

## THE EXPLORATION OF PROSPECTIVE TEACHERS' BELIEFS TOWARDS AUTHENTIC ASSESSMENT \*

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### Abstract

The main purpose of this study was to explore the prospective teachers' beliefs towards authentic assessment. This study adopted one group pretest-post-test pre-experimental research design. Fifty-six BEd (Bachelor of Education) second year students from Yangon University of Education were chosen as the participants of the study. Authentic Assessment Belief Scale (pretest and post-test), competency-based quiz tests, assessment criteria, observation checklist, teacher's log, reflective journal, self-assessment form, quick peer-assessment form, group self-assessment checklist, opinion form, and interview guidelines were used in this study. The results of the study indicated that the prospective teachers' beliefs towards authentic assessment can be improved by an intervention practice of authentic assessment. Moreover, the results revealed that the level of prospective teachers' beliefs towards authentic assessment after applying an intervention practice of authentic assessment is very high. This study pointed out that prospective teachers highly valued authentic assessment and thus it was undeniable that authentic assessment evidently enhanced prospective teachers' beliefs to engage in deeper and more productive learning educational psychology. This study also reminded all the educators in Myanmar to be aware of the effectiveness of authentic assessment while marching to implement constructivist learning at all levels of Myanmar education system.

**Keywords:** Authentic Assessment, Authentic Tasks, Beliefs, Beliefs Towards Authentic Assessment, Prospective Teachers

### Introduction

#### Significance of the Study

Assessment is an integral part of instruction, and effective instruction cannot happen without high quality and best assessment of students. As an integral part of the educational process, assessment supports learning by providing learners with the opportunity to demonstrate acquired knowledge and skills. This condition calls for more authentic assessment methods (Svinicki, 2004). New approach to assessment is authentic assessment which integrates the process of learning and teaching with real and complex contexts and situations (Olfos & Zuluntay, 2007). The purpose of authentic assessment is to give students with ample opportunity to engage in authentic tasks and activities so as to develop, use, and extend their skills, knowledge, higher-order thinking, and other 21<sup>st</sup> century skills and competencies (Shepard, 2000). The main focus of authentic assessment is on assessing and evaluating a learner's ability to perform real-world tasks by applying the skills and knowledge he or she has learned. Authentic assessment depends on more than one measure of performance or outcome, is criterion referenced, and relies on human judgement (Miller, McIntire, & Lovler, 2011). Furthermore, authentic assessments are assessments that emphasize what students can do in the context of real life or simulations, and tend to measure, evaluate, and judge students' knowledge and skills when it is needed in real life. Hence, authentic assessment seeks to provide the best information and evidence about what can be done by a student (Whitlock & Nanavati, 2013).

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In addition, authentic assessment is the assessment of to what extent the learners can transfer their learning to the real world (Slavin, 2017, as cited in Kinay, 2018). Authentic assessment firstly emerged as a requisite for learner-centered assessment and it takes the real life contexts as a basis to assess and evaluate the performance or product (Mohamed & Lebar, 2017). Furthermore, authentic assessment is becoming more and more popular as a result of the increasing tendency for holistic assessment of students (Aitken & Pungur, 2004). However, in order for teachers and educators to utilize authentic assessment methods, initially they need to adopt and believe in authentic assessment methods. At this point, teachers' or prospective teachers' beliefs towards authentic assessment become an important issue because beliefs refer to the adoption and acceptance of opinions (Tutar, 2016, as cited in Kinay, 2018).

In fact, teachers' approaches to assessment are shaped by numerous aspects including their previous experiences with assessment, as students, prospective teachers, and teachers, their beliefs and values on what constitutes useful and valid evidence of student learning, their knowledge of assessment theory, and the prevalence of systematic assessment policies (Popham, 2013, as cited in Hasirci et al., 2019). As Brown (2003) suggests teachers' beliefs regarding the process and purpose of assessment have influences on all pedagogical acts and actions (as cited in Hasirci et al., 2019). Therefore, the teachers' or prospective teachers' beliefs towards authentic assessment are thought to affect their decisions related to adoption and application of this assessment approach in the future (Kinay, 2018).

