

NAVIGATING NEW FRONTIERS: A CASE STUDY ON TEACHERS' ASSESSMENT PRACTICES DURING A PANDEMIC DISRUPTION

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Volume 10, Issue No.1

Abstract

Assessment plays a vital role in the teaching and learning process. Understanding the lived experiences of teachers in relation to their assessment practices during unprecedented times offers valuable insights for policymakers, educators, and researchers. Examining how teachers perceived and implemented assessments in remote distance learning during the COVID-19 pandemic provides a benchmark for improving educational responsiveness in rapidly changing contexts. This study employed a qualitative research design, specifically a case analysis approach, to explore the assessment practices of teachers at San Vicente Elementary School in Bani, Pangasinan, during the pandemic. All teaching personnel were considered informants. Data were analyzed using thematic analysis, guided by the Community of Inquiry framework.

Eight (8) themes emerged from the analysis and were categorized under the Community of Inquiry framework: three (3) themes related to social presence, three (3) to cognitive presence, and two (2) to teaching presence. The findings reveal that teachers navigated evolving assessment practices by adapting strategies to accommodate the diverse needs of learners in a remote learning environment.

The study concludes that assessment practices during the pandemic remain in a developmental stage, requiring ongoing refinement to align with learners' diverse contexts. Notably, cognitive presence in assessment must be strengthened to promote reflective and constructive learning experiences. These findings underscore the importance of responsive and adaptable assessment systems in supporting learners and educators during times of crisis and beyond.

Keywords: *Assessment Practices, Flexible Assessment, Elementary Teachers, Remote Distance Learning, and Case Study*

INTRODUCTION

Assessment plays a vital role in the teaching and learning process. It provides teachers with information and feedback on the learner's level or extent of learning. It may take the form of a formative or summative assessment, depending on the teacher's evaluation purpose and goals. However, ensuring the reliability and validity of these assessments in a virtual environment presents significant challenges. Ghosh (2023) emphasizes the importance of a comprehensive framework to enhance the reliability and validity of authentic assessments in education. This underscores a broader issue on the absence of standardized forms to guide teachers in developing and implementing authentic assessments across various disciplines and educational levels. Teachers provide appropriate assessments to gauge the current level of learning in the classroom. Teachers must also consider the diversity of learners and offer various ways to measure their learning abilities and maximum potential.

In the education spectrum, assessment is visually related to reliability and validity. What is interesting to find out is how scholarly works identify the underlying perspectives of

assessment. The authenticity of an assessment has a significant impact on the in-depth learning experience and the quality of instruction delivered by teachers to their students. The lack of shared responsibility among the school learners. And its stakeholders are identified as having a misalignment in assessment activities. This creates dissonance in the careers, work, and roles of learners for their future (Ajjawi et al., 2020). Moreover, Holden et al. (2021) reported that the use of online exams without adequate supervision raises concerns about the validity of such assessments and the potential for academic dishonesty. Similarly, Balash et al. (2023) discuss teachers' perspectives on online monitoring, noting a tension between maintaining exam integrity and respecting student privacy. These studies indicate a pressing need for developing assessment strategies that are both secure and respectful of student rights in an online context.

The study by Villaroel et al. (2018) recommended a model that guides teachers in adopting authentic assessment. The steps to consider in this model are as follows: (1) the context of the workplace, the process necessitates the setting of standards on what the learners should achieve

at the end of the term, and it fosters the required skills and competencies; (2) design of assessment, a conventional assessment that develops the higher order thinking skills; (3) judgment, this procedure involves the teachers and learners set of criteria and rubric and the engagement of learners on evaluating the outputs; and (4) feedbacking, where a dialogue is made between the teacher and learners on the evaluated judgment of the course work and reduces gaps among the learners. Indeed, this process encourages and improves teaching and learning experiences.

The challenges of online assessment are further compounded in regions with limited technological infrastructure. In the Philippines, delayed school closures and the shift to distance learning have exacerbated educational inequalities. De Guzman (2021) reports that many students faced the digital divide and encountered difficulties accessing online education due to poor internet connectivity and a lack of devices, which hindered their ability to participate effectively in assessments. This situation highlights the necessity for context-sensitive assessment practices that consider the diverse circumstances of learners, particularly in under-resourced

settings. This implies that the delivery of instruction cannot be measured without an assessment. Academic managers of educational institutions must revisit and conduct a needs analysis of teachers on the implementation of learning assessments. The provision of training and technical assistance will ensure that the evaluations given to learners are reliable, valid, and substantial. It is essential for learners that learning should be expressed and verified through quality learning outcomes.

Considering the significant role that assessment plays in the teaching and learning process, it is inevitable to note how assessment is viewed during the COVID-19 Pandemic. In contrast, education is one of the areas of society that has been significantly impacted by the closure of schools and the sudden shift in paradigm and modes of delivery. Cahapay (2020) explains that the current global crisis has disrupted normal learning conditions, and assessment practices must be reconsidered from a range of perspectives. In response, schools turned to using available online platforms to continue delivering education. This situation helped accelerate the incorporation of online teaching and learning.

