

Impact of Assessment and Grading on Student's Learning: A Case Study on the Students of Private Universities

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A thesis submitted to the Department of English and Humanities in partial fulfilment of the requirements for the degree of M.A. in English

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Declaration

It is hereby declared that

1. The thesis submitted is my own original work completing degree at Brac University
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

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Ethics Statement

This research is a real piece of work and all the information is personally collected. No names of the places or participants names have been disclosed but some alias have been used for descriptions. The researcher highly maintains the ethical issues and did not force anybody for interviews.

Abstract

This study focuses on the outcomes of assessment and grading on students' learning. During this pandemic, classes are being taken on online platforms. These changes are new for the students as well as the faculty members as they are not familiar with this new wave. Students are attending online classes with both advantages and disadvantages. Some students are taking this change positively as the online platform is saving their time and making them technologically advanced. They find this situation in favor of their self-growth to some extent. On the other hand, some students are facing difficulties in order to attend online classes timely, slow typing speed and health issues like poor eyesight and back pain. Directly or indirectly, these issues are affecting students' learning badly. These kinds of situations are harmful for mental health as well. In case of online assessment and grading, there are also some hidden crimes like cheating which are difficult to identify for the examiners as well. These types of things do not allow proper justice to the assessment and grading part. Students also cannot learn from the unethical activities and they suffer in the long run. Moreover, teachers' mental health as well as biasness can also create difficulties in case of students' learning. These issues are taken into account in this research. This research study has deeply focused on the issue of students' learning during this pandemic based on online assessment and grading. Learning should be made easier for the students to pursue and this will help them automatically to get good grades. Different methods and strategies can be implemented for the students from time to time and teachers should help them in that without creating pressure for getting good grades only. In case of online platforms, these things are new and difficult for both teachers and the students compared to the physical platform. Hence, students are facing a lack of learning scope sometimes and this is affecting them mentally and physically in the long run. On the other hand, teachers should also deal with the students more patiently this time so that students can get out from their phobia and get better learning opportunities. Besides, in some cases,

scenarios can be portrayed differently. Without the pressure of getting good grades, students may lose their interest in studies and they do not put proper effort as well as take advantage of the situation which works negatively for them. This research study talks about the pros and cons on grading system on student's learning.

Keywords: Technological advancement, online teaching, unethical activities, psychological disorder.

Dedication

I would like to dedicate this paper to my parents and family who always support me and are with me in every situation of life.

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List of Acronyms

Chapter 1

Introduction

This chapter emphasizes on the outcomes of online assessment and grading. Since 2020 until recently, our education system has been converted to the online teaching and learning platform, which is new to the students as well as the teachers. So, some visible changes have already taken part in the case of teaching and learning.

I have covered those changes and challenges regarding online teaching and grading and how they affect students' leaning in this research study. This has focused on some specific areas which include online teaching and learning platforms, devices, methods, the process of taking exams and grading systems as well as outcomes and learning objectives regarding the courses for the students. These areas are all connected with this research study. There are some visible changes in the case of online grading and assessment which impact students' learning in various aspects. Through this research study, the researcher has mainly focused on the learning outcomes regarding both positive and negative aspects.

Assessment and grading are playing a vital role since the beginning in judging the students' progress. It shows academic proof of teaching and learning feedback. In the Bangladeshi perspective, assessment and grading have a great impact on students' academic development and learning. Guardians and teachers are really concerned about the result of students' assessment and grading. Students' responses are also part of their learning. Through a student's performance, a teacher tries to judge their strength and weaknesses. If the students get good grades, they become quite happy and motivated. This assessment and grades also have impacts on students' psychology. Quality assessment and grading make a student mentally strong and motivated for studies. This decides their future as well. So, traditional or classroom assessment creates better learning opportunities for the students.

On this point, Gordon et al. (2010) say that quality or fair grading and assessment brings improvement to the students. They get a map to follow through feedback and this helps them to correct themselves. This may manifest a positive attitude to correct the learners to reach a positive outcome as well. Here, teachers, give ideas to students about where they are wrong and students get ideas of where they need to be corrected. In case of physical or traditional classroom, there is a way of instant feedback and corrections. However, in case of online teaching and learning, the situation is different. There is a lacking of direct guidelines and instant outcomes. This may also hamper their learning in the long run. So, these things should be taken into account so far. Otherwise, positive assessment and grading can be turned into working as a positive push for the students in case of learning. For both traditional and online classes, proper assessment and grading may bring a huge change for the students. This can also turn poor scores to acceptable ones with the proper instructions and guidelines. Mostly, the motive of assessment and grading is to correct the students, motivate them, and ensure the proper learning without any confusion. This kind of fair assessment and grading also helps in the self-growth of the students. Besides, Robles et al, (2002) claim that sometimes online assessment is more effective than traditional classes, because of modern technologies and the platforms.

In the context of Bangladesh, students are definitely getting used to modern platforms like Zoom and Google Meet. These are making them confident and also facilitating self-growth. From this perspective, online assessment and grading are helpful so far. Previously, students were not so sound in case of using these modern technologies and platforms. So, students are pursuing modern learning opportunities. Moreover, whenever they get stuck, they can easily Google and help themselves. Online grading and assessment are becoming a new way of learning for the students so far. Moreover, being in their comfort zone students can reach out to a new boundary of learning. These are definitely working in favor of learning

without any doubt. This platform is making students prepared for the modern world as well with the help of modern technologies. These are quite helpful for their future and further studies.

On the other hand, if the assessment and grading are not done properly, it comes out with some remarkably bad consequences. Moreover, bad grades sometimes make the students mentally weak, demotivated and mentally unstable. They become quite worried about the outcomes of assessment and grading. For this, they cannot focus on learning which should be the main motive. They may also suffer in the long run. Furthermore, sometimes it depends on the teachers' mood and mental condition. If the teacher is not in a good mood or stable condition, then assessment and grading may go wrong. In case of online assessment and grading, these chances quite really high. Teachers and students cannot function properly on online platforms a lot of the time because of internet issues and other interruptions. At this point, teachers may also fail to assess the students and learners also remain in confusion most of the time which hamper their learning and make them less confident as well.

