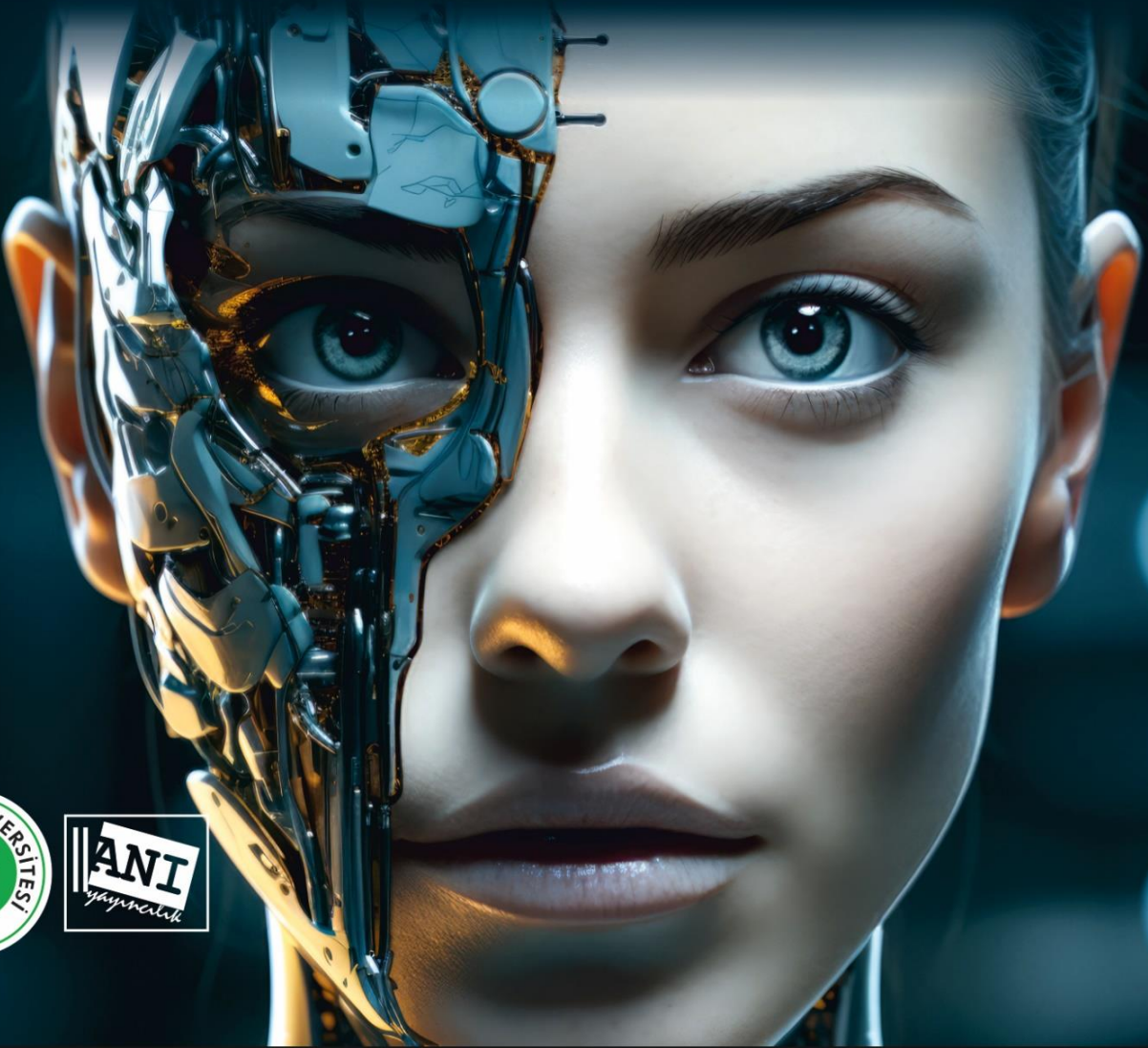INTERNATIONAL
EJER
CONGRESS
ejercongress.org

