

Review Article**Method of Teachers' Evaluation of Students' Performance during the CoVid-19 Pandemic: Challenges and Solutions
(Investigating Lived Experience of Parents, Teachers and Professionals)****Kamal Nosrati Heshi ^{*1}, Mir Masoud Talebi Barkaje ², Hasan Ahmadi ³**

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Received: 2022/08/22**Accepted:** 2022/09/22**Abstract**

The purpose of the present study is to investigate the way teachers evaluate students' performance in the CoVid-19 Pandemic and to identify challenges and solutions to overcome problems using lived experiences of parents, teachers and professionals. The current research is qualitative. To obtain the findings, the phenomenological method (semi-structured interview) was used. In this study, 25 primary school teachers and 25 parents of students in Ardabil city and 14 experts in this field across the country were selected by purposeful sampling method and theoretical saturation criteria. The results showed that during the CoVid-19 Pandemic, teachers used different methods for evaluation and faced many challenges, and were presented with suggestions to overcome them. Parents also expressed their opinions about how to evaluate teachers and provided solutions to solve the challenges. Later, in relation to the identified challenges, experts were interviewed, and in order to overcome challenges, strategies such as expansion of combined education, elucidating philosophy of evaluation and its ethical aspect to learners and parents, the development of communication infrastructures, use of research results, conducting continuous activity-based evaluations and in a practical and inferential manner, no restrictions on the use of networks, monitoring the work of teachers, emphasizing evaluation as a tool for learning not a means of stress, evaluating high levels of students' knowledge and avoiding emphasizing the evaluation of the low level of knowledge, and various other solutions that were presented in the findings section. Therefore, it is necessary for education practitioners to take advantage of the suggestions of parents, teachers, and especially experts in order to identify the challenges in the evaluation of students during the CoVid-19 Pandemic and overcome them according to the presented suggestions.

Keywords

Evaluation of students' performance, lived experience of experts, teachers and parents, challenges and solutions, Covid-19.

Introduction

Having a well-considered and accurate program is considered a basic and necessary requirement for educational institutions, and the curriculum can be referred to as the heart of the education system and a tool to achieve the goals of education (1). In the field of curriculum designing, elements of a curriculum are discussed; however, there is no consensus among experts about the elements or components of the curriculum varying in a wide range of elements (2). For instance, Klein considers the curriculum to consist of nine elements: goals and objectives, materials, content, learning activities, teaching strategies, evaluation, grouping, time and space (3). Akker (4) also introduces ten elements of the curriculum. In his model, all elements are similar to Klein's model except for the element of logic or reason of the curriculum. It should be noted that

the success of a curriculum depends on the formulation and successful implementation of curriculum elements, and as it is known, one of the curriculum elements is evaluation. In connection with evaluation, according to Hasani's work, it should be acknowledged that "value judgment will be different according to the subject to be valued and the desired values. What we are discussing in this article is learning and its results in the classroom and school. Therefore, classroom assessment is a value judgment of a teacher or student or even a parent about learning and student learning outcomes." (5) Evaluation is the process of determining, preparing, and collecting information about various educational topics to describe, analyze, and judge in order to improve, promote, change, and excel (6). In the classroom and school, teachers are not supposed to evaluate all information. According to Maleki (7), "we have to choose because of the multitude and breadth of information. To choose, we need to know the nature of the subject of evaluation well and identify the necessities and ignore collection of extensive useless information." Therefore, evaluation is one of the most important aspects of the educational process which enables to determine the strengths and weaknesses based on the results, and by strengthening the positive aspects and eliminating the weaknesses, take appropriate steps in the development and reform of the educational system (8), (9). Therefore, evaluation is to measure students' performance and compare them with educational goals, at first, and during the course, as well as the end of the course in order to determine whether the teacher's educational activities and the students' efforts have come to a desirable result or not. Moreover, in general, it is expected that an efficient educational system will be successful in evaluation and, if there are weaknesses, identify and take the necessary steps to fix them quickly.

Studying the current state of schools or even higher education centers in the evaluation process, especially in the discussion of virtual education, shows that there are many challenges. For instance, according to the work of research by Roshani Ali Bena See, Fathi Vajargah & Khorasani (10), the quality of evaluation of the e-learning curriculum is challenged in various dimensions. In fact, they acknowledged that the quality of evaluation of the Shahid Beheshti University's Virtual Education curriculum faces challenges that should be tackled to get out of the problem. Pakzad et al. (9) also pointed to some of the challenges in the evaluation of learners' performance, including inappropriate space for group evaluation, non-standard questions, use of inaccurate methods for evaluation, memory-oriented questions etc. According to Mohammadloo and Mohammadi (11), in virtual education tests and evaluations, unlike the actual space, because of its nature, lack of care and control of teachers and school authorities, is much more likely to develop immoral behaviors. Instances of these behaviors in the process of implementing tests in the virtual environment can be helping third parties, sharing answers between students in a class in different ways, and using educational materials and books during testing. In addition, evaluation, even in person class(es), faced many problems, among which the problems of virtual classes are normal, especially during the CoVid-19 Pandemic. For instance, Karamalian, Jafari Harandi & Ebadi (12), in their research regarding the problems of implementing descriptive qualitative evaluation from the perspective of teachers and principals of elementary schools, showed that the rate of problems of implementing descriptive qualitative evaluation is above average.

