



## **Qualitative and Quantitative Examination of Teachers' Opinions on Web 2.0 Applied Assessment and Assessment**

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Examining the views of teachers on web2 measurement and evaluation in distance education in the distance education process constitutes the aim of our research, and within the framework of this purpose, 5 teachers were interviewed with a semi structured interview scale. As a result of the research; The expectations of teachers for web2 measurement and evaluation are in the form of higher quality education, an education system with the necessary infrastructure and equipment to keep up with the global world. Considering the opinions given by the teachers about the contributions of web2 assessment and evaluation, it is seen that it makes a great contribution compared to today's technological opportunities, makes up for the deficiencies, saves more time and the scoring system, and is more systematic. 121 teachers participated in the research. the following results were obtained in this study, which was prepared with the relational screening method. Teachers' gender, in-service training status, position, being a smart board in the institution they work for, have a significant determinant feature in terms of their level of proficiency in using web2 tools. Teachers' age, seniority, graduated faculty, educational status do not have a significant determinant feature in terms of their level of proficiency in using web2 tools.

Web2 measurement and evaluation of teachers in distance education in the distance education process. examination of their opinions on the evaluation 5 teachers with a semi-structured interview scale within the framework of the purpose. was interviewed with. According to the findings obtained as a result of the application of the research;

- In the distance education process of teachers and students, technology, equipment, It was observed that they faced difficulties with basic skills and internet access. When teachers switch to distance education, the first multi-technological It is seen that he has difficulties in using the product.
- Long lessons on the phone are not effective enough, telephone internet The fact that their capacity is low has been obtained as a result of interviews that unlimited internet can be more useful in this sense. teachers technology online trainings and programs because they have difficulties in terms of proficiency They received support from various backgrounds and friends.
- Teachers' assessment and evaluation process in distance education when their views on implementation and evaluation methods are evaluated In general, the short-answer test is done by sending a link via the Google form. created tests, question-answer, answered at a certain time interval and displayed on the screen. It was seen that applications were made in the form of showing results.
- In the measurement and evaluation process in distance education, many things are done by the parents. waiting, success status not adversely affected, interruption of children Ensuring the necessary participation of parents without giving assessment and generally misdirecting students. has been the subject.
- Validity, usefulness and evaluation of the measurement and evaluation process in distance education. Considered in terms of reliability: it gives too much opportunity to the cheating event, cost-free, based on teacher observation, one-to-one verbal questions There are situations where the effectiveness is too high. In this sense, remote validity, usefulness and reliability in education have not been ensured.
- Regarding homework control; the check-up is never done healthily, whether the parent did the homework, the student, or other family members It is difficult to identify, due to the large number of photos received on the phone. Because of this, there are opinions such as doing phone cleaning works every day and taking time. has taken place.
- Teachers' expectations for web2 assessment and evaluation are more quality education, the necessary infrastructure and infrastructure to keep up with the global world. in the form of a well-equipped education system.
- Teachers' comments on the contributions of web2 assessment and evaluation Considering the opinions, it is quite large compared to today's technological possibilities. contributes, closes the deficiencies, in time and more than the scoring system.

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It has come to the forefront that more savings is more systematic.

121 teachers participated in the quantitative research. Prepared with the relational screening method

The following results were obtained in this study.

According to this:

- Gender status of teachers, proficiency in using web2 tools has a significant determinant in terms of levels.
- The status of teachers being smart boards in the institution, using web2 tools. a significant determining feature in terms of proficiency levels for using carries.
- The teachers' in-service training status, their use of web2 tools a significant determining feature in terms of proficiency levels for carries.
- Educational status of teachers, proficiency in using web2 tools does not have a significant determinant feature in terms of levels.
- Age status of teachers and proficiency in using web2 tools It is seen that there is no significant difference between the level scores.
- Teachers' seniority and proficiency in using web2 tools It is seen that there is no significant difference between the level scores.
- Teachers can use web2 tools with their graduated faculty status. There is no significant difference between the proficiency level scores for is seen.
- Teachers' use of web2 tools with the location status of the task. There is a significant difference between the proficiency level scores for is seen.

