# A review of the research on assessment preferences: The case of Turkey

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| Article Info | ABSTRACT |
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As educational programmes evolve in the twenty-first century, there is a need to adapt measurement and evaluation practises to align with the changing landscape of accessing and producing information. Selecting appropriate measurement tools is crucial to obtaining accurate and relevant data. This study aims to provide a comprehensive review of research on assessment preferences in Turkey, focusing on the methodological aspects, with the goal of guiding future studies in this area. Using a systematic compilation method, published studies on assessment preferences in Turkey have been gathered from ULAKBIM, the National Thesis Search Centre, and Google Scholar. The study seeks to answer two main research questions: 'What methods (research method, participants, data collection tools) were employed in studies on assessment preferences in Turkey?' and 'What research topics are needed to address the gaps in the literature on assessment preferences in Turkey?' Analysis of the research findings reveals a notable increase in studies focusing on assessment preferences in Turkey since 2005. The majority of these studies employed quantitative research methods, with survey models being the dominant research approach. Data collection relied heavily on the use of scales as measurement tools. Based on this study's results, it is recommended that future studies in this area consider employing models such as meta-analysis, causal-comparison, and action research to advance understanding and contribute to the literature on assessment preferences in Turkey. This study provides a valuable compilation of existing research, shedding light on the current state of assessment preferences in Turkey. The identified research gaps and recommended methodologies will serve as a guide for researchers seeking to expand their knowledge in this field. By addressing these gaps and employing diverse research approaches, scholars can enhance their overall understanding of assessment preferences in the Turkish context and contribute to evidence-based educational practises.

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# 1. INTRODUCTION

During the current era, which marks the shift from an industrial-based society to an information-based society, significant advancements have occurred in the realms of social, political, economic, and technological domains. These advancements have led to substantial changes in the field of education. The advancements and novel ideas in the realm of education have significantly contributed to the progress of the nascent information society. The level of development of a country is primarily determined by the quality of education within its society. The evolving demands of the global landscape have necessitated a perpetual reassessment and revitalization of educational processes. In conjunction with modifications to educational programmes and teaching processes, assessment and appraisal procedures facilitating the explication of educational achievements have undergone transformation. The function of evaluation within the context of teaching has undergone a transformation. The assessment and enhancement of student performance can be elucidated by evaluating both the educational process and the outcome attained upon completion of said process (Dogan, Atmaca & Aslan-Yolcu, 2012). The selection of appropriate measurement tools at the appropriate juncture is crucial in obtaining accurate information regarding students, as asserted by Semerci and Yesilyurt (2010). According to Onal (2005), educators must identify the most suitable evaluation technique to monitor the progress of their pupils. In conjunction with assessments that gauge students' mastery of the curriculum, there exists a necessity for evaluations that assess the application of acquired knowledge across diverse contexts (Algan, 2015). The statement highlights the significance of the assessment concept within the realm of education, as noted by Kutlu (2002). According to Russell and Airasan (2008), the prevailing perception among educators is that situation determination is typically accomplished through the administration of paper-pencil tests to assess student performance. The notion of 'situation determination' is not commonly employed within the Turkish educational framework, leading to its conflation with the concept of evaluation.

Situation determination is the collection of information to decide student behaviour, making comments about the information, and reaching a general conclusion about the student by associating the information with each other (Doğan & Kutlu, 2010). Situation determination includes all the ways the teacher uses to collect information about the student (Dogan, 2011). Situation determination includes the use of not only classical tests but also all data collection tools used to collect information about students, such as projects, performance tasks, and portfolios (Kutlu, Dogan & Karakaya, 2009). Miller et al. (2009) define situation determination as obtaining information about students' performance by using measurement results and describing the current situation of students during the learning phase rather than making a judgement about the student. Linn and Gronlund (1995) stated that situation determination aims to show the current situation about the learning of individuals rather than contain a judgmental result by using the measurement results in a way that gives information about the performance of the individuals. Airasian (1994), on the other hand, defined situation determination as the collection and interpretation of information and reaching a general conclusion about the student by associating this information so that the teacher can make a decision about student behaviour.

Situation determination applications can be used for different purposes in the learning-teaching process. It can be used at the beginning of the teaching process to determine students' prior knowledge and readiness levels (recognition and placement) and during the teaching process to identify learning deficiencies and reveal the reasons for these deficiencies (forming and training). In addition, situation determination practises can also be applied at the end of the teaching process to determine the extent to which students have characteristics such as knowledge, skills, and attitudes (level determination) (Bahar, Nartgun, Durmuş & Bicak, 2012). Situation determination practises offer criteria and high standards to increase the quality of education (Kurt, 2018). In this respect, it contributes to the development of education and its improvement day by day.