Along with that, Khan (2019) says that online classes provide very less scope of interaction which hampers learning. Students get disheartened and, as a result, they may get poor marks. Teachers also may fail to understand where they are going wrong. Moreover, they may fail to attend some classes due to no electricity which will also create a lacking in their learning if they do not get the notes. So, there is little chance of self-exploration. Furthermore, researchers such as Arnold and Ivo (2016) discuss that in case of online exams, there is a probability of cheating. Students may try to cheat in order to get good grades without focusing on learning. These things play vital roles in case of learning from online assessment and grading where teachers have no idea regarding cheating or unethical attitudes. In this case, assessment and grading may go wrong. So, it will add no value in their learning and self-development, which shows only assessment and grading, and cannot assure learning.

Now, in case of the students of private universities, the outcomes are more dangerous. Assessment and grading are considered quite helpful at universities. A good CGPA is quite important for a student to get a better job and make a good career. On this point, assessment and grading may hamper their grades and later life, if it is not a proper assessment. University is the crucial place to learn for a lifetime and there should be no pressure and no judgment. This will help the students to learn out of their box as well. However, assessment and grading may interrupt in their learning by creating more pressure of grading and assessment.

Most importantly, in case of assessment and grading, it is important to make sure that whether the test is valid nor not. If it is not, then assessment and grading will be totally wrong as well and students will have to pay for it. This also brings some negative outcomes of assessment and grading. Indeed, assessment and grading are important, but not more than learning. If the students can learn properly, then they can do well in exams or other academic activities anyway. So, ensuring proper learning environment and quality assessment and learning is of the utmost importance. In our country, there is hardly any scope of proper assessment and learning because of the environment and lack of practice and knowledge. If the education system could ensure proper assessment and grading, then the scenario would be different and students could learn properly with appropriate guidance. In short, assessment and grading can affect students' learning from different aspects. For a long time during the COVID-19 pandemic, private universities have taken online classes without any further notice. Here, this paper focuses on the effect of assessment and grading on students' learning from different aspects.

1.2 Problem Statement

During the coronavirus crisis, private universities have relied on online education where all the teaching, learning, and exams were online based. This study focuses on the learning

outcomes based on online grading and assessment. Here, the main concern is whether students received the proper opportunities of learning or whether the way of assessment and grading was appropriate or not. During online teaching and learning, students received access to various online technological platforms, and they sometimes resorted to unethical means during the exams. On the other hand, teachers may also have focused on the grading alone without ensuring actual learning. As a result, students became demotivated and started avoiding attending classes to some extent. At the end, regardless of whichever of the aforementioned two reasons, students have suffered in the long run.

1.3 Significance of the Study

This study takes account the issue of whether proper learning is being ensured through online assessment and grading or not. This research study specifically focuses on the bigger scenario of online learning. During the COVID-19 pandemic, students experienced online teaching have become familiar with much modern technology, which have both positive and negative aspects. This research study shows these scenarios with broader aspects to find out the learning outcomes. Traditional aspects of grading and learning are usually quite a common and ongoing procedure in the Bangladeshi teaching and learning scenario. However, in the case of online education, it was not obvious that grading and assessment could measure learning an ability or not. This research study specifically focuses on this online learning of the students through assessment and grading.

1.4 Research Questions

1. What are the main impacts of assessment and grading on students' learning?
2. What are the positive outcomes of assessment and grading?
3. What are the possible ways to overcome from the negative impacts of assessment and grading?

Chapter 2

Literature Review

This section focuses on some previous research and articles, which are related to this paper. This works as a map to conduct the study easily. The most relatable previous studies work here as a bridge to prove the research validity. Different authors and writers have worked on these similar papers and have given their opinions about the research topic. Besides, these studies talk about online teaching, grading, and assessment, and how they affect the students' learning in both positive and negative light. The studies discuss the impact of online assessment and grading on students' learning in broader aspects. Along with this, the literature review explores the comparison between online and offline assessment to some extent to show how they affect students' learning.

Assessment and grading are directly related to student's learning and improvements. Assessment and grading are helpful for measuring students' performance, individual development, and weakness. It shows where they are going well and where they need to develop themselves. In our country's perspective, assessment and grading are playing the most important role in case of evaluating students. Based on grading and assessment, guardians can see students' ongoing performances as well. Here, Marzano and Robert (2006) say that assessment and grading represent the whole idea of students' performance, improvement, and lacking. This idea is quite important to guide a student in order to get a fruitful result; otherwise, they will never get the idea where they are doing well and how they are going wrong. This measurement of teaching and learning is important. Without any feedback, students cannot correct themselves and learn properly. On this point, Boud (1995) mentions that assessment works as both a compliment and criticism in case of students' learning.

Teachers should also be careful regarding this and keep adapting to new techniques so that students feel the interest to study hard and do well by their own. Good grades should make the students feel happy and motivated. At the same time, if a student gets poor marks, then the teacher should be more dedicated toward the student and inspire him to get good grades the next time. In this way, students will never feel demotivated and concentrate on learning. This goes for both traditional and online assessment. Moreover, Rockman (2002) says that assessment plays a huge role in case of learning to see the outcomes, developments, and overcome students' lacking. Teachers can easily find out where a student is going wrong and help them individually. Without assessment, learning effectiveness cannot be measured. For this, ensuring proper assessment is quite important.

In case of online assessment and grading, the scenario has been completely different from traditional assessment and grading. The platforms and the way of teaching have changed from an offline to an online mode during much of the pandemic. It definitely creates some visible differences as well. The whole setting of this online teaching and learning has also created some impacts on learning. Students were familiar with traditional classroom and teaching since the beginning, which is totally the opposite of online teaching. So, obviously, students also needed some time to get familiar with the new setting and platform.

2.1 Traditional Assessment and Grading

The traditional way of assessment and grading is an effective way of assessing students when they are physically present in the classroom. Smith and Jeffrey (2003) explain that traditional assessment or classroom assessment and grading is quite helpful in case of learning. There will always be scope for learning and correction. Students will get the chance to correct their mistakes and learn in a proper way. So, there is no better alternative to assessment and grading for better learning. It is a platform for the students where they can learn and correct

themselves at the same time. There is always a positive energy to learn and overcome. Moreover, Lui et al. (2017) claim that traditional assessment is a quality assessment. As the assessment and grading take place through different examinations, it ensures their subjective knowledge and learning improvement from time to time.

