



ASSESSMENT IN FOCUS

St. Mary's University
Addis Ababa, Ethiopia.

Biannual Publication of the Testing Center
Volume XI, No. 1, 2021

Assessment in Focus is dedicated to the dissemination of information and developments at the Testing Center, as well as to shedding light on aspects of educational measurement and evaluation issues that would assist in the development and maintenance of up-to-standard and quality education at SMU, and similar higher learning institutions in Ethiopia.

Editor's Note

Assessment in Focus is a biannually published newsletter most dedicated to giving highlights on educational issues and progress of the activities at the Testing Center of St. Mary's University.

Most significantly, the Testing Center of SMU administers different local and international tests based on the request of those who need its assistance. These are: Test of English as a Foreign Language (TOEFL), Graduate Record Examination (GRE), Praxis Administration (PA), Chartered Institute for Secretaries and Investment (CISI), and Aptitude and Employment Tests all of which are in high demands with an immense number of beneficiaries. Besides, the TC provides short-term trainings to the University staff as well as other customers based on their request to fill gaps aimed at improving the outputs served to their customers.

In this issue, articles related to general knowledge for readers like: Reading Strategies, Assumed Reasons for Lying, an article issued by the Ministry of Education on the usage of Online Technology, Time Management Tips That Can Change Persons' Life, Karl Friedrich Gauss and His Contributions and Open and Humanistic Approach to Teaching are included. The last part of this issue exhibits subject disciplines offered at different levels; namely, undergraduate, graduate, open and distance learning and extension classes. It also displays the services rendered by the Testing Center of SMU and St. Mary's University at large. Enjoy reading for details.

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Some Selected Activities at the Testing Center (TC) of St. Mary's University (SMU)

Different activities have been carried out by SMU's experienced professionals at the TC over the last few months of 2020/ 2021 G.C. Some of these activities include the following:

Improving Outreach Services and Partnership

To select efficient workers for different organizations, three employment tests were administered for the positions of transport service, executive secretary II and senior accountant.

To help customers become competent internationally, 60 test sessions of Test of English as a Foreign Language (TOEFL) were conducted. These sessions had a total of 680 registered candidates. Likewise, 13 test sessions of Graduate Record Examination (GRE) for 72 registered candidates and three test sessions of Praxis Administration (PA) were conducted for five registered candidates and 16 sessions for Chartered Institute for Securities and Investment (CISI) for 83 registered candidates.

Improving the Quality of Assessment Tools

To improve the quality of assessment tools, item analysis was conducted for degree exams of College of Open and Distance Learning (CODL) for the academic year 2011 E.C, Term III, for 30 CODL course exams. These courses were randomly selected from the Department of Agriculture and Development Studies, Business and Social Sciences, 10 exams from each, respectively.

Collaborative Activities with CODL Staff

CODL staff members were engaged in the preparation of assessment tools at the time asked to lend their hands. In this regard, some newly arriving course exams without assessors were covered by the staff beginning from 2020 G.C.

Training Services

To improve the overall educational provision, training was prepared and conducted for Kidist Mariam Schools' (KMS) staff on Blueprint Preparation and Item Development; besides, assistance was given in the preparation of 1st Quarter KMS model exams. Half day training was also conducted for TC staff under the title "Minimizing the Editorial Problems". In this training, the staff exhibited their satisfaction through hot discussion.

TC staff attending editorial training The second presentation was based on the CD prepared by 'Tebita Ambulance Service' on the topic, **First Aid Application and Basic Principles**, aimed at updating the staff. The panel entertained a warm discussion.



TC staff attending First Aid training



Half day training on Gender and Management vs. Leadership aimed at raising the awareness of TC staff was conducted in collaboration with GHAPCO.



TC staff attending training on Gender Issues

Improving Research Output of the University

A research entitled 'Staff Response on Contract Cheating,' is underway.

Open and Humanistic Approach to Teaching

Wubishet Shiferaw (PhD), SMU, TC

Humanistic approach is the learners' ability to take more responsibility for determining what is to be learned and become more self – directing and independent. In many ways, humanistic teaching approaches in practice resemble some combination of small group and individual instruction method. The foundation of a humanistic classroom includes the belief that students have a self- actualizing tendency. A teacher should build upon this tendency and organize the class so that students are put in contact with meaningful events. Humanistic classrooms nourish free growth and protect the child from excessive community, society and family pressures. If proper conditions of self-directed learning occur,

the academic result will be far superior to the ordinal attained and students wish to learn, hope to master and desire to create will increase. Humanistic teaching would foster active, process-oriented, self-directed, inquiring, self-locative, and student-centered learning.

Principles of Humanistic Education

The following assumptions are basic to humanistic education.

Self –Direction:

The first principle in a humanistic classroom or school is that students should decide what they should learn. Goodman (1964) held that nothing is learned unless it satisfies some need, desire, curiosity or fantasy. Self-direction approach would fit in with the stress on intrinsic motivation, the exploratory dive and the curiosity of the student.

Wanting and Knowing How to Learn:

The second principle is that schools should produce students who continue to grow in their desire to learn and also who know how to learn. The task of a school is to make wanting to learn an explicit objective. The ultimate goal of the educational system is to shift to the individual the burden of his own education. Wanting to learn on his or her own is the desire motivational state of a student and helping students learn how to learn is the job of a school and teachers. One who is known to learn about an area of knowledge will have the comfortable expectation that will be continuously necessary to incorporate new and challenging learning situation (Rogers, 1969).

