Professors' Assessment Practices During the Emergency Remote Learning of the English Teaching Program at Universidad Industrial de Santander

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Trabajo de Grado para Optar el Título de Licenciadas en Lenguas Extranjeras con Énfasis en Inglés

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Abstract

Title: Professors' Assessment practices during the Emergency Remote Learning of the English Teaching Program at Universidad Industrial de Santander*

Authors: Karol Andrea Blanco Garzón and Daniela Patiño Benítez**

Key words: ERL, online assessment, COVID-19 pandemic, assessment *of* learning, assessment *for* learning, assessment *as* learning.

Description:

Due to the COVID-19 pandemic, higher universities around the country had to switch from a face-to-face learning environment to Emergency Remote Learning (ERL). This mixed-methods research study aimed to determine the impact the new ERL modality had on the assessment practices of the professors of the English Teaching program at UIS. Participants were four professors, each one belonging to one component of the program (*Pedagogía y Ciencias de la Educación*; *Didáctica*; *Saberes Específicos y Disciplinares*; and *Fundamentos Generales*), and 107 students. In order to collect the data, each professor was interviewed and a web-based questionnaire was implemented for the students. Findings indicated that, even though professors took a training course to adapt to the new modality, they consider their digital competence needs to improve. In the case of assessment, professors carry out assessment *of* learning, assessment *for* learning and assessment *as* learning. They are also implementing alternative ways of assessment with the aid of ICT resources. Moreover, advantages such as more autonomy, and challenges such as dependency on technology were found during the ERL modality. Professors and students agree that cheating and plagiarism became more accessible. Finally, further research is advised to better understand how professors are conducting their assessment practices during ERL.

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Resumen

Title: Prácticas evaluativas de los profesores durante la Enseñanza Remota de Emergencia del programa de Inglés en la Universidad Industrial de Santander*

Autoras: Karol Andrea Blanco Garzón y Daniela Patiño Benítez**

Palabras clave: ERE, evaluación en línea, pandemia de COVID-19, evaluación del aprendizaje, evaluación para el aprendizaje, autoevaluación.

Descripción:

Debido a la pandemia de COVID-19, las universidades alrededor del país debieron cambiar de un ambiente de aprendizaje presencial a la Enseñanza Remota de Emergencia (ERE). Este estudio de investigación mixto pretende determinar el impacto que la nueva modalidad ERE tuvo sobre las prácticas evaluativas de los profesores del programa de Inglés de la UIS. Los participantes fueron cuatro profesores, cada uno perteneciente a uno de los cuatro componentes del programa (Pedagogía y Ciencias de la Educación; Didáctica; Saberes Específicos y Disciplinares; y Fundamentos Generales), y 107 estudiantes. Para recopilar los datos, se entrevistó a cada profesor, y se aplicó una encuesta en línea dirigida a los estudiantes. Los resultados indican que a pesar de que los profesores asistieron a una capacitación para adaptarse a la nueva modalidad, ellos consideran que su competencia digital necesita ser mejorada. En el caso de la evaluación, los profesores están usando la evaluación del aprendizaje, evaluación para el aprendizaje y la autoevaluación. También están implementando formas alternativas de evaluación con la ayuda de las TICs. Asimismo, se hallaron ventajas tal como mayor autonomía, y desventajas tal como dependencia tecnológica durante la modalidad ERE. Los profesores y estudiantes concuerdan que la copia y el plagio se volvieron más accesibles. Finalmente, se recomienda que se profundice la investigación sobre las prácticas evaluativas de los profesores para tener un mejor entendimiento de la evaluación durante ERE.

Introduction

Problematization

On 2019 December 31st, a news report was found about viral pneumonia cases that started appearing in the city of Wuhan, China (ProMED: International Society for Infectious Diseases, 2019), and on January 9th, the World Health Organization, WHO, (2020a) reported that this disease was caused by a novel type of coronavirus. From then on, the news spread worldwide. In a press briefing, WHO's Director-General stated that the COVID-19 virus could become fatal and that it was spread through human-to-human transmission (Adhanom, 2020). Due to this, the organization urged countries to "... reduce the impact of this virus at every opportunity" (World Health Organization, 2020b), which means, among other measures, to create alternatives in order to limit human contact.

In time and with the virus becoming a pandemic, the Government of Colombia (2020) decided that students would take their classes online, starting on March 16th, 2020, to reduce human-to-human transmission. *Universidad Industrial de Santander* (UIS) named this virtuality, *presencialidad remota* (remote presence). And thus, students would continue their learning process through flexible strategies for the development of teaching and assessment activities under the modality of remote presence (Consejo Académico de la Universidad Industrial de Santander, 2020b).

In view of this, lessons migrated from on-site to online platforms. To promote a better transition, as explained in *Acuerdo N.° 104 de 2020 12 de abril*, professors were trained to reinforce and improve their abilities in the use of Information and Communication Technologies (ICTs) (Consejo Académico de la Universidad Industrial de Santander, 2020a).

Distance and online teaching are not a novel topic in education (see Agostinelli Jr, 2019), neither at UIS, as it is evidenced in the distance programs that have been offered since 1977 (Universidad Industrial de Santander, n.d.). During remote presence, UIS has employed the Moodle platform to manage remote lessons, a virtual library to aid research (UIS, 2020a), and the software Zoom to continue classes via videoconference (UIS, 2020b). Additionally, the institution lent computers and data plans services to students who required these aids during remote presence (UIS, 2020c; Universidad Industrial de Santander, 2020b).

However, the modality adopted by the university has no precedents as it emerges as a temporal response to a crisis, i.e., to the COVID-19 pandemic (see Adedoyin & Soykan, 2020; Hodges, Moore, Lockee, Trust, & Bond, 2020). It is due to this new situation that educational researchers started to investigate challenges and opportunities that remote teaching can offer to education, finding out that as it is a sudden change, this modality lacks features such as proper planning and design, and lack of digital competence (see Adedoyin & Soykan, 2020; Sepulveda-Escobar & Morrison; 2020). Nevertheless, there is a gap in literature on how online assessment during remote teaching is carried out in public higher education in Colombia. Remote education introduced an unprecedented change in the development of assessment. And there is no account of how assessment has been carried out. The literature below described challenges when conducting assessment practices in online learning environments (Adedoyin & Soykan, 2020; Raje & Stitzel, 2020); however, few studies have addressed the students and teachers'

experiences regarding online assessment during the currently implemented remote modality. It is due to this gap that it becomes necessary to explore such assessment practices, and have a precedent to the design of successful assessment experiences, bearing in mind that hybrid learning can become the new normal in education (Aretio, 2021). Additionally, remote learning should not be considered only a last-minute alternative but as a "way of enriching and extending the educational possibilities open to all universities" (Rapanta, Botturi, Goodyear, Guàrdia & Koole, 2020, p. 239).

Therefore, we explored the assessment practices exercised by the professors of the *Licenciatura en lenguas extranjeras con énfasis en inglés* program at UIS and how they are perceived by the students of such program. From this point on we will refer to the program as English Teaching program. With this purpose in mind, this study aimed to answer the following question: What is the impact that the Emergency Remote Learning modality has on the assessment practices of the professors of the English Teaching program at UIS?

Justification

Assessment plays a crucial role in education as it evidences "…what the curriculum designers want students to know and be able to do…" (Baird, Andrich, Hopfenbeck, & Stobart, 2017, p. 321). Thus, assessment informs educators about the path of instruction to take in order to meet curricular goals, and it also provides evidence that supports further changes in the curriculum design process (Black & Wiliam, 2018; Nation & Macalister, 2010). Moreover, the information collected can be used by teachers to adjust their pedagogical approach to the needs of the students. In the same way, this information can be used by students to constantly monitor their learning process and make decisions to meet learning goals (see Cheng & Fox, 2017; Chandio & Jafferi, 2015; Dixson, & Worrell, 2016; Murchan & Shiel, 2017). Due to the sudden

switch to remote presence by UIS, professors have made changes to their assessment practices, and along those changes, issues and challenges may have arisen (Islam, Beer & Slack, 2015), so it became necessary to shed light on the assessment practices adopted and adapted by the professors of the English Teaching program at UIS.

The results gathered in this study will provide literature on the impact that the remote presence has had on education in Colombia and Latin America, specifically on the assessment practices, and on the tools, activities, and strategies that professors are implementing. Additionally, it will motivate researchers to continue investigating in this field. This study will also give professors and teachers in training the opportunity to reflect on their online assessment practices and take full advantage of the tools available on the web. As the educator adjusts their assessment practices, their students will go through assessment experiences that are adapted to their needs during remote presence. Moreover, the English Teaching program and higher education can benefit since this study will provide an account of how assessment practices are conducted, and can be used for the design of future assessment practices since, as Aretio (2021) explains, education is heading towards flexible and hybrid educational models.

This research study provides first an insight on the pedagogical model of the university followed by a description of the implementation of the remote presence in education, the different types of assessment, and previous works about the impact of remote presence in assessment. Second, in the methodology section, the type of study for this research is explained, as well as the sampling process, the data collection instruments, and the data analysis. Third, the results section includes an account of the professors' assessment practices found from the data collected from the interviews and questionnaire applied to the participants. Finally, conclusions

from the triangulation of the data are presented and recommendations for further research are

proposed.

Objectives

In order to answer the research question proposed above, we have defined the following objectives:

General Objective

To determine the impact the Emergency Remote Learning modality has on the assessment practices of the professors of the English Teaching program at UIS.

Specific Objectives

1. To describe the professors' experiences on their assessment practices implemented during remote presence by conducting individual interviews.

2. To identify the students' perceptions on the assessment practices implemented by their professors.

Theoretical Framework

Legal References

Universidad Industrial de Santander: Pedagogical Model

As explained in chapter six from *Ley 30 de 1992*, higher education institutions are recognized as autonomous entities with the right to decide on different aspects such as defining, and organizing their training, academic, teaching, scientific and cultural work (Congreso de Colombia, 1992). In accordance, UIS has designed its own pedagogical model that describes its educational practice.

According to the university's pedagogical model, constructivism serves as the foundation for the development of an integral education, considering students as active participants in their learning process. This model seeks to guide students in the construction of knowledge through personal growth and collaborative work with the help of the teacher who constantly evaluates, compiles evidence, and uses the collected data as feedback for the improvement of the learning process. Furthermore, due to the necessities of the changing society, innovation should be considered as the means to allow the continuous improvement of the learning process (Universidad Industrial de Santander, 2020a).

