

REALISTIC ASSESSMENT STRATEGIES IN DIGITAL EDUCATION BY TEACHERS OF BAGHDAD UNIVERSITY

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ABSTRACT: *The current research aimed at studying the communication strategy, which is a realistic assessment strategy for digital education among the professors of Baghdad University, Sample size of 400 professors has used and held scientific titles research for some results to university professors and unacceptable use networking sites and software in education, the two researchers have developed some proposals and recommendations.*

RESEARCH PROBLEM

The digital or electronic learning is essentially instrumental in consolidating the various information and data in the training and learning environments, and Works installed and retrieved in various attitudes necessary for optimal use in various whether correct renderings The cognitive or physical production and even par excellence, thus seeking to communities and Nations to adopt this type of learning to cope with the development needs of the individuals level in accordance with the requirements of the quality of life we seek to achieve, and that's what the payment researchers to guide the identification of open to a number of N Baghdad University professors over their service (5 years) of teaching and (40) University Professors know how their use of digital technologies as well as how their assessment of digital education in the University and how they use technology in testing and evaluating their students the main obstacles facing them, to help researchers in developing the problem there are professors answers indicated constraints in digital education and realistic assessment University prompting researchers to do this research. So the problem materialized in Answer the following question: what is the use of realistic assessment digital education strategies at Baghdad University professors.

Research Importance

modern technology has provided the means and instruments played a major role in the development of teaching and learning methods in recent years as an opportunity to improve learning methods that will provide effective educational climate that helps to activate the educational process and get it out well, WPA make the technical revolution and spread bore computer that represents a quantum leap but a challenge to an all-time high of innovations and gadgets, has had with the science in this area to do research to identify the educational capacity inherent in multiple computer and complex possibilities; The subject of study and education tool and a way to learn, as they must investigate standards and norms that guarantee the quality of outputs in e-learning applications and tutorials. which are Carried as world of rapid technological and sophisticated informatics revolution failed with conventional methods of needs and requirements requested by the use of modern technology and methods developed and straightened in Iraqi universities urgent need, especially computer technology and use Employing Internet software to connect information to further a student as well as storing and retrieving information and broadcast and electronic request assessment which lets him do his homework research and

scientific educational and activating the role of the University and her portrayal of a level of contentment and societal progress [1].

Theoretical significance

1. This research highlights the concept of realistic assessment strategies being spoken assessment reference.
2. Identify the concept of digital education the most important techniques and its uses.

Practical significance

1. Highlights the importance of this research is the lack of any similar study reveals the extent of the use of the digital education strategies of the assessment in the environment.
2. Current research provides identification for digital communication strategies assessment.

Goal of research

Targeted research to identify the extent of use of communication strategy and is a realistic assessment digital education strategy at Baghdad University professors.

Limit of research

Current research is determined by the professors of the Faculty of Science and Engineering College and school and school of education/Averroes Baghdad University holders of the scientific title (Professor and Assistant Professor and teacher and teacher assistant) for the academic year 2017-2018.

Terms definition

[A] Realistic assessment terms:

1. Ammar defined it as an assessment that requires students to meaningful activities and indications, the various performance skills in real situations and their ability to create products of certain quality levels achieved and include five strategies (assessment based on performance, Note, assessment electronic communication, paper and pencil) [2].
2. Al Essawi Determine it as an assessment that requires student skills and knowledge and performance statement through meaningful product configuration or motor tasks using higher mental processes and problem-solving and innovations This requires a meaningful application and meaning [3] . The researcher adopted the definition of AMR theory definition in building research tool.

[B] Digital education:

3. Muhaisen, defined it as an education that aims to create an interactive environment rich in computer technologies based applications online, and enables the student to access the learning resources anytime and from anywhere [4].
4. Al-Awaid et al. , ' providing educational content with its explanations and exercises and interaction and pursue a comprehensive or partial separation or after the mediation

of advanced programs stored on a computer or through the Internet[5].

Zaiton, presented the educational content via computer-based media and networks to the learner allows him to interact with this content and with the teacher and with his peers, whether simultaneously or out of sync, as well as the possibility of completing this learning in time and space and speed that suits their circumstances and abilities [6]. The researchers used the theory of Muhaisen definition which has adopted in building search tool.