Self – Evaluation:



After choosing what and how to learn, then the person must have practice in self-education. It is a stage where the individual has to take the responsibility for deciding, for evaluating himself and his directions. Thus, teachers and students would regularly meet to work out plans and contracts for learning activities, set criteria for evaluation, and the student would have opportunities to practice and master self – evaluation

The Importance of Feelings:

The fourth principle is that humanistic education recognizes no dysfunction between the cognitive and the affective. The act of promoting knowledge should consider those human acts that call forth feelings, emotions, and fantasy. The cognitive and affective are always interconnected into the teaching learning process.

Freedom from Threat:

The final principle of humanistic education is that learning is easiest, most meaningful, and best returned when it takes place in a non-threatening situation. When the teacher, classroom structure or school is perceived to be threatening, the student will experience blocks to learning. In a non-threatening movement, a child is assured of personal security and is often freed of blocks to learning.

Teaching Functions and Methods

In humanistic school or classroom, the teacher's role is that of a facilitator of learning. Thus the teacher is to act as a guide to learning, as a model of problem- solving, as a catalyst for initiating learning processes, and as an aid in the process of learning. The

choice of appropriate learning activations remain in the hands of students. The basic functions of the facilitator / teacher is to strive to set conducive classroom climate, help student in trying to meet unique needs, and help release expressions of strong action or deep finding by performing as a clinical psychologist.

The term 'open education' refers to the following set of features (Marshall, 1981; Giaconia & Hedges, (1982):

1. free choice by students of activities in which they will have participation
2. flexibility of space
3. rich variety of learning materials
4. curricular integration of various subject areas
5. emphasis on individual and small-group instruction
6. the teacher's serving as a facilitator of learning
7. the student's learning to take responsibility for their own learning
8. genuine and mutual respect between teachers and students
9. diagnostic evaluation for use in the improvement of student learning
10. multiage grouping of children
11. team teaching

Source:

Gage, N.L., & Berliner, D.C. (1984). Educational psychology.(3rd Edition). Houghton Mifflin Company, U.S.A P, 557-578.



READING STRATEGIES AND READERS

Atlabachew Getaye (PhD), Lecturer, SMU

Introduction

Reading strategies are deliberate action that readers select and use to extract message from reading materials. Paris et al.(1991) classify reading strategies on the basis of their occurrences as before, during and after strategies. Before reading strategies include skimming text, looking at pictures, titles and sub headings ,and during reading strategies involve identifying main ideas, making inferences and looking forward and backward in the text. After reading strategies incorporate summarizing, organizing information and transforming it from one state to another. To be strategic readers, readers, thus, should have the knowledge for reading strategies. Different writers suggest different reading strategies. The most common ones are skimming, scanning, background knowledge, visualizing, questioning, prediction, inference, identification of main ideas, the use of fix up strategies, summarizing, evaluating, analysis and synthesis which are summarized below.

1. Skimming

Skimming is looking quickly at a text to identify the main idea of a text to decide, for instance, whether the material is relevant or not, or to get information about a topic of interest (Nuttal, 1996). Skimming, in the era of information flooding, is very useful since it enables readers to identify the gist of a text without losing their time by reading the whole text.

2. Scanning

Scanning is the process of reading for specific information which can be words, phrases, names, dates, etc. It is to find a match between what the reader finds and what the text supplies. According to Nuttall (1996,p.49), scanning is “glancing rapidly through a text either or search for a specific piece of information (e.g. a name, a data) or to get initial impression of whether the text is suitable for a given purpose”.

3. Background Knowledge

Readers usually activate what they know, think and believe to facilitate reading. In other words, it is common for readers to integrate new information with their prior knowledge. Readers use their background knowledge to comprehend reading materials by connecting their feelings, experiences, learning, interest and personality to what they read before, during and after reading (Morrillon, 2007, Brassell and Rasinski, 2008).

The connection can be text to self, text to text and world (Keene and Zimmermann, 1997; Rosenblatt, 1978 Brassell and Rasinski, 2008). Memories, emotions, and things that remind readers’ common experiences are examples of text to self- connection. Readers can use think aloud questions while reading; they may pose their reading and ask themselves questions to activate their background knowledge. The use of previously read experience to comprehend materials can be treated as text to text connection. In fact, text to text connection is not limited to print materials alone, rather it incorporates oral communication, visual images, and electronic resources. If readers employ their world knowledge



while constructing meaning, this is an example for text to world connection. Here, readers expand their connections to broad issues such as political, historical, current affairs and other life related issues.

4. Visualizing

Readers experience sensory experiences such as pictures, smells, sounds, tastes, and feelings while reading since they are useful to represent understanding in their memories. Unforgettable memories are linked to sensory experiences. Accordingly, "Reinforcing these experiences supports students' understanding of the significance of their senses in literacy, in learning, in memory and recall, and in life" (Morrillon, 2007, P.40). If readers create image while reading, they will not stop their reading since they will be motivated and engaged.

