

Language Teachers' Adaptability to Digital Transformation: Online Assessment Practices in Vietnam Higher Education

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Abstract—This qualitative study conducts three in-depth interviews with language educators representing the Faculties of Chinese, English, and Russian Linguistics at a university in Vietnam. The research aims to explore their experiences and perspectives amid the rapid digital transformation catalyzed by the post COVID-19 pandemic, with a particular focus on their adaptation to online assessment. Utilizing a semi-structured interview format with open-ended questions, the study comprehensively examines various aspects of online assessment techniques, the challenges faced during the pandemic, and the future implications of blended learning in higher education. The findings highlight the remarkable adaptability and resilience of language educators in responding to the multifaceted challenges. Despite the abrupt shift to online assessment methods, these educators effectively embraced innovative approaches, reflecting their commitment to upholding academic standards amidst adversity. The research underscores the critical importance of higher education institutions prioritizing investments in the professional development of educators and equipping students with essential digital skills. Beyond preserving the educational advancements made during the pandemic, it positions higher education for a future in which technology drives profound transformations in learning and assessment methodologies. In essence, this study offers valuable insights into the adaptability and resilience of language educators, illuminating the path forward for higher education in an increasingly digital landscape.

Index Terms—digital transformation, adaptation, online assessment, higher education

I. INTRODUCTION

In the current educational landscape, online teaching has become a ubiquitous instructional model worldwide, and Vietnam is no exception, particularly in the post-COVID-19 era. The exploration of both the theory and practice of online teaching has garnered substantial attention from researchers globally. This emphasis stems from the desire to develop effective methods and practical tools that facilitate a seamless transition for educators and learners into this evolving teaching paradigm. Simultaneously, it seeks to establish robust assessment methods that align with the learning outcomes expected in diverse subjects when employing online teaching methodologies.

A notable study by Abduh (2021) examined the perspectives of foreign language teachers on online assessment methods. The results show that most teachers have positive attitudes towards online assessment methods and related techniques/methods. These teachers perceive many benefits, including improving IT application skills, automating student assessment and grading, accurately measuring learning outcomes, and supporting student learning activities to improve teaching effectiveness. Furthermore, this study also shows that there is no significant difference between male and female teachers' views on online assessment (Abduh, 2021).

In contrast, some studies show differences in opinions between male and female teachers regarding online assessment. Specifically, differing views on factors such as validity, reality, reliability, and security of online assessments were observed. Similarly, another study by Chung and Choi (2021) also showed that more than half of EFL teachers felt quite satisfied with the methods and tools of online assessment, because it helps students develop their ability to learn independently. Furthermore, studies have demonstrated that teachers who have a positive attitude and are willing to accept the application of technology in online assessment are often more innovative in accepting these new methods. Although initially faced with many challenges, not only in terms of technology, teachers independently found solutions and adapted to address these challenges, consistent with the actual circumstances of online assessment amid the COVID-19 pandemic.

Recent research on online education in Vietnam has underscored the necessity of addressing crucial aspects when integrating information technology into teaching and evaluating learning outcomes. In a study by Nguyen (2021), the importance of assessing effectiveness when technology is employed in teaching, particularly in conjunction with traditional methods, was emphasized. Le and Nguyen (2021) conducted an analysis of trends in technology application for assessing learners' capabilities and proposed a framework comprising three levels of technological integration within the Vietnamese education system. In another study, Vu (2020) emphasized the importance of investing in sustainable online education models at the university level and presented national policies and lessons for our country. Additionally, Do and Hoang's (2020) study proposed a process for implementing the flipped classroom model in online education at

Hung Vuong University, aiming to improve online teaching quality in schools and education overall (Do & Hoang, 2020).