Academic References

Remote Presence

Distance learning emerged as an approach that aims to reach different learners who have difficulties attending a physical campus, providing equal opportunities for all students (Bozkurt, 2019). As new technologies arose, distance learning evolved from correspondence courses and radio and television transmission to online education (Agostinelli Jr, 2019; Bozkurt, 2019). Shortcomings found at the beginning of this mode were the lack of feedback and interaction in the learning process, which were not possible until the invention of the computer and evolution of the internet (Agostinelli Jr, 2019). This new technology allowed a more personalized education; social interaction is now possible as teachers can reach students through virtual classes, synchronous (teaching and learning process take place at the same time) and asynchronous classes (where this process does not happen at the same time) (Sun & Chen, 2016).

According to Hodges et al. (2020), online education implies a well-structured design and planning that is to be implemented six to nine months after the design process; in contrast, Emergency Remote Learning (ERL) emerges as a temporary modality adopted by institutions to provide access to education during an emergency or crisis; likewise, decisions taken during this modality are temporary solutions. Thus, within this paper, the modality adopted by UIS will be referred to as ERL.

ERL as an alternative to face-to-face higher education has been met with different perspectives. Studies have shown that ERL offers time and space flexibility, and more autonomy (Paudel, 2021; Rahiem, 2020). Nevertheless, different factors can also negatively influence the learning-teaching experience inside and outside the classroom. Inside the classroom, Rahiem (2020) concluded that teaching the students through video conferences, e-books, and videos was

not enough to understand and remember the topics; they also had to discuss topics through Whatsapp groups, and educational websites. Hence, Paudel (2021) explains that online classes need to make opportune use of ICTs to provide students with more learning opportunities. Outside the classroom, studies (Murat & Bonacini 2020; Rahiem, 2020) have shown that poor internet access, faulty devices, and an inadequate learning environment are among the main factors that make ERL a challenging experience.

Assessment

Assessment is understood as any activity that collects information that serves as evidence of the students' performance and improvement. According to Murchan and Shiel (2017), this information covers two aspects: (1) teachers can keep a record of the learning and teaching experiences, identify areas to improve, and adjust their techniques accordingly. Similarly, with the aid of the teacher, students can monitor their learning process, identifying their strengths and weaknesses; and (2) the evidence collected during assessment can be used by "local authorities to consider resource allocation, … inspectors might wish to consider trends over time, … policy-makers … frequently require data to justify existing budgets, argue for more funding or evaluate curricula." (p. 4).

Within the field of assessment, various authors (see Cheng & Fox, 2017; Dixson, & Worrell, 2016) identify three types of assessment that complement each other:

Assessment *of* learning. Also known as summative assessment. Its principal purpose is to determine the students' acquisition and understanding at the end of a unit or course (Cheng & Fox, 2017). Thus, it evaluates whether students have achieved course goals, and it is usually represented with grades.

Assessment *for* learning. It is a collaborative type of assessment, also known as formative assessment, that aids the teaching and learning process. The data collected is used as feedback that helps students identify their strengths and weaknesses, with teachers monitoring and adjusting their instruction techniques and expected outcomes (Cheng & Fox, 2017; Dixson, & Worrell, 2016). Assessment *for* learning is carried out continuously during the unit or course and is usually represented as descriptive feedback.

Assessment *as* learning. Its purpose is to guide learners in the transition from developing an assessment activity to owning their assessment process. Two events help the learner achieve this purpose while developing metacognitive skills. (1) In self-assessment, students self-monitor and self-evaluate their performance, allowing them to understand what is expected from them and decide on strategies to achieve course goals (Cheng & Fox, 2017). (2) In peer-assessment, students can provide feedback on their peers' performance (García-Peñalvo, Abella-García, Corell & Grande, 2020).

Online Assessment

Online assessment refers to the use of ICTs for the management of assessment events where technological and online tools carry out all necessary actions in the process of assessment while being as effective as face-to-face assessment (Alruwais, Wills, and Wald, 2018; Akimov & Malin, 2020). Teachers can implement hardware such as computers, software, educational web-pages, etc (Agostinelli Jr, 2019). Such tools are employed to manage quizzes, oral examinations, exams, written assignments, forums, among others (Usher & Barak, 2018; Akimov & Malin, 2020).

Previous Work

Alsadoon (2017) conducted a research study in Turkey to determine the students' opinions about e-assessment. 44 undergraduate students participated in an online survey. The results showed that *immediate feedback* and *unbiased grading* were the main benefits in online assessment. Meanwhile, 'E-assessment not suitable for all subjects' was the only disadvantage.

Dorrego (2016) makes a revision of different authors' stances on assessment during distance education. She states that different considerations should be taken to better adapt assessment to online means: give up control, real-life application, assessment based on projects, etc. And suggestions when designing assessment activities, such as designing a wide variety of assessment methods. She, then, lists a variety of online assessment methods, such as role plays and web pages. She finishes with grading options and the implementation of automatization.

Doğan, Uysal, Kelecioğlu, & Hambleton (2020) provide an overview of e-assessment. They state that e-assessment starts with the creation of computers and the internet. They emphasize on the importance of offering opportunities to interact, such as blogs; considering the learners' differences and preferences when designing the assessment; including summative and formative assessment, and assessment *as* learning; providing different means of communication; and providing useful and timely feedback. Lastly, they advise on possible technical issues, and how to avoid cheating with authentic exercises, etc.

In their review article, Adedoyin and Soykan (2020) discuss the migration of higher institutions to the online sphere and challenges and opportunities they faced. They started by pointing out the difference between online learning and Emergency Remote Teaching (ERT) to explain why the method adopted by universities might be regarded as ERT. Then, they described and classified the methods identified as a crisis-response migration, into External-Assisted

Migration and External-Integrated Migration. Finally, challenges and opportunities are discussed. Regarding online assessment, they mentioned that it becomes a challenge to prevent cheating.

Raje and Stitzel (2020) in their article describe the strategies implemented by Towson University to overcome challenges identified during online assessment in the first semester of chemistry. Data was collected through online quizzes using the publisher online platform and an exam administered via Blackboard. Results indicated that students cheated during both quizzes and the exam. For such, to minimize cheating, the authors decided to (1) prevent backtracking in free-response questions; (2) allow the use of note and textbooks and restrict the time log; (3) use of analogies and arbitrary values in the questions; and (4) use of watermarks. The results from the online exam were compared to the ones gathered in the face-to-face exam, finding that during both exams, students had similar performances despite one being proctored, evidencing that such modifications helped reduce cheating.

Rapanta et al. (2020) interviewed four online pedagogy experts to learn about their insights on ERL, where the participants answered five questions. The authors identified three main notions: learning design, teacher presence and assessment. Regarding assessment, they suggest the application of continuous assessment to enhance self-regulation.

The studies focused on the evolution of education, advantages and disadvantages of online assessment, and recommendations on possible issues, such as cheating. Only one of the studies, Alsadoon's (2017), focused on the perspectives of the students, which shows there is still a gap in terms of how assessment is experienced by students and teachers, people directly affected by RL. Thus, this study aimed to expand on the literature regarding assessment practices during RL from both the professors and students' perspectives.

Methodology

Type of Study

To achieve the purpose of this study, a mixed-methods research was selected. It involves gathering and analysing quantitative and qualitative data to have a comprehensive understanding of the phenomenon under study (Creswell, 2013; Merriam & Tisdell, 2016). This mixed-method research followed a convergent approach as it allowed us to triangulate and validate the data collected by gathering different types of data to "compare the results to see if the findings confirm or disconfirm each other" (Cresswell, 2013, p. 269). To better visualize the path taken, this study followed a QUAL→quan typology consisting of two phases: an interview study with a follow-up questionnaire survey (Dörnyei, 2007). This sequential model allowed us to (1) determine the assessment practices and perceptions of the professors during ERL by interviewing them, and (2) from the results obtained during the first phase, design and administer a questionnaire to students, which helped us triangulate and give validity to the results. The independent and dependent variables that guided this study were the implementation of ERL and the professors' assessment practices correspondingly.

Participants

In stage one, the participants were 4 professors (see Table 1). The sample was selected by adopting convenience sampling, which is used when there exist constraints in time, space or availability, among others (Merriam & Tisdell, 2016). In this case, it facilitated contacting potential participants due to the restrictions taken during the pandemic. Moreover, because the

interviews with the professors are of a qualitative nature, a short number of participants were needed to gather a manageable amount of data (Merriam & Tisdell, 2016); thus, we interviewed one professor from each component of the program: *Pedagogía y Ciencias de la Educación*; *Didáctica*; *Saberes Específicos y Disciplinares*; and *Fundamentos Generales*.

Table 1

Professors' sociodemographic information

Sociodemographic Information	Professor 1	Professor 2	Professor 3	Professor 4
Component of the English Teaching program	Saberes específicos y disciplinares	Pedagogía y ciencias de la educación	Didáctica	Fundamentos generales
Teaching experience at a university level	6 years	1 year	17 years	6 years
Previous experience with remote learning	Yes	No	Yes	No

For the second stage, the participants were 107 students from the English Teaching program. Participant-students were selected using the snowball sampling, which allowed us to reach participants through the referral of other participants (Merriam & Tisdell, 2016). The participants' ages range between 17 and 30 years old, being the average age 19 years old. Additionally, they were from semester 2 to 9, being the average 5th semester.

Both professors and students were selected to participate because by approaching different but overlapping populations, we could triangulate the data and aim for less subjective findings (Creswell, 2012).

Data Collection Instruments

The main instrument of this study was a highly structured online interview, which was applied to the professors in order to describe their experiences when assessing in ERL and to

characterize their assessment practices. This interview provided us with the opportunity to look into their opinions and points of view more directly (Patton as cited in Merriam & Tisdell, 2016). The instrument consisted of 28 questions and took approximately 30 minutes. Questions were distributed in the following categories: sociodemographic information, actions taken by UIS, technical issues, and assessment practices.

To ensure the validity of the first instrument, the interview was piloted by two professors from the English Teaching program. As a result, the instrument was modified in terms of content and time. Likewise, an expert in research validated the content of the interview using a validity content rubric (Fowler, 2002, as cited in Ozer, Fitzgerald, Sulbarana & Garvey, 2014). After this feedback was provided, we made the necessary adjustments to the interview.

The second instrument was a questionnaire whose purpose was to provide an account of the students' perspectives on the professors' assessment practices during ERL. Dörnyei (2007) clarifies that a questionnaire is a test where the participant gives their honest response to an arrangement of questions. Because questionnaires are of a quantitative nature, they will allow us to collect data of a greater number of participants, and manage it more comfortably. The instrument consisted of 49 questions and took approximately 25 minutes. Questions were distributed in the following categories: socio-demographic questions, device availability, and experience with the assessment practices during ERL. Google Forms was used to design and carry out the questionnaires, as this software aids in the process of data classification.