5. Questioning

Questioning is another strategy which can be used by readers to elucidate and deepen their comprehension skills. It is simple to apply but effective in assisting understanding. As an elephant uses his tusks to explore and investigate the environment, questioning promotes and upholds an internal conversation while reading. Readers are expected to raise a variety of wh-questions like "Why does the writer say so? Does it mean---? I wonder if he means----?" to advance one's level of reading development (Brassell and Rasinski, 2008, p 84). If readers are able to raise pertinent and critical questions before, during and after their reading, they can easily manage to comprehend materials. They will also be motivated to continue their reading since they raise questions after questions (Morrillon, 2007; Brassell and Rasinski, 2008).

6. Prediction

Prediction refers to formulating hypothesis about what will turn out next based on the clues of text features and one's background knowledge. Prediction can be made before, during and after reading word, phrase, clause, paragraph, page, chapter, or book level. According to Brassell and Rasinski, "When readers read on to test their hypotheses, their motivation level of engagement, and enjoyment of texts can increase significantly. Readers can consider their educated guess as an adventure and a challenge".

7. Inference

Inference refers to the idea of reading "between the lines" to understand the implied meaning of the author with the aid of text clues and background knowledge. Readers need to go beyond the literal meaning of the text, grounding on the illustrations, prior knowledge and one's skill of text interpretation. Readers should make their best guess- before, during and after reading on the basis of the evidence they draw from the text. Such kinds of conclusions make readers active and engaged. This is because inference is an activity that a reader makes. It is the act of getting into the head of the writer in order to make calculated guess which is an important strategy of comprehension (Morrillon, 2007; Grimes, 2006; Duffy, 2009).

8. Main ideas

Main ideas are significant points from which details originate. And readers can determine main ideas based on the purpose of their reading and their judgment ability echelon. It can be done at the whole text, chapter, page passage, paragraph, or sentence



(word) level. Identifying main ideas means distinguishing significant points from insignificant ones. Readers do so before, during and after reading with the help of text features and structures in order to comprehend message and increase retention (Morrillon, 2007).

9. Using Fix-up options

Readers sometimes fail to extract meaning. They encounter meaning blockage, and it is not something unusual. When meaning making interruption occur, readers should apply problem solving techniques which is often called fix up strategies. These strategies refer to fixing the problem so that meaning making recovers (Morrillon, 2007; Duffy 2009). Identifying the source of meaning blockage is the first step to solve the problem. It may be word difficulty, wrong prediction, lack of background knowledge, poor inference skill, etc.

Once the problem is detected, there is a need to look backward and forward in a text to get rid of meaning blockage. This can be overcome by "---- activating background knowledge, using sensory images, asking questions, predicting and inferring, and determining main ideas" (Morrillon, 2007, p 114).

10. Summarizing

Summarizing is beyond retelling of information. It involves condensing ideas by using the main points of the author stated in the text. Readers are expected to identify the internal structure and the main points to write their summary in a logical manner to enable readers understand the main message of the original text. While summarizing, there is a need to identify key words, examine and prioritize information,

organize ideas in a logical manner, infer implied ideas, refer to personal experiences and background knowledge and finally write a summary. In doing so, readers are engaged actively, and this promotes comprehension. Summarizing promotes internal analysis (Duffy, 2009; Brassell and Rasinski, 2008).

Conclusion

What can readers learn out of the above explanation? The lesson is that for an effective reading, there is a need to apply reading strategies fittingly in line with the type of reading materials they read. In fact, mature or proficient readers are distinguished from less mature or proficient readers by the type of reading strategies they implement before, during and after reading. Before reading, proficient readers set goals and know their purpose, preview text, reflect on the subject they read, exploit their background knowledge, make prediction about the text and decide to read the whole text, part of the text or none of the text. During reading, successful readers monitor comprehension, apply fix up strategies when there is comprehension breakdown, use text structures and text features to construct meaning, generate questions about the text, react intellectually and emotionally to the text, continue to reflect, predict, confirm or correct expectations, read carefully or quickly, reread or avoid reading. As to after reading, mature readers evaluate whether reading goals were attained or not; compare what they read with their background knowledge, summarize the gist of the text, and react to the text either intellectually or emotionally. At this stage, they may even seek additional information for better understanding of the topic.



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ምንጭ፣ አዲስ ዘመን ጋዜጣ፣ ዓርብ ታኅሳስ

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የኢንፎርሜሽን እና ኮሚዩኒኬሽን ቴክኖሎጂ (ኢ.ኮቴ) በአጭር ጊዜ ውስጥ ከዘመናዊ የማህበረሰብ መሠረታዊ ግንባታ አንዱ እየሆነ ይገኛል። በርካታ ሀገሮች የዚህን መሠረታዊ ክህሎትና ፅንሰ ሃሳብ መረዳትን እና መለማመድን በትምህርት ውስጥ በጣም ወሳኝነት እንዳለው ይረዳሉ። ምክንያቱም በመማር ሂደት እና ትምህርት ተቋማት አስተዳደር ላይ ዕድል የሚጨምረው ይኸው ኢ.ኮቴ ስለሆነ ነው። ኢ.ኮቴ የኮምፒውተር መሠረተ ልማቶችን በመጠቀም መረጃዎችን ለማደራጀት፣ ለማቀነባበርና ለማሰራት የተለያዩ ጥቅሞችን ይሰጣል። በመሆኑም ኢ.ኮቴ የሚያተኩረው በትምህርት ዐውድ እና አካባቢ አዳዲስ ቴክኖሎጂዎችን ተግባር ላይ ለማዋል እና የተለያዩ የትምህርት አካላትን እንደ ድጋፍ ሰጪ መሣሪያ ሆኖ ማገልገል ላይ ነው። ኮምፒውተርን መሠረት ያደረገ የፈተና እና ምዘና ሥርዓት በመባል የሚታወቀው አንዱ የኢንፎርሜሽን ቴክኖሎጂ ክፍል ነው።