Theoretical framework and previous studies

Authentic Assessment

It is based on the traditional assessment tests with different images, and gives once or several times in a school year for the purpose of obtaining information about student achievement to parents and others involved, such The assessment does not affect positively on education, because it measures the skills and simple concepts are expressed with numbers don't provide valuable information about student learning, and cannot identify the learning outcomes that mastered students, students in the traditional assessment are at the Centre of the assessment , but they do not participate in Banff assessment Shares, as a result of the evolution of the concept of a more comprehensive assessment , the student became an important role, because the assessment takes into consideration the participation of society and parents monitor student learning and teaching them and understand their needs and strengths, it would require a variety of strategies for the assessment and forms And tools to get the information so the existence of one style of the assessment is not enough to do this multifaceted role. Transformation required of Behaviorism that emphasizes that each lesson objectives articulated HD portable behavior observation and measurement, to cognitive school focused on what goes on inside the mind of the learner's mental processes affect his behavior and thought processes and particularly the thought processes Such as crystallization, decision making and problem solving, as mental skills allow man to handle data era and the explosion of knowledge and the rapid technical development. It has become a focus on core learning outcomes difficult to express observable behavior and measurement checks the position of the tutorial. Thus lost its luster behavioral goals which flashed in the 1960s, where she is writing Learning Outcomes learning outcomes around objectives that are shaped like other Performances reached the learner as a result of the learning process. These results must be clear to both the teacher and the learner and learner self-assessment can see the amount of work required performance levels [7].

The assessment is called modern realistic assessment directions Authentic Assessment that reflects the intern's performance and value in real situations it makes an assessment of trainees indulge in value assignments and meaning for them, it seems like learning activities and not as secret tests. Where higher thinking skills trainees and adapting between how little knowledge of crystallization or to make decisions or solve problems that are real life. So they have the ability to develop reflective thinking reflective thinking that helps them process information, analysis and criticism, is documenting the link between learning and education, where traditional examinations festivals disappear bother thinking about the reflexive

thinking in favor of reorienting education What helps the trainee to lifelong learning [8].

One question needs to answer, Why the real assessment? The assessment is no longer limited to measure the academic achievement of student in various materials but also to measure the student's personal characteristics in various aspects, we at human development success skills take advantage of this development to the concept of the assessment apply in evaluating learning in our training assessment areas thus widened Methods and practices varied. Realistic assessment aims to:

- develop life skills. -Development of higher mental skills.
- Developing the skills of creative responses and new ideas.
- Focus on process and product in the learning process.
- Multiple skills development within an integrated project.
- Strengthening the student's ability to self-evaluation.
- Collect data showing the degree of achievement of the learning outcomes for learners
- . -Use strategies and multiple assessment tools to measure various aspects in the personality of the learner.

The basic principles of a realistic assessment:

Assessment is unrealistic on a number of bases and principles that must be considered when applying it, perhaps these principles as follows:

1. A realistic assessment make accompanying learning and teaching processes and connect them together to achieve every student to required performance and provided touchstones Immediate feedback on their achievements to ensure correct educational career and continue the learning process, it is an assessment gives a core learning process, and how owning trainees for the desired skills to help us to learn, and is it abnormalities assessment based on a number of criteria, and makes enables Trainee including aspired goal of learning and education.
2. Mental processes and skills of inquiry and discovery are the goals must be nurtured when students and making sure they have acquired through the assessment, not only to engage them in activities requiring problem-solving and elaborate provisions and decisions commensurate with the level of maturity.
3. The assessment must be realistic problems and tasks or work-study and investigation of realistic and relevant to practical life faced by the trainee in his daily life, thus overlapping challenges call for employing the knowledge and skills to communicate for appropriate solutions.
4. The achievements of trainees is a realistic assessment not refrigerated for information retrieval, that would be a realistic Assessment requires multifaceted and diversified fields, methods and tools, and these tools not only tests between ranks into tight, these tests were merely anomalous learning activities Exercised by the students without worry or fear as is the case in traditional tests.
5. Take into account individual differences among trainees in their abilities and learning styles and backgrounds by providing many assessment events which determine the achievement each trainee, this should clearly show the strengths and weaknesses of each achievement, proficiency reached apprentice compared With a life circumstances, it is therefore negotiated productivity process provides the trainee an opportunity self-assessment as touchstones of performance information.
6. A realistic assessment requires cooperation among trainees. He, therefore, adopted a learning method in

cooperative groups are appointed trainee vulnerable colleagues powers, so prepare for everyone a better chance to learn, and ready to coach/tutor the opportunity to assess the work of apprentices or help special cases among them according to the requirements of each case.

