

Parents' and Teachers' Views on Assessment: A Pan-Canadian Portrait during Covid-19 Pandemic

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1 Introduction



- The Covid-19 pandemic has brought many changes in schools across Canada.
- Preschool, elementary and high school teachers, along with parents, were called upon to ensure the continuity of learning for millions of Canadian students during this historical era.

1 Introduction

- To document this atypical situation, a bilingual (French and English) questionnaire was created to have the point of view of Canadian teachers and parents regarding assessment during Covid-19 Pandemic.



Creation of the questionnaire



- 4 of the 8 researchers experienced the pandemic both as parents and as university researchers.
- These 4 researchers became parents-teachers-professors-researchers at the same time, and in the same place.
- Four other education researchers joined the team.

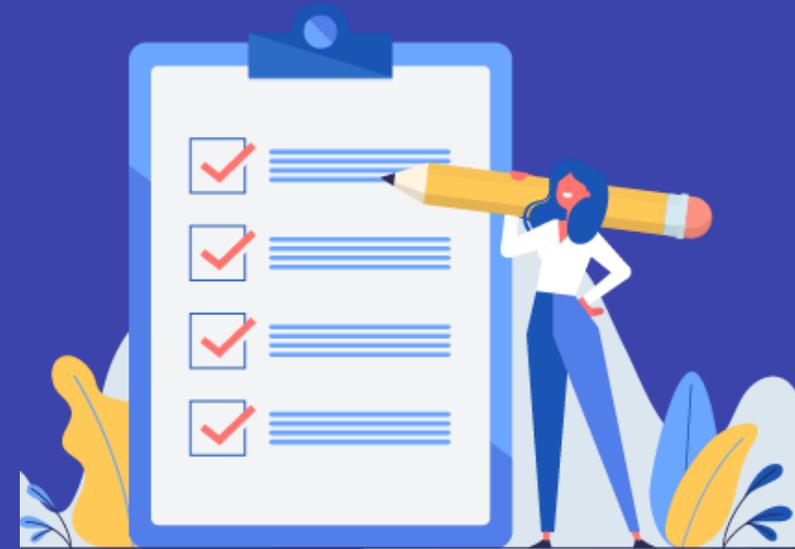
Objective of the survey

- To document how teachers and parents across Canada experienced virtual schooling during the global Covid-19 pandemic.
- Several variables were measured in our survey, including the **assessment of students' learning** as it often tops the list in terms of the difficulty of the task for the teachers.



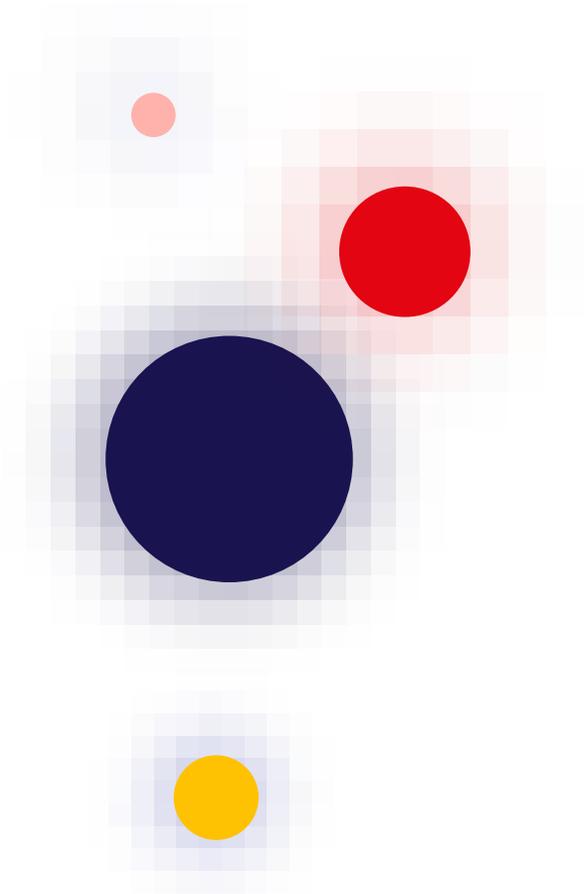
The present communication

- According to the French-speaking teachers and parents who participated in our survey, how **eight assessment-related variables** have been influenced by the pandemic?
 - have they increased?
 - have they decreased?
 - have they remained stable compared to the pre-pandemic era?



