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PREFACE

Dear Distinguished Delegates and Guests,

On behalf of the Local Organizing Committee I am pleased to welcome our distinguished delegates and guests to the **INTCESS 2020- 7th International Conference on Education and Social Sciences** held during 20-22 January 2020 in Dubai.

INTCESS 2020 is organized and sponsored by *International Organization Center of Academic Research (OCERINT)*.

The conference provides the ideal opportunity to bring together professors, researchers and postgraduate students of diverse disciplines, discuss new issues, and discover the most recent development, research and trends in education and social sciences.

The main goal of this event is to provide international scientific forum for exchange of new ideas in a number of multidisciplinary fields of education, social sciences and the humanities for in-depth interaction through discussions with colleagues from around the world. Core areas of education and social sciences, and multi-disciplinary and inter-disciplinary areas, will be covered during the conference.

The conference program is extremely rich, featuring high-impact presentations. The program has been structured to favor interactions among attendees coming from many diverse horizons, scientifically, geographically, from academia.

INTCESS 2020 has welcomed delegates from nearly 30 different countries. This multicultural experience gives us the opportunity to meet new partners and learn from each other in an international and friendly atmosphere.

INTCESS 2020 more than just a place to present papers; it is a place to meet and welcome new people and colleagues. It is a place to interact and discuss new ideas and new innovations. In short, it is a place to build not only a community of scholars but a community of friends.

This proceeding records the fully refereed papers presented at the conference. The main conference themes and sessions are Education, Social Sciences and Humanities.

The conference has solicited and gathered academic research submissions related to all aspects of the main conference themes.

I would like to thank the organization staff, program chairs, and the members of the program committee for their work.

Additionally, I invite you to discover and enjoy the world's 21st century city of Dubai. Do not miss the opportunity to walk around and visit its impressive architecture, modern buildings of this lovely city.

Thank you very much for participating in INTCESS 2020 and for contributing to this inspiring international forum.

I hope you enjoy your time with us!

With my warmest regards,

Prof. Dr. Ferit Uslu

Chair of INTCESS 2020

Organizing Committee

January 20, 2020

Dubai

ACTIVE CIRCULAR EVALUATION METHODOLOGY TESTS

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Abstract

In recent years the concept of evaluation has reached a significant transformation. The traditional concept of evaluation as a final act has been replaced by a concept of evaluation as something intrinsic to the learning process, creating interactive and circular relationships between learning and evaluation. The methodology proposed in this work is to consider evaluation as an intermediate act in the learning process. The student obtains a feed-back of what their level of knowledge is and has the possibility of implementing strategies to achieve a higher level of knowledge in order to complete their learning process.

In this first phase, the written evaluation test is not different from the traditional one. These will be questions based on the knowledge acquired, not limited to answers that can be memorized in a mechanical way. This test will be scored according to the usual correction criteria, and students will be notified. But they can't see the exam solved and they don't have the questions form. They must try to remember the questions and they have the possibility of share the questions remembered with other students, fomenting working group. After two weeks, another written test is carried out, which we will call active circular evaluation. The written test has the same number of questions, and the questions are essentially the same, with small variations, where the students must demonstrate that they have acquired and assimilated the knowledge.

The student must be able to identify the mistakes by his own made in the first test, and be able to correct the mistakes in this second test.

We can conclude, after test the methodology in a 30 students group, that in general this methodology is positive for the vast majority of the group. Only two people have not overpass the score of their initial test, so in general the result has been satisfactory.

Keywords: Learning, skills, training, methodology, evaluation.

1 INTRODUCTION

In most cases, the evaluation determines the dynamics of the classroom. The objective does not seem to be the student's learning; the most important thing seems to be passing to the evaluation act. In this way, the evaluation becomes a final act and represents the end of the learning process. Moreover, we can say that

evaluation cannot be considered as an act of learning.

During correction the teacher can detect that the student has exceeded the minimum required, but teacher can detect a possible lack of knowledge in some important concepts. Despite this, in the act of evaluation, the student is considered approved. In a traditional evaluation, when the student gets his approved qualification, he has not any interest in clarifying the concepts that perhaps were not too clear to him. The final objective that the student considers is the overcoming of the act of evaluation, and it has already been achieved.