To ensure the validity of the questionnaire, a pilot test was carried out with four students of the program. Additionally, an expert in the field of assessment evaluated the content of the instrument using a content validity rubric (Fowler, 2002, as cited in Ozer, et al., 2014). Following this, we made the necessary adjustments to the design of the questionnaire.

Data Analysis

According to Merriam and Tisdell (2016), data analysis is the process carried out to make meaning of the data collected and answer the research question(s). For such, the tools that were used for the analysis of both qualitative and quantitative data were a shared Google Document and Excel Document correspondingly. These softwares allowed us to work and address the data collaboratively. In this way, the data collected in the interviews was transcribed into a shared Google Document, facilitating its treatment, and familiarization with it (Dörnyei, 2007). Then, this transcription followed a coding process in which we identified units of data, patterns, and grouped them into categories that answered our first research question (Merriam & Tisdell, 2016). The data collected from the questionnaire was coded using the Google Forms software. The coded data was analysed through a descriptive statistics process, resulting in a summary of the findings depicting the frequency and percentages of the responses in an organized manner (Dörnyei, 2007).

Finally, both the data collected from the interviews and questionnaires were analyzed side by side to reach a more comprehensive understanding of the professors' assessment practices.

Procedures

Figure 1

Stages and activities
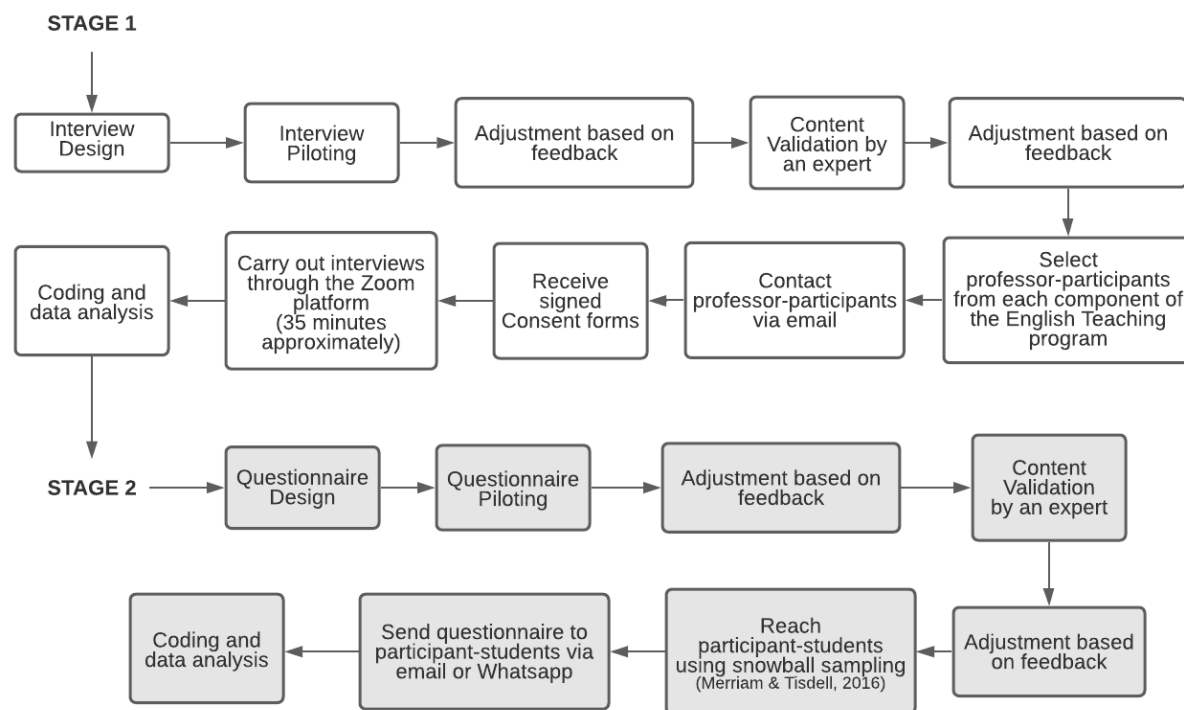
Results

Professors' Experiences on Their Assessment Practices

In this section, we will describe the professors' experiences with assessment in the ERL modality. It is divided into 7 categories: Professors' training, professors' assessment practices, devices and ICT resources, advantages in ERL, challenges in online assessment, feedback, and ethical issues.

Professors' Training

According to the professors, once the new remote modality was adopted, the university offered them a training course where they were taught how to make use of the Moodle platform, and were presented teaching strategies that could be implemented during ERL. It was an intensive course, and it took place before the first semester in the new modality, 2020-1. All of the professors said that this course was helpful to learn about the different strategies they could use during ERL. For example, professor #1 stated that "It was about teaching strategies and about how to use Moodle". Nevertheless, some professors noted that the course briefly explained the teaching strategies, and did not go into detail about topics such as e-learning, and e-assessment. Additionally, the course might have been difficult for professors who were not already familiar with the Moodle platform.

On a similar note, all professors mentioned they studied on their own about ICT tools, teaching strategies, assessment practices, among others, that could be useful for their lessons.

Professors' Assessment Practices

Professors reported implementing three types of assessment in their courses. They explained that assessment *of* and *for* learning complement each other, since they can evaluate not only the final product but also the process students go through to achieve it.

As professors are from different components of the English Teaching program the assessment carried out is designed to provide information on the students' learning process of each specific course, thus, its nature and purpose varies.

Assessment *of* Learning. Professors commented that summative assessment is mostly implemented to report on the students' progress by assigning them a numerical grade. The most common strategies employed are exams, oral presentations, written assignments, homework and quizzes.

Exams. Professors #1 and #3 explained that they designed open-book exams to be presented in groups. They pointed out that the questions were designed so that students can analyse and propose their own ideas, instead of memorizing information. Professor #2 implemented multiple-choice exams as it facilitated the process of assigning a grade. Professor #4 indicated that as their course is focused on learning a language, the exam evaluates the four language abilities (reading, writing, listening and speaking), and it includes open-ended and closed-ended questions. The ICTs used to assess students with this strategy were Microsoft Word and Google Forms.

Oral Presentations. Professors #1 and #3 mentioned that the topics students talked about in the presentations were also assessed in the exams that were later administered. The ICT used for the presentations is the Zoom platform.

Written Assignments. Professors #2 and #3 explained that they implemented this strategy to develop students' critical thinking. Professor #2 added that they intended to evaluate students' ability to search, select, analyse and support their ideas. The ICTs were Microsoft Word to edit the document, and the Moodle platform to upload the assignments.

Homework. Professor #1 explained that they assigned three homework assignments that were to be developed in stages throughout the whole semester. And professor #4 stated that the homework was taken from the language book used in class. The ICT that the professors used to assign and assess the homework was the Moodle platform.

Quizzes. Professor #2 and #4 stated that they implemented short quizzes with multiple-choice questions. The ICTs used were the Moodle platform and Google Forms.

Assessment *for* Learning. The professors said that the main purpose of this type of assessment is to give students the opportunity to put into practice the knowledge learnt during

the lessons by interacting with their classmates and the professor. The most common strategies employed were class participation, forums, and debates in class.

Class Participation. The four professors mentioned that they implemented this strategy not only to check if the students knew about the topic, but also to know their perceptions and opinions about the topics under discussion. The ICT resource used was the Zoom platform.

Forums. In this strategy, professors asked students to discuss a topic studied in class. Moreover, Professors #1 and #2 explained that this strategy let them know if the students were interested and understood the topics. The ICT resource implemented was the Moodle platform.

Debates in Class. Professors #2 and #3 observed that debates and discussions have the purpose of deepening the understanding of the topics and developing the critical thinking of their students. The ICT resource employed was the Zoom platform.

Assessment *as* Learning. Professors mentioned that they use this type of assessment so that students can reflect on their performance and learning process. The strategies used are self-assessment and peer-assessment.

Self-assessment. Professors #1 and #3 explained that they provided students with a rubric or grid as a guide that students could use to assess specific aspects of their performance. This self-assessment was mostly done after the oral presentations and it focused on the positive aspects, and the aspects to improve in their performance. The ICTs used were Word Document and the Moodle platform or email.

Peer-assessment. Professors #1, #3 and #4 said that they implemented this strategy so that students could share their thoughts on their peers' performance after a presentation or activity. However, in comparison to self-assessment, peer-assessment was done in a more

informal manner, where students provided comments but did not follow a specific criterion. The ICT resource employed was the Zoom platform.

Devices and ICT Resources

The devices implemented to teach their classes were computer, laptop and cellphone. Professors explained that at the beginning of the new modality they experienced poor internet connection and technical issues with the Zoom and Moodle platforms. The issues they mentioned were: (1) the Zoom platform did not allow them to open or access the room. (2) The Zoom platform would crash. (3) They could not share files through the Zoom chat, which were sent alternatively through Moodle. (4) The Moodle platform did not support large files, which would be sent through other platforms.

Regarding internet connection, three professors reported that they had poor internet connection, therefore, they decided to expand their internet bandwidth. One professor had to use their data plan during the lessons.

Regarding technical issues, professors said that the university provided an email and a Whatsapp number where they could request assistance. Two professors asked for assistance, professor #1 stated that they received help within minutes; meanwhile, professor #3 stated that help was not provided on time, and that it did not solve the problem: "... when they answered, the semester was over … I started mailing them but most of the time the answer that they give me are not useful".

Advantages of ERL

The professors mentioned some advantages that they found in the ERL modality. Professor #1 said it is possible that ERL facilitates the access to education as one does not need to travel great distances to attend class. Also, studying from home allows learners to have more

autonomy, and it requires them to be aware of their metacognitive skills and improve them. Some of these skills are self-discipline, strategic planning, and working under pressure.

Professor #3 stated that in ERL students and professors have a wide range of possibilities available to select what resources and ICTs to employ. They can also learn from each other what ICTs and strategies work better in the virtual classroom: "I have learnt a lot from them … one student [suggested to me], professor, why don't we try this...and I learn from them as well." Additionally, they emphasised that because ERL is a new experience, it is necessary to be creative, to be eager to learn and to be open-minded; otherwise, the classes would be monotonous and not engaging. On a similar note, professor #4 noted that one of the advantages that this modality has is that they can implement gamification strategies to their classes.

Challenges in Online Assessment

Professor #1. Regarding exams, they explained that it was not a challenge adapting their material as it was already available on the virtual platforms either to be printed or sent.

However, when the professor administered exams that evaluated the topics students had talked about in their oral presentations, they found that students struggled to answer questions that did not concern their presentation topics. Because of this, the professor decided to go from individual exams to group exams, and to assign one person per presentation to be in each group.

Concerning participation, the professor mentioned that it was difficult to prompt students to comment on a classmate's presentation and that they had no way of monitoring if the students were in front of the computer paying attention to the presentations and to the lessons, "... honestly I don't know how to monitor if the rest of the class is there … it's kind of what in Spanish we call *acto de fe*."

