Innovative Written Tests: Attitude and Level of Accuracy in College Students

Jairo Urate-García¹, Sergia Galvá², Letty Ubiera², Anna Galvá³

¹Department of Curriculum Development, Dominican Adventist University, jairoutate@unad.edu.do
²Department of Education, Dominican Adventist University, sergiagalva@unad.edu.do, lettyubiera@unad.edu.do
³Department of Online Courses, Dominican Adventist University, annagalva@unad.edu.do

Abstract. The use of innovative written tests is studied to analyze students' attitudes towards them and the level of correct answers. To achieve this, innovative techniques were applied when examining, to search: a) The actions that the students will carry out in the development of the item; b) The behavioral reaction to items that were answered, both, individually and as a group; and c) The general results (success in the answers) according to the type of grouping when answering (individual or group). The tests were designed with items to be answered in 3 modalities: individual, free consultation and group. The participants were 127 students of the education department from different emphasis and levels, divided into 4 groups. A document analysis worksheet was used to collect the results. The study was conducted under a phenomenological design. The discussion of results starts from the modality of the item, attitudes shown when completing the test and the level of correct answers. The plurality of the evaluation allows identifying the capacities of the students, their attitudes and evaluative experiences. The following are exposed as conclusion:

- The collaborative test as an innovative practice was developed in an environment of communication and participation in which a positive change in students' attitudes was observed.
- Students participating in non-traditional tests observed a lower level of stress and self-confidence to complete the exam and greater acceptance of the evaluation process.
- The opportunity to consult increased the degree of confidence, but not the level of success.
- The success in the items of memorization or comprehension level were lower than the items of application, design, supposition or point of view.
- The students appear to be more relaxed in front of a test where they can give answers of points of view, supposition, propose solutions to situations, or application. In any case, they must demonstrate mastery of the content of the subject.

The implementation of innovative tests in evaluative practice is a significant experience that draw attention to the importance of the design and application of tests that emphasize the results of relevant processes developed with cognitive demands. In each subject, students have certain innate or acquired skills that often do not develop because of fear of being wrong. Teachers must carry out evaluations that guarantee that the knowledge and skills acquired by students can be applied in their professional performance. For this, from the classroom should reflect on what is and what should be the evaluation of learning. May this experience serve as a motivation to other education professionals to implement this kind of tests in their evaluation practice.

Keywords: Innovative written tests; Students' attitudes; Evaluation of learning; Test anxiety.