Traditional assessment thus has a good impact on students' learning. Students can attend the classes physically and ask any questions to the teachers instantly where there is any confusion. In this way, students can learn instantly without any confusion. Along with that, Lalley et al. (2009) include that assessment and grading ensure that every student is learning. It tries to bring equal learning opportunities for every student through their individual participation in class. It is an easier way to teach the students equally as well. There is also a way of communication, self-engagement, and participation. Students can also discuss among themselves and help each other. It is helpful for their communication growth as well. Besides, teachers can always observe them and guide them, which is mostly possible in the case of traditional classrooms. Moreover, Bonner et al. (2009) say that traditional assessment and grading is the most common practice for both students and teachers. They know how it works and the impact of it on students' learning. So, there is nothing much to change. This gives a comfortable learning shell to the students. Since the very beginning of their learning period, students get to know about the traditional assessment and grading strategies which help them in their self-growth in future.

Now when it comes to online assessment and grading, the scenario becomes different. The whole set up, theme, method and platforms become changed. It does not work like the traditional classroom; rather, it depends on modern technologies.

2.2 Online Assessment and Grading

The online platform of assessment and grading has been new for the teachers as well as the students. This is totally different from the traditional classroom, assessment, and grading. On this point, Robles et al. (2002) say that online assessment and grading adopt new online techniques and methods. This is totally based on online classes, activities, exams, presentations, and other activities. Students get the chance to be technologically sound here. They experience the online platforms for the first time here which also helps them in self-assessment. Along with that, Iahad et al. (2004) say that online assessment and grading are totally based on online tests where students use different platforms to submit their scripts like Google Forms within a given time. It makes the students more active and attentive so far. Moreover, there is always a way for online communication. Furthermore, Joshi et al. (2020) discuss students getting a new environment through online classroom. They receive the chance to adapt to this new platform which may help in their self-growth. It saves their time and energy at well. They can stay at their home and learn through the new technologies.

2.3 Role of Assessment and Grading on Students' Learning

2.3.1 Positive Outcomes

Assessment and grading is considered quite effective for proper learning. Marzano (2006) claims that assessment and grading can motivate students in case of learning as well as make them progressive. Assessment and grading gives opportunities for correction and proper learning. It helps the students to learn from their mistakes. This can be considered the best part of assessment and grading. Besides, Ralph et al. (2010) state that assessment and grading helps the students by showing their development over a certain period of time. They can find out how much they have actually learned and where they need to give more attention. This is a long-term process to assess a student. It works like a map of judge a student's progress. Along with this, Fitriyah (2021) says that online assessment creates new opportunities for both students

and faculties. In the modern world, online assessment is really popular and teachers can also explore new teaching techniques time to time for the betterment of the students, and students also do not get bored. They become familiar with this new platform which is helpful for their self-growth.

2.3.2 Negative Aspects

In spite of all those positive aspects, assessment and grading have some negative aspects in case of students' learning. Schinske et al. (2014) discuss that assessment and grading is only taking the main focus towards grades, not learning. It basically creates space for grades and minimizes the opportunities of having effective feedback. It definitely hampers learning in that sense. It creates extra pressure for receiving good grades. At the same time, learning is being underestimated. Besides, Fuller et al. (2004) say that assessment and grading demotivate students and make them more anxious regarding grading and assessment. For this, they cannot concentrate on learning properly. Along with this, Klapp (2018) says that grading and assessment system only focuses on good academic results and grades. However, here, learning is not considered as a first priority, which is a serious issue to discuss. Because of this, sometimes students memorize materials without even learning or understanding them. This is another dark side of assessment and grading. Lastly, Chu (2014) mentions that online classes and assessment are mostly technology based. Resultantly, students are being distant from real life learning and experiences. They may also have less chance to develop communication skills. These are some negative aspects of grading and assessment on the online platform.

2.3.3 Psychological aspects

2.3.3.1 Teachers' Psychological Impact on Assessment and Grading. Teachers play the main role for assessment and grading. A teacher is responsible for quality assessment as well as poor assessment. Regarding this, Bracke (2013) point out that, if a teacher is mentally stable

with positive emotions, then he can ensure quality assessment and grading. However, in case the teacher is mentally unstable with negative emotions, it will be reflected in his assessment and grading. He will do the wrong assessment with poor grading. So, a teacher's psychological issue is quite accountable for successful or poor assessment and grading. This is quite a sensitive issue for both teachers and students, and definitely the teachers have some accountability to show.

2.3.3.2 Students' Psychology Regarding Assessment and Grading. Assessment and grading leaves a great impact on students' mind which can be both positive and negative. It depends on how students are receiving feedback. Rowe and Anna (2017) claim that if the assessment and grading consistently show negative results or poor grading, students may become quite emotional and start showing a negative attitude towards studies. They become afraid of giving exams. Moreover, they cannot give full concentration on learning, because they always have a fear in their mind regarding exams. This is how assessment and grading can demotivate a student mentally. Furthermore, Garavalia et al. (2007) claim that sometimes students have some negative psychological thought about cheating. They try to engage in some unethical activities which cause them to suffer in the long run. Moreover, when they have these kinds of thoughts, they never focus on learning which hampers their self-growth. During the online assessment and grading, these types of issues are quite common and dangerous when teachers are not aware of it. It is harmful in the long run where they learn nothing by adopting this kind of unethical policy. Lastly, Yu et al (2009) mention that sometimes students take part and ask online questions on their own. However, sometimes they feel shy and they do not ask any questions even if they are having doubts. They feel that other students might laugh at their silly questions. This type of tendency may very well hamper their learning.

Health Issues:

During online classes, health issues should be counted as something major to focus on. On this point, Adedoyin et al. (2020) say that students are facing some severe health issues due to back-to-back online classes and these are affecting their studies. Along with this, Adnan et al. (2010) discuss that students feel weak and nervous due to back-to-back online classes. They cannot sleep properly or eat properly. It affects them in exams as well. Sometimes they do not even do not get time to eat properly and it damages their eyesight.

2.4 Practicing Assessment and Grading System in Bangladesh

2.4.1 Perspective of Private Universities

In our country, assessment and grading are followed, but not with proper instructions and rules. Monem (2010) says that in our country teachers do not have proper subject knowledge. They even do not have proper training or guidance. They face difficulty because of their lack of knowledge. Because of this, they cannot ensure quality assessment and grading. In case of online assessment and grading, this issue is more visible and alarming, where teachers cannot ensure their roles properly and fail to assess the students. It brings disadvantages for both sides. This is a threat for the current education system of our country. Moreover, Ahsan (2018) points out that in our country, teachers are only concerned about higher grades. They are not well aware of the real motive of teaching and learning. That is why they keep putting pressure on earning good grades, which is a philosophy totally opposite of proper assessment and teaching. It is high time that they focused on quality education and give justice to proper assessment where students can receive proper opportunities to learn.

