

CULTURE(S) OF ASSESSMENT IN HIGHER EDUCATION: A CASE STUDY

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ABSTRACT

CULTURE(S) OF ASSESSMENT IN HIGHER EDUCATION: A CASE STUDY

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This study aimed to investigate the assessment culture(s) of the Faculty of Education at Middle East Technical University (METU). To this end, the study was conducted following a qualitative case study design. Semi-structured online interviews were conducted with four department (vice) heads, 19 academic staff members, and 37 students. In addition, assessment related information available in the public METU's public and password-protected spaces was scanned. For triangulation purposes, data regarding the assessment types used, the students' views on the impact of assessment on learning, and the use of university resources for assessment purposes were collected through a questionnaire. Through the interviews and the questionnaire, the impact of Covid-19 on assessment practices were also investigated. The study revealed that the most prevalent culture in the Faculty of Education is a culture of student learning, which indicates assessment informs instruction and it is done to facilitate learning. A less prevalent culture was found to be a culture of compliance, which indicates the academic staff members comply with the requirements of the Council of Higher Education, the President's Office, and the Ministry of Education, though they have freedom to make assessment decisions. This study also identified a culture of limited assessment communication, which means the communication among the faculty around assessment issues was limited to the staff members who teach the same course.

Finally, it has been determined students have a low level of trust in shared-assessment. This means that students do not find the assessments done by themselves and their peers reliable.

Keywords: Assessment, Assessment Culture, Assessment Beliefs, Covid-19

ÖZ

YÜKSEK ÖĞRETİMDE ÖLÇME VE DEĞERLENDİRME KÜLTÜRÜ: BİR DURUM ÇALIŞMASI

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Bu çalışmanın amacı, Orta Doğu Teknik Üniversitesi (ODTÜ) Eğitim Fakültesi'nin değerlendirme kültürünü/kültürlerini incelemektir. Bu amaçla araştırma, nitel araştırma desenlerinden durum çalışması izlenerek yürütülmüştür. Dört bölüm başkanı (veya yardımcıları), 19 öğretim üyesi ve 37 öğrenci ile yarı yapılandırılmış çevrimiçi görüşmeler yapılmıştır. Ayrıca, ODTÜ'nün halka açık ve şifre korumalı alanlarında mevcut olan ölçme ve değerlendirme ile ilgili bilgiler taranmıştır. Verilerin doğrulanması amacıyla, bir anket aracılığı ile halihazırda kullanılan ölçme ve değerlendirme yöntem ve teknikleri, bunların öğrenmeye etkisi ve üniversite kaynaklarının ölçme ve değerlendirme amaçlı kullanımına ilişkin veri toplanmıştır. Görüşmeler ve anket aracılığıyla Covid-19'un ölçme ve değerlendirmeye olan etkisi de incelenmiştir. Çalışma, Eğitim Fakültesi'nde en yaygın ölçme ve değerlendirme kültürünün öğrenme kültürü olduğunu ortaya koymuştur, bu da ölçme ve değerlendirmenin öğretimi yönlendirdiğini ve öğrenmeyi kolaylaştırmak için yapıldığını göstermektedir. Daha az yaygın bir kültür olarak, akademik personelin Yükseköğretim Kurulu, Rektörlük ve Milli Eğitim Bakanlığı'nın gerekliliklerine uyduklarını, ancak uygun gördükleri şekilde değerlendirme kararları verme

özgürlüğüne sahip olduklarını gösteren bir uyum kültürü tespit edilmiştir. Bu çalışma aynı zamanda fakültede sınırlı bir ölçme ve değerlendirme iletişimi kültürü bulunduğunu da tespit etmiştir. Buna göre öğretim üyeleri arasında ölçme ve değerlendirme konularıyla ilgili iletişimin aynı dersi veren personel ile sınırlı olduğunu göstermiştir. Son olarak, öğrencilerin akran ve öz değerlendirmeye düşük seviyede bir güven duyduğu tespit edilmiştir. Bu bağlamda öğrencilerin kendilerinin ve arkadaşlarının yaptığı değerlendirmeleri güvenilir bulmadıkları tespit edilmiştir.

Anahtar Kelimeler: Ölçme ve Değerlendirme, Ölçme ve Değerlendirme Kültürü, Ölçme ve Değerlendirme İnançları, Covid-19

To the memory of my beloved mother and to my father

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LIST OF ABBREVIATIONS

METU: Middle East Technical University

CoHE: Council of Higher Education

MoNE: Ministry of National Education

CEIT: Department of Computer Education and Instructional Technology

EECE: Department of Elementary and Early Childhood Education

EDS: Department of Educational Sciences

FLE: Department of Foreign Language Education

MSE: Department of Mathematics and Science Education

PES: Department of Physical Education and Sports

CHAPTER 1

INTRODUCTION

Teacher: How many diamonds have you got?

Student: I don't have any diamonds.

Teacher: Then you fail!

Student: But you didn't ask me about my jade.

(Biggs & Tang, 2011, p. 215)

1.1. Background to the Study

Most education contexts are located between two extremes of assessment: At one extreme, there are formalized tests that are taken under standard conditions whose main function is to maintain standards, and at the other extreme, there is a reliance on professional judgment to try to ensure an acceptable level of comparability (Waldow, 2018). The Turkish education system is placed close to the standardized tests pole, which attaches great importance to tests. As Kitchen et al. (2019) noted in the *OECD Report on Student Assessment in Türkiye*, the way schooling and higher education is structured leads to a significant amount of pressure on students; they feel pressured to secure a place in a good high school and then in a good bachelor's program. Two high-stakes examinations (in Grade 8 to place students in high schools and in Grade 12 to place students in universities) are administered at national level. In addition to the competitiveness these exams cause, the need for these examinations to be objective and transparent leads them to be comprised of multiple-choice items, which in turn leads the teachers and students to get prepared for a limited range of learning tasks. The report also notes that there have been curricular reforms that aim to minimize the memorization of content knowledge and focus more on higher-order skills and active learning. Despite this positive effort, though, assessment practices have not changed in line with the curricular reforms. According to the report, the teachers cannot fully grasp the requirements of the curriculum and how it should guide assessment. This

incompatibility is evident as assessment is still dominated by memorization rather than the complex competencies aimed at in the curriculum.

When this discrepancy between what is in the national curriculum and what the teachers do in terms of assessment is considered, teacher candidates' assessment learning and experiences in the training programs become even more important, in that they have the potential to be agents of improvement regarding the aforementioned challenges. As Loughran (2006) suggested, the pedagogical activities the students experience in their teacher education years are the major force that alters their conceptions and practices for their future profession. And this is especially noteworthy that the teacher candidates who are trained in the Turkish faculties of education come from the same education system in which they will be working as teachers and assessors.

The teacher training programs are given the responsibility to train the teacher candidates as assessors. Graduates of teacher education programs are required to be able to “use the methods, techniques, and tools of assessment and evaluation that fit for purpose” (MONE, 2017). The graduates are expected to be knowledgeable about preparing and implementing assessment and taking action on the assessment results. Their expected competencies are as follows: To be able to (i) prepare and use assessment and evaluation tools suitable for their subject area and the development of their students; (ii) make use of formative and summative assessment methods; (iii) carry out objective and fair assessment and evaluation; (iv) provide accurate and constructive feedback to students and other stakeholders; (v) rearrange teaching and learning processes in accordance with the assessment and evaluation results (MONE, 2017).

As stated earlier, Türkiye's education system is dominated by high-stakes exams, which greatly impacts the input qualities of pre-service teachers selected by one of these exams. As Akyeamong and Stephens (2002) state, “the input characteristics and qualities of the typical beginning student teachers are important indicators of the quality of trained teachers at the point of exit and of their long-term commitment to the profession” (p. 262). In order to build on these input qualities and adapt their beliefs regarding their future profession, their sole path is the four-year training program.

Pajares (1992) informs that students form their pedagogical beliefs and their views of effective teaching even before they enter the training program. Teacher education programs have a varying degree of success in changing these beliefs – many programs have little effect on the beliefs of teachers entering the teaching profession, while there are some programs that manage to build on the strongly held beliefs (Wideen et al., 1998).

In a similar vein, the teacher educators who train these teacher candidates have had positive or negative assessment experiences as students, and they have formed an understanding of assessment as part of their professional duties which potentially affect their assessment-related decisions and practices (Joughin, 2009). Their work and practice are witnessed by teacher candidates, which is also referred to as “an apprenticeship of observation” (Loughran, 2006, p.173). Having close witnesses means for the teacher educators that they have to play a dual role (Ducharme, 1993). This dual role requires teacher educators to not only train teacher candidates but also practice what they preach through modeling (Celik, 2011).

To complicate matters a bit more, the national teacher education framework determines the way assessment is taught in teacher training programs. As DeLuca and McEwan (2007) noted, not all teacher education programs pay special attention to assessment as coursework. Mainly, there are two ways of equipping teacher candidates with assessment skills: as a standalone assessment course and in an embedded way as part of other training courses. The training programs in the Turkish context belong to the former group, i.e., with a standalone assessment course. Here, the concern is that, in line with what DeLuca et al. (2019) noted, teacher candidates and in-service teachers in the Turkish context have a limited level of assessment knowledge (see, for example, Baş & Beyhan, 2016; Hatipoğlu, 2015; Kavaklı & Arslan, 2019; Mede & Atay, 2017; Ogan-Bekiroğlu & Suzuk, 2014; Öz & Atay, 2017; Şahin, 2019; Şahin & Soylu, 2019).

What is noteworthy about this issue is that in order to better prepare teacher candidates, teacher educators need to create opportunities for the teacher candidates to explore the philosophical underpinnings of educational assessment (Ediger, 2022). And for this, as indicated by several studies listed above, one standalone course is not enough. That is because teacher candidates may need to unlearn their negative conceptions of

assessment, for which the remedy is good modeling by teacher educators (James & Pedder, 2006; Harlen & Gardner, 2010). To be able to graduate good quality assessors, as Graham (2005) states, teacher candidates' prior beliefs on assessment should be considered by the teacher educators because only when the teachers make assessment an essential part of their professional development and reflect on unexamined assumptions about what makes an assessment useful can they make learning taking place in their classrooms visible to students, parents, and administrators.

This begs the question of what type of a culture, i.e., “the deeply embedded values and beliefs collectively held by members of an institution that influence assessment practices on their campus” (Banta and Associates, 2002), there is in the training program. As a concept, assessment culture is about “the purposes, approaches, and attitudes toward assessing student performance” (Simper, 2022, p. 24). As Fuller and Skidmore (2014) note, a strong assessment culture is seen to be a beneficial force, and a strong culture is believed to increase student involvement and improve learning. With regard to types of cultures of assessment, Birenbaum (2014; 2016) grouped them into two: a *testing culture*, where the culture of an education program focuses on grading, and *assessment culture*, where it focuses on student learning and improvement. Opposite to student learning is the *culture of compliance*, which values compliance with rules and regulations. In such a culture, adhering to mandates, regulations, laws, or policies is of great importance. In a third type of culture, *culture of fear*, the feelings of stress and frustration are involved. The feelings of stress and fear may come from the fact that the demands of academic life may surpass the academicians' capacities to fulfill these demands, which in turn leads them to feel that they lose their personal and professional control over assessment.

With this background knowledge in assessment context of Türkiye and the necessity to prepare teacher candidates better for their future assessment responsibilities, I wondered whether the four-year teacher training program could make a difference in the candidates with its culture(s). My research context, i.e., the Faculty of Education at METU, is located in a highly competitive education system driven by a testing culture. The teacher candidates who are trained in this faculty begin their education with a background that is shaped by this competitive system, and they will be working in the same system and culture when they start their professions. Thus, their views of

assessment, both in terms of how their learning is assessed and how they will do assessment in their future profession, are of great importance in identifying the nature of any culture(s) of assessment in this training program. Importantly enough, the teacher educators' approaches and attitudes to assessment are significant in this endeavor as they not only assess the learning of the content but also shape the teacher candidates, positively or negatively, and their views of assessment.

Thus, I wanted to explore whether the culture that is present in the Faculty of Education is similar to the national test-oriented culture, or whether it is different and strong enough to equip the candidates with a better understanding of assessment. Are the educators aware of their influence on the trainees in terms of assessment? Do they model good assessment practices and raise the trainees' awareness? Or do they collaborate with other colleagues in terms of their assessment practices in order to identify issues and solve them? Thus, this study is built on the premise that investigating such questions helps better understand the culture(s) of assessment that is present in the teacher training program and identify any parts that need improvement.

Finally, between the years 2020 and 2022, education systems all around the world were disrupted by Covid-19, and naturally, assessment practices had to be altered. The shift to the initial remote and then the hybrid teaching mode during this period pointed to the higher education institutions' capability to adapt to large-scale disruptions. And keeping a record of the impact of this disruptive event and how the challenges it presented for the decision makers, the teaching staff, and the students became a component of this study.

1.2. Purpose to the Study

The overall aim of this study is to investigate the assessment culture(s) present at the Faculty of Education at METU, a research-intensive university, according to the Council of Higher Education (CoHE). The study has been designed to explore the assessment-related values of stakeholders, namely professors and students, to show how these are conveyed through the assessment practices, how these assessment practices impact students' learning behavior, and how the assessment beliefs of teacher candidates are influenced by the assessment practices and beliefs.

1.3. Research Questions

The research questions that this study aims to find answers to are as follows:

1. What are the characteristics of the assessment practices that are in place at the Faculty of Education at METU?
 - 1.1. What impact did Covid-19 have on the assessment practices in the Faculty of Education at METU?
2. In what ways does assessment manifest itself as a culture(s) in the Faculty of Education at METU?

1.4. Significance of the Study

The significance of this study, first, comes from the fact that it aims to investigate a less explored aspect of assessment, i.e., culture of assessment. The impact of assessment on learning in undergraduate education is widely acknowledged (Bryan & Clegg, 2006; Carless, 2015; Gibbs, 2006(b); Ramsden, 2003), and theoretical and technical guidance on how to conduct assessment in higher education have received great amount of attention (e.g., Allen, 1998; Banta & Palomba, 2015; Brown & Glasner, 1999; Joughin, 2009; Maki, 2010; Secolsky & Denison, 2012; Suskie, 2009; Walvoord, 2010). However, this large amount of know-how overshadows the “explorations of assessment’s philosophy and discourses of how assessment and campus cultures are changed” (Fuller, 2013, p.20). Assessment culture is an unexplored area, and there are not many studies that have examined how assessment culture is constructed and how it functions in classrooms and schools (Allal, 2016). As Simper (2022) noted, the number of empirical studies that focus on assessment culture is limited (see for example Fuller, 2013; Fuller et al., 2016; Holzweiss et al., 2016; Skidmore et al., 2018).

This study is also significant due to its qualitative nature. The limited number of studies on assessment culture had a survey design, and they did not explore the academic staff members’ assessment views directly, rather the institutional leaders commented on the issue. By investigating assessment culture from the perspectives of department administrators, professors, and students, this study is, thus, a significant contribution to the limited number of studies of assessment culture in higher education.

In Patton's (2014) words, exploratory qualitative research is a choice of research design "in new fields of study where little work has been done, few definitive hypotheses exist, and little is known about the nature of the phenomenon" (p. 503). By providing detailed qualitative documentation of the activities, products, behaviors, and feelings of participants, this study contributes to the understanding of assessment culture by investigating both the academic staff members and the students' views and their role in shaping the culture(s) of assessment the faculty of education.

Next, considering the fact that the research context of this study was a faculty of education that aims to educate future teachers for a competitive education system that is dominated by high-stakes exams, the student participants' assessment perspectives are especially important as they will be doing assessment as part of their future profession. The current literature on the issue reveals that teachers and teacher candidates do not feel competent enough in the area of assessment (Baş & Beyhan, 2016; Kavaklı & Arslan, 2019; Koloi-Keaikitse, 2016; Murphy Odo, 2016). In higher education context, students in the faculties of education are in a unique position in that they start their education in the teacher education program with a certain amount of experience as testees, and they prepare for their future roles as assessors. These experiences guide their beliefs about assessment and they play a key role in the way they plan their assessment practices (Craig et al., 2013; Hill et al., 2011). Thus, by investigating if these experiences affect their future assessment plans, this study aims to contribute to the understanding of teacher preparation processes and guide the teacher educators regarding their assessment choices, in that they may want to reconsider the way they do assessment if they see that what they do regarding assessment leaves an impact on the teacher candidates' assessment views and their future plans.

Finally, at a global level, this study contributes to knowledge base of the impact of a disruptive event on a global-scale on assessment practices. Covid-19 disrupted the *status quo* in university education (Kumar, 2020). The shift to the initial emergency remote education and assessment and in the following semesters the shift to hybrid education and assessment led the academic staff members to change assessment practices and investigating such a change could guide the future assessment practices if any such a drastic event should emerge in the future.

1.5. Definition of Terms

Assessment: In this study, assessment refers to the set of activities that seek to gather systematic evidence to determine the worth and value of things in higher education (Wall et al., 2014) and include only ones that examine learning and *not* program or institutional effectiveness.

Assessment in education settings can be framed in two ways: (i) with a technical discourse and (ii) with a sociological discourse. In the first one, assessment serves as a means to an end (e.g., selecting students based on test scores), and the focus is on technicalities such as validity and reliability. Here, the aim is to improve and maintain confidence in the results and thus legitimize the use of these results. In the second one, assessment is seen as something that takes place in social contexts, and it is done *on* social actors, done *by* social actors and done *for* social actors. Therefore, “the social and cultural values, perceptions, interpretations and power relations of assessors and assessed carry important implications for processes and outcomes” (Filer, 2000, p. 2). In this study, assessment is investigated within the sociological discourse.

Assessment culture: In this study, assessment culture refers to the deeply embedded values and beliefs collectively held by members of an institution that influence assessment practices on their campus (Banta and Associates, 2002).

CHAPTER 2

LITERATURE REVIEW

The origin of the word 'assessment' (assidere in Latin) means 'sit by.'

(Birenbaum, 2014, p. 293)

2.1. Assessment in Higher Education: Functions and Tensions

In his Foreword to *Innovative Assessment in Higher Education*, Boud (2006) notes that, in higher education, assessment occupies a substantial amount of time which can otherwise be spared for teaching and learning. This position assessment holds in educational practices makes it less open to change compared to the other features of higher education, though there have been shifts in assessment policy and practice, some of which are, according to Cumming and Wyatt-Smith (2009), law and accountability; international benchmarking and public reporting; cultural and social diversity; practices that go beyond pen-and-paper tests; technological innovation; authentic assessment; inclusion and disability.

According to Carless (2015), there are three core functions of assessment: (i) supporting the process of learning, (ii) judging the quality of student achievement, and (iii) satisfying the needs or demands of accountability. Although it is associated with a facilitating impact of learning, assessment has been viewed as a separate component of teaching and learning, as an act of measurement, which is done after learning has occurred (Boud, 2006). When viewed as a separate and isolated component, assessment could be detrimental for the students, and it works counterproductively to their goals. Therefore, the skewed balance between two views, i.e., assessment for measurement and assessment for learning, should be righted. Two other fundamental functions that assessment has to fulfill are *summative* and *formative* functions. Though they seem to be defined easily, there is considerable complexity in the relationship between them. This complexity comes from the fact that many assignments can potentially have both functions when they provide a grade for certification and

comments that could be used for ongoing improvement (Carless, 2015). The same applies to some other aspects of assessment: It needs to be rigorous but not exclusive, authentic but reliable, and it needs to adhere to established standards but reflect the contemporary (Hounsell et al., 2007).

A major factor that leads to tension for assessment in higher education is the declining resources. The most important resource for the teaching staff members is time. Now, academic staff members have less time per student as they are expected to increase research productivity. And at the same time, the total number of students has increased, resulting in a higher student-staff ratio, with an estimated increase from 8-1 to 20:1. An inevitable consequence of this increase is large class sizes – for example, 20 is now considered to be the lower limit for a course to be considered viable at Oxford Polytechnic.

Another noteworthy consequence of this is that the cost of assessment for academic staff increases in direct proportion to the number of students enrolled in a course, which means as the class size increases, assessment costs surpass teaching costs. As the number of students in a class increases, teaching methods are scaled (such as larger lecture classes), and to deal with the marking load, limited coursework assessment is done, and academic staff turn to examinations instead (Gibbs & Lucas, 1997). Another problem is that in many institutions, an academic staff member's unit of duty is the class contact hour, and here, class size is ignored, and assessment loads are not taken into consideration.

One direct impact of all these is that the amount of feedback students receive has been cut back. Interestingly, it is very easy to decrease the amount of feedback given to students, and it becomes difficult for external quality assurance inspectors to notice this decline. Another effect of declining resources is that class contact time is lower, which means that students need to make up for this by studying on their own outside class hours. Finally, over the last couple of decades, how the purpose of university education is viewed has changed: to prepare students for employment. This shift in expectations from higher education now requires the graduates to develop certain key skills such as communication skills, numeracy skills, learning how to learn, etc. Now, the mere acquisition of knowledge is not enough. The assessment of these requires

even more practice and feedback. The cost for the academic staff is even quite high – assessing these skills requires time and expertise. When the academic staff member is not qualified to specify these skills, they may specify too many of them for a course, and these skills may be assessed superficially and standards for these skills may not be clearly articulated.

2.2. Key Issues in Assessment

The ultimate purpose of assessment is to understand how educational programs work and to determine if they are making any contribution to student growth and development. Assessment enables educators to examine whether the students can make sense of the curriculum and whether they have the knowledge and values that graduates should possess as a result of their experiences (Banta & Palomba, 2015). This is especially significant considering the fact that higher education institutions have experienced a shift from the *instruction paradigm* to the *learning paradigm*, under which the focus is the amount of knowledge that the students are able to actively construct for themselves rather than the number of courses are offered or the amount of course materials covered. Thus, the criterion to determine the success of a higher education institution is no longer the quality of instruction but the quality of student learning (Swarat et al., 2017). Yet, assessment that leads to improved student learning is impossible to do without faculty involvement. One way to increase such ownership and involvement is to respect the disciplinary differences and perspectives of faculty. The following are considered key issues that would help explore the assessment culture more easily.

2.2.1. Assessment Literacy/Competency

Assessment – due to its strategic role in students’ learning and teachers’ teaching – has globally been seen as a core principle of curricula of educational systems. It is also a key aspect of teacher professionalism (Cochran-Smith et al., 2013; Engelsen & Smith, 2014). Although in different levels and different ways, both teachers and students need to be assessment literate.

Webb (2002) defines assessment literacy as “the knowledge of means for assessing what students know and can do, how to interpret the results from these assessments,

and how to apply these results to improve student learning and program effectiveness” (p. 1). DeLuca and Klinger (2010) add that assessment literacy also “involves the understanding and appropriate use of assessment practices along with the knowledge of the theoretical and philosophical underpinnings in the measurement of students’ learning” (pp. 419-420). Willis et al.’s (2013) definition is drawn from the sociocultural view of learning. They define the term as “a dynamic, context dependent social practice that involves teachers articulating and negotiating classroom and cultural knowledge with one another and with learners in the initiation, development and practice of assessment to achieve the learning goals of students” (p. 242). They view assessment as a cultural activity and emphasize the social, cultural and historical experiences they bring to the process where they negotiate meaning. Thus, the view of assessment should shift from “something that is being done to students to something that is being done with or for the students, requiring the teacher to construct a model of the students’ notions and operations” (Klenowski, 2009, p. 89). Different from the understanding in the 1980s, scholars started to view the concept as a whole with the purpose of identifying levels of assessment literacy – as traditional, transitional, and constructivist (Ogan- Bekiroğlu & Akkoç, 2009; Ogan- Bekiroğlu & Suzuk, 2014).

When conceptualizing assessment literacy, *vertical* and *horizontal* discourses within different cultural and policy contexts should also be considered. In the traditional view of assessment where measurement is done by objective tests and precise standards are followed. This view reflects the characteristics of a *vertical* discourse, which means that assessment literacy is the ability to differentiate between strong and weak assessments, the former being described as meeting the set standards. The high stakes assessment culture in the USA is an example of such a discourse. The *horizontal* discourses of assessment are local, and assessment practices are integrated with learning and pedagogy. This horizontal view means that assessment literacy is a critical investigation of assessment in actual context with its social and cultural aspects. Formative or assessment *for* learning contexts are examples of horizontal discourses (Willis et al., 2013).

The concept of assessment literacy is rather complex and challenging – the view of learning that sees it as a mere gap in the students’ knowledge of concepts (i.e., the vertical discourse) does not cut it. New curriculum and policy changes and new

contributions to assessment practices require the teachers to develop new repertoires and this greatly impacts their work. For instance, Comber (2012) reported how National Assessment Program – Literacy and Numeracy (NAPLAN) affected the practices of teachers in a low-socioeconomic community with a culturally diverse community in Australia. They had to make sense of this policy and adapt their teaching to make sure that their students are not disadvantaged in the national exam. As Willis et al. (2013) put it, a singular assessment literacy is not enough for teachers to serve best in the policy context of the community and its assessment culture:

If assessment literacies are understood as a negotiated rather than static or received understandings then a shared language is needed to enable teachers to engage in critical inquiry of their assessment practices. Through this shared discourse, teachers can begin to articulate and question their beliefs and understandings of assessment (p. 252).

Despite its significance, however, not all teacher education programs pay special attention to assessment as coursework (DeLuca & McEwan, 2007). In their study, DeLuca et al. (2019) explore the initial teacher learning in assessment in four countries: Australia, Canada, England, and New Zealand. In Australia, teacher education takes place through 4-year BA or 2-year Master of Teaching programs. Canadian teacher candidates are trained in 2-year programs, and they are also given the opportunity to receive their training through concurrent education programs that allow them to do it alongside their undergraduate degree. In England, one-year post-graduate certificate of education programs train teachers. In New Zealand, teachers are trained in 3-year BA and one-year diploma programs. The training for assessment in these countries is as follows: In Australia, assessment topics are covered within curriculum units, and they are given in an embedded way. In Canada, most teacher education programs offer standalone assessment courses. In England, assessment teaching is offered in an embedded way. In New Zealand, assessment learning takes place within the program in an embedded way. The researchers' comparisons revealed that the initial teacher education on assessment is nested within a complex policy environment that is framed by the interaction of historical, cultural, and political layers. Teacher education policies, accreditation, accountability, and longstanding enculturated practices could be among such factors. The researchers' analysis pointed to the fact that in these four countries, assessment learning takes place under pressure

from government policies (vertical discourse) and practical placements (horizontal discourse). Teacher educators have the duty to balance these two by interpreting the policies and the teacher candidates' professional growth orientation to assessment learning. Another conclusion from the study was that assessment education of teacher candidates takes place "in a state of responsive flux, whether directly in relation to changing teacher education policies ... or indirectly in response to changes in K-12 systems of education or as provoked through international comparisons of student attainment (e.g., PISA, TIMMS)" (p. 16).

Research studies point to less sophisticated assessment literacy levels among both pre-service and in-service teachers from various fields such as language assessment, social sciences and mathematics (see, for example, Coombs et al., 2018; DeLuca & Klinger, 2010; Mertler, 2003; Mertler & Campbell, 2005; Xu & Brown, 2017). These studies make suggestions for pre-service teachers to become assessment competent or assessment literate. For example, DeLuca et al. (2013) suggest that different stakeholders' views and perspectives should be integrated into the education process, namely the pre-service policy perspective, teacher educator perspective and teacher-candidate perspective. In addition, teacher candidates should be allowed to explore the philosophical underpinnings of educational assessment in relation to other aspects of classroom teaching (Ediger, 2002). Also, modeling should be involved in the context of assessment education in that this type of experiential learning allows teacher candidates to experience high-quality assessments and assessments that support their own metacognitive development and to help them to unlearn their negative conceptions of assessment (James & Pedder, 2006; Harlen & Gardner, 2010). Hamodi et al. (2017) investigated whether the promotion of formative assessment by the training staff during the initial training program impacted teacher candidates' practice in the profession. The participants reported to value the formative assessment practices and greatly learned from the small number of modules in which there was a focus on this type of assessment. The study concluded that teachers tend to put into practice what they were given the chance to *experience* [emphasis added] rather than the ones they *were told* to do [emphasis added]. Finally, teacher candidates' prior beliefs on assessment should be considered by the teacher educators because only when the teachers make assessment an essential part of their professional development and reflect on unexamined assumptions about what makes an assessment useful can they

make learning taking place in their classrooms (not only in the tests) visible to students, parents, and administrators (Graham, 2005).

In their multi-context study, Pastore and Andrade (2019) aimed to propose an improved model of assessment literacy. They worked with experts from Italy, the US, Canada, the UK and Europe, Australia, and New Zealand to determine a detailed three-dimensional model of assessment literacy – conceptual, praxeological, and socio-emotional knowledge. The researchers note that their study did not reveal something new in the assessment research, but it confirmed that there is a need for a comprehensive model rather than a mere definition of assessment literacy. They put forward an adaptive model, which necessitates the ability to apply knowledge and skills in different educational settings in a responsive and flexible way. The model is also dynamic, in that it assumes new skills and knowledge emerge as institutional policies and teachers' professional needs change over time. This study is significant as it added the socio-emotional and conceptual aspects of assessment to the understanding of assessment literacy – it was the skills and knowledge that received attention.

2.2.1.1. Studies on Assessment Literacy in the Turkish Context

Research studies conducted in the Turkish context point to less sophisticated assessment literacy levels among pre-service teachers from various fields such as language, science, and mathematics. Şahin and Soylu (2019) explored the assessment knowledge of pre-service mathematics teachers. Through an open-ended literacy test, interviews, and observations, the researchers collected data from all four grades, i.e., first-, second-, third-, and fourth-year teacher candidates. The researchers concluded that although the participants' assessment knowledge increased in proportion to their class levels, their knowledge levels were found to be insufficient. The study also revealed that the participants reported that they find traditional approaches more beneficial than the alternative assessment approaches. İzci et al. (2018) investigated the assessment literacy of teacher candidates from middle school mathematics, Turkish, and computer and instructional technology teaching programs of one faculty of education. Their results revealed that the assessment literacy levels of teacher 3rd and 4th-year candidates in their study were low. The study also revealed that there was not a relationship between the teacher candidates' assessment self-efficacy beliefs of the participants and their assessment literacy beliefs, which points to a discrepancy

between their beliefs and their literacy levels. Koç and Bulut (2020) investigated the assessment literacy of science pre-service teachers from seven different faculties of education. They used the Turkish version of the Assessment Literacy Inventory by Mertler and Campbell (2005). Their findings pointed to low levels of assessment literacy. The study also revealed that the literacy levels of the teacher candidates from the seven different faculties of education were statistically significantly different from each other. This finding, according to the researchers, could be related to the socio-economic features of the university and the availability of opportunities outside the university, such as additional courses.

In her study, Şahin (2019) explored the pre-service language teachers' assessment learning. 21 teacher educators teaching the testing course at different universities reported that while determining the content of the course, they resort to the CoHE's description and the commercially available language testing books, and sometimes they directly follow their contents. They also reported to refer back to their experience in the testing course in their own undergraduate years. Students' negative assessment experiences as students in the past and their pre-conceived views lead teacher candidates to get demotivated to learn the content of the course. Their awareness regarding the reality of their future careers in that their assessment experiences with assessment will be limited to multiple-choice tests and fill-in-the-gaps tests prevents them from appreciating the formative assessment component of the testing course. The participants who reported that the assessment course was insufficient resorted to the following to compensate for this: do further reading from different sources; examine ready-made exams; observe their mentor teachers' use of assessment tools in the practicum course; ask their peers for feedback for the tests they prepared; try to fill the gaps through other courses.

Similarly, Kavaklı and Arslan (2019) explored the assessment literacy of pre-service language teachers. They utilized Volante and Fazio's (2007) *Assessment Literacy Survey*. The researchers also collected qualitative data through open-ended questionnaire items. The findings pointed to unsatisfactory levels of assessment literacy levels among the teacher candidates, i.e., they do not find their levels of assessment literacy to be sufficient. They also noted the inadequacy of practicum courses in equipping them with the necessary assessment skills.

2.2.2. Assessment Conceptions and Preferences

The term *conception* refers to the organizing framework that enables an individual to understand, respond to, and interact with a phenomenon. And understanding the meaning that teachers attach to assessment policies and professional development could serve beneficial for them to be successful. In addition, teachers' conceptions are influenced by the way they view teaching, learning, assessment, curriculum, and efficacy. Just like educational processes do not stand in isolation, conceptions of one process do not exist in isolation from the conceptions of other related processes (Brown, 2004; 2008). Thompson (1992) suggests that *conceptions* can be viewed as a more general mental structure which involves "beliefs, meanings, concepts, propositions, rules, mental images, preferences and the like" (p. 130).

It has been reported in the literature that teachers develop conceptions of assessment throughout their experiences as students (Pajares, 1992; Lortie, 1975). This is especially important in pre-service teacher education programs (Lopez-Pastor & Sicilia-Camacho, 2017). Teacher education programs have a varying degree of success in changing these beliefs – many programs have little effect on the beliefs of teachers entering the teaching profession, while there are some programs that manage to build on the strongly held beliefs (Wideen et al., 1998). If the professors cannot put teaching/assessment practices themselves in their own classrooms, they should discuss them so that the teacher candidates have the knowledge of them. In pre-service teaching education, "assessment is not only a methodology but is also part of the learning content" (Lopez-Pastor & Sicilia-Camacho, 2017, p. 89).

Their conceptions of assessment affect teachers' decision-making processes about assessment and how to use the information they obtain from assessment. Exploring teacher educators' conceptions of assessment is of great importance as without doing so, it will be a real challenge to leverage teacher education programs to effectively prepare teacher candidates for the assessment responsibilities of their profession: "[t]oday's teacher educators need to recognize that, when it comes to preparing teachers, assessment literacy should rank as a seriously close second to instructional proficiency" (p. 270). Teacher educators play a key role in teacher candidates' professional development by supporting and challenging them (Livingston, 2016).

Therefore, knowing who these teacher educators are is crucial and we need to consider “how [their] philosophy, ideology, experience, social identity, and pedagogical expertise affect the implementation of a particular practice” (Sharkey, 2018, p. 17).

Pre-service teachers and practicing teachers alike view assessment based on their previous knowledge and predetermined attitudes and beliefs (Bliem & Davinroy, 1997; Brown, 2008; Craig et al., 2013; DeLuca & Klinger, 2010; Deneen & Brown, 2016). As Hill et al. (2011) and Levin and He (2008) note, these conceptions and attitudes are reflected in pre-service teachers’ learning about assessment, as well.

Another factor that affects teachers’ assessment conceptions is their own negative experiences with assessment. Xu and Brown (2016) revealed that such experiences lead to poor assessment literacy. Their preference to use the same assessment types they were assessed by could also be linked to this – they do not have an alternative paradigm to guide them to use other types of assessment (DeLuca et al., 2013). Or, as Sheehan (2020) reported, they report not to use the same methods they were assessed by because their negative experiences in their own schooling taught them what *not* to do and they deliberately chose not to do the same things. This takes time to be able to do successfully, though. Only when they get experienced do they start to try different things. The participants of the study emphasize two things to deal with assessment-related issues: experience and continuous professional development courses.

2.2.2.1. Studies on Assessment Conceptions and Preferences in the Turkish Context

As noted earlier, teachers develop their conceptions of assessment through their experiences as students, which puts teacher training programs in a vital position. In the Turkish context, the studies conducted by Yetkin (2017) and Yüce (2015) with pre-service teachers in English language teaching training programs revealed that their assessment conceptions agree with the conception of improvement, which indicated that they use assessment as a means for improvement of learning. Following this came the conceptions of school accountability and student accountability. These two concepts mean that the pre-service teachers view assessment as indicators of school success and certification of student learning. Still, however, they view assessment to be irrelevant, indicating that assessment is “irrelevant to teaching, something bad for

students and inaccurate” (Brown, 2002, p. 93). One possible reason why the participants viewed assessment as irrelevant could be their lack of sufficient training about the importance of assessment techniques (Vardar, 2010).

Another aspect of assessment conceptions of teacher candidates could be the impact of the Assessment and Evaluation course, which is mandated by the CoHE. One such study was conducted by İzci and Caliskan (2017) who explored the conceptions of pre-service teachers from middle school mathematics, Turkish language, and computer and instructional technologies departments before and after taking the Assessment and Evaluation in Education course. No change was observed between the scores obtained before and after taking the course, the teacher candidates agreed most with the improvement conception, followed by student accountability and school accountability, which means that students, schools, and teachers are accountable for student learning.

Considering the impact of their experiences as students on their assessment conceptions, which assessment types teacher candidates experience and prefer could be an indication of which of these they may want to use in their future professions. In their study, İzci and Caliskan explored the assessment conceptions and task preferences of the pre-service teachers. The conceptions of the pre-service teachers did not change after they took the Assessment and Evaluation in Education course (except for the irrelevance conception), but their choice of assessment tasks changed. In the study, the participants were asked which assessment tasks they would like to use in their profession, and the findings showed that after completion of the course, they reported that they would want to use open-ended questions, performance tasks, rubrics and portfolios to assess their students’ learning. Ozbası (2019) explored the assessment preferences of pre-service teachers in eight different programs of two different universities, and his findings revealed that their number-one preferred assessment type (among 13 types) was oral exams, followed by open-ended questions, written assignments, frequent quizzes, and the least preferred type was multiple-choice tests. Karaduman and Yelken (2020), however, presented a different picture: Their analysis of assessment preferences of pre-service teachers revealed that the participants preferred assessments with selected-response items, except for one department. Regarding the role of students in assessment, the teacher candidates from the primary

school teaching reported to prefer assessment types such as peer-assessment and self-assessment, which allow students to share the responsibility of assessment. The researchers concluded that there are several factors that might affect assessment preferences, so further qualitative studies should be conducted on the reasons behind these preferences.

2.2.3. Fairness

Fairness in assessment, in a traditional sense, refers to giving students equal opportunities to show their abilities, and in a more contemporary sense, it refers to students' receiving reasonable grades reflecting their own performance and not other extraneous factors (Carless, 2015).

Nisbet and Shaw (2019) and Worrell (2016) inform that there has been an emphasis on fairness, and there has been a move from the Big Two, being validity and reliability, to the Big Three – validity, reliability, *and fairness* [original emphasis]. There are four senses in which fairness can be examined in relation to educational assessment. The first one is the formal sense, which means that assessment is done accurately and it is appropriately applied considering rules and designs. The second one is implied contractual sense, which means assessment should meet the legitimate expectations of the ones that are affected by it. Failure to meet expectations leads to the examining body's being accused of being unfair in the contractual sense. The third sense is relational, which means that the distinctions made between the achievement levels or test takers should be based on relevant criteria – not things like race or gender, for example. The fourth sense is retributive, which means assessment is fair if it is appropriate for what has gone before – the outcome of an assessment is deserved and thus justified. Among these, Nisbet and Shaw (2019) note that many of the discussions on the fairness/unfairness of exams revolve around the contractual sense and relational sense.

The word fairness suggests that assessment is impartial, it is not prejudiced, and it does not favor any parties involved, which means that when we say a test is fair, it is comparable from person/group to person/group. This takes us to the principle that the basis of test fairness is comparable validity, which is called the *raison d'être* of assessment (Willingham, 2016).

Sambell et al.'s (1997) study revealed that assessment has a positive effect on their learning and it is fair when it

- relates to authentic tasks
- represents reasonable demands
- encourages students to apply knowledge to realistic contexts
- emphasizes the need to develop a range of skills
- is perceived to have long-term benefits
- rewards genuine effort, rather than measuring luck
- rewards breadth and depth in learning
- fosters student independence by making expectations and criteria clear
- provides adequate feedback about students' progression
- accurately measures complex skills and qualities, as opposed to an over-reliance on memory (pp. 365-366).

Pereira et al. (2021) explored how Portuguese university students viewed the assessment practices they experienced in their programs. Their survey study revealed that the students benefit from both summative and formative assessment, thus leading the researchers to conclude that students develop their knowledge in the field through a combination of both alternative and traditional assessment methods. The analysis found a negative correlation between a preference for alternative methods and a preference for traditional methods. The researchers' view regarding this was noteworthy: As alternative methods are dependent on teachers' judgment; the risk of unreliable scoring is quite probable. When this is the case, students' preferences for traditional methods tend to rise. The students in the study reported the traditional assessment to be unfair. This might be because when students can show their own abilities through alternative assessment, they view the assessment as fair. Interestingly, the study could not reveal large differences across disciplines, age groups and years of study. This was attributed to the competitive university entrance exam system that relies on traditional assessment methods.

According to Flint and Johnson (2011), an in-depth analysis of the situation from the students' perspective revealed three significant points: First, group work and examinations were found to be the most problematic and potentially unfair forms of assessment tasks. Second, they reported to feel frustrated when the teachers' expectations are not clear and when they did not understand what criteria would be used to judge their work. Third, they reported that they find it unfair when they receive

little or no feedback on their work, even if their grade was good.

Another study that investigated how students rate the fairness aspect of the assessment processes they go through is by Sonnleitner and Kovacs (2020). The researchers tried to explore fairness from a procedural and pragmatic perspective. They implemented the *Fairness Barometer* that they developed (see Table 1 below).

Table 1

Teacher Version of The Fairness Barometer (Sonnleitner & Kovacs, 2020)

Informational Fairness	
1	The content of the exam is announced on time.
2	My students know what criteria are used to assess oral exams.
3	My students understand their own grades on oral exams.
4	My students know what criteria are used to assess written exams.
5	My students understand their own grades on written exams.
6	If students ask, I will explain their grade to them.
Procedural Fairness	
7	I am open to comments about my grading system.
8	Grading criteria are applied equally to everyone in the class (unless there is a justified exception).
9	Students' current achievements are graded independently of the grades they have had in the past.
10	The oral exams in class include enough questions for students to show what they know and what they can do.
11	The written exams in class include enough questions for students to show what they know and what they can do.
12	During written exams I allow enough time to complete the given questions/tasks.
13	The questions/tasks included in exams are an accurate reflection of the material that has been taught in class.
14	The difficulty of exam questions/tasks is appropriate.
15	The exams only test material that has been taught in class.
General Ratings	
16	How strong do you think your students' interest in this school subject is?
17	How fairly do you think you grade student performance in this subject?

As seen above, the Barometer included statements related to Informational Justice (the extent to which assessment and grading criteria are shared and communicated to the students in a timely manner) and Procedural Justice (whether clear assessment standards are followed and communicated to the students). The majority of the students reported that most of their teachers' assessment behaviors were fair. The problem area was the oral exams; the criteria used in those assessments were not

clearly communicated to the students, and they were seen to be too short to demonstrate students' abilities.

2.2.4. Academic Honesty

In this part, issues of cheating, assignment outsourcing and contract cheating, and plagiarism will be discussed.

2.2.4.1. Cheating

The problem of student cheating at the tertiary level is not a new phenomenon. What counts as cheating is not so easily defined. In their article, Franklyn-Stokes and Newstead (1995) note that taking unauthorized material into an exam is a generally accepted form of cheating. Looking at a friend's paper may be acceptable for a coursework assignment, but this behavior is forbidden in a formal exam. There are also cultural and institutional differences in whether a particular act counts as cheating. The paper reports that allowing coursework to be copied, paraphrasing without referencing, inventing or altering data, inflating marks during peer assessment, and copying a peer's work are among the most commonly observed cheating behaviors. The reasons behind these behaviors were reported to be time pressure and students' desire to get higher grades. Age and education level were also reported to be a factor – older students or students in later years in their higher education are less likely to resort to dishonest acts.

There are two reasons why students cheat. First, students view cheating as something excusable when the content is not taught well or assessed through unengaging tasks, and second, students cheat more when they can remain anonymous in large classes or when there are generic assessments that do not change over the years (Carless, 2015). Peer cheating is also reported to be a factor, in that seeing peers do it leads to rationalization of the act (Ives et al., 2017).

Commercial cheating involving a large number of websites offering services in different languages and currencies is becoming a serious issue. Contract cheating or outsourcing assignments were always included in the studies that utilized cheating surveys, but there were only one or two questions on the matter. Therefore, Awdry

(2020) attempted to do an international study on the matter. She notes that outsourcing assignments could be done in several ways: through essay bidding services, contract sites, or peer-sharing sites (formal outsourcing) and by getting completed work from other students, friends, or family members (informal outsourcing). The websites serve students for a price, and they are advertised on students' social media feeds or during their search engine usage. There are even review websites that make suggestions on which one(s) to prefer. Awdry also recommends that universities should consider the three dimensions of assignment outsourcing (**method** – formal vs. informal, **mode** – by paying or for free, and **purpose** – edited before submission or submitted as their own) and have clear definitions of acceptable behaviors. Another suggestion made in the paper is that the term *contract cheating* should be considered as a sub-section of assignment outsourcing.

2.2.4.2. Plagiarism

The concerns regarding the rising levels of plagiarism around the world and the severity of cases of student plagiarism have been widely discussed (Carroll, 2009; Park, 2003). Carroll (2009) reports that about ten percent of students have parts in their submitted work that are not their own because they cut and pasted others' words or paraphrased badly. Similarly, Walker (2010) reported that in a New Zealand University, about 25 percent of students plagiarized in their work, and ten percent of these were considered to be severe cases. The study also revealed that male students' works were slightly more plagiarized, and international students had higher rates of plagiarism. Interestingly, the research study revealed that Turnitin, the software designed to identify plagiarism, did not deter students from doing it. Walker concluded that this could be due to the fact that the university did not have a clearly defined policy and terms regarding any sanctions that would be imposed on proven plagiarism.

Similar findings have been reported from the Turkish context. According to the findings of Ünal and Uçak (2017), students get involved in unethical behaviors even though they are familiar with plagiarism. The striking finding in this study was that over 75% of Turkish participants of the study reported that they first learned about plagiarism at university, while the participants from the University North Carolina at Chapel Hill School of Information and Library Science got to learn about the concept at the secondary school level (over 60%). The study reported that the students resort

to unethical behaviors due to such reasons as not being sure of what counts as plagiarism, lack of strict policies to punish plagiarism or lack of a warning mechanism at their university, and professors' inability to identify plagiarized work. Interestingly, university's passive role in preventing plagiarism was reported to be a bigger problem by participants from Hacettepe University.

Ersoy and Özden (2011) found out that over 60% of the participants enrolled in a pre-service teacher education program believe that it is acceptable to use assignments or sources available on the Internet without referencing them. The reasons behind this were reported to be related to the academic staff offering the course in that they assign the same assignment every year; they do not explain the criteria and inform the students about how to access and use sources properly. The students suggested that if the instructors announce that they will check whether the assignment is plagiarized and if they inform the students regarding any implementation of punishment if their work is found to be plagiarized, their attempts to resort to dishonest behaviors could be reduced. The study also revealed that the students were not knowledgeable about plagiarism detection tools.

Another study with similar suggestions was done by Topçu and Hidayet-Gürer (2019). The participants in the study were students at state, and private universities in Istanbul. The students reported to have superficial knowledge about plagiarism and they do not know much about its legal side. Interestingly, the students reported that they do not consider plagiarism to be a serious crime. They expect the instructors to provide them with education on the matter and increase their awareness.

Kocaman Karoğlu and Bakar-Çörez (2020) investigated the relationship between university students' metacognitive learning strategy use and academic e-dishonesty (i.e., use of ideas and information without referencing them in scientific and academic studies). The researchers collected data from university students. The study notes that the Internet makes it easy to plagiarize as it makes knowledge easy to reach. The analysis of the survey data revealed that there is a negative correlation between students' e-dishonest behaviors and their metacognitive strategy use. This means that students who can plan their work well and monitor their own learning processes do not resort to such behaviors. The major factor here is time, as when the students do not

plan well, they feel time-pressured and resort to e-dishonest behaviors.

The phenomenological study by Deniz (2020) investigated the faculty's view of student plagiarism. The faculty members who participated in the study taught in the education faculties of three different universities. They listed the following as the reasons for students to plagiarize: they do not have a proper background as to how a research study should be conducted; students lack the necessary knowledge in the field to be able to conduct a good research study; there is not sufficient amount of control over plagiarized work; there is not a proper protocol to penalize the students who plagiarize; students' belief that they will not be caught; students' fear of failure; time pressure to complete the assignments. Most of the faculty reported to use plagiarism detection tools for theses but not that often for assignments. It was also reported that after the faculty started to use plagiarism tools, students started to have problems with the writing quality of their papers – the readability suffered as the students tried not to plagiarize. Finally, the faculty members listed the following as some barriers to the prevention of plagiarism: the faculty do not care; academic traditions; faculty do not know how to deal with plagiarized work; a large number of students; and students' lack of knowledge. The suggestions from the faculty were to provide training on the topic; students' work should be checked for plagiarism and provided feedback; there should be an effective prevention system.

Noting that the scope of dishonesty is expanding, the survey study by Şendağ et al. (2012) informs that students in education and social sciences resort to dishonesty less frequently than the ones in engineering and physical sciences. Students who were at the beginning of their education (i.e., freshmen year) resorted more to dishonesty than graduate-level students. In their study, academic dishonesty involved *fraudulence* (e.g., fabricating information or selling academic work online, etc.); *plagiarism* (using works of others without acknowledging); *falsification* (e.g., distorting original ideas by paraphrasing); *delinquency* (e.g., submitting same assignment in different courses) and *unauthorized help* (having others prepare your assignments).

2.3. Impact of the Covid-19 Pandemic

The pandemic affected tertiary education drastically. The way education was offered and the way assessment of learning was done had to be changed. Both the faculty

members and students needed to take action to deal with the difficult circumstances they were in and continue teaching, doing assessment and learning.

Higher education institutions around the world had to make a quick and unprepared transition to online education and assessment due to the Covid-19 health crisis. To determine the effect of this transition on student learning, Daniels et al. (2021) conducted a study at a Canadian university under two conditions: retrospectively about the pre-covid-19 period and about the remote teaching period. The analyses revealed that students' achievement goals and behavioral, emotional, and cognitive engagement levels decreased during the remote learning period. However, their levels of concern for cheating increased. The factor that was found to affect the students' perceptions regarding cheating was class size, in that the larger the class size, the more concerned the students reported to be.

Turkish universities also witnessed the same mandatory remote teaching transition after the World Health Organization declared the coronavirus outbreak a pandemic in February 2020. In mid-March 2020, classes ended and universities continued their education online – synchronously or asynchronously. The exams were also administered online. Elçi (2021) investigated any contributions made by this transition to distance education and how it can be improved by using a survey design (online survey). Many of the participating faculty members noted that their digital skills and competencies improved during the process.

Another improvement was that faculty members updated and improved the quality of their lecture notes. They also reported to get more experienced in using distance education tools. The participants noted that they needed further their material design skills, in that they wanted to create more interactive materials with graphic elements. The study also reported that there are faculty members who are not in support of distance education as they do not find online education sufficient, and they find face-to-face education irreplaceable. The participants also noted the increased workload on their part. They also emphasized that assessment cannot be done effectively with homework or project-based assessment methods because students only submit copied and pasted assignments. The study highlighted the need for predetermined strategies to have a sustainable learning and teaching process.

Another study investigating the affective influence of distance education on university lecturers' performance was by Kaqinari et al. (2021). The study investigated the attitudes to technology use in education and online teaching self-efficacy of lecturers from four European universities (from Switzerland, Germany, the UK and France). Among the four, the university in the UK reported that a significant amount of educational technology use was already in place. The German university showed a remarkable improvement in their use of technology compared to France and Switzerland. The study showed that the use of technology before the pandemic contributed to the use of technology during the pandemic. Online teaching self-efficacy was one of the predictors of technology use – the higher the efficacy score, the better lecturers could handle technology use in their teaching.

Daumiller et al. (2021) investigated the views of faculty members with regard to “the perceived threat (e.g., being concerned about problems that could arise from the shift from face-to-face to online teaching), perceived usefulness for competence development (e.g., finding the shift helpful to learn and increase professional competences) and perceived positive challenge (e.g., experiencing feelings of confidence and capability concerning meeting the demands tied to the shift)” (p. 2). In the case that the faculty view the experience as something threatening, they may be able to cope well with the situation, but their concern levels could increase. This could, in turn, may lead their burnout levels to rise. As a result, the faculty may go for asynchronous teaching rather than the synchronous one, which is the less effective alternative.

2.4. Culture of Assessment

2.4.1. Definition and General Features

Banta and Associates (2002) define *assessment culture* as the deeply embedded values and beliefs collectively held by members of an institution that influence assessment practices on their campus. It is the primary system on which the assessment practices, values, and practices that direct the way in which a community in an institution discusses, theorizes, and practices assessment are based. It is the system of thought and action reinforcing what “good” conduct of assessment looks like at an institution.

The present study follows Fuller and Skidmore's (2013) definition "institutional contexts supporting or hindering the integration of professional wisdom with best available assessment data to inform decisions that lead to improved student outcomes for decision making purposes" (p.10). Evolving from a broad focus on philosophical foundations, assessment culture now refers to assessment practices suggestive of institutional cultures of assessment. According to Kuh and Whitt (1988), *culture* is the established way a group understands itself and its shared values. The beliefs and meanings are deeply embedded, and they are not easily changed. The culture of an institution points to the way it presents itself to others and to itself. *Climate*, as Peterson and Spencer (1990) inform, is more changeable and refers to current understandings and attitudes rather than deeply held meanings, beliefs, and values. Both *culture* and *climate* affect the way institutions operate and the way those who act in them behave.

It is important to note that the meaning attached to assessment is not the same in the minds of different parties involved (i.e., students and teachers); in other words, the meaning emerges in a taken-as-shared manner. To illustrate, a teacher may follow a standard rubric to provide her students with feedback on their work but she may need to introduce various forms of differentiation of assessment. For instance, she may prefer to have a discussion with a particular student to understand the difficulties the student has encountered; she may suggest that two other students provide one another feedback to revise their work; she may work with another student who has trouble using the standard materials with a help-sheet she simplified. The thing is that all these are necessary to provide assessment *for* learning; however, students, quite possibly, see them as deviations from the normal procedures. When this occurs, the teacher may need to find ways to come to the same ground with the students on the understanding of 'fairness' versus 'favoritism.' Thus, it would be fair to say that assessment culture is not a fully stabilized concept (Allal, 2016).

Culture of assessment can be explored as one-sided as in a meaning making approach to the complex learning processes taking place at a higher education institution. Or it can be seen as something that is affected by such factors as accountability, accreditation, the reputation of the institution, and the university's rankings. However, it is worth noting that assessment practiced for accountability or accreditation purposes might be practiced very differently than assessment practiced with a focus on

supporting student learning and instruction.

Institutions do possess a culture of assessment, even if they are not aware of it (Fuller et al., 2015). A mix of culture types and subcultures within an organization is not uncommon. Having more than one dominant culture coexisting within an organization causes difficulties (cultural clashes) in coordinating and integrating organizational change, which is common as well (Cameron & Quinn, 2011). The critical importance of these subcultures and their relationship to assessment culture is that considerable differences in opinion may exist among faculty, professional staff, and administrators on the significance of assessment in general. A strong culture of assessment is reported to increase student involvement and improve learning. However, a strong assessment culture *can* be detrimental, especially when it only considers external mandates. Thus, it would be beneficial to consider an array of cultural typologies and forms, and therefore, explore “cultures” of assessment in order to see any potential effect of contextual factors on how and why assessment practices are done in higher education (Fuller & Skidmore, 2014).

2.4.2. Types of Assessment Cultures

The scholarship of assessment identified three cultures: (i) a culture of student learning, (ii) a culture of compliance, and (iii) a culture of fear (Skidmore et al., 2018).

2.4.2.1. Culture of Student Learning

Birenbaum (2014; 2016) makes a distinction between two cultures in the measurement of achievement. In these two studies, she aimed to analyze school culture through an assessment lens, varying from grading-oriented *testing culture* to a learning-oriented *assessment culture*. In her conceptualization, holders of assessment culture (AC) mindset value learning and believe that deep learning is the goal; believe that assessment should facilitate rather than track learning and should inform instruction; believe assessment should take the form of a dialogue with the learner; believe self-regulated learning can be facilitated through assessment; value diversity, believing that multiple perspectives and solutions are desired; and believe that modesty on the part of the assessor is essential, considering the complexity of learning. By contrast, holders of testing culture (TC) mindset believe that assessment is all about making the

grade; assessment is mainly for accountability; standardization is a desirable feature of assessment; the assessor knows best; hence they undervalue students' participation in the assessment process; in assessment one size fits all and it should avoid circumstances that lead to uncertainty, and ability is fixed, so low-achieving students cannot do much anyway so providing low-quality instruction and assessment practices is acceptable.

Schools with an *AC mindset* attribute their success or failure to causes within their control, which means they show an internal locus of control. In AC schools, the dominant characteristic of classroom culture reflects constructivist instruction, learning, and assessment, which are student agency, focus on higher-order thinking skills, reflection, tolerance of errors, and collaboration. They are also resilient to external demands; they comply with accountability demands, but they do not allow them to dictate their agenda. Finally, in AC schools, principals consider themselves pedagogical leaders, facilitate teachers' professional development, and they allow teachers to assume an active leadership role.

In schools with a *TC mindset*, the classroom climate is highly competitive; there is no tolerance for errors, and students obey what is required of them because they want to get good grades. In TC schools, there is a more centralized structure and autocratic leadership; teachers have fewer opportunities to participate in decision making and assume leadership roles. The management is outcome oriented and prefers to invest in ranking and comparing students' grades, which leads to excessive testing, and teachers spending too much time grading tests. Segers et al. (2009) offer a framework (See Figure 1 below) to explore the *assessment culture* in comparison to *testing culture*.

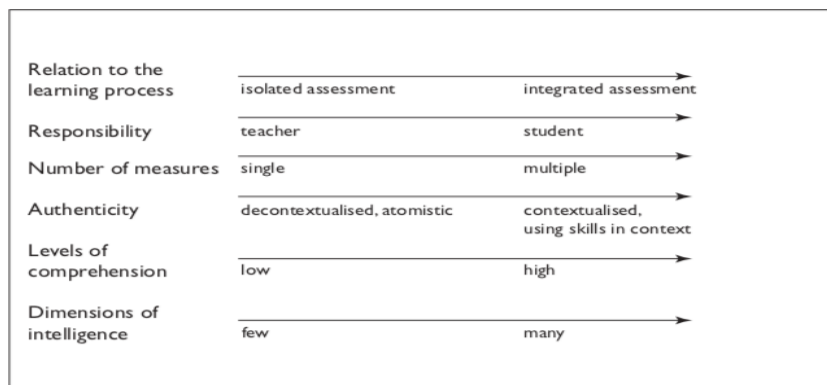


Figure 1 Characteristics of Assessment Culture (Segers et al., 2009)

As seen in the figure, in this framework, the first consideration is assessment's relation to learning. It is stated throughout this review that assessment could affect learning positively when it is congruent with instruction and when it is aligned with student learning, and its power as a tool for learning rises. This alignment of learning, instruction, and assessment is not easy to achieve when assessment is done at the end of the learning process, which requires integration. This calls for an assessment *for* learning rather than *of* learning. The second aspect is responsibility: whether students can take an active role in the assessment of their achievement or whether they can practice self-assessment, reflect, collaborate, or have dialogue with the tutors. Third, the number of measures determines whether a single score is given or a profile (with multiple assessment sorts) can be generated for a learner. Next, the nature of tasks determines the authenticity of assessment, in that interesting, meaningful, challenging, and engaging tasks or tasks that are similar to real life are suggested for increased authenticity. The fifth dimension focuses on whether only low levels of comprehension are assessed or there is an attempt to assess higher-order skills, as well. Finally, the sixth aspect considers whether the assessment of students' metacognitive, social, and affective learning outcomes is reflected in assessment.

2.4.2.2. Culture of Compliance

Regarding the cultures of compliance, Fuller et al. (2016) note that this type of culture is the opposite of a culture of student learning. The definition that Harvey and Knight (1996) give states that compliance culture values compliance with rules and regulations, and adhering to the mandates, regulations, laws, or policies is important. As Skidmore et al. (2018) suggest, complying with the required standards is not necessarily damaging to assessment activities. The problem starts when compliance becomes the sole motivation behind it. Similarly, Abbate (2010) warns against making meeting regulations a priority and abandoning supporting excellence and achieving measurable progress in the name of following procedure.

2.4.2.3. Culture of Fear

In a culture of fear, feelings of stress and frustration are involved. In this regard, Fisher (1994) notes that the demands of academic life may surpass the academicians' capacities to fulfill these demands, which in turn leads them to feel that they lose their

personal and professional control over assessment. Skolnik (2010) points to the necessity of commonly-accepted disciplinary norms. Academic staff members, especially the new ones, are scared that their innovative approaches to learning, teaching and research could be oppressed by the senior faculty members or the administration. The other aspect that triggers fear in the academic staff is the possibility of losing their academic freedom. Such scholars as Fendrich (2007) and Katz (2010) noted that assessment has the potential to constrain the academic members' innovative capacities to teach. A word of caution is needed here regarding these two aspects: First, it is possible that the studies where the scholars investigated assessment culture could be referring to assessment of outcomes at the program level rather than individual students, and, second, the terms "assessment" and "program assessment" were used interchangeably.

2.4.3. Factors Influencing Assessment Culture

An institution's values, any pressures inflicted on it, and how the faculty members, administrators, and students view learning are all reflected in how assessment is done in an institution. As Courts and McInerney (1993) and Astin and Antonio (2012) put it, which approaches to assessment are adopted, adapted, or created are all an indication of what assumptions are made about the nature of learning and what roles students and faculty have in this. Here, it is important to note that as the faculty members do not have the authority and the capacity to make changes to assessment policies, assessment cultures are mainly directed by administratively-driven functions or resources (Skolnik, 2010). Fuller et al. (2016) did an iterative literature review and identified the following themes that are reported to be interacting in various ways and to be influential on assessment culture:

Table 2

Components of Assessment Culture (Fuller et al., 2016)

Component of Assessment Culture	Definition
belief systems	mutually agreed upon principles of assessment reinforcing what is valued or prioritized in organizational assessment practices

Table 2 (Cont'd)

messages and language	verbal and nonverbal cues that convey shared meaning conveyed through linguistic structures such as language, stories, rhetoric, or paralinguistic and visual cues such as artifacts or symbols
observed behaviors	acts, events, efforts, meetings, and observable behaviors of group members or individuals around assessment activities
observed structures	organizational roles/positions, titles, policies, tangible resources (e.g., databases) designed to conduct assessment
student and other outcomes	sustained activities and assessments directly linked to student learning and development throughout their college education

Then, the researchers developed a questionnaire around these themes. In their study, the questionnaire was completed by university assessment directors, whose responsibility is to support faculty and engage in assessment efforts. The analysis of the questionnaire revealed the following as factors that make up the culture of assessment (sample items from the questionnaire used in the study are given in parentheses):

- faculty perceptions (e.g., The majority of faculty members do not care about assessment.)
- use of data (e.g., Assessment data are regularly used in official campus communications.)
- sharing (e.g., Assessment results are not regularly shared with faculty members.)
- compliance or fear motivators (e.g., Assessment is an exercise primarily for compliance purposes.)
- normative purpose of assessment (e.g., Assessment processes yield evidence of our campus's effectiveness. / The purpose of assessment is clearly understood on this campus.)

The researchers noted that if the assessment culture(s) present in an institution is explored via this instrument, and if the administrators can see that the faculty do not feel threatened by assessment, faculty may be asked of their opinions regarding assessment through different means of communication. Similarly, the instrument can guide them to make improvements or changes to the institutional practices in order to improve the sharing mechanisms. Determining whether there is a culture of

compliance or fear in an institution could help eliminate it. Finally, identifying the normative purposes of assessment could help to make assessment a normal part of an institution with a shared language, messages communicated in the culture.

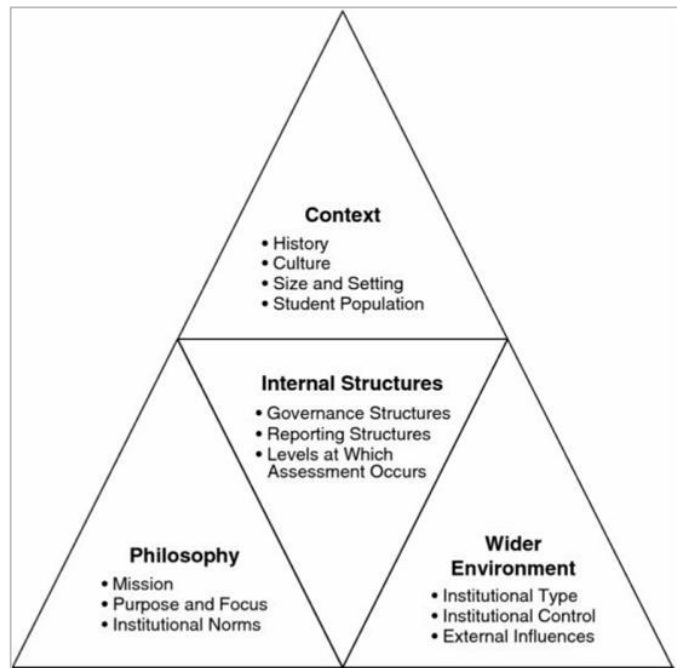


Figure 2 Factors Influencing Organization of Assessment
(Kuh et al., 2015, p. 300)

Kuh et al. (2015) investigated the various factors that influence the organization and design of assessment activities, which make it challenging to organize assessment (See Figure 2 above). As seen in the figure, there are four critical institutional factors, namely, philosophy, context, internal structures, and wider environment, that influence the organization of assessment and serve as boundary markers. In the wider environment, the external factors refer to factors such as state mandates or accreditation procedures. Regarding the philosophy behind assessment, the way assessment is planned is affected by institutional norms, whether assessment is done in a general education or in a co-curricular program, and with what purpose and focus it is done. Third, in terms of context, institutions' history with assessment and its culture impact how institutions undertake assessment. Finally, as internal structures, the size of the institution, its mission statement, the number of students studying there, the reporting structures should also be considered among the factors that lead institutions to do assessment in certain ways.

2.5. Summary of the Literature Review

This study aims to explore the assessment culture(s) in the Faculty of Education at METU and to understand how METU Faculty of Education presents the deeply embedded values regarding assessment and how it encultures the teacher candidates' assessment beliefs.

The review done here reveals that doing assessment solely for certification and grading purposes is of little help for the students improve their learning. Assessment *for* learning, which aims to promote student learning through feedback, though, requires teachers' knowledge and experience to conduct. It is also noted that it may not be so easy to distinguish it from assessment *of* learning.

Another significant assessment-related concept is assessment literacy. Assessment literacy is more than a knowledge base: It also involves teachers' conceptions, macro socio-cultural and micro institutional contexts, their professional learning, and identity as assessors. The noteworthy point is that the studies conducted in the Turkish context, the assessment literacy of pre-service teachers, which is taught in a specific standalone assessment course, is not at desired levels. Two other significant assessment-related aspects are fairness and dishonesty. Fairness is not limited to receiving fair grades, but it is also associated with students' views that they see assessment as fair when they can show their real skills and knowledge.

Finally, the way assessment takes place in teacher education programs is especially important because the origins of teacher belief systems stem from their experiences of schooling. In addition to their 12 years of formal schooling in primary and secondary levels, teacher candidates are exposed to more assessment in teacher education programs (Pajares, 1992). This means that they start the profession with a considerable life-experience of their profession. Understanding how prospective teachers' assessment beliefs and conceptions shift from these existing ones to those that they will hold as practicing teachers is of critical importance (De Luca et al., 2013; Graham, 2005).

Defined as deeply embedded values and beliefs, assessment culture has not received enough attention from researchers. The concept does not necessarily refer to the beliefs

that led to good assessment practices only, but also to the ones hindering the effective integration of assessment data. Also, there may be a mix of cultures in an organization, or a strong one that could be beneficial (when it promotes student involvement) and detrimental (when it only serves external mandates like accreditation). Assessment culture involves students, professors, and administration, and it is possible to explore it by looking at its relation to learning (isolated versus integrated), whether students have responsibility or given a role in the assessment processes, whether there is a single grade or there are multiple measures, how authentic or meaningful assessment is conducted, whether learning is assessed deeply and whether metacognitive and affective outcomes are assessed as well as cognitive outcomes.

Thus, this study is an attempt to fill a gap in the literature with regard to the exploration of assessment culture(s) of a Faculty of Education in an education system which is dominated by a high-stakes testing culture.

CHAPTER 3

METHODOLOGY

*To change individuals, we must change culture;
to change culture, we must change individuals.*

Wangaard and Stephen (2011, p.7)

3.1. Overall Research Design

This study aims to analyze the questions under investigation with a predominantly qualitative approach. According to Creswell (2013), the qualitative approach allows exploring and understanding the meaning individuals or groups assign to a social or human problem. Researchers engaging in this form of research have a view of research that follows an inductive style and honors the significance of displaying the complexity of a situation. This study follows an exploratory qualitative design as sufficient information is not available on the subject of investigation, i.e., assessment culture. As Patton (2014) states, exploratory qualitative research is a choice of research design “in new fields of study where little work has been done, few definitive hypotheses exist, and little is known about the nature of the phenomenon” (p. 503).

Creswell (2013) categorizes qualitative designs into five, namely narrative research, phenomenology, grounded theory, ethnography, and case study. This dissertation followed a case study design which allowed the researcher to develop an in-depth analysis. A case study is defined by Cohen et al. (2018) as “an in-depth investigation of a specific, real-life project, policy, institution, program or system from multiple perspectives in order to catch its complexity and uniqueness” (p. 375). Merriam (1998) defines case study research where the case is a bounded system, “a thing, a single entity, a unit around which there are boundaries” (p. 27). Case studies are characterized by (i) a detailed study of one setting, (ii) a focus on processes, interactions, and relationships, (iii) holism, (iv) a concern for the particular, (v) multiple methods of data collection and (vi) focus on natural settings (Denscombe, 2014, pp. 54-57). And

case studies have certain strengths: they enable the researcher to catch unique features that could not be identified in larger-scale data, such as surveys; they provide insights into other, similar situations and cases, and thus guide the interpretation of those similar cases. Moreover, they allow the researcher to deal with uncontrolled variables. The major weakness of case studies is that they are prone to problems of observer bias and that they are not easily cross-checked, which can be addressed through certain attempts (Nisbet and Watt, 1984).

In the field of education, *qualitative* case studies are common, and their interest in insight, discovery, and interpretation rather than hypothesis testing leads a researcher to conduct a qualitative case study. Qualitative case studies can further be characterized to be *particularistic*, *descriptive*, and *heuristic*. Qualitative case studies, first, are *particularistic* in that they are designed with a focus on a particular situation, event, program, or phenomenon. Second, they are *descriptive* in that at the end of the study, we get a thick and complete description of the entity that is under study. Third, they are *heuristic* in that they can confirm what is known, extend one's experience, or lead to the discovery of a new meaning. (Merriam, 1998).

3.2. Context of the Study

3.2.1. Middle East Technical University (METU)

On its website (www.metu.edu.tr), METU is described as an international university whose language of instruction is English. Founded in 1956, METU has five faculties, under which there are 41 undergraduate programs. According to the website, as a highly competitive university, METU manages to attract over one third of the most successful 1,000 applicants taking the National University Entrance Examination, which is taken by about 1.5 million applicants every year. METU's mission is worded as follows: "... to attain excellence in research, education and public service for society, humanity and nature by nurturing creative and critical thinking, innovation and leadership within a framework of universal values."

METU is also seeking accreditation and certification by international organizations. It says on this website that METU has always been committed to a "quality culture." METU is a research-intensive university, and research universities are required to:

- encourage high quality knowledge generation process in line with Türkiye’s aims and areas of priority
- increase the number of individuals with PhD degrees and high levels of research competencies
- strengthen interdisciplinary and institutional cooperation and collaboration
- strengthening international cooperation
- increase the visibility and recognition of Turkish universities in international ranking systems (YÖK, 2019).

3.2.2. Faculty of Education

The Faculty of Education is METU’s youngest Faculty. It was founded in 1982. The General Catalog (publicly available) states that it “provides exemplary leadership in achieving excellence in education at all levels in meeting the educational challenges of a new millennium” (p.447). There are six departments:

- Department of Computer Education and Instructional Technology (CEIT)
- Department of Elementary and Early Childhood Education (EECE)
- Department of Educational Sciences (EDS)
- Department of Foreign Language Education (FLE)
- Department of Mathematics and Science Education (MSE)
- Department of Physical Education and Sports (PES)

In MSE, there are five programs: Elementary Mathematics Education (EME), Elementary Science Education (ESE), Physics Education (PHED), Chemistry Education (CHED), and Mathematics Education (MHED). Among these, EDS and PES offer education only in graduate level. According to the Faculty’s website, there were 1426 students in the Faculty of Education as of the 2023-2024 academic year. There were 538 students in MSE, 442 students in FLE, 227 students in CEIT, and 140 students in EECE. As for academic staff members, both in MSE and FLE, there were 22 professors, and there were eight professors in CEIT, and six professors in EECE.

3.2.3. Overview of Assessment Documents in the University System

In order to describe the research context and explore how assessment is done in it in detail, documents, such as the university catalog, the university webpage, department webpages, the syllabus documents were scanned. First, the university’s web page was scanned. It was found that there are seven tabs on the top of the page *About METU*,

Academic, Services, Campus Life, Research, and Prospective Students. Under these tabs, information and/or guides related to program objectives and outcomes, rules and regulations for grading, dates of exams, and academic integrity expected of the students are listed.

Second, the syllabus documents stored in the system called View Program Course Details were scanned. The types of information given in the syllabus document are given in Table 3 below.

Table 3

Information Provided in ODTUSyllabus

Course Information
Course Code
Course Section
Course Title
Course Credit
Course ECTS
Course Catalog Description
Prerequisites
Schedule
Instructor Information
Name/Title
Office Address
Email
Personal Website
Office Phone
Office Hours
Instructional Methods
Tentative Weekly Outline
Course Textbook(s)
Assessment of Student Learning
Course Grading
Attendance / Participation
Late Submission
Make-up Exams & Assignments

Information for Students with Disabilities

Students who experience difficulties due to their disabilities and wish to obtain academic adjustments and/or auxiliary aids must contact ODTU Disability Support Office and/or course instructor and the advisor of students with disabilities at academic departments (for the list: <http://engelsiz.metu.edu.tr/en/advisor-students-disabilities>) as soon as possible. For detailed information, please visit the website of Disability Support Office: <https://engelsiz.metu.edu.tr/en/>

Table 3 (Cont'd)

Academic Honesty

The METU Honour Code is as follows: *"Every member of METU community adopts the following honour code as one of the core principles of academic life and strives to develop an academic environment where continuous adherence to this code is promoted. The members of the METU community are reliable, responsible and honourable people who embrace only the success and recognition they deserve, and act with integrity in their use, evaluation and presentation of facts, data and documents."*

These syllabus documents are updated regularly, and for this, the President's Office sends regular emails to the academic staff before every semester begins. The students can access the syllabus documents by entering their METU credentials.

In order to identify what assessment-related information is provided in the syllabus documents, a scanning template was prepared considering the methodology by Gibbs and Dunbar-Goddet (2007). This scanning template is given in Table 4 below.

Table 4

Scanning Template for Course Syllabuses

Information	Detail	Weighting
1. Number of courses	Listed in the <i>General Catalog</i>	
2. Classical Assessments	written/take-home exam, quiz	
3. Written Assignments	projects, term papers, lab reports, reflection reports, lesson plans	
4. Oral Assessments	presentation, discussion	
5. Shared Assessment	self-assessment; peer-assessment	
6. Portfolio	--	
7. Observation	micro-teaching, assessed teaching, in class activities	
8. Attendance & Participation	--	
9. No Information given	--	

The course codes and names were taken from the university's course catalog, and every course's syllabus was accessed one by one. It should be noted that in MSE, the first- and second-year courses are offered by the academic staff of the Faculty of Arts and Sciences; therefore, they were not included in this analysis. Below a screenshot of the dataset for CEIT is given as a sample.

Year	Code	Name	Syllabus update	Assessment Type 1	Weight	Assesment Type 2	Weight	Assessment Type 3	Weight
1	CEIT111	INFORMATION TECHNOLOGY IN EDUCATION	2021	midterm (x2)	20	Final	15	Group Project	20
1	CEIT112	INFORMATION TECHNOLOGY IN EDUCATION II	2021	midterm	25	term project	20	lab	25
1	CEIT112	INFORMATION TECHNOLOGY IN EDUCATION II	2021	midterm	25	term project	20	lab	25
1	CEIT133	PROGRAMMING IN INTERNET ENVIRONMENT	2021	midterm	15	final	20	Group project	20
2	CEIT207	DESIGN AND USE OF INSTRUCTIONAL MATERIAL	2019	midterm	30	quiz	5	Term Project	19
2	CEIT207	DESIGN AND USE OF INSTRUCTIONAL MATERIAL	2021	Term project	25	Material	20	Poster	5
2	CEIT210	PROGRAMMING LANGUAGES I	2021	inclass exercises	12	in class quiz (x12)	12	lab assignment (x12)	26
2	CEIT211	PROGRAMMING LANGUAGES II	2021	midterm (x2)	30	lab	20	assignments	15
2	CEIT211	PROGRAMMING LANGUAGES II	2022	lab assignments	40	quiz	12	in-class exersics	12
2	CEIT213	COMPUTER HARDWARE	2020	midterm	30	lab homework	20	final	40
2	CEIT218	GRAPHICS AND ANIMATION IN EDUCATION	2021	project (x2)	60	lab work	30	attendance	10
2	CEIT218	GRAPHICS AND ANIMATION IN EDUCATION	2016	2d graphic design	20	3d project	40	lab activities	30
2	CEIT225	INSTRUCTIONAL DESIGN	2019	midterm	25	quiz	10	analysis report	8
2	CEIT225	INSTRUCTIONAL DESIGN	2019	midterm	25	quiz (x2)	10	Report	30
3	CEIT313	USE OF OPERATING SYSTEMS	2020	midterm (x2)	40	Final	40	Lab	20
3	CEIT314	COMPUTER NETWORKS AND COMMUNICATIONS	2019	midterm (x2)	30	Lab work	15	lab Final	5
3	CEIT321	FOUNDATIONS OF DISTANCE EDUCATION	2021	midterm (x2)	20	Final	20	Group Project	25
3	CEIT323	MULTIMEDIA DESIGN AND DEVELOPMENT	2015	Report (x2)	12	Design (x2)	13	Instructional Material (x2)	26
3	CEIT341	MEASUREMENT AND EVALUATION	2021	Homework assignment	20	test construction	35	performance based assessment	35
3	CEIT380	COMPUTER EDUCATION TEACHING METHODS I	2020	midterm	30	presentation and lesson plan	25	teaching model report	15
3	CEIT382	COMPUTER EDUCATION TEACHING METHODS II	2021	reflection paper (x2)	20	lesson plan	25	microteaching	20
3	CEIT386	COMMUNITY SERVICE	2019	volunteering	50	report	25	evaluation form	15
3	CEIT390	DATABASE MANAGEMENT SYSTEMS	2021	midterm (x2)	30	lab	20	assignments	20

Figure 3 Assessment Types Used and Their Weightings - CEIT

3.3. Participants

The first data source was the department heads ($n=4$). The department heads (or vice heads) were interviewed regarding the overall picture of assessment practices in the department (e.g., the types of assessment that are generally implemented). They were also asked about administrative aspects regarding assessment practices (e.g., communication with the President's Office).

Next, professors were interviewed. A purposive sampling approach was followed while selecting the academic staff members. First, EDS and PES, both of which offer only graduate level education, were excluded. Among the four departments that offer undergraduate education, FLE and MSE had a special case. In these departments, there are different disciplines (in FLE: English Language Teaching, Linguistics, and English Literature; in MSE, Physics Education, Chemistry Education, Mathematics Education, Elementary Science Education and Elementary Mathematics Education). Participants from all these different disciplines were included in the study.

Second, their experience in the department and their titles (Professor, Associate Professor and Doctor) were considered. It has been reported in the literature that experienced teaching staff judge student work largely intuitively and they do not tend to articulate the tacit knowledge on which they base their decisions (Brooks, 2012). Thus, interviewing professors with varying experience levels helped to better depict how they design assessment tasks and evaluate student work. Information about the participants is outlined in Table 5 below.

Table 5
Information about Participants – Academic Staff Members

	Professor	Associate Professor	Doctor	Total
MSE	5	1	2	8
FLE	3	1	2	6
CEIT	2	-	1	3
EECE	-	1	1	2

The other data source was students. A stratified sampling approach was followed when determining the student sample for the questionnaire. First the four departments that offer undergraduate education, namely, MSE, FLE, CEIT and ECE were selected to collect data from. In these departments, only the third- and fourth-year students were included. The reason for this was that the majority of the courses the MSE students take are offered by the Faculty of Arts and Sciences. Therefore, interviewing these students would not provide in depth data regarding how assessment is viewed in the Faculty of Education.

Within the departments, the proportion of students in the departments was considered and more data from MSE and FLE were collected, which together constituted about 60% of all the 3rd and 4th-year students. When selecting the participants, the students were asked whether they would like to volunteer to take part in the focus group interviews in the questionnaire, and all volunteer students were invited for the interviews.

Table 6
Information about Participants – Students (3rd and 4th year students)

	<i>n</i>
MSE	15
FLE	12
CEIT	5
EECE	5
TOTAL	37

3.4. Data Collection Instruments

3.4.1. Interview Schedules

The main data collection tool for this study was interviews. As a data collection technique, interviews (i) may be used as the principal means of information that has a direct bearing on the research objectives, (ii) may be used to test hypotheses or to suggest new ones, or to enable the researcher to identify variables and relationships; (iii) may be used together with other research methods to follow up unexpected results, or to go deeper into the motivations of respondents, for instance (Cohen et al., 2007). With regard to the type of interviews, as Bogdan and Biklen (2007) point out, when the interviewer controls the content too rigidly, the interview falls out of the qualitative range. At the other extreme, i.e., in unstructured interviews, the respondents play a stronger role in defining the content and direction of the content. Considering that I am not very experienced in conducting long interviews on an online platform, I preferred to conduct interviews in a more standardized way. To make sure that the interviewees understood the questions in the same way, I followed the questions as they were written in the schedule. When needed, further questions were asked. The questions were asked in a non-threatening way to make sure that the interviewees felt they were *informants* rather than just *respondents* (Yin, 2002).

The interviews with the department heads and professors were individual interviews, while student interviews were focus group interviews or paired interviews. I opted for focus group interviews with the students because such interviews can generate a wider range of responses, and they are useful to bring together people with varied opinions. Having more than one interviewee also enables them to complement each other's comments, which would enable the researcher to have a more complete and reliable record (Cohen et al., 2007).

All interviews were conducted in Turkish, the native language of the participants. The decision was to allow participants to express themselves freely without stressing about how to express themselves in a foreign language. Also, during data collection, the university was offering a hybrid education, i.e., some courses in face-to-face mode and some in online format. Pandemic measures, such as social distancing and masks, were eased, but the participants requested to the interviews in online mode.

The interview schedule with the department heads comprised a total of eight questions, and they included questions related to their (or the vice heads') responsibilities about the assessment procedures that are in place in the department, whether there are projects related to assessment, if there are accreditation processes taking place, in what ways the universities' resources are used, what impact the Covid-19 on assessment practices in the department. Refer to Appendix B for the interview questions.

The interview questions for the professors comprised 11 questions. Broadly, the questions were in two groups: the assessment practices in their departments and their own assessment practices and approaches. I also requested them to answer the questions about the impact of Covid-19 on the assessment practices. Some sample questions are listed below. Please refer to Appendix C for the interview questions.

- What do you think about the assessment practices that take place in your department?
E.g., assessment types used, the use of university resources such as ODTUClass, ODTUSyllabus, student support offices
- Now, let's talk about your assessment views. How do you determine the assessment types you use?
- How do the course and program outcomes influence this?
- How do the interactions with the other professors teaching the same course influence your decisions?

The interview questions for the students comprised nine questions. Broadly, the questions were in three groups: their assessment experiences and the assessment practices in the department in face-to-face courses, their assessment experiences and the assessment practices in online courses due to the pandemic, and their future assessment plans. In addition to the primary interview questions, the students were asked about their views regarding some interesting findings of the questionnaire, as well. To illustrate, the questionnaire data revealed that the students tend to find peer- and self-assessment less effective assessment types, and the interview participants were asked about their views on this finding. Some sample questions are listed below. Please refer to Appendix D for the student interview questions.

- Let's discuss the assessment practice in your department, and let's begin with the face-to-face courses. What would you like to tell me about your professors' expectations from you?

- Due to the pandemic, we went through online education in the 202-2021 and 2021-2022 academic years, and during this time, the courses were offered online and the assessment was done online. Now, let's talk about this period. How were you affected by the online assessment process?
- How are you planning to do assessment when you graduate? E.g., your approach, the assessment types you are planning to use
How does the departmental approach to assessment influence your approach to assessment? E.g., the assessment types your professors use, their philosophies

3.4.2. The Questionnaire

In order to collect data about the overall picture of how assessment is done and how it is viewed by the students, a questionnaire was developed. The questions were grouped into four parts. The aim of Part A.1 was to gather data about the overall picture of the assessment types that are used in the departments. This part also aimed to corroborate the syllabus document analysis regarding the assessment types in use in the departments. There are a total of 14 items in this part. The listed assessment types were collated from announced syllabus documents on the Student Affairs System (View Program Course Details). The students were asked how often the listed assessment types (e.g., proctored written exams, take-home exams, announced quizzes, pop quizzes, written assignments, etc.) were used to determine their course grade with a 5-point Likert scale (1-Never; 5- Usually). Please refer to Appendix E for the questionnaire in Turkish. In Part A.2, there are 15 items, and the students were asked how they evaluated the contribution of the assessment types (e.g., proctored written exams, online exams, take-home exams, announced quizzes, pop quizzes, written assignments, etc.) to their learning. The items were 5-point Likert scale (1- No contribution at all; 5- Great contribution) with a “*Not Applicable*” option for those assessment types that students had no experience with. The students were prompted to choose this option if they marked *I-Never* in the previous section of the questionnaire.

The items in Part B aimed to explore how the students used the university resources and services (e.g., the department's webpage, student affairs office/website, university's social media account, syllabus documents, academic calendar, ODTUClass, *Student Integrity Guide*, etc.). In this part, there are 14 items in total. The students were asked how often they referred to the listed resources for assessment

purposes through a 5-point Likert scale (1-Never; 5- Usually).

Part C was designed to collect data about the background of the students: In this part, there are five items about the students' departments, year of study, cumulative grade point average (CumGPA), their gender, and their high school types. At the end of the questionnaire, the students were asked if they would like to volunteer for the focus group interviews to be conducted later.

3.5. Data Collection Procedures

The qualitative nature of this study requires the data collection and data analysis to complement each other. As Merriam (2009) asserts, “analysis begins with the first interview, the first observation; the first document read ... It is an interactive process throughout that allows the investigator to produce believable and trustworthy findings” (p. 151).

