

T.R.
BOLU ABANT İZZET BAYSAL UNIVERSITY
INSTITUTE OF GRADUATE STUDIES
DEPARTMENT OF FOREIGN LANGUAGE EDUCATION



**THE EXAMINATION OF ALTERNATIVE ASSESSMENT
METHODS USED BY EFL TEACHER EDUCATORS IN
ONLINE LEARNING ENVIRONMENTS**

MASTER OF ARTS

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Büşra ÖZKAN GÜNEŞ

ABSTRACT

**THE EXAMINATION OF ALTERNATIVE ASSESSMENT METHODS
USED BY EFL TEACHER EDUCATORS IN ONLINE LEARNING
ENVIRONMENTS
MASTER OF ARTS
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DEPARTMENT OF FOREIGN LANGUAGE EDUCATION
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This research aimed to examine the alternative assessment methods employed by EFL teacher educators in online education, the digital tools and platforms utilized in the application of these assessments, and the perceptions of teacher educators regarding those assessments. Accordingly, this study employed a phenomenological research design to examine the teacher educators' perceptions of alternative assessments in online education. The study gathered qualitative data through interviews with 18 teacher educators who teach online courses in the department of English Language Teaching at various universities in Türkiye. Additionally, assessment samples from these teacher educators were collected to provide triangulation to this research. The collected qualitative data were analyzed using the content analysis method and were categorized into four distinct themes. The study's findings revealed that teacher educators displayed a higher preference towards utilizing alternative assessment methods as opposed to traditional methods in online courses, with the aim of setting an example for their students. Furthermore, teacher educators employed diverse digital tools and platforms for their alternative assessments for the sake of assessment and to provide examples to them for their future professional lives. Nonetheless, this investigation also found out that teacher educators encountered numerous challenges when implementing alternative assessments in online education, despite the numerous affordances presented by the utilization of those assessment methods and the digital tools and platforms. Therefore, the results of this study suggest that assessment in online courses poses greater challenges and collaboration among all education stakeholders is crucial in addressing these challenges. Otherwise, efforts to deliver more effective assessments and train more competent teachers are wasted due to social and economic limitations and decisions made without consulting field experts.

KEYWORDS: Assessment, Testing and Assessment, Alternative Assessment, Online Assessment, Online Education

ÖZET

**YABANCI DİL OLARAK İNGİLİZCE ÖĞRETMEN
YETİŞTİRİCİLERİNİN ÇEVİRİMİÇİ ÖĞRENME ORTAMLARINDA
KULLANDIKLARI ALTERNATİF DEĞERLENDİRME
YÖNTEMLERİNİN İNCELENMESİ
YÜKSEK LİSANS TEZİ
BÜŞRA ÖZKAN GÜNEŞ
BOLU ABANT İZZET BAYSAL ÜNİVERSİTESİ
LİSANSÜSTÜ EĞİTİM ENSTİTÜSÜ
YABANCI DİLLER EĞİTİMİ ANABİLİM DALI
İNGİLİZ DİLİ EĞİTİMİ BİLİM DALI
(TEZ DANIŞMANI: DOÇ. DR. SEDAT AKAYOĞLU)**

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Bu araştırmanın amacı, İngilizce öğretmen yetiştiricilerin uzaktan eğitimde kullandıkları alternatif değerlendirme yöntemlerini, bu değerlendirmelerin uygulanmasında kullanılan dijital araçları ve platformları ve öğretmen yetiştiricilerin bu değerlendirmelere ilişkin düşüncelerini araştırmaktır. Bu amaçla, bu çalışmada fenomenolojik araştırma deseni kullanılmıştır. Çalışma, Türkiye'deki çeşitli üniversitelerin İngilizce Öğretmenliği bölümlerinde çevrimiçi dersler veren 18 öğretmen yetiştirici yapılan görüşmeler yoluyla nitel veriler toplamıştır. Ek olarak, bu araştırmaya güvenilirlik sağlamak için bu öğretmen yetiştiricilerden değerlendirmelerine yönelik örnekler toplanmıştır. Toplanan nitel veriler içerik analizi yöntemi kullanılarak analiz edilmiş ve dört farklı tema altında kategorize edilmiştir. Çalışmanın bulguları, öğretmen yetiştiricilerin, öğrencilerine örnek olmak amacıyla çevrimiçi derslerde alternatif değerlendirme yöntemlerini, geleneksel yöntemlerden daha fazla kullanmayı tercih ettiklerini ortaya koymuştur. Ayrıca, öğretmen yetiştiriciler, alternatif değerlendirmelerinde, değerlendirme amacıyla ve gelecekteki mesleki yaşamlarında kendilerine örnek olması için çeşitli dijital araçlar ve platformlar kullanmışlardır. Bununla birlikte, bu araştırma, alternatif değerlendirme yöntemlerinin ve dijital araç ve platformların kullanımının sunduğu sayısız avantaja rağmen, öğretmen yetiştiricilerin çevrimiçi eğitimde alternatif değerlendirmeleri kullanırken çok sayıda zorlukla karşılaştıklarını da ortaya koymuştur. Dolayısıyla, bu zorlukların ele alınmasında tüm eğitim paydaşları arasında iş birliğinin çok önemli olduğunu ortaya koymaktadır. Aksi takdirde, daha etkili değerlendirmeler sunma ve daha yetkin öğretmenler yetiştirme çabaları, sosyal ve ekonomik sınırlamalar ve alan uzmanlarına danışılmadan alınan kararlar nedeniyle boşa gitmektedir.

ANAHTAR KELİMELER: Değerlendirme, Alternatif Değerlendirme, Ölçme ve Değerlendirme, Uzaktan Eğitim

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LIST OF ABBREVIATIONS AND SYMBOLS

AOL	: Assessment of Learning
AFL	: Assessment for Learning
CHE	: Council on Higher Education
EFL	: English as a Foreign Language
ELT	: English Language Teaching



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1. INTRODUCTION

In this first chapter, the background, purpose, and significance of this study are introduced in detail. Then, the key terms used throughout the study are presented with their definitions.

1.1 Background of the Study

Every aspect of our daily lives constantly changes with the development of technology. Education, perhaps one of the essential factors in shaping our daily lives, also changes thanks to technological developments (Canagarajah, 2006).

While teachers have been teaching face-to-face in physical classrooms for years, educational researchers have also been doing a lot of research and investigations on improving education. As a result of this substantial work, researchers have been looking for answers to the question of ‘What is the best method to achieve the best teaching?’. However, they soon realized that ‘There is no best method since every learning environment and every learner is unique, and they desire different needs (Prabhu, 1990). According to Prabhu (1990), even in the 1990s, nearly every discussion about teaching ended with the declaration that there was no best method. That declaration was usually put forward when no consensus could be reached in the ongoing discussion. However, this declaration meant more than terminating a debate and finding a temporary solution for two people who agreed to disagree. In fact, it was a call for new discussions to seek answers to why there was no best method and what other methods could be found. After accepting this fact, researchers have tried to find other methods and techniques to apply to diverse learners and environments.

Furthermore, technological developments make it possible to carry out education without limiting ourselves to a physical place. The prevalence of technology and the Internet has led to integrating online education as a fundamental component of the educational landscape. (Şahbaz & Arseven, 2022). Though it is mainly assumed that online education is a new concept, it has been implemented since e-mails were used to deliver lectures in the USA (Sarı & Nayır, 2020). However, it is an undeniable fact that Covid-19 affected the use of distance education a lot. The sudden outbreak of the COVID-19 pandemic, which compelled lockdowns in many countries as well as operating online and implementing social distancing in order to prevent the spread of the virus, has

caused significant disruption to education on a global scale (Chakraborty et al., 2021). In many institutions, such as primary and secondary schools, and universities, face-to-face instruction is prohibited (Dhawan, 2020). Since online education has many different aspects than face-to-face education (Broadbent & Poon, 2015), instructors have tried to shape their teachings according to online education, and researchers have also tried to seek ways to ensure more effective teaching in online environments. Within these attempts, implementing assessments in online education has gained importance, and assessment in the online education context has also become a serious issue (Reeves, 2000). As all educational institutions were implementing online education for all their courses, switching from face-to-face to online education was not easy at all to deliver courses and assess students (Rameez et al., 2020). At this point, it is essential to differentiate between Emergency Remote Teaching (ERT) and online education. Online education is a carefully planned education based on particular needs, whereas ERT is a form of teaching that arises out of necessity, primarily centered around the impromptu dissemination of the course content. Furthermore, there exists a difference in learner engagement between the two contexts. Online education is frequently presented as a favourable chance for students, however, it is important to acknowledge that engaging in ERT is an obligation (Bozkurt & Sharma, 2020).

Furthermore, there is no doubt that wherever there is learning, there also have to be assessments (Brown, 2004) since assessments tell us whether our teaching methods are working and whether other students are learning. Moreover, they provide us with some insights to reflect on our teaching and what we need to improve. But, more importantly, some assessment methods do not only evaluate learning and learners but also serve as teaching itself (Cheng & Fox, 2017; Rudman, 1989). This realization in education has also been eye-opening for many, and the focus has shifted to more formative assessments (Brown, 2004). Thus, assessment is currently regarded as something other than testing students at the end of a course in order to grade and rank them. Instead, it is considered an indispensable component of learning and teaching. In addition, within education, not only teaching methods and techniques changed, but views on assessment have also shifted significantly in the past few decades (Moqbel, 2020).

Moreover, in some countries like Türkiye, even though education was implemented online, the assessment part of teaching was either non-existent or ineffective. For instance, in primary and secondary schools in Türkiye, assessment and evaluation were not applied online or did not affect students' final evaluation grades in online education (Gencer et al., 2021). Likewise, even though education was implemented in higher education with the decision of the Council of Higher Education, the implementations regarding assessments and evaluation were left to the decisions of the senates of universities. According to Chinyere (2021), despite the evident advantages of online assessment, educational stakeholders and teachers did not consider it a viable option for secondary school-level education. "Some schools did not adopt online assessment but resorted to the traditional paper-pencil assessment technique despite the danger of the pandemic" (Chinyere, 2021, p. 303). There were many reasons for being unable to assess students effectively in online education. However, there were few studies on the effectiveness of online assessments, particularly in Türkiye. Even though the field of assessment has traditionally been given less emphasis in teacher education programs, the quality of education and the professional development of pre-service teachers are greatly influenced by the evaluation methods utilized in teacher education programs (DeLuca et al., 2019). Therefore, assessment in online education, especially in teacher education is an important concept to explore.

According to Brown (2004), assessment and testing are two different terms that are often confused. Testing is used to assess whether learning objectives have been met, whereas assessment is an ongoing process within learning. Even a student's response to a question in a lesson can be part of the assessment. Accordingly, assessment is an integral part of learning. In contrast to traditional tests, which tend to be given at the final stage of the learning process in extremely limited conditions, the alternative assessment offers students numerous chances to demonstrate their language proficiency in various creative ways. Teachers can assess their students on what they are able to produce instead of their recall and replication (Huerta-Macias, 1995). According to Sambell and McDowell's (2012) research, students exhibit a positive attitude towards alternative assessment methods, provided that they perceive them to be equitable and that their academic expertise is close to real-life applications. However, since online education

involves different approaches in terms of teaching, assessment must also be different from face-to-face education (Sambell & McDowell, 2012, as cited in Brown, 2004). Weimer (2013) also expresses that student-centered education plays a crucial role in the process of learning. Besides, when the learning process undergoes a change, the assessment process should also change accordingly. Keegan (2002) states that there are five significant features of online education: the distance between instructors and learners, the design and implementation of course materials, the needed support by the institution, the use of educational tools in education, and sometimes lack of active participation in courses. Therefore, the assessment in online education should also vary accordingly. Therefore, in this study, it is aimed at examining the alternative methods used by EFL teacher educators in Turkish higher education context.

1.2 The Purpose of the Study

The primary objectives of the present study are to explore the alternative assessment methods that EFL teacher educators in Türkiye use in online courses, the digital tools and platforms they prefer to use while applying these methods, and their perceptions of their alternative online assessments. Aligned with the objectives, the present study examined the following research questions:

1. What alternative assessment methods were utilized by teacher educators in their online courses during the pandemic?
2. Which digital tools and platforms were commonly employed by Teacher educators for assessment in their online courses?
3. How do EFL teacher educators perceive alternative assessment in their online courses?

1.3 Significance of the Study

In the assessment of extant literature, it can be recognized that a considerable proportion of studies were devoted to online education. In contrast, studies that address developing effective online assessment methods for online education are limited (Dikli, 2003). As Ghaicha and Omarkaly (2018) also put forward even though ambitious teachers have tried new approaches to assessment, there is still little research on their perceptions and reservations. Furthermore, when relevant research on online assessment is examined, it can be noticed that

only a few of them focus on alternative assessment in online education; they rather focus on all forms of assessment.

In order to provide effective online assessment, it is undoubtedly necessary for all education stakeholders to have and provide the necessary infrastructure and support. More importantly, pre-service teachers must encounter examples of assessment methods suitable for online education in teaching faculties. This is because teacher educators working in teaching faculties provide their students not only theoretical knowledge about education but also practices that they can take as an example when they start their professions. Satar and Akcan (2018) point out that skills related to online teaching should be a necessary part of teacher training, and it should be realized by showing examples and creating practice opportunities. Furthermore, the quality of education and the professional development of pre-service teachers are greatly influenced by the evaluation methods utilized in teacher education programs. By employing effective evaluation methods, teacher education programs possess the ability to precisely gauge the progress, instructional capabilities, and overall competence of aspiring educators. A comprehensive and carefully designed assessment framework enables educators to evaluate the strengths and weaknesses of each individual, thus providing valuable insights into their professional growth. Through the identification of areas requiring improvement, it becomes feasible to provide specific interventions and support aimed at enhancing the competencies and expertise of educators. Hence, this study examines the alternative assessment methods used by English teacher educators and the perceptions of these teacher educators' on the implementation of these methods in the online education context.

The importance of this study rests in the fact that it sheds light on the affordances and obstacles experienced while using alternative assessment methodologies in online education environments. These affordances and challenges were perceived by professionals in the field. In addition to this, it provides a number of different instances of alternative assessment techniques that are utilized in online education, as well as certain digital tools and platforms that are utilized by teacher educators.

1.4 The Definition of Key Terms

The definitions of key terms constantly used throughout the study are listed below:

Assessment refers to the methodical collection of information related to student learning to facilitate the teaching and learning process (Norris, 2006).

Alternative assessment entails continuously evaluating the student's learning through unconventional methods, with both the teacher and student involved in the decision-making process (Hancock, 1994).

Online learning or *online education* has been utilized interchangeably with distance education or distance learning (Ally, 2004). Distance learning, e-learning, and online learning share a common characteristic in that they all entail a form of education between a teacher and a student through the utilization of diverse materials at different times and locations (Moore et al., 2011).

Online assessment refers to various assessment methods including digital tools and platforms (Alsalhi et al., 2022).

Educational digital tools refer to technological tools that educational institutions utilize to convey or demonstrate information and engage learners in activities intentionally designed to facilitate learning (Garrison et al., 2003).

1.5 Conclusion

In this first chapter, the introduction for the background, purpose, and significance of the study have been introduced. In addition, the key terms that will be frequently utilized in this study have been defined.

2. THEORETICAL FRAMEWORK OF THE STUDY AND RELATED RESEARCH

The theoretical framework and recent field research linked to the topic of this study are presented in this chapter. In order to do this, it starts with defining the central idea of the inquiry: assessment. To define ‘assessment’, the study differentiates ‘testing and assessment’. Then, it introduces various assessment types: formative and summative assessments and traditional and alternative assessments. Finally, online assessment, which is the main subject of this study, is introduced. Finally, relevant research on the implementation of alternative assessments in online education is presented.

2.1 Testing and Assessment

Testing and education are two interdependent entities that cannot be separated from each other (Hounhanou, 2020). According to Rudman (1989), at the onset of a course, administering testing can enable the placement of students in classes that align with their proficiency level. Assessing students' prior knowledge provides educators with valuable insights that enable them to customize their instructional approaches, techniques, and pace. The results of tests illustrate the varying levels of knowledge among individual students and provide an opportunity to take into individual differences. Testing offers the school administration valuable data pertaining to the efficacy of educational activities within the institution. The results of tests help decision-makers in terms of the success or failure of students in an offered course. Furthermore, it serves as a substantiation to apprise other stakeholders in education, including parents and higher authorities (Rudman, 1989). Likewise, Cheng and Fox (2017) state that testing and assessment can be utilized to evaluate pupils' academic progress, determine educational requirements for an institution, and examine the implementation of curricula. Besides these, it can also be utilized as a teaching tool for students to assess their learning process and improve themselves.

Even though both assessment and testing are stated as inseparable units in education and explained with the same outcomes, they are two different terms that are frequently confused (Brown, 2004). Therefore, it is essential to differentiate both terms before delving into various assessment types in education. Airasian (1997) states that testing is a structured and methodical approach, typically

involving pen and paper, utilized to collect data regarding the educational progress of students. Brown (2004) defines a *test* as “a method of measuring a person’s ability, knowledge or performance in a given domain.” (p. 3). However, assessment is more continuous in teaching and learning (Black & William, 1998). Whereas a test is a tool for teachers to measure their students’ performance from time to time with a purpose (Brown, 2004), an answer given by a student to a question in a lesson, any attempt to use a new structure or even the amount of participation in the lessons can be regarded as an assessment (Brown, 2004). There exists a significant distinction between assessment and testing. Assessment is a process that involves gathering information about students’ knowledge and abilities, whereas testing is typically a formal and standardized procedure. Stated differently, students are provided with precise guidelines regarding the implementation and scoring of assessments in testing. On the other hand, assessment involves various techniques and approaches for gathering and evaluating information in diverse settings and situations (Dikli, 2003).

Assessment is defined by some other researchers with a similar understanding. Hancock (1994) states that assessment refers to monitoring students’ learning continuously. Rust (2002) also defines assessment as a process of making judgments about students’ strengths and weaknesses. Even though assessment includes evaluation with different grades or scores, it means more than simply deciding whether something is good or bad (Rust, 2002). Given this definition of assessment, it can be posited that teachers engage in assessment practices each time they enter the classroom to teach, albeit depending on varying perspectives. Assessment is an encompassing term that covers testing, as used in this context (Brown, 2004). The interrelation between the test, assessment, and teaching is illustrated in Figure 2.1.

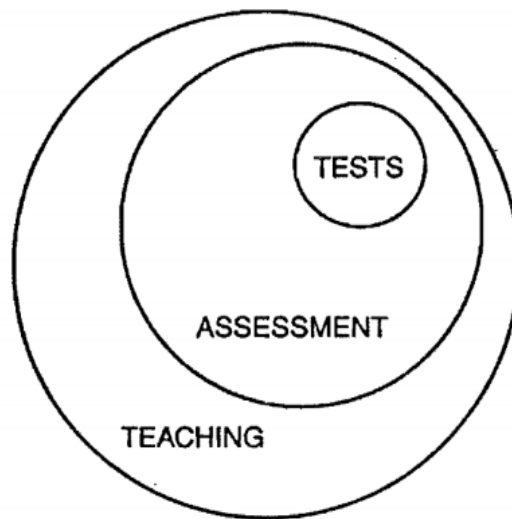


Figure 2.1. Test, assessment, and teaching (Brown, 2004, p. 5).

To sum up, unlike testing, assessment is an essential part of the cycle of learning and teaching, and they complement each other when implemented properly. Therefore, the determination of assessment types and tools mainly occurs subsequent to the settlement of needed learning objectives, outcomes, and skills (Qafzezi & Kadi, 2022).

2.1.1. Factors to Consider When Assessing Learners

Harris and McCann (1994) state that five things need to be considered in assessments: First, assessments should focus on students' strengths rather than weaknesses. In this sense, assessments should be implemented "constructively" which means the aim of the assessment should be tracking progress, not making them fail. Secondly, assessments should be evaluated fairly, which refers to "reliability". Informing students about the criteria of our assessments can be a good way to accomplish fairness. Thirdly, assessments should be consistent with course objectives; thus, they should provide "validity". To provide this, we should set our objectives beforehand. Furthermore, assessments should not take too much time for teachers to plan, organize and administer and for students to complete. Therefore, "the fourth element is practicality". The last important thing when assessing learners is "accountability," which refers to teachers offering visible indications of the progress achieved by teachers, parents, institutions, and society. Unless any progress has been made, it is necessary for them to explicate the

reasons for such an outcome (Harris & McCann, 1994, p. 4). Crooks et al. (1996) claim that validity is significantly important in any type of assessment. Like Harris and McCann (1994), Brown and Hudson (1998) also support the idea that assessments should develop the ways of assessment and teaching and allow students to improve their skills by providing insightful and meaningful feedback while they also point out the importance of validity and reliability in assessment.

Linn et al. (1991) developed some criteria to provide high standards when assessing learners. The first criterion is “consequences” which refers to considering the positive and negative results of the assessment; the second criterion is “fairness”. All students who take the test should have equal opportunities; the third criterion is “transfer and generalizability”. The results of the assessment should provide generalizable information about students and the results should be reliable; the fourth criterion is “cognitive complexity”. Assessment tools should assess the problem-solving and higher-order thinking skills of students; the fifth criterion is “content quality” which refers to the content of the assessment tool should be worthwhile for both students and raters; the sixth criterion is “content coverage” which refers to the validity of the assessment; the seventh criterion is “meaningfulness”. Assessment tasks should be authentic and offer meaningful problems to solve. Thus, students apply them in their real lives, too; the last criterion is “cost and efficiency”. Assessment tools should not cause too much workload and should offer information about students, which is worthwhile for the cost and time to get. (Linn et al., 1991, pp. 10-11).

2.2 Summative and Formative Assessment

Formative and summative assessments are two different assessment types utilized according to varying aims in teaching and learning. According to Harlen (2005), all assessments within the context of education necessitate determining sufficient proof for a specific objective, devising a strategy for obtaining the evidence, analyzing the evidence, and conveying the results to the intended audience. Such determinations are derived from the aim of carrying out the assessment. These goals encompass facilitating knowledge acquisition, providing a concise overview of accomplishments within a specific timeframe, tracking the degree of attainment, and conducting scholarly investigations. Nonetheless, there exist diverse applications of assessments (Harlen, 2005).

2.2.1 Summative Assessment

Hounhanou (2020) defines summative assessment as “a means to gauge, at a particular point in time, student learning relative to content standards” (p. 378). Summative assessment is mainly done at the end of a learning process or a course to understand whether a student meets the course objectives (Fulcher & Davidson, 2007). Brown (2004) states that a summative assessment aims to evaluate and draw a conclusion about a student’s learning. Thus, summative assessment can be used as a tool for tracking students’ progress; also conveying information about their progress to the parents, students themselves, and the teacher who is going to teach next to the students; providing a certificate or accreditation to the students; selecting students for their future occupations (Brown, 2004).

In addition, the results obtained from summative assessments can also be used to reflect the institutions and teachers. In this regard, the use of summative assessments is classified as internal reasons and external reasons. The former refers to using summative assessments for tracking the progress of students, parents, and the decisions made in institutions. On the other hand, the latter includes judgments about the accomplishments of a school, the selection of employees, and the selection of students for higher education (Harlen, 2005).

High-stakes examinations are typically regarded as summative in nature, as their primary purpose is to give a final decision (Dixson & Worrell, 2016). However, according to Harlen (2005), high-stake exams utilized for a summative purpose directly and indirectly affect students. Examples are for direct effect: these exams can create test anxiety and low self-esteem, and distorted perceptions of students about themselves due to the low scores they received from these exams. For indirect effect, these tests can change the classroom instructions and the curriculum since they are essential in shaping students’ futures.

2.2.2 Formative Assessment

On the other hand, formative assessment is designed to facilitate students’ learning and guide their future learning endeavors. Hence, various informal assessments can also be classified as formative assessments, including providing positive and negative feedback to a student, identifying and correcting errors, and offering suggestions (Brown, 2004). Ghaicha and Omarkaly (2018) state that the primary goal of formative assessment is to train and develop students. In this regard, summative assessments are limited to providing a summary of learning

outcomes instead of guiding the learning process. Therefore, modern educational approaches emphasize a formative and continuous approach to assessment.

According to Black and William (1998), the essence of formative assessment is centered on a series of two sequential actions. The initial factor involves the learner's recognition of a difference between their current level of knowledge and an objective that needs to be met. The second component pertains to the proactive steps taken by the learner to bridge the identified knowledge or skill gap, with the ultimate aim of achieving the intended objective. The initial step involves the main obligation of producing information, which may be attributed to the student's self-assessment or to another individual, particularly the teacher, who identifies and explains the deficiency and conveys a message to the student. Regardless of the methods employed to assess and evaluate, it would be inaccurate to consider the student as a “passive recipient” of a directive in response to their actions. The relationship between message reception, resulting perception, subsequent decision-making, and potential learning activity is intricate and multifaceted. Therefore, the active participation of students is essential in formative assessments to realize its purpose (Ramaprasad, 1983; Sadler, 1989, as cited in Black & William, 1998, p. 20-21).

Fisher and Frey (2014) summarize the characteristics of these two methods: summative and formative assessments. Table 2.1. compares and demonstrates the summative and formative assessments in terms of their purpose, the administration time, and how students and teachers make use of results obtained from these assessments.

