Exploring Teacher's Perspectives about Online Assessment during the COVID-19 Pandemic in a Saudi Context

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Abstract
The emergency transition to online learning due to COVID-19 has forced many sectors to respond quickly. The readiness of educational institutes to attend to the abrupt crisis and shift to teach remotely is practiced at different levels. Online assessment is one of them. Rapid advances in technology and software applications are changing the practices of assessment in innumerable ways. Teachers are encouraged to implement a diverse array of assessment methods to measure the learning process of their students in an online environment which may not be the same as conventional learning. Therefore, the current study aims to explore teachers' perspectives about online assessment during the COVID-19 pandemic in a Saudi context. This study endeavours to shed light on this aspect of online assessment by answering the main question of challenges and benefits faced by English teachers in an online environment. The study was qualitative in nature deploying semi-structured interviews with English instructors to collect data about the researched matter. The findings revealed that the most preferred online assessment tool teachers used to implement was the multiple-choice format. Also, the analysis showed that challenges associated with online assessment were diverse, and some of them were handled appropriately while others remained. For the advantages, they worked in favour of teachers, students and department. This was observed in the opportunities online assessment could provide to save time, easiness to design, take and record and objectivity in marking. Implications and recommendations were offered for further direction and research.
Keywords: assessment methods, COVID-19, online learning, online assessment, teachers' perceptions, Saudi context

Introduction

The COVID-19 pandemic has affected students' learning at different levels because of the full closure of schools and universities globally. In Saudi Arabia and other countries, there was a transition to embrace online learning as a solution to prevent the spread of the disease and to ensure the continuity and flexibility of learning. For this reason, both teachers and students implemented various online platforms such as Blackboard, Microsoft Teams, Zoom and others while they were staying home. Saudi Arabia's schools and universities closed on March 9, 2020, because of the COVID-19 pandemic and switched to online classes. Online learning is defined as "online access to learning resources anywhere and anytime" (Holmes & Gardner, 2006, p. 14). However, there are many educational issues that have to be reconsidered as a result of the rapid transition to online learning including but not limited to methods of teaching and learning, language learning activities, technical problems that students encounter, lack of social interactions, cheating among students and assessment tools (Bakerson, Trottier, & Mansfeild, 2015; Richardson & North, 2013, Rahmani, 2021).

All assessment procedures take place online including constructing and taking exams and ending with recording and disseminating results and finally supporting testees with feedback. What makes the situation worse is that the experience of online learning and assessment was new to both teachers and students. The nature of online assessment is different and unique in some of its aspects from face-to-face classrooms and requires the implementation of multiple assessment methods (Shohamy & Mary, 2017). Alexander (2021), as a response, confirms that faculty members and the staff who assist them need to be more creative and innovative i.e., making use of the emerging technologies such as learning soft wares and learning management systems. By providing students with novel distance learning solutions they enjoy, their role would turn to be active leading to a better learning environment while maintaining teaching quality and assessment fairness (Cheriguene; Kabache; Kerrache; Calafate; & Cano,2022).

At all education levels, students are put in a competitive environment and endeavour to score high grades to pursue their studies. One of several challenges associated with online assessment is that it is not suitable for students who have the temptation to cheat especially if it is taken online. Unfortunately, the majority of teachers prefer the summative assessment they used to employ during regular classes, and more specifically, they prefer to employ multiple-choice examinations. They do not think of any other tools as a compliment. More importantly, the minister of education in Saudi Arabia has declared on different occasions that online teaching after the pandemic will be a strategic goal for the future of the Saudi educational system, and it will not be just a substitute in case of emergencies. That means online assessment will go hand in hand with online learning, i.e., a high level of integration technology in teaching and a high level of using online assessment. There are several studies carried out in a Saudi context examining online assessments that used questionnaires for collecting data (e.g., Almossa & Alzahrani, 2022; Al Tameemy, Alrafaee, & Alalwi, 2020; Al-Waid, 2022). Although this study is added to the voluminous list of COVID-related studies, to the best of the researcher's knowledge, no study has been conducted in a Saudi context that deploys interviews with teachers to collect data regarding online assessment. Upon the completion of the study, it is hoped to gain deeper insight from data collected from teachers who would offer more detail and rich responses. Therefore, this study aims to identify teachers' perspectives about online assessment during the COVID-19 pandemic in a Saudi context.