Nevertheless, these studies have primarily overlooked the perspectives of educational administrators, educators, following the implementation of technology-supported assessment activities. Their primary focus has been on recommending online testing methodologies for foreign language subjects and prescribing specific technological tools for their implementation. Furthermore, it is essential to acknowledge that these studies have not addressed the contemporary landscape of online testing and assessment, particularly in response to the prevalence of online teaching during and post COVID-19 pandemic. This represents a significant research gap concerning the current state of online testing and assessment within higher education institutions in Vietnam.

Statement of the Problem:

Despite the growing popularity of online teaching in educational contexts, there remains a significant gap in understanding the nuanced experiences and perspectives of language teachers, especially in the online review scene in Vietnam higher education. Although the existing literature has shed light on various aspects of online education and assessment, including recommendations on methods and technological tools, there is notable oversight in addressing the specific challenges and adaptations faced by language educators. Therefore, this study aims to address this gap by conducting a qualitative exploration of language teachers' experiences and perspectives in the field of online assessment. Specifically, this study investigates how language teachers adapt to online assessment methods in the context of rapid digital transformation caused by the COVID-19 pandemic. Through this study, a comprehensive understanding of the challenges, innovations and best practices surrounding online assessment will be provided in language education, thereby contributing to improving the pedagogy practice and teaching effectiveness in the context of online language learning.

II. LITERATURE REVIEW

Having addressed the growing popularity of online teaching in the global educational landscape, especially in the wake of the COVID-19 pandemic, further research into the nuances of online assessment practices is a must, especially in the field of foreign language education. This literature review aims to provide a comprehensive review of the existing research focusing on the examination of online testing and assessment practices, especially within the context of foreign language programs at the university and college levels within educational institutions and research establishments.

A. Perspectives of Language Educators and Students Regarding Online Assessment

Several scientific articles have delved into the exploration of foreign language teachers' perspectives concerning online assessment within the realm of online teaching. A noteworthy example is Abduh's (2021) study which scrutinized English teachers' viewpoints on online assessments. The research findings illuminate that the majority of English teachers exhibit a positive disposition towards online assessment and the accompanying techniques/methodologies due to the myriad benefits it confers. These advantages encompass the enhancement of technology application skills, the automation of student assessment and grading processes, the precise evaluation of learning outcomes, and the facilitation of endeavors aimed at augmenting teaching efficacy (Abduh, 2021).

Furthermore, Zhang et al. (2021) have corroborated that English teachers who possess a positive attitude and a propensity to adapt to technological innovations in testing tend to manifest greater inventiveness when introducing novel assessment methodologies. In the initial stages, teachers grappled with various challenges, spanning not only technological hurdles but also pedagogical complexities. However, they actively identified pedagogical solutions and adeptly adapted to the circumstances to resolve issues that arose during the teaching process. This adaptability empowers them to align with the realities of online assessment within the intricate backdrop of the COVID-19 pandemic (Zhang et al., 2021).

The findings from Ghouali and Cecilia's (2021) research highlight that most students attain a similar level of knowledge through online teaching and learning as they do in traditional classroom settings. Utilizing evaluation tools like online meeting rooms, forums, blogs, and websites that support interactive exercises holds promise for boosting students' interest and active engagement during online learning (Ghouali & Cecilia, 2021). Consequently, this enhanced interaction contributes to significantly improved learning outcomes when students engage with online teaching and learning methodologies. However, it's worth noting that some students have reported investing more effort into their online learning experiences but achieving similar results to those obtained in traditional face-to-face lecture hall settings, as observed in Hidalgo et al.'s (2021) study.

Overall, teachers' perspectives encompass a range of attitudes and experiences related to online assessment: positive attitudes; adaptability and creativity. Teachers' viewpoints reflect a complex interaction between attitudes, experiences, and outcomes related to online assessment and teaching in the context of foreign language education.