The present communication

- The eight variables:
 - quantity of assessments
 - stress about assessments
 - scope of assessments
 - quality of assessments
 - severity of marking
 - assessment data shared with the parents
 - importance of academic results
 - level of student achievement

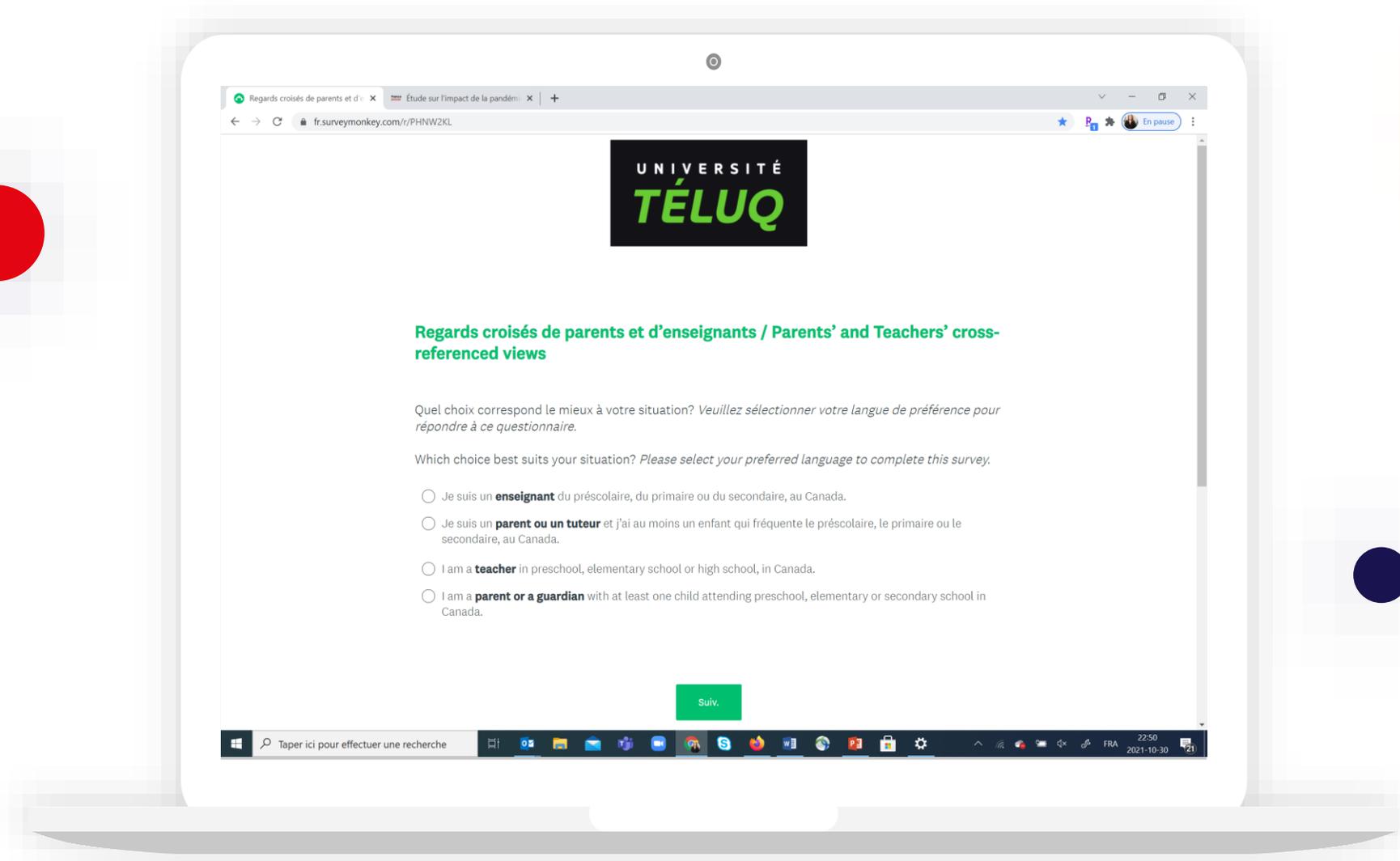


Creation of the questionnaire



- A questionnaire containing closed and open questions.
- A certificate of ethics was obtained and the questionnaire was put online at the end of April 2021 with SurveyMonkey.
- The questionnaire was available from the end of April until mid-August 2021.

2 Methodology

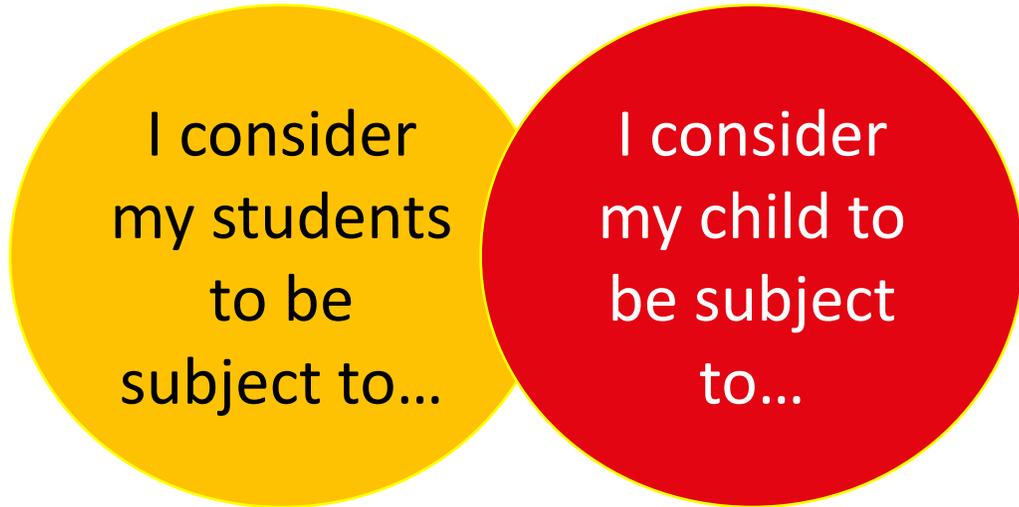


The sample

- All participants responded on a voluntary basis.
