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Online Assessment at Higher Educational Institutions

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Abstract

Online assessment methods and their effects on online teaching and learning are other crucial points to investigate. Faculty members' concerns regarding finding relevant and effective online assessment methods arose in Azerbaijan in 2020. Considering it as one of the factors affecting online teaching and learning, we decided to investigate teachers' experiences with online assessment methods in local higher educational institutions. This study involved 11 faculty members from seven higher educational institutions. Their responses were obtained via semi-structured interviews that were held online. The questions mainly addressed how to learn faculty members' experiences and challenges with online assessment methods and how they deal with those challenges. This study identified faculty members' major challenges such as providing feedback, using online assessment strategies to get credible data and engaging students in more modern and interactive assessment methods. The findings demonstrate that faculty need online teaching and assessment experience as this lack affects student learning outcomes. The findings further suggest that faculty need new assessment methods rather than traditional ones to replace group work or discussions, and those methods may contribute to faculty preparedness. Addressing the findings, the study resulted in proposing a series of webinar where faculty members will learn about new strategies and share ideas with other colleagues through lively discussions and involving innovative methods.

Keywords: assessment, formative assessment, summative assessment, online assessment, students learning outcomes

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CHAPTER 1

Introduction

This paper aims at discussing the problem that informed the purpose of the study. Through this chapter, research questions, purpose, problem statement, and several key terms will be explained to guide the reader in the study. The topic of the study identified existing online assessment methods and strategies used by faculty members, and some benefits and challenges of those methods affecting students' learning outcomes in higher educational institutions. The researchers defined those methods, benefits and challenges within the chosen context and identified the significance of the study, as the findings will contribute to the literature in the Azerbaijani context.

Problem Statement

According to Dawson et al. (2013), assessment is a process of making meaning about student learning, gathering data from what students already know, or are capable of doing. Besides, it is also a demanding centre of higher education, providing opportunities for educators to shape the educational environment through academics' assessment decisions (Dawson et al., 2013). Price et al. (2011) stated that a balance between summative and formative assessment should be ensured through a complex, contextual thinking, and strong decision-making abilities. Straus et al. (2009) highlight the issue of knowledge translation where understanding how 'good' assessment practice in a theoretical sense may not result in the same in its application within a particular context. This difference occurs due to the influences of the academic practice environment, right assessment decisions taking into account the subject area, educators' capacity to make changes, learners, and time (Dawson et al., 2013). Proper online assessment should take into account different aspects of knowledge through various assessment methods to provide more proper qualitative and quantitative assessment (Northcote, 2003).

Evaluating the interpretation and understanding of such content requires more than one method of assessment and it also requires involving various assessment techniques to evaluate student learning outcomes (Northcote, 2003). According to Northcote (2003), assessment both assesses student learning outcomes and involves the educators' feedback for learners through formative, summative assessment methods. Faculty members, courseware designers, and students in the higher education sector are currently being challenged by the recent pandemic, quick transition to online education, and advances in online learning and assessment technologies (Rapanta et al., 2020). This problem considers the importance of assessment in the teaching and learning context of the local higher educational institutions, with a particular focus on how the adoption and design of online assessment strategies reflect faculty members' preparedness, some benefits and challenges of those methods, and successful student learning (Rapanta et al., 2020). As the students, we witnessed that the students from most of the local higher educational institutions raised concerns of online assessment regarding time, difficulty, or appropriateness of tasks, in spring and fall semesters of 2020. As the researchers, we assume that faculty's instructional design in developing online assessment strategies, through investigating into the practice of recent online assessment usage and the exploration of recent literature on the topic will contribute with its findings to faculty's online teaching experiences in higher educational institutions. Since online assessment is one of the main factors affecting student learning, we aimed to investigate possible benefits and challenges with online assessment methods in Azerbaijan.

The Purpose of the Study

The purpose of this study was to investigate some experiences regarding adapted online assessment methods, strategies and techniques used by faculty members in higher educational institutions. Within the study, the researchers also determined whether the faculty members of

different subject areas experience any benefits or challenges while assessing students based on those methods at higher educational institutions. The study aimed to identify possible challenges with online assessment methods and how those different forms of online assessment affect students' learning outcomes.

Research Questions

Building on the purpose of this study, the researchers aimed to find out the answers to the following questions:

1. What are some online assessment strategies used by faculty?
2. What are some benefits and challenges related to online assessment methods?
3. How do different forms of online assessment methods affect students learning outcomes?

Definition of the Terms

For this project, the researchers have defined several key terms to better guide the readers who will be interested in this study.

- **Assessment** - According to Dawson et al. (2009), assessment is evaluating students' work, judging what they know, value, or are capable of doing.
- **Online Assessment** - Online assessment includes all online activities that teachers and students involve to get information used to modify further online teaching and learning (Vonderwell et al., 2007).
- **Formative Assessment** - Black and Wiliam (1998) stated that formative assessment involves all the activities included by educators which provide information to be used as feedback to make changes the teaching and learning track

- **Summative Assessment** - According to Looney (2011), summative assessment refers to summary assessments of student performance - including tests and examinations to conclude the learning course or year.
- **Student Learning Outcomes**- is a synonym of results, and it is used and includes different aspects of student learning and assessment for various purposes (Prøitz, 2010).

Significance of the Study

In 2020, online assessment methods have gained great importance as a crucial part of online teaching and learning in the Azerbaijani educational system due to unprecedented health issues. Although western literature is rich with the studies that focus on assessment or online assessment methods, this topic is understudied in Azerbaijan. Hence, the researchers think that the findings of this study will contribute to the local literature and online higher educational system of Azerbaijan in terms of providing an effective online environment for faculty members and students. Since the study aimed at finding out the faculty's experiences with online assessment methods affecting student learning outcomes, it allowed identifying the different possible benefits and challenges experienced by faculty members throughout the study. Identifying several factors contributing to their online assessment practices the study also illuminated how students' learning outcomes are affected by their assessment practices. Therefore, administrators may take actions to solve teachers' IT-related issues through faculty training and provide subject matter related to online assessment methods. For instance, emphasizing the lack of online teaching experience, there can be provided with more practical opportunities to have relevant instructional and assessment tools. Hence, the results of this study will contribute to faculty preparedness, identifying their challenges with online assessment

methods that affect students' learning outcomes, and it will involve stakeholders-university administrators to provide effective practices.

CHAPTER 2

Literature Review

This chapter discusses the existing literature on faculty's experience with online assessment methods. Within the scope of the given literature review section, the researchers define what kind of experience teachers have gained through implementing online assessment methods and what benefits and challenges they face regarding those methods. The researchers also focus on how those challenges affect students' learning outcomes. The review of the literature on Azerbaijan revealed that this topic is understudied hence, the researchers decided to include the reviewed articles from some countries Europe and United States.

Online Assessment

Assessment plays an important role in any type of program's success, and improvement as it is part of an evaluation. Lattuca and Stark (2009) explain assessment as a part of evaluation that is a tool for measuring students' learning outcomes besides its other functions as well.

Both formative and summative assessment serves various needs. Wen and Tsai (2006) argue that while learning needs are identified by formative assessment, summative assessment serves for social requirements and needs including accountability.

Due to the pandemic, online learning became not only popular but also a possible solution for continuing education at all levels. In academic literature, various authors mention that while conducting online assessments both formative and summative should be included. As Bergquist and Holbeck (2014) argue it is crucial to use both summative and formative assessment as each of them is effective for individual aspects of the teaching and learning process.

There are various ideas related to the benefits and challenges of using online assessment. The main idea of benefits is around the flexibility of exam times, a wide range of assessment

options, more detailed feedback options, availability of performance regulation of students (Seifert & Feliks, 2019; Spivey & McMillan, 2014). When it comes to challenges, teachers complain that they do not know how to choose content, develop tasks, keep students engaged, and assess students in remote settings (Brody & Honan, 2020), and the effectiveness of online exams, course grades are not always able to measure the authenticity of learning. While developing tasks or implementing classes technological issues prevent teachers from performing efficiently and reach intended outcomes (Lombardi, 2008).

As online learning becomes a need for the current education system, online assessment strategies gain more importance. According to Conrad and Openo (2018), group work, online partnership, role-play, team activities are beneficial to accomplish desired goals. They help learners work together, share their ideas and knowledge, build new skills through these types of assessment.