2.5 Research Gap

All previous research and studies have talking about the positive and negative aspects of assessment and grading. Some studies have also focusing on the impacts of assessment and

grading on students' learning in a narrow aspect. However, no one focused on the impacts of assessment and grading on students' learning at a private university. This paper thus focuses on the outcomes of assessment and grading in their learning process.

Chapter 3

Research Methodology

This chapter talks about the way the research study has been conducted, the procedure of data collection, participants, and techniques.

3.1 Research Design

In order to conduct a research study, the method is of the utmost importance. It works like a map. Meyer et al. (2001) say that methodology is a methodological compound history of the goals, objectives, techniques, and method of the research. Here, Hox et al. (2005) say that researches are divided into two sectors which include primary and secondary data collection. Through this data collection, research can get fulfill the actual purpose of the study. Besides, regarding this, Johnston and Melissa (2017) say that both primary and secondary data play individual roles in order to conclude a research study and collect necessary data. By using data, the researcher can make the paper stronger with an organized structure of information.

In this paper I have used qualitative research, and have used interviews to collect the data. Participants, primary and secondary data, and some relevant information related to my topic are discussed here. Regarding this, Thomas (2003) mentions that qualitative research holds the response of participants, interviews, instruments, and data collection. This is the most familiar way of collecting data. Through interview sessions, the ideas are connected and generated related to the topic. Furthermore, Patton (2005) emphasizes on this fact that indeed this qualitative research is an open-ended discussion. Researchers and interviewers both receive the free ship and they can speak out of their minds, which makes the research study more appropriate and relatable to the ground facts. Qualitative research always makes way for sharing individual opinions, point out the visible perspective of the participants, and makes it

easier to come on a conclusion naturally. From this perspective, qualitative research is a constructive framework in order to conduct research more lively. This helps the researcher to observe all the points of view and perspectives at a glance while conducting research, which helps him to collect the data and analysis them in a proper way. Along with that, the researcher can also compare the data or collected interviews wisely and come to a conclusion in a constructive way. From these perspectives, qualitative research is more convenient than other research approaches. Along with this, Pathak (2013) says that qualitative research deals with the psychological perspectives of the participants briefly. Here, the participants get the chance to share their own opinion comfortably and they can add some suggestions as well. It shows what they are feeling or going through at that phase. Through qualitative research, the researcher can thus potentially connect to participants' minds and have free discussions and finally conclude a fruitful research study.

3.2 Participants

In order to conduct my research, I have chosen fifteen students as participants from three reputed private universities who are attending online classes during this pandemic. I have taken those students only who have partaken in more than one online semester. Along with this, I have also taken interviews of three lecturers from reputed private universities who have conducted online classes during COVID-19. This research study is totally based on the perspective of online assessment and grading, so here the participants are also included in this way where they are well aware of this issue. Besides, private universities are also the center of this research. Students of private universities have comparatively more regulations regarding attending online classes and exams. That is why the researcher has given priority to the participants of private universities.

Participants are from both Bangla and English medium background. They attend the online classes on a daily basis and are well aware of the online assessment and grading system. In this study, they were expected to share their valuable experience and points of view regarding the new changes, advantages, and disadvantages. Before the pandemic, they also attended physical classes and are well aware of the old assessment and grading phrases. So, here, they can easily differentiate their learning experience by contrasting the modes of online and offline assessment. They have shared their personal opinion, which have been quite helpful in order to conduct this research study.

There were sets of questions for the participants where they answered separately. Their interview time was different from each other. Some of them attended an online interview session and some of them were present physically or face-to-face. They were quite responsive and cooperative throughout the interviews. Only the last question was an open-ended question where they had to give some explanations, reasons, and possible solutions. All the questions were linked with each other and focused on the topic. They were well aware of the interviews and the recording parts. So, that was ethically sound and correct. All the participants were given a fixed time for the interview as well, so that they could participate according to their convenient time. All the interview questions were designed based the research topic and context. Some participants were out of Dhaka. For them, the interview sessions were taken online. It was a well-organized and pre-planned interview session based on the research topic. These participants were chosen based on their current status as private university students with experience in online grading and assessment. During the time of conducting this research study, the participants were having online classes and could relate to the theme of this research. Moreover, each interview session was more like an open-ended discussion and participants were always well aware of the topic. Moreover, the researcher has not used the real names of the participants here or anywhere. This anonymity helped the participants to share their points

of view and experience more openly. The same goes for the faculty participants. They have been taking classes on both online and offline platforms. So, they were well aware of the current situation as well as students' academic state prior to the pandemic. They therefore shared their points of view based on their own real-life experiences of teaching.

3.3 Thematic analysis

I have applied thematic analysis for this paper to connect the main ideas to my topic. The questions and interview themes were designed more like conversations where one topic is connected to another. It helps to connect the ideas with one another and enhances the conversational flow of the interviews. Throughout the conversations, themes linked up automatically, which helped me to connect them into interconnected but distinct main ideas. Thematic analysis basically focuses on the repeated code words or themes by the participants, and the researcher goes through them to make categories. He picks up those mostly used word or data by the participants and analyses them. This is a different kind of pattern from quantitative research to analyze the data in detail. The research can also keep instant notes and keep following their code words and information. This is quite helpful for qualitative research to move forward in a technical way. Thematic analysis is mostly appropriate for interviews and that is why the researcher used it in this qualitative research study. Here, both the researcher and participants became involved in this conversation during the interviews, and the researcher could also observe their tone, explanations, examples, and analyze them for further discussion easily.

3.4 Context

This research study is focused on the Bangladeshi context, particularly including participants from reputed private universities. The researcher took both physical and online interviews based on the location of the participants. Some participants were in Dhaka and a

few had gone out of Dhaka due to this pandemic. So, for the outside participants, I have taken the interviews over Zoom or Google Meet. I had provided them the link earlier and they joined through it.

3.5 Instructions

I made five sets of questions for the participants and two sets of questions for the lecturers. For the candidates of Dhaka, I have printed those sets of questions and given them physical copies face-to-face. Besides, I have emailed the questions to the out-of-Dhaka candidates before two days of the interviews. I have made sure that they are well aware of the topics and the interview. Moreover, I recorded the whole interviews of every candidate for my further research, and they are well aware of this. There, I have maintained the ethical issue of informed consent. I have tried to give them liberty where they could share their opinions without any hesitation or interruption, because I have taken the interviews on by one for around 15-20 minutes. Along with that, I have used some follow up questions to go through the details on a specific point in the semi-structured interviews. If any participant wanted to add something even after the given time, I did not interfere. I have tried to give them full freedom during the interview. As I have recorded the whole interview, I have tried to avoid repetitive questions.