In the case of peer-assessment, they said that they implemented this type of assessment after the students' presentation. However, they stopped applying it because students only focused on the good aspects of their classmates' presentations. Students did not mention aspects that can be used to improve their performance.

Regarding goal achievement, the professor explained that it is complex to say if students are achieving the goals that they proposed for the course. There are aspects from ERL and face-to-face lessons that affect students' learning process. The two aspects that the professors focused on are that (1) the learning modality might increase or decrease the students' motivation in the class, as the professor observed: "I have a couple of students … [who were completely face-to-face] in a couple of classes and they were super inactive … But ... one student that … in a virtual environment, he was super participative, and active, and happy". (2) The socioeconomic situation might influence the student's access to education, such as having only one computer available for a whole family.

Professor #2. Regarding assessment, they said that when assessing in the virtual modality, one should be creative and design strategies that help students put into practice and remember the topics previously discussed in class, such as implementing games before an exam.

Concerning participation, the professor noticed that it was difficult to get students to participate in the forums. Even though they prompted and reminded students to take part in them, few students would write on the forums.

In the case of goal achievement, the professor stated that even though the students seemed to be achieving the course goals, after inquiring with them, the professor noticed that the students' motivation had decreased.

Professor #3. Regarding exams, they explained that in the remote modality it was easier for students to have access to the material during the exams, so they decided to go from individual exams to group exams. However, they noticed that students scored lower grades than expected. After inquiring with them, the professor found two problems: (1) when discussing the questions, students had a hard time reaching consensus on what to answer. (2) The students might not prepare for the exams: "They can have all the materials but if they don't know how to use them … they think that because they are going to be working in groups probably they don't prepare [for] the exams … ". They concluded that the reason for this might be that students did not find the need to thoroughly read and understand the material as it was available for them during the exams. And when presenting the exams they need more time to read and answer the questions as they have to understand and analyse the topics studied.

Concerning monitoring, they pointed out that in ERL it was more demanding to monitor students during group work than in face-to-face lessons. In face-to-face classes, the professor had more time to keep track of the students' performance in each group. While in ERL, they could only spend some seconds with each group otherwise they did not have time to monitor all the groups.

In the case of participation, they said that it was difficult to encourage students to participate when they were with the whole class, contrary to when they were in breakout rooms. In the Zoom session, the professor would ask them several times if they had questions about the topic explained but they would not answer or said that they did not. However, when doing practical activities they realized that students did not understand the topic. Moreover, it was always the same students who participated or asked questions: "You don't know what your student is doing behind the screen … you call them, you name them to ask them something and

they are not there". On the other hand, in the breakout rooms, the professor noticed that students were more open to share and discuss their ideas with their classmates.

Regarding goal achievement, the professor stated that some of the students were achieving the course goals; however, as it was previously explained, based on the exams' grades and the discussion of the results, some of the students did not seem to have a comprehensive understanding of the topics.

Professor #4. Regarding exams, the professor explained that they did not have any difficulty adapting the exams to ERL because there were already established standardized tests.

Concerning participation, they identified one limitation. Due to poor internet connection, the professor could not hear well when the students were participating. This made it difficult to evidence the students' strengths and weaknesses in their language speaking performance.

In the case of peer-assessment, they said that they implemented this type of assessment after students recorded a video to evaluate their performance by identifying the errors and mistakes in pronunciation and grammar. The professor noticed that peer-assessment was more effective when the students could provide this feedback in breakout rooms because they were more likely to speak. After they had discussed the aspects to improve, the professor let students share their findings with the whole class.

Regarding goal achievement, the professor stated that the grades evidenced that the students were achieving the course goals. However, they consider that these goals would be better achieved in a face-to-face environment where they can implement activities whose purpose is interacting with their environment in order to experiment and practice the language. These types of activities are limited in the ERL environment.

Feedback

Professor #1. They provided feedback on the written assignments that students submitted through the Moodle platform. They read the assignments and provided comments with aspects that students can improve in their work.

Professor #2. They provided feedback after essays, and oral presentations. For essays, they used a rubric complemented by written comments that explained each criterion:

con las rúbricas ... hago una retroalimentación escrita ... Por ejemplo, en el punto uno la competencia que se buscaba era esta ... saco 0.7. ¿Por qué no sacó un punto?, entonces yo aquí le pongo escrito en inglés ... qué pasó ahí, que falto, que fue lo que percibi.

As well as group feedback where they mention common mistakes and aspects to improve for the whole class. For oral presentations, the professor explained that they provided personalized feedback through meetings.

Professor #3. They provided feedback during discussions, after oral presentations and lesson planning. For discussions, the students were sent to breakout rooms, and the professor monitored each group and provided oral feedback. For oral presentations, the professor made use of a rubric, written comments, and gave students the opportunity to ask for a personalized meeting, but students did not request them: "I need to give you the feedback, please let me know when we can meet … and just one or two students asked for it, the others don't … they are not interested in knowing the way they perform". For lesson planning, they provided written comments in the document submitted.

Professor #4. They provided feedback during and after practical exercises, especially speaking activities. The feedback was given as immediate feedback in the class, personalized through Whatsapp messages and voice recordings, and group feedback where they pointed out general mistakes.

Ethical Issues

The interviewed professors agreed that in an ERL environment it is easier for students to do plagiarism and cheat during assessment activities. Having this in mind, each professor decided to implement strategies in order to reduce such possibilities.

Professor #1. As it was mentioned before, they designed the exams so students have to analyse and answer the questions thoughtfully instead of copying information they checked from the material given. Additionally, the professor explained that when students plagiarized in an assessment event, she let them know and lowered the grade accordingly.

Professor #2. Similar to professor #1, professor #2 stated that in the different assessment events students had to give their personal opinion on a specific topic: "*hacer que esos espacios evaluativos sean ... donde el estudiante también ponga en juego sus ideas, su criterio y de esta manera permitirle poco hacer fraude*". In the case of quizzes, the professor designed the questions so that the students could have a maximum of two minutes to answer each question, therefore, they would have little time to check their class notes, and would not make use of their time to compare the answers with their classmates.

Professor #3. As it was previously explained, the professor decided to design the exams for students to work in groups and agree on what to answer. However, they noticed that there were some students that still cheated during the exams: "I notice that [they probably] distribute the questions and then they try to group number one answers this". In such situations, these behaviors would reflect on a lower grade. In the case of written assignments, the professor provided students with material explaining how to avoid plagiarism.

Professor #4. The professor stated that as it is not possible to observe all the students during the exams, they would explain to the students that it is their responsibility to learn the language, and to be honest about their actual language level and skills. On a separate note, they

mentioned that in order to find out if a student had plagiarized a written source, the professor made use of the webpage Turnitin.

Students' Perceptions on Their Professors' Assessment Practices

Device Availability

Table 2 shows the answers to the questions related to device availability and internet connection. They were instructed to select one of the following options in a 5-point likert scale: never, rarely, sometimes, usually, and always.

Table 2

Students' device availability and internet connection to attend classes

Pregunta	Nunca		Casi nunca		Algunas veces		Casi siempre		Siempre	
	f	%	f	%	f	%	f	%	f	%
¿Tiene acceso a una buena conexión de internet donde vive?	0	0	2	1.9	27	25.2	56	52.3	22	20.6
¿Tiene acceso a un aparato electrónico para asistir a sus clases virtuales?	0	0	1	0.9	6	5.6	15	14	85	79.4

Most of the students (78) answered that they generally had a good internet connection, and 100 students said that they usually or always had access to an electronic device to attend their classes. The devices they made use of are computer (102 students), cellphone (39 students), and tablet (5 students).

Regarding the borrowing of computers offered by the university, 24 students requested to borrow a computer, and 19 of these students were provided with the device. They were asked if the borrowed device ever presented a technical issue, and 14 students answered that the device

did at some point during ERL. In turn, when asked if the university provided assistance with the issue, 8 students did not request it, 3 students were provided assistance and the issue was solved on time, 2 of the students were given assistance but the issue was not solved, and 1 student was not provided assistance.

In the case of the data plan services, 13 of the students requested it, and 6 of them received the service. When asked if the data plan presented any issue, they answered with a 5-point likert scale: never, rarely, sometimes, usually, and always. 3 students answered that the data plan presented technical issues at some point during ERL. Nevertheless, only one student asked for assistance, and it was not given.

Furthermore, students were asked if their internet connection or device presented any problem that hindered the presentation of an assessment activity, They answered in a 5-point likert scale: never (11 students), rarely (34), sometimes (50), usually (9), and always (3). When they were asked if the professors provided alternatives to present the activity, 48 students said that they were given other options to present it, 39 students answered that sometimes they were given an alternative option, and 3 students were not given an alternative option.

ICT Resources Offered by the University

The platforms offered by the university to attend virtual classes were: Zoom, Moodle, the virtual library and Microsoft Teams. All of the students reported that the Zoom platform was implemented for the classes, 83 students said that Moodle was used, 42 students used the virtual library, and 33 students indicated that Microsoft Teams was used. Additionally, the students were asked if the platforms presented an issue, to which they answered in a 5-point likert scale: never (13 students), rarely (44), sometimes (35), usually (10) and always (1). When asked if the university provided assistance to aid the issues, 17 students answered that they were provided

assistance and the issue was solved on time, 4 students said that they were provided assistance but the problem was not solved, and 11 students indicated that they were not provided assistance.

Assessment Strategies

In order to triangulate the information given by the professors, the students were instructed to choose between the assessment strategies mentioned by the professors (see Figure 2). These strategies are aimed only at the assessment *of* and *for* learning. The ten most common strategies were oral presentations (105 students), exams with closed-ended questions (100), quizzes (99), web pages (98), exams with open-ended questions (93), class participation (90), homework (88), class activities (84), videos (81), and projects (80). Even though the students had the option to suggest other strategies, only one student mentioned another one, attendance through the use of the chat.