Studies have highlighted the significance of aligning assessment tasks with real-life scenarios to enhance student engagement and learning outcomes. For instance, Winther et al. (2022) emphasized the importance of embedding assessments in authentic situations to increase their practical applicability for learners. Similarly, Seit (2023) outlined principles for authentic assessments that require learners to demonstrate quality in performance, ensuring relevance and practicality. In the Philippine context, local research has also highlighted the need for authentic assessments. Cagayan et al. (2020) conducted validity and reliability analyses of a school achievement test, emphasizing the importance of aligning assessments with desired learning competencies. Moreover, Villamor et al. (2023) developed and validated an assessment tool to measure knowledge of sustainable development, serving as a basis for instructional emphasis in higher education. These studies collectively highlight the ongoing efforts to ensure that assessments are both valid and reflective of real-world applications in improving the overall educational experience.

Assessment Trends During the Pandemic

The study by Aina and Ogegbo (2022) explained that facilitating teaching and assessment via online learning platforms requires different strategies than those used in traditional face-to-face learning. Thus, teachers have resorted to developing and designing assessments that meet the current needs of students. Pokhel and Chhetri (2021) elaborate on the fact that transitioning from traditional face-to-face learning to online learning can be an entirely different experience for learners and educators, in which they must adapt with little or no alternative options available. Jankowski (2020) explains that the pivot to remote instruction led to a shift in focus, with assessment being pushed to the side. This action sent signals to faculty that evaluation was not essential or helpful in the transition to remote instruction, thereby distancing assessment from the teaching and learning process. She also added that with the students' attention drawn to various directions, concerns regarding data being compromised due to students cheating or falsifying work and having an accurate representation of learning.

According to Meccawy (2021), shifting assessment from the physical classroom to an online learning environment poses challenges due to the opportunities and temptations for cheating. Their study suggests the need for a multilevel approach to addressing problems of cheating and plagiarism, including raising student awareness and ethics, training teachers to detect cheating methods, and institutions enforcing their code of practice and applying severe sanctions to those who engage in such practices. Teachers and learners have no preference for the changes brought about by the pandemic, including assessment practices, in order not to compromise learning outcomes. It has also been emphasized that both parties must have a clear and thorough understanding of the assessment practices during the pandemic.

The pandemic has irreparably damaged many aspects of society with long-term effects. The plans for a gradual return to physical school are already in place; however, the paradigm shift to the new normal of education is still being determined by schools as they retrofit their curriculum to the changing landscape and prepare for unforeseen circumstances in

the future. Pokhel and Chhetri (2021) explain the paradigm shifts in the way educators deliver quality education through various online platforms. With this, multiple assessment practices used by teachers during the period must be considered, as these will serve as a good benchmark, given that they were executed from diverse perspectives and contexts. Chung and Choi (2021) explain that instructors formed a professional learning community to engage in regular communication as an attempt to develop new, process-oriented, and formative assessment practices. Instructors also assigned multimodal projects to promote sustainable assessments where students would actively utilize the target language.

Assessment Challenges During the Pandemic

Emerging assessment practices, however, have put education stakeholders in a state of quandary and even discord, according to Cahapay (2020). Thus, educational institutions should be prepared for unforeseen circumstances such as educational distortion like the current COVID-19 pandemic. The teacher's experience may be used as a precautionary measure

and to develop best practices or even conceptualize contingency plans should similar events occur. Educational institutions should be abreast of the changing times, as everyone was caught unprepared by this pandemic. Huber and Helm (2020) explain that assessments and evaluations can generate new information about the current situation, ideally from different actors' perspectives. According to Gamage et al. (2020), one of the many challenges that online learning posed during the pandemic is safeguarding the academic integrity of assessments.

Topuz et al. (2022) found in their study that some existing online assessment systems are not mobile-friendly. The study also proposes ways to incorporate security features into online assessments. Lastly, their analysis suggests that the prominent online platforms commonly used were those with an array of features for assessment activities.

According to Aina and Ogebo (2021), lecturers successfully managed the teaching and assessment process during these unprecedented times, despite restrictions, by utilizing a combination of online platforms. Their findings also revealed that a wide variety of teaching and assessment methodologies can

be utilized on the platforms that they use. However, this strategy requires additional preparation and time. Although their findings also conclude that with the use of a variety of platforms, students' engagement is increased, as well as immediate grading of submissions, thus student feedback is also immediately given.

Kara's (2021) study recommends that faculty members should undergo more capacity building in terms of online pedagogy and make greater investments in ICT infrastructure. The study also strongly suggests a holistic e-learning quality assurance framework that addresses the demands to meet the desired learning outcomes. Having raised the following challenges, further studies are needed to determine the difficulties that teachers encounter in their assessment. The learning environment is a diverse arena that caters to different situations and conditions.

Issues on Assessment

The diverse learning environment and conditions experienced by all individual teachers and learners must be taken into consideration. Most especially, these unprecedented times are unique and present an opportunity to carefully ex-

amine and consider the experiences that every individual has gone through. Encapsulating the teachers' lived experiences with their assessment practices will provide policymakers, educators, and future researchers with a benchmark to abruptly shift the assessment in the teaching and learning process during unprecedented times, allowing schools to be more responsive to the needs of more rapidly changing times.