Assessment preferences, on the other hand, are the views and attitudes about the assessment methods used in determining students' success and the characteristics of those methods (Birenbaum, 1997). Students' preferred assessment methods (open-ended questions, multiple-choice questions, performance tasks, portfolios, etc.) and their views on these methods guide teachers while giving feedback to their students and shaping the teaching process. Students experience evaluation with many different evaluation methods throughout their educational lives. These evaluation experiences cause the students to develop positive or negative perceptions about these methods. Studies have shown that there are strong relationships between students' assessment preferences and their learning-related characteristics, and this relationship has emphasised the importance of considering assessment preferences (Birenbaum 1997, 2007; Biggs, 2003; Struyven, Dochy & Janssens, 2005; Watering, Gijbels, Dochy & Rijt, 2008; Dogan, Atmaca & Aslan-Yolcu, 2012). One of the important variables that make a difference in the teaching process is the student's

contribution to the process (Dogan & Kutlu, 2011). In evaluating the academic success of both students and prospective teachers, revealing the preferences of individuals contributes to obtaining correct data and makes them active by making them a part of the process (Guner Kahraman & Aydogdu, 2013). It can also cause students to be more susceptible to certain assessment methods and to demonstrate their performance at a higher level when that assessment method is used. This is a situation that should be considered in the teaching process (Dogan, 2016). Well-prepared situation determinations, in which students participate, also affect their learning as they guide students on how they should work (Kurt, 2018). Situation determination allows students to realise their skills and abilities, monitor their progress, and see their shortcomings.

In light of the findings of educational research, rearrangements are made in different fields and levels of education in Turkey, as in many other countries. It is observed that there has been a great increase in the number of educational research studies, which have an important role in shaping practises related to the education system, in the last fifteen years. In contemporary education systems, where teaching and assessment processes converge and interact, it is necessary to take into account the students' perceptions of the situation determination process as well as their preferences for assessment (Dogan, 2011). The activities carried out in the assessment process have a significant impact on students' learning and learning processes. In recent years, studies on students' assessment preferences have increased rapidly. What kind of situation students need to determine has been the subject of many studies. Revealing the situation of assessment preferences in the Turkish literature will shed light on the studies to be done in this field. The history of methodological studies of research conducted in the field of educational sciences dates back to the 1960s (Elmore & Woehlke, 1996). It is important to carry out a systematic analysis of the studies published in Turkey on assessment preferences, which are the subject of or included in the content of many theses, articles, and papers in the field of science.

When the relevant literature is scanned, it is seen that there are few studies on situation determination preferences in the world (Grandt, 1987; Zoller & Ben-Chaim, 1990; Zeinder, 1987 & Anderson, 1987; in cited Dogan, 2011; Birenbaum, 1997, 2007; Phillips, 1999; Biggs, 2003; Struyven, Dochy & Janssens, 2005; Wilson & Fowler, 2005; Birenbaum & Rosenau 2006; Watering, Gijbels, Dochy & Rijt, 2008, Birenbaum & Gutvirtz, 1995; Cohen, 1995; Sambell, McDowell & Brown, 1997) When the literature is examined, the first study on assessment preferences in Turkey was made in 2005. There were 52 studies on this subject between 2005 and 2022. With this study, the methodological features of 52 studies in the literature were examined, and it was aimed to present suggestions for future research and applications related to assessment preferences. In addition, it is thought that this study will shed light on future studies on the shaping of the teaching process and assessment preferences.

## 1.1. Purpose and problem statement

Studies published on assessment preferences in Turkey have increased until today. This study is aimed at examining the methodological features of the research conducted between 2005 and 2022 on assessment preferences and making a compilation study to determine the research topics needed in the literature. This study seeks answers to the following research questions:

(1) What are the general methodological features of the studies on assessment preferences in Turkey?

a. What are the research methods of studies on assessment preferences in Turkey?

b. What are the research models of studies on assessment preferences in Turkey?

c. Who is the sample/participation group of studies on assessment preferences in Turkey?

(2) What are the research topics needed in the literature on assessment preferences in Turkey?