3.6 Data Collection Procedure

Both physical and online interviews have taken of the participants according to their convenience. They had to answer five questions within the given time, where the last question was an open-ended question where the participants have shared their points of view, experience, and suggestions. Each of the participants received the same time with different sets of questions. In case of the teacher participants, there are three sets of questions from where they had to share their perspectives and suggestions toward the students. So, sometimes I have added questions which were not in the interview script. Thus, I have taken semi-structured

interviews which left some room for modifications. I have recorded the whole interview, and, along with that, I have noted down the key words and important statements for a more thorough data analysis.

3.7 Information about the Participants

As mentioned earlier, not all the participants are present in Dhaka. So, I have taken online interviews along with physical interviews. Everyone has got different sets of questions for the interviews. The same also goes for the faculty members. Those participants who are out of Dhaka or live in the Mofosshol areas, have faced internet disruptions sometimes, and I have connected with them several times to reach out. As they are the running students of private universities, I have used their pseudonym to protect their personal identity. They are also aware of this and they have felt secured and comfortable throughout the interview.

The row below describes their recent semester and location. They have participated on the given time and cooperated to collect my data in a proper way. Their opinions and experience have helped a lot to conclude this research within a short time.

3.8 Participants from Dhaka

Name	Location	Semester
Tasnim	Dhaka	Second online semester
Jannat	Dhaka	4 th online semester (Undergrad)
Tabasshum	Dhaka	3 rd semester
Tarek	Dhaka	2 nd semester
Abir	Dhaka	4 th semester
Sudipta	Dhaka	Second last semester

Sefa	Dhaka	Last semester
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The researcher has taken their interviews in person. They were present on the given time and participated physically in the interviews. They have shared their experience and perspective in the given time. The location of the interviews had also been decided earlier. They have been responsive throughout the interview. The participants are mostly attending semesters for a long time. Their online semester number is also given in the table.

3.9 Participants from out of Dhaka

Name	Location	Semester
Anjum	Mososshol	3 rd online semester
Istiak	Mososshol	4 th online semester
Jisha	Mososshol	2 nd online semester
Farha	Mososshol	3 rd online semester
Sadia	Mososshol	3 rd online semester
Nishat	Mososshol	2 nd online semester
Subah	Mososshol	4 th online semester

These participants are out of Dhaka at present and they are attending online classes from their own residence. They have joined over Zoom or Google Meet on the given time and participated.

Lastly, the interviews have been recorded to conduct the final research study and cross check the opinions.

3.10 Limitations

I have taken the interviews both physically and online. There were some technical issues like slow internet, no electricity, and poor connection. For these, I could not take the interviews for a long time. I had to repeat the questions several times. Participants were having trouble to listen. Lastly, if I could have taken all the interviews physically, the data collection procedure could be briefer and more convenient, as well some more participants could have been added. Along with this, this paper has only focused on specifically the private universities. So, the findings cannot be generalised to other universities and students.

Chapter 4

Results and Discussion

This section focuses on the data which I have found during my interview. Whatever the participants have said and how it has an impact on this research study have been discussed in this section. Basically, it includes the qualitative data findings combined with the discussion section.

For this interview, I have chosen fifteen participants from reputed private universities. I have selected them based on their experience and participation in online classes. They have experienced both traditional and online classes during the pandemic, where they can easily differentiate these things from their own experience and points of view. They have shared their experience and suggestions in this section. Besides, I have included three faculty members from private universities who were associated with online semester and have taken online classes. As they have faced both online and offline platforms in case of assessment and grading, they could relate to the topic personally.

4.1 Impact of Assessment and Grading on their Learning

I have started the interview with simple questions. I have tried to make them comfortable first with some basic icebreaking questions like the university name, current semester, their subjects, and other relevant information. I have asked about their perspective about assessment and grading at their university, and Liza said that “We were having this assessment and grading since the last year. Every exam is being graded and the marks are recorded.” She has emphasized on this point of recording the marks of every exam. Besides, Subah added, “We are given certain syllabus for the exams ... cover it within two days.” She explained that, in case of online semesters, they did not get proper time and materials to prepare

themselves. Moreover, they could not go to the discussion part before examinations, something they used to do before during offline examinations. Abir stated that, “We used to have consultation hours before examinations. After that, they used to sit for the exams. All exams were counted for assessment and grading.” Abir further said that traditional classes, assessment, and grading used to assure more preparation before exams. As a result, the students used to get the proper environment to prepare themselves. However, the situation now has changed.

Moreover, Jisha said, “our university tried to maintain assessment and grading on a serious note ... now, only learning is being underestimated.” She explained that during online learning, students did not get more opportunities for learning and development, and just needed to run after marks. Sefa uttered that, “Online assessment and grading adds more pressure on the students regarding assessment and grading ... rather than learning.” She pointed out the dark sides of the assessment and grading here. These participants shared their thoughts regarding the impact of assessment and grading on their learning. Furthermore, Jisha admitted,

“I live out of Dhaka where there is a severe issue of electricity and internet speed. For this, I have to keep data always on my phone. It also costs a lot. Once I missed an important examination due to poor electricity, which has hampered my grades. After that, I do not want to take any risk.”

Their statements show that they are quite familiar with the online assessment and grading policy during the pandemic and have strong opinions toward it. Every semester, they sit for the exams where they face grading policy, which is actually common for other universities as well. They also believe that their university is quite concerned about assessment and grading. It is good to observe when a university tries to maintain its rules and regulations through assessment and grading. However, there needs to be some highlights on some other

parts as well. Instead, it seems that the university is more concerned about assessment and grading which is in fact distracting students from their learning. In case of the traditional platform of assessment and grading, students used to receive consultation hours from teachers and would also consult their peers whenever they were in confusion and unclear about something. From the study, it was found that it is especially tough for those students who were attending online classes from Mofosshol areas with very poor internet service. Online classes have therefore increased the difficulty for them.