- A total of 1,111 participants from all provinces in Canada (except Saskatchewan and Nunavut)
 - **789 parents**
 - 589 French-speaking parents
 - 200 English-speaking parents
 - **322 teachers**
 - 305 French-speaking teachers
 - 17 English-speaking teachers



3 Results – Quantity of assessments



	Teachers		Parents	
Less assessments	50.50%	152	40.17%	235
More assessments	5.98%	18	9.74%	57
No change from pre-pandemic	40.20%	121	45.30%	265

3 Results – Stress about assessments



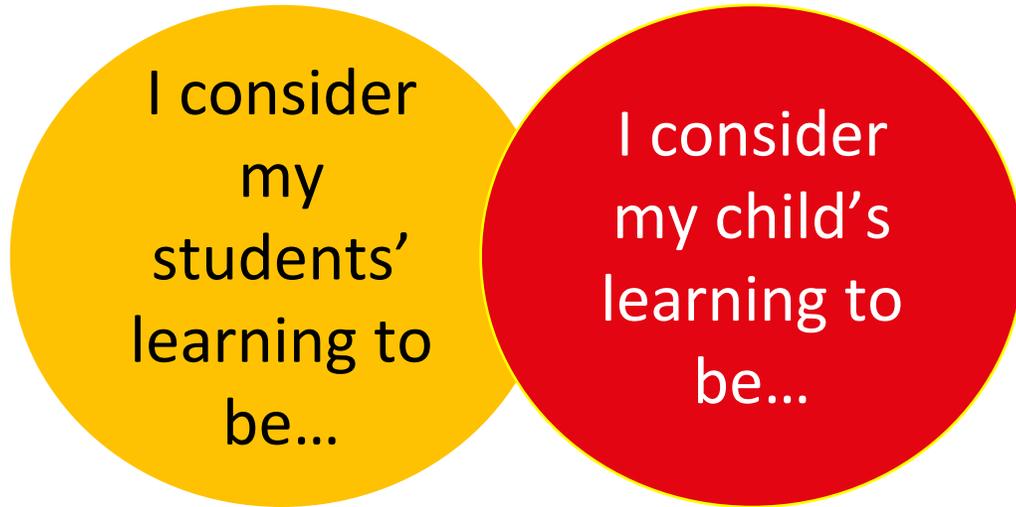
	Teachers		Parents	
Less stressed about assessments	10.30%	31	13.29%	78
More stressed about assessments	43.52%	131	41.57%	244
No change from pre-pandemic	38.54%	116	41.57%	244