7. A realistic assessment spoke op requires avoiding comparisons between trainees and that depend on criteria which Association where the real assessment [9, 10].

Realistic assessment properties:

1. Requires a realistic assessment to have active apprentices in their performance by relying on information or knowledge acquired.
2. Provides apprentice skill set and challenges within the special educational activities research, writing skills, review and discussion papers, analyzing events, and participate in debates. Etc.
3. Refine existing apprentice skills and operational performance analysis and implementation of projects.
4. The assessment validity and reliability achieved by standardizing the assessment product.
5. Bring the test criteria ratified by the simulation capabilities of the intern in real situations.
6. A realistic assessment pays the trainee to discover the kinks in an atmosphere of real challenges.

Realistic assessment features:

Features of a realistic assessment that focuses on analytical skills, and nesting information as it encourages creativity and reflect real-life skills and encourages collaborative working and develop written and oral communication skills as it corresponds directly with education And its results, confirming the overlap with lifelong learning as he believes in the biblical assessment and performative merge together, and based on direct measurement of the targeted skill and encourages diverse thinking to circulate possible answers, aims to support the development of meaningful skills for apprentice, and directs The curriculum, which focuses on access to master skills information supports the fact of living which means b (how) and provides monitoring of trainee learning over time, and is an apprentice to deal with ambiguity and exceptions that exist in real situations for problems, and gives priority to the learning sequence or learning processes. Realistic assessment implementation requires time to administer and control in proportion to the supposed educational standards and that there should be objective criteria for evaluation, as well as training of trainers/trainers and trainees imperceptibly.

Digital education types:

The digital education is categorized into many types as shown in Figure 1:

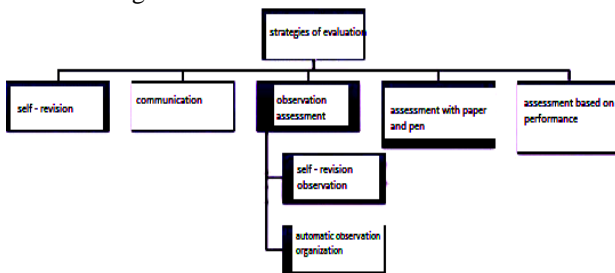


Figure 1: Digital educational types

Communication strategy study was addressed because they fit in with the current search goal:

1-digital learning: which is the accredited educational methods and techniques on the Web for information purpose delivering educational content to the learner in real time the practitioner to education or training.

2. indirect digital education: and he who is in the process of learning through a range of training courses and classes and which in turn contain installation and important educational and support this type of digital learning for multiple circumstances don't allow for physical attendance for the individual learner (pupil in the School, University).

Criteria for digital education:

Digital learning is one of the most important dynamic methods adopted in the learning process in General especially in light of the explosion of knowledge and technological development in various societies and Nations, in addition to this, the digital learning works to high rates of acceptance In learning in General and the students, training, education and rehabilitation of workers and improve their performance in the professional environment.

And we find that this type of education (digital) raising of effectiveness of education dramatically reduces the cost of training and hand especially in its schedule on the other, and perhaps this allows to use the information available with the needs, requests for special learners in the professional environment in which they work [11] and in this context we find that information technology training Institute has developed the basic criteria for digital or electronic learning in many axles as support learning, education design and content, ease of use, in addition to this we find that in the year 2002 the European Center for quality in Lim and which aims to encourage different basis successful applications and effectively in electronic and digital learning. By the need to provide all the guidance, support and appropriate services for continuous services for this type of learning in learning environments characterized by motor and change.