Lastly, private universities showed quite high strictness toward students to attend online classes, examinations, and assessment and grading. However, they were unconsciously giving less importance to the learning part which is in fact the outcome of teaching. Along with that, they were not receiving hardcopies and instead all the materials were provided online, which sometimes contradicts their reading habit. During the pandemic, learning was internet-based only. There were only online classes, examinations, presentations, and so on. However, most of the time, the internet speed was really poor and there were electricity issues. Students who lived out of Dhaka suffered poor due to poor internet connection. In this situation, they faced difficulty attending online classes and sitting for the examinations on due time. They were also losing their attendance sometimes, which directly affected their grades as well. These issues created learning gaps for them. Moreover, due to poor WiFi speed, students needed to buy internet on their mobile phones regularly so that during any emergency, they could use it. This also created budget issues for them. These things also should be taken into consideration. Thus, online classes may have saved time and energy in some areas, but still there were several disadvantages which affected students' grading in particular. For this, teachers should be more considerate during online examinations and classes.

After that, the participants' personal opinions and experiences regarding the impact assessment and grading were asked. They shared both their positive and negative experiences

in detail. Moreover, anonymity was ensured so that they could open up themselves and be comfortable during the interviews. Their replies were similar in some aspects, which have resulted in quite many follow-up questions. These experiences are further discussed below.

4.2 Positive Aspects of Assessment and Grading on Students' Learning

While taking interviews, the researcher has intended to find out whether there were any positive aspects of online assessment and grading. In case of positive sides, Liza has mentioned, "I made a major mistake in my midterm. Assessment and grading process helped her to ... final. She got the advantage actually." She has shared her personal opinion here. Here, Nusrat also added, "Assessment and grading also include their class performance like presentation ... They could ask questions and they could get the answers immediately. This was a blessing of assessment and grading." She also talked about other advantages including extra curriculum activities. Anjum explained how she has been motivated through assessment and grading. When she received good marks in online exams, it inspired her to study more and earn a good CGPA. She derived great enjoyment out of it. Also, she liked to inspire others regarding studies. These are the positive outcomes of assessment and grading according to her. Moreover, on this point, Sadia said, "I live Mohammadpur, which is far from the university. During physical classes, I was late for exams and could not answer fully which really affected my grade ... I do not feel hassle during online exams and it does not affect my CGPA." Along with this, Istiak admitted that the online platform was making him technologically sound and due to the time limit of exams, his writing skill has also been developed. These things were quite helpful for students' learning and led to some positive outcomes. Here, Tarek included an important point saying, "My close relatives, neighbors, are affected by COVID-19 ... if there were any possibility of physical classes, then my family and I also had to suffer or drop the semester."

I have found their experience and opinions quite real and valid for this research study. Assessment and grading can make a student find out his mistake and learn from it. It helps them to do well in further exams. Also, it improves their learning skills. They also received opportunities to attain better academic results due to assessment focus. This was a continuous process and they learned from time to time because of the examinations. Thus, it was found in this study that online assessment and grading is helping students to correct their mistakes and they are also getting familiar with modern technologies. Students were also getting out of their comfort zone and participating in online activities, which served as both technological and personal benefits. Moreover, online classes and exams saved students' time. They were getting more time to prepare themselves by sitting at home. Besides, online assessment and grading gave more opportunities to the students to correct themselves and learn properly. Such feedback helped the students to develop themselves and work on themselves. Assessment and grading also served to make the students more serious about students to make them see where exactly they should focus on their studies, It was also helpful for the students to advance their typing skills to submit online answer scripts within due time. Those were definitely the positive sides of assessment and grading on students' learning in the long run.

Lastly, during this pandemic, online classes and examinations were the only way of learning and passing because it was risky to come to the university and attend classes, and the maximum students could have faced the worst outcomes and threat. So, online classes and grading were definitely helping the students to learn and progress their university program without just waiting for the physical classes. On this point, Marzano (2006) claims that assessments and grading actually motivate students in learning with proper guidelines. Students got to know where they are going wrong actually and correct themselves. This worked as a positive push for the students in case of learning. Students were getting to know their flaws and they are working on these. Here, they were getting the chance of self-correction as well as good

grades in examinations. Along with this, they can email the faculty at any time if they face any difficulties. There, faculty members can arrange a consultation hour for that particular student and solve his problem. These types of advantages are always there. It saves both time and energy. Assessment helps the students to clear all their doubts in a single minute and there is always a chance for improvement. When a student goes through proper assessments, his grades automatically get better than before. Here teachers and the students both coordinate with each other for a better result and represent the assessment procedure in a positive way.

4.3 Negative Aspects of Online Assessment and Grading

Along with the positive outcomes, there are also some visible outcomes of assessment and grading that hamper students' learning in different ways. The researcher has also deeply focused on these dark sides as well. Nishat has shared her personal experience saying that, "I was not a very good student. But I tried to focus on learning. In that case ... Now I am afraid of studies and I CGPA is also decreasing." Along with this, Jisha has also included that, "Due to bad internet, I hardly can attend the classes on timely. This hampers my studies and my CGPA falls ... I have also my scholarship as well." Her opinions show that she hardly can get on track and learn those things. Furthermore, Nishat also pointed out these things from her experience. She said that sometimes the syllabus was quite extensive and she could not get time to finish it before the examination. For this, she could not perform well. This also affected her grading and she had doubt about suffering in the long run. For this reason, sometimes she tried to memorize the topics without even understanding them. Again, Liza said that, assessment and grading only focused on the grades and examinations and did not focus on learning. Farha included that, assessment and grading discourage the students regarding their studies. She also faced exam phobia because of the assessment and grading process. It made her mentally weak. Lastly, Tarek confessed that, "I am not a technologically sound person and

my typing skill is also average. But it creates problems during exams where I cannot cope with the time and cannot submit a complete answer script even after knowing the answers.” Two of the students also said that online classes create too much pressure on their eyes and cause back pain as well. For this, they remain unwell and sometimes cannot focus on their studies.

Here, they had different bitter opinions regarding assessment and grading, and those were actually true to some extent. Assessment and grading can create hindrances for learning. Students get mentally demotivated and upset. Consistently low grades and restrictions make them fed up. They feel extreme pressure during examinations and cannot focus on learning much, for which they suffer in the long run. They cannot progress much and, thus, learning gets hampered. It creates difficulties for students who are not technologically sound. They suffer a lot because of this and it hampers their academic results. Unfortunately, teachers may not think of these difficulties. Students also get nervous during exams when they are very concerned about the grading. Moreover, online platform may decrease communication badly and sometimes students also fail to attend the classes. They thus may fail to understand the topics by their own and start memorizing them, which may serve as a debilitating effect on their learning attitudes. Regarding this, Klapp (2018) says that assessment and grading only focuses on the academic results of the students which actually works as a negative impact on the students. Students lose interest in the subject and try to memorize it. As a result, they suffer in the long run. Students also get distracted because of this assessment and grading policy.