Formative Assessment

Formative assessment methods are the different methods that educators use to conduct in-process evaluations of student understanding, academic needs and progress during a course or lesson (Black & Wiliam, 1998). Formative assessment is used as a form of ongoing feedback (Hargreaves, 2008) that is done in a classroom or online environment to improve both teaching and learning. Pachler et al. (2010) called online formative assessment as *e-assessment* and defined it as “the use of ICT to support the iterative process of gathering and analyzing information about student learning by faculty as well as learners and evaluating it concerning prior achievement and attainment of intended learning outcomes” (p. 716). In contrast to assessment in the classroom, the online form of formative assessment is a novel way of assessing students, and it differs from classroom formative assessment in that the online form is carried out via online programs (Mailizar et al., 2020). Online formative assessment has several benefits

such as immediate feedback, improvement of learner engagement and enabling self-assessment (Baleni, 2015; Gikandi et al., 2011). For some educators, an online formative assessment is beneficial, as they can immediately assess students and then give feedback to students (Gikandi et al., 2011). However, these benefits may also bring challenges (Karaođlan-Yilmaz et al., 2020). As online formative assessment has been on the rise as an effective educational strategy in higher education, educators need to re-theorize fundamental concerns of teaching, learning, and assessment in non-traditional spaces (Baleni, 2015). Due to this fact, it is important to uncover faculty's challenges regarding online formative assessment activities. According to Karaoglan-Yilmaz, et al. (2020), students' connectivity problems during the exam is one of the challenges that prevent faculty from conducting an effective formative assessment while using online assessment tools and methods. The frequency of compromising academic integrity is another issue that teachers experience in online learning environments (Harmon et al., 2010). Plowman (2000) understands how technology has increased the probability of cheating and encourages teachers to use online learning tools to enhance student motivation in learning instead of plagiarism. Hence, many educators hesitate to use online assessment methods in their online course program because of the possibility of academic dishonesty (Harmon et al., 2010).

Summative Assessment

A summative assessment usually refers to the information that is used to present evidence of student achievement for the aim of making a judgment regarding student competence or program, materials and curriculum efficacy (Chappuis et al., 2014). This type of assessment is generally utilized at the end of the specific period of instruction to assess the outcome of student learning (Kibble, 2017). "When engaged in summative assessment, teachers use assessment information after learning has taken place to determine the level of student achievement at a given point in time in order to determine a student's report card grade from chapter and unit

tests, final exams, and term projects, for example” (Chappuis et al., 2014, p.27). It often guides teachers and provides them with metrics to identify what’s working or what’s not. Summative assessment commonly consists of papers, teacher-designed tests, standardized tests, midterm exams, and final exams or projects (States et al., 2018). Moreover, according to States et al. (2018), educators generally apply two main forms of summative assessment: teacher-constructed (informal) and standardized (systematic). Teacher-constructed is the most common type of summative assessment and it is based on teachers’ observations about students’ performance or behaviors in school. In other words, informal assessment includes teacher-constructed tests and quizzes, grades, which are mainly affected by educator’s professional judgment. In terms of standardized tests, it is a less frequent applied type of summative assessment in schools. Standardized or systematic tests have explicit purpose and are administered in accordance with carefully controlled conditions (Lewis-Beck et al., 2004). Educators and students are particularly familiar with these standardized tests, as students are engaged in taking these tests every year between 20 and 25 hours (Bangert-Drowns et al., 1991).

Summative assessment in online educational context should be designed in a way to act for the educator’s ability to effectively utilize learning management systems to rough face-to-face assessment strategies, such as a comprehensive exam or final project (Perera-Diltz & Moe, 2014). Collaboration is an essential and perfect practice to incorporate throughout the online learning process by providing an interactive, peer-based feedback and revision process in the design of both formative and summative online assessments (Eyal, 2012).

Student Learning Outcomes

Watson (2002) defines students learning outcomes as “being something that students can do now that they could not do previously ... a change in people as a result of a learning

experience.” (p.208) This definition actively demonstrates that student learning outcomes are the kind of statements of the mastery of skills, knowledge, development of attitude and various abilities of each student in particular that students present after gaining some learning experience. Some people confuse student learning outcomes with aims, but there is a big difference between them (Watson, 2002). According to Gosling and Moon (2001), aims are what teachers want to cover. As Allan (1996) stated, student learning outcomes show what is assessed and accredited to the students in a formal way. Student learning outcomes are important if there is an outcomes-based approach which starts with a clarification of what the student will be expected to do and achieve by the end of each unit/month/semester (Gosling & Moon, 2002). There are some features of student learning. Student learning outcomes should be achievable by students within the times set up by instructors and the level of learning that students are at (Gosling & Moon, 2002). Student learning outcomes also must be assessable. The particular reason for this circumstance is that the learning outcomes should be assessable within the time frame constructed by the course rules and regulations (Gosling & Moon, 2001). Moreover, Gosling and Moon (2001) stated that student learning outcomes must be general, significant and unambiguous because each outcome should demonstrate the main achievement that is expected of a student at the end of each unit/semester/module.

Summary

In conclusion, it is obvious from the academic literature that various authors mention two assessment methods particularly that are formative and summative assessment methods. While conducting online assessments both formative and summative should be included as each of them is effective for individual aspects of the online teaching and learning process. Summative assessment is a way to act for the educator’s ability to effectively utilize learning management

systems while formative assessments methods are used to give continuous feedback to learners. As for the challenges of online assessment methods, most of the faculty members are unable to choose content, develop tasks, keep students engaged, and assess students in remote settings. All those challenges directly affect student learning outcomes. Student learning outcomes are being something that students can do or learn through online teaching that they did not know previously. This change should be provided through effective online assessment methods as a result of a learning experience.

CHAPTER 3

Methodology

This section describes details about research design, instruments, the procedural steps for data collection, and analysis. The researchers also discuss the limitations, reliability, and validity of the research.

Research Design

As Creswell and Clark (2007) expressed, “the research design is a strategy of gathering data, analyzing and interpreting it, and as the last step, reporting this data in research studies” (p. 58).

The researchers aimed to investigate what some online strategies that were used by faculty members, some benefits and challenges related to online assessment, and also, how different forms of online assessment methods affect student learning outcomes. The researchers deemed that a qualitative approach is appropriate for their study because qualitative research will provide them with a deep and complete understanding of the topic (Creswell, 2014). According to Creswell (2014), the data collection method is in-depth interviews with the participants of the research, because interview technique makes participants give more information and the researchers get rich data. For this study, the researchers decide that exploratory qualitative is the best research design method for their purpose. Exploratory research design is chosen when the topic has not been studied before, or it has already been researched but need for new and interesting hypothesizes (Swedberg, 2018). They applied for an exploratory qualitative method of study to have a better understanding of the stated problem (Jupp, 2006).

Sampling

To find the answer to the intended research questions, several universities and faculty should be included in the data collection process as a target population. To identify the specific population, purposeful and convenience sampling strategies were used.

Seven public universities (university A, B, C, D, E, F, and G), one or two faculty members from each university (11 in total) were included in data collection. To choose the universities purposeful sampling was applied. Privitera and Ahlgrim-Delzell (2018) mention that to choose purposeful sampling participants should have certain characteristics that fit research requirements. All the universities that were selected as a sample population had experience in online teaching and assessment. These elements were important for the research as the main direction of it was an online assessment at higher education institutions.

Convenience sampling is relevant due to Covid-19 access to the whole faculty is not possible. Holly (2013) highlights that convenience sampling is chosen based on the ease of access as a researcher has colleagues, friends, groupmates who can be a proper participant.

Participants. The participants of the study are faculty members from the public universities who are teaching different subject-areas. There are eleven faculty members, and all of them are female. Most of the participants have a year or less experience in online teaching and assessment. Only two of them have worked as a language instructor in an online environment before the pandemic. In general, each of the faculty members has more than five years of teaching experience.

Sources of Data

For this study, we employed one instrument: an interview protocol for faculty members to collect the data by asking participants open-ended questions. As stated by Jupp (2006), this type of question allows participants to express their one opinion rather than choosing from fixed

responses. We, as the researchers, conducted semi-structured interviews to get participants' answers, describing the faculty members' experience, possible benefits and challenges with online assessment methods, and how those challenges affect student learning outcomes. According to Ponterotto et al. (2000) engaging the individuals in this kind of interview can help identify areas based on various beliefs and views that need to be explored. The interview questions had been designed in advance, and interviewees extra questions were asked from interviewees if there was a need to elucidate their opinions.

Interview protocol for faculty members. We developed this instrument with 15 questions most of which aimed to understand faculty's experiences, some benefits and challenges with online assessment methods, and their effects on student learning outcomes (See Appendix A).

Data Collection Procedure

To collect the data, access to either the site or the individual is the first step that was taken by the qualitative researchers. In terms of gaining access to sites and individuals, an invitation letter was sent to explain the purpose and the role of participants in the study. Due to the COVID-19 pandemic outbreak, after sending official letters by our program director, we were not able to meet the participants in person. Therefore, we contacted them via phone, gave clear information about our research, and proceeded with the data collection process. Before the interviews, the informed consent letters were sent to the participants via email. The participants were asked to sign and sent the forms back before the interview. We conducted interviews on Zoom or Google Meet software. Each interview lasted approximately 60 minutes by providing brief information about our research and asking again whether they wanted to participate in this study. After receiving their consent, the interviews were recorded. Data was collected in Azerbaijani and English as those languages are used as the main medium of instruction in the

chosen universities. All team members participated as a moderator and took notes through individual interviews.