And as [12] exceed 20 standard ones: the intensity of interaction between user and program, intensity and diversity, provide the number of target skills software, software for different levels of coverage, matching exercises and texts To the desired goals, the programs capacity to provide training and educational situations and conditions helps the user to learn (educated in the school environment, professional environment) [13] and in this context we find that study-natured(2006) emphasized that quality in e-learning and digital can achieve. Through a number of axles: design models guide digital education and observance of standards in addition to the properties available with modules and consistency and use and access and selection tools for this type of education based on educational strategies aligned with the environments Various digital learning

Digital learning objectives:

- 1- Ability to meet the needs and desires of knowledge and scientific educated.
- 2-Improving the process of retaining information gained and accessed them in a specific time.
- 3-Refresher speed and knowledge and arrange them according to their importance and position of pension.
4. Improve interaction and collaboration between both ends of the learning process (the teacher and the learner,

student) it may sound ridiculous, school work)-according to the singled out American Federation of distance education, we find the following digital learning.

Digital learning properties:

1. To strengthen the process of configuring the individual and provide communication and mutual interaction.
2. The transition of knowledge transfer model to form specific education.
3. Dynamic and dynamic participation of the learner.
4. Skill especially in the construction of higher thinking impacts.
5. Provide multiple levels of interaction to encourage active learning.
6. Focus on the education process to discuss and study the problems of reality for learners.

Disabled at international digital education:

1. The need for infrastructure in terms of hardware provides highly efficient.
2. Need for adoption to specialists in the management of digital learning systems and e-mail.
3. High cost for this type of learning (subscription, my design Programs, etc).
4. Double some learners and trainees to good use, easy and successful for different scientific instruments adopted in the process of digital learning.
5. Low level and response to this type of learning among learners and trainees [14].

Previous studies:

[A]studies on a realistic assessment

Study of [15] and ritual and my dust 2010: the aim of this study is to detect obstacles facing a realistic assessment system strategy on the first four grades of primary education in Zarqa governorate, and then provide the most appropriate solutions. To achieve the objectives of this study researchers develop identification are set up specifically for this purpose, the questionnaire consisted of (50) paragraph spread over five main axes: obstacles related to teacher, school administration-related impediments, obstacles relating to the educational, obstacles For material resources, obstacles on the training programs and study of all supervisors, principals and teachers in raising Blue County during the first semester of the academic year 2008/2009. Either a sample study consisted of (363) educational supervisors, principals, and teachers, were chosen by the random stratified method of study. The results of this study showed that more obstacles facing a realistic assessment system strategy are the obstacles related to material and then followed by obstacles in the training programs. Either third place had obstacles relating to the teacher. Either obstacles relating to educational and school management respectively were in the last place. As for showing lack of statistically significant differences at the 0.05 significance level due to the qualification variables and function. To reduce these obstacles, the researchers suggested a number of solutions that help to eliminate or reduce these obstacles. Among these proposed solutions: develop a guide containing realistic in terms of what piety system: objectives, nature, philosophy, and define roles and responsibilities [16].

Study of [17] the purpose of this study is to identify realistic assessment methods used by elementary school teachers in evaluating the performance of their students in reading and writing results showed that the method is the

method used by teachers to evaluate the performance of their students.

[B]studies on digital education:

Study in [18] are analytical study: the purpose of this study to the role of technology Digital empowerment of developing skills to study found interdependent while will need digital skills for future jobs, the growing availability of ICT technology in the workplace also means that employers are looking for a workforce have Additional competencies as well as digital learning [19] which helps them to bring education to those who can't access it physically, or those who need to be flexible in attendance . Study theory of Melhem, Sami [20]: the purpose of this study to the role of education in improving the performance of teacher and learner (professional model environment) and support a culture of student assessment and strengthen links between teacher evaluation and professional development.

Research Methodology and Procedures:

Ensure that chapter research methodology and the most important procedure in achieving research objectives of society and research and sample preparation tools and their application and verification of standard properties of sincerity and persistence tool is as follows:

Research Methodology:

Researchers adopted the descriptive route, which seeks to determine the current phenomenon and then described, consequently, it depends on what they are studying the phenomenon, in fact, as an accurate description s used to examine any phenomenon or require first and foremost and define quantitative description[21] A qualitative it is appropriate to the nature and objectives of the current search, also helps provide future image in light of the current indicators [22].

The aim of research:

How to use realistic assessment digital education strategy at Baghdad University.

Research community:

Statistical research community means all individuals who are a researcher studying the phenomenon and their event [23], they are all individuals with visible data is accessible for study. The current research society of university professors Baghdad 2017-2018 academic year, (6642) sorted by scientific title and sex, with male group (3517) constituting the crane number (53) (3125) and form (47) and distributed by teachers, scientific title since rescinded setting professors who carry the title of Professor (643) constituting 9.60 and title of Assistant Professor (1350) 20.30 constitute title teacher (6 202) constituting 30.50 dub Assistant Lecturer (2623) 39.40 constitute.

