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Assessment Of Learning Levels Of University Students In Distance Education During The Covid-19 Outbreak Process

Covid-19 Salgını Sürecinde Uzaktan Eğitim Gören Üniversite Öğrencilerinin Öğrenme Düzeylerinin Değerlendirmesi

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ABSTRACT

The Covid-19 outbreak made it necessary for the isolation of individuals and therefore the implementation of distance education. In this process, evaluation of the learning level / quality of all students, especially university students, is a significant problem. Current research addresses how the assessment of students' learning levels should be at the end of the distance education process. The research was carried out in line with the qualitative research approach. In the research, singular descriptive case study technique, which is one of the qualitative research patterns, was used. In the research, easily accessible criterion sampling technique was used. An explanation analysis technique was preferred in accordance with the current research situation. In this context, the research began with open-ended research questions. Later, explanatory open-ended research questions, including counter explanations, were also included. Highlights from the results obtained in the research, analytical generalizations and suggestions are as follows: According to the participants, in this process where education is done remotely, the evaluation to determine the learning levels of the students should also be done remotely (online). Participating students think that both monitoring and success assessment should be made in order to determine the learning levels in distance education. Evaluation criteria in distance education should be: the students' peers, the students themselves, the curriculum and the gains in this curriculum, the students' input behaviors, pre-learning and the knowledge, skill attitudes and habits acquired by the student. Educators who provide distance education and work in distance education should also be involved in assessing students' learning levels. According to the participants, during the distance education and at the end of the distance education, there are many goals and benefits of evaluating the students and the educational quality should be improved with this evaluation.

Key words: Covid-19 Outbreak, Assessment, Student, Learning Level

ÖZET

Covid-19 salgını, bireylerin izolasyonunu ve uzaktan eğitim uygulamaları yapılmasını zorunlu kılmıştır. Bu süreçte, tüm öğrencilerin, özellikle üniversite öğrencilerinin, öğrenme düzeylerinin/niteliğinin değerlendirilmesi önemli bir sorun oluşturmaktadır. Mevcut araştırma, uzaktan eğitim sürecinin sonunda, öğrencilerin öğrenme düzeylerinin değerlendirilmesinin nasıl olması gerektiğini ele almaktadır. Araştırma, nitel araştırma yaklaşımı doğrultusunda yürütülmüştür. Araştırmada nitel araştırma desenlerinden tekil betimsel durum çalışması tekniği kullanılmıştır. Araştırmada amaçlı örneklem yöntemlerinden kolay ulaşılabilir ölçüt örnekleme tekniği kullanılmıştır. Mevcut araştırma durumuna uygun olarak açıklama oluşturma analizi tekniği tercih edilmiştir. Bu kapsamda araştırmaya açık uçlu araştırma sorularıyla başlanmıştır. Sonrasında durum ile ilgili karşıt açıklamaları da içeren açıklayıcı açık uçlu araştırma sorularına da yer verilmiştir. Araştırmada elde edilen sonuçlardan, yapılan analitik genellemelerden ve önerilerden öne çıkanlar şu şekildedir: Katılımcılara göre, eğitimin uzaktan yapıldığı bu süreçte, öğrencilerde öğrenme düzeylerinin belirlenmesi için yapılacak değerlendirmenin de uzaktan (online) yapılması gerekmektedir. Katılımcı olan öğrenciler, uzaktan eğitimde öğrenme düzeylerinin belirlenmesi amacıyla hem izleme hem de başarı değerlendirmesinin yapılması gerektiğini düşünmektedirler. Uzaktan eğitimde değerlendirme ölçütleri şunlar olmalıdır: öğrencilerin akranları, öğrencinin kendisi, öğretim programı ve öğretim programlarındaki kazanımlar, öğrencilerin giriş davranışları, ön öğrenmeleri ile öğrencinin edindiği bilgi, beceri tutum ve alışkanlıklar. Uzaktan eğitimi veren, uzaktan eğitimde görev alan eğitimcilerin aynı zamanda öğrencilerin öğrenme düzeylerini değerlendirmede de görev alması gerekmektedir. Katılımcılara göre uzaktan eğitim süresince ve uzaktan eğitim sonunda, öğrencilere değerlendirme yapılmasının bir çok amacı ve yararı vardır ve bu değerlendirme ile eğitimsel nitelik geliştirilmelidir.