In a teacher education context, it is necessary for prospective teachers to be given good support in transitioning from university to the workplace, which is the researcher's reason for adopting authentic assessment in intervention. This study will contribute to universities of education in such a way: how authentic assessment can be integrated into the course work, provides manual for teacher educators how to apply authentic assessment methods, and provides a future vision of authentic assessment in universities of education. So, it is important to conduct this preliminary research for promoting research on authentic assessment in teacher education.

### **Purpose and Research Questions**

The main purpose of this study is to explore the prospective teachers' beliefs towards authentic assessment. Specifically, this study aims at answering the following research questions:

1. Can the prospective teachers' beliefs towards authentic assessment be improved by an intervention practice of authentic assessment?
2. What is the level of prospective teachers' beliefs towards authentic assessment after applying an intervention practice of authentic assessment?

### **Definitions of Key Terms**

**Beliefs.** Beliefs refer to the adoption and acceptance of opinions (Kinay, 2018).

**Authentic assessment.** Authentic assessment is a form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills (Mueller, 2018).

**Beliefs towards authentic assessment.** The prospective teachers' beliefs towards authentic assessment are thought to affect their decisions related to adoption and application of this assessment approach in the future (Kinay, 2018).

**Authentic tasks.** In this study, authentic tasks are instructional activities that allow students to explore, discuss, and meaningfully construct concepts and relationships in contexts that involve real-world problems and projects that are relevant to the learner.

**Prospective teachers.** The prospective teachers in this study are defined as students attending undergraduate courses of BEd at universities of education in Myanmar.

## **Review of Related Literature**

### **The Nature of Prospective Teachers' Beliefs**

According to the review of Zheng (2009), prospective teachers' beliefs influence what they say and do in the classroom, which, in turn, shapes their beliefs. What prospective teachers will plan and do in their future classroom are the results of their beliefs on teaching, learning and assessment methods (Tolbert, 2006). Comprehending the educational beliefs of prospective teachers is critical for the development of assessment practices because the principal factor that directs teachers' in-class practices is their beliefs. Educational beliefs that prospective teachers have, provides a window on their future decision-making, and the effectiveness of teaching-learning processes and assessment practices (Kinay & Ardiç, 2017).

### **Authentic Assessment**

Mueller (2018) claimed that authentic assessment is a form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills. It is also a process of engaging valuable questions or well-intentioned problems in which students must use knowledge to create performances effectively and imaginatively. So, authentic assessment evaluates not only the products but also the process concerned (Moria, Refnaldi, & Zaim, 2018). In addition, as stated by Indriani (2017), authentic assessment is an assessment which is conducted systematically in order to assess learning input, learning process, and learning output.

## **Method**

### **Participants of the Study**

The participants for the study were chosen from Yangon University of Education. The participants of this study were 56 BEd second year students with the age ranging from 18-20 years old of the 2019-2020 academic year. There were 28 males and 28 females in experimental group and they were selected by purposive sampling.

### **Instruments**

The "Authentic Assessment Belief Scale" (AABS) was adapted from "Teachers' Beliefs Towards the Use of Authentic Assessment in Curriculum 2013 Questionnaire" developed by Indriani (2017). The Authentic Assessment Belief Scale, a four-point Likert scale questionnaire, designated by "strongly disagree" as "1", "disagree" as "2", "agree" as "3", and "strongly agree" as "4", measured prospective teachers' beliefs towards authentic assessment. There were 16 items in the AABS that were designed with short and direct statements to be rated. The three belief subscales used in this study were understanding about the role of authentic assessment (8

items), understanding about the benefits of authentic assessment (3 items), and opinions about authentic assessment (5 items).

To investigate the prospective teachers' beliefs towards authentic assessment, various instruments such as authentic tasks in Educational Psychology, Authentic Assessment Belief Scale (pretest and post-test), competency-based quiz tests, assessment criteria, observation checklist, teacher's log, reflective journal, self-assessment form, quick peer-assessment form, group self-assessment checklist, opinion form, and interview guidelines were used in this study.