Data Analysis

The data analysis process started right after the data collection. All data were first transcribed and kept in the language as it was. Then, we read the data, identified preliminary themes, organized the data per research question, and coded manually in Excel. We re-read, checked the data for the major themes a few times, and finalized codes. Afterward, the data was analysed and interpreted.

Trustworthiness

Trustworthiness or transparency of the qualitative researcher is crucial to practicality and integrity of the findings (Cope, 2014). To provide consistency and dependability, the researcher asked the questions several times and certain questions for the second time during the interview. The voice recorder was also used to record participants' responses and recordings of the interview were transcribed. One of the common strategies to shore up the internal validity or credibility is member checks (Merriam & Tisdell, 2016). Hence, participants checked and provided feedback on the data. Triangulation is another strategy that is considered as one of the best-known strategies to ensure the internal validity or increase the credibility of a study (Patton, 2015). Therefore, we conducted the same interview with different five faculty members from a different university and compared the results. According to this we decided if there was a need to change in the context of interview protocol. To increase content validity, the researchers solicited the opinions of a supervisor about questions of the interview who has a research background (Schutt, 2014).

Research Limitations

Every research has its limitations that are the elements of methodology that affected the interpretation of findings from the particular research (Creswell, 2014). One of the main limitations of this research was related to the gender of the participants and their amount of experience. All the participants were women and almost all of them had 1-3 years' experience in online teaching. Gender norms may influence generally accepted ways of how people act, how they perceive themselves and each other, and the distribution of power and assets in society (Tannenbaum et al., 2016).

CHAPTER 4

Findings

The purpose of this study was to investigate some experiences regarding existing online assessment methods, strategies and techniques used by faculty members in higher educational institutions. Within the study, the researchers also determined whether the faculty members of different subject areas experience any benefits or challenges while assessing students based on those methods at higher educational institutions. The study aimed to identify possible challenges with online assessment methods and how those different forms of online assessment affect students' learning outcomes. The research questions were:

1. What are some online assessment strategies used by faculty?
2. What are some benefits and challenges related to online assessment methods?
3. How do different forms of online assessment methods affect students' learning outcomes?

The findings of the study have resulted from the transcripts of interview sessions with eleven faculty members. The participants were interviewed to find out what improved online assessment methods, strategies, and techniques used by faculty members, any benefits or challenges of those methods, and how those different forms of online assessment affect students' learning outcomes. The responses received through semi-structured interviews revealed the major findings. As listed in Table 1, the findings regarding online assessments strategies, their benefits and challenges, and online assessment methods affecting student learning outcomes are divided into five themes and sub-themes respectively:

Table 1. Major findings

Themes	Sub-themes	Quotes by Participants

<p>Online Assessment Strategies used by Faculty</p>	<p>Formative</p> <ul style="list-style-type: none"> • <i>Daily learning activities in which students are engaged and assessed based on weekly topics (Black & Wiliam, 1998).</i> <p>Summative</p> <ul style="list-style-type: none"> • <i>Summary assessments of student performance such as tests, oral and written open-ended questions (Looney, 2011).</i> • Online Formative and Summative Assessment Methods Used: • Open-ended question <i>Requires a longer response that can be compared to information learned from taught materials (Lee & Lutz, 2016).</i> • Whole group discussions <i>Involves a modified form of classroom lecture and makes connections across lessons (Bloom, 1984).</i> • Quizzes <i>Conducts student-paced formative assessments in an engaging way for students (Gholami & Mostafa, 2013).</i> • Essays <i>Presents and supports a thesis or proposition through analysis, interpretation and set of facts (Huang, 2009).</i> • Video/audio based comprehension <i>Involves the multiple processes in understanding and making sense of spoken language and content (Lewis, 1999).</i> 	<p><i>Instructor 1: “I assess students through formative and summative assessments. I prefer using quizzes, audio files-based filling gaps, essays, etc. I use tests, quizzes, written and spoken assignments, presentations, paragraph/essay writings for formative assessment, and open-ended questions for summative one”.</i></p> <p><i>Instructor 2: “As the online lessons are more lecture-based, students are mostly involved in the oral whole group-discussions”.</i></p> <p><i>Instructor 3: “Students listen to audio files, then we discuss who understands what”.</i></p>
<p>Benefits with Online</p>	<ul style="list-style-type: none"> • Benefits to improve student skills • <i>Independent learning skills</i> 	<p><i>Instructor 4:” It gives an opportunity to students to do more self-study and improve their independent learning skills”.</i></p>

Assessment	<ul style="list-style-type: none"> • Time and Effort Saving • <i>More time to work individually</i> • <i>Financial suitability to save money spent on transportation</i> 	<p><i>Instructor 3: “Students can be assessed exams without leaving home. I think it is also beneficial for the student in terms of saving additional costs such as food, transport, clothes and so on”.</i></p>
Challenges with Online Assessment	<p>Faculty are getting less credible and objective results due to:</p> <ul style="list-style-type: none"> • Internet and technical problems • Student attitude <ul style="list-style-type: none"> ○ <i>Irresponsible and passive participation</i> ○ <i>Excuses</i> • Uncomfortable environment <ul style="list-style-type: none"> ○ <i>Background noises</i> • Insufficient time for teaching and assessing • Lack of teacher control <ul style="list-style-type: none"> ○ <i>Cheating</i> ○ <i>Muted mics and cameras</i> • Difficulties to give feedback <ul style="list-style-type: none"> ○ <i>Poor student participation does not allow faculty to identify student needs</i> ○ <i>Assessment platforms are not relevant to give individual feedback</i> 	<p><i>Instructor 6: “The most challenging issue that I and my students face is the low quality of the Internet. We always waste 5-10 minutes of class time to fix the problem”.</i></p> <p><i>Instructor 5: It is difficult to understand the reliability of student answers. I cannot make sure whether the answers are students' opinions or they cheat from somewhere.</i></p> <p><i>Instructor 7:” Low interaction is still an issue, most of the students abuse low poor connectivity, and escape from participating in lessons and assessment activities”.</i></p> <p><i>Instructor 10: “There are background noises of students' houses, and it distracts students during exams”.</i></p> <p><i>Instructor 9: “Online lessons are 20 minutes shorter than traditional ones. It is 60 minutes only, and I have difficulty in explaining, including more assessment-based activities due to time constraints. Students also need more practice”.</i></p> <p><i>Instructor 3: “If there is no active student participation in activities, I do not know the students, and can not give them feedback”.</i></p> <p><i>Instructor 11: “In Microsoft Teams, there is a "box" to provide short feedback. It is impossible to give detailed feedback, you can not highlight or comment on their work”.</i></p>

<p>Online Assessment Methods Affecting Student Learning Outcomes</p>	<ul style="list-style-type: none"> • Oral Assessment Methods <ul style="list-style-type: none"> ○ <i>Less student engagement and interest due to monotonous environment</i> • Video/audio based comprehension <ul style="list-style-type: none"> ○ <i>Students having low quality devices and poor connectivity to actively participate</i> 	<p><i>Instructor 9: "Students keep cameras and microphones off, and listen without any contribution. Hence, it is impossible to have an interactive discussion. There is no reaction, question or opinion".</i></p> <p><i>Instructor 11: "When students are using phones to join lessons, they are unable to open files and keep cameras on. Because the phone's capacity is low for lessons. Poor connectivity does not allow sharing files or screens either".</i></p>
<p>Needs to Improve Faculty Preparedness</p>	<ul style="list-style-type: none"> • Providing stronger connectivity and devices for students • Developing individual tasks to prevent student cheating issues • Designing more practical experience through training or programs for faculty • Replace group work 	<p><i>Instructor 1: "I think that the main thing here is the good quality of the Internet connection and devices".</i></p> <p><i>Instructor 4: "Questions should be individual for each student. Because students discuss questions in whatsapp groups or on the phone, and this becomes a collective answer. Everyone should have a few individual questions and there would be more transparency".</i></p> <p><i>Instructor 1: "All faculty members in Azerbaijan need more practical knowledge of platforms and modern assessment methods. There is a need for training to learn about them".</i></p> <p><i>Instructor 8: "At our university, it was impossible to require group work-based assignments. Although it was a part of student grade, students could not work online as a group. Faculty graded students randomly without any submitted student work".</i></p>

According to the findings, the majority of the faculty members are aware of the differences between formative and summative assessment methods that are quizzes, video/audio based comprehension, open and close-ended questions, discussions, and faculty are implementing some written and oral assessment methods to evaluate students' learning such as whole-group discussion, multiple choice tasks and video/audio based activities. However, most of those methods are traditional and lack interaction and student engagement. Hence, it does not allow the faculty to identify students' needs, provide proper feedback, and have full control through the assessment process. Besides, students' negative attitude, poor connectivity, and technical issues regarding unavailability of mics and cameras when screen sharing result in cheating through online teaching, and formative and summative assessment.