Figure 2

Assessment strategies of the professors
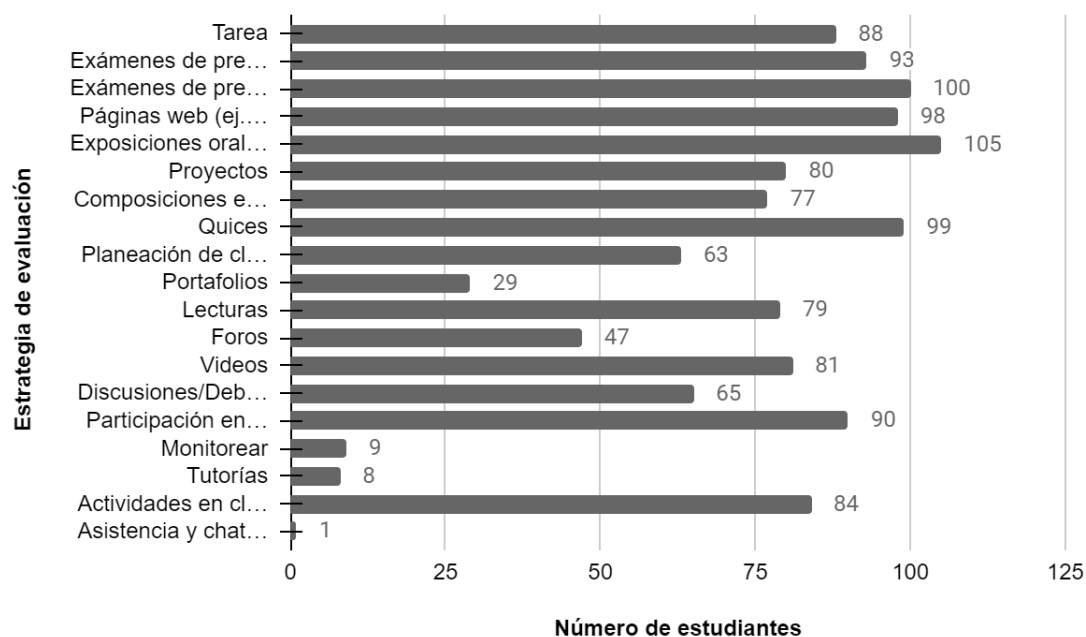
Furthermore, to learn about the perceptions of the students towards these assessment strategies, they were asked to choose the five ones they considered are the most effective to assess their learning process, as well as the five least effective ones.

The five strategies that students consider to be the most effective are web pages (65 students), oral presentations (61), class participation (45), discussions/debates (40), and exams with closed-ended questions (37). On the other hand, the five strategies they consider to be the least effective ones are homework (44 students), exams with open-ended questions (36), exams with closed-ended questions (35), forums (35), and videos (31).

In regards to assessment *as* learning, 65 students answered that their professors asked them to carry out self-assessment after an oral presentation, after handing in a class project, after a debate/discussion, at the end of the semester or term, and after an exam. 67 students said that their professors asked them to peer assess their classmates after an oral presentation, after handing in a class project, after a debate/discussion, and after a reading. Additionally, students stated that they were usually given a rubric to carry out these types of assessment.

Concerning goal achievement, students rated in a 5-point likert scale if they were achieving the course goals: strongly disagree (3 students), disagree (13), neutral (49), agree (37), and strongly agree (5).

ICT Resources Used by the Professors

In the interview, professors were asked about the platforms and tools they implemented in their classes to assess the students. In order to learn about the students' perspectives regarding these platforms and tools, they were instructed to choose the platforms they used and to identify their advantages and disadvantages. In addition to the ones mentioned below, other tools that

students employed during ERL to edit or upload assignments are PDF, Schoology, Canva, Seesaw, Webwork, and Youtube.

Advantages of the ICTs. The students used the following tools: word document (92 students), email (97), Moodle platform (104), Google Docs (85), Google Drive (96), Zoom (107), Microsoft Teams (21), and Google Meet (13). The advantages that students chose were easy to use, the professor can give feedback, and facilitates peer-assessment.

Word Document. Easy to use (75 students), the professor can give feedback in it (30), facilitates peer-assessment (20). Additionally, based on open-ended responses, the software has more edition tools.

Email. Easy to use (78 students), the professor can give feedback in it (35), facilitates peer-assessment (9). Additionally, based on open-ended responses, the tool has a delivery guarantee of the assignment.

Moodle Platform. Easy to use (46 students), the professor can give feedback in it (43), students did not find any advantage (29), facilitates peer-assessment (14). Additionally, based on open-ended responses, the platform speeds up the grading process.

Google Docs. It is easy to use (63 students), the professor can give feedback in it (58), facilitates peer-assessment (46). Additionally, based on open-ended responses, the tool has the functions to autosave and to work collaboratively at the same time.

Google Drive. It is easy to use (70 students), the professor can give feedback in it (47), facilitates peer-assessment (40). Additionally, the open-ended responses mentioned the same advantages as those of the tool Google Docs.

Zoom. It is easy to use (71 students), and it facilitates interaction between professors and classmates (84). Additionally, based on open-ended responses, the breakout rooms allowed for interactivity, Zoom upgrades automatically.

Microsoft Teams. It is easy to use (21 students), and it facilitates interaction between professors and classmates (10).

Google Meet. It is easy to use (20 students), and it facilitates interaction between professors and classmates (8).

Disadvantages of the ICTs. Most of the students stated that they did not find disadvantages in the tools used to deliver their assessment activities. However, some of them identified the following disadvantages.

Moodle Platform. It is confusing to operate (38 students), it needs too much bandwidth (16). According to the open-ended responses, other limitations are: the platform crashes constantly, it usually presents technical issues, assignments sometimes take too long to upload, and the platform does not accept some file formats.

Zoom. It needs too much bandwidth (39 students), it crashes suddenly (16). Based on open-ended responses, when the person is sharing the screen, it turns black

Microsoft Teams. It needs too much bandwidth (13 students), it crashes suddenly (15), it is difficult to interact with professors and classmates (12), it is difficult to share class material (14). Based on open-ended responses, the tool has technical issues.

Google Meet. It needs too much bandwidth (11 students), it crashes suddenly (10), it is difficult to interact with professors and classmates (9), it is difficult to share class material (15). Based on open-ended responses, the tool has technical issues.

Feedback

Feedback plays an important role in the learning process of the students since it allows them to identify their strengths and weaknesses. Therefore, students were asked if they received feedback in the different assessment activities, as well as, how and when they received it.

According to their answers, 85 students were provided feedback. The assessment activities in which they received the most feedback are oral presentations (69 students), exams with closed-ended questions (62), exams with open-ended questions (56), activities in web pages (51), projects (48), homework (46), and quizzes (41).

Table 3 shows the ways in which professors provide feedback. The most common answers throughout the assessment strategies were oral during the class (474), quantitative grade (320), and written comments in an assignment (201).

Table 3

Ways in which professors provided feedback

Evaluación	Nota cuantitativa	Verbal durante la clase	Verbal por reuniones fuera de la clase	Por mensaje de WhatsApp	Recomendaciones escritas en un trabajo	Realimentación en grupo	Realimentación individual
Tarea	24	35	5	7	24	15	13
Exámenes de pregunta abierta	26	39	6	4	12	14	8
Exámenes de pregunta cerrada	32	41	4	2	15	14	7
Páginas web (ej. Kahoot, Quizziz, Schoology)	10	48	3	1	6	13	4
Exposiciones orales	29	48	7	7	13	18	17
Proyectos	23	29	12	3	32	21	14
Composiciones escritas	23	22	9	5	36	10	22

Quices	28	29	5	3	12	9	7
Planeación de clases	18	23	6	1	16	12	9
Portafolios	11	8	3	2	6	4	5
Lecturas	10	20	3	1	3	6	3
Foros	10	13	2	1	3	4	2
Videos	21	17	3	3	9	7	9
Discusiones/Debates	13	27	4	5	2	12	8
Participación en clase	13	29	4	3	3	11	9
Monitorear	6	7	2	2	1	0	1
Tutorías	6	9	4	2	2	1	1
Actividades en clase	17	30	3	1	6	12	7
Total	**320**	**474**	**85**	**53**	**201**	**183**	**146**

Regarding the amount of time professors took to deliver the feedback, most students said that it was between one day to a week after the assessment event was carried out. Additionally, when students were asked to rate in a 5-point likert scale if this feedback helped them improve their learning process, most of them (67 students) answered that they agree or strongly agree.

Ethical issues

As it was mentioned by the professors, students (83) agree or strongly agree with the statement that ERL has increased the opportunity to cheat or commit plagiarism in an assessment activity. Moreover, students (78) mentioned that their professors took measures to avoid cheating or plagiarism from happening. Some of these measures were: instruct students to turn their camera on (70); limit the answer time of questions (65); and instead of memorizing the topic, students had to put in practice their knowledge (40).

Limitations

The object of this research was exclusively the population of the English Teaching program at UIS. Moreover, as this study considered only the aspect of assessment during remote

presence the results only covered this extent of online education. The study did not measure the effectiveness of the implementation of online assessment, it only determined the impact ERL had on the assessment based on the participants' perceptions.

Additionally, the students from the first semester were not considered in this study as they are not likely to have experience with online assessment in the university. This is because at the moment of the application of the questionnaire they had not presented all of the assessment activities for the semester.

Lastly, the data gathered from the instruments was based on opinions and personal experiences of the participants; as a result, the analysis of the data was approached considering the inherent subjectivity of the participants.

Conclusions

The university switched from face-to-face learning to ERL in order to continue its educational purpose amid the COVID-19 pandemic which started in March 2020. Even though both professors and students experienced challenges during this modality (such as internet connection and technological issues), classes were able to continue with relative normality.

As professors mentioned before, the university offered an intensive training course in order to prepare them before the first semester in the ERL modality started. This course helped them review or learn the methodologies and strategies that can be used to teach and assess in remote presence. However, some professors mentioned that this training did not go into detail about how to employ online resources, different from Moodle. Thus, the professors who did not

have previous experience in online education stated it was not enough to be fully prepared for the new modality. Adedoyin and Soykan (2020) state that a challenge that can arise during ERL is the lack of digital competence as "[s]tudents and instructors with low digital competence are liable to lack behind in online learning." (p. 5).

This can be evidenced in the students' opinions about the professors' readiness to the new modality, where in a 5-point likert scale, 63 students chose that it was 'Neutral: the professor had a general understanding of the platforms. The material and activities made the classes tolerable' or 'Poor: the professors had some difficulties using the platforms. The material and activities sometimes made the classes monotonous'. Meanwhile, 32 students selected 'Good: The professors had a good understanding of the platforms. The material and activities made the classes interactive'. Moreover, some teachers mentioned that they found it difficult to apply assessment *as* learning, in the case of professor #2; or to find strategies to practice the four language skills during ERL, in the case of professor #4.

On a separate note, even though this study does not assess if the students are achieving the course goals, we inquired about the professors' and students' perceptions on their achievement. Results indicate that there is not a general agreement on this topic. According to the professors, some students are achieving the course goals based on the scores collected in the different assessment activities. However, they think that ERL affects the way in which students pursue these goals in terms of motivation; and that they would be better achieved in a face-to-face environment. Additionally, when students were asked if they were achieving the course goals, 49 students answered 'Neutral'. This suggests that a great number of interviewed students are unsure about whether they are effectively achieving them.