Research Sample:

Sample is part of the community is studying the phenomenon through the information about this sample so we can disseminate the results to society [8] sample are meant to be representative of all professors of the University of Baghdad, since the sample survey means part of the statistical community The fact that the precise boring of the drawn community properties of this part [5] with a sample search (400) a Professor (6) has chosen the way of random class by taking a human kidney was selected College and scientific academies and by human and scientific specialization and scientific title Professor and Assistant Professor and teacher and a teaching assistant and table (1) shows that:

Table 1 sample of research from Baghdad University professors by faculty and scientific title

Total number	Assistant lecturer	lecturer	Assistant Professor	Professor	Scientific title	Faculty
100	25	25	25	25	education	
100	25	25	25	25	languages	
100	25	25	25	25	science	
100	25	25	25	25	Engineering	
400	100	100	100	100	Total	

Research tool:

For the purpose of achieving research objectives, the availability of an instrument suited theoretical framework for research and the nature of the research community and having good Cyko-metric characteristics (honesty and consistency) so the researchers built to identify strategies for realistic assessment digital education through:

First: select The concept of real and digital education assessment : researchers adopted a realistic assessment definition for AMR 2014: an assessment that requires students to meaningful activities and indications, showing their various performance skills in real situations and their ability to create products of a certain quality levels achieved five Strategies (performance-based assessment , note, assessment , communication, paper and pencil) [6] and had adopted the assessment of communication strategy researchers matchmaking search variables. researchers also adopted the definition of digital education [4] is education that aims to create an interactive environment rich in computer technologies based applications online and enables the student to access the learning resources anytime and from anywhere [4].

Second building paragraphs scale realistic digital education assessment: refer to a set of educational literature, as well as some previous studies aimed at examining the realistic assessment , digital education so she could researchers build (21) paragraph gauge using assessment strategy communication A realistic assessment digital education strategies at Baghdad University professors.

Third: honesty survey: to ensure the integrity and validity of the search tool, the initial image is displayed, the number of arbitrators in metering assessment , teaching methods, computer science extension (2) the statement of their opinion on the appropriateness of a realistic assessment and digital education strategy, the percentage of agreement between alluded Ambush 80 which is stressing acceptable agreement [20] the possibility of accepting the agreement between the arbitrators (75) or more [10] study used to become the tool ready for application as some paragraphs have been modified and not delete any paragraph (1).

Fourth: reliability survey: steady the scale give the same results if applied to the respondents themselves in the same circumstances (forward, 1990: am 145) as steady realistic digital education assessment tool for current search using Alpha Cronbach formula to verify internal consistency. Its reliability coefficient was this equation (0.73) and is an acceptable factor.

Results and interpretation of results:

Results and interpretation of results and recommendations and suggestions included in this chapter show the most current research findings and recommendations and proposals

In order to for achieving the goal of the questionnaire was applied on a sample search Composed of (400) Baghdad University Professor of scientific titles campaign as in table (1) and analyzed the responses of professors on each paragraph of resolution and duplicate account, percentages, are as shown in table 2:

Table 2: the response of experts

NO	Paragraphs	Frequency	Percentage
1	Using social media as a tool for teaching	130	%32.5
2	Update digital systems within the University	170	%42.5
3	Cooperation and share with the rest of the digitally	67	%16.75
4	Institutions shift to cloud computing (online storage depots and not the device itself)	33	%8.25
5	Support devices that students bring to campus.	36	%9
6	Updated academic digital network continuously	46	%11.5
7	Improve data analysis for teaching purposes	35	%8.75
8	Facilitating professional development to teachers and technology administrators in the University	55	%13.75
9	Enhance data security and campus	170	%42.5
10	Networks to provide financing for consumer software and hardware replacement	33	%8.25
11	Mobile or Internet education providing	117	%29.25
12	Develop touchstones previously for student assessment performance	45	%11.25
13	Use develop touchstones previously for student assessment performance	156	%39
14	Provide an atmosphere of a real challenge for students	53	%13
15	Recruiting qualified technology administrators on Campus	126	%31.5
16	Helping faculty to integrate technology in teaching	125	%31
17	Use y. EM simulation method in scientific projects	76	%19
18	Using digital skills and	54	%13.5

