

Technology Enhanced Assessment (TEA) in EFL Classroom during Covid- 19 Pandemic

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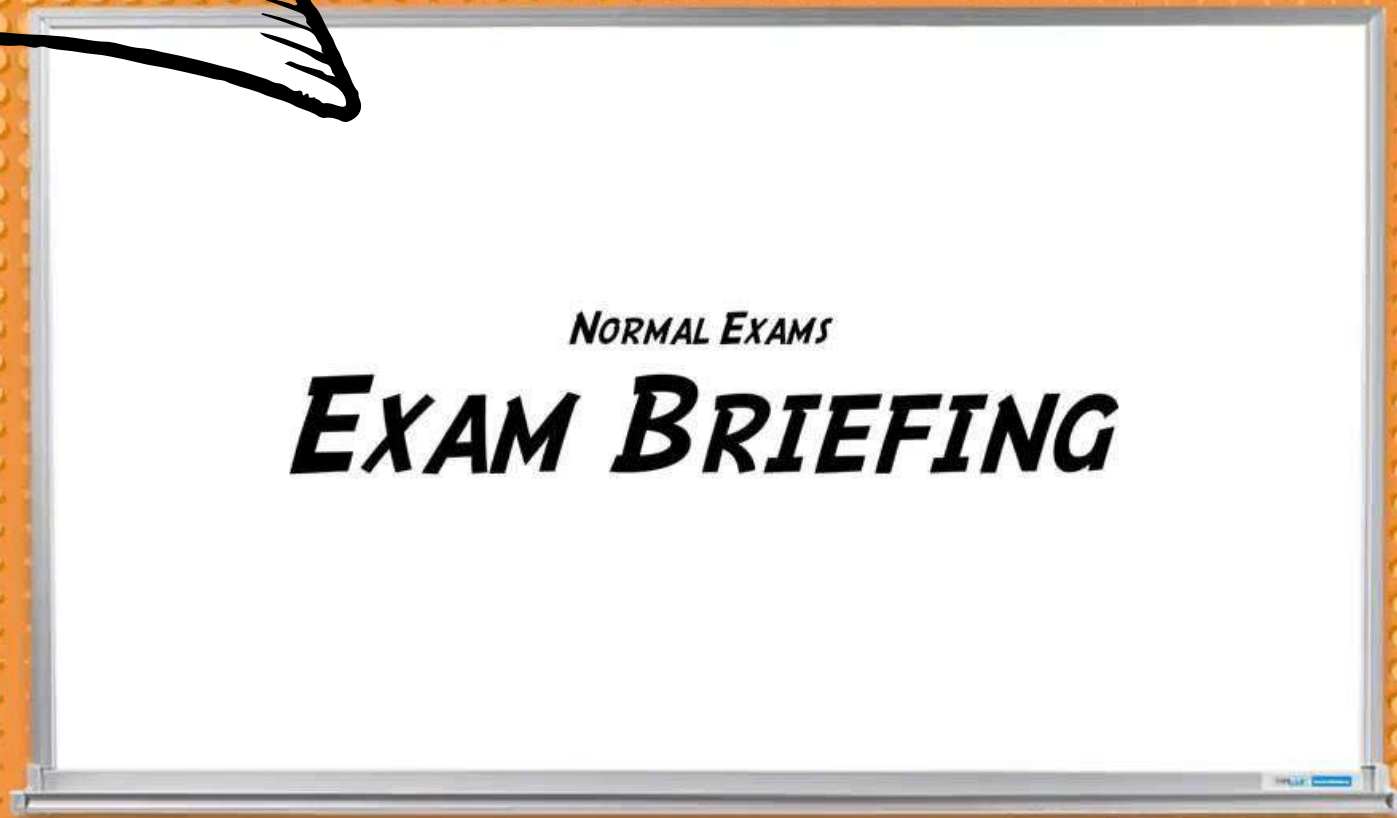


Findings
&
Discussion

Technology-enhanced assessment (TEA) is a broad term that encompasses the diverse methods, by which technology can be used to

ecological and normalized management and delivery of assessment in educational institutions

Background



Do you find it the same?

