

A Proposed Conceptualization of a Training Program for Faculty Members at Al-Quds Open University and Al-Estiqal University on using of Real Assessment in Teaching According to Their Training Needs

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A Proposed Conceptualization of a Training Program for Faculty Members at Al-Quds Open University and Al-Estiqal University on using of Real Assessment in Teaching According to Their Training Needs

Prof. Ma'zouz Jaber Alawneh

Al-Quds Open University

Dr. Mohammad Talib Dabous

Al-Esteqlal University

Abstract

The study aimed to develop a vision for a training program for faculty members at Al-Quds Open University and Al-Esteqlal University on the use of real assessment in teaching, and in order to achieve this, the field descriptive approach was used. Teaching from Al-Quds Open and Al-Esteqlal Universities, and in order to analyze the results, arithmetic averages, standard deviations, t-test and one-way analysis of variance were used. The field of real assessment strategies was large, and the results indicated that there are statistically significant differences in the training needs of faculty members at Al-Quds Open University and Al-Esteqlal University due to the gender variable and in favor of males. There are no statistically significant differences in the training needs of faculty members at the University Al-Quds Open University and Al-Esteqlal University in all fields and the total degree is due to the variable of academic qualification, years of experience, and ranks academic, university, and receive training in real assessment.

Keywords: training program, real assessment, faculty members, Al-Quds Open University, Al-Esteqlal University.

Introduction

Modern educational trends in the field of educational evaluation have called for a new type of evaluation called real assessment. The teaching theories that require assessment methods that integrate with teaching methods, and emphasize the importance of the positive role of the learner and his participation in the evaluation process, which calls for presenting a single topic and evaluating it in multiple ways, and this type of evaluation is one of the most important It was produced by the changes of the modern era in the educational field (Allam, 2004).

The use of real assessment began as part of the endeavors to develop curricula that focused on purposeful learning. These assessments are called realism, because they were developed to overcome the weaknesses and strengths of multiple-choice tests, and real assessment can be described as a type of test that requires clarification, understanding, and skill in frameworks. Practical, procedural or open final.

The real assessment is based on making assessment an essential part of the learning process that directs, enhances, and corrects its course. The interest in alternative evaluation, as confirmed by Sabri and Al-Rifai (2001), was a direct response to the sharp criticism directed at the essay tests, and the objective tests in their traditional form, which mostly measure only mental processes at the lowest levels. Since the development of higher mental abilities is a major goal of any educational system, the absence of appropriate and accurate tests to measure such abilities means that they cannot make honest and objective judgments about the extent to which learners possess these abilities and the extent of their development.

Alternative assessment is a continuum of methods and formulas that range from open responses and comprehensive explanations, and the compilation of students' knowledge and skills through the formation of a meaningful product or the completion of tasks that require higher mental processes and meaningful applications using non-traditional methods (Al-Absi, 2010). The emergence of real assessment was a natural result of the emergence of cognitive and global developments and major technical challenges that have changed the goals of education, including a qualitative change in students' knowledge and skills that they need to face these new demands, which cannot be faced with traditional assessment methods, assessment is no longer limited to testing processes, but also includes learning processes (Olayan, 2014).

The importance of real assessment lies in several aspects, and the literature related to the measurement and evaluation processes has been summarized, most notably focusing on documenting individual growth, providing data and information on performance that influence the learning process, emphasize strengths, and ensure the diversity of metrics and sources of information that can adapt to different situations, and evaluate Various quantitative and qualitative data about performance give a more realistic and complete picture. A real assessment is required in natural frameworks and contexts that require real performance work, and the use of higher mental processes, and this type of assessment often depends on a qualitative assessment of mastery and excellence in performance (Al-Kharabsheh, 2004) (Al-Sedawi, 1425 AH) (Allam, 2010) (Abu Mutlaq, 2012).

Hence, this study aims to study the training needs of faculty members at Al-Quds Open University and Al-Esteqlal University in the field of real assessment, in terms of theoretical concepts of real assessment, its strategies and tools, and based on the nature of the training needs, the researchers will build a training program for faculty members in the field of real assessment. assessment to include the concept of real assessment, its strategies and tools.

Study Problem

The problem of the study is limited to answering the following questions:

What is the nature of the proposed training program for faculty members at Al-Quds Open University and Al-Esteqlal University in the field of real assessment?

The following sub-questions were branched from this question:

1 - What is the degree of training needs for faculty members at Al-Quds Open University and Al-Esteqlal University in the field of real assessment?

2 - What is the degree of training needs of faculty members in the field of real assessment tools?

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3 - What is the degree of training needs of faculty members in the field of real assessment strategies?

4 - Do the training needs of faculty members at Al-Quds Open University and Al-Esteqlal University in the field of real assessment differ according to the variables (gender, educational qualification, years of experience, academic rank, university, and receiving training in the field of real assessment)?

5 - What is the proposed training program for faculty members at Al-Quds Open University and Al-Esteqlal University in the field of real assessment?

Study Objectives

This study aims to develop a vision for a training program for faculty members at Al-Quds Open University and Al-Esteqlal University on the use of real assessment in teaching. From this goal emerges the following sub-objectives:

1 - Identifying the training needs of faculty members at Al-Quds Open University and Al-Esteqlal University in the field of real assessment.

2 - Identifying the role of some variables such as gender, academic qualification, years of experience, academic rank, and university, and receiving training in the field of real assessment on the training needs of faculty members at Al-Quds Open University and Al-Esteqlal University in the field of real assessment.

3 - Getting to know the most areas of real assessment needed by faculty members at Al-Quds Open University and Al-Esteqlal University.

4 - Building a proposed training program for faculty members at Al-Quds Open University and Al-Esteqlal University in the field of real assessment.

Study Importance

The importance of the study stems from the importance of using real assessment in an important stage of education, namely higher education, especially in the field of open education and formal education, as it makes the assessment of students' learning and teaching real and realistic, and makes faculty members more able to provide multiple learning opportunities for their students, to show What they have of critical and contemplative creative thinking and problem solving skills in the educational content and individual learning activities offered to them, deepen their understanding, and encourage them to reflective thinking and self-review, and the importance of the study lies in the importance of real assessment, which is one of the latest modern assessment strategies used educational institutions, where there is integration with the teaching process; It reflects and measures the student's performance in real situations. This study also benefits both the faculty members and the university administration in determining the training needs of faculty members in the field of real assessment, and thus it is an attempt to establish a knowledge base of their skills in this field in Palestinian universities.