## 2. METHOD

### 2.1. Research model

In this study, 'systematic literature review' method was used to examine the studies on assessment preferences in Turkey from a methodological point of view and to guide future studies. The literature review includes the analysis, synthesis and evaluation of research conducted in a specific field (Hart, 2001; Toyon, 2023). Systematic literature reviews are used in educational research to guide future research and practices by revealing important connections and forms in the literature (Minner, Levuy & Century, 2010).

### 2.2. Data sources for the study

In the research, a field search was carried out using the keywords of assessment preferences, situation determination, determination of student success, measurement and evaluation preferences and evaluation

preferences. Published studies on assessment preferences in the context of Turkey were scanned through ULAKBIM, National Thesis Search Center and Google Scholar access systems. By scanning the bibliographies of the studies reached as a result of the scanning, other relevant studies within the scope of the subject were also reached. While determining the studies, attention was paid to the fact that the research was carried out in Turkey, that it followed the qualitative and/or quantitative and mixed scientific research method, that it was published as an article in periodicals, and that it was a master's and doctoral thesis. Other books and conference papers are excluded from the research. In addition, some theses were excluded from the scope due to the limitations in the publication of these theses. Surveys include studies published in our country on status determination preferences between 2005 and 2022.

## 2.3. Literature search and review process

This study followed a four-stage method:

### 2.3.1. Screening method and determination of selection criteria

At this stage, selection criteria and keywords were determined primarily for the published studies. The criteria taken into account in the research are as follows:

(a) The study should have been carried out between 2005 and 2022 on assessment preferences,

(b) The study must have followed the qualitative and/or quantitative or mixed scientific research method,

(c) The study must be an article published in peer-reviewed journals or a graduate thesis,

(d) The study must have been carried out in Turkey and focused on the issue of assessment preferences.

In line with these criteria, searches were carried out in Turkish and English using the keywords 'assessment preferences, situation determination, determination of student success, measurement and evaluation preferences,' and evaluation preferences both in Turkey and around the world. A comprehensive search of the databases was carried out using different keyword combinations.

Based on the fact that studies published on status determination preferences in our country started in 2005 and have increased since then, master's and doctoral thesis studies published between 2005 and 2022 and articles published in peer-reviewed journals were included in the literature review in this study. In this direction, all accessible studies conducted with qualitative, quantitative, and mixed research methods were scanned in order to examine the studies on this subject in our country in detail during the research process.

### 2.3.2. Source search process

While the literature was being searched, a comprehensive search was carried out on the access systems of ULAKBIM, National Thesis Search Center and Google Scholar. Books and conference proceedings, except for articles and master's/doctorate thesis studies published in our country, were excluded from the research. In addition, due to the limited use and publication of some theses, the number of master's theses considered within the scope of the sample was 14, the number of doctoral thesis was 3, and the number of articles published in peer-reviewed journals was 35. As a result of the relevant literature review, the results of the query were entered into the analysis table created. A total of 52 studies were reached.

### 2.3.3. Analysis process

In this study, descriptive analysis, one of the qualitative analysis methods, was used. The main purpose of descriptive analysis; is to summarize the collected data according to the themes/titles revealed by the research questions (Yildirim & Simsek, 2008). In this direction, the studies to be included in the analysis process were numbered from i1 to 52. These codes given to the studies examined were used during the analysis of the data. While the researches determined as a result of the detailed examination were entered into the analysis table according to the codes given in the analysis table, they were examined in detail under the titles of the research subject, research model, study group, data collection tools and entered into the excel table. In line with this main purpose, the data obtained are included in the findings section.

### 2.3.4. Validity and reliability

Kirk and Miller (1986) define validity as the fact that researchers observe the phenomenon they are investigating as it is and as impartially as possible (Kirk & Miller; cited in Yildirim & Simsek, 2008). The qualitative approach accepts that the way of perceiving and interpreting events may be different for researchers (Yildirim & Simsek, 2008). In order to ensure reliability based on observation, the studies obtained as a result of the searches carried out through the access systems of ULAKBIM, National Thesis Scanning Center, and Google Scholar were also examined by a field expert and data analyzes were made. To ensure

reliability, ten randomly selected studies were also analyzed by the authors and a field expert. The reliability = (Agreement) / (Agree + Disagree) formula suggested by Miles and Huberman (1994) was used to determine the percentage of agreement among the authors of the studies examined, and the reliability coefficient was calculated as 0.81. This result was accepted as reliable for research. Studies that could not reach a consensus were re-examined by the authors and field experts.

