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**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION**

**AN INVESTIGATION OF LMS INTEGRATION REGARDING FORMATIVE  
ASSESSMENT AT TERTIARY LEVEL: CHALLENGES AND INSTRUCTOR-  
FRIENDLY SOLUTIONS**

**THESIS BY**  
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**MASTER OF ARTS**

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**DEDICATION**

*To my dearest parents  
Aynur and Oğuzhan KALLI*

**ETHICS DECLARATIONS****Student's****Name & Surname:** Ali KALLI**Number:** 2020008028**Department:** English Language Education**Program:** Master Thesis (X) Ph.D. Thesis ( )**Thesis Title:** An Investigation of LMS Integration Regarding Formative Assessment at Tertiary Level: Challenges and Instructor-friendly Solutions

I hereby declare that;

I prepared this master thesis in accordance with Çağ University Institute of Social Sciences Thesis Writing Directive,

I prepared this thesis within the framework of academic and ethics rules,

I presented all information, documents, evaluations and findings in accordance with scientific ethical and moral principles,

I cited all sources to which I made reference in my thesis,

The work of art in this thesis is original,

I hereby acknowledge all possible loss of rights in case of a contrary circumstance. (in case of any circumstance contradicting with my declaration)

25/04/2024

Ali KALLI

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I would like to express my deep appreciation to my parents, Aynur KALLI and Oğuzhan KALLI, for their never-ending support and love. They sacrificed a lot to make sure I succeeded. They are the source of encouragement for the teacher I have become. I will always be thankful for everything they have done. I am grateful to my wife, Hande KALLI, and my beloved daughters, Aynur Arya KALLI and Lidya KALLI. I will always be thankful for their sacrifices and unconditional support. Endless thanks to my sister Damla KALLI for her inquisitive spirit, and my sister Dilara KALLI and Dr. Özhan ŞENOL, who is like a brother, for their time and effort in helping me to study countless nights.

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Although challenging, writing this thesis has been inspiring, and I am grateful to everyone who helped with it. Their assistance and efforts have been crucial to the success of our research.

**ABSTRACT****AN INVESTIGATION OF LMS INTEGRATION REGARDING FORMATIVE ASSESSMENT AT TERTIARY LEVEL: CHALLENGES AND INSTRUCTOR-FRIENDLY SOLUTIONS****Ali KALLI****Master Thesis, Department of English Language Education****Supervisor: Dr. Gürcan DEMİROGLARI****April 2024, 89 Pages**

The purpose of this research study is to investigate the attitudes of English as Foreign Language (EFL) preparatory school instructors regarding the practice of online assessment using a learning management system (LMS) and the challenges they encountered during the process. A qualitative research design based on a case study was implemented to reveal instructors' experiences before, during and after the COVID-19 Pandemic.

A focus group was used to gather research data through interviews to present diverse and intricate aspects of online assessment. Preceding the pandemic, most instructors possessed limited knowledge and experience, mostly confined to personal experience or other educational contexts. Along with the pandemic, rapid migration to online education entailed significant challenges regarding technological challenges and the integrity and efficiency of assessment.

The instructors faced challenges during exam preparation, such as connectivity problems, unfamiliarity with the LMS and system faults. These technical issues were accompanied by challenges during the administration of online exams, such as assessment challenges (e.g. grading open-ended questions). Moreover, difficulties regarding cheating and plagiarism detection, legal and academic consequences, and reliability of online assessment after assessing students online were covered.

Nevertheless, instructors' technological advancements and adaptation of online assessment tools after the pandemic shutdown were highlighted. Still, increased instructor responsibilities remain concerning. The study underlines the need and importance of persistent support and development to make it efficient and reliable.

Consequently, the study provides viewpoints into the complicated and evolving nature of online assessment in EFL education and highlights the need for ongoing support and improvement to enhance its usefulness.

*Keywords:* Learning Management System (LMS), formative assessment, COVID-19 pandemic, EFL preparatory school instructors, qualitative method

**ÖZ****YÜKSEKÖĞRETİM DÜZEYİNDE BİÇİMLENDİRİCİ DEĞERLENDİRMEYE İLİŞKİN LMS ENTEGRASYONUNUN İNCELENMESİ: ZORLUKLAR VE EĞİTMEN DOSTU ÇÖZÜMLER****Ali KALLI**

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Bu çalışmanın amacı, EFL hazırlık okulu öğretim elemanlarının öğrenme yönetim sistemi (ÖYS) kullanarak çevrimiçi değerlendirme uygulamasına ilişkin tutumlarını ve süreç boyunca karşılaştıkları sorunları araştırmaktır. Nitel araştırma yöntemi örnek olay desenine dayalı olarak yürütülen çalışma öğretim elemanlarının Pandemi öncesi, süresi ve sonrasında çevrimiçi ölçme araçlarının kullanımına yönelik tutumlarını ortaya çıkarmayı amaçlamaktadır.

Araştırma verileri, çeşitli ve karmaşık yönleriyle çevrimiçi değerlendirmeyi incelemek için odak grup görüşmesi yapılarak elde edilmiştir. Pandemi öncesinde çoğu öğretim elemanı kısıtlı bilgi ve tecrübeye çoğunlukla kişisel tecrübelerle ya da diğer eğitimsel tecrübelerle dayalı bilgiye sahiptir. Pandemi nedeniyle çevrimiçi eğitime ani geçiş beraberinde teknolojik, öğrenci katılımı ve çevrimiçi değerlendirme güvenilirliği ve etkililiği gibi sorunları getirmiştir.

Öğretim elemanları sınav hazırlama sırasında bağlantı, ÖYS'ye yabancılık ve sistem hataları gibi zorluklarla karşılaşmışlardır. Bu teknik hatalara değerlendirme problemleri (örn. açık-uçlu soruların değerlendirilmesi) gibi çevrimiçi sınavların uygulanması esnasında yaşanan zorluklarda eklenmiştir. Bununla birlikte, değerlendirme sonrası karşılaşılan kopya, intihal, hukuki ve akademik sonuçlar ve çevrimiçi değerlendirmenin güvenilirliği konularına değinilmiştir.

Bununla beraber, öğretim elemanlarının Pandemi nedeniyle kullanmaya başladıkları çevrimiçi değerlendirme araçları adaptasyonu ve teknolojik ilerlemeleri vurgulanmıştır. Ayrıca, öğretim elemanlarının sorumluluklarının artması endişe kaynağı olmaya devam



etmektedir. Çalışma çevrimiçi değerlendirmenin etkili ve güvenilir olabilmesi için devamlı destek ve gelişimin önemini vurgulamaktadır.

Sonuç olarak, çalışma yabancı dil olarak İngilizce eğitiminde çevrimiçi değerlendirmenin karmaşık ve gelişen yapısına ait iç görüler sunmakta ve daha etkili ve güvenilir olabilmesi için devamlı sağlanması gereken desteğin ve gelişimin önemini vurgulamaktadır.

*Anahtar kelimeler:* Öğrenme Yönetim Sistemi (LMS), biçimlendirici değerlendirme, COVID-19 pandemisi, EFL hazırlık okulu öğretim elemanları, nitel yöntem

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**ABBREVIATIONS**

|              |   |
|--------------|---|
| <b>AI</b>    | : Artificial Intelligence                     |
| <b>B.A.</b>  | : Bachelor of Arts                            |
| <b>EFL</b>   | : English as a Foreign Language               |
| <b>ELT</b>   | : English Language Teaching                   |
| <b>FA</b>    | : Formative Assessment                        |
| <b>ICT</b>   | : Information and Communications Technology   |
| <b>IT</b>    | : Information Technology                      |
| <b>LAL</b>   | : Language Assessment Literacy                |
| <b>LMS</b>   | : Learning Management System                  |
| <b>M.A.</b>  | : Master of Arts                              |
| <b>Ph.D.</b> | : Doctor of Philosophy                        |
| <b>SA</b>    | : Summative Assessment                        |
| <b>TK</b>    | : Technology Knowledge                        |
| <b>TPACK</b> | : Technological Pedagogical Content Knowledge |

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## **1. INTRODUCTION**

This part presents a comprehensive introduction to the research topic, including a background of the study, a statement of the problem, the purpose of the study, research questions, and the definitions of the related terms. It clarifies the aim as well as the problems faced by EFL preparatory school instructors at university regarding assessment using an LMS.

### **1.1. Background of the Study**

Assessment plays a crucial role in English language teaching (ELT) by critically evaluating and enhancing the educational process. Through diverse assessments, instructors are able to comprehend their students' skills and deficits as well as their proficiency levels and reshape their instructions. It has a significant role in achieving the curriculum goals while directing the students' next steps and monitoring progress and fulfilment. Assessment can be categorised into two main types: formal and informal. Teacher comments provided during the learning process are a form of informal assessment, and identifying and recording the students' knowledge and abilities to collect relevant data are formal assessment (Nurhayati et al., 2020). Formal assessments can be formative or summative as they are closely related to the learning process. The Formative Assessment (FA) aims to discover the convenience of the methods and techniques implemented during the procedure and apply the required improvements. In contrast, the Summative Assessment (SA) seeks to gather students' final course or semester scores (Elcuma, 2022). A substantial difference exists between evaluating students' performance through tests and conducting assessments. Providing students with marks without the light of helpful feedback is 'testing', and identifying the students' needs to promote their performance in the future is 'assessment' (Nurhayati et al., 2020).

Although FA has been defined in varied ways, there is no explicit agreement on describing or differentiating it from larger pedagogical ideas (Black & Wiliam, 2009). In reality, conducting conventional tests focusing on factual or multiple-choice tests which undervalue open-ended and creative questions results in problems over insightful and critical thinking. Putting an excessive emphasis on test scores leads to a loss of interest and passive learning. The limited number of conducted tests each year hinders instructors from comprehensively understanding students' performances and needs (Ruan, 2015). FA plays a vital role in this regard as it influences students' progress (Botezatu, 2023).



The study by Liu and Zhang (2022) defines it as an instrument for assessment and encourages students to learn, which also helps the instructors improve outcomes and plan strategically. A well-designed FA should suggest changes in teaching methods employed by the instructors in the light of observations, interviews, assignments, tests, etc., to improve students' academic performance (Bennet, 2011; Ruan, 2015). It is a crucial integral part of classroom work and is able to raise standards with its development (Black & Wiliam, 2006).

Due to the COVID-19 outbreak, as of 16 March 2020, in-class instruction was suspended at all levels in Turkey and all around the world and then conducted remotely. Following the advent of the pandemic outbreak, EFL instructors, particularly those employed in higher education, were forced to deliver their courses online (Mahapatra, 2021), which also meant the migration of assessment. Besides, the significance and use of information and communication technology (ICT) were underlined, emphasising its expected future use increase (Alemu, 2015). At the time of the pandemic widespread shift, no preceding instruction, insight, or clear examples of best practices for such a significant replacement were provided (Ghanbari & Nowroozi, 2021). Although online assessment was not a recent development, online tests were not used as frequently as computer-based tests (Khan & Jawaid, 2020), which also implied the online EFL testing and assessment context still needed to be explored (Syafrizal & Pahamzah, 2020).

The development of learning management systems (LMSs) over the past ten years has made the testing and assessment procedures more efficient. With the aid of LMSs, teachers can create tests, deliver them to students, get their digitised responses, and alter various segments to properly discover individuals' precise areas of weaknesses and provide feedback (Eyal, 2012). They are web-based software, and the content, specifically assessment tools, is accessible online (Kasim & Khalid, 2016). The pandemic shutdown has resulted in the more extensive use of LMSs as they enable monitoring the students, keeping a record of learning, testing, communicating, saving data and making plans for the procedures (Cavus, 2015). During the pandemic shutdown, online testing and assessment methods had to be employed at the tertiary level, as in many educational levels. Despite the advantages of LMS implementation, challenging aspects of online assessment were encountered. Since online assessments were usually directed by proxies, it could be challenging to manage or monitor behaviours, mainly cheating and plagiarism, if possible. In addition, the fact that the LMSs, which were expected to be used out of necessity, were made available for instructors and were put

into practice without adequate in-service training also caused problems regarding teachers' technology knowledge (TK).

Moreover, the forced migration to online education and assessment was put on the table after the tragic earthquake on 6 February 2023, when we suffered great losses in Turkey in the spring term of the 2022-2023 educational year, as happened during the COVID-19 Pandemic in the 2020-2021 academic year, hitting many cities and districts in Turkey. After the pandemic precautions were reduced, a face-to-face assessment was implemented, yet the need for online, which also means the need for LMS, has emerged again (Çakıcı & Aksoy, 2023). This catastrophic event again brought up the importance and the need for ICT integration into our educational system, corresponding to technological advancements and a state of emergency (Kasim & Khalid, 2016).

To summarise, this study aimed to examine the challenges instructors faced, particularly considering higher education, during the migration to compulsory online assessment in view of LMS implementation.

## **1.2. Statement of the Problem**

Unfortunately, coronavirus unexpectedly emerged worldwide, causing a pandemic and devastatingly affecting all dimensions of human life. The dramatic lockdown following the pandemic's declaration impacted the global economy, education, and healthcare systems (Erarslan, 2021). Although online assessment tools had been accessible for a while, we had to make a forced migration to a digital working environment to which we were not accustomed. (Hashmi et al., 2021). During that time, a challenging process began for the instructors and the students who were traditionally accustomed to assessment in the classroom and found themselves in an environment that challenged their digital proficiency levels. In addition, some instructors and students lacked the necessary technology proficiency and had a technophobia regarding technological instruments (Akyıldız et al., 2021). Unfortunately, the challenging process was triggered again by the earthquake centred in Kahramanmaraş, Türkiye. Besides leading to devastating losses in many cities, it also forced a shift to online education and assessment systems at the tertiary level, and it not only revealed temporary solutions to our online assessment problems but also uncovered similar and even more significant challenges.