Table 2.1. Comparison of Summative and Formative Assessments (Fisher & Frey, 2014, p.4)

	Formative Assessments	Summative Assessments
Purpose	To improve instruction and provide student feedback	To measure student competency
When administered	Ongoing throughout unit	End of unit or course
How students use results	To self-monitor understanding	To gauge their progress toward the course or grade-level goals and

	benchmarks
How teachers use results	To check for understanding
	For grades, promotion

Even though summative and formative assessments are differentiated by certain criteria, when considering whether an assessment is summative, the focus should be on the purpose of the assessment rather than the type of assessment. For instance, high-stakes exams are mostly considered summative since they are implemented to get a result. However, they can also be used for formative purposes (Dixon & Worrell, 2016). Bennett (2011) explains that a well-designed summative assessment has the potential to enhance student performance. In contrast, an inadequately designed formative assessment may not effectively serve as a forming assessment tool. Therefore, there is an oversimplification of the definition of formative assessment in this sense. Richard Stiggins, an expert in the field of testing, currently favors the usage of "assessment of learner" (AOL) and "assessment for the learner" (AFL) over "summative" and "formative" assessment to be able to explain the nature of assessment better (Cech, 2007, as cited in Bennett, 2011). Table 2.2. displays the relationship between assessment types and assessment purposes.

Table 2.2. “A more nuanced view of the relationship between assessment purpose and assessment type (Bennett, 2011, p. 8).

Type	Purpose	
	Assessment Of Learning	Assessment For Learning
Summative	X	x
Formative	x	X

Note: X = primary purpose; x= secondary purpose

Different researchers state the advantages of formative assessments. Karaman (2021) states how various formative assessment methods positively affect student learning. Afitska (2014) also states that students observe their

learning and notice the requirements to improve themselves with the help of using formative assessments. In the application of formative assessment, students and teachers work together actively, give feedback to each other about the learning process, and regulate learning activities together. Teachers' feedback to students is given to inform them about problems in their learning, and students' feedback to teachers helps to assess the success of classroom instructions (Stull et al., 2011).

On the other hand, Boston (2002) focuses on the teachers' role in formative assessment. For formative assessments to be successful, teachers should track their student's progress and the challenges they experience and make necessary adjustments to their instructions. In such a scenario, a teacher should be able to change their instructional methods and provide opportunities to facilitate learning (Boston, 2002). As well as the learner role, Black and William (1998) explain that the success of formative assessment is influenced by the feedback's substance and related learning possibilities.

2.3 Traditional and Alternative Assessment

2.3.1 Traditional Assessment

The term "traditional assessment" pertains to a range of assessment approaches, including but not limited to multiple-choice, true/false, matching, and fill in the blanks questions. According to Brown and Hudson (1998), the classification of traditional assessments is typically divided into two categories: selected-response assessments, which encompass true-false, matching, and multiple-choice assessments; constructed response assessments, which include fill-in, short-answer.

Traditional assessment tests have been prevalent in the assessment field for years, primarily due to their convenience in being administered across diverse educational settings (Worthen, 1993). According to Harlen (2005), traditional tests have several benefits such as the use of the results obtained from traditional tests having more reliable and valid results for external and internal use. Brown and Hudson (1998) explain and point out the advantages and disadvantages of selected-response assessments that selected-response assessments refer to providing students with linguistic structures and necessitate them to select the right answer from a restricted array of alternatives. Selected-response assessments are characterized by an expedient administration process. Furthermore, the process of evaluating them is comparatively rapid, effortless, and relatively

objective. On the other hand, these evaluations have two drawbacks: they pose a considerable challenge for test writers to formulate, and students are not required to produce any generative language (Brown & Hudson, 1998). Constructed-response assessments necessitate pupils to generate language through written expression, oral communication, or other means. Selected-response items permit a degree of guessing, but they are comparatively objective. Conversely, constructed-response items decrease some of the guessing elements but present issues of subjectivity, especially when the accuracy of an answer depends on the decision of the evaluator. Constructed-response assessments typically involve a minimal guessing factor and are capable of evaluating both productive language use. Nevertheless, the act of bluffing can present a potential issue, and the process of obtaining a score may prove to be comparatively challenging and time-consuming. The objectivity of constructed-response assessments may vary depending on their type (Brown & Hudson, 1998). According to Çalışkan and Kaşıkçı (2010), traditional assessment instruments such as multiple-choice tests are frequently employed in educational contexts due to teachers' sense of feeling comfortable with their preparation and implementation procedures. Additionally, teachers believe that these tools provide reliable results about students' knowledge. Brown (2004) also states that traditional assessment methods are generally utilized for their reliability and practicality. They reduce the time required by the test writer and examinee due to their ease of generation, implementation, and evaluation.

On the other hand, the traditional assessment also has drawbacks. Even though traditional assessment provides easiness for teachers and institutions in administering and evaluating these traditional assessment tools, Brown and Abeywickrama (2019) state that many studies highlight the inefficiency of traditional assessment in assessing different people and skills. Genesee and Hamayan (1994) also confirm that unlike traditional tests, as an alternative, classroom-based assessments focus on monitoring students constantly, identifying their different needs, and adjusting classroom interactions accordingly. Brown (2004) also suggests that traditional assessments frequently fall short of assessing students' full range of skills and have a tendency to test fundamental skills learned through recall and practice while ignoring the needs and individual differences of the students and concentrating only on testing a few individual items that are

frequently disconnected from the real world. Therefore, a call for an alternative to traditional assessment tools was necessary (Huerta-Macias, 1995). Furthermore, according to Wiggins (2012), the role of the assessor is that of an advisor who assists the student in preparing for real-life situations. Wiggins (2012) claims that traditional testing methods assign a passive role to the student. As a result, alternative assessment has gained importance since alternative assessment is performance-oriented and authentic, unlike traditional assessment (Hancock, 1994).

2.3.2 Alternative Assessment

There is not a certain definition accepted by everyone for alternative assessment. Garcia and Pearson (1994) state that it is a difficult task to look for a term that can explain the assessment method which does suit well neither formal nor informal assessment. Tedick and Klee (1998) define alternative assessment as tasks with value, importance, and significance and reflect what students are able to do. Huerta-Macias (1995) states that alternative assessment provides proof of students' learning and learning methods as well as their abilities on authentic tasks. Additionally, Hancock (1994) defines it as a continuous approach in which students and teachers work together to evaluate a student's learning with the use of some alternative methods. According to Worthen (1993), the term alternative assessment is commonly used to refer to various forms of assessments, including authentic, performance, and direct assessment.

Brown and Hudson (1998) explain that performance assessments, which are an alternative to traditional assessments, necessitate students to execute simulations of genuine real-world tasks, typically utilizing productive skills such as speaking or writing, as well as reading or writing, or a combination of both. Table 2.4. illustrates the difference between traditional and alternative assessments.

Table 2.3. The comparison of traditional and alternative assessments (Brown, 2004, p. 13)

Traditional Assessment	Alternative Assessment
One-shot, standardized exams	Continuous long-term assessment
Timed, multiple-choice format	Untimed, free-response format
Decontextualized test items	Contextualized communicative tasks

Score suffice for feedback	Individualized feedback and washback
Norm-referenced scores	Criterion-referenced scores
Focus on the “right” answer	Open-ended, creative answers
Summative	Formative
Oriented to product	Oriented to process
Non-interactive performance	Interactive performance
Fosters extrinsic motivation	Fosters intrinsic motivation

2.4 Affordances of Alternative Assessment

Aschbacher (1991) points out some mutual features of alternative assessment tasks;

- Alternative assessment tasks focus on solving problems and requiring higher-order thinking skills. Thus, they mostly include more than one correct answer;
- Alternative assessment tasks are meaningful, significantly related to teaching objectives, and tend to challenge students;
- Alternative assessment includes authentic or close-to-real-life tasks;
- Alternative assessment is both product and process-oriented;
- Alternative assessment also requires performance tasks whose criteria are publicly known beforehand (Aschbacher, 1991 p. 276).

Norris et al. (1998) explain the affordances of alternative assessment under three categories. Firstly, alternative assessment overcomes the problems traditional testing brings, such as negative washback, Lake Wobegon effects, which refer to designing classroom instructions related to tests, and bias in testing. Secondly, alternative assessments provide a positive washback effect by enhancing creativity, critical thinking, and reflection. Lastly, alternative assessments provide real-life examples through authentic assessments.

Brown and Hudson (1998) combine the features mentioned above and form a detailed and explanatory list of the characteristic of alternative assessment: “require students to perform, create, produce, or do something;

- use real-world contexts or simulations;
- are nonintrusive in that they extend the day-to-day classroom activities;

- allow students to be assessed on what they normally do in class every day;
 - use tasks that represent meaningful instructional activities;
 - focus on processes as well as products;
 - tap into higher-level thinking and problem-solving skills;
 - provide information about both the strengths and weaknesses of students;
 - are multiculturally sensitive when properly administered;
 - ensure that people, not machines, do the scoring, using human judgment;
 - encourage open disclosure of standards and rating criteria; and
 - call upon teachers to perform new instructional and assessment roles”
- (Brown & Hudson, 1998, pp. 654-655).

According to Herman (1992), since alternative assessment includes performance and production tasks, it improves students’ higher-order and problem-solving skills by pushing them to solve problems creatively. Furthermore, Taras (2002) states that as teachers, if it is claimed that learning is the most important thing in education, putting grades in the center gives the wrong message to the students. Therefore, providing alternative assessment methods which focus on learning rather than grading must be the duty of educators.

Moreover, Lizzio and Wilson (2013) claim that students prefer alternative assessments since they apply to different learner types, and students have a say in choosing the best assignments for them. Furthermore, task manageability plays a role in developing their self-efficacy and increasing their engagement. Finally, Stiggins (2002) also lists some affordances of alternative assessments for learners:

- Alternative assessments help learners gain confidence and make them more motivated whilst showing them their success.
- Learners can experience the feeling of accomplishment as a result of risk-taking to go on learning.
- Learners make sense of being autonomous learners by monitoring themselves which is vital for learning through life (Stiggins, 2002).

2.5 Challenges of Alternative Assessment

Alternative assessments pose several challenges despite their numerous advantages. According to Norris et al. (1998), alternative assessment;

- has a challenging production process, and its administration requires a significant amount of time.

- requires sufficient logistics to gather and store the recordings of performance tasks.
- requires technical equipment and services to plan and conduct.
- has a relatively subjective scoring. Thus, reliability is an issue.

Since alternative assessment is relatively subjective (Norris et al., 1998), teachers resist using these assessments for the evaluation of their students. In addition to issues with reliability, time-consuming, difficulty in planning and administering, and requiring logistic support, there is another challenge in the implementation of alternative assessment. Teachers are required to be familiar with various alternative assessment techniques and tools, and they should introduce them to their students gradually and clearly since alternative assessments are implemented collaboratively by students and teachers (Tedick & Klee, 1998).

2.6 Alternative Assessment Techniques and Tools

There are various kinds of alternative assessment utilized in education “such as portfolios, teachers’ and students’ reflective journals, reading logs and diaries, writing folders, projects, teachers’ observations and anecdotes, teacher-student-parent conferences, audio-visual recordings, checklists, peer-assessment, self-assessment, conferencing, demonstrations, and self-assessments” (Monib et al., 2020, p. 8). Palloff and Pratt (2008) also mention self-reflection, rubrics, projects, and task-based assignments as learner-centered and alternative assessments.

Performance-based tasks

Brown and Hudson (1998) state performance assessments as one form of alternative assessment. Performance assessments encompass a variety of formats, ranging from conventional methods such as essay composition and interviews to contemporary approaches like collaborative problem-solving tasks, communicative pair-work tasks, role-playing, and collaborative group work (Brown & Hudson, 1998). Tedick and Klee (1998) also categorize some alternative performance assessments, which refer to material-design assignments, under three categories: speaking/listening tasks, writing tasks, and reading tasks. The examples for speaking/listening tasks are “role-play, interviews, group or individual presentations, debates, skits, information-gap activities”. Writing tasks refer to “journals, compositions, letters, e-mail correspondence or discussions,

research reports”. Finally, reading tasks include “skimming authentic texts for gist, scanning for specific information, comparing/contrasting articles or stories on the same topic written by different authors (or different audiences)” (Tedick & Klee, 1998, p. 5).

Take-home exams

The take-home exam is also an alternative to traditional tests. According to Bengtsson (2019), take-home exams have a profound strength in assessing higher-order thinking skills with reducing the test anxiety of the students. López et al. (2011) also affirm that take-home exams as a formative assessment tool that might be used to improve and/or gauge students' high skill levels. However, a major concern is stated by Bengtsson (2019). Cheating can occur when students are in a room where no one can observe them and they have internet access.

Portfolios

The portfolio assessment is another form of alternative assessment. Tedick and Klee (1998) define portfolios as “purposeful, organized, systematic collections of student work that tell the story of a student’s efforts, progress, and achievement in specific areas (p. 19). The primary substance of the portfolio is that students decide the selection of their works, which are generally chosen from the best works with the guidance of their teachers. Therefore, self-reflection is mostly intertwined with the portfolio assessment (Simonson et al., 2019). Tierney (2006) also affirm that in the process of choosing the content for the portfolio and deciding the criteria, the participation of the students is essential (as cited in Tedick & Klee, 1998). Furthermore, portfolios create “an ownership, pride, and a sense of self-esteem” for students (Frazier & Paulson, 1992, p. 64).

Brown and Hudson (1998) point out that portfolio assessments;

- enhance the importance of the learning process,
- increase practice and review,
- motivate students with interesting and authentic tasks,
- increase interaction between students as well as student-teacher interaction,
- offer a chance for teachers to observe their students while applying various tasks,
- create a reflection opportunity for both students and teachers.

Reflection Journals and diaries

Reflection journals refer to one's thinking, tracking, and keeping written record processes about their improvements (Tedick & Klee, 1998). Sheppard and Stoller (1995) state that if reflection journals and diaries are kept in a target language, they can serve both growths in the subject matter and language proficiency.

Projects

Projects are “authentic and complex tasks. Students may have to use several concepts and skills to complete” (Nasri et al., 2010 p. 38). Rust (2002) defines projects as in-depth research conducted by a singular student on a subject that both the students and the evaluator have mutually approved. Projects can serve as a means of empowering students through the delegation of responsibility, regulating the development of their work, and collaborating with each other. In addition, projects allow students to work autonomously or collaboratively on group assignments (Er, 2022). Er (2022) also states that projects improve students' time management skills and their use of the target language when implemented in the target language.

Groupwork

Groupwork is a form of authentic alternative assessment method (Davies, 2009) and has numerous benefits. Groupwork enhances experiential, collaborative, and cooperative learning (McGraw & Tidwell, 2001; Ackermann & Plummer, 1994, as cited in Davies, 2009). Airasian (1997) indicates that students who work collaboratively can share ideas, assess each other, and promote their learning. In addition, they grow a sense of responsibility for the success of their group. Moreover, group work improves students' responsibility and encourages them to become more autonomous by giving the group a common goal. Furthermore, these skills can also contribute to students' future professional lives (Davies, 2009). According to Palloff and Pratt (2008), group work assessments can impart skills to learners that facilitate their participation in the assessment process, thereby fostering a learning cycle that promotes their development as learners and helps achieve desired learning outcomes. These outcomes include enhancing the sense of community, promoting self-directed learning, self-efficacy, and exploration, improving problem-solving skills, introducing choice in assessment, and supporting students' acquisition of expertise.

On the other hand, group work also has some drawbacks. According to Pauli et al. (2008), students encounter challenges when collaborating in groups and express apprehension that evaluated group assignments may harm their overall academic grades. Therefore, group assessment is a form of alternative assessment that frequently elicits adverse reactions from students (Flint & Johnson, 2011, as cited in Carless, 2017). Moreover, students can also perceive group assessment as unfair since the issue of procrastination is frequently encountered during group work. Thus, it leads to situations where the individual who exhibits the highest level of responsibility is left to complete tasks, and every team member is not contributed to the group work equally (Davies, 2009). Airasian (1997) suggests individual grading through self-and peer assessment as a solution to overcome unfair evaluation stemming from the nature of group work assessments.

Self and Peer Assessments

Self and peer assessments refer to the ability of students to recognize and evaluate their language learning progress. Using these assessments as a teacher provides a more meaningful measurement about students' skills, attempts, and improvements. (McNamara & Deane, 1995, as cited in Brown & Hudson, 1998). The comprehensive characterization of these assessments relates to the capacity of the learner to evaluate their acquisition of knowledge. According to Gardner (2000), self- and peer-assessment skills can serve as both a means of testing and a personal monitoring tool for learners to track their progress. In addition, self-assessment allows learners to actively participate in the learning process, integrating cognitive skills with attitude and motivation toward learning (O'Malley & Pierce, 1996, as cited in Brown, 2004). Brown and Hudson (1998) also summarize several advantages of self and peer assessments. Initially, these assessments can be formulated to be quickly administered. Secondly, inevitably, students are directly involved in the assessment process. Subsequently, this participation can potentially facilitate students' comprehension of the concept of autonomous learning. Ultimately, students' active participation and increased independence can significantly enhance their motivation (Brown & Hudson, 1998).

Rubric

Rubric refers to outlining the requirements for a given task which involve the enumeration of certain criteria deemed significant, as well as the explication of

varying degrees of merit ranging from perfect to substandard (Andrade & Du, 2005). Anderson (1998) states that students participate in the process of defining criteria to evaluate their tasks via a rubric. The rubric is an essential component of alternative assessment (Tedick & Klee, 1998) since, unlike traditional assessments, students are also active in alternative assessments (Ramaprasad, 1983). Even though the decisions of teachers are not completely ignored in the assessment process, students can realize their strengths and weaknesses in the rubric-forming process (Anderson, 1998). Andrade and Du (2005) posit that rubrics can fulfill various beneficial roles beyond mere scoring. When students interact with rubrics, a well-constructed rubric can acquaint them with the notion of quality as defined by experts, provide support for self-assessment and peer assessment, and facilitate the process of revision and enhancement.

Checklist

According to Airasian (1997), checklists refer to a documented list of performance standards that students are expected to attain. Checklists are utilized to assess the presence of a specific behavior or skill in a student, and they simply focus on certain criteria whereas rubrics also focus on the quality of performance criterion by measuring this criterion from excellent to poor (Tedick & Klee, 1998).

2.7 Assessment and Teacher Education

Even though the field of assessment has traditionally been given less emphasis in teacher education programs, the quality of education and the professional development of pre-service teachers are greatly influenced by the evaluation methods utilized in teacher education programs. By employing effective evaluation methods, teacher education programs possess the ability to precisely gauge the progress, instructional capabilities, and overall competence of aspiring educators. A comprehensive and carefully designed assessment framework enables educators to evaluate the strengths and weaknesses of each individual, thus providing valuable insights into their professional growth (DeLuca et al., 2019). Through the identification of areas requiring improvement, it becomes feasible to provide specific interventions and support aimed at enhancing the competencies and expertise of educators. Given these concerns, educators who specialize in training teachers are actively working towards devising methods to evaluate the outcomes of their attempts. These methods aim

to acknowledge the complex nature of teaching and learning, while also offering multiple perspectives on the process of acquiring teaching skills. Numerous educational programs are currently in the process of creating assessment instruments to evaluate the competencies of their candidates, as well as to measure their own effectiveness as teacher educators in enhancing these competencies (Darling-Hammond, 2006).

Regarding teacher education, Bloxham (2008) states that in contrast to numerous academic disciplines in universities, teacher education has a notable tradition of evaluating both professional practice and academic knowledge. However, it is pertinent to question whether a significant portion of our assessment still places excessive emphasis on the "academic" aspect rather than the "operational" aspect, prioritizing written discourse on the acquisition of knowledge rather than the practical demonstration. Furthermore, in order to facilitate the professional development of our students, it is imperative to prioritize their 'employability'. Therefore, education regarding assessment in online education should be highlighted more in pre-service teacher education.

2.8 Online Assessment

The present focus of educational institutions worldwide has shifted to online assessments owing to the closure of campuses and the absence of in-person instruction during the Covid-19 pandemic (Bashitialshaaer et al., 2021). Furthermore, despite the pre-existing availability of online courses, universities have been compelled to modify their approach to evaluating students' academic progress due to the sudden outbreak of the coronavirus. As a result, teachers have begun to utilize various online assessment methods, including multiple-choice or open-question quizzes, oral examinations, open-book, take-home exams, project evaluations, e-portfolio, and written essays (Guangul et al., 2020).

2.8.1 Definition of Online Assessment

There are several definitions for online assessment. Cook and Jenkins (2010) defines online assessment as a form that utilizes Information and Communications Technology (ICT) to store, administer, respond to, and predominantly or entirely grade assessments. Crisp (2011) also focuses on utilizing digital devices in assessment and states that the concept of online assessment pertains to the utilization of electronic devices, including computers, laptops, smartphones, and other portable communication devices, to aid educators

in the creation, dissemination, archiving, evaluation, and process of feedback for student assessment assignments in a virtual setting. More recently, Weleschuk et al. (2019) indicate that online assessment refers to any evaluation of students' achievement and feedback session in a fully online environment. Abdulghani et al., (2020) also state that online assessment is an assessment form in which a student's skills, behaviors, and characteristics are tested through web technologies. Even though there are various definitions regarding online assessment, and it is sometimes named differently (e-assessment, etc.), the common feature of online assessment is stated as utilizing technology when assessing students and providing feedback for them.

2.8.2 The Medium for Assessment

Even though there are many investigations on the limitations and benefits of various assessment techniques, there is still limited research on online assessment. The reason can be that online assessment is not considered a completely different concept by some researchers, but the medium is only seen as a vessel. For instance, Clark (1983) explains that media can be considered a means of delivering instruction. However, they do not have a significant impact on student achievement. This is analogous to "how a truck that delivers groceries does not cause changes in nutrition." Therefore, the attainment of success is solely dependent on the substance of the vehicle" (p. 445). According to Dikli (2003), the content for assessment is applicable to any instructional setting, regardless of whether the instruction is delivered remotely or in person. Naidu (2006) also affirms that the employment of Information and Communication Technologies (ICT) undoubtedly presents vast prospects for constructing learning environments that are abundant in resources. Nonetheless, it is important to note that these technologies serve as conduits for educational transactions and are insufficient to significantly improve the quality of learning and teaching. Dikli (2003) suggests in their study of review that both traditional and alternative assessments have benefits and drawbacks. When it comes to assessing learners in online education, there is no such thing as the best method. Therefore, both assessment methods should be used in a balanced approach in online education.

On the other hand, some researchers claim that the educational setting matters since the medium is not just a vessel but is the message itself (McLuhan, 1964, as cited in Robbins & Singer, 2014). For example, Garrison et al. (2003)

explain that the impact of technology on educational outcomes encompasses various aspects such as display, interaction, cost, and design. However, among numerous other factors, it encompasses overt and covert attributes of the educational setting. Additional noteworthy elements encompass the instructional design, the impact of assessment and accreditation, the characteristics, incentives, the pedagogical and epistemological orientations of learners and educators, and the implicit curricular messages that are ingrained within all formal educational settings. Robbins and Singer (2014) also point out that despite the absence of the Internet and social media during McLuhan's (1995) time, he supported the need for significant transformations in education and proposed that individuals should possess proficiency in various media formats beyond the traditional print medium. In contemporary times, the integration of novel technology and social media has become increasingly essential in academic settings, serving as a crucial tool for both classroom pedagogy and research advancement and dissemination. Therefore, Qafzezi and Kadi (2022) claim that it is not feasible nor advisable to imitate assessment methods used in face-to-face classroom settings for online education settings, as doing so may lead to learner frustration.

In conclusion, recent research proves that online assessment requires a certain interest since when students are assessed through traditional methods in online education, it does not bring success, which will be elaborated on and given examples in detail in the following parts.

2.8.3 Factors to Consider When Assessing Learners Online

According to Benson and Brack's (2010) definition, online assessment refers to the various assessment techniques, which can be both formative and summative, implemented in an online setting. They categorize these techniques into four categories which can be illustrated in Table 2.5.

Table 2.4. Uses of Online Assessment (Benson & Brack, 2010, p. 126)

Categories	Examples
Submission of Items for Assessment	Essays: discursive, descriptive, analytical Reports: case-based learning, problem-based learning Reviews: critical, analytical Media: image, audio, video, presentation

Automated assessment	• Quizzes • Multimedia	- Multiple choice - Short answer - Calculation - Matching - Fill blanks - True/False - Drag and drop
Online Discussions		- Forums: case analysis, project development - Debates - Allocated roles: lead, summarize, provoke - Role plays
Web Publishing		- E-portfolios - Webpages: blogs, wikis - Shared documents: Google Documents

When selecting an assessment method, it is important to consider various factors, as Hsiao and Watering (2020) noted. One of the paramount concerns pertains to the reliability and validity of the assessment, as well as whether the technique of delivery aligns with the intended objective of the course (Hsiao & Watering, 2020). Shraim (2019) focuses on three criteria the assessment requires. According to Shraim (2019), online assessment;

- must have consistency within learning objectives.
- should be fair and implemented to everyone equally.
- should offer a clear description of whether learning outcomes were achieved.

On the other hand, Whitelock (2006) highlights the importance of pedagogical principles in online assessment and states that online assessment must definitely align with pedagogical principles rather than solely focusing on incorporating the latest technology. Additionally, it is crucial that the entire process should be meticulously planned.

Gaytan (2005) summarizes effective techniques for online assessment:

- “The provision of regular, ongoing communication with and feedback to students as a means by which to embed assessment in the course itself;

- The inclusion of dynamic interaction, defined by the use of group work, collaboration, and a high level of interaction through discussion;
- The modification of traditional assessment tools, such as essays, discussion question responses, and projects that require demonstration of skill acquisition and problem-solving ability;
- The use of alternative assessments, such as performance-based assessments, authentic assessments, and the use of e-portfolios (Gaytan, 2005).