Background

The assessment results...

used only for grading (Gomleksiz & Erkan, 2016)

Focus on the product, not the process (Gelbal & Kelecinglu, 2017)

Technology for assessment is a complex process (Brady et al., 2019; Koc, 2013).

The culture of high stake examination (Deneen et al., 2018)

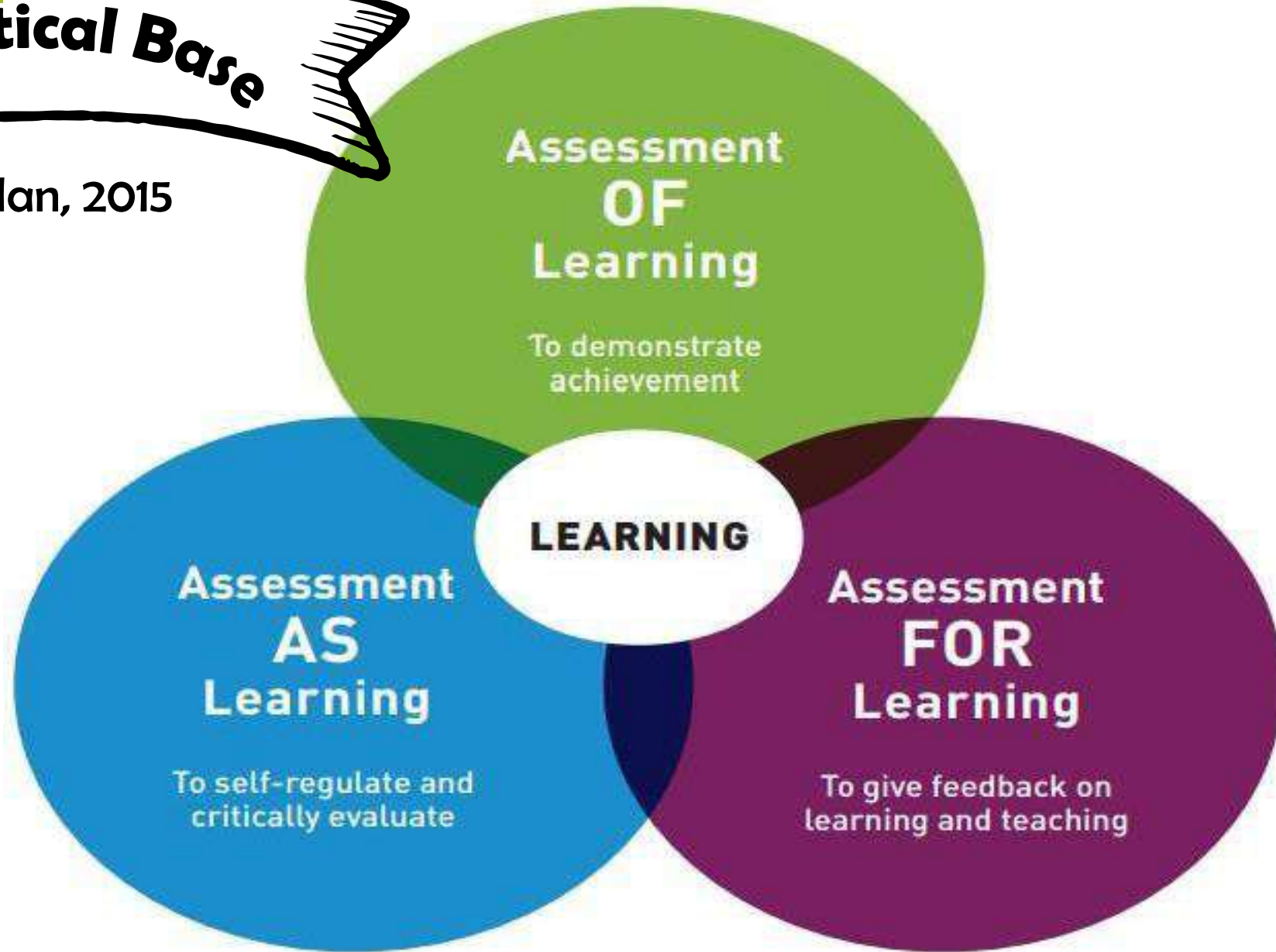


Several studies reported a self-interest and positive attitude toward the use of technology for assessment

