Impact factors of e-writing

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Background

• Using computer and Internet (16–24 year olds)
  • using computer 98.40%
  • using Internet 99.30%  (Statistics Estonia, 2018)

• Computer use daily (18-19 years old students)

• Estonian language national exam
Studies

• In 2014
  • 6615 (95%) examinees completed questionnaire

• In 2016
  • 31 students tested the reading task (pilot study)

• In 2017
  • 674 students tested the writing task
Examination Data Base EIS

Pöörikooli ülpõueksame hindamisjuhendid on EIS-avalduseadavale 13. juunil avates.
12:30 filmist, bioloogia, keemiel.
13:00 geograafia, ajaloolist, ühiskondlikku, võrkku: inglise keel, saksa keel, prantsuse keel, vene keel.
13:30 vene keel.

Pöörikooli ülpõueksami protokoll tuleb EIS-il laita ja kinnitada, et digitaalsest allikastest olevat tõlgitava juhendi pädevat tõlgast ülpõueksamit toorunnast. Protokoll tõmmistie juhendid sisestada ja visuaalse.

MDK Palume kasutada protokoll tõmmist ja allikastest! Mozilla Firefoxi vahelehele viimane versioon.


EIS-t võitavad ehted esimest testi ja tõenäoline tooduklass.


EIS kõrvaldav eri Täht 777, A 914, info@eis.ee
Testing of the writing task
The use of time

- Students need the time
  - for choosing which version student would do.
  - for writing the task.
The use of time

- Less than 0.5 hours for choosing the version: 83% boys, 78% girls
- More than 0.5 hours for choosing the version: 17% boys, 22% girls
- Less than 0.5 hours for writing: 2% boys, 1% girls
- More than 3.5 hours for writing: 83% boys, 80% girls
- I used 3 hours for writing: 15% boys, 19% girls
- I needed less than 3 hours for writing: 83% boys, 80% girls
Did students want to do notes on paper or read the text on the paper?

- Yes for notes: 40% (boys), 60% (girls)
- No for notes: 60% (boys), 40% (girls)
- Yes for reading: 30% (boys), 38% (girls)
- No for reading: 70% (boys), 62% (girls)
Using texts

• reading text
• quotations
• diagrams
• video
Using texts

- 8% of boys and 9% of girls use all the texts.
- 57% of boys and 57% of girls make acquaintance with all the texts, but I used only a few.
- 33% of boys and 32% of girls make acquaintance with all the texts, but I did not use them.
- 1% of boys and 2% of girls did not see the texts and did not use them.

I use them all
I make acquaintance with all the texts, but I used only a few
I make acquaintance with all the texts, but I did not use them
I did not see the texts and did not use them
Using language e-resources

• Dictionary of Standard Estonian ÕS 2013
• Explanatory Dictionary of the Estonian Language
• Estonian language manual “Eesti keele käsiraamat”
Using language resources

- Using all resources: 22% boys, 23% girls
- Mostly Dictionary of Standard Estonian ÖS 2013: 47% boys, 49% girls
- Mostly Explanatory Dictionary of the Estonian Language: 14% boys, 16% girls
- Mostly Estonian language manual: 1% boys, 1% girls
- Did not use: 16% boys, 11% girls
Using digital equipment and Internet

• How using digital equipment affects results?
Digital equipment use daily

- Less than 1 hour: 1% boys, 2% girls
- 1–2 hours: 11% boys, 12% girls
- 2–3 hours: 23% boys, 28% girls
- 3–4 hours: 22% boys, 23% girls
- More than 4 hours: 43% boys, 35% girls
Frequency of using computer for learning at school

- Every lesson: 6% (boys) 20% (girls)
- 2-3 times a day: 36% (boys) 34% (girls)
- 2-3 times a week: 29% (boys) 28% (girls)
- Once a week: 10% (boys) 8% (girls)
- We don’t use: 4% (boys) 8% (girls)
Frequency of using computer for learning Estonian at school

- Every day: 3% boys, 4% girls
- 2-3 times a week: 12% boys, 17% girls
- Once a week: 21% boys, 24% girls
- 2-3 times a month: 24% boys, 23% girls
- Once a month: 18% boys, 12% girls
- Less than once a month: 12% boys, 14% girls
- Never: 10% boys, 6% girls
Frequency of using computer for learning at home

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Every day</th>
<th>2-3 times a week</th>
<th>Once a week</th>
<th>2-3 times a month</th>
<th>Once a month</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys (59%)</td>
<td>58%</td>
<td>30%</td>
<td>6%</td>
<td>3%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Girls (58%)</td>
<td>34%</td>
<td>34%</td>
<td>4%</td>
<td>3%</td>
<td>0%</td>
<td>1%</td>
</tr>
</tbody>
</table>

- Every day: 59% boys, 58% girls
- 2-3 times a week: 30% boys, 34% girls
- Once a week: 6% boys, 4% girls
- 2-3 times a month: 3% boys, 3% girls
- Once a month: 1% boys, 0% girls
- Never: 1% boys, 1% girls
Reading long texts

- Paper:
  - Boys: 79%
  - Girls: 87%

- Digital equipment:
  - Boys: 21%
  - Girls: 13%
Cons

• Examination environment
• Equipment
• Reading and concentrating
• Typos
• Cheating
• People can’t write by hand in the future.
Pros

• We can use different types of texts.
• The writing in the computer needs less time.
• It is easy to edit the text.
• It is easy to copy the quotations for answering reading task.
• It is easy to use e-dictionaries and other language resources.
• If student have ugly handwriting then printing text do not affect the assessment.
Conclusions

• E-exam has more pros than cons.

• Frequency of using computers at school does not affect the results of writing.

• Students who did not use the computers for home learning got significantly better results, and students who use computers 1–3 hours per month for learning at home got significantly worse results than others.

• Weaker writers prefer reading long texts at the computer.
References


You are welcome to the 4th Baltic Sea Conference on Literacy "Searching for a Common Language" taking place 16-21 January, 2020 in Tallinn, Estonia!
https://4bscl2020.ee/