ሀገራዊ ፓሊሲዎችንና ስትራቴጂዎችን የሚተገብሩ ተወዳዳሪ እና ብቁ ዜጎችን ለማፍራት የሚያስችል ጥራት ያለው ትምህርት በየደረጃው መስጠቱን ለማረጋገጥ የተፈታኝ ተማሪዎችን ዕውቀት፣ ክህሎትና አመለካከት የመመዘን ብቃት ያላቸው ፈተናዎችን በሀገር አቀፍ ደረጃ በማዘጋጀት፣ በማስተዳደር እና በመተንተን የራሱን ኃላፊነት በመወጣት ላይ ያለው የሀገር አቀፍ ፈተናዎች ድርጅት በተቋሙ ተዘጋጅተው ይሰጡ የነበሩ ብሄራዊም ሆኑ ክልላዊ ፈተናዎች አብዛኛው የዓለማችን ክፍል በብዛት ይጠቀምባቸው የነበሩትን ወረቀት እና እርሳስን መሠረት ያደረገውን (paper and pencil based test,



PPBT) ሥርዓት ነበር። ሆኖም ተቋሙ በአምስት ዓመቱ ስትራቴጂክ ዕቅድ ባስቀመጠው መሠረት እስከ 2012 ዓ.ም ተቋሙን በተለያዩ ዘመናዊ ቴክኖሎጂዎች የማዘመን ሥራዎች መካከል በዚህ ዓመት የሚሰጠውን የ12ኛ ብሄራዊ ፈተና ከዚህ በፊት ይሰጥበት ከነበረው ወረቀት እና እርሳስ መሠረት ያደረገ ሥርዓት ወደ ኮምፒውተርን መሠረት የሚያደርግ ፈተና (Computer Based Test, CBT) ሥርዓት ለመቀየር የተደረገውን እንቅስቃሴ በዋነኝነት መጥቀስ ይቻላል።

በኮምፒውተር ላይ የተመሠረተ ምዘና/ ፈተና ምርጥ ተሞክሮ ያላቸው ሀገራት

በኮምፒውተር ላይ የተመሠረተ ምዘና/ ፈተና ከአራት አሠርት ዓመታት በላይ በተለያዩ መልኮች ጥቅም ላይ ሲውል ቆይቷል። ብዙ ሀገራት በወረቀት እና በእርሳስ ላይ የተመሠረተ ምዘና ተውጠው ከነበረበት ባለፉት 20 ዓመታት ውስጥ በኮምፒውተር ላይ የተመሠረተ ምዘና/ ፈተና በመተግበር ወደ ዓለም አቀፋዊ ምዘና አገልግሎት አሰጣጥን ሞዴል እየተገበሩ ይገኛሉ። እንደ ናይጄር፣ ግብጽ እና ኢንዶኔዥያ ያሉ ሀገራት በኮምፒውተር ላይ የተመሠረተ ምዘና/ ፈተና በመጠቀም ተማሪዎቻቸውን በመመዘን እጅግ የተሻለ ውጤት ማስመዘገብ የቻሉ ሀገራት ናቸው።

እነዚህ ሀገራት በኮምፒውተር ላይ የተመሠረተ ምዘና/ ፈተናን ለመገንባት ያለፉበትን ተሞክሮ ያተኮርንበት ዋና ምክንያት ሀገሮቹ ከኢትዮጵያ ጋር ተመሳሳይ ወይም ተቀራራቢ የህዝብ ብዛት፣ የመሠረተ ልማት ግንባታ እና የምጣኔ ሀብት ደረጃ ስላላቸው ነው።

ኮምፒውተርን መሠረት ያደረገ ምዘና ምንድነው?

ኮምፒውተርን መሠረት ያደረገ የፈተናና ምዘና ሥርዓት ማለት ከስሙ መረዳት እንደሚቻለው ኮምፒውተሮችን በመጠቀም ፈተናዎችን/ ምዘናዎችን ማካሄድ ማለት ሲሆን በአሁኑ ወቅት በዓለም አቀፍ ደረጃ ተቀባይነት ለማግኘት በስፋት ጥቅም ላይ እየዋለ ያለ እና ከዚህ ቀደም በምዘና

ሥራው ላይ ያጋጥሙ ለነበሩ መጠነ ሰፊ ችግሮች መፍትሔ ይዞ የመጣ ሥርዓት ነው።

በኮምፒውተር ላይ የተመሠረተ ምዘና ጥቅሞች

በኮምፒውተር ላይ የተመሠረተ ምዘና/ፈተና ከወረቀት እርሳስ እና ምዘና ጋር ሲነፃፀር በርካታ ጥቅሞች አሉት። ከነዚህም መካከል፡-

• ደህንነት

የምዘና ደህንነትን ማረጋገጥ የመጀመሪያው እና በጣም አስፈላጊ ጉዳይ ነው። መልክአ ምድራዊ ሁኔታ ወይም ተፈታኙን መሠረት ያደረገ ምንም ይሁን ምን፣ በኮምፒውተር ላይ የተመሠረተ ፈተና/ምዘና ሁሉንም ዓይነት የደህንነት አደጋዎች ይቀንሳል።

