The development of teacher evaluation activities in updated educational contexts

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Abstract

This research aims to reveal the opinions of teachers about the development of assessment activities in updated educational conditions. The study was conducted with the phenomenology pattern, one of the qualitative research designs. Study data were collected with semi-structured interview forms applied to primary, secondary, and high school teachers. The participants of the study consisted of 20 primary school teachers, 20 secondary school teachers, and 20 high school teachers who were working in various schools in Kazakhstan in the 2021-2022 academic year, who agreed to participate voluntarily in the research. As a result of the research, among the answers given to the question about the advantages of online education, the majority of the participants believed the advantages include financial advantages, time advantages, and transportation advantages. Among the answers given to the question about the disadvantages of online education, the majority of the participants believed the disadvantages include adaptation problems, problems in social relations, and connection problems.

Keywords: Assessment; development of assessment; online education; training.

1. Introduction

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With the Covid-19 Pandemic and the development of internet technologies, distance education systems have become widespread. Today, the classical education method has begun to leave its place to distance education systems (Sun & Chen, 2016). Online learning, although it is disadvantageous for students who do not have sufficient digital skills and do not have equal opportunities in online learning, has advantages such as the participation of students who cannot physically attend the classes, and that is more cost-effective than traditional education (UNESCO, 2002; Hassenburg, 2009). The subject of evaluation activities in online education, which is used effectively today, raises curiosity and needs to be developed (Kearns, 2012).

1.1. Theoretical and conceptual framework

After assessing the rapid spread and severity of the deadly virus worldwide, the WHO Director-General (WHO, 2020) declared Covid-19 a pandemic with the announcement of additional social distancing as a means of curbing its spread. With the declaration of the pandemic, the increase in technological opportunities, and social distance warnings, online learning has begun to be used rapidly and effectively around the world as an alternative to traditional learning methods (Castle and McGuire, 2010). Education is one of the areas most affected by the epidemic process (Assunção and Gago, 2020). According to the data announced by UNESCO (2020), as of December 29, 2020, a total of 990,324,537 students in 191 countries around the world were affected by the Coronavirus epidemic.

Online education has advantages such as the flexibility it provides to the education process, the creation of an individual learning environment, equal opportunities, and alternative methods in measurement and evaluation (Kaden, 2020; Newman et al. 2018). In addition to these advantages, the high initial investment cost of distance education, the difficulties arising from the technological infrastructure, the fact that it is not suitable for applied courses, the difficulties of students who do not have the habit of self-study, the difficulty of preparing content and taking time, the need for system updates and the reduction of socialization opportunities are examples of the disadvantages of online education (Agormedah et al, 2020).

Teachers' professional competence is hidden in their teaching skills as well as their objective and accurate assessment and evaluation (Ramdiah et al., 2019). There are benefits to online assessment activities, which are preferred in the distance education process. Advantages of online assessment activities can be listed as saving cost and time, storing answers, giving appropriate and rapid feedback, providing flexibility, reducing human errors, greater reliability, less teacher influence, and rapid results (Angus & Watson 2009; Jordan & Mitchell, 2009; Anderson et al., 2005). Although there are advantages of online evaluation activities, it has disadvantages such as requiring computer and internet access, not being safe, having the possibility of cheating by students, checking whether the student has taken the exam himself or not, and difficulty in communication (Anderson et al., 2005).

For the development of evaluation activities in online education; Recommendations such as eliminating the lack of technological infrastructure, using different methods and tools for evaluation activities, creating online units to solve students' systemic problems, password operations, and any problems they could not solve, explaining the evaluation criteria and grading to students clearly, and eliminating ambiguities were stated (Garcia-Peñalvo, 2021; Rahim, 2020).

