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EVALUATION AND REFLECTION IN ENHANCING ONLINE LEARNING AND TEACHING IN HIGHER EDUCATION

Summary. *The article reveals factors that have influenced learning assessment. The types of assessments with using ICT are analyzed. The researcher highlights principles of language assessment in the classroom and online course, developing and applying different types of test; investigates the guidance from experienced test developers and international assessment experts; explores and present practical ways of assessing language and skills which are used in classroom; analyzes the notion of evaluation and the role of evaluation and reflection in enhancing online learning and teaching in higher education. The author describes the students' assessment examples and its implementation in online learning and teaching at higher pedagogical educational institution.*

The article introduces the research of using online platform resources for undergraduate students' language learning; undergraduate students' online learning experience is described. The influence of the importance of online autonomous learning, based around tasks and real situations, the self-reflection and peer reflection role, the issue of motivation for effectively assessing in the 21st Century language class is highlighted.

Perspectives of evaluation, data sources for evaluation with a focus on the sources of feedback, methods to collect data that will inform evaluation and its role in the evaluative process are focused on.

Keywords: *assessment; assessment mode and tools; higher pedagogical educational institution; language learning achievement.*

Problem statement and its relevance. In the last 15 years, assessment has had an increasingly significant impact on education policy globally. Consequently, there is a growing need among teachers to understand how assessment works. How can assessment help teachers and tutors? Assessment shows teachers whether students have learned what they have been taught. Learning, teaching and assessment are all

essential elements of language education. Successful teaching involves setting goals, monitoring performance and giving feedback. This is also the basis of assessment. There are two types of assessment: formative and summative (Harvey, 1998).

Analysis of the last researches and publications. The last researches are devoted to a practice-based exploration of technology in assessing English language teaching (ELT) and changes that have taken place in the area of assessment. The scientists hold the view that for making language learners better communicators and 'users' of the language it is necessary to develop the ability to communicate and do things with language (Samoilenko, 2018).

In our view we need global and specific students' skills to focus on assessing. We agree that assessment provides opportunities for learning, motivation, self-reflection. We need to consider the influence of the importance of autonomous learning, based around tasks and real situations, the self-reflection and peer reflection role, the issue of motivation for effectively assessing in the 21st Century language class.

In 2017 a comprehensive descriptive scheme of language proficiency and a set of common reference levels (A1-C2) defined in illustrative descriptor scales, plus options for curriculum design promoting plurilingual and intercultural education was presented by the Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR). It was highlighted the aims of language learning: to act in real-life situations, expressing themselves and accomplishing tasks of different natures (Samoilenko, 2018).

Purpose of the article is to learn about the principles of language assessment in the classroom and online course; to develop an understanding of the ideas in developing different types of test and how they can be applied; investigate the guidance from experienced test developers and international assessment experts; to explore and present practical ways of assessing language and skills which we use in your classroom.

Basic material of research. To begin the course we need to understand what evaluate. To evaluate our practice, we need to narrow down to a specific aspect of

our teaching or educational design, and work out how to carry out the evaluation. We need to analyze what evaluation and the role of evaluation and reflection in enhancing online learning and teaching in higher education are. We focus on our perspectives of evaluation, data sources for evaluation with a focus on the sources of feedback, methods to collect data that will inform evaluation, the conceptualization that feedback is data and what the role of such data is in the evaluative process.

Analyzing information about online Learning Strategies, we investigate the work of the Centre for Teaching Support & Innovation (CTSI). It provides leadership in teaching and learning at the University of Toronto and provides support for pedagogy and pedagogy-driven instructional technology for all teaching staff and teaching assistants (primarily through the Teaching Assistant's Training Program) across the university's campuses and divisions (Developing, no date).

Harrison, L. and Heikoop, W. (2016) propose in Online Learning Strategies some elements of Online Learning & Teaching. Online Course Observation Template consists of such sections:

1) General Course Overview and Introduction: Setting the stage for learning and preparing students successful participation in the course activities.

2) Assessment of Student Learning: Alignment of activities and assessments with learning outcomes is evident in the course design.

3) Instructional Design: A clear path to learning opportunities for students is provided, including interaction with the content, their peers, and their instructor.

4) Online Organization and Design: Instructor's design and choice of technology effectively delivers course content and supports learning processes.