However, nine of eleven faculty members emphasized that online assessment became beneficial in terms of improving students' independent learning skills, time-saving, and budget perspective. Hence, students have more time for self-study and they can save money spent on transportation.

As for methods affecting student learning outcomes, the majority of the participants admitted that traditional "question-answer" or whole-class discussions and video/audio files-based assessment affect student learning outcomes because of passive participation, connectivity, or technical issues. Students become unmotivated, isolated, and bored if they miss anything in an online environment, and faculty do not get the credible data.

Regarding improvement needs, eleven faculty members commented that students need a strong internet connection or devices to participate in all activities without interruptions. Another issue is individual tasks that will reduce cheating issues and for designing those tasks, faculty need more practical work to learn about new methods and techniques. The last one was the group work that was supposed the main part of the total student grade, but it could not be required due

to the impossibility of working as a group in an online environment and lack of teacher knowledge to replace it with something equally effective.

Majority of the participants mentioned that they were assessing students in an online environment without any documents or printed papers. They assigned tasks to students individually and graded in the platform. The university authorities did not require faculty to collect or print students' answer sheets for student data. Faculty stated that as authorities had an access to student or teacher account, they were able to see oral and written exams.

CHAPTER 5

Final Product

The purpose of the study was to investigate faculty members' experience regarding existing online assessment methods, strategies, and techniques used by them. During the study, research aimed to identify whether the faculty members of different subject areas experience any benefits or challenges while assessing students. Research intended to identify the effects of online assessment methods on students' learning outcomes. With regard to the findings of the study, the researchers recommend a series of webinar on "online assessment" as a final product. Findings of this project showed that the majority of the educators need new and modern online assessment methods that will increase teacher control and transparency through which more credible student learning data will be ensured. The content of the webinars will help faculty to learn new methods to reduce cheating, suggest more group work, and benefit from colleagues' experience through discussion. Besides, webinars will be accessible for many faculty members amid the Covid-19 restrictions, and they will be able to join online without spending any efforts or money.

Webinar Plan

The webinar is a seminar that is conducted via internet. They provide an opportunity for participants and users to use various tools for asking questions, polls, presentations, video, and screen sharing functions (Karen & Docherty, 2004). Karen and Docherty (2004) explain webinars as a web-based technology that can bring people together, share information and maintain several visual and audio services.

Rationale for Webinar

Behind the Online Assessment Webinar suggestion, there are reasons. According to Henderson (2003), as it is held online, any place with the internet can turn into a meeting room or training. Participants can join from different destinations. It eliminates commuting problems and enables more participants to join. With the functions such as the ability to interact with the participants and the server one-to-one, questions and answers the communication skills that webinars provide are strengthened. Henderson (2003), mentioned that e-learning helps participants join sessions without leaving their home, can save on travel costs, and as it is not the traditional way of learning and teaching it may increase the interest of participants. It is available from a cost and budget perspective as well. Considering that digitalization is inevitable webinars would be a convenient choice for researchers to realize.

Program Summary and Objectives

This webinar will be held to enlighten the faculty members who participated in data collection process of this project and other faculty members from different public universities in Azerbaijan. It will be a workshop for faculty to broaden their horizons in the online assessment field. Objectives are:

- To support participants' online assessment-related experiences to ensure more credible student learning outcomes. The main objective is to raise the quality of examination process in local higher educational institutions.
- To engage participants in discussion and knowledge sharing process with other colleagues through developing those skills.
- Educators will be informed about current and modern assessment initiatives in online assessment and their impacts on student learning.
- Participants will learn how to use, and work with examples of how to create tasks in “Google Workspace”, “Turnitin”, and will be engaged in discussions on possible challenges in online assessment methods, possible formative and summative assessment strategies.

Pre-Webinar Event Planning

The presenters will develop event plan that will include all points regarding attendance and engagement:

- Topic - Online Assessment in Higher Education
- Presenters and guest speaker - The researchers of this capstone project and one guest speaker – an expert from the Institute of Education who has a rich experience in assessment. As most of the faculty members are dealing with the formative and summative assessment, the expert will provide more detailed information about the mentioned online assessment strategies and their importance.
- Target audience - This webinar will be arranged at the institutional level; hence it will be available for faculty members from all the higher educational institutions of Azerbaijan.

- Date and time for event - It will be held on Wednesday or Thursday at 6 or 7pm. Hence, educators will have more free time to involve and will not be overloaded with additional work through working hours.
- Length of the program - The duration of the program will be approximately an hour and 15 minutes.
- Registration for the event - The program will be held in Zoom. After scheduling the meeting on that platform, the meeting ID will be sent to the email address of attendees. The meeting will be scheduled without registration; hence attendees will be able to join without signing up in Zoom or having an account. Individuals will need to enter their name and email address to join the sessions.
- Final email invitation - The reminder and invitation will be sent via email a few hours earlier the meeting.
- Joining the webroom - The presenters will join the sessions 30 minutes prior to the starting time. They will have enough time to check presentation, sound and get prepared before attendees join.
- Check recording status - The webinar will be recorded to share the content with the educators who are not available to join. Hence, presenters will ensure that the sessions are being recorded to share in YouTube to reach out more individuals.

Audience

- Participants are teaching different subject areas at local public universities.
- Majority of the participants have one or two years of teaching experience in an online environment. However, they will probably have experience (5-6 years at least) in a traditional teaching and learning environment.

- Almost all of them should be familiar with Zoom and basic IT knowledge as online teaching still continues starting from March 2020.

Content

Responding to faculty's challenges and needs, we offer a series of Webinars consisting of three sessions. The webinars will be offered between August 26 and September 9, 2021. The rationale behind this decision is faculty's vacation and working schedule. Majority of Azerbaijani faculty members start working in late August and early September; hence they will start new academic year with fresh knowledge and experience. The webinars are designed based on different topics as follows:

- Introductory Webinar Session - Challenges with Online Assessment methods, Discussion and Successful Assessment Characteristics
- Guest Speaker –Formative and Summative Assessments Techniques
- Final de-briefing Webinar Session - Online Assessment Methods and Techniques

Delivery

Considerations for developing content include:

- Format - The content format will have PowerPoint presentation and some questions for lively discussion, but depending on the activities, there will be application sharing.
- Length – As the focus of this session is training it will be up to 75 minutes. Presenters want to keep the webinar shorter to get the greater engagement.
- The First Session - Presenters will spend five minutes on welcoming the participants and giving a short introduction. 20 minutes will be spent on lively discussion. 15 minutes will be spent on questions that participants will ask to clarify any issues regarding their work experience, and the presenters will wrap-up last during last five minutes.

- The Second Session - The Presenters will spend five minutes on welcoming the participants and giving a short introduction. 30 minutes will be spent on the presentation by the guest speaker. Guest speaker will involve in each activity during eight minutes and eight minutes for sharing. Last eight minutes will be spent on questions from audience and wrap-up.
- Third Sessions - The Presenters will spend five minutes on welcoming the participants and giving a short introduction. 15 minutes will be spent on the explanation of the activities. Participants will involve in each activity during 5 minutes and 10 minutes for sharing. Last 10 minutes will be spent on questions from audience and wrap-up.
- Resources - To deliver that webinar program, the presenters will need a computer or tablet with a strong internet connection, webinar software (Zoom), webcam, headset (headphones and microphone) lighting and speakerphone. As a part of online teaching and learning, all the presenters have already had those resources. Participants will also need a computer with a strong internet connection, a notebook and pen to take notes.
- Presenters – There will be four presenters who have teaching and learning experience in both traditional and online environments, and have recently done a study on online assessment. Having four people will be advantageous to monitor the chat or question panel for attendee comments, slides and activities.

Promotion

Promotion is one of the essential tools to attract participants to the webinar. As a webinar is hosted in an online environment, we are going to create a landing page in social media, or Google website where we promote our webinar, open a registration window for potential participants and give all information about the upcoming webinar. Also, email will be sent to public universities 4-5 weeks prior to our webinar and then increase its frequency each week till

the implementation day. Announcements that include registration links on our webinar page will be posted on Facebook, Twitter and LinkedIn. We will also ask ADA university for their assistance to promote this project through announcements or emails to reach out more participants.

Logistics

After making some promotions of our webinar, we are going to check the amount of participants that will enrol, and make sure that the link for registration will work. As presenters of this webinar, we are going to join a webinar session 25-30 minutes before it will start and prepare our PowerPoint presentation. Also, this will help to fix any problem that we may have before the webinar will start.