Regarding the subject of research, sometimes studies have been carried out by researchers inside and outside the country. For instance, Pakzad et al. (9), in a research titled "Phenomenology of evaluating learning outcomes", analyzed the use of the-seven-step model of Wan Manen and Finally, 5 structures (nature of evaluation, evaluator (teacher), nature of-learning outcomes, evaluated (student) and nature of curriculum), 17 dimensions, 87 categories and 320 indicators of phenomenology of evaluating learning outcomes in the format of a model were identified. The findings showed that evaluation of learning outcomes is surrounded by 5 structures mentioned; and-the-obtained structures, dimensions and indicators are related to-each other and all of them contribute to the measurement of learning outcomes and have the same

value. In a research titled "Learners Assessment tools in e-learning", Abbasi Kasani, Shams Mourkani, Seraji & Rezaeezadeh (13), while introducing some methods for evaluation, they suggested that several evaluation methods should be used to evaluate learners in e-learning environment because it increases the validity of the evaluation. Roshani Ali Bena See et al. (10), in a research titled "the Challenges of Quality Evaluation of Virtual Education Curriculum: The Case of Shahid Beheshti University", showed that the quality of evaluation of the virtual education curriculum of Shahid Beheshti University faces challenges, and the virtual education managers of Shahid Beheshti University should solve the existing obstacles by making decisions in accordance with the research results and implementing an effective monitoring and evaluation system. Hosseinizadeh (14), in a research titled "educational evaluation in behavior (Sireh) of Prophet Mohammad (PBUH) and Ahle Beit (PBUH)", came to the conclusion that in the saints' sireh, evaluation types such as evaluation of teacher and student, diagnostic, creative and final evaluation, oral evaluation, individual evaluation, goal-oriented evaluation, and participative evaluation have been considered. Chen, Su, Zheng & Li (15), in a study titled "Towards an operationalized and effective school self-evaluation system: An ongoing action research study in Chinese secondary schools since 2011," acknowledged that school self-evaluation is an effective mechanism which helps schools to implement strategies to improve part of school quality. They were able to generalize and propose an operationalized and effective School self-evaluation system to illustrate how to operationalize School self-evaluation effectively. Coates (16), deals with the evaluation of student learning outcomes at the international level: perspectives and boundaries, and in international reviews of the evaluation of student learning outcomes, he determines principles to guide changes in the field of evaluation methods. It deduces a strategy to stimulate development through the review of evaluation plans, facilitating and inhibiting factors. In evaluation methods as an effective tool to develop students' learning, Klimova (17) concluded that evaluation is a complementary and inseparable part of any educational process, and, with different evaluation methods, it can play a vital role in students' learning. Fuller, Rawlinson & Bevan (18) conducted a study titled "Evaluation of Student Learning Experiences in Physical Geography Fieldwork: Paddling or pedagogy?", and the results based on the analysis of scores and the examination of student feedback showed that in the short term, the traditional descriptive-explanatory approach is significantly more useful for student learning than the analytical-predictive approach. In another research titled "Evaluation of Student Learning Outcomes in MSW Programs", Kameoka & Lister (19) showed that educators in the majority of programs assess acquisition of foundation and advanced knowledge on a course-by-course basis using a variety of traditional methods. Educators in only 14% of the programs conduct qualifying examinations before student enrollment in the advanced curriculum, and teachers in approximately 33% of the programs conduct comprehensive examinations upon students' completion of the advanced curriculum.

By reviewing the research done, it is clear that there have been some research on the subject of evaluation inside and outside the country and suggestions have been made to improve the evaluation. However, the innovative aspect of this research is that, in order to gain first-hand experiences related to how teachers evaluate the performance of students during Covid-19 Pandemic and in virtual classes and to know the problems and issues in the work of evaluation and overcome the existing challenges, with interviews with parents, teachers and experts tried to find the most practical solutions. In fact, the superiority of the current research is that by interviewing and obtaining the lived experience of parents, teachers, and specialists, one can obtain the related experiences and knowledge of people who are active in this field and face existing problems and gained experiences to overcome problems. In fact, these experiences can be shared with other teachers in order to improve the performance evaluation of learners.

Research questions

Questions from teachers

- What is the difference between the methods used in the CoVid-19 Pandemic to implement the evaluation compared to the pre-CoVid-19 Pandemic? (If possible, provide a comparison between before and during the CoVid-19 Pandemic period)
- Was the evaluation of students' performance done fairly during the CoVid-19 Pandemic? What is the reason for your answer?
- Which of the evaluation methods did you use to measure students' performance during the CoVid-19 Pandemic? How? (Initial assessment - continuous assessment - final assessment)
- Did you use a special innovative method to evaluate students during the CoVid-19 Pandemic? Mention?
- What are the strengths and weaknesses of the implementation of the evaluation during the CoVid-19 Pandemic?
- What solutions do you offer to overcome the mentioned problems and challenges?

Questions from parents

- Since the beginning of CoVid-19 Pandemic, what methods were used to evaluate your children's academic performance by school teachers? (During the training period and at the end of the course)
- In the era of CoVid-19 Pandemic, to what extent are you satisfied with the way your children's academic performance is evaluated by teachers and their seriousness in continuous and final evaluation? Why?
- What challenges, problems and shortcomings were there in the academic evaluation of your children?
- To overcome the problems, what solutions do you suggest to teachers and other people involved in education?