Applying the Community of Inquiry Framework

The Community of Inquiry (CoI) Framework, which emphasizes teaching, social, and cognitive presence, has proven to be a valuable tool for assessing and enhancing online teaching and learning. Kumar et al. (2011) highlight its adaptability in online professional practice programs, where teaching presence extends to program-level design and faculty responsibilities, social presence involves building community through various interactions, and cognitive presence focuses on developing habits of mind through course and non-course experiences. Similarly, Dumitru (2011) emphasizes the CoI's role in fostering mentor-disciple relationships, which are crucial for professional de-

velopment, and advocates for its interdisciplinary nature to address the limitations of passive, mono-disciplinary approaches. Both studies suggest that the CoI framework can guide the design, implementation, and evaluation of online programs, particularly in contexts such as doctoral studies, where professional interactions outside the program further enhance social and cognitive presence.

The role of teaching presence is further underscored by Guo et al. (2022), who found that it directly influences students' evaluations in the initial stages of online project-based learning (PBL) courses and indirectly affects evaluations through social presence over the entire course. This highlights the importance of teachers in facilitating meaningful interactions and cognitive engagement in online problem-based learning (PBL) environments. Leslie (2013) notes that teaching presence is crucial in discussion boards, as it correlates with more substantial student contributions and a shift from social to teaching presence, thereby fostering deeper learning opportunities. However, Leslie also notes limitations, such as the potential impact of students' familiarity with each other and the instructor on the authentic-

ty of their responses. Collectively, these studies demonstrate the effectiveness of the CoI framework in enhancing online education while also calling for further research to refine its application and address challenges such as the quality of interactions and the development of ideas within CoI-based discussions.

However, limited empirical research captures the lived experiences of teachers navigating these challenges on the ground, particularly through frameworks like the Community of Inquiry (CoI), which accounts for teaching, social, and cognitive presence. This study addresses this gap by exploring how elementary teachers perceived, designed, and implemented assessments during the pandemic, offering valuable insights for creating more responsive and equitable assessment practices in future educational disruptions.

METHODOLOGY

This study employs a qualitative research design, utilizing a case analysis to explore the experiences of teachers in assessing practices at San Vicente Elementary School, Bani, Pangasinan, during the pandemic.

Research Design

This study employed a qualitative research design, specifically a case analysis approach, to explore teachers' experiences with their assessment practices during remote distance learning amid the COVID-19 pandemic. The case study focused on San Vicente Elementary School in Bani, Pangasinan, providing a contextualized understanding of assessment implementation in a public elementary school setting during an educational crisis.

Informants

The participants of this study included the entire teaching personnel of San Vicente Elementary School. The composition of the group consisted of one (1) Master Teacher I and five (5) Teacher III instructors. These informants were purposively selected to ensure that the study captured a comprehensive account of the school's assessment practices during remote learning.

Data Gathering Procedure

Data were collected through individual interviews (IDI) conducted with each participating teacher. The

interviews aimed to elicit detailed narratives of their assessment experiences, perceptions, and practices during the remote learning setup necessitated by the pandemic. The interview sessions were transcribed verbatim to ensure accuracy and fidelity to the participants' expressed views and experiences.

Data Analysis

Thematic analysis, as outlined by Braun and Clarke (2006), was employed to analyze the transcribed interview data. The study followed six structured phases:

Familiarization with the Data – The researchers read and re-read the transcripts to become deeply acquainted with the content.

Generating Initial Codes – Key statements and excerpts from the transcripts were coded to capture relevant patterns and themes.

Searching for Themes – The generated codes were organized and grouped to form potential themes.

Reviewing Themes – Emerging themes were reviewed and refined, with overlapping ideas clustered together to form cohesive thematic categories.

Defining and Naming Themes – Final themes were clearly defined and labeled to reflect the underlying ideas represented in the coded data.

Producing the Report – The results of the analysis were synthesized into a narrative, presenting the key themes and their implications for assessment practices during the pandemic.

The use of thematic analysis enabled the researchers to capture the complexity of teachers' lived experiences and highlight recurring patterns related to the implementation of assessment in a remote learning environment.

Ethical Consideration

Various ethical considerations will be practiced and observed during the study. The risk of physical, psychological, or financial harm will not be present. To create and uphold an ethical framework for conducting this research, the respondents will be informed of the contents of the consent. Additionally, respondents will be told that neither their names nor the research findings will be linked in any way; only the researcher will be aware of each participant's identity. Furthermore, respondents will

be assured that there are no known hazards or discomforts associated with the study.

The recordings, transcriptions, and generated themes will be carefully stored to protect the participants' privacy, as they have consented to. Participants will be informed that their participation in the study is entirely voluntary and that they may withdraw at any time if they choose to do so. During data collection, the researcher will explain the study's aims to highlight how teachers' experiences can inform the development of tailored interventions that help bridge the gap between theoretical approaches to behavior management and the practical demands of real-life classroom situations.

Zukauskas et al. (2018) emphasized the importance of adhering to ethical principles in research involving human participants. This study will address ethical concerns in several ways. Autonomy and informed consent will be obtained from participants before data collection. The purpose of the research will be explained clearly, and participants will sign consent forms. Confidentiality will be assured, ensuring that their

data remains confidential throughout the research. If any information is shared, explicit permission will be sought from participants, and anonymity will be maintained, ensuring that their privacy is respected throughout the study, with their identities protected.