Key Performance Indicators

There are several key performance indicators (KPI) for this specific webinar. Firstly, the number of the participants is an essential point to understand to what extent the webinar is successful and beneficial. We will consider the webinar as a successful product when the number of the participants will be 50 and more. The extent of active participation of attendees is also an important indicator. The webinar will be uploaded to an online video platform, YouTube; hence everyone can watch and benefit from it. The number of views and comments of the video on this platform will again tell us about the overall efficiency of the product. As this is a one-time webinar, we cannot observe regularly the participants to witness the outcomes of the webinar (impact) and above listed indicators is the only way to measure the success of this online seminar. If there is positive feedback and we will be asked to hold the webinar for the second time, we can implement it again but more widely, and it will be another KPI.

Budget

This webinar will not be financially supported by any state bodies such as the Ministry of Education. Hence, it does not have a great amount of expenditure. As we are already students, we have all technological tools to host the webinar effectively. However, as the organizers–presenters are going to involve an external assessment expert, some equipment such as webcam and microphone may be provided by the organizers for the guest. The low price of "the Logitech HD Laptop Webcam C615" is around \$25 (42.50 AZN), and the "Blue Yeti" that is considered an excellent condenser USB microphone costs around \$150 (255.00 AZN). The MoE or the universities that want to participate after the webinar announcement will subsidize this equipment. For the first series of the webinar, the guest speaker will not be involved on a paid basis, as it is a pilot project. However, this service costs between \$75 (127.50 AZN) and \$200 (340.00 AZN). If the webinar attracts more participants or institutions to organize new series in the future, hiring a guest speaker will require \$89 (150.00 AZN). Hence, the required budget for a series of webinar is \$264 (448.80 AZN).

Management

One of the presenters will be assigned to the webinar as a moderator and she will manage all technical processes and provide additional information if required. The moderator will present a webinar agenda, give general information, present speakers, and provide technical instructions about activities. Moderator will be in charge of the smooth implementation of the whole webinar. During the webinar, all the presenters will involve in speeches, activities to practice, discussion that will replace each other to produce effective and beneficial outcomes.

Activities

Activities through the webinar are aimed to help faculty to develop new online assessment skills and improve already gained skills as well. There will be individual and group

activities to strengthen knowledge gained through the webinar. Features of “Google Workspace” and “Turnitin” will be presented. How to register, create online documents, slides, how to work in virtual groups and pairs will be explained and practically tested during the program. There will be individual and group activities to strengthen knowledge gained through the webinar. The information delivery will be in Azerbaijani as the main medium of instruction is that language in most of the public universities.

There will be instructions how to create document in “Google Workspace” and then activities to practice them such as:

- Go to Google Drive.
- Click Priority on the left side.
- Go to Workspaces and click “Create Workspace”.
- You need to enter your name for the workspace, then click “Create”.
- Click Done.

How to create a presentation in “Google Workspace” such as:

- Go to Google Drive, click the blue “New” button that is on the left side of the screen.
- Now select an option from the top of the screen to create a new slide.
- Give a title to your presentation and select a theme.
- Then, you can add new slides.
- Insert images.
- Add text.

How to share those documents with others to work on at the same, and that will replace the group work:

- Highlight the file that you want to share with others.
- Click “Share”.

- Under "Share with people and groups," type the email address of the people that you want to share with.
- You can change the settings that will allow people to be a viewer, commenter, or editor in your document. This button is on the right.
- Click Share or Send.

Faculty will need an institutional Turnitin account paid by their university. However, we decided to provide some information to allow the faculty to know about this platform and learner instructions as one of the concerns was related to plagiarism. In future, participants may ask their institution to provide them with Turnitin or something similar to it. How to create a Turnitin account such as:

- Log into Revision Assistant.
- Click on "Welcome!" heading to start registration.
- You should register as "Administrator". It will take you the individual to the Administrator page.
- In the centre panel, select the school you want to create accounts for.
- Sign up as "Teachers".
- Now click on "**Create Account**".
- Type your personal information for the user.

How to create a Turnitin assignment:

- Go to Assignments, click on Assessments.
- Select "Turnitin Assignment".
- Enter the Assignment title and select maximum grade or percentage.
- Enter the first day and Due date of the assignment.
- Select the post date.

- Press Submit.
- Press “OK”.

Discussion questions:

1. How confident do you feel about assessing learning online?
2. What are your top three concerns or challenges in assessing learning online?
3. Are you measuring what you want to measure, or nothing else? (Validity)
4. Are you measuring student performance consistently? (Reliability)

Discussion topics:

- Integrated assessment- integrate assessment tasks into learning activities
- Develop and share assessment criteria such as students' awareness of where they are, increasing fairness and transparency, and increasing learner responsibility, developing learner autonomy
- How to involve learners in using that criteria for peer- and self assessment
- Assessing individual in-class and out-of-class tasks
- Give personalised and targeted feedback- tutorial if possible

Topics delivered by the guest speaker:

- The importance of formative and summative assessment
- How to make student portfolio
- How to make holistic and analytical rubrics

Process Evaluation

In-process data is one of the important steps that we should study to identify how the webinar works. To understand how effective the webinar is implemented, whether the learning goals are met or not after each speech and activity short surveys will be conducted and

participants' understanding will be identified. Individual behaviour will be another indicator. If the participants are able to work individually, and ask no more than two questions through the working process, it will be the indicator of learning. At the end of the program participant satisfaction survey will be conducted to get necessary data about both the plan and implementation.

CHAPTER 6

Conclusion

The purpose of this study was to inquire into a certain amount of experiences regarding improved online assessment methods, strategies and techniques used by faculty members in higher educational institutions. Researchers also found whether the faculty members of different subject areas experience any benefits or challenges while assessing students based on those methods at higher educational institutions. This study also aimed to identify how those different forms of online assessment affect students' learning outcomes.

According to our findings that we have got after analyzing the interview results, there are different assessment strategies that teachers used to assess their students. Almost all of these strategies are the same strategies as in a face-to-face environment. Despite the fact that there are several benefits of online assessment, teachers faced some challenges, too. Unfortunately, the number of challenges that teachers faced during online teaching and assessment were more than the numbers of benefits. Generally, there were technical and behavioural issues. So, the online assessment methods used by teachers affects student learning outcomes. That's why, according to the study's major findings, we constructed a webinar for faculty members that will assist them while assessing students online because faculty should be prepared for any challenges. The webinar will be organized for all faculty members of Azerbaijani higher educational institutions and provide them all information that they should know to improve the quality of online assessment and students' outcomes. They will learn how to prepare new assessment methods, how to use other platforms or forms to assess their students in an online environment.

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Appendix A

Interview Protocol for Faculty Members

Hello! We, Aytan Turabova, Aytaj Hajizada, Hilala Aslanli, and Salbina Hatamli, are the students of Master of Arts in Educational Management at ADA University. We are conducting research on Online Assessment Methods and its Effect on Student Learning Outcomes for our Capstone project. This interview will help us explore online assessment strategies used by faculty, and challenges and benefits of those methods affecting student learning outcomes. Anything you tell us is confidential. Nothing you say will be personally attributed to you in any reports that result from this interview process. Your participation in this individual interview is totally voluntary. Are you willing to answer our questions? Do you have any questions before we begin?

1. What is your professional/educational background?
2. Can you describe your online teaching environment?
3. How long have you been teaching online?
4. What kind of online platforms do you use to teach and assess students?
5. What kind of online assignments, tasks do you use to assess student learning?
6. Can you describe the difficulties you face while online teaching?
7. What difficulties do you face while online assessment?
8. What aspects of online assessment do you like and find useful?
9. What are some assessment strategies you use for assessment in an online environment?
10. What are some formative and summative assessment strategies you use to give feedback to students in an online environment?
11. Have you experienced any difficulties while giving feedback to students in an online environment? If yes, please explain.
12. How do you identify students' needs or progress track in an online environment?
13. How do you work with information about students' needs in an online environment?

14. What do you think about the influence of online assessment on student learning?
15. What types of experience, resources or knowledge do you need to successfully conduct online assessment?

Appendix B

Informed Consent

Title: Online Assessment in Higher Educational Institutions.

Dear Participant,

The following information is provided to help you decide whether you wish to participate in the evaluation. You should be aware that you are free to decide not to participate or to withdraw at any time without affecting your relationship with this University.

This study is conducted on Online Assessment Methods and its Effect on Student Learning Outcomes in Azerbaijani higher educational institutions for our Capstone project. This interview will help us explore online assessment strategies used by faculty, and challenges and benefits of those methods, and how online assessment affects students' learning outcomes. Data will be collected using a semi-structured interview. The interview consists of 11 open-ended questions, and it will take the participants' approximately 60 minutes to answer. The interview will be conducted through Zoom or Google Meet software individually.

Do not hesitate to ask questions about the program or evaluation before participating or during the process. We would be happy to share the findings with you after the evaluation is completed. Your identity will be kept private. A nickname will be chosen instead using your name and anonymity will be protected. Only the evaluator will know your identity.

There are no known risks and/or discomforts associated with the evaluation. One benefit is that you will get a chance to voice your concerns and share your experience with fellow faculty.