1.2. Related research

Kaden (2020), on the other hand, determined that the most important advantage of online education is support for learning during the COVID-19 pandemic period. Newman et al. (2018) stated that it provides ease of access to students. According to Shen (2005), online exams encourage students to gain more in-depth information while studying and direct them to research before the exam compared to traditional exams. In his study, Mc Cann (2010) stated that the instructors did not consider the online assessment process to be efficient and effective and that the widespread use of the e-assessment system was not fast and easy. In their study, Engelbrecht and Harding (2003) stated that 56.6% of the students preferred online assessments. Similarly, in the studies conducted by Liu et

al. (2001) and others, they found that students' attitudes towards exams in the computer environment were positive. In Oliver's (2008) study, it was stated that online learning and assessments affect students' success levels positively, encourage students to learn, and support learning activities.

In the study of Flowers, et al. (2005), examining teachers' perspectives on alternative assessment techniques; Most of the teachers stated that alternative measurement and evaluation techniques were useful but they could not apply them effectively. In the study of Smith et al. (2001), students who are accustomed to education and assessment in traditional classroom environments have a problem of trust and may break away from the course when they realize that they do not have an instructor with whom they communicate.

Kearns (2012), in his study to explore the types of methods used to evaluate student learning; The evaluations was grouped under five categories. These stages are; written assignments, online discussion, fieldwork, quizzes, and presentations. In addition, he stated that the physical distance between the instructor and the student causes difficulties in the study.

1.3. Purpose of the research

The purpose of this research; The aim is to reveal the opinions of teachers about the development of assessment activities in updated educational conditions. In accordance with the purpose of the study, answers were sought to the following questions;

1. What are the views of primary school teachers on the development of assessment activities in updated educational conditions?

2. What are the views of secondary school teachers on the development of assessment activities in updated educational conditions?

3. What are the views of high school teachers on the development of assessment activities in updated educational conditions?

2. Method and Materials

*T*o illuminate the main purpose of the study with a holistic approach, a qualitative research method was used and "Phenomenology" was chosen as the research design. The phenomenology design focuses on the phenomena that we encounter in our daily lives, that we are aware of but do not have an in-depth and detailed understanding (Starks & Trinidad, 2007).

2.1. Participants

The sample of the study consisted of teachers teaching primary, secondary, and high school students in various regions of Kazakhstan. Table 1 shows the demographic characteristics of primary, secondary, and high school teachers.

In Table 1, demographic distributions of the teachers participating in the research regarding professional experience and gender are given

Table 1
Gender and professional experience distribution of teachers

Professional experience	Gender		Sum
	Female	Male	
1-3 Years	7	8	15
4-6 Years	11	13	24
7-9Years	8	4	12
10 Years and above	2	7	9
Sum	28	32	60

In Table 1, the distribution of the gender and professional experience of the teachers participating in the research is given. Of the teachers participating in the study, 28 were female and 32 were male. There are 15 teachers with 1-3 years of seniority, 24 with 4-6 years of seniority, 12 with 7-9 years of seniority, and 9 teachers with a seniority of 10 years and above. When Table 1 is evaluated, it is seen that the majority of the teachers participating in the research are male, and the minimum number of teachers with a seniority of 4-6 years and seniority of 10 years or more.

2.2. Data collection tools

Research data were collected via e-mail. Information was obtained from each participant through a "semi-structured interview form". While the interview form was being created, the studies on the subject were examined and the draft interview form was prepared by taking the opinions of 4 expert teachers and 2 child development experts. Interview form; 2 questions were asked to determine the demographic characteristics and 7 different questions were asked to improve the evaluation activities of the teachers in the updated educational conditions, and the teachers were asked to answer these questions. The semi-structured interview form is included at the end of the research in the form of Annex-1.

2.3. Data collection process

The semi-structured teacher interview form prepared to collect research data was collected via e-mail, taking into account the social distance measures during the Covid-19 pandemic process. A collaborative approach was expected from the school principal to reach the teachers, and semi-structured interview forms were sent to them by taking the e-mails of the teachers. Thanks to the video and audio interview platform, the purpose, and content of the study were explained to each participant, and the teachers were asked to fill in the semi-structured interview forms sent via e-mail. Interviews with teachers were recorded. The interviews lasted approximately 30 minutes. The audio responses of the interviews were transferred to semi-structured interview forms by the researchers.

