

Teaching Experience during the COVID-19 Pandemic: A New Approach to Assessment

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As an educator in the field of social sciences, I strongly believe that assessments are not the end of the learning process, but rather an integral part of it. During the COVID-19 pandemic, when concerns about cheating in online exams were widespread among teachers and professors, I implemented an innovative final assessment approach.

I divided my students into teams of three and provided them with three academic articles as the source material for the exam. The students were asked to answer three questions collaboratively. The assessment period was set at 12 hours, during which students were required to summarize the key messages of each article in the form of a post for a social media platform such as X (formerly Twitter).

Interestingly, despite the collaborative nature of the exam and the generous time allowance, several students requested an extension. This experience highlighted the challenges and opportunities in adapting traditional assessment methods to the digital age.

Analysis of the Results

This assessment method has several important points that can be analyzed and examined:

1. **Collaborative and Team Learning:** Since the questions were designed in a team format, students were forced to work together on the issues. This led to the strengthening of communication skills, division of tasks, and solving problems as a group. Such an approach not only helps to better learning, but also increases the sense of responsibility and cooperation in students.
2. **Focus on the Learning Process, Not Just the Result:** One of the key points in this assessment method was to shift the focus from the final result to the learning process. By giving enough time (twelve hours), it was possible for students to have a more flexible and stress-free time to think and analyze the material.

more deeply. This approach was especially useful in stressful times such as the Corona period, which usually increases the psychological stress of students.

3. Executive Challenges and the Need for More Time: Despite the design of the exam in a team format and a long opportunity, a number of students requested an extension. This indicates the management challenges when using new assessment methods. Perhaps some students faced time constraints due to a lack of mental readiness to deeply analyze articles and compile scientific posts in digital form. Also, this may be due to the fact that students are still accustomed to traditional assessment methods and need more time to learn new methods.

4. Using Digital Space to Convey Scientific Message: The fact that students were forced to publish the scientific message of the articles in the form of a social media post, made them familiar with modern communication methods in addition to learning scientific content. This assessment method not only strengthened their scientific skills, but also increased their ability to use technology to convey concepts simply and concisely.

Conclusion

This experience showed that using new assessment methods in distance education can effectively help deeper and more participatory learning. However, these methods require more careful time management and providing prerequisite training for students to become familiar with this type of assessment. Executive challenges such as requesting an extension of time indicate that some students may not be accustomed to these methods and need more facilitation in the executive processes.

Suggestions for the Future

Prerequisite Training to Get Acquainted with New Assessment Methods: Before using new assessment methods, it is necessary for students to become familiar with these methods and practice how to use digital tools. This will make them more effective in using these tools during the exam.

Flexibility in Assessment Times: Assessment times should be set in such a way that students can fully focus on content analysis and avoid unnecessary stress. At the same time, the assessment process should be managed in such a way that both sufficient time is given and abuse is prevented.

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