Assessment and evaluation of english language professors during the pandemic
Evaluación de los profesores en la enseñanza del idioma inglés durante la pandemia

Karina del Carmen HARDING
ORCID: http://orcid.org/0000-0001-8214-4734
Karina.harding@up.ac.pa
Universidad de Panamá, Centro Regional Universitario de Colón, Facultad de Humanidades, Departamento de Inglés, Panamá

Rosaida SÁNCHEZ
ORCID: http://orcid.org/0000-0001-8839-2114
Rosaida.sanchez@up.ac.pa
Universidad de Panamá, Centro Regional Universitario de Colón, Facultad de Humanidades, Departamento de Inglés, Panamá

ABSTRACT

Covid 19 has impacted humanity, causing changes in everyday activities. Among them are: family, social, business development and education, as well as service operations in different industries. Due to the devastation caused by it, there are changes in education, the entire process has suffered greatly. The purpose of this article is to propose innovative solutions to the evaluation process during the pandemic, in order to recognize how the recipients (students) valued the methodology, contents, and didactic resources applied to the teaching of English language after the pandemic. The evaluation of the academic-administrative management of the professors, make it possible to measure the management, promote continuous improvement and quality of educational operations. For these reasons, the University of Panama supported a model of evaluation for professors that involved computing functions of teaching, administration, research, extension, production, and services. All these evaluations were to be subject to the provisions set forth by the University General Council in Meeting # 03-19 of August 28, 2019. In the evaluation of English teachers, we will use methods that will help us collect and analyze information exposed mainly by students. It is worth saying that the teaching and learning processes, applied to professors by means of surveys, makes it feasible to evaluate, measure, and assess the level of knowledge that a student has acquired in any subject when learning a second language. In

REumen

La pandemia impactó a la humanidad, provocando modificaciones en actividades cotidianas. Entre ellas, el desarrollo familiar, social y empresarial; así también las operaciones de servicios en las distintas industrias. A causa de las huellas que la pandemia ocasionó, se producen cambios en la educación, entre otras especialidades. Se registran transformaciones que inciden en el proceso de enseñanza-aprendizaje, El propósito tiene como fin innovar en el proceso de evaluación durante la pandemia. A fin de reconocer, como valoran los receptores (estudiantes), la metodología, los contenidos y recursos didácticos, aplicados a la enseñanza del idioma inglés post pandemia. La valoración de la gestión académica-administrativa, en los profesores posibilita medir la gestión, promover perfeccionamiento continuo y calidad de las operaciones de educación. Por estas razones, la Universidad de Panamá, sustenta un modelo de evaluación a los profesores que implica computar funciones de docencia, administración, investigación, extensión, producción y servicios. Todas estas evaluaciones deben sujetarse a las disposiciones que enuncia el Consejo General Universitario en Reunión # 03-19 de 28 de agosto de 2019. En la evaluación de los profesores de inglés utilizaremos métodos que nos ayudarán a recopilar y analizar información expuesta principalmente por los estudiantes. Vale decir que, los procesos de enseñanza y aprendizaje, aplicado a docentes por medio de encuestas; viabiliza evaluar, medir y valorar
conclusion, the correct use of methods, strategies, and techniques will help the continuous improvement, thus achieving effective performance in the evaluation process.

**Keywords:** confinement, evaluation, online learning, learning process, English teaching.

el nivel de conocimiento que ha adquirido un alumno en cualquier tema al aprender una segunda lengua. En conclusión, el uso correcto de métodos, estrategias y técnicas, ayudará al perfeccionamiento continuo, alcanzando así el rendimiento efectivo en el proceso de evaluación.

**Palabras clave:** Confinamiento, evaluación, clases virtuales, proceso de aprendizaje, enseñanza del inglés.

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**INTRODUCTION**

During the most of 2020 and 2021, the entire world was faced with one of the worst pandemics in human history, COVID-19. Before we knew it, life change drastically in every aspect; families were separated, most economic activities were placed on hold indefinitely, worldwide lockdown was enforced as means to prevent the spread of the virus. One of the greatest Institutions that was greatly affected by the pandemic was the educational system.

Subsequently, when the virus finally reached our country, the same restrictions were put into play, the entire country was on lockdown. The first institution to cease work was education. After a few months, the decision to begin online classes was taken. This came as a surprise to everyone mainly; because we neither had the preparedness as Teachers to carry out nor the technological facilities (platforms).

