

Development of the Perception Scale for Web-Supported Formative Assessment

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Abstract:

The aim of this study is to develop a measurement tool to determine the perceptions of pre-service teachers studying at undergraduate level towards web-supported formative assessment. As a result of the literature review and expert opinions, the final form of the measurement tool consisting of 27 items was applied to 895 pre-service teachers studying in faculties of education in various provinces of Turkey. Exploratory Factor Analysis (EFA) was performed for the validity of the scale through the data obtained and it was found that there was a two-factor structure. As a result of the analyses, it was found that the item factor loadings were between 0.45 and 0.88 and the total variance explained was 55.40%. Confirmatory Factor Analysis (CFA) was performed to verify the structure obtained as a result of the exploratory factor analysis and it was determined that the goodness of fit indices were acceptable values after the modifications made. As a result of the analyses conducted to determine the reliability of the scale, Cronbach Alpha coefficient was found to be 0.95 and Mc Donald ω 0.96. As a result, a valid and reliable two-dimensional Web-Supported Formative Assessment Scale (W-FAS) consisting of 27 items was developed.