B. The Use of LMS in Vietnam Higher Education

In Vietnam higher education, learning management systems (LMS) have been implemented in numerous universities (Cao, 2021). To effectively manage online teaching, many educational institutions have adopted LMS based on the open-source Moodle code. Several studies have explored the utilization of LMS in various Vietnamese universities

(Dang & Robertson, 2010a, 2010b; Ngo, 2020). These studies indicate that LMS provides robust support for document management, information exchange, and organization of learning activities.

With the LMS, learners can engage in learning tasks and practice exercises in class or remotely with an internet connection. LMS supports a wide range of exercises, including multiple-choice questions, essay questions, matching, and fill-in-the-blank questions. Moreover, LMS includes features for closely monitoring learners' work, such as setting test deadlines, regulating time for each test attempt, and limiting the number of test attempts per learner, aiming to prevent cheating during online exams. The system also records information about when learners start the exam and the electronic device they use, allowing teachers to track and monitor each student's exam progress. Besides its assessment functionalities, LMS integrates tools for conducting surveys and opinion polls, facilitating interaction between teachers and learners. This enables timely adjustments to teaching methods and assessments to align with the evolving needs of the learning environment (Tran, 2022).

C. Online Assessment Challenges for Language Educators

The realm of online testing and assessment presents various challenges for language educators, particularly regarding their proficiency in information technology, time constraints, and large class sizes. Additionally, alignment between instructional content and assessment outcomes can be an issue (Mahapatra, 2021; Zou et al., 2021; Afshar & Ranjbar, 2021).

(a). Proficiency in Information Technology and Assessment Methods

Many language educators struggle with limited proficiency in information technology, hindering the effective implementation of online assessment methods (Mahapatra, 2021; Zou et al., 2021; Afshar & Ranjbar, 2021). To address this, they have developed assessment strategies focused on project-based learning, fostering intercultural awareness, competence, problem-solving skills, and student engagement. However, adapting these methods to traditional summative assessments can be challenging due to logistical constraints (e.g., large class sizes) (Mahapatra, 2021; Zou et al., 2021; Afshar & Ranjbar, 2021). The effects of assessment strategies, besides evaluating student's learning outcomes, focused on enhancing students' IT proficiency; improving competence and problem-solving skills and prioritizing student engagement.

(b). Cheating in Online Assessment

Based on research conducted by Alghammas (2020), Ghanbari and Nowroozi (2021), and Hamdan et al. (2021), it is evident that cheating poses a significant concern for English educators during the implementation of online assessment and evaluation methods. Alghammas (2020) specifically notes that the prevalence of cheating behaviors has prompted teachers to increase their reliance on platforms like Blackboard for the execution of diverse assessment and evaluation techniques. This choice is primarily driven by the perception that such systems can effectively mitigate the challenges associated with cheating in online examinations (Alghammas, 2020).

(c). Time-Intensive Assessment Design

Studies by Wu and Wang (2021) concluded that creating online assessment activities is time-consuming and demands experience, which can affect educators' well-being, which is confirmed by other authors Chung and Choi (2021). These studies also observe that development of high-quality assessments requires substantial time investment, relatively contributing to stress to teachers (Ghanbari & Nowroozi, 2021).

(d). Class size and Connectivity Issues

Another challenge is managing large class sizes and poor internet connectivity, which may hinder proper classroom supervision (Zhang et al., 2021). Thus educators strive to select and implement online assessment techniques in alignment with policies, contextual factors, and their academic expertise. In addition, some students have raised concerns regarding online learning acting as a hindrance to their academic advancement (Olga & Victor, 2021; Hanafiah et al., 2022; Poonpon, 2021). As pointed out by Hidalgo et al. (2021), insufficient investment in equipment, unstable internet connections, or potential technical shortcomings can adversely affect students' psychological well-being while undertaking the online assessment.

(e). Knowledge Gap in Information Technology

Many educators lack essential knowledge of IT and language assessments, impacting their assessment practices. A study assessing the assessment literacy of technical English language teachers in engineering revealed significant gaps in their abilities, highlighting the need for comprehensive professional development (Ghanbari & Nowroozi, 2021; Saleem et al., 2021).