XI International Eurasian Educational Research Congress

CONFERENCE PROCEEDINGS

XI INTERNATIONAL EURASIAN

EDUCATIONAL RESEARCH CONGRESS

EJERCONGRESS 2024
CONFERENCE
PROCEEDINGS

May 21-24, 2024/ Kocaeli University - Türkiye

Editor

Distinguished Professor Şenel POYRAZLI,

Penn State University, USA

INTERNATIONAL
EJER
CONGRESS

XI. INTERNATIONAL EURASIAN EDUCATIONAL RESEARCH CONGRESS

Congress Committees

Honorary Members of Congress

Prof. Nuh Zafer CANTÜRK, Kocaeli University Rector, TURKIYE

Prof. Veysel SÖNMEZ, EJER Founding Editor, TURKIYE

Congress Presidents

Ord. Prof. Şenel POYRAZLI, Penn State University, USA

Prof. Elif ÇELEBİ ÖNCÜ, Dean of Kocaeli University Faculty of Education, TURKIYE

Organizing Committee Chair

Prof. Esma BULUŞ KIRIKKAYA, Kocaeli University Faculty of Education, TURKIYE

Congress Vice-President and Network Coordinator

Prof. Funda NAYIR, Ağrı İbrahim Çeçen University, TURKIYE

Congress Secretaries

Aleyna PİŞİREN

Murat KARA

Media Manager

Hilal DOĞRUKARTAL AKÇAKAYA

Members of the Organizing Committee

Prof. Dr. Abdulkadir MASKAN, Dicle University, TURKIYE

Prof. Dr. Ekber TOMUL, Mehmet Akif Ersoy University, TURKIYE

Prof. Dr. Esma BULUŞ KIRIKKAYA, Kocaeli University, TURKIYE

Prof. Dr. Funda NAYIR, Ağrı İbrahim Çeçen University, TURKIYE

Prof. Dr. İbrahim Soner YILDIRIM, Middle East Technical University, TURKIYE

Prof. Dr. Kazım ÇELİK, Pamukkale University, TURKIYE

Prof. Dr. Mehmet GÜVEN, Gazi University, TURKIYE

Prof. Dr. Necdet KONAN, İnönü University, TURKIYE

Prof. Dr. Selahattin GELBAL, Hacettepe University, TURKIYE

Prof. Dr. Tuncay AKÇADAĞ, Fatih Sultan Mehmet University, TURKIYE

Prof. Dr. Turan Akman ERKILIÇ, Anadolu University, TURKIYE

Assoc. Prof. Dr. Aslı EŞME, Kocaeli University, TURKIYE

Assoc. Prof. Dr. Belgin ÖZAYDINLI, Kocaeli University, TURKIYE

Assoc. Prof. Dr. Coşkun KÜÇÜKTEPE, Istanbul University – Cerrahpaşa, TURKIYE

Assoc. Prof. Dr. Derya KALTAKÇI GÜREL, Kocaeli University, TURKIYE

Assoc. Prof. Dr. Dilek FİDAN, Kocaeli University, TURKIYE

Assoc. Prof. Dr. Fatih KEZER, Kocaeli University, TURKIYE

Assoc. Prof. Dr. Fırat Kıyas BİREL, Dicle University, TURKIYE

Res. Asst. Eylül Balâ ALTUNAY, Kocaeli University, TURKIYE

Res. Asst. Samet GÖÇ, Kocaeli University, TURKIYE

Res. Asst. Saffet ARSLAN, Kocaeli University, TURKIYE

Res. Asst. Özge OKUL, Kocaeli University, TURKIYE

Res. Asst. Sevda Nur AÇIKGÖZ, Kocaeli University, TURKIYE

Res. Asst. Büşra TOMRUKCU, Kocaeli University, TURKIYE

Res. Asst. Ufuk SARIDEDE, Kocaeli University, TURKIYE

Res. Asst. PhD Birsen Berfu AKAYDIN, Kocaeli University, TURKIYE

Res. Asst. Dilara YILMAZ CAN, Kocaeli University, TURKIYE

Science Committee

Prof. Abdulkadir MASKAN	Prof. Neşe TERTEMİZ	Assoc. Prof. Hüseyin ERGEN
Prof. Abdurrahman TANRIÖĞEN	Prof. Nilgün METİN	Assoc. Prof. İlke Önal ÇALIŞKAN
Prof. Adnan KAN	Prof. Nilüfer Havva VOLTAN ACAR	Assoc. Prof. İlker CIRIK
Prof. Agnaldo ARROIO	Prof. Nurettin ŞAHİN	Assoc. Prof. Jacqueline GUSTAFSON
Prof. Ahmet IŞIK	Prof. Nurgül AKMANOĞLU	Assoc. Prof. Kamil YILDIRIM
Prof. Ali TAŞ	Prof. Oktay ASLAN	Assoc. Prof. Laura M. Reid MARKS
Prof. Alper ÇİLTAŞ	Prof. Orhan KARAMUSTAFAOĞLU	Assoc. Prof. M. Cem BABADOĞAN
Prof. Andrey A. KISELNIKOV	Prof. Oya YERİN GÜNERİ	Assoc. Prof. Martha LASH
Prof. Anita PIPERE	Prof. Özgül YILMAZ TÜZÜN	Assoc. Prof. Mehmet SAĞLAM
Prof. Antonio E. PUENTE	Prof. Özgür Erdur BAKER	Assoc. Prof. Mehmet TEYFUR
Prof. Arda ARIKAN	Prof. Özlem KORAY	Assoc. Prof. Mehmet ULAŞ
Prof. Arif SARIÇOBAN	Prof. Paul GIBBS	Assoc. Prof. Melek ALTIPARMAK KARAKUŞ
Prof. Armağan ERDOĞAN	Prof. Pınar SARPKAYA	Assoc. Prof. Meral HAKVERDİ CAN
Prof. Asiye İVRENDİ	Prof. Ragıp ÖZYÜREK	Assoc. Prof. Meryem ALTUN EKİZ
Prof. Asuman DUATEPE PAKSU	Prof. Rahime Nükhet ÇIKRIKÇI	Assoc. Prof. Mesut GÜN
Prof. Atılgan ERÖZKAN	Prof. Ramazan SEVER	Assoc. Prof. Murat AKYILDIZ
Prof. Atilla CAVKAYTAR	Prof. Renan SEZER	Assoc. Prof. Mustafa BABADOĞAN
Prof. Ayfer ALPER	Prof. Ruhi SARPKAYA	Assoc. Prof. Mustafa ERGUN
Prof. Aynur BOZKURT BOSTANCI	Prof. Ruken AKAR VURAL	Assoc. Prof. Mustafa KIŞOĞLU
Prof. Aysel KÖKSAL AKYOL	Prof. Sadegül AKBABA ALTUN	Assoc. Prof. Nazan KAYTEZ
Prof. Ayşe BALCI KARABOĞA	Prof. Sadık KARTAL	Assoc. Prof. Necdet AYKAÇ
Prof. Ayşe ÇAKIR İLHAN	Prof. Sait AKBAŞLI	Assoc. Prof. Nedim ÖZDEMİR
Prof. Ayşe Esra ASLAN	Prof. Sait BULUT	Assoc. Prof. Nermin KARABACAK
Prof. Ayşe OĞUZ ÜNVER	Prof. Salih ŞAHİN	Assoc. Prof. Nesrin SÖNMEZ
Prof. Ayşen BAKİOĞLU	Prof. Sedat UÇAR	Assoc. Prof. Nihan DEMİRKASIMIOĞLU
Prof. Ayşenur BÜYÜKGÖZE KAVAS	Prof. Sefa BULUT	Assoc. Prof. Oğuzhan DALKIRAN
Prof. Baki DUY	Prof. Selahattin GELBAL	Assoc. Prof. Okan BULUT
Prof. Bayram AŞILIOĞLU	Prof. Selahattin KAYMAKÇI	Assoc. Prof. Onur ÇALIŞKAN
Prof. Belgin ELMAS	Prof. Semra ERKAN	Assoc. Prof. Osman Tayyar ÇELİK
Prof. Berrin BAYDIK	Prof. Servet ÖZDEMİR	Assoc. Prof. Özden Şahin İZMİRLİ
Prof. Binnur GENÇ İLTER	Prof. Seval ERDEN ÇINAR	Assoc. Prof. Özlem TAGAY
Prof. Buket AKKOYUNLU	Prof. Sevgi ÖZGÜNGÖR	Assoc. Prof. Pınar BAĞÇELİ KAHRAMAN
Prof. Burhanettin DÖNMEZ	Prof. Sezer CİHANER KESER	Assoc. Prof. Pınar FETTAHLIOĞLU
Prof. Bülent AYDOĞDU	Prof. Sibel GÜNEYSU	Assoc. Prof. Pınar ŞAFAK
Prof. C. Ergin EKİNCİ	Prof. Soner YILDIRIM	Assoc. Prof. Ramin Aliyev
Prof. Canan LAÇİN ŞİMŞEK	Prof. Süleyman İNAN	Assoc. Prof. Recep ERCAN
Prof. Celal BAYRAK	Prof. Sven PERSSON	Assoc. Prof. Refik TURAN
Prof. Cem BALÇIKANLI	Ord. Prof. Şenel POYRAZLI	Assoc. Prof. Saadet KURU ÇETİN
Prof. Christian FALTIS	Prof. Şevki KÖMÜR	Assoc. Prof. Sabahat BURAK
Prof. Christoph WULF	Prof. Şükran KILIÇ	Assoc. Prof. Sedat ŞEN
Prof. Çağla GÜR	Prof. Şükran TOK	Assoc. Prof. Sedef CANBAZOĞLU BİLİCİ
Prof. Çağlar ÇAĞLAR	Prof. Şükrü ADA	Assoc. Prof. Sezai KOÇYİĞİT
Prof. Çiğdem HASER	Prof. Taner ALTUN	Assoc. Prof. Seval EMİNOĞLU KÜÇÜKTEPE
Prof. Çiğdem Ünal	Prof. Tao WANG	Assoc. Prof. Sibel AKIN SABUNCU