በወረቀት እርሳስ ምዘና አሰጣጥ እያንዳንዱ የፈተና ወረቀት በማስተላለፍ ሂደት ውስጥ ፈተናው ለአደጋ ሊጋለጥ ወይም ሊሰረቅ የሚችልበት ሁኔታ አለ። በወረቀት እና እርሳስ ምዘና አሰጣጥ ወቅት ሁሉንም የታተሙ የፈተና ወረቀቶች መከታተል እና መቆጣጠር እጅግ በጣም ፈታኝ ነው።

ይህ በእንዲህ እንዳለ በኮምፒውተር ላይ የተመሠረተ ምዘና/ ፈተና በርካታ የታተሙ ፈተና ወረቀቶች ላይ ሊደርሱ የሚችሉ መጠነ ሰፊ የስርቆት እና የመጥፋት አደጋዎችን ያስወግዳል።

ለምሳሌ፡-

ተለዋዋጭነት

በኮምፒውተር ላይ የተመሠረተ ምዘና/ ፈተና በምዘና አስተዳደር መስኮቶች በኩል ተለዋዋጭ ፈተናዎችን ያቀርባል።

• በዳታ የበለፀገ የምዘና ውጤት

በቴክኖሎጂ ላይ የተመሠረተ የምዘና አሰጣጥ የፈተናውን መጀመሪያ እና መጨረሻ ሰዓት፣ የዕረፍት ጊዜን፣ እያንዳንዱ የጥያቄ ክፍል የሚወስደውን የጊዜ መጠንን እና የዳሰሳ ጥናት መላሾችን ጨምሮ በርካታ መረጃዎችን ያቀርባል። ሊጠፉና ሊቀየሩ ከሚችሉ በወረቀት እና



እርሳስ ሥርዓት የሚሰጡ ስርዝ ድልዞችን እንዳይኖሩ ለማድረግ ያግዛል፡፡

የፈተና ውጤትን በፍጥነት ይፋ ለማድረግ
በኮምፒውተር ላይ የተመሠረተ ምዘና/ፈተና የውጤት ሪፖርቶችን ፍጥነት እና ትክክለኝነትን ይጨምራል፡፡

በዚህም የምዘና ሰጭው ተቋም የፈተና ሂደት እንደተናቀቀ ወዲያውኑ ውጤቶችን ለተፈታኙ ማቅረብ/ ሪፖርት ማድረግ ያስችላል፡፡

ወጥነት

በወረቀትና እርሳስ የምዘና ዘዴ በፈተና አካባቢዎች ላይ ያለው አለመመጣጠን የምዘና ውጤቶች የተፈታኙን እውነተኛ ችሎታ የሚያንፀባርቁ አይደሉም ማለት ይቻላል፡፡ ለምሳሌ፤ በትልቅ የመፈተኛ ክልል ውስጥ ፈተና በሚወሰድበት ጊዜ ሊኖር የሚችል መረበሽን ማየት ይቻላል፡፡ ነገር ግን በኮምፒውተር ላይ የተመሠረተ ምዘና/ ፈተና በመስጠት እንደዚህ ያሉ ችግሮችን ማስወገድ ይቻላል፡፡

ቀደም ሲል ኮቪድ-19 በሁሉም ዘርፎች ላይ ባስከተለው ጫና ምክንያት ተማሪዎች ትምህርታቸውን አንላይን (online) እንዲከታተሉ ምክንያት ሆኖ ይህ የቴክኖሎጂ ውጤት በፍጥነት ተግባራዊ ሊሆን ችሏል፡፡ በዚህም መሠረት፡ የቅድስት ማርያም ዩኒቨርሲቲም ደንበኞቿን በማነቃቃት በቆራጥነት ወደሥራ በመግባቱ የወረቀት ሥራን በማስወገድ እና የተፈታኞችን ውጤት በማሳወቅ ረገድ ተሳክቶለታል፡፡

Time Management Tips that Can Change Persons' Life

Gezahegn Zewdie, SMU, TC

Time management is the coordination of tasks and activities to maximize the effectiveness of an individual's efforts. Essentially, time management is all

about enabling people to get more and better work done in less time. It is one of the most rewarding skills that takes a person far in both personal and professional lives.

Learning the art of time management has a positive impact. The following are some of the benefits it offers:

- better task management
- higher productivity
- no stress level
- better work-life balance

To the contrary, if a person is unable to manage time effectively, s/he could experience undesirable consequences such as:

- missing deadlines
- poor work quality
- high level of stress and work imbalance

which may eventually lead to suffer burnout

With effective time management, employees can easily manage their hours to the best of their efficiency. When things go as per the plan, employees tend to be more creative, happier, and less prone to a burnout at work.

What are time management skills?

There are some people who seem to have enough time to do everything they want, while others are always switching from task to task. Time management skills are a variety of skills that help to manage time well.

Some of the skills include:

- staying organized
- prioritizing what you need to accomplish



- setting goals clearly
- strong communication skills
- effectively planning out the day
- practicing delegating tasks and handling stress in a positive way

How can a person improve time management skills?