The study was qualitative in nature deploying semi-structured interviews with English instructors to collect data about the researched matter. Two rounds of interviews took place with each of the 12 participants, i.e., a major interview and a follow-up interview, to clarify and provide more evidence after transcribing the first interview. This study has four research questions:

1. What were the assessment methods you implemented while conducting the online assessment?
2. What were the challenges you encountered while conducting an online assessment?
3. How did you attend to these challenges?
4. What were the benefits of conducting online assessments?

Literature Review
Online Teaching and Learning
Online learning is increasingly becoming an alternative to traditional education, offering new learning experiences through various online courses and programmes. It is defined as "online access to learning resources anywhere and anytime" (Holmes & Gardner, 2006, p. 14). Anthanaryanan (2015) stressed that the "online' is used synonymously with other phrases like 'e-learning', 'network learning", "Internet learning" and many more, still he maintains that "online learning is interpreted and understood from a variety of perspectives depending on delivery mechanism, communication modalities" (p. 3).

However, providing students with opportunities to learn virtually means that some aspects of learning are not the same as those in traditional classrooms. Vaughan et al. (2013) highlighted this issue by saying "the pioneering innovation of virtual communication and community requires both teachers and students to engage, interact, and contribute to learning in new ways" (p. 14). They elaborate that learning virtually requires different types of engagements and does not necessarily lead to deep and meaningful learning unless learners play multiple roles and take shared responsibilities. Aspects of engagement should also include the extent to which students can actively interact with the content of the learnt material (Catalano, 2018). According to Wright (2014), the absence of the social presence of students creates a sort of isolation and can negatively affect student–teacher interaction, as "the verbal and non-verbal clues that support student instructor interaction in face-to-face situations are not present in online environment" (p. 17).

As online learning is distinct from learning onsite, Holmes and Gardner (2006) suggested a framework of key principles or skills that e-learning includes, as it requires different types of engagements: select, explore, test, collaborate, analyse, create, discuss, apply, understand, synthesise, promote and search.

Online Assessment: Definitions and Features
Assessment is an integral part of the process of teaching and learning. It mainly enables both teachers and students to determine the effectiveness of what they are doing and therefore the progress that has been achieved. Harmer (2015) elaborated on this and stated,

> Assessment can, and should, be an integral part of what teachers do. When used appropriately, it helps the students to understand what they can and cannot do, and by doing this helps them move forward and see clearly what they need to do next. At its most basic

> level, this assessment of learning is the kind of thing that teachers do all the time when they
> give feedback on what their students say or write. (p. 408)

It is clear from the above quote that assessment is an on-going process and it is not restricted to examination. Teachers need to observe how their students are progressing from time to time to act accordingly.

Miller et al., (2009) raised another issue about assessment in education it is not the business of schools alone, but the public is integrated as an active player. Some tests and exams are monitored or constructed while or after graduation by other institutions like education and the evaluation commission.

When referring to assessment, 'assessment' and 'evaluation' are used by many interchangeably. A distinction should be made between the two because evaluation is a broader term, and assessment is just one form of it. While assessment focuses on mastery level or students' performance, evaluation takes steps further and includes other learning components like course materials, methods of teaching, educational policies and assessment tools. Moreover, some types of assessment may not be suitable to assess certain fields. For example, language assessment creates another challenge for language testees because assessment practices are influenced by theories and definitions of language proficiency. This requires multiple procedures that complete one another since language knowledge is an intricate phenomenon (Shohamy & Mary, 2017).

While assessing students, there are two main types, i.e., formative and summative assessments, to improve and gauge students' learning process and see how far the courses' objectives have been met. The former measures students' learning to track and monitor their academic progress and is regarded as an on-going process. It is for learning, as the main focus of it is to identify areas that students are struggling with to act accordingly but not to measure what has been achieved. Both teachers and students are involved in this process (Bonanno, 2015). Providing simple immediate feedback to students in the classroom is a form of formative assessment and an important aspect of teaching. The feedback given to students helps to identify their readiness to learn and therefore enables teachers to adjust their own teaching practices that cater to students' needs (Griffith & Care, 2014). In this respect, teachers use the target language to facilitate learning as well as a means to interact with students. For this reason, teachers should reserve the room for questions in teaching to allow learners' participation and language production (Richards et al., 1994). The latter measures the product of students' learning and is conducted at the end of a course or semester as a midterm or final exam. Unlike formative assessment, which is integrated into the learning–teaching process, summative assessment is separate and done apart from teaching, i.e., teachers are not required to assess their students' performance all the time, and assessment is about learning (Miller et al., 2009). However, many definitions have been given to the term 'assessment'. Miller et al. (2009) provided a detailed definition of assessment as follows:

> Assessment is more than a collection of techniques, however. It is a systematic process that
> plays a significant role in effective teaching. it begins with the identification of the learning
> goals, monitors the progress students make toward those goals, and end with a judgment
> concerning the extent to which those goals have been attained. (p. 26)

Miller et al., 2009, in the above quote, assure that the utmost benefit of assessment is gained if teachers succeed in systemise the process, making sure that the objectives of the learnt materials have been matched and researched before making the final judgments.

Chen and Bonner (2019) defined assessment as the process of gathering information and maintain that unlike other forms of assessment, the goal of classroom assessment is to promote learning. Also, Angelo and Cross (1993), in their definition of classroom assessment, suggested that the primary focus of assessment is on learning rather than teaching, and to get the best assessment, both teachers and students have to interact together to make necessary changes in the learning process. They stated, "Classroom Assessment is an approach designed to help teachers find out what students are learning in the classroom and how well they are learning it" (p. 4). Also, Bakerson et al. (2015) provided another definition and mentioned what assessment includes and its aim of it"It is used to measure knowledge, skills, dispositions, or beliefs gleaned through instructional sequences, with an aim to improve" (p. 4).

It is evident from the above definitions that there is no single technique to gauge students' achievement, and assessment is comprehensive in nature to reach value judgment. Assessment goes into a cycle and not only focuses on the end product.

However, online assessment is a dominant issue in the online learning environment. Several discussions have emerged regarding the efficiency of online assessment and its practices in classrooms (Angelo & Cross, 1993; Azevedo & Azevedo, 2018; Becker, Becker& Becker, 2022; Conrad & Openo, 2018; Pu & Xu, 2021).

Online assessment is thought to influence the motivation of learners by shaping their expectations about learning and, therefore how they adjust their learning needs depending on these expectations (Azevedo & Azevedo, 2018). Conrad and Openo (2018) doubted the ability of traditional forms of assessment to measure distance learning. They state that all questions raised related to traditional forms of assessment that occur in face-to-face learning are applicable with online learning, such as why assessment is important and what aspect of learning we have to assess through different activities, but with online learning, it would be more difficult to assess tasks students have learnt at a distance. Becker et al., (2022) add that students' common anxieties about online assessment are caused by their lack of experience and the fear of getting low marks. To overcome this they state " if you are feeling nervous about the technical aspects of assessment, then getting help early on is a wise move" (p.2). Griffith and Care (2014) discussed the capacity of new technologies to assess traditional academic disciplines and 21st-century skills students need in the workplace after graduation, such as critical thinking skills, problem-solving skills, technology information skills and so on. According to Azevedo and Azevedo (2018), the most common assessment method is multiple-choice questions although there are some good tools teachers can use, such as matching, true or false and open-ended questions.

There are other methods used for assessment such as using rubrics and synchronous or asynchronous discussions with students (Bakerson et al., 2015; Richardson & North, 2013). Still, many problems are associated with an online assessment along with technical problems like the difficulty to deter students from cheating or practicing plagiarism and lack of experience (Lock &

Redmond, 2015). Some practices might mitigate the effects of such problems. For example, teachers can use higher-order thinking skills questions or certain programmes like Turnitin to control cheating (Bakerson et al., 2015). Other online assessment problems are associated with students' anxieties and increasing workload on faculty members, especially in the phases of development and implementation as St- Onge et al., (2022) suggest and they maintain 'The implementation of e-assessment in HE is fraught with challenges, which might explain why HE institutions have shied away from integrating technology to their assessment practices(p. 351).

The final point is that to ensure Online Assessment Efficiency, it should be incorporated into the curriculum as Bakerson et al., (2015) hold:

> The success of quality online learning environments depends on the usage of prompt and well-delivered assessment; therefore, it is important to consider assessment as an integral part of the course that when used properly has immediate effects on student learning. (p.14)

It is evident from the previous account that assessment is essential for both teachers and students if it is properly planned and implemented. In the case of online assessment, the matter becomes more challenging because what seems to work in face-to-face classrooms may or may not work virtually. In the following section, researchers have tried to study different dimensions of online assessment in different contexts.