Prof. Danny WYFFELS
Prof. David BRIDGES
Prof. David GURALNICK
Prof. Demet Yaylı
Prof. Deniz GÜRÇAY
Prof. Derya ARSLAN ÖZER
Prof. Donna MERTENS
Prof. Ender DURUALP
Prof. Erdal HAMARTA
Prof. Ersen YAZICI
Prof. Esen UZUNTİRYAKİ
Prof. Esma BULUŞ KIRIKKAYA
Prof. Esmahan AĞAOĞLU
Prof. Esra BUKOVA GÜZEL
Prof. Eyüp ARTVİNLİ
Prof. F. Çağlayan DİNÇER
Prof. Fatma AÇIK
Prof. Fatma BIKMAZ
Prof. Fatma ÇALIŞANDEMİR
Prof. Fatma ÇELİK KAYAPINAR
Prof. Fatma MIZIKACI
Prof. Fatma SEGGIE
Prof. Fatma SUSAR KIRMIZI
Prof. Feride BACANLI
Prof. Feyyat GÖKÇE
Prof. Figen ÇOK
Prof. Gelengül HAKTANIR
Prof. Gerry MCNAMARA
Prof. Gıyasettin DEMİRHAN
Prof. Gökay YILDIZ
Prof. Gökhan ÇETİNKAYA
Prof. Gülsün ATANUR BASKAN
Prof. Gürcü ERDAMAR
Prof. Hafize KESER
Prof. Hakan ATILGAN
Prof. Haluk ÖZMEN
Prof. Hasan ARSLAN
Prof. Hasan COŞKUN
Prof. Hasan DEMİRTAŞ
Prof. Hatice BAKKALOĞLU
Prof. Hülya GÜR
Prof. Hülya ŞAHİN BALTACI
Prof. Hüseyin ÇALIŞKAN
Prof. Hüseyin YOLCU
Prof. İlknur Çifci TEKİNARSLAN
Prof. İlknur MAYA
Prof. İnayet AYDIN
Prof. İsmail AYDOĞAN
Prof. İsmail Hakkı DEMİRCİOĞLU
Prof. İsmail KARAKAYA
Prof. James BANKS
Prof. Kasım KARAKÜTÜK
Prof. Kazım ÇELİK
Prof. Kerim GÜNDOĞDU
Prof. Kürşat ERBAŞ
Prof. Kyunghwa LEE
Prof. Lütfi ÜREDİ
Prof. Macid MELEKOĞULU
Prof. Mediha SARI

Prof. Theo WUBBELS
Prof. Tohit GÜNEŞ
Prof. Tolga ERDOĞAN
Prof. Tuba ÇENGELCİ KÖSE
Prof. Tuğba YANPAR YELKEN
Prof. Tuncay AKÇADAĞ
Prof. Tuncay ERGENE
Prof. Turan PAKER
Prof. Tülin Güler YILDIZ
Prof. Türkay Nuri TOK
Prof. Ursula CASANOVA
Prof. Ümit ŞAHBAZ
Prof. Vesile ALKAN
Prof. Vesile SOYYİĞİT
Prof. Vivienne BAUMFİELD
Prof. Yahya ALTINKURT
Prof. Yasemin AYDOĞAN
Prof. Yasemin ERGENEKON
Prof. Yasemin KIRKGÖZ
Prof. Yaşar KONDAKÇI
Prof. Yıldız KIZILABDULLAH
Prof. Yusif MAMMADOV
Prof. Yusuf ŞAHİN
Prof. Yüksel KAVAK
Prof. Zeynep KARATAŞ
Assoc. Prof. Adem PEKER
Assoc. Prof. Adile SARANLI
Assoc. Prof. Ali KIŞ
Assoc. Prof. Ali Korkut ULUDAĞ
Assoc. Prof. Alper YETKİNER
Assoc. Prof. Arslan BAYRAM
Assoc. Prof. Aydan ORDU
Assoc. Prof. Ayhan BABAROĞLU
Assoc. Prof. Aysel ÇOBAN
Assoc. Prof. Bahadır NAMDAR
Assoc. Prof. Bahadır YILDIZ
Assoc. Prof. Baki ŞAHİN
Assoc. Prof. Banu AKTÜRKOĞLU
Assoc. Prof. Banu ALTUNAY
Assoc. Prof. Behçet ÖZNACAR
Assoc. Prof. Behsat SAVAŞ
Assoc. Prof. Berna CANTÜRK GÜNHAN
Assoc. Prof. Birsel AYBEK
Assoc. Prof. Burcu ÖZDEMİR BECEREN
Assoc. Prof. Bülent ÇETİNKAYA
Assoc. Prof. Canay DEMİRHAN İŞCAN
Assoc. Prof. Cihat DEMİR
Assoc. Prof. Coşkun KÜÇÜKTEPE
Assoc. Prof. Davut SARITAŞ
Assoc. Prof. Derya YILDIZ
Assoc. Prof. Didem KILIÇ
Assoc. Prof. Didem KOŞAR
Assoc. Prof. Emine DURMUŞ
Assoc. Prof. Emine ZEHRA TURAN
Assoc. Prof. Emrah GÜL
Assoc. Prof. Emre ER
Assoc. Prof. Engin ADER
Assoc. Prof. Ergül DEMİR
Assoc. Prof. Erkan KÜLEKÇİ