1. Wake up early — Make your day longer

All of us get 24 hours in a day. Though it is not possible to change the number of hours in a day, you can definitely try waking up a little bit earlier and make your day longer than others. Ideally, you don't have to forget the fact that your body requires 6–8 hours of sleep in 24 hours (in a day) to be at your optimum energy levels.

2. Set SMART goals — Don't just wish, do!

Do you know that there is a right and wrong way to set goals? When goals are not reaping benefits, something is missing or lacking in your approach. Set goals that are S.M.A.R.T. (Specific, Measurable, Achievable, Realistic, and Time-bound). These goals would bring a solid structure to your work life and prepare you for what's in store for you today.

3. Track your time

You've got to know how and where every hour is being spent at work in order to manage your time better. Start tracking your time either manually or with a time tracking tool. People who like to keep track of things they do are usually focused, productive, and organized.

4. Keep mornings for the most important tasks (MITs)

Mark Twain once said, "Eat a live frog every morning and nothing worse will happen to you for the rest of the day." His point is to tackle the most important task as the first thing in the morning and, if you have two or more frogs to eat, eat the biggest one first.

Time management and prioritization both go hand in hand. You can manage your time effectively only when you know what is supposed to be done when. The point is to take up a hard or time-consuming task, accomplish it, and focus on other things then after.

5. Discover your zone

You must have noticed that at specific hours you are as focused as an eagle and your productivity shoots up like anything. It happens when your mind is in complete harmony with the external conditions. Some call it 'flow' while others refer it as their 'zone'. This can directly contribute to the right utilization of your time. It helps you reach an optimal state of consciousness when you feel and perform your best.

6. Block distractions — get them out of your life

Emails, phone calls, and social media messages are some of the common yet biggest distractions at the workplace. All thanks to these distractions, a task that requires 60 minutes takes more than 3 hours to be accomplished.

Whenever you are working on high-priority tasks, put that phone on silent mode and turn the data off.



You would end up saving a lot of time and take your efficiency levels higher.

7. No multitasking — Quality over quantity

Instead of dividing your attention into three different things, it's better to focus entirely on one thing and marvel at it. It refers to the act of allocating a time-frame for every task which in turn, increases the likelihood of its successful completion.

8. Take small breaks frequently — refresh and rejuvenate

It may sound counter intuitive but breaks are one of the effective time management strategies. How? Let's assume two scenarios. In the first scenario, picture a team member working on a task for 5–7 hours at a stretch. And, another team member is working on the same task with frequent small breaks. Who do you think is using his time effectively? Smart time management isn't always about doing something or the other. It also emphasizes on the fact that little breaks after an hour or so can take your productivity to another higher level.

9. Find inspiration — quotes, videos, audio-books

It's hard to concentrate on your work when you aren't fully motivated within. Instead of wasting time doing something unproductive, utilize it to inspire yourself. Watch motivational documentaries or listen to audio-books talking about time management tips at work. Or, just go for a small walk. Break your work into a number of tasks and try to make detailed timelines that show an exact idea of deadlines.

10. Sleep at least 6–8 hours

Sleep is a detrimental factor that could affect many things both positively and negatively. When you get a sound sleep for six to eight hours, not only you feel fresh and rejuvenated but it also contributes to a healthy lifestyle. Develop a schedule for your sleep and stick to it every day.

11. Do less but impactful

It's never a good idea to take up more than you can handle. High achievers and great performers all over the world do less but better. When you prioritize tasks, it gives you clarity and direction so that you can start working on things, save time, and be more productive.

12. Use an online calendar

With the advent of online calendars, one can easily manage his/her schedule, mark important dates and events, set up reminders, create time blocks and what not.

13. Batch similar tasks together

Putting similar tasks together can also save a considerable amount of time. Instead of hopping from one task to another mindlessly, it would be intelligent to batch them together.

14. Delegate or outsource

One of the best things about delegating and outsourcing is that it gives you enough time to focus on important things and reduces your workload. No matter at which professional stage you are at this point in your life, it's always a smart choice to learn how to delegate tasks to others and let other people



share some load with you.

Source: <https://blog.proofhub.com>

Assumed Reasons for Lying

Degefa Burayou, SMU, TC

As stated by different viewers, people lie for different reasons: The first one is that they lie to avoid being punished. The fact that it is true that no one is ready to be punished, they tell lies to escape punishment. As viewed by certain intellectuals, avoiding punishment is the primary motive for both children and adults. So, people resort to lying for a number of reasons most of which are easily known by all of us and can be listed down, if need be.

Other typical reasons include: protecting ourselves or our privacy, and avoiding embarrassment, just to name a few. While avoiding punishment is the most known reason, people tell serious lies regardless of their age, whether it is to avoid the speeding ticket or being grounded. In serious lies, there is a threat of significant damage if the lie is discovered: loss of freedom, money, job, relationship, reputation, or even life itself.

It is only in such serious lies because of which the liar would be punished if detected. As a matter of fact, lies are detectable from facial expression, body movement, gaze, voice, or babbling words. The threat imposes an emotional load, generating involuntary changes that can betray the lie. The lies of everyday life where it does not matter if they are detected- no punishment or rewards- in such cases lies are easily told with no fear of being exposed.