Qafzezi and Kadi (2022) also state that feedback is an important aspect of teaching and if given properly, it can improve students' performances. Olesova et al. (2011) confirm that formative assessment techniques and feedback are necessary for practical online assessment, and they suggest that audio feedback can facilitate interaction in online classrooms.

Another stated factor that needs to be considered when assessing students online is active participation. Gaftandzhieva et al. (2022) found in their study that the active participation of students is an important criterion for their academic success (Gaftandzhieva et al., 2022, as cited in Thathsarani et al., 2023).

The last but not least important factor is in-service training. Adnan et al. (2017) state that professional development through training in online education as well as institutional support is essential in embracing digital tools and platforms that are utilized for education. Lack of in-service training can be an obstacle to effective online assessment.

2.9 Digital Tools and Platforms

In order to effectively facilitate online assessment, teachers must possess a readiness and eagerness to utilize and adjust to diverse digital tools and platforms, which can be defined as platforms that enable communication and collaboration between teachers and their students in online education settings (Mariadi et al., 2022).

Online assessment tools possess several advantages such as time-saving for instructors, immediate feedback provided to students, partial anxiety relief, progressive difficulty programming based on correct answers, randomized question programming to avoid cheating, motivation enhancement by

incorporating fun learning, student empowerment to take ownership of their learning, and the development of students' expertise in their respective fields, thereby opening up opportunities for them as global citizens (Dawley, 2007).

However, continuous enhancement of online assessment tools addresses certain limitations, such as additional time and workload on the instructor to ensure adherence to all stages of online assessment, consistent training of both students and teachers, pressure to submit assignments within the stipulated time and meet the expectations of team members (Qafzezi & Kadi, 2022)

In online assessment, WhatsApp, an interaction application, was considered a communication vehicle between students and teachers. The purpose of utilizing WhatsApp is to facilitate seamless communication between instructors and their pupils, thereby enabling the dissemination of assessment-related information and guidance, as well as allowing students to promptly submit their assignments (Khaleyla et al., 2021; Mpungose, 2020, as cited in Mariadi et al., 2022). Mariadi et al. (2022) also affirm that in the context of higher education in Indonesia, a variety of widely used online platforms are frequently employed by teachers for online education and assessment of their students. WhatsApp has emerged as a prevalent platform utilized in online education within universities, particularly in the context of the Covid-19 pandemic. In addition to WhatsApp, Learning Management System (LMS) was also frequently utilized by teachers for online assessment (Mariadi et al., 2022). Taidah et al., (2021) claim that following WhatsApp, Zoom, Google Classroom, and Google Meet are other digital platforms widely used in online assessment (Taidah et al., as cited in Mariadi et al., 2022). Finally, Mahlangu and Makwasha (2023) also found out that some other digital tools platforms used in online assessments were Quizlet, Socrative, iSpring Suite, Google Forms, Microsoft Forms, and Qorrect.

2.10 Affordances of Online Assessment

There are numerous benefits of online assessments. For instance, Chinyere (2021) states that online assessment is frequently appreciated for its administrative convenience, efficiency, and cost-effectiveness. Effective online assessments have the ability to offer feedback that is more timely and instructionally valuable to the process of teaching and learning. Nordin et al. (2022) also confirm that online assessment offers various advantages, including instant feedback, which provides students with an immediate assessment of their performance. According to Reeves

(2000), in face-to-face education, students are usually evaluated with mid-term and final assessments whose time is typically decided by the school administrators. However, in online education, online assessment and teaching are intertwined via interactive media simulations. In the context of a web-based simulation program, learners may encounter multiple challenges that prompt the program to offer feedback. The computer system identifies enhancements in student performance and provides pertinent data on the performance assessment to the instructor (Reeves, 2000). According to Alruwais et al. (2018), online assessment offers many benefits. Students favor online assessments since the interface of online assessments is friendly, engaging, game-like, and easy to control. For teachers, online assessments provide easy scoring since the scores of numerous students can be calculated instantly by online platforms. For the institutions, administering assessments online help reduce the cost and time spent on assessments. Moreover, the security of the exams is provided by the software of online assessments. The online assessment also provides benefits for education's sake by aligning assessment with new educational goals like problem-solving and information technology literacy.

2.11 Challenges of Online Assessment

In addition to the benefits of online assessment, there are many challenges when assessing learners online. Simonson et al. (2019) explain that it is necessary for teachers, who teach online, to ensure that their students have sufficient knowledge of the technological tools and platforms as well as assessment strategies that will be employed in the course. Enabling students to engage in activities such as utilizing a digital Dropbox for submitting assignments, participating in online chats, and taking web-based quizzes is of utmost importance. Diversity is also a significant topic that is discussed a lot. A key objective of performance assessment is to consider the diversity of students in relation to their learning styles, cultural backgrounds, and proficiency levels since online education classrooms involve a highly heterogeneous population of learners with varying characteristics such as age, race, and socioeconomic status. Teachers must acknowledge that diversity can enhance socio-cultural exchanges among students, but, it may also give rise to certain challenges. For instance, it is possible that alternative assessment strategies may be perceived as useful by younger adults, whereas traditional assessment tools may be deemed more

effective by older adults (Simonson et al., 2019). The diversity issue is also highlighted by Mariadi et al. (2022) that online assessment is highly reliant on online students' and teachers' access to necessary resources. Infrastructural problems, particularly in rural areas may lead to ineffectiveness in online assessment. In addition to the problems mentioned above, most students get frustrated with online tests since they require many internet data.

Kumar and SN (2020) summarize the challenges of online assessment: firstly, teachers are not good with recent technologies and do not feel secure implementing online assessments using technology. Secondly, teachers are skeptical about the validity and reliability of online assessments. Thirdly, academic dishonesty and plagiarism are major concerns since students may cheat when they are not under the supervision of their teachers in face-to-face classrooms (Kumar & SN). Many other studies also confirm that cheating and academic dishonesty are major concerns in online assessment (Yılmaz, 2017; Guangul et al., 2020; Elsalem et al., 2021; Abduh, 2021; Stravakou & Lozgka, 2022; Mariadi et al., 2022; Papanastasiou & Solomonidou, 2023).

Guangul et al. (2020) also state that 'clarity' is an issue in online assessment and academic integrity. In addition, interaction is limited with students in online education settings. Therefore, it is not as easy to explain the assessment criteria to the students as in face-to-face classrooms, especially when students are not acknowledged about the assessment method they are not familiar with.

2.12 Recent Research on Online Assessment

The above headings explain the concept of online assessment and the techniques employed in conducting assessments through digital tools and platforms. Furthermore, an overview of the affordances and challenges of online assessment was offered. This section provides an overview of current research on online evaluation, including pertinent details of the studies.

Howe (2020) investigated university students' and lecturers' perceptions of using online assessment. The data were collected through both quantitative and qualitative methods. Quantitative data were collected through questionnaires, whereas qualitative data were collected through observations and interviews. Findings revealed that students' perceptions of online assessment were found to be positive regarding online tests and quizzes. Likewise, lecturers were also found to

have positive perceptions of online assessment regarding easiness and reducing workload in marking.

Hussain et al. (2020) investigated students' perceptions of online assessment during the first wave of the Covid-19 pandemic. A mixed method was used in the study. Quantitative data were obtained from a questionnaire distributed to 302 students whereas qualitative data were collected through a free-writing reflection question. The students revealed that students with higher GPAs were dissatisfied with online assessments since they found them less challenging and unfair. They also criticized that successful and unsuccessful students received high grades in online assessments.

In a comparative study in Türkiye and Kyrgyzstan, Adanır et al. (2020) investigated both Turkish and Kyrgyz university students' perceptions of online exams and compared the results. Both quantitative and qualitative data were used in the study. For quantitative data, a survey was distributed to 370 undergraduate students while qualitative data were collected through an open-ended question. The findings revealed that Turkish learners found online exams less stressful and fairer than traditional tests whereas Kyrgyz students preferred traditional pen-paper exams more.

In a case study in Türkiye, Şenel and Şenel (2021) investigated the effect of take-home exams in preventing cheating and plagiarism. For the study, the researchers used a take-home exam as a formative online assessment tool, then 43 undergraduate students were surveyed. The results indicated that students were satisfied with the use of take-home exams as an online assessment tool since they were informed about the evaluation; they were provided feedback; and there was a consistency between the course subject and assessment. Their perceptions of peer interaction were found to be moderate. As a result, take-home exams were suggested as a reliable way of assessing students in higher education, and they were considered to be a formative assessment tool that may also increase student-teacher interaction.

In a quantitative study, Khairuddin et al. (2022) investigated Malaysian university students' perceptions of the use of Computer-based Language Tests (CBLT). In order to investigate it, they used a questionnaire. The result of their study revealed that students' perceptions of CBLT were positive, and they did not consider the use of CBLT as a challenge.

Thathsarani et al. (2023) investigated the effectiveness of online assessment techniques on the academic achievements of Sri Lankan universities. For this study, both qualitative and quantitative research designs were used. The qualitative data were collected through semi-structured interviews with university lecturers while the quantitative data were collected through an online questionnaire, and it was distributed to 387 undergraduate students. The results indicated that online examinations, online presentations, online quizzes, case studies, and report submissions were found to be five online assessment techniques used frequently. The results also revealed that online assessment techniques significantly affected students' academic performances positively.

Abduh (2021) investigated EFL teachers' perceptions of online assessments during the Covid-19 pandemic. In addition to EFL teachers' perceptions of online assessments, their perceptions of the online assessment methods they used, the challenges they faced, and the difference between the perceptions of female and male teachers were investigated. A mixed-method approach was utilized in the study. Quantitative data were collected from 26 EFL teachers through a questionnaire whereas qualitative data were obtained through interviews conducted on WhatsApp. The results revealed that the perceptions of the majority of teachers were moderate of online assessment regardless of their gender. Their perceptions of online assessment methods were found to be positive. However, most teachers faced serious challenges such as technical issues, lack of in-service training, and cheating.

Slack and Priestley (2023) investigated the effect of online learning and online assessment on undergraduate students' well-being during the Covid-19 pandemic. They used both quantitative and qualitative method methods for this study. For quantitative data, a survey was implemented while qualitative data were obtained from focus-group interviews. The findings indicated that some students found online assessment more demanding, whereas others favored online assessment methods since they increased flexibility.

Papanastasiou and Solomonidou (2023) examined the implementation of remote assessment in higher education in Cyprus using a quantitative study design. An online questionnaire was distributed to 205 lecturers at a university in Cyprus. The study revealed that the experiences of lecturers with assessment adaptations (the use of e-invigilation software) were positive. In contrast, their

experiences of online oral and written assessments were relatively negative. The study also revealed that cheating, plagiarism, and technological problems were found to be the most common problems in online assessment.

In a case study carried out in Türkiye, Yılmaz (2017) investigated challenges experienced in evaluating success and performance in online education. The study included both quantitative and qualitative data. Quantitative data were collected through a questionnaire, whereas qualitative data were collected from semi-structured interviews. The findings regarding assessment techniques lecturers used revealed that online oral examinations, online open-ended written examinations, online multiple-choice examinations, online true-false examinations, e-portfolio, digital concept maps, assignments, checklists, rubrics, presentations, self, peer, and group assessments were found to be assessment techniques lecturers preferred to use. It was also found that lecturers follow the latest trends in assessments and prefer to use assessment techniques that make students more active and eager. The findings regarding the challenges in online assessment revealed that the inability of the professors to stop test cheating was one of the most often cited issues. Students frequently utilized the same assignments while completing assignments and projects by copying from one another or by pasting anything they discovered online. Additionally, preparing for and assessing online tests and projects took a lot of time and effort.

Chinyere (2021) aimed to investigate secondary school teachers' perceptions of the challenges and solutions to online assessment. Digital Literacy Test and a structured questionnaire were utilized as data collection tools, and the data were analyzed through descriptive statistics and ANOVA. As a result, it was found that internet connection problems in rural areas, students' technological incompetencies, cheating, and challenges regarding scoring and giving feedback were the most common problems in online assessment. In addition, it was revealed that secondary school teachers suggested orientations and training on online assessment methods for teachers and students should be provided by school administrations.

Bashitialshaaer et al. (2021) investigated the obstacles and barriers to using online exams. In their quantitative study, 152 students responded to a questionnaire. The results revealed that examination design, training, preparation, and the use of software were the main obstacles. In addition, infrastructure issues

and students' access to suitable technological devices were also stated as major concerns in implementing online exams.

Mirza (2021) investigated the perception of university lecturers of online assessments. A qualitative study design was utilized, and the data were collected through interviews. Ten lecturers from different departments at Lebanese University attended the study. It was revealed in the results of the study that lecturers preferred to use projects, oral presentations, reflection papers, and performance-based assessments more due to their lack of knowledge on implementing online quizzes and exams and lack of in-service training on these issues. Moreover, it was also found that lecturers were satisfied when their institution decided to implement final exams face-to-face.

Remmi and Hashim (2021) investigated the perception of primary school teachers of online formative assessment. A mixed-method design was used in the study. Quantitative data through a questionnaire were collected from 100 English primary teachers in Malaysia, and quantitative data through three open-ended questions were collected from the same participants. The results revealed that even though primary school teachers believe that using online formative assessments makes teaching easier, they found the use of online formative assessments to be challenging to implement in ESL classrooms due to teachers' ages and their facilities.

Elsalem et al. (2021) investigated medical sciences students' preferences for remote exams and academic dishonesty in online assessments. For the study, an online questionnaire including 16 questions was utilized for quantitative data. The results revealed that exams and quizzes were found to be the most preferred online assessment techniques by the students. On the other hand, report submission and written assignments were found to be less favorable assessment techniques. The results regarding academic dishonesty showed that academic dishonesty was a major concern in online assessment, and using different forms of assessment was suggested as a solution for academic dishonesty.

Mariadi et al. (2022) investigated two EFL lecturers' challenges of online assessment during the Covid-19 pandemic in Indonesia. In their study, the qualitative method was utilized. The data was collected through interviews and observation and analyzed by using thematic analysis. The results revealed five

main challenges: uneasiness, technical problems, time-consuming process, late submission, and academic dishonesty.

Stravakou and Lozgka (2022) explored undergraduate Greek students' perceptions regarding computer-based assessment. A qualitative method was used in the study. The data were collected from 29 students through spontaneous texts written by the students. For the data analysis, the content analysis method was used. The results revealed that students' perceptions regarding computer-based assessment were found to be negative. The drawbacks stated by students were found to be technical problems, inadequate time for their assessment, and academic integrity issues.

Opstad (2022) investigated Norwegian university students' attitudes and performance in online assessment. A questionnaire was distributed to both students on campus and those who followed the same course online. It was found that students who preferred to be on campus had higher scores and preferred traditional assessment, whereas those who followed the same course online had lower scores and preferred take-home exams. According to Opstad (2022), it means that both assessment types and medium of education can have an impact on students' performance.

Haider et al. (2022) investigated how online testing got affected by the Covid-19 pandemic in Jordan. In this quantitative study, a questionnaire with 20 items was distributed to 426 university lecturers. The results revealed the necessity of the Internet and technological devices for effective testing. Besides test design and test questions were found to be important factors in reducing cheating in online testing. The study also suggested providing in-service training on e-learning techniques and online assessment.

In their qualitative study, Mahlangu and Makwasha (2023) investigated key factors affecting online assessment in Zimbabwe. The qualitative data were collected through semi-structured interviews and five lectures. The data were analyzed by using Template analysis. The results pointed out that technological factors such as internet access, technological devices, and ICT infrastructure; organizational factors like institutional support; environmental factors like academic integrity; and individual factors like digital literacy were found as five key factors affecting online assessments. In light of their study, Mahlangu and

Makwasha (2023) stated that both teachers and students should be given training on online assessment.

Guangul et al. (2020) investigated the challenges of online assessment in higher education through questionnaires distributed to 50 faculties in Middle East College. The results revealed the main challenges as academic dishonesty, infrastructure, validity, and engagement of students to online assessments. In addition, preparing various questions for each student and online presentations were suggested as solutions to academic dishonesty.

Alegre and Berbegal-Mirabent (2021) investigated various evaluation types used in online education to reveal their affordances and challenges. To achieve this, they reviewed the literature to find out the most common evaluation methods used in online education. Then, they summarized the affordances and challenges of various online assessment forms. The summary of their results revealed that multiple choice quizzes, and open-book and close-book exams were popular in terms of assessment since they are perceived to be easier in terms of grading when assessing online. However, they are also found to be challenging in terms of designing and avoiding cheating.

More recently, Kılıçkaya (2023) explored the challenges English lecturers in higher education experienced in higher education in Türkiye. To explore these challenges, seventy-five language lecturers working at the School of Foreign Languages and the Department of Foreign Language Education at various state universities in Türkiye were included into the study. The participants were given an online survey including short-answer questions about their assessment preferences during the Covid-19 pandemic. The results of the study revealed that participants had no influence over the selection of the assessment kinds due to the university senates' decision that assignments or projects would serve as the primary form of assessment. The findings also revealed that, in addition to technological issues, constraints, and tools available to lecturers and students, concerns around grading and academic integrity also surfaced during the online assessment.

2.13 Conclusion

In this section of the study, the difference between testing and assessment has been identified with the introduction of these two concepts. The present study provides a comprehensive exploration of various assessment types, including

summative and formative assessment, as well as traditional and alternative assessment. Each assessment type is defined, highlighting their respective advantages, limitations, and accompanied by illustrative examples. Additionally, the present study extensively delves into the subject of online assessment, elucidating its benefits, challenges, and the utilization of digital tools and platforms. These discussions are supported by a robust theoretical framework and relevant research studies. platforms have been elaborated deeply through the theoretical background and relevant research studies.



3. METHODS

This chapter aims to present the methodology of this study. In this regard, the research setting, the design of the study, the participants, the data collection instruments, the data collection procedure, and finally, the data analysis procedure of this study are introduced in detail.

3.1 Research Setting

Research setting in qualitative research designs is considered a natural place since qualitative studies aim to explain social phenomena that also occur naturally (Dörnyei, 2007). This study explores the experiences and perceptions of English language teacher educators on the assessment components of their online courses during the COVID-19 Pandemic between the years 2020-2022. Since this study specifically focuses on a specific time and a natural context, having a deeper understanding of the setting on which this study has focused seems crucial. Therefore, in this section, the research setting is introduced by explaining the educational situation in Türkiye between the years 2020-2022 and answering why the English Language Department in the universities of Türkiye was explicitly selected for the data collection setting.

Immediately after the first COVID-19 case in Türkiye was announced on March 11, 2020, it was announced that primary, secondary, and high school education for one week and university education for three weeks would be given a break starting from March 16, 2020, and on March 23, 2020. Primary, secondary, and high school education started remotely asynchronously via television broadcasting and the Internet. Türkiye's state broadcaster, TRT channel, and the EBA website were used for this asynchronous remote education. On June 31, 2020, it announced that the 2020-2021 academic year would start with distance education, and it would gradually return to face-to-face education (Gencer et al., 2021). Even though distance education was a significant opportunity to prevent educational loss during this period, unfortunately, it was not accessible equally to all students in Türkiye. In a study conducted by Ergün and Arık (2020) during the COVID-19 period, it was stated that 60% of students studying in village schools and living in rural areas of Türkiye did not have the technological infrastructure to continue their education through distance education. Moreover, a study implemented by Ergün and Arık (2020) revealed that only 39% of school-age

children in poor households in Türkiye had technological facilities (Ergün & Arık, 2020). On 21 September 2020, schools gradually returned to face-to-face education. As of 1 March 2021, all schools started face-to-face education. For two weeks beginning on 1 March 2021, all assessments and evaluations that could not be carried out during the distance education period were conducted face-to-face in schools. (Gencer et al., 2021)

With the decision of the Council of Higher Education (CHE), the distance education process in the universities of Türkiye started on 23 March 2020. The distance education period was continued for one and a half years in the 2020-2021 academic year, with all courses being taught online. In the 2021-2022 autumn semester, 40% of the courses were requested to be given online with the decision of the CHE. With this decision, the hybrid education period has started in universities. The issues and decisions regarding the assessment and evaluations carried out at universities were left to the decisions of the Senate of the universities. In the first semester when distance education was started in universities in March 2020, some courses were impossible to deliver, such as Teaching Practice and School Observation. These courses are offered by the Departments at Faculties of Education. They are usually offered to transfer theoretical knowledge about teaching to practice. The pre-service teachers are sent to different schools in Türkiye and observe courses during two semesters for the School Observation course. After this observation, in the second semester, they are sent to give lessons in different schools to practice their teaching skills. Since the Ministry of National Education was not ready for a scenario in which all schools were closed for a whole semester, this course was not offered effectively. As a result, many pre-service teachers graduated without testing their teaching skills and getting feedback from their peers and trainers. Moreover, assessment and evaluation for these lessons were also ignored during that semester.

When the information above is closely examined, it can be deduced that even though education was carried out via distance education, assessment and evaluation could not be done from a distance in the primary, secondary, and high schools of Türkiye. All assessments and evaluations that could not have been carried out in distance education were completed within two weeks starting from 1 March 2021. Apart from these, the assessments carried out by the teachers themselves in distance education were ignored, and it was decided that these

assessments would not affect the end-of-year evaluations of the students. Considering these decisions, it can be claimed that assessment was one of the biggest problems in online courses during COVID-19.

Faculties of Education aim to provide their students with theoretical knowledge about teaching and allow them to put their theoretical knowledge into practice and improve their teaching skills. In addition, teacher educators working in these faculties are not only lecturers but also role models for pre-service teachers' future teaching practices. In this regard, this study aimed to investigate how pre-service teachers studying in the Departments of English Language Teaching were exposed to examples of assessment and evaluation methods and which assessment and evaluation methods were applied to them by the teacher educators teaching in the department during the distance education period. That is why English Language Teaching faculties in different cities of Türkiye were chosen as the research setting for this research.

3.1.1 Participants

This study aims to reveal how often teacher educators who work in the Departments of English Language Teaching prefer to use alternative assessment methods for the assessments of their online courses, how they use alternative assessment methods, and what their perceptions are about using alternative assessment methods. Therefore, this study was conducted with 18 teacher educators 10 of which were females and 8 males. They have been actively teaching in different state universities in Türkiye.

3.2 Research Design

The research design refers to the strategy or framework to carry out a study and to be able to find answers to the research questions in a more systematic, practical, and reliable way. In a study, a qualitative research method is used depending on the aim of the study (Indu & Vidhukumar, 2019). According to Creswell (2009), there are three essential criteria for the choice of research design: the research problem, personal experiences, and audience. When a researcher is unsure of the critical variables, exploratory qualitative research can be helpful. This study examines the perceptions of EFL teacher educators towards alternative assessment methods, and the digital tools and platforms they use in their online courses. Saldana (2011) explains a phenomenological approach is used in qualitative research studies when the aim of the study is to examine human

perceptions on a phenomenon that occurs. Since the Covid-19 pandemic has been a shared experience, the reflection of this phenomenon in education is considerably essential. Even though there is not a specific method of data collection for phenomenological research design, interviews are usually utilized to collect intimate and exploratory data, whose findings are used to emerge different themes (Acharyya & Bhattacharya, 2019). Therefore, the phenomenological research design was found to be more suitable for this research to make in-depth analysis, and the following research questions guided this study.

3.2.1 Research Questions

1. What alternative assessment methods were utilized by teacher educators in their online courses during the pandemic?
2. Which digital tools and platforms were commonly employed by teacher educators for assessment in their online courses?
3. How do EFL teacher educators perceive alternative assessment in their online courses?

To address the research questions above, the participants in the study were interviewed, and the scripts gathered from those interviews were analyzed through content analysis which “is a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use” (Krippendorff, 2018, p.24).

3.3 Data Collection Tools and Procedure

People experience many things during their lifetime, and they reflect on the events they experience daily and generate ideas. However, to understand people’s opinions about an event from a researcher’s perspective, it is necessary to collect sufficient data to analyze and make a deduction (Saldana, 2011). A wide variety of data is used in qualitative research, including audio recordings of interviews, various types of texts like field notes, journal and diary entries, documents, and visual materials like videos and photos (Dörnyei, 2007). In this study, the data were obtained from open-ended interviews and assessment samples, which required document analysis.

3.3.1 Interviews

For many reasons, interviews are preferred as a data collection tool in qualitative research. In structured interviews, the researcher generates

predetermined questions and answers and then analyses the frequency of these answers given by the participants. In such interviews, the researcher's ideas are imposed on the participants, who cannot express their ideas freely. However, in open-ended interviews, participants are expected to answer questions openly and freely. The researcher then transcribes and analyses this interview through content analysis (Krippendorff, 2018). Creswell (2016) states that in a one-on-one interview, the researcher can observe the participant's body language, notice immediately the intonations of their voice, and set up a personal relationship that may increase the participant's desire to answer the questions more sincerely. The main concern for one-on-one interviews is that the researcher must have the opportunity to be in the same location as the participants. However, video conversations provide an alternative. These services have gained popularity as a means to conduct interviews remotely by allowing the interviewer and respondent to see one another. Furthermore, they enable a higher response rate, the ability to clarify questions if confusions arise, and the ability to ask different questions and get the interviewee's reaction (Banerjee, 2019).

Since qualitative research design is implemented in this study, obtaining detailed answers from respondents is important for a deeper understanding. Therefore, conducting face-to-face and open-ended interviews has been found to be appropriate for this study. Thus, open-ended and face-to-face interviews were synchronously conducted through the Zoom platform since there was no chance to meet physically due to the COVID-19 pandemic.

