Online Examinations, Next Practise? Evaluation by considering the Moodle Platform and Wondershare

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Abstract

To really unleash the creativity and energy often cited as the key attributes of young people, agencies need to step up towards the "next practise" which is the online practices. In other words, up to the foresight or "outsight" level. The current "comfort level" seems to principally be to give young people a role in activities that are more-or-less mapped out by the project in advance. This seems to be linked to the perception of risk. But minimising risk can be counter-intuitive to "next practice" which is the Artificial Intelligence and Internet of Things which will be soon implemented in the online and ICT based practices. The comprehensive evaluation of the system is inevitable as we call for it like it is the best and if it is not going to make any sense then the future generations and their productivity will be in a mess. The present systems must be redesigned if needed. The ability of young women and men to seek out partnership, network and build alliances, both within and between generations. The online examination system is having big implications for SDGs 17 on Partnerships, as well as the "Leave no one behind" agenda. The evaluation is based on the moodle platform used in Marian College, Kuttikkanam, India and Wondershare in Pangasinan University, Philippines.

Keywords

Online Examination, Online Examination Platforms, Courses, Types of questions in online examination system.

Introduction

Online, Online, Online the mantra of the new generation as his second world- the virtual world. The impactful changes that happened throughout the world had created havoc in the educational system too, but only to a small extent. ICT enabled teaching and learning processes had been

initiated by top Universities and even by schools. But is it actually a need or just a change in trend? The first phase of the Industrial Revolution had begun by the End of 18th century through the introduction of mechanical production using hydro-electric and steam- powered equipment where the Second phase was from the beginning of the 20th century through the introduction of mass production of specialised goods using electricity. The third industrial revolution which had begun from the early 1970s by the industrial revolution where the demand for data had shown a tremendous increase and different data whether it is personal or commercial is found to be expensive. Even during the 4th Industrial revolution the educational system seems to be stagnant somewhere which supports the second and third. Today we are on with the Fourth Phase. Now the need for technology-driven education is at its urge.

Significance of the study

What's the evidence? That the virtual world and online systems do actually support the growth and development of generations to at its best! We assume that decision-makers and academicians and the supporters are provided with quality shreds of evidence from our limits. And to come up with various practices ``what works" in general terms. But at the same time, we try to brief why, when and for whom the online examination system works; any unintended side effects. So we identified that it is important to have a multidimensional evaluation of the Online Examination system by considering diverse variables. We try to give emphasis to understand whether the system is moving in Good Practice: "we've done it, we like it and it feels like we make an impact". And follows promising approaches. We try to identify satisfying pieces of evidence by considering the Wondershare in Pangasinan University, Philippines and the Moodle Platform used in Marian College Kuttikkanam (Autonomous).

Statement of the problem

Diverse platforms are available in different parts of the world to execute the online examinations smoothly. Most of them offer and come with some competitive advantages over the other platforms so available. Moodle and Wondershare which is not identical in its performance and the execution of the system is to be understood so as to evaluate the trends in conduct of examination and to get an idea about the type of questions which are asked in the online system, whether it provides quality output is to be analysed. Outdated paper-based tests are often called the whiteboard which hides the asset of the students and limits their unexpected contributions; therefore, it is important to evaluate whether it is on the right track.

Objectives of the study

1. To identify the course for which the online examination platform is more suitable
2. To evaluate the significance of online examination over paper-based test

Research Methodology

The research started with a desk review of relevant literature and of documents so

available. The overall approach was then quantitative, with an emphasis on participatory tools that would allow the research team to collect information from a range of stakeholders and most particularly students of Marian College Kuttikkanam (Autonomous) and Pangasinan University Philippines and collected 70 responses through an online questionnaire. Broadly the researchers took responsibility for drafting and pleading the research design. This included: an online collection of data and its analysis.

Review of Literature

1. **Uzodinma Phillip O July (2015):** The study concludes the need based on the virtues of the internet which have been made to the examination system concept by constructing a website with online examination, online question setting and answer and online management by the administrator. Computers have a wide range of uses especially in scientific and mathematical fields. The thought for designing a complete and intelligent Online examination and Tutor- Marked Assignment on a computer system in our immediate environment led to the development of an online examination system.

2. **Vishnu Patidar, Vishal Kadam February (2016):** The main objective of this paper is to develop an online examination system with suitable features and lack of confusions and this paper analyses the process of design & development of an online Examination System to provide a better student evaluation process. The system allows creating a test from the question bank of the system and conducting Academic and Non-Academic examinations in English.