### **Procedures of the Study**

First of all, Educational Psychology Textbook (BEd, Second Year, First Semester) prescribed by Department of Educational Psychology, Yangon University of Education were studied thoroughly, together with the official instructional objectives and aims of teaching Educational Psychology. Secondly, authentic tasks in Educational Psychology with rubrics were developed from Chapter 2 (Memory and Forgetting) in order to get the required data. "Authentic Assessment Belief Scale" (AABS), assessment criteria, observation checklist, quiz tests, teacher's log, reflective journal, self-assessment form, quick peer-assessment form, group self-assessment checklist, opinion form, and interview guidelines were constructed. The face validity and content validity of research instruments was confirmed by fourteen educators who are well experienced in educational psychology, testing and assessment from Department of Educational Psychology, Yangon University of Education as the expert review.

After getting the validity of these instruments, pilot testing was done with a sample of 66 prospective teachers from Yangon University of Education in the last week of August, 2019. Based on the results of the pilot study, statements which were inappropriate, vague, and could get incomplete answers were revised and changed.

After the pilot testing, fifty-six BEd second year students were selected as the sample. Before intervention, prospective teachers completed the "Authentic Assessment Belief Scale" (AABS) as pretest. After the pretest, the researcher started authentic assessment procedure with the help of six research assistants. Before each period of intervention procedure, the researcher and these six assistants had meetings to discuss how to proceed the authentic assessment approach in the classroom. At the beginning of the authentic tasks, the prospective teachers were provided with the explanation of nature, purposes and the procedure of authentic assessment tasks and necessary instructions. The prospective teachers were monitored by the teacher while doing authentic tasks. After each task, they discussed their understanding and results with each other and also the teacher educators who teach Educational Psychology. The prospective teachers were asked to practice understanding and performance in Educational Psychology with ten authentic tasks and three quiz tests during one month.

Assessment criteria and observation checklist with performance levels were used for assessing prospective teachers' performance and behavior when they were participating in authentic learning and assessment classroom and for treatment verification. The self-assessment form was used by the prospective teachers to assess their performance individually at the end of each authentic task themselves. The quick peer-assessment form was used by the prospective teachers to provide feedback with each other on the quality of the task. The group self-assessment checklist was used by the prospective teachers to decide and describe how they made a strong effort in the current task, and what they would improve in the next task. Prospective

teachers' reflective journal was also conducted before, during and after each authentic task. Teachers continually did teacher's log through intervention. After doing authentic tasks, prospective teachers took competency-based quiz tests in order to recognize the influence of authentic assessment on their understanding and performance in educational psychology. Furthermore, audio and video tapes were also recorded for each group for reviewing the prospective teachers' understanding, performance and behavior.

After doing ten authentic tasks, prospective teachers again completed the "Authentic Assessment Belief Scale" (AABS) as post-test. And then, prospective teachers' opinion form about using authentic tasks and assessment in learning Educational Psychology was taken for this study. Finally, interview questions about authentic assessment were also taken based on the results of post-test for this study.

The data obtained from the study were analyzed by Statistical Packages for the Social Science (SPSS) software version 25. The quantitative data obtained from pretest and post-test were analyzed by using the paired samples *t*-test. The descriptive analysis technique like frequencies and percentages were calculated in order to investigate the prospective teachers' understanding and performance in educational psychology, improvement, opinions, and beliefs about the performance on authentic tasks for learning educational psychology.

## **Results and Discussion**

The data for this study were collected from a purposive sampling of fifty-six prospective teachers in BEd second year program of Yangon University of Education. To facilitate the discussion of the results of this study, the findings are displayed based on the aforementioned research questions. Moreover, the prospective teachers' understanding and performance in learning educational psychology, opinions and beliefs about authentic assessment were also investigated.

### **Analysis of Prospective Teachers' Beliefs Towards Authentic Assessment for Pretest and Post-test**

The data obtained from pretest and post-test were analyzed by using the paired samples *t*-test to explore the prospective teachers' beliefs towards authentic assessment. The results of the test indicated that the differences in means and standard deviations with respect to pretest and post-test and showed these differences are significant (see Table 1).