The purpose of this article, is to determine how some University Professors adapted and made adjustments to fit the time in which we were living. These changes include: evaluation, methods, planning strategies, delivery of classes to mention a few. Included are Researchers of expertise’s in the topic as well as survey applied to some higher
Qualitative and quantitative method was used throughout the entire article along with the explicative descriptions of certain topics. Prakash, S. (2020) believes that evaluation adds the ingredient of value judgment to assessment. Furthermore, it is concerned with the application of its findings and implies some judgment of the effectiveness, social utility or desirability of a product, process or progress in terms of carefully defined and agreed upon objectives or values. Evaluation often includes recommendations for constructive action. Thus, evaluation is a qualitative measure of the prevailing situation. Therefore, calls for evidence of effectiveness, suitability, or goodness of the program. Evaluation is one of the most important parts in the teaching process because with it a professor can measure the level of her or his students at the same time, it is possible to verify, if the content given to them have been assimilated. Similarly, evaluation helps professors to know how well the participants/students have received the information and to know how they are supposed to develop what they have learned. When speaking about evaluation, the collection and analyses of information helpful for the completion of the entire process which includes not only teachers, but also the experts in said areas required.

**Methods and Materials**

The type of research in this article is quantitative, in which the main objective is to develop and investigate a question that was thought: How professors in general accepted the challenge of online student evaluation? Also, an extraneous variable to help us achieve our aim at the end of the research was also used. This variable will allow us to have an accurate analysis and better results. After the analysis of some documents, the observation of some real situations, and the application of a survey use as the material; to a group that in this case is the population of study; it is important to say that the variables are established as the point where everything is related to this question. A survey of 10 questions were
elaborated with the idea of showing how this group of professors felt with the changes that were part of this new normality.

Therefore, this research is not experimental, because the variables are not manipulated; we simple observed the environment and after this, we analyzed them. The primary source are the professors of the Cru of Colon and the process of evaluation during this pandemic from 2020 to 2022.

**Summary**

Moreover, Loaiza J.R, et al. (2020) states that; The Republic of Panama which has the second most unequally distributed wealth in Central America, has recently entered the list of countries affected by the COVID-19 pandemic, and has one of the largest testing rate per inhabitant in the region and consequently the highest incidence rate of COVID-19, making it an ideal location to discuss potential scenarios for assessing epidemic preparedness, and to outline research opportunities in the Region of the Americas.

Also, Messina and García, (2020) point out that “The Economic Commission for Latin America and the Caribbean” (ECLAC) has argued that, even before the pandemic hit, the social situation in the region has been causing the rise of poverty and the persistence of inequalities and the growth of social discontent. All these characteristics and elements working together affected in a direct way the evaluation system in many Universities. Meanwhile, UNESCO (2020) has identified major gaps in educational outcomes, related to the unequal distribution of teachers in general, and of the best qualified teachers in particular. This situation is extremely detrimental to lower-income countries and regions of rural areas, where indigenous and migrant populations tend to be concentrated. It is a fact that one of the main areas affected by the pandemic is education. This includes the time school buildings were closed and the way professors had to change the way they develop their classes and the way they finally evaluate students. As a result, adapting to the new era behind the pandemic, in which professor´s had to look for information, in order to see, which were the most important areas that were supposed to be evaluated and the form, these areas were supposed to be developed in
class. A number of activities were established to be part of the new form of evaluation that help professors to measure the development of his or her objectives.

As a consequence, the use of technology and its tools, increase exponentially during the pandemic, creating a new work environment which in turned obliged many facilitators to further increase their technical awareness, in some cases and in others to learn a new whole means of teaching, evaluating and assessing. To simplify, online learning does not only require a place to study, but also a computer on which students can use to their work in their homes. In many places, this was a relevant factor that affected the development of the education program in a correct form. Several were the difficulties faced by a great number of students, lack of proper equipment (devices, Internet services, etc.).