The methodology proposed in this work is to consider evaluation as an intermediate act in the learning process. The student obtains a feed-back of what their level of knowledge is at any given time, and he has the possibility of starting a thoughtful thought about the results obtained during the learning process and implementing strategies to achieve a higher level of knowledge in order to complete their learning process.

2 ACTIVE CIERCULAR EVALUATION METHODOLOGY

With this combined method of learning - evaluation, the student fills a written test. To put into practice and evaluate the methodology, a test type test was proposed on a group of 30 students of a third year course.

2.1. Test Description

The student must study the content of the subject, using the tools available provided by the teacher. In this sense, is significantly interesting the utilisation of tools such as polimedia videos. Polimedia videos are fragments from 5 to 10 minutes with image and voice where the teacher explains a concert concept. (Contreras G., 2009)

Based on this knowledge defined in the objectives and program of the subject, the teacher must present the written test. In this case, with the objective of having objective information to develop the work, it has been decided to prepare a 30-question test.

2.2. Conduct of the initial evaluation

In this first phase, the written evaluation is not different from the traditional one. It is very important during the course of the test not to allow blank sheets to prevent students from having a written copy of the test questions, as well as to verify that all exam sheets are returned to the teacher after the end of the test.

The test questions have 4 possible answers. These will be questions that will try to reason the student based on the knowledge acquired, not limited to being questions and answers that can be memorized in a mechanical way.

This test will be scored according to the usual correction criteria, and students will be notified. In this case, the tool developed by the UPV ALCE has been used for the correction of Test-type tests.

2.3. Performing active test repetition

The second phase of this circular learning process is the repetition of the test. Highlight that it is not a recovery test. We can define it as a phase of reflection and assimilation of concepts. After two weeks, another written test is carried out, which we will call a circular active evaluation. The written test has the same number of questions, and in addition the questions are essentially the same, with nuances or small variations, where it must be demonstrated that the concept is clear. The student must be able to identify the mistakes made in the first test, and be able to internalize the knowledge so that he can correct the mistakes in this subsequent test.

In addition, with this type of activity, a very significant and important transversal competence is encouraged in the learning process such as collaborative work. This type of exercise will cause students to spontaneously form small work groups, although it may be the case (new technologies allow it) that a single large work group be formed. A new form of communication has been detected among the students, which is the use of social networks through a smartphone, creating communication groups among the students of a subject, where a participatory conversation is created between all the members. All of them can participate in that conversation and contribute ideas, knowledge, etc. From the point of view of the teacher, it could be very interesting to participate in the group, and even be the administrator of the group, to verify and have proof of the contributions of the students (Hamodi, López Pastor, & López Pastor, 2015; Basterrechea, 2013)