(f). Misalignment Between Teaching and Assessment

The misalignment between teaching and assessment, especially evident in subjects such as intercultural communication competence, poses significant challenges for both teachers and learners. One of the fundamental problems arises from disconnection between course content and assessment practice. While theoretical courses aim to

impart foundational knowledge and conceptual frameworks in intercultural communication, practical e-assessment objectives often require demonstration of applied skills and competencies in real-life situations (Saleem et al., 2021).

In essence, the literature review has shown that while many studies have addressed various aspects of online teaching, a notable gap exists in the in-depth exploration of online testing and assessment practices, especially in the context of foreign language programs at the university and college levels. These studies have illuminated language educators' perspectives on online assessment, highlighting their positive attitudes and adaptability in embracing new assessment technologies and methodologies. However, it is evident that language educators encounter several challenges, including limited information technology proficiency, time-intensive assessment design, issues related to large class sizes and connectivity, knowledge gaps in information technology, and occasional misalignments between instructional content and assessment outcomes. These challenges underscore the importance of further research and the need for comprehensive professional development to enhance language educators' online assessment practices and ensure the effectiveness of online language education.

The literature review provides an insight into various aspects of online assessment in the field of foreign language education. Although previous studies have provided valuable insights into language educators' perspectives on online assessment, a gap remains in comprehensive understanding of the effectiveness of different forms of assessment and the challenges language teachers face in online assessment practices. Therefore, the following research questions are raised:

1. *How do language educators perceive the effectiveness of different forms of assessment, including formative assessment, summative assessment, self-assessment, peer assessment?*
2. *What are the key challenges encountered by language educators when conducting online assessments, particularly in the context of language skills?*
3. *What are the attitudes and practices of language educators towards academic dishonesty in the context of online assessments during the COVID-19 pandemic, and what strategies do they employ to prevent and address instances of cheating and plagiarism?*

III. RESEARCH METHODS

A. Research Design

The research involved conducting comprehensive interviews with three teachers, with a primary focus on exploring various facets of online assessment and the challenges it presents within the context of the COVID-19 pandemic. Additionally, the study sought to gather insights from educators regarding the future of online testing and assessment.

Utilizing a semi-structured interview format with open-ended questions, the study comprehensively examines various aspects of online assessment techniques. To ensure interviewees understood sampling process and research design as well as terminology related to online assessment before answering interview questions, the following steps were taken:

(1) A comprehensive written explanation of the sampling process and research design was provided together with clear descriptions of online assessment terms. Examples illustrating each concept were also provided to ensure interviewees clearly understand the meaning of key terms.

(2) A pre-interview briefing was conducted to discuss the research objectives, methods, and terminology in more detail to avoid any misunderstandings and ensure that interviewees are on the same page before the interview. After the interview, data acquired were aggregated and analyzed to address the research inquiries.

B. Samples

The study will purposefully select three language educators, ensuring representation from different departments to capture diverse perspectives. In this case, the departments include Chinese Linguistics, English Linguistics, and Russian Linguistics. This purposive sampling method allowed for a comprehensive exploration of online assessment methods in higher education.

TABLE 1
PROFILE OF INTERVIEWEES

Interviewee	Gender	Age	Years of teaching	Faculty
1	Female	40	15	Faculty of Chinese Linguistics
2	Female	50	25	Faculty of English Linguistics
3	Female	36	8	Faculty of Russian Linguistics

Table 1 provides a snapshot of the interviewees' profiles, including their gender, age, and respective faculties within the university, highlighting their teaching experience in addition to demographic information. Interviewee 1, 40 years old, teaches in the Faculty of Chinese Linguistics and has 15 years of teaching experience. Interviewee 2, 50 years old, works in the Faculty of English Language and brings 25 years of teaching experience to the discussion. Interviewee 3, 36 years old, is a teacher of the Faculty of Russian Language and has 8 years of teaching experience. They were chosen because of their extensive experience in teaching in their respective language fields, ensuring a deep understanding of online assessment practices in language education. This diversity in faculty backgrounds contributes to a well-rounded

perspective on the topic of online assessment practices, ensuring a comprehensive exploration of their experiences and insights.

