

EXPLORING THE IMPLEMENTATION OF AN ASSESSMENT COURSE IN A TEACHER EDUCATION INSTITUTE: AN EXPLORATORY STUDY

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ABSTRACT

This study examines the outcomes and issues of the implementation of an assessment course to student teachers majoring in Special Education. The teacher educators' assessment knowledge and practices were given focus in this study. Qualitative research methodology was used to collect the data. The participants of this study consist of 3 teacher educators who tutor the course. An open-ended survey questionnaire was administered to participants during a sit-in session which lasted for 30 minutes. The questionnaire aims to gather information on demographic data and assessment knowledge posed by teacher educators for the assessment course. Some classroom observations and a semi-structured face-to-face interview were also conducted with the participants to further explore the implementation of assessment course in the teaching institute. The responses from the open-ended questions' revealed that teacher educators have some assessment knowledge. Classroom observation and interview data showed that the instructional activities are in line with the stipulated activities and schedules. The findings suggested that pre-service teachers ought to be exposed to some fundamental assessment knowledge prior to assessment knowledge in specific area such as special education.

Keywords: teacher educators, assessment knowledge, assessment practice, pre-service teachers, assessment literacy