Reimers, F. and Schleicher, A. (2020) claim that during the pandemic, remote learning became a lifeline for education but the opportunities that digital technologies offer go well beyond a stopgap solution during a crisis. Digital technology offers entirely new answered to the question of what people learn, how they learn, and where and when they learn. Additionally, technology can enable teachers and students to access specialized materials well beyond textbooks, in multiple formats; and in ways that can bridge time and space. Working alongside teachers, intelligent digital learning systems don’t just teach students science, but can simultaneously observe how they study, the kind of tasks and thinking that interest them, and the kind of problems that they find boring or difficult. That is to say, systems can then adapt the learning experience to suit students’ personal learning styles with great granularity and precision.

*Modern Classroom educators felt better able to differentiate instruction and work closely with students*

Halfway through the 2020-21 school year, a sample of MCP and non-MCP teachers were surveyed about their classroom practices. Results showed that Modern Classroom teachers felt significantly more capable than their peers of serving students across all levels of understanding
(97% vs. 63%), and of working closely with their students during class (73% vs. 30%).

To clearly define, it is necessary to talk about how this pandemic had transformed our lives and all the factors around us. Education was not on the other side of this situation. It had received a hit during this pandemic. Professors and administrative personnel had the responsibility of searching for information that could contribute with the correct development of the school period during these two years. Most of the professors that were related with the educational system in public schools had to study or search what other methods could be implemented at the moment to continue with the educational program with the student in a correct form. It was not easy at all. First of all, there were a series of situations that affected the correct development of the classes. Some of the students that live in rural areas were the most vulnerable. Secondly, there were many of them that had no connectivity or contact with the professors or their classmates because of the poverty in which they lived. Many of the students that did not receive classes or did not have any type of contact with the Professors, had difficulties. They did not receive the lessons and content to be developed during this period. The lack of information during this time was important; it is believed that the consequences will cover more than ten years of loss. Undoubtedly, it will take a lot of time to correct the lack of content that our students are presenting at this moment. It will probably be so hard to recover from this great loss.

Surprisingly, one of the most remarkable aspects that needed to be changed, was the way professors evaluated students during this pandemic. There are a series of researches and articles about this topic. These works try to find similarities in reference to this topic. Some of these projects try to explain through researches and questions applied to a group of people related to the educational system such as professors or students. These works attempt to clarify how difficult education was during the pandemic, especially where planning a lesson a professor is concerned; should take into consideration every aspect to be evaluated as part of the learning process.
Rivera, R. Gutierrez, L. and others. (2021) said that the pandemic had transformed the contexts in which curricula are implemented, not only because of the use of platforms and the need to consider circumstances other from those for which the curriculum was originally designed, but also because certain knowledge and competencies are more relevant in the current context. Hence, a number of decisions need to be taken and resources made available that present a challenge for school systems, educational establishments and teachers. This is true of curricular adjustments and prioritization and the contextualization needed to ensure that the contents are relevant to the current emergency state, based on consensus among all relevant stakeholders. Equally important, these adjustments must prioritize the competencies and values that have come to the fore in the current situation, namely solidarity, self-directed learning, care for oneself and others, social-emotional skills, health and resilience, among others.

It should be noted that a controversial and complex problem was the decision-making criteria and approaches regarding learning priorities and how to make adjustments in evaluation. Another option was to select curricular content that would be more relevant and important for students, which were prioritized over others. Beside this, it was useful to put together the contents and learning objectives into a same thematic cluster that permitted the integration of various subjects to be added at the same time through topics that are particularly pertinent and relevant for students in the current context, with the use of project or research methodologies that allowed for a joined-up approach to learning. The closure of school buildings meant that the delivery of education had to be adjusted to allow students to continue their educations from their homes.

Howard and Donaghue (2015) argue that evaluation refers to a periodic process of gathering data and then analyzing or ordering it in such a way that the resulting information can be used to determine how effective the teaching process or program is, and the extent to which it is achieving its stated objectives and anticipated results. Furthermore, teachers and students had always seen the word evaluation as a stressful process. For many teachers, the teaching experience during the lockdown was a difficult process, because they had to go from the traditional way of teaching to the virtual mode; there is no denying that; this challenge
inflicted terror on many of us and pushed us to adapt to the use of technology.

Moreover, where evaluation was concerned, many teachers were self-taught through the use of tutorials and any other resources they could find. Therefore, it was known that our system needed to be restructured; to ensure that certain topics were in accordance to suit our leaning objectives. The structure and the curriculum were built to place students into different categories, does not help us promote and enhance the strengths of our students, quite the opposite, it destroyed and increased difficulties in the learning process. In addition, to overcome all these difficulties presented in this evaluation process, it was important for us to take into consideration some significant factors. Before planning tasks in evaluation; two of these factors were the students´ learning style and students´ needs.