Assoc. Prof. Sibel KAZAK
Assoc. Prof. Simla COURSE
Assoc. Prof. Sinan KOÇYİĞİT
Assoc. Prof. Sonnur KÜÇÜK KILIÇ
Assoc. Prof. Şemseddin GÜNDÜZ
Assoc. Prof. Temel TOPAL
Assoc. Prof. Tezcan KARTAL
Assoc. Prof. Tuğba HORZUM
Assoc. Prof. Turgut TÜRKDOĞAN
Assoc. Prof. Tülin HAŞLAMAN
Assoc. Prof. Tülin Şener KILINÇ
Assoc. Prof. Türkan ÇELİK
Assoc. Prof. Veli BATDI
Assoc. Prof. Yakup DOĞAN
Assoc. Prof. Yasemin HACIOĞLU
Assoc. Prof. Yasemin Özdem YILMAZ
Assoc. Prof. Yılmaz TONBUL
Assoc. Prof. Yusuf DEMİR
Assoc. Prof. Yücel FİDAN
Assoc. Prof. Zeliha YAZICI
Assoc. Prof. Zeynel HAYRAN
Assist. Prof. Aslı YILDIRIM
Assist. Prof. Atilla ÖZDEMİR
Assist. Prof. Ayşegül AKINCI COŞGUN
Assist. Prof. Başak KARATEKE
Assist. Prof. Begüm SERİM YILDIZ
Assist. Prof. Berrin GENÇ ERSOY
Assist. Prof. Çağla ÖNEREN ŞENDİL
Assist. Prof. Çiğdem İŞ GÜZEL
Assist. Prof. Dilruba KÜRÜM YAPICIOĞLU
Assist. Prof. Elçin EMRE AKDOĞAN
Assist. Prof. Elif BULDU
Assist. Prof. Elif MEDETOĞULLARI
Assist. Prof. Emine Gül ÇELEBİ İLHAN
Assist. Prof. Emine Hande AYDOS
Assist. Prof. Engin KARAHAN
Assist. Prof. Eren KESİM
Assist. Prof. Esra KIZILAY
Assist. Prof. Hakan TURAN
Assist. Prof. Işıl KELLEVEZİR
Assist. Prof. Kürşad DEMİRUTKU
Assist. Prof. M. EMRE SEZGİN
Assist. Prof. Melike ÜNAL GEZER
Assist. Prof. Meltem ÇENGEL SCHOVILLE
Assist. Prof. Münevver İLGÜN DİBEK
Assist. Prof. Nalan BABÜR
Assist. Prof. Nilgün KURU ALICI
Assist. Prof. Ömer KUTLU
Assist. Prof. Özlem CANARAN
Assist. Prof. Özlem CEZİKTÜRK
Assist. Prof. Özlem MELEK ERBİL KAYA
Assist. Prof. S. Burcu ÜÇOK
Assist. Prof. Selçuk TURAN
Assist. Prof. Ümit KAHRAMAN
Assist. Prof. Volkan ŞAHİN
Assist. Prof. Yurdagül BOĞAR
Assist. Prof. Zerrin TOKER
Assist. Prof. Zeynep BİLKİ
Lec. Arzu KANAT MUTLUOĞLU

Prof. Mehmet Akif OCAK	Assoc. Prof. Erkan TABANCALI	Lec. Aylin TEKİNER TOLU
Prof. Mehmet ARSLAN	Assoc. Prof. Ertuğ CAN	Lec. Merih UĞUREL KAMIŞLI
Prof. Mehmet DEMİREZEN	Assoc. Prof. Evren ŞUMUER	Lec. Nergis Hazal YILMAZTÜRK
Prof. Mehmet Fatih ÖZMANTAR	Assoc. Prof. Eylem DAYI	Dr. Ali TOSUN
Prof. Mehmet GÜLTEKİN	Assoc. Prof. Ezgi TOPLU DEMİRTAŞ	Dr. Beyza HİMMETOĞLU
Prof. Mehmet KANDEMİR	Assoc. Prof. Fatma ASLAN TUTAK	Dr. Çiğdem ŞAHİN
Prof. Mehmet SETTAR KOCAK	Assoc. Prof. Fatma ÇOBANOĞLU	Dr. Esma DAŞÇI
Prof. Mine GÖZÜBÜYÜK TAMER	Assoc. Prof. Fatma SAPMAZ	Dr. Fatma Zehra ÜNLÜ KAYNAKÇI
Prof. Muammer ÇALIK	Assoc. Prof. Ferhan GÜNDÜZ	Dr. Gizem HATİPOĞLU
Prof. Murat ÖZDEMİR	Assoc. Prof. Fırat Kıyas BİREL	Dr. Gülçin OFLAZ
Prof. Mustafa GÜNDÜZ	Assoc. Prof. Fulya ZORLU	Dr. Handan DOĞAN
Prof. Mustafa KILIÇ	Prof. Funda NAYIR	Dr. Hüsnü ERGÜN
Prof. Mustafa KÖKSAL	Assoc. Prof. Gizem UYUMAZ	Dr. Miray Tekkumru KISA
Prof. Mustafa Levent İNCE	Assoc. Prof. Gökhan ARASTAMAN	Dr. Nilay ÖZTÜRK
Prof. Mustafa SÖZBİLİR	Assoc. Prof. Gülfem SARPKAYA AKTAŞ	Dr. Nilgün DEMİRCİ CELEP
Prof. Mustafa YAVUZ	Assoc. Prof. Güliz KARAARSLAN SEMİZ	Dr. Pınar KIZILHAN
Prof. Necdet KARASU	Assoc. Prof. Gülseren KARAGÖZ AKAR	Dr. Ramazan ERTÜRK
Prof. Nergüz BULUT SERİN	Assoc. Prof. Hayriye TUĞBA ÖZTÜRK	Dr. Remzi YILDIRIM
Prof. Neriman ARAL	Assoc. Prof. Hülya ERCAN	Dr. Seçil DAYIOĞLU ÖCAL
Prof. Hünkar KORKMAZ	Assoc. Prof. Hülya ERTAŞ KILIÇ	Dr. Senem Oğuz BALIKTAY
Prof. Sevgi AYDIN GÜNBATAR	Assoc. Prof. Nurhan ÖZTÜRK	Dr. Tamer SARI
Prof. Nilüfer DİDİŞ KÖRHASAN	Assoc. Prof. Şahin İDİN	Dr. Zahid KISA
Prof. Muhammed Sait GÖKALP	Assoc. Prof. Esra BOZKURT ALTAN	Dr. Gürkan SARIDAŞ
Prof. Fatih TAŞAR	Assoc. Prof. Yasemin TAŞ	Dr. Kübra ÖZMEN
Prof. Sevgi AYDIN GÜNBATAR	Assoc. Prof. Cansel AKBULUT	Dr. Gülsüm Yasemin UZ
Prof. Nilüfer DİDİŞ KÖRHASAN	Assoc. Prof. Sevda YERDELEN DAMAR	Dr. Kübra ÖZMEN
Prof. Muhammed Sait GÖKALP	Assoc. Prof. Mehmet Buğra ÖZHAN	Dr. Ayşegül BAKAR ÇÖREZ
Assoc. Prof. Cansel AKBULUT	Assoc. Prof. Yasemin KATRANCI	Dr. Yurdagül DOĞUŞ
Assoc. Prof. Sevda YERDELEN DAMAR	Assoc. Prof. Fatma ERDOĞAN	Assoc. Prof. Elif ÖZATA YÜCEL
Assoc. Prof. Şule GÜÇYETER	Assoc. Prof. Adnan TAŞGIN	Assoc. Prof. Gözde ERTÜRK KARA

Main Theme

"Designing the Future: Changing Paradigms and Transhumanism with Artificial Intelligence in Education"