Questions from experts

According to the problems mentioned in connection with the evaluation of students in the era of CoVid-19 Pandemic, what should be done to overcome them? (Suggestions and solutions to teachers, education professionals and parents)

Research Methodology

This research is a qualitative research, and of phenomenological type. Phenomenology means the study of lived experience or the world of life that is lived experienced by a person and does not mean the world or a reality separate from humans. In research approaches of phenomenology, there are two methods of descriptive phenomenology (Husserl) and interpretive phenomenology (Heidegger). Although researchers examine both lived experiences, in the descriptive phenomenological approach, the description of the phenomenon and the lived experience are examined without interpretation, and a detailed description is made by presenting categories and classifications of experiences. In Heidegger's interpretive phenomenology, description is not the main goal of the researcher, and clearly the interpretation of the meanings of people's lived experiences is done by the researcher (20). Therefore, the current research was conducted based on Husserl's descriptive phenomenological method to obtain the lived experiences of the participants.

The potential participants in this research include all teachers (from all grades) working in Ardabil from districts 1, 2 and 3 schools selected randomly in each district in the academic year of 2021-2022. Furthermore, the research community included parents of all students (all grades) in Ardabil city, and experts in this field throughout the country. To select the statistical sample and their number, a targeted approach and a theoretical saturation criterion were used (according

to the theoretical saturation approach, no new information was obtained in the 25th interview of parents and teachers and the 14th interview of experts, and the interview was stopped). In fact, there were sometimes a large number of teachers in each school, and for this reason, the condition for selecting teachers as a statistical sample was, firstly, the desire to participate in the study and secondly, having the experience of teaching for at least 2 years in virtual form; and thirdly, people who had gained experience in the field of virtual evaluation were interviewed, and finally 25 teachers and 25 parents were selected. In order to conduct the interview, relevant explanations and necessary information about the interview and the purpose of the research were provided to the participants. Therefore, 14 experts in the field of curriculum planning and educational sciences across the country were selected from among well-known professors for interviewing.

As noted, the tool used for data collection was a semi-structured interview. Due to the conditions of CoVid-19 Pandemic and the red situation of Ardabil at the time of the study, interviews of teachers, parents and experts were conducted virtually (by answering questions) and on the WhatsApp Application. Having conducted the interviews, the answers obtained in the form of text or audio were written on paper and compiled. The text of the interviews was analyzed with the systematic method of Strauss & Corbin (21), in three stages of open, axial, and selective coding. In other words, based on this approach, the interviews were analyzed at several levels. In the open coding phase, the written transcript of the interviews with teachers, parents and experts was carefully read by the researcher and divided into smaller parts. These components were compared, conceptualized and categorized in a constant process. In the axial coding, the categories identified in the previous stage were further ordered and linked to each other with a new combination. This process was done in such a way that more general categories were identified and their relationship was clarified. Finally, a selective coding, which is actually narratively summarizing the research findings, was specified for each interview question. In addition, to ensure the accuracy of the researchers' interpretation and understanding of the statements of each participant, they were contacted again and the accuracy of the interpretations was checked with his opinion and necessary changes were made if necessary. Finally, after 25 interviews with teachers, 25 interviews with parents, and 14 interviews with experts, information was saturated.

Discussing the ethical considerations of this research, the participants were assured that the interviews conducted by the researcher are completely confidential. In the course of conducting this research, the names of none of the interviewees will be mentioned. Their information is only for the study. At any stage of the research, they could withdraw from its continuation. The researchers also avoided discrimination between participants.

Finally, in order to achieve credibility, transferability and trust or verifiability of interview questions and participants' answers, techniques such as the use of triangulation technique, member control technique, technique of obtaining detailed parallel information (peer debriefing) and self-monitoring of researchers (22) were used.

Findings

In this section, research questions, the data and findings related to each question are mentioned in order:

Questions from teachers

1. What is the difference between the methods used in the CoVid-19 Pandemic to implement the evaluation compared to the pre-CoVid-19 Pandemic? (If possible, provide a comparison between before and during the CoVid-19 Pandemic period)

Table No. 1. Evaluation methods in the era before and after CoVid-19 Pandemic

Open Coding	Axial Coding	Selective Coding
face-to-face training, use of integrated methods (group discussion-speech) and invitation to challenge, use of different evaluation methods such as written, oral and practical test, exchange of information at the same moment, use of standard questions with limited time, Use of initial and final evaluations	Evaluation in the era before CoVid-19 Pandemic	Evaluation methods in the era before and after CoVid-19 Pandemic
Conducting training with ready-made files and videos, reducing the invitation to challenge and group questions and answers, reducing the variety of evaluation methods, formulating evaluation questions more easily and in a test form with longer response time, not much change compared to Before CoVid-19 Pandemic, the involvement of parents with insufficient expertise in evaluating students, the use of project-oriented and research-oriented questions and explanatory questions	Evaluation in the era of CoVid-19 Pandemic	

Based on the interviews conducted with elementary teachers, the method of implementing evaluation during the CoVid-19 Pandemic and before it was investigated. Among the answers of 25 elementary teachers participating in the research, 8 methods for implementing evaluation were obtained. It should be noted that among these 8 methods, 3 methods are related to the methods of evaluation in the pre-CoVid-19 Pandemic and 5 methods are related to the methods of evaluation in the CoVid-19 Pandemic. Therefore, among the interviews conducted among the primary teachers, 5 of the teachers mentioned these 8 methods in their interviews completely.

2. Was the evaluation of students' performance done fairly during the CoVid-19 Pandemic? What is the reason for your answer?