RESULT

The study's results, interpreted through the lens of the Community of Inquiry (CoI) framework, reveal eight emergent themes distributed across the cognitive, social, and teaching presences. Under Cognitive Presence, teachers encountered Dimensional Challenges in Teaching, notably in adapting assessment methods to remote contexts while maintaining student engagement. They implemented Online Assessment strategies using digital tools such as group chats and recorded responses to facilitate learning. Despite resource limitations, teachers demonstrated resilience, a theme encapsulated in Kinukulang ngunit Kinakaya (Insufficient yet Enduring), as they navigated the complexities of remote instruction while striving to meet student needs.

In terms of Social

Presence, teachers emphasized the crucial role of Parental Involvement in Learning, noting that while some support enhanced learning, others led to overreliance and academic dishonesty. They also described Doing an Extra Mile in Assessment, where teachers provided varied activities and emotional support to sustain student engagement. Collaboration emerged as a vital component through the theme “Collaboration for Quality Assessment,” as educators shared strategies and sought peer feedback to enhance assessment quality. For Teaching Presence, the themes of Designing Flexible Assessments and Innovating Assessment Strategies highlighted the teachers’ commitment to creating adaptive, learner-centered assessments that addressed the challenges of online education while fostering a deeper understanding. These findings reflect the interplay of reflection, collaboration, and innovation in shaping assessment practices during the pandemic.

Table 1.
Summary of Results Based on the Community of Inquiry Framework

Community of Inquiry Presence	Theme	Description	Sample Participant Quotes
Cognitive Presence	Dimensional Challenges on Teaching	Highlights challenges in assessment practices during remote learning, such as selecting suitable assessment methods, student motivation, and adapting to the online environment.	“Challenging but possible... teacher must provide best assessment method na mag-susuit dun sa learners” (IDI 4-1)
	Online Assessment	Emphasizes the use of digital tools and strategies (e.g., group chats, recorded submissions) to deliver and reinforce assessment tasks efficiently in remote learning contexts.	“May ipapabasa ako... irerecord nila yong sagot tapos isisend nila sa group chat namin or sakin po mismo” (IDI 5-4)
	Kinukulang ngunit Kinakaya (Insufficient yet Enduring)	Captures the teachers’ experience of lacking resources, time, and content expertise, but still striving to adapt and assist students in distance learning settings.	“Hindi natin ma-identify kung anu talaga yong kailangan ng bata agad unlike kapag naka face-to-face” (IDI 3-9)

Social Presence	Parental Involvement in Learning	Focuses on how parental involvement can positively or negatively affect the assessment process, including both support and inappropriate interference.	"Parent o mga ate na mismo yong nagsusulat sa assessment... hindi talaga natututukan yong bata" (IDI 5-8)
	Doing an Extra Mile in Assessment	Highlights teachers' efforts to provide reinforcement, diverse strategies, and additional activities to ensure effective learning during the pandemic.	"Gumawa ako ng ibang way... dapat meron kang ibang strategies" (IDI 4-10)
	Collaboration for Quality Assessment	Emphasizes collaboration among teachers and school heads in refining and validating assessments for quality assurance.	"Ipinapa check ko muna siya sa mga teacher... kung ano yong pwede kung baguhin" (IDI 5-12)
Teaching Presence	Designing Flexible Assessment	Refers to teachers' efforts to create and revise assessments that are adaptable to remote learning, while acknowledging issues with reliability and authenticity of learner responses.	"Assessment... has low validity and reliability... this help me to craft a better assessment for learners" (IDI 6-1)
	Innovating Assessment Strategies	Captures how teachers respond to the challenges of the pandemic by adopting new, flexible, and learner-centered assessment strategies, aligning with the requirements of the 21st-century learning environment.	"Challenging... it gives me freely relief na naintindihan nila yong kanilang lesson" (IDI 1-5)

DISCUSSIONS

As the COVID-19 pandemic affected the sector of education, teachers have developed perceptions as to how they are

to implement the assessment activities in this time and have devised assessment activities that would help continue learning amidst the pandemic. The researcher was able to

develop various themes that capture their perception and experiences on their assessment practices. The research findings and discussion focus on the theory of Community of Inquiry which highlights the three presences namely the Social, Cognitive, and Teaching. The relationship is presented below:

On Cognitive Presence:

As the pandemic continues its effect, teachers in the education sector developed various views on its effect on the educative process specifically on the assessment practices that they do. In the theory of Community of Inquiry, cognitive presence plays a key role where it puts the design of proposing a resolution to enhance the assessment process. From the narratives that were gathered by the researchers two (2) themes were identified, namely:

Dimensional Challenges on Teaching. The theme focuses on the challenges that are being experienced by teachers in their assessment practices during remote distance learning. The teachers had their problems with the appropriate use of assessment tools in remote distance learning, the motivation of learners, and the assessment process. The participants mentioned:

I perceive assessment in the remote learning as challenging because it gives me a lot of options to chose what is the best assessment method that I'm going to employ that will suit to my learners (IDI 1-1).