Table (1) showed that there was a significant difference in prospective teachers' understanding about the role of authentic assessment between pretest and post-test. It can be seen that there was a significant improvement in prospective teachers' understanding about the role of authentic assessment. Therefore, it was obvious that an intervention practice of authentic assessment can enhance prospective teachers' beliefs towards authentic assessment.

Table (1) also showed that there was a significant difference in prospective teachers' understanding about the benefits of authentic assessment between pretest and post-test. It can be concluded that there was a significant improvement in prospective teachers' understanding about the benefits of authentic assessment. Thus, it was apparent that the prospective teachers' beliefs towards authentic assessment can be improved by an intervention practice of authentic assessment.

**Table 1.** Mean Comparison of Prospective Teachers' Beliefs Towards Authentic Assessment for Pretest and Post-test

Sub-scale	Test	Mean	SD	<i>t</i>	<i>p</i>
Understanding about the Role of Authentic Assessment (8 items)	Pretest	26.75	2.23	-11.306***	0.000
	Post-test	29.34	2.44		
Understanding about the Benefits of Authentic Assessment (3 items)	Pretest	9.68	1.35	-7.072***	0.000
	Post-test	10.95	1.02		
Opinion about Authentic Assessment (5 items)	Pretest	15.88	1.86	-9.953***	0.000
	Post-test	18.41	1.49		
Belief Towards Authentic Assessment (Total of the Scale) (16 items)	Pretest	52.30	4.62	-13.031***	0.000
	Post-test	58.68	4.41		

**Note:** \*\*\*The mean difference is significant at the 0.001 level.

Furthermore, the mean scores of prospective teachers' opinions about authentic assessment for pretest and post-test were shown. The results revealed that there was a significant difference in prospective teachers' opinions about authentic assessment between pretest and post-test. It can be concluded that there was a significant improvement in prospective teachers' opinions about authentic assessment. Therefore, it is undeniable that an intervention practice of authentic assessment prominently enhanced prospective teachers' beliefs towards authentic assessment.

The mean scores of prospective teachers' beliefs towards authentic assessment for pretest and post-test were also shown in Table 1. The results of the paired samples *t*-test indicated that there was a significant difference in prospective teachers' beliefs towards authentic assessment between pretest and post-test. It can reasonably be concluded that the prospective teachers' beliefs towards authentic assessment on post-test was improved. Therefore, it can be interpreted that the prospective teachers' beliefs towards authentic assessment can be improved by an intervention practice of authentic assessment.

### **Findings Regarding the Level of Prospective Teachers' Beliefs Towards Authentic Assessment after Applying an Intervention Practice of Authentic Assessment**

To examine the level of prospective teachers' beliefs towards authentic assessment after applying an intervention practice of authentic assessment, the researcher specified score ranges and levels to interpret mean values (see Table 2).

**Table 2.** Score Ranges and Levels to Interpret Mean Values

Score Ranges	Levels
1.00 – 1.75	Very Low (Strongly Disagree)
1.76 – 2.50	Low (Disagree)
2.51 – 3.25	High (Agree)
3.26 – 4.00	Very High (Strongly Agree)

As for determining the level of prospective teachers' beliefs towards authentic assessment after applying an intervention practice of authentic assessment, the descriptive statistics was analyzed. The mean values were interpreted based on the score ranges and levels shown in Table 2.

**Table 3.** Descriptive Statistics for the Level of Prospective Teachers' Beliefs Towards Authentic Assessment after Applying an Intervention Practice of Authentic Assessment

Scale	N	Mean	Standard Deviation	Level
Understanding about the Role of Authentic Assessment	56	3.67	2.444	Very High
Understanding about the Benefits of Authentic Assessment	56	3.65	1.017	Very High
Opinion about Authentic Assessment	56	3.68	1.487	Very High
Belief Towards Authentic Assessment (Total of the Scale)	56	3.67	4.411	Very High

When the descriptive statistics in Table 3 are examined, it is showed that the prospective teachers' understanding about the role of authentic assessment is at a very high level. And then, it is evident that the prospective teachers' understanding about the benefits of authentic assessment is also at a very high level. Furthermore, it is showed that the prospective teachers' opinions about authentic assessment is at a very high level. Therefore, it can evidently be concluded that the prospective teachers have a very high level of beliefs towards authentic assessment. The results of this research were consistent with the previous studies of Kinay (2018) who reported that prospective teachers had a high level of beliefs towards authentic assessment. Moreover, the findings of this research supported the previous researches of Indriani (2017) who found that teachers held strong beliefs about authentic assessment in curriculum 2013.