2.4. Data collection analysis

Content analysis was used in the analysis of the research data. Content analysis, which is a qualitative research method, is a systematic, unbiased and numerical analysis to measure the variables in a text (Wimmer and Dominick, 2000). The questions in the semi-structured interview forms were categorized using the coding method. Primary school teachers participating in the research were coded as A1, A2, A3…, secondary school teachers were coded as B1, B2, B3…, high school teachers were coded as C1, C2, C3….. The answers to the questions in the semi-structured interview forms were examined, and themes and sub-themes were created. Teacher, student, and parent interview forms were sent to 4 expert teachers and 2 child development experts who were not among the participants to get expert opinions. The data were analyzed in four stages: coding the data with the researchers and experts, finding the themes, organizing the codes and themes, and finding sub-themes (Polit and Beck, 2012). In terms of the reliability of the study, common themes and sub-themes were decided and given in tables with frequency and percentage calculations. In addition, the views of the participants supporting the themes are included under each table by directly quoting along with their codes.

3. Results

This section consists of primary school teachers' views, secondary school teachers' views, high school teachers' views, and comparisons of these views.

3.1. Opinions of teachers on the development of teachers' assessment activities in updated educational conditions

The opinions of the teachers who voluntarily participated in the research on the advantages of online education, their views on the disadvantages of online education, their opinions on the advantages of evaluation activities in online education, their views on the disadvantages of evaluation

activities in online education, and their views on the development of evaluation activities in online education were collected.

In Table 2, teachers' views on the advantages of online education are given.

Table 2

Teachers' views on the advantages of online education

Themes	Reasons	Primary	Middle	High	F	%
material advantages	No clothing costs Reduction in school expenses Reduction in food costs No transportation costs	9	14	8	31	51.7
Time advantages	More time for the teacher More time for the student More time for parents	7	4	4	15	25
Transportation advantages	Reaching the countryside Students teach in the comfort of their home	4	2	8	14	23.3

In Table 2, the opinions of the teachers participating in the research on the advantages of online education were evaluated. The advantages of online education are gathered in three categories as "material advantages", "time advantages" and "transport advantages". 45% of primary school teachers, 70% of secondary school teachers, and 40% of high school teachers stated that they are financially advantageous. 35% of primary school teachers, 20% of secondary school teachers, and 20% of high school teachers stated that they are advantageous in terms of time. 20% of primary school teachers, 10% of secondary school teachers, and 40% of high school teachers stated that they are advantageous in terms of transportation. 51.7% of the teachers stated that they had financial advantages, 25% of them were advantageous in terms of time and 23.3% of them stated that they were advantageous in terms of transportation.

Teachers' views on the advantages of online education are as follows;

A8 Code Teacher; There is no denying the benefits of online education. Many of the students had to come from distant areas and listen to lectures. With online education, they can attend the class from the comfort of their home.

B10 Code Teacher; I think it is useful in terms of time.

C11 Code teacher; The school provides many financial benefits, including heating costs.

C14 Code Teacher; Students devote more time to their homework and lessons.

In Table 3, teachers' views on the disadvantages of online education are given.