Table No. 2. The state of fairness in the evaluation process of students

Open Coding	Axial Coding	Selective Coding
Weak students cheating from smart ones and getting equal scores with each other, the interference of students' surroundings especially parents in the evaluation, some students not having access to Shad Platform (a social networking application specifically designed for Iranian schools) even on Android phones, lack of internet infrastructure and suitable tools for in person training, creating groups by students for cheating (group answers to questions) on WhatsApp, not paying attention to the differences between students in evaluation, poor students not having access to virtual and reinforcement classes, not having enough time to evaluate some courses in virtual classes, lack of teachers' access to students for face-to-face evaluation.	Lack of fairness in the evaluation process	fairness in the evaluation process
It depends on families whether they allow the students to cheat or not, it depends on the conditions of each school, providing the teaching of the school teachers on the channels of Shad creates a good opportunity to watch an educational video several times.	dependent on other factors	
Students are still active in Shad network and based on the student's activity, the teacher evaluates and measures their knowledge.	Establishing fairness in the evaluation process	

Based on the interview conducted with primary school teachers, 13 people answered this question. It should be noted that among these 13 answers, 9 answers were related to the fact that fairness was not established in the evaluation process, 3 answers were related to the fact that fairness in the evaluation process depends on some things, and only 1 answer was related to the fact that fairness is established in the evaluation process.

3- Which of the evaluation methods did you use to measure students' performance during the CoVid-19 Pandemic? How? (Initial assessment - continuous assessment - final assessment)

Table No. 3. The amount of use of initial, continuous and final evaluation in the CoVid-19 Pandemic

Open Coding	Axial Coding	Selective Coding
Diagnostic or initial evaluation in the chat room of Shad, continuous evaluation through the review of students' audio files, continuous or final evaluation through paper-pencil and functional tests, review of students' assignments in each session through continuous evaluation and revealing their strengths and weaknesses.	All three measurement methods	Different evaluation methods
When several lessons or a chapter were completed, oral and written questions and answers were used to achieve the results of the training. When I explained a topic, I immediately asked the students to deliver the same topic to me - usually after each session or during the holidays, three or four questions were shared in the group so that the students' learning could be evaluated.	Continuous evaluation	
I designed the questions and uploaded them to Shad group, and the students answered them at a set time. Due to lack of time, the test was taken at the end of the course	Final evaluation	
Continuous evaluation was done during the training of each topic or at the end of the training period, final evaluation was used.	Continuous and final evaluation	

Based on the interviews conducted with elementary teachers, among the answers of 25 elementary teachers participating in the research, 10 answers were obtained about the evaluation methods of students in CoVid-19 Pandemic. It should be noted that out of these 10 answers, 4 answers were related to the fact that teachers used all three assessment methods, in three of the answers it was revealed that teachers only use continuous assessment. 2 answers also indicated that teachers only used final assessment and only 1 answer was related to teachers using continuous and final assessment.

4- Did you use a special innovative method to evaluate students during the CoVid-19 Pandemic? Mention?

Table No. 4. Using an innovative method to evaluate students during the CoVid-19 Pandemic

Open Coding	Axial Coding	Selective Coding
Creating a virtual work folder for students, strengthening communication between students by forming small student groups, video calling and presenting a conference by students, using new software for evaluation, group discussions and debates, evaluation through Skyroom (Iranian platform for meeting, classes and conferences) Or Google Meet	Having a special innovative method	Various innovative methods
Common methods such as end-of-semester tests and questions and answers were used during the sessions	Not having a special innovative method	

Based on the interviews conducted with elementary teachers, among the answers of 25 elementary teachers participating in the research, 5 answers were related to innovative methods for evaluating students during the CoVid-19 Pandemic. It should be noted that out of these 5 answers, 4 answers were related to the fact that teachers had special innovative methods for evaluation during the CoVid-19 Pandemic, and only 1 answer was related to the fact that teachers did not use special methods for evaluation.

5- What are the strengths and weaknesses of the implementation of the evaluation during the CoVid-19 Pandemic?

Table No. 5. Strengths and weaknesses of evaluation in the era of CoVid-19 Pandemic

Open Coding	Axial Coding	Selective Coding
Lack of stress among students due to the virtual nature of the evaluation, reducing the cost of commuting to school for evaluation, saving time in electronic and online learning compared to traditional methods, control and supervision of parents in evaluations, easy and quick correction of students' answers to questions	Strengths	Strengths and weaknesses in the evaluation process
Slow internet speed during evaluation, students' parents writing answers to questions instead of the students themselves, lack of benefit of a number of students from educational facilities, lack of proper feedback, lack of proper follow-up of learning, lack of proper interaction between parents and school, lack of appropriate lesson plan, lack of effective evaluation, lack of attention to assignments, the diminutive role of sufficient supervision and active and group participation of students, cheating by students and dishonesty between them and academic failure, some students pay more attention to the phone than Shad network itself	Weaknesses	

According to the interview conducted with the primary teachers, 18 of the teachers raised some points about the strengths and weaknesses in the evaluation process of the students in CoVid-19 Pandemic. It should be noted that out of these 18 answers, 6 answers were related to the strengths of the implementation of evaluation and 12 answers were related to the weaknesses of the implementation of evaluation from students during the CoVid-19 Pandemic.

6- What solutions do you offer to overcome the mentioned problems and challenges?