Study hypotheses

1 - There is no statistically significant difference at the significance level ($\alpha = 0.05$) in the training needs of faculty members at Al-Quds Open University and Al-Esteqlal University in the field of real assessment due to the gender variable.

2 - There is no statistically significant difference at the significance level ($\alpha = 0.05$) in the training needs of faculty members at Al-Quds Open University and Al-Esteqlal University in the field of real assessment due to the educational qualification variable.

3 - There is no statistically significant difference at the significance level ($\alpha = 0.05$) in the training needs of faculty members at Al-Quds Open University and Al-Esteqlal University in the field of real assessment due to the variable years of experience.

4 - There is no statistically significant difference at the significance level ($\alpha = 0.05$) in the training needs of faculty members at Al-Quds Open University and Al-Esteqlal University in the field of real assessment due to the academic rank variable.

5 - There is no statistically significant difference at the significance level ($\alpha = 0.05$) in the training needs of faculty members at Al-Quds Open University and Al-Esteqlal University in the field of real assessment due to the university variable.

6 - There is no statistically significant difference at the significance level ($\alpha = 0.05$) in the training needs of faculty members at Al-Quds Open University and Al-Esteqlal University in the field of real assessment due to receiving training in the field of real assessment.

Study Limits

This study is limited to:

Human limits: This study is limited to all faculty members at Al-Quds Open University and Al-Esteqlal University.

Geographical limits: This study is limited to Al-Quds Open University and Al-Esteqlal University in Palestine.

Time limits: This study will be conducted in the second semester of the 2014/2015 academic year.

4 - The results of this study are limited to the tools that will be used in this study, which are the questionnaire and the interview.

5 - This study is limited to the elements of the training program, which are (general and specific objectives, training material, training methods, and feedback).

Study Terminology

training program: The researchers define it as a set of interrelated experiences, including a set of topics related to real assessment, including: (real assessment theoretical concepts, real assessment strategies, and real assessment tools).

real assessment: It is a type of assessment that requires students to use knowledge and employ the same competencies, knowledge, skills and attitudes that they need to apply in standard situations that simulate the reality of professional life that students will encounter in the future. Students.

Training needs: It is a set of missing or weak competencies and skills among faculty members at Al-Esteqlal University and Al-Quds Open University, in the field of real

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assessment concepts, real assessment strategies and tools, and their deficiency negatively affects the performance of faculty members in the field of student assessment.

Previous studies

The subject of real assessment is one of the recent topics in which the field of research is still open, as there is a dearth of previous studies in this field and previous studies in this field, especially in the field of training programs in the field of real assessment, and the following:

Keita and Ismail (2017) conducted a study aimed at identifying the degree to which Arabic language teachers use real assessment strategies at the secondary level in Arab schools in Mali. The results showed that the most used real assessment strategies for Arabic language teachers were the paper and pen strategy, and the least used was the self-review strategy, and the results indicated that there are differences in the use of real assessment strategies in both areas. Performance-based evaluation and communication-based evaluation are attributed to the variable of experience, and the results also indicated that there were no differences in the use of real evaluation strategies due to the type of educational qualification.

As for a study conducted by Bagbir and Al-Atoum (2016) that aimed to identify the extent to which science teachers in Sharurah Governorate use real assessment strategies, tools, and obstacles. The tool was applied to a sample of (46) science teachers, and the results indicated that the degree of use of real assessment strategies was significant to all real assessment strategies, and the results indicated that there were no statistically significant differences due to the gender variable, while there were differences for the training variable in favor of the teachers who have received training in how to perform a real assessment, and there are differences in the variable years of experience for a teacher.

Al-Enezi (2016) conducted a study aimed at knowing the degree to which social studies teachers in Hafr Al-Batin Governorate practice real assessment strategies and tools. The study sample consisted of (110) male and female studies teachers. The results also showed that most of the reasons that limit the use of Al-Tawwim method from the teachers' point of view were the huge teaching load. The results also showed that there were significant differences in the degree of practice due to the gender variable in favor of males, and the academic qualifications holding a bachelor's degree.

Alawneh (2014) conducted a study aimed at identifying the training needs in alternative assessment strategies and tools for mathematics teachers in the Directorate of Education in the city of Nablus. years of experience, school location, and receiving training in the field of alternative evaluation on training needs in alternative evaluation strategies and tools for mathematics teachers. A questionnaire consisting of (31) items was distributed to them, and the results indicated that the training needs in alternative evaluation strategies and tools for mathematics teachers were moderate, and it was found that there are statistically significant differences in training needs in alternative evaluation strategies and tools. Mathematics teachers attributed to the fields of study and the total degree, and the results indicated that there were no statistically significant differences in the training needs in the assessment strategies. An alternative and its tools for mathematics teachers, due to the variables of gender, academic qualification, educational stage, years of experience, school location, and receiving training in the field of alternative assessment.

In a study conducted by Al-Hudhali (2014) entitled Training Needs for Science Teachers in the Middle School to Employ Alternative Evaluation, it also aimed to identify the role of the variables of the nature of work and training courses on the training needs of science teachers in the field of alternative evaluation. The study consisted of (166) teachers and (20) educational supervisors, and the results of the study indicated that there are (9) urgent training needs for teachers in the field of alternative assessment when (49) medium training needs were represented, and the results indicated that the training needs necessary for educational supervisors It was higher than the training needs of teachers, while the estimates of those who received training in the field of alternative assessment did not differ from those of those who did not receive training courses.

In a study conducted by Al-Harbi (2014), the study aimed to identify real assessment strategies based on improving multiple skills in educational institutions, and in order to achieve this, the researcher used the descriptive analytical approach. Evaluation by solving problems is one of the realistic academic evaluation strategies based on improving students' skills, which is adopted by a number of international schools and universities. The results also showed that there is a conviction among school and university leaders, and spreading a culture of real assessment among students, teachers, and faculty members, and determining goals, results and final results. For evaluation, and to benefit from feedback reports, and among the necessary requirements for applying real assessment, through which it is possible to face the application obstacles that were revealed by the results, such as the desire to continue traditional methods, the promise of real assessment, the large academic burdens of faculty members and the difficulty of applying it to large numbers of students, in addition To fear that the results of the application of the protective academic assessment will not be objective powerless.