Studies on Assessment in an Online Environment

Pu and Xu (2021) conducted a study to investigate changing assessment practices in the online teaching environment of EFL school teachers. The study revealed that teachers tended to overdo assessment in online teaching mode more than they used to in traditional mode, and they also varied among assessment methods. However, they did this systematically and did not incorporate their assessment methods into the online curriculum because they were unaware of the nature of online teaching.

In the Saudi context, and more specifically in higher-education institutions, Almossa and Alzahrani (2022) carried out a study to examine the assessment practices of faculty members in Saudi universities belonging to different colleges and fields. The study looked at understanding how assessment practices changed and affected the way of teaching during the COVID-19 pandemic. The findings showed that some assessment practices were favoured over others, such as providing feedback, making a connection between learning objectives and learning outcomes, implementing scoring guides and monitoring and revising assessment tools. The least favoured assessment practices included mapping summative assessment to curriculum expectations and considering cultural and linguistic diversity among students. Finally, formative assessment was rarely utilised and the different preferences and needs of assessment that faculty members adopted were based on their colleges and fields.

Al Tameemy et al., (2020) explored the difficulties and opportunities of implementing Blackboard electronic tests to gauge students' writing skills. The results indicated that the majority of students had positive attitudes towards using e-assessment in testing their English proficiency and writing skills. Students were interested in using Blackboard testing and found it easy and

effective with no serious difficulties except for a few technical problems. In a similar study, Al-Waid (2022) did a study to determine the competency of English instructors in the online teaching–learning and assessment process. The findings revealed that EFL teachers were competent and experienced enough and had different digital skills in online assessment. Also, male teachers were more qualified and eager to implement teaching and online assessment compared to female teachers.

Byrne et al. (2021) discovered how some novice instructors who received no prior training on how to construct online assessments managed to implement various assessment strategies. The results revealed that because institutional and departmental support was extremely limited, instructors encountered real problems to switch from face-to-face assessment mode to online assessment. As a result, instructors resorted to professional learning networks which were beneficial such as peer communities of practice, the academic Twitter community and students' feedback.

Singh (2021), in their study of alternative assessment strategies that EFL teachers implemented, found that teachers deployed different alternative assessment strategies including integrated alternative assessment, formative assessment, summative assessment, self-assessment, peer assessment and portfolio assessment. But the most preferred assessment strategy was summative assessment in the classroom. The study added that some teachers were reluctant to use some of the assessment strategies because they lacked knowledge and training on how to use them. Also, online learning put pressure on and became challenging to both students and parents. In several studies, parents reported that although online learning has some advantages to students like enabling them to attain self-regulated and digital socialisation skills, it can lead to social isolation, less active role, increased screen time, disturbing routines, changing routines, changing relationships and losing sports and extracurricular activities (Vanderhout et al., 2020; Misirli et al., 2021). Some assessment frameworks were implemented to ensure the efficiency of the online assessment. Jaam et al. (2021) used the assessment design decisions framework (ADDF) where six aspects of assessment should be acknowledged. These included purposes of assessment, the context of assessment, learner outcomes, tasks, feedback processes and interactions. It was found that such a framework was beneficial for both teachers and students and also catered to the interaction between educators and stakeholders to make sure that the assessment design is fully understood and suitable for students. All the above studies are relevant to my study. However, no single study was found in a Saudi context that deployed interviews with teachers to collect data regarding online assessment.

Methods
Participants
Eight coordinators and co-coordinators in addition to four supervisors of four English courses, i.e., reading, writing, grammar and communication skills, were interviewed. They were chosen as participants because all exams were unified, and they were in charge of constructing them. The participants willingly shared their experiences of giving online assessments such as online quizzes, midterms and final exams to Saudi university students enrolled in an English programme during the COVID-19 pandemic. The reason behind choosing those specific participants was that all exams were unified, and those

Research Instruments

This study used a qualitative research approach, specifically semi-structured interviews, to collect data. While conducting interviews, the researcher can gain a better understanding and in-depth information about the researched matter. The interviewees can talk freely and give elaborate answers with reasons (Creswell & Poth, 2016).

