscat. The table shows that most of the participants are from the female gender with 66% and male gender participants are 34%.

Academic Level:

As seen in table No 2, the number of participants is 110 students from the Business Department UTAS, Muscat. The table shows that majority of the participants are from Bachelor academic level with 42% of the total participants. After that, 32% of respondents are from Advanced Diploma. In addition, 25% of the respondents are from Diploma Second Year. On the other hand, only 1% of the students is from Diploma First level.

Specilization:

As seen in table No 3, the total number of participants are 110 students from the Business Department where 45% of the participants are specialized as Human Resource Management students with 33% of the total population sample are specialized as accounting. Furthermore, 21% of the respondents are from Marketing specialization. Finally, only 1% of the participants are from the Diploma First Year.

Part B**Assessment/Examination Types:**

The most preferred assessment method by the students is the multiple choice type as shown in the table- 46 % have preferred the type of assessment multiple cho it also reflects that 38% of the students prefer other assessment methods than the ones mentioned.

Part C**Effect on Learner Grades:**

We have acknowledged that 40% of the students have disagreed and strongly disagreed which clearly indicates that the grades have not improved with the transition to online examinations. Also, about marking scheme, the majority of the students have disagreed with the grades being fairly given as the highest chosen opinion is 'Disagree' with 33% of overall sample size and only 9% have agreed.

Moreover, the students have a positive opinion towards the online assessments system as the data gathered from the students shows that 25% of the learners have agreed with the statement. An equal percentage have chosen the Neutral option which shows the learners have neither agreed or disagreed.

Preference of Online Assessment Types:

Table 8 shows that 34% of the students from different specializations HRM, Accountiog and Marketing preferred multiple choice questions as the best method of online assessments.

9% of students preferred the online assessment method to be in the form of case studies. This will help the students to think more and answer based on their understanding of the case. Also, 38 of them had a nutural option as they were not sure if the case study is the best method of online assessment for them.

Table 10, illustrates that short questions were preferred as an online assessmen method by the students. 19% of the respondents as they strongly agreed, and have the preceptions that this will help them to score good marks.

Table 11, illustrates that an assessment method with a combination of different assessment types was most preferred by the students. This helps the students to apply more critical thinking and to feel more comfortable, and also avoids feeling bored while doing the exams. This method of assessments helps the students to think more creatively. 38% of respondents agreed with this type of online assessment

Exam Interface:

In table 12 the students were asked if exam interface is simple and well organized. There were different answers depending on the student's perception, but the majority opinion was neutral with 33% and the students that agreed were 22% and the ones that disagreed were 20%.

In table 13 the students were asked about their opinion on, the exam interface allowing the students to navigate between the questions in an assignment. The majority agreed that it is neutral with 32% and others strongly disagreed with 27%. But the majority agreed that it is neutral because an assignment is solved in a unique way than a midterm or final, so navigating in an assignment it is not that important unlike in an exam.

In table 14 the students were asked if by using exam interface and being able to navigate between the questions during a mid or final examination will be easier. Most of the students strongly disagreed with 35% and the others who think that it is neutral were 21%. Also, the participants who strongly agreed was reflected as 15% and the disagreed percentage 14%. The reason for having the majority percentage for strongly disagree could be (i) Giving the student the opportunity to navigate between the questions will help him to organize the time in his examination which will help an improvement of student's performance and marks. (ii) When the student cannot navigate between the questions, he or she might take a long time in a certain question which will lead to time loss and might thus create panic and choose an answer without concentrating.

Regarding to the numbers and percentage from table 15, we can understand that most of the students had a neutral opinion that chances of website errors are minimum/low.

Table 16, which states if cheating is minimal with the exam interface. The majority stated that it is neutral that cheating is minimal with the exam interface with the percentage of 37% and 26% agreed that the cheating is minimal.

Effect on Affective Factors:

Table 17, which shows if online assessment methods are less stressful to the learner or not. Majority stated that it is neutral that it gives them more confidence with the percentage of 30% and 26% agreed that it less stressful.

Table 18 which shows if immediate response by exam helpdesk gives more confidence to the students or not. The majority agreed that it gives them more confidence with the percentage of 38% and 30% think that it is neutral. Looking into the numbers and percentage from the table we can understand that most of the students agree that giving an immediate response helps them gain confidence and can also prevent uncertainty.

Table 19, which shows if immediate display of exam results gives more motivation or not. The majority agreed that it gives them more motivation with the percentage of 30% and 23% think that it is neutral. According to the numbers and percentage from the table, we can understand that most of the students agree that immediate display of exam results gives more motivation.

In table 20, the students were asked to whether it takes less time to study and prepare for, online assessment. The majority answered with neutral 36% and others agreed with 19%.

Findings in Descriptive Statistics:

Effect on Learner Grades:

The average values were reflecting the Neutral Verbal Scale with the variations from Mean as seen.

Preference of Online Assessment:

The Mean values for the sub-categories in the statement varied between Neutral and Agree on the Verbal Scale.

Exam Interface:

As seen from the descriptive statistics and related Verbal Scale, the average opinion for all sub-statement were between Neutral and Agree.

Effect on Affective Factors:

The majority opinion for sub-statement of the category clustered _ between Agree with rare cases of Neutral opinion.

VII. Conclusion and Recommendation

6.1 Conclusion

To conclude the main objectives and research questions of the study as analyzed in chapter 4 and chapter 5 are used to provide recommendations based on our research objectives:

Different formative and summative assessment methods used by the department
Impact of different online assessment methods on learner grades
Effect of emotional factors towards online assessment methods.

Recommendations:

(i) As followed by many Competitive Examinations, and as discussed in Table No. 5 and related tables, it is recommended that the University provides the students with key answers after the exams to have a review of the examination, so that perception of the learners regarding grades being fairly marked, can be improved. It also reduces the stress level and increases motivation and confidence of the learner as discussed in Table 17, 18, 19 and 20. (Deramo, 2009)

(ii) Providing key answers to students after exams can reduce the number of appeals filed within the appeal committee of the exam wing, as students realize their mistakes.

(iii) Key answers published after examinations can be advantageous to the learners as they become aware of the mistakes committed and never gets penalized for the same mistake in future. (Dreher, 2011)

(iv) As related to findings in Table 8, 9, 10 and 11. It is recommended that an assessment pattern having a mixture of assessment methods including: Multiple Choice, Short Answers and Case Study can better cater to the needs of all learner type including the fast and slow writers. As for the slow writers, MCQ can be a good choice as regards, the students having good writing skills, a short answer / case study section can much cater to their needs.

(v) As navigation between questions during examinations is not allowed, students facing technical issues should be provided with an adequate additional time for exams based on the evidence provided and exam settings adjusted in the e-learning portals only for the students who have faced problems.

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