

آية

: قال تعالى

بسم الله الرحمن الرحيم ()

صدق الله العظيم

الآية {1} سورة الفاتحة

DEDICATION

I dictate this work to my mother,

My wife, and

My three children Saied, Fatima and Amina

ACKNOWLEDGMENTS

First, I acknowledge the help and guidance that Allah gives me throughout my life. And I acknowledge the encouragement and guidance that ustaz Abulatif Omer gives me throughout the days of my study.

I would like to offer thanks to:

Dr. Izzelden Ibrahim, my supervisor, who gave me support, help and guidance in this research from start to finish;

Dr. Ahmed Hashim, Dr. Mohammed Tahir, Dr. Abdurrahman Dr.Rasha Mohammed.

All my colleagues at the University of Sudan and the University of Juba.

The administration, teachers and the students of ABC language Schools for their support, help and cooperation whenever it was necessary.

ABSTRACT

Although the technology is introduced gradually in the areas of education still teachers assess their students through the traditional methods. This study is an investigation to state the extent to which Khartoum foreign schools are ready to electronic assessment.

The results of this study may help policymakers, administrators, teachers, and students the use the available equipment and facilities to introduce electronic assessment to save time, effort and money. The population of this study is Khartoum Foreign Schools and the sample is one of these schools (ABC Languages Schools' administrators teachers and students. The researcher used interview, questionnaire and observation to collect data. Also he used SPSS to analyze the data.

The findings of the study showed that:

- Khartoum Foreign School infrastructure is ready to electronic assessment.**
- The attitude of administrators, teachers, and students regarding electronic assessment is positive.**
- The study indicates that there are some problems that limits the implementation of electronic assessment like teachers training.**

بسم الله الرحمن الرحيم

الخلاصة

تهدف هذه الدراسة إلى استكشاف العلاقة بين المتغيرات المختلفة في المجتمع العربي، وذلك من خلال تحليل البيانات التي تم جمعها من عينة عشوائية. النتائج تشير إلى وجود ارتباطات معقدة بين هذه المتغيرات، مما يتطلب مزيداً من البحث لفهمها بشكل أعمق.

فيما يتعلق بالمتغيرات الديموغرافية، أظهرت النتائج أن العمر والجنس يؤثران بشكل كبير على النتائج. بالإضافة إلى ذلك، فإن المستوى التعليمي والوظيفي يلعبان دوراً مهماً في تحديد الاتجاهات. هذه النتائج تتوافق مع الدراسات السابقة التي أجريت في هذا المجال.

أما فيما يتعلق بالمتغيرات النفسية والاجتماعية، فقد أظهرت النتائج أن الشعور بالانتماء للمجتمع يؤثر إيجابياً على النتائج. من ناحية أخرى، فإن الشعور بالقلق والتوتر له تأثير سلبي. هذه النتائج لها أهمية كبيرة في تصميم البرامج الاجتماعية والتعليمية. **ABC** هي اختصار للمنهجية المستخدمة في الدراسة، والتي تضمنت التخطيط، التنفيذ، والتقييم. **SPSS** هو البرنامج الإحصائي المستخدم لتحليل البيانات.

فيما يلي ملخص للنتائج الرئيسية:

- العلاقة بين المتغيرات الديموغرافية والنفسية.
- تأثير المتغيرات الاجتماعية على النتائج.
- ملخص النتائج الرئيسية:
- التوصيات.
- الخلاصة.
- شكر.

TABLE OF CONTENTS

Subject	Page
---------	------

□□□	i
Dedication	ii
Acknowledgement	iii
English Abstract	iv
Arabic Abstract	v
Table of contents	vi
List of Tables	X
List of graphs	xii
Appendixes	xiii
Chapter1 Research General Frame	
1-1 Introduction	1
1-2 Research problem	2
1-3 Hypothesis	2
1-4 Research objectives	3
1-5 Significance of the research	3
1-6 Population	4
1-7 Sample	4
1-8 Type of the sample	4
1-9 Research methods	5
1-10 Data collecting tools	5
1-11 Analytical method	6
Chapter2 Literature Review	
2-1 New Innovation and educational change	7
2-2 Using technology in education	8