### **Prospective Teachers' Reflective Journal during an Intervention Practice of Authentic Assessment**

During an intervention practice of authentic assessment, prospective teachers were asked to write reflective journal and their responses were categorized and synthesized. The journal was helpful for the prospective teachers to review their learning by reflective thinking. Writing journal was a perfect tool for the prospective teachers to assess their own learning about memory and forgetting. Excerpts from samples of students' reflective journals, as shown below, supported this theme.

*"I selected key terms from the given handout and helped the group in note-taking, and wrote their meaning on the strip of paper to create a flip chart."* (MS, G5, Jan 14, 2020)

*"I read flash card given by the teacher and thought about the open-ended questions in it."* (SKH, G1, Jan 29, 2020)

*"I participated enthusiastically in group discussion and gave suggestions and ideas to my group, and thought deeply about proactive inhibition."* (NEW & TZ, G5, Feb 4, 2020)

From these excerpts, it can be concluded that reflective journal can help the prospective teacher to review his own learning and to know his own abilities to perform the authentic tasks.

During intervention, the researcher and assistant teachers found that prospective teachers were not hesitant in expressing their feelings. They felt free to give their own views. This is evident in the following excerpts.

*"I believe I have improved in my personality, way of thinking, and learning styles now as compared to before I took this class."* (DMK, G3, Jan 14, 2020)

*"Before the lesson, I was excited and feared. When I finished the authentic activity, I got many knowledge and I found it very interesting."* (MTM, G3, Jan 14, 2020)

*"I am interested and excited because I really like teaching educational psychology by authentic assessment methods."* (HMKK, G1 & SMA, G3, Feb 4, 2020)

The following excerpts are prospective teachers' comments and suggestions about authentic assessment.

*"I think that assessing students' development through authentic assessment is the best because there is no emotional pressure under its context."* (KKK, G7, Feb 4, 2020)

*"The teacher should instruct educational psychology by using authentic assessment for the improvement of our thinking and social skills."* (HHH, G4, Feb 4, 2020)

These excerpts showed that prospective teachers had strong beliefs towards the uses of authentic tasks and assessment in learning educational psychology.

### **Teacher's Log during an Intervention Practice of Authentic Assessment**

While reflecting on student performance, the teacher also should analyze his own skills with guiding students rather than directly instructing them. The teacher reported his findings based on the revealed information from the prospective teachers' reflective journal. The teachers wrote their logs after each instructional period during intervention.

From the teacher's log, it was revealed that the teacher took actions to respond to the needs of his students. He also planned to explain his teaching in detail and slowed down his explanations as suggested by the students. These showed that journal writing had changed the teacher's teaching behavior to match the tempo and interest of the prospective teachers. The following excerpts are the samples of teacher's log during intervention.

*"I need to give feedback more by using real-world relevance examples."* (Jan 28, 2020)

*"I should give more time the prospective teachers to discuss, and to create performances or polished products."* (Jan 29, 2020)

*"I should present the lesson and materials in more realistic context and truly enrich the prospective teachers' experiences."* (Feb 4, 2020)

### **Results of Prospective Teachers' Opinion Form after an Intervention Practice of Authentic Assessment**

There were 18 items in the prospective teachers' opinion form to observe their opinions on authentic tasks and assessment. In responses to the items of prospective teachers' opinion

form asking to rate the effectiveness of authentic tasks and assessment in learning educational psychology, the number of prospective teachers with respective percentage can be seen in the following Table 4. There were no prospective teachers who responded as “strongly disagree” and “disagree” in the opinion form.