Anahtar Kelimeler: Covid-19 Salgını, Değerlendirme, Öğrenci, Öğrenme Düzeyi

1. PROBLEM STATUS

The evaluation of the student, teacher, school manager, school and especially the education upper system within the education system is one of the most important educational issues that are constantly discussed and will be discussed in the future. There are many reasons why there is constant discussion on evaluation in the education system, and even evaluation in education is a controversial topic. One of the reasons for this may have been due to the multidimensional evaluation. Namely, evaluation includes many works and processes such as measurement, comparison, judgment, decision making, recognition, placement, shaping, training, development, observation, interviewing, monitoring, determining whether it is successful or not. The concept of assessment includes data obtained through qualified people through appropriate data collection tools throughout the study period, general and specific objectives of education, teaching-learning outcomes, task roles and responsibilities. A judgment is made by comparing these concepts and then this existing judgment is used for purposes such as professional development, improvement.

Evaluation is the process of determining the criteria to be evaluated, determining the data collection tools, collecting the appropriate data, interpreting and reporting the data by comparing the criteria. Therefore, evaluation is a continuous, planned, systematic activity. Evaluation is for a specific purpose. This is especially aimed at finding the effectiveness and efficiency of educational practices in education. Consequently, evaluation requires the use of

accurate, reliable and sensitive measurement tools in order to make decisions that will be the basis for decision making. Evaluation can be carried out before an activity starts, while the activity is in progress or after the activity is completed. It is a function of education, of course, of classroom and school management, which includes monitoring activities and organizing important deviations, if any, to demonstrate that they are accomplished as planned. In a nutshell, the evaluation process is a varied, progressive process that involves measuring actual performance, comparing it to a standard, and performing administrative and sub-activities to correct deviations. (Robbins, Decenzo and Coulter, 2013). According to Özden (1997), it consists of evaluation (judgment, evaluation, selection, criticism) steps.

In the measurement process, the existing situation is revealed, but in the evaluation process, a judgment is made as to whether the situation is sufficient or not. In its broadest definition, evaluation is to decide on an event, an event, a person, and a judgment. In the teaching and learning process, the quality of learning of students and students should be at the center of the education system and process, and should be the fundamental goal. As such, all persons and elements other than the student and learning qualities should only play the role of being a tool. At the end of the teaching-learning process, the level of knowledge, skills, attitudes, values and habits that students obtain in cognitive, affective, motor and social aspects should be determined. Because determining the quality of student learning is important and priority in the education system. In the education process, evaluation of school, principal, teacher, student, education upper system, education programs, and even all human and substance sources in the education system is generally done for three purposes. These are recognition-identification, placement assessment, monitoring, training assessment, success or outcome assessment. (Nitko, Brookhart, 2016; Basturk, 2019). It is essential to measure and evaluate students to measure individual progress and performance of students, to plan further steps to improve teaching and learning, and to share information with relevant stakeholders. Measurement and assessment focus on how students affect individual learning experience, and takes into account both success (outcome assessment) assessment (learning assessment) and formative assessment (process assessment) (assessment for learning). Student assessment and evaluation refers to the processes in which learning evidence is collected in a planned and systematic way to make a judgment about student learning. The objectives of both students' assessment of success (outcome assessment) (assessment of learning) and formative assessment (process assessment) (assessment for learning) are covered.

According to the purpose of the construction, the evaluation is divided into three categories: assessment for placement, assessment for formatting and training, and assessment for appraisal. The type of assessment that is made at the beginning of the educational process in order to get to know the student or to place it in a suitable program or class is called assessment-placement assessment. The main purpose in this type of assessment is not to grade the student, but to place it in a suitable program. Assessment for formatting and training is part of educational activities and is done to identify students' learning deficiencies and overcome them. The assessment for formatting and upbringing is also not intended to grade the student. The assessment for appraisal is made at the end of the educational activities to summarize the activities. Therefore it is a result assessment. The aim is to determine the level reached by the student as a result of educational activities. For this reason, the main purpose in the assessment for appraisal is to give the student a grade. Assessing students' achievement-result or summative assessment and evaluation or assessment of learning aims to summarize the learning that takes place to record, mark, or confirm students' achievements. (Nitko, Brookhart, 2016; Basturk, 2019).