2-3 Technology use in schools and classrooms	9
2-3-1 Equipment	9
2-3-2 Time	11
2-3-3 Technical assistance	12
2-3-4 Leadership	12
2-4 Assessment and Evaluation	13
2-4-1 Definition	13
2-4-2 The tools of assessment	14
2-4-3 Assessment tools	15
2-5 Traditional assessment	15
2-5-1 Paper and pencil test	16
2-5-2 The three most common response formats	18
2-5-3 How many questions do I need	18
2-5-4 How much time should I allow	19
2-5-5 How different should the questions be?	19
2-5-6 Writing the questions and developing the scoring guide	21
2-5-7 Revising questions and scoring guide	21
2-6 Innovative Assessment	23
2-6-1 Computer assisted Assessment(CAA)	26
2-6-2 Group Assessment	28
2-6-3 Peer Assessment	32
2-6-4 Self Assessment	34
2-6-5- Student setting Assessment	36
2-7 Computer Technology Advancement in Sudan	37
2-8 Previous studies	37

2-8-1 Abdurrahman Mohammed,2009	38
2-8-2 Amal Ahmed study	38
2-8-3 Gilbert study	38
2-8-4 Alexander study	39
Chapter3 Research Procedure	
3-1Research method	41
3-2 Research Methodology	41
3-3- Perspective	41
3-4 Population	42
3-5 The Sample	42
3-6 Data collecting tools	45
3-6-1 Questionnaire	45
3-6-3 Interview	46
2-7 Research Matrix	47
2-8 Validity and Reliability	48
3-9 statistical Analysis	48
Chapter 4 Data Analysis and discussion	
4-1 The first hypothesis	49
4-2 The second hypothesis	51
4-3 The third hypothesis	52
4-4 The fourth hypothesis	61
4-5 Fifth hypothesis discussion	69
Chapter 5 Findings and Recommendations	
5-1 Findings	71
5-2 Recommendations	72

5-3 Recommendations for future research	72
5-4 References	74

List of Tables

Table No	Subject	Page
i	Teachers' Qualifications	43
ii	Teachers' Skills	43
iii	Research Matrix	47
11	Teachers have personal computers	50
21	Students have personal computers	50
24	Students have internet access at home	51
8	E-assessment save time	52
9	E- assessment save money	52
10	E- assessment save efforts	52
11	Teachers have PCs at home	53
II	Teachers' computers skills	54
12	Teachers prefer computers to construct tests	55
13	Teachers need training	55
14	It is difficult to construct e-test	56
15	Electronic Assessment provide immediate feed back	57
16	Electronic assessment motivate students to learn	58
17	E- assessment save teachers' time and effort	59
18	E- assessment deal effectively with individual differences	59
19	E- assessment develop teachers' skills	60
20	How often do teachers use computers in teaching	62

22	Students have PCs at home	62
22	Students ICT as a subject	63
23	Students have enough computers at schools	64
24	Students have internet access at home	64
25	It is easy to learn how to deal with an electronic test	65
26	E-assessment save student efforts	66
27	E- Assessment saves students' time	66
28	E-assessment develops students' skills	67
29	I want to do more E- test	68
30	E-test is easier then paper- pencil test	68
1	There is no enough computers at school	70
4	We lack administrative support	70
6	We lack technical support	70

List of Figures

Figure No	Subject	Page
i	Teachers' Qualifications	44
ii	Teachers' Skills	45
11	Teachers have PCs at home	54
12	Teachers prefer computers to construct tests	55
13	Teachers need training	55
14	It is difficult to construct e-test	56
15	Electronic Assessment provide immediate feed back	57
16	Electronic assessment motivate students to learn	58
17	E- assessment save teachers' time and effort	58
18	E- assessment deal effectively with individual differences	59
19	E- assessment develop teachers' skills	60
20	How often do teachers use computers in teaching	60
22	Students have PCs at home	62
22	Students ICT as a subject	63
23	Students have enough computers at schools	63
24	Students have internet access at home	64
25	It is easy to learn how to deal with an electronic test	65
26	E-assessment save student efforts	65
27	E- Assessment saves students' time	66
28	E-assessment develops students' skills	67
29	I want to do more E- test	67
30	E-test is easier then paper- pencil test	68

Appendix list

Subject	Page
Appendix A Students' Questionnaire	76
Appendix B Teachers' Questionnaire	79
Appendix C Administrator's Interview	84