Research Procedures

Data collection and analysis proceeded simultaneously. Data were gathered from two rounds of interviews with each of the 12 participants, i.e., a major interview and a follow-up interview, to clarify and provide more evidence after transcribing the first interview. All classes were delivered to students online via Blackboard, and all faculty members were encouraged to use it to teach or to switch to Microsoft Teams if there was a problem with Blackboard. Also, all quizzes and exams were unified, taken online and prepared by coordinators and co-coordinators. Although learning was remote, the coordinators, co-coordinators as well as supervisors were requested to be onsite to tackle any learning issues or technical problems and respond to students' inquiries. Students contacted coordinators by e-mail or mobile. A total of 16 interviews ranging from 15 to 20 minutes was recorded while the researcher took some notes.

For data analysis, the inductive and deductive data analysis procedure was utilised (Creswell & Poth, 2016). In the first-round interviews, the information gathered was transcribed, read and categorised into smaller units and given initial themes. The information was processed by working back and forth between themes and was finally given the appropriate comprehensive themes. In the second process of data analysis, data were examined deductively to see if the evidence provided under each theme was convincing or if additional information was examined to support the argument. This took place in the second round of interviews. After analysing data and themes were coded from the first-round interviews, some pieces of talk needed more clarification, and the researcher looked for in-depth information to gain insight into the meanings that interviewees held about different issues. Four themes were identified and related to the research questions. Each of these themes was defined into subthemes.

Findings

Interviews data obtained from teachers about online assessment during the COVID-19 showed that these teachers implemented different assessment methods as presented in Table one.

Table 1. *Teachers' common online assessment methods*

Common online assessment methods
Multiple-choice questions
Reflective writing
Graded homework

Also, data indicated that these teachers encountered several challenges and found ways to tackle them as displayed in Table two.

Table 2. *Teachers' challenges to online assessment and solutions*

Challenges to online assessment

Lack of experience
Technical issues
Time commitment
Monitoring students
Students'' cheating
Test anxiety
Self-discipline
No flexibility
Less concentration
Lack of motivation

Solutions to the problems
Making sure that the internet is working
Make-up worksheets and quizzes
Support teams
Using e-mails and smartphones

Finally, teachers gained several benefits from utilising online assessments as shown in Table three.

Table 3. *Teachers' perspectives about the benefits of online assessment*

Common online assessment methods
Audio-graded system
Save the time of students
Objectivity of scoring
Moving from theory to practice
Implementing blended learning

The three tables provide a summary of the main findings of themes and subthemes that emerged from the teachers' interviews. It is apparent from the above tables that teachers used only three assessment tools to measure their students' performance, giving priority to multiple-choice questions. In addition, there were more diverse challenges encountered by English instructors compared to opportunities. Also, instructors reported that they handled problems associated with online assessment in several ways, and that was done individually or with the help of others. Finally, for opportunities to utilise online assessment, instructors referred to some benefits but with less confidence, and they mentioned the reasons behind that as revealed in the exerts mentioned below. In the discussion section, the findings are more examined with direct quotes from the conducted interviews.

Discussion
    While answering the first research question ('What were the assessment methods you implemented while conducting online assessment?), instructors gave only three assessment tools to gauge students' progress. The most common tools were multiple choices followed by reflective writing, and the least common was graded assignment, which agrees with the findings of Almossa and Alzahrani (2022), Azevedo and Azevedo (2018) and Singh (2021). One coordinator, in the interview, asserted, 'I use multiple choice questions and all my quizzes and exams go like that'; when he was asked later for the reason, he added, 'In regular classes, students were familiar to

this, we do this and it is easy to mark'. In this account, it is evident that the choice of the assessment tool is influenced by the instructor's belief about what makes tests look good.

Another tool was reflective writing where students were asked by a writing instructor to record what they had learnt in the previous topic and share their learning experiences in the coming class. But the instructor who used this technique noticed his students were not motivated to take part, and he explained, 'Other instructors do not do this because it is not counted and it was time-consuming, all assessment techniques should be unified'. Another supervisor provided his students with a third assessment tool, but he stopped doing this later: 'At first, I used to give them weekly assignments but I quit because students were copying from each other.

However, what was unusual about online assessment is how students were assessed in a writing course. In all writing courses, exams were provided in a multiple-choice format and mainly focused on the technical part of writing. Writing instructors gave different reasons, such as 'it is demanding to ask students to write a piece of writing and correct it on screen'. Another instructor elaborated that 'if we want to correct all pieces of writing that means we need at least three days, marks should be released immediately after the exam'. It is clear that all instructors afterward limited themselves to the multiple-choice format, which falls under summative assessment (Griffith & Care, 2014; Conrad & Openo, 2018). Instructors did not vary or recognise the value of using multiple assessment tools (Shohamy & Mary, 2017). Moreover, it seems that they focused on the cognitive domain of assessment not considering the other two domains, i.e., behavioural and affective (Leong et al., 2018).