Sub-Themes

- Academic freedom, autonomy, and social responsibility in education
- Artificial intelligence and educational applications
- Augmented reality applications
- Barriers to learning
- Blended learning
- Computer-assisted measurement and evaluation
- Core skill sets for students and teachers
- Design of school buildings in the future
- Designing and delivering a digital strategy
- Digital competence
- Digital parenting
- Distance Education
- Earthquake Education
- Post Earthquake Trauma Training
- Earthquake and Effective Psychosocial Intervention Methods
- Earthquake and Trauma
- The Impact of Earthquakes on School Staff
- Education and society
- Education for healthy living and healthy communities
- Education for a sustainable life
- Education in the digital age: Primary, secondary, high school, higher education, and application examples
- Educational leadership in the digital age
- Effects of regional differences on education
- Equity, Diversity, and Inclusion Related to Marginalized Groups
- Emergency Management at Schools
- Evidence-Based School Counseling Services for Refugees and Marginalized Groups
- Globalisation and Education
- Higher education
- Innovative learning designs for student success
- Instructional technologies in the digital age
- Integration of immigrants into education
- K-12 education (preschool, primary, and secondary education)
- Learning management systems
- Lifelong learning
- Machine learning
- Management information system
- Managing schools
- Measurement and evaluation of students' learning outcomes
- Metaverse
- Migration and education
- Multicultural Classroom Concerns of Educators and Parents
- New educational system after COVID-19
- New skills to live and work in new times
- New technologies in teaching and learning

- New trends in educational research
- New trends in learning and teaching methods
- New trends in research methods
- Pedagogy, educational programs, and teaching
- Politics, good governance, and leadership in the educational sector
- Program design and development
- Promoting equality, diversity, and inclusion
- Psychological counseling and guidance in education
- Quality assurance/standards and accreditation
- Research and innovations in education
- Research ethics
- Right to an education
- Sustainable Educational Goals Related to Refugees
- Teacher education in the digital age
- The Possibility of Fundamental Changes in the Curriculum
- The role of parents in education
- The skills we need to thrive in a post-COVID-19 world
- Vocational education
- Ways to overcome the digital divide

XI INTERNATIONAL EURASIAN EDUCATIONAL RESEARCH CONGRESS

2024 EJERCONGRESS SPONSORS

Author Information

This book has been compiled with contributions from 61 authors representing 35 different universities in Turkiye, the United States, and Iran, as well as Turkiye's Ministry of National Education. Among the contributors, there are 51 authors from 31 universities 6 authors from education institutions in Turkey, 3 authors from 2 universities in the United States, and 1 author from a university in Iran.

CONTENTS

An Investigation of EFL Instructors' Perceptions of Online Testing and Assessment by Certain Variables

Selami Aydın

Istanbul Medeniyet University, Turkiye

İrem Gedil

Sabancı University, Turkiye

Abstract

An important issue about testing and assessment is that despite their significant role as item writers, assessors, or decision-makers, teachers' perception of testing and assessment in the English as a foreign language (EFL) context and how their perception differs with certain variables are usually ignored. This study aims to explore teachers' perspectives of online assessment and if English instructors' perspectives of online assessment in tertiary educational institutions in Turkey differ concerning their gender, age, teaching experience in years, highest educational degree received, graduation department, the institution they work at, their computer expertise, having an administrative duty or an office related duty or not. In this descriptive study, the data were collected from 302 English instructors working at English preparatory schools in various universities in Turkey through an online survey that included participants' demographic information and gathered their views on online assessment with 30 Likert scale survey questions. The results indicate that instructors' perspectives of online assessment significantly differed according to their gender, age, teaching experience in years, and their self-reported computer expertise. On the other hand, their educational background, department of graduation, the institution they worked at, and holding administrative or office duties did not change instructors' perspectives significantly.

Introduction

Teachers' perceptions of online testing assessment in the EFL context are very important for three reasons. First, EFL teachers need to adapt to technological improvements since they are teaching and assessing today's tech-savvy students who automatically need the involvement of technology to be interested (Mahbub, 2020). As language teachers need to grab students' attention, they need to make use of online assessments. However, if they do not believe in the effectiveness or usefulness of the system, they cannot appeal to students. Therefore, knowing teachers' perceptions regarding online testing and assessment in the EFL context is paramount. Second, to improve assessment, it is necessary to identify the needs and requirements of teachers with regard to online assessment methods (Gamage et al., 2020). Improving assessment or catering to their needs may not be possible without asking them about their perceptions, wants, and needs. Third and last, it is important to discover teachers' perceptions of online assessment in the EFL context to see how well their opinions match with the principles of language learning and teaching in teachers' minds. Since their perceptions greatly affect their performance in class, it might be important to understand what teachers think of online assessment and make changes in the curriculum, assessment methods, teaching methods, and the teaching program accordingly (Balaman & Tiryaki, 2021).

Since online testing and assessment in the EFL context is a new practice in many institutions, it has brought about many challenges and uncertainties (Gamage et al., 2020), most of which are directly related to teacher roles and responsibilities. As the process involves many uncertainties, it causes many differences in teachers' ideas. Thus, the problem of now knowing how EFL teachers feel about these uncertainties and whether their perceptions differ according to certain variables are issues regarding the effectiveness, efficiency, and safety of online testing and assessment procedures. However, EFL teachers' perceptions about the issue, and what affects their attitudes are not known because of the lack of research (Rea-Dickins, 2004). When the teachers' overall perceptions are not known, how much they accept this new phenomenon is also subject to doubt. As the acceptance level of new technology is unknown, it is impossible to understand the general attitude toward the new procedures (Al-Alak & Alnawas, 2011). This can also be valid for the components of validity, reliability, and the effects of assessment on learning and teaching. On the other hand, limited research on teacher perceptions of online assessment and whether their perceptions differ according to certain variables reflects contradicting results (Alruwais et al., 2018; Öz, 2014).

Literature review

Few studies compare the results of participants in terms of different variables such as age, gender, and computer experience, and these studies provide contradictory results in these aspects in different countries. For instance, a quantitative study by Öz (2014) in the Turkish context conducted to explore pre-service English teachers' perceptions of web-based assessment found that female students were less anxious using online assessment and were more likely to use it in their future studies. It was also shown that although most student-teachers had positive attitudes

towards online assessment, most of them were not likely to use it in their future practices. It was also revealed that the more computer literate they were, the easier they found online assessments to use (Öz, 2014). Another study (Abduh, 2021) which also investigated English teacher perceptions of online assessment in the Saudi Arabia context, found through a quantitative analysis of the data that the perceptions of English teachers of online assessment did not indicate a meaningful distinction regarding gender. It was also revealed that teachers had a moderate attitude toward online assessment due to the challenges such as technical problems, cheating issues, and limitation of productive skills assessment during the online assessment. (Abduh, 2021). Another study by Küppers & Schroeder (2020) looked into university teachers' perceptions of online assessment through online surveys and demonstrated that most of the teachers were open-minded about the use of online assessment, and their major concerns were related to fairness and security. They also compared demographic results and revealed that the younger and the more technologically experienced the teachers were, the more positive attitudes they had toward using online assessment tools.