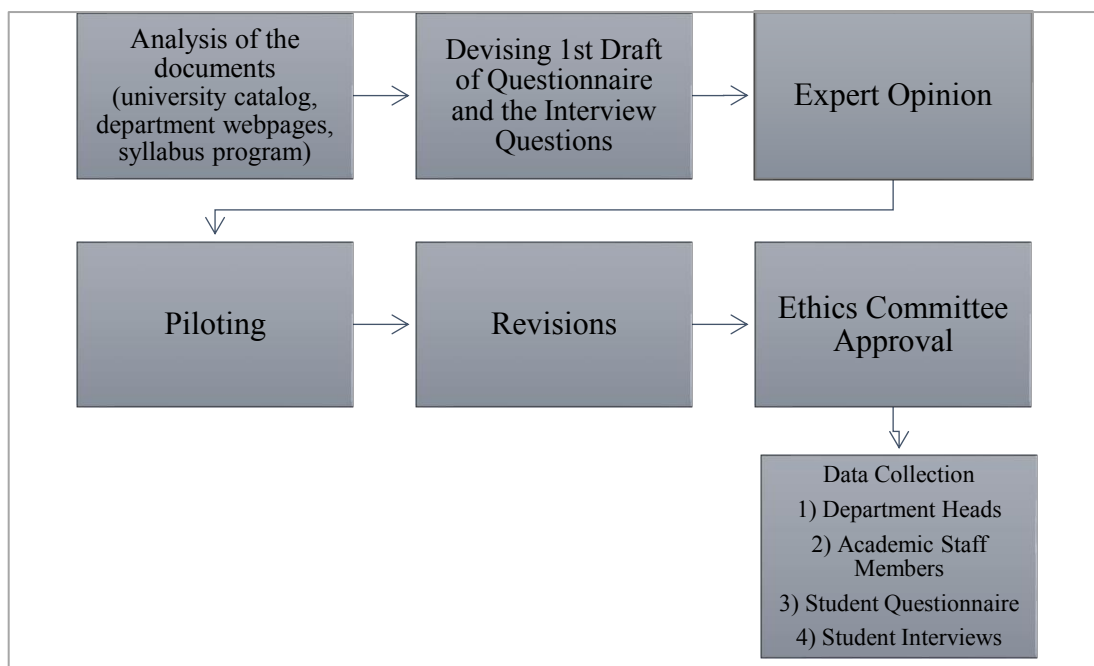


Figure 4 Data Collection Process

As seen in Figure 4 above, the data collection process began with the analysis of the public and password-protected spaces of the university and the Faculty of Education. Following this, the questionnaire was devised and the interview questions were prepared. The thesis supervisor was consulted with regard to the appropriateness of the content and order of the items. Following this, five online piloting meetings items

were conducted with students to check for the clarity of the questionnaire items. One online pilot meeting was held to check for the clarity of the focus group interview questions. After making the necessary revisions and finalizing the questionnaire and the interview schedules, I applied to the Humans Ethics Committee for approval.

3.5.1. Piloting

In January 2022, a pilot interview with five students from FLE was held on Zoom. It lasted 79 minutes. This interview served two purposes: (i) piloting the interview protocol to see if the questions were clear and in a logical order, and (ii) trialing the online platform and seeing which features could be used in the interviews. The pilot experience showed that managing the discussion in the online platform was not too challenging for the researcher as the students had plenty of experience using it in their courses. For instance, turn-taking was not an issue as the students knew the “raise hand” function of the online platform. The session was recorded and watched to revise the wording of the questions if needed. Considering the participant responses, one question was excluded: the question regarding how the academic staff use the assessment results because students reported to have no knowledge as they did not take the same course in the following semesters.

To pilot the questionnaire, five meetings were held on Zoom with a total of five third-year and fourth-year students (one student from FLE, one student from CEIT, one student from EECE, and two students from MSE). They filled in the questionnaire, and as they did, they verbalized their thoughts (think-aloud). Considering their comments and feedback, additions and changes were made to the questionnaire. To exemplify, in part A, in order to eliminate any possible confusion, definitions were added for the following assessment types: project, discussion, portfolio, observation, attendance and participation. In part B, the student portal, social media accounts and exam rules published by the department/professor were added to the resources. In Part C, Open High School and Basic High School were added. Finally, the open-ended question asking the students to make additions was deleted.

3.5.2. Interviews with Department (Vice) Heads and the Academic Staff

In order to invite academic staff members to participate in the study, emails were sent

to the department heads and meetings were arranged with them. The consent forms were sent to them one day prior to the meeting and the signed forms were received back via email (See Table 7 for details).

Table 7
Details of Interviews with Department Heads

Who	Length	Word count
MSE head	41 min	3720
FLE vice head	66 min	4768
CEIT head	60 min	3214
EECE vice head	21 min	2166

Following the interviews with the (vice) heads, emails were sent to the academic staff members teaching at the departments (see Table 8 below for details).

Table 8
Details of Interviews with Academic Staff Members

Who	Length	Word count
MSE Professor 1 (PHED)	63 min	5382
MSE Professor 2 (EME)	47 min	5660
MSE Professor 3 (CHED)	38 min	2674
MSE Professor 4 (EME)	55 min	4990
MSE Professor 5 (ESE)	50 min	5701
MSE Professor 6 (PHED)	42 min	3267
MSE Professor 7 (MHED)	80 min	9836
MSE Professor 8 (CHED)	29 min	2544
FLE Professor 1 (ELT)	27 min	1435
FLE Professor 2 (Linguistics)	32 min	2705
FLE Professor 3 (Linguistics)	45 min	3749
FLE Professor 4 (ELT)	76 min	6448
FLE Professor 5 (ELT)	81 min	5996
FLE Professor 6 (Literature)	40 min	No Transcription
CEIT Professor 1	34 min	2896
CEIT Professor 2	49 min	4473
CEIT Professor 3	31 min	2675
EECE Professor 1	53 min	5719
EECE Professor 2	54 min	5860

Interviews with the academic staff members in FLE and MSE were conducted first as they were more crowded in terms of the number of students enrolled and academic staff members. Then, the academic staff members from CEIT and EECE were interviewed. While approaching the academic staff members for interviews, their academic titles (Professor, Associate Professor, and Doctor) were considered. In order to maintain anonymity, the word “Professor” will be used for all of the participants when referring to participants’ views and experiences. Also, the disciplines in the departments were considered. In FLE, though not officially divided, there are Linguistics, English Language Teaching, and English Literature courses. In MSE, there are five programs: Elementary Mathematics Education (EME), Elementary Science Education (ESE), Physics Education (PHED), Chemistry Education (CHED), and Mathematics Education (MHED).

The interviews were conducted in Turkish. All sessions were recorded except for one, for which detailed notes were taken. The audio recordings were transcribed verbatim by the researcher herself. A digital transcription tool (Happy Scribe) was utilized. The transcriptions provided by this tool were checked against the video recording and the necessary corrections were made.

3.5.2. The Implementation of the Questionnaire

Four versions of the questionnaire (for the departments of CEIT, EECE, MSE, and FLE separately) were prepared and photocopied. A total of 241 students (136 third-year students and 105 fourth-year students, representing about 41% of the 3rd and 4th year students) responded to the questionnaire.

Table 9
Survey Participants

Program	<i>n</i>	%
FLE	94	39.0%
MSE	103	42.7%
ECE	27	11.2%
CEIT	17	7.1%

Academic staff members from each department and the instructors who taught the *Classroom Management* and *Turkish Educational System and School Management* courses (offered by EDS) were contacted and asked permission to distribute the questionnaire. The questionnaires were distributed and collected at the beginning or at the end of the lessons.

3.5.3. Student Focus Group Interviews

A total of 67 students indicated in the questionnaire that they would like to take part in the focus group interviews. They were all contacted via email, WhatsApp messages, or phone calls and meetings were set with the ones who were available. When enough students did not respond, the volunteer students were asked to invite their friends to take part in the study. A total of 12 focus group- and paired-interviews with 37 students were conducted.

The consent form was sent to the participants one day prior to the meeting along with a reminder email or message. Another reminder email or message was sent to the participants one hour before the meeting. Four of the interviews had to be done in pairs. All focus group interviews were planned for a minimum of four or five participants; however, in some cases, some participants did not show up, and the interviews had to be done with the two participants who *did* turn up because they would not be able to attend a rescheduled interview at a later date. The interviews were conducted in Turkish. The data collection phase for the students ended in July 2022, at the end of the academic year. The breakdown of participant numbers and the length of the interviews are given in Table 10 below.

Table 10

Details of Focus Group Interviews with Students

Group	Participant Number	Length	Word Count
MSE focus 1	4 (CHED, PHED, MHED)	75 min	8604
MSE focus 2	3 (ESE, EME year 4)	60 min	5459
MSE focus 3	4 (ESE, EME year 4)	59 min	6858
MSE focus 4	2 (ESE, EME year 3)	55 min	5737
MSE focus 5	2 (ESE, EME year 3)	61 min	6513
FLE focus 1	5 (year 4)	65 min	6757
FLE focus 2	4 (year 4)	64 min	6259

Table 10 (Cont'd)

FLE focus 3	3 (year 3)	51 min	4843
CEIT focus 1	2 (year 3)	44 min	4344
CEIT focus 2	3 (year 4)	43 min	3971
EECE focus 1	2 (year 4)	43 min	4519
EECE focus 2	3 (year 3)	65 min	6689

3.5.4. Conducting the Interviews Online

The data collection started in March 2022, during the hybrid education format. As part of the online distance education (2020-2021), METU obtained a license for Zoom, which allowed the academic staff members to have unlimited meeting time, so the interviews were conducted on Zoom. This was beneficial in two ways: first, it was not necessary to prepare detailed instructions for the participants to join the meeting because they were familiar with the features of the tool, and they were knowledgeable enough to handle the technological issues they might face.

The decision to conduct the interviews online led the size of the focus group interviews to be smaller. The size of the groups was limited to four or five participants. This was due to the uncertainty of what type of interactions would take place among many participants in a virtual environment and the possibility of a lengthy interview. In this regard, one challenge experienced during the recruitment process was that the volunteer students indicated that they could spare about one hour or they stated that they could arrange their environments for a limited time only. Considering this, five or six participants were invited for each interview. When there were only two students, the interviews took place as there might not be another chance to arrange a meeting with these students. Interviews with the no-show students were arranged at a later date in order not to lose data from the volunteering students.

3.6. Data Analysis

3.6.1. Analysis the Syllabus Program

The syllabus documents for all the courses listed in the General Catalog of the university were accessed for three different semesters, namely 2020-2021 Spring,

2021-2022 Fall and 2021-2022 Spring. In some departments, some courses were offered in more than one group. In such cases, the syllabus documents of all the groups were accessed. I entered data in a Microsoft Excel (v. 2019) sheet for each department separately. The assessment types used in each department were grouped into seven categories, namely classical assessment, written assignments, oral assessment, peer & self-assessment, portfolio, observation, and attendance & participation. For each category of assessment, weighting percentages were noted. Finally, the number of courses that had no assessment information was reported.

3.6.2. Analysis of the Questionnaire

The data from the questionnaire were entered into SPSS (v. 28). Descriptive statistical analysis was employed to determine how often the listed assessment types were used in their undergraduate courses, how these assessment types impacted their learning and how often they referred to the listed university resources. The frequencies and percentages were calculated for the assessment types in use (separately for face-to-face education and online education), the effect of these types on students learning, and resource use (separately for face-to-face education and online education).

3.6.3. Analysis of the Qualitative Data

To analyze the data collected, Braun & Clarke's (2006) six-step process was followed: data familiarization, initial semantic coding, searching for themes (analyzing for overlap), reviewing, defining and naming, and reporting on themes to connect them logically. The analysis started with the initial reading of the transcriptions. This helped to obtain an initial understanding of the data. Following this, the first cycle of coding started. A different folder was created for each group of data source, i.e., department heads, academic staff members, and student focus groups. For each department, the interview with the department head was coded first, then the interviews with the academic staff members and students before starting another department, e.g., the coding of the FLE documents was completed before moving on to the coding of MSE documents, and so on.

In this study, a code is defined as “a researcher-generated construct that symbolizes and thus attributes interpreted meaning to each individual datum for later purposes of

pattern detection, categorization, theory building, and any other analytic processes” (Saldana, 2012, p. 4). There were four major cycles of coding in this study. The first cycle of coding resulted in the initial codes and an initial codebook. This was shared with the dissertation examining committee members, and they provided feedback on the codes. In the second cycle, some codes were merged or renamed. In the third cycle, a second coder coded 10% of the data, and she provided new insights into the codes, possible categories, and themes. Finally, in the fourth cycle, codes, categories, and themes were finalized. In Table 11 below, sample codes and categories are given for the theme “Governance, Autonomy, and Leadership.”

Table 11
Sample Codes

Code	Definition	Category	Theme
freedom to make assessment decisions (METU)	Academic staff at METU can make assessment decisions as they see fit	Academic freedom to make assessment decisions	Governance, Autonomy, Leadership
freedom to make assessment decisions (department)	Academic staff in the department can make assessment decisions as they see fit		
responsibility to a higher authority	Department administration follows requirements by <i>CoHE</i> and the President’s Office		
follow MoNE requirements	In School Experience course, <i>MoNE</i> requirements are followed.		

As seen above, the data revealed that there is academic freedom to make assessment-related decisions at the university and department levels. Still, the academic staff members are required to follow rules and regulations by the President’s Office, CoHE, or MoNE. All these codes were considered to be related to the category of “academic freedom to make assessment decisions,” which was associated with the theme “Governance, Autonomy and Leadership.” Please see Appendix G for the full code book with their definitions.

3.7. Trustworthiness of the Study

To ensure the trustworthiness of the study, first, in October 2022, the department (vice) heads and academic staff members were sent the transcriptions and asked if they approved the transcription document. They were asked to reply by a certain date, and a reminder email was sent to them one week prior to the deadline. 18 of the participants replied to the email (78% return rate). 16 participants said they approved the transcripts as they were. One participant made some corrections (such as language errors and typos) to the document, and one other asked for some parts to be removed from the document. The corrections and deletions were made accordingly.

The trustworthiness of the qualitative data in this study was ensured by following these quality assurance methods: *credibility*, *confirmability*, *transferability*, and *dependability* (Guba, 1981). First, certain measures were taken to ensure the *credibility* of the findings. For this, data were collected from different sources, and this data triangulation helped eliminate potential biases. Also, I ensured that she spared enough time for a prolonged engagement with the data collected. For this purpose, there were peer debriefing sessions with the supervisor, which helped make accurate interpretation of the data at hand.

Second, *confirmability* refers to objectivity and that the biases of the researcher do not cloud her interpretations. For this, I provided thick descriptions of the data collection and analysis parts and provide a detailed procedural account of the analysis. To make a possible reanalysis of the data by other researchers, it was arranged in a well-organized way with detailed methodological explanations.

Third, *transferability* refers to the generalizability of the findings to other contexts. Here, it is important to keep in mind that the findings of a qualitative study should be interpreted within its boundaries, but similar studies can be conducted in different settings have been explained in detail so that other researchers can make comparisons and transferability judgments for their settings and contexts.

Finally, *dependability* refers to the consistency of the findings. To ensure this, a second coder coded some of the transcribed data. About 10% of the whole data was coded by this coder, which was considered to be the typical amount (O'Connor and Joffe, 2020).

Three interviews with the academic staff members and one focus group interview were coded by the second coder. Here, rather than intercoder *reliability*, in which the coders work separately and select the same code for the same section of a text, we followed a “negotiated agreement” (Campbell et al., 2013) approach. We coded the data separately and we held Zoom meetings where we discussed the codes and coded segments to deal with the discrepancies. We held three Zoom meetings, one after the first document was coded, a second one after the second document was coded, and another at the end of the coding process.

As Morrissey (1974) suggests, the negotiated agreement approach proved advantageous considering the exploratory nature of this study in that through discussions, and we generated new insights about the data we coded. Here, one challenge that needs to be considered carefully is the interpersonal dynamics, i.e., the relationship between the researcher and the second coder (Campbell et al., 2013). The second coder is a scholar with a PhD degree in English Language Teaching and with a background in assessment. Her background in assessment was especially helpful for the negotiation meetings. We were both careful about not imposing ideas on each other. When there was a disagreement, we asked “why” and “how” questions and reached a common ground.

Table 12

Negotiated Agreement between the Researcher and the Second Coder

	Transcript 1	Transcript 2	Transcript 3	Transcript 4*
Agree	31	48	36	59
Negotiated agreement	11	10	8	7
Disagreement	8	3	4	9
Total codes	49	61	48	75
Agreement without negotiation	63.2%	78.6%	75%	78.6%
Negotiated agreement	85.7%	95%	91.6%	88%

* Focus Group Interview

Krippendorff (2004) suggests that exploratory studies where no already existing and reliable coding scheme is available to follow should anticipate lower levels of reliability than studies where proven coding schemes already exist. Still, he suggests that the minimum acceptable figure is .66 to be able to draw tentative conclusions. To

determine the agreement, the number of agreements was divided by agreements and disagreements combined (Miles & Huberman, 1984). As seen in Table 12 above, the negotiated agreement was above this figure for all the second-coded documents. Please see Appendix F for an excerpt exemplifying the coding process by the two coders.

3.8. Researcher's Role

This study followed a predominantly qualitative design. The great majority of the data came from the interviews, which means that my role as a researcher is of importance in the analysis of the data. As Hatch (2002) noted, researchers cannot detach themselves from the situations they are scrutinizing, which makes it difficult for them to be objective, in that their personal values and beliefs affect their judgments. What the qualitative researcher could do is to be aware of their impact on their interpretations and reflexively monitor their work (Agar, 1996).

With regard to my own positionality in this study, I am an experienced teacher with twenty years of experience in English language teaching and seven years of experience as a test writer for METU English Proficiency Examination. I have been involved in the design of the current examination and execution of it. My interest in how different people view assessment started when the School of Foreign Languages made changes to the exam that was in place at the time. There were lengthy discussions about what the content of the exam should be, and the teachers resisted the changes they did not believe necessary. The discussions that I observed as a member of the decision-making team led me to think about the reasons why people thought the way they did. When the teachers expressed their views, I identified patterns in their beliefs. According to some teachers, assessment was part of learning, while to some others it was a separate entity that should measure students' language knowledge and make decisions accordingly. As the research team, we wanted to base our decisions on the needs of the students in the target domain, i.e., their departments. However, some teachers thought their sole responsibility was to teach the language and therefore, assess their language knowledge and skills. At those times, I asked myself if I were to group the views and how many I would come up with. At the time, I did not know the term "assessment culture." So, when I came across the term, it helped me to better understand why the people behaved the way they did.

As part of this dissertation study, which provided me with an invaluable experience to learn about assessment from angles that I had not looked from before, I did an extensive review of the literature on assessment in other disciplines. I learned that the subject of assessment culture was both intriguing and challenging to study. The challenge that I felt was that the culture of assessment is context dependent, which meant to me that explaining the assessment culture in a faculty at METU in its entirety to outsiders would be a real challenge. What made me feel anxious was that I am a METU member. I am a graduate and an employee of it. I thought, as a PhD researcher, I had the responsibility to reflect what I would discover in my data set fully and objectively if I were to do my research on this topic in the METU context. When I sat down with a colleague of mine and shared my idea of studying assessment culture in the METU context, she asked me if I could be objective enough to tell the whole story. I said to her that I have the integrity to do that and I would have mechanisms to make sure that I would be objective. Still, I had the dilemma: Should I explore the issue in another context or do it in a context that I know well? I opted to do the study in a place that would allow me to explore it in depth, so I favored capturing the details over my fears of possible criticisms regarding my objectivity. This dilemma kept me alert while coding my data and reporting my results. I did not hesitate to report any negative aspects regarding the issue I was exploring just as I celebrated the positive aspects.

3.9. Limitations of the Study

This study has the following limitations. The study proposes to study the culture of assessment present in the Faculty of Education, METU. Data were collected mostly through interviews. It should be noted that the experiences and perceptions that will be uncovered in the study are self-reported, and any success or failure may color their perceptions. Considering their status in their university and the university's national and international status, they may choose to share certain perceptions and experiences and choose not to share some others.

A second limitation was that, as a doctoral student, I was inexperienced in conducting a large-scale qualitative study. As Merriam & Tisdell (2015) note, data analysis proved to be challenging as there was too much ambiguity, which required a lot of tolerance and creativity to deal with. To eliminate this, the supervisor and an experienced second

coder were consulted. But still, the researcher herself may have had an effect on the interpretation of the findings, especially considering the fact that she is part of an assessment team (METU English Proficiency Exam). This may be applicable for the professors who agreed to participate in the study, in that some of the professors reported that they teach or have taught the obligatory Assessment and Evaluation course, which could make them more knowledgeable than the others.

One limitation regarding the data collection tools was that the questionnaire and the template used to scan the syllabus documents provided limited insights into the weighting of these assessment types. The findings are mainly on the frequency and weighting of different assessment types. Also, it should be noted that the assessment related data provided in the syllabus documents uploaded to ODTUSyllabus were limited as the professors may not have shared every detail regarding their assessment procedures in these documents. They may rather do this in the syllabus documents they share with their students as hard copies or upload to ODTUClasss, which is the main learning management system of the university. Another limitation in relation to the limited data available in the syllabus documents is that no information was found in these syllabus documents regarding how assessment was done during the online education period due to the pandemic.

Another limitation of the data collection process was that the interviews were all conducted in the hybrid education period (2021-2022 academic year). The participants' views prior to the distance education may have been impacted as their priorities may have changed during the remote education period. Also, the interviews were done virtually (on Zoom) and in the process, the participants may have been interrupted or lost concentration during the interviews. This might have happened during the focus group interviews, even though I was careful about asking every question to every participant.

CHAPTER 4

RESULTS

It serves no useful purpose to lower our educational aspirations because we cannot yet measure what we think is important to teach. Quite the contrary, measurement and assessment will have to rise to the challenge of our educational aspirations.

(Cross, 1987)

This study aims to explore (i) the characteristics of the assessment practices that are in place at the Faculty of Education at METU (ii) the impact Covid-19 had on the assessment practices in the Faculty of Education, and (iii) the ways assessment manifests itself as culture(s) in the Faculty of Education.

To explore these, first, the university's public and password protected spaces were scanned to explore the official documentary accounts of assessment that guide the assessment practices that are in place at the Faculty of Education. This set of data was triangulated with the questionnaire data that came from students. The reason for this was twofold: First, there were outdated syllabus documents, and there were some courses without any assessment-related information or detailed syllabus documents. The majority of the data came from the interviews with the academic staff and students.

Before detailing the answers to the research questions, the research context, i.e., the university-level and faculty-level context is described below.

4.1. Written Accounts of Assessment in METU's Public Space

As seen in Table 13 below, when an interested person explores the university webpage, they can learn about the educational objectives, program outcomes, the legal foundations of the assessment employed at METU, academic calendar, and integrity

guidelines, which defines integrity, plagiarism, cheating, the actions against unethical student conduct, and expected student behaviors in exam conditions. The analysis of the information provided is beyond the scope of this study. This study only considers the type of documentary account of assessment.

Table 13

Assessment-Related Information Available on METU's Public Space

Information
<p>Program Educational Objectives (Separately listed for each faculty and department)</p> <p>Program Outcomes (Separately listed for each faculty and department)</p>
<p>Part III - Examinations, Assessment and Graduation</p> <ul style="list-style-type: none"> - Article 23: Attendance and examinations - Article 24: Assessment and grades - Article 25: Submission and announcement of grades and grade corrections - Article 26: Repeating a course - Article 27: Grade point averages - Article 28: Successful students - Article 29: Unsuccessful students - Article 30: Probation students - Article 31: Graduation requirements and graduation date - Article: 32 Resit examinations - Article 33: Procedures to be carried out at the end of the maximum duration of the study - Article 34: Diplomas, certificates, and other documents
<p>Exam Dates of</p> <ul style="list-style-type: none"> - IS100 exemption - Turkish and English Placement and Proficiency exams - Final exams - Resit exams
<p><i>METU Academic Integrity Guide</i> for Students</p> <ul style="list-style-type: none"> - Definition of academic integrity - What academic integrity involves - Definition of plagiarism - Definition of cheating - Information regarding disciplinary action against cheating
<p><i>METU Guide for Rules to be Followed in an Examination Environment</i></p> <ul style="list-style-type: none"> - 20 items that specify how the students must behave before and during examinations

4.2. Written Accounts of Assessment for the Faculty of Education

As seen in Table 14 below, the rules and regulations listed above guide the assessment practices at the Faculty of Education. For each program, program qualifications are listed and made publicly available. For the assessment related information, Articles 24 and 31 given above are referenced.

Table 14

Information on Program Qualifications (Faculty of Education)

Details
- Information on the program
- Admission criteria and degree awarded
- Recognition of prior learning
- Educational objectives of the program
- Program outcomes
- Assessment and Evaluation (Articles 24 and 31)

4.2.1. An Overview of Assessment Types Used in the Faculty of Education

The first source of data regarding types of assessment in use in the departments came from the platform where the academic staff members share their syllabus documents with the students (View Program Course Details). The scanning of these documents revealed that assessment was done mostly through exams, written assignments, oral assessments, and portfolio. It is interesting to note that oral assessments were not frequently mentioned in the syllabus documents of MSE. Similarly, portfolio and peer-/self-assessment were not in use much according to the FLE and EECE syllabus documents. Self-/peer-assessment was awarded only bonus points in MSE syllabus documents. Observation (microteaching, assessed teaching and assessed teaching) was used as well, but not in EECE. Interestingly, the weighting of this type of assessment was higher in FLE than CEIT and MSE.

It appears that in MSE, EECE and CEIT the number of assessments methods could go up to seven and nine, while in FLE it went up to four. In MSE, there were 14 courses (out of 57 courses offered by the academic staff of the Faculty of Education) with no information on assessment. Similarly, in EECE the number of courses with no assessment related information was high (16 out of 34 courses). In the other two

departments, this number was quite low. It should be noted that no information was found regarding how assessment was done during the online education (2019-2020 spring semester) or the online education in 2021-2022 academic year. The findings from the scanning of the four departments of Faculty of Education is summarized in Table 15.

Table 15

Overview of Assessment Information in Course Syllabuses

	MSE	FLE	CEIT	EECE
1. Number of courses (Listed in the <i>General Catalog</i>)	57 courses	25 courses	24 courses	34 courses
2. classical assessments (written/take-home exam, quiz) (range in %)	20 to 45% (<i>f</i> =15 groups)	20 to 80% (<i>f</i> = 30 groups)	5 to 40% (<i>f</i> = 15 groups)	20 to 45% (<i>f</i> = 14 groups)
3. written assignments (projects, term papers, lab reports, reflection reports, lesson plans) (range in %)	10 to 45% (<i>f</i> =14 groups)	25 to 100% (<i>f</i> = 36 groups)	5 to 40% (<i>f</i> = 28 groups)	10 to 40% (<i>f</i> = 19 groups)
4. oral assessments (presentation, discussion) (range in %)	15% (<i>f</i> =1 group)	15 to 40% (<i>f</i> = 18 groups)	5 to 30% (<i>f</i> = 10 groups)	20 to 40% (<i>f</i> = 7 groups)
5. self-assessment and peer-assessment (range in %)	Bonus (<i>f</i> =1 group)	None	5 to 20% (<i>f</i> = 2 groups)	30% (<i>f</i> = 1 group)
6. portfolio (range in %)	15 to 30% (<i>f</i> =4 groups)	None	35 to 40% (<i>f</i> = 6 groups)	28% (<i>f</i> = 3 groups)
7. observation (micro-teaching, assessed teaching, in class activities) (range in %)	15 to 20% (<i>f</i> =4 groups)	15 to 60% (<i>f</i> = 15 groups)	20% (<i>f</i> = 6 groups)	None
8. attendance and participation (range in %)	5 to 15% (<i>f</i> =10 groups)	5 to 20% (<i>f</i> = 18 groups)	5 to 10% (<i>f</i> = 19 groups)	10 to 15%
9. Number of courses with <u>no</u> information related to assessment	24	4	1	16

Note. Syllabus Documents from 2020-2021 Spring, 2021-2022 Fall, and 2021-2022 Spring Semesters

4.3. An Analysis of Assessment Practices, Online Assessment Due to the Pandemic, and Assessment Culture in MSE

4.3.1. An analysis of Assessment Types Used in MSE

The questionnaire data ($n=103$) revealed that in face-to-face education, written exams, written assignments, projects, group presentations, observations, participation and attendance were the most frequently used assessment types. Pop-quizzes, announced quizzes being more frequent than pop-quizzes, individual presentations, and discussions were the next commonly used types. Take-home exams, portfolio, self-evaluation, and peer-evaluation were not frequently used. The findings were summarized in Table 16 below.

Table 16
Assessment Types Used in MSE in Face-to-Face Education

	Never	Rarely	Sometimes	Often	Usually
Written Exam	0,0%	0,0%	2,0%	16,2%	81,8%
Take-home Exam	53,5%	19,8%	11,9%	6,9%	7,9%
Announced Quiz	22,4%	20,4%	23,5%	10,2%	23,5%
Pop Quiz	47,5%	13,9%	10,9%	10,9%	16,8%
Written Assignments	1,0%	2,0%	6,9%	17,6%	72,5%
Projects	3,9%	13,6%	17,5%	25,2%	39,8%
Group Presentation	7,8%	2,0%	16,7%	24,5%	49,0%
Individual Presentation	12,6%	17,5%	20,4%	22,3%	27,2%
Discussion	19,6%	15,7%	18,6%	25,5%	20,6%
Peer-Evaluation	33,7%	22,8%	24,8%	9,9%	8,9%
Self-Evaluation	34,0%	28,2%	20,4%	5,8%	11,7%
Portfolio	32,4%	18,6%	24,5%	11,8%	12,7%
Observation	15,5%	7,8%	23,3%	15,5%	37,9%
Participation	1,9%	4,9%	5,8%	23,3%	64,1%
Attendance	1,0%	1,9%	4,9%	21,4%	70,9%

In line with this finding, the interviews with the academic staff and the students revealed that in MSE, assessment is done with more than one measure. In MSE assessment is done via multiple assessment types. First, the analysis revealed that in MSE alternative assessment types are used. In this group of assessment are written assignments, oral assessments, projects, portfolio, micro-teaching, self-and peer-

evaluation, attendance and participation. The data also revealed that classical assessment types (i.e., written exams such as mid-term exams, final exams and quizzes) are also used.

Regarding this variety of assessment types Professor 4, for example, stated that she favors a variety of assessment types in her courses and decides on the number of these considering the course credits. Similarly, Professor 3 noted that when he uses weekly projects and essays in addition to the mid-term and final exams, he is able to evaluate student achievement better, which makes him feel satisfied. Professor 5 noted she chooses the assessment types that are appropriate for the teaching program such as microteachings and preparing lesson plans.

İşte ders 3 kredi ise 2 ara sınav, bir final, bir proje, *inclass* aktivite, ödev değil de bir arasınav yapıyorum, bir proje yapıyorum. Yoğunluk anlamında düşünüyorum. Bunun yanı sıra çok yönlü değerlendirme yapabiliyor muyum diye bakıyorum benim için önemli oluyor. (Professor 4)

If it is a 3-credit course, I do 2 midterms, a final, a project, an in-class activity. I give a midterm exam, not homework, and I do a project. I think in terms of intensity. In addition, it is important for me to see if I can make a multi-faceted evaluation. (Professor 4)

Essayler, yine *midterm* olabilir ama ödevler, bireysel performansı ön plana çıkarabilecek değerlendirmeler yapmaya çalışıyorum. Mesela *midterm* ve finale ek olarak haftalık küçük projeler ya da daha büyük *essay type* metinleri aldığım da bu öğrencinin düşük öğrenci sayılı derslerde başarısını daha iyi değerlendirmiş oluyorum birey bazında. (Professor 3)

I assign essays, there may still be a midterm, but I try to do evaluations that can highlight individual performance with assignments. For example, when I assign small weekly projects or larger essay type texts in addition to midterm and final, I better evaluate the success of this student in courses with a low number of students on an individual basis. (Professor 3)

Midterm ve final sınavı değil sadece, bunun yanı sıra öz değerlendirmenin olduğu işte *reflection* yazıyorlar mesela staj derslerimizde. Süreçte de ders planları çok hazırlıyorlar, metot dersi olduğu için çok birebir örtüşüyor. Ders planı hazırlıyorlar, öğretmen adayı bunlar, öğretmen olacaklar onların performanslarını değerlendirebileceğiniz *microteaching* yapıyorlar bir öğretmen adayı olarak ya da ileride öğretmen olacak birisi olarak nasıl bir öğretmenlik yapabilirler. (Professor 5)

I give not only midterm and final exams, but also self-evaluation, for example, in our internship courses, they write reflections. In the process, they prepare a lot of lesson plans, since it is a method course, it is consistent. They prepare lesson plans. They are teacher candidates, they are going to be teachers, they are doing microteaching where we can evaluate their performance, how can they teach as a teacher candidate or as a future teacher. (Professor 5)

The notion of variety was identified for the question types asked in the exams as well. The professors said they include multiple choice, True/False, matching, short answer, essay type questions in their exams. Professor 5 noted that she assesses the students with different question types because they may guess the answers to True/False questions or may not be good at answering multiple choice questions. However, she feels satisfied and pleased when the students show their knowledge in a good way through open-ended questions.

Bazı çocuklar çok gariptir ki *multiple choice* testlerde, iyi hazırlanmışsa çok rahat yapamıyorlar. *True/False* genelde başarılılar, onu net görüyorum çünkü tahmin etme becerileri kuvvetli oluyor ama açık uçlularda çok güzel ifadeler okuduğumda mutlu oluyorum. Bu bana da güzel bir mutluluk veriyor aslında. Ne güzel yazmış diyorum işte tam detaylı anlatmış ama *multiple choiceta* aynı şekilde olmuyor bazen. Ama onlar bana da mutluluk veriyor. (Professor 5)

For example, it is very strange that some students are not very good at multiple choice tests, if they are well-prepared. In True/False questions they are generally successful, I see it clearly because they can easily predict the answers, but for example, I am happy when I read very good explanations in open-ended questions. This actually makes me happy. I say the student wrote well, explaining it in full detail, but sometimes it doesn't work the same way for multiple choice questions. But they also make me happy. (Professor 5)

4.3.1.1. Resources Used to Do or Facilitate Assessment

The data from Part B of the questionnaire revealed that in face-to-face education, the most frequently used resources were ODTUClass, student portal, syllabus program for students, syllabus documents distributed by the professors, academic calendar, *Turnitin*, and the exam rules distributed by the professors. The students reported that they did not frequently use the department website, university's social media accounts, *METU Academic Integrity Guide*, *METU Guide for Rules to be Followed in an Examination Environment*, and Center for Advancing Learning and Teaching – ÖGEM. The findings are summarized in Table 17 below.

Table 17

University Resources Used in MSE for Assessment Purposes

	Never	Rarely	Sometimes	Often	Usually
Department website	46,1%	28,4%	13,7%	5,9%	5,9%
Student affairs website	27,2%	25,2%	20,4%	13,6%	13,6%
Student portal	4,9%	2,9%	7,8%	25,2%	58,3%

Table 17 (Cont'd)

University social media accounts	44,7%	24,3%	18,4%	5,8%	6,8%
<i>View Program Course Details</i>	6,9%	6,9%	13,7%	20,6%	52,0%
Syllabus distributed by the academic staff	2,9%	1,9%	3,9%	21,4%	69,9%
Academic Calendar	1,9%	7,8%	17,5%	25,2%	47,6%
ODTUClass	0,0%	0,0%	2,9%	1,9%	95,1%
<i>Turnitin</i>	8,9%	13,9%	38,6%	21,8%	16,8%
<i>METU Academic Integrity Guide</i>	47,6%	21,4%	18,4%	6,8%	5,8%
<i>METU Guide for Rules to be Followed in an Examination Environment</i>	40,8%	18,4%	22,3%	10,7%	7,8%
Exam Rules published by the academic staff or the department	4,9%	9,7%	18,4%	16,5%	50,5%
Center for Advancing Learning and Teaching – ÖGEM	67,0%	23,3%	6,8%	1,0%	1,9%

In the interviews with the academic staff and the students, the academic staff members and the students were asked how they make use of university resources when they plan and conduct assessment. Table 18 below summarizes the findings.

Table 18

University Resources Used in MSE for Assessment Purposes (Interview Data)

Code	<i>f</i>
Resources to Inform Students about Assessment	
• syllabus documents inform students about assessment	13
• ODTUClass as repository and assessment tool	9
• ODTUSyllabus program use	6
• department website not serving assessment	4
Resources for Accessibility & Support	
• support provided by ÖGEM	3
• disability office amendments to exam/assessment procedures	3
Need to Improve Resources	
• ODTUSyllabus and support systems not known/used	10
• problems with resources	3
• suggestion to improve resources	3

As seen Table 18 above, the most commonly used resource was found to be the syllabus documents. The syllabus documents are shared in three ways: distributed as hard copy documents, uploaded on ODTUClass and shared through student portal (View Program Course Details). Professor 3 emphasized the importance of syllabus documents and stated that they are necessary for the continuity of the information flow in the department. The professors who teach a course may change but students can access the current version of a course when there is a document available. Professor 1 noted that the syllabus documents (online or hard copy) are detailed and include information such as outcomes, weekly content, how evaluation is done and the criteria to be used in the evaluation, and plagiarism.

Şu avantajı oluyor [ders izlencelerinin]: Bir kurumda süreklilik esas olduğu için birçok ders var hocası zamanla değişiyor. Orada güncel halini görebiliyorsunuz. Çünkü Katalog *description*larında, Genel Katalog dağıtılırdı biliyorsunuz, ders ilk açıldığında oraya yüklenen bilgi var orda onun dışında çok bilgi yok, *Syllabus* programının belli aralıklarla güncellenmesi demek hocası değişse bile o dönem ne anlatılacak o bilgiyi bize verebiliyor. (Professor 3)

Course syllabuses have this advantage: There are many courses in an institution and continuity is essential, and the instructors change over time. You can see the current version there because in the catalog descriptions, the General Catalog was distributed, there is information uploaded there from when the course was first opened, there is not much information other than that. Even if the instructor changes, the Syllabus Program can give us that information about the course. (Professor 3)

Online ise direkt onun üzerinden, online değilse basılı kopya götürerek [bilgi veriyorum]. ODTUClassta sürekli yapılır bu, istisnasız yapılır. Yalnızca ben yapmam diye arkadaşlar da yapar. Tipik *syllabusta* olması gereken şeyler var ya kazanımlardan tutun da haftalık içeriklere, nasıl değerlendirileceğine kadar hatta o değerlendirmede kullanacağımız kriterlere kadar *plagiarisme* kadar her şey *syllabusta* vardır. (Professor 1)

I provide information on online syllabus if the course is online. If it's not online, I go over the hard copy. It is done continuously on ODTUClass, without exception. We all do it. There are things that should be in a typical Syllabus, from outcomes to weekly content, to how to evaluate, and even the criteria we will use in that evaluation, to plagiarism, everything is available in syllabus. (Professor 1)

Students confirmed the data from the professors, in that the syllabus documents are detailed. These documents include the task types, their weightings, the requirements, mid-term dates and weekly readings and this amount of detail helps them to overview their course load. In another interview, it was stated that the students referred to the syllabus documents to choose among different sections of the same course.

Ders izlencelerine [bakıyorum] genelde ders yükümüzün nasıl olacağını incelemek için hani *tasklar* nelermiş, yüzdeleri neler, ve hani ne gerektiriyor. Hocalar da detaylı yazıyor bunları. Bunun için kullanıyorum. *Midterm* tarihleri yazıyor bazen. Okumaların haftaları yazıyor. (Student Focus Group 3)

I check the syllabus documents in order to see how our course load will be in general, what the tasks are, what the percentages are, and what the requirements are. The professors provide these in detail. That's what I use it for. Sometimes they write midterm dates and the weeks for the readings. (Student Focus Group 3)

Ders izlenceleri dönen başlamadan önce açıklanıyor işte her dersin farklı *section*larının. Onun bence şöyle bir faydası oluyor. Bir dersi birden fazla hoca verir. Aynı dersin ders yükü hocalara göre değişiyor. Yani onu da bakıp kontrol edip öyle seçmek de iyi oluyor. Onun için de kullanıldığını söyleyebilirim.

(Student Focus Group 3)

The syllabus documents are published for the different sections of each course. I think it helps. A course is taught by more than one instructor. The course load of the same course varies in different sections. And it is good to look at it, check it and choose it accordingly. I can say that it is also used for this purpose.

(Student Focus Group 3)

Professor 2 also noted the students' tendency to check out the syllabus documents in ODTUSyllabus program to determine their courseload, especially for the elective courses they wanted to take. The students ask questions about the details of the assessments and try to select a course with a less loaded course.

Özellikle seçmeli derslerde ölçme değerlendirme kısmı öğrencinin *add dropta* dersi alması ya da bırakması açısından çok önemli olabiliyor. O yüzden genelde orada bayağı detaylı sorular soruyorlar. Benim seçmeli derslerde gördüğüm o oluyor. Nasıl değerlendirileceğiz, ödev yükü ne olacak, ödevler nasıl değerlendiriliyor, ödevleri zamanda getirmezsek kaç puan gidiyor? Seçmeli derslerde onlar bayağı önemli bence öğrenci için çünkü sonuçta ek yük kendisine ne kadar az getirirse o kadar iyi diye düşündüğü için o ölçme değerlendirme kısmı syllabusta bayağı bence yer kaplıyor. (Professor 2)

Especially in elective courses, the assessment part can be very important in terms of the student's taking or dropping the course during add drop period. That's why they usually ask detailed questions. That's what I observe. How will we be evaluated, what will the homework load be like, how are the assignments evaluated, how many points we lose if we do not bring the homework on time? I think they are very important for the student for elective courses because after all, the less the additional burden the course brings, the better it is, so I think that the assessment part takes up a lot of space in syllabus. (Professor 2)

ODTUClass (the university's learning management system) is used as repository and an assessment platform. The data indicated that any assessment related information is disseminated through ODTUClass, and the department website does not serve such a

purpose. Professor 2 illustrated the uses of ODTUClass, and she noted that professors upload the presentations done in the class, homeworks are assigned and monitored through this tool, and sometimes exams are delivered.

Lisansta da *metuclass* aktif olarak baya olarak kullanılıyor. Nasıl kullanılıyor? Benim gördüğüm kadarıyla derste yapılan sunumlar mutlaka konuluyor diye düşünüyorum. Ödevler oradan veriliyor. Ödevlerin takibini yine oradan yapmak daha kolay oluyor. Bazen sınavlar olabiliyor *metuclas*ta. (Professor 2)

In the undergraduate courses, metuclass [ODTUClass] is actively used quite a lot. How is it used? As far as I can see, I think that presentations given in class are uploaded. Homework is given here, and it is easier to follow the homeworks there. Sometimes exams are given on metuclass. (Professor 2)

The other group of resources aim to provide emotional support and academic guidance to students. Professor 4 noted that she directs her students to support offices, such as Center for Advancing Learning and Teaching [ÖGEM] especially when they have exam anxiety issues [*Biliyorsunuz çok farklı nedenlerle kaygı yaşayabiliyor. Dolayısıyla yönlendirdim sağ olsunlar hemen bir görüşme ayarladılar. As you know, students can experience anxiety for many different reasons. Therefore, I direct to this office, and they immediately arranged a meeting.*] Students also mentioned that this center offers help for the students with exam anxiety issues. The student in the focus group interview 4 noted that she had friends who said they benefitted from the stress management seminar the Center offered. [*Özellikle stress yönetimi semirenine bir türlü denk gelemedim ama faydalanın arkadaşlarım var ve çok gerçekten faydalı olduğunu söylüyorlar. I haven't been able to catch the stress management seminar in particular, but I have friends who benefit from it and they say it's really useful.*]

Two aspects were mentioned in the interviews regarding the ways the resources may need improvement. First, the interface of the ODTUSyllabus was not considered to be user-friendly. The department head noted that it is too structured and it takes a lot of time to enter all the required data [*O sistemin kullanılabilirliği de biraz sıkıntılı. Yani niye orada tek tek? Ne olacak pdf yazayım gitsin. Orada çok fazla structure edilmiş. Niye bu kadar? Saatlerimi alıyor yani. The use of that system is also a bit troublesome. I mean, why do we have to add information line by line? Why not let me upload a pdf. It is too structured. Why so structured? It takes me hours.*] Another instructor noted that the date requiring the academic staff to update their syllabuses or enter the new documents is too early as, at the time, the teaching assistants are not determined yet

[*Biraz erken geliyor bana tarihi onun belli bir tarihe kadar mutlaka girin diye email geliyor. Asistanlar belli olmamiş oluyor bizim. I find the deadline to upload the syllabus documents there early, I get an email saying that we must enter the data by a certain date. We do not who our assistants are yet.*] Finally, two instructors noted that not all instructors upload the syllabus to this program. Professor 8 noted this could be because academic staff could be thinking they already distribute syllabus documents in class so they may think it is not necessary to upload it there as well [*Yani belki gereksiz olduğu mu düşünülüyor? Başında zaten dersin dersi alanlara veriyoruz ders izlencesini. Belki o yüzden olabilir. Maybe it's considered unnecessary? We give the syllabus document to those who take the course at the beginning. Maybe that's why.*]

As for the support systems, it was mentioned by the students and the professors that they do not know the details of the services they offer. Therefore, they fail to direct the students to these offices. Professor 3 noted that it is the students' own responsibility to find and follow such services but still as a way to solve this problem, pamphlets or putting ready-made texts in the syllabuses would be helpful to guide them.

Ben sadece isimlerini biliyorum. Gerçek karşılığı aktiviteleri nedir bilmiyorum. ... Tabii yaşları gereği öğrencilerin onları takip ediyor olması lazım. Belki bize işimize yarayacak flyerlar verilirse biz de öğrencilere söyleyebilir ya da *syllabusta* yer verebiliriz destek birimi var diye hazır bir metin koyabiliriz.

(Professor 3)

I only know their names. I don't know what their real job is. ... Of course, due to their age, students should be following them. Maybe if we are given flyers that will be useful to us, we can tell the students or give them a place in the syllabus, we can put a ready-made text saying that there is a support unit.

(Professor 3)

4.3.2. Impact of Pandemic on Assessment Practices in MSE

The impact of the online education due to the pandemic (Covid-19) was explored in terms of its impact on the assessment plans and practices, the challenges it posed for assessment, and some positive aspects it has left for assessment.

4.3.2.1. Impact on Assessment Plan and Practices

The first set of data collected to answer this question was through the questionnaire. In Part A.1 of the questionnaire, the students were asked about what types of

assessment were used to determine their course grade in online education. The data revealed that in online education, the most frequently used assessment was written assignments. The use of attendance, participation and observations declined a little, but still they were frequently in use. Quizzes, written assignments, projects, presentations, discussions were used with a similar frequency. Finally, the use of self-evaluation, peer-evaluation, and portfolios were again not very frequent.

Table 19

Assessment Types Used in Online Education in MSE

	Never	Rarely	Sometimes	Often	Usually
Written Exam	2.0%	5.1%	16.3%	25.5%	51.0%
Take-home Exam	20.4%	19.4%	24.3%	22.3%	13.6%
Announced Quiz	12.0%	24.0%	22.0%	20.0%	22.0%
Pop Quiz	48.5%	11.7%	11.7%	9.7%	18.4%
Written Assignments	0.0%	1.0%	7.8%	13.7%	77.5%
Projects	2.9%	7.8%	16.5%	28.2%	44.7%
Group Presentation	6.8%	5.8%	12.6%	27.2%	47.6%
Individual Presentation	15.7%	21.6%	13.7%	22.5%	26.5%
Discussion	19.6%	13.7%	22.5%	23.5%	20.6%
Peer-Evaluation	35.6%	20.8%	20.8%	12.9%	9.9%
Self-Evaluation	30.1%	30.1%	19.4%	7.8%	12.6%
Portfolio	32.0%	12.6%	29.1%	11.7%	14.6%
Observation	26.2%	13.6%	17.5%	14.6%	28.2%
Participation	1.0%	5.8%	10.7%	27.2%	55.3%
Attendance	0.0%	2.0%	7.8%	25.5%	64.7%

These findings were complemented by the interview data. In interview 3, students noted that in online education written exams were not frequent as much, and rather they were required to do written assignments, namely reflection papers on articles and term projects [*Onlineda [eğitimde] daha çok test yönteminden olabildiğince uzaklaştığını gördük aslında öğretmenlerimizin. Daha çok bize reflection yazdırma, makale okuyup bundan neler anladık bunları yazdırmak, projeye yönelik yani dönemlik projeler yaptırmak. In online education, we saw that our teachers moved away from the test method as much as possible. Rather, it was more for us to write reflections, read articles and write about what we understood from it, and did term projects*]. In interview 1, a similar approach was mentioned. The students stated that when they first started the online education, their professors cancelled the exams and they assigned weekly written assignments [*İki tane eğitim dersi alıyorduk. O derslerin*

hocaları sınavları iptal ettiler ve her hafta düzenli olarak essay ödevi vermeye başladı. Ve biz essay ödevleri ile o dersleri geçtik. We were taking two Education classes. The instructors of those courses canceled the exams and started giving essay assignments regularly every week. And we passed those classes with essay assignments].

Secondly, the data revealed that the online assessment procedures were improved in terms of exam security measures. The professors and the students noted the two measures taken: use of phones to observe the students and the use of Safe Exam Browser (SEB) to prevent students' access to outside sources during the exams. Professor 2 illustrated how they implemented these two. She added that these measures worked well in terms of ensuring exam security and also, they managed to deliver safe exams thanks to the small number of student numbers in their classes.

Ölçme değerlendirme yaparken de öğrencilerini hem görüntüsünü telefonda açtırdık, sesi de açtırdık, öğrencilerin masasını tam gördüğümüz için orada ölçerken aslında bence çok sıkıntı olmadı. Öğrencinin orada bir hocayı yanıltma bir yerden bir şeye bakma durumu olmadı. Zaten arka planda da başka bir şey açmadığı için Safe Exam Browser var. Orada ölçerken sıkıntı olmadı, niye olmadı? Sınıf çok kalabalık olmadığı için ve açabildiğimiz için kamera. (Professor 2)

When we gave exams, we had the students turn on their phone and the sound, and since we saw the students' desk, I don't think there was much trouble. In other words, the students did not mislead the professors or they cheated, Safe Exam Browser prevented anything else from opening. Frankly, there was no problem, why? Since the classroom was not very crowded and we could use cameras.

(Professor 2)

Students in interview 1 also noted that at the beginning, the professors did not use SEB or cameras, but in time they required them to use cameras and install SEB to take the exams [*Çift kamera yöntemine geçti bazı hocalarımız. Hem önden hem arkadan çift kamera ile giriyorduk. SEB gibi sadece ODTUClass'a girebildiğimiz platformlar yüklememizi istediler bilgisayarlarımıza. Some of our teachers switched to the dual camera method. We had to take the exams with dual cameras from both the front and the back. They asked us to install platforms such as SEB on our computers where we can only use ODTUClass].*

Apart from the logistics of assessment, namely the medium of delivery and security issues, the expectations of the professors were generally maintained. In interview 5, students noted that the exams and assignments continued in the same style [*Hocalar*

hep aynı düzende işlediler yani hiçbir değişiklik gerçekleşmedi. Hep sınavlarımız hep aynı tarzda oldu, assignmentlar hep aynı şekilde sağlandı. The professors taught the same way, so no changes took place. Our exams were in the same style, assignments were given in the same way.] Professor 2, similarly, noted that she maintained the variety of questions, and doing assessment online did not affect her negatively [*Soru tiplerininin hepsini metuclass 'ta da sordum yani hani açık uçluyu da sordum yani soru tipleri açısından online eğitimin bana çok bir negatif etkisi olmadı. I asked all question types on metuclass [ODTUClass], I asked the open-ended questions. In terms of question types, online education did not have a negative effect on me.]*

Another issue identified regarding the impact of the pandemic was that the professors were not prepared to deal with the new situation they found themselves in. professors 4 and Professor 5 noted that they did not know how to deliver exams so they went for the alternatives that were available and allowed by the university administration. Mostly they opted for projects, written assignments that they students submitted and attending the classes [*İlk dönem nasıl sınav vereceğim konusunda emin olmadığım için o geçiş döneminde Mart-Nisan gibiydi o dönemde final sınavlarını, öyle opsiyon da tanınmıştı bize, final projelerine dönüştürdüm. Since I was not sure how I would give exams in the first semester, it was like March or April during that transition period, so I turned the final exams into final projects]* (Professor 5).

İlk çok hazırlıksızdık, onu söyleyeyim. O yüzden en uygunlarını seçmeye çalıştık. Hiç sınav yapamadım. Direkt öğrencilerin derse katılımı, şu soruyu hazırlarsa puan verdik. Şu ödevi teslim ettiler. Ders planları teslim ettiler. O tarzda öğrencinin hep bir şey teslim etmesine dayalı bir değerlendirmem vardı. (Professor 4)
We were very unprepared at first, I'll tell you that. That's why we tried to choose the most suitable ones [assessment methods]. I couldn't do any exams. We gave graded their participation, and their preparation for questions. They submitted assignments. They submitted lesson plans. In that way, I had an assessment based on students' assignment submission. (Professor 4)

Other professors also noted that they were unprepared for such a situation. This unpreparedness revealed itself in the form of negative feelings and lack of knowledge about online assessment. As Professor 5 noted that she was in panic because she was not prepared to deal with the situation [*Çok hazırlıksızdık, hazırlığımız yoktu. Hiç yoktu neredeyse. O ilk dönem büyük kaostu benim için, panik şeklinde. We were not prepared. There was almost none. That first period was a great chaos for me, I was in*

panic]. Professor 3 noted the chaos due to the questions they had in their mind regarding the exam security in that they were worried about delivering exams securely. He also noted the limited type of tasks they could do through the online platform of the university. For example, the platform allowed multiple-choice tests, but when they wanted to ask essay type questions, they had the difficulty of grading them.

Ciddi bir kaos ortamı oluřtu. Nasıl ölçme deęerlendirme yapacaęız? Sınav güvenlięinde sorun olacak mı? Ya da belli assessment *toollara* yönlendirdięi için platform ne yapabilirsiniz, *quiz* yapıyorsunuz, *multiple choice* yapabiliyorsunuz. Fakat *essay type* soru sorduęunuzda okuması zor olabiliyor gibi. (Professor 3)
There was a serious chaos. How will we evaluate student work? Will there be any problems with exam security? Or because the platform allows you to do assessment in certain ways such as quizzes or multiple-choice exams. But when you ask essay-type questions, it can be difficult to check them. (Professor 3)

This challenge was overcome in time, though. The professors noted that they learned to deal with the technological side of online assessment. Professors 4 and Professor 5 noted the research assistants' role in this process. With their technological skills and knowledge, the assistants helped their colleagues [*Asistan arkadaşlarım daha böyle teknoloji ile hařır neřirler. Onlar da bir şeyler öğreniyorlar bize feedback veriyorlar. My assistants are more involved with technology. They also learn things and they give us feedback.*] Professor 4 noted the training offered by the university to help them with the technological tools such as Safe Exam Browser (SEB) to ODTUClass [*Safe Exam Browser'ı ODTUClass'a entegre etti. Üniversite bununla ilgili eğitimler verdi. Safe Exam Browser was integrated into ODTUClass. And the university gave trainings about it.*]

4.3.2.2. The Use of University Resources in Online Education

In the online education period, ODTUClass was the most frequently used resource. Following ODTUClass came syllabus documents distributed by the professors, the student portal, the syllabus program for the students, academic calendar, and Turnitin. The department webpage, the student affair's webpage, university's integrity guidelines, i.e., *METU Academic Integrity Guide* for Students, *METU Guide for Rules to be Followed in an Examination Environment* were used fairly less frequently. The data revealed that the least frequently used resource was the support office (Center for Advancing Learning and Teaching).

Table 20*Resource Use in Online Education in MSE*

	Never	Rarely	Sometimes	Often	Usually
Department website	27.5%	13.7%	7.8%	9.8%	27.5%
Student affairs website	23.3%	24.3%	20.4%	18.4%	13.6%
Student portal	4.9%	2.0%	5.9%	23.5%	63.7%
University social media accounts	43.7%	22.3%	13.6%	10.7%	9.7%
<i>View Program Course Details</i> (Syllabus program for students)	4.9%	5.9%	12.7%	23.5%	52.9%
Syllabus distributed by the academic staff	1.9%	1.0%	3.9%	19.4%	73.8%
Academic Calendar	1.9%	5.8%	17.5%	25.2%	49.5%
ODTUClass	0.0%	0.0%	0.0%	2.9%	97.1%
<i>Turnitin</i>	6.9%	11.9%	30.7%	31.7%	18.8%
<i>METU Academic Integrity Guide</i>	44.7%	21.4%	14.6%	10.7%	8.7%
<i>METU Guide for Rules to be Followed in an Examination Environment</i>	34.0%	16.5%	23.3%	9.7%	16.5%
Exam Rules published by the academic staff or the department	1.9%	6.8%	11.7%	19.4%	60.2%
Center for Advancing Learning and Teaching – ÖGEM	62.1%	22.3%	9.7%	2.9%	2.9%

4.3.2.3. Adjustments Made to Assessment in Online Education

The interview data revealed that some adjustments were made to be able to do assessment during the online education due to the pandemic. The academic staff members stated that they made certain adjustments to the assessment practices. The first type of adjustment made to hold Zoom sessions to provide the students with feedback. In interview 4, students noted that especially in methodology courses, when they finalize their lesson plans, Zoom sessions were arranged by the assistant and the students received feedback. Sometimes the Professor of the course also attended the Zoom meetings [*metot dersinde lesson plan hazırladığımız süreçte mesela lesson planımızı yüklüyoruz. Bunun üstüne bi Zoom yapıyoruz bir asistanımızla bazen hoca da geliyor. Orada bir sözlü feedback alıyoruz. When we prepare a lesson plan in the methods courses, for example, we upload our lesson plan. And then we do Zoom sessions with an assistant, and sometimes the Professor also attend. We receive verbal*

feedback there]. Another student noted that the feedback procedures improved during the online education. And since that period, Zoom sessions to get feedback have become more common as they are convenient for group assessments because it is difficult for the group to come together and get the feedback [*Bence online sürecin de katkısı oldu çünkü ofis houra gideceksin. Hep birlikte buluşacaksın falan çok zor bir şey. Bu geri bildirim süreçlerinin online eğitimden sonra bence daha geliştiklerini söyleyebilirim. I think online education contributed to the feedback provision because we normally go to the professors' offices. It is very difficult to go together as a group. I can say these feedback processes have improved since the online education*].

Another adjustment made to help the students was to arrange group work. The first consideration was to reduce the number of students to work together. In interview 1, the students noted that the group projects continued in the online education, but the number of groups was reduced to two or three from four or five so that the students could meet easily [*Grup ödevleri projeler vesaire onlar aynı şekilde devam etti. Sadece 4-5 kişi iken genellikle 2-3 kişiye düşürdüler ki zaman daha kolay uydurulabilsin diye. Group assignments, projects, etc., they continued in the same way. It was 4-5 people, but the size of the group was reduced to 2-3 people so that we could meet up more easily*]. In interview 3, students noted that doing assignments or projects in groups helped them with their feeling of isolation and loneliness. It also helped reduce the stress they had to deal with. [*Sistem oturduktan sonra grup ödevleri daha yardımcı oluyordu. Çünkü pandemide biraz da iyice yalnızlaşma durumu da olduğu için grup ödevleri bizi rahatlatıyordu. Stres yükümü azalttığını düşünüyorum. Once the system was set, group assignments were more helpful because we felt isolated during the pandemic, group assignments helped use to deal with this. I think this reduced my stress levels.*]

4.3.2.4. Negative Impact of Online Assessment

The online assessment due to the pandemic also brought some challenges regarding assessment. The biggest challenge that online education brought was the technological burden. Professor 2 noted internet shortages or their computers breaking down. Such technical failures caused a lot of stress for the students [*Burada sıkıntı olabilecek en büyük şey öğrencinin internetini gitmesi gibi şeylerdi. Bilgisayarın açılmadığı durumlar oluyor. Ölçmede sıkıntı oluyor. Öğrencinin morali düşüyor. The biggest*

problem was when students lost internet connection and or their computers not working. These caused problems in terms of assessment. Students' motivation was affected negatively.] She also noted the delivering exams with camera monitoring was also stressful for the professors in that they were concerned about what to do if the cameras were to go down and the students were not monitored, or what to do if the students somehow cheated. [En büyük negatif ya da sıkıntılı kısım öğrencilerinin interneti gidecek mi? Öğrenci kamerası kapanıp görmezsem o sırada ne olacak? Bir yerden açıp bakarsa onu nasıl telafi edeceğim? O kısım bende stres yaratıyor. The troublesome part is whether the students' internet connection is lost. What happens if the students' cameras do not turn on and I cannot monitor them? How would I compensate for that time? These are stressful for me.]

Students also noted that the exam procedures were stressful for them as well. In interview 3, a student noted one very big challenge for them and stated that they had to take the exams from dormitory, they did not have appropriate conditions to take the exams. For example, they could not find quiet places and because their microphones and cameras had to be on, the proctors got suspicious if they did not turn them on [Yurtta sınava girmeye başladık. Çalışma odasına gidiyoruz. Orada arkadan ses geliyor seste girmek sorundasın, kamera açık, mikrofon açık. Arkadan sesler geliyor hoca "kim konuşuyor arkadan, kopya mı çekiyorsun?" gibi şeyler çok yaşanabilir. Biraz çok strese sokuyor insanı. We started to take the exams in the dormitories. We go the study halls. There is background noise, the camera is on, the microphone is on. The professors are worried and say things like "who is talking, is there someone in the room, are you cheating?" These stress us a lot.]

Students also noted that they felt isolated during the online education. Especially for the individual assignments. In focus group interview 3, one student noted that she felt the need to talk to her friends [Pandemide arkadaşlarımızdan uzak olduğumuz için çok fazla, dertleşemiyorduk. Beni çok strese sormuştu bireysel ödevler mesela. Since we were away from our friends during the pandemic, we couldn't communicate and share much. Doing individual assignments was stressful for example.]

The students noted that during the online education, they did not receive feedback to some final assignments and they still do not know whether they did them accurately

(interview 3). [*Covid döneminin son ödevleri final dönemi karışıklık çıktı orda birkaç ödevde feedback alamadık. Hani ne yaptık hala bilmiyorum ödevi doğru mu yaptım yanlış mı yaptım o muallakta kaldı. The last assignments of the Covid period, the final semester was a mess, and we could not get feedback on a few assignments. I still don't know what we did, whether I did the homework right or wrong, it was unclear*]. The other issue the students noted was the slow communication between them and the professors. One problem they experienced was when they received written feedback: the students wanted to express themselves and what they meant in certain parts of the assessment. But expressing this in formal email took time and they received replies from their professors sometimes two days later and during this time they had to submit another component of the assignment.

Özellikle yazılı *feedback* aldığımız zaman sadece hoca tam olarak neyi yanlış bulduğunu bazen ifade edemiyor veya biz biz *feedbacke* “hocam ben böyle demek istemiştik burada” yani çok basit bir cümleyi bile akademik dille *mail* atma süreci çok uzayabiliyor. *Mail* atıyoruz. Bazen 2 gün sonra cevap alıyoruz ama o sırada o ödevle alakalı başka bir şey yüklememiz gerekiyor. (Student Focus Group 3)
Epecially when we receive written feedback, sometimes the teacher cannot express exactly what he finds wrong, or we would like to respond to the feedback like "I actually meant this ", but expressing even a very simple sentence can be very long in an e-mail and in academic language. We send an e-mail. Sometimes we get a response after 2 days, but before we receive it, we have to upload something else as part of the assignment. (Student Focus Group 3)

An uneasy aspect of online education due to the pandemic was regarding the unethical student behaviors. Both the professors and the students noted their discontent with the issue. Professor 5 noted that she was not sure if the exams were 100% fair, or if the students cheated. Some students very strictly followed the exam rules, though [*Kuşku duyduğumuz şeyler oluyor çocuklar oraya buraya bir şeyler yazıyor. Hissediyorsunuz. Ama bir şey yapamıyorsunuz. 100% hakkaniyetli oldu mu sınav bilmiyorum. Bir kolay yolunu buldular mı kopya çekmenin vesaire ama kimi öğrenci de hakkıyla böyle strict olarak yaptılar sınavı. There are things that we suspect, students write things here and there. You feel it. But you can't do anything. I don't know if the exams are 100% fair. Did they find an easy way to cheat and so on, but some students did the exam in a reliable way?*]

In interview 4, a student noted that he felt there was an unjust situation during the online education because there were always some students who cheated [*Online*

süreçte sınavlarda ben hep hakkımın yendiğini düşündüm. Kopya çeken birileri sürekli oluyordu. In the online period, I always thought that my trust was violated, as there were always people cheating.] Another student noted that the students formed groups and they managed to cheat during the exams despite the measures taken, such as SEB.

Online dönemde çok fazla gruplaşmalar vardı ve bir grup arkadaş grubunuz varsa sınav sırasında evet önlemleri alınıyordu. Farklı bir sekme açamıyorduk aynı zamanda kamera kullanıyorduk vesaire fakat buna rağmen her türlü çekiliyordu kopya. Etrafımızdan duyuyorduk ve o yüzden adil olduğunu düşünmüyorum.
(Student Focus Group 4)

There were a lot of student groups in the online period, and if you had a group of friends ... Precautions were taken during the exam, for example, we couldn't open a different tab, we were also using a camera and so on, but despite this cheating took place. We were hearing it all around us, so I don't think it was fair.
(Student Focus Group 4)

4.3.3. How Assessment Manifests Itself as a Culture in MSE

The ways assessment manifests itself as culture in this department is presented under the categories of impact of discipline, assessment leadership, assessment's function and its role in learning, assessment plan and practice, communication around assessment issues, emphasis on academic honesty and fairness, and the enculturation of students' future assessment conceptions.

4.3.3.1. Impact of Discipline and Medium of Instruction

The analysis revealed that the assessment practices vary in the program. MSE has a unique status in that there are five programs offering degrees in one department. The impact of disciplines, namely elementary science, chemistry, physics, and mathematics, and education, was evident in the data. Professor 3 noted that teaching in the faculty of education requires them to do more application-based and formative assessment [*Fakültenin doğası gereği derslerin yapısı gereği çünkü ... Bunlara baktığımızda normal test midterm formatındaki sınavlara göre uygulamaya dayalı dersler, onlarda da şeyler formative assessment kullanabiliyoruz. Due to the nature of the faculty, the nature of the courses because ... When we consider these, our courses are practice-based courses, and rather than exams and midterms, we can use formative assessment.*] The department head also noted the strong impact of mathematics and mentioned the significance of identification of mathematical

structures in assessment. Similarly, students pointed to the significance of disciplinary knowledge in evaluating a student's progress.

... bizde matematik disiplininin bir takım gereklilikleri var. Orada oturmuş bir matematik ispatı nasıl yapılır? Bir matematik konusunda öğrencinin belli bir seviyede olduğu nasıl tespit edilir? Ya da orada nasıl bir argümantasyon yapılır? O disiplin içinde oturmuş hatta çok güçlü bir takım yapılar var. (Department Head)
The discipline of mathematics has a number of requirements. How do you do a math proofing? How to determine that a student is at a certain level in a mathematics? Or what kind of argumentation is made? There are even a number of very strong structures that are established within that discipline. (Department Head)

... *misconceptionları* da engellemediğimizde [öğrenciler] bizim varmalarını istediğimiz sonuca varamıyorlar. ... Mesela çocuklarda tam sayılarda işlemleri öğretmeden önce doğal sayılarda işlemler kavramının tam oturması lazım çünkü onun üstüne inşa ediyoruz. Eğer orda *misconception* varsa tam sayılarda *misconception* olma olasılığı daha da artıyor. Bundan dolayı ortadan kalkması lazım. (Student Focus Group 5)
When we don't prevent misconceptions, they [the students] don't reach the conclusion we want them to reach. ... For example, before we teach children operations on integers, the concept of operations on natural numbers should be fully established because we build on it. If there is misconception there, it is more likely that there is misconception in whole numbers. Therefore, it should be dealt with. (Student Focus Group 5)

Professor 2 noted the impact of English as the medium of instruction on assessment. She pointed to the necessity of expressing oneself well in English in a classroom assessment context and noted that when students feel anxious or when they are not equipped with the necessary language or vocabulary when asking questions in English, the formative assessment is hindered.

Dersin İngilizce gitmesi Türkçesi gitmesi öğrenciyi nasıl etkiliyor diye de sorulabilir. Öğrenciyi konuşturmak diyoruz değil mi yani ama öğrenciyi İngilizce konuşturduğun an bazen konuşmayabiliyor ya çekiniyor İngilizce'den ya da kelimeyi bulamıyor. Öğrencinin gerçekten anlayıp anlamadığını anlamıyorsun. Ama bazen tamam Türkçe sor diyorsun. O zaman öğrenci sorusunu sorabiliyor. Bence orada *formative assessmentta* dil bazen etkileyebiliyor *formative assessmentı* kısıtlayabiliyor. (Professor 2)
We can also consider how it affects the student if the course goes in English or Turkish. When we try to get the student to speak in English, sometimes he may not want to, he is afraid of English or he cannot find the word. You don't understand what the student really thinks or whether he understands. But sometimes you say, okay, ask it in Turkish. Then, the student can ask the question. I think there, language can sometimes affect formative assessment, it can restrict formative assessment. (Professor 2)

4.3.3.2. Autonomy of the Academic Staff Members and Assessment Leadership

The interview data provided some insights into the academic staff members' freedom to make assessment decisions and assessment leadership. The findings are summarized in Table 21 below.

Table 21

Autonomy and Leadership in MSE

Codes	<i>f</i>
Academic Freedom	
• responsibility to a higher authority	10
• freedom to make assessment decisions (METU)	1
• freedom to make assessment decisions (department)	1
• follow MEB requirements	1
Leadership	
• no leadership present	3
• example of leadership employed	2
• leading/teaching research assistants	1

The interview data revealed that assessment decisions must be made following some rules determined by the CoHE. The university administration, the university senate, faculty board, and the department board all have roles and duties determined by this governmental body [*YÖK Kanunu'nda görevleri var. Her birimin belli görevler tanımlanmış rektörün, senatonun, fakülte kurulunun, bölüm başkanlığının, bölüm kurulunun. The president, the senate, the faculty board, the department head, and department board have all duties determined in CoHE Law.*] To illustrate, when a new course is opened, one responsibility of the department head is to make sure the assessment component is fully described in the official form that is required.

Bir ders açılacaksa Fakülte Kurulu karar veriyor ve orada ölçme değerlendirme ne olacağını belirtmesini bekliyor. Bunların kontrolleri gibi sorumlulukları var. ... Yani yeni dersin ölçme değerlendirme yaklaşımının ne olması gerektiğini dersin öneri formuna yazılması gerekiyor. Bunu da bölüm başkanının en azından kontrol edip Fakülte Kuruluna öyle sokması gerekiyor. Son karar zaten Fakülte Kurulunun oluyor. (Department Head)

If a course is to be opened, the Faculty Board decides and makes sure the assessment procedure is specified. The Board has responsibility to check this. ... In other words, it is necessary to describe what the assessment approach of the new course should be in the course proposal form. The head of the department should at least check this and send it to the Faculty Board. The final decision is made by the Faculty Board. (Department Head)

The data also revealed that some official written communication takes place between the department head and the University Senate, the Dean's Office or the CoHE and based on these communications which are generally technical in nature, the academic staff are informed about what is or not allowed in terms of assessment practices.

Bu yazışmalar daha teknik ve doluyor üst makamlarla: şunu şunu yapmanıza müsaade var, şunu yapamazsınız tarzı direktifler geliyor bazen YÖK, bazen senato, bazen de dekanlık tarafından. Biz de o çerçeve içerisinde bölümün bunu nasıl hayata geçireceği konusunda öğretim üyeleri ve bölüm başkanlığı arasında bir iletişim oluşuyor. (Department Head)

These correspondences are more technical in nature, and they are directives from the higher authorities like things we are allowed to do or things we cannot do, sometimes from the CoHE, sometimes from the Senate, sometimes from the Dean's office. There is communication between the faculty members and the department head about how the department will implement these. (Department Head)

The department head noted that, just like in all institutionalized universities, in MSE the academic staff members have the autonomy to make decisions about their assessment practices [*Bütün köklü üniversitelerden olduğu gibi bizde de dersin nasıl işleneceği hangi ölçme ve değerlendirme yaklaşımının kullanılacağı konusunda öğretim üyelerinin özerklikleri var. As in all well-established universities, faculty members have autonomy in terms of how the course will be taught and which assessment approach will be used*].

Leading assessment practices in MSE is not done in a top-down manner. The department head elaborated on the issue by noting that the academic staff may feel that their autonomy is threatened if decisions come from the department administration. So, instead of doing that, he prefers to lead the group in a participative way. He creates a discussion platform and the group reaches a decision together with the academic staff members.

Mesela öğrenci yüklerini dikkate alarak proje miktarlarını ayarlayalım. Bunları genel ilke niteliğinde tartışmaya açıyorum. Ölçme değerlendirme de dahil ... bir konu gündeme geldi ve ben bölüm kurulunda 'böyle bir durum var bununla ilgili görüşleriniz neler?' Böyle bir şey ortaya koyuyorum. Bunu ortak akilla... Benim uygulama tarzım o. ... Onun dışında hocaların özerklik alanlarına tehdit olarak algılayacakları şekilde müdahaleler rahatsız edici olabilir hocalar tarafında.

(Department Head)

For example, we decide on the projects by taking into account the students' load. I start discussions. Including on assessment and evaluation ... When an issue comes

up, in the department committee meetings, I say, 'There is such a situation, what are your views on this?' I'm putting something like this out there. We try to come to a common ground. That's my way of doing it. Apart from that, interventions in their autonomy and can be disturbing for the professors.

(Department Head)

Another type of guiding/leading practice takes place between the professors and their assistants. Professor 8 explained how she guides her assistants. She asks them to evaluate the first report in a week so that the students see their mistakes and do not repeat the same mistakes in the coming ones. For the assignments in School Experience course, she reminds the assistants to check for the task requirements and provide feedback accordingly [*İlk raporda özellikle uyarıyorum. Hemen bir hafta içinde okursan hatalarını görürler. Daha sonrakilerde tekrarlamasınlar gibi. In the first report, I specifically warn the assistants, and tell them to check the assignments within a week so that the students can see their mistakes and they don't repeat it in coming ones.*]

4.3.3.3. Functions of Assessment and Its Role in Learning

The data revealed that assessment serves various functions, and the stakeholders are aware of its driving role in learning. Table 22 summarizes the findings.

Table 22

Functions of Assessment in MSE

Code	<i>f</i>
• assessment defined as feedback to teacher/student	14
• assessment defined as measurement of learning	6
• assessment to assert importance	3
• assessment is not equal to grades	3
• assessment defined as progress	3
• assessment defined as achievement of outcomes	2

Regarding the functions of assessment, the data revealed that to the stakeholders, assessment serves various functions. The professors noted that assessment serves various functions. To Professor 4, assessment has three functions [*hem çıktılara ulaşım ulaşılmadığımızı görmek, hem öğrencinin geribildirim almasını sağlamak, hem de bir anlamda adil, etkili bir not verebilmek. To see whether we have reached the outcomes, to ensure that the student receives feedback, and to give a fair effective grade*]. Professor 3 sees it as a tool to see the point a student has reached since the

starting point [*Baştan sona nereye gelmişiz, onu tespit etmek için kullanıyorum. I use it to determine where we've come from start to finish*]. Professor 4 and Professor 5 see assessment as a tool to inform the professors about their teaching and the assessment tool they used.

Bazı ödevler örneğin bakıyoruz ödev anlaşılmamış gerçekten bu ödevi değiştirmemiz lazım. Herkes farklı bir şekilde cevaplamış çok az kişi beklediğiniz cevabı vermiş. Dolayısıyla demek ki iyi ifade edememişim soruyu. Ya da konu anlaşılmamış. Bunu sınavlarda da görebiliyoruz bazen. (Professor 4)

In some assignments, we see that it was not understood, and we need to change this assignment. Everyone did it in a different way, very few people gave the answers we expected. This means that the question was not expressed well. Or the topic was not understood. Sometimes we can see this in exams as well. (Professor 4)

Students also noted that they see assessment as a tool to inform the teachers in terms of their performance. In interviews 2 and 3, students noted that assessment could inform the teacher about the level of learning of the class and how effectively the teacher has taught the subject [*Ölçme değerlendirme öğretmenin kendine feedback. Sınıfın durumunun ne olduğuna dair, konuyu ne kadar iyi anlatmış, ne kadar etkili olmuş anlattığı bunun için bir feedback. Assessment is feedback to the teacher. It is feedback on the improvement of the class is, how well he explained the subject, how effective he was.*] The students also defined assessment as a tool to evaluate the teachers themselves.

... biz öğrencilerle karşılaştığımızda bana hep birlikte serüvene çıkmış oluyoruz. Hani bir yol var önümüzde ve bizim adım adım bu yolu giderken, değerlendirerek gitmemiz gerekiyor çünkü aslında acaba yolu gidiyor mu yoksa hala aynı yerde miyiz bunu görmemiz gerekiyor. O yüzden aslında ölçme ve değerlendirme bu noktada benim için birazcık daha rehber gibi bir konumda olmuş oluyor.

(Student Focus Group 1)

When we meet the students, we go on an adventure together. You know, there is a road in front of us and we need to evaluate this path step by step, because we actually need to see if the students make progress in the right path or if they are still in the same place. That's why assessment is a guide for me.

(Student Focus Group 1)

To investigate the effect of assessment on learning, data were collected from the students through the questionnaire ($n=103$). In the questionnaire (Part A.2), the students were asked to evaluate the impact of the different assessments on their learning.

Table 23*Impact of Assessment on Student Learning in MSE (Questionnaire Data)*

	Not Applicable	Very negative	Negative	Neither positive nor negative	Positive	Very positive
Written Exam	0.0%	2.0%	2.9%	24.5%	47.1%	23.5%
Online Exam	1.0%	7.8%	20.6%	29.4%	28.4%	12.7%
Take-home Exam	16.7%	0.0%	5.9%	14.7%	34.3%	28.4%
Announced Quiz	8.9%	2.0%	6.9%	19.8%	42.6%	19.8%
Pop Quiz	29.7%	8.9%	17.8%	19.8%	17.8%	5.9%
Written Assignments	0.0%	2.0%	2.0%	10.8%	41.2%	44.1%
Projects	4.0%	3.0%	5.0%	16.8%	32.7%	38.6%
Group Presentation	4.0%	3.0%	4.0%	27.0%	38.0%	24.0%
Individual Presentation	11.8%	1.0%	11.8%	14.7%	35.3%	25.5%
Discussion	14.7%	2.0%	4.9%	16.7%	33.3%	28.4%
Peer-Evaluation	20.0%	9.0%	13.0%	19.0%	25.0%	14.0%
Self-Evaluation	22.0%	4.0%	10.0%	19.0%	25.0%	20.0%
Portfolio	22.5%	2.9%	4.9%	16.7%	29.4%	23.5%
Observation	13.7%	0.0%	2.9%	10.8%	26.5%	46.1%
Participation	0.0%	1.0%	4.9%	9.8%	32.4%	52.0%
Attendance	0.0%	3.9%	2.0%	17.6%	30.4%	46.1%

As seen in Table 23 above, the analysis of the data revealed that the students found written exams, written assignments, projects, observation, attendance, and participation most impactful on their learning. Take-home exams, announced quizzes, presentations, and discussions were found to be contributing to their learning as well. Pop-quizzes, peer-evaluation, self-evaluation and portfolio were reported to contribute little to their learning. Please note that about 25% of the participants indicated that they did not experience that type of assessment in their department.

The interview data revealed insights into the professors' and the students' awareness regarding the impact of assessment on learning. Table 24 summarizes the findings.

Table 24*The Role of Assessment in Learning in MSE*

Code	<i>f</i>
• assessment to support learning	24
• written exams' necessity for learning	11
• peer/self-evaluation do not facilitate learning	10

Table 24 (Cont'd)

• projects facilitate learning	9
• written exams' little/no positive impact on learning	7
• oral assessments facilitate learning	6
• microteaching facilitates learning	5
• written assignments facilitate learning	4
• group work may facilitate learning	4

The analysis of the interviews with the professors revealed that they aim to use assessment to support student learning. Professor 6 pointed out that his aim is not just see if the students grasped a subject, which is summative assessment, but to enable the assessment processes to improve student learning [*Amacımız biz bir şey yaptık hadi bakalım anlamış mı anlamamış mı değil. Hani summative diye isimlendirilir ya. Daha çok böyle süreç esnasında ne yapıyorsak beslesin öğrenmeyi. That's not our goal to see if the students understood what we did or not. You know, it's called summative. Rather, we do assessment to support learning*]. Professor 5 emphasized that she uses a variety of assessment methods because she is more interested in seeing student's real performance rather than obtaining a score at the end of the semester. Similarly, Professor 2 said that she feels it is more beneficial to give the students a chance to redo an assignment and correct their mistakes than simply assigning scores [... *diyelim ki 100 üzerinden 70 aldı, bitti gibi değil de sen onu bir daha gönder diyorum. O zaman sanki daha faydalı olduğunu hissediyorum. Let's say a student gets 70 out of 100, it's not like it's over, I ask the student to send it again. I feel like such a way is more useful.*] Professor 7 shared a similar view in that she goes over exam papers not only for scoring purposes but also for supporting students learning [*Tek tek sınavlar üzerinden giderim. Niye giderim? Derim ki bu sınavlar belki sizin işinize yarayacaktır not vermek için ama aynı zamanda öğrenim için diye savunuyorum. I go over the exams. Why? I say, maybe these exams will be useful for grading, but also for learning.*] Finally, Professor 2 noted that she used assessment data to reteach a subject or direct specific students to the teaching assistants if the subject is not fully understood by the students.

Birikim oluyor dönemin sonuna kadar kocaman bir şey. Çalışmamış çalışmamış, dönemin sonuna biriktiriyor. Kısacık sürede bir şey de hazırlanamıyor. Çok yetersiz oluyor, bana tam öğrencinin performansını göstermiyor aslında, başarısını, kazandığı şeyleri göstermiyor. O yüzden bu zenginliğin olması gerektiğini düşünüyorum. (Professor 5)

It's a huge amount of content until the end of the semester. The students do not study, the content accumulates and they cannot prepare in a short time. It's very inadequate, it doesn't show me the student's full performance, it doesn't show me the achievement, the things he's learned. That's why I think there should be this variety. (Professor 5)

Regarding the impact of specific assessment types on student learning, the data revealed that exams were found to be necessary for learning. Especially in the student interviews, they stated that without exams learning did not take place fully because they were held responsible for a limited section of the course content and they studied only for that section. Another point was that when there were no exams, the course was not taken seriously both by the academic staff and the students. Finally, it was noted in another focus group interview that quizzes helped them to break down the course content into smaller bits and revise them quickly and this helped them to study for the exams later.

Bir dersin ödevinin *deadline* yarın, ve hocamız daha slaytları ODTUClass'a bile yüklememiş. Çünkü yani açıkçası dönemi yarılacak, normalde her gün *mail* yağmuruna tutardık hocam slaytlar nerde diye ama sınav olmadığı için çok umursamıyoz şu an açıkçası slaytları. İki tane ödev yapacağız. Bir tanesini çoktan yaptık. Ödev yaparken slaytları açıp bakmayacağız. Çünkü internette sonsuz kaynak var. O yüzden sınav olmaması bana biraz dersin önemini düşürüyormuş gibime geliyor. (Student Focus Group 2)

The deadline of an assignment in one of the courses is tomorrow and the Professor has not uploaded the slides to ODTUClass yet. We are halfway through the semester, normally we would have flooded him with e-mails. But since there is no exam, we don't care much about the slides right now. We have two assignments. We've already done one. When we're doing an assignment, we're not going to look at the slides because there are many resources on the internet and the lack of exams seems to be decreasing the importance of the course. (Student Focus Group 2)

Ben açıkçası *quiz*lerin de faydalı olduğunu düşünüyorum. Vizelerdense mesela özellikle haberli *quiz*lerin çünkü şöyle oluyordu mesela belli bir aralıkta oluyor o aralığa kadar öğrendiğimiz konuları mesela hızlı bir tekrar yapmış oluyoruz *quize* girmeden önce. O mesela sınavlara çalışırken çalışmamı da kolaylaştırdı çünkü önceden hatırımda kalmış oluyordu konular. (Student Focus Group 3)

I believe quizzes are useful. Rather than the midterms, especially the announced quizzes. They are given at a certain interval, we do a quick review of the topics we have learned in that interval. This made it easier for me to study for the exams because I revised the subjects beforehand. (Student Focus Group 3)

The questionnaire data indicated that over 70% of the students found written exams positively or very positively impacting their learning, but the interview data revealed

that despite this significance attached, students noted that exams led them to memorize specific information from the course content and they tended to forget what they studied after the exam. In focus group interview 3, a student noted that the midterm exams, although there were questions in different levels, only required theoretical knowledge and did not enable to the students to apply the knowledge in real life.

Herhangi sınava girdiğimde test olsun, klasik, doğru/yanlış olsun fark etmez, sözel ders olduğu için eğitim dersleri genel olarak, ezberleyip giriyorum sınavda hiçbir şeyi unutmamak için çünkü bazen spesifik kelimeler soruyorlar. Ben bilsem de onu oraya aktaramayabiliyorum. Dolayısıyla ezber üzerine çalışıyorum. Baktığınızda bir hafta bile geçmeden aklımdan silinip gidiyor. (Student Focus Group 1)

When I take an exam, it doesn't matter whether it is a classical test or true false, since it is a verbal course, I memorize the content in the education courses in general so that I do not forget anything in the exam because sometimes they ask specific information. Even if I know, I can't transfer my knowledge there. I memorize. And then I forget all that in a week. (Student Focus Group 1)

Genel olarak *midterm* şeklinde, çoktan seçmeli, açık uçlu sorular ve hani hep teorik sınıfta öğrenilen teorik bilgiyi aktarmaya yönelik. Tabi sorunun *levelleri* değişebiliyordu ama hani uygulamaya yönelik yani gerçek hayatla birleştirdiğimiz noktası çok fazla olmuyordu. (Student Focus Group 3)

In general, we have midterms, multiple-choice, open-ended questions, and you know, it is always aimed at transferring the theoretical knowledge learned in the theoretical course. Of course, the levels of the questions could vary, but we did not have much chance to transfer or knowledge to real life. (Student Focus Group 3)

The interview data revealed that projects and written assignments were reported to be contributing to the students' learning a lot. The participants noted that unlike exams where they memorized the information, other assessment types such as projects, assignments contributed more to their learning. In addition, such assessment types promoted long-term learning.

Proje, ödev yaptığım ya da essay yazdığım ödevlerde biraz daha uzun vadede kalıyor aklımda. Şu an mesela 1. sınıftayken yaptığım ödevi hatırlıyorum ama girdiğim sınavı hatırlamıyorum ezber üzerine olduğu için. (Student Focus Group 1)

The projects, assignments or essays help me remember a little longer. For example, at the moment I can remember the homework I did when I was in the 1st year, but I don't remember the exams I took because they were based on memorization. (Student Focus Group 1)

The students also stated that projects' high level of contribution was because projects helped them obtain new perspectives and have a better learning experience by drawing

conclusions themselves rather than just reading information in the books (focus group interview 1). Also, in focus group interview 4, it was noted that projects helped the students apply the theoretical knowledge and identify any problems that may arise in practice. In addition, projects require the students to do research and the students can concentrate more.

Assessment dersimizin projesi vardı mesela, müfredat dersimizin projesi vardı. Ülkeleri kıyasladık bu projede ve Avustralya'da yaşayan insanlarla görüştüğ. Bu beni çok tatmin eden bir projeydi mesela çok bakış açımı geliştiren bir işti. Belki oturup kitaptan bunu okumaktansa bu çıkarıma kendimin yapması daha iyi oldu daha verimli oldu yani benim. (Student Focus Group 1)

For example, there was a project in our assessment course, and there was a project in our curriculum course. In this project, we compared countries and we interviewed people who live in Australia. This was a satisfying project, and it improved my perspective a lot. It was better for me to make this inference rather than reading this from the book, it was more productive. (Student Focus Group 1)

Ben verilen proje ve ödevlerden aslında çok şey öğreniyorum. Bunu fark ediyorum çünkü onları yaparken bir araştırma sürecine girip biraz üzerinde yoğunlaştığım daha çok verim alıyorum. (Student Focus Group 4)

I learn a lot from the projects and assignments we are assigned because while doing them, I go through a research process and focus on it and I find it more efficient. (Student Focus Group 4)

The data also revealed that presentations or assignments were done in groups and the students found working in groups beneficial considering their future profession, which requires human relations and communication skills. Second, in focus group interview 2, a student complained about the difficulty of working with others, but still she appreciated the opportunity it created for better learning. Finally, in interview 1, a student noted that they focused on producing an end product and such assessment promoted the skill of working together as a group.