It was expected that higher education instructors, who had yet to receive in-service training on online assessment via an LMS and were largely unprepared, would suddenly

be able to implement it actively. Under normal circumstances, instructors with a heavy workload in and out of the classroom had to work harder to meet their TK deficiencies and adapt to the LMS, which started to be used as an obligation. According to the study by Ghanbari & Nowroozi (2021), nearly all the instructors admitted that they needed to familiarise themselves with the LMS at the tertiary level. In practice, the instructors considered the university's LMS a supplement rather than replacing all their assessment activities, although it was created before the pandemic. In this context, a systematic review by Montenegro-Rueda et al. (2021) revealed the problems faced by instructors, highlighting the lack of training as the fundamental issue and concluded that employing a more qualitative method using continuous assessment rather than focused exams as the best way to assess students online. Nevertheless, the active use of LMS for assessment led to problems in the continuous assessment utilising FA for the instructors of the preparatory school testing and assessment unit in different aspects. Although different institutions at the tertiary level pursued different solutions, the online assessment period after the earthquake indicated that the assessment issues were growing increasingly.

Thus, the study aimed to examine in detail the challenges the Testing and Assessment Unit instructors faced in online assessment procedures.

### **1.3. The Purpose of the Study**

Within the context of language education, various studies in the literature tried to reveal the challenges experienced by instructors and students, especially in online assessment, which was implemented with a sudden shift during the pandemic lockdown and continued with the unfortunate earthquake in Türkiye. However, it was thought to have been overcome with the reduction of pandemic lockdown measures, and the studies in the literature tried to identify online assessment problems that instructors faced using a holistic approach.

This study sought to investigate the mentioned challenges regarding the context of FA in which the proficiency levels and skills of the students were evaluated periodically during the educational process without depending on the exams conducted at the end of the process. Concerning the relevant literature, the following questions were attempted to find answers to demonstrate EFL instructors' attitudes towards online assessment, the problems they faced during exam preparation, while assessing students, and post-assessment using an LMS.

1. What are the preparatory school EFL instructors' attitudes towards online assessment?
2. What are the technological and other challenges the preparatory school EFL instructors faced,
  - a) during exam preparation in LMS?
  - b) while using an LMS to assess students?
  - c) after assessing students online?

#### **1.4. The Significance of the Study**

Global education systems appear to have undergone long-lasting amendments owing to the pandemic, considering the global lockdown and migration to online education systems. This also meant the compulsory embarkation and rapid adaptation of online assessment technologies. These amendments' beneficial and detrimental consequences on instructors and students have been the subject of particular research studies (Almansour & Alaudan, 2022). Numerous research studies revealed a sizable number of barriers that affected online assessment despite the significant and promised benefits in education. Several problems have been brought to light. Traditional practices and assessment methods have evolved due to the change from in-class instruction to a virtual classroom setting (Abduh, 2021). Thus, many researchers have studied the benefits, including the flexibility in terms of time and place, motivation from the standpoint of individualism, and the opportunity to take the tests several times, as well as the detrimental effects, such as the problems that both the instructors and the students faced including technicality, the change in the design of the test, stakeholder management and policy and process (Mayhew, 2018).

From this perspective, this research in the field attempted to focus on identifying specific barriers the instructors faced during the online assessment process at the tertiary level when implementing LMS during exam preparation, while using it to assess students and after assessment. It is vital to understand not only what the barriers are but also how they arise. In this regard, this study tried to reveal technical, ethical and exam delivery aspects of online assessment. It aimed to provide insights into overcoming these issues to improve the efficiency of online assessment.

### 1.5. Assumptions

The study is situated with the aim to investigate the barriers that the instructors faced regarding the practice of online assessment using an LMS. It was assumed that the qualitative data gathered from the focus group interview would aid in getting the most precise findings, as the instructors were expected to answer the focus group interview questions honestly and factually. When a relatively free framework for the research would be advantageous, interviews were utilised. They are also used when two-way discussions with participants can produce more insightful data (Pathak & Thonburi, 2012)

### 1.6. Limitations

This study collected data from preparatory school instructors in the Testing and Assessment Unit. Since the data was collected from a single preparatory school within a certain period, it is difficult to generalise the study's results in the Turkish context. Moreover, the study features a notably small sample size, as a limited number of instructors are on duty in the testing and assessment unit, and the data for the pre and while-assessment and provisions for the mentioned LMS can only be gathered from the instructors that were and are employed in the unit.

### 1.7. The Definitions of the Related Terms

**Assessment:** The word "assessment" in ELT refers to the discovery of what students know and are able to do at a particular stage of the learning procedure, which signifies that they are monitored at each phase rather than relying on a test (Ezir, 2013, p. 38).

**Online Assessment:** Online assessment is explained as the methodological way to make assumptions about a student's learning tendencies and gather information on their learning process in an online environment. It provides the chance for meaningful feedback and interactive support (Heil & Ifenthaler, 2023).

**Formative Assessment:** The main objective of formative assessment is to understand the students' knowledge and gaps, using techniques like teacher observation and classroom discussion. The objective is to gain this understanding in order to make responsive changes in teaching and learning (Boston, 2002).

**Learning Management System:** A learning management system (LMS) is a software or web-based technology used to organise, carry out, and evaluate a particular learning procedure. An instructor can often design and deliver content, track student involvement,

and evaluate student performance online using a learning management system (Alias & Zainuddin, 2005).

## **1.8. Literature Review**

Although online educational tools have long been used in English instruction, the COVID-19 outbreak has expanded the significance of these tools in the testing and assessment. Due to the global spread of the pandemic, advanced technologies have unquestionably sped up within online educational contexts, which are now clearly visible. A substantial body of scientific research has delved into diverse facets of online language education (Mahapatra, 2021). Nevertheless, instructors encountered significant challenges when evaluating students in an online setting (Ghanbari & Nowroozi, 2021). The need for practical online assessment was further underlined in the Turkish context after the devastating earthquake.

This chapter begins by discussing assessment in language education and mentions summative and formative assessments. Then, language assessment literacy, information and communication technology, learning management systems, online assessment, challenges in online assessment, and cheating in online assessment are identified in light of the studies done in the field.

### **1.8.1. Assessment in Language Education**

Assessment stands as a cornerstone of a teacher's role, as they are chiefly responsible for evaluating the progress and accomplishments of their students within the educational system. Assessment is paramount for students, too; they often seek to ascertain their educational progress and determine their standing relative to their peers upon completing a course. Both formal and informal assessments support students' learning motivation. As a result, assessment can be seen as both a critical part and a driving force in teaching English (Phongsirikul, 2018).

Through effective assessment, teachers can categorise and evaluate their students, provide feedback, and plan their lessons appropriately. Due to the evolving nature of assessment methods, educators and scientists have recently developed a greater interest in the standards for assessment procedures as they relate to foreign language education and the learning process. Assessment techniques are regarded as foundational elements in foreign language teaching and learning, encompassing authenticity, practicality, reliability, validity, and washback (Tosuncuoglu, 2018).

The role of assessment has traditionally been separated from the work of teaching and learning and assigned to specialists. Assessment findings have typically been made after the fact, frequently in vague and unintelligible terms, and with a strong emphasis on statistics and technical jargon. As a result, assessment has never really been challenged by essential stakeholders and is frequently misinterpreted by practitioners. It is also rarely incorporated into teacher training programs for English language teachers (Davison & Cummins, 2007). Nevertheless, there has been a significant change in assessment in the ELT area, which impacts teachers and students globally. It has also been influenced by a critical examination of traditional testing methods and the underlying psychometric principles of ELT measurement (Baranovskaya & Shaforostova, 2017).

### **Summative and Formative Assessments**

Assessment is vital, specifically while identifying students' learning outcomes, and each educational procedure requires a way of assessment to ensure whether learning objectives are achieved or not. It is also vital for instructors' accountability. Two main types of assessments can be implemented: summative and formative (Adinda et al., 2021).

Many instructors automatically conjure up tests when discussing assessment methods, as assessment is frequently equated with testing. However, there is a significant distinction between testing and assessment. Assessment is primarily based on data gathered from learners' existing situations (Ezir, 2013). The significance of assessment in education has surged in recent decades. Assessment encompasses any technique, strategy, or instrument employed by instructors to collect information about the extent to which their students are achieving predetermined objectives (Chan, 2008).

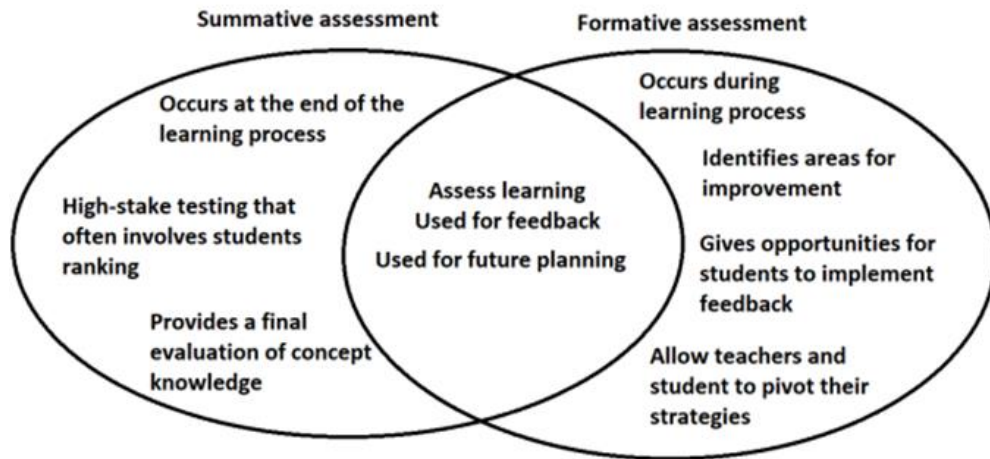
Summative Assessment (SA) is a method to evaluate students' success at the end of the learning procedure (Magdalena & Kumarani, 2023), to make conclusions depending on the results of an assessment (Petrovic & Pale, 2022), and to provide knowledge about which instructional objectives were attained and the proficiency levels of the students regarding the objectives (Olson, 2022). It is commonly utilised to make interpretations of students' success and entails grading or giving credits by pre-defined criteria (Babincakova et al., 2020; Mphahlele, 2022). Taras (2005) clarifies that assessments launch out with SA, which is a judgment. Formative Assessment (FA) is described as the plus feedback made use of by the students and emphasises the judgemental role of SA in the educational procedure.

Many teachers and students may associate assessment with the stress of final examinations. Students often experience feelings of dismay as they recall the overwhelming burden of multiple tests within a condensed timeframe, while instructors may feel exhausted at the mere thought of devising and grading exams. FA makes up a significant portion of classroom assessment because it is intertwined with learning and teaching. However, the definition of classroom assessment has yet to be explicit (Ketabi & Ketabi, 2014). It is implemented throughout the instructional continuum to furnish feedback to modify ongoing pedagogy and learning processes, aiming to enhance students' attainment of pre-defined instructional objectives (Chan, 2021).

FA holds an essential place in today's learning procedures as a learning assessment technique. It was derived from the constructivist learning paradigm. The constructivist theory intends to encourage efficient and meaningful learning regarding existing knowledge since adapting and transforming existing knowledge unveils new ones. Furthermore, learning occurs through student-student and student-instructor interactions, and the students' acquisition of knowledge is highly crucial (Sanchez-Lopez et al., 2023).

FA is usually conducted while implementing a lecture, enabling the students to grasp and identify their weaknesses in the subject matter. It is formed with the utilisation of formal and informal assessment methods by the instructors, such as observing the students' progress in writing, records of the anecdotes, and observations made by the instructors as an essential characteristic during the regular teaching and learning process (Wei, 2010). The studies by Remmi & Hashim (2021) and Sanchez-Lopez et al. (2023) clearly state that educators worldwide seek to engage their students in FA processes, including diagnostic tests, set inductions, cards, quizzes, group discussions, peer-to-peer sharing, idea diagrams, and introspective journals. Figure 1 illustrates the distinctions between formative and summative assessment.





*Figure 1.* Differences Between Summative and Formative Assessment (Sanchez-Lopez et al. 2023)

*Note.* The figure was taken from the study of Sanchez-Lopez et al. (2023) titled “Implementation of Formative Assessment in Engineering Education” *Volume 2(1)*, 2023, 43-53

### 1.8.2. Language Assessment Literacy

Language assessment literacy (LAL) is an increasingly important concept in foreign language education. It was first referenced in 1990 by the American Federation of Teachers, the National Council on Measurement in Education, and the National Education Association. Its fundamentals can be categorised into two subsections: instruction and uses of tests and test results. Teachers are expected to design, decide, and interpret viable means of assessment, be aware of when the assessments are inappropriate, and know how to cite the outcomes to different stakeholders (Giraldo, 2017).

Considering that the assessment process constitutes a fundamental and crucial aspect of instructors' work, its growing significance is foreseeable. However, assessment has not been thoroughly scrutinised by critical stakeholders and has been misinterpreted by practitioners. It has seldom been integrated into teacher education programs for English language teachers, thereby exerting a notable influence on the educational process. (Davison & Cummins, 2007). The study, conducted by Giraldo (2017), also supports the idea of misinterpretation and broadens the stakeholders, along with the teachers, by including parents, principals, and even politicians who are considered liable for language assessment and its implications.

LAL signifies English language teachers' interrelationship and effective conduct of the assessment process. In other words, it is the proper employment of assessment knowledge. In this respect, the instructors are expected to master the skills, including designing a testing task, figuring out the adequate measurement tools and ways to apply them, commenting on the results to reveal improved teaching and learning, and designating the needs of the students (Şahin & Subaşı, 2019). The research for the conceptualisation and definition of this concept has already started. It is generally viewed as the group of competencies an individual possesses, such as the ability to comprehend, create, and analyse tests (Coombe et al., 2020).

Through the alteration in the approach of language teaching pedagogy, a more formative understanding has started to be employed. The concept of LAL is underscored by the notion that achieving comprehensive proficiency necessitates competence in testing and assessment, alongside effectiveness in teaching methodologies (Şahin & Subaşı, 2019). Assessment literacy is framed around accountability, the validity of the content, equity, the notion of open and close-ended test questions, alternative assessment styles such as FA, student studies for the tests, and English language students' assessment (Giraldo, 2017).