Advantages

In the interviews, we noticed that professors are switching from a traditional way of assessing to an alternative way that allows students to put into practice their knowledge, develop problem-solving skills, take part in their own assessment, etc. (Doğan et al., 2020; Cheng & Fox, 2017; Rousseau, 2018). This is also evidenced in the students' responses to what assessment strategies are used by their professors. The main strategies are oral presentations, quizzes, webpages, exams with open-ended questions, and class participation. The only main traditional strategy was exams with close-ended questions. Moreover, the assessment strategies the students selected as the most effective ones were web pages, oral presentations, class participation, and debates/class discussions.

Similar to what studies state (Alruwais et al., 2018; Fatima, 2020), another advantage in ERL is that students need to become more autonomous in their learning process. According to professor #1, ERL gives students the opportunity to discover how developed their metacognitive skills are. Likewise, the majority of the students (61.6%) answered that they are taking part in their own assessment by the implementation of self- and peer-assessment activities, which helps them work on their metacognitive skills (Cheng & Fox, 2017).

Additionally, the professors pointed out that they could access a great variety of ICTs which eased the assessment process, including aspects such as the design of assessment tools, delivery of assignments, feedback and grading; and also made the students interested in the lessons through the use of gamification applications, such is the case for professor #4. Similarly, a study by Al-Hattami (2020) found that the use of applications "helps teachers in giving direct feedback … and maximizes learning by enhancing students' performance and achievement" (p. 1544).

Finally, as feedback is an important part of assessment since it helps students identify their improvement and weaknesses in their learning process, it should be delivered immediately, which is a process aided by ERL (Alsadoon, 2017; Doğan et al., 2020). We noticed that of the 85 students that confirmed they received feedback after different assessment activities, most of them answered that it was delivered between one day to a week approximately. Moreover, they agreed (76 students) that the feedback received was helpful to improve their learning process. This leads us to believe that ERL does indeed aid professors to provide immediate and effective feedback.

Challenges

Although technology is a great advantage in ERL as it allows professors to use a wide range of platforms and tools, it also becomes a challenge in this modality as professors and students have to depend on it (Adedoyin & Soykan, 2020; Murat & Bonacini 2020). This was also mentioned by the professors who explained that they had technological and internet connections issues during the classes or while carrying out an assessment activity, for example, professor #4 could not hear their students while they were participating in class.

On a similar note, students said that there were times where they could not complete assessment activities as they presented problems with their internet or device. Rahiem (2020), in his study about the students' experiences during ERL in an Indonesian university, found that they complained about having to deal with technological issues regarding their devices and internet connection.

As it was evidenced in both the interview and the questionnaire, professors do carry out three types of assessment: assessment *of* learning, assessment *for* learning, and assessment *as* learning which are the most commonly used in online assessment as they allow to collect

different information about the students' learning process (Doğan et al., 2020). However, assessment *as* learning appears to be the most challenging for professors to apply. Professor #1 said they did not carry out peer-assessment, professor #2 did not design self- nor peer-assessment activities, and professor #4 did not implement self-assessment. These findings are not in agreement with what Doğan et al. (2020) state about how online platforms facilitate the design of tools for assessment *as* learning. This may be because, as explained before, professors did not have previous experience with the online modality. For example, professor #2 said, "*De hecho, en el curso nos lo dijeron que era necesario hacer auto y coevaluación también. Pero no se, no se como [incluirla], no se cuanto porcentaje ponerle*".

Ethical Issues

In agreement with the results of various studies (Adedoyin & Soykan, 2020; Doğan et al., 2020; Raje & Stitzel, 2020), we noticed that cheating became more accessible during ERL as it is difficult to e-proctor and limit students' access to information. In order to reduce the chances to cheat or commit plagiarism during an assessment activity the professors applied the following strategies: use authentic exercises, limit the time to answer, instruct how to avoid plagiarism, and allow students to solve the exercises in groups.

To sum up, as ERL is an unprecedented experience for the Colombian educational system and the university, it involves a continuous process of learning and reflecting on the implementation of the remote learning modality. This modality has taught us that technology, when used appropriately, has the potential to be a significant aid in the teaching and learning process.

Further Research

This study is a first account that provides the opportunity to continue studying the impact of ERL on the professors' assessment practices from the English Teaching program. As this study does not determine the effectiveness of these practices, it would be pertinent to conduct a study that evaluates such aspects to know whether they are effective to assess the students' performance and knowledge during ERL. Moreover, it is necessary to look into how plagiarism and cheating take place during online learning, specifically for language courses since assessment tends to follow standardized tests difficulting the application of the previously mentioned strategies to avoid plagiarism.

Research can also focus on how ERL influences the assessment practices in other undergraduate programs from the Language school, as well as how the English Teaching program from other universities have carried out their assessment practices in order to compare their findings and enrich one another.

Last but not least, as mentioned before, the online modality is becoming the new normal for education. Thus, there is a need for research that determines and evaluates how educational institutions are preparing students to face the new modality through the inclusion and application of 21st Century Skills, such as learning, literacy and life skills (Anwar & Wahid, 2021) .

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Appendixes

Appendix A. Interview Consent Form

Consent Form

Introduction

This research study is being conducted by Daniela Patiño Benítez and Karol A. Blanco at Universidad Industrial de Santander to determine the effects of remote learning on the professors' assessment practices of the *Licenciatura en Lenguas Extranjeras con Énfasis en Inglés* program at UIS.

Procedures

You will be asked to participate in an interview that consists of 27 questions, and will take approximately 30 minutes. The interview will include questions about the following categories: sociodemographic information, actions taken by UIS, and assessment practices.

Following the interview, we will conduct a questionnaire to your students. This questionnaire is aimed to gather information about the students' perspectives regarding the implementation of assessment during remote learning.

Risks/Discomforts

There are minimal risks for participation in this study. However, you may feel emotional discomfort when answering questions about your classroom assessment practices.

Benefits

There are no direct benefits to participants. However, it is hoped that your participation will

help researchers gather information to describe the effects of emergency remote learning on the

assessment practices of the professors at UIS.

Confidentiality

All the information gathered will be confidential, that is to say, no participants' identity will be

revealed to the public, rather the information will be presented as group data with no particular

clues to know the real information of the participants. In order to characterize and contrast the

different findings of both the interviews and the questionnaires, researchers will refer to the

participants as, for instance, *professor #1*. Numbers will be assigned randomly to each

participant in order to organize the information anonymously.

Participation

Participation in this research study is voluntary; the time needed for it will comprise the rest of

this academic semester (2021-I). You have the right to withdraw at any time or refuse to

participate entirely in it.

Questions about the Research

If you have any questions regarding this study, you may contact Daniela Patiño Benítez at 312

3634795, danielapatinobenitez@gmail.com or Karol A. Blanco at 3167678244,

blancokarol6@gmail.com.

I have read, understood and decided to participate in this research study.

Signature: _____ Date:_____

Appendix B. Professors' Interview Protocol

Interview Protocol Project: Universidad Industrial de Santander

Basic information about the interview

Duration of the interview: 20-30 minutes

Date:

Place:

Interviewers: Daniela Patiño and Karol A. Blanco

Interviewee:

Position of interviewee: Professors of the English Teaching Program

Recording/storing information about interview: Audio-recorded and notes

Script

Introduction:

Good morning/afternoon/evening, professor _____. Our names are Karol Blanco and

Daniela Patiño. We are ninth semester students from the *Licenciatura en Lenguas Extranjeras*

con Énfasis en Inglés program at Universidad Industrial de Santander. We are here to gather

information about the assessment practices used by professors from this program during remote

learning. Thank you for taking the time to answer our questions.

The purpose of this interview is to identify the assessment practices used during remote

learning, as well as your experience, advantages, disadvantages and challenges you may have

encountered. The variables that we are going to consider in this interview are Emergency Remote

Learning (ERL) and assessment practices. Herein we consider ERL as the temporary modality adopted by institutions to provide access to education during an emergency or crisis; likewise, decisions taken during this modality are temporary solutions (Hodges et al., 2020). Assessment is considered as any activity that collects information that serves as evidence of the students' performance and improvement (Murchan and Shiel, 2017).

It is important to keep in mind that in this interview there are no incorrect or correct answers. As the purpose is to create a detailed account of your assessment practices, we would appreciate thorough answers as it would strengthen the validity of the information you provide. The information that you provide will remain confidential within our research group and director and used for research purposes only. Bear in mind that, should you wish to do so, you can withdraw from the study at any time. Do you have any questions so far?

Yes, (professors' question) → (answer)

No, (proceed)

Before we begin with the interview, we would like to ask for your permission to record the audio of your answers for a more thorough analysis, is it alright?

YES (interview starts)

NO (interviewers will proceed to write down the answers from the participants). Thank you

Interview Content Questions

  A. Ice Breaker

  1. How are you?

  2. How is the semester so far?

B. Socidemographic questions

During the interview we will focus on your… course.

1. How many classes do you teach per week?

Comments:

2. How long have you been teaching at the university level?

Comments:

3. Did you have any previous experience teaching in remote or online learning?

Comments:

C. Actions taken by UIS

4. Did the university offer training sessions to prepare professors for the new remote modality? *If yes, what did they train you in?*

Comments:

- *Probe question: Did they train you in how to use online resources/tools?*

5. During these sessions did you discuss the topic of online assessment? *If yes, how did they approach it?*

> *Comments*:

6. Did the university offer you any ICT tools to assess your students in this modality? *If yes, which ones?*

> *Comments*:

Follow-up: Have you adopted them to your assessment practice? What is your experience with them like?

> *Comments*:

7. Did you have to take complementary training on your own to learn more about the virtual

modality and ICTs? *Probe: like Youtube videos, courses, help from other experts.*

Comments:

D. Technical issues

Now, let's talk about technical issues when teaching your classes.

8. Did you have the necessary means (computer, internet connection, bandwidth) to teach

your class? *If yes, which one(s)?*

Comments:

9. Did your equipment or the platform ever present any problem/issue that hindered your

teaching? *If yes, which one(s)?*

<table>
<tr><td></td></tr>
<tr><td>*Comments*:</td></tr>
</table>

10. How did you approach these problems?

<table>
<tr><td></td></tr>
<tr><td>*Comments*:</td></tr>
</table>

11. Did you request aid from the university? *If yes, how did they help you?*

<table>
<tr><td></td></tr>
</table>

> *Comments:*

E. Assessment practices

Now let's talk about the **assessment strategies that you implement in the English Didactics** course.

12. What strategies (exams, quizzes, forums, presentations) have you implemented to assess your students in a summative way?

    Follow-up: What ICTs (Google Docs, Kahoot, Canva, Socrative) have you employed to carry out these strategies?