(Rodliyah, 2018; Safitri et al., 2015)

Theoretical Base

McMillan, 2015



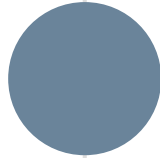
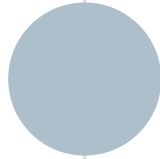
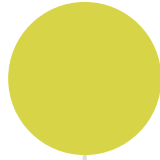
The questions were

RQ1: What tools were used as Technology-Enhanced Assessments (TEA) in the EFL classrooms during the Covid-19 pandemic?

RQ2: What assessment methods were used by the EFL teachers employing TEA in their Classroom during the Covid-19 pandemic?

RQ3: How is the role of TEA in the EFL teachers' classroom practice during the Covid-19 pandemic?

The Method



Design

A surveys design (Creswell, 2008)

Participants

91 respondents were randomly selected from Sumatra, Java, Kalimantan, and Sulawesi

Data Collection

the Classroom Assessment Practices Survey Questionnaire (CAPSQ) Teacher Edition (Gonzales, 2016)

Data Analysis

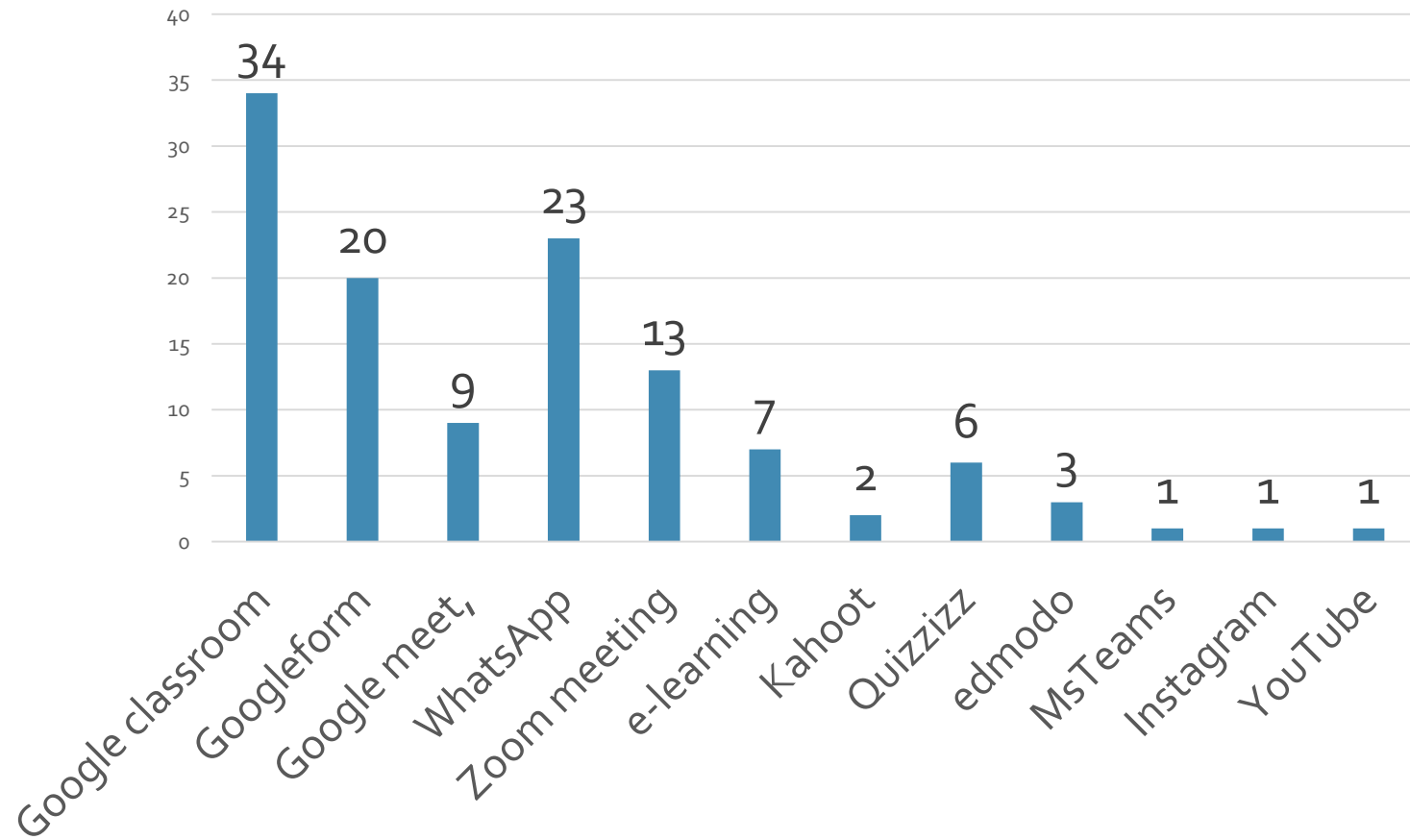
Frequency Distribution

Our findings

RQ1:

