



Assessment System in Distance Learning: Attending and Responding Stage of Affective Domain Teaching Goal

Chia-Hao Yang

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Distance educations still have many limitations. In this research, we had studied the theory, teaching and assessment methods of affective domain teaching goal. In a class period, the attending and responding stages of affective domain teaching goals can be achieved. We had defined that attending and responding stages of affective domain teaching goal. Then, we had designed and implemented the assessment system. The image processing technologies had been applied in attending stage to observe student's learning. The interactions in chat room of learning system are recorded. Then, fuzzy logic analyses are used to compute student's attending degree. Two stages' scores can be combined by the applying of fuzzy integral. After the system had been implemented, the simulations had been processed. The simulations were divided in three level, attending, passive responding and active responding. These results of assessment show that the assessment for attending and responding stages of affective domain teaching goal can judgment student's at-tending and responding degree correctly. From the results of assessment system, teacher can handle student's learning situation.



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