

Chapter 4

Digital Tools to Promote Formative Assessment in the Classroom

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ABSTRACT

The internet and the software stores for cell phones accompany an immense number of advanced apparatuses for any undertaking, and those planned for advanced developmental evaluation have blossomed dramatically somewhat recently. These instruments fluctuate as far as their usefulness, educational quality, cost, working frameworks, etc. Instructors and students need direction on the best way to pick the best computerized developmental programming to make the most out of it. This chapter gives a basic survey of the elements of the most well-known developmental appraisal apparatuses accessible on the internet. Every one of the instruments gave students the ability to investigate with assorted types of information and various instruments for input, yet the most widely recognized structure of information were quick responses and mathematical scores. The fact that popularity didn't make it in like manner essentially means the contribution of more functionalities and better apparatuses. Given the situation with the apparatuses, roads for additional examination are discussed.

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INTRODUCTION

The year 2020 will be remembered as a watershed moment in history. Everything has changed, including how children and university students attend classes. Due to school terminations all over the planet brought about by the COVID-19 scourge, new learning modes have arisen, influencing 1.5 billion students (or 90% of the world's school-matured populace) during the pandemic's stature in April 2020. Examples have been migrated online with the utilization of advanced learning arrangements in specific countries, while TV and radio telecom innovations have been utilized to keep students associated with others. Be that as it may, whether and how understudies are accomplishing the ideal advancement, or whether there is a hole between assumptions and real learning, is a significant concern for instructors, educators, and training directors.

According to a UNESCO survey conducted in April 2020, countries used rescheduling, postponement, keeping exams, relocating exams online, and lowering the number of exams to manage examinations and evaluations during school closures. Countries with more intermittent summative assessment data (e.g., the Netherlands, Indonesia, and Japan) used previous exam results, while nations with some developmental appraisal foundation (e.g., Egypt) supplanted pieces of the test with research undertakings and examination of understudy learning profiles (for example Mexico). A couple of countries (for example Norway and France) and frameworks (for example the International Baccalaureate) had the skill to settle on fair and authentic decisions on movement, graduation, and confirmation in light of developmental appraisal among the 11 nations that revealed dropping enormous scope high-stake tests.

For learners in any environment, several apps, software, and platforms promote communication, collaboration, engagement, and curriculum creation. Both students and teachers can utilise social media, online games, multimedia, and mobile apps to interact. Text, graphics, audio, and video can all be combined using digital tools to create an immersive experience (Tapingkae et al., 2020).

Learning software and applications have been developed by businesses to assist students in the classroom. Students can actively participate in and explore educational information through the use of digital learning platforms. These platforms are utilized to provide students with an immersive atmosphere as well as individualized lessons.

Students can be urged to work on learning objectives as a characteristic and continuous piece of their regular routine by utilizing advanced developmental evaluation devices. Formative assessment tools and applications provide teachers and students with a variety of alternatives and chances for classroom success.

There are numerous solutions that allow us to rapidly and conveniently obtain information on the spot. Teachers and students use digital tools to connect to the material, resources, and platforms to improve instruction and learning. Digital tools enable an open environment in which inquiry and response can be asynchronous, giving students' time to prepare replies and encouraging the exchange of different points of view and collaboration.

All in all, digital formative assessment should aim for instant evaluation of learners' progress as well as the capacity to supplement summative assessment in the long run, allowing educators to track learning even in the face of future crises. If suitable measures are taken to ensure equity, the use of digital formative assessment can help to enhance teaching and learning of 21st century skills (Bhagat et al., 2017).

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