The data obtained from interviews were collected between February and May 2022. As indicated above in the Research Setting section in Methodology, 2021 and 2022 were the years after a global pandemic broke out, and all courses were given online synchronously or asynchronously. Therefore, when the data were obtained, all the participants had already experienced distance education and assessment in online courses.

Interview questions were designed and checked by the supervisor of this study. After receiving the ethics committee approval in December 2021, teacher educators working at different universities were determined through the Internet and with the guidance of the supervisor of this study, and their institutional e-mail addresses were obtained from the websites of the universities they work. Their e-mail addresses were listed in Microsoft Office Excel to be able to keep a record of

the participants' information and the date of the interviews. At the end of February, e-mails for an invitation to be the respondents in the study were sent to fifty teacher educators. As a result, 18 out of 50 teacher educators responded with their availability to participate in the study. Through e-mail, mutually convenient times for interviews were decided with the respondents. Then a Zoom meeting was scheduled for the appointed time, and the invitation link was sent to the respondents through e-mail. Interviews were carried out between February and May 2022. Before each interview, permission for Zoom recording was verbally asked for from the participants.

3.3.2 Assessment Samples

In this study, the participants were questioned about their assessment methods in their online courses. Furthermore, to provide triangulation in this study, different data collection tools were aimed to be utilized (Creswell, 2009). Therefore, the interviewed participants were also asked to present some samples from their assessments to support the interviews with real examples.

In the invitation e-mail to participate in this research study, the participants were also informed that they would be asked for samples of their assessments and confidentiality issues. At the end of the interviews completed through Zoom, participants were reminded about this request. In addition, some volunteer participants shared their assessments in their online courses through e-mail with the researcher in this study.

3.4 Data Analysis

3.4.1 Interviews

When the data collection procedure was completed, the researcher transcribed the recordings. To ensure the correctness of the transcription, all recordings were listened to twice. Since the interviews were conducted in Turkish, the researcher translated the transcriptions of the interviews into English. Translations of the texts were again checked by a colleague who graduated from the Translation and Interpreting Faculty and currently works as an English Instructor. The transcripts of the interviews were analyzed using the Content Analysis method, which refers to research methods to analyze written and spoken discourse (Cole, 1988). In order to do content analysis, three types of data analysis can be used: conventional, summative, and directed. The coding categories are

derived immediately from the data in conventional data analysis (Creswell, 2016). Therefore, conventional data analysis was utilized in this research study. In this study, the qualitative data were analyzed progressively using the steps below:

- The transcriptions of the interviews were created by the researcher.
- These transcriptions were translated by the researcher and checked by a translator.
- Analytical memos were created by the researcher during the first reading of the transcripts. “Analytic memos are somewhat comparable to researcher journal entries or blogs – a place to “dump your brain” about the participants, phenomenon, or process under investigation by thinking and thus writing and thus thinking even more about them” (Saldana, 2011, p. 41).
- During the second reading, transcripts were coded by the researcher using the MAXQDA 2022 program. In qualitative research, a code is typically a word or brief phrase that symbolically designates a summative, noteworthy, essence-capturing, or expressive attribute to a section of language-based or visual data (Saldana, 2011). Coding refers to the act of interpreting text content by disassembling them to determine their constituent parts before reassembling them in a meaningful manner. While coding, the researcher generates a variety of theme-related evidence. This implies that, when analyzing the data, the researcher does not accurately report lengthy passages from the transcripts but rather analyzes what the participants say (Creswell, 2016).
- After the initial coding, the researcher re-coded the transcripts by examining the initial codes. Initial Coding is the process of dissecting qualitative data into discrete components, analyzing them thoroughly, and contrasting their similarities and differences (Charmaz, 2006). According to Saldana (2011), anyone rarely masters coding on their first attempt. Qualitative research necessitates careful attention to language and profound reflection on the emergent patterns and implications of life experiences. After the initial codes were created for the second time, they were consulted by the mentor of this study to ensure the reliability of the codes.

- The generated initial codes were divided into themes by the researcher. In contrast to codes, which are typically single words or brief phrases that represent a datum symbolically, themes are longer phrases or sentences that outline the evident and hidden implications of data (Saldana, 2011).

3.4.2 Assessment Samples

Assessment samples obtained from the participants were also analyzed using MAXQDA 2022 program following the procedure:

- Assessment samples were collected through e-mail by the participants.
- All samples were analyzed through MAXQDA 2022 to be able to define the frequency of assessments used by teacher educators.
- Samples that did not violate personal rights and confidentiality were separated for demonstration as examples for assessments in the study. These samples were categorized according to the method of assessment.
- They were checked by two different individuals: the second coder and the mentor of this study.

3.5 Intercoder Agreement

Intercoder agreement occurs when one or more extra coders analyse qualitative data, offer codes for the dataset, and evaluate the findings of the coders to determine the degree of agreement on the codes. Fundamentally, this technique gives a "reliability" validation during qualitative data analysis and adds precision to the ongoing interpretivism paradigm when analysing qualitative data (Creswell, 2016). The second coder is a colleague of the researcher and holds a bachelor's and master's degree in English Language Teaching. The second coder was given the codebook by the researcher and informed about how the researcher did the coding. A qualitative codebook consists of a collection of codes and their definitions (Creswell, 2016).

After the researcher created the initial codes and themes, the transcripts were coded by a second coder, again using MAXQDA 2022 software to analyze the intercoder agreement. In the last step of data analysis, Cohen's Kappa value was calculated to ensure the reliability of the study. Cohen's Kappa value was found to be 0,93, which was interpreted as a significant agreement between the two coders.

Table 3.1. The result of Cohen's Kappa for intercoder agreement

		Coder 1		
		1	0	
Coder 2	1	a = 318	b = 11	329
	0	c = 13	0	13
		331	11	342
$P(\text{observed}) = P_o = a / (a + b + c) = 0.93$				
$P(\text{chance}) = P_c = 1 / \text{Number of codes} = 1 / 47 = 0.02$				
Kappa = $(P_o - P_c) / (1 - P_c) = 0.93$				

3.6 Trustworthiness of the Study

The trustworthiness of a research study is crucial in ensuring the reliability and validity of the findings (Dörnyei, 2007). According to Guba and Lincoln (1982), four different concepts should be addressed to ensure the trustworthiness of a study. These are listed as “truth value, applicability, consistency, and neutrality”. In this research, these abovementioned concepts of Guba and Lincoln (1982) have been considered to provide credibility and validity into this study. In this study, the data were collected from different individuals working in different state universities in Türkiye. The data were collected through different instruments to provide different information from different instrument. In this way, triangulation has been also provided. Then, the data were analysed by a second individual to ensure inter-coder reliability. The methodology regarding research design, and context were presented in detail to ensure credibility and validity of this present study.

3.7 Conclusion

In this section of this study, the research setting, data collection tools, procedure, and data analysis for this study have been introduced in turn. In summary, the participants in this study are teacher educators that work in the Departments of English Language Teaching in different universities of Türkiye. Furthermore, all participants have experience in teaching and assessing online due to the lockdown during COVID-19. Furthermore, this study is a solely qualitative study, and interviews and assessment samples are the data collection instruments. For the data analysis, the content analysis method was used for both instruments.

After the analysis, Cohen Kappa's value was calculated for the intercoder reliability.



4. RESULTS

In the following chapter, the results obtained from content analysis of open-ended interviews and sample assessments are presented in detail. The results are presented under the three research questions explored in this study.

4.1 Results Related to Research Question 1

For the first research question, participants were asked questions regarding their assessment methods choice in their online courses. The results revealed the frequency of teacher educators' use of traditional and alternative assessments, and the most frequently used alternative assessment methods in their online courses.

4.1.1 Participants

In order to determine the suitability of the participants for the study, in the first interview question, the participants were asked whether they taught online courses before or during COVID-19 and whether they continued to teach online courses afterward. All teacher educators indicated that they taught online courses during the pandemic, and 15 out of 18 teacher educators continued to give online courses after the pandemic. The online courses offered by teacher educators are presented in Table 4.1.

Table 4.1. The list of online courses delivered by teacher educators

Online Courses	Frequency
Teaching Practice	14
Material Development	9
Teaching English to Young Learners	6
Oral Communication Skills	5
Critical Reading and Writing	4
Testing and Evaluation	4
Approaches to English Language Teaching	4
Teaching Language Skills	4
School Observation	3
Culture and Language	3
Linguistics	3
Contextual Grammar	3

ELT Methodology	3
Research Methods	3
Academic Writing	3
English Structure	3
Pragmatics and Language Teaching	2
Literature in ELT	2
Community Service	2
Material Evaluation and Selection in ELT	2
Textbook Evaluation	2
ELT Curriculum	2
Second Language Acquisition	2
Morals and Ethics in Education	2
Listening and Pronunciation	2
Instructional Technologies	2
World Englishes and Culture	2
Current Methods and Approaches in ELT	2
English for Mass Communication	1
Drama	1
Advanced Writing	1
Effective Communication Class	1
English Lexicon	1
Preparing Projects in Education	1
Translation	1
Social Interaction and Language Teaching	1
Research and Ethics	1
Conversation Analysis and Language Teaching	1
Discourse Analysis and Language Teaching	1
TOTAL	109

Since the study aims to examine the alternative assessment experiences of the participants, in the second interview question, participants were asked what kind of assessment methods they used or continue to use in their online courses. The results are demonstrated in Table 4.2.

Table 4.2. Assessment methods used by teacher educators in online courses

Assessment	Documents
Alternative Assessment	18
Traditional Assessment	10
TOTAL	18

The results revealed that 18 out of 18 teacher educators used alternative assessments in their online courses. In addition, 10 out of 18 teacher educators also used traditional assessment methods as well as alternative assessments. In this regard, all teacher educators have been found to use at least one alternative assessment methods for online assessment.

4.1.2 Frequency of Using Alternative Assessment in Online Courses

The first question of the research study aimed to reveal the frequency of using alternative assessments in online courses. To be able to explore this question, the participants were asked how they carried out their assessments in their online courses. The participants explained their assessment methods individually for various online courses they have offered. Each assessment method was coded, and then they were divided into two categories of assessment: Traditional Assessment and Alternative assessment. Table 4.3. shows the frequency of using alternative assessments in online courses.

Table 4.3. Frequency of using alternative assessment in online lessons

Codes (2 in total)	Frequency
Alternative Assessment	70
Traditional Assessment	24
TOTAL	94

When the contribution of both assessment methods is examined, it can be claimed that alternative assessment was a prevalent choice for the teacher educators in their online courses' assessments.

4.1.3 Alternative Assessment Methods in Online Courses

The first research question had a sub-question that explored what types of alternative assessment methods were most frequently preferred in online courses. In this regard, participants were asked about their assessment methods for their online courses. Various types of traditional and alternative assessment methods appeared in the results. In this study, the results of alternative assessment methods are presented. Table 4.4 displays the most frequently used alternative assessment methods in online courses.

Table 4.4. Frequency of alternative assessment methods teacher educators use

Codes (8 in total)	Frequency
Material design	30
Take-home exam	11
Reflection paper	8
Rubric	7
Project	6
In-class assessment	5
E-portfolio	2
Peer assessment	1
TOTAL	70

Material Design

According to the findings in this study, material design assessments were found to be the most frequently used assessment methods in the assessment of online courses. Shooting videos; preparing storyboards, presentations, and posters; designing lesson plans, and teaching materials were stated as forms of material design-based assessments. Participants found material design-based assessments helpful because assessing students' material preparation skills is an essential aspect of preparing students to become teachers. Since students are already going to prepare materials for their lessons in the future, acquiring material preparation skills for them is stated to be crucial. Thus, assessing them through the materials they developed is seen as a win-win situation by the teacher educators. For instance, Teacher educator #10 states that whether in face-to-face

courses or online courses, the material design was an essential part of their courses' evaluations:

...I had never applied for only one exam to assess my courses before the pandemic too. In addition to the exam, I had definitely added a project assignment, a mini-lecture, reading and summarizing the weekly topic, developing materials as a group, and presentations. I kept the same system in my online courses.

Another reason to use material design as an assessment method in online courses was stated by the participants as its convenience in online courses. Since some courses in the teaching department require students to learn how to prepare educational materials for their future students, or practice their acting skills, assessing these aspects through material design is already used in face-to-face courses. However, some participants stated that using material design in online courses makes this type of assessment even easier. Teacher educator #13 expressed this in the following statement:

...In the Oral Communication Skills course, they normally do video assignments, act out a movie scene and have a debate. They videotape them, and that is how I evaluate my students. It is the same way in the Drama course. Not counting the theoretical part of the Drama, of course, it has to be evaluated with an exam. However, for example, in courses where such video assignments are used, the online environment is not a handicap. They upload them to YouTube, and it is even easier. You follow it from there, and there is no loss of time in the class.

Take-home exam

The take-home exam was the second most frequently used alternative assessment method stated by the participants. The take-home exam was stated many times by different participants as a more humanistic alternative to traditional exams during COVID-19 since take-home exams do not require students to have the same and sufficient technological facilities at their homes. Teacher educator #2 expressed their reason for giving more take-home exams:

...I gave more take-home exams because the traditional exams did not make much sense to me. Rather than stressing the student there because we do not know where they are behind the camera.

Another reason for using take-home exams is stated by Teacher educator #15 to make students reflect on exam questions by giving them a deadline to answer them. This reflection provides students to use higher-order thinking skills, collaborate with other students, do research, and answer questions in a more critical manner instead of memorizing the information and answering the questions:

...In these open-ended exams, I asked questions that included both information and comments, and I gave a deadline of 1-2 weeks. I aimed for them to sit down, research, discuss with their friends and write it down.

Reflection Paper

Reflection papers were also frequently used alternative assessment methods by the participants. In this study, response papers, learning journals, and reports were coded as reflection papers. Teacher educator #11 expressed that in some courses, such as Reading and Writing, response papers were naturally used for assessment in online courses with no difficulty since s/he could quickly adapt what s/he already did in face-to-face lessons into online courses. However, applying response papers for assessment in more theoretical lessons can be challenging:

...When it came to reading and writing did not make much difference when it was online. My lessons were generally focused on reading and writing. For example, in the Reading class, they had to read something and write a response. For example, I took a text from the New York Times and uploaded it to the school's LMS; they read it, wrote a response paper, and uploaded it to the system. However, I had a small amount of difficulty in the Second Language Acquisition course because it is a very theoretical course.

Teacher educator #6 indicated that writing reflection papers are a general approach in the English Language Teaching department, whether it is face-to-face lessons or online courses:

...We always make them write reflections in the ELT department, which is very important.

Teacher educator #1 expressed that s/he used reflection papers in the form of learning journals. In this way, s/he could apply a formative assessment approach by following students' progress weekly:

...I also organized learning journals. I shared the topic of that week and the questions to be answered with them via Edmodo. When we came to the lesson, I checked what they had learned, deepened the topic, and gave feedback during the lesson.

Rubric

The rubric was the fourth frequently mentioned alternative assessment method by the participants. Teacher educator #17 stated that using rubrics for assessment in online courses is the same with face-to-face courses since the media changed, but the method was the same. As a result, s/he has no difficulty in adapting to online assessment:

...They uploaded their assignments to the same exam module. I was uploading explanations and rubrics about the assignments to the same system. We adapted to online education and the online system quickly.

Teacher educator #2 explained the reason for using Rubrics in their assessment to ensure the reliability and clarity. S/he mentioned that she gave assignments in online courses that s/he had never offered in face-to-face classes. That is why s/he used rubrics not only to inform students about the assessment but also to understand the assessment criteria better themselves:

...I evaluated their assignments with rubrics, but I shared these rubrics with them in advance because they did not know how I would evaluate their assignments. Besides, I also gave some assignments that I would not have given in face-to-face lessons before, and I prepared rubrics to enlighten myself. I determined these tasks, determined the criteria, shared them, and applied them.

Project

Even though only one of the participants specified their reason, giving a project assignment has been indicated as one of the relatively popular alternative assessment methods, according to the data. Teacher educator #1 stated their reason:

...I mean, I did not do the midterm and final exams. Rather than evaluating them with A-B tests, I wanted to see whether they could really transform their knowledge into skills. At the end of the semester, they submitted a term project between 2-10 pages in accordance with the template I gave them.

Teacher educator #7 stated that s/he used traditional assessment methods for some courses like the Grammar course. Since some participants think project assignments may not be suitable for all courses. On the contrary, in some courses like the Teaching English to Young Learners course or the Material Development course, she certainly gave project assignments for the final assessment even if she applied traditional assessment method for the midterm evaluations:

...I had some courses where I gave projects and tasks for assessment, and I also had some courses where I gave online multiple-choice exams. For example, I preferred multiple-choice exams in the Grammar course. I could ask for multiple-choice tests in the midterm evaluations of some courses, for example, in the TEYL or Material Development course. However, for the final assessments, I usually asked them to prepare tasks and projects for those courses.

In-class assessment

The findings also revealed that the teacher educators applied in-class assessments for their online courses. In-class assessments were mainly utilized to check students' progress and increase interaction in online lessons. The data also revealed that the teacher educators could apply in-class assessments by utilizing technological tools and platforms in their online lessons. Teacher educator #17 mentioned that online courses were advantageous in terms of doing assessments efficiently using digital tools and platforms:

...It was also possible to give and evaluate assignments on Teams. You can organize short quizzes and surveys. Therefore, Teams application also has such ease. We were able to use Socrative, Kahoot, etc., in in-class evaluations and process evaluations.

Teacher educator #15 also stated that s/he used in-class assessments through digital tools and platforms, and s/he also evaluated participation in those assessments by giving them an extra point for the final score of the students:

... For the students who came to class, I made in-class activities that they could do together. I used applications such as Google Docs for these activities. I gave bonus points for these in-class activities. I also used web 2.0 tools such as Monday.com, Mentimeter, Jotform, Padlet, and Google docs.

E-portfolio

The results revealed that 2 out of 18 teacher educators used e-portfolio for their assessments. Teacher educator #15 stated that s/he used an e-portfolio for students to collect their own works that they completed during the semester:

...In the Instructional Technologies course, I asked them to prepare a website and make an e-portfolio of what they had done during the semester.

Teacher educator #2 explained that the teacher educators in the same university were free to choose their own assessment methods, and s/he deliberately chose to use project and portfolio-oriented assessments. She used an e-portfolio for assessment since she believes that students try to produce more authentic assignments and tasks when the assignments or tasks are shared with other course members. As a result, it helps students to gain self-efficacy:

...We were not told to do a test exam. I decided to use project and portfolio-orientated assessments myself. I used Padlet for the e-portfolio. I wanted them to see each other's products. This brought self-control, to be honest. Because my product will be shared there and everyone will see it thus, it adds authenticity.

Peer assessment

According to the results, only one Teacher educator mentioned using peer assessment. Teacher educator #7 stated that s/he used peer assessment and other assessment methods like online exams and other assignments. However, s/he did not specify their reason:

...In English Grammar, I gave homework in addition to the exam. I also had them fill out peer evaluation forms etc.

4.2 Results Related to Research Question 2

When assessing learners face-to-face, the situation of a physical classroom is one the important matters. The seating arrangements, lighting and sound organized carefully to make sure they do not affect the quality of the assessment process. Similarly, when assessing learners online, digital tools and platforms used form the medium of the assessment, and they have substantial effect on assessment. Therefore, for the second research questions, it was aimed to find out teacher educators' digital tools and platforms choices, their reasons to use them, and their perceptions of these tools and platforms.

4.2.1 Digital Tools and Platforms

The second research question for the study sought an answer for the most frequently used digital tools and platforms for online assessment. To demonstrate these tools, all digital tools and platforms mentioned by teacher educators are coded and divided into seven categories depending on their functions. The digital tools and platforms that had been coded and analyzed were found to be used for different purposes in the assessments of online courses. They were mainly used for in-class assessments, assigning, and collecting assignments, checking plagiarism, and giving and receiving feedback. The digital tools and platforms were used for different purposes apart from their own functions for assessment in online courses. For instance, WhatsApp, usually an application that provides interaction and communication between people, was primarily used to give feedback to students. Table 4.5 shows the frequency of digital tools and platforms used in the assessments of online courses.

Table 4.5. Frequency of the codes for digital tools and platforms

Codes (7 in total)	Frequency
LMS	42
Video conferencing	25
Testing	16
Material design	10
Collaboration	8
Interaction	7
Plagiarism	6
TOTAL	114

LMS

The results revealed that LMS is the most frequently used digital platform. LMSs were primarily used for offering online courses and assessment. The universities' learning management systems, Edmodo, and Google Classroom were three LMS named by the participants. The frequency for different LMSs is displayed in Table 4.6.

Table 4.6. The frequency of use of different LMSs

Codes (3 in total)	Frequency
LMS of university	32
Edmodo	7
Google Classroom	3
TOTAL	42

The table above illustrates that institutional LMSs are the most frequently used. Even though it was closed in September 2022, this study found that Edmodo was the second frequently mentioned LMS platform. In the last place, Google Classroom was found to be a platform teacher educators preferred to use.

Even though it was found institutional LMSs were the most frequently used LMS forms, they were highly criticized for various reasons by most of the teacher educators. The most common problems mentioned were the lack of communication and engagement, systematic problems regarding the quality of camera and sound, the workload caused from the inadequacy of the LMSs, and infrastructural issues, such as connection problems.

Teacher educator #3 stated that the LMS of their university was weak in terms of interaction since the system did not work correctly when cameras and sound were turned on. Therefore, s/he preferred Zoom to the LMS in their institution:

...It was not as effective as Zoom in terms of interaction because there were problems when we turned on the camera and sound.

Teacher educator #7 mentioned that although their university's LMS allows them to do online exams, s/he did not prefer to use that system because of the connection problems experienced in that LMS.

...Such exams can also be prepared in Class, but I preferred Socrative because I have seen ... Class have connection problems or crash a lot, but I have never seen Socrative crash, even though it appeals to the world. So, I preferred this application for practical reasons. It was not official enough to do this. However, considering that most students connected from the

dormitories simultaneously, I did not want to risk it because I thought there might be a connection problem.

Teacher educator #8 stated that because of two different problems with the LMS of their university, teacher educators' workload also increased. The first problem was directly related to applying exams on the system. The Teacher educator explained that when they did an exam on the system, students could not get back to the exams because of disconnecting from the system. In these scenarios, teacher educators had to give assignments to their students for assessment.

...At least they prepared an LMS where I can do exams etc. However, in this system, some students could not return to the exam because they left before they finished the exam or because their internet was disconnected. We had to give them an assignment for the second time; that system was also a problem.

The second problem was expressed as related to plagiarism. Teacher educator #8 mentioned that some universities have LMSs that could check for plagiarism in students' assignments. Since their universities did not have such a system, they had to check for plagiarism themselves, which was a burden for them.

...Some universities had plugins that checked for plagiarism, but unfortunately, we did not. We had to download the assignments and check for plagiarism ourselves. So, I can say that the burden was mainly on us.

Even if the teacher educators complained about problems with the LMS, the data revealed that they still preferred to use the LMSs of universities mostly. One reason for using LMS was the obligation to use the LMSs of universities in assessments due to the Senate decisions of universities. Teacher educator #1 stated that as teacher educators, they had to use the LMS of the university for assessment-related things. However, s/he did not follow this obligation. Furthermore, s/he thought that s/he could have got punishment for not using the LMS of the university:

...For example, the exams had to be done on the school's LMS. Our school wanted us to collect the assignments through this LMS too, but honestly, I did not do this. Because as long as the student can submit the homework and you can record it and present it in case of any complaint, I do not think

there will be a problem. As a possible problem, the school could have opened an investigation against me for not collecting the homework through LMS, but nothing like that happened. However, even in that case, I could get over it with a minor penalty by explaining my reasons.

Teacher educator #8 also expressed that as teacher educators, they were not free in their assessments because the decisions taken by the authorities both affected their assessment and the digital tools and platforms they used. When the Teacher educator was asked how s/he did the assessments of their online courses, s/he replied:

...This issue needs to be looked at from two perspectives. The first one is the decisions taken by the university. Because, as lecturers, we were not free...The university used an LMS. The assignments were uploaded there. So, in 2019, the assignments were only written texts. Video assignments were also given the following year, but we could only receive written assignments in the first semester. We had to submit the assignments through the school's system.

The other reasons for preferring to use the institutions' LMSs were found the institutions' LMSs to be more reliable, safer, and practical. For instance, Teacher educator #3 explained that even though there were some technical problems with the LMS of the university and it was not as effective as Zoom in terms of interaction, s/he still preferred to use it. S/he even says they were free to choose the platform they were going to use, but s/he still preferred to use LMS because s/he thought the LMS of the university was reliable and useful:

...The university did not say anything about this, they left us free, but the lecture was still recorded in this way. In other words, we used Zoom sometimes, but we mainly used the school's system. It was not a perfect system, but it worked for us in an emergency. A class was opened there for all students, and it met our needs. It was not as effective as Zoom in terms of interaction because there were problems when we turned on the camera and sound. In terms of reliability, the system was reliable and useful.

Teacher educator #18 stated their reason to use the LMS of the university as practicality and clarity. S/he indicated that if s/he had used a different LMS, s/he would have had to provide the coordination to move the students to another system on their own. However, students were already signed up for the system by

the university, and they were familiar with the system. Moreover, they had video meetings for assessment and could do it via Teams, which was also included in the system. That is why s/he found using the LMS of the university more practical:

...But the school system already had all the students. As for me, moving all the students to another system was something I had to coordinate myself. Since the students were familiar with the LMS, it was more practical for me to use it. However, for example, sometimes we had video meetings that were part of the evaluation. However, there we used Microsoft Teams, which was already part of the LMS provided by the school.