Concerning the second research question ('What were the challenges you encountered while conducting online assessment?'), the first challenge instructors raised was that they lacked experience in constructing online exams and faced many technical problems. They maintained, 'We had not received any training to work remotely, we had not received any training as well to conduct online exams'. The same situation applies to students, as an instructor stated that 'when chatting with my students, I discovered that the majority of them did not experience online assessment before except few who graduated from international schools.

Another concern was the time commitment instructors had to give because they complained that before the exam they had to respond to students' e-mails or messages they post on Blackboard, and during the exam, they had to monitor students and give access to latecomers or extend time if any technical problem was present. Lack of engagement was another issue faced by many (Vaughan et al., 2013). In a writing course, an instructor expressed his worry by saying, 'I feel I need to repeat myself many times, I had to meet students online individually after the mid-term to give feedback, there is no face-to-face interaction'. He said that in face-to-face classes, he used to give feedback in front of the class once because students often shared the same mistakes. Also, he added that in face-to-face interaction, students were more motivated to learn from their mistakes and learn from each other. The final issue was the impossibility to prevent students from cheating. They mentioned that although they utilised the features offered on Blackboard while constructing exams, students found ways to cheat.

However, it was observed that the supervisors of each course shared almost the same concerns and raised the same issues, but they added to their concerns the procedural part of the online assessment. They had to report to the head of the English department before, during and after taking the exams and keep them up-to-date in case there was any problem. They gave responses like 'the make-up exam should be ready in advance, if anyone missed or failed the exam' and 'instructors should design test earlier and allow themselves plenty of time to draft it before it is finalised', 'instructors should post in the Blackboard all instructions students need and keep in touch with each group leader' and 'all coordinators and co-coordinators should be present at all times while taking exams'.

In attending to the third research question ('How did you attend to these challenges?'), instructors offered several solutions to pivot online assessment. For example, one instructor said that 'before negotiating the timing of the exam, I had to contact the IT service and make sure that there is no maintenance in the afternoon'. Another replied, 'I use every possible way to be in connection with my students, sometimes I give a call to the group leader'. One useful way some instructors reported was the assistance of a support team. Some IT experts were asked to be onsite to offer help and work with coordinators, especially in the first semester. For the final research question ('What were the benefits of conducting online assessment?'), instructors reported some opportunities although they expressed their worries about some challenging aspects of online learning. For example, they all agreed that online assessment had some useful parts such as auto-grading, the objectivity of marking, ease of taking attendance and the possibility of combining online learning with face-to-face learning later. An opportunity that all instructors shared was the capacity of online assessment to save instructors' time and students' time as well as the department which was chasing to disseminate grades. An instructor stated, 'In regular classes, some students waste time in exams by asking questions, but in online exams, they all were focused to complete the exam'. Another replied, 'Because lectures were recorded, it was easier for absent students to catch up on what they missed and to listen to the feedback'.

In another response, a supervisor raised the issue of cheating again when he referred to benefits by saying 'online assessment is easy to correct, but how can assess the progress of students if they cheat, it is better to take onsite exams'. Yet for online assessment to be effective, it has to be incorporated with online curricula (Pu & Xu, 2021) and not rely on assessment tools implemented in face-to-face assessment (Griffith & Care, 2015).

Conclusion

This study aimed to explore teachers' perspectives about online assessment during the COVID-19 pandemic in a Saudi context. The results indicated that although few instructors implemented few assessment methods, the most dominant one was the multiple-question format. The instructors mentioned the reasons behind this, but it seems that the major reason was that all exams were unified, and if any sort of change would take place, all instructors had to agree on that in advance. Also, the study found that instructors reported several challenges to online assessment including lack of experience, technical problems and the difficulty to deter cheating. For online assessment, instructors highlighted several advantages such as its capacity to save the time of both instructors and students, easiness to design, take and record and subjectivity. However, while they were inclined to utilise online learning, they were also suspicious about conducting an online

assessment. Finally, it is recommended for teachers to incorporate blended learning into the curriculum and take advantage of the experiences they had with online teaching when things are back to normal.

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