Table No. 6: Solutions to overcome challenges and problems

Open Coding	Axial Coding	Selective Coding
The government's effort to implement the Article 30 of the constitution to distribute educational facilities to students in need, provide financial support for teachers, create new programs in virtual classes and familiarize students with these programs.	Solutions for the government	Solutions to get out of problems
Participation of students in schools in person by observing health protocols, specific curriculum and appropriate timing for the presentation of educational materials, designing a program that communicates live with all students at the same time.	Solutions for schools	
Establishing proper interaction between students and teachers, establishing proper interaction between parents and school	Solutions for parents, students and teachers	

Based on the interviews conducted with elementary teachers, solutions were presented to overcome the problems in the CoVid-19 Pandemic crisis. Among the answers of the teachers, only 9 people offered solutions to overcome the problems in the CoVid-19 Pandemic. It should be noted that out of these 9 answers, 4 were solutions for the government, 3 were related to schools, and 2 were related to parents, students, and teachers.

Questions from parents

1- Since the beginning of CoVid-19 Pandemic until now, what methods were used to evaluate your children's academic performance by school teachers? (During the training period and at the end of the course)

Table No. 7. Methods used for evaluation by teachers from parents' point of view

Open Coding	Axial Coding	Selective
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		Coding
Recording their own voice and sending the answers to the teacher, evaluation by video or audio call	Audio and video evaluation	Evaluation methods by teachers
Evaluation in the form of a conference presentation of the taught topic, questions and answers that were asked to the students at the same moment after teaching.	Evaluation through conference presentation	
Through written exams of courses in virtual classes	Written evaluation	

According to the parents of elementary school students, teachers used different evaluation methods during the CoVid-19 Pandemic period. In fact, according to the findings of the table, among these 5 answers, 2 answers were related to audio and video methods, 2 answers were related to conference presentation and only 1 answer was related to written evaluation method.

2) In the era of CoVid-19 Pandemic, to what extent are you satisfied with the way your children's academic performance is evaluated by teachers and their seriousness in continuous and final evaluation? Why?

Table No. 8. The level of parents' satisfaction with the teacher evaluation process during the CoVid-19 Pandemic

Open Coding	Axial Coding	Selective Coding
The conditions of CoVid-19 Pandemic led to the emergence of new methods for evaluation, and the teachers did their best in this field, the teachers followed the lesson with great seriousness on Shad network and followed the students' assignments and activities, the teachers with Voice and video calls asked students questions unexpectedly and this reduced cheating among students	Satisfaction with evaluation	The level of parents' satisfaction with the evaluation of their children by teachers in the era of CoVid-19 Pandemic
Because some teachers did not allocate time at all to correct the results of the tests and gave them grades without evaluating the performance of the students - the questions that the teachers asked were very low level and a student could easily find the answer from the book- some teachers were not serious about the evaluation, and the evaluation was done with a low quality level, and the evaluation was done just to show that they are fulfilling their duties- teachers rarely went online and basically uploaded lectures recorded by other teachers in the group- the proportion between the teacher's teaching and the assignment he asked the students was not established	Dissatisfied with the evaluation	
Satisfaction because our child can watch and repeat the teacher's teaching on Shad virtual network many times to achieve sufficient mastery - But the dissatisfaction that because the schools were closed and the student did not meet the teacher closely, our child was not serious in doing his homework and the teacher was not very persistent in evaluating the student - The teacher was present in the class and taught well, but due to the lack of time, the evaluation was not done well and the teacher was deficient in the evaluation.	Relative satisfaction with the evaluation	

Based on the interviews conducted with the parents of elementary school students, 11 answers were obtained in relation to the level of satisfaction of parents with the evaluation process during the CoVid-19 Pandemic. It should be noted that among these 11 responses, 3 responses are related to parental satisfaction, 5 responses are related to parental dissatisfaction, and 3 responses are related to relative parental satisfaction.

3- What challenges, problems and shortcomings were there in the academic evaluation of your children?

Table No. 9. Challenges and problems in the process of evaluating students from the point of view of parents

Open Coding	Axial Coding	Selective Coding
Lack of serious and complete evaluation of students by teachers, lack of fairness in the evaluation process, i.e. considering strong and weak students as equal due to cheating, academic failure and lack of satisfaction with the results of evaluations, lack of time for virtual classes, lack of attendance of some Teachers in Shad virtual network	Problems related to teachers	Evaluation problems from the perspective of parents
Not memorizing course materials, answering test questions from books and not understanding the whole topic, improper use and addiction to games available on mobile phones and the virtual world and the occurrence of vision problems, reducing the affectionate communication between students and the teacher, reducing the amount Social relationships and interactions of students	Problems related to students	
Slow and low internet speed	Problems related to government	

Based on the interview conducted with the parents of elementary students, only 11 of the parents mentioned some points related to the challenges and problems of evaluation during the CoVid-19 Pandemic. It should be noted that among these 11 answers, 5 answers were related to problems related to teachers, 5 answers were related to problems related to students, and only 1 answer was related to the government.

4- To overcome the problems, what solutions do you suggest to teachers and other people involved in education?

Table No. 10. Parents' suggestions to overcome problems in evaluation

Open Coding	Axial Coding	Selective Coding
Employing more teachers during the CoVid-19 Pandemic to check the academic status of students, thinking of solutions by the authorities to buy educational tools for poor students, having motivational programs to attract students to Shad network, the government's efforts to increase the speed of the Internet and improve the capabilities of Shad network.	Suggestions for the government	Suggestions for overcoming problems from a parent's perspective
The teacher's assessment of the students in the form of video, the opening of schools for accurate assessment in compliance with the health protocol, a serious conversation between school principals and students who do not participate in the Shad or have only very poor participation in class, determining exact hours for the active participation of all students to establish a video call for evaluation	Suggestions for teachers and school administrators	

Based on the interview conducted with the parents of elementary students, only 9 of the parents gave suggestions in this field. It should be noted that among these 9 answers, 5 answers were related to suggestions for the government and 4 answers were related to suggestions for teachers and school administrators.