Edmodo was the second most frequently used LMS by the participants. Teacher educator #1 stated that even though it was obligatory to collect assignments given for assessment from the LMS of the university, s/he did not use it. Instead, s/he preferred to use Edmodo since s/he stated that s/he thought it was the simplest LMS and allowed communication with the students:

...There is an LMS in our school, but frankly, it exists to exist. We do not find that system very useful. There is no communication with the students. I think Edmodo is the simplest one in LMS. That is why I used Edmodo for communication with students and assignment sharing. I shared the digital syllabus with the students there. I shared the subject matter of the courses weekly and the requirements for course preparation. In other words, I always used Edmodo for communication, assignment collection, and links to other Web 2.0 tools I used.

Google Classroom was also another LMS mentioned by the teacher educators. However, no reason was stated by the teacher educators for its use as LMS.

Video conferencing

According to the data obtained from the interviews, the digital tools and platforms used for video conferencing were the second most mentioned tools and platforms. These tools and platforms were mainly used for giving lectures, doing in-class assessments, having oral exams, or assessing students through presentations. In other words, apart from LMSs of universities, video conferencing tools and platforms were used for giving lectures and having

assessments. The results indicated that Zoom and Teams were the two digital platforms used in online assessments by the participants. Table 4.7 demonstrates the frequency of the use by the teacher educators in online assessments.

Table 4.7. Frequency of using video conferencing tools and platforms

Codes (2 in total)	Frequency
Zoom	17
Teams	8
TOTAL	25

When the table is analyzed, it is seen that Zoom platform is the most frequently used platform for online assessments among other video conferencing platforms. In the interviews with the participants, three different reasons for the popularity of Zoom stand out. The first reason was stated that all public and private schools at primary, secondary, and high school levels carry out lessons through Mebbis and Zoom. In English Language Teaching education, pre-service teachers go to public and private schools at different levels for lesson observations. In these lesson observations, pre-service teachers observe the lessons of the English teachers working in these schools and take notes about the lessons of these teachers. Then, in the Teaching Practice course, pre-service teachers analyze lessons and practice teaching themselves. In the first period of COVID-19 in Turkey, the Ministry of National Education did not have a preparation, so the lessons were given on television through a joint broadcast, but in the 2020-2021 academic year, since the lessons were given through Mebbis and Zoom, the pre-service teachers made their lesson observations and teaching practices through Zoom. Their teacher educators evaluated them through these platforms. In other words, while pre-service teachers taught a real class via Zoom, teacher educators observed and assessed their students. Teacher educator #12 summarized this situation in their own words and stated that in the first lockdown, which was in March 2020, there were no online internships because schools were closed. Therefore, the assessments of the Teaching Practice course were not done properly:

...In this second semester, all the courses were online again due to last-minute decisions. The Teaching Practice course was never assessed properly in the first shock period. There were some decisions made by Council of Higher Education (CHE; YÖK, in Turkish). There were no online internships at that time. Schools were also closed. In this second wave, schools opened, and we could do online internships. Internships were done through Zoom. Our students also did it on Zoom, and I turned the whole internship completely digital, and it had very nice advantages.

After Zoom, Teams was the most used video conferencing platform for assessing online courses. Teacher educator #2 stated that although she liked Teams very much regarding communication and interaction with students, she collected the assignments she used for assessment through Google Classroom. However, she did not like the interaction there, so she gave her students feedback on their assessments through Teams.

...It was a constant state of movement. Google Classroom was a bit of a savior, but it also had a disadvantage because it did not give instant notifications. I switched to Teams and loved the communication and chat part there, but I could not collect assignments there either. Again, I collected assignments from Google Classroom and gave feedback from Teams.

Testing

According to the research results, Testing platforms and tools ranked third among the digital platforms that teacher educators use most frequently in the assessments of online courses they delivered. The interviews stated that the participants used these digital platforms and tools both in end-of-term and in-class process evaluations. The frequency of use of Google Forms, Socrative, Kahoot, Quiziz, and Jotform, which are mentioned among these tools, by teacher educators is demonstrated in Table 4.8.

Table 4.8. The frequency of using testing tools

Codes (5 in total)	Frequency
Google Forms	6
Socrative	5
Kahoot	3
Quizizz	1
Jotform	1
TOTAL	16

The digital tools and platforms demonstrated above were found to be used both for applying online synchronous traditional exams and alternative take-home exams. For instance, Teacher educator #4 stated that s/he used Jotform for in-class assessments and Google Forms for midterm and final assessments. S/he explained their question types and procedure in the assessments carried out through Google forms:

...I did in-class mini-assessments and mid-term and final exams for my online courses. I used Web 2.0 tools such as Monday.com, Mentimeter, Jotform, Padlet, Google Docs, etc. for my in-class assessments and Google Forms for mid-term and final assessments. I asked multiple-choice, open-ended, essay-type, and matching questions via Google Forms. I did the exams on Google forms and kept the time short; for example, I only gave 32 minutes for a 30 multiple-choice exam.

Conversely, Teacher educator #15 used an alternative assessment approach using Google Forms. S/he used Google forms for open-ended exams, which were given as take-home:

...For the end-of-term exams, I used Google Forms for open-ended exams. In these open-ended exams, I asked questions that included both information and comments, and I gave a deadline of 1-2 weeks. I aimed for them to sit down, research, discuss with their friends and write it down.

The other digital tools and platforms, Socrative and Kahoot, were also mentioned by Teacher educator #17. They were being used for in-class assessments mostly:

...We could use Socrative, Kahoot, etc. for in-class assessments, process assessments, and alternative assessments.

Material Design

According to the results, material design tools and platforms were also used frequently in the assessments of online courses by the participants. These tools and platforms are mainly suggested for presentation assignments, poster preparations, video assignments, and take-home exams. The tools and platforms that the participants mentioned for these purposes were YouTube, Microsoft Office applications, Google Drive, Canva, Wix, and Weebly Cam. Table 4.9. presents their frequency of use.

Table 4.9. The frequency of using material design tools and platforms

Codes (6 in total)	Frequency
YouTube	3
Microsoft Office	3
Wix	1
Weebly Cam	1
Google Drive	1
Canva	1
TOTAL	10

Table 4.9. demonstrates that whereas YouTube and Microsoft Office were mentioned the most frequently and equally, the participants mentioned the other applications in the table only once. Teacher educator #13 mentioned that using YouTube for video assignments makes the assessment in online courses even more effortless than assessments done face-to-face because, in this way, they do not waste class time:

...But, for example, in courses where such video assignments are used, the online environment is not a handicap. They upload them to YouTube; it is even easier. You follow it from there, and there is no loss of time in the class.

Teacher educator #17 used a different approach for video assignments in which students prepared presentations and shot videos at the same time by using PowerPoint and Weebly Cam:

...But, for example, the Speaking course was a tad problematic in the first semester. Because it was Speaking, the system did not allow assessing it in synchronous lessons. That is why I asked the students for video recordings to assess this course. They prepared their own presentations, shot a video of themselves while presenting it, and uploaded the videos. We used a method where I could see both themselves and their presentations by using applications such as PowerPoint and Weebly Cam.

Microsoft Office PowerPoint was also used for preparing digital short stories for the aim of assessment by the Teacher educator #5:

...For the Digital Short Story, I asked them to use PowerPoint so that everyone would use the same application.

Apart from PowerPoint for presentations and digital short stories, other Microsoft office applications like Microsoft Office Word were used for written assignments and take-home exams even though the participants did not clearly mention them many times. Teacher educator #15 stated that the students used Canva for preparing posters which the Teacher educator asked for with the aim of assessment:

... For the Culture and Language course, I asked them to prepare a poster using Canva.

One of the teacher educators used Google Drive to collect assignments and share them with other students. Teacher educator #17 believes in collecting successful assignments from the students and sharing them with everyone, if students also volunteer to do this, can be helpful:

...Or sometimes, if my students wanted to share, if they thought it would be helpful, I also accepted the assignments from Google Drive. Because assignments should not be something that is done only for me. Sometimes I get great assignments from my students. It is a good thing if they also want to see what their friends are doing.

Finally, Teacher educator #15 asked their students to set up a website and share their products on these websites to form their e-portfolios from that students

were assessed in the course of Instructional Technologies. For the preparation of the website, the students used Wix:

...I used Wix for the website. Yes, they prepared their e-portfolios within the website.

Collaboration

Collaboration tools mentioned by the teacher educators were mainly used for in-class assessments, e-portfolio preparation, written assignments, and giving feedback to those written assignments. Padlet and Google Docs were two tools that were used by the participants with the aim of assessment in their online courses. For instance, Teacher educator #1 explained how they used Padlet for in-class assessments and stated that the students get extra points for their participation in those assessments:

...Apart from that, I kept notes about their participation in the applications. For example, I gave them questions with Web 2.0 tools such as Padlet. They researched the questions with their group members and shared them on Padlet. Group presenters present them to us... In online classes, I mainly tried to take note of the students who participated and gave them extra points in both midterm and final scores.

As Teacher educator #1, Teacher educator #15 also applied in-class assessments in online courses and gave extra points for participation in those in-class assignments. However, s/he used Google Docs for those assessments. S/he also mentioned that since participation in lessons was not compulsory in that period, s/he applied those assessments to the students who attended lessons:

...In online classes, it was not logical to include absenteeism in the evaluation, considering that some students have technical problems and some do not have enough internet data. For the students who came to class, I made in-class activities that they could do together. I used applications such as Google Docs for these activities. I gave bonus points for these in-class activities.

Teacher educator #11 also explained a similar situation. S/he stated that s/he did in-class assignments by using Google Docs. However, the in-class assessments were not practical since the students did not attend the classes:

... I used Google Docs or Socrative for in-class assessments, but if students connected to the lectures from their phones, for example, it was impossible for them to access Zoom and other tools synchronously. Therefore, I could not use the tools incredibly efficiently in in-class evaluations. It was not compulsory for them to come to class anyway, they could watch asynchronously, and we had to make the lectures 20 minutes according to the regulation. That is why most students did not come to class, and it was tough to get them to talk.

However, s/he also used Google Docs for giving take-home exams in the online Writing course, and she believed that Google Docs was effective in the assessment of this course since s/he could give feedback easily using Google Docs:

...For example, we did Process Writing in Writing class. They wrote and sent it, I gave feedback, and they made corrections. For example, I think the online course is solid and effective for the Writing course. With applications such as Google Docs, it is easier to give feedback.

Finally, Teacher educator #2 stated that s/he used Padlet for e-portfolio. As mentioned by Teacher educator #17 above in the section of Material Design tools, Teacher educator #2 also stated that sharing assignments with the other members of the class is effective in terms of raising the qualities of assessments and bringing autonomy to the students:

...We were not told to do a test exam. I decided to use project and portfolio-orientated assessments myself. I used Padlet for the e-portfolio. I wanted them to see each other's products. This brought self-control, to be honest. Because my product will be shared there and everyone will see it thus, it adds authenticity.

Interaction

Interaction tools and platforms were used for raising interaction through process evaluation and giving feedback for the assessments by the participants. The tools and platforms used by the participants were listed as WhatsApp, Monday, and Mentimeter. The last two were only used by only one teacher educator. However, WhatsApp was highly popular even though it is not usually a platform designed for educational purposes. Table 4.10. shows the frequency of using the tools mentioned above for online assessments.

Table 4.10. The frequency of interaction tools and platforms

Codes (3 in total)	Frequency
WhatsApp	5
Mentimeter	1
Monday	1
TOTAL	7

Teacher educators indicated that they used WhatsApp to reduce the workload stemming from giving feedback after the assessments. For instance, Teacher educator #6 summarized how s/he used WhatsApp to give feedback to their students and reduce their workloads. S/he stated that voice recording had two advantages. First, it makes giving feedback easier and more comfortable. Second, it allows students to listen to the feedback again. S/he also stated that when s/he used WhatsApp to give feedback, s/he could also send photos of the parts in the assessments she referred to. However, s/he also stated a downside to using WhatsApp to give feedback. Since s/he used WhatsApp for giving feedback, students texted them at late hours at night:

...The only thing I did for my own benefit of the workload was this. Normally I open the assignment on Turnitin, and I have to write notes next to it to give feedback. However, I asked the students this: If you want to get feedback, write your WhatsApp number next to your assignment, and I will send you a voice message from WhatsApp while I read your assignment. This made my work incredibly comfortable. Students can also listen to feedback again. I can take a photo of what I want to talk about and record a voice, etc. However, of course, the downside is that you can receive messages at midnight. I have always given feedback on internship observations or lesson plans via voicemail. Texting instead of writing has reduced my work a lot.

Teacher educator #12 also stated that s/he believed it was not enough only grade students' assignments and leave them because they were role models for those students. That is why s/he gave feedback on those assignments. As a result,

s/he used WhatsApp to give feedback through voice recording since it was impossible to give written feedback due to too many assignments:

...After all, we are training teachers; we cannot just give a grade and leave it. I set up WhatsApp groups and gave feedback through audio recordings. I could not give written feedback because there were so many assignments.

Teacher educator #17 used WhatsApp for a different purpose in online assessments. S/he explained that s/he interacted with students about assessments and other matters in WhatsApp groups. S/he stated that in this way, s/he was very easy to reach for students if they had problems with the assessments:

...As I said, the university measures these through general satisfaction surveys. Apart from that, we have class representatives. We constantly meet with the class and in WhatsApp groups. If they have objections about something, they can tell us directly. We deal very closely with the problems of the students one-on-one.

The other two tools, Monday and Mentimeter, were stated to be used for in-class assessments by Teacher educator #4.

...I did in-class mini-assessments and mid-term and final exams for my online courses. I used Web 2.0 tools such as Monday.com, Mentimeter, Jotform, Padlet, Google Docs, etc. for my in-class assessments.

Plagiarism

Plagiarism tools and platforms were the least frequently used tools and platforms in online assessments by teacher educators. According to the results, Turnitin was the only platform used for checking plagiarism by the participants. Teacher educator #2 stated that as a school regulation, they initially collected the assignments through Turnitin in online courses, but then it could not be possible. Therefore, s/he collected assignments through Google Drive since s/he still wanted to be sure about the originality of the assignments of their students. Thus, s/he could check it by copying and searching the assignments in search engines:

...I usually gave a 1-week duration for a take-home assignment, and they submitted it after one week. At first, we were using Turnitin, but then we could not use it, so I asked them to submit it as a soft copy from Google Drive. At least to check the originality by copying and pasting.

Teacher educator #6 also stated that s/he used Turnitin to check plagiarism since s/he is sensitive about this issue:

...I was sharing the tasks with the students through the LMS of our university, and they uploaded them through Turnitin because the plagiarism issue is important to me.

4.3 Results Related to Research Question 3

The last research question sought to find out the perceptions of teacher educators regarding their alternative assessment. The perceptions of teacher educators revealed positive and negative opinions experiences regarding alternative assessments. Therefore, the results are presented under two categories: the affordances and challenges of alternative assessments according to teacher educators.

4.3.1 Affordances of Alternative Assessment

The fourth question aimed to seek the perceptions of teacher educators on using alternative assessments in their online courses. In this regard, they were asked about the strengths and weaknesses of their assessment preferences and their overall satisfaction with their assessments in the courses they gave online during the pandemic. Within two questions, the answers of the teacher educators were categorized under two subtitles: affordances and challenges of alternative assessment, whose results will be given in turn. Table 4.11 displays the affordances mentioned by the participants in this study.

Table 4.11. Affordances of alternative assessment

Codes (11 in total)	Frequency
being product-oriented	11
validity	9
providing higher-order thinking skills	7
increasing interaction	7
providing solutions for humanistic reasons	6
considering individual differences	4
being process-oriented	3
increasing motivation	2
providing learner autonomy	2

retention	2
reliability	2
TOTAL	55

The affordances mentioned by the participants were categorized under 13 codes, as demonstrated in Table 4.11. Each of them will be discussed individually with the reasons given by the participants and what they refer to in this section.

Being product-oriented

Alternative assessments were often declared product-oriented by different teacher educators when they were asked about the strengths of their assessments. Most teacher educators who used alternative assessments in online courses expressed that it was more valuable for students who were creating something for their assessments. That is why alternative assessments were applicable with their intention in this regard. In the section above, in which the frequency of different alternative assessments was demonstrated, the material design was revealed as the most frequently used alternative assessment method. As previously explained, material design assessments allowed teacher educators to assess their students' products rather than solely their theoretical knowledge. Now, in this section, where the results for the affordances of alternative assessments are presented, it can be seen in Table 8 that the biggest alternative evaluation affordance was indicated that alternative assessments are product-oriented, which also means they enable teacher educators to assess their students' productions. In this context, the results obtained from the interviews for both research questions seem aligned. Teacher educator #2 stated that since s/he preferred to use alternative assessments like project assignments and portfolio assessments, s/he could assess students' products. In addition, the authenticity of students' products increased because students of Teacher educator #2 could see each other's products.

...I honestly think it was up to us. For example, we were not told to do a test. I decided to go project and portfolio-orientated myself. I used Padlet for the portfolio. I wanted them to see each other's products. This brought self-control, to be honest. Because my product will be shared there, and everyone will see it because it adds authenticity.

Similarly, Teacher educator #10 expressed that s/he is not a teacher who only applies traditional exams for assessing students. Rather than this, s/he prefers to assess students' products based on implementing what was learned earlier in class.

...I transferred everything I usually do to online education. In face-to-face courses, I did not just give exams at all either. If we learned icebreaker that week, for example, I would give one icebreaker activity assignment. So many activities throughout the semester are added in minor points to make up the end-of-semester score.

Validity

According to the results of the interviews, validity was found to be the second most frequently mentioned affordance of alternative assessments. Most of the teacher educators indicated that alternative assessments increased their workload but preferred to use them because they believed alternative assessments gave more valid insights about whether their students actually learned. Teacher educator #1 expressed this:

...In other words, I did not use any classical tests during this period. This made my job difficult. Because I spent four full nights and days on project control, but I wanted to see what the student actually learned.

Teacher educator #3 also expressed that despite the workload, s/he preferred to use alternative assessments since they were more effective for assessment:

...I saw the good effect of collecting homework and making presentations, but of course, that put me in a challenging situation as a teacher; the workload increased a lot. Because it was very, very challenging for me to collect the homework of each of about 200 students and to read the homework of each of them for both midterm and final. If I had a written exam or could evaluate the in-class presentations more effectively, it would have been easier as in face-to-face education. However, collecting homework increases the teacher's workload tremendously. However, was there an advantage? It was an effective evaluation.

Teacher educator #2 stated that s/he used alternative assessments to increase validity and reliability since s/he was unsure how to assess their students in the first lockdown period. That is why she used different alternative assessments. S/he

also did not believe traditional exams would be practical regarding validity and reliability.

...At the pandemic's beginning, I diversified my assessment methods because I did not know exactly what to do. Both to increase validity and reliability and to get away from cheating. I gave more take-home assignments for practice. Because the traditional exams did not make much sense to me.

Providing higher-order thinking skills

When asked about their reasons for preferring alternative assessment methods and their strengths and weaknesses, the reasons given were that alternative assessment methods are not rote memorization and that they encourage students to think, make comparisons, and use analysis and synthesis skills. These reasons were categorized under the fact that alternative assessment methods provide higher-order thinking skills. For instance, Teacher educator #14 stated that s/he used alternative assessment methods in all of their online courses during Covid-19. When s/he was asked about the strengths and weaknesses of the alternative assessment methods s/he used, s/he explained that by using alternative assessment methods, s/he was able to encourage students to use their creativity. In this way, she was able to evaluate students by having them compare things. S/he also stated that since alternative assessment methods can include higher-order thinking skills, s/he can make a more reliable assessment by preventing plagiarism.

...The quality of education, teacher performance, preparation of exams, and classes... I think there are logistical problems in all of them. That's why I tried asking questions so they could use their creativity. For example, I asked a question where they could compare a pastoral poem that I had studied with a pastoral poem from Turkish literature. At least in this, it is difficult to plagiarize. I asked questions that pushed the student to read at least a little bit.

Teacher educator #15, while talking about the strengths of the alternative assessment methods s/he used, stated that when assessing with those methods, it was not enough for students to have little subject knowledge, it also required them to have higher-order thinking skills to be able to discuss, and therefore the assessment could be more inclusive in terms of measurement.

...They had to be creative and be able to comment after understanding the topic. Since it was discussion-based, it was not enough for the students to know a little bit; therefore, those methods were highly inclusive.

Increasing interaction

Even though online education limited face-to-face interaction during Covid-19, some teacher educators mentioned that in-class assessments through web 2.0 tools increased the interaction in online lessons. Teacher educator #1 stated that during this period, in online classes, s/he could do some group activities that s/he could typically not do in face-to-face lessons with the aim of assessment.

...I can do group activities in my online classes that I usually cannot do in the classroom.

When Teacher educator #7 asked about their satisfaction with the assessments s/he used, s/he stated that using group work as an alternative assessment benefited the students. In addition to that, s/he could interact and know their students better through those assessments despite being unable to see each other face-to-face during Covid-19.

...Nevertheless, I am satisfied. I am satisfied with the products produced by the students. There was also an issue that when there were too many students, I directed them to group work. Maybe they could have been pair work. Although they also did peer evaluations and were honest and wrote down their friends who did not work, there were still six people in one project. Maybe there should not have been more than four people in a group. I think the students also benefited, but I think it is necessary to balance formative, and summative evaluations in terms of workload. However, still, even if I did not see the students, I had the opportunity to get to know them through such evaluations.

In addition to the opportunity for doing in-class assessments and getting students to know better, Teacher educator #2 stated that alternative assessments s/he used increased peer learning opportunities for students when s/he asked about the strengths of alternative assessments. S/he believed that peer-learning opportunities through alternative assessments were not equal in distance education compared to face-to-face education since students were more distracted. However, s/he still prioritized group work as an alternative assessment.

...Of course, it is not like a face-to-face exam. For example, in the face-to-face exam, I was making them sit in groups, giving them the subject, computers were also free, and I was focusing more on group work. It was important that they produce. That way because I realized that they could learn in the exam as well. In distance education, their attention is very distracted... Now, in these exams, they actually learn many things even while talking to each other in group work. I try to turn it into an advantage, so I prioritize this.

Providing solutions for humanistic reasons

During the Covid-19 period, logistical problems in education became much more apparent. In this period, the fact that distance education was not a choice but a necessity and the fact that the majority of students did not have the logistical means to participate in distance education actively has forced educators to find solutions to prevent students from being victimized in evaluations due to logistical inadequacies. In addition to finding effective assessment methods for their online courses, the teachers were also pressured to find solutions to those problems. According to the results of the data obtained from the interviews, alternative assessment methods were found to be more effective in tolerating students' logistical inadequacies in online assessments. For instance, Teacher educator #12 explained why they did not apply for any traditional online exams as the technical inadequacies of their students. According to them, giving take-home exams with a fair deadline provided a solution to those students who did not have the resources to participate in online education actively.

...In the first semester, we had to do this assessment through the system provided by the school. We sat down and talked with our partner and decided that we could not do online exams in the first place, considering the technical inadequacies of the students, etc. For example, I remember this, a student used to go to the village headman and upload his homework there once a week. Therefore, in the first stage of the pandemic, we asked open-ended questions that students could answer from their own points of view using the information they had learned. We asked students to upload them to the system by giving them a fair deadline. Since we made such a decision, we did not have much trouble.

Teacher educator #17, while explaining the assessment methods s/he used, stated that s/he used in-class assessments using some Web 2.0 tools to set an example for the students, but s/he did not evaluate them with grades. The reason for this was that students who did not have the opportunity to participate in the lessons with two technological devices were disadvantaged in the evaluations made with these tools. In addition, he cited the Covid-19 cases experienced by teachers and students during that period as another reason affecting the evaluation methods s/he used. In order to prevent students suffering due to these reasons, s/he explained that instead of using traditional assessment methods, s/he used project assignments with fair deadlines for assessment purposes.

...We used these tools to see at least a Kahoot or a Socrative with the students who came to the class, but we could not use it as a regular in-class tool. Therefore, the projects were mostly given as midterm or final. Otherwise, it would not be fair. Some of them entered from their cell phones; it was tough for them to take the screen and participate. You know, there are many difficulties for students. I had Covid while I was lecturing, and I continued to lecture in this way. Some of the students' families and relatives were sick. So, when I gave a project in the evaluations, I gave one-month duration as the deadline.

Considering individual differences

Another reason for using alternative assessment methods in online courses is that such assessments are more suitable to be shaped according to students' individual differences. Teacher educator #1 mentioned that s/he could consider individual differences by giving them menu assignments. S/he also stated that through in-class assessments, s/he could also reach introverted students more compared to face-to-face in-class assessments:

...These menu assignments were part of the assessment. Instead of giving a single assignment and channeling it to the whole class, I ask them to choose one or two suitable ones that they can show their strengths and send to me...I was able to involve introverted students more in the lesson.

Besides, Teacher educator #18 stated that in their alternative assessment approach, students could complete the assignments according to their own timeline. According to Teacher educator #18, this approach is ideal for online assessment environments, and alternative assessments could allow it.

...If students want, they can divide this workload into times, if they want, they can do three weeks at the same time. I think online assessment environments should be like this. Whenever students feel ready to be evaluated and complete the assignments, then they should do it.

Being process-oriented

Since alternative assessments are more process-oriented, students not only learn from lessons but also from assessments by getting feedback and correcting mistakes, which were another affordance of alternative assessments mentioned by Teacher educator #6.