Due to this excessive pressure, students feel scared and they start skipping examinations. As a result, they cannot learn anything and face an academic disaster. The teacher and parents should keep in mind that the main motive is leading not just only getting good grades. Students should feel confident and comfortable in the learning environment so that they can push themselves. If students struggle to understand the topic, teachers should keep changing the method and make the lesson easier for the students. There should be extra

consultation hours for the students who can come individually and take help from the teachers without any hesitation. This is how students should make feeling motivated toward learning. But if the faculties only keep focusing the good grades, then the outcome may be debilitating. Students will only get pressurized, demotivated, and lost. That kind of academic assessment will take them nowhere.

4.3.1 Psychological Impact

This part is linked to the negative impact of assessment and grading. The researcher has asked them if there were any psychological effects they were facing because of assessment and grading. Only Subah expressed some positive impacts of it. She said that when she would get good grades, she remained happy and motivated, which helped her to focus on her learning more. Besides her, the four other participants shared their negative opinions more or less. Liza mentioned that she was facing mental pressure because of the upcoming assessments and grading. It made her mentally unstable and she could not focus on her studies. She also added another point where she made about teachers' psychology during grading. Jisha also said that she faced some mental suffocation during the examinations. She was quite worried about her grades and, lastly, she contacted the counseling unit. Along with this, Sadia said,

“I get depressed when I get bad grades and my parents also get me wrong even though I try. I feel like I should quit studies at a certain point as I cannot get good grades and this kind of thinking makes my mental health worse and I also start avoiding classes and exams”

These were the thoughts of the students who were facing psychological challenges due to assessment and grading on a severe note.

These are certainly the barriers to online assessment and grading. If the students are not mentally well, they really cannot focus on learning. There should be a proper environment of free learning and participation without judgments. This will help the students to get better learning opportunities. Teachers should create an environment for them and make them understand the real importance of learning apart from assessment and grading. They should never feel such a way that they are getting more depressed. They should communicate more and focus on learning in such situations. Otherwise, if they do not have a stable mind and positive psychology, they cannot learn properly. Students' psychology is indeed quite a sensitive issue. During the pandemic, they were locked in at home and feel depressed. In that situation, online assessments, examinations, and back-to-back classes may make them more frustrated. Hence, teachers should handle them more delicately. Teachers should not be biased and yell at the students, because that is not appropriate for their mental state at all. Rather, teachers should make the classes more interactive so that students feel the urge to attend classes regularly.

4.3.2 Physical Impact of Online Assessment and Grading on Students

During online semesters, students are attending day-long classes and examinations sitting at home. On this point, they faced some physical challenges and uncomfortable situations. During the interview sessions, students open up about this. Here, Sudipta said that, "I never used glasses before. But during this pandemic when I was attending online classes, I started feeling dizzy and had severe headache. I went... now I use glasses on daily basis." Again, Abir expressed that, "I have 4 to 5 courses every semester. Day long I keep sitting on my laptop ... I cannot sit properly due to back pain." Along with them, Anjum also mentioned about the headache. Here, they pretty much faced the same difficulties.

Based on the experiences, it was clear that health an important factor for all the students who were attending online classes back to back. Due to online classes, they sat with the laptops and PC all day. It created a huge pressure on their eyesight. They faced severe back pain as well due to sitting all day. These issues may have made some of them fall sick, which is a threat to them. They remained in pain and uncomfortable situations. They were in danger of losing their temper and hunger at the same time. They could not concentrate on classes and examinations. That also worked as a disadvantage for them. On this point, they could not learn much for obvious reasons and it also affected their grading. So, their health due to the learning cycle got affected due to excessive online classes and exams. Their academic results also started getting worse. During this situation, assessment and grading did not help but rather hampered in their learning.

Lastly, Garavalia et al. (2007) claim that sometimes students have some negative psychological thoughts about cheating. They try to adopt unethical ways for good grades and never focus on learning. It creates negativities for students' psychology and they never try to focus on studies and learning. These kinds of mentality always play a negative role on their self-growth. As online classes were totally technology based, students might get addicted to gadgets. Teachers and parents should look into the issue as well. Too much addictiveness may damage their eyesight and create headaches. Along with that, they face back pain as they keep sitting before the laptops all day. These types of practices make the students more depressed and they feel physically numb. When students are not physically well, they cannot focus on their studies and suffer later on. Besides, they should maintain a proper diet plan as well so that they remain fit and fine.

4.4 Teachers' Psychology

Assessment and grading depend on teachers' psychology according to some participants. Based on their opinion, the researcher has taken interviews of four honorable faculty members who are quite concerned about assessment and grading. When asked if a teacher's restless mood or unstable mind can actually affect assessment and learning, one of them responded with some clarification. He said that the teacher is also a human being. For a certain period, he might not be in a good mood or mental condition. In that situation, if he goes for assessment and grading, there may very well make inconsistencies in grading. He may not be much considerate at that time because of human nature. However, if he is in a good mood, the outcomes may be pretty balanced and fair. However, some teachers might not take the risk.

Moreover, another faculty member said, "Teachers do the most stressful job where they need to think about all the students; sometimes there may be a reason of favorite students and he becomes biased ... He does not check the other scripts properly." There is some common behavior a teacher deals with which in fact affects the assessment and grading procedure unexpectedly. Lastly, the researcher has asked the honorable teachers about Bangladeshi assessment and grading. The reason was to find out if there is any quality assessment in Bangladesh (especially at University level). On this issue, one of the faculty members quite straightforwardly said,

Teachers are actually not well trained. They cannot take a proper test sometimes and they are having lacking subject knowledge as well. In this condition, we cannot expect a quality assessment and grading from them. Moreover, our education system is responsible for this

These are the situations described by the faculty members who are directly linked with online assessment and grading.

These are in fact important issues for a teacher to make sure that whether he is in that condition to assess the students and work on their grading. Otherwise, students may face the consequences. Unfortunately, the teacher does not get the proper training and instructions before coming to the profession. They obviously have some personal lacking, and for this, they cannot assure quality assessment and grading. Lastly, the students pay for it and end up having poor and wrong assessment sometimes. Again, some of them are quite biased in case of grading, which actually makes the other students demotivated and they lose interest in that particular subject. These kinds of activities create a negative impact on their learning in the long run, which is quite detrimental for their future growth. Moreover, some students want to become teachers in real life, but if they face such scenarios, they may change their minds as well. Indeed, teachers are responsible for shaping the future leaders. They need the required training and guidelines so that they can serve to mold students positively for the future.