Quizlerden ya da kısa midtermlerden ziyade yaptığımız projelerin, grup çalışmalarının daha çok katkı sağladığını düşünüyorum. Sonuçta bizler öğretmen olucaz iletişim kurmamız, bildiğimiz şeyleri başkasına aktarabilmemiz gerekiyor. (Student Focus Group 3)

I think that the projects and group work we do contribute more than quizzes or midterms. After all, as teachers, we need to communicate, we need to be able to convey what we know to someone else. (Student Focus Group 3)

Grup ödevleri kişilerin çalışmasına göre değişir bence. Bazen hiç çalışmıyor gruptakiler strese girip bir an önce bitse diyorum. Mesela böyle olunca *effective* olsa bile öğrenmeyi sevmiyorum o sırada ama birlikte düşününce farklı şeyler

çıktığı için daha öğretici oluyor. (Student Focus Group 2)

I think the contribution of group assignments vary depending on the people in the group. Sometimes they do not work at all. Then I wish the assignment to end as soon as possible. When this happens, I don't like to learn this way even if it is effective, but when you think about it together as a group, it becomes more effective because different things come out. (Student Focus Group 2)

Grup çalışması şeklinde verilen ödevlerde arkadaşlarımızla olan ilişkimiz noktasında geliştirmede çok önemli çünkü sonuçta bir işte ortak çalışıyoruz ve bir şekilde ortak noktada buluşmamız gerekiyor. Daha çok ödevi çıkarmaya çalışıyoruz. Bu yüzden de grupça çalışmada birlikte çalışma potansiyeli geliştirmiş oluyoruz aslında. (Student Focus Group 1)

It is very important to improve our relationship with our friends in the group assignments because after all, we work together and we need to come to a common ground in some way. We're trying to do the assignment. That's why we actually develop the potential to work together as a group. (Student Focus Group 1)

Specific to the field of education, micro-teachings were also reported to contribute to learning a lot. Students in interview 2 and 5 noted that microteachings, unlike the exams, enabled them to internalize the methods they learned [*Sınava girerken maalesef biraz not bilinci ile sınava girdiğim için ki o bilgileri hemen edinmeye çalışıp bir sınavda işlemeye çalışıyorum ama microteaching, uygulama kısmı çok kalıcı bir şekilde bizde yer alıyor. Unfortunately, when I take an exam, I have the grade on my mind, so, I try to try to process it in the exam, but microteaching and the application lead to permanent learning.*]

Presentation as an assessment tool was found to be beneficial by the students. One student in interview 2 noted, however, that the learning of the content was limited to the assigned part only. She stated that her group was assigned three teaching methods to present in the class and she learned those three really well while she did not have the same level of learning for the others.

Bize [benim grubuma] 3 tane metot gelmişti. Sadece o 3 metodu öğrenmişim gibi oldu çünkü sadece o metotlara çalıştım, ders planını hazırladım o metotları sundum. Diğer metotları hocamız derste işledi ama ders planı hazırlarken metodu tanıtırak dezavantajlarını ve avantajlarını yazdığımız bir kısmı oluyordu. Bence metodu asıl öğrendiğimiz kısım o oluyordu benim açımdan. Bu noktada bence bizim bölümümüz açısından metotları öğrencilere birer 1er, 2şer bölüştürmek bence öğrenme kısmını biraz etkiliyor diye düşünüyorum. (Student Focus Group 2)

We [my group] had to present 3 methods. I felt I only learned those 3 methods as I only studied those methods, prepared the lesson plans and presented them. The other methods were okay, our teacher covered them, but while preparing the lesson

plan, there was a part where we introduced the method and wrote about its disadvantages and advantages. I think that was the part where we really learned the method. You know I think that dividing the methods among the students affects learning a little. (Student Focus Group 2)

In focus group interview 1, students stated that doing peer-assessment anonymously and evaluating a peer's work without assigning a score could be beneficial for their learning. First, regarding anonymity, the student shared an experience where peer-assessment was done without disclosing the name of the assessors to the students whose work was evaluated. The evaluations of the students were collected by the Professor and shared without any names. The student stated that this was helpful in that peers may have a different viewpoint of assessment than the Professor, which may be more helpful for the student. Second, evaluating a student without assigning scores was also found to be effective. In focus group interview 4, a student shared such an experience [*Yükledik hepimiz ödevlerimizi, isimsiz bir şekilde rastgele atandı ve 3 arkadaşımıza feedback verdik aslında, puanlama da vermedik feedback verdik. Bence bu çok verimliydi. We all uploaded our homework, it was randomly assigned and it was anonymous, and we gave feedback to three of our friends, in fact, we did not assign scores, we gave feedback. I think that was very productive.*]

İsimleri belli değildi kimin ne yazdığını bilmiyorduk. Sadece hocalar biliyordu. Bence çok faydalı oluyordu çünkü hem ismini bilmediğimiz için bir de objektif yorumlar yapmak çok önemliydi çünkü kendinizi ona göre geliştirdiğimizi görüyorduk. Bizim kaçırdığımız bir şeyi arkadaşımız yakalayıp bizi uyarıyor. Onun için öğretmen harici birbirimizi değerlendirmemiz de iyi oluyor çünkü öğrencinin öğrenciye bakış açısı daha farklı olabiliyor. (Student Focus Group 1)
We didn't know who wrote what. Only the professors knew. I think it was very useful, because we didn't know the name, and it was very important to make objective comments because we saw that we were improving ourselves accordingly. In other words, our friend catches something we miss and warns us, it is good for us to evaluate each other in addition to the teacher because the student's perspective can be different. (Student Focus Group 1)

Despite this benefit, self- and peer-evaluation were reported to be not working well. Professor 7 gave a detailed account of the peer-evaluation procedure she implemented in her courses. She complained that students could not evaluate their peers objectively. According to her, the reason behind this is about their social relationship with their peers: The students feel they are telling on their friends even though these friends do not work as hard as them and the group does not perform well.

Grup çalışmasını mümkün olduğunca yaptırmaya çalışıyorum. Anketler hazırladım. Ama işlemiyor. Bana şikayet ediyorlar “arkadaş çalışmıyor, onun yapacağını ben yapıyorum” diyor. Bunu ispiyonculuk olarak düşünüyorlar. Ama değerlendirin diyorum elimde veri yok. (Professor 7)

I really try to do group work as much as possible. I prepared surveys. But it doesn't work, so they complain to me, "My friend doesn't work, I'm doing what he's supposed to do." They think of the situation as snitching. But I ask them to evaluate their peers, I don't have the data. (Professor 7)

A student in interview 2 noted she was not comfortable with the self-evaluation process in that she believed she already did a good job. She noted that she felt the need to get feedback from the professor first. She also noted that the rubrics also required them to think about the parts to improve, and to get points from this self-evaluation task, she forced herself to complete it.

Biz kendimizce en mükemmelini yapıyoruz ve özellikle hocamızdan *feedback* almadan *self-critique* yazmak imkansız. Zaten kendimiz için en ideal olanı yapmışız. Bu noktada ben çok zorlanıyorum, illa negatif şey yazmalıyım hissiyatına kapılıyorum çünkü rubrikler de bu yönde oluyor. Neyi daha iyi yapardınız gibi bir soru var. Buna cevap vermek zorundayım çünkü bundan puan alacağım ama kendimce zaten en iyisini yaptığımı düşünüyorum. (Student Focus Group 2)

We already do our best, and I think it is impossible to write a self-critique, before getting feedback from our professor. We have already done our best. At this point, I have a hard time, I feel that I have to find something negative and write about it because, in a way, rubrics are in this direction. There is a question “what would you do better?” I have to answer that question because I'm going to be assessed on that, but I think I have already done my best. (Student Focus Group 2)

4.3.3.4. Assessment Plan and Practice

To explore how the academic staff members plan assessment and put it into practice, the role of outcomes in assessment decisions, feedback procedures, factors that assessment negatively, perceived difficulty of assessment, and inclusivity and emotional support were considered. Table 25 below summarizes the findings.

Table 25

How Assessment is Planned and Put into Practice in MSE

Code	<i>f</i>
Role of Outcomes	
• expectations from students determine assessment procedures	4
• refer to outcomes when doing assessment	3
• no/partial reference	3
• problems with outcomes	3

Table 25 (Cont'd)

Feedback Procedures	
• feedback is integral to learning	24
• feedback is provided by academic staff (Professor/assistant)	16
• feedback provision is established	9
• feedback procedures (type, frequency) vary	6
• feedback is provided by peers	6
• detailed feedback is preferred for learning	5
• written feedback preferred	2
Areas that Need Improvement	
• lack of feedback	4
• experience with untimely feedback	4
Factors Affecting Assessment Negatively	
• student number/course load	4
• not let outside factors prevent prioritizing assessment	3
• research university requirements	1
Perceived Difficulty in Assessment	
• extremely high expectations from METU students	5
• high level of assessment difficulty	1
Accessibility and Emotional Support	
• guidance for students with special needs	6

4.3.3.4.1. Determination of Assessment Plans – Expectations vs. Outcomes

The data revealed that the professors consider their own expectations from the students and the course rather than the written outcomes when they plan their assessment practices. Professor 8, for example, noted that she does not refer to outcomes but rather makes her assessment plans considering the nature of the course. She stated that she expects the students to be active in their learning, therefore, she follows the role of a guide and let the students discover the information. Her expectations vary depending on the type of assessment in that she expects more from the students when she gives a take-home exam while for an in-class exam she may be a little more lenient thinking that the students may have difficulty remembering under exam conditions [Daha çok dersin doğasına göre karar veriyorum. Bir müfredatı ben anlatsam direkt onlara yaptırmadan çok da öğrenemezler. Kendileri yapıyorlar. Ben de yol gösteriyorum. *I mostly decide considering the nature of the course. If I explain a curriculum myself, they can't learn much if they do not apply what they learn in the course. They work and I guide them.*]

Takehomed sizin daha güzel yazmanızı bekliyorum, daha kapsamlı, her şeyin altının dolu olması gerekiyor. Sınavda aklına gelmemiştir ya da şunu şöyle geçiştirmiştir diye düşünüyorum. Puanını ona göre veriyorum tabii ki sınav ortamında onu bekleyemeyeceğim için. Ama *takehome* olunca adam akıllı bir şey bekliyorum. (Professor 8)

I say to the students that I expect them to do better in take-home exams, more comprehensive and fully describe everything. I consider that students may not remember things in exams, and I grade accordingly. But when it comes to take-home, I expect smart answers. (Professor 8)

Academic staff members stated that they do not systematically refer to the program and course outcome. Professor 6 commented that they embedded the program outcomes in the courses when they designed them, so they do not go back and check them [*Daha çok dersin amacını bir deste amacımız neydi. Zaten onu gömdük zamanında şeyin içerisine yani bu ders yapılandırırken programın amacı doğrultusunda yapılandırdık. Artık dönüp bakmıyoruz. We consider the purpose of the course and what we are aiming for. We embedded the outcomes when we structured this course, we structured it in line with the purpose of the program. We don't look back anymore.*] The Professor noted that they did not have the chance to determine the course outcomes themselves and they were heavily guided by the CoHE [*YÖK'ün dayattığı programın içerisinden bizim uyguladığımız şeyler açıkçası. Kafamıza göre program çıktısı hazırlama dersleri ona göre yapma gibi bir lüksümüz olmadı. Obviously, we implement the program imposed by the CoHE. We did not have the chance of preparing program outcomes ourselves and doing the lessons accordingly*]. Professor 4, on the other hand, stated that she refers to course outcomes when designing assessment practices as the aim is to determine if the students achieve these outcomes [*Dersi kazanımlarını düşünürüm çünkü o kazanımlara ulaşıp ulaşmadığını belirlemek istiyorum. I consider the outcomes of the course as I want to determine whether the students have reached them*]. Professor 1 also stated that he refers to the outcomes. However, he reminded that he refers to the course outcomes rather than the program outcomes, and that the course and program outcomes were not written in alignment at the time they were structured because of the way ODTU structured that process [*Programın outcomeları değil de derslerin outcomelalarının üzerinden geçiyoruz. İkisi yani ikisinin paralel olması gerekiyor ama ne yazık ki paralel değil. Bu da ODTÜ'deki iş yapış şeklimizden kaynaklandı. Dolayısıyla biz hala dersimizin outcomelarını ölçüyoruz. We go over the outcomes of the courses, not the outcomes of*

the program. The two are supposed to be parallel, but unfortunately, they are not. This was due to the way we do business at METU. So, we're still measuring the outcomes of the courses].

4.3.3.4.2. Feedback Provision

In MSE, feedback is an integral aspect of learning and it is considered important. First, Professor 5 noted that feedback acts like a mirror to the student's learning and when they get familiar with the process, they demand feedback from the professors. Similarly, students pointed to the value they attach to feedback, and they noted that they felt enlightened when the feedback included a point that they could make use of and contributed to their learning.

Öğrenciler ilk zamanlar hoşlanmıyorlardı ama o rutine alıştıktan sonra staj derslerinde, bir değerlendirme yaptığımda peşimden koşturuyor "hocam bana daha başka ne söyleyeceksiniz" diye. Aslında istiyor. Yani bir şey yapmış bunun nasıl olduğunu kendi de merak ediyor yani bir ayna tutmuş gibi karşısına hissediyoruz.

(Professor 5)

The students didn't like it at first, but after getting used to that routine, when I do an evaluation in the School Experience course they run after me saying, "Teacher, what more can you tell me?" In fact, they want feedback. He has done something and he wonders how well he did. It is like we hold a mirror at their performance.

(Professor 5)

Hocalarımızdan aldığımız *feedback*ler işte "şunu da düşünebilirdin" dediğinde insanın kafasında bir ışık yanıyor diyorsun ki "a ben düşünmemiştim, hakikaten güzel bir şeymiş, bunu düşünüyüm" diyorsun. (Student Focus Group 1)

When we receive feedback from our teachers that says "you could have done this" you realize and say "oh, I didn't think about it, it was really a good idea."

(Student Focus Group 1)

The data revealed that in MSE, feedback process is mostly established. The student interviews revealed that students received feedback for the assignments they submitted and the exams they took. However, the mode of feedback (written or oral), frequency of feedback, the level of details in feedback, and the source of feedback might vary. The students noted that, in addition to the professors, they received feedback from the teaching assistants and their peers. They stated that assistants provided them with written feedback and they allowed the students to ask further questions. The students added that they benefitted from the feedback they received when it was detailed and when it guided them to improve their assignments or projects rather than only telling

them what was problematic [*“Bu olmamış” demek yerine, bu neden olmamış bana bunun düzgünce bu açıklaması olması ve daha sonra ne yapabilirim geliştirmek için diye iki farklı basamağı olması gerekli feedbacklerin. Instead of saying "this is not good enough", I need to have the explanation of why this is not good enough, so these two steps for effective feedback should be there*] (interview 3). Peer feedback was reported to be helpful, as well. In the focus group interview 4, a student described a peer feedback process which was found to be beneficial for them.

Ödevlerimizi asistan hocalar okuyor genelde, onlar yazılı *feedback* veriyorlar. Bazen anlamadığımız yerler oluyorsa *feedback*'te veya kendimizi yanlış ifade ettiğimiz yerler oluyorsa *email* ile ulaşabiliyoruz. Tekrar *email* ile de *feedback* alabiliyoruz.

(Student Focus Group 2)

Our assignments are checked by assistants, and they give us written feedback. Sometimes, if there are areas we don't understand or expressed ourselves incorrectly, we can reach them by email and we can receive feedback by email again. (Student Focus Group 2)

Birbirimizi puanladığımız bir şey var metot dersinde yapıyoruz. Herkes bir *lesson plan* hazırlıyor. Etkinliğimizi sunduktan sonra dersi yaptıktan sonra, her grup bütün gruplardan *feedback* alıyor; ‘şunu şöyle yapsaydın daha iyi olurdu, bunu böyle yapsan daha iyi olur’ gibi. Güzel bir tartışma ortamı oluyor daha geliştirici oluyor.

(Student Focus Group 4)
There's something in which we score each other in the methods course. Everyone prepares a lesson plan. After presenting our plans, each group receives feedback from all the other groups; It's like, 'It would be better if you did this.' It creates a very good discussion and helps us to improve our work. (Student Focus Group 4)

4.3.3.4.3. Areas to Improve and Factors Affecting Assessment Negatively

Regarding some aspects that need improvement in assessment practice, the students noted that the feedback provision suffered in some courses. The students noted that timely feedback helped them build on their previous knowledge and learn better, but the untimely and late feedback hindered such a process. In interview 4, a student pointed out that when she kept making the same mistakes in the following tasks as she did not receive feedback on time. Another aspect of feedback that was reported to suffer was the amount of detail it included. In one focus group interview 1, a student mentioned that there were some professors who provided superficial feedback in their program [*“Zaten derste konuşmuştuk” gibisinden üstü kapalı bir şekilde de geçebiliyor. Bazen yeterli bir şekilde, ayrıntılı feedback verilebiliyor. Tamamen*

hocadan hocaya deęiřiyor. Some feedback was like "we already talked about it in class." Sometimes detailed feedback was given. It changes from teacher to teacher.]

Bazı derslerde çok çabuk *feedback* alabiliyoruz ve onun üstüne inşa edip sınavda daha iyi kavrayabiliriz sınava kadar konuları, neler yapmamız gerektiğini ama bazı derslerde *feedback* dönem sonu neredeyse alabiliyoruz. Bu *feedback* gecikmelerinden kaynaklı kafa karışıklığı olabiliyor dönem içinde. Ama her ders için geçerli değil. (Student Focus Group 4)

In some courses, we can get feedback very quickly and we can build on it and understand it better, what we need to do until the exam, but in some courses, we can get feedback towards the end of the semester. There may be confusion due to these delays during the semester. But it doesn't happen in every course. (Student Focus Group 4)

Her hafta rapor yazıyorduk ve her hafta almak zorundaydık onun *feedback*ini çünkü bir sonraki raporda yine aynı *templateden* değerlendirileceğiz ve bizim o eksikleri yapmamamız gerekiyor artık ama kaç kere üst üste aynı eksikleri yaptım çünkü hatalarımın farkında olmadığımı biliyorum. O yüzden o yönden çok kötü olmuştu. (Student Focus Group 3)

We were writing a report every week, and we had to get feedback every week, because in the next report, we would use the same template and we should not make the same mistakes again, but I made the same mistakes because I was not aware of my mistakes. So, it was a negative experience. (Student Focus Group 3)

According to the data, assessment plan and practices are negatively affected by some factors. The first one was found to be the student number. As Professor 2 noted when the student number is high and the group cannot be divided into two or three, the assessment techniques to use vary. To illustrate, the amount of time that can be spared for one student decreases and the feedback procedures is done through written channels. Another factor that has a negative impact is the university requirements, especially the course load. Professor 3 noted that having to teaching four or five courses hinders his assessment procedures. To him, this is more influential than the student number.

Zorunlu ders 40-45 kişi bir arada yapmamız gerekiyor 2 sectiona bölemediğimiz zamanlar da oluyor. Yani 20 kişilik grupta daha kolay değerlendirme yaparken 40 kişilikte biraz daha farklı teknikler kullanmak gerekebiliyor. Her dersi bölmemiz maalesef mümkün olmuyor. Öyle olduğu için de taktikleri değiřtirmek gerekiyor. Mesela diđerinde daha çok öğrenci söz hakkı alıyor. Daha çok sunumlar üstünden ders gidebiliyor ve daha çok geri dönüt alabilirken, diđer derste biraz daha geri dönütler sadece kağıt üstünden olabiliyor diye düşünüyorum. (Professor 2)

We have to do a compulsory course with 40-45 students, and sometimes we cannot divide it into 2 sections. While it is easier to evaluate in a group of 20 students, it

may be necessary to use different techniques in a group of 40 people. Unfortunately, it is not possible to divide every course into sections. Thus, it is necessary to change techniques. For example, students can talk more. Courses can be mostly based on presentations. While students can get more feedback in the smaller course, in the larger class, feedback can be on paper only. (Professor 2)

[Üniversite beklentilerinin etkisi] Olmaz olur mu. Siz benden 4-5 ders isterseniz, en sonunda şu hisse kapılıyım keşke daha verimli çalışabilsem, keşke istediğim ölçme yöntemlerini daha rahat uygulayabilsem. Ders sayısı çok belirleyici, öğrenci sayısından daha fazla. Ben bir dersi bir öğrenciye versem de bir ders gibi hazırlıyorum sonuçta. (Professor 3)

The university's expectations definitely impact assessment. If you assign me four or five courses, I will eventually say I wish I could work more efficiently, I wish I could use the assessment methods I want. The number of courses is more influential than the number of students. Even if I give a lesson to one student, I prepare it seriously. (Professor 3)

An interesting finding was that some professors do not let such factors as student number, course load or university expectations affect their teaching and assessment. Professor 1 and Professor 6 both noted that as a group (professors of PHED) they try not to be affected by these factors. On the contrary, a colleague in the program cannot spare time for his academic life. Professor 6 justifies this by stating that their priority is to graduate high-quality teachers.

Ben onların [öğrenci sayısı, üniversite beklentileri gibi faktörlerin] etkili olduğunu düşünmüyorum. Bazları öbürlerini merkeze almış olabilir. Diğer iki arkadaş da tanıyorum. Diğer işlerin bunlara özellikle negatif etki etmesine izin vermezler. Hatta tam tersine. 3 kişiden biri derslerini o kadar mükemmel veriyor ki yani derslerine ayırdığı zaman o kadar fazla ki akademik hayatına zaman ayıramıyor. (Professor 1)

I don't think they [factors like the number of students, university expectations] affect my assessment choices. Some may consider them. I know the other two professors. They don't let such factors have a negative impact on them. Just the opposite. One of them teaches his courses so perfectly and devotes so much time that he cannot spare time for their academic life. (Professor 1)

Bu bizim için en önemli şey bu, öncelik hep bu başka şeyler olsa da oradan taviz vermiyoruz açıkçası dersle ilgili, birinci önceliğimiz o diyoruz. Zaten az öğrenci yetiştiriyoruz. En iyisi olsunlar istiyoruz. (Professor 6)

This is the most important thing for us, even though there are other things, we do not compromise it. Frankly, it is about teaching, we say that it is our first priority. We train very few students. We want them to be the best. (Professor 6)

4.3.3.4.4. Perceived Difficulty of Assessment Affecting Student Performance

Another aspect that was discussed in one of the focus groups was the perceived difficulty of assessment and the level of performance expected from the students. Students noted that they feel pressured by the expectations of the academic staff from them, and the expectation was that they needed to perform at a level that the professors themselves showed when they were students at METU. Another student expressed the psychological problems she suffered due to the difficulty of the exams. She also noted that when she failed in the first assessment, this failure affected her performance in the coming one. She noted that this decreased her self-confidence.

Student 1: Genelde hocalar ODTÜ mezunu oluyor. Biz de bu süreçten geçtik, biz yapabildik siz de yapmalısınız çünkü ODTÜ'ye geldiniz.

Student 2: Bizim hocalar da böyle. Siz zaten Türkiye'nin en iyi üniversitesine geldiniz. Zekisiniz demek ki. Bu zekaya uygun bir performans sergileyin. [diyorlar]. (Student Focus Group 5)

Student 1: Our professors are mostly METU graduates. They say they went through this process, they could do it, so we should do it too because we came to METU.

Student 2: Our professors are like that, too. [They say] you have come to the best university in Türkiye. They say you're smart. Act like it. (Student Focus Group 5)

ODTÜ yüzünden panik atak gelişti bende. Psikiyatriste gittim bana şunu dedi “evet bu ODTÜlülerde anksiyete özellikle çok oluyor” dedi. Yani bir sınavı ya da bir değerlendirme aşamasında çok zor yapıyor bazen bazı hocalar. Gereksiz zor yapıyor bence hiç gerek yok. Ardından bu çok büyük bir stres yaratıyor. Başarısız olduğun zaman da ikincisinde hani ya yapamazsam çünkü öz güvenin kırılıyor. (Student Focus Group 5)

I have had panic attacks because of METU. I went to a psychiatrist and he said, METU students have anxiety issues. Sometimes some of our professors make exams very difficult. I think it's unnecessarily difficult. Then this creates a lot of stress. If you fail the first time, you cannot do it in the second stage and your self-confidence decreases. (Student Focus Group 5)

4.3.3.4.5. Accessibility and Emotional Support

The data revealed that in MSE, professors are observant of any student who has a special need. As Professor 4 noted, in such cases they consult the corresponding support service of the university, i.e., Disability Support Office [*Engelsiz ODTÜ*]. In addition, they may offer emotional help and guidance to students who need it, sometimes by referring to their own experience as METU students.

Tabii ki özel ilgiye ihtiyaç duyan öğrenciler var. Yani olabilir, bir engeli olabilir öğrencinin ve ona çok farklı yaklaşmamız gerekebilir. Bu konuda genelde Engelsiz

ODTÜ Ofisi destek verebiliyor. (Professor 4)

There are students who need special attention. They may have a disability and we may need to approach them differently. The Disability Office generally provides support for these students. (Professor 4)

Zorluk çeken öğrencilere kendi bilgim çerçevesinde fikirler verebiliyorum. Sonuçta ODTÜ’de ben de öğrenci oldum. Ve diğer öğrencilerden aldığım bazı feedbackler var, onlara göre de yönlendirmeler yapabiliyorum, danışmanı olduğum öğrencilere elimden geldiğince katkı [verebiliyorum]. (Professor 5)

I am able to help students who are struggling as much as I can. After all, I was a student at METU, a very old student, but there is some feedback I get from other students, when they say 'there is such a thing', I can guide them, I can provide support as much as possible. (Professor 5)

4.3.3.5. Communication around Assessment Issues

The analysis of the interview data revealed that communication around assessment issues take place among the academic staff members and between the professors and the students. Table 26 below summarizes the findings.

Table 26

Communication around Assessment Issues in MSE

Code	<i>f</i>
• students are informed about assessment in advance	23
• communication among faculty	13
• collaboration among faculty teaching the same course	10
• lack of communication among faculty	6
• chances created for communication with students	2
• collaboration among faculty	1

The communication around assessment issues between the professors and the students takes place through the syllabus documents and the very first session of the semester. In their first sessions with the students, the professors inform the students about the course and the assessment procedures. Also, all eight professors noted that they explain the assessment types required of the students in their syllabus documents, they explain their expectations from them in the first session when they distribute their syllabus documents, and they answer students’ questions regarding assessment. [Daha detaylı syllabus üzerinden gitmeye başladım. Yani o işleniş süreci ile ilgili. Mesela sunum yapacaksınız, nasıl yapacaksınız? Neler bekliyorum. *I started to go through the syllabus in more detail about the implementation of the course. For example, you are going to do presentation, how to do them and what I expect*] (Professor 7).

Bunu nasıl yapacağız, bu grup ödevi mi diye soruyorlar. Bu tarz sorular oluyor. Ödevleri soruyorlar. Ara sınav ve final genelde bunlara alışkın oluyorlar çok soruları olmuyor. Proje ile ilgili soruları olabiliyor. (Professor 4)

The students ask how they are going to do the assessment, if it will be a group assignment. There are questions about these. They ask about assignments. They are usually used to midterm and final exams, so they don't have many questions about them. They may have questions about the projects. (Professor 4)

This finding was confirmed by the student data as well. In the interviews, the students noted that their professors were careful about communicating their expectations from them through the syllabus documents and they also created opportunities for them to ask further questions if needed. In interview 2, all participant students noted this. [*Syllabusta anlatıyorlar. Yani daha sonradan bir sorunumuz olduğu zaman her zaman bize mail ya da yüz yüze denk gelebilirsek sorularımıza cevap veriyorlar. They inform us via syllabus. And when we have a problem later, they always send us an e-mail or if we see them face to face, they answer our questions*]. In interview 5, the students also noted that the professors communicated their expectations from them through their criteria lists or rubrics, which, according to the students, helped them to successfully do the assessment at hand.

Rubrik paylaşırlar dikkat edilmesi gereken çok fazla şey olduğu için. Hem ders planı yazarken hem de bu ders planını uygularken sınıfta *teaching* yaparken dikkat edilecek çok fazla şey olduğu için bir rubrik hep bize verirler öncesinde.

(Student Focus Group 5)

They share rubrics because there are so many things to pay attention to. Since there are a lot of things to consider both when writing a lesson plan and when applying this lesson plan, they always give us a rubric beforehand. (Student Focus Group 5)

The data also revealed that the faculty members have conversations among themselves about their assessment plans and the issues they experience. Professor 4 noted that the academic staff consider the changing expectations and requirements, which she appreciates. She noted that this happens mostly among the staff that teach the same course, though. Similarly, Professor 1 noted that they have both informal and systematic conversations among themselves. Their friendships and having offices in the same corridor facilitate these conversations in that they can ask for ideas to one another. They have the systematic idea sharing when they teach the same courses.

Örneğin bölümde hocalar arasında konuşmalar, ki bunlar gerçekten o yönünü takdir ediyorum. Her şey aynı kalmıyor. Bir ders yıllarca veriliyor olsa bile neler istediğimiz, beklentiler bu anlamda değişiklikler oluyor. Ama bunu sanırım o dersi

veren hocalar daha çok aralarında konuşuyorlar gibi geliyor. (Professor 4)
For example, in the department, there are conversations among professors, which is something I really appreciate. Not everything stays the same. Even if a course is taught for years, what we want or our expectations change. But I think the professors who teach the same course talk more among themselves. (Professor 4)

Bir de aynı koridordayız, arkadaşlıklarımız var. Yemek yerken falan konuştuğumuz, akademik olarak bir arada olduğumuz ortak ders verirken konuştuğumuz şeyler oluyor. Bir de arkadaşlıkla konuştuğumuz, oluyor. Dolayısıyla ortak verilen derslerde sistematik bir etkileşim var. Ortak verilmeyen derslerle ilgili arkadaş, normal insani paylaşımlar var. (Professor 1)
Our offices are in the same corridor, we have friendships. There are things we talk about while having lunch or when we are together as academics about shared courses we teach. Also, we talk as friends. Therefore, there is systematic interaction for the shared courses. If the courses are not shared, there are normal friendly conversations. (Professor 1)

According to the data, the academic staff systematically share ideas and have conversations with the ones they teach the same course. According to Professor 3, they do this to be fair to protect the students' rights to fair treatment and to have alignment in the curriculum. Professor 5 stated that they involve the teaching assistants in these conversations because they do some of the assessments such as grading reports, observing students and writing reports for these observations.

Bazı dersler var. Onlar öğrenci sayısı fazla olduğunda ve zorunlu ise programda, farklı *sectionlarda* oluyor. Şöyle bir şeye özen gösteriyoruz: Eğer bu dersin kodu aynıysa, konuları aynıysa, birçok çıktının da ya da *expectationın* da aynı olması yönünde bir fikir birliği var. Yani hem öğrencilerin haklarını koruma hem de müfredatta bir uyum olması açısından. (Professor 3)
For the must courses, if the student number is high and they are offered in different sections, we are careful that if the code of this course is the same, if the topics are the same, then many of the outcomes or expectations should be the same, both in terms of protecting the rights of students and in terms of alignment in the curriculum. (Professor 3)

Ortak verdiğimiz dersler kesinlikle sistematik üzerinden ilerler. Mesela geçen hafta staj dersinin birlikte *syllabus*ının son halini verdik. Asistanları da dahil ederek bu arada çünkü onlar da değerlendirme kısmında yer alıyorlar. Bazı değerlendirmeleri onlar da yapıyorlar. Rapor okumak ya da gözlem yapıyor staj okulunda. O raporları asistan arkadaşlar okuyor.

(Professor 5)

We work together systematically for the courses we give together. For example, last week, we finalized the syllabus of the School Experience course. We involved the assistants in the process because they are also involved in assessment. They also do assessments such as checking reports, observing students at school and checking these reports.

(Professor 5)

The professors did draw attention to the lack of knowledge about how others do assessment. Professor 2 noted that one reason for this is that professors tend to teach the same course over the years, and therefore, her knowledge in this regard depends on what she hears from the students. [*Genelde bir dersi verenler o dersi vermeye devam ediyorlar. O yüzden bazı dersleri her hoca vermediği için ölçme değerlendirmesine çok hakim olamayabilirim. Those who teach a course often continue to teach that course, so I may not know about their assessment plans because not every instructor teaches some courses.*] Professor 7 noted that the reason could be due to the academic freedom that is present in the department. She noted that she refrains from having conversations with other professors about their assessment procedures due to a negative past experience. She explained that the assessment practices affect the students' evaluation of teaching; the more challenging the assessment the lower the student evaluation scores, which caused some trouble for her promotion process in the past. And when she tried to bring this up, she was told that she could not question others' academic freedom.

Ölçme değerlendirmede hele olacağını [iletişimin] hiç zannetmiyorum. Ben istediğim şekilde sınav yaparım dediler. Ama ben de diyorum ki 'nasıl olur?' Sen sınav yapmıyorsun sonra ben öğrenci değerlendirme açısından ilk yüzde bilmem kaçta olmam gerekiyor, otomatikman ben aşağıya düşüyorum.

(Professor 7)

I don't think there will be any [communication] about assessment. They said that they do the assessment the way they want. But I say 'How come?' You don't do any exams and then I get ranked automatically low in the student evaluation.

(Professor 7)

4.3.3.6. Emphasis on Academic Honesty and Fairness

The interviews with the students and the professors revealed that ethical conduct and fairness are two concepts that are deemed important in MSE. Table 27 summarizes the findings.

Table 27

Emphasis on Academic Honesty and Fairness in MSE

Code	<i>f</i>
Emphasis on Academic Honesty	
• ways to prevent unethical behavior	21
• resources to promote student integrity	16
• serious attitude to unethical behavior (punish)	10

Table 27 (Cont'd)

• educate students on ethical behavior	7
• increased student awareness	2
<hr/>	
Leniency	
• tolerance policy	10
<hr/>	
Emphasis on Fairness	
• rubrics/criteria facilitate fairness	14
• group assessment found unfair	13
• care for fair assessment	10
• personal differences of professors/staff lead to unfairness	7
• individually done assessment is seen fair	3
• performing under exam conditions leads to unfairness	1
<hr/>	

4.3.3.6.1. Academic Honesty and Ethical Conduct

The data revealed that there is an effort to prevent unethical student behavior from taking place. The professors take certain measures to prevent such unethical behavior and resort to university's resources. The first measure is that the professors determine assessment types in such a way that the students cannot cheat or plagiarize easily. In focus group interview 1, students noted that their assignments were generally reflection type assignments, they were personalized and they could not be found on the Internet [*Bizim ödevlerimi zaten genelde reflection şeklinde oluyor. Sorular zaten internette bulunamayacak sorular çünkü öyle bir soru soruyor ki sanki sana özel bir soru çünkü senin anlayışınla ilgili ölçülecek türden sorular. Our assignments are usually in the form of reflections. The questions can't be found on the internet anyway because they ask questions specific to students because it's the kind of questions that can measure student understanding*]. In focus group interview 2, a similar point was mentioned and it was stated that tasks required personal ideas and so cheating was easily identified. Finally, Professor 5 noted the use of Turnitin, which is used for all assessments. She stated that they inform the students about the similarity index and tell the students they will do in different cases [*Biz ders planları her şeyi Turnitine sokmadan değerlendirmiyoruz. Öyle söyleyeyim her türlü şeyi sokturuyoruz. Bu kadar benzerlik olursa şöyle yapacağız diye. We don't evaluate lesson plans without checking them via Turnitin first. We require all assessments to be uploaded there. We inform the students about what to do if the similarity is too high.*]. The benefit of Turnitin to

check for plagiarism was also mentioned by Professor 3, who stated that the use of Turnitin to check for plagiarism is required by the CoHE and if you use the tool for such a purpose, you should also take disciplinary action. Otherwise, using Turnitin is pointless.

Turnitin'den çıkacak sonuçları uyguladığımızda birçok öğrencinin disiplin soruşturması geçirip okuldan atılması gerekir. Turnitin'i kullanıyorum dediğinizde bir akademisyen olarak o yasayı uygulamak gerekli. YÖK Kanunu ve yönetmeliğimizde *plagiarism*in ceza karşılığı var.

(Professor 3)

If we apply the results of Turnitin, many students have to undergo a disciplinary process and be expelled from school. When you say I'm using Turnitin, you must apply that legal policy. These are in our CoHE regulation, and there is a penalty provision for plagiarism. (Professor 3)

Professor 2, Professor 4 and Professor 8 noted that Turnitin is not frequently used in the undergraduate level courses. According to Professor 8, this is because in undergraduate level, the courses do not require literature review type of writing, where plagiarism is more of an issue [*Bir literatüre dayalı çok bir şey yazmadıkları için lisansta, kendi gözlemlerini yazıyorlar staj dersinde olsun, ya da işte laboratuvarında deney sonucunu yazıyorlar. O yüzden hani çok gerek duyulmuyor. Since they don't do assessments based on literature, they write their own observations in undergraduate level, for instance in the School Experience course, or they write the result of an experiment in the lab. That's why it's not needed*]. Student data, however, showed that all assignments were checked via *Turnitin* and the similarity index was set to 20%. In addition, sometimes this similarity index could not be viewed by the students and this made them do their assignments more carefully.

Turnitin'e yüklüyoruz ve oradaki benzerlik evraklarını vesaire görebiliyoruz. Bazen göremiyoruz hocalar bunu kapatıyor bilerek benzerlik oranını görmememiz için. Bu da çok etkili bence çünkü daha sonrasında tekrar yükleme vesaire çok uğraştırabiliyor. Ama bunu bildiğimiz için ödevleri daha dikkatli yapmaya çalışıyoruz. (Student Focus Group 4)

We upload them to Turnitin and we can see the similarity documents there. Sometimes we can't see it, the professors turn it off so that we don't see the similarity rate on purpose. I think this is also very effective because it can be very difficult to reupload it later. But knowing this, we try to do the assignments more carefully.

(Student Focus Group 4)

When unethical student conduct such as plagiarism and cheating is caught, the department has a serious attitude towards it. The harshest attitude to such behavior was

shared by Professor 1. He stated that he immediately takes disciplinary action and sends the student to the disciplinary board [*Hemen resmi işlemi yaparım. Öğrenciyi çağırırım. Ne oldu, ne bitti öğrenirim ama arkasından da hemen resmi işlemi başlatırım. I immediately take the disciplinary action. I call the student. I find out what's happened, but then I'll start the official process right away.*] Professor 8 stated that the student gets zero for the assessment in which s/he exhibited unethical behavior after s/he is informed about her behavior. Professor 2 has a similar attitude and she also assigns zero to the assignment where the student behaved unethically. She stated that she is careful about comparing the students' products with the previous years' assignments.

Benzer bir ödev vermişsinizdir bir önceki sene, belki 2 sene önce. Bir yerden bulup almışsa onu görüyorsunuz, fark ediyorsunuz. Düşük öğrenciden onu yapmasını beklemediğiniz için yaptığını görebiliyorsunuz. O konularda yani onun yanlış olduğunu gerekirse notla da onu gösteriyorum. O bayağı katı bir nokta benim için. [Ödevden] kalabilir bile yani. Bir şeyi tamamen aldıysa eğer sıfır da alabilir.
(Professor 2)

You may have given a similar assignment the year before, maybe 2 years ago. If the student found it from somewhere or from someone, you notice it. You can notice it because you don't expect a low achieving student to do that well. In such a case, I explain him that what he did is wrong, and if necessary, I show it with the grade. I am pretty strict. The student could even fail. If he copied something completely, he can get zero. (Professor 2)

The interviews also revealed that the academic staff members educate the students about ethical conduct. One way they resort to, according to Professor 5, is to explain the necessity of referencing and paraphrasing. She tells the students it is acceptable to use ideas from others sources as long as they give reference to these sources and write them in their own words [*Biz diyoruz ki evet alabilirsin referansını vermek kaydıyla ama bunu revise etmen gerekiyor. Bunu kendi cümlelerin ile ifade etmen gerekiyor. We tell the students that they can get ideas, provided that they provide the reference, and they need to paraphrase and express it in your own words.*] Professor 4 stated that she shares the Academic Writing Center's plagiarism document with the students and reminds the students that as they have high expectations from the teacher candidates and expect them to act responsibly in this regard. [*Her dönem başında bu [Academic] Writing Center'in plagiarism dökümanını yüklüyorum ve ondan bahsediyorum kısaca diyorum ki işte siz öğretmen adaylarısınız, sizden beklentilerimiz yüksek. Bu konuda da çok dikkatli olacağımızdan eminim. At the beginning of each semester, I upload the*

[Academic] Writing Center's plagiarism document and I go over it and I say that you are teacher candidates, we have high expectations from you. I am sure that you will be very careful in this regard.] Professor 6, similarly, explains the necessity of academic conduct to students by focusing on the ethical value of the right student conduct, he noted that this type of behavior devalues the student. He said he warns the students that they start small and then this turns into a habit *[Açıklıyoruz bunun hırsızlıktan farklı olmadığını. Bu sizin peşinizi bırakmaz diyorum. Küçük şeylerle başlıyor sonradan alışkanlık oluyor. En önemlisi değerinizi düşürür gözümüzde hani şey değil hani ahlaki bir zafiyete dönüşüyor bu. We explain that this is no different from stealing. I say this will haunt you. It starts with small things and then becomes a habit. Most importantly, it lowers your value in our eyes, and it turns into a moral weakness.]*

The data also revealed that in some plagiarism cases, the academic staff members may opt for tolerating it when the student who committed it is in their first year believing that they do not know about plagiarism. But the professors noted that in time students gain awareness. Professor 5 noted that she has had some incidents with a second-year student while with the senior year students they do not have that problem *[2. sınıftaki yani erken yaştaki çocuklar alışamıyorlar belki ama ama son sınıfta hiçbir sorun yaşamadık şimdiye kadar. Students in the 2nd year, the younger ones, may not be able to get used to it, but we have not had any problems with the students in the 4th year so far]*. Professor 4 shared a similar approach and stated that this is a more serious issue for the 3rd and 4th year students *[3 ve 4 benim için daha ciddi oluyor artık. Hani mezun olmaya yakın ve daha bilinçli olmaları gerekiyor gibi geliyor. It is more serious for the 3rd and 4th year students. You know, I think they're about to graduate and they need to be more aware of the issue].*

4.3.3.6.2. Emphasis on Fairness

The data revealed that fairness is taken seriously in MSE. One aspect the professors consider is that when planning assessment, they consider the fair treatment of students in different sections. Professor 4 noted that they include different types in their assessment plan and work together on the assessment tools to make sure of the quality and align the level of the items. She said there is an awareness in the department in

terms of fairness. The department head also noted they care about doing fair assessment. He noted that in the department, alternative assessment tools like projects and other performance-based tools are in use, and rubrics are used to evaluate these. However, there may be cases where objectivity is not fully maintained or the students cannot understand such an assessment process, which may create an uneasy situation between the students and the Professor.

Adil olabiliyor muyuz noktasına dikkat ediyoruz gibi geliyor. Ne anlamda? Aslında büyük ihtimal bütün boyutlara yansıyor bu ama gerçekten bunu adil bir değerlendirme yapabilmek için hem farklı boyutlar katıyoruz işin içine proje, sınav vesaire. Mesela bazen hocalarla gözden geçiririz ortak verdiğimiz derslerde soruların anlaşılır olması yada farklı seviyelerde olması. (Professor 4)

I also feel like we're paying attention to being fair. Meaning? It is probably reflected in all dimensions, but in order to make a fair evaluation, we add different dimensions such as projects, exams, etc. For example, sometimes we review our work with the professors in the lessons we give together that the questions are understandable or at different levels. (Professor 4)

Bizim alandaki ölçme değerlendirme biraz daha alternatif ölçme değerlendirme, teknik projeler, diğer performansa dayalı bir takım çalışmalar yapıldığı için bunların da değerlendirmesi her ne kadar rubrik falan kullansanız da her zaman objektif olamayabiliyor ya da öğrenci tam anlamıyla nasıl değerlendirildiğini idrak edemeyebiliyor ki bu büyük bir sorun. Böyle olunca da mutsuzluklar oluyor. (Department Head)

Since the assessment in our discipline involves more alternative assessment and technical projects, and other performance-based tasks are carried out, the evaluation of these may not always be objective, even if rubrics are used, or the students may not fully understand how they are evaluated, which is a big problem. And these may cause unhappiness. (Department Head)

The data revealed that the use of rubrics facilitates fairness. Student interviews showed that they find the assessment to be fair when they are evaluated against a rubric. In one of the interviews, criteria make the assessment fair, be it a midterm or a project. In focus interviews 1 and 2, students noted that exams were found fairer due to the availability of answer keys [*Cevap anahtarlarının hazırlanması özellikle klasik sınavlarda [adil] değerlendirme açısından önemli. The preparation of answer keys is especially important for [fair] evaluation in classical exams.*] Also, the weighting of each question being stated on the exam paper helped in this respect [*Sınavda da soruların kaç puan olduğu yazıyor. Onların da adaletli bir şekilde okunduğunu düşünüyorum. In the exams, how many points are allocated for the questions are shown. I think they are also graded fairly*]. For other types of assessment, the

professors make sure that a set of criteria is used [*Büyük proje ödevleri, final ya da microteaching gibi büyük aktiviteler, büyük projelerde rubrik oluyor ve ona göre notlandırıyorlar. Project assignments, finals or microteaching have rubrics and they are graded against these rubrics.*] This set of the criteria is shared with the students so that the students know about the what content gets how many points.

Sınavın belli bir rubrik olunca tabii ki de daha güvenilir olduğunu düşünüyorum aslında ama genel olarak projelerin de oluyor [rubriği]. Sınav tabii ki de daha adil çünkü belli bir puanlama sistemi var belli bir rubriği var ama bence projelerde de bu sağlanabilir çünkü bazı hocalarımız öncesinden nereden kaç puan vereceklerini yazıyorlar ve bu çok net oluyor gerçekten böyle olunca adil olduğunu düşünüyorum ben projelerin de. (Student Focus Group 2)

Of course, I think that the exams are more reliable when there is a certain rubric, but in general, projects also have rubrics. Of course, the exam is fairer because it has a certain scoring system, it has a certain rubric, but I think this can be achieved in projects because some of our professors write how many points they will give beforehand, and this is very clear, I really think that projects are fair, too.

(Student Focus Group 2)

Another aspect of fair assessment identified in the data was regarding whether assessment is done individually or as a group, and the difficulty of doing assessment fairly when it is done as group assessment was identified. The students stated that sharing the workload fairly in the group was emphasized by the professors [*Hocamız vurguluyordu grup ödevlerinde lütfen grup ödevlerinde söyleyin mutlaka bir çalışmayan arkadaşımız olursa vesaire. Our professor emphasizes that in group assignments we should inform them about any friend who does not work in the group assignments.*] However, this was reported to be a bit problematic in that it might create social tension in the group and it was difficult to report a friend who did not do his/her share. [Hocalar] şöyle bir şey söylüyorlar şu kısmı ben yaptım olarak yazın diyorlar ama bunu yaptığımız zaman da grup içinde sonuçta insani ilişkiler ile yürüyen bir durum bu. Ne kadar tamam bir ödev üzerine objektif olmaya çalışsanız da sonuçta insan ilişkisi ön plana çıktığı için direk diyemiyorsunuz ki ben çok çalıştım amd bu arkadaş çalışmadı veya az çalıştı demek biraz zor oluyor. (Student Focus Group 1)

They [professors] say that report which part you did but when you do that, this is a situation that involves human relations in the group. No matter how much you try to be objective in an assignment, you cannot say directly that I worked hard and it is a little difficult to say that a friend did not work or worked less.

(Student Focus Group 1)

In another group, a student noted that in group assessments there may be a free loader, i.e., two students do the work and the third student gets the same grade. This is unfair to the other students as this student passes without doing anything.

Grup içinde eşit rol almaya çalışıyoruz ama bazen grupta *free loader* dediğimiz arkadaşlarımız oluyor ama grupça yaptığımız için bir şey demiyoruz o sırada. Ama normalde ödevi 2 kişi yapıyor 3. kişi de onlarla birlikte not alıyor mesela. Böyle durumlar yaşandığı zaman benim grup arkadaşım için değil de diğer insanlar için haksızlık oluyor biz ödevi paylaşıp yapıyoruz ama o hiçbir şey yapmadan geçiyor bir şey de öğrenmiyor aslında. (Student Focus Group 3)

We try to take an equal role in the group, but sometimes we have friends in the group that we call free loaders, but we don't say anything because we do it as a group. But normally, 2 people do the homework and the 3rd person get the same score. When this happens, it is unfair not for my groupmates, but for other people, we share the homework and do it, but he passes without doing anything, he does not learn anything. (Student Focus Group 3)

In another group (interview 4), one student noted that she also experienced unequal workload in group assessment. She stated that at the end of the term when they evaluated their group members, they assigned higher scores to the each other because no one wanted to fail.

Bazen maalesef grup arkadaşlarımızla bu konuda sorunlar yaşayabiliyoruz ve *assessment* kısmına geldiğimizde dönem sonu birbirimizi değerlendirdiğimizde de grupça değerlendirildiğimiz için bu aramızda konuşuluyor. Evet herkes emek veriyor ama yine de herkes birbirine yüksek vermeye çalışıyor; kimse çalışıp da kalmak istemiyor. (Student Focus Group 4)

Sometimes, unfortunately, we may have problems with our friends when we come to the assessment part, when we evaluate each other at the end of the semester, we talk about this because we are evaluated as a group everyone is making an effort, but everyone is still trying to give each other high scores; No one wants to work and fail. (Student Focus Group 4)

A final consideration that was identified in the data was regarding the teaching assistants' role in creating unfair assessment conditions. In focus interview 1, students noted that individual differences among them may cause fairness issues. A student in the interview noted that when an assistant evaluated them, s/he might be careless about the assessment criteria and cut points. When the student objected and showed that the missing point was actually there, the assistant made corrections. When such carelessness occurred to one person and not to the others, the students felt that they were unfairly treated. A similar unfair treatment by the assistants was mentioned in focus group interview 5. A student stated that an unfair treatment occurred when the

assistants did not carefully use the set of criteria. She noted that there might be the assignments that were graded by two different assistants and the averages were significantly different from one another.

Bir asistan hocamız söylediğiniz şeyi kaçırabiliyor ve oradan puan kırıyor. Ben bunu söylemişim diye uyardığımda, puanı geri veriyor. Başka bir arkadaşıma aynı dikkatsizliği yapmadığı zaman adaletsizlik oluyor. Bence değerlendiren kişi de önemli. (Student Focus Group 1)

One assistant may miss what we say and deduct points, and when we warn, he gives back the score. It's unfair when he doesn't do the same carelessness for another student. I think the evaluator is also important. (Student Focus Group 1)

Farklı asistanların notlandırmaları farklı oluyor. Mesela iki tane assignment verdiler diyelim, birini A hoca okudu, diğerini B Hoca. Birinin ortalaması 70, diğerininki 90. Böyle durumlar bizde oluyor. Yani genel bir kritere göre notlandırmadıkları zaman arada fark oluyor. (Student Focus Group 5)

Different assistants have different grading styles. For example, they gave two assignments, one is checked by assistant A and the other is by assistant B. One has an average of 70 and the other has an average of 90. Such situations when they do not grade according to a general criteria list, there is such a difference occurs. (Student Focus Group 5)

4.3.4. Shaping the Teacher Candidates' Assessment Beliefs

In addition to investigating the experiences and beliefs of teacher candidates as students, this study aims at exploring their assessment beliefs and future assessment plans. Therefore, the professors were asked about their role in this matter, and the students were asked about how they were influenced by the assessment they have experienced in the department and how they are planning to do assessment in the future. Table 28 summarizes the result.

Table 28

Shaping Teacher Candidates' Assessment Beliefs (MSE)

Code	<i>f</i>
Modeling Assessment	
• staff's responsibility to set a model	2
Teachings through Past Experiences	
• impact of experience on own assessment view	3
• story of an unconventional grading	2
• story emphasizing the need for clearly stated questions	1
• negative experience with assessment	1
Knowledge on the Impact on Teacher Candidates	
• assessment done in department leave an impact on graduates	9

Table 28 (Cont'd)

• lack of knowledge on how graduates do assessment at work	4
• graduates shape views on the job	2
• graduates refer to their formal education	1
<hr/>	
Teacher Candidates' Future Assessment Plans	
<hr/>	
• prioritize/promote learning	16
• aware of MEB/institution realities	16
• use more than 1 assessment type	10
• use written assignments	2
• no enthusiasm for shared assessment	2
• prioritize effort over grades	1

4.3.4.1. Modeling Assessment in the Department

The data revealed that the academic staff members are aware of their role in shaping the views of the graduates they teach. The department head stated that they teach the students how to do assessment, but they also feel the need to show the students that implement these themselves as well.

Eğitim bilimci olduğunuzda öğretmen adaylarına diyorsunuz ki ölçme değerlendirmeyi şöyle yapın, öğrenci merkezli olun. Demek ki bizim alanda bunlar kıymetli ki bunları yapın diyoruz. O zaman bizim de bunları uyguluyor olmamız gerekiyor. Bir çok hoca da zaten bu farkındalıkta. (Department Head)
As an educational scientist, we say to prospective teachers to be student-centered and do assessment in a certain way. Of course, we say these because we think they are valuable. Then, we need to be applying them ourselves. Many professors are already aware of this. (Department Head)

The academic staff members noted that their views were shaped by their professors and they shared the experiences that shaped their assessment views. Professor 3 shared, for example, that his educational background did not prepare him for the assessment duties in his teaching career. When he was a student, he was taught about the theories of constructivism, project-based learning or discovery learning but how to do assessment with these was not taught. Thus, he believes a teacher can easily get lost in terms of assessment due to a lack of training in assessment.

Biz eğitimimizi alırken *constructivist pedagogy*'nin avantajları *project-based learning, discovery learning* gibi şeyler öğretildi. Fakat asıl karşılıklarını ölçme değerlendirme kısmında öğrenmemişiz. Teori çok fakat nasıl ölçüp değerlendirecek? Bunlar eksik. *Scientific inquiry*'nin ölçme değerlendirmesi *solid* bir şekilde bunlar verilmemiş. Çünkü açık uçlu uygulandığında ölçme değerlendirmede öğretmenin kaybolma ihtimali çok yüksek bu tip uygulamada. (Professor 3)

While we were studying, we were taught the advantages of constructivist pedagogy, project-based learning, discovery learning, etc. However, we didn't learn their implementation in the assessment part. The theory is good, but how do we evaluate? This is missing. Assessment of scientific inquiry's is not given in a solid way. Because when you ask open-ended questions, the probability of the teacher getting lost in assessment is very high. (Professor 3)

Professor 1 shared an experience that shaped his exam procedures today. Due this experience, he follows exam procedures in a certain way and gets the assistants to do the same. The Professor was taught by his advisor that during an exam, answering a student's question silently may cause suspicion among other students. This incidence took place during an exam and he learned this rule first-hand, and still keeps doing it.

Sınav yeni başladı, öğrencilerden bir tanesi parmak kaldırdı. Ben öğrenciye sessizce sordum herkes rahatsız olmasın diye. Tahtadan hoca bana bir bağırdı "Ne yapıyorsun?" diye. Öğrenci bir soru sordu dedim. Ben ne bileyim cevabı senin konuşup konuşmadığını dedi. O gün bugündür ben öğrencilere alçak sesle hiçbir sınavımda soru sordurmam. Hoca olarak bana da sordurmam. Hiçbir asistanıma alçak sesle soru sordurmam.

(Professor 1)

The exam began, and one student raised his hand. I asked the student quietly so that everyone would not be disturbed. The Professor shouted at me, "What are you doing?" I said the student asked a question. She asked 'how do I know if you are not giving the answers to the student?' Since that day, I have not allowed students to ask questions quietly in any of my exams. I do not allow them to ask questions to me. I don't let any of my assistants ask questions quietly.

(Professor 1)

The data revealed that professors share their experiences with students. In student interview 3, students mentioned that a professor used her own experience with plagiarism to give a warning not to get involved in any unethical behavior.

Bir tane hocam yapılan bir sınavda kopya çekmemek üzerine bir mesajdı *plagiarism* ile ilgili idi. Arkadaşına [ödevini] göndermiş, arkadaşı onu daha iyi bir şekilde yapıp göndermiş. Ama sonunda yakalanmışlar. İki de dersten kalmış. Bununla ilgili bir hikaye anlatmıştı ve siz yapmayın sakın ola çok dikkat ederim gibi bir mesajı vardı.

(Student Focus Group 3)

One of my professors had a message about not cheating in exams, it was about plagiarism. He sent [his homework] to his friend, who improved it and submitted. But in the end, they were caught. Both failed the course. He told this story and it had a message like "Don't do it, I'll be very careful."

(Student Focus Group 3)

4.3.4.2. Training and Enculturing Graduates

The data revealed that in MSE, the students learn about assessment both explicitly and implicitly. First, according to Professor 6, in the Measurement and Evaluation in Science/Mathematics Education course, which is offered in different sections for the different programs, noted that this course teaches the basic of assessment. Second, the students see how these are implemented by their professors, which is implicit rather than explicit.

Explicit değil bizimki implicit. Şöyle oluyor bir şekilde kopyalıyor farkında olmadan. Formal bir dersleri var. O bir iskelet. Orada temel ilkeler veriliyor. Ben daha esnek bir hocayımdır. Bir arkadaşımız daha katıdır. Ondan başka şeyler alıyorlar, benden başka bir şey alıyorlar. Ve yollarını bulacaklar. (Professor 6)

Ours is not explicit. They copy us somehow without realizing it. They have a must course. He's a skeleton. The basic principles are given there. I'm more flexible. Others are stricter. They learn some things from him, they learn some other things from me. And the students will find their own way. (Professor 6)

Student data complemented this finding. A student in interview 5 noted that she was not aware of the complexity of assessment and thanks to the assessment experience in the departmental courses she realized this [*Hiçbir fikrim olmadığını fark ettim ben bu derslerden sonra. Ölçme değerlendirmenin nasıl yapılacağı ile ilgili bir fikrim yokmuş önceden. Öğrenilmesi gereken ne kadar çok şey varmış. Ne kadar çok detayı varmış. Ve zor da bir konuymuş. After these courses, I realized that I had no idea. I didn't have any idea how to do assessment before. There was so much to learn. There were so many details. And it was a difficult subject*]. Professor 5 praised some students' development in assessment and stated that in the School Experience course, they show high levels of knowledge [*Son sınıfta ders planı en son staj dersinde ders planı hazırla dediğimizde onun ölçme değerlendirme kısmı var. Orada değişik şeyler yapıyorlar mesela. Çok hoş şeyler yapanlar var. They prepare a lesson plan in the last year in the last School Experience course, and there is an assessment and evaluation part of it. They do different things there, for example. There are those who do very nice things*]. She noted, however, that she does not know if these good practices continue when the graduates start teaching because there is not a follow-up policy of the graduates. [*Tabii ki öğretmen olduklarında çok gözlem yapamıyorum hani onları takip etmediğimiz için belki de. Of course, I can't make many observations when they become teachers, maybe because we don't follow them*]. Professor 2 also mentioned that she is not sure whether

the implicit teaching and modeling done in the department takes life in graduates' assessment practices. Professor 4, similarly hoped that the variety of assessment that they try to show the students is reflected in their future assessment.

Her derste bu tutarlı olarak yapıldığı için öğrencilerin bununla ilgili gelişmelerini bekliyoruz. Umuyoruz ki gerçek hayatta da klasik *essay* soruları sormasınlar. Teknolojiyi de katsınlar değerlendirmeye. Ya da *formative assessment*a önem versinler. Açık uçlu, anlamaya yönelik soruları dikkate alsınlar. Bunları tabii önemsiyoruz ama ne derece uyguluyorları bilemiyorum. (Professor 2)

We expect students to improve as this is done consistently in every course. We hope that they don't just ask classic essay questions. We hope they also integrate technology in assessment, they value formative assessment, or ask open-ended, comprehension questions. Of course, we care about these, but I don't know to what extent they implement them. (Professor 2)

Şu izlenimi bırakmaya çalışıyorum ama ne kadar bırakabilirim bilmiyorum. Her şeyden önce ölçme değerlendirme çeşitli olmalı ve sadece bir test olmamalı, test açık uçlu olabilir ama açık uçlu soru çoğu zaman biliyorsun maalesef okullarda açık uçlu sorulmuyor. (Professor 4)

I'm trying to leave that impression, but I don't know how much. First of all, assessment should be diverse and not just a test, the test can be open-ended, but the open-ended questions are not often asked, unfortunately, you know, in schools. (Professor 2)

The student interviews showed that the professors' hopes are not in vain. The students stated that they would like to prioritize student learning when doing assessment. They exemplified the assessment practices that they benefited from and stated that they would like to do the same their teaching as well. One student in focus group interview 2 noted she would like to focus on classroom assessment where she could observe students' progress. Another student in the same interview stated that she would like to adapt the report writing task to her context because she said she benefitted from such a task despite the stress it caused. In focus group 3, a student stated that she would like to give weekly quizzes or at the end of the sessions because she benefitted from them herself. Similarly, in focus group interview 4, a student mentioned that group discussions were done frequently and they were beneficial for the student, so she would like to do such activities in the future as well.

Öğrenmelerine biraz daha katkı sağlayabilmek için onları daha çok gözlemleyerek ve yaptıkları mesela matematikte örneğin Pisagor bağıntısı ile ilgili yaptığımız bir etkinliğe katılımları vesaire üzerinden hem o aktiviteyi yaparken hem de sonrasında öğrendiklerini değerlendirebilecekleri bir reflection tarzı bir şey ile değerlendirebileceğimi düşündüm açıkçası. (Student Focus Group 2)

In order to contribute a little more to their learning, I thought that I could evaluate them with something like a reflection where I can observe them more and evaluate what they have learned, both while doing that activity and afterwards, For example, in mathematics, in an activity about the Pythagorean relation, etc.
(Student Focus Group 2)

10 hafta boyunca rapor yazıp bir de en son genel bir hipotezimizle sonucumuz uydu mu diye bir araştırma yapıp bir rapor yazıyorduk. Çok uzun ve stresli bir ödev olmasına rağmen ben çok keyif almıştım. Çünkü rapor yazmak, araştırma yapma data toplamak, onlar literatürle uyuyor mu, uymuyor mu bakmak bana çok keyif vermişti. Rapor yazmak benim için bu kadar keyifli iken bunu ileride öğrencilerime uygulamak istiyorum. (Student Focus Group 2)

We wrote a report in 10 weeks and then did research to see if our result was compatible with our hypothesis. Although it was a very long and stressful assignment, I enjoyed it very much because writing reports, doing research, collecting data like this was very enjoyable for me to see if they fit with the literature or not. Writing reports is so enjoyable for me, so I want to apply it in my teaching in the future. (Student Focus Group 2)

In addition, the students noted that they would like to try to replicate the variety of assessment types they experienced in their departmental courses. The students in focus group interview 1 stated that group projects, if implemented in a fair way, assignments, and presentations could help to teach the content [*Grup projelerinin de önemli olduğunu düşünüyorum. Tabii o adil olmayan şeylerin önüne geçebileceğimizi düşünüyorum. Ödevlerin, sunumların düzenli olarak bir şekilde ilerlediğinde zaten aslında o konuya öğrencilere daha iyi yedirebiliriz diye düşünüyorum. I think group projects are also important. Of course, I think we can prevent those unfair aspects. I think that when your assignments and presentations progress regularly, we can actually teach the students better*]. In addition to these, classroom assessment and participation were reported to be used by the students in their future careers. In focus group interview 3, a student stated that written exams were not enough to assess students' learning on their own. Students might not be able to show their knowledge in exams but they could do so in oral assessments. Thus, one measurement was not enough for good assessment [*Her öğrenci sınavda bildiklerini yeteri kadar gösteremeyebilir. Yazılı sınavda iyi değildir ama belki ne biliyim sözel olarak anladığı şeyleri daha iyi anlatabiliyordur. Bu yüzden tek bir şekilde ölçmekten ziyade farklı ölçü metotlarını derslerimizde kullanmalıyız. Not every student may be able to show what they know in exams. He's not good at the written exam, but maybe he can explain better verbally. Therefore, we should use different assessment methods in our lessons*

rather than assessing them in a single way]. However, they did note that they were not planning to prioritize shared assessment in their assessment practices in the future. One student in interview 1 explained that peer-assessment caused stress on the students and especially students in high school levels may not handle any negative feedback from their peers as they are too young.

[Peer evaluation] Yapmam. Çünkü ben insanların ne kadar strese girdiğini gördüm. Çok da iyi olmadıkları kişilerle bir arada olduklarında ‘bana düşük bir değerlendirme yaparsa’ diye strese giriyor insanlar. O yüzden öğrencileri strese sokmanın çok anlamlı olmadığını düşünüyorum. Hele lisede daha küçük yaşta. Lise çok kritik bir nokta. Ergenlik dönemi. orada yaşadıkları küçük bir travma üniversitedeki seçimlerini etkileyebilir. (Student Focus Group 3)

I will not do peer evaluation. That's because I've seen how stressed people get. When they are with people that they are not very good with, people get stressed because they think 'what if they give me a negative evaluation'. That's why I don't think it makes much sense to stress out students. Especially at a younger age in high school. High school age is very critical. It is the adolescence period. A trauma they experience there can affect their choice in college. (Student Focus Group 3)

The students also reported that they are aware of the realities of the institutions they will work at. In focus group interview 3, a student noted that exams are the realities of MoNE and they have to give exams. And also, they were aware of the student perception that without exams, students might not concentrate on the subject [*Sınavlar, formal assessment Milli Eğitim Bakanlığı'nın gerçeği, mecburuz 2 sınav yapmaya. ... Çocuklar hoca nasılsa bundan not vermeyecek, tam çalışsam da olur gibi. Exams, formal assessment are the reality of the Ministry of Education, we have to do 2 exams. ... The students say the teacher is not going to grade it anyway, it's OK if I don't study*].

A student in interview 4, also noted the view that they would be required to give exams in private schools and state schools, but, if possible, she would like to assign less weighting to them.

Çocuklar şartlanmışlar sınav olmadığı sürece çalışmıyorlar. Bundan birazcık çıkartabilmek gerekiyor çocukları ama sınav da yapmamız gerekiyor. Özelde devlette çalışırsak ya bütün okullarda sınav bekleniyor. Sınav yapmamız bekleniyor öğretmen olarak. Bunların olabildiğince yüzdesini %5 gibi kayda değer olmayacak bir şey de değil ama %25/20 tutmayı düşünüyorum. (Student Focus Group 4)

But children are conditioned, they don't study unless there is an exam. We need to be able to get a little bit out of this view, but we also need to do exams. If we work in the state schools in particular, exams are must in all schools. As teachers, we are expected to do exams. I plan to set their weighting at 25/20% not 5% which is too little. (Student Focus Group 4)

4.4. An Analysis of Assessment Practices, Online Assessment due to the Pandemic, and Assessment Culture in FLE

4.4.1. An Analysis of Assessment Types Used in FLE

The questionnaire data ($n=94$) revealed that in face-to-face education, written exams, written assignments, group presentations, attendance, and participation were frequently used to measure student learning. Following these came projects, individual presentations, discussion, and observations. Take-home exams, quizzes, self-evaluation, peer-evaluation, and portfolios were not frequently used.

Table 29

Assessment Types Used in FLE in Face-to-Face Education

	Never	Rarely	Sometimes	Often	Usually
Written Exam	1.1%	3.2%	17.2%	25.8%	52.7%
Take-home Exam	19.4%	33.3%	25.8%	14.0%	7.5%
Announced Quiz	15.1%	18.3%	37.6%	22.6%	6.5%
Pop Quiz	55.9%	30.1%	8.6%	3.2%	2.2%
Written Assignments	0.0%	2.1%	20.2%	28.7%	48.9%
Projects	5.4%	19.4%	29.0%	21.5%	24.7%
Group Presentation	1.1%	2.2%	14.0%	28.0%	54.8%
Individual Presentation	3.2%	12.9%	31.2%	23.7%	29.0%
Discussion	0.0%	16.0%	21.3%	26.6%	36.2%
Peer-Evaluation	12.8%	34.0%	22.3%	23.4%	7.4%
Self-Evaluation	16.1%	33.3%	25.8%	14.0%	10.8%
Portfolio	14.0%	37.6%	25.8%	14.0%	8.6%
Observation	5.4%	5.4%	24.7%	29.0%	35.5%
Participation	0.0%	5.4%	15.1%	32.3%	47.3%
Attendance	0.0%	0.0%	13.8%	26.6%	59.6%

The analysis of the interviews with the professors and the students revealed that in FLE, the various types of assessment included classical assessment types (i.e., written exams such as mid-term exams, final exams and quizzes), and alternative assessment types are also used. In this group of assessment are written assignments, oral assessments, projects, portfolio, micro-teaching, self-and peer-evaluation, attendance and participation. The reason why various types of assessment are used, according to Professor 2, is that when knowledge is assessed with just one midterm and a final exam, retention does not take place. She referred a research study she read with a

conclusion that frequently assessing learning helps the students to remember what they learned for a longer time [*Bir midterm bir final yaptığınız zaman, o dersin konusu ile ilgili retention çok fazla gerçekleşmiyor. Daha sık değerlendirme, 2 haftada 3 haftada kullandığınız zaman çocuklar da aktif oluyorlar. When you assign a midterm and a final exam, there is not much retention related to the subject of that course. When you do assessment more frequently, in two or three weeks, students learn more actively.*]

Student data complemented this: In student focus group interviews, the students noted that assessment was not dependent on a single exam or an assignment: [*Ölçme değerlendirme dediğiniz zaman çok katmalı bir şekilde ilerliyoruz, her şey sadece bir sınava ya da bir ödevle bağlı olmuyor. Regarding assessment we have a multi-layered system, everything does not depend only on an exam or an assignment*].

4.4.1.1. Resources Used to Do or Facilitate Assessment

The questionnaire data ($n=94$) revealed that in face-to-face education, the most frequently used resource was ODTUClass. Student portal, syllabus program for students, syllabuses distributed by the academic staff, academic calendar, Turnitin and exam rules distributed by the professors were also frequently used. Department website, student affairs website, university's social media accounts, university's integrity guidelines, i.e., *METU Academic Integrity Guide* for Students, *METU Guide for Rules to be Followed in an Examination Environment* and Center for Advancing Learning and Teaching were not frequently used by the students.

Table 30

University Resource Used in FLE for Assessment Purposes

	Never	Rarely	Sometimes	Often	Usually
Department website	26.9%	36.6%	24.7%	7.5%	4.3%
Student affairs website	31.5%	23.9%	23.9%	9.8%	10.9%
Student portal	1.1%	11.0%	13.2%	19.8%	54.9%
University social media accounts	51.6%	22.6%	12.9%	8.6%	4.3%
<i>View Program Course Details</i> (Syllabus program for students)	12.0%	5.4%	16.3%	22.8%	43.5%
Syllabus distributed by the academic staff	4.4%	1.1%	9.9%	26.4%	58.2%
Academic Calendar	4.3%	5.4%	17.2%	35.5%	37.6%

Table 30 (Cont'd)

ODTUClass	0.0%	0.0%	4.3%	10.8%	84.9%
Turnitin	8.6%	19.4%	34.4%	22.6%	15.1%
<i>METU Academic Integrity Guide</i>	50.5%	28.0%	12.9%	4.3%	4.3%
<i>METU Guide for Rules to be Followed in an Examination Environment</i>	66.7%	21.5%	9.7%	1.1%	1.1%
Exam Rules published by the academic staff or the department	19.4%	24.7%	12.9%	21.5%	21.5%
Center for Advancing Learning and Teaching – <i>ÖGEM</i>	74.2%	14.0%	8.6%	0.0%	3.2%

In the interviews with the academic staff and the students, they were asked how they make use of university resources for assessment purposes. The most frequently used resource was the syllabus documents. The vice head noted that in the department, the syllabus documents are shared with the students quite frequently in the department. She stated that the syllabus documents are uploaded to the syllabus program and the assessment information is added to the system by the academic staff, the part-time professors sometimes skip doing it, though. If there are no entries, the department head sends reminders [*Part-time hocalar atlayabiliyor ama her dönem course outline giriyoruz, oradaki [ODTUSyllabus] assessment için gerekli olan şeyleri yazıyorlar. Giriş yapılmadığı zaman bölüm başkanından uyarı geliyor. Part-time professors can skip it, but every semester we upload course syllabuses to ODTUSyllabus where they write down the things required for the assessment component. When we do not, we get a warning from the head of the department.*]

Table 31

University Resources Used in FLE for Assessment Purposes (Interview Data)

Code	<i>f</i>
Resources to Inform Students about Assessment	
• syllabus documents inform students about assessment	8
• ODTUSyllabus program use	8
• ODTUClass as repository and assessment tool	5
• department website not serving assessment	3
Resources for Accessibility & Support	
• support provided by <i>ÖGEM</i>	1

Table 31 (Cont'd)

Need to Improve Resources	
• problems with resources	11
• ODTUSyllabus and support systems not known/used	6

Professor 2 admitted she does not enter any information to the system if she does not offer a new course as the syllabus documents are stored in the system [*Yeni ders olmadığı için yeni syllabus yüklemiyorum. Zaten duruyor o syllabuslar. I don't upload new syllabus documents if it is not a new course. Those syllabus documents are already stored there*]. Professor 5 shared an observation she has made. She noted that students definitely check the syllabus program especially when they take elective courses, and having syllabuses available enables them to make informed decisions [*Özellikle seçmeli ders alacak öğrencilerimiz için şunu gözlemledim mutlaka syllabusa bakıyorlar. Syllabusın olmasının öğrencilerin ders seçimi konusunda daha informed decision verebilmesi için gerekli olduğuna inanıyorum. Especially for elective courses, I have observed that they definitely look at syllabus documents. I believe that having a syllabus is necessary for students to make more informed decisions about course selection*].

The student data complemented this. In student interview 1, a student noted that she looked at the syllabus program only when choosing an elective course, and stated that the documents could be old, though [*Genelde yani eskiden kalmış oluyor. Ben onu sadece ders seçerken elective bir dersse bu ders ne hakkındaymış diye bakmak için kullanıyorum. In general, they are old. Only when choosing a course, if it's an elective course, I check them to see what the course is about.*]. Another student confirmed this and stated that they checked how the academic staff planned the course before selecting the course [*Hepimiz muhakkak dersi seçmeden önce hangi hoca nasıl işliyor oradan bakıyoruz. Ama genelde oradakiler outdated oluyor. Before choosing a course, we all look at which Professor offers a course. But usually the documents there are outdated*].

Professor 5 noted, ODTUClass (the university's learning management system) is the main resource in this sense [*ODTUClass'a geldiğimizde çok etkili olarak kullanıyoruz yani bütün bölüm olarak çünkü o ana platform o. Regarding ODTUClass, as a*

department, we use it very effectively, because it is the main platform]. Professor 2 noted that the platform allows them to share the syllabus documents, rubrics, course materials and communicate with the students about exam dates and details.

ODTUClass'ı çok kullanıyorum. Öğrencilere mesaj göndermek için, izlenceler, rubrikler, ders kaynakları makaleler her şeyi oraya yüklüyorum. Derste izlemeleri yapmaları gereken bazen duyurular var, oraya koyuyorum Sınavın günü, saati, düzeltmeler. ODTUClass'ı çok kullanıyorum. (Professor 2)

I use ODTUClass a lot. To send messages to students, and I upload syllabuses, rubrics, course resources, articles, everything there. There are some announcements that they need to follow in class, I also put exam dates, and feedback there. In other words, I use ODTUClass a lot. (Professor 2)

Professor 4 noted that she uses ODTUClass frequently and she likes it. In time, the university has made additions and functions to the platform to increase its efficiency. In the past, only uploading documents was allowed, but now it is possible to share links to videos. [*Farklı uygulamalar da yüklemeye çalıştılar süreç içerisinde. Bu uygulamaları başarılı buluyorum. Önceden sadece dosya yüklüyorduk, şimdi bir tane link koyuyorum, linki açıp vidyoya ulaşıyor falan. They have installed different applications in time. I find these applications successful. We could only upload files in the past, now I put a link, the students can access videos and so on].*

The university has resources to provide guidance for the students and contribute to their improvement. Professor 5 noted that the students know about the Center for Advancing Learning and Teaching [ÖGEM] because the department and the Center collaborate for the Community Service course, but other than that the services this center offers are not known [*Community service dersinde biz birlikte çalışıyoruz. O şekilde haberdarlar ama ÖGEM'in öğrencilere verdiği hizmetler konusunda bir bilinmezlik hakim. We work together in the community service course. They know about it that way, but the services provided by ÖGEM is not known by the students].* She added that it is the same for the Academic Writing Center, as well. She believes this Center is not known in the department either, so she advertises the services of the center in the courses she teaches [*Ben çoğu dersimde Akademik Yazı Merkezi'ni tanıtarak buradaki hizmetlerden ve buradaki kaynaklardan onları haberdar ettim ama ben bölüm çapında bunun yeterince raised awareness about the services and resources, but I think this Center is not heard of enough in the department].*

The student data complemented this view that the services offered by the support offices or the Academic Writing Center are not known. In focus group interview 2, a student said he received emails from the Center for Advancing Learning and Teaching but he did not know what it was. He asked around and learned about the services it offers and if he did not do this, he would probably have graduated without knowing about the center [*Bir email geliyordu. Sormuştum bir keresinde ne bu ÖGEM diye ve birisi söylemişti. Muhtemelen birisi söylemese yine denk gelmeyecektim. I kept getting an email. I once asked what it was, and someone told me. I probably wouldn't have known about it if someone hadn't told me.*] In interview 3, a student noted that she did not receive any help from such services [*Şu ana kadar hiç baş vurmadım destek birimlerine., I have never applied to the support units until now*].

As for some limitations and aspects that need improvement of the resources, Professor 4 noted the difficulty using ODTUSyllabus. She noted that the system is not user-friendly as it is not possible to upload a pdf document and the information has to be copied and pasted one by one [*Biraz daha user-friendly olabilir. Bazen bir şeyi kopyala-yapıştır yapmamız gerekiyor. Ya da oradaki alanları doldurmak istiyorsunuz, bir PDF dosyası yüklemek istiyorsunuz. Buna izin vermiyor. It could be a little more user-friendly. Sometimes we need to copy-paste something. Or you don't want to fill in the spaces there, you want to upload a PDF file. The system doesn't allow it*].

4.4.2. Impact of Pandemic on Assessment in FLE

The impact of the online education was explored in terms of its impact on the assessment plans, on practices, and on resource use, the challenges it posed for assessment and some positive aspects it left for assessment.

4.4.2.1. Impact on Assessment Plan and Practices

In online education, there was a significant decrease in the use of written exams. The most frequently used types were take-home exams and written assignments. Following these came projects, presentations, discussion, peer-evaluation, portfolios, and observation. Self-evaluation was not frequently used. The use of attendance and participation declined a little, but still they were still frequently in use.

Table 32*Assessment Types Used in Online Education in FLE*

	Never	Rarely	Sometimes	Often	Usually
Written Exam	15,1%	33,3%	35,5%	7,5%	8,6%
Take-home Exam	1,1%	3,2%	4,3%	28,7%	62,8%
Announced Quiz	16,1%	22,6%	28,0%	23,7%	9,7%
Pop Quiz	69,1%	21,3%	7,4%	2,1%	0,0%
Written Assignments	1,1%	1,1%	5,3%	26,6%	66,0%
Projects	3,2%	8,5%	25,5%	33,0%	29,8%
Group Presentation	3,2%	5,4%	20,4%	32,3%	38,7%
Individual Presentation	6,4%	13,8%	31,9%	20,2%	27,7%
Discussion	6,4%	16,0%	24,5%	22,3%	30,9%
Peer-Evaluation	16,0%	28,7%	24,5%	20,2%	10,6%
Self-Evaluation	26,9%	22,6%	29,0%	8,6%	12,9%
Portfolio	27,7%	24,5%	14,9%	22,3%	10,6%
Observation	10,6%	16,0%	23,4%	27,7%	22,3%
Participation	2,1%	17,0%	14,9%	28,7%	37,2%
Attendance	0,0%	17,0%	17,0%	20,2%	45,7%

These findings were complemented by the interview data. All professors noted that they could not deliver exams when they started the online education due to the pandemic, and written assignments, take-home exams and projects replaced the written exams. The students also noted that they were given written assignments, take-home exams and projects instead of written exams [*Online dönemde hem ödevlerimiz arttı hem de sınavlar biraz daha takehome'a döndü. In the online education, our workload has increased and the exams have turned into take-home exams*].

En başta ödev bazlı bir değerlendirme vardı, devamlı bir okuma assign etme, o okumaya göre bir reflection isteme, soru-cevap isteme falan öyle olunca çocuklar devamlı bir şeyleri okuyor devamlı bir şeyler yazıyor durumundaydı. Hocalar da devamlı yazılan şeyleri okuyor durumundaydı ilk başlarda. (Professor 4)

At the beginning, there was an assignment-based assessment, there was a continuous reading, assigning, requesting a reflection on that reading, questions and answers. The students were constantly reading something, constantly writing something, and the professors were constantly checking written assignments.

(Professor 4)

Genel olarak her şey take-homea döndüğü için sanırım sınavlar dışında ödevde çok yöneldiler yani online dönemde çok fazla ödev yaptığımızı hatırlıyorum ben normal yüz yüze eğitimde o kadar fazla olmuyordu. (Student Focus Group 1)

In general, since everything turned into take-home exams, I think the professors preferred assignments rather than exams, so I remember that we did a lot of

assignments in the online period, we did not do that much in normal face-to-face education. (Student Focus Group 1)

The data also revealed that the professors were not prepared to do online assessment. Professor 4 noted that because the academic staff did not know how deliver online exams, they resorted to assigning readings and doing written assignments rather than doing mid-term and final exams [*Bir panik havası ile beraber nasıl yapılacağını da bilmemekten kaynaklı olarak okumayı assign et, yazılı olarak iste, midterm/final yapıldı. Due to not knowing how to do assessment online along with an atmosphere of panic, readings were assigned, written assignments were assigned and midterm or final exams were done*].

However, in time exams started to come back. As professors 5 noted, exams started to be delivered again because the academic staff started to feel comfortable doing online assessment and using the technological tools, and they integrated exams into their assessment plans [*Onlar da kendilerini daha güvende hissetmeye başladıkça biraz daha teknik şeyleri kullanarak, sınavları entegre etme dönemine geçildiğini düşünüyorum. As the professors started to feel more confident, they started to integrate exams by becoming more technologically knowledgeable*]. Professor 4 noted that the academic staff started to use exams in their assessment plans in the fall semester and then continued in the spring semester [*Fall döneminde biraz biraz başladı online sınavlara, 2. dönemde de devam edildi. Online exams started in the Fall semester and continued in the 2nd semester*].

Another aspect of online assessment that the academic staff members started to implement was exam security. The issue was dealt with by making use of the technological tools, namely SEB and Zoom sessions on the mobile phones of the students to monitor them during the exams. A student illustrated how these were used: they joined a Zoom session on their cell phones and in this way, the proctor was able to see the students' computer, hands and the desk. On their computers they logged in ODTUClass through SEB and took the exam [*Telefondan Zoom'a giriyorduk. Ellerimiz, bilgisayarın ekranı vesaire görünür şekilde ve bilgisayarında SEBden ODTUClass'tan sınavımızı oluyorduk. We had a Zoom session on the phone, our hands, the screen of the computer, etc., had to be visible, and on the computer, we took our exam via SEB on ODTUClass*].

In interview 1, a student noted her experience where the professors allocated very little time for an exam so that they students could not cheat in the exam [*Çok kısa bir sürede yapıp yüklemek gerekiyordu. O sırada zaten kopya mı çekeceksin, arkadaşına mı soracaksın, sınav mı yapacaktın? O yüzden o şekilde süreyi kısaltarak da biraz önüne geçmeye çalıştılar [kopyanın] We had to upload it in a very short time. How would we cheat, ask our friend, or do the exam? They tried to prevent [copying] by shortening the time allocated.*]

Regarding expectations from the students, Professor 4 noted that there was a tendency to ask questions that are more difficult in nature [*Midterm/final yapmayınca her şey bir nevi takehome oluyor. Hocalar da daha zor soru sormaya doğru bir eğilim gösteriyorlardı. As there were no midterm or final exams, we had take-home exams. professors also tended to ask more difficult questions.*] Also, the professors did not lower their expectations in that they asked the same type of questions as they asked in the face-to-face education [*Yine hocalar yüz yüzedeki nasıl bir tarzda soruyorsa aynı tarzda sorular sordular. Hiçbir değişiklik olmadı. The the professors asked questions in the same way they did in the face-to-face education. There were no changes*].

Students in interview 1 also noted that the professors maintained their expectations from them, and the students felt overwhelmed by their load [*8 ders vardı galiba. Her hoca birbirinden habersiz gibi davranıyordu. Size beklentilerini anlatamam. I think there were 8 courses. professors all acted as if they were unaware of each other. I can't tell you how much they expected from the students.*] In interview 2, students noted that the professors resorted to assignments because they were not prepared for online assessment, and they were concerned about students cheating in the exams. Because they did not know about the tools such as SEB, they preferred to do assignments. [*Bence hazırlıksız yakalandığı için herkes ödev vermeye başvurdu. Bir de kopya çekme endişesi çok fazlaydı. Muhtemelen ondan da korkup biraz sürekli ödev verdiler. I think everyone resorted to assignments because they were caught unprepared. There were also cheating concerns. Probably, because of this, they gave assignments constantly.*]

4.4.2.2. The Use of University Resources in Online Education

In online education, in FLE, ODTUClass was the most frequently used resource.

Following this were the syllabus documents distributed by the academic staff, syllabus program for the students, student portal, academic calendar. Finally, the department website, the student affairs website, university's social media accounts, university's integrity guide and exam rules, and Center for Advancing Learning and Teaching were not frequently used.

Table 33
Resource Use in Online Education in FLE

	Never	Rarely	Sometimes	Often	Usually
Department website	21,3%	33,0%	16,0%	17,0%	12,8%
Student affairs website	28,0%	21,5%	22,6%	12,9%	15,1%
Student portal	0,0%	10,9%	10,9%	17,4%	60,9%
University social media accounts	50,0%	23,4%	11,7%	5,3%	9,6%
<i>View Program Course Details</i> (Syllabus program for students)	9,6%	6,4%	12,8%	25,5%	45,7%
Syllabus distributed by the academic staff	2,2%	1,1%	9,8%	22,8%	64,1%
Academic Calendar	3,2%	5,3%	17,0%	34,0%	40,4%
ODTUClass	0,0%	0,0%	0,0%	3,2%	96,8%
Turnitin	5,3%	13,8%	25,5%	31,9%	23,4%
<i>METU Academic Integrity Guide</i>	43,6%	26,6%	16,0%	7,4%	6,4%
<i>METU Guide for Rules to be Followed in an Examination Environment</i>	60,6%	20,2%	10,6%	7,4%	1,1%
Exam Rules published by the academic staff or the department	17,0%	17,0%	16,0%	28,7%	21,3%
Center for Advancing Learning and Teaching – ÖGEM	70,2%	18,1%	9,6%	1,1%	1,1%

4.4.2.3. Adjustments Made to Assessment in Online Education

The interview data revealed that some adjustments were made to be able to do assessment during the online education due to the pandemic. Students noted that in face-to-face education, the courses were traditional and based on memorization but in online education they did a lot of written assignments. This turned into a gain for the students. One such gain was regarding their study skills. A student noted that she favored the online education. She was not aware of this at the time but she learned a lot while doing these assignments.

Çok fazla yazı yazıyorduk. Hatta çoğu zaman şunu hissediyordum. Ben yazıyorum ama ne hakkında yazdığını bilmiyorum. Çoğu kez hissettiğim şey buydu. Geriye dönüp baktığımda yazarken aslında bir şeyleri öğrenmişim üstüne düşündüğüm için. Hatta *online* eğitim ile şu anki eğitimi kıyasladığımda sanki yüze dersler biraz daha eski *traditional*, ezber metoduna dönmüş gibi birçok ders için. Evet çok zordu ama öğreticilik açısından daha iyiydi *online* eğitim. (Student Focus Group 3)

We wrote a lot of articles. In fact, I felt this most of the time that I wrote things but I didn't know what I was writing about. That's what I felt most of the time. When I look back, I see that actually learned while writing. In fact, compared to face-to-face courses that turned into old traditional, memorization method in many courses, online education was better in terms of learning though it was really difficult.
(Student Focus Group 3)

Another student noted that they became more proficient users of technology [*Teknolojiyi daha iyi kullandık. We made better use of technology.*] The same learning took place for the academic staff as well. Professor 2 noted that the university and the ODTUClass team helped the academic staff and provided educational materials on how to deliver exams in ODTUClass [*Bence ODTUClass'ın, ve okulun da bu anlamda desteği oldu. ODTUClass'ta nasıl sınav verilir gibi gibi videolar hazırladılar ve paylaştılar. I think ODTUClass team and the university also supported us in this sense. They prepared and shared videos on how to give exams on ODTUClass.*] A similar comment came from Professor 5 in that she learned how to do online exams thanks to the training sessions by other departments and the Distance Education Application and Research Center [*UZEM*].