C. Data Collection and Analysis

Each participant joined a two-hour semi-structured interview to make sure all the important subjects about the online test were covered. Open-ended interview questions are intended to elicit in-depth answers regarding participants' experiences, challenges, and viewpoints regarding online assessment methods.

A thematic analysis was conducted on the verbatim transcriptions of the acquired data. In order to effectively address the research inquiries, thematic analysis entails detecting recurrent themes, patterns, and insights within the data. Transcripts will be coded in order to group data into relevant topics about online assessment process, challenges, and potential consequences in the upcoming future.

D. Validity and Reliability

Cross-referencing interview responses with previously published material on online assessment were treated as part of a triangulation of data sources technique to assure the validity and reliability of the findings. To verify the precision and reliability of the interpretations, participant sharing of preliminary findings can also be used for member checking.

IV. FINDINGS

Based on the outcomes of the in-depth interviews, we present a summary of the research findings categorized by the following main themes that teachers raised in the interview: assessment practices; subjects and assessment methods; challenges in online assessment; the use of LMS; addressing cheating in online assessments assessment practices; teachers' support for post-COVID-19 online testing and assessment; promoting ICT application in education.

A. Online Assessment Practices

Regarding the application of various assessment types such as formative, summative, student assessment, self-assessment, or assessments via social networks and group chat voting, the teachers shared their experiences. As it was their first experience with online assessment, they predominantly utilized "*attendance scores, oral presentations, homework assignments, classroom exercises, peer evaluations, and project assessments*". Within group settings, they employed the group chat voting function for assessment purposes. Teacher 3 noted that "*midterm and final exams remained conventional, following the previously established format, resembling direct learning assessments rather than the distinctive features of online assessment.*" In essence, the educators embraced a more diverse range of assessment methods compared to traditional teaching methods.

B. Subjects and Assessment Method Alignment

The educators taught a variety of subjects, including Listening, Speaking, Reading, Writing skills, language theory/linguistics, and specialized subjects like translation and interpretation, as well as teaching methods. For practical skills subjects, such as Listening, Speaking, Reading, and Writing, teachers predominantly used the LMS to administer exercises. Teacher 2 mentioned that "*these exercises encompass multiple choices, true or false, fill in the blanks, and drag-and-drop formats*". For language theory, linguistics, and translation and interpretation subjects, "*oral exams were maintained in online teaching, while subjects with in-class essay exams required students to take pictures of their written work and submit it via the LMS*", Teacher 1 confirmed that.

C. Challenges in Online Assessment

In terms of difficulties encountered during online assessments, the teachers reported "*minimal issues with oral and essay exams*". However, all teachers claimed that "*designing diverse tests on the LMS platform proved time-consuming and was considered a primary challenge*". Additionally, teachers said that they "*needed plenty of time to adapt to the design of online assessment*". External factors, such as "*unstable internet connections and noisy exam environments at students' locations*", posed challenges to online assessment. Furthermore, teachers faced "*difficulties in ensuring exam fairness and preventing cheating*", as they could not monitor students closely. Some students also "*refused to turn on their cameras during exams*", creating additional challenges for exam invigilators, Teacher 1 noted.

D. The Use of LMS

All teachers acknowledged "*the advantages of using the LMS for online testing and assessment*". These benefits included "*convenient lesson reviews, efficient assignment of supplementary exercises, easy exam collection, time-saving in paper grading, secure storage of test results for later review, and the ability to create interactive and multimedia-rich tests*", Teacher 1 noticed. However, they also pointed out limitations, primarily "*the absence of a rigorous security process*". Teacher 2 highlighted the contrast between onsite exams, where the Testing and Quality Assurance Department duplicates exam questions, and online exams, where teachers are responsible for uploading each question, a time-consuming process that raises concerns about exam security.