Consequently, instructors in higher education and students are increasingly recognising a variety of assessment styles that cater to students' study needs while aligning with the quality assurance assessment continuum. However, the unavoidable spread of COVID-19 exacerbated the situation, leading to various consequences. The introduction of distance education activities highlighted the challenges teachers faced when adapting previous assessment methods to online education practices (Pastore, 2022).

### **1.8.3. Information and Communication Technology (ICT)**

The term "information and communication technology" (ICT) refers to a broad range of technological resources and techniques used to create, transmit, store, and manage information and facilitate communication. ICT use in education has a long history since communication and information are at the core of the educational process. It has contributed to education in formal and informal contexts through operations run by governmental, public, and private educational organisations (Blurton, 1999). In recent years, there has been a surge in interest regarding the best practices for using computers

and the Internet to increase the efficacy and efficiency of education at all levels and in both formal and non-formal learning environments (Tinio, 2003).

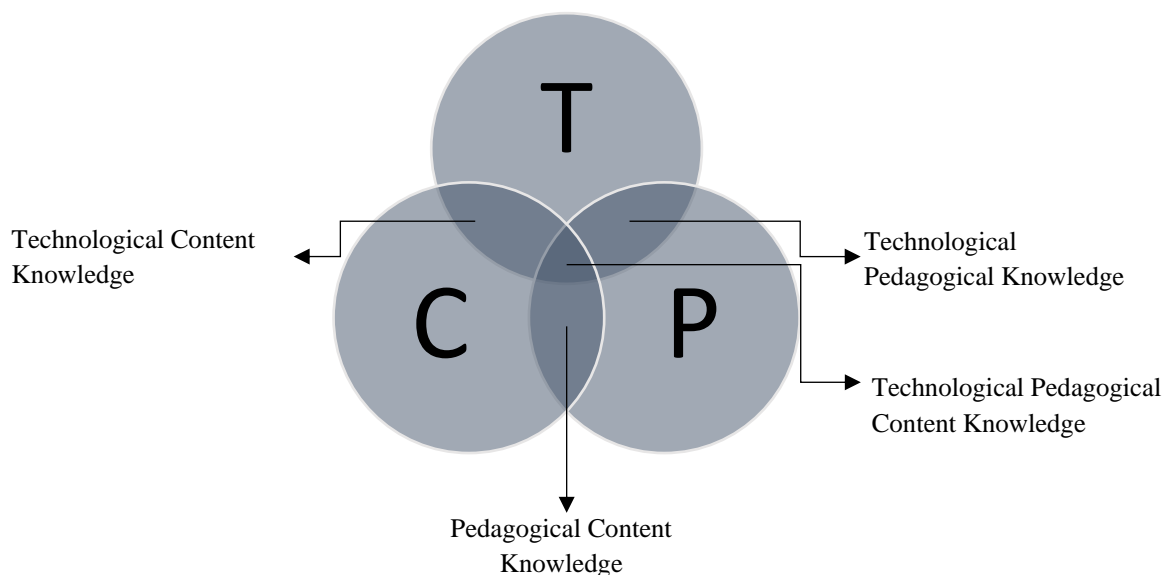
ICT has become a fundamental demand and a crucial component of education in the modern world. In the 21st-century classroom, ICT in digital literacy is now one of the competencies that instructors need to hold (Hafifah, 2020). The spread of advanced technology, such as computers, smartphones, the Internet, and other ICT tools, has fundamentally changed traditional teaching techniques and yielded a renovated pedagogy (Poudel, 2022). It has made access to education much more effortless. On the other hand, concerns about the relationship between ICT and education have arisen (Ciroma, 2014). The latest advancements in technology have led to significant controversies in education, particularly by supplementing the nature of non-native English language studies to a greater extent (Sophocleous, 2014). The relation is significant because the conventional classroom interaction environment gives way to an independent approach to education, which dramatically aids learning from other sources. Learners' capacity to access more knowledge from ICT sources, which aids in comprehending various subjects covered in class or completing assignments, has rapidly improved (Ciroma, 2014).

Following the pandemic outbreak, the importance of distance learning has ascended from a National to an International course of action (Massouti, 2023). The drastic effects of the pandemic did not disregard foreign language education. Professionals have argued the significance of online education from a critical viewpoint (Canese, 2022). Although it is evident in the literature that the utilisation of ICT tools in our classroom environment is an essential component in language education, the fierce migration to distance education forced language teachers, students, and other stakeholders to employ a whole different style and they faced many challenges (Berrocoso et al., 2021; Canese et al., 2023; Kanchai, 2021; Massouti, 2023). Teachers have tried hard to deal with adversities, from bad to worse, because of their inefficient ICT knowledge (Kanchai, 2021).

On the ground, English language teachers are tasked with leveraging technology to support their instructional objectives, necessitating the acquisition of requisite ICT knowledge and skills. This underscores the significance of integrating technology with proficiency in content and pedagogy. Consequently, the concept of Technological Pedagogical Content Knowledge (TPACK) has been introduced to delineate an integrated conceptual framework (Oz, 2015). Shulman's (1986) perspective became one of the crossroads in teacher education in terms of defining qualified teachers. This means qualified teachers are expected to master the content and pedagogical knowledge and intersecting clusters of these concepts. Also, Mishra and Koehler asserted that with

technological advancements, pedagogical content knowledge cannot be considered apart from technology. For this reason, they proposed the Technology, Pedagogy, and Content Knowledge (TPACK) framework (Turgut, 2017). For sure, they were not the first to use the term; similar terms were used, but in particular, Pierson used it in 2001 (Voogt J. et al., 2012).

Koehler and Mishra introduced TPACK with an understanding of the complex interaction between technology, content, and pedagogy. The subject matter desired to be learnt is Content (C); ICT technologies implemented are Technology (T) and teachers' practices, strategies, and methods used in the learning and teaching process, with the aims of instruction, assessment, and student learning, are defined as Pedagogy (P) (Jimoyiannis, 2010).



*Figure 2. Technological, Pedagogical and Content Knowledge (Koehler et al.2005)*

*Note. The figure was taken from the study of Koehler et al. (2005) titled “What Happens When Teachers Design Educational Technology? The Development of Technological Pedagogical Content Knowledge” Journal of Educational Computing Research 32(2):131-152*

In the very beginning, educational technology, pedagogy, and content knowledge were taught apart from technology skills. Eventually, it was understood that more than stand-alone technology knowledge could be needed to improve pedagogical and content knowledge in the learning environment. As a result, technological and pedagogical knowledge was united, and TPACK came into sight as a new model (Solak & Çakır, 2014).

#### **1.8.4. Learning Management Systems**

A learning management system (LMS) is a web-based tool to facilitate ICT learning and serves as an integrated platform for users of all levels (Ariffin et al., 2014). The effect and implementation of LMSs have significantly evolved instruction methodologies and learning outcomes. Platforms such as Canvas, Blackboard, and Moodle provide extensive support for efficient language acquisition and facilitate practice by employing interactive tasks, multimedia content management, and assessment tools. Especially at the tertiary level, LMS integration paves the way to an engaging environment (Kasim & Khalid, 2016).

With advancements in educational technologies, LMSs have emerged as crucial facilitators in the shift from teacher-centred to student-centred approaches. They have enabled students to assume a more central role in the educational process, empowering them as individuals capable of actively constructing knowledge (Akay & Koral Gumusoglu, 2020). It provides an online portal that facilitates teaching, learning, and communication among instructors and students by providing various functions and communication tools (Al-Sharhan et al., 2020; McGill et al., 2011). Moreover, in large classes, it positively affects the interaction between instructors and students and helps the students be more involved individually (Akay & Koral Gumusoglu, 2020).

Despite offering significant benefits, LMSs also come with drawbacks. Chief among these disadvantages of LMS implementation are connectivity and technical issues, which can disrupt the educational process and diminish the quality of the learning experience. Moreover, the instructors and the students may be required to put in more time and effort than expected on the LMS, especially the instructors regarding the preparation of course materials and assessments (Egorov et al., 2021; Yawisah, 2021). Also, communication challenges may interfere with gaining more profound insights and lead to feelings of isolation (Egorov et al., 2021; Yawisah, 2021; Rosak-Szyrocka & Wojciechowski, 2015).

#### **1.8.5. Online Assessment**

Assessment has a crucial role in every field of the pedagogic programme. It keeps track of the quality of education and learning process and provides meaningful feedback for the students' progress, specifying the extent of students' progress and reaching curriculum objectives (Ghanbari & Nowroozi, 2021). Online assessment, which is used to deduce the tendencies of students and their learning processes, is characterised as a scientific way of compiling information. As well as purposeful feedback and interactive

assistance opportunities, it also contributes to their participation and learning outcomes (Heil & Ifenthaler, 2023). Teachers' perceptions of education and the learning process are fundamental. They have different senses in classroom management and the process of assessment. The assessment of students, especially in an online environment, is crucial. During the COVID-19 Pandemic, traditional assessment drastically shifted to online assessment (Yulianto & Mujtahid, 2021).

Even though instructors at all levels have welcomed the use of online technology as a teaching tool, the problem of evaluating student learning in an online course has yet to be fully solved. It must be emphasised that while online learning may be more effective, convenient, and adaptable for both students and teachers, it should only be used to support teaching and encourage learning. With the help of online assessment, teachers can determine whether they are meeting the expectations when providing online instruction (Robles & Braathen, 2002).

Although educational policies are designed to adapt varied pedagogical and assessment systems, the rapid migration of COVID-19 ensured almost no time for language educators and assessors to figure out the consistency of learning and assessment steadiness. During this challenging period, significant innovations were expected from the language teachers. Examining these innovations is highly important because it contributes to understanding the effects of educational policy on language teachers' assessment applications and its effects on the variability of in-class assessment (Zhang et al., 2021).

Interactive media simulations that integrate assessment and training are increasingly utilised in online learning environments. For example, students may engage with web-based simulation software, encountering various scenarios where they receive immediate feedback. In this context, as students' performance improvements are assessed, the computer also provides feedback to instructors regarding their performance (Dikli, 2003).

In the sense of online education implementations, students have been assessed in an online environment for many years. Nevertheless, in applying online assessment in many pedagogical settings, many studies have revealed barriers that interfere with the implementation (Ghanbari & Nowroozi, 2021). The future of assessment is up against incredible challenges. Presumably, the most significant factor, specifically when implemented in an online environment, can administer the demands of the students, teachers, and educational organisations (Heil & Ifenthaler, 2023). Three major themes

emerged from the discussion of challenges, encompassing five categories of online assessment: written assignments, online discussions, fieldwork, tests/quizzes/exams, and presentations. These themes include 1) the impact of physical distance between instructor and student, 2) adaptations necessitated by the reliance on technology for communication with students, and 3) challenges related to workload and time management (Kearns, 2012).

### **Challenges in Online Assessment**

ICT implementation in the classroom environment and online education, specifically assessment tools due to COVID-19, is inevitable for language teachers and learners. It must be acknowledged that in addition to its plentiful advantages, there are some negativities of employing ICT in language education. The study by Riasati et al. (2012) compiled the disadvantages into five main categories: (1) Being unable to access technological equipment, including internet connection concerning substantial expenditures, (2) the need for efficient training and practice as teachers are expected to enlarge their computer proficiency level, (3) teachers' negative mindset in technology integration, (4) students' thoughts of technology in forceful changes and their adverse effects in their scholarly performance, and (5) deficit technological assistance and the need of time to practice technology in a classroom environment.

It was also revealed in another study carried out by Çelik et al. (2014) that the challenges toward the implementation of technology were considered in two dimensions: innate and environmental obstacles (Bawden, 2001). Innate obstacles may be correlated with the teachers' TK regarding the issues of deficient knowledge of technological instruments and their utilisation for educational reasons, the need for training in technology integration, and a lack of confidence (Hockly, 2012). On the other hand, environmental obstacles are defined far behind teachers' attitudes and their TK regarding the need for technical assistance, adequate time to blend in technology, and high expenses (Al-Kahtani & Al-Haider, 2010).

In another study by Hosseini et al. (2021), technology-related issues are mentioned as the greatest and gradually worsening with remote proctoring software. The tests are also problematic for three main reasons: remote troubleshooting, instructors' TK deficiencies regarding hardware and software, which are associated with a significant number of non-digital native instructors, and the number of students taking the exams. The greater the number, the more problematic it is to overcome technology-related issues.

## **Cheating in Online Assessment**

The term cheating is presented as crossing the boundaries to do well in school, work, or economically. The currency of cheating has expanded over the last few decennia. According to studies, %40 to 80 of tertiary-level students have cheated at least once (Callahan, 2004). It is common for students to access the internet in search of the answers to exam questions; the new tendency on the internet is to plagiarise, which is failing to cite another's work (Tanner, 2004). Cyberplagiarism is a newly introduced term for using information without citing appropriately (Eysenbach, 2000). A limitless amount of information is just a click away thanks to computers' copy-paste feature, which is easier than ever (Smith et al., 2005; Szabo & Underwood, 2004; Underwood & Szabo, 2003).

In the study by Kennedy et al. (2000), 172 students and 69 instructors were examined for cheating in online assessment. Most of the participants of both groups stated that online education paved the way for cheating. The participants also pointed out the possibility of someone else taking the exams or completing the assignments for the students, which is untraditional to physical classroom cheating methods. On the other hand, any piece of work that is incoherent with a student's writing capabilities can be investigated using search engines such as Google ([www.google.com](http://www.google.com)), Dogpile ([www.dopile.com](http://www.dopile.com)), or Yahoo ([www.yahoo.com](http://www.yahoo.com)) to reveal plagiarism (Baron & Crooks, 2005; Heberling, 2002; Smith et al., 2005).

Cheating in assessment is defined as breaching the rules of artificial intelligence (AI), which is being genuine, reliable, liable, courteous, and equitable by only carrying out duties in a manner approved by the institution (Gallant, 2008, pp.10–11). Cheating on classwork and assessments has practically become a typical practice among tertiary-level students and is considered acceptable behaviour (Chapman & Lupton, 2004), and cheating in exams is believed to be a more severe crime than classwork (Ashworth et al., 1997). Since the beginning of the 1990s, the topic has become of notable interest (Ashworth et al., 1997). Despite numerous insightful studies in the field, the number of students with tendencies of a variety of academic fraud is increasing at an unprecedented rate with the Internet and up-to-date technology (Aaron & Roche, 2013; Burrus et al., 2013).