I think assessment in the remote distance learning is much challenging and not effective because it will make me think the other strategies and techniques on how to motivate learners especially this pandemic (IDI 2-1)

Perceive assessment in a remote distance mode of learning is a challenging but a for us a teacher it is possible, challenging but possible. Challenging because physical distance between teacher and pupils because of the pandemic that we encounter today, ahh dahil dun sa distance learning nayun physically teacher must provide best assessment method na mag susuit dun sa learners (IDI 4-1)

These challenges can be seen in the theory of the Community of Inquiry which is on the cognitive presence. It is highlighted that Instructional cognitive presence strategies include allowing faculties to self-select topics within the topic and assessment strategies being taught, facilitating critical analysis discussions, establishing course rules that allow for an open environment for different perspectives, and encouraging students to

share resources related to the course topic with one another (Richardson, Ice, & Swan, 2009). Another explanation, according to Archibald (2010), is that although most of the debate indicated exploration and integration, only a small percentage was deemed resolution level. Archibald also argued that students might acquire resolution via a project, article, or research proposal, concluding that resolution takes time since it needs both critical thinking and the implementation of a concept or solution.

Andersson and Palm (2018) explain that expectancy-value theory may be used to understand the motivational component of the characteristics' functioning. All instructors may not have the anticipation and value beliefs necessary for sufficient involvement in a professional development program from the start. Many people will be pressed for time and may not consider their instruction to be of inferior quality. As a result, they may expect a minimal benefit from professional development, and if enough time is not given, they may expect the cost of involvement to be significant in terms of time

that might have been spent on more essential and urgent tasks.

Online Assessment. The theme highlights the activities made by teachers in making the assessment more effective. They themselves use online applications for the delivery of assessments to fasten the activities and reinforce further assessment activities using the online modality of learning. This is how assessment delivery is being done in this pandemic. The participants highlight that:

Sa Ginagawa ko po is I message or sa group chat , tapos pagpupunta sa school yong mga parents tinatanong ko sila, parang interview na din kumusta na kung ano yong mga part na nahihirapan sila ituro ganon po (IDI 5-3)

Sa group chat may pinapagawa ako sa kanila mag sisend sila dun ng ginawa po nila, halimbawa po yong sa reading po so may ipapabasa ako dun na passage din sasagutin nila, pero irerecord nila yong sagot tapos isisend nila sa group chat namin or sakin po mismo (IDI 5-4).

Sa performance task mayron din po yong like sa P.E . pero ganon din po may video sila, picture sa mga wala naman pong cellphone minsan ako nalang po ang pupunta sa bahay nila kapag may time po nag house to house visitation kami (IDI 5-5)

Further, the theory of Community of Inquiry highlights that technology's advancement and use in online learning has revolutionized the educational process. For online learners, technology may help with some aspects of the CoI framework. One of the most widely utilized and examined educational frameworks is the Community of Inquiry (CoI). The studies include topics such as how helpful the model is in today's learning environment, how it can be enhanced, and how new presences may be incorporated into the framework (Bektashi, 2018). Boitshwarelo, Reedy, and Billany (2017) mention that by choosing the structure of the questions, the cognitive level of the questions, and the philosophical approach contained in the task design that is fit for purpose and focused on real circumstances, online tests may be made to correspond with the notion of strong assessment. Ozden, Erturk, and Sanli (2004) speak that online testing necessitates tight collaboration between academic and technological departments. For starters, preparing questions for online environments takes more time. The expected degree of knowledge should be measured

by the questions. Instructors should be taught how to run a course online and field inquiries through email. Administrative entities should support such a teaching-learning environment and ensure that the system has the necessary structure. Finally, this form of evaluation method relies on technology gadgets such as computers and network devices. The computers must be capable of running the Web pages, and the server must be stable.

Kinukulang ngunit kinakaya (Insufficient yet enduring).

The theme expresses the insufficiencies that they have experienced along the way of their implementation process. These experiences that they have narrated capture the problem in the area to be assessed, the lack of time in the reinforcement of assessment activities, and there is the lack of expertise in the subject content. They stated:

Syempre hindi naman madali mag pa assist ngayon as a distance learning kaya it's a challenge talaga sakin as a teacher lalo na marami din yong student ko, hindi ko sila maisa-isa na puntahan I assist ganyan so yun po sakin po nakakatulong din yun para matulungan ako na magisip pa ng ibang way para matulungang ko sila na maturan ko sila kahit

na distance learning (IDI 5-9)

Nakakatulong naman po, lalo na yong sa mother tongue kasi since mother tongue po ako sa lower grade ako so ah, lalo na yong mga terms na hindi ko matranslate ganyan sila po yong nag bibigay sa kin ng translation niya, exact translation niya. Tapos kasi hindi din ako galling mag ilocano so mga terms na hindi ko alam then prepare po yun sa assessment na hindi lang sa multiple choice hindi lang sa identification meron ganun po so tinutulungan nila ako kung anong type ng question na ibibigay sa kanila (IDI 5-13)

Hindi natin ma i identify kung anu talaga yong kailangan ng bata agad -agad unlike na kapag naka face to face. As the lesson go on, makikita po natin kung anu yong kailangan ng bawat isa (IDI 3-9)

Focusing on the four stages of the PIM might help you improve your cognitive presence in online courses triggering event, exploration, integration, and resolution (Garrison et al., 2000). What do these educational activities look like, though? The inquiry stage requires learners to engage in activities related to the inquiry process; exploration activities should allow students to brainstorm, discover, and openly discuss problems in an environment that encourages such learning; and instructional activities centered on reflection

and integration of ideas fall into the integration stage (Richardson et al., 2010).