Overview of the current study

There are many noteworthy qualitative studies on teacher perceptions of online assessment. However, these studies are conducted with a limited number of teachers who may not represent the general population. On the other hand, there are also some quantitative studies on teachers' perceptions regarding online assessment, yet they fall short in number. Thus, the area is immature both in the number of studies available and in the scope of studies having been done. Besides, most available studies focus on general teacher perceptions, the benefits teachers see, and the challenges they experience. Moreover, very few studies compare participants' results in terms of different variables such as age, gender, and teaching experience. Thus, this study aims to identify how teacher perceptions toward online assessment differ in the Turkish university-level EFL context according to gender, age, teaching experience, graduation department, highest completed educational degree, type of institution, institutional role, and computer literacy variations, and asks one research question:

- Do EFL instructors' perceptions of online testing and assessment differ in accordance with certain variables?

Method

Participants

The participants in the study were 302 English instructors working at the English preparatory programs in various universities in Turkey; 228 (75.5%) were females, and 74 (24.5%) were males. The mean age of these participants was 41.1, between 24 and 71. The mean score for teaching experience was 17.5 years with one year of experience being the lowest and 48 years being the highest level of experience. One hundred seventy-seven of the participants had a master's degree (58.6 %), while 92 had a bachelor's (30.5%)

and 33 had a doctoral degree (10.9%). Of these participants, One hundred eighty-eight instructors graduated from English Language Teaching departments (62.3%), 74 of them graduated from English Language and Literature departments (24.7%), 19 from American Culture and Literature departments (6%), and 21 (7%) from other departments such as Translation Studies, or Linguistics. Of the participants, two hundred and three (67.4%) instructors worked at private or foundation universities, and 99 of them worked at state universities (32.6%). Two hundred fifty-six of these teachers expressed that they did not have an administrative duty (84.7%), while only 46 of them (15.2%) stated that they had administrative duties. As for office duties such as being a curriculum development, testing, and assessment, or professional development unit member, two hundred and six instructors stated that they did not have such responsibilities (68.2%), and 96 of them stated that they were working at one of these offices (31.7%). One hundred sixty-eight of the participants stated that they found themselves good in terms of computer expertise (56.6%), 69 of them (22.8%) stated they were excellent at using computers, and 65 of them (21.5%) thought that they were adequate users of computers.

Tools

The study used two data collection tools. First, a background questionnaire to collect demographic and background information about participants was shared with the participants. The participants were expected to give information about their gender, age, the highest level of educational degree completed, graduation department, level of teaching experience in years, position in their institutions, and their level of computer expertise. The second tool was the Student Perceptions of e-Assessment Questionnaire (SPEAQ) developed by Dermo (2009), which was originally administered to students to identify their online assessment perceptions and perspectives. In the original research, the questionnaire was divided into six dimensions related to online assessment: affective factors, validity, practicality, reliability, security, and effects on learning to analyze the data more effectively (Bryman & Cramer, 2001, as cited in Dermo, 2009). Although the overall reliability coefficient and construct validity values for the scale were not reported, the reliability coefficients in Cronbach's alpha for each questionnaire component were stated in the paper.

Procedure

Upon receiving the Educational Sciences ethical committee approval, the online survey which consists of two parts (Part 1: Demographic Questions; Part 2: Scale Questions), was shared with instructors working at English preparatory programs of diverse universities in Turkey via e-mails and social media tools. Since the online questionnaire and scale are one of the most efficient ways of data collection, participation is positively affected when participants are sent personal messages via mail (Dermo, 2009; Muñoz-Leiva et al., 2010). The data was collected through personalized e-mails.

Having collected the data, which took around one month, the questionnaire was deactivated, and participants could not take the questionnaire from that point on.

Analysis

In the analysis process, Statistical Package for Social Sciences (SPSS) data analysis software was used. The data were analyzed for nominal variables such as gender division, graduation department, workplace, highest degree received, institutional responsibilities, and self-reported computer expertise, and for ordinal variables which were age and teaching experience. For ordinal variables, which were age and teaching experience, mean, minimum and maximum values, and standard deviation were calculated. Right after that, intervals for age and years of teaching experience were specified. For variables of age, highest educational degree, department of graduation, workplace, institutional responsibilities, and self-perceived computer expertise, frequencies, and percentages were computed as well. The reliability of the overall survey with 30 items was found as α = .92, indicating good internal reliability. The reliability value of each aspect of online assessment is as follows: α = .81 for affective factors; α = .61 for validity; α = .73 for practicality; α = .70 for reliability; α = .73 for security and α = .83 for impact on teaching and learning. The overall construct validity of the scale was computed as a % of the total variance of 59.82%. The construct validity values for the aspects related to online assessment evaluated in this scale are as follows: 57.82% for affective factors, 62.84% for validity, 49.83% for practicality, 56.23% for reliability; 59.96% for security, and 60.31% for effects on teaching and learning. As most of the data had a normal distribution, the relationships between the survey items and all the variables except for the department of graduation were analyzed and investigated through parametric tests of One-way ANOVA and independent samples T-tests. The non-parametric variable of the graduation department was analyzed with the Kruskal-Wallis H test.

Results

Gender

As *Table 1* indicates, gender is a significant differentiating variable for instructors' perceptions of online assessment (*p*=.00). It can be observed from their mean differences that males had a more positive attitude (x̄=2.99) toward online assessment compared to females (x̄=2.76). Gender was a significant factor not only in the overall perspectives of instructors but also in the sub-components of online assessment, except for validity, as can be seen in *Table 1* (p=.00-.01).

Table 1

Relationship Between Online Assessment Perceptions and Gender (Independent Samples T-Test)

	Gender	N	Mean	Std. Deviation	F	Sig. (p-value)
Online Assessment Perception	Female	228	2.76	.55	7.98	.00
	Male	74	2.99	.65		
Affective Factors	Female	228	2.62	.77	5.53	.00
	Male	74	2.92	.93		
Practicality	Female	228	2.66	.71	1.92	.01
	Male	74	2.90	.78		
Reliability	Female	228	2.90	.68	4.78	.01
	Male	74	3.14	.81		
Security	Female	228	2.27	.64	5.60	.01
	Male	74	2.48	.76		
Impacts on Teaching and Learning	Female	228	3.32	.68	5.56	.00
	Male	74	3.58	.72		

Age

According to *Table 2*, age is an effective variable that indicates significant differences among instructor perceptions of online assessment (*p*=.05). There was a significant difference in the perceptions of online assessment between the instructors aged 31-40 and the ones above 50. Apparently, instructors above 50 years old had more negative perceptions (x̄= 2.63) of online assessment compared to the ones in the 31-40 group (x̄=2.89).