The university provides site "Quercus Help Resources", which contains all documentation and resources related to Quercus, the University of Toronto's new Academic Toolbox, powered by Canvas. Quercus offers several assessment tools you can use to assess student learning in tutors' courses and monitor student progress across learning outcomes, including Assignments and Quizzes (Quercus, 2018).

Assignments can be created to collect student work online (or on paper) and provide students with grades and feedback. Assignments can also be created to add columns in the Gradebook to enter grades for no-submission activities such as participation. Assignments can be assigned to individual students, groups, or sections. When creating an assignment you could choose one of the following submission options:

- No Submission: Create a column in the Gradebook to give students a grade for participation in an activity or event that does not require any form of submission.

- Online: Collect online submissions from students in the form of uploaded files, Website URLs (e.g. blogs), Media recordings, or text entry.

- On Paper: Give students a grade for something turned in during class (a project, printed essay, presentation, etc.).

- External Tool: When you want students to submit their assignments using an integrated tool.

The tutor use quizzes to create a variety of question types to test your students' learning in an exam format. There are also options to create formative and self-assessments by creating practice quizzes and surveys. There are four types of quizzes available in Quercus: Graded Quiz; Practice Quiz; Graded Survey; Ungraded Surveys.

The peer assessment tool enables students to provide constructive feedback on each others' work and facilitates critical reflection on how they might improve their own work.

According to Paul Black and Dylan Wiliam any theory of formative assessment must be embedded within a wider theoretical field (Black & Wiliam, 2018). They propose a model whereby the design of educational activities and associated assessments is influenced by the theories of pedagogy, instruction and learning, and by the subject discipline, together with the wider context of education. They explore how teachers may develop productive relationships between the formative and summative functions of classroom assessment.

Nowadays there are changes in the formative assessment. While our educational process we not only assess students at different stages and provide feedback, but help them into their future learning. It is obvious that assessment is a part of the learning process, because the students can improve their results. But they need to take the information from assessments.

Now one of the most popular forms of evaluation is peer evaluation/self-evaluation. In comparison with the previous process organizing classroom assessments, offered by Davison and Leung (2009): planning assessments; collecting information on student learning through the assessment; making judgements about performance and providing appropriate feedback, today students' self- evaluating and building up a picture of their own learning have become more important.

We believe the key goals of assessment are to make students better, independent, more motivated learners, to be aware of their own shortfalls and strengths in learning. Reflection, peer evaluation, self-evaluation and self-assessment help teachers and students.

We investigated the framework for evaluation. In practice the evaluation process works best if it is designed to respond to the needs of online educational course context. For enhancing effective evaluation in practice we to develop a 'how to' plan. The educators evaluate their teaching practice with the aim of enhancing our practice with the help of 3 stage integrated teaching development framework. In the context of higher education there are three main sources of feedback available for evaluation of teaching: students, colleagues, yourself (reviewing your teaching). A good example that explains sources of feedback comes from Brookfield who suggested that when teachers evaluate their practice they should look at themselves through some lenses (Brookfield, 1995).

A framework for evaluation consists of 3 stages: determine your position/orientation; select an appropriate methodology and develop evaluation plan: integrate findings, interpret and critically reflect.

We focus on mini-evaluation, which includes: to choose an area of your practice which you would like to improve and articulate an enhancement goal.; to identify the appropriate methods to carry out the evaluation of your practice in line with what has been discussed in the previous sections; to carry out the mini-evaluation and reflect on the process, use the template below to consolidate your findings, your experience of conducting the evaluation and your reflection on the process informing future actions leading to an enhancement of your practice.

The researches describe some examples of evaluation tasks which are used to demonstrate different ways to evaluate several aspects of a course:

1) Minute paper: to identify one thing you have learnt this week and one thing that could be improved.

2) Start-Stop-Continue is a quick method for gathering information aimed to improve specific aspects of your practice.

Examples of sources of evidence you can collect by using learning analytics include Learning Management Systems (LMS). (LMS) reports, video analytics and discussion forum social network visualizations are all good example of sources of evidence you can collect by using learning analytics.

In our online course we use questionnaires. A questionnaire is the best way of getting the information or whether you can use direct observation or a carefully controlled experiment. We can obtain feedback on some activity, views and/or factual information from students. The process of implementing questionnaires in educational process includes some stages.

1) Define the sample: state our objectives clearly; for surveys: define clearly how big your sample should be (the size will affect the reliability of the results).