Finally, the student´s environment was part of the equation when evaluating. In the case of learning a language a formative assessment should have been considered before applying any type of evaluation. As facilitators, we need to identify students´ strengths and weaknesses. One way to achieve this is by applying methodologies that fit and helped their knowledge and avoid the stigmatization by categories. Most of the teachers have experienced during the lockdown a series of events that had made them change the way they planned their evaluation moment. It had been shown that evaluation, in this case did not define a student level of learning and his or her knowledge, with the used of virtual classes, many teachers have experienced positive results.

Trucco and Palma, (2020). As most countries had opted to ensure educational continuity through online resources, the Internet presents a unique opportunity: the plethora of pedagogical resources and knowledge as well as the various communication tools available provide ideal platforms to bring schools and learning processes closer to homes and to students in lockdown; that is why according to Trucco and Palma, (2020) assumes that Evaluation is an important part of the learning process. Consequently, it influenced the way we measured students´ knowledge. This was particularly relevant at the moment; professors were planning the lesson or the sequence of the week. In addition, the activities had to be related to the evaluation method.
The COVID-19 had affected the way we teach and the way we developed classes; which is why the use of a variety of techniques and strategies were required for the optimal development of classes. Before putting any of the techniques into practice, the three types of evaluation had to be taken into account, we have the diagnostic evaluation, which is what students knew before the class, with this type of evaluation, professors had the opportunity to see the previous knowledge of students related to the topic we are supposed to develop in class. This type of evaluation was determined with a series of activities such as exploratory questions, case studies, questionnaires, or simple questions. A second type is the formative evaluation. With this type of evaluation professors applied some activities as part of the content of the class to measure if students were acquiring knowledge in an appropriate form. Students received beforehand, what will be considered part of the formative evaluation. This evaluation did not receive any grade or score, it is just part of what they will develop in class. Finally, we had the summative evaluation, with this type of evaluation, professors scored or measured the knowledge acquired by students after the development of the class. Some of the activities that were used as part of the summative evaluation: worksheets, reaction papers, essays, written papers, dialogues, oral presentations, exercises, tests, albums, modules, role plays, round tables, debates, brochures, etc. With the use of these activities’ students were able to develop any type of competence and finally be evaluated. This evaluation did not determine the type of student we have, this evaluation determined the type of teachers we were, because it revealed if what we are trying to teach was acquired or not by students.

Johnson. N, (2020) says that COVID-19 pandemic had an impact on shock waves throughout the higher education system on a global scale. When the virus spreaded, lockdown orders in all cities, regions and all countries were enforced throughout the world. It was very important to stay at home and maintain physical distance. In addition, the decision to cancel, postpone, or move classes directly online on a daily basis was taken in most countries and even Universities had to update their evaluation system during the confinement.
Cai. R, (2020) mentions that through students' self-regulated learning, they can set their own learning goals, determine content and progress, choose skills and methods, monitor the whole process, and conduct self-assessments. I sustain that it is undeniable that, virtual classes had changed the way students are evaluated and the way they developed their knowledge. In addition to this situation, professors had tried other methods and strategies to develop their class and to achieve their goals. For this reason, evaluation was one of the aspects facilitators tried to change. The way a professor evaluated in class or in a virtual class depended on the objective he or she wanted to achieve. In a virtual class a professor applied a series of questions to try to measure what students had learned just as it was done in a face-to-face class. In a virtual class, formative evaluation played an important role in the new found evaluation methods. This allowed teachers to admonish the fact that there were the planning is develop. In addition, it was important to acknowledge, that most of the students, at the beginning of the pandemic did not have any idea about how to use the different resources were able to do so today.

Tylor. D (2020) maintains that Face-to-face teaching is part of a common element in distance learning, open learning and resource-based learning. Through this thinking all subjects and disciplines can be taught from a distance. This was important not only for lecturers to ensure that they continued to get to know their students, but also for students to practice various types of knowledge use. The application of social distance and social isolation showed that they are mediated online. R. Hays (2020) claims that programs that utilize virtual learning environments are still very likely to be continued through various levels of blended learning.