Another adjustment made was to the feedback provision. In online education, through Zoom sessions, feedback was provided in one-on-one fashion or in groups [*Zoom üzerinden grup grup feedback verme gibi şeyler yaptılar ki bu güzel bir gelişmeydi. They did things like giving group feedback on Zoom, which was a good development.*] In interview 1, a student noted that the feedback sessions were maintained during online education, especially with the professors who paid attention to feedback provision [*Normalde yüz yüze dönemde feedback vermeye özen gösterip verenler online dönemde de aynı şekilde yazılı olsun veya Zoom ofis saati olsun, verdiler güzel şekilde. Those who normally gave feedback in the face-to-face education gave feedback in the online period, in office hours on Zoom or in written form.*].

Professors noted that they used technology to be able to make these adjustments. One specific adjustment was mentioned by Professor 4. She explained that she wanted to

deliver an exam using an app called Socrative. She opted for this app because she had had technical difficulties using ODTUClass. The app allowed shuffling the questions in the exam. She successfully administered the test, monitored the students via Zoom during the exam.

Socrative diye bir uygulama var. Öğrencilere dedim ki şu saatte başlayacak, geldiler 70'i birden *onlinedılar*. Aynı zamanda Zoom da açtım. *Socrative*'in güzel bir tarafı var 70 öğrenci 30 soruyu farklı sırada alıyor. Aynı zamanda şeyleri de seçenekleri de karıştırıyor. Benim için kopya olmasın falan. 15 dakikalık bir kısmını buradan yaptım. *Socrative* çok commercial gibi duruyor, Benim hoca olarak verdiğim bir karardı. (Professor 4)

There is an app called Socrative. I told the students about the starting time, they came and all 70 of them were online. At the same time, I started a session on Zoom. The nice thing about Socrative is that 70 students can take 30 questions in different order. At the same time, it shuffles the options and helps prevent cheating. I gave the 15-minute section of the test on this app. Socrative seems to be commercial, it was a decision I made as a professor. (Professor 4)

4.4.2.4. Negative Impact of Online Assessment

The online assessment due to the pandemic brought some challenges. One very serious aspect was regarding the security measures taken to prevent cheating and other unethical student behavior. Students noted these measures did not work and the students still cheated. In interview 2, a student noted that trying to stop students from cheating via SEB was not worth the trouble. He made a comparison between the high- and low-stakes exams. He stated that it is possible to open other applications when using SEB, and for a low-stake exam using such a tool was not worth the trouble.

SEB aslında yani çok güvenli değil ve onu geçme yolları var. Yani nafile, boş. *High stakes, low stakes exam*ler olur ya bunlar *low stake exam*lerden. İşte yan uygulamalar da çalıştırılabilir. *Fool proof* bir sistem değil yani. Boşuna yapıldı. Ne biliyim. *Low stakes* bir sınav için yani bu kadar 10 takla atmaya gerek yoktu bence. (Student Focus Group 2)

SEB is actually not very safe, and there are ways to get past it. So, it's futile. There are high stakes, low stakes exams and these are low stakes exams. Other programs can be run on SEB. It's not a fool-proof system. We used it in vain. I don't know. These exams are low stakes, so I don't think we needed to jump so many hoops. (Student Focus Group 2)

Another student noted her distrust in the process of creating an environment where cheating is completely prevented. She noted that exams should not aim this. To her, anyone who wanted to cheat would do it anyway. Although fairness is important,

teachers cannot prevent such unethical behaviors [*Kopyayı yüz yüze de onlinedayken de engelleyemezsiniz. Kopya çekmek. Evet adil olması önemli ama bunu siz sağlayamazsınız. You can't prevent cheating in face-to-face or online assessment. Yes, fairness is important, but you can't stop it*]. In interview 1, a student admitted that they did look at their notes or other resources in online exams, which were not open-book exams. She noted that they did this when they needed to check something specific [*Çok dürüst bir şekilde söyleyeceğim, open book olmadığını söyleyen hocaların derslerinin hepsinde biz open book gibi davranıyorduk. Yani hazırlanıyorsunuz ama diyelim ki spesifik bir şey ise gidip bakıyorsunuz. I will say this very honestly that we were looking at our books in all of the exams were not open-book exams. I mean, you prepare for the exam, but if it's a specific information, then you go and look at it*].

Another big challenge online education was the technological burden it brought for the students. Both the students and the professors noted this difficulty. Professor 5 noted that the socio-economic status of the students was low, and they lived in rural areas, so the students did not have internet connection or computers [*Öğrencilerimizin çoğu kentsel olmayan kesimlerde bulunuyorlar yani kasaba ve köylerde de bulunan öğrencilerimiz var. Ve sosyoekonomik durumları dolayısıyla çoğunun internet erişimleri ya da bilgisayarı yok. Most of our students come from non-urban areas in towns and villages. And because of their socioeconomic status, they don't have internet access, most of them don't have a computer*]. In student interview 1, a student illustrated the difficulty she experienced. She stated that she experienced difficulties with her internet connection and her computer. She noted that had to deal with these difficulties every three or four days, and she could focus on her exams only after she solved these problems [*Online dönemde internetimle bayağı sorun yaşıyordum. İnternetim düzgün gitse bilgisayarına bir şey oluyordu. Sürekli teknik aksaklık çıkıyordu. 3-4 günde bir problemim oluyordu. I had a lot of problems with my internet during the online period, my computer did not work properly or my internet connection was not OK. There was a technical problem every three four days*].

4.4.3. How Assessment Manifests Itself as a Culture in FLE

The ways assessment manifests itself as culture in this department is presented under the categories of impact of discipline, assessment leadership, assessment's function

and its role in learning, assessment plan and practice, communication around assessment issues emphasis on academic honesty and fairness, and the enculturation of students' future assessment conceptions.

4.4.3.1. Impact of Discipline and Medium of Instruction

The analysis revealed that the discipline impacts the assessment types preferred. Professor 4 noted that there is a difference between the assessment types used in linguistics courses, literature courses, and English Language Teaching (ELT) courses. She noted that for the linguistics and literature courses written exams and assignments are preferred while for ELT courses more alternative assessment types like presentations or micro-teachings.

Alandan alana deęişen bir tutum var. Mesela edebiyat derslerinde veya *linguistics* derslerinde bir *midterm* yapalım bir final yapalım bir tane de ödev olsun şeklinde olabilir. Belki küçük araştırma projeleri yaptırılıyor olabilir. Ama *ELT* bazı derslere baktığımız zaman, neredeyse 10 tane dersimiz var. Diyebilirim ki 7si 8i *microteaching*in olduğu dersler. *ELT* hocaları genelde alternatif yöntemleri tercih ediyor. (Professor 4)

The attitude varies from discipline to discipline. For example, in literature courses or linguistics courses, there may be midterm exams, finals and assignments. Maybe small research projects, too. But when we look at ELT courses, I can say that we have almost 10 courses, 7-8 of them include microteaching. I can't say if ELT instructors prefer alternative assessment techniques. (Professor 4)

Professor 6 confirmed this view [*ELT dersleri için resmi sınavlar arka planda, ödevler projeler vs daha ön planda. For ELT courses, formal exams are less frequent, but assignments, projects, etc. are more dominant*] and she added that language competency is important for literature courses in that the student should answer the exam questions in an organized paragraph (no transcription, researcher notes). The department vice head noted the impact of education as a discipline in that compared to engineering departments, where reaching the correct result is ultimate aim in assessment, in faculty of education, there is an emphasis on alternative assessment and feedback.

Eđitim Fakóltesi'nde olmanın da getirdiđi bir şey. Mesela Mühendislik bölümlerinden matematik ile ilgili bölümlerde sonuç çok önemli. Sonuç hatalıysa büyük sıkıntı. Bizde ise biz *alternative assessment* in olduğu alanız, *feedback*'in üzerinde duran bir alanız. (Vice Head)

It's also about being in the Faculty of Education. For example, the result is very

important in the departments related to mathematics such as Engineering departments. If the result is wrong, it is a very big problem. In our case, we are in the field of alternative assessment, we are an area that emphasizes feedback.
(Vice Head)

Professor 4 noted the importance of English competency in assessment. She stated that sometimes students lose points because they cannot answer the question accurately in English, and when they see their exam papers, they may complain that they actually meant the answer while there is something else in their papers.

İngilizce olarak ifade ediyorlar ama aslında iyi ifade edemediklerini puanı kaybettiklerinde fark ediyorlar. Ama hocam ben de bunu söylemek istedim diyorlar. Ama yazdığı şey öyle söylemiyor. Yani başka bir bölümdeki çocuk bunu diyebilir belki. Ama benim bölümümde vermen gerekiyor. Hiç kağıdını görmeye gelip de şuradan 1 puan 2 puan ben aslında bunu söylemeye çalıştım dese bile benden o tarz puanlar çıkmaz. (Professor 4)

They express it in English, but they realize that they can't actually express it well when they lose points. They say, "I actually wanted to say this." But it is not the case. Maybe other students in other departments can say this. But in our department, they can't. Even if a student ever comes to see his paper and bargains for 1 point or 2 points saying I actually tried to say this, I do not give of points.
(Professor 4)

4.4.3.2. Autonomy of the Academic Staff Members and Assessment Leadership

The interview data provided some insights into the academic staff members decision making processes regarding assessment and assessment leadership. Table 34 below summarizes the findings.

Table 34

Autonomy and Leadership in FLE

Codes	<i>f</i>
Academic Freedom	
• responsibility to a higher authority	6
• freedom to make assessment decisions (department)	5
• freedom to make assessment decisions (METU)	2
• follow MEB requirements	1
Leadership	
• leading/teaching research assistants	4
• example of leadership employed	2
• no leadership present	1

The data revealed that there is no top-down impact on assessment policy, and the academic staff members have freedom to make assessment-related decisions. As the department head noted, the department administration does not interfere with the assessment decisions of the academic staff [*Müdaheleci değiliz bölüm yönetimi olarak. As the department management, we do not intervene*]. One warning from the department admin is made, though. The vice head stated that the department administration warns the academic staff members against significantly distinct assessment implementation among the different sections of the same course with an aim to minimize the differences in student workload.

Hiçbir hocaya, aynı dersin farklı *section*larını veren hocalara dahi söylediğimiz sadece şu var “birbirinizden çok ayrılmayın” Yani bir hoca bir *midterm* bir final yapıp, %40 %60 diye tanımlarken, diğer *section* hocası her hafta ödev veriyor ve %10 puanlıyorsa, o zaman burada bir uçurum oluyor. Hem *workload* açısından hem de değerlendirme yapma şekli açısından. Üç aşağı beş yukarı yüzdeler yakın olsun [diyoruz]. (Vice head)

We only say this to the professors, including the professors who offer the same course in different sections, "Please do not do not do assessment too differently" In other words, if one of you gives a midterm and final and with 40% to 60%, while in the other section, there is homework every week with 10%, then there is a gap here both in terms of workload and in terms of the way students are assessed. [We say] the percentages should be close, more or less. (Vice head)

According to Professor 6, the academic freedom to plan assessment stems from university culture in that imposition is against the university’s culture [*Hocanın işine karışılmaz, bir üniversitede hocaya ne kadar karışabilirsiniz, üniversitenin kültürüne aykırıdır. Hocalar tercihlerine karışılın istemez. You cannot interfere with the work of the professors, how much can you interfere with the professors in university, it is against the culture of the university. professors do not want their choices to be interfered with*] (not transcription, researcher notes). Similarly, Professor 5 noted that METU is unique in this sense, and it is different from other universities where there are expected number of midterm and final exams and even the percentages of these exams are determined.

ODTÜ bu konuda biraz daha özel bu yönden diğer üniversitelerde mutlaka belli komponent var. Orada bambaşka bir dünya var oradaki hoca arkadaşlarımdan biliyorum. Orada belli bir sınav haftası var mesela yani herkes belli bir sayıda *midterm* ve final yapmak zorunda hatta yüzdeleri bile belirleniyor. (Professor 5)
METU is special in this regard. Other universities have certain assessment components. I know this from my colleagues that there is a completely different

world there. For example, there is a certain exam week, and everyone has to do a certain number of midterms and finals, even the percentages are determined.
(Professor 5)

There are some responsibilities to higher authorities, as well. Specific to the School Experience course, the vice head provided a detailed account of a top-down change made by the MoNE and the CoHE. The department had to make amendments to this course in terms of academic staff assignments. But this change was a challenge for the academic staff members who had to teach the course.

YÖK ve MEB kuralları gereği dendi ki bir akademisyen üzerinde 8 öğrenciden fazla olmayacak. Bu ne demek? Zamanında 32 öğrenciyi bir dönemde 1 defa bir gözlediğim ve 32 gözlem yaptığım için 8 öğrenciyi 4 kere gözlemek ve 32 gözlem yapmak benim için sorun olmadı. Ama bu dersi ilk defa veren hocalar için 4 defa gözleme gitmek çok problem oldu. Dışarıdan bizim değerlendirmemize yapılan bir müdahale idi. Ben bunu yanlış bulmuyorum ama yönetim olarak olarak bunu denetlemek zorundaydım. (Vice head)

In accordance with the rules of CoHE and MoNE, it was said that no more than 8 students can be assigned for an academician. What does that mean? In the past, I observed 32 students once in a semester and made 32 observations, so it was not a problem for me to observe 8 students 4 times and make 32 observations. But for the teachers who gave this course for the first time, it was a challenge to do the observation 4 times. It was an outside intervention in our assessment. I don't think that's wrong, but as the department manager, I had to supervise it. (Vice head)

The School Experience course also requires communication with the teachers at the schools of MoNE. For instance, the mentor teachers at the schools also evaluate the students, and that date must be entered into the Ministry's system, so the requirements of the Ministry are taken into account [*Milli Eğitim Bakanlığının bir sistemi var. Oraya da veri girdiğiniz için ve okullarda çalıştığımız hocalar da öğrencileri değerlendirdiği için bu Milli Eğitim Bakanlığı'nun istediği şekilde gidiyor. The MoNE has a system. Since you enter data there, and the teachers we work with in the schools evaluate the students, this goes as the Ministry of National Education wants.*] In terms of leadership, Professor 2 explained that some professors work with teaching assistants if the assistants grade the exams or do some other assessment tasks. She illustrated how she works with her assistant: They work together, grade some papers first and check whether their scores are aligned, then the assistant takes over the job.

Beraber çalıştığım hocalardan biliyorum çok detaylı olarak asistanlara eğer sınavları okuyacaklarsa ya da başka bir değerlendirme yapacaklarsa, onları

yönlendiriyoruz ya da beraber yapıyoruz onlarla. Sınavları değerlendirecek dersin asistanı ile beraber birkaç sınavı birlikte okuyoruz bir *interrater reliability* var mı bir bakıyoruz. Sonra onlar devralıyorlar geri kalanını. (Professor 2)

I know from the professors I work with that if the assistants check the exams or do another assessment, we guide them or we do it together. With the assistant who will evaluate the exams and I check a few exam papers together and see if the interrater reliability is good. Then they take over the rest. (Professor 2)

In this respect, the department head added that in School Experience course, due to the aforementioned change by the Ministry and the CoHE, the course coordinator had to lead the group of academic staff. She designs the course materials and rubrics and shares them with the other staff members. The staff members take these without questioning because in the group that teaches this course, there are staff members with linguistics and literature background and they do not feel comfortable teaching the course.

Koordinatör toplantı yapıyor. *Tasklarını*, değerlendirme rubriğini paylaşıyor. Neredeyse o derste, koordinatör ne derse onu yapalım ve kendimizi garantiye alalım gibi bir hava var çünkü edebiyat hocaları da staj [dersi] vermeye başladı. *Linguistics* hocaları da vermeye başladı. Öyle olunca kendilerini güvende hissedemediler. (Professor 4)

The coordinator holds a meeting. She shares her tasks, the evaluation rubric. The professors say let's do what the coordinator says and make sure things are sound in that course, because literature professors started to give the School Experience course. Linguistic teachers too, and so they did not feel safe. (Professor 4)

4.4.3.3. Functions of Assessment and Its Role in Learning

The data revealed that assessment serves various functions and the stakeholders, namely the professors and the students, are aware of its driving role in learning.

Table 35

Functions of Assessment in FLE

Code	<i>f</i>
• assessment defined as progress	6
• assessment defined as feedback to teacher/student	5
• assessment to assert importance / justify score	4
• assessment is not equal to grades	4
• assessment defined as measurement of learning	2
• assessment defined as achievement of outcomes	2

As seen in Table 35 above, the most commonly mentioned function was that assessment shows students' progress of learning. Professor 4 stated that assessment

is more than assigning grades and it serves a formative function for her. Even when she gives a final exam, she still writes detailed notes as to why the students got the score they received. She stated that she is aware that the students probably will not look at those notes but she does this to provide feedback and justify the score she assigns.

Tekrar *submit* etmeyecek. Onu biliyorum. Belki benim *feedbackime* hiç bakmayacak bile. Onu da biliyorum. Fakat ben okurken aslında hem *feedback* vermek için o notları alıyorum hem de hazırladığım rubriğe göre kendime *justify* etmek için yapıyorum aslında. Kendi kendime konuşarak o puanı kaybetmesini *justify* ediyorum ya da neden hak ettiğini anlatıyorum. (Professor 4)

The student will not submit it again. I know that. Maybe he won't even look at my feedback at all. I know that, too. But while I check an exam, I take those notes to give feedback, and I do it to justify myself according to the rubric I've prepared, in fact, I talk to myself to justify the score or explain why the students deserves the score. (Professor 4)

Professor 3 also sees assessment to have a formative function, she stated that she uses the exam results to reteach a subject that is not fully comprehended.

Diyelim ki 3. soru ve bu belirli bir konuydu ve orada öğrenciler başarısız olmuşlar. Tekrar o soruyu sorduktan sonra *revise* etmeye çalışıyorum. O yüzden de *course outline* yaparken mutlaka son haftamı sadece *review* diye yazıyorum mutlaka böyle şeyler olabileceğini göz önünde bulundurarak. (Professor 3)

Question 3 was a specific topic, and the students failed there. Later, I try to revise it. That's why when I prepare my course outline, I always spare my last week for review, considering that such things can happen. (Professor 3)

The data also revealed that the academic staff members view assessment as a way of feedback to the Professor and evaluating the effectiveness of the assessment tool they use or their teaching success. Professor 2 explained that she makes adjustments to the exam procedure if she sees that the students get low scores [*Zorlandıklarını ve düşük not aldıklarını görüyorum bir sonraki sefere sınavı ikiye bölüyorum: bir kısmını bir zaman yapıyorum, kompozisyon essay kısmını takehome veriyorum. I see that they struggle and get low grades, so the next time I split the exam into two: I do one part of it at a time, and I give the essay part as a take-home exam*]. Similarly, professors 5 stated that she changes the tasks in the coming term that do not work [*Aynı dersin bir sonraki sene verdiğimde işleyen ve işlemeyen taskları belirlediğim için bir sonraki dönem o dersi verecek olursam daha farklı tasklar kullanıyorum bu kullanmış olduğum tasklar yerine. Since I know the tasks that work and do not work, when I give the same*

course the next year, I use different tasks instead of these.]. Professor 4 says she makes amendments to the questions that led to misunderstanding [Mesela bir şeyi yanlış anladıklarını fark ederim. Soru kaynaklı. Bir dahakine bu şekilde sor diye düzeltme yaparım. For example, I notice that they have misunderstood something because of the wording of the question. I correct it and ask in another way the next time].

Professor 6 stated that assessment results enable her to justify the grades she assigns in a semester and is she sees that if too many people fail or get AA, she sees it to be a problem. To her, assessment is the tool to see whether the outcomes and aims of the program are fulfilled [not transcription, researcher notes]. Professor 4 noted that the assessment is not equal to grades but the assigned grade should be justified as the grades should be the indication of students' progress and learning [*Verdiğiniz notu açıklayabiliyorsanız çok güzel ama açıklıyor olmanız demek buna zaman harcıyorsunuz demek. Açıklayamayan hoca belki hissediyordur aslında AA haketmiyor ama neden söyleyemiyor, notunu veriyor geçiyor olabilir. It's great if you can explain the grade you assign, but if you do, it means you spend on it. The Professor who cannot justify may feel it, and think that the student does not deserve an AA, but he cannot say why, he may just assign his grade and move on].*

Student data also revealed that students see assessment as a tool that not only shows students' progress in a course but also informs the teacher. In focus group interview 2, a student noted this significance: [*Sadece öğrencinin derse başladığından dersin bitimine kadar ne kadar ilerlediğinin bir ölçümü değil yani. Sadece öğrenci için değil öğretmenler için de çok önemli. It's not just the measurement of how far the student has progressed from the time the course starts to the end of the course. It is very important not only for the student but also for the teachers].* In interview 3, a student noted that assessment should not focus on just being successful in a course but it should show what has been learned in that course.

Öğrencinin gerçekten bir şey öğrenip öğrenmediğini uygun koşullar altında ve öğrenci strese sokmaktansa öğrenciye bir şeylerin katılmış olup olmadığını görmek bence önemli olan. Ben bir sınava sırf sınavı geçiyim dersi geçeyim diye girmektense bana bir şey katıyor mu? Ya da öğrenciye bir şey katmış mı diye bakıyorum. (Student Focus Group 1)

I think it's important to see if the student has actually learned something, under the right circumstances, and if something has contributed to the student's learning

rather than stressing the student. When I take a test, I ask if it adds something to me instead of taking an exam just to pass it and pass the course? Or I try to see if it has added something to the student.

(Student Focus Group 1)

To investigate the effect of assessment on learning, data were collected from the students through the questionnaire ($n=94$) as well. In the questionnaire (Part A.2), the students were asked to evaluate the impact of the different assessments on their learning. The questionnaire data revealed that the top three assessment methods that were found to contribute to student learning were take-home exams, written assignments and projects. Following these three came written exams, presentations, discussions, portfolio, self-evaluation, observation, participation and attendance. Online exams, pop-quizzes, and peer-evaluation were reported to contribute little to learning.

Table 36

Impact of Assessment on Student Learning in FLE (Questionnaire Data)

	Not Applicable	Very negative	Negative	Neither positive nor negative	Positive	Very positive
Written Exam	0.0%	2.1%	16.0%	41.5%	28.7%	11.7%
Online Exam	0.0%	11.7%	22.3%	44.7%	17.0%	4.3%
Take-home Exam	0.0%	2.1%	2.1%	8.5%	38.3%	48.9%
Announced Quiz	3.2%	1.1%	10.6%	39.4%	33.0%	12.8%
Pop Quiz	23.4%	23.4%	22.3%	24.5%	2.1%	4.3%
Written Assignments	0.0%	1.1%	3.2%	14.9%	48.9%	31.9%
Projects	0.0%	3.2%	6.5%	23.7%	37.6%	29.0%
Group Presentation	0.0%	7.4%	8.5%	31.9%	35.1%	17.0%
Individual Presentation	1.1%	6.4%	10.6%	22.3%	36.2%	23.4%
Discussion	0.0%	5.3%	13.8%	19.1%	33.0%	28.7%
Peer-Evaluation	6.4%	11.7%	18.1%	38.3%	19.1%	6.4%
Self-Evaluation	9.6%	8.5%	12.8%	30.9%	26.6%	11.7%
Portfolio	7.5%	4.3%	10.8%	34.4%	25.8%	17.2%
Observation	0.0%	3.2%	8.5%	20.2%	35.1%	33.0%
Participation	0.0%	6.4%	16.0%	17.0%	33.0%	27.7%
Attendance	0.0%	16.0%	12.8%	26.6%	22.3%	22.3%

The interview data revealed insights into the stakeholders' awareness regarding the impact of assessment on learning. Table 37 summarizes the findings.

Table 37*The Role of Assessment in Learning in FLE*

Code	<i>f</i>
• peer/self-evaluation do not facilitate learning	14
• written exams' necessity for learning	6
• written exams' little/no positive impact on learning	5
• assessment to support learning	4
• written assignments facilitate learning	3
• oral assessments facilitate learning	2
• self/peer evaluation facilitates learning	1
• microteaching facilitates learning	1

Professors noted that in FLE, assessment is done to support student learning. One consideration in this regard was to ensure content validity. Professor 3 explained how she aligns the exam content with the course content: She considers the amount of time and energy she spent on a topic. More time and energy on a topic mean more questions from that topic [5. *haftanın sonunda yapıyorsam sınavı, şöyle diyorum a b c d konusunu çalıştım, a konusuna 2 hafta, b konusuna 1 hafta, diğer konulara 2şer hafta verdiğim için toplam 10 soru soracaksam işte harcadığım zamana, enerjiye göre düzenlemeye çalışıyorum. If I plan an exam at the end of the 5th week, I say we studied the subjects a, b, c, d. We spent 2 weeks on subject a, 1 week on subject b, and 2 weeks on other subjects, so if I am to ask a total of 10 questions, I try to organize them considering the time and energy I spend.*].

Professor 1 noted that in all types of assessment she prefers to use, she aims at seeing the reflection of learning [*bütün sorularda derslerde işlediğimiz konuların öğrenme ve öğretmeye yansımalarını ölçüyorum. In all questions, I measure the learning the topics we cover in the lessons on learning and teaching*]. Professor 4 noted that she finds the assessment done in ELT courses authentic in that students normally do discussions, do presentations and do microteachings. She stated that they give the assessment versions of what they do in normal life.

Çocukların normal hayatta da yapacağı şeylerin sınav versiyonunu yapıyoruz diye düşünüyorum. Otantik buluyorum *ELT* derslerinde verdiğimiz sınavları. Normalde de *discussion* yapmalılar. Normalde de sunum yapmalılar. Normalde de *microteaching* yapmalılar zaten diye görüyorum. (Professor 4)

I think we're doing an exam version of what students would do in normal life. I find the exams we give in ELT courses authentic. Normally, they should have discussions. Normally, they should do presentations. Normally, they should microteaching. (Professor 4)

The data revealed that in FLE, assessment is also done with a summative purpose and with classical assessment tools such as exams and quizzes in this department. Professor 3 stated that summative assessment is dominant in the department [*Bildiğim kadarıyla bizim bölümde 2 midterm, 1 final ve bu summative assessment olayıdır diye düşünüyorum. As far as I know, 2 midterms, 1 final exam are given in our department, and I think this is more of a summative assessment perspective*]. Professor 3 said she plans two mid-terms and a final exam, and in linguistics courses she prefers to give three quizzes and a final exam because some subjects are too difficult for the students [*Grup olarak verdiğim derslerde 2 midterm 1 final, bazı dilbilim derslerinde bazı konular zor olabiliyor öğrenciler için. 3 tane quiz ve final kullanıyoruz. In the courses I teach as a group, we do 2 midterms and 1 final, and in some linguistics courses, some topics can be difficult, so we give 3 quizzes and final exam*]. Professor 6 stated that she finds exams valuable and when assessment is done through projects and assignments, students do not focus on the course as a whole. In such assessments, the effort students put in is also assessed, which makes it easier for them to get a higher score, but this is not the case for exams.

Proje ve ödevler dersin bütününe odaklanmıyor. Tamam öğrenciler araştırma yapmayı vesaire öğreniyor ama derse bir bütün olarak bakamıyor. Başka şeyler devreye giriyor ve çaba ön plana çıktığı için daha rahat not alıyor öğrenci. Ama sınavda “çabalamış” diyemezsin.

(Professor 6)

Projects and assignments do not focus on the whole course. Okay, students learn to do research and so on, but they can't look at the course as a whole. Other things come into play and the student gets high grades more easily because "effort" comes to the fore. But you can't say "the student tried" on an exam.

(Professor 6)

In focus group interview 1, it was stated that written exams are effective if they are in take-home format. When there was no time pressure, they could perform better [*Takehome exam olduğunda, yine sınav yine zor hani yine yapması zor ama bir yandan şey oluyor bir süreniz var hani kaygısı olmuyor*]. Similarly, in interview 2, students noted that take-home exams were stress-free and they enabled the students to internalize the content and gave the students a sense of achievement.

Takehome olduğu zaman daha bilgiyi sindiriyormuşum gibi hissediyorum. Daha çok üstüne çalıştığım için hem öğreniyorum hem daha az stres oluyorum, ya da olmuyorum çünkü sindirdiğimi hissediyorum. Hem bir şey yaptığımı görüyorum. Bir şey ortaya koyuyorum. (Student Focus Group 1)

I feel like I can digest more information when it's a take-home exam. Because I study it more, I learn more and I'm less stressed, or I'm not at all, because I feel like I learn the content. And I see that I actually do something, I create something. (Student Focus Group 1)

In student interview 3, however, it was noted that written exams like pop quizzes led students to memorize the content because the content they were required to learn was mostly based on texts and readings [*Öğrendiğimiz şeyler çok teorik olduğu için aslında çok ezbere dayanabiliyor çünkü tamamen metinler ve okumalar üzerine ilerliyor bir noktada. Ve bu noktada pop-quizlerin öğrencileri ezbere sürüklemekten başka bir yararı olmuyormuş gibi geliyor. Since the things we learn are very theoretical, they actually are based on memorization because they are completely based on texts and readings. And at this point, it seems to me that pop-quizzes do nothing but lead students to memorization*]. Another student noted that they are told in education courses that memorization is wrong, but when they take pen-paper tests, which may be good to measure knowledge, they fall in the same memorization trap. Therefore, he does not think written exams contribute to their learning.

Paper-pen dediğimiz, sürekli girip bilgilerimizi, bildiğimiz her şeyi yazıp çıktığımız sınavlar evet belki kimin neyi bilip neyi bilmediğini gösteriyordur fakat yine de eğitim bölümünde eğitim derslerinde ezberlemek üzerine öğretimin yanlış olduğunu konuşuyoruz. Fakat yine de sürekli bu yazılı sınavları olduğumuz zaman biz kendimiz o tuzağa düşmüş oluyoruz. O yüzden açıkçası onları etkili bulmuyorum. (Student Focus Group 3)

The exams that we call paper-pen exams, which we constantly take and show our knowledge, everything we know, show who knows what and what they don't know, but still, in the education faculty, we say that education based on memorization is wrong. However, when we constantly take these written exams, we ourselves fall into that trap. So, frankly, I don't find them effective. (Student Focus Group 3)

Regarding the impact of specific assessment types on learning, the students noted that (interview 2) presentations facilitated their learning because in order to be able to present something, they needed to know that subject well [*Sunumlar öğrenmeye daha çok katkı sağlıyor çünkü bir şey sunabilmek için [konuya] hakim olmamız gerekiyor. Yoksa sunum yapamazsınız. Presentations contribute more to learning because we need to master [the topic] in order to present it. Otherwise, you won't be able to*

present]. In interview 2, a student noted that assignments contributed to their learning because the assignments required them to do research and they could produce a comprehensive product. The student also noted that this led to permanent learning compared to the exams where they forgot the answers in a short time.

Ödevler olabilir çünkü öncesinde araştırma yapmanız gerekiyor. Yani ben onu tercih ediyorum. Ki zamanımız oluyor, düşünüp daha böyle kapsamlı bir şey yapabiliyorsunuz. Hem araştırmamız gerekiyor çünkü sınavda biliyorsanız yapıyorsunuz, bilmiyorsanız büyük ihtimalle o soruyu 15 dakika sonra unutuyorsunuz. Yani benim için öyle oluyor en azından. Ama ödevler öyle değil. (Student Focus Group 2)

You need to do research before the assignments so I prefer them. We have time to think about it and do something more comprehensive. Besides, we need to do research because in the exam if you know, you do it, if you don't know, you probably forget that question in 15 minutes, I mean at least that's how it is for me. But assignments are not like that. (Student Focus Group 2)

Self-evaluation tasks and reflections were also found to be beneficial. In interview 2, students stated that videotaping own performance and watching it improves their performance and learning. In interview 1, a student noted that microteaching tasks were especially important for their department considering the limited number of practice hours they had at the school experience schools. Their peers acted like students but still they got experienced as they practiced.

Microteaching bence bizim bölümümüz için önemli bir şey çünkü zaten ders anlatma imkanımız çok kısıtlı, stajda da az sayıda ders anlatabiliyoruz. O yüzden onlar bence güzel bir avantaj yani bir sınıf ortamında tabii yine arkadaşlarımızla yapıyoruz biz bunu ama en azından öğretmenin durduğu yerde durduğun zaman sınıfın nerelerini görüyorsunuz, ve önemli bir şey bence ve anlattıkça alışıyorsunuz. (Student Focus Group 1)

I think microteaching is important for our department because we have very limited opportunities to teach, and we can have a small number of classes in the School Experience course. That's why I think they are good, In a classroom environment. of course, we do this with our friends, but you know, at least when you stand where the teacher stands, you see how the class looks, and I think it's an important thing and you get used to it as you experience it. (Student Focus Group 1)

The most striking finding with regard to impact of assessment on learning was that shared assessment does not seem to be working in FLE. In focus group interviews, students noted that self-and peer-evaluation did not work well all the time. One factor was that students could be objective in the process. [*Bence objektif olmadığımız için. I think it's because we can't be objective*]. In interview 2, one student stated that she

did not want to be asked why she cut points off and had an argument with the other student, so he just gave a full score [*Ben öyle peer-evaluation yaptığımda full verip geçiyorum genelde özellikle tanıdığım biri ise çünkü yani niye full vermedin niye şöyle yaptın böyle bir de tartışmaya girmek istemem ben özellikle tanıdığım biriyle. When I do a peer-evaluation, I usually assign a full score, especially if it's someone I know, because they may ask why I did not assign it a full score, I don't want to get into a discussion like that, especially with someone I know.*] Another student, similarly, noted that he empathized with the other student and thought that the assignment was complete and he did not want to assign a low score [*Yani çocuk ödevi yapmış işte düşük not vermek istemiyorsun çünkü yani kendinizi onun yerine koyduğunuzda siz düşük istemezsiniz. O yüzden hani başkasına [puan] vermek çok işe yaramıyor. You don't want to assign a low score because the student has done the homework, and when you put yourself in their shoes, you don't want a low score. That's why it doesn't work very well to grade someone else's work*].

In terms of self-evaluation, students also noted that they do not feel comfortable. In interview 2, a student stated that it was difficult to be objective about evaluating her performance [*Değerlendirmeleri kendimiz için yaparken kendimize karşı da bence objektif olmak zor olabilir. Ben bir şeyde çok iyiyim veya çok kötüyüm demek kendisi için biraz daha zor. Ben bunu yapsam kendimde kalmasını tercih ederim. I think it can be difficult to be objective when we evaluate our own work. It's a little harder for us to say I'm very good at something or I'm very bad at something. If I do that, I'd rather keep it to myself*].

In interview 3, a student noted that she does not feel comfortable doing peer-evaluation because, first, they do the evaluation with the names of students known to others, and second, she does not feel knowledgeable enough to evaluate someone's performance and she is afraid of saying something inaccurate, so she thinks it is just a formality.

Peer-evaluationda ben çoğu zaman içimden gelerek yazamıyorum. Birincisi arkadaşız o yüzden kimin yazdığı belli; adımızı yazıyoruz sonra arkadaşımız okuyor ben o yüzden çok rahat hissetmiyorum. Belli başlı yorumları yapabilecek yetkinlikte hissetmiyorum kendimi. Belki o yorumu yapsam doğru belki yanlış olacak bilemiyorum. O açıdan bana göstermelik, formalite bi değerlendirme gibi.
(Student Focus Group 3)

In peer-evaluation, I can't be objective. First, we are friends, so we know who wrote

it; We write our name and our friend reads it, so I don't feel very comfortable. I don't feel competent to make certain comments. If I make that comment, maybe it will be right, maybe it will be wrong, I don't know. From that point of view, it seems to me we do this for the sake of doing it. (Student Focus Group 3)

Another student added that when a peer, who may be less knowledgeable, evaluated their work, she needed to read that evaluation and judge its quality, which took time [*Bir arkadaşımın bilgi seviyesi ve benim bilgi seviyesi eşit değil ve o bilmeden bazen yorum yapıyor ve ben yine peer-evaluationı okuyup değerlendirmek zorundayım. Benim zamanımı alıyor. A friend's level of knowledge and my level of knowledge are not equal, and he sometimes makes comments on my work without knowing, and I still have to read and understand that evaluation. It takes time.*] Professor 3 mentioned a similar point in that students may have disagreements or arguments while doing peer-evaluation because the students do not have experience with the concept and they do not see the value of it [*Türk öğrencilerin peer-assessmentı dersten önce pek bilemediklerini pek experienceleri olmadığını fark ettim. Bölümde ilk peer feedback almaya başladıklarında kavgalar da çıkabiliyordu. I realized that Turkish students did before this course, and they did not have much experience with peer-assessment. When they first started getting peer feedback, there were fights*].

4.4.3.4. Assessment Plan and Practice

Under this category, the role of outcomes in assessment decisions, feedback procedures, factors that assessment negatively, perceived difficulty of assessment, and inclusivity and emotional support were considered. Table 38 summarizes the findings.

Table 38

How Assessment is Planned and Put into Practice in FLE

Code	<i>f</i>
Role of Outcomes	
• expectations from students determine assessment procedures	5
• refer to outcomes when doing assessment	3
• no/partial reference	3
• problems with outcomes	2
Feedback Procedures	
• detailed feedback is preferred for learning	11
• feedback is integral to learning	5
• feedback is provided via ODTUClass & Turnitin	5

Table 38 (Cont'd)

• feedback procedures (type, frequency) vary	4
• feedback is provided by academic staff (Professor/assistant)	4
• feedback is provided by peers	1
<hr/> Areas that Need Improvement <hr/>	
• lack of feedback	7
• experience with untimely feedback	1
<hr/> Factors Affecting Assessment Negatively <hr/>	
• student number/course load	7
• academic title	3
• not let outside factors prevent prioritizing assessment	2
• research university requirements	2
<hr/> Perceived Difficulty in Assessment <hr/>	
• grade inflation in the department	9
<hr/> Accessibility and Emotional Support <hr/>	
• guidance for students with special needs	1

4.4.3.4.1. Determination of Assessment Plans – Expectations vs. Outcomes

The data revealed that the academic staff members tend to consider their own expectations from the students and the course more than the written outcomes published by the university. Professor 6, for instance, noted that referring to the outcomes is something she does naturally [*Bunlar bilinçli şeyler değil. Ben şu program çıktıklarına bakayım vs gibi değil ama doğal olarak düşünerek yaptığımız şeyler. These are not conscious things. It is not like I should look at the outcome of this program, but it is something we do naturally*]. She added that she plans her assessment procedures considering her expectations from a course. She stated that the course she is teaching is part of the program but its significance may differ, which is important to her. In FLE, in literature courses, the expectation is to use the English language, both spoken and written, well.

Dersteki beklentilerimi göz önünde bulunduruyorum. Verdiğim ders programın bir parçası ama dersin önemi değişiklik gösterir. Benim için önemli olan, bunu öğrencilere de söylerim, İngilizce Öğretmenliği programındaki edebiyat derslerinde yazar, metin vs den daha önemli olan İngilizce dili doğru kullanarak, sözlü ve yazılı, çok iyi ifade edebilmenizdir. (Professor 6)

I take into account my expectations. The course I teach is part of the program, but the importance of the course varies. What is important for me is that, and I say this to the students as well, in the literature courses in the English Language Teaching program you should express the English language very well, both verbally and in

writing, which is more important than the author, text, etc. (Professor 6)

But outcomes are indeed referred to when assessment plans are made. Professor 3, for example, noted that she refers to program and course outcomes when she designs the course outline, and she aligns the assessment with these outcomes. [*Zaten course outline yaparken ona göre structure etmeye çalışıyorum, ona göre konuları ve ona göre anlatım şekillerini değerlendirdiğim için zaten onların sınavlarla paralel gittiğini düşünmek istiyorum. I try to structure the course outline considering the outcomes, I want to think that they go in parallel with the exams, because I evaluate the topics the way they are taught.*] Professor 4 noted that outcomes promote standards. She noted that professors' techniques and the content they cover can differ as long as the outcomes are achieved [*Her hocanın tekniği farklıdır. Dersin içeriğini bile farklı belirleyebilir. Çıktısı aynı olduktan sonra bence bir sakıncası yok farklı yöntemler kullanmanın. Each Professor's technique is different. He can even determine the content of the lesson differently. As long as the outcomes are the same, I think there is no harm in using different methods*].

Professor 2 stated that the outcomes were internalized over the years, so she knows the outcomes of the courses offered in the first year, and therefore she does not refer to the common outcomes [*Ben 1. sınıf derslerinin çıktılarının ne olması gerektiğini zaten biliyorum. İlla ortak çıktılara refer etmiyorum çünkü onları kendimiz hazırladık artık yıllar içerisinde aynı dersleri vere vere içselleştirdik. I already know what the 1st year courses' outcomes are. I don't strictly refer to common outcomes because we prepared them ourselves, and now we have internalized them as we teach the same courses over the years*].

4.4.3.4.2. Feedback Provision

Another aspect that was evident in the data was the role of feedback in promoting student learning. The students highlighted the significance of feedback for their learning and they explained that they prefer detailed and personalized feedback to improve their learning. For instance, in focus group interview 2, a student stated that learning takes place when the student is guided about how to correct his mistakes through feedback.

Ben detaylı bildirim aldığımında öğrenmiş hissediyorum gerçekten böyle yaptığımında emeğin bi anlamı oluyor. Kendime bir şey katmış hissediyorum. Niye yanlış yaptım, ne yapsam doğru olurdu bana gösterildiği zaman. Öğrenme de böyle oluyor zaten bence. *Feedback* olmadan öğrenme olmaz. (Student Focus Group 2)

I feel that I have learned when I receive detailed feedback, and that the work I do really means something. I feel like I've added something to myself then. I think this is how learning happens: when I am shown why I did something wrong, what I should have done better. Without feedback, there is no learning.

(Student Focus Group 2)

All six professors stated that they make sure they provide feedback after assessing the students' learning. Professor 6 noted that she arranges time for the students to view their papers after exams, and she stated that she finds this procedure valuable, especially for the students who are aware of their learning process. She noted, however, student interest in this process is low, especially for the final exams [*Sınav sonrası öğrencilere sınav kağıtlarını gösteririm. Ben bunun kıymetli olduğunu düşünürüm bilinçli öğrenci için en azından. Finallerde daha az bu. Bu da artık az yapılan bir şey. Öğrencilerde kağıtlarını görme isteği az. After the exams, I show the exam papers to the students. I think this is valuable, at least for the students with high awareness levels. This is something that is rarely done anymore. Students have little desire to see their papers*] (no transcription, researcher notes). Professor 3, similarly, spares one class hour to go over the exam papers. In that session, she projects the answer key and gets the students to check their papers and discuss any sections that the students have objections to.

Professor 5 stated that she uses different procedures in different courses: In practicum courses she arranges post-conferences where she discusses the strong points, the less strong aspects and their action plan for the next task. In other courses that she teaches, she does project-based assessment and she includes a reflection in the assessment and has meetings with the students.

Ders bittikten sonra onlarla bir *post conference* ayarlıyoruz ve onların ders anlatımları ile ilgili kendi görüşleri, hangi konularda güçlü oldukları, dersin güçlü ve çok güçlü olmayan yanları ve daha sonra bir eylem planı belirliyorlar, bu dersi bir daha yapsalar ne yapabilirlerdi. Diğer derslerde de genelde proje bazlı çalışma yaptırdığım için bu projelerde *reflectionlar* veriyorum. *Reflectionlar* doğrultusunda öğrencilerle bazen ders dışında da toplantılar yapıyorum küçük gruplar halinde bu sürecin nasıl işlediği, nasıl gittiği konusunda onlardan dönüt alıyorum.

(Professor 5)

After the lesson, we set up a post conference and the students share their own views on the lectures, i.e., what aspects were strong, not so strong aspects of the course, and then they determine an action plan, what they would do if they did this lesson again. In other courses, I usually do project-based work, so I give reflections on these projects. In line with these, I hold meetings with students, sometimes outside class, and I get feedback from them in small groups about how this process works. (Professor 5)

Professor 1 noted that she shares the rubric that the students are evaluated against and provides feedback using the criteria in the rubric. If they want to have more detailed feedback, they make an appointment with her and have a one-on-one session [*Genelde rubriki de beraber veriyorum şu şekilde değerlendireceksiniz diye. O rubrik üstünden öğrencilere geri bildirim veriyorum. Daha detaylı konuşmak istiyorlarsa randevu yapıyorlar. Onlara birebir görüşüyorum. In general, I give the rubric that I use to evaluate the students. I give feedback to students using that rubric. If they want to talk in more detail, they make an appointment. I meet with them one-on-one*].

Student data complemented the professors' views in that students were provided feedback in various ways. In terms of the source of feedback, the students noted that mostly feedback came from the professors. In interview it was stated that the professors provided detailed feedback as part of their sessions or provided detailed written feedback via ODTUClass [*Hocalarımız sağ olsunlar derste 10 dakika bize ayırıp anlatıyorlar uzun uzun ya da ODTUClass'a ödev yüklediğimizde uzun uzun yazıyorlar. Thankfully, our professors spend 10 minutes during the sessions and explain us at length, or when we upload homework to ODTUClass, they write detailed feedback*]. The data revealed that the professors prefer to provide written feedback via Turnitin. Professor 4 noted that the feedback function of this tool makes it possible to provide feedback for the final exams, which is given for summative purposes. But the tool keeps the feedback available for the student for some more time [*Turnitin'in çok etkili olduğu bazı şeyleri var. Birincisi, final de okuyor olsanız, summative bir assessment var orda. Fakat yüklediği zaman çocuk sizin yorumlarınızı görebiliyor, siz de biliyorsunuz bir süre daha orada aktif olmaya devam edecek. There are effective features of Turnitin. First, if you check the final exams, which are a summative assessment. But when the students upload it, they can see the comments, and you know that they will remain there for a while*]

In addition, in focus group interview 1, a student noted that professors also integrated feedback from peers to the feedback procedures. The students also stated that when peer feedback was integrated into the process, students could get feedback from a wider array of perspectives because their peers were in the role of students and they could think of different aspects to provide feedback for.

Hoca sınıftaki arkadaşlarımıza form dağıttı. Biz *microteaching* yaptıktan sonra bize sözlü bir şekilde *feedback* verdi. Sınıfa sordu paylaşmak isteyen var mı diye. Birkaç kişi verdi. Sonrasında hoca o kağıtları topladı, istersek sonrasında arkadaşlarımızın yazdıkları *feedback*lere bakabiliyorduk. O an hocanın aklına gelmeyen bir şey olabilir ya da söylemeyi unuttuğu bir şey olabilir ya da farklı bir bakış açısı olabilir arkadaşlarımızın. Öğrenci gözüyle de onlar öğrenci rolünde olduğu için. Bu benim hoşuma gitmişti. (Student Focus Group 1)

The teacher distributed forms to our classmates. After we did microteaching, the teacher gave us oral feedback. He asked the class if anyone wanted to share their views. A few did. Then, the teacher collected those papers, and if we wanted, we could look at the feedback written by our friends. There may be something that the teacher did not think of at that moment, or there may be something he forgot to say, or there may be a different point of view, from the perspective of a student, because our friends are in the role of students. I liked this. (Student Focus Group 1)

4.4.3.4.3. Areas to Improve and Factors Affecting Assessment Negatively

Regarding some aspects that need improvement in assessment practices, the students noted that the feedback provision suffered in some courses. In interview 1, a student noted that they had courses in which they received no feedback, and when this happened, they could not be sure if they were moving in the right direction. [*Bazı derslerimizde feedback almıyoruz. Assignment 1 yaptık feedback yok. 2.yi yaptık feedback yok 3. yü yapacağım ama doğru mu yapıyorum? Nasıl yapmam gerekiyor? Onu bilmediğim zaman kendimi iyi hissetmiyorum. In some of our courses, we do not receive feedback. We did assignment 1, there is no feedback. We did assignment 2, no feedback, I'm going to do the 3rd, but am I doing it right? How am I supposed to do it? I don't feel good when I don't know about these.*] In interview 2, a student also noted that if the students did not go after the feedback themselves, they might only see their grades [*Notu alınca muhtemelen iş bitmiş oluyor yani siz de peşinden koşmadığınız sürece bildirim alamıyorsunuz. When you get the grade, it's probably over, unless you chase after it, you cannot get feedback*]. In interview 3, a student noted that they could not benefit from feedback that is not detailed [*Bize detaylı feedback vermiyordu en azından benim denk geldiğim hocalar. Dolayısıyla ben neyi bilip bilmediğimi ya da*

bir şeyi gerçekten doğru yapıp yapmadığımı anlayamamıştım. At least the professors I had did not give us detailed feedback. So, I couldn't tell what I knew or didn't know, or if I was really doing something right.] Also, the received feedback in the form of short phrases such as “good job” together with the points cut off, without any reason for the lost points [*Bazı hocalarımız nasıl diyim 2 puan kırıyor ama “good job” yazıyor ama benim 2 puanım nerden gitti hiçbir fikrim yok. Some of our teachers deduct 2 points, but they write "good job", but I have no idea why my 2 points were cut*].

Assessment plan and practice are negatively affected by some factors. The most significant one was found to be the student number. As Professor 5 noted, alternative assessment cannot take place as much because the number of students is too large and there is not enough time to provide them with feedback.

Alternatif değerlendirme yöntemleri ya da proje bazlı öğrenme yöntemleri bildiğim kadarıyla çok yoğun bir şekilde entegre edilmiyor bizim bölümde bunu gözlemliyorum. Bunun da nedeni öğrenci sayısının kalabalık oluşu. Zaman darlığından ötürü öğrencilere performansları ile ilgili *feedback* vermekte çok çok zorlanıyoruz. (Professor 5)

As far as I know, alternative assessment methods or project-based methods are not integrated very much in our department. The reason for this is the large number of students. Indeed, due to lack of time, we find it very difficult to give feedback to students about their performances. (Professor 5)

Similarly, Professor 4 noted the impact of student number. She stated that in a 40-person classroom, it may be more practical to listen to 20 pair presentations than 40 individual presentations. She believes this is not because the professors are sloppy, but they have to be practical.

Sınıftaki süreyi *individual worke* ayırmaktansa, 40 öğrencinin sunumunu dinlemektense 20 tane çiftin sunumunu dinlemek daha pratik olduğu için bu tercih ediliyor olabilir. Daha çok pratik nedenlerden kaynaklı olduğuna inanıyorum. (Professor 5)

Rather than allocating the time in the classroom to individual work, it is more practical to listen to the presentations of 20 couples rather than listening to the individual presentations of 40 students. I believe it's mostly for practical reasons. (Professor 5)

Professor 1, different from the other participants, noted that she does not let the student number affect her assessment plan. She stated that when she plans her assessment for a course, she does not know how many students will be in her class, so she does not

consider student number as a factor. To her, in undergraduate level, there is nothing to be done regarding the student number.

Lisans derslerinde öğrenci sayısına yapacak bir şey yok. Ben dersimi planlarken derste kaç öğrenci olacağını bilmiyorum. Ölçme değerlendirme planlarken öğrenci sayısını dikkate almıyorum. Mesela bu dönem öğrenciler 6 tane *mini-paper* yazıyorlar. Ama dersi planlarken “Bu derste 40 öğrenci var. Ben o zaman 6 yerine 3 *mini paper* veriyim” demiyorum. (Professor 1)

There is nothing to do about the number of students in undergraduate courses. When I plan my courses, I don't know how many students will be in the class. I don't take the number into account when planning assessment. For example, this semester my students write 6 mini-papers. But when planning, I do not say, "There are 40 students in this class, so I'll give 3 instead of 6 mini papers. (Professor 1)

Finally, Professor 4 noted impact of academic title and promotion requirements on assessment. She stated that the staff in lecturer positions [*öğretim görevlisi*] are a bit flexible in terms of publication or getting good standing in student evaluation of education. The promotion requirements for other the positions require the staff to get high scores from student evaluations and if not, they need to make more publications.

Öğretim görevlisi pozisyonu, yayın yap, dört yılda bir dosya ver, mutlaka doçentliğini al. Bunlar benden beklenmediği için rahatım. Hocalar atama yükseltmede öğrenci değerlendirmelerine mahkumlar. Eğer üç dönemdeki öğrenci değerlendirmeleri belli bir ortalamanın altında geliyorsa, bir makaleyle ile o puanı desteklemeleri lazım.

(Professor 4)

Your title in the department, responsibility to publish, submitting a file every four years, make sure to get an associate professorship etc. These are not expected from me, so it is OK. professors are bound by student evaluations to be promoted, so if the student evaluations are below a certain average for three semesters, they need to support that score with an article. (Professor 4)

4.4.3.4.4. Perceived Difficulty of Assessment Affecting Student Performance

The perceived difficulty of assessment was mentioned by the professors in the sense that today students are obsessed with their GPAs, and they are concerned about any decline in their GPA scores. She noted when she graduated from the same department, even the graduates with the highest GPAs did not have a GPA score of 4.00 [*Öğrenciler GPA'ye takmış durumdalar. Ben mezun olduğum zaman bizim bölüm 1., 2., 3. müz 4.0 ile mezun olmadı. Students are obsessed with their GPA. When we graduated, my friends who graduated in the 1st, 2nd, 3rd place did not graduate with 4.0 CGPA*]. According to Professor 6, one reason for this grade inflation could be the

increase in project- and assignment-based assessment, where the student effort is important and it is given too much credit (no transcription, researcher notes).

The questionnaire data provided support for the inflated grades in the department. In the questionnaire, the students were asked to provide their Cumulative GPA scores. In FLE, 71.28% of the 94 participants reported that their Cumulative GPA scores were between 3.50 and 4.00.

Table 39
Breakdown of CGPA Scores in FLE

FLE, CGPA	<i>f</i>	%
1.50-1.99	1	1.06
2.00-2.49	1	1.06
2.50-2.99	8	8,51
3.00-3.49	17	18.09
3.50-4.00	67	71.28

4.4.3.4.5. Emotional Support for the Students in Need

In FLE students who need help emotional support are cared for. In the interviews, a student noted that she can approach the academic staff for help with her anxiety issues. She stated that she consulted the professors to ask for help or advice [*Benim kaygılarım oluyordu bazen. Hocalarala mailleşiordum. Ama 3. sınıfa geldim artık hem kendi başıma hallettim. Bir de o ilk başlardaki kaygılarım kalmadı. Ama genelde ben hocalarla bireysel de konuşuyorum “hocam ne yapayım, ne öneririsiniz” gibisinden. Sometimes I had concerns. I used to email the professors. But now that I am in my third year, I can deal with my problems on my own, and I don't have those initial worries. But in general, I talk to the professors individually and ask what I should do, what they can suggest.*]

4.4.3.5. Communication around Assessment Issues

The analysis of the interview data revealed that communication around assessment issues take place among the academic staff members and between the professors and the students.

Table 40*Communication around Assessment Issues in FLE*

Code	<i>f</i>
• students are informed about assessment in advance	17
• lack of communication among faculty	12
• communication among faculty	6
• collaboration among faculty teaching the same course	3
• chances created for communication with students	2
• student evaluation of teacher/teaching	2
• collaboration among faculty	1

As seen in Table 40 above, communication around assessment issues is mostly about informing students about assessment practices planned for the semester. This communication takes place through syllabus sharing at the beginning of the semester and throughout the semester. All six professors noted that they inform their students about their assessment plans via the syllabus documents. Professor 1 illustrated how she informed the students, and she noted that she informs the students about her assessment plan at the beginning and then as an assessment approach, she provides more details about the assessment to be done. Professor 4 added that explaining the full assessment plan at the beginning is valuable, and she does that, but the whole process may be abstract for the students and they begin a road that they do not fully understand, and so she explains more when the assessment approaches.

Dersin ilk gününde verdiğim *course outlineda* nasıl bir ölçme değerlendirme yapılacağını anlatırım. Yani birinci günden biliyor *midterm takehome* olacak, tarihi ne zaman olacak, final yüzde kaç notun, ne zaman verilecek. Bunların hepsini söylüyorum. Ondan sonra da dönem içinde sunum yapacaklarsa o sunumun konusu ne olacak hepsini dersin birinci gününde söylüyorum. Ondan sonra zamanı yaklaştıkça her bir ölçme değerlendirme aşaması ile ilgili daha detaylı bilgi veriyorum. (Professor 1)

On the first day of the course, I inform the students about the assessment plan of the course in the course outline. Thus, the students know from the first day that there will be a take-home midterm, its date, percentage of the final exam and when it will be given. I explain all that on the first day. After that, as the time approaches, I give more detailed information about each assessment. (Professor 1)

O 15 haftanın başında verdiğiniz *course outline* ile yaptığımız açıklamalar soyut kalabiliyor. Çünkü henüz sizin nasıl bir beklentiye sahip olduğunuzu görmüyorlar. O nedenle benim birinci derste yaptığım şey genelde bir tanıtımdır. Ne zaman değerlendirme zamanı geldiyse o zaman onlarla detayları paylaşmayı tercih ediyorum. (Professor 4)

The explanations we make about the course outline we give at the beginning of those 15 weeks may be abstract for the students because they don't see what kind of expectations you have yet. That's why what I do in the first lesson is usually an introduction. I prefer to share the details when the assessment date approaches.
(Professor 4)

The data also revealed that the faculty members communicate regarding their assessment plans. Professor 1 noted that she works with the professors who teach the same course. She finds this important because by giving the same exams they standardize the backwash effect among different sections of the course [*Aynı dersi farklı sectionlarını veren hocalar bir araya gelip ortak sınav veriyorlar ve ben bunun iyi bir fikir olduğunu düşünüyorum çünkü sınavın da bir tabii backwash etkisi çok fazla. Sınavı aynı vererek sectionlar arasında bir standartlaşma sağladığımızı düşünüyorum. professors who teach the same course in different sections come together and do a common exam, and I think this is a good idea because the exam has a backwash effect. I think we ensure standardization among the sections by giving the same exam.*]

Professor 4 also noted that she collaborated with another staff member who teaches the same course. She shared the updated course outline with the other member and together decided to use 4 assessment tasks with different weightings [*Aynı dersi başka bir hoca ile veriyorum ben. Course Outline yenilemek istedim ve yenilenmiş halini kendisine gönderdim. İkimiz de 4 tane assessment taskı uygulamaya karar verdik sadece yüzdeler farklı. I teach the same course with another teacher. I wanted to renew Course Outline and sent the renewed version to him. We both decided to implement 4 assessment tasks, only the percentages were different*].

Professor 2 stated that she communicates and collaborates with the other staff members, but she does this with the ones she has close a relationship and a similar academic philosophy. This relationship could be due to an article they write together or a project they do together. Doing the same assessment prevents any conversations around the professors' differing approaches to assessment.

Beraber çalışabileceğim arkadaşlarla oturuyoruz ne yapacağız diye. Aynı şeyleri yapalım ki öğrenciler bi hoca bunu yapıyor bi hoca başka yapıyor demesin. Hatta bazı derslerde aynı sınavı verdiğimiz, aynı kitabı okuttuğumuz, aynı program devam ettirdiğimiz oluyor. Fakat bu hocaların aralarındaki ilişki ve yakınlıkla biraz

daha alakalı. Bazı arkadaşlarla yakın çalışıyoruz, beraber makalemiz oluyor projemiz oluyor onlarla daha uyumluyuz. (Professor 2)

We discuss with friends what we are going to do. We do the same things so that students don't say that one Professor does this and the other does something else. In fact, in some courses, we give the same exam, teach the same book, and follow the same program. But this has more to do with the relationship among the professors. We work closely with some colleagues, we have articles and projects together, we are more compatible with them. (Professor 2)

The professors also did note that the communication among the academic staff is quite limited. For instance, Professor 1 stated that she communicates with the professors teaching the other sections of the same course, but she does not know how others, the professors teaching the literature courses for instance, do assessment [*Bölümde diğer hocaların ne yaptığını tabii ki pek bilme şansım yok çünkü ancak kendi dersimizin başka sectionalarını veren hocalarla konuşuyoruz. Başkaları yani başka hocalar mesela edebiyat dersleri nasıl ölçme değerlendirme yapıyor bilmiyorum. Of course, I don't know much about what other professors do because we only talk to professors who teach other sections of the course we teach together. I don't know how other professors, for example the ones who teach literature courses, do assessment*]. Professor 4, similarly, stated that the communication around assessment takes place only when a problem arises. Then, the professors might share the problem and other than this, people do not step in other people's assessment space [*Ancak bir sorun olduğunda yani bir hocanın bir öğrenci ile değerlendirmeye dair bir sorunu olduğu zaman ancak böyle bir paylaşım oluyor. Yoksa herkes sanki kendi alanı olarak görüyor, kimse de kimsenin alanına müdahale etmiyor diye düşünüyorum. Only when there is a problem, that is, when a teacher has a problem with a student regarding assessment, there is such a sharing. Otherwise, I think everyone sees assessment as their own space, and no one interferes with anyone's space*].

The professors noted that they do not know about other's assessment preferences. Professor 2 stated that she does not know how others do assessment or how they guide their assistants in that regard [*Sınavların değerlendirilmesi, diğer hocalar nasıl değerlendiriyor, asistanlara nasıl yönlendirme veriyor bilmiyorum. I don't know how the exams are evaluated, how other professors evaluate them, how they give guidance to the assistants*]. Professor 2 noted that she does not know whether others consciously prefer to do alternative assessment, focus on student performance in an authentic way,

provide feedback, and have a good washback effect [*Hoca ben alternatif yollara kayayım, daha çok öğrencilerin performansını gözleyeyim, bu performans da otantik olsun bununun sonunda feedback vereyim değişik şeylerle, backwashı da yüksek olsun diye mi bilinçli mi yapıyor onu bilmiyorum. I don't know if the teacher is consciously doing it so that I can shift to alternative ways, observe the performance of the students more, make this performance authentic and give feedback at the end of it in different ways, and the backwash is high*].

Finally, vice head noted that students come to the department head to complain about a professor from whom they got low grades, and they do not want to take another course from the same Professor. The students do not do this with an official written petition, and therefore, she tells these students to communicate with their Professor they have the problem with.

Öğrenciler Geliyorlar odanızda anlatıyorlar. Geçen dönem dersimize giren hoca bize düşük not verdi. Bizim ortalamalar gümledi. Şimdi gene O [hoca] geliyor ve bizi kötü değerlendirecek gibi şikayette bulunuyor. Bunu yazılı yapmıyor, konuşarak yapıyor. (Vice Head)

The students come and talk to me in my office. Last semester a professor gave us low grades, our grade averages decreased greatly. Now that Professor is teaching us again. The student is complaining that the Professor will assess them poorly. The student doesn't do it in writing, he does it orally. (Vice Head)

4.4.3.6. Emphasis on Academic Honesty and Fairness

The interviews with the students and the professors revealed that ethical conduct and fairness are deemed important in FLE. Table 41 presents the frequency of codes identified in the interviews with the Professors and the students.

Table 41

Emphasis on Academic Honesty and Fairness in FLE

Code	<i>f</i>
Emphasis on Academic Honesty	
• ways to prevent unethical behavior	8
• serious attitude to unethical behavior (punish)	2
• resources to promote student integrity	2
• educate students on ethical behavior	1
• increased student awareness	1
Leniency	
• tolerance policy	7

Table 41 (Cont'd)

Emphasis on Fairness	
• fairness emphasized	5
• rubrics/criteria facilitate fairness	4
• personal differences of professors/staff lead to unfairness	4
• performing under exam conditions leads to unfairness	2
• individually done assessment is seen fair	1

4.3.3.6.1. Academic Honesty and Ethical Conduct

As seen Table 41 above, the academic staff members take some measures to prevent unethical behavior. The student interviews showed that (Interview 3) one such precaution was to ask questions that require students' own interpretations [*Daha çok yorumu dayalı sorular sorulması gibi bir önlem alındığını düşünüyorum. I think asking questions that are based on interpretation is a precaution*]. Another prevention method was the use of Turnitin. As Professor 5 noted, it is a tool that is commonly used in the department. She noted that they do plagiarism check for the essays and reports the students write, and this also raises the students' awareness [*Turnitin büyük oranda yararlandığımız bir sistem. Öncelikle mutlaka öğrencilerimizin yazdıkları yazıları, raporları yüklemesini istiyoruz. Bu bir awareness kazandırıyor öğrenciye hem de. Turnitin is a system that we benefit from to a great extent. First of all, we require the assignments and reports that our students write to be uploaded there. This raises students' awareness as well*]. A word of caution was mentioned by Professor 4 regarding the use of Turnitin, though. The system does not work properly when a photo is uploaded to the system and the similarity index cannot be calculated accurately [*Bazen çocuklar bir yazıyı yazıp onun screenshotını alıp word dökümanına yapıştırdıkları zaman o bir resim oluyor, yazının screenshotını bile alsalar, onu yapıştırdıkları zaman onu Turnitin taramıyor. Sometimes, when the students write an article and take a screenshot of it and paste it into the word document, it becomes a picture. Even if they take a screenshot of the article, when they upload it, Turnitin does not recognize it.*]

The data revealed that there is a serious attitude towards unethical student conduct. Professor 1 noted that if there is an unethical student behavior is noticed, they assign 0 (zero) to the assignment, which probably causes the student to fail the course [*Sifir*

alıyor, sıfır aldığı zaman da büyük bir ihtimalle dersten kalıyor, dersi tekrar alıyor. The student gets zero, and when he gets zero, he probably fails the course and has to retake the course]. Professor 6 noted that she does the same and she added that she does not accept the student's 'I didn't mean to' excuse [Ödevden kalıyor. Öğrencinin "aslında öyle yapmak istememiştim" bahanesine müsamaham yok. The student fails the homework. I don't tolerate the student's "I didn't mean to do it " excuse.]

This punitive policy is backed up with education on this subject. Professor 5 noted that in the Research Methods course, they teach the academic conventions, why this is important and the significance of these conventions in ethics [*Bunu öğretiyoruz. Nasıl uygun bir şekilde akademik conventionların nasıl kullanılacağını, bunun neden böyle bir yaklaşım izlemesi gerektiğini hani bunun bilimsel etikteki yerini onlara anlatıyoruz. We teach this. We explain to them about the academic conventions why this should be approached this way, and its place in ethics].*

The issue of plagiarism is taken seriously in FLE, but there are occasions where the professors tolerate it. As Professor 6 noted, one such occasion is when the students do not know what they are doing is plagiarism. This is especially the case for the undergraduate students. And failing the student for a one-time offense can be harsh [*Ama bazen de gerçekten anlayamayabiliyor lisans öğrencisi. Dersten bırakmak aşırı sert tek seferlik bir hata için. But sometimes the undergraduate students do not really understand that they are plagiarizing. Failing the student in that course is overly harsh for a one-time mistake]. The data also revealed that taking disciplinary action is not preferred much. Professor 2 also follows a similar approach and punishes the student by cutting off points [*Lisanslar bilmiyor da ordan burdan alıyorlar. Onu mutlaka puantaj olarak cezalandırıyorum. The undergraduates do not know and they copy things from here and there. I definitely punish this when scoring].**

Professor 1 noted that this goes into the student's record and s/he has to deal with it for the rest of his/her life, so failing the course and having to take the course again is enough, so she does not pursue any other punishment.

Soruşturma açılırsa daha bu defa öğrencinin kaydına geçiyor. Dosyasına giriyor ve yaşam boyu bununla yüzleşmesi gerekiyor. Eğer yaptığının ne kadar yanlış bir şey olduğunu fark ediyorsa öğrenci... Dersten kalıyor, başka bir yaptırım uygulanmıyorum. (Professor 1)

If an investigation is opened, it will be in the student's record. He gets into his file and he has to face it for life. If the student realizes what he did was wrong... He fails the course. I don't get any other sanctions. (Professor 1)

4.4.3.6.2. Emphasis on Fairness

The data revealed that professors care for doing assessment fairly. They pay attention to fairness in the planning stage and also in the actual grading stage. Professor 3 noted that she tries to give every student a chance to show their learning in the exams she delivers, and for this reason, she includes different types of questions such as multiple-choice, open ended and definition questions for those students who likes to memorize content.

Benim sınavlarımda mutlaka birkaç tane *multiple choice* oluyor, bir tane *open-ended* oluyor mutlaka analiz yaptırmaya çalışıyorum, ve ezberi seven öğrenciler için 2-3 definition koymaya çalışıyorum. Bir bakıma her öğrencinin bir şansı olması için böyle bir şey yapmaya çalışıyorum. (Professor 3)

In my exams, there are a few multiple-choice questions, I ask one open-ended question as I try to get the students to analyze. I try to include two or three definition questions for students who like memorization. In a way, I'm trying to do something like this so that every student has a chance. (Professor 3)

In the grading stage, she makes sure she has a revised key so that any correct answer given by the students that is not in the key is awarded a fair score [*Birkaç cevap paper'a bakıp, ondan sonra gerçekten benim key'im oradaki cevapları cover ediyor mu deyip varsa gerçekten benim fark etmediğim veya mantıklı başka cevapları da key'ime ekliyorum mutlaka. I look at a few papers, then I say whether my key really covers all the answers, and if there are answers that I did not notice or that make sense, I add other answers to my key*]. Professor 6 also noted that she takes measures to minimize the impact of the order of the student papers on her scores. Therefore, she checks the exam papers part by part and by changing their order. (No transcription, researcher notes). Professor 2 stated that she prefers to evaluate student learning analytically so that she can justify the scores she assigns.

Ben analitik rubrik hayranıyım. Her dersimin her *assignmenti* içi mutlaka bir *rubric* hazırlarım. Bir de öğrenciler gelip sorduğunda “Hocam ben niye böyle not aldım?” benim elimde bir şey olması benim hoşuma gidiyor. Benim felsefem öğrenci hangi notu niye aldığını daha *subjective* tasklarda iletmek. (Professor 2)

I'm a fan of analytical rubrics. I prepare a rubric for every assignment. Also, when students come and ask, "Why did I get such a score" I like to have something in my

hand. My philosophy is to communicate what score the student got and why in more subjective tasks. (Professor 2)

The student data complemented this, in that students find the assessment fair when their performance is evaluated against a rubric and they are provided feedback [*Bir rubric verip bize onun üzerinden notlandırıp ve ardından uzun uzun feedback veren hocaların yaptığımız ödevlerde daha adil olduğunu düşünüyorum. I think that the professors who give us a rubric and grade the homework we do according to it and then give us detailed feedback are fairer.*] (Focus group interview 3). In focus group interview 1, a student noted that they had trouble with assessment when the Professor did not clarify what she wanted and how she wanted in advance. [*Neyi nasıl istediğini hoca belirtmiyor. Ya da mesela sınavdan sonra belirtiyor. Bu sıkıntılı bir durum. The Professor does not specify how he wants what. Or, he does this after the exam. This is a problem*].

Students also noted that they may experience unfair assessment due the differences between the styles of academic staff members. A student noted that different academic staff members teach the course differently and do assessment differently; one could ask short-answer questions while another asks more article-type questions. The student believes these assess different things.

Üç farklı sectionda üç farklı hoca varsa 3ü de farklı yöntemle ders anlatıyor. Aynı ders, ama farklı bir şekilde anlatılıyor. Bu fark beni çok rahatsız etmişti. Bir hoca daha kısa cevaplı sorular isterken bir hoca daha daha makale tarzında *essay* tarzında istediği zaman farklı şeyler ölçüyor gibi geliyordu bana.

(Student Focus Group 3)

If there are three different professors in three different sections, all three teach the course in a different way. It's the same course, but it's taught in a different way. This difference bothered me a lot. A Professor prefers shorter-answer questions, and another prefers essay type questions. To me these two assess different things.

(Student Focus Group 3)

Professor 5 noted that students share similar experiences with her. One experience that demotivated the students was that in one section students had midterms while in another section the Professor had a different assessment style, which resulted in very low grades [*Geçen gün bir öğrencim dedi ki "4 tane midterm olduk ve aynı dersi veren diğer hocamızın çok farklı bir assessent tarzı vardı ve biz çok çok düşük notlar aldık."* *The other day, one of my students said, "we had 4 midterm and the other Professor*

who taught the same course had a very different assessment style and we got very, very low grades"]].

4.4.4. Shaping the Teacher Candidates' Assessment Beliefs

In addition to investigating the experiences and beliefs of students, this study aims to explore their assessment beliefs and future assessment plans. Therefore, the professors were asked about their role in this matter. The students were asked about how they were influenced by the assessment they have experienced in the department and how they are planning to do assessment in the future.

Table 42

Shaping Teacher Candidates' Assessment Beliefs (FLE)

Code	<i>f</i>
Modeling Assessment	
• teach assessment as a model/teach assessment by modeling	3
Teachings through Past Experiences	
• negative experience with assessment	7
• impact of experience on own assessment view	1
Knowledge on the Impact on Teacher Candidates	
• belief that assessment done leave an impact on graduates	3
• graduates refer to their formal education	2
• lack of knowledge on how graduates do assessment at work	1
Teacher Candidates' Future Assessment Plans	
• aware of MEB/institution realities	8
• prioritize/promote learning	5
• prioritize effort over grades	3
• consider traditional view of assessment	2
• use more than 1 assessment type	1

4.4.4.1. Modeling Assessment in the Department

The interviews with the professors revealed that they are aware of their impact on the students' assessment views. Professor 4 noted that it is better for the teacher candidates to experience good assessment in their pre-service years. This in mind, she stated that she conducts assessment to teach them something about assessment.

Pre-service educationda geleceğe dair ne kadar çok şey yaparlarsa bu kadar mesleklerinde de başarılı olacaklarını ya da daha rahat edeceklerini düşünüyorum. Bu anlamda assessment for assessment yapmıyorum. Değerlendirme onlara bir şey

öğretsin, bir deneyim kazandırısın diye ben o değerlendirmeyi şekillendirmeye çalışıyorum. (Professor 4)

I think that the more they do things that they will be doing in their future professions during their pre-service education, the more successful they will be in their profession or the more comfortable they will be. In this sense, I do not do assessment for the sake of assessment. I try to shape that evaluation so that the evaluation I do can teach them something, help them get experienced.

(Professor 4)

Professor 3 noted that she aims to teach the students the principles of formative assessment and as language teachers they need to pay attention to this type of assessment because the real assessment is the one that ensures student learning and informs the teacher.

Özellikle yabancı dil eğitimi sırasında hem de *testing* derslerinde de çok anlatmaya çalışırım *formative assesment*ın prensiplerini, ne işe yaradığını, neden öğretmen olarak özellikle dil öğretmeni olarak *formative assesmenta* dikkat etmemiz gerektiği konusunda da öğrencilerime. Asıl *assessment* bence öğrencilerin *progressini* hem *ensure* eden hem de bize bilgi sağlayan *formative assesment*tür. Bunu söylemeye, açıklamaya çalışıyorum öğrencilerime.

(Professor 3)

I try to explain the principles of formative assessment, what it does and why we should pay attention to formative assessment as a teacher, especially as a language teacher, especially during foreign language education and in testing lessons. In my opinion, assessment is the formative assessment, which both ensures the progress of the students and actually provides us with information. I try to tell and explain this to my students. (Professor 3)

Professors also share their experiences with the students. In student interview 2, a student referred to a professor's experience that she shared. The message the Professor was trying to convey was that as teachers they have a responsibility to guide the learners well for the assessment required.

Anladığım kadarıyla edebiyat dersinde bir şiir hakkında soru sormuş hoca. Ama sınavdan önce bambaşka bir soru tarzı söylemiş. *Testing* dersinde anlatıyordu bunu. *Violation* olduğunu söylemişti bize. Biz de sınavı dediğimiz gibi yapmalıyız ki öğrencileri yanılgıya düşürmeyelim. Hak etmedikleri not almasınlar.

(Student Focus Group 2)

As far as I remember, a professor of hers asked a question about a poem in a Literature Course. Before the exam, he said he would ask a completely different question type. The Professor shared this experience in the Testing Course. She told us it was a violation. We should do the exam as we say so we do not mislead the students. They shouldn't get grades they don't deserve.

(Student Focus Group 2)

The professors noted that they are affected by their own experiences. Professor 2, for instance, shared that she had a professor back when she was a student. She stated that this particular Professor never shared her criteria and they never knew why they got 40 or 60, and they asked for justification, the Professor simply said she did not like it. This experience led her to adopt analytical rubrics in her practice.

Bir hocamız vardı bizim. Hiçbir zaman kriterlerini bilmezdik F alırdık, 60, 40 alırdık. Niye aldığımızı hiç anlamazdık. Sorardık, beğenmedim derdi. Ben bu hocanın ağzımızda bıraktığı o kötü tattan dolayı analitik *rubric* hayranıyım. Her dersimin her *assignmentı* için mutlaka bir *rubric* hazırlarım. Öğrencilerin neden neyi nasıl yaptıkları ve hangi notu niçin aldıklarını öğrenmek onların hakkı.

(Professor 2)

We had a professor. We never knew his criteria, we would get an F, we would get 60 or 40. We never understood why we got it. We would ask, and he would say he didn't like it. I am a fan of analytical rubric because of the bad taste that this teacher left. I always prepare a rubric for every assignment in every course. Students have the right to know what they should do, why they do it, and how they should do it, and why they get certain grades.

(Professor 2)

4.4.4.2. Training and Enculturing Graduates

The data revealed that assessment practices done in FLE leave an impact on the teacher candidates' assessment views. Believing that she does, Professor 2 noted that she sets a model for the students. She stated that the students are teacher candidates and they are supposed to watch their professors in terms of how the exams are delivered, how the exam questions are prepared. She thinks that the students should realize that they are given rubrics, so they should be doing the same. She noted, however, she has never checked whether the graduates adopt such views and implement them [*Ne kadar bunu benimseyip de devam ediyorlar. Onun hiç takibini yapmadım*].

Bunlar öğretmen olarak yetişecekler. İzlemeleri lazım bir sınav nasıl veriliyor, sınav sorusu nasıl hazırlanıyor. Mesala *rubric* veriyor bize hoca çok detaylı anlıyoruz. Biz de böyle yapalım gibi. Ben bir şekilde rol model olduğumu düşünüyorum onlara.

(Professor 2)

They are trained as teachers. They need to watch how an exam is given, how the exam questions are prepared. For example, they should realize that we give them rubrics, and they should do the same. I think I'm a role model for them in some way.

(Professor 2)

The data revealed that students refer back to the assessment course they took in the department. Professor 3 stated that when students come back after graduation for their MA studies, they say that they refer to the projects they did in that course, which made the Professor happy to hear [*Master'a geri geldiklerinde hocam hala o dersteki projeleri örnek olarak kullanıyoruz diyorlar. Bu da açıkçası beni mutlu ediyor. Belki de sonradan anlaşıyor oradaki zorluğun onları ne kadar güzel mesleğe hazırladığı. When they come back to the Master's degree, they say that they still use the projects in that course as an example. This makes me happy. Perhaps they understand later that the difficulty they experienced prepared them for their profession well*].

Regarding the students' future assessment plans, they reported that they were aware of the institutional requirements waiting for them. In interview 2, a student noted that she would not use grades as a threat because when approached like this, the students might associate a course with the grade [*Öğrencileri notla korkutan bir öğretmen olmamayı düşünüyorum çünkü notla korkuttuğunuz zaman öğrenciler derisi nota göre değerlendirmeye başlıyor. I am planning to be a teacher who does not scare students with grades, because when you scare them with grades, students start judging the lesson based on the grade*]. Another student also noted that he would focus more on the learning of the students without pressuring them by expecting them to be extremely good. [*Korkuyla değil de biraz daha bir şeyler öğren, elinden geleni yap çünkü herkesin her konuda bilgisi aynı olmuyor, ilgisi aynı olmuyor yani ya çok iyi olacaksın ya da kalacaksın değil de belli bir standarda ulaş geçersin gibi bir bakış açısı takip etmeyi planlıyorum. Not with fear, but more like focus on learning, do your best because not everyone has the same level of knowledge in every subject, their interest is not the same. Thus, I would like have perspective of not like you will either be very good or you will fail, but if reach a certain standard and you will pass*].

They also noted that they were aware of the realities that the institutions they would be working at. In interview 1, for example, a student noted that she could anticipate what assessment could be like in state schools: As a student in primary, secondary or high school education she had not received feedback. She had even experienced negative reactions from the teachers when she wanted to see her exam paper. Considering the effect of these on her, she stated that she was planning not to do the same and emphasize feedback in her future profession.

İlkokulda, ortaokulda, lisedeki deneyimlerimi düşündüğüm zaman *feedback* neredeyse hiç almıyorduk. Bir öğretmene yazılı kağıdına bakabilir miyim demek bazen hoş olmuyordu. Öğretmen emin misiniz bakmak istiyor musun? Bak notun değişebilir gibi şeylerle karşılaştığım oluyordu. Bunu yapmamaya özen gösteririm. (Student Focus Group 1)

When I think about my experiences in elementary school, middle school, high school, I hardly got feedback. Sometimes it wasn't nice to ask a teacher if I could look at my exam paper. The teacher would ask whether we were sure. They might say that our score could drop. So, I will be careful not to do that. (Student Focus Group 1)

In interviews 1, students noted that they would do assessment that is not dependent on memorization of information, but they would like to measure real learning [Çocuğun kendini sorgulaması, kendi yeterlilikleri veya eksikleri üzerinden kendini anlatabiliyor olması bence bu yazılı sınavlardan daha iyi bir değerlendirme olabilir çünkü sadece ezberleyerek kendi yetkinliğinin farkına varabileceğini sanmıyorum. *I think the students' self-questioning, starting with something based on his own competencies or weaknesses, and being able to express himself is a better evaluation than the written exams, because frankly, I do not think that the student can realize his own competence just by memorizing*].

4.5. An Analysis of Assessment Practices, Online Assessment Due to the Pandemic, and Assessment Culture in CEIT

4.5.1. An Analysis of Assessment Types Used in CEIT

The questionnaire data ($n=17$) revealed that in face-to-face education, written exams, written assignments, projects, presentations, peer-evaluation, portfolio, and attendance were frequently used to measure student learning. Take-home exams, announced quizzes, and participation were used fairly frequently. Pop-quizzes, discussion, and observation were not used as frequently.

Table 43

Assessment Types Used in CEIT in Face-to-Face Education

	Never	Rarely	Sometimes	Often	Usually
Written Exam	0,0%	5,9%	23,5%	41,2%	29,4%
Take-home Exam	23,5%	23,5%	23,5%	11,8%	17,6%
Announced Quiz	11,8%	23,5%	35,3%	23,5%	5,9%

Table 43 (Cont'd)

Pop Quiz	23,5%	29,4%	29,4%	11,8%	5,9%
Written Assignments	0,0%	0,0%	11,8%	29,4%	58,8%
Projects	5,9%	11,8%	5,9%	29,4%	47,1%
Group Presentation	5,9%	17,6%	23,5%	23,5%	29,4%
Individual Presentation	0,0%	46,7%	20,0%	20,0%	13,3%
Discussion	47,1%	29,4%	11,8%	5,9%	5,9%
Peer-Evaluation	0,0%	35,3%	17,6%	35,3%	11,8%
Self-Evaluation	5,9%	41,2%	17,6%	29,4%	5,9%
Portfolio	29,4%	23,5%	11,8%	35,3%	0,0%
Observation	23,5%	47,1%	17,6%	5,9%	5,9%
Participation	11,8%	23,5%	41,2%	5,9%	17,6%
Attendance	0,0%	5,9%	35,3%	35,3%	23,5%

The data from the interviews with the students revealed that assessment was done with a variety of assessment methods. Students in interview 1 noted that they were assessed not only by exams but also by projects and assessment types that require application of knowledge [*Ölçme ve değerlendirme genelde sınava dayalı değil de hani daha çok projeye ve uygulamaya dayalı oluyor. Assessment was not done just through exams, but also through projects and application-based assessment*]. Student data revealed that they had written assignments, reflections, and take-home exams [*Eğitim ağırlıklı derslerimizde reflection writing veya take home exam, yazılı ödevler oluyor. In our education-oriented courses, we have reflection writing or take-home exams, written assignments*] (Interview 2).

The professors noted that project-based assessment is dominant in the department [*Çok büyük ağırlıkla project-based*] (Professor 2). Professor 3 explained that the students do these projects in modules and prepare reports [*Proje var öğrencilerin dönem sonuna kadar yapması gereken belli modüller çerçevesinde. There are projects done in certain modules that students must complete by the end of the semester*]. Specific to the programming courses, the assessment of inclass activity and lab sessions were planned in an integrated way. Students in interview 2 noted that they wrote codes as part of inclass activities and they were required to submit them in a short time. And there were lab sessions specific to the inclass work. The weighting of lab work was higher than the inclass activities. Finally, as part of project work, students evaluated their own and their peers' performance [*Proje dersimizde grup arkadaşlarınızı ve kendimizi değerlendirmiştik proje bitiminde. In our Project Course, we evaluated our*

friends and ourselves at the end of the project] (interview 1).

Lablarımız oluyor programlama derslerinde her hafta düzenli olarak. Yaptığımız *inclass* aktivitesinde yazdığımız kod var. Onu ilk bir iki gün içinde yüklememiz gerekiyor. Ondan puanlandırılıyor. Bir de her hafta tamamlamanız gereken derste işlediğimiz konuya göre lablarımız oluyor. (Student Focus Group 2)

We have labs in our programming courses every week. There is coding that we write in the inclass activity. We need to upload it in a day or two. We are assessed on it. We also have lab work on the subjects we cover in class. We need to complete them every week. (Student Focus Group 2)

4.5.1.1. Resources Used to Do or Facilitate Assessment

The questionnaire data ($n=17$) revealed that in face-to-face education, the most frequently used resource was ODTUClass. Student portal, syllabus program for students, syllabus documents distributed by academic staff, academic calendar, and exam rules published by academic staff were frequently used as well. The department website, student affairs website, university's social media accounts, Turnitin, *METU Academic Integrity Guide* for Students, *METU Guide for Rules to be Followed in an Examination Environment*, and Center for Advancing Learning and Teaching were not frequently referred to by the students.

Table 44

University Resource Used in CEIT for Assessment Purposes

	Never	Rarely	Sometimes	Often	Usually
Department website	47,1%	5,9%	35,3%	11,8%	0,0%
Student affairs website	35,3%	17,6%	11,8%	29,4%	5,9%
Student portal	0,0%	23,5%	17,6%	17,6%	41,2%
University social media accounts	47,1%	29,4%	11,8%	5,9%	5,9%
<i>View Program Course Details</i> (Syllabus program for students)	11,8%	17,6%	23,5%	47,1%	11,8%
Syllabus distributed by the academic staff	0,0%	11,8%	35,3%	17,6%	35,3%
Academic Calendar	0,0%	11,8%	17,6%	29,4%	41,2%
ODTUClass	0,0%	0,0%	0,0%	5,9%	94,1%
Turnitin	5,9%	47,1%	23,5%	11,8%	11,8%
<i>METU Academic Integrity Guide</i>	58,8%	5,9%	23,5%	5,9%	5,9%
<i>METU Guide for Rules to be Followed in an Examination Environment</i>	52,9%	17,6%	17,6%	5,9%	5,9%

Table 44 (Cont'd)

Exam Rules published by the academic staff or the department	6,3%	37,5%	6,3%	31,3%	18,8%
Center for Advancing Learning and Teaching – ÖGEM	88,2%	0,0%	5,9%	0,0%	5,9%

In the interviews with the academic staff members, they were asked how they make use of university resources when they plan and conduct assessment. Table 45 below presents the frequency of codes identified in the interviews with the professors and the students.

Table 45

University Resource Used in CEIT for Assessment Purposes (Interview Data)

Code	<i>f</i>
Resources to Inform Students about Assessment	
• syllabus documents inform students about assessment	8
• ODTUSyllabus program use	8
• ODTUClass as repository and assessment tool	5
• department website not serving assessment	3
Resources for Accessibility & Support	
• support provided by ÖGEM	1
Need to Improve Resources	
• problems with resources	11
• ODTUSyllabus and support systems not known/used	6

The main source the professors share with the students to inform them about assessment is the syllabus documents. Professor 3 noted that informing students facilitates the process that they go through, and ODTUSyllabus is a good resource and it provides the students with the details of the course content, what it involves and in what order it is planned to take place [*Ne kadar çok çocuk bilgi sahibi olursa ona göre öğrenme sürecini yönetmesi kolaylaşıyor. Bence ODTUSyllabus o anlamda iyi gidiyor ve bütün dersin detaylarını görebiliyor öğrenci. Ne olacak, nasıl olacak ve hangi sırayla olacak onları görüyor. The more students have information, the easier it is for them to manage their learning process. I think ODTUSyllabus is important in that sense and the students can see the details of the whole course. What will happen, how it will happen, and in what order it will happen*]. Professor 3 noted that she shares her

syllabus document with the students as a soft copy and in print form, and this document is quite detailed. But she does not use the ODTUSyllabus system as frequently.