...The second positive thing is that they can get feedback from these assignments and correct their mistakes.

Moreover, Teacher educator #17 also stated that as teacher educators, they use different alternative assessments in their courses to be role models for their students since evaluation throughout the process is essential and alternative assessments allow it.

...Of course. Evaluation throughout the process is very important. Also, as a program requirement, we are trying to be a model in English Language Teaching. We use these assessments and tools both in the course content and with the students so that they can diversify their evaluation methods in the future.

Increasing motivation

Alternative assessments were stated as more motivating compared to traditional assessments by Teacher educator #1 and Teacher educator #6. According to Teacher educator #1, some students were more eager to participate in-class assessments in their online lessons:

...I can see reluctant students here that I cannot see in the physical classroom.

Teacher educator #6 stated that students actively doing tasks for recently learned things in classes motivates them more. Therefore, s/he prefers alternative task-type assessments in their lessons:

...The reason for this is that after the student comes to the class, doing something using what was learned in the class keeps the student motivated. Sometimes I believe that the student stays more motivated even

when writing a reflection. So, I am more of a task-type lecturer. That is why I continued to give tasks in online courses.

Providing learner autonomy

Teacher educator #2 and Teacher educator #18 indicated that when students are given alternative assessments, they can organize their own learning. For instance, Teacher educator #2 used Padlet for students to share their own products there with each other. In this way, students were more careful about their products:

...For example, we were not told to do a test. I decided to go project and portfolio-orientated myself. I used Padlet for the portfolio. I wanted them to see each other's products. This brought self-control, to be honest. Because their product will be shared there, and everyone will see it, it adds authenticity.

Teacher educator #18 also stated that students could manage their own time thanks to alternative assessments:

...When you give assignments, students make their own plans and organize their own learning. Some students do the homework as soon as it is assigned. Some students who were absent for three weeks would return three weeks later, complete the assignment, and participate in discussions with their friends.

Retention

Retention was another affordance of alternative assessments mentioned by Teacher educator #6 and Teacher educator #15. According to Teacher educator #6, the aim of the assessment in teaching faculties was not only evaluating students with a score but providing them with examples that they can remember ten years later and comparing them with more recent information. In this regard, alternative assessments make learning more permanent:

...But I think that these weekly tasks make learning more permanent. Since I teach vocational education, my aim is not for the student to get a score and pass but to remember that information ten years later and to be able to compare it with new scientific information. That's why I like task assignments, and I think this is the strong point of these assignments.

When asked about the satisfaction Teacher educator #15 experienced from assessment methods they preferred to use, s/he mentioned that s/he used

alternative assessments since they provide more permanent learning despite the workload:

...I was not satisfied with the fact that it took a lot of my time, but I think it was worth it when I saw what the students produced. Doing these kinds of assessments is very permanent for students, but it is really challenging for teachers.

Reliability

Academic honesty was another important reason to prefer alternative assessments. Even though there are problems with reliability in terms of plagiarism in alternative assessments, some teacher educators stated that they still considered alternative assessments as a solution to prevent cheating occurred in online traditional exams. Teacher educator #1 indicated that they used alternative assessment methods since these methods could prevent cheating:

...Even if the choices are changed in the test, there can be many problems in a classical test exam in online education. Students may tend to cheat. I think the biggest advantage of my own assessments is that they seriously prevent cheating.

4.3.2 Challenges of Alternative Assessment

In the previous sub-title, it was explained that the fourth question in the interview aimed to investigate the perception of the teacher educators on the strengths and weaknesses of alternative assessment. In this regard, the affordances related to alternative assessment were presented before. Now, the challenges of alternative assessment will be demonstrated and discussed. Table 4.12. displays the challenges regarding alternative assessment methods the teacher educators used in their online lessons.

Table 4.12. Challenges of Alternative Assessment

Codes (11 in total)	Frequency
technology-related challenges	62
external factors	54
unfair evaluation	52
the workload for teacher educators	39
engagement	30

number of students	21
in-service training	11
the workload for students	9
collaboration	7
reaching students	6
motivation	5
TOTAL	296

Technology-related challenges

When the interviews were examined, technology-related challenges were found to be the biggest challenges for teacher educators for their assessments in their online courses. In fact, 17 out of 18 teacher educators mentioned at least one challenge regarding technology in their interviews. When coding the challenges related to technology, the biggest challenge mentioned was the lack of technical facilities and equipment for students and teacher educators to run online courses and online assessments properly. The reasons given for these inadequacies were that students did not have equal access to technological facilities due to their economic status or the location where they lived, and those teacher educators had limited technological facilities of their own and did not receive support from the institutions where they worked. Another reason was frequently mentioned that the institutions' LMSs were not effectively equipped, and they did not meet the needs of online education and online assessments. Furthermore, connection problems were also mentioned as one of the challenges for alternative assessments. Finally, teacher educators' and students' lack of knowledge about technology was also mentioned as one of the challenges in the effective implementation of alternative assessment methods. In the following part, these three reasons related to technology will be explained with quotations from the interviews with the participants. First of all, results that display how the lack of technical facilities and equipment affected assessments will be revealed. For instance, Teacher educator #1 explained that in face-to-face education absenteeism was a criterion for passing or failing courses. However, in the online lessons, teacher educators did not take attendance into consideration in their evaluation since the teachers were obliged to ignore absenteeism by the administration when students had no access to technical facilities:

...The Distance Education Coordination Office kept a record of whether the students attended the class or not. However, I do not think anyone, including me, checked these records and made the student fail due to being absent during this period. Because in this process, when the student presented reasons such as they did not have a computer or any access to the internet, the administration usually asked the instructors to manage this situation.

For in-class assessments, Teacher educator #11 also explained that even though they used some Web 2.0 tools for in-class assessments, these assessments were not effective since not everyone had access to the tools due to the lack of technological devices:

...I used Google Docs or Socrative for in-class assessments, but if students were connecting to the lectures from their phones, for example, it was impossible for them to access both Zoom and other tools. Therefore, I could not use the tools incredibly efficiently in in-class assessments.

Similarly, Teacher educator #2 mentioned that s/he did not assess the engagement in this process. S/he evaluated only products instead since the students who got their courses were in need of technological devices:

...Most of them did not have a computer at home, they had a brother, and I had students who took and completed their Teaching Practice course on the phone. Therefore, there was no environment where I could provide engagement, and I did not check it. I already got the product, what was important to me was the performance of that product, and I evaluated it.

Some teacher educators claimed that they were restricted about their assessment preferences due to technology-related challenges in this period even though they were motivated to find solution to other problems as teacher educators and students. For instance, Teacher educator #12 explained that their students completed their internships fully online and, they were easily adapted and motivated to use digital tools. However, this time, the realities related to lack of technological facilities showed themselves. Thus, Teacher educator #12 had to restrict their students about the use of those tools:

...Internships were being done through Zoom. Our students also completed them on Zoom, and I turned the whole internship completely digital, and it had very nice advantages. My students were also very

adaptable students, so I was lucky. They digitalized all the materials; they found many tools. Some tools worked, and some did not. However, of course, not everything revolved around us. That internship school had its own realities. For example, a student joined the class and said, "Teacher, I have two siblings and a phone. That's why we attend the class for one hour each. I went in now, then they will go in later, so I can only come back after 2 lessons." he said. And this affected me a lot. That's why I didn't allow students to use other technological devices at the same time in the online internship. Because not everyone is in the same conditions. That's why I think this process showed us a lot in terms of these realities.

Teacher educator #9 also stated that even though they could be easily adapted to online education environment, their assessments and the digital tools choices for their assessments were affected by social and economic realities that Türkiye was experiencing during Covid-19:

...The evaluation methods we used during the pandemic period were partly due to the social problems brought by that process rather than our decisions. They shaped us a little bit. For example, as academics, and teacher educators, most of us are people who can adapt ourselves to every condition. But the tools we can use unfortunately did not match the social realities that our country went through in this process.

Apart from technological inadequacies of the students, teacher educators having limited technological facilities of their own and did not receive support from their institutions were also addressed by some teacher educators. For instance, Teacher educator #8 indicated that some tools that could be more useful in online assessments were not used because they were not free, and institutions did not support teacher educators in this regard. Besides Teacher educator #17 mentioned that institutions even put teacher educators in a position, they had to improve their own technological facilities for the sake of institution without giving any technical or financial support:

...A second issue, for example, I wanted to do exams on Zoom, but the university did not support us in this regard. They are licensed products after all. ... So, I could not do the exam I wanted because I had to take recordings from 60 students one by one, put them on a DVD and deliver them to the school. For example, students upload their assignments to the

school's Moodle system, it is the school's system after all and there is a record of it. We were still asked to download the students' assignments, upload it to USB or DVD and deliver it to the school. I asked IT why, and they said "We have limited space, so we delete assignments later. That's why you must save it.". We even received a message from the school about improving our own internet infrastructure. However, of course, there was no technical or financial support for this. In other words, they put most of the burden on the lecturers during this period.

According to the results, some teacher educators expressed those technical inadequacies of the students affected not only teacher educators' assessment methods but also students' grades in online courses. For instance, Teacher educator #14 indicated that s/he gave higher grades than she used to give in face-to-face education since she was not able to make fair evaluations because of technological inadequacies of students. S/he also claimed that s/he was not the only one who did that because s/he observed it when she compared the students applying for a transfer between universities in online education and the students that applied before in face-to-face education. The students that studied in online education had generally higher scores:

...For example, some of them did not have a computer, or they did, but there was only one computer at home, and everyone had to use the same computer. ...I could not make a very fair evaluation, but this was not only about me. For example, since I came to the university where I work right now, I have been on the Transfer Commission. Since the first semester of this pandemic, I realized that the grades of all the students who applied were very high. I realized that there were very serious problems in other institutions and in us in terms of evaluation.

The institutions' LMSs were not effectively equipped, and they did not meet the needs of online education and assessments were other challenges mentioned by teacher educators regarding technology-related challenges in assessments. Some of those challenges were not mentioned for alternative assessments. teacher educators stated that they had more problems regarding LMSs when they did online exams. However, challenges for submissions of assignments, interaction, and doing in-class assessments due to not effective LMSs were also mentioned

related to alternative assessments. For instance, Teacher educator #1 complained about their LMSs since they were not valuable in terms of interaction:

...There is an LMS in our school, but frankly, it exists just to exist. We do not find that system very useful. There is no communication with the students.

Connection problems were also mentioned many times as technology-related challenges by teacher educators. For instance, Teacher educator #17 stated that even when the courses were not fully online, they had difficulty using different tools for in-class assessment because of connection problems. S/he claimed that the internet connection of the students who stayed at dormitories did not enable them to use those tools effectively:

...For example, even when we switched to the hybrid system, I continued to use these tools for classes. However, this time, the internet was a problem for the students staying in the dormitories.

Teacher educators' and students' lack of knowledge about technology was another challenge mentioned by teacher educators related to technology. In this regard, Teacher educator #2 stated that s/he observed that assessments in online education were mostly neglected in other universities, and presentations in the form of only reading from slides were done with assessment purposes. S/he also claimed that the students in their institution were lucky in that sense as the teacher educators were curious about the use of technology in assessment:

...I think my students were lucky because they had the opportunity to work with teachers who were curious about these issues. However, I do not think all students at other universities have the same opportunity. Because I had the chance to make a few observations in this process. As far as I can see, assessments were made as reading information from slides.

Finally, Teacher educator #14 also expressed one of their reasons for not doing any online traditional exam during Covid-19 that s/he was not good at technology usage.

...One is that I am not a very technically equipped and skilled person, I cannot learn these things very easily and I cannot do something without learning it very well.

External factors

According to the results of the study, in the evaluation of online courses, the decisions of the Council of Higher Education and the senate decisions of universities were found to be the second most influential reason for teacher educators' alternative evaluation methods. The areas where teacher educators were most affected by these decisions were the assessment methods they used, the online platforms and digital tools they used for assessments, attendance in classes, and finally the school regulation on plagiarism. For instance, Teacher educator #8 stated that even though there were technical problems with the LMS of their institution, they were forced to use that system for collecting assignments:

...We had to submit the assignments through the school's system... But the problem was that we were not allowed to use other tools other than these systems. There were some advantages of this system, like being able to check assignments, etc., but there were also a lot of glitches in the system, and we were forced to use it.

As stated by Teacher educator #8, in some universities all teacher educators had to give assignments for their assessments due to the school regulations. Even when they applied some other assessments, they thought more efficacious for their courses, they could not evaluate them as they wished:

...Because as lecturers, we were not free. For example, in March 2019, the university wanted the evaluations to be done entirely as giving assignments. In other words, all of the final evaluations in the spring semester were only assignments... For example, I gave informal presentation assignments, but we had a lot of trouble because we had to stick to the evaluation criteria and ratios given by the school.

Another factor affecting assessments in online education was mentioned as the inability of teacher educators to conduct in-class assessments due to the fact that attendance was not compulsory and participation was not taken into account in the assessment. Moreover, teacher educators stated that due to this decision, they could not motivate students who did not attend the classes to participate. Teacher educator #11 explained this:

...Therefore, I could not use the tools incredibly efficiently in in-class evaluations. It was not compulsory for them to come to class anyway, they could watch asynchronously, and we had to make the lectures 20 minutes according to the regulation.

Plagiarism was cited by teacher educators as one of the biggest challenges in alternative assessments in the online education process, the consequences of which will be detailed in the following sections. However, the fact that the school regulations did not sanction plagiarism on students and that even students who plagiarized in online education were tolerated due to the decisions taken and regulations were mentioned as challenges of alternative assessment. On this matter, Teacher educator #11 stated:

...Even the student who plagiarized passed the course. I think the system was all about pleasing the student in the online period.

Unfair evaluation

According to the results, unfair evaluations were another of the most frequently mentioned challenges by teacher educators. Examples of unfair assessments were that during the Covid-19 period, students were generally treated sympathetically and given high grades, students who plagiarized or had their homework done by others were not detected or even if they were detected, those students were still passed with high grades, teachers could not evaluate their assignments with the necessary care and attention due to their workload, and especially successful students complained that teacher educators were not objective and that everyone received high grades in general. When Teacher educator #2 was asked about their satisfaction with their assessments, s/he stated s/he was not satisfied at all due to the high grades that were given in online education during Covid-19. S/he justified their reason to give high grades with being more understanding since students in other institutions were also not getting fair grades too and if s/he had let their students fail, it would have not been fair either:

...No, the grades were too high. On the one hand, I was seeing my own children, they could hardly sit in front of the computer. Because we were on the computer from 9 am to 5 pm. I made a lot of sacrifices because we were not prepared for this systematically as teacher educators. This had the following effect on me. "Whether I do this or not, this child will pass the course, students who do none of these things will also pass in other people's classes." I may have given a little too high of grades.

Teacher educator #8 also suggested that since it was not possible to do fair evaluations in a short time period they were given to evaluate, they felt a pressure on themselves to give higher grades:

...We had to take breaks to read the assignments, but you cannot make the same evaluation by taking breaks, in terms of objectivity. Also, we only had 5 days to submit final scores after the assignment submission date. It was impossible to read them all in detail in that period. Therefore, evaluations were made in favor of the student. We had to be generous with our grades.

One of the most common complaints from teacher educators about unfair assessments was that students outsource their assignments to others or plagiarize their assignments. According to Teacher educator #17, some students did not take assessments seriously and plagiarized in their assignments since there was a climate in which students were tolerated and passed courses anyway:

...For example, we also saw a direct copy-and-paste assignments in terms of plagiarism. A few students even did copy-and-paste and did not change the font. When I asked why they did this, the student said, "You didn't write that we shouldn't copy it". My rubrics are usually very descriptive and include information that they should pay attention to plagiarism. When I asked him, "Did we need to explain this?" he said, "You asked us to research, we researched and wrote it down". Maybe in face-to-face classes, this was something that would not be done, but I felt that some students did not take the evaluations seriously because they thought it would be tolerated anyway.

In this regard, Teacher educator #18 stated that it was not only teacher educators but also students who were disturbed when students got high grades by having others do their homework. S/he also expressed dissatisfaction of especially hardworking students with online classes' assessment results during Covid-19 due to high grades everyone received without much effort. S/he also added they had to give written assignments since there was no opportunity to do face-to-face evaluations during Covid-19. However, for instance, some students who were better in oral evaluations were disadvantages since all assessments were written:

...I would have preferred oral and interactive evaluations more. Because you give a written assignment, the assignment is submitted and you know

the student, he/she cannot do that assignment, but you have to evaluate the assignment you are given. In this process, the most common complaint among the students was the issue of having someone else do the assignment. Especially the students who already attended the class and did their assignments properly complained a lot about that situation. Because everyone got high scores. Apart from that, for example, some students are more successful in oral exams, but since we could not do any oral evaluations, these students were disadvantaged.

Some teacher educators stated that they used rubrics to specify their criteria, and make sure reliability. However, students still criticized the evaluation despite the use of rubric for different reasons. For instance, Teacher educator #6 stated that some students thought evaluations were not fair by comparing the length of their assignments even if they used a rubric:

...The negative thing was that when students write too long, they think their homework is okay, but sometimes it is not. With three sentences, sometimes the student can meet the expectation, but if the student who writes too long doesn't get an AA, even if you use a rubric, they think it's unfair.

Regarding high grades, some teacher educators noted that everyone received the same and usually high grades in group and collaborative assignments, even if not everyone worked equally. For instance, Teacher educator #7 stated:

...In group assignments, everyone usually got the same score, but usually, two or three people in the group worked harder.

Finally, Teacher educator #14 stated their dissatisfaction with the results of their assessments due to unfairly given high grades to the students who even not attended to the lessons:

I was definitely not satisfied. First of all, I could not be sure that they did the assignments themselves. If there had been plagiarism in assignments, I could not have detected it. There were some students who submitted assignments without attending lessons and they passed with high grades. Therefore, high grades were obtained without attending the class and without much effort. Because of this crisis, there was an atmosphere in which we should be very understanding, there was pressure not to take absenteeism into account.

The workload for teacher educators

According to the results, the workload on teachers was found to be the third most cited challenge in the assessment of online courses by teacher educators. The most frequently mentioned challenges related to workload were evaluation of the assignments given for alternative assessment, giving feedback to those assignments, detecting plagiarism in those products, taking notes and evaluating active participation in online courses, and planning and preparation process of alternative assessments.

Evaluating and giving feedback to alternative assessments were the most frequently mentioned workload by teacher educators. For instance, Teacher educator #1 expressed that the only weaknesses in their assessments were evaluation and giving feedback:

...I think the only weakness was that giving feedback to the assessments, evaluating them on time and entering the grades into the system. I had to read about 3000 pages of papers at the end of the semester. Apart from that, there were term projects and project assignments for other courses. I evaluated 245 students in this way. The only challenging thing for me here was the time and effort I spent evaluating them.

During online courses, teacher educators also planned their alternative assessments accordingly. That's why, planning process for those assessments was also mentioned as a reason for the workload of the teachers by some teacher educators. For instance, Teacher educator #2 mentioned s/he found planning stage of their assessment tiring and challenging as well as evaluation and feedback:

...I had group-works, but even the process of planning the assessments such as creating and evaluating rubric criteria was tiring. During the evaluation process, I had to respond to what the students missed in the assignments via e-mail, voice recording, and chatting.... But the planning, evaluation, and feedback process killed me. I was so tired, it took a lifetime from me, and I got burned out.

Teacher educator #3 stated that as well as the evaluation itself, collecting assignments was also challenging in their online courses. S/he explained that giving feedback to the presentations was easier in face-to-face education. However, reaching students and their assignments were specifically more challenging in online education:

...I saw the effect of collecting assignments, and making presentations, but of course, that put me in a very difficult situation as a teacher, the workload increased a lot. Because it was very, very challenging for me to collect the homework of each of about 200 students and to read the homework of each of them for both midterm and final evaluations. I mean, if I had a written exam or if I could evaluate the in-class presentations more effectively, it would have been easier as it is in face-to-face education. But collecting homework increases the teacher's workload tremendously.

Detecting plagiarism in alternative assessments was also mentioned as a workload during online courses by some teacher educators. For instance, Teacher educator #8 expressed that some teacher educators that worked in an institution whose systems were detecting plagiarism automatically were not affected badly whereas they had to detect plagiarism on their own while evaluating assignments:

...Some universities had plugins that checked for plagiarism, but unfortunately, we did not. We had to download the assignments and check for plagiarism ourselves. So, I can say that the burden was mostly on us.

Engagement

Engagement was mentioned as one of the challenges encountered in alternative assessment methods where process evaluations are also important since there was no obligation to participate in online courses. For instance, Teacher educator #4 stated that the tools s/he used for process-evaluation were not used actively by the students due to the lack of attendance in online courses:

...The web 2.0 tools I used were the tools that invited the participant, and they could present their own views, but it became a disadvantage when there was no student participating online. The students didn't follow up afterward and write their views on those tools.

Teacher educator #17 claimed that the lack of interaction in online classes affected alternative assessments more badly than traditional online assessments. Since the students did not come to lessons, they experienced a learning loss. However, teacher educators evaluated them according to the learning objectives of their courses without having the opportunity to observe what they actually learned. When the purpose of the evaluation and the students' learning outcomes did not coincide, this led to inconsistency in the assessments:

...It was a difficult process. Student interaction was very low. I had no problems with the evaluation itself, but for example, there was no attendance obligation, students did not come to the lessons, but we wanted the evaluation with the same seriousness as in the face-to-face courses. However, students had difficulties. I think they had difficulties especially not in online exams but in project assignments. Since the assessments were also based on objectives, there was a contradiction and inconsistency arising from not participating. Students got higher grades in multiple choice exams whereas they got lower grades in project assignments. In that sense, I wish the participation was higher. It made me very tired.

Number of students

Excessive number of students enrolled in online courses was found to be another challenging factor for alternative assessments. Teacher educators that complained about the workload related to assessments also generally mentioned the number of students they had in their courses. According to the results, the number of students affected both the assessment preferences of teacher educators and their evaluations. For instance, they sometimes preferred group work over individual work to reduce the workload and sometimes they only checked if the assignments were completed or not without checking the content. Furthermore, it was also stated that giving feedback to crowded group of students were so challenging that they had to find easier methods to deliver feedback such as creating WhatsApp group and recording voices since it was not always possible to give personal feedback. When Teacher educator #3 was asked about their satisfaction for assessments, s/he stated that s/he could make better assessments if there were less students:

...Fewer class hours and fewer students. I should have had fewer students so that I could deal with my students one-on-one. Also, classes were combined in the online semester, so there were more students than usual. It was also a little bit caused by that. In other words, the large number of students in the department became more evident during the online period.

Giving feedback was also found challenging related to the number of students. For instance, Teacher educator #11 stated that s/he could give feedback to their students when s/he had only one course and fewer students. However, s/he found

impossible to give feedback in hybrid period since s/he had more classes and also was commuting to work:

...For example, in the first semester of the pandemic, since I only had a Writing course, I was able to evaluate the assignments day and night, and I was able to give feedback to the students in a Zoom session because I only had 60 students and I was able to give feedback to those who asked for it. But this was because I only had one course. It is impossible for me to give feedback in the following semesters. Especially now in the hybrid period, when I am also commuting to school, I cannot make such idealistic and good evaluations anymore.

Whereas the excessive number of students affected some teacher educators' preferences for assessments and the amount of feedback given to those assessments, Teacher educator #15 stated that the number of students caused them not to be able to evaluate the content and make proper evaluations:

...In each course I teach, there are about 100 students, and last semester, for example, the number of students I graded was about 500 on average. It was very difficult to give weekly assignments to all of these students and to comment on what they wrote. That's why in some of the lessons I had to count only the comments in the asynchronous part and see if the student made a comment or not. I couldn't look at the content.

Finally, Teacher educator #14 stated that the reason for not being able to check plagiarism properly was again the number of their students. S/he also stated that many problems in higher education arise from that as well:

...I think all the problems in higher education stem from the number of students...The weakness is that since we were a very crowded group, it was very difficult to evaluate them one by one. For example, I could see that some assignments were plagiarized. What could I do for a change? I could have collected the assignments through a plagiarism program. But as I said, it is difficult to plan and organize this when there is a very large group of students. I would have to explain to all of them individually that program too. I read something in Word, sometimes I said, "I saw this", but there were 90-100 people, I could not go back look for the same assignment.

In-service training

In the results, the lack of in-service training was found to be another challenging factor in terms of doing alternative assessments in online education. Teacher educators stated that assessments in face-to-face education and online education were different things, and they felt lonely when all courses were switched to online during Covid-19. For instance, Teacher educator #2 stated that in-service trainings related to online education were being neglected while everyone was so focused on the other areas related to technology:

...I think teacher educators need to be informed about online assessments. Everyone talks about digital natives and digital approaches, but what about teachers' education? What about us? We are going in completely blind. This process was very difficult. I think we should be able to both receive training and put it into practice.

Teacher educator #3 also indicated that there were some issues that teacher educators had no help in them. However, if they had given trainings about assessments in online education, they could have helped in that sense:

...I mean, the high number of students is not related to me, but what I could have done on my own behalf, maybe if we had received training on assessment in online environments, we could have benefited from it that semester. If such training had been organized, for example, I would have gladly participated.