Please sign this consent form. You are signing it with full knowledge of the nature and purpose of the procedures. A copy of this form will be given to you to keep.

Signature of the participant

Date

For further information please contact:

ahacizade6628@ada.edu.az

aturabova6390@ada.edu.az

haslanli9592@ada.edu.az

shatamli6535@ada.edu.az

A stylized illustration of a pencil and a ruler in the top corners of the page. The pencil is on the left, pointing towards the top right, and the ruler is on the right, angled downwards. Both are rendered in a light orange color with dark blue outlines.

ADA UNIVERSITY

ONLINE ASSESSMENT IN HIGHER EDUCATION WEBINAR

A workshop for faculty members from all of the higher
educational institutions of Azerbaijan

GUEST SPEAKER NAZAKAT MEHDIYEVA

3 sessions during August 26 and September 9, 2021.
Wednesday at 6 or Thursday 7pm

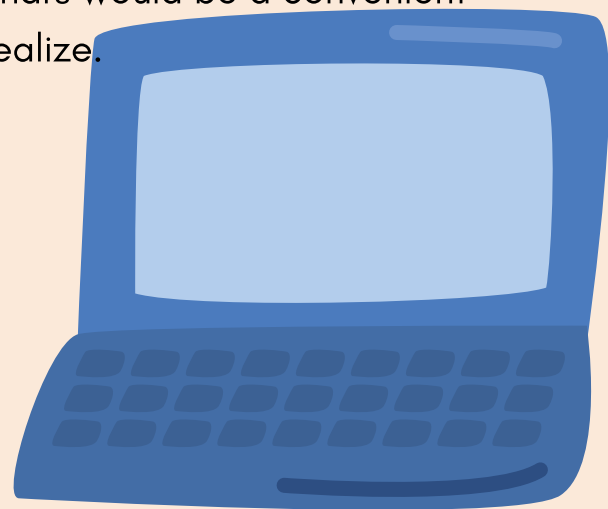


WEBINAR PLAN

The webinar is a seminar that is conducted via internet. They provide an opportunity for participants and users to use various tools for asking questions, polls, presentations, video, and screen sharing functions (Karen & Docherty, 2004). Karen and Docherty (2004) explain webinars as a web-based technology that can bring people together, share information and maintain several visual and audio services.

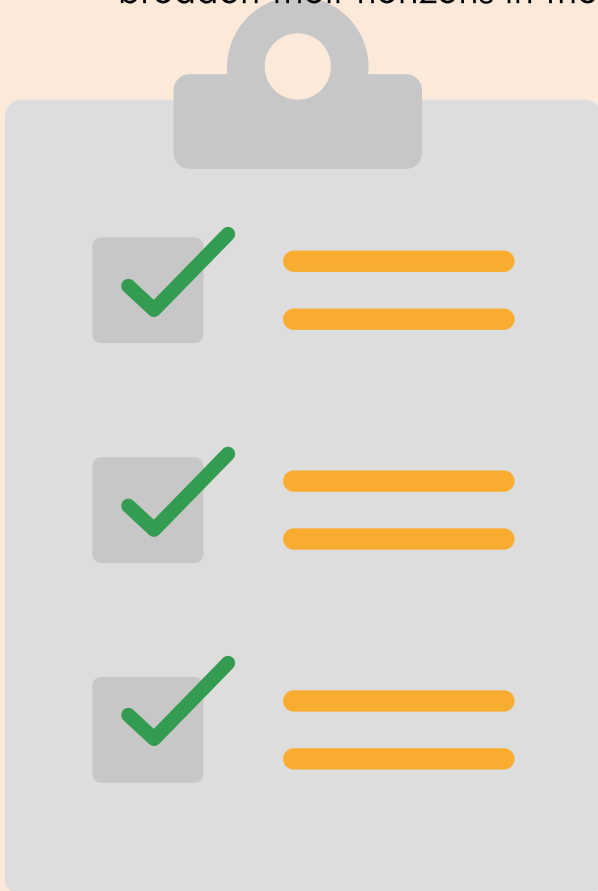
Rationale for Webinar

Behind the Online Assessment Webinar suggestion, there are reasons. According to Henderson (2003), as it is held online, any place with the internet can turn into a meeting room or training. Participants can join from different destinations. It eliminates commuting problems and enables more participants to join. With the functions such as the ability to interact with the participants and the server one-to-one, questions and answers the communication skills that webinars provide are strengthened. Henderson (2003), mentioned that e-learning helps participants join sessions without leaving their home, can save on travel costs, and as it is not the traditional way of learning and teaching it may increase the interest of participants. It is available from a cost and budget perspective as well. Considering that digitalization is inevitable webinars would be a convenient choice for researchers to realize.



Program Summary and Objectives

This webinar will be held to enlighten the faculty members who participated in data collection process of this project and other faculty members from different public universities in Azerbaijan. It will be a workshop for faculty to broaden their horizons in the online assessment field. Objectives are:



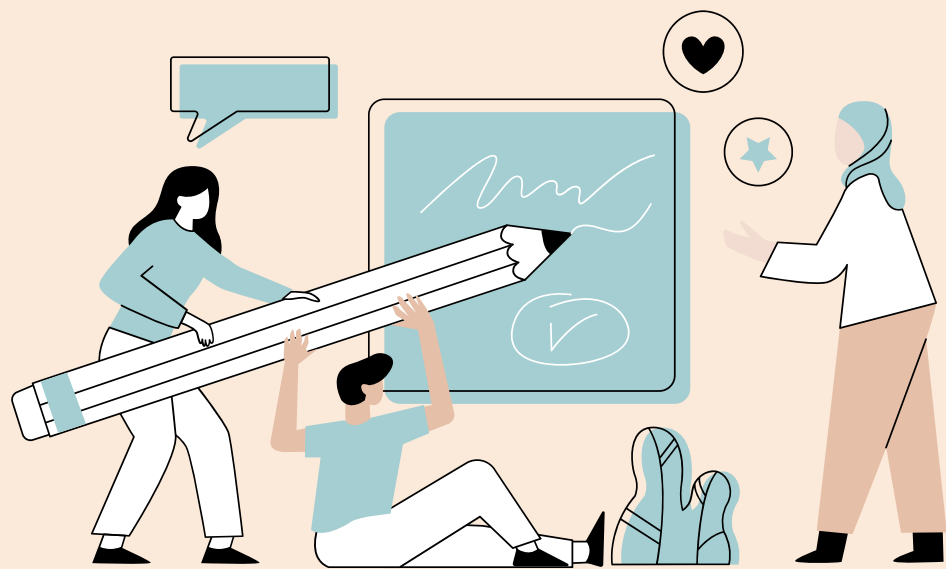
Objectives are:

- To support participants' online assessment-related experiences to ensure more credible student learning outcomes. The main objective is to raise the quality of examination process in local higher educational institutions.
- To engage participants in discussion and knowledge sharing process with other colleagues through developing those skills.
- Educators will be informed about current and modern assessment initiatives in online assessment and their impacts on student learning.
- Participants will learn how to use, and work with examples of how to create tasks in "Google Workspace", "Turnitin", and will be engaged in discussions on possible challenges in online assessment methods, possible formative and summative assessment strategies.

Pre-Webinar Event Planning

The presenters will develop event plan that will include all points regarding attendance and engagement:

- Topic - Online Assessment in Higher Education
- Presenters and guest speaker - The researchers of this capstone project and one guest speaker - an expert form the Institute of Education who has a rich experience in assessment. As most of the faculty members are dealing with the formative and summative assessment, the expert will provide more detailed information about the mentioned online assessment strategies and their importance.
- Target audience - This webinar will be arranged at the institutional level; hence it will be available for faculty members from all the higher educational institutions of Azerbaijan.
- Date and time for event - It will be held on Wednesday or Thursday at 6 or 7pm. Hence, educators will have more free time to involve and will not be overloaded with additional work through working hours.



Length of the program - The duration of the program will be approximately an hour and 15 minutes.

- Final email invitation - The reminder and invitation will be sent via email a few hours earlier the meeting.
- Joining the webroom - The presenters will join the sessions 30 minutes prior to the starting time. They will have enough time to check presentation, sound and get prepared before attendees join.
- Check recording status - The webinar will be recorded to share the content with the educators who are not available to join. Hence, presenters will ensure that the sessions are being recorded to share in YouTube to reach out more individuals.

