

Large Scale E-Assessments: Studying the Impact of Technology Driven Entrance Exams in Freshman Students at Forman Christian College (A Chartered University)

Rimesha Farooq

Forman Christian College (A Chartered University), Lahore, Pakistan

Email: rimeshafarooq@fccollege.edu.pk

ORCID: <https://orcid.org/0000-0002-0941-503X>

Abstract:

With the growing shift towards digital education, assessment practices have also seen major transformations. Educational institutions are increasingly adopting technologies like artificial intelligence to streamline virtual testing and automate grading processes. These e-assessments are often praised for their efficiency, scalability, and ability to offer tailored feedback. This ongoing study aims to explore the perception and experience of first-year undergraduate students at Forman Christian College University (FCCU), Pakistan, with e-assessments used during entrance exams. Key areas of focus include the system's scalability, identity verification processes, the randomness of item selection, the quality of guidance provided before the test, and how students compare this digital format to traditional paper-based exams. The research is grounded in a positivist framework, using a quantitative approach for data collection. An online questionnaire will be administered, featuring primarily closed-ended Likert scale items along with two open-ended questions. Participants will include students aged 16 to 18 who recently cleared FCCU's online entrance assessment.

Keywords: E-assessment, educational technology, students' perception, e-assessment effectiveness