Feedback is required to achieve goals and achievements in education because individuals can compare their performance with their goals. Feedback should be given on the extent to which the objectives have been achieved. Feedback works in two ways. First, it allows individuals to determine how successful their grooves is and encourages performance. Second, the feedback allows to determine what the performance adjustments need to be improved (Lunenburg and Ornstein, 2013). People do better when they receive feedback on how they are progressing towards their goals. Because feedback enables students to analyze the differences between what they have done so far and what they want to do. Thus, feedback directs behavior (Robbins and Judge, 2012).

Evaluation involves preparing, selecting, determining data collection tools for collecting relevant data, collecting data using data collection tools, making analysis and making judgments to improve the focus of individuals or subjects focused on evaluation of collected data. These areas can be primarily students, teachers, schools, principals, other employees of education, parents, curriculum or the overall education system. The main aim is to increase the quality of the stakeholders throughout the education. Consequently, evaluation is a fact that should be addressed in a wide scope and in system integrity. After the global pandemic Covid-19 has spread throughout the world and the cases appeared in Turkey in March 2020, The Higher Education Council in Turkey took a decision and launched the distance education process in higher education and all learning and teaching activities were carried out with distance learning. As a result of isolation and distance education practices of individuals required by the Covid-19 outbreak

process, evaluation of the learning level and learning quality of all students and university students has become an important problem. Current research addresses how the assessment of students' learning levels should be in the process and result of distance education.

2. RESEARCH METHOD

The research was carried out in line with the qualitative research approach. Qualitative research is defined as a research project in which qualitative data collection methods such as observation, interview and document analysis are used, and a qualitative process is followed to reveal perceptions and events in a realistic and holistic way in the natural environment. The most important contribution of these methods is that it allows to reveal the social structure and processes under investigation (Yildirim and Simsek, 2008). Single descriptive case study technique, one of the qualitative research patterns, was used in the study. The singular descriptive case study allows an in-depth examination of the subject under study. It is a preferred method in understanding various topics of education, especially when asked what, how and why. In descriptive case study, the main purpose of many case studies is descriptive. Such situations require a theory of the priority of data collection. The general aim of descriptive theory is to define applications and to reveal the difference of applications. Successful descriptions are between describing everything and little descriptions. The desired descriptive theory should include the scope and depth of the situation described (Yin, 2003, 2017; Yilmaz, 2015). The single descriptive situation discussed in the research is how the evaluation of the process and result of distance education (student learning levels) applied in the education process should be.

2.1. Validity and Reliability

Reliability in case study includes systematic data collection and analysis processes of case study research. Case study findings can be generalized to other situations through analytical (not statistical) generalization. Analytical generalizations require meticulously generated claims. Allegations must be made firmly and resist logical challenges. Analytical generalization involves spreading the same theoretical propositions, similar concepts, formations, or other situations where the event sequence may be relevant (generalization is the explanation of how and why the results will be related to similar conditions and situations). The more cases in the case study, the more reliable and precise the research findings. It requires a basic application by properly handling case study evidence. Hypotheses at the end of the case study are not about organizations or units, but about mutual relations (Yin, 2003, 2017). For the current research validity, the data are presented in a sufficiently clear and systematic way. The results of the researcher's study are systematically explained by the relationship between a certain set of concepts, theoretical structure or a series of events. The situation was tried to be described from a neutral point of view in accordance with the researched situation. The results obtained in the research are not statistical but analytical generalizations (the results obtained in the research are adaptable to similar conditions and situations).

2.2. Research Process

In the research process, single descriptive case study research method procedures were followed. Single descriptive case study research method steps: identifying the situation, selecting potential candidates for the case, creating the case study pattern, collecting the data of the study, analyzing the data, presenting the results and reporting. (Yin, 2017).

2.3. The Situation Handled In The Research Process

The first step is to define the situation to be studied for literature review and development of the research problem. A situation is usually the formation with limits (such as person, organization, behavioral conditions, event or other social phenomenon). Careful identification of situations in a case study helps to identify priorities in data collection and analysis (Yin, 2017). The unique descriptive situation to be investigated in the current research: How the evaluation of educational process and results should be as a result of individual isolation caused by Covid-19 pandemic process and distance education applied in higher education.

