

Exploring Teacher Implementation of Alternative Assessments in Flipped Classrooms: Initial Findings on Facilitators and Barriers from an Ecological Perspective in Hong Kong

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Abstract:

The study examines the use of alternative assessment methods in the flipped classroom in Hong Kong primary-level and secondary-level schools. Using ecological perspectives, the study investigates contextualized factors affecting teachers' adoption and perceptions of these assessments in the post-pandemic period. This interim report summarizes the findings of a mixed-methods study conducted between September 2023 and August 2024. Data were collected through focus group interviews of teachers from five schools, an online survey, classroom observations and document analysis of teaching materials. The multiple data sets of the study intend to assist key stakeholders in gaining deeper insights into school teachers' perceptions of the advantages and challenges regarding the use of alternative assessments. The preliminary analysis indicates that teachers see advantages of performance tasks and portfolios in understanding student learning, promoting critical thinking, and addressing different learning styles. Other challenges entail time spent on producing materials, lack of training in experimenting with new technologies, as well as inflexible curricula. These findings are supported by preliminary survey data and observations, highlighting the importance of an assessment strategy that combines novel tools with existing methods. In this regard, institutional support and specific professional development are necessary for effective implementation. This study contributes by highlighting that most teacher participants did not utilize AI tools to enhance their flipped approaches; instead, they relied on methods used during earlier school suspensions without further refinement. This underscores the need for integrating emerging technologies to improve flipped classroom experiences, thus proving a fresh perspective on the ongoing discourse about flipped learning.

Keywords:

Alternative assessment, Flipped classroom, Teacher perceptions, Post-pandemic education, Emerging technologies.