Cheating represents a pervasive global issue (Thomas, 2017), posing threats to the credibility of our universities, the ethical integrity of our students, and the validity of their academic achievements (Aaron & Roche, 2013). Academic dishonesty could potentially undermine the very fabric of our civilisation. The use of AI by students and



instructors (Aaron & Roche, 2013; Thomas, 2017) is an undeniable sign of deteriorating morality standards at the tertiary level.

In conclusion, the literature illustrates the developing nature of online English language education assessment practices triggered by emerging global events such as the COVID-19 Pandemic and the tragic earthquake in Türkiye. These unfortunate events have underlined the fundamental role of ICT in educational environments and highlighted the crucial need for solid and flexible assessment methodologies. The migration to online platforms presented opportunities and challenges by emphasising the importance of formative and summative assessments to enhance and assess students' progress. Moreover, issues such as LAL, ICT integration and the role of LMSs have become the focus of developing effective educational practices in online assessment. While the instructors keep on dealing with these complex dynamics, integrating comprehensive assessment strategies is crucial in enhancing the effectiveness of language education.

## **2. METHODOLOGY**

In this part of the study, the context of the study and the participants, the research design, the data collection instruments, and the data analysis are described in detail. The primary aim is to reveal preparatory school EFL teachers' experiences of online assessment practices using an LMS in higher education. It also provides an opportunity to reveal suggestions from teachers to teachers and university administrations on overcoming the obstacles in LMS administration.

### **2.1. Research Design**

This study, which was structured based on a qualitative research design, aimed to investigate EFL preparatory school instructors' experiences of online assessment practices using an LMS to assess students. The most effective way to evaluate the instructors' knowledge is to analyse their practices (Steele & Rogers, 2012). On this basis, regarding the LMS implementation, a detailed and holistic investigation is required to understand the EFL preparatory school instructors' experiences. Qualitative research focuses on the context of the issue and provides extensive information (Creswell, 2007; Merriam, 2009). Therefore, a case study design was employed among the qualitative research designs in this study. In the case study design, at least a person, an incident, a process or a programme is extensively studied (Creswell, 2008). Relating to the nature of the case study design, it seeks to investigate a present situation (Yin, 2003). In emergencies such as the COVID-19 Pandemic and the earthquake, with the suspension of face-to-face education, the rapid migration to online education brought online assessment with it. Consequently, it can be stated that current research possesses value and considering the issues stated, a case study design was utilised.

In this study, interviews were employed. They are one of the most common ways of obtaining data in qualitative research. Contrary to the general view, it is a challenging way to acquire data as it requires gathering data from the focus group in everyday life conversations and conveying them in the original state (Yıldırım, 1999). Providing the participant with open-ended questions covering all aspects of the topic offers assistance in relaying the data regarding the participant's point of view, experience, knowledge level, and personal skills (Tekin & Nakiboğlu, 2006).

## **2.2. Context of the Study**

The study was conducted with the instructors employed at the Testing and Assessment Unit at the School of Foreign Languages at Niğde Ömer Halisdemir University, Niğde, Türkiye. There are thirty-five faculty members, and the school provides English language education at Basic English for Departmental Services and English Preparatory School. The three leading offices performing educational services at the School of Foreign Languages are the Testing and Assessment Unit, Programme Development Unit, and Material Development Unit. The Testing and Assessment Unit is responsible for the assessment procedures, including quizzes, midterms, final and make-up exams during the educational year. Approximately five instructors are employed at the unit, but the members may vary depending on the educational year. The study focused on the instructors employed at the Testing and Assessment Unit of English Preparatory School and the instructors who designed and delivered the Basic English for Departmental Services exams. The study primarily aimed to work with the instructors who were employed during the COVID-19 Pandemic; however, as it was conducted after the earthquake on 6 February 2023, the participants also included the instructors employed at the Testing and Assessment unit in the Spring Term of 2022-2023 as well due to the online assessment practices.

## **2.3. Participants**

The participants of the study were formed among the preparatory school English instructors at a state university in the Central Anatolia Region in the 2022-2023 Spring Term. Regarding the form of qualitative research design, the purposive sampling method was utilised to determine the participants. The purposive sampling method emerged within the qualitative research approach, allowing in-depth analysis of cases rich in information (Patton, 2002). It assumes that it is compulsory to designate a sample that can provide the researcher with rich information on the topic to be explored, understand and gain insights (Chein, 1981). The two types of purposive sampling, convenience and criterion, were utilised to determine the participants of the study.

In determining the participants, the convenience sampling method, one of the purposive sampling methods, was primarily utilised to facilitate the research process and enhance practicality. Instructors working at the School of Foreign Languages were identified, whom the researcher could easily access. Among them, the criterion sampling

method was employed to select the instructors to be included in the study. The criteria defined for this research are as follows:

- Volunteering to attend the study,
- Being employed at the Testing and Assessment Unit within the School of Foreign Languages
- Participating in the online assessment process using an LMS.

Eventually, the study group consisted of eight instructors employed at the School of Foreign Languages at a state university in the Central Anatolia Region during the Spring Term of the 2022-2023 Educational Year. Personal information related to the participants is provided in Table 1 below, which was collected through informal interviews carried out by the researcher with the participants. These informal interviews were conducted with the aim of providing information to the participants before the data-collection phase, perceiving their willingness to attend the study and helping them get acquainted with the researcher. Considering the confidentiality of the participants' identities, they were represented by numbering independently from the research. For this reason, they were named as P1, P2, ... P8 (Table 1).

Table 1.

*Descriptive Characteristics of the Participants*

|    | Age | Gender | Education Level | Experience (Year) |
|----|-----|--------|-----------------|-------------------|
| P1 | 33  | Female | M.A.            | 10                |
| P2 | 43  | Male   | B.A.            | 22                |
| P3 | 36  | Female | M.A.            | 15                |
| P4 | 38  | Male   | M.A.            | 12                |
| P5 | 48  | Male   | Ph.D.           | 25                |
| P6 | 55  | Male   | M.A.            | 30                |
| P7 | 34  | Female | M.A.            | 11                |
| P8 | 38  | Female | Ph.D.           | 20                |

## 2.4 Data Collection Instrument

A focus group interview is a qualitative research method. The study utilised it as a data collection tool. The aim of the focus group interview was to grasp the participants' perspectives on the topic and understand their particular points of view on certain issues.

It also aimed to get an in-depth understanding of the participants' experiences, tendencies, ideas, attitudes, and habits, as well as multidimensional qualitative information. The critical point is to provide them with an environment where they can express their ideas freely instead of stating generally accepted ideas. Therefore, the researcher should be impartial (Brewerton & Millward, 2001). It is likely for a participant to express their ideas freely regarding the ideas of the other participants and collect qualified data from the focus group interview (Kümbetoğlu, 2005).

The focus group interview questions were designed by the researcher (see Appendix 2). Based on this, a literature review on online assessment practices using an LMS due to the rapid migration to online education was conducted, and a draft interview form was prepared. The draft was presented to three professionals with a Ph.D. in educational sciences. Regarding their views, the focus group interview questions were revised. To illustrate, the questions seeking an answer in online education rather than online assessment, in particular, were reorganised. It was ensured that all the questions were open-ended and required personal comments.

### **2.5. Data Collection: Focus Group Interview Procedure**

The recommended focus group interview size in similar groups should be at least 5 and at most 12 people (Yildirim & Simsek, 2013). Accordingly, in the study, the size of the focus group was determined to be 8 participants. Since a focus group interview would be conducted, the participants were informed of the topic by stating that the interview would be on a subject related to their fields, and a detailed explanation could not be provided. The participants attended the study on a voluntary basis.

Before the application of the actual interview, each of the participants was informed about the confidentiality of the study in the research and reporting process and recorded with their granted permission. The focus group interview was conducted in May in the Spring Term of the 2022-2023 academic year.

In the literature, it is stated that focus group interviews should last at least one at most two hours (Yildirim & Simsek, 2013). In this sense, the focus group interview was conducted and recorded in 90 minutes. Afterwards, the recording was decoded and transcribed by the researcher.

The focus group interview was conducted with the researcher and 8 participants who were and are still employed at the Testing and Assessment Unit of a School of Foreign Languages.

The questions for the interview were directed by the researcher. The focus group interview implemented in the study was carried out based on the implementation process suggested by Krueger (1998). The steps followed in this context are as follows:

|                                       |  |
|---------------------------------------|--|
| Providing Information on the Research | <ul style="list-style-type: none"> <li>• The researcher explains the subject of the focus group interview. Informs the participants about the process.</li> </ul>            |
| Participants Introducing Themselves   | <ul style="list-style-type: none"> <li>• Each of the participants briefly introduces themselves.</li> </ul>  |
| Introductory Questions                | <ul style="list-style-type: none"> <li>• One or two examples of questions are provided.</li> </ul>   |
| Receiving Additional Comments         | <ul style="list-style-type: none"> <li>• To prepare for the interview after the first question is directed and comments are received, additional views are taken.</li> </ul> |
| Transfer Questions                    | <ul style="list-style-type: none"> <li>• One or two questions are discussed.</li> </ul>  |
| Key Questions                         | <ul style="list-style-type: none"> <li>• The key questions of the focus group are directed.</li> </ul>   |
| Final Question                        | <ul style="list-style-type: none"> <li>• Participants are asked if they have anything to add.</li> </ul>   |

*Figure 3. Stages of Focus Group Discussion (Krueger, 1998)*

*Note.* This figure was taken from the study of *Krueger (1998)* titled “Moderating Focus Groups” *Sage Publications, Creative Education, Vol.6 No.6*

During the focus group interview, questions regarding the experiences of EFL preparatory school instructors' online assessment practice using an LMS were directed to the participants. If a participant provided insufficient information, the question was explained and was asked again. All the questions were directed to the whole group during the interview, and the participants who wanted to answer were listened to. Unlike individual interviews, focus group interviews allow the participants to benefit from each other's ideas. Therefore, new ideas can emerge (Cokluk et al., 2011). From this viewpoint, the participants who wanted to comment on the question again after another participant had the right to speak for the second time. Efforts were made to get participants' views on each focus group interview question. In the findings section of the study, the frequency of the participants creating the codes was not provided but explained in detail by providing the participants. During the discussions, without any judgements

in the procedure, the participants were asked to state their personal views instead of general ideas.

## **2.6. Procedures**

In the first phase of the study, with the aim of application of the study, planning and preparations were made. In this study, the instructors who are employed at Niğde Ömer Halisdemir University, in particular, the instructors at the School of Foreign Languages who were and are still employed in the Testing and Assessment Unit during the COVID-19 lockdown and online education period after the earthquake on 6 February 2023, were incorporated into the study. As Morgan (1997) stated, focus group interview participants are expected to possess a corresponding experience level. Then, the literature review was conducted on online assessment and LMS, and 10 focus group interview questions were designed to help the participants concentrate on the subject matter in the direction of the hypothesis (Gülcan, 2021) to reveal the experiences of EFL preparatory school instructors practice of online assessment using an LMS. In light of the literature review and the confirmation of the academic advisor, the study was conducted in May in the Spring Term of the 2022-2023 academic year.

Before the implementation of the interview, the permission of the Ömer Halisdemir University, the School of Foreign Languages was granted, and the instructors who were and are still employed in the testing and assessment unit were informed and made aware of the purpose of the study (see Appendix 1) and attended on voluntarily basis. The qualitative data was collected through focus group interview questions (see Appendix 2). In order to set a date suitable for the participants, the researcher contacted them one by one, and the interview was carried out as a group. Considering the familiarity of the software, the interview was conducted via MS Teams, and to transcribe the interview, with the implicit approval of the participants, it was recorded in order to enable the researcher to access the complete record of a potentially rich source of data. The participants were informed about the confidentiality of the study and stated that no information would be shared with any institutions or individuals.

The focus group interview was held in the teachers' native tongue and completed in 90 minutes. Following Rice & Ezzy's (1999) recommendation, the moderator introduced each question one at a time. In order to get a thorough understanding of the topic, probes and main questions were used. Keeping the number of main interview questions limited and asking follow-up questions is a significant attribute of interviews (Polat, 2022). It is

crucial to document the debate in order to analyse the facts accurately. The comments from the participants were captured during the focus group meeting. The researcher first looked for significant concepts and compiled a list of them, taking into account the language and context in which they were used, in order to assess the strength of the reactions/emotions and find a balance between detail and conciseness. Tape transcription is crucial for data analysis (Dilshad & Latif, 2013). Notes kept during the interview were shared with the participants, and any notes or recordings they wished not to be recorded were modified, and the final drafts were shared with the participants again.

## **2.7. Data Analysis**

The data collection process for the study was conducted with the utmost care, ensuring that all relevant information was recorded during the interviews and transferred to Microsoft Word. Subsequent data analysis was carried out using a rigorous and comprehensive qualitative data analysis method known as content analysis.

Content analysis steps were implemented in the order of 1) transcribing interviews and data arrangement, 2) getting the overall idea of the data, 3) coding, and 4) generating descriptions for analysis and interpretation (Creswell, 2009). In other words, the main aim of the content analysis is to reach concepts that can explain the data gathered. For this reason, in content analysis, similar data are coded under specific themes, categorised and interpreted in a way the reader can comprehend. In this context, the data in the study were interpreted grounded in Creswell's three-stage content analysis.

First, the data were subjected to coding, categorised under common characteristics and themes and sub-themes were designed. Then, the themes and sub-themes were checked and organised, and the findings were defined. The researcher and an expert in the field analysed the data independently. Finally, the two-content analyses were compared. Creswell (2016) underlines the importance of what the participants stated during the focus group interviews, not the numbers, and emphasises that the results should not be quantified. Based on this, in the study, the data obtained from focus group interviews were thematised and presented with the direct sentences of the participants.