## 3. FINDINGS

### 3.1. Findings regarding the first research question

The first sub-problem of the research is aimed to research the general methodological features of the studies published on assessment preferences in Turkey. In this section, the general methodological features of the research on assessment preferences are examined in five sections. These; research methods and models, sample/study group, data collection tools.

It has been determined that three of the 52 studies (Buyukkarci, 2010; Dogan, 2011; Algan, 2015) were doctoral thesis studies and 14 of them were master's thesis studies (Onal, 2005; Coskun, 2007; Uluman, 2009; Akin, 2010; Guner-Kahraman, 2013; Sonmez, 2013; Bayram, 2015; Uslu, 2016; Sarisu-Tas, 2016; Cengiz, 2017; Kurt, 2018; Isnac, 2018; Kalay, 2019; Sariel, 2021). It was seen that 35 studies were published in peer-reviewed journals (Table 1).

*Table 1. Distribution of assessment preferences studies by types of study*

| Types of study | N | % |
|---|---|---|
| PhD thesis | 3 | 5.8 |
| Master thesis | 14 | 26.9 |
| Article published in refereed journals | 35 | 67.3 |
| Total | 52 | 100 |

The distribution of assessment preferences researches by years is given in Figure 1.
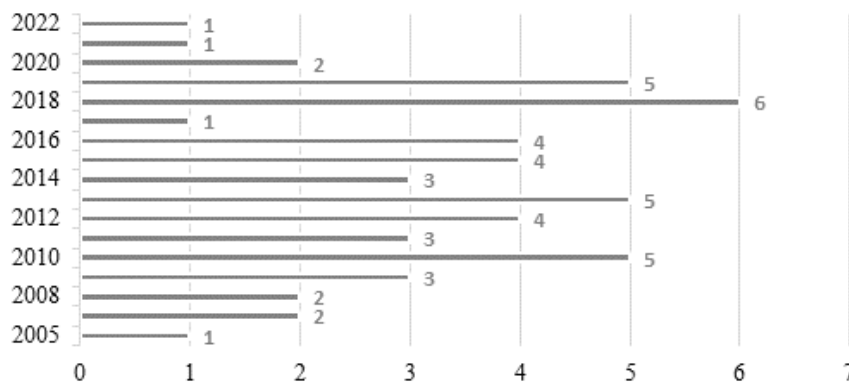


*Figure 1. Distribution of assessment preferences surveys by years*

*3. 1.a. Findings regarding the distribution of research methods used in the studies*

The research methods used in the studies were examined within the scope of this research; analyzed in three groups as quantitative, qualitative and mixed-patterned studies (Table 2).

When the research methods preferred in the studies were examined, it was determined that the majority of the researchers carried out quantitative research.

The quantitative research method was used in 31 studies (Gelbal & Kellecioglu, 2007; Gulbahar & Buyukozturk, 2008; Anil & Acar, 2008; Nartgun, 2009; Buyukozturk & Gulbahar-Guven, 2010; Akin, 2010; Dogan & Kutlu, 2011; Bal, 2012a,b; Gundogdu, 2012; Dogan, Atmaca & Aslan- Yolcu, 2012; Arslan, 2013; Dogan, 2013; Sad & Goktas, 2013; Altun & Gelbal, 2014; Nazlicicek & Akarsu, 2015; Ozbas & Sagir, 2014; Sahin, Boztunc-Oztürk & Tasdelen-Teker, 2015; Dogan, 2016; Uslu, 2016; Buyukturan, 2016; Akpinar &

Canturk, 2018; Isnac, 2018; Kilic & Cetin, 2018; Kurt, 2018; Sirem, Sarıoglu & Adiguzel, 2018; Tanugur & Ogan- Bekiroglu, 2019; Ozbasi, 2019; Karaman, 2019; Karaduman & Yanpar-Yelken, 2020).

*Table 2. Distribution of research methods adopted in assessment preferences studies*

| Research Method | N | % |
|---|---|---|
| Quantitative Method | 31 | 59.6 |
| Qualitative Method | 5 | 9.6 |
| Mixed Method | 16 | 30.8 |
| Total | 52 | 100 |

The qualitative research method was used in 5 studies conducted by researchers (Saglam-Arslan, Devecioglu-Kaymakci & Arslan, 2009; Karakus, 2010; Dogan, 2011; Uygun & Sarac, 2020; Bulut, Ceylan & Ceylan, 2022).

