Students' Assessment on Digital Learning: A Study of Asynchronous vs. Reflexive Approaches

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Abstract*: This study examines the effectiveness of asynchronous learning compared to reflexive assessment in the digital mode of learning among (School of Professional and Continuing Education) students. The research focuses on three factors influencing the assessment: independent learning, collaborative learning, and extended learning opportunities. A total of 320 participants were involved in the study, comprising 66 First Year, 81 Second Year, 82 Third Year, 90 Fourth Year, and 1 Fifth Year student, selected using the Sloven's Formula sampling technique. The researcher administered a questionnaire using Google Forms to gather data from the participants. The data analysis employed various descriptive statistical tools, including frequency distribution and percentage, mean and standard deviation, and analysis of variance (ANOVA).The results showed that the digital mode of learning was effective in fostering independent learning, with an average rating of 3.14. Collaborative learning also received positive feedback, with an average rating of 3.21. Additionally, the digital mode of learning provided significant opportunities for extended learning, as evidenced by an average rating of 3.20.In conclusion, the findings indicate that both independent and collaborative learning approaches in the digital mode are effective in the students' assessment. Moreover, students perceived the digital learning mode as offering valuable opportunities for extended learning experiences. Furthermore, the assessment of students regarding the reflexive aspect of digital learning varied depending on their profile variables*

Keywords: Students' Assessment, Digital Learning, Asynchronous, Reflexive

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