Table 3
Teachers' views on the disadvantages of online education

Themes	Reasons	Primary	Middle	High	F	%
Adaptation issues	An unconventional system Insufficient knowledge of technology	8	4	7	19	31.7
Problems in social relationships	Lack of continuity in lessons concentration problems Students not knowing each other Teachers' inability to socialize	3	8	7	18	30
Connection issues	Lack of in-class cohesion Internet interruption Not everyone has access to the internet	9	8	6	23	38.3

In Table 3, the views of the teachers participating in the research on the disadvantages of online education are evaluated. The disadvantages of online education are grouped into three categories: "adaptation problems", "problems in social relations" and "connection problems". 40% of primary school teachers, 20% of secondary school teachers, and 35% of high school teachers stated that students have adaptation problems. 15% of primary school teachers, 40% of secondary school teachers, and 35% of high school teachers stated that they are disadvantaged in terms of social relations. 45% of primary school teachers, 40% of secondary school teachers, and 30% of high school teachers stated that they have connection problems. 31.7% of the teachers stated that they had adaptation problems, 30% of them were disadvantaged in terms of social relations, and 38.3% of them had connection problems.

Teachers' views on the disadvantages of online education are as follows;

A2 Code Teacher; Some students and teachers are ignorant of technology. For this reason, full adaptation cannot be achieved.

B7 Code Teacher; I find it difficult to keep the student in front of the screen

C6 Code teacher; Internet outages can interrupt the lesson.

C10 Code Teacher; Students' social relations are negatively affected.

In Table 4, teachers' views on the advantages of evaluation activities in online education are given.

Table 4

Teachers' views on the advantages of assessment activities in online education

Themes	Reasons	Primary	Middle	High	F	%
Speed – time advantages	Provide quick feedback Time-saving Teachers can do different jobs during the exam Saving student transportation time	6	5	8	19	32
Storage benefits	easy storage long-term storage	4	6	8	18	30
Alternative methods	Asking video questions Using sound effects	4	4	3	11	18
Reliability	Reducing human errors Eliminate wrong scoring	6	5	1	12	20

In Table 4, the opinions of the teachers participating in the research on the advantages of evaluation activities in online education were evaluated. The advantages of evaluation activities in online education are gathered in four categories as "speed-time advantages", "storage advantages", "alternative methods" and "reliability". 30% of primary school teachers, 25% of secondary school teachers, and 40% of high school teachers stated that online assessment activities provide a speed-time advantage. 20% of primary school teachers, 30% of secondary school teachers, and 40% of high school teachers stated that they provide storage advantage. 20% of primary school teachers, 20% of secondary school teachers, and 15% of high school teachers stated that they are advantageous about alternative methods. 30% of primary school teachers, 425% of secondary school teachers, and 5% of high school teachers stated that they are reliable. 32% of the teachers stated that it has a speed-time advantage, 30% has a storage advantage, 18% offers alternative methods, and 20% is reliable.

The opinions of teachers on the advantages of evaluation activities in online education are as follows;

A7 Code Teacher; It facilitates the storage of exam questions.

A13 Code Teacher; I get fast feedback.

B2 Code teacher; It minimizes human errors.

C8 Code Teacher; It offers many alternative methods.

In Table 5, teachers' views on the disadvantages of evaluation activities in online education are given.

Table 5

Teachers' views on the disadvantages of assessment activities in online education

Themes	Reasons	Primary	Middle	High	F	%
Connection problems	Internet disconnection during exam Freezing of the screen Problems with question transitions Lack of internet in some areas	5	6	6	17	28.4
copying	Assistance in communication platforms Have someone else take the exam 2. Unable to control the opening of the screen	3	10	12	25	41.6
distractions	Failure to conduct the exam in a quiet environment Lack of attention span on the computer screen	12	4	2	18	30

In Table 5, the opinions of the teachers participating in the research regarding the disadvantages of evaluation activities in online education are evaluated. The disadvantages of assessment activities in online education are grouped into three categories: "connection problems", "cheating" and "distractions". 25% of primary school teachers, 30% of secondary school teachers, and 30% of high school teachers stated that students experience connection problems during assessment activities. 15% of primary school teachers, 50% of secondary school teachers, and 60% of high school teachers stated that they are disadvantaged in terms of cheating. 60% of primary school teachers, 20% of secondary school teachers, and 10% of high school teachers stated that students experience problems due to distractions. 28.4% of the teachers stated connection problems, 41.6% cheating, and 30% stated that there are distractions that are disadvantages of evaluation activities in online education.