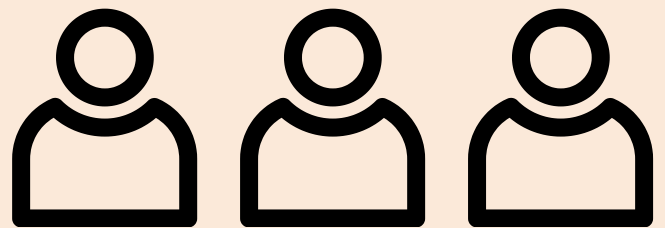
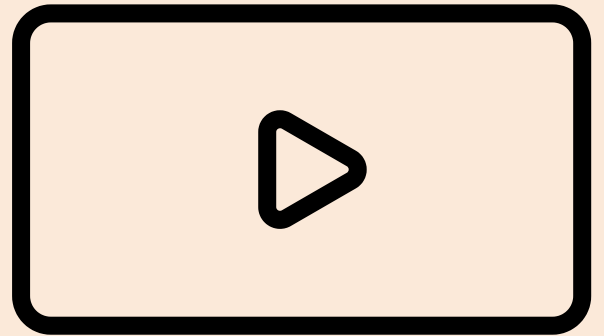
Registration for the event - The program will be held in Zoom. After scheduling the meeting on that platform, the meeting ID will be sent to the email address of attendees. The meeting will be scheduled without registration; hence attendees will be able to join without signing up in Zoom or having an account. Individuals will need to enter their name and email address to join the sessions.



Audience

Target audience of this webinar program are faculty from public higher educational institutions:

- They are teaching different subject areas at local public universities.
- Majority of the participants have one or two years of teaching experience in an online environment. However, they will probably have experience (5-6 years at least) in a traditional teaching and learning environment.
- Almost all of them should be familiar with Zoom and basic IT knowledge as online teaching still continues starting from March, 2020.



Content

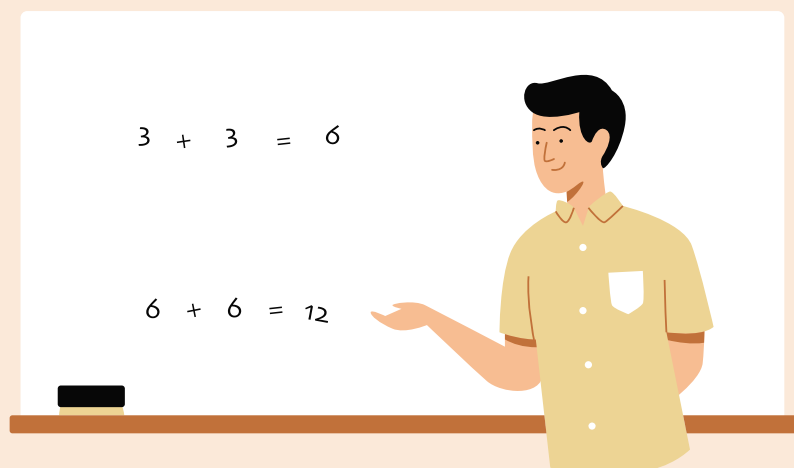
Responding to faculty's challenges and needs, we offer a series of Webinars consisting of three sessions. The webinars will be offered between August 26 and September 9, 2021. The rationale behind this decision is faculty's vacation and working schedule. Majority of Azerbaijani faculty members start working in late August and early September; hence they will start new academic year with fresh knowledge and experience. The webinars are designed based on different topics as follows:

- Introductory Webinar Session - Challenges with Online Assessment methods, Discussion and Successful Assessment Characteristics
- Guest Speaker -Formative and Summative Assessments Techniques
- Final de-briefing Webinar Session - Online Assessment Methods and Techniques

Delivery

Considerations for developing content include:

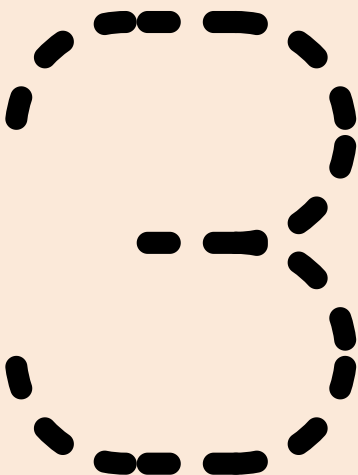
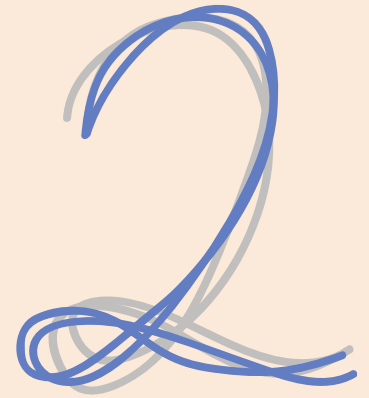
- Format - The content format will have PowerPoint presentation and some questions for lively discussion, but depending on the activities, there will be application sharing.
- Length - As the focus of this session is training it will be up to 75 minutes. Presenters want to keep the webinar shorter to get the greater engagement.
- Resources - To deliver that webinar program, the presenters will need a computer or tablet with a strong internet connection, webinar software (Zoom), webcam, headset (headphones and microphone) lighting and speakerphone. As a part of online teaching and learning, all the presenters have already had those resources. Participants will also need a computer with a strong internet connection, a notebook and pen to take notes.
- Presenters - There will be four presenters who have teaching and learning experience in both traditional and online environments, and have recently done a study on online assessment. Having four people will be advantageous to monitor the chat or question panel for attendee comments, slides and activities.



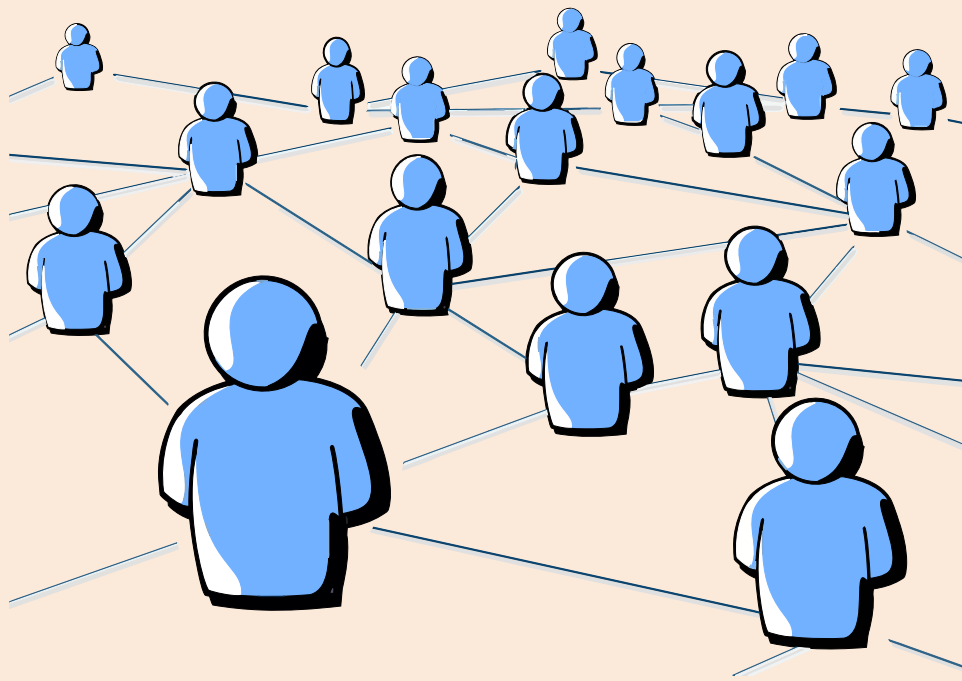
1

- The First Session - Presenters will spend five minutes on welcoming the participants and giving a short introduction. 20 minutes will be spent on lively discussion. 15 minutes will be spent on questions that participants will ask to clarify any issues regarding their work experience, and the presenters will wrap-up last during last five minutes.

- The Second Session - The Presenters will spend five minutes on welcoming the participants and giving a short introduction. 30 minutes will be spent on the presentation by the guest speaker. Guest speaker will involve in each activity during eight minutes and eight minutes for sharing. Last eight minutes will be spent on questions from audience and wrap-up.



- Third Sessions - The Presenters will spend five minutes on welcoming the participants and giving a short introduction. 15 minutes will be spent on the explanation of the activities. Participants will involve in each activity during 5 minutes and 10 minutes for sharing. Last 10 minutes will be spent on questions from audience and wrap-up.