## **2.8. The Role of the Researcher**

In the scope of the study, the participants were made aware of the aim of the study and explained how they were valuable for the study. In other words, the primary role of the researcher was to ensure awareness of the participants' roles. Another role of the



researcher was to encourage the participants to state their views freely and provide a comfortable environment. In qualitative studies, it is essential for researchers not to intervene in the study with their own subjective perspectives.

In this sense, an essential role of the researcher was to focus on the views of the participants without reflecting his own subjectivity.

## **2.9. Validity and Reliability**

Validity and reliability are two terms that are commonly used in quantitative studies with the framework of positivist epistemology. For qualitative studies, the concepts of credibility/trustworthiness in the sense of reliability or credibility and transferability can be used instead of validity and reliability. However, in the national literature, the concepts of validity and reliability are also used in qualitative studies. In this sense, these two concepts are employed in the study. In qualitative studies, the statistical analysis does not determine validity and reliability (Yildirim & Simsek, 2006). Instead, they are tried to be ensured at every phase of the study. In this context, a set of measures were taken to ensure the study's validity and reliability.

First of all, to verify the study's internal validity, the experts' opinions were consulted at different phases of the study (including the preparation of the interview questions or the data analysis performed by two researchers). As the research is a thesis, it contributed to being followed by the experts throughout the process. Carrying out the data collection process in an environment the participants are familiar with is also regarded as an essential way to ensure the internal validity of the study (Lincoln & Guba, 1985). That is why the focus group interview was conducted in an environment where the study group felt comfortable. Triangulation is crucial for internal validity. Although the data was gathered only using focus group interviews, which weakened the internal validity of the study, investigator triangulation was performed by analysing the data by more than one person. Another measure taken to ensure the study's validity was providing direct quotations of the participants in the findings. After the analyses were completed, the participants' approval check was granted.

In order to maintain the external validity of the study, the findings were presented using the code names given to them to keep the participants' identities confidential. In the research process, the researcher's defining his role, introducing the participants in detail, defining the research environment and explaining data collection and analysis

phases in detail also contribute to the external validity of the research (Yildirim & Simsek, 2006).

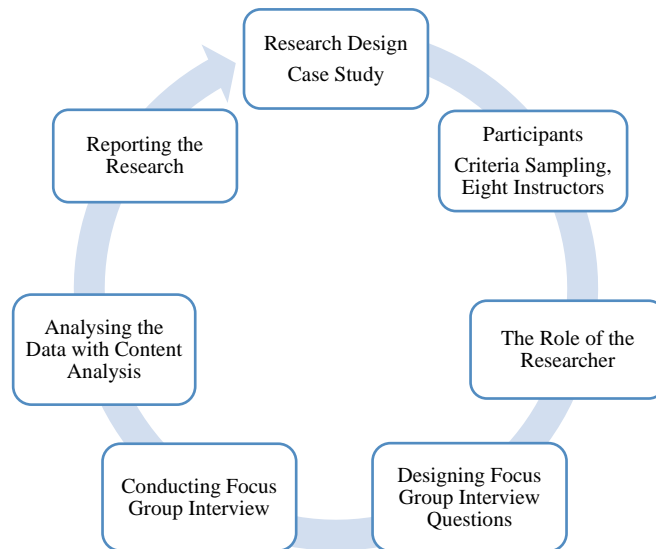
The internal reliability of the study means different researchers obtain similar results with the same data (Fraenkel et al., 2012). In this context, to ensure internal reliability, the purpose of the study and the result were explained explicitly. The findings were presented without any interpretations.

The criterion for the external reliability of the study is whether data similar to the research data can be obtained in similar environments. For this reason, each study phase was described in detail to ensure external reliability.

### **2.10. Ethics**

There are some ethical issues that the researcher should be careful about in a research process based on a qualitative paradigm. The researcher was sensitive to ethical issues in each phase of the study, granted permission before starting, and had no interest in this research. Also, at the very beginning, the researcher informed the participants about the purpose of the study and answered their questions, if there were any. Furthermore, reminded the participants once again that participation in the study was voluntary. The characteristics of the participants were taken into consideration (such as not asking such a question to a child without a father). The data obtained from the participants were transcribed in exact words and were never tampered with. The personal information of the participants was kept confidential, and the findings were never interfered with during the reporting phase of the study. While reporting the research, no source was used without citations. At the end of the interview, the participants were thanked with a small gift, such as buying a favourite book or food (Creswell, 2007).

In qualitative studies, the participants also invest much time in the research. For this reason, the researcher should keep in touch with the participants after the research is completed so as not to make them feel abandoned (Hatch, 2012). Based on this, the researcher continues personal relationships with the participants. The research process can be analysed in Figure 4:



*Figure 4. Research Process*

To summarise, this study used a qualitative research design to investigate the experiences of the preparatory school instructors employed at the Testing and Assessment Unit of a state university in Türkiye regarding online assessment practices. It provided an opportunity to present the challenges the instructors encountered in LMS implementation and suggestions to overcome these challenges. The data collection was conducted via focus group interviews, which provided insights into the participants' views, experiences, and recommendations.

### 3. RESULTS

The focus group interview conducted with the participants revealed three main themes regarding online assessment: Information Technology (IT) competencies, difficulties and changes, and experiences and solutions. The tables present the research findings as themes, sub-themes, and codes.

Table 2.

*Assessment of IT Skills and In-service Training*

| Themes             | Sub-themes                                | Codes  |
|--------------------|---|--|
| IT<br>Competencies | <b>Pre-pandemic Experience and Skills</b> | - Lack of experience<br>- Basic skill level  |
|                    | <b>In-service Training</b>                | - Inadequate support<br>- Improved knowledge |

#### 3.1. The Participants' IT Competencies

##### *Findings Regarding Pre-pandemic Experience*

Under this theme, which covers the participants' pre-pandemic experience and skills and in-service training, the situation before and after the pandemic was analysed. Findings reveal that the participants had limited knowledge of online assessment practices before the COVID-19 Pandemic. Most participants reported that although they were aware of basic practices and functions, they lacked in-depth knowledge or experience. With the emergence of the pandemic, the participants' awareness and competencies increased significantly regarding the more frequent use of online assessment tools. The whole process resulted in prioritising online assessment practices with widespread use of technological tools and the internet. It also highlights the importance of online assessment and tools in education and the fact that progress in the field should be supported. The COVID-19 Pandemic revealed the needs in online assessment and triggered a transformation.

In this regard, the participants were first asked if they had knowledge and experience in online assessment before the pandemic. P1 underlined no knowledge of assessment in online environments before the online assessment practices due to the pandemic shutdown by saying, *"I did not know anything about online assessment."* Likewise, P8 agreed by stating, *"To be honest, I did not have much knowledge. I only knew the name*

*of online assessment tools.*” They stated that they had no prior knowledge of online assessment before the pandemic.

The other participants stated that they possessed basic knowledge of online assessment. However, after the participants' answers were closely analysed, it was observed that their knowledge generally depended on the tests taken online, submission of homework, or making presentations online. This view is reflected the best by the participants as follows:

P4: *“To tell the truth, I was not as knowledgeable as I am now; I knew there were some applications, such as online tests and homework submission, but I was not knowledgeable or competent enough to design, deliver or assess an exam online. Although I cannot say that I am knowledgeable or experienced enough, we have experienced uploading different question types to LMS, designing a question pool and exams, and delivering them to different online classes.”*

P2: *“I did some studies regarding online education and assessment before the pandemic. For example, I assessed part of the midterms and final exam of Electrical and Electronic Engineering students using a vocabulary application I designed in 2010 through the time they spent online and the scores they got. Back then, and actually still do now, I graded them based on the time and effort they put in. Today, with the advancement of technological devices we use and the internet, I think we should prioritise online education and assessment more.”*

When the statements of P2 are carefully analysed, it can be figured that P2 considers the utilisation of online education and assessment as inevitable.

The participants were asked to answer the second focus group interview question, *“Did you have a chance to use any of the online assessment tools before the pandemic?”* to understand their experience in online assessment. A significant number of the participants (P1, P3, P7, P8) stated they had no chance to use online assessment tools before the migration to online education due to the pandemic. The opinions of participants P7 and P8, who expressed their opinions in this wise, are as follows respectively:

P7: *“No, I have even avoided the online exams administered by The Measuring, Selection, and Placement Centre even though I know how accessible and practical they are.”*

P8: *“No, because I did not need it.”*

Some participants stated that they used online assessment platforms as students, not as proctors (P4, P6). The words of P6 are as follows:

P6: *“Yes, I took some exams online during my Ph.D. These were weekly reports, presentations, video production and providing feedback in cooperation with other students. However, as a proctor, my online exam practice was limited.”*

Two participants underlined that they used online assessment tools before the pandemic (P2, P5). P2 mentioned developing a mobile vocabulary memorisation application to assess the students and utilised online assessment through this Android application before the pandemic by stating:

P2: *“I designed a vocabulary memorisation programme and an Android application as an assessment tool. Both of them were designed from my point of view, and I used them to determine the students' levels and help them improve.”*

P5 highlighted the use of some online applications both as a student and an instructor, such as Web 2.0 tools, namely Kahoot and Actionbound, and online practice platforms and shared the videos or the subject matter in online environments. The words of P5 on the subject are as follows:

P5: *“I had knowledge and practice of Web 2.0 tools before the pandemic. I actively used applications such as Kahoot and Actionbound. In addition, my academic studies on the subject have helped me develop an awareness of the subject. I took an online course in my Ph.D. education, and within the scope of the assessment of this course, we had to write weekly reports. In another course, we were supposed to upload a presentation video on the given topic to the class Facebook group, provide feedback to our classmates' videos, ask questions, etc. and do reflections. As a part of the assessment procedure, we actively utilised the online practice of the course books we studied.”*

The participants' technology skills and capacity to cope with the technological problems in the online assessment procedures were analysed. While some of the participants were capable of dealing with technological problems, others sought the guidance of an expert with complex ones. The analysis of the findings underlines the

significance of IT skills in online assessment and the need for continuous development. This facilitates more effective and efficient assessment processes.

In order to get a better understanding, the participants were asked if they could overcome the technical challenges they usually encounter. A significant number of the participants stated that they could solve simple technical problems they usually encounter on their own (P1, P3, P6, P7, P8). The responses provided in the same direction by P3 and P6 are as follows:

P3: *“I can handle the simple technical problems by myself.”*

P6: *“My technological skills are not bad, yet I am not good enough with issues that require advanced skills. I think I can solve simple technical problems.”*

Other participants (P2, P4, P5) stated they could overcome the issues related to technicality in both everyday case scenarios and during the emergent migration to online assessment. In this regard, the statements of P4 and P5 are as follows:

P4: *“I consider my technology skills quite good in the online assessment process. Generally, I do not have many problems while dealing with technical issues. Also, if necessary, I do research.”*

P5: *“I can define my technology skills as skilled enough to utilise varied technological tools effectively and capable of handling technical issues.”*

Apart from these participants, the rest stated that they generally try to overcome technological issues by getting assistance from an expert. In this regard P1 and P3 stated:

P1: *“My technological skills were not that good. That is why I always received support from the Testing and Assessment Unit coordinator, who was well-equipped to manage the process.”*

P3: *“I can say my technology skills were weak in this sense. Normally, I could overcome simple technology-related issues.”*

### ***Findings on In-service Training***

The study analysed participants’ knowledge deficiencies and the problems they encountered while overcoming the issues in online assessment practices. Although the participants received in-service training, it was observed that it was not detailed and comprehensive enough. Particularly, assessment tools, such as LMSs, were learnt through personal efforts and trial and error. This reveals the importance of broadening

the content and scope of in-service training programmes, as such improvements will increase the effectiveness of online assessment procedures and the use of tools. Upon this, the question, “*Did you get any in-service training on how to use LMS?*” was directed.

Due to these reasons, P1 was employed at a different state university, and P4 was on leave; they did not get any in-service training. P1 explained that:

P1: “*No, I did not get any in-service training, but maybe it was because I became a member of the Testing and Assessment Unit later. I did not receive such training at the previous university where I was employed.*”

All the other participants stated they received in-service training. However, they believe the planned training was yet to be detailed enough. These participants underlined that they tried to solve problems by trial and error and their personal efforts. The examples that best reflect the issue are as follows:

P2: “*Although there were some small sessions using simple explanations, we learnt how to use the LMS mostly by discovering it ourselves through trial and error.*”

P5: “*Yes, we received a short training during the online assessment practices, but we mostly learned how to use the LMS more effectively through trial and error.*”

### **3.2. Difficulties and Changes Experienced by Participants During Online Assessment**

This theme covers the participants' ideas about the difficulties they encountered and changes they made during online assessment practices. Under the theme of difficulties and changes, the sub-themes of problems they encountered while designing and implementing online exams, after the assessment process and the changes they made in the question types were formed.



Table 3.

