

Abstract

This study aimed to identify the opinions of graduate students toward assessment methods used by faculty members at Birzeit University, which included tests, research, presentation, participation and attendance.

From the problem of the study, the main question has emerged: What are the opinions of graduate students toward assessment methods used by faculty members at Birzeit university?

Sub-questions have emerged from the main question to identify the differences in graduate students' opinions due to sex, faculty, major, academic level and cumulative average variables, as well as identifying the assessment methods preferred by students.

The study has also sought to identify the extent of matching the tests used by faculty members at the university with the characteristics of a good test, and the extent of measuring lower and higher levels of learning according to Bloom's cognitive categories.

To achieve the objectives of the study, two tools were developed, the first is a questionnaire consisting of five domains. The content validity has been verified by presenting the questionnaire to twelve educational judges, and the construct validity was verified through a pilot study, and factor analysis was then applied using SPSS.

The reliability of the whole instrument using Cronbach alpha was 0.91.

The second tool was the interview whose validity has been verified through presenting it to three judges. The sample interviewed consisted of twelve male and female students and sought to explore

their opinions on the assessment methods used by faculty members, especially the tests, and to explore their opinions on their preferred assessment methods.

The study population consisted of graduate students at Birzeit University, whose total was 1318 students. The study sample was a stratified random non- proportional sample consisted of 232 students.

After the data collection and analysis using SPSS were completed the results were as follows:

1. The opinions of graduate students were moderately positive towards the use of tests and research, while they were highly positive towards the use of classroom participation and attendance and presentation.
2. Students preferred the methods of assessment that consisted of field work, projects and case studies.
3. There were statistically significant mean differences in the opinions of the graduate students towards tests, attributed to major, faculty, and to gender variables.
4. There were statistically significant mean differences in the opinions of the graduate students towards research attributed to major, faculty, cumulative average, and to the academic level variables.
5. There were statistically significant mean differences in the opinions of the graduate students towards presentation, participation and attendance attributed to major variable.
6. The opinions of graduate students were positive towards matching tests used by faculty members to the characteristics of a good test .

7. The majority of the tests used by faculty members measure low cognitive levels, according to graduate students' opinions.

Based on these results, several recommendations were presented. These included in-depth qualitative studies about the opinions of graduate students towards methods of assessment, conducting further specialized studies on tests, using methods of alternative assessment, and the preparation of training courses for master teachers in the field of measurement and assessment to identify modern assessment methods.