The workload for the students

In addition to the workload of teacher educators, the workload on students in the assessment of online courses was one of the challenges of alternative assessment mentioned by teacher educators. According to teacher educators, students were mostly given assignments since it was impossible to do face-to-face exams during Covid-19. Thus, students were in a situation where they had to do assignments constantly. For instance, Teacher educator #6 stated that and also added doing assignments were easier when the education was face-to-face since students could have got help from each other. However, meeting is even more difficult for them in online education:

...But in the online period, because everyone gave a lot of homework, it was a huge burden on students who didn't know how to work. Because normally in face-to-face lessons, they can learn a lot from each other

during the break and in the classroom, but online they are all alone. Since there was no possibility of meeting face to face, everyone gave assignments. When you give a group assignment, six people produce one product and it is much easier for the teacher in terms of evaluation than evaluating six products. But for students, it may be more difficult for six people to come together online than face-to-face.

Since most of the teacher educators had no experience in online education and assessment, they had difficulty in planning their assignments by considering the workload. For instance, Teacher educator #18 found their assignment weak in that sense:

...The workload was too much. At first, when I gave the assignments, I thought that it would make up for the time because they would watch that video for 15 minutes when the lesson would normally take 2 hours, but when I looked back later, I saw that the students spent a lot of time. Maybe I could have reduced the load a little more. We can think that my assessment was weak in terms of the workload of the student.

Collaboration

The lack of collaboration between teacher educators and the need for collaboration were also found other challenging factors for assessments in online education. Teacher educator #2 complained about teacher educators not sharing their assessment practice with their colleagues:

I think we should be able to both receive training and put it into practice. When we put it into practice, I wish we could share it with colleagues, I wish we could come up with a more collaborative plan. I wish we could get feedback from each other on how the things we implement are going.

Teacher educator #12 complained that they used to work collaboratively with their colleagues in face-to-face education. However, s/he felt alone in terms of the implementation of assessments in online education:

...In our department, courses are usually given together with partners. We plan the courses together with these partners, we prepare the weekly syllabi together; therefore, we do the evaluation together. Therefore, this was not possible in the first period of the pandemic. We did the evaluation jointly again, but I was a little bit on my own in terms of implementation. I tried to find my way in the dark with my own flashlight.

Teacher educator #16 also complained about the lack of collaboration between the departments and the colleagues in their department:

...I think the reason for this was that we were left alone in this process. There is an IT department here, but we were only sent a pdf on how to use Teams. We tried to find everything ourselves. As a department, we are not very institutionalized, we learn from each other through personal relationships.

Reaching students

Reaching students is also mentioned as challenging by some teacher educators since it was not possible to see students at the same time as in face-to-face education, and attendance was not compulsory in online lessons. Teacher educator #9 stated:

...I can definitely say that it brought a lot of additional burdens. Maybe because we were not used to this process. I did the same work as I used to do in face-to-face education, but I can say that I got more tired and did work much more. Why is this? Because face-to-face students are in class, attendance is compulsory, and you can reach everyone at the same time. But here, there is unstable attendance. Even sending an e-mail takes from 5 minutes to a world of time when you reach 20 students.

Motivation

Since there was no obligation for attendance and there were recordings anyway, some teacher educators stated that students were less motivated in online education. Therefore, Teacher educator #6 stated that this situation also affected their assessments:

...Since the students' perception of online classes is lying on the couch listening to lectures, we collectively lowered the expectation a little bit. For example, instead of giving ten tasks, I gave seven tasks in online assessments.

4.4 Conclusion

As demonstrated above in the results of interviews, there were four different themes regarding alternative assessments: different alternative assessment methods used by teacher educators, digital tools and platforms teacher educators used in their online assessments, affordances of alternative assessments, and lastly

challenges of alternative assessments for teacher educators. These four themes answered three research questions in this study.

According to the results, the most frequently used assessment types were found to be material design assessments, take-home exams, reflection papers, rubrics, project assignments, in-class assessments, e-portfolio, and peer assessments.

The frequently used digital tools and platforms used in online assessments were LMSs, video conferencing, testing, material design, collaboration, interaction, and plagiarism.

The perceptions of teacher educators regarding alternative assessment in online courses revealed under two titles. The affordances of alternative assessments were revealed as they are product-oriented; have high validity; provide higher-order thinking skills, increase interaction; provide solutions for humanistic reasons; consider students' individual differences; are process-oriented; increase motivation; provide learner autonomy; provide retention and reliability. The challenges for alternative assessments are also revealed under eleven categories: technology-related challenges, external factors, unfair evaluation, the workload for teacher educators, engagement, number of students, in-service training, the workload for students, collaboration, reaching students, and motivation.

Table 4.13. displays the summary of the themes and categories whose results are demonstrated in the results section. The discussion on these themes and categories will be elaborated in more detail in the discussion section of this research.

Table 4.13. Themes and categories related to teacher educators' experiences with alternative online assessment

Themes	Categories
Alternative assessment methods used by teacher educators in their online courses	Material design Take-home exam Reflection paper Rubric Project In-class assessments

	E-portfolio Peer assessment
Digital tools and platforms used by teacher educators in their online assessments	LMS Video conferencing Testing Material design Collaboration Interaction Plagiarism
Affordances of alternative assessment	being product-oriented validity providing higher-order thinking skills increasing interaction providing solutions for humanistic reasons considering individual differences being process-oriented increasing motivation providing learner autonomy retention reliability
Challenges of alternative assessment	technology-related challenges external factors unfair evaluation the workload for teacher educators engagement number of students in-service training the workload for students collaboration reaching students motivation

4.5 Assessment Samples

To provide triangulation into this study, participants were also asked to send examples regarding their online assessments. 6 out of 18 teacher educators shared some of the assessments they used in their online courses. These assessments were analyzed through MAXQDA 2022 program.

According to the results, 7 different assessment methods emerged from the samples. When the frequency of assessment methods in given samples was compared with the frequency of assessment methods mentioned in the interviews, it can be revealed that the most frequently used alternative assessment methods were still found to be reflection papers, material design assignments, and take-home exams. In addition, rubric assessments were ranked fourth in both the interviews and assessment samples. However, the frequency of reflection papers, material design assessments, and take-home exams differently in the interviews and samples. As a sample for peer assessment was not shared by teacher educators, samples for e-portfolio, in-class assessments, and project assignments were also found in the data despite ranking differently. The table 4.12. presents the frequency of alternative assessments for sample assessments.

Table 4.14. The frequency of sample assessments

Codes (7 in total)	Frequency
Reflection paper	33
Material design	20
Take-home exam	20
Rubric	8
E-portfolio	3
In-class assessment	2
Project	2
TOTAL	88

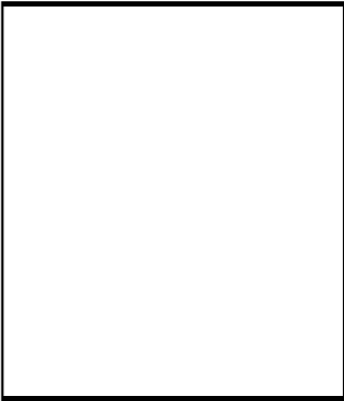
Reflection paper

As for the example of assessment through reflection papers, Teacher educator #6 shared a task assignment which can be seen in Figure 4.1.:

Task 4 (Post-Class Task): Effectiveness of Adaptation (5 points)

You have observed micro teachings by the following groups:

-
-
-
-
-
-



Looking at your notes and the original coursebook pages in  Class, choose 3* of those, discuss how effective and/or ineffective the adaptations were in terms of inductive/deductive teaching, time allocation, improving students' skill use, and student interaction.

Your answer should not exceed 2 pages.

*You need to choose 3 of the micro teachings from two different weeks. If you were one of the presenters, you cannot choose yours to reflect.

Picture 4.1. Sample for a reflection paper task

Response papers, learning journals, and reports were also coded as reflection papers in this study. Teacher educator #14 shared a response paper assignment s/he used as an assessment:

- Please answer the question and submit your assignment as a word document.
- Write your name/surname and student ID number to the top left corner.
- Save the document in your name.
- Your writings will be graded for its content, clarity of expressions, grammar, and spelling.
- Note that plagiarism will end in ZERO.
- Deadline: June 30, 2020.

QUESTION:

Please write a 3-paragraph-long opinion essay discussing 1) how social media shapes and constructs perceptions of reality and perspectives 2) what social media literacy is 3) why it is important to be a media literate person. (Min. 450 Max 500 words)

Picture 4.2. Sample for a response paper assignment

Teacher educator #11 also shared a response paper sample:

Questions

1) Watch Prof. Dr. Haznedar's video on bilingualism and children. Answer the questions below after watching the video. (20 points)

Link for the video: <https://youtu.be/MnlkjFsLBOA>

a) What does Prof. Haznedar think about bilingual or multilingual children? What does she think about simultaneous and sequential bilingualism in children? Explain the reasons. (10 pts)

b) According to Prof. Haznedar, how can we teach English to young learners in state schools in Turkey? State her solutions and suggestions. (10 pts)

2) Communicative competence is defined as "what a speaker needs to know to communicate appropriately within a language community." How is this different from pure linguistic competence? Do you believe linguistic competence is sufficient for effective communication, or do you agree that communicative competence is necessary? Provide real-life examples to support your viewpoint, combined with theoretical explanations from the book. (10 pts)

3) Below is a popular idea on SLA. Comment on (for or against) it in relation to the evidence mentioned in the theories of SLA (10 pts.)

"The earlier a language a second language is introduced, the greater the likelihood of success in learning"

A note on Plagiarism:

If plagiarism or misconduct (such as finding someone else to write your task, re-using a previously submitted task, **copy & paste from the internet**, etc.) is detected in your tasks, the instructor reserves the right to give FF.

Picture 4.3. The second sample for a response paper

Material Design

Shooting videos; preparing storyboards, presentations, and posters; designing lesson plans, and teaching materials were coded as examples of material design assessments. In this regard, Teacher educator #6 shared an assignment given for the Testing and Evaluation course. For this assignment, students were required to prepare a quiz for Grammar and Vocabulary. Afterward, they were also required to write a report justifying the test techniques they used for their quiz, which is considered to be a reflection paper assessment. At the end of the assignment paper, a checklist was displayed for the evaluation criteria regarding the assignment. In addition, it was indicated that students could get extra points for their participation during the lesson, which was also coded as an in-class assessment. The material design assessment presented in Figure 4.4.:

For this task, you are required to design a quiz on Grammar and Vocabulary for Unit 2 Adventures in *Solutions Pre-Intermediate 3rd Edition* (Appendix A-Content Page; Appendix B-Unit 2 Student Book, and Appendix C Unit 2 Teacher's Book) by Oxford University Press. Your students are 13-14 years old students. They have 8 hours of English a week. They have covered Unit 2 in two weeks. When the unit ends, you test their progress in Grammar and Vocabulary with your quiz.

The quiz should be at most 2 pages. Please follow the stages below for your quiz design:

- Design the quiz to be administered when *Solutions Pre-intermediate Unit 2* ends.
- Have feedback on your quiz from one of your classmates* & revise it (if necessary) according to the feedback

OR

Pilot it on a language learner, and revise it (if necessary) according to piloting data

Write a 1-page report on your quiz addressing the following questions:

- You should choose any of the 3-4 test techniques. Justify why you would use them.
- How did you design the question items? Did you borrow them from a sourcebook, a dictionary, a corpus? If so, give the reference. (If you borrow question items from an exercise book, a website, or any other source material you receive 0 for the task.)
- Your quiz should have content validity (grammar & vocabulary of Unit 2), construct validity, authenticity, and backwash. How do you address these principles?
- How useful was your colleague's feedback or the piloting data?
- How is your quiz in line with the relevant CEFR level?

Submit in a single file:

- Your quiz (final version) and its answer key
- The feedback or piloting data (take the picture of the feedback and paste it on the file)
- Your justification report on the quiz

Scoring Checklist	All addressed >>>None
- The test designer responded to 5 questions above in his/her report. - The decision(s) about the quiz is/are justified.	7 >>> 0
- The quiz items and instructions are clear, accurate and relevant to test-takers age and proficiency level. - Point allocation is logical among quiz sections and/or items. - The quiz had classmate or piloting feedback. - The test has a professional layout and the answer key is provided. - The sources used are adequately cited (if any). - There is no language, spelling and punctuation mistake. [If the quiz items are taken from another source, the student gets 0]	8 >>> 0

Picture 4.4. Sample for a material design assignment

Teacher educator #15 also shared a material design assignment that students needed to prepare audiobooks for this assignment. It can be understood that different students worked on different books dubbing different pages. Even though it seems like an individual assignment, students, in fact, created products collaboratively for this assignment:

A	B	C	D	E	F	G	H
1							
2		Book title	Reader	Number of pages	Vocaroo URL	Submitted on	Submission deadline
3	1	Ali Baba and forty thieves		31	https://www.vocaroo.com/audiobook/ali-baba-and-forty-thieves	05.05.2020	6.5.2020
4	2	Crying Wolf and other tales		23	https://www.vocaroo.com/audiobook/crying-wolf-and-other-tales	05.05.2020	6.5.2020
5	3	Merlin		35	https://www.vocaroo.com/audiobook/merlin	04.06.2020	6.5.2020
6	4	The first flying man		22	https://www.vocaroo.com/audiobook/the-first-flying-man	04.05.2020	6.5.2020
7	5	The skateborder		35	https://www.vocaroo.com/audiobook/the-skateborder	6.5.2020	6.5.2020
8	6	The sorcerer's apprentice		22	https://www.vocaroo.com/audiobook/the-sorcerers-apprentice	06.05	6.5.2020
9	7	Zombie attack		19	https://www.vocaroo.com/audiobook/zombie-attack	06.05.2020	6.5.2020
10	8	Girl on a motorcycle		24	https://www.vocaroo.com/audiobook/girl-on-a-motorcycle		6.5.2020
11	9	The girl with red hair		24	https://www.vocaroo.com/audiobook/the-girl-with-red-hair	05.05.20	6.5.2020
12	10	Last chance		24	https://www.vocaroo.com/audiobook/last-chance	05.05.2020	6.5.2020
13	11	The mystery of manor hall		24	https://www.vocaroo.com/audiobook/the-mystery-of-manor-hall		6.5.2020
14	12	Red roses		24	https://www.vocaroo.com/audiobook/red-roses	28.04.2020	6.5.2020
15				307			
16							
17		Book title	Reader	Number of pages	Vocaroo URL	Submitted on	Submission deadline
18	1	Sally's phone		24	https://www.vocaroo.com/audiobook/sallys-phone	13.05.2020	20.5.2020
19	2	The cat		24	https://www.vocaroo.com/audiobook/the-cat	19.05.2020	20.5.2020
20	3	A pretty face		42	https://www.vocaroo.com/audiobook/a-pretty-face	19.05.2020	20.5.2020
21	4	Around the world in eighty days		53	https://www.vocaroo.com/audiobook/around-the-world-in-eighty-days	04.06.2020	20.5.2020
22	5	Changing places		53	https://www.vocaroo.com/audiobook/changing-places	20.5.2020	20.5.2020
23	6	Heidi		37	https://www.vocaroo.com/audiobook/heidi	19.05.2020	20.5.2020
24	7	Hercules		37	https://www.vocaroo.com/audiobook/hercules	19.05.2020	20.5.2020
25	8	Journey to the center of the Earth		30	https://www.vocaroo.com/audiobook/journey-to-the-center-of-the-earth	30.05.2020	20.5.2020
26	9	Kidnap		53	https://www.vocaroo.com/audiobook/kidnap	18.05.2020	20.5.2020
27	10	Moby-dick		37	https://www.vocaroo.com/audiobook/moby-dick	19.05.2020	20.5.2020
28	11	Mulan		37	https://www.vocaroo.com/audiobook/mulan	20.05	20.5.2020
29	12	The tempest		37	https://www.vocaroo.com/audiobook/the-tempest	19.05.2020	20.5.2020

Picture 4.5. The second sample for a material design assignment

Teacher educator #14 shared an assignment. For this assignment, students were required to develop activities for different language skills. The fourth task given in this assignment was a reflection paper regarding dramatic irony, which is demonstrated in Figure 4.6.

Teaching Language and Literature I, Fall 2020

The Midterm Assignment:

1. Develop a contextual vocabulary exercise using “The Story of an Hour” by Kate Chopin. Choose at least 10 words from the story, give the instructions clearly, write the exercise, and provide the answer key. Explain the benefits of the activity and the learning outcomes. (40 pts.)
2. Develop a writing activity using “My Oedipus Complex”. Explain the benefits of the activity and the learning outcomes. (20 pts.)
3. Develop a speaking activity using “The Tell-Tale Heart” by Edgar Allan Poe. Explain the benefits of the activity and the learning outcomes. (20 pts.)
4. Explain a moment in your life when you experienced a dramatic irony. (Min. 150 max. 200 words) (20.pts)

You will be graded for the content, clarity of expressions, grammar, and spelling. Note that plagiarism will end in ZERO. Please do not forget to 1. write your name/surname to the top left corner 2. save the document in your name 3. submit the last finalized version of your work from

Due: Nov. 27, 2020

Submission: From

Good luck and stay safe.

Picture 4.6. The third sample for a material design assignment

Take-home exam

Take-home exams were also revealed to be significantly popular in alternative online assessments. Teacher educator #15 shared a take-home exam given through Google Forms which can be seen in Figure 4.7.:

Methods and Approaches in ELT - Take Home Exam

11.04.2023 05:48

Methods and Approaches in ELT - Take Home Exam

Dear all,

This is your final exam for the Methods and Approaches Course. In other words, it is a serious part of our course.

In the following part, you will see 10 open-ended questions and each question will be 10 points. Please try to be as concise as possible. I do not want to summarize all points. Just answer the question.

Note: Your names, student numbers, and e-mail addresses will not be graded. You will have extra 10 questions.

* Required

1. Name & Surname *

Methods and Approaches in ELT - Take Home Exam

11.04.2023 05:48

4. Question 1: The grammar Translation Method gives teachers a sense of control and authority in the classroom although they do not have a good command of English. How could you explain this authority based on the principles of GTM? * 10 pc

5. Question 2: Compare and contrast the use of L1 in the Grammar-Translation Method and the Direct Method referring to the principles of these two methods. * 10 pc

6. Question 3: What are the similarities between the Silent Way Method and the Direct Method in terms of the learner roles while learning grammar? * 10 pc

Picture 4.7. Sample for a take-home exam

Rubric

Rubric assessments were stated as one of the frequently used alternative assessment methods. Teacher educator #6 shared checklists and rubrics in all of their assignments. An example of it can be seen in Figure 5 above. Teacher educator #11 also shared some of the rubrics used for assessments. One example of their rubric for the evaluation of a critical analysis paper can be seen in Figure 4.8.

Critical Analysis Paper Rubric

Name:

Title (2pts)					
The essay has a relevant title.			2	0	
Introduction (20 pts)					
The student provides the main idea and the topic of the text in the introduction.			5	0	
The student provides the information related to the author, source, genre, and background of the text.	15	10	5	0	
Body Paragraphs: Main Analysis (65 pts)					
Textual Meanings: The student provided textual analysis (semantic structure, overall organization, theme and cohesion) and commented on the effect of writer's choices.	20	10	5	0	
Interpersonal Meanings: The student provided an analysis of the attitude of the subject matter of the text. (personal pronouns used, mood of the writer, degree of certainty & authority, overall word choice)	20	10	5	0	
Ideational Meanings: The student provided the major and minor participants, the adjectives used for participants, causation and agency issues in the text.	20	10	5	0	
Each paragraph has <i>coherence</i> in presenting the major ideas, minor ideas and examples. The <i>cohesive devices</i> are varied in use.	5	4	2	0	
Conclusion (5 pts)					
The conclusion includes the <i>restatement</i> of the main points of each body paragraph. The <i>transition</i> is used to present the concluding paragraph.			1,5	1	0,5
Citation (5 pts)					
<i>In-text citation:</i> The writer has used paraphrases and quotations from academic sources and given the in-text reference (surname, year, pages).	2	1,5	1	0,5	
<i>End-text citation:</i> The writer has listed all the sources s/he used within the text in the reference list according to APA conventions.	3	1,5	1	0,5	
Language: Grammar & Vocabulary					
The writer showed an advanced use of English in terms of grammar and vocabulary. The grammatical structures are correctly used; the vocabulary items are varied and relevant to context.	For each grammar mistake, 2,5 points will be taken off.				
Plagiarism					
If you commit plagiarism (using a source without citation, using someone else's essay, submitting the essay you have written for another course), you get zero and fail the course.					
Format (3 pts)					
Check the instructions for formatting the paper.			3	1,5	0

TOTAL: ____/100

Picture 4.8. Sample for a rubric assessment

E-portfolio

Teacher educator #15 shared a list of material design tasks students were required to complete for their e-portfolios. It was stated by Teacher educator #15 that students prepared their e-portfolios on a website they created themselves, adding different materials to it, which were also given as material design tasks during the course.

CALL Materials	Digital Storytelling	You will embed the link for your story that you created using Story Jumper. Please make sure that you changed the status of your story as “public”. Instead of clicking on the link, I would like to read your stories on your website. In addition to your digital story, you will also add your comments for the digital story (In which groups, for which skills etc. can you use that digital story?)
	Mobile Applications	There are many mobile applications we talked so far. In this page, I want you to share only 5 mobile applications that can be used for language learning/teaching. Write a short description for each application. Do not forget to add their icons, descriptions, links for downloading the application.
	Socrative	You created quizzes on Socrative. I would like you to add SOC-XXXXX code to your website. Moreover, please explain what your quiz is about. While sharing your quiz, please add it as a PDF file that can be downloaded. In this quiz, you have to include at least 15 questions (5 multiple choice, 5 short answer, and 5 true/false questions).
	Videos (Camtasia)	You have also created videos using Camtasia and uploaded on Youtube. The only thing you have to do is to embed your Youtube video on your website. In addition to this, you will need to add a description for your video including the objective of the video. Your visitors will be able to read how your video can be used in a language classroom.
	Scratch	You will create a Scratch animation. This can be a game or a digital story. The most important feature of your animations will be their interactivity. The user/visitor will be expected to respond something while watching the animation. Then, you will add its link and its description to your website.
Your Reflections on CALL Course		I would like you to write a reflection paper on CALL Course. What do you think about the course? What are your suggestions for the following year? Do you think this course will help you in terms of your teaching? You will not be evaluated for your ideas and suggestions.

Picture 4.9. Sample for an e-portfolio assessment

In-class assessments

Teacher educators used different assessments in their online courses to ensure engagement. For instance, Teacher educator #6 stated that the students who participated with their feedback would receive bonus points, which is displayed in Figure 4.10.

Assessment: Your participation log on EVDEKAL will show me your engagement with PART 1 lectures (10 points), submission of PART 2 assignments (5 points for each article if clear that you fully read it), active participation to PART 3 Teams meetings (5 points for each meeting), and the FINAL ASSIGNMENT.

PART 1: 10 points

PART 2: 40 points

PART 3: 20 points

FINAL: 30 points

TOTAL: 100 points – YOUR FINAL GRADE

Final Assignment: You will get access to the reading of an entire class hour, watch the recording carefully by attending to the subtitles, and write a report to Evaluate the Teacher Talk. Guidelines will be provided before the finals.

Office Hours (upon request): Tuesdays 09:00 – 12:00 in PART 1 & 2 weeks. Do not hesitate to send me an e-mail to ask for a virtual meeting appointment.

Picture 4.10. Sample for an in-class assessment

Project

Teacher educator #6 shared a group project assignment for the TEYL course, which can be demonstrated in Figure 4.11. For this project: students were required to collect information, develop an opinion, and write a response paper collaboratively and step by step.

Teaching English to Young Learners
Concept Discussion Task #5: INNOVATION/REFORM

Step 1: Form your groups and share who is going to work on which innovation/reform in Turkish Education:

- (1) 8-year compulsory education, (2) "Haydi Kızlar Okula", (3) "Baba Beni Okula Gönder", (4) Fatih Project, (5) 4+4+4, (6) EBA TV

Groups	
Group 1	
Group 2	
Group 3	
Group 4	
Group 5	

Groups	
Group 1	
Group 2	
Group 3	
Group 4	
Group 5	

Step 2: Before Class: Collect information: Conduct an internet search to understand:
 What was the aim of your innovation/reform in national education?
 How is your element related to YLs and foreign language education?

Make sure that the sources you reach on the internet are reliable!

Step 3: In Class: Share, Discover and Develop Opinion (5 points)

In this stage, you will participate in a group discussion on innovations/reforms.
 Do not forget that the aim of this group task is to help your groupmates understand the importance of your innovation/reform in teaching YLs or teaching foreign languages.
 In the discussion, you will be given a statement/question to discuss.

Step 4: Please respond to both questions:

- An educational reform should be planned and put into effect not to save the day but to save at least a generation. Explain which one(s) of the six innovations has/had such a potential considering YLs and foreign language teaching.
- Most of you have been a "student" for about (or more than) 15 years, and you have been a "teacher candidate of English" for 3-4 years. What kind of innovation or reform do you predict to happen in education in the coming five years?

Picture 4.11. Sample for a project assessment

4.6 Conclusion

The assessment samples teacher educators utilized are presented in this chapter. As a result, assessment samples revealed the same frequency of using different alternative assessment methods with the interview results. In addition, it is clear that teacher educators tend to expect plagiarism in these assessments since the warning for plagiarism is always noted on these assessments.

5. DISCUSSION

5.1 Introduction

In this chapter, the results of the study are discussed in detail. The results obtained from this study are elaborated with previous studies in the literature for a more detailed understanding of the study results.