As for the Olayan study (2014), which aimed to identify the attitudes of mathematics teachers in the intermediate stage towards the use of alternative assessment in evaluating mathematics learning, and in order to achieve the goal of the study, the researcher used the descriptive survey method, and the study sample consisted of (37) mathematics teachers in the first stage. The results of the study indicated that the attitudes of mathematics teachers towards the use of alternative assessment were between medium and high, and the results indicated that there were statistically significant differences between the averages of the study sample's trends towards the use of alternative assessment in the assessment of mathematics learning according to the variable years. The educational service is in favor of those with more than (15) years of experience. The results also indicated that there are statistically significant differences between the averages of the mathematics teachers' attitudes towards the use of alternative assessment in evaluating mathematics learning according to the variable of enrollment in training courses and in favor of those who obtained two training courses.

Al-Bashir and Barham (2012) conducted a study aimed at identifying the degree of using alternative assessment strategies and tools in evaluating learning mathematics and the Arabic language in Jordan. Their average use of performance-based evaluation strategies, observation strategy and communication strategy. While the degree of their use of the self-review strategy and the use of alternative assessment tools was low. The results of the study also indicated

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that there were no statistically significant differences in the degree of using alternative assessment strategies and its tools in evaluating learning mathematics and the Arabic language in Jordan, due to the variable of specialization. While the results showed that there are differences in the degree of using alternative assessment strategies and tools in evaluating learning mathematics and the Arabic language in Jordan due to the number of years of experience and training courses.

In a study conducted by Al-Rifai, Tawalbeh, and Al-Qaoud (2012) entitled The degree to which social studies teachers in Irbid governorate practice real assessment strategies, the results of that study showed that the degree to which social studies teachers practice real assessment strategies, in Irbid Governorate, was moderate, as the results showed. There are statistically significant differences in the degree to which social studies teachers in Irbid governorate practice real assessment strategies due to the gender variable, in favor of males. , in Irbid Governorate, for real assessment strategies due to the variable of experience.

In a study conducted by Al-Zubaidi (2011) entitled the reality of using alternative assessment methods for science teachers in Al-Laith Governorate, and comparing the degree of science teachers' use of alternative assessment methods according to the variables of the school stage, gender, educational qualification, type of qualification, experience, and training courses, and the results of the study indicated The use of alternative assessment methods by science teachers in Al-Laith governorate is great, the results of that study indicated that there are statistically significant differences in the reality of using alternative assessment methods among science teachers in Al-Laith governorate due to gender variables, attendance of training courses, higher years of experience, and educational qualification . It was also found that there were no statistically significant differences in the reality of using alternative assessment methods for science teachers in Al-Leith governorate due to the type of academic qualification variable.

In a study conducted by Awwad and Sunaina (2011) entitled Social Studies Teachers' Beliefs about Alternative Assessment in the Upper Basic Stage in UNRWA Schools in Jordan, and its relationship to some variables, the results of that study indicated that social studies teachers hold positive beliefs that support the advantages of alternative assessment, Its nature and teachers' practices around it, and those results indicated that there were no statistically significant differences in teachers' opinions of the alternative evaluation due to the variables of academic qualification, specialization, and years of experience.

In a study conducted by Khader (2011) that aimed to identify real assessment and the importance of its application among faculty members in universities, and describe the most important evaluation practices of faculty members in universities. The results indicated that the evaluation methods used by faculty members focused on traditional tests that do not It enjoys honesty, stability and objectivity, as well as the results indicated that there is a weakness in the correlation between students' achievement and their efficiency in work and occupation, and that traditional tests raise fear, anxiety and fear in the hearts and minds of many students.

In the study conducted by Abu Shaira, Ashtioh, and Ghobari (2011), which aimed to identify the obstacles that face the application of real assessment strategies to students in the first four grades of basic education in Zarqa Governorate, the results of the study showed that the most obstacles facing the application of real assessment strategies are the real assessment system, then the obstacles related to the material capabilities, then the obstacles related to the training programmes. The third rank was for the obstacles related to the teacher. As for the obstacles related to the teacher and school administration, it came in the last rank, as it was found that there are no statistically significant differences in the obstacles facing the application of real assessment strategies on students in the first four grades of basic education in Zarqa Governorate due to the variables of educational qualification and job.

As for the study conducted by Caliskan and Kasikci (2010), it aimed to know the assessment tools (traditional and alternative) used by social studies teachers, and the results showed that most teachers seek to apply traditional assessment tools, especially tests, such as multiple choice and open questions, and short answers, while few of them resorted to using modern assessment tools such as projects and students' work.

As for the study of Al-Omari and Shehadeh (2010), which was entitled The degree of science teachers' satisfaction with the use of real assessment methods in evaluating the teaching process, the results of that study indicated that the degree of science teachers' satisfaction with the use of real assessment methods in evaluating the teaching process is great, as indicated by those results. To the absence of statistically significant differences between the degree of science teachers' satisfaction with the use of real assessment methods in evaluating the teaching process due to the variables: gender, educational qualification, experience, and courses.

Badr study (2010) This study aimed to know what the alternative educational evaluation is and to know the most important methods and tools for evaluating mathematical knowledge, as well as reviewing the most important changes in this field, and its tools, and that the tests be non-secret learning activities, and that the content of the assessment be realistic problems and tasks related to the lives of students, and the use of assessment tasks requires students to produce or innovate based on higher-order thinking skills, and the need for assessment to coincide with education and integrate with it at the level of goals, content, teaching methods, and focus on providing a safe environment that encourages students to communicate in sports, self-learning and peer education.

In a study conducted by Farly (2008) that aimed to identify teachers' perceptions about alternative assessment methods, and in order to achieve this, the researcher used the field descriptive approach, so the study sample consisted of (47) male and female teachers, and the researcher used a standardized scale in addition to conducting interviews with teachers. The results of the study indicated that teachers' perceptions and attitudes towards alternative assessment are positive, and the results indicated that real assessment methods show students' realism and give a comprehensive picture of students' performance of the skills and tasks they are assigned.