Concealing Reward or Benefit

In serious lies, the falsehood is usually told to conceal the reward or benefit the liar has obtained by breaking a rule, or explicit expectation. For example, the curfew violation was able to stay longer at the party; the speeding driver is rushing because he pushed the snooze button when the alarm went off.

Effects of Lie

The consequences of lying are not as simple as they might seem. People often think that lies breed contempt and disqualification, but they do much more than that. Among people of similar thinking, they foster relationships, build trust, and influence how often other people lie to each other.

The Consequence of Lying

Lying has its own benefit. It allows people to feel better about themselves: to make themselves look better in their eyes, and maintain good relationships. At the same time, lying can also create problems. It can cognitively reduce, and increase the risk that people will be punished, threaten peoples' self-worth by preventing them from seeing themselves as "good" people, and can generally erode trust in society.

How do we know whether lying will generate positive consequences, negative consequences, or a mix of both? In our recent review article, it is suggested that paying attention to why people tell lies can allow people to forecast the consequences of these lies. Certain authorities examined specifically how lying is out of concern of others, out of the desire to maintain a positive self-concept, can yield some-



times surprising positive and negative consequences that relate directly to the desires motivating the liars.

Lies Motivated By Compassion

Because lying can create problems for the liars and being honest allows people to feel good about themselves, most of us tell the truth in most of our interactions; when we decide to lie, we privilege some other value over honesty. The value is often compassion, as people lie more about their feelings than about anything else. When people misrepresent how positively they feel about another person, they build a connection with that person and avoid hurting that person's feelings. In their research, Levin and Schweitzer (2013, 2015) have found those who tell harsh truths.

Moreover, these pro social lies let us form larger social networks than we could otherwise obtain. However, not all pro social lying driven by compassion yields benefits. People who receive overly positive feedback about their abilities are susceptible to thinking and will succeed in enterprises with very low chances of success, and may therefore launch ill- advised ventures. Lies motivated by desire for material gain also motivate people to lie. When this desire motivates lying, the consequences are likely to be negative- not only for the person caught trying to deceive others but also for other people. When people lie out of self-interest, their deceptive behavior becomes a social norm. Lying is socially contagious in that, when people see the precedent that dishonesty is appropriate, they are more likely to lie themselves. However, not all lying is contagious. Although people imitate the dishonesty of those whom

they consider to be in their “in group”, they become less likely to lie when they observe out-group members being dishonest (Dino, Ayal, and Ariely, 2009). Not everyone will judge harshly people who lie out of desire for material gain. In some organizations, people will reward such deception because it can benefit colleagues and clients. As Pierce and Snyder (in press) demonstrated, employees who lie on behalf of customers are rewarded with greater financial gain and lower risk of termination. Their willingness to lie becomes social currency desired by those who stand to benefit from their dishonesty. One factor that prevents people from lying for personal gain is the need /desire to see oneself as a moral person. Lying motivates people to rationalize and justify their lies to themselves, so that they may continue to see themselves as good. When people morally disengage from the situation by rationalizing their behavior, they set themselves up to lie more in the future because they have already found a way to justify dishonesty. Resultantly, the deception of one type can lead to other forms of deception. For example, people who were asked to wear counter fit sunglasses come to feel as though they were inauthentic. Consequently, these people become more likely than those in a control condition to over- report their performance on subsequent tasks to earn money. Small initial lies may therefore yield escalating a form of dishonesty, which is concerning because monitors have more difficulty noticing and policing a slow erosion of ethics compared to abrupt moral degradation. Dishonesty motivated by desire for personal gain can also lead people to forget the rules that are intended to govern their behavior. As Shu and Gino (2012) have shown, people who lie will some-



times forget rules about lying while remembering other sort of detail. Additionally, liars may present themselves as virtuous by condemning others for the same types of deception that they themselves perpetuated. Fortunately, self-interested deception does not always result in further deception. Therefore, people will sometimes morally compensate for past dishonesty through pro-social action or gratification for their behavior (e.g. Jordan, Millen, Murnighan, 2011).

Desire to Maintain Positive Self-concept

People sometimes lie to themselves or others out of the need to see themselves positively. These efforts are sometimes successful as people often experience greater positive emotions when exaggerating their intelligence or skill to themselves or others. As Ruedy, Moole, Gino, and Schweitzer (2013) have shown, people may also experience a duper's delight or cheaters high when they feel they have done away with deception. Furthermore, because cheating takes people out of their following mind set, it can stimulate creativity by allowing them to combine the previously unconnected ideas (Gino & Wiltermuth, 2014). Deception intended to bolster the ego is not costless. Liars driven by the desire to see themselves positively can forget that their dishonesty contributes to their success. Consequently, they may make misguided agreement about their future performance (Chance, Norton, Gino & Ariely, 2011).

Conclusion

What can we learn from this article? The main thing is that we become aware of such occurrences to keep

away ourselves from dishonesty. Above all, we will stand firm not to be deceived easily; and show that lies are damned in the face of the truth. Thus, the consequences of lying are not as simple as they might seem. People often think that lies breed contempt and guilt, but they do much more. As mentioned earlier, they foster relationship and build trust among people who have like terms, destroy social networks, create social networks, make people more creative, and influence how often other people lie, it has been argued in different views' article that understanding why people lie goes a long way in predicting which of these consequences result from dishonesty. The very surprising thing is that, no one realizes that a person lies, but comes to question him/her after time has gone. If most people lie, and most likely do so consciously or unconsciously; what can you suggest for the forthcoming generation to combat dishonesty? The simplest thing is that we must be determined to be honest among the society and our colleagues. Above all, we need to be honest in front of our families and children considering other options are there, too.