The opinions of teachers about the disadvantages of evaluation activities in online education are as follows;

A14 Code Teacher; It is not possible for us to follow the students during the exams. We cannot prevent cheating.

B1 Code Teacher; We have students whose internet connection is cut off during the exam.

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B6 Code teacher; Students help through communication platforms during the exam. This prevents fair grading.

C4 Code Teacher; Elementary school students find it difficult to participate in online assessment activities.

In Table 6, teachers' views on the development of evaluation activities in online education are given.

Table 6
Teachers' views on the development of assessment activities in online education

Themes	Reasons	Primary	Middle	High	F	%
Improvement of technology	Providing technology support to every student Providing technology support to teachers Troubleshooting connection problems	8	9	11	28	46.6
Setting up the unit	Establishing a unit for student questions Establishment of a unit on teacher problems	5	4	6	15	25
Copy prevention	Preventing the second screen from opening Observation by the parent during the exam	7	7	3	17	28.4

In Table 6, the opinions of the teachers participating in the research on the development of evaluation activities in online education were evaluated. Suggestions for improving assessment activities in online education are grouped into three categories: "improving technology", "establishing a unit" and "preventing copying". 40% of primary school teachers, 45% of secondary school teachers, and 55% of high school teachers stated that technology should be improved. 25% of primary school teachers, 20% of secondary school teachers, and 30% of high school teachers stated that units should be established for students and teachers to ask questions. 35% of primary school teachers, 35% of secondary school teachers, and 15% of high school teachers emphasized the necessity of preventing cheating. 46.6% of the teachers stated that improving technology, 25% of them establishing a counseling unit and 28.4% of them stated that preventing cheating would improve assessment activities in online education.

The opinions of the teachers on the development of evaluation activities in online education are as follows;

A20 Code Teacher; If the student has a problem during the exam, there should be units to consult.

B14 Code Teacher; To prevent cheating, parents need to observe seriously.

C6 Code teacher; When the student leaves the screen for a few seconds, there should be a technological system that will kick him out of the system.

C12 Code Teacher; Prevention of copying is the most important issue.

3.2. Comparison of teachers' views on the advantages and disadvantages of online education, advantages, and disadvantages of online assessment activities, and the development of online assessment activities;

In Table 7, the views of the teachers participating in the research on the advantages and disadvantages of online education, the advantages, and disadvantages of online assessment activities, and the development of online assessment activities were evaluated comparatively.

Table 7
Opinions of teachers on the development of online education and assessment activities

Themes	Sub-themes	Primary		Middle		High	
		F	%	F	%	F	%
Advantages of online education	Material advantages	9	45	14	70	8	40
	Time advantages	7	35	4	20	4	20
	Transportation advantages	4	20	2	10	8	40
Sum		20	100	20	100	20	100
Disadvantages of online education	Adaptation issues	8	40	4	20	7	35
	Problems in social relationships	3	15	8	40	7	35
	Connection issues	9	45	8	40	6	30
Sum		20	100	20	100	20	100
Advantages of online assessment activities	Speed-time advantages	6	30	5	25	8	40
	Storage benefits	4	20	6	30	8	40
	Alternative methods	4	20	4	20	3	15
	Distractions	6	30	5	25	1	5
Sum		20	100	20	100	20	100
Disadvantages of online assessment activities	Connection problems	5	25	6	30	6	30
	Copying	3	15	10	50	12	60
	Distractions	12	60	4	20	2	10
Sum		20	100	20	100	20	100
Development of online assessment activities	Improvement of technology	8	40	9	45	11	55
	Setting up the unit	5	25	4	20	6	30
	Copy prevention	7	35	7	35	3	15
Sum		20	100	20	100	20	100