Çok kullanmıyorum açıkçası ODTUSyllabus'ı. Ama *syllabus*larım benim çok ayrıntılıdır öğrencilere verdiğim. Hem *print* olarak hem de ilk hafta sisteme yüklerim. Burada ders genel anlamda nedir, öğrenciden ne bekleniyor ve kazanım olarak, bu kazanımlar birebir değerlendirme ölçütlerine de yansır. (Professor 3)
I don't use ODTUSyllabus to be honest. But my syllabus documents are very detailed. I upload them to the system and I also distribute them as hard copies in the first week. Here, I show what the course is like in general, what is expected from the student, go over the outcomes and these outcomes are also reflected directly in the evaluation criteria. (Professor 3)

Students noted that they referred to these syllabus documents to arrange their courses for the semester [*Ben ders içeriğinin nasıl işlendiğine haftaların yoğunluğuna bakıyorum. Ona göre derslerimi ayarlıyorum. I look at how the course content is taught and the load of the weeks. I choose my courses accordingly*] (Interview 2). Another student stated that he referred to ODTUSyllabus when he chose the elective courses considering the number and nature of assessment the course involves [*Seçmeli dersler için bu programı kullanıp derslerin syllabuslarına bakıyorum. Ders ne kadar yoğun olacak, ne kadar yükü var, writing ağırlıklı mı, quiz ağırlıklı mı bazen buna da bakmak için kullanıyorum. For elective courses, I use this program and look at the syllabuses of the courses. I sometimes use it to check how loaded the course will be, how much load it has, whether assessment involves assignments or quizzes.*]

The data revealed that ODTUClass serves as a document repository and an assessment tool. Professor 3 noted that the previous version of ODTUClass was called Netclass and since that time the department has used this system [*ODTUClass'tan önce Netclass vardı Bilgi İşlem'in tasarladığı. Biz ilk yıllardan beri sistemi kullanıyoruz. Eski sistemi de kullanıyorduk yeni sistemi de yani NetClass'tan sonraki sistem de aktif olarak kullandığımız bir şey. Before ODTUClass, there was Netclass, which was designed by the Computer Center. We have been using the system since the first years. We were using the old system and we have been actively using the new the system.*]

The department head also noted the introduction of systems like Netclass and ODTUClass, and he added that the department's approach to assessment changed because concepts like learning by doing emerged, and the content was started to be delivered through multimedia.

Bu yeni yapı içerisine girdikten sonra özellikle bizimki gibi bölümlerde ölçme ve değerlendirmeye bakış açıları değişmeye başladı. Niye? İçeriği öğrenciye *multimedia* unsurlarını kullanarak vs o tür materyalleri kendiniz hazırlamaktan çok öğrenciye bir yandan hazırlatıp hem de *learning by doing* gibi kavramlar için içerisine girdi. Bu genele yayılmaya başladığı zaman idari anlamda buna yönelik sunucular kurmaya başladık. (Department Head)

In this new structure, perspectives on assessment began to change, especially in departments like ours. Why? Concepts such as learning by doing, having the student prepare the content using multimedia elements, etc., rather than preparing such materials yourself, became common. When this started to spread, we started to set up servers as the administration. (Department Head)

Students in interview 1 also noted that ODTUClass was used as a repository for the course content and also for delivering assessment [*Sürekli bir akış oluyor: ders kaydını yükliyorlar, quizler açılıyor, lablar oluyor. O yüzden orada sürekli bir ödev submit edeyim, sırada bu var diye düzenli kullanıyoruz. There is a constant flow: they upload the course recordings, quizzes are created, there are labs. That's why we use it regularly thinking like I should submit an assignment, and check what is next.*]

Finally, the department head noted that the department webpage serves more like a tool to presenting the department to the outside world [*Bölümün dış dünyaya açılan arayüzü. Öğrencinin dışarıdan gelen master doktora yapmak veya bizimle iş birliği yapmak isteyen, proje yapmak isteyen insanlara yönelik. The department webpage is the interface that is open to the outside world. It is for people who want to do a Master's degree of PhD or collaborate with us, or want to do a project.*] The students added that there was not much for the undergraduate students and the information there was old and not up-to-date [*Açıklamalar kısmına genelde bakıyorum ben ama bizim bölümün açıklama kısmı çok sık yenilenmiyor genelde, çok eski. I usually look at the explanations tab, but it is not updated very often, and it is usually very old.*]

Regarding the accessibility and emotional support aspect of assessment, Professor 3 noted that she guides the students to support offices such as Center for Advancing Learning and Teaching [*ÖGEM*] if she can identify such students. Professor 2 drew attention to the limited number of people working in such offices and in the current conditions, the services they provide is not sustainable [*Destek birimleri önemli birimler ama şu anki kapasiteleri ile çok fazla öğrenciye ulaşamıyorlar. Öğrencinin buralara kolay sürekli erişebilmesi önemli. Bu da birçok personel demek. O insanlar oraya konamadığı için yapılan iyi niyetle yapılan şeyler bir atımlık mermi gibi oluyor.*]

Support units are important units, but they cannot reach many students with their current capacity. It is important for the students to have easy access to these places, which means that there should be many staff members working in these offices. Since those people can't be put there, the things that are done with good intentions are like one-shot attempt.] The student data complemented this view that the services offered by the Center for Advancing Learning and Teaching [ÖGEM] or the Academic Writing Center were not known. In both focus group interviews, the students stated that they did not use services offered by these support offices.

As for some limitations of the resources, the department head noted that ODTUSyllabus is not user-friendly, and it is a very rigid system that requires data entry line by line [*Tek tek o kalıbın içerisinde her bir satır yazmak durumundasınız. Standartları korumak açısından OK ama biraz esneklik katılabilse daha iyi olur diye düşünüyorum. You have to enter data in each line one by one. It is OK in terms of maintaining standards, but I think it would be better if some flexibility was added*].

4.5.2. Impact of Pandemic on Assessment in CEIT

The impact of the online education due to the pandemic was explored in terms of its impact on the assessment plans, on practices, on resource use, the challenges it posed for assessment and some positive aspects it left for assessment.

4.5.2.1. Impact on Assessment Plan and Practices

In online education, the most frequently used assessment types were written assignments, take-home exams, and projects. Following these came written exams, announced quiz, presentations, peer-evaluation, self-evaluation, attendance, and participation. Finally, pop quizzes, discussion, and observation were not used frequently.

Table 46

Assessment Types Used in CEIT Online Education

	Never	Rarely	Sometimes	Often	Usually
Written Exam	11,8%	29,4%	23,5%	23,5%	11,8%
Take-home Exam	0,0%	23,5%	0,0%	52,9%	23,5%
Announced Quiz	5,9%	23,5%	41,2%	23,5%	5,9%

Table 46 (Cont'd)

Pop Quiz	23,5%	47,1%	11,8%	17,6%	0,0%
Written Assignments	5,9%	0,0%	0,0%	29,4%	64,7%
Projects	0,0%	0,0%	11,8%	29,4%	58,8%
Group Presentation	0,0%	35,3%	17,6%	17,6%	29,4%
Individual Presentation	5,9%	35,3%	23,5%	17,6%	17,6%
Discussion	35,3%	35,3%	17,6%	5,9%	5,9%
Peer-Evaluation	5,9%	35,3%	17,6%	29,4%	11,8%
Self-Evaluation	5,9%	47,1%	17,6%	23,5%	5,9%
Portfolio	23,5%	23,5%	17,6%	29,4%	5,9%
Observation	35,3%	41,2%	11,8%	5,9%	5,9%
Participation	17,6%	11,8%	29,4%	29,4%	11,8%
Attendance	0,0%	11,8%	29,4%	35,3%	23,5%

These findings were complemented by the interview data. The data revealed that the academic staff members were not ready for online assessment. Professor 2 noted that the process was not too difficult for higher education institutions, and it was manageable compared to the assessment of young learners. Still, he noted the difficulty it created.

Biz üniversite hocası olduğumuz için bizim yönetebileceğiniz bir şeydi pandemi. Ama öğrenme değil de gelişim odaklı yaşlarda pandemi çok büyük felakete neden oldu. Pandemi ile birlikte öğretim kısmında bence çok zorlanmadık öğretimin *managementı digestable* bir şeydi ama *measurement and evaluation in online learning was tough* yani o kısım çok zordu. (Professor 2)

Since we are university professors, the pandemic was something that we could manage. But for younger learners, the pandemic caused a disaster. During pandemic, I don't think we had much difficulty in the teaching part, the management of teaching was a digestible thing, but measurement and evaluation in online learning was tough. That part was very difficult. (Professor 2)

Students noted the potential confusion in the professors' practices. This confusion led them to increase the challenge level of the assessment [*Hocalar da ölçme değerlendirme kısmını tam olarak nasıl yapacaklarını bilemediler, daha güvenilir hale getirebilmek için, adil hale getirebilmek için bu sefer de bizi fazla sıkmaya başladılar. The professors did not know exactly how to do assessment, and they started to burden us too much in order to make it more reliable, and to make it fair*]. Another student added that the professors got worried too much about students cheating, and they increased the challenge level and decrease the time they allocated for the exams, so they lost their value as assessment tools.

Online sınav deęerlendirmelerinde hocalar yöntemlerini bu sınavları zorlaştırarak deęiştirdi çünkü bu sınavlarda çok kopya olduğunu düşünenler oldu. Gerçekten çok kopya olanlar oldu veya çok kopya olacak diye paranoya yapanlar oldu bu yüzden *online* sınav yapan hocalar sınavları çok zorlaştırdılar ve zaman kısıtlaması koymaya başladılar ve normalde yapabilecekler de yapamamaya başladı bu yüzden sınavlar iyi deęerlendirme yöntemi olmaktan çıktılar diye düşünüyorum *online* sınavlar için.

(Student Focus Group 2)

In online exams, professors changed their methods by making their exams more difficult because they thought that there was a lot of cheating in these exams. There were those who really cheated and there were those who were paranoid that there would be a lot of cheating, so the professors made the online exams very difficult and started to put time restrictions, and this led the ones who could normally do these tests started to fail them, so I think online exams lost their value as assessment techniques. (Student Focus Group 2)

In interview 1, students noted that the professors increased the load of the students thinking that they were at home. The deadlines for assignments were reduced to three or four days instead of a week, or they required lab work and videos at the same time [*Nasıl olsa öğrenciler evde. Daha çok deadline konusunda aslında bir haftada yetiştireceğimiz ödevde 3-4 gün verildiği oldu ya da bir anda hem lablar, hem videolar, hem raporlar hem de o puanlı tarzda videolar derken böyle çok fazla yük oldu. Students are already at home. In terms of deadlines, only three or four days were allocated to the assignments that we would normally complete in a week, or we were overwhelmed with assessed lab work, videos, reports, and videos.*]

In order to deal with the exam security issue, there were two procedures followed. In the interviews, students noted that they were required to use SEB and cameras, in order to make the conditions closer to the face-to-face education [*Sınavları yine kameralı açık, yüz yüze yakın yapmaya çalıştılar. Onun dışında bir program vardı, SEB kullandık. They required us to take the exams with cameras on, similar to the face-to-face education. Apart from that, there was a program, SEB, we used it.*]

In terms of the assessment types that were in use in online education, the professors and the students noted that during online education, there were weekly assignments, take-home exams, and announced quizzes [*Online döneme geçtiğimizde bizim çoęu dersiniz asenkron oldu ve take-home exam, her hafta assignment ve ya quizler. When we switched to the online period, most of our courses were asynchronous and there were take-home exams, assignments or quizzes every week.*] Professor 3 noted that she

gave exams with open-ended questions on ODTUClass in order to prevent cheating and ensure student learning that took place [*Yüz yüze dönemde yaptığım çoktan seçmeli sınav yerine hem kopyayı önlemek hem de projelerinde gerçekleştirdikleri adımların kalıcılığını artırmak için ODTUClass'ta online açık uçlu sorulardan oluşan sınavlar yaptım. Instead of the multiple-choice exams, I gave online exams on ODTUClass consisting of open-ended questions to prevent cheating and to increase the permanence of learning*].

4.5.2.2. The Use of University Resources in Online Education

In online education, the most frequently used resource was ODTUClass. Other frequently used resources were the student portal, syllabus program for students, syllabus documents distributed by the academic staff, academic calendar, exam rules published by the department. The department website, student affairs website, university's social media accounts, Turnitin, university's integrity guides, and the Center for Advancing Learning and Teaching were not frequently used.

Table 47

Resource Use in Online Education in CEIT

	Never	Rarely	Sometimes	Often	Usually
Department website	35,3%	11,8%	29,4%	23,5%	0,0%
Student affairs website	29,4%	29,4%	11,8%	17,6%	11,8%
Student portal	0,0%	11,8%	29,4%	17,6%	41,2%
University social media accounts	47,1%	23,5%	17,6%	5,9%	5,9%
<i>View Program Course Details</i>	0,0%	11,8%	11,8%	17,6%	58,8%
Syllabus distributed by the academic staff	0,0%	11,8%	23,5%	29,4%	35,3%
Academic Calendar	0,0%	11,8%	17,6%	29,4%	41,2%
ODTUClass	0,0%	0,0%	0,0%	0,0%	100,0%
Turnitin	5,9%	47,1%	17,6%	11,8%	17,6%
<i>METU Academic Integrity Guide</i>	58,8%	5,9%	23,5%	5,9%	5,9%
<i>METU Guide for Rules to be Followed in an Examination Environment</i>	52,9%	17,6%	17,6%	5,9%	5,9%
Exam Rules published by the academic staff or the department	6,3%	25,0%	12,5%	31,3%	25,0%
Center for Advancing Learning and Teaching – ÖGEM	88,2%	0,0%	5,9%	0,0%	5,9%

4.5.2.3. Adjustments Made to Assessment in Online Education

The interview data revealed that some adjustments were made to be able to do assessment during the online education due to the pandemic. The interview data revealed that the professors considered the conditions of the students and made adjustments to facilitate their learning. Professor 3 illustrated how she did this. She frequently held group meetings with the students. She organized group meetings of 3 or 4 people, not more than that as they have difficulty managing group work or they cannot work on the subject in depth.

Öğrencilerin çalışma koşullarını düşünerek grup toplantısında bunlar maksimum 4 kişilik gruplar 3 ya da 4, 2 değil 2 çok az oluyor, 5 ve fazlası yönetmekte zorlanıyor ya da öğrenciler hani çok derinlemesine çalışmıyorlar. Onun için maksimum 4 kişilik gruplarla birebir toplantıyı arttırdım ben mesela. (Professor 3)

Considering the living conditions of the students, I arranged groups of three or four people with a maximum of 4 -- not two, two people are too few, five and more are difficult to manage or students cannot work very deeply. That's why, I held more one-on-one meetings with groups of a maximum of 4 people. (Professor 3)

4.5.2.4. Negative Impact of Online Assessment

The online assessment due to the pandemic also brought some challenges. The major negative impact of online education started with the large number of students who passed the preparatory program. Professor 2 noted that there were over 50 students in his class (at the time of the data collection). He compared this number to the previous years and noted that there was an unexpected increase in the number of students in his classes. To him the reason was that these students passed the preparatory year exit exam, maybe, by cheating. He added that these students have difficulty dealing with his courses' demands and many were having difficulty.

Derse girdim, 50 kişi 55 kişi sınıf. Genelde bizde 40 ile 50 arası öğrenci alınır bunun yarısı ilk yıl geçer İngilizce Hazırlığı, yarısı da 2. yıl geçer. Klasiktir. Ama bunların hepsi geçmiş *online* sınavda. Şimdi diyorsun bir eğitimci olarak böyle bir başarı artışı olmaz. Demek ki sınav *security*sinde bir şey var. Benim en büyük kıstasım ne? Kaç tane çocuğun *participative* davrandığına bakarım derste, benden gözünü mü kaçırıyor? Bana soru sormasın diye saklanırlar biliyorsun. Konuşmak istemez onlar çok İngilizce. Ben o oranlara bakıp anlayabiliyorum. 3-4 çocuk var *proactive*. Diğerleri hep böyle bir 'aman bana dokunma' modunda. (Professor 2)

In my class there were 50-55 students. Normally, 40 to 50 students are admitted to our department, half of whom complete the English Preparatory School the first year, and the other half in the 2nd year. This is expected. But these all passed online

exam. And as an educator you question this kind of success increase. There was something about the exam security. As criteria, I look at how many students are participative in class, and they avert their eyes from me. You know, they hide so they are not asked questions. They don't want to speak in English. I can look at this and understand. I have three or four students who are proactive. Others are always in this 'oh don't touch me' mode. (Professor 2)

Another negative impact of online assessment was on feedback procedures. In interviews with the students, they noted that the feedback procedures suffered during the online education. The student stated that they received only a grade and some feedback of a few sentences. Compared to the face-to-face education, the feedback they received was not effective [*Bence online dönemde verilen feedback biraz daha azaldı. Hocalar direkt online notu verip belki birkaç cümle feedback verip geçtiler. Yüz yüze döneme kıyasla online dönemde verilen feedback azaldı ve etkinliğini kaybettiğimi düşünüyorum. I think the feedback given in the online period decreased. The professors gave the grade and maybe wrote a few sentences and moved on. Compared to the face-to-face period, the feedback given in the online period decreased and I think it lost its effectiveness.*]

According to the department head, another aspect that left a negative aspect on the assessment procedures in the department was that despite the measures taken, the students could still cheat and because of such a possibility, unnecessarily large amount of pressure was put on the students who were honest [*Sonuçta ne oluyor, o zinciri kırmaya çalışan öğrenciye engel olamıyorsunuz. Bu kadar paranoya dürüstçe iş yapan, bütün bunlardan çıkar beklemeyen öğrenciyi gereksiz yere boğmaya başlıyor ve bir anlamı kalmıyor. What happens in the end is that you can't stop the student who tries to break the rules. Such paranoia begins to overwhelm the student, who is honest and does not expect any benefit from all this, and it does not make any sense.*]

4.5.3. How Assessment Manifests Itself as a Culture in CEIT

The ways assessment manifests itself as culture in this department is presented under the themes of impact of discipline, assessment leadership, assessment's function and its role in learning, assessment plan and practice, resource use for assessment purposes, communication around assessment issues, emphasis on academic honesty and fairness, and the enculturation of students' future assessment conceptions.

4.5.3.1. Impact of Discipline and Medium of Instruction

The data revealed that the discipline has an impact on assessment activities that take place in the department. Professor 1 noted that in CEIT, the courses have two dimensions: programming in the technical one, and pedagogical, team work skills on the social side. She noted that the students create a product together as a team, they identify a problem, and they develop something, so there is process assessment. In the technical side, there is core knowledge and this knowledge is assessed through exams. Similarly, Professor 3 stated that for their departmental courses, both the process and the product are assessed. The students work in the labs and develop products, and at the same time they take theoretical courses to be able to develop these products.

BÖTE’de verilen derslerin 2 boyutu var teknik boyutta programlama gibi bir de daha sosyal boyutta eğitim becerileri, proje yapma ama daha çok bir projeyi araştırma, sorunu tespit etmek, geliştirme süreci vs. Teknik olanlarda *core* bir bilgi var ve onun ölçmesi de sınavla oluyor. Proje odaklı derslerde de süreç değerlendirmesi var. (Professor 1)

There are two dimensions of the courses given in CEIT: programming in the technical dimension, and the more social, training skills, projects, but more like researching a project, identifying the problem, developing a project, etc. In the technical courses, there is a core knowledge and its assessment is done with exams. There is also process evaluation in project-oriented courses. (Professor 1)

Alan dersleri ile ilgili olarak incelediğimizde daha çok süreci ve sonucu değerlendiriyoruz biz. Yani öğrenci süreçte ne yapıyor? O ürünler oldukça önemli. Ve sonuçta da bir değerlendirmemiz oluyor. Bunlar laboratuvarda ürettikleri ürünler öğrencilerin. Tabii bu ürünlerle ilgili de laboratuvar, teorik derslerle beraber yürüyor. Yani derste öğrendiklerini laboratuvarda ürünlerine yansıtıyorlar aslında. (Professor 3)

When we look at the courses in our discipline, we mostly evaluate the process and the product. We consider what the student does in the process. Those products are very important. We have evaluation at the end. These are the products that the students develop in the lab. Of course, the laboratory goes hand in hand with theoretical courses. In other words, they reflect what they have learned in the classroom in their products. (Professor 3)

Regarding the impact of the English language competency on assessment, Professor 2 stated he has difficulty evaluating the open-ended questions he asks in the exams. The difficulty stems from the students’ poor language competency in that the students cannot express themselves accurately in English. They write too long sentences, and they cannot express themselves well. Similarly, Professor 3 noted the impact of English competency on assessment, especially for the students’ participation. When

the students' English competency is low, they hesitate to ask their questions. The Professor tries to encourage students to ask questions.

İngilizceleri de çok zorluyor bazen. Sınavda *open ended question* hep vardır. Bir paragraf cümle olur mu ya? Bunu yazsana basit kısa cümlelerle. Ne dediğini kendi de bilmiyor. Sonra parantez açıp Türkçesini yazıyor. *This is what I mean* diyor. Ben de diyorum ki ben buna not vermem çünkü İngilizce olmayan bir şeyi biz *grade* edemeyiz yönetmelik gereği. (Professor 2)

Their English level is also causing difficulty. There are always open-ended questions in the exam. Can a single sentence be a paragraph long? Why not write it in simple short sentences? The student himself doesn't know what he's saying. Then he opens parentheses and writes in Turkish and says 'this is what I mean.' And I say, *I don't grade it because we can't grade something that's not in English, according to the regulations.* (Professor 2)

Dil barajı var. Mesela öğrencilerin çoğunluğu çekiniyor soru sormak için derste. Ama onu ben başta söylüyorum öğrencilere yani saçma soru yoktur. Aklınıza ne geliyorsa sorun; saçma cevap da yoktur. Sorulara mutlaka cevap verin diye. Bunu zaman zaman da cesaretlendirmek amacıyla yapıyorum. (Professor 3)

There is a language barrier. The majority of students are afraid to ask questions in class. But I say at the beginning to the students that there are no ridiculous questions. Ask whatever comes to mind and there is no absurd answer. I tell the students to answer all questions. I do this from time to time to encourage them. (Professor 3)

4.5.3.2. Autonomy of the Academic Staff Members and Assessment Leadership

The interview data provided some insights into the academic staff members' freedom to make assessment decisions and assessment leadership.

Table 48

Autonomy and Leadership in CEIT

Codes	<i>f</i>
Academic Freedom	
• freedom to make assessment decisions (METU)	3
• freedom to make assessment decisions (department)	1
• follow MEB requirements	1
Leadership	
• no leadership present	1
• leading/teaching research assistants	1

In CEIT, as the department head noted, the administration does not make any top-down assessment decisions, and they do not have the authority to instruct anyone to

do assessment in a certain way [*İdareci olarak insanlara şunu yapın demek gibi bir yetkimiz yok. As administrators, we do not have the authority to tell people to do this or that.*] He also noted that the academic staff members traditionally like to be independent and do not like to be told what to do. He exemplified a situation from another university where there is a very strict department organization where the academic staff members are strictly controlled. To him, if you did a similar thing in this department, the professors would oppose it very fiercely. Professor 1 also noted the academic freedom in terms of assessment decisions [*BÖTEde özgür ve demokratik bir ortam vardır. Herkes “kendi dersinin sorumluluğunun bilincindedir” anlayışı hakimdir.* There is a free and democratic environment in CEIT. There is a view that ‘everyone is aware of the responsibility of their own courses’].

Geleneklerle birlikte bu konuda bağımsız olmayı tercih ediyorlar. ODTÜ genelinde bu konuda kendine söz söyletmemeye düşüncesi olduğunu da düşünüyorum.
(Department Head)

Along with tradition, they prefer to be independent in this matter. I also think that there is an idea of not having a say in this issue throughout METU.

(Department Head)

Eşim X üniversitesinde öğretim üyesi. Neredeyse girdikleri derslerdeki keyleri verecekler. ODTÜ’de bunu yapmaya çalışırsanız isyan çıkar. Mümkün değil.
(Department Head)

My wife is a faculty member at X university. They almost give the keys for their classes they offer. If you tried to do this at METU, there would be a riot. Not possible. (Department Head)

The School Experience course requires the following by the MoNE. Professor 1 noted that there is a course coordinator, and the professors and the mentor teachers evaluate the students’ progress together, and grades are entered into the Ministry’s system [*O ders için Milli Eğitim Bakanlığının ilgili okuldaki öğretmenler ile ortak bir değerlendirme sistemi var. MEB’in kendi ölçme değerlendirme sistemine giriş yapıyoruz. For that course, the MoNE has a joint evaluation system with the teachers in the schools. We enter the grades into the Ministry of National Education's own assessment and evaluation system.*]

In terms of guiding the teaching assistants, Professor 3 noted that the assistants evaluate student work, and therefore they are given the evaluation criteria. Later, the assistant and the professor go over the evaluation procedures together.

Ürün değerlendirme ölçütü listesini hem öğrencilerle paylaşıyoruz, hem de asistanlar ile beraber hazırladığımız bir değerlendirme ölçütü oluyor. Ve onlar değerlendiriyor sonra da ürünlere beraber hızlıca bakıyoruz.

(Professor 3)

The product evaluation criteria list is shared with both the students and there is an evaluation criteria list that we prepare together with the assistants. They evaluate, the students and then we take a quick look at the products together.

(Professor 3)

4.5.3.3. Functions of Assessment and Its Role in Learning

The data revealed that assessment serves various functions and the stakeholders, namely the professors and the students, are aware of its driving role in learning. Table 49 summarizes the findings.

Table 49

Functions of Assessment in CEIT

Code	<i>f</i>
• assessment to assert importance	4
• assessment defined as measurement of learning	3
• assessment defined as progress	2
• assessment defined as feedback to teacher/student	2
• assessment defined as achievement of outcomes	2

The way assessment is used as part of education may differ in practice in CEIT. Professor 2 noted, for example, that he feels that people try to assert their importance through difficult exams or assessments. He believes the aim should be checking whether learning takes place, not trying to prove that if students constantly do homework or deal with other assessment tasks required, they see their professor as a tough person. He noted valuing assessment is an area where creating such legends is common.

Öğrenciler arasında kendinizi efsane hale getirebiliyorsunuz: anlamsız ve gereksiz bir sürü ödev yaptırın çocuğa, o zaman siz çok zor hoca oluyorsunuz. Peki çocuk öğreniyor mu? Benim için kriter öğrenme. Mesela ben her hafta 80 sayfa okutayım, sonra üzerine her hafta bir infografik ya da *mind map* gibi bir şey yaptırayım. Böyle yaptığımda öğrencide şöyle bir duygu oluşuyor: Hoca is *a tough guy*. Niye? Hiç uyumazdık hep ödev yapardık. Peki ne hatırlıyorsun? Hiçbir şey. Bu nasıl bir *dilemma*! Herhalde en fazla efsanenin üretilebildiği alan eğitimde bu ölçme ve değerlendirmeyi kıymetlendirme kısmı. (Professor 2)

You can make yourself a legend among students by making the students do a lot of meaningless and unnecessary assignments, then you become a very difficult

Professor. But are they learning? For me, the criterion is learning. For example, I have you read 80 pages every week, and then I have an infographic or a mind map about it every week. When I do this, the student thinks that the Professor is a tough guy. Why? We never slept; we constantly did homework. But what do you remember? Nothing. What a dilemma this is! Probably the area where the majority of the myths can be created is the assessment part. (Professor 2)

Professor 1 stated that, in line with her METU background, she believes learning cannot be measured until it becomes concrete and until it is applied, and so she does not put specific emphasis on the grade AA.

ODTÜ ekolünün getirdiği bir şey: Somutlaşmadıkça hiçbir şeyi değerlendiremezsiniz. Yani ya elinize alacaksınız ya uygulayacaksınız ya bir şekilde gerçek ve somut olacak. Onun için de genellikle bütün derslerimde hep şöyle başlıyorum ilk gün AA'yı hayat size verecek ondan öncesi yani BA'dan itibaren bana bağlı. (Professor 1)

This is about METU culture. You can't evaluate anything unless it is concrete. So, either you will take it in your hands, or you will apply it. It has to be real and tangible in some way. That's why I usually start like this in all my classes on the first day: life will give you AA, starting from BA depends on me. (Professor 1)

In the interviews, students stated that, in their view, assessment is a way of understanding how much the students have learned the target content [*Öğretmek istediğim konu ve veya konuları öğretmek isteğim kişiler yani öğrencilerin ne kadar, ne derecede öğrenebilmiş onu ölçmenin bir yolu. It is a way to measure how much and to what extent the students, the have learned the subject I want to teach.*] (Focus group interview 2).

Bence ölçme değerlendirme öğrenme *processinde* farklı uygulamalar ve aşamalarla öğrencilerin ne kadar neyi bildiğini, kendileri yapabiliyorlar mı, anlamışlar mı diye uygulanan yöntemler. (Student Focus Group 1)

To me assessment means methods applied in the learning process with different applications and phases to see how much students know, whether they can do it themselves, whether they understand it. (Student Focus Group 1)

Professor 3 noted that she sees assessment as an integral component of education design [*Ölçme değerlendirme öğretim tasarımının bir süreci olarak bir bileşeni olarak tanımlarım. I define assessment as a component of instructional design.*] Professor 3 stated that assessment is a way of improving student learning and providing feedback is part of it. She stated that assessment is not just giving a letter grade to student but an explanation or justification of that grade.

Ölçme değerlendirmeyi ben öyle görüyorum: idrak etmeye çok faydalı. *Feedback* olmadan öğrenme olmaz. Öğrenme varyansının büyük kısmı *feedbackle* açıklanır. Ama not veriyorsan o *feedback* değil. Bir öğrenci diyor ki ben sadece harf notumu gördüm hiç *feedback* almadım. Olur mu? Yani o zaman niye ölçme değerlendirme yapıyoruz? Çok başarılı bile olsa niye başarılı onu açıklaman lazım o çocuğa. Ben ölçmeyi öyle görüyorum. (Professor 3)

That's how I see assessment and evaluation: it's integral part of comprehension. There is no learning without feedback. Much of the learning variance is explained by feedback. But if you're grading, it's not feedback. A student says that I only saw my letter grade, I never received any feedback. How come? So why do we do assessment? Even if a student is very successful, you have to explain to him why he is successful. That's how I see assessment. (Professor 3)

Professor 2, similarly, stated that he sees assessment as a means to see the students' learning and also as a tool to evaluate his own performance [*Evet çocuk kendi öğrenmesi ile ilgili feedback alıyor. Ben de kendi performansım ile ilgili feedback alıyorum. Yes, the child receives feedback about his own learning. I also get feedback on my own performance*].

To investigate the effect of assessment on learning, data were collected from the students through the questionnaire ($n=17$) and the interviews. In the questionnaire (Part A.2), the students were asked to evaluate the impact of the different assessments on their learning. The type that was reported to be greatly contributing to students' learning was projects. Following projects came take-home exams, presentations, announced quizzes, and portfolio. Students were undecided about the contribution of written exams, online exams, written assignments, peer- and self-evaluation, participation and attendance. They reported little or no contribution by pop-quizzes and observation.

Table 50

Impact of Assessment on Student Learning in CEIT (Questionnaire Data)

	Not Applicable	Very negative	Negative	Neither positive nor negative	Positive	Very positive
Written Exam	0,0%	17,6%	0,0%	41,2%	35,3%	5,9%
Online Exam	0,0%	11,8%	17,6%	35,3%	23,5%	11,8%
Take-home Exam	0,0%	0,0%	23,5%	11,8%	29,4%	35,3%
Announced Quiz	0,0%	0,0%	11,8%	41,2%	41,2%	5,9%
Pop Quiz	5,9%	5,9%	47,1%	35,3%	5,9%	0,0%
Written Assignments	5,9%	0,0%	5,9%	52,9%	35,3%	5,9%

Table 50 (Cont'd)

Projects	0,0%	0,0%	0,0%	5,9%	23,5%	70,6%
Group Presentation	0,0%	5,9%	29,4%	11,8%	35,3%	17,6%
Individual Presentation	0,0%	11,8%	17,6%	17,6%	41,2%	11,8%
Discussion	5,9%	5,9%	35,3%	29,4%	11,8%	11,8%
Peer-Evaluation	5,9%	17,6%	23,5%	29,4%	11,8%	11,8%
Self-Evaluation	11,8%	5,9%	5,9%	41,2%	17,6%	17,6%
Portfolio	17,6%	0,0%	11,8%	11,8%	23,5%	35,3%
Observation	11,8%	11,8%	35,3%	11,8%	29,4%	0,0%
Participation	5,9%	5,9%	5,9%	41,2%	35,3%	5,9%
Attendance	0,0%	11,8%	5,9%	47,1%	17,6%	17,6%

The interview data revealed insights into the academic staff members' and students' awareness regarding the impact of assessment on learning. As seen in Table 51 below, the most commonly identified assessment type that facilitates student learning is the projects.

Table 51

The Role of Assessment in Learning in CEIT

Code	<i>f</i>
Assessment's Role in Learning	
• projects facilitate learning	7
• assessment to support learning	4
• written assignments facilitate learning	2
• self/peer evaluation facilitates learning	2
• peer/self-evaluation do not facilitate learning	1
• written exams' necessity for learning	1
• group work may facilitate learning	1
• microteaching facilitates learning	1
• oral assessments facilitate learning	1

Professor 1 noted that she evaluates the process the students go through when they complete the project, and she considers motivation, idea generation, and approach to the subject at hand when doing assessment. She considers if her feedback is reflected in the student's work in their revisions [*Proje süreci içindeki motivasyon, gelen yeni fikirler, konuyu ele alış biçimine dayalı bir ölçme ve değerlendirme sistemi var. Verdiğim feedbacklere karşılık 2. revizyon 3. revizyon alabiliyor muyum? Oraya yansıyor mu ona bakıyorum. I have an evaluation system in which I check for*

motivation in the project process, generation of new ideas, and the grasp of the subject. I consider if I can get a second revision or a third revision in response to my feedback. I check if my feedback is reflected in student product]. Professor 3 noted that students may not be familiar with project-based assessment. Therefore, she has meetings with the students after every report the students write, and then they upload their assignments [*Yabancı gelebiliyor öğrencilere bu süreç. Onun için her bir raporlamanın sonucunda bir geri bildirim süreci var. Mutlaka gruplarda birebir toplanıp projelerine ve yazdıkları rapora geribildirim veriyorum ben. Ondan sonra düzelterek öğrenciler sisteme upload ediyorlar. This process can be unfamiliar for the students. That's why there is a feedback process at the end of each report. I always meet one-on-one with students in groups and give feedback to their projects and the reports they write. After that, the students revise these and upload them to the system.*]

The student data complemented these findings. In both focus group interviews, students noted that they preferred projects as they contributed greatly to their learning. In interview 1, a student illustrated this positive impact, and she stated that when they did projects, they worked not only on the content but also on technical and writing skills.

Proje yönteminin gerçekten işe yaradığını düşünüyorum. Bende çok etkili oldu. Bir ders için içerik geliştirdik, öğrenme materyali tasarlıyoruz, bir video projesi. Onun için bölümde çekim de yaptık. İçeriği de biz hazırladık hem içeriği öğrenmiş olduk. Uzmanlarla konuştuk. Bunun için rapor nasıl yazılması gerektiğini öğrendik.
(Student Focus Group 1)

I think the projects really work. They had a lot of influence on me. We developed content for a course, we designed learning material, and it was a video project. We also shot a video. We prepared the content and so learned about the content. We talked to experts. For this, we learned how to write a report.
(Student Focus Group 1)

Second, in CEIT, assessment is seen as something to support learning. Professor 2 noted that exams are a very good teaching tool. It is one of the best feedback procedures as well [*Sınavlar aynı zamanda çok iyi öğretim araçlarıdır. Feedback'in en effective yöntemlerinden biri esas assessmenttir, testlerdir. Quizzes are also very good teaching tools. One of the most effective methods of feedback is the assessment and tests.*] He stated that he goes over exam questions and justifies the answers to the questions [*Ben sınavı yaparım daha sonra sınavdaki soruları sınıfta toplu şekilde*

çözerim. Niye A değil, B değil Niye C? Bu çok iyi bir öğrenme tecrübesidir. I do the exam and then I solve the questions in the exam in class with the students. Why not A, not B, why C? This is a very good learning experience.] He added that even though the students are 20-22-year-old, he makes sure he talks to the students after they receive feedback to their assignments, and he noted that talking to them is quite effective.

Yazılı *feedback* üzerinden *oral* gitmeyi severim. Yani ben veririm ödevimi, çocuk o ödevi yapar. Benden *feedback* alır. Sonra üzerine konuşuruz. Ben bu yöntemin etkili olduğuna inanıyorum. Benim gözlemim bunlar her ne kadar 20-22 yaşında da olsa birebir konuştuğumuzda çok etkili oluyor. (Professor 2)
I also like to go orally over the written feedback. I give assignments, the students do the assignment. He gets feedback from me. Then we talk about it. I believe that this method is effective. My observation is that even though these are 20- or 22-year-olds, it is very effective to talk to them one-on-one. (Professor 2)

The data revealed that midterms and quizzes are used with a formative function in the department. In student interview 1, a student noted there are mid-term exams and quizzes. The student also noted that the quizzes helped him to revise for the midterm.

Midterm artı *quiz* bence etkili oluyor. *Mid-terme* katkı sağlamak için her hafta ya da 2 haftada bir *quiz*lerin olması konuları son haftaya bırakmamızı sağlıyor. Her hafta bir şekilde o konuya çalışmış oluyoruz. (Student Focus Group 1)
Midterm plus quiz is effective in my opinion. Having quizzes every week or two weeks allows us to at least not leave the topics to the last week before the mid-term exam. When we have quizzes, every week, we make sure we revise the subject covered in that week. (Student Focus Group 1)

Professor 3 also noted this formative function of quizzes. She stated that she covers the outcomes that she thinks the student must achieve through these quizzes and help the students to revise before the mid-terms [*Quiz yapıyoruz belli aralıklarla. Özellikle bizim kazanımlarda belirlediğimiz o çıktılara paralel olarak orada öğrencinin mutlaka alması gereken bir şey varsa onu quizlerde onları da kapsıyoruz ki öğrenci tekrar geçmiş olsun üzerinden. We do quizzes at regular intervals. Especially in parallel with the outcomes we have determined, if there is something that the student must learn, we include them in the quizzes so that the students go over the content.*]

Professor 1, similarly, noted that she gives two mid-terms and one final exam. She also gives quizzes for each topic listed in the syllabus but these are not used to determine the course grade [*2 mid-term 1 final var. Her şeyi syllabusta açıkça belirtiliyor, 13*

konu başlığı var her birinin quizleri var. O quizler ortalamaya girmiyor ama sınava hazırlık ve öğrenme açısından yardımcı oluyor. There are 2 mid-term and 1 final exam. Everything is clearly stated in syllabus. There are 13 topics, each of them has quizzes. Those quizzes are not included in the course grade, but they help in terms of exam preparation and learning.]

Students noted that assessment types such as written assignments and presentations contribute to their learning in the education courses [*Eğitim ağırlıklı derslerimizde ders anlatım, sunum veya writing ödevleri daha yararlı oluyor diye düşündüm. I thought that microteaching, presentations or written assignments are more useful in our education-oriented courses*]. The students also noted that they benefitted from the peer evaluation because when they evaluated their peers, they focused on the positive aspects of the product they produced and the points that could be improved [*İyi yaptığı konuları öne çıkarıyoruz. Birbirimizi baltalamamak için. Bu şekilde yapınca da aslında hani şunu şöyle yapsa iyi olurdu onu da görmüş oluruz. We highlight the topics our friend does well. In order not to undermine each other. When we do it this way, we actually see what would be better if he did this and that*]. In the interview with group 1, one student noted that peer-evaluation did not always facilitate learning because the students could not be objective when evaluating [*Bence objektif olarak değerlendirmeyi sağlamıyor ve çok yakın arkadaşım denk gelirse çok kötü olmuş diyemem ya da çok aramın bozuk olduğu biri denk gelirse de içimden çok iyi olmuş demek de gelmiyor. Bence çok da etkili olmuyor. I don't think it's possible to evaluate your friend objectively through peer-evaluation, and I can't say that it's too bad when I evaluate a very close friend, or I cannot say it's very good to someone I have a very bad relationship with. I don't think it's very effective*].

4.5.3.4. Assessment Plan and Practice

Under this category were the role of outcomes in assessment decisions, factors that assessment negatively, perceived difficulty of assessment, and inclusivity and emotional support. Table 52 below presents the frequency of the codes identified in the interviews with the professors and the students.

Table 52*How Assessment is Planned and Put into Practice in CEIT*

Code	<i>f</i>
Role of Outcomes	
• refer to outcomes when doing assessment	3
• problems with outcomes	2
• no/partial reference	1
• expectations from students determine assessment procedures	1
Feedback Procedures	
• feedback is integral to learning	8
• feedback is provided by academic staff (Professor/assistant)	4
• written feedback preferred	3
• feedback procedures (type, frequency) vary	2
• feedback is provided by peers	2
• feedback is provided via ODTUClass & Turnitin	1
Areas that Need Improvement	
• lack of feedback	2
• experience with untimely feedback	1
Factors Affecting Assessment Negatively	
• academic title	2
• not let outside factors prevent prioritizing assessment	2
• student number/course load	1
Perceived Difficulty in Assessment	
• High level of assessment difficulty	4
Accessibility and Emotional Support	
• guidance for students with special needs	2

4.5.3.4.1. Determination of Assessment Plans – Expectations vs. Outcomes

The data revealed that outcomes are referred to when planning assessment. Professor 3 noted that she pays attention to the outcomes in her courses' assessment procedures and she also observes a similar approach for her colleagues in the department [*Dersin kazanımına hizmet edecek şekilde ben azından ben kendi derslerim açısından böyle örnek verebilirim ama gözlemlediğimiz diğer arkadaşlarımız da benzer ölçme değerlendirme süreci izliyorlar. We do assessment in a way that serves the outcomes of the course, I can at least say this for my own courses, but as far as I know our colleagues follow a similar assessment and evaluation process*]. She noted the outcomes also guide the evaluation of the products they create [*Özellikle bizim kazanımlarda belirlediğimiz o çıktılara paralel olarak orada önemli bir şey varsa*

öğrencinin mutlaka alması gereken onu ürüne yansıtıyoruz. Parallel to the outcomes we have determined, if there is something important there which the student must learn, we reflect it on the product.]

A less strict approach was also identified in the data: Professor 2 noted that she sees the outcomes as intentions, not end products. She noted that she does her best in her courses and she finds it enough if she receives some feedback from the graduates.

Bu çıktılara niyet ediyoruz ve hedefliyoruz. Yani niyet göstergesi sonuç göstergesi değil diye düşünüyorum. Ben onları [program çıktılarını] anlama konusunda çaba göstermiyorum. Ben elimden gelenin en iyisini paylaşmak konusunda çaba gösteriyorum. Bugüne kadar verdiğim dersleri alan öğrenciler, mezun olduktan sonra akıllarında bir şey kalıyorsa, 20 sene sonra 10 tanesinden 15 tanesinden bir dönüt alabiliyorsam o bana yetiyor. (Professor 1)

We intend and aim for these outputs. I see them as indications of intent not end products. I don't make a special effort to understand them [program outcomes]. I try to do my best. If the students who took my courses remember something after graduation, if I can get feedback from 10 15 students 20 years, after graduation, that is enough for me. (Professor 1)

Professor 2 approaches the use of outcomes with some caution in that there is a difference between theory and practice. He noted that they are required to fill in tables or metrics or write forced indicators and submit them to the authorities. However, these do not take effect in practice because the academic staff members do assessment as they wish. All this paper work is done because it is required. This surely raises awareness, but in practice academic staff has time restrictions or they are too busy trying to complete their work on time.

Belli dönemlerde hep bir tablolar, metrikler, onlar içinde bazı işaretlemeler, bazen çok zorlama *outputlar*, bazen çok zorlama indikatörler yazıyoruz. Ve her seferinde de o raporları hazırlayıp makamlara yolluyoruz. Ben bunun pratiğe çok etkisi olduğunu düşünmüyorum. Neden? Herkes bildiği gibi yapıyor. Ama bunlar da bir *paperwork* olarak *it should be done* mantığı ile yapılıyor. Bunların *paperwork* olarak iyi gözüktüğüne bazen de farkındalık yarattığına hemfikirim. Pratiğe dönme oranının yüksek olduğunu zannetmiyorum. Yani derslerini öğretmeye çalışıyor, kağıtları okumaya, projeleri okumaya çalışıyor. (Professor 2)

From time to time, we write tables, metrics, forced outcomes, forced indicators. And each time, we prepare those reports and send them to the authorities. I don't think it takes effect in practice. Why? Everyone does assessment the way they know how. But these are also done as a paperwork thinking that it must be done. I agree that these look good as on paper and sometimes raise awareness. I don't think the rate of putting them into practice is high. That is, everyone is trying to teach their lessons, to check exam papers and projects. (Professor 2)

4.5.3.4.2. Feedback Provision

Regarding the feedback provision processes, the data revealed that in CEIT, feedback is viewed to be an integral part of learning. The students noted that the type of assessment affected the way they received support from their professors. They noted that they received written feedback via Word documents or WhatsApp for the written assignments, and for the visual assignments and projects they were given the chance to have office hours with their professors [*Yazılı olan paperlarımıza Word üzerinde yorumlar yaparak WhatsApp grubumuza atıyorlardı. Oradan neleri yanlış yaptığımızı düzeltiyorlardı. Proje ve görsel olan ödevlerde Zoom üzerinden, bazılarının da ofislerine gidiyorduk. They gave feedback on our written assignments on Word and sent them to our WhatsApp groups. In this way, they corrected what we were doing wrong, but with our project and visual assignments, we went to their offices and also, we held Zoom sessions*] (Focus group interview 2). In interview 1, students noted that they had feedback sessions online with some professors and face-to-face ones with some others, and discussed what was missing or wrong in their assignments, and they asked their questions.

Her hafta dersten sonra Zoom üstünden görüşüyorduk biz, ama diğer hocalarla yüz yüze oluyordu. O sırada yaptıklarımızı gösteriyorduk: “ne yaptınız?” ya da “neden eksik, neden fazla yaptınız?” gibisinden. Hocalardan *feedback* alıyorduk. Sorularımız olduğunda soruyorduk.

(Student Focus Group 1)

Every week after class, we met on Zoom, but with some other professors we met face-to-face. When we met, we showed them what we were doing. You know, they asked us "what did you do?" or "why did you do this in this way?" We got feedback from professors. We asked our questions.

(Student Focus Group 1)

In interview 2, students noted that they not only learned their scores, but they were also given the opportunity to meet the professors in their office hours and got feedback.

Genelde hocalarımız direk notlarımızı açıklayıp daha detaylı *feedback* kalmak istiyorsanız ofis saatlerinde odama uğrayabilirsiniz diye söylemde bulunuyorlar. Ofis saatinde hocanın müsait olduğu boş vaktinde yanına gidip birebir geri dönüt alıyoruz. (Student Focus Group 2)

In general, our professors announce our grades and say that if we want to get more detailed feedback, we can stop by their offices during office hours. During office hours, we go to their offices when they are available and get one-on-one feedback.

(Student Focus Group 2)

The students noted that they received feedback from their peers as well. In interview 1, one student noted that when they provided feedback to their peers, they generally focused on the things they could do well and thus helped them identify any areas to improve in their work [*Öğrenciler arasında bir destekleşme var. O yüzden mesela hataları fark ediyoruz, ama iyi yaptığı konuları öne çıkarıyoruz. Birbirimizi baltalamamak için. There is support among the students. So, for example, we notice mistakes, but we highlight the things he did well. We do this in order not to undermine each other*].

Finally, students noted that they preferred to receive feedback in written mode because in this way they did not feel embarrassed when they asked for clarification for something they may think trivial.

Ben yazılı bir şekilde almak isterim. Kağıdın üstüne ne olduğunu yazıp açıklayıcı bir şekilde bize öyle vermelerini çünkü bazen öğrenci çekinebiliyor bunu hocaya sormaya. “Bunu mu yapamadın?” gibi bir durumla karşılaşmamak için bence o yüzden yazılı olması daha etkili. (Student Focus Group 2)

I would like to receive written feedback. I prefer them to write the feedback in detail on the paper and give it to us because sometimes the student may be hesitant to ask the Professor, thinking that the Professor would find the question to be too easy to be asked. So, I think written feedback is more effective in order not to experience a situation. (Student Focus Group 2)

4.5.3.4.3. Areas to Improve and Factors Affecting Assessment Negatively

Regarding some aspects that need improvement in assessment practice, Professor 2 admitted that the feedback procedures are skipped in the department and students have to regulate their own learning [*Feedback çok geçiştiriliyor. Çocuklar biraz şansına öğreniyor. Kendi zorlarsa, kendi regüle ederse öğreniyor. Feedback is very often skipped. Students learn by chance. They learn provided they force and if they regulate themselves*]. Students in interview 2 noted that in most courses, only their scores were written on their exam papers and the details had to be taken in the office hours [*Bu sınav kağıdında açıklama yazılı olan çok da görmediğim bir şeydi açıkçası sadece bir kaç derste böyle oldu. I didn't see written explanation on the exam paper very frequently, frankly, it only happened in a few classes.*]

Another aspect the students noted that could be better was the timing of the feedback. In interview 2, it was noted that they receive feedback right before the final submission

and had to correct all their mistakes in a short time. Or they received feedback to all of the papers they wrote together, so they had to correct all of the corrections in the last week at the last minute.

Bize *feedback* verdikten sonra 3-4 günümüz kalıyordu düzeltmeye. Daha hızlı bir yöntem izlenebilirdi. Yani *feedback* biraz geç aldığımız için teslim her şeyi düzeltmek zorunda kalıyorduk. Bir de birçok paper yazıyorduk onları toplu bir şekilde gönderiyorlardı. Hepsinin hatalarını son hafta yapmak [düzeltmek] zorunda kalıyorduk. Zamanı iyi yönetselerdi daha iyi olabilirdi. (Student Focus Group 1)
After giving us feedback, we had three or four days to revise it. A faster method could have been followed. Since we received feedback a little late, we had to fix everything just before submission. We wrote many papers, and they sent the feedback in bulk. We had to correct all of our mistakes in the last week. It could have been better if they had managed time well. (Student Focus Group 1)

According to the data, assessment plan and practice are negatively affected by some factors. professors 1 and 3 noted that academic positions and titles impact the assessment choices people make. For example, associate professors have to constantly consider promotion requirements because if they cannot write articles they get in trouble [*Assessment yaparken akli promosyonda çünkü eğer makale basmazsa süresi uzatılmıyor. Doçentler, yardımcı doçentler oraya daha çok takılıyor bence. When making assessment decisions, people are preoccupied with promotion because if they do not publish, their contract is not extended. I think associate professors and assistant professors are more concerned about this.*] Professor 1 noted, however, that letting such factors affects the teaching and assessment practices is a choice, and she opts for not doing projects every year but rather she does projects or writes articles when she wants because thanks to her experience, she has that kind of power.

Bir etkilenme yok. Yani bu bir tercih. Ben projeyi ya da makaleyi ya da başka bir şeyi üniversite ya da akademi istiyor diye yapmıyorum, ben kendim istediğim için yapıyorum. İstemediğim zaman da yapmıyorum. (Professor 1)
There is no such influence. It's actually a choice. I don't do projects or write articles because the university or the academy wants me to, I do these because I want to. I don't do it when I don't want to. (Professor 1)

4.5.3.4.4. Perceived Difficulty of Assessment Affecting Student Performance

The difficulty of assessment was mentioned in the sense that students consider the professors' assessment approaches and whether they are lenient or strict when grading. In interview 2, students mentioned that especially when they selected courses, they

heard nicknames students use for professors such as FF + the Professor's name. [Özellikle ders seçim vakitlerinde şu hocanın notu bol şu hocanın notunun kıt gibi söylemlerle işte FF X veya AA Y illaki bu tarz duyular aldım. Especially at the time of course selection, I heard statements such as this teacher is generous in grading, and that teacher is not, so students call them FF X or AA Y.] Another student noted that at METU in general, assessment is difficult. When she took courses with students from other departments such as architecture or engineering, they talked about this high level of difficulty, as well [Genel olarak bizim okulda, Mühendislik Fakültesi ve Mimarlık Fakültesi öğrencilerinin de böyle bir söylemi var. Ben de seçmeli ders aldığımda fark ettim. Gerçekten yani sorular evet çok zor .In general, in our university, the students of the Faculty of Engineering and the Faculty of Architecture also say this. I noticed this when I took an elective course. The questions were asked are really difficult].

Professor 2 mentioned the difficulty of assessment in terms of time committed to a course. He stated that there are courses which require a tremendous amount of time, which would mean a lot of learning. But this is not the case. He stressed that productive time should be created for the students, not waste of time.

Bu dersi alıyorsan yanında hiçbir ders almamalısın. Çünkü 27 saat buna çalışman lazım günde. O zaman bunun en iyi hatırlanan ders olması lazım. Madem bu kadar *commitment* ve *learning* arasında ilişki vardır. Ne kadar *commit* ederse nasıl öğrenme ihtimalin o kadar artıyor. Peki niye en az hatırlanan içerik o zaman? Demek ki ... *waste of time* değil de gerçekten *productive time* yaratmak lazım çocuk için. (Professor 2)

If you are taking this course, you should not take any other courses. Why? Because you have to work on it 27 hours a day for it. Then this must be the most remembered course. Remember there is such a relationship between commitment and learning. The more commitment you make, the more likely you recall what you learn. So why is it the least remembered content? So, I believe it is necessary to create productive time for the students, not waste of time. (Professor 2)

4.5.3.4.5. Emotional Support for the Students in Need

Professors noted that the students are guided in terms of their emotional needs in two ways: first the announcements coming from the support offices are shared with the students via the email lists, and second, they direct them to these offices when students come to them with a problem [Yönlendirmeyi 2 türlü yapıyoruz: birincisi, o merkezlerden ara ara gelen duyuruları email listelerimizde paylaşıyoruz. İkincisi, öğrencilerle birebir çalışmalarımızda, dönem içindeki süreçte, öğrenci soru ve

sorunlarla geldiğinde ilgili merkezlere yönlendiriyoruz. We guide students in two ways: First, we share the announcements of those support centers in our e-mail lists. Second, when students come to us with questions and problems during the term, we direct them to the relevant centers]. Professor 3, similarly, noted, they help the students and arrange meetings with personnel who can help the student, but the things they can do is limited [*Bir seferinde de aradım, telefon numarasını ilgili kişinin, adını özellikle yazdım. Eline verdim gitmesi için, nerede olduğunu bu birimin söyledim. Ama tabi bizim yapabileceklerimiz de daha fazlası değil. Yönlendiriyorum, öyle diyeyim. On one occasion, I called, and specifically noted down the phone number and the name of the person concerned. I gave this to the student and told him where this unit was. But of course, there is nothing more we can do. I'm directing, let me put it that way.]*

4.5.3.5. Communication around Assessment Issues

The analysis of the interview data revealed that communication around assessment issues takes place among the academic staff members and between the professors and the students.

Table 53

Communication around Assessment Issues in CEIT

Code	<i>f</i>
• students are informed about assessment	15
• communication among faculty	3
• lack of communication among faculty	3
• collaboration among faculty teaching the same course	2
• collaboration among faculty	2
• student evaluation of teacher/teaching	2

As seen in Table 53, in CEIT, regarding the communication with the students, the focus group interviews revealed that the professors listen to students' suggestions and take their ideas into account regarding assessment. In interview 1, such a situation was exemplified by the students: The Professor announced in the syllabus that there would be only exams, but he changed this decision when the students shared their views that doing a project would enhance their learning in that course, and they did a project instead of an exam [*İlk önce bize syllabusta sadece sınav olduğuna dair bir açıklama yapılmıştı. Sonra arkadaşlar ile bu dersin aslında proje ile daha iyi anlaşılacağını*

düşündüğümüzü hocaya sunduğumuzda bizden düşünme fırsatı istedi. Daha sonra hoca da buna katıldı ve bir tane sınavı iptal edip projeye çevirdi. At first, we were told in the syllabus that there was only an exam. Then, when we talked to the Professor and said that we thought this course would be better understood with a project. He asked for some time to think. Later, the teacher agreed with us and canceled the exam and turned it into a project.]

Students also noted that the professors reminded the students of their responsibilities for the approaching assessments the students had in terms of what they had to do or how much time they left [*Sürekli bir feedback alışverişi ve vakit geldiğinde sürekli bir hatırlatma yapıyorlardı. Dikkat edin. Bu kadar kaldı. Burada olmanız gerekiyor, gibisinden. They constantly warned us and sent us reminders when the submission time of an assignment approached. They warned us to be careful and told us how much time we had, at what stage in an assignment we had to be, and so on.*] In this regard, all three professors noted that they inform the students regarding their course's assessment procedures in the syllabus document, and they explain their expectations from them in detail.

Ders genel anlamda nedir, öğrenciden ne bekleniyor kazanım olarak, bu kazanımlar birebir değerlendirme ölçütlerine de yansır. Onları da öğrencilere ayrıntılı bir şekilde açıklarım *syllabusta*. Burada işte şu kazanımda şu şekilde bir değerlendirme olacak gibi ya da kaç puan alacaklar gibi.

(Professor 3)

I show in my syllabus what the course is about in general, what is expected from the student as an outcome. These outcomes are also reflected directly in my evaluation criteria. I explain these to the students in detail, for example, I note for this outcome, there will be such an evaluation, or how many points they will get.

(Professor 3)

Bu [öğrenciyi bilgilendirmek] *syllabusla* olmuyor. Samimi söyleyeyim oradaki *course objectives* ile falan olmuyor. İlk hafta yaptığın tanışma toplantısı çok belirleyici. Orda her şeyi çok net söylüyorsun bakın şunu yapacaksınız şu kalitede şu formatta yapacaksın benimle şöyle iletişim kuracaksınız benden şöyle *feedback* alacaksınız yani çocuğa orada yaşayacağı hayatı özetliyorsunuz ve orası çok etkili.

(Professor 2)

informing the students through the syllabus does not work. I honestly believe the course objectives given there do not work. That introductory meeting you have in the first week is very effective. You explain everything in detail there: You say you will do this, you will do it in this quality, you will do it in this format, you will communicate with me in this way, you will get feedback from me by doing this. I mean you summarize the life that the student will live there and it is very effective.

(Professor 2)

The data revealed that the faculty members communicate regarding their assessment plans. Professor 1 noted that she works with the professors who teach the same course. The department head and Professor 2 noted that if a course is offered in different sections, they sit together and decide on the procedures to follow [*O dönem 3 kişi o servis dersini veriyorsa bir araya gelip oturur. Bu dönem şunu yapalım bunu yapalım şeklinde. Genelde bir önceki dönemden var olan yapıyı devam ettiriyorlar. If three professors teach a service course, they come together and discuss what to do. In general, they continue the existing structure from the previous years.*] And they do not allow any discrepancy to take place between the different sections of the course [*Ortak syllabus. Her şey ortak materyaller de ortak. Biz sectionlar arasında kesinlikle farklılık oluşmasına müsaade etmiyoruz. Çocuk hangi sectiondan alırsa alsın dersi aynı yöntemle alıyor. We use a shared syllabus. Everything is the same, and we use the same materials. We do not allow any different treatment to take place between sections. No matter in which section the students take the course, they experience the same method*]. Professor 1 illustrated another situation where there is communication between the professors. When a professor goes on sabbatical, they come together with the Professor who will take over the course and they together decide how to proceed.

Ona destek verebilecek hoca ile bu hoca bir araya gelir. Bütün malzeme, içerik, *syllabus*, ölçme değerlendirme sistemi gözden geçirilir Sorumluluğu alacak hoca kendi önerilerini getirir, kendine göre yeniden yapılanma hem ölçme değerlendirmede olabilir hem süreç işletilmesinde. Buna birlikte karar verirler bir *consensus* olur.

(Professor 1)

This Professor comes together with the Professor who can support him. All materials, contents, syllabus, assessment system are all reviewed. The Professor who will take over the course brings his own suggestions on both assessment and on the process. They make decisions together, there is a consensus.

(Professor 1)

In the departmental meetings, assessment issues are shared, too. Professor 2 noted that this communication is limited to people's experiences, their feedback or their assessment practices in their classes [*İnsanların yaşadıkları var, birbirlerine feedback veriyorlar, öğrenciler hakkında ya da sınıftaki ölçme değerlendirme ya da öğretim etkinlikleri hakkında. People have experiences, they give feedback to each other about the students, about the assessment or teaching activities in the classroom.*] Professor 3 noted that discussions around assessment do take place, but there is no interference

in the professors' decisions [*Dersler hocaların kendi alanları olduğu için ona karışmıyoruz. Since the courses are the teachers' own territory, we do not interfere with them.*]

Data did reveal that there are cases where information exchange regarding assessment does not take place in the department. Professor 1 and the department head stated academic staff members do not share how they do assessment with others [*Hocaların kendi dersleri ile süreçleri ve ölçme değerlendirme nasıl yaptıklarına ilişkin bir paylaşım olmaz. The instructors do not share anything about the processes in their courses and how they do the assessment and evaluation.*] Or they do not ask for others' opinions [*Hiç kimse sınıf içerisinde nasıl ölçer ve değerlendirme yaptığı konusunda kimseden fikir alma ihtiyacı duymuyor. No one feels the need to get others' opinion about their assessment processes.*]

4.5.3.6. Emphasis on Academic Honesty and Fairness

The interviews with the students and the professors revealed that ethical conduct and fairness are two concepts that are deemed important in this department.

Table 54

Emphasis on Academic Honesty and Fairness

Code	<i>f</i>
Emphasis on Academic Honesty	
• resources to promote student integrity	7
• serious attitude to unethical behavior (punish)	6
• educate students on ethical behavior	3
• ways to prevent unethical behavior	2
Leniency	
• tolerance policy	3
Emphasis on Fairness	
• fairness emphasized	4
• personal differences of professors/staff lead to unfairness	3
• group assessment found unfair	1
• performing under exam conditions leads to unfairness	1

4.5.3.6.1. Academic Honesty and Ethical Conduct

The data revealed that in CEIT, unethical student conduct is penalized when caught. The academic staff members take some measures to prevent unethical behavior. The

most common of such measures is the use of Turnitin. The tool is used frequently for the pedagogy-oriented courses. Professor 1 noted that the use of Turnitin is required for the reports but not for the courses that do not require any interpretation from the students [*Elzem olan yerlerde örneğin raporlamalarda çok aktif kullanıyoruz. Ama örneğin commentary yazma söz konusu olmayan derslerde kullanıldığını sanmıyorum. We use it very actively where it is essential, for example, in reports. But I don't think it's used in courses that don't involve commentary writing.*] Student data complemented these findings. In interview 1, the students explained that Turnitin was used more often for the first and second-year courses where they wrote papers but in the third and fourth-year courses they did not use the tool [*Birinci ve ikinci sınıfta sözlü derslerimiz eğitim derslerimiz daha fazla idi. Onlarda daha çok paper yazıyorduk. O yüzden ilk yıllarda daha çok kullanıyorduk. Ben bu yıl kullandığımı hatırlamıyorum. In the first and second year, we had more oral and education courses. We wrote more papers in these courses. That's why we used it more in the first couple of years. I don't remember using it this year.*] In interview 2, students noted that Turnitin use was required for the education courses to check if the assignment is taken from the Internet or if there is plagiarized content [*Eğitim derslerinde daha çok kullandık Turnitini. Genelde writing ödevlerini internetten kopyala yapıştır mı yapmış plagiarism mi yapmış gibi durumlar için. We used Turnitin more in the education courses courses. In general, we used it to check whether the content was copied and pasted from the internet or whether there were plagiarism issues.*]

The academic staff members noted that they have a serious attitude to unethical student conduct and they tend to punish it. Professor 3 noted that she assigns zero to the assignment and if this assignment is an essential one for that course, and the student fails the course [*Ben değerlendirmeye almıyorum. O ürün dersi geçmesi için elzem bir şeyse ve onda kopya varsa kalıyor öğrenci. I don't evaluate it. If that assessment is essential for the course and there is cheating involved in it, the student fails*]. In interview 1, a student exemplified an experience where she self-plagiarized and used the same material for another assignment, and as a punishment, she got a BA instead of AA as her course grade [*Aynı materyali kullandığın için puanını kırdık” demişlerdi. AA yerine BA gelmişti o dersten. They said they deducted points from my score because I used the same material. Instead of an AA, I got a BA for that course.*] Professor 2 informed that a harsher attitude to unethical conduct is taking disciplinary

action, and the university's regulation states that the student can be suspended for a semester. And knowing that there is such a strict policy is enough to discourage such behavior [*Yaparsan bu soruşturmaya tabi ve bunun cezaları var yönetmelikte. Dönem kaydının silinmesine kadar giden cezalar var, onları bilmeleri yetiyor. The regulation states that if you plagiarize, it is subject to investigation and there are penalties for this. The penalties could go up to being expelled for a semester. It is enough for the students to know about these.*]

The professors and students noted that the professors also educate the students on the subject. Professor 2 stated that he goes over the plagiarism policy, METU honesty policy and makes sure that students understand them. He makes it clear that if the offense is caught, he takes legal action especially when the student is aware of his own conduct. However, accidental plagiarism may be acceptable. The Professor also noted that taking disciplinary action is also good to teach the students a lesson and set an example. [*Öğrenci hakkında soruşturma açtığınızda, bu birçok öğrenciye mesaj oluyor yani birkaç öğrencinin mutlaka soruşturma yemesi lazım. Ancak öyle diğerleri mesajı alıyor. When you have an investigation opened against a student, it is a message to many students, so a few students must be investigated and so others get the message*].

İlk derste *plagiarism policy, METU honesty policy* var. Orada bir tereddüt kalmayacak. Söylüyorum eğer iş oraya giderse, artık hiçbir şeyi sizinle konuşmam prosedür neyse onu yaparım diyorum ve yaparım, hiç tereddütsüz yaparım. Bile bile yapmamaları lazım – *accidentally* olabilir ama bile bile olmaz. (Professor 2)
In the first session of the semester, I make sure the students understand the plagiarism policy, METU honesty policy. I say if they exhibit unethical conduct, I don't talk to them, I follow whatever the procedure is, and I do it, I do not hesitate They should not do it on purpose – it could happen accidentally, but it should not happen on purpose. (Professor 2)

Students also noted that they are informed about the plagiarism rules and the ethical conduct. They noted that for every course they were given an honor code document and told that they must abide by the rules there [*Her hocamız her derste neredeyse açıklıyor işte bir şey koddu galiba. Ona uymamız gerektiğini söylediler ve onu açıklayan bir metin vermişlerdi. Bunu anlamamız için, açıklamışlardı. Almost every Professor explains it in every course, I think it was a code. They gave us a text explaining the code and they said that we had to abide by it.*]

In CEIT, the issue of plagiarism is taken seriously, however, there are occasions where the professors may tolerate it. Professor 1 stated, for example, that she may forgive the student's first offence, but if the conduct is repeated, she does not tolerate the second behavior or accepts any excuses, and she resorts to score reduction penalty [*Bir kere olursa sıkıntı yok. Ama tekrarlırsa zaten benzerlik çıkmışsa ceza direk notuna yansıyor. Sonraki mazeretlerine de yok diyoruz, onu bir kere yaptık. Bu ikinci. Artık olmaz. If it is repeated, if we have an unacceptable level of similarity, the penalty is directly reflected in the student's grade. We say no to the student's excuses. We say we tolerated you once. This is the second time. Not anymore.*]

4.5.3.6.2. Emphasis on Fairness

The data revealed that in CEIT, doing assessment fairly is valued. Professor 2 noted that establishing fair assessment and grading is important for the students' learning, and there is a high correlation between learning and fairness. And if you break the students' trust, they lose their motivation to study [*Adalet duygusuyla da öğrenme arsında çok yüksek bir korelasyon var. Bunu sarsmayacaksın. Öğrencinin adalet duygusu sarsılırsa öğrenme şevki de sarsılır, yavaşlar çocuk. There is a very high correlation between the sense of justice and learning. You're not supposed to betray it. If the student's sense of justice is harmed, their motivation for learning will also be shaken, the student will slow down.*]

In a similar vein, students in interview 2 noted that when the assessment was subjective in nature, the instructor's approach might affect the score they received [*Projelerimiz tasarım ağırlıkta olduğu için herkese göre de değişen bir şey o yüzden sorun yaşayabiliyoruz. Bu dönemki proje dersinde bu sorunu yaşadım. Hocamızla farklı görüşlere sahiptik. Since our projects are design-oriented, they vary, so we may have problems. I had this problem in this semester's project class. Our Professor and I had different opinions.*] The same was reported for the writing assignments in that the difference between the assessor and the assessee caused unfairness [*Writinglerde kişisel görüşler ve anlama, değerlendiren ve değerlendirilen kişinin background farklılığından dolayı adil olmayan bir değerlendirme açığa çıktığını düşünüyorum ister istemez. I inevitably think that an unfair evaluation emerges due to the differences in opinions and the backgrounds of the evaluator and the evaluated.*]

Students in interview 1 stated that they felt they were unfairly assessed when they did group work. In cases where the group was large, a couple of people took the responsibility of completing the task and the others did not care much [3-4 kişiden sonra birkaç kişinin üstüne kalıp birkaç kişinin böyle nasıl olsa yapılıyor moduna geçtiği de oluyor. If the group is larger than three or four people, only a few people work and everyone else start to think that someone is doing it anyway.]

4.5.4. Shaping the Teacher Candidates' Assessment Beliefs

In addition to investigating the experiences and beliefs of students, this study aimed to explore their assessment beliefs and future assessment plans. Therefore, the professors were asked about their role in this matter. The students were asked about how they were influenced by the assessment they experienced in the department and how they were planning to do assessment in their future professions.

Table 55

Shaping Teacher Candidates' Assessment Beliefs in CEIT

Code	<i>f</i>
Modeling Assessment	
• teach assessment as a model/teach assessment by modeling	3
Teachings through Past Experiences	
• negative experience with assessment	1
Knowledge on the Impact on Teacher Candidates	
• belief that assessment done leave an impact on graduates	3
• graduates shape views on the job	2
Teacher Candidates' Future Assessment Plans	
• use more than 1 assessment type	6
• no enthusiasm for shared assessment	4
• prioritize/promote learning	3
• use written assignments	2
• consider traditional view of assessment	1

4.5.4.1. Modeling Assessment in the Department

The professors noted that the students take their professors as role models, and therefore they need to set good examples [Bu çocuklar birebir bizi taklit ediyorlar. Nasıl biz geçmişte hocalarımızı taklit ettiyse onlar da bizi taklit ediyor. Burada çok iyi rol modeller olmamız lazım. These students imitate us. Just as we imitated our teachers in the past, they imitate us. We need to be very good role models here.]

(Professor 2). In parallel to this, Professor 3 noted that she sees that the students use some activities she implements in her classes in their course designs.

Öğretim tasarımı yaptıkları için orada öğrencileri nasıl değerlendireceklerine ilişkin birtakım süreçleri de yazmaları gerekiyor. Ben bu raporlarda benim sınıfta uyguladığım yöntem ve süreçleri yazdıklarını görüyorum. *Kahoot* uygulayacağız diyor, onu derste görmüş ama oraya da not etmiş. (Professor 3)

Since they are designing a lesson, they need to describe how they will assess students. I see that in these reports, students write about the things, methods and processes that I apply in my classes. They say they will use Kahoot, they see this in my class, he uses it in his plan. (Professor 3)

4.5.4.2. Training and Enculturing Graduates

The data revealed that the academic staff members believe they leave an impact of the teacher candidates through the assessment practices they employ and their attitudes in the process. Professor 1 noted the significance of the institutions where the students will work after graduation. She stated that the students will work in schools with a system in place, private or state, and that system will require them to do certain things, and the graduates will work according to the rules of that system [*Öğretmenlik kurumu yapısı, bambaşka bir şey bu özel okul da olsa devlet okulu da olsa, bir sisteme tabi olacaklar her ne kadar başka ölçme değerlendirme bakış açıları görseler de bir sistemin içinde olacaklar o sistemin onlara öngördüğü şeyler olacak ve ona göre davranacaklar. The structure of the teaching institutions is a completely different thing, whether it is a private school or a public school, the graduates will be part of a system, even if they see other assessment perspectives here, they will be in a system, and there will be things that system requires from them and they will act accordingly.*]

In this regard, a student noted, for example, that she based her assessment views on the way her professors did assessment. [*Hocaların bize yaklaşımları etkili oldu. Onlardan gördüğümüz bizi motive eden ve motivasyonumuzu kıran değerlendirme yöntemlerine göre yaklaşımlarımı oluşturdum ben. The professors' approaches to us were influential. I formed my approaches based on the evaluation methods they used, which sometimes motivated us and demotivated us*]. Regarding their future assessment plans, the students noted that they are planning to use a variety of assessment tools to assess student learning. In both interviews, they stated that variety of assessment tools could give the students more opportunities to show their learning [*Çeşitli haklar*

verilmesi gerektiğini düşünüyorum ben de çünkü o öğrencinin o sırada mental olarak bazı problemleri olabilir ve yeteri kadar kendini göstermeyebilir. I also think that various opportunities should be created because students may experience difficulties mentally at the time of the assessment and may not show their knowledge well enough.]

Another student exemplified her plan and stated that she would like to use oral assessments, projects, assignments and exams [*Ben tek bir yöntemin kullanılmasını uygun bulmadığım için olabildiğince çok strateji kullanmak istiyorum: dönemin çeşitli vakitlerinde sözlü, çeşitli vakitlerinde projeler, farklı assignmentlar ve belki total nota düşük etkili sınavlar. I want to use as many techniques as possible because I don't think it's appropriate to use a single method: sometimes oral exams or projects and sometimes different assignments, and maybe exams with low weightings]* (interview 2).

Students also noted that peer-evaluation and self-evaluation might not be appropriate assessment tools in lower levels because kids or teenagers/adolescents may under- or over-score their peers or themselves considering their relationship with the person they evaluate [*Üniversite dışında çok etkili olacak bir yöntem olduğunu düşünmüyorum özellikle çocuklarda ve gençlerde arkadaşını kayırma, sevmediğine bilerek kötü not verme, kendini çok kötüleme ya da çok yüceltme olabileceğini düşünüyorum. Daha olgunluklaştıklarından emin değilim. I don't think peer-assessment will be very effective outside of the university context, especially for children and young people, I think they may favor their friends, giving bad grades on purpose to those they do not like, or they may overrate or underrate themselves. I'm not sure they are mature enough yet.]*

A student in interview 1 stated educational conditions may change due to unexpected global-scale events such as a pandemic, for example, therefore she was planning to use mid-terms and quizzes in her future profession considering their easy adaptability [*Şartlar her zaman belli olmuyor. Bir anda pandemi şartına geçebiliyoruz. O yüzden midterm hem yüz yüze hem online çok daha çabuk entegre olabileceğini düşünüyorum. O yüzden sınav, quiz tarzında şeyleri yapmayı düşünüyorum. Circumstances are not always stable. We can suddenly switch to a pandemic condition. I think midterms can be integrated much more quickly, both into face-to-face and online education. That's why I'm thinking of using exams and quizzes].*

In interview 2, students referred back to their experiences with different assessment types that were employed in the department. They stated that they saw the necessity of making regular revisions. They noted that when they had exams, they studied before the exam and then forgot the content after the exam. However, when they did research projects, they learned better [*Hocalarımızdan gördük ki düzenli tekrar yapmamız gerekiyor. Sınav odaklı olduğu zaman sınavdan bir iki gün önce çalışıyorsun Çıktıktan sonra o bilgi uçuyor. Ama ödevde araştırma yaptığımız zaman öğrenmenin etkisi artıyor. We have seen that we need to do a lot of revision. In an exam-oriented system, you study one or two days before the exam, and then, you forget. But when we do an assignment, we do research and this is more effective for learning*].

4.6. An Analysis of Assessment Practices, Online Assessment due to the Pandemic, and Assessment Culture in EECE

4.6.1. An Analysis of Assessment Practices Used in EECE

The questionnaire data ($n=27$) revealed that in EECE, in face-to-face education, written assignments, projects, presentations, attendance, and participation were frequently used to measure student learning. These were followed by written exams, take-home exams, discussions, portfolio, peer-evaluation and observation. Quizzes, take-home exams, and self-evaluation were not used as frequently.

Table 56

Assessment Types Used in EECE in Face-to-Face Education

	Never	Rarely	Sometimes	Often	Usually
Written Exam	0,0%	7,4%	25,9%	29,6%	37,0%
Take-home Exam	20,8%	20,8%	29,2%	12,5%	16,7%
Announced Quiz	30,8%	30,8%	30,8%	3,8%	3,8%
Pop Quiz	25,9%	51,9%	7,4%	7,4%	7,4%
Written Assignments	0,0%	0,0%	0,0%	3,7%	96,3%
Projects	0,0%	0,0%	3,7%	37,0%	59,3%
Group Presentation	0,0%	0,0%	7,4%	25,9%	66,7%
Individual Presentation	3,7%	7,4%	14,8%	22,2%	51,9%
Discussion	29,6%	3,7%	22,2%	14,8%	29,6%
Peer-Evaluation	18,5%	29,6%	18,5%	25,9%	7,4%

Table 56 (Cont'd)

Self-Evaluation	48,1%	22,2%	11,1%	14,8%	3,7%
Portfolio	3,7%	25,9%	14,8%	18,5%	37,0%
Observation	7,4%	18,5%	22,2%	25,9%	25,9%
Participation	0,0%	0,0%	0,0%	18,5%	81,5%
Attendance	0,0%	0,0%	0,0%	7,4%	92,6%

The data from the interviews revealed that in EECE, assessment is done with a variety of assessment methods. The department head stated that different courses require different approaches to assessment [*Ölçme değerlendirmeye yaklaşım derslere göre çok değişiyor. The approach to assessment varies a lot depending on the courses.*] He added that in their department, professors tend to use more authentic assessments, such as observation reports in addition to the classic assessments such as tests and quizzes [*Otantik ölçme değerlendirmeye daha yatkın bir bölüm yani klasik testler, quizler tabi ki kullanılıyor ama bizde daha çok böyle otantik gözlemler işte gözlem raporları gibi şeyler tercih ediliyor. We use classical tests, quizzes, but we prefer more authentic assessments like observations and observation reports.*]

In the student interviews, the most commonly mentioned assessment type was alternative assessment. In student interview 1, students noted they were assessed by take-home exams, projects and reflections [*Bir soru sorup buna cevap istedikleri de oluyor genelde bunu takehome examlerde ya da reflectionlarda yapıyorlar ama bunun dışında etkinlik planları, projeler de genelde var. They require us to answer a question, and they usually do this in take-home exams or reflections, but apart from these, we have projects and activity plans.*]

The data revealed that in the department, assessment of learning practices and classical assessment types are used. Both the students and the academic staff members noted that there are take-home exams, mid-term exams and final exams. And in these exams, there are essay type questions. Professor 1 noted, though, there not many multiple-choice tests and this has never been their tradition [*Çok fazla biz multiple choice test yapmayız. Yani bizim programınızda öyle bir şey yoktur. Bu hiçbir zaman bir gelenek olmamıştır öğrencilerin teste tabi tutulması, multiple choice gibi böyle bu tür bir şey yok. We don't do a lot of multiple-choice tests. There is no such thing in our program. It's never been a tradition to test students with multiple-choice tests.*]

4.6.1.1. Resources Used to Do or Facilitate Assessment

The questionnaire data ($n=27$) revealed that in face-to-face education, the most frequently used resource was ODTUClass. The students frequently referred to student portal, syllabus program for the students, syllabus documents distributed by the academic staff, academic calendar, Turnitin, and exam rules published by the academic staff. The department webpage, the student affairs webpage, university's social media accounts, university's integrity guide, and the Center for Advancing Learning and Teaching were not frequently used.

Table 57

University Resource Used in EECE for Assessment Purposes

	Never	Rarely	Sometimes	Often	Usually
Department website	48,1%	25,9%	14,8%	0,0%	11,1%
Student affairs website	29,6%	7,4%	25,9%	18,5%	18,5%
Student portal	0,0%	3,7%	3,7%	25,9%	66,7%
University social media accounts	37,0%	18,5%	22,2%	3,7%	18,5%
<i>View Program Course Details</i> (Syllabus program for students)	3,7%	3,7%	14,8%	11,1%	66,7%
Syllabus distributed by the academic staff	0,0%	3,7%	3,7%	0,0%	92,6%
Academic Calendar	3,7%	0,0%	18,5%	33,3%	44,4%
ODTUClass	0,0%	0,0%	0,0%	0,0%	100,0%
Turnitin	0,0%	0,0%	11,1%	14,8%	74,1%
<i>METU Academic Integrity Guide</i>	50,0%	15,4%	7,7%	3,8%	23,1%
<i>METU Guide for Rules to be Followed in an Examination Environment</i>	51,9%	14,8%	14,8%	3,7%	14,8%
Exam Rules published by the academic staff or the department	15,4%	3,8%	7,7%	15,4%	57,7%
Center for Advancing Learning and Teaching – ÖGEM	74,1%	11,1%	11,1%	3,7%	0,0%

In the interviews with the academic staff, the professors were asked how they make use of university resources when they plan and conduct assessment. Table 58 below summarizes the findings.

Table 58*University Resources Used in EECE for Assessment Purposes (Interview Data)*

Code	f
Resources to Inform Students about Assessment	
• syllabus documents inform students about assessment	8
• department website not serving assessment	5
• ODTUClass as repository and assessment tool	2
• ODTUSyllabus program use	1
Resources for Accessibility & Support	
• support provided by ÖGEM	2
• disability office amendments to exam/assessment procedures	2
Need to Improve Resources	
• problems with resources	8
• ODTUSyllabus and support systems not known/used	4
• suggestion to improve resources	1

The professors noted that the main resource used in EECE is the syllabus documents, which are used to inform students about assessment. The professors noted that they write very detailed syllabus documents. Similarly, Professor 2 noted that informing the students about what is expected in a course is important and she values this [*Dönem başında syllabusların üzerinden geçmeye çok önem veriyorum. Öğrencilere verdiğim syllabusu çok detaylı hazırlamaya çalışıyorum. Orada beklentiyi sunmak öğrenciye ne beklediğini hocanın önemli. At the beginning of the semester, I make sure I go over the syllabus documents in detail. I try to prepare the syllabus documents that I give to the students in great detail. It is important for the professors to explain her expectations in that document.*] Similarly, Professor 1 noted that her syllabus documents are very detailed too, and she stated that to her, syllabus is like a contract that includes everything [*Syllabus dokümanlarım bazı derslerde 12-13 sayfa mesela. Bu çok iyi oluyor. Yani böyle yüklü bir syllabus vermek çünkü açık kontrat gibi her şey orada. My syllabus documents are 12-13 pages in some of my courses. I think this is beneficial to give the students a detailed syllabus document because it is like a contract and every detail is listed in it.*].

Student data complemented this finding. They noted that they received detailed syllabus documents with weekly plans and assessment information such as what was expected in the assignments [*Genellikle her ders izlencesi detaylı bir şekilde hazırlanmış oluyor. Her hafta ne yapacağımız belli oluyor. Her ödevde ne istendiği ve*

bu ödevin içeriği belli oluyor. Generally, for each course we receive a detailed syllabus document. We can see what we are going to do in each week. It is also explained what we should do in each assignment]. Another student noted that they referred to these documents and checked things like the objectives of the course or the requirements of the assignments.

Hocanın sınavından önce, ödevinden önce ben *syllabusa* bakıyorum acaba benden ne isteniyordu, bu dersin kazanımları neydi. Onlara uygun bir şeyler hazırlamak için o bilgiye ulaşmaya çalışıyoruz. Bunlar bizim gerçekten çok sık kullandığımız araçlar. (Student Focus Group 2)

Before an exam or an assignment, I look at the syllabus to see what was required or what the outcomes of this course were. We try to prepare our assignments in line with these. These are the tools that we use really often. (Student Focus Group 2)

The interview data revealed that ODTUClass is the main resource used in the department. The department head noted that the academic staff members often utilize the capabilities of ODTUClass [*ODTClass'ı utilize ediyoruz çoğunlukla. Oradaki quiz özelliklerinden, oradaki diğer özelliklerinden zaten biz yararlandık mümkün olduğu kadar. We utilize ODTUClass. We use the quiz function and functions as much as possible.*] Professor 3 also noted that she uses the platform to upload the weekly readings [*Metuclass'u çok fazla oraya ödevlerin haftalık okumalarını yüklemek için kullanıyorum. Reflection notlarını öğrencilerle paylaşıyoruz. I use Metuclass [ODTUClass] a lot to upload weekly readings of assignments. We also share the class notes for reflection assignments*].

Regarding the use of department webpage, the students noted that they visit it for reasons such as to check the announcements of graduate programs and research assistant recruitments. These announcements were found to be important for the senior students so they noted that they checked the webpage at the beginning and end of the semester [*4. sınıf olduğum için yüksek lisans alımlarını takip etmek için bakıyorum. Bir de özellikle dönen başları dönem sonlarında bakıyorum ki önemli bir duyuru yapılmış mı diye. Since I am a 4th year student, I look visit the webpage to keep track of graduate applications. Also, especially at the beginning and end of the semester, I check if any important announcements have been made.*] In student interview 2, a student noted that she visited the webpage to follow the university and faculty rankings, the publications and the PhD qualifications of the academic staff members [*Üniversitemizin, fakültemizin kaçınıcı olduğuna dair, ne kadar çalışma*

yayınlandığına dair, hocalarımızın yayınları, asistan hocalarımızın yüksek lisans doktora yeterlikleri vesaire hepsi o sayfada yayınlanıyor. Onu sıkı bir şekilde izliyorum. On the department's webpage, the ranking of our university and faculty, the faculty members' publications, their master's and PhD qualifications, etc. are all listed on that page. I check these closely.]

The data also revealed that the professors prefer ODTUClass more than ODTUSyllabus to share their syllabus documents. For example, Professor 2 stated that she shares all her documents on ODTUClass [*ODTUClass aktif bir şekilde [kullanıyorum]. Syllabus vs her şeyim orada. Çok aktif haftalık okumalarımız, slaytlarımız. Ama öbürünü [ODTUSyllabus] kullanmıyorum. I actively use ODTUClass. My syllabus documents and everything is there. Our weekly readings, slides are all there. But I don't use the other one [ODTUSyllabus].*]

The professors noted that they direct the students to the support offices. She noted that Center for Advancing Teaching and Learning [*ÖGEM*] has really nice services and she directs her students. She recalls the Center had sessions that could benefit the students in their studies. She stated that she shares this type of information with the students [*ÖGEM konusunda yönlendirmemiz gerekebilir, çünkü çok güzel şeyleri var. Ben öğrencilerimi yönlendiriyorum. Zaman yönetimi, bazı güzel konular, sunumlar yaptıklarını hatırlıyorum. Bazen bunları paylaşıyoruz ve onları dinleyin diyoruz. We may need to guide the students this Center, because they have a lot of good things. I refer students to the Center. I remember they had sessions on time management, I and presentations on other subjects. Sometimes we share these with the students and tell them to listen to them.*] A student in interview 2 shared her experience with the Center to get guidance for stress management and anxiety. She noted that she benefited from the session delivered [*Ben birkaç tanesine katılmışım ve kaygı bozukluğu, stres ile nasıl başa çıkarız işte bu dönemi nasıl atlattırız gibi. Benim için çok faydalıydı. I attended a few of them, such as how to cope with anxiety, stress, and how to get through this period. And it was very useful for me*]. However, some students noted that they did not use any of the services provided by the support services. They did, however, note that they received emails from the offices informing them about the sessions they offered [*Bana da mail gelmişti. Çok yabancı bir şey değil. Başlık olarak biliyorum ama ben herhangi bir uygulamaya katılmadım daha önce. I also received*

an e-mail. I know about these offices. I know their names, but I haven't attended any sessions.]