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In a study conducted by (Wikstrom, 2007) entitled Investigating the alternative real assessment methods used in public schools, and teachers' attitudes towards their use, the results of that study indicated that (76%) of teachers use traditional forms of assessment, such as textbook questions or tests. Achievement prepared by the teacher, or local national tests, while (89%) of them use alternative assessment strategies, such as the verbal grading scale, individual projects, group projects, class discussions, presentation, and demonstration.

As for Muthchler's study (2006), which was titled Teaching and Alternative Assessment, it aimed to investigate the importance of real assessment as a new method of modern assessment, as it encourages students to learn new information in a way that relates to real life experiences. Alternative assessment is a meaningful way of teaching students as it enables them to relate new information in the real world around them. Alternative assessment goes beyond one correct answer isolated from the real world context, but rather provides a number of different solutions to educational problems facing teachers in the classroom.

The study of Faith and Todd (2004), which was titled Action Research in Secondary Classes and Students' Response to Distinguished Alternative Evaluation, which aimed to investigate the impact of using different evaluation methods compared to traditional methods. The results indicated that students prefer real evaluation methods used in This study, in comparison with traditional methods, justified that the means of real assessment enabled them to develop hypotheses, in addition to allowing them to work in groups, and showed that it develops their spirit of Esteqlal , in addition to that the alternative assessment is consistent with their learning methods, and provides them with the opportunity To work within what they feel they are strong.

Study methodology and procedures

Study Approach

The researchers used the field descriptive approach, which is defined as the approach that depends on the analysis of the phenomenon, as it is in reality, and works on describing, analyzing, interpreting, and linking it to other phenomena, in order to know the extent of its validity, and the extent of the need to make partial or fundamental changes in it. The researchers used this approach for its relevance to the nature of the studied phenomenon that is concerned with determining the training needs of the teaching staff in the field of realistic evaluation, in order to build a training program for faculty members at Al-Quds Open University and Al-Esteqlal University in the field of real assessment.

Study community

The study community consisted of all faculty members at Al-Quds Open University Al-Esteqlal.

And their number is (422), with (362) faculty members at Al-Quds Open University and (60) faculty members at Al-Esteqlal University.

Study sample

The study sample consisted of (239) faculty members (179) faculty members from Al-Quds Open University and (60) faculty members from Al-Esteqlal University. The following table shows the characteristics of the study sample:

Table (1) Characteristics of the study sample according to its variables

Variable	Level	Reprtition	ratio
Gender	Male	204	85.40%
	Female	35	14.60%
	Total	239	100%
Academic Qualifications	PhD	117	49%
	Master's	122	51%
	Total	239	100%
Experience years	less than 5	40	16.70%
	5 to 10 years	65	27.20%
	more than 10	134	56.10%
	Total	239	100%
Academic Rank	Teacher	81	33.90%
	lecturer	43	18%
	Assistant Professor	91	38.10%
	Co-professor	21	8.8
	Professor	3	1.3
	Total	239	100%
university	Al-Quds Open	179	74.90%
	Esteqlal	60	25.10%
	Total	239	100%
training in real assessment	Yes	73	30.50%
	No	166	69.5
	Total	239	100%

Study tool

The researcher followed the following procedural steps in constructing **the questionnaire and formulating its items:**

1 - Examining the literature such as books, theses, summaries of specialized research in the field of measurement and evaluation, and real assessment, including the study of Alawneh (2014), Al Bashir and Barham (2012), the study of Al Rifai, Tawalbeh, Al Qaoud (2012), and Al Kilani (2012). Al-Zubaidi (2011), Al-Omari, Shehadeh (2010), Salah Al-Din (2010), Shehata (2010), Thornburg (2010), Caliskan (Caliskan, 2010), Andrade (2009), Salah Al-Din

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(2004), and the National Team for Educational Evaluation. (2004), Timinga (2004), and Sabri (2001).

2 - Determining the main areas covered by the questionnaire.

3 - Collecting and defining the items of the questionnaire.

4 - Drafting the items that fall under each field.

5 - The questionnaire was prepared in its initial form, and it consisted of two parts of the questions, the first part of which included the preliminary data, and these data included (gender, educational qualification, academic rank, years of experience, Friday, and receiving training in the field of real assessment). The other section included the areas of the questionnaire and the items of each field. In its initial form, the questionnaire consisted of (39) items distributed over seven areas: theoretical concepts real assessment, performance-based evaluation, paper-and-pencil evaluation, and observation-based evaluation. Communication-based evaluation, self-review-based evaluation, and alternative evaluation tools.

6 - The researchers used the five-point Likert scale, where each of the questionnaire's items corresponded to a list bearing a degree (very large, large, medium, few, very few). Each of the previous expressions was given scores to be treated statistically as follows: Very high (5) high (4) degrees, medium (3) degrees, low (2) two degrees, very low (1) one degree.

Validity of the tool:

The researcher presented the questionnaire, in its initial form, to a number of arbitrators holding a doctorate in education, measurement and evaluation, Arabic language, and statistics, and their number reached (10) arbitrators working at Al-Quds Open University, An-Najah National University, and Al-Esteqlal University. The two researchers expressed their opinion about the fields and items of the questionnaire, and based on the opinions and observations of the arbitrators, the researcher adopted the percentage of agreement between the arbitrators (80%) to approve the paragraph. (See Appendix 1). The following table shows the fields of study, and the items of each field.

Table (2): real assessment areas and the number of items for each topic

Topic number	Topic	items	Topic items
1	real assessment theoretical concepts	1 - 9	9
2	performance-based assessment	10 – 16	7
3	Pen and Paper based assessment	17 – 21	5
4	Observational assessment	22 – 23	2
5	Communication based assessment	24 – 28	5
6	Self-assessment based	29 – 35	7
7	toolsreal assessment	36 – 40	5
	Total degree	1 - 40	40

The researchers also calculated the Pearson correlation coefficient between each field of study in order to verify the internal validity of the fields of study, and the following table illustrates this:

Table 3: Correlation coefficients for each field of study

topic	2	3	4	5	6	7
real assessment theoretical concepts	0.86**	0.86**	0.75**	0.82**	0.79**	0.80**
performance-based assessment		0.92**	0.87**	0.89**	0.88**	0.87**
Pen and Paper based assessment			0.86**	0.88**	0.85**	0.83**
Observational assessment				0.89**	0.87**	0.85**
Communication based assessment					0.94**	0.90**
Self-assessment based						0.94**
tools real assessment						1

** Statistically significant at the significance level ($\alpha = 0.01$)

It is clear from the data in the previous table that all the fields are related to each other, with a statistically significant link at the significance level (0.01), and this indicates that the questionnaire has an acceptable degree of internal consistency that depends on it in achieving the objectives of the study.