Questions from experts

1. According to the problems mentioned in connection with the evaluation of students in the era of CoVid-19 Pandemic, what should be done to overcome them? (Suggestions and solutions to teachers, education professionals and parents)

Table No. 11. Solutions of experts to overcome problems

Open Coding	Axial Coding	Selective Coding
<p>Creating grounds for proper interaction between teachers and students, using the advantages of virtual training in combination with face-to-face training, grounding and considering technical facilities such as preparing a suitable virtual network, a network with audio and visual interactive facilities with easy-to-use capabilities, development and training of attractive content production programs, animation maker, multimedia maker and test maker, providing useful and practical training for teachers who have little familiarity with the virtual world, using the best experiences, in other words, using the experiences of successful educational and training teachers in the field of practice, in the evaluation, the teacher must explain the reason for the evaluation to the students. It means clarifying the evaluation philosophy for students before conducting any evaluation, in the evaluation, the teacher must explain the ethical aspect of the evaluation (avoidance of cheating) to the students, encouraging students by teachers to be independent in learning activities and during the evaluation process, the teacher should technically prepare the environment for evaluation, the teacher should direct the evaluation process to the individual and measure each person based on his own progress, changing the evaluation from purely theoretical to theoretical, practical and applied and paying attention to all dimensions, evaluation should be done in a judgmental and analytical manner and in an innovative and creative manner, financial support for teachers under the title of overtime to spend more time teaching and evaluating students, improving the quality of teaching and evaluation by teachers, the teacher should look for inferential answers in the questions and answers rather than memorizing and ready answers that are in the book, the teacher should evaluate the students continuously and gradually throughout the academic year and not postpone this evaluation until the end of the year, teachers should use initial evaluations through special software prepared for this purpose, teachers should use the virtual environment in a controlled manner, having diversity in education, and the teacher must be able to create a sense of competition between students and provide a platform in the virtual environment where students can compete with each other and avoid cheating.</p>	<p>Suggestions and solutions for teachers</p>	<p>Suggestions for teachers, parents, students, and those involved in education by experts in the field of education</p>
<p>In relation to parents, it is more necessary to hold regular meetings between teachers and parents in order to coordinate them according to the expectations of the teacher and the school, continually holding meetings between parents and teachers on virtual networks, the lack of importance to education on the part of parents and students should be removed, parents should create a change of attitude in the minds of their children towards evaluation, when the students' duties are performed by their parents, it is necessary to change the attitude of parents and students towards education and evaluation by educating them and informing them of the consequences of their mistakes, we must force the police inside the students to monitor their activities internally and strengthen it, encouraging students to study correctly in order to make up for academic failure, increase self-confidence, manage time, increase concentration and have a goal in education.</p>	<p>Suggestions and solutions for parents and students</p>	
<p>Providing academic counseling to improve the quality of students' learning, distributing the per capita budget of schools to the more necessary things, for instance, instead of distributing Roshd magazines among students in villages, we can provide teaching aids or cameras</p>	<p>Suggestions and solutions for schools and academic</p>	

for better teaching quality of teachers in virtual classes, allowing weak students to attend schools to fix problems, support and encouragement to use multiple evaluation methods, create a workshop to teach how to evaluate assignments according to the level of learners, the constant presence of counselors in schools and their continuous communication with parents, and extension of guidance and counseling services to all levels	advisors	
Supporting students from low socio-economic classes, companies and the government should cover the internet and increase the width and speed of the internet, development and expansion of communication infrastructures and reducing the digital gap between different regions and classes, providing necessary training (production of attractive content) to teachers by evaluators or supervisors and those who should follow up the work of teachers, and support of teachers by the government in all aspects	Suggestions and solutions for the government	
Using the findings of internal and external research. In fact, if you look carefully, the research findings have provided many solutions for each and every weakness mentioned by teachers and parents - On the other hand, the challenges that exist in Iran are definitely present in other countries as well, and their solutions can be filtered through the philosophy of education and can be used - Therefore, it is recommended to create a working group of experts and researchers in each region and its departments, and this group will first identify the educational weaknesses in their educational area with a needs assessment, and then by referring to the findings of the research, they will provide the relevant people with appropriate solutions considering the environmental requirements.	Use of internal and external research findings	

According to the data in Table No. 11, it can be acknowledged that through interviews with 14 experts in the field of education, 40 suggestions were obtained, of which 22 were related to teachers, 11 were related to parents and students, 6 were related to schools and academic advisors and only 1 proposal was related to the use of internal and external research.

Discussion and conclusion

In planning for teaching and making decisions in the process of educational activities, teachers need to have a lot of reliable and accurate information about the readiness and academic progress of learners and the efficiency of classroom activities. Through measurement and evaluation, teachers can obtain information about the problems and deficiencies in the educational plan, or determine the level of academic progress of students and their readiness for further education, and reveal the effectiveness of teaching and the adequacy of the tools used in measuring the academic progress of students. So, if the evaluation is done correctly, it directly affects the way students learn. Therefore, in this research, it was investigated how teachers evaluate the performance of students during the CoVid-19 Pandemic and identify challenges and find solutions to overcome problems using the lived experiences of parents, teachers and professionals.