In 16 studies, mixed research method was used (Dogan, 2011; Uluman, 2009; Coskun, 2007; Onal, 2005; Buyukkarci, 2010; Cengiz, 2017; Sarisu-Tas, 2016; Sariel, 2021; Bayram, 2015; Algan, 2015; Kalay, 2019; Sonmez, 2013; Yigit & Kirmizili, 2014; Bal & Doganay, 2010; Sarisu-Tas & Buyukkarci, 2018; Tas & Minaz, 2019).

*3. 1.b. Findings regarding the distribution of research models used in the studies*

52 studies examined within the scope of the research were examined in terms of the research methods they adopted. Studies are divided into quantitative research, qualitative research and mixed research, and the data for each research type are presented in the tables below.

(i) Quantitative research method

*Table 3. Distribution of models adopted in quantitative assessment preferences studies*

| Models Adopted in quantitative research | N | % |
|---|---|---|
| Survey model | 17 | 54.8 |
| Correlational research | 6 | 19.4 |
| Descriptive survey model | 4 | 12.9 |
| Experimental survey model | 2 | 6.5 |
| Causal-comparative research | 1 | 3.2 |
| Scale adaptation study | 1 | 3.2 |
| Total | 31 | 100 |

As can be seen in Table 3, it was determined that 31 studies conducted as quantitative research were mainly conducted in the survey model. Survey model was used in 17 of 31 studies using quantitative research method (Kurt, 2018; Akin, 2010; Isnac, 2018; Gelbal & Kellecioglu, 2007; Nartgun, 2009; Sirem, Sarıoglu & Adiguzel, 2018; Arslan, 2013; Bal, 2012; Kilic & Cetin, 2018; Karaduman and Yanpar- Yelken, 2020; Buyukturan, 2016; Akpinar & Canturk, 2018; Tanugur & Ogan-Bekiroglu, 2019; Gundogdu, 2012; Ozbas & Ulucinar- Sagır, 2014; Nazlicicek & Akarsu, 2015; Buyukozturk & Gulbahar- Guven, 2010).

The correlational research model was used in 6 of the studies (Guner-Kahraman, 2013; Uslu, 2016; Dogan, Atmaca & Aslan-Yolcu, 2012; Dogan & Kutlu, 2011; Dogan, 2013; Karaman, 2019). Researchers used the descriptive survey model in 4 studies (Anil & Acar, 2008; Bal, 2012; Ozbasi, 2019; Sahin, Boztunc-Oztürk & Tasdelen-Teker, 2015).

Dogan (2016) and Altun and Gelbal, (2014) used experimental survey, Sad and Goktas, (2013) used causal-comparative research model. Gulbahar and Buyukozturk (2008) conducted a scale adaptation study in their research.

Looking at the analysis methods of the studies using the quantitative research method, it was found that content analysis was performed in a study in which the general survey model was adopted (Akpinar & Canturk,

2018), and path analysis was performed in a study in which the correlational research model was used (Dogan, 2013). In other studies, it was determined that descriptive analysis was made.

(ii) Qualitative research method

Case studies were used in 2 of the 5 studies conducted with qualitative research methods (Karakus, 2010; Dogan, 2011). Survey research was used in 2 of the qualitative studies (Saglam-Arslan, Devecioglu-Kaymakci & Arslan, 2009; Bulut, Ceylan & Ceylan, 2022) and document review was used in 1 (Uygun & Sarac, 2020).

*Table 4. Distribution of models adopted in qualitative assessment preferences studies*

| Models Adopted in Qualitative Research | N | % |
|---|---|---|
| Case Study | 2 | 40 |
| Survey Model | 2 | 40 |
| Document Review | 1 | 20 |
| Total | 5 | 100 |

In the studies conducted using the qualitative research method, the data obtained by using structured interview forms were used. Descriptive analysis was used as a data analysis method in case studies, and content analysis was used in survey studies. In a study in which document analysis was performed, document analysis was performed

(iii) Mixed method research

When the research models of the 52 assessment preferences studies studied were examined, it was determined that 16 studies carried out as mixed research was carried out in the quantitative dimension of the weighted experimental survey model. The studies are based on both qualitative and quantitative research models.

The experimental survey was used in 8 of these 16 mixed studies (Onal, 2005; Coskun, 2007; Uluman, 2009; Bal & Doganay, 2010; Buyukkarci, 2010; Sonmez, 2013; Yigit & Kirmizili, 2014; Sarisu-Tas & Buyukkarci, 2018). General survey was used in 5 of the mixed studies (Bayram, 2015; Sarisu-Tas, 2016; Cengiz, 2017; Tas & Minaz, 2019; Sariel, 2021), and correlational research model was used in 3 of them (Dogan, 2011; Algan, 2015; Kalay, 2019).

