



Improving the Control and Evaluation of Educational Achievements of Students in the Digital World

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Abstract

In connection with the digitalization of education, the sphere of assessing learning outcomes needs to be improved. The purpose of the study is to review various types of assessment projects for the development of a person in social or future professional activities in the digital world, taking into account the balance between cognitive loading and unloading. The article deals with the issues of cognitive loading and unloading when organizing such exams in the digital environment as Testing, Open Book, Closed Book (written), Practical (practical work + oral defense), Project (project work + oral defense), Oral exams, as well as combined and creative exams. The authors have done a lot of research when conducting exams in a digital environment. To determine the preference for the type of exam, a survey was conducted with the participation of 2287 university students in Kazakhstan. According to the results of the survey, the choice of written exams, including those with an open book, project and practical exams, took the leading place. This indicates that students are more successful in learning the material when they are given the opportunity to think about their answer and express it in writing or show practical skills. Thus, exams using cognitive unloading are preferred among student responses. The study revealed problems in assessment: misunderstanding on the part of teachers, how to correctly formulate learning outcomes; lack of a common understanding of the use of the assessment means; formal examination of the task; lack of methodological recommendations for assessing learning outcomes (lack of assessment criteria, non-compliance with the BELL CURVE assessment scale). When preparing tasks, teachers should take into account the cognitive loading on students, if necessary, offer cognitive unloading.

Keywords: cognitive loading, cognitive unloading, assessment, exam, information technology