

ON STUDENT ASSESSMENT IN TECHNICAL DISTANCE EDUCATION

Assoc prof.dr. Nicolae Ludușan

nlududsan@uab.ro

Assoc.prof.dr. Levente Dimén,

ldimen@uab.ro

„1 Decembrie 1918” University of Alba Iulia, Romania
RO 510009 Alba Iulia, Str. N. Iorga, nr. 13

The idea of this paper concerning to make a more efficient assessment of students enrolled in technical distance education programs, we believe that an alternative form of assessment is necessary. This would change the standard test-based assessment to a practical assessment, where students can exercise their abilities through project work and judgement can replace mechanical repetition of information.

The assessment techniques to be used in technical education must meet specific requirements in this field, such as:

- students have to prove the competences that they have acquired during a degree programme; they do not just have to choose an answer from a list of possible answers;
- competence have to be tested by project work where students can prove their learning abilities and their practical application skills;
- the assessment has to highlight the students' creativity, the extent to which they understand the knowledge they have acquired and how they use it in solving practical issues.

The assessment that best meets these requirements is based on a “**student's portfolio**”

The portfolio consist of products collection of the student activity and present this in two modality:

- a. a collection of finals products of students activity;
- b. a collection of transitory products of students activity.

The essential aspects who define a portfolio are:

a. the portfolio consist in a sundries products of activity:

- products elaborated during a semester;
- products about a specific theme;
- heterogeneous products;
- products elaborated by the students in a voluntary

activity;

- all products of activity.

b. in the portfolio the products are distributed and make up “on integer” and the unity is exposed in a table of contents or in the title page;

c. after the constitution, the portfolio is analyzed and assessment by the student (in the personal assessment page) and by the teacher (in the assessment page).

The final assessment is structured in four levels, by these canons:

Level	Content	Notes
1	The portfolio is characterised by versatile in presentation of the principales criterions of assessment. The portfolio content demonstrated a intensive labor and an evident progress of the student about thinking development, capacity to resolve the problems, communication abilities, a high level of personal assessment. The content and the aspect of the portfolio demonstrated originality and creativity	9 - 10
2	The portfolio demonstrate a wide knowledge and good abilities but the content is not original and the creativity is not present	7 - 8
3	The portfolio is bereaved by creative thinking, by application capacity and oral or in writing abilities	5 - 6
4	At this level, the portfolio not created a good image about the student capacities. In contents are present parts of the targets or exercises. The portfolio contentnot demonstrated progres in learning.	

This model of assesment was applied to a group of students enrolled in ‘Land Measurements and Cadastre,’ a Bachelor’s Degree programme of ‘December 1st 1918’ University of Alba lulia.

The conclusions of this test led to some interesting aspects:

- the portfolio-based assessment is rather used by the young professors, keen on teaching and aiming for self-improvement;
- the results of the assessment are sometimes contested by students;
- most students prefer portfolio-based assessment.

Thank you for your attention