Sadaf, Wu, and Martin (2021) mention the consequences for online course creators and teachers. They can better understand topics that have been studied more extensively (instructional strategies and learning outcomes) as well as the outcomes of topics that have been studied insufficiently (learning environments and the relationship of cognitive presence to other presences) in order to create cognitive presence capable of supporting high-level online learning. The findings emphasize the importance of including various instructional strategies to enhance cognitive presence in online courses, such as reflection on practice, case-based learning, inquiry-based learning, peer facilitation, debate, project-based learning, collaborative learning, role play, scaffolding, article critique, instructor facilitation, invited expert, and roles assignment.

On Social Presence

The narratives that have been given by the informants were able to highlight a significant area of the Community of

Inquiry. The narratives were able to develop four (4) themes that give enlightenment on the aspect of communication made and collaboration. The themes are as follows:

Parental Involvement in Learning. This theme focuses on the participation and collaboration built by faculties with the learner's parents. These further highlights how parents involve themselves in the assessment activities which creates bonding. Though on the other side, it has also its negative effect to the inactive participation of parents, the misbehaviors made by parents, and setting standards that create pressure among learners. They stated that:

By continuing monitoring by the learners through communicating with the parents or by providing technical assistance with the learners together with the parent through message application or revisit. It is monitored by giving or asking some questions related to their lesson (IDI 2-12)

positive, maybe yong anu parang magkaroon ng bonding to between parents and child or the learners kasi may time po sila na tulungan or magturu an ng parent nila. Yong negative naman is that hindi lahat nga po ng mga bata andyan yong mga magulang na mag ga guide ng

mga magulang , mayron din yong hira na hira na , wala pa din silang matawag na magulang or elders na tutulong sa kanila (IDI 3-7).

Opo talagang sinasabi nila pagkinukumusta ko sila pagkumukuha sila ng module and then nakikita ko naman po sa mga hand written , iba yong hand written , parent o mga ate na mismo yong nagsusulat sa assessment nila o sa module nila. Tapos syempre yong isang negative din yun hindi talaga natututukan yong bata na sila mismo . matoto sa lesson , kailangan talaga teacher yong mag papa assessment sa kanila para makita kung may natutunan yong bata ganyan (IDI 5-8).

The theory of Community of Inquiry states that social presence predicts cognitive presence perceptions. With the use of various media and enhanced course design, social presence may be built-in in online learning contexts. Moreover, it was discovered that employing collaborative activities, greater debate, and final projects, as well as fostering a pleasant and easy social atmosphere, improved learning (Akyol, 2009).

Shao et al. (2022) speak that the less engagement of parents, the less comprehension of online learning. Because of the abrupt shift in educational location, parents who are

unfamiliar with online education believe that schools and instructors may not pay enough attention to their children in comparison to face-to-face education, resulting in a bad opinion of online learning among parents. On the other hand, family characteristics have an important role in the quality of online learning. Parental tutoring and assistance may have an impact on the quality of online learning, implying that online learning is significantly reliant on parental engagement and support.

Doing an Extra mile in Assessment. This theme highlights the need to exert effort in making the assessment practices effective despite remote distance learning. Most of the teachers make effort in doing reinforcement to make the assessment more effective and to assure that learning takes place. These activities made are on the aspect of adding additional tasks for learners, diversifying assessment activities, adjusting assessment in distance learning, and extending assistance in difficult lessons. They mentioned:

Yes sir, masasabi ko naman na Oo kasi yong start na ginagamit ko work sheets yun, tapos syempre hindi

naman lahat ng student ko ay nag cope up sila sa work sheets na yun , ako as a teacher parang gumawa ako ng ibang way parang hindi ko lang mag stick sa isa lang so dapat meron kang ibang strategies (IDI 4-10)

Ano sir parang inaano ko siya sa learning sa sarili tapos para yong mga para maano ko sa sarili ko na may ibang way para maturoan ko yung bata ibang isang strategy para makatulong dun sa bata tsaka dun din sa parent na nag guide sa kanila (IDI 4-11)

Sa ngayon po kailangan Anu ba gagawin natin , kailangan natin tulungan parin yong bata at dagdagan natin yong mga activities na ibibigay natin sa kanila yong may enrichment nakailangan lalo na yong mga medyo nasa ibaba na level pa na nangangailangan ng more activities para lalong mahasa yong kung anu yong nasa abilities ng bata (IDI 3-10)

Trust building, “hand-holding” technical help, and developing informal interactions were given as links between the growth of online social presence and course design, and the authors stated that the dimension of social presence should be considered during course construction. Another point to consider is Kilis and Yildirim (2018) thesis that the nature of social presence has altered because of 21st-century learning and has

become more significant. Therefore, further study on social presence is still needed, with an emphasis on more distinguishing characteristics.

