Abstract

Psychological and Educational assessment are deeply influenced by the computer technology and the Internet. Currently more and more classic paper and pencil assessment instruments are transformed into computer format, which generates different technical problems, among them the equivalence of the results obtained from both formats. In practice, the results obtained from paper and pencil and computerized modalities differ in many aspects, both objective and subjective, due to variables such as anxiety towards computers, attitudes, motivation, or the feedback received. In this paper the attitudes of the students towards computerized tests administered via Internet, using the answer until correct format, will be investigated. An attitude scale of nine Likert type items was developed, each item ranging from zero to ten. A sample of 990 students was used (574 boys and 416 girls), with ages ranging from 13 to 21 years, mean of 16.5 years and a standard deviation of 2. The results show that the students have a very positive attitude towards computerized tests administered via Internet using the answer until correct format. The partial credit assessment, the objectivity of this type of test, and the feedback offered by the answer until correct format, seem to be the main reasons for this positive attitude of the students towards this type of tests. This positive attitude of the students towards computerized tests is going to be an important factor in order to generalize computerized assessment in the schools.

Keywords

Attitudes, Computerized tests, Answer until correct, Partial credit, Feedback.