Table 2

Relationship Between Online Assessment Perceptions and Age (One-Way ANOVA)

	Age Groups	N	Mean	Std. Deviation	F	Sig. (p-value)
Online Assessment Perception	20-30	36	2.86	.60	2.62	.05
	31-40	137	*2.89	.56		
	41-50	77	2.79	.65		
	50+	52	*2.63	.48		
Affective Factors	20-30	36	*2.83	.99	2.65	.04
	31-40	137	2.79	.75		
	41-50	77	2.64	.85		
	50+	52	*2.45	.78		
Practicality	20-30	36	2.74	.67	2.59	.05
	31-40	137	*2.79	.74		
	41-50	77	2.74	.80		
	50+	52	*2.46	.62		
Impact on Teaching and Learning	20-30	36	3.33	.67	5.50	.00
	31-40	137	*3.51	.67		
	41-50	77	*3.38	.74		
	50+	52	*3.05	.64		

Teaching experience

Another significant discriminator for instructors' online assessment perceptions is teaching experience in years with a significance value of $p=.03$, as *Table 3* indicates. According to the table, mean scores indicate that instructors with less experience in years had a more positive perception of online assessment than instructors with longer years of experience. As *Table 3* indicates, the most significant difference can be observed in the mean scores of instructors with less than 10 years ($\bar{x}=2.93$) and more than 30 years of ($\bar{x}=2.57$) experience, the latter being less positive towards online assessment compared to the former.

Table 3

Relationship Between Online Assessment Perceptions and Teaching Experience in Years (One-Way ANOVA)

	Experience in Years	N	Mean	Std. Deviation	F	Sig. (p-value)
Online Assessment Perception	<10	70	2.93	.60		
	11-20	129	2.83	.55		
	21-30	74	2.77	.66	2.84	.03
	>30	29	2.57	.38		
Affective Factors	<10	70	2.89	.85		
	11-20	129	2.73	.74		
	21-30	74	2.66	.91	5.66	.00
	>30	29	2.17	.64		
Practicality	<10	70	2.80	.77		
	11-20	129	2.77	.70		
	21-30	74	2.68	.80	2.78	.04
	>30	29	2.37	.355		
Impacts on Teaching and Learning	<10	70	3.53	.72		
	11-20	129	3.42	.67		
	21-30	74	3.31	.75	3.32	
	>30	29	3.07	.53		.02

Degree of education

The degree of education is not a significant differentiating factor ($p=.56$) in instructors' overall perception of online assessment. It was also revealed that the relationship between the components of online assessment and the degree of completed education level indicated no significant difference. The *p*-value was .50 for affective factors, .79 for validity, .75 for practicality, .41 for reliability, .85 for security, and .10 for impacts on teaching and learning.

Department of graduation

There is no statistically significant difference in instructors' perspectives of online assessment according to their departments. Instructors who graduated from different departments had similar viewpoints on online assessment. Where *p*-values and *chi-square* values are indicated, it was

seen that there was no significant difference between instructors' perceptions of the components of online assessment, except reliability (p=.01). Instructors who graduated from American Culture and Literature departments ($\bar{x}=3.28$) found online assessment more reliable compared to instructors who graduated from English Language and Literature ($\bar{x}=2.77$) departments and English Language Teaching departments ($\bar{x}=2.98$).

Table 4

Relationship Between Instructor Perceptions of the Aspects of Online Assessment and Department of Graduation (Kruskal Wallis-H)

Department		N	Mean Rank	H (chi-square)	Sig.
Reliability	English Language Teaching	188	154.52		
	English Language and Literature	74	127.85	10.38	.01
	American Culture and Literature	19	185.63		
	Other	21	177.48		

Institution

Instructors' workplace is not a significant variable in their overall perceptions of online assessment. It is apparent from their mean scores that instructors working at state universities ($\bar{x}=2.82$) and private universities ($\bar{x}=2.81$) had similar perspectives of online assessment overall. Their viewpoints on the components of online assessment also did not present any statistically significant difference.

Administrative duty

Instructors' perspectives of online assessment do not statistically differ according to having an administrative duty ($\bar{x}=2.90$) or not ($\bar{x}=2.80$). This could mean that regardless of being a manager, director, vice director, or coordinator, all instructors had similar perceptions of online assessment.

Office Duty

Instructors' overall perceptions of the online assessment show no significant difference about having an office duty such as testing and assessment, curriculum development, or teacher training duties ($p=.99$). The mean scores of instructors who worked in the offices ($\bar{x}=2.81$) were similar to those who did not have any office duties ($\bar{x}=2.81$).

Self-reported computer expertise

As *Table 5* indicates, instructors' self-reported computer expertise is a significant differentiating factor for instructors' online assessment perception (*p=*.02). According to the table, the mean differences between instructors point out that instructors who reported themselves having excellent computer skills (x̄=2.97) had more positive perceptions of online assessment compared to those who reported themselves as having adequate computer skills (x̄= 2.70). *Table 29* also shows that some of the components of the online assessment indicated significant differences, while some did not. The table illustrates that instructors' perceptions of online assessment did not significantly differ in validity (*p=*.23), reliability (*p=*.22), and security (*p=*.57) aspects about their computer expertise. Nevertheless, there were statistically significant differences in instructors' responses to affective factors (*p=*.00), practicality (*p=*.05), and the impact of online assessment on teaching and learning (*p=*.00) components about instructors' self-perceived computer literacy.

Table 5

Relationship Between Online Assessment Perceptions and Self-Reported Computer Expertise (One-Way ANOVA)

	Computer Expertise	N	Mean	Std. Deviation	F	Sig. (p-value)
Online Assessment Perception	Adequate	65	2.70	.44		
	Good	168	2.79	.59	3.97	.02
	Excellent	69	2.97	.65		
Affective Factors	Adequate	65	2.51	.60		
	Good	168	2.65	.82	6.81	.00
	Excellent	69	3.00	.94		
Practicality	Adequate	65	2.57	.58		
	Good	168	2.71	.76	2.86	.05
	Excellent	69	2.88	.79		
Impact on Teaching and Learning	Adequate	65	3.30	.44		
	Good	168	3.32	.59	4.96	.00
	Excellent	69	3.62	.65		

Conclusions and Discussion

According to the results of the study, gender is a statistically significant variable affecting instructors' perspectives of online assessment. It is found that male instructors have a more positive overall perception of online assessment compared to females in this context. They have fewer anxiety issues and feel more comfortable compared to females during an online assessment. Another critical finding of this study is age is an important differentiating variable in instructors' perceptions of online assessment. Instructors younger than 40 have more positive perspectives of online

assessment than those 50 years old and older. Naturally, the results and findings of age and teaching experience are compatible with each other since these two variables are demographically in close connection with each other. As said earlier, teaching experience is effective in creating statistically significant differences between different experience groups. In general, it is seen that instructors with less experience have more positive perspectives with regard to online assessment compared to teachers with long years of experience, reflecting the results of the age variable. The final variable that affects instructors' perceptions of online assessment is self-reported computer expertise. Instructors with higher self-reported computer expertise have a more positive perception of online assessment than those who report themselves as adequate or good users of computers. On the other hand, the highest degree of completed education, department of graduation, the institution of work, having an administrative duty or not, and having an office duty are not significant variables in instructors' perceptions of online assessment.