3 Results – Scope of assessments



	Teachers		Parents	
Less program/curriculum concepts	61.79 %	186	39.49 %	231
More program/curriculum concepts	3.99 %	12	7.69 %	45
No change from pre-pandemic	30.56 %	92	46.15 %	270

3 Results – Quality of assessments



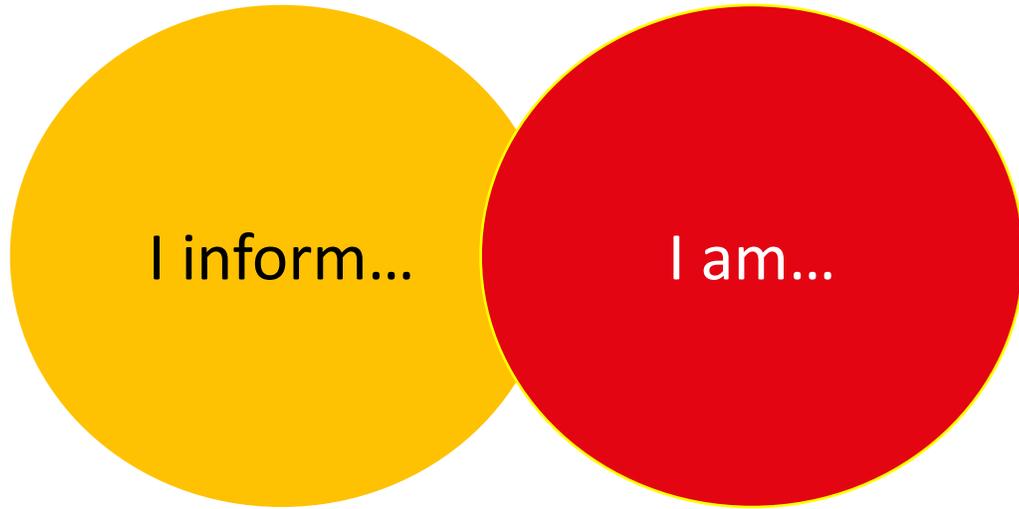
	Teachers		Parents	
Less well assessed	33.22%	100	45.72%	267
Better assessed	14.95%	45	4.45%	26
No change from pre-pandemic	48.50%	146	44.18%	258