Adversely, Zhan. Q, (2020) reports that Online learning cannot replace the need for face-to-face learning, but it can complement existing traditional classroom-based learning methods. If well designed, online distance learning was the right alternative during the pandemic. On the other hand, Croxton. R.A, (2020) establishes that asynchronous distance learning was used to overcome time and location limitations for learning activities and the techno-pedagogical ability of systems for learning.
When it comes to the use of activities, students were the principal actors using: Forums that pushed participation in the classroom, with a specific topic given in their careers for future purposes, offering feedback, and checking grammatical mistakes, after sending corrections to each student’s account in private. Forums permitted students to interact and discuss with others about a topic; which this let them express ideas and the full use of vocabulary in real context. All this provided excellent opportunities to evaluate vocabulary and grammar in real time. One of the methods to develop such characteristics was a project method which had become quite popular among teachers, and students. It could be easily applied to learning languages at higher educational establishments. The essence of the project method laid in solving a definite problem, working both individually and in a team, thinking outside the box, and producing creative pieces of language production. This method broke the stereotype about writing as a tedious activity which should be done at home and consume plenty of time. On the contrary, project method incorporated all communicative competences while developing a written project and made writing bright, and exciting. It ran from discussion and active group interaction to an individual or group analysis of the published resources, interviews, and critical research into an interesting problem.

As a result, project students used different apps that fit their presentation. Being an amazing experience, facilitators can be proud with their performance and at the same time, this helped us to discover how to use new platform that helped to strengthen our weaknesses. Another activity that was applied in the classroom is the reflection paper. In addition, it is possible to say that a reflection paper is a type of paper that requires you to write your opinion on a topic, supporting it with your observations and personal examples. Reflection papers offer you the opportunity to consider how your personal experiences and observations shape your thinking and your acceptance of new ideas.

Also, with the reflection paper students reflect on their personal experiences, eliciting the writing skills and making them increase their vocabulary by writing. As a result, students will love oral presentations
in this new modality, because they can create a YouTube channel in which; they post their videos and use different apps to edit and present well-organized and well-structure content, that will increase their skills. Another activity that can be applied to improve the learning process is the round table. Roundtable environment permits the input of many experts with varying point of views which produce new thinking that challenges existing best practices.

In fact, a roundtable is not just about getting your questions answered. The point of a roundtable is to speak with moderators, who are often experts with broad knowledge, who listen to what other attendees have to share. Also, there is a solid opportunity that, at least one person in the class had experienced the same problem you face, and had solved it. May be someone have found different solutions to your problem, which perhaps more or less are suitable for you.

Rashid and Yadav, (2020) say that, “The pandemic had exposed the vulnerabilities and shortcomings of current education systems and had also emphasized the need for digital literacy development, particularly in times like these, for both developed and developing countries. The situation had challenged deep-rooted notions about the role of higher education institutions in providing quality education, mode of delivery, accessibility, the importance of lifelong learning, and educator’s perceptions about the type of learners. This may provide insight to educators and policymakers for the overall improvement of education systems around the world”. The pandemic had transformed the contexts in which curricula were implemented, not only because of the use of platforms and the need to consider circumstances other from those for which the curriculum was originally designed, but also because certain knowledge and competencies were more relevant in the current context.

Rios. T, Elliott.M, and Mandernach, B.J, (2018) agree that a course content designing, selection of appropriate learning methods, understanding student characteristics were important in the success of online learning. The course design should be user friendly, easy to navigate, have clear guidelines and rubrics and must provide clear feedback. What was also important is that the course design must open the interaction between instructors and students.
UNESCO, (2020). Curriculum adaptation, flexibility and contextualization should addressed elements such as the prioritization of learning objectives and content that enable a better understanding of and response to the crisis, incorporating aspects related to care and health, critical and reflective thinking with regard to information and news, understanding social and economic trends, and encouraging behavior that is empathetic, tolerant and non-discriminative, among other things. Meanwhile, a balance was sought between identifying core competencies, which were necessary in order to continue learning, and deepening the comprehensive and humanistic character of education, without giving in to pressure to strengthen only instrumental learning.

**Data analysis**

For the presentation of this research, we used Microsoft Excel 2022 of Microsoft Office and Google forms with the different English professors this semester. Also, this helped us to determine the frequency of external-internal factors that affected the evaluation process which is represented by percentages.