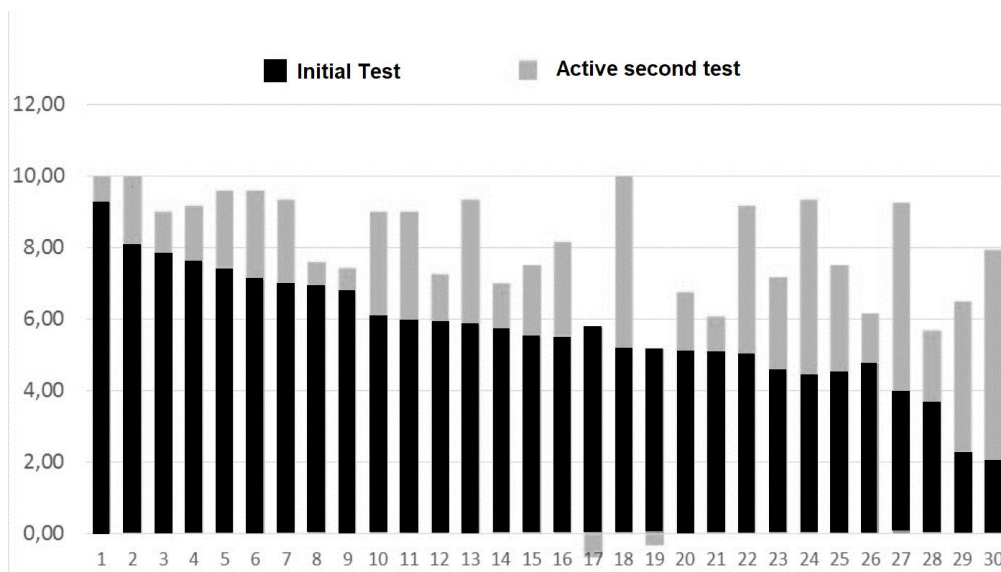


Fig. 1. Evolution of the evaluation between the initial test and the active repetition for each one of the students.

During the next week of the celebration of the exam, the students try together to remember the questions of the exercise, and comment on the correct answer, and discuss why the remaining questions are not. It is not enough to remember the correct answer, but you will have to know how to reason it, since in this second exercise you can change a nuance that makes the correct answer another.

The obtained results, as we can see in Fig. 1, have been significantly better than the result obtained in the initial test. This is an interesting achievement. However, in this second test only work excellence will be rewarded. This second test will only have value for the total test score, if excellence has been achieved. That is, at least a punctuation of 9 has been reached in this second test. In this case, an average will be made with the initial test.

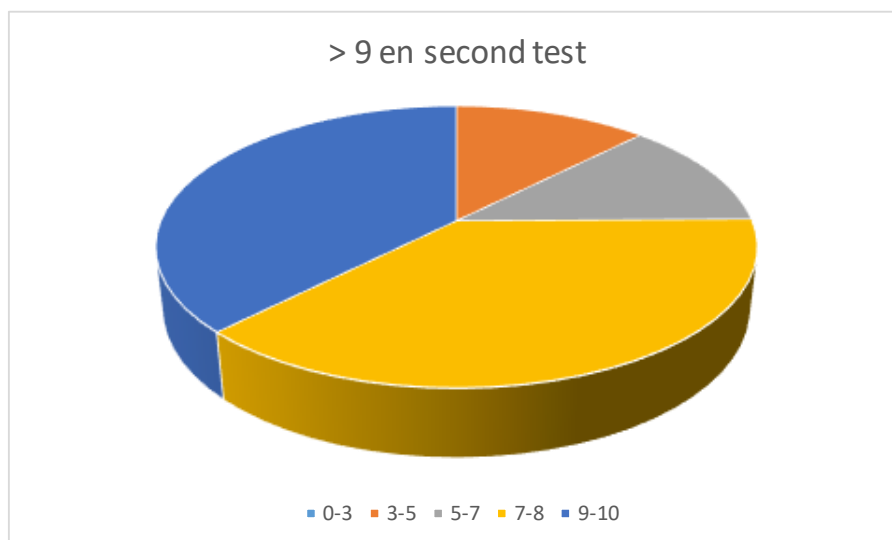


Fig. 2. Active second test results for 30 students group.

Fig. 2 shows the evolution of the evaluation between the first test and the active circular test for each of the students. In general, almost all students have increased their score. The exception was made by two students who have made more mistakes in the active assessment than in the initial one, it shows unequivocally their lack of involvement and motivation for learning.

3. CONCLUSIONS

With this methodology it is shown that the level of general knowledge of the subject by students has

increased significantly. The teacher's perception is that students see this type of active repetition of the test as a challenge and an opportunity. In less than 2 weeks the student will have a new opportunity. And in front of this chance, the student, in general, has reacted.

We can conclude that in general this methodology is positive for the vast majority of the group. Only two people have not passed the score of their initial test, so in general the result has been satisfactory in the group evaluated. It would be necessary to articulate some mechanism to motivate this group of students to have an active participation. On the other hand, the conclusions obtained have been based on a single case study, since it is a recently initiated work. Therefore, it would be necessary to continue with this methodology and establish conclusions with greater support for study data.

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