Fitriati, Fatmala, and Anjaniputra (2020) express that praise or verbal reinforcement, token awards, and physical incentives are examples of reinforcement. Symbolic incentives and activity rewards are two sorts of reinforcement that the instructors did not employ in their teaching and learning process. These tactics aren't adopted since they are expensive and time-consuming. To promote students' good behavior in class, instructors should use rewards rather than punishments. As the result of the interviews with the instructors show, reinforcement is vital.

Collaboration for Quality Assessment. Ensuring the quality of assessment is especially important. In this theme, teachers were able to identify that collaboration activity happening to assure quality assessment in remote distance learning. This captures the sharing of experiences which leads to the incorporation of comments to enhance and ensure the quality of assessment practices. They have expressed:

Through collaboration nag kakaroon kami ng pag-uusap kung anu ang problema nila naging problema din namin at kung anu yong solution nila sa problem ana nakakatulong din sa akin at nanhihingi din kami ng guide sa aming school head kung kinakailangan na lagi naman pong ready (IDI 3-12)

So yong sa assessment na ginagawa ko so ahead of time palang before ko binibigay sa bata, ipinapa check ko mona siya sa mga teacher or sa principal sa mga kasamahan ko po. Pinapa check ko kong ano ang pwedi kung baguhin o ano yong imimaintain ko po doon (IDI 5-12)

Diba yung sa lower grade may mga suggestion yung mga co teacher, principal na mas better sa alam ko so yun yung gina gawa ko sir. Malaki yung natutulong sir kase para masend mo yung gusto mong matutunan ng bata (IDI 4-13).

According to Caskurlu, Richardson, Maeda, and Kozan (2021) the community of inquiry framework can understand these elements, which are critical for student online learning experiences, offering insight into its predictive capacity. Given that this synthesis is the first of its kind in the CoI framework in relation to student online learning experiences, future research focusing on the CoI framework and other theoretical perspectives would

provide additional conceptual and theoretical insights and expand our understanding of successful online learning and creating the authenticity of the assessment. Moreover, Stewart (2019) added that using the CoI Survey to evaluate writing courses includes student input, accounts for the learning process, and raises issues about how much students perceive they are learning because of engaging with peers. The CoI Survey responds to writing assessment scholars' focus on taking context into account when assessing students' work in this manner.

According to Rodriguez-Gómez and Ibarra-Sáiz (2015), the problem of constructing assessment activities that are demanding and relevant for students while also provoking highlevel reflective, analytical, and critical thinking necessitates a shift in educators' and students' mindsets. This continues to expand our understanding of assessment procedures that prioritize student learning, as well as the modifications that are needed at the micro (classroom), meso (curriculum), and macro levels (school).

On Teaching Presence

The growth of innovating assessment in this pandemic is capturing the various means and steps undertaken by teachers. With the advent of the pandemic and the challenge of the fourth industrial revolution, teachers create a new means of facilitation in a flexible modality to make teaching and learning possible. The narratives that were expressed identified two (2) themes that can be related also to the theory of community of inquiry. They are as follows:

Designing Flexible Assessment.

The theme referred to the narrative expressed by the participant's perception in the implementation of assessment in this pandemic. As teachers implement assessment in remote distance learning, they were able to see the success of assessment implementation yet there are also those who doubt the validity and reliability of the answers made by the learners. They mentioned:

Assessment in remote areas facilitated by home facilitators has low validity and reliability. We cannot 100% sure if the assessment was answered by the pupils themselves. Results of assessment are very high and everyone has high scores including the struggling

learners. Yes, this help me to craft a better assesment for learners (IDI 6-1)

Mahirap na madali, masasabi kong challenging because it gives a lot of excitement especially sa assessment part because this will be the best one in my teaching . gaya ng teaching strategies that I'm employed to my learners if they are effective or not nakikikita mo na yong scores ng mga bata yong mga learners medyo mataas it gives me freely relief na naintindihan nila yong kanilang lesson (IDI 1-5).

The designing of flexible assessment is needed as part of the theory of Community of Inquiry and as a solution in this advent of the pandemic making teaching and learning possible. Designing, facilitating, and directing cognitive and social processes to achieve individually meaningful and educationally valuable learning results (Garrison et al., 2009). Because students must be placed in circumstances where interaction is essential for learning, teaching presence is crucial in establishing this link between social and cognitive presence. The high rating of teaching presence was more connected to students feeling personally supported by their instructors than to students feeling that the course produced an atmosphere for collaborative

learning, according to the survey questions (Stewart, 2019).

Song, Rice, and Oh (2019) emphasize that learner engagement is more than just a number of interactions or access to the learning environment. Our findings show how student behavior indicators in online courses are linked, but further research is needed into various forms of synchronous and asynchronous interaction in different sorts of online learning environments, particularly the usage of conversational agent systems. Further, Vorderwell and Zachariah (2005) point out that there are elements that affect the participation of learners in remote distance learning following elements impact remote distance learner engagement and patterns: technology and interface characteristics, content-area experience, student responsibilities and duties, and information overload. In an online learning course, technology, the course interface, group behavior, and student personalities may all impact participation and learning results. It becomes critical to carefully establish online roles and activities, as well as gain insight into how groups and learning communities grow.