First, in the first question, evaluation methods of students by teachers and the changes made in the evaluation method during the CoVid-19 Pandemic and before it was investigated and a comparison was made between them. In general, the findings showed that in the pre-CoVid-19 Pandemic, evaluation was done in different ways, such as face-to-face training, use of integrated methods (group discussion-speech) and invitation to challenge, use of different evaluation methods such as written, oral and practical test, exchange of information at the same moment, use of standard questions with limited time, and use of initial and final evaluations. However, in the age of CoVid-19 Pandemic, more teachers evaluate through prepared files and videos,

evaluation through memorization and test questions with more response time, and a smaller number of teachers evaluate learners through project-oriented and research-oriented questions, and comprehension questions as well. Meanwhile, most of the time, students' parents participated in the test instead of their children. In order to deal with the interference of parents, some teachers evaluated students practically and visually. In this context, in line with the opinion of some teachers, Seraji (23) writes that some of the problems can be solved by creating awareness and by designing original assignments and technical development of systems. In general, it is true that in the virtual world, there were many problems in the way of evaluation; however, some teachers with a high sense of responsibility, despite all the shortcomings, were looking for ways to compensate for the delays as much as possible. For instance, as it was acknowledged, some teachers evaluated students' learning visually and face-to-face. Or by giving project-type assignments or assignments that required students to understand and apply information, they evaluated the students' learning. In such cases, when the students see the seriousness of the teacher, they try to do the academic tasks correctly.

In the second question, the fairness of evaluation among students and its reasons were investigated, and in general, the findings showed that most teachers believe that the fairness of evaluation among students due to reasons such as cheating weak students from smart ones and getting equal scores with each other, the interference of students' being surrounded especially by parents in the evaluation, some students not having access to Shad network and even Android phones, lack of internet infrastructure and suitable tools for in person training, creating groups by students for cheating (group answers to questions) on WhatsApp, not paying attention to the differences between students in evaluation, poor students not having access to virtual and reinforcement classes, not having enough time to evaluate some courses in virtual classes, and lack of teacher access to students for face-to-face evaluation, was not established. Teachers were also of the opinion that establishing fairness depends on the families whether they allow students to cheat or not, or it depends on the conditions of each school. Of course, the presence of school teachers' teaching on Shad provides a good opportunity to watch an educational film several times, and finally, some teachers, citing reasons, believed that there is fairness in the evaluation process between students. In this regard, a research was carried out by Abbasi Kasani et al. (13) and suggested that several evaluation methods should be used to evaluate learners in the e-learning environment, because it increases the fairness of evaluation.

In the third question, different methods of evaluation including continuous, initial and final in the era of CoVid-19 Pandemic and how to use these methods were investigated and it was determined that many teachers use all three methods in different ways, including diagnostic or initial evaluation in the chat room of the Shad, continuous evaluation through the review of students' audio files, continuous or final evaluation through paper-pencil and functional tests to identify the weaknesses and strengths of the students. There were also teachers who benefited from only one of the assessments such as continuous assessment. For instance, when several lessons or a chapter are finished, they were evaluated by oral and written questions, or after each session or on holidays, three or four questions were shared in the group for the purpose of evaluating the students. Or as a final assessment, they designed questions and uploaded them to Shad group with a certain time for the students to answer. According to the authors' personal experiences in the age of CoVid-19 Pandemic, especially in the less privileged and poor areas, teachers sometimes did not evaluate the students and finished the course of study without allocating time and enduring hardship. Of course, sometimes the teacher was not to blame for the lack of facilities for students to participate in classes. In line with the findings of the present study, similar results have been reported in Roshani Ali Bena See et al.'s research (10). As they showed that the quality of e-learning curriculum evaluation is facing challenges in different dimensions and it is necessary to solve the existing obstacles by making decisions in accordance with the research results and implementing an effective monitoring and evaluation system.

Examining the innovative method of teachers to evaluate students was studied in the fourth question. The results showed that teachers use special creative methods in the CoVid-19 Pandemic, such as creating a virtual work folder for students, strengthening communication between students by forming small student groups, video calling and presenting a conference by students, using new software for evaluation, group discussions and debates, and evaluation through Skyroom or Google Meet. Nevertheless, a few teachers also noted that they did not use any special innovative methods and used common methods such as end-of-semester tests and questions and answers during the sessions. The non-use of various evaluation methods by some teachers may be due to the fact that they did not have any information about it, and it is necessary to prepare workshops and familiarization with various evaluation methods by those involved in this field. For instance, in this research, according to the opinion of experts, as well as in the research of Abbasi-Kasani et al. (13), various evaluation methods have been introduced.

In the fifth question, the weaknesses and strengths of students' evaluation in the age of CoVid-19 Pandemic were examined. In relation to the strengths, according to the interviews with the teachers, things like lack of stress among students due to the virtual nature of the evaluation, reducing the cost of commuting to school for evaluation, saving time in electronic and online learning compared to traditional methods, control and supervision of parents in evaluations, and easy and quick correction of students' answers to questions were mentioned. Of course, the number of teachers who believed that this era had no strong points was more frequent. Regarding the weaknesses of this era, many components such as slow internet speed during evaluation, students' parents writing answers to questions instead of the students themselves, lack of benefit of a number of students from educational facilities, lack of proper feedback, lack of proper follow-up of learning, lack of proper interaction between parents and school, lack of appropriate lesson plan, lack of effective evaluation, lack of attention to assignments, the diminutive role of sufficient supervision and active and group participation of students, cheating by students and dishonesty between them and academic failure, and the addiction of some students to the phone for playing games and...Were noted by most of the teachers. Some of the challenges mentioned in the research of Karamalian et al. (12) and Roshani Ali Bena See et al (10). As a result, the mentioned challenges are the ones that must be taken seriously to identify their causes and solve them.