In most of these studies, scales were used as data sources and tests prepared by researchers were used as data collection tools in studies conducted in the experimental survey model.

It has been determined that researchers prefer data analysis methods compatible with the research model in their studies. When the quantitative dimensions of the studies were examined, it was determined that stepwise separation analysis was performed in a study in which the correlational research model was adopted (Dogan, 2011), and path analysis was performed in another study (Algan, 2015). In a study in which the correlational research model was adopted (Kalay, 2019), descriptive analysis was also observed. Descriptive analysis was carried out as a data analysis method in studies in which experimental survey and general survey model were adopted.

In the qualitative dimension of 16 studies conducted using the mixed research method, 2 of the studies were conducted according to the descriptive survey method (Coskun, 2007; Onal, 2005). It has been determined that 8 studies examined are case studies (Yigit & Kirimli, 2014; Bal & Doganay, 2010; Dogan, 2011; Uluman, 2009; Sarisu-Tas & Buyukkarci, 2018; Algan, 2015; Sonmez, 2013; Tas & Minaz, 2019).

In the vast majority of qualitative studies, interview forms and semi-structured interview forms were used as data sources. While focus group interviews were conducted in 2 studies (Uluman, 2009; Bayram, 2015), it was determined that the research was supported by preparing semi-structured interview forms in 5 studies (Sarisu Tas & Buyukkarci, 2018; Buyukkarci, 2010; Cengiz, 2017; Sarisu-Tas, 2016; Kalay, 2019). It has been seen that content analysis and descriptive analysis were used as data analysis methods in studies that adopted mixed research methods on assessment preferences.

*3. 1.c. Findings regarding the distribution of sample/participation group used in the studies*

The present study scrutinised 52 studies with regard to their sample/participant groups, and the outcomes are presented in the tables.

When the studies on the subject are examined, it is seen that the teacher candidates are mostly preferred as the participant group. The 52 studies analyzed are; the study group of 12 of them is teachers, the study group of 9 of them is students, and the study group of 2 of them is instructors. In 2 studies, teachers and students were studied together. Again, both teachers and instructors were included in the study at the same time in 2 studies.

*Table 5. Distribution of sample/participation group adopted in assessment preferences studies*

| Working Groups | N | % |
|---|---|---|
| Teacher Candidate | 25 | 49.01 |
| Teacher | 12 | 23.5 |
| Student | 9 | 17.6 |
| Instructor | 2 | 3.9 |
| Mixed (Student and Teacher) | 2 | 3.9 |
| Mixed (Teacher and Instructor) | 1 | 1.9 |
| Total | 51 | 100 |

It is seen that teacher candidates are mostly preferred as the sample of assessment preference studies in Turkey. The study group of 25 of the 52 studies reached in this context consists of teacher candidates (Nartgun, 2009; Uluman, 2009; Buyukkarci, 2010; Buyukozturk & Gulbahar, 2010; Dogan, 2011; Dogan & Kutlu, 2011; Arslan, 2013; Dogan, 2013; Bal, 2012a, b; Gundogdu, 2012; Guner- Kahraman, 2013; Sonmez, 2013; Algan, 2015; Bayram, 2015; Sahin, Boztunc-Ozturk & Tasdelen-Teker, 2015; Dogan, 2016; Sarisu-Tas, 2016; Akpinar & Canturk, 2018; Ozbasi, 2019; Karaman, 2019; Karaduman & Yanpar-Yelken, 2020; Sarisu-Tas & Buyukkarci, 2018; Uygun & Sarac, 2020).

### 3.2. Findings regarding the second research question

With the effect of the constructivist education approach, there have been differences in the learning and evaluation strategies used in the teaching processes. While some of the studies were only aimed at determining the assessment preferences of the students; some of them are aimed at determining the relationship between these preferences and learning characteristics.

Most of the studies on assessment preferences have focused on which exam type students/teachers/pre-service teachers/instructors prefer and whether these preferences differ according to gender and other similar variables.

Determining the characteristics of the learning processes that affect the assessment preferences of students studying in different countries and the relationships between these features and examining the reasons for these preferences offers a new perspective for improving the quality of university education. As a result of the literature review, it is seen that the number of studies conducted in our country in this context is quite low, and there is only one study on this subject as a compilation study (Algan, 2015). These comparative studies, it is aimed to provide an opinion that will help the evaluation and development of the education policy adopted in higher education by examining the similarities and differences of the factors that affect the situation determination preferences in different countries.