2.4. Research Data Resources

Case study research is not limited to a single data source. Case study uses multiple sources of evidence. The focus group is one of them. In addition, data sources such as direct observations, interviews, archive records, documents, participant observation are also used. Using such multiple data sources can strengthen the evidence of case study. Case study research follows and seeks to find explanations based on opposite perspectives in the research process. The use of alternative or opposite statements in the case study, determining the strength of evidence in two different groups, leads to stronger conclusions than evidence in a single group. The common source of evidence used in the case study is open-ended interviews, called unstructured interviews. In case study research, interviews help to reveal

how participants form the truth and what they think about the situations. (Yin, 2017). In the current research, unstructured interview questions and data were collected from the participants, since it was aimed to use both the opposite statements and how the participants form the truth and what they think about the situations. For this reason, the participants were sent an interview form consisting of the following questions and the data were collected online. In the research, answers to the following questions were sought:

- ✓ *What is distance education and how should students' achievements (learning levels) be evaluated in the distance education process?*
- ✓ *What data collection tools should be used to evaluate students' achievements (learning levels) in the process of distance education?*
- ✓ *What assessment criteria should be used to assess students' achievements (learning levels) in the process of distance education?*
- ✓ *Who should evaluate the students' achievements (learning levels) in the process of distance education?*

2.5. Data Collection Group

Easily accessible criterion sampling (Yıldırım & Şimşek, 2008) technique was used in the research. The easily accessible status of the research working group consists of undergraduate and graduate students studying at Düzce University Faculty of Education in the academic year 2021-2022 and taking courses from the researcher. The fact that students voluntarily involved in the research process, and their different courses (Introduction to Education (84), Classroom Management (12), Turkish Education System and School Management (56), Contemporary Audit Approaches (24), Human Relations and Communication (6), Community Service Practice Courses (7) constitutes the criterion of the research sample. A total of 199 students (112 Female, 87 Male) aged between 20-40 years participated in the research process. Students in the research group were coded as S1, S2, S3, S4 and so on.

2.6. Data Analysis

The analytical process of case study data includes the process of transcribing interviews into words, conceptualizing, coding, creating categories and finally broader themes. What needs to be done is to bring the data together in a logical order. The analysis is to organize the data (stories or words) systematically in hierarchical relationships or in other directories. Different data analysis techniques can be used in case study, such as pattern matching, explanation, time order analysis. In the case study, data analysis often relates to narrative or alphabetical data rather than numerical data. *There are many analysis techniques in the case study (pattern matching analysis technique, annotation analysis technique, time sequence analysis technique etc.)* (Yin, 2017). An explanation analysis technique was preferred in accordance with the current research situation. In this context, the research started with open-ended research questions, and why and how explanatory open-ended research questions, including controversial explanations, were included.

3. RESEARCH FINDINGS

In line with the single descriptive explanatory pattern, the following five themes and sub-categories were reached based on these five themes.

- ✓ Conceptual Framework (*meaning of assessment of student learning levels in distance education*)
- ✓ Data Collection Tools (*data collection tools to be used to evaluate students' learning levels in distance education*)
- ✓ Method (*how to evaluate in distance education*)
- ✓ Criteria and Norms (*assessment criteria to be used to assess student learning levels in distance education*)
- ✓ People to Take Role (*people who will take part in activities to evaluate student learning levels in distance education*)
- ✓ Purpose of Evaluation (*the reason for evaluating students in distance education*)

3.1. Conceptual Framework

According to the participants, assessment in distance education is generally defined as follows:

- ✓ Evaluation in distance education should be done using the distance education tools and equipment that should be used.

- ✓ Distance education has some advantages not only by being independent of time and place, but also with the measurement and evaluation tools and methods used.

Participating students want measurement and evaluation to be done distant (online) when the training is done distant. Therefore, they do not choose to have education online but to evaluate it face to face. They believe that the participants have some advantages with both methods and measurement and evaluation tools of distance education. The direct opinions of some participants on this matter are as follows: *The situation of the student in the distance education process and outcome should be evaluated using distance education measurement and evaluation tools (S1). Distance education is a modern education system where the student and the faculty are not obliged to come to the campus, the courses are taught in a fully virtual environment, live, video, sound and interactive, and distance education is provided (S2).*

3.2. Data Collection Tools

According to the participants, the most highlighted opinions about which data collection tools should be used to evaluate the learning levels of students in distance education are:

- ✓ Classical evaluation methods (oral, written, multiple choice, fill in the blanks exams, multiple choice tests)
- ✓ Alternative evaluation methods (portfolio evaluation, branched tree, concept maps, project, open book, peer evaluation)
- ✓ Self evaluation
- ✓ Interview
- ✓ Listening
- ✓ Computer programs
- ✓ Exams and assignments done with web tools
- ✓ Online exams
- ✓ Written assignments and tests

As is seen, the research participants have the view that both traditional and alternative assessment tools can be used to evaluate learners in distance education. The findings can be interpreted as the participants' belief that using a wide variety of rich assessment tools will provide more valid, reliable, objective and useful assessment. The direct opinions of some participants on this matter are as follows: *Evaluation should be formative and decisive (S1), portfolio (S2), project (S3), educational game (S4), authentic assessment (S5), peer assessment (S6), self-assessment (S7), written exam (S8), multiple choice exam etc. (S9), self-evaluation (S10), observation (S11), interview (S12), listening (S13).*

3.3. Method

The opinions of the participants on how to evaluate in distance education can be categorized as follows:

- ✓ Examination of students through video conference system
- ✓ Simultaneous online exams
- ✓ Performance assignments, written exams
- ✓ Project papers
- ✓ Remote live broadcasting, observation, interview and process-based monitoring

The university students participating in the research provide various suggestions on how to apply their methods for measuring, determining and making decisions about their learning level and learning qualities during and after the distance education. Students think that both monitoring and success evaluation should be done in order to determine the learning levels in distance education. As a result of the education given to them, only the evaluations that will measure the learning outcomes / gains are not enough, besides, while the education is continuing, the learning performances of the students should be measured, evaluated, and continuous feedback should be given through various tasks such as instant, daily or weekly assignments, projects, observations, interviews or live connections. Thus, the deficiencies in the level of learning that may occur during and at the end of the distance education, at the end of the teaching-learning can be eliminated instantly and the student achievements can increase even more.

The direct opinions of some participants on this subject are as follows: *In distance education, students are tested through the video conference system. After the topics are explained, they should be done in the form of online exams simultaneously (Ö1), homework and online exams (Ö2), in distance education, after the topics are explained, assessment should be done in the form of simultaneous online exams (S3), evaluation with a graded scoring key for performance homework (S4), evaluating students according to their written work, class participation and the quality of the questions they asked (S5), observing, interviewing, process-based monitoring with remote live broadcast courses (S6).*

3.4. Criteria and Norms

Participants' opinions on what assessment criteria and norms should be used to evaluate student learning levels in distance education are categorized as follows:

- ✓ Comparison with peers (assignments, projects, activities etc.)
- ✓ Students' knowledge, skills and ability to comment during the process
- ✓ Student entry behavior
- ✓ Education program and outcomes
- ✓ Student development file
- ✓ Students' previous achievements and GPA

Research participants state that the evaluation criteria should be the following in order to decide the quality of the learning levels of students attending distance education, and to make a decision by comparing the measurement results: gains in the curriculum and curricula of the students, students' input behaviors, pre-learning, knowledge acquired by the student, skill attitudes and habits. In this respect, students also make highly effective suggestions to academicians who will evaluate during the education given via distance education.

B The direct opinions of some participants on this subject are as follows: *Course acquisitions should be done by comparing student acquisitions. The rate of participation in distance education should be compared with that of peers. (S1), comparisons can be made by looking at students' knowledge, skills and ability to comment (S2), At the end of the process, it can be seen whether the students can apply their knowledge, skills and ability to comment on new situations and problems (S3), entry behaviors, curriculum (S4), student development portfolio (S5), knowledge, skills and attitudes in learning and teaching process (S6), portfolio (S7), curriculum (S8), course outcomes (S9), A student-centered learning should be made in accordance with the course learning objectives and contents (S10), peer studies (S11), and comparisons should be made with feedback (S12), whether the desired concepts are learned or not can be compared (S13).*

3.5. People to Take Role

The opinions of the participants regarding who should be involved in activities to evaluate student learning levels in distance education are organized as follows:

- ✓ Academicians/teachers/educators
- ✓ Managers/principals
- ✓ Educational specialist
- ✓ Peers
- ✓ Evaluation and assessment center officers

When the opinions of the participants are analyzed, they state that people and educators who provide distance education and who take part in distance education should also be involved in evaluating the learning levels of students in the teaching and learning process. Therefore, in general, the participants are of the opinion that the educators who take part in the teaching-learning process and take part in the evaluation process should be the same people.