Tool reliability

In order to extract the reliability coefficient of the tool, the stability of the resolution was estimated using the Cronbach's alpha equation, and the results were as in the following table

No.	Topic	items number	Cronbach Alpha value
1	real assessment theoretical concepts	9	0.97
2	performance-based assessment	7	0.95
3	Pen and Paper based assessment	5	0.96
4	Observational assessment	2	0.93

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5	Communication based assessment	5	0.91
6	Self-assessment based	7	0.96
7	tools real assessment	5	0.95

By reviewing the data contained in the previous table, it is clear that Cronbach's alpha coefficients on all fields of study ranged between (0.91-0.97), and this indicates that the questionnaire has an acceptable degree of reliability that increases the researchers' confidence to apply it to the study sample of faculty members.

Study Variables

The study included two types of variables

- 1 - The independent variables: gender, academic qualification, academic rank, years of experience, and university.
- 2 - Dependent variables, which are: training needs in the field of real assessment, which are represented in real assessment theoretical concepts, real assessment tools and strategies.

Study Procedures

- 1 - Obtaining the necessary approval to conduct the study on faculty members of Al-Quds Open University and Al-Esteqlal University.
- 2 - Selection of the study sample from faculty members at Al-Quds Open University and Al-Esteqlal University.
- 3 - Building the study tool represented by the questionnaire
- 4 - Distribution of the study tool to all faculty members at Al-Quds Open University and Al-Esteqlal University
- 5 - All the study tools are coded and entered into the computer for processing using the SPSS statistical program.
- 6 - Analyzing the data, presenting and discussing the results of the study, and making appropriate recommendations.

Statistical processing

After the process of collecting the study data, it was reviewed and categorized to be entered into the computer to perform the necessary statistical processing of the data that was carried out using the Statistical Package for Social Sciences (SPSS). c) For independent samples, (t.test) and One-Way ANOVA

View and discuss results

The researchers determined the test to determine the degree of training need for faculty members by determining the length of cells in the five-point Likert scale used in the current study, by calculating the range between the highest score in the scale and the lowest score ($5-1 = 4$). The results were divided by any ($4 \div 5 = 0.8$), then this value was added to the lowest value in the scale (one is correct and the maximum is five degrees), in order to determine the length of the first cell and the following table shows the length of the cells that the researchers relied on to determine the degree of training needs.

Table (5) The length of the training needs cells for the study tool

cell range	degree of need
1 to 1.80	Very low
1.81 to 2.60	Low
2.61 to 3.40	Medium
3.41 to 4.20	High
4.21 to 5	Very high

The results of the first question and its discussion and states

What is the degree of training needs for faculty members at Al-Quds Open University and Al-Esteqlal University in the field of real assessment?

In order to answer this question, the researchers used the arithmetic averages, standard deviations, and the results of the following table:

Table (): Arithmetic averages and standard deviations of the training needs of faculty members at Al-Quds Open University and Al-Esteqlal University according to the field of theoretical concepts real assessment

items	Arithmetic mean	standard deviation	degree of need
real assessment concept	3.64	1.18	high
real assessment goals	3.72	1.21	high
real assessment jobs	3.54	1.13	high
The importance of real assessment	3.6	1.19	high
Principles of real assessment	3.65	1.2	high
real assessment properties	3.68	1.18	high
real assessment features	3.65	1.15	high
The difference between a traditional assessment and a real assessment	3.63	1.23	high

We note from the data in the previous table that the degree of training needs of faculty members at Al-Quds Open University and Al-Esteqlal University in the field of real assessment was large for all the items of the field of real assessment, as the arithmetic averages ranged between (3.54-3.72), This result indicates that the degree of training needs of faculty members at Al-Quds Open University and Al-Esteqlal University in the field of real assessment is high.

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The results of the second question and its discussion and states

What is the degree of training needs of faculty members in the field of real assessment tools? In order to answer this question, the researchers used the arithmetic averages, standard deviations, and the results of the following table:

Table (): Arithmetic averages and standard deviations of the training needs of faculty members at Al-Quds Open University and Al-Esteqlal University according to the real assessment tools field.

items	Arithmetic mean	standard deviation	degree of need
Performance.	3.7	1.21	High
Presentation.	3.74	1.18	High
Illustration.	3.7	1.17	High
The talk.	3.6	1.24	High
Simulation and role-play.	3.64	1.24	High
discussion and debate.	3.72	1.25	High
The paper and the pen.	3.72	1.31	High
Worksheets.	3.61	1.23	High
Short tests.	3.58	1.23	High
End of unit tests.	3.55	1.21	High
Monthly tests.	3.45	1.33	High
Auto note.	3.38	1.36	High
Organized note.	3.44	1.38	High
Communication.	3.58	1.29	High
Conferences.	3.71	1.19	High
Interview.	3.59	1.3	High
Group work.	3.62	1.19	High
Questions and answers.	3.56	1.19	High
Self review.	3.56	1.19	High
Self evaluation.	3.48	1.3	High
Peer assessment.	3.51	1.23	High

Student's diary.	3.53	1.16	High
Student achievement profile.	3.7	1.07	High
Open assignments.	3.42	1.32	High
Projects.	3.5	1.2	High
Concept Maps	3.54	1.16	High

We note through the data in the previous table that the degree of training needs of faculty members at Al-Quds Open University and Al-Esteqlal University in the field of real assessment tools was large for all the items of the real assessment tools field, as the arithmetic averages on them ranged between (3.42-3.74), and these indicate The result is that the degree of training needs of faculty members at Al-Quds Open University and Al-Esteqlal University in the field of real assessment tools is great, and this is an indication that the faculty members at Al-Quds Open University and Al-Esteqlal University need training in the field of real assessment tools.

The results of the second question and its discussion and states

What is the degree of training needs of faculty members in the field of real assessment strategies?