*Difficulties, Changes, Experiences and Solutions in Online Assessment*

| <b>Themes</b>                    | <b>Sub-themes</b>           | <b>Codes</b>  |
|----------------------------------|-----------------------------|---|
| <b>Difficulties and Changes</b>  | <b>Preparation</b>          | - Time-consumption<br>- Technical problems  |
|                                  | <b>Implementation</b>       | - Internet disconnection<br>- LMS issues<br>- Hardware/software deficiencies<br>- Lack of technology skills |
|                                  | <b>Post-implementation</b>  | - Cheating prevention failure<br>- Absence of cheating sanctions<br>- Time-consuming assessment             |
|                                  | <b>Question Types</b>       | - Inclusive exam format   |
| <b>Experiences and Solutions</b> | <b>General Views</b>        | - Negative opinions   |
|                                  | <b>Proposed Suggestions</b> | - System improvements<br>- Security patching  |

*Difficulties Encountered While Preparing Online Exams*

The participants were asked if they encountered any problems while preparing online exams and what difficulties they experienced. Regarding the analysis of the comments provided by the participants, it was understood that the biggest problem experienced while preparing the online exams was entering the questions into the LMS one by one. Participants believed that this process was tedious and took much time. They underlined that many questions were prepared to lower the probability of cheating in an online exam, and entering them into the system was very tiring. There were also participants who mentioned that technical issues arose while entering the questions. In addition, some participants stated that determining the exam duration was also difficult. In this regard P1 and P3 stated:

P1: *“The fact that the questions were supposed to be uploaded onto the system one by one, including the options and in case of an error checking the answers provided by each student were also significant issues that made the online assessment process more difficult and caused extra workload. On the other hand, open-ended questions had to be*

*checked manually, and this was another problem that made online assessment difficult for the instructors.”*

*P3: “Preparing too many questions to lower the probability of cheating and the problems faced uploading questions to the system were among the issues during the exam preparation.”*

### ***Difficulties Encountered During the Implementation of Online Exams***

After the analysis of the difficulties experienced during exam preparation, the participants were asked to evaluate the implementation of the online assessment. The analysis of the data showed, internet disconnection (P1, P3, P4, P5, P7) and the system not responding (P1, P4, P5, P6) were mostly mentioned problems. The statements of P4 and P5, which were in the same direction, are as follows:

*P4: “There were access problems to the LMS because of the internet connection and the intensity of the platform.”*

*P5: “There were problems related to an internet connection and technical and LMS faults. These issues affected the exam process and made it hard for the students to answer the questions or complete the exams.”*

In addition to frequently mentioned problems, the participants also underlined the issues of some students not having an internet connection and necessary devices such as a computer, not being able to access the web page of the LMS, students being given too much tolerance, differing technology skills of students and instructors and unethical behaviours of students such as cheating, usage of AI robots, having someone else to take the exams. Related quotations for these views are provided below:

*P2: “Unfortunately, the issue of cheating and AI use. Although the students had the chance to learn better using these tools, they preferred using them as cheating tools. In addition, the students’ lack of required technical equipment, both in terms of knowledge and tools, was another problem for the exams. There were students who did not have computers and internet connection or a limited one.”*

*P3: “There were some technical problems, such as students’ inability to find the webpage or loading problems, internet connection problems, and not being able to read the reading texts to answer the questions accurately as they tried to take the exams using their mobiles.”*

*P7: “My students and I experienced a poor internet connection and hardware failures.”*

When the findings were examined, they generally mentioned issues regarding technical and hardware deficiencies. For this reason, the issues they faced apart from the technicality were analysed again. The participants highlighted that the most common problem apart from the technicality they faced was cheating and the responses provided by AI robots. Although they realised this issue based on their students' proficiency levels, they complained about the lack of sanctions. The quotations for the related issue are as follows:

P3: *"Students googled similar topics and copied them onto the system, or they had AI robots such as ChatGPT write the tasks for them in the writing section of the exams in particular. Since it was decided that we could not take action as cheating in these cases, I believe we could not achieve our assessment goals regarding the reliability of the online exams."*

P4: *"One of the biggest problems we faced was, unfortunately, the LMS was open to abuse and misuse. In fact, we designed question pools to provide different questions to each student and uploaded thousands of questions. However, it only resulted in increasing the workload of the Testing and Assessment Unit. Because it is a browser-based system without a camera integration. Therefore, we could not be sure of who took the exam under what conditions, if they received any help or cheated, and naturally, we could not take action."*

P7: *"Beyond the technical problems, the most disappointing and frustrating issue was the unethical methods used by the students, especially during the writing and even in speaking exams."*

P8: *"There were great problems regarding cheating and getting unfair scores by having others take the exams. Due to this reason, the exams we prepared as the Testing and Assessment unit with great devotion and meticulousness were wasted without actually measuring any skill."*

In addition, one of the participants (P1) mentioned the issue of students trying to get in touch with the instructors day and night in connection with communication problems in online exams. In this sense, P1 explained: *"As the interaction with students in online exams was not as healthy as face-to-face exams, disconnected communication could be considered as a problem. Besides, some of the students exaggerated this situation regarding their instructors' efforts to keep in touch with them online and brought it to a level that disturbed the instructor. There were students calling or texting in the middle of*

*the night, and they were very insistent on getting answers. The time the instructors could rest or devote to their families was thus damaged.”*

### ***Difficulties Encountered After the Online Exams are Administered***

This sub-theme covers the participants' views on the issues they experienced after assessing the students using an LMS. The findings show that the participants had two main problems during this process. First, there was an unexpected increase in students' performances, which they were familiar with in face-to-face classes, because of their unethical behaviours by taking advantage of the security gap of online assessment. The participants were negatively affected due to the inability to impose sanctions, as they could not be detected. Second, when there was a problem during the assessment process, the questions were graded one by one for each of the students. The following quotations from the participants describe the situation:

P2: *“We were confused about how to deal with the students who we believed cheated using AI robots. We were aware of their proficiency levels, and obviously, they did not write the tasks. However, even if we proved right, we did not know how we were supposed to act regarding the sanctions to be applied. The lack of regulations on this issue tied our hands.”*

P5: *“The assessment process was not effective. The students resorted to cheating. Also, depending on the question types we used in the exams, we had to grade some of the questions one by one. I think the lack of AI assistance in the LMS was a big problem.”*

P7: *“We had our rubrics, which were familiar to me during the process, so I had no problems other than unethical student answers. There were no problems apart from the assessments I could not prove, which I guessed were artificially intelligent answers and the number of quiz exams we had to limit due to the online exam. Last but not least, occasionally, we had to check the computerised questions one by one.”*

P8: *“We observed that the writing part of the exams was copied from internet resources or translation applications, and since there were no prior practices on the issue, we could not intervene much. Again, unfairness and plagiarism were annoying. It was a problem to assess them one by one and face such a result.”*

In addition, while P1 did not state any problems in this respect, P6 underlined how long the grading process took. P6 expressed, *“Various problems naturally affected the*

*post-assessment process. The grading stage of the questions was much longer than it should have.”*

### ***Findings Regarding the Question Types***

The COVID-19 Pandemic, which was influential around the globe, resulted in an emergent lockdown and a break during the Spring Term of the 2019-2020 Educational Year. All the educational practices were kept online in the following academic year. In this part of the study, the question types the instructors utilised in the Spring Term of the 2019-2020 Educational Year and the 2020-2021 Educational Year to assess their students were examined. The answers were similar since the participants were employed in the same department and used the same type of questions in a common format. Only P1 was employed at a different state university during the Spring Term of the 2019-2020 Educational Year and stated they assigned projects with a requirement to upload them to the system they used. When it was necessary to ask questions, P1 stated that they used more compact, shorter and clearer questions than face-to-face assessment:

*P1: “I worked for a different state university during the pandemic lockdown. Back then, we tried to ask more compact, shorter, and clearer questions than face-to-face education when the course content required asking questions. As an exam, we used project-based translation. The students translated the literary work we selected in groups and uploaded their parts to the system on the exam day. I can say that this way was quite suitable for online assessment and made our job easier.”*

Other participants of the study underlined that in the Spring Term of the 2019-2020 Educational Year, which was the first term of the rapid migration to online education, they used more compact questions regarding grammar, vocabulary, and reading comprehension in multiple-choice. In addition to the previous semester, the following year (2020-2021 Educational Year), the students were assessed through speaking and open-ended questions. It was also stated that the writing exam was conducted online. This situation indicated that the preferred online assessment method also changed as the LMS was familiarised. As a matter of fact, P2 explained the situation by saying: *“We started to use the assessment methods we used in our face-to-face classes as we were more familiar with the LMS.”*

The relevant and detailed explanation of P4 is as follows:

P4: *“I was on leave in the Spring Term of the 2019-2020 Educational Year. However, during the 2020-2021 educational year, I can say that we carried out all the assessment methods we used in our face-to-face classes in an online environment, but only with minor differences. For instance, the number of quizzes changed, and we had to announce them beforehand. We tried to assess our students using varied question types, including fill-in-the-blank, matching, multiple pop-up and open-ended questions, as much as the system allowed. In fact, I believe that online exams were richer in question types than face-to-face assessments. I believe it was one of the advantages of online assessment.”*

Remarkably, P4 emphasised the variety of questions in online assessments, which were more than face-to-face exams and were one of the prominent advantages of online assessment.

### **3.3. The Participants’ Online Assessment Experiences and Possible Solutions**

This theme covers the participants' experiences of online assessment and solutions to the problems they encountered during online assessment practices. Under the theme of experiences and solutions, the sub-themes of general views and proposed suggestions were formed.

#### ***General Views in Online Assessment***

The last theme, experiences and solutions, covers how the participants defined their online assessment experiences and their solutions. In other words, the participants’ experiences regarding the pandemic and earthquake online assessment practices and their proposed suggestions were examined. Regarding the participants' experiences, the results indicate that they were unsatisfied and pessimistic about the online assessment practices. Only P2 provided a more sophisticated explanation with the following statement: *“The assessment practices employed at our university were the best practice that could be preferred regarding the conditions of the time, but it had its own flaws.”* Likewise, P4 stated that they tried their best, but he was unsatisfied like the other participants. The relevant statements of the P4 are as follows:

P4: *“It was a tiring and disturbing process as we tried really hard as a team to catch up with the ideal practice and bring online assessment practices to face-to-face exams. However, there is a British saying: When in Rome, do as the Romans. As a result, online*

*assessment was as much as it could be online. I believe that we did as much as possible, and the system allowed us.”*

Other participants of the study highlighted how stressful the online assessment was, described their experience as ‘bad’, brought more workload to the instructors than face-to-face exams (P1, P3, P4, P8), and online assessment was unhealthy due to unethical behaviour of the students or technical issues. Under the theme of difficulties and challenges regarding the types of questions used during the pandemic, P4 stated the advantages of online assessment in question diversity. As P4 did not express the question diversity in this part, it was reminded, yet the participant did not mention it here, although the participant stated it in the previous part. The quotations of the participants which reflect their views best are as follows:

P1: *“I believe it was a complicated process for both students and instructors. Besides its difficulties, it brought extra workload for both. I can say that I overcame the process with difficulty and not liking it much.”*

P3: *“Issues related to preparing more questions to reduce the possibility of cheating, problems we encountered while uploading the questions onto the LMS, and time waste and unfortunately low reliability of online assessment made me think negatively about online assessment. I think face-to-face exams are more efficient in every sense.”*

P5: *“The instructors who were responsible for the whole assessment process had great difficulties. Moreover, there were many ethical and technical issues.”*

P6: *“In general, I had a very unfavourable experience, and the fact that we had to adapt urgently created a significant transformation in the educational process.”*

### ***Proposed Suggestions Regarding the Problems***

The last sub-theme revealed in the study covers the participants' solutions to the problems they encountered. In other words, the participants' views on what can be done to design more instructor-friendly online assessment environments using an LMS. The findings obtained regarding the data analysis show that the participants suggested a more practical LMS with a straightforward user interface that is easy to use and requires less technical knowledge and skills during its utilisation. The participants believe that the preparation phase of the exams and grading of the answers should be facilitated. The quotations that best reflect these views are as follows:

P3: *“A system that takes a shorter time and is more practical to prepare the exams can be created. In order to enhance the reliability of the exams, students can be asked to take*

*the exams with their cameras on, or applications that prevent access to other web pages can be utilised. While assessing the writing tasks the students provided in an exam, plagiarism tools such as Turnitin can be utilised, and in case of plagiarism, it can be treated as cheating.”*

P8: *“There should be an LMS with a user-friendly interface that can safely and easily deliver exams to students with all kinds of questions. The instructors should be able to concentrate on the questions without drowning in the complexity of the system.”*

As it can be clearly understood from the words of P3, measures should be taken besides technical improvements to overcome the security issues. In this regard, the participants stated that measures such as being proactive in preventing unethical behaviours such as cheating, preventing access to other webpages during exam time, conducting open camera exams or determining plagiarism with AI integration should be taken to ensure students get the grades they deserve. In this sense, P5 stated, *“Unethical behaviours such as cheating should be prevented.”*

In addition, only one of the participants mentioned the importance of in-service training. P4 expressed these thoughts: *“Instructors should be provided with the support and training on the issues they may encounter during the online assessment practices to help them be better prepared.”*

Briefly, the findings of the study reveal that the migration to online education, specifically online assessment, presented crucial challenges and opportunities to the instructors. Before the COVID-19 Pandemic, the participants had limited experience and knowledge of online assessment tools, and due to insufficient training, the whole procedure was more challenging. However, their competencies increased rapidly throughout the pandemic due to the rapid migration to online education. The migration to online assessment procedures underlines the cruciality of solid grounds in technological infrastructure and comprehensive in-service training. Notably, experience has been a supporter of the continuous development and integration of online assessment tools, which have the potential to reshape assessment procedures. While the instructors were coping with the technical problems and adapting to new assessment formats, the significance of developing instructor-friendly systems regarding difficulties such as technicality and cheating was underlined. The journey from initial struggles to adapting online assessment tools illustrated instructors' resilience and ability to adapt and provided valuable insights into future online assessment practices.



## 4. DISCUSSION AND CONCLUSION

### Overview of the Study

This section issues contributions to the literature and suggestions for further research following research questions and results.

In this study, with the aim of implementation, preparation, and planning phases were completed, and the instructors who were and are still employed in the Testing and Assessment Unit at a state university were used as participants of the study. A focus group interview was implemented by asking 10 interview questions, designed beforehand in view of migration to online education and assessment for the educational period during the COVID-19 shutdown and after the earthquake on 6 February 2023. In this regard, the study addresses EFL instructors' attitudes toward online assessment by comprehensively examining diverse themes and sub-themes at preparatory school. Instructors' online assessment experiences and remarks are interpreted with a comparison of before and after the pandemic, including 6 February 2023. Furthermore, considering the familiarity of the application, the focus group interview was carried out via MS Teams using the participants' mother tongue to discuss the questions during the interview.

The study involved 8 participants responsible for designing and delivering the exams at the School of Foreign Languages, including quizzes, midterms, final and make-up exams. Although midterms, final and make-up exams are within the scope of SA, the study focused on FA regarding the quizzes and the division of these mentioned exams into sections that held at different times. A qualitative research design was utilised, and the data was obtained through a focus group interview. Adapting focus group interviews is prevalent in qualitative studies. The underlying objective was to provide the participants with open-ended questions to acquire their thoughts and help them reflect on their feelings as well.