>
>
> *Comments:*

Probe: Did you assign (quizzes, forums, presentations, close-book tests, open-book exams, final projects, portfolios, homework, written compositions, maps)?

13. Do you think that these strategies were effective to gather information about your students' goal achievement during remote learning? Why?

Comments:

14. Do you think that your students are achieving the established course goals during the

remote modality?

Comments:

15. Did you include formative strategies in your assessment? *If yes, which ones?*

Follow-up: What ICTs (Google Docs, Kahoot, Canva) have you employed to carry out

these strategies?

Comments:

    a. Probe: Did you carry out (monitoring, tutoring, projects, portfolios, maps, forums, presentations, homework)?

16. Did you assign self-assessment activities to your students for any aspect of their learning process? *If yes, which ones and in which cases?*

Follow-up: What ICTs (Google Docs, Kahoot, Canva) have you employed to carry out these strategies?

Comments:

17. Did you assign peer-assessment activities to your students for any aspect of their learning process? *If yes, which ones and in which cases?*

Follow-up: What ICTs (Google Docs, Kahoot, Canva) have you employed to carry out these strategies?

Comments:

18. Could you describe your experience when implementing these assessment strategies during the remote learning modality?

Probe question: Have you found any advantage or disadvantage?

Comments:

19. Did you find any difficulty when adapting your assessment material (tests, quizzes) to the new remote learning modality?

> *Comments:*

20. How did you approach these difficulties?

> *Comments:*

21. Did you provide feedback to your students in the different assessment events? *If yes, in which cases?*

> *Comments:*

22. What techniques and tools have you used to provide this feedback? *Probe: through chat, written, personalized, in group.*

Comments:

23. Did you experience any problem in giving feedback to your students because of the remote learning modality? *If yes, which ones?*

Comments:

24. Did you encounter situations where students might have cheated for an assessment task? *If yes, in which cases?*

Comments:

25. Did you take any measures (e.g. e-proctoring, plagiarism detector tools) to avoid this

from happening? *If yes, which ones?*

Comments:

26. Do you think that remote learning has influenced in any way the opportunity of cheating?

If yes, how?

Comments:

27. Is there anything you'd like to add that you consider important for this research study?

Comments:

Closing

Thank you very much for your time, we truly appreciate your help. We would like to have as well the opportunity to contact you in case a second interview for clarifying answers is required, do you agree? *YES / NO*

In case you want to look at the resulting data from this research study, we can always send you an email. Would you like to receive it? *YES / NO*

If you have any further questions, please contact us at the information provided in the consent form.

Appendix C. Students' Questionnaire

Percepción de los estudiantes sobre las prácticas evaluativas de los profesores durante la presencialidad remota

La siguiente encuesta forma parte de un proyecto de investigación para el curso de Trabajo de Grado II del pregrado Licenciatura en Lenguas Extranjeras con Énfasis en Inglés. Los encargados de esta encuesta son las estudiantes de noveno semestre, Daniela Patiño y Karol Blanco.

Esta encuesta está dirigida ÚNICAMENTE a estudiantes del mismo programa, y busca recolectar información acerca de la percepción de los estudiantes sobre las prácticas evaluativas de los profesores llevadas a cabo durante la presencialidad remota en la UIS.

Es importante tener en cuenta que en este cuestionario no hay respuestas correctas ni incorrectas. Su identidad y la información que usted proporcione se mantendrá confidencial y anónima; y será usada con propósitos únicamente de investigación.

Apreciamos su participación y la información que proporcione en esta encuesta. Si tiene alguna pregunta sobre la encuesta o el proyecto de investigación, por favor contáctenos al correo danielapatinobenitez@gmail.com o blancokarol6@gmail.com.

He leído, comprendido y acepto participar en esta investigación. *

○ Si

○ No

Siguiente   Borrar formulario

Preguntas sociodemograficas

1. ¿Qué semestre cursa actualmente? *

Elegir ▼

2. ¿Cuántos años tiene? *

Elegir ▼

Atrás   Siguiente   Borrar formulario

Disponibilidad de equipo

3. ¿Tiene acceso a una buena conexión de internet donde vive? (1= Nunca. 2= Casi nunca. 3= Algunas veces. 4= Casi siempre. 5= Siempre) *

	1	2	3	4	5	
Nunca	○	○	○	○	○	Siempre

4. ¿Tiene acceso a un aparato electrónico para asistir a sus clases virtuales? (1= Nunca. 2= Casi nunca. 3= Algunas veces. 4= Casi siempre. 5= Siempre) *

	1	2	3	4	5	
Nunca	○	○	○	○	○	Siempre

5. ¿Qué equipo utiliza para asistir a sus clases virtuales? *

- ☐ Computador/Laptop
- ☐ Celular
- ☐ Tablet
- ☐ Otros: _____

6. La universidad ofreció el servicio de préstamo de computo a estudiantes que lo necesitaran. ¿Alguna vez solicitó este servicio? *

○ Sí

○ No

Atrás   Siguiente   Borrar formulario

7. ¿La universidad le proporcionó el equipo? *

○ Sí

○ No

Atrás   Siguiente   Borrar formulario

Sección sin título

8. ¿El equipo presentó algún problema que dificultó el acceso a sus cursos ? (1= Nunca. 2= Casi nunca. 3= Algunas veces. 4= Casi siempre. 5= Siempre) *

	1	2	3	4	5	
Nunca	○	○	○	○	○	Siempre

9. ¿La universidad le brindó asistencia para resolver el problema?

○ Si, y el problema se soluciono a tiempo.

○ Si, pero el problema no se soluciono.

○ No me brindaron asistencia.

○ No pedí asistencia.

Atrás   Siguiente   Borrar formulario

10. La universidad ofreció el servicio de asignación de plan de datos a estudiantes que lo necesitaran. ¿Alguna vez solicitó asignación de plan de datos? *

○ Sí

○ No

Atrás   Siguiente   Borrar formulario

11. ¿La universidad le proporcionó un plan de datos? *

○ Sí

○ No

Atrás   Siguiente   Borrar formulario

12. ¿El plan de datos presentó algún problema que dificultó el acceso a sus cursos ? (1= Nunca. 2= Casi nunca. 3= Algunas veces. 4= Casi siempre. 5= Siempre) *

	1	2	3	4	5	
Nunca	○	○	○	○	○	Siempre

13. ¿La universidad le brindó asistencia para resolver el problema? *

○ Si, y el problema se solucionó a tiempo.

○ Si, pero el problema no se solucionó.

○ No me brindaron asistencia.

○ No pedí asistencia.

Atrás   Siguiente   Borrar formulario

14. ¿Qué plataformas le ofreció la universidad para tomar sus cursos? *

☐ Moodle

☐ Zoom

☐ Microsoft Teams

☐ La biblioteca virtual

15. ¿Alguna de estas plataformas presentó problemas que le dificultaron el acceso a sus cursos? (1= Nunca. 2= Casi nunca. 3= Algunas veces. 4= Casi siempre. 5= Siempre) *

	1	2	3	4	5	
Nunca	○	○	○	○	○	Siempre

16. ¿La universidad le proporcionó ayuda para solucionar este problema? *

○ Si, y el problema se solucionó a tiempo.

○ Si, pero el problema no se solucionó.

○ No me brindaron asistencia.

○ No solicité ayuda.

○ No aplica para mi.

Atrás   Siguiente   Borrar formulario

Experiencia con las prácticas evaluativas durante la presencialidad remota

17. ¿Su conexión a internet o su equipo de computo presentó algún problema que dificultó la presentación de alguna actividad evaluativa? (1= Nunca. 2= Casi nunca. 3= Algunas veces. 4= Casi siempre. 5= Siempre) *

	1	2	3	4	5	
Nunca	○	○	○	○	○	Siempre

18. ¿Los profesores le brindaron opciones alternativas para presentar una actividad evaluativa cuando tuvo problemas de conexión o equipo? *

○ Sí me brindaron alternativas.

○ Algunas veces.

○ No me brindaron alternativas.

○ No aplica para mi.

19. Según su experiencia, ¿qué tan preparados estaban los profesores para la nueva presencialidad remota? *

○ Muy poco: Los profesores tuvieron gran dificultad para usar las plataformas. El material y las actividades hicieron las clases agotadoras.

○ Poco: Los profesores tuvieron algunos problemas para usar las plataformas. El material y las actividades hicieron las clases monótonas.

○ Regular: Los profesores mostraron una comprensión general de las plataformas. El material y las actividades hicieron las clases llevaderas.

○ Bien: Los profesores mostraron un buen dominio de las plataformas. El material y las actividades hicieron las clases interactivas.

○ Muy bien: Los profesores mostraron un dominio y entendimiento de las plataformas. El material y las actividades hicieron las clases agradables.

20. ¿Cuáles de las siguientes estrategias utilizaron sus profesores para evaluarlo durante la presencialidad remota? *

☐ Tarea

☐ Exámenes de pregunta abierta

☐ Exámenes de pregunta cerrada (ej. opción múltiple)

☐ Páginas web (ej. Kahoot, Quizizz, Schoology)

☐ Exposiciones orales

☐ Proyectos

☐ Composiciones escritas

☐ Quices

☐ Planeación de clases

☐ Portafolios

☐ Lecturas

☐ Foros

☐ Videos

☐ Discusiones/debates

☐ Participación en clase

☐ Monitorear

☐ Tutorías

☐ Actividades en clase

☐ Otros:

21. Seleccione entre las estrategias anteriores, las 5 que considere fueron más efectivas para evaluar su proceso de aprendizaje. *

☐ Tarea

☐ Exámenes de pregunta abierta

☐ Exámenes de pregunta cerrada (ej. opción múltiple)

☐ Páginas web (ej. Kahoot, Quizizz, Schoology)

☐ Exposiciones orales

☐ Proyectos

☐ Composiciones escritas

☐ Quices

☐ Planeación de clases

☐ Portafolios

☐ Lecturas

☐ Foros

☐ Videos

☐ Discusiones/debates

☐ Participación en clase

☐ Monitorear

☐ Tutorías

☐ Actividades en clase

☐ Otros: _____

22. Seleccione entre las estrategias anteriores, las 5 que considere NO fueron efectivas para evaluar su proceso de aprendizaje. *

☐ Tarea

☐ Exámenes de pregunta abierta

☐ Exámenes de pregunta cerrada (ej. opción múltiple)

☐ Páginas web (ej. Kahoot, Quizizz, Schoology)

☐ Exposiciones orales

☐ Proyectos

☐ Composiciones escritas

☐ Quices

☐ Planeación de clases

☐ Portafolios

☐ Lecturas

☐ Foros

☐ Videos

☐ Discusiones/debates

☐ Participación en clase

☐ Monitorear

☐ Tutorías

☐ Actividades en clase

☐ Otros:

23. ¿Qué herramientas o plataformas utilizó para entregar sus trabajos? *

☐ Documento de Word

☐ Email

☐ Plataforma Moodle

☐ Documentos de Google

☐ Google Drive

☐ Otros: _____

24. ¿Qué ventajas encontró al utilizar estas plataformas o herramientas? *

	No aplica para mí	No encontré ninguna ventaja	Fácil de usar	El profesor puede hacer realimentación	Facilita la coevaluación	Otra
Documento de Word	☐	☐	☐	☐	☐	☐
Email	☐	☐	☐	☐	☐	☐
Plataforma Moodle	☐	☐	☐	☐	☐	☐
Documentos de Google	☐	☐	☐	☐	☐	☐
Google Drive	☐	☐	☐	☐	☐	☐

25. Si encontró otra ventaja en las plataformas anteriores, o en una plataforma que no se haya mencionado por favor escribirla aquí:

Tu respuesta

26. ¿Qué limitaciones encontró al utilizar estas plataformas o herramientas? *

	No aplica para mí	No encontré ninguna limitación	Es confusa de manejar	Necesita mucha banda ancha (conexión a internet)	Otra
Documento de Word	☐	☐	☐	☐	☐
Email	☐	☐	☐	☐	☐
Plataforma Moodle	☐	☐	☐	☐	☐
Documentos de Google	☐	☐	☐	☐	☐
Google Drive	☐	☐	☐	☐	☐

27. Si encontró otra limitación en las plataformas anteriores, o en una plataforma que no se haya mencionado por favor escribirla aquí:

Tu respuesta

28. ¿Con qué propósitos usaron los profesores la plataforma Moodle? *

☐ Para presentar exámenes

☐ Para presentar quices

☐ Para participar en foros

☐ Para brindar realimentación en algún trabajo

☐ Para brindar instrucciones sobre un trabajo

☐ Otros: _____

29. ¿Qué plataforma de videoconferencia se utilizó para llevar a cabo actividades orales (discusiones, exposiciones, participación, etc)? *

☐ Zoom

☐ Microsoft Teams

☐ Google Meet

☐ Otros: _____

30. ¿Qué ventajas encontró al utilizar estas plataformas? *

	No aplica para mí	No encontré ninguna ventaja	Fácil de usar	Facilitó la interacción con los profesores y compañeros	Otra
Zoom	☐	☐	☐	☐	☐
Microsoft Teams	☐	☐	☐	☐	☐
Google Meet	☐	☐	☐	☐	☐

31. Si encontró otra ventaja en las plataformas anteriores, o en una plataforma que no se haya mencionado por favor escribirla aquí:

Tu respuesta

32. ¿Qué limitaciones encontró al utilizar estas plataformas o herramientas? *

	No aplica para mí	No encontré ninguna limitación	Necesita mucha banda ancha (conexión a internet)	Deja de funcionar de repente	Es difícil interactuar con los profesores y compañeros	Es difícil compartir material (pantalla, videos, documentos, etc)	Otra
Zoom	☐	☐	☐	☐	☐	☐	☐
Microsoft Teams	☐	☐	☐	☐	☐	☐	☐
Google Meet	☐	☐	☐	☐	☐	☐	☐

33. Si encontró otra limitación en las plataformas anteriores, o en una plataforma que no se haya mencionado por favor escribirla aquí:

Tu respuesta

34. ¿Sus profesores le pidieron autoevaluarse para alguna actividad evaluativa? *

○ Sí

○ No

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35. ¿En cuáles de las siguientes situaciones sus profesores le pidieron que se autoevaluara? *

☐ Después de una exposición oral

☐ Después de la entrega de un proyecto

☐ Después de un debate/discusión

☐ Otros: _____

36. ¿Sus profesores le proporcionaron alguna rúbrica o matriz de autoevaluación? (1= Nunca. 2= Algunas veces. 3= Siempre) *

	1	2	3	
Nunca	○	○	○	Siempre

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37. ¿Sus profesores le pidieron evaluar a sus compañeros (evaluación de pares) en alguna actividad evaluativa? *

○ Sí

○ No

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38. ¿En qué situaciones sus profesores le pidieron que realizara evaluación de pares? *

- ☐ Después de una exposición
- ☐ Al final de un proyecto
- ☐ Después de un debate/discusión
- ☐ Después de una lectura
- ☐ Otros: _____

39. ¿Sus profesores le proporcionaron alguna rúbrica o matriz de evaluación para evaluar a sus compañeros? (1= Nunca. 2= Algunas veces. 3= Siempre) *

	1	2	3	
Nunca	○	○	○	Siempre

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40. En general, ¿considera que está alcanzando las metas de las asignaturas durante la presencialidad remota? (1= Totalmente en desacuerdo. 2= En desacuerdo. 3= Neutral. 4= De acuerdo. 5 =Totalmente de acuerdo) *

	1	2	3	4	5	
Totalmente en desacuerdo	○	○	○	○	○	Totalmente de acuerdo

41. ¿Considera que las herramientas empleadas por sus profesores evaluaron de manera efectiva su desempeño en el proceso de aprendizaje? (1= Totalmente en desacuerdo. 2= En desacuerdo. 3= Neutral. 4= De acuerdo. 5 =Totalmente de acuerdo) *

	1	2	3	4	5	
Totalmente en desacuerdo	○	○	○	○	○	Totalmente de acuerdo

42. ¿Recibió realimentación de sus profesores en las diferentes actividades evaluativas? *

○ Sí

○ No

Atrás   Siguiente   Borrar formulario

43. ¿Después de que estrategias evaluativas recibió realimentación? *

☐ Tarea

☐ Exámenes de pregunta abierta

☐ Exámenes de pregunta cerrada (ej. opción múltiple)

☐ Páginas web (ej. Kahoot, Quizizz, Schoology)

☐ Exposiciones orales

☐ Proyectos

☐ Composiciones escritas

☐ Quices

☐ Planeación de clases

☐ Portafolios

☐ Lecturas

☐ Foros

☐ Videos

☐ Discusiones/debates

☐ Participación en clase

☐ Monitorear

☐ Tutorías

☐ Actividades en clase

☐ Otros:

44. ¿De qué manera recibió esta realimentación? *

	No aplica	Nota cuantitativa	Verbal durante la clase	Verbal a través de reuniones fuera de la clase	A través de mensajes en Whatsapp	Anotaciones escritas o recomendacion en un trabajo	Realimentación en grupo	Realimentación individual
Tarea	☐	☐	☐	☐	☐	☐	☐	☐
Exámenes de pregunta abierta	☐	☐	☐	☐	☐	☐	☐	☐
Exámenes de pregunta cerrada (ej. opción múltiple)	☐	☐	☐	☐	☐	☐	☐	☐
Páginas web (ej. Kahoot, Quizizz, Schoology)	☐	☐	☐	☐	☐	☐	☐	☐
Exposiciones orales	☐	☐	☐	☐	☐	☐	☐	☐
Proyectos	☐	☐	☐	☐	☐	☐	☐	☐
Composiciones escritas	☐	☐	☐	☐	☐	☐	☐	☐
Quices	☐	☐	☐	☐	☐	☐	☐	☐
Planeación de clases	☐	☐	☐	☐	☐	☐	☐	☐
Portafolios	☐	☐	☐	☐	☐	☐	☐	☐
Lecturas	☐	☐	☐	☐	☐	☐	☐	☐
Foros	☐	☐	☐	☐	☐	☐	☐	☐
Videos	☐	☐	☐	☐	☐	☐	☐	☐
Discusiones/debates	☐	☐	☐	☐	☐	☐	☐	☐
Participación en clase	☐	☐	☐	☐	☐	☐	☐	☐
Monitorear	☐	☐	☐	☐	☐	☐	☐	☐
Tutorías	☐	☐	☐	☐	☐	☐	☐	☐
Actividades en clase	☐	☐	☐	☐	☐	☐	☐	☐

45. ¿Cuánto tiempo se demoraron los profesores en entregar esta realimentación? *

	No aplica	1-3 días después	Una semana después	Más de una semana	Un mes	Más de un mes
Tarea	☐	☐	☐	☐	☐	☐
Exámenes de pregunta abierta	☐	☐	☐	☐	☐	☐
Exámenes de pregunta cerrada (ej. opción múltiple)	☐	☐	☐	☐	☐	☐
Páginas web (ej. Kahoot, Quizizz, Schoology)	☐	☐	☐	☐	☐	☐
Exposiciones orales	☐	☐	☐	☐	☐	☐
Proyectos	☐	☐	☐	☐	☐	☐
Composiciones escritas	☐	☐	☐	☐	☐	☐
Quices	☐	☐	☐	☐	☐	☐
Planeación de clases	☐	☐	☐	☐	☐	☐
Portafolios	☐	☐	☐	☐	☐	☐
Lecturas	☐	☐	☐	☐	☐	☐
Foros	☐	☐	☐	☐	☐	☐
Videos	☐	☐	☐	☐	☐	☐
Discusiones/debates	☐	☐	☐	☐	☐	☐
Participación en clase	☐	☐	☐	☐	☐	☐
Monitorear	☐	☐	☐	☐	☐	☐
Tutorías	☐	☐	☐	☐	☐	☐
Actividades en clase	☐	☐	☐	☐	☐	☐

46. ¿Considera que la realimentación realizada por sus profesores le ayudó a mejorar su desempeño? (1= Totalmente en desacuerdo. 2= En desacuerdo. 3= Neutral. 4= De acuerdo. 5 =Totalmente de acuerdo) *

	1	2	3	4	5	
Totalmente en desacuerdo	O	O	O	O	O	Totalmente de acuerdo

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47. ¿Piensa que la presencialidad remota ha influenciado de alguna manera la oportunidad de hacer copia o fraude? (1= Totalmente en desacuerdo. 2= En desacuerdo. 3= Neutral. 4= De acuerdo. 5 =Totalmente de acuerdo) *

	1	2	3	4	5	
Totalmente en desacuerdo	O	O	O	O	O	Totalmente de acuerdo

48. ¿Sus profesores tomaron alguna medida para prevenir la copia o el fraude? *

O Sí

O No

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49. ¿Qué medida(s) tomaron sus profesores para evitar el plagio o fraude? *

- ☐ Compartir videos sobre como evitar plagio
- ☐ Limitar el tiempo para responder las preguntas
- ☐ En vez de memorizar el tema, los estudiantes ponen en práctica su conocimiento (ej. preguntas de solución de problemas)
- ☐ Uso de herramientas de detección de fraude (ej. Turnitin)
- ☐ Mantener la cámara encendida
- ☐ Mantener el micrófono encendido
- ☐ Otros: _____

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Sección sin título

Agradecemos sus respuestas y participación en esta encuesta.

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