In order to answer this question, the researchers used the arithmetic averages, standard deviations, and the results of the following table

Table (): Arithmetic averages and standard deviations of the training needs of faculty members at Al-Quds Open University and Al-Esteqlal University according to real assessment strategies

Items	Arithmetic mean	standard deviation	degree of need
Monitoring checklists.	3.56	1.11	high
Appreciation ladders.	3.58	1.18	high
Verbal estimation scales.	3.72	1.16	high
Record and describe the course of learning.	3.63	1.16	high
The story record.	3.56	1.23	high

We note through the data in the previous table that the degree of training needs of faculty members at Al-Quds Open University and Al-Esteqlal University in the field of real assessment strategies was large on all items of the real assessment strategies field, as the arithmetic averages on them ranged between (3.56-3.72), and these The result is that the

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degree of training needs of faculty members at Al-Quds Open University and Al-Esteqlal University in the field of real assessment strategies is great, and this is an indication that the faculty members at Al-Quds Open University and Al-Esteqlal University need training in the field of real assessment strategies.

The results of the second question and its discussion and states

Do the training needs of faculty members at Al-Quds Open University and Al-Esteqlal University in the field of real assessment differ according to the variables (gender, educational qualification, years of experience, academic rank, university, and receiving training in the field of real assessment).

In order to answer this question, the following hypotheses were put forward:

The results and discussion of the first hypothesis states: There is no statistically significant difference at the significance level ($\alpha = 0.05$) in the training needs of faculty members at Al-Quds Open University and Al-Esteqlal University in the field of real assessment due to the gender variable.

In order to check the validity of the hypothesis related to the sex variable, the researchers used the t-test for independent samples, and the results of the following table show that:

Table (): Results of the T-test to indicate the differences in the training needs of faculty members in real assessment due to the gender variable

	Gender	Number	Arithmetic mean	standard deviation	T value	Significance level
real assessment theoretical concepts	male	204	3.8399	1.05957	4.62	0
	Female	35	2.9143	1.28679		
performance-based assessment	male	204	3.7857	1.12696	2.86	0.005
	Female	35	3.1714	1.40689		
Pen and Paper based assessment	male	204	3.6873	1.18681	3.88	0
	female	35	2.8343	1.28015		
Observational assessment	male	204	3.5245	1.15408	2.83	0.005
	Female	35	2.9143	1.29754		
Communication based assessment	male	204	3.7637	1.03002	3.84	0
	Female	35	3.0114	1.28241		
Self-assessment based	male	204	3.6373	1.05068	2.97	0.003
	Female	35	3.0367	1.38173		
tools of real assessment	male	204	3.7296	1.04326	3.03	0.003
	Female	35	3.1143	1.42674		

We note through the data in the previous table that there are statistically significant differences at the significance level ($\alpha = 0.05$) in the training needs of faculty members at Al-Quds Open University and Al-Esteqlal University in all fields and the total degree due to the

gender variable. Between (0.000-0.005) and all of these values are less than the value of the significance level (0.05), and this result indicates the rejection of the null hypothesis related to the gender variable, as the result indicates the existence of statistically significant differences in all areas of real assessment (theoretical concepts, and evaluation based on Performance-based evaluation, pen and paper, observation, communication, self-review, and real assessment tools. All the differences were in favor of males, meaning that the training needs of males were higher than the training needs of females. This result indicates that gender influences training needs in real assessment

1 - There is no statistically significant difference at the significance level ($\alpha = 0.05$) in the training needs of faculty members at Al-Quds Open University and Al-Esteqlal University in the field of real assessment due to the educational qualification variable

In order to check the validity of the hypothesis related to the educational qualification variable, the researchers used the t-test for independent samples, and the results of the following table show that:

Table (): Results of the T-test to indicate the differences in the training needs of faculty members in real assessment due to the educational qualification variable

	Academic qualification	Number	Arithmetic mean	standard deviation	T value	Significance level
real assessment theoretical concepts	Master	117	3.78	1	1.03	0.3
	Doctorate	122	3.63	1.26		
performance-based assessment	Master	117	3.68	1.18	-0.15	0.87
	Doctorate	122	3.71	1.2		
Pen and Paper based assessment	Master	117	3.51	1.25	-0.64	0.51
	Doctorate	122	3.61	1.23		
Observational assessment	Master	117	3.42	1.19	-0.15	0.87
	Doctorate	122	3.45	1.2		
Communication based assessment	Master	117	3.7	0.98	0.62	0.53
	Doctorate	122	3.61	1.21		
Self-assessment based	Master	117	3.56	1	0.13	0.89
	Doctorate	122	3.54	1.23		
tools of real assessment	Master	117	3.71	1.04	0.9	0.36
	Doctorate	122	3.58	1.2		

We note through the data in the previous table that there are no statistically significant differences at the significance level ($\alpha = 0.05$) in the training needs of faculty members at Al-Quds Open University and Al-Esteqlal University in all fields and the total degree due to the educational qualification variable. The statistical value is between (0.30-0.89) and all of these values are greater than the significance level value (0.05), and this result indicates the acceptance of the null hypothesis related to the educational qualification variable, that is, there

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are no statistically significant differences in all areas of real assessment (theoretical concepts, And evaluation based on performance-based evaluation, paper and pen, observation, communication, self-review, and real assessment tools) are attributed to the educational qualification variable. This result means that the educational qualification does not affect the training needs in the field of real assessment

There is no statistically significant difference at the significance level ($\alpha = 0.05$) in the training needs of faculty members at Al-Quds Open University and Al-Esteqlal University in the field of real assessment due to the variable years of experience

In order to test the validity of the hypothesis related to the variable years of experience, the researchers used a one-way analysis of variance, and the results of the following table show that

Table (): The results of the one-way variance analysis to indicate the differences in the training needs of faculty members in real assessment due to the variable years of experience