Reinventing Assessment.

The theme captured by the researcher highlights the means and ways of teachers in doing assessments namely in the pen and paper testing, formative and summative activities integrated into the module, and using a multiple-choice type of test in developing higher-order thinking skills. These means were reinvented by teachers for them to execute assessments in remote distance learning. They expressed:

Gaya ng test questions, pagbibigay ng ibat-ibang tanong tungkol sa topic. Sa lesson nila. Purely pen and paper test. Written paper (IDI 1-4)

Gaya ng test questions, pagbibigay ng ibat-ibang tanong tungkol sa topic. Sa lesson nila. Purely pen and paper test. Written paper (IDI 1-4)

Minsan observation para sa classroom din po na may mga multiple choices, ay yong pag measure ng kanilang HOTS or Higher thinking order thinking . yong mga questions na may kunyari How especially sa mga higher grade (IDI 3-5)

The theory of community of inquiry highlights that online academic staff and students collaborate to create a productive online learning environment in which knowledge is generated by skillfully marshaling several

types of presence (Garrison et al., 2009). Assessments tend to convey to pupils what kind of information they should acquire and how they should approach learning. Formative feedback is essential for critical comprehension of the material. It aids in the development of the metacognitive abilities required for participation in online discussions (Garrison, 2017). Palloff and Pratt (2007) suggest using rubrics to measure the quality of discussion forum comments and their weight in the overall course grade. Vaughan, Garrison, and Cleveland-Innes (2013) presented discussion rubrics that may be utilized proactively to mold student metacognition and as a reference for offering formative feedback. Hammond, Schachner, and Edgerton (2020) students may also take control of their education by completing performance evaluations that evaluate the investigations they do. Several schools and districts are collaborating to develop fair and high-quality performance evaluation systems with defined criteria, goals, and procedures that influence teaching practices and learning at the school level. Schools and districts can use tools like the Performance Assessment Resource Bank

to help provide school-based learning opportunities for educators to collaborate on developing the various components of a performance assessment system (curriculum planning documents, rubrics, and student and teacher directions) that are aligned to student learning goals.

The findings underscore the need for ongoing teacher development programs that prioritize digital pedagogy, flexible assessment design, and adaptive strategies grounded in the Community of Inquiry framework. Professional development should empower teachers to create meaningful assessments that are context-sensitive, inclusive, and capable of promoting higher-order thinking skills, even in remote or resource-limited settings. At the policy level, educational authorities must institutionalize support systems that encourage collaborative practices among educators, ensure equitable access to technology, and recognize the critical role of parental involvement in student learning. Additionally, policies should foster innovation by providing teachers with the autonomy and resources to design learner-centered assessments. Future research

may explore the long-term impacts of these adaptive assessment strategies on student outcomes, investigate parental engagement in various socioeconomic contexts, and examine how CoI elements evolve across different learning modalities, including hybrid and in-person models post-pandemic.

CONCLUSION

With the themes identified anchoring it on the theory of community of inquiry, the researchers were able to conclude the important role played by the presences identified by the proponents of CoI. The experiences of teachers gave an avenue for the researchers to conclude that the assessment practices in this time of the pandemic are still in the process of development, embracing and converting some to best suit the diversity of learners that they have. Repeatedly the cognitive presence that teachers have relative to assessment must develop the learning of learners where they will be able to construct and reflect on every assessment that they will take. Moreover, in the aspect of social presence relative to

the cognitive presence, the assessment practices that they have must project the learner's personality which would occur with the steps taken by the teacher in ensuring quality learning. Lastly, the teaching presence gives the direction of the two others where they have facilitated the remaking of assessment and made it flexible for learning.

RECOMMENDATIONS

Develop Context-Sensitive Assessment Frameworks

Schools should design flexible and context-sensitive assessment frameworks that consider varying levels of access to technology and the diverse learning needs of students, especially in rural or under-resourced areas.

Capacity Building for Teachers on Authentic and Digital Assessment

Regular training and professional development programs should be conducted to equip teachers with the necessary skills to design, implement, and evaluate authentic, reliable, and inclusive assessments in both online and blended learning

modalities.

Strengthen Collaborative Communities of Practice

Schools should foster a culture of collaboration among teachers by forming professional learning communities (PLCs) where educators can share best practices, co-develop assessment tools, and reflect on their experiences using structured frameworks like the Community of Inquiry (CoI).

Ensure Assessment Integrity and Student Privacy

Institutions must adopt secure yet ethical online assessment strategies that promote academic integrity without compromising student privacy. This includes using appropriate digital tools, clear communication of academic honesty policies, and formative feedback over surveillance-heavy methods.

Institutionalize Reflective and Data-Informed Assessment Reviews

Schools should regularly evaluate the effectiveness of their assessment practices through feedback from both teachers and learners. Reflection and review mechanisms should be

institutionalized to continually improve assessment design and ensure alignment with learning outcomes, especially in times of educational disruption.

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