Finally, Maneshwar N Nayak says, "Truth is like a surgery. It hurts, but cures. Lie is like a pain killer. It gives instant relief, but has side effects forever."

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Karl Friedrich Gauss and Contributions

Wondwosen Shimelis, SMU, TC

Karl Friedrich Gauss

1777 – 1855



Apart from classical innovators, there are countless innovators around the globe. Even though unrecognized, classical or contemporary, the former ones are taken as stepping stones for today's innovators. In this regard, lessons can be learnt from the hard work of Karl Friedrich Gauss and others.

Along with Archimedes, Sir Isaac Newton and Albert Einstein, Karl Friedrich Gauss is usually considered one of the greatest mathematicians of all time. And, like most first rate mathematicians, Gauss was equally at home in either pure or applied mathematics. It is in this latter field that he made his most direct contribution to telecommunication.

a) Expert in the field of celestial mechanics, he pioneered the development of electro-magnetism as it grows from celestial mechanics. In 1883, as observatory director and professor of Astronomy at the University of Gottingen, he developed a device which paved the way for the later invention of the electric telegraph.

b) The modern term “de-gauss” unit by which magnetic induction is measured derived its name from Gauss because of his pioneer work in electron magnetism. Important also, in modern naval strategy, is the anti- detection method known as “de-gassing”. By this method, the hull of a steel ship is insulated with a web of cable girdling carrying an electric current. This current creates a magnetic field which is equal, but opposite to the earth's magnetic field; thus demagnetizing the field and rendering the ship no longer label to deflect the needle on any detection device operating on a magnetic principle. Needless to say, “de-gassing” was derived from the principles first formulated by Gauss. He also invented the bifilar (two threaded) Magnetometer, an instrument for measuring the intensity and direction of magnetic forces.

Born in Brunswick, Germany, as the son of a day laborer and small contractor, Gauss taught himself to read and learned the meanings of the number symbols without help.

His mathematical genius first came to light at the age of three; he detected an error in his father's payroll by mental calculation. So spectacular was his



mathematical ability by the time he got to grammar school, that a Duke heard tales of his genius and promptly financed his secondary and university education.

At the time when he was still deciding whether or not to go into mathematics, he made the first advance in Euclidean geometric constructions in more than a thousand and years. As a result, that situation paved a way for the decision to take place. In turn, his unequalled powers of mathematical calculation enabled him to do in weeks what would have taken others years to accomplish. Gauss' contributions to telecommunications are just a portion of his work: all of which are practiced so importantly in our present world. In light of this, young scientists as well as the experienced are now taking charge of all possible efforts to overcome the effect of COVID-19 as an example. Of course, this forcing situation has caused the springing up of wonderful creative minds, which resulted in commendable research outcomes in many fields.

Source: - Telecommunication pioneer

QUOTES' CORNER

Education is the movement from darkness to light.

Allan Bloom

Education is what remains after one has forgotten everything he learned in school.

Albert Einstein

The roots of education are bitter, but the fruit is sweet.

Aristotle

Give a man a fish and you feed him for a day; teach a man to fish and you feed him for a lifetime.

Maimonides

Truth may hurt for a little while, but a lie hurts forever.

Anonymous

Integrity is telling myself the truth. And, honesty is telling the truth to other people.

Spencer Johnson

Reading is essential for those who seek to rise above the ordinary.

Jim Rohn

Don't change yourself so that other people will like you. Be yourself so that the right people will love you.

Mestyn Kipp

The purpose of technology is not to confuse the brain, but to serve the body.

William S. Burroughs

The most dangerous liars are those who think they are telling the truth.

H. Evans



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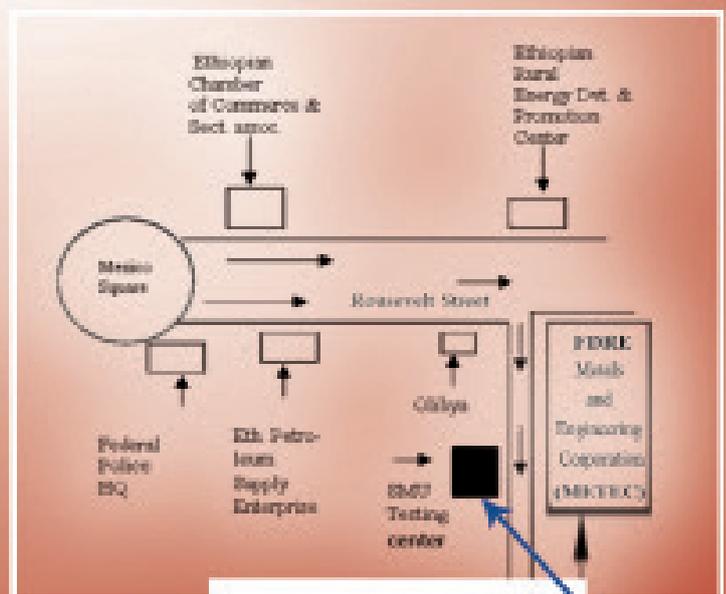
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