3 Results – Severity of marking



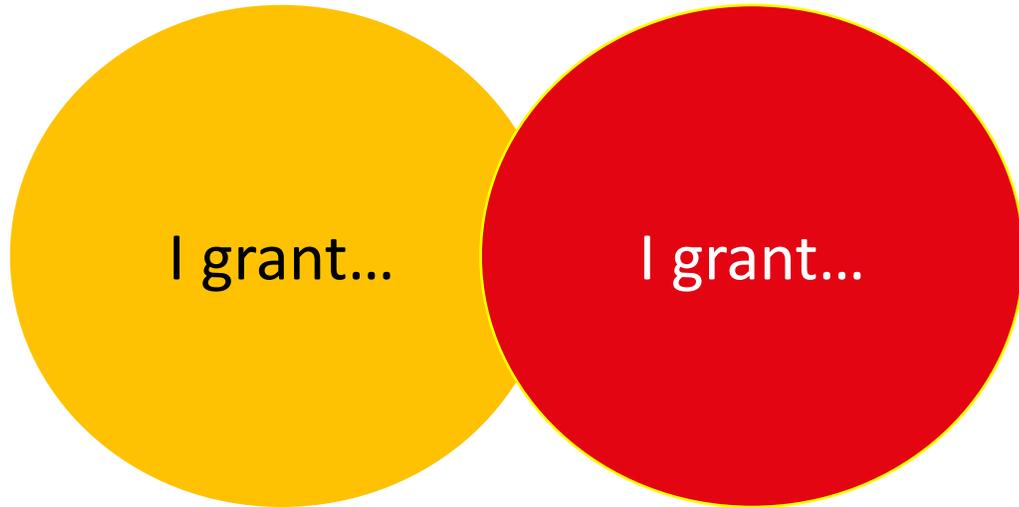
	Teachers		Parents	
Less strict in marking assessments/ Less severely	37.00%	111	24.66%	144
More strict in marking assessments/ More severely	1.00%	3	4.45%	26
No change from pre-pandemic	59.33%	178	63.18%	369

3 Results – Assessment data shared with the parents



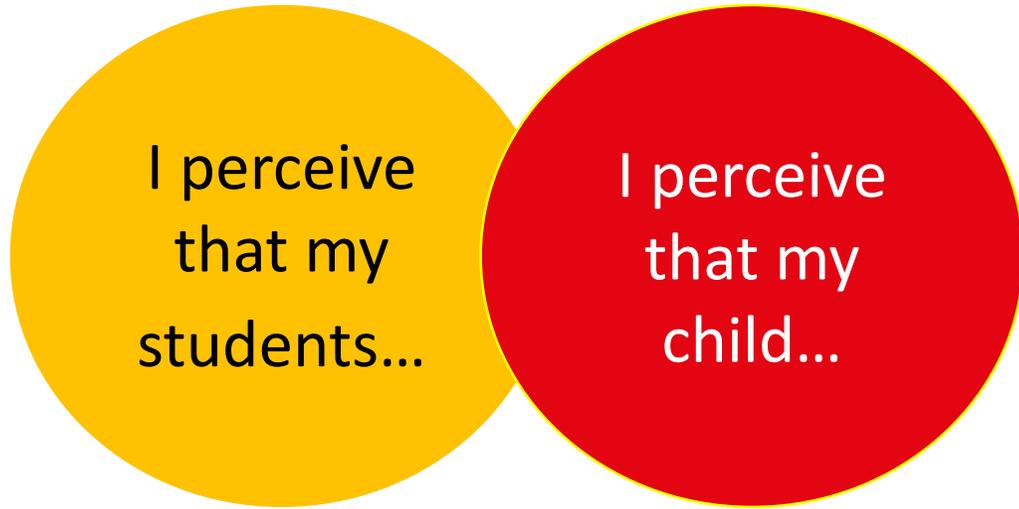
	Teachers		Parents	
Less the parents/ Less informed	9.70%	29	38.05%	223
More the parents/ More informed	18.39%	55	10.58%	62
No change from pre-pandemic	69.90%	209	48.12%	282

3 Results – Importance of academic results



	Teachers		Parents	
Less importance to academic results	34.00%	102	22.87%	134
More importance to academic results	4.33%	13	10.41%	61
No change from pre-pandemic	59.33%	178	64.51%	378

3 Results – Level of student achievement



	Teachers		Parents	
Are/is doing less well	45.82%	137	38.40%	225
Are/is doing better	8.03%	24	12.80%	75
No change from pre-pandemic	43.81%	131	46.25%	271

4 Conclusion

- The results of our survey highlight the importance of surviving as teachers and parents during Covid-19, when all the usual points of reference are disappearing or changing with virtual schooling.
 - Parents had to work and support their children.
 - Teachers had to juggle a new reality.
 - Many teachers were also parents... they had to teach online... and support their children online...



Thank you!

Do you have any questions?