On the whole, the interviews revealed a transition to more diverse assessment methods in response to online teaching, driven by the adoption of the online assessment. Despite some challenges related to online assessment, educators recognized the benefits of the LMS system while expressing concerns about the security of online exams.

E. Addressing Cheating in Online Assessments

When queried about their stance on cheating during online assessments, teachers unanimously acknowledged it as a pervasive challenge in the realm of evaluation. Teacher 3 emphasized that, *“despite the sophistication of modern technology and stringent protocols, complete eradication of fraud remains elusive”*. To mitigate cheating, teachers have employed various strategies, including the distribution of scores across multiple exams to prevent any single test from carrying excessive weight. They have also implemented a higher frequency of oral exams compared to traditional essay-based assessments and have utilized multiple cameras or, at a minimum, one camera covering the entirety of the student's workspace.

Furthermore, teachers have taken proactive steps to educate themselves on anti-cheating techniques, including the creation of anti-copying safeguards within the LMS. During exam periods, Teacher 3 noted that she has *“established comprehensive online exam regulations encompassing student conduct and examination environment requirements, aligned with institutional and faculty guidelines”*. Foremost, another teacher underscored *“the paramount importance of instilling a sense of honesty and integrity in students, recognizing this as the foundational measure to combat cheating”*. While acknowledging the potential efficacy of advanced online monitoring systems, they noted the considerable cost implications, rendering their widespread implementation challenging.

F. Teachers' Support for Post-Covid-19 Online Testing and Assessment

In response to their support for the continuation of post-COVID-19 online testing and assessment, all interviewed teachers affirmed their endorsement of the online assessment format. Teacher 2 expressed that she *“intended to integrate it partially into post-pandemic teaching activities”*. Another teacher contended that online assessment could be *“effectively employed by diversifying examination formats, such as incorporating oral and open-ended essay assessments”*. For added security, *“essays could be administered under camera surveillance, and handwritten exams could be retained without transitioning to typed responses”*.

Teachers emphasized the necessity of a well-defined roadmap for developing a robust distance learning system, accompanied by the allocation of essential human resources. This roadmap should encompass the formulation of appropriate evaluation criteria and forms tailored to distance learning contexts. Additionally, Teacher 1 recommended *“a post-test auditing mechanism to address suspected cases of cheating”*. In this process, the teacher suggested that *“a student retakes a randomly selected exam question, and any discrepancy between their original response and the test answer would raise concerns about potential misconduct”*.

G. Promoting ICT Application in Education

To promote the continued ICT application in education, teachers proposed a three-fold approach. Firstly, they advocated for *“compensating teachers adequately for the time and effort invested in preparing online exams within the LMS”*, recognizing the substantial workload associated with designing online assessment materials.

Secondly, teachers highlighted *“the imperative need to enhance the school's LMS system with anti-fraud features to bolster security during online assessments”*. This would not only safeguard the integrity of evaluations but also alleviate concerns related to cheating.

Lastly, teachers recommended *“establishing a dedicated department responsible for uploading exam questions to the LMS on behalf of educators”*, with clearly defined roles and responsibilities. Such a measure would streamline the process, ensuring efficiency and transparency in handling online assessments.

V. DISCUSSION

The interviews revealed a notable shift in educators' assessment practices as they adapted to online teaching, aligning with the broader trend observed in the literature (Abduh, 2021; Zhang et al., 2021). While traditional assessment methods continue to hold sway in specific domains, educators are increasingly aligning with the innovation wave. This transition underscores educators' adaptability, mirroring their openness to exploration and innovation.