**Table 4.** Frequencies and Percentages of Prospective Teachers’ Opinion about Using Authentic Tasks and Assessment in Learning Educational Psychology

**Using authentic tasks and assessment in learning educational psychology:**

No.	Items	Uncertain	Agree	Strongly Agree
1	Authentic assessment is a great way to improve students’ learning in educational psychology.	3(5.4%)	27(48.2%)	26(46.4%)
2	Authentic assessment promotes students’ understanding in learning educational psychology.	2(3.6%)	25(44.6%)	29(51.8%)
3	Students can apply their prior knowledge about educational psychology in performing authentic activities.	3(5.4%)	20(35.7%)	33(58.9%)
4	Authentic assessment improves students’ understanding and learning.	1(1.8%)	15(26.8%)	40(71.4%)
5	Authentic assessment enhances students’ critical thinking and evaluation skills.	1(1.8%)	17(30.4%)	38(67.9%)
6	Authentic assessment provides evidence about students’ strengths and weaknesses.	2(3.6%)	25(44.6%)	29(51.8%)
7	Authentic assessment motivates students’ curiosity and willingness to learn in educational psychology.	-	27(48.2%)	29(51.8%)
8	Authentic assessment promotes students to become outstanding learners in educational psychology.	8(14.3%)	31(55.4%)	17(30.4%)
9	Students more prefer authentic learning than traditional form of learning.	1(1.8%)	19(33.9%)	36(64.3%)
10	Authentic assessment promotes students to get more self-confidence in learning educational psychology.	1(1.8%)	24(42.9%)	31(55.4%)
11	Authentic assessment helps students to apply educational psychology concepts in appropriate ways in their daily lives.	2(3.6%)	29(51.8%)	25(44.6%)

No.	Items	Uncertain	Agree	Strongly Agree
12	Authentic assessment improves negotiation, cooperation, and collaboration skills.	1(1.8%)	10(17.9%)	45(80.4%)
13	Authentic assessment helps students how to continue studying educational psychology.	6(10.7%)	25(44.6%)	25(44.6%)
14	Authentic assessment enhances students' analytical thinking, reflective thinking and logical reasoning.	-	24(42.9%)	32(57.1%)
15	Authentic assessment helps students to acquire self-assurance in performing activities.	1(1.8%)	27(48.2%)	28(50.0%)
16	Authentic assessment helps students more remember lessons in educational psychology.	3(5.4%)	18(32.1%)	35(62.5%)
17	Authentic assessment improves students' communication skills.	-	10(17.9%)	46(82.1%)
18	Authentic assessment benefits students as they are allowed to share ideas with each other.	-	11(19.6%)	45(80.4%)
<b>Total</b>		<b>35(3.5%)</b>	<b>384(38.1%)</b>	<b>589(58.4%)</b>

Depending on the data of Table 4, it can be interpreted that many prospective teachers hold strong beliefs about using authentic tasks and assessment in their learning educational psychology.

### **Prospective Teachers' Interview Responses after an Intervention Practice of Authentic Assessment**

In the interviews, the prospective teachers mentioned their beliefs towards authentic assessment. Generally, almost all the prospective teachers felt that they had improved in their beliefs towards authentic assessment. Collected data of interview responses were partially mentioned as follows:

*“After the experimental treatment, there were so many improvements in group discussion, collaboration with peer, listening to others' ideas and in particular, interactive presentation, and my beliefs and opinions towards authentic assessment is very high.”* (DMK, St, Int, 14.2.2020)

*“After intervention period, I strongly believed that there were significant improvements in my understanding about the role and benefits of authentic assessment.”* (TZA, St, Int, 14.2.2020)

*“After an experimental manipulation, I strongly believe that authentic assessment is important for professional development and teacher education programs to provide both in-service and prospective teachers with ample opportunity to engage in authentic assessment task design and analysis of student work.” (BB, St, Int, 14.2.2020)*

After the interview, the results showed that authentic assessment approaches gave improvement to prospective teachers.