It was determined that only one of the 52 studies reached as a result of the systematic literature review was a scale adaptation study (Gulbahar & Buyukozturk, 2008). This scale was also used in the majority of the studies reviewed. Dogan (2016), in his study titled 'The Effect of Formative Assessment on University Students' Assessment Preferences: A Scaling Study', aimed to scale and compare university students' assessment preferences with two comparison methods in cases where formative assessment is used and when formative assessment is not used. A questionnaire form, developed by the researcher and containing the items in which the evaluation methods were compared in pairs, was used to collect the relevant data.

Bal (2012) also aimed to determine the assessment preferences of the students in the mathematics course in his study titled 'Student's Assessment Preferences for Mathematics Lesson'. In this study, it was tried to determine on the basis of the course.

## 4. CONCLUSION, DISCUSSION AND RECOMMENDATION

Throughout human history, education has been moulded and influenced by the societal demands and necessities (Kasikçi, Sagır, Degirmenci & Bacanak, 2014). Education is the sole means of equipping individuals with the necessary skills to adapt to the evolving demands of the information society. The modification of educational content and curricula is undertaken with the aim of cultivating individuals who possess the ability to question, critique, generate, and adeptly navigate information acquisition within the context of the education-teaching process. Modifying curricula not only fosters the thinking and inquisitive abilities of learners, but also prompts an assessment of the extent to which they have acquired these proficiencies and the adequacy of the instructional approaches employed. Cengiz (2017) posits that a correlation exists between the assessment methodology and the academic material employed in evaluating students and their achievements, and suggests that students tend to acquire knowledge in a manner that aligns with the evaluation criteria. At this point, we come across an assessment-evaluation process that is carried out correctly and appropriately together with the teaching process. For this reason, it is of great importance to decide which method will be the right one to apply and to reveal the preferences while determining student success. The numerical evaluations made during the teaching process and the grade given as an indicator of academic success are insufficient in determining individual differences, changes and developments (Cetin & Cakan, 2010). At this stage, the awareness of the student on this issue is as important as the teacher's understanding of which method is most suitable for the student.

Upon examination of both domestic and foreign literature, it has been ascertained that there exists a restricted quantity of research regarding assessment preferences in Turkey, despite a gradual rise in such studies over time. There has been a noticeable surge in the quantity of research conducted on assessment preferences since 2005. Based on the compilation of 52 studies, it was observed that the concentration of research in this particular field was primarily observed in the years 2010, 2013, 2018, and 2019. The quantity of research conducted on assessment preferences has increased from one study in 2005 to six studies in 2018. This scenario highlights the significance attributed by both educators who specialise in teaching and researchers in the field of education to the relevant research subject matter. Therefore, it is crucial to analyse and deliberate on the notion of assessment preference within the Turkish context. The present study is believed to make a contribution to the field by delineating the deficiencies within it.

After reviewing the research methods used in the compiled studies, it was ascertained that a majority of the researchers employed quantitative research methods. To clarify, it has been observed that a limited number of qualitative research studies have been carried out regarding preferences in assessment. It is widely believed that augmenting the quantity of qualitative research endeavours that seek to thoroughly investigate the current state of affairs is crucial in terms of furnishing comprehensive insights into the matter. In addition to qualitative research, it has been observed that there is a paucity of studies utilising mixed-methods. The integration of quantitative and qualitative research paradigms, commonly referred to as mixed research methods, has been identified as a valuable approach to enhance the field (Balci, 2015). Mixed methods research aims to address the limitations of generalisation in qualitative research and superficiality in quantitative research, while simultaneously enhancing the robustness of both types of data (Creswell & Plano Clark, 2014).

The utilisation of scales as a means of gathering data has been noted as prevalent in the majority of studies employing quantitative research methodologies. Furthermore, it was ascertained that interview techniques were employed as a means of gathering data. The data collection techniques employed yield valuable information that significantly enhances the respective field. However, opting for a variety of data collection techniques rather than a singular tool can enhance the research's contribution to the respective field. Furthermore, the study on scale adaptation conducted by Gulbahar and Buyukozturk (2008) employed the scaling technique through pairwise comparison. Furthermore, a study utilising the general survey model was conducted, which concluded that the pairwise comparison scaling method was implemented (Isnac, 2018). The experimental survey model employed pairwise comparison for scaling in a study conducted by Dogan (2016), whereas the descriptive survey model was utilised in two other studies (Ozbasi, 2019; Sahin, Boztunc-Ozturk, & Tasdelen-Teker, 2015) that were also conducted as scaling studies. The findings indicate that scales and questionnaires were the primary sources of data in most studies, with only one study utilising open-ended questions as an alternative data source (Akpinar & Canturk, 2018).