	practical activities to evaluate student		
19	Performance using objective tests to assess student's abilities of computerized	145	%36
20	Using computerized scientific debates between Professor and student	67	%16.75
21	A rich environment with modern electronic techniques in College	83	%20.75

	administrators at College			
9	Enhance data security and campus networks			
10	Providing devices and mobile education			
11	Develop touchstones previously Student assessment performance			
12	Exploitation of technology for student success			
13	Providing devices and mobile education			
14	Real electronic challenge atmosphere for students			
15	To recruit and retain qualified technology officials entered campus			
16	Help members Faculty to integrate technology in teaching			
17	Simulation method of scientific projects and practical activities skills			
18	Make student performance evaluation			
19	Using computerized tests to evaluate the capabilities			
20	Using computerized scientific debates between Professor and student			
21	A rich environment with modern electronic techniques in College			

From the table above and through the percentages we note that paragraphs (1, 11, 13, 16) concerning the use of social media in education and the use of digital devices (such as smart Board, and data viewer) and mobile education and the Internet and exploit technology to student success And helping faculty to integrate technology into education has got the highest proportions of this proof of availability of technology at the University of Baghdad but to a limited extent and have limited physical potential reason this illustrated by paragraphs on funding paragraph (10) n y I got (8.25) which is a small, well the reason can be traced to lack of communication with digital institutions outside the University as well as the lack of support for digital devices that students bring to campus. and the lack of modern electronic technology-rich environment, lack of professional development for teaching staff as illustrated by the percentages obtained by paragraphs (3, 5, 8, 21) (16, 75, 9, 13.75, 20.75), as for the scientific debates and on assessment reference as well as the assessment Students and electronic tests and assessment via electronic simulation using computerized skills and practical activities they observe very small proportions and presence if any tests are infrequently electronic substantive testing. Table 3 shows Realistic assessment of digital education questionnaire by the professors of Baghdad University.

Table 3: Realistic assessment of digital education questionnaire by the professors of Baghdad University

NO	Paragraphs	NO	Yes	Rarely
1	Use social media as a tool for teaching University computing systems			
2	Update computer system at universities			
3	Cooperation and partnership with other institutions			
4	Shift to cloud computing (online storage depots and not the device itself)			
5	Support devices that students bring to campus.			
6	Update academic digital network continuously			
7	Improve spreadsheet analysis for teaching			
8	Facilitating professional development to teachers and technology			

CONCLUSIONS:

The results above the search reached the following conclusions:

1. University professors are using digital education rates tolerably.
2. University professors show low proportions used networking strategy in evaluating their students.

Suggestions:

1. Create student portal at the University through which the student all the processes that support the digital educational process (such as conservation and archiving personal files, access to academic courses, register for online courses through the network Internet access to databases of local micro-learning world through access to lectures and blogs on sites teachers, manage correspondence between student and teacher and between students themselves, the possibility of anticipating the subsequent decisions or reviewing decisions of the previous stage to achieve The more knowledge, the possibility of assessing themselves through electronic tests)
2. Create electronic Professor gate: you create electronic management either through an independent portal site from the President to the University or through colleges and departments concerned so that it can help Faculty member to do the following:

-providing digital content for courses in multimedia environment of written or spoken texts, sound effects, linear drawings of all styles, static or animated images, video, or digital. Etc.

-Digital educational content is made available to the learner through multimedia computer networks that integrate with each other to achieve specific educational goals.

-Constant updating of courses with the possibility of scientific developments without additional cost, as well as the curriculum in digital body is perishable and consumption as you get with paper-based courses.

-The interaction between teacher and students and among students themselves, institutions and software applications.

-Access to e-learning programs and utilized regardless of time and place, or any barrier may hamper the learner communicate and integrate the educational process.

-Management of electronic tests, correct it and send tags to join Division at the University.

RECOMMENDATIONS:

-Lifting capacity in the use of computers for members of the University (administrators, academics).

-uptake of electronic hardware and software investment and allocating financial balancing networking through electronic and digital transformation.

-consistent guidance to the University Administration to adopt digital management and e-learning.

-Use modern strategies in undergraduate assessment at the University and strategies the alternate assessment.

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