Finally, in the last question from the teachers, they were asked to provide solutions to overcome the problems and the teachers provided different solutions such as the government's effort to implement the Article 30 of the constitution to distribute educational facilities to students in need, participation of students in schools in person by observing health protocols, specific curriculum and appropriate timing for the presentation of educational materials, create new programs in virtual classes and familiarize students with these programs, establishing proper interaction between students and teachers, establishing proper interaction between parents and school, provide financial support for teachers, and designing a program that communicates live with all students at the same time.

In the question from the parents, the different methods of evaluation of their children by the teachers since the beginning of CoVid-19 Pandemic until now were investigated. And in general, the findings showed that the evaluation of teachers was done in different ways, such as through written exams of courses in virtual classes, recording the voice of students and sending the answers to the teacher, evaluation by video or audio call, evaluation in the form of a conference presentation of the taught topic, and questions and answers that were asked to the students at the same moment after teaching. In the continuation of the second question, the level of satisfaction of parents regarding the evaluation method of teachers was investigated and the reasons for satisfaction or lack of satisfaction were investigated. In this context, some parents admitted with full satisfaction that the conditions of CoVid-19 Pandemic led to the emergence

of new methods for evaluation, and the teachers did their best in this field, the teachers followed the lesson with great seriousness on Shad network and followed the students' assignments and activities. They also admitted that teachers used to ask questions from students unexpectedly through audio and video calls, and this reduced cheating among students. But there were parents who were moderately satisfied with how teachers were evaluated. That is, they were satisfied because their children could watch the teacher's teaching video on Shad network many times and achieve sufficient mastery with a lot of repetition. However, the dissatisfaction was that due to the schools were closed and the student did not meet the teacher closely, child was not serious in doing his homework and the teacher was not very persistent in evaluating the student, and the teacher was present in the class and taught well, but due to the lack of time, the evaluation was not done well and the teacher was deficient in the evaluation. In addition to these two categories, there were also parents who were extremely dissatisfied with the teachers' evaluation performance. Their reason was that some teachers did not allocate time at all to correct the results of the tests and gave them grades without evaluating the performance of the students. Some teachers were not serious about the evaluation, and the evaluation was done with a low quality level, in fact, the evaluation was done just to show that they are fulfilling their duties. Or, according to the interview, some teachers rarely went online and basically uploaded lectures recorded by other teachers in the group, and the proportion between the teacher's teaching and the assignment he asked the students was not established. Therefore, based on the results, we can understand; even in the difficult situation of CoVid-19 Pandemic, if teachers are ethical and serious in their work, they can fill many gaps and gain the satisfaction of parents. And they can use the methods presented in the research of Abbasi-Kasani et al. (13) for evaluation in virtual classes. Of course, in many cases, due to the lack of facilities for students to participate in virtual classes, there is nothing teachers can do.

In the third question, the challenges in the evaluation process of students were examined. In this part, most of the parents expressed that the teachers did not have a serious and complete evaluation of their children, or according to the reports of some parents, fairness was not established in the evaluation process for reasons such as considering strong and weak students as equal due to cheating, answering test questions from books and not understanding the whole topic, academic failure, lack of attendance of some teachers in Shad network, slow and low internet speed, improper use and addiction to games available on mobile phones and the virtual world and the occurrence of vision problems, reducing the affectionate communication between students and the teacher, and reducing the amount Social relationships and interactions of students. Finally, in the last question to the parents, he asked them to submit their suggestions to overcome the problems. In response, most of the parents wanted to employ more teachers during the CoVid-19 Pandemic to check the academic status of students. Or some parents put forward suggestions such as the decision of the authorities to buy educational tools for poor students, having motivational programs to attract students to the Shad, the teacher's assessment of the students in the form of video, the opening of schools for accurate assessment in compliance with the health protocol, the government's efforts to increase the speed of the Internet and improve the capabilities of Shad network, and determining exact hours for the active participation of all students to establish a video call for evaluation. In the meantime, even some parents noted that there is no specific way to overcome the challenges.

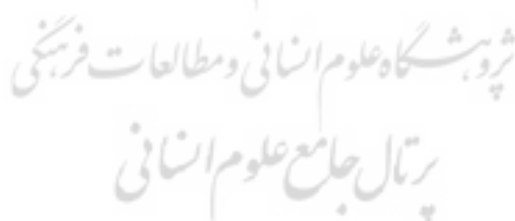
Finally, the challenges reported by parents and teachers were given to experts to provide solutions and many valuable suggestions were obtained. Some of the solutions include establishing the context and considering the technical facilities and increasing the quality of evaluation with audio and video calls, creating a combined virtual and face-to-face education, holding meetings between teachers and parents to coordinate and educate according to the expectations of teachers and schools, using the experiences of the leading countries by passing through the filter of the Islamic philosophy of education, Improving technological infrastructure

of a country, evaluating in an inferential and practical way and through carrying out projects or presenting conference and work reports, recruiting and employing evaluators to monitor the work of teachers, creating a context for proper interaction between teachers and students, understanding the philosophy of evaluation and its ethical aspect to students and parents, emphasizing evaluation as a tool for learning and not a stressful tool for students, suggesting to teachers to familiarize themselves with new evaluation methods in other countries, supporting students from low socio-economic classes, emphasizing the evaluation of each person according to his own characteristics, evaluating the high levels of students' knowledge and avoiding emphasizing only the memorization aspect, and various other solutions that are mentioned in more detail in the findings section.

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