Student Assessment Feedback Effectiveness Model for Enhancing Teaching Method and Developing Academic Performance

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ABSTRACT

There is a need for several applications and technologies in the higher education institutions in Oman to improve faculty-student performance. This exploratory study investigates whether integrating student assessment feedback with e-learning through coursework program of full semester instruction may simultaneously enhance and develop academic performance. In the first phase, a systematic review of the existing literature was carried out to determine the suitable related e-learning articles; then, generate a model of e-learning designed with evaluation forms that can measure the suitability of the technology, for assessment issues. In this study, surveys were distributed to BUC College in Oman to assess their satisfaction. The findings of this article aid in the improvement of the teaching method environment, assessment mechanisms, and student learning outcomes.

KEYWORDS

Academic Performance, Assessment Method, E-Learning, MOOC, Student Learning Outcomes, Teaching Method

1. INTRODUCTION

During the years, technology enhancement learning (TEL) has been the sole prerogative of IT experts but in recent times, there are different requirements for IT development because of the need to develop updated software, applications, with quantitative and qualitative criteria used for developing learning process; and academic systems of grouping them. Because of the rapid technological changes, learner need to adapt new ways in communications by using online chat that used a lot of Pdf files, videos, and Google drive forms, etc. (Barak & Levenberg, 2016). TEL is a tool used in blended learning (BL). It is defined as a mixture of face-to-face and online learning to reduce classroom time required and it is expected to improve education process (Stevenson, Hartmeyer, & Bentsen, 2017).

The faculty provided timely and tailored feedback commending high performance while urging struggling models to improve student understanding and academic performance, also these integrated technologies help and support students in different skills to improve the academic performance (Abdulla, Mohanaad, Mohamad, & Malik, 2017; Tawafak, Mohammed, Arshah, & Romli, 2018). The use of such technologies can help high educational institutions to gain more students and to increase competition in developing student skills and get higher satisfaction on educational process (Malik, &

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Coldwell-Neilson, 2016). The online learning adopted in this study is based on self-control, reducing time of collecting data analysis, using computer technology of application models such as the use of university communication model (UCOM) that results suggested a new method in developing learning process. This mechanism is applied in schools, but real feedback contribution is more effective with adults or high educational students that have experience in using technology and familiar with filling its needs (Iqbal, Choudhary & Harsh, 2013; Grover, Miller, Swearingen, & Wood, 2014; Tawafak, Romli, Arshah, & Almaroof, 2018).

Hashim, & Harun, (2016) all these requirements can pave the way for better teaching methodologies and can effectively support the development of technologies and improve learning outcome in universities (McGaw, 2016). The influence of TEL on student learning can be viewed from clarifies how students learn, inquire, and reflect upon past experiences to build, refine and develop new knowledge of teaching and learning practices, and evaluate a positive outcomes effects on student performance. In the early systems, students used traditional textbooks and normal exams to submit their performance and knowledge. Now a day, the students use different strategies employed by teachers and students in development of learning process. The use of TEL helps faculty members to be more professional technological tools that facilitate the self-assessment used to evaluate faculty’s teaching method, student’s performance level, and course material evaluation (Clarke, & Moore,2013; Barak &Levenberg, 2016; Tawafak, Mohammed, Arshah, Shakir & Mezhuyev, 2018; Abdulla, Mohanaad, Mohamad, Malik & Ahmed, 2018). Even with use of blended learning as type of e-learning technology can improve student feedback on specific courses offered under control of using online quiz and use of internet access, common chat between students to achieve their understanding level Hashim &Harun, (2016).

The advancement of using updated computer technologies increases the self-control over their own satisfaction on assessment method, knowledge development and learning skills to achieve the expected learning goals of student learning outcomes and academic performance (Laurillard, 2008; Chrónín, Tormey, & O’Sullivan, 2012; Gurunathan, John & Malik, 2014). These achieved targets guide the institution to be in the required stage of university accreditation (Tawafak, Romli, Arshah & Almaroof, 2018). The overall use of (TEL) could illustrate the level of satisfaction that students may reflect over their grades and the way of AM that give learning skills freely without being committed to specific space and time (Yapici & Akbayin, 2012).

The purpose of this study is to identify UCOM factors that have impact of SLO depending on technology facilities and usage. These factors include student perception, student learning trust, faculty sharing, technical support and knowledge development degree, with combination of assessment acceptance through feedback in the used application, available material and university supported infrastructure in relation to academic performance These factors help in distinguishing the differences among individual as far as the implementation of the play or role depending on a specific method of understanding (Tawafak, Mohammed, Arshah, Shakir & Mezhuyev, 2018; Liu, 2016; Al Farsi & Al Sinani, 2017).

This paper is presented in different sections; the first section is a review of the literature related to the use of applications in previous published articles (section 1); the second section is devoted to the development of the UCOM model that has a combination of tools that enhance learning techniques with AM assistance to improve student’s academic performance and student satisfaction on assessment (section 2). The third section presents the methods for applying quality practices in high education institutes using adapting assessment method tool UCOM (section 3); and the fourth section discussed the collected data and discussion result of applying the above techniques and testing for student perception and student satisfaction level (section 4).

The outcomes provide an idea of the usefulness and importance of this approach for students’ motivation which built trust in assessment method and learning process, to give a mechanism of results evaluation in the university and provide successful feedback to students. This paper tries to answer the following questions:
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Vander Viana, Anna Chesnokova, Sonia Zyngier and Willie van Peer (2010). Cases on Distance Delivery and Learning Outcomes: Emerging Trends and Programs (pp. 231-244).
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