**Results**: The survey was applied to 32 English Professors at the Centro Regional Universitario de Colon.

Image#1: Group selected for the survey. Centro Regional Universitario de Colon. (2022)
Note: The graph shows the answers of the different teachers surveyed according to their age. Taken from: (ASSESSMENT AND EVALUATION OF ENGLISH LANGUAGE PROFESSORS DURING THE PANDEMIC - Karina Del Carmen Harding - University of Panama, Centro Regional Universitario de Colón Karina.harding@Up.ac.pa - Orcid: 0000-0001-8214-4734,” 2022).

This graphic represents the number of professors that were used as part of the sample of the investigation. This group was formed by 32 English Professors at the Centro Regional Universitario de Colon. This group of English professors was divided in 69.7% of male professors and a 30.30% of female professors. After the analysis of the answers to the questions that were part of the survey determined for this article; it was important to mention that the first question referred to the way professors felt at the movement of evaluating, on one hand, 25% of the professors said that they were stress at the moment of the evaluation process. Another 7.2% reported were anxious at the moment of the evaluation process. An 18.8% noted that they were strongly motivated with the
evaluation process. On the other hand, a 9.4% stated that they had a lack of feedback during the evaluation process. Finally, a 40.6% said that they were interested in the evaluation process.

Another question that was part of the survey was about the methods professors used more at the moment of evaluating their students. This resulted in 57.6% saying that they used different methods to evaluate their students during the pandemic. A 12.1% agreed that they used the classroom community and Student engagement method for online classes. An 18.2% said that they used a method that fits their students’ needs. A 3% said that they reconfigured the course format. Another 3% said that they used the existing syllabus that they were using before. Finally, a 6.1% said that they recreated the structure and content of the course. Comparing with the works developed and studied here, it is possible to say that the Pandemic brought forth many changes; one which is the evaluation used by Professors with their students in the past. Also, the way of teaching required the use or implementation of new methodologies and strategies. In other countries, it was necessary to use platforms and apps that helped students to develop their knowledge. Whereas in Panama, professors were shocked, because they had to find and improved ways of teaching that was unknown to them.

Continuing with the analysis of the survey is the question that tried to explain how students adapted to the virtual evaluation. It is possible to say that the 59.4% said that students adapted to this new way of evaluation. On the one hand, a 40.6% of the professors said that students did not adapt to this new way of evaluation.

On the other hand, after the analysis of another aspect that considered, that it is possible to interpret that the 56.3% claimed that they miss many elements from the face-to-face classes. A 31.3% stated that they miss the interaction between teachers and students. Finally, a 12.5% agreed that what they missed the most from the face-to-face classes is the presence and contact with the students.

In addition, it is necessary to mention that after the formulation of the question about
what was the biggest challenge they had to face during the pandemic, at the moment of evaluating? 60.6 % said that there were a series of difficulties such as adaptability, assessment tools, and change of methods. A 21.2% claimed that the adaptability was one of the most difficult challenges that they had to face during the pandemic. A 12.1% said that the most difficult thing was that they had to change the methods. Finally, a 6.1% agreed that the most difficult challenge was the tools used for evaluation.

However, after the analysis of the doubts about what really motivated professors when evaluating students during the lockdown, we can see that a 45.5% said that they felt more motivated with the tutorials, the needs of learning of the students, and the students´ effort. A 42.4% claimed that students´ effort motivated them to apply new evaluation methods. A 9.1% said that the need of learning motivated them at the moment of evaluate students. Finally, a 3% sustained that the tutorials motivated them to evaluate their students.

Note: The graph shows the responses of the different teachers surveyed and their responses, regarding the issue of virtuality and the pandemic. Taken from: (ASSESSMENT AND EVALUATION OF ENGLISH LANGUAGE PROFESSORS DURING THE PANDEMIC - Karina Del Carmen Harding - University of Panama, Centro Regional Universitario de Colón Karina.harding@Up.ac.pa - Orcid: 0000-0001-8214-4734,” 2022)
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In addition, it is necessary to mention that after the analysis of the answers to the question about whether they searched or looked for information that helped them to change or improved the evaluation process; it is possible to say that a 37.5% of the professors said that they had to search and look for information that help them change the evaluation process. Finally, 62.5% of the professors said that they did not have to search and look for information that help them to change the evaluation process.