The disadvantages of distance learning, which are frequently mentioned in the study, are lack of evaluation, loss of motivation, lack of internet and computer, unequal opportunities, lack of interaction, technical problems, lack of socialization and unpreparedness for the process. When the related research is examined, it is seen that similar results are obtained. is seen. Ramos-Morcillo et al. (2020), one of the disadvantages of distance learning emphasized that students are not equal. Study, rural students emphasizes that they are more disadvantaged than students in the city.

Keskin and Özer Kaya (2020) on the evaluation of distance education In their study, it was stated that the students were inadequate in communication and that reported that they had problems. DePaepe et al. (2018), Horspol and Lange (2012), The disadvantages of distance learning stem from the lack of technical support. and Horspol and Lange (2012) reported on the disadvantages of students in distance education. They stated that their perceptions of . In another study, Koç (2020) stated that the disadvantages of distance learning lack of interaction between student and student, abnormal students and technical problems has shown that. Coutinho (2008) contributes to professional development with technology support. different web 2.0 tools-blog, wiki, google sites, google docs-used in different scopes and purposes: creating personal/group eportfolios, increasing peer interaction and collaboration, research skills, producing and sharing web resources, interaction and communication improve their skills. As a result of the research, web 2.0 tools have different educational purposes. that there are versatile applications that can be used for has shown that.

In a study with teachers by Bicen and Uzunboylu (2013) teachers' use of web 2.0 tools to support the educational environment and to use educational materials. that they see as an important tool in sharing and that these tools are educational sharing. It has been concluded that the use of purposeful use contributes to the development of personal skills such as teamwork. Öztürk, Öztürk, and Özen (2016) with teachers In their study, teachers used web 2.0 tools effectively. and agree that these tools provide a significant benefit in promoting personal growth. concluded that they are.

Demirdelen and Yapıcı (2007), Güven and Eskiürk (2007) and Duban and It will be similar to the results of the studies conducted by Küçükyılmaz (2008). In a way, teachers are influenced by traditional assessment-evaluation techniques. they were not saved. The reason for this situation is mostly class size, lack of time. examples of such situations. (Organization for Economic Co-operation and When the results of the report published by Development [OECD], 2009) Web 2.0 tools are not used effectively by teachers in the course.

There seem to be three main reasons why. Bringing these types of technologies into classroom environments.

The fact that they are not sufficiently encouraged to adopt academic studies conducted to show positive educational outcomes not being seen as effective by teachers at a sufficient level and due to the traditionalist education approach. the lessons of adapting technology to lessons They do not fully understand how much they will contribute to the enrichment point. (OECD, 2009). After the training, the classical teacher candidates While measurement-evaluation preferences are decreasing, web 2.0 supported measurement-evaluation tools appear to be more preferred. Parallel to today's developing technology web 2.0 tools have become specialized and outnumbered at different times. This situation Which web 2.0 tools will benefit teachers and for what purpose? because they do not have enough knowledge and awareness about how to use It is thought to originate from (Horzum, 2010). in the use

- According to the financial situation and family structure of the students, the Ministry sufficient number of tablets, lines, internet etc. needs to support. currently available As the number of distributed tablets is not enough, only secondary and high school distribution to students at level of education is at the stage of facilitating distance education. remains insufficient.
- Necessary in-service training of teachers on web2 assessment and evaluation activities should be included. of Web 2.0 tools the reflections of these tools on education and training environments in direct proportion to the increase It is seen that the studies carried out at the research point are increasing gradually (Çavuş and Kanbul, 2010; Drexler, Baralt and Dawson, 2008; Greenhow, Robelia and Hughes, 2009; Grosseck, 2009; Kose, 2010).

Based on the findings, the following recommendations can be developed:

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The Ministry provides the necessary infrastructure in the field of informatics according to crisis situations. required. This process reveals many shortcomings of the education system. took it out

- Infrastructure and training of teachers on online assessment and evaluation. equipment must have the necessary competence. In this sense in-service training activities can be carried out.