Evaluation of Online Multimedia Language Assessment

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Abstract

Implementation of multimedia language testing represents a domain of high interest, although in Croatia its implementation is still in the beginning phase. Multimedia language evaluation could be used as summative testing at the end of education cycle or lesson, as formative testing during the education period, as diagnostic testing usually at the beginning of education period, i.e. as self-evaluation or peer assessment method. Bloom points out 6 levels of learning including fact knowledge, understanding, implementation, analysis, synthesis and evaluation which should be included in the test. Online assessment certainly has certain advantages, but also disadvantages and the best results are obtained as complementary method with traditional assessment and in combination with other types of assessment (oral communication, individual research, group work, tandem learning, etc.). For the purpose of evaluation of multimedia language assessment, the research was made at the Faculty of Humanities and Social Sciences, University of Zagreb among the group of 29 Croatian students learning Italian language. The online multimedia test was implemented using Omega (Croatian version of Moodle LMS system) containing 21 questions relating to the Italian language and culture. Questions were accompanied by various types of multimedia – audio file, video clip and a map of Italy. The test covered knowledge, as well as listening, reading and writing skills, while speaking skills were not covered. After the test, students were asked to fill out a questionnaire to express their opinion whether this interactive type of assessment was more or less interesting and whether it could replace the standardized test. The results of the test and of the affective attitude have been statistically analyzed. At the end, guidelines for further researches are suggested.