2) Clarify your objectives: be very clear about your objectives and this will make it easier to write down precisely what information you require.

Develop your questionnaire: construct statements; design the questionnaire: include an introduction explaining the purpose of the questionnaire, give clear instructions on how to fill it in, keep questions simple and unambiguous, use a consistent style (not a mixture of ticking boxes, circling answers, etc.), arrange

questions in a logical order putting sensitive issues towards the end, include a thank you at the end, including codes for responses can be useful if the analysis is to be carried out using a computer package (http://www.sagepub.co.uk).

There are many ways to usefully present the information from questionnaires visually – bar charts, histograms, scatterplots, etc. We use self-evaluation questionnaires for students after teaching practice at the university.

In online courses reflective e-Portfolio, like the kind of Assessment, is used. The students develop a reflective e-Portfolio in a format of their choosing to record reflections on their learning during the course. The assessment requires the students to draw on their reflections to complete the specific e-Portfolio activities in each course and submit the combined activities as one single document.

The purpose of the e-Portfolio is to: help them develop connections between the program and their workplace; link theory to practice through discussion and analysis of key issues that interest them and their peers.

The students collect evidence of learning in such forms as: quotes from their reflective writing, from the posts that have been critical in prompting their thinking; references to readings and research that have influenced them; lesson plans they have developed; mini-evaluations they have undertaken and other forms such as images they have captured or created.

In completing the activities they can: observe others and describe what they learn from them; listen to what your peers/colleagues have to say about issues that you raise for discussion and use the different perspectives to deepen your personal reflection; ask yourself 'what' 'why' and 'how' questions to discover why a situation you experienced or observed could be a valuable stimulus for reflection and learning.

Conclusion. In conclusion we can say that learning process in higher education has changed because the skills and content of modern courses, the nature of assessment, impact of technology have changed. We used LP for supporting our students' thinking about their language learning; what they can already do and decide for themselves what they want to achieve; exploring different ways of evaluating their learners' progress; showing them how they can collect and

display evidence of what they have learnt; supporting the development of the learners' autonomy; learning something new and increase their professional skills. The findings showed that the students were able to evaluate their skills successfully and became more motivated in using English language in an authentic and meaningful way.

That is why the main goals for future projects are using online platform resources for developing tutor's and students' skills in online learning; helping them to understand the central aim of e-learning; teaching them how to assess themselves; increasing the learners' motivation; using European standards of proficiency (the CECR levels).

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ОЦІНКА ТА РЕФЛЕКСІЯ У ПІДВИЩЕННІ ЯКОСТІ ОН ЛАЙН НАВЧАННЯ ТА ВИКЛАДАННЯ У ВИЩІЙ ШКОЛІ

Резюме. Стаття присвячена пошуку шляхів удосконалення форм оцінювання і розвитку рефлексії освітньої діяльності здобувачами вищої освіти в аудиторній роботі та з допомогою сучасних інформаційно-комунікаційних технологій у віртуальному освітньому середовищі. У статті розкрито чинники, що впливають на процес оцінювання навичок та умінь навчання у віртуальному освітньому середовищі.

Доведено ефективність використання освітніх онлайн платформ для вивчення англійської мови у закладі вищої освіти, розкрито роль оцінки й рефлексії упродовж навчання в умовах віртуального освітнього середовища у вищій освіті.

Автором проаналізовано сучасну вітчизняну та зарубіжну нормативну базу в царині оцінювання і рефлексії досягнень в іншомовній підготовці студентів закладів вищої освіти. Проаналізовано види оцінювання з використанням ІКТ. Представлено досвід проведення оцінювання навичок студентів у практиці навчання іноземним мовам. Описано приклади студентських видів оцінювання та їх використання у онлайн навчанні та у навчальному процесі у вищих педагогічних навчальних закладах. Проаналізовано роль викладача й студента у процесах оцінювання й рефлексії в умовах віртуального освітнього середовища. Доведено ефективність використання освітніх онлайн платформ для вивчення англійської мови у закладі вищої освіти.

Автор окреслює подальший напрямок розвитку та упровадження електронного навчання у закладах вищої освіти; визначення джерел даних для оцінки та зворотнього зв'язку та їх рольу оцінювальному процесі.

Ключові слова: вищий педагогічний навчальний заклад; досягнення у вивченні мов; методи оцінювання та інструменти; он-лайн навчання.