5.2 Discussion of the Results Related to RQ1 and RQ3

The first research question of this study aimed to investigate how frequently teacher educators used alternative assessments in their online courses during the pandemic and what types of alternative assessment methods they used. To find out the answer to this question, Teacher educators were asked about their assessment methods in open-ended interviews. The third research question of this study investigated teacher educators' reasons for using various alternative assessment methods in their online courses, as well as their perceptions of these methods. In order to find the answers related to the research questions one and three, teacher educators were asked about the strength and weaknesses of their assessment preferences. In addition to these, they were also questioned about their satisfaction with the results of their online assessments.

The results revealed that all teacher educators preferred to use at least one alternative assessment method for their online assessments, whereas 10 out of 18 teachers used traditional assessment methods as well as alternative assessment methods. Yılmaz (2017) found in his case study that lecturers favor recent alternative assessment methods more in online education due to their positive effect on students' engagement and motivation. Material design assessments including oral presentations, shooting videos, and preparing teaching materials, Take-home exams, Reflection papers including response papers, learning journals, reports, and essays, Rubrics, Projects, In-class assessments, E-portfolios, and Peer assessments were found to be the alternative assessment methods teacher educators mainly used in this study. These assessment methods were also stated as alternative and effective assessment forms in the literature (Anderson, 1998; Andrade & Du, 2005; Bengtsson, 2019; Brown, 2004; Brown & Hudson, 1998; Carless, 2017; Davies, 2009; Er, 2022; Monib et al., 2020; Palloff & Pratt, 2008; Rust, 2002; Sheppard & Stoller, 1995; Simonson et al., 2019; Tedick & Klee, 1998).

According to Airasian (1997) and Tedick and Klee (1998), Checklist is also a form of alternative assessment to assess the existence of particular abilities of students. In contrast, rubrics also focus on the quality of present abilities. This study revealed that none of the teacher educators used checklists in their online assessments, whereas they utilized almost all other forms of alternative assessment mentioned in the past literature. Therefore, it can be indicated that teacher educators aimed to assess not only the existence but also the quality of abilities of their students.

For the preference of traditional assessment methods as well as alternative assessment methods, the most common reason stated in this study was that not every course was suitable for assessment with alternative methods due to their more theoretical content. Çalışkan and Kaşıkçı (2010) also affirm that traditional assessment methods are frequently utilized to assess students' theoretical knowledge in a more reliable way. In addition, this study uncovered that the preference for alternative assessment methods was attributed to the workload associated with the excessive enrollment of students in online courses. Brown (2004) affirms that traditional assessment methods were highly preferred to reduce time and workload. In the study by Howe (2020), the experience of lecturers with online tests and quizzes was also favorable due to their convenience in marking and reducing workload.

In the past literature, reliability, validity, clarity, practicality, and accountability were cited as essential criteria for effective assessment (Brown & Hudson, 1998; Crooks et al., 1996; Harris & McCann, 1994). Feedback was also considered one of the critical elements of effective formative assessments (Irons & Elkington, 2021; Tunstall & Gipps, 1996). Linn et al. (1991) added that 'fairness' is also a crucial component of effective assessment, which refers to all students having equal opportunities for assessment. In the recent literature, Hsiao and Watering (2020), Gaytan (2005), and Shraim (2019) stated that reliability, validity, consistency between assessment and learning objectives, fairness, clarity, and continuous feedback were essential criteria for effective online assessment. Şenel and Şenel (2021) investigated the effect of take-home exams in preventing cheating and plagiarism to ensure reliability and academic honesty. The results of their study revealed that students were satisfied with take-home exams since they were informed about assessments, provided feedback, and the content of the

assessment was consistent with the course content. Based on a review of past and recent literature, it can be inferred that the fundamental standards for effective assessment remain consistent, regardless of whether the assessment method is formative or summative, traditional or alternative, or whether the setting is face-to-face or online.

In this study, when the perceptions of teacher educators regarding the preference of alternative assessment methods were examined, the affordances of alternative assessment methods were primarily found to be more product-oriented, process-oriented, and valid. Furthermore, they were considered to be requiring of students in using higher-order thinking skills, increasing interactions, providing solutions for humanistic reasons, considering individual differences, increasing motivation, providing learner autonomy, and offering retention. The affordances mentioned above in the study were stated to be essential aspects of teacher training since continuous support, reflections, and feedback contribute to improving students' content knowledge and applications in the field. In this respect, teacher educators aimed to be role models with their assessments to their students. In the literature, alternative assessment methods were also highly favored for the same reasons teacher educators mentioned in this study (Aschbacher, 1991; Brown, 2004; Herman, 1992; Lizzio & Wilson, 2013; Norris et al., 1998). In this regard, the results for the affordances of alternative assessment also align with the current literature regarding the criteria for effective assessment and alternative assessment. However, reliability, also considered an essential criterion for effective assessment, was not revealed as a significant affordance for online alternative assessment in this study. In this sense, it can be deduced that reliability was a concern among teacher educators in the application of alternative assessment methods, whereas they were mostly preferred for other reasons.

In this study, the affordance related to providing solutions for humanistic reasons primarily referred to fairness. Teacher educators preferred alternative assessment methods since they did not require students to have equal technological equipment and opportunities. Apart from providing equal opportunities to students, the emotional effect of COVID-19 on students was also a significant concern for the decision of assessment methods. Therefore, alternative assessment methods were regarded as a solution to these issues since

students could complete them when they felt emotionally ready. Slack and Priestley (2023) also found that some students favored these assessments due to their flexibility. However, the reasons related to emotional effects which may have led to the preference of alternative assessment methods were not mentioned as in other studies in the literature.

Other reasons for using alternative online assessments were stated as teacher educators' lack of knowledge on preparing online tests and the lack of in-service training on this issue. Mirza (2021) also found that teachers preferred to use more performance-based assessments in online education for the same reasons. In conclusion, the affordances of online alternative assessment methods were found to be highly compatible with the prior and contemporary research, with the exception of issues regarding reliability and the potential to address students' emotional situations.

The third research question also revealed the challenges associated with alternative assessment in online education. The extant literature has identified challenges pertaining to alternative assessment, which mainly include concerns regarding reliability, workload, and in-service training (Tedick & Klee, 1998). Recent literature on online assessment has identified various challenges, including insufficient digital literacy among both teachers and students, lack of in-service training on relevant issues, insufficient technological resources for conducting online assessments, plagiarism, and cheating issues, unfair evaluations, and the workload of teachers (Abduh, 2021; Elsalem et al., 2021; Guangul et al., 2020; Kumar & SN, 2020; Mariadi et al., 2022; Mariadi et al., 2022; Papanastasiou & Solomonidou, 2023; Simonson et al., 2019; Stravakou & Lozgka, 2022; Yilmaz, 2017). Furthermore, clarity was also stated as a challenge in online assessment due to the challenges of reaching students and limited interaction (Guangul et al., 2020). Nevertheless, relatively few studies solely focus on alternative online assessments. Instead, they include both traditional and alternative assessment methods in online assessment.

Upon analysis of the results of this study regarding the challenges of alternative online assessment, it can be concluded that the most commonly cited challenge type is technology-related challenges, followed by external factors, unfair evaluations, the workload of teacher educators, engagement, number of students, in-service training, the workload of students, collaboration, reaching

students, and motivation. Technology-related challenges encompass the lack of technical facilities and equipment for both students and teacher educators, infrastructural issues, the inefficacy of the institution's LMSs, and the digital literacy of students and teacher educators. The external factors include the decisions of the Senates and CHE that limit teacher educators in their assessment choices and applications. Unfair evaluations refer to plagiarism, cheating, outsourcing of assessments by students having others do their assessments, higher grades obtained in online assessments compared to face-to-face assessments, rubric assessment results not being perceived as fair by the students, and teacher educators not being able to make detailed and reliable assessments due to heavy workloads. The workloads of teacher educators refer to preparation, scoring, and giving feedback. In-service training covers the lack of in-service training for both digital literacy and online assessment. Collaboration refers to the lack of communication and collaboration between colleagues regarding online assessment. The other challenges can be inferred from their literal meaning.

In this respect, it can be indicated that the primary challenges regarding technology, in-service training, unfair evaluations, and reaching students align with the findings of recent studies in the literature. However, external factors affecting the efficacy of alternative assessment methods were mentioned in only a few studies in the literature (Kılıçkaya, 2023), whereas they were highly attributed to the challenges regarding online alternative assessment in this study. These factors had an impact on assessment preferences. Besides, the decisions of the Senates and CHE regarding participation in the online courses affected students' engagement with assessments, the effectiveness of in-class assessments, and motivation.

Another contradiction between this study's results and the literature was collaboration. The lack of collaboration between teacher educators regarding online assessment was mentioned as a challenging factor by different teacher educators in this study. This challenge was cited as an obstacle to institutionalization and co-development. Teacher educators stated that they and their students experience lots of struggle adapting to online assessments since each teacher educator uses different assessment methods and digital tools and platforms, and they did not inform each other about these methods' positive sides and limitations. As a result, teacher educators lost sight of other teacher educators'

assessments, which negatively reflected on teacher development, adaptation, and workload for both teacher educators and students.

5.3 Discussion of the Results Related to RQ2

The second research question in this study investigated various digital tools and platforms teacher educators used in their online assessments. They were asked about their assessment methods and process to be able to answer this question.

The literature states that digital tools and platforms provide several advantages for online assessments regarding planning, administering, giving feedback, and avoiding plagiarism and cheating (Dawley, 2007). LMSs were stated in the literature as a frequently utilized online assessment tool by Mariadi et al. (2022). Along with LMSs, WhatsApp is another platform teachers frequently use to facilitate communication, convey assessment information, and submit assignments (Mariadi et al., 2022). Taidah et al. (2021) also add Zoom, Google Classroom, and Google Meet to this list. Along with these, Mahlangu and Makwasha (2023) cited that Quizlet, Socrative, iSpring Suite, Google Forms, Microsoft Forms, and Qorrect are also digital tools and platforms used in online assessments. However, these tools and platforms also possess several drawbacks, such as the need for training on using these tools (Qafzezi & Kadi, 2022).

This study revealed that teacher educators primarily used their institutions' LMSs to plan and administer assessments. Some teacher educators stated that they willingly preferred to use these LMSs due to their students' familiarity with the system, and they were more official channels. In contrast, the others were obliged to use these LMSs by the decisions taken by the Senates of their institutions. Even though the use of LMSs revealed a high frequency of use, most teacher educators complained about the limitations of these institutional LMSs, such as connection problems, limited interactions with the students, and increasing workload. In this sense, it can be stated that even though the findings regarding the use of digital tools and platforms in this study align with the literature, satisfaction with these LMSs was relatively low. As mentioned in the literature (Dawley, 2007), teacher educators used tools like Turnitin to detect plagiarism and provide academic honesty. WhatsApp was also found to be a frequently mentioned interaction platform used mainly for giving audio feedback for assessments to reduce workload. Olesova et al. (2011) also suggest audio feedback as an effective feedback form to facilitate interaction. In addition to the tools mentioned above in

the literature, this study revealed that teacher educators used various digital tools and platforms such as Edmodo, Teams, Kahoot, Quizizz, Jotform, YouTube, Wix, Weebly Cam, Google Drive, Canva, Mentimeter, Monday, and Padlet in their online assessments. In conclusion, despite their dissatisfaction with the efficacy of these tools due to the lack of interaction stemming from online education and external reasons, it can be stated that teacher educators were highly motivated to use different sorts of digital tools and platforms and introduce them to their students.

5.4 Discussion on Assessment Samples

When the assessment samples shared in the Results section of this study were examined, it can be indicated that teacher educators used different types of alternative assessment methods to improve their higher-order thinking skills, problem-solving skills, critical thinking skills, collaboration, and content knowledge. In addition, it can be seen in the samples that teacher educators warned their students about plagiarism and academic dishonesty in their assessment instructions to prevent these issues, even though it was still revealed as a highly complained issue about their assessments. In conclusion, the sorts of alternative assessment forms, the concerns like academic dishonesty and unfairness, and the purposes of using alternative assessments are reflected in the samples shared for this study, and all of these points are aligned with both the results obtained from the interviews and the studies in the literature.

6. CONCLUSIONS AND RECOMMENDATIONS

This study aimed to investigate teacher educators' perceptions and practices of alternative assessments in the online education context. The findings derived from this study hold significant value in shedding light on and providing solutions to crucial issues in academic settings where online education is on the rise and, in certain instances, becoming an essentiality.

In an attempt to explore the perceptions and practices of teacher educators regarding alternative assessment methods utilized in online education contexts, qualitative research methods were implemented in this study. The present study involved data collection through open-ended interviews with 18 English language teacher educators affiliated with various state universities in Türkiye. Additionally, samples of alternative assessment methods teacher educators used in their online courses were collected through e-mail from the same teacher educators. The data gathered was analyzed using the content analysis method, and the findings, which were divided into four distinct themes, and each theme is further categorized into specific sub-categories, were presented in the result section. The findings of the present study were subsequently discussed in the discussion section, alongside other relevant studies in the literature, to highlight the similarities and differences between the result of this study and the extant literature.

Following examining the literature with the findings of this study, some noteworthy points emerge that require emphasis. Firstly, alternative assessment methods are presented in the literature with their challenges as well as their countless benefits (Norris et al., 1998). Teachers encounter numerous work-load related obstacles to guarantee that their students derive maximum benefit from assessments and perceive them as an integral component of their learning. This study has pointed out that using alternative assessment methods in online education significantly increases teachers' workloads even more than face-to-face assessments, despite the convenience of digital resources for assessment purposes (Qafzezi & Kadi, 2022). Regardless of the immense workload, the present study has revealed that teacher educators exhibit no reluctance in serving as exemplars for their students by utilizing the most reliable and pertinent alternative assessment methods that effectively cater to their requirements. Furthermore, one

of the principal discoveries of this investigation is that teacher educators are trying to overcome the assessment challenges in online education, all the while struggling with the pressure of decisions made without consulting their input. In certain instances, teacher educators were compelled to administer traditional online examinations due to senate mandates, despite their inefficacy in evaluating the course meaningfully. Additionally, they were occasionally required to give assignments in courses that they believed would be better evaluated through traditional methods, owing to externally imposed decisions and inadequate technological resources. This study has also identified instances where some teacher educators disregarded the decision made by senates and chose to utilize a digital platform and method that they deemed more suitable, despite the possibility of facing penalties. The present study reveals that teacher educators who encountered discouraging occurrences during online assessments project pessimistic attitudes regarding their students' forthcoming teaching and assessment practices. The cause of this sense of despair is attributed to the concern of teacher educators, who, despite offering their students exceptional alternative assessment methods, are aware of the impact of various factors, including social, economic, technological, and external obligations, on the implementation of these methods in online education. Hence, they are concerned that their students may encounter similar or even more significant challenges in their own teaching and assessment practices. Therefore, in order to address these issues and provide more effective assessments in online education, it is crucial that all stakeholders in education share ideas and work collaboratively. Along with these, experts in the field, like teacher educators, should take a more active role in the decisions and applications regarding online education and assessment. For instance, it is extremely challenging to anticipate conducting in-class assessments or process evaluations in an online education setting where engagement and reaching students are huge challenges. Therefore, these issues ought to be taken into account as senates decide on attendance requirements for online classes. Along with these, it is clearly seen that the unfair distribution of technological equipment force teacher educators to make a difficult decision between convenience and effectiveness of assessments. In this sense, it is a fact that online assessments resulted in learning loss without providing everyone the same opportunities.

The study's findings also highlight the unreadiness of different institutions for online assessment. Even though each institution provides an LMS to support online assessments, these systems do not seem to be adequate for improving student-educator interaction, facilitating assessment effectively, and, most importantly, academic integrity and reducing teacher workloads. Since preventing cheating and providing academic integrity in online education are seriously challenging, and the burden of controlling these issues is mostly on educators, the LMSs should be improved in a way to prevent cheating and detect plagiarism automatically to reduce workload. Furthermore, they should be designed to enable more interaction between teachers and students to help educators provide clarity more easily for their assessments. Last but not least, connection and infrastructural issues should also be removed from these systems to be preferred and valued more by both students and educators. Along with LMSs, educators should be supported economically to purchase different digital tools and platforms that can be helpful in online assessments. Moreover, they should also be supported with in-service training for introducing these tools and platforms, as well as training for more effective online assessments in general.

In conclusion, it appears that both students' and teachers' inadequate digital literacy, economic and technological means as well as the opportunities offered to them by institutions, are insufficient to carry out efficient assessments using alternative approaches in online education. No matter how well teacher educators prepare their students to be teachers who are competent enough for online assessment, they are unable to achieve the maximum benefits of their applications due to the aforementioned shortcomings and the obligations placed upon them. As a result, they feel hopeless for the future and are forced to carry the heavy workload placed upon them. As a result, improving online assessment requires regulating economic conditions, increasing collaboration in online education, and making arrangements for educational institutions to perform online assessments in a more efficient manner.

6.1 Limitations of the Study

In this study, the affordances and challenges of using alternative assessments in online education settings and the benefits and limitations of the digital tools and platforms used in these assessments were investigated from the perspective of teacher educators. Since the findings of this study highlight the other important

stakeholders of education, including senate members, technological support staff, and students, it would have added depth to the study to interview a group of participants that included the aforementioned individuals.



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8. APPENDICES

APPENDIX 1: Participant Information Form

GÖNÜLLÜ KATILIMCI BİLGİLENDİRME FORMU

Sayın Katılımcı,

Bu çalışma, İngilizce öğretmen yetiştiricilerin çevrimiçi öğrenme ortamlarında sıklıkla kullandıkları alternatif değerlendirme yöntemlerini, bu değerlendirme yöntemlerini uygularken kullandıkları dijital araç ve platformları ve İngilizce öğretmen yetiştiricilerinin alternatif değerlendirmelerin çevrimiçi öğrenme ortamlarında kullanılmasına yönelik görüşlerini araştırmayı amaçlamaktadır. Bu araştırma “Yabancı Dil Olarak İngilizce Öğretmen Yetiştiricilerinin Çevrimiçi Öğrenme Ortamlarında Kullandıkları Alternatif Değerlendirme Yöntemlerinin İncelenmesi” adlı Yüksek Lisans Tezi olarak Büşra Özkan Güneş tarafından, Doç. Dr. Sedat Akayoğlu danışmanlığında yürütülmektedir. Bu konu ile ilgili aklınıza takılan sorular var ise, daha fazla bilgiye ihtiyaç duyuyorsanız lütfen bize sorun.

Araştırmaya katılmak gönüllülük esasına dayanmaktadır. Uygulamanın istediğiniz anında, diğer katılımcıları etkilememden araştırmadan ayrılmak istediğinizi uygulayıcıya herhangi bir neden veya koşul belirtmeden ifade edebilir ve ayrılabilirsiniz. Araştırmada size verilen konular veya uygulamalar dışında herhangi bir rahatsızlık hissettiğinizde araştırmayı bırakmanız da mümkündür. Bu konuda size olumsuz dönecek herhangi bir sorumluluğunuz yoktur.

Çalışmaya katılmanız halinde, görüşme esnasındaki dürüstlüğünüz ve samimiyetiniz araştırmanın sonucu için oldukça büyük bir önem arz etmektedir. Araştırmamıza katılmış olmanız bizim için çok büyük bir ayrıcalık ve önem taşımaktadır. Bu çalışma yaklaşık 40 kişinin katılacağı bir çalışmadır. Bu araştırmaya katılmayı kabul ederseniz, 2022 Bahar döneminde sizinle sizin belirlediğiniz ve uygun olduğunuz bir saatte 15-20 dakikalık Zoom üzerinden bir görüşme yapılacak. Bu görüşme kaydedilecek ve çevrimiçi derslerde sıklıkla kullandığınız değerlendirme yöntemleriniz ve bu yöntemlere ait görüşleriniz değerlendirilecektir. Ayrıca tamamen gönüllük esasıyla, uygulamış olduğunuz değerlendirme yöntemlerine ait örnekler paylaşmanız beklenecektir.

APPENDIX 1 Continued

Bu örnekler, sizin izninizle öğretmen yetiştiricilerin değerlendirme yöntemlerine örnekler olarak çalışmada kullanılacaktır. Çalışmada yer almasını istemediğiniz örnekler, yine sizden alınacak izin ile çalışmanın içerisinde sergilenmeden içerik analizi amaçlı kullanılabilir. Bu çalışmada sizinle görüşmelerimizden elde edeceğimiz bulgular, kimliğiniz gizli tutularak sunulacak ve sizinle ilgili bilgiler ve detaylar araştırmacı dışında kimseyle paylaşılmayacaktır. Uygulama esnasında paylaştığınız kişisel bilgileriniz, kod numarası ile alınacak olup, anonim olarak kayıt altına alınacaktır.

Bu araştırmaya katılmanın size hemen dönecek bir faydası bulunmamakla beraber, araştırmaya katılmakta araştırma hakkında sonrasında bilgi almanız ve grup sonuçlarını görmeniz mümkündür. Araştırma sonuçları, nitel analiz yöntemlerle analiz edip, işlenecek ve bunun sonucunda elde edilen bilgiler rapor edilecektir. Kabul görmesi halinde literatüre kazandırılacaktır. Bu araştırma ile ilgili daha ayrıntılı bilgiye ulaşmak için;

Büşra Özkan Güneş, Bolu Abant İzzet Baysal Üniversitesi, Eğitim Fakültesi adresinden veya araştırmacının kişisel mailinden ulaşabilirsiniz:

Bu araştırma Abant İzzet Baysal Üniversitesi İnsan Araştırmaları Etik Kurulu tarafından onaylanmıştır. Araştırmaya katılımınızla ilgili herhangi bir şikâyetiniz varsa Etik Kurul Başkanı Prof. Dr. Hamit COŞKUN

bildirebilirsiniz. Her tür şikâyetiniz gizlilikle değerlendirilecek, araştırılacak ve sonuç hakkında tarafınıza bilgi verilecektir. Araştırmamıza ayırdığınız zaman ve göstermiş olduğunuz ilgiden dolayı teşekkür ederiz.

Lütfen Gönüllü Katılımcı Bilgilendirme Formu'nu ve Katılımcı Onam Formunu dikkatle okuyup inceleyiniz. Gönüllü Katılımcı Bilgilendirme Formu sizde kalacaktır. Bu araştırmaya gönüllü olarak katılmak isterseniz, araştırma başlamadan önce Katılımcı Onam Formunu imzalamanız gerekmektedir.

Araştırmanın koşullarını anladığımı ve araştırmaya gönüllü olarak katılmayı taahhüt ederim.

İmza:

Adı / Soyadı:

Tarih:

APPENDIX 2: Informed Consent Form

ABANT İZZET BAYSAL ÜNİVERSİTESİ İNSAN ARAŞTIRMALARI ETİK KURULU

İAEK Karar No: 2021/524

ONAM FORMU Katılımcı Nüshası

Araştırmanın Adı: Yabancı Dil Olarak İngilizce Öğretmen Yetiştiricilerinin Çevrimiçi Öğrenme Ortamlarında Kullandıkları Alternatif Değerlendirme Yöntemlerinin İncelenmesi

	Evet	Hayır
Bilgilendirme Formunu okudunuz mu?	☐	☐
Araştırma projesi size sözlü olarak da anlatıldı mı?	☐	☐
Size araştırmayla ilgili soru sorma, tartışma fırsatı tanındı mı?	☐	☐
Sorduğunuz tüm sorulara tatmin edici yanıtlar alabildiniz mi?	☐	☐
Araştırma hakkında yeterli bilgi aldınız mı?	☐	☐
Herhangi bir zamanda herhangi bir nedenle ya da neden göstermeksizin araştırmadan çekilme hakkına sahip olduğunuzu anladınız mı?	☐	☐
Araştırma sonuçlarının uygun bir yolla yayınlanacağına katılıyor musunuz?	☐	☐
Yukarıdaki soruların yanıtları size kim tarafından açıklandı? <i>Lütfen ismini yazınız....</i>		

İmza:

Adı / Soyadı:

Tarih:

APPENDIX 3: Interview Questions in Turkish

GÖRÜŞME SORULARI

1. Pandemi sürecinde çevrimiçi ders verdiniz mi? Pandemi sonrasında da devam ediyor musunuz? Çevrimiçi olarak hangi dersleri verdiniz/vermeye devam ediyorsunuz?
2. Çevrimiçi derslerde öğrencilerinizin değerlendirmesini nasıl yaptınız? Örnek verebilir misiniz?
3. Sizce kullandığınız değerlendirme yöntemlerinin güçlü ve zayıf yönleri nelerdir? O zaman kullandığınız yöntemlerde değişiklik yapmak isterseniz neyi değiştirdiniz?
4. Öğrencilerinizi değerlendirmeniz sonucunda memnun kaldınız mı? Hayır ise, neden?
5. Öğrencileriniz sizin değerlendirmelerinizden memnun kaldı mı? İtiraz ettikleri, memnun olmadıkları veya memnun oldukları durumlar oldu mu?
6. Kullandığınız değerlendirme yöntemlerinin, öğretmen adaylarının ileride göreve başladıklarında kullanacakları değerlendirme yöntemlerini etkilediğini düşünüyor musunuz?

APPENDIX 4: Interview Questions in English

INTERVIEW QUESTIONS

1. Did you teach online courses during the pandemic? Do you continue to do so after the pandemic? Which courses have you taught/are you continuing to teach online?
2. How did you evaluate your students in online courses? Can you give examples?
3. What do you think are the strengths and weaknesses of the assessment methods you use? What would you change if you wanted to change the methods you used at that time?
4. Were you satisfied with the results of your assessment of your students? If no, why?
5. Were your students satisfied with your assessments? Were there any objections, dissatisfaction or satisfaction?
6. Do you think that the assessment methods you used affect the assessment methods that pre-service teachers will use in the future when they start to work?