

CLASSROOM TEACHERS VIEWS ABOUT MEASUREMENT AND EVALUATION APPROACHES BASED ON LEARNIG PROCESS

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Abstract

The purpose of this study is determine classroom teachers views about measurement and evaluation approaches based on learning process. The study was design as fenomonology. Participants of the study is 32 (18 female and 14 male) classroom teachers. Data were collected with semi stuructered interview technique and analyzed descriptive analysis technique. The study results revealed that classroom teachers have positive point of view about measurement and evaluation approaches based on learning process. They also stated that they use these techniques in their classrooms and mentioned that have found these techniques useful. The classroom teachers had some recommendations for functional usage of these measurement nd evaluation techniques.

Keywords: Measurement and evaluation, learning process, classroom teachers.