In Table 7, the views of the teachers participating in the research on the advantages and disadvantages of online education, the advantages, disadvantages, and development of evaluation activities in online education were evaluated comparatively. 45% of primary school teachers, 70% of

secondary school teachers, and 40% of high school teachers stated that online education is financially advantageous. 35% of primary school teachers, 20% of secondary school teachers, and 20% of high school teachers stated that online education is advantageous in terms of time. 20% of primary school teachers, 10% of secondary school teachers, and 40% of high school teachers stated that online education is advantageous in terms of transportation. 40% of primary school teachers, 20% of secondary school teachers, and 35% of high school teachers stated that online education is disadvantageous in terms of adaptation. 15% of primary school teachers, 40% of secondary school teachers, and 35% of high school teachers stated that online education is disadvantageous in terms of social relations. 45% of primary school teachers, 40% of secondary school teachers, and 30% of high school teachers stated that online education is disadvantageous in terms of connection problems. 30% of primary school teachers, 25% of secondary school teachers, and 40% of high school teachers stated that evaluation activities in online education are advantageous in terms of speed and time. 20% of primary school teachers, 30% of secondary school teachers, and 40% of high school teachers stated that evaluation activities in online education are advantageous in terms of storage. 20% of primary school teachers, 20% of secondary school teachers, and 15% of high school teachers stated that evaluation activities in online education are advantageous in terms of providing alternative methods. 30% of primary school teachers, 25% of secondary school teachers, and 5% of high school teachers stated that assessment activities in online education are advantageous in terms of reliability. 25% of primary school teachers, 30% of secondary school teachers 30% of high school teachers are online stated that evaluation activities in education are disadvantageous due to connection problems. 15% of primary school teachers, 50% of secondary school teachers, and 60% of high school teachers stated that assessment activities in online education are disadvantageous in terms of cheating. 60% of primary school teachers, 20% of secondary school teachers, and 10% of high school teachers stated that assessment activities in online education are disadvantageous in terms of distractions. 40% of primary school teachers, 45% of secondary school teachers, and 55% of high school teachers stated that evaluation activities in online education can be improved with the improvement of technology. 25% of primary school teachers, 20% of secondary school teachers, and 30% of high school teachers stated that assessment activities in online education can be improved by establishing units for consultation. 35% of primary school teachers, 35% of secondary school teachers, and 15% of high school teachers stated that assessment activities in online education can be improved by preventing cheating.

4. Discussion

In our research, the majority of teachers stated that they have financial advantages to the question asked to evaluate the advantages of online education. De Paepe et al. (2018) identified the advantages of distance education as the use of technology and the increasing skills and awareness on this subject. According to the study of Xin et al. (2020); flexible learning options that are not limited by time and place, accessing teaching materials anytime and anywhere, accessing various courses and programs around the world, ensuring equality, especially for students with special education needs, following innovations with the developing technology in education and training activities and using more efficient materials. Issues such as uninterrupted continuation even during the epidemic are among the advantages of online education. DeNeui and Dodge (2006) state that the biggest advantage of online education is that it is independent of time and place. Horspool and Lange (2012), on the other hand, found that the most important advantageous aspects of distance education are providing spatial convenience, as well as time-saving and high-quality communication in terms of getting to and from home and school.

In our research, the majority of teachers answered that there are connection problems to the question asked to evaluate the disadvantages of online education. Agormedah et al., (2020) negatively evaluated online education because of the lack of constant access to internet connection and their financial unpreparedness. In addition, teachers in our study stated that after connection problems, the most common problems experienced by students and teachers are adaptation problems. In the study

of Reimers (2020), it is stated that among OECD countries, 9% of students do not have a quiet area to study at home, while this rate is over 30% in Indonesia, the Philippines, and Thailand. In addition, in our research, after students' connection problems, It was found that they had problems with adaptation and a decrease in social relations. Lange (2012) stated that students' socialization opportunities are insufficient during the online education process.