Moreover, a series of ideas had to be discussed during this research. It is possible to say that after the analysis of the question about if they think that online evaluation is better than face to face evaluation. A 39.4% of the professors said that they are not able to answer. A 48.5% disagreed with the idea that an online evaluation is better than a face-to-face evaluation. A 9.1% said that they are agree with the idea that an online evaluation is better than a face-to-face evaluation. Finally, a 3% said that they strongly disagree with the idea that virtual evaluation is better than a face-to-face evaluation.
Notwithstanding, it is important to say that with the analysis of the answers to the question about if they think that the online evaluation covers the entire process at the moment of developing a course. It is possible to say that a 78.1% said yes, it is better and a 21.9% said no to the question.

Finally, it is important to mention that after the analysis of the answers to the question if they think that the evaluation process has changed during the lockdown. It is possible to say that a 57.6% agreed that the evaluation process had changed. An 18.5% strongly agreed with the idea that the evaluation process has changed during the lockdown. A 15.2% were not able to say something about it. A 6.1% disagreed with this idea. Finally, a 3% strongly disagreed with the idea that the evaluation process has changed during the lockdown.

Conclusions

After the analysis of the answers to these questions we can conclude that:

The role of teacher at the moment of planning a class is not so simple. It is necessary to take into account a series of methods, techniques, and processes that help our students during the learning process. The pandemic had interfered with the teaching and learning process. Evaluation is the last but not least when identifying the learning level of our students. Evaluation process is not an indicator that determines levels or categories of students; in other words, there are no distinction.

Online classes had become one of the most difficult elements in evaluation. It requires the use of new tools and methods to process the evaluation format and measure students’ knowledge. We need to be connected with the curriculum and instructions to suit and assess students as individuals, this is clearly evident during our planning, it has to be done with a purpose in mind, improving students learning and creating a balance with the information that you develop by supporting their progress.
This evaluation contributes with the idea of measuring exactly what students have learned during this period and how well they performed in front of others. The way a professor evaluated in the past was totally different. First of all, students were face to face in a classroom where professors were with them and could measure exactly what they had in front of them. At the same time, students were able to demonstrate in front of others what they were learning at the moment. It is necessary to know that when we talk about evaluation it does not refer to the fact that students cannot be classified or established in a determined group or section of the class.

Evaluation helps to measure how the learning process is being assimilated by students. With this, a professor can determine what they have to change in class or what other methods they can use to improve the learning process and facilitate the learning environment for his or her students. The learning environment is important because it determines how students are supposed to work and how well they receive the information. In a face-to-face class, the atmosphere or the environment is fundamental. It reflects the form in which student will work with others and the way they receive the information and achieve the goals in the learning process.

Finally, we can say that Covid-19 pandemic contributed with the fact that the education system has changed in education. One of the most important changes, was the way that professors had to teach or develop a class. Another change in education was the way of evaluate students’ achievement is evaluated. After the pandemic, evaluation had to be adequate to the level of assignments given to students. According to different works studied for the elaboration of this article, one of the most important aspects that have a twist in virtual classes was the way professors evaluated their students.
REFERENCES


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Biodata

KARINA DEL CARMEN HARDING

- Bachelor's Degree in English, Universidad de Panama, 2005.
- Professor of Secondary Education with Specialization in English, Universidad de Panama, 2007.
- Postgraduate Degree in Higher Education, Universidad de Panama, 2008.
- Postgraduate Degree in English Language Didactics, U del Istmo 2022.
- Master's Degree in TESOL, Universidad Latina, 2014.
- With 3 published and certified booklets from the Universidad de Panama in 2021; English I- 119. Commercial English120 B; Technical English 124.
- I am currently working at Universidad de Panamá extension de Colón, as an English Facilitator, 2018-2022.

**Rosaida Sánchez**

University of Panama

I was born in Panama City; I am a university professor at the University of Panama. I have a Master's Degree in TESOL and another Master's Degree in Higher Education for the university level, a Specialization in Didactics of the English Language. I have not had the joy of publishing research articles or scientific journals. I hope to publish some if God allows me. I have participated in a conference at the University of Panama. This will be my first time writing a research article. I am a teacher in an Integral Educational Center at the secondary level where I teach Pre-Middle and High School students and currently I am a university teacher of English Linguistics.