The contrast between assessment techniques in practical skills subjects and theoretical subjects, as identified in the interviews, echoes the findings in Saleem et al.'s (2021) study and raises questions about alignment across diverse educational contexts. The prioritization of online assignments for practical skills subjects aligns with the adaptability of digital platforms in skill development. However, the retention of oral examinations for essay-based subjects underscores the need for flexible and context-sensitive assessment strategies.

Educators' articulated challenges in designing online assessments closely align with the literature's emphasis on time-intensive test creation within LMS (Mahapatra, 2021; Zou et al., 2021; Afshar & Ranjbar, 2021). These challenges underscore the necessity of providing educators with resources and training to streamline assessment processes. Concerns about internet connectivity and examination environments mirror the need for equitable access and conducive conditions discussed in the literature (Mahapatra, 2021; Zou et al., 2021; Afshar & Ranjbar, 2021).

Educators' unanimous acknowledgement of cheating as a persistent issue aligns with broader discussions on academic integrity in the literature (Ghanbari & Nowroozi, 2021; Saleem et al., 2021). The strategies employed by educators to mitigate cheating, such as score dispersion and fostering a culture of academic honesty, resonate with the multifaceted approach highlighted in the literature (Ghanbari & Nowroozi, 2021). Cost considerations for advanced surveillance systems parallel the need for pragmatic solutions within resource constraints. The unanimous consensus among educators in favor of continuing online testing aligns with the literature, emphasizing the potential long-term benefits of online education (Abduh, 2021; Zhang et al., 2021). The adaptability to incorporate diverse assessment formats, including oral and open-ended essays, reflects educators' awareness of the evolving educational landscape, as noted in prior studies.

Drawing from our findings, educators' policy recommendations for promoting ICT application in education resonate with discussions in the literature. Adequate compensation for educators involved in online exam preparation aligns with recognizing the labor-intensive nature of this transition. The enhancement of LMS systems with anti-fraud features mirrors the ongoing necessity for secure online assessment environments. Lastly, the establishment of a dedicated department for test administration reflects a pragmatic approach to streamlining the online assessment process, echoing similar calls in the literature (Fluck, 2019).

The alignment between the findings from the interviews and the existing literature reinforces the significance of educators' experiences in shaping the landscape of online assessment, offering valuable insights and directions for further research and policy development in the field of education.

VI. CONCLUSION

The higher education landscape has undergone a significant transformation due to the rapid digitization in the post-COVID-19 era. Foreign language teachers have emerged as innovative educators, addressing the shift to online assessment while upholding academic integrity. Insights from our interviews underscore their adaptability, resilience, and unwavering commitment to maintaining educational standards amid adversity.

Despite the multifaceted challenges presented by this digital revolution, educators have showcased their ability to adapt and implement a diverse array of online assessment methods. Ranging from formative to summative assessments, encompassing practical skills and theoretical subjects, educators have harnessed digital tools effectively to gauge student learning outcomes. This adaptability not only ensures educational continuity during crises but also offers a wider range of assessment techniques, enriching the overall learning experience. Continuous professional development for educators is vital to refine their remote teaching skills, leverage the full potential of digital tools, and navigate the evolving educational landscape. Equally critical is equipping students with the digital literacy skills required to thrive in a technology-driven world. Advanced training in information technology applications empowers students to engage effectively in online assessments, collaborate in virtual environments, and adapt to emerging educational technologies.

Recommendations

Looking beyond the pandemic, it becomes evident that the remote learning approaches employed by educators hold lasting potential for higher education. To capitalize on this potential, institutional leaders must act promptly. They should assess the viability and effectiveness of remote learning, taking into account lessons learned during the pandemic. Additionally, institutions should embark on a dual mission: providing professional development opportunities in remote teaching for educators and delivering advanced training in information technology for students. By adopting a comprehensive approach that addresses the needs of both educators and students, higher education institutions can ensure the sustained success of online assessment practices. Furthermore, this approach fosters a culture of innovation and adaptability, positioning institutions at the forefront of educational excellence in the 21st century.

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