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### **Instructors' Perceptions of Classroom Assessment for Web-based Instruction**

While a great deal has been written on the advantages and benefits of online teaching, little is known on how assessment is implemented in online classrooms to monitor and inform performance and progress. The purpose of this study is to investigate the dynamics of WebCT classroom assessment by analyzing the perceptions and experiences of the instructors. Grounded theory method was employed to generate a "process theory". The study included 10 faculties who taught WebCT classes, and 216 students in the College of Education in an urban university in the Mid west. Interviews and classroom observations were undertaken on line. The findings indicated that, performance-based assessment, writing skills, interactive assessment and learner autonomy were major assessment aspects to inform teaching and enhance learning. If one of the major roles of online instruction is to increase self-directed learning, as part of the pedagogical mechanism, web-based classroom assessment should be designed and practiced to impact learner autonomy.

The goal of this session is to provide attendees the opportunity to not only learn from the study I conducted, but to participate in a forum regarding the benefits and concerns of web-based assessment. Additionally, attendees will be given the opportunity to share what types of assessments they may have utilized and their perspectives on those assessments.

Participants will, in a small cooperative group setting, create a web to compare and contrast the benefits and concerns of web-based assessment. The presenter will relate the webs created by participants to the findings of the study. Participants will, also in a small group, be provided the opportunity to share specific assessments used in web-based courses (formative and summative). It is hoped that this could result in a networking among attendees to provide resources for the creation of future web-based assessments.