### ***Research Question 1: “What are the preparatory school EFL instructors’ attitudes towards online assessment?”***

The attitudes of preparatory school EFL instructors towards online assessment using an LMS were thoroughly investigated from a wide angle. It was revealed that the participants possessed a negative attitude regarding the challenges and limitations of online assessment.

Most participants believe that online assessment is less efficient than in-class assessment. This is mainly related to technical difficulties, unethical student behaviours, and the inefficiency of online assessment tools. The instructors are concerned about the students' probability of cheating in the exams, which results in problems with the reliability of the exams. Moreover, the technical challenges encountered in LMS integration negatively affected the whole process and its efficiency. The findings of the study by Battal et al. (2022) are in the same line, as it stated various problems connected to online assessment in terms of educational, technical, and motivational aspects. I agree with that in my context, as I witnessed these issues during online assessment procedures, including the COVID-19 lockdown and the online education period after the tragic earthquake in Türkiye in 2023.

The lack of practical in-service training and support for online assessment tools also contributed to the difficulties. Some instructors stated that they did not have the necessary technical skills or took sufficient training to develop them. The lack of practical in-service training also meant learning to use the LMS by trial and error, leading to more demanding and time-consuming online assessment practices. This aligns with the research by Christopher (2022), as it underlined that the participants received in-service training yet believed to be insufficient; they tried to manage the problems they faced through trial and error. This made the process more stressful and challenging for the participants. Echoes the conclusions of Sener et al. (2020) that highlighted instructors' shared experiences in non-formal conditions, which operated as a platform to inform and increase emotional well-being; Lien (2023) underlined most of the participants, as instructors, stated their inefficiencies in implementing LMS and emphasised almost a quarter of the instructors in the study expressed their limited knowledge and technical skills to integrate LMS into their teaching environment. Regarding the integration of LMS into the teaching environment, Battal et al. (2022) revealed that participants, as instructors, reported training deficiencies in creating lesson plans or designing online exams. All in all, the study by Maatuk & Abdelnabi (2021) summarised the situation by supporting the same viewpoint of the issues faced in online education in state universities as technological and economic support, in-service training, conditions of employment, previous technical experience and skills and professional development were given as examples. Also, the need for and importance of regular in-service training and seminars were highlighted.

Besides agreeing with the study's findings and the related studies in the literature, based on my personal experience, I strongly do not support the idea of being trained by an expert in LMS use who does not possess any teaching experience in language education. I believe this issue is the most significant reason the participants found this training inefficient. This caused the participants to be unable to explain their needs and problems accordingly and remain incompetent at the point of solution.

On the other hand, some participants also highlighted the advantages of online assessment, including broad accessibility and time and place flexibility. This finding is also in line with the study by Callo & Yazon (2020), which stated that digital learning tools such as computers, portable devices, and the Internet boost learning twenty-four hours a day, seven days a week, build 21st-century skills, enhance student attention and motivation, and speed up the learning process; and the study by Mukhtar et al., (2020), by stating, for instructors and students, online education is a flexible and effective source of learning. Students can easily access the materials without a time limit. However, the participants' attitudes towards online assessment processes were generally timid and judgemental, and they needed improved practices using more support and sources. Although the advantages of online assessment regarding time and place flexibility and broad accessibility were mentioned in the study, based on my personal experience during online assessment, I believe students' taking an exam in an online environment hinders the equality of assessment. Because especially after the earthquake, some students had to take the exams in crowded and non-student-friendly environments as several families had to live in a single house.

These findings reflect the participants' complex and frequently negative attitudes toward online assessment practices. Although they were aware of the potential advantages of online assessment tools, they were concerned about the limitations of the whole process.

***Research Question 2: “What are the technological and other challenges the preparatory school EFL instructors faced, a) during exam preparation in LMS? b) while using an LMS to assess students? c) after assessing students online?”***

Preparatory school EFL instructors faced technical and organisational difficulties during online assessment procedures. First, with the emergence of the COVID-19 Pandemic and then the tragic earthquake in Türkiye, online education, specifically online

assessment, became an obligation and caused the participants to experience online assessment in all its phases.

The participants described the biggest challenge of online assessment as entering the questions into the LMS individually during the exam preparation. It was time-consuming and tiring and put more workload into entering more questions into the system, leading to more technical difficulties. The extra questions were prepared to avoid cheating issues and complicated the process by adding to the workload. This is similar to the findings of Shafiq et al. (2022), who addressed the problems of time waste and grading issues as the challenges of online education, and Rogers (2006), who stated that the utilisation of online assessment has always been time-consuming, and not much has changed over the past eighteen years.

These findings are consistent with my experiences. I entered some questions into the LMS, and during the exam preparation phase, it was really time-consuming to enter the questions individually, including the multiple-choice options. Moreover, it was also challenging to prepare extra questions to create a question pool to minimise the probability of students' cheating tendencies.

During the assessment processes through LMS, the instructors experienced technical difficulties such as internet connection problems and slow system responses. These findings also extended the work of Sener et al. (2020), which stated that instructors' most frequent technical issues are internet connection problems, and Shafiq et al. (2022), which discussed hardware and internet connection problems. This situation complicated students' logging onto the system appropriately and prevented them from promptly responding to the questions. Moreover, the students' different IT competencies and lack of required IT tools were other sources of difficulty. Also, their tendency to cheat and unethical behaviours negatively affected the reliability of the procedure and created another source of stress for the instructors. This aligns with the study of Abduh (2021), who explained that the number of studies in the literature revealed that the instructors were dissatisfied with the trustworthiness of the online assessment.

The participants observed unexpected student performance increases after conducting an online assessment using LMS. This increase is believed to be closely related to students' tendency to cheat by exploiting online assessment security flaws. The participants stated their discomfort due to the lack of sanctions against these students and how it reduced the reliability of the online assessment. This finding is consistent with the studies by Rogers (2006), which mentioned 17 reported issues of cheating among the 33

participants of the study and among the cheating methods referred to in the study, the highest frequencies belonged to viewing another student's screen, e-mails, internet use, and direct communication, and with the study conducted by Arnold (2014), which emphasised that problems such as the reliability of the online assessment tools and delivery methods of the exams still pose a challenge. Moreover, the concerns about who took the exams or fulfilled the task requirements were emphasised. Also, they underlined that owing to the technical difficulties encountered after assessing the students online, the questions had to be evaluated individually, which complicated and extended the time for the assessment practices.

I believe that cheating and plagiarism are some of the most significant issues regarding online assessment. I was well aware of the students' capabilities, and the students knew there were no sanctions. Even the most hardworking ones gave up studying and used AI robots or online resources to provide answers to the questions. Thanks to the students, it was unsurprising that we, as instructors, learned new cheating methods in online assessment procedures.

In summary, the difficulties encountered during online assessment practices reveal the need to develop more reliable, efficient, and user-friendly systems. Participants agree that overcoming technical and ethical issues is crucial for better online assessment practices.

### **Implications of the Study**

The study results have multiple significant implications for EFL instructors in the Preparatory School setting regarding the problems they faced during online assessment and suggestions for online assessment procedures.

First, the findings of the study emphasise the importance of efficient in-service training regarding their integration into the LMS. It indicates the need for practical in-service training due to the unfamiliarity of online assessment tools. It also emphasises that educational institutions or universities are required to address the needs of the instructors and the necessity to use online assessment tools in a more reliable way by the instructors.

It is also presented that due to the technical problems the instructors faced during the online assessment, technical support should always be available, and the need for this support may vary individually depending on the individuals. Along with these solutions, it is underlined that the instructors' experience growth is crucial.

Furthermore, the instructors discussed the importance of preventing plagiarism and cheating issues, stressing the importance of using anti-cheating precautions. They also mentioned that these issues could be deterred by integrating up-to-date technology into the assessment process.

The study highlights the significance of equitability during students' online assessment procedures. It elucidates the need to be fair and prioritise it by finding a solution to ensure it. It is also underlined that following the trends in assessment technology may enable the system to be more instructor-friendly.

The study also reveals that the instructors received support to overcome the problems they faced. It highlights the importance of forming a collaborative work environment in the units, such as testing and assessment, to share the experience of instructors and guide the ones with less experience in gaining insights. This approach is believed to contribute to a supportive and dynamic online education environment.

### **Limitations of the Study**

The limitations should be considered to fully grasp the scope and significance of the study when evaluating it. Methodological preferences regarding the characteristics of the participants, the context of the study, the interpretations of the findings, and applicability to the general population play an important role. In this part, the limitations of the study in terms of methodological and conceptual were reviewed extensively to reveal the effects of the findings. Acknowledging the limitations could provide careful and conscious interpretations for further research.

The study was conducted with only 8 participants who were and are still employed in the Testing and Assessment Unit at the School of Foreign Languages at a state university in Türkiye. This may pose a limitation regarding the general validity and applicability of the study in different contexts. Also, the validity of the findings in a different institution may be limited. A focus group interview was utilised to gather the necessary data to reveal the participants' experiences and in-depth attitudes. However, group dynamics may hinder stating personal differences and perspectives. Although focus group interviews allow extensive data analysis, they have interpretation limitations as they are not supported by quantitative analysis.

The study focused on the difficulties encountered by instructors in online assessment. Nevertheless, a direct analysis of students' success and its effects on the learning process was not conducted, and the instructors' adaptation process and personal growth were not analysed.

Additionally, ethical problems faced during the online assessment, such as plagiarism and cheating, were addressed, but strategies to overcome these issues must be examined extensively.

## 5. CONCLUSION

This study investigated the attitudes of preparatory school EFL instructors, who were and are still employed in the Testing and Assessment Unit at a state university, towards online assessment practices regarding FA and the difficulties they experienced. The findings reveal the instructors' reservations about the limitations of online assessment tools and negative attitudes as a whole. The instructors believe the online assessment is less efficient because of technical problems, students' unethical behaviours and ineffective online assessment tools - moreover, the probability of students cheating results in concerns over the reliability of the exams.

The study highlighted technical problems related to LMS implementation, particularly during exam preparation; procedures such as entering the questions individually into the system were prominent. This situation entailed more tiring exam procedures and made the instructors face more technical problems. The instructors also experienced technical difficulties, such as internet connection issues, which hindered the students' ability to take the exams accurately and on time.

Considering the difficulties encountered during online assessment practices, the study points out the need to develop more reliable, efficient and instructor-friendly assessment tools. Increasing the instructors' IT skills and providing adequate in-service training may enhance the effectiveness of online assessments. Moreover, reinforcing ethical codes of conduct and tightening supervision over students can improve the reliability of online assessments.

The results of this study also underline the gradual enhancement of the importance of technology in assessment. In particular, the tendency to use technology more effectively during the pandemic is observed. In this context, the study provides insights into instructors' adaptation to assessment procedures and effective administration.

In conclusion, considering the instructors' attitudes and the difficulties encountered, comprehensive solutions need to be developed, and these solutions should be designed following the needs of the instructors and the students. In this regard, more comprehensive in-service training programmes and technical support are the fundamental factors that are believed to improve the efficiency and reliability of online assessment practices.



**Suggestions for Further Studies**

Regarding the limitations of the study, varied suggestions can be made for further research. The first suggestion might be applied to the participant group. Conducting research with a larger participant scale may increase general validity and understand distinctive LMSs in different cultural contexts. Students may be integrated into the study, and quantitative research design can be employed using tests, surveys and learning analytics to present valuable information. Studies relating to ethical challenges regarding cheating and plagiarism and measures to be taken against them may be conducted to enhance the reliability and validity of online assessment procedures. Also, traditional and online assessments might be compared to reveal the advantages and disadvantages in detail.

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## APPENDICES

## Appendix A. Cag University Ethic Committee Approval

| T.C   |   |
|---|---|
| ÇAĞ ÜNİVERSİTESİ  |   |
| SOSYAL BİLİMLER ENSTİTÜSÜ   |   |
| TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZİNİ / ETİK KURULU İZİNİ TALEP FORMU VE ONAY TUTANAK FORMU   |   |
| ÖĞRENCİ BİLGİLERİ   |   |
| T.C. NOSU   |   |
| ADI VE SOYADI   | Ali KALLI   |
| ÖĞRENCİ NO  | 2020008028  |
| TEL. NO.  |   |
| E - MAİL ADRESLERİ  |   |
| ANA BİLİM DALI  | İngiliz Dili ve Eğitimi Anabilim Dalı   |
| HANGİ AŞAMADA OLDUĞU (DERS / TEZ)   | TEZ   |
| İSTEKDE BULUNDUĞU DÖNEME AİT DÖNEMLİK KAYDININ YAPILIP-YAPILMADIĞI  | 2022 / 2023 - BAHAR DÖNEMİ KAYDINI YENİLEDİM.   |
| ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER  |   |
| TEZİN KONUSU  | Üniversite Düzeyi Öğretim Elemanlarının Öğrenme Yönetim Sistemi Çevrimiçi Ölçme ve Değerlendirme Algıları   |
| TEZİN AMACI   | Üniversite Düzeyi Öğretim Elemanlarının Öğrenme Yönetim Sistemi Ölçme ve Değerlendirme Algılarını Ölçmek  |
| TEZİN TÜRKÇE ÖZETİ  | COVID-19 Pandemisinden sonra birçok alanda olduğu gibi zorunlu olarak eğitimde de belirli bir süreyi kapsayan şekilde köklü değişikliklere gidilmesi gerekti. Çevrimiçi eğitim ve ölçme ve değerlendirme araçlarının bir süredir hayatımızda olmasına rağmen yaygın olarak kullanılmadığı için pandemi de yaşanan geçiş süreci hem eğitimciler hem de öğrenciler için zorlayıcı oldu. Özellikle çevrimiçi ölçme ve değerlendirme süreci hem uygulayıcılar hem de uygulayanlar arasında problemlere ve fikir ayrılıklarına yol açtı. Konu üzerine yapılan birçok çalışma öğretim elemanlarının çevrimiçi sınav güvenilirliği endişeleri ve yapılan sınavların öğrenciler tarafından erişilebilirliği kapsamında değerlendirilmiştir. Bu nedenle yapılacak olan bu çalışma üniversite düzeyinde öğretim elemanlarının Öğrenim Yönetim Sistemleri (OYS) aracılığıyla değerlendirme sürecini Teknolojik Pedagojik Alan Bilgisi (TPAB) çerçevesinde değerlendirmeyi hedeflemektedir. |
| ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER/ KURUMLARIN ADLARI   | Niğde Ömer Halisdemir Üniversitesi Yabancı Diller Yüksekokulu   |
| İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI- ŞUBESİ/ MÜDÜRLÜĞÜ - İLİ - İLÇESİ)  | Niğde Ömer Halisdemir Üniversitesi Yabancı Diller Yüksekokulu - Merkez - Niğde  |
| YAPILMAK İSTENEN ÇALIŞMANIN İZİN ALINMAK İSTENEN KURUMUN HANGİ İLÇELERİNE/ HANGİ KURUMUNA/ HANGİ BÖLÜMÜNDE/ HANGİ ALANINA/ HANGİ KÖNÜLARDA/ HANGİ GRUBA/ KİMLERE/ NE UYGULANACAKI GİBİ AYRINTILI BİLGİLER | Niğde Ömer Halisdemir Üniversitesi Yabancı Diller Yüksekokulu - Ölçme ve Değerlendirme Biriminde Görev Almış ve Görevli Öğretim Elemanları  |
| UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇEKLERİN UYGULANACAKI  | Odak Grup Görüşme Soruları  |