Pedagogical implications

This study has contradictory points with Abduh (2021), who concludes that gender is not a statistically significant differentiating factor in teacher perceptions toward online assessment. In the current study, gender is found to be a significant factor (*p=*.00), with males having a more positive perception of online assessment than females. Another research this study has contradictory results with is Öz's (2014) study, which concludes that female instructors feel less anxious during an online assessment. However, in this study, it is found that female instructors (x̄=2.26) are more anxious during online assessment compared to males (x̄=2.99), according to their responses in the affective factors component. Other studies in the literature that have different results from this study are those of Chien et al (2014) and Fageah (2015) study both of which reveal that teachers have positive attitudes toward online assessment. However, the results of this study reveal that instructors had a neutral perception toward online assessment (x̄=2.81). In sum, the current study has contradictory results with other studies in literature, some of which found that instructors have less anxiety during online assessment, they have positive attitudes toward it, and gender is either not a significant variable in teachers' online assessment perceptions or even females are less anxious during online assessment.

Practical recommendations

Several practical recommendations can be made in light of the findings. First of all, researchers should focus on understanding how teachers perceive online assessment if their perceptions differ regarding certain factors. Since teachers' beliefs and perceptions greatly influence their practices, a considerable amount of research should be done to understand their perspectives on online assessment and the factors that influence their perceptions (Shim, 2009). Teachers can also benefit from practical recommendations in light of this research. Teachers' anxiety level increases greatly

with age and less computer expertise. Accepting that online assessment might be an inevitable component of assessment, especially in the higher education context, it might be necessary to overcome these issues as much as possible. Regardless of their age, teachers must be given necessary computer or online assessment system training, which should be updated at regular intervals to keep the teachers' skills up-to-date. As for decision makers such as school administrators, testing office members, and test writers, several recommendations can be put forward. The findings of this study suggest that instructors with an adequate level of computer expertise found online assessment less positive compared to the ones with excellent computer skills. Decision makers should be aware of this problem and provide the teachers with the necessary computer training so that the instructors feel more comfortable during online exams. Moreover, the decision-makers should be aware of the benefits and opportunities that online assessment might provide and promote online assessment in their institutions by giving relevant information and training to the teachers working at their institutions. Online assessment will probably be much more common in the future thanks to its ease of use, efficient administration, ease of grading, and grade announcement; its flexible nature of time and space, its prospect to give immediate feedback to the student, and the teacher, institutions, and decision-makers need to be ready to equip their instructors with essential information and skills. Furthermore, they should be ready to make necessary technological innovations and install the required equipment to adapt to 21st-century assessment methods.

Limitations and recommendations for further research

There are several limitations of this study. First of all, the data of this study were collected from 302 participants who worked in a specific context in Turkey. Secondly, only quantitative data were used to come up with descriptive results. Another limitation is that the data is collected in a limited time and, thus, does not represent the participants' ideas throughout their lives. A fourth limitation of this study is the challenge of studying the perspectives of instructors as perspectives, beliefs, perceptions, and attitudes are personal values that are hard to measure and explain, especially with a quantitative study. Finally, the results are limited to the variables investigated in the study.

There might be many other factors and variables that might affect teacher perceptions toward online assessment. To analyze the issue further, researchers should focus on whether other variables affect teacher perceptions of online assessment and to what extent they affect this phenomenon. Other variables such as contact hours, previous training, or experience with online assessment might also affect teacher perceptions. Moreover, this research only explores the factors that affect teacher perceptions of online assessment. Further insight into how and why these variables affect teacher perceptions should be investigated through qualitative and experimental research designs.

References

Abduh, M. Y. M. (2021). Full-time online assessment during COVID-19 lockdown: EFL teachers' perceptions. *Asian EFL Journal Research Articles*, *28*(1.1).

Al-alak, B., & Alnawas, I. (2011). Measuring the acceptance and adoption of E-learning by academic staff. *An International Journal*, *3*(2), 201–221. https://doi.org/10.34105/j.kmel.2011.03.016

Alruwais, N., Wills, G., & Wald, M. (2018). Advantages and challenges of using e-assessment. *International Journal of Information and Education Technology*, *8*(1), 34–37. https://doi.org/10.18178/ijiet.2018.8.1.1008

Balaman, F., & Tiryaki, H. (2021). The opinions of teachers about compulsory distance education due to Corona Virus (Covid-19). *Journal of the Human and Social Sciences Researches*, *10*(1), 52–84. https://doi.org/10.15869/itobiad.769798

Chien, S. P., Wu, H. K., & Hsu, Y. S. (2014). An investigation of teachers' beliefs and their use of technology-based assessments. *Computers in Human Behavior,* *31*(1), 198–210. https://doi.org/10.1016/j.chb.2013.10.037

Dermo, J. (2009). E-assessment and the student learning experience: A survey of student perceptions of e-assessment. *British Journal of Educational Technology*, *40*(2), 203–214. https://doi.org/10.1111/j.1467-8535.2008.00915.x

Fageeh, A. I. (2015). EFL student and faculty perceptions of and attitudes towards online testing in the medium of Blackboard: Promises and challenges. *Jaltcall Journal*, *11*(1), 41–62. https://doi.org/10.29140/jaltcall.v11n1.183

Gamage, K. A. A., de Silva, E. K., & Gunawardhana, N. (2020). Online delivery and assessment during COVID-19: Safeguarding academic integrity. *Education Sciences*, *10*(11), 1–24. https://doi.org/10.3390/educsci10110301

Küppers, B., & Schroeder, U. (2020). Teacher's perspective on e-assessment: A case study from Germany. *CSEDU 2020 - Proceedings of the 12th International Conference on Computer Supported Education*, *1*, 503–509. https://doi.org/10.5220/0009578105030509

Mahbub, M. A. (2020). An investigation into undergraduate students' perception of Kahoot mediated e-assessment. *Journal of English Education and Linguistics Studies*, *7*(2), 269–296. https://doi.org/10.30762/jeels.v7i2.2060

Muñoz-Leiva, F., Sánchez-Fernández, J., Montoro-Ríos, F., & Ibáñez-Zapata, J. Á. (2010). Improving the response rate and quality in Web-based surveys through the

personalization and frequency of reminder mailings. Quality and Quantity, 44(5), 1037–1052. https://doi.org/10.1007/s11135-009-9256-5

Öz, H. (2014). Pre-service English teachers' perceptions of web-based assessment in a pedagogical content knowledge course. *Procedia - Social and Behavioral Sciences*, *141*(1), 45–58. https://doi.org/10.1016/j.sbspro.2014.05.010

Rea-Dickins, P. (2004). Editorial understanding teachers as agents of assessment. *Language Testing*, *21*(3), 249–258. https://doi.org/10.1191/0265532204lt283ed

Sevilen, Ç. (2021). *Exploring the assessment literacy of EFL instructors and students' perception about assessment in English preparatory program* [Master's Thesis]. Bahcesehir University.

Shim, K. N. (2009). *An investigation into teachers' perceptions of classroom based assessment of English as a foreign language in Korean primary education* [Ph. D. Dissertation]. University of Exeter.