	Contrast source	sum of squares	Degree of Freedom	average squares	F value	Significance level
real assessmenttheoretical concepts	betweengroups	5.26	4	1.31	1.01	0.4
	withingroups	304.54	234	1.3		
	Total	309.8	238			
performance-based assessment	betweengroups	7.15	4	1.79	1.27	0.28
	withingroups	329.24	234	1.41		
	Total	336.39	238			
Pen and Paper based assessment	betweengroups	5.47	4	1.37	0.89	0.47
	withingroups	357.91	234	1.53		
	Total	363.38	238			
Observationalassessment	betweengroups	6.22	4	1.56	1.09	0.36
	withingroups	332.52	234	1.42		
	Total	338.74	238			
Communicationbased assessment	betweengroups	2.24	4	0.56	0.46	0.77

	withingroups	285.96	234	1.22		
	Total	288.19	238			
Self- based assessment	betweengroups	4.28	4	1.07	0.85	0.5
	withingroups	295.51	234	1.26		
	Total	299.78	238			
tools of real assessment	betweengroups	1.1	4	0.28	0.21	0.93
	withingroups	300.36	234	1.28		
	Total	301.46	238			

We note through the data in the previous table that there are no statistically significant differences at the significance level ($\alpha = 0.05$) in the training needs of faculty members at Al-Quds Open University and Al-Esteqlal University in all fields and the total degree due to the variable years of experience. The statistic ranges between (0.28-0.93) and all of these values are greater than the value of the significance level (0.05), and this result indicates the acceptance of the null hypothesis related to the variable years of experience, since there are no statistically significant differences in all areas of real assessment (theoretical concepts, And evaluation based on performance-based evaluation, pen and paper, observation, communication, self-review, and real assessment tools) due to the variable years of experience. This result means that years of experience do not affect the training needs in the field of evaluation.

There is no statistically significant difference at the significance level ($\alpha = 0.05$) in the training needs of faculty members at Al-Quds Open University and Al-Esteqlal University in the field of real assessment due to the academic rank variable.

In order to check the validity of the hypothesis related to the academic rank variable, the researchers used the one-way analysis of variance, and the results of the following table show that

Table (): the results of the one-way variance analysis to indicate the differences in the training needs of faculty members in real assessment due to the academic rank variable

	Contrast source	sum of squares	Degree of Freedom	average squares	F values	Significance level
real assessment	betweengroups	5.26	4	1.31	1.01	0.4

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epts	withingroups	304.54	234	1.3		
	Total	309.8	238			
performance-based assessment	betweengroups	7.15	4	1.79	1.27	0.28
	withingroups	329.24	234	1.41		
	Total	336.39	238			
Pen and Paper based assessment	betweengroups	5.47	4	1.37	0.89	0.47
	withingroups	357.91	234	1.53		
	Total	363.38	238			
Observationalassessment	betweengroups	6.22	4	1.56	1.09	0.36
	withingroups	332.52	234	1.42		
	Total	338.74	238			
Communicationbased assessment	betweengroups	2.24	4	0.56	0.46	0.77
	withingroups	285.96	234	1.22		
	Total	288.19	238			
Self- based assessment	betweengroups	4.28	4	1.07	0.85	0.5
	withingroups	295.51	234	1.26		
	Total	299.78	238			
tools of real assessment	betweengroups	1.1	4	0.28	0.21	0.93
	withingroups	300.36	234	1.28		
	Total	301.46	238			

	Contrast source	sum of squares	Degree s of Freedom	average squares	F values	Significancelevel
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			m			
real assessmenttheoreticalconcepts	betweengroups	3.59	4	0.9	0.69	0.6
	withingroups	306.2	234	1.31		
	Total	309.8	238			
performance-based assessment	betweengroups	7.52	4	1.88	1.34	0.26
	withingroups	328.86	234	1.41		
	Total	336.39	238			
Penand Paper based assessment	betweengroups	9.63	4	2.41	1.59	0.18
	withingroups	353.75	234	1.51		
	Total	363.38	238			
Observationalassessment	betweengroups	2.05	4	0.51	0.36	0.84
	withingroups	336.7	234	1.44		
	Total	338.74	238			
Communicationbased assessment	betweengroups	4.36	4	1.09	0.9	0.46
	withingroups	283.83	234	1.21		
	Total	288.19	238			
Self-assessment based	betweengroups	6.08	4	1.52	1.21	0.31
	withingroups	293.71	234	1.26		
	Total	299.78	238			
tools of real assessment	betweengroups	4.16	4	1.04	0.82	0.51
	withingroups	297.3	234	1.27		
	Total	301.46	238			

We note through the data in the previous table that there are no statistically significant differences at the significance level ($\alpha = 0.05$) in the training needs of faculty members at Al-Quds Open University and Al-Esteqlal University in all fields and the total degree due to the academic rank variable. The statistic ranges between (0.18-0.84) and all of these values are greater than the significance level value (0.05), and this result indicates acceptance of the null

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hypothesis related to the academic rank variable, as there are no statistically significant differences in all areas of real assessment (theoretical concepts, And evaluation based on performance-based evaluation, paper and pen, observation, communication, self-review, and real assessment tools) are attributed to the academic rank variable. This result means that the academic rank does not affect the training needs in the field of real assessment

There is no statistically significant difference at the significance level ($\alpha = 0.05$) in the training needs of faculty members at Al-Quds Open University and Al-Esteqlal University in the field of real assessment due to the university variable.

In order to check the validity of the hypothesis related to the university variable, the researchers used the t-test for independent samples, and the results of the following table show that:

Table (): Results of the T-test to indicate the differences in the training needs of faculty members in real assessment due to the university variable

	university	Number	ArithmeticMean	standard deviation	T value	Significancelvel
real assessmenttheoreticalconcepts	Al- Quds Open university	179	3.64	1.08	-1.39	0.16
	Al-Esteqlal	60	3.88	1.3		
performance-based assessment	Al- Quds Open university	179	3.67	1.11	-0.58	0.55
	Al-Esteqlal	60	3.77	1.41		
Penand Paper based assessment	Al- Quds Open university	179	3.52	1.16	-1.02	0.3
	Al-Esteqlal	60	3.7	1.43		
Observationalassessment	Al- Quds Open university	179	3.44	1.16	0.2	0.84
	Al-Esteqlal	60	3.41	1.29		
Communicationbased assessment	Al- Quds Open university	179	3.61	1.06	-0.97	0.33
	Al-Esteqlal	60	3.77	1.22		
Self-assessment	Al- Quds Open university	179	3.53	1.08	-0.55	0.57
	Al-Esteqlal	60	3.62	1.25		
tools of real assessment	Al- Quds Open university	179	3.6	1.1	-0.87	0.38
	Al-Esteqlal	60	3.75	1.19		

We note through the data in the previous table that there are no statistically significant differences at the significance level ($\alpha = 0.05$) in the training needs of faculty members at Al-Quds Open University and Al-Esteqlal University in all fields and the total degree due to the university variable. It is between (0.30-0.83) and all of these values are greater than the value

of the significance level (0.05), and this result indicates the acceptance of the null hypothesis related to the university variable, since there are no statistically significant differences in all areas of real assessment (theoretical concepts, and approved evaluation). On performance-based assessment, pen and paper, observation, communication, self-review, and real assessment tools) attributed to the university variable. This result means that the university does not affect the training needs in the field of real assessment.

