

عنوان مقاله:

Do Place of Living and Age Range Affect EFL Teachers' Perceptions of Online Formative Assessment Validity? A Case of Iran

محل انتشار:

اولین همایش ملی پیوند آموزش با جامعه ، سازمانها و صنایع (چالشها و راهکارها) (سال: 1402)

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خلاصه مقاله:

Online formative assessments have become an integral part of modern education in the digital learning era. However, there is growing concern about the validity of these assessments in educational research. This study focuses on examining how Iranian EFL teachers' place of living and age range influence their perceptions of online formative assessment validity indicators. The study involved ۳۱۶ Iranian EFL teachers who completed an online formative assessment validity scale developed by Maleki et al. (۲۰۲۳). These teachers represented various EFL contexts and included both males and females with different age groups and educational degrees ranging from B.A to Ph.D. The findings indicated that both the place of living and age range of EFL teachers can impact their perceptions of online formative assessment validity. This study holds implications for EFL teachers, educators, and policymakers. EFL teachers and educators should consider multiple factors when designing assessments, ensuring they align with learning objectives, are culturally sensitive, and provide meaningful feedback to students.

کلمات کلیدی:

Online formative assessment, Validity, Age range, Place of living, EFL

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