In our study, the majority of the teachers answered that there is a speed-time advantage to the question asked to evaluate the advantages of assessment activities in online education. In our research, the majority of the teachers answered that there are copying problems to the question asked to evaluate the disadvantages of assessment activities in online education. Assunção Flores and Gago (2020) stated that the interaction, learning, and teaching processes of students and teachers require a compulsory change with Covid-19, the concept of online education also requires remote supervision, and the adaptation process continues with some disruptions.

In our research, the majority of the teachers answered the question asked to develop evaluation activities in online education that technology should be improved. Andoh et al. (2020), in their research on the evaluation of online education on university students, revealed that the prominent student view on online education is to use technological opportunities more effectively. Gewin (2020) Suggestions for ensuring active participation and increasing interaction in the online teaching process, such as contacting students frequently regarding educational problems during the COVID-19 pandemic, inviting students to participate in the lesson, and giving feedback, identifying and supporting students in difficult situations. presented.

5. Conclusion

With the onset of the Covid-19 pandemic, there have been many changes in the education sector. Online education, which has been used for years, has started to be used more effectively around the world with the covid -19 pandemic. Despite the advantages of online education, there are also disadvantages. Evaluation activities in online education are also an important issue that needs to be developed. In the study we conducted by taking the opinions of the teachers to reveal the opinions of the teachers about the development of the evaluation activities in the updated education conditions; The advantages of online education, the disadvantages of online education, the advantages of online assessment activities, the disadvantages of online assessment activities and the development of online assessment activities were questioned.

Among the answers given to the question about the advantages of online education; Financial advantages, time advantages, transportation advantages, and the majority of the participants answered the question as financial advantages. Among the answers given to the question about the disadvantages of online education; are adaptation problems, problems in social relations, connection problems, and the majority of the participants answered the question as connection problems. Among the answers given to the question about the advantages of evaluation activities in online education; are speed-time advantages, storage advantages, alternative methods advantages, and the majority of the participants answered the question speed-time advantages.

Among the answers given to the question about the disadvantages of assessment activities in online education; are connection problems, cheating, distractions, and most of the participants answered cheating. Among the answers given to the question regarding the development of assessment activities in online education; There are answers such as improving technology, establishing a counseling unit, preventing copying, and the majority of the participants answered the question by improving technology. Eliminating the problems in online education and using it together with the development of evaluation activities in online education will allow especially disadvantaged students to continue their education.

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6. Recommendations

In terms of the results and method of the study, the following suggestions can be made for practitioners and researchers:

• Continuation of online education options at certain rates, especially for students who cannot access education equally after the pandemic, as online education has been determined to be advantageous in some respects.

• Completion of necessary infrastructure works in various parts of the country and elimination of network problems since one of the most common problems in the online education process is connection problems.

• Planning in-service training on assessment activities in distance education, as it has been determined that there are problems such as cheating, connection problems, and distractions in the home environment of the students in the assessment activities in online education.

• Establishment of counseling units in each school so that students and teachers can get answers to their questions quickly during online education.

• It is recommended to plan and implement alternative methods in order to increase the effectiveness of online evaluation activities and to control cheating with stricter audit systems.

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Annex-1

Teacher semi-structured interview form

You are invited to our study to present the views of teachers on the development of assessment activities in updated educational conditions. Participation in the research is completely voluntary and your refusal to participate will not result in any penalty. It is important for the reliability of the research that you answer the following questions sincerely. Thank you for your participation.

Teacher;	
Gender:	F (…………) M(………)
professional experience;	1-3 Years(…..) 4-6 Years(…..) 7-9Years(…..) 10 Years and above (…..)
1. What are the advantages of online education?	
2. What are the disadvantages of online education?	

3. What are the advantages of online evaluation activities?
4. What are the disadvantages of online evaluation activities?
5. What are your suggestions for improving online evaluation activities?