

Explicating Filipino Pre-Service Teachers' Assessment Preferences: A Conjoint Analysis

Joel L. Adamos

<https://orcid.org/0000-0002-5995-7945>

jladamos@ust.edu.ph

Research Center for Social Sciences and Education

College of Education

University of Santo Tomas

España, Manila, Philippines

Abstract

Over the years, there have been notable changes in the concept of assessment. Currently, greater emphasis is placed on formative and alternative assessment forms. In Philippine higher education, the teacher education curricula subscribe to the outcome-based approach underscoring more authentic assessments; however, it remains unclear whether Filipino students' assessment preferences are also inclined toward new alternative types. While assessment preferences have been explored in other parts of the world that reveal students' predispositions toward more conventional types, research in the Philippines on this area is sparse. Hence, this study purported to ascertain the assessment preferences of Filipino students, particularly pre-service teachers, using conjoint analysis. A total of 302 pre-service teachers from a comprehensive Philippine university participated in sorting and ranking choice bundles. Results showed Alternative Assessments as the most important attribute (28.743%) and Cognitive Processes (13.243%) as the least. Part-worth of the attributes revealed that pre-service teachers prefer self-assessments (0.651) among the alternative types; selected-response tests (0.742) among the traditional types; and electronic or online assessments (0.393) among the forms. They prefer assessments administered or accomplished individually (0.047) and those which target higher-order thinking (0.474). The results of this study can significantly help in formulating assessment policies and promoting better assessment practices in Philippine teacher education institutions (TEIs).

Keywords: assessment; preferences; conjoint analysis; Philippines