|  |  |  |  |
|--|--|--|--|
| EKLER (ANKETLER, ÖLÇEKLER, FORMLAR, ... V.B. GİBİ) EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADET/SAYFA OLDUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAKTIR) | 1) Bir (1) Sayfa Odak Grup Görüşme Anketi. |  |  |
| ÖĞRENCİNİN ADI - SOYADI: Aİİ KALLI   | ÖĞRENCİNİN İMZASI:                         | Enstitü müdürlüğünde evrak aslı ıslak imzalıdır. |  |
| TARİH: 23/01/ 2023   |  |  |  |
| <b>TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU</b>   |  |  |  |
| 1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.   |  |  |  |
| 2. Anılan konu ..... İngiliz Dili Eğitimi ..... faaliyet alanı içerisine girmektedir.  |  |  |  |
| 1. TEZ DANIŞMANININ ONAYI  | 2. TEZ DANIŞMANININ ONAYI (VARSA)          | ANA BİLİM DALI BAŞKANININ ONAYI                  | SOYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI         |
| Adı - Soyadı:<br>Gürçan DEMİROĞULLARI  | Adı - Soyadı:<br>.....                     | Adı - Soyadı: Şehnaz ŞAHİNKARAKAŞ                | Adı - Soyadı: Murat KOÇ                          |
| Unvanı: Dr. Öğr. Üyesi   | Unvanı: .....                              | Unvanı: Prof. Dr.                                | Unvanı: Prof. Dr.                                |
| Enstitü müdürlüğünde evrak aslı ıslak imzalıdır.   | İmzası: .....<br>.... / .... / 20....      | Enstitü müdürlüğünde evrak aslı ıslak imzalıdır. | Enstitü müdürlüğünde evrak aslı ıslak imzalıdır. |
| <b>ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER</b>   |  |  |  |

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
| Adı - Soyadı:<br>Şehnaz ŞAHİNKARAKAŞ             | Adı - Soyadı:<br>Yücel ERTEKİN                   | Adı - Soyadı:<br>Şirvan KALSIN                   | Adı - Soyadı:<br>Mustafa BAŞARAN                 | Adı - Soyadı:<br>Mustafa Tevfik ODMAN            | Adı - Soyadı:<br>Hüseyin Mahir FİSUNOĞLU         | Adı - Soyadı:<br>Jülide İNÖZÜ                    |
| Unvanı : Prof. Dr.                               | Unvanı : Prof. Dr.                               | Unvanı: Prof. Dr.                                | Unvanı : Prof. Dr.                               | Unvanı: Prof. Dr.                                | Unvanı : Prof. Dr.                               | Unvanı : Prof. Dr.                               |
| Enstitü müdürlüğünde evrak aslı ıslak imzalıdır. | Enstitü müdürlüğünde evrak aslı ıslak imzalıdır. | Enstitü müdürlüğünde evrak aslı ıslak imzalıdır. | Enstitü müdürlüğünde evrak aslı ıslak imzalıdır. | Enstitü müdürlüğünde evrak aslı ıslak imzalıdır. | Enstitü müdürlüğünde evrak aslı ıslak imzalıdır. | Enstitü müdürlüğünde evrak aslı ıslak imzalıdır. |
| Etik Kurulu Jüri Başkanı - Asıl Üye              | Etik Kurulu Jüri Asıl Üyesi                      | Etik Kurulu Jüri Asıl Üyesi                      | Etik Kurulu Jüri Asıl Üyesi                      | Etik Kurulu Jüri Asıl Üyesi                      | Etik Kurulu Jüri Asıl Üyesi                      | Etik Kurulu Jüri Asıl Üyesi                      |

|                |                                  |   |
|----------------|----------------------------------|---|
| OY BİRLİĞİ İLE | <input checked="" type="radio"/> | Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/Formları/Ölçekleri Çağ Üniversitesi Etik Kurulu Asıl Jüri Üyelerince İncelenmiş olup, ..... / ..... / 20..... - ..... / ..... / 20..... tarihleri arasında uygulanmak üzere gerekli iznin verilmesi taraflarımızca uygundur. |
| OY ÇOKLUĞU İLE | <input type="radio"/>            |   |

**AÇIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRLÜĞÜ SEKRETERLİĞİNE ONAYLAR ALINMAK ÜZERE TESLİM EDİLECEKTİR. AYRICA FORMDAKİ YAZI ON İKİ PUNTO OLACAK ŞEKİLDE YAZILACAKTIR.**

## Appendix B. Informed Consent Forms of The Study

Tarih: 23.01.2023

**ÇAĞ ÜNİVERSİTESİ**  
**SOSYAL BİLİMLER ENSTİTÜSÜ**  
**ETİK KURULU**

**BİLGİLENDİRİLMİŞ ONAM FORMU**

Bu formun amacı araştırma ile ilgili olarak sizi bilgilendirmek ve katılmanız ile ilgili izin almaktır.

Bu kapsamda "Üniversite Düzeyi Öğretim Elemanlarının Öğrenme Yönetim Sistemi Çevrimiçi Ölçme ve Değerlendirme Algıları" başlıklı araştırma "Ali KALLI" tarafından **gönüllü katılımcılarla** yürütülmektedir. Araştırma sırasında sizden alınacak bilgiler gizli tutulacak ve sadece araştırma amaçlı kullanılacaktır. Araştırma sürecinde konu ile ilgili her türlü soru ve görüşleriniz için aşağıda iletişim bilgisi bulunan araştırmacı ile görüşebilirsiniz. Bu araştırmaya **katılmama** hakkınız bulunmaktadır. Aynı zamanda çalışmaya katıldıktan sonra çalışmadan **çıkabilirsiniz**. Bu formu onaylamanız, **araştırmaya katılım için onam verdiğiniz** anlamına gelecektir.

**Araştırmayla İlgili Bilgiler:**

Araştırmanın Amacı: Üniversite Düzeyi Öğretim Elemanlarının OYS Ölçme ve Değerlendirme Algılarını Ölçmek

Araştırmanın Nedeni: Literatüre geçmiş çalışmaların odak noktalarının yapılacak olan çalışma ile farklılık göstermesi

Araştırmanın Yürütüleceği Yer: Niğde Ömer Halisdemir Üniversitesi Yabancı Diller Yüksekokulu, Merkez/Niğde

**Çalışmaya Katılım Onayı:**

Araştırmanın amacını, nedenini, yürütüleceği yer ile ilgili bilgileri okudum ve gönüllü olarak üzerime düşen sorumlulukları anladım. Araştırma ile ilgili ayrıntılı açıklamalar yazılı ve sözlü olarak tarafıma sunuldu. Bu araştırma ile ilgili faydalar ve riskler ile ilgili bilgilendirildim.

Bu araştırmaya kendi isteğimle, hiçbir baskı ve zorlama olmaksızın katılmayı kabul ediyorum.

Adı-Soyadı:  
İmzası:

Araştırmacının  
Adı-Soyadı: Ali KALLI  
e-posta:  
İmzası: Enstitü müdürlüğünde evrak aslı ıslak imzalıdır.

\*\*\*Online yapılacak uygulamalarda, ıslak imza yerine, bilgilendirilmiş onam formunun anketin ilk sayfasındaki en üst bölümüne yerleştirilerek katılımcıların kabul ediyorum onay kutusunu işaretlemesinin istenilmesi gerekmektedir.

### **Appendix C. Focus Group Interview Questions**

1. Before the outbreak of the pandemic, what did you know about online assessment?
2. Did you have a chance to use any of the online assessment tools before the pandemic?
3. How would you define your technology skills in the online assessment process? Do you normally handle the technical problems?
4. How did you assess the students in the 2019-2020 academic year spring term and 2020-2021 academic year? Which question types did you use?
5. Did you get any in-service training on how to use LMS?
6. Did you encounter any problems during the administration of the online exams? If so, what were they?
7. Did you encounter any other problems apart from the technicality?
8. Did you encounter any problems after assessing the students using an LMS? If so, what were they?
9. How would you define your overall experience in online assessment?
10. What do you think can be done to be more instructor-friendly while applying online assessment using an LMS?

**Appendix D. Çağ University Ethics Permission Request Form from the Institute of Social Sciences**



T.C.  
ÇAĞ ÜNİVERSİTESİ  
Sosyal Bilimler Enstitüsü

Sayı : E-23867972-050.01.04-2300000507

23.01.2023

Konu : Bilimsel Araştırma ve Yayın Etiği  
Kurulu Kararı Alınması Hk.

REKTÖRLÜK MAKAMINA

**İlgi:** 09.03.2021 tarih ve E-81570533-050.01.01-2100001828 sayılı Bilimsel Araştırma ve Yayın Etiği Kurulu konulu yazınız.

İlgi tarihli yazınız kapsamında Üniversitemiz Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında tez aşamasında kayıtlı olan **Ali Kalli** isimli öğrencimize ait tez evraklarının "Üniversitemiz Bilimsel Araştırma ve Yayın Etiği Kurulu Onayları" alınmak üzere Ek'te sunulmuş olduğunu arz ederim.

Prof. Dr. Murat KOÇ  
Sosyal Bilimler Enstitüsü Müdürü

Ek : 1 adet öğrenciye ait tez evrakları dosyası.

**Appendix E. Cag University Rectorate Thesis Ethics Permission Letter**

T.C.  
ÇAĞ ÜNİVERSİTESİ  
Rektörlük

Sayı : E-81570533-044-2300001164  
Konu : Bilimsel Araştırma ve Yayın Etiği  
Kurul İzni Hk.

20.02.2023

**SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE**

İlgi : a) 27.01.2023 tarih ve E-23867972- 050.01.04-2300000695 sayılı yazınız.  
b) 23.01.2023 tarih ve E-23867972- 050.01.04-2300000507 sayılı yazınız.

İlgi yazılarda söz konusu edilen **Ali Kalli** ve **Arife Taşkıran** isimli öğrencilerimize ait tez evrakları Bilimsel Araştırma ve Yayın Etiği Kurulunda incelenerek uygun görülmüştür.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Ünal AY  
Rektör

**Appendix F. Request Letters of the Institute of Social Sciences for Permission to Conduct Research in Schools**



T.C.  
ÇAĞ ÜNİVERSİTESİ  
Sosyal Bilimler Enstitüsü

Sayı : E-23867972-044-2300001175  
Konu : Ali Kalli'nin Tez Anket İzni Hk.

22.02.2023

T.C.  
NİĞDE ÖMER HALİSDEMİR ÜNİVERSİTESİ REKTÖRLÜĞÜNE

İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında kayıtlı **Ali Kalli** isimli öğrencimizin, “**Üniversite Düzeyi Öğretim Elemanlarının Öğrenme Yönetim Sistemi Çevrimiçi Ölçme ve Değerlendirme Algıları**” konulu tez çalışması Üniversitemiz Öğretim Üyelerinden **Dr. Öğr. Üyesi Gürcan Demirogları'nın** tez danışmanlığında halen yürütülmektedir. Adı geçen öğrenci tez çalışmasında **Üniversiteniz bünyesinde bulunan Yabancı Diller Yüksekokulu Ölçme ve Değerlendirme Biriminde görev almış ve halen görevli olarak çalışan öğretim elemanlarını** kapsamak üzere kopyası Ek'lerde sunulan anket uygulamasını yapmayı planlamaktadır. Üniversitemiz Etik Kurulunda yer alan üyelerin onayları alınmış olup, gerekli iznin verilmesi hususunu bilgilerinize sunarım.

Prof. Dr. Ünal AY  
Rektör

Ek : 1 adet öğrenciye ait tez evrakları dosyası.



## Appendix G. The School of Foreign Languages Survey Application Approval Form

Evrak Tarih ve Sayısı: 01/03/2023-324842



T.C.  
NİĞDE ÖMER HALİSDEMİR ÜNİVERSİTESİ  
Yabancı Diller Yüksekokulu Müdürlüğü

Sayı :E-18686360-302.08.01-324842  
Konu :Anket Uygulama İzni (Ali KALLI)

01/03/2023

REKTÖRLÜK MAKAMINA  
(Öğrenci İşleri Daire Başkanlığı)

İlgi : 28/02/2023 tarih ve E-69972237-302.08.01-324231 sayılı yazınız.

Çağ Üniversitesi Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrencisi Ali KALLI'nın "Üniversite Düzeyi Öğretim Elemanlarının Öğrenme Yönetim Sistemi Çevrimiçi Ölçme ve Değerlendirme Algıları" konulu tez çalışması kapsamında Yüksekokulunuz Ölçme ve Değerlendirme Biriminde görev almış ve halen görevli olarak çalışan öğretim elemanlarına uygulama yapma isteği Müdürlüğümüzce uygun görülmüştür.

Bilgilerinize arz ederim.

Doç. Dr. Mehmet DEMİRAL  
Yüksekokul Müdürü V.