3. **Mustafa Yagci, Menderes Unal (2013):** This study depicts the design and application of adaptive online exam systems. Adaptive exam systems are used to determine different question sets automatically for each student and measure their capacity on a certain area of discipline instead of comparing their gains between them.

4. **Tugrul Tasci, Zekeriya Parlak,Alpaslan Kibar, Nevzat Taşbaşı February (2014):** Online exams are used as an assessment tool in the distant education systems that have a large number of students today. For such systems, good execution of exams aimed for the evaluation. Problems arising from human-centered errors or technical errors may lead to the questioning of exams and the distance education systems. In this study proposed an intelligent agent-supported an integrated online examination system. This online system of examination provides for integrated management of main functions such as question pool creation and update, exam authoring, execution and evaluation, and management of the feedbacks from students .This way reduces all problems that can arise in the operation process of the exam system will be able to reduce to an acceptable level. Student feedbacks are important for evaluating efficiency of online examinations systems.

5. **Stacy M.P. Schmidt, David L. Ralph, Bruce Buskirk, December (2009):** This is a case study for the implementation of online exams in a traditional classroom. Students are given a paper and pencil exam that has been utilized previously in other courses as the midterm. Then an online exam was utilized in the courses. The case study looks at the success of the exam from the point of view of the students and instructors. Students indicated that the online exam was more beneficial to the paper exam.

Courses in which find the online system suitable

In order to find out which course the online system is suitable for, the following hypotheses are formulated.

H0 – There is no significant difference among courses in online examination system

H1 - There is no significant difference among courses in online examination system

Table no 1.0

Subjects	Mean Rank
Problematic subject	2.59
Theoretical subject	2.56
Programming subject	3.47
Circuit based subject	3.39
Others	2.99

Source: Primary Data   *significance at 5 percent level

Table no 1.1(a)

Test Statistics

N	70
Chi-Square	28.948
Df	4
Asymp. Sig.	.000

Friedman Test

Interpretation

Table 1.10 and 1.1(a) gives an observation that Theoretical subject has the lowest mean value (2.56) in the matrix followed by Problematic subject (2.59) for the Courses in which find the online system suitable. Variables having rank one should have the lowest mean. Therefore, it may be concluded that Theoretical subject and Problematic subject are the question type that are predominantly asked in the online examination system. This mean rank variation is statistically significant at 5 percent level of significance

(value of Chi square is 29.948 with P.000<.05)

2. **Online Examination system over Paper Based test**

Table 1.2 Online Examination system over Paper Based test

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Weighted Average
Innovative modes of answering than paper-based Tests	43 (135)	21 (84)	6 (18)	0 0	0 0	4.52 (317)
Better presentation of questions	38 (190)	25 (100)	4 (12)	2 (4)	1 (1)	4.38 (307)
Tools for presentation of answers	36 (180)	25 (100)	8 (24)	1 (2)	0 0	4.37 (306)

Source: Primary data

Interpretation

Table No 1.2 classifies the respondents on the basis of their opinion towards the uniqueness of the online Examination system over paper-based tests. Majority of the respondents strongly agree that there is innovative mode presentation and they also strongly agree that there is better presentation of questions and tools used for presentation of answers.

Findings

1. Most of the respondents were satisfied with the online examination system.
2. Most of the respondents have the opinion that Theoretical subject and Problematic subject are the question type that the online examination system is more suitable.
3. More than half of the respondents strongly agree that there is an innovative mode presentation of questions and they also strongly agree that there is better presentation of questions than in paper-based examinations.

Suggestion

1. Innovative modes of questioning and answering to be deployed to make the system fit for other subjects like circuit and programming based subjects.
2. Including audios and videos would improve the system
3. The internet facility must be an adequate one for the smooth functioning of the online examination systems, though seamless internet must be ensured
4. There must be an option for grading the essay question manually also for better evaluation.

Conclusion

"Online Examinations, Next Practise? Evaluation by considering the Moodle Platform and Wondershare", is an appraisal about online practices in education, peculiarly the examination system . It is evident from the study that most of the respondents are satisfied with the online examination systems of both the universities. The respondents are having the opinion that multiple choice and matching are the question types that are predominantly asked. They are also having the opinion that only problematic and theory subjects are most suitable to conduct online examinations. They are also having the opinion that online examination is far better than the traditional paper-based tests. So it is conspicuous that the revolution of the educational sector towards ICT enabled education is towards amelioration.

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