It was determined that 31 studies conducted as quantitative research out of 52 assessment preferences studies were mainly conducted in the general survey model in terms of research models. Survey models are research approaches that aim to describe situations that existed in the past or that still exist (Karasar, 2009: 77). In these studies, in which the general survey model was adopted, the situations that were the subject of the

research were presented without changing them. However, very few researchers have conducted their studies using causal comparison and qualitative research models, taking into account the developments in research methodology.

When the study groups of the examined studies are evaluated, the study group of only 12 studies consists of teachers. It is seen that relatively few places are given to teachers who are practitioners of the field, and teacher candidates are preferred (25 studies). Although it is understandable to prefer teacher candidates in terms of being an easily accessible sample group, it is thought that it is important to give more space to the opinions of teachers who are current practitioners of the field. In addition, it has been determined that the number of studies with a sample consisting of more than one discipline as the study group is quite low. For example, in their study, Sirem, Sarıoglu and Adiguzel (2018) preferred a mixed sample group to compare the preferences of classroom and branch teachers regarding the methods they use to evaluate student achievement. In their study, Nazlicicek and Akarsu (2015) determined the sample group consist of teachers from different branches in order to determine whether there was a significant difference between the preference and usage levels of evaluation practices according to branches. The number of studies conducted with a mixed study group consisting of students and teachers is also quite low (Kurt, 2018; Bal & Doganay, 2010).

For example, Kurt (2018) researched how much of the situation determination practices were carried out by the teachers in line with the students' opinions. Kurt also revealed in his study how often situation determination practices were carried out in line with teacher opinions. Bal and Doganay (2010), on the other hand, aimed to reveal the assessment and evaluation perceptions of students and teachers separately and the level of its implementation. Similarly, it has been determined that the number of studies conducted with mixed study groups consisting of instructors and teacher candidates is low (Akin, 2010). In his study, Akin (2010) emphasized the situation determination studies that are expected to be carried out at various stages of the learning-teaching process. In this context, it aimed to determine how much of the lecturers carry out the tasks expected to be done in the situation determination studies with the opinions of the students. The researcher preferred the sample group as mixed in order to investigate how often they carried out the situation determination studies in line with the opinions of the instructors. It can be said that the study groups of the compiled studies are mostly composed of pre-service teachers, so the results obtained from the analyzes are based on the preferences and expectations of the pre-service teachers. With the literature review, few studies were found in which the views of the instructors were taken into account, and it is thought that conducting such studies will contribute to the field.

Numerous studies conducted internationally have established a strong relationship between the assessment preferences of students and their learning-related attributes, such as learning approaches, learning strategies, and learning styles (Birenbaum 2007; Biggs, 2003; Struyven, Dochy & Janssens, 2005; Wilson & Fowler, 2005; Birenbaum & Rosenau 2006). This study encompasses the research conducted on this topic in Turkey. Identifying the learning-related characteristics that influence students' assessment preferences can significantly enhance the current instructional processes. Furthermore, research has been conducted to investigate the relationship between individuals' perception of self-efficacy and their levels of test anxiety and assessment preferences. From a particular perspective, given the significant influence of teachers in the assessment procedure, it is deemed highly crucial to identify the learning-related attributes that influence the decision-making process of pre-service teachers in situation determination. Utilising the outcomes to improve the instructional process would prove advantageous in facilitating the development of highly skilled educators. To clarify, such studies will provide insight into the the process of training teachers.

In light of the findings obtained as a result of the study, it is recommended to use models such as meta-analysis, causal-comparison model and action research in the thesis or article studies on this subject. It is thought that the repetition of similar quality studies by different researchers at certain periods will enrich the literature. Books, book chapters and papers presented in scientific congresses related to the subject area of educational research that are excluded from the scope of this study can also be included in the compilations within the scope of the literature review. This study was carried out by performing a comprehensive search on ULAKBIM, National Thesis Search Center and Google Scholar access systems, and it can be enriched by increasing the number of studies compiled by performing searches from other databases. The study carried out was handled within the scope of Turkey. A comprehensive study can be carried out by compiling studies carried out abroad on assessment preferences.

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## Notes

**Publishers Note**