Health Issues:

Health issues is the most important factor that needs to be considered during online teaching and learning, This research study focuses on the health issues of the students. During the interview, Sefa said, “By doing back-to-back online classes, my eyesight got damaged.”

During online semesters, students were attending day-long classes and examinations sitting at home. On this point, they were facing some physical challenges and uncomfortable situations. During the interview sessions, the student participants opened up about this. Here, Sudipta said, “I never used glasses before. But during this pandemic when I was attending online classes, I started feeling dizzy and had severe headache. I went ... now I use glasses on daily basis.” Again, Abir expressed, “I have 4 to 5 courses every semester. Day long I keep sitting on my laptop ... I cannot sit properly due to back pain.” Along with them, Anjum also mentioned about the headache. Here, they pretty much faced the same difficulties.

These issues are quite serious and harmful for the students. Their eyesight were getting blurred or weak due do back-to-back online classes. They were sitting before the laptop 24/7 and not eating or sleeping properly. As a result, their health condition was being threatened. Besides, Adnan et al. (2020) also agree to these points of back pain and bad eyesight due to these online classes. Moreover, students were not used to these activities, so they had a headache all the time and could not study properly. They also could not focus on learning and examinations. So, due to online assessment and grading, students were feeling these health issues, which also created hindrances in case of learning.

Chapter 5

Conclusion

Although assessment and grading are important in case of teaching and learning, it should be in such a way that it does not interrupt free learning. The main motive should be proper learning which will help the students in the future. So, ensuring quality assessment and grading is really important, so that students can learn without any mental pressure and barrier. They had mixed opinion regarding this. Teachers should make the learning the priority, not assessment and grading. Classrooms should be more interactive, so that all the students can participate and share their thoughts. Through these. teachers also get to know where they are going right and where they need the correction. Along with this, in case of examinations, teachers should be a little bit considerate about timing so that all of the students can be on the same page.

Moreover, there should be more opinion-based questions, so that students do not copy or memorize and instead come up with their own ideas. This kind of activities will create more learning opportunities for the students in real time. In case of private universities, sometimes authorities focus on money only and intentionally give poor grades to the students. This type of politics makes the students demotivated and they continuously get poor marks in the examinations which hampers their learning as well. These issues also should be reconsidered. During the pandemic, students are already bored and depressed most of the time as they cannot come to the university on a regular basis and lead their daily lives. Along with this, parents should also look after them with extra care and attention than before so that they do not feel low.

In case of online classes and teaching, students remain seating before their laptops and computers all day long which creates different types of physical problems for them like

headache or eyesight issues. So, they should be careful regarding their own health as well so that they remain fit and well. Furthermore, online class recordings may help students who fail to attend classes on time due to some unavoidable circumstances. In our country, we are still lagging behind regarding these issues due to a lack of opportunities and implementation. During the interviews, students also share these difficulties as well as some suggestions. According to their opinions, there should be some possible solutions. The possible solutions are:

1. The main focus should be learning first, and then comes assessment and grading.
2. Teachers should be concerned about the teaching and learning policy and make sure that students are interested in learning.
3. There should be live feedback and correction in the class apart from assessments and grading policy.
4. Teaching should be more focused on learning and understand, not grading.
5. Teachers should be ensuring the participation of students in classrooms.
6. Quality assessment and grading should be ensured.
7. Different teaching methods should be applied based on students' understanding and syllabus to make the students engaged in class participation and come out from their confusions.
8. Learning should be made more interesting for the students so that they can come out from their phobia of grading and do well in examinations automatically.

By adopting these procedures, we can expect that students will get the proper environment for learning which will help them in the long run with proper knowledge. Proper

assessment and grading may help the students to learn in a proper way and get a good academic result as well. They just need a positive push back to give the best outcomes.

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Appendix A

LETTER OF CONSENT FOR PARTICIPANTS

Dear participants, I am Nazifa Anjum. I am doing a post-graduation study in Applied Linguistics and ELT at the Department of English and Humanities, Brac University, Dhaka, Bangladesh. My research title is “Impact of Assessment and Grading on Students’ Learning: A Case Study on the Students of Private University”. The aim of the study is to find out what kind of impact online assessment system is creating on students of private universities. For being a part of this interview, you have to sit for a day in a telephone and physical interview. Moreover, your interview will be recorded and I will only use them for my study purpose. If you would like to be a part of this study, please read the concerned form carefully and sign it.

Thank you

Nazifa Anjum

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Please read the following segment and put a tick mark on the side.

1. I have read the description and understood the information given which describes what this study is about, and how the data collection methods will be taken.
2. My participation is voluntary, and I feel free to withdraw at any time.
3. I agree to take part in the interview sessions of the study.
4. I agree to be audio taped.

5. The researcher has my permission to contact me through the following phone number or email if needed.

.....

.....

Name

Signature

E-mail address:

Phone number:

Appendix B

INTRODUCTION OF THE STUDENTS

1. Their names and University names
2. In which semester they are in? (Their departments: optional)
3. How many courses they have taken in this current semester?
4. The duration of daily classes and approximate timing?
5. Which platforms are being mostly used by them to attend the classes?
6. Their current location?

INTRODUCTION OF THE TEACHERS

1. Institution name and which subject they are teaching there?
2. Duration of being in this profession?
3. How many classes they are taking per week approximately?
4. Which platforms are being mostly used by them to conduct the classes?

Students' opinion regarding online classes, exams and the learning opportunities

1. How does this online teaching and learning affect them? (both positive and negative aspects)
2. Is this new loop being more helpful for them or creating any hindrance in their learning activities?
3. In which aspects, this is good or bad for their mental health in the case of learning?
4. Are they comfortable with the online exams and other activities?

5. What are the common challenges they are facing?
6. According to them, can the teachers bring any changes to do justice with their learning capabilities as well as grading?
7. Their suggestions regarding fruitful teaching and learning

Teacher's perspectives about online teaching and learning:

1. What are the most common challenges they are facing during online teaching?
2. Proper training was ensured by the government or not?
3. How they are maintaining the ethical issues for exams and other activities?
4. Does their mental health get affected?
5. Why are the common negative phenomena affecting the students in the case of learning?
6. What are the possible solutions?