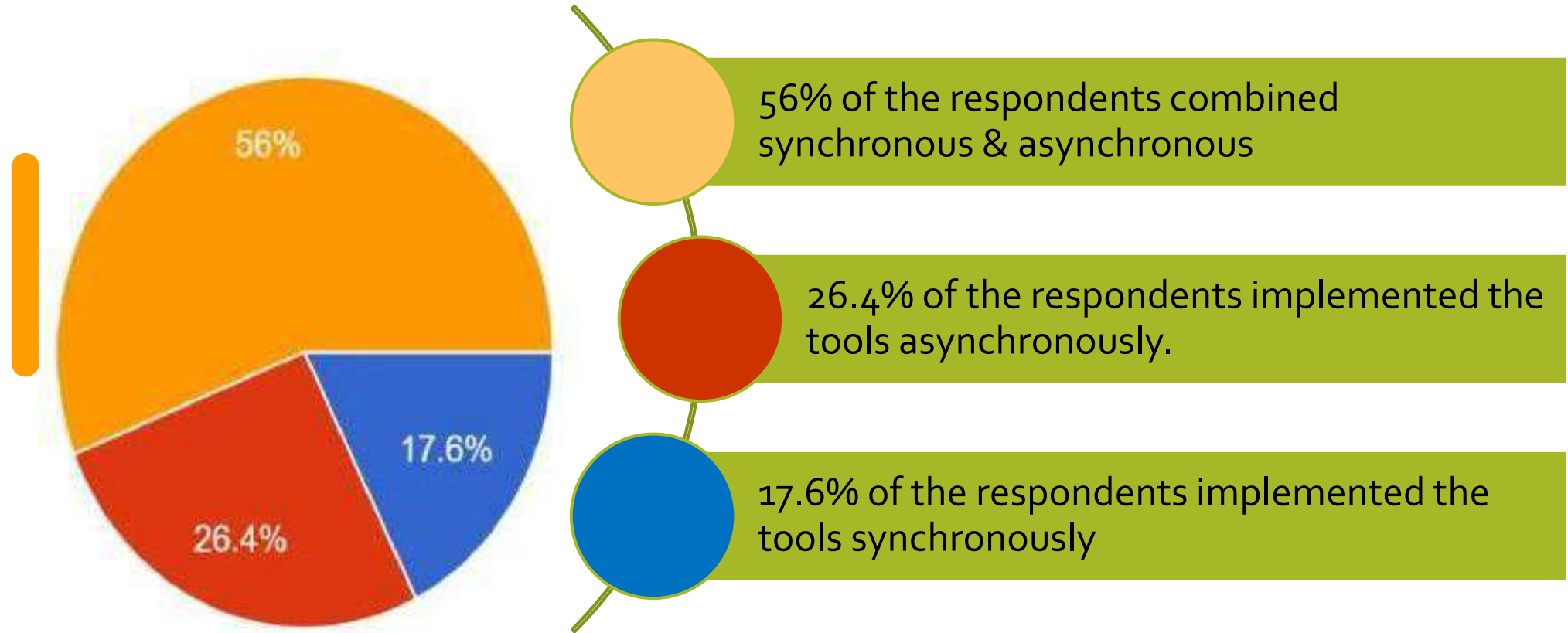


Tools Used as TEA



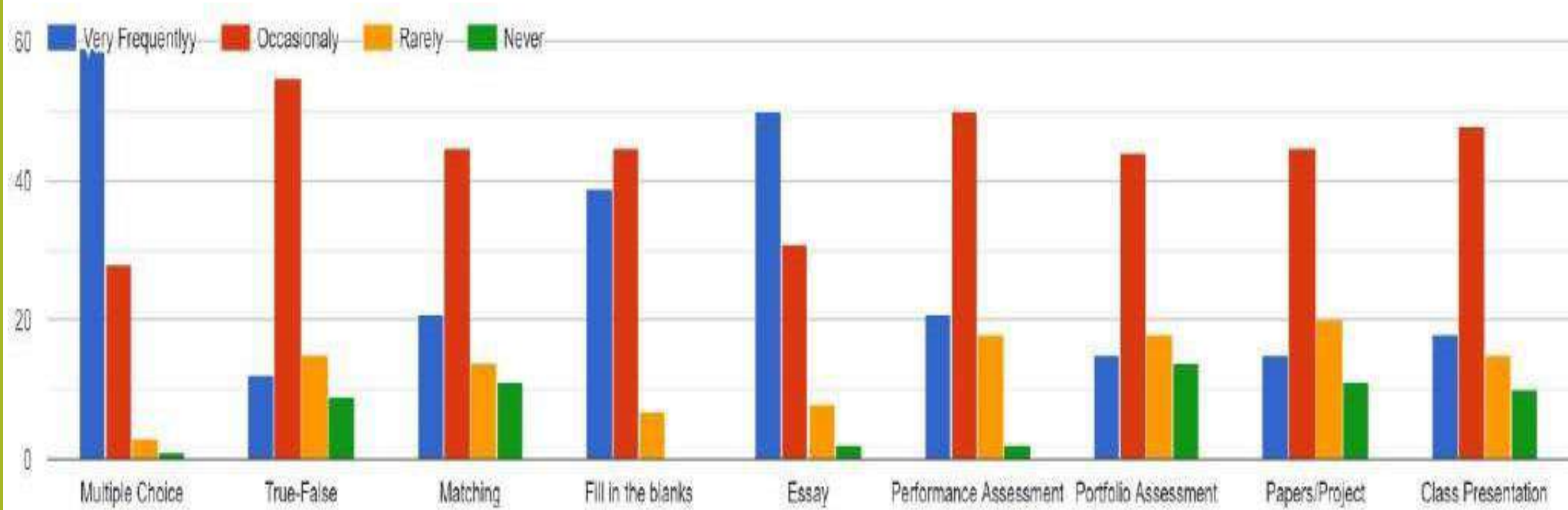
Our findings

RQ2

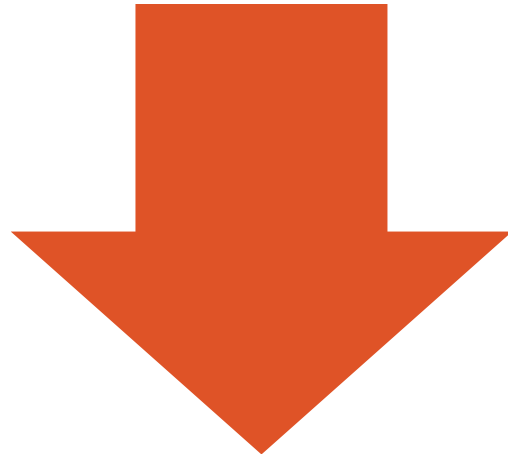


RQ3:

Our findings



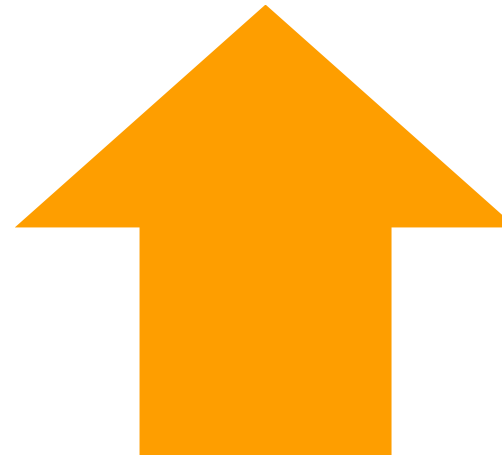
Our findings



Assessment of
learning



The dominant use of
multiple choice and true
false



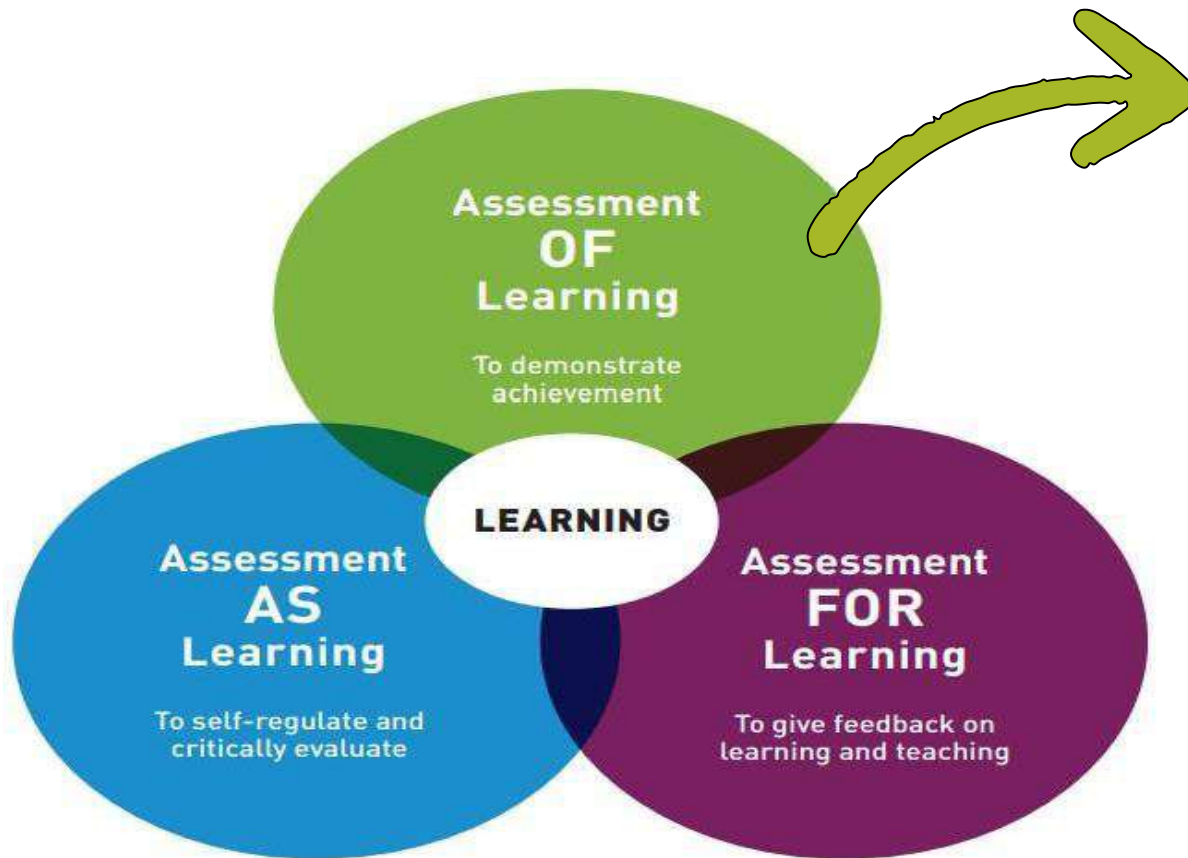
The Discussion

The participants perceived favorable agreement on **Google Classroom & WhatsApp** which is **considered as asynchronous** digital platform despite the unexpected shifting in teaching mode and the limitations.

 confirmed

(Rodliyah, 2018; Safitri et al., 2015)

The Discussion



Although, it provides an opportunity to report evidence of achievement related to curricular outcomes, the essence of learning itself is missing.



Encourage the use different tools and methods of assessment
Enable teacher training, with adequate knowledge and skills to perform assessment of learning and as learning.



THANK YOU

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