As for some limitations of the resources, both the department head and the professors noted that the ODTUSyllabus program is not user-friendly. The department head stated that when he offers a course in two sections, he has to enter most of the data one by one [*2 section olduğu zaman ders aynı ama bilgiyi tekrar tekrar girmeniz isteniyor. O konuda biraz sıkıntı çektim aslında section olarak aynı anda düzelttebildiğiniz yerler var ama pek çok yerini onun içine dahil etmemişler nedense. When there are 2 sections, you are asked to enter the same information over and over again. I had trouble with that. There are in fact areas that you can correct for both sections, but for some reason they did not do this for every section.*] Professor 2 also noted that she had difficulty entering data into the system, and she does not like the interface of the system [*Ara yüzünden sıkıntılı mı bir giremediğimi hatırlıyorum datalarımı. I remember that we could not enter our data because of the interface.*]

Students noted that the syllabus documents stored on the syllabus program are not up to date, and there are 6-7-year-old documents, or there are courses without syllabus documents [*Bazı derslerin oradaki syllabusları güncellenmiyor. Uzunca bir süredir mesela 6-7 yıl önceden kalan ya da hiçbir şekilde syllabus yüklenmemiş olan da var. Some of the syllabuses of the courses there are not up-to-date. For example, there are syllabus documents that are from 6-7 years ago or there are courses with no syllabus documents uploaded.*]

4.6.2. Impact of Pandemic on Assessment in EECE

In this study, the impact of the online education due to the pandemic was explored in terms of its impact on the assessment plans, on practices, and on resource use, and the challenges it posed for assessment and some positive aspects it left for assessment.

4.6.2.1. Impact on Assessment Plan and Practices

In online education, the most commonly used assessment type was written assignments, take-home exams, projects, presentations, portfolio, attendance and participation. Discussion and peer-evaluation were fairly frequent. Written exams, quizzes, self-evaluation and observation were not used frequently.

Table 59*Assessment Types Used in Online Education in EECE*

	Never	Rarely	Sometimes	Often	Usually
Written Exam	28,0%	44,0%	24,0%	4,0%	0,0%
Take-home Exam	0,0%	3,7%	0,0%	7,4%	88,9%
Announced Quiz	19,2%	34,6%	30,8%	7,7%	7,7%
Pop Quiz	42,3%	26,9%	23,1%	3,8%	3,8%
Written Assignments	0,0%	0,0%	0,0%	3,7%	96,3%
Projects	0,0%	0,0%	11,1%	37,0%	51,9%
Group Presentation	0,0%	3,7%	3,7%	33,3%	59,3%
Individual Presentation	3,7%	3,7%	18,5%	22,2%	51,9%
Discussion	14,8%	25,9%	14,8%	25,9%	18,5%
Peer-Evaluation	11,1%	22,2%	18,5%	33,3%	14,8%
Self-Evaluation	51,9%	11,1%	18,5%	14,8%	3,7%
Portfolio	7,4%	11,1%	18,5%	25,9%	37,0%
Observation	40,7%	22,2%	11,1%	11,1%	14,8%
Participation	0,0%	0,0%	3,7%	11,1%	85,2%
Attendance	0,0%	0,0%	0,0%	3,7%	96,3%

The interview data complemented the questionnaire findings. Students noted that there were no exams, and this was the biggest difference [*En büyük farkın sınavların kalkmasında gördük. Bizim bölümde bir buçuk sene boyunca onlineda bir sınav olmadı sanırım. We saw the biggest difference was that we did not have any exams. I don't think there was an exam in our department for a year and a half during the online education*]. They noted that they did mostly assignments and take-home exams [*Direkt olarak aslında komple ödev yaptık. Takehome sınavları da genelde ödev gibi verdiler birkaç gün süre vererek. We did the assignments all the time. Take-home exams were usually given like assignments, a few days were allowed to submit it*].

With the arrival of online assessment, exam security became an issue, and certain measures were taken in order to prevent students from exhibiting unethical behaviors. The students stated that they were monitored through the cameras on their mobile phones. The student described the use of cameras in detail: the cameras had to show the student's face and the proctors monitored them from the rear. They turned on the camera and showed their rooms to the proctors. Also, they had to be alone in the room.

Pandemi döneminde midterm yapıldığında hem yüzümüzün gözüktüğü bir kamera, hem de yandan ve arka taraftan bizi görebilen bir kamera ile sınava giriş yaptık. Sınavdan 10-15 dakika önce sınava girdiğimiz odayı kamerayla asistan hocalarımıza gösterdik. Masadaki her şeyi kaldırdık. Odada kimse olmasın gibi detaylı bir uygulama da yapılmıştı.

(Student Focus Group 2)

In the pandemic period, we took the exams with a camera that showed our face and another camera that monitored us from the side and the rear. 10-15 minutes before the exam, we showed the room where we took the exam to our assistants with the camera. We removed everything from our tables. Also, no one was allowed in the room we took the test.

(Student Focus Group 2)

The students noted that their professors were not prepared for online assessment, and they did not know how to assess their learning [*Pandemi sırasında bence öğretmenler de ne yapacağını biraz şaşırdı bizi nasıl değerlendireceğini bilemedi. During the pandemic, I think teachers were a little confused about what to do, they didn't know how to evaluate us*] (interview 2).

The students also noted that the expectations from them was high (interview 1). The students illustrated these expectations: there was an increase in the number of assignments that were checked by Turnitin. The number of presentations also increased and the students felt that the expectations were very high in that period [*Turnitin'e yüklediğimiz assignmentların sayısı çok arttı. Bunun dışında onlineda da çok fazla sunum yaptık, arkadaşlarımızın sunumlarını dinledik. Bizden beklentileri fazlalaştı gibi hissetmişim. The number of assignments we uploaded to Turnitin increased. We did a lot of presentations in this period. Or we listened to the presentations of our friends. I felt like they had higher expectations from us.*]

4.6.2.2. The Use of University Resources in Online Education

During the online education, ODTUClass was the most frequently used platform as seen in Table 60 below. Following it were the student portal, the syllabus program for the students, the syllabus documents distributed by the academic staff, academic calendar, Turnitin and the exam rules published by the department. The student affairs website was used fairly frequently. The department website, university's social media accounts, the integrity guidelines, the university's exam rules document and the Center for Advancing Learning and Teaching were not used frequently.

Table 60*Resource Use in Online Education in EECE*

	Never	Rarely	Sometimes	Often	Usually
Department website	37,0%	33,3%	14,8%	3,7%	11,1%
Student affairs website	29,6%	3,7%	18,5%	29,6%	18,5%
Student portal	0,0%	0,0%	3,7%	22,2%	74,1%
University social media accounts	33,3%	14,8%	22,2%	11,1%	18,5%
<i>View Program Course Details</i> (Syllabus program for students)	3,7%	3,7%	7,4%	18,5%	66,7%
Syllabus distributed by the academic staff	0,0%	0,0%	7,4%	3,7%	88,9%
Academic Calendar	3,7%	3,7%	14,8%	33,3%	44,4%
ODTUClass	0,0%	0,0%	0,0%	0,0%	100,0%
Turnitin	0,0%	0,0%	11,1%	14,8%	74,1%
<i>METU Academic Integrity Guide</i>	33,3%	25,9%	11,1%	3,7%	25,9%
<i>METU Guide for Rules to be Followed in an Examination Environment</i>	48,1%	18,5%	11,1%	7,4%	14,8%
Exam Rules published by the academic staff or the department	11,5%	3,8%	7,7%	15,4%	61,5%
Center for Advancing Learning and Teaching – ÖGEM	70,4%	11,1%	14,8%	3,7%	0,0%

4.6.2.3. Adjustments Made to Assessment in Online Education

The interview data revealed that some adjustments were made to be able to do assessment during the online education, and some of these adjustments were considered to be very positive.

The biggest adjustment made in assessment was identified to be the online feedback sessions. In interview 2, a student illustrated how the process took place. In the School Experience course, following the written feedback, Zoom sessions were arranged for individual students and the activities they prepared were discussed and suggestions were made. In other courses, similarly, sessions were held before the final grades were entered, and in these sessions, students shared the challenges they had and how they did the assignments.

Öğretmenlik Uygulaması dersinde bize yazılı olarak *feedback* verildikten sonra belli bir saatte *Zoom* oturumları açılıp tek tek bizim aktivitelerimiz tartışıldı.

Hocalar gözlemlerini paylaştı ve çeşitli önerilerde bulundular. Bazı derslerde de biz *assignment*larımız yükledikten sonra henüz notlarımız girilmeden o süreçte bizi nelerin zorladığını bu ödevi nasıl yaptığımıza dair yine oturumlar yapıldı. Yani hocalar da bu sürecin biraz acemisi olduğu için bunu nasıl telafi edeceklerini bence öğrenmeye çalıştılar. (Student Focus Group 2)

In the School Experience course, after we were given written feedback, Zoom sessions were held and our activities were discussed one by one. The professors shared their observations and made suggestions. In some courses, after we uploaded our assignments, sessions were held on what challenged us in the process and how we did this assignment before our grades were entered. I believe the professors were a bit inexperienced in this process, so I think they tried to figure out how to make up for it. (Student Focus Group 2)

4.6.2.4. Negative Impact of Online Assessment

The online assessment due to the pandemic also brought some challenges. The first aspect of online assessment that suffered was feedback provision. In interview 1, students noted that when they first started online education, they did not receive feedback at all, and they only saw the letter grade in some courses [*İlk onlinea döndüğümüzde çok uzunca süre herhangi bir ödevde geri bildirim alamadık sanırım hatta hiç alamadığımız oldu. Birkaç derste direk hatta harf notu girildiği oldu. When we first went online, we didn't get any feedback on any assignments for a very long time, I think we didn't get any feedback at all. In a few courses, letter grades were entered directly.*] In interview 2, a student noted that she felt really sad because she did not receive any feedback for five or six assignments she did for a single course. She received the grade for two of them. She got a good grade for that course, but still she wanted to know what she did right or wrong.

Pandemide şöyle bir durum oldu. Ben buna çok üzülmüştüm. Mesela bir ders için yaklaşık 5-6 ödev yaptık ve sadece iki ödevimizin puanını görebildik *feedbacks*iz bir şekilde ve dönem sonunda sadece direkt olarak harf notunu gördük. Çoğu ödevimizin notunu bile göremedik. Bu derste mesela BA bile alsam ben neden hani BA aldım yani çok düşük almamış olabilirim ama neyi nerede doğru yaptım veya neyi nerede yanlış yaptım bunu bilmiyorum. (Student Focus Group 2)

We experienced things that made me upset. For example, we did five or six assignments for a course. We could see the scores of two of our assignments without feedback, and at the end of the semester, we only saw the letter grade. We couldn't even see the grades for most of our assignments. Even though I got a BA in this course, I don't know why I got a BA. I may not have gotten a very low grade, but I don't know what I did right or what I did wrong. (Student Focus Group 2)

The lack of feedback was frustrating for the students, but they knew that the professors could not find the time to provide detailed feedback [*Ve bu kadar çok ödevin yığılması*

da tabii okuyacak olan asistan için problem oldu ve yetiştiremiyorlardı bence, herkese verecekleri feedbacke zaman ayırmak, her bir satırı düzeltmek gibi bir zaman lüksü yoktu. And with so many assignments, of course, checking these was a challenge for the assistants. I think they did not have enough time to give everyone feedback, or to correct each mistake.]

Another negative aspect was that the number of students who passed the courses with high grades, namely AA, increased. In interview 1, a student shared her observation that the rate of students who passed a course with AA increased from 50% to 80%. This increase could be because the assessment was based on assignments or it was done online [*Notlandırmada sanırım ödev olduğu için ya da online olduğu için normalde sınıfın %50si AA ile geçecekse %80i geçti gibi bir durum oluştu. Ben öyle gözlemledim. In terms of grading, I think because all we did was assignments or because it was done online, 50% of the class would normally pass with AA, but now 80% got the grade of AA. This is something I observed].*

Next, the students noted technological problems such as power outages or internet connection problems. Both the students and the professors stated that they experienced technological problems and these not only prevented them from attending courses, but also the negatively influenced the feedback sessions arranged for the students.

Sık sık arkadaşlarımda, öğretmenlerimde, bende de oluyordu internet kaynaklı problemler çok yaşıyorduk, derse katılamıyorduk, geç kalıyorduk bazen internetimiz kopuyor geri alınamıyorduk sisteme. Bunlar *feedback* verilirken da oluyordu. Sınıfın yarısı ya da belirli bir gruba verirken de oldu. Bu nedenle *feedback* verilmesi sürecinde de pandeminin olumsuz etkileri ile yine karşılaşmış olduk.

(Student Focus Group 2)

It often happened to my friends, teachers, and myself, we had a lot of internet-related problems, we could not attend the class, we were late, sometimes our internet was disconnected and we could not be allowed back to the session. This was also happening while giving feedback. It happened when giving feedback to half of the class or a certain group. We encountered the negative effects of the pandemic again in the process of giving feedback.

(Student Focus Group 2)

4.6.3. How Assessment Manifests Itself as a Culture in EECE

The way assessment manifests itself as culture in this department is presented under the themes of impact of discipline, assessment leadership, assessment's function and

its role in learning, assessment plan and practice, communication around assessment issues emphasis on academic honesty and fairness, and the enculturation of students' future assessment conceptions.

4.6.3.1. Impact of Discipline

The analysis revealed that the discipline impacts the assessment types preferred. The vice head informed that in ECE, the students take all their courses from this department and the courses are varied. And the assessment procedures followed in these courses change depending on the nature of these courses.

Bizim öğrencilerimiz lisans başından sonuna kadar olan bütün derslerini bizim bölümümüzden almak zorundalar. Okul öncesi öğretmenliği programında bizim verdiğimiz dersler çok geniş bir yelpazeye yayılıyor. Dolayısıyla çok farklı ölçme değerlendirme yöntemlerinin kullanılıyor. Dersin konusuna göre değişiyor.

(Vice Head)

Our students have to take all their courses in our department from the beginning to the end of their undergraduate studies. The courses we offer in our program are really wide-ranging. Therefore, many different assessment methods are used, depending on the subject of the course. (Vice Head)

Professor 1 noted the impact of education as a discipline that affects assessment. She stated that because they have educational and pedagogical background, they tend to focus on the strengths of the students, positively reinforce their learning, and tend to give credit to everything they do [*Eğitim Fakültesi ve pedagojiden geldiğimiz için daha çok öğrencilerin güçlü yönlerine odaklanma, onların cesaretini kırmama, onları pozitif reinforce etme ve bu anlamda işte tabii ki de dersi iyi anlatma ve onların da yaptığı her şeye puan verme gibi bir eğilimimiz var. As we have background in education and pedagogy, we tend to consider the strengths of the students, we are careful not to discourage them in any way, we positively reinforce their learning and we reward everything they do with scores*].

In student interview 2, a student mentioned an incident that showed the impact of how early childhood education as a discipline could impact an assessment process. This incident was shared by a professor. The incident was regarding the most commonly used assessment type in this discipline -- observation. The student stated that in their department they usually complete forms as they observe the children. It may cause problems for the teacher if s/he does not fill the form with proper language. This

incident was shared with the students to show the importance of observation forms:

Genelde *observation* form yapıyoruz çocukları gözlemlerken. Bir hoca gözlem yapıyor sınıfta ama çocuğun belli hareketlerini nasıl not edeceğini bilemeyip biraz uygunsuz şey yazmış. Aile ve okul yönetimi bunu gördükten sonra nasıl böyle bir şey yazarsın” gibi çıkış yapmış. Bir hocamız bunu anlatmıştı neyi nasıl yazdığınız önemli anlamında.

(Student Focus Group 1)

We usually use observation forms while observing children. A teacher observes a child, he could not know how to write it in the form and he wrote something a little inappropriate. After the family and school administration saw this, they got angry with the teacher. A Professor of ours told us about this to show that it is important what and how you write. (Student Focus Group 1)

The students also noted the impact of discipline by stating that in their lesson plans and projects, their professors required them to create something from scratch and they expected them to be creative and come up with unique ideas. They do not want them to repeat what was done in the previous terms, and according to the student this is what makes their department different from the other departments in the faculty.

Genel olarak bence bizim bölümü Eğitim Fakültesindeki diğer bölümleri diğer bölümlerden ayıran yaptığımız ödevlerde sonuç olarak çok fazla farklı şey çıkabiliyor ortaya. Bizden bir şey oluşturmanızı istiyorlar sıfırdan çoğu zaman. ... Etkinlik planlarında, projelerde genelde böyle sıfırdan bir şey yapın deyip geri kalan her şeyi bize bırakıyorlar. Bu noktada da bence gerçekten yaratıcı olmamızı, farklı bir şey yapmamızı bekliyorlar. Sürekli aynı şeyleri tekrar ettiğimizde hatta bu biraz sorun olabiliyor. Daha önceki senelerde yapılmışların çok benzerini yapmanızı istemiyorlar genelde.

(Student Focus Group 1)

In general, I think our department distinct from other departments of the Faculty of Education, and this is because in the assignments we do we can produce a lot of different things. They ask us to build something from scratch most of the time. ... In activity plans and projects, they usually tell us to do something from scratch and leave everything else to us. At this point, I think they expect us to be really creative, to do something different. When we repeat the same things over and over again, it becomes a bit of a problem. They generally don't want us to do something very similar to what was done in previous years.

(Student Focus Group 1)

4.6.3.2. Autonomy of the Academic Staff and Assessment Leadership

The interview data provided some insights into the academic staff members' freedom to make assessment decisions and assessment leadership. Table 61 presents the frequencies of the codes identified in the interviews with the Professors and the students.

Table 61*Autonomy and Leadership in EECE*

Codes	<i>f</i>
Academic Freedom	
• responsibility to a higher authority	2
• follow MEB requirements	2
• freedom to make assessment decisions (department)	1
Leadership	
• no leadership present	1
• leading/teaching research assistants	2

In EECE, as the department head noted, they follow the directives coming from the President's Office of CoHE. One such instance is the pandemic period, when they followed the regulations and directives regarding the online assessment procedures [*Pandemi ile ilgili bir takım şeyler gündeme gelmişti sınav süreçleri ile ilgili. Rektörlüğün ve YÖK'ün vermiş olduğu direktifleri uyguladık, onlara uyduk. During the pandemic, we had some issues to be overcome related to the exam procedures. And we applied the directives given by the President's Office and CoHE*]. However, he added that apart from such situations, in EECE, the academic staff members are free when making their own assessment decisions [*Daha bölüm olarak değil de individual olarak herkes kendi ölçme ve değerlendirme sisteminden sorumlu. Not as a department, but as an individual, everyone is responsible for their own assessment and evaluation system.*]

In addition, for the School Experience course, the department needs to work with the mentor teachers at MoNE schools, and they enter grades in their system as well [*Staj dersi için Milli Eğitim Bakanlığının ilgili okuldaki öğretmenler ile ortak bir değerlendirme sistemi var. MEB'in kendi ölçme değerlendirme sistemine giriş yapıyoruz. For the School Experience course, the MonE has a joint evaluation system with the teachers in the relevant school. We use MoNE's own assessment and evaluation system.*]

Also, the professors teaching this course cooperate with the mentor teachers at the schools where the students do their teaching practice. In this course, the mentor teachers evaluate the students, they provide feedback, and they fill in reports for the students' performance.

Milli Eğitimle çok işbirliği halindeyiz çünkü sürekli okullarla çalıştığımız için. Mesela orada öğrenciyi öğretmenler değerlendiriyor. Sonra onların *feedback*leri bize geliyor. Sonra biz *feedback* veriyoruz öğrencilerimize. Onların staj değerlendirme raporları var. *Online* olarak biz giriyoruz hocaları olarak.

(Professor 2)

We cooperate with MoNE because we constantly work with schools. For example, mentor teachers evaluate the students. And their feedback comes to us. Then, we give feedback to our students. They have their evaluation reports. We enter them online as teachers. (Professor 2)

There is no assessment leadership in the department, but the professors did note that they guide and train their assistants. Professor 1 noted that her assistant checks some assignments and she informs the assistant to note both the positive and the negative or missing parts in the students' assignments [*Assignmentları bazen asistanım okuyor. Ona da şey diyorum genel olarak yapmışlarsa hani "great job." Eksikse eksik olan şeyi söyleyin. The assignments are sometimes checked by the course assistant. I tell her if the student did it well in general, say "great job." If there is something missing, say what's missing.*] Professor 2 has an assistant that she has trained and now she trusts her and lets her take over the course responsibilities [*Asistanım artık benden daha dikkatli mesela hani bazı şeylere feedbackleri falan verebiliyor. O anlamda ona gözü kapalı güveniyorum. Dersi direkt ona devredebiliyorum. My assistant is now more careful than me, for example, she can give feedback to some assessments. In that sense, I trust her completely and I can delegate the lesson directly to her.*]

4.6.3.3. The Functions of Assessment's and Its Role in Learning

The data revealed that assessment serves various functions and the stakeholders, namely the professors and the students, are aware of its driving role in learning. Both the professors and the students noted that assessment is seen as a tool to inform both the students and the professors. Professor 1 noted that in the department, assessment is not used to police or control the students but rather it is seen as a tool to help the students to see their progress [*Assessment öğrencilere polislik yapmak için kullanılması gereken bir şey değil de öğrenmelerindeki ilerlemeyi göstermek için kullanılması gereken bir şey. Assessment is seen as something that should be used to help to show students their progress, not something used to police them.*].

The students viewed assessment through a similar lens and they noted that assessment should facilitate the learning of the child [*Assessment çocuğun öğrenmesine katkı*

sağlamalıdır. Evaluation ile olan farkı da budur. Evaluationda daha çok judgmental yaklaşım vardır. Assessment should contribute to the child's learning. This is how it differs from evaluation. There is more of a judgmental approach in evaluation] (interview 2). Another student noted that the function of assessment is to identify children's developmental characteristics and their interests and to determine whether assessment is in line with these [*Ölçme ve değerlendirmenin tam olarak karşılığı "tanılama." Yani çocuğun gelişim özelliklerini, ilgilerini tanılama ve, gelişim özelliği ile ahenk içinde mi ya da hedeflerle ahenk içinde mi değil mi? The exact meaning of assessment is "diagnosis." I mean it is diagnosing the child's developmental characteristics and check if they are compatible with their interests, or if they are in harmony with the outcomes or not*]. In interview 1, another student noted how difficult it could be for young learners to learn things, so the things they can do should be emphasized, and this should be the function of assessment.

Ölçme ve değerlendirmenin amacı yapamadığını vurgulamaktan ziyade eksikleri nasıl destekleyebileceğim ya da neyi ne kadar yapabildiğine odaklanmak olmalı. Zaten bir şey yapamamak çok üzücü olabiliyor çocuklar için. Bir de bunu yapamadığını vurguladığımızda daha kötü olabilir. Makas tutamadığı için ağlayan oluyor sınıfta çok fazla. O yüzden bence biraz daha yapıcı ve nasıl geliştirebiliriz diye düşünerek ölçme ve değerlendirme yapmalıyız. (Student Focus Group 1)
I think the purpose of assessment should be to focus on how to support the weaknesses. It should focus on what and how much a student can do, rather than emphasizing what he cannot do. It can be very sad for children not to be able to do something. And when we emphasize that he can't do it, then becomes worse for the child. There are children who start crying in the classroom because they can't hold scissors. That's why I think we should assess a little more constructively and think about how we can improve learning. (Student Focus Group 1)

Professor 1 noted that assessment is a two-way street and it enables the learners to see their levels of learning, and it also enables the teachers to analyze their teaching methods [*İki taraflı; hem öğrenenin ne kadar öğrendiği bilgi seviyesini ölçüyorsunuz aynı zamanda öğretene kişinin öğretim yöntemlerini analiz ediyorsunuz. Assessment is two-sided; You are both measuring the level of knowledge that the learner has learned, and at the same time, you can analyze the teaching methods of the teacher*]. Professor 2 noted that she does not emphasize the grades over learning, and her priority is how the student can benefit from assessment [*Benim önceliğim öğrencinin bundan ne fayda sağlayacağı. Ben öğrencilere dönem başında diyorum ki 'arkadaşlar AA BB bunları alırsınız, o kolay.'* My priority is how the student benefit from assessment. I tell the

students at the beginning of the semester that they can get AA or BB, it's easy'.]

To investigate the effect of assessment on learning, data were collected from the students through the questionnaire ($n=27$) and the interviews. In the questionnaire (Part A.2), the students were asked to evaluate the impact of the different assessments on their learning. The types that were reported to be greatly contributing to student's learning were take-home exams, written assignments, projects, portfolios, and observation. Following these were written exams, quizzes, presentations, discussions, attendance, and participation. Peer- and self-evaluation were reported to be less effective, but it should be noted that these types were not in use in the department (around 20% and 25%, respectively, stated that they did not experience this type of assessment in the department and selected *Not applicable* option).

Table 62

Impact of Assessment on Student Learning in EECE (Questionnaire Data)

	Not Applicable	Very negative	Negative	Neither positive nor negative	Positive	Very positive
Written Exam	3,7%	0,0%	7,4%	25,9%	51,9%	11,1%
Online Exam	3,7%	14,8%	33,3%	22,2%	22,2%	3,7%
Take-home Exam	0,0%	0,0%	0,0%	14,8%	25,9%	59,3%
Announced Quiz	0,0%	7,4%	18,5%	22,2%	18,5%	33,3%
Pop Quiz	25,9%	33,3%	11,1%	11,1%	11,1%	25,9%
Written Assignments	0,0%	0,0%	7,4%	14,8%	29,6%	48,1%
Projects	0,0%	0,0%	11,1%	14,8%	22,2%	51,9%
Group Presentation	0,0%	7,7%	15,4%	30,8%	15,4%	30,8%
Individual Presentation	3,7%	3,7%	11,1%	14,8%	33,3%	33,3%
Discussion	7,4%	7,4%	11,1%	22,2%	22,2%	29,6%
Peer-Evaluation	18,5%	14,8%	11,1%	11,1%	22,2%	22,2%
Self-Evaluation	25,9%	7,4%	3,7%	18,5%	11,1%	33,3%
Portfolio	3,7%	7,4%	11,1%	14,8%	25,9%	37,0%
Observation	0,0%	3,7%	14,8%	18,5%	37,0%	25,9%
Participation	0,0%	3,7%	7,4%	29,6%	18,5%	40,7%
Attendance	0,0%	18,5%	14,8%	14,8%	11,1%	40,7%

The interview data revealed insights into the stakeholders' awareness regarding the functions of assessment. The findings are summarized in Table 63 below.

Table 63*The Role of Assessment in Learning in EECE*

Code	<i>f</i>
• assessment to support learning	5
• written assignments facilitate learning	4
• projects facilitate learning	4
• written exams' little/no positive impact on learning	1
• microteaching facilitates learning	1
• oral assessments facilitate learning	1
• group work may facilitate learning	1

In EECE, assessment is done support learning. In this regard, Professor 2 noted that to her, the most important consideration is to see whether the students internalized what has been taught and how the content contributes to the student's development [*İlk olarak bence ölçme değerlendirmede önemli olan benim için, öğrencinin kişisel olarak, kişisel gelişim olarak ne alacağı. Bunu nasıl içselleştireceği, sonra zaten o bir şekilde aktaracak. First, I think what is important in assessment is how students benefit from assessment in terms of personal development. How to internalize it, then he will transfer it to other areas in some way.*] Professor 1 stated that in the department, assessment practices focus more on the assessment of process and involve more formative type of assessment [*Daha çok portfolyolar, dönem boyu hazırlayacakları formative yöntemler. We have portfolios that the students prepare throughout the semester, you know, formative assessment. That type of assessment is done*].

The interview data supported the finding that written assignments and projects contribute to student learning. Students noted that doing assignments in the form of reflection papers, in which they read articles and reflect on them, contributed to their learning, and they liked writing such papers. When they do these reflections, they pay more attention to the details they normally overlook [*Makale üzerine reflection yapmayı şu yüzden seviyorum. Normalde okuyup geçeceğim bir şeyi daha dikkatli bir şekilde incelemen gerekiyor ve onun içindeki hangi düşünceye katıldığım, hangisine birazcık daha katılmadığım üzerine düşünmem gereken bir nokta oluyor bence. Here is why I like to write reflection on an article: you need to examine it more carefully so that you can pay attention to some details that I would normally skip and consider which ideas I agree with and which ones I disagree with.*

Another student noted that reflection type assessments help them remember what they learned for a long time. She noted that for a course they wrote reports in the form of reflections, and she said that she still remembered the content and what their friends presented [*Movie ya da kitapları yaratıcılık açısından değerlendirmiştik mesela ve o raporlar da reflection gibiydi. Hala onları hatırlıyorum ya da arkadaşlarımla bu konuda yaptıkları sunumları da hatırlıyorum. In a course, we evaluated movies or books in terms of creativity, and those reports were in the form of reflections. I still remember them, and I also remember the presentations my friends did*].

In addition, the students noted that when they did an assignment every week and submitted it, they could follow the content more easily. The student admitted that she complained a lot during the process, but she realized that that course was the one that she passed most easily. Being required to submit the assignments regularly helped her to remain disciplined and to follow the flow of the course [*Her hafta bizim belirli bir yüklemeye yapmamız gerekiyor. Her ne kadar şikayetçi olsam da süreç içerisinde ben dönem sonunda bakıyorum ki benim en rahat ettiğim ders her hafta bir ödev yaptığım her hafta yüklemeye yaptığım ders oluyor. Çünkü daha kolay takip edebiliyorum. Every week we have to do a certain submission. Although I complain, at the end of the semester, I see that the course I passed easily is the course I do weekly assignments. When I do homework and upload every week as I can follow it more easily.*]

Another student noted the benefit of assignments. She said that these assignments had to be original, so they uploaded these to Turnitin, and they had to refer to many sources, which taught them to work scientifically [*Proje tabanlı ödev dediğimiz birkaç gün verilip hazırlanan ödev daha faydalı oluyor. Çünkü biz bu ödevleri Turnitin'e yüklüyoruz ve ödevlerimiz özgün olmak zorunda. Birçok kaynaktan yararlanmak zorundayız, ister istemez bizde bilimsel çalışmanın kapısını da aralıyor. What we call project-based homework, which we complete in a few days, is more useful because we upload these assignments to Turnitin, and our assignments have to be original. We have to use many sources, which inevitably opens the door to scientific study.*]

Regarding the use of exams, students in interview 2 noted the negative impact in terms of the amount of content they needed to cover in a limited time and they said that they might have difficulty covering all. And also, exams were thought to encourage

memorization, and even students who did not participate in the classes or who did not show much interest in the course could get higher scores, which demotivates the students who did these.

Sınavlarda tarih bellidir. Bir iki gün öncesinden hazırlanırsın. Sınava girersin ve geçersin. Bu konularda çok da başarılı olamıyorum çünkü önümdeki konu belli oluyor yani konuları yetiştirmekte sıkıntı yaşıyorum. Ve hani gözlemlediğim zaman daha derse katılımı, ilgisi daha az olan bir öğrenci benden o sınavda daha yüksek not alabiliyor. Bu da benim tutumumu ve motivasyonumu düşürdüğü için benim çok severek ölçülebildiğim bir durum olmuyor açıkçası.

(Student Focus Group 2)

The date of the exams is set. You prepare one or two days in advance. You take the exam and you pass. I am not very successful in this because I have a list of subjects before me, but I have trouble covering all the subjects. And as far as I observe, a student who participated less or show less interest in the class can get a higher grade than me in that exam. Since this reduces my attitude and motivation, I don't see exams as a type that can assess me very effectively. (Student Focus Group 2)

Finally, the students noted the amount of learning that taking place in a group project varied depending on the dynamics of the group and the amount of time everyone devoted to the project [*Grup içi dinamikleri etkilediğini düşünüyorum ben. Herkes benim tecrübelerime göre yeteri kadar eşit derecede projeye zaman ayırmıyor ya da birkaç kişinin daha fazla zaman ayırması gerekiyor. O yüzden herkesin öğrenmesine eşit katkı da sağladığını düşünmüyorum. I think the dynamics within the group affects learning in group projects. In my experience, not everyone spends enough time on the project, or a few people need to devote more time. That's why I don't think it contributes equally to everyone's learning.*]

4.6.3.4. Assessment Plan and Practice

Under this category were the role of outcomes in assessment decisions, feedback procedures, factors that assessment negatively, perceived difficulty of assessment, and inclusivity and emotional support.

Table 64

How Assessment is Planned and Put into Practice in EECE

Code	<i>f</i>
Role of Outcomes	
• expectations from students determine assessment procedures	4
• refer to outcomes when doing assessment	1
• no/partial reference	1

Table 64 (Cont'd)

Feedback Procedures	
• feedback is integral to learning	8
• feedback is provided by academic staff (Professor/assistant)	5
• feedback is provided via ODTUClass & Turnitin	5
• feedback procedures (type, frequency) vary	3
• feedback is provided by peers	3
• feedback provision is established	2
• detailed feedback is preferred for learning	1
Areas that Need Improvement	
• lack of feedback	2
• experience with untimely feedback	1
Factors Affecting Assessment Negatively	
• research university requirements	2
• student number/course load	1
• not let outside factors prevent prioritizing assessment	1
Perceived Difficulty in Assessment	
• grade inflation in the department	2
Accessibility and Emotional Support	
• guidance for students with special needs	1

4.6.3.4.1. Determination of Assessment Plans – Expectations vs. Outcomes

The data revealed that the professors do not specifically refer to the program or course outcomes but rather their own expectations from the course or the students. The reason behind this, according to Professor 1, is that she does not know who wrote those statements at the time, and she stated that as the Professor who teaches a course, she knows what outcomes should be achieved in that course. To her, it is not very important whether those achievements are in accordance with what is written on paper. Regarding her knowledge of what is expected from a course, she referred back to her training in the program as a student. She stated that as a graduate of the department and as a teacher, she knows that it is the general principles, not the small details, that counts and that is remembered in the long run. *[Bu bölümün mezunuyum ve sonrasında öğretmenlik de yaptım ve şunu biliyorum ki küçük küçük detaylar değil de genel principle'lar, konuya karşı genel bir bakış açısı, genel felsefe oluşturmak çok önemli ve sonradan insanın aklında o kalıyor zaten. I am a graduate of this department and then I worked as a teacher and I know that it is very important to remember the general principles not the small details and to develop a general perspective and a general*

philosophy on the subject. This is what remains in one's mind later.] Therefore, she aims to test whether the students develop the accurate approach or whether they gain insights into the key ideas in the course [Derslerimde hep assess etmeye çalıştığım şey doğru bir bakış açısı ve iç görü kazanıyorlar mı o dersteki key idealarla ilgili. Onu ölçmeye çalışıyorum. What I always try to assess in my classes is whether the students gain the right perspective and insight into the key ideas of the course I teach. I'm trying to measure this.]

Kendi dersimde kendi dersimin çıktılarına bile açıkçası o kadar bakmıyorum. Çünkü onları birileri yazmış zamanında öyle konulmuş. Belki bir asistan yazdı. Belki bir hoca. O formal kağıtlar var ya, o formal kağıtlarda derslerin hedefleri “*At the end of this course, the students will be able to*” falan onlara o kadar bakmıyorum çünkü ben dersi veren biri olarak neleri kazanmaları gerektiğini biliyorum. Yani kafamda var onlar. O kağıda ne kadar yansımış ne kadar yansımamış [önemli değil]. (Professor 1)

I honestly don't look at the outcomes of my own course because someone wrote them and put there at the time. Maybe an assistant wrote them. Maybe a professor. I don't look at the formal objectives on the courses stated in those formal papers that say "At the end of this course, the students will be able to" and so on. That's because as the Professor who teaches this course, I know what they have to gain in my course. I keep them on my mind. It doesn't matter how much is reflected on that paper. (Professor 1)

Professor 2 stated that when determining her expectations, she considers the CoHE's Teacher Qualifications, but they she noted that they should be updated considering the 21st century requirements. But still, her own expectations as a professor from the students are the most important. She considers what the students can learn from her in terms of personal development and how this can be transferred to the classroom.

YÖK'ün Öğretmen Yetkinliklerine bakıyoruz. 4 senenin sonundaki o yetkinlikler bence onların da aslında değişmesi de gerekiyor 21. yüzyıl becerileri diyorsak. Benim için önemli olan aslında ölçme değerlendirmede bu çocuk benden aldığı ders bitince ben bu hocadan ne öğrendim, kişisel gelişim anlamında ne öğrendim? Bunu sınıfa nasıl aktarabilirim? Benim önceliğim öğrencinin bundan ne fayda sağlayacağı.

(Professor 2)

We consider CoHE's Teacher Competencies. I think those competencies to gain at the end of the 4 years need to change you know if we consider that it is the 21st century skills we must develop. What is important to me is that at the end of the semester, the student should answer the questions of 'what did I learn from this teacher, what did I learn in terms of personal development? How do I transfer this to the classroom? My priority is what the student will benefit from.

(Professor 2)

4.6.3.4.2. Feedback Provision

The interviews with the academic staff members revealed that in EECE feedback is integral to learning. Professor 1 noted the significance of feedback for learning: [*Hocam “ders bu işte.” Öğrenme dediğiniz şey böyle pasif ben derste anlatırken beni dinlemesiden ziyade tam o feedback verdiğim zamanlar, onların o feedbacke response verdiği zamanlar. Bence asıl öğrenmenin gerçekleştiği anlar. "That's learning." What you call learning is not passive, it does not happen when listening to me in class. It happens when I give feedback, when they respond to that feedback. I think that's when the real learning takes place*].

In addition, the feedback provision is established in the department. Especially in the courses that requires application, they receive feedback irrespective of the Professor offering the course [*Uygulama derslerinde hangi hocadan alırsak alalım hepimiz daha iyi bir değerlendirmeye sahip olduk. No matter which Professor we took the practice courses from, we all had a better assessment experience.*] For project assessment and oral assessments, similarly, feedback provision is better [*Proje sunum tabanlı ödevlerde daha iyi feedback alabiliyoruz. Özellikle projede bazıları az çalışabiliyor vesaire bundan bağımsız olarak yani onda daha güzel feedback alabiliyoruz. We can get better feedback on projects or presentation-based assignments. Especially for the projects, some students may work less than others and so on, but regardless of this, we get better feedback on projects.*]

The students noted that they received their feedback through Turnitin and they could visit their professors in their offices or talk to them in the classroom if they had questions [*İşte ofis saati olur. Ofis saatine randevu almadan bile hocayı gördüğümüz yerde, ya da derste sorularımızı sorabiliyoruz ve daha kolay iletişim sağlayabiliyoruz. There are office hours. Even without an appointment, wherever we see the Professor, or during the lessons, we can communicate with them easily.*]

Another student (in interview 2) noted the significance of the feedback they received for their progress over the years. In EECE, the students were required to refer back to their previous work and compare their progress to these. Also, the professors inform the students about their progress throughout their education.

Genel gelişimimiz ile ilgili de geri dönütlerde bulunuyorlar. Örneğin bir hoca 1. dönem bir ders vermiş. 2. dönem farklı bir dersi vermişse ödevlerde de biz buna atıfta bulunuyoruz. 1. dönemdeki şu derste şu kağıdımda şu görüşü savunuyorken şimdi şu şekilde ilerledim gibi yorumlar yapıyoruz. Onun dışında hocalar da bizi yorumluyorlar yani 1. sınıftan 4. sınıfa kadar.

(Student Focus Group 2)

Our professors give feedback on our general development. For example, a professor taught a course in the 1st semester. If he teaches a different course in the 2nd semester, we refer to the in the assignments previously. We make comments about ourselves like “in this course in the 1st semester, while defending this view on my paper, I am taking this course now and I made progress in this way.” Apart from that, our professors also observe our progress from the 1st to the 4th year.

(Student Focus Group 2)

The students added the benefit of feedback they receive from their peers as well. In interview 2, a student illustrated how they received feedback from their peers, the assistant, and then the Professor:

Projelerimizi sunuyoruz sınıfta. Öncelikle sınıftaki katılımcılar birbirlerine *feedback* veriyorlar. Sorular soruyorlar. Yorumlarda buluyorlar. Sonrasında asistan hocalarımız *feedback* veriyor ve en sonunda dersin hocası veriyor ve onlar önce olumlu bir şekilde yani o projenin ya da ödevin olumlu yönlerini söyleyip sonrasında çeşitli sorular sorarak bizim düşünmemizi sağlayarak... en sonunda doğrudan olumsuz, yıkıcı bir şekilde eleştiride bulunmuyorlar.

(Student Focus Group 2)

We present our projects in the classroom. First, students in the class give feedback to each other. They ask questions. They make comments. After this, our assistants give feedback and finally the Professor of the course gives feedback. They first mention the positive aspects of that project or assignment and then ask various questions and make us think, and finally they do not criticize it in a destructive way.

(Student Focus Group 2)

4.6.3.4.3. Areas to Improve and Factors Affecting Assessment Negatively

Regarding some aspects that need attention in terms of assessment practices was that the feedback procedures suffer from time to time. In both interviews, students noted that in some courses the professors sometimes skipped feedback and just assigned a grade or they provided feedback in an untimely manner, which, according to the students, impacted their learning negatively and made them feel that all the effort they put in was in vain.

Birkaç derste hiç *feedback* girilmiyor ya da şey çok geç giriliyordu. Hem çok geç girilince de açıkçası dönem sonuna kadar ne yaptığımızı çok fazla göremiyoruz ama hani bunların sayısı daha az. (Student Focus Group 1)

In a few courses, we received no feedback, or it was given too late. When we get the feedback very late, frankly, we don't see how much progress we make until the end of the semester, but the number of such courses is small.

(Student Focus Group 1)

Bazıları da *feedback* vermeden direk not verebiliyor. Ben bunun çok yanlış olduğunu düşünüyorum. Çünkü gerçekten çok belirsiz oluyor. Ve bazen bir ödev için biz onlarca saat uğraşyoruz 3 saat 5 saat, çok iyi hazırlıyoruz veya kötü bir şey bekliyoruz. Bu emeğimizin boşa gittiğini düşünüyorum *feedback* almadığımız zaman. (Student Focus Group 2)

Some of them can enter letter grades directly without giving feedback. I think this is very wrong because it's really vague. And sometimes for an assignment we spend dozens of hours 3 hours to 5 hours, we prepare them very well or sometimes we show a bad performance. I think your effort is wasted when we don't get feedback.

(Student Focus Group 2)

Another aspect that needs improvement in terms of assessment practices was found to be related to the university's publication requirements. They were found to be the major factor affecting the academic staff members' assessment practices negatively. Professor 1 stated that as the Faculty of Education, they do not neglect their teaching duties, but the university's expectation from the staff is to do research and publish. She added that in the faculty board meetings, the discussions that take place are more about how many articles a professor has published or s/he has taken on any administrative duties.

Eğitim Fakültesiyiz *teaching* bizim kıymet verdiğimiz bir şey o yüzden emek veriyoruz uğraşyoruz ama uğraşmak da bence bilmiyorum. Genel olarak mesaj şu *teaching* boş ver, makale yaz. Fakülte Yönetim Kurulunda *teaching* ya da ölçme ile ilgili hiçbir şey konuşulmuyor. Genelde hocanın ne kadar makalesi var ve bölüme yardım ediyor mu idari işlerde bu konuşuluyor.

(Professor 1)

We are the Faculty of Education, teaching is something we value, so we work hard, but I am not sure if it is enough. In general, the message is, never mind teaching, write an article. In the faculty board meetings, we do not talk much about teaching or assessment. In general, we consider how many articles the professors have and whether someone has taken on an administrative duty in the department.

(Professor 1)

Professor 2 noted the impact of her workload on her assessment decisions. She stated that her workload is too heavy. She considers decreasing the number of assessments she plans for a course. However, her beliefs about how assessment should be done in certain courses keeps her from doing this and she maintains her approach to assessment.

Gerçekten işi yükü çok fazla. Azaltmalı mıyız, azaltalım. Nasıl azaltabiliriz? Onda çok bir şey yapamıyoruz çünkü belli yüzdelik var sonuçta öğrenciyi değerlendirme konusunda ama mesela ben sınav yapıp geçebilirim sonuçta. Bir sınav yap geç, hemen oku, o daha basit ama biz biraz daha ... çünkü bazı konuların sınavla çok ölçüldüğüne inanmadığım için en azından *midterm* yapmıyorum projeleri var. Oturup ciddi bir şekilde zaman ayırıyoruz asistan arkadaşlarla ve ben. (Professor 2)

It's really a heavy workload. Should we reduce the number of assessments, let's reduce. How can we reduce it? We can't do much about it because there is a certain percentage, we must follow in terms of evaluating the student. Actually, I can just give an exam and move on. Give the exam, check it right away, it's simpler, but it is more than this ... That's because I don't believe that some subjects can be measured with an exam, at least I don't turn projects into midterms. My assistant and I spend considerable time doing assessment.
(Professor 2)

4.6.3.4.4. Perceived Difficulty of Assessment Affecting Student Performance

The perceived difficulty of assessment was discussed in the sense that there is grade inflation in the department. Professor 1 shared an incident where a colleague of hers saw her grades for a course and commented that there were a variety of letter grades. The Professor was surprised by this comment and wondered whether there was a trend of giving high scores to all students. She also noted that the department administration shared some data showing that the students' grades were generally over 90. This was found problematic by some of the professors and they thought that action must be taken because the grade distribution should be normal, not skewed.

Notlar masamda duruyordu. Bölümdeki *senior* hocalardan biri bu notları gördü ve bana dedi ki "Çok iyi bak bir sürü başka not alanlar var. Böyle olmalı zaten hani öyle şişirmeyelim notları." Normal işte DCler DDler falan. Bana ilginç gelmişti. Böyle bir trend mi vardı bölümde?

(Professor 2)

The grade sheets were on my desk. One of the senior professors in the department saw these and said "That's good, there are various grades. That's how it should be, let's not inflate the grades like that." There were DCs, DDs, and so on. I found this interesting -- Was there such a trend in the department?

(Professor 2)

Datayı paylaştı bölüm başkanı ve notların tamamı neredeyse hep 90 üstünde ve herkes, herkes demeyeyim ama birkaç öğretim üyesi de bunun çok normal olmadığını gözden geçirilmesi gereken bir şey olduğunu söyledi çünkü sonuçta bir şekilde normal dağılıma yakın olma gibi normal dağılım olmasa da en azından daha dengeli bir dağılım bekleriz. (Professor 2)

The head of the department shared the data and showed that almost all students had scores above 90, and I shouldn't say everyone, but some faculty members said

that this was not very normal, and it was something that needed to be reviewed, because, after all, we expect a normal distribution, or at least a more balanced distribution. (Professor 2)

The questionnaire data provided support for the inflated grades in the department. In the questionnaire the students were asked to provide their Cumulative GPA scores. The analysis of this set of data revealed that in EECE, 63% of the 27 participants had CGPA scores between 3.50 and 4.00.

Table 65

Breakdown of CGPA Scores in EECE

ECE, CGPA	<i>f</i>	%
1.50-1.99	0	0
2.00-2.49	0	0
2.50-2.99	1	3.7
3.00-3.49	9	33.3
3.50-4.00	17	63

4.6.3.4.5. Emotional Support for the Students in Need

In the department, students who need special help are catered for by the academic staff and the administration. In this respect, Professor 2 noted that if the students need help, they come to the professors first, and then they are directed to other support offices. Then, any necessary adaptations to assessment are discussed in the departmental board meetings and these adaptations are made accordingly.

Önce kendi hocalarına geliyor öğrenciler. Bazen de bazı öğrencinin özel durumları olabiliyor. Akademik Bölüm Kurulumuzda bazen tartışabiliyoruz. Bazı öğrencilerin sıkıntılı durumları olabilir. Orada bazı öğrencilerimize farklı bir ölçme değerlendirme sistemi kurmak gerekebiliyor öğrenciye özel. Bazen sınavla ilgili sıkıntıları olabiliyor. Özel bir durumu olabiliyor. Onlara özel mesela hemen düzenleme yapıyoruz. (Professor 2)

The students come to their professors first. Sometimes, some students may have special needs. We sometimes have discussions in our Department Board Meetings. Some students may have problems. It may be necessary to provide different student-specific assessments for some of our students. Sometimes they have problems related to assessment processes due a special condition. And we make arrangements for them. (Professor 2)

The students also noted that they could get such type of help from the academic staff members. In interview 2 a student shared her experience in which she felt supported because the professors were so understanding, and her condition was accommodated

for the assignments and projects [*Öğretmenim de bu konuyu anlayışla karşıladığından sınıftaki verilen projelerdir, ödevlendirmelerdir vesaire zor durumda kalmıyorum destek aldığım farkında oluyordum. Since my professor was very understanding of my condition, I was able to get support for the projects and assignments etc., I did not have any difficulty.*]

4.6.3.5. Communication around Assessment Issues

The analysis of the interview data revealed that communication around assessment issues take place among the academic staff members and between the professors and the students.

Table 66

Communication around Assessment Issues in EECE

Code	<i>f</i>
• students are informed about assessment	7
• student evaluation of teacher/teaching	4
• lack of communication among faculty	3
• collaboration among faculty teaching the same course	2
• communication among faculty	2
• chances created for communication with students	2

As seen in Table 67 above, communication with the students takes place through syllabus documents, and sometimes by personal communication with individual students. For instance, Professor 1 stated that she reaches out to the students who fail to submit their assignments and encourage them to do their assignments even after their due date or she lets them redo the assignments that they did poorly [*Ödevlerini submit etmemiş zamanında. Onlara hep diyorum ki bir şekilde gönder. Tamam göndermedin vaktinde. Bir ay geçti due date üzerinden. Ya da çok kötü yapmış. Bu çok kötü olmuş, bunu bir kere daha yaz gibi böyle zorluyorum. The student didn't submit his assignment on time. I always tell them to send it again. It is OK that you did not do it on time. It's been a month since the due date. Or let's say the student did it very poorly. I encourage the students to redo the assignments.*]

Communication among the academic staff members around assessment issues takes place in the department, especially for the courses that are offered by more than one

staff member. One such course is school experience. For that course, all of the professors come together and work on the outcomes and assessment procedures to follow [*Staj dersinde bölüm hocaları bir araya geliyoruz işte bu öğrencilerin kazanımlar ne olmalı, mezun olduğunda, öğretmen olduklarında ne bekliyoruz? Hani bu tür bir ölçme değerlendirme yapalım. In the School Experience Course, we come together as instructors and discuss the outcomes and what we expect from the students when they graduate? Or what type of assessment we would like to*].

Another type of communication that takes place in the department is regarding the student evaluation of teaching, which is a system often referred to as “pink forms” among the faculty and the students). Professor 2 noted that they have discussions around student complaints and what they could do about them [*Biz bölüm olarak tartışıyoruz da öğrenci ders değerlendirme sonuçlarını bölüm toplantısında, ve öğrencinin şikayetlerine bakıyoruz. Biz ne yapabiliriz konuşuyoruz. In our department, we discuss the student course evaluation results in the department meetings, we discuss the student's complaints and what we can do about them.*]

However, both professors from this department noted that every Professor plans their own assessment and do not discuss assessment issues with all the faculty members in the department [*Bölüm olarak oturup da hani ölçme değerlendirme nasıl yapıyoruz gibi açıkçası şöyle konuşmuyoruz. Her hoca kendi dersinde bir ölçme değerlendirme kendi planı var. In the department, we don't come together and talk about how we do assessment with everyone. Each Professor has his own assessment plan in his own course*] (Professor 2). Professor 1 also noted her lack of knowledge about other people's assessment procedures [*Hocaların kendi dersinde yaptıkları belki çok yaratıcı güzel şeyler vardır ama bunları ben bilmiyorum tabi. Maybe there are some very creative and good things that the professors do in their own courses, but of course I don't know about them.*]

4.6.3.6. Emphasis on Academic Honesty and Fairness

The interviews with the students and the professors revealed that ethical conduct and fairness are two concepts that are deemed important in the department.

Table 67*Emphasis on Academic Honesty and Fairness*

Code	f
Emphasis on Academic Honesty	
• ways to prevent unethical behavior	6
• educate students on ethical behavior	2
• increased student awareness	2
• resources to promote student integrity	2
Leniency	
• tolerance policy	7
Emphasis on Fairness	
• rubrics/criteria facilitate fairness	3
• individually done assessment is seen fair	3
• personal differences of professors/staff lead to unfairness	3
• fairness emphasized	2
• group assessment found unfair	1

4.6.3.6.1. Academic Honesty and Ethical Conduct

The data revealed that academic honesty is highly emphasized in the department. professors take measures to prevent such behavior. The assignments are checked via Turnitin and the similarity index is visible to the students, so that they if they exceed the required level, they can make amendments [*Genelde kendi derslerimde Turnitin percentage öğrencilerin göreceği şekilde açtırırım ki görsünler kritik eşiğin yukarısında ise düzeltsinler. In general, in my courses students can see the Turnitin similarity index, and if it is above the critical threshold, they can make corrections.*]

Students also noted that the use of Turnitin taught them the method of ethical conduct and they now could see the importance of appropriately using supporting ideas from sources in the literature [*Turnitini sonrasında çok sevdim çünkü etik çalışmanın yöntemini öğretiyor size. Yani günümüzde pek çok insan bir şeyler söylüyor ama bunu nasıl bir bilimsel bilgiye dayandırırın. Ben senin söylediğine inanmam ki. I loved Turnitin because it teaches you the method of ethical work. I mean, a lot of people say things today, but what scientific knowledge do you base these on? I can't believe what you're saying.*]

Professor 2 noted that the size of the department discourages the students from such behavior in that because there are only six professors in the department and they are

together for the whole four-year education, the students feel too embarrassed to exhibit such behavior [*Öğrenciler utanır yani öyle bir şey yapmaya. Zaten küçük bölüm, zaten 5-6 tane hocası da var. 4 yıl birlikteyiz onu yapma cesaretinde hani bulunamaz. The students would feel ashamed to do such a thing. We are a small department, and there only five or six professors. We are together with the students for four years, and so they don't dare to do it.*]

As Professor 1 stated, due to the emphasis put on honesty and the implementation of measures against dishonest behavior, there are no issues regarding this [*Ciddiye alınan bir şeydir. O kadar ciddiye alınır ki bu konuda çok sorun yaşamayız. O kadar disiplinlidir. It is something that is taken seriously. It is taken so seriously that we don't experience any troubles with it. It's that established*]. Professor 2 noted that in addition to taking precautions against dishonest behavior, expectations from the students communicated to them in the syllabus, starting from the first year [*Bunu syllabusta biz en başında dönemin söylüyoruz. Bu konuda çok hassassız diye sürekli söylüyoruz. Birinci sınıftan beri bütün hocalarımız da çok dikkat ediyor. We inform students about this at the very beginning of the semester. We always remind them that we are very careful about this. All of our professors pay attention to this starting in the first year*].

Student data complemented this finding. In both interviews, students noted that they were informed about the expected behavior from them. They were warned that it is not ethical to take information from somewhere and not reference it. Starting from the first year, time is spared to explain the rules of referencing are explained in a detailed way.

1. sınıfa başladığımızdan beri *cheating* ile ilgili korkutuluyorduk “böyle bir şey yapamazsınız, etik değildir” “bir yerden alıp kaynak belirtmemelik yapamazsınız” gibi çok fazla uyarı geliyordu her ders için. Bir ara 1. sınıftayken yarım saat konuştukları oluyordu ne kadar önemli ne kadar ciddi bir husus olduğu ile ilgili. (Student Focus Group 2)

Since our 1st year, we have been warned about cheating, there were a lot of warnings in every course. They say "you can't do such a thing, it's unethical", "you can't take information from somewhere and not cite the source". At one point, when I was in the 1st grade, they would talk for half an hour about how important and how serious issue it was.

(Student Focus Group 2)

The data also revealed that professors are careful about hastily making a decision that a student committed an unethical conduct. Professor 1 noted that when a student comes

to them in panic and say that the s/he exceeded the required level in the similarity report, they analyze the situation instead of automatically assigning 0 to the assignment and let the student make corrections [*Bazısı panikle geliyor "benim benzerliğin yüksek çıktı hocam" diye çok böyle panik halinde geliyor. Onlarda "0 aldın" gibi bir tepkimiz yok. Bir zaman veriyoruz. Some of the students come, they are in in a panic and say, "My similarity index exceeded the limit". We don't have a reaction like "you got a 0" for them. WE allow them some time.*]

One reason for such an analysis of the situation is that the assignments are transferable in nature. For example, students can transfer the activities they design a course to the School Experience course, and Turnitin may match these two. But this is acceptable in the department and the School Experience course coordinator and the assistants consider this when making decisions on the issue.

Bizim ödevlerimiz çok *transferable* olabiliyor. Mesela benim dersimde yaptığı bir aktiviteyi staj dersinde uygulayabiliyor. Aynı şeyi oraya yüklediği zaman *match* ediyor. Burada sıkıntılar olabiliyor. Ama tabi biz onları "evet bu derste bunu yaptı ama, orada kullanabilir" diyerek staj koordinatörü ya da asistan arkadaşlarla idare ediyoruz. (Professor 2)

Our assignments can be very transferable. For example, students can use an activity he designed in my course in the School Experience course. When they upload the same thing there, it matches and cause problems. But of course, we manage the issue with the School Experience course Coordinator or assistants thinking that the student can use these activities in another course. (Professor 2)

The students noted that one factor that inflates the similarity index is the objectives they write. The objectives they write is the same for everyone; therefore, the situation is analyzed carefully before deciding whether the similarity index is really unacceptable [*Benzerlik yüksek çıkabiliyor. Ama bu kazanımları kullandığımız için o kazanımlar herkeste ortak olduğu için. Açıp bakıyorlar genelde çok yüksek çıktığında neyin ne kadar eşleştiğine. Bu konuda hocalarımız dikkatli yani. The similarity can be high. But because we use the outcomes, which are common to everyone. The professors look at how much match there is when they see a too high similarity index figure. Our teachers are careful in this regard.*]

Finally, the data revealed that there could be instances where the high levels of similarity are tolerated and the professors show some leniency. The students are allowed to redo the assignment when their similarity index is high if the student does

not know how to paraphrase the content. A student shared such an experience from her first year in the department when she received a high similarity index because of her lack of paraphrasing knowledge [*1. sınıftayken birkaç kere birazcık benzerlik oranım yüksek almıştı. Bu da sanırım paraphrase bilmediğim için. Bu durumda sanırım hoca ile görüşüp yeniden ödevi güncelleyerek yükledim. In my first year, I received a slightly high similarity percentage a few times. I guess that was because I did not know how to do paraphrasing. In these cases, I contacted the Professor and updated the assignment again*].

4.6.3.6.2. Emphasis on Fairness

The data revealed that doing assessment fairly is valued in EECE. Professors noted that when she makes a decision in favor of a student when an assignment has an unacceptable similarity index and this student is allowed to redo the assignment, she first investigates the situation in order not to be unfair to the other students who did the assignment appropriately and submitted on time [*Öbür öğrencilere, ödevlerini zamanında teslim edenlere, haksızlık etmek istemem herhangi bir sorun olmayan öğrencilere. I don't want to be unfair to the other students who submitted their assignment on time and did not have any problems.*]

In terms of what makes assessment fair, the students noted the significance of rubrics and criteria lists shared with them [*Ne yaparsak yapalım hepsini rubriği yayınlanıyor. O yüzden az çok aslında ödevi yaparken ne alacağımızı biliyoruz gibi ya da öngörebiliyoruz. No matter what we do, a rubric is always shared. That's why it's more or less like we know what we're going to get while doing the assignment, or we can anticipate it.*] They also noted that they found individually done assessments to be fair. A student in interview 2 noted that for the individual assignments there is a time period set for everyone and it is up to the student to use that time effectively or not, which makes the process fair for them [*Bireysel ödevlerin adil olduğunu düşünüyorum çünkü ödevler için önceden belirli bir zaman verilmiş oluyor. Herkes bu zamanını iyi veya kötü kullanır yani daha eşit bence bu ödevlerde. I think individual assignments are fair because a certain amount of time is allocated for these assignments. Everyone uses this time well or badly, so I think these assignments are fair*]. However, assessments done in group were not found to be fair by the students. The reason for

this was that every member in the group did not put in equal amount of time and effort in. The learning that took place in that assessment was also different, so group assessment could be fair if these differences were taken into account.

Herkesin kendi yapacağı ödevler, grup olarak değil, onların daha adillik sağladığını düşünüyorum çünkü benim ayırdığım zamanla diğer arkadaşım ayırdığı zaman farklı oluyor. Belki benim öğrenmem ile onun öğrenmesi farklı ama herkesin değerlendirmesi de birbirinden farklı oluyor. Grup değerlendirmelerinin de bunlar göze alındığında adil olduğunu düşünüyorum.

(Student Focus Group 2)

I think that the assignments that everyone will do themselves, not as a group, are fair because the amount of time I spare is different from that of my friend. Maybe my learning and his learning are different, and everyone's evaluation is also different from each other. I think group assessment can be fair when these are taken into account.

(Student Focus Group 2)

Students noted that they are taught by their professors that similar to education, assessment should be individualized and it should be done with fairness rather than equality in mind [*Sürekli derslerde bize söylenen şey öğretimin bireyselleştirilmesi gibi ölçmenin ve değerlendirmenin de bireyselleştirilmesi yani eşitlikten daha çok adil bir ölçmenin uygulanması. What we are constantly told is the individualization of assessment, just as teaching is individualized, and this means that it is important to do fair assessment rather than an equal one*].

Finally, the students noted that they experienced some unfair assessments. The incidents were all reported to involve research assistants. One incident was illustrated by a student. When the assignments they did were evaluated by different assistants, there could be different scoring approaches; while one penalized something the other did not [*Şöyle problem yaşayabiliyoruz ödevleri bazen farklı araştırma görevlileri okuduğunda birazcık farklı yorumlayabiliyorlar. Mesela birinin puan kırmayacağı yerden diğeri puan kırabiliyor. We can have a following problem with grading: sometimes different research assistants can check the assignments a little differently. For example, while one of them does not cut points for some part, the other can cut points*]. The other incidents took place in the School Experience course. The classroom was divided into smaller groups of two or three, and the assistants came to observe them. However, some observed the students only once, the others observed three times [*Stajda mesela 24 kişiydik ikişerli üçerli gruplara ayrılmıştık ve pek çok asistan hoca*

bizi değerlendirmişti. Ama bazıları bir kere gelip uygulamayı izlerken bazıları 3 kere gelmişti. For example, in the School Experience course, there were 24 of us, we were divided into groups of two and three, and different assistants evaluated us. But some of them came and watched us once during the term, while others came three times.]

4.6.5. Shaping the Teacher Candidates' Assessment Beliefs

In addition to investigating the experiences and beliefs of students, this study aims at exploring their assessment beliefs and future assessment plans. Therefore, the professors were asked about their role in this matter. The students were asked about how they were influenced by the assessment they have experienced in the department and how they are planning to do assessment in the future.

Table 68

Shaping Teacher Candidates' Assessment Beliefs in EECE

Code	<i>f</i>
Modeling Assessment	
• teach assessment as a model/teach assessment by modeling	4
Teachings through Past Experiences	
• story of an unconventional grading	1
Knowledge on the Impact on Teacher Candidates	
• belief that assessment done leave an impact on graduates	1
• lack of knowledge on how graduates do assessment at work	1
• graduates refer to their formal education	1
Teacher Candidates' Future Assessment Plans	
• use more than 1 assessment type	4
• prioritize/promote learning	2
• aware of MEB/institution realities	1

4.6.5.1. Modeling Assessment in the Department

Regarding the impact of the professors' impact on the students' assessment view, Professor 2 stated that she believes she needs to set a model if she expects her students to do certain things. For example, if she expects her students to do active learning, she must do the same and assesses them with portfolios and projects [*Eğer ben öğrencilerden aktif öğrenme yapmalarını bekliyorsam hem ben hoca olarak aktif öğrenme yaptırıyorum derste hem de onlardan ve portfolyo da projeleri o yönde oluyor. Yani match etsin birbirleriyle. If I expect students to do active learning, I make*

them do active learning as their teacher, and I get them to do projects and prepare portfolios in this direction. So, I try to match learning and assessment.]

Professor 1 also noted that she shares an unconventional experience of hers with the students to teach them how a student with a disadvantage would be feeling in their class. She explained that she shares her experience from her graduate studies in the United States, where she used to speak in Turkish in her classes, ask her students questions in Turkish to get them to understand the complexity of assessing a child's leaning.

Amerika'da öğrencilerime matematik dersinde 15 dakika matematik dersini Türkçe anlatıyordum. Öğretmen eğer çocuğun ana dilini konuşmuyorsa bu size nasıl hissettirir? Ve onlara sorular soruyordum. Türkçe soruyorum soruya cevap veremiyor. Soruya cevap verememe hali onun bilmediğini mi gösteriyor? Ben bu çocuğun neyi ne kadar bildiğini ölçmeye çalışırken sadece sözel dile mi bakacağım, bedenine mi bakacağım? Yani bunun karmaşıklığı ve zorluğu aslında hani çok konuştuğum bir şey. (Professor 1)

In the United States, I used to teach my students mathematics in Turkish for 15 minutes. How does it make you feel if the teacher doesn't speak the child's native language? And I used to ask them questions in Turkish, and they could not answer the questions. Does this inability to answer the question indicate that he doesn't know? When I'm trying to measure what and how much a child knows, should I look at the verbal language, or the body? So, the complexity and difficulty of this is actually something that I talk about a lot. (Professor 1)

4.6.5.2. Training and Enculturing Graduates

Professor 1 stated that she recalls being influenced by her professors both positively and negatively, so she believes she influences her students' beliefs as well. She hopes the students will adopt the strong aspects she tries to convey to them.

[Etkisinin] olduğunu fark ediyorum olumlu ve olumsuz anlamda. Olumsuz şeyleri hatırlıyorum bazen böyle yani "böyle yapıyordu bazı hocalar ben de öyle yaptım, bir anda boş bulundum ama bu doğru değil" diyorum. Ya da olumlu anlamda da bir sürü şey hatırlıyorum. O yüzden hani bence öğrenciler de benden etkileniyorlardı yani olumlu ve olumsuz anlamda. Ama genel olarak öğrenci değerlendirmelerim iyi geliyor. Yani çok hani şey pozitif şeyler söylüyorlar o yüzden hani umarım olumlu etkilenirler bu *assessment* ile ilgili daha böyle onlara vermeye çalıştığım güçlü yönler odaklı yaklaşımları bence benimseyeceklerdir. (Professor 2)

I realize that it has [an impact] in a positive and negative way. I remember negative things like this, sometimes I say "my professors did it like that, and I did it like that too, I was not aware of it and did it but this was not the right thing". Or similarly, I remember a lot of positive things. So, you know, I think students are also influenced by me, in a positive and negative way. But overall, my student evaluations are good. The students say a lot of positive things, so I hope they are

positively impacted, and I think they will adopt the strength-focused approach that I am trying to show them. (Professor 2)

Professor 2 noted that they are not aware of how much of an impact they leave on the teacher candidates as they do not spend time with them in their working environment, and they only receive feedback from the schools their graduates work at [*Açıkçası ne kadar aktardılar [bizden gördüklerini] çok vakit geçirmediğimiz için bilemiyorum. Ama şöyle dönütlerimiz hep oluyor. "Hocam işte sizden mezun öğrencileriniz çalışıyorlar bizde, çok memnunuz."* Honestly, I don't know how much they transfer [what they learned from us] because we don't spend a lot of time with them. But we always have positive feedback saying that "Your graduate students work for us, and we are very pleased with their performance].

Regarding the impact of their training and their future assessment plans, the students noted that they planned to use various methods to see the children's unique qualities [*Her çocuğun iyi olduğu alanı gösterebileceği farklı teknikler kullanmamız gerekir. Genel olarak assessmentin her yaş grubunda böyle olması gerektiğini düşünüyorum ben. We need to use different techniques in which each child can show what area they are good at. In general, I think that assessment should be like this in every age group].* Another student noted that asking the children questions or asking them to draw something at the end of an activity or observing them could be preferred but the teacher should choose the best evaluation method considering the subject at hand.

Ölçme değerlendirme yaparken farklı tekniklerin kullanılması ve genellikle etkinlik sonunda çocuklara sorular yöneltmek olabilir veya onlardan bir resim çizmelerini istemek olabilir. Sadece gözlem yapmamız bile olabilir çocuklara müdahale etmeden. Bunun etkili yapılabilmesi için göre öğretmenin o konuya uygun değerlendirme yöntemini seçmesi önemli. (Student Focus Group 2)
While doing assessment, different techniques should be used such as asking questions to the children or asking them to draw a picture. It can even be just observing them without interfering. In order to do this effectively. It is important for the teacher to choose the suitable evaluation method for subject we focus on. (Student Focus Group 2)

The students also noted that they planned to prioritize the evaluation of process rather than the product. At the end of a process, the child may still fail to exhibit the expected behavior but compared to the beginning, s/he may have showed great improvement. Therefore, they stated process-oriented assessment should be emphasized more.

Genellikle öğretmen olarak süreç odaklı, çocuğun sonda bir şey başarıp başaramadığına değil de bu sonuca gelene kadar verdiği emeğe, orada gösterdiği ilerlemeyi dikkate almamız gerekli. Mesela son olarak başarısız bir sonuç almış olabilir ama şeyi görebiliriz süreç odaklı değerlendirmede süreçte ilerledi ilerledi ilerledi. Yine genele göre başarısız olmuş olabilir ama kendisine göre bireysel olarak önemli bir ilerleme kaydetmiş olabilir. Bu yüzden süreç odaklı değerlendirmenin daha sık olması gerektiğini düşünüyorum.

(Student Focus Group 2)

Generally, as a teacher, we need to be process-oriented. We should not just consider whether the child achieves something at the end, but rather the effort he has made and the progress he has showed there. The child may have had an unsuccessful result at the end, and he may have failed compared to the general population but we can see that the child progressed a lot. Again, he may have failed at the end but for himself, he may have made significant progress individually. That's why I think process-oriented evaluation should be more frequent.

(Student Focus Group 2)

Another student noted that her perspective may have been influenced by the assessment practices in the department in the sense that she would prefer to use assessment types that would allow her to see the children's potential and in which they could be free and creative [*Çocukların kendilerini, kendi potansiyellerini ortaya çıkartabilecekleri, daha yaratıcı ve özgür olabilecekleri teknikler kullanılması çok faydalı olabilir diye düşünüyorum. O yüzden hani belki bu açıdan etkilenmişimdir. I think it can be very useful to use techniques that children can reveal their true potential and be more creative and freer. Maybe I may have been affected by my professors in this respect.*]

Still, students in interview 1 noted that they were aware of the requirements of the schools they would work at in their future professions. They stated that they would not be asked to give exams but there would be standard activity charts that would be used in preschools that they would be working at [*Yani tabii ki sınav yapamayız hani ana okulunda ama standard bazı şeyler uygulanıyor işte mesela aktivite kağıtları çok standart. I mean, of course, we cannot do exams in kindergarten, but some standard things are applied. For instance, activity papers are very standard.*]

4.7. Summary of the Results

Characteristics of Assessment Practices and Impact of Covid on Assessment

- The official university documents in the public and password protected spaces mainly focus on outcomes, measurement and integrity.

- The data collected through the questionnaire and the interviews revealed that assessment of student learning is done through a variety of assessment methods, and both alternative and classical assessment methods are used.
- Among the university resources, the most frequently used one is ODTUClass. The syllabus documents are viewed highly important, and the professors opt to upload their documents to ODTUClass or give hard copy versions to students rather than using ODTUSyllabus program.
- The services of support offices such as the Disability Support Office and the Center for Advancing Learning and Teaching are not known by the faculty or the students.
- Overcoming the impact of Covid-19 pandemic was challenging. The assessment methods shifted towards written assignments and take-home exams. However, the academic staff members reported that they showed some progress in assessment procedures in time. Security measures were frequently taken such as use of double cameras, open microphones and *Safe Exam Browser*.
- During online education, the major challenge for the students was to have the necessary technical equipment such as a computer and a stable internet connection. Having a private and quiet space for study was also a challenge for them.
- The other problematic area during the online education was the slow feedback process. Despite the challenges, the online assessment has a silver lining, in that the technological tools were added to the repertoires of professors. The most significant example of this is the online feedback sessions on *Webex* and *Zoom*.

How assessment Manifests Itself as a Culture(s)

- Disciplines namely, mathematics and science, language teaching, linguistics, English literature, computer science and early childhood education, have their unique perspective of assessment.

- The cases of assessment leadership were reported to be in the form of leading research assistants and need-based cases where the department head asks for the faculty's ideas and views on an issue, or conveys the requirements by the President's Office.
- The department administration, the dean or the presidency do not interfere with the professors' assessment decisions. However, they are required to follow the requirements of the Ministry of National Education for the School Experience course, or any other general requirements (e.g., the online assessment procedures during the pandemic).
- The main function of assessment is to support learning, providing feedback to the students about their learning, and to the professors about their teaching.
- Written exams were seen important for learning and being disciplined to study; however, when they depend too much on recall of information their impact may reduce. Oral assessments, projects and micro-teaching tasks are also beneficial for learning.
- The students tend to view peer grading less helpful as they believe they cannot be objective about their peers' or their own performance, though they reported to benefit from peer feedback.
- While planning their assessment practices, professors refer to the written course and program outcomes with a varying degree of attention. The ones who do not refer to these are not happy with the way they were written or they believe they internalized them over the years, thus they do not need to look at them.
- The feedback provision is mostly established in the departments. Feedback is provided by the professors, the research assistants and peers. The type (e.g., oral, written feedback) and the frequency vary. In addition to professors notes on papers, Turnitin and ODTUClass are utilized in the feedback provision process.
- The majority of professors are under pressure regarding the assessment

processes due to the large class sizes, their course load and the research requirements by the university. This pressure causes the professors to do adjust their assessment procedures (e.g., do group assessment instead of individual assessment), but there are a small group of professors who do not let this happen and prioritize good assessment and teaching over promotion.

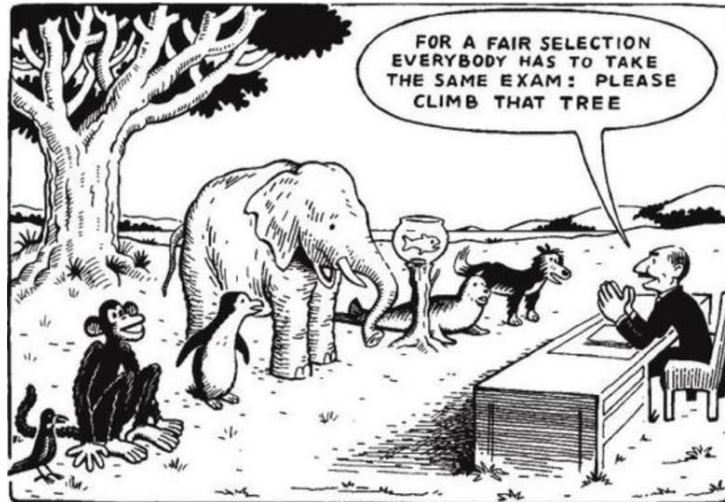
- In MSE and CEIT students complained about the extreme difficulty of assessments, and noted that their professors expect them to deal with this difficulty as they are METU students. On the other hand, in FLE and ECE, student grades were reported to be inflated, and the analysis of the GPAs reported by the students in the student questionnaire confirmed this.
- The communication around assessment is not established and mostly limited to the faculty members who teach the same course to make sure there is not discrepancy among the different sections. Communication with the students is more established, and assessment expectations are conveyed to the students through syllabus documents and in class communication.
- Academic honesty is of great importance. professors not only take measures, such as using Turnitin, to prevent unethical student behavior but they also educate them about the necessity of ethical academic conduct.
- The general attitude towards the unethical student behavior when they are caught is to warn them for their first offence and assign 0 (zero) to the assignment if repeated. First year students are tolerated as they may not know what constitutes plagiarism, while third- and fourth-year students are not tolerated.
- Doing assessment fairly is important, to do fair assessment professors share rubrics and criteria with the students. Some cases of unfair assessment were reported and they were due to the nature of the task, i.e., group work, and due to the personal differences between the grading of academic staff member, i.e., the same assignment is graded by different research assistants.
- The professors believe they have a responsibility to set a model for the future

teachers in the way they believe they should ‘practice what they preach.’ They try to show them the use of various assessment types or share their past experiences with them. Overall, the professors do not know much about the graduates’ assessment practices except for their personal correspondence with a few.

- As graduates of METU Faculty of Education, the teacher candidates plan to do assessment in a way that they prioritize learning and use more than one assessment method, an indication of the impact of their experiences in the department. On the other hand, they are aware of the institutional requirements (e.g., MoNE) expected of them and they know they will do assessment in a certain format.

CHAPTER 5

DISCUSSION



English version of the cartoon by Hans Traxler (1975)

This study was designed to identify the characteristics of the assessment practices in the Faculty of Education, with a focus on the online assessment due to the pandemic, and to explore how assessment manifests itself as a culture.

5.1. Discussion of the Findings

5.1.1. Situating Assessment in the Faculty of Education and Its Departments

This study aimed at investigating the assessment culture in the faculty of education. In Biglan's (1973) classification, education is one of the *soft-applied* disciplines. In soft-applied disciplines, enhancement of professional practice is emphasized. Also, soft disciplines are characterized by their preference to use project-based assessment, peer-assessment and self-reflection, and continuous assessment (Swarat et al., 2017; Neuman et al., 2002). Overall, the types of assessment that were reported to be used in the departments are in line with this. Though with different frequencies, these assessment types were reported to be in use.

Before moving on further, it should be noted that determining the exact definition of the term “discipline” is not an easy job. Trowler (2012) noted this difficulty of distinguishing groupings across research, teaching, knowledge generation, social and power dimensions of academic organizations. Trowler noted one common feature for the disciplines: They take organizational form. This means that the way the disciplines take this organizational form and manifest themselves is the degree courses offered at universities.

Considering this, the four undergraduate degree programs, namely MSE, FLE, CEIT and EECE were also referred to as disciplines. I hypothesized that these disciplines have their disciplinary traditions, practices, rules, collaborations and terminology. Becher & Trowler (2001) called them *academic tribes*. In the interviews, participants noted this disciplinary impact on the assessment both in a conceptual way and with an assessment plan perspective. First, in MSE, for example, the requirements of mathematics as a discipline such as the mathematical reasoning or how to do mathematical argumentation were noted. Within MSE, for Elementary Science Education (ESE) the significance of misconceptions was noted. In CEIT, the assessment of the technical aspect of the discipline, i.e., programming, and the assessment of the pedagogical aspect of the discipline were separately considered. In ECE, the expectation of being creative and the idea that each child is unique therefore requires a unique evaluation were identified. Second, in FLE, the assessment plan for the disciplines, i.e., language teaching, linguistics, and literature, changes. In the teaching-focused courses, projects and assignments are preferred while in linguistics and literature-focused courses exams are preferred. This is in line with what Hutchings (2011) and Simper et al. (2022) suggest, disciplinarity is central to assessment and faculty brings their field’s distinctive questions, methods, and ways of thinking to the task of improving their students’ learning and to operate where they are most comfortable.

5.1.1.1. A Cross-Departmental Analysis of Assessment Types in Use

In terms of assessment types in use, in MSE, written exams, written assignments, group presentations, participation, and attendance are used frequently. In FLE, written exams, written assignments, group presentation, participation and attendance are used

frequently. In CEIT, written exams, written assignments, and projects are used frequently. In EECE, written assignments, projects, group and individual presentations, participation and attendance. In line with the advantages Carless (2015) suggested, the qualitative data revealed that both the professors and the students were positive about assessment being done with a variety in that this variety allowed the students to show different abilities they developed. Another advantage of variety is in its potential to cater for different strengths of students, such as written and verbal communication; individual and collaborative skills.

The students also discussed their preferences among these assessment types. Similar to the variety of the assessment types in use, their preferences also varied. These frequently used assessment types were also reported to be contributing to students' learning. It is worth mentioning that the students did note the contribution of the less frequently used assessment types. For instance, in MSE assessing learning through portfolio was found to be effective. The students noted that they benefitted from the weekly feedback sessions and producing an end product at the end. Similarly, in FLE self-evaluation is not frequently used, but students noted that self-evaluation is beneficial to improve their pronunciation when they record their performance, watch it and correct their mistakes. Still, the overall attitude of the students to the less frequently used assessment types, namely, peer-evaluation, self-evaluation and portfolio, in terms of their impact on their learning needs to improve.

Doing assessment with a variety of assessment methods is considered to be a good practice considering different methods of assessment make it possible to assess different kinds of learning processes and they cater for different learning preferences and styles (Race, 2006). The participant professors did not report to use assessment as a strategic tool to manipulate students' study habits, but because they believe that different assessment methods provide a better understanding of students' learning, enabling them to do valid and reliable assessment. In line with Entwistle and Entwistle (1997), students noted that they prefer varied types of assessment methods as they believe these methods have a positive impact on their learning.

Another aspect that is worth discussing is the use of participation and attendance. In MSE, FLE and EECE, attendance and participation were frequently used to determine

students' grades. The data collected from the students and the professors did not provide any information about the weighting of these types. The only indication on the matter is the scanning of the syllabus documents uploaded to the university system and shared with the students. That analysis revealed that these types constituted 5% to 20% of the students' grades. In line with Carless (2015), a key inference is that the requirement from students to attend and participate in classes has the potential to encourage student engagement with the course content and learning.

5.1.2. Governance, Autonomy, Leadership, and Accountability

The governance of assessment could be considered in terms of the centrality of the Turkish education system. According to the OECD's Education Policy Outlook (2020), higher education institutions have limited academic, administrative and financial autonomy, and they are governed by the CoHE [YÖK]. The governing power of the Council was mentioned in an interview with an academic staff member, who noted that, now the situation appears to be different, but in the past, the programs came from the Council, and they were not allowed to make any changes to them. If they did not abide by these requirements, the Council closed the programs and did not place new students into these programs.

The role of governmental bodies in determining assessment practices was mentioned in two ways in this data set: First, the top-down decision by the CoHE [YÖK] that states the School Experience course must be offered in groups of maximum eight students. This decision meant that professors who had never taught this course started to teach it and assess students' performance. This course also requires the mentor teachers' assessment of students practicing in their schools and grade entry in the Ministry's system. Second, according to the FLE vice head, the Court of Accounts [Sayıştay] started to demand that the academic staff members show proof of final exams, such as attendance sheets so that the payment made for the exam day could be made. The implication for this decision was that the academic staff members had to change their behavior; before this requirement, they used to give assignments instead of final exams and still get paid. In addition, according to the head of MSE, the faculty board and the department head must make sure that the assessment plan of a course is present when it is first proposed. This is one of their official duties. Other than this, in

terms of leading the assessment decisions and practices of the academic staff all four department (vice) heads stated that they do not impose any assessment plans or interfere with the academic staff members' assessment decisions. In all four departments, the present culture allows the professors to design their assessment as they see fit, and there are no top-down decision-making coming from the department, faculty or university administration in terms of how to do assessment. According to Coates (2018), this could be due to the "self-accrediting" feature of higher education institutions (p. 13). Simply put, the governmental authority gives power to a higher education institution's academic board and the board delegates this power to the individual academics. Surely, the situation is not this straightforward or simplistic in practice considering the networks among the academic staff members. Coates also notes "[t]ypically, there is loose institutional oversight and academics flying solo" (p. 13). Still, it is worth noting the central control over education in general.

This study was designed to explore how assessment is viewed and done in the Faculty of Education at METU, but the participants did compare the assessment practices to the other universities and note the uniqueness of METU in terms of the academic freedom it allows in terms of making assessment-related decisions and they celebrated this freedom.

The department head of MSE noted that the lack of assessment leadership is a problem. This need for assessment leaders is noted by Kuh et al. (2015): It is the faculty that are an institution's main actors in assessment, they set the goals, collect evidence of learning, use this evidence and draw implications for action. However, they need institutional leaders to get them to realize the importance of these activities. One such direction given by the department administration was that the department heads send reminders to the staff members and make sure that the syllabus documents are uploaded to the university's system. The significance of these syllabus documents has also been noted in the data, especially for the elective courses, for which the students want to make an informed decision whether to take a course or not.

The freedom that the university allows and the lack of assessment leadership could also be addressed with regard to accountability. In the scope of this study, it would be a fair conclusion that the professors strive to be accountable. They reported to pay

attention to making sure student learning takes place and they reported to be knowledgeable about the needed teacher competencies. As Cohen (1969) states considering student learning to be essential for accountability is expected. The present study provides limited input on the issue, but it is a valuable insight that there is at least one form of accountability, which is mostly geared towards the students. When asked about how they plan their assessment practices, professors' priorities varied, in that there were some professors who referred to the program/course outcomes and there were some others who preferred to rely on their own expertise and expectations from the students. The reference to these were mentioned in the sense that they are explained to the students either through the syllabus documents or when the course is introduced in the very first lesson of the semester. In the post-assessment phase, there is a tendency to justify scores through the answer key or rubrics. In all four departments, the students are mostly given the chance to see their exam papers. However, the data did reveal instances where the students just saw their letter grade or score for an assignment. In such cases, some students reported that they demand a justification for their score or grade, which would indicate the students are accountability-literate.

5.1.3. Interactions among Parties about Assessment Issues

One internal channel of communication around assessment-related issues was the faculty meetings where assessment is discussed, though occasionally. This type of systematic communication among faculty is not established; the participants did note that they do not know about the others' assessment plans and procedures. However, a there is systematic communication among the professors teaching the same course. It was stated that when a course is offered in different sections by different staff members, they arrange them in such a way that there is no unfair treatment between these sections. They collaborate on the syllabus, outcomes, materials and assessment procedures together. This picture of one big and one smaller network is in line with what Becher and Trowler (2001) describe. In the small network, people opt to test new ideas, discuss challenging problems or produce research papers. In these groups, interaction is frequent and dense whereas in the large network interaction does not take place as densely. In Roxa and Martenson's (2009) study, the researchers noted that the university teachers in the study selected the peers in their networks carefully. In this

study, some participants noted that they communicate with others because they have close academic relationships and similar approaches to research. But mostly the networks were smaller and homophilic; i.e., based on the “principle that a contact between similar people at a higher rate than among dissimilar people.” (McPherson et al., 2001, p.416).

Some participants noted that they do not know how their colleagues do assessment due to the lack of communication among faculty members in the department. As Becher and Trowler (2001) note communication in academia is of a double-edged character. On the one hand, it enhances development of research by creating opportunities for peer-feedback, on the other hand, however, academics tend to be hesitant to engage in discussions and debate. One such experience was reported by a participant, and she stated that she specifically refrains from communicating about assessment in order not to cause any damage to her relationship with her colleagues and avoid any debate on assessment-related issues.

The findings of this study revealed that there is collaboration among faculty, such as sharing syllabus documents, teaching the same content, using the same course books. Some noted that they do research and publish together. This is in line with Coates’s (2018) views, which state that academic staff members share teaching ideas for various reasons, but collaborations do not generally spill over into assessment. Some potential reasons for this rarity could be related to security, confidentiality, privacy, or reputational factors. In other words, the professors may not want their assessments to be disseminated among students for security and confidentiality reasons and they may also want to keep their students’ data confidential. Or they may be scared that their reputation is harmed because of the assessment results.

5.1.4. Assessment Beliefs of the Academic Staff Members

The data were collected from academic staff members who teach in the Faculty of Education and have a background in assessment coming from their training years. Some participants also taught the assessment course in their departments. Here, I hypothesized that the participants have background in assessment and they are assessment literate. Considering that this study focuses on teacher educators, it is not

surprising to see that their view of assessment is not limited to grades and examinations, unlike what Ramsden (2003) noted “[t]he majority of courses and lecturers do not operate from the understanding of assessment ... in which assessment is fundamentally about helping students and teachers to learn about how best to teach them” (p. 177). Unlike this, the participants in this study noted that, to them, assessment is not equal to grades and scores, it is rather a component of the instructional design. They noted they do assessment and use the results of these assessments to inform the students and their own teaching or future assessment practices.

