

STUDENT PERCEPTIONS ON STATISTICS E-ASSESSMENT

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INTRODUCTION

The research project *Mathematics and Statistics for the Development of Professional Skills* was conducted at the University of Beira Interior in Portugal. The project had as one of the main objectives to support the development of the E-assessment system (based on multiple choice questions) as a resource for learning assessment and student self-regulation. Concerning the discipline of Statistics taught for Psychology students, results showed that, in general, students are in favour of adopting E-assessment more often, not only in Statistics, but also in other disciplines. The correlation between scores obtained from the E-assessment and open-ended tests is 0.84 (p value < 0.01). Such a strong correlation shows a remarkable consistency in the performance of students across both tests (Ferrão, 2009).

STUDENT PERSPECTIVES ON E-ASSESSMENT

After the administration of E-assessment and open-ended tests, each student was requested to fill in an opinion questionnaire about E-assessment. This work presents the factor analysis to reduce the original questionnaire with fourteen questions to four orthogonal components that explain 70% of the total variance. It is shown that there is a statistically significant relationship between two of those components and the students' scores in the E-assessment. The model suggests that the perceptions/opinions of students related to their achievement are manifest by the agreement/ disagreement to the following sentences: E-assessment tests should be used more often; E-assessment tests should be used in other disciplines; E-assessment tests shouldn't be used in disciplines such as Statistics; E-assessment tests are less reliable than other methods of assessment; The questions were mostly about memorizing the contents being assessed; Some of my peers learn the answers to the questions by heart and without really understanding concepts and definitions; I'm not computer proficient and that can damage my performance in such an assessment.

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