Promotion

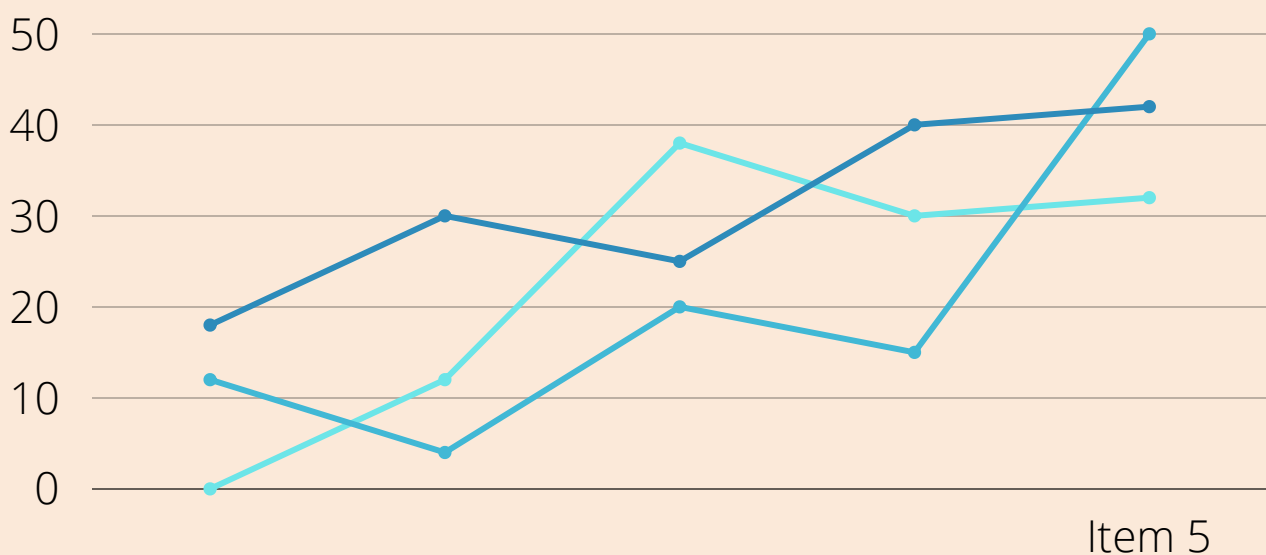
Promotion is one of the essential tools to attract participants to the webinar. As a webinar is hosted in an online environment, we are going to create a landing page in social media, or Google website where we promote our webinar, open a registration window for potential participants and give all information about the upcoming webinar. Also, email will be sent to public universities 4-5 weeks prior to our webinar and then increase its frequency each week till the implementation day. Announcements that include registration links on our webinar page will be posted on Facebook, Twitter and LinkedIn. We will also ask ADA university for their assistance to promote this project through announcements or emails to reach out more participants.

Logistics

After making some promotions of our webinar, we are going to check the amount of participants that will enrol, and make sure that the link for registration will work. As presenters of this webinar, we are going to join a webinar session 25-30 minutes before it will start and prepare our PowerPoint presentation. Also, this will help to fix any problem that we may have before the webinar will start.

Key Performance Indicators

There are several key performance indicators (KPI) for this specific webinar. Firstly, the number of the participants is an essential point to understand to what extent the webinar is successful and beneficial. We will consider the webinar as a successful product when the number of the participants will be 50 and more. The extent of active participation of attendees is also an important indicator. The webinar will be uploaded to an online video platform, YouTube; hence everyone can watch and benefit from it. The number of views and comments of the video on this platform will again tell us about the overall efficiency of the product. As this is a one-time webinar, we cannot observe regularly the participants to witness the outcomes of the webinar (impact) and above listed indicators is the only way to measure the success of this online seminar. If there is positive feedback and we will be asked to hold the webinar for the second time, we can implement it again but more widely, and it will be another KPI.



Budget



This webinar will not be financially supported by any state bodies such as the Ministry of Education. Hence, it does not have a great amount of expenditure. As we are already students, we have all technological tools to host the webinar effectively. However, as the organizers- presenters are going to involve an external assessment expert, some equipment such as webcam and microphone may be provided by the organizers for the guest.

The low price of "the Logitech HD Laptop Webcam C615" is around \$25 (42.50 AZN), and the "Blue Yeti" that is considered an excellent condenser USB microphone costs around \$150 (255.00 AZN). The MoE or the universities that want to participate after the webinar announcement will subsidize this equipment. For the first series of the webinar, the guest speaker will not be involved on a paid basis, as it is a pilot project. However, this service costs between \$75 (127.50 AZN) and \$200 (340.00 AZN). If the webinar attracts more participants or institutions to organize new series in the future, hiring a guest speaker will require \$89 (150.00 AZN). Hence, the required budget for a series of webinar is \$264 (448.80 AZN).

Management

One of the presenters will be assigned to the webinar as a moderator and she will manage all technical processes and provide additional information if required. The moderator will present a webinar agenda, give general information, present speakers, and provide technical instructions about activities. Moderator will be in charge of the smooth implementation of the whole webinar. During the webinar, all the presenters will involve in speeches, activities to practice, discussion that will replace each other to produce effective and beneficial outcomes.



Activities

Activities through the webinar are aimed to help faculty to develop new online assessment skills and improve already gained skills as well. There will be individual and group activities to strengthen knowledge gained through the webinar. Features of "Google Workspace" and "Turnitin" will be presented. How to register, create online documents, slides, how to work in virtual groups and pairs will be explained and practically tested during the program. There will be individual and group activities to strengthen knowledge gained through the webinar. The information delivery will be in Azerbaijani as the main medium of instruction is that language in most of the public universities.

There will be instructions how to create document in "Google Workspace" and then activities to practice them such as:



- Go to Google Drive.
- Click Priority on the left side.
- Go to Workspaces and click "Create Workspace".
- You need to enter your name for the workspace, then click "Create".
- Click Done.

How to create a presentation in "Google Workspace" such as:

- Go to Google Drive, click the blue "New" button that is on the left side of the screen.
- Now select an option from the top of the screen to create a new slide.
- Give a title to your presentation and select a theme.
- Then, you can add new slides.
- Insert images.
- Add text.

How to share those document with others to work on at the same, and that will replace the group work:

- Highlight the file that you want to share with others.
- Click "Share".
- Under "Share with people and groups," type the email address of he people that you want to share with.
- You can change the settings that will allow people to be a viewer, commenter, or editor in your document. This button is on the right.
- Click Share or Send.



Faculty will need an institutional Turnitin account paid by their university. However, we decided to provide some information to allow the faculty to know about this platform and learn its instructions as one of the concerns was related to plagiarism. In future, participants may ask their institution to provide them with Turnitin or something similar to it. How to create a Turnitin account such as:

How to create a Turnitin account

- Log into Revision Assistant.
- Click on "Welcome!" heading to start registration.
- You should register as "Administrator". It will take you the individual to the Administrator page.
- In the centre panel, select the school you want to create accounts for.
- Sign up as "Teachers".
- Now click on "Create Account".
- Type your personal information for the user.

How to create a Turnitin assignment:



- Go to Assignments, click on Assessments.
- Select "Turnitin Assignment"
- Enter the Assignment title and select maximum grade or percentage
- Enter the first day and Due date of the assignment
- Select the post date
- Press Submit
- Press "OK"

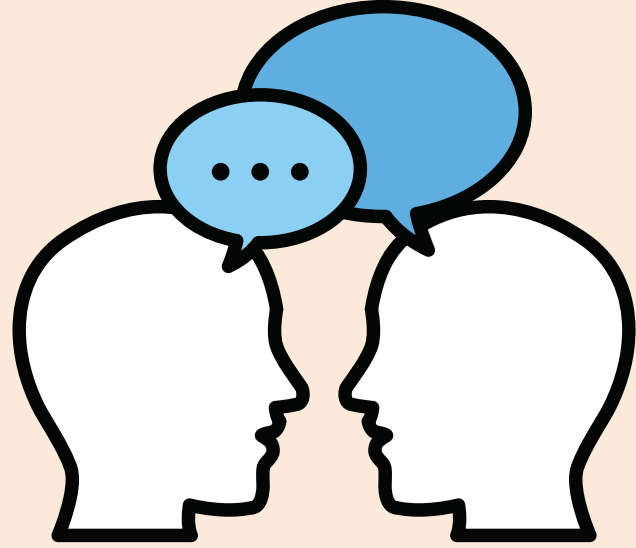
Discussion topics:

- Integrated assessment- integrate assessment tasks into learning activities
- Develop and share assessment criteria such as students' awareness of where they are, increasing fairness and transparency, and increasing learner responsibility, developing learner autonomy
- How to involve learners in using that criteria for peer- and self assessment
- Assessing individual in-class and out-of-class tasks
- Give personalised and targeted feedback- tutorial if possible

Topics delivered by the guest speaker:

- The importance of formative and summative assessment
- How to make student portfolio
- How to make holistic and analytical rubrics

Discussion questions:



1. How confident do you feel about assessing learning online?
2. What are your top three concerns or challenges in assessing learning online?
3. Are you measuring what you want to measure, or nothing else? (Validity)
4. Are you measuring student performance consistently? (Reliability)

Process Evaluation



In-process data is one of the important steps that we should study to identify how the webinar works. To understand how effective the webinar is implemented, whether the learning goals are met or not after each speech and activity short surveys will be conducted and participants' understanding will be identified. Individual behaviour will be another indicator. If the participants are able to work individually, and ask no more than two questions through the working process, it will be the indicator of learning. At the end of the program participant satisfaction survey will be conducted to get necessary data about both the plan and implementation.