There is no statistically significant difference at the significance level ($\alpha = 0.05$) in the training needs of faculty members at Al-Quds Open University and Al-Esteqlal University in the field of real assessment due to receiving training in the field of real assessment.

In order to check the validity of the hypothesis related to the variable of receiving training in the field of real assessment, the researchers used a t-test for independent samples, and the results of the following table illustrate this:

Table (): T-test results to indicate the differences in the training needs of faculty members in real assessment due to the variable of receiving training in real assessment

	receiving training	Number	Arithmetic Mean	standard deviation	T value
real assessment theoretical concepts	Yes	63	3.4462	1.26411	-2.1
	No	176	3.7967	1.08239	
performance-based assessment	Yes	63	3.3878	1.46821	-2.42
	No	176	3.806	1.05457	
Pen and Paper based assessment	Yes	63	3.2159	1.58269	-2.62
	No	176	3.6864	1.06317	
Observational assessment	Yes	63	3.1667	1.5	-2.09
	No	176	3.5313	1.05038	
Communication based assessment	Yes	63	3.4603	1.34435	-1.63
	No	176	3.7227	0.99412	
Self-assessment	Yes	63	3.4467	1.36627	-0.84
	No	176	3.586	1.02301	
tools of real assessment	Yes	63	3.4868	1.31959	-1.25
	No	176	3.6941	1.0461	

We note through the data in the previous table that there are statistically significant differences at the significance level ($\alpha = 0.05$) in the training needs of faculty members at Al-Quds Open University and Al-Esteqlal University in theoretical concepts and performance-based evaluation, and observation-based evaluation due to the variable receiving training. In the field of real assessment, the values of the statistical significance level ranged between (0.01-0.03) and all of these values are less than the value of the significance level (0.05), and this result indicates the rejection of the null hypothesis related to the variable of receiving training in the real assessment field on the fields (concepts). Theory, performance-based assessment, paper-and-pencil, observation, communication, self-review, and real assessment tools) all made differences in favor of those without real assessment training. This result

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means that training affects the training needs in the areas of theoretical concepts, performance-based evaluation, pen and paper, and observation.

We also note through the data in the previous table that there are no statistically significant differences at the significance level ($\alpha = 0.05$) in the training needs of faculty members at Al-Quds Open University and Al-Esteqlal University in theoretical concepts, evaluation based on communication, and evaluation based on self-review. And the real assessment tools are attributed to the variable of receiving training in the field of real assessment. The values of the statistical significance level on them ranged between (0.1-0.39), and all of these values are greater than the value of the significance level (0.05), and this result indicates acceptance of the null hypothesis related to the variable of receiving training. In the field of real assessment on the areas (communication, self-review, and real assessment tools), this result means that the training does not affect the training needs in the areas of communication approved assessment, on assessment based on self-review, and real assessment tools.

The results of the second question states

What is the proposed training program for faculty members at Al-Quds Open University and Al-Esteqlal University in the field of real assessment?

In order to answer this question, the two researchers prepared a concept for a training program in the field of real assessment, according to the training needs of faculty members, and the following are the Elements of the training program

The general objective of the program

Developing the skills of using real assessment methods among faculty members at Al-Quds Open University and Al-Esteqlal University

Special Program Objectives

- To familiarize the participant with the concept of real assessment.
- To familiarize the participant with the objectives of the real assessment.
- To familiarize the participant with the functions of real assessment.
- To familiarize the participant with the importance of real assessment.
- To familiarize the participant with the principles of real assessment.
- To familiarize the participant with the characteristics of a real assessment.
- To familiarize the participant with the advantages of real assessment.
- The participant distinguishes between real assessment and traditional assessment.
- To familiarize the participant with real assessment tools.
- The participant will be able to design the appropriate real assessment tools for his students.
- The participant distinguishes between real assessment tools.
- To familiarize the participant with real assessment tools.
- The participant will be able to design the appropriate real assessment tools for his students.
- The participant distinguishes between real assessment tools.
- To familiarize the participant with real assessment tools.
- The participant will be able to design the appropriate real assessment tools for his students.
- The participant distinguishes between real assessment tools.

To familiarize the participant with real assessment tools.

The participant will be able to design the appropriate real assessment tools for his students.

The participant distinguishes between real assessment tools.

To familiarize the participant with real assessment tools.

The participant will be able to design the appropriate real assessment tools for his students.

The participant distinguishes between real assessment tools.

To familiarize the participant with the watchlist strategy in real assessment.

To familiarize the participant with the rating scale strategy in real assessment.

To familiarize the participant with the verbal assessment strategy in real assessment.

To familiarize the participant with the learning progress description record strategy in a real assessment.

To familiarize the participant with the storytelling strategy in real assessment.

Training program content

real assessment concept

real assessment goals

real assessment jobs

The importance of real assessment

Principles of real assessment

real assessment properties

real assessment features

The difference between a real assessment and a traditional assessment

real assessment tools include: simulation, role play, discussion and debate, paper and pencil, worksheets, quizzes, end-of-unit exams, monthly exams, auto notes, structured notes, communication, conference, interview, group work, student diary, student profile, Open assignments, projects, and concept maps

real assessment strategies including: checklists, rating scales, verbal assessment scales, learning progression log, and story log.

Training materials and tools

Computer, display screen, L.C.D, stickers, felt-tip pens

Assessment methods

Ask questions, discuss, worksheets, notes

Time

) 20 (training hours

Expected outcomes

1 - Participants owning the concept of real assessment.

2 - Distinguishing between real assessment and traditional assessment

3 - Empowering participants with the skill of designing real assessment tools

4 - Enable participants to apply real assessment tools in their lectures

5 - Empowering participants with real assessment strategies

6 - Enable participants to apply real assessment strategies in their lectures

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