

An Investigation of Teachers' Tendencies Towards Assessment Practices in Education

Dr. İbrahim Yıldırım

Associate Professor, Gaziantep University, Türkiye

Burak Cesur

Resident Assistant, Gaziantep University, Türkiye

Dr. Barış Kalender

Assistant Professor, Gaziantep University, Türkiye

Pınar İkidışli

Gaziantep University, Türkiye

Dr. Bayram Çetin

Professor, Gaziantep University, Türkiye

Abstract:

This study aims to determine teachers' perspectives on assessment in education and to reveal their tendencies regarding assessment approaches in the classroom. In this study, an exploratory sequential design was used from mixed methods research. While the qualitative part of the study is in the nature of phenomenological research in the context of focusing on the perception of certain concepts, the quantitative part is in the nature of descriptive research in the context of revealing the existing situation and not including a hypothesis test. Semi-structured interview forms were used to obtain qualitative data for the study, while quantitative data were obtained through a questionnaire developed by the researchers. Interviews were conducted with 18 teachers to obtain qualitative data, and a questionnaire was administered to 648 teachers to obtain quantitative data. The results of the study revealed that teachers' knowledge of the concepts of assessment in education is generally adequate, but there are some deficiencies in practice. It was emphasized that teachers' perspectives on assessment in education should focus on "assessment for learning" rather than "assessment of learning."

Keywords:

Teacher, assessment, learning.

This study was supported by TÜBİTAK.