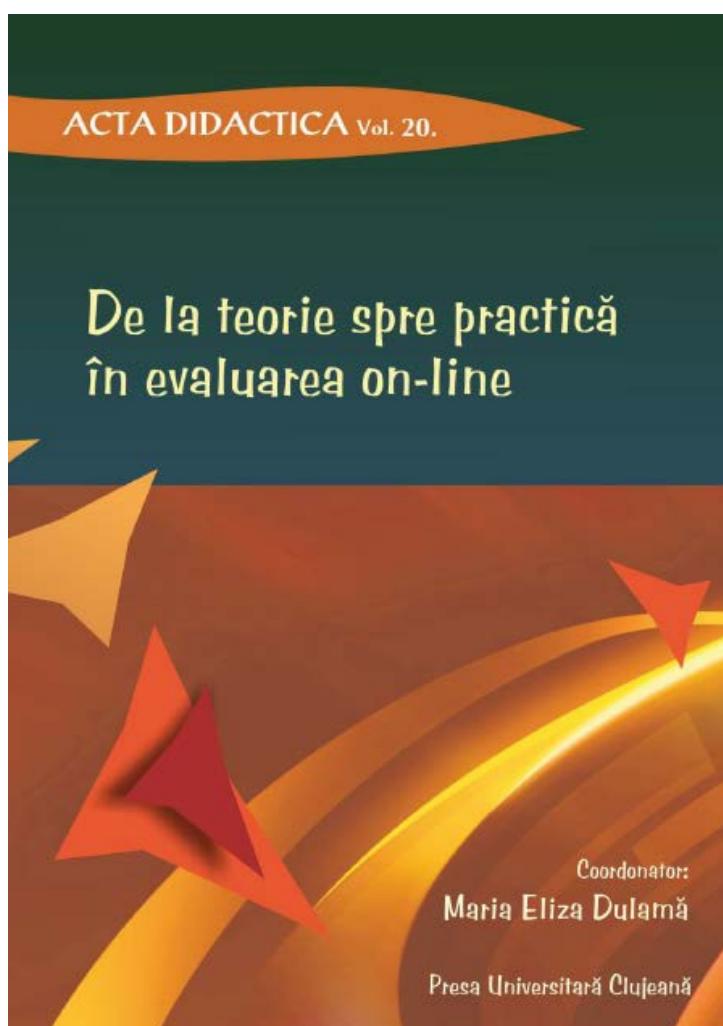


Maria Eliza DULAMĂ (ed.) (2020). *De la teorie spre practică în evaluarea on-line [The Online Evaluation from Theory to Practice]*. Cluj-Napoca: Presa Universitară Clujeană, 182 pages, ISBN 979-606-37-0958-6



The present book aims at providing information and examples to teachers on how they could assess the knowledge and level of competence of both pupils and students outside the classroom. In the chapters of this book the authors adapted theories and examples of face-to-face evaluation within the context of the online activities starting from the study of the pre-university and university education in Romania during 2020 and from the information extracted from some bibliographic sources by using their own experience and expertise.

The book is organised into nine chapters. The chapter on the *Context of the Online Evaluation* introduces the problems faced by students and

teachers in Romania after the suspension of face-to-face activities because of the coronavirus pandemic and the organisation of the educational process using the information and communication technologies. The authors reflected on the ad-hoc solutions taken by teachers in Romania to ensure the ongoing teaching, learning and evaluation and highlighted the vulnerabilities of the evaluation process.

In the following chapter, *Theoretical Considerations on the Online Evaluation*, an overview was given on the theoretical aspects developed in the literature, highlighting from a critical perspective the key features of the online evaluation. In the analysis of the online evaluation process, attention was paid to the content of the evaluation, functions and evaluation criteria, while the stages, procedures and evaluation strategies employed in the online environment were described. In order to provide a coherent set of

information, a classification of the evaluation activities was analysed at the end of this chapter.

The chapter on the *Online Oral Evaluation* supports the need for this type of evaluation, highlighting its benefits for students and making the reader aware of some disadvantages. To contribute to the development of communication skills and competences specific to the educational subjects, several techniques through which students are required to construct broader oral texts, but also to use the technique of oral questioning which requires generating the answers to the teacher's questions are recommended to be applied. In order to deepen the studied contents, to take advantage of the opportunities offered by the internet access and the facilities provided by the videoconferencing and learning apps, various visual materials, which are associated, as examples of good practice, with a series of techniques and teaching procedures are recommended to be used.

The perspective on *The Online Written Evaluation* justifies the need to carry it out within the context of the online activities and adapts the theory and examples to this input environment in the literature. Within this context, various items are suggested to be used: short answers, structured questions, problem solving, case studies, or essays. Items that use certain texts and visual materials (photos, schematic drawings, maps, diagrams, graphics, paintings, etc.) are recommended. During the online testing which can be done through software applications (e.g., Google Forms, Kahoot!) and automatically quantified, a set of items (double choice, multiple choice, matching, filling, ordering, classifying, with graphic and cartographic support) are recommended and exemplified. This chapter concludes by highlighting the advantages, disadvantages, and risks of the online written evaluation.

The chapter on the *Alternative/ Complementary/ Complex Evaluation Methods* emphasises the relevance of using them both in the online and offline contexts. The application of these methods is initiated within the online activities and continued through the off-line ones, carried out outside the virtual classroom while it can be completed in the online environment by the students' outcomes. The last three chapters present an in-depth analysis of three applications (Google Forms, Kahoot! and Mentimeter) that can be used effectively to assess the knowledge and proficiency level of pupils and students. Based on these presentations, users can understand more easily how to create accounts, tests and various items, how to perform automatic checking and scoring, and what the advantages and disadvantages of these applications are.

Cristina-Georgiana VOICU

"Titu Maiorescu" Secondary School Iași, ROMANIA