It would be a fair conclusion that assessment serves a formative function both for the students and the professors. Black et al. (2003) warn against the gathering of information about learning from assessment and use this information merely for recording or curriculum improvement purposes. When assessment is viewed like this, it functions formatively for the teachers not for the students. In this study, assessment informs both sides: professors are willing to improve their assessment methods or tools and also to reteach a subject if it is not fully comprehended. Students are provided with feedback via ODTUClass, *Turnitin*, *WhatsApp* or in the office hours of the professors, and they are given the chance to go over the exam questions together with the Professor.

5.1.4.1. Summative–Formative Assessment Conundrum

The data revealed that the professors seemed to avoid putting assessment on a summative-formative conundrum, in line with what (Barnett, 2007) suggests doing. Also, they do not consider summative and formative assessment mutually exclusive, in line with the suggestion by Biggs (1998) and Pereira et al. (2021). The value of both summative and formative assessment is appreciated by the participants. The data revealed that in all departments, different types of assessment are used to assess student learning and the need for a variety of assessment is emphasized. To illustrate, in addition to written exams, the participants reported to frequently use written assignments, presentations, discussion, projects, peer-evaluation, attendance and participation. Similarly, in the exams, a variety of question types are used (e.g., multiple-choice, True/False, short-answer, open-ended questions. Carless (2015)

noted that variety in assessment types enables the students to show their understanding of the content in different ways, they can present different skills they have developed and different outcomes they have achieved. The findings of this study, similarly, revealed that assessing student learning with multiple types is in favor of the students. The decision to opt for a variety of assessment methods is because the professors consider the nature of the courses when deciding on the assessment type; they aim to help the students with difficult topics by breaking down them into smaller bits by assessing them via quizzes before the mid-term and final exams and help improve retention.

Boud (2000) notes that assessment serves multiple functions and he calls this “double duty.” Here, double duty refers to other functions than the apparent ones, and if we are not careful about these multiple functions, we risk sabotaging one or more of these purposes. One such view could be the use of assessment as a leverage and using it to assert their importance, and become legendary, as one of the professors put it in the interview. A word of caution is needed here, though. The academic staff members view assessment in a positive way and intend to do in such a way that it promotes learning; however, they are under external pressures caused by increasing student numbers in their classes, which in turn impacts the type of assessment they plan to do and the way to do it (e.g., instead of utilizing individual presentations or projects they need to do group presentations or group projects); the university’s demand on them to do research and their heavy course load. The findings reveal that these pressures hinder the feedback procedures the most. And feedback is the most powerful influence on student achievement (Hattie & Timperly, 2007).

5.1.5. Assessment Beliefs of Students

Similar to the professors, the student participants of this study showed that they are aware of the impact of assessment on their learning. In line with what Taras (2003) noted, assessment influences their approach to learning – *deep* or *surface*. For example, the students noted that the exams lead them to memorize information. When they study for the exams with a *surface* approach, they sometimes cannot remember the details after the test. Instead, they stated that they prefer other assessment methods other than exams such as take-home exams, written assignments, presentations or

projects which enable them internalize the content. For these types of assessment, they follow a *deep* approach to learning, internalize the content and remember what they learned even after years. However, there were students who noted that their approach to learning and their retention of knowledge were not due to the assessment type but the nature of the course, as well. They noted that they do not remember the content of some courses due to the theoretical nature of the content not due to the assessment type used. In certain courses they still remember the content even though their learning was assessed with exams.

Regarding their view of summative versus formative assessment, the students complemented their professors' views. Although they favor alternative assessment, the students noted that they may not put a lot of effort in courses which do not involve exams. One student complained that even the Professor offering the course did not upload the course materials timely and the students did not urge their professor to do so because there was not an exam to assess their learning. Such a view is also supported by Gibbs (2010) and Barnett (2007), who discourage putting too much emphasis on formative assessment. Thus, it can be claimed that the students' ideal learning environment would involve a combination of formative and summative assessment.

5.1.5.1. What Sets Students up for Success

Some aspects of assessment that help set the students up for success have been discussed. First, in every interview with the students, they noted that knowing what is expected of them from the beginning is very helpful. This information sharing is done through the syllabus documents and during the first session of the semester where the professors explain what is expected of them in detail. For some courses, more detailed and more frequent information sharing takes place. In addition, the students noted that they are provided with the list criteria to be used in the assessment. This benefit of communication with students regarding assessment is in line with what Carless (2015) suggests for learning-oriented assessment to take place, which could clarify the “rationale, sequencing and integration of assessment tasks” (p. 231).

In all interviews, students noted their learning gain from feedback. They stated that feedback comes from the professors, the research assistants and from peers, and mostly

feedback provision is established in all departments. Among these three modes, the majority of the feedback come from the professors. In terms of types of assessment that received feedback, the data revealed that all types of assessments (e.g., written assignments, quizzes, and projects) receive feedback. For exams, office hours are offered by the professors for extended conversations. It is important to note that the feedback procedures taking place are done with a cognitivist perspective, rather than a socio-constructivist or co-constructivist perspective. In all departments feedback provision takes place in such a way that an expert provides information to the passive recipient (Evans, 2013). In the data set, students mentioned the students talk to the professors in order to get feedback on time, and they respond to this request positively. But other than this procedural communication, the students have role of a recipient of expert opinion on their work. In line with what Kara (2021) reported in her study in Turkish context, this study also revealed that the students appreciate the feedback they receive from their peers. In courses like school experience, receiving feedback from peers is especially helpful as they provide better insights on their performance through the eyes of their prospective students.

However, student dissatisfaction with the feedback received was reported, as well. Similar to the complaints identified by Higgings et al. (2001) and Huxham (2007), several students noted that the feedback provision suffers. Students noted that they were not happy with the feedback when it is given in an untimely manner, especially when they need to do assessments that depend on the previous ones. The students also hinted that they feel frustrated when they do not receive the feedback and they are not guided developmentally for the coming assessments. Echoing the findings of Winstone & Boud (2022) and Price et al. (2010), this also emphasizes the temporal aspect of feedback provision, either immediately or over a longer time frame, which has an impact on the effective use of feedback. Receiving feedback in an untimely manner was one of the most common complaints of the students. This affects the students negatively in two ways: First, their engagement with the information provided decreases. Second, the feedback cannot be utilized. The study revealed that the students are willing to act on the feedback they receive. They noted that they prefer timely and detailed feedback and would like to be given the chance to ask about the parts that are unclear. But when the feedback they received was just the grade or

generic phrases like “Good job!” they cannot make use of it. Another obstacle in the feedback process was the feedback provided in a bulk format, i.e., feedback to several assignment is provided at one time. When feedback is provided in this way, the students noted that they cannot work on the feedback and improve their learning.

Another aspect of feedback is whether there is grade associated with it or not. The present study revealed that this was especially important when the feedback comes from their peers. When grades and scores are involved in, the students assign scores just for the sake of scores and they stated that they cannot be objective. Unlike what the literature notes about the students’ attention to the grade and not the feedback (see for example, Duncan, 2007; Winstone et al., 2016), the feedback from the peers is valued but the grades are not.

A challenge identified in the present study was regarding the fact the medium of instruction at METU is English. This challenge is in line with what was reported by the British Council (Dearden, 2015). The study investigated the implementation of EMI in 55 countries, the assessment component was identified as problematic because the students are required to show their knowledge of a subject in a language that they have not mastered yet. The findings of the present study indicated that the professors face difficulties when doing classroom assessment or when they include open-ended questions in their exams. They reported that they do not change their assessment procedures or questions depending on the students’ language proficiency levels, or they do not give points to the content that cannot be understood due to the poor language skills of the students, which impacts the students with lower language skills negatively.

Second, the impact of EMI on students’ success was linked to the entry requirement set for the language proficiency. At METU, the students’ preparedness for the instruction in English is ensured by the Preparatory Program. This entry level of English took a hit during the online education due to Covid-19. The exam had to be administered online. I know, due to my position in the School of Foreign Languages, that the number of students who obtained a passing score from the proficiency exam was extremely high (over 90%) in 2020, which was about 10% increase in the usual success rate (*School of Foreign Languages, Internal Report*). Analyzing the impact of

this increase is beyond the scope of this study; however, it was evident that in all departments that students' language proficiency plays a role in the planning and execution of assessment. It would be a fair conclusion that the professors may have varying views rather than a dominant attitude of ignoring the impact of EMI for the benefit or detriment of the students whose language skills are poor.

5.1.5.2. Grade Inflation

The present study identified an interesting pattern in two of the departments, namely Foreign Language Education and Early Childhood Education, where students have very high Grade Point Average scores (majority of the participants having a score of above 3.50 out of 4.00). The term grade inflation refers to the increase in students' grades which does not to the increase of student achievement (Kostal et al., 2016; Baglione & Smith, 2022).

The inflated grades were reported for the Departments of Foreign Language Education and Early Childhood Education. The high GPA scores were reported to be seen as problematic by the professors and the department administration. The department administrations were reported to warn the academic staff members against very high grades. The professors who viewed inflated grades problematic also noted that they do not observe an improvement in the issue. This could mean that not everyone sees it problematic, and this difference could be linked to the purpose of assessment. The dominant view regarding the purpose of assessment in these departments was found to be to promote learning. As Eghan and MacCleave (2010) report, professors who do assessment for the purpose of learning, rather than ranking and discriminating among students, may not see the high grades as a problem.

Regarding the reasons why grades are inflated in the two departments, one could point to the ease of getting higher grades in humanities compared to subjects such as mathematics, science, and economics, in which it is challenging to obtain good grades (Karadag & Dortyol, 2024). This high level of GPAs could also be because in these department alternative assessment types are preferred, and for such assessments the effort students put in the assessment is emphasized. This finding is in line with what Gibbs (2006b) noted: alternative assessment bears the risk of viewing the students less

robust due to the support they receive from their peers and their professors although their grades are high. This could also be related to the emphasis students put on their GPA scores., which is a western society attribute. As Clegg and Bryan (2006) note, in western societies certificates, status and promotion are important as learning is verified and celebrated through these. And these are obtained through assessment.

5.1.6. Mixed Feelings towards Shared Assessment

One of the most curious findings of this research study was that shared assessment, i.e., self-assessment and peer-assessment, were not favored in the departments. The major difficulty noted was that the students cannot be objective when assessing their own and their peers' work, and the students noted that they do not want their relationship with their peers to be harmed due to a low score they assign. The data revealed that peer-assessment takes place in two formats: providing feedback with or without scores after a performance in the classroom and evaluating their peers' performance in a group work to make sure that everyone works equally. As Lopez-Pastor & Sicilia-Camacho (2017) note, the aim of involving students in assessment is to improve the learning process, individually and collectively. In all departments, students are involved in peer-assessment practices that serve this function: They provide feedback to their peers after they do a micro-teaching the classroom or present a project. In line with Nicol (2010) and Nicol & Macfarlane-Dick (2004) creating dialogue among peers like this is beneficial because their peers provide the students with ideas that could improve their performance because they can look at the performance from different perspectives as learners themselves.

As Hamodi et al. (2017) note, peer-assessment may cause conflict among students. This conflict is due to their inexperience evaluating their peers and also the impact of their peers' evaluation on their grades. One way that was implemented to deal with this was ensuring the anonymity of the feedback or scores given. Students noted that knowing that their names will not be known by the assessee enabled them to provide better and more objective evaluation. This could be explained by their lack of experience with shared assessment: they develop objectivity of judgment as they provide feedback to their peers (Hamodi et al., 2017).

Peer-assessment also causes conflict when it is used as an intra-group assessment where the group members evaluated the contribution of the group members. This evaluation is beneficial for the professors because they can see everyone's contribution (Sivan, 2000). Despite this benefit, it may create conflict among the group members. One Professor noted that the students assign high scores during the assessment, but then complain to the Professor saying that some people did not work as hard and they could not tell at the time because they did not want to be called a snitch who tell on their friend. The Professor did note that she shared her criteria with the students and showed them how to do the assessment, but still, she could not get through the students. This failed attempt of one Professor and students' general hesitation to employ self- or peer-assessment is unlike the benefits reported by Li and Chen (2016) Özarslan and Ozan (2016). This points to preparation, education and practice for peer-assessment to work well (Falchikov, 2007). This could also indicate that, in line with the finding by Sluijsmans et al. (2002), longer training periods are required for a student to be able to conduct peer- or self-evaluation.

This constrained uptake of peer- and self-evaluation could be associated to what Carless (2012) suggests, in that when trust is lacking in the process of peer-evaluation or feedback from peers, any possibility of learning gain will be limited. He highlights two dimensions of trust, namely competence trust and communication trust. Competence trust refers to someone's ability to do a task effectively, and communication trust refers to abilities such as someone's willingness to share, be truthful, or care about confidentially. Similar to the findings by Beaumont et al. (2011) the students in this study did not seem to fully trust the competence or the communication skills of their peers and therefore they are less willing to engage in peer-assessment.

This lack of trust in peers' evaluation could also be associated with the priority assigned to the university degree in the Turkish culture, where there is a rigorous selection process to place students in universities and this makes the higher education system highly competitive and achievement-oriented (Yildirim, 2006). Also, in the Turkish culture scores high on power distance, which means that members conform to the strict hierarchical order (de Mooij & Hofstede, 2010) and they respect the teacher to a great degree (Bjorge, 2007).

5.1.7. How Assessment is Planned and Put into Practice

In this section the findings regarding the planning and implementation of assessment are discussed.

5.1.7.1. Varying Degree of Reference to Outcomes

According to Boud (2007), in the dominant discourse of assessment in the official university documents, outcomes are one of the aspects that is focused on. The analysis of the public spaces and the password-protected spaces revealed that ‘Program Educational Objectives’ and ‘Program Outcomes’ are listed separately for each department. The university’s syllabus program also involves course objectives and outcomes. When the professors asked about the role of these outcomes in their assessment views and practices, in all departments, some professors noted that they refer to them while some others noted that they do not specifically refer to them because they either internalize these outcomes over the years or they render their expectations from the students more important than these written outcomes.

Some senior participants noted that the outcomes were formulated in a top-down manner. Professor 1 from MSE for example noted that they were written without consulting the academic staff members. Another Professor from CEIT noted that they periodically work on some tables, metrics or write some forced outcomes and indicators from time to time and submit their reports to the administration, but they do not take life in practice.

The significance of outcomes for this study is two-fold. First, upon gaining insight from the participants, I looked for further information about how the outcomes were formulated. In METU’s *Strategic Plan 2011-2016* (2011) Goal 6 states that each undergraduate program would work their Program Outcomes considering “scientific, societal, and career needs” (p. 18). Identifying the details of the goal and the procedure followed to write this goal is beyond the scope of this study. However, having learning outcomes is important as they guide the assessment done in an institution, which is an assurance given to the various stakeholders that the graduates of that institution have gained various knowledge and skills, they are employable and they are ready for further study. Naturally, the stakeholders have a right to receive assessment results that

pertain to the students' competences (Coates, 2018).

5.1.7.2. Syllabuses Serving as a Contract and a Management Tool

The syllabus documents are official documents which outline how the Professor has planned their assessment. It is a “contract between the teacher and the students on aspects such as content of the course, communication method etc., and it includes all the relevant information about how students' performance in the course will be assessed” (Panadero et al., 2019, pp. 379-380). In the definition given here, the key word is contract between the student and the teacher. As an officially required document the syllabuses must include assessment information. In the research context, the syllabus documents include assessment of student learning (details of assessment types to be used and their weightings) and course policies regarding attendance and participation, late submissions and make-up exams. As Parkes and Harris (2002) notes depending on the Professor's style and philosophy, they may be open to negotiation. They may allow the students to design the course content or the type of assessment methods to be used. The data revealed that some professors in CEIT are open to negotiation and they consider students' ideas and requests and make changes to their assessment plans. In the other departments, such a negotiation was not identified.

At university, it is the students' responsibility to navigate among courses, and they may not have the chance to receive individualized attention. Therefore, they need to plan themselves, identify any needed strategies to complete the assessments that are expected of them. Considering this, the syllabus documents also serve as learning tool. The syllabus documents offer the students ways to be an effective learner. For instance, syllabuses could help students with their time management, multitasking, and social skills (Parkes & Harris, 2002). Some students did note that they check the syllabus documents before enrolling courses, especially for elective courses. When the course load is too heavy, they may not opt for taking that course, and the students confirmed this strategic use of syllabuses to arrange their courses and set themselves up for success. The data revealed that, in all departments, the professors present the syllabus documents in their first session with the students. The findings revealed that the professors do this because they believe that the students do not pay careful attention to syllabus documents. Communicating expectations orally could be an effective way

to deal with the students' inattentiveness to syllabus (Becker & Calhoun, 1999). Other professors noted that going over the syllabus documents in class helps reduce the students' anxiety because the expectations of the professors may be overwhelming for them and the professors could see this on the students faces, and they feel the need to motivate them by reminding them they will be doing the assessments one by one.

The practice of syllabus sharing takes place in two stages: First, the professors are required to enter their information into ODTUSyllabus before the semester starts, and second, the professors share their syllabus documents in the first session as hard copy or upload a pdf version to ODTUClass. The first stage, entering course information to ODTUSyllabus, was reported to be problematic. The professors complained that the interface of the program is not user-friendly; it does not allow uploading a full document. According to the professors this prevents efficient use of the program. Because entering information into the system line by line takes a lot of time, they do not do it, or they do not update their existing documents in the system. The students noted this in the interviews. In addition, the scanning of the syllabus documents in this system revealed that there are documents that were last updated in 2015 (Reminder: The scanning of the syllabus documents took place in 2022).

5.1.7.3. ODTUClass

The university's learning management system, ODTUClass, has been in use since 2013-2014 academic year. This study revealed that ODTUClass is the main platform that guides teaching, learning and assessment practices. Course materials such as the syllabus documents, weekly readings, and assessment criteria are shared through this platform. Assignments are uploaded here and feedback is provided through this platform.

Also, the study revealed that the use of ODTUClass overshadows several other resources. For example, the syllabus documents are not uploaded to ODTUSyllabus or they are updated there because the professors share them every semester on ODTUClass and they keep the updated documents there. The department' websites are also not used for assessment-related purposes. As a resource ODTUClass is generally appreciated. A couple drawbacks were noted, though. One professor noted

that the assessment functions are not suitable for some courses. Another professor noted that archiving data in ODTUClass is limited therefore the materials need to be downloaded.

5.1.7.4. Time

This study revealed that the majority of the professors complained about the negative impact of such factors as publication requirements, the increasing number of students in their classes and the number of courses they have to teach on their assessment and feedback practices. A group of professors in MSE noted that they do not let such factors affect their teaching and assessment practices and they are willing to set aside their academic work and focus more on graduating quality teachers. As a group they believe they have a small number students and they want them to be world-class teachers. There was one Professor in FLE stating that her assessment practices are not affected by such factors in undergraduate level, but an impact can be observed in graduate level courses. A Professor in CEIT noted that her academic title allows her to not care about publication or projects because there is no promotion requirement for her. I could not find a pattern behind what leads these professors to have this view. The expected reason for not letting the pressures affect the assessment processes is the lack of promotion requirement for the instructor positions, in that they do not have to supervise thesis studies or publish a certain number of articles to be promoted. However, among the participants who reported to be in this group there were associate professors who do need to publish and do projects and so on to be promoted to Professor.

The professors' complaints regarding the negative impact on their assessment practices are in line with Gibbs (2006a), Gibbs & Simpson (2005), and Gibbs and Lucas (1997). The most important resource that is declining is time. Now, academic staff have less time per student as they are expected to increase research productivity. And at the same time the total number of students has increased, resulting in a higher student-staff ratio. In the context of Middle East Technical University, according to the METU's *Annual Report* (2022 published by the Directorate of Strategy Development, the student-staff ratio was 35:1 in 2022. This challenge posed by the time constraints limits the alternatives of designing, implementing, scoring and

providing feedback. Not having enough time for the large number of students in their classes leads the professors to opt for group assessment, reduce the number of assignments, or ask multiple choice questions in their exams.

5.1.7.5. Making Assessment Accessible

The data revealed that students with disabilities are accommodated with the Disability Support Office's guidance. At METU, accommodating the needs of the students with special needs has been cared for a long time. According to the official website of the Disability Support Office (www.engelsiz.metu.edu.tr), the Office has been helping students in need since 2004. The present office was established in 2011 in accordance with the articles 11 and 12 of Regulations on the Solidarity and Coordination of the Individuals with Disabilities in the Institutions of Higher Education. The students apply to the Office with an official document documenting their disability and the office provides these students with a Letter for Academic Accommodation if their condition is eligible to get the letter. The faculty and the department administrations and the faculty are passive in identifying the disabled students and their needs. Rather the students are expected to self-disclose their conditions/disability (Hudson, 2013).

Data from the questionnaire revealed that the services offered by this Office is not known by the majority of the participants. The interview data revealed, however, that some students received the accommodation letter from the Office and had exams/assignments under specific conditions. This study revealed that the department administration and the academic staff abide by the university's regulations regarding students with disabilities or other special needs. Their attitude was very positive to the students for whom they needed to make amendments. Considering the fact that the academic staff members or the department administration have a passive role in determining the students with special needs, their positive attitude towards the students and their efforts to make sure that these students have positive experiences with assessment could lead other students with similar conditions to come forward and look for help (Cole & Cawthon, 2015).

In addition, the university has a center named Center for Advancing Learning and Teaching [ÖGEM], which offers individual and group counselling, and seminars such as presentation anxiety, tips for the English Proficiency Exam, procrastination and tips

for effective studying. Though not many, some students noted that they had positive experiences with the Center. In order to increase the usage of the services, the academic staff members and the department heads share the promotional email with the students. The students noted that they prefer to get support from their professors and peers when they feel overwhelmed or anxious due to the assessment requirements.

5.1.8. Impact of Online Instruction Due to Covid-19 on Assessment Practices

In the early 2020, the Covid-19 pandemic led university campuses to close and led the instruction to be offered online. The period was called *emergency remote education* because the established principles of online education did not fully apply to the situation (Hensley et al, 2022). This study revealed that the necessity to shift to online education brought with it the necessity to do assessment online as well. In all departments, it was reported that the academic staff did not have the necessary background to effectively deal with the situation.

5.1.8.1. Modality of Assessment

The data collected for this study revealed that the modality of assessment had to be changed. The major change was that the academic staff members opted to do assessment through written assignments and take-home exams instead of proctored written exams. A similar shift was reported by other high education institutions (see for example Gamage et al., 2020; Slade et al., 2022). However, with the help of the trainings given by the university's support offices (e.g., UZEM and ODTUClass team) and videos broadcast by these units, or by collaborating with colleagues and teaching assistants who are tech-savvy, the academic staff members reported to learn to deliver online exams.

This need for external support should be expected and emphasized so that the academic staff members can handle an intense and technological education (UNESCO, 2020). However, this learning had to take place quickly and, in line with what Elçi (2021) puts, the majority of academic staff members needed the support to be able to learn to do online assessment and “their learning curve requiring the efficient use of technology in distance education is stated to be steep” (p. 347).

The shift in modality of assessment to assignments did lead to an increase in the number of assignments. The students' major complaint was that they were required to submit many assignments at the same time. Some students in MSE noted that this number could go up to over 30 assignments in one semester. Another key finding was that the professors kept their expectations at high levels. When possible, they transferred their usual assessment content to the online platform.

In line with what Slade et al. (2022) noted, with the transition to online assessment, a significant amount of attention was paid to the exam security and academic integrity concerns. In time, in all departments exam security measures started to be taken. These measures were technological in nature, and there were some who resorted to measures like allocating less time or asking too difficult questions. The technological measures included the use of Safe Exam Browser (SEB), the use of two cameras, and keeping the microphones on during the exams. Some students also noted that they were asked to show the area where they took the exam to the proctors to make sure that there are no aids or people around the students.

Similar to what has been suggested by Janke et al. (2021), the first few months of the transition to online assessment were "chaotic" to the participants and they were overwhelmed by the idea of doing assessment reliably and securely even though the above-mentioned security measures were taken. The study revealed that both the students and the professors were aware that there were students who were involved in some sort of dishonest behavior, such as checking answers in books or materials. But the study hinted that the students' dishonest behavior was limited to online exams. This is in line with the findings by Holden et al. (2020): In online exams students tend to use specific ways to cheat but this does not result in a more general measure of academic dishonesty, which was defined as "selective-behavior-change-hypothesis" (p. 9). Also, the professors and students stated that they had their suspicions that there were some dishonest behaviors taking place but at the same time they know that it was virtually impossible to catch these behaviors. Considering the possibility that cheating in online exams is easier than on-site ones (Costley, 2019) and professors' low motivation or ability to pursue such behaviors may have helped reduce the cost of cheating that would normally be higher for students (Janke et al. 2021).

Finally, the change in modality, i.e., being delivered on online platforms and in the form of assignments or take-home exams, led to a certain amount of inflation of success in the departments. Some students and professors noted that they saw that the class averages were higher than usual. Similar trends from other Turkish universities were reported by Karadag (2021). He reported a about 9% grade inflation and he noted that the reason behind this could be that the academic staff members tried to compensate for their inexperience with the online education and assessment conditions that they had to suddenly switch to. Tillinghast et al. (2023) reported a 0.22 GPA increase in the spring semester of 2020 and a 0.18 rise in the following two semesters in an American university, which could also be an indication of the reduced class sizes thanks to the online classes. Such inflated grades do not directly correspond to learning gains, and thus they make it difficult to differentiate among students, and according to Jephcote et al. (2021), this allows the lower-achieving students to hide among the high performers and has the potential to give an inaccurate picture about the graduates of an institution.

5.1.8.2. Challenges and Gains

Covid-19 was definitely a test of endurance and preparedness for the higher education institutions, but at the same time it was a booster of online teaching and learning. First, let me discuss the challenges. Shifting teaching and assessment to online modality caused anxiety and stress for the students. The major source of this anxiety for the students was due to the technological adequacy. The emergency remote teaching that was implemented in 2020 spring had to be continued in the following academic year (2020-2021) and the students were required to own a computer and steady internet connection, which was the minimum requirement. In order to maintain assessment security, the academic staff members required the students to have a second device with an internet connection and wanted to monitor them while delivering exams. In addition, the students needed to create a suitable space to take the exams, which was not possible for all students. This, as Fuller et al. (2020) put it, could be associated with an equity gap, which meant some learners have good quality technology and other opportunities while others had to survive with loaned or shared devices or had to study in a house with family or roommates. Students noted that the exam rules required them to have their microphones on during the exams, and the ones who had to take exams

in shared spaces like dorm rooms had difficulty arranging quiet periods to take the exams.

The other major challenge was the academic and psychological burden for the students. Students noted that they felt isolated and stressed but they did not have peers around to communicate and get help from. They also noted that it was difficult to get to know their peers and make friends online. In line with what Hensley, et al. (2022) noted, the students found socializing with their peers online or doing group work online a less connected college experience. Even though the professors held virtual feedback sessions or office hours, the students seemed to miss the sense of immediacy of receiving help from professors or peers and accessing resources first hand.

Despite the challenges it created, the participants noted some gains from online assessment due to the pandemic. First, the technological tools that the university provided, for instance licensed Zoom and Webex accounts, and some features of ODTUClass such as Big Blue Button, enabled the students and professors to become technologically knowledgeable and their lifelong learning. They reported that they learned how to use these programs and applications to enhance their learning and teaching activities. Some students noted that this type of instruction was a better alternative than the face-to-face education as it became very traditional and based on memorization.

Another positive aspect was that after returning to the campuses in the following semesters, the virtual sessions were kept for feedback sessions. Echoing what Elçi (2021) and El Refae et al. (2021) reported, flexibility the online education tools offered for educational purposes was highlighted in this study. Students noted that the technological aspect of online education facilitated the communication and feedback procedures, especially being able to hold Zoom sessions with their professors or the teaching assistants in groups or individually. In face-to-face education making an appointment and being physically available in an office was challenging. The other positive aspect was that the feedback component of assessment was valued by the professors and they tried to keep feedback provision stable, and having it as a stable component was a relief for the students.

5.1.9. Emphasis on Fairness and Academic Honesty

In this section, findings regarding the academic staff members' and the students' views and actions regarding fairness and academic honesty are discussed.

5.1.9.1. Fairness

This study revealed that fairness is highly emphasized in the Faculty of Education. From the professors' point of view, doing assessment fairly is of utmost importance. Professors from all departments noted the significance they attach to fairness in their assessment practices. Care for fair assessment is shown in the planning, execution, and grading stages. The care the professors show to design and execute fair assessment is in line with Nisbet and Shaw's (2019) formal and relational senses. In the *formal* sense the professors do assessment according to the rules and in *relational* sense, assessment is done considering a set of criteria not such factors as gender or race.

Considering the aspects put forward by Sonnleitner and Kovacs (2020), aspects of informational and procedural fairness are followed. In terms of *informational* fairness, the professors make sure the content of the assessments and the criteria used for those assessments are shared with the students and they make sure the students understand them. In terms of *procedural* fairness, the implementation of criteria is equal to everyone, the professors aim to include as many and varied types of questions and tasks possible so that the students can reflect their learning from the materials covered in class, and through the syllabus materials and sometimes orally in class, the academic staff members make sure that the content of the exams are parallel to what is covered in class.

Despite these efforts, though, some cases of unfair assessment were identified. To illustrate, in line with Flint and Johnson (2011), group work and examinations were found to be unfair forms of assessment. As Sambell et al. (1997) note, over-reliance on memory reduces the fairness of the assessment. Echoing this, students noted that the exams were found to be unfair because the students are under time pressure and they cannot remember specific details. Fairness was reported to be a bigger issue for group assessment. A dissatisfaction is identified in all departments. The first issue was the unequal distribution of work but getting the same grade for the assessment. One

student participant called students who do not work as much as the other group members 'free loaders.' The student noted that this is unfair both to the group members and the other students in the classroom. Karau and Williams (1993) named students who are unwilling to put in much in effort in a collective work "social loafers." The study showed that in order to prevent social loafers and free loaders to get an unfairly high score, the professors ask the students to report such students, but seems to create other problems for the students – they do not want to be called a snitch. This finding was unlike what Flint and Johnson (2011) reported "[w]hen students have the opportunity to comment on the contributions of members of their group they are satisfied that procedural justice principles are being followed, even if it does not influence the outcome" (p. 69). The unfairness was also discussed by the student participants in terms of how the group was formed, i.e., by the students themselves or by the professors. As Blowers (2006) noted in either case there occur problems. When the students form the group themselves, they may receive an unfairly high grade due to the close relationship with the group member. When the professors form the groups, there may be some members whose relationship with one other is not so positive, thus, leading to an unfairly low grade.

Flint and Johnson (2011) note when teachers' expectations are not clear, and when the students do not understand what criteria would be used to judge their work, they feel frustrated. Resonating this, this study revealed that the students feel they are unfairly assessed when there are inconsistencies among the assessments done by different staff members. This inconsistency was reported to be due to the failure to stick to the assessment criteria or the use of different criteria used in different situations. Students believe there is some sort of unfair treatment if one of the assistants marking their work accepts something and the other does not, or one group of students are observed only one time, while another is observed for three/four times. The students were peculiar about the way the assistants assessed their work. They reported that the assistants do not share their rubrics/criteria and sometimes unfairly penalize something, but when the student objects to this, they may reconsider their decision. Such careless evaluations are also considered unfair treatment by the students. These differences among the staff members' evaluation of students' work were not limited to the assistants. Students also noted that if different professors teaching the different

sections of the same course and they expect different things in terms of assessment, the students feel unfairly treated especially when they receive lower grades than their peers in other sections.

5.1.9.2. Academic Honesty

Academic honesty is a subject that receives a lot of attention in the Faculty of Education. Students reported that they are told a story regarding the importance of being honest to their professors. In the story, a group of students are late for the final exam and in order to get a make-up exam they tell the Professor that they were coming together and they had a flat tire on their way. The Professor accepts their excuse and gives the students a make-up exam, from which the students have to get 50. The exam had five questions four of which are worth 10 points each, and the final question is worth 60 points and it asks “Which tire was it?” The message to the students was that students must be honest and the professors are experienced enough to understand if their students tell the truth or a lie.

Unethical behaviors are approached with a serious attitude and punitive approach in all departments. However, the majority of the professors stated that they emphasize educating students about plagiarism before penalizing. The university has an Honor Code embedded in the syllabus documents and the professors educate the students about the necessity of appropriately referencing sources and the necessity of paraphrasing skills from year one.

In addition to educating the students, the professors require the use of Turnitin. Some professors allow the students to see the similarity index score before submission so that they can make amendments and improve their writing. The professors noted that before condemning the student as dishonest, they analyze the situation. They try to determine whether there is intent and whether it is the student’s first offence. This approach is in line with Wheeler (2009) who noted harmful impact of an automatic reaction of condemnation of a plagiarism act, and with Flowerdew and Li (2007) who emphasizes the necessity of distinguishing between intentional and unintentional plagiarism and it should not be seen a simplistically dishonest behavior.

As an effort to prevent plagiarism, in addition to support from Turnitin, the professors

ask questions that require students' own interpretations, which makes it difficult to plagiarize or cheat. Despite these measures, education and warnings, if students exhibit unethical behaviors, majority of the professors assign 0 to the assessment. This may cause the student to fail the course depending on the weighting of the assessment. The data also revealed that the professors may show leniency to plagiarism under certain conditions. First, they consider the students year of study. As Ünal and Uçak (2017) and Şendağ et al. (2012) noted, the students learn about plagiarism at university level and in their freshmen year, so they may plagiarize without knowing that they are doing so. Second, if the similarity index exceeds the threshold level, the professors analyze the situation and if the similarity is high due to some course input that all of the students have to use (such as outcomes), then the professors do not penalize the student and allow them proceed.

Among the participants, there was one Professor who opts for automatic disciplinary action. This Professor immediately starts the legal process and sends the student who plagiarize to the Faculty's Disciplinary Board. The other professors reported that they do not want to take such course of action, especially for single-time offences, thinking that it would be too harsh. As de Jager and Brown (2010) noted most of the time the students do not face the disciplinary action because the academic staff decide on their course of action considering their beliefs of what is required as a punishment. Finally, as the data revealed, academic dishonesty is not an issue that is frequently encountered as the students' awareness is quite high in this regard. They fear their professors' and peers' disapproval, and in line with what McCabe and Trevino (1997), the disapproval of their peers and the professors deter the students from committing such unethical conduct.

5.1.10. Enculturing the Future Teachers as Assessors

One reason why the Faculty of Education was selected as the case for this study was to see how teacher candidates shape their views as adult learners themselves preparing for their future professions. Teachers have unique condition in terms of the amount of life-experience of their profession, which means that unlike other professions, they arrive in the classrooms with about 16 years of exposure to learning and assessment. And it was worth exploring the final four years of this educational period. The aim

was not to gauge the teacher candidates' assessment knowledge, it was rather to explore their conceptions of assessment and how these are affected, if at all, by the assessment views they are faced with and practices in place in their departments.

Let's begin by discussing whether the faculty members' approach to assessment impact the teacher candidates' assessment views and their future assessment plans. I asked the professors whether they have any knowledge regarding their influence on the graduates. In all departments, professors noted that they *believe* they have some sort of an impact on the graduates' assessment views and learning. They based these beliefs on several aspects such as reflecting on their teaching and recalling their own experiences as students and students' evaluation of teaching where they may get insights about their assessment practices. Another way that enabled professors to have any insights about their assessment practices was their conversations with their students after graduation, where they say that they refer back to the courses they had together and make use of the projects they did or feedback they received in those courses. Finally, the way the students explain the assessment component of their lessons in their lesson plans help the academic staff to learn about the assessment views of the candidates they train.

The necessity of preparing well-equipped teacher candidates in their initial training years for their future role as assessors is in line with what Hill, Ell, et al. (2014); Hill, Gunn, et al (2014), and DeLuca et al. (2019) put forward. Preparing the teacher candidates for their future assessment-related responsibilities is done in two ways: through a dedicated assessment course and in an embedded way, within courses throughout the training program. In the context of this study, there is a dedicated assessment course, where the students learn about assessment and develop assessment literacy. The findings revealed that the professors feel the need to set a model in terms of modeling the use of various assessment methods and tools or feedback procedures in their own courses, as well.

This study also revealed that the students' assessment practices take shape in the schools they will work at. The type of schools the candidates will work at, i.e., private versus state schools, will have a determining impact. The professors reminded that the candidates may be involved in more institutionalized practices in private schools while

in state schools, they may need to follow the requirements of the Ministry of National Education. Either way, they will be part of a system that will have requirements from them. These are in line with the concepts that DeLuca et al. (2019) noted: the government policies (vertical discourse) and local requirements (horizontal discourse).

These vertical and horizontal impacts were also evident in student data. When asked about their future assessment plans, they noted that they are aware of certain restrictions that will guide their assessment practices and plans. To illustrate, they noted that they will be required to follow a curriculum and they will have to administer exams both in private schools and state schools even if they do not want to do so. They also noted that their future students are accustomed to exams and if the teacher does not follow the route that they are familiar with, their attitude towards the teacher may change and they may consider the teacher to be lenient and this may reduce their concentration on the course.

The literature on teacher candidates' assessment learning reveal that when explicit opportunities are created, they show development in their confidence, competence, and readiness to assess student learning (DeLuca et al., 2013). Loughran (2006) state that the way teacher candidates view education evolve from being an apprentice and observing education take place, and it is predominantly changed by pedagogies implemented in teacher education. In the context of this study, assessment learning is planned to take place through the assessment course offered in the third or fourth year. One student participant noted, for instance, that after she took the assessment course, she started to realize the intricate nature of assessment. The findings also revealed that there are academic staff members who believe they have a responsibility to model good assessment practices even though they do not teach the assessment course.

5.1.10.1. Teacher Candidates Mirror their Experiences with Assessment

The interviews with the students revealed some parallel views to their professors' approaches to assessment and their implementation of these approaches. The first one of the parallels is the use of variety of assessment types that are used. In the interviews, the students discussed the benefit of using a variety of assessment types to see their students' learning. Each have a different combination of assessment types, and

considered different aspects. Some thought of assessment in written and oral assessment, and some stated that they will use a variety of question types in their exams so that everyone has a chance to show their learning in a more flexible way. They also considered the exams' limitations in showing the students' learning; therefore, they would like to include projects, assignments, and classroom discussions.

Second parallel was their desire to implement assessment *for* learning. One way they proposed to do so was to phase their assessment as weekly or frequent quizzes, which benefited them as students. Another way they proposed was to involve classroom discussions where immediate teacher and student feedback is possible and facilitates learning. This approach to assessment echoes what Hill, Gunn, et al. (2014) identified in their study: Teacher candidates exit their training program with an open mind and willingness to use assessment as a tool to positively impact student learning. This approach to assessment was also identified as an indication of the candidates' learning through their own experiences. They learned about assessment and formed beliefs regarding assessment not only in the dedicated assessment course and its curriculum but also experientially through their own experiences (Hill, Ell, et al., 2014).

One interesting finding in this study was the candidates' reluctance to include shared assessment in their future assessment. The participants noted that they believe peer-assessment and self-assessment will not work with their future students. Some reasons behind this view were their belief that students at younger ages are not mature enough to evaluate themselves or their peers. These assessments were also reported to be stressful for the students, which was observed by the participants themselves, especially at high school levels. This finding is especially important considering the changes taking place in the society and the complexities they present, which results in what is called by Barnett (2000) as 'super-complex society.' Dealing with this super-complexity requires students in higher education to have developed skills such as adaptable thinking, autonomy, self-regulation and co-operation (Birenbaum & Dochy, 1996). As suggested by Dochy et al. (2004 as cited in Clegg & Bryan, 2006, p. 217), involving students in the assessment process is one of the five key characteristics of the new assessment culture:

- students construct knowledge (rather than reproduce it);

- assessment focuses on the application of knowledge to actual cases;
- assessment instruments ask for multiple perspectives and context sensitivity – students are required to demonstrate insight into underlying causal mechanisms not just statements;
- students are actively involved in the assessment process – they discuss criteria and engage in self- and/or peer assessment;
- assessments are integrated within the learning process and congruent with the teaching method and learning environment.

This reluctance to involve peer- and self-assessment could be linked to the support and training students need in order to assess their peers reliably and act as partners in assessment (Falchikov, 2007). It may be a fair conclusion that the assessment practices taking place in their departments are not enough for the candidates to develop a confidence to implement these assessments in their future professions. Students becoming more in favor of peer-assessment and their reluctance disappearing with practice was reported in literature (Sluimans et al., 2001).

5.2. Conclusions

This study concluded that there are four types of assessment cultures prevalent in the Faculty of Education at METU (See Figure 5 below).

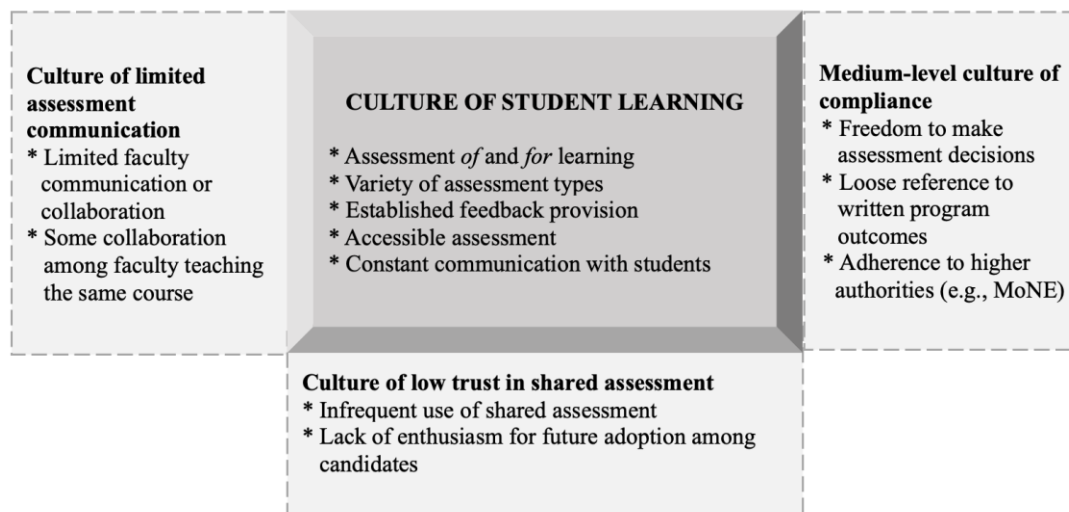


Figure 5 Assessment Cultures in the Faculty of Education

Two of the assessment cultures identified in this study, namely the cultures of student learning and compliance, are described in the literature before (Skidmore et al., 2018;

Fuller et al., 2016). The third and the fourth ones emerged as new types as part of the study. These were the culture of limited assessment communication and low trust in shared assessment. Overall, the findings suggest that the most prevalent culture in the Faculty of Education at METU is a *culture of student learning*. Considering Birenbaum's (2014; 2016) features, the study revealed that the Faculty of Education value deep learning; there is a common understanding that assessment should inform instruction; the dialogue with the students is ensured; there is diversity and multiple perspectives are valued, there are attempts to ensure self-regulated learning; and finally, assessors strive to be help students to succeed and deal with the complexity of learning. However, there are some elements of *testing* culture. A significant testing culture element that was identified in the data was standardization, which was found to be desired in all departments. This study revealed both the administrations and the academic staff members pay special attention not to create discrepancy between course sections and do assessment in a similar way. When there are such cases, students do not feel comfortable, and they do not tolerate different treatment. The other testing culture element identified in the data is the limited student involvement in the assessment process. The professors do attempt to include shared assessment in their plans; however, they do not seem to get the results they aim for.

These findings also seem to be in line with dimensions of the framework by Dochy et al. (2007), which could suggest the prevalence of a culture of student learning: (i) The integration of learning is a high priority, (ii) students are given responsibility in the assessment process, (iii) multiple measures are used, (iv) assessment tasks are similar to real life, (v) higher levels of comprehension are assessed. Please be reminded that the data provided very limited insights for the sixth dimension, i.e., the use of metacognitive, social and affective learning outcomes.) Similarly, regarding the functions of assessment, in line with the wide acknowledgment given in the literature (Black & William, 1998; Bryan & Clegg, 2006; Carless, 2015; Gibbs, 2006(b); Ramsden, 2003), the culture prevalent culture in the Faculty of Education views assessment as a tool that improves students' learning and the quality of teaching.

With regard to the *cultures of compliance and fear*, the findings of the study could suggest that a less prevalent type of culture of compliance. With regard to complying with accreditation, at the time of the data collection, there were no accreditation

processes taking place in any of the departments. Therefore, the study did not have any findings with regard to serving a function to satisfy the demands of an accreditation requirements. However, the assessment practices and beliefs are indeed influenced by the vertical discourses (e.g., the governmental effect and the general education system in the Turkish context). The department heads and the professors noted two aspects: compliance with the Ministry of Education's requirements for the School Experience course, and the requirements of the Council of Higher Education in terms of various aspects. A culture of compliance was prevalent in the student data with regard to their future assessment plans as well. They reported that they will have to and willing to follow the requirements of the Ministry of Education's (or the other types of institutions' requirements of assessment). This weak culture of compliance also would point to the autonomy that the academic staff members have while doing assessment. This study revealed that neither the university nor the department administration interfere with the assessment decisions made by the academic staff members. Also, the academic staff members' references to the written outcome statements were found to be loose, in that these outcome statements were either approached with suspicion or they were not considered vital for the teaching and assessment plans of the academic staff members.

A word of caution is needed here. The culture of compliance identified in this study is not fully parallel to the one suggested by Skidmore et al. (2018) and Fuller et al. (2016) in that in this study assessment refers to assessment of student learning whereas in their study assessment also involves program assessment. Finally, this study has not identified any features of a culture of fear probably because the focus of this study is assessment of student learning rather than program assessment.

Based on the findings of the study, two new culture types that have not been described could be suggested. The first one of these assessment culture types could be "limited assessment communication." This study revealed that one communication aspect that seems to be valid for all departments was the limited interaction and communication among the academic staff members. The overall picture reveals that communication is limited to the professors who teach the same course in different sections. Other than this, people tend to form homophilic relations in small(er) groups. Regarding the communication with the students, the major tool to do it is the syllabus documents,

which serve as a contract between the Professor and the student. There are also briefing sessions as the specific assessment time approaches. The syllabus documents are always shared with the students, though the procedure of publishing it on the university's syllabus platform is not established across the departments, mostly due to its problematic interface. The justification of scores with the help of rubrics and a criteria list is a common practice. When this phase is skipped students do not feel comfortable and demand it. The students seem to complain about the issue when the research assistants are involved in the assessment process.

The second new type of assessment could be "low trust in shared assessment." This study revealed the significant role of professors in the assessment procedures, in that they tend to be viewed as the major authority in the assessment of student learning, and the use of peer- and self-assessment is not as frequent. More importantly, they are not valued as much by the students. The Professor' attempts to include them in their assessment plans seem to be inadequate to change the teacher candidates' views: They stated that they are not planning to use shared assessment in their future jobs.

5.3. Implications

5.3.1. Implications for Theory and Practice

This study revealed that there is a positive culture of assessment that promotes student learning, where the academic staff members have the freedom to do assessment as they see fit. And it has some implications for the theory of the culture(s) of assessment in an educational organization. First, the existing research studies on the culture of assessment guided this study; however, they fell short of explaining some aspects identified in this study. To illustrate, *the culture of compliance* refers to the academic staff members' compliance to the regulations or requirements of accreditation, and similarly, the *culture of fear* refers to, again, the academic staff members' fears of losing their freedom or fear of being marginalized by the senior academic staff members. Also, let's remember that the existing studies generally scrutinize the subject from the leaders' perspectives. By involving the teachers and students' perspectives in my research study, I was able to identify two more cultures, namely, *infrequent assessment communication* and *low trust in shared assessment*. We do know that

cultures of assessment are context-dependent, but whether these two types of cultures are found in other faculties of education in the Turkish context and in other education systems may be studied, and the concepts offered here could be improved and maybe added to the existing literature on the issue.

Another finding of this study was that the culture(s) of assessment do impact the assessment views of the teacher candidates. The study identified some parallels between the professors' views and practices and the teacher candidates' views. The most striking of these was regarding the low trust in shared assessment among the teacher candidates and the limited collaboration among the teaching staff with regard to assessment planning and practice. Of course, the reasons behind these are various and the question of why was beyond the scope of this study. But one cannot help asking the question "Do the teacher educators practice what they preach?" This is quite interesting especially when we remember these two things: First, the four-year training period is the major drive to change the teacher candidates' assessment views (Loughran (2006), and second, the assessment literacy studies in the Turkish context consistently note that the pre-service teachers graduate with limited literacy levels. As Young et al. (2024) suggest, the teacher training program must make sure that the messages teacher candidates receive are consistent with what is done. This could mean that the teacher educators should right this by embedding the assessment of the content they teach in their syllabuses.

This takes us to an implication for practice. This study revealed that the teacher candidates do not plan to include peer- and self-assessment in their future professions, which could be explained by their lack of experience with shared assessment: They develop objectivity of judgment as they provide feedback to their peers (Hamodi et al., 2017). As Clegg and Bryan (2006) note, self- and peer-assessment is not merely giving grades but they are more about becoming engaged in judging the quality of student work and grasping what constitutes quality work. And to change their views, they need more experience and guidance in the matter.

Another implication for practice is regarding the guidance of the academic staff members. As discovered by this study, assessment is seen as an individual endeavor, and the academic staff members opt for working alone, except for the courses that are

offered by more than one Professor such as School Experience course. This freedom to be able to make assessment-related decisions is a positive thing for the academic staff members. However, there are cases where they need to be guided or led. This need for guidance is especially important for newly recruited academic staff members and research assistants. The department heads take on the responsibility to guide the academic staff members to remind them of their responsibilities or deal with the official communications and so on. The emergency remote teaching due to the pandemic was such a case. Therefore, it may serve beneficial to train some other academic staff members as assessment leaders to enhance the assessment practices in a department. The training of research assistants is also significant considering the complaints from the students about the discrepancy they may create when they evaluate the students' products. The newly recruited academic staff members and research assistants could receive an assessment training. One Professor (Professor 3, FLE) mentioned that when they are recruited, the new academic staff members are required to complete a training program, but it does not specifically focus on assessment and it is not detailed enough. Thus, the content of this training program could be improved and the weighting of assessment could be increased.

Another finding of this study could have a similar implication for practice: In the public and password protected spaces on METU website, the majority of the available documents were about outcomes, official rules and regulations governing undergraduate studies, and academic integrity. There is an office named Center for Advancing Learning and teaching [ÖGEM]. There, there are guides for undergraduate and graduate students and faculty. The office seems to allow one-on-one sessions upon request if they are in need of educational and instructional support. All this is encouraging, but what is *missing* in terms of assessment guidance, both for academic staff members and the students, is as important as what *is* offered. Thus, a training component for assessment or publishing documents that clarify some less-known types of assessment could serve especially the inexperienced teaching staff members and the students beneficial.

Finally, the findings of this study could have some implications for the university administration. This study revealed that the academic staff members have difficulty meeting the feedback needs of the students as their class sizes are too big and there is

a strict publication requirement of the university. As Brown et al (2013) note, this high cost for the academic staff will probably continue and they will be required to assess more students and they will be overloaded with teaching, assessment and publication duties. Thus, one implication of this finding is that the university administration could come up with some ways to reduce the teaching loads of the academic staff. Also, the academic staff members could try doing more peer- and self-assessment to share the assessment load, as Boud and Soler (2016) noted “[l]earning cannot be sustainable in any sense if it requires continuing information from teachers on students’ work” (p. 403). The negative aspects identified by the participants regarding the lack of objectivity in peer-assessment and self-assessment should be dealt with and they should be included in the assessment plan of the university.

Next, the study revealed that certain university systems are not used due their limited functionality: ODTUSyllabus does not have a user-friendly interface, and it requires the entry of data in the system one by one. Because of this, academic staff members may opt for not upload or update their syllabus documents, thinking that they distribute their syllabus documents in class or upload them to ODTUClass. Allowing the professors to upload their documents directly to the system as a pdf file could be considered by the university administration. This could serve beneficial for the students who are interested in learning about any course while selecting courses.

The final implication for the university administration would be regarding the university’s preparedness for an unexpected interruption due to large-scale events such as a global pandemic. This study revealed that technology does help with certain aspects of learning and teaching but it cannot solve all problems related to assessment. Instead, it is necessary for university educators to balance technology and pedagogy and take wise action. As the professors are not the ones who decide on the curriculum and assessment designs, preparedness for events like covid-19 requires policy and investment in macro-, meso- and micro-levels (Rapanta et al., 2021). In macro-level, university administration should work on a vision to deal with challenges a potential interruption to instruction delivered on campus, and in meso-level, disciplinary groups or teachers and instructional designers could work together as communities of practice. Micro-level preparedness refers to the individual level preparedness, and include instructional strategies and methods that could help the learners be engaged in the

activities they experience. Here, the key decision to make would be whether to become more digitalized or prepare pedagogically for such a challenge.

5.3.2. Recommendations for Further Research

The findings of this research provided some insights for possible future studies. To begin with, the study could be conducted in a comparative way. One comparison could be between a university where medium of instruction is English and another where it is the native language of the students. This could help investigate the impact of language on the assessment. In a similar vein, another research area could be investigating assessment practices in different faculties of an EMI university. Such a comparative study would also help scrutinize the disciplinary impact on assessment.

Another research is could be on the networks academic staff members and students form around assessment-related issues. This study revealed that the networks that academic staff members form are small and homophilic, i.e., based on the similarity of interests with others. The formation of these groups and how the groups benefit from the interactions in these groups could be investigated, which may guide the formation of larger communities of practice. In a similar vein, factors that influence the collaboration and communication patterns could be investigated. This may guide why these patterns do not spill over assessment, and any barrier preventing this could be eliminated.

One more area could be the academic freedom universities, department administrations and academic staff members have. In the case of the METU Faculty of Education, academic staff members have freedom in the sense that they can do assessment as they see fit, though in certain areas such as unethical student conduct, their actions are guided by regulation. But the present study did provide some insights that in other universities the situation is not the same (please be reminded that some participants referred to other universities' assessment practices solely through personal communication). Investigating the issue in different higher education institutions could provide a fuller picture of assessment policy and applications in tertiary level.

A final area where an investigation could prove useful would be how the graduates do assessment after they start their professions. Such a study could focus on what they

transfer to their jobs, how much of their experiences from their training years affect their beliefs and practices, and what other factors shape their views. Such a study could inform the teacher trainers about their impact on the candidates they train not only in terms of knowledge but also their beliefs and views.

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APPENDICES

A. APPROVAL OF THE METU HUMAN SUBJECTS ETHICS COMMITTEE

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER



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15 ŞUBAT 2022

Konu : Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi : İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Prof.Dr. Cennet Engin DEMİR

Danışmanlığınızı yürüttüğünüz Şükran SAYGI'nın "Yüksek Öğretimde Ölçme ve Değerlendirme Kültürü: ODTÜ Eğitim Fakültesi Örneği" başlıklı araştırmanız İnsan Araştırmaları Etik Kurulu tarafından uygun görülmüş ve 0122 ODTUİAEK-2022 protokol numarası ile onaylanmıştır.

Saygılarımızla bilgilerinize sunarız.

Prof.Dr. Mine MISIRLISOY
İAEK Başkan

B. INTERVIEW QUESTIONS – DEPARTMENT HEADS/VICE HEADS

- 1) Bölüm başkanlığı/başkan yardımcılığı görevini ne kadar süredir yapmaktasınız?
- 2) Sizin ve/veya yardımcılarınızın bölümde gerçekleştirilen ölçme ve değerlendirme işlemleri/etkinlikleri ile ilgili ne gibi sorumlulukları var?
- 3) Ölçme ve değerlendirme konusunda liderlik söz konusu mu? Nasıl? Neden?
- 4) Şu an yürütülmekte olan ölçme ve değerlendirme odaklı Erasmus / TUBİTAK/ BAP projeleri var mı? Bilgi vermeniz mümkün mü?
- 5) Bölüm/Program akreditasyon çalışmaları yürütülmekte mi/yürütüldü mü? Bunun ölçme ve değerlendirme süreçlerine etkisi nasıl oldu/oluyor?
- 6) Ölçme/Değerlendirme süreç ve/veya sonuçları bölüm ve rektörlük/dekanlık arasındaki görüşmelerde ne kadar yer buluyor?
 - Hangi durumlarda? (Örn. Yüksek/Şeref öğrencisi sertifikasyonu)
 - Başka idari birimler (Örn. Hukuk Ofisi)?
- 7) Öğrenciler ve akademik üniversitenin sağladığı bazı kaynak ve sistemlerden ölçme ve değerlendirme öncesinde, sırasında ve sonrasında nasıl faydalanıyor (Örn. ODTUClass, ODTUSyllabus, Öğrenci Destek Birimleri)?
 - Bu hizmetlerin sunulması sürecinde yaşadığınız sorunlar ve önerileriniz nelerdir?
- 8) Pandeminin ölçme ve değerlendirilmesi süreçleri üzerindeki etkileri hakkında neler söyleyebilirsiniz? (Örn. görev ve sorumluluklar, liderlik, kaynak kullanımı)

Ekleme istediğiniz noktalar nelerdir?

C. INTERVIEW QUESTIONS – ACADEMIC STAFF MEMBERS

- 1) Biraz eğitim ve profesyonel geçmişinizden bahsedebilir misiniz?
Bu bölümde ne kadar süredir bu çalışıyorsunuz?
Hangi lisans derslerini veriyorsunuz?
- 2) Bölümde herkesçe bilinen ve anlatılan, ya da sizin öğrencilerinize anlattığınız, efsaneleşmiş (sınavlarla, hocaların ölçme ve değerlendirme tutumları vb. konularla ilgili) hikâye(ler) var mı? Varsa, bu hikayelerin önemi nedir?

(Alternatif: Öğrencileriniz ile paylaştığınız onlara ders olabileceğini düşündüğünüz deneyimleriniz)

Şimdi bölümünüzdeki ölçme ve değerlendirme uygulamaları hakkında konuşalım. Soracağım soruları pandemi öncesi ve sonrasını karşılaştırarak cevaplamamız çalışmam için daha faydalı olacaktır.

- 3) Bölümünüzde yapılan ölçme ve değerlendirme hakkında ne düşünüyorsunuz?
 - a) tercih edilen yöntemler
 - b) üniversitenin sağladığı bazı kaynak ve sistemlerin kullanımı (Örn. ODTUClass, ODTUSyllabus, Öğrenci Destek Birimleri)
- 4) Ölçme ve değerlendirmenin daha iyi yapılabilmesi için neler yapılıyor? (Örn. ortak projeler, toplantılar)
- 5) **Şimdi sizin ölçme ve değerlendirme yaklaşımınız hakkında konuşalım.**
Ölçme ve değerlendirme yöntemlerinizi neleri göz önüne alarak belirliyorsunuz?
Ders için belirlenen çıktılar ve program çıktıları bu kararlarınızı nasıl etkiliyor?
Dersi veren diğer hocalar ile iş birliği ve paylaşımlarınız bu kararlarınızı nasıl etkiliyor?
- 6) Öğrencilerinizi ölçme ve değerlendirme süreçleri ile ilgili nasıl bilgilendiriyorsunuz? Onlardan beklentilerinizi nasıl ifade edersiniz? (Örn. Ders izlenceleri, ders çıktıları, değerlendirme kriterleri üzerinden geçmek)
Nasıl geri bildirim verirsiniz?

- 7) Ölçme ve değerlendirme sonuçlarını nasıl kullanıyorsunuz? (Örn. öğretim yöntemleriniz/ders içeriklerinde iyileştirme)
- 8) Ölçme ve değerlendirme süreçlerinizi etkileyen faktörler hakkında neler söyleyebilirsiniz? (Örn. ders yükü, proje, öğrenci sayıları, araştırma üniversitesi olmak)
- 9) Etik olmayan öğrenci davranışlarına (Örn. kopya, aşırma) ilişkin tutumunuz / yaklaşımınız hakkında neler söyleyebilirsiniz?
Böyle davranışlar yapıldığında neler yapıyorsunuz?
Bu tarz davranışları önlemek için neler yapıyorsunuz? (Örn. Üniversite'nin Akademik Dürüstlük Kılavuzu ve Sınav Kuralları Kılavuzu'na başvurmak)
- 10) Bütün konuştuklarımızı göz önüne alırsak, ölçme ve değerlendirmeyi nasıl tanımlarsınız?
Konuyu ölçme ve değerlendirmenin amacı, öğrenci rolü açısından ve öğrencilere verilen geri bildirim bakımından açıklar mısınız?
- 11) Sizin değerlendirme yaklaşımınız öğrencilerinizin değerlendirme görüşleri üzerinde nasıl bir etki bırakıyor? (Örn. tercih ettiğiniz yöntemler, felsefeniz)

Eklemek istediğiniz noktalar nelerdir?

D. INTERVIEW QUESTIONS – STUDENTS

- 1) Ölçme ve değerlendirme denilince aklınıza gelen hikayeler ile başlamak istiyorum. Bölümünüzde herkesçe bilinen ve anlatılan, efsaneleşmiş (sınavlarla, hocaların ölçme/değerlendirme tutumları vb. konularla ilgili) hikâye(ler) var mı? Varsa, bu hikayelerin sizin için önemi nedir?
Alternatif: Bölüm hocalarınızın paylaştığı deneyimler ya da sizin hakkında sıkça konuştuğunuz hocalar var mı? Bu konuda neler paylaşmak istersiniz?

Şimdi bölümünüzdeki ölçme ve değerlendirme uygulamaları hakkında konuşalım. Yüz yüze aldığımız dersler ile başlayalım.

- 2) Ölçme değerlendirme açısından hocalarınızın sizden beklentileri hakkında neler söylemek istersiniz?
Hocalarınız sizden beklentilerini nasıl ifade eder? (Ders hedef ve çıktılarını açıklamak, ölçme/değerlendirme için kullanacağı kriterleri açıklamak vb.)
- 3) Bölümünüzde hangi yöntemlerle ölçme ve değerlendirme yapılır?
Bunların öğrenmenize katkısı hakkında neler söylemek istersiniz?
Bunlardan hangilerini daha güvenilir ve adil buluyorsunuz? Neden?
- 4) Şimdi biraz da geri bildirim süreçlerinden konuşalım. Geri bildirim (*feedback*) almanın öğrenmenize etkisi nedir?
Genellikle kimlerden geri bildirim alıyorsunuz?
Nasıl bildirim almak istersiniz?
- 5) Üniversitenin sağladığı kaynak ve sistemlerden nasıl faydalanıyorsunuz?
(Örn. ODTUClass Ders izlenceleri, Öğrenci Destek Birimleri)

Pandemi sebebiyle 2020-2021 ve 2021-2022 akademik yıllarında zorunlu uzaktan eğitim yapmak durumunda kaldık. Dersler ve sınavlar tamamen çevrim içi gerçekleşti. Şimdi çevrim içi derslerinizdeki ölçme ve değerlendirme süreçlerini konuşalım.

- 6) Bu süreçten nasıl etkilendiniz?
Hocalarınızın sizden beklentileri ve bunları size nasıl ifade ettikleri
Kullanılan ölçme ve değerlendirme yöntemleri ve sizin öğrenme süreçlerinize etkisi, Geri bildirim süreçleri, Üniversite kaynaklarının kullanılması

- 7) Etik olmayan öğrenci davranışları (örneğin kopya, aşırma) hakkındaki görüşleriniz nelerdir?
Bu tarz davranışlar tespit edildiğinde / Bu tarz davranışları önlemek için ne yapılıyor?
Zorunlu uzaktan ve hibrit eğitim sürecinin bu konudaki etkisi hakkında neler söylemek istersiniz?
- 8) Bütün bu konuştuklarımızı göz önünde bulundurursak, sizce ölçme ve değerlendirme nedir?
Neleri içerir (bilgi, harcanan zaman, vb.)?
Konuyu ölçme ve değerlendirmenin amacı ve öğrenci rolü/rolleri açısından açıklar mısınız?
- 9) Öğretmenliğe başladığınızda ölçme ve değerlendirmelerinizi nasıl yapmayı düşünüyorsunuz? (Örn. yaklaşımınız, kullanmayı planladığınız yöntemler)
Bölümünüzdeki ölçme ve değerlendirme yaklaşımı bu planlarınızı nasıl etkiliyor? Hocalarınızın sizi değerlendirirken tercih ettikleri değerlendirme yöntemleri / ölçme değerlendirme felsefeleri vb.

Ekleme istediğiniz noktalar nelerdir?

**E. THE TEACHER CANDIDATES' ASSESSMENT APPROACHES
QUESTIONNAIRE (TURKISH)**

A1. Bu bölümdeki sorular için şimdiye kadar aldığımız ... kodlu dersleri göz önünde bulundurunuz.					
Bu derslerde aşağıda sıralanan ölçme ve değerlendirme yöntemleri ne sıklıkla ders notunu belirlemek için kullanıldı?					
(1) Hiçbir zaman (2) Nadiren (3) Bazen (4) Sıklıkla (5): Çoğu zaman					
Yöntem	<u>yüz yüze</u> aldığımız derslerde				
1. Yazılı sınav (Bir gözetmenin izlediği, ders notları kapalı sınav)	(1)	(2)	(3)	(4)	(5)
2. Eve verilen sınav (<i>take-home exam</i>)	(1)	(2)	(3)	(4)	(5)
3. Haberli küçük sınav (<i>announced quiz</i>)	(1)	(2)	(3)	(4)	(5)
4. Habersiz küçük sınav (<i>pop-quiz</i>)	(1)	(2)	(3)	(4)	(5)
5. Yazılı ödevler (rapor, dönem ödevi – <i>term paper</i> – vb.)	(1)	(2)	(3)	(4)	(5)
6. Projeler (belli basamaklardan geçerek oluşturulan araştırma, web sayfası tasarlama vb. çalışmalar)	(1)	(2)	(3)	(4)	(5)
7. Sözlü Değerlendirme					
7.1. grup sunumları	(1)	(2)	(3)	(4)	(5)
7.2. bireysel sunumlar	(1)	(2)	(3)	(4)	(5)
7.3. tartışma (belirlenen bir konu/makale üzerine yapılan tartışma; <i>discussion</i>)	(1)	(2)	(3)	(4)	(5)
8. Öğrencilerin diğer öğrencileri değerlendirmesi	(1)	(2)	(3)	(4)	(5)
9. Öğrencilerin kendini değerlendirmesi	(1)	(2)	(3)	(4)	(5)
10. Ürün dosyaları (bitmiş/devam eden çalışmaların toplanması ile oluşan dosya; <i>portfolio</i>)	(1)	(2)	(3)	(4)	(5)
11. Gözlem (hocanın siz bir uygulama yaparken sizi gözlemesi ve notlandırması, örneğin öğretmenlik uygulaması – <i>micro-teaching</i>)	(1)	(2)	(3)	(4)	(5)
12. Derse Katılım (sınıf içi etkinliklere aktif katılım)	(1)	(2)	(3)	(4)	(5)
13. Derse Devam (derslerin tamamına/çoğuna devam etme zorunluluğu)	(1)	(2)	(3)	(4)	(5)
14. Diğer (belirtiniz): _____	(1)	(2)	(3)	(4)	(5)

A1. Bu bölümdeki sorular için şimdiye kadar aldığınız ... kodlu dersleri göz önünde bulundurunuz.					
Bu derslerde aşağıda sıralanan ölçme ve değerlendirme yöntemleri ne sıklıkla ders notunu belirlemek için kullanıldı?					
(1) Hiçbir zaman (2) Nadiren (3) Bazen (4) Sıklıkla (5): Çoğu zaman					
Yöntem	<u>cevrim içi</u> aldığınız derslerde				
1. Yazılı sınav (Bir gözetmenin izlediği, ders notları kapalı sınav)	(1)	(2)	(3)	(4)	(5)
2. Eve verilen sınav (<i>take-home exam</i>)	(1)	(2)	(3)	(4)	(5)
3. Haberli küçük sınav (<i>announced quiz</i>)	(1)	(2)	(3)	(4)	(5)
4. Habersiz küçük sınav (<i>pop-quiz</i>)	(1)	(2)	(3)	(4)	(5)
5. Yazılı ödevler (rapor, dönem ödevi – <i>term paper</i> – vb.)	(1)	(2)	(3)	(4)	(5)
6. Projeler (belli basamaklardan geçerek oluşturulan araştırma, web sayfası tasarlama vb. çalışmalar)	(1)	(2)	(3)	(4)	(5)
7. Sözlü Değerlendirme					
7.1. grup sunumları	(1)	(2)	(3)	(4)	(5)
7.2. bireysel sunumlar	(1)	(2)	(3)	(4)	(5)
7.3. tartışma (belirlenen bir konu/makale üzerine yapılan tartışma; <i>discussion</i>)	(1)	(2)	(3)	(4)	(5)
8. Öğrencilerin diğer öğrencileri değerlendirmesi	(1)	(2)	(3)	(4)	(5)
9. Öğrencilerin kendini değerlendirmesi	(1)	(2)	(3)	(4)	(5)
10. Ürün dosyaları (bitmiş/devam eden çalışmaların toplanması ile oluşan dosya; <i>portfolio</i>)	(1)	(2)	(3)	(4)	(5)
11. Gözlem (hocanın siz bir uygulama yaparken sizi gözlemesi ve notlandırması, örneğin öğretmenlik uygulaması – <i>micro-teaching</i>)	(1)	(2)	(3)	(4)	(5)
12. Derse Katılım (sınıf içi etkinliklere aktif katılım)	(1)	(2)	(3)	(4)	(5)
13. Derse Devam (derslerin tamamına/çoğuna devam etme zorunluluğu)	(1)	(2)	(3)	(4)	(5)
14. Diğer (belirtiniz): _____	(1)	(2)	(3)	(4)	(5)

A2. Bu bölümdeki sorular için şimdiye kadar aldığınız ... kodlu dersleri göz önünde bulundurunuz.

Aşağıdaki ölçme değerlendirme yöntemlerinin öğrenmenize katkısını belirtiniz.

(1): Çok olumsuz (2): Olumsuz (3): Ne olumlu ne olumsuz
(4): Olumlu (5): Çok olumlu

Herhangi bir yöntemi deneyimlememişseniz (önceki bölümde her iki ders grubu için 1–Hiçbir zaman işaretlemişseniz) Uygun Değil (NA) seçeneğini seçiniz.

1. Sınıf içi yazılı sınav	(1)	(2)	(3)	(4)	(5)	(NA)
2. Bir gözetmenin izlediği çevrim içi sınav	(1)	(2)	(3)	(4)	(5)	(NA)
3. Eve verilen sınav (<i>take-home exam</i>)	(1)	(2)	(3)	(4)	(5)	(NA)
4. Haberli küçük sınav (<i>quiz</i>)	(1)	(2)	(3)	(4)	(5)	(NA)
5. Habersiz küçük sınav (<i>pop-quiz</i>)	(1)	(2)	(3)	(4)	(5)	(NA)
6. Yazılı ödevler (rapor, dönem ödevi – <i>term paper</i> – vb.)	(1)	(2)	(3)	(4)	(5)	(NA)
7. Projeler (belli basamaklardan geçerek oluşturulan araştırma, web sayfası tasarlama vb. çalışmalar)	(1)	(2)	(3)	(4)	(5)	(NA)
8. Sözlü değerlendirme						
8.1. grup sunumları	(1)	(2)	(3)	(4)	(5)	(NA)
8.2. bireysel sunumlar	(1)	(2)	(3)	(4)	(5)	(NA)
8.3. tartışma (belirlenen bir konu/makale üzerine yapılan tartışma; <i>discussion</i>)	(1)	(2)	(3)	(4)	(5)	(NA)
9. Öğrencilerin diğer öğrencileri değerlendirmesi	(1)	(2)	(3)	(4)	(5)	(NA)
10. Öğrencilerin kendini değerlendirmesi	(1)	(2)	(3)	(4)	(5)	(NA)
11. Ürün dosyaları (bitmiş/devam eden çalışmaların toplanması ile oluşan dosya; <i>portfolio</i>)	(1)	(2)	(3)	(4)	(5)	(NA)
12. Gözlem (hocanın siz bir uygulama yaparken sizi gözlemesi ve notlandırması, örneğin öğretmenlik uygulaması – <i>micro-teaching</i>)	(1)	(2)	(3)	(4)	(5)	(NA)
13. Derse Katılım (sınıf içi etkinliklere aktif katılım)	(1)	(2)	(3)	(4)	(5)	(NA)
14. Derse Devam (derslerin tamamına/çoğuna devam etme zorunluluğu)	(1)	(2)	(3)	(4)	(5)	(NA)
15. Diğer (belirtiniz): _____	(1)	(2)	(3)	(4)	(5)	(NA)

B. Kaynak Kullanımı

Burada lisans eğitimi ölçme ve değerlendirme süreçlerini göz önünde bulundurunuz.

Ölçme ve değerlendirme süreçleri hakkında bilgi ya da destek almak için aşağıdaki kaynaklarını kullanma sıklığınızı belirtiniz.

(1) Hiçbir zaman (2) Nadiren (3) Bazen (4) Sıklıkla (5): Çoğu zaman

Kaynak	<u>yüz yüze eğitim sürecinde</u>				
	(1)	(2)	(3)	(4)	(5)
1. Bölüm web sayfası	(1)	(2)	(3)	(4)	(5)
2. Öğrenci işleri ofisi ve/veya web sayfası (www.oidb.metu.edu.tr)	(1)	(2)	(3)	(4)	(5)
3. Öğrenci Portalı (www.student.metu.edu.tr)	(1)	(2)	(3)	(4)	(5)
4. Üniversitenin sosyal medya hesapları (<i>Instagram, Twitter, LinkedIn, Facebook</i>)	(1)	(2)	(3)	(4)	(5)
5. Ders izlenceleri (Program Ders Detaylarını Görüntüle-64 no'lu program)	(1)	(2)	(3)	(4)	(5)
6. Ders izlenceleri (Hoca tarafından verilen çevrim içi veya basılı kopya)	(1)	(2)	(3)	(4)	(5)
7. Akademik takvim	(1)	(2)	(3)	(4)	(5)
8. ODTUClass	(1)	(2)	(3)	(4)	(5)
9. Turnitin	(1)	(2)	(3)	(4)	(5)
10. Öğrenciler için Akademik Dürüstlük Kılavuzu	(1)	(2)	(3)	(4)	(5)
11. Sınav Ortamında İzlenmesi Gereken Kurallar Kılavuzu	(1)	(2)	(3)	(4)	(5)
12. Bölüm veya ders hocası tarafından yayınlanan sınav kuralları	(1)	(2)	(3)	(4)	(5)
13. Öğrenmeyi ve Öğretmeyi Geliştirme Uygulama ve Araştırma Merkezi – ÖGEM	(1)	(2)	(3)	(4)	(5)
14. Diğer (Belirtiniz: _____)	(1)	(2)	(3)	(4)	(5)

B. Kaynak Kullanımı

Burada lisans eğitimi ölçme ve değerlendirme süreçlerini göz önünde bulundurunuz.

Ölçme ve değerlendirme süreçleri hakkında bilgi ya da destek almak için aşağıdaki kaynaklarını kullanma sıklığınızı belirtiniz.

(1) Hiçbir zaman (2) Nadiren (3) Bazen (4) Sıklıkla (5): Çoğu zaman

Kaynak	<u>zorunlu çevrim içi eğitim sürecinde</u>				
	(1)	(2)	(3)	(4)	(5)
1. Bölüm web sayfası	(1)	(2)	(3)	(4)	(5)
2. Öğrenci işleri ofisi ve/veya web sayfası (www.oidb.metu.edu.tr)	(1)	(2)	(3)	(4)	(5)
3. Öğrenci Portalı (www.student.metu.edu.tr)	(1)	(2)	(3)	(4)	(5)
4. Üniversitenin sosyal medya hesapları (<i>Instagram, Twitter, LinkedIn, Facebook</i>)	(1)	(2)	(3)	(4)	(5)
5. Ders izlenceleri (Program Ders Detaylarını Görüntüle-64 no'lu program)	(1)	(2)	(3)	(4)	(5)
6. Ders izlenceleri (Hoca tarafından verilen çevrim içi veya basılı kopya)	(1)	(2)	(3)	(4)	(5)
7. Akademik takvim	(1)	(2)	(3)	(4)	(5)
8. ODTUClass	(1)	(2)	(3)	(4)	(5)
9. Turnitin	(1)	(2)	(3)	(4)	(5)
10. Öğrenciler için Akademik Dürüstlük Kılavuzu	(1)	(2)	(3)	(4)	(5)
11. Sınav Ortamında İzlenmesi Gereken Kurallar Kılavuzu	(1)	(2)	(3)	(4)	(5)
12. Bölüm veya ders hocası tarafından yayınlanan sınav kuralları	(1)	(2)	(3)	(4)	(5)
13. Öğrenmeyi ve Öğretmeyi Geliştirme Uygulama ve Araştırma Merkezi – ÖGEM	(1)	(2)	(3)	(4)	(5)
14. Diğer (Belirtiniz: _____)	(1)	(2)	(3)	(4)	(5)

C. Genel Bilgiler

1. Kayıtlı olduğunuz program:

- İngilizce Öğretmenliği
 Okul Öncesi Eğitimi
 Bilgisayar ve Öğretim Teknolojileri Eğitimi
 Fen Bilgisi Eğitimi
 İlköğretim Matematik Eğitimi
 Fizik Eğitimi
 Kimya Eğitimi
 Matematik Eğitimi

2. Sınıf: 3 4

3. Kümülatif Not Ortalamanız (CGPA): _____

4. Mezun olduğunuz lise türü:

- Devlet Özel Açık Lise Temel Lise

5. Cinsiyet: Kadın Erkek Belirtmek istemiyorum

Çalışmamın ikinci basamağı olan odak grubu görüşmelerine katılmak ister misiniz?

Katılmak istemeniz durumunda size ulaşabilmem için e-posta adresinizi buraya yazabilirsiniz:

Değerli vaktiniz için teşekkürler.

F. SAMPLE CODING

Sample Segment	Researcher	Coder 2	Decision
<p>R: Siz kendi anabilim dalınızda siz ölçme değerlendirme nasıl yapıyorsunuz? Biraz onu konuşmak istiyorum. Arkasından da sizin bireysel yaklaşımınızın detaylandırılması şeklinde sorular soracağım. Sizin programınızda ölçme değerlendirme genel olarak nasıl yapılır?</p> <p>Professor: Bizim programda hem kendi dersimden hem de arkadaşlarım... şimdi şöyle bir şey var tabi genelde bir dersi verenler çoğunlukla o dersi vermeye devam ediyorlar O yüzden bazı dersleri hani her Hoca vermediği için ölçme değerlendirmesine çok hakim olamayabilirim. Gördüğüm kadarıyla öğrencilerden duyduğum kadarıyla olabildiğince söyleyeyim, ama yanıltmak da istemem. Gördüğüm kadarıyla ölçme değerlendirmede hani açık uçlu sorular mutlaka oluyor. Hani eğitim anlamında metot derslerini bizim için önemli olan matematik eğitiminde metot dersi. O derslerde hep bir öğrencinin yorum katabileceği, anlamasını görebileceğimiz tarzı sorular kesinlikle açık uçlu sorular oluyor. Çoktan seçmeli soru çok oluyor mu aslında çok olmuyor bizde. Ama derslerde oluyor mesela bende measurement and assesment dersinde farklı tipte sorular soruyorum. Çoktan seçmeli doluyor. Açık uçlu da oluyor. True/False soruları da oluyor. Hani öğrenci de onu görsün diye çeşitliliğini. Ben genelde soruları ölçme değerlendirme dersinde bütün soruları kapsıyor ama hani belki dersin özeline yönelik dediğim gibi olabilir. O benim gördüğüm diğer derslerde daha açık uçlu oluyor. Tabi değişti bu bence biraz online eğitimde online sınav vardı. O biraz açık uçludan şeye kaydı gördüğüm kadarıyla biraz daha o çoktan seçmeli sorulara kaydı. Hani orada herhalde METUClass'ta daha kolay oluşturması, bir yandan da açık uçlu soruları değerlendirmekte hocaya belki daha zor olduğu için bilmiyorum. Sanki birazcık bir şey oldu farklılaştı gibi geldi bana online eğitimde çoktan seçmeli sorulara daha çok gidildi gibi. Ama genelde açık uçlu sorular hakim sınavlarda özellikle matematik eğitiminde zaten mesela şey veriyoruz model veriyoruz. O modelin ne demek olduğunu soruyoruz ya da bir şey modellemesini istiyoruz.</p>	<p>Lack of communication among faculty</p>	<p>Lack of knowledge of how others assess</p>	<p>Agreement</p>
<p>Çoktan seçmeli soru çok oluyor mu aslında çok olmuyor bizde. Ama derslerde oluyor mesela bende measurement and assesment dersinde farklı tipte sorular soruyorum. Çoktan seçmeli doluyor. Açık uçlu da oluyor. True/False soruları da oluyor. Hani öğrenci de onu görsün diye çeşitliliğini. Ben genelde soruları ölçme değerlendirme dersinde bütün soruları kapsıyor ama hani belki dersin özeline yönelik dediğim gibi olabilir. O benim gördüğüm diğer derslerde daha açık uçlu oluyor. Tabi değişti bu bence biraz online eğitimde online sınav vardı. O biraz açık uçludan şeye kaydı gördüğüm kadarıyla biraz daha o çoktan seçmeli sorulara kaydı. Hani orada herhalde METUClass'ta daha kolay oluşturması, bir yandan da açık uçlu soruları değerlendirmekte hocaya belki daha zor olduğu için bilmiyorum. Sanki birazcık bir şey oldu farklılaştı gibi geldi bana online eğitimde çoktan seçmeli sorulara daha çok gidildi gibi. Ama genelde açık uçlu sorular hakim sınavlarda özellikle matematik eğitiminde zaten mesela şey veriyoruz model veriyoruz. O modelin ne demek olduğunu soruyoruz ya da bir şey modellemesini istiyoruz.</p>	<p>Variety of question types</p>	<p>Considerations when determining assessment procedures</p>	<p>Agree on Researcher's code</p>
<p>Çoktan seçmeli soru çok oluyor mu aslında çok olmuyor bizde. Ama derslerde oluyor mesela bende measurement and assesment dersinde farklı tipte sorular soruyorum. Çoktan seçmeli doluyor. Açık uçlu da oluyor. True/False soruları da oluyor. Hani öğrenci de onu görsün diye çeşitliliğini. Ben genelde soruları ölçme değerlendirme dersinde bütün soruları kapsıyor ama hani belki dersin özeline yönelik dediğim gibi olabilir. O benim gördüğüm diğer derslerde daha açık uçlu oluyor. Tabi değişti bu bence biraz online eğitimde online sınav vardı. O biraz açık uçludan şeye kaydı gördüğüm kadarıyla biraz daha o çoktan seçmeli sorulara kaydı. Hani orada herhalde METUClass'ta daha kolay oluşturması, bir yandan da açık uçlu soruları değerlendirmekte hocaya belki daha zor olduğu için bilmiyorum. Sanki birazcık bir şey oldu farklılaştı gibi geldi bana online eğitimde çoktan seçmeli sorulara daha çok gidildi gibi. Ama genelde açık uçlu sorular hakim sınavlarda özellikle matematik eğitiminde zaten mesela şey veriyoruz model veriyoruz. O modelin ne demek olduğunu soruyoruz ya da bir şey modellemesini istiyoruz.</p>	<p>No code by Researcher</p>	<p>Change in assessment, types and number</p>	<p>Include Coder2's code</p>
<p>Çoktan seçmeli soru çok oluyor mu aslında çok olmuyor bizde. Ama derslerde oluyor mesela bende measurement and assesment dersinde farklı tipte sorular soruyorum. Çoktan seçmeli doluyor. Açık uçlu da oluyor. True/False soruları da oluyor. Hani öğrenci de onu görsün diye çeşitliliğini. Ben genelde soruları ölçme değerlendirme dersinde bütün soruları kapsıyor ama hani belki dersin özeline yönelik dediğim gibi olabilir. O benim gördüğüm diğer derslerde daha açık uçlu oluyor. Tabi değişti bu bence biraz online eğitimde online sınav vardı. O biraz açık uçludan şeye kaydı gördüğüm kadarıyla biraz daha o çoktan seçmeli sorulara kaydı. Hani orada herhalde METUClass'ta daha kolay oluşturması, bir yandan da açık uçlu soruları değerlendirmekte hocaya belki daha zor olduğu için bilmiyorum. Sanki birazcık bir şey oldu farklılaştı gibi geldi bana online eğitimde çoktan seçmeli sorulara daha çok gidildi gibi. Ama genelde açık uçlu sorular hakim sınavlarda özellikle matematik eğitiminde zaten mesela şey veriyoruz model veriyoruz. O modelin ne demek olduğunu soruyoruz ya da bir şey modellemesini istiyoruz.</p>	<p>Impact of Discipline</p>	<p>Impact of discipline</p>	<p>Agreement</p>

G. CODEBOOK

Category	Definition
Situating Assessment in University and Department Level	
<i>Impact of discipline</i>	
impact of discipline	Discipline's unique characteristics influence assessment decisions
comparison to other disciplines	Comparison of Faculty of Education to departments in Engineering/Arts&Sciences
<i>Impact of EMI</i>	
impact of medium of instruction in English	Students' language proficiency in English affects their performance in assessment
Governance, Autonomy, Leadership	
<i>Academic freedom to make assessment decisions</i>	
freedom to make assessment decisions (METU)	Academic Staff at METU can make assessment decision as they see fit
freedom to make assessment decisions (department)	Academic staff in the department can make assessment decision as they see fit
responsibility to a higher authority	Department administration does follow by CoHE and President's Office
follow MoNE requirements	In School Experience course, MONE's requirements are followed.
<i>Assessment leadership</i>	
no leadership present	There is no one leading the academic staff members in terms of assessment practices
leading/teaching research assistants	professors guide/teach research assistants how to evaluate exam papers, give feedback etc.
example of leadership employed	Exemplification of how an admin guides assessment decisions, how to proceed in a situation where assessment is concerned

Assessment Beliefs

Functions of assessment for stakeholders

assessment defined as feedback to teacher/student	Assessment informs the academic staff about aspects such as their teaching, the assessment method used, the quality of exam questions AND Assessment informs the student about their learning
assessment to assert importance	Use of assessment to show others that a professor or his/her discipline is important
assessment defined as measurement of learning	Assessment means measuring how much learning has occurred
assessment is not equal to grades	Assessment does not mean merely assigning (letter) grades to students
assessment defined as progress	Assessment shows how the student learning improves between the starting point and end point
assessment defined as achievement of outcomes	Assessment informs which outcomes are achieved and how much

(Awareness of) assessment's driving role in learning

self/peer evaluation facilitates learning	Belief that self-/peer assessment assesses learning fairly
peer/self-evaluation do not facilitate learning	Students do not benefit from peer/self-evaluation
written assignments facilitate learning	Belief that written assessment assesses learning fairly
projects facilitate learning	Belief that projects assesses learning fairly
group work may facilitate learning	Belief that group assessment may assess learning fairly under the right conditions
microteaching facilitates learning	Belief that micro-teaching assesses learning fairly
oral assessments facilitate learning	Belief that oral assessment assesses learning fairly
written exams' necessity for learning	Belief that written assessment assesses learning effectively
written exams' little/no positive impact on learning	Written exams lead to minimal learning
assessment to support learning (department)	In department there is a common view that assessment should be done to drive learning

How Assessment is Put into Practice

Role of course and program

outcomes

refer to outcomes when doing assessment	Academic staff refer to program/course outcomes when making assessment plans
problems with outcomes	Outcome statements are not up-to-date, course outcomes not in line with program outcomes
no/partial reference	Academic staff do not refer to program/course outcomes when making assessment plans
expectations from students determine ass procedures	Academic staff refers to their expertise and knowledge of the course nature when making assessment plans

Variety in assessment

classical assessment in use	Academic staff use classical assessment methods
alternative assessment types in use	Academic staff use alternative assessment methods
variety in assessment	Academic staff in the department use a variety of assessment methods to assessment student learning
variety of question types	Academic staff use a variety of question types in the exams to assessment student learning

Feedback provision

feedback is integral to learning	Feedback is viewed as an integral part of learning
feedback provision is established	In the department there is an established system to provide feedback to students
feedback procedures (type frequency) vary	The type of feedback (written / oral) provision varies The frequency of feedback (immediate or delayed) varies
feedback is provided by academic staff (prof/assistant)	professors themselves or their assistants provide feedback to ss
feedback is provided by peers	Students provide feedback their peers
feedback is provided via ODTUClass & Turnitin	ODTUClass & Turnitin is utilized to provide feedback
detailed feedback is preferred for learning	Feedback should focus on areas such as weak/strong points and areas that could be developed

written feedback preferred	Feedback given in written format is better
<i>Areas that need improvement</i>	
lack of feedback	Feedback is not provided
experience with untimely feedback	Feedback is given in an untimely manner (late/too close to the deadline of the next assessment/at the end of the term)
<i>Factors affecting assessment practices negatively</i>	
academic title	Titles that do not require promotion (Dr) are not pressured by research/publication and thus can focus on assessment better
student number/course load	Academic staff teaching crowded classes cannot do assessment properly AND Academic staff with many courses assigned to them cannot do assessment properly
not let outside factors prevent prioritizing assessment	Academic staff do not let factors such as course load, student number, research requirement affect their assessment practices
research university requirements	Academic staff cannot do assessment properly because of the university's research/publication requirements
<i>Perceived difficulty in Assessment</i>	
high level of assessment difficulty	Students believe the assessments they take are too difficult
extremely high expectations from METU students	Academic staff have too high expectations from students (METU students are clever etc.)
grade inflation in the department	The CGPA of the students are too high; in too many courses the grade AA is assigned too often
<i>Accessibility and emotional support</i>	
guidance for students with special needs	Students with special needs (disability or emotional) are guided by the staff or they are directed to the related support Office

University's Infrastructure for Assessment Practices

Use of university resources to inform students / facilitate assessment

syllabus documents inform students about assessment	Students are informed about assessment through syllabus (hard or soft copy on ODTUClass) in advance/throughout the term
ODTUSyllabus program use	Syllabus documents are uploaded to ODTUSyllabus by the academic staff
Department website as info storage not serving assessment	Department webpage does not include any assessment-related information/resource
ODTUClass as repository and assessment tool	ODTUClass's two major functions: repository for the course content and a tool to do assessment

Resources for support, accessibility

support provided by ÖGEM	University's Office called ÖGEM provide help to students regarding areas such as study habits/assessment related anxiety
disability office amendments to exam/assessment procedures	Academic staff follows the Disability Office's arrangements for the students with a disability

Need to improve university resources to serve better

ODTUSyllabus and support systems not known/used	Academic staff do not use ODTUSyllabus AND Students/Academic staff do not know about the services provided by support offices such as ÖGEM or Rehberlik Merkezi
problems with resources	Resources (Syllabus / Turnitin have limitations
suggestion to improve resources	Academic staff/students' suggestions to improve the resources

Impact of Covid on Assessment in Online Education

Impact on assessment plan and practices

change assessment to written assignments/take-home exams	Use of written assignments/take-home exams in place of written exams
unpreparedness for online assessment	The academic staff were not ready to do online assessment

maintained high levels of expectations	Academic staff maintained their usual expectations from students
learn to deliver online exams in time	Academic staff learned to deliver online exams on ODTUClass
exam security measures	A variety of exam security measures were taken to deliver exams reliably
<i>Adjustments to assessment</i>	
improvement in learning (student & Professor)	The online assessment period led students/professors to learn skills
feedback provision maintained in online education	During online education technology helped staff to provide feedback
assessment in groups: collaboration	Assessment procedures were arranged in a way that students could collaborate/work easily with peers
<i>Negative impact on assessment</i>	
measures could not stop students from cheating	Despite measures taken there were incidents of cheating
inflated success due to online assessment	Online assessment led grade/success rates inflate
logistical /psychological burden on ss	Online assessment requires technology, space, silence to be able to complete AND Doing assessment online causes stress/anxiety
feedback procedures suffered/omitted	Online assessment led to a lack of feedback or untimely feedback
Communication around Assessment Issues	
<i>Communication among faculty about assessment</i>	
communication among faculty	Communication takes place among academic staff around assessment-related issues
collaboration among faculty teaching the same course	Academic staff teaching the same course collaborate to do assessment (same assignments/exams/procedures) and they aim to follow a standard for all students taking the course
collaboration among faculty	Academic staff collaborate in situations such as doing research together, they work with colleagues with the same interest etc.)
lack of communication among faculty	Academic staff do not know about their colleagues' assessment practices
chances created for communication with	Students are given the right to discuss issues with the staff

students	
<i>Communication with students about assessment</i>	
students are informed about assessment	The students are informed about assessment in advance/throughout semester
student evaluation of teacher/teaching	Students communicate their ideas about assessment via the Teacher Evaluation Form (pink forms)
Academic Integrity and Fairness	
<i>Emphasis on academic honesty</i>	
educate students on ethical behavior	Academic staff teach how to do assessment ethically correctly
ways to prevent unethical behavior	Academic staff take precautions to prevent unethical behavior
serious attitude to unethical behavior (punish)	Academic staff punish unethical behavior in various ways
increased student awareness	Students show that they pay attention to doing assessment ethically correctly
resources to promote student integrity	University resources utilized with a purpose of preventing unethical behavior
<i>Leniency</i>	
tolerance policy	Academic staff tolerate incidents of unethical conduct
<i>Emphasis on fairness</i>	
fairness emphasized	In the department academic staff emphasize fairness in assessment
rubrics/criteria facilitate fairness	Belief that rubrics/criteria help ensure fairness
individually done assessment is seen fair	Belief that assessment is fair if done through individual assessments
performing under exam conditions leads to unfairness	Belief that exams conditions lead assessment to be unfair
<i>Experiences with unfair assessment</i>	
group assessment found unfair	Belief that group assessment leads assessment to be unfair
personal differences of professors/staff lead to unfairness	professors'/assistants' different approaches to assessment lead to unfair treatment of students

Enculturing Teacher Candidates' Assessment Beliefs	
<i>Modeling for future practice</i>	
staff's responsibility to set a model	Academic staff has responsibility to be role models to teach about assessment
teach assessment as a model/teach assessment by modeling	Academic staff teaches assessment by modeling
<i>Teachings through past experiences</i>	
negative experience with assessment	Academic staff's negative experiences with assessment due too various reasons
story emphasizing the need for clearly stated questions	Story with a message that if exam questions are not well written, students cannot show their learning
impact of experience on own assessment view	Academic staff's experiences with assessment (positive and negative) shaped their assessment views
experience with an unconventional grading	Professor uses unconventional grading
<i>Training and enculturing graduates</i>	
graduates refer to their formal education	The assessment-related training guides students' assessment plans
belief that assessment done leave an impact on graduates	Students/professors believe that their assessment views are affected by their experiences in their departments
lack of knowledge on how graduates do assessment at work	Professor do not know about the graduates' assessment practices
graduates shape views on the job	Assessment takes shape after graduation on the job
<i>Teacher Candidates' Future Assessment Plans</i>	
prioritize/promote learning	Candidates plan to prioritize/promote learning
prioritize effort over grades	Candidates plan to prioritize effort over grades
use more than 1 assessment type	Candidate plan use more than 1 assessment type
use written assignments	Candidates plan to use written assignments
no enthusiasm for shared assessment	Candidates say they plan <u>not</u> to use shared assessment
aware of MoNE/institution realities	Candidates are knowledgeable about the assessment expectations in their future institutions

consider traditional view of
assessment

Candidates plan to do traditional
assessment

H. CURRICULUM VITAE

EDUCATIONAL BACKGROUND

M.A. in English Language Teaching

2007-2010: Middle East Technical University, Ankara, Türkiye
(CGPA: 3.93/4)

B.A. in Foreign Language Education

2000-2004: Middle East Technical University, Ankara, Türkiye
(CGPA: 3.52/4)

1996-2000: Anatolian Teacher Training High School, Sinop, Türkiye
(CGPA: 4.83/5)

TEACHING EXPERIENCE

July 2011 – present: Middle East Technical University, as an instructor in the Department of Basic English

September 2007 – June 2011: Atılım University, as an instructor in the English Preparatory School

October 2005 – September 2007: İstanbul Kültür University, as an instructor in the English Preparatory Unit of Faculty of Science and Letters

October 2004 – June 2005: Serdar Aksun İlköğretim Okulu (Ministry of National Education) as a teacher of English

MA THESIS

L1 and L2 Reading Motivation and Their Relationship with L2 Reading Achievement. (2010). Unpublished Master Thesis. Middle East Technical University, Ankara, Türkiye.