The ability of an assessment is to predict students' performances of professional, subject-specific or key skills in the future, especially in higher education and vocational courses. Therefore, this study highlighted that in addition to teacher educators, all the university teachers should implement authentic assessment with high predictive validity to reflect a close link between the classrooms and the workplace. It is exactly the time for the educators in Myanmar to be aware that teaching and learning at any education sector should extend beyond the four walls of a classroom. To say simply, teacher educators should apply authentic assessment in their teaching-learning situations to narrow the gap between training and practice. In other words, by the time our graduates can contribute to their respective workplace with what they learned in the classroom, it can be said as a big achievement of quality education. Nothing can be more important than to fulfill the society's demands by producing well-qualified teachers with high teaching efficacy. Actually, it is time for educators in Myanmar to be aware that there is growing recognition worldwide of the link between learning in the classroom and later learning in real life situations. Therefore, educators in Myanmar should give considerable attention to the roles of authentic assessment with a view to improving the education systems of Myanmar in general and to adequately prepare Myanmar young generation to meet the ever growing demands of the 21<sup>st</sup> century in particular.

## **Conclusion and Recommendations**

### **Conclusion**

The main purpose of this study was to explore the prospective teachers' beliefs towards authentic assessment. Both quantitative and qualitative methods were utilized to examine the prospective teachers' beliefs towards authentic assessment. According to the quantitative data, the present study indicated that an intervention practice of authentic assessment was an effective way of improving prospective teachers' beliefs towards authentic assessment. Results showed that there was a significant difference between pretest and post-test. Therefore, it was obvious that there was a significant improvement in prospective teachers' beliefs towards authentic assessment.

When the findings related to the second research question are examined, it is seen that the level of prospective teachers' beliefs towards authentic assessment after applying an intervention practice of authentic assessment is very high. One of the most obvious reasons of this result can be the performance-based designs of the tasks for learning educational psychology, competency-based intervention protocol, and intervention detailed plans which were put into practice in the experimental treatment period.

According to the qualitative data (scoring rubric, observation checklist, reflective journal, teacher's log, self-assessment form, quick peer-assessment form, group self-assessment checklist, opinion form and interview guidelines), the results showed that prospective teachers held strong beliefs about using authentic tasks and assessment in their learning educational psychology. The

prospective teachers actively participated in authentic tasks for learning educational psychology and took interest in all the tasks. During an intervention practice, it was recognized that almost all prospective teachers totally appreciated authentic assessment and eventually they seemed to be dreaming of using authentic assessment in their teaching-learning situations. Therefore, integrating authentic assessment in teaching educational psychology is a fruitful choice for prospective teachers' future workplace. The qualitative data were based on the prospective teachers' individual performance and group work.

So, the results in this study indicated that there was a significant difference in prospective teachers' beliefs towards authentic assessment between pretest and post-test. This study evidently found out that assessing prospective teachers' performance with authentic tasks and assessment is vitally important in teacher education to prepare next generation of teachers. Therefore, it is confirmed that there is no other way than authentic assessment that can enhance prospective teachers' teaching efficacy, especially their confidence to use authentic assessment for their respective students' performance in their future classes. To say exactly, this study is likely to produce pioneers of efficient teachers with the best attitude, belief, knowledge, and skills towards the effectiveness of authentic assessment in teaching.

### **Recommendations**

In this study, the research was restricted to only one university, Yangon University of Education. Moreover, the present study involved only BEd second year students as the sample for exploring the prospective teachers' beliefs towards authentic assessment. Therefore, further research should attempt to carry out for all grades and subjects of higher education far and wide to grip all facts and data. Additionally, the present study was restricted to only one month for experimental treatment. Therefore, further studies should carry out over a longitudinal study about prospective teachers' beliefs towards authentic assessment. In addition, survey studies can be conducted with independent variables that may affect prospective teachers' educational beliefs towards authentic assessment. It is also recommended to conduct correlational research that tries to find the relations of authentic assessment with other educational beliefs. Furthermore, it is recommended that various researches can be conducted to examine the influences of using authentic assessment in prospective teacher training programs with respect to various variables.

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