The direct opinions of some participants on this subject are as follows: *Teachers (T1), teachers, peers, educational specialists (T2), principal (T3), teacher and evaluation and assessment center officers (T4), In this process, everyone must undoubtedly fulfill their duty. So we cannot make a distinction between the people who will work here. Because the Minister of Education, the principal of the school, administrators, teachers, students, parents have separate duties. Therefore, if all of them are integrated, it can be more successful in the distance education system (T5).*

3.6. Purpose of Evaluation

The opinions of the participants about the purpose and benefits of evaluating students in distance education are arranged as follows:

- ✓ Academic information should be given to students, what they know should be reinforced, students should be improved
- ✓ Development of education and training.
- ✓ The success of the student in the process and at the end should be determined
- ✓ To motivate students,
- ✓ To provide guidance
- ✓ Self management - improving self-evaluation skills
- ✓ To unlock the student's potential
- ✓ To see student's performance
- ✓ To follow the progress of the student

According to the participants, there are many purposes, reasons and benefits of evaluating students in the distance education process and result. Regarding this; student learning, level of progress should be determined, educational qualification should be improved by evaluation according to students. Students should not only be determinative, but also students should be trained with assessment tools and processes, students' deficiencies should be completed and students should be given positive feedback. Another aim of assessment should be to motivate students against learning material and learning, to increase their interest and enthusiasm. As a result of the evaluation, the aim is to guide the students.

The direct opinions of some participants on this subject are as follows: *This should be useful for providing academic information to students, reinforcing and improving what students know. This allows the development of verbal expression skills and the identification of students' missing learning (S1), By expanding the use of distance education tools, students should be able to master these tools and students should have the competence to use these tools when necessary. (S2), development of education (S3), ensuring student attendance (S4), measuring the student's success in the process and at the end (S5), achieving success and motivation (S6), seeing superior student skills (S7), making self-assessment (S8), decision making (S9), providing guidance (S10).*

4. RESEARCH RESULTS

The opinions of undergraduate and graduate students studying at the faculty of education about what the assessment of student learning levels in distance education is and how it should be, were conceptualized and categories and themes were reached. Based on the themes reached, the result obtained in the research, analytical generalization and suggestions are as follows:

According to the participants, in this process, where the education is done remotely, the evaluation to be determined for the learning levels of the students should be done remotely accordingly. In the 'open and distance education measurement and evaluation research' conducted by Baran (2019) in support of the obtained results, the role and importance of the measurement and evaluation activities in the learning process, regardless of whether they are carried out formally or openly / remotely, has been revealed. It was emphasized that along with the developments in information and communication technologies, measurement and evaluation approaches also changed rapidly and evaluation activities should be continuous.

A wide variety of rich assessment tools (project, homework, product file, observation, etc.) should be used in order to make valid, reliable, objective and useful assessment in the distance education process and result. In support of the results obtained, Balta and Türel (2013) highlighted the following in the study, 'A Review of Different Measurement and Assessment Approaches Used in Online Distance Education': formal education is time and space dependent, the number of educators is limited, and problems such as the difficulty of students in education in education made it necessary to use technology. It was emphasized that continuous evaluation in online education is important in terms of feedback, control of the learning speed that differs from student to student and the quality of learning to be obtained at the end of the evaluation process. It is also recommended to consider the following principles when making an online assessment: Designing student-centered assessments, studies and assignments, preparing lessons with assessment criteria. It was emphasized that in order to make online evaluations effective,

weekly assignments including performance evaluation, authentic (real) evaluation, projects, portfolios, self-evaluations, peer-assessment and discussion assignments are required.

Students think that both monitoring and success evaluation should be done in order to determine the learning levels in distance education.

The evaluation criteria that should be in distance education are the students 'peers, the student herself/himself, the gains in the curriculum and education programs, the students' input behaviors, pre-learning and the knowledge, skill attitudes and habits that the student acquires.

Persons and educators who provide distance education and take part in distance education should also be involved in assessing students' learning levels.

According to the participants, there are many goals and benefits of evaluating students as a result of distance education process. According to the students, educational qualifications should be improved by evaluation. Assessment should not only be determinative but also students should be trained through assessment tools and processes, their deficiencies should be completed and students should be given positive feedback. Assessment should be able to motivate students towards learning material and learning, and increase learning interests and enthusiasm.

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