PUBLICATIONS

Akşit, Z., & Saygı, Ş. (2024). Which components of word knowledge do EFL learners learn? *Language Learning in Higher Education*, 14(1), 253-268.

SELECTED CONFERENCE PRESENTATIONS

Saygi, Ş. (2022). Students' Evaluation of Instructors in a University Context: A Phenomenon for Reflection. Paper presented at 14th METU International ELT Convention. Middle East Technical University, Ankara, Türkiye.

Saygi, Ş. (2019). The Effect of Genre on Linguistic Features of Source-Based Essays by Tertiary Learners: Implications for Construct Validity. Paper presented at the 41st Language Testing Research Colloquium, Atlanta, Georgia, USA.

Saygi, Ş. (2018). Rater-Cognition in Progress: An Institutional Change Study. Paper presented at the 40th Language Testing Research Colloquium, Auckland, New Zealand.

Saygi, Ş. (2017). Linking Writing Component of a Proficiency Exam to CEFR Descriptors. Paper presented at 14th EALTA Conference Language Testing and Assessment: Its Role in Mobility and Social Integration, Paris, France.

Saygi, Ş. (2016). A Is for Everyone: Assessment Literacy in CEFR-oriented classrooms. Paper presented at IATEFL TEA SIG & ETAS Conference: From Theory into Practice – Assessment Literacy in the Classroom, Aigle, Switzerland.

Akşit, Z. & **Saygi, Ş.** (2016). Experiential Learning of a Test Writer. Paper presented at 14th International Bilkent University School of English Language Conference: Classroom Assessment, Bilkent University, Ankara, Türkiye.

Saygi, Ş. (2015). An Experienced Teacher's Professional Learning Needs: Possible Implications for Teacher Education. Paper presented at 2015 ATEE (Association for Teacher Education in Europe) Conference – Teacher Education through Partnership and Collaborative Learning Communities, University of Glasgow, Glasgow Scotland.

Saygi, Ş. (2013). The Effect of Single-Sentence Contexts on Vocabulary Retention: A Corpus Study. Paper presented at BUSEL13th International Conference: Teachers Exploring Practice for Professional Learning, Bilkent University Ankara, Türkiye.

Saygi, Ş. (2013). Motivation to Read: A Regression Analysis and Teacher Perceptions. Paper presented at The Third Asian Conference on Language Teaching, International Academic Forum, Osaka, Japan.

Saygi, Ş. (2012). The Nature of Reading Motivation and Student Perceptions. Paper presented at TESL Canada 2012 TESL Interiors: Landscapes of Literacies and Language, Thompson Rivers University, British Columbia, Canada.

CERTIFICATES & TRAINING PROGRAMMES

Erasmus+ KA171 Academic Staff Mobility for Teaching to Non-European Countries (To take place in April 2024) University of Otago, New Zealand.

Erasmus+ KA131 Teaching Mobility to EU Member States and Program Countries (7-8 November 2023) University of Marburg, Germany.

Erasmus+ KA107 Academic Staff Mobility for Teaching to Non-European Countries (10–21 February 2020) Monash University, English Language Center, Melbourne, Australia

Using ICT in Teaching English as a Foreign Language (2016) 50-hour International Erasmus+ course offered by We Bridge Academy, Cardiff, Wales.

Foreign Language Assessment: Theories and Practices (2016) 30-hour course offered by the School of Foreign Languages, Middle East Technical University, Türkiye.

From Teacher to Trainer (2015) an online course offered by Norwich Institute for Language Education (NILE). (Scholarship received for the course between 24 September – 17 December, 2015)

Assessment Training Program (2014) offered by the School of Foreign Languages, Middle East Technical University, Türkiye.

DEPARTMENTAL DUTIES

September 2017 – Present: Middle East Technical University English Proficiency Exam (METU-EPE) Item Writer

September 2014 – June 2017: DBE Program Evaluation Project – Research & Development Unit of School of Foreign Languages, Middle East Technical University, Ankara, Türkiye

I. TURKISH SUMMARY / TÜRKÇE ÖZET

GİRİŞ

Eğitim ortamlarında ölçme ve değerlendirme iki şekilde çerçevelenebilir: (i) teknik bir söylemle ve (ii) sosyolojik bir söylemle. İlkinde, ölçme ve değerlendirme bir amaca ulaşmak için bir araç olarak hizmet eder (örneğin, öğrencileri test puanlarına göre seçmek) ve odak noktasında geçerlilik ve güvenilirlik gibi kavramlar vardır. Burada amaç, sonuçlara olan güveni artırmak ve böylece bu sonuçların kullanımını meşrulaştırmaktır. İkincisinde ise ölçme ve değerlendirme, sosyal bağlamlarda gerçekleşen bir şey olarak görülür ve sosyal aktörler *üzerinde* yapılır, sosyal aktörler *tarafından* yapılır ve sosyal aktörler *için* yapılır. Bu nedenle, "değerlendiricilerin ve değerlendirilenlerin sosyal ve kültürel değerleri, algıları, yorumları ve güç ilişkileri, süreçler ve sonuçlar için önemli çıkarımlar taşır" (Filer, 2000, s. 2). Bu çalışma, ölçme ve değerlendirmeyi ikinci çerçeveyi göz önünde bulundurarak incelemeyi amaçlamaktadır.

Bu çalışmanın genel amacı bir araştırma üniversitesi olan Orta Doğu Teknik Üniversitesi (ODTÜ) Eğitim Fakültesinin ölçme ve değerlendirme kültürünü/kültürlerini incelemektir. Çalışma, paydaşların (öğretim üyelerinin ve öğrencilerin) ölçme ve değerlendirme ile ilgili görüş ve düşüncelerini incelemek, bu görüş ve düşüncelerin ölçme ve değerlendirme uygulamalarına nasıl yansıtıldığını ve ölçme ve değerlendirme perspektiflerinin öğrencilerin öğrenme davranışlarını nasıl etkilediğini araştırmak için tasarlanmıştır. Çalışmanın araştırma soruları aşağıdaki gibidir:

1. ODTÜ Eğitim Fakültesinde uygulanan ölçme değerlendirme uygulamalarının özellikleri nelerdir?
 - 1.1. Covid-19 pandemisinin ODTÜ Eğitim Fakültesindeki ölçme değerlendirme uygulamaları üzerinde nasıl bir etkisi olmuştur?
2. ODTÜ Eğitim Fakültesinde ölçme ve değerlendirme kendini nasıl bir kültür/kültürler olarak gösterir?

YÖNTEM

Bu çalışma incelenen soruların ağırlıklı olarak nitel bir yaklaşımla analiz edilmesini amaçlamaktadır ve nitel araştırma desenlerinden durum çalışması izlenerek yürütülmüştür. Çalışma için ODTÜ'nün kamusal ve şifre korumalı alanlarının analizi, öğrencilerden toplanan bir anket, ve bölüm başkanları, öğretim üyeleri ve öğrencilerle yapılan görüşmeler yoluyla veri toplanmıştır. İlk olarak, araştırma bağlamının belirlenmesi için üniversite kataloğu ve ders izlenceleri gibi belgeler analiz edilmiştir. Araştırmacı ODTÜ'de ve Eğitim Fakültesi bölümlerinde ölçme ve değerlendirmeye nasıl yaklaşıldığını ve nasıl yapıldığını araştırmak için üniversitenin web sayfasını, bölüm web sayfalarını, akademik kataloğu ve üniversitenin şifre korumalı alanında yayınlanan ders izlencelerini taramıştır.

İkinci olarak, dört bölüm başkanı (veya başkan yardımcısı), 19 öğretim üyesi ve 37 öğrenci ile yapılan görüşmeler yoluyla veri toplanmıştır. Öğretim üyeleri, ünvanları, bölümlerindeki deneyim düzeyleri ve disiplinleri göz önünde bulundurularak seçilmiştir. Öğretim elemanları ve bölüm başkan yardımcıları ile görüşmeler birebir ve çevrimiçi ortamda yapılmıştır. Öğrenci katılımcılar üçüncü ve dördüncü sınıf öğrencileri arasından seçilmiştir. Katılımcılar anket aracılığıyla görüşmelere katılmaya davet edilmişlerdir. Öğrenci görüşmeleri odak grup görüşmeleri olarak yapılmış ve her oturum için en az dört ya da beş öğrenci davet edilmiştir. Davet edilen katılımcıların tamamının görüşmeye gelmediği durumlarda katılım gösteren öğrenciler ile görüşmeler gerçekleştirilmiştir. Toplam 12 görüşme yapılmıştır. Öğrencilerden veri toplamak için kullanılan bir diğer araç ise bölümde kullanılan değerlendirme yöntemleri, öğrencilerin bu yöntemlerin öğrenmelerine katkısını nasıl değerlendirdikleri ve üniversitenin kaynaklarını nasıl kullandıkları ile ilgili maddeleri içeren bir anket olmuştur. Toplam 241 öğrenci anketi yanıtlamıştır ve bu sayı veri toplama sürecinde programlarda kayıtlı olan 3. ve 4. sınıf öğrencilerinin yaklaşık %41'ini temsil etmektedir.

Görüşmeler Türkçe olarak gerçekleştirilmiştir. Biri hariç tüm oturumlar görüntülü olarak kaydedilmiştir. Ses kayıtları, araştırmacının kendisi tarafından kelimesi kelimesine yazıya dökülmüştür ve bu süreçte dijital bir transkripsiyon aracı (*Happy Scribe*) kullanılmıştır. Bu araç tarafından sağlanan transkripsiyonlar video kaydı ile

karşılaştırılmış ve gerekli düzeltmeler yapılmıştır. Transkripsiyon sürecinin tamamlanmasını takiben, bölüm başkanı/başkan yardımcıları ve öğretim elemanlarına transkripsiyonlar gönderilmiş ve belgeyi onaylayıp onaylamadıkları sorulmuştur. Kendilerinden belirli bir tarihe kadar yanıt vermeleri istenmiştir ve son teslim tarihinden bir hafta önce kendilerine bir hatırlatma e-postası gönderilmiştir. Katılımcıların 18'i e-postayı yanıtlamıştır (%78 geri dönüş oranı). 16 katılımcı transkripsiyonları olduğu gibi onayladıklarını söylemiştir. Bir katılımcı belgede bazı düzeltmeler (dil hataları ve yazım hataları gibi) yapmıştır ve diğer bir katılımcı bazı bölümlerin belgeden çıkarılmasını istemiştir. Tüm bu düzeltmeler katılımcıların istediği gibi yapılmıştır.

ODTÜ'nün genel ve şifre korumalı alanlarının taranmasından gelen veri her bölüm için ayrı ayrı bir Microsoft Excel (versiyon 2019) sayfasına girilmiştir. Her bölümde kullanılan ölçme ve değerlendirme türleri, klasik değerlendirme, yazılı ödevler, sözlü değerlendirme, akran ve öz değerlendirme, portfolyo değerlendirmesi, gözlem ve derse devam ve derse katılım olmak üzere yedi kategoride gruplandırılmıştır. Her bir kategori için, yüzde cinsinden bir ağırlık aralığı verilmiştir. Son olarak, bu dokümanlarda ölçme değerlendirme bilgisi olmayan derslerin sayısı bildirilmiştir. Anketten elde edilen veriler araştırmacı tarafından SPSS (versiyon 28) programına girilmiştir. Kullanılan ölçme ve değerlendirme türleri yüz yüze eğitim ve çevrimiçi eğitim için ayrı ayrı girilmiştir. Kullanılan ölçme ve değerlendirme türleri, bu türlerin öğrencilerin öğrenmesine etkisi ve kaynak kullanımı verileri için frekans ve yüzdeleri hesaplanmıştır. Görüşmeler yoluyla toplanan nitel veriler analiz etmek için Braun & Clarke'in (2006) altı aşamalı süreci takip edilmiştir: Verileri tanıma, ilk anlamsal kodlama, temaları arama (örtüşme için analiz etme), gözden geçirme, tanımlama ve adlandırma ve temaları mantıksal olarak birbirine bağlayarak raporlama.

BULGULAR, TARTIŞMA VE SONUÇ

Eğitim Fakültesi ve Bölümlerindeki Ölçme ve Değerlendirme Süreçleri

ODTÜ'nün genel ve şifre korumalı alanlarında yer alan dokümanların analizi şu konularda bilgi sağlamıştır: Bahsi geçen alanlarda şu konularda bilgi sunulmaktadır: eğitim hedefleri, program çıktıları, uygulanan değerlendirmenin yasal dayanakları, akademik takvim, ve dürüstlük, intihal, kopya çekme, etik olmayan öğrenci

davranışlarına karşı önlemler ve sınav koşullarında beklenen öğrenci davranışlarını tanımlayan akademik dürüstlük ve etik yönergeleri.

ODTÜ'nün şifre korumalı alanlarında 2020-2021 İlkbahar, 2021-2022 Sonbahar ve 2021-2022 İlkbahar dönemleri için yayınlanan ders izlence belgelerinin taranması sonucunda şu bilgilere ulaşılmıştır: Ölçme ve değerlendirmenin çoğunlukla sınavlar, yazılı ödevler, sözlü değerlendirmeler ve portfolyo yoluyla yapıldığı tespit edilmiştir. Matematik ve Fen Bilimleri Eğitimi bölümü ders izlencelerinde sözlü değerlendirmelerden sıklıkla bahsedilmemiştir. Benzer şekilde, portfolyo ve akran/öz değerlendirmelerinin Yabancı Diller Eğitimi ve Okul Öncesi Eğitimi bölümlerinde çok fazla kullanılmadığı tespit edilmiştir. Öz/akran değerlendirmesinin, Matematik ve Fen Bilimleri Eğitimi Bölümü derslerinin izlencelerinde yalnızca bonus puanlarla ödüllendirildiği görülmüştür. Okul Öncesi Eğitimi derslerinin izlencelerinde gözlem metodunun yer almadığı görülmektedir. Bu değerlendirme metodunun ağırlığının Yabancı Diller Eğitimi ve Bilgisayar ve Öğretim Teknolojileri Eğitimi bölümlerinde daha yüksek olduğu tespit edilmiştir. Matematik ve Fen Bilimleri Eğitimi, Okul Öncesi Öğretimi ve Bilgisayar ve Öğretim Teknolojileri Eğitimi bölümlerinde değerlendirme yöntemlerinin sayısının 7 ve 9'a kadar çıkabildiği ve Yabancı Diller Eğitiminde ise sayının 4'e kadar çıktığı görülmektedir. Matematik ve Fen Bilimleri Eğitiminde 14 dersin ders izlencesinde değerlendirme hakkında bilgi verilmemiştir. Benzer şekilde, Okul Öncesi Eğitiminde değerlendirme ile ilgili bilgisi olmayan derslerin sayısı 16 olarak tespit edilmiştir. Diğer iki bölümde ise bu sayının oldukça düşük olduğu görülmüştür. Bahsi geçen belgelerde pandemi nedeniyle (2019-2020 bahar dönemi) yapılan uzaktan eğitim sırasında veya 2021-2022 eğitim-öğretim yılında yapılan çevrimiçi eğitimde ölçme ve değerlendirmenin nasıl yapıldığına dair herhangi bir bilgiye rastlanmamıştır.

ODTÜ Eğitim Fakültesinde uygulanan ölçme değerlendirme uygulamalarının özellikleri ile ilgili şu bilgiler ön plana çıkmıştır. Öncelikle her bölümün kendi disiplinine has ölçme ve değerlendirme metotları kullandıkları gözlenmiştir. Biglan'ın (1973) sınıflandırmasına göre *eğitim*, uygulamalı disiplinlerden biridir. Bu disiplinde, mesleki uygulamanın geliştirilmesi vurgulanmaktadır. Ayrıca, uygulamalı disiplinler, proje tabanlı değerlendirme, akran değerlendirmesi ve öz-değerlendirme ve sürekli değerlendirme kullanma tercihleri ile karakterize edilir (Swarat, vd., 2017; Neuman ve

diğerleri, 2002). Genel olarak, kullanılan ölçme ve değerlendirme yöntemleri bununla uyumludur.

Bu çalışmada çalışmaya veri sağlayan dört lisans derecesi programı bir disiplin olarak kabul edilmiştir. Araştırmacı, bu disiplinlerin kendi disiplin geleneklerine, uygulamalarına, kurallarına ve terminolojisine sahip olduğunu varsaymıştır. Görüşmelerde katılımcılar, ölçme ve değerlendirme üzerindeki bu disiplin etkisini hem kavramsal olarak hem de bir değerlendirme planı perspektifiyle not etmişlerdir. Örneğin, Matematik ve Fen Bilimleri Eğitiminde matematiksel akıl yürütme veya matematiksel argümantasyonun nasıl yapılacağı gibi bir disiplin olarak matematiğin gereksinimleri not edilmiştir. İlköğretim Fen Eğitimi programı için kavram yanlışlarının önemine dikkat çekilmiştir. Bilgisayar ve Öğretim Teknolojileri Eğitimi bölümünde, disiplinin teknik yönünün, yani programlamanın, değerlendirilmesi ve disiplinin pedagojik yönünün değerlendirilmesi ayrı ayrı ele alınmıştır. Okul Öncesi Eğitimi'nde yaratıcı olma beklentisi ve her çocuğun benzersiz olduğu ve bu nedenle benzersiz bir değerlendirme gerektirdiği düşüncesi belirtilmiştir. İkinci olarak, Yabancı Diller Eğitimindeki derslerin kategorileri, yani dil öğretimi, dilbilim ve edebiyat, için değerlendirme planı değişiklik gösterdiği söylenmiştir. Öğretim ağırlıklı derslerde proje ve ödevler, dilbilim ve edebiyat ağırlıklı derslerde ise sınavlar tercih edilmektedir. Bu durum Hutchings'in (2011) önerisi ile uyumludur, disiplin ölçme ve değerlendirmenin merkezinde olmalı ve öğretim üyelerinin kendi alanlarının ayırt edici sorularını, yöntemlerini ve düşünme biçimlerini yansıtabilmelerine ve en rahat oldukları şekilde faaliyet göstermelerine izin vermelidir.

Üniversitenin sağlamış olduğu alt yapı ve sistemlerin ölçme ve değerlendirme amacıyla kullanımı konusunda da yapılan analizler şu konularda bilgi sağlamıştır: Tüm bölümlerde, öğretim üyeleri ders izlencelerini ilk derste öğrencilerle paylaşmaktadır. Bulgular, öğretim üyelerinin bunu, öğrencilerin izleme dokümanlarına dikkat etmediklerine inandıkları için yaptıklarını ortaya koymuştur. Beklentilerini öğrencilere sözlü olarak iletmek, öğrencilerin ders izlencelerine olan dikkatsizliğiyle başa çıkmanın etkili bir yolu olabilir (Becher ve Calhoon, 1999).

Ders izlencesi paylaşımı uygulaması iki aşamada gerçekleşmektedir: Birincisi, öğretim elemanlarının dönem başlamadan önce bilgilerini ODTUSyllabus programına

girmeleri ve ikincisi, öğretim üyelerinin ders izlencelerini ilk oturumda basılı kopya olarak paylaşmaları veya *pdf* versiyonunu ODTÜClass'a yüklemeleri gerekmektedir. İlk aşama olan ders izlencelerinin ODTUSyllabus programına girilmesinin sorunlu olduğu bildirilmiştir. Öğretim üyeleri programın ara yüzünün kullanıcı dostu olmadığından şikayet etmişleridir çünkü sistem ders izlencelerinin bir belge olarak yüklenmesine izin vermemektedir. Öğretim üyelerine göre bu, programın verimli kullanılmasını engellemektedir ve bunun sonucunda bu iş çok zaman aldığı için ya bu sisteme ders izlencelerini yüklememekte ya da sistemdeki mevcut belgelerini güncellememektedirler.

Bu çalışma, ODTÜClass'ın öğretme, öğrenme ve ölçme değerlendirme uygulamalarına yön veren temel platform olduğunu ortaya koymuştur. Ders programı belgeleri, haftalık okumalar ve değerlendirme kriterleri gibi ders materyalleri bu platform üzerinden paylaşılmaktadır. Ödevler buraya yüklenmekte ve bu platform üzerinden geri bildirim sağlanmaktadır. Çalışma ayrıca ODTÜClass kullanımının diğer birçok kaynağı gölgede bıraktığını ortaya koymuştur. Örneğin, ders izlencesi dokümanları ODTUSyllabus'a yüklenmemektedir çünkü öğretim üyeleri ders izlencelerini her dönem ODTÜClass'ta paylaşmakta ve güncellenen dokümanları orada tutmaktadırlar. Bölümün web siteleri de ölçme ve değerlendirme ile ilgili amaçlar için kullanılmamaktadır.

Bu çalışma ayrıca engelli öğrencilerin ihtiyaçlarının Engelli Destek Ofisi'nin rehberliğinde giderildiğini ortaya koymuştur. ODTÜ'de özel gereksinimli öğrencilerin ihtiyaçlarının karşılanması uzun süredir önemsenmektedir. Engelli Destek Ofisi'nin (www.engelsiz.metu.edu.tr) resmi web sitesine göre, Ofis 2004 yılından bu yana ihtiyacı olan öğrencilere yardım etmektedir. Anketten elde edilen veriler, bu ofis tarafından sunulan hizmetlerin katılımcıların çoğunluğu tarafından bilinmediğini ortaya koymuştur. Bununla birlikte, görüşme verileri, bazı öğrencilerin bu ofisten uyarılma mektubu aldığını ve sınavları/ödevleri belli uyarlamalar ile aldığını ortaya koymuştur. Bu çalışma, bölüm yönetiminin ve akademik personelin üniversitenin engelli veya diğer özel gereksinimli öğrencilerle ilgili düzenlemelerine uyduğunu ortaya koymuştur. Tutumlarının ölçme ve değerlendirme süreçlerinde değişiklik yapmalarını gerektiren öğrencilere karşı çok olumlu olduğu gözlenmiştir. Özel gereksinimli öğrencilerin belirlenmesinde öğretim elemanlarının veya bölüm

yönetiminin pasif bir role sahip olduğu gerçeği göz önüne alındığında, öğrencilere karşı olumlu tutumları ve bu öğrencilerin ölçme ve değerlendirme konusunda olumlu deneyimler yaşamalarını sağlama çabaları, benzer durumdaki diğer öğrencilerin öne çıkıp yardım aramasını sağlamakta rol oynayabilir (Cole ve Cawthon, 2015).

Covid-19 Pandemisinin Ölçme ve Değerlendirme Süreçlerine Olan Etkisi

Bu çalışma Covid-19 pandemisinin ölçme ve değerlendirme süreçlerine olan etkisini araştırmayı da amaçlamıştır. Çalışma için toplanan veri pandemi sebebiyle uygulanan uzaktan eğitim sürecinde ölçme ve değerlendirme yöntemlerinin değiştirilmesi gerekliliğini ortaya koymuştur. Tespit edilen en büyük değişiklik, akademik personelin gözlemlediği yazılı sınavlar yerine yazılı ödevler ve eve verilen sınavlar yoluyla değerlendirme ölçme ve değerlendirme yapılması olarak tespit edilmiştir. Benzer bir değişim diğer yükseköğretim kurumları tarafından da bildirilmiştir (örneğin Gamage vd., 2020; Slade ve diğerleri, 2022). Ancak, üniversitenin destek ofisleri (UZEM ve ODTÜClass ekibi gibi) tarafından verilen eğitimler ve bu birimler tarafından yayınlanan videolar yardımıyla veya teknoloji konusunda bilgili meslektaşları ve öğretim görevlileri ile iş birliği yaparak, öğretim üyeleri çevrimiçi sınav yapmayı öğrendiklerini bildirmişlerdir.

Ölçme ve değerlendirme yönteminin ödevlere kayması, ödev sayısında artışa yol açmıştır. Öğrencilerin en büyük şikayeti, aynı anda birçok ödev vermek durumunda kalmaları olmuştur. Matematik ve Fen Bilimleri Eğitimi'nden bazı öğrenciler, bu sayının bir yarıyılda 30'un üzerine çıkabildiğini belirtmişlerdir. Bir diğer önemli bulgu ise öğretim üyelerinin beklentilerini yüksek seviyelerde tutmaları olmuştur.

Çevrimiçi değerlendirmeye geçişle birlikte sınav güvenliği ve akademik dürüstlük endişelerine önemli ölçüde dikkat edilmiştir (Slade ve diğerleri 2022). Zamanla tüm bölümlerde sınav güvenlik önlemleri alınmaya başlanmıştır. Daha çok teknolojik önlemlerin alındığı tespit edilmiştir ancak öğrencilere daha az zaman vermek veya çok zor sorular sormak gibi önlemlere başvuran hocaların olduğu da tespit edilmiştir. Teknolojik önlemler arasında Güvenli Sınav Tarayıcısı (*Safe Exam Browser*) kullanımı, iki kamera kullanımı ve sınavlar sırasında mikrofonların açık tutulması yer almaktadır. Bazı öğrenciler, öğrencilerin etrafında herhangi bir yardımcı veya insan olmadığından emin olmak için sınava girdikleri alanı gözetmenlere göstermelerinin

istendiğini de kaydetmişlerdir.

Çevrimiçi değerlendirmeye geçişin ilk birkaç ayının katılımcılar için "kaotik" geçtiği tespit edilmiştir. Öğrenciler yukarıda belirtilen güvenlik önlemleri alınmasından ve ölçme ve değerlendirmeyi süreçlerinin beraberinde getirdiği güvenlik önlemlerinden bunaldıklarını belirtmişlerdir. Bu çalışma hem öğrencilerin hem de öğretim üyelerinin bu süreçte bazı dürüst olmayan davranışta bulunan öğrenciler olduğunun farkında olduklarını ortaya koymuştur. Ancak çalışma, öğrencilerin dürüst olmayan davranışlarının çevrimiçi sınavlarla sınırlı olduğunu göstermektedir. Bu bulgu Holden ve diğerleri (2020) tarafından sunulan açıklama ile uyumludur: Çevrimiçi sınavlarda öğrenciler kopya çekmek için belirli yollar kullanma eğilimindedir, ancak bu, "seçici-davranış-değişiklik-hipotezi" olarak tanımlanan daha genel bir akademik sahtekârlık ölçüsüyle sonuçlanmamaktadır. Ayrıca, öğretim üyeleri ve öğrenciler, bazı dürüst olmayan davranışların gerçekleştiğine dair şüpheleri olduğunu, ancak aynı zamanda bu davranışları yakalamanın neredeyse imkansız olduğunu bildiklerini belirtmişlerdir.

Covid-19, yükseköğretim kurumları için bir dayanıklılık ve hazırlık testi olmuştur, ancak aynı zamanda çevrimiçi öğretme ve öğrenmenin güçlendiren bir yönü de vardır. İlk olarak, yarattığı zorluklar açısından bakılacak olursa, öğretim ve değerlendirmenin çevrimiçi modaliteye kaydırılması, öğrenciler için kaygı ve strese neden olmuştur. Öğrenciler için bu kaygının en büyük kaynağı teknolojik yeterlilikten kaynaklanmaktadır. Bu değişim öğrencilerin en az bir bilgisayara ve sabit internet bağlantısına sahip olmalarını gerektirmiştir. Ölçme ve değerlendirme güvenliğini sağlamak için öğrencilerin internet bağlantısı olan ikinci bir cihaza sahip olmaları gerektiği ve sınavlarda ders hocalarının onları izlemek istedikleri tespit edilmiştir. Ayrıca, öğrencilerin sınavlara girmek için uygun bir alan yaratmaları da istenmiştir ki bu tüm öğrenciler için mümkün olmamıştır. Bu durum bazı öğrencilerin kaliteli teknolojiye ve diğer fırsatlara sahip olduğu, diğerlerinin ise ödünç verilen veya paylaşılan cihazlarla hayatta kalmak zorunda kaldığı veya aile ya da oda arkadaşlarıyla bir evde çalışmak zorunda kaldığı anlamına gelen bir eşitlik açığı ile ilişkilendirilebilir (Fuller ve diğerleri, 2020).

Diğer büyük zorluk, öğrenciler için akademik ve psikolojik yük olmuştur. Öğrenciler, kendilerini izole ve stresli hissettiklerini, ancak iletişim kuracakları ve yardım

alabilecekleri akranları olmadığını belirtmişlerdir. Ayrıca akranlarını tanımanın ve çevrimiçi arkadaş edinmenin zor olduğunu da belirtmişlerdir. Hensley'nin (2022) belirttiğine paralel olarak, öğrenciler akranlarıyla çevrimiçi sosyalleşmeyi veya çevrimiçi grup çalışması yapmayı verimsiz bir üniversite deneyimi olarak bulduklarını iletmışlerdir. Öğretim üyeleri çevrimiçi geri bildirim oturumları veya ofis saatleri düzenleseler de öğrenciler öğretim üyelerinden veya akranlarından yardım almayı ve kaynaklara ilk elden erişebilmeyi özlediklerini söylemişlerdir.

Yarattığı zorluklara rağmen, katılımcılar pandemi nedeniyle çevrimiçi değerlendirmeden bazı kazanımlar elde ettiklerini iletmışlerdir. İlk olarak, lisanslı *Zoom* ve *Webex* hesapları gibi üniversitenin sağladığı teknolojik araçlar ve ODTÜClassın *Big Blue Button* gibi bazı özellikleri, öğrencilerin ve öğretim üyelerinin teknolojik olarak bilgili olmalarını ve yaşam boyu öğrenmelerine katkı sağlamıştır. Katılımcılar öğrenme ve öğretme etkinliklerini geliştirmek için bu programları ve uygulamaları nasıl kullanacaklarını öğrendiklerini bildirmişlerdir. Bazı öğrenciler, bu tür öğretimin çok geleneksel ve ezbere dayalı hale gelmiş olan yüz yüze eğitimden daha iyi bir alternatif olduğunu belirtmiştir. Bir diğer olumlu yön ise sonraki dönemlerde yerleşkeye döndükten sonra geri bildirim oturumları olarak çevrimiçi oturumların devam ettirilmesi olmuştur. Bu çalışma Elçi (2021) ve El Refae ve diğerleri (2020) ile uyumlu olarak eğitim amaçlı sunulan çevrimiçi eğitim araçlarının sağladığı esnekliği ön plana çıkarmıştır.

Eğitim Fakültesinde Ölçme ve Değerlendirme Kültürü

Akademik Özgürlük ve Sorumluluklar

Bu çalışmanın ikici araştırma sorusu Eğitim Fakültesi'nde nasıl bir ölçme ve değerlendirme kültürü/kültürleri bulunduğunu araştırmaktır. Bu çalışma ölçme ve değerlendirmenin yönetimi ve denetlenmesi konularında bilgi sunmaktadır. Bu bağlamda ölçme ve değerlendirme uygulamalarının belirlenmesinde devlet kurumlarının rolüne iki şekilde değinilmiştir. Birincisi, YÖK'ün Okul Deneyimi dersinin en fazla sekiz öğrenciden oluşan gruplar halinde sunulması gerektiğini belirten kararıdır. Bu karar, bu dersi hiç vermemiş bazı öğretim üyelerinin dersi vermeye ve öğrencilerin performansını değerlendirmeye başlaması anlamına gelmiştir. Bu ders aynı zamanda mentor öğretmenlerin okullarında staj yapan

öğrencileri değerlendirmesini ve Milli Eğitim Bakanlığının sistemine not girişini de gerektirmektedir. İkinci olarak, Yabancı Diller Eğitimi bölüm başkan yardımcısına göre, Sayıştay, sınav günü için yapılan ödemenin yapılabilmesi için akademik personelden yoklama kağıdı gibi final sınavlarının kanıtlarını göstermelerini talep etmeye başlamıştır. Bu karar akademik personelin davranışlarını değiştirmesini gerektirmiştir.

Ayrıca, Matematik ve Fen Bilimleri Eğitimi bölüm başkanına göre, fakülte kurulu ve bölüm başkanı, bir dersin ilk önerildiği zaman ölçme ve değerlendirme planının yapıldığını kontrol etmek ile yükümlüdür. Bunun dışında, öğretim elemanlarının ölçme ve değerlendirme kararlarına ve uygulamalarına yön verme açısından dört bölüm başkanı da herhangi bir değerlendirme planı dayatmadıklarını ve öğretim elemanlarının değerlendirme kararlarına müdahale etmediklerini belirtmişlerdir. Dört bölümün hepsinde mevcut kültür öğretim üyelerinin değerlendirmelerini uygun gördükleri şekilde tasarımlarına izin vermektedir. Ölçme ve değerlendirmenin nasıl yapılacağı konusunda bölüm, fakülte veya üniversite yönetiminden gelen bir baskı yoktur. Coates'e (2018) göre bu, yükseköğretim kurumlarının "kendi kendini akredite etme" özelliğinden kaynaklanıyor olabilir (s. 13). Yine aynı bölüm başkanı ölçme ve değerlendirme liderliği eksikliğinin bir sorun olduğunu belirtmiştir. Kuh ve diğerlerine (2015) göre, bir kurumun ölçme ve değerlendirmedeki ana aktörler olan öğretim üyeleri, hedefleri belirler, öğrenme kanıtlarını toplar, bu kanıtları kullanır ve eylem için çıkarımlar yapar. Ancak, bu faaliyetlerin önemini anlamalarını sağlamak için kurumsal liderlere ihtiyaçları vardır. Bu çalışmada buna benzer hatırlatmalar yapıldığını tespit etmiştir: Örneğin bölüm başkanları akademik personele hatırlatmalar gönderir ve ders izlencelerinin üniversitenin sistemine yüklenmesini sağlar.

Üniversitenin sağladığı özgürlük ve ölçme ve değerlendirme liderliği eksikliği hesap verebilirlik açısından da ele alınabilir. Bu çalışma kapsamında öğretim üyelerinin hesap verebilir olmaya çalıştıklarını çıkarımını yapmak doğru bir sonuç olacaktır. Öğretim üyeleri öğrenmenin gerçekleştiğinden emin olmaya dikkat ettiklerini ve gerekli öğretmen yeterlilikleri hakkında bilgi sahibi olduklarını bildirmişlerdir. Bu çalışma, konuyla ilgili sınırlı bulgu sağlamaktadır, ancak en az bir hesap verebilirlik biçimi olduğunun tespit edilmiş olması değerli bir sonuçtur.

Paydaşlar Arasında Ölçme ve Değerlendirme Konularında İletişim

Bu çalışmanın bulgularından biri de bazen değerlendirmenin fakülte toplantılarında gündeme gelip tartışılıyor olmasıdır. Öğretim üyeleri arasında sistematik bir iletişim yoktur: Katılımcılar, diğer öğretim üyelerinin ölçme ve değerlendirme planları ve prosedürleri hakkında bilgi sahibi olmadıklarını belirtmişlerdir. Ancak, aynı dersi veren öğretim üyeleri arasında sistematik bir iletişim olduğu söylenmiştir. Bir dersin farklı gruplarda farklı öğretim üyeleri tarafından verilmesi durumunda, ölçme ve değerlendirme faaliyetlerini bu gruplar arasında haksızlık olmayacak şekilde düzenledikleri belirtilmiştir. Bu şekilde kurulan büyük ve küçük ağlar, Becher ve Trowler'ın (2001) tanımıyla uyumludur. Küçük ağlarda, insanlar yeni fikirleri test etmeyi, zorlu sorunları tartışmayı veya araştırma makaleleri üretmeyi tercih ederler. Bu gruplarda etkileşim sık ve yoğunken, büyük ağda etkileşim o kadar yoğun gerçekleşmez. Bu çalışmada, bazı katılımcılar benzer akademik yaklaşımlara sahip oldukları kişilerle iletişim kurduklarını belirtmişlerdir. Ancak çoğunlukla küçük ve *homofilik* ağlar olduğu tespit edilmiştir ve bu "benzer insanlar arasında, farklı insanlar arasındakinden daha yüksek oranda temas kurulması ilkesine" dayanmaktadır. (McPherson vd, 2001, s. 416).

Paydaşların Ölçme ve Değerlendirme İnançları

Bu çalışma ölçme ve değerlendirme kültürünün bir parçası olarak katılımcıların inanç ve görüşlerini incelemiştir ve bulgular ölçme ve değerlendirmenin hem öğrenciler hem de öğretim üyeleri için biçimlendirici (*formative*) bir işleve hizmet ettiğini ortaya koymuştur. Bu çalışmada, ölçme ve değerlendirme hem öğrenciyi hem de dersi veren akademik personeli bilgilendirmektedir: Öğretim üyeleri, ölçme ve değerlendirme yöntemlerini veya araçlarını geliştirmeye ve tam olarak anlaşılmayan bir konuyu yeniden öğretmeye istekli olduklarını belirtmişlerdir.

Barnett'in (2007) ile uyumlu olarak, bu çalışma öğretim üyelerinin ölçme ve değerlendirmeyi süreç odaklı-sonuç odaklı değerlendirme ikilemi gibi görmekten kaçındıklarını ortaya koymuştur. Ayrıca, Biggs'in (1998) önerisine uygun olarak, her iki yaklaşım katılımcılar tarafından takdir edilmektedir. Veriler, tüm bölümlerde öğrenci öğrenmesini değerlendirmek için farklı ölçme ve değerlendirme türlerinin

kullanıldığını ortaya koymuş ve çeşitli ölçme ve değerlendirme yöntemlerine duyulan ihtiyaç vurgulanmıştır.

Öğretmen adayları ölçme ve değerlendirmenin öğrenmeleri üzerindeki etkisinin farkında olduklarını göstermiştir. Örneğin, öğrenciler sınavların onları ezber yapmaya yönlendirdiğini belirtmiştir. Yüzeysel bir yaklaşımla sınavlara çalıştıklarında bazen testten sonra detayları hatırlayamadıklarını belirtmişlerdir. Bunun yerine eve götürülen sınavlar, yazılı ödevler, sunumlar veya projeler gibi içeriği içselleştirmelerini sağlayan diğer ölçme ve değerlendirme yöntemlerini tercih ettiklerini belirtmişlerdir. Bu tür değerlendirmeler öğrenmeye derin bir yaklaşım izlemelerine, içeriği içselleştirmelerine ve öğrendiklerini yıllar sonra bile hatırlamalarına katkı sağlamaktadır.

Özetleyici ve biçimlendirici değerlendirme ikilemi konusundaki görüşleriyle ilgili olarak, öğrenciler öğretim üyelerinin görüşlerine benzer bir tutum sergilemişlerdir. Öğrenciler, alternatif değerlendirmeyi tercih etseler de, sınav içermeyen derslerde çok fazla çaba sarf etmeyebileceklerini belirtmişlerdir. Bir öğrenci, dersi veren öğretim üyesinin bile ders materyallerini zamanında sisteme yüklediğinden şikayet etmiştir. Böyle bir görüş, biçimlendirici değerlendirmeye çok fazla vurgu yapmayı önermeyen Barnett (2007) ve Gibbs (2010) tarafından da desteklenmektedir.

Öğrenciler, başarıya ulaşmalarına yardımcı olan bazı faktörler ile ilgili de bilgi vermişlerdir. İlk olarak, öğrencilerle yapılan her görüşmede, kendilerinden ne beklendiğini en başından bilmenin çok yardımcı olduğunu belirtmişlerdir. Bu bilgi paylaşımı, ders izlenceleri aracılığıyla ve öğretim üyelerinin kendilerinden ne beklendiğini ayrıntılı olarak açıkladıkları dönemin ilk oturumunda yapılmaktadır. Öğrencilerle iletişimin bu yararı, Carless'ın (2015) öğrenme odaklı değerlendirmenin gerçekleşmesi için önerdiği ve "değerlendirmenin mantığının, sıralanmasının ve entegrasyonunun" (s. 231) netleştirilmesi gerekliliği bakış açısı ile uyumludur.

Tüm görüşmelerde, öğrenciler geri bildirimlerin öğrenmelerine katkı sağladığını belirtmişlerdir. Geri bildirimlerin öğretim üyelerinden, araştırma görevlilerinden ve meslektaşlarından geldiği ve çoğunlukla tüm bölümlerde geri bildirim sağlandığı belirtilmiştir. Bu üç mod arasında geri bildirimlerin çoğu öğretim üyelerinden gelmektedir. Ancak, gerçekleşen geri bildirim prosedürlerinin sosyo-yapılandırmacı

veya ortak yapılandırmacı bir bakış açısından ziyade bilişsel bir bakış açısıyla yapıldığına dikkat etmek önemlidir. Tüm bölümlerde geri bildirim sağlama, bir uzmanın pasif alıcıya bilgi sağlayacağı şekilde gerçekleşmektedir (Evans, 2013). Öğrenciler, zamanında geri bildirim almak için öğretim üyeleriyle konuştuklarını ve kendilerinin bu isteğe olumlu yanıt verdiklerini belirtmişlerdir. Ancak bu prosedürel iletişimin dışında, öğrenciler çalışmalarını hakkında bir uzmandan görüş alma rolündedirler. Kara'nın (2021) Türkiye bağlamında yaptığı çalışmasında bildirdiği gibi, bu çalışma da öğrencilerin akranlarından aldıkları geri bildirimleri takdir ettiklerini ortaya koymuştur. Okul Deneyimi gibi derslerde, akranlardan geri bildirim almanın özellikle yararlı olduğu söylenmiştir çünkü bu süreçte adaylar performansları hakkında akranlarından daha faydalı bildirim alabilmektedir.

Bununla birlikte, geri bildirim konusunda öğrenci memnuniyetsizliği de tespit edilmiştir. Higgings ve diğerleri (2001) ve Huxham (2007) tarafından tespit edilen şikayetlere benzer şekilde, birkaç öğrenci geri bildirim süreçlerinin bazen işlemediğini belirtmiştir. Öğrenciler, zamansız bir şekilde bildirim verildiğinde, özellikle birbirine bağlı ödevler/projeler yapmaları gerektiğinde, geri bildirimden fayda sağlayamadıklarını belirtmişlerdir. Öğrenciler ayrıca, geri bildirim almadıklarında hayal kırıklığına uğradıklarını ve gelecek değerlendirmeler için gelişimsel olarak yönlendirilmediklerini bildirmişlerdir. Zamansız bir şekilde geri bildirim almak, öğrencilerin en yaygın şikayetlerinden birisi olarak tespit edilmiştir. Bu, öğrencileri iki şekilde olumsuz etkilemektedir: Birincisi, verilen bilgilerle etkileşimleri azalmakta ve ikincisi, geri bildirim kullanılamamaktadır.

Bu çalışma, öğrencilerin aldıkları geri bildirimlere göre hareket etmeye istekli olduklarını ortaya koymuştur. Katılımcılar zamanında ve ayrıntılı geri bildirim tercih ettiklerini ve net olmayan kısımlar hakkında kendilerine soru sorma şansı verilmesini istediklerini belirtmişlerdir. Ancak aldıkları geri bildirim sadece not veya "Aferin!" gibi genel ifadeler olduğunda, bunu kullanamadıklarını söylemişlerdir. Geri bildirim sürecindeki bir diğer engel, toplu biçimde sağlanan geri bildirim olmuştur yani aynı anda birkaç ödevde geri bildirim sağlandığında öğrenciler geri bildirim üzerinde çalışmadıklarını ve öğrenmelerini geliştiremediklerini belirtmişlerdir.

Son olarak, bu araştırmanın en ilginç bulgularından biri öz değerlendirme ve akran

değerlendirmesinin bölümlerde çok sıklıkla tercih edilmediğinin tespiti olmuştur. Bu konuda belirtilen en büyük zorluk, öğrencilerin kendilerinin ve akranlarının çalışmalarını değerlendirirken objektif olamamaları ve öğrencilerin verdikleri düşük puan nedeniyle akranlarıyla ilişkilerinin zarar görmesini istemediklerini belirtmeleri olmuştur. Veriler, akran değerlendirmesinin iki biçimde gerçekleştiğini ortaya koymuştur: sınıftaki bir performanstan sonra puanlı veya puansız geri bildirim sağlamak ve herkesin grup içinde eşit çalıştığından emin olmak için akranlarının performansını değerlendirmek. Lopez-Pastor ve Sicilia-Camacho'nun (2017) belirttiği gibi, öğrencileri değerlendirmeye dahil etmenin amacı, bireysel ve toplu olarak öğrenme sürecini iyileştirmektir. Tüm bölümlerde öğrenciler bu işleve hizmet eden akran değerlendirme uygulamalarına katıldıklarını iletmiştir: Sınıfta mikro öğretim yaptıktan veya bir proje sunduktan sonra akranlarına geri bildirim sağladıklarını söylemişlerdir. Nicol (2010) ve Nicol ve Macfarlane-Dick (2004) ile uyumlu olarak, akranlar arasında bu şekilde diyalog oluşturmak faydalıdır çünkü akranları öğrencilere performanslarını artıracak fikirler sağlar, çünkü performansa farklı perspektiflerden bakabilirler.

Akran değerlendirmesinin grup üyelerinin ortak yürütülmesi gereken çalışmaya katkısını değerlendirdiği grup içi bir değerlendirme olarak kullanılması öğretim üyeleri için faydalıdır çünkü herkesin katkısını görebilirler (Sivan, 2000). Bu faydaya rağmen, akran değerlendirmesi grup üyeleri arasında çatışma yaratabilir. Katılımcı bir öğretim üyesi, öğrencilerin değerlendirme sırasında yüksek puanlar verdiklerini, ancak daha sonra bazı öğrencilerin o kadar sıkı çalışmadıklarını ve arkadaşlarını ele veren bir ispiyoncu olmak istemediklerinden o sırada kendisine söyleyemediklerini iletmiştir. Öğrencilerin öz veya akran değerlendirmesi yapma konusundaki genel tereddütleri öğrencilerin akran veya öz değerlendirme yapabilmesi için daha uzun eğitim sürelerinin gerekli olduğuna işaret etmektedir (Sluijsmans ve diğerleri, 2002).

Akran ve öz değerlendirmenin bu kısıtlı kabulü, Carless'ın (2012) önermesi ile ilişkilendirilebilir, çünkü akran değerlendirmesi veya akranlardan geri bildirim sürecinde güven eksik olduğunda, herhangi bir öğrenme kazanımı olasılığı sınırlı olacaktır. Carless güvenin iki boyutunu, yetkinlik güveni ve iletişim güvenini, vurgulamaktadır. Yetkinlik güveni, birinin bir görevi etkili bir şekilde yapma yeteneğine güveni ifade ederken, iletişim güveni, birinin paylaşmaya, dürüst olmaya

veya gizliliğe önem vermeye istekli olması gibi yetenekleri ifade eder. Bu çalışmadaki öğrenciler akranlarının yeterliliğine veya iletişim becerilerine tam olarak güvenmediklerini belirtmiştir ve bu nedenle akran değerlendirmesine katılmaya daha az istekli oldukları tespit edilmiştir. Akran değerlendirmesine olan bu güven eksikliği, öğrencileri üniversitelere yerleştirmek için titiz bir seçim sürecinin olduğu ve yükseköğretim sistemini oldukça rekabetçi ve başarı odaklı hale getiren Türk kültüründe üniversite diplomasına verilen öncelik ile de ilişkilendirilebilir (Yıldırım, 2006). Ayrıca, Türk kültürü güç mesafesi konusunda yüksek puan almaktadır, bu da üyelerin hiyerarşik düzene uydukları (de Mooij ve Hofstede, 2010) ve öğretmene büyük ölçüde saygı duydukları anlamına gelmektedir (Bjorge, 2007).

Çalışma öğretim dili İngilizce olan bir üniversitede gerçekleşmiştir ve bu çalışma öğretim dilinin İngilizce olmasının Eğitim Fakültesindeki ölçme değerlendirme uygulamaları üzerindeki etkisini açıkça ortaya koymuştur. İlk olarak, bazı katılımcılar, öğrencilerin sınavlar veya yapımları gereken diğer değerlendirme görevleri sırasında yaşadıkları zorluk açısından bu etkiye dikkat çekmiştir. Bu zorluk, dersi veren öğretim üyesi sınıf içi değerlendirme yapmak ve öğrencilerin bilgisini kontrol etmek istediğinde gözlemlenmektedir. Sınavlarda sorulan açık uçlu sorulara verilen cevaplar için de benzer bir gözlem yapılmıştır. Her iki durumda da öğretim üyeleri, öğrencilerin İngilizce yeterlilik seviyelerinin bilgilerini doğru bir şekilde ifade edecek kadar yüksek olmadığını belirtmişlerdir. Bu zorluk, konu üzerinde daha önce yapılan çalışmalarla uyumludur. British Council tarafından yürütülen uluslararası bir araştırmaya göre (Dearden, 2015), öğrencilerin bir konu hakkındaki bilgilerini henüz hakim olmadıkları bir dilde göstermeleri gerektiğinden, ölçme ve değerlendirmenin sorun yaratacağı vurgulanmıştır. Burada akademik personelin önündeki zorluk, ölçme ve değerlendirme amacına uygun bir yöntem belirlemektir. Eğer öğretim üyeleri akademik bilgiyi değerlendirmeyi hedefliyorsa, ölçme ve değerlendirmeyi öğrencilerin dil hatalarından dolayı cezalandırılmayacakları şekilde tasarlamalıdır.

Araştırmanın bulguları, öğretim elemanlarının öğrencilerin dil yeterlilik düzeylerine bağlı olarak ölçme ve değerlendirme prosedürlerini veya sorularını değiştirmediklerini göstermiştir. Yabancı Diller Eğitimi ve Bilgisayar ve Öğretim Teknolojileri Eğitiminden öğretim üyeleri, öğrencilerin zayıf dil becerileri nedeniyle anlaşılabilen içeriğe puan vermediklerini belirtmişlerdir. Bir öğretim üyesi katılımcı zorluk

çekmeleri durumunda öğrencilerin sorularını Türkçe olarak sormalarına izin verdiğini belirtmiştir.

Bölümlerde uygulanan ölçme ve değerlendirme yöntemleri ile ilintili olarak, bu çalışma iki bölümde (Yabancı Diller Eğitimi ve Okul Öncesi Eğitimi) öğrencilerin çok yüksek Genel Not Ortalaması puanlarına sahip olduklarını ortaya koymuştur (4.00 üzerinden 3.50'nin üzerinde). Öğretim üyeleri bu yüksek not ortalaması puanlarının sorunlu olduğunu belirtmiştir ve bölüm yönetimlerinin öğretim üyelerini bu kadar yüksek puanların istenmediği konusunda uyardığını bildirmiştir. Öğrencilerin not ortalamasına verdikleri önem, batı toplum beklentileri ile ilişkilendirilebilir. Clegg ve Bryan'ın (2006) belirttiği gibi, batı toplumlarında sertifika, statü ve terfi, yüksek notlar aracılığıyla gösterildiği ve kutlandığı için önemlidir.

Ölçme ve Değerlendirmenin Planlanması

Bu çalışmada öğretim üyeleri ölçme ve değerlendirme süreçlerini nasıl planladıkları ve uygulamaya koydukları konusunda bilgi sağlamıştır. Öncelikle, planlama aşamasında, öğretim üyeleri kendilerine program ve ders kazanımlarının ölçme ve değerlendirme uygulamalarındaki rolünü sorulduğunda, bazı öğretim üyeleri bu kazanımlara atıfta bulduklarını, bazıları ise bu çıktılarını ya yıllar içinde içselleştirdiklerini ya da öğrencilerden beklentilerine bu yazılı çıktılardan daha çok önem verdikleri için özel olarak atıfta bulunmadıklarını belirtmişlerdir. Bazı deneyimli katılımcılar, bu çıktılarının yukarıdan aşağıya doğru (Rektörlükten bölümlere) formüle edildiğini belirtmiştir.

Bu çalışma ölçme ve değerlendirmenin planlanması aşamasında ders izlencesi dokümanlarının kullanımının tüm paydaşlar için önem arz ettiğini ortaya koymuştur. Ders izlenceleri öğretim üyesinin ölçme ve değerlendirmeyi nasıl planladığını özetleyen resmi belgelerdir. Ders izlencesi öğretmen ve öğrenciler arasında dersin içeriği, iletişim yöntemi vb. konularda yapılan bir sözleşmedir ve öğrencilerin dersteki performanslarının nasıl değerlendirileceğine ilişkin tüm ilgili bilgileri içerir (Panadero vd., 2019). Burada verilen tanımda anahtar kelime, öğrenci ve öğretmen arasındaki “sözleşme” kelimesidir. Resmi olarak gerekli bir belge olarak, ders izlenceleri ölçme ve değerlendirme bilgisini içermelidir. Bu araştırma bağlamında, ders izlence dokümanları öğrenci öğrenmesinin değerlendirilmesini (kullanılacak değerlendirme

türlerinin ayrıntıları ve ağırlıkları) ve devam ve katılım, geç teslimler ve mazeret sınavları ile ilgili ders politikalarını içermektedir. Parkes ve Harris'in (2002) belirttiği gibi, öğretim üyesinin tarzına ve felsefesine bağlı olarak, bu dokümanlar müzakereye açık olabilirler. Öğrencilerin ders içeriğini veya kullanılacak değerlendirme yöntemlerini tasarlamalarına izin verebilirler. Bu çalışma Bilgisayar ve Öğretim Teknolojileri Eğitimi Bölümünde bazı öğretim üyelerinin müzakereye açık olduğunu ve öğrencilerin fikir ve isteklerini dikkate alarak değerlendirme planlarında değişiklik yaptıklarını ortaya koymuştur. Diğer bölümlerde böyle bir müzakere tespit edilmemiştir.

Üniversite seviyesinde dersler arasında hareketliliği sağlamak öğrencilerin sorumluluğundadır ve özellikle büyük sınıflarda bireysel ilgi görme şansları olmayabilir. Bu nedenle, kendilerinden beklenen ölçme ve değerlendirmeyi tamamlamak için kendilerini planlamaları, gerekli nitelikleri belirlemeleri gerekir. Bunu göz önünde bulundurursak, ders izleme belgeleri aynı zamanda öğrenme aracı olarak da hizmet eder ve öğrencilere etkili bir öğrenici olmanın yollarını sunar. Örneğin, öğrencilere zaman yönetimi, çoklu görev ve sosyal becerilerinde yardımcı olabilir (Parkes ve Harris, 2002). Bazı katılımcı öğrenciler, özellikle seçmeli dersler için derslere kaydolmadan önce ders izlencelerini kontrol ettiklerini not etmişlerdir. Ders yükü çok ağır olduğunda, ölçme ve değerlendirme yükü ağır olan dersleri tercih etmediklerini söylemişlerdir. Ayrıca, derslerini düzenlemek ve kendilerini başarıya hazırlamak için bu belgelerin stratejik kullanımına dikkat çekmişlerdir. Çalışma ayrıca tüm bölümlerde öğretim üyelerinin ders izlencelerini öğrencilerle ilk oturumlarında sözlü olarak sunduklarını ortaya koymuştur. Bulgular, öğretim üyelerinin bunu, öğrencilerin bu belgelerine dikkat etmediklerine inandıkları için yaptıklarını ortaya koymuştur.

Bu çalışma ölçme ve değerlendirme süreçlerinin planlanması konusunda en önemli kaynaklardan birinin zaman olduğunu ortaya koymuştur. Öğretim üyelerinin öğretim yoğunluğunun yaygın gereklilikleri, sınıflarındaki öğrenci sayısının artması ve öğretmek zorunda oldukları ders sayısının yüksek olması gibi faktörlerin ölçme ve değerlendirme süreçleri ve geri bildirim uygulamaları üzerindeki olumsuz etkisinden şikayet ettiklerini ortaya koymuştur. Öğretim üyelerinin ölçme ve değerlendirme uygulamaları üzerindeki bu olumsuz etkilere ilişkin şikayetleri Gibbs (2006a), Gibbs

ve Simpson (2005) ve Gibbs ve Lucas (1997) ile uyumludur.

Akademik personel kendilerinden araştırma verimliliği beklendiği için öğrenci başına daha az zaman ayırabilmektedir. Aynı zamanda toplam öğrenci sayısı artmış ve bu da daha yüksek bir öğrenci-personel oranı ile sonuçlanmıştır. Orta Doğu Teknik Üniversitesi bağlamında, Strateji Geliştirme Başkanlığı tarafından yayınlanan 2022 Yılı Faaliyet Raporu'na göre 2022 yılında öğrenci-akademik personel oranı 35:1 olmuştur. Zaman kısıtlamalarının ortaya çıkardığı bu zorluk, akademik personelin ölçme ve değerlendirme tasarlama, uygulama, puanlama ve geri bildirim sağlama alternatiflerini sınırlamaktadır. Sınıflarında çok sayıda öğrenci için yeterli zamanın olmaması, öğretim üyelerinin grup değerlendirmesini tercih etmelerine, ödev sayısını azaltmalarına veya sınavlarında çoktan seçmeli sorular sormalarına neden olmaktadır.

Ölçme Değerlendirmede Adalet ve Akademik Dürüstlük

Bu çalışma katılımcıların ölçme ve değerlendirmede adalete büyük önem verdiğini ortaya koymuştur. Öğretim üyelerinin bakış açısından, ölçme ve değerlendirmenin adil bir şekilde yapılması son derece önemlidir. Tüm bölümlerden öğretim üyeleri, değerlendirme uygulamalarında adalete verdikleri önemi belirtmişlerdir. Planlama, uygulama ve puanlama aşamalarında adil değerlendirmeye özen gösterdiklerini belirtmişlerdir. Bazı öğretim üyeleri diğer meslektaşlarıyla birlikte sınav soruların gözden geçirdiklerini belirtmişlerdir. Başka bir öğretim üyesinin, sınavlarını çoktan seçmeli ve açık uçlu sorular gibi çeşitli soru türleriyle tasarladığını, böylece farklı öğrenme stillerine sahip öğrencilerin bilgilerini gösterebildiğini belirtmiştir. Adil bir ölçme ve değerlendirmenin yapıldığından emin olmak için yapılan başka bir şey ise revize edilmiş cevap anahtarın kullanılması olmuştur. Ayrıca, öğretim üyeleri verdikleri puanları gerekçelendirdikleri ayrıntılı bir kriter listesine sahip olduklarını da belirtmişlerdir. Matematik ve Fen Bilimleri Eğitiminden bir profesör, öğrencilerin katılımını adil bir şekilde değerlendirmek için asistanları ile birlikte çalıştığını ve sınıfta aktif olan öğrencilere haksız bir puan vermemeleri için 14 hafta boyunca öğrencilerin kaydını tuttuklarını belirtmiştir. Başka bir öğretim üyesi, herhangi bir haksız muameleye neden olmamak için sınav kağıtlarını üç kez gözden geçirme ihtiyacı hissettiği için ölçme ve değerlendirme süreçlerinin kendisi üzerinde stres yarattığını belirtmiştir. Öğretim üyelerinin adil değerlendirme tasarlama ve yürütme

girişimleri, Nisbet ve Shaw'ın (2019) biçimsel ve ilişkisel adillik kavramları ile uyumludur. Biçimsel adillik için öğretim üyeleri kurallara göre değerlendirme yaparlar ve ilişkisel adillik için ise ölçme ve değerlendirmede cinsiyet veya ırk gibi faktörleri değil, bir dizi kriter dikkate alınarak öğrenmenin ne kadar gerçekleştiği tespit edilmeye çalışılır.

Öğrencilerin bakış açısına göre, Flint ve Johnson (2011) ile uyumlu olarak, grup çalışması ve sınavların adil olmayan değerlendirme formatlarıdır. Belleğe ve hafızaya aşırı güvenmenin ölçme ve değerlendirmenin adilliğini azalttığı bilinir (Sambell ve diğerleri 1997). Bu doğrultuda, öğrenciler zaman baskısı altında oldukları ve belirli ayrıntıları hatırlayamadıkları için sınavları adil bulunmadıklarını belirtmişlerdir. Öğrenciler grup değerlendirmelerinin adil olmadığını da belirtmiştir. Bütün bölümlerde bu konuda bir memnuniyetsizlik tespit edilmiştir. İlk sorun, iş dağılımının eşit olmaması ve herkesin aynı notu alması olarak iletilmiştir. Bir öğrenci katılımcı, diğer grup üyeleri kadar çalışmayan öğrencileri 'bedavacı' olarak nitelendirmiştir. Karau ve Williams (1993), kolektif bir çalışmada fazla çaba sarf etmeyen öğrencileri "sosyal aylaklar" olarak adlandırmıştır. Bu çalışma, sosyal aylakların ve beleşçilerin haksız yere yüksek puan almasını önlemek için, öğretim üyelerinin öğrencilerden bu tür öğrencileri rapor etmelerini istediğini, ancak bu isteğin öğrenciler için başka sorunlar yarattığını göstermiştir. Örneğin öğrenciler ispiyoncu olarak adlandırılmak istemediklerini iletilmişlerdir. Bu bulgu, Flint ve Johnson'ın (2011) bildirdiğinden farklıdır: "Öğrenciler, grup üyelerinin katkıları hakkında yorum yapma fırsatına sahip olduklarında, sonucu etkilemese bile usule ilişkin adalet ilkelerine uyulduğundan memnundurlar" (s. 69).

Flint ve Johnson (2011), öğretmenlerin beklentileri net olmadığı ve öğrenciler çalışmalarını değerlendirmek için hangi kriterlerin kullanılacağını anlamadıklarında hayal kırıklığına uğradıklarını belirtmektedir. Bu çalışma, öğrencilerin farklı personel üyeleri tarafından yapılan değerlendirmeler arasında tutarsızlıklar olduğunda değerlendirmenin adaletsiz olduğunu hissettiklerini ortaya koymuştur. Bu tutarsızlığın, değerlendirme kriterlerine uyulmamasından veya farklı durumlarda kullanılan farklı kriterlerin kullanılmasından kaynaklandığı bildirilmiştir. Öğrenciler, çalışmalarını notlayan asistanlardan birinin bir şeyi kabul etmesi ve diğerinin kabul etmemesi veya bir grup öğrencinin yalnızca bir kez gözlemlenirken, diğer bir grubun

üç/dört kez gözlemlenmesi durumunda bir tür haksız muamele olduğuna inandıklarını iletmişlerdir. Öğrencilerin, asistanların değerlendirme biçimleri konusunda özellikle hassas olduğu görülmüştür. Asistanların puanlama anahtarlarını/kriterlerini paylaşmadıklarını ve bazen bir şeyi haksız yere cezalandırdıklarını, ancak öğrenci buna itiraz ettiğinde kararlarını yeniden gözden geçirdiklerini bildirmişlerdir. Bu tür dikkatsiz değerlendirmeler de öğrenciler tarafından haksız muamele olarak değerlendirilmektedir.

Bu çalışma akademik dürüstlüğün Eğitim Fakültesinde oldukça dikkat edilen bir konu olduğunu ortaya koymuştur. Öğrenciler, öğretim üyelerine karşı dürüst olmanın önemine dair bir hikaye paylaşmıştır. Hikayede, bir grup öğrenci final sınavına geç kalır ve mazeret sınavına girmek için öğretim üyesine sınava gelirken yolda lastiğinin patladığını söylerler. Öğretim üyesi mazeretlerini kabul eder ve öğrencilere 50 almaları gereken bir bütünleme sınavı verir. Sınavda dördü 10'ar puan değerinde beş soru vardır ve son soru 60 puan değerindedir ve "Hangi lastikti?" diye sorar. Bu hikaye ile öğrencilere verilen mesaj, öğrencilerin dürüst olmaları gerektiği ve öğretim üyelerinin öğrencinin yalan söylediğini hemen anlayacak kadar deneyimli olduklarını hatırlatmak olarak belirtilmiştir.

Etik dışı davranışlara karşı tüm departmanlarda sert bir tutum ve cezalandırıcı yaklaşım vardır. Ancak öğretim üyelerinin çoğunluğu, cezalandırmadan önce öğrencileri intihal konusunda eğitmeye önem verdiklerini belirtmişlerdir. Üniversitenin ders yönergelerinde gömülü bir *ODTÜ Onur Kodu* vardır ve öğretim üyeleri, öğrencileri kaynaklara uygun şekilde atıfta bulunmanın gerekliliği ve birinci sınıftan itibaren başkalarının fikrini kullandıklarında bunu kendi cümleleriyle ifade etmenin gerekliliği konusunda eğittiklerini söylemişlerdir. Öğrencileri eğitmenin yanı sıra, öğretim üyeleri *Turnitin* kullanımını zorunlu kılmaktadır. Bazı öğretim üyeleri, öğrencilerin değişiklik yapabilmeleri ve ödevlerini geliştirebilmeleri için teslim etmeden önce benzerlik indeksi puanını görmelerine izin verir. Öğretim üyeleri, öğrenciyi sahtekâr olarak kınamadan önce durumu analiz ettiklerini belirtmişlerdir. Kasıt olup olmadığını ve bunun öğrencinin ilk suçu olup olmadığını belirlemeye çalıştıklarını söylemişlerdir. Bu yaklaşım, bir intihal eyleminin kınanmasına yönelik otomatik bir tepkinin zararlı etkisine dikkat çeken Wheeler (2009) ve kasıtlı ve kasıtsız intihal arasında ayırım yapmanın gerekliliğini vurgulayan Flowerdew ve Li (2007) ile

uyumludur.

İntihali önleme çabası olarak, *Turnitin* desteğine ek olarak, öğretim üyeleri öğrencilerin kendi yorumlarını gerektiren sorular sorduklarını iletmişlerdir, bu da intihal yapmayı veya kopya çekmeyi zorlaştırmaktadır. Bu önlemlere, eğitime ve uyarılara rağmen, öğrencilerin etik olmayan davranışlar sergilemesi durumunda, öğretim üyelerinin çoğunluğu değerlendirmeye 0 (sıfır) verir. Bu durum, ölçme ve değerlendirmenin ağırlığına bağlı olarak öğrencinin dersten kalmasına neden olabilir. Veriler ayrıca öğretim üyelerinin belirli koşullar altında intihale karşı hoşgörü gösterebileceklerini de ortaya koymuştur. İlk olarak, öğrencilerin eğitim yılının göz önünde bulundurulduğu tespit edilmiştir. Uçak (2017) ve Şendağ ve diğerlerinin (2012) belirttiği gibi, öğrenciler intihali üniversite düzeyinde ve birinci sınıfta öğrenirler, bu nedenle yaptıklarını bilmeden intihal yapabilirler. İkincisi, benzerlik indeksi eşik seviyesini aşarsa, öğretim üyeleri durumu analiz edip ve tüm öğrencilerin kullanmak zorunda olduğu bazı ders çıktılarının kullanımı nedeniyle benzerlik yüksekse, öğretim üyeleri öğrenciyi cezalandırmadıklarını ve ödevine devam etmesine izin verdiklerini iletmişlerdir.

Katılımcılar arasında otomatik disiplin cezası vermeyi tercih eden bir öğretim üyesinin bulunduğu tespit edilmiştir. Bu öğretim üyesi derhal hukuki süreci başlattığını ve intihal yapan öğrenciyi Fakülte Disiplin Kurulu'na gönderdiğini iletmiştir. Diğer öğretim üyeleri, özellikle tek seferlik suçlar için çok sert olacağını düşünerek böyle bir şey yapmak istemediklerini bildirmişlerdir. Bu çalışma öğrencilerin bu konudaki farkındalıklarının oldukça yüksek olduğunu ortaya koymuştur. Öğrenciler kaynaklardan aldıkları kısımları başka kelimelerle ifade etme ve onlara atıfta bulunma konusunda dikkatli olduklarını iletmişlerdir. Bir öğretim üyesi ayrıca akran baskısının etkisine ve bölümün küçük olmasının etkisine dikkat çekmiştir. Öğrencilerin etik olmayan davranışlar sergilemediklerini, çünkü böyle şeyler yapmaktan utanacaklarını belirtmiştir.

Öğretmen Adaylarının Gözünden Ölçme ve Değerlendirme

Bu çalışma için Eğitim Fakültesinin seçilmesinin bir nedeni, öğretmen adaylarının gelecekteki mesleklerine hazırlanan yetişkin öğrenenler olarak görüşlerini nasıl şekillendirdiklerini görmektir. Öğretmen adayları, gelecekteki mesleklerinin

deneyimleme açısından benzersiz bir duruma sahiptir: Diğer mesleklerden farklı olarak, öğretmen adayları yaklaşık 16 yıllık bir öğrenme ve ölçme ve değerlendirme deneyimine sahiptirler. Ve bu eğitim döneminin son dört yılı araştırmaya değer görülmüştür. Bu çalışmada amaç, öğretmen adaylarının ölçme ve değerlendirme bilgilerini ölçmek değil, daha ziyade değerlendirme anlayışlarını ve karşılaştıkları ölçme ve değerlendirme görüşlerinden ve bölümlerinde yürürlükte olan uygulamalardan nasıl etkilendiğini araştırmaktır.

Öğretim üyelerinin ölçme ve değerlendirme yaklaşımı, öğretmen adaylarının ölçme ve değerlendirme görüşlerini ve gelecekteki değerlendirme planlarını etkilemektedir. Öğretim üyelerine, mezunlar üzerindeki etkileri hakkında herhangi bir bilgileri olup olmadığı sorulmuştur. Tüm bölümlerde öğretim üyeleri, mezunların ölçme ve değerlendirme görüşleri ve öğrenmeleri üzerinde bir tür etkiye sahip olduklarına inandıklarını belirtmişlerdir. Bu inançlarını farklı şeylere dayandırmışlardır. Örnek vermek gerekirse, Okul Öncesi Eğitiminden bir öğretim üyesi kendi davranışlarına atıfta bulunmuştur. Bazen kendini davranışları üzerinde düşünürken bulduğunu belirtmiş ve sınıfta sorun yaşadığında, eğitim yıllarına geri döndüğünü açıklamıştır ve öğrencilerinin öğretmeye başladıklarında da aynısını yapabilecekleri sonucuna varmıştır. Ayrıca öğrencilerin ders ve öğretim elemanı değerlendirmesine de atıfta bulunmuş ve bu değerlendirme sürecinde yüksek puanlar ve olumlu yorumlar aldığını kaydetmiştir. Başka bir öğretim üyesi, öğrencilerin öğretim üyelerini taklit ettiklerini ve davranışlarını kopyaladıklarını belirtmiştir.

Diğer bazı öğretim üyeleri mezun olduktan sonra öğrencileriyle yaptıkları konuşmalara değinmiştir. Bazı öğretim üyeleri, öğrencilerin aldıkları derslere geri döndüklerini ve bu derslerde yaptıkları projelerden veya aldıkları geri bildirimlerden yararlandıklarını söyleyen mezunlarla karşılaştıklarını belirtmiştir. Bazı öğretim üyeleri, öğrencilerin ders planlarındaki ölçme ve değerlendirme bölümlerinde yazdıklarına değinmiştir.

Ölçme ve değerlendirme konusunda donanımlı öğretmen adaylarının mesleklerinin ilk yıllarındaki değerlendirici rollerine hazırlanması gereklidir (Hill, Ell, vd., 2014; DeLuca vd., 2019). Öğretmen adaylarını gelecekteki değerlendirmeyle ilgili sorumluluklarına hazırlamak iki şekilde yapılır: özel bir ölçme ve değerlendirme dersi

aracılığıyla ve eğitim programı boyunca dersler içinde gömülü bir şekilde. Bu çalışma bağlamında, öğrencilerin ölçme ve değerlendirme okuryazarlığını kazandıkları özel bir ölçme ve değerlendirme dersi bulunmaktadır. Elde edilen bulgular, öğretim elemanlarının kendi derslerinde de çeşitli ölçme ve değerlendirme yöntem ve araçlarının ya da geri bildirim prosedürlerinin kullanımını modelleme ve öğretmen adaylarına bir model olma ihtiyacı hissettiklerini ortaya koymuştur

Bu araştırma, öğrencilerin gelecekte kullanacakları ölçme ve değerlendirme uygulamalarının çalışacakları okullarda şekilleneceğini düşündüklerini ortaya koymuştur. Adayların çalışacakları okulların türü belirleyici bir etkiye sahip olacaktır. Öğretim üyeleri, adayların özel okullarda daha kurumsallaşmış uygulamalara dahil olabileceklerini, devlet okullarında ise Milli Eğitim Bakanlığının gerekliliklerine uymaları gerekebileceğini hatırlatmışlardır. Her iki durumda da kendilerinden beklenenler olacak ve bir sistemin parçası olacaklardır. Bunlar hükümet politikaları (dikey söylem) ve yerel gereksinimler (yatay söylem) kavramları ile uyumludur (DeLuca vd. 2019). Bu dikey ve yatay etkiler öğrenci verilerinde de tespit edilmiştir. Öğretmen adaylarına gelecekteki ölçme ve değerlendirme planları sorulduğunda, ölçme ve değerlendirme uygulamalarına ve planlarına rehberlik edecek belirli kısıtlamaların farkında olduklarını belirtmişlerdir. Örnek vermek gerekirse, bir müfredatı takip etmeleri gerekeceğini ve istemeseler bile hem özel okullarda hem de devlet okullarında sınav yapmak zorunda kalacaklarını belirtmişlerdir. Ayrıca, gelecekteki öğrencilerinin sınavlara alışkın olduklarını ve öğretmenin aşına olmadıkları bir ölçme ve değerlendirme planı takip etmesi durumunda öğretmene karşı tutumlarının değişebileceğini ve öğretmenin kolay puan verdiğini düşünebileceklerini ve bunun derse konsantrasyonlarını azaltabileceğini belirtmişlerdir.

Öğrencilerle yapılan görüşmeler, öğretim üyelerinin ölçme ve değerlendirme yaklaşımlarına paralel görüşler ortaya koymuştur. Bu paralelliklerden ilki, kullanılan değerlendirme türlerinin çeşitliliğidir. Görüşmelerde öğretmen adayları gelecekteki öğrencilerinin öğrenmelerini ölçmek için çeşitli ölçme ve değerlendirme türleri kullanmanın faydasını dile getirmişlerdir. Kimileri yazılı ve sözlü değerlendirmede değerlendirmeyi düşünürken, kimileri de sınavlarında çeşitli soru tipleri kullanacaklarını ve böylece herkesin öğrendiklerini daha esnek bir şekilde gösterme şansı bulacağını belirtmiştir. Ayrıca, sınavların öğrencilerin öğrenmelerini

göstermedeki sınırlılığını göz önünde bulundurarak, ölçme ve değerlendirme planlarına projeleri, ödevleri ve sınıf tartışmalarını dahil etmek istediklerini belirtmişlerdir.

Teori ve Uygulamaya Yönelik Çıkarımlar

Son olarak, bu çalışmanın pratikte ve daha sonra yapılabilecek araştırmalar için önerileri şu şekildedir. İlk olarak, bu çalışmanın bulguları, pratik açısından bazı bilgiler sağlamıştır. Öncelikle, ODTÜ Eğitim Fakültesinde ölçme ve değerlendirme bireysel bir çaba olarak görülmekte ve öğretim üyeleri, Okul Deneyimi dersi gibi birden fazla öğretim üyesi tarafından verilen dersler dışında tek başına çalışmayı tercih etmektedir. Ölçme ve değerlendirmeye ilgili kararlar verebilme özgürlüğü, akademik personel için olumlu bir şeydir. Ancak, yönlendirilmeleri gereken durumlar vardır. Bu rehberlik ihtiyacı özellikle yeni işe alınan akademik personel ve araştırma görevlileri için önemlidir. Bölüm başkanları, akademik personele sorumluluklarını hatırlatmak veya resmi iletişimlerle ilgilenmek vb. konularda rehberlik etme sorumluluğunu üstlenir. Pandemi nedeniyle acil uzaktan öğretim böyle bir durum olmuştur. Bu nedenle, bir bölümdeki ölçme ve değerlendirme uygulamalarını geliştirmek için diğer bazı akademik personelin ölçme ve değerlendirme liderleri olarak eğitilmesi faydalı olabilir. Araştırma görevlilerinin eğitimi, öğrencileri değerlendirirken yaratabilecekleri tutarsızlıklarla ilgili şikayetler göz önüne alındığında önemlidir. İşe yeni başlayan öğretim üyeleri ve araştırma görevlileri bir değerlendirme eğitimi alabilirler.

ODTÜ web sitesindeki halka açık ve şifre korumalı alanlarda, mevcut belgelerin çoğunluğu ders/program çıktıları, lisansüstü çalışmaları düzenleyen resmi kurallar ve düzenlemeler ve dürüstlük hakkındadır. ODTÜ bünyesinde Öğrenme ve Öğretmeyi Geliştirme Merkezi adında bir ofis bulunmaktadır. Bu birim lisans ve yüksek lisans öğrencileri ve öğretim üyeleri için yönlendirici dokümanlar sağlamaktadır. Ofis, eğitim ve öğretim desteğine ihtiyaç duymaları halinde talep üzerine bire bir oturumlar yapmaktadır. Tüm bunlar cesaret vericidir, ancak hem akademik personel hem de öğrenciler için ölçme ve değerlendirme rehberliği açısından eksik olanlar sunulanlar kadar önemlidir. Bu nedenle, ölçme ve değerlendirme özelinde daha sık eğitimler verilmesi üniversitenin yararına hizmet edebilir.

Uygulama için bir başka çıkarım, öğrencilerin akran ve öz değerlendirme konusunda daha fazla deneyime ihtiyaç duymaları olabilir. Clegg ve Bryan'ın (2006) belirttiği gibi, öz değerlendirme ve akran değerlendirmesi sadece not vermek değil, aynı zamanda öğrenci çalışmasının kalitesini değerlendirmek ve kaliteli çalışmanın nasıl olduğunu kavramakla ilgilidir. Loughran'ın (2006) öne sürdüğü gibi, öğrencilerin öğretmenlik yıllarında deneyimledikleri pedagojik etkinlikler, gelecekteki meslek uygulamalarını belirleyen en büyük faktördür. Ve Eğitim Fakültesindeki öğrencilerin "yıllarca süren bir gözlem çiraklığına" sahip olmaları bakımından benzersiz olduklarını hatırlamak önemlidir (s.173). Bu çalışma, öğretmen adaylarının gelecekteki mesleklerinde akran ve öz değerlendirmeyi dahil etmeyi planlamadıklarını ortaya koymuştur. Ve görüşlerini değiştirmek için bu konuda daha fazla deneyime ve rehberliğe ihtiyaçları vardır.

Bu çalışma aynı zamanda öğretim elemanlarının sınıf mevcutlarının çok büyük olması ve üniversitenin katı bir yayın zorunluluğu olması nedeniyle öğrencilerin geri bildirim ihtiyaçlarını karşılamakta zorlandıklarını ortaya koymuştur. Brown ve diğerlerinin (2013) belirttiği gibi, akademik personel için bu yüksek maliyet muhtemelen devam edecek ve daha fazla öğrenciyi değerlendirmeleri gerekecektir. Dolayısıyla, üniversite yönetiminin akademik personelin öğretim yüklerini azaltmak için bazı yollar bulmaları gerekliliği hatırlanmalıdır.

Bu çalışmanın pratik için verebileceği son öneri üniversitenin küresel bir salgın gibi büyük ölçekli olaylar nedeniyle beklenmeyen bir kesintiye hazırlıklı olmasıyla ilgili olacaktır. Bu çalışma, teknolojinin öğrenme ve öğretmeye yardımcı olduğunu, ancak ölçme ve değerlendirme ile ilgili tüm sorunları çözemediğini ortaya koymuştur. Bunun yerine, üniversite eğitimcilerinin teknoloji ve pedagojiyi dengelemesi ve akıllıca hareket etmesi gerekmektedir. Ders programları ve değerlendirme tasarımlarına karar verenler öğretim üyeleri olmadığından, Covid-19 gibi olaylara hazırlıklı olmak büyük, orta ve küçük ölçeklerde politika ve yatırım planlaması gerektirmektedir (Rapanta ve diğerleri, 2021). Üniversite yönetimi, kampüste verilen öğretimde olası bir kesintinin zorluklarla başa çıkmak için bir vizyon üzerinde çalışmalıdır ve orta düzeyde, disiplin grupları veya öğretmenler ve öğretim tasarımcıları birlikte çalışabilir. Küçük ölçekte hazırlık ise bireysel düzeyde planlama gerekmektedir ve öğretim stratejilerini ve yöntemlerin çalışılmasını içermektedir.

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